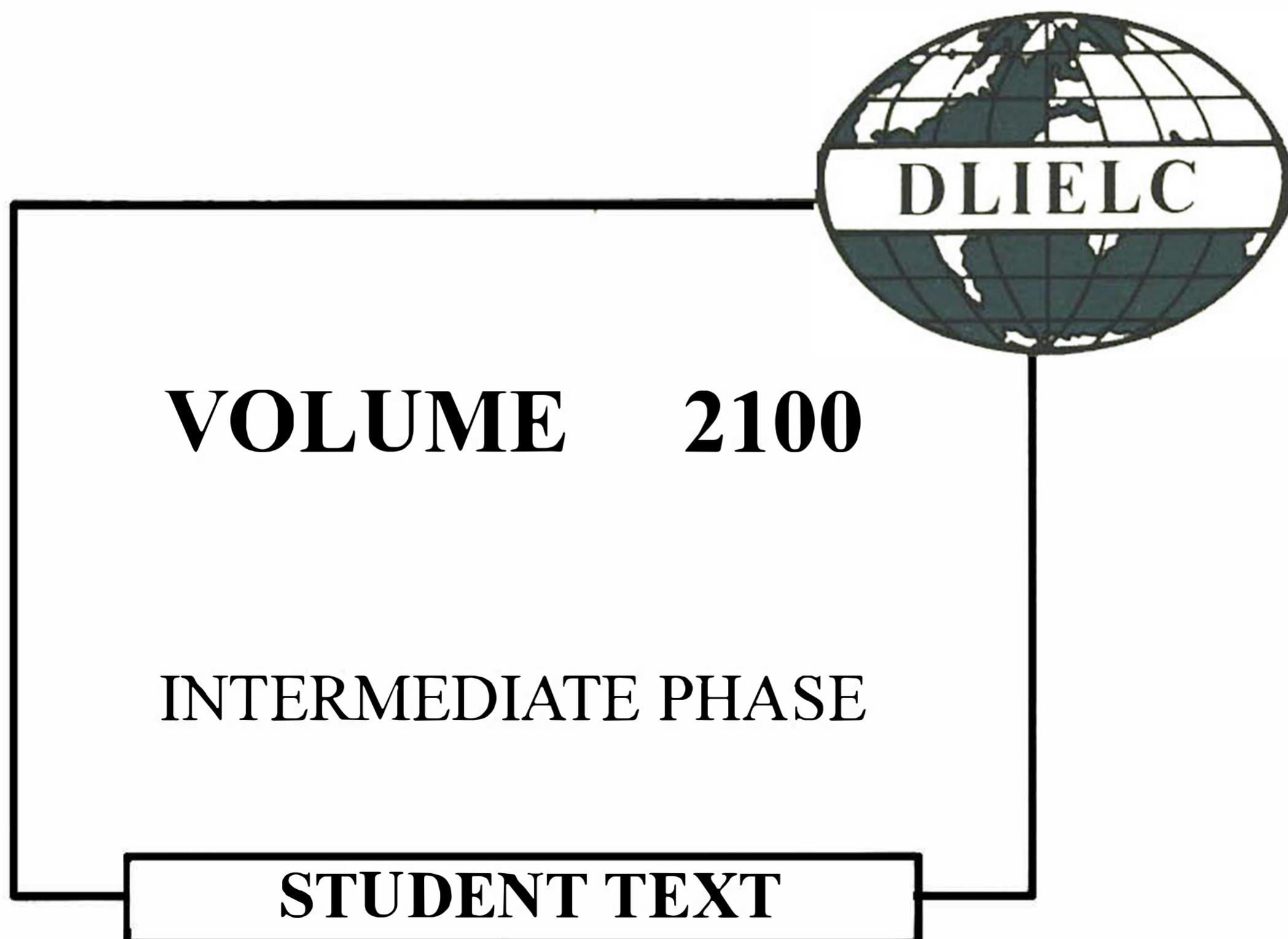




Defense Language Institute
English Language Center
Lackland Air Force Base, Texas

AMERICAN LANGUAGE COURSE



PREFACE

This Student Text, Volume 2100, is part of the Intermediate 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. Each volume of the American Language Course is accompanied by a set of similarly numbered pre-recorded tapes which provide aural-oral and written exercises coordinated with the contents of the volume. Special student texts and workbooks, instructor texts, tests, and other materials have also been prepared for use with these volumes.

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

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

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Reporting of errors, omissions, and recommendations for improving this publication by the individual user is encouraged. Letters should be submitted to: Commandant, Defense Language Institute, English Language Center, ATTN: LEAC, Lackland Air Force Base, Texas 78236. Questions on objectives, presentations, exercises, instructional guidelines, etc., should be sent to the same address. Copies of DLIELC Form 100, to be used for these purposes, are enclosed in each box of texts shipped from DLIELC.

NOTES TO THE INSTRUCTOR

INTRODUCTION

This Student Text, Volume 2100, *American Language Course*, is the first of a series of four volumes in intermediate American English for foreign students. It is accompanied by 20 prerecorded tapes and by workbook exercises in the Student Workbook 2100/2200. This student text contains ten units. Each unit contains enough material for four hours of classroom and two hours of laboratory work.

In an appendix, this volume contains the following:

- (1) A list of the sounds in English based on the International Phonetic Alphabet. While the actual teaching of the symbols might be useful, they are only given as a reference and useful tool when needed.
- (2) A word list of 414 words indicating those words that a student should have learned when he completes the study of this student study guide. Naturally, the instructor or the book will have used additional terminology to enrich the teaching within the capabilities of the class.
- (3) A list of the principal parts of some irregular verbs.

OBJECTIVES

The material in this volume is intended to provide the students the opportunity to use the vocabulary and basic structures that they have learned in elementary English courses in their native country or in the United States. The main objective of each unit is to modify the student's behavioral language patterns rather than to teach isolated words, meanings, structural theory, pronunciation theory or any theoretical knowledge about the language that does not pertain to conversational usage.

Of equal importance, the program is designed to aid the students in adjusting more easily to people and ways of life in the United States. This should also make the language more meaningful to the students.

METHODS OF PRESENTATION

Careful planning must take place so that each unit is presented as contextually as possible, e.g., if an instructor wonders whether the students know the word *different*, he should ask a question using the word *different* rather than asking for meanings or definitions. If a student answers that the weather (or anything) is different because . . . , the instructor knows that the student can understand and use this word correctly. Therefore, a good careful analysis of questions to be asked on each lesson is necessary. Individual planning and experience are big factors in successfully modifying the behavioral language patterns of the students.

The units in this volume contain reading exercises. They should be read aloud by the instructor in class before requiring the students to read them aloud. This reduces the danger of the students practicing wrong pronunciation and intonation. Students should arrive in class well prepared for the day's unit of instruction by studying new words and structures in their own time before classes.

The pattern of each drill should be carefully explained to the students before they engage in it. They should then be able to drill intensively with little or no help from the instructor. The students are the main participants, and their English proficiency will improve through their own activities.

PRERECORDED TAPES

Each prerecorded tape in the *American Language Course* is intended to provide students with material for a 45-minute language laboratory study period. Each tape is numbered to correspond to the classroom unit it supports. The tapes require students to "participate" by recording their voices in a variety of drills. The plan is to insure that the students are thoroughly familiar with the mechanics of the exercise; that is, they should know the signals and be able to do the exercise exactly as instructed. It is extremely important to insure that mechanics cause no difficulties. In addition, the students should know the vocabulary items, understand the grammar exercise, and have some practice in pronunciation of new terms, so that laboratory practice can be used to sharpen and refine aural comprehension and practice the flow of speech. Encourage the student to do the laboratory exercises without using his script.

STUDENT WORKBOOK ASSIGNMENTS

Student Workbook, Volume 2100/2200 contains additional homework assignments for Student Texts Volume 2100 and Volume 2200. The exercises are completely student-centered and serve as reviews of material taught in class. The programmed exercises provide the student with immediate reinforcement. He can check his answers immediately and correct them, thereby freeing the instructor from detailed correction of homework papers. It may be wise to skim through a few completed programs early in the first week to be sure the students understand how to respond to them.

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OUTLINE AND STUDY OBJECTIVES

READING: DINING IN THE UNITED STATES

QUESTIONS ON THE READING

PRACTICE IN CHANGING TENSES

PAST TENSE

FUTURE TENSE

TAPE 2101A

PRACTICE IN CHANGING TENSES:

PRESENT PROGRESSIVE

PAST PROGRESSIVE

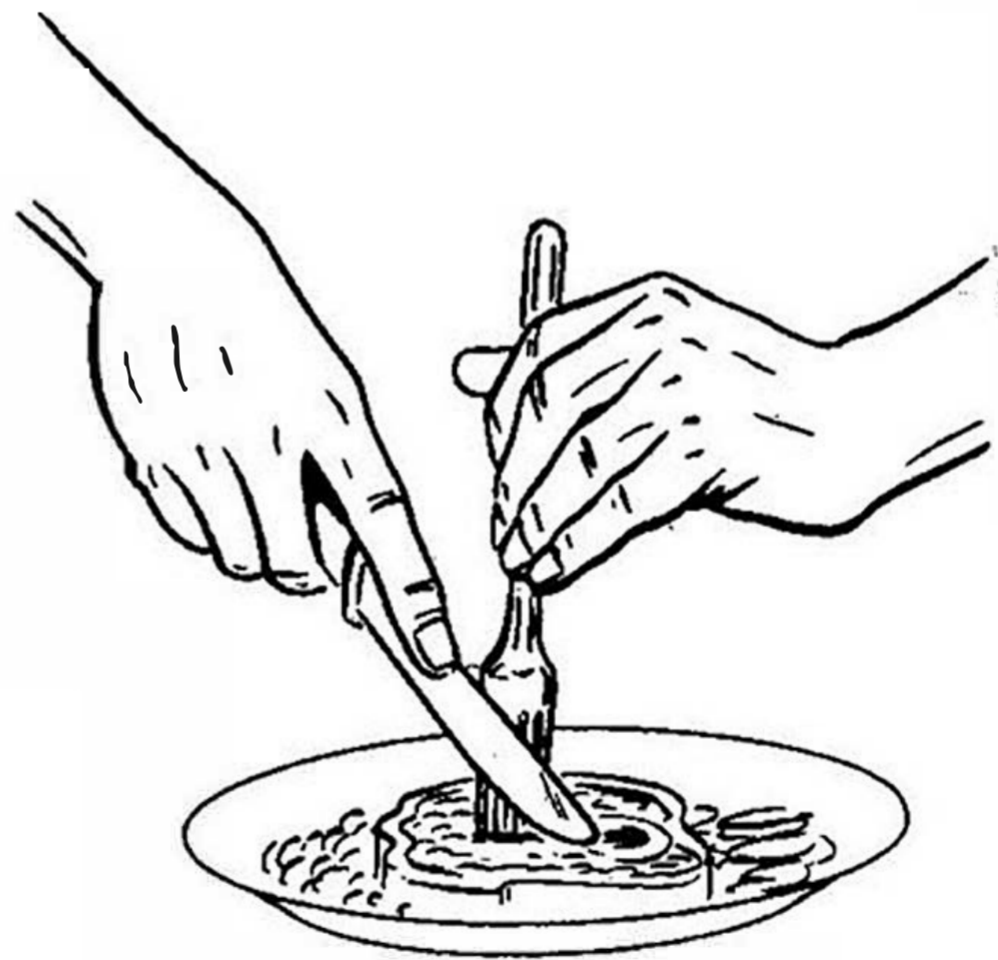
PRONUNCIATION PRACTICE OF THE SOUND /æ/

DIALOG: IN A RESTAURANT

READING: A TRIP TO THE POST OFFICE

QUESTIONS ON THE READING

TAPE 2101B



UNIT 2101

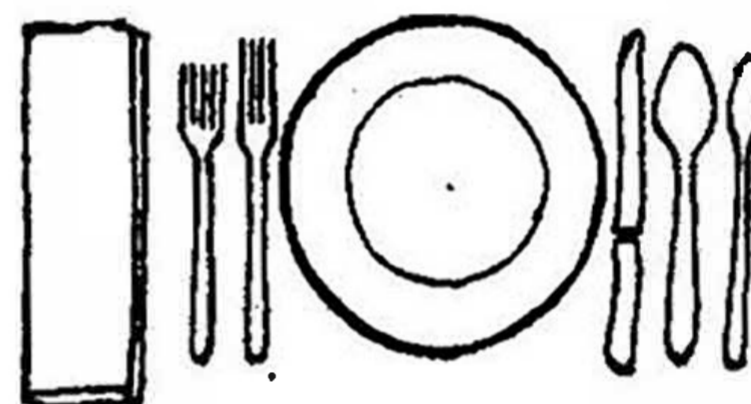
READING

DINING IN THE UNITED STATES

People from different countries eat different foods. They eat at different times and in different ways. Often a person who visits another country is not sure how to act when eating. He may wonder what silverware to use or what food to eat first. Sometimes even the sitting position becomes important. The purpose of this lesson is to give you self-confidence when you visit American homes.

There is one rule that all Americans follow. When they are invited to a home, they watch the host. Then they imitate his manners. This is not difficult to do. When the host uses a particular spoon, then the guest knows what that spoon is used for.

There are some simple guide lines about eating in the United States. Generally, on the table there is a plate. On the plate there may be a soup bowl. Sometimes soup is served first. Sometimes salad is served first. On the left of the plate you usually find a napkin and one or two forks. On the right of the plate there are a knife and spoons. This arrangement may vary. It depends on how formal the dinner is. Informal dinners may have only a knife, fork, and spoon on top of a napkin. The napkin is placed on the lap before eating. It is not taken from the lap unless one wants to wipe his mouth. After one completely finishes his meal, the napkin is placed back on the left side of the plate.



A TABLE SETTING

There may be more than one fork on the table. One fork is used to eat the salad and another fork is used to eat the other food. A fork is also used to hold the meat when you cut it. After one eats the salad, the salad fork is left on the salad plate. It is not taken off.

The knife is used to cut the meat. The meat is usually cut one piece at a time and eaten. It is not important whether one cuts the meat with the right or left hand. The knife may also be used to spread butter or other foods on bread. When the knife is not being used, it is left on the plate.

The spoons also have different uses. The soup spoon is for the soup. Spoons may also be provided for coffee, tea, and dessert. Their use will become obvious as the meal proceeds.

In general, one does not lean on the table or bend over to eat food in the United States. Also conversation is considered proper during the meal.

QUESTIONS ON THE READING

1. What is the purpose of the napkin?
2. What are the purposes of the knife?
3. What are the purposes of forks?
4. What are the purposes of spoons?
5. What rule do Americans follow when they are not sure of themselves?
6. If you eat about the same way as Americans, what other problems would bother you if you visited an American home?
7. If I wanted to go to a dinner in your country, what advice would you give me?

PRACTICE IN CHANGING TENSES

Read the sentence; then change it from the Present to the Past Tense, and then to the Future Tense.

Example:

1. John is a student.
 2. John was a student.
 3. John will be a student.
1. I am an instructor.
 2. John is in the school.
 3. The student eats in the cafeteria.
 4. He speaks English.
 5. The grass is wet.
 6. John opens the door.
 7. Billy runs around the block.
 8. The jet plane flies very fast.
 9. The student sits in the corner of the room.
 10. I need to rest.
 11. My eyes are weak.
 12. John travels all over the world.
 13. The sergeant salutes the captain.
 14. The instructor takes the pencil to the other room.
 15. He paints the wall.
 16. The man talks too loud.
 17. John cooks the food on the stove.
 18. Bob signs the check.
 19. The girl smiles at me.
 20. The arrow points toward the hospital.

TAPE 2101A

Listen.

Listen to the following sentences and try to remember what is said. You will be asked questions on the sentences. Answer the questions. Then you will hear the correct answers. Repeat the correct answers.

Listen and answer.

That lady over there is Mrs. Jones. She speaks English.

Who is that lady over there?

Mrs. Jones

That's Mrs. Jones.

That lady over there is Mrs. Jones.

What language does she speak?

English

She speaks English.

Mrs. Jones speaks English.

Listen and answer again.

That lady over there is Mrs. Smith. She is from Corpus Christi. Mrs. Smith speaks Spanish and English.

Where is Mrs. Smith from?

Corpus Christi

She is from Corpus Christi.

Mrs. Smith is from Corpus Christi.

What languages does Mrs. Smith speak?

Spanish and English

She speaks Spanish and English.

Mrs. Smith speaks Spanish and English.

Listen and answer.

That student over there is from Japan. He speaks Japanese. He is learning American English now. He knows a lot of English. His pronunciation is pretty good, because he practices in and out of class.

Where is the student from?

Japan

He is from Japan.

The student is from Japan.

What language is he learning now?

American English

He is learning American English.

Does he know much English?

Yes

Yes, he does.

Yes, he knows a lot of English.

How is his English?

Pretty good

It is pretty good.

His English is pretty good.

Listen and repeat.

A. Does she read English too?

B. Yes, she reads English.

A. Does she write English very well?

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 very well?

B. Yes, he understands English perfectly.

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 very well?

B. Yes, I write English pretty well.

A. Do you know Mr. Jones?

B. Yes, I know Mr. Jones.

A. Do you know those students over there?

B. Yes, I know those students.

A. Do those students speak English?

B. Yes, they speak, read and write English.

Grammar Review. Singulars and plurals.

Listen and repeat.

pencil	pencils
pen	pens
book	books
chair	chairs
table	tables
tape	tapes
recorder	recorders
student	students
teacher	teachers
barber	barbers
farmer	farmers
fisherman	fishermen
doctor	doctors
nurse	nurses

Practice using the question phrase *how many*.

Listen and repeat.

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 farmers do you see?
I see two farmers.

How many pencils do I have?
You have five pencils.

Answer the following questions. Use different numbers for each answer.

Listen and answer.

How many chairs do you see?

How many desks do you have?

How many buildings do you see?

How many dogs do they hear?

How many books do we read?

How many farmers do they know?

How many recorders do we need?

How many tapes do they record?

How many teachers do we have?

How many beds do they need?

Practice questions with Does and Doesn't.

Listen and repeat.

Does he have a pencil?
Doesn't he have a pencil?

Does she have a pencil?
Doesn't she have a pencil?

Does he see a train?
Doesn't he see a train?

Does she see a car?
Doesn't she see a car?

Does he hear a train?
Doesn't he hear a train?

Does she hear a bus?
Doesn't she hear a bus?

Does he want a book?
Doesn't he want a book?

Does she want a tape?
Doesn't she want a tape?

Does the student have a book?
Doesn't the student have a book?

Does the teacher hear an airplane?
Doesn't the teacher hear an airplane?

Complete the following phrases with any familiar noun. Try to use a different noun in each sentence.

Listen and complete the sentence.

I have a

You have some

We have many

They have a few

I see several

They want many

We hear a

You see a few

I see some

I want much

End of tape.

PRACTICE IN CHANGING TENSES

Read the sentence, then change it to the Present Progressive and then to the Past Progressive.

Example:

1. I study my lesson.
 2. I am studying my lesson.
 3. I was studying my lesson.
-
1. I speak English.
 2. John reads English.
 3. Bill talks too fast.
 4. Henry laughs too loud.
 5. Mr. Brown walks to the cafeteria.
 6. Bill rides in John's car.
 7. The dog runs across the street.
 8. The student writes his name.
 9. It rains.
 10. The student reports to the instructor.
 11. The car turns to the left.
 12. He eats slowly.
 13. She puts the book on the desk.
 14. The father takes his son to a movie.
 15. The sergeant salutes the captain.
 16. He moves his head.
 17. The dog bites the man.

PRONUNCIATION PRACTICE

Let's practice the pronunciation of the vowel sound /æ/.

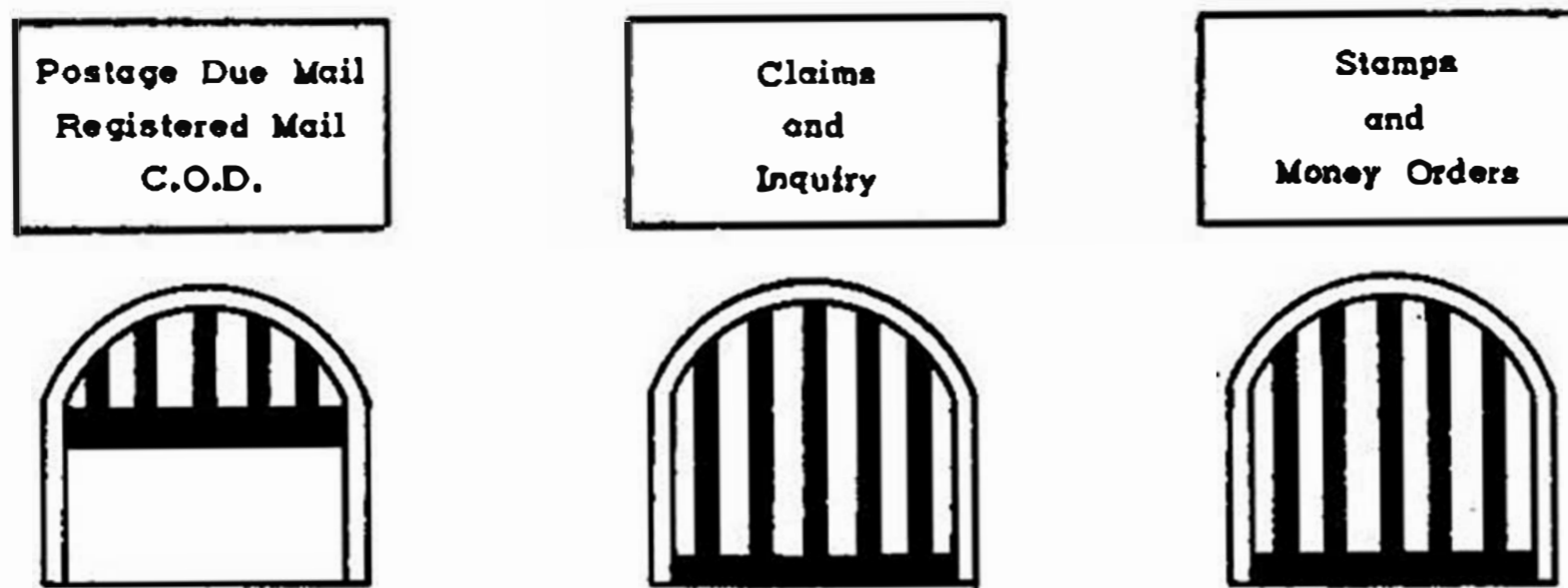
dad	sad	cat	class	am
man	hand	ran	rank	ask

Repeat after your instructor.

1. Dad is a familiar word for father.
2. I am not sad, I am happy.
3. He doesn't have a cat.
4. Our class meets in the morning.
5. I am a student.
6. The man is here.
7. Which is your right hand?
8. We ran very fast.
9. Ask as many questions as you want to.
10. What is his rank?

DIALOG**IN A RESTAURANT**

- Waiter: Are you ready to order?
 Mr. Brown: Yes. What kind of soup do you have today?
- Waiter: Chicken noodle.
 Mr. Brown: I don't like that very much. I believe I'll have tomato juice. Then I'll have the roast beef.
- Waiter: Which vegetables would you like?
 Mr. Brown: I'd like French fries and peas. Do I get a salad, too?
- Waiter: Yes, sir. A salad comes with the dinner. We have tomato salad, tossed salad and coleslaw.
 Mr. Brown: I'll have the tossed salad.
- Waiter: What kind of dressing would you like?
 Mr. Brown: French dressing.
- Waiter: Do you want to order dessert now?
 Mr. Brown: No, I'll wait.
- Waiter: What would you like to drink?
 Mr. Brown: I'll have coffee later.

**READING****A TRIP TO THE POST OFFICE**

Joe wanted to go to the post office yesterday. But he did not want to go alone. He asked me to go with him. He was afraid that the people in the post office might not understand his English. He would not go without me. I could not go in the morning, so we went in the afternoon.

First, Joe bought some stamps. He needed fifteen-cent stamps, and a thirty-one cent stamp. He also wanted to mail a package to his family. The package was small. Joe forgot to write his return address on the package. The clerk in the post office told him to put the address on it. Joe could not understand the clerk, so I helped him. Then Joe asked for a money order. He wanted to send some money to his family. The clerk wrote the money order for him. I am glad I went with Joe. He needed my help.

QUESTIONS ON THE READING

1. Why didn't Joe want to go to the post office alone?
2. When did he go with his friend?
3. Which stamps did Joe buy?
4. To whom did he send a package?
5. What did he forget to write on it?
6. What did he want to send to his family?
7. How did he do it?

TAPE 2101B

Listen.

You will hear some questions. Answer the questions. Then repeat the correct answers.

Example: Are you reading a letter?

No, I'm not.

Yes, I am.

Listen and answer.

Are you studying your lesson?

No, I'm not.

Yes, I am.

Are you reading the newspaper?

No, I'm not.

Yes, I am.

Is he studying his lesson?

No, he's not.

Yes, he is.

Is she writing a letter?

No, she's not.

Yes, she is.

Are they reading a magazine?

No, they're not.

Yes, they are.

Listen and repeat.

The teacher

is writing

on the blackboard

The teacher is writing on the blackboard.

The teacher is writing on the blackboard.

The student

is listening

to a tape

The student is listening to a tape.

The student is listening to a tape.

Those students
are going
to the laboratory
Those students are going to the laboratory.
Those students are going to the laboratory.

Listen.

Listen to the following sentences and try to remember what is said. You will be asked questions on the sentences. Answer the questions. Then you will hear the correct answers. Repeat the correct answers.

The teacher is writing on the blackboard. The student is listening to a tape. Those students are going to the laboratory.

Listen and answer.

What is the teacher doing?

writing on the blackboard
The teacher is writing on the blackboard.
The teacher is writing on the blackboard.

What is the student doing?

listening to a tape
The student is listening to a tape.
The student is listening to a tape.

Where are those students going?

to the laboratory
Those students are going to the laboratory.
Those students are going to the laboratory.

Listen and repeat.

The student
usually reads
a newspaper.
The student usually reads a newspaper.
The student usually reads a newspaper.

The student
is reading
a newspaper now.
The student is reading a newspaper now.
The student is reading a newspaper now.

The teacher
often writes
on the blackboard
The teacher often writes on the blackboard.
The teacher often writes on the blackboard.

Those students
always go
to the laboratory
Those students always go to the laboratory.
Those students always go to the laboratory.

Those students
are going
to the laboratory
Those students are going to the laboratory now.
Those students are going to the laboratory now.

Listen.

Listen and complete the following sentences. You will hear: "I speak English," "and he" followed by a pause. You should say: "He speaks English." Then the correct answer will be given. Repeat the correct answer.

Listen and complete.

I speak English.
and he
He speaks English.

You speak English.
and she
She speaks English.

They speak English.
and the student
The student speaks English.

I read English.
and he
He reads English.

You read English.
and she
She reads English.

They read English.
and the student
The student reads English.

I know English.
and he
He knows English.

You know English.
and she
She knows English.

They know English.
and the student
The student knows English.

Listen.

Practice on two forms of verbs you have learned in English.

Listen and repeat.

want	wants
write	writes
speak	speaks
read	reads
know	knows
have	has
see	sees
hear	hears

I want a book.

He wants a book.
He wants a book.

I write many letters.

She writes many letters.
She writes many letters.

I speak English.

He speaks English.
He speaks English.

I read English.

She reads English.
She reads English.

I know English.

He knows English.
He knows English.

I have a book.

She has a book.
She has a book.

I see a new jet.

He sees a new jet.
He sees a new jet.

I hear a strange noise.

He hears a strange noise.
He hears a strange noise.

I wash my hands.

He washes his hands.
He washes his hands.

I raise my hand.

He raises his hand.
He raises his hand.

I wish for a sunny day.

He wishes for a sunny day.
He wishes for a sunny day.

I miss the point.

He misses the point.
He misses the point.

I pass the sugar.

He passes the sugar.
He passes the sugar.

* * * *

OUTLINE AND STUDY OBJECTIVES

READING: CUSTOMS IN THE UNITED STATES
QUESTIONS ON THE READING
PRACTICE ON CHANGING SENTENCES
AFFIRMATIVE AND NEGATIVE STATEMENTS
TAPE 2102A

READING: A TRIP TO NEW YORK
VERB STUDY
PRACTICE CHANGING TENSES
CHANGING FROM SIMPLE FUTURE TO A FORM OF
BE + GOING TO
TAPE 2102B



UNIT 2102

READING

CUSTOMS IN THE UNITED STATES

When you visit a large city, the customs may be different than in your country. Some things you see may be hard to understand. The daily procedures may be different in different countries. Perhaps this lesson will help you adjust to situations that you may meet.

People in the United States do not bargain in the stores. Each store has a price for each article. If a shirt is for sale for \$3, the store would never sell it for \$2.75. Many Americans go to different stores to look for bargains. Of course, the more expensive shirts would also be of better quality. A shirt that costs one dollar is not as good as a shirt that costs five dollars.

Do not argue with policemen. For example: A policeman stops you for driving too fast and gives you a ticket. Remember, he is doing his duty. In court everyone has an opportunity to defend himself. A judge is the one who decides whether a person is guilty or not guilty. You will have an opportunity to explain your side of the story in court. The court will listen to you and the officer who gave you the ticket and then make a decision.

Make friends with Americans. See the bulletin board or school publication for opportunities to visit American homes. Many Americans have traveled in other countries. They have been to many clubs and fine restaurants. The main things they remember are their visits to private homes. Remember that there is not much difference between a nightclub in the United States and a nightclub in another country. But when you visit a home, you will learn many things which are interesting. Such a visit is one of the things you will remember and talk about when you return home.

Visiting with Americans gives you an opportunity to speak English. You cannot learn a language without speaking it, therefore, take advantage of every opportunity to practice American English. The more English you learn, the more successful you'll be in your career.

Do not judge Americans by your first impression. If you notice some strange customs, find out about them before you form an opinion. Different countries have different customs and we should try to understand each other.



SPEAK ENGLISH!!

QUESTIONS ON THE READING

1. Why should you visit American homes?
2. Why should you practice speaking English?
3. Why should a person not argue with a policeman?
4. Why should people not judge by a first impression?
5. What do people do to get a bargain in American stores?
6. If someone visited your country, what advice would you give him?

PRACTICE ON CHANGING SENTENCES

Read the sentence, then change it to a question; then answer the question with affirmative and negative statements.

Examples:

- | | |
|----------------------------|---|
| 1. He is a student. | 1. John went to the hospital. |
| 2. Is he a student? | 2. Did John go to the hospital? |
| 3. Yes, he is a student. | 3. Yes, John went to the hospital. |
| 4. No, he isn't a student. | 4. No, John did not go to the hospital. |
-
1. You are sick.
 2. The airplane is a jet plane.
 3. The students were in the classroom.
 4. I am going to New York.
 5. Captain Smith was in Europe.
 6. The wind came from the North.
 7. The car turned to the right.
 8. John danced with Mary at the party.
 9. The student failed the examination.
 10. The officer looked at the report.
 11. The airplane landed in Chicago.
 12. The food tastes good.
 13. Soft drinks taste good when cold.
 14. Paul tries to learn.
 15. All people should be kind.
 16. Peter could be an officer if he wanted to be one.
 17. This radio functions properly.
 18. She is getting married tomorrow.
 19. Sgt Jones said that he would do this.
 20. Jim can lift 300 pounds.

TAPE 2102A

~~Listen~~ and repeat.

~~studying~~

~~I am studying.~~

~~I am studying my lesson now.~~

~~I am studying my lesson now.~~

~~reading~~

~~He is reading.~~

~~He is reading a book at the moment.~~

~~He is reading a book at the moment.~~

~~writing~~

~~She is writing.~~

~~She is writing a letter at this time.~~

~~She is writing a letter at this time.~~

Listen to the following sentences and try to remember what is said. You will be asked questions on the sentences. Answer the questions. Then you will hear the correct answers. Repeat the correct answers.

~~Listen.~~

~~John is studying his lesson now. He is reading a book at the moment. Mary is writing a letter at this time.~~

Listen and answer.

What is John studying?

his lesson

John is studying his lesson.

John is studying his lesson.

What is he reading?

a book

He is reading a book.

He is reading a book.

What is Mary writing?

a letter

Mary is writing a letter.

Mary is writing a letter.

Listen and repeat.

studying

I was studying

I was studying my lesson last night.

I was studying my lesson last night.

reading

He was reading

He was reading a book yesterday.

He was reading a book yesterday.

writing

She was writing.

She was writing a letter last night.

She was writing a letter last night.

listening

We were listening.

We were listening to a tape lesson an hour ago.

We were listening to a tape lesson an hour ago.

speaking

They were speaking.

They were speaking English a few minutes ago.

They were speaking English a few minutes ago.

watching

I was watching.

I was watching TV a short time ago.

I was watching TV a short time ago.

Listen.

Change the following sentences from the present progressive to the past progressive. Repeat the correct change as it is given.

Listen and change.

I'm studying English.

I was studying English.

I was studying English.

I'm reading a book.

I was reading a book.

I was reading a book.

He's writing a letter.

He was writing a letter.

He was writing a letter.

Remember to change the sentences to the past progressive.

She's driving a car.
 She was driving a car.
 She was driving a car.

We're studying our lesson.
 We were studying our lesson.
 We were studying our lesson.

You're cutting my hair.
 You were cutting my hair.
 You were cutting my hair.

They're speaking English.
 They were speaking English.
 They were speaking English.

The following exercise has been designed to improve the flow of speech. Repeat the phrases and sentences as smoothly as possible.

Listen and repeat.

The doctor
 was here
 last night
 The doctor was here last night.
 The doctor was here last night.

Doctor Johnson
 was in his office
 early this morning
 Doctor Johnson/was in his office/early this morning.
 Doctor Johnson/was in his office/early this morning.

The new teacher
 wasn't in our class
 at all this morning
 The new teacher/wasn't in our class/at all this morning.
 The new teacher/wasn't in our class/at all this morning.

This phrasing practice
 has been designed
 to provide aid
 in learning American English rhythm
 This phrasing practice/has been designed/to provide aid/in learning American English rhythm.
 This phrasing practice/has been designed/to provide aid/in learning American English rhythm.

Let's practice the pronunciation of the vowel sound / i /.

Listen and repeat.

see	→	each	people	be	believe
ceiling	→	eternity	trainee	leave	even

I'll see you tomorrow.
 Each student must have a book.
 There are many people here.
 Will you be here tomorrow?
 I only believe what I see.
 This room has a low ceiling.
 Time seems an eternity when we wait.
 He is a language trainee.
 You can leave your books in the room.
 Two is an even number.

Let's practice the pronunciation of the vowel sound / i /.

Listen and repeat.

<u>bit</u> →	<u>city</u>	<u>fit</u>	<u>hit</u>	<u>it</u>
<u>give</u> →	<u>lid</u>	<u>kit</u>	<u>bill</u>	<u>cylinder</u>

I'll have a bit of food.
 I live in a large city.
 My clothes fit me very well.
 You hit him.
 It was hot yesterday.
 Please give me a notebook.
 Close the lid, please.
 Here is a first-aid kit.
 This is a one-dollar bill.
 I have a six-cylinder car.

Listen and repeat the following words contrasting the / i / and / I / vowel sounds.

<u>feat</u>	<u>lead</u>	<u>beat</u>	<u>weak</u>	<u>wick</u>
<u>lead</u>	<u>lid</u>	<u>bit</u>	<u>seat</u>	<u>sit</u>
<u>beat</u>	<u>bit</u>		<u>reap</u>	<u>rip</u>

Repeat the following sentences.

Mastering a language is quite a feat.
 The tailor will give you a good fit.
 Please take the lead.
 This lid doesn't fit the can.
 Can you beat the drum?
 He can speak a little bit of English.
 He said he felt weak.
 The lamp needs a new wick.
 That is a very good seat.
 She will tell you where to sit.
 To reap is a synonym for to harvest.
 Did he rip his parachute?

End of tape.

READING

A TRIP TO NEW YORK

Edward has never been to New York. He has wanted to go for a long time, but he has never been able to. He has friends in New York City, and they have often invited him to visit them. They have lived in New York since 1950. They would like to show Edward all the interesting things in the city.

Next month Edward is going to take a vacation. He is planning to go to New York at last. He has waited for this trip for many years. His friends are pleased that he is going to visit them. They have made many plans for his visit. They have an extra room in their apartment where he can stay. It will be a wonderful and exciting experience for Edward and for his friends.

Edward has been making plans for his trip to New York. He is very excited about the trip. He says he is so excited he can't sleep. He has been thinking about it all week. He has started to pack his suitcases already. He hasn't made a reservation on the plane yet, but he will arrange that tomorrow. Today he is shopping for some presents for his friends. Thursday he will fly to New York.

He has already made many plans for his stay in New York. He is going to see many different things. He has seen many pictures of the important places in New York--the Empire State Building, the Statue of Liberty, Rockefeller Center, the Museum of Modern Art. He hopes to visit all of them. In his letters to his friends he has asked many questions about the city. They have answered that they will take him to see as many places as possible. He expects to have a very good time in New York.



VERB STUDY**PRESENT PERFECT VERB PHRASES**

Subject	+	Auxiliary Verb	+	Perfect Form of the Verb
I You We They	+	have	+	studied. talked. worked. gone.
He She	+	has	+	spoken. written. stopped.

PAST PERFECT VERB PHRASES

Subject	+	Auxiliary Verb	+	Perfect Form of the Verb
I You He She We They	+	had	+	studied. talked. worked. gone. called. spoken. written.

PRACTICE CHANGING TENSES

Read the sentence, then change the sentence from the Present or Past Tense to Present Perfect and then to Past Perfect. When necessary, add words to make a complete statement.

Example:

1. I want a glass of milk.
2. I have wanted a glass of milk all morning.
3. I had wanted a glass of milk all morning.

1. I go home at 11 o'clock.
2. John sees the man.
3. My friend wants to meet you.
4. Mary left early this morning.
5. The airplane landed at Chicago.
6. The cat crossed the street.
7. The needle moves to the right.
8. The man permits people to hunt on his land.
9. The cars turn in opposite directions.
10. The airmen cut the grass.
11. His eyes closed.
12. The enemy surrenders.
13. The food spoils.
14. Our neighbor sleeps late.
15. Many people visit New York.

CHANGING FROM THE SIMPLE FUTURE TO A FORM OF BE PLUS GOING TO.

Read the sentence, then reword it, expressing the future by using *going to* in place of *will*.

Examples:

I will stay here.
 I am going to stay here.
 They will stay too.
 They are going to stay too.

1. John will stop at the post office.
2. The students will read this book.
3. I will buy this car.
4. Mr. Allen will be your instructor.
5. The schedule will change every Wednesday.
6. We will go tomorrow.
7. They will start today.
8. The storm will arrive this afternoon.
9. The noise will stop soon.
10. The fire drill will be at 1300 hours.

TAPE 2102B

Listen and repeat.

Edward wants to go to New York.
He has wanted to go for a long time.

Edward's friends invite him to visit them.
They have often invited him to visit them.

His friends live in New York.
They have lived in New York since 1950.

Edward's friends made plans for his visit.
They have made many plans for his next visit.

Edward often thinks about his trip.
He has thought about his trip for a long time.

Edward goes to Chicago.
He has gone to Chicago many times.

Edward lives in Washington.
He has lived in Washington since 1940.

He flies to Chicago.
He has flown to Chicago many times.

Listen.

Substitute the present perfect form in the following sentences.
For example, you will hear:

Edward wants to go to New York.
has wanted
You should say: Edward has wanted to go to New York.

Listen and substitute.

Edward wants to go to New York.
has wanted
Edward has wanted to go to New York.

Edward has wanted to go to New York for a long time.
Edward
has wanted to go
to New York
for a long time
Edward /has wanted to go/to New York/for a long time.

~~Listen~~ and substitute again.

~~His~~ friends live in New York.

~~have~~ lived

~~His~~ friends have lived in New York.

~~His~~ friends have lived in New York since 1950.

~~His~~ friends

~~have~~ lived

~~in~~ New York

~~since~~ 1950

~~His~~ friends/~~have~~ lived/~~in~~ New York/~~since~~ 1950.

~~Edward~~ thinks about his trip.

~~has~~ thought

~~Edward~~ has thought about his trip.

~~Edward~~ has thought about his trip for a long time.

~~Edward~~

~~has~~ thought

~~about~~ his trip

~~for~~ a long time

~~Edward~~ has thought about his trip for a long time.

Listen and repeat.

I have written a letter.

I had already written a letter.

before Bill told me to

I had already written a letter/before Bill told me to.

I have seen the movie

I had already seen the movie

before Bill told me about it

I had already seen the movie/before Bill told me about it.

I have just been to Chicago.

I had been to Chicago once before.

They have just seen cotton.

They had never seen cotton before.

We have just flown in a jet.

We had never flown in a jet before.

I have just looked at a missile.

I had never looked at a missile before.

We have just met the commander.

We had never met the commander before.

Listen.

Substitute the past perfect for the present perfect in the following sentences. For example, you will hear:

John has just heard the good news.
had already heard
You should say: John had already heard the good news.

Listen and complete.

John has just heard the good news.
had already heard
John had already heard the good news.

John
had already heard the good news.
John had already heard the good news.

Bill has just been to New York
had never been
Bill had never been to New York before.

Bill
had never been to New York before
Bill had never been to New York before.

Frank has flown a jet.
had flown a jet
Frank had flown a jet.

Frank
had flown a jet before
Frank had flown a jet before.

John has met the supervisor.
had never met
John had never met the supervisor.

John
had never met the supervisor
John had never met the supervisor before.

John has studied English.
had studied
John had studied English.

John
had studied English
John had studied English before he came to the United States.

He has called the doctor.
 had called
 He had called the doctor.

He
 had called the doctor
 He had called the doctor before I got there.

She has gone home.
 had gone
 She had gone home.

She
 had gone home
 She had gone home before I arrived.

Listen.

Pronunciation

Let's practice the vowel sounds /o/ and /ɔ/.

Listen and repeat.

so	old	low
coat	boat	show
bought	law	taught
saw	caught	all

Listen.

Let's contrast the /o/ and /ɔ/ sounds.

Listen and repeat.

so	→	saw
coat		caught
boat		bought
low		law
sew		saw

Where is the saw?

He has a coat in his hand.

I'm looking for the boat.

That is against the law.

Listen.

Let's practice the vowel sounds /ɛ/ and /æ/.

Listen and repeat.

met	dead	said
lead	set	ten
mat	dad	sad
lad	sat	tan

Listen.

Let's contrast the /ɛ/ and /æ/ sounds.

Listen and repeat.

ten	tan
said	sad
lead	lad
met	mat
set	sat
dead	dad

I met my friend downtown.

He sat down.

I need ten books.

My grandmother is dead.

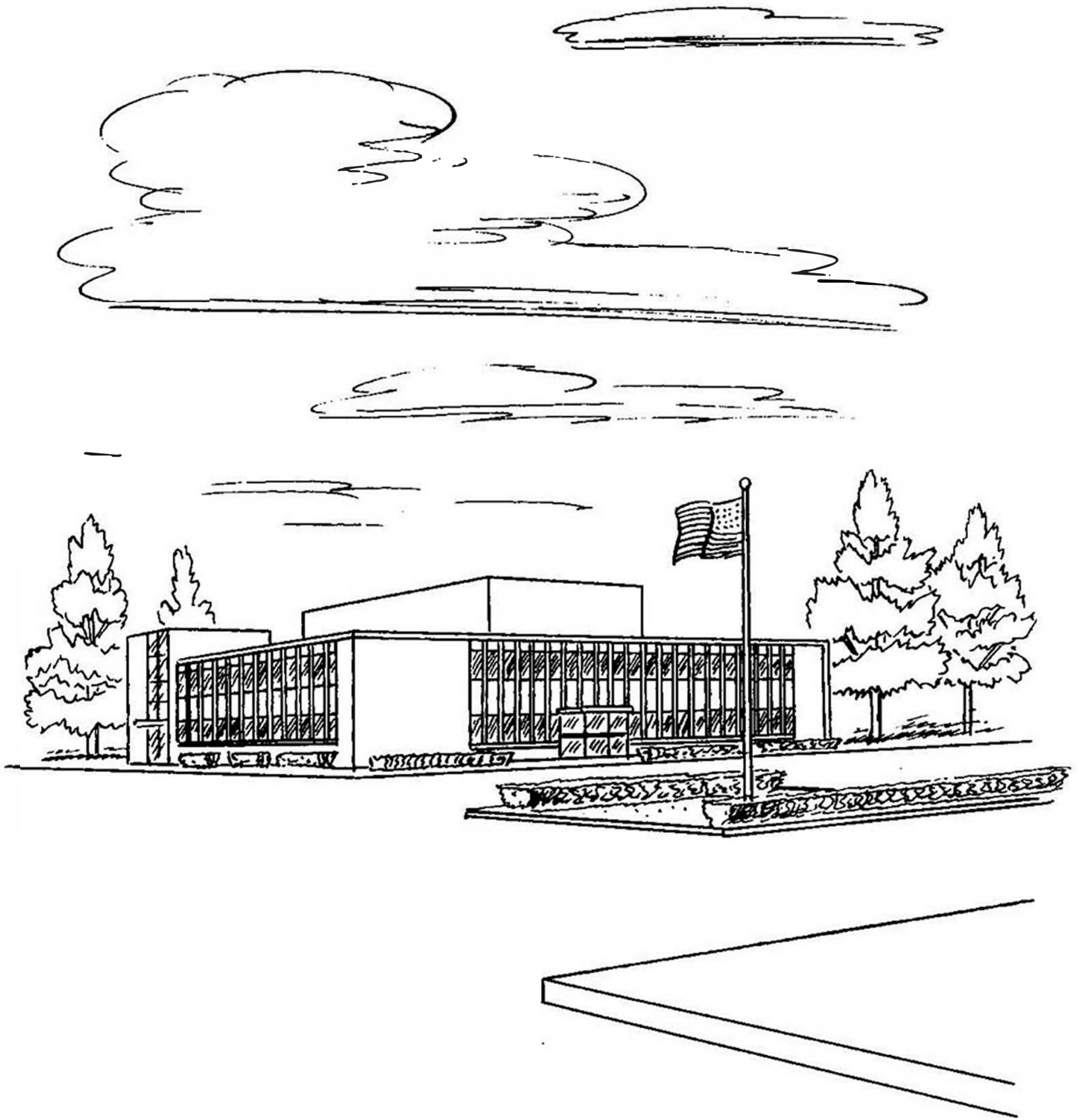
The lad is going to school.

* * * *

OUTLINE AND STUDY OBJECTIVES

READING: A TYPICAL DAY IN AN AMERICAN HIGH SCHOOL
DISCUSSION ON THE READING
DICTATION EXERCISE
EXPRESSIONS ABOUT MONEY
TAPE 2103A

USES OF THE WORDS SAY, TELL AND GET
USES OF THE PERFECT PROGRESSIVE VERB PHRASES
PRONUNCIATION DRILL ON VOWEL SOUNDS
/ə/ /ʊ/ /a/ /ɔ/ /i/ /I/ /ε/
DIALOG: IN THE POST OFFICE
ON THE TRAIN
MAKING A TELEPHONE CALL
TAPE 2103B



UNIT 2103

READING**A TYPICAL DAY IN AN AMERICAN HIGH SCHOOL**

Bill is 15 years old. His mother wakes him up about 7:30 in the morning. He usually does not like to get out of bed. However, his mother keeps calling him until he gets up. He takes a shower, brushes his teeth, eats breakfast, and leaves for school.

Classes start at 8:30. He arrives at school just in time. He usually attends five classes during the day. He has to take English, mathematics, and history. Bill chooses the other two subjects. He may select courses in a foreign language, music, or economics. So Bill studies two subjects which he personally decides he wants to learn. If he plans to go to college, one class should be a foreign language.

Besides five hours of classwork, Bill has one hour of studying. He usually studies in the library. If he works fast, he may do much of his homework in the library. Most of the time, he must spend one or more hours studying at home.

He spends an hour a day in physical education. In this class he does exercises and participates in sports. Every student must have one period of physical education daily.

The school day is over at 3:30; however, if Bill wants to be a football player or participate in other sports, he usually practices until 4:30 or 5 o'clock. These sports are competitive. The best athletes play against teams from other schools. Bill must practice every day in order to become good enough to be a member of a team. If Bill wants to participate in sports against other schools, he has to study very hard at night. High schools do not permit students to play a sport against other schools unless they have good grades and their conduct is good.

DISCUSSION ON THE READING

Each student will explain how he spent a typical day in the high school of his country.

DICTATION EXERCISE

Instructor will select one of the paragraphs from the reading for dictation practice.

EXPRESSIONS ABOUT MONEY

Read the following amounts

\$1.00	\$1.05	67¢
\$2.00	\$2.27	98¢
\$5.00	\$4.59	85¢
\$10.00	\$3.60	43¢
\$120.00	\$79.93	3¢

Learn the following questions and answers:

- | | |
|--|--|
| 1. How much does it cost? | It's \$1.00 and 6¢ tax, \$1.06 all together. |
| 2. How much is this? | It's \$4.98. |
| 3. How much is milk? | It's 65¢ a quart. |
| 4. What do eggs cost? | Eggs are 85¢ a dozen. |
| 5. How much is steak? | Steak is \$2.59 a pound. |
| 6. How much does gas cost? | Gas is 99¢ a gallon. |
| 7. Can you change \$5.00 for me? | Sorry, I don't have any change. |
| 8. Where can I cash a check? | You can cash a check at the bank. |
| 9. Where can I change my money for U.S. money? | You can change your money at the bank. |



TAPE 2103A

The vowel sound as heard in *but* is heard as often as all the other vowel sounds combined. Therefore, it is extremely important to learn how to pronounce it correctly. Let's practice the sound in short words and then in sentences.

Listen and repeat.

but	cut	up	cup
us	does	come	some
must	just	love	the

He does have a cup.

Joe just told us.

Please fill up the cup.

You must look up.

But wait just a minute.

Listen.

Let's contrast the vowel sounds as heard in *but* and *bit*.

Listen and repeat.

but	bit
cut	kit
dumb	dim
fun	fin
nut	nit

They had a lot of fun.

The plane had a large tail fin.

He was deaf and dumb.

The light was too dim.

Listen and repeat.

to the train station?
does this bus go
Does this bus go/to the train station?

at Twelfth Street
you get off
You get off/at Twelfth Street..

at 4523 Main Street
I'd like
to have a cab
I'd like/to have a cab/at 4523 Main Street.

in ten minutes
will be there
the cab
The cab/will be there/in ten minutes.

Listen.

Joe wanted to go to the train station.

He called a taxi. The taxi arrived in ten minutes.

Listen and answer.

Who wanted to go somewhere?

Joe
Joe wanted to go somewhere.

Where did Joe want to go?

to the train station
Joe wanted to go/to the train station.

What did he do?

called a taxi
He called a taxi.

When did the taxi arrive?

in ten minutes
The taxi arrived/in ten minutes.

Listen.

Lieutenant Williams wanted to go to the airport. He was going to California by plane. He called for transportation. Base transportation took him to the airport.

Listen and answer the questions.

Where was Lieutenant Williams going?

to California
He was going/to California.

How was he going?

by plane
He was going/by plane.

Who took him to the airport?

base transportation
Base transportation took him.

Listen and repeat.

Does this bus go to the airport?
No, but I can give you a transfer.

Where do I get off?
At Tenth Street. I'll let you know.

What bus do I get?
Take the bus marked International Airport.

Will I get there before 9:30?
Yes, you'll have plenty of time.

Listen and repeat.

station

Central Station

airport

International
Airport

plenty

plenty of time

private

private apartment

hurry

a big hurry

no hurry

problem

main problem

Take me to the Central Station.

I'm going to the International Airport.

I have plenty of time.

I'm in a big hurry.

I'm in no hurry.

There are several problems.

That is the main problem.

Listen.

You will need pencil and paper for a dictation exercise. Listen and write the following sentences. I repeat, you will need pencil and paper for a dictation exercise. Listen and write the following sentences.

The English sound system can be classified into voiced and voiceless sounds. Voiced sounds are those pronounced with vibration of the vocal cords. Voiceless sounds are those made without such vibration. English has 25 consonant sounds and 14 vowel sounds. All of the vowels and fifteen of the consonants are voiced. There are ten voiceless consonants.

Listen to the following sentences and try to remember what is said. You will be asked questions on the sentences. Answer the questions. Then you will hear the correct answers. Repeat the correct answers when you hear them.

Listen.

Joe wanted to go to the train station.
He called a taxi. The taxi arrived in ten minutes.

Now answer the questions.

Who wanted to go somewhere?

Joe

Joe wanted to go somewhere.
Joe wanted to go somewhere.

Where did Joe want to go?

to the train station

Joe wanted to go/to the train station.
Joe wanted to go/to the train station.

What did he do?

called a taxi
He called a taxi.
He called a taxi.

When did the taxi arrive?

in ten minutes
The taxi arrived/in ten minutes.
The taxi arrived/in ten minutes.

Listen.

Lieutenant Williams wanted to go to the airport. He was going to California by plane. He called for transportation. Base transportation took him to the airport.

Listen and answer the questions.

Where was Lieutenant Williams going?

to California
He was going/to California.
He was going/to California.

How was he going?

by plane
He was going/by plane.
He was going/by plane.

Who took him to the airport?

base transportation
Base transportation took him.
Base transportation took him.

End of tape.

USES OF THE WORDS SAY, TELL, AND GET

(1) SAY + DIRECT OBJECT (+ TO + INDIRECT OBJECT)

- a. You *say something to someone*.
1. I *said* goodbye to the teacher.
 2. She always *says* goodbye to me.
 3. She *said* "Hello" to her.
 4. The teacher always *says*: "Good morning."
 5. He *said* (that) it's raining.

**(2) TELL + INDIRECT OBJECT + DIRECT OBJECT
+ NOUN CLAUSE**

- a. You *tell someone something*.
1. He *told* me his name.
 2. She is *telling* Mary the news.
 3. Please *tell* me what the teacher said.
 4. I forgot to *tell* George about the telephone call.
- b. Tell is used in narration of stories or facts.
1. John tells interesting stories.
 2. He told me the truth.
 3. Tell me about the accident.
- c. Tell is used in some common expressions
- tell the time
 - tell the truth
 - tell a lie
 - tell a story
 - tell a secret

(3) GET

- a. *Get* may mean to *obtain, receive, or arrive*.
1. I want to get some books from the library.
 2. He has to get his watch at the repair shop this afternoon.
 3. You need to get some new clothes.
 4. Did we get any mail today?
 5. They got to New York on Friday.

- b. When *get* is followed by an adjective, it means “become.”
1. Wear a raincoat, or *you'll get wet*.
 2. *He gets very tired* by the end of the week.
 3. *The weather is getting cooler*.
 4. Mary has been sick, but *she's getting better now*.
 5. I suddenly realized that *she was getting old*.
- c. *Get*, like *have*, can express the idea of “asking or causing to.”
1. We got the repair man to fix our television.
 2. I got the barber to cut my hair short.
 3. Mr. Jones got the secretary to make two copies of the letter.
 4. The teacher got the students to listen to a tape recording.

USES OF THE PERFECT PROGRESSIVE VERB PHRASES

- a. Present Perfect Progressive Verb Phrase with *For* and *Since*

The present perfect progressive is formed by using *has been* or *have been* + the *-ing* form of the verb.

FOR

1. He has been writing for six hours.
2. She has been practicing for fifteen minutes.
3. They have been working for two years.
4. You have been studying English for three months.
5. We have been living here for five months.
6. I have been reading for half an hour.

SINCE

7. John has been writing since six o'clock.
8. Mary has been playing since noon.
9. Mr. and Mrs. Martin have been living here since 1950.
10. You have been studying English since January.
11. Peter and I have been talking since ten o'clock.
12. I have been making plans since last month.

b. Past Perfect Progressive Verb Phrase

The past perfect progressive verb phrase is formed with HAD BEEN and the -ING form of the main verb. It is used to express an action in the past that happened before another action in the past. It is often used with the simple past tense.

1. *I had been reading* a book before he called me.
2. *I had been watching* television while he studied.
3. *I had been thinking* about you just before I saw you.
4. I didn't know much English until *I had been studying* more than two years.
5. *They had been studying* English for two years before we met them.

PRONUNCIATION DRILLS ON VOWEL SOUNDS

Practice the / ə / sound as heard in the following words :

luck	but	fun	us
cut	does	up	just
much	love	come	done
son	some	cup	putt
mother	brother	money	under
other	funny	couple	number

Practice the / ʊ / sound in the following words:

took	book	could	good
should	would	stood	wool
wood	cook	shook	full
pull	brook	foot	put
woman	couldn't	wouldn't	shouldn't
look	pulling	wooden	woolen

Let's contrast the / ʊ / and the / ə / sounds.

look – luck	could – cut
shook – shuck	put – putt
cook – come	book – buck

Practice the / a /, / ə /, and / ɔ / sounds.

/ a /	/ ə /	/ ɔ /
not	nut	naught
lock	tuck	talk
box	bucks	balks
chock	chuck	chalk

Contrast the / U / and the / u / sounds.

look – Luke	pull – pool
full – fool	should – shoed

Contrast the / i / and the / I / sounds.

/ i /	/ I /	/ i /	/ I /
feet	fit	eat	it
beet	bit	heat	hit
neat	knit	seat	sit

Let's practice the pronunciation of the vowel sound / ɛ /.

yes	read	said	friend	get
lead	rent	ten	spell	dead

Repeat after your instructor.

1. Yes is the opposite of no.
2. Joe read a letter yesterday.
3. She said something to my sister.
4. My friend is not a student.
5. I will get a book later.
6. Lead is a very heavy metal.
7. I must pay my rent.
8. I need ten dollars now.
9. Can you spell my name?
10. The patient is not dead.

DIALOG

IN THE POST OFFICE

- A: I'd like to buy some airmail stamps.
B: How many?
- A: Give me five. And ten fifteen-cent stamps, too.
B: Anything else?
- A: No, I guess that's all.
B: That's \$3.05.
- A: Oh, I forgot. I want to register this letter.
B: You'll have to go to the next window.
- A: Thank you.
- A: I'd like to register this letter.
C: Is there anything valuable in it?
- A: There's a check for one hundred dollars.
C: Shall I make out a return receipt?
- A: No, don't bother.
C: That will be three dollars.

ON THE TRAIN

- A: Is this seat taken?
B: No, it isn't.
- A: I sure hope I'm on the right train.
B: This is the 8:29 for Chicago.
- A: These big stations still confuse me.
B: How long have you been in this country?
- A: Just six months.
B: Well you speak pretty good English. You shouldn't have too much trouble getting around.
- A: Thanks. There's certainly a lot to learn!

MAKING A TELEPHONE CALL

A: Hello.

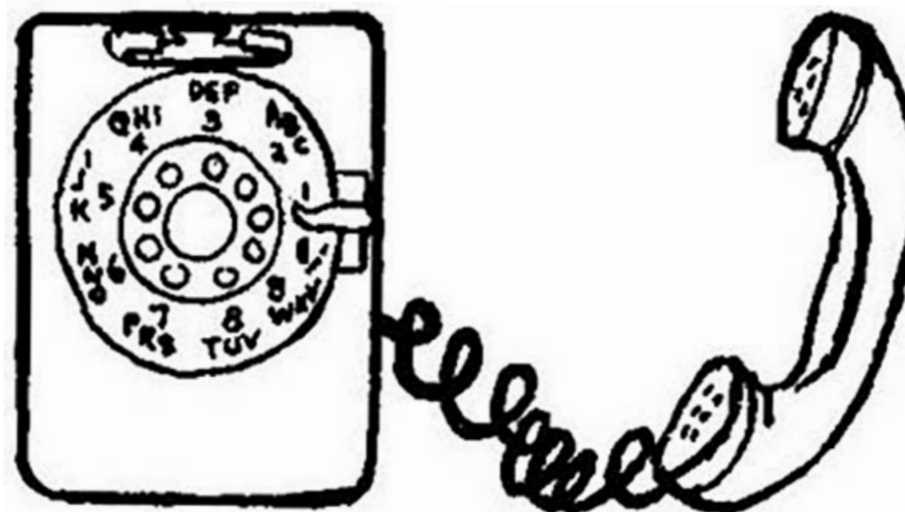
B: Hello. Is Joe there?

A: Joe? There's no Joe here.
I'm afraid you've got the wrong number.

B: Oh, I'm sorry.

A: Hello.

B: Hello. Is this 674-1739?



A: Yes, it is.

B: May I speak to Joe Anderson?

A: He isn't downstairs. Hold the phone, I'll see if he's upstairs.

A: Hello? Joe's not here. He's gone out to eat. Would you like to leave a message?

B: Well, just tell him Robert Nelson called.

A: Shall I ask him to call you when he returns?

B: No, don't bother. Maybe I'll try again later on.

A: He should be back quite soon. He has some studying to do.

B: All right. Thanks a lot.

A: Goodbye.

B: Goodbye.

Let's practice the use of some adverbs that usually come before the verb.

Listen and repeat.

often ride

I often ride the bus.

Do you

often ride

Do you often ride the bus?

I don't

often ride

I don't often ride the bus.

often rode

I often rode the bus.

Did you

often ride

Did you often ride the bus?

I didn't

often ride

I didn't often ride the bus.

I didn't often ride the bus.

usually works

He usually works at night.

He usually works at night.

Does he

usually work

Does he usually work at night?

He doesn't

usually work

He doesn't usually work at night.

He doesn't usually work at night.

Listen.

Restate the following sentences by inserting the adverb in the sentence when you hear it. Then repeat the correct response.

John works at night.

usually

John usually works at night.

We go to town.

never

We never go to town.

John studies his lesson.

always

John always studies his lesson.

Frank rode the train.

sometimes

Frank sometimes rode the train.

Joe worked at night.

often

Joe often worked at night.

We went to town.

never

We never went to town.

Joe studied his lesson.

always

Joe always studied his lesson.

Many adverbs usually come after the verb or at the end of the sentence.

Listen and repeat. Then answer the question by making a complete response including the adverb or adverbial phrase.

When?

last night

When did you study?

I studied last night.

When?

yesterday

When did you go to class?

I went to class yesterday.

When?

last month

When did he come to Lackland?

He came to Lackland last month.

Where?

in the school

Where is she working?

She is working in the school.

Where?

on the base

Where does he live?

He lives on the base.

Where?

to the bank

Where is he going?

He is going to the bank.

How?

by plane

How did they come?

They came by plane.

How?

by being alert

How can we avoid accidents?

We can avoid accidents by being alert.

How?

by speaking English

How can we learn more English?

We can learn more English by speaking English.

Listen.

Practice on the past forms of some verbs.

Listen and repeat.

go

went

come

came

do

did

He goes to school every day.

He went to school yesterday.

They come to class on time.

They came to class on time.

He does his homework every night.

He did his homework every night.

study	studied
work	worked
play	played

We study all the time.
We studied last week.

He works at night.
He worked at night.

They play all the time.
They played yesterday.

Listen.

Let's practice the pronunciation of the vowel sound / e /.

Listen and repeat.

late	say	grey	great	hail
reign	Seine	feign	pain	mail

It is late.
What did you say?
I have a grey suit.
He is a great man.
There are hailstorms during the winter.
How long did the king reign?
The Seine is a river.
This is a nice day.
I have a pain in my arm.
Did you get any mail?

Listen.

Let's practice the pronunciation of the vowel sound / ε /.

Listen and repeat.

yes	read	said	friend	get
lead	rent	ten	spell	dead

Yes is the opposite of no.
Joe read a letter yesterday.
She said something to my sister.
My friend is not a student.
I will get a book later.
Lead is a very heavy metal.
I must pay my rent.
I need ten dollars now.
Can you spell my name?
The patient is not dead.

Listen to the contrast between / e / and / ε /.

Listen and repeat again.

late	→	let
mate		met
main		men
pain		pen
sail		sell

1. He is late.
2. Let's study the lesson.
3. My roommate is a good student.
4. I met her at a party.
5. This is the main headquarters.
6. How many men are in the class?
7. I have a pain today.
8. Please lend me your ball point pen.
9. Can you sail a boat?
10. I will sell this book for two dollars.

* * * *

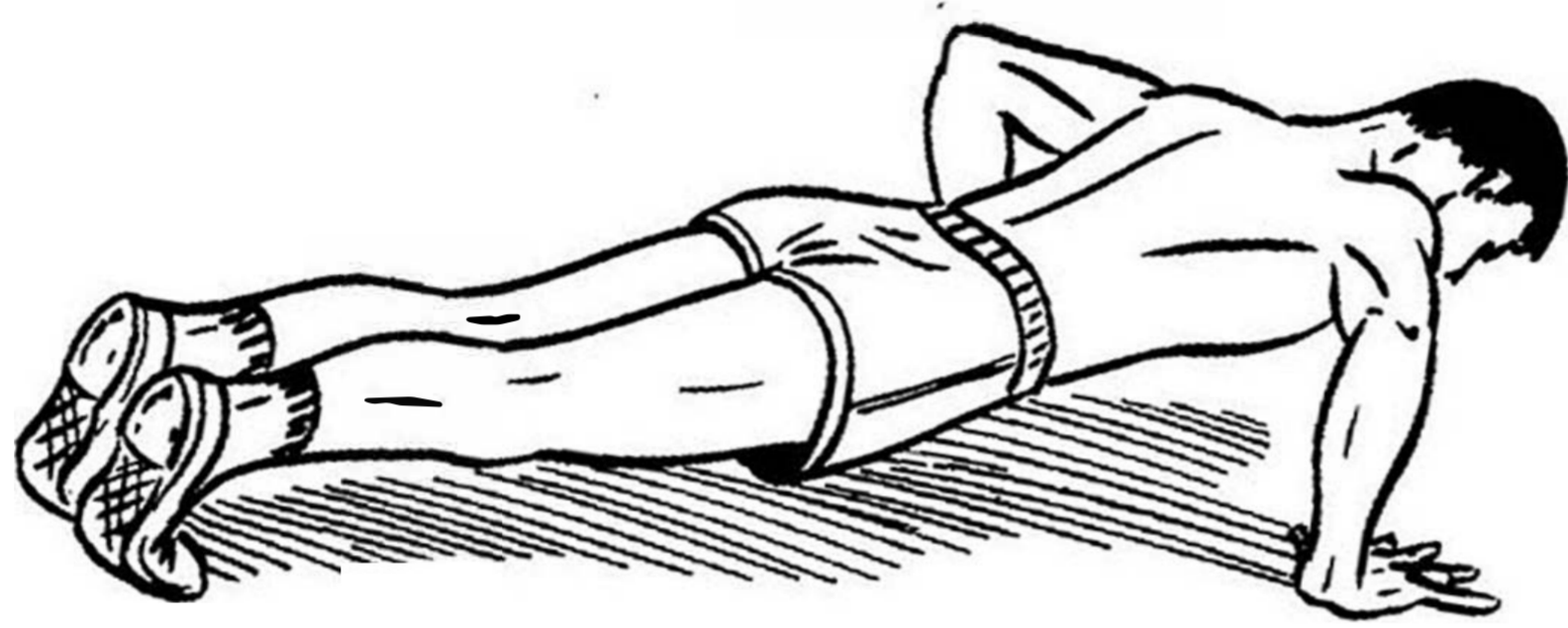
OUTLINE AND STUDY OBJECTIVES

READING: STAY HEALTHY
QUESTIONS ON THE READING
QUESTIONS AND ANSWERS EXERCISE
DIALOG: THREE DIFFERENT SITUATIONS
TAPE 2104A

DISTANCE EXPRESSED IN TERMS OF TIME
TIME CLAUSES IN ENGLISH
WORD ORDER IN DEPENDENT CLAUSES
ATTACHED QUESTIONS IN ENGLISH
PRONUNCIATION PRACTICE ON SOUNDS

/ə / + /r /; /I / + /r /; /æ / + /r /;
/ɛ / AND /e /; /ɔ / + /r /; /u / + /r /;
/a / + /r /.

DIALOG: CATCHING A BUS
AT THE BUS STATION
TAPE 2104B



UNIT 2104

READING

STAY HEALTHY

It may be weeks or months before you are ready to go to your next training base. Being a student is not the best situation in regard to health. There is very little physical activity in a classroom, and homework often requires one or more hours of sitting down. If this routine is continued for fifteen weeks or more, your body is not as strong as it was when you arrived.

Studying makes people mentally tired. This may cause them to eat more food than the body requires. Since your body does not need this food, you could gain too much weight. Also you are not getting the proper exercise. This causes the muscles to become weak.

Your next training phase may require more physical activity. A weak person may become tired by twelve noon and not learn effectively in the afternoon. Also a weak person does not have the fast reactions for many things that may be required. For example, a pilot may be required to do as many as eight movements in a few seconds. Even though a pilot may know these movements, he may not react as fast as he should. Therefore, it is for the benefit of the individual not to allow his stay at the Language School to weaken him physically.

The best advice is to try to do some physical activity each day. Students should check out athletic equipment and play baseball, volleyball, or ping-pong. Walking is also very good. There is a gymnasium on the base. You should visit this regularly. Even a few push-ups every morning help the muscles keep in shape for the day.

Also it is good to check your weight every few days. If you are gaining weight, perhaps you should skip eating the dessert. If you are losing weight, perhaps you are not getting enough sleep and are not eating any breakfast. It always helps to know how your body may be adjusting to a new situation.

If you are sick, do not try to cure yourself. Check out at headquarters and see the military doctor. Do not wait hoping that a fever or headache may go away. It is always good to see a doctor when you have an ailment. It may be very serious and may need immediate medical attention.

Do not cook or have food in your room. This is against regulations. Food spoils easily if it is not in a refrigerator. Certain kinds of food become very poisonous when they spoil. Also food in rooms attracts many kinds of insects.

QUESTIONS ON READING

1. What foods may be very poisonous or may make you sick if they spoil?
2. Why should you not try to cure yourself?
3. Why should you check your weight?
4. Why should you remain strong while studying English?
5. Why is exercise good for the body?
6. Why should you watch what you eat?
7. What kind of sports would you enjoy every day?
8. What could happen if you don't report an illness?

QUESTION AND ANSWER PRACTICE

Read the question and then answer in complete sentences.

1. Who sits next to you?
2. Who is your roommate?
3. What book are you studying?
4. What is your weight?
5. When will you finish your book?
6. When did you arrive in the United States?
7. How much do cigarettes cost here?
8. How many hours do you sleep at night?
9. When do you come to class?
10. Do you like ice cream?
11. Does your arm hurt?
12. Can you lift 300 pounds?
13. Are you a civilian?
14. What kind of cigarettes do you smoke?
15. Is the door open?
16. What is on top of the instructor's desk?
17. What number is between 100 and 102?
18. Which countries are next to your country?
19. What do you admire in a person?
20. Who is the best mechanic in town?

DIALOG

THREE DIFFERENT SITUATIONS

A.

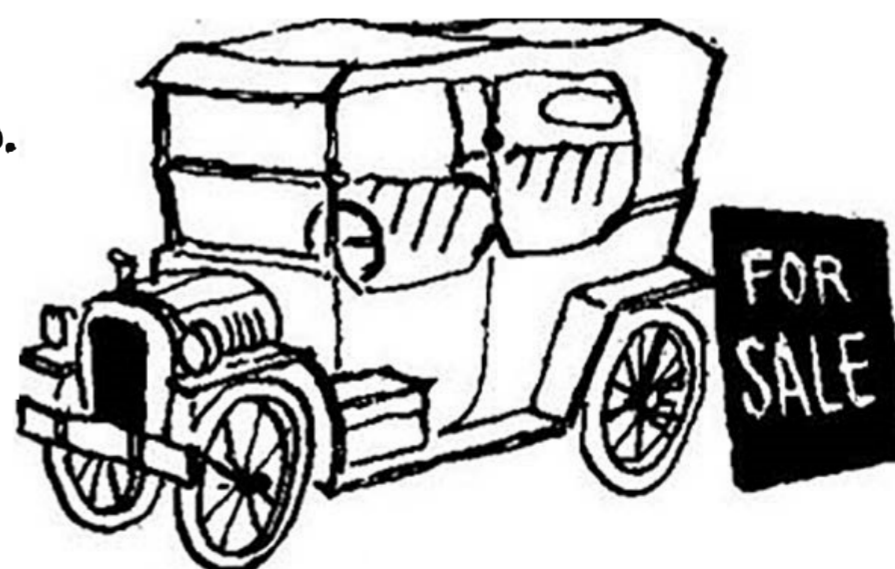
- A. Good morning, sir! I've been told that you have some cars for sale.
- B. Yes, that's right. I have three cars to sell.
- A. Can I take a look at them?
- B. Of course. Follow me around to the back of the house.

B.

- A. Good afternoon! I've been told that you sell used cars. Is that right?
- B. Yes, I sell a few used cars. Are you interested in buying one?
- A. I might be interested. Do you have any '66 or '67 models?
- B. Yes, I have a couple. They're behind the house. Do you want to see them?
- A. Yes. How much do you want for them?

C.

- A. Pardon me! Does Mr. Jones live here?
- B. Yes, he does. Just a moment. I'll call him.
- A. Thank you very much.
- C. Were you looking for me?
- A. Yes, sir. I'm looking for a '68 Chevrolet. Do you have one for sale?
- C. Who told you to contact me?
- A. A friend said that you might have some good used cars.
- C. Well, I have a few, however, I don't have any Chevrolets.
- A. Do you have anything else that's in good shape?
- C. Yes, I have a nice '68 Plymouth that's real sharp.
- A. Do you mind if I drive it?
- C. Not at all.



TAPE 2104A

Listen to the following conversation between a student and cashier in a bank.

Can I cash a check here?
Do you have an account at this bank?
No, I don't.

Do you have some identification?
Yes, I have my passport and this identification card.
That's good enough.

What's the amount of the check?
It's a government check for \$125.

Listen to the following sentences. Try to remember what each speaker said. You will be asked to recall what was said. Answer my questions when I ask them.

Can I cash a check here?
Do you have an account at this bank?

What did the student ask?
Can I cash a check here?
What did the cashier ask?

Do you have an account at this bank?

No, I don't.
Do you have some identification?
What did the student say?
No, I don't.
What did the cashier ask?
Do you have some identification?

Yes, I have my passport and this identification card.
That's good enough.
What did the student say?
Yes, I have my passport and this identification card.
What did the cashier say?
That's good enough.

What's the amount of the check?
It's a government check for \$125.
What did the cashier ask?
What's the amount of the check?
What did the student say?
It's a government check for \$125.

Listen and repeat.

heat wave

Isn't this heat wave terrible?

Yes, it's bad.

It's the worst heat wave I can remember.

humidity

It's the humidity that's so bad, isn't it?

Yes, it's not so much the heat.

It's so damp and humid.

there's probably 95% saturation.

thundershower

That thundershower made it worse, didn't it?

Yes, the shower didn't help a bit.

It didn't break the heat at all.

The weatherman says it'll be cooler tomorrow.

I certainly hope so.

Let's practice the / l / sound at the beginning and end of some familiar words.

Listen and repeat.

let

call

late

fall

lot

mile

learn

real

love

feel

look

all

Let me call my friend.

Did he learn to fly a real plane?

We live near the mill.

I like the deal.

Look at all that.

Let's practice the / r / sound at the beginning and end of some words.

Listen and repeat.

road	here
real	fire
ride	there
rest	for
wrote	four
write	more

The road is here.

This is a real fire.

Ride over there.

The rest is for John.

He wrote four pages.

Let's practice the / I / sound, as in *it*, and the / i / sound, as in *see*.

Listen and repeat.

Silver	cheaper
Silver is cheaper than gold.	

Nickel	be
Nickel can be mined.	

It	easy
It is easy to see large objects.	

little	trees
You will see a group of little trees.	

bills	mean
I mean I want small bills not large bills.	

It	heat
It didn't break the heat at all.	

Let's practice the /l/ sound at the beginning and end of some familiar words.

Listen and repeat.

let	call
late	fall
lot	mile
learn	real
love	feel
look	all

Let me call my friend.

Did he learn to fly a real plane?

We live near the mill.

I like the deal.

Look at all that.

End of tape.

EXPRESSIONS OF DISTANCE IN TERMS OF TIME

Notice that distance can be expressed in terms of time.

- | | |
|---|---|
| 1. How long does it take? | It doesn't take long.
It takes several hours.
It takes about twenty minutes. |
| 2. How long does it take to go downtown from here? | It takes about a half hour by bus.
It takes about twenty minutes by car. |
| 3. How long does it take you to go to the post office? | It takes me about ten minutes.
I can walk it in ten minutes.
It takes me about twenty minutes by bus. |
| 4. How long does it take to go from here to Chicago? | It takes about three hours by plane.
It takes about twelve hours by train. |
| 5. How long does it take to go from New York to Europe? | It takes about five days by boat.
It takes just a few hours by plane. |

TIME CLAUSES IN ENGLISH*Time Words*

when	while
before	as soon as
after	until
since	

	<i>Time Clause</i>		<i>Main Clause</i>	
Time Word	Subject	Verb (past tense)	Subject	Verb (past tense)
When	Jack	came	we	left.
Before	he	bought the coat	he	tried it on.
After	I	saw you	I	went to the movies.
Time Word	Subject	Verb (other tenses)	Subject	Verb (future tense)
While	you	are studying	I	will write some letters.
As soon as	they	get home	we	will have dinner.
Until	winter	comes	the weather	will be warm.

Time Word	Subject	Verb (present perfect)	Subject	Verb (present perfect)
Since	I	have been in the United States	I	have spoken English all the time.

Complete the following sentences making certain that you have time agreement.

1. When I arrived in the United States, I _____ .
2. Before I left my country, I _____ .
3. After John ate breakfast, he _____ .
4. Since I have been here, I _____ .
5. Since I have been at the Language School, I _____ .

The time clause can also come after the main clause.

We'll write you a letter before we leave the country.

He'll stay in New York until he goes home.

I'll call you up as soon as I hear from him.

WORD ORDER IN DEPENDENT CLAUSES

In questions and statements where there is a question word and a subject word, the word order changes in the dependent clause.

Example: *Where is the post office?*

Main Clause

Can you tell me
I don't know
Do you know

Dependent Clause

(question word)

subject word

where
where
where

the post office is?
the post office is?
the post office is?

ATTACHED QUESTIONS IN ENGLISH

A. With the verb *be*

1. You're Mary's brother, aren't you?
2. He's a good student, isn't he?
3. We're late today, aren't we?
4. They're good friends, aren't they?
5. You aren't Mary's brother, are you?
6. He isn't a good student, is he?
7. We aren't late today, are we?
8. They aren't good friends, are they?

When the statement is affirmative, the verbs *have* and *do* can be used in the attached question. However, when the statement is negative, only the verb *do* can be used.

B. With the verb *have*

1. You have a book, don't you?
You have a book, haven't you?
2. We have a class today, don't we?
We have a class today, haven't we?
3. He has a new car, doesn't he?
He has a new car, hasn't he?
4. They had two children, didn't they?
5. You don't have a book, do you?
6. We don't have a class today, do we?
7. They didn't have two children, did they?
8. He doesn't have a new car, does he?

C. With main verbs other than *have* and *be*

1. You study hard, don't you?
2. We come here every day, don't we?
3. They like to go to the movies, don't they?
4. She goes to work at nine, doesn't she?
5. You don't study hard, do you?
6. We don't come here every day, do we?
7. They don't like to go to the movies, do they?
8. She doesn't go to work at nine, does she?

D. With modals

1. You can swim, can't you?
2. We'll see you tomorrow, won't we?
3. They should go home now, shouldn't they?
4. He could go with us, couldn't he?
5. You can't swim, can you?
6. We won't see you tomorrow, will we?
7. They shouldn't go home now, should they?
8. He couldn't go with us, could he?

PRONUNCIATION PRACTICE

Practice on the / ə / + / r / combination in medial position.

/ ə / + / r /	/ ə / + / r /	/ ə / + / r /	/ ə / + / r /
turn	girl	work	world
worse	first	third	bird
learn	serve	hurt	nurse
heard	church	word	worm
early	purple	turkey	burning

Practice on the / ə / + / r / combination in final position.

/ ə / + / r /	/ ə / + / r /	/ ə / + / r /	/ ə / + / r /
paper	worker	doctor	warmer
farmer	teacher	letter	order
mother	father	sister	brother

Contrast the / i / + / r / and the / æ / + / r / sounds.

/ i / + / r /	/ æ / + / r /
pier	pair
here	hair
beer	bare
fear	fair
steer	stare

Choose the correct word.

1. They put the fish on the (pier – pair).
2. I want a (pier – pair) of shoes.
3. She has long (here – hair).
4. My book is (here – hair).
5. I drink (beer – bare).
6. His head is (beer – bare).
7. I (fear – fair) a storm.
8. The weather is (fear – fair).
9. Do not (steer – stare) at me.
10. Can you (steer – stare) a boat?

Contrast the / ə / + / r / and / I / + / r / sounds.

/ ə / + / r /

/ I / + / r /

her

here

fur

fear

stir

steer

dirt

deer

Read the following.

1. This is her book.
2. Were you here?
3. This coat is made of fur.
4. I fear wild animals.
5. He stirs his coffee.
6. There is dirt on the floor.
7. The deer is wild.
8. We're in class today.
9. The captain steers the boat.

Vowel Sound Contrast

/ ɛ /

/ e /

metal

make

head

may

help

say

red

way

said

state

Read the following sentences.

1. Help me make something with this lumber.
2. Your head may hurt.
3. Said is the past; say is the present.
4. The red light will show the way.
5. Metal is not mined in this state.

Vowel Sound Contrast

/ɔ / + /r /

/u / + /r /

nor	your
warm	sure
morning	poor
short	rural
war	tour

Read the following sentences.

1. He is neither sick nor poor.
2. It is warm in the rural areas.
3. This morning will be devoted to a tour of the school.
4. I am short of money, I'm sure.

Vowel Sound Contrast

/a / + /r /

/ə / + /r /

are	were
car	her
far	learn
large	Thursday
part	girl

Read the following sentences.

1. Are is the present, were the past.
2. My car is not like her car.
3. He will go far in order to learn.
4. We'll see a large airplane on Thursday.
5. This part is for a girl.

DIALOG**CATCHING A BUS**

- A: Pardon me! Where do I catch the bus to town?
- B: The bus stop is on the next corner, one block north of here.
- A: How often do the buses *run*?
- B: I don't know. Ask someone at the bus stop.
- A: Thanks a lot.
- B: O.K.

AT THE BUS STOP

- A: When's the next bus for Lackland?
- B: They run every half hour. The next one will be at 1830.
- A: What's the bus fare to Lackland?
- B: Forty cents.
- A: How long does it take to get to the base?
- B: Oh, usually around 30 minutes unless they run into trouble. If the weather's bad, it takes longer.
- A: Thanks a lot.

TAPE 2104B

Listen.

Complete the following sentences by supplying the attached questions. Then repeat the correct response.

Example: You will hear: You have a book.
You should say: You have a book, don't you?

Listen and complete.

You have a book, don't you?

You have a book

You have a book, don't you?

You have a book, haven't you?

You have a book

You have a book, haven't you?

We have a class today, don't we?

We have a class today

We have a class today, don't we?

We have a class today, haven't we?

We have a class today

We have a class today, haven't we?

They have an appointment, don't they?

They have an appointment

They have an appointment, don't they?

They have an appointment, haven't they?

They have an appointment

They have an appointment, haven't they?

You don't have a book, do you?

You don't have a book

You don't have a book, do you?

We don't have a class today, do we?

We don't have a class today

We don't have a class today, do we?

They don't have an appointment, do they?

They don't have an appointment

They don't have an appointment, do they?

Listen.

On your own, supply the proper attached question. The correct responses will be given. Repeat the correct response.

Listen and supply.

They have a new car.

They have a new car, don't they?

They have a new car, haven't they?

You have a cold.

You have a cold, don't you?

You have a cold, haven't you?

They don't have enough time.

They don't have enough time, do they?

You don't have enough money.

You don't have enough money, do you?

They have an appointment.

They have an appointment, don't they?

They have an appointment, haven't they?

They don't have an appointment.

They don't have an appointment, do they?

Listen and repeat.

He has a new car, hasn't he?

He has a new car, doesn't he?

He doesn't have a new car, does he?

She has a new hat, hasn't she?

She has a new hat, doesn't she?

She doesn't have a new hat, does she?

It has a propeller, hasn't it?

It has a propeller, doesn't it?

It doesn't have a propeller, does it?

Listen.

Let's practice some expressions of distance. Repeat the responses to the following questions.

Listen and repeat.

How far is it to the bank?

It's quite a distance.

It's a long way.

It's not very far.

How far is it from San Antonio to Mexico City?

It's quite far.

It's a long way.

It's about 900 miles.

It's about two hours by plane.

It's a little more than two days by car.

How far is the bus station?

not very far

just a few blocks

about ten minutes by bus

How long does it take to go from here to New York?

It takes about three days by train.

It takes about six hours by plane.

Listen.

Now let's practice asking questions about distance. First you will hear a sentence. Then you should make a question.

Example: You will hear: It's a long way to New York.

You should say: How far is it to New York?

Listen and make questions.

It's a long way from San Antonio to New York.

How far is it from San Antonio to New York?

It's a little more than two days by car from here to Chicago.

How far is it from here to Chicago?

It's quite a distance to the bank.

How far is it to the bank?

It takes about three days to go to New York.

How long does it take to go to New York?

**It takes about 15 minutes to go to the control tower.
How long does it take to go to the control tower?**

**It takes about twenty minutes by bus.
How long does it take by bus?**

**It takes about six hours by plane.
How long does it take by plane?**

Listen.

Listen to the following sentences and try to remember what is said. You will be asked questions on the sentences. Answer the questions. Then you will hear the correct answer. Repeat the correct answers.

Listen and answer.

It's quite a distance from here to Mexico City. Mexico City is about 900 miles from here. It's a little more than two days by car, but only about two hours by plane.

Is it very far from here to Mexico City?

**Yes, it is.
It's quite a distance.
It's quite a distance from here to Mexico City.**

About how many miles is it?

**About 900
About 900 miles
It is about 900 miles.
It's about 900 miles to Mexico City.**

How long does it take to go there by car?

**a little more than two days
It takes a little more than two days.
It takes a little more than two days by car.**

How long does it take by plane?

**only about two hours
It takes only about two hours.
It takes only about two hours by plane.**

Listen.

Complete the following sentences by supplying attached questions. Then repeat the correct response.

Listen and complete.

You have a book, don't you?

You have a book

You have a book, don't you?

You have a book, haven't you?

You have a book

You have a book, haven't you?

We have a class today, don't we?

We have a class today

We have a class today, don't we?

We have a class today, haven't we?

We have a class today

We have a class today, haven't we?

They have an appointment, don't they?

They have an appointment

They have an appointment, don't they?

They have an appointment, haven't they?

They have an appointment,

They have an appointment, haven't they?

You don't have a book, do you?

You don't have a book

You don't have a book, do you?

We don't have a class today, do we?

We don't have a class today

We don't have a class today, do we?

OUTLINE AND STUDY OBJECTIVES

READING: HOLIDAYS

QUESTIONS ON THE READING

SOME PREPOSITIONS

DICTIONARY EXERCISE: THE FOURTH OF JULY

DIALOG: A PICNIC ON THE FOURTH OF JULY

TAPE 2105A

THE BE-PASSIVE VERB PHRASE

EXERCISE: CHANGING STATEMENTS TO THE PASSIVE

AFFIRMATIVE QUESTIONS WITH THE PASSIVE

NEGATIVE QUESTIONS WITH THE PASSIVE

PRACTICE IN THE USE OF BE-PASSIVE VERB PHRASES

CONVERSATION PRACTICE: AT THE BANK

AT THE CLEANERS

THE FOUR SEASONS

TAPE 2105B



UNIT 2105

READING

HOLIDAYS

The United States, like other countries, has many holidays. The first one in the year is New Year's Day, January 1. Many people have parties on the evening before. At twelve o'clock they ring bells and make noise to welcome the new year.

Two of the most famous presidents of the United States were born in the month of February. Lincoln was born on February 12, and Washington was born on February 22. Many people don't celebrate these days in any special way, but many public buildings are closed, and some people get a holiday from work on the third Monday in February in observance of these days.

Easter comes on a Sunday in March or April. It is a religious holiday. People get new clothes at Easter. Children are given baskets of colored eggs and toy rabbits or chickens.

Memorial Day, celebrated on the last Monday in May, honors all American soldiers who were killed in battle. The next holiday is also a patriotic holiday. This is Independence Day, July 4. This is the birthday of the United States. It is celebrated with fireworks, political speeches, parades, and picnics.

Labor Day is celebrated on the first Monday in September. This holiday honors all of the working people of the United States. It is the last holiday of the summer. Many people stay at home and rest. Other people go swimming, have picnics, or take part in some other summer activity which they enjoy.

The discovery of America by Columbus is celebrated on the second Monday in October. Veterans' Day, observed on the 11th of November, is another patriotic holiday honoring all veterans of the armed services. On the fourth Thursday of November is Thanksgiving Day. This was begun as a day of thanks for good harvests. It is celebrated by having a big dinner, usually turkey and cranberry sauce, several vegetables, and mince or pumpkin pie for dessert.

Christmas Day on December 25 is the last holiday of the year, and probably the most popular one. It is a religious holiday celebrating the birth of Christ, but it is celebrated by almost everybody in the United States, whether they are Christians or not. People sing Christmas songs, called carols. They send Christmas cards to wish each other a Merry Christmas. Houses are decorated. Almost everybody has a Christmas tree; an evergreen tree decorated with colored lights and ornaments. People give presents to each other, and families get together for a big dinner on Christmas Day. Children probably look forward to Christmas more than they do to any other day in the year.

QUESTIONS ON THE READING

1. What are the principal holidays in the United States?
2. Who were some famous presidents of the United States? When are their birthdays?
3. What holiday honors soldiers killed in action?
4. On what day is Labor Day celebrated in the United States?
5. Do you have a special holiday to honor labor in your country? When?
6. Why is July 4th celebrated in the United States?
7. What is the most important holiday in your country?
8. Do you have a special day of thanksgiving? When is it?
9. What do you do on holidays in your country?
10. What patriotic holidays do you celebrate in your country?

SOME PREPOSITIONS

1. The first holiday *in* the year is New Year's Day, January 1.
2. People have parties *on* the evening before the New Year.
3. We welcome the New Year *with* a lot of noise.
4. People get new clothes *at* Easter.
5. Some people get a holiday *from* work.
6. The Fourth of July is celebrated *with* fireworks, political speeches, parades and picnics.
7. This holiday honors all *of* the working people in the United States.
8. Thanksgiving is a day *of* thanks *for* good harvests.
9. It is celebrated *by* having a big dinner.
10. There are no legal holidays *between* Independence Day and Labor Day.

DICTATION EXERCISE**THE FOURTH OF JULY**

On July 4, 1776, the Continental Congress issued the Declaration of Independence. This document declared the American Colonies free from British rule and declared them independent states. This date, a patriotic holiday in the United States, is the official Independence Day. Because it comes during the summer, most people celebrate outdoors.

City people usually go to parks, where they have picnics, engage in many sports including swimming, boating, horseshoe pitching, running, and other competitive sports.

Country people go to the cities. There they watch parades, where military personnel march and military bands play.

DIALOG**A PICNIC ON THE FOURTH OF JULY**

A: What did you do on the Fourth of July?

B: I went on a picnic with some friends.

A: Where did you go?

B: We went to the park.

A: What did you have to eat?

B: We had hot dogs and hamburgers.

A: Did you cook them yourselves?

B: Yes. There are outdoor fireplaces in the park, and we took wood to make a fire. The hot dogs and hamburgers really tasted good.

A: Do you like American food?

B: Well, not everything. But I liked the food we had at the picnic. One of the girls brought potato salad, and we had sliced tomatoes, too.

A: What did you have to drink?

B: We had cokes.

A: Did you have anything for dessert?

B: Yes, we had fruit and candy bars. It was a lot of fun.

A: It sounds like it. I went on a picnic, too, but we didn't cook anything. We took sandwiches with us.

B: Did you go to the park, too?

A: No, we drove out to the country. There are places for picnics along the road. There are tables and benches, and fireplaces if you want to cook.

B: It's nice to get out of the city in the summer.

A: Yes, it is. We're planning another picnic in the country during Labor Day weekend. We thought we might go swimming, too.

Why don't you come with us?

B: Thanks a lot. I'd like to. Let me know if you want me to bring some food.

Listen and repeat. Notice the change of intonation.

Do you get up?

What time do you get up every day?

I get up at six o'clock.

Did you get up?

What time did you get up yesterday?

I got up at six o'clock.

Do you go to bed?

What time do you go to bed every night?

I go to bed at ten o'clock.

Did you go to bed?

What time did you go to bed last night?

I went to bed at ten o'clock.

Do you go to class?

What time do you go to class every day?

I go to class at seven thirty.

Did you go to class yesterday?

What time did you go to class yesterday?

I went to class at seven thirty.

Listen to the following sentences and try to remember what is said. You will be asked questions on the sentences. Answer the questions. Then you will hear the correct answers. Repeat the correct answers.

Listen and answer the girl's questions.

John gets up at six o'clock. He gets up at six o'clock every day.

What time does John get up?

At six o'clock

He gets up at six o'clock.

John got up at six o'clock yesterday. He got up at six o'clock every day last week.

What time did John get up yesterday?

At six o'clock

He got up at six o'clock.

He got up at six o'clock yesterday.

Bill gets up at six thirty and has breakfast at seven o'clock. Then he goes to work at seven thirty.

What time does Bill get up?

At six thirty

He gets up at six thirty.

What does Bill do after breakfast?

Goes to work

He goes to work.

He goes to work after breakfast.

Listen and repeat.

What time do you get up every day?

At six o'clock.

I get up at six o'clock.

I get up at six o'clock every day.

What time did you get up yesterday morning?

At six o'clock

I got up at six o'clock yesterday morning.

What time do you go to class every day?

At seven thirty

I go at seven thirty.

I go to class at seven thirty every day.

What time did you go to class yesterday?

At seven thirty

I went to class at seven thirty.

I went to class at seven thirty yesterday.

Listen to the following sentences and try to remember what is said. You will be asked questions on the sentences. Answer the questions. Then you will hear the correct answers. Repeat the correct answers.

Listen and answer the girl's questions.

John hears a noise. He heard the same noise a minute ago.

What does John hear?

a noise

John hears a noise.

What did John hear a minute ago?

a noise

He heard a noise.

John heard a noise a minute ago.

Bill sees a plane. It is a DC-9 at an altitude of about 5,000 feet. He saw the same plane about an hour ago.

What does Bill see?

a plane

He sees a plane.

What did Bill see about an hour ago?

a plane

He saw a plane.

Bill saw a plane about an hour ago.

What kind of a plane was it?

A DC-9

It was a DC-9.

What was its altitude?

5,000 feet

Its altitude was 5,000 feet.

It was flying at 5,000 feet.

Let's practice the past tense forms of some verbs in English.

Listen and repeat.

have

had

see

saw

hear

heard

Listen to the following questions. Answer the questions. Give a complete affirmative answer.

Example: You will hear: "Did he have a pencil?"

You should answer: "Yes, he had a pencil."

Did he see his friend?

Yes, he saw his friend.

Did he hear a noise?

Yes, he heard a noise.

Did he have a pencil?

Yes, he had a pencil.

Listen to the following sentences. Change each statement to a negative sentence. Repeat the correct answer when you hear it.

Example: You will hear: "He speaks English."
You should say: "He doesn't speak English."

Listen and change to negative.

He drinks a cup of coffee.
He doesn't drink a cup of coffee.

He went to town.
He didn't go to town.

He drank a cup of coffee.
He didn't drink a cup of coffee.

Listen to the following sentences. Then change each statement to a question. Repeat the correct answers.

Example: You will hear: "He speaks English."
You should say: "Does he speak English?"

Listen and change to a question.

He drinks a cup of coffee.
Does he drink a cup of coffee?

He went to town.
Did he go to town?

He drank a cup of coffee.
Did he drink a cup of coffee?

Listen and repeat.

write	wrote
fly	flew
drive	drove

Listen to the following questions and answer them. Give a complete affirmative answer. Then repeat the correct answer when you hear it.

Did she write a letter?

Yes, she wrote a letter.

Did he fly a jet?

Yes, he flew a jet.

Did he drive a Buick?

Yes, he drove a Buick.

Let's practice the pronunciation of the vowel sound / i /.

Listen and repeat.

bit
give

city
lid

fit
kit

hit
bill

it
cylinder

I'll have a bit of food.
I live in a large city.
My clothes fit me very well.
You hit him.
It was hot yesterday.
Please give me a notebook.
Close the lid, please.
Here is the first-aid kit.
This is a one dollar bill.
I have a six-cylinder car.

Let's practice the pronunciation of the vowel sound / e /.

Listen and repeat.

late

say

grey

great

hail

reign

Seine

day

pain

mail

It is late.
What did you say?
I have a grey suit.
He is a great man.
There are hailstorms during the winter.
How long did the king reign?
The Seine is a river.
This is a nice day.
I have a pain in my arms.
Did you get any mail?

Let's contrast the vowel sounds / i / and / e /.

Listen and repeat.

fit	fate
give	gave
it	ate
hit	hate
pin	pain

End of tape.

AFFIRMATIVE QUESTIONS

Present, marked with (1), and Past, marked with (2), tenses.

BE	+	Subject	+	Perfect Form	+	Agent (doer)
Am (1)		I		understood		by most Americans?
Was (2)		I		understood		by most Americans?
Is (1)		he, she, it		understood		by most Americans?
Was (2)		he, she, it		understood		by most Americans?
Are (1)		we, you, they		understood		by most Americans?
Were (2)		we, you, they		understood		by most Americans?

Exercise: Change the following statements to affirmative questions.

Examples: He is seen by his friend. Is he seen by his friend?
 He was seen by his friend. Was he seen by his friend?

1. He is examined by the doctor every day.
He was examined by the doctor yesterday.
2. We are interviewed by the senior instructor.
We were interviewed by the senior instructor.
3. He is disturbed by the loud noise.
He was disturbed by the loud noise.

NEGATIVE QUESTIONS

Note: This form is seldom used with the subject I

Present, marked with (1), and Past, marked with (2), tenses.

BE + not	+	Subject	+	Perfect Form	+	Agent (doer)
Isn't (1)		he, she, it		understood		by most Americans?
Wasn't (2)		he, she, it		understood		by most Americans?
Aren't (1)		we, you, they		understood		by most Americans?
Weren't (2)		we, you, they		understood		by most Americans?

Exercise: Change the following sentences to negative questions.

Examples: The book is read by all the students. Isn't the book read by all the students?
 The book was read by all the students. Wasn't the book read by all the students?

1. He is liked by everybody.
He was liked by everybody.
2. It is read by a lot of people.
It was read by a lot of people.
3. They are visited by friends.
They were visited by friends.

PRACTICE REPEATING BE-PASSIVE VERB PHRASES IN ENGLISH

1. These books were bought by a friend of mine.
2. I was told to be here at seven.
3. We were thought to be the last people in the building.
4. You were said to be the best student in the class.
5. Thanksgiving wasn't celebrated until President Lincoln's time.
6. He wasn't ever forgotten by his friends.
7. We weren't understood by the class.
8. I wasn't sent by my government.
9. Were you invited to a Christmas party?
10. Was he driven to school by his friend?
11. Were these books read by many people?
12. Was she wanted on the telephone last night?
13. Wasn't the money given to him by his father?
14. Wasn't I expected for lunch?
15. Weren't we understood by the teacher?
16. Weren't you taught by Mr. Brown last year?

The Be-passive is often used in sentences without a doer or agent. Study the following examples taken from the reading portion of the lesson.

1. Two of the most famous presidents of the United States were born in the month of February.
2. Lincoln was born on February 12, 1809.
3. Washington was born on February 22, 1732.
4. Many public buildings are closed during holidays.
5. Children are given baskets of colored eggs on Easter Sunday.
6. Memorial Day honors all American soldiers who were killed in battle.
7. Independence Day is celebrated with fireworks, political speeches, parades and picnics.
8. Labor Day is celebrated on the first Monday in September.
9. Thanksgiving Day was begun as a day of thanks for good harvests.
10. Thanksgiving Day is celebrated with a big dinner, consisting of turkey, cranberry sauce, and mince or pumpkin pie for dessert.
11. Houses are decorated during the Christmas season.
12. An evergreen tree is decorated with colored lights and ornaments during Christmas.

CONVERSATION PRACTICE**AT THE BANK**

- A: Can I cash a check here?
- B: Do you have an account at this bank?
- A: No, I don't.
- B: Do you have some identification?
- A: Yes, I have my passport and this identification card.
- B: That's good enough. What's the amount of the check you want to cash?
- A: It's a government check for \$129.37.
- B: Any particular way you want your money?
- A: I'm sorry. I don't understand.
- B: I mean, do you want large bills or small bills?
- A: Could you give me five 20s and the rest in smaller bills?
- B: Yes, of course. Here you are. Five twenties, two tens, a five, four ones, and the change: three dimes, a nickel, and two pennies.
- A: Thank you very much. By the way, can I buy traveler's checks here?
- B: Yes, you can. At the next window.

AT THE CLEANERS

- A: I'd like to have this suit cleaned and pressed, please.
- B: Yes, sir. Did you want to put that on special?
- A: What do you mean by special?
- B: Oh, that's our special twelve-hour service. You can pick up your suit tomorrow morning. There's a small extra charge, of course.
- A: Oh, I see. No, I'm not in a hurry.
- B: All right. Let me make out a ticket. Your name?
- A: George Jones.
- B: Address?
- A: 2167 Powell Street.
- B: And you want the suit cleaned and pressed. All right. Here's your ticket. You can pick up the suit Friday.
- A: Thank you.

THE SEASONS

SUMMER

- A: Is it hot enough for you?
- B: It certainly is. This is the worst heat wave I can remember. I don't think the temperature's been below ninety degrees this week.
- A: It's not so much the heat. It's the humidity. We wouldn't feel it so much if it were drier.
- B: Yes, that ~~thundershower~~ we had yesterday afternoon just made it worse. It didn't break the heat at all.
- A: Well, the weatherman says it'll be cooler on Friday.
- B: I hope he's right. In the meantime, let's go to an air-conditioned movie.

FALL

- A: What a beautiful day!
- B: Isn't it? Fall's my favorite season. Look at that blue sky!
- A: Yes, and the leaves are so pretty. Look at those reds and yellow.
- B: It's so nice and cool, too. I could use a sweater.
- A: I could, too. I slept under a blanket last night.
- B: Are you going to the football game this weekend?
- A: Yes, I am. I hope it doesn't rain.
- B: I don't think it will. The weatherman says it'll be dry, sunny and cool the whole weekend.

WINTER

A: Brrr. Let's go in. I'm freezing.

B: Yes, this wind is like a knife.

A: It's supposed to snow tomorrow.

B: Is it? In this climate you can never tell whether it'll be rain or snow. I'd rather have snow than rain, I think. At least the children enjoy it.

A: I don't mind anything except ice. I slipped on the street last winter when it got icy and almost broke my neck!

B: Yes, it's really dangerous when the streets get slippery. Bad for driving, too.

A: Well, here's my house. Come in. Let's have some coffee and get warmed up.

SPRING

A: What a pretty day!

B: Yes. It's nice to have some spring weather after all that snow this winter.

A: Do you have anything blooming in your garden yet?

B: Yes, all the early spring flowers are out, and all the trees are putting out new leaves.

A: Do you think it will rain this afternoon? I see some clouds.

B: The weather report said showers, but it'll probably clear up before evening—just a light spring rain.

TAPÉ 2105B

Listen.

Let's practice changing some active voice sentences to passive voice sentences. First you will hear a sentence in the active voice. Then you should change it to passive voice.

Example: You will hear: John saw the accident.
You should say: The accident was seen by John.

John saw the accident.
The accident was seen by John.

A DC-9 transported the combat troops.
The combat troops were transported by a DC-9.

The mechanic discovered the trouble.
The trouble was discovered by the mechanic.

The electrician wired the building.
The building was wired by the electrician.

The children decorated the Christmas tree.
The Christmas tree was decorated by the children.

The doctor examined him.
He was examined by the doctor.

The nurse treated her.
She was treated by the nurse.

Columbus discovered America.
America was discovered by Columbus.

The doctor told us.
We were told by the doctor.

Listen.

You will hear an active voice statement. Then the first part of a passive voice statement. Complete the passive voice statement.

Listen and complete.

John saw the accident.
The accident
The accident was seen by John.

The soldiers liked the new uniform.
The new uniform
The new uniform was liked by the soldiers.

Columbus discovered America.

America

America was discovered by Columbus.

The minister introduced the speaker.

The speaker

The speaker was introduced by the minister.

The mechanic checked the brakes.

The brakes

The brakes were checked by the mechanic.

The instructor taught the students the basic principles.

The students

The students were taught the basic principles by the instructor.

The instructor taught the students fundamental English.

The students

The students were taught fundamental English by the instructor.

The instructor taught the students technical terminology.

The students

The students were taught technical terminology by the instructor.

Everybody likes Jim.

Jim is

Jim is liked by everybody.

The students understand the teacher.

The teacher

The teacher is understood by the students.

The people celebrate the Fourth of July.

The Fourth of July

The Fourth of July is celebrated by the people.

Listen.

Change the following sentences to passive.

Listen and change.

Everybody saw the missile.

The missile was seen by everybody.

Mother decorated the cake.

The cake was decorated by mother.

The mechanic checked the ignition.
The ignition was checked by the mechanic.

Everybody likes him.
He is liked by everybody.

The corporal inspected the unit.
The unit was inspected by the corporal.

Listen.

Let's practice changing statements to questions.

Examples: He was shocked by the live wire.
Was he shocked by the live wire?

They were briefed by the supervisor.
Were they briefed by the supervisor?

He was contacted by the operator.
Was he contacted by the operator?

Listen.

On your own, change the following statements to questions. Repeat the correct responses.

Listen and change.

He was examined by the doctor.
Was he examined by the doctor?

The manual was read by a lot of students.
Was the manual read by a lot of students?

He was confused by the bright lights.
Was he confused by the bright lights?

They were disturbed by the loud noise.
Were they disturbed by the loud noise?

He is concerned about his low grades.
Is he concerned about his low grades?

He is worried about his slow progress.
Is he worried about his slow progress?

They were taught by the senior instructor?
Were they taught by the senior instructor?

He was respected by everybody.
Was he respected by everybody?

Listen.

A: Where is French spoken?
B: French is spoken in France.

A: In what country is German spoken?
B: German is spoken in Germany.

A: And Pushtu, where is it spoken?
B: Pushtu is spoken in Afghanistan.

A: And what language is spoken in Iran?
B: Persian is spoken in Iran.

A: And Turkish?
B: Turkish is spoken in Turkey.

Listen and answer the questions.

Where is Turkish spoken?
in Turkey
Turkish is spoken in Turkey.

Where is Persian spoken?
in Iran
Persian is spoken in Iran.

What language is spoken in Afghanistan?
Pushtu
Pushtu is spoken in Afghanistan.

Where is German spoken?
in Germany
German is spoken in Germany.

What language is spoken in France?
French
French is spoken in France.

Listen and repeat.

John saw the accident.
The accident was seen by John.

The soldiers liked the new uniform.
The new uniform was liked by the soldiers.

Columbus discovered America.
America was discovered by Columbus.

The minister introduced the speaker.
The speaker was introduced by the minister.

The mechanic checked the brakes.
The brakes were checked by the mechanic.

The instructor taught the students the basic principles.
The students were taught the basic principles by the instructor.

The instructor taught the students fundamental English.
The students were taught fundamental English by the instructor.

The instructor taught the students technical terminology.
The students were taught technical terminology by the instructor.

Everybody likes Jim.
Jim is liked by everybody.

The students understand the teacher.
The teacher is understood by the students.

The people celebrate the Fourth of July.
The Fourth of July is celebrated by the people.

Everybody saw the missile.
The missile was seen by everybody.

Mother decorated the cake.
The cake was decorated by mother.

The mechanic checked the ignition.
The ignition was checked by the mechanic.

* * * *

OUTLINE AND STUDY OBJECTIVES

READING: THE AMERICAN COWBOY

QUESTIONS ON THE READING

PRONUNCIATION PRACTICE ON VOWEL SOUNDS

/ ɒ / / ɔ / / ɛ / / æ /

FORMATION OF QUESTIONS

TAPE 2106A

WORD STUDY

MODALS IN ENGLISH AND MODAL VERB PHRASES

MEANINGS OF MODALS

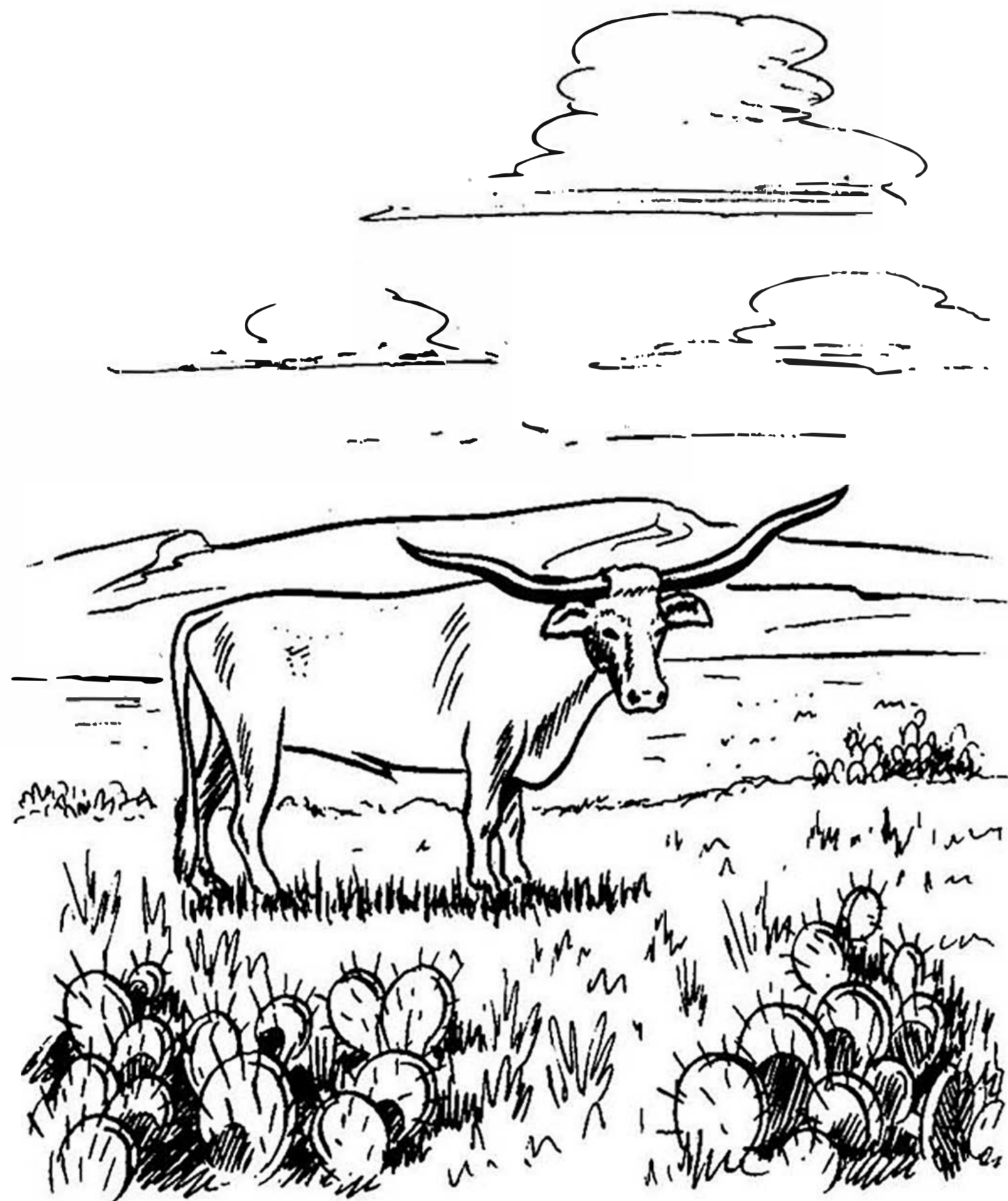
EXERCISE IN CONTRACTIONS WITH MODALS

PRONUNCIATION DRILLS ON CONSONANT SOUNDS

/ ʧ / / ʃ / / ʒ / / m / / n / / ŋ /

DIALOG: AT THE BARBERSHOP

TAPE 2106B



UNIT 2106

READING

THE AMERICAN COWBOY

The early American cowboy was not the neat looking cowboy one sees on television or in the movies. First of all, the Hollywood cowboy never seems to work; the real cowboy worked from about 6 o'clock in the morning until after sunset. Often he had to work at night.

The Hollywood cowboy carries two pistols which he uses to fight other men. The real cowboy often carried a pistol and a rifle. He used these weapons for many purposes. He hunted food, killed diseased animals, and protected himself and his cattle from wild animals. If he had to fight another person, he might use the pistol at close range or the rifle at long range. Once one cowboy with a pistol challenged another one with a rifle. He was standing 150 feet away from the man with the rifle. Of course, the cowboy with the pistol was easily killed. The jury decided that the man with the rifle was not guilty. They felt that the dead cowboy should have known better. Justice in the West was sometimes strange because of the unusual conditions.

The real cowboy was a tough person. He spent most of his days in the open and usually slept on the ground. He worked in all kinds of weather. He rode his horse when it was very hot, when it was very cold, and when it was raining. When he walked, he took very short steps. His legs were not accustomed to walking. When he was sick, or was hurt, he had to cure himself. Often there were no doctors or medicines. He could depend only on himself in most emergencies.

His life was sometimes in danger from many things. Indian attacks and bandit raids were constant dangers. Ranchers fought each other over land and water. Usually the cowboys were loyal to the person who hired them. Many were killed in these fights. There is not much water on the plains. Sometimes a cowboy could not find water and would die of thirst. Also, there were poisonous snakes and spiders, wild bulls, and other animals which might attack him.

There were no weather stations then. No one could tell the cowboy that by night it might be freezing. Sometimes a cowboy left in the morning without a coat. During the afternoon a cold wind would arrive and the temperature would fall. The temperature on the plains sometimes drops from 100° Fahrenheit to 30° Fahrenheit in a few hours.



The life of a cowboy made a man very independent. He was not able to have many friends, but he was very loyal to the few friends he had. He had a deep sense of responsibility to the ranch owner and sometimes died defending the ranch. He had to be brave and able to work hard. Perhaps people enjoy watching Hollywood cowboys on television because of these qualities. Everyone likes to read or see a story of a brave man.

QUESTIONS ON THE READING

1. Why did the cowboy depend on himself most of the time?
2. Why do you think a rifle is more effective than a pistol?
3. Why was a cowboy sometimes caught by a north wind without winter clothes?
4. Did the cowboy have an easy life?
5. Where did the cowboy usually sleep?
6. Can you describe a certain type of person from your country that was similar to the cowboy?
7. What is your favorite type of movie or TV program? Why?
8. Describe the real American cowboy.

PRONUNCIATION PRACTICE ON VOWEL SOUNDS

Let's practice the vowel sounds /o/ and /ɔ/.

1. The vowel sound /o/.

so	old	low
coat	boat	show

2. The vowel sound /ɔ/.

bought	law	taught
saw	caught	all

Study the vowel contrast. Pronounce the following words:

/o/	/ɔ/
so	saw
coat	caught
boat	bought
low	law

Choose the correct word.

1. Where is the (so - saw)?
2. He has a (coat - caught) in his hand.
3. I'm looking for the (bought - boat).
4. That is against the (law - low).

Let's practice the vowel sounds /ɛ/ and /æ/.

1. The vowel sound /ɛ/

met	dead	said
lead	set	ten

2. The vowel sound /æ/

mat	dad	sad
lad	sat	tan

Study the vowel contrast. Pronounce the following words:

/ɛ/		/æ/
ten	→	tan
said		sad
lead		lad
met		mat
dead		dad

FORMATION OF QUESTIONS

Make questions with the following words:

1. Where _____ ?
2. Who _____ ?
3. When _____ ?
4. How _____ ?
5. What _____ ?
6. Do _____ ?
7. Are _____ ?
8. Will _____ ?
9. Should _____ ?
10. Why _____ ?
11. Can _____ ?
12. Would _____ ?
13. May _____ ?
14. Could _____ ?
15. Is _____ ?

Listen.

I am ready to order now. Let me have this roast beef special. You have a nice choice of vegetables – green peas, lima beans, or spinach. I'll have the green peas and make sure the beef is well done. Give me a cup of coffee, please, with cream and sugar.

Listen and repeat.

A: Are you ready to order now, sir?

B: Yes, let me have the roast beef special.

A: You have a nice choice of vegetables – green peas, lima beans, or spinach.

B: I'll have the green peas.

B: And make sure the beef is well done.

A: Yes, sir, what would you like to drink?

A: Coffee, tea, or milk?

B: A cup of coffee, please, with cream and sugar.

A: Would you like to order some dessert?

B: What comes with the special?

A: Ice cream, fresh fruit, or chocolate cake.

B: I think I'll have a dish of vanilla ice cream.

Listen.

A: Are you ready to order now, sir?

B: Yes, let me have this roast beef special.

A: You have a nice choice of vegetables – green peas, lima beans, or spinach.

B: I'll have the green peas. And make sure the beef is well done.

A: Yes, sir. What would you like to drink?

Coffee, tea, or milk?

B: A cup of coffee, please, with cream and sugar.

A: The cream and sugar are on the table, sir.

B: Oh, yes.

A: Would you like to order some dessert?

B: What comes with the special?

A: Ice cream, fresh fruit, or chocolate cake.

B: I think I'll have a dish of vanilla ice cream.

A: Yes, sir.

Listen to the following sentences and try to remember what is said. You will be asked questions on the sentences. Answer the questions. Then you will hear the correct answers. Repeat the correct answers.

Listen.

The customer ordered the roast beef special. He spoke about the nice choice of vegetables. Then he ordered green peas. He drank a cup of coffee.

Listen and answer.

What did the customer order?

The roast beef special
He ordered the roast beef special.
The customer ordered the roast beef special.

What did he speak about?

the nice choice of vegetables
He spoke about the nice choice of vegetables.

What else did he order?

green peas
He ordered green peas.

What did he drink?

a cup of coffee
He drank a cup of coffee.

Let's practice the use of some new verbs in English. Substitute "must" for "have to" in the following sentences. I will start the sentence. You complete it, using the word "must."

Example: I have to go now.

must go now
I must go now.

Listen and complete my sentence.

He has to go now.

He

must go now

He must go now.

We have to go now.

We

must go now

We must go now.

Listen and repeat.

I'm freezing. I have to get warm.

I'm freezing. I must get warm.

I'm late. I have to go now.

I'm late. I must go now.

I'm sick. I have to see a doctor.

I'm sick. I must see a doctor.

I'm hungry. I have to eat.

I'm hungry. I must eat.

Substitute "would like to" for "want to" in the following sentences.

Now you will hear a sentence using the words "want to." I will start a new sentence. You complete it using the words "would like to." Listen, and complete my sentence. Use "would like to" instead of "want to."

I want to go now.

I

would like to go now.

I would like to go now.

He wants to go now.

He

would like to go now.

He would like to go now.

We want to go now.

We

would like to go now.

We would like to go now.

Substitute "should" for "ought to" in the next sentences.

Listen, and complete my sentence. Use the word "should" instead of "ought to."

We ought to study our lessons now.

We

should study our lessons now.

We should study our lessons now.

He ought to listen to the tape tonight.

He

should listen to the tape tonight.

He should listen to the tape tonight.

They ought to study this lesson.

They

should study this lesson.

They should study this lesson.

Let's practice the pronunciation of the vowel sound /æ/.

Dad Sad Cat Class Am Man Hand Ran Rank Ask

Dad is a familiar word for father.

I am not sad, I am happy.

He doesn't have a cat.

Our class meets in the morning.

I am a student.

The man is here.

Which is your right hand?

We ran very fast.

Ask as many questions as you want.

This is a contrast of /ɛ/ and /æ/ sounds.

Listen and repeat.

pen	pan
set	sat
send	sand
ten	tan
Ken	can

We need a frying pan.

Do you have a fountain pen?

To set is to put in a permanent place.

They sat down on the sofa.

Send me a book, please.

The desert is full of sand.

The sun will tan us.

You must study lesson ten.

Can you speak English?

Ken is a man's name.

Let's practice the pronunciation of the vowel sound /a/.

Not Box Hot Doctor Cot Lot What Yacht Forgot Shot

The instructor is not in the office.

We need a box lunch for a picnic.

How hot is it today?

The doctor is examining the patient.

A cot is a small, folding bed.

We must study a lot.

What is your problem?

A yacht is a small pleasure vessel.

End of tape.

WORD STUDY

Modals in English and Modal Verb Phrases

can	could
may	might
will	would
shall	should
	must

Statements:	Subject	+	MODAL	+	Main Verb
	I		can		go.
Questions:	MODAL	+	Subject	+	Main Verb
	Can		he		go?

Meanings of Modals

CAN

Can (could, be able to) indicates physical or mental ability to do something.

Example:

1. I can swim well.
2. Joe could play tennis well before he broke his arm.
3. John is able to speak four languages fluently.

Exercise:

Change the following statements by using *can*, *could* or a form of *to be able to*.

1. He typed very fast.
2. He drives all kinds of cars.
3. John teaches mathematics.
4. Joe reads Greek.

MAY

May (might) expresses possibility or permission to do what the main verb indicates. (Native speakers often use *can*, instead of *may* to indicate permission.)

Example:

1. I may go, but I doubt if I will.
2. May I ask a question? Yes, you may.
3. John said Joe might go to town.

Exercise:

Change the following statements by using *may* or *might*.

1. I want permission to go to the laboratory.
2. I'll go if I have time.
3. Joe said John was going to town.

WILL

Will is used to form future tense phrases.

Example:

1. I will see you tomorrow.
(The negative of will is *won't*.)
2. I won't have time to help you.
3. I will probably be through by noon today.
4. They will turn the lights out.

Will also expresses the idea of promise or intention.

1. I will call you tomorrow at 8 o'clock.
2. I will make a better grade on the next test.
3. I will have everything ready when you arrive.

Exercise:

Change the following statements by using *will*.

1. I am determined to resign next month, unless things change.
2. I am leaving for France soon if I get my orders.
3. He promised to help me.

SHOULD

Should (ought to) shows duty or moral obligation.

Example:

1. He should write to John tonight.
2. They ought to arrive soon.
3. We should visit Joe because he is sick.

Exercise:

Change the following statements by using *should*.

1. It is my duty to write to my parents.
2. I have an obligation to study my lessons.
3. It is my duty to erase the tape.
4. Do I have an obligation to arrive at the meeting early?

· Exercise in Contractions with Modals

Recall the contractions as the instructor reads the full forms. Use the contractions in full, statements.

Affirmative

I	+	will	=	I'll	I'll go.
You	+	will	=	You'll	You'll go.
They	+	will	=	They'll	They'll go.
He	+	will	=	He'll	He'll go.
She	+	will	=	She'll	She'll go.

Negative

can	+	not	=	can't (or cannot)	I can't go.
will	+	not	=	won't	We won't go.
should	+	not	=	shouldn't	They shouldn't go.
must	+	not	=	mustn't	They mustn't go.
would	+	not	=	wouldn't	They wouldn't go.
may	+	not	=	may not	They may not go.

PRONUNCIATION DRILLS ON CONSONANT SOUNDS

Initial /č/		Medial /č/		Final /č/
cheap	→	teacher	→	teach
chair		feature		reach
child		lecture		March
choose		furniture		watch
China		natural		much

Initial /š/		Medial /š/		Final /š/
show	→	nation	→	cash
she		national		dish
shine		instruction		wash
shop		direction		wish
should		washing		crash

Initial /j/		Medial /j/		Final /j/
Joe	→	engine	→	large
George		vegetable		language
June		region		village
July		soldier		marriage
jam		religion		judge

Initial /m/		Medial /m/		Final /m/
man	→	summer	→	some
men		camera		same
money		employee		come
mile		family		came
make		sometimes		name
March		company		home

Initial /n/		Medial /n/		Final /n/
name	→	enjoy	→	run
new		United States		ran
now		many		train
know		sandwich		rain
notice		money		man
knob		can't		in

Medial /ŋ/				Final /ŋ/
singing	→		→	sing
ringing				ring
bringing				bring
hanging				hang
swinging				swing
banging				bang

DIALOG

AT THE BARBERSHOP

A: I want to get a haircut, please.

B: All right – over here, sir. You're next. How do you want your hair cut?

A: Don't make it too short, and don't cut it too close on the sides. I part it on the left.

B: Yes, I see. Do you want me to use the clippers on the sideburns?

A: No, use the scissors.

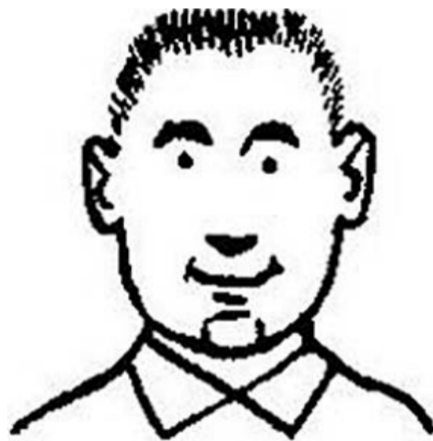
B: Do you want some tonic?

A: Yes, that's probably a good idea. How much do I owe you?

B: That's one dollar and twenty-five cents.

A: Here's one dollar and fifty cents. Keep the change.

B: Thank you very much. Come back to see us.



CREW CUT



FLAT TOP



TRIM

TAPE 2106B

Listen and repeat.

wanted	yesterday	alone
asked	afraid	understand
without	morning	afternoon

Joe wanted to go.

Joe wanted to go to the post office.

He did not want to go.

He did not want to go alone.

He asked me to go.

He asked me to go with him.

He was afraid.

He was afraid the people might not understand his English.

He would not go.

He would not go without me.

I could not go.

I could not go in the morning.

Listen.

Joe wanted to go to the post office yesterday. But he did not want to go alone. He asked me to go with him. He was afraid that the people in the post office might not understand his English. He would not go without me. I could not go in the morning, so we went in the afternoon.

Listen.

Listen to the following sentences and take notes on what is said. You will be asked questions on the sentences. Answer the questions. Then you will hear the correct answers. Repeat the correct answers when you hear them.

Joe wanted to go to the post office yesterday. But he did not want to go alone. He asked Bill to go with him. He was afraid the people might not understand his English.

Listen and answer.

Who wanted to go somewhere?

Joe

Joe wanted to go somewhere.

Joe wanted to go somewhere.

Where did he want to go?

to the post office

He wanted to go to the post office.

He wanted to go to the post office.

When did he want to go?

yesterday

He wanted to go yesterday.

He wanted to go yesterday.

Did he want to go alone?

No.

He did not want to go alone.

He did not want to go alone.

Whom did he ask to go with him?

Bill.

He asked Bill to go with him.

He asked Bill to go with him.

Why did he ask Bill to go with him?

He was afraid to go alone.

because he was afraid to go alone

because he was afraid to go alone

What was he afraid of?

that the people might not understand his English

He was afraid that the people might not understand his English.

He was afraid that the people might not understand his English.

Listen and repeat.

a very good restaurant

one of the best

special dinner

steak dinner

on State Street

delicious meals

chicken dinner

roast beef dinner

on State Street

a very good restaurant on State Street

There is

There is/ a very good restaurant/ on State Street.

There is/ a very good restaurant/ on State Street.

in the city
 one of the best in the city
 It is
 It is/ one of the best/ in the city.
 It is/ one of the best/ in the city.

at night
 delicious meals at night
 They have
 They have/ delicious meals/ at night.
 They have/ delicious meals/ at night.

every night
 a special dinner every night
 They have
 They have/ a special dinner/ every night.
 They have/ a special dinner/ every night.

four dollars and fifty cents
 It always costs
 It always costs/four dollars and fifty cents.
 It always costs/four dollars and fifty cents.

or steak dinner
 a chicken dinner or steak dinner
 Sometimes it is
 Sometimes it is/ a chicken dinner/ or a steak dinner.
 Sometimes it is/ a chicken dinner/ or a steak dinner.

Listen.

There is a very good restaurant on State Street. It is one of the best in the city. The meals are delicious and not too expensive. They have a special dinner every night. It always costs four dollars and fifty cents. Sometimes it is a chicken dinner, sometimes a steak dinner, and sometimes a roast beef dinner.

Listen.

Substitute forms of "be able to" for forms of "can" in the following sentences. Then repeat the correct substitutions.

Example: You will hear: "is able to/Bill can ride a horse"
 You should say: "Bill is able to ride a horse."

Listen and substitute.

is able to/ Bill can ride a horse.
 Bill is able to ride a horse.
 Bill is able to ride a horse.

was able to/ Joe could play tennis well.
Joe was able to play tennis well.
Joe was able to play tennis well.

is able to/ John can speak four languages.
John is able to speak four languages.
John is able to speak four languages.

was able to/ She could type very fast.
She was able to type very fast.
She was able to type very fast.

is able to/ Frank can teach mathematics.
Frank is able to teach mathematics.
Frank is able to teach mathematics.

was able to/ He could read Greek.
He was able to read Greek.
He was able to read Greek.

Listen.

Substitute "ought to" for "should" in the following sentences. Then repeat the correct substitutions.

Example: You will hear: "ought to/ He should write his parents tonight."
 You should say: "He ought to write his parents tonight."

Listen and substitute.

ought to/ He should write his parents tonight.
He ought to write his parents tonight.
He ought to write his parents tonight.

ought to/ They should arrive soon.
They ought to arrive soon.
They ought to arrive soon.

ought to/ I should visit my friend.
I ought to visit my friend.
I ought to visit my friend.

ought to/ We should speak English all the time.
We ought to speak English all the time.
We ought to speak English all the time.

* * * *

OUTLINE AND STUDY OBJECTIVES

READING: SCHOOLS IN THE UNITED STATES

QUESTIONS ON THE READING

DIALOG: IN A HOTEL

USES OF: HAVE TO, ABLE TO, OUGHT TO, WANT TO

PRONUNCIATION OF CONSONANT CLUSTERS

TAPE 2107A

READING: WAYS OF TRAVEL

USE OF ADJECTIVES AND ADVERBS

FORMS AND USAGES OF THE ADJECTIVE

FORMATION OF THE COMPARATIVE AND SUPERLATIVE

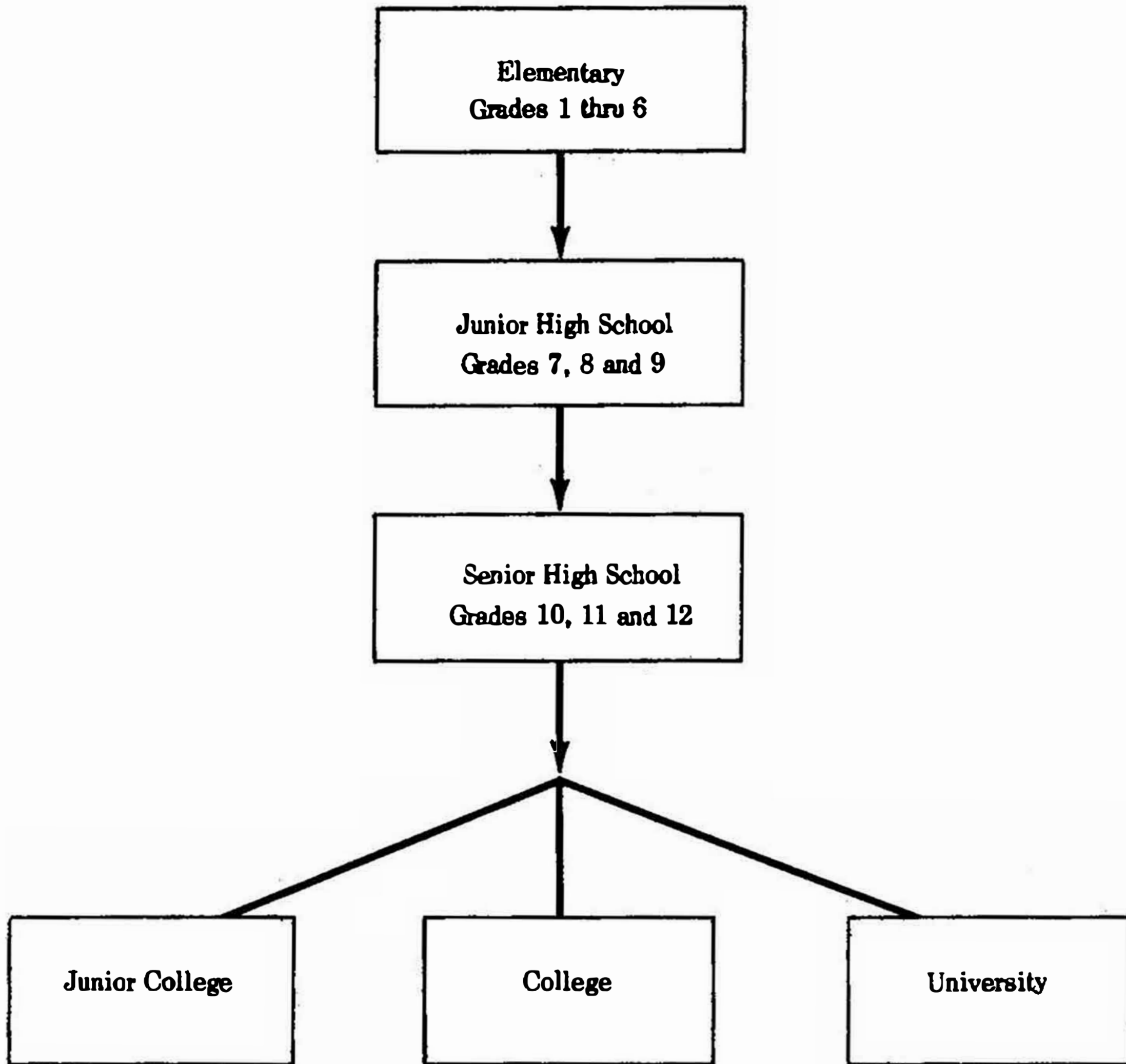
COMPARISONS IN ENGLISH

· COMPARISON OF TWO THINGS THAT ARE THE SAME
BY USING THE POSITIVE ADJECTIVE FORMS

· COMPARISON OF TWO THINGS THAT ARE UNEQUAL
BY USING COMPARATIVE ADJECTIVE FORMS

· COMPARISON OF THREE OR MORE UNEQUALS
BY USING THE SUPERLATIVE ADJECTIVE FORMS

TAPE 2107B



UNIT 2107

READING

SCHOOLS IN THE UNITED STATES

There are twelve grades in the school systems of the United States. The first six grades are called elementary school, and the seventh through the twelfth grades are called secondary school or high school. High schools are usually divided into two parts: junior high school and senior high school. In some places there are three years of junior high school (seventh, eighth and ninth grades) and three years of senior high school (tenth, eleventh and twelfth grades). In other places, the seventh and eighth grades are called junior high school, and senior high school begins in the ninth grade.

Boys and girls usually enter first grade when they are six years old. (They may go to kindergarten when they are five, but this is not compulsory.) School begins in September and lasts until June. Children don't go to school during the summer months. School usually begins between eight and nine o'clock in the morning and lasts until about two or three o'clock in the afternoon. Saturdays and Sundays are holidays. School attendance is compulsory until a certain age, usually sixteen.

After high school the student may go to college, where he studies for four years. Upon completion of those four years the student receives either a B.A. (Bachelor of Arts) or a B.S. (Bachelor of Science) degree. In order to obtain the higher academic or professional degrees another one to four years of study are needed at a college or university.

QUESTIONS ON THE READING

1. How many grades are there in the school systems in the United States?
2. How many grades are there in the schools in your country?
3. At what age do boys and girls in the United States enter first grade?
4. What is meant by kindergarten? Is it compulsory?
5. What grades are included in elementary school?
6. What grades are included in high school?
7. In what month does school begin in the United States?
8. In what month does school end?
9. Do children go to school during the summer months?
10. Where can one go to get more education after high school?
11. What degrees may he receive?
12. Tell something about the colleges and universities in your country.



DIALOG

IN A HOTEL

- Mr. West: I'd like to get a single room, please.
 Hotel Clerk: Do you have reservations?
- Mr. West: No, I haven't.
 Hotel Clerk: We have some single rooms available at \$24.00.
- Mr. West: Do you have anything for less?
 Hotel Clerk: No, we haven't, but you'll find these rooms comfortable.
 Every room has a private bath, and they all have television.
- Mr. West: All right. I'll take it.
 Hotel Clerk: How long will you be staying?
- Mr. West: Just tonight.
 Hotel Clerk: Will you fill out this registration card, please?
 Just your name and address.
- Mr. West: There you are. Do I pay you now?
 Hotel Clerk: No, pay when you check out.
- Mr. West: When is check-out time?
 Hotel Clerk: Three o'clock. Here's your key. The bellboy will take your bags
 and show you to your room.
- Mr. West: Thank you.
 Hotel Clerk: You're welcome.

USES OF: HAVE TO, ABLE TO, OUGHT TO, WANT TO

DRILL

Question

1. Do you *have to* go?
2. Does he *have to* study?
3. Did he *have to* go?

Answer

- Yes, I *have to*.
 No, I don't *have to*.
- Yes, he *has to*.
 No, he doesn't *have to*.
- Yes, he *had to*.
 No, he didn't *have to*.

ABLE TO

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

Statements with ABLE TO

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

Questions with ABLE TO

- Are you
 Is he able to go today?
 Are we able to go this afternoon?
 Are they able to go tonight?

The Modal OUGHT TO

- = Should
 I ought to go. I ought not to go.
 He ought to go. He ought not to go.

Substitute **SHOULD** for **OUGHT TO**.

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

Word Study

have to = must

want to = would like to

Substitute **MUST** for *have to* and **WOULD LIKE TO** for *want to*.

I *have to* go now.

We *have to* go now.

He *has to* go now.

I *want to* go now.

We *want to* go now.

He *wants to* go now.

PRONUNCIATION OF CONSONANT CLUSTERS

/bl /, /kl /, /fl /, /gl /, /pl /

<i>black</i>	<i>class</i>	<i>flat</i>	<i>glad</i>	<i>plan</i>
<i>blow</i>	<i>clean</i>	<i>fly</i>	<i>glove</i>	<i>place</i>
<i>blue</i>	<i>climate</i>	<i>flower</i>	<i>glue</i>	<i>please</i>

/br /, /kr /, /fr /, /gr /, /pr /

<i>break</i>	<i>cream</i>	<i>free</i>	<i>green</i>	<i>practice</i>
<i>brown</i>	<i>crown</i>	<i>from</i>	<i>grow</i>	<i>price</i>
<i>brush</i>	<i>crush</i>	<i>fruit</i>	<i>group</i>	<i>prove</i>

/sk /, /sl /, /sm /, /sn /, /sp /

<i>score</i>	<i>sleep</i>	<i>smoke</i>	<i>sneeze</i>	<i>speak</i>
<i>sky</i>	<i>slick</i>	<i>smile</i>	<i>snake</i>	<i>space</i>
<i>school</i>	<i>slope</i>	<i>small</i>	<i>snow</i>	<i>spend</i>

/st /, /sw /, /spl /, /spr /, /str /, /tr /

<i>stare</i>	<i>swell</i>	<i>splash</i>	<i>spray</i>	<i>stray</i>	<i>track</i>
<i>stick</i>	<i>switch</i>	<i>split</i>	<i>spring</i>	<i>string</i>	<i>try</i>
<i>stop</i>	<i>swap</i>	<i>splendid</i>	<i>sprout</i>	<i>strong</i>	<i>true</i>

/spl /, /spr /, /str /

<i>splash</i>	<i>spray</i>	<i>stray</i>
<i>split</i>	<i>spring</i>	<i>string</i>
<i>splendid</i>	<i>sprout</i>	<i>strong</i>

TAPE 2107A

Let's practice some questions and answers on directions.

Listen and repeat.

Which way is the Admiral Hotel?

Over on Calloway Street.
It's over on Calloway Street.

Which way is the Admiral Hotel?

Over on Calloway Street.
It's over on Calloway Street.

Where is the Admiral Hotel?

Over that way.
I think it's over that way.

Where is the Admiral Hotel?

Over that way.
I think it's over that way.

Which way is Calloway Street?

Two blocks north.
It's two blocks north.

Which way is Calloway Street?

Two blocks north.
It's two blocks north.

Where is the First National Bank?

Over on the other side of town.

That's over on the other side of town.

Where is the First National Bank?

Over on the other side of town.

That's over on the other side of town.

Listen.

A: Excuse me, which way is the Admiral Hotel?

B: I'm sorry, I don't know. I'm new in this city.

A: Pardon me, sir. Can you tell me where the Admiral Hotel is?

B: I think it's over that way, but I'm not sure.

A: Excuse me. Do you know where the Admiral Hotel is?

B: That's over on Calloway Street.

Now you'll hear two phrases. Combine the two phrases into a sentence.

Example: You will hear: "the post office"

"Which way is"

You should say: "Which way is the post office?"

Listen and combine.

the post office is

Can you tell me which way

Can you tell me which way the post office is?

the bank

Where is

Where is the bank?

the bank is

Do you know where

Do you know where the bank is?

Listen.

Listen to the following sentences and try to remember what is said. You will be asked questions on the sentences. Answer the questions, and repeat the correct answers when you hear them.

Listen.

The First National Bank is over on the other side of town. It is a long way from here. You can take a bus or catch a cab. There's a bus stop across the street. Ask the driver where to get off.

Listen and give first a short answer, and then give a complete answer.

Where is the First National Bank?

over on the other side of town

That's over on the other side of town.

How far is it from here?

a long way

It's a long way from here.

How could a person get there?

by bus or by cab

He could take a bus or catch a cab.

Where is the bus stop?

across the street

There's a bus stop across the street.

Listen and repeat.

the elementary school

The lowest level is the elementary school.

the junior high school

The intermediate level is the junior high school.

the senior high school

The highest level is the senior high school.

What is the lowest level?

Can you tell me what the lowest level is?

What is the intermediate level?

Do you know what the intermediate level is?

What is the highest level?

Can you tell me what the highest level is?

Practice on the /urr/ sound in medial position.

Listen and repeat.

turn	girl	work	world
worse	first	her	sir
learn	serve	hurt	nurse
heard	church	word	were
early	purple	turkey	burning

Practice on the /urr/ sound in final position.

Listen and repeat.

paper	worker	doctor	warmer
farmer	teacher	letter	order
mother	father	sister	brother

Listen and repeat.

pier	pair
here	hair
beer	bare
fear	fair
steer	stare

They put the fish on the pier.

I want a pair of shoes.

She has long hair.

My book is here.

I drink beer.

His head is bare.

I fear a storm.

The weather is fair.

Do not stare at me.

Can you steer a boat?

Listen and repeat.

her	here
fur	fear
stir	steer
dirt	deer
were	we're

This is her book.

He was here.

This coat is made of fur.

A brave man has little fear.

I stir the sugar in my coffee.

Let's learn to steer the boat.

The car is covered with dirt.

We saw a small deer.

Were you here yesterday?

We're here every day.

Listen and repeat.

hair	heart
fare	far
stare	star
tear	tar
care	car

His hair is short.

The heart is like a pump.

I paid the fare.

It is not far to San Antonio.

Don't stare at him.

He saw the North Star.

I may tear my suit.

Tar is used to surface roads.

I take good care of my car.

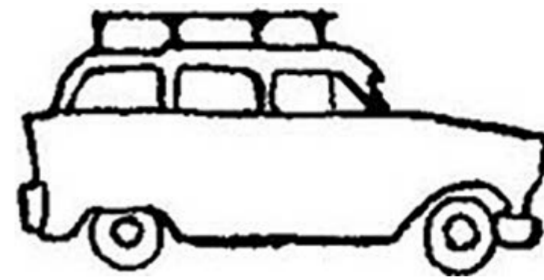
End of tape.

READING

WAYS OF TRAVEL IN THE UNITED STATES

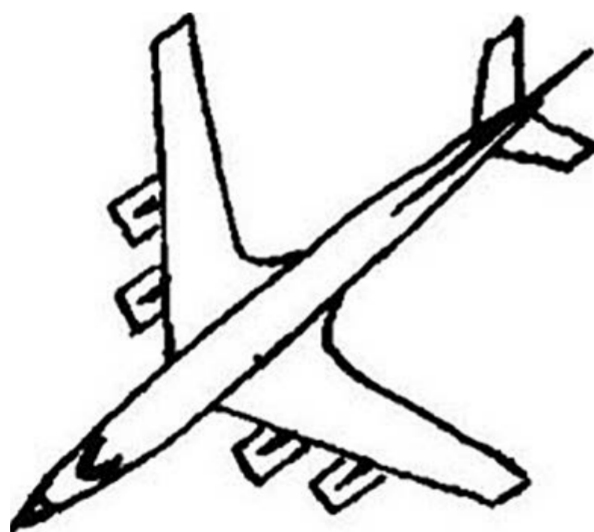
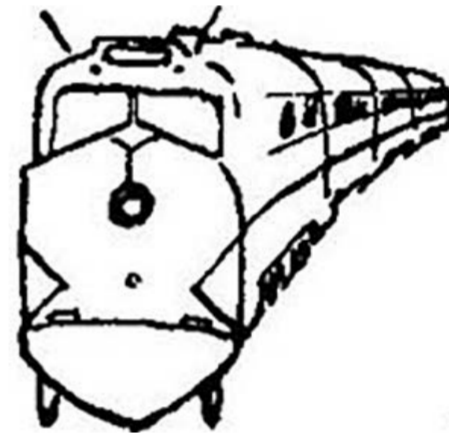
There are four main ways to travel in the United States. They are by car, by bus, by train and by plane.

Many people have cars. The roads are good. Gasoline is not as expensive as it is in some other countries. Traveling by car is often the easiest and cheapest way to go for families, or for three or more people. Since gasoline prices are higher now than they used to be, many families do not travel as much in their cars. They use buses, trains, and planes.



Going by bus is inexpensive, but it is slower than going by car. A bus usually stops to pick up people in every city and town. Some buses called express buses stop only in the big cities. For example, it is possible to go from New York to Boston without stopping on an express bus. It is not usually necessary to make reservations in advance.

Many people like to travel by train. Train transportation is more expensive than bus travel, but it is faster. Many people think going by train is more comfortable than going by bus. For some trains, it is necessary to make reservations in advance. This can be done by telephone. You will be told when and where you can pick up your ticket.



Going by plane is the fastest method of travel and it is probably the most popular now. You should always make reservations in advance when you travel by plane.

USE OF ADJECTIVES AND ADVERBS

Example: He is quick.
He answers quickly.

1. Adjective *QUICK*

He is quick.
He seems quick.
He becomes quick.

Adverb *QUICKLY*

He runs quickly.
He talks quickly.
He works quickly.
He writes quickly.

2. Adjective *GLAD*

They are glad.
They seem glad.
They look glad.

Adverb *GLADLY*

They work gladly.
They study gladly.
They learn gladly.
They finish gladly.

3. Adjective *CAREFUL*

We are careful.
We seem careful.
We are careful workers.

Adverb *CAREFULLY*

We study carefully.
We work carefully.
We practice carefully.

4. Adjective *GOOD*

He is good.
It seems good.
It looks good.
He is well.

Adverb *WELL*

It runs well.
It works well.
The car drives well.
The pen writes well.

(*Well* may be used as an adjective when it refers to *health*.)

FORMS AND USAGES OF THE ADJECTIVE

Read the following selection which uses the different forms of adjectives:

Joe has two pencils. They're not the same length. One is *longer than* the other, and, of course, one is *shorter than* the other.

John has three or more pencils. They're not the same length. One is the *shortest* and another is the *longest*. We say one is the *shortest* or the *longest* or we say one is the *shortest of all* or the *longest of all*.

Two movies are interesting. They are not of equal interest. One is *more interesting than* the other, and one is *less interesting than* the other.

Three or more movies are interesting, but, they're not of equal interest. One is *the most interesting*, another is *the least interesting*. We also say one is *the most interesting of all* or *the least interesting of all*.

When things are equal, we say: as large as, as interesting as, etc. There are three forms of the adjective. Here are the names of the forms and some examples:

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
long	longer	the longest
small	smaller	the smallest
beautiful	more beautiful less	the most beautiful the least
interesting	more interesting less	the most interesting the least

FORMATION OF THE COMPARATIVE AND THE SUPERLATIVE

Many one-syllable words and some two-syllable words form the comparative by adding *-er* and the superlative by adding *-est* to the positive form.

Some adjectives of two syllables and all adjectives of three or more syllables form the comparative by adding *more* or *less* and the superlative by adding *the most* or *the least*.

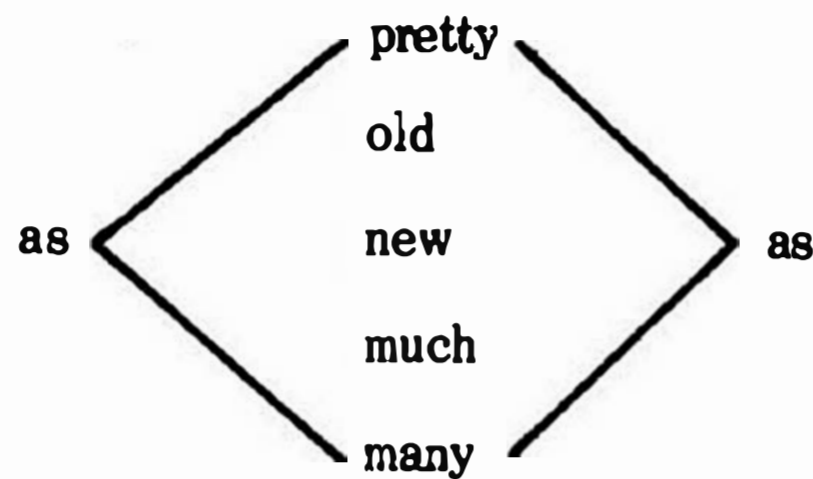
Some adjectives have special comparative and superlative forms:

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
little	less	least
many	more	most
much	more	most
far	farther	farthest
good	better	best
well	better	best
bad	worse	worst

COMPARISONS IN ENGLISH

Pattern Number 1. Comparisons of two things that are the same (equals) by using the positive adjective form:

as . . . Adjective (positive form) . . . as



Example: John is five years old. Joe is five years old.
John is as old as Joe. Joe is as old as John.

Practice on comparisons of equals. Close your book. Complete the following sentences after the instructor reads the incomplete sentence. Choose any of the above adjectives.

1. This girl is _____ her sister.
2. My coat is _____ yours.
3. This building is _____ that one.
4. This girl is not _____ her sister.
5. My coat is not _____ yours.
6. This building is not _____ that one.
7. Is this girl _____ her sister?
8. Is my coat _____ yours?
9. Is this building _____ that one?
10. Isn't this girl _____ her sister?
11. Isn't my coat _____ yours?
12. Isn't this building _____ that one?
13. He has _____ money _____ she has.
14. Joe has _____ friends _____ John has.

Pattern Number 2. Comparison of two things that are unequal by using comparative adjective forms. The comparative form of one-syllable and of some two-syllable adjectives is made by adding *-er* to the positive form of the adjective.

<i>Positive</i>	<i>Comparative</i>
old	older
young	younger
tall	taller
new	newer
big	bigger
pretty	prettier
ugly	uglier
heavy	heavier

Example: John is fifteen years old. Joe is ten years old.
 John is older than Joe.
 Joe is younger than John.

Practice on comparisons of two unequals, using one-syllable and some two-syllable adjectives.

1. He is _____ his brother.
2. This book is _____ your book.
3. His father is _____ his mother.
4. This girl is _____ that one.
5. Is your car _____ his car?
6. He is _____ his wife.
7. A two-hundred pound man is _____ a one-hundred and fifty-pound man.
8. A twenty-year old student is _____ a nineteen-year old student.

Pattern Number 3. Comparison of two things that are unequal. The comparative form of some adjectives of two syllables and all adjectives of three or more syllables is made by putting *more* or *less* before the positive form of the adjective.

<i>Positive</i>		<i>Comparative</i>	
expensive		expensive	
beautiful		beautiful	
interesting	more	interesting	than
necessary	less	necessary	
dangerous		dangerous	

Example: Book I interests the students more than Book II.
 Book I is more interesting than Book II.
 Book II is less interesting than Book I.

Practice on comparisons of two unequals, using adjectives of two or more syllables.

1. A book that costs \$5 is _____ one that sells for \$2.98.
2. The book that sells for \$2.98 is _____ the \$5 book.
3. When we're thirsty, water is _____ than food.
4. Light traffic is _____ heavy traffic.
5. A pretty house is _____ an ugly house.
6. Traveling by car is _____ riding a bus.
7. Driving at night is _____ driving during the day.

Pattern Number 4. Comparison of three or more unequals by using the superlative adjective form. The superlative form of one-syllable and of some two-syllable adjectives is made by adding *-est* to the positive form of the adjective.

<i>Positive</i>	<i>Superlative</i>
new	newest
old	oldest
tall	tallest
short	shortest
young	youngest
big	biggest
small	smallest

Example: House No. 1 has an area of 1,850 square feet. House No. 2 has an area of 1,851 square feet. House No. 3 has an area of 1,849 square feet.

House No. 2 is the biggest of the three.
House No. 3 is the smallest of the three.

Practice with superlative forms of adjectives of one syllable and some of two syllables.

John is 25 years old. Jack is 24, and Jim 23.

1. John is _____ the three.
2. Jim is _____ the three.

John drives a 1950 car. Jim drives a 1962 car, and Jack drives a 1955 car.

3. John's car is _____ the three.
4. Jim's car is _____ the three.

Mary is 5'6" tall. Nancy is 5'5" tall. Susie is 5' tall.

5. Mary is _____ the three.
6. Susie is _____ the three.

Mr. Smith has a 50-acre farm, Mr. Jones a 200-acre farm, and Mr. Morris a 500-acre farm.

7. Mr. Smith has _____ farm.
8. Mr. Morris has _____ farm.

Pattern Number 5. Comparison of three or more things that are unequal. The superlative form of some adjectives of two syllables and of all adjectives of three or more syllables is made by putting *most* or *least* before the positive form of the adjective.

<i>Positive</i>		<i>Superlative</i>
experienced		experienced
expensive		expensive
beautiful		beautiful
interesting	most	interesting
necessary	least	necessary
dangerous		dangerous

Example: Mr. Jones has been flying planes for 10 years, Mr. Smith for 5 years, and Mr. Murray for 2 years.

Mr. Jones is the most experienced pilot.
Mr. Murray is the least experienced pilot.

Practice with the superlative form of adjectives of two syllables and adjectives of three or more syllables.

All the students are interested in Book I. Some of the students are interested in Book III. None of the students are interested in Book IX.

1. Book I is the _____ of the three.
2. Book IX is the _____ of the three.

There are ten accidents on Road X daily, none on Road Y, and five on Road Z.

3. Road Y is the _____ of the three.
4. Road X is the _____ of the three.

A winter uniform costs \$50. A summer uniform costs \$10. A fatigue uniform costs \$6.50.

5. A winter uniform is _____ of the three.
6. A fatigue uniform is _____ of the three.

TAPE 2107B

Listen.

There are four main ways to travel in the United States. They are by car, by bus, by train, and by plane. Many people have cars. The roads are good. Gasoline is not as expensive as it is in some other countries. Traveling by car is often the easiest and cheapest way to go for families, or for three or more people.

Listen and repeat.

in the United States

ways to travel/in the United States

four main ways to travel/in the United States

There are/four main ways to travel/in the United States.

There are/four main ways to travel/in the United States.

Listen and complete the sentences. Then repeat the complete sentences after me.

There are four main ways to travel

in the United States

There are four main ways to travel in the United States.

There are

four main ways to travel in the United States.

There are four main ways to travel in the United States.

Listen and repeat.

and by plane

by bus, by train, and by plane

by car, by bus, by train, and by plane

They are by car, by bus, by train, and by plane.

Listen and complete.

They are by car, by bus, by train

and by plane

They are by car, by bus, by train, and by plane.

They are

by car, by bus, by train, and by plane

They are by car, by bus, by train, and by plane.

Listen and repeat.

Traveling by train is cheap.

Traveling by bus is cheaper.

Traveling by car is the cheapest.

Listen and complete.

Traveling by train is cheap.

Traveling by train

Traveling by bus is cheaper.

Traveling by bus

Traveling by car is the cheapest.

Traveling by car

Listen and repeat.

Traveling by plane is expensive.

Traveling by train is less expensive.

Traveling by car is the least expensive.

Listen and complete.

Traveling by plane is expensive.

Traveling by plane

Traveling by train is less expensive.

Traveling by train

Traveling by car is the least expensive.

Traveling by car

Listen and repeat.

Traveling by bus is expensive.

Traveling by train is more expensive.

Traveling by plane is the most expensive.

Listen and complete.

Traveling by bus is expensive.

Traveling by bus

Traveling by train is more expensive.

Traveling by train

Traveling by plane is the most expensive.

Traveling by plane

Listen and repeat.

John is a good student.

Mary is a better student than John.

Joe is the best student.

John is an intelligent student.
 Mary is a more intelligent student than John.
 Joe is the most intelligent student.

John speaks English well.
 Mary speaks English better than John.
 Joe speaks English the best.

John had little time to study.
 Mary had less time to study than John.
 Joe had the least time to study.

Listen.

Intonation practice. Let's practice saying some sentences in a normal way and then with special emphasis on the verb.

Listen and repeat.

He is a doctor.
 He is a doctor.

She was in New York last year.
 She was in New York last year.

I am 21 years old.
 I am 21 years old.

He isn't a doctor.
 He isn't a doctor.

She wasn't in New York last year.
 She wasn't in New York last year.

I'm not 21 years old.
 I'm not 21 years old.

She didn't go to the movies.
 She didn't go to the movies.

Listen and repeat.

taller than

older than

farther than

more interesting than

more exciting than

more difficult than

more eager than

Mary is taller than her sister.

My coat is older than yours.

Sound travels slower than light.

Light travels faster than sound.

Speaking English is more difficult than reading it.

High school is more interesting than elementary school.

Skiing is more exciting than skating.

Speaking a language is more difficult than reading.

Some students are more eager to learn than others.

Rapid speech is more difficult to understand than slow speech.

taller than

older than

farther than

more interesting than

more exciting than

more difficult than

more eager than

Mary is taller than her sister.

My coat is older than yours.

Express buses travel faster than regular buses.

Light travels faster than sound.

Sound travels slower than light.

College is more interesting than high school .

Skiing is more exciting than skating.

Speaking a language is more difficult than reading.

Some students are more eager to learn than others.

Rapid speech is more difficult to understand than slow speech.

* * * *

OUTLINE AND STUDY OBJECTIVES

READING: DRIVING SAFETY

QUESTIONS ON THE READING

**PRACTICE CHANGING AFFIRMATIVE SENTENCES
TO NEGATIVE SENTENCES**

**PRACTICE CHANGING STATEMENTS TO QUESTIONS
USING THE PRESENT PROGRESSIVE.**

TAPE 2108A

SOME ADVERBS OF FREQUENCY IN ENGLISH

EXAMPLES USING FREQUENCY ADVERBS

DIALOG: RIDING THE BUS

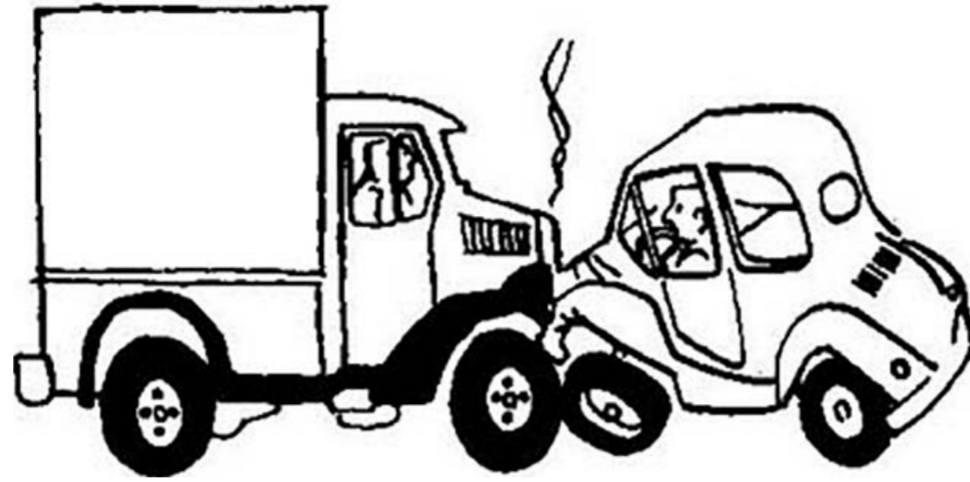
PHRASING PRACTICE BASED ON THE DIALOG

**DIALOG: DENTAL APPOINTMENT
PLANE RESERVATIONS
LUNCH ENGAGEMENT**

PRONUNCIATION PRACTICE ON SOUNDS

**/ɔ / + /r / /ɪ / + /r / /æ / + /r /
/o / + /r / INITIAL /r / FINAL /r /**

TAPE 2108B



CAR ACCIDENT



TRAFFIC SIGNS

UNIT 2108

READING

DRIVING SAFETY

There is a weapon that is used by practically every American. This weapon has killed more Americans than all the wars that America has fought. Every day hundreds of people are killed or injured. This weapon is a car.

The car traveling twenty miles per hour or more becomes a missile that can destroy any human being in its path. Only by being very careful can a driver avoid killing other people or himself.

One of the most common causes of accidents is that drivers are not concentrating on their driving. Sometimes a person is irritated with his friends, wife, or living conditions and is thinking about his problems rather than his driving.

Unconsciously he may be increasing his speed and paying very little attention to other cars and people. He may not see a red light, a car suddenly stopping in front of him, or a person walking on the street. A driver should concentrate on driving. The passengers should avoid distracting him from his driving.

Another thing that causes accidents is the very common impulse to take a chance. Everyone sometimes takes chances. It seems that some people gamble only when they drive a car. They are betting their lives for nothing. Here are some things that a driver gambles on:

1. I bet I can pass this car before the oncoming car gets here.
2. I bet I can pass this car on this hill and that there is no car on the other side of the hill.
3. I bet I can pass this car on the curve and that there is no car on the other side of the curve.
4. I bet I can park this car on the highway for ten minutes and no car will pass.
5. I bet I can get through the intersection before the light turns red if I increase my speed.
6. I bet I can arrive ten minutes earlier if I drive 70 miles per hour.

Remember, if a driver wins his bet, he wins nothing; if he loses, he may lose his life.

Also, a driver should learn traffic laws and signs thoroughly. Many times a driver stops at a stop sign when there are no cars or people at the intersection. The sign, however, is there for one purpose – to avoid an accident. The first time a driver decides to disregard the sign may be the time when a car is coming directly into his path.

The military services are very concerned about driving accidents. A great deal is involved in training a man in a specialized field. The death of such a person as the result of a car accident is a great loss not only to his family but to his service and country, as well.

QUESTIONS ON THE READING

1. Explain a situation where an accident happens because a driver takes a chance.
2. Explain a situation where an accident happens because a driver doesn't know traffic signs.
3. Explain a situation where an accident happens because a driver does not obey traffic signs.
4. Why should a driver concentrate on driving?
5. What effects does alcohol have on driving?
6. Can the condition of the car cause an accident? Why?
7. Can a passenger help a driver? Can he cause an accident?
8. How does weather affect driving?

PRACTICE CHANGING AFFIRMATIVE SENTENCES TO NEGATIVE SENTENCES

Listen to the following affirmative sentences. Change them to negative sentences.

Example: He reads a lot of books. He doesn't read a lot of books.

Affirmative Sentences:

SPEAK

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

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.

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.

PRACTICE CHANGING STATEMENTS TO QUESTIONS USING THE PRESENT PROGRESSIVE.

Change the following statements to questions, using the present progressive.

Example: We are leaving early.
 Are we leaving early?
 Aren't we leaving early?

1. We are going to the lab to record a tape.
2. You are doing your homework.
3. They are studying their lesson for this afternoon.
4. We are getting a haircut.
5. You are going to the bookstore to buy a notebook.
6. We are going to the post office after our last class.
7. They are going downtown Saturday night.
8. We are waiting for our friend.
9. We are taking our clothes to the cleaners.

Change the following statements to questions, using *is* and *isn't*.

1. Mr. Smith is here this morning.
2. He is driving to the university tomorrow.
3. She is waiting for her brother.
4. The colonel is going to make an inspection this afternoon.
5. The lieutenant is going to give a security lecture to all personnel.
6. The instructor is going to teach verb usage to the students.
7. He is returning from a world tour.
8. My friend is recording a tape.

Listen and repeat the following statements and questions.

I know what a mailbox is.
Do you know what a mailbox is?

I know what a helicopter is.
Do you know what a helicopter is?

I know what a missile is.
Do you know what a missile is?

Listen.

You will now hear a statement. Change the statement to a question. For example, you will hear: "I know what a navigator does." You should say, "Do you know what a navigator does?" Then repeat the correct question after the voice on the tape.

Listen and change the statement to a question.

I know what a navigator does.
Do you know what a navigator does?

Remember to change the statement to a question.

I know what a pilot does.
Do you know what a pilot does?

I know what stamp machines are used for.
Do you know what stamp machines are used for?

I know what runways are used for.
Do you know what runways are used for?

I know where the office is.
Do you know where the office is?

I know where the drugstore is.
Do you know where the drugstore is?

I know where the books are.
Do you know where the books are?

I know what time the class starts.
Do you know what time the class starts?

Listen and repeat the following statements and questions.

The post office is on Main Street.

Can you tell me where the post office is?

The laboratory is across the street.

Can you tell me where the laboratory is?

The commander's office is upstairs.

Can you tell me where the commander's office is?

You will now hear a statement. Change the statement to a question. Repeat the correct question when you hear it.

Listen and repeat.

The instructor is in class.

Can you tell me where the instructor is?

Aircraft are used for transportation.

Can you tell me what aircraft are used for?

Brakes are used for stopping vehicles.

Can you tell me what brakes are used for?

Scales are used for weighing objects.

Can you tell me what scales are used for?

Watches are used for measuring the progress of time.

Can you tell me what watches are used for?

Microscopes are used for seeing tiny particles.

Can you tell me what microscopes are used for?

Listen.

A: Let's stop in this drugstore a minute. I need some cigarettes.

B: O.K. I'd like to go in and look around. We don't have drugstores like this in my country. At home they sell medicine only.

A: Well, we can get medicine here, too. See that counter? That's the pharmacy department, and the man in the white coat is the pharmacist.

B: Yes, but look at all the other things in here: candy, newspapers and magazines, toys --- What's over there?

A: Oh, little things for the house: kitchen gadgets, light bulbs, things like that.

- B: And over here are cosmetics.
- A: Yes, and shaving things for men --- which reminds me . . . I need some razor blades.
- B: Can I get toothpaste here?
- A: Sure. See? There it is, by the cosmetic counter.
- B: Oh, yes. I see it.
- A: I tell you what. You get your toothpaste, and I'll get my cigarettes and razor blades, and then we can get a drink at the soda fountain.
- B: That's a good idea. I'm hungry. I think I'll get a hamburger and a milk shake. You know, these stores are really convenient!

Listen and repeat.

- A: Let's stop in this drugstore a minute.
I need some cigarettes. *
- B: O. K. I'd like to go in and look around.
We don't have drugstores like this in my country.
At home they sell medicine only. *
- A: Well, we can get medicine here, too.
See that counter?
That's the pharmacy department.
And the man in the white coat is the pharmacist. *
- B: Yes, but look at all the other things in here:
Candy, newspapers and magazines, toys ---
What's over there? *
- A: Oh, little things for the house:
Kitchen gadgets, light bulbs, things like that. *
- B: And over here are cosmetics. *
- A: Yes, and shaving things for men ---
Which reminds me . . .
I need some razor blades. *
- B: Can I get toothpaste here? *
- A: Sure. See? There it is, by the cosmetic counter. *
- B: I tell you what.
You get your toothpaste.
And I'll get my cigarettes and razor blades.
And then we can get a drink at the soda fountain. *
- A: That's a good idea.
I'm hungry.
I think I'll get a hamburger and a milk shake.
You know, these stores are really convenient! *

Let's practice the voiced /th/ or /ð/ sound as heard in the initial and medial positions.

Listen and repeat.

the	————→	————→	mother
this			father
that			brother
these			northern

The northern part is the coldest.

This is my mother.

That is his father.

These are my brothers.

Let's practice the voiceless /th/ or /θ/ sound as heard in the initial, medial and final positions.

Listen and repeat.

thin	————→	————→	mathematics	————→	————→	bath
thank			pathetic			path
think			lethal			wreath
theme			ether			breath

I think the paper is too thin.

The path was very narrow.

I like mathematics.

I forgot to thank him.

Let's practice the voiceless /t/ sound as heard in the initial, medial and final positions.

Listen and repeat.

teach	————→	————→	written	————→	————→	bought
teacher			forgotten			that
take			later			don't
time			little			can't

Mr. Brown teaches Aviation English.

I have written several letters today.

He bought some razor blades.

That will take a little time.

Let's practice the voiced /d/ sound as heard in the initial, medial and final positions.

Listen and repeat.

depending	→	→	editions	→	→	united
disadvantage			advantage			distributed
do			children			read
don't			middle			borrowed

The advantages are greater than the disadvantages.

How do children learn to read?

He borrowed the latest editions.

Don't stop in the middle of the road.

End of tape.

SOME ADVERBS OF FREQUENCY IN ENGLISH

often

usually

always

ever (affirmative) – at any time

never (negative) – at no time

EXAMPLES USING FREQUENCY ADVERBS*Affirmative Statements*

- | | | | |
|----|------------|---------|--------------------------|
| 1. | I . . . | often | . . . ride the bus. |
| 2. | They . . . | usually | . . . go to work. |
| 3. | You . . . | always | . . . study your lesson. |
| 4. | He . . . | often | . . . reads a book. |
| 5. | She . . . | usually | . . . comes to school. |

Affirmative Questions

- | | | | |
|----|----------------|---------|--------------------------|
| 1. | Do I . . . | often | . . . ride the bus? |
| 2. | Do they . . . | usually | . . . go to work? |
| 3. | Do you . . . | always | . . . study your lesson? |
| 4. | Do we . . . | ever | . . . work at night? |
| 5. | Does he . . . | often | . . . read a book? |
| 6. | Does she . . . | usually | . . . come to school? |

Negative Statements

- | | | | |
|----|-------------------|---------|--------------------------|
| 1. | I don't . . . | often | . . . ride the bus. |
| 2. | They don't . . . | usually | . . . go to work. |
| 3. | We . . . | never | . . . work at night. |
| 4. | You don't . . . | always | . . . study your lesson. |
| 5. | He doesn't . . . | often | . . . read a book. |
| 6. | She doesn't . . . | usually | . . . come to school. |
| 7. | I don't . . . | ever | . . . ride a train. |

DIALOG**RIDING THE BUS**

- A: Does this bus go to the train station?
 B: No, but I can give you a transfer.
- A: Where do I get off?
 B: At Tenth Street. I'll let you know.
- A: What bus do I get?
 B: Take the bus marked Central Station.
- A: Will I get there before 7:30?
 B: Yes, you'll have plenty of time.
- B: We're coming to Tenth Street now.
 A: Do I get off here?
 B: At the next stop.
 A: O.K. Thanks a lot.
 B: Not at all!

PHRASING PRACTICE BASED ON THE DIALOG

Repeat the following closely related phrases:

to the train station
 does this bus go?

1. Does this bus go to the train station?
 at Twelfth Street
 you get off.
2. You get off at Twelfth Street.
 at 4523 Main Street
 I'd like to have a cab.
3. I'd like to have a cab at 4523 Main Street.
 in ten minutes
 will be there
 the cab
4. The cab will be there in ten minutes.
 at television tonight
 do you want to look?
5. Do you want to look at television tonight?
 if you want to
 turn it on
6. Turn it on if you want to.
 that story about space travel
 I want to see.
7. I want to see that story about space travel.

DIALOG**DENTAL APPOINTMENT**

- Miss A: Dr. Parks' office.
- Mr. B: This is George Jones speaking. I'd like to make an appointment with Dr. Parks some time this week.
- Miss A: Is something wrong, or is this a checkup?
- Mr. B: Just my regular six months' checkup.
- Miss A: Let's make it next week, then. Dr. Parks is busy all this week. How about Friday, November 5, at 10 o'clock?
- Mr. B: That would be fine.
- Miss A: May I have your name again, please? Mr. Jones, wasn't it?
- Mr. B: That is right. George Jones.
- Miss A: All right, Mr. Jones; we'll see you November 5 at 10 o'clock. Thank you for calling.
- Mr. B: Thank you. Goodbye.

Questions on the Dialog – Dental Appointment

1. Who did George Jones make an appointment with?
2. When did Mr. Jones want to see the dentist?
3. What is a checkup?
4. What was the date of the appointment?
5. What was the time of the appointment?
6. What was the day of the appointment?
7. Why did Miss A make the appointment for the next week?

PLANE RESERVATIONS

- A: Good morning. Alpha Airlines.
- B: Reservations, please.
- A: That line is busy. Will you wait?
- B: Yes.
- A: I can ring for you now.
- C: Reservations. May I help you?
- B: Yes, I'd like to make reservations to Atlanta on June 2, on a flight after 5 o'clock, if possible.
- C: I could give you something on Flight 549 leaving at 4:45 p.m., or Flight 865, leaving at 5:53.

- B: What time do they get in?
- C: Flight 549 is due in Atlanta at 7:51 p.m., and Flight 865 at 8:50 p.m.
- B: Is dinner served on both flights?
- C: Yes, sir.
- B: I'll take the earlier one, then.
- C: Flight 549. All right, sir. Do you wish a return reservation?
- B: No, one way.
- C: That's a party of one?
- B: Yes.
- C: Could I have your name, please?
- B: Nicholas Bateman.
- C: And the telephone where you can be reached during the day?
- B: It's 547-7200, extension 245.
- C: Thank you. That's Mr. Nicholas Bateman, Flight 549 to Atlanta, June 2, leaving at 4:45 p.m. Could you pick up your ticket before 6 p.m. on May 31, please?
- B: Yes, I'll do that.
- C: Thanks very much, then, sir. And thank you for calling Alpha.

Questions on the dialog – Plane Reservations.

1. Why did B call the Airlines?
2. Why did A tell B to wait?
3. When did B want to leave?
4. What flights did C mention?
5. What type of reservation did B want?
6. Which flight did B decide to take?
7. How many people were in the party?

LUNCH ENGAGEMENT

- A: Hello.
- B: Is Mr. Powell in, please?
- A: Speaking.
- B: Oh! Hi, Bill! This is Bob Drake.
- A: Hi, Bob! How are you? How's your family?
- B: We're all fine, thanks. How about you?
- A: Oh, the children have colds, but except for that, we're all right. What's on your mind?
- B: Oh, I ran into an old college friend of ours the other day. Jack Jordan. Remember him?
- A: Sure.
- B: We were thinking that we'd get together for lunch one of these days, and I told him I'd find out if you could join us.
- A: I'd like to very much. What's a good day?
- B: How about Tuesday?
- A: Tuesday's fine. Now where, and what time?
- B: Well, let's say Furman's at 12:30. If that's not all right with Jack, I'll call you back.
- A: O.K., Bob. I'll be looking forward to seeing you.
- B: So long, Bill. See you Tuesday.

PRONUNCIATION PRACTICE ON SOUNDS

Practice on the /ɔ/ plus /r/ sound.

or

nor

war

for

Thor

Repeat after your instructor.

1. Students are scheduled for lab either in the morning or in the afternoon.
2. My friend is neither at home nor in the library.
3. There is no big war now.
4. This dictionary is for us to look up word meanings.
5. The Thor is an Air Force missile.

VOWEL SOUND CONTRAST

/ɪ/ + /r/

year

hear

ear

dear

fear

/æ/ + /r/

marry

air

there

their

chair

/ɔ/ + /r/

four

more

door

store

floor

Initial /r/

road

ride

real

rest

region

raise

read

write

wrote

written

Final /r/

here

there

fire

for

four

fur

fear

war

more

car

Read the following sentences.

1. The *road* is *here*.
2. This is a *real fire*.
3. *Ride* over there.
4. The *rest* is *for* John.
5. He *wrote four* pages.

TAPE 2108B

Listen.

Let's practice the pronunciation of the vowel sound /o/.

Listen and repeat.

go	shoulder	coat	low
know	soap	smoke	note

We need a coat during the winter.

Let's go to the movies tonight.

What is the matter with your shoulder?

Low flying can be dangerous sometimes.

Note taking is very important for learning.

Listen.

Let's practice the pronunciation of the vowel sound /ɔ/.

Listen and repeat.

long	talk	law	fought
walk	caught	office	cost

This is not a long lesson.

Let's talk about tomorrow's schedule.

It is important to obey speed laws.

He fought in the war.

What was the cost of fixing this office?

Listen.

Listen to the following sentences. Pronounce carefully the sounds /o/ and /ɔ/.

Listen and repeat.

Let's go for a long walk.

I ought to get some soap at the drugstore.

His shoulder was caught under the car during an accident.

How much does this coat cost?

Let's make a note about the new safety law.

Listen.

Let's practice on the /ɔ/ plus /r/ sound.

Listen and repeat.

or nor war for Thor

Students are scheduled for lab either in the morning or in the afternoon.

My friend is neither at home nor in the library.

There is no big war now.

This dictionary is for us to look up word meanings.

The Thor is an Air Force missile.

Listen.

Listen to the following sentences. Try to remember what is said. You will be asked questions on the sentences. Answer the questions. Repeat the correct answers.

Listen.

George Jones wants to make an appointment with Dr. Parks, the dentist. There is nothing wrong with his teeth. He wants his regular six months' checkup. Dr. Parks will be busy all this week. He can see Mr. Jones on Friday, November 5, at ten o'clock.

Listen and answer.

With whom does George Jones want to make an appointment?

with the dentist

He wants to make an appointment with the dentist.

Is there anything wrong with his teeth?

No, there isn't.

No, there isn't anything wrong with his teeth..

What does he want?

his checkup

He wants his regular six months' checkup.

Will Dr. Parks be busy all this week?

Yes, he will.

Yes, Dr. Parks will be busy all this week.

When can Dr. Parks see Mr. Jones?

On Friday, November 5, at ten o'clock.

He can see Mr. Jones on Friday, November 5, at ten o'clock.

Listen.

Listen to the following words, phrases and sentences. Imitate the stress carefully.

Listen and repeat.

ENGLISH
STUDIES
The STUDENT
The STUDENT STUDIES ENGLISH.

Advanced technical English.
is already STUDYING
The new STUDENT
The new STUDENT is already STUDYING advanced technical ENGLISH.

difficult technical terminology
will soon be STUDYING
the new and the old STUDENTS
The new and the old STUDENTS will soon be STUDYING
difficult technical terminology.

A lot of American ENGLISH
had already LEARNED
The new student from SPAIN
The new student from SPAIN had already LEARNED a lot of American ENGLISH.

Listen and repeat the following conversation.

LUNCH ENGAGEMENT

- A: Hello.
B: Is Mr. Powell in, please?
A: Speaking.
B: Oh! Hi, Bill! This is Bob Drake.
A: Hi, Bob! How are you? How's your family?
B: We're all fine, thanks. How about you?
A: Oh, the children have colds, but except for that, we're all right. What's on your mind?
B: Oh, I ran into an old college friend of ours the other day. Jack Jordan. Remember him?
A: Sure.
B: We were thinking that we'd get together for lunch one of these days, and I told him I'd find out if you could join us.
A: I'd like to very much. What's a good day?
B: How about Tuesday?
A: Tuesday's fine. Now where, and what time?
B: Well, let's say Furman's at 12:30. If that's not all right with Jack, I'll call you back.
A: O.K., Bob. I'll be looking forward to seeing you.
B: So long, Bill. See you Tuesday.

Listen and repeat.

colds

have colds

The children

The children have colds.

The other day

an old college friend of ours

I ran into

I ran into an old college friend of ours the other day.

one of these days

for lunch

Let's get together

Let's get together for lunch one of these days.

if you could join us

I'd find out

I told him

I told him I'd find out if you could join us.

Listen.

Listen to the following sentences. Try to remember what is said. You will be asked questions on the sentences. Answer them and repeat the correct answer.

Listen.

Nicholas Bateman wanted to go to Atlanta. He wanted to leave on June 2. He made reservations to go on Flight 549, leaving at 4:45 p.m. and arriving in Atlanta at 7:51 p.m.

Listen and answer.

Where did Mr. Bateman want to go?

He wanted to go to Atlanta.

Mr. Bateman wanted to go to Atlanta.

When did Mr. Bateman want to leave?

on June 2

He wanted to leave on June 2.

Mr. Bateman wanted to leave on June 2.

Which flight did he make reservations for?

flight 549

He made reservations for flight 549.

Mr. Bateman made reservations for flight 549.

Listen.

Repeat these questions and answers. Imitate your instructor's intonation pattern.

Listen and repeat.

1. Who studied his lesson last night?
Jack studied his lesson last night.
2. What did Jack do last night?
Jack studied his lesson last night.
3. Whose lesson did Jack study last night?
Jack studied his lesson last night.
4. What did Jack study last night?
Jack studied his lesson last night.
5. When did Jack study his lesson?
Jack studied his lesson last night.
6. Where did Jack study his lesson last night?
Jack studied his lesson in his room last night.

* * * *

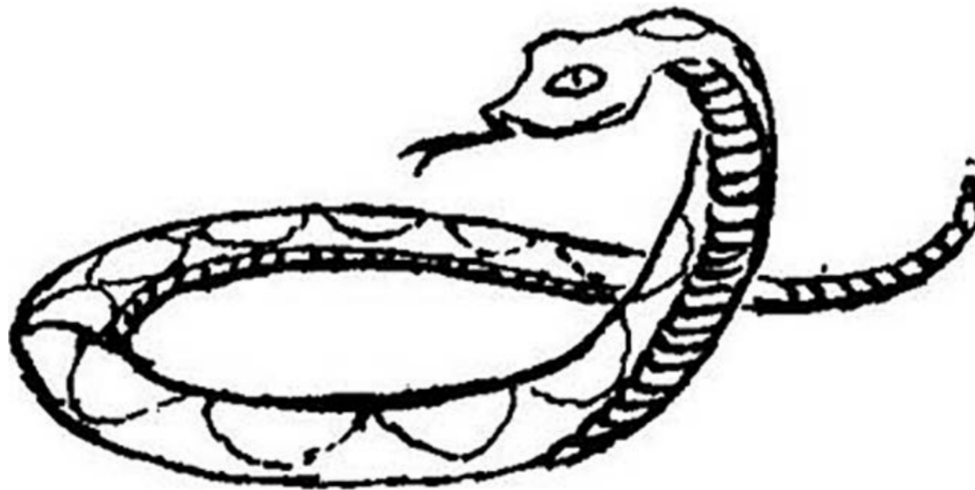
OUTLINE AND STUDY OBJECTIVES

READING: OFFENSE AND DEFENSE
QUESTIONS ON THE READING
DICTATION EXERCISE
PRACTICE USING OPPOSITES
CONVERSATION PRACTICE
TAPE 2109A

DIALOG: KNOWING PEOPLE
SOME USES OF CLAUSES:
CLAUSES OF CONDITION
SENTENCE COMPLETION EXERCISE
CLAUSES OF PURPOSE
CLAUSES OF RESULT
TAPE 2109B



THIS ANIMAL IS CALLED A SKUNK OR POLECAT.



THIS SNAKE IS CALLED A RATTLESNAKE.

UNIT 2109

READING

OFFENSE AND DEFENSE

Animals use many things for defense or protection and offense or attack. Speed is a big factor for defense and offense. Most animals find it necessary to run, swim, or fly as fast as possible to get food and escape from the enemy. Many animals hide in order to survive or catch other animals by surprise. A good sense of hearing, good eyesight, and the ability to smell protect animals from getting killed and also make it easier for some animals to capture their food.

Big animals usually have strong teeth, large claws, or big horns. They use these weapons very effectively. The bear can cut a man fatally with one stroke of his claws. With his powerful jaws and strong teeth, a lion can crush a man's head or leg. An animal with big, sharp horns can deliver a fatal blow by ripping a hole in a person or an animal.

Some large animals depend mainly on speed for survival. Wild horses can outrun most of their enemies. Deer also run very fast and depend on speed for escape. These animals usually live in groups and the instant they hear or see a danger signal from an animal in the group they run away.

Camouflage or disguise is also used as a means of protection. Some animals have the same color as their surroundings. For example, some of those that live in the snow are white; some that live on trees are green or look like wood. Many animals that live on the ground are green, grey, or brown like their surroundings.

Nature protects one of her animals by making him easily seen. This animal is about the size of a cat, and he is black and has a white stripe on his back. Other animals can easily see him. His bright black and white colors protect him from being mistaken for an animal with little or no defense. His glands store a very bad smelling liquid. If attacked, he uses chemical warfare for defense by ejecting this stinking liquid. This animal is called a skunk or polecat.

The octopus also ejects liquid when attacked. This liquid is very dark and hides the octopus. While the attacker is trying to see through the liquid, the octopus can escape.

Insects and snakes use poison as a defense weapon. In the United States, there are several kinds of poisonous snakes and spiders. Rattlesnakes, copperheads, corals, and water moccasins are extremely dangerous. Do not touch a snake or an insect because it looks harmless. Be especially careful when you walk near tall weeds or grass, bushes, rocks or buildings where snakes like to hide.

There is a very interesting snake that lives in the southern part of the United States. This snake is not poisonous. When one approaches the snake, the snake coils and enlarges its head. In this position it looks similar to the cobra from India. The closer one gets, the more dangerous the snake looks. It puffs and moves its head as if to deliver a fatal bite. It really looks very dangerous. However, if one tries to touch the snake, the snake seems to faint. This type of defense is called a bluff.

QUESTIONS ON THE READING

1. Name some animals that depend on speed for survival.
2. Name some animals that usually hide in order to survive.
3. Do some animals attack or defend themselves in groups?
4. What do you consider the most dangerous animal in the world? Why?
5. Do some animals go underground for protection?
6. Do people use bluff as offense or defense?

DICTATION EXERCISE

Instructor will select one of the paragraphs from the reading for dictation practice.

PRACTICE USING OPPOSITES

Read the sentence, then change the sentence so that it will have an opposite meaning.

Example:

- a. I am going.
I am staying.
 - b. The man is going.
The man is not going.
 - c. The room is clean.
The room is dirty.
-
1. Lt Jones is fat.
 2. The beer is cold.
 3. This city is far from here.
 4. He walks slowly.
 5. He is a hard worker.
 6. He is a strong person.
 7. He is brave.
 8. Robert failed the examination.
 9. He wears dark colored clothes.
 10. The cup is empty.

11. He forgot my name.
12. The chair is in the back of the room.
13. He seems to be sad.
14. This is the time to make quick decisions.
15. The painting was beautiful.
16. The road was curved.
17. Some foods are sour.
18. You need to pull this switch.
19. It was a narrow opening.
20. The shoes are too light.
21. Your voice is too low.
22. This office is too quiet.
23. I often eat ice cream.
24. He always smiles.
25. All must be present.
26. Class starts before 8 o'clock.
27. First you turn it to the right, then to the left.
28. Mary needs a pencil.
29. Bill is an important man.
30. Joe participates in sports.

CONVERSATION 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 barbershop.

A: Where are those people going?

B: They're going to the restaurant.

TAPE 2109A

Listen to the following sentences and try to remember what is said. Later, I will ask you questions on the sentences. Answer my questions. Then you will hear the correct answers. Repeat the correct answers.

Listen and answer.

Flying is one of the newest sciences. The airplane is only about 60 years old. Men had little knowledge of flying before the invention of the airplane. The first aircraft flew very slowly for only short distances.

Is flying a new science?

Yes, it is.

Flying is one of the newest sciences.

How old is flying?

Only about 60 years old.

It is only about 60 years old.

Flying is only about 60 years old.

Did men have much knowledge of flying before the invention of the airplane?

No, they didn't.

They had little knowledge of flying.

They had little knowledge of flying before the invention of the airplane.

Did the first airplanes fly very fast?

No, they didn't.

No, they didn't fly very fast.

They flew very slowly.

How far did they fly?

Only short distances.

They flew for only short distances.

The first airplanes flew for only short distances.

Listen and restate the following questions. For example, you will hear:

Do you have soup today? / What kind of . . .

You should say: What kind of soup do you have today?

Do you have soup today? / What kind of . . .

What kind of soup do you have today?

Do you have vegetables? / What kinds of . . .

What kinds of vegetables do you have?

Did they have rifles? / What kinds of . . .

What kinds of rifles did they have?

Do you have pie? / What kind of . . .

What kind of pie do you have?

Do you have dessert? / What kind of . .

What kind of dessert do you have?

Listen and repeat.

I'll have the vegetable soup.

I'd like the vegetable soup.

I would like the vegetable soup.

I'll take the vegetable soup.

I prefer the vegetable soup.

I want the vegetable soup.

Give me the vegetable soup.

I'll order dessert later.

I'll decide on the dessert later.

I'm ready for the check.

May I have the check now.

Waiter, the check please.

I forgot to tip the waiter.

Repeat the following words and sentences. Pay particular attention to proper syllable stress.

Listen and repeat.

newest science flying
Flying is one of the newest sciences.

necessary activities flying
All of these flying activities are necessary for training.

distances slowly airplanes
The first airplanes flew very slowly for only short distances.

motion bodies observations
Men made observations of bodies in motion.

today complex airplanes
Airplanes are very complex today.

science engineering training
You will get training in science and engineering.

Listen.

I'd like to get a single room, please.
Do you have reservations?
No, I haven't.
We have some single rooms at \$7.50.
Do you have anything for less?
No, we haven't, but you'll find these rooms comfortable.
Every room has a private bath, and they all have television.
All right. I'll take it.

Listen and repeat.

I'd like to get a single room, please.
Do you have reservations?
No, I haven't.
We have some single rooms at \$7.50.

Do you have anything for less?

No, we haven't.

But you'll find these rooms comfortable.

Every room has a private bath.

And they all have television.

Let's practice the / ĉ / sound in the initial, medial and final positions.

Listen and repeat.

cheap →	teacher	reach
chair	feature	teach
child	lecture	watch

He bought a cheap watch.

We have a new teacher.

The parachutes are within easy reach.

I'll bring another chair.

They are introducing a new feature.

Some subjects are difficult to teach.

Let's practice the / ŝ / sound in the initial, medial and final positions.

Listen and repeat

show →	nation	caŝh
shop	national	wash
shine	direction	wish

Mr. Johnson will show you around.

The United States is a young nation.

I'd like to cash a check.

Let's go to another shop.

The news was of national interest.

A solvent is used to wash greasy tools.

Polish makes silver shine.

Is this the right direction to town?

I wish I could hit the sack.

Listen to the following sentences and try to remember what is said. Then I will ask you questions on the sentences. Answer my questions. Then you will hear the correct answers. Repeat the correct answers.

Listen and answer.

The first submarines were very simple. They had small engines and moved very slowly. They moved only short distances. Today submarines are very complex.

Were the first submarines very simple?

Yes.

They were very simple.

The first submarines were very simple.

What kind of engines did they have?

small engines

The engines were small.

They had small engines.

How fast did they move?

very slowly

They moved very slowly.

How far did they go?

for only short distances

They went only short distances.

Are submarines complex today?

Yes, they are.

They are very complex.

End of tape.

DIALOG

KNOWING PEOPLE

- Capt. Jones: Hi Bill! I met a man from your home town last night.
- Capt. Williams: You did! Who was it?
- Capt. Jones: Jimmy -- James Perkins.
- Capt. Williams: Oh! Mr. James Perkins! Yes, he is a banker in our town -- a very important person.
- Capt. Jones: He sure was interesting. We had a very good time.
- Capt. Williams: Mr. Perkins and my father went to high school and college together. Mr. Perkins always seemed respectable but dull to me.
- Capt. Jones: Perhaps you were very young when you knew him. Jimmy is a very interesting person. In fact, you should have heard what he and your dad did in college.
- Capt. Williams: My father thinks only about business.
- Capt. Jones: That's not what Jimmy said. He said that your father dated a different girl every night.
- Capt. Williams: My father did that!
- Capt. Jones: According to Jimmy, your father was the best dancer and best dresser in college.
- Capt. Williams: You must be joking!
- Capt. Jones: Why should I? He said your father was quite a ladies' man, until he fell in love with your mother.
- Capt. Williams: Really? For the first time in my life, I can see my father as someone other than my parent.
- Capt. Jones: Yeah! I think I'll go some day and talk to people who grew up with my father. I wonder what he was like as a young man?

SOME USES OF CLAUSES

a. Clauses of Condition

1. Present or Future Tense Forms + Future Tense Forms or Equivalent

If he *comes*, I *will* (I'll) *let* you know.

If I *have* time, I *will* *call* you tonight.

If he has enough money, he *can* *buy* a better car.

If it *is* a nice day, we *may* *go* shopping.

If you *will* *come* over, we *will* (we'll) *discuss* the problem.

If they *will* *give* us a hand, we *can* *push* the car.

If you *will* *check* the ignition, I *will* *fix* the brakes.

If he *will* not (won't) *ask* a question, I *will* *ask* one.

2. Past Tense Forms + Would, Could, Might + Simple Forms of Verbs

This pattern is used in unreal, contrary to fact, or imaginary situations. Note that the only past forms of the verb *be* used is *were*.

If I *were* you, I *would* *speak* more.

If I had enough money, I *would* *buy* a new suit.

If you studied harder, you *might* *make* faster progress.

If he *wanted* to, he *could* *do* better work.

3. Past Perfect Forms + Would, Could, Might + Present Perfect Forms

If I *had been* you, I *would have* *spoken* more.

If I *had had* enough money, I *would have* *bought* a new suit.

If you *had studied* harder, you *might have* *made* faster progress.

If he *had wanted* to, he *could have* *done* better work.

EXERCISE: COMPLETE THE FOLLOWING SENTENCES:

1. I'll see you this afternoon if _____.
2. We won't fail the test if _____.
3. Please call Joe tonight if _____.
4. I will buy a Cadillac if _____.
5. He'll leave tomorrow if _____.
6. I would buy a Cadillac if _____.
7. He'd go with you if _____.
8. I would go to bed if _____.
9. I'd go to town if _____.
10. I would have bought a Cadillac if _____.
11. He would have helped you if _____.
12. We could have done better if _____.
13. He could have passed the test if _____.

b. Clauses of Purpose

Purpose is often expressed in English as a clause beginning with *so* or *so that*. The clause usually is a modal verb phrase with *can*, *could*, *may* or *might*.

1. He left the office early *so he could do* some shopping.
2. They're trying to finish that work today *so that they'll be free* this weekend.
3. I'm saving some money *so that I can take* a vacation next summer.
4. We're studying English *so that we can speak* it when we go to the United States.
5. They went by plane *so they would save* time.

c. Clauses of Result

Result is often expressed in English in a clause beginning with *so*, *so* (adjective) *that*, or *such* (noun) *that*.

1. The bus was crowded, *so I had to stand up*.
2. It was a hot day, *so we went swimming*.
3. Our TV set isn't working, *so we have to get it fixed*.
4. He doesn't have much money, *so he's looking for a cheap hotel*.
5. I hadn't seen you all week, *so I decided to call you up*.
6. The weather's so cold *that she doesn't want to go out*.
7. This lesson's so long *that I don't know whether I can finish it*.
8. This plane goes so fast *that you'll arrive in only three hours*.
9. This movie is so good *that I want you to see it, too*.
10. This building is so old *that it needs a lot of repairs*.
11. It was such a disagreeable day *that we postponed the flight*.
12. It was such an interesting talk *that we recorded it*.

TAPÉ 2109B

Listen.

Listen to the following sentences, then change the sentences so that they will have opposite meanings.

Example: You will hear: "The man is old."

You should say: "The man is young"

Then you will repeat the correct response.

Listen and repeat.

The boy is short.

The boy is tall.

The city is far from here.

The city is near here.

He speaks rapidly.

He speaks slowly.

Robert passed the examination.

Robert failed the examination.

This office is too noisy.

This office is too quiet.

He seemed to be happy.

He seemed to be sad.

The road was straight.

The road was curved.

It was a wide opening.

It was a narrow opening.

He remembered my name.

He forgot my name.

Listen and repeat.

Can you tell me where the control tower is?

I don't know where the control tower is.

Do you know where the bank is?

I don't know where the bank is.

Can you tell me what that is?

I don't know what that is.

Do you know what a helicopter is?
Yes, I know what a helicopter is.

Can you tell me what is over there?
No, I don't know what is over there.

Do you know what is in those cabinets?
Yes, I know what is in the cabinets.

Can you tell me who is on the phone?
Yes, I can tell you who is on the phone.

Listen.

On your own complete the following questions and statements.
For example, you will hear: Where the post office is / Can you tell me?
You should say: Can you tell me where the post office is?

Listen and complete.

Where the post office is/Can you tell me . . .
Can you tell me where the post office is?

Where the post office is/I don't know . . .
I don't know where the post office is.

Who is in the next room/Do you know . . .
Do you know who is in the next room?

Who is in the next room/Yes, I know . . .
Yes, I know who is in the next room.

Who Mr. Brown is/Can you tell me . . .
Can you tell me who Mr. Brown is?

Who Mr. Brown is/Yes, I know . . .
Yes, I know who Mr. Brown is.

Who is at the door/Do you know . . .
Do you know who is at the door?

Who is at the door/Yes, I know . . .
Yes, I know who is at the door.

Listen and repeat.

I'll see you this afternoon if I can.

I'll see you this afternoon if I have time.

I'll see you this afternoon if you are in town.

I'll see you this afternoon if you will come to my office.

We won't fail the test if we study.

You won't fail the test if you will study.

We won't miss the bus if we hurry.

You won't miss the bus if you hurry.

You won't miss the bus if you will hurry.

I would see a doctor if I were you.

I would stay here longer if I could.

He could do better work if he wanted to.

Listen.

On your own, complete the following sentences.

Listen and complete.

Pay attention/You will learn more . . .

You will learn more if you pay attention.

Will pay attention/You will learn more . .

You will learn more if you will pay attention.

Paid attention/You would learn more . . .

You would learn more if you paid attention.

Would pay attention/You would learn more . . .

You would learn more if you would pay attention.

Have time/I will see you tomorrow.

I will see you tomorrow if I have time.

Had time/I would explain that

I would explain that if I had time.

Listen.

Let's practice some clauses of purpose, using *so* or *so that*.

Listen and repeat.

So he could shop

He left early

He left early so he could shop.

So he could stop quickly

He repaired the brakes

He repaired the brakes so he could stop quickly.

So they could start quicker
 He tuned up the motor
 He tuned up the motor so they could start quicker.

So that I can take a vacation
 I'm saving money
 I'm saving some money so that I can take a vacation.

So that we can speak it
 We're studying English
 We're studying English so that we can speak it.

Listen.

Combine the following clauses. Then the correct response will be given.
 Repeat the correct response. For example, you will hear:
 He could sleep. He turned out the light.
 You should say: He turned out the light so he could sleep.

Combine the following clauses. You should use *so* in these sentences.

He could sleep
 He turned out the light
 He turned out the light so he could sleep.

I can catch the bus
 I'm hurrying
 I'm hurrying so I can catch the bus.

They will be on time
 They are leaving early
 They are leaving early so that they will be on time.

I can pass the test
 I'm studying hard
 I'm studying hard so that I can pass the test.

So I'll be well prepared
 I'm studying hard
 I'm studying hard so I'll be well prepared.

* * * *

OUTLINE AND STUDY OBJECTIVES

READING: GEOGRAPHY AND RESOURCES OF THE UNITED STATES

QUESTIONS ON THE READING

DICTATION EXERCISE

DIALOG: BUYING A CAR

SHORT READING FOR DISCUSSION

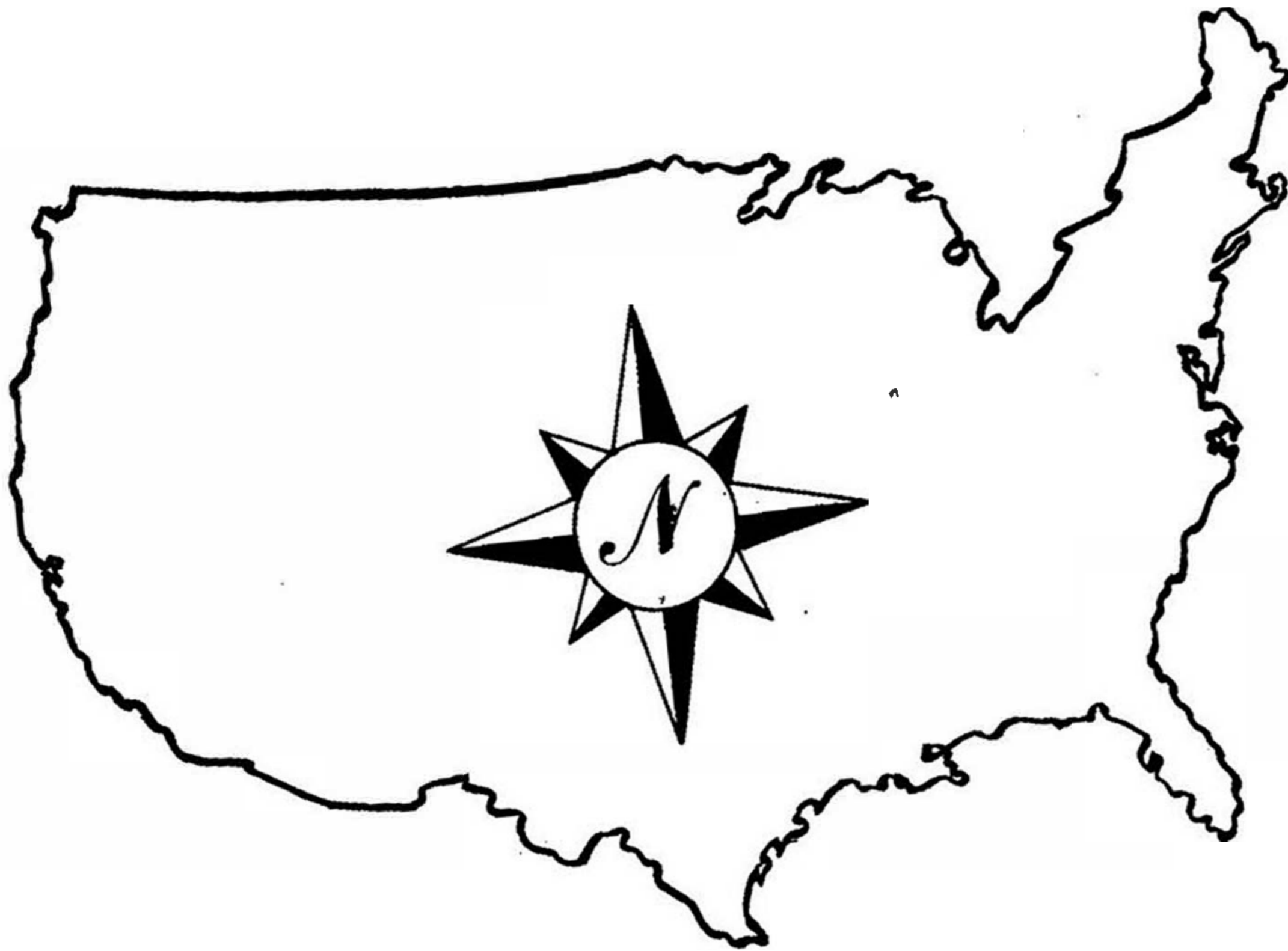
TAPE 2110A

READING: AMERICAN NAMES

DIALOG: TWO STUDENTS RELAX IN THEIR ROOM

REVIEW EXERCISES

TAPE 2110B



UNIT 2110

READING

GEOGRAPHY AND RESOURCES OF THE UNITED STATES

The United States is a very large country. It extends from the Atlantic Ocean on the east to the Pacific Ocean on the west, and from Mexico and the Gulf of Mexico on the south to Canada on the north. Alaska, one of the fifty states, is located in the northwestern part of the continent of North America; and Hawaii, the fiftieth state, is located on the Hawaiian Islands, about 2,395 miles to the southwest of San Francisco. The United States covers an area of 3,675,000 square miles.

A variety of climate may be found, but most of the country lies in the north temperate zone. The resources and industries are also quite varied. The northeastern region is an important manufacturing section. There are many factories in and near the large cities of the Northeast: Boston, New York, and Philadelphia. These cities are also important seaports, which carry on a great deal of trade with foreign countries.

The South is principally a farming area, where cotton and a variety of other crops are grown. Because of the warm climate and the good labor supply, many industries, especially textile mills and chemical plants, are moving to the south. Also, a great deal of petroleum (oil) is found in Texas, Oklahoma, and Louisiana. Houston and New Orleans, among the largest cities in the southern states, are important shipping ports, especially for trade with South America.

The Central states and the Middle West contain many level plains and fertile valleys, where a great deal of cattle raising and farming are carried on. Corn and wheat and other grain crops are raised, and beef cattle and hogs are fattened for the market. Chicago and Kansas City are centers for the meat packing industry. The cities along the Great Lakes have become great manufacturing centers, and some of them have also become important commercial ports. Most of the cars made in the United States are manufactured in or near Detroit, Michigan.

Farther to the west, more cattle, hogs, and sheep are raised. Fruits and vegetables are also important products in some parts of the West. Mining is an important industry, too. Lumbering and fishing are carried on extensively in the northwestern coastal region. The port cities on the Pacific Coast, particularly Seattle, San Francisco, and Los Angeles, are very important for carrying on trade with the countries in Asia and Australia and the islands of the Pacific.

QUESTIONS ON THE READING

1. How does the size of the United States compare with the sizes of other countries?
2. What are the principal industries of the United States?
3. What are the main industries of your country?
4. What are the chief natural resources of the United States?
5. What are the principal natural resources of your country?
6. How does the climate in different parts of the United States compare with the climate in your country?

DICTATION EXERCISE

Instructor will read a paragraph or two from the reading for a dictation exercise.

DIALOG**BUYING A CAR**

- American Student: What kind of car do you have?
- Foreign Student: I don't have one yet.
- American Student: Are you going to get one?
- Foreign Student: I'm looking for one, but I haven't been able to find one.
- American Student: What kind are you trying to find?
- Foreign Student: I want a Chevrolet, or Ford. Chevrolet is the most popular car in my country.
- American Student: You ought to be able to find one. Be sure to check the Want Ads in the newspaper carefully.
- Foreign Student: Where do you find the Want Ads?
- American Student: On the pages where they advertise things for sale. I'll bring a paper and show you.
- Foreign Student: Good! I sure do need a way to get around. I'm tired of walking or fighting the bus.
- American Student: How much can you pay?
- Foreign Student: I can't afford to pay more than a \$1,000.
- American Student: Well, you should be able to get a car for that. Be sure to have a mechanic check it and drive it before you buy it.
- Foreign Student: I will. Oh, by the way!, how much insurance do I have to get?
- American Student: The Administrative Officer can answer all your questions about the insurance and licenaes for your car.
- Foreign Student: Let's see now – where is his office?
- American Student: It's in Headquarters Building. Go see him.
- Foreign Student: You sure have been a lot of help. See you later.
- American Student: Sure thing. Lots of luck!

SHORT READING

When he was a young man, Captain Williams knew Mr. Perkins. Captain Jones, as an adult, became acquainted with Mr. Perkins. Captain Jones and Captain Williams each had a different impression of Mr. Perkins. After talking to Mr. Perkins, Captain Jones formed an impression of Captain Williams' father, which was quite different from Captain Williams' impression of his own father.

Sometimes a young man does not really know his own father. Some men have to return to their home towns and talk to people who grew up with their fathers before they really know them as other persons do.

QUESTIONS FOR DISCUSSION

1. What did you think of your father when you were 14 years old?
2. Do you have the same impression of your father now?
3. How has your impression changed?
4. Does your opinion of people change after you have known them for awhile? In what way?
5. Should a commander become very familiar with his men? Why?

TAPE 2110A

Listen.

A language is not only a list of words. It is, in addition, a number of fixed ways of putting them together. One important rule in every language is the rule about the order of words. It is very important to get the trick of putting words in the right order.

Listen and repeat.

a list of words

not only a list of words

A language is not only a list of words.

ways of putting them together

a number of fixed ways of putting them together

in addition, a number of fixed ways of putting them together

It is, in addition, a number of fixed ways of putting them together.

the order of words

the rule about the order of words

One important rule in every language is the rule about the order of words.

the words in the right order

the trick of putting the words in the right order

to get the trick of putting the words in the right order

It is important to get the trick of putting words in the right order.

Listen to the following sentences and try to remember what is said. I will ask you questions on the sentences. Answer my questions. Then you will hear the correct answers. Repeat the correct answers.

Listen and answer.

A language is not only a list of words. It is, in addition, a number of fixed ways of putting them together. It is very important to get the trick of putting words in the right order.

Is language only a list of words?

No.

No, it isn't.

A language is not a list of words.

What is one important rule in every language?

The rule about the order of words.

One important rule is the rule about the order of words.

Is it important to get the trick of putting words in the right order?

Yes.

Yes, it is.

It is important to get the trick of putting words in the right order.

Listen and answer.

If we say, "You have come," putting "you" before "have," the words do not have the same sense as if we say, "Have you come?" putting "you" after "have." The first is a statement and the second is a question. And if we say, "Have come you," we are saying something which has no sense. Now answer the questions. Then you will hear the correct answers. Repeat the correct answers.

Does "Have come you" make sense?

No.

No, it doesn't.

It doesn't make sense.

Is "you have come" a question?

No.

No, it isn't.

"You have come" is a statement.

Is "Have you come?" a statement or a question?

a question

It is a question.

"Have you come?" is a question.

What is wrong with "Have come you?"

the word order

The word order is wrong.

Listen.

Let's practice pronouncing some nouns and verbs. First you will hear the noun then the verb. Notice that the first syllable of the noun has primary stress, but that the second syllable of the verb has primary stress. First you will hear the noun, then you will hear the verb.

Listen and repeat.

COMpress	comPRESS
CONduct	conDUCT
CONflict	conFLICT
CONtrast	conTRAST
DEcrease	deCREASE
INcline	inCLINE
INcrease	inCREASE
REcord	reCORD

The student's conduct was excellent.
Copper is used to conduct electricity.

The car went up the incline.
He is inclined to speak too fast.

Good oil will cause a decrease in wear and tear.
You must slowly decrease your speed.

There was a sudden increase in speed.
You can increase your speed now.

Let's practice the use of *say* and *tell*.

Listen and repeat.

He said/he wanted to leave early.
He told me/he wanted to leave early.
He wanted to leave early.
He said/he wanted to leave early.
He wanted to leave early.
He told me/he wanted to leave early.

She said/she understood everything.
 She told him/she understood everything.
 She understood everything.
 She said/she understood everything.
 She understood everything.
 She told him/she understood everything.

John said/he was a good student.
 John told us/he was a good student.
 He was a good student.
 John said/he was a good student.
 He was a good student.
 John told us/he was a good student.

 Listen and make complete statements.

he was a skilled driver
 John said
 John said/he was a skilled driver.

John told me
 John told me/he was a skilled driver.

Remember to make complete statements.

he was sick
 The doctor said
 The doctor said/he was sick.

The doctor told them.
 The doctor told them/he was sick.

he got the point
 He said
 He said/he got the point.

He told me
 He told me/he got the point.

 Listen and repeat.

say to him
 What did he say to him?

tell him

What did he tell him?

say to them

What did she say to them?

tell them

What did she tell them?

say to her

What did he say to her?

tell her

What did he tell her?

saying to them

What is he saying to them?

telling them

What is he telling them?

saying to him

What was she saying to him?

telling him

What was she telling him?

She said, "Hello."

She told me her name.

He said, "Goodbye."

He told me his age.

End of tape.

READING

AMERICAN NAMES

People in the United States have two or three names. If a person has two names, the first name is the given name and the last the family name. If a person has three names, the first and middle names are given names and the last name is the family name. A person's given names are usually chosen by the parents. They can be the first or middle names of one of the parents, the names of relatives, friends or any names the parents choose. There is no definite custom or law in the United States regarding given names.

The family name, or last name, is usually the family name of the father. The mother's last name is not used as the child's last name, unless it is done through legal procedure. However, it can be used as a child's given name.

When a woman marries, she uses her husband's last name instead of her own. For example, if Mary Smith marries John Jones, she becomes Mary Jones, or Mrs. Mary Jones or Mrs. John Jones.

People usually write the first letter of their middle name when they write their signature. If a person's name is John Thomas Jones, he may sign his name John T. Jones. This, however, is optional with the person.

DIALOG

TWO STUDENTS RELAX IN THEIR ROOM

- A: Have you heard from your wife lately?
- B: I got a letter yesterday.
- A: How is she?
- B: She's O.K., but one of my kids is sick.
- A: What's the matter?
- B: I think he's just got a bad cold.
- A: My wife called me "Collect" last night. She said she was worried. She hadn't received a letter from me in three weeks.
- B: What did the call cost?
- A: We talked for five minutes and it cost me \$20.
- B: Did it make your wife happier?
- A: It sure did, but I won't be able to go to town this weekend.
- B: Why not?
- A: That was my last twenty dollars.
- B: Do you want me to lend you some money? I won quite a bit playing cards last night.
- A: Thanks, but I never borrow money. I'm used to being broke. Besides, I promised my wife that I'd stay on base.

B: Do you ever go to a base theater?

A: I haven't yet.

B: You ought to. They show good pictures and they're cheap.

A: Say! That's not a bad idea. It will also help me to understand English better. My friends at Randolph tell me that the instructors talk real fast.

B: They sure do. And they use a lot of slang. Movies and TV will help us get used to hearing English.

REVIEW EXERCISES

The following exercises are intended to give the students practice in using the different constructions covered in this book. The instructor may give some additional review exercises.

1. Review of the tenses

a. Change the following sentences from the present tense to the simple past and then to the future tense:

1. I study my lesson.
2. He walks to school.
3. She drives a car.
4. Do you speak English?
5. Are you a student in the Language School?

b. Change the following sentences from the present to the present progressive and then to the past progressive construction.

1. He studies his homework.
2. She looks very tired.
3. I go to the Language School to learn English.
4. Does the student read English?
5. Does he speak English or French?

c. Change the following sentences from the present or past tense to the present perfect and then to the past perfect construction. You may add or change words to make the meanings agree with the structures.

Example: I want a drink of water.

I *have wanted* a drink of water all morning.

I *had wanted* a drink of water for several hours.

1. Bill talked to the man.
2. My friend wants to meet you.
3. The cars turn at the intersection.
4. He closes his eyes.
5. I studied my homework.

d. Change the sentences below to the present perfect progressive and add the expressions following by inserting *for* or *since* in the blanks before the time expressions.

Example: I write letters. _____ six hours; _____ five o'clock.

I have been writing letters *for* six hours.

I have been writing letters *since* five o'clock.

1. He studies English. _____ the past year; _____ a year ago.
2. John and I talked English. _____ an hour ago; _____ one hour.
3. We lived here two years. _____ two years; _____ January of last year.
4. He makes plans to visit New York. _____ a month; _____ last month.

e. Change the verb in the main clause of each sentence below to the past perfect progressive.

1. He studied English before he came to the Language School.
2. The student was watching television while I was studying.
3. I was thinking about you when I heard of the accident.
4. I was talking when the telephone rang.
5. He was doing his homework before we visited him.

f. Change the following sentences from the simple future to a form of *be* + *going to*.

1. The instructor will teach today.
2. We will not have classes on the holiday.
3. I think I'll buy a car soon.
4. They will leave the Language School soon.
5. The noise will stop in a few minutes.

g. Change the following sentences to passive constructions keeping the same tenses as the sentences in the active voice.

1. John sees me.
2. John saw me.
3. The instructor teaches the students.
4. Mary does not teach him.
5. Do you remember your friends?

2. Uses of Modals and Conditional Expressions in English

a. Change the following statements by using the modals *can*, *could*, and a form of *be able to*.

1. She talks very fast.
2. The instructor walks to school.
3. He drives all kinds of cars.
4. The student reads English well.

b. Change the following statements by using the modals *may* (might), *must* or *should* (ought to) for the underlined expressions.

1. It will probably rain tomorrow.
2. I'll go to town if I get time.
3. It is his duty to write to his parents.
4. It is necessary for you to speak English.
5. You have my permission to leave class at 2:30.

c. Complete the following sentences by using some form of the conditional (or subjunctive).

1. You won't fail the test, if _____.
2. If it is pretty weather, _____.
3. I'd go to town, if _____.
4. We could have done better, if _____.
5. I would not do that, if _____.

3. Sentence Pattern Exercises

a. Change the following statements first to negative statements, then to affirmative questions, and then to negative question.

1. He is a student in the Language School.
2. The student is studying English.
3. That student understands English well.
4. The TV set works well.
5. He will leave the Language School next month.

b. Make questions using the following question words.

1. Is _____ ?
2. Who _____ ?
3. When _____ ?
4. Does _____ ?
5. How _____ ?

c. Complete the following sentences by using the time words indicated at the beginning to form dependent clauses.

1. He will write you a letter *after* _____.
2. *Before* _____, we told our families "goodbye."
3. I have learned a lot of English *since* _____.
4. *As soon as* _____, I will write you.
5. We will stay in the Language School *until* _____.
6. I studied my homework *while* he _____.

d. Complete the following sentences with clauses of *purpose* or *result* by using the connectives, *so*, *so that* or *that*.

1. The instructor left early *so* _____.
2. I'm saving my money *so that* _____.
3. The bus was so crowded *that* _____.
4. It is rainy today, *so* _____.
5. This lesson is very long, *so* _____.

e. Combine the following sentences by changing the second one to an attached question:

Example: You have a book. Don't you have a book?

You have a book, don't you?

1. The student has a new car. Doesn't he have a new car?
2. We don't have classes on holidays. Do we have classes on holidays?
3. He studies hard every night. Doesn't he study hard every night?
4. He should go home now. Shouldn't he go home now?
5. He can't swim. Can he swim?

f. Change the following sentences by substituting the correct form of the expression in parentheses plus the regular (infinitive) form of the verb italicized.

1. He *studies* his lesson every night. (ought to)
2. The instructor *drives* his own car. (to be able to)
3. The student *is going* to town at 4:15. (have to)
4. (You) *Do* your homework tonight. (ought to)
5. *Can* you go to town today? (want to)

4. Forms and Uses of Adjectives and Adverbs

a. Choose the correct form (adjective or adverb) in the parentheses below (by marking out the wrong form).

1. He walks very (slow, slowly).
2. They worked (quick, quickly).
3. He seems very (quick, quickly).
4. She looks quite (happy, happily).
5. The car drives (good, well).
6. He feels (good, well) after his operation.

b. Choose the correct form of the adjective in parentheses in the following sentences by marking out the wrong forms.

1. She is as (pretty, prettier, prettiest) as her sister.
2. The instructor is (old, older, oldest) than the students.
3. My book is (old, older, oldest) than yours.
4. Is she the (beautiful, more beautiful, most beautiful) girl at the party?
5. This book is not as (more interesting, most interesting, interesting) as that one?
6. My book is (more interesting, most interesting, interesting) than that one.
7. He is (tall, more tall, taller, tallest) than his brother.

c. Complete the following sentences by choosing the correct frequency adverb. Mark out the wrong adverb in the parentheses.

1. They (usually, ever) go to work.
2. Don't you (always, never) study your lesson?
3. I don't (never, ever) study my homework.
4. He doesn't (never, ever) study his lesson.
5. He (never, ever) goes to town.
6. He (often, ever) goes to town.

* * * *

TAPE 2110B

Listen.

Listen to the following story. After class, tell your instructor what was said.

A man's car stalled on a busy highway. After failing to get it started, he tried to get someone to stop. A lady finally pulled over and offered to help.

The man explained that it was necessary to get the speed up to thirty miles an hour. This was necessary, as he said, because his car had hydramatic drive.

A few seconds later, the unlucky fellow looked around as the lady ran into his car at about thirty miles an hour.

Fortunately, the damage was limited to badly bent bumpers and fenders.

Explain what was said when you return to your class.

Listen.

Let's contrast the difference between responses to "do" and "did" in questions.

Listen and repeat.

Do you sometimes become excited?

Yes, I become excited.

Did you become excited yesterday?

Yes, I became excited.

Do you ever get mad?

Yes, I sometimes get mad.

Did you ever get mad?

Yes, I often got mad.

Do you bring your book to class?

Yes, I always bring my book to class.

Did you bring your book to class yesterday?

Yes, I brought my book to class.

Does he catch on pretty fast?

Yes, he catches on pretty fast.

Did he catch on pretty fast?

Yes, he caught on pretty fast.

Do they do nice work?

Yes, they do nice work.

Did they do nice work?

Yes, they did nice work.

Listen.

Listen to the following questions. Answer the question with a full affirmative answer.

Example: You will hear: "Do you play tennis?"
You should say: "Yes, I play tennis."

Listen and answer.

Do you play tennis?
Yes, I play tennis.

Did you play tennis?
Yes, I played tennis.

Do you drive to work?
Yes, I drive to work.

Did you drive to work?
Yes, I drove to work.

Do you feel any vibrations?
Yes, I feel some vibrations.

Did you feel any vibrations?
Yes, I felt some vibrations.

Do you ever forget your helmet?
Yes, I sometimes forget my helmet.

Did you forget your helmet?
Yes, I forgot my helmet.

Do you always do your homework?
Yes, I always do my homework.

Did you do your homework?
Yes, I did my homework.

Do you keep up with your class?
Yes, I keep up with my class.

Did you keep up with your class?
Yes, I kept up with my class.

Do you meet your friend every day?
Yes, I meet my friend every day.

Did you meet your friend yesterday?
Yes, I met my friend yesterday.

Listen.

On your own, answer the following questions. Answer with a complete affirmative answer.

Did you see the accident?

Yes, I saw the accident.

Do you know Mr. Jones?

Yes, I know Mr. Jones.

Did you leave early?

Yes, I left early.

Do you come to class on time?

Yes, I come to class on time.

Did you come to class on time yesterday?

Yes, I came to class on time yesterday.

Did you say "hello" to your friend?

Yes, I said "hello" to him.

Did you tell the captain about the accident?

Yes, I told the captain about it.

Did you keep notes on difficult words?

Yes, I kept notes on them.

Did you understand the explanation?

Yes, I understood it.

Did you have a good time?

Yes, I had a good time.

Did you get the point?

Yes, I got the point.

Listen and repeat.

I see the map.

I saw the map yesterday.

I have seen the map several times.

I speak English every day.

I spoke English yesterday.

I have spoken English for a long time.

I eat meat every day.

I ate some meat yesterday.

I have eaten meat every day this week.

I often go to town.
 I went to town yesterday.
 I have gone to town several times.

I frequently drink coffee.
 I drank coffee yesterday.
 I have drunk coffee for a long time.

I see Mr. Johnson every day.
 I saw him yesterday.
 I have seen him every day since I have been here.

Listen to the following questions. Answer as in the following example. Answer with a complete negative answer.

Example: You will hear: "Do you play tennis?"
 You should say: "No, I don't play tennis."

Did you play tennis?
 No, I didn't play tennis.

Do you drive to work?
 No, I don't drive to work.

Did you drive to work?
 No, I didn't drive to work.

Do you feel any vibrations?
 No, I don't feel any vibrations.

Did you feel any vibrations?
 No, I didn't feel any vibrations.

Do you ever forget your helmet?
 No, I never forget my helmet.

Did you forget your helmet?
 No, I didn't forget my helmet.

Do you always do your homework?
 No, I don't always do my homework.

Did you do your homework?
 No, I didn't do my homework.

Do you keep up with your class?
 No, I don't keep up with my class.

Did you keep up with your class?
 No, I didn't keep up with my class.

Do you meet your friend every day?
 No, I don't meet my friend every day.

Did you meet your friend yesterday?
 No, I didn't meet my friend yesterday.

APPENDIX

Part i	The English Sound System	203
Part ii	Word List	206
Part iii	The Principal Parts of Some Irregular Verbs	210

PART I**THE ENGLISH SOUND SYSTEM**

English is not spelled phonetically. The same spelling is pronounced several ways. Notice, for example, the pronunciation of *ou* in the following words:

soup / u / bought / ɔ / trouble / ə / out / a u /

Then, the same sound is spelled several ways. Notice the sound / i / in the following words.

teach believe see receive be machine

So, it is helpful to assign separate symbols to each sound. There are not enough symbols in the English alphabet to represent all the sounds in the language. For some reason we use some new symbols. The following list of phonemes is a modified version of the IPA (International Phonetic Alphabet). There are twenty-five (25) consonant symbols and fourteen (14) vowel symbols in this system. We can represent all significant sounds in English with these symbols.

A study of the following sound chart will help you in several ways. You will learn why you mispronounce words when you depend on spelling. With the aid of your instructor you can identify sounds that are troublesome and learn some of the various ways the sounds are represented in spelling.

The sound chart provides a symbol for each important sound. It provides only one symbol for each sound. Important or significant sounds are those used to distinguish one word from another. For example: the sounds / i / and / ɪ / are important sounds because they are used to distinguish meaning in words such as:

sheep	–	ship	heat	–	hit
eat	–	it	beet	–	bit

It is not necessary for the student to learn the symbols. This chart is only an aid and not something to be learned or memorized. However, the student must be aware of the different sounds represented in this chart. He must be able to recognize and repeat them accurately.

CONSONANTS

<u>Symbols</u>	<u>Examples</u>
1. b	bed, baby, barber, table
2. d	date, student, do, hard
3. f	farmer, affirmative, phrase, half, laugh
4. g	gasoline, eggs, dog, glad, grass
5. h	her, have, he, how, hot
6. hw	what, when, where
7. k	car, accent, chemical, recorder, book
8. l	well, table, laboratory, English
9. m	am, my, problem, number
10. n	no, line, find, noon
11. ŋ	sing, long, wrong, bring
12. p	past, stop, spot, put, paper
13. r	write, read, recorder, learn, course
14. s	speaks, streets, laughs, especially
15. š	ship, attention, should, push
16. t	take, telephone, television, ten
17. θ	thank, Thursday, bath, north
18. ð	the, this, these, weather, there
19. v	very, give, overseas, government
20. w	water, we, away, walk, wish
21. y	yes, you, yesterday, young
22. z	zero, rose, blows, zoological
23. ž	pleasure, measure, usual
24. č	chair, teacher, furniture, March
25. j	Judge, bridge, page, July

VOWELS

SymbolsExamples

1. i	teach, meet, he, machine, believe, chief
2. ɪ	sit, in, is, big
3. e	make, eight, day, train, vein, steak
4. ɛ	met, let, said, bread, ready
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	rule, food, blue, blew, do, two, suit, soup
11. ə	cup, other, bird, heard, number, son, sun
12. aɪ	I, tie, buy, my, write, guy
13. ɔɪ	oil, boy, join, point
14. aʊ	now, town, mouth, allow, out

PART II

WORD LIST

Following is an alphabetical list of intermediate English terminology introduced in this student text. The number following the term indicates the page on which the term is used.

A

able 101
 accident 143
 according to 174
 account 91
 accustomed 101
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PART III

THE PRINCIPAL PARTS OF SOME IRREGULAR VERBS.

be	was—were	have been
become	became	have become
begin	began	have begun
blow	blew	have blown
break	broke	have broken
bring	brought	have brought
build	built	have built
buy	bought	have bought
catch	caught	have caught
choose	chose	have chosen
come	came	have come
cut	cut	have cut
do	did	have done
draw	drew	have drawn
drink	drank	have drunk
drive	drove	have driven
eat	ate	have eaten
fall	fell	have fallen
feed	fed	have fed
feel	felt	have felt
find	found	have found
fly	flew	have flown
forget	forgot	have forgotten
get	got	got or gotten
grow	grew	have grown
hang	hung	have hung
have	had	have had
hear	heard	have heard
hide	hid	have hidden
hit	hit	have hit
hold	held	have held
hurt	hurt	have hurt
keep	kept	have kept

leave	left	have left
lend	lent	have lent
let	let	have let
lie	lay	have lain
make	made	have made
mean	meant	have meant
meet	met	have met
put	put	have put
read	read	have read
ride	rode	have ridden
run	ran	have run
say	said	have said
see	saw	have seen
sell	sold	have sold
send	sent	have sent
set	set	have set
shake	shook	have shaken
shine	shone	have shone
shoot	shot	have shot
sing	sang	have sung
sit	sat	have sat
sleep	slept	have slept
speak	spoke	have spoken
spend	spent	have spent
stand	stood	have stood
steal	stole	have stolen
swing	swung	have swung
take	took	have taken
teach	taught	have taught
think	thought	have thought
throw	threw	have thrown
upset	upset	have upset
wear	wore	have worn
wet	wet	have wet
win	won	have won
write	wrote	have written