



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

# AMERICAN LANGUAGE COURSE



**VOLUME 2300**

INTERMEDIATE PHASE

**STUDENT TEXT**

# GUIDE FOR INSTRUCTORS

## INTRODUCTION

This is the third of four volumes in Intermediate American English for foreign students. It is accompanied by 20 prerecorded tapes, and by the *Student Workbook 2300/2400*.

This student text contains ten units, each having a conversational dialog and a reading selection accompanied by questions and answers, notes or exercises, providing enough material for four hours of classroom instruction. Also included in each unit are the tape texts for two hours of laboratory instruction.

This volume also includes a word list of 348 words that every student should have learned upon completion of this volume. Of course the instruction will not necessarily be limited to these words, but should be extended to the maximum capacity of the students.

## OBJECTIVES

The objective of the instruction outlined in this volume is to increase the student's ability to use the English language. The instructor will notice that the curriculum is designed to assist the student in his adjustment to people and ways of life in the United States. Improvement in this adjustment facilitates language learning and, of course, increased ability in use of English assists in the adjustment.

The content of this third student text of the intermediate phase of the American Language Course is intended to further increase the student's fluency with vocabulary and structures in American English with emphasis on aural comprehension and expression.

The dialog topics are given to improve the student's expression and comprehension in areas which should be familiar to him. The topics of reading selections and their exercises, while conducive to maximum student participation, will take the student to a more involved language structure and cultural area that may be partly new to him.

## METHODS OF PRESENTATION

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

Students generally learn by doing; therefore, the instructor should concentrate on practices involving the students in learning situations rather than on what he is going to explain to them. Be sure your students know the homework they are to do before they come to the next class. Carefully explain the purpose and the pattern of each drill. A confused student often practices errors and wastes time in an unprofitable activity.

## **PRERECORDED TAPES**

Each prerecorded tape provides material for 45 minutes of laboratory instruction. Each tape is numbered to correspond to the classroom unit it supports. The tapes require the student to “participate” by recording his voice in a variety of drills.

After completing a tape recording, the student rewinds the tape, compares his recording with the master voice and re-records where time and equipment permit.

You must be certain here, too, that each student knows precisely what he is to do. He should know the signals and what they mean.

The student should also know all vocabulary items and grammatical structure and have some guided practice in pronunciation of new terms so that his practice helps him sharpen his aural comprehension and improve his fluency.

## **STUDENT WORKBOOK ASSIGNMENTS**

The Student Workbook 2300/2400 contains homework assignments related to the units in this book and in Student Text 2400. Note carefully that some of the homework is designed as review of material taught in class, and that some (usually programmed material) is designed as preparation for the class work to come. Be sure the student understands this. Be sure, too, that the student understands how to use the programmed materials.

Since the programmed materials provide their own answers, it will not be necessary for you to “correct” them. The student should do this himself. 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.

## CONTENTS

UNIT		PAGE
2301	Dialog: At the Snack Bar Reading: Newspapers	4 6
2302	Dialog: At a Swimming Pool Reading: Magazines	20 22
2303	Dialog: A Picnic Reading: Government in the United States	36 39
2304	Dialog: Weather Reading: Recreation	52 56
2305	Dialog: A Cold Morning Reading: Working Together	72 75
2306	Dialog: Home Workshop Reading: Storing of Tools The Machine Age	89 91 93
2307	Dialog: At the Theater Reading: The American Indian	108 111
2308	Dialog: Language Enrichment Reading: An American Inventor	122 124
2309	Dialog: Visiting a Friend in the Hospital Reading: The Human Body	134 137
2310	Dialog: At the Dentist's Reading: Military Customs and Courtesies	157 160
Word List		171

# AMERICAN LANGUAGE COURSE

**UNIT 2301**

## OUTLINE AND STUDY OBJECTIVES

**DIALOG: AT A SNACK BAR**

**NOTES ON THE DIALOG**

**QUESTIONS FOR CONVERSATION**

**READING: NEWSPAPERS**

**QUESTIONS FOR CONVERSATION**

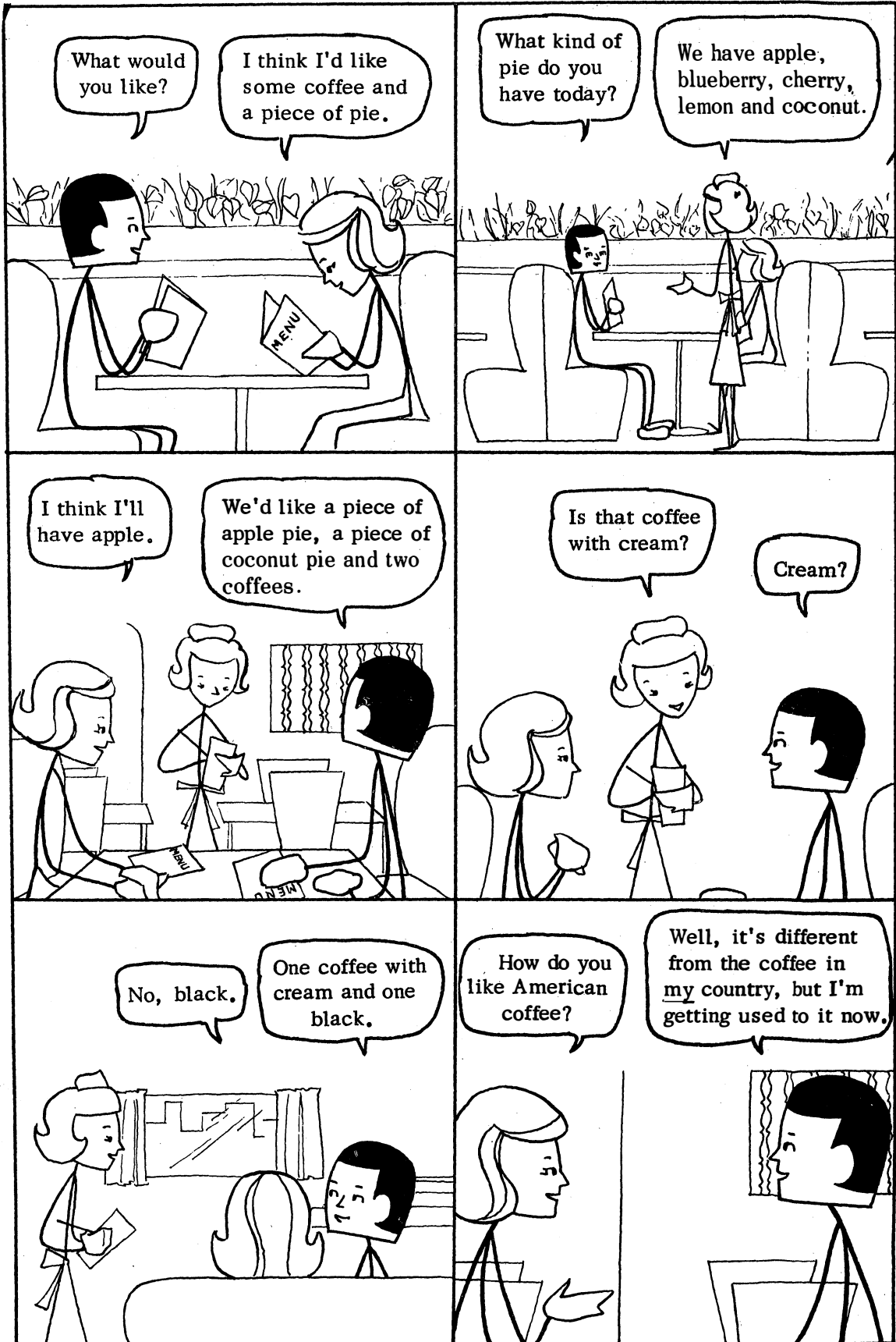
**NOTES ON THE READING**

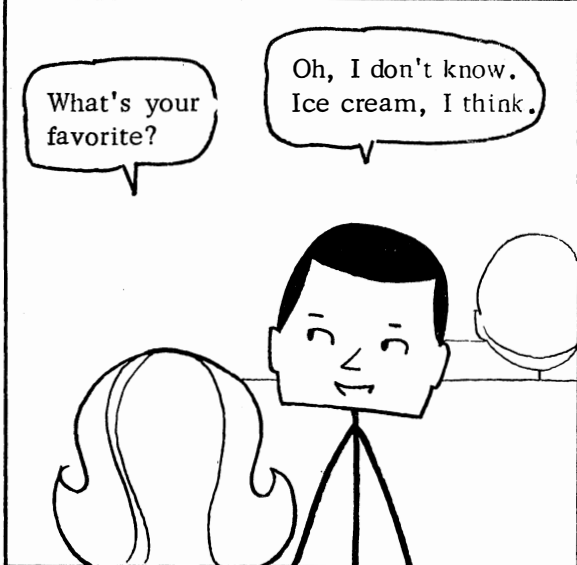
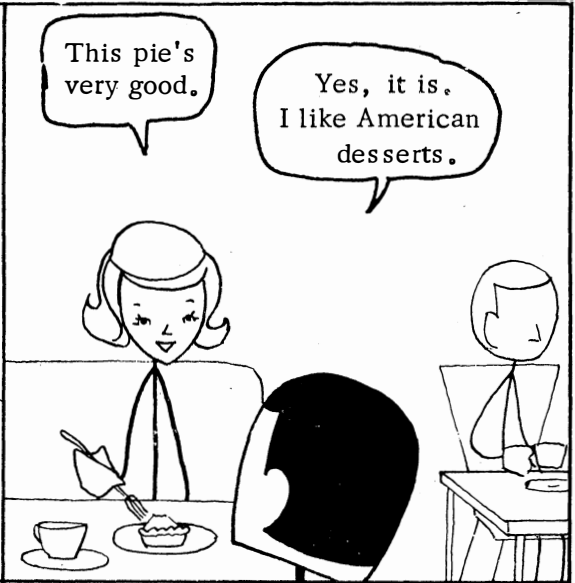
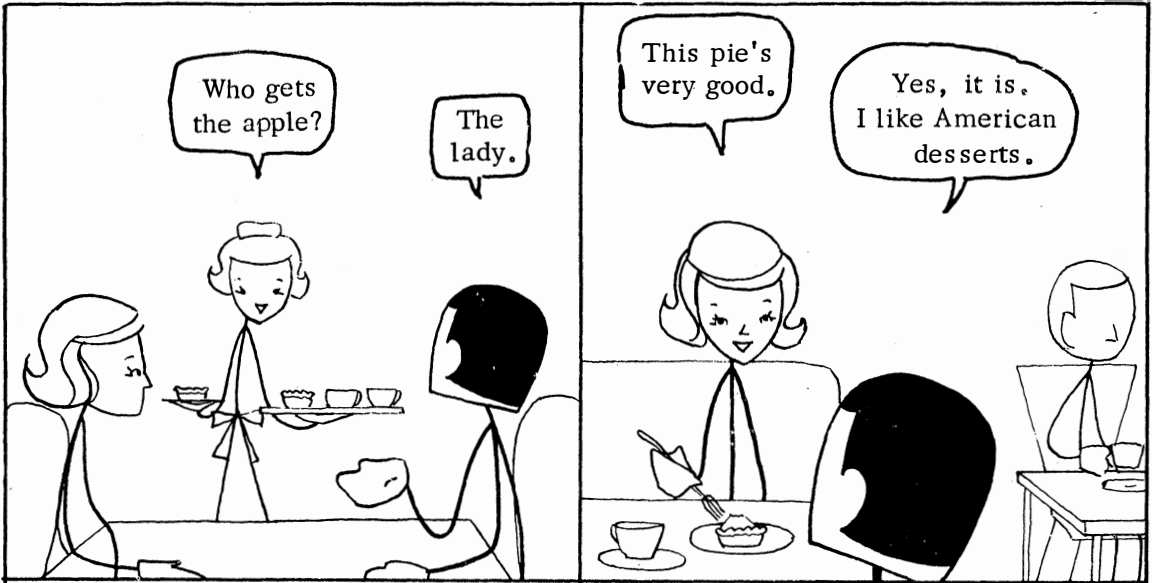
**FLUENCY PRACTICE**

**TAPE 2301A**

**TAPE 2301B**

AT A SNACK BAR





## UNIT 2301

## DIALOG

## AT A SNACK BAR

- Boy: What would you like?
- Girl: I think I'd like some coffee and a piece of pie.
- Boy: What kind of pie do you have today?
- Waitress: We have apple, blueberry, cherry, lemon, and coconut.
- Girl: I think I'll have apple.
- Boy: We'd like a piece of apple pie, a piece of coconut pie, and two coffees.
- Waitress: Is that coffee with cream?
- Boy: Cream?
- Girl: No, black.
- Boy: One coffee with cream and one black.
- Girl: How do you like American coffee?
- Boy: Well, it's different from the coffee in *my* country, but I'm getting used to it now.
- Waitress: Who gets the apple?
- Boy: The lady.
- Girl: This pie's very good.
- Boy: Yes, it is. I like American desserts.
- Girl: What's your favorite?
- Boy: Oh, I don't know. Ice cream, I think.
- Girl: You should've had pie a la mode, then.
- Boy: What's that?
- Girl: Pie with ice cream on it. People often have apple pie and vanilla ice cream.
- Boy: I see. I'll remember that and try it some time. Are you ready to go?
- Girl: Yes, let's go.



**NOTES ON THE DIALOG**

*booth.* In a restaurant or other eating place a *booth* is a small enclosed space. There is a table in the middle and a seat on both sides.

Notice that the man in the dialog speaks to the waitress. When a man and woman are eating in a restaurant together, the woman usually tells the man what she wants to order, and he gives her order to the waiter or waitress.

*black coffee* Coffee without cream or sugar is “black” coffee. The waitress asks if they want cream because if they do, she will bring it when she brings the coffee. Sugar is usually on the table already.

*get used to* become accustomed to something.

*snack bar* A snack is food eaten between meals. A snack bar is a place where one can buy hot dogs, hamburgers, pie, coffee, milk, etc.

*Who gets the apple?* The waitress is asking who should be served the apple pie.

*déssert* The meaning is anything sweet—usually something we eat at the end of a meal. Notice the pronunciation. The stress is on the last syllable.

*I see* I understand.

*Let's* A contraction of *let us*. This is a way of asking for agreement to do something. It refers to the person speaking and the person spoken to. Here are some other examples:

A. Let's go to the movies tonight.

B. Fine. Let's do.

A. Let's have some coffee.

B: All right.

A: Let's watch television.

B: No, let's not. There's nothing good on.

*Let me* allow me or permit me.

I'll go with you in a minute. Let me get my hat.

Let me think. I know there's something I need to get at the drugstore.

Let me see. What is that man's name?

**QUESTIONS FOR CONVERSATION**

1. Where did the dialog take place?
2. What were the boy and girl doing?
3. What did they decide to order?
4. What do we mean by “black” coffee?
5. What is cream?
6. How do you take your coffee?
7. Is American coffee different from the coffee in your country?
8. What’s the difference between *dessert* and *desert*?
9. Do you like ice cream?
10. What is pie a la mode?
11. What is the meaning of *check* in this dialog? What other meaning do you know for this word?
12. What’s the difference between a waiter and a waitress?
13. What’s the meaning of the word “snack”?
14. Do you ever have a snack? If so, when? Where?
15. What do you usually have when you have a snack?

**READING****NEWSPAPERS**

Many Americans read the newspaper every day. Some people have it delivered to their homes. Others buy a paper at a newsstand. Every city has a daily newspaper, and many cities have several.

**QUESTIONS FOR CONVERSATION**

1. Do most newspapers appear every day, every week, or every month?
2. How often do many Americans read the newspaper?
3. How do people get newspapers in the United States?
4. How are newspapers obtained in your country?

The *front page* (or first page) of the newspaper has the most important articles of international, national, and local news. The most important story is in the column on the extreme right. The story second in importance is in the column on the extreme left. Other important news stories take up the rest of the front page. Appealing “human interest stories” also appear on the front page. Each story has a headline above it. A headline is written in large, heavy type. If the news story is very important, the headline may go all the way across the front page. If the story is less important, the headline will be only across one column.

5. What appears on the first page of a newspaper?
6. In which column is the most important story?
7. Where do “human interest stories” appear?
8. What is meant by a “human interest” story?
9. What kind of headline may be used if the news story is very important?

The pages following the front page have news of less importance. They also have continuations of stories that begin on the front page.

News stories give the news objectively. That is, only the facts are given, and no opinion is expressed. In editorials, which appear on the editorial page, the paper’s editorial policy is expressed. For example, the newspaper may support one presidential candidate, may oppose or support a bill that is being discussed in congress, or may comment favorably or unfavorably on some happening in the United Nations.

10. What is meant by, “News stories give the news objectively”?
11. How is a news story different from an editorial?
12. If you were looking for the paper’s editorial policy, what part of the paper would you look at?
13. In general, are news stories or editorials more difficult to read?
14. Does a newspaper sometimes support or oppose a presidential candidate?

There are many special features in the newspaper. There is one section in which sports news appears, another which gives news that is of interest mostly to women, such as accounts of parties, recipes, and fashions. On one page, radio and TV programs for the day are listed. On another page, there are reviews of plays, movies, and concerts, as well as ads for these and other amusements. The comics, or funnies, are important pages, too. Adults as well as children read them. Classified ads are another important newspaper feature. These are small ads which may be placed by companies or individuals. Houses and cars are advertised for sale, and companies that need to hire men and women to work for them run classified ads, too.

15. Name a special feature in the newspaper. (rotate question)
16. If you were looking for a used car, what part of the newspaper would you look at?
17. What is meant by the “comics”?
18. In what ways are the newspapers in the United States different from those in your country?
19. In what way are the newspapers in the United States like the newspapers in your country?

Newspapers make most of their money through advertising. All the large stores in a city advertise regularly in the newspaper. The newspaper's other main source of income is from subscriptions and sales at newsstands. Papers cost a nickel or a dime on week days, and ten or twenty-five cents on Sundays, when the paper is bigger. It costs about two dollars a month to have the paper delivered at home.

20. What are the main sources of a newspaper's income?
21. About how much does a newspaper cost?
22. About how much a month does it cost to have the paper delivered?
23. Do you find it easy or difficult to read a newspaper written in English?
24. Have you read a newspaper today? Do you usually read a newspaper?

#### NOTES ON THE READING

<i>Newsstand</i>	A place where newspapers and magazines are sold—often on the street.
<i>Local news</i>	News of the town or city where the paper is published.
<i>Column</i>	The division of a newspaper page. The page of a newspaper is usually divided into eight columns.
<i>Human interest story</i>	The people and events in these stories are not usually important, but people like to read them because they are sad, funny, or have some other kind of emotional appeal.
<i>Newspaper staff</i>	All the people who work on a newspaper make up the staff. The men who get the facts for the news stories and write them up are reporters.
<i>Editorial policy</i>	Editorial policy means the viewpoints and opinions of the newspaper—what the newspaper is <i>for</i> , and what it is <i>against</i> .
<i>Comics or funnies</i>	Two names for a series of pictures, usually three or four, in which characters tell a story. Dialog is usually used.

**FLUENCY PRACTICE****QUESTIONS AND ANSWERS**

1. Where do you want the newspaper delivered?
  - a. Please send it to my home.
  - b. Send it to my office, please.
  - c. I want it sent to my place of business.
  
2. Where would you like the package sent?
  - a. I'd like it sent to my office.
  - b. Send it to my office, please.
  - c. Please send it to my place of business.
  
3. Where does he want the medicine sent?
  - a. He'd like it sent to his home.
  - b. He wants it sent to 238 Dewey Lane.
  - c. He'd like it sent to his office.
  
4. Where would they like the books delivered?
  - a. They'd like them delivered to building 6468.
  - b. They want them delivered to their home.
  - c. Please deliver them to their place of business.
  
5. Where is his office?
  - a. It is on Dewey Lane.
  - b. His office is on Dewey Lane.
  - c. His office is at 238 Dewey Lane.
  
6. Where is your place of business?
  - a. It is on Main Avenue.
  - b. My place of business is on Main Avenue.
  - c. My place of business is at 427 Main Avenue.
  
7. Where do you live?
  - a. On 4th Street.
  - b. I live on 4th Street.
  - c. I live at 347 4th Street.
  
8. Where do they live?
  - a. On 10th Street.
  - b. They live on 10th Street.
  - c. They live at 579 10th Street.

## TAPE 2301A

Listen to the following dialog.            “At a Snack Bar”

Boy:            What would you like?

Girl:            I think I'd like some coffee and a piece of pie.

Boy:            What kind of pie do you have today?

Waitress:      We have apple, blueberry, cherry, lemon, and coconut.

Girl:            I think I'll have apple.

Boy:            We'd like a piece of apple pie, a piece of coconut pie, and two coffees.

Waitress:      Is that coffee with cream?

Boy:            Cream?

Girl:            No, black.

Boy:            One coffee with cream and one black.

Girl:            How do you like American coffee?

Boy:            Well, it's different from the coffee in my country, but I'm getting used to it now.

Waitress:      Who gets the apple?

Boy:            The lady.

Girl:            This pie's very good.

Boy:            Yes, it is.    I like American desserts.

Girl:            What's your favorite?

Boy:            Oh, I don't know.    Ice cream, I think.

Girl:            You should've had pie a la mode, then.

Boy:            What's that?

Girl:            Pie with ice cream on it.    People often have apple pie with ice cream on it.

Boy:            I see.    I'll remember that and try it some time.    Are you ready to go?

Girl:            Yes, let's go.

Boy:            O.K.    Let me get the check from the waitress.

Listen carefully to the following dialog. You will be asked to give the same answer the girl gives. For example, you will hear: "What would you like?" "I think I'd like some coffee and a piece of pie." Then you will hear: "What would you like?" You should say: "I think I'd like some coffee and a piece of pie." Then repeat the correct response when you hear it.

\*\*\*\*\*

Listen and record the same answer the girl gives.

What would you like?  
I think I'd like some coffee and a piece of pie.  
What would you like?  
I think I'd like some coffee and a piece of pie.

What kind of pie do you want?  
I think I'll have apple.  
What kind of pie do you want?  
I think I'll have apple.

Do you want coffee with cream?  
No, I like my coffee black.  
Do you want coffee with cream?  
No, I like my coffee black.

How do you like American coffee?  
It's different from the coffee in my country, but I'm getting used to it now.  
How do you like American coffee?  
It's different from the coffee in my country, but I'm getting used to it now.

This pie's very good, isn't it?  
Yes, it is. I like American desserts.  
This pie's very good, isn't it?  
Yes, it is. I like American desserts.

What's your favorite?  
Oh, I don't know. Ice cream, I think.  
What's your favorite?  
Oh, I don't know. Ice cream, I think.

You should have pie a la mode, then.  
What's that?  
You should have pie a la mode, then.  
What's that?

Pie with ice cream on it. People often have apple pie and vanilla ice cream.  
I'll remember that and try it some time.  
Pie with ice cream on it. People often have apple pie and vanilla ice cream.  
I'll remember that and try it some time.

Are you ready to go?

Yes, let's go.

Are you ready to go?

Yes, let's go.

O.K. Let me get the check from the waitress.

Listen to the following statements and questions. Then answer the girl's questions. Repeat the correct responses when you hear them. For example, you will hear: "The dialog took place at a snack bar." "Where did the dialog take place?" You should say: "The dialog took place at a snack bar."

The dialog took place at a snack bar.

Where did the dialog take place?

The dialog took place at a snack bar.

The boy and the girl were eating.

What were the boy and the girl doing?

The boy and the girl were eating.

They decided to order pie and coffee.

What did they decide to order?

They decided to order pie and coffee.

Coffee without cream or sugar is black coffee.

What do we mean by "black" coffee?

Coffee without cream or sugar is black coffee.

A "snack" is food eaten between meals.

What is the meaning of the word "snack"?

A "snack" is food eaten between meals.

\*\*\*\*\*

Listen to the following sentences. You will be asked questions on them. Answer the girl's questions. Repeat the responses when you hear them.

Listen and answer the questions.

You should remember the phrase "telephone booth" from earlier lessons. In a restaurant or other eating place, a booth is also a small enclosed space. There is a table in the middle and a seat on both sides.

In a restaurant or other eating place, what is a booth?

A small enclosed space.

A booth is a small enclosed space.

What is in the middle, between the seats?

A table.

There is a table in the middle.



The man in the dialog speaks to the waitress. A woman is referred to as a waitress. A man is called a waiter. A waiter or a waitress takes orders and serves food in a restaurant or other eating place. If you have to call a waitress, you may say: "Waitress, I'm ready to order now." or "Waitress, will you please take my order now?"

In a restaurant how is a woman who takes orders and serves food referred to?

A waitress.

She is referred to as a waitress.

What is a man called?

A waiter.

He is called a waiter.

What do you say when you call a waiter?

Waiter, I'm ready to order now.

Waiter, will you please take my order?

\*\*\*\*\*

You will need pencil and paper for a short completion exercise. For example, you will hear:

"A small enclosed space in a restaurant is called.... You should write: a booth."

1. We call a small enclosed space for eating.....
2. Coffee without cream or sugar is.....
3. Food eaten between meals is.....
4. We can say, I understand or.....
5. Let's is a contraction of.....
6. Let me means.....

\*\*\*\*\*

Here are the correct responses. Check your work.

1. A booth.
2. Black coffee.
3. A snack.
4. I see.
5. Let us.
6. Allow me or permit me.

## TAPE 2301B

Listen.

Let's practice the pronunciation of some useful words. Repeat the words and sentences.

\*\*\*\*\*

Newsstand

Newspaper

I see a newsstand across the street.

Let's cross the street and get a newspaper.

Newsstand

Newspaper

Magazine

They also have magazines.

Let's get a magazine and a newspaper.

Magazine

Local news

National news

International news

I usually read the local news first.

Then I read the National or International news.

Local news

National news

International news

Column

A page may be divided into columns.

Newspapers are usually divided into several columns.

Column

Newspaper staff

John works on a newspaper.

He's on the newspaper staff.

Newspaper staff

\*\*\*\*\*

Listen to the following sentences and be prepared to answer some questions on them. Answer my questions when you hear them. Repeat the correct answer when you hear it.

Many people read the newspaper every day. Some people have it delivered to their homes. Others buy a paper at a newsstand. Every city has a daily newspaper, and many cities have several. Large cities like New York, Chicago, and Los Angeles have many daily papers. Some newspapers are in languages other than English.

Do most newspapers appear every day, every week, or every month?

Every day.

Most newspapers appear every day.

How can a person get a newspaper if he doesn't want to buy one at a newsstand?

Have it delivered to his house.

He can have it delivered to his home.

Are all newspapers printed in English?

No, they aren't.

Some are printed in other languages.

Does every city have a daily or weekly newspaper?

A daily newspaper.

Every city has a daily newspaper.

\*\*\*\*\*

Let's listen to another reading and get some more comprehension practice. Remember to answer the questions.

The front page of the newspaper has the most important articles of international, national, and local news. The most important story is in the column to the extreme right. The story second in importance is in the column on the extreme left. Other important news stories take up the rest of the front page.

Where do you find the most important articles of international, national, and local news?

On the front page.

These articles are found on the front page.

What will you find in the column on the extreme right?

The most important story.

The most important story is found on the extreme right.

\*\*\*\*\*

Let's try a substitution drill. For example, you will hear: "You will find an interesting article on the front page." Then you will hear: "On the back page." You should say: "You will find an interesting article on the back page." Repeat the response when you hear it.

You will find an interesting article on the front page.

on the back page

You will find an interesting article on the back page.

on the first page

You will find an interesting article on the first page.

on the last page

You will find an interesting article on the last page.

I like to read the human interest stories.

the editorials

I like to read the editorials.

the comics

I like to read the comics.

**the local news**

**I like to read the local news.**

**the national and international news**

**I like to read the national and international news.**

**I think I'll have vanilla ice cream.**

**a cup of coffee**

**I think I'll have a cup of coffee.**

**a piece of pie**

**I think I'll have a piece of pie.**

**some coffee and a piece of pie**

**I think I'll have some coffee and a piece of pie.**

**coffee with cream**

**I think I'll have coffee with cream.**

**\*\*\*\*\***

**Answer the following questions. Do not repeat the questions. Give both the short and the complete answers.**

**What do you call a place where newspapers and magazines are sold?**

**a newsstand**

**It is called a newsstand.**

**What is news of the town or city where the paper is published known as?**

**local news**

**It is known as local news.**

**Newspaper and magazine pages are usually divided into upright sections.**

**What are these sections called?**

**columns**

**These sections are called columns.**

# AMERICAN LANGUAGE COURSE

## UNIT 2302

### OUTLINE AND STUDY OBJECTIVES

**DIALOG: AT A SWIMMING POOL**

**NOTES ON THE DIALOG**

**QUESTIONS FOR CONVERSATION**

**FLUENCY PRACTICE**

**READING: MAGAZINES**

**QUESTIONS FOR CONVERSATION**

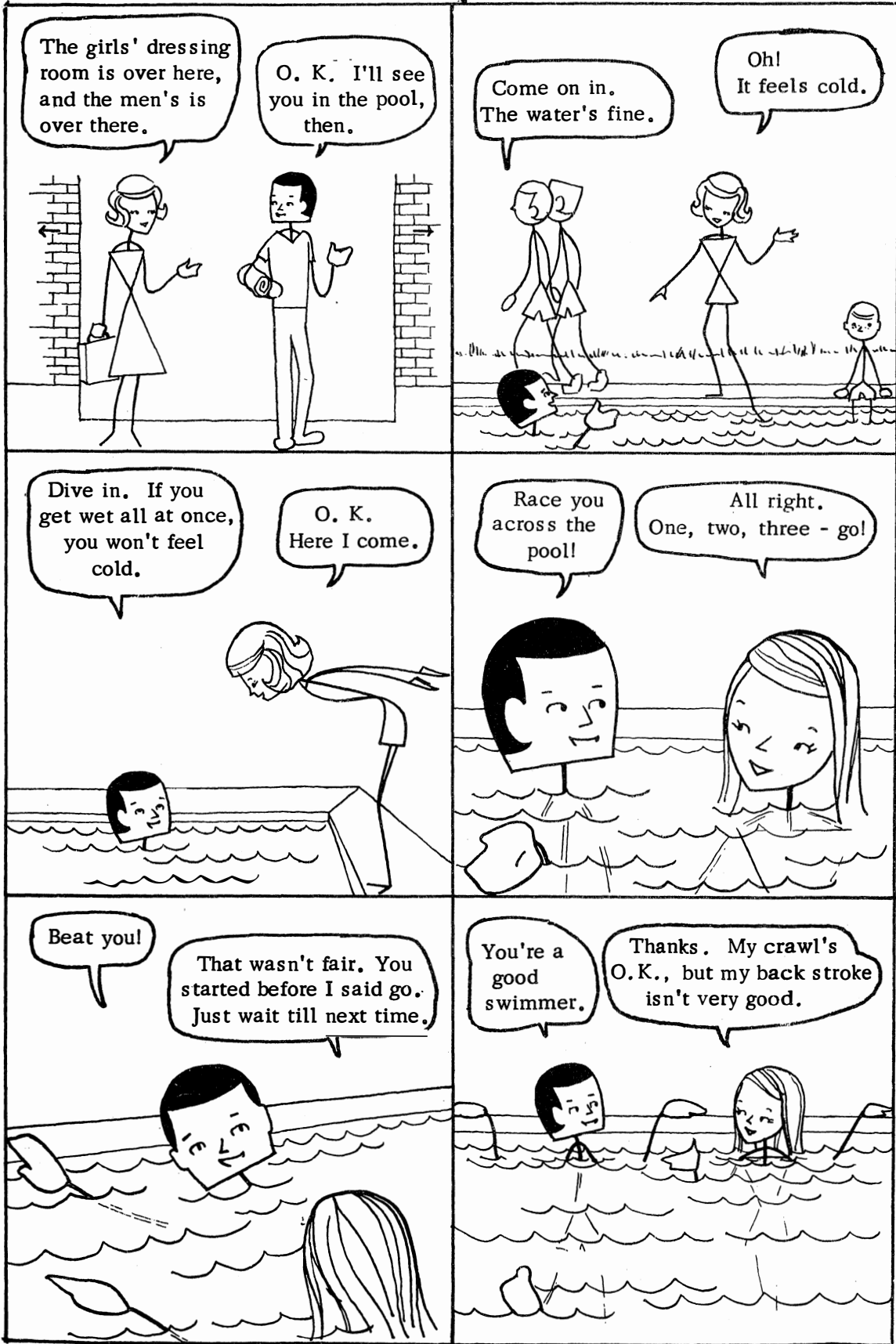
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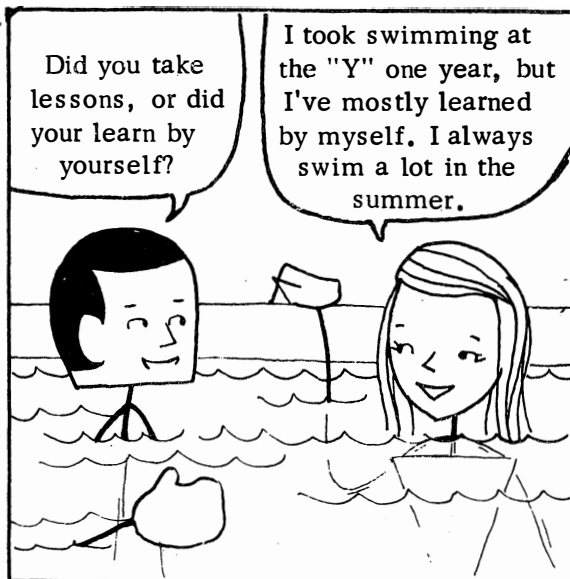
**FLUENCY PRACTICE**

**TAPE 2302A**

**TAPE 2302B**

AT A SWIMMING POOL





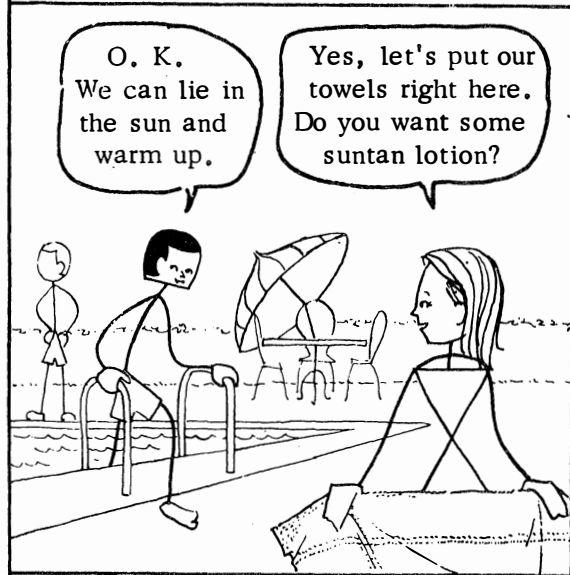
Did you take lessons, or did you learn by yourself?

I took swimming at the "Y" one year, but I've mostly learned by myself. I always swim a lot in the summer.



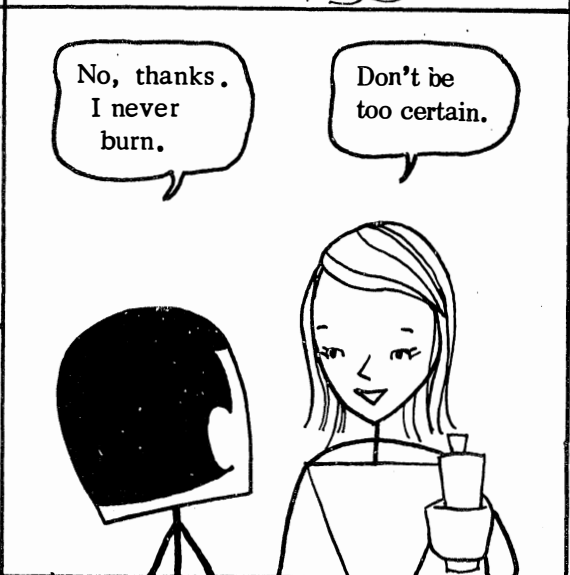
I do, too. It's good exercise.

Let's get out for a few minutes. I feel a little cold.



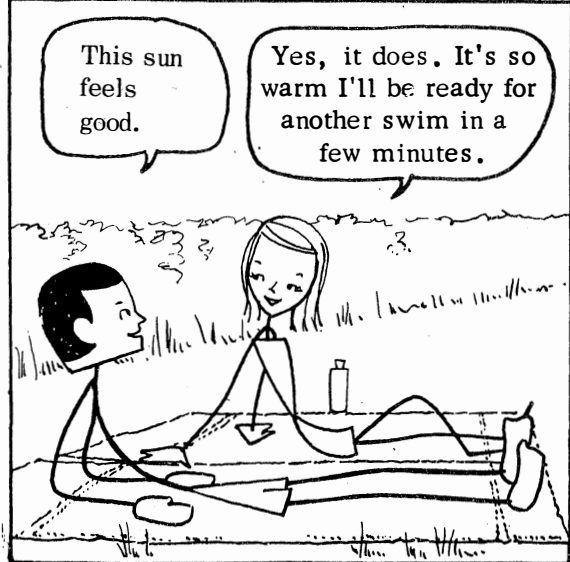
O. K. We can lie in the sun and warm up.

Yes, let's put our towels right here. Do you want some suntan lotion?



No, thanks. I never burn.

Don't be too certain.



This sun feels good.

Yes, it does. It's so warm I'll be ready for another swim in a few minutes.



Shall we have another race?

Yes, let's do. I'll beat you this time.

## UNIT 2302

## DIALOG

## AT A SWIMMING POOL

- Girl: The girls' dressing room is over here, and the men's is over there.
- Boy: O.K. I'll see you in the pool, then.
- Boy: Come on in. The water's fine.
- Girl: Oh! It feels cold.
- Boy: Dive in. If you get wet all at once, you won't feel cold.
- Girl: O.K. Here I come.
- Boy: Race you across the pool!
- Girl: All right.
- Boy: Beat you!
- Girl: That wasn't fair. You started before I said go. Just wait till next time.
- Boy: You're a good swimmer.
- Girl: Thanks. My crawl's O.K., but my backstroke isn't very good.
- Boy: Did you take lessons, or did you learn by yourself?
- Girl: I took swimming at the "Y" one year, but I've mostly learned by myself. I always swim a lot in the summer.
- Boy: I do too. It's good exercise.
- Girl: Let's get out for a few minutes. I feel a little cold.
- Boy: O.K. We can lie in the sun and warm up.
- Girl: Yes, let's put our towels right here. Do you want some suntan lotion?
- Boy: No, thanks. I never burn.
- Girl: Don't be too certain.
- Boy: This sun feels good.
- Girl: Yes, it does. It's so warm I'll be ready for another swim in a few minutes.
- Boy: Shall we have another race?
- Girl: Yes, let's do. I'll beat you this time.



### NOTES ON THE DIALOG

*‘dressing room*                      *At a swimming pool, the place where people change from their clothes to their bathing suits.*

*dive in*                                *To dive in is to jump into the water headfirst.*

*Race you across the pool.*        *In this sentence, we have a shortened conversational form. The full construction is: “I will race you . . . ”*

Remember a similar construction: “See you later,” meaning “I will see you later.”

*One, two, three – go!*              *In games when people are supposed to begin at the same time, these words are often used as a starting signal.*

*crawl . . . backstroke*              *Two ways of swimming.*

*The crawl is done lying face down in the water, and with the arms moving alternately over the head and into the water.*

*The backstroke is done lying face up in the water. The arms move in the water from above the swimmer’s head to his sides.*

### QUESTIONS FOR CONVERSATION

1. What is a dressing room at a swimming pool?
2. What do the boy and girl do when they race across the pool?
3. What other kinds of races are there, besides swimming races?
4. Can you swim?
5. Do you like to swim?
6. Is there a sport you like better than swimming? What is it?
7. Can you dive?
8. Do you like to dive?
9. What do we use towels for?
10. What is suntan lotion?
11. What is the “Y”?
12. Have you ever been to a “Y”?
13. Do people in your country like to swim?

**FLUENCY PRACTICE**Use of Dependent Clauses Beginning with *WHEN* and *WHERE*

Note that *where* refers to a place or location and *when* to a time period.

1. This is the school where we learn and practice English.
2. Tuesday is the day when students take tests in the lab.
3. We go swimming in summer when the weather is warm.
4. When summer comes, we often go swimming.
5. Winter is the season when the weather is usually cold.
6. She cannot swim where the water is too shallow.
7. He likes to dive headfirst where the water is deep.
8. The swimming pool is the place where they had a race.
9. In the pool, when the boy and girl started the race, he said: "One, two, three – go!"
10. A dressing room is a room where people change from their clothes to their bathing suits.
11. What did the boy and girl do when they entered the swimming pool?
12. What is the place where the boy and girl had the race?

**READING**

## MAGAZINES

Many different kinds of magazines are published in the United States. There are magazines for the general reader. These magazines contain articles, fiction, cartoons, and poetry. There are magazines especially for men, magazines especially for women, and magazines especially for children. In general, women like to read human interest stories, current events, condensed articles, etc. Men prefer magazines on sports, science, business, and the like. Children, of course, like entertaining materials.

There are magazines for people who live in the country and magazines for people who live in the city. No matter what your special interest is – whether it is boats, photography, science, movies, or sports cars – you can probably find a magazine which is entirely on that subject.

### QUESTIONS FOR CONVERSATION

1. Are many kinds of magazines published in the United States?
2. What can one find in a magazine?
3. Have you ever seen any children's magazines?
4. Name some types of magazines that deal entirely with one subject.

Some magazines only have articles about national and international news. There are magazines, usually called "digests," which reprint in shortened or condensed form, articles from other magazines. Then there are magazines which present the news and other things of interest through photographs rather than through articles.

Some magazines are published every week. Others appear once a month. You can buy magazines at a newsstand or drugstore, or you can get a subscription and have the magazines mailed to your home. Some magazines cost as little as ten or fifteen cents a copy. Others cost a dollar or more. The average price is probably between twenty-five and fifty cents a copy. As with newspapers, the main source of income for most magazines is advertising. The other important sources of income are newsstand sales and subscriptions.

Magazines vary in literary quality. In some cases, the literary quality may be very high, and the material may be reprinted in book form. In other cases the articles have little or no literary value and are actually read once and forgotten.

5. Where can you buy magazines?
6. Explain what a digest is.
7. What's the average price of a magazine?
8. Why do magazines contain advertisements?
9. Do you subscribe to any magazine?
10. How often do magazines usually appear?

### NOTES ON THE READING

*articles, fiction, and cartoons*

*Articles* are based on facts. For example, a writer may write an article on New York City, or on the President of the United States.

*Fiction* is made up by the writer. It is not about real people and the events in it didn't really happen.

*Cartoons* are drawings, often with a line or two of dialog under them. They are usually funny in magazines. Newspapers often print political cartoons that comment on something of interest in national or international news.

<i>reprint</i>	To print again. <i>Re-</i> in English often means again.
<i>literary quality</i> <i>literary value</i>	These two phrases mean much the same thing. If a magazine has high literary quality or much literary value, we would like to keep it and read it many times.
<i>in book form</i>	as a book, in a book.

### FLUENCY PRACTICE

#### Exercise in the Use of WHO, WHICH, and THAT

Note that *who* refers only to people; *which* refers to animals or things; *that* may refer to either people, animals, or things.

Read the following questions and call on someone in the class to answer the question using *who*, *which*, or *that*. After he answers the question, he, in turn, will ask someone else the next question; and so on.

1. Is she the kind of a person who likes fine clothes?
2. Is the instructor the kind of a person that likes fine clothes?
3. Is a horse an animal which is good to ride?
4. Is a dog an animal that is good to ride?
5. Are you a man who reads newspapers regularly?
6. Do you like a newspaper that has good funnies?
7. Do you read magazines which have high literary quality?
8. Are you a person that enjoys fashion magazines?
9. Is your friend one who reads fiction stories?
10. Can you name a magazine that reprints shortened or condensed forms of articles from other magazines?
11. Do you like a magazine which presents news and events through pictures?
12. Do you like a person who always says what he thinks?

## TAPE 2302A

                      
Listen to the following dialog.

Girl:           The girls' dressing room is over here, and the men's is over there.

Boy:           O.K. I'll see you in the pool, then.

Boy:           Come on in. The water's fine.

Girl:           Oh! It feels good.

Boy:           Dive in. If you get wet all at once, you won't feel cold.

Girl:           O.K. Here I come.

Boy:           Race you across the pool!

Girl:           All right. One, two, three – go!

Boy:           Beat you!

Girl:           That wasn't fair. You started before I said go. Just wait till next time.

Boy:           You're a good swimmer.

Girl:           Thanks. My crawl's O.K., but my backstroke isn't very good.

Boy:           Did you take lessons, or did you learn by yourself?

Girl:           I took swimming at the "Y" one year, but I've mostly learned by myself. I always swim a lot in the summer.

Boy:           I do too. It's good exercise.

Girl:           Let's get out for a few minutes. I feel a little cold.

Boy:           O.K. We can lie in the sun and warm up.

Girl:           Yes, let's put our towels right here. Do you want some suntan lotion?

Boy:           No, thanks. I never burn.

Girl:           Don't be too sure.

Boy:           This sun feels good.

Girl:           Yes, it does. It's so warm I'll be ready for another swim in a few minutes.

Boy:           Shall we have another race?

Girl:           Yes, let's do. I'll beat you this time.

\*\*\*\*\*

Listen to the following dialog and repeat the part of the girl. For example, you will hear: "The girls' dressing room is over here, and the men's is over there. O.K. I'll see you in the pool, then. The girls' dressing room is over here, and the men's is over there." You should say: "O.K. I'll see you in the pool, then." Repeat the correct response when you hear it.

Boy: Come on in. The water's fine.

Girl: Oh! It feels cold.

Boy: Come on in. The water's fine.

Girl: Oh! It feels cold.

Boy: Dive in. If you get wet all at once, you won't feel cold.

Girl: O.K. Here I come.

Boy: Dive in. If you get wet all at once, you won't feel cold.

Girl: O.K. Here I come.

Boy: I'll race you across the pool!

Girl: All right. One, two, three—go!

Boy: I'll race you across the pool!

Girl: All right. One, two, three—go!

Boy: Beat you!

Girl: That wasn't fair. You started before I said go. Just wait till next time.

Boy: Beat you!

Girl: That wasn't fair. You started before I said go. Just wait till next time.

Boy: You're a good swimmer.

Girl: Thanks. My crawl's O.K., but my backstroke isn't very good.

Boy: You're a good swimmer.

Girl: Thanks. My crawl's O.K., but my backstroke isn't very good.

Boy: Did you take lessons, or did you learn by yourself?

Girl: I took swimming at the "Y" one year, but I've mostly learned by myself. I always swim a lot in the summer.

Boy: Did you take lessons, or did you learn by yourself?

Girl: I took swimming at the "Y" one year, but I've mostly learned by myself. I always swim a lot in the summer.

- Boy:** I do too. It's good exercise.
- Girl:** Let's get out for a few minutes. I feel a little cold.
- Boy:** I do too. It's good exercise.
- Girl:** Let's get out for a few minutes. I feel a little cold.
- Boy:** O.K. We can lie in the sun and warm up.
- Girl:** Yes, let's put our towels right here. Do you want some suntan lotion?
- Boy:** O.K. We can lie in the sun and warm up.
- Girl:** Yes, let's put our towels right here. Do you want some suntan lotion?
- Boy:** No, thanks. I never burn.
- Girl:** Don't be too sure.
- Boy:** No, thanks. I never burn.
- Girl:** Don't be too sure.
- Boy:** This sun feels good.
- Girl:** Yes, it does. It's so warm I'll be ready for another swim in a few minutes.
- Boy:** This sun feels good.
- Girl:** Yes, it does. It's so warm I'll be ready for another swim in a few minutes.
- Boy:** Shall we have another race?
- Girl:** Yes, let's do. I'll beat you this time.
- Boy:** Shall we have another race?
- Girl:** Yes, let's do. I'll beat you this time.

\*\*\*\*\*

Listen and answer. Give short and full answers according to the pattern given. Listen and repeat what the man says. Answer the girl's questions.

to jump into the water headfirst  
 To dive is to jump into the water headfirst.  
 What is meant by "dive in"?  
 to jump into the water headfirst.  
 To dive in is to jump into the water headfirst.

the place where people change into bathing suits.  
 A dressing room is the place where people change into bathing suits.  
 What is a dressing room?  
 the place where people change into bathing suits.  
 A dressing room is the place where people change into bathing suits.

The full construction of “race you across the pool” is: “I will race you across the pool.”

What is the full construction of “race you across the pool”?

I will race you across the pool.

lying face up in the water

The backstroke is done lying face up in the water.

How do you do the backstroke?

lying face up in the water.

The backstroke is done lying face up in the water.

You do it lying face up.

It is done lying face up.

\*\*\*\*\*

Listen and repeat.

a sport

a very interesting sport

Swimming is a very interesting sport.

very much

I enjoy swimming very much.

in the summer

I swim a lot in the summer.

in the winter

to swim in the winter

It is too cold to swim in the winter.

to ski in the winter.

I like to ski in the winter.

when the snow is nice

Skiing is fun when the snow is nice.

a sport

a very popular sport

a very popular sport in my country

Baseball is a very popular sport in my country.

a hobby

a hobby of mine

Collecting stamps is a hobby of mine.



## TAPE 2302B

Listen.

Many different kinds of magazines are published in the United States. There are magazines for the general reader. These magazines contain articles, fiction, cartoons, and poetry. There are magazines especially for men, some especially for women, and some especially for children.

\*\*\*\*\*

Let's practice the pronunciation of some useful words and expressions. Repeat the words and expressions.

Listen and repeat.

published  
Many different kinds of magazines are published.

published

for the general reader  
There are magazines for the general reader.

for the general reader

especially for men  
There are many magazines especially for men.

especially for men

especially for women  
Then some are especially for women.

especially for women

articles, fiction, poetry and the like  
These magazines contain articles, fiction, poetry, and the like.

articles, fiction, poetry and the like

\*\*\*\*\*

Listen carefully to the following sentences. You will be asked questions on them. Answer my questions. Then repeat the correct responses.

Many different kinds of magazines are published in the United States. There are magazines for the general reader. These magazines contain articles, fiction, cartoons, and poetry. There are magazines especially for men, some especially for women, and some especially for children. The articles are based on facts; fiction is based on the imagination of the writer.

Are many or only a few magazines published in the United States?

many

Many magazines are published in the United States.

Many different kinds are published.

Name some of the different kinds published.

There are those for the general reader.

Some are especially for men.

There are those for women.

And some are especially for children.

What do magazines for the general reader contain?

articles, fiction, cartoons, and poetry

They contain articles, fiction, cartoons, and poetry.

Which is based on imagination, articles or fiction?

fiction

Fiction is based on imagination of the writer.

Fiction is made up by the writer.

The events in fiction didn't really happen.

It is not about real people.

Articles are based on facts.

They are about real people and events that happen.

\*\*\*\*\*

Listen.

I am sorry. I spoke about articles and fiction without thoroughly explaining the difference between them. Articles are based on or made up of facts. For example, a writer may write an article on Chicago, or Berlin, or a foreign ruler, or on the President of the United States. Fiction, on the other hand, is made up by the writer. It is based on the writer's imagination. Fiction is not about real people, and the events in it didn't really happen. We call a long fictitious story a novel.

\*\*\*\*\*

Now answer these questions and repeat the correct responses.

What do we call a long fictitious story?

a novel

What is fiction based on?

on the writer's imagination

What are articles based on?

on facts

Articles are true accounts.

Articles are factual accounts.

\*\*\*\*\*

Let's repeat some expressions with "which" and "that."

*which I like best*

This is the magazine which I like best.

This is the magazine that I like best.

*that I like best*

*which I prefer*

That is the newspaper which I prefer.

That is the magazine that I prefer.

*that I prefer*

*which is sharp*

A knife which is sharp should be handled carefully.

A knife that is sharp should be handled carefully.

*that is sharp*

*which contain condensed articles*

There are magazines which contain condensed articles.

There are magazines that contain condensed articles.

*that contain condensed articles*

Let's practice some expressions with "who" and "that."

*who enjoy reading the newspaper*

There are many people who enjoy reading the newspaper.

There are many people that enjoy reading the newspaper.

*that enjoy reading the newspaper*

*who reports the news*

A reporter is one who reports the news.

A reporter is one that reports the news.

*that reports the news*

*who enjoys life*

She is the kind of person who enjoys life.

She is the kind of person that enjoys life.

*that enjoys life*

*who likes to talk*

He is the type of person who likes to talk.

He is the type of person that likes to talk.

*that likes to talk*

\*\*\*\*\*

Now let's answer some questions. Use the expressions you have just practiced in the answers. Then repeat the correct answer.

What type of person is he?

the type who likes to talk

the type that likes to talk

What kind of person is she?

the kind who enjoys life

the kind that enjoys life

What is a reporter?

one who reports the news

one that reports the news

a person who reports the news

a person that reports the news

\*\*\*\*\*

You will need pencil and paper for a short dictation exercise. I repeat, you will need pencil and paper for a short dictation exercise. Each sentence will be read three times; once for listening, again for writing, and finally for corrections.

\*\*\*\*\*

Listen and write.

Some magazines are published every week. Others appear once a month. You can buy magazines at a newsstand or drugstore, or you can get a subscription and have the magazines mailed to your home. Some magazines cost as little as ten or fifteen cents a copy. Others cost a dollar or more. The average price is probably between twenty-five and fifty cents a copy.

Now listen again and correct what you have written.

# AMERICAN LANGUAGE COURSE

## UNIT 2303

### OUTLINE AND STUDY OBJECTIVES

**DIALOG: A PICNIC**

**NOTES ON THE DIALOG**

**QUESTIONS FOR CONVERSATION**

**FLUENCY PRACTICE**

**READING: GOVERNMENT IN THE  
UNITED STATES**

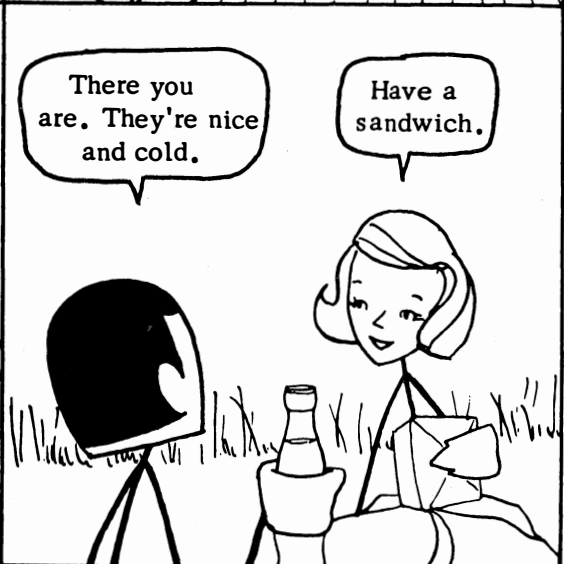
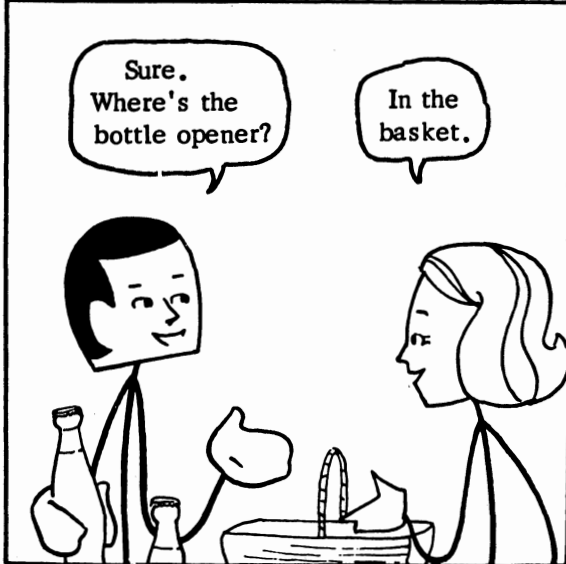
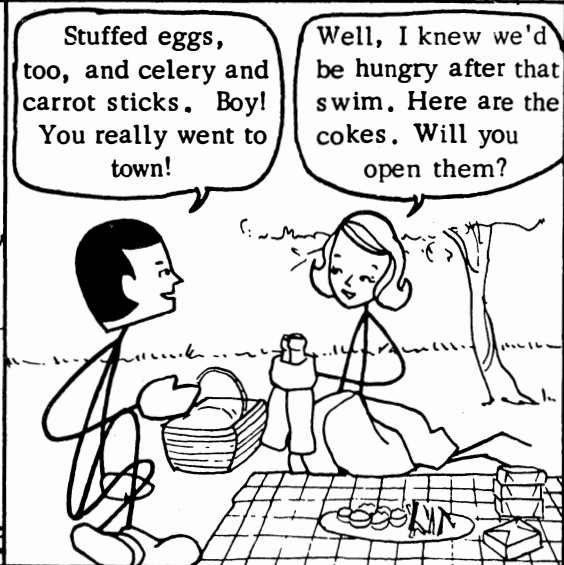
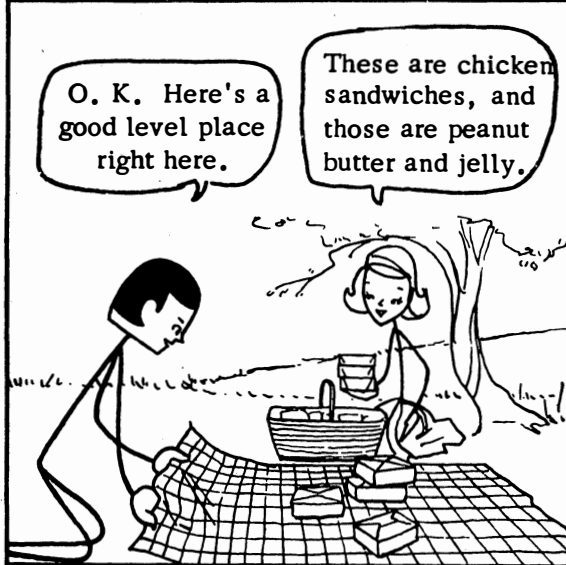
**QUESTIONS FOR CONVERSATION**

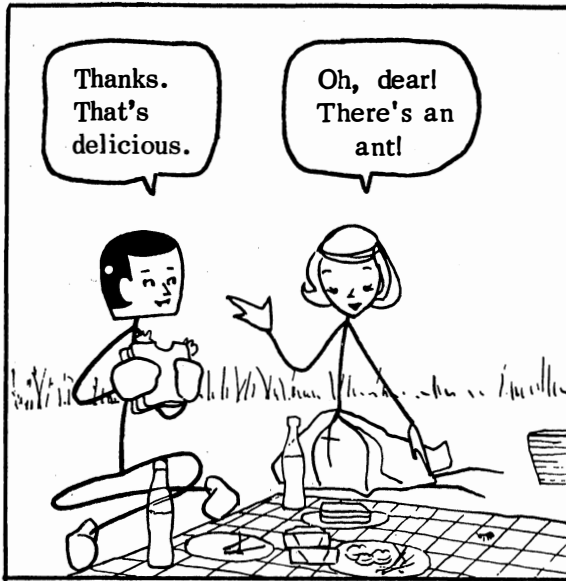
**USEFUL EXPRESSIONS**

**TAPE 2303A**

**TAPE 2303B**

A PICNIC





Thanks. That's delicious.

Oh, dear! There's an ant!



Well, you can't have a picnic without ants. We'll just have to eat up the food before they do — and that'll be easy!

Have a stuffed egg.



Thank you. My, that tastes good. You're a good cook.

Why, thank you. Have another sandwich, then we'll have dessert.



What's for dessert?

Chocolate cake. And I brought some fruit, too.



Chocolate's my favorite kind of cake. It's wonderful.

I'm glad you like it. Now let's clean up, and then we can take a walk through the park.



O. K. You put the things you're going to take home in the picnic basket, and I'll put the trash in that trash can over there.

All right. I think we're all set now. Let's go.

## UNIT 2303

## DIALOG

## A. PICNIC

Boy: I'm starving!

Girl: Well, help me get the food out of the basket and we'll eat right away.

Boy: Good!

Girl: Here's the tablecloth. Spread it out on the grass and I'll get out the sandwiches and things.

Boy: O.K. Here's a good level place right here.

Girl: These are chicken sandwiches, and those are peanut butter and jelly.

Boy: Stuffed eggs, too, and celery and carrot sticks. Boy! You really went to town!

Girl: Well, I knew we'd be hungry after that swim. Here are the cokes. Will you open them?

Boy: Sure. Where's the bottle opener?

Girl: In the basket.

Boy: There you are. They're nice and cold.

Girl: Have a sandwich.

Boy: Thanks. That's delicious.

Girl: Oh, dear! There's an ant!

Boy: Well, you can't have a picnic without ants. We'll just have to eat up the food before they do – and that'll be easy!

Girl: Have a stuffed egg.

Boy: Thank you. My, that tastes good. You're a good cook.

Girl: Why, thank you. Have another sandwich, then we'll have dessert.

Boy: What's for dessert?

Girl: Chocolate cake. And I brought some fruit, too.



- Boy: Chocolate's my favorite kind of cake. It's wonderful.
- Girl: I'm glad you like it. Now let's clean up, and then we can take a walk through the park.
- Boy: O.K. You put the things you're going to take home in the picnic basket, and I'll put the trash in that trash can over there.
- Girl: All right. I think we're all set now. Let's go.

#### NOTES ON THE DIALOG

- I'm starving* Americans often say this when they feel hungry. It is not meant literally.
- picnic* When people take food to the woods or to a park and eat outdoors, we call it a picnic. Sometimes people make sandwiches and other things for a picnic at home. Sometimes they bring food such as hamburgers or hot dogs and cook them over an outdoor fire.
- stuffed eggs . . . carrot sticks* Hard-boiled eggs in which the yellow has been mashed, mixed with mayonnaise and other things, and then put back into the white of the egg. Carrot sticks are pieces of raw carrot cut into long strips.
- Boy! You really went to town.* (Colloquial expression). *Boy* is a mild exclamation of pleasure or surprise.
- Go to town* in the "slang" sense is to do a lot, or to do a good job on something.
- Oh, dear!* A mild exclamation of unhappiness. More often used by women than by men.
- Why, thank you.* Sometimes used instead of "Thank you" when someone gives us something or compliments us.
- take a walk* This expression is ordinarily used when we walk for exercise or pleasure. When we are just going from one place to another by walking, the verb *walk* is used alone. For example, I walk to school every day. BUT: Let's take a walk after dinner.
- All set (ready)* This expression is usually used with the verb *be*. It can be used in any person. (I'm all set, you're all set, etc.) It can be used without an object. If it is followed by an object, the construction is: *all set to* plus the verb form: "They're *all set to go*." Or *all set for* plus noun or pronoun: "They're *all set for their vacation*."

**QUESTIONS FOR CONVERSATION**

1. Explain what a picnic is.
2. Have you ever been on a picnic?
3. Do people in your country have picnics?
4. What kind of food did the people in this dialog have?
5. What did they have to drink?
6. Where did they have the picnic?
7. What is an ant?
8. Did the boy seem to enjoy the food?
9. Did the boy and girl in this dialog cook their food outdoors?
10. Do people sometimes cook their food outdoors when they go on picnics?
11. What's the difference between a *picnic basket* and a *trash basket*?
12. Do you often eat sandwiches?
13. Do you ever drink cokes?
14. What did the boy and girl in this dialog do after they finished eating?

**FLUENCY PRACTICE**

## Substitution Exercise

Directions: Have one student read a sentence and then let another read it using one of the following equivalent expressions for the italicized ideas.

I'm starving

My, that tastes good!

eat up, drink up

clean up

right away

Here's a or there's a

level spot

spread it out

take a walk

all set

What's for

put

1. Let's eat! *I am very hungry!*
2. O.K., we'll eat *at once*.
3. *There is* a tablecloth. *Stretch it out* on a *smooth place* on the grass.

4. Have some stuffed eggs! *They're delicious!*
5. *What do you have for a dessert?*
6. Did you *finish eating* all the sandwiches?
7. No, but I *drank all* the coffee.
8. Now, we'll *put away everything*, and then we can *go walking* through the park.
9. O.K., *place* the things you want to take home with you in the picnic basket and I'll put the trash in the trash basket over there.
10. Well, I think *we're ready* to go now.

## READING

### GOVERNMENT IN THE UNITED STATES

The United States is *made up of* (consists of) fifty states. Washington, D.C., is the capital. The Constitution *outlines* (indicates) the structure of the national government and its *authority* (power) and activity. Other activities are the responsibility of the states. These states have their own constitutions and systems of laws. The states are divided into counties, townships, cities, and villages. Each unit or division has its own government.

## QUESTIONS FOR CONVERSATION

1. What does the United States consist of?
2. Where is the capital?
3. Do you have something like states in your country?
4. What outlines the structure and authority of the national government?
5. How are the states governed?

All government in the United States is, 'of, by and for the people.' Members of Congress, the President, the state leaders, and those who govern counties and cities are elected by the people. The *heads* (directors) of federal departments are *named* (appointed) by the President with the approval of the Senate. This is *comparable* (similar) to the appointment of ministers in other countries. Federal judges are named by the President in the same *way* (manner) and other judges are elected by the people. Voting is done in secret so that no one will know how another person votes. Public officials may be *removed* (dismissed) from office if they fail to *perform* (do) their duties properly.

6. How do national, state, county, and city leaders get in office?
7. How are public officials selected in your country?
8. How are the heads of federal departments selected?
9. What is the difference between an election and an appointment?
10. What may be done if public officials fail to perform their duties properly?

The original writers of the United States Constitution did not list the individual rights of the people. However, the First Congress of the United States changed this in order to *establish* (determine) and protect individual rights under law. The Constitution became the law of the land in 1789. During this same year the first ten *amendments* (changes, alterations) were adopted by Congress and by 1791 they were *approved* (accepted) by all 13 states. These first ten amendments are known as the Bill of Rights.

11. Why was the Bill of Rights added to the Constitution?
12. When did the Constitution become the law of the land?
13. What are the first ten amendments known as?
14. How are individual rights protected in your country?
15. How many states were there when the first ten amendments were adopted?

These amendments to the U.S. Constitution *assure* (guarantee) the rights and freedoms of the citizens. Important are the freedoms of speech, press, and worship; also the right of citizens to *assemble* (meet) peacefully. Peoples' homes cannot be entered and their person or property taken without special authority. If a person is *charged with* (accused of) breaking the law, he must be **tried** soon.

16. What are some of the freedoms included in the Bill of Rights?
17. Name some of the rights included in the amendments?
18. How can peoples' homes be entered?
19. Do citizens have the right to assemble peacefully?
20. We read that many early Americans came to the United States to enjoy certain freedoms. Which freedoms were they particularly interested in?

According to the U.S. Constitution, the federal government is organized into three *branches* (divisions): the executive, the legislative, and the judicial. The first branch works directly under the President himself and is responsible for enforcing the laws of the country. The legislative branch consists of the Senate and the House of Representatives. This branch makes the laws and rules for the whole country. The judicial branch *interprets* (explains) the Constitution and laws of the country in court decisions. The Supreme Court is the highest court. By clearly defining the duties and responsibilities of each branch, the Constitution prevents any one branch from becoming too powerful.

21. What are the three main branches of the United States **government**?
22. Which branch works directly under the President? What is this **branch** responsible for?
23. Which branch makes the laws and rules for the whole **country**?
24. What does this **branch** consist of?
25. What is the **judicial branch** responsible for?

#### USEFUL EXPRESSIONS

*Made up of* . (consists of, organized into, composed of)

The United States is made up of fifty states.

The nation consists of fifty states.

The government consists of three branches.

The government is made up of three branches.

The government is composed of the executive, legislative, and judicial branches.

The government is organized into the executive, legislative, and judicial branches.

The school is organized into three phases.

The course is made up of three phases.

It consists of the elementary phase, the fundamental phase, and the advanced phase.

It is made up of the elementary phase, the fundamental phase, and the advanced phase.

Water consists of hydrogen and oxygen.

Water is composed of hydrogen and oxygen.

Natural light is composed of various colors.

Natural light is made up of various colors.

Answer the following questions. Use the same verb as used in the question.

1. How many divisions is your country made up of?
2. How are the divisions organized?
3. What are the divisions called?
4. Does your country consist of states?
5. How many branches is your government organized into?
6. Is your course made up of phases?
7. How many words is "drugstore" composed of?
8. Is "drugstore" made up of one or two words?

## TAPE 2303A

Listen to the following dialog.

Boy: I'm starving!

Girl: Well, help me get the food out of the basket and we'll eat right away.

Boy: Good!

Girl: Here's the tablecloth. Spread it out on the grass and I'll get out the sandwiches and things.

Boy: O.K. Here's a good level place right here.

Girl: These are chicken sandwiches, and those are peanut butter and jelly.

Boy: Stuffed eggs, too, and celery and carrot sticks. Boy! You really went to town!

Girl: Well, I knew we'd be hungry after that swim. Here are the cokes. Will you open them?

Boy: Sure. Where's the bottle opener?

Girl: In the basket.

Boy: There you are. They're nice and cold.

Girl: Have a sandwich.

Boy: Thanks. That's delicious.

Girl: Oh, dear! There's an ant!

Boy: Well, you can't have a picnic without ants. We'll just have to eat up the food before they do – and that'll be easy!

Girl: Have a stuffed egg.

Boy: Thank you. My, that tastes good. You're a good cook.

Girl: Why, thank you. Have another sandwich, then we'll have dessert.

Boy: What's for dessert?

Girl: Chocolate cake. And I brought some fruit, too.

Boy: Chocolate's my favorite kind of cake. Ummm. It's wonderful.

**Girl:** I'm glad you like it. Now let's clean up, and then we can take a walk through the park.

**Boy:** O.K. You put the things you're going to take home in the picnic basket, and I'll put the trash in that trash can over there.

**Girl:** All right. I think we're all set now. Let's go.

\*\*\*\*\*

Listen to the following dialog and repeat the part of the man. Then repeat the correct response when you hear it.

\*\*\*\*\*

Help me get the food out of the basket and we'll eat right away.

Good! I'm starving!

Help me get the food out of the basket and we'll eat right away.

Good! I'm starving!

Here's the tablecloth. Spread it out on the grass and I'll get out the sandwiches and things.

O.K. Here's a good level place right here.

Here's the tablecloth. Spread it out on the grass and I'll get out the sandwiches and things.

O.K. Here's a good level place right here.

These are chicken sandwiches, and those are peanut butter and jelly.

My, they taste good. You're a good cook.

These are chicken sandwiches, and those are peanut butter and jelly.

My, they taste good. You're a good cook.

Here are the cokes. Will you open them?

Sure. Where's the bottle opener?

Here are the cokes. Will you open them?

Sure. Where's the bottle opener?

Have another sandwich.

Thanks. They are delicious.

Have another sandwich.

Thanks. They are delicious.

**What's for dessert?**

**Chocolate cake. And I brought some fruit, too.**

**What's for dessert?**

**Chocolate cake. And I brought some fruit, too.**

**Now, let's clean up, and then we can take a walk through the park.**

**All right. I think we're all set now. Let's go.**

**Now let's clean up, and then we can take a walk through the park.**

**All right. I think we're all set now. Let's go.**

**\*\*\*\*\***

**Listen and repeat.**

**Let's take a walk. I'm tired of sitting so long.**

**Let's take a walk. I need some exercise.**

**I walk to school every day. I don't have a car.**

**We'll have to walk. We missed the bus.**

**We're all set now. Let's go.**

**We're ready now. Let's go.**

**Let's eat. I'm starving!**

**Let's eat. I'm very hungry.**

**What's for dessert?**

**What are we having for dessert?**

**I'll clean up.**

**I'll put the trash in the trash can.**

**Spread the blanket out.**

**That is, unfold the blanket.**

**We'll just have to eat up the food.**

**That is, we'll have to eat all the food.**

**\*\*\*\*\***

**Listen.**

**The word "up" is used to express completeness or totality when it appears with certain verbs.**

**Here are some examples: eat up, drink up, clean up.**

**completely.**

**Let's practice some expressions with "up."**



Listen and repeat.

We were thirsty. We drank up the cokes.  
 This paper is no good. We're going to burn it up.  
 The room is dirty. We must clean it up.  
 Don't throw any of the food away. Eat it up.

\*\*\*\*\*

Let's review some expressions with "which" and "that." Repeat the expressions and sentences that the man says. Answer the girl's questions.

which I like best

This is the magazine which I like best.  
 This is the magazine that I like best.  
 Is this the magazine that you like best?  
 Yes, it is.  
 This is the one that I like best.

that I like best

which I prefer

That is the newspaper which I prefer.  
 That is the newspaper that I prefer.  
 That is the newspaper that you prefer, isn't it?  
 Yes, it is.  
 That is the newspaper that I prefer.

that I prefer

which is sharp

A knife which is sharp should be handled carefully.  
 A knife that is sharp should be handled carefully.  
 How should a knife that is sharp be handled?  
 Carefully.  
 It should be handled carefully.

that is sharp

\*\*\*\*\*

Let's also review some expressions with "who" and "that." Remember to answer the girl's questions. Repeat what the man says.

who enjoys life

She is the kind of person that enjoys life.  
 She is the kind of person who enjoys life.  
 She is the kind of person who enjoys life, isn't she?  
 Yes, she is.  
 She is the kind who enjoys life.

that enjoys life

**who likes to talk**

**He is the type of person that likes to talk.**

**He is the type of person who likes to talk.**

**Is he the type of person who likes to talk?**

**Yes, he is.**

**He is the type who likes to talk.**

**that likes to talk**

**\*\*\*\*\***

**Listen. Here is a practice in changing the word order in some sentences. For example, you will hear: "Last night it was unusually cool." You should say: "It was unusually cool last night."**

**Yesterday it was very hot.**

**It was very hot yesterday.**

**Last night it was unusually cool.**

**It was unusually cool last night.**

**This afternoon I'm going to town.**

**I'm going to town this afternoon.**

**Tomorrow is his birthday.**

**His birthday is tomorrow.**

**Next week we are having a test.**

**We are having a test next week.**

**Last month it rained a lot.**

**It rained a lot last month.**

## TAPE 2303B

Listen.

The United States consists of fifty states. Washington, D.C., is the capital. The Constitution outlines the structure of the national government and its authority and activity. Other activities are the responsibility of the states. These states have their own constitutions and systems of laws. The states are divided into counties, townships, cities, and villages. Each unit or division has its own government.

\*\*\*\*\*

Listen and repeat the words and statements. Answer my questions when you hear them. Give short and complete answers.

made up of

The United States is made up of fifty states.

What is the United States made up of?

fifty states

The United States is made up of fifty states.

made up of

consists of

The United States consists of fifty states.

What does the United States consist of?

fifty states

The United States consists of fifty states.

consists of

from the Constitution

The government gets its authority from the Constitution.

From what does the government get its authority?

from the Constitution

It gets its authority from the Constitution.

from the Constitution

its own government

Each state has its own government.

Does each state have its own government?

Yes, it does.

Each state has its own government.

its own government

Washington, D.C.

Washington, D.C., is the capital.

What is the capital of the United States?

Washington, D.C.

Washington, D.C., is the capital of the United States.

Washington, D.C.

\*\*\*\*\*

Listen.

Members of Congress, the President, the state leaders, and those who govern counties and cities are elected by the people.

The heads of federal departments are appointed by the President with the approval of the senate. This is similar to the appointment of ministers in other countries. Federal judges are named by the President in the same way and other judges are elected by the people. Voting is done in secret, so that no one will know how another person votes. Public officials may be removed from office if they fail to perform their duties properly.

\*\*\*\*\*

Listen and repeat the words and complete statements. Then finish the statements that aren't complete, using the words whispered to you.

may be removed from office  
Public officials may be removed from office.  
Public officials.....(may be removed from office).  
Public officials may be removed from office.

may be removed from office

may be dismissed from office  
Public officials may be dismissed from office.  
Public officials.....(may be dismissed from office).  
Public officials may be dismissed from office.

may be dismissed from office

must perform his duties properly  
Each official must perform his duties properly.  
Each official.....(must perform his duties properly).  
Each official must perform his duties properly.

must perform his duties properly

must do his duties properly  
Each official must do his duties properly.  
Each official.....(must do his duties properly).  
Each official must do his duties properly.

must do his duties properly

are named by the President

The heads of federal departments are named by the President.  
The heads of federal departments.....(are named by the President).  
The heads of federal departments are named by the President.

are appointed by the President  
The heads of federal departments are appointed by the President.  
The heads of federal departments.....(are appointed by the President).  
The heads of federal departments are appointed by the President.

are appointed by the President

Repeat the statements and answer the questions.

into three branches  
The federal government is organized into three branches.  
How many branches is the federal government organized into?  
into three branches  
It is organized into three branches.

into three branches

for enforcing the laws of the country  
 for enforcing the laws of the country  
 The executive branch is responsible for enforcing the laws.  
 What is this branch responsible for?  
 for enforcing the laws of the country  
 It is responsible for enforcing the laws.

the legislative branch  
 The legislative branch makes the laws and rules.  
 Which branch makes the laws and rules for the country?  
 the legislative branch  
 The legislative branch makes the laws and rules.

the legislative branch

the judicial branch  
 The judicial branch interprets the Constitution and the laws.  
 Which branch interprets the Constitution and the laws?  
 the judicial branch  
 The judicial branch interprets the Constitution and the laws.

the judicial branch

\*\*\*\*\*

Listen.

The first ten amendments are known as the Bill of Rights. These amendments make certain the rights and freedoms of the citizens. Important are the freedoms of speech, press, and worship; also the right of citizens to assemble or meet peacefully. Peoples' homes cannot be entered and their person or property taken without special authority. If a person is accused of breaking the law, he must be tried soon. A person is considered innocent until he is found guilty.

\*\*\*\*\*

Repeat the statements and answer the questions.

the Bill of Rights  
 The first ten amendments are known as the Bill of Rights.  
 What are the first ten amendments known as?  
 the Bill of Rights.  
 The first ten amendments are known as the Bill of Rights.

the Bill of Rights

the rights and freedoms of the citizens  
 the rights and freedoms of the citizens  
 These amendments assure the rights and freedoms of the citizens.  
 Do these amendments assure the rights and freedoms of the citizens?  
 Yes, they do.  
 They assure the rights and freedoms of the citizens.

# AMERICAN LANGUAGE COURSE

**UNIT 2304**

## OUTLINE AND STUDY OBJECTIVES

**DIALOG: WEATHER**

**NOTES ON THE DIALOG**

**QUESTIONS FOR CONVERSATION**

**FLUENCY PRACTICE**

**READING: RECREATION**

**QUESTIONS FOR CONVERSATION**

**FLUENCY PRACTICE**

**TAPE 2304A**

**TAPE 2304B**

## UNIT 2304

## DIALOG

## WEATHER

- Resident:** You act like it is hot today.
- Visitor:** You haven't been outside, have you? Must be near 100 degrees.
- Resident:** You can expect a lot of hot weather during the summer.
- Visitor:** The hot air seems to rise from the ground and hit you in the face.
- Resident:** Steam or vapor rising from the ground after a rain is worse.
- Visitor:** Is it hot like this all over the United States?
- Resident:** It is hot in most parts of the country now. But it is quite comfortable in the mountains and on the coast.
- Visitor:** I'd like to see some snow again.
- Resident:** You can find snow on some of the peaks in the mountains.
- Visitor:** I hear that you had hail only a month ago.
- Resident:** You should have seen the damage it did. The pieces were really big. Windows and windshields were shattered, large dents were made in car tops and fenders; trees were stripped of their leaves.
- Visitor:** Did the hail bring any relief from the heat?
- Resident:** Not much. We may get several days of cloudy weather and drizzle, though. This will bring cooler weather.
- Visitor:** As I understand it, drizzle is a mistlike rain.
- Resident:** That is correct, to drizzle means to rain in very small drops.
- Visitor:** I'm not sure that I know what you mean when you speak of sleet.
- Resident:** Rain and drizzle are liquid forms of precipitation. Snow, hail, and sleet are frozen or partly frozen forms.
- Visitor:** Snow is easy to understand. It's the difference between hail and sleet that I don't understand.

**Resident:** Hail consists of large icy particles. The hailstones or pieces are often big enough to break windows and damage crops. Sleet refers to tiny icy particles. They may stick to windshields and interfere with visibility. Then they may cover the streets and highways and make them slippery.

**Visitor:** I suppose you have a great deal of cold weather during the winter.

**Resident:** Well, the winters are bitter cold in some parts of the country and mild in others.

**Visitor:** I understand that it is usually mild in the South and in California.

**Resident:** Right. It may be freezing, 32 degrees Fahrenheit, or below in the north and 80 degrees Fahrenheit in some parts of Florida, Texas, and California.

#### NOTES ON THE DIALOG

*Must be near 100 degrees*      The temperature must be 100 degrees.

*Steam or vapor rising from the ground after a rain is worse.*      Steam which rises from the ground after a rain is worse, or Steam as it rises from the ground is worse.

*summit or top*      The top of a hill or mountain. The highest point. We also speak of reaching physical, intellectual, etc., peaks.

Burst or break into fragments or small pieces.

*dent*      *depression*      You can make a dent in soft metal by pressing or striking it.

The hail was so hard and fell so fast that it made a dent in the fender.

*bitter*      This term usually refers to a disagreeable taste. Bitter cold means disagreeably cold, extremely cold.

*slippery*      *Be careful!* Don't step in the oil.

That spot is slippery.

The street is icy. It is slippery.



**QUESTIONS FOR CONVERSATION**

1. According to the dialog, does the visitor feel the heat?
2. How hot does he think it is outside?
3. Do you prefer cold or hot weather?
4. Do you have snow in your country?
5. Do you enjoy skiing?
6. Do warm air and steam rise?
7. What is the difference between rain and drizzle?
8. What is the difference between hail and sleet?
9. To reduce degrees Fahrenheit to degrees centigrade, we subtract  $32^{\circ}$  and multiply by  $\frac{5}{9}$ .  
If it is 100 degrees Fahrenheit, how much is it centigrade?
10. To convert (change) degrees centigrade to degrees Fahrenheit, multiply by  $\frac{9}{5}$  and add  $32^{\circ}$ .  
If it is 50 degrees centigrade, what is it Fahrenheit?

**FLUENCY PRACTICE**

## Order of Some Phrases and Clauses

The student should repeat the first sentence read by the instructor and then say the alternate sentence. Books closed.

## Phrases

1. This afternoon the humidity is high.  
The humidity is high this afternoon.
2. Each day there were adverse (unfavorable) weather conditions.  
There were adverse weather conditions each day.
3. It was unusually cool last night.  
Last night it was unusually cool.
4. During a storm air moves in an erratic (uncertain) pattern.  
Air moves in an erratic pattern during a storm.
5. We can avoid severe (serious) damage by listening to weather reports.  
By listening to weather reports, we can avoid severe damage.
6. In thunderstorms there is a great accumulation (build-up) of electricity.  
There is a great accumulation of electricity in thunderstorms.

### Clauses

1. They abandoned (left) the boat when the storm struck.  
When the storm struck, they abandoned the boat.
2. Because of the rotation of the earth, a movement of air is caused.  
A movement of air is caused, because of the rotation of the earth.
3. We left before it began to rain.  
Before it began to rain, we left.
4. Just before a severe weather warning was received, the planes took off.  
The planes took off just before a severe weather warning was received.
5. As soon as we arrived, the party began.  
The party began as soon as we arrived.
6. While he was putting in the gas, I checked the tires.  
I checked the tires while he was putting in the gas.

### USEFUL SENTENCES

First, repeat the following sentences in unison after the instructor. Books open. Then repeat the sentences individually. Books closed.

1. Wind which blows toward the front of the car is called a headwind.
2. The opposite wind is called a tailwind.
3. A sudden burst of wind may cause damage to property and life.
4. Thunderclouds have a heavy charge of electricity.
5. Hailstones sometimes have a diameter of 3 inches, or even more.
6. Many thunderstorms have hail which causes much damage.
7. The weatherman cannot always be right in his forecast.
8. Precautions must be taken when weather conditions are bad.

#### Note-taking

Here is a brief sample of a local weather forecast. Your instructor will read a slightly different forecast. Listen to the instructor and take notes.

#### Weather Forecast: (Sample)

Cloudy to partly cloudy. Local thunderstorms. Wind south-southeast at 8-16 miles per hour. Humidity - 78%, maximum temperature about 95° F.

## Dictation

Each student reads a sentence from the first paragraph of the reading selection "Recreation." The other students write the sentences on a piece of paper. Your instructor will assist in correcting any mistakes.

## READING

## RECREATION

The average work week in the United States is 40 hours. This gives the worker much time for recreation.

Many Americans take part in some kind of sport. For many years baseball, football, basketball, and tennis have been popular sports. In recent years boating has become the favorite recreation for millions.

Many Americans like to hunt and fish. Nearly 40 million fishing and hunting permits are issued each year. Other popular sports include swimming, bicycling, skating, and all kinds of ball games. In communities all over the nation, playgrounds, swimming pools, golf courses, and recreation centers are provided. Many cities have ice-skating areas, baseball fields, swimming pools, and playgrounds lighted at night.

## QUESTIONS FOR CONVERSATION

1. Name some sports that are popular in the U.S.
2. How long is our average work week?
3. What is a hunting permit and why do we need them?
4. Have you ever watched a football game?

Thousands of workers get a 2-week or longer vacation with pay. Many Americans use this time to travel. They especially enjoy seeing the beautiful scenery and natural wonders and points of historic interest in so many parts of the country. Each year over 64 million visit the national parks. Many of the parks have public camping areas as well as hotels and restaurants. In many parks visitors can swim, fish, attend lectures, and participate in a variety of sports and outdoor activities. There are 27 national parks in the United States and more than 22,000 state parks.

5. What is a national park?
6. Can everybody use a public swimming pool?
7. What do workers do in their vacation time?
8. What does "paid vacation" really mean?

Americans like to see other countries as well as their own. Each year more than 600,000 go to Europe and about 50,000 to South America. While 600,000 travel to Bermuda, the West Indies, and Central America. Asian and African countries also attract more tourists each year.

Millions of Americans spend their free time in a wide variety of ways. Photography, stamp-collecting, and gardening are only a few of their favorite interests. Others include painting, sculpture, and woodworking. A great many persons like to do things to make their homes more attractive. Many study in their spare time; some go to night school to advance their education. And most Americans go to the movies, listen to the radio, and watch television.

9. Do you have any hobbies?
10. Do adults sometimes attend school? Why?
11. Do you prefer going to the movies or watching television? Why?
12. Which countries attract a lot of tourists each year?

About 143 million persons attend basketball games each year. The major league baseball games attract more than 32 million yearly, and enthusiasms reach a high pitch during the World Series games in the fall. College football draws about 25 million spectators. At home, millions watch all kinds of sports events on television, or listen to sports broadcasts on the radio. There are also countless numbers who attend baseball, football, and other team contests played in small towns or neighborhood playgrounds and school sports areas.

13. How would you rather follow the games?
14. Have you listened to a radio lately?
15. Which kind of sports event do you like to see?

What kind of sports do you take part in yourself?

#### NOTES ON THE READING

*permits are issued*

permits are given out officially.

Each year many fishing and hunting permits are issued.

Diplomas are issued to high school graduates.

Many certificates are issued to medical school graduates each year.

*recreation centers*

Places for reading, watching television, listening to music, dancing, playing indoor and outdoor games, etc.

*as well as*

in addition to

Americans watch television as well as listen to the radio.

They have dancing, swimming, as well as skating and all kinds of games.

Americans like to see other countries as well as their own.

*average*

something that represents a middle point between extremes.

If the water in a lake is from one foot to thirty feet deep, its average depth is 15 feet.

If a person earns \$100, \$125, \$150, \$175, and \$200 from week to week, his average is \$150 per week for a period of five weeks.

**FLUENCY PRACTICE**

## Substitution Exercises in Use of Special Expressions

Rather than – instead of – in place of

The instructor may ask one of the students to read the first of a pair of sentences and then ask another to say the second with books closed, if possible. If sentences are too long to remember, open your books.

**Example:**     1st student:   Instead of waiting until the last minute, I would start studying early.

                  2nd student:   I'd start studying early rather than wait until the last minute.

1. Instead of going over the rough road, the driver traveled the longer route.
2. The driver traveled the longer route rather than go over the rough road.
3. Why don't you use the workshop to make money rather than use it for recreation?
4. In place of using the workshop for recreation, why don't you use it to make money?
5. Instead of flying through the thunderheads, the pilot changed his course.
6. The pilot changed his course rather than fly through the thunderheads.
7. The family went by jet rather than spend five days on an ocean liner.
8. In place of spending five days on an ocean liner, the family went by jet.

9. I would replace the tire instead of trying to repair it.
10. I would replace the tire rather than try to repair it.
11. Rather than take a trip around the world during your vacation, why don't you just tour the United States?
12. Instead of taking a trip around the world, why don't you just tour the United States during your vacation?
13. The boy preferred to play football instead of playing in the band.
14. The boy preferred to play football rather than play in the band.

Otherwise – if not – if you don't – if he doesn't, etc.

Read the sentences below for meaning and fluency. Then change each sentence according to the example given.

Example: You should study your lesson; otherwise you might fail.

Change: If you don't study your lesson, you might fail.

Remember to start each sentence with an *If* clause, but keep the meaning of the statement.

1. You should know the rules of baseball; otherwise you will not understand the game.
2. The traveler must know how to read road maps; otherwise he can't be sure he's on the right route.
3. A driver observes the rules of safety; otherwise he would have many accidents.
4. Be sure to be here on time. Otherwise you will be left behind on this trip.
5. Tourists should make reservations in advance. Otherwise they may have difficulty finding a place to stay.
6. We must keep working on our space projects. Otherwise we will fall behind in space progress.
7. The oil must be replaced occasionally. Otherwise the engine will get hot.
8. People should plan their vacation carefully. Otherwise they may not enjoy it.

## TAPE 2304A

---

Listen.

There are many forms of precipitation which are a hazard to flying and driving. Precipitation is any form of water or ice which falls on the earth. Precipitation can be a light mist that seems to float to the earth or it can be huge pieces of hail which come crashing to the earth causing great damage.

\*\*\*\*\*

Repeat what I say. Answer the girl's questions.

Precipitation

Precipitation

Precipitation is any form of water or ice which falls to the earth.

Precipitation is any form of water or ice which falls to the earth.

What is precipitation?

Precipitation is any form of water or ice which falls to the earth.

Rair:

Rain

Is rain a form of precipitation?

Yes, rain is a form of precipitation.

Mist

Mist

Small particles of water

Small particles of water

Mist is very small particles of water.

Mist is very small particles of water.

What is mist?

Mist is very small particles of water.

Mist may be suspended in the atmosphere.

Mist may be suspended in the atmosphere.

Mist may gently fall to the earth.

Mist may gently fall to the earth.

Is mist a form of precipitation?

Yes, mist is a form of precipitation.

**Misting****Misting**

If a mist is falling, we say it's misting.

If a mist is falling, we say it's misting.

**Drizzle****Drizzle**

A drizzle is a light rain.

A drizzle is a light rain.

What is a drizzle?

A drizzle is a light rain.

**Shower****Shower**

A shower is rain that falls for only a short time.

What is a shower?

A shower is rain that falls for only a short time.

**Showering****Showering**

If a shower is falling, we say it is showering.

Is a shower a form of precipitation?

Yes, a shower is a form of precipitation.

Rain is a general word that means any kind of water falling to the earth.

Is rain a form of precipitation?

Yes, rain is a form of precipitation.

**Cloudburst****Cloudburst**

A cloudburst is a very heavy rain.

A cloudburst is a very heavy rain.

What is a cloudburst?

A cloudburst is a very heavy rain.

\*\*\*\*\*

Listen.

Now the girl will ask you some questions. Answer each question with a complete affirmative answer. Repeat the correct answer. Repeat when you hear me. Answer when you hear her.

Is it raining?

Yes, it's raining.

Remember to answer with a complete affirmative answer.

Did it rain yesterday?

Yes, it rained yesterday.



Is it misting?

Yes, it's misting.

Did it mist this morning?

Yes, it misted this morning.

Is it sprinkling?

Yes, it's sprinkling.

Did it sprinkle a while ago?

Yes, it sprinkled a while ago.

Did we have a shower yesterday?

Yes, we had a shower yesterday.

Did we have a cloudburst this morning?

Yes, we had a cloudburst this morning.

\*\*\*\*\*

Listen.

Remember that precipitation means any form of water or ice which falls on the earth. Because of the very low temperatures at high altitudes in the atmosphere, the moisture in the air sometimes freezes. Precipitation then occurs in the form of snow, sleet, or hail.

\*\*\*\*\*

Repeat what I say. Answer the girl's questions.

Frozen precipitation

Frozen precipitation

Snow, sleet, and hail

Snow, sleet, and hail

Snow, sleet, and hail are frozen precipitation.

Snow, sleet, and hail are frozen precipitation.

Snow is flakes of frozen water.

Snow is flakes of frozen water.

What is snow?,

Snow is flakes of frozen water.

Snowflake

Snowflake

A snowflake is a soft crystal of ice.

A snowflake is a soft crystal of ice.

What is a snowflake?

A snowflake is a soft crystal of ice.

**It usually snows in the winter.**  
**It usually snows in the winter.**  
**When snow falls, we say it's snowing.**  
**When snow falls, we say<sup>3</sup> it's snowing.**

**Sleet**  
**Sleet**  
**Sleet is frozen rain.**  
**Sleet is frozen rain.**  
**What is sleet?**  
**Sleet is frozen rain.**

**It's sleeting.**  
**It's sleeting.**  
**When sleet falls, we say it's sleeting.**  
**When sleet falls, we say it's sleeting.**

\*\*\*\*\*

**Listen.**

Now you will hear some questions about frozen precipitation. Answer each question with a complete *negative* answer. Repeat when you hear me. Answer when you hear the girl's question.

Is it snowing?  
 No, it's not snowing.

Remember to answer with a complete negative answer.

Did it snow yesterday?  
 No, it did not snow yesterday.

Do you think it will snow?  
 No, I don't think it will snow.

Is it sleeting?  
 No, it's not sleeting.

Did it sleet this morning?  
 No, it did not sleet this morning.

Is it sleeting?  
 No, it's not sleeting.

Is it hailing?  
 No, it's not hailing.

Did it hail yesterday?  
 No, it did not hail yesterday.

**64**

**\*\*\*\*\***

Now you will hear more questions about frozen precipitation. Answer each question with a complete *affirmative* answer. Repeat when you hear me. Answer when you hear her questions.

Is it snowing?  
Yes, it's snowing.

Remember to answer with a complete affirmative answer.

Did it snow yesterday?  
Yes, it snowed yesterday.

Do you think it will snow?  
Yes, I think it will snow.

Is it sleeting?  
Yes, it's sleeting.

Did it sleet this morning?  
Yes, it sleeted this morning.

Is it sleeting?  
Yes, it's sleeting.

Is it hailing?  
Yes, it's hailing.

Did it hail yesterday?  
Yes, it hailed yesterday.

**\*\*\*\*\***

Answer the girl's questions using the near equivalent. Repeat the correct answer after me.

ABOUT and APPROXIMATELY are near equivalents.

About  
Approximately

Is it about 4 o'clock?  
Yes, it's approximately 4 o'clock.

Remember to use the near equivalent in your answer.

Did it cost approximately 10 dollars?  
Yes, it cost about 10 dollars.

Were you driving about 20 miles per hour?  
Yes, I was driving approximately 20 miles per hour.

Are there approximately 10 people here?

Yes, there are about 10 people here.

Is it about 8 miles to San Antonio?

Yes, it's approximately 8 miles to San Antonio.

SUDDENLY and VERY QUICKLY are synonyms.

Suddenly

Very Quickly

Did the lightning strike suddenly?

Yes, the lightning struck very quickly.

Did the storm come very quickly?

Yes, the storm came suddenly.

Did he stop suddenly?

Yes, he stopped very quickly.

Did the engine start suddenly?

Yes, the engine started very quickly.

DAMAGE and HARM are near equivalents.

Damage

Harm

Did the hail cause harm?

Yes, the hail caused damage.

Did the hail cause damage?

Yes, the hail caused harm.

Can tornadoes cause great harm?

Yes, tornadoes can cause great damage.

Can tornadoes cause great damage?

Yes, tornadoes can cause great harm.

Can hurricanes cause tremendous damage?

Yes, hurricanes can cause tremendous harm.

\*\*\*\*\*

DAMAGE and HARM are near equivalents – they mean very much the same thing. *Damage*, however, is usually used with *things* and *harm* is usually used with *people*.

**FREQUENTLY and OFTEN are near equivalents.**

**Frequently**

**Often**

**Do you go to town frequently?**

**Yes, I go to town often.**

**Do you go to town often?**

**Yes, I go to town frequently.**

**Does he watch TV frequently?**

**Yes, he watches TV often.**

**Does he often watch TV?**

**Yes, he frequently watches TV.**

**Does the phone ring frequently?**

**Yes, the phone rings often.**

**Does the phone ring often?**

**Yes, the phone rings frequently.**

**TAPE 2304B**

Listen.

The average work week in the United States is 40 hours. In other words, most Americans work 8 hours a day, five days a week. Saturdays and Sundays are holidays. This leaves a lot of time for rest and recreation. Many Americans spend much time hunting, fishing, playing or watching ball games. Millions of Americans go to ball games or watch them on television.

\*\*\*\*\*

Answer the following questions. Then repeat the responses.

What is the average work week in the United States?

40 hours.

The average work week is 40 hours.

Do some people work longer than this?

Yes, they do.

Do some people work less than 40 hours?

Yes, they do.

How many days a week do most Americans work?

Five days.

Most Americans work five days a week.

How many hours a day do they work?

Eight hours.

They work eight hours a day.

Do they work Saturdays and Sundays?

No, they don't.

They don't work Saturdays and Sundays.

How do many Americans spend their holidays?

Hunting, fishing, playing and watching ball games.

These are just some of the popular sports, aren't they?

Yes, they are.

Boating is popular in the United States, isn't it?

Yes, it is.

Boating is very popular.

\*\*\*\*\*

## Listen.

Thousands of workers get a 2-week or longer vacation with pay. Many Americans use this time to travel. Each year over 64 million visit the national parks. Many of the parks have public camping areas. They also have hotels and restaurants.

\*\*\*\*\*

Repeat the following expressions. Then complete the responses. For example, you will hear and repeat: "a 2-week or longer vacation, a 2-week or longer vacation, Workers get a 2-week or longer vacation." Then you will hear: "Workers get..." You should say: "Workers get a 2-week or longer vacation." Repeat the correct response when you hear it.

a 2-week or longer vacation  
 a 2-week or longer vacation  
 Workers get a 2-week or longer vacation.  
 Workers get  
 Workers get a 2-week or longer vacation .

use this time to travel  
 use this time to travel  
 Many Americans use this time to travel.  
 Many Americans  
 Many Americans use this time to travel.

Over 64 million visit the national parks.  
 Over 64 million visit the national parks.  
 Each year over 64 million visit the national parks.  
 Each year  
 Each year over 64 million visit the national parks.

public camping areas  
 public camping areas  
 Many of the parks have public camping areas.  
 Many of the parks have  
 Many of the parks have public camping areas.

hotels and restaurants  
 hotels and restaurants  
 They also have hotels and restaurants.  
 They also have  
 They also have hotels and restaurants.

\*\*\*\*\*

Listen and repeat.

in a wide variety of ways  
 in a wide variety of ways  
 Americans spend their free time in a wide variety of ways.

in many different ways  
 in many different ways  
 Americans spend their free time in many different ways.

favorite interests \*

favorite interests \*

Photography and gardening are favorite interests. \*

painting, sculpture, and woodworking \*

painting, sculpture, and woodworking \*

Others include painting, sculpture, and woodworking. \*

to make their homes more attractive \*

to make their homes more attractive \*

Many persons do things to make their homes more attractive. \*

to make their homes more beautiful \*

to make their homes more beautiful \*

Many persons do things to make their homes more beautiful. \*

in their spare time \*

in their spare time \*

Many study in their spare time. \*

in their free time \*

in their free time \*

Many study in their free time. \*

to advance their education \*

to advance their education \*

Some go to night school to advance their education. \*

to improve their education \*

to improve their education \*

Some go to night school to improve their education. \*

---

Listen.

Let's try a short substitution practice. For example, you will hear: "Americans spend their free time in a wide variety of ways/in many different ways." You should say: "Americans spend their free time in many different ways." Then repeat the correct response when you hear\*.

\*\*\*\*\*

Americans spend their free time in a wide variety of ways / in many different ways. \*\*

Americans spend their free time in many different ways. \*

They do things to make their homes more attractive / to make their homes more beautiful. \*\*

They do things to make their homes more beautiful. \*

Many persons study in their spare time / in their free time. \*\*

Many persons study in their free time. \*

Some go to night school to improve their education / to advance their education. \*\*

Some go to night school to advance their education. \*



# AMERICAN LANGUAGE COURSE

## UNIT 2305

### OUTLINE AND STUDY OBJECTIVES

**DIALOG: A COLD MORNING**

**NOTES ON THE DIALOG**

**QUESTIONS FOR CONVERSATION**

**EXERCISES AND PROBLEMS  
ON TEMPERATURES**

**READING: WORKING TOGETHER**

**QUESTIONS FOR CONVERSATION**

**DICTATION**

**FLUENCY PRACTICE**

**QUESTION-AND-ANSWER EXERCISE**

**TAPE 2305A**

**TAPE 2305B**

## UNIT 2305

## DIALOG

## A COLD MORNING

Jim: Good morning, Mr. Jones. How are you this morning?

Mr. Jones: Pretty good for Monday. Week-ends spoil me. I sleep late on Saturday and Sunday, and I surely hate to get up early on Monday morning.

Joe: So do I, especially after I turn in late the night before. B-r-r-r, didn't it get cold this morning!

Bill: I'll say it did. Yesterday it was cloudy, but it cleared up during the night and the thermometer dropped away down this morning.

Frank: Why does it usually get so much colder when there is no cloud cover and when the wind dies down at night?

John: Because cloudy weather in winter generally indicates an area of low barometric pressure, and the air is warmer and contains more humidity. After the colder, heavier air pushes away the warmer, lighter air, the wind often stops and we have a hard freeze.

Frank: The radio said it got down to 14° Fahrenheit during the night, just 14° above zero.

Jim: You mean to tell me it's not even freezing now?

John: Oh, yes, the low was 18° below freezing, and I suppose it's still about 15° below freezing.

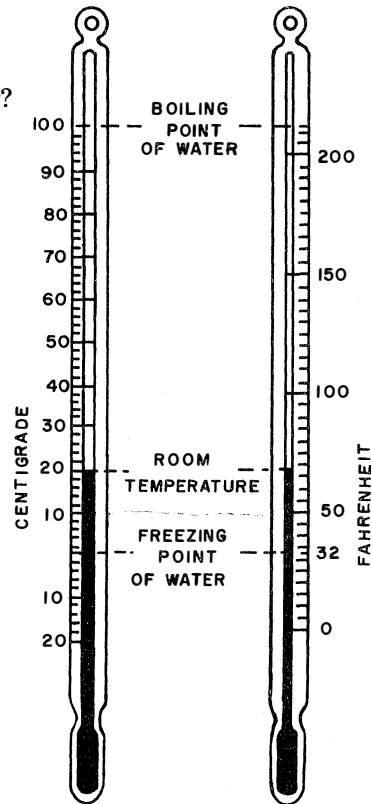
Joe: In my country zero is called the freezing point.

Frank: That is the freezing point on the Celsius or centigrade scale, but 32° is the freezing point on the Fahrenheit scale.

Tom: Well, sir, what is the difference?

John: I think I can explain the difference. The freezing point of water is 0° on the centigrade thermometer and 32° on the Fahrenheit scale, while the boiling point is 100° on the centigrade and 212° on the Fahrenheit scales.

Frank: I wonder how cold it is in this room now? My feet are frozen!



- Bill: Mine are, too, but otherwise I feel fairly warm.
- Tom: The thermostat in the hall is set for 70° F.
- Joe: Yes, but remember the thermostat is in the hall and at least 6 feet high on the wall, and it could be a lot colder near the floor in this room.
- Jim: Why is that? It always feels warmer in the upper part of the room than on my feet.
- Frank: That is because the warmer, lighter air always rises and colder, heavier air replaces the lower layers of air. As the warm air gradually rises and the level of colder air reaches the height of the thermostat, it automatically comes on and starts up the heating system.
- Tom: It's time for the "break." Let's go out and smoke. Maybe we'll get warm moving around some.

#### NOTES ON THE DIALOG

- Pretty good for Monday.* Since people have relaxed during the week-end, they sometimes are not so eager to start to work again. Sometimes they may even be tired out by all their activities over the week-end. *Pretty good* means rather well, in this case. Not very well, not bad.
- week-end* Most people (except those working in stores) have long week-ends, i.e., they are off Saturdays and Sundays. Most schools in the U.S. are also closed on Saturdays.
- to turn in* to go to bed
- Example: After getting home, we turned in right away. A typical military expression for this would be: "to hit the sack."
- Example: After returning to the barracks, they hit the sack.
- barometer* Indicates atmospheric pressure. The pressure is expressed in inches of mercury (Hg) like 30.00" Hg or in millimeters (centimeters) 760mm (76cm).
- thermometer* Indicates temperatures in degrees on a scale (either Fahrenheit or centigrade).
- The radio said...* This means that the announcer on the radio said.... In this case the weatherman or forecaster has reported that.... This expression is also used with newspapers, reports. For instance: The morning paper says, the report says.
- thermostat* Really an abbreviation for automatic thermostatic control instrument. Such an instrument will automatically shut off or switch on a heater (or an air conditioner) to regulate or maintain room temperatures.

**QUESTIONS FOR CONVERSATION**

1. What do you usually do on week-ends?
2. When did you turn in last night?
3. Does the air contain a lot of humidity when there are many clouds?
4. Which thermometer scale do you use in your country?
5. On which scale is 32° the freezing point?
6. What is a thermostat used for?
7. Is it generally colder on mountain peaks or down in the valleys? Why?
8. What did the radio or the newspaper say about the weather today?

**EXERCISES AND PROBLEMS ON TEMPERATURES**

The process of taking temperatures given in one scale value and expressing them in another is called *conversion* or *to convert*.

For example, when you say that 32° F is 0 degrees centigrade, you convert Fahrenheit into centigrade.

How do we convert one into the other? Let's go from 68° Fahrenheit to centigrade. One way is to:

subtract 32° from the Fahrenheit value = 36;  
then multiply the result by 5/9 or  $(5 \times 36)$

Now let's try to convert 30° centigrade into Fahrenheit.

Multiply the centigrade value by 9/5 or  $(9/5 \times 30) = 54$ ;  
then add 32 to the result  $(32 + 54) = 86°$  Fahrenheit.

We all know that you have done these things before, but just for practice of the terminology used in these conversions tell the class how you change:

60° C into F.

50° F into C.

100° C into F.

Some other things that can be converted: inches into millimeters; feet into meters; miles into kilometers, and vice versa. Try to do some on your own whenever the occasion arises. But remember, tell someone in English what you are doing! That's good practice.

## READING

When a group of people work well together as a unit, we often say that they show teamwork. What we mean by this is that each person does his particular job or assignment well and that he cooperates closely with all others. Thus by cooperating and being efficient, the group is able to *accomplish* (achieve) the overall purpose.

Most organizations are so *built* (constructed) that they have one *primary* (first) aim, one *major* (main) objective. They usually *consist of* (are made up of, are composed of) a number of small units which are engaged in specific work. Each small unit has a *minor* (lesser) aim or objective, *nevertheless* (yet) one which contributes much to the overall *performance* (operation) of the large organization.

Occasionally we *observe* (see) an organization or team which functions so smoothly and so effectively that we say it is "just like a machine." Of course, what we mean by this comparison is that the organization does its work with *precision* (accuracy). In a sense, a complex machine such as the automobile functions very much like the efficient organization. Automobiles are *designed* (planned) by engineers to do a specific job. Likewise, all components and all systems are built to perform a particular job.

## QUESTIONS FOR CONVERSATION

1. When people work well together, what term do we often use to describe them?
2. What are divisions of an organization frequently called?
3. What do we mean when we say an organization functions just like a machine?
4. Who designs the automobile?

The engine provides power for forward and backward movement.

The fuel system stores and delivers gasoline to the engine.

The lubrication system provides *sufficient* (enough) oil to parts which *require* (need) it.

The electrical system furnishes the electric power for the automobile.

Then there are the hydraulic system which operates the brakes, the heating and defrosting systems, and the air conditioning system. There are other systems also which are *necessary* (essential) for the complete and safe operation of the vehicle.

The efficient operation of the car depends upon the correct function of each of its different systems. If each system is working properly, and in coordination with other systems, then the car can perform the operations expected of it.

However, machines, like organizations of people, do not always operate properly. If there is engine failure, or brake failure, or electrical failure, then the performance of the machine is seriously impaired or perhaps lost entirely.

5. Name one system of the automobile. (Rotate question.)
6. What liquid is used for lubrication?
7. Automobile lights are part of which system?
8. Fuel tanks are part of which system?
9. Name some failures that might impair smooth operation of the vehicle.
10. What happens when people don't cooperate smoothly in an organization?

#### DICTIONATION

##### Procedure for Dictation

1. Instruct the students to listen.
2. Read the dictation exercise at normal speed. Students listen.
3. Give the instruction to students: "Now write."
4. Read the first sentence of the dictation in normal pause groups.
5. Read the first sentence of the dictation paragraph again, this time without pausing.
6. Follow procedure in 3, 4, and 5 for the remaining sentences.
7. Read the entire paragraph again. Have students check their work.
8. Collect papers and make necessary corrections.

#### Dictation

A complex machine such as the automobile functions very much like the efficient organization. Automobiles are *designed* (planned) by engineers to do a specific job. Likewise, all components and all systems are built to perform a particular job.

The engine provides power for forward and backward movement.

The fuel system stores and delivers gasoline to the engine.

The lubrication system provides *sufficient* (enough) oil to parts which *require* (need) it.

The electrical system furnishes the electric power for the automobile.

The hydraulic system operates the brakes.

## Structure

Students repeat the following sentences in unison after the instructor at normal conversational speed.

Students change the sentences from active to passive voice or vice versa as the instructor reads the sentences.

1. The engine provides power for forward and backward movement.
2. Power for forward and backward movement is provided by the engine.

1. The fuel system delivers gasoline to the engine.
2. Gasoline is delivered to the engine by the fuel system.

1. The lubrication system provides oil to parts which need it.  
Oil is provided by the lubrication system.

The electrical system furnishes the electric power for the automobile.

2. Electric power is furnished by the electrical system.

1. The hydraulic system operates the brakes.
2. The brakes are operated by the hydraulic system.

## FLUENCY PRACTICE

1. Each student reads a pair of *sentences* (statements) for pronunciation and intonation practice.
2. Instructor reads the question and students give the answers. Books closed.
3. Each student says the alternate sentence after the instructor reads one of the sentences. Books closed.

1. The fuel tank held 20 gallons.  
The capacity of the tank was 20 gallons.

What was the capacity of the tank?

2. The fuel was running low.  
The fuel reserve was almost exhausted.

How was the fuel reserve?

3. The amount of oil was not sufficient.  
The quantity of oil was not sufficient.  
Was the quantity of oil sufficient or not?
  
4. The driver had to make a decision at once about the problem.  
The driver had to make an immediate decision.  
Did the driver have to make an immediate decision?
  
5. The system did not function properly.  
There was malfunction of the system.  
How did the system function?
  
6. Bad fuel will help to bring about engine trouble.  
Bad fuel will contribute to engine trouble.  
What will contribute to engine trouble?
  
7. The machine did not function as they thought it would.  
The machine did not function as they expected it would. Did  
the machine function as they expected it to?
  
8. One part touched another part.  
One part made contact with another part.  
Did one part make contact with another or not?

**QUESTION AND ANSWER EXERCISE USING WORDS ABOVE**

Students repeat the first question and group of answers in unison after the instructor.

Students listen as the instructor reads the same question and answers. Books closed.  
Instructor repeats question.

Students answer the question individually, giving one or more of the answers.

Class proceeds to the next question—and-answer group.



1. What is the capacity of fuel tanks?
  - A. Their capacity varies.
  - B. Some tanks hold only 15 gallons.
  - C. The capacity of this one is 25 gallons.
  
2. Why was the reserve of fuel almost used up?
  - A. Because the pilot ran into a strong headwind.
  - B. The engineer did not estimate the fuel need correctly.
  - C. The pilot could not land his aircraft because of weather conditions.
  
3. Why was the amount of oil not sufficient?
  - A. There was a leak.
  - B. There was a leak in an oil line.
  - C. Because of a leak in an oil line, much oil was lost.
  
4. How much time did the driver have to make up his mind?
  - A. He had very little time.
  - B. He had to make a quick decision.
  - C. He had to make an immediate decision.
  
5. Was the system functioning properly?
  - A. No, it wasn't.
  - B. It didn't function properly.
  - C. There was a malfunction in the system.
  
6. What causes engine trouble?
  - A. There are many causes.
  - B. A good mechanic knows these causes.
  - C. Sometimes bad fuel contributes to (causes) engine trouble.
  
7. Were the engineers satisfied with the car?
  - A. No, they weren't.
  - B. They were unhappy with its performance.
  - C. It did not perform as they had expected.
  
8. Was the pilot in contact with the control tower?
  - A. Yes, he was.
  - B. He was in contact with the tower.
  - C. He was in contact with the control tower by way of radio.

## TAPE 2305A

---

Listen.

- Ted: Wake up, man, it's time to get going.
- Ray: I'm quite comfortable. I think I'll stay in the sack a while longer.
- Ted: No, come on now. Otherwise, you won't have a ride, and it's too nippy to walk to the mess hall.
- Ray: What's the weather like? Looks pretty nice from here.
- Ted: There are some rays of sunshine, all right, but listen to those gusts of wind. They have done considerable damage, too. I see branches lying all over the street.
- Ray: Branches are better than ice on the roads. I don't care for those slippery rides.
- Ted: Just looking from here, there's some sleet, too. You'd better start moving, because this means that I'll have to drive slowly.
- Ray: Heck with you. Any other "good morning" news? If it's going to blow and sleet again like yesterday, then we're still in the storm area, I guess.
- Ted: No, it isn't that bad. When the sun starts heating up the place, the humidity will rise and we might have some fog. Hazards like fog and sleet sure slow you down.
- Ray: I know, I know. You just want to get me started.
- Ted: This bathroom is getting all the wind full blast. I'm freezing here. Will you turn up the thermostat a bit, please?
- Ray: What would you do without this heating system?
- Ted: It's the floors, I guess. I can stand a cold shower, but these icy floors are killing me.
- Ray: Put your slippers on. And don't stay in there too long, please.
- Ted: Well, I'm about through now. Hope you won't be long.
- Ray: No, you know I'm as fast as lightning, once I get going.

\*\*\*\*\*

Now listen to this conversation again and repeat what you hear.

Wake up, man, it's time to get going.

I'm quite comfortable.

I think I'll stay in the sack a little longer.

No, come on now.

Otherwise, you won't have a ride,  
and it's too nippy to walk to the mess hall.

What's the weather like?

Looks pretty nice from here.

There are some rays of sunshine, all right, but listen to those gusts of wind.

They have done considerable damage, too.

I see branches lying all over the street.

Branches are better than ice on the roads.

I don't care for those slippery rides.

Just looking from here, there's some sleet, too.

You better start moving, because this means that I'll have to drive slowly.

Heck with you. Any other "good morning" news?

Hazards like fog and sleet sure slow you down.

I know, I know. You just want to get me started.

This bathroom is getting the wind full blast. I'm freezing here.

Will you turn up the thermostat a bit, please?

What would you do without this heating system?

It's just the floors, I guess.

I can stand a cold shower, but these icy floors are killing me.

Put your slippers on.

And don't stay in there too long, please.

Well, I'm about through now.

Hope you won't be long.

No, you know I'm as fast as lightning, once I get going.

\*\*\*\*\*

Repeat the following expressions.

Let's go.  
It's time.  
It's time to get going.

I'll stay.  
I'll stay in the sack.  
Let's stay a while.

I'll ride with you.  
I need a ride to work.  
He doesn't have a ride home.

What's it like?  
What does it look like?  
It looks like rain.  
I don't like the looks of it:

humidity  
water vapor  
frost  
fog  
rain  
sleet  
snow  
hail

Rain is condensed water.  
Sleet is frozen rain.

There is frost on my windshield.  
Fog reduces the visibility.  
The fog is hanging low.

Fog rises when the sun starts shining on it.  
Raise your window so we'll stay warm.  
The report speaks of rising temperatures.

It starts heating up.  
Turn the thermostat down.

Switch the light off, please.  
Take your coat off, please.  
Why don't you put your slippers on?  
I thought you told me to take 'em off.  
Ted goes to town off and on.

Sleet is a road hazard.  
Hurricanes are a hazard to flying.  
Avoid danger and hazard areas.

The sun rises.  
 The sun has risen.  
 Tomorrow the sun will rise at 0830.

Tell me when you're through.  
 Mary looked all through her desk.  
 Through hard work and study you'll succeed.

\*\*\*\*\*

Now listen and answer my questions. Repeat what Ted says.

Ted said, it's time to get going. What does that mean?  
 To get going means to start.

Why do they say in the conversation that the streets are dangerous?  
 Because there was sleet.  
 Because the wind blew branches on the road.  
 Because the roads were slippery.

What does a heater thermostat do?  
 It controls the heat.  
 It regulates the heat.  
 It switches the heater on and off automatically.

Why is it warmer in the upper parts of the room?  
 The heat rises.  
 Cold air stays down  
 The floors are cold.

Which thermometer scales do you know?  
 Fahrenheit and centigrade scales.  
 I know the Fahrenheit and centigrade scales.

What is the freezing point on a Fahrenheit scale?  
 It's 32°.

What is the freezing point on a centigrade scale?  
 It's zero degrees.

When you convert Fahrenheit to centigrade, what do you have to do first?  
 I subtract 32 from the degrees Fahrenheit.  
 I subtract 32 first.

After you have subtracted 32 from your Fahrenheit, what do you do next?  
 Then I multiply the result by 5.  
 I take that amount and multiply it by 5.

What do you do after subtracting 32 and multiplying the result by 5?  
 After the multiplication, I divide by 9.  
 I divide the figure by 9.  
 I divide the figure that I got by 9.

## TAPE 2305B

Listen.

First you will hear some statements on working together. Next you will practice repeating the statements. Then you will learn to pronounce some of the key words. Finally, you will practice the same statements and answer some questions.

Listen.

People show teamwork when they work well together. By cooperating, they can better accomplish their mission. Most organizations have one primary objective. Each small unit has a minor aim or objective. The small units work to accomplish the main mission or purpose.

\*\*\*\*\*

Listen and repeat.

People show teamwork when they work well together.

By cooperating, they can better accomplish their mission.

Most organizations have one primary objective.

Each small unit has a minor aim or objective.

The small units work to accomplish the main mission or purpose.

show teamwork

work well together

people cooperate

accomplish their mission

have primary objective

has a minor aim

work to accomplish the mission

\*\*\*\*\*

Now repeat what I say. Answer the other man's questions.

People show teamwork when they work well together.

What do people show when they work well together?

teamwork

They show teamwork.

People show teamwork when they work well together.

By cooperating they can better accomplish their mission.

How can they better accomplish their mission?

by cooperating

By cooperating they can better accomplish their mission.

They can better accomplish their mission by cooperating.

Organizations have objectives.

Most organizations have one primary objective.

How many primary objectives do most organizations have?

one

They have one primary objective.

Most organizations have one primary objective.

Unit has aim.

Each small unit has a minor aim.

Does each unit have a major or a minor aim?

a minor aim

It has a minor aim.

Each small unit has a minor aim.

Units work to accomplish mission.

The small units work to accomplish the minor mission.

Why do the small units work?

to accomplish the minor mission.

They work to accomplish the minor mission.

The small units work to accomplish the minor mission.

Listen.

Repeat the pairs of near equivalents. Use the alternate words in your answers to the questions.

sufficient

enough

The lubrication system provides sufficient oil.

Does the lubrication system provide sufficient oil?

Yes, the lubrication system provides enough oil.

furnishes

provides

The electrical system provides electric power.

Does the electrical system provide electric power?

Yes, the electrical system furnishes electric power.

necessary

essential

There are other systems which are necessary.

Are there other systems which are necessary?

Yes, there are other systems which are essential.

**operating**

The hydraulic system isn't working properly.  
 Is the hydraulic system working properly?  
 No, the hydraulic system isn't operating properly

**working****designed**

Each system is designed to do a specific job.  
 Is each system designed to do a specific job?  
 Yes, each system is planned to do a specific job.

**planned****Pronunciation Practice**

Repeat what I say and answer the other man's questions.

**caPACity**

The capacity of the tank was sufficient.

**caPACity**

Was the capacity of the tank sufficient?  
 Yes, the capacity of the tank was sufficient.

**CONtact**

The pilot lost contact with the control tower.

**CONtact**

Did the pilot lose contact with the control tower?  
 Yes, the pilot lost contact with the control tower.

**exPECTed**

We expected a lecture on the lubrication system.

**exPECTed**

Did you expect a lecture on the fuel system?  
 No, we expected a lecture on the lubrication system.

You didn't expect a lecture on the fuel system, did you?  
 No, we didn't.

You did expect a lecture on the lubrication system, didn't you?  
 Yes, we did.

**acCOMplish**

I think I can accomplish the mission.

**acCOMplish**

Do you think you can accomplish the mission?  
 Yes, I do.  
 I think I can accomplish the mission.

You think you can accomplish the mission, don't you?  
 Yes, I do.

You don't think you can accomplish the mission, do you?  
 No, I don't.



# AMERICAN LANGUAGE COURSE

**UNIT 2306**

## OUTLINE AND STUDY OBJECTIVES

**DIALOG: HOME WORKSHOP**

**QUESTIONS FOR CONVERSATION**

**READING: STORING OF TOOLS**

**QUESTIONS FOR CONVERSATION**

**SPECIAL EXPRESSIONS**

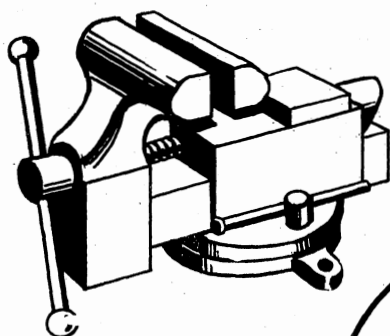
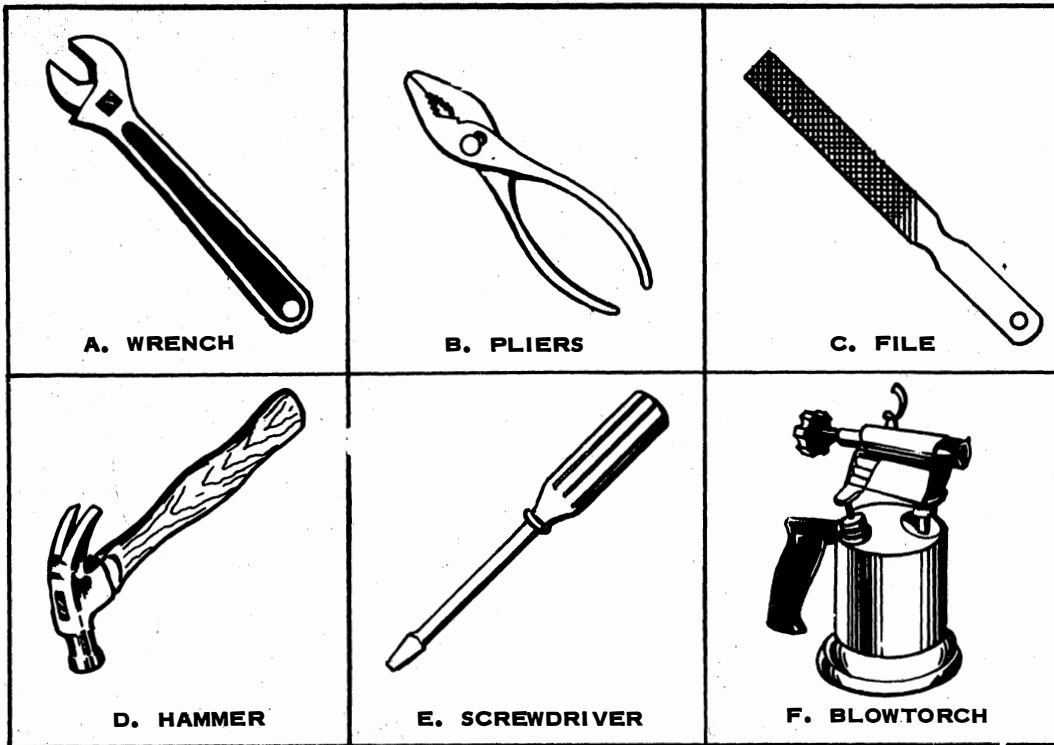
**READING: THE MACHINE AGE**

**QUESTIONS FOR CONVERSATION**

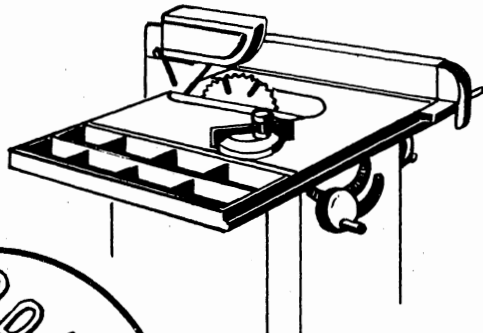
**WORD COMPREHENSION EXERCISE**

**TAPE 2306A**

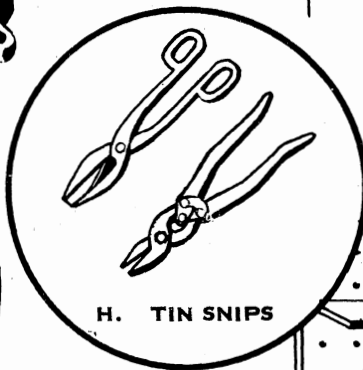
**TAPE 2306B**



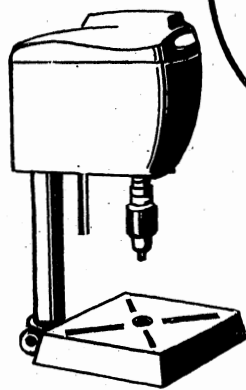
G. BENCH VISE



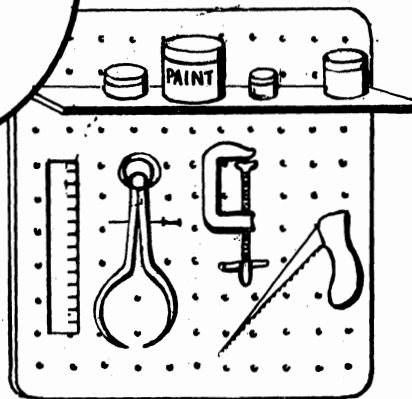
I. CIRCULAR SAW



H. TIN SNIPS



J. DRILL PRESS



K. PEG BOARD

## UNIT 2306

## DIALOG

## HOME WORKSHOP

Let's all visit the home workshop of our neighbor, Mr. Simpson. It is a combination workshop and garage, but there is adequate space for both. Mr. Simpson is busy cutting a piece of iron with the acetylene torch, while his son Bill is sharpening a chisel on the grinding wheel.

Mr. Davis: How are you, Mr. Simpson?

Mr. Simpson: Fine, Mr. Davis (taking off his goggles). Just a little busy as you can see. But I'm never too busy to stop and chat with a friend.

Mr. Davis: Good. These are some students of mine that I want you to meet. And we would appreciate it if you would tell us some things about your shop and your work.

Mr. Simpson: Sure. We are glad to meet you, students. And we'll show you some of our projects. Bill is making a coffee table for his mother. I'll let him tell you about it.

Bill: Well, I have about finished this. All I have to do now is varnish it. If I stick to it, I'll get through pretty soon.

Student: May I ask you how you started on this piece of work?

Bill: Sure. First, I made a freehand sketch of the table to get the picture. I estimated its length, width, and height. Then I made a drawing of each part of it. Next, I picked out the wood I wanted to use.

Student: Did you draw each part to scale?

Bill: Yes, I did. If I hadn't drawn them to scale I'd have messed up somehow. I might not have gotten all parts the right size and in proper proportion.

Student: How did you put the parts together? With screws?

Bill: No. I didn't use screws, nails, or bolts anywhere. Just glue.

Student: That's a fine piece of work, Bill. May I ask if it's cheaper to make it than to buy one?

Bill: Much cheaper. The material will cost less than half the retail price of a new table.

Mr. Simpson: When you people came in I was cutting these iron rods. I'm going to put them into our barbecue pit. The old ones are about rusted out. As you see, we have about everything we need to do creative work and make repairs around our home. Since we work with wood and metal, we need both woodworking and metalworking tools.

Over there you see the tools generally used for woodworking. This is the circular saw right over here. And this is the drill press, a very useful tool. If you're not careful with it though, you can run into trouble. With this tool, as with all others, a person can't be too careful.

Now on this side we keep our metalworking tools. You see the smaller hand tools such as hammers, pliers, cutters, screwdrivers, files, and tin snips. You see the 6" steel rule and the calipers. There are the wrenches – the pipe wrench and the adjustable offset wrench. Here is the familiar bench vise and the blowtorch. We have quite a few more tools and devices but I won't try to show you all of them.

**Student:** I would like to ask you why you do this kind of work in your leisure time?

**Mr. Simpson:** Well, actually, it is not work to me. It's a hobby of mine, and I enjoy it. Also I save some money by making things for the house and by doing minor repairs. But I repeat: most of the things I do here are for pleasure.

**Students:** Thank you very much, Mr. Simpson, and you too, Bill.

**Mr. Simpson:** We are both glad you came by. Come again sometime.

**Students:** Thanks.

**QUESTIONS FOR CONVERSATION — Make complete sentences.**

1. What is a hobby?
2. What is your hobby? (Rotate question.)
3. Why is there more leisure time today than in times past?
4. Why are children's toys becoming more mechanical?
5. What was Mr. Simpson doing when the students arrived?
6. What tool or device was he using?
7. What was his son Bill doing?
8. What tool was he using?
9. Why did Mr. Simpson have on goggles while working?
10. Why did Bill draw to scale the parts for the table?
11. How did Bill fasten the different pieces together?
12. Can you name two other ways he might have put them together?

## READING

## STORING OF TOOLS

In preparing tools for storage, two things are important. (1) Tools should be protected against rust. (2) They should be *arranged* (placed) in such a way that they will not be damaged by *contact with* (touching) each other. If there is much rust on a tool, or if its cutting edges or fine points are dulled or bent, then the tool will not function properly. Tools which are *seldom* (not often) used should be stored on racks, in boxes, or on pegboards, keeping the same kind together. Those tools which are used frequently can be kept on racks. Each tool should have its *individual* (own) place.

Rust is *most likely* (apt) to appear on tools in summer. Therefore, those not in frequent use should have a *film* (coating) of oil or grease on them. Sometimes, it is best to wrap them in paper to protect them against moisture and dust.

## QUESTIONS FOR CONVERSATION — Make complete sentences.

1. What two factors should be considered in storing of tools?
2. What causes rust of some tools?
3. How should you store tools which are seldom used?
4. If tools are used often, where may they be kept?
5. In which season of the year do tools rust most?
6. In what two ways can this rust be prevented?

One student names a certain tool from the following list and the next student tells its regular use or uses.

Example: Student A: What is a handsaw used for?  
Student B: A handsaw is used to cut wood.

pliers	drill press	soldering iron	vise	screwdriver
calipers	handsaw	tin snips	sandpaper	tape measure
6" scale	blowtorch	file	chisel	first aid kit

## SAFETY IN THE WORKSHOP

Accidents sometimes occur in the workshop even though the worker is careful. But if he is careless, then the number of accidents increases greatly. If these safety rules are observed, the number of serious accidents will be kept at a minimum (low level).

1. In the workshop do not wear loose clothing. Shirtsleeves and neckties are a hazard.
2. Do not oil, clean, or adjust a machine while it is in motion.
3. Check the machine before starting. Be sure that all guards are in place.
4. Remove loose tools lying on the machine.
5. While the machine is running, stay within reach of the switch.
6. Protect the body, particularly the eyes, against flying particles, dust, and too bright lights.
7. Do not reach over or touch moving machine parts.
8. Keep the oil can in the proper place.
9. Keep all tools in an orderly arrangement.
10. In case of injury, apply first aid immediately.

After the safety rules have been read and understood, students will ask each other "Why" for each rule. Then students make full sentences in reply. Students may give other rules for safety.

#### SPECIAL EXPRESSIONS

<i>"mess up"</i>	to do something wrong	<i>stick to</i>	to continue
<i>get through</i>	to finish, complete	<i>run into</i>	to encounter, to meet
<i>pick out</i>	to select, choose	<i>work out</i>	to solve, to accomplish

1. If you are not careful you will "mess up" the work.
2. It was so "messed up" it had to be done over.
3. If you work steadily you can get through by 1630.
4. Let's hurry (up) and get through.
5. Pick out the car you like best.
6. Can you pick out the best wrench for this job?
7. If you stick to your studies you will learn the lessons.
8. Stick to it. You'll finish on time.
9. If you run into trouble, talk it over with your leader.
10. You never know when you may run into an old friend.
11. You can't work it out unless you try.
12. Work out your problems with care.

## READING

## THE MACHINE AGE

A *relatively* (comparatively) short time ago, a ten- or twelve-hour workday was the usual thing in American industry. Farmers, merchants, and some professional people worked from sunrise to sundown. For most people there wasn't much leisure time.

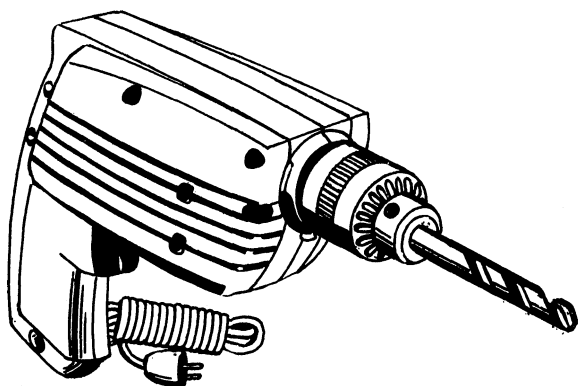
Conditions are different today. The five-day week, 40 hours per week, is the rule rather than the exception. In addition, most factory workers get a paid vacation of one or two weeks. The use of machines has done much to shorten hours and make work easier. And at the same time, this use has helped provide more leisure time for most people.

1. How many hours a day did people work a short time ago?
2. How long is the average workweek today?
3. Why do people have more leisure time now than they did a short time ago?

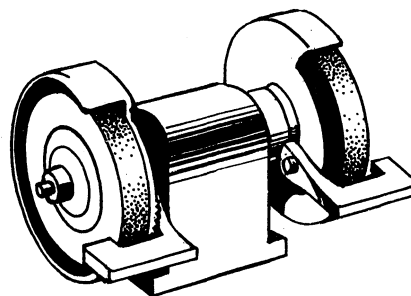
As in any highly mechanized society, a large number of people, especially men and boys, are interested in activities of a mechanical or technical nature. The boy may have a hot rod. If so, he is constantly working on it or doing something to it. This is a hobby for him. At the same time, he learns a great deal about the workings of an engine.

Also, men and boys take up model building, radio repairs, and chemistry. With many, woodworking is a favorite pastime. Amateur carpenters with good sets of hand and power tools build bookcases, tables, cabinets, and the like. They do minor repair jobs in the house and around the home.

3. Name some changes of interest that came with a mechanized society.
4. Do boys in your country like to work on cars?
5. What are the common hobbies in your country?

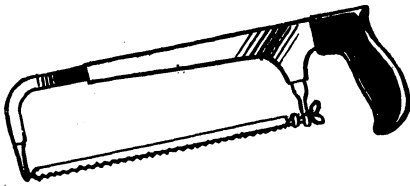


A. ELECTRIC DRILL



B. GRINDER

In many home workshops, you will find portable electric hand drills used for *drilling* (boring) holes in materials. Electric grinders are also widely used. These machines are used for sharpening garden and shop tools, and for *finishing* (making smooth) various types of surfaces. The roughness is removed by *rotating* (spinning) wheels.

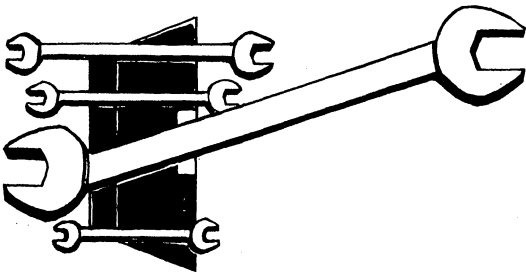


C. HACKSAW



D. HANDSAW

Naturally, many shops have handsaws or power saws for *sawing* (cutting) wood, hacksaws for sawing metal, screwdrivers, wrenches, pliers, hammers, etc.



E. SET OF WRENCHES



F. SHOVEL

6. What is a power tool? Name several, and tell what type of work each does.
7. Name some tools used for cutting wood.
8. What tools are used for cutting metal?



### Statements on Care of Tools

Read sentences for meaning and fluency. Then with books closed repeat each sentence. Make up similar statements on care of tools.

1. Keep tools in a regular place when not in use.
2. Always select the proper tool for a certain work. Do not use an inadequate tool if you can avoid it.
3. Do not permit tools to rust or corrode.
4. Prevent cutting tools from becoming overheated.
5. Always clean and put away tools when you stop your work.

(Make similar statements on your own.)

### Statements on Safety

Read for meaning and fluency. Repeat sentences, books closed. Student "A" asks "why"; student "B" answers.

1. Never look at a burning welding torch unless you wear goggles.
2. Never use electric power tools when you are standing in water.
3. Do not let small children play around dangerous machines or tools.
4. Do not allow exhaust fumes to accumulate in the workroom.
5. Do not leave flammable liquids in open containers.

(Make similar sentences on your own.)

**WORD COMPREHENSION EXERCISE**

Read sentences for comprehension and fluency. Students may find example of each sentence in the classroom. Or, they may illustrate to assure comprehension.

1. Pieces of wood and metal are *fastened* (put together) with nails, bolts, and screws.
2. Nails, bolts, and screws are fasteners.
3. Screws are turned clockwise to tighten; they are turned counterclockwise to loosen them.
4. The door is usually *attached* (fastened) with screws.
5. The screws are *inserted* (put in) in holes in hinges.
6. Many tools are coated to prevent rust from forming.
7. The screwdriver fits into a *groove* of the screw.
8. A screw will not hold properly unless it is held *perpendicular* (at a right angle).
9. Usually screws should be inserted *at a right angle* (perpendicular) to the material.
10. In order to use tools with skill, there must be close coordination of the hand and the eyes.
11. If you look at a cross section of a tree you can determine the age of the tree.
12. The picture of the table was drawn to scale.
13. The edge of the tool was broken in some places.
14. Every workshop should be equipped with a fire extinguisher.

## TAPE 2306A

Several devices are used in the home workshop for measuring. Some of these are the tape measure, the six-inch rule, and calipers.

Repeat the man's statements. Answer when I ask you a question.

tape measure

tape measure

tape measure

The tape measure is used to measure linear distances.

The tape measure is used to measure linear distances.

What is the tape measure used for?

The tape measure is used to measure linear distances.

Tape measures are not too accurate.

Tape measures are not too accurate.

Tape measures are used to measure approximate distances.

Tape measures are used to measure approximate distances.

six-inch rule

six-inch rule

six-inch rule

The six-inch rule also measures distances.

The six-inch rule also measures distances.

What is the six-inch rule used for?

to measure distances

The six-inch rule is used to measure distances.

The six-inch rule is very accurate.

The six-inch rule is very accurate.

The six-inch rule is made of metal and is very accurate.

The six-inch rule is made of metal and is very accurate.

Is the six-inch rule accurate?

Yes, the six-inch rule is accurate.

In fact, it is very accurate.

In fact, it is very accurate.

Which is more accurate, the tape measure or the six-inch rule?

The six-inch rule is more accurate than the tape measure.

calipers

calipers

calipers

Calipers are used to measure distances.

Calipers are used to measure distances.

Calipers measure the distance between two surfaces.

Calipers measure the distance between two surfaces.

outside calipers

outside calipers

Outside calipers measure external dimensions.

Outside calipers measure external dimensions.

What do outside calipers measure?

external dimensions

Outside calipers measure external dimensions.

inside calipers

Inside calipers measure internal dimensions.

Inside calipers measure internal dimensions.

What do inside calipers measure?

internal dimensions

Inside calipers measure internal dimensions.

\*\*\*\*\*

Now let's practice some special expressions.

STICK TO something means to continue and not to stop.

For example:        Did he stick to the job?  
                               Yes, he stuck to the job.

                              Did he stick to his study?  
                               Yes, he stuck to his study.

Answer my questions. Repeat what the other man says.

stick to  
 stuck to

stick to  
 stuck to

stick to  
 stuck to

Did he stick to the work?  
 Yes, he stuck to the work.

Did he stick to the job?  
 Yes, he stuck to the job.

Did he stick to his study?  
 Yes, he stuck to his study.

Did he stick to it?  
 Yes, he stuck to it.

Did they stick to it?  
 Yes, they stuck to it.

\*\*\*\*\*

Listen.

RUN INTO means to meet or to encounter.

For example:        I ran into him in town yesterday.  
                               Do you mean you struck him with your car?

                              Oh, no. I mean I met him accidentally.  
                               We didn't plan to meet – we just ran into each other.

Answer my questions. Repeat what the other man says.

inside calipers

**run into**  
**ran into**

**run into**  
**ran into**

**run into**  
**ran into**

**Did you run into him?**

**Yes, I ran into him.**

**Did you run into each other?**

**Yes, we ran into each other.**

**Did he run into her in town?**

**Yes, he ran into her in town.**

**Did you run into him at the bank?**

**Yes, I ran into him at the bank.**

**Did you run into her at the cafeteria?**

**Yes, I ran into her at the cafeteria.**

**\*\*\*\*\***

Now let's practice some special expressions in negative statements. First let's review some of these expressions. Listen.

**“MESS UP”** means to do something wrong or to make a mess of something.

**GET THROUGH** means to finish.

**STICK TO** means to continue and not stop.

**RUN INTO** means to meet or to encounter.

Now I will ask you some questions. Answer each question with a complete negative answer.

I repeat – answer with a negative answer.

**Did you finish the book?**

**No, I did not finish the book.**

**Remember to give a negative answer.**

**Did you finish the book?**

**No, I did not finish the book.**

**No, I didn't finish the book.**

**Did he mess up his paper?**

**No, he did not mess up his paper.**

**No, he didn't mess up his paper.**

Was the room messed up?  
No, the room was not messed up.  
No, the room wasn't messed up.

Did he stick to the job?  
No, he did not stick to the job.  
No, he didn't stick to the job.

Did he stick to his study?  
No, he did not stick to his study.  
No, he didn't stick to his study.

Did you run into him?  
No, I did not run into him.  
No, I didn't run into him.

Did you run into each other?  
No, we did not run into each other.  
No, we didn't run into each other.

Did you run into bad weather?  
No, we did not run into bad weather.  
No, we didn't run into bad weather.

\*\*\*\*\*

Now answer with complete affirmative answers.

Did you finish the book?  
Yes, I finished the book.

Did he mess up his paper?  
Yes, he messed up his paper.

Was the room messed up?  
Yes, the room was messed up.

Did he stick to the job?  
Yes, he stuck to the job.

Did he stick to his study?  
Yes, he stuck to his study.

Did you run into him?  
Yes, I ran into him.

Did you run into each other?  
Yes, we ran into each other.

Did you run into bad weather?  
Yes, we ran into bad weather.

## TAPE 2306B

Listen.

The following exercise is designed to provide practice in using the word *otherwise* in useful sentences. Repeat the following sentences. Finish the sentences that are not complete. Then repeat the correct responses.

Study your lessons. Otherwise you might fail.

Study your lessons. Otherwise ....

Otherwise you might fail.

Study your lessons. Otherwise you might fail.

Do your assignments. If you don't, you can't hack the course.

Do your assignments. If you don't ....

If you don't, you can't hack the course.

Do your assignments. If you don't, you can't hack the course.

Oil the machine. Otherwise it won't last long.

Oil the machine. Otherwise ....

Otherwise it won't last long.

Oil the machine. Otherwise it won't last long.

Turn the knob to "off." Otherwise it will keep running.

Turn the knob to "off." Otherwise ....

Otherwise it will keep running.

Turn the knob to "off." Otherwise it will keep running.

You'd better take notes. If you don't you'll forget the material.

You'd better take notes. If you don't ....

If you don't, you'll forget the material.

You'd better take notes. If you don't, you'll forget the material.

He should look ahead. If he doesn't he'll have an accident.

He should look ahead. If he doesn't ....

If he doesn't he'll have an accident.

He should look ahead. If he doesn't he'll have an accident.

\*\*\*\*\*

Listen and repeat.

It will be unfit for lubrication.

If it isn't, it will be unfit for lubrication.

The oil must be drained occasionally.

If it isn't, it will be unfit for lubrication.

The oil must be drained occasionally. If it isn't, it will be unfit for lubrication.

They may explode.

Otherwise they may explode.

Keep flammable liquids in closed containers.

Keep flammable liquids in closed containers, otherwise they may explode.

It won't start.

If you don't, it won't start.

Turn the switch to "on."

Turn the switch to "on." If you don't, it won't start.

They will rust.

Otherwise they will rust.

Take care of your tools.

Take care of your tools, otherwise they will rust.

He may have an accident.

If he doesn't, he may have an accident.

He should reduce his speed.

If he doesn't, he may have an accident.

He should reduce his speed. If he doesn't, he may have an accident.

You may miss the point.

Otherwise you may miss the point.

You must listen carefully, otherwise you may miss the point.

\*\*\*\*\*

Listen.

You will need paper and pencil. Write the following words. After you write the word, indicate which syllable is given primary stress. The correct answer will be given.

comPLEX

The second syllable, plex, p-l-e-x, is correct.

reMOVED

The second syllable, moved, m-o-v-e-d, is correct.

PORTable

The first syllable, port, p-o-r-t, is correct.



**relaxAtion**

The third syllable, a, is correct.

**WORKshop**

The first syllable, work, w-o-r-k, is correct.

**comPARatively**

The second syllable, par, p-a-r, is correct.

**SURfaces**

The first syllable, sur, s-u-r, is correct.

**aBRAsive**

The second syllable, bra, b-r-a, is correct.

**FREquently**

The first syllable, fre, f-r-e, is correct.

Listen.

Write the following questions and answers on a piece of paper. You may correct your sentences during the playback if you make mistakes. Your instructor will review your work.

What are complex machines?

Those made of two or more simple machines.

What word means about the same as comparatively?

The word *relatively* means about the same.

*Relatively* is a near equivalent for *comparatively*.

What is the name of the machine used to remove roughness?

It is called a grinder.

Are all drills portable?

No, some drills are stationary.

Does the body require periods of relaxation?

Yes, it does. It would soon wear out without some relaxation.

# AMERICAN LANGUAGE COURSE

**UNIT 2307**

## OUTLINE AND STUDY OBJECTIVES

**DIALOG: AT THE THEATER**

**NOTES ON THE DIALOG**

**QUESTIONS FOR CONVERSATION**

**FLUENCY PRACTICE**

**READING:**

**QUESTIONS FOR CONVERSATION**

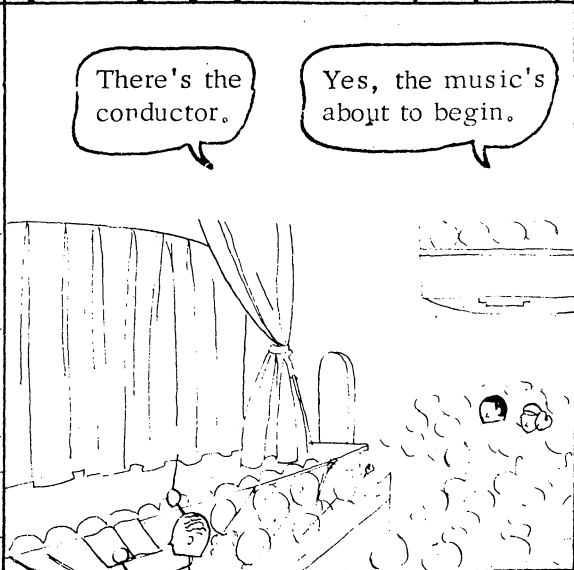
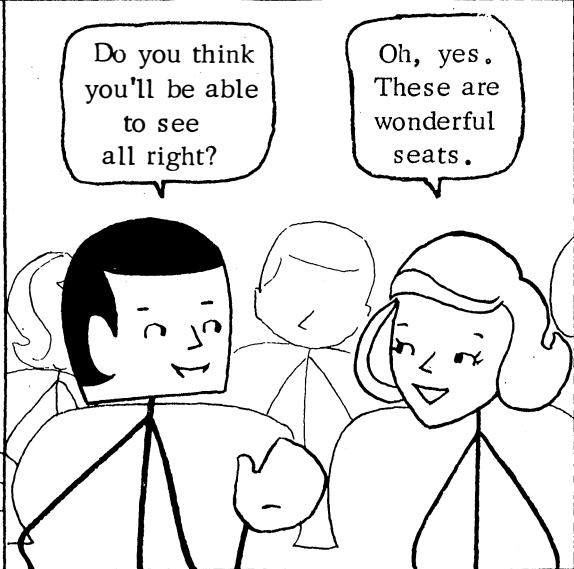
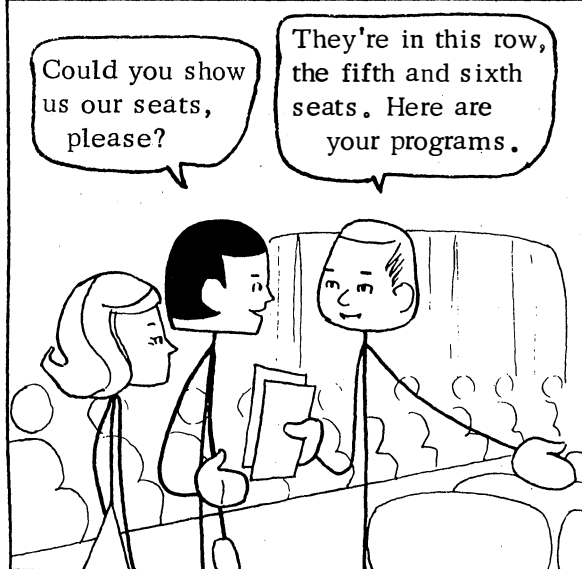
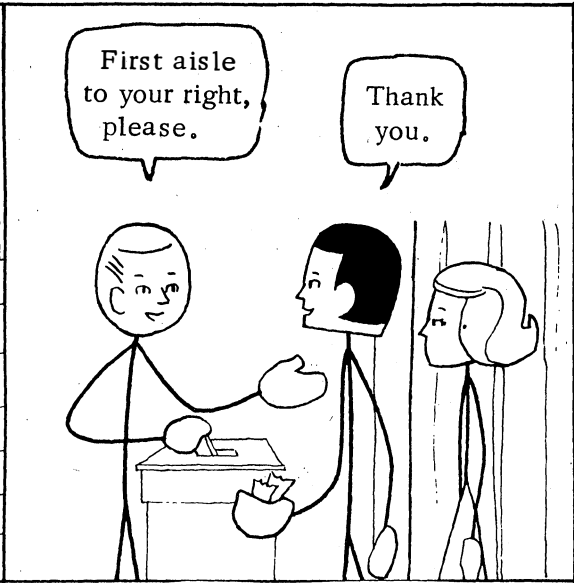
**NOTES ON THE READING**

**FLUENCY PRA**

**TAPE 2307A**

**TAPE 2307B**

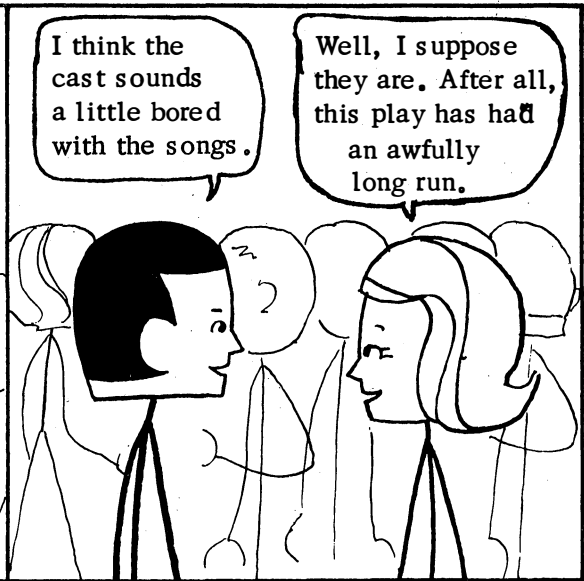
AT THE THEATER





How do you like it?

I'm enjoying every minute of it. Aren't you? I love the music, and the costumes and settings are wonderful, too.



I think the cast sounds a little bored with the songs.

Well, I suppose they are. After all, this play has had an awfully long run.



Would you like some orange juice or a coke?

No, thanks, but I suppose you want a cigarette.



O.K. Let's go to the outer lobby.

Yes, We'll have to. There are "No Smoking" signs all over the place.



What's your favorite song in the show so far?

Oh, I don't know. All the songs are good.



Oh, they're blinking the lights.

Yes, we'd better go back to our seats. I hope the second part's as amusing as the first.

## UNIT 2307

## DIALOG

## AT THE THEATER

(going into the theater)

Girl: I'm so excited! I've wanted to see this show for a long time.

Boy: So have I. I was lucky to be able to get the tickets.

(boy gives tickets to ticket taker)

Ticket Taker: First aisle to your right, please.

Boy: Thank you.

(boy shows ticket stubs to usher)

Boy: Could you show us our seats, please?

Usher: They're in this row, the fifth and sixth seats. Here are your programs.

(boy and girl seated)

Boy: Do you think you'll be able to see all right?

Girl: Oh, yes. These are wonderful seats.

(boy and girl looking at their programs)

Boy: Do you know any of the actors?

Girl: I've seen the leading man in the movies, but I've never seen any one else in the cast before.

Boy: There's the conductor.

Girl: Yes, the music's about to begin.

(at intermission)

Boy: How do you like it?

Girl: I'm enjoying every minute of it. Aren't you? I love the music, and the costumes and settings are wonderful, too.

- Boy: I think the cast sounds a little bored with the songs.
- Girl: Well, I suppose they are. After all, this play has had an awfully long run.
- Boy: Would you like some orange juice or a coke?
- Girl: No, thanks, but I suppose you want a cigarette.
- Boy: O.K. Let's go to the outer lobby.
- Girl: Yes, we'll have to. There are "No Smoking" signs all over the place.
- Girl: What's your favorite song in the show so far?
- Boy: Oh, I don't know. All the songs are good.
- Girl: Oh, they're blinking the lights.
- Boy: Yes, we'd better go back to our seats. I hope the second part's as amusing as the first.

#### NOTES ON THE DIALOG

*I'm enjoying every minute of it.* I like it very much.

*settings* The scenery used on the stage.

*the cast* The actors and actresses in a play.

*a little bored with* Notice that the preposition *with* is used after *bored* when it has an object. To be *bored with something* is to "be tired of" it or "not interested in" it.

*an awfully long run* *Awfully* is used to mean *very*. A *long run* when said of a play means that the play has been showing for a long time

*after all* "You must remember," or "you must take into consideration."

*outer lobby* The first room one enters in a theater is the lobby. Most theaters have two lobbies, and the one nearer the outside is the outer lobby.

*No Smoking* You will see signs saying *No Smoking* in many public buildings.

*all over the place* everywhere, in many places

*They're blinking the lights.* Turning the lights off for a moment and then turning them on again is the usual signal that a play is about to begin again. Some theaters ring a bell, instead.

**QUESTIONS FOR CONVERSATION**

1. Why was the girl in this dialog excited?
2. What is the "aisle" in a theater?
3. Did the people in this dialog have good seats for the play?
4. What does a conductor do?
5. What is the "intermission" at a play?
6. What is meant by the "settings" at a play?
7. If a play has had a long run, has it run for a week or two, or a year or two?
8. Why did the couple in this dialog go to the outer lobby?
9. Is there a "No Smoking" sign in the room where you are now?
10. What does it mean when they blink the lights at a theater?
11. Have you been to the theater since you've been to the United States?
12. Do you go to the theater in your country?
13. What is meant by a ticket stub?
14. What does the usher in a theater do?
15. Is it customary to tip the usher in a theater in the United States?
16. Does one buy a theater program, or does the usher give each person a theater program?

**FLUENCY PRACTICE**

## Substitution Practice

**TO THE INSTRUCTOR:** Let one student read the sentences below; then a second student makes a new question or statement using the italicized expressions in different context.

For example: *I've wanted to see this show for a long time.*  
*I've wanted to go to the zoo for a long time.*  
*Could you show us our seats, please?*  
*Could you show us our assignment, please?*

Now continue, by using the underlined expressions in sentences in slightly different context.

1. I was *lucky to be able to* get the tickets.
2. Do you *think you'll be able to* see all right?
3. Do you *know any of* the actors?
4. I've *never seen anyone else* in the cast before.
5. The music's *about to begin*.
6. I'm enjoying *every minute of it*.
7. I *love* the music, and the costumes and settings *are wonderful too*.
8. I think the cast *sounds a little bored* with the songs.
9. *After all*, this play *has had an awfully long run*.
10. *Would you like* an orange juice or a coke?
11. *No, thanks, but I suppose* you want a cigarette.
12. There are "No Smoking" signs *all over the place*.
13. *What's your favorite* song in the show *so far*?
14. *We'd better* go back to our seats.
15. *I hope the second part's* as amusing as the first.

## READING

### THE AMERICAN INDIAN

People all over the world have found the American Indian an interesting and romantic figure. Little boys in many countries besides the United States play games of "cowboy and Indian," and people enjoy reading books about Indians.

## QUESTIONS FOR CONVERSATION

1. Do little boys like to play "cowboy and Indian"?
2. Do people enjoy reading books about Indians?

People usually think of the Indian as a red-skinned man who wore a feather headdress, and rode a pony across the plains. Actually, the Indians in different parts of what is now the United States lived in different ways, depending on their environment. There are few general statements that are true of all the different Indian tribes.



3. What kind of headdress did the Indian wear?
4. Were all Indians alike?

It *can* be said that all the North American Indians were a primitive, stone-age people at the time when Columbus discovered America. Most of them had fire, kept dogs, made baskets and made stone tools, but the details of their daily lives were very different. For example, the Hopi Indians in the southwest were farmers. They grew corn, beans, squash, cotton and tobacco. They did not move from place to place, but lived in permanent villages. The men wove cotton cloth, and the women made pottery.

5. Who were the farmers?
6. Did the Indians grow their own food?

To the north of these people were the plains Indians. Many of the plains Indians went from place to place. They hunted buffalo, using the meat for food and the skins for clothes. When the Spaniards came, the Indians got the horse from them. This meant that they could travel faster and farther on buffalo hunts. There was almost continuous war among the different tribes of plains Indians. These are the Indians who are shown in western movies. This movie version of Indian life has caused many people everywhere to think that all Indians spent most of their time on horseback, hunted buffalo and were always at war with their neighbors.

7. Where did the Indians spend most of their time?
8. When did the Indians begin to use horses?

American literature, on the other hand, has pictured the eastern Indians who lived in the forest. These Indians hunted deer, using the meat for food and the skin for clothes. The forest Indians also hunted bear and caught fish. The women cultivated small fields of squash, corn and beans. The Indians traveled along the lakes and rivers in canoes. It was these Indians whom the English settlers met when they came to America in the seventeenth century.

Most of the Indians in North America now live on reservations, which are lands set aside for them by the federal government. The largest reservations are in the state of Oklahoma, but there are also reservations in Arizona, New Mexico, New York, North Carolina, Florida and other states.

9. What kind of transportation did the Indians use?
10. Where do Indians live today?
11. Tell something about the life of the Hopi Indians.
12. Tell something about the life of the plains Indians.
13. Tell something about the life of the forest Indians.
14. Where do most of the Indians in the United States live now?

## NOTES ON THE READING

*few general statements:*

Few - not very many. Notice the difference in meaning between *few* and *a few*, *little*, and *a little*. Without the article, the idea is negative. With the article, the idea is affirmative. For example:

We know few people in this town. (not many)  
We know a few people in this town. (some)

He speaks little English. (not much)  
He speaks a little English. (some)

*movie version of Indian life* the way Indian life is shown in the movies.

*on the other hand* in contrast.

*set aside* save, keep for a purpose.

## FLUENCY PRACTICE

## Useful Phrasal Combinations

Study the following examples of usage. Write other examples and read them to your instructor for fluency. Write your examples before going to class.

read about

1. People like to *read* books *about* Indians.

interested in

2. Boys in many countries are *interested in* the American Indian.

depend on

3. You can *depend on* the automobile for transportation.
4. Indians *depend on* horses for transportation.

moved from

5. Some Indians *moved from* place to place.

lived in

6. The Hopi Indians *lived in* permanent villages.

used for

7. Canoes were *used for* traveling along the lakes.
8. Horses were *used to* travel over the plains.

live on

9. Most of the Indians in North America now *live on* reservations.

live in

10. Many Indians *live in* the state of Oklahoma.

## TAPE 2307A

---

Listen.

Woman: I'm so excited! I've wanted to see this show for a long time.

Man: So have I. I was lucky to be able to get the tickets.

Woman: I think we'll be able to see all right, don't you?

Man: Oh, yes. These are wonderful seats.

Woman: Do you know any of the actors?

Man: I've seen the leading man in the movies.

Woman: There's the conductor.

Man: Yes, the music's about to begin.

\*\*\*\*\*

Repeat what the man says. Answer the woman's questions.

for a long time

The woman has wanted to see the show for a long time.

Who has wanted to see the show?

the woman

The woman has wanted to see it.

How long has she wanted to do this?

for a long time

She has wanted to see the show for a long time.

The seats are wonderful.

The man thinks the seats are wonderful.

According to the man, how are the seats?

The seats are wonderful.

According to him, the seats are wonderful.

all right

They should be able to see all right.

How well should they be able to see?

all right

They should be able to see all right.

quite well

They should be able to see quite well.

How well should they be able to see?

quite well

They should be able to see quite well.

\*\*\*\*\*

Listen to the woman and the man. The woman will repeat her sentence.

Then you say what the man said.

Woman: I'm so excited! I've wanted to see this show for a long time.

Man: So have I. I was lucky to be able to get the tickets.  
I'm so excited! I've wanted to see this show for a long time.  
So have I. I was lucky to be able to get the tickets.

Woman: I think we'll be able to see all right, don't you?

Man: Oh, yes. These are wonderful seats.  
I think we'll be able to see all right, don't you?  
Oh, yes. These are wonderful seats.

Woman: Do you know any of the actors?

Man: I've seen the leading man in the movies.  
Do you know any of the actors?  
I've seen the leading man in the movies.

Woman: There's the conductor.

Man: Yes, the music's about to begin.  
There's the conductor.  
Yes, the music's about to begin.

\*\*\*\*\*

Listen.

Woman: I'm so excited! I've wanted to see this show for a long time.

Man: So have I. I was lucky to be able to get the tickets.

(man gives tickets to ticket taker)

Ticket Taker: First aisle to your right, please.

Man: Thank you.

(man shows ticket stubs to usher)

Man: Could you show us our seats, please?

Usher: They're in this row, the fifth and sixth seats. Here are your programs.

(man and woman seated)

Man: Do you think you'll be able to see all right?

Woman: Oh, yes. These are wonderful seats.

(man and woman looking at their programs)

Man: Do you know any of the actors?

Woman: I've seen the leading man in the movies, but I've never seen anyone else in the cast before.

Man: There's the conductor.

Woman: Yes, the music's about to begin.

(at intermission)

Man: How do you like it?

Woman: I'm enjoying every minute of it. Aren't you? I love the music, and the costumes and settings are wonderful, too.

Man: I think the cast sounds a little bored with the songs.

Woman: Well, I suppose they are. After all, this play has had an awfully long run.

Man: Would you like some orange juice or a coke?

Woman: No, thanks, but I suppose you want a cigarette.

Man: O.K. Let's go to the outer lobby.

Woman: Yes, we'll have to. There are "No Smoking" signs all over the place here.

Woman: What's your favorite song in the show so far?

Man: Oh, I don't know. All the songs are good.

Woman: Oh, they're blinking the lights.

Man: Yes, we'd better go back to our seats. I hope the second part's as amusing as the first.

\*\*\*\*\*

Listen.

You will need pencil and paper for a short dictation exercise. I repeat, you will need pencil and paper for a short dictation exercise. You will hear a paragraph at normal speed, then it will be broken into phrases. Finally, you will hear it a third time for correction purposes.

Listen.

American literature, on the other hand, has pictured the eastern Indians who lived in the forest. These Indians hunted deer, using the meat for food and the skin for clothes. The forest Indians also hunted bear and caught fish. The women cultivated small fields of squash, corn and beans. The Indians traveled along the lakes and rivers in canoes. It was these Indians whom the English settlers met when they came to America in the seventeenth century.

## TAPE 2307B

Listen.

Many people think that all Indians spent most of their time on horseback, hunted buffalo, and were always at war with their neighbors. American literature, on the other hand, has pictured the eastern Indians who lived in the forest. These Indians hunted deer, using the meat for food and the skin for clothes.

\*\*\*\*\*

Listen and Repeat.

The plains Indians hunted buffalo.  
The plains Indians hunted buffalo.

The forest Indians hunted deer.  
The forest Indians hunted deer.

On the other hand  
On the other hand, the forest Indians hunted deer.

On the other hand

The plains Indians hunted buffalo.  
On the other hand, the forest Indians hunted deer.

Joe likes coffee.

Joe likes coffee.

On the other hand  
On the other hand, John prefers tea.  
Joe likes coffee.  
On the other hand, John prefers tea.

On the other hand

\*\*\*\*\*

The sentences, "The Indians hunted deer, using the meat for food," and "These Indians hunted deer and used the meat for food" mean the same. Change the following sentences according to this example: You will hear, for example, "These Indians hunted deer and used the meat for food." Using the meat for food  
You should say: "These Indians hunted deer, using the meat for food."  
Repeat the correct responses.

These Indians hunted buffalo and used the meat for food.  
using the meat for food  
These Indians hunted buffalo, using the meat for food.

The teacher spoke slowly and explained everything well.  
explaining everything well  
The teacher spoke slowly, explaining everything well.

He drove carefully and gave all necessary signals.  
 giving all necessary signals  
 He drove carefully, giving all necessary signals.

The Indians made bows and arrows and hunted bear.  
 using them to hunt bear  
 The Indians made bows and arrows, using them to hunt bear.

Some Indians made baskets and used them to catch fish.  
 using them to catch fish  
 Some Indians made baskets, using them to catch fish.

Indians had horses and used them for transportation.  
 using them for transportation  
 Indians had horses, using them for transportation.

The sentences "They used baskets to catch fish," and "They used baskets for catching fish," mean the same. Substitute *for catching, for hunting, etc., for to catch, to hunt*, in the following sentences. Repeat the correct responses.

Indians used baskets to catch fish.  
 " " " for catching fish.

They used horses to hunt deer.  
 They used horses for hunting deer.

Indians used bows and arrows to kill bear.  
 " " " " "

Indians used stone tools to grind grain.  
 " " " " for grinding grain.

We use the radio to listen to the news.  
 " " " " for listening to the news.

We use automobiles to travel all over the country.  
 " " " for traveling all over the country.

\*\*\*\*\*

Listen and repeat.

Using them to hunt deer, the Indians made bows and arrows.

Needing it to learn French, Mr. Simpson bought a tape recorder.

Using them for hunting buffalo, the Indians rode horses.

Using them for food, the Indians grew corn, beans, and squash.

Needing it for transportation, Jim bought a car.

Needing a gun for target practice, Joe bought a new rifle.

\*\*\*\*\*

Listen carefully to the following sentences. You will be asked questions on them. Answer the questions. Repeat the responses.

All the North American Indians were a primitive, stone-age people when Columbus discovered America. Most of them had fire, kept dogs, made baskets and stone tools, but the details of their daily lives were very different. Some of them were farmers, who did not move from place to place. Others were hunters, who went from place to place.

Remember to answer the questions.

What kind of tools did the early American Indians use?

stone tools

They used stone tools.

Were the Indians primitive or technically advanced?

primitive

The Indians were a primitive people.

Did all of them have fire?

No, they didn't.

But most of them did.

What did they make?

baskets and stone tools

They made baskets and stone tools.

Did the farmers or the hunters go from place to place?

the hunters

The hunters went from place to place.

\*\*\*\*\*

Listen.

American literature, on the other hand, has pictured the eastern Indians who lived in the forest. These Indians hunted deer, using the meat for food and the skin for clothes. The forest Indians also hunted bear and caught fish. The women cultivated small fields of squash, corn and beans. The Indians traveled along the lakes and rivers in canoes. It was these Indians whom the English settlers met when they came to America in the seventeenth century.

Most of the Indians in North America now live on reservations, which are lands set aside for them by the federal government. The largest reservations are in the state of Oklahoma, but there are also reservations in Arizona, New Mexico, New York, North Carolina, Florida and other states.



# AMERICAN LANGUAGE COURSE

**UNIT 2308**

## OUTLINE AND STUDY OBJECTIVES

**DIALOG: LANGUAGE ENRICHMENT**

**NOTES ON THE DIALOG**

**QUESTIONS FOR CONVERSATION**

**FLUENCY PRACTICE**

**READING:**

**QUESTIONS FOR CONVERSATION**

**EXERCISE WITH NUMBERS**

**GAME - WHO AM I?**

**DICTATION**

**TAPE 2308A**

**TAPE 2308B**

## UNIT 2308

## DIALOG

## LANGUAGE ENRICHMENT

Student A: Why is it that people in England do not speak the same English as Americans?

Student B: Languages change and, even though people in different parts of the world speak the same language, each will speak differently as the years pass.

Student A: I see. It is the same in my language. People in different sections of my country have different words for things.

Student B: It is interesting to read why a word becomes popular in a language and replaces an old word.

Student A: What do you mean?

Student B: Well, for example, before the early eighteenth century, the places where people stayed overnight were called inns in America. At that time, however, the new American nation felt very friendly toward the French and very antagonistic toward the English. Therefore, they stopped saying, "inn" and substituted the word "hotel." As the years passed, nations all over the world started using the word "hotel."

Student A: This is interesting. You can actually learn history by studying words.

Student B: Oh yes, you can learn many things by studying words.

Student A: I know that. Just yesterday, my instructor told the class that the word "mile" came from a word that originally meant one thousand.

Student B: What's so interesting about that?

Student A: It is interesting because the Romans took a group of soldiers and marched them. Each one thousand paces they made a mark and called it a mile.

Student B: Was it accurate?

Student A: Very accurate. They used it as a standard. The soldiers were highly trained and each one-thousand paces measured 4,860 feet.\*

Student B: How do they know it was accurate?

Student A: The ancient highways can be measured and all the miles are the same length.

Student B: It's amazing how the soldiers could keep each pace exactly the same.

---

\*The American mile is 1.61 kilometers (5,280 feet).

## NOTES ON THE DIALOG

<i>what do you mean?</i>	This expression is used in informal conversations and it simply means, "I don't understand." It may also be used as part of a sentence such as: What do you mean by that statement? What did that man mean when he said, "It is time for action."
<i>replace</i>	The new book replaced the old book. Paper money will replace coins. This typewriter is too old. I need to replace it. Capt. Jones will be replaced by Capt. Smith.
<i>overnight</i>	He stayed overnight in my house. Take an overnight bag with you.
<i>amazing</i>	unbelievable; remarkable It's amazing how the rockets can reach the moon. It's amazing how much Jim can eat.

## QUESTIONS FOR CONVERSATION

1. Why do Americans now use the word "hotel"?
2. Do you use the word "hotel" in your country?
3. Which people originally measured a mile?
4. How did the Romans measure a mile?
5. How many steps were considered a mile?
6. Name some English words used in your language.
7. Have you noticed any English words that may have come from your language?

## FLUENCY PRACTICE

## Substitution Exercise

Substitute "he" or "she" for the *italicized* pronouns and change the verb as required.

Example: I hope you *like* this place.

Change: He hopes *she* likes this place.

1. *I've* never been here before.
2. That's probably the reason *you* wanted to come.
3. Well, *you* don't need to be in a hurry. You have plenty of time.
4. What would *you* like to drink?
5. Well, *I'm* a very light drinker.

6. Would *you* like to dance?
7. *You* look so tired tonight.
8. *You* have had many interesting experiences.
9. *You* haven't done your dialog yet.
10. Why don't *we* put *our* tape on?
11. All right. *You* take the blue one and *I'll* take the red one.

## READING

### AN AMERICAN INVENTOR

Thomas A. Edison was born in Ohio February 11, 1847; he died in 1931 at the age of 84. During these 84 years, Edison *obtained* (got) patents on about 1100 inventions. Most of these were *worked out* (developed) in his laboratory in Newark, New Jersey. In this laboratory, he employed hundreds of men. Many of them had started working for him as young men and *remained* (stayed) until his death. Edison never *fired* (discharged) a man or let him go because he was too old. This sense of loyalty to his co-workers and their loyalty to him must have accounted for much of his success. Teamwork, cooperation, and dedication were major factors in his projects.

What kind of boyhood would you expect of the inventor? At 10 years he already had his laboratory in his mother's cellar. Here he stored chemicals bought at the local drugstore. He read books on chemistry and physics and performed many experiments, sometimes dangerous ones. *On one occasion* (once) he decided to give his companion, Michael Oates, Seidlitz powder on the theory that this would generate sufficient gases to make Michael rise "like a balloon." The results of this experiment were serious but not *fatal* (destructive of life).

At 12 years he took the job of newsboy on a train. This *provided* (gave) him the opportunity to read more and also gave him money to buy equipment for laboratory experiments. Much of this new equipment was set up in the baggage car of the train; and while he was not busy selling his papers, candy, fruit, etc., he was working in his new laboratory.

At 16 years he began the study of telegraphy and advanced so *rapidly* (fast) in it that at 17 he was an expert operator. He continued to read chemistry, his favorite subject. It was at this period of his life that he invented a new device in telegraphy. This was the big event which established him on a long and successful career in the world of technology.

Edison set up a *first-class* (excellent) laboratory at Newark, New Jersey. He *hired* (employed) men to help him in all areas of his work. Men in industry brought problems to the young inventive genius, and he *sought* (searched for) the solutions with determination and skill. New devices poured from his laboratory. In all, there were almost 1100 inventions patented in his name. The value of his many contributions is estimated to be approximately \$26 billion.

Asked what he considered his own favorite invention, he named the phonograph. Asked for a definition of genius, he replied: "It is 2% inspiration, 98% *perspiration*." (sweat, work).

Besides the phonograph, other well-known inventions were the incandescent lamp, the electric dynamo, a photographic film for motion picture machines, a new type of storage battery, a new type of camera which made possible the first motion picture camera. These are but a very few of the new devices developed by Edison. His name is found today on many of our <sup>of</sup> common articles.

What about the early school years of the man? The fact is, there were none. He attended school only three months in his entire life. He tried the public school, but because he was so badly misunderstood by his teacher, his mother took him out and taught him at home. A former teacher herself, she *devoted* (applied) her fine abilities to teaching her son. Who would say she did not do a fine job?

#### QUESTIONS ON THE READING

1. What was the date of Edison's birth?
2. At what age did he die?
3. How many patents did he obtain?
4. How many men did he employ in his laboratory?
5. At what age did he set up his first laboratory?
6. What was Edison's theory of the powder he gave to his companion?
7. What kinds of books did the inventor read most?
8. What job did he take when he was 12 years old?
9. What did he spend most of his income for?
10. Where did he set up his second laboratory?
11. How much money did he get from four of his first inventions?
12. What did he do with his money?
13. What was the estimated value in dollars of all his inventions?
14. Which of Edison's inventions was his favorite?
15. What was his definition of genius?
16. Name four of his main inventions.
17. How much formal education did he have?
18. Who was his great teacher?
19. Name other great inventors and inventions.

**EXERCISE WITH NUMBERS**

*Add to, subtract from, minus, multiplied by, divided by, sum, total, difference, remainder, product, quotient, equals.*

Read the sentences. Then perform the operation.

- I. If 18 is added to 36, what is the total?

$18 + 36 = ?$  Read: Eighteen plus thirty-six equals (=) \_\_\_\_\_?

Problem:

A wheel is turning at 2000 rpm. If the rpm is increased by 500, at what speed is the wheel turning? Tell what you do in finding the answer.

- II. If 17 is subtracted from 54, what is the *remainder* (difference between)?

$54 - 17 = \underline{\hspace{1cm}}?$  Read as: fifty-four minus seventeen equals (=) \_\_\_\_\_? Or, seventeen subtracted from fifty-four equals (=) \_\_\_\_\_?

Problem:

A plane is scheduled to depart at 1600 hours. If the schedule is changed so that the plane will leave  $2\frac{1}{2}$  hours earlier, at what time will it depart? Tell what you do in finding the answer.

- III. If 150 is multiplied by 8, what is the product?

$150 \times 8 = \underline{\hspace{1cm}}?$  Read: One hundred-fifty *multiplied by* (or times) eight equals (=) \_\_\_\_\_?

Problem:

The capacity of a fuel tank is 180 gallons. If it is made twice as large, how much will it hold? Tell what you do in finding the answer.

- IV. If \$2000 is divided by 5, what is the quotient?

$\$2000 \div 5 = \underline{\hspace{1cm}}?$  Read as: Two thousand dollars divided by five equals (=) \_\_\_\_\_?

Problem:

If Edison received \$40,000 from four inventions, what was the average received for each one? Tell what you do in solving.

**Note:** Instructors may make other similar problems. Be sure to use the correct words in each process. The italicized words above are normally used in stating mathematical operations. They are also frequently used in conversational English. Since they are words of much practical value, it is good that students master them as soon as possible.

1. Edison went to school only three months. What fractional part of a year was this?
2. How old was Edison in the year 1867?
3. He often worked till 0300 hours in his laboratory. What time was this expressed in civilian terms?
4. He took out 1200 patents in his life. If he worked exactly 50 years, how many patents did he average per year?

#### GAME - WHO AM I?

Each student selects a great inventor or scientist. He gives one fact to the class about the scientist and they try to name the person. This process is continued until someone names the correct person. Each student should be prepared to make at least eight true statements about the person.

A modern, complex machine such as the aircraft is a *composite* (combination) of several great inventions. Some of these are comparatively recent. Some are thousands of years old. Name as many of these inventions as you can. Make complete sentences.

#### DICTION\*

One of Edison's experiments as a boy is quite unusual and amusing. He and his young companion decided to set up telegraph communication with each other. They strung wire from one home to the other. They used trees for poles and bottles for insulators. Then they installed telegraph keys at each end. They needed only electricity to complete the equipment. So Edison decided to use cats' fur to produce static electricity. Everything worked smoothly except the cats. They *clawed* (scratched) the hands and faces of the young inventors enough to convince the boys that they would have to get a battery instead.

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\*Note: See page 76 for "Procedures for Dictation."

## TAPE 2308A

New words are made by using letters or syllables of a group of words. Instead of saying, "Very Important Person" many people say, "VIP." Instead of saying, "Technical Representative," many simply say, "Tech Rep." This probably occurs because people are in a hurry to say something and make shorter expressions.

\*\*\*\*\*

Listen and repeat.

a group of words  
by using letters or syllables of a group of words  
New words are made by using letters or syllables of a group of words.

We say "VIP."  
Instead of saying "Very Important Person," we say "VIP."

We simply say "Tech Rep."  
Instead of saying, "Technical Representative," we simply say "Tech Rep."

because people are in a hurry  
This probably occurs because people are in a hurry.

\*\*\*\*\*

Repeat my statements. Answer my questions. Give short and complete answers.

People say VIP because it's shorter.

Why do people say "VIP"?  
because it's shorter  
People say VIP because it's shorter.

Why do people say "Tech Rep"?  
because it's shorter  
People say TECH REP because it's shorter.

People use shorter expressions because they are in a hurry.

Why do people use shorter expressions?  
because they are in a hurry  
They are shorter expressions because they're in a hurry.

\*\*\*\*\*

Listen.

In the military, letters quite often represent a group of words. CO refers to commanding officer. NCO is a short form for non-commissioned officer. As you visit other training bases, you will hear many letters spoken which refer to a group of words.



\*\*\*\*\*

Listen and repeat.

in the military

letters quite often represent

a word or group of words

In the military, letters quite often represent a word or group of words.

CO refers to commanding officer.

NCO means non-commissioned officer.

\*\*\*\*\*

Repeat my statements. Answer my questions.

What do letters represent?

a group of words

They represent a group of words.

Where are letters often used?

in the military

Letters are often used in the military.

What is the meaning of NCO?

non-commissioned officer

NCO means non-commissioned officer.

\*\*\*\*\*

Listen.

A language borrows words from other languages. This occurs when a foreign word expresses something well or there is a need for a new word. English has borrowed many words from other languages. English, on the other hand, has contributed to other languages in the technical fields.

\*\*\*\*\*

Listen and repeat.

from other languages

A language borrows words from other languages.

when a foreign word expresses something well

This occurs when a foreign word expresses something well.

from other languages

English has borrowed many words from other languages.

on other languages

English has had a steady influence on other languages.

\*\*\*\*\*

Repeat my statements. Answer my questions.

Why are words borrowed from other languages?

Because they express something well.

They are borrowed because they express something well.

because there is a need for a new word

Words are borrowed because there is a need for a new word.

In what area has English contributed to other languages?

in the technical fields

English has contributed to other languages in the technical fields.

## TAPE 2308B

Practice with expressions of addition. Repeat the following expressions and answer my questions. Do not repeat the question.

$$18 + 36 = 54$$

18 added to 36 equals 54.

When 18 is added to 36, the total is 54.

18 + 36 is 54.

The sum of 18 + 36 is 54.

What is the sum of 18 + 36?

The sum is 54.

The sum of 18 + 36 is 54.

54 is the sum of 18 + 36.

54 is the total of 18 + 36.

Now let's practice some expressions of subtraction. Repeat the expressions and answer the questions. Don't repeat the questions.

14 dollars minus eight dollars leaves 6.

14 dollars less eight leaves 6 dollars.

I had 14 dollars and spent eight dollars.

I have 6 dollars left.

If you had 14 dollars and spent eight of them, how many dollars would you have left?

6 dollars

I'd have six dollars left.

$$54 - 17 = 37$$

17 subtracted from 54 = 37.

36 - 18 is 18.

18 subtracted from 36 is 18.

What is 36 - 18?

18

36 - 18 is 18.

12 - 6 is 6.

What is 12 - 6?

12 - 6 is 6.

8 subtracted from 12 is four.

What is eight subtracted from 12?

four

Eight subtracted from 12 is 4.

Ten is the remainder of 25 - 15.

Twenty is the remainder of 30 - 10.

The next practice is with some expressions of division. Repeat the following expressions and answer my questions. Do not repeat the questions.

$$20 \div 5 = 4$$

20 ÷ 5 is 4.

What is twenty divided by 5?

4

20 ÷ 5 is 4.

one hundred dollars divided by five equals 20 dollars

What does one hundred dollars divided by five equal?

It equals 20 dollars.

Let's practice some useful phrases. Repeat the phrases and sentences. Answer my questions.

an opportunity to

an opportunity to

an opportunity to

Edison had an opportunity to read.

I had an opportunity to study English.

I had an opportunity to see my friend.

I had an opportunity to travel some.

Did you have an opportunity to travel?

Yes, I had an opportunity to travel.

Yes, I had an opportunity to travel.

accounted for

accounted for

accounted for

Hard work accounted for Edison's success.

Carelessness accounted for the accident.

What accounted for the accident?

Carelessness accounted for the accident.

Carelessness accounted for the accident.

decided to

decided to

decided to

We decided to leave early.

Joe decided to study chemistry.

What did Joe decide to study?

He decided to study chemistry.

He decided to study chemistry.

John decided to go by train.

How did John decide to go?

He decided to go by train.

He decided to go by train.

Who decided to go by train?

John decided to go by train.

John decided to go by train.

Did he decide to go by bus or by train?

He decided to go by train.

depended on

dependéd on

depended on

For success Edison depended on hard work.

Edison depended on hard work for success.

What did Edison depend on for success?

He depended on hard work.

Edison depended on hard work.

The passengers depended on the pilot's skill.

The passengers depended on the pilot's skill.

Whose skill did the passengers depend on?

the pilot's

They depended on the pilot's skill.

The passengers depended on the pilot's skill.

What did the passengers depend on?

the pilot's skill

They depended on the pilot's skill.

**AMERICAN LANGUAGE COURSE****UNIT 2309****OUTLINE AND STUDY OBJECTIVES****DIALOG: VISITING A FRIEND IN A HOSPITAL****NOTES ON THE DIALOG****QUESTIONS FOR CONVERSATION****FLUENCY PRACTICE****THE HUMAN BODY****QUESTIONS FOR CONVERSATION****COMPLETION EXERCISE****SPECIAL EXPRESSIONS****PROVERBS AND WISE SAYINGS****TAPE 2309A****TAPE 2309B**

## UNIT 2309

## DIALOG

## VISITING A FRIEND IN A HOSPITAL

- Visitor: How do you feel today?
- Patient: I think I'll live. Seriously, I feel pretty bad.
- Visitor: You don't show it much. Your color is about normal. How is the appetite?
- Patient: I'm eating all right but can't gain much strength.
- Visitor: Feel a bit weak when you walk around, I guess.
- Patient: Suppose that's because I'm having some fever.
- Visitor: Can't the doctor get the fever down?
- Patient: He wants to run a lot of tests before he starts giving me medicine.
- Visitor: I know about the tests in a hospital.
- Patient: And I'm learning fast! Yesterday they x-rayed my chest. Took eight or ten pictures. Want to know if I have any spots on my lungs, I suppose. They turned me on my back, on my stomach, on my right side, on my left side, every way except upside down.
- Visitor: Just wait until they do a stomach test.
- Patient: I was coming to that. I've already had the stomach test. A laxative last night, no breakfast this morning, waiting and waiting for the radiologist, finally having to drink a huge glass of stuff that tasted and looked like chalk.
- Visitor: Have they found anything wrong yet?
- Patient: You know how that is. You can't get information out of anyone. They keep everything a secret as long as possible around here. Keep saying the same thing. "Don't worry! We'll have you on your feet again soon." Oh, no! Here comes the doctor again.
- Visitor: I'd better go. He wouldn't want a visitor around.
- Patient: No, don't leave. I want you to see what happens. He'll put on a stethoscope and listen to my heart and lungs. Then he will shine a light in my eyes to check my circulation, examine my nose and ears. He may put a thermometer in my mouth and take my temperature.

- Visitor:** Have they finished all the tests?
- Patient:** I don't think so. May have to do an electrocardiogram. They want to be sure the heartbeat is OK. You'd think they were going to operate.
- Visitor:** You were talking about the doctor's routine visit when I interrupted you.
- Patient:** Yes, the next thing is the blood pressure check. He straps a band around my arm and pumps air into an instrument. It has a gage on it which he reads.
- Visitor:** Do you know how to read it?
- Patient:** No, I don't. The band feels so tight that I forget to look at the gage. Finally, he holds my wrist with a finger or two over a vein and checks the pulse.
- Visitor:** Have you found out when you will be dismissed?
- Patient:** The same old answer: in a few days.

#### NOTES ON THE DIALOG

*show* reveal, indicate Here are some examples:

John's actions showed that he was angry.  
Some people don't show their feelings.  
He seemed happy, but he didn't show it much.

*show* to be noticeable

I spilled coffee on my coat, but it didn't show. It wasn't noticeable.  
I hope the spot on my tie won't show.  
Use some spot remover and it will not show.

*get down* reduce

Can't the doctor get the fever down?  
Can't he reduce the fever?  
I can't get my weight down. I'm still too heavy.  
The engine is too hot. We've got to get the temperature down.  
He weighs over 200 pounds. He's trying to get his weight down to 175 pounds.

*I was coming to that* I was going to talk about that

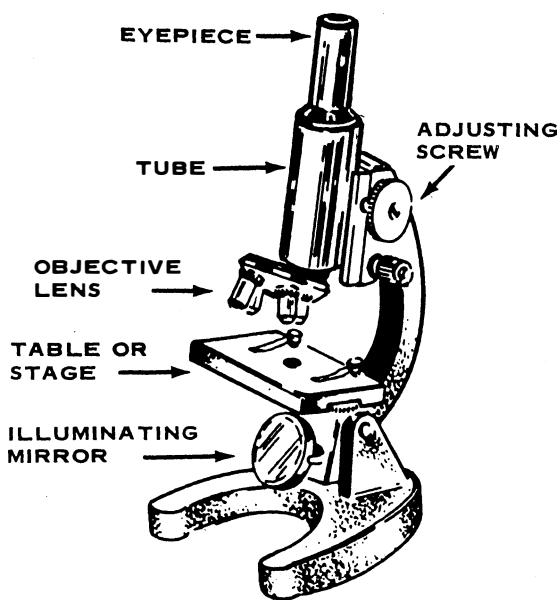
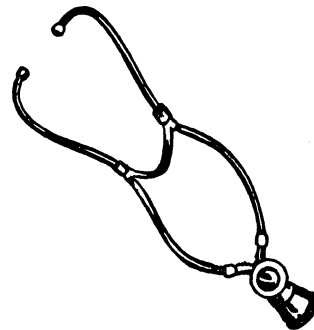
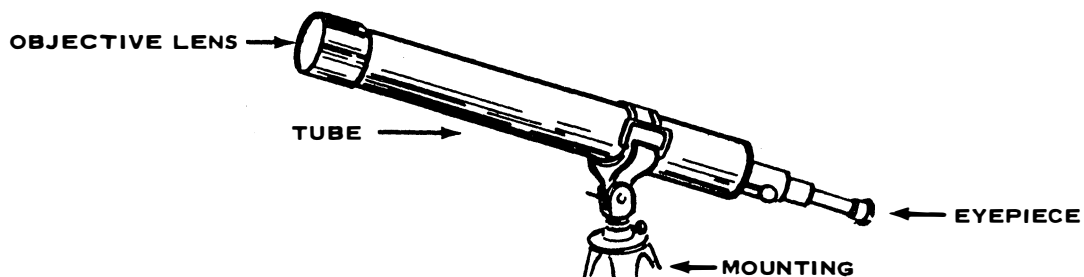
We'll come to the conversation practice in a minute.  
The instructor will come to that question later.  
The patient was coming to the stomach test when the visitor interrupted him.

*We'll have you on your feet again soon* You will be well again soon

Jim is feeling pretty bad, but he will be on his feet again in a day or so.  
I've had the flu, but I will be on my feet again soon.  
Take good care of yourself, and you will soon be on your feet again.

**QUESTIONS FOR CONVERSATION**

1. What was the mood of the patient?
2. Do you think he enjoyed the visit?
3. Discuss the purpose of some of the tests.
4. Why did the doctor examine the patient's eyes so carefully?
5. A stethoscope is an instrument used to hear sounds produced in the body. What is an instrument called that is used to see things at great distances? What is an instrument called that is used to see tiny particles too small to see with the naked eye?

**MICROSCOPE****STETHOSCOPE****TELESCOPE.**



## FLUENCY PRACTICE

### Questions and Answers

1. How *do* you *feel* today?
  - A. I *feel* wonderful.
  - B. Fine, thank you.
  - C. I *feel* pretty bad.
  
2. How *did* Sam *feel* about the accident?
  - A. He *felt* pretty bad.
  - B. He was sorry about it.
  - C. He *felt* awful.
  
3. How is your appetite?
  - A. It's pretty good.
  - B. Not too good. Food doesn't taste right.
  - C. I'm eating all right but *feel* a little weak.
  
4. Why does the doctor do an electrocardiogram?
  - A. He wants to be sure the heart is OK.
  - B. It is done to check the heartbeat.
  - C. It tells him whether the heart is out of rhythm.
  
5. What is wrong with the patient?
  - A. He's having some fever.
  - B. He *feels* weak.
  - C. The doctor is trying to find out.

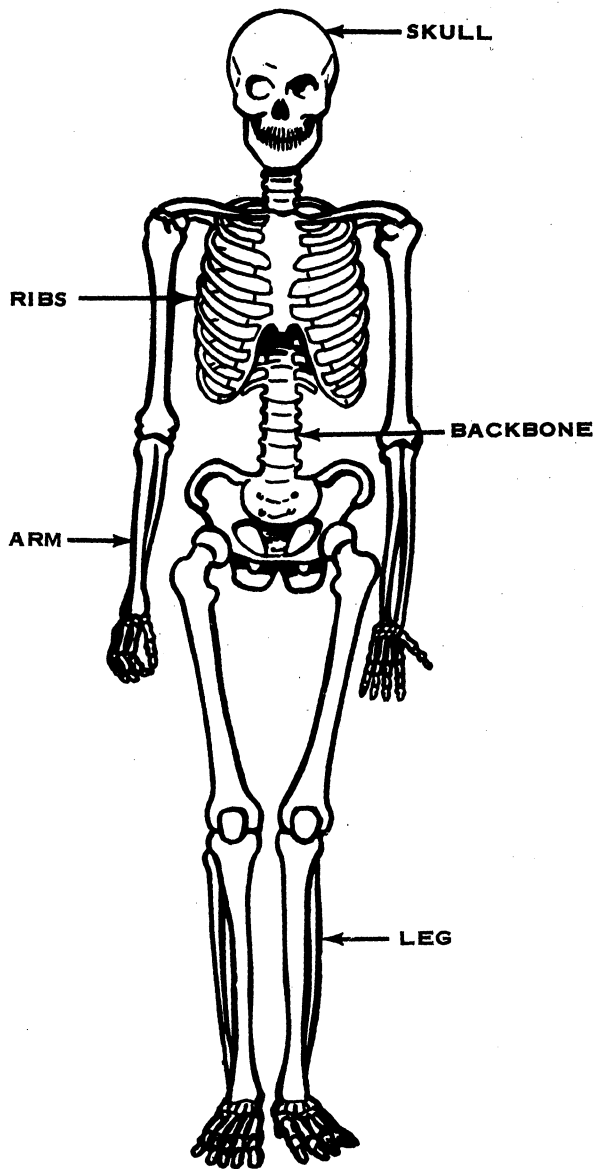
## READING

### THE HUMAN BODY

The instructor will read or rephrase the following paragraphs. Books closed. The student may take notes or simply listen to the instructor as he reads or speaks. The student should be prepared to answer questions on the material. The instructor may use questions other than those appearing in the exercise.

In order to learn about the human body, it is helpful to divide it into systems. The body is usually divided into eight or ten major systems according to function.

As you know, food has to be changed in order for the body to use it. Some changes are made in the mouth, the stomach, and small intestines. These body parts are called organs. They make up a system known as the digestive system. The function of this system is to prepare food for the body. Let's talk briefly about a few of these systems. A brief discussion of the body will help you learn some names of the body parts.



SKELETAL SYSTEM

## QUESTIONS

1. How do we study the human body?
2. According to what is the body divided into systems?
3. How many major systems are there in the body?
4. What happens to food so that the body can use it?
5. Where are some of the changes made?
6. What organs make up the digestive system?
7. What system do they make up?
8. What is the function of this system?
9. Do all systems have organs?
10. Name some familiar organs.

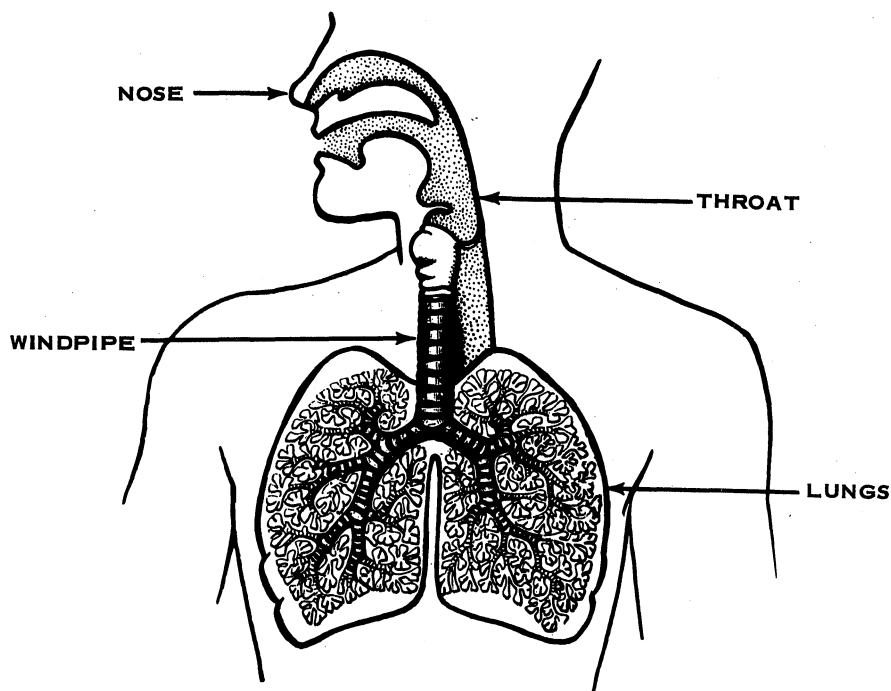
The parts that support and protect the body make up the *skeleton* (bony parts). The skeleton consists of the *skull* (bony part of the head), the *backbone* (spine), the ribs, and bony parts of the arms and legs. The skull supports and protects the brain, eyes, ears, tongue, etc. The backbone supports and/or protects the spinal cord and the ribs. What are some of the organs protected by the ribs other than the kidneys and the stomach? What do the bony parts of the legs support other than the *trunk* (upper part of the body)?

11. What do the parts that support and protect the body make up?
12. What does the skeleton consist of?
13. What does the skull protect and support?
14. What does the backbone protect and support?
15. Name some of the internal parts of the body protected by the ribs.
16. Name a part of the body supported by the arm bones that is used to push, pull, and lift objects.

There are two muscular systems. One system activates *movement* (motion) of the body. Another system activates the movements of internal organs. The heart, the stomach, and intestines are familiar internal organs with muscular action.

17. How many muscular systems are there?
18. What does one system activate?
19. What does the other system activate?
20. Name some internal organs with muscular activity.

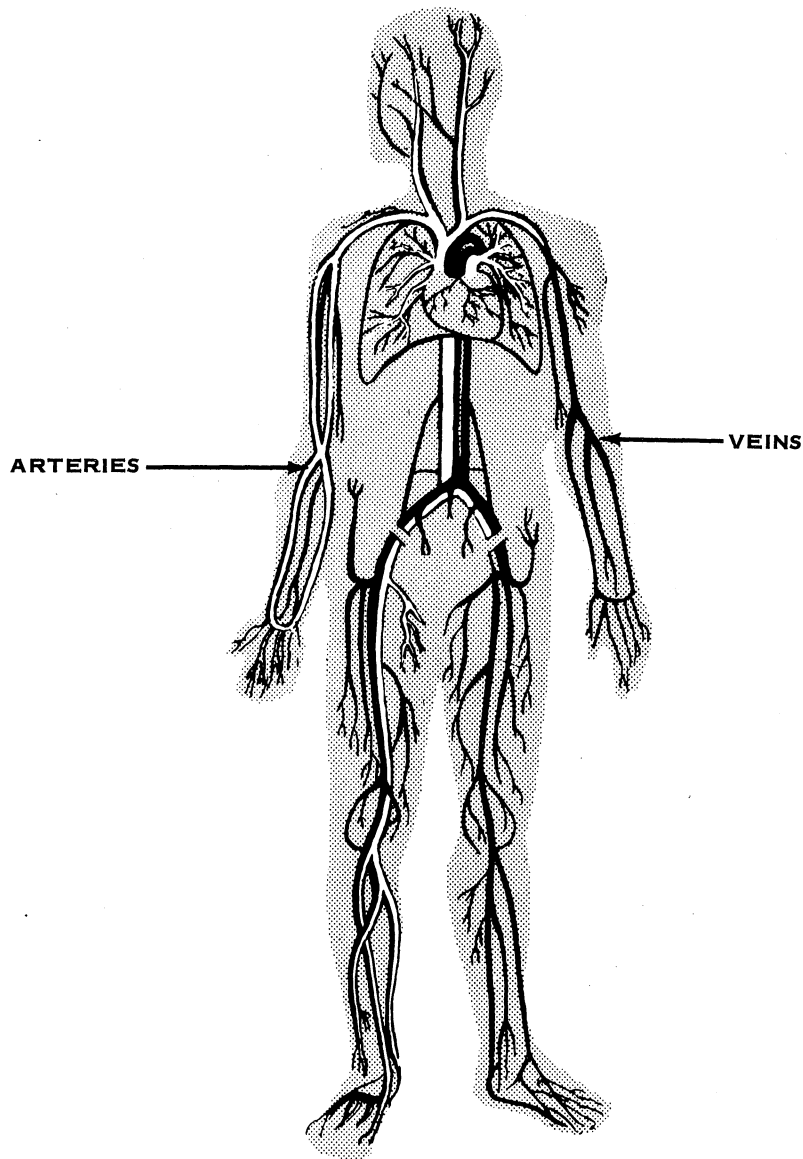
The organs serving for breathing *comprise* (make up) the respiratory system. The system consists of the lungs and a series of air passages. The air passages, of course, lead to the lungs. The nose, the throat, and the windpipe are familiar respiratory organs. The lungs do not have muscles, yet they expand and contract.



RESPIRATORY SYSTEM

21. Explain the purpose of the respiratory system?
22. What does the system consist of?
23. What are some other familiar respiratory organs?
24. Do the lungs have muscles?
25. Do the lungs expand and contract?
26. What is inhaled by the lungs?

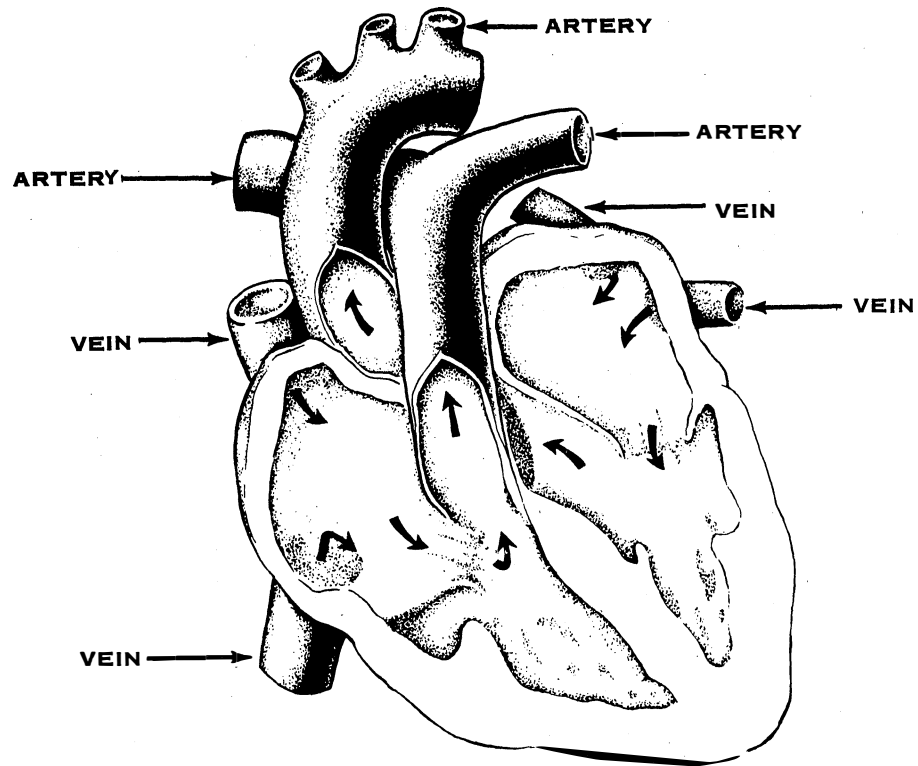
All the systems of the body are marvelous in construction and function. Yet, of all the systems, the circulatory system seems most remarkable. The central organ in this system is, of course, the heart, a wonderfully built muscular pump. Beating in almost perfect rhythm on the average of seventy-two times a minute, pumping a continuous stream of blood through hundreds of miles of blood vessels, this small organ does a tremendous amount of work.



**CIRCULATORY SYSTEM**

The normal heart beats about 37,000,000 times a year. A drop of blood completes its circulation in about half a minute. At each *beat* (stroke) of the heart about six ounces of blood are expelled. At this rate, the heart moves eighteen pounds a minute, 1,080 pounds an hour.

In the normal adult, the heart is only about 3 inches long,  $2\frac{1}{4}$  inches wide, and  $1\frac{1}{2}$  inches thick. In males, the heart weighs from 10 to 14 ounces. It weighs from 8 to 10 ounces in females.



ACTUAL SIZE OF HEART

28. What is the central organ in the circulatory system?
29. On the average, how many times per minute does the heart beat?
30. How long does it take a drop of blood to complete its circulation?
31. What is the approximate size of the normal adult heart?
32. How much does the male heart weigh? The female heart?

#### COMPLETION EXERCISE

Students fill in the blanks in the following sentences. Then they practice repeating the correct sentences after the instructor. Books closed.

1. What is the central \_\_\_\_\_ in the circulatory \_\_\_\_\_ ?
2. The \_\_\_\_\_ organ in the \_\_\_\_\_ system is the \_\_\_\_\_.
3. The heart is the central organ \_\_\_\_\_.

1. A drop \_\_\_\_\_ completes its \_\_\_\_\_ in about half a \_\_\_\_\_.
2. How long does it take \_\_\_\_\_ of blood to \_\_\_\_\_ its circulation?
3. It takes a drop of blood about half a minute \_\_\_\_\_.

1. John finished his examination in approximately half an \_\_\_\_\_.
2. How long \_\_\_\_\_ it take John to finish his \_\_\_\_\_?
3. It took John \_\_\_\_\_ half an hour \_\_\_\_\_.

**SPECIAL EXPRESSIONS**

Students will learn to use the following special expressions by writing sentences with each of the expressions in the spaces provided.

1. Breathe down the *neck* follow closely, or apply mental pressure.  
The student did his work willingly; the instructor didn't have to *breathe down his neck*.  
\_\_\_\_\_  
\_\_\_\_\_

2. Use your *head* think intelligently.  
You should *use your head* when driving in heavy traffic.  
\_\_\_\_\_  
\_\_\_\_\_

3. Can't put one's *finger* on cannot locate or specify.  
The radio is out of order; the repairman *can't put his finger on* what's wrong. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Cut to the *bone*    reduce to an absolute minimum.

Since two of our instructors were taken from us, our teaching staff has been *cut to the bone*.

---



---

5. Keep an *eye* on    watch closely.

If you want to maintain peace, you must always *keep an eye on* enemy activity.

---



---

6. Get your *hands* on    obtain.

Do you know where to *get your hands* on any more books like these?

---



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7. Keep in *mind*    remember.

Language school students should always *keep in mind* their final objective and mission.

---



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8. On the *nose*    squarely; exactly; correctly.

The gunner hit the target right *on the nose*.

---



---

9. *Skin* of your *teeth*    by a small margin.

The student passed his exam by the *skin of his teeth*.

---



---

10. Have the *heart*    have the courage; have the necessary degree of hard-heartedness.

He didn't *have the heart* to tell him the bad news.

---

---

**PROVERBS AND WISE SAYINGS**

Students read and discuss literal and/or figurative meanings of the following.

1. A bird in the hand is worth two in the bush.
2. You can't get blood out of a stone.
3. Early to bed and early to rise, makes a man healthy, wealthy, and wise.
4. After dinner rest a while, after supper walk a mile.



## TAPE 2309A

Listen carefully to the following dialog.

Visitor: How do you feel today?

Patient: I think I'll live. Seriously, I feel pretty bad.

Visitor: You don't show it much. Your color is about normal. How is the appetite?

Patient: I'm eating all right but can't gain much strength.

Visitor: Feel a bit weak when you walk around, I guess.

Patient: Suppose that's because I'm having some fever.

Visitor: Can't the doctor get the fever down?

Patient: He wants to run a lot of tests before he starts giving me medicine.

Visitor: I know about the tests in a hospital.

Patient: And I'm learning fast! Yesterday they X-rayed my chest. Took eight or ten pictures. Want to know if I have any spots on my lungs, I suppose. They turned me on my back, on my stomach, on my right side, on my left side, every way except upside down.

Visitor: Just wait until they do a stomach test.

Patient: I was coming to that. I've already had the stomach test. A laxative last night, no breakfast this morning, waiting and waiting for the radiologist, finally having to drink a huge glass of stuff that tasted and looked like chalk.

Visitor: Have they found anything wrong yet?

Patient: You know how that is. You can't get information out of anyone. They keep everything a secret as long as possible around here. Keep saying the same thing. "Don't worry! We'll have you on your feet again soon." Oh, no! Here comes the doctor again.

Visitor: I'd better go. He wouldn't want a visitor around.

Patient: No, don't leave. I want you to see what happens. He'll put on a stethoscope and listen to my heart and lungs. Then he will shine a light in my eyes to check my circulation, examine my nose and ears. He may put a thermometer in my mouth and take my temperature.

Visitor: Have they finished all the tests?

Patient: I don't think so. May have to do an electrocardiogram. They want to be sure the heartbeat is OK. You'd think they were going to operate.

**Visitor:** You were talking about the doctor's routine visit when I interrupted you.

**Patient:** Yes, the next thing is the blood pressure check. He straps a band around my arm and pumps air into an instrument. It has a gage on it which he reads.

**Visitor:** Do you know how to read it?

**Patient:** No, I don't. The band feels so tight that I forget to look at the gage. Finally, he holds my wrist with a finger or two over a vein and checks the pulse.

**Visitor:** Have you found out when you will be dismissed?

**Patient:** The same old answer: in a few days.

\*\*\*\*\*

Listen again to a part of the dialog.

**Visitor:** How do you feel today?

**Patient:** I feel pretty bad.

**Visitor:** You don't show it much. Your color is about normal. How is the appetite?

**Patient:** I'm eating all right, but can't gain much strength.

\*\*\*\*\*

Listen and answer my questions. Repeat what the other man says.

How does the patient feel?

pretty bad

H. feels pretty bad.

How is the patient's color?

about normal

His color is about normal.

How is his appetite?

all right

He is eating all right.

Listen again and be prepared to answer the questions.

**Visitor:** Feel a bit weak when you walk around, I guess.

**Patient:** Suppose that's because I'm having some fever.

**Visitor:** Can't the doctor get the fever down?

**Patient:** He wants to run a lot of tests before he starts giving me medicine.

**Visitor:** Just wait until they do a stomach test.

**Patient:** I was coming to that. I've already had the stomach test. A laxative last night, no breakfast this morning, waiting and waiting for the radiologist, finally having to drink a huge glass of stuff that tasted and looked like chalk.

\*\*\*\*\*

Listen and answer my questions. Repeat what the other man says.

Does the patient have fever?

Yes, he does.

The patient has fever.

Can the doctor get the fever down?

Yes, he can.

The doctor can get the fever down.

Has the patient had a stomach test?

Yes, he has.

The patient has had a stomach test.

\*\*\*\*\*

Listen again to a part of the dialog.

Visitor: I'd better go. He wouldn't want a visitor around.

Patient: No, don't leave. I want you to see what happens. He'll put on a stethoscope and listen to my heart and lungs. Then he will shine a light in my eyes to check my circulation, examine my nose and ears. He may put a thermometer in my mouth and take my temperature.

Visitor: You were talking about the doctor's routine visit when I interrupted you.

Patient. Yes, the next thing is the blood pressure check. He straps a band around my arm and pumps air into an instrument. It has a gage on it which he reads.

\*\*\*\*\*

Listen and answer my questions. Repeat what the other man says.

Does the doctor check the circulation?

Yes, he does.

The doctor shines a light in the patient's eyes to check the circulation.

What is a thermometer used for?

to check a patient's temperature

A thermometer is used to check a patient's temperature.

Can the doctor check the blood pressure?

Yes, he can.

The doctor can check the blood pressure.

## Tape 2309B

Listen.

Repeat the following phrases and sentences. Answer my questions.

into systems  
the human body

We divide

We divide the human body into systems.

We divide the human body into systems.

to learn about it

it is easier

This way

This way it is easier to learn about it.

This way it is easier to learn about it.

Why do we divide the body into systems?

It is easier to learn about it.

This way it is easier to learn about it.

How do we divide the human body?

into systems

We divide the human body into systems.

What do we do to the human body?

divide it

We divide it.

What do we divide into systems?

the human body

We divide the human body.

What do we divide the human body into?

into systems

We divide the human body into systems.

according to function

into systems

the body is usually divided

The body is usually divided into systems according to function. The

body is usually divided into systems according to function.

for the body

to prepare food for the body

The function of the digestive system is

The function of the digestive system is to prepare food for the body.

The function of the digestive system is to prepare food for the body.

According to what is the body divided into systems?  
 according to function  
 It is divided according to function.

What is the body divided into?  
 into systems  
 The body is divided into systems.

What is usually divided into systems according to function?  
 the body  
 The body is usually divided into systems.

\*\*\*\*\*

Listen.

The function of the digestive system is to prepare food for the body. Food for the body is prepared by the digestive system. The mouth, stomach, and small intestines are called organs. These organs are parts of the digestive system.

Answer my questions and repeat the correct responses.

What are the parts of the digestive system called?  
 organs  
 These body parts are called organs.

Name some of the organs of the digestive system.  
 the mouth, stomach, and small intestines.

By which system is food prepared for the body?  
 by the digestive system  
 Food is prepared for the body by the digestive system.

What is the function of the digestive system?  
 to prepare food for the body  
 The function of the digestive system is to prepare food for the body.

Are the heart, lungs and the stomach external or internal organs?  
 internal organs  
 They are internal organs.

Are the nose, the eyes, and the ears internal or external organs?  
 external organs  
 They are external organs.

\*\*\*\*\*

Answer the following questions. After you answer each question, you will hear a correct answer. This time do NOT repeat the correct answer.

The human body consists of several systems. The function of one system is digestion, or in other words, to prepare food for the body. What is the *name* of this system?

The digestive system. Now you tell me, what is the function of the digestive system?

The function of the digestive system is digesting, or to prepare food for the body.  
Another system of the body is made up of *bones*. What is the name of this system? \*\*

The skeletal. Now tell me, what is the skeleton made of? \*\*

The skeleton is made of bones. Another system consists of muscles.  
Which system is this? \*\*

The muscular system consists of muscles. Another system allows the intake of  
oxygen and the elimination of carbon dioxide. What is the name of this system? \*\*

The respiratory system. What are some of the organs of the respiratory system? \*\*

The nose, the throat, the windpipe and the lungs are some of the organs of the respiratory  
system. Another system is the circulatory system; the system that circulates blood through  
the body. The central organ of this system is a pump. What is the name of this pump? \*\*

The heart. What does the heart pump? \*\*

The heart pumps blood. \*

---

Listen carefully to the speaker. You will be asked questions on the sentences.  
Answer the questions and repeat the correct answer.

The function of the skeleton is to support and protect the body. The bones of the arm support  
the arm muscles. The muscles, as you remember, are used to push, pull, and lift objects. The  
bony parts of the legs support the leg muscles. In addition to the kidneys and the stomach, the  
lungs, the liver, and the heart are protected by the ribs.

\*\*\*\*\*

Can you name some of the organs protected by the ribs in addition to the kidneys  
and the stomach? \*\*

Yes, they are the lungs, the liver, and the heart. \*

Do you remember which muscles are supported by the bones of the legs? \*\*

Yes, the leg muscles are supported by the bones of the legs. \*

English is a funny language, isn't it? We ask, for example, "What are the muscles used  
*for?*" And we answer they are used *to*.

What are the muscles used for? \*\*

They are used to push, pull, and lift things. \*

Do the bones of the arms support leg muscles or arm muscles? \*\*

They support arm muscles. \*

What is the function of the skeleton? \*\*

to support and protect the body \*

The function of the skeleton is to support and protect the body. \*

Repeat what I say. Answer the other man's questions.

the nose, the throat and the windpipe  
the nose, the throat and the windpipe

The nose, the throat, and the windpipe are air passages.  
The nose, the throat, and the windpipe are are passages.

Name the air passages.  
the nose, the throat, and windpipe

Which organ is used to pump blood?  
the heart  
The heart is used to pump blood.

Does the heart pump an interrupted or a continuous flow of blood?  
a continuous flow  
It pumps a continuous flow of blood.

What do we call the tubes through which the blood flows?  
blood vessels  
We call them blood vessels.

What kind of pump is the heart?  
a muscular pump  
It is a muscular pump.

\*\*\*\*\*

Repeat the following sentences.

The central organ in the circulatory system is the heart.

The central organ in the circulatory system is the heart.

the heart  
The heart is the central organ.

The heart is a muscular pump.  
The heart is a muscular pump.

Blood is pumped through miles of blood vessels.  
Blood is pumped through miles of blood vessels.

The heart pumps a continuous stream of blood.  
The heart pumps a continuous stream of blood.

# AMERICAN LANGUAGE COURSE

## UNIT 2310

### OUTLINE AND STUDY OBJECTIVES

**DIALOG: AT THE DENTIST'S**

**NOTES ON THE DIALOG**

**QUESTIONS FOR CONVERSATION**

**FLUENCY PRACTICE**

**READING: MILITARY CUSTOMS AND COURTESIES**

**QUESTIONS FOR CONVERSATION**

**SUBSTITUTION PRACTICE**

**SPECIAL EXPRESSIONS**

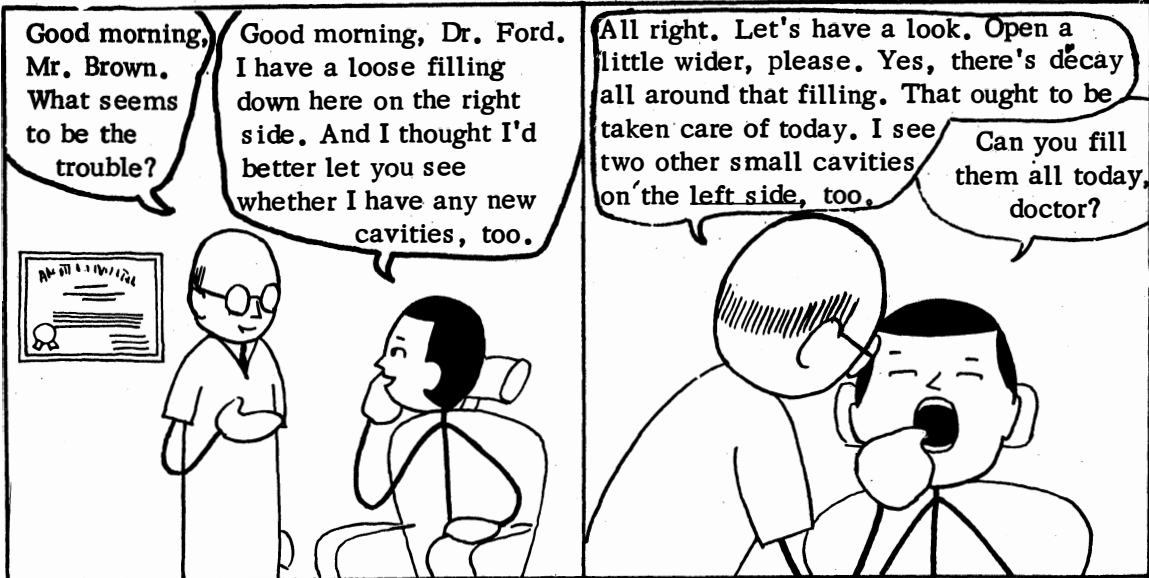
**DICTATION**

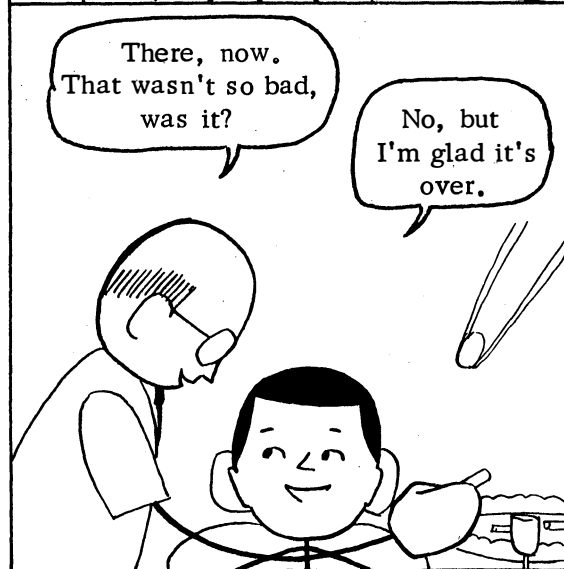
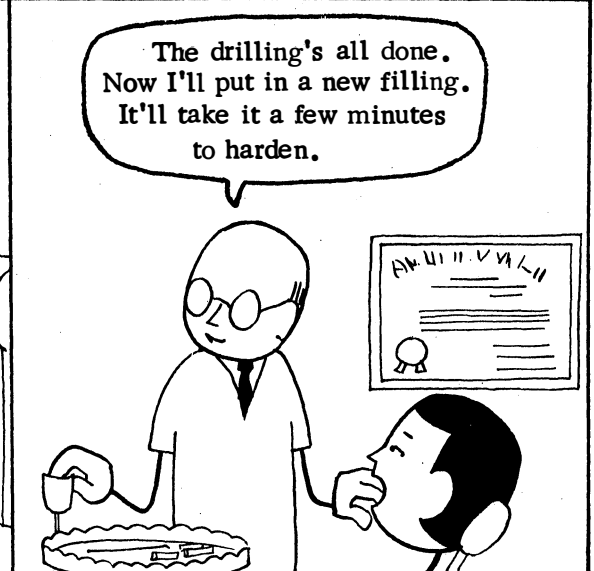
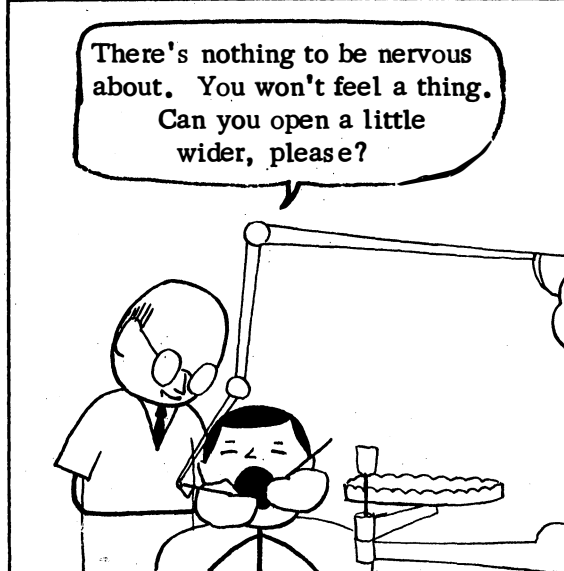
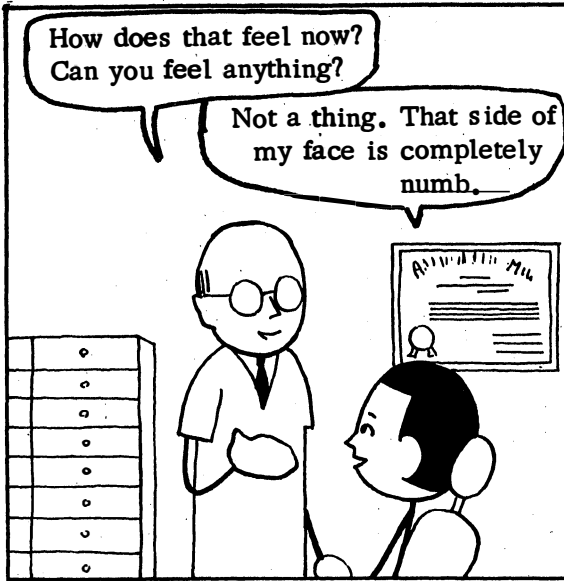
**TAPE 2310A**

**TAPE 2310B**



AT THE DENTIST'S







## UNIT 2310

## DIALOG

## AT THE DENTIST'S

- Dentist: Good morning, Mr. Brown. What seems to be the trouble?
- Patient: Good morning, Dr. Ford. I have a loose filling down here on the right side. And I thought I'd better let you see whether I have any new cavities, too.
- Dentist: All right. Let's have a look. Open a little wider, please. Yes, there's decay all around that filling. That ought to be taken care of today. I see two other small cavities on the left side, too.
- Patient: Can you fill them all today, doctor?
- Dentist: I think it would be better just to replace this filling today. You can make another appointment for next week and I'll do the other two then.
- Patient: All right. Will I need novocain for this?
- Dentist: Yes, I think I'd better give you some. It's a pretty large cavity and it's close to the nerve.
- Patient: All right.
- Dentist: (preparing to inject novocain) Now open wide, please. There. All finished. Now just relax for a few minutes while that takes effect.
- Patient: It's beginning to already.
- Dentist: Good.
- (After a few minutes)
- Dentist: How does that feel now? Can you feel anything?
- Patient: Not a thing. That side of my face is completely numb.
- Dentist: Good. I can get started, then.
- Patient: Drilling! That's the part I always dread.
- Dentist: There's nothing to be nervous about. You won't feel a thing. Can you open a little wider, please?

(After a few minutes)

Dentist: The drilling's all done. Now I'll put in a new filling. It'll take a few minutes to harden.

(After a few minutes)

Dentist: (Removing tubes, cotton, etc.) There, now. That wasn't so bad, was it?

Patient: No, but I'm glad it's over.

Dentist: Don't chew on that side of your mouth today. That's a pretty big filling, and you need to give it plenty of time to get firmly set.

Patient: All right, doctor. And I'll make another appointment for next week. Thank a lot, and good-bye.

Dentist: Good-bye.

Patient: (to secretary) I'd like to make an appointment for next week, please.

Secretary: All right. I could give you next Thursday at four-thirty.

Patient: That'll be fine

#### NOTES ON THE DIALOG

*What seems to be the trouble?* An indirect construction often used in conversation, meaning: What do you think is the trouble, what is the trouble?

*a loose filling* When part of a tooth decays, the decayed part is removed by a dentist and a *filling*, often made of metal, is put in.

*cavities* Decayed places in teeth. Also, holes in a surface.

*novocain* An anesthetic injected into the gum.

*pretty large* Remember that *pretty* as it is used here means *rather*.

*takes effect* is effective, or begins to be effective.

#### Other examples:

- When does this law take effect?
- It takes effect next year.
- It has already taken effect.
- It took effect last January.

*drilling* When the dentist removes the decayed part of the tooth with an instrument which is a small drill.

*That wasn't so bad.* Often used when a painful or unpleasant experience is over.

**QUESTIONS FOR CONVERSATION**

1. Where does this dialog take place?
2. Why does Mr. Brown go to the dentist?
3. What does the dentist do for Mr. Brown?
4. What is a cavity?
5. What is a filling?
6. What is novocain?
7. Have you been to the dentist recently?
8. Do you have many fillings?
9. What is the meaning of *dread*?
10. What is the meaning of *pretty* as it is used in this dialog?
11. How many appointments does Mr. Brown have to have with the dentist to get all his dental work done?
12. Why did the dentist tell Mr. Brown not to chew on one side of his mouth that day?

**FLUENCY PRACTICE**

1. What seems to be the trouble?
  - A. I've got a toothache.
  - B. I think I have a new cavity.
  - C. This filling down here is loose.
2. What can I do for you?
  - A. I'd like to see the doctor.
  - B. Is the doctor in?
  - C. I want to get a tooth filled.
3. How does that feel now?
  - A. It hurts a little.
  - B. It feels numb.
  - C. I can't feel anything.
4. There now. That wasn't so bad, was it?
  - A. No, it didn't really hurt.
  - B. No, but I'm glad it's over.
  - C. No, but I was a little nervous.
5. The cavity was pretty large, wasn't it?
  - A. Yes, it was rather large.
  - B. Yes, it was quite large.
  - C. Yes, it was a large cavity.
6. You've had novocain before, haven't you?
  - A. Yes, I have.
  - B. I think I have.
  - C. I'm not sure, but I think so.

## READING

## MILITARY CUSTOMS AND COURTESIES

As a military student in America, you will be with us for an extended period of time. We know you have some questions concerning our military customs and courtesies. The purpose of this reading is to inform you of the more important customs and courtesies of our Armed Services. You will notice that many of these customs are similar to those practiced in the military of your own country. We will not discuss all of the customs, only those that we feel are more important to you.

An easy definition of the word "custom" is a procedure, a practice, a rule. Most of our customs are unwritten laws or regulations. "Courtesy" is best defined as your personal actions or attitude toward these practices. Most of these customs were established because of their steady use and practice in the everyday life of the military people.

As in your country, military rank possesses certain privileges dependent upon seniority. Subordinate officers and enlisted men are expected to exhibit an unfailing respect for the authority of rank. This does not mean that a senior officer may abuse those below him in rank. All of us must respect regulations, the rights of others, and act accordingly. Therefore, we respect rank by disciplined obedience combined with loyalty.

A very common custom is for a junior officer, or an enlisted man, to place himself to the left of his senior when in his company. You will notice also that during parades, ceremonies, and formal dinners the same rule applies. At receptions or social gatherings, officers remain at these functions until the Commander has departed. The proper use of the word "Sir" by a subordinate officer or enlisted man is imperative. It should precede a report, a question, and should follow the answer to a question. These are all examples that authority of senior rank is respected and recognized.

We also have customs regarding our officer and noncommissioned officer clubs. An officer is expected to join and support this activity. In this area, it is advisable to mention that all officers are expected to avoid excessive indebtedness by promptly paying financial obligations including club bills. A good credit standing is a *must* for any officer.

In our Armed Services, we have a code that is known as the "Officer's Code." This code originated at the U.S. Military Academy long ago and is basically a philosophy of living. The code mentions that Duty is to be well performed, that we must have Honor in all things, that we must place Country above ourselves. An officer's word is to be accepted, without question, as the truth. Lying and cheating are examples of violations of this code, and are punishable under the Uniform Code of Military Justice.

It is a custom as well as a requirement that officers present a good appearance at all times. The officer must set the examples which an enlisted man is to follow. Usually, the officers and enlisted men do not associate together. There are occasions such as participation on the unit athletic teams, or an official recreational function when this is allowed. Normally, the officer and enlisted man go their separate ways.

The "salute" is an expression of courtesy and shows respect for rank and authority. The compliment of the salute is paid to all officers by enlisted men and by all junior officers to their seniors. This is probably done in your country also. We have noticed, as you have, that this custom is observed by many Allied officers and enlisted men in respect to American officers. We would like to see this become an "international" custom, and the courtesy recognized by *all* students and American military personnel.

There are other occasions when the salute is rendered. Usually at 1700 hours each day, our flag is lowered. We call this "Retreat." At this time, if we are outdoors, and can see the flag or we can hear the music for "retreat," we face in the direction of the flag, salute, and hold that salute until the music stops. If we are in civilian clothes, we do not salute but we do stand at attention. If we are driving, it is necessary only to stop the car and sit still. There is also another occasion. During formal parades, we salute our flag as it passes by. We also salute when our national anthem is played.

The salute serves as an act of recognition between members of the military profession and as an indication of the possession of military courtesy and discipline by those who render it. Remember, we consider the salute as a sign of greeting, not of servility.

The Commander desires to maintain a military atmosphere. It is an atmosphere we all understand. We know our objective and proceed to it in an organized and orderly manner. If you as a military individual understand this concept and act accordingly, we feel that you completely understand the most important of our military customs: *respect for authority*.

#### QUESTIONS FOR CONVERSATION

1. Discuss some of the military customs of your country that are similar to those of the United States.
2. Discuss some of the customs that are different.
3. Discuss the purpose of some of the military customs and courtesies.

#### SUBSTITUTION PRACTICE

Repeat after the instructor the following sentences in unison for comprehension and fluency practice. Books closed. Practice substituting one near-equivalent word or phrase for the other as your instructor says one of the alternate sentences.

1. You will be with us for an extended period of time.
  2. You will be with us for a long time.
1. May I ask some questions concerning your military customs and courtesies?
  2. May I ask some questions about your military customs and courtesies?
1. A good credit standing is a must for any officer.
  2. A good credit condition is compulsory for any officer.
1. The proper use of the word "Sir" by a subordinate is imperative.
  2. The proper use of the word "Sir" by a subordinate is compulsory.



1. There are special occasions when the salute is rendered.
2. There are special occasions when the salute is given.
1. The salute is a sign of greeting, not of servility.
2. The salute is an expression of greeting, not of inferiority.
1. Subordinate officers and enlisted men should *exhibit* respect for the authority of rank.
2. Subordinate officers and enlisted men should *show* respect for the authority of rank.

### SPECIAL EXPRESSIONS

Repeat these sentences after the instructor for fluency practice.

Blow one's top      become very angry  
 Easy does it      handle something smoothly, gently.

1. Jim blew his top when he found out someone had damaged his new car.
2. Don't suddenly step on the gas; easy does it.

Snap it up; make it snappy      hurry

3. Please make it snappy; my bus leaves in five minutes.

What do you know about that      expression of surprise

4. What do you know about that! He's getting his wings next week.

Once in a while      occasionally, now and then.

5. He seldom makes any mistakes. Once in a while, however, he does.

right here      exactly here  
 right now      immediately

6. Please put the parachute right here.
7. Let's not wait until this afternoon; let's finish the job right now.

be up to      dependent upon

8. Jim may or may not be ready to solo. It's up to the instructor to say when he is ready.

all of a sudden      suddenly

9. The lights got dimmer and dimmer. Then all of a sudden they went out completely.

#### **DICTION**

Instructor selects a suitable paragraph from the reading and uses it in dictation practice.

## TAPE 2310A

Listen.

Let's repeat some useful expressions for fluency practice.

Listen and repeat.

on the right side  
down here on the right side  
a loose filling down here on the right side  
I have a loose filling down here on the right side.

on the left side  
up here on the left side  
a pain up here on the left side  
I have a pain up here on the left side.

novocain  
Will I need novocain for this?  
All right. Will I need novocain for this?

novocain

close to the nerve  
The cavity is close to the nerve.

close to the nerve

to take effect  
The medicine is beginning to take effect.  
It's beginning to take effect.

to take effect

completely numb  
That side of my face is completely numb.

completely numb

\*\*\*\*\*

Listen carefully to the following dialog. You will be asked to repeat what Mr. Brown says to the dentist.

Dentist: Good morning, Mr. Brown. What seems to be the trouble?

Patient: Good morning, Dr. Ford. I have a loose filling down here on the right side.

Dentist: Good morning, Mr. Brown. What seems to be the trouble?

Good morning, Dr. Ford. I have a loose filling down here on the right side.

Dentist: All right. Let's have a look. Open a little wider, please. Yes, there's decay all around that filling. That ought to be taken care of today. I see two other small cavities on the left side, too.

Patient: Can you fill them today, doctor?

Dentist: All right. Let's have a look. Open a little wider, please. Yes, there's decay all around that filling. That ought to be taken care of today. I see two other small cavities on the left side, too.

Can you fill them today doctor?

Dentist: I think it would be better just to replace this filling today. You can make another appointment for next week and I'll do the other two then.

Patient: All right. Will I need novocain for this?

Dentist: I think it would be better just to replace this filling today. You can make another appointment for next week and I'll do the other two then.

All right. Will I need novocain for this?

Dentist: Yes, I think I'd better give you some. It's a pretty large cavity and it's close to the nerve.

Patient: All right.

Dentist: Yes, I think I'd better give you some. It's a pretty large cavity and it's close to the nerve.

All right.

Dentist: (Preparing to inject novocain) Now open wide, please. There. All finished. Now just relax for a few minutes while that takes effect.

Patient: It's beginning to already.

Dentist: (Preparing to inject novocain) Now open wide, please. There. All finished. Now just relax for a few minutes while that takes effect.

It's beginning to already.

Dentist: Good.

(After a few minutes)

Dentist: How does that feel now? Can you feel anything?

Patient: Not a thing. That side of my face is completely numb.

Dentist: How does that feel now? Can you feel anything?

Not a thing. That side of my face is completely numb.

Dentist: Good. I can get started to work, then.

Patient: Drilling! That's the part I always dread.

Dentist: Good. I can get started to work, then.

Drilling! That's the part I always dread.

Dentist: There's nothing to be nervous about. You won't feel a thing.  
Can you open a little wider, please?

(After a few minutes)

Dentist: The drilling's all done. Now I'll put in a new filling. It'll take it a few minutes to harden.

(After a few minutes)

Dentist: (Removing tubes, cotton, etc.) There, now. That wasn't so bad, was it?

Patient: No, but I'm glad it's over.

Dentist: (Removing tubes, cotton, etc.) There, now. That wasn't so bad, was it?

No, but I'm glad it's over.

Dentist: Don't chew on that side of your mouth today. That's a pretty big filling, and you need to give it plenty of time to get firmly set.

Patient: All right, doctor. Thanks a lot, and good-bye.

Dentist: Don't chew on that side of your mouth today. That's a pretty big filling, and you need to give it plenty of time to get firmly set.

All right, doctor. Thanks a lot, and good-bye.

Dentist: Good-bye.

\*\*\*\*\*

Listen carefully to the following sentences. I will ask you questions on them.

When you have a toothache, a loose filling or a cavity, you should go to the dentist. In the dialog, Mr. Brown goes to the dentist. He sees the dentist because he has a loose filling on the right side of his mouth.

\*\*\*\*\*

Remember to answer my questions. Repeat the responses when you hear them.  
Give short and complete answers.

Where does the dialog take place?

at the dentist's

It takes place at the dentist's.

Why does the patient go to the dentist?  
because he has a loose filling  
He goes to him because he has a loose filling.

On which side is the loose filling?  
on the right side  
It is on the right side.

What is the patient's name?  
Mr. Brown  
His name is Mr. Brown.

You remember the doctor's name, don't you?  
Yes, of course.  
He is Dr. Ford.

\*\*\*\*\*

Let's practice another short comprehension exercise like this. Here the dentist is talking to the patient, Mr. Brown.

All right. Let's have a look. Open a little wider, please. Yes, there's decay all around that filling. That ought to be taken care of at once. I see two other small cavities on the left side, too.

What does the doctor find immediately?  
decay around a filling  
He finds decay around a filling.

What else does he see?  
two other small cavities  
He sees two other small cavities.

According to the story when should the loose filling be taken care of?  
at once  
It should be taken care of at once.

## TAPE 2310B

Listen to the following dialog.

What do you mean by “military customs”?

Practices more or less peculiar to the military.

Are military customs different from civilian practices?

Yes, they are.

What are some of them?

The salute for example. Civilians do not salute each other.

Is this the only difference?

No, not at all. The military has many special customs.

\*\*\*\*\*

First repeat the following questions and answers. Then the questions will be asked again.

Answer the questions when you hear the girl ask them.

What do you mean by “military customs”?

Practices more or less peculiar to the military.

What do you mean by military customs?

I repeat, what do you mean by military customs?

Practices more or less peculiar to the military.

Are military customs different from civilian customs?

Yes, they are.

Are military customs different from civilian customs?

I say again, are military customs different from civilian customs?

Yes, they are.

What are some of them?

The salute, for example.

Civilians do not salute each other.

What are some of them?

I repeat, What are some of them?

The salute, for example.

Civilians do not salute each other.

Is this the only difference?

No, not at all.

The military has many special customs.

Is this the only difference?

I say again, is this the only difference?

No, not at all.

The military has many special customs.

Let's practice some useful phrases.

Repeat what I say. Answer the other man's questions.

set the example

Officers must set the example.

Who must set the example?

Officers must set the example.

What must the officers do?

set the example

They must set the example.

present a good appearance

Officers are required to present a good appearance.

present a good appearance

What are officers required to do?

to present a good appearance

Officers are required to present a good appearance.

Who are required to present a good appearance?

Officers are required to present a good appearance.

an expression of courtesy

The salute is an expression of courtesy.

an expression of courtesy

What is the salute an expression of?

courtesy

The salute is an expression of courtesy.

What is an expression of courtesy?

the salute

The salute is an expression of courtesy.

\*\*\*\*\*

Repeat the following sentences for fluency practice.

(slow)

(fast)

(normal)

The commander desires to maintain a military atmosphere.

It is an atmosphere we all understand.

Let's proceed to our objective in an orderly manner.

Respect for authority is the most important of our military customs.

The salute is an expression of courtesy and discipline.



Now, repeat the following special expressions and sentences.

blew his top	blew his top
Jim blew his top when he found out someone had damaged his new car.	

easy does it	easy does it
Don't suddenly step on the gas; easy does it.	

make it snappy	make it snappy
Please make it snappy; my bus leaves in 5 minutes.	

What do you know about that!	What do you know about that!
What do you know about that! He's getting his wings next week.	

bang-up	bang-up
He was at the top of his class. He did a bang-up job.	

once in a while	once in a while
He seldom makes any mistakes. Once in a while, however, he does.	

right here	right here
Please put the parachute right here.	

right now	right now
Let's not wait until this afternoon; let's finish the job right now.	

be up to	be up to
Jim may or may not be ready to solo. It's up to the instructor to say when he is ready.	

all of a sudden	all of a sudden
The lights got dimmer and dimmer. Then all of a sudden they went out completely.	

## 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.

abandon	55	cabinet	93	daily	6
accomplish	75	camping	56	damage	52
accounted for	124	capacity	79	decay	157
accumulation	54	carpenter	93	define	40
accused	40	cartoons	22	defrosting	75
achieve	75	cavity	157	delicious	36
activate	139	centigrade	54	dent	52
adopted	40	charged with	40	department	39
ads	7	chemistry	93	desert	6
adverse	54	circular	90	design	75
all of a sudden	163	circulation	134	destructive	124
amateur	93	clockwise	96	devote	125
amazing	122	closely	75	die down	72
amendments	40	cloudy	52	digest	23
amusements	7	coated	96	digestive	137
anesthetic	158	column	7	discharge	124
anthem (national)	161	combination	89	dive	21
appeal	8	comment	7	division	39
appearance	160	community	56	dread	157
appetite	134	comparable	39	dressing room	20
appointed	39	complex	75	drill	90
appreciate	89	component	75	drizzle	52
approval	39	compulsory	161	dynamo	125
apt	91	concerning	160		
artery	141	conductor	108		
aside	112	congress	7	editorial	8
assemble	40	consist	39	efficient	75
attractive	57	constitution	39	elected	39
authority	39	construct	75	emotional	8
automatic	73	contest	57	employ (ed)	124
awful (ly)	109	contribute	75	enclosed	5
		contribution	124	enforce	40
		cooperate	75	engaged in	75
baggage	124	coordination	96	entertaining	22
barometer	73	costumes	108	enthusiasm	57
bathing suit	21	cotton	158	environment	111
blinking	109	counterclockwise	96	establish	40, 124
boiling point	72	countless	57	estimate	79
bookcase	93	court	40	exception	93
booth	5	courtesies	160	excited	108
bored	109	crawl	20	executive	40
branches	40	creative	89	exhibit	160
broadcast	57	cross section	96	expert	124
burst	55	cultivated	112	extinguisher (fire)	96
				extreme	7

- Fahrenheit 53  
 failure 76  
 fair 20  
 fairly 73  
 fall behind 59  
 fashions 7  
 fastener 96  
 favorably 7  
 feature 7  
 fender 52  
 fiction 22  
 figure 111  
 file 90  
 filling 157  
 first aid 92  
 flammable 95  
 forecast 55  
  
 genius 124  
 get used to 5  
 goggles 89  
 groove 96  
 ground 52  
  
 hail 52  
 hammer 90  
 handsaw 91  
 hazard 92  
 headfirst 22  
 headline 7  
 heartbeat 135  
 historic 56  
 hobbies 57  
 horseback 112  
 huge 134  
 hunt 112  
  
 inadequate 95  
 in advance 59  
 incandescent 125  
 income 8  
 innocent 49  
 in place of 58  
 inserted 96  
 instead of 58  
 intellectual 53  
 intermission 108  
 interfere 53  
  
 internal 139  
 interpret 40  
 intestines 137  
 invention(s) 125  
  
 judicial 40  
  
 kidney 138  
  
 laxative 134  
 legislative 40  
 leisure 90  
 level 36  
 literary 23  
 literature 112  
 lobby 109  
 local 8  
 loyalty 124  
 lubrication 75  
 lungs 134  
  
 made up of 39  
 malfunction 78  
 marvelous 140  
 maximum 55  
 mechanized 93  
 merchants 93  
 mess up 92  
 mild 53  
 minister 39  
 minor 93  
 mistlike 52  
 muscular 140  
  
 nail 96  
 neighborhood 57  
 nerve 157  
 newsstand 8  
 numb 157  
  
 objective 75, 161  
 objectively 7  
  
 observe 75, 160  
 obtain 6  
 occasionally 59  
 opener 36  
 operation 75  
 operator 124  
 oppose 7  
 orderly 92  
 organ 137  
 original 40  
 otherwise 59  
 outline 39  
 overall 75  
 overheat 95  
 overnight 123  
  
 participation 160  
 patient (n.) 136  
 peacefully 40  
 peak 52  
 permanent 112  
 perpendicular 96  
 phase 41  
 pie 4  
 playground 56  
 poetry 22  
 pool 20  
 possession 161  
 pour 124  
 power 39  
 precaution 55  
 precipitation 52  
 precision 75  
 pressure 72  
 primitive 112  
 professional 93  
 project 124  
 properly 39  
 publish 8  
 pulse 135  
 pump 135  
 punishable 160  
  
 quantity 78  
  
 race 20  
 rack 91  
 reason 123

<b>remarkable</b>	140	tablecloth	36
<b>remove</b>	39	tailwind	55
<b>replace</b>	59	tape (measure)	91
<b>reporter</b>	8	taste	36
<b>reserve</b>	77	teamwork	75
<b>respiratory</b>	139	theory	124
<b>retreat</b>	161	thermometer	72
<b>rotation</b>	55	thermostat	73
<b>roughness</b>	94	throat	139
<b>route</b>	58	thunderclouds	55
<b>rule</b>	90	thunderstorm	54
<b>rust(ed)</b>	89	torch	89
		tourist	57
		towel	20
		tower	79
		transportation	112
		trash	37
		trouble	157
		trunk	138
		unit	39
		usher	108
		value	23
		various	41
		varnish	89
		vehicle	75
		vein	135
		version	112
		vertical	96
		vessels	140
		village	112
		violation	160
		visibility	53
		waitress	5
		warning	55
		weather	52
		windshield	52
		wonders (n)	56
		wood-working	90
		workshop	89
		worship	40
		wrist	135
		X-ray	134
<b>“sack”</b>	80		
<b>saw (n)</b>	90		
<b>scale</b>	72		
<b>sharpen</b>	89		
<b>shatter(ed)</b>	52		
<b>show</b>	90		
<b>skeleton</b>	138		
<b>skull</b>	138		
<b>snack</b>	6		
<b>snack bar</b>	5		
<b>snappy</b>	162		
<b>snowflake</b>	55		
<b>society</b>	93		
<b>solution</b>	124		
<b>source</b>	8		
<b>specific</b>	75		
<b>spectator</b>	57		
<b>spinal cord</b>	138		
<b>spinning</b>	94		
<b>spread</b>	36		
<b>staff</b>	8		
<b>stage</b>	109		
<b>starving</b>	36		
<b>steady</b>	160		
<b>steam</b>	52		
<b>stomach</b>	137		
<b>story</b>	7		
<b>strap</b>	135		
<b>stripped</b>	52		
<b>structure</b>	39		
<b>stub</b>	108		
<b>stuff</b>	134		
<b>stuffed</b>	36		
<b>subordinate</b>	160		
<b>subscription</b>	8		
<b>sudden</b>	55		
<b>summit</b>	53		
<b>support</b>	7		