

American Language
Course

1200

English Department
School of International Relations

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GUIDE FOR INSTRUCTORS

Introduction

This is the second volume in the elementary phase of the American Language Course for foreign students. It is accompanied by 30 prerecorded tapes and by the Student Workbook 1100-1400. There is also an instructor text for books 1100-1400 containing an outline of major structures and special notes on the student text and on sounds and intonations.

Objectives

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

Methods of Presentation

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

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

Prerecorded Tapes

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

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

Student Workbook Assignments

The Student Workbook, Volume 1100-1400, contains homework assignments related to the units in this book. Note carefully that some of the homework is designed as review of material taught in class, and that some is designed as preparation for the classwork to come. Be sure the student understands this. Some workbook exercises employ programming techniques and provide their own answers. 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 programmed exercises early in the course to be sure the students understand how to respond to them.

OUTLINE AND STUDY OBJECTIVES

Structures

Special Expressions:

Get on
Get off
May-Might
Expect to
Plan to
Hope to
Want to

Progressive Verbs Forms

Present tense
Past tense

Future Tense

Use of Contractions
Formation of Questions
Formation of Negative Sentences

Sound and Intonation

Intonation Pattern Used in Addressing Another Person

Voiced and Voiceless th (/ð/ and /θ/)

Conversation On A Bus



UNIT 1201

CONVERSATION AND READING PRACTICES

Dialog

A: Does this bus go to the train station?

B: No, but I'll give you a transfer.

A: Where do I get off?

B: At Tenth Street. I'll let you know.

A: What bus do I get?

B: Take the bus marked Central Station.

A: Will I get there before 7:30?

B: Yes, you'll have plenty of time.

B: We're coming to Tenth Street now.

A: Do I get off here?

B: At the next stop.

A: O. K. Thanks a lot.

B: Not at all!

Special Expressions

GET ON
GET OFF

1. I GET ON the bus at First Street.
I GET OFF the bus at Tenth Street.
2. We GET ON the train in New York.
We GET OFF the train in Chicago.
3. They GET ON the streetcar at Fourth Avenue.
They GET OFF the streetcar at Seventh Avenue.
4. He GETS ON the plane at 10:00 a. m.
He GETS OFF the plane at 1:00 p. m.
5. She GETS ON the boat in New York.
She GETS OFF the boat in Southampton.
6. Where do I GET ON the bus?
At Nineteenth Street.
7. Where do I GET OFF the bus?
At Thirty-first Street.

Reading

There are a lot of buses in this city. The bus fare is twenty-five cents. Many people ride the buses every day. They ride to work. They ride to the train station. They ride downtown. They ride to school. Then they take the bus home again.

The buses are often crowded. Sometimes there aren't any empty seats. Many people stand up.

The buses go everywhere in the city. They give good service. People can get a bus on most streets. The bus drivers help the passengers. The drivers know all the streets in the city. The buses are very important to the people.

New Vocabulary

city
bus
people
home
seat

train
station
street
ride
stand up

get
know
give
take
crowded

Word Drill

1. city
in the city
people
many people
There are many people in the city.
2. home
homes
in homes
The people live in homes in the city.
3. seat
seats
seats in the buses
There are a lot of seats in the buses.
4. ride
ride the bus
to the station
We ride the bus to the station.
5. takes
takes them
takes them to the station
The bus takes them to the station.
6. buses
a lot of buses
streets
on the streets
There are a lot of buses on the streets.
7. trains
station
the station
in the station
There are a lot of trains in the station.
8. crowded
is crowded
is very crowded
The bus is very crowded.
9. stand
stand up
stand up in the bus
We have to stand up in the bus.
10. gives
gives service
gives good service
That driver gives good service
11. know
know the streets
The bus drivers know the streets.

Exercises

Give complete yes and no answers to the questions.

Example: Does she ride to work every day?
Yes, she rides to work every day.
No, she doesn't ride to work every day.

1. Does the boy go to school in the morning?
2. Do you take a bus in the afternoon?
3. Does he work in a bank?
4. Do the students know the answer?
5. Does the student have a book?
6. Are you a student?
7. Are those men doctors?
8. Is he in the bank now?
9. Am I a teacher?

Exercise

Answer the following questions using get on or get off. Use yes and no answers.

Example: Do you get on the bus at this corner?
Yes, I get on the bus at this corner.
No, I don't get on the bus at this corner.

1. Do they get off the bus at the station?
2. Do we get off the bus at the station?
3. Does the girl get off the bus at the same stop every day?
4. Do they get on the bus at Tenth Street?
5. Does he get on the bus near his home?
6. Do I get on this bus?
7. Do the students get on the bus at First Avenue?

A Telephone Conversation





Practice the Conversation

Hello.

Hello. Is Joe there?

Joe? There's no Joe here. I'm afraid you have the wrong number.
Oh. I'm sorry.

Hello.

Hello. Is this Madison 4-1739?

Yes, it is.

May I speak to Joe Anderson?

He isn't downstairs. He's upstairs. Hold the phone. I'll call him.

Thank you.

Hello. Joe's not here. He went out to eat.
Well, this is Robert Nelson.

May I take a message?

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

He'll be back soon.

All right. Thanks a lot. Good-bye.

Good-bye.

EXPLANATION AND DRILL OF STRUCTURES

I. Review of Tense Forms

a. Review of Present Tense - Present Progressive

The present tense describes an action which takes place every day.
The present progressive tense describes an action which is going on or continuing now.

Example: John studies every day. John is studying now.

Complete these sentences using the correct form of the present or the present progressive tense.

1. learn

I _____ English now.

I _____ English in class every day.

2. study

We _____ very hard.

We _____ our lesson every night.

3. go

They _____ to class now.

They _____ each morning.

4. drink

_____ you _____ coffee or tea now?

_____ you always _____ coffee or tea for breakfast?

5. come

_____ he _____ by train or by plane?

_____ he usually _____ by train or by plane?

b. Review of the Past Progressive Tense

The past progressive tense describes an action which was continuing at some definite time in the past. We seldom use the past progressive alone. We usually use it with some past action.

Example: I was studying when the telephone rang.

Complete these sentences using the correct form of the past or the past progressive tense.

Example: have - call

Jack was having breakfast when John called him.

1. think - come

We _____ of going to the movies when you _____.

2. read - leave

They _____ that book when he _____.

3. buy - meet
He _____ some new shirts when I _____ him.
4. watch - call
_____ you _____ television when we _____?
5. come - talk
When the teacher _____ into the room I _____

c. Exercise with Progressive Verb Phrases.

Answer these questions using progressive verb phrases.

1. What were you doing when I called you?
2. What is he doing now?
3. Are they coming by train or by plane?
4. Are you learning English now?
5. Were you studying last night?
6. Are you going tomorrow?

Choose the correct form.

1. When we came in, they (talked, were talking).
2. He (wrote, was writing) a letter when we saw him.
3. He always (prepares, is preparing) his lessons well.
4. It (begins, is beginning) to rain.
5. She (walks, is walking) into the room now.
6. When you left home, was the sun (shine, shining)?

Answer these questions.

1. Was it raining when you got up? ⁴
2. Was he driving when the accident happened?
3. What were the students doing when the teacher came in?
4. Were they still sleeping when you left?
5. Who was he talking to when we passed?

2. The Future Tense

In modern American English we generally use will plus the simple form of the verb to form the future tense.

Example: I will come tomorrow.
He will come tomorrow.

<u>Person</u>	<u>Singular</u>	<u>Plural</u>
1st	I will go	We will go
2nd	You will go	You will go
3rd	He, she, it will go	They will go

We use contracted forms more than the full forms in conversational English.

<u>Singular</u>	<u>Plural</u>
I'll	we'll
you'll	you'll
he'll	they'll
she'll	
it'll	
John'll	

To form the negative, place not after will. To form a question place will before the subject.

Examples: John will leave tomorrow.
John will not leave tomorrow.
Will John leave tomorrow?
What time will John leave tomorrow?

In the negative, the contracted form won't (will not) is the common conversational form for all persons.

<u>Singular</u>	<u>Plural</u>
I won't	We won't
You won't	You won't
He, she won't	They won't
It won't	

a. Form the future tense of the verbs in parentheses: (Use the full form of will.)

1. She _____ (go) with us.
2. He _____ (come) soon.
3. They _____ (get off) here.
4. I _____ (go) home by plane.
5. She _____ (speak) to the class.
6. We _____ (buy) our lunches.

b. Repeat the preceding exercise, using contracted forms.

c. Change to the negative form: (Use the full form.)

1. He will study tonight.
2. Mary will call us.
3. We will leave for Austin Monday.
4. I will leave next week.
5. They will meet you in the lab.
6. She will bring her books.
7. It will leave on time.
8. Jane will write often.

d. Repeat the exercise above, using contracted forms.

e. Change to the affirmative question form.

1. He will meet us here.
2. They will leave for the next base soon.
3. It will run a long time.
4. The students will go to Mexico.
5. Summer will be hot.
6. Spring will be early.
7. He will order a salad.
8. You will get an answer soon.

Then change the statements in this exercise to negative question form using the contracted form.

Examples: He will meet us here.
 Won't he meet us here?

3. Future Tense - Verb Be

We form the future tense of the verb Be in the same way as we form the future tense of other verbs.

Examples: They will be here at two o'clock.
 They won't be here at two o'clock.
 Will they be here at two o'clock?
 What time will they be here?
 Won't they be here at two o'clock?

a. Form the future tense of the verb be:

- | | |
|-----------------|----------------------|
| 1. John | here soon. |
| 2. The student | in his room. |
| 3. The students | in their rooms. |
| 4. Mr. Smith | our new teacher. |
| 5. It | warm this afternoon. |

b. Change the sentences above to the negative form. (Use both full and contracted forms.)

c. Change the sentences above to the affirmative question form.

d. Change the sentences above to the negative question form. (Use the contracted form.)

4. Special Expressions which May Express the Future

a. May or might + simple forms of the verb = present or future.

Examples:

I may speak with Joe tomorrow.
I might speak with Joe tomorrow.

He may be upstairs.
He might be upstairs.

We may get off at the train station.
We might get off at the train station.

They may not arrive before 7:30.
They might not arrive before 7:30.

The bus may be too crowded.
The bus might be too crowded.

b. Expect to, plan to, hope to, want to.

Examples:

He expects to arrive at 8:00.
We plan to get off at Tenth Street.
You want to read this book.
They hope to meet you at the station.

(1) Exercise: Substitute expect to and plan to for will in each of the following.

Example:

The student will have a book tomorrow.
The student expects to have a book tomorrow.
The student plans to have a book tomorrow.

1. I will arrive on the midnight plane from New York.
2. She will be very busy next month.
3. John will call you tomorrow night.
4. The Carters will drive you to the train tonight.

(2) Use hope to or want to in each of the following.

Example:

They may eat in a restaurant this evening.
They hope to eat in a restaurant this evening.
They want to eat in a restaurant this evening.

1. The students may finish their homework before 9:00.
2. My father and mother may visit me this winter.
3. We may go to the bank tomorrow.
4. He may get on at the next stop.

(3) Give the Question Form, then the Negative Statement Form for each of the following:

Example:

I plan to study English tonight.

Do I plan to study English tonight?

I don't plan to study English tonight.

1. She wants to ride to work.
2. We expect to get off the train near home.
3. They hope to go to the movies on Saturday.
4. I plan to watch television after dinner.

(4) Give a yes answer, then a no answer to each of the following.

Example:

Do they plan to come by train?

Yes, they plan to come by train.

No, they don't plan to come by train.

1. Do you plan to listen to a tape today?
2. Do they want to go to the concert on Tuesday?
3. Do we expect to learn English quickly?
4. Do you hope to go to town for the holidays?

TAPE 1201A

Listen to the following conversation.

A: Does this bus go to the train station?

B: No, but I can give you a transfer.

A: Where do I get off?

B: At Tenth Street. I'll let you know.

A: What bus do I get?

B: Take the bus marked Central Station.

A: Will I get there before 7:30?

B: Yes, you'll have plenty of time.

B: We're coming to Tenth Street now.

A: Do I get off here?

B: At the next stop.

A: O. K. Thanks a lot.

B: Not at all!

Now listen to the conversation again and repeat it.

Listen

We will now practice some sentences with the special expressions get on and get off.
Listen and repeat.

I get on the bus at First Street.

I get off the bus at Tenth Street.

We get on the train in New York.

We get off the train in Chicago.

They get on the streetcar at Fourth Avenue.

They get off the streetcar at Seventh Avenue.

He gets on the plane at 10:00.

He gets off the plane at 1:00.

She gets on the boat in New York.

She gets off the boat in Southampton.

Where do I get on the bus?

At Nineteenth Street.

Where do I get off the bus?

At Thirty-first Street.

You will now hear some sentences and then questions about the sentences. Answer the questions. Then repeat the correct answers.

I get on the bus at First Street.
Where do I get on the bus?

I get on the bus at First Street.

I get off the bus at Tenth Street.
Where do I get off the bus?

I get off the bus at Tenth Street.

We get on the train in New York.
Where do we get on the train?

We get on the train in New York.

We get off the train in Chicago.
Where do we get off the train?

We get off the train in Chicago.

She gets on the boat in New York.
Where does she get on the boat?

She gets on the boat in New York.

She gets off the boat in Southampton.
Where does she get off the boat?

She gets off the boat in Southampton.

Now let's practice some questions and answers. Repeat these questions and answers.

I took the bus to school.
Did I take the bus to school?
Yes, I did.
No, I didn't.

You rode the bus yesterday.
Did you ride the bus yesterday?
Yes, you did.
No, you didn't.

The bus drivers helped the passengers.
Did the bus drivers help the passengers?
Yes, they did.
No, they didn't.

We knew the streets in the city.
Did we know the streets in the city?
Yes, we did.
No, we didn't.

The people got on the bus at First Street.
Did the people get on the bus at First Street?
Yes, they did.
No, they didn't.

The student got off the bus at school.
Did the student get off the bus at school?
Yes, he did.
No, he didn't.

Listen and repeat these questions and answers.

Are you riding the bus to town?
Yes, I am.

Were you riding the bus to town?
Yes, I was.

Is this bus going to the train station?
No, it isn't.

Was this bus going to the train station?
No, it wasn't.

Are we driving a bus?
No, we aren't.

Were we driving a bus?
No, we weren't.

Is your friend taking the train to Chicago?
Yes, he is.

Was your friend taking the train to Chicago?
Yes, he was.

Are your parents living here now?
Yes, they are.

Were they living here last year?
No, they weren't.

Listen and repeat these sentences.

He rides the bus every day.
He takes the bus every day.
He gets the bus every day.

The bus is crowded.
The train is crowded.
The streets are crowded.

The people are in the city.
The buses are in the city.
The streets are in the city.

The home is on the street.
 The home is in the city.
 The streets have many homes.
 The city has many homes.

We know the people.
 He knows the streets.

The driver gives good service.
 The buses give good service.

The seat is on the bus.
 The seats are on the bus.
 The passenger needs a seat.

Listen to the following statements. Then change the statements to questions.
 Repeat the correct response.

Example: The driver hopes to give good service.
 Does the driver hope to give good service?
 Does the driver hope to give good service?

The bus will be crowded.

Will the bus be crowded?

The passenger hopes to find a seat.

Does the passenger hope to find a seat?

We expect to give good service.

Do we expect to give good service?

They want to go to the city today.

Do they want to go to the city today?

The passenger needs a transfer.

Does the passenger need a transfer?

You plan to take the train to Chicago.

Do you plan to take the train to Chicago?

Your home is on this street.

Is your home on this street?

She gets on the boat in New York.

Does she get on the boat in New York?

She gets off the boat in London.

Does she get off the boat in London?

We are flying to Chicago.

Are we flying to Chicago?

Listen to these sentences and repeat them.

I ride the bus to town.
I am riding the bus to town.
I rode the bus to town.
I was riding the bus to town.
I will ride the bus to town.

You get off the train here.
You are getting off the train here.
You got off the train here.
You were getting off the train here.
You will get off the train here.

We get on the boat in New York.
We are getting on the boat in New York.
We got on the boat in New York.
We were getting on the boat in New York.
We will get on the boat in New York.

His parents live on this street.
His parents are living on this street.
His parents lived on this street.
His parents were living on this street.
His parents will live on this street.

The students expect to stay here.
The students are expecting to stay here.
The students expected to stay here.
The students were expecting to stay here.
The students will expect to stay here.

John comes home from work early.
John is coming home from work.
John came home from work.
John was coming home from work.
John will come home from work.

TAPÉ 1201B

Listen to this telephone conversation.

A: Hello.

B: Hello. Is Joe there?

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

B: Oh, I'm sorry.

A: Hello.

B: Hello. Is this Madison 4-1739?

A: Yes, it is.

B: May I speak to Joe Anderson?

A: He isn't downstairs.

He's upstairs.

Hold the phone.

I'll call him.

A: Hello? Joe's not here.

He went out to eat.

B: Well, this is Robert Nelson.

A: May I take a message?

B: No, don't bother.

I'll try again later on.

A: He might be back soon.

B: All right. Thanks a lot. Good-bye.

A: Good-bye.

Now listen to the conversation again and repeat it.

Listen to these words and expressions and repeat them.

number

telephone number

home telephone number

What is Joe's home telephone number?

message

take a message

May I take a message?

hold

hold the phone

Please hold the phone.

wrong

wrong number

I'm afraid you have the wrong number.

bother
bother me
don't bother me
Please don't bother me.

eat
eat dinner
time to eat dinner
It's time to eat dinner.

upstairs
downstairs
live upstairs or downstairs
Does he live upstairs or downstairs?

be back
might be back
He might be back soon.

You will now hear some statements. After each statement there is a question.
Answer the questions and repeat the correct answers.

His telephone number is 7-8838.
What is his telephone number?

His telephone number is 7-8838.

They have the right number.
Do they have the right number?

Yes, they have the right number.

He will call Joe later.
When will he call Joe?

He will call Joe later.

Joe lives upstairs.
Where does Joe live?

Joe lives upstairs.

John will be back soon.
When will John be back?

John will be back soon.

She is eating her breakfast.
What is she doing?
She is eating her breakfast.

Now let's practice some questions and answers Listen to them and repeat them.

I will call you tomorrow.
Will you call me tomorrow?
Yes, I will.
No, I won't.

We will get your telephone number.
Will we get your telephone number?
Yes, you will.
No, you won't.

John and Mary will go to school.
Will John and Mary go to school?
Yes, they will.
No, they won't.

Robert will leave a message for me.
Will Robert leave a message for me?
Yes, he will.
No, he won't.

You will hold the phone.
Will you hold the phone?
Yes, I will.
No, I won't.

All students will study English.
Will all students study English?
Yes, they will.
No, they won't.

Listen to the following questions. Give the correct affirmative answers to the questions. Then repeat the correct answers.

Does Mr. Smith call the office every day?
Yes, he calls the office every day.
Yes, he calls the office every day.

Does Mr. Cole take the bus in the morning?

Yes, Mr. Cole takes the bus in the morning.

Does he get a seat every day?

Yes, he gets a seat every day.

Does he go to the train station?

Yes, he goes to the train station.

Are there many people in the station?

Yes, there are many people in the station.

Are there many trains?

Yes, there are many trains.

Is Mr. Brown on the train?

Yes, Mr. Brown is on the train.

Does she often speak to you?

Yes, she often speaks to you.

Do you usually get the right number?

Yes, you usually get the right number.

Do the students walk to school?

Yes, the students walk to school.

Are they studying English tonight?

Yes, they are studying English tonight.

Listen to the following statements. Then change them to questions. Repeat the correct response.

Example: The students intend to walk to the post office.
 Do the students intend to walk to the post office?
 Do the students intend to walk to the post office?

We intend to study tonight.

Do we intend to study tonight?

I plan to buy a car.

Do I plan to buy a car?

They hope to meet us at the movies.

Do they hope to meet us at the movies?

Your friends hope to arrive soon.

Do your friends hope to arrive soon?

I take a break between classes.

Do I take a break between classes?

John often gets a wrong number.

Does John often get a wrong number?

Joe calls Mary in the evening.

Does Joe call Mary in the evening?

The students go out to eat.

Do the students go out to eat?

We plan to live upstairs.

Do we plan to live upstairs?

You often call me at home.

Do you often call me at home?

Now let's practice some negative statements and questions. Listen and then repeat.

He doesn't call me during the day.

He didn't call me during the day.

Doesn't he call me during the day?

Didn't he call me during the day?

I don't want to read that book.

I didn't want to read that book.

Don't I want to read that book?

Didn't I want to read that book?

We don't expect to see you there.

We didn't expect to see you there.

Don't we expect to see you there?

Didn't we expect to see you there?

They don't plan to go to San Francisco.

They didn't plan to go to San Francisco.

Don't they plan to go to San Francisco?

Didn't they plan to go to San Francisco?

I don't always get a wrong number.

Don't I always get a wrong number?

I didn't always get a wrong number.

Didn't I always get a wrong number?

Robert never arrives on time.

Robert didn't arrive on time.

Doesn't Robert ever arrive on time?

Didn't Robert arrive on time?

TAPE 1201C

Listen to the following conversation between two students during the break.

A: How much time will we have between classes?

B: We'll have ten minutes before the next class.

A: Do you want to smoke a cigarette?

B: No, I'll just get a cup of coffee.

A: Shall we go outside for a few minutes?

B: No, I expect to meet a friend here.

A: Well, it will soon be time for class.

Will you go with me?

B: No, I'll wait a little longer.

A: Will you be late for class?

B: I hope to get there on time.

Now listen to the conversation again and repeat it.

Listen to these words and expressions and repeat them.

want to

want to smoke

Do you want to smoke a cigarette?

just

just get

I'll just get a cup of coffee.

time

how much time

How much time will we have?

outside

go outside

We'll go outside now.

time

soon be time

It will soon be time for class.

longer

a little longer

I'll wait a little longer.

Listen to the following sentences. Then change them to the future and repeat the correct responses.

Examples:

This bus goes to the train station.
 This bus will go to the train station.
 This bus will go to the train station.

Does this bus go to the train station?
 Will this bus go to the train station?
 Will this bus go to the train station?

I get off at Tenth Street.

I will get off at Tenth Street.

We arrive before 7:30.

We will arrive before 7:30.

Joe lives in this house.

Joe will live in this house.

The students always come to class.

The students will come to class.

Do we have a holiday next week?

Will we have a holiday next week?

Are you studying your English lesson?

Will you study your English lesson?

Now substitute may for will in the following sentences and then repeat the correct responses.

Example:

I will call you tomorrow.
 I may call you tomorrow.
 I may call you tomorrow.

They will eat in a restaurant.

They may eat in a restaurant.

The students will finish their

The students may finish their homework.

We will have a holiday next week.

We may have a holiday next week.

I will live in Washington next year.

I may live in Washington next year.

You will take the bus to the station.

You may take the bus to the station.

Substitute expect to for will in the following sentences and repeat the correct responses.

Example:

They will answer your letter tomorrow.

They expect to answer your letter tomorrow.

They expect to answer your letter tomorrow.

I will arrive on the plane from New York.

I expect to arrive on the plane from New York.

She will be busy next month.

She expects to be busy next month.

John will call you on Sunday.

John expects to call you on Sunday.

The Carters will drive to the station.

The Carters expect to drive to the station.

We will get to class on time.

We expect to get to class on time.

Substitute plan to for will in the following sentences. Then repeat the correct responses.

Example:

I will take the bus to town on Saturday.
 I plan to take the bus to town on Saturday.
 I plan to take the bus to town on Saturday.

We will arrive on the plane from New York.

We plan to arrive on the plane from New York.

They will get off the bus at Main Street.

They plan to get off the bus at Main Street.

She will visit us next month.

She plans to visit us next month.

The Browns will live in Chicago next year.

The Browns plan to live in Chicago next year.

He will take a break between classes.

He plans to take a break between classes.

Substitute hope to for will in the following sentences. Then repeat the correct answers.

Example:

They will eat in a restaurant this evening.
 They hope to eat in a restaurant this evening.
 They hope to eat in a restaurant this evening.

The students will finish before 9:00.

The students hope to finish before 9:00.

My father and mother will visit me.

My father and mother hope to visit me.

We will have a holiday next Friday.

We hope to have a holiday next Friday.

Robert will speak to you tomorrow.

Robert hopes to speak to you tomorrow.

They will go to Chicago on the train.

They hope to go to Chicago on the train.

Substitute want to for will in each of the following sentences. Then repeat the correct responses.

Example:

They will eat in a restaurant this evening.
They want to eat in a restaurant this evening.
They want to eat in a restaurant this evening.

We will go outside for a few minutes.

We want to go outside for a few minutes.

I will drink a cup of coffee.

I want to drink a cup of coffee.

They will meet some friends here.

They plan to meet some friends here.

You will study English every evening.

You plan to study English every evening.

John will arrive by plane from Washington.

John plans to arrive by plane from Washington.

SOUND AND INTONATION

Notice the intonation pattern we use when we speak to another person.

Listen and repeat.

Good morning, Mr. Smith.
 How are you, Mr. Jones?
 Joe, did you call a cab?
 Did you call a cab, Joe?
 Good-bye, Miss Smith.
 Good-bye, Mrs. Black.

Voiced and Voiceless th

Listen.

Let's practice the voiced and voiceless th.
 teeth.

Then: To form / ð / let the vocal organs vibrate.
 To form / θ / blow.

Listen and repeat.

/ ð /	/ ð /	/ ð /
that	that	that

/ θ /	/ θ /	/ θ /
north	north	north

Listen.

Some very important English words begin with the voiced / ð / sound.

Listen and repeat.

the	they	then
this	them	than
that	their	though
these	theirs	therefore
those	there	

Now practice the voiceless /θ/ sound in these words.

Listen and repeat.

think
thought
thanks
thirty

thirteen
third
thousand
thing

month
north
south