



**Defense Language Institute
United States of America**

**Student
Text**

American Language Course

**Volume
1400**

**Elementary
Phase**

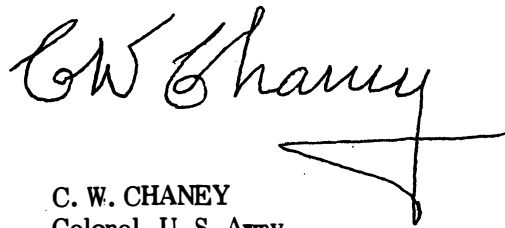
April 1967

FOREWORD

This book is the fourth of four volumes in the Elementary Phase of the American Language Course. The course consists of three phases: the Elementary Phase (Volumes 1100, 1200, 1300, and 1400); the Intermediate Phase (Volumes 2100, 2200, 2300, and 2400); and the Specialized Phase, in which the student concentrates on the technical vocabulary of one of several military specialties such as flying, ordnance, electronics, etc. Each volume of the American Language Course is accompanied by a set of similarly numbered prerecorded tapes which provides aural-oral exercises coordinated with the contents of the volume. Special tests, workbooks, instructor texts, and other materials have also been prepared for use with these volumes.

The American Language Course is designed for an intensive full-time language training program to provide non-English-speaking military personnel with sufficient skill in English to enable them to pursue further training in various schools of the Department of Defense of the United States of America.

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C. W. CHANEY
Colonel, U. S. Army
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GUIDE FOR INSTRUCTORS

Introduction

This is the fourth 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 texts and on sounds and intonation.

Objectives

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

Methods of Presentation

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

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

Prerecorded Tapes

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

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

Each unit of this volume is accompanied by three tapes. The texts for two of these tapes are included in this book. They should be used for reference in class. Use of the text by the student in the laboratory should be avoided if possible. Tape texts for the third tape of each unit have not been included. These tapes contain review drills on sound and intonation that the students should master without reading.

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 program exercises early in the course to be sure the students understand how to respond to them.

CONTENTS

<u>UNIT</u>	<u>TITLE OF THE READING</u>	<u>PAGE</u>
1401	Trip to New York	5
1402	Trip to New York (continued)	25
1403	The Weather	52
1404	American Names	76
	Books	76
1405	Movies	95
	Television	100
1406	Traveling to New York	121
	New York	124
1407	Vending Machines	144
1408	Shopping Center	165
1409	Public Library	184
1410	National Parks in the United States	209
	National Forests in the United States	214
Appendix		229
Index		247

OUTLINE AND STUDY OBJECTIVES

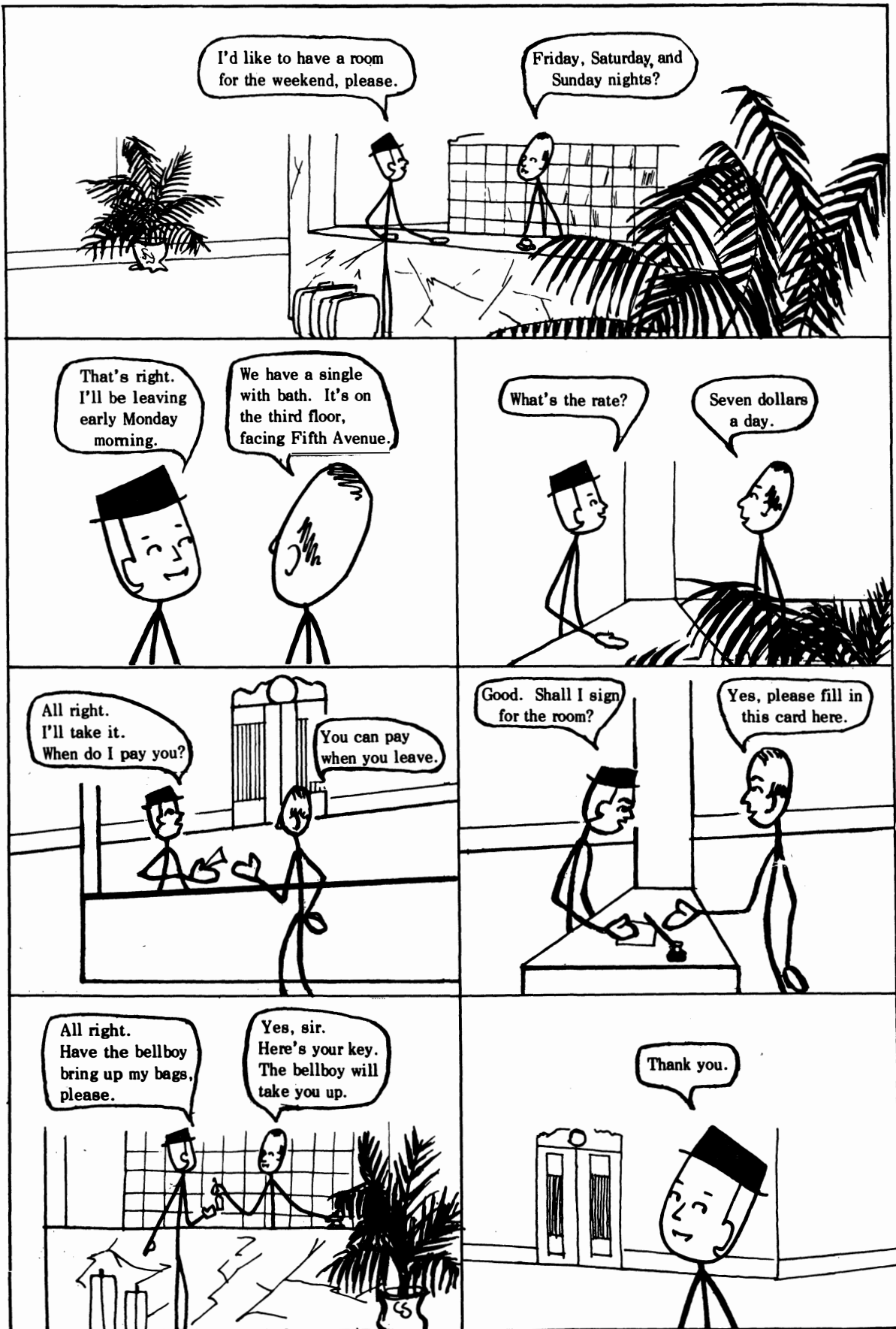
StructuresClauses telling When

Past Perfect Tense

Review:

formation of questions

IN A HOTEL



UNIT 1401

CONVERSATION AND READING PRACTICES

Conversation

In a Hotel

- A: I'd like to have a room for the weekend, please.
B: Friday, Saturday, and Sunday nights?
- A: That's right. I'll be leaving early Monday morning.
B: We have a single with bath. It's on the third floor, facing Fifth Avenue.
- A: What's the rate?
B: Seven dollars a day.
- A: All right. I'll take it. When do I pay you?
B: You can pay when you leave.
- A: Good. Shall I sign for the room?
B: Yes, please fill in this card here.
- A: All right. Have the bellboy bring up my bags, please.
B: Yes, sir. Here's your key. The bellboy will take you up.
- A: Thank you.

Word List

bath
bellboy
face (v)
floor
key
rate
single

Vocabulary Practice

1. bath
We usually take a bath every day.
Most hotel rooms in New York have baths. (bathrooms)
Does your hotel room have a bath?
2. bellboy
I gave the bellboy my suitcase.
The bellboy took me to my room.
I gave the bellboy some money.
3. face (v)
This window faces main street.
My office faces the classroom building.
Does your room face the park?
4. floor (story)
My hotel room is on the fifth floor.
On which floor do you live?
The street floor is the first floor.
5. key
I cannot open the door without the key.
Do you have your key with you?
Here is the key to your room.
6. rate (price)
The rate for this room is six dollars a day.
I paid him at the rate of five dollars a day.
How are the rates on the trains in this country?
7. single
A single is a room for one person only.
Single means just one.
I'm single; I'm not married.

Questions on the Conversation

1. What does the man want?
2. Which nights is he going to stay there?
3. When is he going to leave?
4. On which floor is the room?
5. How much does it cost?

Reading

Trip to New York

Edward had never been to New York. He had wanted to go for a long time but had never been able to. He had friends in New York City, and they had often invited him to visit them. They had lived in New York from 1950 until a few months ago. They had wanted to show Edward all the interesting things in the city.

Last year Edward took leave. He planned to go to New York at last. He had waited for the trip for many years. His friends were pleased that he was going to visit them. They had made many plans for his visit. They had an extra room in their apartment where he could stay. It was a wonderful and exciting experience for Edward and his friends.

I met Edward downtown a few days before he went to New York. He had been making plans for his trip. He was very excited about it. He said he was so excited he couldn't sleep. Edward had been thinking about it for weeks. He had already started to pack his suitcases. He hadn't made plane reservations yet. He planned to arrange that the next day. He was shopping for some presents for his friends. He was to fly to New York in a few days.

He had already made many plans for his stay in New York. He planned to see many different things. Edward had seen many pictures of the important places in New York such as the Empire State Building, the Statue of Liberty, Rockefeller Center, and the Museum of Modern Art. He hoped to visit all of them. In his letters to his friends he had asked many questions about the city. They had answered that they would take him to see as many places as possible. He expected to have a very good time in New York.

I hope Edward had a good time on the trip, but I haven't seen him since he got back.

Word List

arrange	pack (v)
center	plan (n)
exciting	pleased
experience (n)	stay (n)
extra	stay (v)
modern	such as
museum	

Vocabulary Practice

1. arrange (see about; make plans)
I can arrange to go with you tomorrow.
He arranged last week to go by plane.
Have you arranged for them to meet you?
2. center
There are many stores in the shopping center.
There is a lot of traffic in the center of the city.
Times Square is the center of the theaters in New York.
3. exciting
We had an exciting trip through the mountains.
Did you do many exciting things in New York?
A visit to a world's fair is exciting.
4. experience (n)
We can learn a lot from our experiences.
Have you had any interesting experiences this year?
We need a man with experience.
5. extra (more than we need)
Here are three books; one for me; one for you; and one extra.
Do you have an extra pencil?
"Extra" means more than we need now.
6. modern (new, recent)
Do you understand modern pictures?
There is a lot of traffic in a modern city.
I prefer old houses to modern ones.
7. museum
Do you like to visit museums?
We can learn a lot when we visit museums.
You usually see many interesting things in a museum.
8. pack (v)
Have you packed your suitcase yet?
I packed mine last night.
Pack the glasses carefully or they'll break.
9. plan (n)
Here are the plans for our new house.
Have you made plans for your trip?
John had made plans to visit us last year.
10. pleased
I was pleased to get your letter.
They were pleased with our work.
Are you pleased with your radio?

11. stay (n)
 Did you have a short stay in New York?
 My stays here are always too short.
 I enjoyed my stay with you.
12. stay (v)
 You can stay with us when you are in town.
 Are you staying at a hotel?
 I like to stay at a hotel downtown.
13. such as
 I like to visit places such as museums and theaters.
 He likes to do things such as reading and writing.
 This country has many interesting parks such as Yellowstone.

Special Expressions

1. at last
 We have finished the lesson at last.
 My friend has arrived here at last.
 Our leave is coming at last.
 The bank is open at last.
 We're going to New York at last.
2. for a long time
 Have you studied English for a long time?
 We have gone to school for a long time.
 He hasn't visited me for a long time.
 Are you going to be here for a long time?
 He hasn't read a book for a long time.
3. have a good time
 We always have a very good time at parties.
 I am having a good time at this party.
 Goodbye, Edward. Have a good time!
 She has had a good time since we arrived.
 We're going to have a good time during our leave.
4. take leave (take a vacation)
 When do you take your leave?
 Where did he take his leave?
 I took my leave in the mountains.
 How often do you take leave?
 I take leave every year.

Questions on the Reading

1. Who is the story about?
2. Where did he want to go?
3. Where did his friends live?
4. What did they want to show him?
5. When was Edward going to take leave?
6. Where was he planning to go?
7. Where will he stay?
8. Has Edward ever been to New York?
9. How long has he wanted to go there?
10. What have his friends invited him to do?
11. How long did they live in New York?
12. How did Edward plan to go to New York?

Fluency Practice

1. Have you been practicing your English?
Yes, I have.
No, I haven't.
I haven't been practicing my English.
2. Has she been studying late?
Yes, she has.
No, she hasn't.
She hasn't been studying late.
3. Have they been planning their trip.
Yes, they have.
No, they haven't.
They haven't been planning their trip.
4. Have you been shopping for presents?
Yes, I have.
No, I haven't.
I have not been shopping for presents.
5. Have I been repeating the words?
Yes, you have.
No, you haven't.
You haven't been repeating the words.

EXPLANATION AND DRILL OF STRUCTURES

1. Clauses telling When

INSTRUCTOR'S NOTE: We often want to know when something happens. To show this we combine a clause telling what happens with a clause telling when it happens. We call the clause that tells us when a time clause.

Examples: John wrote his homework.
 He went to class.
 John wrote his homework before he went to class.

 Robert studied English.
 He came here to live.
 Robert studied English after he came here to live.

a. Read these sentences.

1. Lee stayed in a hotel when he was in New York.
2. Jack liked to stay in a hotel whenever he was in New York.
3. Don had a good time while he was in New York.
4. He made his plans before he started on his trip.
5. He told me about the trip after he got back.
6. Jack will write me a letter as soon as he gets there.
7. I didn't know Don until he came here.
8. We have studied English since we arrived at the school.
9. She bought a new car after she sold the old one.
10. She didn't buy a new car until she had sold the old one.
11. We like to drive a car whenever we have time.
12. He called me as soon as he got home.
13. They haven't much time while they're going to school.
14. The weather will be warm until winter comes.
15. We left when Jack came.

b. Here are some clauses, 1-10, telling us what we do and some clauses, a-g, telling us when we do it. Combine each of the what clauses with each of the when clauses. First, combine 1 with all the clauses a through g and then proceed with 2 in the same way. Continue in this way to complete the exercise.

Example: 1. We're going to write home a. before we do anything else.
 We're going to write home before we do anything else.

- | | |
|-------------------------------|---------------------------------------|
| 1. We're going to write home | a. <u>before</u> we do anything else. |
| 2. Let's take a break | b. <u>after</u> we finish this. |
| 3. We'll leave the room | c. <u>as soon as</u> we can. |
| 4. We're going to study | d. <u>while</u> we have time. |
| 5. We'd like to eat something | e. <u>whenever</u> we have a chance. |
| 6. We need to buy something | f. <u>when</u> we have the time. |
| 7. We want to visit them | g. <u>after</u> watching TV. |
| 8. We want to rest | |
| 9. We have to study English | |
| 10. He told us to come over | |

- c. We sometimes use a short form of the when clause if the subject of both clauses is the same.

Example: John called his friend after he talked to me.

John called his friend after talking to me.

1. Mary bought her new car after selling the old one.
2. She sold her old car before buying a new one.
3. We're going to watch TV after studying our lesson.
4. We always study our lesson before watching TV.
5. They'll take a break after finishing the tape.
6. They'll finish the tape before taking a break.
7. He has studied English since coming to school.
8. We usually listen to music while working.
9. They can't call us before writing their homework.
10. We'll go to the city after eating dinner.

2. The Past Perfect Tense

INSTRUCTOR'S NOTE: We form the past perfect tense with the verb had and the past participle of the main verb. This tense shows an action which has been completed before some definite time in the past. The past perfect tense is not complete in itself but needs something else to explain when the action took place.

Examples: I had gone when he arrived.
We had watched TV until you came.

- a. Read these sentences.
1. Edward had stayed in a hotel when he was in New York.
 2. He had wanted to go a long time before he left.
 3. He had never traveled by plane before that trip.
 4. They had lived in New York before they came here.
 5. They had invited him to stay with them when he came to New York.
 6. We hadn't made many plans until we got your letter.
 7. They had always had an extra room before they moved.
 8. We hadn't planned to buy a new car until we sold the old one.
 9. Hadn't you intended to call me as soon as you arrived?
 10. No, I hadn't thought about it since you wrote me.

b. Read the following: Notice how we use the past perfect in questions.

1. Had the family listened to the radio before lunch?
2. Had Mr. Elkins driven his car to work before?
3. Had the students recorded in the lab that day?
4. Had the students asked many questions in class?
5. Had many people missed the bus before we fixed the clock?
6. Had Edward finished his packing when you left?
7. Had the class started before you arrived?
8. Had the students written the homework before class?
9. Had the teacher given them much homework to write?
10. Had Mary visited the family while in the city?

c. Read the following questions beginning with interrogative words:

1. Who had already read the book before he saw the movie?
2. Where had James been before we took that last trip?
3. What had Alice already bought when she talked to you?
4. What had Edward always done after eating dinner?
5. What time had the children always gone to bed on Saturday evening?
6. How had the boys intended to travel on their vacation trip?
7. How fast had he usually driven before he had the accident?
8. Whose car had you planned to use on this trip?
9. Why hadn't you studied harder before you came here?
10. Which road had you hoped to take before the storm?

d. Answer the following shortened attached questions with short answers.

Examples: John had already read the book, hadn't he? Yes, he had.
He hadn't made plans for the trip, had he? No, he hadn't.

1. Robert had already seen the picture, hadn't he? Yes, _____.
2. The students had learned the lesson well, hadn't they? Yes, _____.
3. It had already stopped raining when we left, hadn't it? Yes, _____.
4. He had often stayed in a hotel before, hadn't he? Yes, _____.
5. They had made reservations early, hadn't they? Yes, _____.
6. You hadn't studied your lesson before class, had you? No, _____.
7. Robert hadn't been here before this trip, had he? No, _____.
8. They hadn't arrived yet when you left, had they? No, _____.
9. She hadn't lived in New York long, had she? No, _____.
10. Edward hadn't traveled by plane before, had he? No, _____.

e. Change the following to questions:

1. He had been to Texas many years before.
2. They had bought a great many new clothes while on vacation.
3. She had begun to work before breakfast.
4. The car had cost too much from the very beginning.
5. He had drunk six cups of coffee before he went to bed.
6. Mr. Burns had forgotten all about the meeting yesterday.

f. Use the past perfect verb phrase for each of the following:

1. John (drive) his car to the garage for repairs.
2. We (get) very sick before we called the doctor.
3. Mr. Thomas (eat) dinner before he went downtown.
4. The boys (find) the bicycle just before they went to school.
5. We (wait) for them for over an hour.
6. I (finish) the book before class time.
7. She (plan) to take a long vacation in the country.

3. Review of Question Formation

a. Change the following to questions:

1. He has been getting ready for the vacation trip.
2. He has told his friends when he'll arrive.
3. They are going to meet him at the airport.
4. They will drive together across the city to their apartment.
5. They will see part of the city.
6. Edward bought several rolls of film.
7. He intends to take many photographs.
8. He wants to keep the photographs.
9. He is going to be there until the first of next month.
10. He had already finished his shopping and packing when I arrived.
11. He has packed his clothes.
12. He has bought his train ticket.
13. He had already bought a camera.

b. Change the following to questions. Then give a short answer.

Example: He had bought a camera before he came.

Had he bought a camera? Yes, he had.

1. He had finished his homework before he ate supper.
2. They had planned to go to New York, before they changed their plans.
3. She had just gone to bed when the telephone rang.
4. They had just left the house when it began to rain.

c. Change the following to questions. Then give a short answer.

Example: He bought a camera before he came.

Did he buy a camera? Yes, he did.

1. He finished his homework before he ate supper.
2. They planned to go to New York before they changed their plans.
3. She went to bed just before the telephone rang.
4. He left the house just before it began to rain.

TAPE 1401A

Listen to this conversation between a traveler and the clerk in a hotel.

- A: I'd like a room for the weekend, please.
 B: Friday, Saturday, and Sunday nights?
- A: That's right.
 I'll be leaving early Monday morning.
 B: We have a single with bath.
 It's on the third floor facing Fifth Avenue.
- A: What's the rate?
 B: Seven dollars a day.
- A: All right. I'll take it.
 When do I pay?
 B: You can pay when you leave.
- A: Good. Shall I sign for the room?
 B: Yes, please fill in this card here.
- A: All right. Have the bellboy bring up my bags, please.
 B: Yes, sir. Here's your key.
 The bellboy will take you up.
- A: Thank you.

Now listen to the conversation again and repeat it.

Practice these sentences with some words from this conversation.
 Listen and repeat.

bath

- He takes a bath every day.
 My hotel room has a bath.
 A hot bath relaxes us when we're tired.

bellboy

- The bellboy carried my bag.
 The bellboy took me to my room.
 I gave the bellboy a quarter.

face

- My window faces the park.
 His house faces north.
 Does your office face main street?

floor

On which floor do you live?
My office is on the fourth floor.
We have our classes on the second floor.

key

I used my key to open the door.
This is the key to his room.
Do you have your car key with you?

rate

What is the rate for this room?
What rate does he pay you?
Bus rates in this city are high.

single

Single means just one or alone.
My brother is single.
A single is a room for one person.

Let's practice some questions and answers. Notice the intonation patterns.
Listen and repeat.

Where do you live?
I live in Washington.

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

What are you studying?
I'm studying English.

How long have you been here?
I've been here for three weeks.

How long are you going to stay?
I'm going to stay for one year.

When is the next train to New York?
At 8:30.

Where is the post office?
On State Street.

What time does the class begin?
At 7:30.

Who came to the party last night?
All my friends.

Whose book is this?
John's.

Why is the train so late?
The weather is bad.

Which apartment does Mr. Porter live in?
Apartment 309.

Listen to these sentences and then repeat them. Be sure to use correct intonation.

Good morning, Miss Miller.
How are you, Mr. Peterson?
Thank you very much, Mrs. Hall.
You're welcome, Walter.
Where do you live, George?
Why didn't you come to the dance, Dave?
What is our homework, Mr. Francis?
What time is it, John?
Are you leaving now, Mary?
Have you finished the lesson, Miss Turner?
Have your students been working hard, Mr. Bennett?
Do we have time to finish the lesson, Miss White?
Would you open the window, Paul?
Do you like to dance, Nancy?
Would you like some coffee, Mr. Curtiss?
Have you been here long, Edward?

We will now hear two short sentences. Then we'll combine the short sentences into a longer sentence. Repeat these sentences.

We were eating dinner.
The telephone rang.
We were eating dinner when the telephone rang.

He called me up.
I was studying.
He called me up while I was studying.

We were at home.
The mail arrived.
We were at home when the mail arrived.

John had left the office.
Mary called him up.
John had left the office before Mary called him up.

You can write some letters.
I'm asleep.
You can write some letters while I'm asleep.

Has your English improved?
You came to school.
Has your English improved since you came to school?

We were reading.
We went to bed.
We were reading before we went to bed.

He read the newspaper.
Mary cooked dinner.
He read the newspaper while Mary cooked dinner.

What were you doing?
I arrived at your place.
What were you doing when I arrived at your place?

We took a break.
We finished the tape.
We took a break after we finished the tape.

Listen carefully to this conversation between two students. You will be asked questions on it later.

A: Hi, Jack.
Are you going to the cleaners?
B: Yes, Tom. I'll be leaving in five minutes.

A: Would you do me a favor?
B: Sure, I'll be glad to.

A: Could you pick up my suit?
It would save me a trip.
B: Certainly. Let me have your ticket.

A: Here it is.
I hope it's not too much trouble.
B: No trouble at all.
I have plenty of room in my car.
I can hang everything in the back.

Now listen to the conversation again and repeat it.

Here are some questions on this conversation. Answer these questions when you hear them. Then repeat the correct response.

Example: **What are the names of the students?**
 The students' names are Jack and Tom.
 The students' names are Jack and Tom.

Where is Jack going?

Jack is going to the cleaners.

When is Jack leaving?

He is leaving in five minutes.

What is Jack going to do for Tom?

He is going to pick up his suit.

Where does Jack hang the things from the cleaners?

He hangs them in the back of the car.

TAPE 1401B

Listen to this conversation about a vacation trip.

A: Are you going on a vacation trip this year?

B: No, I'm going to stay home this year.
I took a trip to New York last year.
I had made plans to go for many years.

A: Did you know anyone in New York?

B: Yes, I had some friends there.
They had lived there for many years.
They had often invited me to visit them.

A: Did you stay with them?

B: Yes, they had an extra room.
They met me at the airport.
Then they took me home.

A: Did your friends have time to show you the city?

B: I looked around by myself during the day.
My friends had to work then.
We went to many interesting places in the evening.
They didn't work on Saturday and Sunday.
On those days we saw many important places.
I enjoyed visiting the Statue of Liberty.
I was also interested in Rockefeller Center.
Everyone should visit the Museum of Modern Art.

A: It sounds as though you had some interesting experiences.

B: Yes, it was exciting.
I hope to go again soon.
You can't see all of New York in two weeks.

Now listen to the conversation again and repeat it.

Now let's practice some new words used in this conversation. Repeat what you hear.

center

Traffic is heavy in the center of the city.
There are many stores in a shopping center.
Chicago is the railroad center of the United States.

exciting

We had an exciting trip through the mountains.
He saw many exciting things in New York.
We had never seen such an exciting movie before.

experience

I had a very exciting experience yesterday.
 Traveling by plane is an interesting experience.
 We should learn a lot from our experiences.

extra

'Extra' means more than we need now.
 I have an extra pencil you can use.
 Do we have any extra books?

modern

I can't understand modern painting.
 A modern city has a lot of traffic.
 Do you like modern houses?

museum

They like to visit museums.
 There are interesting things to see in a museum.
 We can learn a lot when we visit museums.

plan

Do you have the plans for the new house?
 We had made plans for a long trip.
 They had followed the plans we gave them.

stay

I'm going to stay home this year.
 We stayed with friends in New York.
 Do you stay in hotels when you travel?

Practice these questions and answers. Notice that they talk about actions that are now completed. Listen and repeat.

How many letters has the secretary answered?
 She has already answered about fifty.

Which bus has arrived?
 The bus from Chicago has just arrived.

Have you begun your lessons yet?
 No, we haven't begun them yet.

What has already been done?
 They have already closed all the stores.

Have you called me on the telephone?
 I have tried to call you all afternoon.

Have the children bothered you today?
 Yes, they have bothered me all day.

Has John caught the train to Chicago?
 No, he caught the train to New York.

How far has James driven his car?
He has already driven it thirty thousand miles.

How much milk have the children drunk?
They have already drunk all their milk.

Have you enjoyed your visit here?
Yes, we have always enjoyed our visits here.

Notice that these questions and answers in the past perfect tense are about actions that were completed before something else happened. Listen and repeat.

Had the instructor explained the lesson earlier?
Yes, he had explained it after class yesterday.

Had you been waiting long before I came?
No, we hadn't been waiting long.

Had the students studied hard before the test?
Yes, they had studied hard for two weeks.

Had they driven very far before the accident?
Yes, they had driven several hundred miles.

Had he often listened to the radio while he worked?
Yes, he had always listened to the radio while he worked.

Had Janet worked very long before you came?
Yes, she had been working several months.

Had John often watched TV before he met Mary?
Yes, he had watched it every night.

He left very suddenly. Had he already made plans to go?
Yes, he had planned the trip very carefully.

How long had you studied English before coming here?
We had studied it for three years.

Had you already read the book when you lost it?
No, I hadn't read it yet.

Here are some more questions of the same kind, followed by short answers. Repeat what you hear.

Had the workers finished when you arrived?

No, they hadn't.

Yes, they had.

Had you invited your friend before he called?

No, I hadn't.

Yes, I had.

Had John visited her earlier?

No, he hadn't.

Yes, he had.

Had Jack stayed in a hotel before?

No, he hadn't.

Yes, he had.

Had you told him about the fair before he went?

No, I hadn't.

Yes, I had.

Had Dick already answered his letter?

No, he hadn't.

Yes, he had.

Had Mary known John while he still lived here?

No, she hadn't.

Yes, she had.

Listen carefully to these sentences. You will answer some questions about them later.

Edward had never been to New York.

He had wanted to go there for a long time.

He had some friends in New York.

They had invited him to visit them.

They have lived in New York for ten years.

Edward is going to New York next month.

He will stay with his friends.

Now listen to these sentences again and repeat them.

Here are some questions based on these sentences. Answer these questions with short answers. Then repeat the correct answers.

Example: Had Edward ever been to New York before?
No, he hadn't.
No, he hadn't.

How long had he wanted to go there?

For a long time.

Where do his friends live?

In New York.

What had they invited him to do?

To visit them.

How long have they lived in New York?

For ten years.

When is Edward going to New York?

Next month.

Where will he stay in New York?

With his friends.