

OUTLINE AND STUDY OBJECTIVES

READING: THE AMERICAN COWBOY

QUESTIONS ON THE READING

PRONUNCIATION PRACTICE ON VOWEL SOUNDS

/ ɒ / / ɔ / / ɛ / / æ /

FORMATION OF QUESTIONS

TAPE 2106A

WORD STUDY

MODALS IN ENGLISH AND MODAL VERB PHRASES

MEANINGS OF MODALS

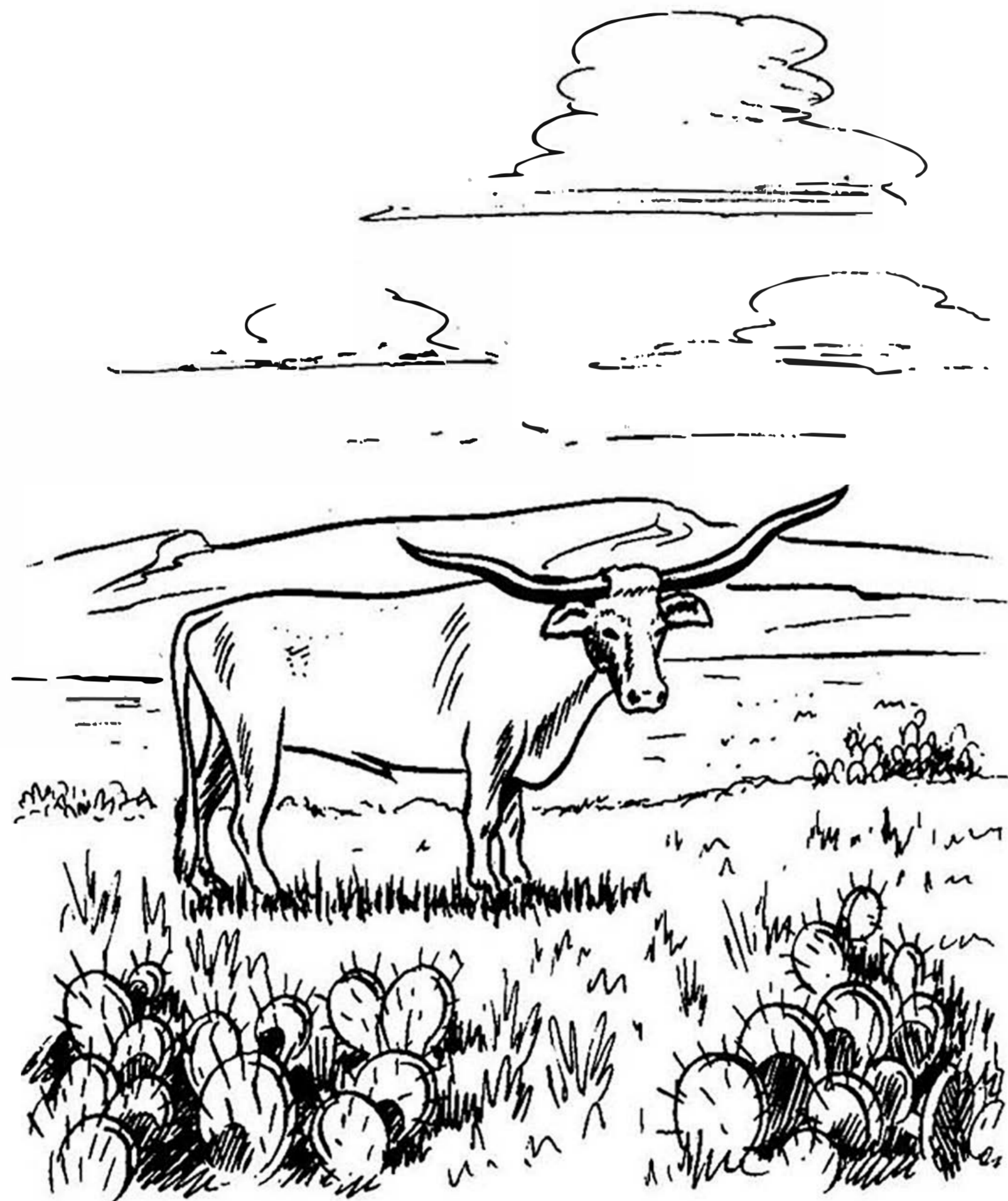
EXERCISE IN CONTRACTIONS WITH MODALS

PRONUNCIATION DRILLS ON CONSONANT SOUNDS

/ ʧ / / ʃ / / ʒ / / m / / n / / ŋ /

DIALOG: AT THE BARBERSHOP

TAPE 2106B



UNIT 2106

READING

THE AMERICAN COWBOY

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

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

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

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

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



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

QUESTIONS ON THE READING

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

PRONUNCIATION PRACTICE ON VOWEL SOUNDS

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

1. The vowel sound /o/.

so	old	low
coat	boat	show

2. The vowel sound /ɔ/.

bought	law	taught
saw	caught	all

Study the vowel contrast. Pronounce the following words:

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

Choose the correct word.

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

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

1. The vowel sound /ɛ/

met	dead	said
lead	set	ten

2. The vowel sound /æ/

mat	dad	sad
lad	sat	tan

Study the vowel contrast. Pronounce the following words:

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

FORMATION OF QUESTIONS

Make questions with the following words:

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

Listen.

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

Listen and repeat.

A: Are you ready to order now, sir?

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

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

B: I'll have the green peas.

B: And make sure the beef is well done.

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

A: Coffee, tea, or milk?

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

A: Would you like to order some dessert?

B: What comes with the special?

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

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

Listen.

A: Are you ready to order now, sir?

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

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

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

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

Coffee, tea, or milk?

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

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

B: Oh, yes.

A: Would you like to order some dessert?

B: What comes with the special?

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

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

A: Yes, sir.

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

Listen.

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

Listen and answer.

What did the customer order?

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

What did he speak about?

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

What else did he order?

green peas
He ordered green peas.

What did he drink?

a cup of coffee
He drank a cup of coffee.

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

Example: I have to go now.

must go now
I must go now.

Listen and complete my sentence.

He has to go now.

He

must go now

He must go now.

We have to go now.

We

must go now

We must go now.

Listen and repeat.

I'm freezing. I have to get warm.

I'm freezing. I must get warm.

I'm late. I have to go now.

I'm late. I must go now.

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

I'm sick. I must see a doctor.

I'm hungry. I have to eat.

I'm hungry. I must eat.

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

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

I want to go now.

I

would like to go now.

I would like to go now.

He wants to go now.

He

would like to go now.

He would like to go now.

We want to go now.

We

would like to go now.

We would like to go now.

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

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

We ought to study our lessons now.

We

should study our lessons now.

We should study our lessons now.

He ought to listen to the tape tonight.

He

should listen to the tape tonight.

He should listen to the tape tonight.

They ought to study this lesson.

They

should study this lesson.

They should study this lesson.

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

Dad Sad Cat Class Am Man Hand Ran Rank Ask

Dad is a familiar word for father.

I am not sad, I am happy.

He doesn't have a cat.

Our class meets in the morning.

I am a student.

The man is here.

Which is your right hand?

We ran very fast.

Ask as many questions as you want.

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

Listen and repeat.

pen	pan
set	sat
send	sand
ten	tan
Ken	can

We need a frying pan.

Do you have a fountain pen?

To set is to put in a permanent place.

They sat down on the sofa.

Send me a book, please.

The desert is full of sand.

The sun will tan us.

You must study lesson ten.

Can you speak English?

Ken is a man's name.

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

Not Box Hot Doctor Cot Lot What Yacht Forgot Shot

The instructor is not in the office.

We need a box lunch for a picnic.

How hot is it today?

The doctor is examining the patient.

A cot is a small, folding bed.

We must study a lot.

What is your problem?

A yacht is a small pleasure vessel.

End of tape.

WORD STUDY

Modals in English and Modal Verb Phrases

can	could
may	might
will	would
shall	should
	must

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

Meanings of Modals

CAN

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

Example:

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

Exercise:

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

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

MAY

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

Example:

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

Exercise:

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

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

WILL

Will is used to form future tense phrases.

Example:

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

Will also expresses the idea of promise or intention.

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

Exercise:

Change the following statements by using *will*.

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

SHOULD

Should (ought to) shows duty or moral obligation.

Example:

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

Exercise:

Change the following statements by using *should*.

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

· Exercise in Contractions with Modals

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

Affirmative

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

Negative

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

PRONUNCIATION DRILLS ON CONSONANT SOUNDS

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

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

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

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

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

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

DIALOG

AT THE BARBERSHOP

A: I want to get a haircut, please.

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

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

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

A: No, use the scissors.

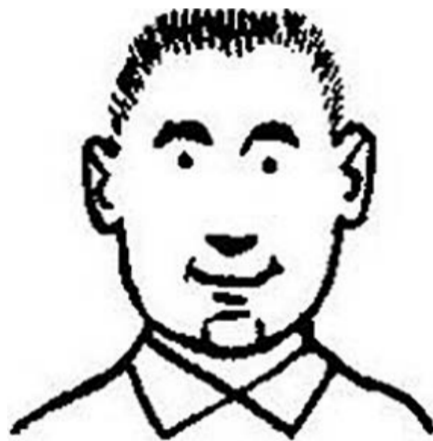
B: Do you want some tonic?

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

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

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

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



CREW CUT



FLAT TOP



TRIM

TAPE 2106B

Listen and repeat.

wanted	yesterday	alone
asked	afraid	understand
without	morning	afternoon

Joe wanted to go.

Joe wanted to go to the post office.

He did not want to go.

He did not want to go alone.

He asked me to go.

He asked me to go with him.

He was afraid.

He was afraid the people might not understand his English.

He would not go.

He would not go without me.

I could not go.

I could not go in the morning.

Listen.

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

Listen.

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

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

Listen and answer.

Who wanted to go somewhere?

Joe

Joe wanted to go somewhere.

Joe wanted to go somewhere.

Where did he want to go?

to the post office

He wanted to go to the post office.

He wanted to go to the post office.

When did he want to go?

yesterday

He wanted to go yesterday.

He wanted to go yesterday.

Did he want to go alone?

No.

He did not want to go alone.

He did not want to go alone.

Whom did he ask to go with him?

Bill.

He asked Bill to go with him.

He asked Bill to go with him.

Why did he ask Bill to go with him?

He was afraid to go alone.

because he was afraid to go alone

because he was afraid to go alone

What was he afraid of?

that the people might not understand his English

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

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

Listen and repeat.

a very good restaurant

one of the best

special dinner

steak dinner

on State Street

delicious meals

chicken dinner

roast beef dinner

on State Street

a very good restaurant on State Street

There is

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

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

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

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

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

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

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

Listen.

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

Listen.

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

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

Listen and substitute.

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

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

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

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

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

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

Listen.

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

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

Listen and substitute.

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

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

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

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

* * * *