

OUTLINE AND STUDY OBJECTIVES

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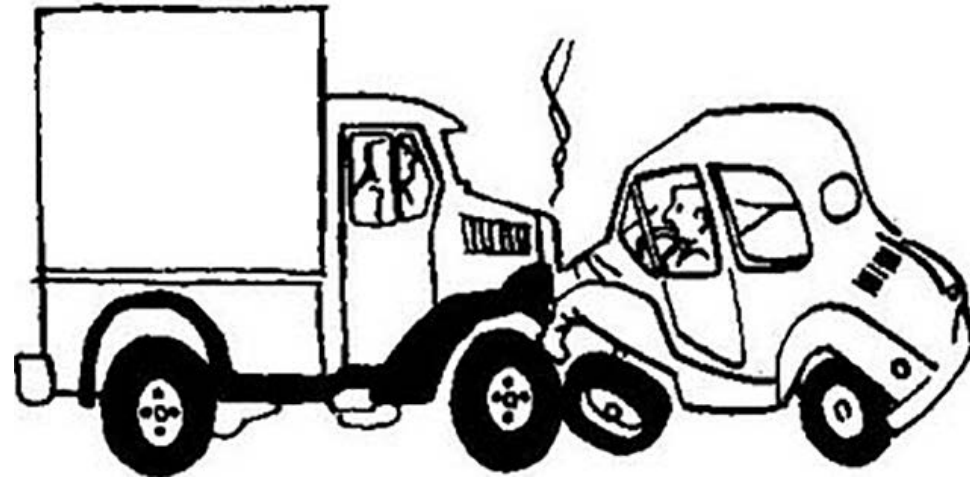
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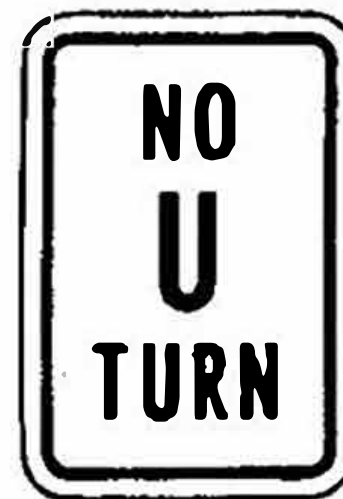
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**TAPE 2108B**



**CAR ACCIDENT**



**TRAFFIC SIGNS**

## UNIT 2108

## READING

## DRIVING SAFETY

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

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

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

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

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

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

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

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

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

**QUESTIONS ON THE READING**

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

**PRACTICE CHANGING AFFIRMATIVE SENTENCES TO NEGATIVE SENTENCES**

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

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

Affirmative Sentences:

**SPEAK**

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

**READ**

6. He reads English very well.
7. She reads English very well.
8. The student reads English well.
9. Mr. Jones reads English well.
10. The teacher reads English well.

**WRITE**

11. He writes English pretty well.
12. She writes English pretty well.
13. The student writes English well.
14. Mr. Jones writes English well.
15. The teacher writes English well.

**KNOW**

16. He knows those students.
17. She knows those students.
18. The student knows those students.
19. Mr. Jones knows those students.
20. The teacher knows those students.

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

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

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

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

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

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

Listen and repeat the following statements and questions.

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

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

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

\*\*\*\*\*

Listen.

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

Listen and change the statement to a question.

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

Remember to change the statement to a question.

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

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

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

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

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

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

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

\*\*\*\*\*

Listen and repeat the following statements and questions.

The post office is on Main Street.

Can you tell me where the post office is?

The laboratory is across the street.

Can you tell me where the laboratory is?

The commander's office is upstairs.

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

\*\*\*\*\*

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

Listen and repeat.

The instructor is in class.

Can you tell me where the instructor is?

Aircraft are used for transportation.

Can you tell me what aircraft are used for?

Brakes are used for stopping vehicles.

Can you tell me what brakes are used for?

Scales are used for weighing objects.

Can you tell me what scales are used for?

Watches are used for measuring the progress of time.

Can you tell me what watches are used for?

Microscopes are used for seeing tiny particles.

Can you tell me what microscopes are used for?

\*\*\*\*\*

Listen.

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

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

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

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

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

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

\*\*\*\*\*

Listen and repeat.

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



\*\*\*\*\*

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

Listen and repeat.

the	→	→	mother
this			father
that			brother
these			northern

The northern part is the coldest.

This is my mother.

That is his father.

These are my brothers.

\*\*\*\*\*

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

Listen and repeat.

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

I think the paper is too thin.

The path was very narrow.

I like mathematics.

I forgot to thank him.

\*\*\*\*\*

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

Listen and repeat.

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

Mr. Brown teaches Aviation English.

I have written several letters today.

He bought some razor blades.

That will take a little time.

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

Listen and repeat.

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

The advantages are greater than the disadvantages.

How do children learn to read?

He borrowed the latest editions.

Don't stop in the middle of the road.

End of tape.

**SOME ADVERBS OF FREQUENCY IN ENGLISH**

often

usually

always

ever (affirmative) – at any time

never (negative) – at no time

**EXAMPLES USING FREQUENCY ADVERBS***Affirmative Statements*

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

*Affirmative Questions*

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

*Negative Statements*

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

**DIALOG****RIDING THE BUS**

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

**PHRASING PRACTICE BASED ON THE DIALOG**

Repeat the following closely related phrases:

to the train station  
 does this bus go?

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

**DIALOG****DENTAL APPOINTMENT**

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

**Questions on the Dialog – Dental Appointment**

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

**PLANE RESERVATIONS**

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

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

Questions on the dialog – Plane Reservations.

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

## LUNCH ENGAGEMENT

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

## PRONUNCIATION PRACTICE ON SOUNDS

Practice on the /ɔ/ plus /r/ sound.

or

nor

war

for

Thor

Repeat after your instructor.

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

## VOWEL SOUND CONTRAST

/ɪ/ + /r/

year

hear

ear

dear

fear

/æ/ + /r/

marry

air

there

their

chair

/ɔ/ + /r/

four

more

door

store

floor

Initial /r/

road

ride

real

rest

region

raise

read

write

wrote

written

Final /r/

here

there

fire

for

four

fur

fear

war

more

car

Read the following sentences.

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



## TAPE 2108B

Listen.

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

\*\*\*\*\*

Listen and repeat.

go	shoulder	coat	low
know	soap	smoke	note

We need a coat during the winter.

Let's go to the movies tonight.

What is the matter with your shoulder?

Low flying can be dangerous sometimes.

Note taking is very important for learning.

Listen.

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

\*\*\*\*\*

Listen and repeat.

long	talk	law	fought
walk	caught	office	cost

This is not a long lesson.

Let's talk about tomorrow's schedule.

It is important to obey speed laws.

He fought in the war.

What was the cost of fixing this office?

Listen.

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

\*\*\*\*\*

Listen and repeat.

Let's go for a long walk.

I ought to get some soap at the drugstore.

His shoulder was caught under the car during an accident.

How much does this coat cost?

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

Listen.

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

\*\*\*\*\*

Listen and repeat.

or                    nor                    war                    for                    Thor

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

My friend is neither at home nor in the library.

There is no big war now.

This dictionary is for us to look up word meanings.

The Thor is an Air Force missile.

Listen.

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

Listen.

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

\*\*\*\*\*

Listen and answer.

With whom does George Jones want to make an appointment?

with the dentist

He wants to make an appointment with the dentist.

Is there anything wrong with his teeth?

No, there isn't.

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

What does he want?

his checkup

He wants his regular six months' checkup.

Will Dr. Parks be busy all this week?

Yes, he will.

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

When can Dr. Parks see Mr. Jones?

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

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

Listen.

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

\*\*\*\*\*

Listen and repeat.

ENGLISH  
STUDIES  
The STUDENT  
The STUDENT STUDIES ENGLISH.

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

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

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

\*\*\*\*\*

Listen and repeat the following conversation.

#### LUNCH ENGAGEMENT

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

\*\*\*\*\*

Listen and repeat.

colds

have colds

The children

The children have colds.

The other day

an old college friend of ours

I ran into

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

one of these days

for lunch

Let's get together

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

if you could join us

I'd find out

I told him

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

Listen.

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

Listen.

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

\*\*\*\*\*

Listen and answer.

Where did Mr. Bateman want to go?

He wanted to go to Atlanta.

Mr. Bateman wanted to go to Atlanta.

When did Mr. Bateman want to leave?

on June 2

He wanted to leave on June 2.

Mr. Bateman wanted to leave on June 2.

Which flight did he make reservations for?

flight 549

He made reservations for flight 549.

Mr. Bateman made reservations for flight 549.

Listen.

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

\*\*\*\*\*

Listen and repeat.

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

\* \* \* \*