

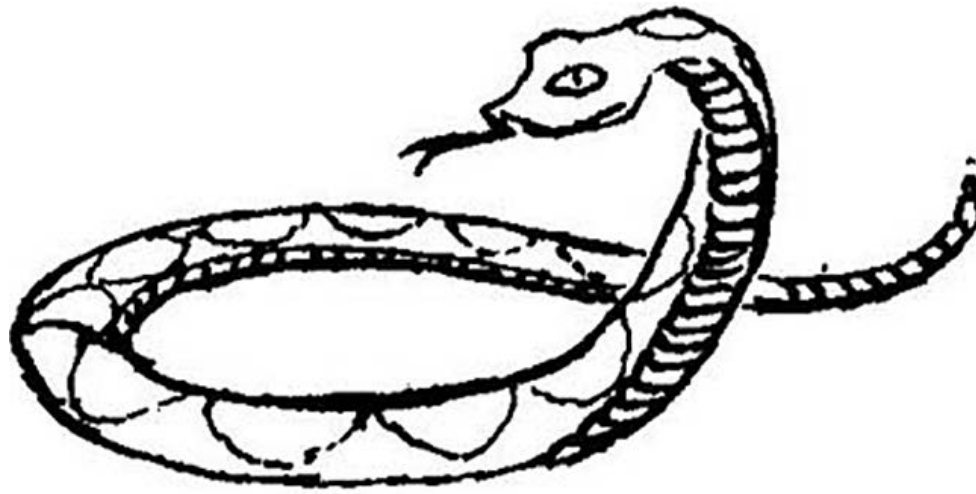
OUTLINE AND STUDY OBJECTIVES

READING: OFFENSE AND DEFENSE
QUESTIONS ON THE READING
DICTATION EXERCISE
PRACTICE USING OPPOSITES
CONVERSATION PRACTICE
TAPE 2109A

DIALOG: KNOWING PEOPLE
SOME USES OF CLAUSES:
CLAUSES OF CONDITION
SENTENCE COMPLETION EXERCISE
CLAUSES OF PURPOSE
CLAUSES OF RESULT
TAPE 2109B



THIS ANIMAL IS CALLED A SKUNK OR POLECAT.



THIS SNAKE IS CALLED A RATTLESNAKE.

UNIT 2109

READING

OFFENSE AND DEFENSE

Animals use many things for defense or protection and offense or attack. Speed is a big factor for defense and offense. Most animals find it necessary to run, swim, or fly as fast as possible to get food and escape from the enemy. Many animals hide in order to survive or catch other animals by surprise. A good sense of hearing, good eyesight, and the ability to smell protect animals from getting killed and also make it easier for some animals to capture their food.

Big animals usually have strong teeth, large claws, or big horns. They use these weapons very effectively. The bear can cut a man fatally with one stroke of his claws. With his powerful jaws and strong teeth, a lion can crush a man's head or leg. An animal with big, sharp horns can deliver a fatal blow by ripping a hole in a person or an animal.

Some large animals depend mainly on speed for survival. Wild horses can outrun most of their enemies. Deer also run very fast and depend on speed for escape. These animals usually live in groups and the instant they hear or see a danger signal from an animal in the group they run away.

Camouflage or disguise is also used as a means of protection. Some animals have the same color as their surroundings. For example, some of those that live in the snow are white; some that live on trees are green or look like wood. Many animals that live on the ground are green, grey, or brown like their surroundings.

Nature protects one of her animals by making him easily seen. This animal is about the size of a cat, and he is black and has a white stripe on his back. Other animals can easily see him. His bright black and white colors protect him from being mistaken for an animal with little or no defense. His glands store a very bad smelling liquid. If attacked, he uses chemical warfare for defense by ejecting this stinking liquid. This animal is called a skunk or polecat.

The octopus also ejects liquid when attacked. This liquid is very dark and hides the octopus. While the attacker is trying to see through the liquid, the octopus can escape.

Insects and snakes use poison as a defense weapon. In the United States, there are several kinds of poisonous snakes and spiders. Rattlesnakes, copperheads, corals, and water moccasins are extremely dangerous. Do not touch a snake or an insect because it looks harmless. Be especially careful when you walk near tall weeds or grass, bushes, rocks or buildings where snakes like to hide.

There is a very interesting snake that lives in the southern part of the United States. This snake is not poisonous. When one approaches the snake, the snake coils and enlarges its head. In this position it looks similar to the cobra from India. The closer one gets, the more dangerous the snake looks. It puffs and moves its head as if to deliver a fatal bite. It really looks very dangerous. However, if one tries to touch the snake, the snake seems to faint. This type of defense is called a bluff.

QUESTIONS ON THE READING

1. Name some animals that depend on speed for survival.
2. Name some animals that usually hide in order to survive.
3. Do some animals attack or defend themselves in groups?
4. What do you consider the most dangerous animal in the world? Why?
5. Do some animals go underground for protection?
6. Do people use bluff as offense or defense?

DICTATION EXERCISE

Instructor will select one of the paragraphs from the reading for dictation practice.

PRACTICE USING OPPOSITES

Read the sentence, then change the sentence so that it will have an opposite meaning.

Example:

- a. I am going.
I am staying.
 - b. The man is going.
The man is not going.
 - c. The room is clean.
The room is dirty.
-
1. Lt Jones is fat.
 2. The beer is cold.
 3. This city is far from here.
 4. He walks slowly.
 5. He is a hard worker.
 6. He is a strong person.
 7. He is brave.
 8. Robert failed the examination.
 9. He wears dark colored clothes.
 10. The cup is empty.

11. He forgot my name.
12. The chair is in the back of the room.
13. He seems to be sad.
14. This is the time to make quick decisions.
15. The painting was beautiful.
16. The road was curved.
17. Some foods are sour.
18. You need to pull this switch.
19. It was a narrow opening.
20. The shoes are too light.
21. Your voice is too low.
22. This office is too quiet.
23. I often eat ice cream.
24. He always smiles.
25. All must be present.
26. Class starts before 8 o'clock.
27. First you turn it to the right, then to the left.
28. Mary needs a pencil.
29. Bill is an important man.
30. Joe participates in sports.

CONVERSATION PRACTICE

A: What are you doing?

B: I'm reading a book.

A: What am I doing?

B: You're writing a letter.

A: What is the teacher doing?

B: He's writing on the blackboard.

A: What is the student doing?

B: He's listening to a tape.

A: What is the barber doing?

B: He's cutting my hair.

A: What are those people doing?

B: They're eating dinner.

A: Where are you going?

B: I'm going to New York.

A: Where is the teacher going?

B: He's going to class.

A: Where is the student going?

B: He's going to the lab.

A: Where is that person going?

B: He's going to the barbershop.

A: Where are those people going?

B: They're going to the restaurant.

TAPE 2109A

Listen to the following sentences and try to remember what is said. Later, I will ask you questions on the sentences. Answer my questions. Then you will hear the correct answers. Repeat the correct answers.

Listen and answer.

Flying is one of the newest sciences. The airplane is only about 60 years old. Men had little knowledge of flying before the invention of the airplane. The first aircraft flew very slowly for only short distances.

Is flying a new science?

Yes, it is.

Flying is one of the newest sciences.

How old is flying?

Only about 60 years old.

It is only about 60 years old.

Flying is only about 60 years old.

Did men have much knowledge of flying before the invention of the airplane?

No, they didn't.

They had little knowledge of flying.

They had little knowledge of flying before the invention of the airplane.

Did the first airplanes fly very fast?

No, they didn't.

No, they didn't fly very fast.

They flew very slowly.

How far did they fly?

Only short distances.

They flew for only short distances.

The first airplanes flew for only short distances.

Listen and restate the following questions. For example, you will hear:

Do you have soup today? / What kind of . . .

You should say: What kind of soup do you have today?

Do you have soup today? / What kind of . . .

What kind of soup do you have today?

Do you have vegetables? / What kinds of . . .

What kinds of vegetables do you have?

Did they have rifles? / What kinds of . . .

What kinds of rifles did they have?

Do you have pie? / What kind of . . .

What kind of pie do you have?

Do you have dessert? / What kind of . .

What kind of dessert do you have?

Listen and repeat.

I'll have the vegetable soup.

I'd like the vegetable soup.

I would like the vegetable soup.

I'll take the vegetable soup.

I prefer the vegetable soup.

I want the vegetable soup.

Give me the vegetable soup.

I'll order dessert later.

I'll decide on the dessert later.

I'm ready for the check.

May I have the check now.

Waiter, the check please.

I forgot to tip the waiter.

Repeat the following words and sentences. Pay particular attention to proper syllable stress.

Listen and repeat.

newest science flying
Flying is one of the newest sciences.

necessary activities flying
All of these flying activities are necessary for training.

distances slowly airplanes
The first airplanes flew very slowly for only short distances.

motion bodies observations
Men made observations of bodies in motion.

today complex airplanes
Airplanes are very complex today.

science engineering training
You will get training in science and engineering.

Listen.

I'd like to get a single room, please.
Do you have reservations?
No, I haven't.
We have some single rooms at \$7.50.
Do you have anything for less?
No, we haven't, but you'll find these rooms comfortable.
Every room has a private bath, and they all have television.
All right. I'll take it.

Listen and repeat.

I'd like to get a single room, please.
Do you have reservations?
No, I haven't.
We have some single rooms at \$7.50.

Do you have anything for less?

No, we haven't.

But you'll find these rooms comfortable.

Every room has a private bath.

And they all have television.

Let's practice the / ĉ / sound in the initial, medial and final positions.

Listen and repeat.

cheap →	teacher	reach
chair	feature	teach
child	lecture	watch

He bought a cheap watch.

We have a new teacher.

The parachutes are within easy reach.

I'll bring another chair.

They are introducing a new feature.

Some subjects are difficult to teach.

Let's practice the / ŝ / sound in the initial, medial and final positions.

Listen and repeat

show →	nation	cash
shop	national	wash
shine	direction	wish

Mr. Johnson will show you around.

The United States is a young nation.

I'd like to cash a check.

Let's go to another shop.

The news was of national interest.

A solvent is used to wash greasy tools.

Polish makes silver shine.

Is this the right direction to town?

I wish I could hit the sack.

Listen to the following sentences and try to remember what is said. Then I will ask you questions on the sentences. Answer my questions. Then you will hear the correct answers. Repeat the correct answers.

Listen and answer.

The first submarines were very simple. They had small engines and moved very slowly. They moved only short distances. Today submarines are very complex.

Were the first submarines very simple?

Yes.

They were very simple.

The first submarines were very simple.

What kind of engines did they have?

small engines

The engines were small.

They had small engines.

How fast did they move?

very slowly

They moved very slowly.

How far did they go?

for only short distances

They went only short distances.

Are submarines complex today?

Yes, they are.

They are very complex.

End of tape.

DIALOG

KNOWING PEOPLE

- Capt. Jones: Hi Bill! I met a man from your home town last night.
- Capt. Williams: You did! Who was it?
- Capt. Jones: Jimmy -- James Perkins.
- Capt. Williams: Oh! Mr. James Perkins! Yes, he is a banker in our town -- a very important person.
- Capt. Jones: He sure was interesting. We had a very good time.
- Capt. Williams: Mr. Perkins and my father went to high school and college together. Mr. Perkins always seemed respectable but dull to me.
- Capt. Jones: Perhaps you were very young when you knew him. Jimmy is a very interesting person. In fact, you should have heard what he and your dad did in college.
- Capt. Williams: My father thinks only about business.
- Capt. Jones: That's not what Jimmy said. He said that your father dated a different girl every night.
- Capt. Williams: My father did that!
- Capt. Jones: According to Jimmy, your father was the best dancer and best dresser in college.
- Capt. Williams: You must be joking!
- Capt. Jones: Why should I? He said your father was quite a ladies' man, until he fell in love with your mother.
- Capt. Williams: Really? For the first time in my life, I can see my father as someone other than my parent.
- Capt. Jones: Yeah! I think I'll go some day and talk to people who grew up with my father. I wonder what he was like as a young man?

SOME USES OF CLAUSES

a. Clauses of Condition

1. Present or Future Tense Forms + Future Tense Forms or Equivalent

If he *comes*, I *will* (I'll) *let* you know.

If I *have* time, I *will* *call* you tonight.

If he has enough money, he *can* *buy* a better car.

If it *is* a nice day, we *may* *go* shopping.

If you *will* *come* over, we *will* (we'll) *discuss* the problem.

If they *will* *give* us a hand, we *can* *push* the car.

If you *will* *check* the ignition, I *will* *fix* the brakes.

If he *will* not (won't) *ask* a question, I *will* *ask* one.

2. Past Tense Forms + Would, Could, Might + Simple Forms of Verbs

This pattern is used in unreal, contrary to fact, or imaginary situations. Note that the only past forms of the verb *be* used is *were*.

If I *were* you, I *would* *speak* more.

If I had enough money, I *would* *buy* a new suit.

If you studied harder, you *might* *make* faster progress.

If he *wanted* to, he *could* *do* better work.

3. Past Perfect Forms + Would, Could, Might + Present Perfect Forms

If I *had been* you, I *would have* *spoken* more.

If I *had had* enough money, I *would have* *bought* a new suit.

If you *had studied* harder, you *might have* *made* faster progress.

If he *had wanted* to, he *could have* *done* better work.

EXERCISE: COMPLETE THE FOLLOWING SENTENCES:

1. I'll see you this afternoon if _____.
2. We won't fail the test if _____.
3. Please call Joe tonight if _____.
4. I will buy a Cadillac if _____.
5. He'll leave tomorrow if _____.
6. I would buy a Cadillac if _____.
7. He'd go with you if _____.
8. I would go to bed if _____.
9. I'd go to town if _____.
10. I would have bought a Cadillac if _____.
11. He would have helped you if _____.
12. We could have done better if _____.
13. He could have passed the test if _____.

b. Clauses of Purpose

Purpose is often expressed in English as a clause beginning with *so* or *so that*. The clause usually is a modal verb phrase with *can*, *could*, *may* or *might*.

1. He left the office early *so he could do* some shopping.
2. They're trying to finish that work today *so that they'll be free* this weekend.
3. I'm saving some money *so that I can take* a vacation next summer.
4. We're studying English *so that we can speak* it when we go to the United States.
5. They went by plane *so they would save* time.

c. Clauses of Result

Result is often expressed in English in a clause beginning with *so*, *so* (adjective) *that*, or *such* (noun) *that*.

1. The bus was crowded, *so I had to stand up*.
2. It was a hot day, *so we went swimming*.
3. Our TV set isn't working, *so we have to get it fixed*.
4. He doesn't have much money, *so he's looking for a cheap hotel*.
5. I hadn't seen you all week, *so I decided to call you up*.
6. The weather's so cold *that she doesn't want to go out*.
7. This lesson's so long *that I don't know whether I can finish it*.
8. This plane goes so fast *that you'll arrive in only three hours*.
9. This movie is so good *that I want you to see it, too*.
10. This building is so old *that it needs a lot of repairs*.
11. It was such a disagreeable day *that we postponed the flight*.
12. It was such an interesting talk *that we recorded it*.

TAPÉ 2109B

Listen.

Listen to the following sentences, then change the sentences so that they will have opposite meanings.

Example: You will hear: "The man is old."

You should say: "The man is young"

Then you will repeat the correct response.

Listen and repeat.

The boy is short.

The boy is tall.

The city is far from here.

The city is near here.

He speaks rapidly.

He speaks slowly.

Robert passed the examination.

Robert failed the examination.

This office is too noisy.

This office is too quiet.

He seemed to be happy.

He seemed to be sad.

The road was straight.

The road was curved.

It was a wide opening.

It was a narrow opening.

He remembered my name.

He forgot my name.

Listen and repeat.

Can you tell me where the control tower is?

I don't know where the control tower is.

Do you know where the bank is?

I don't know where the bank is.

Can you tell me what that is?

I don't know what that is.

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

Can you tell me what is over there?
No, I don't know what is over there.

Do you know what is in those cabinets?
Yes, I know what is in the cabinets.

Can you tell me who is on the phone?
Yes, I can tell you who is on the phone.

Listen.

On your own complete the following questions and statements.
For example, you will hear: Where the post office is / Can you tell me?
You should say: Can you tell me where the post office is?

Listen and complete.

Where the post office is/Can you tell me . . .
Can you tell me where the post office is?

Where the post office is/I don't know . . .
I don't know where the post office is.

Who is in the next room/Do you know . . .
Do you know who is in the next room?

Who is in the next room/Yes, I know . . .
Yes, I know who is in the next room.

Who Mr. Brown is/Can you tell me . . .
Can you tell me who Mr. Brown is?

Who Mr. Brown is/Yes, I know . . .
Yes, I know who Mr. Brown is.

Who is at the door/Do you know . . .
Do you know who is at the door?

Who is at the door/Yes, I know . . .
Yes, I know who is at the door.

Listen and repeat.

I'll see you this afternoon if I can.

I'll see you this afternoon if I have time.

I'll see you this afternoon if you are in town.

I'll see you this afternoon if you will come to my office.

We won't fail the test if we study.

You won't fail the test if you will study.

We won't miss the bus if we hurry.

You won't miss the bus if you hurry.

You won't miss the bus if you will hurry.

I would see a doctor if I were you.

I would stay here longer if I could.

He could do better work if he wanted to.

Listen.

On your own, complete the following sentences.

Listen and complete.

Pay attention/You will learn more . . .

You will learn more if you pay attention.

Will pay attention/You will learn more . .

You will learn more if you will pay attention.

Paid attention/You would learn more . . .

You would learn more if you paid attention.

Would pay attention/You would learn more . . .

You would learn more if you would pay attention.

Have time/I will see you tomorrow.

I will see you tomorrow if I have time.

Had time/I would explain that

I would explain that if I had time.

Listen.

Let's practice some clauses of purpose, using *so* or *so that*.

Listen and repeat.

So he could shop

He left early

He left early so he could shop.

So he could stop quickly

He repaired the brakes

He repaired the brakes so he could stop quickly.

So they could start quicker
He tuned up the motor
He tuned up the motor so they could start quicker.

So that I can take a vacation
I'm saving money
I'm saving some money so that I can take a vacation.

So that we can speak it
We're studying English
We're studying English so that we can speak it.

Listen.

Combine the following clauses. Then the correct response will be given.
Repeat the correct response. For example, you will hear:
He could sleep. He turned out the light.
You should say: He turned out the light so he could sleep.

Combine the following clauses. You should use *so* in these sentences.

He could sleep
He turned out the light
He turned out the light so he could sleep.

I can catch the bus
I'm hurrying
I'm hurrying so I can catch the bus.

They will be on time
They are leaving early
They are leaving early so that they will be on time.

I can pass the test
I'm studying hard
I'm studying hard so that I can pass the test.

So I'll be well prepared
I'm studying hard
I'm studying hard so I'll be well prepared.

* * * *