



Defense Language Institute  
English Language Center  
Lackland Air Force Base, Texas

# AMERICAN LANGUAGE COURSE



VOLUME 2200

INTERMEDIATE PHASE

STUDENT TEXT

## PREFACE

This Student Text, Volume 2200, is part of the Intermediate Phase of the American Language Course (ALC).

The ALC materials consist of the Pre-Elementary Phase; the Elementary Phase; the Intermediate Phase; the Advanced Phase; and the Specialized Phase, in which students concentrate on the technical language of one of several military specialties such as flying, ordnance, electronics, etc. Most volumes of the American Language Course are accompanied by prerecorded tapes which provide aural-oral and written exercises coordinated with the contents of the volumes. Special student texts and workbooks, instructor texts, tests, and other materials have also been prepared for use with these volumes.

The American Language Course is designed for an intensive language training program to provide students who do not understand and speak English with sufficient skill in English to enable them to pursue technical or professional training in various schools sponsored by the Department of Defense of the United States of America.

Inquiries concerning these materials, including requests for copies or authority to reproduce materials contained therein, should be addressed to: Commandant, Defense Language Institute, English Language Center, ATTN: LESS, Lackland Air Force Base, Texas 78236.

Reporting of errors, omissions, and recommendations for improving this publication by the individual user is encouraged. Letters should be submitted to: Commandant, Defense Language Institute, English Language Center, ATTN: LEAC, Lackland Air Force Base, Texas 78236.

**Original Edition December 1964**  
**Revised December 1970**  
**Reprinted March 1973**  
**Reprinted November 1974**  
**Reprinted September 1976**  
**Reprinted October 1977**  
**Reprinted September 1978**  
**Reprinted October 1979**  
**Reprinted August 1980**  
**Revised November 1982**  
**Reprinted February 1983**  
**Reprinted September 1984**

## NOTES FOR THE INSTRUCTOR

### INTRODUCTION:

This is the second of four volumes in Intermediate American English for foreign students. It is accompanied by 30 prerecorded A, B, C tapes, by Tape Support Material Books for the C tapes, and by the Student Workbook 2100/2200. It also includes a list of vocabulary items that every student should have learned upon completion of this volume. Of course, the instruction will not necessarily be limited to these words, but should be extended to the maximum capacity of the students.

### OBJECTIVES:

The object of the instruction outlined in this volume is to increase the student's ability to use the English language. The instructor will notice that the curriculum is designed to expose a student to the cultural aspect of life in the United States. Understanding in this area will greatly facilitate language learning.

The content of this second Student Text of the Intermediate phase of the American Language Course is intended to further increase the student's fluency with vocabulary and structures in American English with emphasis on note-taking, pronunciation, and aural comprehension.

### METHODS OF PRESENTATION:

The units contain dialog material, reading selections, 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, the instructor should concentrate on practices involving the students in learning situations rather than on lengthy explanations. 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.

## **PRE-RECORDED TAPES:**

Each pre-recorded tape is numbered to correspond to the classroom unit it supports. The tapes require the students to "participate" by recording their voices in a variety of drills.

You must be certain here, too, that students know precisely what to do. They should know the signals and what they mean.

The C tapes are supplementary activity tapes, created to involve the students in more active participation in the language laboratory. The students are provided with tape support materials consisting of exercises, including short evaluation exercises, for each of the unit tapes. The instructor guide includes the tape scripts, exercises, and the answers to the student exercises.

The students should also know all vocabulary items and grammatical structure and have some guided practice in pronunciation of new terms so that laboratory practice helps sharpen aural comprehension and improve fluency.

Encourage the students to do the laboratory exercises without using the script.

## **STUDENT WORKBOOK ASSIGNMENTS:**

The Student Workbook, Volume 2100/2200, contains homework assignments related to the units in this book and in Student Text, Volume 2100. Note carefully that some of the homework is designed as review of material taught in class, and that some (usually programmed material) may be assigned as preparation for the class work to come. Be sure the students understand this.

Be sure, too, that the students understand how to use the programmed materials.

Since the programmed materials provide their own answers, it will not be necessary for you to "correct" them. The students should do this themselves. It may be wise to skim through a few completed programs early in the first week to be sure the students understand how to respond to them.

# CONTENTS

<u>UNIT</u>	<u>TITLE OF THE READING</u>	<u>PAGE</u>
2201	Visitors	3
	Wire	15
2202	How To Buy in the U.S.	29
	A Drive in a New Car	39
2203	The Sun and the Earth	61
2204	A Military Installation	85
2205	How To Test a Used Car	107
2206	Driving Safety	129
2207	What Are Things Made Of?	153
2208	The Air We Breathe	173
2209	The Helicopter	193
2210	Giving and Following Instructions	217
<b>Word List</b>		<b>227</b>

## OUTLINE AND STUDY OBJECTIVES

Dialog: Directions

Reading: Visitors

Word Stress Practice

Giving Directions: Practice with Map

Intonation Practice

Polite Expressions

Introductions and Leave-Taking

Useful Sentences

Pronunciation Drills

Questions and Answers

Special Expressions

Tape 2201A

Reading: Wire

Useful Sentences

Questions on the Reading

Word Study: Making Statements and Questions

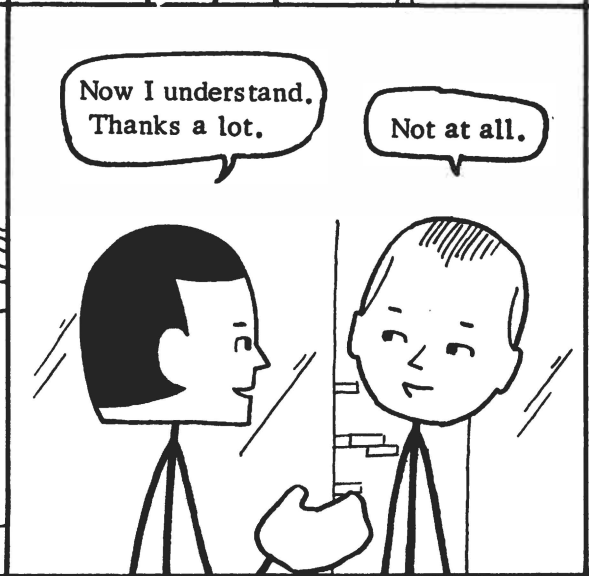
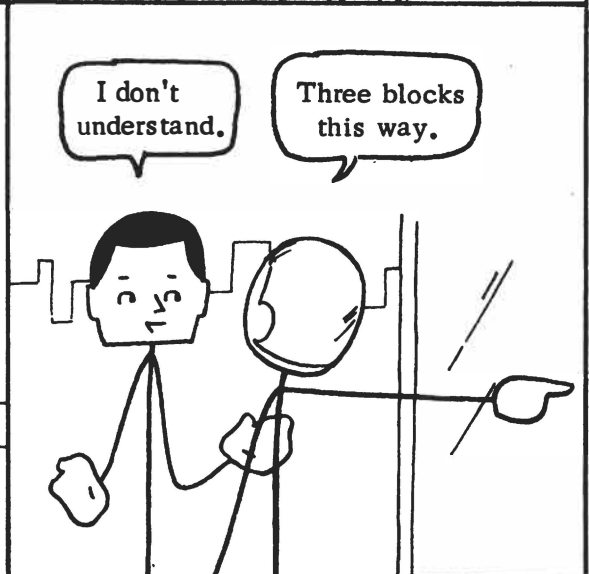
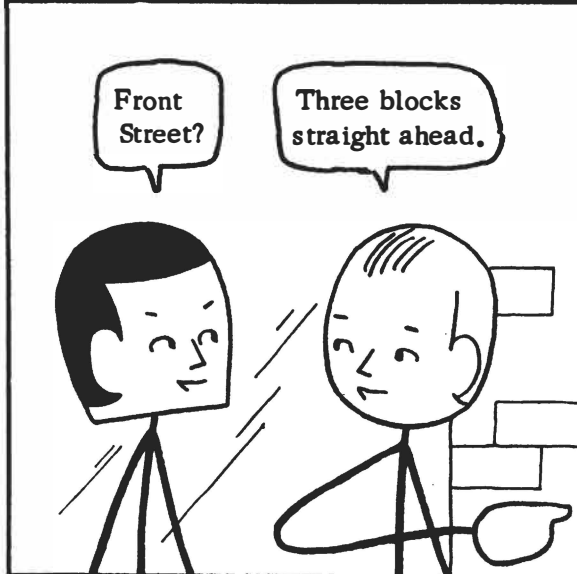
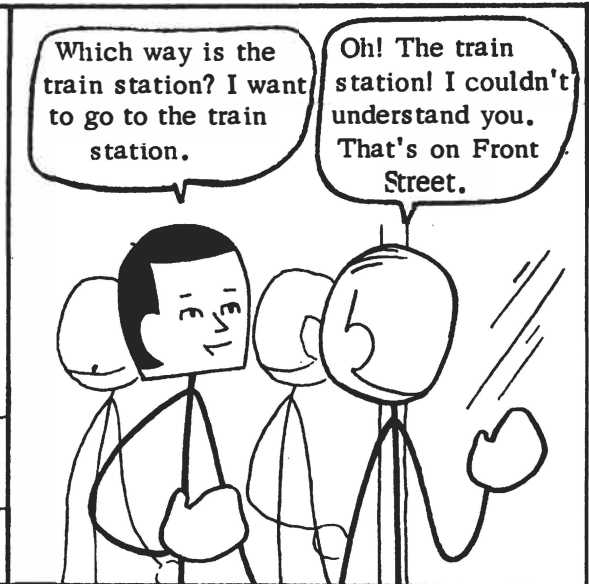
Word Substitution Exercise

Sentence Study: Combining Short Sentences

Review: Use of DO and DID

Special Expressions

Tape 2201B



## UNIT 2201

## DIALOG

Directions

A: Excuse me. Can you tell me which way the train station is?

B: What did you say?

A: Which way is the train station? I want to go to the train station.

B: Oh! The train station. I couldn't understand you. That's on Front Street.

A: Front Street?

B: Three blocks straight ahead.

A: I don't understand.

B: Three blocks this way.

A: I don't know much English. This way?

B: That's right. Just walk across three streets and you're at the station.

A: Now I understand. Thanks a lot.

B: Not at all.

## READING

Visitors

Generally speaking, most Americans are friendly and eager to help strangers in their city or town, especially visitors from foreign countries. The residents of small cities and towns are likely to be more friendly and courteous than those of large cities. Everyone seems to be in a great hurry in large cities. Here, visitors from other lands are seen so frequently that they become a part of the population. The greatest problem encountered by a newcomer to the United States is that of communication. Most Americans, however, will be patient and understanding and will do their best to help strangers.



**WORD STRESS PRACTICE**

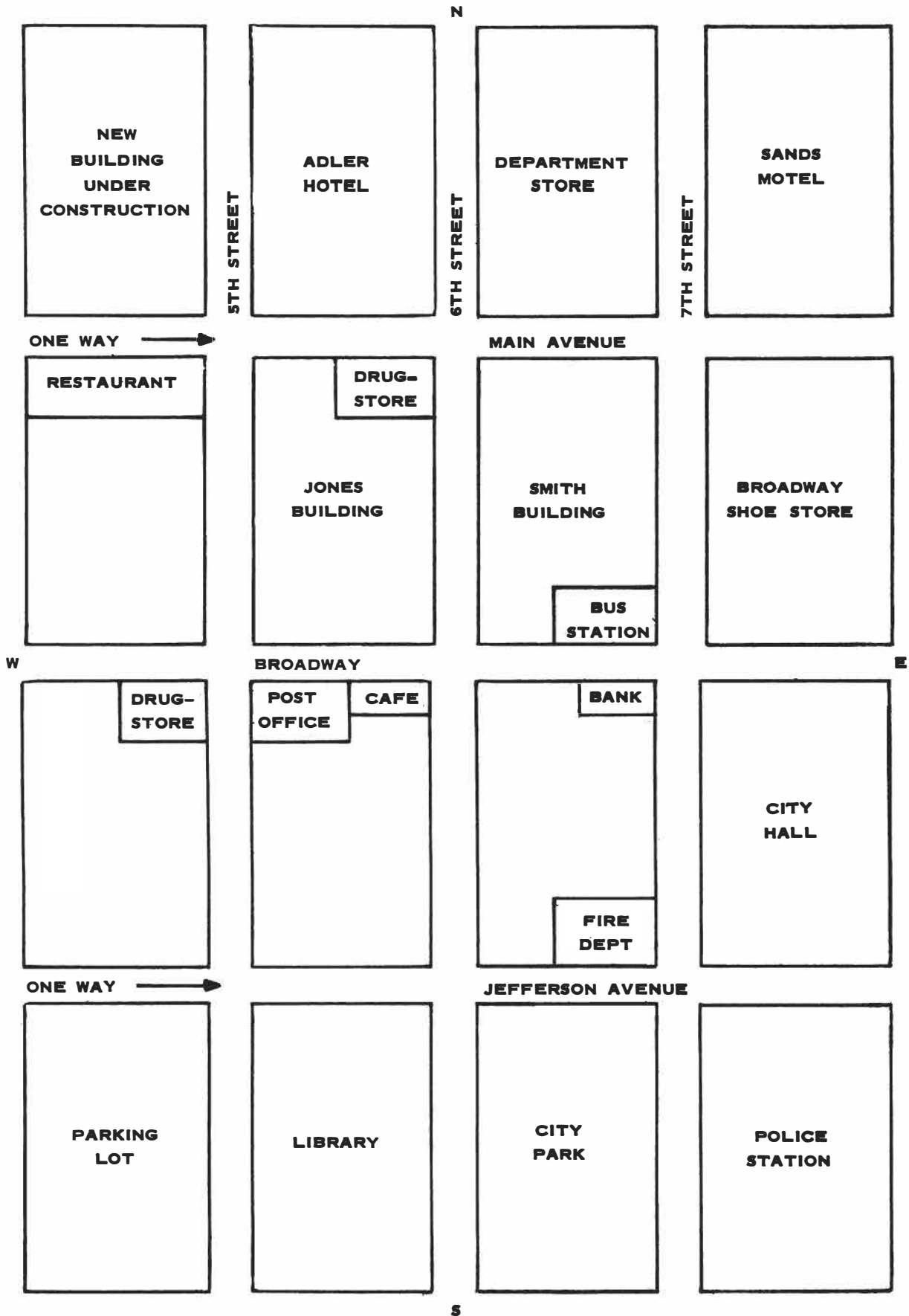
Read the following words aloud. Notice the stress in each.

FRIENDly	WRITing
EAgger	DICtionaries
STRANger	esPEcially
VISitors	howEVER
COUNtries	conSULTING
RESidents	situAtions
NEWcomer	inforMation
ILLustrated	communiCation
PATient	underSTANDING
COURteous	popuLation

**GIVING DIRECTIONS**

Here is a portion of a city map to be used in giving directions with the following expressions:

1. straight ahead
2. on your left
3. on your right
4. to your left
5. to your right
6. over here
7. over there
8. on the corner
9. across the street
10. next to the drugstore
11. opposite the Post Office
12. at the end of the block
13. two blocks from here
14. two blocks north
15. three blocks south



## INTONATION PRACTICE

The following expressions deal with location. Practice saying the phrases smoothly. The word at the end of each phrase should be spoken slowly and distinctly.

1. The new building/is located to your right/, next to the bank/.
2. There is a mailbox/on your left/and another mailbox/on your right/.
3. His brother and sister/are standing/on the corner/at the end of the block/.
4. My friend and I/will meet you/across the street/opposite the cafeteria.
5. The visitors./are standing/on the corner/at the end of the block/.

In each of the following a question is asked, then the question is repeated. Notice the change in intonation when the question is asked the second time.

## Group 1

- A: Where are you going?
- B: What?
- A: I said, "Where are you going?"

## Group 2

- A: What time is it?
- B: I didn't hear you.
- A: I said, "What time is it?"

## Group 3

- A: Who was at the party last night?
- B: I didn't understand what you said.
- A: I said, "Who was at the party last night?"

## Group 4

- A: When is the next train for New York?
- B: I'm sorry, I didn't understand.
- A: I said, "When is the next train for New York?"

## Group 5

- A: Why are you leaving so early?
- B: Please speak a little slower.
- A: I said, "Why are you leaving so early?"

## Group 6

A: Which bus should I take?

B: Please repeat what you said.

C: I said, "Which bus should I take?"

## Group 7

A: How far is it to the train station?

B: I didn't catch what you said.

C: I said, "How far is it to the train station?"

**POLITE EXPRESSIONS**

- |                            |                              |
|----------------------------|------------------------------|
| 1. Thank you.              | 7. You've been very helpful. |
| 2. Thank you very much.    | 8. You're welcome.           |
| 3. Thanks.                 | 9. Don't mention it.         |
| 4. Thanks a lot.           | 10. Not at all.              |
| 5. I'm very grateful.      | 11. Any time.                |
| 6. I appreciate your help. | 12. I'm glad I could help.   |

**INTRODUCTIONS AND LEAVE-TAKING**

Mr. Lowe: You are just in time, Mr. Williams.

Mr. Williams: Oh! Is Mr. Duncan in this time?

Mr. Lowe: Yes, but he is leaving soon. I'll take you in and introduce you.

Mr. Lowe: Mr. Duncan, I'd like to introduce Mr. Williams.

Mr. Duncan: How do you do, Mr. Williams?

Mr. Williams: How do you do, Mr. Duncan? I'm glad to meet you.

If there is considerable difference in ages, the younger person is introduced to the older person. A gentleman is always introduced to a lady.

Mr. Lowe: Miss Watkins, may I present Sgt. Jones?

Miss Watkins: How do you do, Sgt. Jones?

Sgt. Jones: How do you do?

**Sgt. Jones:** Goodbye, Miss Watkins, It was a pleasure meeting you.

**Miss Watkins:** Glad to have met you, Sgt. Jones.

**Mr. Lowe:** Mr. Duncan, Mr. Williams.

**Mr. Duncan:** I'm glad to meet you, Mr. Williams.

**Mr. Williams:** How do you do, Mr. Duncan?

**Mr. Williams:** Goodbye, Mr. Duncan. I'm glad I met you.

**Mr. Duncan:** Glad to have met you, Mr. Williams.

### USEFUL SENTENCES

Practice saying the following sentences until you can say each one correctly.

1. Where is the nearest restaurant?
2. Which way is the bus station from here?
3. What bus do I take to the airport?
4. Can you tell me where the Adler Hotel is?
5. I'm trying to get to 2894 Seventeenth Street.
6. The post office is three blocks north from here.
7. The bank is over there, on your left.
8. There's a barbershop across the street, next to the restaurant.
9. Walk straight ahead until you come to the traffic light; then turn right.
10. It's too far to walk; you'd better take a bus.

### PRONUNCIATION DRILLS

/l/ and /r/ contrast

/l/

/r/

lace	→	race
late	→	rate
lain	→	rain
lap	→	wrap
led	→	red

/l/

/r/

lead	→	read
lid	→	rid
list	→	wrist
lice	→	rice
lock	→	rock
lobe	→	robe

1. He **threw** a (lock, rock) at me.
2. I don't have a (list, wrist) watch.
3. John was (late, rate) for classes yesterday.
4. What did he do with the (lid, rid)?
5. The (lain, rain) came down suddenly?
6. He **prefers** (led, red) to any other color or shade.
7. Could you (lap, wrap) this package for me, please?
8. He **hurt** his ear (lobe, robe) in the car accident.
9. Can you (lead, read) English?

**QUESTIONS AND ANSWERS**

Close your book. Give several answers to the following questions as your instructor asks them.

1. How can I get to the train station?
  - a. That's just a few blocks from here.
  - b. It's on Center Street.
  - c. Walk three blocks straight ahead, then turn left.
  - d. It's right down the street. You can't miss it.
  
2. Where is the nearest drugstore?
  - a. There's one on Tenth Street.
  - b. Walk two blocks this way, then turn left.
  - c. It's in the middle of the block, next to the barber shop.
  
3. Can you tell me where 2435 Fifth Avenue is?
  - a. I can't understand you.
  - b. Speak a little slower.
  
4. When does the next bus leave for Philadelphia?
  - a. I don't know. I don't have a schedule.
  - b. Ask that lady at the information desk.
  - c. She has all the timetables.
  
5. Does this bus go near the National Bank?
  - a. No, this goes to Fourteenth Street.
  - b. The National Bank is on Second Avenue.
  - c. Take a Broadway bus.
  
6. Which bus should I take to get to the shopping section?
  - a. That bus doesn't stop here.
  - b. Walk two blocks that way.
  - c. Catch the bus going north.
  
7. Where is the post office?
  - a. It's just around the corner.
  - b. It's the big red building next to the bank.

**SPECIAL EXPRESSIONS**

*Buddy* = companion, friend

Miss Williams, I'd like to introduce my *buddy*, Ted Morris.

*Knock it off*

*Cut it out* = stop it

John is getting mad, you'd better *cut it out*.

You are making too much noise. *Knock it off*.

## American Language Course

## TAPE 2201A

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

Listen.

By and large, most Americans are friendly and eager to help strangers. People in smaller cities and towns are likely to be more friendly and courteous than those of large cities where everyone seems to be in a great hurry.

Answer my questions. (Use short answers.) Repeat the correct answer when you hear it.

In general, are Americans eager to help visitors from foreign countries?

Yes, they are.

Yes, they are friendly and eager to help visitors from foreign countries.

Are people in large cities more friendly than those in smaller cities and towns?

No, they aren't.

No, they are not.

They are not as friendly as people in smaller cities and towns.

How do people in smaller cities and towns differ from those in large cities?

They are more friendly and courteous.

People in smaller cities and towns are more friendly and courteous.

\*\*\*\*\*

Listen to the following reading and take notes.

Generally speaking, most Americans are friendly and eager to help strangers in their city or town, especially visitors from foreign countries. The residents of smaller cities and towns are likely to be more friendly and courteous than those of large cities. Everyone seems to be in a great hurry in large cities. Here foreign visitors are seen so frequently that they become a part of the population. The greatest problem that a newcomer to the United States has is that of communication. Most Americans, however, will be patient and understanding and will do their best to help a stranger. They sometimes help by writing notes and consulting pocket dictionaries.

(Now listen to the reading again and correct your notes.)



\*\*\*\*\*

Now compare your notes with the following:

Americans are friendly; eager to help strangers.

People in smaller cities and towns are more friendly and curious than those of large cities.

Problem is a newcomer needs information or advice.

Americans—patient and understanding.

Will do best to help.

\*\*\*\*\*

The following exercise is designed to help you improve your rhythm. First, let's practice a slow, exaggerated prolongation of words at the end of each thought unit. Next, let's practice an accelerated repetition of the sentences. Finally, let's practice the sentences at normal speed.

Listen and repeat.

The Smith building is *located*/to your *right*/next to the *drugstore*.

There is a *mailbox*/on your *left*/and another *mailbox* /on your *right*.

His brother and *sister*/will be *standing*/on the *corner*/opposite the *post office*.

\*\*\*\*\*

This exercise is designed for review of some pronouns. Let's practice the substitution of some object pronouns for nouns.

Listen and repeat.

I understand the fuel system.

I understand it.

He saw the control tower operator.

He saw him.

She called the nurse.

She called her.

They briefed the new students.

They briefed them.

\*\*\*\*\*

Now you will hear a pronoun. Then you will hear a sentence. Change the sentence by substituting the pronoun for the noun.

EXAMPLE: You will hear, "him"/ I saw the man. You will say, "*I saw him.*"

Listen and substitute.

it / I understand the hydraulic brake system.  
I understand it.

Remember to substitute the pronoun.

it / I saw the new experimental helicopter.  
I saw it.

him / He talked to the captain.  
He talked to him.

her / She called the nurse.  
She called her.

them / The major briefed the new group.  
The major briefed them.

\*\*\*\*\*

On your own, substitute the proper pronoun for the noun in the following sentences.

Listen and substitute.

I saw the new helicopter.  
I saw it.  
I saw the new helicopter.

I talked to the copilot.  
I talked to him.  
I talked to the copilot.

He called the flight nurse.  
He called her.  
He called the flight nurse.

I flew the new jet.  
I flew it.  
I flew the new jet.

He reported the accident.  
He reported it.  
He reported the accident.

They cleaned the carburetor.  
They cleaned it.  
They cleaned the carburetor.

The mechanic repaired the brakes.  
The mechanic repaired them.  
The mechanic repaired the brakes.

\*\*\*\*\*  
Let's contrast the /l/ and /r/ sounds.

Listen and repeat.

late	rate
lock	rock
lain	rain
led	red

\*\*\*\*\*  
Listen and repeat.

John was late for class yesterday.  
Jets take off at a very rapid rate of speed.  
The car ran over a rock.  
We couldn't open the lock.  
The magazines have lain in the rain all day.  
The sergeant led the way.  
You must stop when you see a red light.

THIS IS THE END OF TAPE 2201A.

**READING**Wire

You begin to realize the importance of wire when you think about its many uses. Many miles of wire were used in the construction of one large aircraft. The light you use in reading, the heat you use in making coffee, and the spring used to make your watch run, depend on the existence of wire.

In the industrial nations much of the power used depends upon wire of many different types and sizes. Our whole communications system requires it somewhere. Our transportation system could not operate without it. And as drivers, or technicians, you know that the proper function of many parts depends upon wire and wiring. And you know too that your own safety depends on correct wiring.

In this lesson, we can mention only a few things about wire and its uses. You will learn more of these as you go further in training.

Wire

It conducts (carries) electric current.

It sometimes must be insulated.

It has resistance to the flow of electricity.

It may need to be:

1. bent.
2. twisted.
3. wound (spring, coil).
4. spliced.
5. cut.
6. soldered.

**USEFUL SENTENCES**

1. The wire runs from the *switch* to the *starter*.
2. The current of electricity is conducted by a *copper wire*.
3. *Rubber* is one common insulator.
4. Wire has many different sizes, and its diameter can be measured.
5. The wire may have to be *spliced*. (Repeat sentence using verbs other than spliced.)
6. If you do not *select* the correct wire, you may cause trouble.
7. He sent a wire to his father.
8. *Wiring the engine* is a big job.
9. - Silver is sometimes used for wiring.
10. Before you begin work, study the *wiring diagram*.
11. If we measure the length and width of the room, we'll know how much wire we need.
12. The room is 10 feet wide by 15 feet long.

**QUESTIONS** (Make complete statements.)

1. What are some uses of springs?
2. Are there any wires in this room? In this building? Are they insulated?
3. Do you see any wires outside? Are they insulated?
4. Is silver ever used in wiring?
5. Name one material frequently used for insulation.
6. Can you name other materials used?
7. What do we usually mean by "hot wire"?
8. What do we mean by a "short," or short circuit?
9. Do you know how to solder two wires together?
10. Does an automobile have a generator?

## WORD STUDY

Making Statements and Questions

Pronounce these words and practice using them in making statements and questions.

inDUStrial	elecTRicity
communiCation	reSIStance
transporTation	SOLdered
maCHINery	SPLICed
OPerate	CURrent
FUNction	TWISTed
techNicians	wound
conDUCTS	Diagram
INsulated	CIRcuit

Word Substitution Exercise

Learn to say these sentences correctly and with natural conversation speed. Notice that different sentences can be constructed by substituting other words and phrases for the italicized part of each sentence.

1. He's going to take up *chemical engineering, medicine, law, etc.*
2. My brother is a *commercial airline pilot, doctor, lawyer, etc.*
3. Have you ever studied *algebra*?
4. When are you going to *get married*?
5. I have two *brothers and one sister*.
6. Jack has *two nephews and two nieces*.
7. Mr. Allison is a *mechanic*.
8. I hope to go to *the university next year*.
9. What is your favorite *subject*?
10. What kind of work *do you do*?

**SENTENCE STUDY**Combining Short Sentences

Let's practice making longer sentences by combining two short sentences.

Example: The child is crying. ~~The child is~~ in the yard.  
 The child in the yard is crying.

Be sure the prepositional phrase follows the noun it should modify in the longer sentences instead of the verb as in the short sentences.

**Exercise**

1. The class is having an examination. The class is *in that room*.
2. That instrument panel is very important. It is *on the left*.
3. The new books are very interesting. They are *in the library*.
4. These boots belong to Robert. They are *under the chair*.
5. That chair is broken. It is *near the window*.
6. The restaurant serves delicious meals. It is *around the corner*.
7. The plane is ready for take off. It is *on runway three-two*.
8. The meat is not fresh. It is *in the refrigerator*.
9. The students are going downtown. The students are *from the Language School*.

**REVIEW****Use of *Do* and *Did* in Full Questions and Negative Statements**

1. Use *do (did)* eat, *do (did)* fly, *do (did)* practice, *do (did)* speak, etc., with questions and negative statements.

*Do you always eat breakfast?*

No, I *do not* always eat breakfast.

*Do you fly bombers all the time?*

No, I *do not* fly bombers all the time.

*Do you practice every day?*

No, I *do not* practice every day?

*Did you practice yesterday?*

No, I *did not* practice yesterday.

*Did you speak English all the time?*

No, I *did not* speak English all the time.

2. Use only forms of the main verb with affirmative statements.

*Do you eat breakfast every day?*

Yes, I *eat* breakfast every day.

*Did you eat breakfast yesterday?*

Yes, I *ate* breakfast yesterday?

*Do you come to class on time every day?*

Yes, I *come* to class on time every day.

*Did you come to class on time yesterday?*

Yes, I *came* to class on time yesterday.

3. Use the regular pattern with verbs other than *do*.

*Can you speak English as well as you understand it?*

Yes, I *can speak* it and understand it equally well.

No, I *can not speak* it as well as I understand it.

*Will you please be here at 8 o'clock sharp?*

Yes, I *will be* here at that time.

No, I *can not be* here by 8 o'clock.

**Note:** Use affirmative *do eat (did eat)*, *do come (did come)*, etc., only when it is necessary to emphasize a statement. In general, this is done when a regular statement is questioned.

*Special Expressions*

***Gripe* – complaint (noun) complain (verb)**

When the food is good, no one compliments the cook.

When the food is bad, everyone gripes about it. (Everyone complains about the food when it's bad.)

The sergeant got tired of listening to so many gripes. (The sergeant got tired of listening to so many complaints.)

***Cut down* – reduce**

They want to cut down on the paper work. (They want to reduce the amount of paper work.)

The company is cutting down on the number of employees it hires. (The company is reducing the number of employees it hires.)

***Cut out* – stop or give up the practice**

He had to cut out smoking.

Cut out the griping.

***Cut in* – interrupt**

Someone cut in on our conversation.

I know a little about that, may I cut in and say something?



Some Uses of *As*

*As* = in the capacity of

Although *in the capacity of* is a near equivalent for *as*, the phrase is seldom used because it is bookish. The short *as* is much preferred.

**Examples:** Mrs. Parker works *as* a nurse in the Veterans' Hospital.

He took a job *as* a mechanic in the factory.

He accepted a position *as* a language instructor in the school.

Use the word *as* to complete the following phrases:

1. I have worked \_\_\_\_\_ in several different places.
2. She is going to get a job \_\_\_\_\_ in the public school.
3. That engine was built \_\_\_\_\_ for the cars of the future.
4. My brother has a job \_\_\_\_\_ in the electric power company.
5. Mrs. Porter is going to get work \_\_\_\_\_ in the business office.

*As* = *While*, during the time that

**Examples:** They discovered the trouble *as* they were warming up the motors.

*As* he was backing the car out of the garage, he ran over a nail.

Use the word *as* to complete the following phrases:

1. The telephone rang \_\_\_\_\_.
2. Severe vibrations developed \_\_\_\_\_.
3. He started his lecture \_\_\_\_\_.
4. The phone stopped ringing \_\_\_\_\_.

## American Language Course

## TAPE 2201B

Listen carefully to the following sentences. Remember what is said. You will be asked questions on the sentences. Answer my questions when you hear them. Then the correct answers will be given. Repeat the correct answers when you hear them.

Listen.

Wire has many uses. It is made of different metals. In electrical wiring it is most frequently made of copper and aluminum. One reason these two metals are used is that they are good conductors of electricity.

\*\*\*\*\*

Does wire have many uses?

Yes, it does.

Yes, wire has many uses.

In electrical wiring, which metals are frequently used?

copper and aluminum

Copper and aluminum are frequently used.

Is copper a good conductor of electricity?

Yes, it is.

Copper is a good conductor of electricity.

Is aluminum a good conductor of electricity?

Yes, it is.

Yes, aluminum is a good conductor of electricity.

Is wire made of only one metal?

No, it isn't.

Wire is made of several different metals.

Listen carefully to the following sentences. Remember what is said. You will be asked questions on the sentences. Answer my questions when you hear them. Then the correct answers will be given. Repeat the correct answers when you hear them.

Listen.

Colonel Williams is engaged in flying training. Robert, the Colonel's second son, is seventeen years old. Like his father, he is very much interested in flying. He hopes to be able to enter flying school next September.

\*\*\*\*\*

What profession is Robert interested in?

flying

He is interested in flying.

What profession is Robert's father engaged in?

flying training

His father is engaged in flying training.

Where does Robert hope to get his training?

In flying school.

When does he plan to enter flying school?

in September

He plans to enter flying school in September.

How old is Robert?

He's seventeen years old.

\*\*\*\*\*

Let's practice some negative and affirmative responses to questions beginning with *do* and *did*.

Listen and repeat.

Do you know Mr. Brown?

No, I do not know Mr. Brown.

Yes, I know Mr. Brown.

Did you know Mrs. Brown?

No, I did not know Mrs. Brown.

Yes, I knew Mrs. Brown.

Do you understand the question?

No, I do not understand the question.

Yes, I understand the question.

Did you understand the question?

No, I did not understand the question.

Yes, I understood the question.

\*\*\*\*\*

Now, on your own, give complete negative responses to the following questions. Repeat the correct responses when you hear them. Use *do not* or *don't*, *did not* or *didn't*, with negative responses.

Do you know Mr. Brown?

No, I do not know Mr. Brown.

No, I don't know Mr. Brown.

Did you know Mr. Brown?

No, I did not know Mr. Brown.

No, I didn't know Mr. Brown.

Do you understand the question?

No, I do not understand the question.

No, I don't understand the question.

Did you understand the question?

No, I did not understand the question.

No, I didn't understand the question.

Do you take notes?

No, I do not take notes.

No, I don't take notes.

Did you take notes?

No, I did not take notes.

No, I didn't take notes.

\*\*\*\*\*

Give complete affirmative responses to these questions. Use only the main verb.

Listen and answer. Give complete affirmative responses.

Do you know Mr. Williams?

Yes, I know Mr. Williams.

Did you know the commander, Colonel Howe?

Yes, I knew the commander, Colonel Howe.

Do you understand the question?

Yes, I understand the question.

Did you understand the question?

Yes, I understood the question.

Do you always see the stop light?

Yes, I always see the stop light.

Did you see the stop light in time to stop?

Yes, I saw the stop light in time to stop.

\*\*\*\*\*

Listen to the questions. Give a negative response when you hear *No*. Give an affirmative response when you hear *Yes*. Repeat the full responses after the voice.

For example, you will hear: "Do you know Mr. Brown?  
No . . ."

You should say, "No, I do not know Mr. Brown."

Listen to another example: "Do you know Mr. Brown?  
Yes . . ."

You should say, "Yes, I know Mr. Brown."

Do you know Mr. Brown?

No . . .

No, I do not know Mr. Brown.

No, I don't know Mr. Brown.

Yes . . .

Yes, I know Mr. Brown.

Did you know Mrs. Brown?

No . . .

No, I did not know Mrs. Brown.

No, I didn't know Mrs. Brown.

Yes . . .

Yes, I knew Mrs. Brown.

Do you understand the question?

No . . .

No, I do not understand the question.

No, I don't understand the question.

Yes . . .

Yes, I understand the question.

Did you understand the question?

No . . .

No, I did not understand the question.

No, I didn't understand the question.

Yes . . .

Yes, I understood the question.

\*\*\*\*\*

On your own, give an affirmative response to each of the following questions. Give full responses.

Listen and answer.

Do you always hear the telephone when it rings?

Yes, I . . .

Yes, I always hear the telephone when it rings.

Do you see the mechanic every day?

Yes, I . . .

Yes, I see the mechanic every day.

Did you see the mechanic yesterday?

Yes, I . . .

Yes, I saw the mechanic yesterday.

Do you usually check the brakes?

Yes, I . . .

Yes, I usually check the brakes.

\_\_\_\_\_  
Listen.

**THIS IS THE END OF TAPE 2201B.**