

## OUTLINE AND STUDY OBJECTIVES

Dialog: Making an Appointment

Special Expressions

Useful Sentences

Pronunciation Drill

Intonation Practice

Questions and Answers

Tape 2204A

Reading: A Military Installation

Questions on the Reading

Questions and Answers

Useful Sentences

General English Usage: HOWEVER, BUT, THOUGH, ALTHOUGH

Constructions Beginning with OF

Sentence Linkers

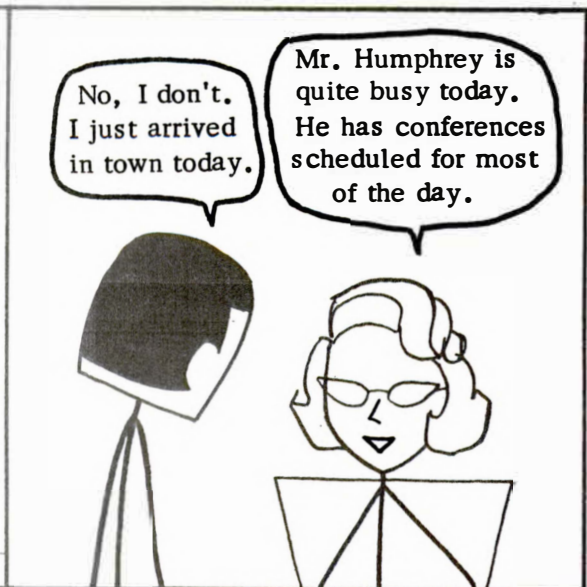
Consonants: Voiced and Voiceless

Tape 2204B



I'd like to see Mr. Humphrey, please.

Do you have an appointment?



No, I don't. I just arrived in town today.

Mr. Humphrey is quite busy today. He has conferences scheduled for most of the day.



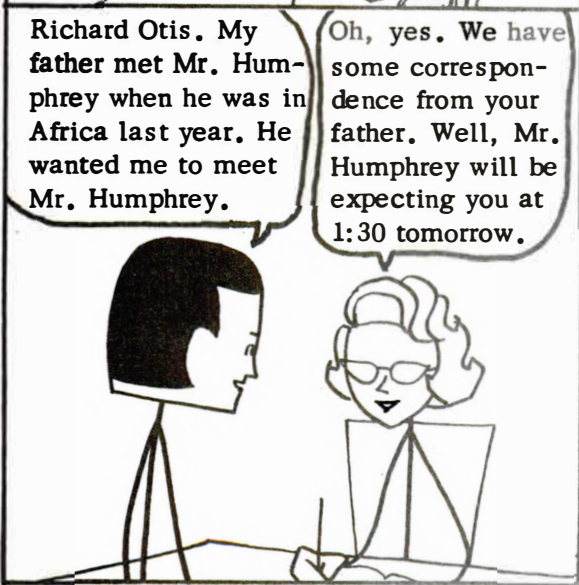
Do you think I could see him tomorrow?

Let me check his appointments. Let's see. He's free at 1:30 tomorrow afternoon. Would that be convenient?



Yes, I can make it at 1:30.

What is your name, please?



Richard Otis. My father met Mr. Humphrey when he was in Africa last year. He wanted me to meet Mr. Humphrey.

Oh, yes. We have some correspondence from your father. Well, Mr. Humphrey will be expecting you at 1:30 tomorrow.



I'll be here. Thank you very much.

You're quite welcome. Good-bye.

## UNIT 2204

## DIALOG

Making an Appointment

- A: I'd like to see Mr. Humphrey, please.
- B: Do you have an appointment?
- A: No, I don't. I just arrived in town today.
- B: Mr. Humphrey is quite busy today. He has conferences scheduled for most of the day.
- A: Do you think I could see him tomorrow?
- B: Let me check his appointments. Let's see. He's free at one-thirty tomorrow afternoon. Would that be convenient?
- A: Yes, I can make it at one-thirty.
- B: What is your name, please?
- A: Richard Otis. My father met Mr. Humphrey when he was in Africa last year. He wanted me to meet Mr. Humphrey.
- B: Oh, yes. We have some correspondence from your father. Well, Mr. Humphrey will be expecting you at one-thirty tomorrow.
- A: I'll be here. Thank you very much.
- B: You're quite welcome. Good-bye.

## SPECIAL EXPRESSIONS

Learn the following:

Make it - Come, succeed

1. We'd like to have you for dinner this Saturday. Do you think you can make it? (come)
2. There's going to be a dance tomorrow. We were wondering if you could make it. (come)
3. This is a pretty stiff course. I hope I can make it. (succeed)
4. I can't make it. I'm just too tired to run any more. (succeed)
5. John didn't make it last year, but he's studying harder this year. (succeed)

**Let** = Allow, permit

1. Let me help you.
2. Let John go with you.
3. Let him answer for himself.
4. Let me open the door for you.
5. Let the teacher explain it.
6. Let the telephone ring – don't answer it.
7. Let me see your book.
8. Let her find the answer.
9. Let him pay for it.
10. Let George do it.

**Let's** = Speaker suggests

1. Let's go to a movie.
2. Let's finish our homework now.
3. Let's hurry so we can leave on time.
4. Let's have a dance tomorrow night.
5. Let's ask the teacher about that.
6. Let's find out when the train leaves.
7. Let's study now.
8. Let's listen to the radio.
9. Let's have dinner out tonight.

**Just** = Simply or only

1. I have just two dollars.
2. It is just ten o'clock.
3. This is just a quiz, not a final examination.
4. Wait just a minute, please.
5. I thought it was some major trouble with the engine; but I found out it was just the fan belt squeaking.

**Just** - Used to show recency of occurrence with respect to the time of speaking; a short time ago.

1. He just finished.
2. She just came in.
3. It happened just now.
4. The bell just rang.
5. He has just been assigned to a new job.

**Just** - Used to show recency of occurrence with respect to some time in the past.

1. He finished just before ten o'clock.
2. She came in just before the bell rang.
3. She came in just after the bell rang.
4. It happened just before he graduated.
5. It happened just after he graduated.

#### **USEFUL SENTENCES**

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

1. I'd like to have an appointment to see Mr. Edwards.
2. I have changed my plans and I'll have to cancel my appointment.
3. May I speak to Mr. Stinson, please?
4. Could you have him call me this evening?
5. I won't be able to keep my ten-thirty appointment, but I can come at five o'clock.
6. When is the best time to see Mr. Williams?
7. Can you give me an appointment for tomorrow morning?
8. I'm going to be busy this afternoon, but I could come tomorrow.
9. I'd like to leave my telephone number.
10. Please ask Mr. Fuller to call me back around four this afternoon.

## PRONUNCIATION DRILL

/θ / and /t./ contrast

thin	→	tin
thank		tank
thought		taught
three		tree
thigh		tie
thick		tick
thread		tread

with	→	wit
death		debt
wealth		welt
fourth		fort
path		pat

1. This is a *thin* book.  
*Tin* is a metal.
2. *Thank* you.  
This is a sixteen-gallon *tank*.
3. The student *thought* he knew the answer.  
His instructor *taught* him the correct answer.
4. She sewed it with *thread*.  
The *tread* of this tire is thin.
5. He is in *debt*.  
What caused his *death*?

/θ / and /s./ contrast

thin	→	sin
thing		sing
think		sink
thank		sank
thigh		sigh
third		absurd

mouth	→	mouse
month		once
myth		miss

1. I *think* it's about nine o'clock.  
Did the ship *sink*?
2. I *thanked* him for his assistance.  
Yes, the ship *sank*.
3. What is that *thing*?  
Can you *sing* this song?
4. What *month* is this?  
He *once* studied this lesson.
5. The flight suit had a pocket on the *thigh*.  
He gave a *sigh* of relief.

## INTONATION PRACTICE

Study the following intonation contrasts:

1. Mr. Smith isn't here today.  
But maybe you can see him tomorrow.
2. We don't have any shoes in your size right now.  
But we will have some next week.
3. There are no drugstores in this block.  
But there are two a few blocks from here.
4. The weather isn't very good this week.  
But it will probably be better next week.
5. We don't teach French at this school.  
But you can go to the university for that.
6. No, I haven't seen your friend today.  
I saw her yesterday.
7. Maybe you don't understand the problem now.  
But you'll understand it after a while.
8. I can't give you that information this week.  
But I'll give it to you next week.
9. I'm afraid we're out of tomato juice right now.  
I'm sure we'll have some later in the day.

**QUESTIONS AND ANSWERS**

1. May I see Mr. Short, please?
  - a. I'm very sorry.
  - b. He's quite busy today.
  - c. Could you come back tomorrow?
  
2. I'd like to make an appointment to see Mr. Kenton.
  - a. All right.
  - b. Would ten o'clock tomorrow be convenient?
  
3. I'd like to see Mr. Taylor.
  - a. Just a moment. I'll see if he has any free time this morning.
  - b. No, I'm sorry, he's going to be busy all day.
  - c. I can give you an appointment for tomorrow afternoon.
  
4. Would it be possible for Mr. Anderson to phone me?
  - a. Yes, of course.
  - b. Will you give your name and telephone number, please?
  
5. I'd like to speak with Mr. Barnes, please.
  - a. Just a moment, I'll see if he can speak with you.
  - b. I'm very sorry, he's busy on the other phone.
  - c. Can I have him call you back?
  
6. I'm sorry I'm late, but I was held up in the city.
  - a. That's too bad.
  - b. You should have telephoned that you would be late.
  - c. Mr. Chadwick will be unable to see you until tomorrow.
  
7. This is Robert Davis. I'll be late for my appointment.
  - a. Oh, yes, Mr. Davis.
  - b. Thank you for calling.
  - c. I'll try to rearrange my appointments so I can see you later this afternoon.



## American Language Course

## TAPE 2204A

Listen.

Let's walk over here and talk to the mechanic.

"You seem to be getting along pretty good, Mack. The brake system was really fouled up, wasn't it?"

"Yes, sir. It was in bad shape. I had to disassemble it from one end to the other. That, of course, wasn't so bad. The problem is to get the pieces back together, to reassemble it."

"I see what you mean. Just look at all the parts. Let me know if you need any help when you start putting it together."

"Thanks a lot. I'll see how it goes."

\*\*\*\*\*

Listen and answer.

What was out of order?

the brake system  
The brake system was fouled up.

Who was working on the system?

the mechanic  
a fellow by the name of Mack

What kind of shape was the brake system in?

It was in bad shape.  
It was really fouled up.

What did the mechanic do about it?

He disassembled it.  
He took it apart from one end to the other.

What was the most difficult part of repairing the system?

reassembling it  
putting it back together

Why was it a difficult job?

because there were so many parts  
It was a complex mechanism.

\*\*\*\*\*

Let's practice some intonation contrasts. Notice that the words being contrasted are those at the end of the sentences.

Listen and repeat.

Mr. Smith won't be here today.  
But he will be here tomorrow.

I didn't say he went upstairs.  
I said he went downstairs.

I don't want to speak with Mr. Sutherland.  
I want to speak with Mr. Fuller.

The correct word isn't "thought."  
It is taught.

He didn't say he was last.  
He said he was lost.

I haven't seen him today.  
But I saw him yesterday.

Mr. Fuller is on annual leave this week.  
But he will be back next week.

I don't want it done next week.  
I want it done right now.

No, he isn't leaving this afternoon.  
He is leaving tomorrow morning.

No, he didn't go to class.  
He went to the laboratory.

\*\*\*\*\*

Let's contrast the "th" and the "t" sounds.

Listen and repeat.

thin  
thick  
thank  
thought  
three

tin  
tick  
tank  
taught  
tree



\*\*\*\*\*

The following questions are based on the story. Write them on a piece of paper. The questions will aid you in understanding and telling the story.

Listen and copy the questions.

Who came to America?

When did he come to America?

What did he take with him?

When did he take it with him?

Had the English people ever seen tobacco before?

What was Sir Walter doing in his room one day?

Who came into Sir Walter Raleigh's room?

What did he see coming out of Sir Walter's mouth?

What did he think?

What did he do?

Why did he do this?

\*\*\*\*\*

Listen and repeat.

Who came to America?

Sir Walter Raleigh came to America.

When did he come to America?

He came to America a long time ago.

What did he take with him?

He took some tobacco with him.

When did he take it with him?

when he went back to England

Had the English people ever seen tobacco before?

The English people had never seen tobacco before.

What was Sir Walter doing in his room one day?

Sir Walter was smoking his pipe in his room one day.

Who came into Sir Walter Raleigh's room?

A friend came into the room.

THIS IS THE END OF TAPE 2204A.

**READING**A Military Installation

The installation where we are stationed is typical of many installations. The facilities cover an area of one hundred square miles. In addition to the facilities that are usually found on any military installation, there are special buildings for classroom instruction. There are also library facilities, repair and maintenance areas for equipment, and hospital facilities.

Housing includes barracks for the servicemen, complete with recreation and study facilities. Both apartments and houses are available for married officers whose families are with them. These military quarters are equipped with modern electrical appliances. There are also playgrounds for the small children. A commissary is operated for servicemen and their families.

Recreation and sports are part of the life of the men at the installation. Baseball, basketball, football, volleyball, and soccer teams are organized. There are tennis courts, indoor and outdoor swimming pools, and recreation rooms containing equipment for table tennis.

Movies are shown several times a week in the theaters. There are frequent visits by entertainers who present programs of music, comedy, or drama. At the installation there are chaplains of the major religious faiths. There are also special counseling services for those who seek advice on career or personal problems.

All in all, the installation is a complete community in itself. It provides most of the activities of American life. In addition, the installation provides training necessary for the officers and men assigned to it.

**QUESTIONS ON THE READING**

Use the following questions as a basis for classroom discussion of the reading in this lesson.

1. What is the area of the installation?
2. What are some of the facilities on a military installation?
3. Where do the servicemen live?
4. What kinds of homes are available for officers and their families?
5. What kinds of team sports are played at the installation?
6. What other recreational facilities are there?
7. What other types of entertainment are available?
8. What religious facilities are there?
9. Do these recreational facilities help to make better officers and servicemen?

**QUESTIONS AND ANSWERS**

The following questions and answers are suggested by the subject and vocabulary of the reading in this lesson. Study these questions and answers and practice using them in classroom and lab drill.

1. What is the area of your city?
  - a. I really don't know.
  - b. I think it must be about one hundred square miles.
  
2. Is this the residential section?
  - a. Yes, it is.
  - b. The downtown section is over there.
  - c. There are some private homes in that area, too.
  
3. Do you like sports?
  - a. I like to watch sports.
  - b. I'm not much of a player myself.
  - c. Baseball is my favorite sport.
  
4. Do all the theaters show the same movies?
  - a. Not at the same time.
  - b. The downtown theaters usually have different ones.
  - c. The neighborhood movies often have the same thing.
  
5. How many classrooms are there in this school?
  - a. There are about twenty.
  - b. There is also a library and a laboratory.
  
6. What can I buy downtown?
  - a. Just about everything.
  - b. They have food, clothing, furniture . . . .
  - c. It's very convenient to shop in this city.
  
7. Where is the chapel?
  - a. It's over there, across the square.
  - b. The chaplains' offices are in the rear.

## USEFUL SENTENCES

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

1. Everything is *very convenient here*.
2. Where is *the tennis court*?
3. This installation is *just like a city*.
4. I wish I could get *a different room*.
5. Where are the *shower rooms*?
6. I'm surprised to see *so many children here*.
7. I'm going over *to the commissary*.
8. What movie are they going to show *tonight*?
9. Let's play *a little table tennis*.
10. We're supposed to *report to the teacher*.

## GENERAL ENGLISH USAGE

### However, But, Though, Although

These connectives are used to contrast statements. They are near equivalents to "on the contrary," "on the other hand," or "contrary to the fact that." Study the examples and complete the exercises as directed.

Examples: Jane likes to swim. She is not a good swimmer.

*Although* Jane likes to swim, she is not a good swimmer.  
Jane likes to swim, *although* she is not a good swimmer.

*Though* Jane likes to swim, she is not a good swimmer.  
Jane likes to swim, *though* she is not a good swimmer.  
Jane likes to swim; she is not a good swimmer, *though*.

Jane likes to swim, *but* she is not a good swimmer.

Jane likes to swim; *however*, she is not a good swimmer.

Combine the following sentences four different ways, using *However*, *But*, *Though* and *Although*:

1. The girls wanted to come to the dance. They weren't able to.
2. This machine is brand new. It doesn't work right.
3. Marie studied very hard. She didn't pass the course.
4. The weather is very hot here in the summer. We like it here.
5. They hope to finish the new laboratory by June. They may not be able to.
6. I made a low score on the test. I passed the course.
7. I was short of money. I bought the car.
8. He was very short of gas. He made it to the service station.
9. He had only five hours of driving instructions. He drove the car.
10. He had a blowout. He stopped the car safely.

#### Constructions Beginning with *Of*

Study these constructions beginning with *of*, separated from the noun or noun phrase.

Examples:

Usual construction: Just a few *of the many people working there* live in the city.  
 Construction beginning with *Of*: *Of the many people working there*, just a few live in the city.

Usual construction: Only a few *of the planes on this base* are fighters.  
 Construction beginning with *Of*: *Of the planes on this base*, only a few are fighters.

Change the following sentences to the usual construction:

1. Of the hundreds of cities I have visited, *only one* has reminded me of home.
2. Of the many tall buildings in this city, *just one* is world famous.
3. Of all the cities in the United States, *New York City is the largest*.
4. Of the millions of people in this country, *just a small number* are illiterate.
5. Of the many students who enter school each year, *about ten percent* fail to graduate.
6. Of all the students in the school, *he is the best student*.
7. Of all the states in the United States, *Alaska is the largest*.
8. Of all the states in the United States, *Texas is the second largest*.
9. Of all the phases of flying training, *I like engineering best*.
10. Of the many training planes, *I have flown only a few*.



### Sentence Linkers

- Examples: Both of these books are very good.  
*In a way, they're almost the same.*
- Both of these books are very good.  
*On the other hand, the other book has a great deal of useful information.*
- Physics and mathematics are two different sciences.  
*In a sense, physics and mathematics may be considered as one branch of science.*
- I thought both programs were quite successful.  
*All in all, this program seems to have succeeded better than the first one.*
- Many people think that science is not practical.  
*Contrary to popular opinion, scientists are not men who live only in books and laboratories.*
- Traveling by train is quite safe.  
*In addition, it is very comfortable.*
- You must thoroughly understand the dialog.  
*Furthermore, you have to use the expressions after class.*
- Some Americans may not be friendly.  
*By and large, Americans are friendly.*

Use these expressions to form sentences:

in a way  
 on the other hand  
 in a sense  
 all in all

contrary to popular opinion  
 in addition  
 furthermore  
 by and large

### CONSONANTS

There are eight related pairs of consonants. A pair consists of a voiced sound and its voiceless counterpart. As is customary, the voiced sound is given first in the following list.

b / p	g / k	v / f	z / s
d / t	ð / θ	ž / š	j / č

Each pair is pronounced very much alike. For example, /b/ and /p/ are formed with the lips in a similar manner. Yet, as you know, these sounds are different, because they are used to make a difference in meaning. They are different in two chief ways. (1) We produce a /b/ sound by causing the vocal cords to vibrate. The voiceless /p/ is not produced with vibration. (2) The voiced /b/ is produced with only a slight puff of air (aspiration). The voiceless /p/ is produced with considerable aspiration.



## American Language Course

## TAPE 2204B

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Listen.

Let's practice changing some sentences from statements to questions. Repeat the statement and the question after me. Then the statement will be heard again. Change the girl's statement to a question. Repeat the correct response.

Listen and repeat.

Everything is convenient at this school.  
Is everything convenient at this school?

Remember to change the girl's statement to a question.

Everything is convenient at this school.

Is everything convenient at this school?

The library is over there.  
Where is the library?  
The library is over there.

Where is the library?

The hospital is over there.  
Can you tell me where the hospital is?  
The hospital is over there.

Can you tell me where the hospital is?

The classrooms are over here.  
Do you know where the classrooms are?  
The classrooms are over here.

Do you know where the classrooms are?

The recreation facilities are just around the corner.  
Have you found out where the recreation facilities are?  
The recreation facilities are just around the corner.

Have you found out where the recreation facilities are?

We're supposed to report to the instructor.  
 Are we supposed to report to the instructor?  
 We're supposed to report to the instructor.

Are we supposed to report to the instructor?

I'm supposed to see the control tower operator.  
 Who am I supposed to see?  
 I'm supposed to see the control tower operator

Who am I supposed to see?

The briefing starts at 0800.  
 When does the briefing start?  
 The briefing starts at 0800.

When does the briefing start?

\*\*\*\*\*

Listen.

Let's practice connecting short sentences with some common connectives.

Listen and repeat.

I'd like to go. I'm too tired.  
 but but  
 I'd like to go, but I'm too tired.

You can go back to work now. You don't have any fever.  
 since since  
 You can go back to work now, since you don't have any fever.

You can fly now. You are well again.  
 because because  
 You can fly now, because you are well again.

You are cleared for solo. You have improved considerably.  
 because because  
 You are cleared for solo, because you have improved considerably.

I plan to discuss that tomorrow. I may have time.  
 if if  
 I plan to discuss that tomorrow, if I have time.

I said I'd discuss that now. I don't have time.  
 if if  
 I said I'd discuss that now, if I had time.

I said I'd discuss that now. I don't have time.  
 but but  
 I'd discuss that now, but I don't have time.

\*\*\*\*\*

Listen.

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

The instructor said I could take my test next week. He thinks I can hack it. This is my final examination. I'm a little nervous, but I understand some nervousness is natural. The instructor says I'll be all right if I make a good beginning.

\*\*\*\*\*

Listen and answer.

According to the sentences, when is the student going to take his test?

Next week.

He'll take it next week.

He's going to take it next week.

Does the instructor think he can pass it?

Yes, he thinks the student can.

He thinks he can hack it.

He is confident that he can pass the test.

How does the speaker feel about his final examinations?

He's a bit nervous.

He's a little nervous.

He's somewhat nervous.

He's slightly nervous.

He's a little jittery.

Will he get over his nervousness?

Sure.

It's natural to be nervous.

It's perfectly natural to be nervous.

He'll be all right if he makes a good beginning.

\*\*\*\*\*

Listen.

Write the following statements on a piece of paper. The voice will pause while you write the statement. If the pause is too short, you can correct the sentences during the playback.

Listen and write.

I'm surprised to see so many people here.  
 He is going over to the library.  
 The briefing is going to start at 1600.  
 The post office is across the street.  
 He is supposed to be in class now.  
 You should be here at eight o'clock sharp.  
 The captain will speak to them.  
 The colonel will brief you this afternoon.  
 You are supposed to report to sergeant Brown.

\*\*\*\*\*

Let's practice connecting short sentences with some common connectives. For example, you will hear, "I'd like to go. I'm too tired. But." You should say, "I'd like to go, but I'm too tired." Then you will hear the correct response.

I'd like to go. I'm too tired.  
 But  
 I'd like to go, but I'm too tired.

You can go back to work now. You don't have any fever.  
 Since  
 You can go back to work now since you don't have any fever.

You can fly now. You are well again.  
 Because  
 You can fly now because you are well again.

THIS IS THE END OF TAPE 2204B.