

OUTLINE AND STUDY OBJECTIVES

Dialog: The Air Show

Special Expressions

Useful Sentences

Intonation Practice

Questions and Answers

Tape 2209A

Reading: The Helicopter

Questions on the Reading

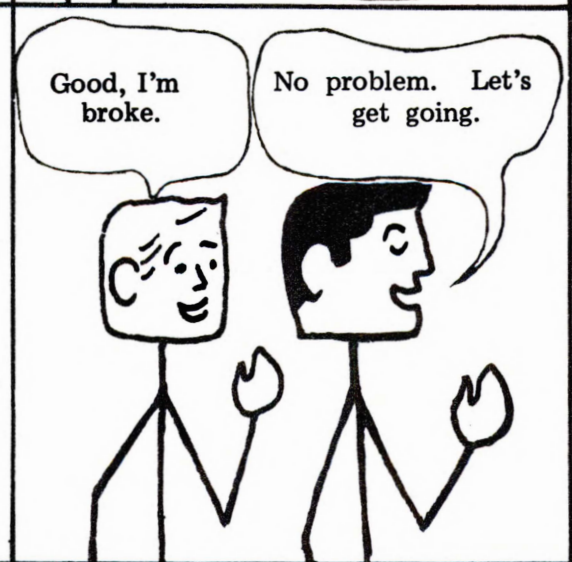
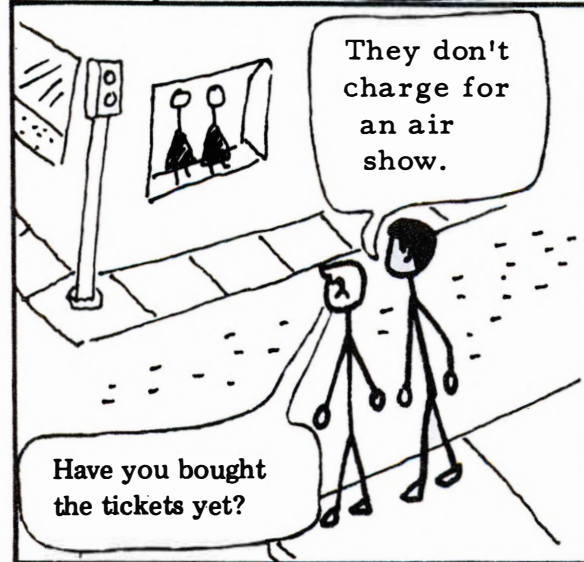
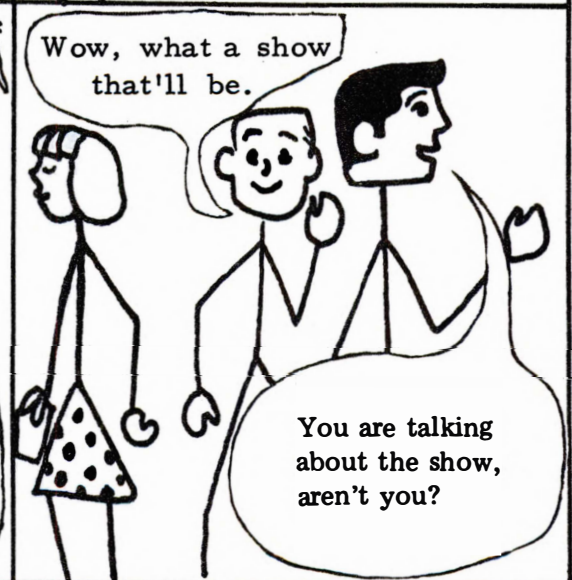
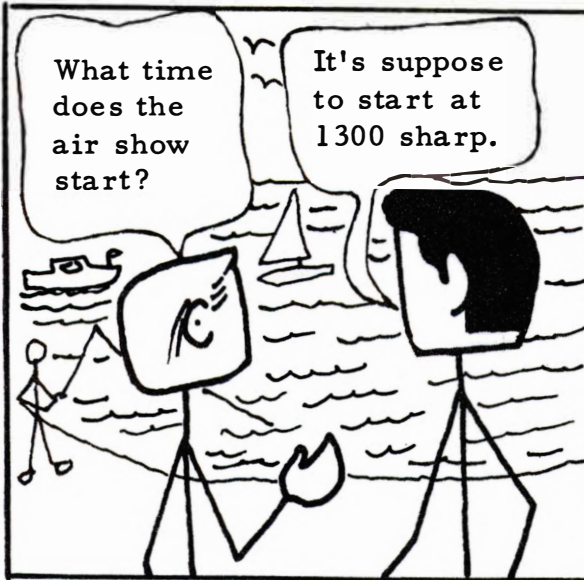
Drill on Useful Sentences

Pronunciation Practice

General English Usage: Special Expressions

Review Exercise with Verb Phrases

Tape 2209B



UNIT 2209

DIALOG

The Air Show

- A: What time does the air show start?
- B: It's supposed to start at 1300 sharp.
- A: We'd better get going if we're going to see all the planes take off.
- B: Yes, I don't want to miss anything. If I do, it'll spoil the show for me.
- A: Are they going to have any of the new jets at this show?
- B: Yes, some jet pilots are going to put the F-4, the F-15, and the F-16 through some maneuvers.
- A: Wow, what a show that'll be!
- B: You are talking about the show, aren't you?
- A: Have you bought the tickets yet?
- B: They don't charge for an air show.
- A: Good, I'm broke.
- B: No problem. Let's get going.

SPECIAL EXPRESSIONS

Learn the following:

had better - should, ought to

1. You'd better get a haircut this week.
2. We'd better go. It's getting late.
3. I'd better land. I'm running out of fuel.
4. Harry had better notify Base Operations that he's going to be late.
5. She'd better not be late again.

would rather = prefer

1. Would you rather go to a movie or to a club?
2. I'd rather have coffee.
3. He'd rather fly jets than conventional planes.
4. Peter would rather not go on this mission.
5. We'd rather take a cab than walk.

end up = emphatic form of end, finish

1. John ended up at the top of his class.
2. Where did the ball end up?
3. He wanted to be a pilot but ended up being a mechanic.
4. The car ended up in the ditch.
5. It ended up costing me \$45 to have the car repaired.

USEFUL SENTENCES

Practice saying the following sentences until you can say them correctly:

1. Are there any good movies in town?
2. Let's take in a movie tonight.
3. I'd rather go to a night club.
4. I've seen all the movies that are in town.
5. There's a pretty good comedy at the Palace.
6. John asked us if we wanted to go to the drive-in with him.
7. The neighborhood movies aren't as expensive as the downtown movies.
8. Some of the old films are better than the newer ones.

INTONATION PRACTICE

Study the intonation patterns in the following sentences and learn to say them correctly:

1. Are there any good movies in town?

I don't know.

Let's look at the paper and see.

2. Would you like to go to New York this week-end?

I don't know.

I'll tell you later.

3. Did you ask Peter where Bob lives?

He doesn't know.

Maybe Kenneth does.

4. Did you know that it's raining?

I don't care.

I'm not going out today.

5. Have you found out where the dance is?

My friends don't know.

Nobody seems to know.

6. Shall I open the window for you?

Never mind.

It isn't very hot in here.

7. Have you noticed that the book is torn?

It doesn't matter.

I've got another one.

8. Has somebody broken the window?

I didn't do it.

I wonder who did?

QUESTIONS AND ANSWERS

Repetition Practice with Questions and Answers.

1. When does the main feature start?
 - a. At seven-thirty.
 - b. There is seating in the orchestra now.
 - c. There are no seats in the balcony.

2. What's playing at the movies tonight?
 - a. I don't know.
 - b. Let's have a look at the paper.
 - c. There should be something good somewhere.

3. Have you seen this picture at the Bijou?
 - a. No, I haven't.
 - b. I don't want to see anything heavy, though.
 - c. I'd like to see a comedy or a musical.

4. What about this picture at the Capital?
 - a. That sounds pretty good.
 - b. A lot of the fellows have seen it.
 - c. They say it's a riot.

5. Did you enjoy the picture?
 - a. Oh, so-so.
 - b. The acting wasn't very good.
 - c. The music was pretty good, though.

6. Let's go to the show tonight.
 - a. It's too late to see the first show.
 - b. Let's wait until tomorrow.
 - c. I hate to miss half of a movie.

7. How'd you like the show?
 - a. It was pretty good.
 - b. That surprise ending was really something!
 - c. You ought to see it yourself.

American Language Course

TAPE 2209A

Let's practice some expressions with *had better*, which is a near equivalent for *should* or *ought to*.

Listen and repeat.

You should do your homework every day.
 You ought to do your homework every day.
 You had better do your homework every day.
 You'd better do your homework every day.

Joe should be careful; he's careless.
 Joe ought to be careful; he's careless.
 Joe had better be careful; he's careless.
 Joe'd better be careful; he's careless.

He should look around while taxiing.
 He ought to look around while taxiing.
 He had better look around while taxiing.
 He'd better look around while taxiing.

They should look up the meaning of new words.
 They ought to look up the meaning of new words.
 They had better look up the meaning of new words.
 They'd better look up the meaning of new words.

You should ask questions if you don't understand.
 You ought to ask questions if you don't understand.
 You had better ask questions if you don't understand.
 You'd better ask questions if you don't understand.

Substitute *had better* for *should* or *ought to* in these sentences. Substitute *had better* in my sentences; then repeat the correct responses.

You should study your taped exercises.

You had better study your taped exercises.
 You'd better study your taped exercises.

You ought to speak English all the time.

You had better speak English all the time.
You'd better speak English all the time.

Joe should pay attention to his instructor.

Joe had better pay attention to his instructor.
Joe'd better pay attention to his instructor.

We ought to go. It's getting late.

We had better go. It's getting late.
We'd better go. It's getting late.

He should go to the hospital. He looks bad.

He had better go to the hospital. He looks bad.
He'd better go to the hospital. He looks bad.

Let's practice some expressions with *would rather*, which is a near equivalent for prefer.

Listen and repeat.

I prefer to stay at home tonight.
I would rather stay at home tonight.
I'd rather stay at home tonight.

I prefer to see a movie.
I would rather see a movie.
I'd rather see a movie.

Joe prefers to go alone.
Joe would rather go alone.
Joe'd rather go alone.

They prefer to fly helicopters.
They would rather fly helicopters.
They'd rather fly helicopters.

I prefer coffee.
I would rather have coffee.
I'd rather have coffee.

I prefer to practice conversational English.
 I would rather practice conversational English.
 I'd rather practice conversational English.

I prefer to speak to the commander.
 I would rather speak to the commander.
 I'd rather speak to the commander.

Substitute *would rather* for *prefer* in these sentences. I will say a sentence using the word *prefer*. You say the same sentence, but substitute *would rather*. Then repeat the correct response.

I prefer to see a doctor.

I would rather see a doctor.
 I'd rather see a doctor.

I prefer to take the test now.

I would rather take the test now.
 I'd rather take the test now.

I prefer a good substitution exercise.

I would rather have a good substitution exercise.
 I'd rather have a good substitution exercise.

I prefer conversational English.

I would rather have conversational English.
 I'd rather have conversational English.

I prefer fried chicken.

I would rather have fried chicken.
 I'd rather have fried chicken.

I prefer to go to town.

I would rather go to town.
 I'd rather go to town.

Listen to the following dialog.

A: What time does the air show start?

B: It's supposed to start at 1300 sharp.

A: We'd better get going if we're going to see all the planes take off.

B: Yes, I don't want to miss anything. If I do, it'll spoil the show for me.

A: Are they going to have any of those new jets at this show?

B: Yes, some jet pilots are going to put the F-4, the F-15, and the F-16 through some maneuvers.

A: Wow, what a show that'll be!

B: You are talking about the show, aren't you?

B: Have you bought the tickets yet?

A: They don't charge for an air show.

B: Good, I'm broke.

A: No problem. Let's get going.

THIS IS THE END OF TAPE 2209A.

READINGThe Helicopter

We usually think of the helicopter as an instrument for military uses only. Its peacetime uses are, however, just as important. We frequently pick up a newspaper and see that the “whirlybird” has performed a mission of great humane service. Here is an imaginary but typical example.

A four-year-old child wanders from its parents at a picnic high on a mountain. The child loses its way. The father and mother search for the child, but they are handicapped because the terrain is so rough that movement is very slow. They are unable to see very far in any direction, because the forest is so dense. The afternoon sun is setting and daylight is running out. The situation is critical.

The father notifies the park ranger of the situation. The ranger radios a message to a nearby airfield. In a few minutes a helicopter is on the scene searching the area. The pilot locates the child and then guides a ground crew to the rescue.

Very frequently we read that helicopters have hovered low over flooded areas and directed men in boats to the rescue of people caught by rising flood waters. For many years the whirlybird has been used by the Coast Guard for shore patrol, by the Department of Agriculture for insect control, and by the farmers for the spraying of crops and fruit orchards. The helicopter has also been used for locating and fighting fires.

Since the “chopper” can fly forward, backward, and sideways, and can remain suspended over its target, there is little concern that other types of aircraft will make it useless.

QUESTIONS ON THE READING (Make statements.)

1. Name one peacetime use of the helicopter. (Rotate question.)
2. What other names are given to the helicopter?
3. Explain what is meant by rough terrain.
4. Why couldn't the father find the child?
5. Why was the time factor so important?
6. How did the ranger contact the airfield?
7. How long was it before the whirlybird arrived?

8. What are some military uses of the helicopter?
9. How many men are needed to operate the chopper?
10. Tell the story of the child's rescue.

DRILL ON USEFUL SENTENCES

The student should be prepared to repeat these sentences after the instructor without the aid of the book. The instructor may ask the student to make substitutions, or he may ask student *A* to read a statement, student *B* to change the statement to a question, and student *C* to give the answer.

1. The helicopter flew over the scene.
2. The child was rescued.
3. The crew did not leave until they had accomplished their mission.
4. The situation became critical.
5. The place could not be reached from the ground.
6. When the park ranger was informed of the situation, he instantly called the nearest airfield.
7. The helicopter crew searched the area.
8. Parents are sometimes careless with their children.
9. The rescue operation was very effective.
10. Use these expressions in sentences:

in the mountains — over the mountains — on the mountain
 near the mountain — against the mountain — from the mountain

PRONUNCIATION PRACTICE

Pronounce these words. Then use each in a sentence.

- | | |
|-----------------------------|--|
| 1. ac.'CES/'sible | 7. MIS/'sion, MIL/'i/'tary |
| 2. CRIT/'ical, CHOP/'per | 8. park RAN/'ger |
| 3. DEN/'sity | 9. rough ter/'RAIN, RES/'cued, RUN/'ning out |
| 4. ground crew | 10. un/'TIL |
| 5. HEL/'i'copter, HOV/'ered | 11. WHIRL/'y/'bird |
| 6. LO/'ca/'ting | |

GENERAL ENGLISH USAGESpecial Expressions

Study the examples and complete the exercises as directed:

The expression *Quite A*

1. This is quite a good movie.
2. Mr. Chester is quite a good teacher.
3. That is quite a large house.
4. We had quite an interesting time.

Use these expressions in oral sentences.

quite a long
 quite an excellent
 quite a difficult
 quite an industrious
 quite a serious
 quite an important
 quite an easy
 quite an expensive
 quite a dangerous
 quite an effective

Review Exercise with Verb Phrases in English

Change the following sentences first to *questions*, and then, to *negative statements*.

Examples:

He is studying English.
 Is he studying English?
 No, he is not studying English.

He is an officer.
 Is he an officer?
 No, he is not an officer.

1. They study English six hours a day.
2. He lives in New York.
3. Peter is studying right now.

4. Mr. Hanford has a new car.
5. We are going to buy a television set next week.
6. They stayed at home last night.
7. The doctor arrived at the house at ten o'clock.
8. He will have to study harder.
9. They have been in Europe several times.
10. We've seen that movie before.
11. Charles has been working since eight o'clock.
12. The girls have been playing tennis.
13. They had already finished eating when he came.
14. The workers had been complaining about the weather.
15. Mr. and Mrs. Walker were planning to take a trip.
16. The radio was playing when we came in.

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TAPE 2209B

Listen.

Let's practice changing some statements to questions.

Listen and repeat.

They study English six hours a day.

How many hours a day do they study English?

They studied English six hours a day.

How many hours a day did they study English?

They have studied English six hours a day.

How many hours a day have they studied English?

They will study English six hours a day.

How many hours a day will they study English?

They are going to study English six hours a day.

How many hours a day are they going to study English?

John teaches English.

What does John teach?

John is teaching English.

What is John teaching?

John taught English.

What did John teach?

John was teaching English.

What was John teaching?

John will teach English.

What will John teach?

John is going to teach English.

What is John going to teach?

Listen.

First change the following statements to questions. Then repeat the correct responses.
Change each statement to a question.

They refuel the plane every day.
Do they refuel the plane every day?

They refueled the plane yesterday.
Did they refuel the plane yesterday?

They are going to refuel the plane now.
Are they going to refuel the plane now?

The mechanic regularly checks the brakes.
Does the mechanic regularly check the brakes?

The mechanic regularly checked the brakes.
Did the mechanic regularly check the brakes?

The mechanic has regularly checked the brakes.
Has the mechanic regularly checked the brakes?

The mechanic will regularly check the brakes.
Will the mechanic regularly check the brakes?

Listen.

Now let's practice changing some more statements to questions. Change the statement to a question when you hear it. Repeat when you hear the question.

The lights were burning when we came in.
Were the lights burning when we came in?

They have already finished studying that book.
Have they already finished studying that book?

John and his buddy passed the test.
Did John and his buddy pass the test?

They were briefed on that upon arrival.
Were they briefed on that upon arrival?

He always gives a clear explanation.
Does he always give a clear explanation?

The instructor always started the class on time.
Did the instructor always start the class on time?

Joe was late for class again.
Was Joe late for class again?

The accident was reported by Lieutenant Williams.
Was the accident reported by Lieutenant Williams?

Who reported the accident?

Listen.

The next exercise is designed to increase your span of memory. First you will hear two questions and two or more answers to each question. Then the first question will be heard. Try to recall the answers to the first question. Then the order of the questions will be reversed.

Listen.

What year is your car?

It's an old car.

It's a 1970 model.

I've got eighty thousand miles on it.

Is the car still in good running condition?

Yes, it runs pretty good.

It uses a lot of oil, though.

Remember to answer when I ask you the questions.

What year is your car?

It's a 1970 model.

It's an old car.

I've got eighty thousand miles on it.

Is the car still in good running condition?

Yes, it runs pretty good.

It uses a lot of oil, though.

What year is your car?

It's a 1970 model.

It's an old car.

I've got eighty thousand miles on it.

Is the car still in good running condition?

Yes, it runs pretty good.

It uses a lot of oil, though.

Listen.

Let's try an easier group this time.

Listen.

Who is your friend?

I'm sorry. I forgot to introduce you.
I thought you knew him. His name is John.

Is your friend a Language School student?

Yes, he is.
He's taking helicopter training.

Remember to answer when I ask you the questions.

Who is your friend? His name is John.

I'm sorry. I forgot to introduce you.
I thought you knew him. His name is John.

Is your friend a Language School student?

Yes, he is.
He's taking helicopter training.

Listen.

How much longer are you going to be here?

Oh, about three weeks.
I'm supposed to finish the 15th of next month.

When is Lieutenant Williams finishing?

He'll be here a couple of months.
He's been here only two weeks.

Answer when I ask you the question.

How much longer are you going to be here?

Oh, about three weeks.
I'm supposed to finish the 15th of next month.

When is Lieutenant Williams finishing?

**He'll be here a couple of months.
He's been here only two weeks.**

How much longer are you going to be here?

**Oh, about three weeks.
I'm supposed to finish the 15th of next month.**

When is Lieutenant Williams finishing?

**He'll be here a couple of months.
He's been here only two weeks.**

Listen and repeat.

**They study English six hours a day.
How many hours a day do they study English?**

**They studied English six hours a day.
How many hours a day did they study English?**

**They have studied English six hours a day.
How many hours a day have they studied English?**

**They will study English six hours a day.
How many hours a day will they study English?**

**They are going to study English six hours a day.
How many hours a day are they going to study English?**

**John teaches English.
What does John teach?**

**John is teaching English.
What is John teaching?**

**John taught English.
What did John teach?**

**John was teaching English.
What was John teaching?**

**John will teach English.
What will John teach?**

**John is going to teach English.
What is John going to teach?**

THIS IS THE END OF TAPE 2209B.