

# AMERICAN LANGUAGE COURSE

## UNIT 2305

### OUTLINE AND STUDY OBJECTIVES

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## UNIT 2305

## DIALOG

## A COLD MORNING

Jim: Good morning, Mr. Jones. How are you this morning?

Mr. Jones: Pretty good for Monday. Week-ends spoil me. I sleep late on Saturday and Sunday, and I surely hate to get up early on Monday morning.

Joe: So do I, especially after I turn in late the night before. B-r-r-r, didn't it get cold this morning!

Bill: I'll say it did. Yesterday it was cloudy, but it cleared up during the night and the thermometer dropped away down this morning.

Frank: Why does it usually get so much colder when there is no cloud cover and when the wind dies down at night?

John: Because cloudy weather in winter generally indicates an area of low barometric pressure, and the air is warmer and contains more humidity. After the colder, heavier air pushes away the warmer, lighter air, the wind often stops and we have a hard freeze.

Frank: The radio said it got down to 14° Fahrenheit during the night, just 14° above zero.

Jim: You mean to tell me it's not even freezing now?

John: Oh, yes, the low was 18° below freezing, and I suppose it's still about 15° below freezing.

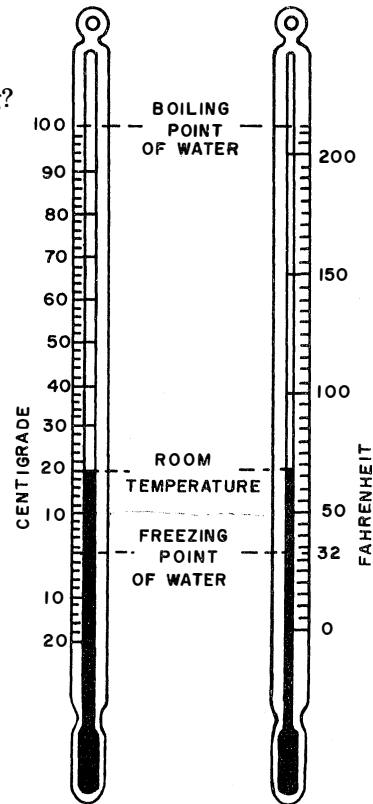
Joe: In my country zero is called the freezing point.

Frank: That is the freezing point on the Celsius or centigrade scale, but 32° is the freezing point on the Fahrenheit scale.

Tom: Well, sir, what is the difference?

John: I think I can explain the difference. The freezing point of water is 0° on the centigrade thermometer and 32° on the Fahrenheit scale, while the boiling point is 100° on the centigrade and 212° on the Fahrenheit scales.

Frank: I wonder how cold it is in this room now? My feet are frozen!



- Bill: Mine are, too, but otherwise I feel fairly warm.
- Tom: The thermostat in the hall is set for 70° F.
- Joe: Yes, but remember the thermostat is in the hall and at least 6 feet high on the wall, and it could be a lot colder near the floor in this room.
- Jim: Why is that? It always feels warmer in the upper part of the room than on my feet.
- Frank: That is because the warmer, lighter air always rises and colder, heavier air replaces the lower layers of air. As the warm air gradually rises and the level of colder air reaches the height of the thermostat, it automatically comes on and starts up the heating system.
- Tom: It's time for the "break." Let's go out and smoke. Maybe we'll get warm moving around some.

#### NOTES ON THE DIALOG

- Pretty good for Monday.* Since people have relaxed during the week-end, they sometimes are not so eager to start to work again. Sometimes they may even be tired out by all their activities over the week-end. *Pretty good* means rather well, in this case. Not very well, not bad.
- week-end* Most people (except those working in stores) have long week-ends, i.e., they are off Saturdays and Sundays. Most schools in the U.S. are also closed on Saturdays.
- to turn in* to go to bed  
 Example: After getting home, we turned in right away. A typical military expression for this would be: "to hit the sack."  
 Example: After returning to the barracks, they hit the sack.
- barometer* Indicates atmospheric pressure. The pressure is expressed in inches of mercury (Hg) like 30.00" Hg or in millimeters (centimeters) 760mm (76cm).
- thermometer* Indicates temperatures in degrees on a scale (either Fahrenheit or centigrade).
- The radio said...* This means that the announcer on the radio said... In this case the weatherman or forecaster has reported that... This expression is also used with newspapers, reports. For instance: The morning paper says, the report says.
- thermostat* Really an abbreviation for automatic thermostatic control instrument. Such an instrument will automatically shut off or switch on a heater (or an air conditioner) to regulate or maintain room temperatures.

**QUESTIONS FOR CONVERSATION**

1. What do you usually do on week-ends?
2. When did you turn in last night?
3. Does the air contain a lot of humidity when there are many clouds?
4. Which thermometer scale do you use in your country?
5. On which scale is 32° the freezing point?
6. What is a thermostat used for?
7. Is it generally colder on mountain peaks or down in the valleys? Why?
8. What did the radio or the newspaper say about the weather today?

**EXERCISES AND PROBLEMS ON TEMPERATURES**

The process of taking temperatures given in one scale value and expressing them in another is called *conversion* or *to convert*.

For example, when you say that 32° F is 0 degrees centigrade, you convert Fahrenheit into centigrade.

How do we convert one into the other? Let's go from 68° Fahrenheit to centigrade. One way is to:

subtract 32° from the Fahrenheit value = 36;  
then multiply the result by 5/9 or  $(5 \times 36)$

Now let's try to convert 30° centigrade into Fahrenheit.

Multiply the centigrade value by 9/5 or  $(9/5 \times 30) = 54$ ;  
then add 32 to the result  $(32 + 54) = 86°$  Fahrenheit.

We all know that you have done these things before, but just for practice of the terminology used in these conversions tell the class how you change:

60° C into F.

50° F into C.

100° C into F.

Some other things that can be converted: inches into millimeters; feet into meters; miles into kilometers, and vice versa. Try to do some on your own whenever the occasion arises. But remember, tell someone in English what you are doing! That's good practice.

## READING

When a group of people work well together as a unit, we often say that they show teamwork. What we mean by this is that each person does his particular job or assignment well and that he cooperates closely with all others. Thus by cooperating and being efficient, the group is able to *accomplish* (achieve) the overall purpose.

Most organizations are so *built* (constructed) that they have one *primary* (first) aim, one *major* (main) objective. They usually *consist of* (are made up of, are composed of) a number of small units which are engaged in specific work. Each small unit has a *minor* (lesser) aim or objective, *nevertheless* (yet) one which contributes much to the overall *performance* (operation) of the large organization.

Occasionally we *observe* (see) an organization or team which functions so smoothly and so effectively that we say it is "just like a machine." Of course, what we mean by this comparison is that the organization does its work with *precision* (accuracy). In a sense, a complex machine such as the automobile functions very much like the efficient organization. Automobiles are *designed* (planned) by engineers to do a specific job. Likewise, all components and all systems are built to perform a particular job.

## QUESTIONS FOR CONVERSATION

1. When people work well together, what term do we often use to describe them?
2. What are divisions of an organization frequently called?
3. What do we mean when we say an organization functions just like a machine?
4. Who designs the automobile?

The engine provides power for forward and backward movement.

The fuel system stores and delivers gasoline to the engine.

The lubrication system provides *sufficient* (enough) oil to parts which *require* (need) it.

The electrical system furnishes the electric power for the automobile.

Then there are the hydraulic system which operates the brakes, the heating and defrosting systems, and the air conditioning system. There are other systems also which are *necessary* (essential) for the complete and safe operation of the vehicle.

The efficient operation of the car depends upon the correct function of each of its different systems. If each system is working properly, and in coordination with other systems, then the car can perform the operations expected of it.

However, machines, like organizations of people, do not always operate properly. If there is engine failure, or brake failure, or electrical failure, then the performance of the machine is seriously impaired or perhaps lost entirely.

5. Name one system of the automobile. (Rotate question.)
6. What liquid is used for lubrication?
7. Automobile lights are part of which system?
8. Fuel tanks are part of which system?
9. Name some failures that might impair smooth operation of the vehicle.
10. What happens when people don't cooperate smoothly in an organization?

#### DICTIONATION

##### Procedure for Dictation

1. Instruct the students to listen.
2. Read the dictation exercise at normal speed. Students listen.
3. Give the instruction to students: "Now write."
4. Read the first sentence of the dictation in normal pause groups.
5. Read the first sentence of the dictation paragraph again, this time without pausing.
6. Follow procedure in 3, 4, and 5 for the remaining sentences.
7. Read the entire paragraph again. Have students check their work.
8. Collect papers and make necessary corrections.

#### Dictation

A complex machine such as the automobile functions very much like the efficient organization. Automobiles are *designed* (planned) by engineers to do a specific job. Likewise, all components and all systems are built to perform a particular job.

The engine provides power for forward and backward movement.

The fuel system stores and delivers gasoline to the engine.

The lubrication system provides *sufficient* (enough) oil to parts which *require* (need) it.

The electrical system furnishes the electric power for the automobile.

The hydraulic system operates the brakes.

## Structure

Students repeat the following sentences in unison after the instructor at normal conversational speed.

Students change the sentences from active to passive voice or vice versa as the instructor reads the sentences.

1. The engine provides power for forward and backward movement.
2. Power for forward and backward movement is provided by the engine.

1. The fuel system delivers gasoline to the engine.
2. Gasoline is delivered to the engine by the fuel system.

1. The lubrication system provides oil to parts which need it.  
Oil is provided by the lubrication system.

The electrical system furnishes the electric power for the automobile.

2. Electric power is furnished by the electrical system.

1. The hydraulic system operates the brakes.
2. The brakes are operated by the hydraulic system.

## FLUENCY PRACTICE

1. Each student reads a pair of *sentences* (statements) for pronunciation and intonation practice.
2. Instructor reads the question and students give the answers. Books closed.
3. Each student says the alternate sentence after the instructor reads one of the sentences. Books closed.

1. The fuel tank held 20 gallons.  
The capacity of the tank was 20 gallons.

What was the capacity of the tank?

2. The fuel was running low.  
The fuel reserve was almost exhausted.

How was the fuel reserve?

3. The amount of oil was not sufficient.  
The quantity of oil was not sufficient.  
Was the quantity of oil sufficient or not?
  
4. The driver had to make a decision at once about the problem.  
The driver had to make an immediate decision.  
Did the driver have to make an immediate decision?
  
5. The system did not function properly.  
There was malfunction of the system.  
How did the system function?
  
6. Bad fuel will help to bring about engine trouble.  
Bad fuel will contribute to engine trouble.  
What will contribute to engine trouble?
  
7. The machine did not function as they thought it would.  
The machine did not function as they expected it would. Did  
the machine function as they expected it to?
  
8. One part touched another part.  
One part made contact with another part.  
Did one part make contact with another or not?

**QUESTION AND ANSWER EXERCISE USING WORDS ABOVE**

Students repeat the first question and group of answers in unison after the instructor.

Students listen as the instructor reads the same question and answers. Books closed.  
Instructor repeats question.

Students answer the question individually, giving one or more of the answers.

Class proceeds to the next question—and-answer group.



1. What is the capacity of fuel tanks?
  - A. Their capacity varies.
  - B. Some tanks hold only 15 gallons.
  - C. The capacity of this one is 25 gallons.
  
2. Why was the reserve of fuel almost used up?
  - A. Because the pilot ran into a strong headwind.
  - B. The engineer did not estimate the fuel need correctly.
  - C. The pilot could not land his aircraft because of weather conditions.
  
3. Why was the amount of oil not sufficient?
  - A. There was a leak.
  - B. There was a leak in an oil line.
  - C. Because of a leak in an oil line, much oil was lost.
  
4. How much time did the driver have to make up his mind?
  - A. He had very little time.
  - B. He had to make a quick decision.
  - C. He had to make an immediate decision.
  
5. Was the system functioning properly?
  - A. No, it wasn't.
  - B. It didn't function properly.
  - C. There was a malfunction in the system.
  
6. What causes engine trouble?
  - A. There are many causes.
  - B. A good mechanic knows these causes.
  - C. Sometimes bad fuel contributes to (causes) engine trouble.
  
7. Were the engineers satisfied with the car?
  - A. No, they weren't.
  - B. They were unhappy with its performance.
  - C. It did not perform as they had expected.
  
8. Was the pilot in contact with the control tower?
  - A. Yes, he was.
  - B. He was in contact with the tower.
  - C. He was in contact with the control tower by way of radio.

## TAPE 2305A

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Listen.

- Ted: Wake up, man, it's time to get going.
- Ray: I'm quite comfortable. I think I'll stay in the sack a while longer.
- Ted: No, come on now. Otherwise, you won't have a ride, and it's too nippy to walk to the mess hall.
- Ray: What's the weather like? Looks pretty nice from here.
- Ted: There are some rays of sunshine, all right, but listen to those gusts of wind. They have done considerable damage, too. I see branches lying all over the street.
- Ray: Branches are better than ice on the roads. I don't care for those slippery rides.
- Ted: Just looking from here, there's some sleet, too. You'd better start moving, because this means that I'll have to drive slowly.
- Ray: Heck with you. Any other "good morning" news? If it's going to blow and sleet again like yesterday, then we're still in the storm area, I guess.
- Ted: No, it isn't that bad. When the sun starts heating up the place, the humidity will rise and we might have some fog. Hazards like fog and sleet sure slow you down.
- Ray: I know, I know. You just want to get me started.
- Ted: This bathroom is getting all the wind full blast. I'm freezing here. Will you turn up the thermostat a bit, please?
- Ray: What would you do without this heating system?
- Ted: It's the floors, I guess. I can stand a cold shower, but these icy floors are killing me.
- Ray: Put your slippers on. And don't stay in there too long, please.
- Ted: Well, I'm about through now. Hope you won't be long.
- Ray: No, you know I'm as fast as lightning, once I get going.

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Now listen to this conversation again and repeat what you hear.

Wake up, man, it's time to get going.

I'm quite comfortable.

I think I'll stay in the sack a little longer.

No, come on now.

Otherwise, you won't have a ride,

and it's too nippy to walk to the mess hall.

What's the weather like?

Looks pretty nice from here.

There are some rays of sunshine, all right, but listen to those gusts of wind.

They have done considerable damage, too.

I see branches lying all over the street.

Branches are better than ice on the roads.

I don't care for those slippery rides.

Just looking from here, there's some sleet, too.

You better start moving, because this means that I'll have to drive slowly.

Heck with you. Any other "good morning" news?

Hazards like fog and sleet sure slow you down.

I know, I know. You just want to get me started.

This bathroom is getting the wind full blast. I'm freezing here.

Will you turn up the thermostat a bit, please?

What would you do without this heating system?

It's just the floors, I guess.

I can stand a cold shower, but these icy floors are killing me.

Put your slippers on.

And don't stay in there too long, please.

Well, I'm about through now.

Hope you won't be long.

No, you know I'm as fast as lightning, once I get going.

\*\*\*\*\*

Repeat the following expressions.

Let's go.  
It's time.  
It's time to get going.

I'll stay.  
I'll stay in the sack.  
Let's stay a while.

I'll ride with you.  
I need a ride to work.  
He doesn't have a ride home.

What's it like?  
What does it look like?  
It looks like rain.  
I don't like the looks of it:

humidity  
water vapor  
frost  
fog  
rain  
sleet  
snow  
hail

Rain is condensed water.  
Sleet is frozen rain.  
There is frost on my windshield.  
Fog reduces the visibility.  
The fog is hanging low.

Fog rises when the sun starts shining on it.  
Raise your window so we'll stay warm.  
The report speaks of rising temperatures.

It starts heating up.  
Turn the thermostat down.

Switch the light off, please.  
Take your coat off, please.  
Why don't you put your slippers on?  
I thought you told me to take 'em off.  
Ted goes to town off and on.

Sleet is a road hazard.  
Hurricanes are a hazard to flying.  
Avoid danger and hazard areas.

The sun rises.  
 The sun has risen.  
 Tomorrow the sun will rise at 0830.

Tell me when you're through.  
 Mary looked all through her desk.  
 Through hard work and study you'll succeed.

\*\*\*\*\*

Now listen and answer my questions. Repeat what Ted says.

Ted said, it's time to get going. What does that mean?  
 To get going means to start.

Why do they say in the conversation that the streets are dangerous?  
 Because there was sleet.  
 Because the wind blew branches on the road.  
 Because the roads were slippery.

What does a heater thermostat do?  
 It controls the heat.  
 It regulates the heat.  
 It switches the heater on and off automatically.

Why is it warmer in the upper parts of the room?  
 The heat rises.  
 Cold air stays down  
 The floors are cold.

Which thermometer scales do you know?  
 Fahrenheit and centigrade scales.  
 I know the Fahrenheit and centigrade scales.

What is the freezing point on a Fahrenheit scale?  
 It's 32°.

What is the freezing point on a centigrade scale?  
 It's zero degrees.

When you convert Fahrenheit to centigrade, what do you have to do first?  
 I subtract 32 from the degrees Fahrenheit.  
 I subtract 32 first.

After you have subtracted 32 from your Fahrenheit, what do you do next?  
 Then I multiply the result by 5.  
 I take that amount and multiply it by 5.

What do you do after subtracting 32 and multiplying the result by 5?  
 After the multiplication, I divide by 9.  
 I divide the figure by 9.  
 I divide the figure that I got by 9.

## TAPE 2305B

Listen.

First you will hear some statements on working together. Next you will practice repeating the statements. Then you will learn to pronounce some of the key words. Finally, you will practice the same statements and answer some questions.

Listen.

People show teamwork when they work well together. By cooperating, they can better accomplish their mission. Most organizations have one primary objective. Each small unit has a minor aim or objective. The small units work to accomplish the main mission or purpose.

\*\*\*\*\*

Listen and repeat.

People show teamwork when they work well together.

By cooperating, they can better accomplish their mission.

Most organizations have one primary objective.

Each small unit has a minor aim or objective.

The small units work to accomplish the main mission or purpose.

show teamwork

work well together

people cooperate

accomplish their mission

have primary objective

has a minor aim

work to accomplish the mission

\*\*\*\*\*

Now repeat what I say. Answer the other man's questions.

People show teamwork when they work well together.

What do people show when they work well together?

teamwork

They show teamwork.

People show teamwork when they work well together.

By cooperating they can better accomplish their mission.

How can they better accomplish their mission?

by cooperating

By cooperating they can better accomplish their mission.

They can better accomplish their mission by cooperating.

Organizations have objectives.

Most organizations have one primary objective.

How many primary objectives do most organizations have?

one

They have one primary objective.

Most organizations have one primary objective.

Unit has aim.

Each small unit has a minor aim.

Does each unit have a major or a minor aim?

a minor aim

It has a minor aim.

Each small unit has a minor aim.

Units work to accomplish mission.

The small units work to accomplish the minor mission.

Why do the small units work?

to accomplish the minor mission.

They work to accomplish the minor mission.

The small units work to accomplish the minor mission.

Listen.

Repeat the pairs of near equivalents. Use the alternate words in your answers to the questions.

sufficient

enough

The lubrication system provides sufficient oil.

Does the lubrication system provide sufficient oil?

Yes, the lubrication system provides enough oil.

furnishes

provides

The electrical system provides electric power.

Does the electrical system provide electric power?

Yes, the electrical system furnishes electric power.

necessary

essential

There are other systems which are necessary.

Are there other systems which are necessary?

Yes, there are other systems which are essential.

**operating**

The hydraulic system isn't working properly.  
 Is the hydraulic system working properly?  
 No, the hydraulic system isn't operating properly

**working****designed**

Each system is designed to do a specific job.  
 Is each system designed to do a specific job?  
 Yes, each system is planned to do a specific job.

**planned****Pronunciation Practice**

Repeat what I say and answer the other man's questions.

**caPACity**

The capacity of the tank was sufficient.

**caPACity**

Was the capacity of the tank sufficient?  
 Yes, the capacity of the tank was sufficient.

**CONtact**

The pilot lost contact with the control tower.

**CONtact**

Did the pilot lose contact with the control tower?  
 Yes, the pilot lost contact with the control tower.

**exPECTed**

We expected a lecture on the lubrication system.

**exPECTed**

Did you expect a lecture on the fuel system?  
 No, we expected a lecture on the lubrication system.

You didn't expect a lecture on the fuel system, did you?  
 No, we didn't.

You did expect a lecture on the lubrication system, didn't you?  
 Yes, we did.

**acCOMplish**

I think I can accomplish the mission.

**acCOMplish**

Do you think you can accomplish the mission?  
 Yes, I do.  
 I think I can accomplish the mission.

You think you can accomplish the mission, don't you?  
 Yes, I do.

You don't think you can accomplish the mission, do you?  
 No, I don't.