

AMERICAN LANGUAGE COURSE

UNIT 2307

OUTLINE AND STUDY OBJECTIVES

DIALOG: AT THE THEATER

NOTES ON THE DIALOG

QUESTIONS FOR CONVERSATION

FLUENCY PRACTICE

READING:

QUESTIONS FOR CONVERSATION

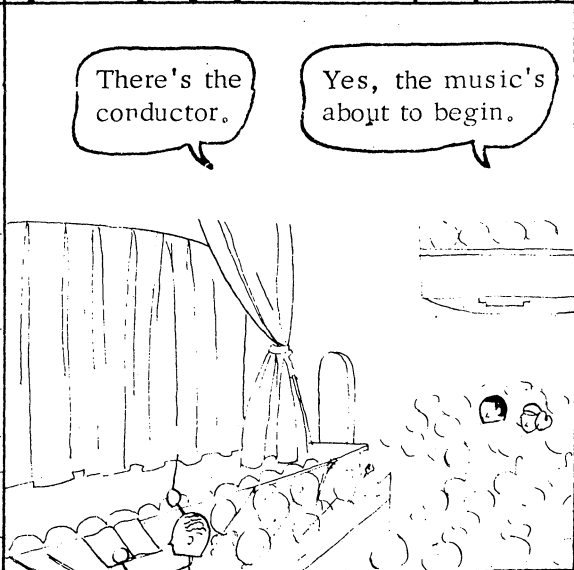
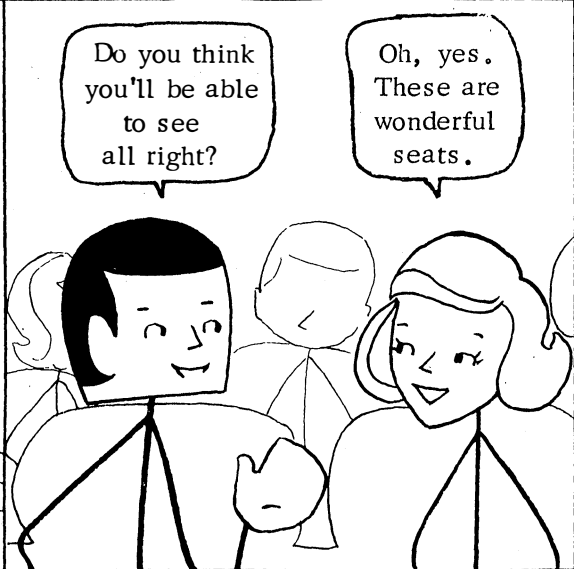
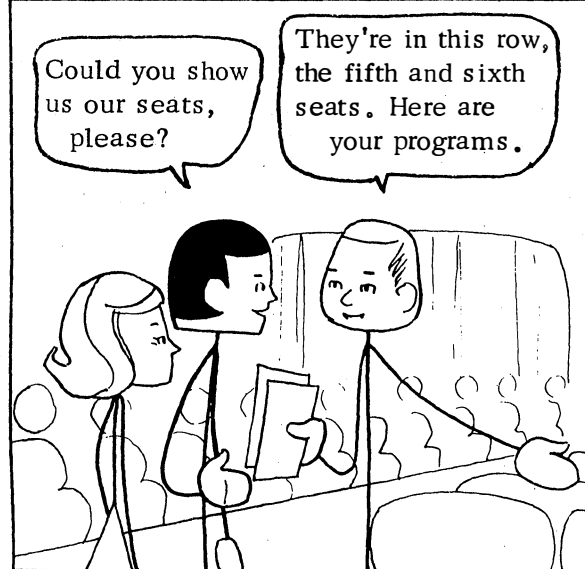
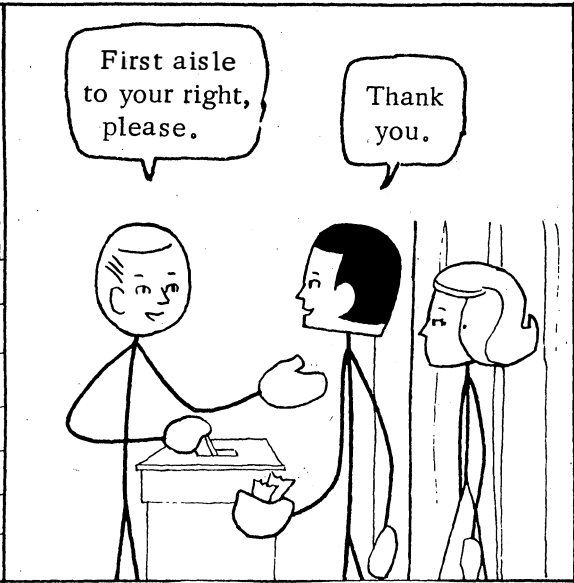
NOTES ON THE READING

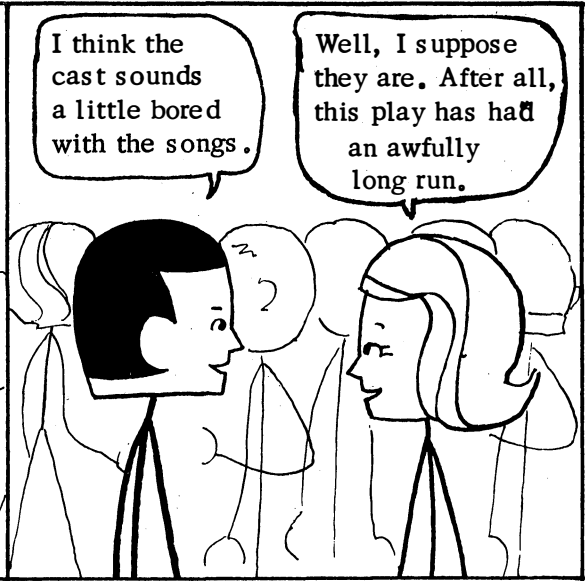
FLUENCY PRA

TAPE 2307A

TAPE 2307B

AT THE THEATER





UNIT 2307

DIALOG

AT THE THEATER

(going into the theater)

Girl: I'm so excited! I've wanted to see this show for a long time.

Boy: So have I. I was lucky to be able to get the tickets.

(boy gives tickets to ticket taker)

Ticket Taker: First aisle to your right, please.

Boy: Thank you.

(boy shows ticket stubs to usher)

Boy: Could you show us our seats, please?

Usher: They're in this row, the fifth and sixth seats. Here are your programs.

(boy and girl seated)

Boy: Do you think you'll be able to see all right?

Girl: Oh, yes. These are wonderful seats.

(boy and girl looking at their programs)

Boy: Do you know any of the actors?

Girl: I've seen the leading man in the movies, but I've never seen any one else in the cast before.

Boy: There's the conductor.

Girl: Yes, the music's about to begin.

(at intermission)

Boy: How do you like it?

Girl: I'm enjoying every minute of it. Aren't you? I love the music, and the costumes and settings are wonderful, too.

- Boy: I think the cast sounds a little bored with the songs.
- Girl: Well, I suppose they are. After all, this play has had an awfully long run.
- Boy: Would you like some orange juice or a coke?
- Girl: No, thanks, but I suppose you want a cigarette.
- Boy: O.K. Let's go to the outer lobby.
- Girl: Yes, we'll have to. There are "No Smoking" signs all over the place.
- Girl: What's your favorite song in the show so far?
- Boy: Oh, I don't know. All the songs are good.
- Girl: Oh, they're blinking the lights.
- Boy: Yes, we'd better go back to our seats. I hope the second part's as amusing as the first.

NOTES ON THE DIALOG

I'm enjoying every minute of it. I like it very much.

settings The scenery used on the stage.

the cast The actors and actresses in a play.

a little bored with Notice that the preposition *with* is used after *bored* when it has an object. To be *bored with something* is to "be tired of" it or "not interested in"-it.

an awfully long run *Awfully* is used to mean *very*. A *long run* when said of a play means that the play has been showing for a long time

after all "You must remember," or "you must take into consideration."

outer lobby The first room one enters in a theater is the lobby. Most theaters have two lobbies, and the one nearer the outside is the outer lobby.

No Smoking You will see signs saying *No Smoking* in many public buildings.

all over the place everywhere, in many places

They're blinking the lights. Turning the lights off for a moment and then turning them on again is the usual signal that a play is about to begin again. Some theaters ring a bell, instead.

QUESTIONS FOR CONVERSATION

1. Why was the girl in this dialog excited?
2. What is the "aisle" in a theater?
3. Did the people in this dialog have good seats for the play?
4. What does a conductor do?
5. What is the "intermission" at a play?
6. What is meant by the "settings" at a play?
7. If a play has had a long run, has it run for a week or two, or a year or two?
8. Why did the couple in this dialog go to the outer lobby?
9. Is there a "No Smoking" sign in the room where you are now?
10. What does it mean when they blink the lights at a theater?
11. Have you been to the theater since you've been to the United States?
12. Do you go to the theater in your country?
13. What is meant by a ticket stub?
14. What does the usher in a theater do?
15. Is it customary to tip the usher in a theater in the United States?
16. Does one buy a theater program, or does the usher give each person a theater program?

FLUENCY PRACTICE

Substitution Practice

TO THE INSTRUCTOR: Let one student read the sentences below; then a second student makes a new question or statement using the italicized expressions in different context.

For example: *I've wanted to see this show for a long time.*
I've wanted to go to the zoo for a long time.
Could you show us our seats, please?
Could you show us our assignment, please?

Now continue, by using the underlined expressions in sentences in slightly different context.

1. I was *lucky to be able to* get the tickets.
2. Do you *think you'll be able to* see all right?
3. Do you *know any of* the actors?
4. I've *never seen anyone else* in the cast before.
5. The music's *about to begin*.
6. I'm enjoying *every minute of it*.
7. I *love* the music, and the costumes and settings *are wonderful too*.
8. I think the cast *sounds a little bored* with the songs.
9. *After all*, this play *has had an awfully long run*.
10. *Would you like* an orange juice or a coke?
11. *No, thanks, but I suppose* you want a cigarette.
12. There are "No Smoking" signs *all over the place*.
13. *What's your favorite* song in the show *so far*?
14. *We'd better* go back to our seats.
15. *I hope the second part's* as amusing as the first.

READING

THE AMERICAN INDIAN

People all over the world have found the American Indian an interesting and romantic figure. Little boys in many countries besides the United States play games of "cowboy and Indian," and people enjoy reading books about Indians.

QUESTIONS FOR CONVERSATION

1. Do little boys like to play "cowboy and Indian"?
2. Do people enjoy reading books about Indians?

People usually think of the Indian as a red-skinned man who wore a feather headdress, and rode a pony across the plains. Actually, the Indians in different parts of what is now the United States lived in different ways, depending on their environment. There are few general statements that are true of all the different Indian tribes.

3. What kind of headdress did the Indian wear?
4. Were all Indians alike?

It *can* be said that all the North American Indians were a primitive, stone-age people at the time when Columbus discovered America. Most of them had fire, kept dogs, made baskets and made stone tools, but the details of their daily lives were very different. For example, the Hopi Indians in the southwest were farmers. They grew corn, beans, squash, cotton and tobacco. They did not move from place to place, but lived in permanent villages. The men wove cotton cloth, and the women made pottery.

5. Who were the farmers?
6. Did the Indians grow their own food?

To the north of these people were the plains Indians. Many of the plains Indians went from place to place. They hunted buffalo, using the meat for food and the skins for clothes. When the Spaniards came, the Indians got the horse from them. This meant that they could travel faster and farther on buffalo hunts. There was almost continuous war among the different tribes of plains Indians. These are the Indians who are shown in western movies. This movie version of Indian life has caused many people everywhere to think that all Indians spent most of their time on horseback, hunted buffalo and were always at war with their neighbors.

7. Where did the Indians spend most of their time?
8. When did the Indians begin to use horses?

American literature, on the other hand, has pictured the eastern Indians who lived in the forest. These Indians hunted deer, using the meat for food and the skin for clothes. The forest Indians also hunted bear and caught fish. The women cultivated small fields of squash, corn and beans. The Indians traveled along the lakes and rivers in canoes. It was these Indians whom the English settlers met when they came to America in the seventeenth century.

Most of the Indians in North America now live on reservations, which are lands set aside for them by the federal government. The largest reservations are in the state of Oklahoma, but there are also reservations in Arizona, New Mexico, New York, North Carolina, Florida and other states.

9. What kind of transportation did the Indians use?
10. Where do Indians live today?
11. Tell something about the life of the Hopi Indians.
12. Tell something about the life of the plains Indians.
13. Tell something about the life of the forest Indians.
14. Where do most of the Indians in the United States live now?

NOTES ON THE READING

few general statements:

Few - not very many. Notice the difference in meaning between *few* and *a few*, *little*, and *a little*. Without the article, the idea is negative. With the article, the idea is affirmative. For example:

We know few people in this town. (not many)
We know a few people in this town. (some)

He speaks little English. (not much)
He speaks a little English. (some)

movie version of Indian life the way Indian life is shown in the movies.

on the other hand in contrast.

set aside save, keep for a purpose.

FLUENCY PRACTICE

Useful Phrasal Combinations

Study the following examples of usage. Write other examples and read them to your instructor for fluency. Write your examples before going to class.

read about

1. People like to *read* books *about* Indians.

interested in

2. Boys in many countries are *interested in* the American Indian.

depend on

3. You can *depend on* the automobile for transportation.
4. Indians *depend on* horses for transportation.

moved from

5. Some Indians *moved from* place to place.

lived in

6. The Hopi Indians *lived in* permanent villages.

used for

7. Canoes were *used for* traveling along the lakes.
8. Horses were *used to* travel over the plains.

live on

9. Most of the Indians in North America now *live on* reservations.

live in

10. Many Indians *live in* the state of Oklahoma.

TAPE 2307A

Listen.

Woman: I'm so excited! I've wanted to see this show for a long time.

Man: So have I. I was lucky to be able to get the tickets.

Woman: I think we'll be able to see all right, don't you?

Man: Oh, yes. These are wonderful seats.

Woman: Do you know any of the actors?

Man: I've seen the leading man in the movies.

Woman: There's the conductor.

Man: Yes, the music's about to begin.

Repeat what the man says. Answer the woman's questions.

for a long time

The woman has wanted to see the show for a long time.

Who has wanted to see the show?

the woman

The woman has wanted to see it.

How long has she wanted to do this?

for a long time

She has wanted to see the show for a long time.

The seats are wonderful.

The man thinks the seats are wonderful.

According to the man, how are the seats?

The seats are wonderful.

According to him, the seats are wonderful.

all right

They should be able to see all right.

How well should they be able to see?

all right

They should be able to see all right.

quite well

They should be able to see quite well.

How well should they be able to see?

quite well

They should be able to see quite well.

Listen to the woman and the man. The woman will repeat her sentence.

Then you say what the man said.

Woman: I'm so excited! I've wanted to see this show for a long time.

Man: So have I. I was lucky to be able to get the tickets.

I'm so excited! I've wanted to see this show for a long time.

So have I. I was lucky to be able to get the tickets.

Woman: I think we'll be able to see all right, don't you?

Man: Oh, yes. These are wonderful seats.

I think we'll be able to see all right, don't you?

Oh, yes. These are wonderful seats.

Woman: Do you know any of the actors?

Man: I've seen the leading man in the movies.

Do you know any of the actors?

I've seen the leading man in the movies.

Woman: There's the conductor.

Man: Yes, the music's about to begin.

There's the conductor.

Yes, the music's about to begin.

Listen.

Woman: I'm so excited! I've wanted to see this show for a long time.

Man: So have I. I was lucky to be able to get the tickets.

(man gives tickets to ticket taker)

Ticket Taker: First aisle to your right, please.

Man: Thank you.

(man shows ticket stubs to usher)

Man: Could you show us our seats, please?

Usher: They're in this row, the fifth and sixth seats. Here are your programs.

(man and woman seated)

Man: Do you think you'll be able to see all right?

Woman: Oh, yes. These are wonderful seats.

(man and woman looking at their programs)

Man: Do you know any of the actors?

Woman: I've seen the leading man in the movies, but I've never seen anyone else in the cast before.

Man: There's the conductor.

Woman: Yes, the music's about to begin.

(at intermission)

Man: How do you like it?

Woman: I'm enjoying every minute of it. Aren't you? I love the music, and the costumes and settings are wonderful, too.

Man: I think the cast sounds a little bored with the songs.

Woman: Well, I suppose they are. After all, this play has had an awfully long run.

Man: Would you like some orange juice or a coke?

Woman: No, thanks, but I suppose you want a cigarette.

Man: O.K. Let's go to the outer lobby.

Woman: Yes, we'll have to. There are "No Smoking" signs all over the place here.

Woman: What's your favorite song in the show so far?

Man: Oh, I don't know. All the songs are good.

Woman: Oh, they're blinking the lights.

Man: Yes, we'd better go back to our seats. I hope the second part's as amusing as the first.

Listen.

You will need pencil and paper for a short dictation exercise. I repeat, you will need pencil and paper for a short dictation exercise. You will hear a paragraph at normal speed, then it will be broken into phrases. Finally, you will hear it a third time for correction purposes.

Listen.

American literature, on the other hand, has pictured the eastern Indians who lived in the forest. These Indians hunted deer, using the meat for food and the skin for clothes. The forest Indians also hunted bear and caught fish. The women cultivated small fields of squash, corn and beans. The Indians traveled along the lakes and rivers in canoes. It was these Indians whom the English settlers met when they came to America in the seventeenth century.

TAPE 2307B

Listen.

Many people think that all Indians spent most of their time on horseback, hunted buffalo, and were always at war with their neighbors. American literature, on the other hand, has pictured the eastern Indians who lived in the forest. These Indians hunted deer, using the meat for food and the skin for clothes.

Listen and Repeat.

The plains Indians hunted buffalo.
The plains Indians hunted buffalo.

The forest Indians hunted deer.
The forest Indians hunted deer.

On the other hand
On the other hand, the forest Indians hunted deer.

On the other hand

The plains Indians hunted buffalo.
On the other hand, the forest Indians hunted deer.

Joe likes coffee.

Joe likes coffee.

On the other hand
On the other hand, John prefers tea.
Joe likes coffee.
On the other hand, John prefers tea.

On the other hand

The sentences, "The Indians hunted deer, using the meat for food," and "These Indians hunted deer and used the meat for food" mean the same. Change the following sentences according to this example: You will hear, for example, "These Indians hunted deer and used the meat for food." Using the meat for food
You should say: "These Indians hunted deer, using the meat for food."
Repeat the correct responses.

These Indians hunted buffalo and used the meat for food.
using the meat for food
These Indians hunted buffalo, using the meat for food.

The teacher spoke slowly and explained everything well.
explaining everything well
The teacher spoke slowly, explaining everything well.

He drove carefully and gave all necessary signals.
 giving all necessary signals
 He drove carefully, giving all necessary signals.

The Indians made bows and arrows and hunted bear.
 using them to hunt bear
 The Indians made bows and arrows, using them to hunt bear.

Some Indians made baskets and used them to catch fish.
 using them to catch fish
 Some Indians made baskets, using them to catch fish.

Indians had horses and used them for transportation.
 using them for transportation
 Indians had horses, using them for transportation.

The sentences "They used baskets to catch fish," and "They used baskets for catching fish," mean the same. Substitute *for catching, for hunting, etc., for to catch, to hunt*, in the following sentences. Repeat the correct responses.

Indians used baskets to catch fish.
 " " " for catching fish.

They used horses to hunt deer.
 They used horses for hunting deer.

Indians used bows and arrows to kill bear.
 " " " " "

Indians used stone tools to grind grain.
 " " " " for grinding grain.

We use the radio to listen to the news.
 " " " " for listening to the news.

We use automobiles to travel all over the country.
 " " " for traveling all over the country.

Listen and repeat.

Using them to hunt deer, the Indians made bows and arrows.

Needing it to learn French, Mr. Simpson bought a tape recorder.

Using them for hunting buffalo, the Indians rode horses.

Using them for food, the Indians grew corn, beans, and squash.

Needing it for transportation, Jim bought a car.

Needing a gun for target practice, Joe bought a new rifle.

Listen carefully to the following sentences. You will be asked questions on them. Answer the questions. Repeat the responses.

All the North American Indians were a primitive, stone-age people when Columbus discovered America. Most of them had fire, kept dogs, made baskets and stone tools, but the details of their daily lives were very different. Some of them were farmers, who did not move from place to place. Others were hunters, who went from place to place.

Remember to answer the questions.

What kind of tools did the early American Indians use?

stone tools

They used stone tools.

Were the Indians primitive or technically advanced?

primitive

The Indians were a primitive people.

Did all of them have fire?

No, they didn't.

But most of them did.

What did they make?

baskets and stone tools

They made baskets and stone tools.

Did the farmers or the hunters go from place to place?

the hunters

The hunters went from place to place.

Listen.

American literature, on the other hand, has pictured the eastern Indians who lived in the forest. These Indians hunted deer, using the meat for food and the skin for clothes. The forest Indians also hunted bear and caught fish. The women cultivated small fields of squash, corn and beans. The Indians traveled along the lakes and rivers in canoes. It was these Indians whom the English settlers met when they came to America in the seventeenth century.

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