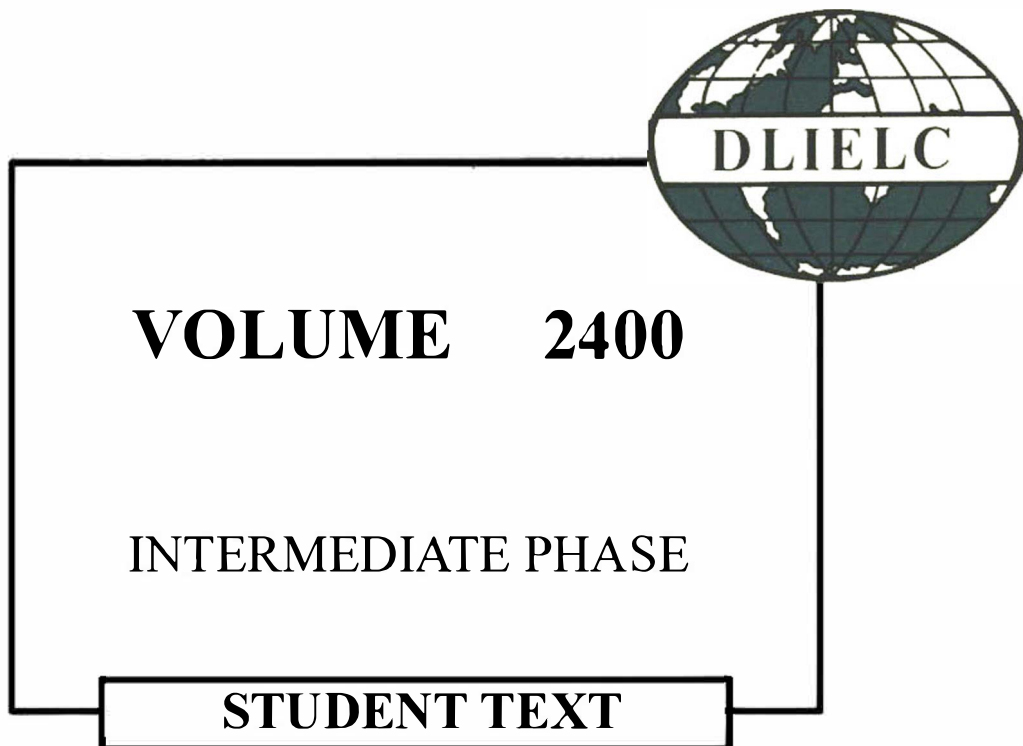




Defense Language Institute
English Language Center
Lackland Air Force Base, Texas

AMERICAN LANGUAGE COURSE

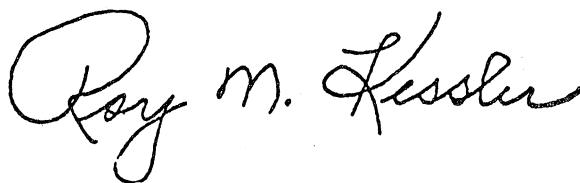


FOREWORD

This Student Text, Volume 2400, is intended to be used as part of the Intermediate Phase of the American Language Course. The American Language Course consists of three phases: the Elementary Phase (Volumes 1100, 1200, 1300, and 1400); the Intermediate Phase (Volumes 2100, 2200, 2300, and 2400); and the Specialized Phase, in which the student concentrates on the technical vocabulary of one of several military specialities such as flying, ordnance, electronics, etc. Each volume of the American Language Course is accompanied by a set of similarly numbered prerecorded tapes which provide aural-oral exercises coordinated with the contents of the volume. These are necessary to the audio-lingual methodology for which the books have been designed. Special tests, workbooks, instructor guides, and other materials have also been prepared for use with these volumes.

The American Language Course is designed for an intensive full-time language training program to provide non-English-speaking military personnel with sufficient skill in English to enable them to pursue further training in various schools of the Department of Defense of the United States of America.

The American Language Course is published by the Defense Language Institute English Language Branch at Lackland Air Force Base, Texas. All inquiries concerning these materials, including requests for authorization to reproduce, should be addressed to the Director, Defense Language Institute, U.S. Naval Station (Anacostia Annex), Washington, D.C., 20390.



ROY M. KESSLER
Colonel, U.S. Army
Director
Defense Language Institute

GUIDE FOR INSTRUCTORS

INTRODUCTION

This is the fourth of four volumes in Intermediate American English for foreign students. It is accompanied by 20 prerecorded tapes and by the Student Workbook 2300/2400. It also includes a list of the 349 terms 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 fourth 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 what he is going to explain to them. 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.

PRERECORDED TAPES

Each prerecorded tape provides material for 45 minutes of laboratory instruction. Each tape is numbered to correspond to the classroom unit it supports. The tapes require the student to "participate" by recording his voice in a variety of drills.

You must be certain here, too, that each student knows precisely what he is to do. He should know the signals and what they mean.

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

Encourage the student to do the laboratory exercises without using his script,

STUDENT WORKBOOK ASSIGNMENTS

The Student Workbook, Volume 2300/2400, contains homework assignments related to the units in this book and in Student Text, Volume 2300. Note carefully that some of the homework is designed as review of material taught in class, and that some (usually programmed material) is designed as preparation for the class work to come. Be sure the student understands this.

Be sure, too, that the student understands 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 student should do this himself. 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.

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AMERICAN LANGUAGE COURSE

UNIT 2401

OUTLINE AND STUDY OBJECTIVES

DIALOG: REVIEW OF ENGLISH STRUCTURE

DIALOG PRACTICE

REVIEW OF QUESTION WORDS AND POSSIBLE ANSWERS

FLUENCY PRACTICE

PATTERN PRACTICE EXERCISE

SENTENCE-COMBINING PRACTICE

SENTENCE-EXPANSION PRACTICE

TAPE 2401A

TAPE 2401B

UNIT 2401

DIALOG

REVIEW OF ENGLISH STRUCTURE

This unit of instruction contains dialogs and exercises designed to provide practices on question words, question patterns, and statement patterns. Familiar words are used in the dialogs and in the exercises so that the student can concentrate on the pattern. A review of the patterns should aid the student in developing skill in word arrangement. The aim here is to develop skill in using the patterns in speech.

- Student A: Sometimes I know every word in a whole paragraph, and yet I understand very little.
- Student B: This often happens to a language student. You can also hear a sentence and not understand it although you know every word.
- Student A: We don't use the same pattern in my language. That's one thing that makes it so difficult for me to learn English.
- Student B: All languages differ in structure or word order. Learning to think in a different pattern is much more difficult than learning vocabulary.
- Student A: That's very true. Sometimes a sentence looks like a puzzle to me.
- Student B: That is why it is necessary to practice as much as possible. The more often you say something in English, the more natural it becomes.
- Student A: I suppose you are right. I need more practice.
- Student B: It's hard to talk when you don't know where to put your words.
- Student A: I see. I never realized what it takes to learn English.
- Student B: You are doing all right. Just practice all the time.

DIALOG PRACTICE

Students read the dialog several times before coming to class. In class, use role-playing to provide practice in asking questions and giving answers. Freedom of making suitable changes in the responses may, of course, be permitted.

CONVERSATION IN THE BARBERSHOP

A: Where are you from?

B: I'm from Colombia.

A: That's in the northwestern part of South America, isn't it?

B: That's right. Colombia is a large country on the west coast.

A: Let's see. What is the capital of your country?

B: The capital of my country is Bogotá.

A: And where is your friend from?

B: He's from Chile, also on the west coast.

A: You are students, aren't you?

B: Yes, we are.

A: What are you studying here?

B: We're studying English.

A: Is English a difficult language to learn?

B: No, it's not too difficult.

A: What seems to be the hardest part?

B: The pronunciation. The letters don't always stand for the same sounds.

A: How long will you be here?

B: We'll be here about seven weeks.

A: Goodbye. Hope to see you again before you leave.

B: Thank you. It was nice to meet you.

REVIEW OF QUESTION WORDS AND POSSIBLE ANSWERS

1. When did you arrive at this base? (come to)

- (a) I arrived here about eight weeks ago.
- (b) Let's see. I came here eight weeks ago.
- (c) I arrived at this base the 15th of January.

2. Where do you live?

- (a) I'm looking for a place to live.
- (b) I live on the base.
- (c) I live in a village near the base.

3. How did you come here?

- (a) I came by car. That is, in my own car.
- (b) I came by train.
- (c) I came by plane.

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4. Why did you come to the Language School?

- (a) I came here to learn more English.
- (b) I came to the Language School to study technical English.
- (c) I came here to prepare for further training.

5. What have you learned so far?

- (a) I've learned a lot of useful expressions.
- (b) I've learned many technical words.
- (c) I've learned to understand spoken and written English much better.

6. Who came with you?

- (a) I came alone.
- (b) Two other students came with me.
- (c) Two friends of mine came with me.

Write an appropriate question for each of the following sentences.

1. John would like to go to the mountains, where it is cooler.
2. The teacher asked many interesting questions.
3. We are going to enter the next phase of training in a couple of weeks.
4. The next phase is called specialized.
5. Joe made a good grade on his final examination.
6. John is from Arizona.
7. I prefer to go by plane.
8. He said his name was Bill.
9. Finally, at about 9 p.m., he called me up.

FLUENCY PRACTICE

Students cross out the unacceptable words in the following sentences and practice saying the sentences for fluency drill.

(What / When) time do you usually get up?

When (do / did) you arrive at this base?

I have breakfast (in / at) the morning.

He has lunch (in / at) noon.

Joe has dinner (in / at) night.

John lives (in / at) San Antonio.

He lives (in / at) 142 Main Street.

He lives (in / on) Main Street.

(Do / Did) you see John yesterday?

Do you (go / goes) to class every day?

PATTERN PRACTICE EXERCISE

Let's practice making changes in a useful pattern. In the blank spaces, write sentences similar to the pattern. Change the italicized words.

1. I would like *to call* my friend.

2. I would like to see *a good movie*.

3. I would like *to talk* to the instructor about this matter.

4. I would like to think about *your suggestion for a while*.

5. I would like *to know* my score on the examination.

SENTENCE-COMBINING PRACTICE

It is easy to build long sentences in English. For example, we say: "John will make satisfactory progress. He studies every day." We can connect these short sentences without making any changes in the word order or the form of the words.

Example:

1. John will make satisfactory progress if he studies every day.
2. John will make satisfactory progress because he studies every day.

We can reverse the order of the short sentences.

Examples:

1. If he studies every day, John will make satisfactory progress.
2. Because he studies every day, John will make satisfactory progress.

Combine the following sentences according to the above examples. Use the connective in parentheses.

1. Joe will make good grades. He studies very much. (if)
 - (a)
 - (b)
2. He will pass the test. He knows most of the material. (because)
 - (a)
 - (b)
3. You can get to town. You can take the bus marked "Broadway." (if)
 - (a)
 - (b)
4. John speaks English quite well. He practices a lot. (because)
 - (a)
 - (b)
5. The engine will start. You turn the switch to "ON." (when)
 - (a)
 - (b)

6. John stepped on the gas. He was on the highway. (as soon as)
- (a)
- (b)
7. I'm going to study technical English. I have finished fundamental English. (after)
- (a)
- (b)
8. Joe called me up. He got home. (as soon as)
- (a)
- (b)

SENTENCE-EXPANSION PRACTICE

Students practice expanding sentences by writing sentences according to the following examples.

1. Cars run.
Old cars run pretty well.
Some old cars run pretty well.
Some of the old cars still run pretty well.
Some of the old cars with good engines still run pretty well.

Airplanes fly.

2. He taught me English.

The instructor taught me and my friend technical English.

The new instructor, who knows his subject well, taught me and my friend a lot of technical English.

He gave me a book.

3. They read a book.

The students read an interesting book.

All of the students read an interesting book on the space age.

Last week all of the students read an interesting book on the space age.

They saw a movie.

TAPE 2401A

Listen.

Let's practice some question words and question patterns. You will hear a question and an answer. Record the question when you hear **. Repeat the correct question when you hear *. For example, you will hear: How did John come? John came by car. ** You should say, How did John come?

Listen and record the questions.

How did John come to work this morning? He came by car. **
How did John come to work this morning? *

Where does Joe live? He lives in the city. **
Where does Joe live? *

When did Bill arrive in this country? He arrived three weeks ago. **
When did Bill arrive in this country? *

Listen.

Let's see if you can remember the answers to the questions you have just heard. Answer the questions when you hear **. Repeat the responses when you hear *.

When did Bill arrive in this country? **
He arrived three weeks ago. *
Bill arrived three weeks ago. *

Where does Joe live? **
He lives in the city. *
Joe lives in the city. *

How did John come to work this morning? **
He came by car. *
John came by car. *

That exercise was a little tricky, wasn't it? We will do a similar one, but this time we want you to listen carefully to the questions and the answers and give the answers later. Do not answer the questions until you hear the signal **

Where do you live? I live at 237 Main Street.
What time do you usually get home? I usually get home at 5:30.
Do you drive or ride with somebody? I drive my own car.
Is the traffic very heavy at that time? No, it's not too bad.

Now answer the questions. Give short answers only. Then repeat the answers when you hear *.

Where do you live? **
at 237 Main Street *

What time do you usually get home? **
at 5:30 *

Do you drive or ride with somebody? **
I drive. *

Is the traffic very heavy at that time? **
not too bad *

Listen carefully to the following paragraph. We will ask questions on the paragraph.
Answer the question when you hear **. Repeat the answer when you hear *

Bill lives on State Street. He leaves his office at 5:30 and gets home at 6:15. It is 20 miles from his place of business to his home. The traffic downtown is heavy, but it's light most of the way.

Now answer the questions. Give short and complete answers.

How is the traffic downtown? **
It's heavy. *
The downtown traffic is heavy. *

How is the traffic most of the way? **
It's light. *
The traffic is light most of the way. *

How far is it from Bill's office to his home? **
20 miles *
It is 20 miles from his office to his home. *

Where does Bill live? **
on State Street *
He lives on State Street. *

At what time does Bill leave his office? **
at 5:30 *
He leaves at 5:30. *

At what time does he get home? **
at 6:15 *
He gets home at 6:15. *

Listen.

As you know, it is very important to learn how to ask questions. The next exercise is designed to provide practice in forming questions. You will hear a statement and the signal **. Then you will ask a question based on the statement. Repeat the question when you hear *

Bill leaves home at 5:30. **
 You should have said, What time does Bill leave home? or At what time does Bill
 leave home? Now repeat the question.
 At what time does Bill leave home? *

John leaves home at 7:15. **
 At what time does John leave home? *

Bill left his office at 5:45 yesterday. **
 At what time did Bill leave his office yesterday? *

Tom lives on Main Street. **
 Where does Tom live? *

It is 15 miles from my house to my office. **
 How far is it from your house to your office? *

The city traffic is very heavy. **
 How is the city traffic? *
 Is the city traffic heavy? *

John gets to work at 7:30. **
 What time does John get to work? *

Let's practice combining some short sentences. For example, you will hear, if/. Then you will hear, I will call him. I have time. You should say, I will call him if I have time. Repeat the responses when you hear *.

if/ I will see her. I have time. **
 I will see her if I have time. *

if/ Joe would go with us. He had time. **
 Joe would go with us if he had time. *

when/ We left. The dinner was over. **
 We left when the dinner was over. *

as soon as/ Tom called me. He arrived in town. **
 Tom called me as soon as he arrived in town. *

where/ I'll put it on top of your desk. You can find it. **
 I'll put it on top of your desk where you can find it. *

why/ He didn't tell me. He came early. **
 He didn't tell me why he came early. *

why/ I don't know. The car won't start. **
 I don't know why the car won't start. *

TAPE 2401B

Listen.

The following exercise is designed to provide fluency development for conversation. The title of this exercise is "A Crucial Problem."

The "707" had just left the Denver Airport. It was heading west over the Rocky Mountains. The upward currents over the mountainous region gave the plane a good shaking once in a while. Flying personnel would call it a "bumpy" ride. One of the passengers, an enlisted man, in a rear seat seemed tense and nervous. He had been smiling, and his face had a normal color. But now he looked very serious, and his face had turned white. His neighbor, a chaplain, on the other side, noticed him and was worried. This chaplain, being a man of religion, thought it was his duty to calm his fellow traveler, the enlisted man.

Listen and complete when you hear **. Repeat the correct responses when you hear *.

The "707" had just left the Denver Airport.	*
The what?	**
"707"	*
had just left where?	**
the Denver Airport	*
The "707" had just left the Denver Airport.	*
It was heading west over the Rocky Mountains.	*
It was heading in what direction?	**
west	*
Where?	**
over the Rocky Mountains	*
It was heading west over the Rocky Mountains.	*
The upward currents over the mountain region gave the plane a good shaking once in a while.	*
The upward what?	**
currents	*
Where?	**
over the mountainous region	*
gave the plane a good what?	**
shaking	*
When?	**
once in a while	*
The upward currents over the mountainous region	*
gave the plane a good shaking once in a while.	*
Flying personnel would call it a "bumpy" ride.	*
What kind of personnel?	**
flying	*
would call it a what kind of ride?	**
"bumpy"	*
Flying personnel would call it a "bumpy" ride.	*

One of the passengers, an enlisted man, in a rear seat, seemed tense and nervous. *
 One of the what? **
 passengers *
 Where? **
 in a rear seat *
 seemed what? **
 tense and nervous *
 One of the passengers, an enlisted man, in a rear seat, seemed tense and nervous. *

He had been smiling, and his face had a normal color. *
 He had been what? **
 smiling *
 and his what? **
 face *
 had a what kind of color? **
 normal *
 He had been smiling, and his face had a normal color. *

But now he looked very serious and his face had turned white. *
 But now he looked how? **
 very serious *
 and his what? **
 face *
 had turned what color? **
 white *
 But now, he looked very serious and his face had turned white. *

His neighbor, a chaplain, on the other side, *
 noticed him and was worried. *
 His who? **
 neighbor *
 was a what? **
 chaplain *

on the other what? **
 side *
 did what? **
 noticed him *
 and was what? **
 worried *
 His neighbor, a chaplain, on the other side *
 noticed him and was worried. *

This chaplain, being a man of religion *
 thought it was his duty to calm his fellow traveler, the enlisted man. *
 This who? **
 chaplain *

being what?	**
a man of religion	*
thought it was his what?	**
duty	*
to what?	**
calm	*
Whom?	**
his fellow traveler	*
the what?	**
enlisted man	*

Listen to the rest of the story now.

In trying to calm his fellow traveler, the enlisted man, the following dialog occurred. Let's listen to their conversation.

Chaplain: You're on your first flight, aren't you?

Enlisted Man: Right, and I'm very nervous.

Chaplain: I noticed that you seemed tense, and your color suddenly changed.

Enlisted Man: I'm wondering if the pilot really knows how to fly.

Chaplain: Well, now my friend, ----- relax. Please *do* relax.
We are all in the hands of our Creator.

Enlisted Man: I know that; but I feel terribly frightened.

Chaplain: He will not call for you until it is your time to die.

Enlisted Man: I know all that, but -----.

Chaplain: Now, my boy, there is no such thing as "But."

Enlisted Man: I know, I know, sir, but what happens if it is time for this pilot to die and
not mine?

Now you will hear the lines of the chaplain. Then you will hear a word or two of the lines of the enlisted man. To help you remember his words, finish the enlisted man's lines during the pauses. For example you will hear:

You're on your first flight, aren't you?

Right, _____.

You should say, "Right, and I'm very nervous."

Listen and complete the enlisted man's lines. Do not repeat the lines of the chaplain.
Repeat the correct responses when you hear *.

You're on your first flight, aren't you?

Right,

**

Right, and I'm very nervous.

*

I noticed that you seemed tense, and your color suddenly changed.

I'm wondering

**

I'm wondering if the pilot really knows how to fly.

*

Well, now my friend, ----- relax. Please do relax.

We are all in the hands of our Creator.

I know that;

**

I know that; but I feel terribly frightened.

*

He will not call for you until it is your time to die.

I know

**

I know all that, but-----

*

Now, my boy, there is no such thing as "But."

I know, I know, sir, but

**

I know, I know, sir, but what happens if it is time for the pilot to die and not mine?

*