

# AMERICAN LANGUAGE COURSE

**UNIT 2403**

## OUTLINE AND STUDY OBJECTIVES

**READING: HANDLING A MACHINE**

**PRONUNCIATION PRACTICE**

**TERMS OF DEGREE**

**NOTE-TAKING EXERCISE**

**CONVERSATION PRACTICE**

**DICTATION**

**PROVERBS AND WISE SAYINGS**

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## UNIT 2403

## READING

## HANDLING A MACHINE

The man who learns to *handle* (operate) a machine properly must start as a beginner, as a student, and progress gradually into an *efficient* (capable) operator.

In the early stages, the student will likely be *tense* (tight) and nervous. Naturally he will make mistakes. His movements will be awkward and sometimes unskilled. The controls are new to him. He has not had time or opportunity to develop the "feel" of the controls. However, after much practice, his feel develops and you will *observe* (notice) that he handles the machine with skill and ease.

In order to help a student learn to handle a machine *efficiently* (capably) and in reasonable time, the instructor explains many things to him. He *demonstrates to* (shows) the student how to perform the necessary operations. Also, the student is given written materials which will help him.

Both the instructor and the written matter *frequently* (often) use certain words or terms which give advice and caution to the student. These directions are often stated in the affirmative and sometimes in the negative.

There are some rules which *apply to* (are connected with) the handling of most complex machines. Many times the man who has learned to operate one smoothly can learn quickly to handle another one. Let's look at two types of drivers of an automobile. One of the men is a skilled operator, the other one is not.

Mr. Adams is *relaxed* (at ease) at the wheel. He controls his car smoothly and with ease. He starts the car moving slowly, and gradually accelerates to the desired speed. While driving in traffic, he selects the proper lane and usually stays in it. If it becomes necessary for him to stop, he begins the stop soon enough that he accomplishes it by a gentle pressure on the brakes. On the highway he *maintains* (keeps) a steady speed and gets there on time. He is a safe driver, a good operator.

Let's now look at Mr. Brown and his driving habits. Unlike Mr. Adams, Mr. Brown is not relaxed. He appears *tense*, or as we sometimes say — "tight." He starts the car with a *sudden*, (abrupt) *jerking* (quickly starting and stopping) movement. In traffic, he constantly cuts back and forth from lane to lane. He drives too close to the car ahead of him, and then it often becomes necessary to "slam" on the brakes. In making a turn, he often does it in a very abrupt manner. On the highway, he is a danger to life and property. He exceeds the speed limit. He shifts the car from one side of the road to the other in an *erratic* (irregular) manner. He is an unsafe driver, a poor operator.

### PRONUNCIATION PRACTICE

reLAXED  
SMOOTHly  
with ease  
SLOWly  
GRADually  
GENTle  
STEADy

tense  
SUDden  
JERKing  
back and forth  
slam  
abRUPT  
erRATic

Repeat these sentences after the instructor. Books closed.

1. Don't "fight the controls."
2. Make *smooth* corrections.
3. Rough or *erratic* use of the controls will cause the machine to react accordingly.
4. The first pilot made a *gentle* turn.
5. The second pilot made a *medium* turn.
6. The third pilot made a *sharp* turn.
7. The stick is held *lightly* with the fingers.
8. Do not *jerk* the wrench. Apply *constant* pressure instead.
9. *Gradually* increase the pressure on the brakes.
10. A good operator performs his work with skill and *ease*.
11. There was a *sudden* increase in pressure.
12. There was a pressure *surge*.

### TERMS OF DEGREE

There are many terms used to describe movement of persons and things. Notice the words used to express degree which is somewhere between the two extremes. Fill in the blanks with appropriate words.

Example:

*slowly* (average, moderate, normal) *fast*

The driver drove *slowly* into the intersection.

The driver drove into the intersection too *fast*.

The driver drove *at average speed* into the intersection.

1. He made an *abrupt* turn to the right.
2. He made a *slow* turn to the right.
3. He \_\_\_\_\_ *moderate* \_\_\_\_\_.
4. The driver applied *too little* pressure on the brakes.
5. The driver \_\_\_\_\_ *too much* \_\_\_\_\_.
6. The driver \_\_\_\_\_ *moderate* \_\_\_\_\_.
7. The maximum number of students per class is ten.
8. The minimum number \_\_\_\_\_ is four.
9. The (*average, normal*) \_\_\_\_\_ is seven.
10. The *maximum* take off load is 69,000 lb.
11. The *minimum* fuel need is 5,500 gallons.
12. Some aircraft have a *long range*.
13. Some aircraft \_\_\_\_\_ short range.
14. Some are of intermediate range.
15. The crew removed the engine in *minimum* time.
16. Another crew used *excessive* time to remove the engine.
17. The last crew removed the engine in *normal* time.
18. The mechanic *slowly* accelerated the engine.
19. The mechanic *abruptly* \_\_\_\_\_.
20. The mechanic *gradually* \_\_\_\_\_.

#### NOTE-TAKING EXERCISE

The instructor reads the following or similar description. Books closed. Students take notes. Students should give particular attention to such items as: *size* (length, width, depth, volume, etc.), *distances* (miles, feet, etc.), *speed* and *rate*, and any specific directions given which warn or caution the student.

## DESCRIPTION OF A PRIVATE AIRCRAFT

*Beech Aircraft Corporation Model 65 Queen Air*

Country of Origin: U.S.A.

Type: Six-seat utility transport

Power Plants: Two six-cylinder horizontally opposed, air-cooled engines.

Performance: Maximum speed 239 mph. Cruising speed 214 mph at 15,000 feet.  
Absolute ceiling 28,000 feet. Maximum range 1,500 miles.  
Initial climb rate, 1,300 feet per minute.

Dimensions: Wing span 45 feet 10½ inches, length 33 feet 4 inches.  
Height at rest 14 feet 2 inches; wing area 277 square feet.

## CONVERSATION PRACTICE

Instructor reads aloud or paraphrases one or more of the following paragraphs, repeating if necessary. Students listen with books closed. Students answer questions formed by classmates.

1. The student has to learn to handle a machine efficiently. In order to do so, he has to read study guides. And, of course, he has an instructor who is always ready to explain difficult things for him.

- a. How well does a student have to learn to handle machines?
- b. Why does he have to read study guides?
- c. Will the student have an instructor?
- d. What will the instructor do to help the student?

2. The driver was standing by his car. A city policeman was writing him a ticket for a traffic violation. This occurred about 2 p.m. on Friday just one block from an elementary school. Though the "School Zone" sign was easy to see, the man had driven his car at 35 miles per hour in a 20-mile zone. He was fined \$15.

- a. Where was the driver standing?
- b. Who was writing the ticket?
- c. How much was the fine?
- d. Where did this occur?
- e. What time was it?
- f. What was the maximum speed limit in the school zone?
- g. At what rate of speed was the man driving?

3. It was a very cold morning. The temperature was below freezing. The first thing the mechanic did was remove the ice from the windshield of the car. He knew that it was not safe to drive unless he could see properly. Then he got in the car and started the engine. Since the engine and oil were cold, the engine was not accelerated. After about five minutes, the man then drove off to work at the base.

- a. What did the man do first?
- b. What did the man do second?
- c. What did the man do last?
- d. What was the temperature?
- e. How long did the engine warm up?

Students reread the paragraphs at normal speed for fluency practice.

**DICTION** -- Books closed!

Any gas can be changed into a liquid. Air itself can be transformed into a liquid. It will look blue and it will be so cold that even the mercury in a thermometer will freeze solid if you hold it in the liquid.

Why do we reduce oxygen to its liquid form? One reason is that oxygen takes up much less space as a liquid than as a gas. We can store and transport it in a bottle and save space. Then, when we need oxygen, we reduce the pressure by opening the bottle. When the oxygen escapes, it becomes warmer and reverts to its gaseous state.

Knowledge of these characteristics of gases and liquids under pressure and at different temperatures is essential to the scientist. He applies this knowledge in many ways and makes it useful to mankind.

**PROVERBS AND WISE SAYINGS**

Students read and discuss literal and/or figurative meanings of the following.

1. A stitch in time saves nine.
2. It never rains, but it pours.
3. You can lead a horse to water, but you can't make it drink.
4. He has too many irons in the fire.

## TAPE 2403A

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Listen.

In learning to operate a machine, you must start as a beginner and progress gradually. At first, you will likely be tense and nervous. Naturally, you will make mistakes. You will probably make sudden and rough movements because the controls are new to you. However, after a lot of practice you will get the feel of the controls and make easy skillful movements.

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Listen.

Let's practice the pronunciation of some key expressions.

progress gradually \*

progress gradually \*

You must progress gradually. \*

tense and nervous \*

tense and nervous \*

You will likely be tense and nervous. \*

sudden and rough movements \*

sudden and rough movements \*

You will probably make sudden and rough movements. \*

easy, skillful movements \*

easy, skillful movements \*

Finally, you will make easy, skillful movements. \*

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Listen.

Listen to the following reading and be prepared to answer some questions. Answer the question when you hear \*\*, and repeat the answer when you hear \*. Do not repeat the questions. I say again, do not repeat the questions.

Mr. Adams is relaxed at the wheel of the car. He controls his car smoothly and easily. He starts slowly, and gradually accelerates to the desired speed. While driving in traffic, he selects the proper lane and usually stays in it. When he has to stop, he begins the stop soon enough to accomplish it by gentle pressure on the brakes. He maintains a steady speed on the highway and gets there on time. He is a safe driver, a good operator.

Give short and complete answers to the questions.

Who is the operator of the car? \*\*

Mr. Adams \*

Mr. Adams is the operator of the car. \*

Is he a safe or a dangerous driver?	**
a safe driver	*
He is a safe driver.	*
How does he accomplish a stop?	**
by gentle pressure on the brakes	*
He accomplishes a stop by gentle pressure on the brakes.	*
Does he select the wrong or the proper lane?	**
the proper lane	*
He selects the proper lane.	*
Is Mr. Adams tense and nervous?	**
No, he isn't.	*
He is relaxed at the wheel.	*
How does he accelerate?	**
gradually	*
He accelerates gradually.	*

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Listen.

Listen to the speaker and take notes. You will need paper and pencil now. Ask your instructor to review your notes for evaluation and suggested improvement if necessary.

Let's talk about Mr. Brown and his driving habits. Unlike Mr. Adams, Mr. Brown is not relaxed, instead he appears tense. Because he is uneasy, he starts the car with a sudden, jerking movement. In traffic, he constantly cuts back and forth from lane to lane. He drives too close to the car ahead of him and often has to slam on the brakes. In making a turn, he frequently does it in an abrupt manner. He exceeds the speed limit and is a danger to life and property on the highway. He is an unsafe driver, a poor operator.

\*\*\*\*\*

Listen and repeat.

Mr. Brown appears tense.	*
In other words, he seems tense.	*
Mr. Adams is relaxed at the wheel.	*
That is, he appears at ease.	*
Mr. Brown constantly cuts back and forth from lane to lane.	*
He continually shifts from lane to lane.	*
He stops the car suddenly.	*
That is, he slams on the brakes.	*
He should stop the car gradually.	*
Mr. Adams stops by applying gentle pressure on the brakes.	*
Mr. Adams is a safe driver, a good operator.	*
Mr. Brown is an unsafe driver, a poor operator.	*



abrupt turns	*	abrupt turns	*
sudden turns	*	sudden turns	*
Unskilled operators tend to make abrupt turns.			*
This means they tend to make sudden turns.			*
slow turns	*	slow turns	*
moderate turns	*	moderate turns	*
Skilled operators make slow or moderate turns.			*
A skilled operator turns neither too abruptly nor too slowly.			*
He makes moderate turns.			*

---

Listen.

You will need pencil and paper for a short dictation exercise. First you will write the final part of a sentence. Then you will write the complete sentence. You may correct your exercises during the playback.

\*\*\*\*\*

Listen and write.

a long range

Some aircraft have a long-range capability.

a short range

Some aircraft have a short-range capability.

of intermediate range

Some are of intermediate range.

in minimum time

They removed the engine in minimum time.

in normal time

They removed the engine in normal time.

\*\*\*\*\*

Listen and repeat.

Look at that driver.

He drives like a beginner.

See how he suddenly changes speed.

He's going to have an accident.

He'll get hit or hit someone driving like that.

Hope he has good brakes.

He'd better have his seat belt fastened.

He's getting too close to the car in front of him.

Suppose the other car had to make a sudden stop.

Boy! He is running a red light.

He got by with it that time.

But what a close call.

\*  
\*  
\*  
\*  
\*  
\*  
\*  
\*  
\*  
\*

## TAPE 2403B

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Listen.

Let's practice the use of some terms used to describe movement of things. Listen to the following.

In handling a machine, you don't fight the controls. Instead of making sudden, jerking movements, you should make gradual, smooth movements. Rough or erratic use of the controls will cause the machine to react accordingly. Remember! Take it easy. Easy does it.

\*\*\*\*\*

Listen and repeat.

Don't fight the controls.			*
Take it easy and the machine will react smoothly.			*
Remember! Always make smooth corrections.			*
Sudden, jerky movements will cause similar reactions.			*
Make gradual, smooth movements instead of sudden, jerky movements.			*
Take it easy. Easy does it.			*

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Listen.

Let's practice some expressions with some useful terms of degree.

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Listen and repeat.

abrupt	*	abrupt	*
an abrupt turn to the left			*
an abrupt turn to the left			*
He made an abrupt turn to the left.			*
He made an abrupt turn to the left.			*
abruptly	*	abruptly	*
abruptly to the left			*
abruptly to the left			*
He turned abruptly to the left.			*
He turned abruptly to the left.			*
slow	*	slow	*
a slow turn to the right			*
a slow turn to the right			*
Then the driver made a slow turn to the right.			*
Then the driver made a slow turn to the right.			*

slowly	*	slowly	*
slowly to the left			*
slowly to the left			*
That's fine. Now turn slowly to the left.			*
That's fine. Now turn slowly to the left.			*
You made a nice, slow turn to the right.			*
Now turn slowly to the left.			*

moderate	*	moderate	*
a moderate turn to the right			*
a moderate turn to the right			*
Practice making a moderate turn to the right.			*
Practice making a moderate turn to the right.			*

moderately fast	*	moderately fast	*
a moderately fast turn			*
a moderately fast turn			*
Did you say he made a very fast turn?			*
No, I said he made a moderately fast turn.			*
No, I said he made a moderately fast turn.			*

He turned moderately fast.			*
He turned moderately fast.			*

---

Let's practice the terms maximum, minimum, and average.

the maximum	*	the maximum	*
the maximum number of students in my class			*
the maximum number of students in my class			*
Ten was the maximum number of students in my class.			*
Ten was the maximum number of students in my class.			*

the minimum	*	the minimum	*
the minimum number of students in my class			*
the minimum number of students in my class			*
Four was the minimum number of students in my class.			*
Four was the minimum number of students in my class.			*

the average	*	the average	*
the average number of students in my class			*
the average number of students in my class			*
Seven was the average number of students in my class.			*
Seven was the average number of students in my class.			*

---

Listen.

Remember the following sentences. Answer when you hear \*\*.

\*\*\*\*\*

The average number of students in my class was seven. \*

The minimum number of students in my class was four. \*

The maximum number of students in my class was ten. \*

What was the maximum number of students in your class? \*\*

The maximum number was ten. \*

What was the minimum number of students? \*\*

The minimum number of students was four. \*

What was the average number of students in your class? \*\*

The average number was seven. \*

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Listen.

Some aircraft can fly long distances without refueling. They have ranges of several hundred miles. Others can fly considerable distances, but have to stop for refueling. These aircraft are of intermediate range. Then some are capable of flying only short distances without being refueled. Such aircraft are of short range.

\*\*\*\*\*

Listen and repeat.

Some aircraft fly long distances without refueling. \*

They have a long range. \*

Other aircraft cannot fly as far as the long range ones. \*

They have a short range. \*

And some aircraft have to make frequent stops to refuel. \*

These are of intermediate range. \*

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Let's listen to a short intonation exercise and then practice the expressions.

(1st speaker) The captain flew the old plane.

(2nd speaker) I'm sorry, I didn't understand what you said.

(1st speaker) I said, the captain flew the old plane.

(2nd speaker) He flew what?

(1st speaker) He flew the old plane.

(2nd speaker) Did you say he flew the old plane or he knew the old plane?

(1st speaker) I said, he flew the old plane.

(2nd speaker) Who flew the old plane? The captain flew the old plane.

\*\*\*\*\*

Listen and answer.

What did the captain fly? \*\*

He flew the old plane.

Did you say he flew or knew the old plane? \*\*

I said he flew the old plane.

Who flew the old plane? \*\*

The captain flew the old plane.