

003441



ENGLISH ALFA



Acknowledgments

Grateful acknowledgment is given to those who helped make this edition a reality.

General Editor

Kenton Sutherland
Cañada College

Consultant

Elizabeth Bellavance
Framingham State College

Reviewer

Fraida Dubin
University of Southern California

Other Contributors

Diana Chase
Center for American Language Studies
University of California, Santa Cruz

Edith Hehr
Cañada College

Eve Daniels
Skyline College

Anita Reiner
University of Massachusetts

Daphne Mackey
Boston University

Olivia Gould
Susan McGinn

All illustrations by Bill Ogden
Cover photo by Milton Feinberg, Stock Boston

Copyright © 1980 by Houghton Mifflin Company

This textbook is based on the textbook series ENGLISH G and ENGLISH H with copyrights © 1972 through 1978 by CVK — Cornelsen-Velhagen & Klasing GmbH & Co., Verlag für Lehrmedien KG, Berlin.

All rights reserved. No part of this work may be reproduced or transmitted in any form by any means, electronic or mechanical, including photocopying and recording, or by any information storage or retrieval system, without permission in writing from the publisher.

Houghton Mifflin Company
One Beacon Street
Boston, MA 02107

ISBN 0-395-28543-7
Printed in the United States of America

Introduction

i

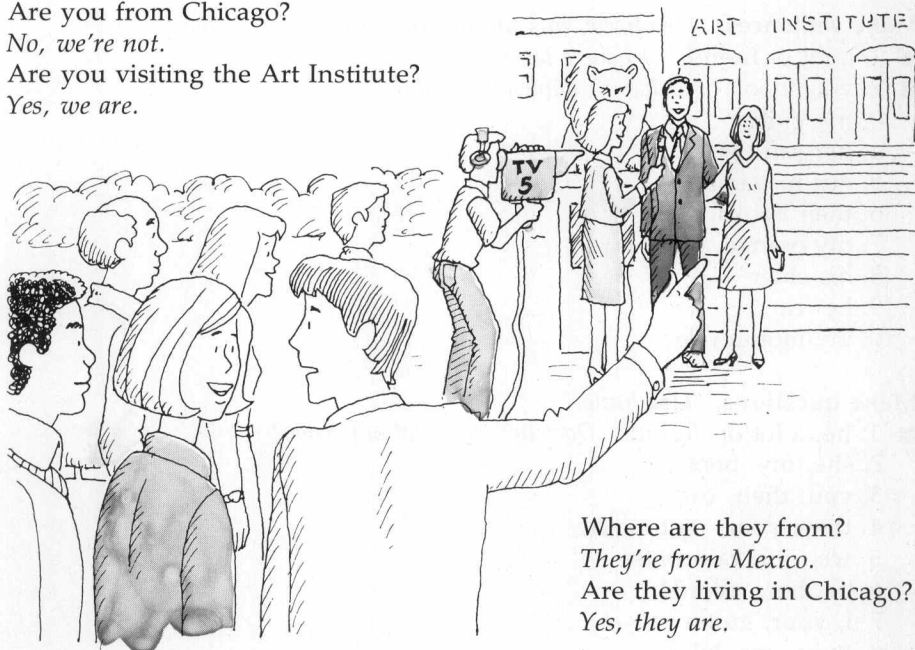
I'm (am) He / She / It's (is) We / You / They're (are)	I'm not (am not) He / She / It isn't (is not, 's not) We / You / They aren't (are not, 're not)
Am I . . . ? Is he / she / it . . . ? Are we / you / they . . . ?	Yes (No), I am ('m not) Yes (No), he / she / it is(n't) Yes (No), we / you / they are(n't)

Are you from Chicago?

No, we're not.

Are you visiting the Art Institute?

Yes, we are.



Where are they from?

They're from Mexico.

Are they living in Chicago?

Yes, they are.

Answer the questions.

- 1. Are you a student? *Yes, I am* or *No, I'm not.*
- 2. Are you in the classroom?
- 3. Are you a teacher?
- 4. Are you from the United States?
- 5. Are you from . . . ?

Make sentences or questions. Use *I, you, he, she, we, or they.*

- 1. going, store *I'm going to the store.*
- 2. watching, TV *Is he watching TV?*
- 3. living, Chicago
- 4. visiting, Coopers
- 5. swimming, lake

Introduction

ii

I / You have... He / She has... We / You / They have...	I / You don't (do not) have... He / She doesn't (does not) have... We / You / They don't (do not) have...
Do I have...? Does he / she have...? Do we / you / they have...?	Yes (No), I do(n't). Yes (No), he / she does(n't). Yes (No), we / you / they do(n't).

Make sentences. Use *have, has, don't have, or doesn't have*.

- 1. a lot of friends *I have a lot of friends.*
- 2. your book *He doesn't have your book.*
- 3. my guitar
- 4. her sandwich
- 5. our magazine
- 6. their books
- 7. my orange
- 8. his chair
- 9. her car
- 10. my motorcycle

Make questions. Use *have*.

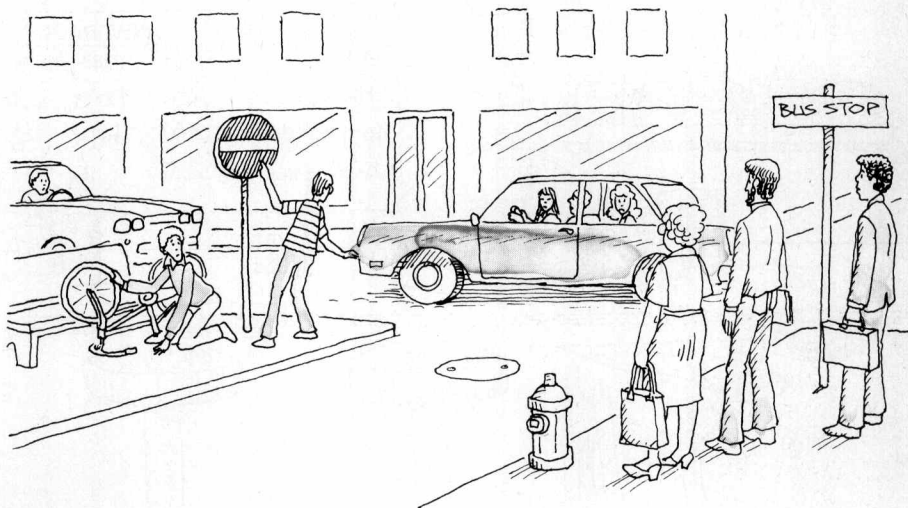
- 1. he, a lot of, friends *Does he have a lot of friends?*
- 2. she, my, book
- 3. you, their, car
- 4. they, your, motorcycle
- 5. we, our, raincoats
- 6. he, her, records
- 7. I, your, guitar
- 8. they, our, bikes
- 9. we, your, magazines

Complete the sentences.

- 1. Do you have a car? *No, I don't.*
- 2. Does Mr. Cooper have a car? *Yes, ____.*
- 3. ____ Peter Cooper have a bike? *Yes, ____.*
- 4. ____ Peter Cooper have a brother? *Yes, ____.*
- 5. ____ Peter and Tom Cooper have a sister? *Yes, ____.*
- 6. ____ Betty have three brothers? *No, ____.*
- 7. ____ Betty have a car? *No, ____.*
- 8. ____ the Coopers have a lot of friends? *Yes, ____.*
- 9. ____ Peter ____ a job? *No, ____.*
- 10. ____ Tom ____ a job? *Yes, ____.*

Introduction

iii



Linda Lee and Betty Cooper are learning to drive a car. They are taking a test. Linda is driving and Betty is watching.

Peter Cooper's bike is broken. His brother Tom is fixing the bike.

Complete the questions.

- 1. ____ learning to drive? *Linda and Betty are.* Who's
2. ____ driving now? *Linda is.*
3. ____ taking a test? *Linda and Betty are.*
4. ____ bike is broken? *Peter's bike.*
5. ____ fixing the bike? *Tom is.*
6. ____ color is the bike? *It's brown.*
7. ____ the bike? *It's in front of the bench.*
8. ____ the bus stop? *At the corner.*

Talk to a classmate. Use some of these sentences.

Hi! What's your name?

How are you?

Where are you from?

Nice to meet you.

What are you studying?

Where are you studying English?

What are you doing now?

What do you have to do after class?

Do you have to go to work?

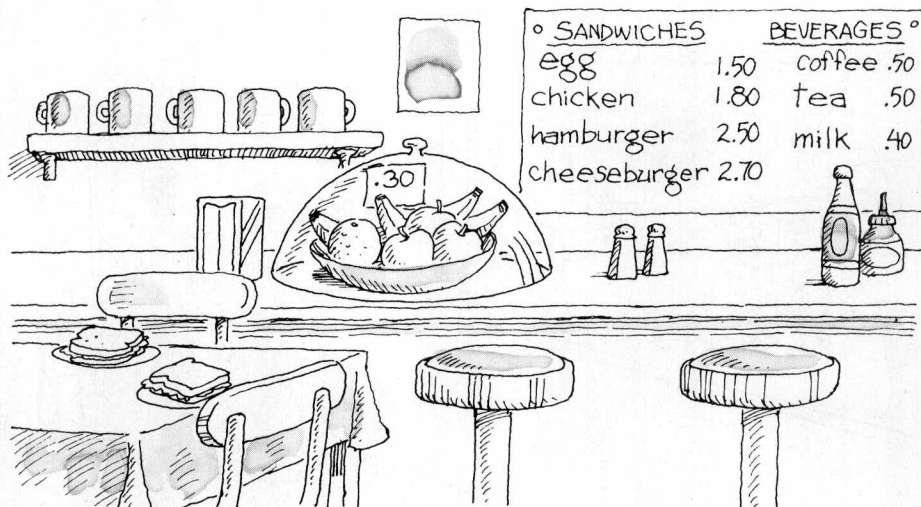
What do you have to do tonight?

Do you have to study?

(Introduction) iii

Introduction

iv



Complete and answer the questions.

- 1. How many cups are there? *There are five.*
- 2. How many apples are there?
- 3. How many oranges are there?
- 4. How many sandwiches are there?
- 5. How many bananas are there?
- 6. Is there an orange in the bowl? *Yes, there is.*
- 7. Are there cookies on the table?
- 8. ____ cups on the shelf?
- 9. ____ sandwiches on the table?
- 10. ____ a banana on the shelf?

Complete and answer the questions. Use *How much is | are, They're | It's*.

- 1. How much is a chicken sandwich? *It's one-eighty.*
- 2. ____ bananas?
- 3. ____ a cup of coffee?
- 4. ____ egg sandwich?
- 5. ____ milk?

Make and answer questions about your classroom.

- | | |
|------------------------------|---------------------|
| How many chairs are there? | <i>There are...</i> |
| How many teachers are there? | <i>There's one.</i> |
| How many students... ? | <i>There are...</i> |
| How many desks... ? | |
| How many... ? | |

Introduction

V



JOHN COOPER: Jane, I can't find my keys.

JANE COOPER: Are they in the living room on the table?

JOHN: No, they aren't.

JANE: Are you sure? Look again.

JOHN: Can you help find my keys? I have to have those keys.

JANE: No, I'm sorry. I can't help now. I have to go. I'm late for work.
Look on the desk.

JOHN: Let's see. Wait! Here they are. They're in my coat!

Answer the questions.

- 1. What does John have to have? *He has to have his keys.*
- 2. Can John find his keys on the table?
- 3. Can Jane help John find his keys?
- 4. What does Jane have to do?
- 5. Does he find his keys on the desk?
- 6. Where are John's keys?

Make sentences. Use *but*, *can't*.

- 1. I can ride a bike. (motorcycle)
I can ride a bike, but I can't ride a motorcycle.
- 2. Mr. Cooper can drive a car. (bus)
- 3. Betty can write in Spanish. (Chinese)
- 4. They can play soccer. (baseball)

Introduction



HELEN: Let's study, Betty.

BETTY: No, let's not.

HELEN: Well, let's go to a movie.

BETTY: No, let's not. Let's go shopping.

HELEN: No, let's go shopping tomorrow. Let's go swimming today.

BETTY: Swimming? That's a great idea. Let's go.

Exchange suggestions with a classmate.

Let's go to the beach.

No, let's not. Let's study.

No, let's not. Let's....

No, let's not. Let's....

Let's....

O.K. That's a good idea.

Invite your classmate to your house. Your classmate has to refuse.

Can you come to my house? *I'm sorry. I can't. I have to....*

Invite your classmate again.

Can you go to lunch?

No, I'm really sorry. I have to....

Can you visit...?

O.K. When?

Can you go tomorrow?

Sure.

Ask a classmate for directions to a beach, a good restaurant, a shoe store, the post office, or a friend's house.

Excuse me, where's...?

I'm sorry. I can't tell you.

Where's the...?

It's.... Go straight for three blocks.

Turn.... Go...for....

Introduction

vii



Beth and Bill Baker are at the restaurant.

BETH: Look! There's Tom's band. They're playing some great music.

BILL: Yes, they're really good. Let's buy Tom's record today.

BETH: Good idea. Mrs. Martino has Tom's records in her store.

BILL: Let's have some lunch first.

BETH: O.K. How about a cheese sandwich and some coffee?

BILL: O.K. Here's the waiter now.

WAITER: Hello.

BILL: Do you have any soup today?

WAITER: Yes, we have vegetable soup and chicken soup.

BILL: Chicken soup, please. Beth, do you want any soup?

BETH: No thanks. Just a cheese sandwich and coffee.

Complete the sentences and answer the questions.

- 1. Tom's band is playing ____ great music. *some*
- 2. Is Bill having ____ vegetable soup?
- 3. Beth's having ____ coffee and a cheese sandwich.
- 4. Is Beth having ____ soup?

You and your classmate are in a restaurant. Give your order and ask for the check.

Some soup and a sandwich, please.

A chicken dinner with...

Today's special.

Can we have our check, please?

How much is...?

What's the total?

Contents

Introduction	i-vii	Communication review: accepting and refusing invitations, asking for and giving directions, making plans and suggestions, ordering food in a restaurant. Grammar review: questions with <i>who, whose, what, where, how much / many</i> — simple present of <i>be, have</i> — there is / are — go + -ing — present progressive — can, have to — possessive adjectives — some, any — Let's
UNIT ONE	2	Communication expressing agreement or disagreement, obtaining information, discussing a diagram Grammar Why...? — simple present (not third person singular) — nouns (plural of the possessive form) — personal pronouns (object form) — verbs (with and without objects), gerunds as objects — word formation (compounds) — word order (time phrases) — between, next to Reading comprehension (noting important details, understanding that a pronoun may refer to a noun) — reference and study (getting information from diagrams)
UNIT TWO	12	Communication making introductions, asking for information, discussing superstitions Grammar Why must...? — simple present (third person singular) — must — nouns (-ies for plural) — infinitives as objects — on (for directions) Reading comprehension (noting important details, using punctuation marks) — decoding (using words unfamiliar in form)
UNIT THREE	22	Communication celebrating a birthday, establishing the date, standing in line, writing a personal letter Grammar the date — When...? — in, on (with dates), without — word order (time phrases: next) — prefix <i>un-</i> Reading comprehension (noting important details, getting word meanings) reference and study (getting information from tables)
UNIT FOUR	32	Communication making excuses, telling time Grammar How can...? What time is it? — simple present (to express future time: <i>They leave at... .; say, tell</i>) — it as expletive — usually, only — prepositions (to express time) Reading comprehension (noting important details)

UNIT FIVE	42	<p>Communication talking about do's and don't's, explaining a machine, interviewing a star</p> <p>Grammar simple present with <i>don't</i> — present progressive with <i>aren't</i> — of (with words of quantity) — simple and compound sentences — prefixes <i>in-</i> and <i>tri-</i></p> <p>Reading comprehension (getting word meanings)</p>
UNIT SIX	52	<p>Communication talking about likes and dislikes, comparing likes and dislikes, making plans</p> <p>Grammar simple present with <i>doesn't</i> — present progressive (to express future action) — ellipses</p> <p>Reading comprehension (noting important details, using punctuation marks) — reference and study (getting information from charts)</p>
UNIT SEVEN	62	<p>Communication refusing an invitation, making a schedule, talking with new friends</p> <p>Grammar tag questions with <i>doesn't</i> and <i>don't</i> — word order (subject, verb, object, place, time); exact time, general time — punctuation</p> <p>Reading comprehension (getting word meanings, noting important details, using punctuation marks)</p>
UNIT EIGHT	72	<p>Communication finding out the truth, telling the news</p> <p>Grammar tag questions with <i>isn't</i>, <i>aren't</i>, <i>can't</i> — often, sometimes — word order (adverbs of frequency)</p> <p>Reading comprehension (noting important details, drawing conclusions and making inferences)</p>
UNIT NINE	82	<p>Communication telling what you want to do, making predictions, predicting the action</p> <p>Grammar anybody, somebody, anything, something — going to (for future action) — prefix <i>bi-</i></p> <p>Reading comprehension (getting word meanings, pre-reading to predict content)</p>
UNIT TEN	92	<p>Communication expressing possibilities, indicating ownership, giving instructions</p> <p>Grammar simple present (giving instructions) — may — possessive pronouns — punctuation — prefix <i>inter-</i></p> <p>Reading comprehension (noting correct sequence, understanding that an adverb may refer to a word or phrase)</p>

UNIT ELEVEN	102	<p>Communication giving information, asking and giving directions, interpreting traffic signs</p> <p>Grammar Which...is / are... ? — one, ones — comparison with adjectives: <i>-er, -est</i>; more, most</p> <p>Reading comprehension (drawing conclusions and making inferences)</p>
UNIT TWELVE	112	<p>Communication expressing opinions, getting help</p> <p>Grammar infinitives and gerunds as subjects — comparisons with nouns: more, most; with adjectives: as...as; with pronouns; with irregular adjectives</p> <p>Reading comprehension (getting meanings of phrases and special expressions)</p>
UNIT THIRTEEN	122	<p>Communication giving information, writing a personal letter, guessing who was there</p> <p>Grammar simple past (regular and irregular)</p> <p>Reading comprehension (completing a paragraph, using words unfamiliar in form)</p>
Other Materials		
	132	Book Test
	138	Key Sentences
	140	English Sounds
	141	English Words Index
	146	Grammar and Reading Index

ENGLISH ALFA

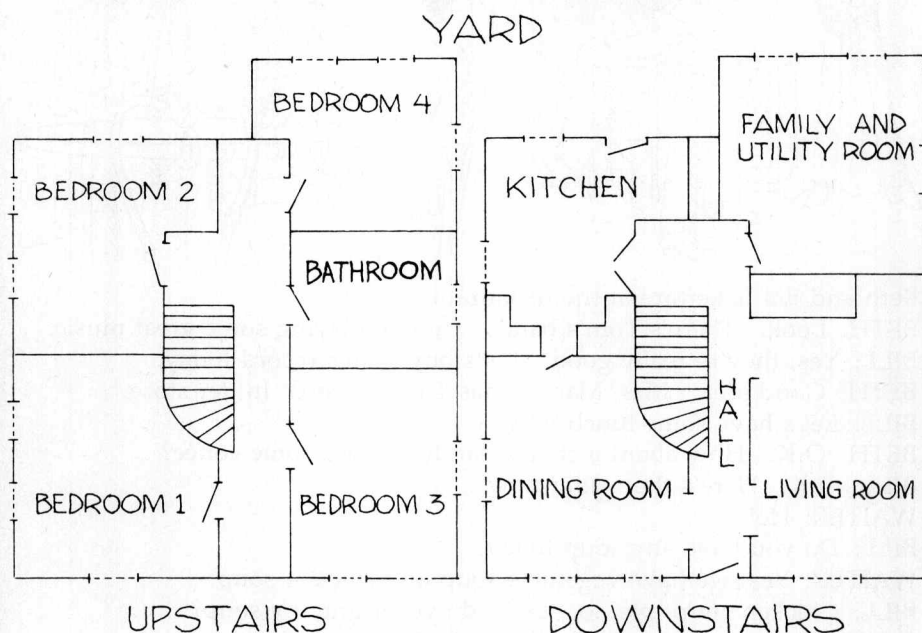
Houghton Mifflin Company • Boston

Unit One

1.1

A. What's that next to the house?

Roger Smith and Tom Cooper are architecture students. They're studying at the Coopers' house right now. Tom is showing a blueprint. Roger is asking Tom questions about the drawing.



ROGER: Where's your bedroom, Tom?

TOM: It's upstairs, next to Betty's.

ROGER: Is it above the living room?

TOM: No, it's right here above the dining room.

ROGER: And where's your parents' bedroom?

TOM: Here next to the bathroom.

ROGER: Is their room above the hall?

TOM: No, above the living room.

ROGER: Is Peter's room next to your parents' room?

TOM: No, it's here next to the bathroom.

It's right above the family room.

ROGER: Then the bathroom is between Peter's room
and your parents' room?

TOM: That's right. Here it is.

ROGER: Tom, what a good floor plan!

Complete the sentences.

- 1. Where are Roger and Tom? *They're at Tom's house. / At Tom's house.*
- 2. Where is Tom's bedroom? *It's upstairs, _____ Betty's.*
- 3. Where is his parents' bedroom? _____ *the living room.*
- 4. Where is the bathroom? _____ *room and his parents' room.*

B. This is the Coopers' house.

This is the Coopers' house.

Tom has some blueprints of the house. These are Tom's blueprints.

Complete the sentences. Use Tom's blueprints.

- 1. BETTY: These are my _____ bedrooms. *brothers'*
One is _____; the other is _____. *Peter's; Tom's*
- 2. TOM: This is my _____ bedroom.
It's above the living room.
- 3. ROGER: Where's your _____ bedroom?
TOM: It's above the _____.
- 4. ROGER: Where's _____ bedroom?
TOM: It's above the family room.
- 5. Where's the _____ yard?
_____.

C. There are twenty-one notebooks in the shopping bag.

foot + ball: *football*

record + player: *record player*

window + shop: *window-shop*

Make the compounds.

- | | | |
|--------------------|-------------------|-------------------|
| ■ 1. black + board | <i>blackboard</i> | 9. birth + day |
| 2. living + room | | 10. ice + cream |
| 3. head + ache | | 11. bed + room |
| 4. news + paper | | 12. blue + print |
| 5. tape + recorder | | 13. photo + album |
| 6. twenty + two | | 14. motor + cycle |
| 7. base + ball | | 15. book + case |
| 8. note + book | | 16. bath + room |

Let's Talk

Who's sitting next to you?

Look all over the room. Then ask a classmate:

Who is sitting next to you?

What's above you?

What's under your chair?

Who's between you and the teacher?

Where's your desk?

Where's the door?

What's next to you?

A. I like music. How about you?

ROGER: I have a lot of records. How about you, Tom?

TOM: Oh, sure, I have a lot of records, too. I like music a lot.

PETER: We all like music. Let's listen to your stereo, Tom.

TOM: Sure. Listen to this record.

ROGER: And you have a lot of sports magazines in your living room.

BETTY: Well, we like sports. How about you, Roger?

ROGER: Of course I do. Say, look! Your parents' bedroom door is shut.

TOM: Yes, they don't like noise.

Complete the sentences.

- 1. PETER: I like sports magazines. How about you?

ROGER: ____ sports magazines, too. *I like*

2. ROGER: Tom and I like architecture.

And ____ music, too.

3. ROGER: Your parents don't ____ noise, Peter.

PETER: No, they don't. ____ a quiet house.

4. PETER: Betty and I ____ music.

____ noise, too.

5. They all like sports. How ____ you? *I ____.*

B. Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
jogging	basketball	table tennis	tennis	swimming	jogging	bicycling

Betty's friend Helen Wilson is a good athlete. She's talking with a newspaper reporter from school. She's giving the reporter her schedule.

HELEN: This is my week. I run on Sunday. I play ...

Complete the sentences.

- 1. REPORTER: Let's see. You run _____. Right? *on Sunday*

2. HELEN: Yes, that's right.

3. REPORTER: You play basketball on _____.

4. HELEN: Yes, I play _____ on Monday.

5. REPORTER: On _____ you play table tennis.

6. HELEN: Yes, _____ on Tuesday.

7. REPORTER: On _____, you play tennis outside.

8. HELEN: That's _____.

9. REPORTER: You swim on _____. You _____.

You ride your _____.

10. HELEN: Yes, that's right. That's my _____.

C. The Coopers like music and sports.

It's Sunday morning. Tom, Betty, and Peter are waking up. They're making a schedule for the week. They like music and sports. They like listening to records and playing tennis. Can they agree on a schedule?

MUSIC: singing, practicing, cleaning instruments, making tapes, listening to records, playing in Tom's band, buying music.

SPORTS: jogging, swimming, playing soccer, riding bicycles, throwing a football, playing baseball, playing tennis

Complete the schedule. Answers vary.

- 1. They like _____ and _____ on Friday. *buying music; making tapes*
- 2. _____ on Monday.
- 3. On Tuesday _____ and _____.
- 4. On _____.

D. Why not?

BETTY: Tom, let's go to the movies.

TOM: No, I can't.

BETTY: Why not?

Why can't you go?

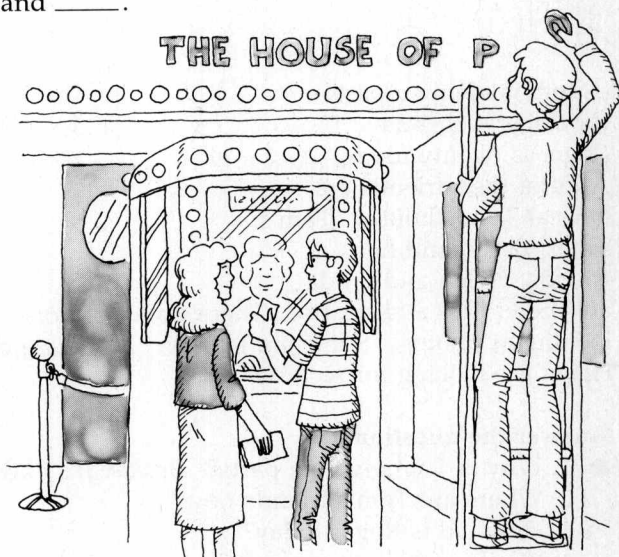
TOM: Because I have to study.

BETTY: Peter, let's go to the movies.

PETER: The movies?

Sure, why not?

I love movies!



Complete the dialogues.

- 1. Let's go shopping.
No, _____. *let's not*
_____ not? *Why*
Because I want to study.
- 2. _____ shopping.
Sure, _____?
- 3. _____ make a floor plan.
_____, why not?
- 4. _____ tennis.
No, I _____.

_____.

Let's Talk

Do you agree or disagree?

What are three things you like?

Tell your classmate. He or she can agree or disagree.

I like ice cream.

I do, too. (I don't.)

I like...

Me, too! (Not me!)