

New Perspectives

Yorkey
Barrutia
Chamot
Diaz
Goldman
Gonzalez
Henderson
Ney
Woolf

INTERMEDIATE
ENGLISH

1

New Perspectives

INTERMEDIATE
ENGLISH 1

RICHARD C. YORKEY
RICHARD BARRUTIA
ANNA UHL CHAMOT
ISOBEL RAINEY de DIAZ
LORRAINE J. GOLDMAN
JOAN B. GONZALEZ
ROBERT T. HENDERSON
JAMES W. NEY
WILLIAM L. WOOLF

HEINLE & HEINLE PUBLISHERS, INC.
Boston, Massachusetts 02210 U.S.A.

Production Manager: Erek Smith
Developmental Editor: Jean N. Dale
Production Editor: Margaret Fletcher Grant
Cover and Text Design: Rafael Millán
Cover Photograph: *Hang Gliding*, Hans
Wendler/The Image Bank
Illustrations: Karen Milone

We wish to acknowledge the editorial contributions of Margaret Alper, Patricia Byrd, John Verrilli, Bruce Bartlett, Catherine Sadow, Cheryl Pavlik and James Weaver.

We wish to thank the following for providing us with photographs: The Bettman Archives, page 118; The Boston Celtics, 5, 44; Mimi Forsyth/Monkmeyer Press Photo Service, 53, 163; Hazel Hankin/Stock, Boston, 35; David Kupferschmid, 37; Peter Menzel/Stock, Boston, 139, 169; Rafael Millán, 1, 3, 21, 33, 60, 61, 68, 84, 86, 111, 112, 117, 121; NASA/Monkmeyer Press Photo Service, 152; Jack Prelutsky/Stock, Boston, 141; Hugh Rogers/Monkmeyer Press Photo Service, 132; Dave Schaefer/The Picture Cube, 105; Mark A. Wiklund, 165.

We also wish to thank the National Association of the Deaf, 814 Thayer Ave., Silver Springs, Maryland for permission to reproduce The Manual Alphabet (© NAD, 1973), 113.

Heinle & Heinle Publishers, Inc.
286 Congress Street
Boston, Massachusetts 02210
U.S.A.

NEW PERSPECTIVES, Intermediate English 1,
Second Edition

Copyright © 1985
by Heinle & Heinle Publishers, Inc. under the
Universal Copyright Convention,
International Copyright Convention
and Pan-American Copyright Convention.

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission in writing from the publisher. Previously published as *Intercom: English for International Communication*, Copyright 1978

Manufactured in the United States of America.

ISBN 0-8384-1303-X

10 9 8 7 6 5 4 3 2 1

Introduction

New Perspectives is a two-volume course at the intermediate level for adult and secondary students of English as a Second Language. It extends the four books of the *New Intercom* program to form a basal series of six books. It may also be used following any other basic series.

New Perspectives moves into a wide area of topical interests for these more experienced learners. While *New Intercom* dealt with everyday situations in the lives of a multi-cultural cast of characters in an on-going story line, this intermediate level is based on such topics as career planning and the world of work, leisure-time choices, cross-cultural awareness and a number of more academically oriented subjects. The entire program is developed from a carefully graded structural syllabus in a spiraled approach to language learning with regular reinforcement, expansion and review. This approach promotes the gradual and secure development of listening, speaking, reading and writing skills.

The student books are complemented by optional supplementary materials which enrich the total English program. The *Workbooks* reinforce grammar and vocabulary, and in this intermediate course, extend language learning beyond the level of classroom work. The *Cassettes* provide listening comprehension and pronunciation practice. The *Cassettes* also demand more of the students in that they are asked to deal with material that is not included in the student text. The total program is challenging.

The *Teacher's Editions* are indispensable tools for the program. A wide column of sidenotes accompanies the student pages, with complete guides for effectively presenting the material in the students' books. They include: instructional objectives for each unit, detailed teaching notes on grammar and usage, suggested procedures, and answers for the exercises. In addition, the *Teacher's Editions* feature: extensive expansion activities, achievement tests, and *Workbook* answer keys.

The Rationale

Communicative competence is the primary goal of the *New Perspectives* course. At this level of English language learning, students are dealing with complex clausal structures. These, combined with the subtleties of modals, require students to understand not just objective meaning but the total message implied by tone of voice and body language. Students will constantly engage in interactions which develop that sensitivity.

This program is developmental—increasingly complex language ability is attained over time through countless real-life experiences. These experiences are provided through regular reentry of previously practiced forms and constant expansion of known forms within larger contexts. Mastery of any form is not expected after initial use.

Greatest progress will be achieved if class time is planned to allow students maximum opportunity to actively participate in pair or small-group work. Stu-

dents will become proficient in English much more rapidly through the exchange of real information in real-life situations. Teachers and students are encouraged to use every opportunity in interactions and communicative activities to express true opinions, feelings and values.

Ample practice is needed to acquire facility with the many devices used in English discourse to encourage continued conversation, to politely discourage it, to stall for time while planning what one is going to say next, etc. There are countless ways that Americans do this, and students will need to be aware of these signals when they hear them, and learn to produce them.

Grammatical explanations are brief. All grammar and grammar review exercises are cross-referenced to the Summary sections. At this level, students generally want the support of explicit grammar. For programs in which attention to grammar is inappropriate, it may be omitted. The exercise material is self-sufficient.

The grammatical structure progression is carefully correlated with the functional objectives of the course. Natural language is the first consideration, yet sequencing of grammatical structures moves from simple to complex in a traditional progression. Students are not overwhelmed—they are guided at a reasonable pace toward proficiency.

Organization of the text

Each of the two books of the *New Perspectives* course has ten units. Unit 1 of *Book 1* consists of 5 Review Lessons. A rapid review of tenses and such structures as modals, comparatives, and superlatives enables teachers to evaluate their students' level of proficiency as they begin this intermediate course. Students will be encouraged by their awareness of

how much they already know and by the many situations in which they can function successfully in English.

The last unit of *Book 2* is intended to be a finale unit with primary emphasis on practicing the new forms in a variety of communicative activities. No new grammatical structures are introduced. Students may concentrate on communicating while teachers can unobtrusively evaluate proficiency with the many new structures and functions introduced in the course.

The three Summary review sections in each book consist of grammar summaries in the form of substitution tables, offering a visual component to the grammatical explanations of all new forms. The communicative goals for the units leading up to the Summary review sections are contextualized in examples.

Achievement tests (provided in the *Teacher's Editions*) are produced in the format of standardized tests of the type students will encounter in all academic and most work situations. Each test consists of three parts and is similar to the TOEFL (Test of English as a Foreign Language, Educational Testing Service, Princeton, NJ 08541, U.S.A.). The tests evaluate Listening Comprehension, Grammar and Structure, and Vocabulary and Reading.

Each unit begins with a thematic introduction in the form of a dialogue or reading. These Unit Openers are intended to motivate learning through the appropriate use of natural language in the dialogues, and to challenge students with the high interest of the more academic readings. Following each Unit Opener are a variety of exercises that engage students in lively practice of new grammatical forms and communicative functions.

Focus on Grammar

The specific grammatical structure is identified in the blue color band and cross-referenced to the appropriate chart in the Summary review section. A brief explanation of the grammar rule or a clarifying presentation precedes the model sentences which illustrate the form. Students generally find it helpful to have an intellectual understanding of grammar at this higher level of language learning.

Vocabulary in Context

Students develop skill in using contextual clues to determine the meaning of lexical items which appeared in the Unit Opener. These cloze exercises are in narrative or dialogue format.

Vocabulary Lists

A selected list of words and expressions appears at the end of each unit for identification of vocabulary actively used in the exercises. A considerable number of these lexical items are new forms of known words.

By turning to the unit vocabulary list, the student can see at a glance the main features of the unit—which new words are introduced, and which new and useful expressions the unit contains. The unit vocabulary list is, in short, a useful teaching tool for the teacher and a valuable learning aid for the student.

New Expressions: Phrasal Verbs/Idioms

Two- and three-word verbs appear in New Expressions in Book 1, and an exercise strand on idioms in Book 2. Students will enjoy learning these; they will realize that their English is becoming much more natural.

Practice

These exercises provide practice in using the structures presented in Focus on Grammar. The purpose of these exercises is for students to use the new structures in a controlled situation until the structures are clearly understood. When students are comfortable with the pattern they are able to use it to express their own ideas. As soon as this is apparent, students move on to the Interact exercise.

Interact

Interact exercises are designed to elicit the newly acquired structure presented in the previous Focus on Grammar, but taking the experience one step beyond the controlled production of the Practice exercises. Students will use the new structure as they talk about their own needs, interests and experiences, always giving true information and expressing true opinions. These exercises can be most effectively done in pairs or in small groups.

A large proportion of the Interact exercises have a special feature in the concomitant presentation of discourse devices, which include the gambits, forms of hesitation, approval/disapproval, etc., so very common in everyday conversation. Some more formal ones, more appropriate to the academic environment, regularly appear as well. Students will enjoy learning these because their speech will begin to seem much more natural. The subtle signals which many of the discourse devices project are important for accurate understanding of the message being sent by an American English speaker.

Students will find the Interact exercises interesting because the content is usually personally directed. If they concentrate on the message rather than on the form, the form will come with experience over a little time. A relaxed classroom atmosphere, with students doing a lot of talking while teachers observe and provide help only when requested, makes an enormous amount of difference in student progress.

Get Together

These communicative activities are intended to provide an opportunity for students to talk together about sometimes serious, sometimes humorous subjects, free of constraints. Some activities are games. All contribute to developing the art of conversation and discussion as the students get to know each other and feel more comfortable speaking English.

Students have the opportunity to use everything they have learned as they deliver or receive a total message. Students are encouraged to use body language—to express themselves in a manner that is culturally appropriate to American English speakers. Students will have the greatest opportunity to develop fluency if they engage in these communicative activities with total attention to the content of what they want to say. Countless real-life experiences are required before language flows easily, and the best way to develop proficiency is to talk about one's own needs, interests, opinions and feelings in the security of this classroom situation. It is just a small step to free and fluent speech outside the classroom.

Listening

All exercises marked with the headset symbol are recorded on cassette tapes. Unit Openers are extended beyond the printed text to challenge students with additional material. (The *Teacher's Edition* contains the tapescript for the Listening exercises.)

An exercise follows the Listening text on the cassette tapes, called Now You're on Your Own. It challenges the students with material not included in the text. Instructions for its use are in the teacher's notes.

Pronunciation

Short exercises focus on particular phonological characteristics of English, with contrast of typically confusing sounds.

Reading

These readings are based on the theme of the unit. The primary purpose is global comprehension—reading for meaning and information. Comprehension questions include inference questions which require students to combine language and logic in forming their answers, and students will discuss the content in the light of their own values and opinions.

Writing

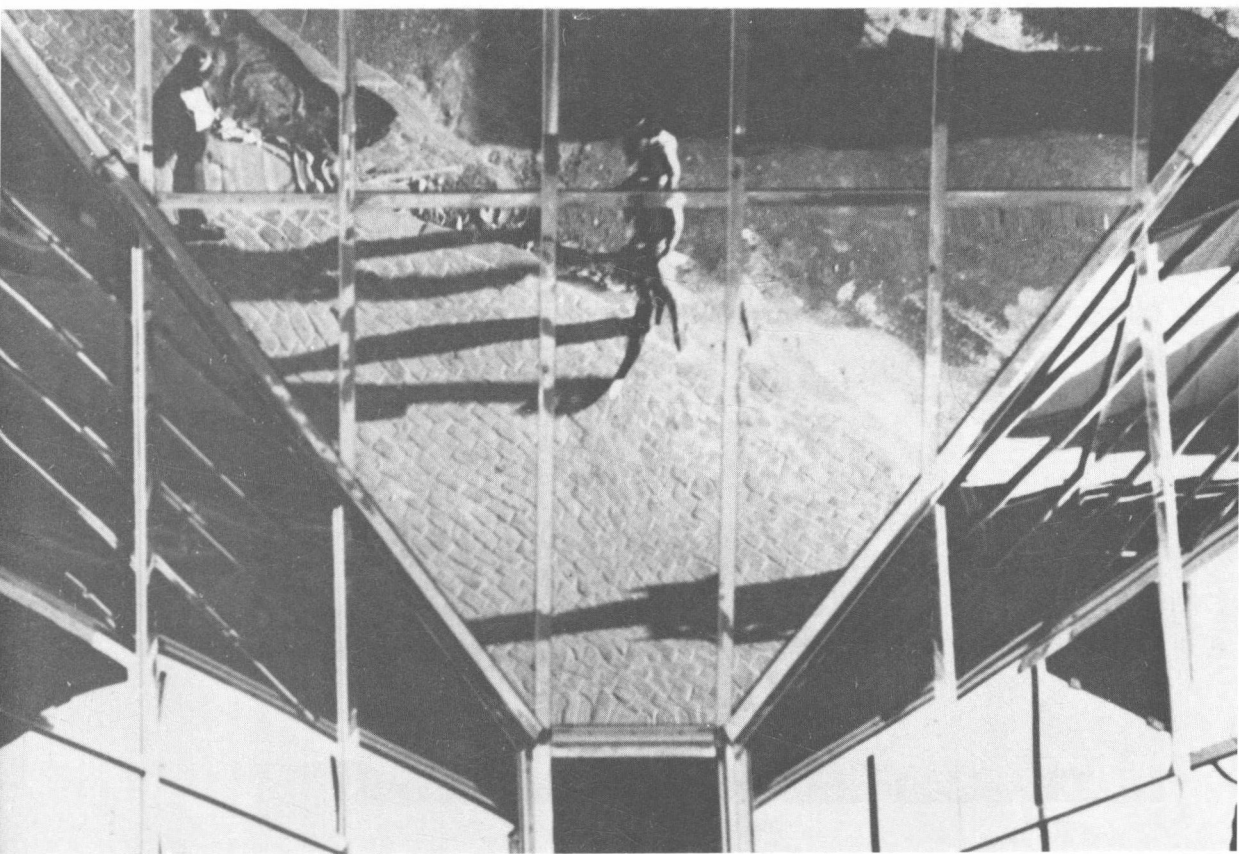
Writing assignments vary widely, from practical letter writing to academic research-paper projects. Students are encouraged to work in pairs and small group in order to stimulate each other's ideas, share in evaluating writing pieces, and make suggestions for clarification and expansion.

Students and teachers are encouraged to work with a sense of warmth and cooperation in developing competence in the use of American English. Greatest success is achieved when true information, true opinions and feelings are expressed, making the classroom a model for real-life experience.

Acknowledgments

The publisher wishes to acknowledge the substantial contributions of the following people who reviewed the manuscript during development: David J. Barker (Maine East High School, Park Ridge, Illinois), Ida S. Carrillo (Cultural Awareness Bilingual Assistance Center, The University of New Mexico), Victor J. Huser, (Cultural Brasil Estados Unidos, Sao Paulo, Brasil), Maureen Kraybill (Lebanon-Lancaster Independent Unit 13, Secondary, Lancaster, Pennsylvania), Penny Larson (Community College Centers, San Francisco, California), Anne Mock (West Palm Beach Adult Education, West Palm Beach, Florida), James C. Riordan (Associação Cultural Brasil-Estados Unidos, Salvador, Bahia, Brasil), Stephen Sloan (Hollywood High School, Hollywood, California and The University of Southern California), Ada P. Snyder (Colorado State University).

New Perspectives



Contents

UNIT 1 Review Lessons

1

GRAMMAR

- Present tense
- Past tense
- Future time: *will, may, might*
- Questions
- Negation
- Comparatives
- Can/can't*: ability
- So* clauses: result and purpose
- Superlatives
- If* + present tense (future meaning)
- While* clauses
- Present perfect form: *have/has* + past participle
- Yes/no* questions with the present perfect
- Should, ought to* and *must*
- Reflexive pronouns

COMMUNICATION

- Talking about things that happen regularly or habitually
- Predicting the future
- Expressing disbelief
- Asking for/giving reasons and explanations
- Comparing values
- Talking about abilities
- Expressing possibilities
- Making suggestions
- Talking about obligations, advisability, necessity
- Getting acquainted ● Games ● Foods: Nutritional value ● Interviewing

UNIT 2 A Great Idea

25

GRAMMAR

- Verb + object + verb
- Get* + object + *to* + verb

- Verb + object + *to* + verb
- Such as* + noun

COMMUNICATION

- Discussing problems and solutions
- Expressing strong agreement/disagreement
- Stating the pros and cons of an issue
- Robots ● Video games ● Parent/child relationships ● A class debate

UNIT 3 Replaced in the Workplace 41

GRAMMAR

- Indefinite pronouns
- Indefinite pronoun + adjective
- Past perfect: *had* + past participle
- Although* and *even though*
- Verbs: *let, have, make, help* (Review)
- Like* and *would like* (Review)

COMMUNICATION

- Using hesitation phrases: e.g., "Well, let's see . . ."
- Encouraging someone to do something
- Expressing frustration
- Computers ● Help-wanted ads ● Job interviews ● Selecting college courses
- Discussing parental discipline

UNIT 4 Computer Correspondence 58

GRAMMAR

- Be supposed to* + verb
- Comparatives of change (Review)
- If* + past tense verb: unreal condition
- Would rather (not)* + verb
- Had better (not)* + verb

COMMUNICATION

- Asking questions as a stimulus in a conversation

Stating a supposition to elicit agreement/ disagreement		Expressing what might have been different	
Suggesting doing something		● Understanding recorded messages	
Expressing preferences		● Movie review ● Role-playing	
Giving advice or a warning			
Discussing the pros and cons of a situation			
● Signs ● Forms of address in different countries ● More about computers			
SUMMARY A	76	UNIT 7 Silent Languages	111
		GRAMMAR	
		Passive voice (present tense): Be + past participle + <i>by</i> phrase Be + past participle (no <i>by</i> phrase) Past perfect (Review)	
UNIT 5 Free Time	79	Passive voice (past tense): Be (past) + past participle Relative clauses (Review)	
GRAMMAR		COMMUNICATION	
Would you mind + verb-ing Adjective or verb + preposition + verb-ing or noun Tag questions (Review) Expressions of quantity with count/non- count nouns (Review) Past perfect (Review)		Pausing ("Well, let's see . . .") Expressing sympathy and/or concern Disagreeing with good results Expressing opinions	
COMMUNICATION		● Body language ● Sign language ● Helen Keller ● Putting parts of a story in correct sequence	
Requesting a favor or assistance Making a polite request Talking about preferences Agreeing and disagreeing		SUMMARY B	127
● Lifestyles ● Taking a survey ● Reading a course catalogue		UNIT 8 Festival!	129
UNIT 6 Melodrama at the Movies	96	GRAMMAR	
GRAMMAR		Reported speech: statement, <i>yes/no</i> questions, <i>Wh-</i> questions Passive voice (Review)	
Relative pronouns <i>that</i> and <i>who</i> <i>If</i> + past perfect (with present results) <i>If</i> + past perfect (with past results) Past perfect (Review) <i>Be supposed to</i> + verb (Review)		COMMUNICATION	
COMMUNICATION		Clarifying / asking / reporting what someone else has said Sharing information	
Stating generalizations Responding unsympathetically		● Anthropology ● Margaret Mead ● Inexpensive fun in your town	

UNIT 9 To Know Is to Understand

146

GRAMMAR

Reported speech: commands
Present perfect passive: *has (have) + been + past participle*
If + verb (Review)
Each other, one another

COMMUNICATION

Giving advice
Asking for repetition
Discussing cultural differences

- Cultural differences and misunderstandings
- A letter to the editor
- The Olympics and international understanding

UNIT 10 Folk Dance

161

GRAMMAR

Verbal adjectives
Future passive: *will + be + past participle*
Past perfect passive: *had + been + past participle*
Verb tenses (Review)

COMMUNICATION

Expressing strong opinions (*love* and *hate*)
Asking for explanation or clarification
Making excuses

- Music and dance
- A survey of your classmates

SUMMARY C

176

Review Lessons

LESSON ONE

Getting to Know You



Find out about your classmates, and learn their names, too. Ask each other these questions and write down the name of a classmate who fits that description.

Find someone in the class . . .
who has a birthday the same month as yours
who drinks more than one cup of coffee a day
who has a part-time job
who is married
who is taller than you
who has more than one sister
who likes to garden
who speaks more than two languages
who likes fast-food restaurants
who likes rock music

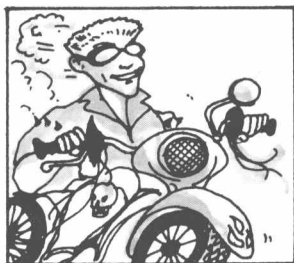


1 Remember

Present tense

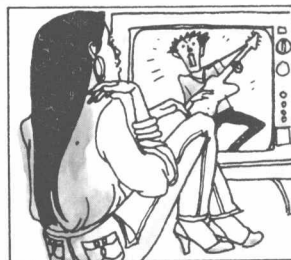


The simple present tense is used to talk about things that you do regularly or habitually. With a singular subject the verb adds an *s* to the simple form. The *s* may be pronounced /s/, as in *gets*, /z/, as in *leaves*, and /əz/, as in *raises*. With a plural subject the simple form of the verb is used. This is called subject-verb agreement.



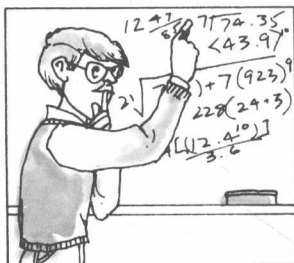
Weird Warren

1. Every morning for breakfast, he **eats** five or six doughnuts and **drinks** a cola.
2. He **rides** a purple motorcycle.
3. He **goes** to the movies just about every afternoon.



Cool Karen

1. All of her clothes **have** designer labels.
2. She's always on a diet.
3. She **watches** MTV every afternoon.



Studious Stuart

1. He **works** on his computer before breakfast.
2. He **likes** mathematics more than soccer.
3. He never **watches** TV.

2 Get Together



Work with a partner. Ask each other questions to find out how you each spend a typical Sunday. Use words like *usually*, *frequently*, *mostly*, and *sometimes*. Write a report about what the other student usually does on Sunday.

3 Remember

Present tense for general truth



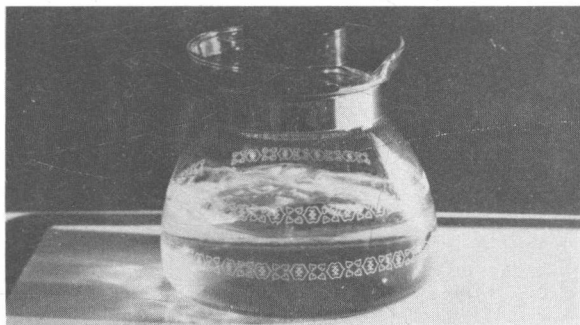
Remember that present tense forms of the verb have more than one possible meaning. In addition to talking about things that happen regularly or habitually, you can also use them to talk about things that are generally true—scientific facts, for example.

1. The sun **rises** in the East.
2. Deserts **are** usually very dry.
3. Thailand **has** a very wet climate.

4 Practice

Fill in the blanks with the correct form of the verbs.

Water (1) have the following properties. It (2) freeze at 32 degrees F. (0 degrees C.). It (3) boil at 212 degrees F. (100 degrees C.). Sea water (4) contain about 3.5% salt. The chemical symbol for water (5) be H_2O . Snow, rain, and steam (6) be natural forms of water.



5 Get Together



Your teacher will bring in some sources of information about your city—the phone book, a city directory, brochures on transportation and recreation, and so forth.

Work in small groups to prepare information sheets about various aspects of the city. Prepare materials that would be helpful for newcomers to the area. Each group can work on one particular aspect of the city.

6 Remember

Past tense



José **went** to Atlanta during his winter vacation. He **sent** Sonia this postcard.

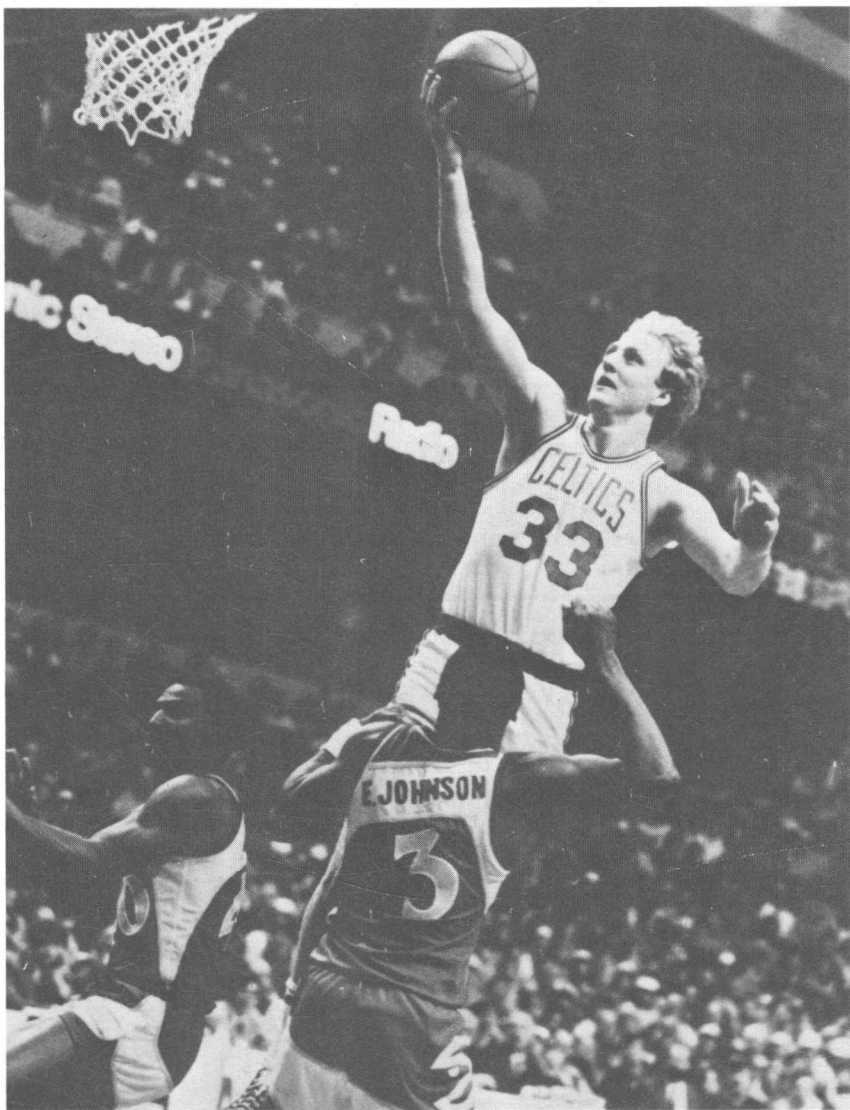
Notice the past tense forms of the verbs that José used to write this postcard. The past tense for regular verbs is a form of *ed*, while many other verbs are irregular.

What are the regular verbs in the postcard? What are the irregular verbs in the postcard?



7 Practice

Pretend that you are visiting Hollywood. Write a postcard to a friend. Use these verbs to tell him or her about your trip: *meet, visit, see, eat, buy, go*. Share your postcard with the class.



8 Remember

Predicting the future



Will means that we are 100 percent certain: we promise. It's guaranteed. *May* and *might* mean that something is possible but not certain. These days, *might* seems to be used more than *may*, especially in informal speech, but they mean the same thing.

1. I'll meet you at the mall at 2:00.
2. It might rain tomorrow.
3. I may go to the library tonight.