

# Welcome to ENGLISH



WILLARD D. SHELLER

ENGLISH LANGUAGE SERVICES, INC.

# WELCOME TO ENGLISH

BOOK 6

WILLARD D. SHEELER

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# *Welcome to English*

BOOK 6

# PREFACE

*Welcome to English* is an adult course for learners of English as a second or foreign language. Each of the six basic texts consists of twenty-four lessons. These 144 lessons take the learner from the very beginning to a knowledge and control of a great many of the most essential structures of the language.

This series of books is a successor to *Intensive Course in English*, which has been and continues to be used in a wide variety of situations throughout the world. *Welcome to English* retains the same basic ordering of structural points (with some important additions) and makes use of most of the same high frequency vocabulary as used in *Intensive Course in English*. The present books, however, are new in content, organization and approach.

*Welcome to English* endeavors to develop four language skills. Hearing and speaking are stressed in the basic textbooks; reading and writing skills are emphasized in both the *Foundations for Reading and Writing Workbooks* and in the *Reading and Exercise Series*.

The inclusion of some variety in the text lessons was a writing aim. Each lesson has dialogs (and, or readings) and exercises; but they are not arranged in the same order each time and there is considerable variance among them. Some dialogs are given for intensive study; others for comprehension practice only. With all dialogs, however, the student should first understand what the background setting is before beginning the dialog itself. At the level of Books 5 and 6, students can get this themselves from the background notes at the top of each dialog. The teacher should check the student's comprehension of these background notes and also explain any difficult vocabulary or portion before assigning the dialog.

A number of listening practices are incorporated in the series. These selections contain nothing new to the student but give him situations that he should understand readily. In Books 5 and 6, only illustrations and the background setting appear in the textbook. This makes a good place for the student to check how much of previously learned material he can understand in entirely new contexts. To be effective, this part of the lesson should be postponed in class and the lab until all the rest of the lesson has been studied. The text of the listening practices is printed in the Appendix, primarily as a check for self study students. For class use, it is suggested that the teacher either remove those pages, or stress the importance of not reading them until the students have extracted as much as they can from simply listening to them.

Throughout Books 5 and 6 each drill bears a grammatical title but there are very few grammatical explanations. It is left to the teacher to explain grammar in line with his or her pedagogical preferences and at a time of his or her own choosing. The

accompanying *Teacher's Manual* provides summaries and notes for the teacher's reference, as well as expansions of some of the shorter drills and a number of consolidation drills. As a further support, the same topics of grammar are used as the basis in the accompanying *Grammar and Drill Book*, which contains, in addition to grammar explanations, a number of short drills and exercises designed to help the student master the relevant grammar. Another companion volume, *Extra Drills and Practices*, contains some 200 additional drills that can be used in total or selectively by the teacher, either in class or the language lab, to solidify grammar points.

In the textbooks there are grammar exercises for completion, combination, expansion, response, comprehension and a few for repetition and substitution. The instructor can, of course, use the drill material in various ways in the classroom and do it a little differently than it is done on tape. One useful format is the Speaker A/Speaker B type. In these, the teacher gives a different role to each student and they speak and reply according to a "statement of fact" of provided information.

Many of the dialogs and readings of these two texts involve topical themes which deal with areas of universal interest or concern, such as food, language and nationality, shelter and climate, clothing, leisure, and family life.

The development and expansion of vocabulary areas is an important consideration in Books 5 and 6. It is centered around the several content areas and focuses on the study and acquisition of word meanings in *English*. In addition to incorporating new words in monologs, dialogs, readings, and topical lists, the texts include dictionary definitions and dictionary assignments, work with synonyms, words defined in context or by example, and practice with affixation. Two-word verbs are developed fully and glossary in each book helps the student with their meanings.

Pronunciation work in these books emphasizes stress and intonation, reduced forms and linking phenomena.


The learning material culminates in Lessons 9 and 21 in Books 5 and 6 in a lesson called "Topics for Discussion." A major topic ("The World Food Crisis," for example) and several minor ones are presented for students to research and discuss. The tape recording for this lesson contains a sample panel discussion of the principal discussion topic. This gives the student additional ideas which he can use in the class discussion. If tapes are not being used, the teacher can present the material. The panel discussion uses sophisticated vocabulary, some of which has been taught in earlier lessons, and the remainder of which is listed for dictionary practice. The texts of the panel discussions are placed in the final pages of the Appendix where they can be easily removed by teachers who are using the books for class work. The effectiveness of this type of listening practice is diminished considerably if students have access to the printed word before they have seriously attempted to understand the discussions by listening only.

A number of review exercises and a 50-item checkup end each section of Books 5

and 6. These were written by Rayner W. Markley, who also provided valuable criticism of the several manuscripts and gave assistance with the development of the various textbooks and the auxiliary materials.

There are tape recordings of each of the six books of *Welcome to English* prepared under the direction of Bobby J. Simpson in the ELS Recording Studios.

# TABLE OF PRONUNCIATION SYMBOLS

	SYMBOL	AS IN
SIMPLE VOWELS	/i/	sit
	/e/	yes
	/æ/	hat
	/a/	hot
	/ɔ/	taught
	/u/	put
	/ə/	cut
GLIDE VOWELS	/iy/	see
	/ey/	say
	/ay/	tie
	/oy/	boy
	/aw/	how
	/ow/	no
	/uw/	too
CONSONANTS	/č/	chair
	/g/	get
	/j/	judge
	/ŋ/	sing
	/θ/	thing
	/ð/	this
	/s/	some
	/ʃ/	she
	/y/	yes
The other alphabetic characters have the values they have in standard English orthography: /b, d, f, h, k, l, m, n, p, r, t, v, w, z/.		
STRESSES	PRIMARY STRESS	ˈ put
	SECONDARY STRESS	ˌ Bob Smith
	TERTIARY STRESS	ˋ subway
	WEAK STRESS	· beautiful
INTONATION	HIGH PITCH	3
	MID PITCH	2
	LOW PITCH	1
		
When can you be here? Tomórow?		



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BOOK 6

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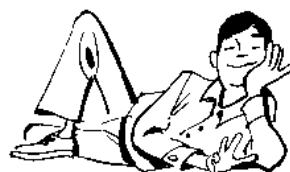
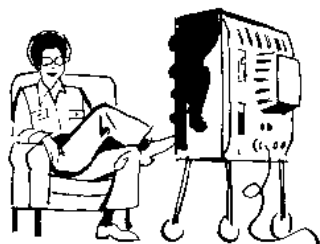
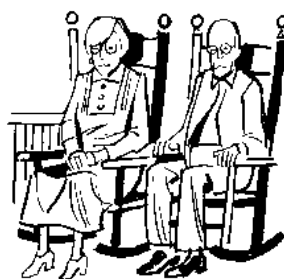
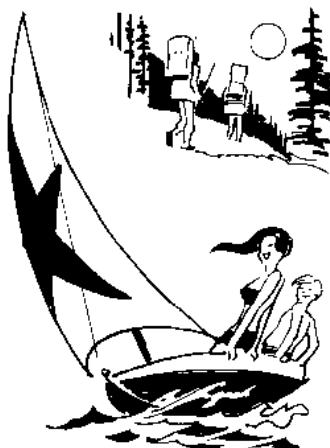
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# SECTION 1

## CLIMATE AND SHELTER



## LEISURE



# UNIT 1

## SHELTER

### SOME DIFFERENT KINDS OF SHELTERS



CAVE



TENT



LOG CABIN



HOUSE



APARTMENT HOUSE



IGLOO

#### BUILDING MATERIALS

adobe	brick
bamboo	cement
clay	cinder block
earth	concrete
grass	plaster
mud	rock
reed	steel
thatch	stone
wood	tile
board	
log	
lumber	

#### SPECIALIZED BUILDINGS

art gallery  
bank  
factory  
hospital  
hotel  
jail (or prison)  
library  
museum  
office building  
parking garage  
post office  
school  
theater

#### SOME STORES AND SHOPS

<i>Stores</i>	<i>Shops</i>
bookstore	barbershop
clothing store	beauty shop
department store	butcher shop
drugstore	candy shop
fabric store	card shop
furniture store	hobby shop
grocery store	pet shop
hardware store	record shop
jewelry store	souvenir shop
music store	repair shop
shoe store	tobacco shop
toy store	

There is a supplementary list of rooms, furniture and accessories.  
See Appendix, page 235.

# LESSON 1

## MONOLOG



1. I'm studying overseas this year.
2. When people ask me what the climate is like in the United States, I find it hard to answer.
3. I explain that the weather isn't the same everywhere.
4. The climate is quite different in the various parts of the country.
5. In the northern part of the country, where I live, there are four distinct seasons.
  6. These are spring, summer, autumn and winter.
7. Spring is my favorite time of year.
  8. The weather is usually warm and mild.
  9. It may rain quite a bit in April, but this makes the flowers bloom.
  10. As they say, "April showers bring May flowers."
11. Summers are usually quite pleasant, too.
  12. The sun shines and the skies are clear.
  13. At times it gets pretty hot, and the humidity may be high, but a good rain generally cools things off.
  14. Summer is a time for swimming and picnics and lazy walks by the lake.
15. Many people like autumn best.
  16. Fall weather is crisp and cool.
  17. You can begin to feel winter in the air.
  18. The scenery is beautiful when the leaves change color and begin to fall from the trees.
19. The winters are likely to be quite severe.
  20. It snows a lot, and it can get extremely cold.
  21. There may be cold winds and sleet and freezing rain.



22. But, after all, you can't have winter sports without good, cold weather.
23. How can you ski without snow, or skate without ice?
24. Of course, if you don't like winter, you don't have to wait very long before it's spring again.
25. As the poem says, "If winter comes, can spring be far behind?"

WEATHER AND CLIMATE			
TEMPERATURE		SKY	SEASONS
<i>Adjectives</i>		<i>Verbs</i>	
hot	cool	melt	spring
warm	cold	thaw	summer
mild	freezing	freeze	fall ( <i>or</i> autumn)
		overcast	winter
		sunny	dry
			rainy
PRECIPITATION		CLIMATE	HUMIDITY
<i>Rainfall</i>			
drizzle	<i>Snow and Ice</i>	tropical	dry ( <i>or</i> arid)
downpour	hail	temperate	wet ( <i>or</i> humid)
rain	sleet	arctic	high
sprinkle	snow	subtropical	low

## ASSIGNMENT

Prepare a monolog of about twenty sentences in which you describe the climate of your country.

## VOCABULARY STUDY

Study these words and definitions which have to do with *wind* and *rain*.

<i>wind</i> (n)	air naturally in motion (general term)
<i>breeze</i> (n)	relatively light, but fresh wind
<i>gale</i> (n)	high destructive wind of considerable strength
<i>gust</i> (n)	sudden wind of short duration