

新密集英語會話

Welcome
to ENGLISH

5

東華書局

ENGLISH LANGUAGE SERVICES, INC.

WELCOME TO ENGLISH

BOOK 5

Willard D. Sheeler / Edwin T. Cornelius, Jr.

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WELCOME TO ENGLISH
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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 *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.

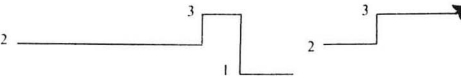
Pronunciation work in these books emphasizes stress and intonation, reduced forms and linking phenomena.

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
<p>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/.</p>		
STRESSES	PRIMARY STRESS	ˈ
	SECONDARY STRESS	ˌ
	TERTIARY STRESS	˙
	WEAK STRESS	·
<p>put Bob Smith subway beau·tiful</p>		
INTONATION	HIGH PITCH	3
	MID PITCH	2
	LOW PITCH	1
		
<p>When can you be here? Tomórrow?</p>		

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Seven Irregular Verbs

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Grammar

Noun Determiners and Noun Substitutes

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Say and *tell* + Clause
Included Wh- word Clauses
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Intonation in Direct Address and Reporter of Indirect Speech
(In Statements, Wh- word Questions, Imperatives)

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Grammar

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Wonder + *if* Clause
Included *if* and *whether* Clauses
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Pronunciation

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SECTION 1
FOOD



UNIT 1

NAMES OF SOME FRUITS, VEGETABLES AND MEATS

FRUITS

apple
apricot
avocado
banana
cantaloupe
cherry
date
fig
grape
mango
papaya
peach
pear
pineapple
plum
watermelon

BERRIES

blackberry
blueberry
cranberry
currant
raspberry
strawberry

CITRUS FRUITS

grapefruit
lemon
lime
orange
tangerine

VEGETABLES

beans
kidney beans
lima beans
string beans
cauliflower
corn

ROOT VEGETABLES

beet
carrot
onion
potato
sweet potato
turnip
yam

cucumber
egg plant
mushroom
pumpkin
squash
tomato

GREEN VEGETABLES

asparagus
broccoli
cabbage
celery
green pepper
lettuce
peas

MEATS AND FISH

BEEF

roast beef
corned beef
ground beef
(hamburger)
steak
stew beef

PORK

bacon
ham
pork chops
pork roast
spareribs

SEAFOOD

clam
crab
lobster
oyster
scallop
shrimp

FISH

bass
cod
flounder
haddock
halibut
salmon
sardine
sole
swordfish
trout
tuna

VEAL

calf's liver
veal chops
veal cutlet

LAMB

lamb chops
leg of lamb
mutton

POULTRY

chicken
duck
turkey

LESSON 1

MONOLOG



1. Jack Jones is a good friend of mine.
2. He's also a very good farmer.
3. I always enjoy visiting his farm.
4. He grows all kinds of things.
5. He can grow a wide variety of vegetables where he lives.
 6. He always has some beautiful red tomatoes and some colorful orange pumpkins.
 7. He grows a little lettuce, and he always has a few string beans.
 8. I think his celery is the best I've ever eaten.
9. He doesn't grow much fruit, but what good fruit it is!
 10. He has a small apple orchard, and he grows a few peaches, too.
 11. I wish you could taste his strawberries and blackberries.
 12. They are the best I've ever eaten.
 13. They are delicious!
14. He doesn't try to raise much grain.
 15. He has some corn but that's all.
 16. He used to grow a little wheat, but he gave that up last year.
17. Jack hasn't always been a farmer.
18. He worked in a post office all his life, but he always wanted to farm.
19. When he retired, he used his savings and bought this farm.
20. He doesn't make very much money. Do you know why?
21. He gives most of his produce away to his friends.
22. But he's happy. In fact, he's the happiest man I know.

PRACTICE DRILLS AND EXERCISES (1)

1 *What (a) ...!*

(What a nice person she is! / What nice people they are!)

Take the part of Speaker A. Form a new sentence based on the statement of fact. Follow the models.

STATEMENT OF FACT	
1. HE'S A GOOD FARMER.	6. THAT WAS A TERRIBLE TV PROGRAM.
2. THOSE ARE GOOD APPLES.	7. THAT WAS GOOD CANDY.
3. THAT'S GOOD FRUIT.	8. HE GAVE US A COLORFUL PUMPKIN.
4. MARY'S A PRETTY GIRL.	9. WE MET NICE PEOPLE.
5. THESE ARE DELICIOUS PEARS.	10. WE GOT GOOD SEATS.

SPEAKER A

SPEAKER B

- | | |
|---|---|
| 1. <i>What a good farmer he is!</i> | Yes, he certainly is. |
| 2. <i>What good apples those are!</i> | Yes, they're delicious. |
| 3. ! | Yes, isn't it! |
| 4. ! | Yes, I agree with you. |
| 5. ! | Yes, they're the best ones I've ever eaten. |
| 6. ! | Yes, it was the worst one I've ever seen. |
| 7. ! | Yes, I liked it too. |
| 8. ! | Yes, wasn't it though! |
| 9. ! | Yes, weren't they nice! |
| 10. ! | Yes, they were the best we've ever had. |

2 *What good coffee that was! / Yes, it was the best I've ever had.*

Speaker A: Use the cue and form an exclamatory sentence in the past tense.

Speaker B: Reply in the same manner as the models. (Note: use *one* or *ones* with count nouns.)

SPEAKER A

SPEAKER B

What good cake that was!

Yes, it was the best I've ever eaten.

What an awful movie that was!

Yes, it was the worst one I've ever seen.

CUE

good cake
awful movie
good coffee
terrible meal
interesting book
good radio program
interesting trip
good concert
good ice cream
funny joke

3 Irregular Verbs

Memorize these irregular verb forms.

BASE FORM	PAST	PARTICIPLE
become	became	become
bite	bit	bitten
dig	dug	dug
eat	ate	eaten
freeze	froze	frozen
grind	ground	ground
grow	grew	grown

Listen to these exchanges.

become

Now what's become of my fork?
There it is under your napkin!

bite

What happened?
The dog bit my hand!

dig

Who dug that big hole in the back yard?
The children did.
They're digging a cave.

eat

Who ate the rest of the cake?
I did, and it was the best cake I've ever eaten.

freeze

Where are the strawberries?

I froze them.

I put them in the freezer an hour ago.

They should be frozen by now.

grind

Do you always buy coffee beans?

No, sometimes I buy ground coffee.

grow

Have you ever grown lettuce?

I grew some a few years ago, but it wasn't very good.

PRONUNCIATION

Stress in English. *Stress is the degree of loudness or force with which a syllable is spoken. In English, there are four levels of stress that are important.*

Primary stress is the loudest stress in English. Weak stress is the weakest. This mark (/) over a syllable indicates primary stress. A small dot (•) symbolizes weak stress. Tertiary stress is slightly louder than weak stress. We use this mark (\) to indicate this.

PRIMARY STRESS (/)

TERTIARY STRESS (\)

WEAK STRESS (•)

gó, caléndär, ábove

éxercise, ùnderstand

èxcitement, mánager

Word stress. *Every word spoken in isolation (by itself) has a word stress pattern. One of the stresses is always primary. A word of one syllable has primary stress as its word stress pattern. If a word has two syllables or more, stress of the other syllable(s) is weak and/or tertiary. Word stresses are marked in most dictionaries.*

Practice (1)

Repeat these lists of words which are grouped together by their stress patterns. The patterns include combinations of two stresses—primary and weak.

proud

pear

strong

taste

tree

coffee

visit

tiny

bitter

tender

enjoy

retire

describe

address

again

beautiful

visiting

fortunate

calendar

serious

tomato

delicious

rewarding

important

appointment

Practice (2)

Repeat these words. Their stress patterns are made up of combinations of three stresses—primary, tertiary and weak.

áccént	téléphóne	áfternoón	édúcatíon
adverb	alphabet	disappear	population
income	exercise	engineer	manufacture
translate	envelope	understand	satisfaction
import	magazine	Japanese	conversation

Practice (3)

Listen as these words are pronounced and mark the primary stress over the loudest syllable.

Examples: (a) library lí-brar-y
(b) cafeteria caf-e-té-ri-a
(c) perhaps per-háps

- | | | | |
|--------------|--------------|-----------------|----------------|
| 1. institute | in-sti-tute | 11. variety | va-ri-e-ty |
| 2. become | be-come | 12. dictionary | dic-tion-ary |
| 3. together | to-geth-er | 13. colorful | col-or-ful |
| 4. cinnamon | cin-na-mon | 14. television | tel-e-vi-sion |
| 5. above | a-bove | 15. refrigerate | re-frig-er-ate |
| 6. authority | au-thor-i-ty | 16. moderator | mod-er-a-tor |
| 7. consumer | con-sum-er | 17. advance | ad-vance |
| 8. disease | dis-ease | 18. famine | fam-ine |
| 9. petroleum | pe-tro-le-um | 19. inflation | in-fla-tion |
| 10. solution | so-lu-tion | 20. protein | pro-tein |

QUESTIONS AND ANSWERS

- Aren't there only a few basic tastes?
Yes. There are four.
Things are sweet, sour, bitter, or salty.
All foods can be described in terms of these four basic tastes.