

new

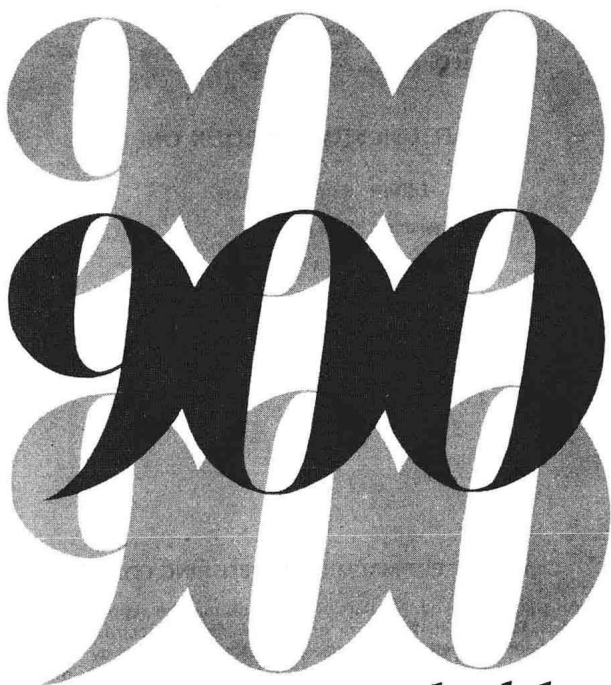
English 900



book 1

Collier Macmillan

new
English



book 1

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NEW ENGLISH 900

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INTRODUCTION

Welcome to English.

Welcome to New English 900®.

In this introduction, we want to tell you something about the books you are going to be using.

1. What is New English 900®?

NEW ENGLISH 900® is a six-level course for adult students of English as a second language. It contains material from beginning to advanced levels of study. The series consists of six student textbooks, six workbooks, six teacher's books, and reel-to-reel or cassette recordings.

2. An Updated and Revised Program

This series is a revision of the original ENGLISH 900® which takes its name from the 900 Base Sentences presented in the six textbooks. These sentences cover the basic structures and basic vocabulary of the English language. The **Base Sentences** of NEW ENGLISH 900® always appear in a complete and authentic context. They are presented in dialogue form as spoken by a cast of fully-drawn characters who use the English language in a natural way to communicate their thoughts, ideas, and feelings.

3. How Your Textbooks Are Organized

There are 150 Base Sentences in each book, and they are numbered consecutively from Base Sentence 1, Book

1, Unit 1, through Base Sentence 900 in Book 6, Unit 50. New structures are introduced in Base Sentences, and these sentences provide “building blocks” for the rest of the materials studied in the series.

a. The Dialogue Unit

There are ten units in Book 1. Each unit consists of three lessons and contains fifteen Base Sentences. In Book 1, every lesson opens with a short **Dialogue** containing the Base Sentences. As you progress through the series, a continuous and integrated story will be unfolded through the dialogues and, later, the readings. (However, each textbook can be used separately). The dialogues are followed by **Substitution Drills** that introduce variations of the Base Sentences and provide the student with the pronunciation and drill material needed for mastery. The **Exercises** in each lesson can be used as oral and written drills. In addition, every unit contains a **Grammatical Preview**, a **Refocus (review) Exercise**, and a **Bonus Dialogue**.

b. Reading and Refocus Units

Beginning with Book 2, each text contains two **Reading and Refocus Units**. These units consist of thirty Base Sentences introduced in three **Reading Passages**. They are followed by **Comprehension Questions** and **Exercises** that review and contrast aspects of the language previously introduced.

c. Intonation and Word Index

Other features of each textbook include a complete listing of the Base Sentences introduced in that book. This listing appears with **Intonation Lines**. In addition, there is a **Word Index** that lists, in alphabetical order,

all the new words in the book, and notes the unit, lesson, and sentence in which each word first appeared.

4. Your Workbooks and Tapes

A companion **Workbook** is available for each of the six textbooks. The Workbooks reinforce material from the text and develop pronunciation and writing skills. They are designed to be used both at home and in the classroom.

A series of **Pre-recorded Tapes** has been prepared for language laboratory use. These tapes include all material from the Dialogues, Substitution Drills, Readings, and Comprehension Questions in the Student Books, and from the Pronunciation Exercises in the Workbooks.

5. The Teacher's Books

The **Teacher's Books** are an integral part of NEW ENGLISH 900®. Organized to correspond to the student text, the Teacher's Book offers techniques and strategies of practical value to the teacher in the classroom. Included are suggested lesson plans, cultural notes, and a step-by-step outline of ways to present and practice the new material.

Our Thanks

Based on many suggestions we have received from you, the users, we offer NEW ENGLISH 900®. It represents a careful and extensive revision of the widely popular original series. In it, we hope to have combined the best of the old with the most exciting of the new.

CHARACTERS IN NEW ENGLISH 900

THE TIME: The late twentieth century

THE PLACE: A World's Fair (in New York City)

THE MAIN CHARACTERS: (by family)

GARY W. CRAWFORD: husband of Jane, father of Michael; the president of an advertising agency at the World's Fair

MICHAEL R. CRAWFORD: son of Jane and Gary; an artist

JOANA FARIAS: daughter of Alicia and Francisco, sister of Paulo; a student and artist

PAULO FARIAS: son of Alicia and Francisco, older brother of Joana; the manager of a department at the Brazilian Pavilion

MARTA GARCIA: a student

MIGUEL MORALES: a student, a friend of Pedro Ortega

ALI NIKZAD: son of Simon and Zahra, brother of Hussein

SIMON NIKZAD: husband of Zahra, father of Ali and Hussein; a banker

ZAHRA NIKZAD: wife of Simon, mother of Ali and Hussein; a housewife

BILL O'NEILL: husband of Nora, father of Billy, Jack, Peggy and Suzy; an ice cream vendor at the World's Fair

NORA O'NEILL: wife of Bill, mother of Billy, Jack, Peggy and Suzy; a florist

PEDRO ORTEGA: friend of Miguel Morales; a photographer

LAURA SEGURA: secretary for Mr. Crawford

GRANDFATHER YAMAMOTO: grandfather of Jim; the owner of a fruit and vegetable market

JIM YAMAMOTO: grandson of Grandfather Yamamoto

CONTENTS

Each unit contains three lessons, a refocus exercise, and a bonus dialogue.

The main grammatical points featured are listed below.

Introduction

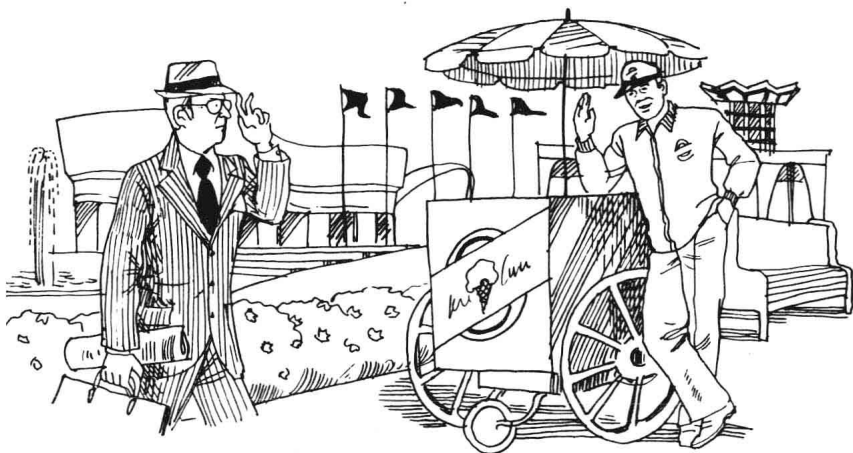
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UNIT 1

Welcome to the World's Fair



LESSON 1

- 1 BILL: Good morning, sir.
MAN: Good morning.
- 2 PAULO: Hello, Bill.
How are you today?
- 3 BILL: Fine, thanks.
Beautiful day!
- PAULO: Good for business.
- BILL: Sure is.
- 4 PAULO: See you later.
- BILL: O.K. Paulo. See you later.



NUMBERS 1-15

- | | | |
|----------|----------|--------------|
| 1. one | 6. six | 11. eleven |
| 2. two | 7. seven | 12. twelve |
| 3. three | 8. eight | 13. thirteen |
| 4. four | 9. nine | 14. fourteen |
| 5. five | 10. ten | 15. fifteen |

SUBSTITUTION DRILLS

1. Good morning, **sir**.
madam.
Mr. O'Neill.
Joana.
Ms. Segura.
Miss Yamamoto.
Mrs. Farias.
2. **Good morning, Bill.**
Good afternoon,
Good evening,
Hello,
3. ***Hi, Bill.**
Paulo.
Laura.
Joana.
4. Hello, Paulo. **How are you?**
How are you today?
How are you this morning?
How are you this afternoon?
How are you this evening?

5. **Fine**, thanks. And you?

Pretty good,

Pretty well,

*Great,

*O.K.,

*Not bad,

6. **Fine**, thank you. And you?

Very well,

7. **Good-bye**, Bill. See you **later**.

*Bye,

*So long,

this afternoon.

this evening.

tonight.

tomorrow.

soon.

8. **Good night**, Mr. Lee. See you **tomorrow**.

Good-bye,

Bye,

tomorrow morning.

tomorrow evening.

tomorrow night.

*informal



EXERCISES

Complete the dialogues. Use the words below.

1. Good morning • Very well, thank you

MR. O'NEILL: Good morning, sir.

MR. CRAWFORD: _____.

MR. O'NEILL: How are you today?

MR. CRAWFORD: _____. And you?

MR. O'NEILL: Fine.

2. How are you • See you later • Great

PAULO: Hello, Bill. _____?

BILL: Fine, thanks. And you?

PAULO: _____. Beautiful day!

BILL: Sure is.

PAULO: See you later.

BILL: O.K. Paulo. _____.

3. Good evening • And you • this evening

MR. LEE: Good evening, Mrs. Morris.

MRS. MORRIS: _____, Mr. Lee.

MR. LEE: How are you _____?

MRS. MORRIS: Very well, thank you. _____?

MR. LEE: Fine, thanks.

4. See you tomorrow • Good night

SUSAN: _____, Laura. See you tomorrow.

LAURA: Bye, Susan. _____.



LESSON 2

- 5 GIRL: Excuse me, sir.
BILL: Yes?
6 GIRL: Is this the Museum of Modern Art?
7 BILL: No. This is the Space Building.
8 That's the Museum over there.
9 GIRL: Thank you very much.
10 BILL: You're welcome.

SUBSTITUTION DRILLS

1. Excuse me, Bill.

Pardon me, Laura.
madam.
sir.
Mr. O'Neill.
Mrs. Farias.
Miss Yamamoto.

2. Is this the Museum of Modern Art?

that Space Building?
bank?
library?
post office?

3. This is the Space Building.

That Museum of Modern Art.
library.
post office.

4. Thank you very much, Bill.

Thank you,
*Thanks,
*Thanks a lot,

Statement: *This* is the library.

Question: Is *this* the library?

Statement: *That* is (That's) the library.

Question: Is *that* the library?

Contraction: That is = That's
(That is the library. = That's the library.)

EXERCISES

1. Complete this dialogue. Use the words below.

Excuse me • over there • Thank you

MAN #1: _____, sir. Is that the bank _____?

MAN #2: No. *This* is the bank. *That's* the post office.

MAN #1: _____ very much.

MAN #2: You're welcome.

2. Complete the sentences. Use the words below.

that • This • Is • 's

a. PERSON # 1: _____ this the museum?

PERSON # 2: No. _____ is the Space Building.

b. PERSON # 1: Is _____ the library over there?

PERSON # 2: No. That _____ the post office.

3. Make questions. Follow the example.

Example: This is the library.
Is this the library?

- This is the post office.
- That's the Space Building.
- This is the Museum of Modern Art.
- That's the bank over there.

4. Make statements. Follow the example.

Example: Is that the Museum of Modern Art?
That's the Museum of Modern Art.

- Is this the library?
- Is that the post office?
- Is that the Space Building over there?



LESSON 3

PAULO: Bill!

BILL: Hi, Paulo.

11 PAULO: Bill, this is my sister, Joana Farias.

12 BILL: Very pleased to meet you.

13 PAULO: Excuse me, Bill. Your last name is . . . ?¹³

BILL: O'Neill.

PAULO: Bill O'Neill.

14 JOANA: How do you do, Mr. O'Neill?

15 BILL: Call me Bill.

WOMAN: Excuse me, sir. Is this the Museum of Modern Art?

PAULO: Good-bye, Bill. See you this afternoon.

BILL: Good-bye. A pleasure meeting you, Joana.

BILL: Now, Miss. The Museum of Modern Art is . . .