

Welcome to ENGLISH

2



平训部口语教材

1980

WELCOME TO ENGLISH

BOOK 2

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PREFACE

Welcome to English is an adult course for learners of English as a foreign or second 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. Speaking and understanding are stressed in the basic textbooks; reading and writing skills are emphasized in both the collateral *Foundations for Reading and Writing Workbooks* and in the *Reading and Exercise Series*.

The lessons of the basic texts are constructed with the principles of naturalness, variety and development in mind. The development of basic vocabulary and structure proceeds at an orderly pace, but the dialogs and readings are not slaves to this progression. On the contrary, they aim at natural English and include some non-basic vocabulary and sometimes anticipate structures to be taught later.

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 the student should listen to and repeat; others he need only listen to for comprehension and learn the new words. (Sometimes these are ones in which a child does much of the speaking and which are not so useful to imitate.)

With reference to the dialogs, the introductory background notes in the early lessons must be translated for the student as they include both vocabulary and structures not included in the course of study at that point. The dialogs themselves, of course, must also be explained or translated and analyzed for the student to insure that he understands fully what he is learning. Meaning should never be subordinated to other considerations.

A Listening Practice ends every unit of the textbooks. The dialogs for listening contain nothing new to the student, but give him a situation that he should understand easily. In the first books, the listening practices are printed in the text; in later volumes, the visual material (except for pictures) is gradually withdrawn. The readings in the

text are intended primarily to be used for comprehension practice and as the basis for answering comprehension questions.

The exercises include repetition, simple and progressive substitution, completion, combination, expansion, response and comprehension. One format that should be noted is the Speaker A/Speaker B type. In these, one speaker asks a question and the second speaker replies according to the 'statement of fact' given in the book. On tape the student is told which speaker's part to take, but in class he can do either part, or two students can participate in the drill. A number of the substitution drills are printed in their entirety in the text. In the laboratory and in class it is expected that these will be rendered with books closed.

Each drill bears a grammatical title but there are very few grammar explanations in the texts. 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 Manuals* provide grammar summaries and notes for teacher reference. The manuals also contain expansions of many of the short drills which appear in the course, have summary vocabularies, list the high-frequency words in each lesson and provide a number of consolidation drills. A substantial number of review exercises and a 50-item checkup follow each 12 lessons of Books 1-4. These are printed in separate booklets and are accompanied by pre-recorded tapes. The checkups alone are reprinted in the appropriate teacher's manuals.

Stress and intonation is selectively marked in all six books with arrows down (↘) and up (↗) placed over the word that bears the sentence stress and where there is a change in pitch. Systematic coverage of the vowels and consonants begins in Book 2.

In the dialogs and readings a small group of people (different in each group of twelve lessons in Books 3 & 4) provides continuity through their enactment of a subdued on-going story line. Every third lesson of Books 3 and 4 gives, in addition, specialized situational practice. Some lessons focus on the terms and vocabulary used in air and train travel, in asking and giving directions, in using the telephone; others are set in a bank, at a garage, in a restaurant, etc. These lessons are intended to be versatile. Since a learning of the specialized vocabulary is not necessary for proceeding to following lessons, they can be used for comprehension practice only, or, if the needs and interests of the class dictate, they can be learned and practiced in any depth desired.

Each of the six texts is accompanied by pre-recorded tapes prepared under the direction of Bobby J. Simpson in the ELS Recording Studios.

The pronunciation sections in Books 2-4 were written by Rayner W. Markley, who also provided valuable criticism and gave assistance with the various textbooks and auxiliary materials.

To my mother and father

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SECTION 1

PEOPLE IN SECTION 1

Four young people in their twenties are the central characters in Section 1. They appear in all of the dialogs and a few of the readings.

Art Johnson and Carl Morgan share an apartment in the suburbs of Boston, Massachusetts. In another apartment house, not far away, live two young women, Betty Walker and Carla Lane. They are good friends of Art and Carl and the four of them frequently go out together.



ARTHUR (ART) JOHNSON

Age: 27; Marital status: single

Hometown: Rockland, Maine

Occupation: shoe salesman

Employer: Heel and Toe Shoe Store

Hobbies: music, swimming, fishing



CARL P. MORGAN

Age: 26; Marital status: single

Hometown: Boston, Massachusetts

Occupation: electronics specialist

Employer: The Electronic Clinic

Hobbies: bowling, skiing, cooking



ELIZABETH (BETTY) WALKER

Age: 25; Marital status: single

Hometown: Stamford, Connecticut

Occupation: saleslady

Employer: Young Women's Dress Shop

Hobbies: bowling, music, swimming



CARLA L. LANE

Age: 26; Marital status: single

Hometown: Greenfield, Massachusetts

Occupation: bookkeeper

Employer: Mason Furniture Co.

Hobbies: dancing, skiing, bowling

UNIT 1

LESSON 1

DIALOG: A SHOPPING ERRAND

Carl Morgan and Art Johnson share an apartment. The two young men are there now.

- ART I'm going to walk down to the drugstore.
Do you want anything?
- CARL Have we got any toothpaste?
- ART We've got a little. I'll get another tube.
What kind do you want?
- CARL It doesn't matter.
I need some razor blades, too.
And I haven't got any shaving cream.
- ART Why don't you come along?
- CARL Okay. Say, I forgot to go to the bank.
Have you got any money?
- ART Let's see . . . Yes, I've got about \$12.00.
That's plenty.
I'll lend you some.
Come on, let's go.



PRACTICE DRILLS AND EXERCISES (1)

1. Have got

(have got = have)

Change the sentences. Use *have got* or *has got*.

Affirmative

1. I have about twelve dollars.
I've got about twelve dollars.
2. He has a nice stereo.
He's got a nice stereo.

3. She has a pretty new dress.
4. We have an important meeting at two.
5. We have a new secretary.
6. He has a toothache this morning.

Negative

1. He doesn't have a watch.
He hasn't got a watch.
2. We don't have much time.
3. She doesn't have a sister.
4. I don't have the time.
5. We don't have any toothpaste.

Yes/No Question

1. Do you have any razor blades?
Have you got any razor blades?
2. Do they have a good hospital there?
3. ~~Do~~ you have a map of South America?
4. ~~Does~~ she have any children?
5. Do they have a good science teacher?

2 Have got

SPEAKER A

SPEAKER B

- | | |
|---------------------------------|---|
| 1. That's Art's new car. | <i>Oh, has he got a new car?</i> |
| 2. That's Carl's sister. | <i>Oh, has he got a sister?</i> |
| 3. That's my new camera. | <i>Oh, have you got a new camera?</i> |
| 4. That's Jim's brother. |? |
| 5. That's their new color TV. |? |
| 6. That's Jimmy's new bike. |? |
| 7. That's Betty's talking doll. |? |
| 8. That's Sally's box of candy. |? |

9. That's my portable radio.?
10. That's Mrs. White's new coat.?
11. That's Mr. Long's secretary.?
12. That's their new stereo.?
13. That's Mr. Martin's new office.?

3 *Have got:* Using *one* and *it*

Use *one* to replace a noun plus the indefinite article *a*; use *it* to replace a noun plus a definite article or possessive adjective.

SPEAKER A

SPEAKER B

- | | |
|--|--------------------------------|
| 1. Do you have a pen? | <i>No, I haven't got one.</i> |
| 2. Do you have my pen? | <i>No, I haven't got it.</i> |
| 3. Do you have the money? | <i>No, I haven't got it.</i> |
| 4. Does she have a watch? | <i>No, she hasn't got one.</i> |
| 5. Do you have the newspaper? | ..... |
| 6. Does Mary have the letter? | ..... |
| 7. Do you have my camera? | ..... |
| 8. Does he have a car? | ..... |
| 9. Do you have a passport? | ..... |
| 10. Does she have a phone? | ..... |
| 11. Does he have her textbook? | ..... |
| 12. Do you have the new tape recorder? | ..... |
| 13. Does Tom have a color TV? | ..... |
| 14. Does Betty have a little brother? | ..... |

4 *Why? because* ...

Repeat these sentences.

Art went to the drugstore because he needed some things.

Carl needed to borrow some money because he forgot to go to the bank.

Art went to bed early because he was tired.

Take the part of Speaker A. Form a question beginning with *why*.

1. I got up early because I had a lot of things to do.

SPEAKER A *Why did you get up early?*

SPEAKER B *Because I had a lot of things to do.*

2. Carl borrowed money because he forgot to go to the bank.

SPEAKER A *Why did Carl borrow money?*

SPEAKER B *Because he forgot to go to the bank.*

3. I went to bed early because I was tired.

4. Mary ate all the ice cream and cake because she was hungry.

5. Art went to the drugstore because he needed some toothpaste.

6. I walked to work this morning because I had plenty of time.

BASIC SENTENCES

1. Art gets up early.
2. He gets up about 6:30.
3. He takes a shower.
4. He shaves.
5. Then he gets dressed.
6. He has breakfast about 7:00.
7. He reads the newspaper while he eats.
8. After breakfast, he walks to work.

PRACTICE DRILLS AND EXERCISES (2)

1 Sentence Conjunction: *and then*

Combine the two sentences, using *and then* ...

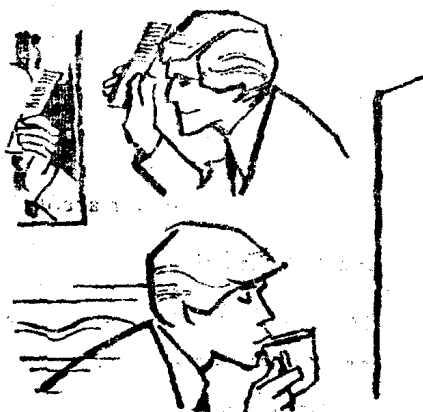
1. Art gets up. He takes a shower.
Art gets up and then he takes a shower.
2. He takes a shower. He shaves.
3. He brushes his teeth. He washes his face.



4. He gets dressed. He combs his hair.
5. He eats breakfast. He leaves for work.

Repeat the exercise, but use past tense verbs.

1. Art gets up. He takes a shower.
Art got up and then he took a shower.



2 Subordinators *before* and *after*

- a. Study this paragraph.

Mr. White gets home about six o'clock. After he takes a shower, he plays with the children for a while. He eats dinner at seven. After he eats dinner, he reads the newspaper. He always takes a walk at 8:30. Before he goes to bed, he looks at the evening news on TV.

- b. Form a new sentence, using the subordinator *after*.

1. He takes a shower and then he plays with the children.
After he takes a shower, he plays with the children.
2. He plays with the children and then he eats dinner.
3. He eats dinner and then he reads the newspaper.
4. He reads the newspaper and then he takes a walk.
5. He takes a walk and then he watches the evening news.
6. He watches the news and then he goes to bed.

- c. Form a new sentence using the subordinator *before*.

1. First he called his wife, and then he left the office.
He called his wife before he left the office.
2. First he counted his money, and then he went to the drugstore.
3. First he telephoned them, and then he went to their house.
4. First she bought her ticket, and then she boarded the plane.
5. First I went to the bank, and then I went to the store.

- d. Repeat section b. Use the past tense: *After he took a shower, he played with the children.*
- e. Using the new sentences in section b, reverse the order of the main sentence and the subordinate clause: *He plays with the children after he takes a shower.*

3 Subordinator *before*

Speaker A: Form a question using *before*.

Speaker B: Answer according to the numbered statement.

1. Bill eats dinner and then he takes a walk.

SPEAKER A What does Bill do before he takes a walk?

SPEAKER B He eats dinner.

2. Mary bought some shoes and then went to the bank.

SPEAKER A What did Mary do before she went to the bank?

SPEAKER B She bought some shoes.

3. Sally fixed her hair and then went to the party.

4. Farmers plow the land and then they plant the seed.

5. Carl bought some toothpaste and then he went home.

6. Mr. Jones studied the report and then he went to the meeting.

7. Ellie thinks and then she asks questions.

8. Mr. Morris made some telephone calls and then he went to lunch.

9. They ate dinner and then had their coffee.

10. Johnny combed his hair and then he went out.

4 Subordinator *after*

Do the exercise again.

Speaker A: Form a question using the subordinator *after*.

Speaker B: Answer according to the numbered statement.

1. Bill eats dinner and then he takes a walk.

SPEAKER A What does Bill do after he eats dinner?

SPEAKER B He takes a walk.