

Welcome
to ENGLISH

3



干部口语教材

1980

Published by English Language Services, Inc.
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Library of Congress Catalog Card Number 75-10596

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Welcome to English is sold in Japan under the series title, *The New Intensive Course in English*.

Printing 2 3 4 5 6 7 8 9 10

ISBN 0-89285-006-x

Printed in the United States of America

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 of his study of English 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 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*. For learners of the English alphabet, the *Handwriting Workbook* gives practice in the recognition and writing of the English letters.

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 slavish to the 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. In the case of some dialogs the student is asked to repeat as well as listen; while he need only listen to the others for comprehension purposes and vocabulary enlargement. (These are frequently ones in which a child does much of the speaking.)

The introductory background notes, which precede the dialogs, must be translated for the student in the early lessons as they include both vocabulary and structures not yet presented 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 not be subordinated to other considerations.

Every unit in the textbooks ends with a Listening Practice. These dialogs for listening contain no new material. They are designed to provide the student with a situation that he should understand easily. In the first books, the Listening Practices

are printed in *italics* in later volumes, the visual material (except for illustrations) 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 drills. 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 participate in the drill with a partner.

Although each drill bears a grammatical title, there are very few grammar explanations in the texts themselves. It is, therefore, left to the teacher to explain grammar according to his or her pedagogical preferences and at a time of his or her own choosing.

The accompanying *Teacher's Guides* provide grammar summaries and notes for teacher reference. The manuals also contain expansions of many of the short drills which appear in the course, in addition to summary vocabularies, a listing of the high-frequency words in each lesson and a number of consolidation drills. A 50-item checkup follows each 12 lessons of Books 1-4.

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

In the dialogs and readings a small group of people (different in Books 1 and 2) provides continuity through their involvement of a subdued on-going story line. This development and continuity gives a concrete set of situations and story characters for class discussion. The illustrations also provide a source of learning and conversational material over and above the actual content of the dialogs and readings.

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.

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UNIT 1

PEOPLE IN UNIT 1

The Norris family is the central family unit in Book 2.

Below are pictures of the family (except for one married man who appears in a later unit) and Edward Nakamura who has a major role in the dialogs in this unit. The Norris family lives in Washington, D.C.



RICHARD HALL NORRIS

"Dick" (husband)

Age: 48

Occupation: Sales Manager for
Carroll's Office Center



BENJAMIN LEE NORRIS

"Ben" (son)

Age: 17

High school student - 12th grade



MARGARET ANN NORRIS

"Peggy" (wife)

Age: 47

Occupation: Part-time
Spanish teacher at
Jackson High School



KIMBERLY ELLEN NORRIS

"Kim" (daughter)

Age: 15

High school student - 10th grade



EDWARD NAKAMURA

Age: 45

Works for the
International Health Institute

LESSON 1

DIALOGS

Dialog 1: A Meeting on the Street



Mr. Richard Norris ("Dick") runs into an old friend, Edward Nakamura ("Ed"), on a street in Washington, D.C. The two men have not seen each other for five years—not since Mr. Nakamura moved to New York. Peggy is Mr. Norris's wife.

- ED Dick Norris!
- DICK Ed, old friend! How are you?
- ED Fine. How are Peggy and the children?
- DICK Just fine. What are you doing in Washington?
- ED Oh, that's a long story.
- DICK Well, I want to hear all about it.
- ED Do you have a luncheon date?
- DICK No, I don't. Do you like seafood?
- ED Yes, I do. I love it.
- DICK Great. Let's go to Captain John's.
- TAXI! TAXI!

DICK (to cab driver)
 Captain John's on Maine Avenue.
 (to Ed)
 Do you **still** work for the government?

ED
 No, I don't.
 I'm with the International Health
 Institute now.
 How about you?

DICK
 I'm with Carroll's Office Center.

ED
 Do you own the company?

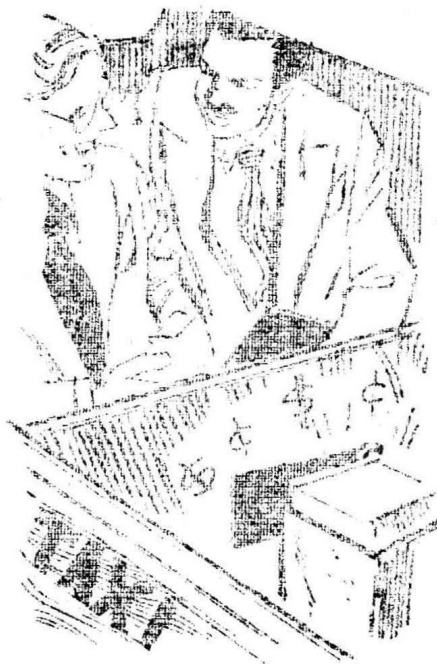
DICK
 No, far from it! I'm sales manager.

ED
 Where's your office?

DICK
 On 49th Street. Here. Here's my card.

ED
 And here's the restaurant, too.
 Let me pay the driver.

Dialog 2: Talking in the Cab



PRONUNCIATION: GLIDE SOUNDS

Practice these glide vowel sounds. Repeat each word.

/iy/	/ey/	/ay/	/oy/	/uw/	/ow/	/aw/
he	May	I	boy	who	Oh	how
need	game	time	(void)*	June	home	town
week	date	nice	(voice)*	soup	coat	out

Practice these contrasts. Repeat each pair of words.

see	say	buy	boy	no	now
-----	-----	-----	-----	----	-----

PRACTICE DRILLS AND EXERCISES

1 Affirmative of Verbs: Subjects *I/You/We/They*

Substitute the subjects.

Mr. and Mrs. Norris have a lot of friends.

They have a lot of friends. (They)

*Parentheses in a Pronunciation exercise mean that you have not yet learned the word in this course. You can practice the pronunciation of a word even though you do not know its meaning.

..... (We)
 (You)
 (Ben and Kim)
 (I)
 (You and I)

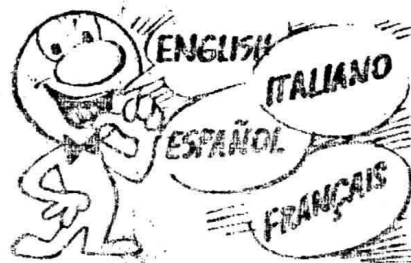
Substitute progressively.

	I speak French.
(You)	You speak French.
(We)	We speak French.
(Italian)
(French and Italian)
(My children)
(Chinese and Japanese)
(They)
(understand)
(know)	They know Chinese and Japanese.

2 Negation of Verbs with *don't*: Subjects *I/ You/ We/ They*

Repeat these sentences.

1. I speak English and French.
2. I also speak Spanish and Italian.
3. I don't speak Chinese or Japanese.
4. I don't speak Korean either.
5. I speak English, but I don't speak Chinese.
6. I understand French, but I don't understand Japanese.
7. I know English, but I don't know Korean.
8. I read Italian, but I don't read Chinese.



Repeat the sentences. Use the subjects *we/you/they* in order.

3 Negation of Verbs with *don't*

Substitute the verbs.

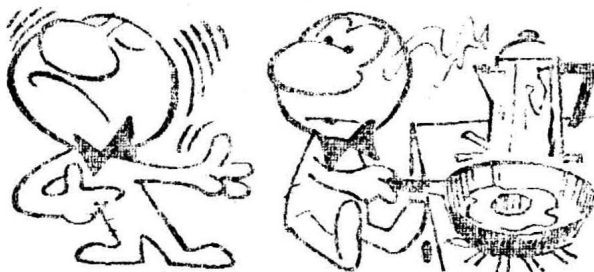
I don't *prepare* breakfast.

I don't *cook* breakfast. (*cook*)

..... (*fix*)

..... (*get*)

..... (*make*)



Substitute the verbs. Learn the new vocabulary.

They don't *fight*.

They don't *argue*. (*argue*)

..... (*laugh*)

..... (*cry*)

..... (*shout*)

1 Negation of Verbs with *don't*: Subject *I* (New Vocabulary)

Construct sentences following the models.

1. understand Spanish understand Portuguese

I understand Spanish, but I don't understand Portuguese.

2. eat soup eat dessert

I eat soup, but I don't eat dessert.

3. drink tea drink coffee

I drink tea, but I don't drink coffee.

4. speak English speak Italian

5. eat meat eat vegetables

6. grow fruit grow vegetables

7. like tea like coffee

8. like John like his friends

9. like apples like bananas

10. eat corn eat potatoes



Verb + Infinitive

Substitute the phrases.

They want to *go to Chicago*.

They want to *live in Chicago*. (*to live in Chicago*)

..... (to study in Chicago)
 (to study math)
 (to study electronics)
 (to be engineers)
 (to be married)
 (to have cereal for breakfast)
 (to go out to eat)
 (to visit a farm)
 (to see Dr. Morton)

6 Verbs *want* and *like* + Infinitive; Conjoining Sentences with *but*

Listen to the model. Then construct the third sentence in each group.

1. They want to learn English.

They don't want to study.

They want to learn English, but they don't want to study.

2. We want to speak Spanish.

We don't want to practice.

3. I want to learn French.

I don't want to study.

4. You like to read Chinese.

You don't like to speak it.

5. They like to speak Japanese.

They don't like to study.

7 Using *don't* with Negative Imperatives

Use *please don't* to form negative imperatives.

FIGHT *Please don't fight.*

ARGUE *Please don't argue.*

LAUGH

CRY

SHOUT

WAIT FOR ME

HURRY

LEAVE NOW

LAUGH AT ME

ARGUE WITH ME

Form negative imperatives. Use object pronouns.

1. You're bothering me.

Please don't bother me.

2. You're bothering Bob.

Please don't bother him.

3. You're bothering Alice.

4. You're bothering your little brother.

5. You're bothering Mr. and Mrs. Norris.

6. You're bothering Richard.

7. You're bothering Mr. Long and me.

8. You're bothering your father and mother.

Change to a negative imperative. Use *please don't* and an expression of direct address.

1. The children are fighting.

Please don't fight, children.

2. Mary's crying.

Please don't cry, Mary.

3. John's laughing.

4. Bill's arguing.

5. The girls are shouting.

6. The boys are running.

7. The children are talking.

8. Helen's leaving.

QUESTIONS AND ANSWERS

Repeat these questions and answers.

1. Are you [→]president of the company?

Who? [→]Me?

No. [→]Far from it.

I'm only an [→]employee.



2. Are you rich?

Me? [→]Rich?

Far from it.

I don't have much [→]money at all.



3. Do you speak English and Chinese?

I speak English [→]fluently.

But I don't know a word of Chinese.

4. Do you teach languages?

Yes, I do.

I teach Spanish and French.

I teach French in an [→]elementary school.

And I teach Spanish in a [→]junior high school.



5. Johnny! What are you doing?
Don't fight with your little brother.

But he's fighting with [→]me!



6. I'd like to eat [→]lunch now.

How about [→]you?

Fine with [→]me.

I'm hungry.

7. I don't want to watch TV tonight.
How about you?

No, I don't, either.

Let's go to the basketball game.

8. Do you speak Spanish and Portuguese?

I speak Spanish, but I don't speak Portuguese.
How about you?

I don't speak either one.

NEW VOCABULARY IN LESSON 1

NOUNS		VERBS		ADJECTIVES
apple	manager	argue	own	junior
banana	meat	bother	pay	long
Chinese (lang.)	money	cry	prepare	rich
corn	Portuguese (lang.)	fight	shout	ADVERB
date (appointment)	potato	hurry	speak	
dessert	potatoes (pl.)	laugh	wait	
driver	sales	love		
institute	Spanish (lang.)			fluently
Italian (lang.)	story			
Japanese (lang.)	taxi			
Korean (lang.)	vegetable			
luncheon				

GRAMMAR WORDS	COMPOUNDS	NAMES
Substitute Word: either	basketball	Family: Carroll Norris
Contraction: don't	basketball game	Masculine: Ben Dick
EXPRESSIONS	elementary school	Richard
	health institute	Feminine: Kim Peggy
	high school	Place: Carroll's Office Center
	luncheon date	International Health Institute
	office center	Maine Avenue
at all	sales manager	
Far from it.	seafood	
How about you?		
junior high school		

LESSON 2

DIALOG 1: AT CAPTAIN JOHN'S RESTAURANT

Dialog 1: Entering



HEAD WAITER Do you gentlemen have a reservation?

MR. NORRIS No we don't.
Do we need one?

HEAD WAITER No, I'm sure I can take care of you.
Right this way, please.

Dialog 2: Ordering



WAITER Do you wish to order now?

MR. NAKAMURA I don't see scallops on the menu.
Do you have them?

WAITER Yes, we do. Do you want them broiled?

MR. NAKAMURA Yes, please. And French fries and a salad.

MR. NORRIS Do you have shrimp salad?

WAITER Yes, we certainly do.
Would you like coffee?

MR. NORRIS Yes, please. For both of us.