

new

English 900



book 4

Collier Macmillan

new
English



book 4

Macmillan Publishing Co., Inc.
Collier Macmillan International
New York

Collier Macmillan Publishers
London

NEW ENGLISH 900

Project Editor: Peggy Intrator

Contributing Editor: Michael R. Lanzano

Senior Editor: Mary Ann Kingston Miller

Associate Editor: Gretchen Dowling

Consultant: Jean A. McConochie

Art Director: Zelda Haber

STAFF FOR STUDENT BOOK FOUR

Editor: Ellen Shaw

Editorial Assistant: Elyn Raymon

Illustrator: Erica Merklng

Art Editor: Anna Sabin

Production Supervisor: Gerald Vogt

Copyright © 1978 MACMILLAN PUBLISHING CO., INC.

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the publisher.

**This is a revision of English 900®,
copyright © 1964 Macmillan Publishing Co., Inc.**

Philippines Copyright © 1978 MACMILLAN PUBLISHING CO., INC.

ISBN 0-02-974410-5

Collier Macmillan International, Inc.
866 Third Avenue, New York, New York 10022

Collier Macmillan Canada, Ltd.

Collier Macmillan Publishers
London

Printed in the United States of America

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.

THE STORY SO FAR

In the first three books, we established the characters and plot of *New English 900*. We met **Bill O'Neill**, an ice cream salesman at the World's Fair, and through him we met **Laura Segura**, a secretary, and her boss, **Mr. Crawford**. Laura was unhappy at her job, so she resigned. Mr. Crawford hired a new secretary, **Claire Lindstrom**. Mr. Crawford's son, **Michael**, is an artist.

Through Bill, we met **Paulo** and **Joana Farias**, and their mother. Paulo, a young businessman, is planning an art competition for the Brazilian Pavilion at the Fair. Joana is an art student. Their mother, **Alicia**, is visiting from Brazil. Joana Farias and Michael Crawford meet and begin to think about each other.

The Nikzad family is from Iran. We met **Simon Nikzad**, a banker at the Fair, his wife, **Zahra**, and their sons, **Ali** and **Hussein**. Ali is lively, independent, and stubborn.

The O'Neill family is American. We met Bill's wife, **Nora**, and their four children: **Billy** (Bill, Jr.), **Jack**, **Peggy**, and **Suzy**. Because the children are old enough to take care of themselves, Nora decides to take a job as a florist.

Miguel Morales and **Pedro Ortega** are friends. Miguel is a student visiting from Colombia. Pedro is a photographer and a ladies' man. Pedro and Miguel met the girl upstairs, **Marta Garcia**. To Pedro's surprise, Marta prefers Miguel. Miguel discovers that Pedro and Michael Crawford used to be good friends. They quarreled over a woman.

The Yamamotos own a store near the Fair. We met **Grandfather** and his grandson, **Jim**. We also get to know **Jim's mother and father**. Through the Yamamotos, we see the changing values of three generations.

These characters stay with the entire series and are the focus of our attention. An imaginary World's Fair provides a background for the series.

CONTENTS

Units 27, 28, 30-33 each contain two dialogue lessons. Units 29 and 34 contain three reading lessons each. The main grammatical points featured are listed below.

Introduction

The Story So Far

UNIT TWENTY-SEVEN	THE PARTY	1
	Reflexive pronouns Prepositions followed by gerunds Past habitual time with <i>used to</i> Time expressions <i>for</i> and <i>during</i>	
UNIT TWENTY-EIGHT	CONGRATULATIONS, PAULO!	14
	Adverbs of manner Comparison of adverbs <i>Too, enough, and very</i> Adverbial clauses with <i>until</i>	
UNIT TWENTY-NINE	READING AND REFOCUS	30
	MICHAEL'S BROTHER, GARY; AN APPLICATION TO COLLEGE; AT A COFFEE SHOP More on <i>used to</i> <i>To want</i> someone <i>to do</i> something Adverb review Various meanings of <i>get</i> <i>Interested</i> versus <i>interesting</i> (-ed v. <i>-ing</i> adjectives)	

UNIT THIRTY	ASKING DIRECTIONS	52
	<i>Modal: should</i> The connector <i>so</i> The adverb <i>still</i> <i>If + real conditional (with will/won't)</i>	
UNIT THIRTY-ONE	HOW MARTA MET MICHAEL	64
	<i>As/while/when (interrupted action in the past)</i> <i>Even as an intensifier</i> <i>Hope</i> <i>So do I/Neither do I</i>	
UNIT THIRTY-TWO	O'NEILL'S COVER	76
	Gerunds Verbs followed by gerunds or infinitives <i>How to</i>	
UNIT THIRTY-THREE	THE RECONCILIATION	90
	The present perfect tense	
UNIT THIRTY-FOUR	READING AND REFOCUS	106
	MICHAEL'S BLOCK; SERGEANT O'NEILL'S REPORT; JOE'S <i>Articles a/an, the</i> The hyphen More on adjective order Family relationships	
BASE SENTENCE LISTING WITH INTONATION LINES		129
WORD INDEX		141

UNIT 27

THE PARTY



LESSON 1

- 450** MICHAEL: Good-bye, Miguel. Nice meeting you. Good-bye, Marta. Thanks for coming.
- MARTA: Bye. Don't forget our English lesson on Wednesday.
- MICHAEL: I won't. I'll be there. And why don't you come, too, Miguel?
- MIGUEL: Thank you. I will. And thank you for inviting me to the party. It was a lot of fun.
- MARTA: Thank you again, Michael. I'll see you next Wednesday. Joana, it was a pleasure meeting you.
- JOANA: Thank you. It was a pleasure meeting you and Miguel.
- ALL: Good night.

- 451 MICHAEL: Well. Let's sit down for a few minutes.
452 I can clean up later.
JOANA: No, let me help you.
453 MICHAEL: No, that's all right. I can do it by myself in the morning. 453
454 JOANA: It was a very nice party. It's too bad Paulo had to work late. 454
MICHAEL: Yes, it is, but I'm glad you had a good time.
JOANA: I liked your friends.
455/456 MICHAEL: They liked you, too. I could tell. 455 As a matter of fact, you made everybody feel comfortable. 456
JOANA: That's easy. You're a great host.
457 MICHAEL: Well, you're a pretty good hostess. I was tired of giving parties by myself. 457



GRAMMATICAL PREVIEW

Reflexive Pronouns

myself yourself himself/herself/itself ourselves yourselves themselves

SUBSTITUTION DRILLS

- Let's rest for **a few minutes**.
 a half an hour.
 awhile.
 fifteen or twenty minutes.
 a couple of hours.
- I can **clean up** later.
 make lunch
 do a wash
 make the beds
 dust
 vacuum the rugs
- It's too bad Paulo **had to work late**.
 couldn't come.
 was so busy last night.
 fell asleep during the movie.
- I love parties! —I could **tell**.
 see that.
 guess.

5. You made everyone feel **comfortable**.

at home.
relaxed.
welcome.

6. I was tired of **giving parties** by myself.

doing all the work
staying home every night
studying
travelling

tired of **living by myself.**

afraid of alone.
bored with
excited about
worried about

8. I **want** to study by myself.

have
plan
am trying

CONNECTED DRILLS

1. I don't need help. I can do it by myself.

You	You	yourself.
You and I	We	ourselves.
You and Michael	You	yourselves.
Joana and Michael	They	themselves.
Michael doesn't	He	himself.
Joana	She	herself.

2. I couldn't speak English when I started school, but I can now.

cook	got married,
change diapers	was single,
type	graduated from high school,
stay out late	lived with my parents,

EXERCISES

1. For answers the question "How long?"

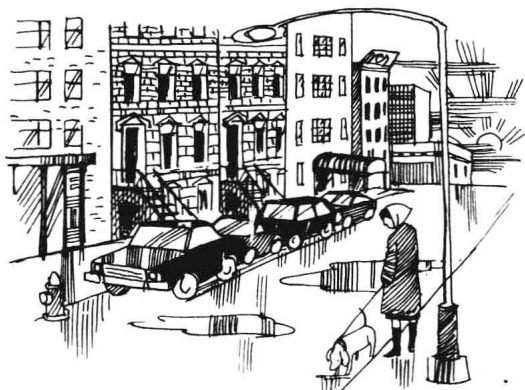
Example: We talked *for a long time.*
a few hours.

During answers the question "When?"

Example: I go to school *during the week.*
the summer.

Choose the right word for these sentences.

- Michael and Joana talked _____ a long time after the party.
- We hardly ever clean up our apartment _____ the week.
- While Gary was in college, he studied _____ five or six hours every day.
- It rained _____ the night. The streets are wet.
- Let's look around the store _____ a little while _____ our lunch hour.
- I usually go on vacation _____ six weeks _____ the summer.



2. Change *alone* to "by ~self"

Example: Are you going to the party alone?

Are you going to the party by yourself?

- Do you live alone?
- Mr. Yamamoto prefers to work alone.
- We couldn't lift those heavy boxes alone.
- Suzu can't stay out late alone.
- Did you and Gary plan your wedding alone?
- Nora and Bill seldom have dinner alone.
- I like to walk in the garden alone.
- Ali would rather go to the Fair alone.

3. Answer the questions with "no." Follow the example.

Example: Did she go to the party with Pedro?

No. She went by herself.

- Did Hussein do his homework with a classmate?
- Did Marta and Miguel go to the movies with Pedro?
- Did she live with other students when she studied in Madrid?
- Did Ali go to the Fair with his father?
- Did anyone help Michael serve the coffee?
- Did anyone help you do your homework?

4. Choose the right form of the verb.

- I'm afraid of _____ home by myself at midnight. (*walk, walking*)
- Are we having spaghetti for dinner again? I'm tired of _____ the same thing three times a week. (*eat, eating*)
- She doesn't want to _____ alone. (*live, living*)
- I quit college because I was bored with _____ all the time. (*study, studying*)
- Do you have to _____ tonight? (*study, studying*)



LESSON 2

- 458** JOANA: You know, when I was a teenager, I used to go to parties all the time.⁴⁵⁸ I enjoyed myself every minute—parties, dances, boys.⁴⁵⁹
- 459** MICHAEL: It sounds like fun.
- 460** JOANA: It was. I used to live from dance to dance.⁴⁶⁰
- 461** On the weekends, Paulo and I never used to be home.⁴⁶¹
- MICHAEL:** Paulo? I don't believe it. I thought he worked all the time—like my brother.
- JOANA:** Your brother? I didn't know you had a brother.
- 462** **MICHAEL:** It's a long story.
- JOANA:** We have time.
- 463** **MICHAEL:** O.K. How about a cup of coffee? Then I'll tell you about myself.⁴⁶³
- JOANA:** Let me help.
- 464** **MICHAEL:** No. That's O.K. This kitchen is too small for two.⁴⁶⁴
- 465** Look around. Make yourself at home.⁴⁶⁵

GRAMMATICAL PREVIEW

I We You They He/She	used to	go	to Spain in the summer.
----------------------------------	---------	----	-------------------------

Affirmative Statement: She *used to* go to Spain in the summer.

Negative Statement: She *didn't use to* go to Spain in the summer.

Negative Question: *Didn't* she *use to* go to Spain in the summer?

Affirmative Question: *Did* she *use to* go to Spain in the summer?

Answers: 1. Yes, she *did*.
2. No, she *didn't*.

Tag Questions:

1. She ⁽⁺⁾ used to go to Spain in the summer, ⁽⁻⁾ didn't she?

2. She ⁽⁻⁾ never used to go to Spain in the summer, ⁽⁺⁾ did she?