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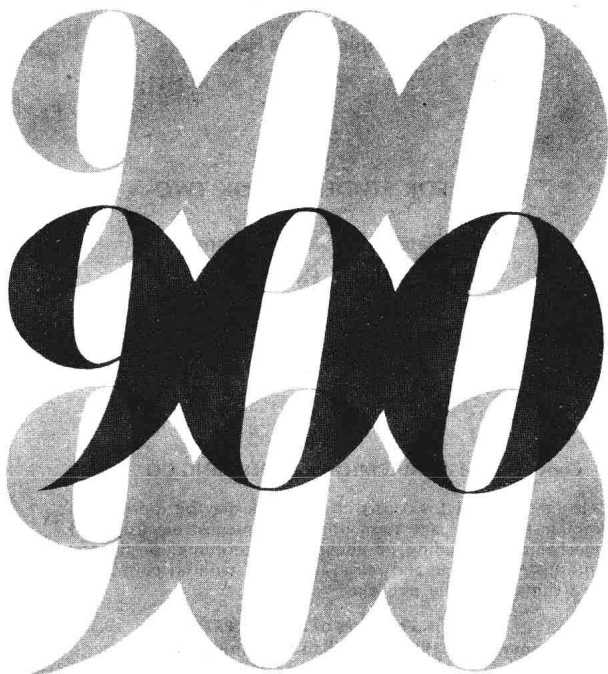
English 900



Book 2

Collier Macmillan

new
English



book 2

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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.

THE STORY SO FAR

In Book 1, we meet the characters of *New English 900*. We meet **Bill O'Neill**, an ice cream salesman at the Fair, and through him we meet **Laura Segura**, a secretary, and her boss, **Mr. Crawford**. Laura is not happy at her job. Mr. Crawford, a businessman, is not happy about many things, including his son, **Michael**, an artist.

Through Bill, we meet **Paulo** and **Joana Farias**, and their mother, **Alicia**. Paulo is a young businessman. Joana is an art student. Their mother is visiting from Brazil. Joana and Michael Crawford meet.

It is also through Bill O'Neill that we meet **the Nikzad family**; **Simon Nikzad**, a banker at the Fair, his wife, **Zahra**, and their young son, **Ali**.

Bill O'Neill's family is introduced. His wife, **Nora**, a florist, and their four children: **Billy (Bill, Jr.)**, **Jack**, **Peggy**, and **Suzy**.

Miguel Morales and **Pedro Ortega** are friends. Miguel is visiting from Colombia. He is shy and quiet. Pedro is not. Pedro and Miguel meet **Marta Garcia**, the girl upstairs. Pedro and Marta go to the movies.

The Yamamotos own a store near the Fair. We meet **Grandfather** and his grandson, **Jim**. We also get to know **Jim's mother** and **father**.

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.

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Units 11, 12, 14, 15, 16, and 17 each contain two dialogue lessons and a bonus dialogue. Units 13 and 18 each contain three reading lessons. The main grammatical points featured are listed below.

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The Story So Far

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UNIT 11

The Mystery Woman



LESSON 1

PEDRO: Where were you last night?

MIGUEL: At the movies.

151 PEDRO: Oh yeah? Which one? 151

MIGUEL: Uh, I forget.

152 PEDRO: Oh, you forget, huh? Were you with someone? 152
What was her name?

153 MIGUEL: As a matter of fact, I was with . . .

154 PEDRO: Aha! I'm never wrong.

155 Was it anyone I know?

Continued

MIGUEL: Yes, Pedro, I . . .

PEDRO: No. No. Let me guess.

Hmm. It's someone I know. Was it . . .

MIGUEL: Pedro, this isn't a game.

PEDRO: Oh, Miguel. You're always so serious.

Relax! Now, who. . .

MIGUEL: Pedro . . .

156 PEDRO: Was it the woman in the candy store?

157 You know, the one with blond hair?

158 She's always smiling at you.

MIGUEL: No, Pedro, it was . . .

159 PEDRO: Hmm, I'm usually good at these games.

How about Danielle?

MIGUEL: *Shut up!



* An *impolite* way of telling someone to be quiet.

GRAMMATICAL PREVIEW

| S T A T E M E N T | Verb: | | Adverb | |
|---|---------|----|---|----------|
| | Subject | BE | of frequency | |
| | Miguel | is | always usually often sometimes seldom never* | serious. |



always



usually



often



sometimes



seldom



never

Preview Questions

Question: Are you always busy?**Answers:** Yes, always.
No, seldom.

ONE and ONES

Question: I have two sweaters, a green one and a blue one.
Which one do you like?**Answer:** I like *the green one*.**Question:** I have a lot of boxes, big ones and small ones.
Which ones do you want?**Answer:** I want *the big ones*.* Use *ever* in questions. (Don't use *ever* in affirmative statements.)

SUBSTITUTION DRILLS

1. Which movie are you going to?

language are they studying?

plane is she taking?

girl is she inviting?

2. Which book do you want? The English one or the Spanish one?

magazine

newspaper

article

3. Which box do you want? —I want

this one.

that

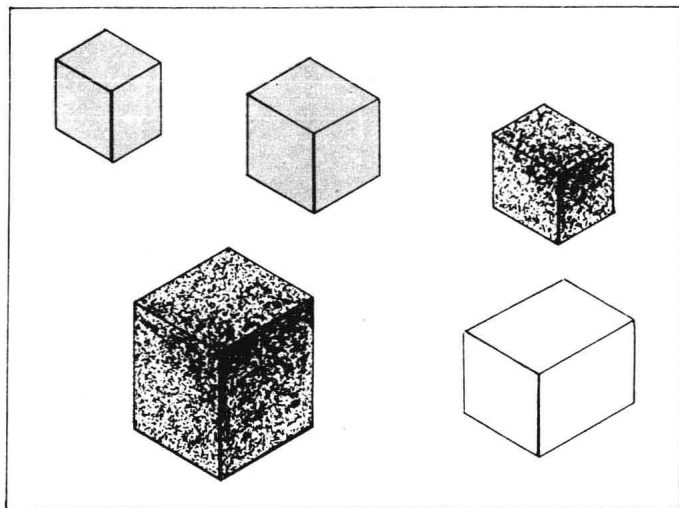
a black

the white

this black

that white

the big black



4. Which jacket is yours, this one or that one?

the blue one or the brown one?

the one on the desk or the one on the table?

the clean one or the dirty one?

5. I'm never wrong.

seldom

always

usually

often

sometimes

6. a. Is he always right?

usually serious?

often confident?

sometimes busy?

late?

b. Yes, always.

often.

usually.

sometimes.

c. No, never.

not usually.

seldom.

not often.

7. As a matter of fact, I was with . . .

To tell the truth,

Actually,

In fact,

8. Is it anyone I know? —Yes, it's **someone** you know.

No, it isn't anyone

No, it's no one

9. Is anyone with him?

home?

in the bathroom?

on the phone?

there?

10. Was it the woman in the candy store, the one with blond hair?

man at the market,

girl at school,

boy on the team,

teacher in Room 201,

curly

straight

short

long

brown

red

11. She's always smiling at you.

talking on the phone.

asking about you.

thinking about food.

taking pictures.

12. I'm usually good at these games.

baseball.

history.

languages.

sports.

EXERCISES

1. Complete this dialogue. Use the words below.

What • Which • Where

PEDRO: _____ were you last night?

MIGUEL: At the movies.

PEDRO: Oh yeah? _____ one?

MIGUEL: Oh, I forget.

PEDRO: Oh, you forget, huh? _____ was her name?



2. Use "one" in the answer. Follow the example.

Example: —Do you want to buy a painting?

(Yes. I want to buy this **painting**.)

Yes. I want to buy this one.

- Which plane do we take? (We take this **plane**, at Gate 4.)
- Do you like this blue sweater? (No. I like that red **sweater**.)
- Do you like your jacket? (No. I want to buy a new **jacket**.)
- Is your car here? (Yes. It's the old blue **car** over there.)
- Was it the woman in the candy store? (Yes. It was the **woman** with blond hair.)

3. Add the adverb. Follow the example.

Example: Miguel is serious. (*always*)
Miguel is always serious.

- Miguel is homesick. (*seldom*)
- Joana is nervous in school. (*always*)
- Mr. Yamamoto is busy. (*often*)
- Laura is early for work. (*sometimes*)
- Mr. Crawford is at work. (*usually*)
- Suzy is home. (*never*)

4. Choose the right word for the sentences below. (In four of them, two answers are possible. Which four are they?)

someone • anyone

- It's _____ we know from work.
- He's talking to _____ from his office.
- It isn't _____ you know.
- He isn't dating _____ you know.
- Was it _____ I know?
- Is _____ using the phone?

