

***new***

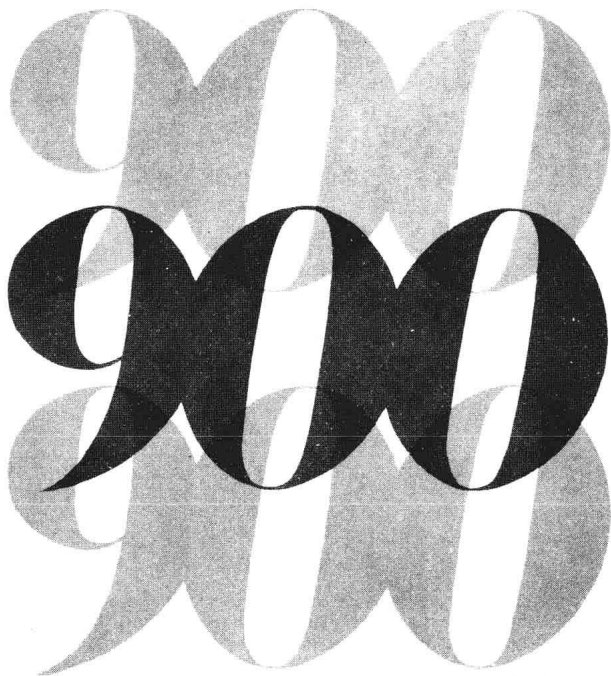
***English 900***



***book 3***

***Collier Macmillan***

***new***  
***English***



***book 3***

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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 Books 1 and 2 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 not happy at her job and finally resigned. Mr. Crawford, the President of an advertising agency, is not happy about many things, including his son, **Michael**.

Through Bill, we met **Paulo** and **Joana Farias**, and their mother. Paulo is a manager at the Brazilian Pavilion at the Fair. His sister, Joana, is an art student. Their mother, **Alicia**, is visiting from Brazil. Joana and Michael Crawford met and began 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, **Hussein** and **Ali**. 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**. Nora decided to start a career.

**Miguel Morales** and **Pedro Ortega** are friends. Miguel, shy and quiet, is visiting from Colombia. Pedro is a ladies' man. Pedro and Miguel meet the girl upstairs, **Marta Garcia**. To Pedro's surprise, Marta prefers Miguel.

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

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Units 19, 20, 22-25 each contain two dialogue lessons and a bonus. Units 21 and 26 contain three reading lessons each. The main grammatical points featured are listed below.

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# UNIT 19

## I Need a Job!



### LESSON 1

LAURA: Hi, Bill.

BILL: Hi, Laura. How are you today?

**301** LAURA: Awful. I resigned.

**302** BILL: You resigned? Why? You liked the job, didn't you? **302**

LAURA: Yes and no. I never liked my boss. You know that.

**303** BILL: Yes. But it was an interesting job, wasn't it?

**304** LAURA: Yes. We handled all the advertising and promotion for the Fair.

BILL: Well, what are you going to do now?

**305** LAURA: Find another job. Do you need a secretary? I type sixty words a minute. **305**

**306/307** BILL: [*laughing*] No, not today. But did you look in the newspaper?

LAURA: Yes. *Nobody* needs a secretary this week.

## GRAMMATICAL PREVIEW

## AFFIRMATIVE STATEMENTS

SIMPLE PAST  
REGULAR VERBSSubject  
Pronouns

Verbs

I	danced	with Miguel.	yesterday.
You	looked for	him.	
We	*cried	at the movies	
They			
He/She	**stopped in	to say "hello."	

The simple past tense ending *-ed* has three different pronunciations.

I cried (-d)

I typed (-t)

I needed (-id)

It also has two different spellings: dance - danced  
miss - missed

\*Change the "y" to "i" and add "ed." cry → cried. But, vowel + "y" adds "ed." Play → played.

\*\*Some verbs double the last letter before you add "ed." stop → stopped.

## NEGATIVE STATEMENTS

Subject                      (—)    (—)  
 Pronouns   negative   Verb    Contraction

I	didn't	play baseball yesterday.	did not =
You			didn't
We			
They			
He/She			

## QUESTIONS

Subject  
 Pronouns                      Verb

Did	I you we they he/she	play baseball yesterday?
-----	----------------------------------	--------------------------

**Affirmative Statement:** They played baseball yesterday.

**Negative Statement:** They *didn't* play baseball yesterday.

**Negative Question:** *Didn't* they play baseball yesterday?

**Affirmative Question:** *Did* they play baseball yesterday?

**Answers:** (a) Yes, they *did*.

(b) No, they *didn't*. They played football.

**Tag Questions:** (a) They played baseball yesterday, <sup>(+)</sup> <sup>(—)</sup> didn't they?

(b) They <sup>(—)</sup> didn't play baseball yesterday, <sup>(+)</sup> did they?

## SUBSTITUTION DRILLS

1. I resigned from my job **this morning.**

today.

yesterday.

yesterday afternoon.

last night.

last week.

last Friday.

2. I resigned from my job **this morning.**

accepted a new position

asked for a raise

typed ten letters

tried to call you

stopped in to see you

3. **We** handled the advertising and promotion for the Fair.

I

You

Our office

He

They

Two firms

4. **Did you look in the newspaper?**

Didn't *talk to* your lawyer?

*show up* at the meeting?

*stop in* at the employment office?

*turn down* a job last month?

5. You **liked the job,** **didn't you?**

resigned,

filled out the form,

danced at the party,

watched a movie on T.V.,

6. You didn't **resign**, did you?  
     find another job,  
     put an ad in the paper,  
     buy that house,  
     paint your apartment again,
7. It was an **interesting** job, wasn't it?  
     exciting  
     fascinating  
     boring  
     tiring
8. The job was **interesting**.  
     exciting.  
     fascinating.  
     boring.  
     tiring.
9. Do you **need a new secretary**? —No, not **today**.  
     want to buy a house?           this month.  
     want to take a trip?           now.  
   right now.  
   until September.

## CONNECTED DRILL

- I           **type sixty words a minute.**  
             run a mile      day.  
     drink a quart of milk   day.  
             work forty hours   week.  
             earn \$180      week.  
             take two days off   month.  
     have three weeks' vacation   year.

## EXERCISES

1. Change to the past. Follow the example.

**Example:** Laura types a lot of letters every day. (*yesterday*)  
*Laura typed a lot of letters yesterday.*

- a. Miguel listens to the radio every day. (*yesterday*)
- b. She helps her mother every night. (*last night*)
- c. Bill celebrates his birthday with his family every year. (*last year*)
- d. Laura and Bill talk to each other every day. (*yesterday*)
- e. They stop in at the office every morning. (*yesterday morning*)
- f. The baby cries every night. (*last night*)
- g. They play football every Saturday. (*last Saturday*)



2. Make negative statements. Follow the example.

**Example:** We watched a movie on T.V. last night.

*We didn't watch a movie on T.V. last night.*

- a. Laura asked Mr. Crawford for a raise today.
- b. He hired a new receptionist last week.
- c. I walked to school yesterday.
- d. Marta earned \$200 a week last year.
- e. We painted our apartment last month.
- f. Pedro looked for a job this morning.
- g. Michael tried to sell a painting the day before yesterday.

3. Make questions. Follow the example.

**Example:** They handled all the advertising and promotion.

*Did they handle all the advertising and promotion?*

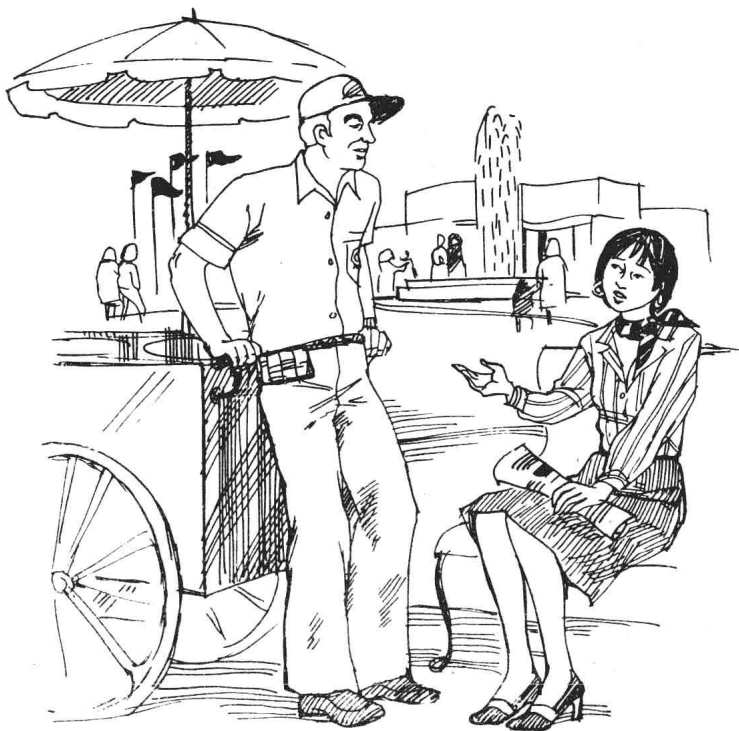
- a. He called up his girlfriend.
- b. They walked to the Fair.
- c. She baked a cake.
- d. You ordered a dozen roses.
- e. They danced all night.
- f. I answered your questions.
- g. It sounded like a bell.

4. Make affirmative or negative tag questions. Follow the example.

**Example:** Laura liked her job.

*Laura liked her job, didn't she?*

- a. Bill wanted to help Laura.
- b. You looked for my checkbook.
- c. Mr. and Mrs. Crawford invited Joana to their dinner party.
- d. I didn't insult you.
- e. She didn't enjoy her vacation last year.
- f. You turned off the air conditioner.



## LESSON 2

- 308** BILL: What about the employment office here at the Fair?  
Did you check with them?
- 309** LAURA: No, I didn't.
- 310** BILL: Why not?
- LAURA: Because they aren't going to help me. I resigned from a good job!
- BILL: Maybe you're wrong.
- 311** LAURA: Oh, Bill. You need recommendations to get a good job.<sup>311</sup> Mr. Crawford isn't going to give me a recommendation.