

# New Getting Into English

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NAN'UN-DO

## **To the Student**

Welcome to New Getting Into English. We are confident that you will find this book both very useful and a lot of fun. You will learn useful words, phrases and expressions enabling you to express yourself in everyday English communication. The many speaking activities will give you chances to talk about yourself—your family, friends, school, likes and dislikes, and so on—and to steadily build up your English skills.

There are useful pronunciation points in each unit. The good news is that, with a little effort, Japanese-speakers can acquire very satisfactory English pronunciation. There are also listening exercises giving examples of how to do the speaking activities. An important element in learning anything is doing simple things well. Make sure you review things until you are quite fluent.

## **New Getting Into English**

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## Table of Contents

Unit 1	Hi, I'm Rina.	6
Unit 2	How do you spell that?	10
Unit 3	What's the time?	14
Unit 4	Where are you from?	18
Unit 5	What's your favorite food?	22
Unit 6	How often do you get your hair cut?	26
Unit 7	What kinds of music do you like?	30
Unit 8	Who's older, you or your sister?	34
Unit 9	How was your weekend?	38
Unit 10	Have you ever been abroad?	42
Unit 11	What kinds of movies do you like?	46
Unit 12	What's the weather going to be like?	50
Unit 13	What's your favorite coffee shop?	54
Unit 14	Do you have a part-time job?	58
Unit 15	How long have you had your phone?	62
Unit 16	What kind of clothes do you like to wear?	66
	Conversation Game	70

# New Getting Into English

# Unit 2

## How do you spell that?

**1 Pronunciation:** The name of the letter C is pronounced /si:/ not like Japanese *shi* /ʃi/.  
The word "sister" is pronounced /sɪstər/ not like *shisuta* /ʃisuta:/.



sister



city

six

Sydney

**2** Practice the conversation with a partner.



A: Can I get your telephone number?  
B: Just a minute. It's 090-825-3665.  
A: Uh-huh. 090-825...  
B: 3665.  
A: Got it.

**Pronunciation Point**  
0 is pronounced /oo/  
or zero /zi:roʊ/

**3 Pronunciation:** The pronunciation of the letter 't' is often influenced by surrounding sounds.



What part?	/whappart/	What color?	/whakkolor/
eight two	/eittu:/	eight eight	/eɪtɛɪt/
first name	last name	postcard	

**4 Listening:** Write the numbers you hear on the lines below.



a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_  
e. \_\_\_\_\_ f. \_\_\_\_\_ g. \_\_\_\_\_ h. \_\_\_\_\_  
i. \_\_\_\_\_ j. \_\_\_\_\_ k. \_\_\_\_\_ l. \_\_\_\_\_  
m. \_\_\_\_\_ n. \_\_\_\_\_ o. \_\_\_\_\_  
p. \_\_\_\_\_ q. \_\_\_\_\_

**Useful Classroom Language**  
Your turn. / My turn.  
Okay? / Okay.  
I'll be A, you be B.

**5**

Work with a partner. Student A dictates to Student B and Student B writes the numbers he/she hears.

Student A	
_____	76, 35, 08, 92, 41
_____	981, 704, 632, 715
_____	7214, 3890, 6631
_____	090-7931-8462, 302-7864

Student B	
_____	79, 82, 38, 50, 63
_____	923, 104, 551, 896
_____	7895, 3264, 8812
_____	080-931-7662, 7754-8321

**6**


With a partner decide who is Student A and who is Student B. Then practice the model conversation. Ask and answer in turns for the missing numbers in your list below. Write the numbers on the lines.




A: Can you give me Joe's number? (or) Do you know Joe's number?  
B: Joe's number? Yes. It's ... 764-8321.  
A: 764 ...  
B: 8321.  
A: OK. Got it. (or) OK. Thanks.

	Student A	Student B
Joe	764-8321	Joe 764-8321
Mark	_____	Mark 070-901-5632
Kazuo	897-7621	Kazuo _____
Yukie	_____	Yukie 075-751-6624
Joshua	080-585-3088	Joshua _____
Nancy	_____	Nancy 090-278-6352
Emma	872-6521	Emma _____
Kevin	_____	Kevin 692-7854
Sophia	03-9498-5014	Sophia _____


**7** **Listening:** Practice saying the following letters: C, F, V, W, Z. Listen and write the words your teacher spells.

16  1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_  
 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_  
 7. \_\_\_\_\_ 8. \_\_\_\_\_ 9. \_\_\_\_\_  
 10. \_\_\_\_\_ 11. \_\_\_\_\_ 12. \_\_\_\_\_

**8** **Speaking:** Student B should close his/her book. Student A should ask how to spell the words in Activity 7. Then change roles.


17  A: How do you spell 'snake'?  
 B: Snake? Uh, S-N-A-K-E?  
 A: Yeah, that's right./Wrong.

**9** **Speaking:** Practice the conversation.

18  A: Can you spell your first name?  
 B: H-A-R-U-K-A.  
 A: And your last name?  
 B: K-A-M-I-M-U-R-A.  
 A: What's your phone number?  
 B: 090-872-9910.  
 A: OK. Thanks.



**10** **Listening:** Listen and write what you hear in the blanks.

19  **First Name** **Last Name** **Phone number**  
 1. \_\_\_\_\_  
 2. \_\_\_\_\_

**11** **Speaking:** Find out about other students, using the conversation in Activity 9 as a model. Make up a phone number: \_\_\_\_\_ (架空の電話番号を記載してください)

	First Name	Last Name	Phone number
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____



# Unit 5

## What's your favorite food?

**1 Vocabulary:** Do you know these foods? Circle the words you know. Then write two more words for each food group.

Food Groups				
Vegetables	Fruits	Fish	Meat	Grains
spinach	strawberries	tuna	beef	rice
lettuce	apples	salmon	pork	bread
leek	tangerines	squid	chicken	pasta
radishes	grapes	mackerel	lamb	noodles

**2** With a partner, make up and practice conversations like this one using all the foods in Activity 1. One person should ask questions and the other person should close the book and try to answer.

- 35** A: What's spinach in Japanese?  
 B: Spinach is *horenso* in Japanese.  
 A: Oh, I see.  
 What are grapes in Japanese?  
 B: Grapes are *budo*.

**3** Draw lines to match the foods with the name of the dish they are used in.

Foods (Ingredients)	Name of the Dish
1. potato, onion, beef, salt	pizza
2. flour, sausage, cheese, tomato sauce	spaghetti carbonara
3. cabbage, flour, egg, pork	<i>niku jaga</i>
4. pasta, bacon, milk, black pepper	<i>okonomiyaki</i>



**4 Listening:** Your teacher will name some ingredients that are used to make a popular dish. Listen and write them on the lines below. Then guess the name of the dish.



**Ingredients**

\_\_\_\_\_

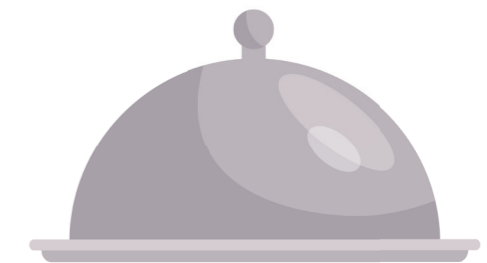
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Name of the dish: \_\_\_\_\_

**5** Think of a dish you like. Write the ingredients used to make the dish on the lines below. Then, in a small group, tell the other members what your ingredients are and ask them to guess the dish they are used in. Use the conversation below as a model.



**Ingredients:** \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

- A: The ingredients in this dish are \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_. Can you guess what dish it is?  
 B: Is it \_\_\_\_\_?  
 A: No, it isn't. Try again.  
 C: Is it \_\_\_\_\_?  
 A: You got it!

**6 Pronunciation:** Pronouns are usually not stressed. Practice saying these sentences.



- Do you make it?  
 She likes it.  
 He drinks it.  
 What does she eat?  
 Does he speak English?



7

**Vocabulary:** Look at the list of drinks in the box and add two drinks of your own. Which ones do you sometimes drink?

**DRINKS**



• coffee	• black tea	• barley tea	• juice
• soft drink	• bubble tea	• milk	• mineral water
• _____	• _____	• _____	• _____

8

**Listening:** What do they like to eat and drink? Write down the answers to these questions.



- a. What does Emily drink at breakfast? \_\_\_\_\_
- b. What does Matthew drink at breakfast? \_\_\_\_\_
- c. What does Emily drink in the afternoon? \_\_\_\_\_
- d. What kind of vegetables does Emily like? \_\_\_\_\_
- e. What kind of vegetables does Matthew like? \_\_\_\_\_
- f. What kind of fruit does Emily like? \_\_\_\_\_
- g. Is there any food Matthew doesn't like? \_\_\_\_\_

**Useful Language**

I like	the taste.
	the smell.
I don't like	the texture.

9

**Speaking:** Interview three partners and write their answers to the questions in the spaces.

Questions	Partner 1 (Name: _____)	Partner 2 (Name: _____)	Partner 3 (Name: _____)
a. What do you drink at breakfast?	_____	_____	_____
b. What do you drink during the day?	_____	_____	_____
c. What drinks do you not like?	_____	_____	_____
d. What vegetables do you like?	_____	_____	_____
e. What kinds of fruit / meat do you like?	_____	_____	_____
f. What kind of sushi do you like best?	_____	_____	_____
g. Are there any foods you don't like?	_____	_____	_____

