



6

interlingua.[®]

Table of Contents

Unit 1: Short Answers

Unit 2: Passive Voice in Present

Unit 3: Quantity Expressions

Unit 4: Passive Voice in Past

Unit 5: Review Unit

Unit 6: Future Actions with *Will* and *May*

Unit 7: Passive Voice in Future

Unit 8: Comparing People, Places, and Things

Unit 9: Conditions and Results in the Future

Unit 10: Review Unit

Welcome to English 6

We believe that you learn more when you know how to study.



This digital book and the audio files are for homework. It's important that you do your homework regularly and that you're ready to start your class on time.

Teachers answer specific questions about the homework, but they do not check homework in class. To check your homework, click on or tap the icon.

We use the following grades to evaluate your oral progress:

- 10 (very good)
- 9 (good)
- 7 (minimum)
- 5 (not passing)

During the course your teacher gives you suggestions to help you improve your level of English. We talk to you individually about your oral grade during or after the final review unit.



There is an online exam at the end of the course. To pass the course you need to get 70 points on the exam and at least a 7 for an oral grade.

The goals for the first half of the course are to understand and use:

- Short answers:
Did Tom work yesterday?
No, he didn't.
- Passive voice in present:
English is spoken in the US.
- Quantity expressions:
Are there many books on the table?
No, there are only a few.
- Passive voice in past:
The letter was sent three days ago.

The goals for the second half of the course are to understand and use:

- Future actions:
Will you work on Saturday?
No, I won't, but I may work on Sunday.
- Passive voice in future:
The play will be presented next week.
- Comparatives:
Sally is taller than Beth, but she isn't as thin as Beth.
- Conditions and results in the future:
If they win the lottery, they'll buy a car.

It's important to use these structures with good grammar and fluency, and another goal is to learn vocabulary.

If you have questions, problems, or recommendations, you can ask your teacher or course coordinator.

SHORT ANSWERS

Unit 1

UNIT GOALS

In this unit we will examine:

- Short Answers

Can you speak English?

Yes, I can.

Did you work last night?

No, I didn't.

- and vocabulary.



KEYWORDS AND EXPRESSIONS



(to) grow up – *crecer, madurar (para personas)*
 (to) be away from – *estar lejos de*
 (to) come out – *salir al mercado (de una canción, una película, etc.)*
 career – *trayectoria profesional*
 tour – *una gira*
 right – *¿correcto? ¿verdad?*
 on the road – *en gira*



Tune Talk

- Traci:** Hello, I'm Traci Ladd, and welcome to "Tune Talk." Hank Hillsboro is the new king of country music, and he's here tonight to talk about his **career** and his music. Hank, how are you?
- Hank:** I'm fine, Traci.
- Traci:** Tell us a little bit about your early days. I understand you were poor while you were **growing up**.
- Hank:** Yes, I was. We lived on a farm without electricity or running water.
- Traci:** And your father taught you to play the guitar, **right**?
- Hank:** Yes, he did. He was a great player, and I learned everything from him.
- Traci:** What is your songwriting procedure? Can you write songs on the piano?
- Hank:** No, I can't. I can only compose when I'm playing the guitar.
- Traci:** So, are you working on a new album now?
- Hank:** Yes, I am. It's going to **come out** in three months.
- Traci:** What are your plans for the future? Are you and your band going to **tour** in support of your new album?
- Hank:** Yes, we are. We're going to begin the tour in England, play in several countries in Europe, then return to the US.
- Traci:** Do you miss your family when you're **on the road**?
- Hank:** Yes, I do. I have two little boys now, and it's really hard to **be away** from them.
- Traci:** Hank, thank you for coming tonight.
- Hank:** Thank you, Traci.

CHECK YOUR UNDERSTANDING

1. Was Hank poor while he was growing up?

2. Who taught him how to play the guitar?

3. Can he write songs on the piano?

4. Where is his next tour going to begin?

5. Does he miss his family when he's on the road?



CONCEPT AND STRUCTURE 1: Short Answers

When we want to answer a question, we can use a **SHORT ANSWER**.

If the answer is affirmative, our auxiliary is affirmative.

Is Hank a musician?

Yes, **he** **is**.

SUBJECT + "BE" AFF.
PRONOUN

Does he compose on the guitar?

Yes, **he** **does**.

SUBJECT + AUX AFF.
PRONOUN

If the answer is negative, our auxiliary is negative.

Can he play the piano?

No, **he** **can't**.

SUBJECT + AUX NEG.
PRONOUN

Was there electricity on his farm?

No, **there** **wasn't**.

THERE + "BE" NEG.

PRACTICE 1: An Accident Report

Listen to the dialog and fill in the missing information. Then play the dialog again to check your answers. Follow the example.

Policeman: Let me ask you some questions about what happened. Did you actually see the accident ?

Mr. Schwartz: . I was walking out of the coffee shop when the accident happened.

Policeman: And was the red car moving fast?

Mr. Schwartz: Yes, it was. I saw the car go by, but the man in the car , I think.

Policeman: Hmm, that's strange.

Mr. Schwartz: That's what I thought.

Policeman: Did the red car then hit the yellow car?

Mr. Schwartz: . The woman in the yellow car was waiting for the stop light to turn green when the red car hit her.

Policeman: Did the man in the red car then?

Mr. Schwartz: .



- Policeman:** What about the woman? Did she get out of her car?
Mr. Schwartz: Yes, she did. She had a cut on _____, but otherwise she looked fine.
Policeman: Well, thanks for your help, Mr. Schwartz.
Mr. Schwartz: No problem.

PRACTICE 2: What do you know about superstitions?

Read the dialog. Then complete the dialog with the correct form of the verbs in parentheses. Follow the example.

- Sandy:** Hi, David. What are you reading?
David: I'm reading a magazine about superstition. There's some amazing information here.
 Do _____ you _____ know _____ (know) why you shouldn't walk under a ladder*?
 The reason is that the ancient Egyptians _____ (believe) that the triangle was a sacred symbol. When you walk under a ladder, you _____ (break) the triangle. That's bad luck.
 That's why you _____ (walk, recommendation) around the ladder.
Sandy: Really? That's interesting. What else _____ you _____ (learn) about superstitions? For example, can you tell me why you _____ (be, recommendation) careful with salt?
David: To the ancient Romans, salt was money; they _____ (pay) the soldiers with salt. So spilling salt is similar to throwing away your money: a bad idea.
Sandy: Wow! Can I read that article when you _____ (finish) it?
David: Of course.

* ladder =



PRACTICE 3: A Promotion

Read the questions below. Then listen to the audio file and answer the questions. Next, listen to the audio file again to check your answers. Follow the example.

Example: Is Allen going to start in his new position in three weeks?

Yes, he is.

1. Did David Ricco decide to take a job in London?

2. Does Allen's boss think that he's ready to take David's place?

3. Is Allen going to take training in Chicago?

4. Is he going to miss his parents' anniversary?

5. Can he get a production bonus every month?



PRACTICE 4: A Busy Weekend

Read the dialog and fill in the blanks with logical words or phrases.

- A: Do you want to _____ next weekend?
B: No, I don't. I _____ last weekend.
A: Well, can we _____ next Saturday?
B: No, we can't. I have to _____. Are you free next Sunday?
A: No, I'm not. I'm going to _____.
B: Well, then, maybe some other time.



AUDIO ACTIVITY: PRONUNCIATION

This activity will be done in class.

No, I don't. Yes, I can. No, he didn't. Yes, she is. No, you shouldn't.	Yes, they are. No, she doesn't. Yes, we did. No, you can't. No, I'm not.
---	--

VOCABULARY REVIEW

Read the text. Then fill in the blanks with a vocabulary word or expression from this unit. Follow the example.

An interview with Clive Wharton-Hogg

Sally Trump is interviewing the famous British author, Clive Wharton-Hogg.

Sally: Clive, I understand that you grew up in Sheffield, England.

Clive: Yes, I did. My family lived in a very tough neighborhood.

Sally: Your entire series is based on books about working-class life and the steel mills.

Clive: That's true. One of my professors told me to write what I know, so I usually write about my hometown.

Sally: When is your new book going to come out?

Clive: Probably next fall. I still need to do some editing to it.

Sally: I understand you are going to visit the States soon.

Clive: Yes, I am. I'm going to be on a book tour from January to March of next year.

Sally: I once read somewhere that you don't particularly like to be away from.

Clive: No, I don't. Believe it or not, I don't like to leave England too long.



CHECK YOUR PROGRESS

Write three new words or expressions from this unit you can use well.

Write three new sentences or questions.

In your own words, when do we use short answers?

ANSWER KEY

PRACTICE 1: An Accident Report

Audio script:

Policeman:

Let me ask you some questions about what happened.

Did you actually see the accident?

Mr. Schwartz:

Yes, I did. I was walking out of the coffee shop when the accident happened.

Policeman:

And was the red car moving fast?

Mr. Schwartz:

Yes, it was. I saw the car go by, but the man in the car was sleeping, I think.

Policeman:

Hmm, that's strange.

Mr. Schwartz:

That's what I thought.

Policeman:

Did the red car then hit the yellow car?

Mr. Schwartz:

Yes, it did. The woman in the yellow car was waiting for the stop light to turn green when the red car hit her.

Policeman:

Did the man in the red car wake up then?

Mr. Schwartz:

No, he didn't.

Policeman:

What about the woman? Did she get out of her car?

Mr. Schwartz:

Yes, she did. She had a cut on her forehead, but otherwise she looked fine.

Policeman:

Well, thanks for your help, Mr. Schwartz.

Mr. Schwartz:

No problem.

break the triangle. That's bad luck. That's why you should walk around the ladder.

Sandy:

Really? That's interesting. What else did you learn about superstitions? For example, can you tell me why you should be careful with salt?

David:

To the ancient Romans, salt was money; they paid the soldiers with salt. So spilling salt is similar to throwing away your money: a bad idea.

Sandy:

Wow! Can I read that article when you finish it?

David:

Of course.

PRACTICE 3: A Promotion

Audio script:

Allen:

Hi, honey. Guess what?

Roxanne:

What?

Allen:

I got a promotion today!

Roxanne:

That's great! Congratulations!

Allen:

When I got to work this morning, my boss called me into his office. He said that David Ricco decided to take a job in Los Angeles, so the company needs a person to take his place and he thinks I'm ready for the position.

Roxanne:

Really? When do you start?

Allen:

In three weeks. First, I have to take two weeks of training in our New York offices and then one more week of training here.

Roxanne:

So, you're going to be in New York for two weeks?

Allen:

Yes, I am. I'm afraid that I'm going to miss my parents' anniversary party.

Roxanne:

That's too bad, but this is more important right now. Are you going to make more money?

Allen:

Of course. My boss said that I have to work in the position for three months first. After that, I'm going to get a 10% raise, plus I can get a production bonus every

PRACTICE 2: What do you know about superstitions?

Sandy:

Hi, David. What are you reading?

David:

I'm reading a magazine about superstition. There's some amazing information here. Do you know why you shouldn't walk under a ladder? The reason is that the ancient Egyptians believed that the triangle was a sacred symbol. When you walk under a ladder, you

three months if my department does well.

Roxanne:

That sounds wonderful, honey. I know you're going to do great.

Allen:

Thanks.

1. No, he didn't.
2. Yes, he does.
3. No, he isn't.
4. Yes, he is.
5. No, he can't.

PRACTICE 4: A Busy Weekend

Example of a correct answer:

A:

Do you want to go to the movies next weekend?

B:

No, I don't. I went to the movies last weekend.

A:

Well, can we have lunch next Saturday?

B:

No, we can't. I have to work. Are you free next Sunday?

A:

No, I'm not. I'm going to go to a wedding.

B:

Well, then, maybe some other time.

VOCABULARY REVIEW

Sally:

Clive, I understand that you grew up in Sheffield, England.

Clive:

Yes, I did. My family lived in a very tough neighborhood.

Sally:

Your entire career is based on books about working-class life and the steel mills.

Clive:

That's right. One of my professors told me to write what I know, so I usually write about my hometown.

Sally:

When is your new book going to come out?

Clive:

Probably next fall. I still need to do some editing to it.

Sally:

I understand you are going to visit the States soon.

Clive:

Yes, I am. I'm going to be on a book tour from January to March of next year.

Sally:

I once read somewhere that you don't particularly like to be on the road.

Clive:

No, I don't. Believe it or not, I don't like to be away from England too long.

PASSIVE VOICE IN PRESENT

Unit 2

UNIT GOALS

In this unit we will examine:

- Passive Voice in Present

Is German spoken in Canada?

No, German isn't spoken in Canada.

English and French are spoken there.

- and vocabulary.



KEYWORDS AND EXPRESSIONS



(to) lock – *cerrar con llave*
 (to) pick up – *recoger*
 (to) make sure – *asegurarse de algo*

tenant – *inquilino/a*
 carpet – *alfombra*
 entrance – *entrada*
 rule – *regla*



The New Tenant

Mrs. Peterson: Welcome to the Oaktree Apartments, Mr. Garrison. I'm Mrs. Peterson, the building representative. I'm sure you're going to be very happy here.

Mr. Garrison: Thank you, Mrs. Peterson.

Mrs. Peterson: Let me give you some information for new **tenants**. First of all, the front doors are **locked** at 10:00 every night. If you arrive after that, you should **make sure** you have your key with you.

Mr. Garrison: Okay. When is the trash **picked up**?

Mrs. Peterson: The trash is picked up on Tuesdays and Saturdays.

Mr. Garrison: How often is the building painted?

Mrs. Peterson: It's painted once a year. Oh, and the **carpet** in the front hall is cleaned once a month, so the garage **entrance** is used that day.

Mr. Garrison: I see. What about maintenance? When is it paid?

Mrs. Peterson: Maintenance is paid the first three days of every month.

Mr. Garrison: Who is responsible for it?

Mrs. Peterson: A meeting is held every three months, and a new representative is chosen by the **tenants**. Of course you are expected to attend all the meetings.

Mr. Garrison: It seems like a lot to remember.

Mrs. Peterson: Don't worry; all new tenants are given a copy of the **rules** and regulations for the building when they move in.

Mr. Garrison: Okay. Well, thanks for your time, Mrs. Peterson.

Mrs. Peterson: You're quite welcome. And again, welcome to the Oaktree Apartments.

CHECK YOUR UNDERSTANDING

1. At what time are the front doors locked?

2. When is the trash picked up?

3. How often is the carpet in the front hall cleaned?

4. When is maintenance paid?

5. What are new tenants given when they move in?



CONCEPT & STRUCTURE 1: Passive Voice

We use the **PASSIVE VOICE** when the subject isn't doing the action. This is usually because the doer of the action is obvious, unknown, or unimportant.

The tenants **are given** a copy of the regulations.

The building **isn't painted** every month.

SUB + AUXILIARY + VPP

In passive voice we always use the auxiliary **to be** in affirmative or negative + a verb in past participle.

PRACTICE 1: Pronunciation

Repeat the verbs in the simple form and past participle form after the teacher on the audio file.

Verbs and their past participles					
speak	spoken	do	done	write	written
eat	eaten	sell	sold	hold	held
grow	grown	know	known	pay	paid
make	made	steal	stolen	teach	taught
wear	worn	give	given	read	read
drink	drunk				

PRACTICE 2: How is cola produced?

Complete the sentences with the verb in parentheses in passive voice. Follow the example. Then put the sentences in order: write the number before the sentence.

- ___ The bottles _____ (fill).
___ The boxes _____ (load) into trucks and _____ (deliver) to stores.
___ Every bottle _____ (inspect).
___ When a bottle doesn't have enough liquid, it _____ (accept, neg.).
1 ___ The ingredients are delivered (deliver) to the factory.
___ Water, sugar, and the secret formula _____ (mix).
___ The bottles _____ (pack) into boxes.
___ The bottles _____ (wash) and _____ (sanitize).





CONCEPT & STRUCTURE 2: Passive Voice

We use the **PASSIVE VOICE** when the subject isn't doing the action. This is usually because the doer of the action is obvious, unknown, or unimportant.

When **is** the trash **picked** up?
QW + AUX + SUB + VPP

It's **picked** up on Tuesdays and Saturdays.
SUB+AUX+VPP

In passive voice we always use the auxiliary **to be** in affirmative or negative + a verb in past participle.

PRACTICE 3: Pronunciation

Repeat the verbs in the simple form and past participle form after the teacher on the audio file.

Verbs and their past participles					
sing	sung	catch	caught	see	seen
begin	begun	choose	chosen	show	shown
bite	bitten	freeze	frozen	take	taken
break	broken	keep	kept	put	put
bring	brought	ride	ridden	find	found

PRACTICE 4: Blood Donations

Read the dialog. Then complete the dialog with the correct form of the verbs in active or passive voice. Follow the example.

Jason: Maxwell, I'd like to ask for permission to leave a bit early today.
I have an appointment at the blood bank.

Maxwell: The *what* bank?

Jason: The blood bank. I'm a blood donor and I 'm scheduled (schedule) to give blood today.

Maxwell: Really? Isn't it dangerous to give blood?

Jason: No, not at all. All materials sterilize (sterilize) and they're new, so nothing can happen.

Maxwell: you attend (attend) by a doctor?

Jason: No, most of the times a nurse takes my blood.

Maxwell: How much blood they take (take)?

Jason: Half a liter; that's about 10% of the blood you have in your body. They take blood three or four times a year.

Maxwell: you feel (feel) weak after you give blood?

Jason: No, I feel fine. The first time you give blood, they give you some recommendations. You tell to rest for 30 minutes after you give blood, to drink coffee or juice, and to eat a sandwich during that time. Actually, the food and drinks provide (provide) by the hospital, so I usually sit there and talk to other donors while we eat and drink. So is it okay if I leave at 5:30?

Maxwell: Yes, of course, no problem.



PRACTICE 5: Travel Plans

Read the dialog and fill in the blanks with logical words or phrases.

A: Where are you going to go on your next vacation?

B: We're going to travel to _____.

A: What language is spoken in _____?

B: _____ is spoken there.

A: What currency is used in _____?

B: I think the _____ is used there.



VOCABULARY REVIEW

Unscramble each word below to make a vocabulary word or expression from this unit or previous units.
Follow the example.

Example: klobc block

1. nettan tan net

2. creetann tan tree

3. peract act prep

4. slure rule slip

5. recera area core

6. ortu out port

7. grith high tight

CHECK YOUR PROGRESS

Write down three new sentences or questions you can use.

In your own words, when do we use active voice?

And when do we use passive voice?

ANSWER KEY

PRACTICE 2: How is cola produced?

The order below is followed by the largest soft drink producer in the world.

- 4 The bottles are filled.
- 8 The boxes are loaded into trucks and (are) delivered to stores.
- 5 Every bottle is inspected.
- 6 When a bottle doesn't have enough liquid, it isn't accepted.
- 1 The ingredients are delivered to the factory.
- 3 Water, sugar, and the secret formula are mixed.
- 7 The bottles are packed into boxes.
- 2 The bottles are washed and (are) sanitized.

PRACTICE 4: Blood Donations

Jason:

Maxwell, I'd like to ask for permission to leave a bit early today. I have an appointment at the blood bank.

Maxwell:

The what bank?

Jason:

The blood bank. I'm a blood donor and I 'm scheduled to give blood today.

Maxwell:

Really? Isn't it dangerous to give blood?

Jason:

No, not at all. All materials are sterilized and they're new, so nothing can happen.

Maxwell:

Are you attended by a doctor?

Jason:

No, most of the times a nurse takes my blood.

Maxwell:

How much blood do they take?

Jason:

Half a liter; that's about 10% of the blood you have in your body. They take blood three or four times a year.

Maxwell:

Do you feel weak after you give blood?

Jason:

No, I feel fine. The first time you give blood, they give you some recommendations. You are told to rest for 30 minutes after you give blood, to drink coffee or juice, and to eat a sandwich during that time. Actually, the food and drinks are provided by the hospital, so I usually sit there and talk to other donors while we eat and

drink. So is it okay if I leave at 5:30?

Maxwell:

Yes, of course, no problem.

PRACTICE 5: Travel Plans

Example of a correct answer:

A:

Where are you going to go on your next vacation?

B:

We're going to travel to Brazil.

A:

What language is spoken in Brazil?

B:

Portuguese is spoken there.

A:

What currency is used in Brazil?

B:

I think the real is used there.

VOCABULARY REVIEW

1. tenant
2. entrance
3. carpet
4. rules
5. career
6. tour
7. right

QUANTITY EXPRESSIONS

Unit 3

UNIT GOALS

In this unit we will examine:

- Quantity Expressions

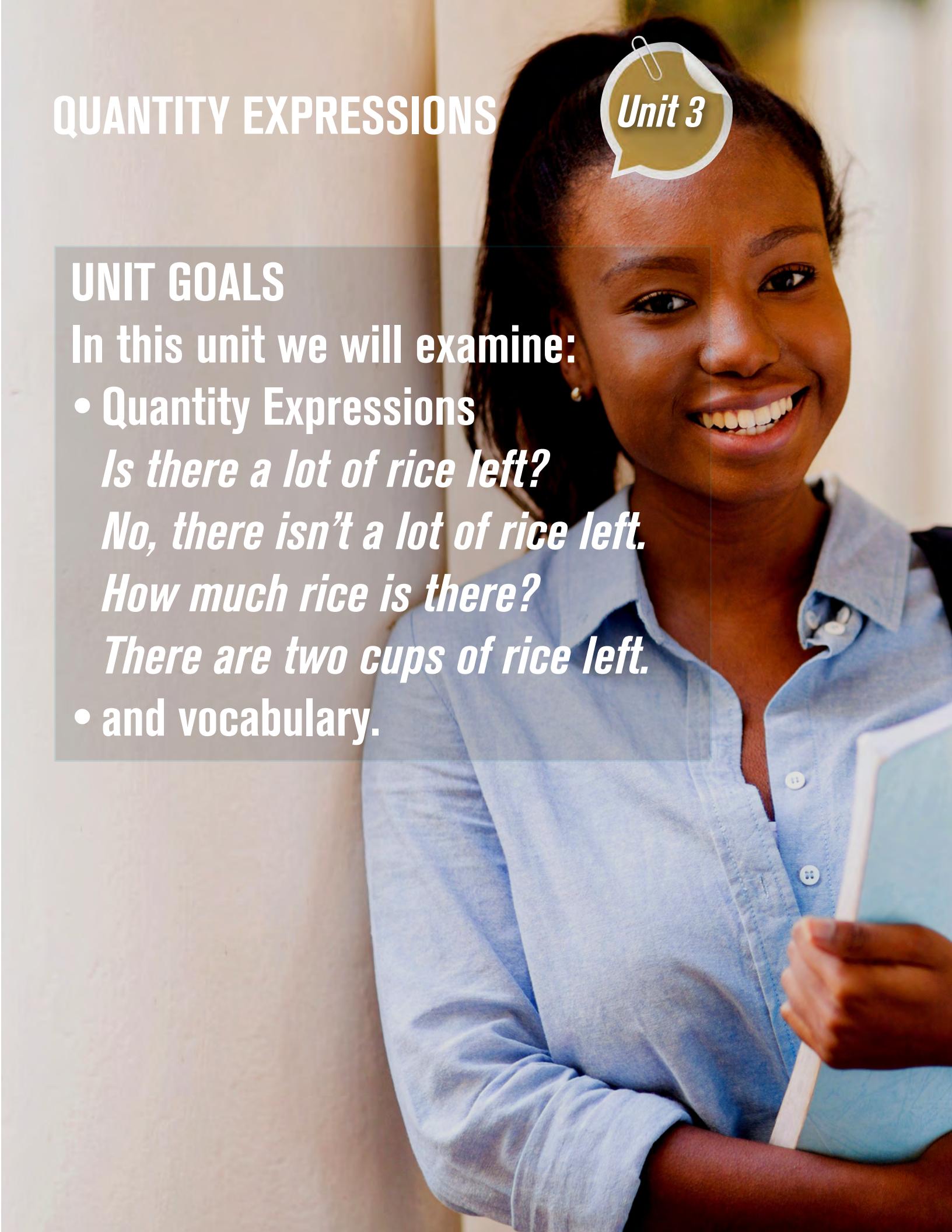
Is there a lot of rice left?

No, there isn't a lot of rice left.

How much rice is there?

There are two cups of rice left.

- and vocabulary.



KEYWORDS AND EXPRESSIONS



(to) be out of – <i>ya no tener, hacer falta</i>	gallon – <i>galón (3.8 litros aprox.)</i>
loaf (of bread) – <i>un pan de caja</i>	dozen – <i>docena (12)</i>
jar – <i>frasco</i>	pound (lb.) – <i>libra (medio kilo aprox.)</i>
empty – <i>vacío/a</i>	

Going Shopping

- Tony:** I'm going to the store to pick up a few things. Do you need anything?
- Dawn:** No, thanks.
- Tony:** Okay, see you in a bit.
- Dawn:** Wait, let me check something first. Hmm, we don't have much milk. Why don't you pick up a couple of **gallons**? Oh, and get a **dozen** eggs and a **pound** of hamburger meat while you're there, too.
- Tony:** Right. Anything else?
- Dawn:** How much ice cream do we have?
- Tony:** I think we're **out** of ice cream.
- Dawn:** Okay, get a gallon of ice cream, too. And while you're there, can you get me a little fruit?
- Tony:** Uh, okay. What do you want?
- Dawn:** How many apples do we have?
- Tony:** There aren't many, maybe five or six.
- Dawn:** Get a pound of apples, and a few bananas. Oh, and I think we're going to need some bread, too.
- Tony:** Okay, how much?
- Dawn:** Get two **loaves**: one loaf of wholewheat bread and one loaf of white.
- Tony:** This is getting a little complicated; maybe I should make a list...
- Dawn:** Oh, I almost forgot! Get a **jar** of baby food, too.
- Tony:** Baby food? We don't have a baby!
- Dawn:** I know, but Timmy needs an **empty** jar for his science project.
- Tony:** All right. Are you sure you don't need anything else?
- Dawn:** No, I think that's everything. Bye!



CHECK YOUR UNDERSTANDING

1. Do they have any milk?

2. How much ice cream do they have?

3. How much fruit does she want?

4. How many loaves of bread is he going to buy?

5. What else is he going to get at the store?



CONCEPT & STRUCTURE 1: Quantity Expressions

We use QUANTITY EXPRESSIONS to describe different quantities.

To ask a question, we use **any**. With count nouns, we can use **some**, **many**, **a few** and **not any** in the answer. With mass nouns, we can use **some**, **a lot of**, **a little** and **not any** in the answer.

COUNT

Are there **any** apples? Yes, there are **some** apples.
many (large quantity)
a few (small quantity)
No, there aren't **any** apples.

MASS

Is there **any** milk? Yes, there is **some** milk.
a lot of (large quantity)
a little (small quantity)
No, there isn't **any** milk.

PRACTICE 1: Making a Pizza with the Kids

Complete the dialog with the correct words. Follow the example.

- Mrs. Kingston:** Are you ready to make your own pizza?
Allison: Yes, Mom. What do we need?
Mrs. Kingston: Let me check the recipe. We need three cups of flour, **a little** salt, **a little** olive oil, **a little** hot water, and one pack of leavening. Do we have all the other ingredients?
Allison: I think so. We have **a lot** of flour.
Mrs. Kingston: Good. Now for the toppings. Do we have any mushrooms*?
Bobby: No, we don't have **any**.
Allison: Yes, we do! We have a lot of mushrooms.
Mrs. Kingston: Good. Do we have **any** tomatoes?
Allison: Yes, here they are.
Mrs. Kingston: What else do you want to put on the pizza?
Bobby: I want to put **some** ham on it.
Mrs. Kingston: Good idea. I bought the mozzarella cheese, and we have **many** herbs and spices here. Let's start!



* mushrooms = 



PRACTICE 2: Making Cookies

Look at the pictures below. Then listen to the dialog and write Yes below the things Jackie has and No below the things she doesn't have. Follow the example.

 <input type="checkbox"/> Yes Cocoa	 <input type="checkbox"/> Chocolate chips	 <input type="checkbox"/> Brandy and tequila
 <input type="checkbox"/> Nuts	 <input type="checkbox"/> Vanilla	 <input type="checkbox"/> Rum



CONCEPT & STRUCTURE 2: Large and Small Quantity Expressions

We use QUANTITY EXPRESSIONS to describe different quantities.

We can use **many** and **much** in questions. When we answer with **not many**, it's the same as **a few**. When we answer with **not much**, it's the same as **a little**.

COUNT

*Are there **many** eggs?* *No, there **aren't many** eggs;
there are **few** eggs.*

MASS

*Is there **much** beer?* *No, there **isn't much** beer;
there is **a little** beer.*



CONCEPT & STRUCTURE 3: How much / How many

We use QUANTITY EXPRESSIONS to describe different quantities.

When we want to know an exact quantity, we ask with **how much** or **how many**.

*How **many** eggs are there?* *There are **12** eggs.*

*How **much** beer is there?* *There are **3 cans of** beer*

PRACTICE 3: Mrs. Benson is worried about her son.

Complete the dialog with the correct words.

Mrs. Benson: ... One more thing, Doctor. My son Dan, our nine-year old, eats all the time. I'm worried about him. Do I give him too **much** _____ food?

Dr. Stiller: Let's see. Does he eat well?

Mrs. Benson: Oh yes, he's always hungry.

Dr. Stiller: **How m** _____ pieces of candy do you give him every day?

Mrs. Benson: Not a lot; about two or three pieces a day.

Dr. Stiller: **How m** _____ times a day does he eat a meal or a snack?

Mrs. Benson: He eats breakfast, lunch, and dinner, and a few snacks. That's five or six times.

Dr. Stiller: **How m** _____ soda does he drink?

Mrs. Benson: He only drinks a can of soda once or twice a week.

Dr. Stiller: Does he play **a** _____ sports?

Mrs. Benson: Yes, he plays soccer with his friends in the street most days.

Dr. Stiller: From the sound of it, he's a perfectly normal nine-year-old. At his age, boys grow fast and they need **a l** _____ **of** energy. If you like, you can bring Dan here for a checkup.

Mrs. Benson: Thank you, Doctor.



PRACTICE 4: At the Restaurant

Read the dialog and fill in the blanks with logical words or phrases.

A: Excuse me, I'm ready to order now.

B: Okay. What do you want for your main course?

A: Please give me a _____ of _____ and a _____ of _____.

B: Very good. Anything to drink?

A: Yes, I want a _____ of _____.

B: All right. Are you going to want dessert?

A: Yes, please bring me a _____ of _____.

B: Fine. I'll be right back with your order.



VOCABULARY REVIEW

Marcy left a note for her husband. Read the note. Then fill in the blanks with a vocabulary word or expression from this unit or previous units. Follow the example.

Frank:

I had to take Danny to his doctor's appointment. Can you please pick up a few things for me at the supermarket? I need a couple of g_____ of milk, a d_____ eggs, and a p_____ of flour. Also, please get two l_____ of bread for sandwiches. Oh, we're o_____ o_____ peanut butter; I checked the j_____, and it's definitely e_____. Thanks a bunch.

Love,
Marcy

CHECK YOUR PROGRESS

How well can you understand and use the following?

- distinguishing mass and count nouns
- affirmative sentences with quantity expressions
- negative sentences with quantity expressions
- questions with *How much* and *How many*
- questions with *Are there many* and *Is there much*

Very Well	Well	Not Well
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What are you going to do to understand and use them better?

What can your teachers do to help you?

ANSWER KEY

PRACTICE 1: Making a Pizza with the Kids

Mrs. Kingston:

Are you ready to make your own pizza?

Allison:

Yes, Mom. What do we need?

Mrs. Kingston:

Let me check the recipe. We need three cups of flour, a little salt, some olive oil, a little hot water, and one pack of leavening. Do we have all the other ingredients?

Allison:

I think so. We have a lot of flour.

Mrs. Kingston:

Good. Now for the toppings. Do we have any mushrooms?

Bobby:

No, we don't have any.

Allison:

Yes, we do! We have a lot of mushrooms.

Mrs. Kingston:

Good. Do we have any tomatoes?

Allison:

Yes, here they are.

Mrs. Kingston:

What else do you want to put on the pizza?

Bobby:

I want to put some ham on it.

Mrs. Kingston:

Good idea. I bought the mozzarella cheese, and we have many herbs and spices here. Let's start!

Nancy:

That's fine. I only need a little. Now, do you have any nuts?

Jackie:

No, I don't have any.

Nancy:

Hmm. Do you have any chocolate chips?

Jackie:

No, I don't have any chocolate chips, either.

Nancy:

Do you have any vanilla?

Jackie:

Yes, I have a lot of vanilla.

Nancy:

Great. Now, do you have any rum?

Jackie:

Rum?

Nancy:

Yes, these cookies have rum in them.

Jackie:

I have a lot of brandy and tequila, but I don't have any rum.

Nancy:

Well, thanks anyway. I think I'm going to have to go to the store.

Jackie:

I think you're right.

Yes cocoa

No nuts

No chocolate chips

Yes vanilla

Yes brandy and tequila

No rum

PRACTICE 2: Making Cookies

Audio script:

Nancy:

Hi, Jackie.

Jackie:

Oh, hi, Nancy. What's up?

Nancy:

Well, I was calling to see if you can help me. I want to make some cookies, but I don't have all the ingredients.

Jackie:

Maybe I have what you need.

Nancy:

OK. Well, do you have any cocoa?

Jackie:

Let me see ... Yes, I have some, but not a lot.

PRACTICE 3: Mrs. Benson is worried about her son.

Mrs. Benson:

... One more thing, Doctor. My son Dan, our nine-year old, eats all the time. I'm worried about him. Do I give him too much food?

Dr. Stiller:

Let's see. Does he eat well?

Mrs. Benson:

Oh yes, he's always hungry.

Dr. Stiller:

How many pieces of candy do you give him every day?

Mrs. Benson:

Not a lot; about two or three pieces a day.

Dr. Stiller:

How many times a day does he eat a meal or a snack?

Mrs. Benson:

He eats breakfast, lunch, and dinner, and a few snacks. That's five or six times.

Dr. Stiller:

Does he drink **much** soda?

Mrs. Benson:

Not really. He only drinks a can of soda once or twice a week.

Dr. Stiller:

Does he play **any** sports?

Mrs. Benson:

Yes, he plays soccer with his friends in the street most days.

Dr. Stiller:

From the sound of it, he's a perfectly normal nine-year-old. At his age, boys grow fast and they need **a lot of** energy. If you like, you can bring Dan here for a checkup.

Mrs. Benson:

Thank you, Doctor.

VOCABULARY REVIEW

Frank:

I had to take Danny to his doctor's appointment. Can you please pick up a few things for me at the supermarket? I need a couple of **gallons** of milk, a **dozen** eggs, and a **pound** of flour. Also, please get two **loaves** of bread for sandwiches. Oh, and we're **out of** peanut butter; I checked the **jar**, and it's definitely **empty**. Thanks a bunch.

Love,

Marcy

PRACTICE 4: At the Restaurant

Example of a correct answer:

A:

Excuse me, I'm ready to order now.

B:

Okay. What do you want for your main course?

A:

Please give me a **bowl** of **soup** and a **plate** of **spaghetti**.

B:

Very good. Anything to drink?

A:

Yes, I want a **glass** of **wine**.

B:

All right. Are you going to want dessert?

A:

Yes, please bring me a **dish** of **vanilla ice cream**.

B:

Fine. I'll be right back with your order.

PASSIVE VOICE IN PAST

Unit 4

UNIT GOALS

In this unit we will examine:

- Passive Voice in Past

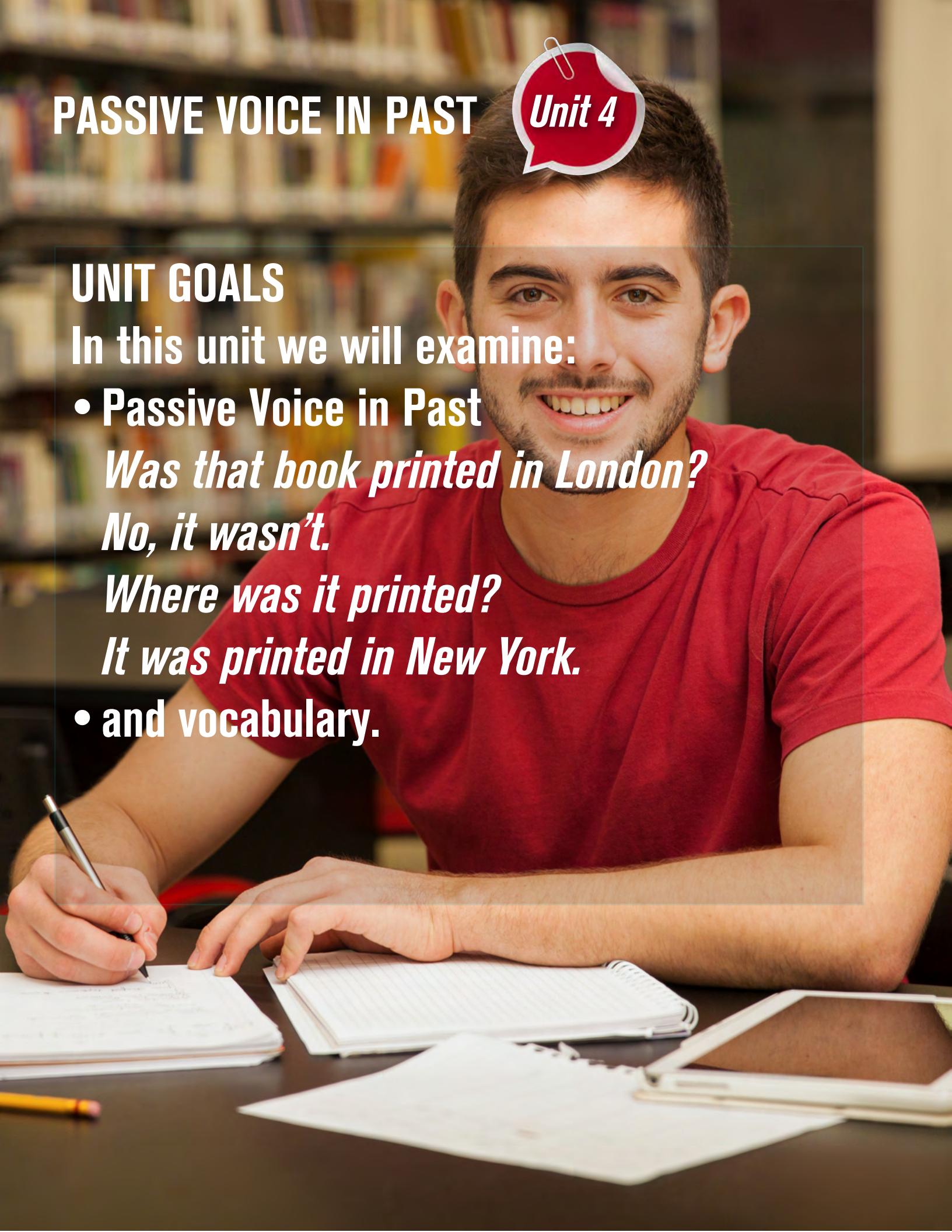
Was that book printed in London?

No, it wasn't.

Where was it printed?

It was printed in New York.

- and vocabulary.



KEYWORDS AND EXPRESSIONS



(to) draft – reclutar	(to) develop – revelar
(to) knock – golpear	(to) sink – hundir
(to) drown – ahogar	(to) bury – enterrar



His Great-Grandpa's War

Jimmy and his girlfriend Paige are looking at some old photos in his house.

Paige: Wow, look at all these war photos.

Jimmy: They were all taken by my great-grandpa.

Paige: Did he fight in World War II?

Jimmy: Yes, he was a radioman on a ship in the Pacific. He was given a camera for his 17th birthday, and he took it with him when he was **drafted**.

Paige: Is this him?

Jimmy: Yes. About two minutes after this photo was taken, his ship was hit by a Japanese plane. He was thrown into the ocean by the impact.

Paige: Wow. Was he hurt?

Jimmy: His leg was broken, and he was **knocked** unconscious.

Paige: How come he didn't **drown**?

Jimmy: Luckily, he was pulled from the water by one of his friends. He said he was surprised that his camera wasn't destroyed; when the film was **developed**, he found that the pictures were fine.

Paige: Are these medals his, too?

Jimmy: Yes, he was given that one after his ship was **sunk**, and another one for his service during the Battle of Midway. He was shot while he was trying to save some American soldiers.

Paige: Well, your great-grandpa was an interesting man.

Jimmy: He was. He died last year.

Paige: Oh, I'm sorry.

Jimmy: Don't be. He had a long, interesting life. And he was **buried** in the veterans' cemetery, the way he always wanted.



CHECK YOUR UNDERSTANDING

1. Were the photos taken by Jimmy's great-grandpa?

2. How was his great-grandpa hurt?

3. Why didn't his great-grandpa drown?

4. What happened after his ship was sunk?

5. Where was his great-grandpa buried?



CONCEPT & STRUCTURE: Passive Voice

The **PASSIVE VOICE** is used when the subject is not doing the action. This is usually because the doer of the action is obvious, unknown, or unimportant.

Were the photos **taken by his great-grandpa?**
AUX + SUB + VPP (by+ doer)

Yes, they were taken by his great-grandpa.
(+) SUB+ AUX+VPP

Was he buried in the Pacific?

No, he wasn't buried in the Pacific.
(-) SUB + AUX(-) + VPP

Where **was he buried?**
QW + AUX+SUB+VPP

He was buried in the veterans' cemetery.

In Passive Voice we always use the auxiliary **to be** in affirmative or negative + a verb in past participle. If we want to mention the doer of the action, we use the word **by** + the doer.

PRACTICE 1: Pronunciation

Repeat the verbs in the simple form and past participle form after the teacher on the audio file.

Verbs and their past participles					
hit	hit	spend	spent	draw	drawn
throw	thrown	shoot	shot	hide	hidden
hurt	hurt	build	built	tell	told
sink	sunk	buy	bought	lend	lent

PRACTICE 2: A Popular Play at the Roxy Theater

Read the text. Then, complete the text with the correct form of the verbs in parentheses. Follow the example.

Last night, the play *Tall People* was performed (perform) for the 500th time. This play about discrimination _____ (write) by Dean Dawson in 1922. The 500th performance _____ (celebrate) with a party in the bar of the Roxy theater. The actors _____ (give) a commemorative plaque, and director Hilda Cross gave a speech. Champagne and snacks _____ (serve). Singer Dandy Oldman _____ (invite) to perform his song "Tall People." This song _____ (compose) especially for the play. Oldman sang several more songs. The party ended at 4 a.m. *Tall People* is going to be at the Roxy for six more months.



PRACTICE 3: The Lost Gold of Ancient America

Read the text. Use a dictionary if necessary. Then, complete the text with the correct form of the verbs in parentheses. Verbs are in passive voice in present or past. Follow the example.

In the 16th century, Francisco Pizarro conquered the Incan empire of Peru. A lot of gold was found (find) in the Incan temples, especially in the Temple of the Sun. One Spanish soldier reported that the statue of the Sun God _____ (position) so the light of the sun _____ (reflect) from it, and there was light everywhere in the room. The Spaniards took all the gold and sent it to the King of Spain. Unfortunately, the beautiful gold objects _____ (keep, neg.) intact. They _____ (make) into ugly gold bars. Precious objects similar to the mask in the picture _____ (lose) forever.



Nowadays, there are still several large mines in Peru. Gold, silver, and copper _____ (mine) there. The ancient Inca cities are tourist attractions now. Every year, they _____ (visit) by millions of people who can only imagine the splendor of the ancient Inca empire.

PRACTICE 4: The Painting

Read the text and fill in the blanks with logical words or phrases.

A: _____ (a) nice _____.
Where did you get _____?

B: _____ given to me by my _____.

A: Really? Where _____ from?

B: I think _____ made in _____.



VOCABULARY REVIEW

Match the verb on the left with its definition on the right. Write the letter of the best answer in the box.
Follow the example.

Example: to lock

1. to draft
2. to knock
3. to drown
4. to bury
5. to sink
6. to develop
7. to be out of

- a) to die under water
- b) to disappear under water
- c) to call for military service
- d) to not have anymore
- e) to make pictures visible
- f) to close with a key
- g) to put under the ground
- h) to hit or strike

CHECK YOUR PROGRESS

Write down three new sentences or questions you can use.

In your own words, when do we use passive voice?

When do we use *by*?

ANSWER KEY

PRACTICE 2: A Popular Play at the Roxy Theater

Last night, the play *Tall People* was performed for the 500th time. This play about discrimination was written by Dean Dawson in 1922. The 500th performance was celebrated with a party in the bar of the Roxy theater. The actors were given a commemorative plaque, and director Hilda Cross gave a speech. Champagne and snacks were served. Singer Dandy Oldman was invited to perform his song "Tall People." This song was composed especially for the play. Oldman sang several more songs. The party ended at 4 a.m. *Tall People* is going to be at the Roxy for six more months.

PRACTICE 3: The Lost Gold of Ancient America

In the 16th century, Francisco Pizarro conquered the Inca empire of Peru. A lot of gold was found in the Incan temples, especially in the Temple of the Sun. One Spanish soldier reported that the statue of the Sun God was positioned so that the light of the sun was reflected from it, and there was light everywhere in the room. The Spaniards took all the gold and sent it to the King of Spain. Unfortunately, the beautiful gold objects weren't kept intact. They were made into ugly gold bars. Precious objects similar to the mask in the picture are lost forever.

Nowadays, there are still several large mines in Peru. Gold, silver, and copper are mined there. The ancient Inca cities are tourist attractions now. Every year, they are visited by millions of people who can only imagine the splendor of the ancient Inca empire.

PRACTICE 4: The Painting

Example of a correct answer:

A:

This is a nice *painting*. Where did you get it?

B:

That was given to me by my *grandfather*.

A:

Really? Where *is it* from?

B:

I think *it was* made in *Guatemala*.

VOCABULARY REVIEW

1. e
2. h
3. a
4. g
5. b
6. e
7. d

REVIEW UNIT



UNIT GOALS

In this unit we will review:

- Short Answers
- Quantity Expressions
- Passive Voice in Present and Past
- and vocabulary.



PRACTICE 1: A Volcano Erupted

Complete the text with the correct form of the verb in parentheses in active or passive voice. Follow the example.

More national news: the St. Brendan volcano erupted (erupt) last night. Some lava flowed in the direction of Brendanville. All inhabitants of the town _____ (evacuate) early this morning.

They _____ (take) to Lowtown in army trucks. They _____ (give) food and a place to sleep in the local high school. Obviously, classes there _____ (cancel) and the students _____ (send) home.



Today, the situation around the volcano appears to be stable. The scientists from Highland University _____ (monitor) the volcano. Our reporter in Lowtown sent us the following report ...

PRACTICE 2: Neighbors

Read the dialog. Then listen to the audio file and fill in the missing words or phrases. Next listen to the dialog and check your answers. Follow the example.

Brenda: Hi, Jenny.

Jenny: Oh, hi, Brenda. What's up?

Brenda: I'm making spaghetti and I realized that I don't have any oregano. Do you have any?

Jenny: Yes. I have oregano. I can give you some.

Brenda: Thanks. Now, I don't have to go to the store and buy oregano.

Jenny: No problem. By the way, do you remember that garage sale I'm going to have on Saturday?

Brenda: Of course.

Jenny: Well, I wanted to know if you have old things you want to sell at my garage sale.

Brenda: In fact, I do. I have old clothes, some books and a lot of baby clothes I can sell.

Jenny: Great. Why don't you bring them to my house on Saturday?

Brenda: OK, I'll do that. Oh, and thanks for the oregano.

Jenny: Any time.



PRACTICE 3: A Robbery

Read the dialog. Then fill in the blanks with a word or phrase from the box. Follow the example.

I didn't	was	get up
I don't	it were	has
can you make	there was	you have
did you hear		we are
you heard		we're going

Investigator: So, tell me, Mr. Hughes. What happened?

Mr. Hughes: Well, I was sleeping when I heard a loud noise. I got up and I went downstairs to investigate.

Investigator: What did you see?

Mr. Hughes: The light in the study came on and I know I turned it off. That's when I decided to go back to my bedroom and call the police.

Investigator: That was a good idea, Mr. Hughes. Did you see anything after that?

Mr. Hughes: No, nothing. I locked my bedroom door and stayed there.

Investigator: Was there any jewelry or money in the study?

Mr. Hughes: Yes, there was. I have a safe* in the study and I kept money, jewelry, and other things of value there.

Investigator: Who knows where a safe in the study?

Mr. Hughes: Only my wife and children.

Investigator: Are you sure?

Mr. Hughes: Yes, I am.

Investigator: Well, you can look around. In the meantime, make a list of everything that you had in the safe?

Mr. Hughes: Sure. No problem.

* safe =



These activities are not for homework; we will do them in class.

ACTIVITY 1: Multiple Choice

Write the letter of the correct answer. Follow the example.

Example: Renée a her homework at this moment.

- a. is doing
- b. does
- c. did
- d. did do

- 1. At the ceremony last Friday, diplomas are given to the winners.
- a. are given
- b. given
- c. gave
- d. were given

2. He didn't eat ___ food, because he wasn't hungry.
- many
 - a lot
 - much
 - a few
5. Madrid ___ for its impressive monuments.
- is known
 - knows
 - know
 - are known
3. Is the garbage ___ every day?
- picked up
 - locked
 - grown up
 - come out
6. A: Should I buy ___ bottles of wine?
B: No, just a few.
- much
 - any
 - many
 - a few
4. A: Did you read the rules?
B: Yes, I ___.
- read
 - did
 - was
 - am

ACTIVITY 2: Food Additives

Read the news bulletin. Then complete the text with the correct form of the verb in parentheses. Verbs can be in active voice or passive voice. Follow the example.

A Message from the National Food Additive Council

Food additives are in most of our food products these days. Chemical additives improve the flavor of our food, artificial coloring ___ makes (make) it look better, and preservatives ___ (help) the food stay fresh longer. Most food additives ___ (consider) safe, but some are known to be carcinogenic or toxic. Hyperactivity in children, allergies, asthma, and migraines ___ (associate) with adverse reactions to food additives. In one study, E102, Yellow No. 5 (tartrazine) and the preservative benzoic acid ___ (produce) dramatic reactions in 79% of all children. If your children show allergic reactions to food, call the National Food Additive Council. We ___ (help, opportunity) you prevent allergies. Call us at 1- 800-ADDITIV.



ACTIVITY 3: Find the Mistake

There is a mistake in every line. The mistake is one of the underlined words. Choose the correction. Follow the example.

Example:

Did Carla give your the car keys?

Do / gave / you _____ you _____

1. We bought any bottles of soda for the party.

buy / some / bottle _____

2. Many cars was stolen last year.

Much / were / steal _____

3. What did Paul get you for his birthday?

does / got / your _____

4. Spanish isn't speak in some parts of Mexico.

aren't / spoken / any _____

5. How much people came to the party last Saturday?

when / many / come _____

6. Nelly don't understand her teachers.

doesn't / understood / hers _____

ACTIVITY 4: Our Possessions

Read the dialog and fill in the blanks with logical words or phrases.

A: _____ your _____?

B: Yes, _____.

A: _____ from _____?

B: No, _____, _____ made in _____.

A: Where did you get _____?

B: _____ given to me by _____.

VOCABULARY REVIEW

Review the words in the keywords and expression boxes for units 1 to 4. Then fill in the blanks with a vocabulary word or expression. Follow the example.

tour

S	J	T	O	U	R	A	L	O	C
C	O	E	H	L	O	B	O	N	A
A	E	N	K	E	P	U	D	I	R
R	K	A	E	D	O	Z	E	N	P
E	I	N	Y	M	U	I	V	B	E
E	N	T	R	A	N	C	E	O	T
R	S	D	I	L	D	A	L	L	X
P	I	K	G	A	L	L	O	N	I
F	I	D	H	A	N	P	P	E	D
E	M	P	T	Y	W	Y	I	K	E

CHECK YOUR PROGRESS

How well can you understand and use the following?

- negative sentences with quantity expressions
- giving short answers
- using quantity expressions
- identifying active and passive voice
- past actions
- integrating previous material

Very
Well Well Not
Well

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What are you going to do to understand and use these concepts better?

ANSWER KEY

PRACTICE 1: A Volcano Erupted

More national news: the St. Brendan volcano erupted last night. Some lava flowed in the direction of Brendanville. All inhabitants of the town were evacuated early this morning. They were taken to Lowtown in army trucks. They were given food and a place to sleep in the local high school. Obviously, classes there were canceled and the students were sent home.

Today, the situation around the volcano appears to be stable. The scientists from Highland University are monitoring the volcano. Our reporter in Lowtown sent us the following report ...

PRACTICE 2: Neighbors

Audio script:

Brenda:

Hi, Jenny.

Jenny:

Oh, hi, Brenda. What's up?

Brenda:

I'm making spaghetti and I realized that I don't have any oregano. Do you have any?

Jenny:

Yes. I have a lot of oregano. I can give you some.

Brenda:

Thanks. Now, I don't have to go to the store and buy some.

Jenny:

No problem. By the way, do you remember that garage sale I'm going to have next Saturday?

Brenda:

Of course.

Jenny:

Well, I wanted to know if you have any things you want to sell at my garage sale.

Brenda:

In fact, I do. I have a few chairs, some books and a lot of baby clothes I can sell.

Jenny:

Great. Why don't you bring them to my house tomorrow?

Brenda:

OK, I'll do that. Oh, and thanks for the oregano.

Jenny:
Any time.

PRACTICE 3: A Robbery

Investigator:

So, tell me, Mr. Hughes. What happened?

Mr. Hughes:

Well, I was sleeping when I heard a loud noise. I got up and I went downstairs to investigate.

Investigator:

What did you see?

Mr. Hughes:

The light in the study was on and I know I turned it off. That's when I decided to go back to my bedroom and call the police.

Investigator:

That was a good idea, Mr. Hughes. Did you hear anything after that?

Mr. Hughes:

No, I didn't. I locked my bedroom door and stayed there.

Investigator:

Was there any jewelry or money in the study?

Mr. Hughes:

Yes, there was. I have a safe in the study and I kept money, jewelry and other things of value there.

Investigator:

Who knows you have a safe in the study?

Mr. Hughes:

Only my wife and children.

Investigator:

Are you sure?

Mr. Hughes:

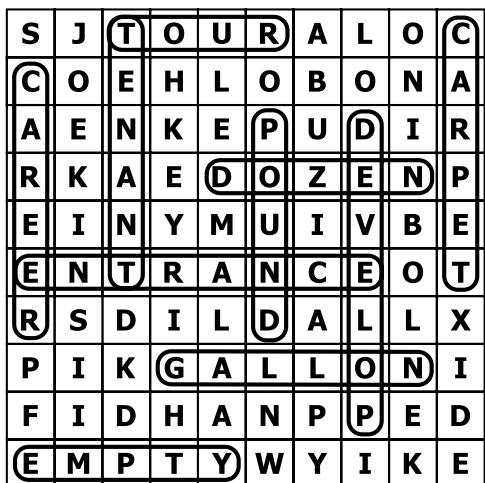
Yes, I am.

Investigator:

Well, we're going to look around. In the meantime, can you make a list of everything that you had in the safe?

Mr. Hughes:

Sure. No problem.

VOCABULARY REVIEW

FUTURE ACTIONS WITH *WILL* AND *MAY*

Unit 6

UNIT GOALS

In this unit we will examine:

- Future Actions we are sure about
Will you work tomorrow?
No, I won't.
I'll work on Saturday.
- Future Actions we are not sure about
I may work on Sunday, too.
- and vocabulary.



KEYWORDS AND EXPRESSIONS



(to) move – *mudarse*
 chance – *una oportunidad*
 anymore – *ya (no)*
 still – *todavía*

amazing – *increíble*
 trip – *viaje*
 press conference – *conferencia de prensa*



The New Millionaire

Jeannie: Good afternoon, this is Jeannie Paulson with KCOX News. We're in Molsen, Maine, outside the home of high school English teacher Wally Stevens. Mr. Stevens just won 17 million dollars in the state lottery. In a moment, he will give a **press conference** to talk about his **amazing** luck. Wait, that's him now. Let's listen ...



Reporter #1: Mr. Stevens, what is the first thing you'll do with all that money?

Wally: Well, we never had a **chance** to travel much, so we'll probably take a **trip**.

Reporter #2: Where will you go?

Wally: We're not really sure. We may go to India, or we may go to Japan.

Reporter #3: What will you buy when you return?

Wally: We may buy a new house.

Reporter #1: Will you **move** out of Molsen?

Wally: No, we definitely won't leave Molsen. This is our home.

Reporter #3: How will your life be different now?

Wally: Well, obviously, there will be more time to do the things that I enjoy. My wife won't have to work **anymore**, so she'll have a chance to spend more time with the kids. She may even go back to the university.

Reporter #2: Will you continue to work?

Wally: Oh, yes, I'll continue to teach at Molsen High.

Reporter #1: How do you think your students will react to the fact that their teacher is a millionaire?

Wally: I don't think it'll have any effect on them. After all, I'm **still** the same person.

CHECK YOUR UNDERSTANDING

1. What is the first thing Wally will do?

2. Where will he go?

3. Will he buy a new house?

4. Will he leave Molsen?

5. Will he continue to work?



CONCEPT AND STRUCTURE: Future Actions

We use the **SIMPLE FUTURE** to talk about future actions. We use **will** when we are sure about something in the future and we use **may** when we aren't sure about something in the future.

Will Wally **leave** Molsen?

AUX + SUB + VSF

No, he **won't leave** Molsen.

(-) SUB + AUX(-) + VSF

What **will** he **do**?

QW + AUX + SUB + VSF

He'll **take** a trip.

SUB+AUX + VSF

Will he **go** to India?

He **may go** to India.

SUB + AUX + VSF

PRACTICE 1: Future Activities

Answer the questions with information about your future actions. Follow the example.

Example: Will you go to the movies next weekend?

Yes, I will go to the movies next weekend. Or

No, I won't go to the movies next weekend. Or

I may go to the movies next weekend.

1. Will you buy a new car next year?

2. Where will you go on your next vacation?

3. Will you come to class tomorrow?

4. Will you have a baby next month?

5. What will you do when you get home?

6. Will you get 95 on the final exam?



PRACTICE 2: Amy's Vacation

What will Amy do on her vacation? Look at the information below. Then listen to the audio file and check if she *will*, *won't* or *may* do the things listed. Follow the example.

	will...	won't...	may...	
Amy	✓			go to Houston.
				go to Corpus Christi.
				fly to San Antonio.
				visit some friends in San Antonio.
				stay a week in San Antonio.
				visit the Houston Space Center.
				go shopping in Corpus Christi.



PRACTICE 3: Asking For a Favor

Fill in the blanks with the correct form of the verb in parentheses. Follow the example.

- Ursula:** Hi, Frank. This _____ is _____ (be) Ursula. Is Tammy there?
- Frank:** No, she's not. She _____ (take) the kids to a birthday party.
- Ursula:** _____ she _____ (be) home soon?
- Frank:** I think so, but I'm not sure. _____ I _____ (help, opportunity) you with anything?
- Ursula:** No. I _____ (call) because I want to ask her for a favor.
- Frank:** What _____ you _____ (need)?
- Ursula:** I have a doctor's appointment tomorrow and I want to see if she can watch my kids for me.
- Frank:** I see. Well, I'm sure she _____ (be) home by 5:00. Why don't you call her then?
- Ursula:** I _____ (do) that. Thanks.



PRACTICE 4: Plans for Saturday

First read the questions below. Then, listen to the conversation that Paul and Grace had. Next, answer the questions. Finally, listen to the audio file again, and check your answers. Follow the example.

Example: Why did Jerry Simon call?

He called to invite Paul and his wife to a party.

1. When was the last time Paul saw his friends from high school?

2. Whose sister will celebrate her birthday on Saturday?

3. What time do they have to be at the birthday party?

4. What time will Jerry's party start?

5. Will they go to Jerry's party?



PRACTICE 5: Making Plans

Read the dialog and fill in the blanks with logical words or phrases.

- A:** Will you _____ with me next _____.
- B:** Sorry, I'm going to _____ that day.
Why don't you ask _____?
- A:** Do you think _____ 'll _____ with me?
- B:** Probably. And if _____ won't, I'll
_____ with you next _____.

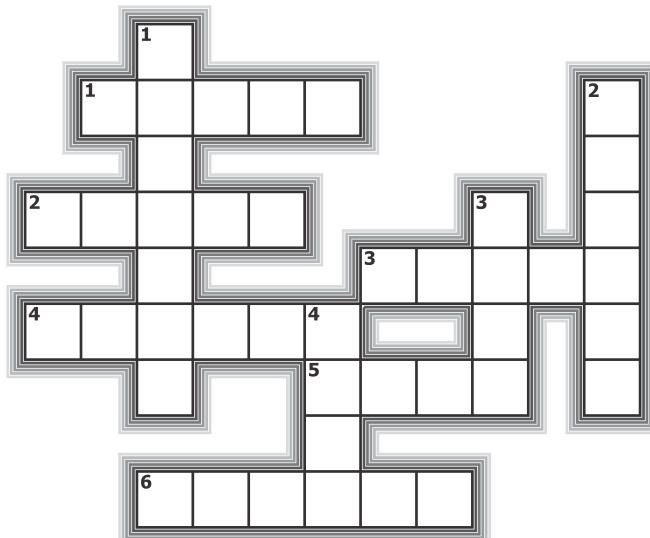


VOCABULARY REVIEW

Fill in the blanks with a vocabulary word or expression from this unit or previous units.

Across:

1. Opposite of full
2. Twelve
3. Die under water
4. Person who rents
5. Regulation
6. Floor covering



Down:

1. Incredible
2. Opportunity
3. Change to another house
4. Journey, voyage

CHECK YOUR PROGRESS

Write three new words or expressions from this unit that you can use well.

Write three new sentences or questions.

What's the difference between *will* and *may*?

ANSWER KEY

PRACTICE 1: Future Activities

Free response.

PRACTICE 2: Amy's Vacation

Audio script:

Patrick:

Do you have any plans for this vacation?

Amy:

Actually, we do.

Patrick:

Where are you going to go?

Amy:

Well, we want to go to San Antonio and Houston. We may go to Corpus Christi if we have time.

Patrick:

Will you fly there?

Amy:

No, we won't. We'll drive there.

Patrick:

And what are you going to do there?

Amy:

We'll visit some friends we have in San Antonio. They invited us to stay at their home.

Patrick:

That's nice. How long will you be in San Antonio?

Amy:

At least four days. We may stay longer, but it depends on what things there are to do in San Antonio.

Patrick:

I see. What are you going to do in Houston?

Amy:

Well, my husband really wants to see the Houston Space Center, so we'll spend at least two days there. Also, I want to go shopping in Houston. I know there are a lot of shopping centers there.

Patrick:

It sounds like you're going to have a great vacation.

Amy:

Thanks. I know we will.

Amy **will** go to Houston.

Amy **may** go to Corpus Christi.

Amy **won't** fly to San Antonio.

Amy **will** visit some friends in San Antonio.

Amy **may** stay a week in San Antonio.

Amy **will** visit the Houston Space Center.

Amy **won't** go shopping in Corpus Christi.

PRACTICE 3: Asking For a Favor

Ursula:

Hi, Frank. This is Ursula. Is Tammy there?

Frank:

No, she's not. She took the kids to a birthday party.

Ursula:

Will she be home soon?

Frank:

I think so, but I'm not sure. Can I help you with anything?

Ursula:

No. I called/am calling because I want to ask her for a favor.

Frank:

What do you need?

Ursula:

I have a doctor's appointment tomorrow and I want to see if she can watch my kids for me.

Frank:

I see. Well, I'm sure she ll be home by 5:00. Why don't you call her then?

Ursula:

I'll do that. Thanks.

PRACTICE 4: A Busy Weekend

Audio script:

Grace:

Paul, who were you talking to?

Paul:

Oh, that was Jerry Simon; an old friend from high school.

Grace:

Oh, really. What did he want?

Paul:

He called to tell me that there'll be a party with some of the guys from high school next Saturday.

Grace:

Are you planning to go?

Paul:

Sure, why not. It'll be fun to see those guys again after almost 20 years. You're invited, too, of course.

Grace:

Thanks, but don't you remember that we have plans for that day?

Paul:

Plans? What plans?

Grace:

It's my sister's birthday, remember?

Paul:

Oh, I forgot. What time do we have to be at her house?

Grace:

At around two o'clock.

Paul:

That's early. We may still have time to go to Jerry's party.

Grace:

What time will his party start?

Paul:

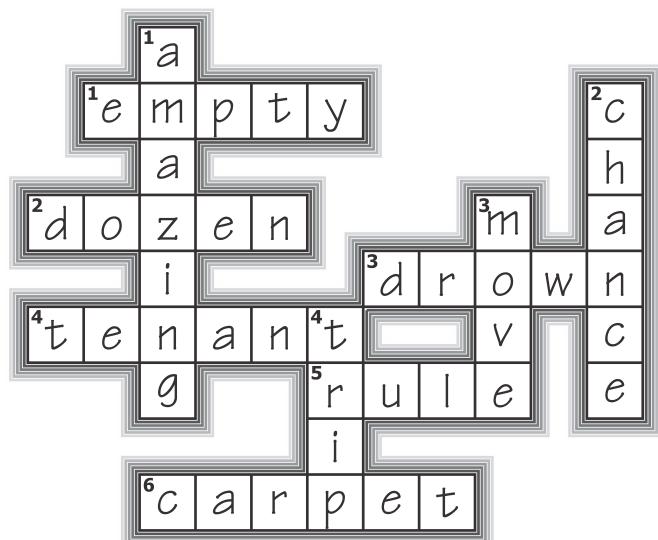
He said to be there at around eight o'clock.

Grace:

Then that's not a problem. We won't stay at my sister's house that late.

Paul:

Great. I'm glad it'll work out.

VOCABULARY REVIEW

1. (The last time he saw his friends was) 20 years ago.
2. Grace's sister (will celebrate her birthday.)
3. (They have to be there) at 2:00.
4. (It will start) at around 8:00.
5. Yes, they will.

PRACTICE 5: Making Plans**Example of a correct answer:****A:**Will you go to the movies with me next Friday?**B:**Sorry, I'm going to play tennis that day. Why don't you ask Mary?**A:**Do you think she'll go to the movies with me?**B:**Probably. And if she won't, I'll go to the movies with you next Saturday.

PASSIVE VOICE IN FUTURE

Unit 7

UNIT GOALS

In this unit we will examine:

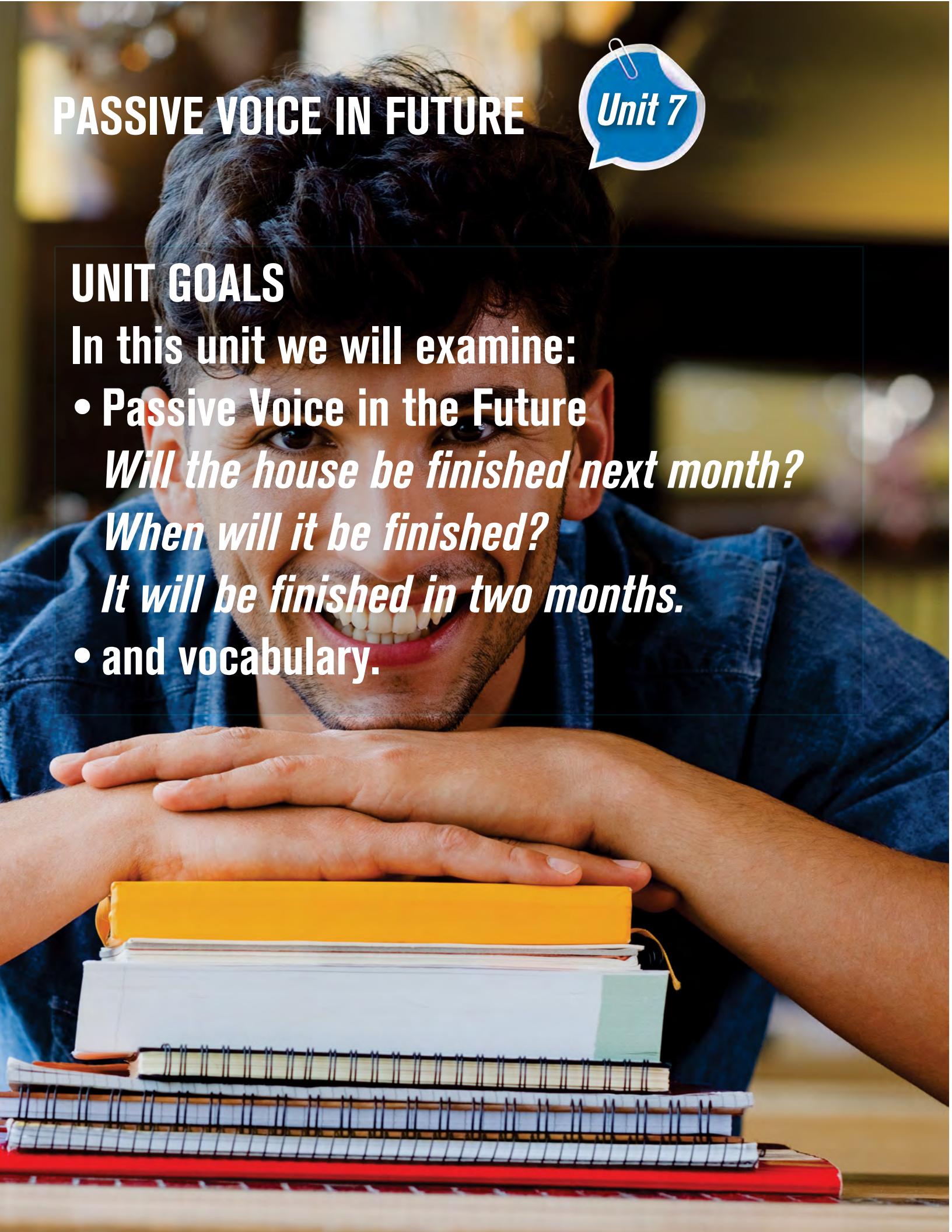
- Passive Voice in the Future

Will the house be finished next month?

When will it be finished?

It will be finished in two months.

- and vocabulary.



KEYWORDS AND EXPRESSIONS



(to) ruin – *arruinar*
 (to) inaugurate – *inaugurar*
 conveniences – *comodidades*
 news – *noticias*

demonstration – *protesta o manifestación*
 visitors – *visitantes*
 jail – *cárcel*



The New Amusement Park

Barbara Cole: Hello, I'm Barbara Cole, and welcome to "Newport Today." On our show this evening, we have Barney Trout, owner of TroutCo Industries, and Henry Lang, the mayor of Newport. Mr. Trout, an announcement was made yesterday that your new amusement park, Barney World, will be built in Newport.

Barney Trout: That's right, Barbara. I wanted some place with a small-town atmosphere, but with the **conveniences** of a large city. Newport is perfect.

Barbara Cole: Mayor Lang, some people are unhappy about this **news**. They think the town will be **ruined** by the park. Do you agree?

Henry Lang: No, not at all. Over 300 jobs will be created when the park is finished, and millions of dollars will be spent at local businesses.

Barbara Cole: Mr. Trout, when will the park be opened to the public?

Barney Trout: The work will be completed in August of next year. The park will be **inaugurated** on September 5th.

Barbara Cole: Mayor Lang, there are rumors that a protest **demonstration** may be held outside the park on the day it opens. What will be done to insure the safety of **visitors** to the park?

Henry Lang: Well, of course, people have a right to protest. If they are peaceful, they will be treated as guests of the park. If they create any problems, protestors will be arrested and put in **jail**.

Barbara Cole: Gentlemen, thank you both for coming.



CHECK YOUR UNDERSTANDING

1. Where will Barney World be built?

2. How many jobs will be created?

3. When will the park be inaugurated?

4. Will there be a demonstration?

5. What will happen to the protestors?



CONCEPT & STRUCTURE: Passive Voice

We use the PASSIVE VOICE when the subject isn't doing the action. This is usually because the doer of the action is obvious, unknown, or unimportant.

Will the park **be built** in Newport?
WILL + SUB + BE + VPP

Yes, it'll **be built** in Newport.
(+) SUB + AUX + BE + VPP

Will the work **be completed** in July?
QW + AUX + SUB + BE + VPP

No, it **won't be completed** in July.
(-) SUB + AUX(-) + BE + VPP

When will it be completed?
QW + AUX + SUB + BE + VPP

It will be completed in August.

In passive voice we always use the auxiliary **will** in affirmative or negative + **be** + verb in past participle.

PRACTICE 1: Pronunciation

Repeat the verbs in the simple form and past participle form after the teacher on the audio file.

Verbs and their past participles					
cut	cut	forgive	forgiven	hang	hung
feed	fed	get	gotten	hear	heard
fight	fought	go	gone	win	won
forget	forgotten	lose	lost	set	set

PRACTICE 2: A Company Newsletter

Complete the text with the correct form of the verbs in passive or active voice. Follow the example.

Greetings, everyone:

As you know, Frank Cassini will retire _____ (retire) next month. A party will _____ (hold) on February 10th to say goodbye to Frank. All employees are _____ (invite) to come. As part of the celebration, Frank will _____ (give) a gold watch in recognition of his many years of service. In addition, Frank will _____ (give) a speech about his experiences here, and his plans for the future. Lunch will _____ (serve), and Mary Albright from Accounting will _____ (bake) her famous apple pie. If you want to attend, please _____ (send) a reply to Marvin Bailey in Personnel. See you at the party!



PRACTICE 3: In the News

Fill in the blanks with the correct form of the verb in passive voice in past, present, or future. Follow the example.

Tongola, a small country in Asia, was hit _____ (hit) by a large earthquake last night. The earthquake registered 7.8 on the Richter scale. Many buildings _____ (destroy) and at least 100 people _____ (kill).



There is currently no electricity or water in many parts of the country, and the Tongolan government is asking for help. Food, water, and medicine _____ (need) urgently in the next few days. Tomorrow, doctors and rescue workers _____ (send) by the Mexican government to help. Tongolan officials _____ (concern) that there may be a cholera outbreak if they don't reestablish water and electricity soon.

If you want to help, the Red Cross is taking donations. Blankets, canned food, water, medicine, clothing, and diapers _____ (need) desperately. Your donations _____ (send) the day after tomorrow, so please bring them in by 8:00 p.m. tomorrow night.

Now, in other news ...

PRACTICE 4: A Call to the Theater

Read the dialog and fill in the blanks with logical words or phrases.

- A: InterCine, can I help you?
- B: Yes, what movie will be shown _____.
- A: Two movies will be shown: _____ and _____.
- B: At what time will _____ be shown?
- A: It'll be shown at _____ and at _____.
- B: Okay, thanks.



VOCABULARY REVIEW

Complete each sentence with a logical vocabulary word or expression from this unit or previous units. Follow the example.

Example:

Now that I'm retired, I have the chance to travel.

1. Did you hear the _____? There was an enormous fire downtown!
2. There was a _____ downtown last week to protest the new taxes.
3. I'm sorry, but Mrs. Green is very sick; she can't see any _____ right now.
4. If the police catch him, he will be sent to _____.
5. We love this town, because it has so many _____, like an airport and the subway.
6. Don't use a hammer to fix that; you're going to _____ it!
7. The new mall will be _____ at a special ceremony next Wednesday.

CHECK YOUR PROGRESS

Write down three new sentences or questions you can use.

Write a sentence using passive voice in future.

When do we use passive voice?

ANSWER KEY

PRACTICE 2: A Company Newsletter

Greetings, everyone:

As you know, Frank Cassini will **retire** next month. A party will **be held** on February 10th to say goodbye to Frank. All employees are **invited** to come. As part of the celebration, Frank will **be given** a gold watch in recognition of his many years of service. In addition, Frank will **give** a speech about his experiences here, and his plans for the future. Lunch will **be served**, and Mary Albright from accounting will **bake** her famous apple pie. If you want to attend, please send a reply to Marvin Bailey in Personnel. See you at the party!

B:

At what time will The Bandits be shown?

A:

It'll be shown at 8:00 and at 10:00.

B:

Okay, thanks.

VOCABULARY REVIEW

- 1 news
- 2 demonstration
- 3 visitors
- 4 jail
- 5 conveniences
- 6 ruin
- 7 inaugurated

PRACTICE 3: In the News

Tongola, a small country in Asia, was hit by a large earthquake last night. The earthquake registered 7.8 on the Richter scale. Many buildings were destroyed and at least 100 people were killed. There is currently no electricity or water in many parts of the country, and the Tongolan government is asking for help. Food, water, and medicine will be needed urgently in the next few days. Tomorrow, doctors and rescue workers will be sent by the Mexican government to help.

Tongolan officials are concerned that there may be a cholera outbreak if they don't reestablish water and electricity soon.

If you want to help, the Red Cross is taking donations. Blankets, canned food, water, medicine, clothing and diapers are needed desperately. Your donations will be sent the day after tomorrow, so please bring them in by 8:00 p.m. tomorrow night.

Now, in other news ...

PRACTICE 4: A Call to the Theater

Example of a correct answer:

A:

InterCine, can I help you?

B:

Yes, what movie will be shown tonight?

A:

Two movies will be shown: The Bandits and Friends forever.

COMPARING PEOPLE, PLACES, AND THINGS

Unit 8

UNIT GOALS

In this unit we will examine:

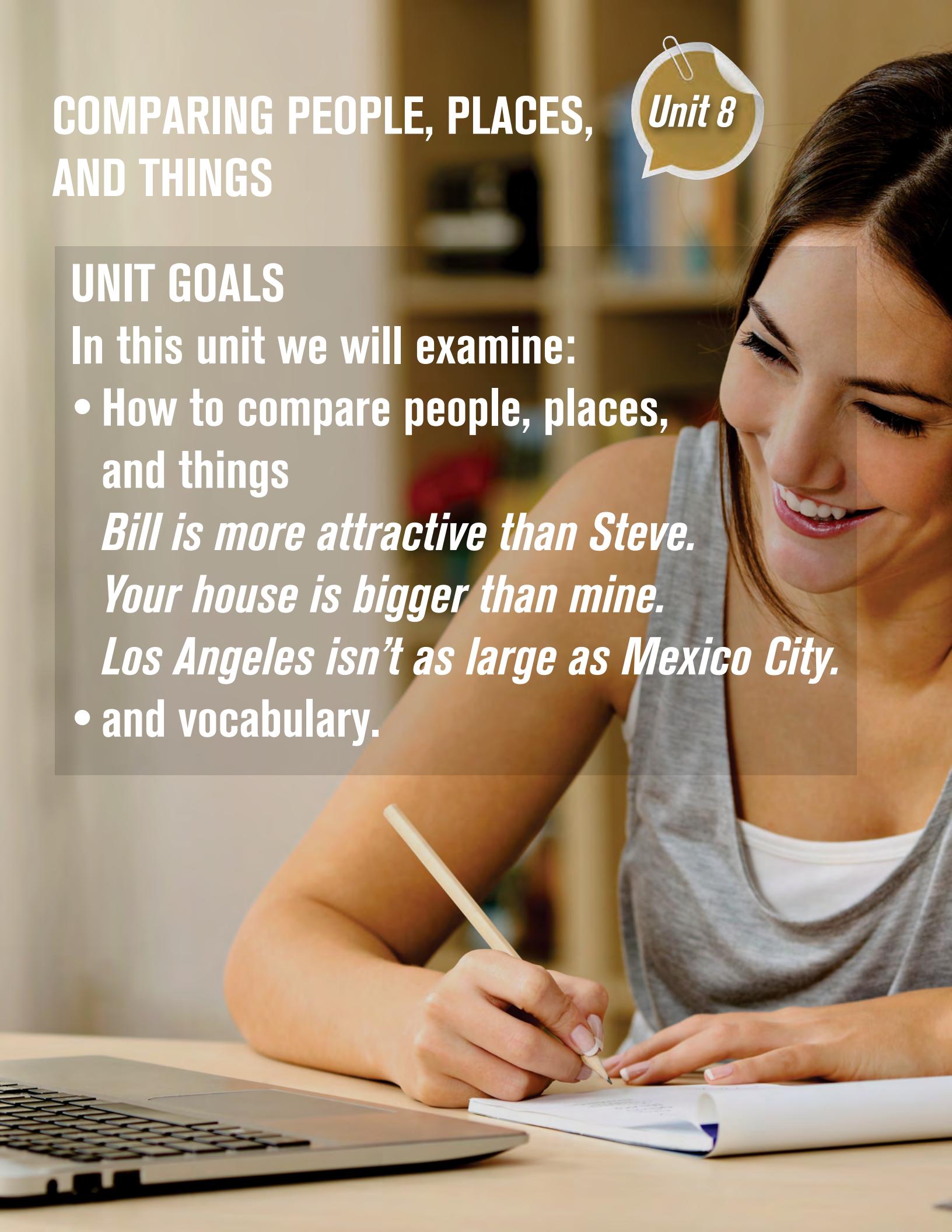
- How to compare people, places, and things

Bill is more attractive than Steve.

Your house is bigger than mine.

Los Angeles isn't as large as Mexico City.

- and vocabulary.



KEYWORDS AND EXPRESSIONS



(to) be in a bad mood – *estar de mal humor*
 rude – *grosera/o*
 picky – *quisquilloso/a*
 grouchy – *malhumorado/a*
 wealthy – *rico/a*
 farther – *más lejos*
 worse – *peor*



Vacation Comparisons

- Brad:** Do you know where you want to go for vacation this year?
- Jennifer:** I can't decide between Acapulco and Puerto Vallarta.
- Brad:** Puerto Vallarta is usually cloudier than Acapulco, especially this time of year.
- Jennifer:** That's true, it's usually sunnier in Acapulco, but it's hotter than I like. Besides, I think Puerto Vallarta is prettier than Acapulco.
- Brad:** I agree, and the beaches are dirtier in Acapulco. So, are we going to stay at the Ocean Inn, like we usually do?
- Jennifer:** Actually, I was thinking about the Plaza Dorada. My parents stayed there last year, and they said it was nicer than the Ocean Inn.
- Brad:** Yeah, but it's also more expensive. We aren't as **wealthy** as your parents, you know.
- Jennifer:** Oh, it's not that expensive. And besides, the Ocean Inn is **farther** from the beach.
- Brad:** Well, if that's what you really want...
- Jennifer:** Good. And I hope you're not as **grouchy** this year as you were last time.
- Brad:** Grouchy? What do you mean?
- Jennifer:** You were **in a bad mood** most of last vacation. Remember how **rude** you were to the waiter at the hotel?
- Brad:** I wasn't rude to him. Besides, he was slower than my grandfather!
- Jennifer:** You're just **picky**. And anyway, that's another reason we should stay at the Plaza Dorada: I'm sure the service is **worse** at the Ocean Inn.
- Brad:** You're probably right. Okay, I'll try to make this vacation better than the last one.

CHECK YOUR UNDERSTANDING

1. Which town is hotter, Acapulco or Puerto Vallarta?

2. Are Brad and Jennifer as wealthy as her parents?

3. Which hotel is closer to the beach?

4. How was Brad last year?

5. Why was he rude to the waiter last year?



CONCEPT & STRUCTURE 1: Comparing People, Places, and Things

When we want to compare two people, places, or things we use the comparative form of an adjective + than.

Acapulco is **hotter** than Puerto Vallarta.

Acapulco is **sunnier** than Puerto Vallarta.

The Plaza Dorada **is more expensive than** the Ocean Inn.

COMPARATIVE ADJECTIVE

To form the comparative of an adjective, these are the rules:

	One syllable adjectives	Adjectives that end in "y"	Two or more syllable adjectives	Irregular adjectives
Rule:	Add "-er" to the adjective.	Change the "y" to "i" and add "-er."	Use "more" + adjective.	There is no rule.
Examples:	fatter kinder meaner nicer older poorer richer ruder shorter smarter taller thinner younger	busier easier friendlier funnier grouchier happier healthier heavier lazier pickier prettier sexier wealthier	more active more arrogant more attractive more beautiful more delicious more educated more elegant more intelligent more interesting more patient more polite more serious more sophisticated	better farther worse

PRACTICE 1: The Past

Complete the dialog with the comparative form of the adjective in parentheses.

- Roy:** What are you reading?
- Caroline:** It's a book about what life was like in this city 100 years ago. Life was slower (slow) and more relaxed in the past.
- Roy:** It was more difficult, too.
- Caroline:** Maybe, but I think the past was better. There wasn't any pollution so people were healthier (healthy), food was natural (natural) and cleaner, and people spent more time talking or reading because they didn't have TV or the internet. Life was more peaceful and relaxed (relax) than it is now.
- Roy:** That's true, but I think life is better now. It's true that cities are polluted (polluted) than in the past and that there's a lot of traffic and there's more violence, but there are many good things about the present. Communication is fast (fast) and cheaper than in the past, and travel is easy (easy) and more comfortable, too. Hospitals and medicine are good (good), and because of that, people live longer than they did in the past.
- Caroline:** I suppose you're right. Some things are better now, but I still like to imagine what it was like to live 100 years ago.

**PRACTICE 2: 🎧 A New House**

Listen to the dialog. Then write two advantages and two disadvantages Erica mentions about the new house. Follow the example. Next, listen to the audio file again and check your answers.

Advantages

Example:

It has four bedrooms.

1. _____
2. _____

**Disadvantages**

Example:

It's more expensive.

1. _____
2. _____



CONCEPT & STRUCTURE 2: Comparing People, Places, and Things

When we want to **compare two people, places, or things** that are the same, we use the **equality form**. This is formed by using **as + adjective in its regular form + as**.

Brad is **as old as** Jennifer.

EQUALITY FORM

AS +ADJECTIVE+ AS

Jennifer isn't **as tall as** Brad; he is **taller than** her.

We can use the equality form in negative to compare two nouns that are different; "Jennifer isn't as tall as Brad" means the same thing as "Brad is taller than Jennifer."

PRACTICE 3: The Restaurant Review

Read the newspaper column. Then fill in the blanks with a word or phrase from the box. Follow the example.

more expensive	larger than	healthy	is better
expensive	larger	cheap	as delicious as
wonderful	healthier	is cheaper than	as fast as
more wonderful			faster



THE RESTAURANT REVIEW

by Chef François Merchand

This week I visited two new restaurants, the Italian Kitchen and Mama's Italian Restaurant. Here is my opinion of them.

★★★ The Italian Kitchen

The Italian Kitchen is a wonderful new restaurant I discovered downtown. The food is as delicious as the food at Mama's Italian Restaurant. The portions of food are _____ the portions at Mama's and they are served family style. Also, the food _____ the food at Mama's. The only bad thing about this restaurant is that service isn't _____ it is in Mama's. This is a nice place for dinner with the family.

★★★★ Mama's Italian Restaurant

This is a great place for lunch or dinner. The food is _____. It's fresher, _____, and more delicious than most restaurants in this city. The service _____ than the service at The Italian Kitchen, but the food is _____. This is a restaurant you really have to try.

PRACTICE 4: Cats or Dogs?

Listen to the woman talking about cats and dogs. Stop the audio file and write her opinion about cats and dogs. Follow the example.

1. *She thinks cats are wonderful.*

Now, listen to the man's opinion and then write what he says about cats and dogs. Follow the example.

2. *He thinks dogs are more interesting than cats.*

Finally, write your opinion about dogs and cats.

3. _____
-
-
-
-
-



PRACTICE 5: At the Department Store

Read the dialog and fill in the blanks with logical words or phrases.

- A: Can I help you?
 B: Yes, I'm looking for a _____.
 A: Here's a nice _____. It's very _____.
 B: Hmm, what about this one?
 A: That one isn't as _____ as the first one,
 but it's _____.
 B: Okay, I think I'll take the _____ one.



VOCABULARY REVIEW

Unscramble each word below to make a vocabulary word or expression from this unit or previous units. Follow the example.

Example: laji jail
1. thelway _____
2. nostrodamiten _____
3. edru _____
4. kycip _____

5. treharf _____
6. visennecenco _____
7. rhugocy _____
8. sower _____

CHECK YOUR PROGRESS

Study the Concept and Structure boxes. Then complete the rules below. Follow the example.

We add "er" for adjectives that have one syllable

Examples: rich - richer, young - younger

We double the final consonant when _____

Examples: _____

We change "y" to "i" and add "er" for adjectives that _____

Examples: _____

We use "more" before adjectives that _____

Examples: _____

Was this unit about comparatives easier or more difficult than other units? Explain your answer.

ANSWER KEY

PRACTICE 1: The Past

Roy:

What are you reading?

Caroline:

It's a book about what life was like in this city 100 years ago. Life was slower and more relaxed in the past.

Roy:

It was more difficult, too.

Caroline:

Maybe, but I think the past was better. There wasn't any pollution so people were healthier, food was more natural and cleaner, and people spent more time talking or reading because they didn't have TV or the Internet. Life was more peaceful and more relaxed than it is now.

Roy:

That's true, but I think life is better now. It's true that cities are more polluted than in the past and that there's a lot of traffic and there's more violence, but there are many good things about the present. Communication is faster and cheaper than in the past, and travel is easier and more comfortable, too. Hospitals and medicine are better, and because of that people live longer than they did in the past.

Caroline:

I suppose you're right. Some things are better now, but I still like to imagine what it was like to live 100 years ago.

PRACTICE 2: A New House

Audio script:

Mathew:

You look worried. What's the problem?

Erica:

Well, as you know we are looking for a new house because we need something bigger now that we are going to have another baby.

Mathew:

I remember. So what's the problem?

Erica:

Well, we found a house we like, but there are some advantages and some disadvantages.

Mathew:

Well, what are the advantages?

Erica:

It's bigger than our old house and it has four bedrooms.

That's more than what we need, really. The living room, dining room, and kitchen are all more comfortable than our old house and this house has three bathrooms, which is great. It has a nice yard for the kids to play in and is close to shopping centers and schools.

Mathew:

Well, it sounds good to me. So what are the disadvantages?

Erica:

It's more expensive than our old house and I'm not sure we can pay that much. It's farther from where we work, and it will take longer to go to and from work every day. There isn't any public transportation in that area of the city, so if you don't have a car, you can't go anywhere. Also, it's very close to my mother-in-law's house and you know I don't like her.

Mathew:

I can understand your dilemma. Maybe you should look for another house. I'm sure there are other houses for sale that don't have as many disadvantages.

Erica:

That's an idea. I'm going to mention it to my husband tonight.

Examples of correct answers:

Advantages:

1. It's more comfortable.
2. It has three bathrooms.
3. It has a nice yard.
4. It's close to shopping centers and schools.

Disadvantages:

1. It's farther from work.
2. It'll take longer to travel to and from work.
3. There isn't any public transportation.
4. It's close to her mother-in-law's house.

PRACTICE 3: The Restaurant Review

This week I visited two new restaurants, the Italian Kitchen and Mama's Italian Restaurant. Here is my opinion of them.

★★★ The Italian Kitchen

The Italian Kitchen is a wonderful new restaurant I discovered downtown. The food is as delicious as the food at Mama's Italian Restaurant. The portions of food are larger than the portions at Mama's and they

are served family style. Also, the food ***is cheaper than*** the food at Mama's. The only bad thing about this restaurant is that service isn't ***as fast as*** it is in Mama's. This is a nice place for dinner with the family.

★★★★ Mama's Italian Restaurant

This is a great place for lunch or dinner. The food is ***wonderful***. It's fresher, ***healthier***, and more delicious than most restaurants in this city. The service ***is better*** than the service at The Italian Kitchen, but the food is ***more expensive***. This is a restaurant you really have to try.

PRACTICE 4: Cats or Dogs?

Audio script:

Woman:

I am a cat person. I love cats and I think they're wonderful. They are more interesting and more intelligent than dogs. They are more independent, too. Some people say that they aren't as friendly as dogs are, but that's not true. You don't have to take them out all the time and they are cleaner than dogs. They aren't as loud as dogs and you can have them in a small apartment or house.

Man:

I don't really like cats. I prefer dogs because they are friendlier than cats. They may not be as independent as cats, but they are much more affectionate with people than cats are. They are also smarter than cats are and you can train them to do many things. Many dogs work with the police, or with people who can't see. It's true that dogs need space to run and you have to take them out to walk, but it's great exercise for them and you. Dogs are better in every way than cats are.

Examples of correct answers:

1. She thinks cats are more intelligent than dogs.
Cats are more independent than dogs.
Cats are cleaner than dogs.
Cats aren't as loud as dogs.
2. He thinks dogs are more affectionate than cats.
Dogs are smarter than cats.
Dogs are better than cats.
3. **Free response.**

PRACTICE 5 : At the Department Store

Example of a correct answer:

A:

Can I help you?

B:

Yes, I'm looking for a ***sweater***.

A:

Here's a nice ***sweater***. It's very ***warm***.

B:

Hmm, what about this one?

A:

That one isn't as ***warm*** as the first one, but it's ***cheaper***.

B:

Okay, I think I'll take the ***warmer*** one.

VOCABULARY REVIEW

1. wealthy
2. demonstration
3. rude
4. picky
5. farther
6. conveniences
7. grouchy
8. worse

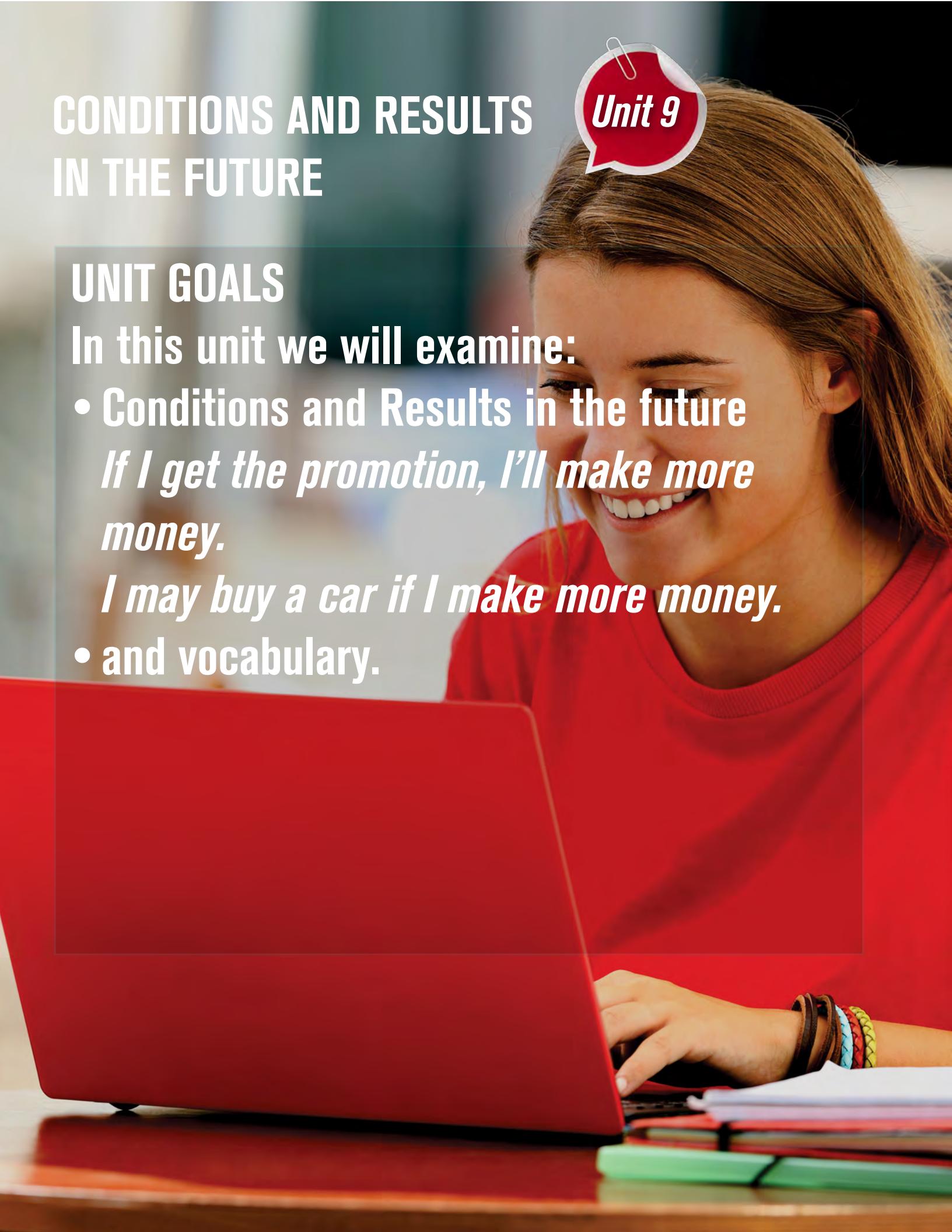
CONDITIONS AND RESULTS IN THE FUTURE

Unit 9

UNIT GOALS

In this unit we will examine:

- Conditions and Results in the future
 - If I get the promotion, I'll make more money.*
 - I may buy a car if I make more money.*
- and vocabulary.



KEYWORDS AND EXPRESSIONS



(to) major in – *estudiar, tener una licenciatura en*
 (to) regret – *lamentar*
 tough – *difícil*

part-time – *de medio tiempo*
 tuition – *colegiatura*
 scholarship – *beca*
 On the other hand – *Por otro lado, ...*



Difficult Decisions

Mariah: So, do you know where you're going to study next year?

Carrie: No, and I really need to make a decision soon. I can't decide if I should go to Humboldt State or to Patterson College here in town.

Mariah: Wow, Humboldt State is really far from here.

Carrie: I know. And I'll miss my family if I don't see them for several months. **On the other hand**, I'll never become independent if I continue to live at home.

Mariah: Well, which school is more expensive?

Carrie: Humboldt is definitely more expensive, but if I go there, they'll give me a full **scholarship**. The problem is, it will only cover my **tuition** and books. I'll have to get a **part-time** job to pay rent and food if I go there. If I live at home, I won't have to pay rent. And if I don't have to pay rent, I won't have to work.

Mariah: Hmm, that is a **tough** decision. What are you going to **major in**?

Carrie: That's another problem. I want to study music, but my dad thinks I should study computer science.

Mariah: Well, Humboldt State has a better music program. If you decide to study music, you'll get a better education there.

Carrie: Yeah, but my dad says I can find a better job if I study computers.

Mariah: But is that what you really want to do? If you don't study what you're interested in, you may **regret** it later.

Carrie: You're right. Well, I guess I should think about this some more.



CHECK YOUR UNDERSTANDING

1. Will she have to get a part-time job if she goes to Humboldt State?

2. Why?

3. Will she have to work if she goes to Patterson College?

4. Why does her father think she should study computers?

5. What does her friend say about studying music?



CONCEPT & STRUCTURE 1: Conditions and Results

We use the FUTURE POSSIBLE conditional to express things that *will*, *can* or *may* happen in the future.

CONDITION	RESULT
If she goes to Patterson College, SIMPLE PRES (+)	she will live at home. SUB+ AUX + VSF
	she won't pay rent.
If she doesn't study music, SIMPLE PRES (-)	she may regret it later. she can find a better job.

In the condition clause we use simple present.

In the result clause we use *will*, *can* or *may* + VSF.

We can start a sentence with the condition or with the result.

Will is used to express that we are sure.

May is used to express that we are not sure.

Can is used to express an opportunity.

PRACTICE 1: Two Job Offers

Fill in the blanks with the correct form of the verb in parentheses. Follow the example.

Henry: How _____ were _____ (be) the two job interviews you had yesterday?



Toby: Really great, but I was offered both the job at GBC Corporation and the one at Sentinel Security, and I _____ (know, neg.) which one to take.

Henry: Which one is better?

Toby: Well, both jobs have some advantages and disadvantages.

If I _____ (take) the job at GBC, I _____ (make) more money, I'll have a nice big office, and I'll get to travel a lot.

Henry: What are the disadvantages?

Toby: If I work at GBC, I _____ (continue, opportunity, neg.) my studies. As you know, I'm studying for my Master's degree in engineering at night, and if I _____ (travel) a lot, I can't take my classes.

Henry: That is a problem. What about Sentinel?

Toby: If I work at Sentinel, I _____ (make, neg.) as much money as in GBC. I won't need to travel and I can continue my studies if I _____ (work) in Sentinel. The other advantage at Sentinel is that if I take the job, they will give me a company car, so I won't need to use public transportation.

Henry: Well, it sounds like you have a lot to think about.

Toby: Yeah. I _____ (discuss) it with my father tonight. I'm sure he can help me make a good decision.

Henry: Well, good luck.

CONCEPT & STRUCTURE 2: Conditions and Results

We use the FUTURE POSSIBLE conditional to express things that *will*, *can* or *may* happen in the future.

RESULT

CONDITION

Will she **miss** her family if she **doesn't see** them? Yes, she *will* miss her family.
AUX + SUB + VSF

What **will** she **do if** she **goes** to Humboldt State? She *will* get a part-time job.
QW + AUX + SUB + VSF

When we ask a question in future possible, the question form is always in the result; never the condition.

PRACTICE 2: Planning a vacation

Listen to the dialog. Then check the activities they can do at Copper Mountain and the activities they can do in the Bahamas. Next, listen to the audio file again to check your answers. Follow the example.

The Bahamas	Copper Mountain
<input checked="" type="checkbox"/> water skiing	<input type="checkbox"/> water skiing
<input type="checkbox"/> jacuzzi	<input type="checkbox"/> jacuzzi
<input type="checkbox"/> tennis	<input type="checkbox"/> tennis
<input type="checkbox"/> scuba diving	<input type="checkbox"/> scuba diving
<input type="checkbox"/> night clubs	<input type="checkbox"/> night clubs
<input type="checkbox"/> snow skiing	<input type="checkbox"/> snow skiing
<input type="checkbox"/> ice skating	<input type="checkbox"/> ice skating
<input type="checkbox"/> excursions	<input type="checkbox"/> excursions
<input type="checkbox"/> massages	<input type="checkbox"/> massages
<input type="checkbox"/> sailing	<input type="checkbox"/> sailing



Where did they decide to go for their next vacation? _____



CONCEPT & STRUCTURE 3: Conditions and Results

We can use **will have to** in the result clause to express an obligation.

CONDITION

If she **goes** to Humboldt State,
SIMPLE PRESENT

RESULT

she **will have to work**.
SUB + AUX + HAVE TO + VSF

RESULT

She **won't have to work**
SUB + AUX (-) + HAVE TO + VSF

CONDITION

If she **goes** to Patterson College.
SIMPLE PRESENT

PRACTICE 3: The Right School

Listen to the audio file and fill in the missing words or phrases. Next, listen to it again to check your answers. Follow the example.

Megan: Hi, Jenny.

Jenny: Oh, hi, Megan.

Megan: What's the matter? You look worried.

Jenny: I am a little worried. I have to make a decision about school and I don't know what to do.

Megan: Why?

Jenny: Well, as you know I want to _____ major in _____ Fashion Design. I applied to many schools and I was accepted in the Italian School of Design in Rome and in the Fashion and Design Institute in New York City, and I don't know where to study.



Megan: Well, which school _____?

Jenny: The Italian School of Design is world famous and if I study there, I won't have any problems getting a job when I finish. The problem is that if I go there, I won't know anyone. Also, my parents don't think they can pay the complete _____, so if I go there, I will have to _____.

Megan: If you go to Italy, will you understand your teachers?

Jenny: That's another problem. If I go there, _____ Italian classes first. On the other hand, if I go to the school in New York, I won't have problems with the language. It won't be as expensive, and I _____ if I study in New York.

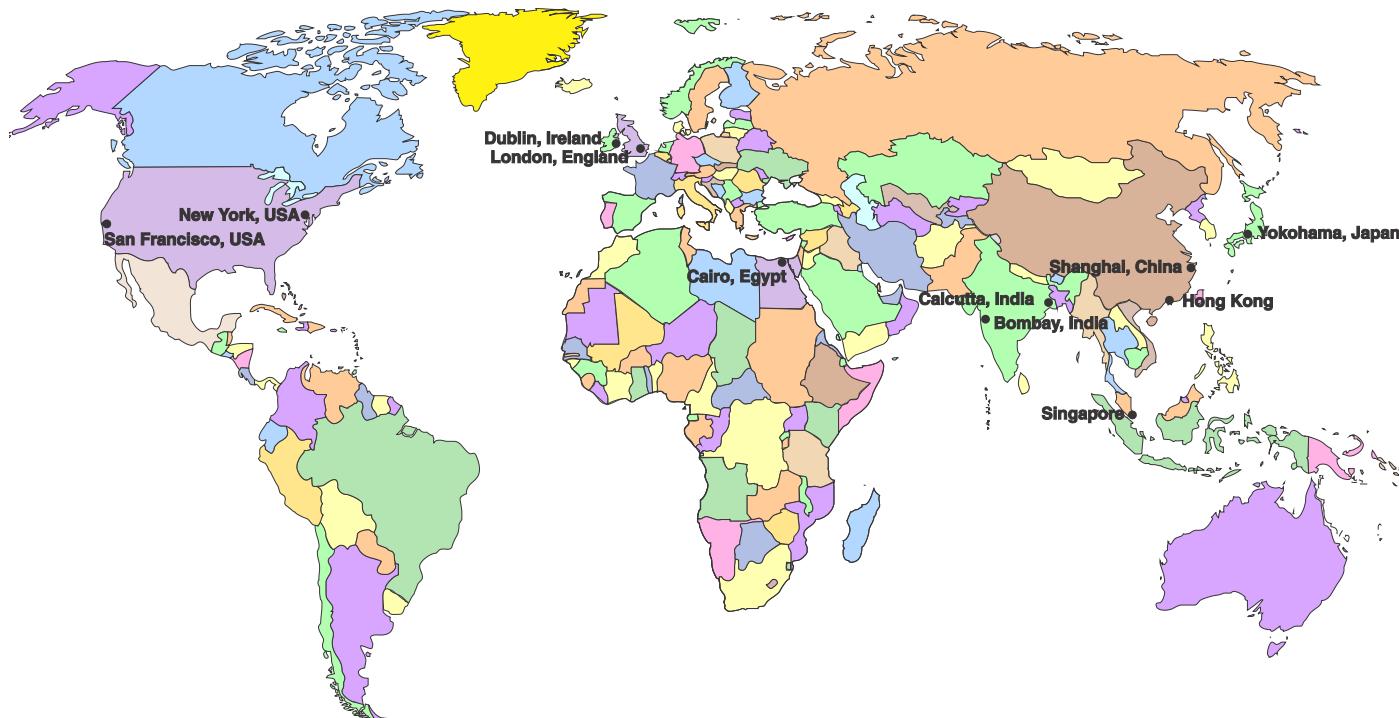
Megan: Is the school in New York good?

Jenny: Yes, it's a very good school, but it's not world famous. The other thing is that if I _____, I'll have to get an apartment. They don't have any dormitories for students.

Megan: Well, it sounds like you have a tough decision to make. Maybe you should talk to your parents about it. You don't want to make a decision _____.

Jenny: You're right. I'll talk to them tonight.

IN-CLASS ACTIVITY: LISTENING



Route	Availability	Day	Day of the week	Travel Itinerary
Bombay - Calcutta	W - Sa	Day 1	Sunday	London - Cairo
Bombay - Shanghai	M - W - F - Su	Day 2		Cairo - Bombay
Bombay - Singapore	M - Tu - W - F - Sa	Day 3		Bombay -
Cairo - Bombay	M - Th - F - Su	Day 4		
Calcutta - Hong Kong	M - Tu - W - F - Sa	Day 5		
Calcutta - Shanghai	Tu - W - Th - Sa	Day 6		
Calcutta - Singapore	Tu - W - Th - Sa - Su	Day 7		
Dublin - London	M - W - Th - F - Su	Day 8		
Hong Kong - San Francisco	M - Tu - Th - F - Su	Day 9		
Hong Kong - Shanghai	M - Tu - W - Th - F - Sa - Su	Day 10		
Hong Kong - Yokohama	M - Tu - Th - F - Sa	Day 11		
London - Cairo	M - Tu - W - Th - F - Sa - Su	Day 12		
London - Dublin	M - Tu - W - Th - F - Sa - Su	Day 13		
New York - Dublin	M - W - F - Sa	Day 14		
New York - London	M - Tu - W - Th - F - Sa - Su	Day 15		
San Francisco - New York	M - Tu - W - Th - F - Sa - Su			
Shanghai - Hong Kong	Tu - Th - F - Su			
Shanghai - San Francisco	Tu - W - F - Sa - Su			
Shanghai - Singapore	M - W - F			
Shanghai - Yokohama	M - Tu - W - Th - F - Sa - Su			
Singapore - Bombay	Tu - W - Th - Sa - Su			
Singapore - Calcutta	M - Tu - W - Th - F - Sa - Su			
Singapore - Hong Kong	Tu - W - F - Sa			
Singapore - Shanghai	Tu - Th - Sa - Su			
Yokohama - Hong Kong	M - Tu - W - Th - F - Sa - Su			
Yokohama - San Francisco	Tu - Th - Sa			

PRACTICE 4: Weekend Plans

Read the text and fill in the blanks with logical words or phrases.

- A: What are you going to do this weekend?
- B: I'm not sure. If the weather is nice, I may _____.
- A: What will you do if _____?
- B: Hmm, that's a good question. If _____, I'll probably _____.



VOCABULARY REVIEW

Complete each sentence with a logical vocabulary word or expression from this unit or previous units. Follow the example.

Example:

Charles is a little lazy; on the other hand, he's an excellent father.

1. I had a hard time with my homework; those math problems were really _____.
2. If I don't get a _____, I won't have enough money to go to the university.
3. If you marry that man, you will _____ it for the rest of your life.
4. That family lives in an enormous mansion; they are very _____.
5. It costs a lot of money to go to that school; the _____ is very high.
6. If you want extra money, you may want to consider a _____ job.
7. I can't decide if I should _____ biology or chemistry.

CHECK YOUR PROGRESS

How well can you understand and use the following structures in future possible?

- sentences with ***will***
- sentences with ***may***
- sentences with ***can***
- questions with ***will***
- questions with question words

Very Well	Well	Not Well
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What are you going to do to understand and use them better?

ANSWER KEY

PRACTICE 1: Two Job Offers

Henry:

How were the two job interviews you had yesterday?

Toby:

Really great, but I was offered both the job at GBC Corporation and the one at Sentinel Security, and I don't know which one to take.

Henry:

Which one is better?

Toby:

Well, both jobs have some advantages and disadvantages. If I take the job at GBC, I'll make more money, I'll have a nice big office and I'll get to travel a lot.

Henry:

What are the disadvantages?

Toby:

If I work at GBC, I can't continue my studies. As you know, I'm studying for my Master's degree in engineering at night, and if I travel a lot, I can't take my classes.

Henry:

That is a problem. What about Sentinel?

Toby:

If I work at Sentinel, I won't make as much money as in GBC. I won't need to travel, and I can continue my studies if I work in Sentinel. The other advantage at Sentinel is that if I take the job, they will give me a company car, so I won't need to use public transportation.

Henry:

Well, it sounds like you have a lot to think about.

Toby:

Yeah. I'm going to discuss / will discuss it with my father tonight. I'm sure he can help me make a good decision.

Henry:

Well, good luck.

PRACTICE 2: Planning a Vacation

Audio script:

Darryl:

Where should we go for our next vacation?

Allison:

I was thinking about a week at Copper Mountain in Colorado.

Darryl:

Copper Mountain? But it's cold and there's a lot of snow

there. I want to go somewhere warm. How about if we go to Club Med in the Bahamas?

Allison:

Again? We always go to the beach. If we go to Copper Mountain, we can go skiing and ice skating. Also, there's a swimming pool, a Jacuzzi, and an exercise room. You can also enjoy a massage, if you want to. Of course there are also many bars, night clubs and restaurants so we can go out at night.

Darryl:

I know, but if we go to the Bahamas, there are a lot more things we can do. We can go sailing, water skiing, scuba diving, kayaking ...

Allison:

You don't know how to sail or water ski or scuba dive.

Darryl:

I know, but in Club Med there are instructors that will teach you. Besides, if we go there we can play tennis, go golfing, play volleyball, take boat trips, go on excursions, and do many other things.

Allison:

I don't know. Every time we go on vacation, all you want to do is sleep by the swimming pool and I get bored.

Darryl:

But this time it will be different. If we go to the Bahamas, I won't sleep by the pool and I'll do any activity you want, OK?

Allison:

All right, but next time I get to choose where we go on vacation.

The Bahamas	Copper Mountain
<input checked="" type="checkbox"/> water skiing	<input type="checkbox"/> water skiing
<input type="checkbox"/> jacuzzi	<input checked="" type="checkbox"/> jacuzzi
<input checked="" type="checkbox"/> tennis	<input type="checkbox"/> tennis
<input checked="" type="checkbox"/> scuba diving	<input type="checkbox"/> scuba diving
<input type="checkbox"/> night clubs	<input checked="" type="checkbox"/> night clubs
<input type="checkbox"/> snow skiing	<input checked="" type="checkbox"/> snow skiing
<input type="checkbox"/> ice skating	<input checked="" type="checkbox"/> ice skating
<input checked="" type="checkbox"/> excursions	<input type="checkbox"/> excursions
<input type="checkbox"/> massages	<input checked="" type="checkbox"/> massages
<input checked="" type="checkbox"/> sailing	<input type="checkbox"/> sailing

They decided to go to the Bahamas.

PRACTICE 3: The Right School

Audio script:

Megan:

Hi, Jenny.

Jenny:

Oh, hi, Megan.

Megan:

What's the matter? You look worried.

Jenny:

I am a little worried. I have to make a decision about school and I don't know what to do.

Megan:

Why?

Jenny:

Well, as you know I want to major in Fashion Design. I applied to many schools and I was accepted in the Italian School of Design in Rome and in the Fashion and Design Institute in New York City and I don't know where to study.

Megan:

Well, which school is better?

Jenny:

The Italian School of Design is world famous and if I study there, I won't have any problems getting a job when I finish. The problem is that if I go there, I won't know anyone. Also, my parents don't think they can pay the complete tuition, so if I go there, I will have to work part-time.

Megan:

If you go to Italy, will you understand your teachers?

Jenny:

That's another problem. If I go there, I'll have to take Italian classes first. On the other hand, if I go to the school in New York, I won't have problems with the language. It won't be as expensive, and I may get a scholarship if I study in New York.

Megan:

Is the school in New York good?

Jenny:

Yes, it's a very good school, but it's not world famous. The other thing is that if I study in New York, I'll have to get an apartment. They don't have any dormitories for students.

Megan:

Well, it sounds like you have a tough decision to make. Maybe you should talk to your parents about it. You don't want to make a decision you'll regret.

Jenny:

You're right. I'll talk to them tonight.

PRACTICE 4: Weekend Plans

Example of a correct answer:

A:

What are you going to do this weekend?

B:

I'm not sure. If the weather is nice, I may play soccer with my friends.

A:

What will you do if it rains?

B:

Hmm, that's a good question. If it rains, I'll probably watch movies at home.

VOCABULARY REVIEW

1. tough
2. scholarship
3. regret
4. wealthy
5. tuition
6. part-time
7. major in

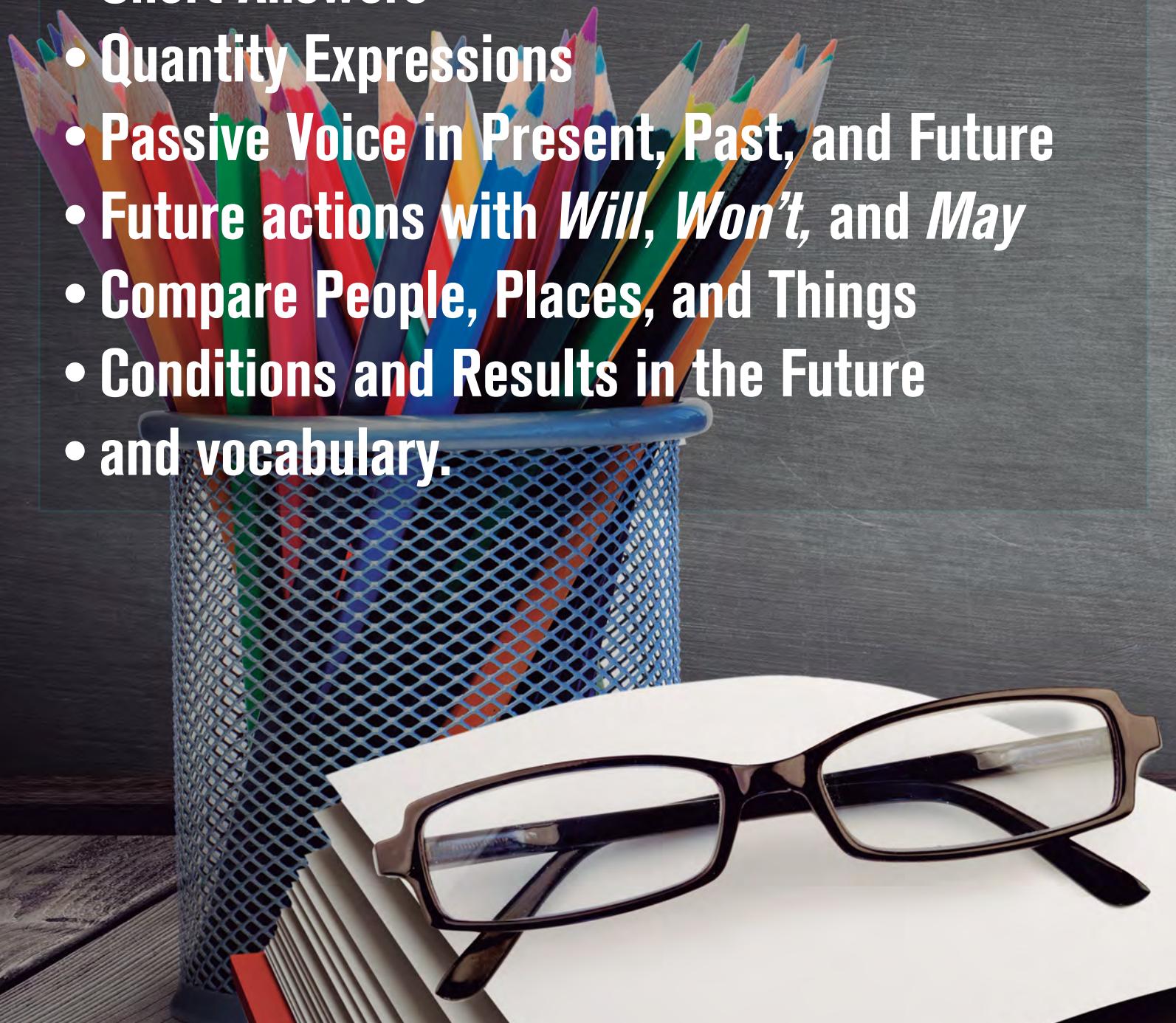
REVIEW UNIT



UNIT GOALS

In this unit we will review:

- Short Answers
- Quantity Expressions
- Passive Voice in Present, Past, and Future
- Future actions with *Will*, *Won't*, and *May*
- Compare People, Places, and Things
- Conditions and Results in the Future
- and vocabulary.



PRACTICE 1: Paperwork

Read the dialog. Then complete the dialog with the correct forms of the verbs in parentheses. Follow the example.

Miriam: Good afternoon. I want to extend my student visa.

Jenny: Extensions are handled (handle) at window number 4.
Do you have the form?

Miriam: Yes, I do (do). This is the one, right?

Clerk 1: No, that one is used (use) for first-time applicants.
You need form G-526. Here you are. If you fill (fill) it out right now, you can still finish the paperwork today.

Miriam: All right, thanks.

Miriam: Hello, I'm here for an extension of my student visa.

Clerk 2: Let me see. Please go to window 7.

Miriam: But I tell (tell) that you handle extensions.

Clerk 2: That's right, but your current visa expired (expire) two weeks ago. You need a different form.
Anyway, the office closes (close) in a few minutes. Why don't you come back tomorrow? We are (be) here at 9 o'clock.



PRACTICE 2: Let's Go to the Theater

Listen to the dialog. Then mark the statements true or false. Next, listen to the audio again to check your answers.

Example:

Blake is reading an article about *Narrow Minds*.

True False

<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>

1. *Narrow Minds* is based on a true story.
2. It's a play about living in the city.
3. The play will be performed tomorrow only.
4. Tickets are available at the door.
5. Tickets cost 35 and 40 dollars.
6. Blake will buy the tickets tonight.

PRACTICE 3: A Doctor's Appointment

Read the dialog. Then fill in the blanks with the correct word or phrase from the box. Follow the example.

a little	fewer	may
are caused	how many	may feel
any	how much	some
felt	many	won't

Dr. Quail: How are you feeling, Mr. Jones?

Mr. Jones: My throat still hurts, but I don't have any other symptoms.

Dr. Quail: I got the results from the laboratory. Your stomach is fine, and you only have *branhamella catarrhalis* in your throat.

Mr. Jones: Is that serious?

Dr. Quail: Not at all. You see, everyone's throat has bacteria, but bacteria don't cause any medical problems. I think your problems by tension or stress. hours do you work in a week?

Mr. Jones: About 50 or 60.

Dr. Quail: You should work hours. If you don't take it easy, you have serious health problems. I'll give you a prescription that will help you relax. You sleepy, so you shouldn't drive a car while you're taking this.

Mr. Jones: All right, doctor. Thank you.



PRACTICE 4: Gorillas and Chimpanzees

Listen to the information about gorillas and chimpanzees. Then check the characteristics of the gorilla. Next, listen to it again and check the characteristics of the chimpanzee. Follow the examples.

Gorilla	Chimpanzee
<input checked="" type="checkbox"/> males weigh 180 kilos	<input type="checkbox"/> males weigh 180 kilos
<input type="checkbox"/> females weigh 25-50 kilos	<input checked="" type="checkbox"/> females weigh 25-50 kilos
<input type="checkbox"/> they don't eat insects	<input type="checkbox"/> they don't eat insects
<input type="checkbox"/> they eat insects	<input type="checkbox"/> they eat insects
<input type="checkbox"/> they eat plants	<input type="checkbox"/> they eat plants
<input type="checkbox"/> they drink water	<input type="checkbox"/> they drink water
<input type="checkbox"/> they are social animals	<input type="checkbox"/> they are social animals
<input type="checkbox"/> they live in groups of 6-7 individuals	<input type="checkbox"/> they live in groups of 6-7 individuals
<input type="checkbox"/> they can live up to 60 years	<input type="checkbox"/> they can live up to 60 years



Now, look at the information above and write two sentences comparing gorillas and chimpanzees. Follow the example.

Example:

Gorillas are larger than chimpanzees.

1. _____
2. _____

These activities are not for homework; we will do them in class.

ACTIVITY 1: Multiple Choice

Write the letter of the correct answer. Follow the example.

Example: A: Does James have a dog?

B: b.

- a. No, he does.
- b. Yes, he does.
- c. Yes, he has.
- d. No, he have.

1. A demonstration ____ here tomorrow.
 a. will hold
 b. is held
 c. is going to
 d. will be held
2. A: Will my car be ready tomorrow?
 B: I'm not sure. It ____ be ready tomorrow.
 a. will
 b. may
 c. won't
 d. can't
3. I think you are ____ I am.
 a. healthy than
 b. more healthy
 c. healthier
 d. healthier than
4. If you ____ money, you can't buy a car.
 a. won't have
 b. have
 c. will have
 d. don't have
5. A: How many brothers and sisters do you have?
 B: I don't have ____ brothers and I have one sister.
 a. any
 b. much
 c. some
 d. a few
6. This building ____ in 1975.
 a. completed
 b. is completed
 c. was completed
 d. will completed

ACTIVITY 2: Tulips

Read the dialog. Then complete the text with the words or phrases from the box. Follow the example.

grew	more fragile	we will have to
grow	see	will see
growing	want	will want
grown	we can	you grow

Gwen: Hi. I'm Gwen Dale. I'm preparing a presentation for school about tulips. Can you help me?



Tom Green: Sure. What would you like to know?

Gwen: Do you grow flowers or bulbs?

Tom Green: Both. The flowers are _____ in a greenhouse, and the bulbs are cultivated outside.

Gwen: Why?

Tom Green: Look at the tulips outside. If it rains, or if the wind destroys the flower, _____ still sell the bulb. But if we _____ to sell perfect flowers, we have to protect them from the weather.



Gwen: Interesting. How many tulips do you _____ each year?

Tom Green: It depends. Last year, we _____ two million red "Atilla." But this year, we're selling a double tulip, "Angelique." Double tulips are _____, and they're more difficult to grow. Therefore, we will only produce 800,000 of them. Well, I need to go now. If you _____ me before you leave, I'll give you some of our tulips.

Gwen: Thank you.

ACTIVITY 3: Find the Mistake

There is a mistake in every line. The mistake is one of the underlined words. Choose the correction. Follow the example.

Example:

Do you have much friends?

Are / having / many many

1. When will the problem is solved?

is / be / solve _____

2. Will Ronald work tomorrow? No, he will.

Is / works / won't _____

3. If she gets up late tomorrow, she will has to take a taxi to work.

getting / is / have _____

4. That movie isn't as better as this one.

is / than / good _____

5. Many languages are speak at the United Nations.

Much / is / spoken _____

6. Patrick will come tomorrow, but I am not sure.

may / coming / are _____

ACTIVITY 4: Hotel Information

Read the dialog and fill in the blanks with logical words or phrases.

A: _____ Tours, can I help you?

B: Yes. I may take a trip to _____ in _____.

How much will it cost if I stay at the _____?

A: It will cost _____ dollars a night.

B: Is the _____ more expensive?

A: Yes. If you stay there, it will cost _____ dollars a night.

B: Hmm. Which hotel is _____?

A: Well, the _____ is _____ than the _____,
but I think the _____ is _____ than the _____.

B: Okay, thanks for your help.

VOCABULARY REVIEW

Find 15 vocabulary words horizontally and vertically in the grid. Follow the example. 

A	Q	A	U	R	Y	U	M	G	W	I	C	C
D	E	M	O	N	S	T	R	A	T	I	O	N
O	E	A	L	U	C	R	U	I	U	S	N	Y
Z	A	Z	U	C	H	U	L	A	I	N	V	E
E	W	I	N	G	O	O	E	T	T	J	E	B
N	I	N	N	E	L	T	S	H	I	P	N	E
A	L	G	E	S	A	K	I	P	O	R	I	T
X	A	Q	C	A	R	E	E	R	N	I	E	T
W	N	U	A	W	S	U	K	F	A	C	N	R
O	G	T	R	F	H	K	C	H	A	N	C	E
R	E	R	P	V	I	S	I	T	O	R	E	L
S	U	I	E	A	P	A	N	C	R	A	S	T
E	M	P	T	Y	D	A	N	Y	M	O	R	E

CHECK YOUR PROGRESS

Write one example for each of the concepts below.

Short answers:

Quantity expressions:

Passive voice:

Future actions:

Comparison:

Future possible:

Which structure is more difficult than the others? Why do you think so?

ANSWER KEY

PRACTICE 1: Paperwork

Miriam:

Good afternoon. I want to extend my student visa.

Clerk 1:

Extensions are handled at window number 4. Do you have the form?

Miriam:

Yes, I do. This is the one, right?

Clerk 1:

No, that one is used for first time applicants. You need form G-526. Here you are. If you fill it out right now, you can still finish the paperwork today.

Miriam:

All right, thanks.

Miriam:

Hello, I'm here for an extension of my student visa.

Clerk 2:

Let me see. Please go to window 7.

Miriam:

But I was told that you handle extensions.

Clerk 2:

That's right, but your current visa expired two weeks ago. You need a different form. Anyway, the office closes/will close in a few minutes. Why don't you come back tomorrow? We will be here at 9 o'clock.

PRACTICE 2: Let's Go to the Theater

Audio script:

Angela:

What should we do tomorrow night?

Blake:

How about if we go to the theater? This article I'm reading says that *Narrow Minds* is playing at the Guthrie Theater and that it's a great show.

Angela:

Really? What does it say about it?

Blake:

"*Narrow Minds* is based on a true story. It deals with racial discrimination and people's reaction to it. It was written by Jack Stanford and will be performed all this month in the Guthrie Theater. Tickets are available at the door or you can get them at Dayton's ticket offices."

Angela:

Well, it sounds interesting. How much do the tickets

cost?

Blake:

They are 10, 15, 20, or 25 dollars.

Angela:

That's not too bad. Let's get the 15-dollar tickets, they are cheaper than 20-dollar ones, and the seats are almost as good as the 20-dollar tickets.

Blake:

Sounds good to me. I'll pick up the tickets after work tonight.

1. True

2. False

3. False

4. True

5. False

6. True

PRACTICE 3: A Doctor's Appointment

Dr. Quail:

How are you feeling, Mr. Jones?

Mr. Jones:

My throat still hurts, but I don't have any other symptoms.

Dr. Quail:

I got the results from the laboratory. Your stomach is fine, and you only have some branhamella catarrhalis in your throat.

Mr. Jones:

Is that serious?

Dr. Quail:

Not at all. You see, everyone's throat has many bacteria, but bacteria don't cause any medical problems. I think your problems are caused by tension or stress. How many hours do you work in a week?

Mr. Jones:

About 50 or 60.

Dr. Quail:

You should work fewer hours. If you don't take it easy, you may have serious health problems. I'll give you a prescription that will help you relax. You may feel sleepy, so you shouldn't drive a car while you're taking this.

Mr. Jones:

All right, doctor. Thank you.

PRACTICE 4: Gorillas and Chimpanzees

Audio script:

Gorillas and chimpanzees are very interesting animals and they are both in danger of extinction.

Gorillas are very large, and a male gorilla can weigh up to 180 kilos. Female gorillas are smaller and weigh up to 90 kilos. Gorillas don't eat insects or meat; they only eat plants. They don't drink water because they get all the water they need from the food they eat. Gorillas are social animals and live in small groups of 6 to 7 individuals. Gorillas can live up to 50 years, but they usually live about 35 years in their natural habitat.

Chimpanzees are smaller than gorillas and male chimpanzees weigh up to 70 kilos. Females weigh between 25 and 50 kilos. Chimpanzees eat insects and plants, and they also drink water. Chimpanzees are also social animals, but the groups they live in are larger than the groups that gorillas live in: there are between 40 and 60 individuals in the groups. Chimpanzees usually live longer than gorillas do; they live up to 60 years, but they usually live about 40 years in their natural habitat.

Gorilla

- males weigh 180 kilos
- females weigh 25-50 kilos
- they don't eat insects
- they eat insects
- they eat plants
- they drink water
- they are social animals
- they live in groups of 6-7 individuals
- they can live up to 60 years

Chimpanzee

- males weigh 180 kilos
- females weigh 25-50 kilos
- they don't eat insects
- they eat insects
- they eat plants
- they drink water
- they are social animals
- they live in groups of 6-7 individuals
- they can live up to 60 years

Examples of correct answers:

1. Chimpanzees aren't as heavy as gorillas.
2. Chimpanzees live longer than gorillas.

VOCABULARY REVIEW

A	Q	A	U	R	Y	U	M	G	W	I	C	C
D	E	M	O	N	S	T	R	A	T	I	O	N
O	E	A	L	U	C	R	U	I	U	S	N	Y
Z	A	Z	U	C	H	U	L	A	I	N	V	E
E	W	I	N	G	O	O	E	T	T	J	E	B
N	I	N	N	E	L	T	S	H	I	P	N	E
A	L	G	E	S	A	K	I	P	O	R	I	T
X	A	Q	C	A	R	E	E	R	N	I	E	T
W	N	U	A	W	S	U	K	F	A	C	N	R
O	G	T	R	F	H	K	C	H	A	N	C	E
R	E	R	P	V	I	S	I	T	O	R	E	L
S	U	I	E	A	P	A	N	C	R	A	S	T
E	M	P	T	Y	D	A	N	Y	M	O	R	E

