



A large, stylized number '5' is centered on a purple background. The '5' is composed of several overlapping blue and purple rectangles, creating a 3D effect. It is positioned in front of a purple rectangular area that covers the bottom half of the image. The top half of the image shows a scenic landscape with turquoise water, green land, and a cloudy sky.

5

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Table of Contents

Unit 1: Review of Concepts

Unit 2: Obligation and Necessity

Unit 3: Conditions and Results in Present

Unit 4: Past Actions with Regular Verbs

Unit 5: Review Unit

Unit 6: Actions in Progress in the Past

Unit 7: Possessive Pronouns

Unit 8: Recommendations

Unit 9: Opinions

Unit 10: Review Unit

Welcome to English 5

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 at least 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:

- Facts and habits:
Sam works from Monday to Friday.
- Past actions with irregular verbs:
He went to a concert last weekend.
- Obligation and necessity:
I have to pay the phone bill.
- The cause and effect conditional:
When we have time, we go to the movies.
- Past actions with regular verbs:
The kids played soccer yesterday.

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

- Actions in progress in the past:
I was sleeping when you called.
- Possessive pronouns:
That's not John's book. It's mine.
- Recommendations:
You shouldn't smoke.
- Opinions:
Henry thinks Carol is beautiful.

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.

REVIEW OF CONCEPTS

Unit 1

UNIT GOALS

In this unit we will review:

- Facts and Habits

Paula lives in Miami.

She works from Monday to Friday.

- Past Actions

She went to the movies last weekend.

- and vocabulary.



KEYWORDS AND EXPRESSIONS



(to) work – *funcionar, servir*

(to) put it/them back – *regresarlo/a, regresarlos/las*

(to) happen – *pasar, suceder*

(to) be in trouble – *tener un problema, estar en problemas*

(to) be careful – *tener cuidado, ser cuidadoso/a*

(to) have a temper – *tener mal genio*

without – *sin*

glue – *pegamento*

Big Trouble

Michael: Hey, Douglas. What's going on?

Douglas: Oh, man, I'm **in big trouble**.

Michael: What's the matter?

Douglas: I think I broke my dad's old camera.

Michael: How did you do that?

Douglas: I put it on the table, and I wasn't **careful**. It fell, and now it doesn't **work**.

Michael: Well, accidents **happen**. Just tell your dad about it.

Douglas: But you don't understand. I took it **without** his permission.

Michael: Wow, you really are **in trouble**.

Douglas: What am I going to do? My dad's going to kill me!

Michael: Well, I still think you need to tell him.

Douglas: No way! You don't know him; he has a really bad **temper**.

Michael: Well, maybe we can fix it.

Douglas: Can you take a look at it?

Michael: Let's see... Hmm, the case is broken and the battery isn't in the correct place. Do you have any **glue**?

Douglas: Let me look... Yeah, here's some.

Michael: Okay, let me put some glue here, and replace the battery... There you go! It's working again!

Douglas: Great. Now, let me **put it back** in his closet... There! I'm a genius!

Michael: Hey, genius, you still have one problem.

Douglas: What's that?

Michael: Your dad is going to know you took his camera when he sees the pictures that you took.

Douglas: Oh, no!



CHECK YOUR UNDERSTANDING

1. What problem does Douglas have?

2. How did he break his father's camera?

3. Why doesn't he tell his father about the camera?

4. How does Michael fix the camera?

5. What problem does Douglas still have?



CONCEPT AND STRUCTURE REMINDER 1: Facts and Habits

We use simple present to talk about **facts** and **habits**.

_____ Douglas live in San Diego?
Does he _____ French?
_____ language does he speak?

Yes, he _____ in San Diego.
No, he _____ speak French.
He _____ English.



CONCEPT AND STRUCTURE REMINDER 2: Past Actions

We use simple past to talk about completed actions at a definite time in the past:

_____ Douglas break the camera?
Did he _____ a new camera?
What did he _____?

Yes, he _____ the camera.
No, he _____ buy a new camera.
He _____ the camera back in the closet.

PRACTICE 1: Dracula

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

are visiting	can visit	happy	know
attract many	going to build	have an	last year
next April	mean and cruel	includes a	wrote

We all know Dracula, the legendary vampire. Bram Stoker wrote a famous book about him in 1897. But in Romania, Dracula is a historical figure. His real name was Vlad Tepes, and he was a mean and cruel prince of Transylvania in Romania.



Dracula's house was in Sighisoara. In this city you can visit the Vlad Dracul house, and start an eight-day tour that includes a Dracula dance and medieval food. Also, in the future, the city is going to build a Dracula theme park, a kind of "Disneyland" for vampire fans. It is going to attract many visitors from all over the world.

A new Dracula film is in production right now. Kim Nelson and Charles Glades are the stars in the new movie. The film is about the real Vlad Dracul and it's going to be in movie theaters all over the country next April.

PRACTICE 2: My Town

Listen to the audio file and then fill in the blanks with the missing information. Follow the example.

In the past, my town was small and there weren't a lot of people. I knew almost everyone in the town. My friends and I went to the park in the summer because there was a lake there. We swam and had fun.



Now, my town is much bigger than it was in the past. There are many new people here and I don't know many of them. I take the bus to the park sometimes, but they swim in the lake because it's very dirty.

In the future I think my town will be bigger and bigger. Many people are going to move here and we won't have many parks or green areas for people anymore.

PRACTICE 3: Weekend Plans

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

- A: Are we going to _____ this weekend?
B: We always _____ on weekends.
Why don't we _____?
A: We _____ last weekend.
B: That's true. Hey, I know: let's _____.
A: That's a great idea!



VOCABULARY REVIEW

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

My husband has a special ability to fix things; whenever something happens with something in our house, he immediately knows how to fix it. He never has _____ with mechanical things, and he can usually fix things _____ special tools; one time, he fixed a broken lamp, and he only had to use a little _____.! He never has a bad _____, and he never gets angry or impatient; that's why he is always _____ and patient when he repairs things. No matter what the problem is, the object always _____ after my husband is finished with it.



CHECK YOUR PROGRESS

How well can you understand and use the following?

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"/>

- facts and habits in present
- past actions
- future actions
- object pronouns

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

What can your teachers do to help you?

ANSWER KEY

PRACTICE 1: Dracula

We all know Dracula, the legendary vampire. Bram Stoker wrote a famous book about him in 1897. But in Romania, Dracula is a historical figure. His real name was Vlad Tepes; and he was a mean and cruel prince of Transylvania in Romania.

Dracula's house was in Sighisoara. In this city you can visit the Vlad Dracul house, and start an eight-day tour that includes a Dracula dance and medieval food. Also, in the future, the city is going to build a Dracula theme park, a kind of "Disneyland" for vampire fans. It is going to attract many visitors from all over the world.

A new Dracula film is in production right now. Kim Nelson and Charles Glades are the stars in the new movie. The film is about the real Vlad Dracul and it's going to be in movie theaters all over the country next April.

PRACTICE 2: My Town

Audio script:

In the past, my town was small and there weren't a lot of people. I knew almost everyone in the town. My friends and I went to the park in the summer because there was a lake there. We swam and had fun.

Now, my town is much bigger than it was in the past. There are many new people here and I don't know many of them. I take my children to the park sometimes, but they can't swim in the lake because it's very dirty.

In the future I think my town is going to get bigger and bigger. Many people are going to move here and we aren't going to have many parks or green areas for people anymore.

PRACTICE 3: Weekend Plans

Example of a correct answer:

A:

Are we going to go out to dinner this weekend?

B:

We always go out to dinner on weekends. Why don't we see a movie?

A:

We saw a movie last weekend.

B:

That's true. Hey, I know: let's go to the theater!

A:

That's a great idea!

VOCABULARY REVIEW

My husband has a special ability to fix things; whenever something happens with something in our house, he immediately knows how to fix it. He never has trouble with mechanical things, and he can usually fix things without special tools; one time, he fixed a broken lamp, and he only had to use a little glue! He never has a bad temper, and he never gets angry or impatient; that's why he is always careful and patient when he repairs things. No matter what the problem is, the object always works after my husband is finished with it.

OBLIGATION AND NECESSITY

Unit 2

UNIT GOALS

In this unit we will examine:

- Obligation and Necessity

I don't have to get up early in the morning.

The kids have to go to soccer practice tomorrow.

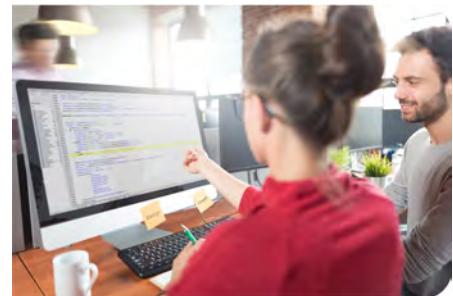
My husband had to work late yesterday.

- and vocabulary.



KEYWORDS AND EXPRESSIONS

(to) wait for – <i>esperar (por)</i>	a delay – <i>un retraso</i>
(to) design – <i>diseñar</i>	before – <i>antes (de)</i>
(to) hire – <i>contratar</i>	I'm afraid – <i>Me temo que ...</i>
(to) delay – <i>retrasar</i>	What's on your mind? – <i>¿Qué te preocupa?</i>
(to) agree – <i>estar de acuerdo</i>	

**Program Problems**

Les and Paul work at a company that produces computer programs.

Les: Hey, Paul, do you have a minute? I have to talk to you.

Paul: Sure. **What's on your mind?**

Les: **I'm afraid** we have a few problems with *3D Calc*.

Paul: Uh, oh, that's our most important program for the Christmas season. We have to finish it before December.

Les: I know, but there are a few problems with the programming team.

Paul: What kind of problems?

Les: Well, Dale says he can't continue with the interface **design**, because he has **to wait for** Kayla.

Paul: Why does he have to wait for Kayla?

Les: Well, Kayla has to design the graphics for each screen. Dale has to have all the graphics **before** he can continue.

Paul: Hmm, this is serious. Do we have to **hire** more programmers?

Les: No, I think we have to find an assistant artist to help Kayla.

Paul: Do we have anybody we can use?

Les: I think so. Rick also does graphics work, so he doesn't have to learn how to use the graphics software. He had to finish another project, but now he can start work on *3D Calc*. That way, we don't have to **delay** the production of the program.

Paul: That sounds good. Of course, I have to talk to Mr. Pitt, but I'm sure he's going to agree.

Les: Great. Thanks a lot, Paul.

CHECK YOUR UNDERSTANDING

1. Why can't Dale continue with the interface design?

2. Why does he have to wait for Kayla?

3. What do they have to do to resolve the problem?

4. Does Rick have to learn how to use the graphics software?

5. What did Rick have to do?



CONCEPT AND STRUCTURE 1: Obligations and Necessities

We use **have to** to express obligations or necessities in present or future.

Does Paul have to talk to Mr. Pitt?

AUX + SUB + EXP IN + VSF
SIMPLE FORM

Yes, he has to talk to him.

(+) SUB + EXP IN + VSF
PRESENT

Does Rick have to learn how to use the software?

No, he doesn't have to learn how to use it.

(-) SUB + AUX (-) + EXP IN + VSF
SIMPLE FORM

What does he have to do?

QW + AUX + SUB + EXP IN + VSF
SIMPLE FORM

He has to help Kayla.

PRACTICE 1: Mystery Shopper

Fill in the blanks with a word or phrase from the box. Follow the example.

are you ready	doesn't want	we use
can buy	don't have	we're going to give
do I have to pay	I love	you have to go



Ms. Albright: Alright, Ms. Simms. Are you ready for your first day at work?

Ms. Simms: Yes, but I want to know what I have to do exactly.

Ms. Albright: Well, it's very easy. _____ to different departments in the store and buy things. It's important for us to see how our sales people treat our customers. You _____ almost anything you want.

Ms. Simms: _____ for everything I buy?

Ms. Albright: Yes, but you _____ to use your money. _____ you a special credit card you can use to buy things.

Ms. Simms: OK.

Ms. Albright: At the end of the day, bring the things you bought to me. Then, you have to write up a report on the sales people that helped you. _____ the information in your report to decide who needs more training and who doesn't.

Ms. Simms: Well, it sounds easy and fun, and _____ to go shopping.

Ms. Albright: Here's your credit card. Be back here by 4:00.

Ms. Simms: Thanks.

PRACTICE 2: Let's Play Basketball

Read the sentences below. Then listen to the dialog on the audio file and answer true or false. Follow the example.

Example:

Jeremy wants to play basketball with Craig.

1. Craig has to wash the dishes.
2. Craig is going to visit his grandparents.
3. He has to do his homework today.
4. Tomorrow he can play basketball all day.

True False

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



CONCEPT AND STRUCTURE 2: Obligations and Necessities in the Past

We use **had to** to express obligations or necessities in the past.

Did Rick have to finish another project?

AUX + SUB + EXP IN + VSF
SIMPLE FORM

Yes, he had to finish it.

(+) SUB + EXP IN + VSF
PAST

Did they have to delay the program?

No, they didn't have to delay the program.

(-) SUB + AUX (-) + EXP IN + VSF
SIMPLE FORM

PRACTICE 3: A Sick Child

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

Sarah: You look awful, Meg. What happened?

Meg: I didn't get (get, neg.) much sleep last night. The baby (be) sick and I (stay, necessity) up with him most of the night.

Sarah: What's the matter with him?

Meg: He (have) a cold, and last night he had a fever.

Sarah: you (take, necessity) him to the hospital?

Meg: Fortunately, no. The temperature (be, neg.) that bad, but he was very uncomfortable and he didn't sleep.

Sarah: And how is he this morning?

Meg: He's a little better, but he still has a fever. I (take) him to the doctor later today. I have an appointment for 11:00, but I want to ask you for a favor. you (watch, opportunity) the other two kids while I'm at the doctor's office?

Sarah: Sure, no problem.

Meg: Thanks a lot.



PRACTICE 4: What was their job?

Listen to the people on the audio file and match the person to the job he or she had in the past. Follow the example.

architect secretary salesman waiter bus driver



Sandra



Mark

secretary

She had to write memos.



Dave



Katie



Al

Now, write something that the person had to do.

PRACTICE 5: Obligations

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

A: Hello?

B: Hi, _____, this is _____.

Do you want to _____ with me tomorrow?

A: Sorry, I have to _____ tomorrow. Can we do it _____?

B: _____ isn't good for me.

My _____ has to _____, and I have to help _____.

How about _____?

A: _____ sounds good. See you then.

VOCABULARY REVIEW

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

Dave: Can I talk to you, Sam?

Sam: Sure. What's on your mind?

Dave: I'm a _____ we have a problem with the new two-door Elite.

Sam: Oh? What kind of problem?

Dave: Leo, our chief engineer, is d_____ a new engine for the car. Unfortunately, he went on vacation last week, and it wasn't possible for him to finish it b_____ he left. We have to w_____ f_____ him to return to work on the car.

Sam: Hmm. Is that going to cause a d_____?

Dave: Yes, it is.

Sam: Well, that's a real problem.

Dave: I a_____. However, I have an engineer in my office right now for an interview. If we h_____ him, I think he can finish the engine.

Sam: That sounds good. Do it.

CHECK YOUR PROGRESS

Complete the sentences with the structures you saw in this unit.

When it's necessary to do something, we use _____

When it's not necessary to do something, we use _____

We can use have to for present and _____

For obligations in past, we use _____

Write three sentences or questions with **have to** in present.

Write three sentences or questions with **have to** in past.

Write three sentences or questions with **have to** for future.

ANSWER KEY

PRACTICE 1: The Mystery Shopper

Ms. Albright:

Alright, Ms. Simms. Are you ready for your first day at work?

Ms. Simms:

Yes, but I want to know what I have to do exactly.

Ms. Albright:

Well, it's very easy. You have to go to different departments in the store and buy things. It's important for us to see how our sales people treat our customers. You can buy almost anything you want.

Ms. Simms:

Do I have to pay for everything I buy?

Ms. Albright:

Yes, but you don't have to use your money. We're going to give you a special credit card you can use to buy things.

Ms. Simms:

OK.

Ms. Albright:

At the end of the day, bring the things you bought to me. Then, you have to write up a report on the sales people that helped you. We use the information in your report to decide who needs more training and who doesn't.

Ms. Simms:

Well, it sounds easy and fun, and I love to go shopping.

Ms. Albright:

Here's your credit card. Be back here by 4:00.

Ms. Simms:

Thanks.

PRACTICE 2: Let's Play Basketball

Audioscript

Jeremy:

Hi, Craig.

Craig:

Hey, Jeremy, what's up?

Jeremy:

Hey, let's go play basketball.

Craig:

I can't. I have to finish my homework and then I have to help my dad clean the garage.

Jeremy:

What homework? The teacher didn't give us any

homework for tomorrow.

Craig:

It's not for tomorrow. It's for next Monday.

Jeremy:

Then why are you doing it today? You still have time to do it tomorrow or you can do it on the weekend.

Craig:

Well, this weekend, we're going to visit my grandparents. It's their anniversary. The whole family is going to be there.

Jeremy:

I see, so you have to do the homework before you leave.

Craig:

That's right.

Jeremy:

Do you think you can play basketball with us tomorrow after school?

Craig:

Maybe. We're going to leave early Saturday morning and the only thing I have to do tomorrow is pack my clothes for the weekend.

Jeremy:

Great. See you tomorrow.

1. F
2. T
3. T
4. F

PRACTICE 3: A Sick Child

Sarah:

You look awful, Meg. What happened?

Meg:

I didn't get much sleep last night. The baby was sick and I had to stay up with him most of the night.

Sarah:

What's the matter with him?

Meg:

He has a cold, and last night he had a fever.

Sarah:

Did you have to take him to the hospital?

Meg:

Fortunately, no. The temperature wasn't that bad, but he was very uncomfortable and he didn't sleep.

Sarah:

And how is he this morning?

Meg:

He's a little better, but he still has a fever. I'm going to take him to the doctor later today. I have an

appointment for 11:00, but I want to ask you for a favor. Can you watch the other two kids while I'm at the doctor's office?

Sarah:

Sure, no problem.

Meg:

Thanks a lot.

PRACTICE 4: What was their job?

Examples of a correct answer:

Mark was a waiter.

He had to get people their food.

Dave was an architect.

He had to supervise all the workers.

Katie was a bus driver.

She had to drive a lot every day.

Al was a salesman.

He had to work on weekends.

Audioscript

Sandra:

Hi. My name is Sandra. In my last job I had to do many things. I had to write memos, send faxes and answer the phones. I didn't have to work on the weekends, but I had to do many things every day.

Mark:

I'm Mark. In my last job I was always very busy. I had to work on Friday nights, Saturday nights, and all day Sunday. I had to be very nice to the people who came into the restaurant and I had to get them their food fast. I didn't have to prepare the food, but I had to serve it fast.

Dave:

My name is Dave. In my last job I made a lot of money. I had to work from Monday to Friday, and I didn't have to work on the weekends. I had to work in very large buildings that were under construction. I had to supervise all the workers at the building. It was a lot of responsibility, but it was a great job.

Katie:

Hi, I'm Katie. In my last job I had to drive a lot. I had to travel a specific route every day and take the passengers to their destinations. I didn't have to work every weekend, but I had to work on Saturdays and Sundays twice a month. I had to drive very carefully, so that I didn't have an accident.

Al:

Hi, I'm Al. In my last job I had to work on weekends and at night. I had to help people decide what system

was the best for their needs. I didn't have to know a lot about computers, but I had to know basic information about our products.

PRACTICE 5: Obligations

Example of a correct answer:

A:

Hello?

B:

Hi, Jorge, this is Hector. Do you want to go to the movies with me tomorrow?

A:

Sorry, I have to go to the dentist tomorrow. Can we do it Friday?

B:

Friday isn't good for me. My father has to work on the car, and I have to help him. How about Saturday?

A:

Saturday sounds good. See you then.

VOCABULARY REVIEW

Dave:

Can I talk to you, Sam?

Sam:

Sure. What's on your mind?

Dave:

I'm afraid we have a problem with the new two-door Elite.

Sam:

Oh? What kind of problem?

Dave:

Leo, our chief engineer, is designing a new engine for the car. Unfortunately, he went on vacation last week, and it wasn't possible for him to finish it before he left. We have to wait for him to return to work on the car.

Sam:

Hmm. Is that going to cause a delay?

Dave:

Yes, it is.

Sam:

Well, that's a real problem.

Dave:

I agree. However, I have an engineer in my office right now for an interview. If we hire him, I think he can finish the design of the engine.

Sam:

That sounds good. Do it.

CONDITIONS AND RESULTS IN PRESENT

Unit 3

UNIT GOALS

In this unit we will examine:

- the Cause and Effect Conditional

Do you watch TV when you have free time?

No, I don't watch TV when I have free time.

What do you do if you have free time?

If I have free time, I do exercise.

- and vocabulary.

KEYWORDS AND EXPRESSIONS

(to) approach – <i>acerca</i> <i>sese a</i>	outgoing – <i>extrovertido/a</i>
(to) make friends – <i>hacer amigos</i>	stranger – <i>una persona desconocida</i>
(to) give up – <i>rendirse</i>	(not) at all – <i>para nada</i>

The First Day of School

Mr. Graham: Hi, honey. How was your first day of school?

Virginia: It was awful, Dad! I hate it here! I don't have any friends **at all!**

Mr. Graham: Well, you have to be patient. When you start school in a new place, it's usually difficult at the beginning.

Virginia: But the kids here are horrible. When we're not in class, they just ignore me.

Mr. Graham: Well, that doesn't mean they're horrible. It's difficult **to approach** someone when you don't know them well.

Virginia: But they don't even try! When we have our lunch period, all the girls in my class sit together, and they never invite me.

Mr. Graham: Well, what are you doing **to make friends?**

Virginia: What do you mean?

Mr. Graham: If you want to make friends, you have to be more **outgoing**.

Virginia: But I don't know anybody here! I can't just approach people if I don't know them.

Mr. Graham: What do you do when you go to a party? If you can talk to **strangers** at a party, you can talk to them here.

Virginia: You don't understand, Dad; they just don't like me.

Mr. Graham: I don't think that's true. The problem is that when something is difficult for you, you get frustrated and **give up**. If you want to make friends, you have to give people a chance to know you.

Virginia: Well, maybe you're right. Thanks, Dad.

**CHECK YOUR UNDERSTANDING**

1. What happens when Virginia is not in class?

2. Do the other girls sit with her when they have their lunch period?

3. Does she talk to strangers when she goes to a party?

4. What does she do when something is difficult for her?

5. What does she have to do if she wants to make friends?



CONCEPT AND STRUCTURE 1: Cause and Effect

We use the CAUSE AND EFFECT CONDITIONAL to express things that are universally true or things that are true for a specific person.

CONDITION

When she isn't in class,
WHEN/IF + SUB + SIMPLE PRESENT

RESULT

they ignore her.
SUB + SIMPLE PRESENT

RESULT

It's difficult to approach someone
SUB + SIMPLE PRESENT

CONDITION

if you don't know them.
WHEN/IF + SUB + SIMPLE PRESENT

PRACTICE 1: Getting Ready for a Family Visit

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

always have to	have to	you play	they think you	when they
are you	if you	like to	we know that	when you eat
before we		when we		you were

Mrs. Crowley: Tommy, are you ready to go?

Tommy: Mom, do we have to go to Grandma and Grandpa's house?

Mrs. Crowley: Well, yes. When was the last time you were there? Two months ago?

Tommy: I know, but we should be so polite and formal. Why can't we eat pizza with our hands? Who eats pizza with fork and knife anyway?

Mrs. Crowley: Your grandparents had a different education. When you eat with your hands, you don't have good manners.

Tommy: And another thing. After finish dinner, we always have to stay at the table. Why's that?

Mrs. Crowley: Grandma and Grandpa usually talk some more after dinner. Listen, it's getting late. Can we continue this conversation in the car?

Tommy: All right. Let's go. But can I play with Otto when we arrive?

Mrs. Crowley: I'm sorry, honey. When you with the dog, you always get dirty.

Tommy: Oh, Mom, why don't Grandma and Grandpa come to our house? I feel much more comfortable here come here.

Mrs. Crowley: Hey, that's a good idea, Tommy. We can invite them to come to our house next time, and then we can eat hamburgers.

Tommy: With our hands?

Mrs. Crowley: Absolutely.





CONCEPT AND STRUCTURE 2: Cause and Effect

RESULT

What does she **do when** she **goes** to a party?
QW + AUX + SUB + VSF + CONDITION SIMPLE PRESENT

CONDITION

She **talks** to people **when** she **goes** to a party.

PRACTICE 2: My Brother and Me

Listen to the audio file and complete each sentence about the correct brother. Follow the example.



Dan

Ex. Dan dances a lot.

1. _____ has no problems with math.
2. _____ is out-going.
3. _____ makes friends easily.
4. _____ has to study math a lot.
5. _____ doesn't like to talk to new people.



Kevin

PRACTICE 3: What do you do when you get angry?

First read the phrases below. Next, listen to the audio file and then write the phrases next to the correct person. Then, listen to the audio again and check your answers.

~~is very quiet when angry~~

doesn't remember an hour or two later

doesn't talk for 2-3 days

shouts
never forgets

sometimes throws things

doesn't get angry easily

The husband ...

*I*s very quiet when angry



The wife ...

PRACTICE 4: What's the matter?

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

A: What's the matter?

B: _____.

What do you do when _____.

A: When _____.

I _____.

B: That's a good idea. Thanks.



IN-CLASS ACTIVITY: LISTENING



water



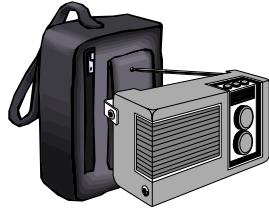
food



a flashlight



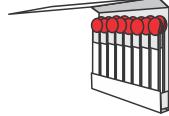
batteries



a radio



candles



matches



bleach



medicine

VOCABULARY REVIEW

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

Example: to work

1. outgoing
2. stranger
3. to approach
4. to agree
5. to hire
6. to happen

- a) friendly, extroverted
- b) to function correctly
- c) to have the same opinion
- d) to occur
- e) a person you don't know
- f) to give a job to
- g) to get close to

CHECK YOUR PROGRESS

Write three new words that you can use.

Write three new sentences or questions.

When do we use the cause and effect conditional?

ANSWER KEY

PRACTICE 1: Getting Ready for a Family Visit

Mrs. Crowley:

Tommy, are you ready to go?

Tommy:

Mom, do we have to go to Grandma and Grandpa's house?

Mrs. Crowley:

Well, yes. When was the last time you were there? Two months ago?

Tommy:

I know, but we always have to be so polite and formal. Why can't we eat pizza with our hands? Who eats pizza with a fork and knife anyway?

Mrs. Crowley:

Your grandparents had a different education. When you eat with your hands, they think you don't have good manners.

Tommy:

And another thing. When we finish dinner, we always have to stay at the table. Why's that?

Mrs. Crowley:

Grandma and Grandpa like to talk some more after dinner. Listen, it's getting late. Can we continue this conversation in the car?

Tommy:

All right. Let's go. But can I play with Otto when we arrive?

Mrs. Crowley:

I'm sorry, honey. When you play with the dog, you always get dirty.

Tommy:

Oh Mom, why don't Grandma and Grandpa come to our house? I feel much more comfortable when they come here.

Mrs. Crowley:

Hey, that's a good idea, Tommy. We can invite them to come to our house next time, and then we can eat hamburgers.

Tommy:

With our hands?

Mrs. Crowley:

Absolutely.

PRACTICE 2: My Brother and Me

Audio script:

My brother Dan and I are very different. When we go to a party, he usually dances a lot and meets many new people. He's very out-going and he makes friends easily. When I go to a party, I usually talk to my friends, but I don't like to dance. When Dan meets someone new, he has no problem talking to him or her. If I meet someone new, I never know what to say. Dan is very sociable, but I'm just the opposite.

In school, though, I do better than Dan. When the teachers give us homework, I always do it immediately and I almost never make mistakes. Dan has a hard time in school, especially in math class. If he doesn't study very hard, he doesn't understand. For me, math is very easy and I never have problems with it.

Dan dances a lot.

Kevin has no problems with math.

Dan is out-going.

Dan makes friends easily.

Dan has to study math a lot.

Kevin doesn't like to talk to new people.

PRACTICE 3: What Do You Do When You're Angry?

He is very quiet when he's angry.

She doesn't remember an hour or two later.

He doesn't talk for 2-3 days.

She shouts.

He never forgets.

She sometimes throws things.

She doesn't get angry easily.

Audio script:

My husband and I are very different. When my husband gets angry, he's usually very quiet. He sometimes doesn't talk to me for two or three days if he's really angry. Also, when he gets angry about something, he has a very long memory. He never forgets why he got angry.

When I get angry, I usually shout at the person I'm angry at. Sometimes, if I'm really angry, I throw things, but I never throw things at people. I usually throw things at a wall or on the floor. I don't get angry very

easily and I usually don't remember why I got angry an hour or two later.

PRACTICE 4: What's the matter?

Example of a correct answer:

A:

What's the matter?

B:

I have a headache. What do you do when you have a headache?

A:

When I have a headache, I take aspirin.

B:

That's a good idea. Thanks.

VOCABULARY REVIEW

1. a
2. e
3. g
4. c
5. f
6. d

PAST ACTIONS WITH REGULAR VERBS

Unit 4

UNIT GOALS

In this unit we will examine:

- Past Actions with Regular Verbs

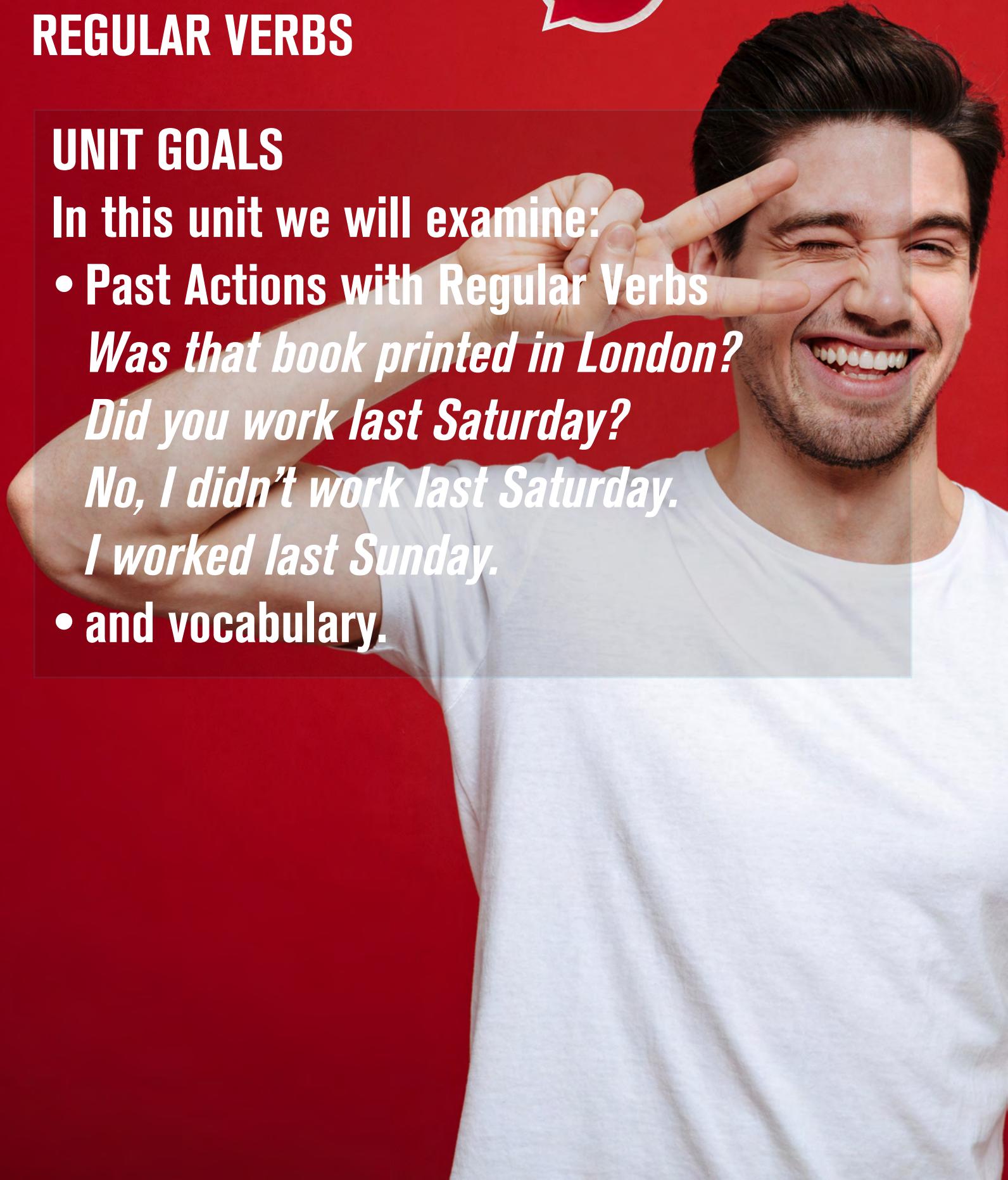
Was that book printed in London?

Did you work last Saturday?

No, I didn't work last Saturday.

I worked last Sunday.

- and vocabulary.



KEYWORDS AND EXPRESSIONS



(to) carry – *cargar*
 (to) destroy – *destruir*
 (to) faint – *desmayarse*
 (to) notice – *notar, fijarse en*

(to) seem – *parecer*
 (to) try – *tratar, hacer un esfuerzo*
 first aid – *primeros auxilios*
 ground – *suelo en exteriores*



Explosion!

Max: Sam, I watched the news last night. I heard that there was a serious accident near your house yesterday.

Sam: That's right. There was an explosion at the shopping center across the street.

Max: What happened?

Sam: Well, I invited my girlfriend to have lunch at my house. We were in the dining room when we heard a loud noise. We ran out of the house, and that's when we saw the building.

Max: What did it look like?

Sam: The explosion almost completely **destroyed** it. My girlfriend ran back to my house and called the fire department. They arrived in about five minutes, but it **seemed** to take an hour.

Max: What did you do?

Sam: Well, I looked around, and I **noticed** that there were some people on the **ground**. I saw that they needed medical attention; I know a little **first aid**, so I **tried** to help them until the ambulances got there. When my girlfriend came back, she wanted to help, but she **fainted** when she saw all the blood. I had to **carry** her back to my house.

Max: That's awful! But what caused the accident?

Sam: They aren't sure, but it seems that the gas tank on top of the building exploded. Luckily, nobody died; I checked at the hospital, and all the victims are going to be fine.

Max: Well, I'm glad to hear that.



CHECK YOUR UNDERSTANDING

1. What happened yesterday?

2. What did Sam's girlfriend do when she ran back to the house?

3. What did Sam do?

4. What happened to his girlfriend when she saw the blood?

5. What caused the accident?



CONCEPT AND STRUCTURE: Past Actions with Regular Verbs

We use verbs in past to talk about completed actions at a definite time in the past. To form the past tense of regular verbs we add **-ed** to the simple form of the verb.

Did Max watch the news last night?
AUX + SUB + VSF + TE

Yes, he **watched** the news last night.
(+) SUB + V PAST + TE

Did Sam's girlfriend help the victims yesterday?

No, she **didn't help** the victims yesterday.
(-) SUB + AUX(-) + VSF + TE

What **did** she **do**?
QW + AUX + SUB+ VSF

She fainted.

PRACTICE 1: Pronunciation

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

Final /d/ sound		Final /t/ sound		Final /d/ sound
attend	attended	approach	approached	agree
faint	fainted	cook	cooked	carry
include	included	dance	danced	clean
operate	operated	finish	finished	close
plant	planted	fix	fixed	delay
point	pointed	like	liked	design
rent	rented	look	looked	destroy
start	started	miss	missed	happen
visit	visited	notice	noticed	hire
wait	waited	touch	touched	listen
want	wanted	type	typed	live
add	added	wash	washed	open
need	needed	watch	watched	order
decide	decided	work	worked	play
				pull
				rain
				seem
				show
				stay
				study
				travel
				try
				use

PRACTICE 2: Home Alone

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

did you tell	happy	I'm not going to invite	visit my aunt
didn't you call	I am inviting	met a new friend	you wanted
exhausted	I cleaned	they're going to come	I wanted
go on vacation			called two

Tom: You look tired, Bill. What's up?

Bill: My parents went to Denver to _____ and uncle. They were there for ten days, and _____ back tomorrow.

Tom: So why are you tired? When you're home alone, you can rest more, and you can do whatever you want.

Bill: That's the problem. I did what _____. Some friends came over last Saturday, and yesterday, the house was a mess. Yesterday, _____ the carpets, I washed the dishes, I put everything in its place. I'm _____.

Tom: Why _____ some of your friends and ask them to help you? After all, they made the mess.

Bill: I _____ of them, but they said they were busy. Next time I'm home alone, _____ any friends over.



PRACTICE 3: Different Customs

Listen to the story and write one word in each blank to complete the dialog.

Reporter: Tell me about your life, Jasmine.

Jasmine: Well, I was born in Kenya, but my family comes from India. My father had many businesses and we lived in a very nice _____.

Reporter: When did you come to the U.S.?

Jasmine: Well, we _____ in the U.S. when I was ten years old, but before we came here, we lived for almost two years in _____.

Reporter: Really? Why did you go there first?

Jasmine: Well, we didn't _____ permission to travel to the U.S. from Kenya, so we had to go to Italy first. We finally got our visas and then traveled to the _____.

Reporter: I see.

Jasmine: When we arrived, we _____ a house and I started school here. I studied English in addition to all the other normal classes.

Reporter: When did you get married?

Jasmine: Well, in the U.S., you can't get married at 14 like you can in Kenya, so when I was _____, I got married.

Reporter: But you already knew your future husband, right?

Jasmine: Yes and no. My _____ knew him. They were friends, but I didn't really know him. I met him the day of our wedding.

Reporter: How old was he?



Jasmine: When we got married, he was _____ and I was only 17.

Reporter: Really?

Jasmine: Yes. In our culture, it's important to marry a man that is older, someone who has money and a _____.

Reporter: Well, your customs are very different than the customs here.

Jasmine: Yes, they are.

PRACTICE 4: A Busy Day

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

A: Did you _____ this morning?

B: No, I didn't _____ this morning.

I decided to _____ another time.

A: Why is that?

B: Because I had to _____ this morning.

After I _____,

I didn't have time to _____.

A: I see. So, when are you going to _____?

B: I'm probably going to _____ tomorrow.



VOCABULARY REVIEW

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

Example: ryrac _____ *carry*

1. goognuit _____

5. centoi _____

2. drongu _____

6. nifta _____

3. berotul _____

7. gertrans _____

4. tyrosed _____

8. cropahap _____

CHECK YOUR PROGRESS

Write three new words that you can use.

Write down three new sentences or questions you can use.

Write two regular verbs in past that are pronounced with /ɪd/ sound as the ending.

Write two regular verbs in past that are pronounced with /t/ sound as the ending.

Write two regular verbs in past that are pronounced with /d/ sound as the ending.

ANSWER KEY

PRACTICE 2: Home Alone

Tom:

You look tired, Bill. What's up?

Bill:

My parents went to Denver to visit my aunt and uncle. They were there for ten days, and they're going to come back tomorrow.

Tom:

So why are you tired? When you're home alone, you can rest more, and you can do whatever you want.

Bill:

That's the problem. I did what I wanted. Some friends came over last Saturday, and yesterday, the house was a mess. Yesterday, I cleaned the carpets, I washed the dishes, I put everything in its place. I'm exhausted.

Tom:

Why didn't you call some of your friends and ask them to help you? After all, they made the mess.

Bill:

I called two of them, but they said they were busy. Next time I'm home alone, I'm not going to invite any friends over.

PRACTICE 3: Different Customs

Reporter:

Tell me about your life, Jasmine.

Jasmine:

Well, I was born in Kenya, but my family comes from India. My father had many businesses and we lived in a very nice house.

Reporter:

When did you come to the U.S.?

Jasmine:

Well, we arrived in the U.S. when I was ten years old, but before we came here, we lived for almost two years in Italy.

Reporter:

Really? Why did you go there first?

Jasmine:

Well, we didn't have permission to travel to the U.S. from Kenya, so we had to go to Italy first. We finally got our visas and then traveled to the U.S.

Reporter:

I see.

Jasmine:

When we arrived, we bought a house and I started

school here. I studied English in addition to all the other normal classes.

Reporter:

When did you get married?

Jasmine:

Well, in the U.S., you can't get married at 14 like you can in Kenya, so when I was 17, I got married.

Reporter:

But you already knew your future husband, right?

Jasmine:

Yes and no. My father knew him. They were friends, but I didn't really know him. I met him the day of our wedding.

Reporter:

How old was he?

Jasmine:

When we got married, he was 45 and I was only 17.

Reporter:

Really?

Jasmine:

Yes. In our culture, it's important to marry a man that is older, someone who has money and a home.

Reporter:

Well, your customs are very different than the customs here.

Jasmine:

Yes, they are.

PRACTICE 4: A Busy Day

Example of a correct answer:

A:

Did you type the report this morning?

B:

No, I didn't type the report this morning. I decided to type it another time.

A:

Why is that?

B:

Because I had to visit a client this morning. After I visited the client, I didn't have time to type the report.

A:

I see. So, when are you going to type the report?

B:

I'm probably going to type it tomorrow.

VOCABULARY REVIEW

1. outgoing
2. ground
3. trouble
4. destroy
5. notice
6. faint
7. stranger
8. approach

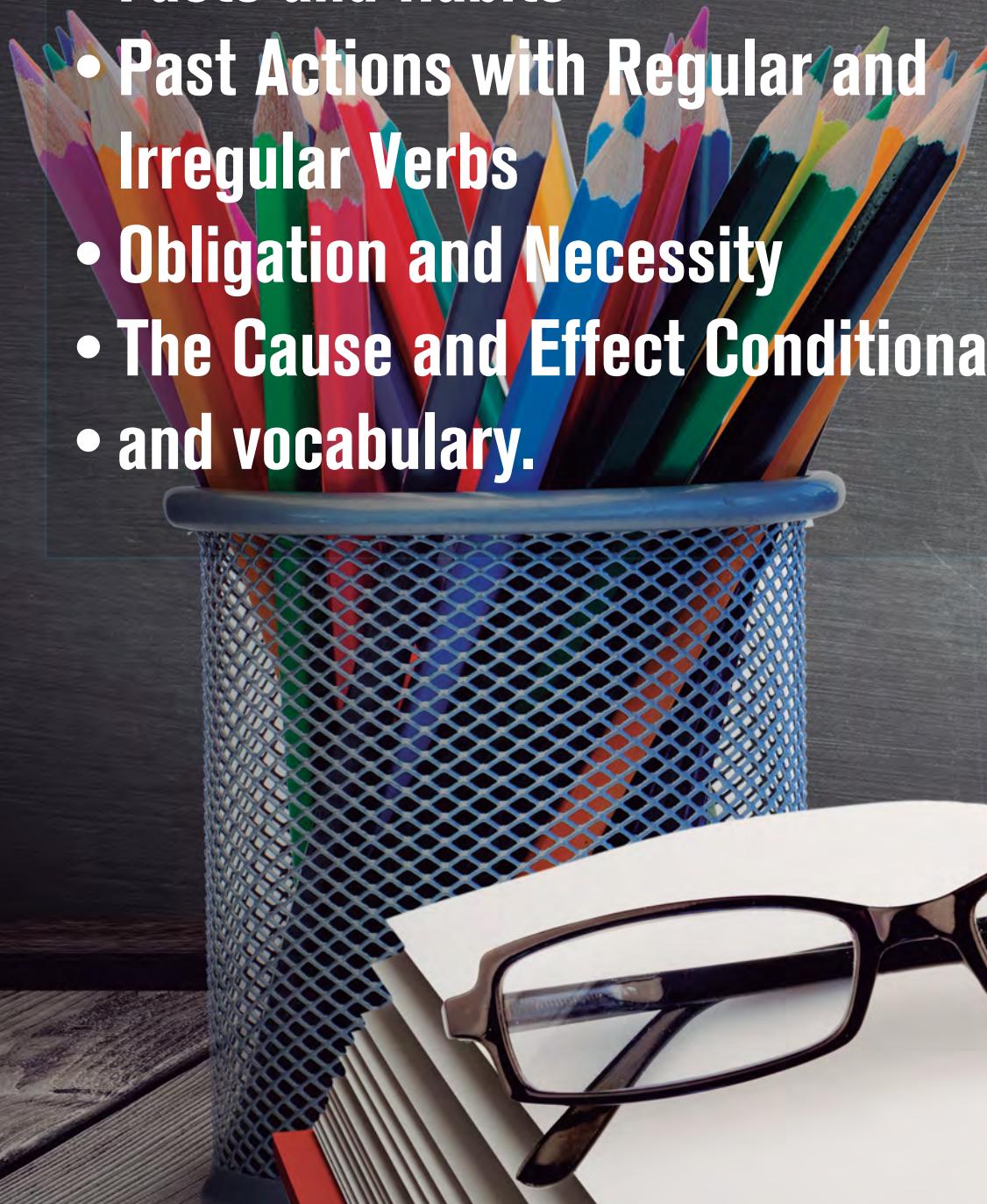
REVIEW UNIT



UNIT GOALS

In this unit we will review:

- Facts and Habits
- Past Actions with Regular and Irregular Verbs
- Obligation and Necessity
- The Cause and Effect Conditional
- and vocabulary.



PRACTICE 1: Don's First Day at College

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

Mrs. Bender: How was your first day at the university, Don?

Don: It was awful. I arrived late to every class!

Mrs. Bender: How come?

Don: There are four buildings, and I understand (understand, neg.) the room numbers. I studied my schedule but I got all confused. I ask (ask, necessity) other students for help. Also, my second class was in a theater and exist (existence) 250 students there! I arrived late and I had to sit on the floor.



Mrs. Bender: That's too bad. Did you learn anything interesting?

Don: I learn (learn) that the professors speak fast and I take (take, necessity) a lot of notes very fast. I notice (notice) that students have to run to get to the next class. I heard that I have to get a library card. Plus, I have (have, neg.) any friends. I don't know anybody.

Mrs. Bender: Gee, you really had it bad today. Well, don't give up. I'm sure you feel more confident in a week or two.

Don: I hope so. I'm hungry, Mom. What's for dinner?

PRACTICE 2: The Stolen Car

Read the sentences below. Then listen to the dialog and fill in the missing information. Follow the example.

Example:

Jerry just got back from the police station.

1. Someone stole his car
2. He it to the police.
3. He also the insurance company.
4. He to lock his car.
5. If he leaves his car on , he always locks it.



to lock =



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. What ____ you have for dinner last night?
 - a. are
 - b. do
 - c. did
 - d. does
2. William ____ travel on his next vacation; he doesn't have any money.
 - a. doesn't
 - b. isn't going to
 - c. didn't
 - d. doesn't have to
3. A: Is it necessary to repeat the exercise?
B: No, you ____ do it.
 - a. don't
 - b. don't have to
 - c. aren't going to
 - d. can't
4. My husband _____. He frequently gets angry.
 - a. has a temper
 - b. puts it back
 - c. approaches him
 - d. gives up
5. When I read a book, I ____ tired and fall asleep.
 - a. get
 - b. am getting
 - c. getting
 - d. got
6. A: Who ____ America?
B: Nobody; but Leif Erikson or Columbus were the first Europeans there.
 - a. discovering
 - b. was discovered
 - c. discover
 - d. discovered

ACTIVITY 2: An Archaeologist in Mexico City

Read the dialog. Then complete the text with the correct form of the verb in parentheses. The verb can be in present, past, or future. Follow the example.

Daisy: So, Jorge, what profession are you?

Jorge: I'm an archaeologist.

Daisy: That's an interesting profession. Where do you work (work)?

Jorge: Well, I'm studying here in Washington D.C. now, but I usually work in the downtown area of Mexico City.

Daisy: In the downtown area? Aren't there buildings there?

Jorge: Yes, but sometimes buildings are destroyed and rebuilt. When they destroy a building, we check the ground for objects of archeological interest.

Daisy: Really? Did you ever find any interesting objects when you are there?

Jorge: I certainly do. In 1994, we found two statues of Mictlantecuhtli, the Aztec god of the dead, under a house near the Zocalo. We discovered the statues in a tunnel under a building. The statues were in a thousand pieces, and we reconstructed, *necessity* them. The statues are 174 centimeters tall.

Daisy: Wow. Where are they now?

Jorge: They're in the museum of the Templo Mayor in Mexico City.

Daisy: I will go to Mexico next summer. I can see your statues then. Will you be in Mexico in August?

Jorge: Yes, I am. I'd love to give you a tour.

Daisy: Great.



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:

Brenda sing a beautiful song at Mike's birthday last night.

sang / Mike / this sang

1. Did Daniel studied for his Math exam last week?

Do / study / her studied

2. Yesterday, we have to work from 9 a.m. to 7 p.m.

had / worked / from had

3. When they go to the beach, they always went to Acapulco.

went / never / go went

4. When he was in secondary school, Steven likes to play football every afternoon.

liked / played / any liked

5. You don't have to went to the bank; you can transfer the money on your phone.

didn't / had / go went

6. Is you going to help with my work?

Are / helped / your my

ACTIVITY 4: Talking about Our Weekends

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

A: What do you do when you want to relax?

B: I usually _____.

A: Did you _____ last weekend?

B: No, I didn't _____ last weekend.

A: Why not?

B: Because I had to _____. What did you do last weekend?

A: I _____.

VOCABULARY REVIEW

Find nine vocabulary words in the grid below. They can be across (horizontally) or down (vertically).

careful

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

CHECK YOUR PROGRESS

Can you

- ... express your plans for the future?
- ... express conditions and their results in the present?
- ... ask and answer about events in the past?
- ... talk about obligations and necessities?

yes	a little	no
<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"/>

Check (✓) the verbs you know.

- to agree
- to approach
- to be careful
- to delay
- to design

- to give up
- to glue
- to happen
- to have a temper
- to work

- to hire
- to make friends
- to mean
- to put (it/them) back

Think about the study tips you saw this month. Name three study tips you can remember.

ANSWER KEY

PRACTICE 1: Don's First Day at College

Mrs. Bender:

How was your first day at the university, Don?

Don:

It was awful. I arrived late to every class!

Mrs. Bender:

How come?

Don:

There are four buildings, and I didn't understand the room numbers. I studied my schedule but I got all confused. I had to ask other students for help. Also, my second class was in a theater and there were 250 students there! I arrived late and I had to sit on the floor.

Mrs. Bender:

That's too bad. Did you learn anything interesting?

Don:

I learned that the professors speak fast and I have to take/had to take a lot of notes very fast. I noticed that students have to run to get to the next class. I heard that I have to get a library card. Plus, I don't have any friends. I don't know anybody.

Mrs. Bender:

Gee, you really had it bad today. Well, don't give up. I'm sure you are going to feel more confident in a week or two.

Don:

I hope so. I'm hungry, Mom. What's for dinner?

PRACTICE 2: The Stolen Car

Audio script:

Jerry:

Hi, Paula.

Paula:

Oh, hi, Jerry. What's up?

Jerry:

I just got back from the police station.

Paula:

The police station. Why?

Jerry:

Well, last night someone stole my car and I had to report it to the police.

Paula:

Really? I'm sorry to hear that.

Jerry:

Yeah. I called the insurance company this morning, too. They said they can't do anything for a week. They have to look for the car first.

Paula:

How did they steal it? Did you forget to lock it?

Jerry:

No, I'm very careful. If I leave the car on the street, I always lock it.

Paula:

Well, I hope they find your car.

Jerry:

Me, too.

1. Someone stole his car last night.
2. He had to report it to the police.
3. He also called the insurance company.
4. He didn't forget to lock his car.
5. If he leaves his car on the street, he always locks it.

VOCABULARY REVIEW

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

ACTIONS IN PROGRESS IN THE PAST

UNIT GOALS

In this unit we will examine:

- Actions in Progress in the Past
- At a Specific Time

My brother was doing his homework at 8:00 p.m.

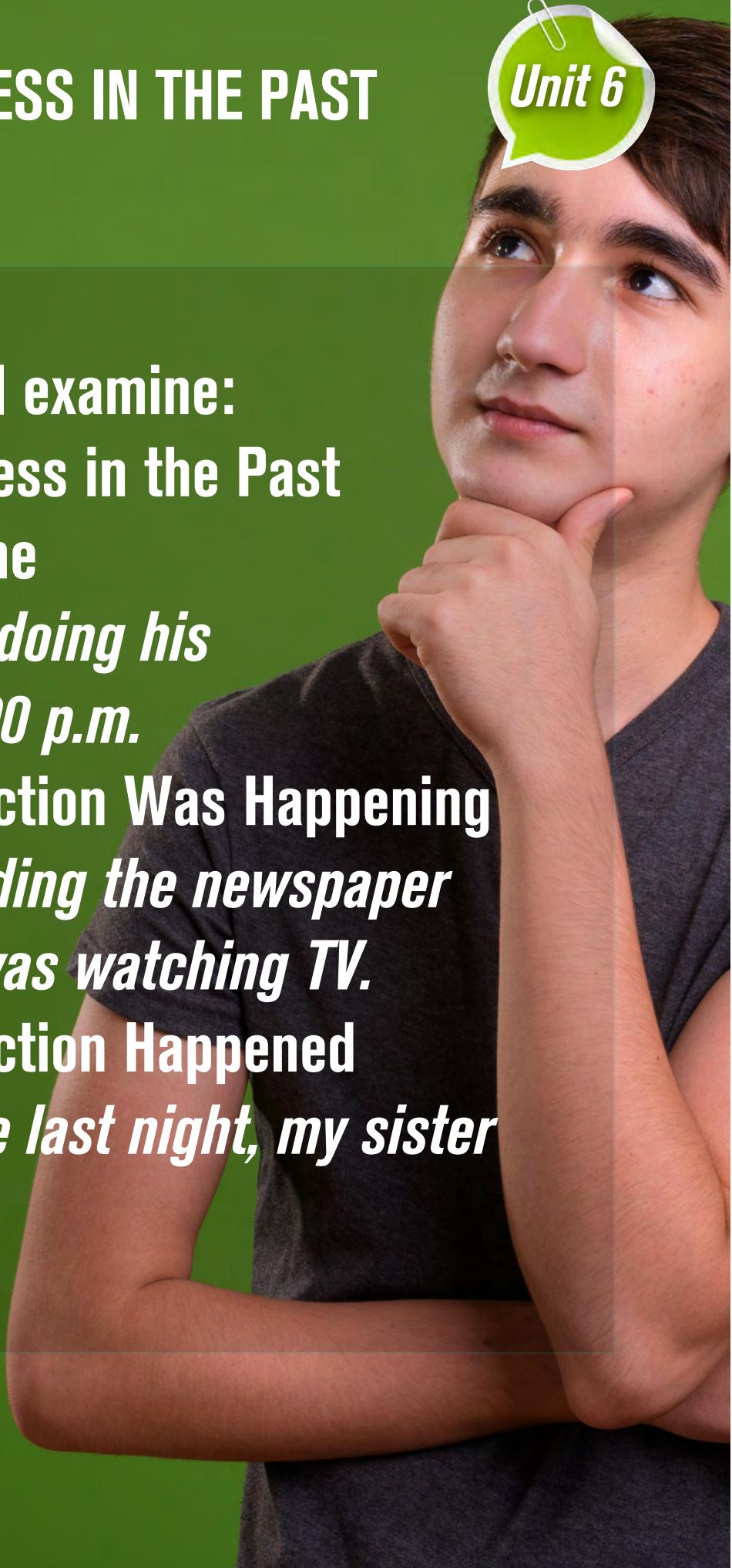
- While Another Action Was Happening

My dad was reading the newspaper while my mom was watching TV.

- When Another Action Happened

When I got home last night, my sister was sleeping.

- and vocabulary.



KEYWORDS AND EXPRESSIONS



(to) believe – *creer*
 (to) lie – *estar, estar acostado/a en*
 (to) hang – *colgar, estar colgando*
 (to) breathe – *respirar*

desk – *escritorio*
 shot – *disparo*
 murder – *asesinato*
 witness – *testigo/a*



The Office Mystery

Detective Molinsky is at a crime scene.

Molinsky: So, what do we have, officer?

Officer Pembry: The victim is in that office. It looks like a suicide case.

Molinsky: Are there any **witnesses**?

Officer Pembry: This is Trudy Seabom and this is Arnold Bliss. They were working late tonight.

Molinsky: Mr. Bliss, I'm Detective Molinsky. Can you tell me what happened here?

Arnold: I was working in my office when I heard the **shot**. I ran to Mr. Corbin's office; Trudy arrived at the same time I did. When we went in, he was **lying** with his head on the **desk**; his arms were **hanging** at his sides. He was still **breathing** when I checked him. Trudy was trying to help him while I was calling the police, but he died before the ambulance got here.

Molinsky: What can you tell me, Ms. Seabom?

Trudy: Well, I was walking by Mr. Corbin's office at about 6:00. He was sitting at his desk, working. He seemed completely normal. I can't **believe** he killed himself!

Molinsky: He didn't.

Arnold: What do you mean?

Molinsky: When someone uses a gun to commit suicide, he doesn't put his arms under the desk after the shot. Mr. Corbin's arms weren't lying on the desk when you found him; they were under the desk.

Trudy: So, you mean ...

Molinsky: This isn't suicide, this is **murder**! And one of you isn't telling the truth.

CHECK YOUR UNDERSTANDING

1. Why were Trudy Seabom and Arnold Bliss at the office?

2. What was Arnold doing when he heard the shot?

3. What was Trudy doing while Arnold was calling the police?

4. What was Mr. Corbin doing at 6:00?

5. Why does Detective Molinsky think this is a murder?



CONCEPT AND STRUCTURE 1: Actions in Progress in the Past

We use the PAST CONTINUOUS to talk about actions in progress AT a specific time in the past.

Was Mr. Corbin sleeping at 6:00?
AUX + SUB + V+ING + TE

No, he wasn't sleeping at 6:00.
(-) SUB + AUX(-) + V+ING + TE

What was he doing?
QW + AUX + SUB + V+ING

He was working.
SUB + AUX + V+ING

PRACTICE 1: A Case for Inspector Davis

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

Inspector Davis: So, Sammy, where _____ were _____ (be) you the night of October second, last Friday night?

Sammy: Uh, I was at the bar with my friends.

Inspector Davis: What time _____ you _____ (leave) the bar?

Sammy: At about 11.

Inspector Davis: What _____ you _____ (do) at 11:30, Sammy?

Sammy: I _____ (watch) a movie on TV.

Inspector Davis: What movie _____ you _____ (watch)?

Sammy: I think it was a horror movie, uh, *Frankenstein's Return*.

Inspector Davis: That's not possible. They _____ (show) that movie on Saturday. This is your last opportunity: what were you doing on Friday night at 11:30?

Sammy: Uh, I _____ (listen) to the radio. Yes, I remember it now.

Inspector Davis: What were you listening to?

Sammy: I was listening to music on 89.2 FM.

Inspector Davis: That station _____ (exist, neg.). Sammy Jackson, you are under arrest for the robbery of The Fifth Street Jewelry Store. You have the right to remain silent, you ...





CONCEPT AND STRUCTURE 2: Actions in Progress in the Past

We can use the PAST CONTINUOUS to talk about an action in progress in the past WHILE another action was happening.

Trudy was trying to help while Arnold was calling the police.

PAST CONTINUOUS + WHILE + PAST CONTINUOUS

PRACTICE 2: Punished

Read the questions. Then listen to the audio file and answer them. Listen again to check. Follow the example.

Example:

Who is playing basketball?

Evan and some friends are playing basketball.

1. Where did Joey's parents go last night?

2. Was Joey doing his homework at 8:00?

3. What was June doing at 8:00?

4. What kind of movie was Toby watching?

5. What was Suzie doing?





CONCEPT AND STRUCTURE 3: Actions in Progress in the Past

We can also use the PAST CONTINUOUS to talk about an action in progress in the past WHEN another action happened.

Arnold was working when he heard the shot.

PAST CONTINUOUS + WHEN + SIMPLE PAST

PRACTICE 3: An Explosion

Complete the dialog with the correct form of the verb in parentheses. Follow the example.

Darryl: Did you hear (hear) that explosion last night?

Riana: Yeah. It was really loud. I was working (work) on my computer when it happened. I immediately got up and turned on the TV, but they weren't saying (say, neg.) anything about it.

Ryan: I heard it too, but I still don't know what it was. I were having (have) dinner with my wife. We were talking about our plans for the weekend. When we heard it, we both got up from the table and went to look outside. To the west, there was (existence) a fire. It looked like it was coming from the chemical plant.

Darryl: When the explosion happened (happen), I was helping the kids with their homework.

At ten o'clock, I turned on the news. While I was watching the news, they were interviewing (interview) some people from the chemical plant. They said that a gas tank exploded at the chemical plant, but they still weren't being (be, neg.) sure why it exploded. They are going to investigate what caused it.

Riana: Did anyone get hurt?

Darryl: Fortunately, no.

Ryan: That was very lucky.

Darryl: That's for sure.



PRACTICE 4: When We Met

Listen to the audio file and fill in the missing words or phrases. Follow the example.

Melanie: Mom, do you remember the first time you met Dad?

Mom: Of course. It was a long time ago, but I still remember it very well. I was in the university and I was taking a _____ class. The class was in a very large classroom and there were about _____ in the group. I usually arrived to class early, but one day I had a problem and I got to class late. When I walked in, the teacher was already giving the class. I sat down in the first chair I saw. I was listening to the teacher and I _____ notes, when I noticed the man next to me. He was really _____. I looked at him a couple of times, but he wasn't paying attention to me. At the end of the class, I asked my handsome classmate about the part of the class I missed. He was very nice and we started talking. He invited me for a _____ and we discovered we had a lot in common. We went out for _____ and when we graduated from the university, we got married.

Melanie: That's so romantic!



PRACTICE 5: But I saw you!

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

- A: Why were you _____ at ___ last Saturday?
 B: What do you mean? I wasn't _____ at ___ last Saturday.
 A: But I saw you! You were at _____.
 B: That wasn't me. I was _____ at ___ last Saturday.
 A: Huh. I guess it was somebody else.

VOCABULARY REVIEW

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

Example: sked desk

1. stewins student
2. rudmer student
3. trabhee teacher

4. strif dia final

5. netrarsg student
6. panhep student
7. tafin teacher

CHECK YOUR PROGRESS

Write three new words or expressions that you can use.

When do we use past continuous with **at**? (Explain or give an example.)

When do we use past continuous with **when**? (Explain or give an example.)

When do we use past continuous with **while**? (Explain or give an example.)

ANSWER KEY

PRACTICE 1: A Case for Inspector Davis

Inspector Davis:

So, Sammy, where were you the night of October second, last Friday night?

Sammy:

Uh, I was at the bar with my friends.

Inspector Davis:

What time did you leave the bar?

Sammy:

At about 11.

Inspector Davis:

What were you doing at 11:30, Sammy?

Sammy:

I was watching a movie on TV.

Inspector Davis:

What movie were you watching?

Sammy:

I think it was a horror movie, uh, Frankenstein's Return.

Inspector Davis:

That's not possible. They showed that movie on Saturday. This is your last opportunity: what were you doing on Friday night at 11:30?

Sammy:

Uh, I was listening to the radio. Yes, I remember now.

Inspector Davis:

What were you listening to?

Sammy:

I was listening to music on 89.2 FM.

Inspector Davis:

That station doesn't exist. Sammy Jackson, you are under arrest for the robbery of The Fifth Street Jewelry Store. You have the right to remain silent, you ...

PRACTICE 2: Punished

Audio script:

Evan:

Hi, Joey, can you come over to my house? A group of friends are playing basketball.

Joey:

No, Evan, I can't.

Evan:

Why not?

Joey:

My parents are punishing me because of what happened last night.

Evan:

What happened last night?

Joey:

Well, my parents planned to go to dinner and then to see a movie last night, but when they arrived at the movie theater, there weren't any more tickets, so they came home early; at 8:00.

Evan:

So?

Joey:

Well, at 8:00 I wasn't doing my homework. I was playing on the computer. My sister, June, was talking on the phone with a friend while she was smoking. My parents didn't know that she smoked. My little brother, Toby, was watching a horror movie on TV while little Suzie was playing with water in the kitchen. The kitchen floor was completely wet. Anyway, my parents were very angry because June and I didn't watch my little brother and sister.

Evan:

I see. So when can you go out again?

Joey:

Maybe in a week.

Evan:

OK. I'll call you then. Bye.

Joey:

Bye.

1. (They went) to dinner.

2. No, (he wasn't doing his homework.)

3. (She was) talking on the phone and smoking.

4. (He was watching) a horror movie.

5. (She was) playing with water.

PRACTICE 3: An Explosion

Darryl:

Did you hear that explosion last night?

Riana:

Yeah. It was really loud. I was working on my computer when it happened. I immediately got up and turned on the TV, but they didn't say anything about it.

Ryan:

I heard it too, but I still don't know what it was. I was having dinner with my wife. We were talking about our plans for the weekend. When we heard it we both got up from the table and went to look outside. To the west, there was a fire. It looked like it was coming from the chemical plant.

Darryl:

When the explosion happened, I was helping the kids with their homework. At ten o'clock, I turned on the news. While I was watching the news, they were interviewing some people from the chemical plant. They said that a gas tank exploded at the chemical plant, but they still weren't sure why it exploded. They are going to investigate what caused it.

Riana:

Did anyone get hurt?

Darryl:

Fortunately, no.

Ryan:

That was very lucky.

Darryl:

That's for sure.

PRACTICE 4:  **When We Met****Melanie:**

Mom, do you remember the first time you met Dad?

Mom:

Of course. It was a long time ago, but I still remember it very well. I was in the university and I was taking a history class. The class was in a very large classroom and there were about 100 students in the group. I usually arrived to class early, but one day I had a problem and I got to class late. When I walked in, the teacher was already giving the class. I sat down in the first chair I saw. I was listening to the teacher and I was taking notes, when I noticed the man next to me. He was really handsome. I looked at him a couple of times, but he wasn't paying attention to me. At the end of the class, I asked my handsome classmate about the part of the class I missed. He was very nice and we started talking. He invited me for a cup of coffee and we discovered we had a lot in common. We went out for two years, and when we graduated from the university, we got married.

Melanie:

That's so romantic!

PRACTICE 5: But I saw you!**Example of a correct answer:****A:**

Why were you playing tennis at 2:00 last Saturday?

B:

What do you mean? I wasn't playing tennis at 2:00 last Saturday.

A:

But I saw you! You were at the tennis club.

B:

That wasn't me. I was eating lunch in a restaurant at 2:00 last Saturday.

A:

Huh. I guess it was somebody else.

VOCABULARY REVIEW

1. witness
2. murder
3. breathe
4. first aid
5. stranger
6. happen
7. faint

POSSESSIVE PRONOUNS

Unit 7

UNIT GOALS

In this unit we will examine:

- Possessive Pronouns

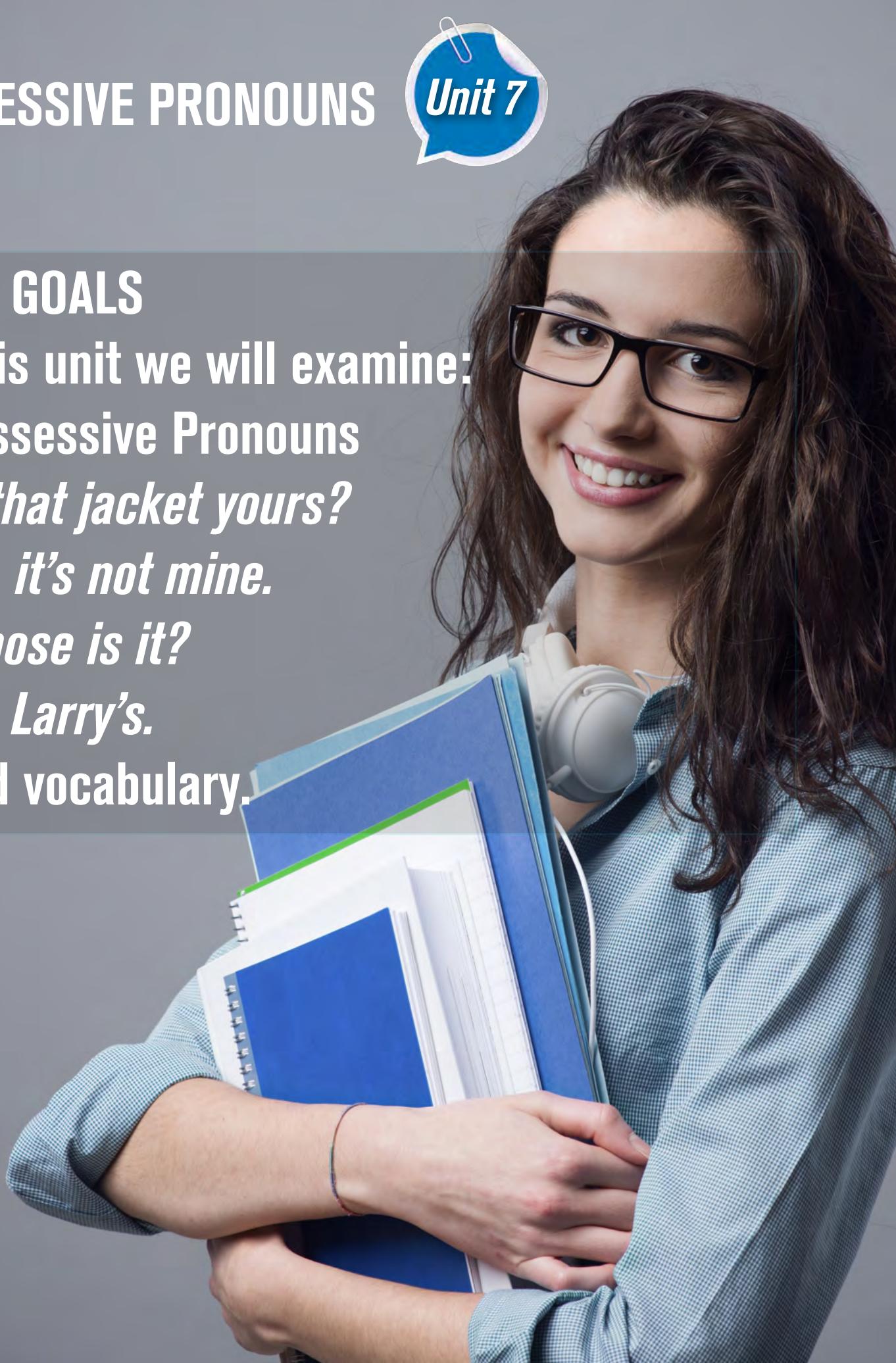
Is that jacket yours?

No, it's not mine.

Whose is it?

It's Larry's.

- and vocabulary.



KEYWORDS AND EXPRESSIONS



bride – novia, el día que se casa
fairly – bastante, considerablemente
groom – novio, el día que se casa

hectic – frenético, con mucha actividad
honeymoon – luna de miel

relatives – familiares
wedding – boda

Wedding Plans

Lauren: How are your daughter's **wedding** plans coming along?

Tracy: Okay, I guess. But it's in three days, so things are a little **hectic** around here.

Lauren: So, how is the **groom** handling things?

Tracy: Fine, I guess. He's a little concerned about his family.

Lauren: Why is that?

Tracy: Well, his family is fairly big, and they live in different parts of the country. For example, most of our **relatives** live right here in San Diego, but his are coming in from Washington, Philadelphia, and Harrisburg.

Lauren: Tell me about the reception.

Tracy: Sandra and David both decided they wanted a small one with just the family. At first, they wanted to have it at his parents' house. Unfortunately, theirs is a little small.

Lauren: Well, yours is **fairly** big.

Tracy: Yes, it is. That's why we're going to have it there.

Lauren: And the **honeymoon**?

Tracy: They're going to spend a week in the Caribbean.

Lauren: We spent ours in the Caribbean, too. So, how's Sandra doing?

Tracy: She's fine. She's under a lot of stress, of course; she wants to look perfect for her big day.

Lauren: Did she find a nice wedding dress?

Tracy: Actually, she wanted to wear mine, but it was too small. Anyway, hers is really beautiful; she bought it at Boutique Françoise.

Lauren: Well, I'm sure she's going to be a beautiful **bride**.

Tracy: Thanks, Lauren.



CHECK YOUR UNDERSTANDING

1. How are things around Tracy's house?

2. What is different about Sandra's family and David's?

3. Why didn't they have the reception at David's parents' house?

4. Where are they going to spend their honeymoon?

5. Why didn't she wear her mother's wedding dress?



CONCEPT AND STRUCTURE 1: Possessive Pronouns

We use a possessive pronoun to replace a possessive adjective + noun.

*Those are my books.
They're mine.*

We can use the possessive pronoun after a verb.

<i>Is this your pen?</i>	<i>No, it isn't mine; it's Mary's.</i>
POSSESSIVE + NOUN	POSSESSIVE
ADJECTIVE	PRONOUN

The possessive pronouns are:

I → mine
you → yours
he → his
she → hers
we → ours
you → yours
they → theirs

PRACTICE 1: In the Locker Room

Read the dialog. Then complete the dialog with a logical word that indicates possession (pronouns or adjectives). Follow the example.

Bill: That was a terrible game.
Dan: Yeah. Losing 4 to 1 is embarrassing.
Hey, that's my T-shirt.
Bill: No, it isn't. It's _____.
Dan: Sorry, it's not _____. It's _____.
Coach: Hey, what are you fighting about?
Bill: I'm trying to put on my T-shirt, but Dan says it's _____.
Coach: Dan?
Dan: Check inside: _____ initials are on the label.
Bill: Look for yourself. No label, no initials. It's _____.
Dan: I'm sorry, I guess we both have the same T-shirt.
Coach: Dan, there's a shirt on the floor over there. It's probably _____.
Bill: Yeah, why don't you go check the label, Dan?
Coach: I know you're both upset about the game. Take it easy, kids. _____ team is strong. If we train hard this week, we're going to have a great game next week.





CONCEPT AND STRUCTURE 2: Possessive Pronouns

We use a possessive pronoun to replace a possessive adjective + noun. We can use the possessive pronoun as the subject of a sentence.

Your house is white; mine is brown.

POSSESSIVE PRONOUN

PRACTICE 2: What do you hear?

Read the questions below. Then listen to the dialog and answer the questions. Next, listen to the dialog again to check. Follow the example.

Dialog 1:

Example: Are Carol's books on the desk?

No, hers aren't on the desk.

1. Where are hers?

2. Are Brian's books on the table?

3. Where is Brian going to put the books?

Dialog 2:

4. Does Ryan's stereo look just like Dan's?

5. When did Dan buy his stereo?

6. Why didn't Ryan buy the N-195?



CONCEPT AND STRUCTURE 3: Possessive Pronouns

We use a possessive pronoun to replace a possessive adjective + noun. When we want to know who something belongs to, we ask a question with **whose**.

Whose book is this? It's **David's**.
QW + NOUN NOUN+'s

PRACTICE 3: At the Lost and Found Counter at School

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

ask for his	his last week	theirs
ask him	mine is	them there
hers	of your sister	there they
him on Monday	ours is	your sister's



Dan: I lost my sweater. Did you find it? It's green.

Mr. Wilson: Is this it?

Dan: No, mine is dark green.

Mr. Wilson: Here you are.

Dan: Thanks. Hey, is that Simon's umbrella? He lost _____.

Mr. Wilson: Maybe. I can _____ later. Is this your and Brett's football?

Dan: No, _____ at home.

Mr. Wilson: Are you on the football team?

Dan: Yes, I am. Why?

Mr. Wilson: We found some towels in the locker room. Maybe your team members left _____.

Dan: Yes, some of my team mates lose towels all the time. Maybe those towels are _____.

Mr. Wilson: This notebook says "Julie Summers". I'm sure it's _____.

Dan: Yes, it's _____. Thank you very much.

Mr. Wilson: No problem.

PRACTICE 4: Lost items

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

- A: I found _____. _____ yours?
- B: No, _____ not mine.
I think _____ 's.
- A: No, _____ not _____. I asked _____.
- B: Then _____ probably _____.
I think _____ lost _____ last week.
- A: You're right; _____ probably _____.
I'm going to ask _____ right now.



VOCABULARY REVIEW

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

Last week, I went to a wedding in a nearby city. I had to go, because I was a w_____ and I had to sign the legal documents. The b_____ looked beautiful, and the g_____ wore an elegant tuxedo. There were a f_____ large number of people there; all the friends and r_____ from both families attended. Many of them were s_____ to me, but I knew at least a few people. The happy couple went to Hawaii on their h_____.

CHECK YOUR PROGRESS

Check (✓) the vocabulary words that you can use.

- to happen
 to hire
 to mean
 to approach

- relatives
 stranger
 outgoing

- What's on your mind?
 I'm afraid...

Write down three new sentences or questions you can use.

What is the difference between a possessive adjective and a possessive pronoun?
(You can write an explanation or give examples.)

ANSWER KEY

PRACTICE 1: In the Locker Room

Bill:

That was a terrible game.

Dan:

Yeah. Losing 4 to 1 is embarrassing. Hey, that's my T-shirt.

Bill:

No, it isn't. It's mine.

Dan:

Sorry, it's not yours. It's mine.

Coach:

Hey, what are you fighting about?

Bill:

I'm trying to put on my T-shirt, but Dan says it's his.

Coach:

Dan?

Dan:

Check inside: my initials are on the label.

Bill:

Look for yourself. No label, no initials. It's mine.

Dan:

I'm sorry, I guess we both have the same T-shirt.

Coach:

Dan, there's a shirt on the floor over there. It's probably yours.

Bill:

Yeah, why don't you go check the label, Dan?

Coach:

I know you're both upset about the game. Take it easy, kids. Our team is strong. If we train hard this week, we're going to have a great game next week.

Brian:

Yes, Mom.

Mom:

Come and get them, and take them to your room.

1. (Hers are) in her room.

2. No, (his aren't on the table.)

3. (He's going to put them) in his room.

Dialog 2:

Dan:

Thanks for the ride, Ryan.

Ryan:

Any time, Dan.

Dan:

Hey, that's a great car stereo. It looks just like mine.

Where did you get it?

Ryan:

I bought it at Sound Stage. Where did you get yours?

Dan:

I got mine at The Audio Place. It was on sale a few weeks ago.

Ryan:

I just got mine last week. Is yours the JV-187?

Dan:

No, I got the N-195. It has a little more power.

Ryan:

I wanted that one, but they didn't have any left when I went last week.

Dan:

I think they sound about the same, anyway.

Ryan:

Yeah, you're probably right.

4. Yes. (it looks just like his.)

5. (He bought his) a few weeks ago.

6. Because there weren't any left.

PRACTICE 2: What do you hear?

Audioscript:

Dialog 1:

Mom:

Carol, are these your books here on the desk?

Carol:

No, they aren't mine. Mine are in my room.

Mom:

Whose books are they?

Carol:

They're Brian's books. He left them there after school yesterday.

Mom:

Brian, are these your books on the desk?

PRACTICE 3: At the Lost and Found Counter at School

Dan:

I lost my sweater. Did you find it? It's green.

Mr. Wilson:

Is this it?

Dan:

No, mine is dark green.

Mr. Wilson:

Here you are.

Dan:

Thanks. Hey, is that Simon's umbrella? He lost his last week.

Mr. Wilson:

Maybe. I can ask him later. Is this your and Brett's football?

Dan:

No, ours is at home.

Mr. Wilson:

Are you on the football team?

Dan:

Yes, I am. Why?

Mr. Wilson:

We found some towels in the locker room. Maybe your team members left them there.

Dan:

Yes, some of my team mates lose towels all the time.

Maybe those towels are theirs.

Mr. Wilson:

This notebook says "Julie Summers". I'm sure it's your sister's.

Dan:

Yes, it's hers. Thank you very much.

Mr. Wilson:

No problem.

B:

Then they're probably Doug's. I think he lost his last week.

A:

You're right; they're probably his. I'm going to ask him right now.

VOCABULARY REVIEW

Last week, I went to a wedding in a nearby city. I had to go, because I was a witness, and I had to sign the legal documents. The bride looked beautiful, and the groom wore an elegant tuxedo. There were a fairly large number of people there; all the friends and relatives from both families attended. Many of them were strangers to me, but I knew at least a few people. The happy couple went to Hawaii on their honeymoon.

PRACTICE 4: Lost items**Example in singular:****A:**

I found this watch. Is it yours?

B:

No, it's not mine. I think it's Dave's.

A:

No, it's not his. I asked him.

B:

Then it's probably Mary's. I think she lost hers last week.

A:

You're right; it's probably hers. I'm going to ask her right now.

Example in plural:**A:**

I found these keys. Are they yours?

B:

No, they're not mine. I think they're Karen's.

A:

No, they're not hers. I asked her.

RECOMMENDATIONS

Unit 8

UNIT GOALS

In this unit we will examine:

- Recommendations

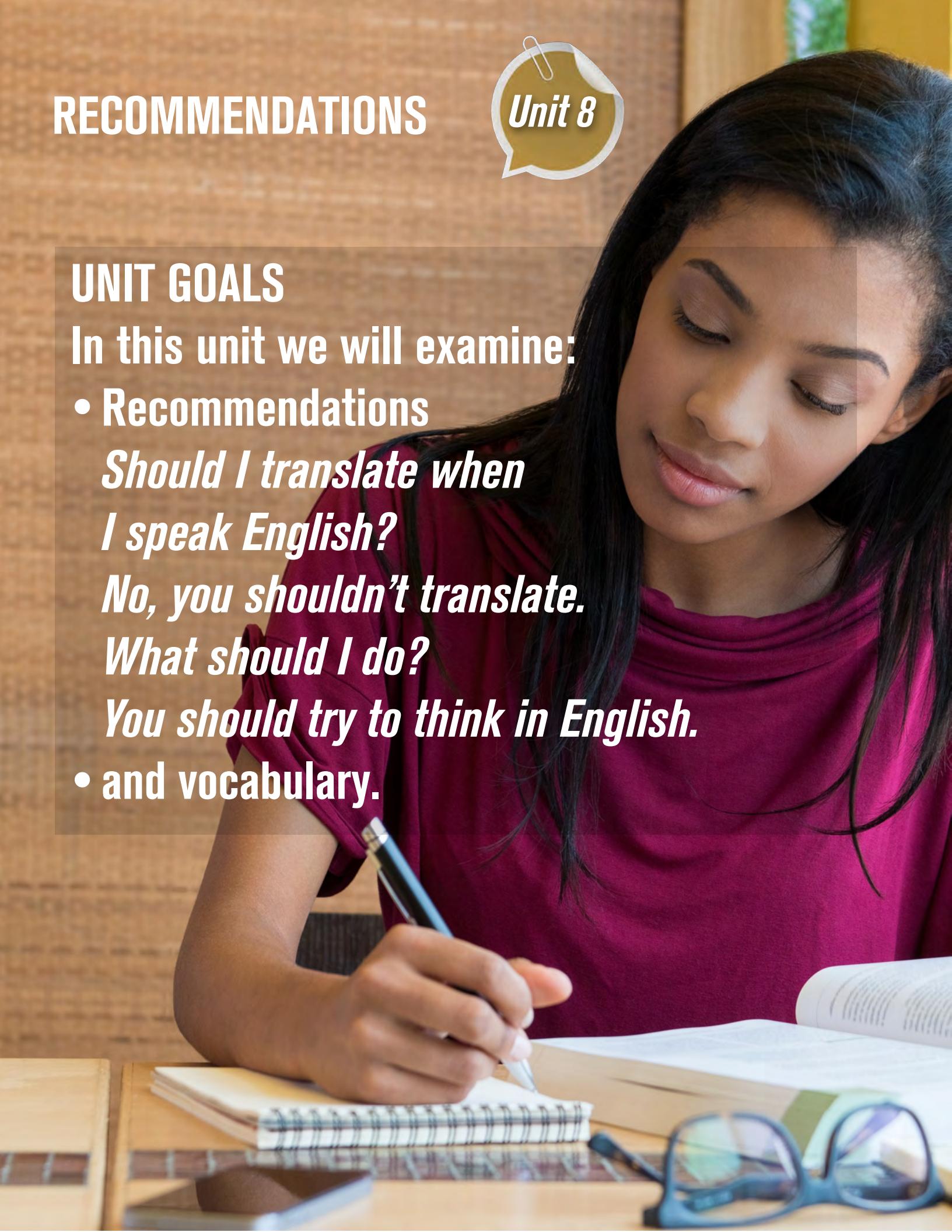
*Should I translate when
I speak English?*

No, you shouldn't translate.

What should I do?

You should try to think in English.

- and vocabulary.



KEYWORDS AND EXPRESSIONS



(to) appreciate – <i>apreciar</i>	forehead – <i>la frente (de la cabeza)</i>
(to) bother – <i>molestar</i>	hoarse – <i>(voz) ronca</i>
(to) take it easy – <i>tomarlo con calma, relajarse</i>	silly – <i>tonto/a</i>
	sore throat – <i>dolor de garganta</i>



A Sore Throat

- Libby:** Good morning, Iris.
- Iris:** Good morning.
- Libby:** Wow, you sound terrible. What's the matter with your throat?
- Iris:** Nothing. I just have a cold, that's all.
- Libby:** Well, you're really **hoarse**. You should probably go home and **take it easy**.
- Iris:** I can't. I have a big presentation today.
- Libby:** Come here, let me feel your **forehead** ... Hmm, you have a fever, too. You really shouldn't be here.
- Iris:** I'm fine. You shouldn't worry about me so much.
- Hannah:** Really? You should drink something cold, Iris.
- Libby:** No, no, you should drink something hot. If you're going to stay here, you should have a cup of tea or coffee.
- Hannah:** Actually, you should take some cold medicine. I have mine in my purse, just a second ...
- Iris:** Listen, I **appreciate** all your recommendations, but I really think I should focus on my presentation now.
- Libby:** You can't give a presentation with that voice. Is there somebody else who can do it?
- Iris:** Well, Trent worked on the project with me, but he's really busy today; I probably shouldn't **bother** him.
- Hannah:** Don't be **silly**. You should definitely let Trent do it. Right now, you should get some rest.
- Iris:** I guess you're right. I feel awful; I should probably just go home and go to bed.



CHECK YOUR UNDERSTANDING

1. What's the matter with Iris's throat?

2. What does Libby think she should do?

3. What does Hannah think she should do?

4. What do they say she should do about the project?

5. What does Iris finally do?



CONCEPT AND STRUCTURE 1: Recommendations

We use **should** to give advice or a recommendation.

Should she rest? Yes, she **should** rest.
AUX + SUB + VSF (+) SUB + AUX + VSF

Should she be at work? No, she **shouldn't be** at work.
(-) SUB + AUX(-) + VSF

Where **should** she **be**? She **should be** at home.
QW + AUX + SUB + VSF

PRACTICE 1: What should they do?

Read the problem that each person has and then give them some advice. Follow the example.

Example: Gerald has a terrible cold.



*He should visit the doctor.
He shouldn't go to work today.*

1. Bob and Tim aren't doing well in school.



2. My husband is fat and he needs to lose weight.



3. Karen and her husband fight a lot.



4. Sandra wants a better job, but she doesn't speak English.



PRACTICE 2: Having a Baby

Listen to the dialog once. Then check the things she should and shouldn't do. Next, listen to the audio file again to check. Follow the example.

She should...	She shouldn't...
✓	eat four or five meals a day.
	take vitamins.
	sleep eight hours a night.
	sleep during the day.
	do strenuous exercise.
	visit the doctor next month.



CONCEPT AND STRUCTURE 2: Recommendations

We can use **should** to make recommendations about the future.

What should we do next weekend? *We should go to the movies.*
QW + AUX + SUB + VSF + TE

PRACTICE 3: What should they do?

1. Listen to the people on the audio file talk about their problems and then listen to the recommendations that Doctor Lane gives them.
2. Now, write two of the recommendations the doctor gave each person. Follow the example.



Craig

He should talk to his parents.

He shouldn't go out every weekend.



Kelly



Herb

3. Next, listen to the audio again and check your answers.

PRACTICE 4: Vacation Time

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

- A: We can't decide where to go on our vacation.
B: You should go to _____.
A: Really? Why do you say that?
B: Because _____ and _____.
A: Okay. What should we do while we're there?
B: You should _____ and you should _____.



VOCABULARY REVIEW

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



I woke up this morning with a really bad cold. I have a sore throat; I'm _____ and I can hardly talk. It's also difficult for me to _____. My husband felt my _____ and he said I have a fever. I took my _____, and it was 101°F; that's _____ high. The only problem is that things are pretty _____ at work right now, because we're working on four different projects. Oh, well, they're just going to have to do the work _____ me. I'm not going to go in today; I'm going to stay home and _____.

CHECK YOUR PROGRESS

Write three new words or expressions.

Write three new sentences or questions.

What does **have to** express?

What does **can** express?

What does **should** express?

ANSWER KEY

PRACTICE 1: The Past

Examples of correct answers:

1. They should pay attention in class.
They shouldn't watch TV in the afternoons.
2. He shouldn't eat candy.
He should do exercise every day.
3. They should talk to a marriage counselor.
They shouldn't fight in front of the kids.
4. She shouldn't spend her money on clothes.
She should take classes at Interlingua.

PRACTICE 2: Having a Baby

Audio script:

Doctor:

First of all, congratulations. You're going to have a baby in approximately seven more months.

Janie:

Really? That's great. My husband is going to be so happy. So, doctor is there anything special I need to know?

Doctor:

Well, I do have some recommendations for you. First of all, you should be careful with how much you eat. You don't want to gain too much weight during your pregnancy. You should eat four or five small meals a day and you should eat lots of fruit and vegetables.

Janie:

Do I have to take vitamins?

Doctor:

Yes. I'm going to give you a prescription for some special vitamins. Your body needs more vitamins and minerals now than it normally does.

Janie:

Doctor, lately I'm very tired all the time. Is that normal?

Doctor:

Yes, it is. You shouldn't sleep during the day, but you should get enough rest at night. You should sleep at least eight hours a night.

Janie:

All right. One more thing. Can I continue my exercise classes? I normally do an hour of exercise a day.

Doctor:

Exercise is important and your body is accustomed to it, so there's no problem really. However, you shouldn't

do very strenuous exercise.

Janie:

OK. When should I come and see you again?

Doctor:

You should make an appointment with my secretary for next month.

Janie:

Thanks a lot. See you next month.

She should...

eat four or five meals a day.

take vitamins.

sleep eight hours a night.

visit the doctor next month.

She shouldn't...

sleep during the day.

do strenuous exercise.

PRACTICE 3: What should they do?

Audio script:

Craig:

My name is Craig and I'm 16. I constantly fight with my parents because they don't give me permission to go out on the weekends. They don't like my music or my friends. I want to leave home.

Doctor Lane:

Craig, I know it's difficult to be a teenager, but you shouldn't leave home. That isn't the solution to the problem. Remember your parents love you very much and they are just worried about you. You are only 16 and you shouldn't go out every weekend, but your parents should let you go out occasionally. Talk to them and see if you can negotiate going out sometimes. When they know where you are and who you are with, it's easier for them to give you permission.

Kelly:

Hello, Doctor. My name is Kelly and I have a problem with my husband. He always goes out with his friends after work and he never comes home early. He doesn't spend time with me or the kids. I talked to him and he always says he's going to change, but he never does. I don't know what to do.

Doctor Lane:

Well, Kelly, your situation is very complicated. Your husband should spend more time with you and the children, but it sounds like he doesn't want to. You talked to him about this and there was no change, so maybe you should go see a marriage counselor. They

can sometimes help a lot. If your husband doesn't want to do that, maybe you should think about leaving him.

Herb:

My name is Herb and I'm having problems at work. I have a coworker who never does his work and he always tells the boss lies. The boss really likes this guy, and he thinks he does good work. I'm usually the person who does all the work and when I try to tell my boss, he doesn't want to listen to me or believe me. What should I do?

Doctor Lane:

First of all, Herb, you shouldn't do the work of your lazy coworker. If you do his work, he's not going to change. You say that you talked to your boss, but he doesn't believe you. You should talk to your boss's boss, but you should be careful because your boss can get angry if he knows you did this. Another option is to look for a different position in the same company. You should talk to someone in human resources to see if you can change to another area of the company.

Examples of correct answers:

Kelly

She should see a marriage counselor.

She should think about leaving her husband.

Herb

He shouldn't do the work of his co-worker.

He should talk to his boss's boss.

VOCABULARY REVIEW

I woke up this morning with a really bad cold. I have a sore throat; I'm hoarse and I can hardly talk. It's also difficult for me to breathe. My husband felt my forehead, and he said I have a fever. I took my temperature, and it was 101° F; that's fairly high. The only problem is that things are pretty hectic at work right now, because we're working on four different projects. Oh, well, they're just going to have to do the work without me. I'm not going to go in today; I'm going to stay home and take it easy.

PRACTICE 4: Vacation Time

Example of a correct answer:

A:

We can't decide where to go on our vacation.

B:

You should go to Taxco.

A:

Really? Why do you say that?

B:

Because the town is beautiful, and it's a very interesting place.

A:

Okay. What should we do while we're there?

B:

You should buy some silver, and you should visit the cathedral.

OPINIONS

Unit 9

UNIT GOALS

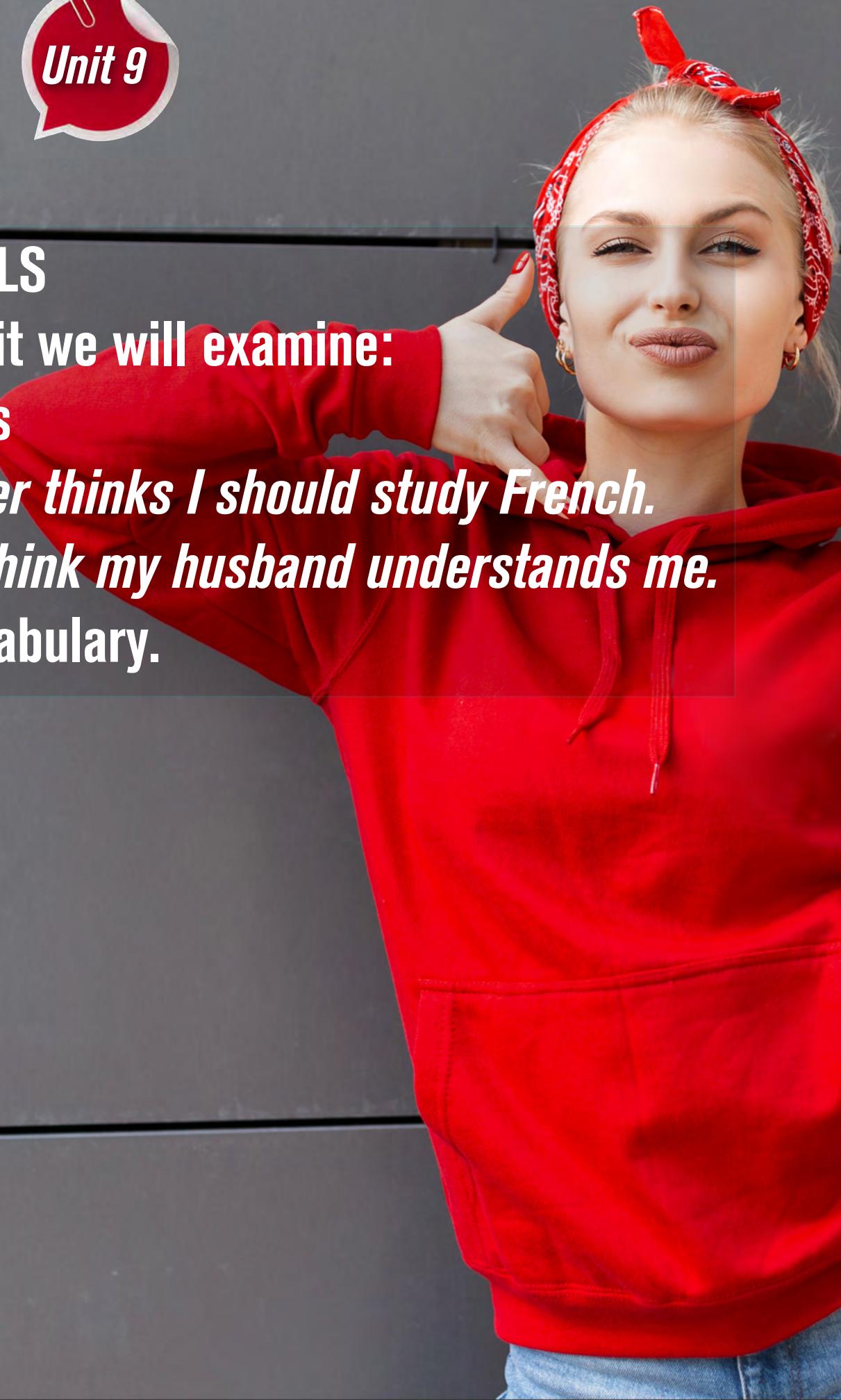
In this unit we will examine:

- Opinions

My sister thinks I should study French.

I don't think my husband understands me.

- and vocabulary.



KEYWORDS AND EXPRESSIONS



(to) treat – *tratar*

belly button – *ombligo*

cool – *bonito/a, 'chido/a'*

dangerous – *peligroso/a*

It's out of the question – *de ninguna manera*

own – *propio/a*

too – *también / demasiado*



At the Mall

Mrs. Wyatt and her daughter Tiffany are at the mall.

Tiffany: Look, Mom! There's a store that sells belly button rings!
Can I get one?

Mom: Sorry, that's completely **out of the question**.

Tiffany: But why?

Mom: I don't think a fifteen-year-old girl should have a **belly button** ring.
It's **dangerous**; you can get an infection.

Tiffany: Mom, you think everything is dangerous.

Mom: Besides, I think we have to talk to your father about this first.

Tiffany: You know what he's going to say; he thinks I'm still a little girl.

Mom: Well, I don't think you're a little girl, but I think you're **too** young
for a belly button ring.

Tiffany: Sally's mom doesn't think she's too young. I think her ring
looks **cool**.

Mom: I saw it, and I don't think it looks cool; I think it looks horrible.

Tiffany: Mom, you can't **treat** me like a kid forever.

Mom: You know what? I think you're right. If you think you're ready to
make adult decisions, then I shouldn't stop you.

Tiffany: Really? Do you mean that?

Mom: Absolutely. Of course, now that you're an adult, I think you should have some adult responsibilities. For
example, I think you should pay for your **own** clothes. Oh, and you should probably pay rent, **too** ...

Tiffany: Uh, you know what, Mom? I think you're right. I'm too young to make decisions like that.

CHECK YOUR UNDERSTANDING

1. What does Mrs. Wyatt think about a belly button ring?

2. What does Mr. Wyatt think about his daughter?

3. What does Tiffany think about Sally's belly button ring?

4. What does Mrs. Wyatt think about it?

5. Does Mrs. Wyatt really think Tiffany is ready to make adult decisions?



CONCEPT AND STRUCTURE: Opinions

We use the verb **think** to express opinions.

I think belly button rings **look** nice.
EXP. (+) AFF.

I don't think belly button rings **look** nice.
EXP. (-) AFF.

She thinks belly button rings **look** nice.

She doesn't think belly button rings **look** nice.

PRACTICE 1: What should he do?

Read the sentences below and then listen to the audio file. Then, fill in the missing information. Next, listen to the audio file again and check.

Example: Dan needs some advice.

1. He has a problem with _____.
2. Julia thinks he _____ her parents.
3. Dan _____ he's ready to meet them.
4. Carol thinks Dan should invite Julia's parents out _____.
5. Dan thinks it's _____.

PRACTICE 2: A UFO?

Complete the dialog with the correct form of the verbs in parentheses. Follow the example.

Hank: Did you see the news? Did you read (read) about it? I can't believe it!

Ralph: What do you mean? What happened (happen)?

Hank: The Martians! They attacked (attack) us!

Ralph: What? You believe, (believe, neg.) that stuff, do you?

Hank: Well, fifty people saw the UFO; they saw the starship!

Ralph: I think, (think, neg.) the ship was really a UFO.

Maybe it was a helicopter, or a weather balloon, or ...

Hank: I believe, (believe, possibility, neg.) you're so skeptical.

I was there; I saw it. You treat (treat) me like a fool.

Ralph: I don't think you're a fool. You're normally a very rational and intelligent guy. I think those Martians do (do) something to your sense of logic and reason.

Hank: A-ha. So you admit that Martians exist!

Ralph: Oh, I give up!



Now answer the question.

Do you think UFO's exist? Why?

PRACTICE 3: Going Out

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

A: Hey, let's go to _____.

B: Okay. Do you like _____?

A: Not really.

B: Why not?

A: I think _____
and I think _____.

B: Okay. What do you suggest?

A: I think _____.
Why don't we go there?
B: I think that's a good idea.



VOCABULARY REVIEW

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

Ryan: Look, Mom, a zip line! Can I do it?

Mrs: O'Neal: Don't be silly. Of course you can't do it.

Ryan: But why not?

Mrs: O'Neal: Because it's d, that's why not. What if something goes wrong and you hit the g?

Ryan: Come on, that's not going to happen.

Mrs: O'Neal: Sorry, but it's o o t q.

Ryan: But all my friends say it's really c.

Mrs: O'Neal: Well, maybe, but you're not going to do it. Besides, I think you're t young; I don't think they're going to let you do it.

Ryan: I hate this! You always t me like a baby.

Mrs: O'Neal: I'm sorry about that, but I'm a a you're just going to have to wait until you're a little older.



CHECK YOUR PROGRESS

Write three new words or expressions that you can use.

Write three new sentences or questions.

ANSWER KEY

PRACTICE 1: What should he do?

Audio script:

Dan:

Hi, Carol.

Carol:

Oh, hi, Dan. What's up?

Dan:

I have a little problem with my girlfriend, and I need some advice.

Carol:

I see. What's the problem?

Dan:

I was talking to Julia, my girlfriend, yesterday and she thinks I should meet her parents, but I don't think I'm ready to meet them yet.

Carol:

Why does she want you to meet them?

Dan:

Well, in two weeks, it is her parents' 30th wedding anniversary. There's going to be a party with the family, and she invited me to go. She thinks it's a good time for me to meet them, but I don't.

Carol:

Why? What do you think?

Dan:

I want to meet her parents, but I don't think we should meet at their anniversary party. I'm going to feel uncomfortable at a big family get-together. I don't know any of the people in her family.

Carol:

Why don't you invite her parents to dinner at a nice restaurant this weekend? You can meet them and get to know them a little before the party.

Dan:

Hey, that's a good idea. I think I'm going to do that. Thanks for your help.

Carol:

Anytime.

1. He has a problem with his girlfriend.
2. Julia thinks he should meet her parents.
3. Dan doesn't think he's ready to meet them.
4. Carol thinks Dan should invite Julia's parents out for dinner.
5. Dan thinks it's a good idea.

PRACTICE 2: A UFO?

Hank:

Did you see the news? Did you read about it? I can't believe it!

Ralph:

What do you mean? What happened?

Hank:

The Martians! They are attacking/attacked us!

Ralph:

What? You don't believe that stuff, do you?

Hank:

Well, fifty people saw the UFO; they saw the starship!

Ralph:

I don't think the ship was really a UFO. Maybe it was a helicopter, or a weather balloon, or ...

Hank:

I can't believe you're so skeptical. I was there, I saw it. You are treating me like a fool.

Ralph:

I don't think you're a fool. You're normally a very rational and intelligent guy. I think those Martians did something to your sense of logic and reason.

Hank:

A-ha. So you admit Martians exist!

Ralph:

Oh, I give up!

Answer to the question:

Free response.

PRACTICE 3: Going Out

Example of a correct answer:

A:

Hey, let's go to the movies.

B:

Okay. Do you like Cine Felipe?

A:

Not really.

B:

Why not?

A:

I think it's too expensive, and I think the sound system is bad.

B:

Okay. What do you suggest?

A:

I think Cine Geminis is good. Why don't we go there?

B:

I think that's a good idea.

VOCABULARY REVIEW

Ryan:

Look, Mom, a zip line! Can I do it?

Mrs. O'Neal:

Don't be silly. Of course you can't do it.

Ryan:

But why not?

Mrs. O'Neal:

Because it's dangerous, that's why not. What if something goes wrong and you hit the ground?

Ryan:

Come on, that's not going to happen.

Mrs. O'Neal:

Sorry, but it's out of the question.

Ryan:

But all my friends say it's really cool!

Mrs. O'Neal:

Well, maybe, but you're not going to do it. Besides, I think you're too young; I don't think they're going to let you do it.

Ryan:

I hate this! You always treat me like a baby.

Mrs. O'Neal:

I'm sorry about that, but I'm afraid you're just going to have to wait until you're a little older.

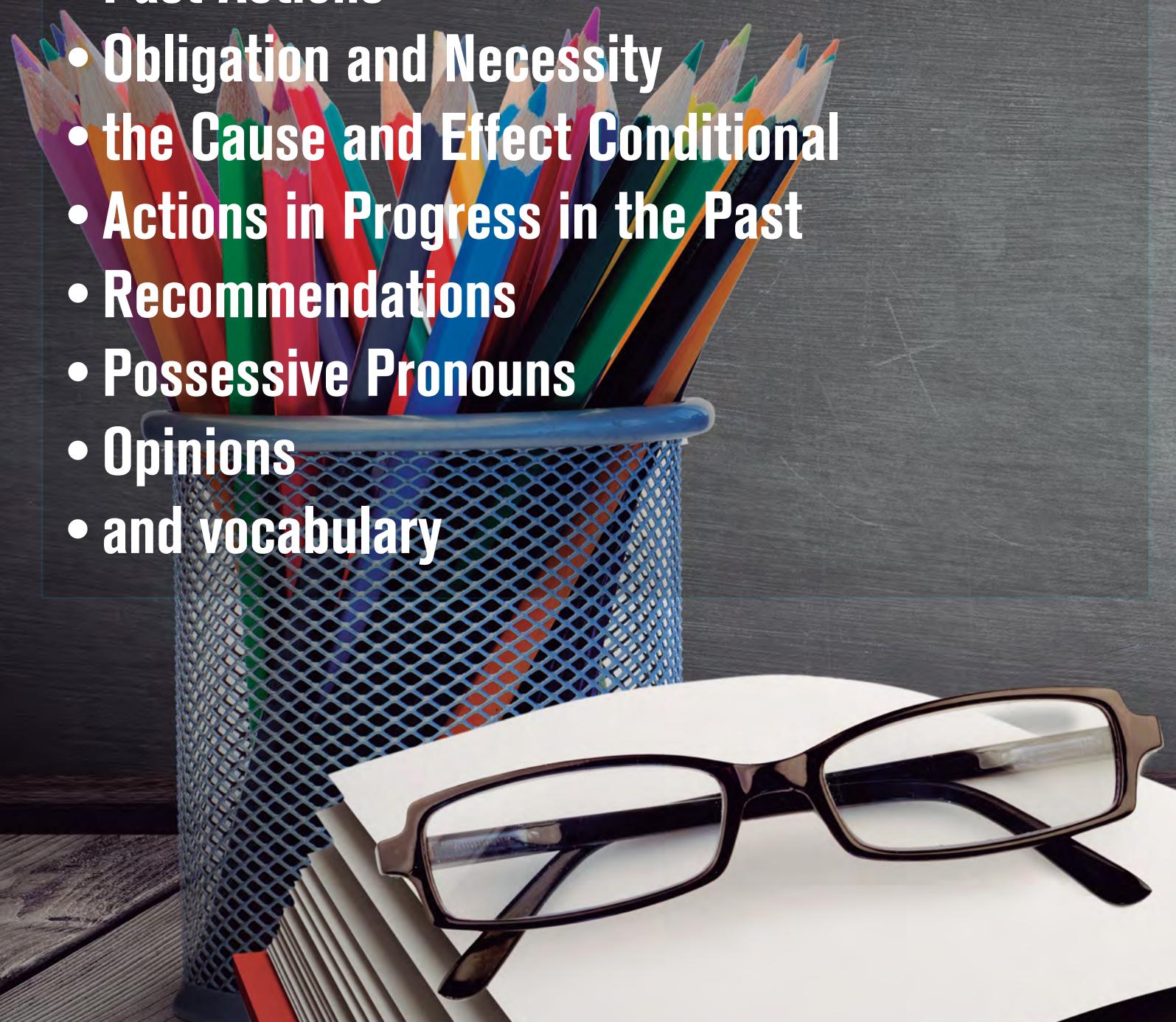
REVIEW UNIT



UNIT GOALS

In this unit we will review:

- Past Actions
- Obligation and Necessity
- the Cause and Effect Conditional
- Actions in Progress in the Past
- Recommendations
- Possessive Pronouns
- Opinions
- and vocabulary



PRACTICE 1: Lost and Found

Read the dialog and write the correct word to complete the dialog. Follow the example.

Clerk: Can I help you?

Paul: Yes. We lost some of our _____ books last week. We were working in the library and we went out for a cup of coffee and left o _____ books there. When we came back, they weren't there. Did someone leave t _____ here?

Clerk: Maybe. What do they look like?

Paul: Well, we both lost our math books. They are green and yellow.

Clerk: Are these y _____ ?

Evan: Yes, I think those are ours. Let me see ... Yes, this one is Paul's and that's m _____. They have our names in them.

Clerk: Is there anything else?

Evan: Well, I also lost m _____ geography notebook. It's blue. Is it here?

Clerk: Let me check ... Is this i _____ ?

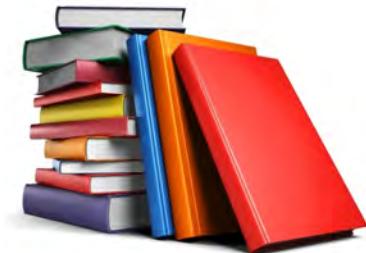
Evan: No, m _____ doesn't have flowers on it.

Clerk: What about this notebook?

Paul: That's y _____, Evan. I recognize it.

Evan: You're right. That's m _____. Thanks a lot.

Clerk: You're welcome.



PRACTICE 2: Wild Bears in Yosemite Park

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

Wild bears are becoming a problem in Yosemite Park. In the past, the bears were afraid of people and stayed _____ (stay) away from them. But campers and day visitors _____ (change) the bears' attitude towards people.

During the day, visitors to the park have barbecues. When people cook the meat, bears _____ (detect) the aroma of the food and they prepare to steal it. Bears are night animals, and they mostly go to the camp grounds at night.



Sam Brewton, a camper, said, "We _____ (sleep) in our tents, when we heard something outside. We _____ (look) out and we saw two big brown bears. One was breaking into the car, while the other one _____ (eat) our food supplies. They scratched my car, and _____ (break) a window. I think bears _____ (find, recommendation) their own food so we can keep ours!"

PRACTICE 3: Stressed Out

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

Example: Why is Karen stressed out?

Because of her wedding.

1. What kind of flowers do Karen and Brad want?

2. What does Brad's mom think?

3. Does Karen want to order the cake from the Princess Bakery?

4. Why not?

5. What can Brad's mom help with?



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. The neighbors should clean their yard, just like we clean ____.
a. ours
b. yours
c. is
d. hers
 2. Please don't ____ me right now; I'm busy.
a. appreciate
b. bother
c. believe
d. treat
 3. I was driving to town, when I suddenly ____ a cow on the road.
a. was seeing
b. see
c. saw
d. am seeing
 4. It's not necessary to confirm the trip; you really ____.
a. don't have to
b. have to
c. can't
d. should

5. We ___ when Sean arrived.
- sleep
 - slept
 - are sleeping
 - were sleeping
6. We didn't finish the project on time, because we had a ___.
- shot
 - witness
 - delay
 - groom

ACTIVITY 2: Quit smoking!

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

I remember the day I started (start) smoking. It was at my best friend's house. We talked (talk) while we were watching TV. His parents were not (be, neg.) at home. My friend took out a pack of cigarettes and offered (offer) one to me. I was curious about smoking so I accepted the cigarette. Later, smoking became (become) a habit, and I got addicted to the nicotine in cigarettes. Now that I want to give it up, I can't. exists (existence) a group for people like me at the local clinic. Next week, I will join (join) the group; I hope I will stop (stop, opportunity) this time.



ACTIVITY 3: Find the Mistake

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

Example:

Brenda sing a beautiful song at Mike's birthday last night.

sang / Mike / this sang

1. I carried my book bag and Mary carried his.

carry / mine / hers _____

2. When water becomes ice, it expanded.

While / become / expands _____

3. Mark was had lunch while we were studying.

having / when / study _____

4. Should we studying a lot before the exam?

study / after _____

5. Alice eated lunch in the cafeteria last Friday.

ate / out / while _____

6. Fiona and Bill were painting the walls when Carl was fixing the windows.

was / paint / while _____

ACTIVITY 4: Guided Dialog

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

- A: Hey, we're going to _____. Do you want to come?
- B: I don't think I should _____ with you.
- A: Why not?
- B: I have to _____.
- A: Don't worry; I can help you _____, then you can _____ with us.
- B: Okay. What time are you going to _____.
- A: At about _____ but I can come at _____ to help you _____.
- B: Great. See you then.

VOCABULARY REVIEW

Circle as many words as possible in the grid below. Follow the example.

<i>belly button</i>	B	E	L	L	Y	B	U	T	T	O	N	D	E
	A	L	B	T	A	U	R	U	Z	Y	E	O	D
	C	T	D	A	N	G	E	R	O	U	S	W	W
	A	U	O	P	G	R	A	D	U	A	T	G	A
	R	N	R	P	I	E	S	O	T	B	O	Z	D
	E	J	Q	R	S	P	C	O	G	I	R	M	S
	F	O	R	E	H	E	A	D	O	T	G	U	C
	U	H	U	C	H	A	R	A	I	Q	L	R	I
	L	M	A	I	K	E	R	L	N	A	A	D	S
	A	O	S	A	M	A	Y	I	G	L	U	E	S
	B	I	S	T	U	N	Q	A	H	S	C	R	E
	H	O	N	E	Y	M	O	O	N	O	M	A	R
	Y	U	G	U	I	S	S	U	K	C	O	O	L

CHECK YOUR PROGRESS

Can you

- ... talk about obligation and necessity?
- ... express cause and effect?
- ... talk about what happened in the past?
- ... use past continuous?
- ... use possessive pronouns?
- ... give recommendations?
- ... express your opinions?

yes a little not

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

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

How can your teacher help you?

IN-CLASS ACTIVITY: New Year's Celebrations

Read the questions about New Year's celebrations, and write the letter that you think is the correct answer.

1. Where do people eat 12 grapes at midnight on New Year's Eve? _____
a. Canada
b. Vietnam
c. Spain

 2. Where do people play with water and throw it on each other? _____
a. Thailand
b. Holland
c. Turkey

 3. Where do people go to the beach to jump seven waves and throw flowers in the sea? _____
a. Italy
b. Spain
c. Brazil

 4. Where do they ring a bell 33 times? _____
a. Korea
b. Switzerland
c. Colombia

 5. Where do people have a lottery? _____
a. Germany
b. Taiwan
c. Greece
-
6. Where do people take a suitcase and carry it around the house? _____
a. The United States
b. Venezuela
c. The Philippines

 7. Where do people wear white clothes in order to have good luck during the new year? _____
a. France
b. Papua New Guinea
c. Brazil

 8. Where do families dress a doll with old clothes and then burn it? _____
a. Hungary
b. Angola
c. Colombia

 9. Where do they pound rice into a glutinous form using a huge hammer? _____
a hammer = 
a. Thailand
b. Japan
c. Indonesia

 10. Where are people impatient and unfriendly on December 31st? _____
a. Spain
b. Switzerland
c. Germany



ANSWER KEY

PRACTICE 1: Lost and Found

Clerk:

Can I help you?

Paul:

Yes. We lost some of our books last week. We were working in the library and we went out for a cup of coffee and left our books there. When we came back, they weren't there. Did someone leave them here?

Clerk:

Maybe. What do they look like?

Paul:

Well, we both lost our Math books. They are green and yellow.

Clerk:

Are these yours?

Evan:

Yes, I think those are ours. Let me see ... Yes, this one is Paul's and that's mine. They have our names in them.

Clerk:

Is there anything else?

Evan:

Well, I also lost my geography notebook. It's blue. Is it here?

Clerk:

Let me check ... Is this it?

Evan:

No, mine doesn't have flowers on it.

Clerk:

What about this notebook?

Paul:

That's yours, Evan. I recognize it.

Evan:

You're right. That's mine. Thanks a lot.

Clerk:

You're welcome.

PRACTICE 2: Wild Bears in Yosemite Park

Wild bears are becoming a problem in Yosemite Park. In the past, the bears were afraid of people and stayed away from them. But campers and day visitors changed the bears' attitude towards people.

During the day, visitors to the park have barbecues. When people cook the meat, bears detect the aroma

of the food and they prepare to steal it. Bears are night animals, and they mostly go to the camp grounds at night.

Sam Brewton, a camper, said, "We were sleeping in our tents, when we heard something outside. We looked out and we saw two big brown bears. One was breaking into the car, while the other one was eating our food supplies. They scratched my car, and broke a window. I think bears should find their own food so we can keep ours!"

PRACTICE 3: Let's Go

Audio script:

Karen:

Mom, I'm all stressed out about the wedding. I think I'm going crazy.

Mom:

Now, calm down, Karen. What seems to be the problem?

Karen:

Well, Brad and I want red roses to decorate the church, but his mom thinks that red roses are not appropriate. She thinks we should have lilies, not roses.

Mom:

It's your wedding. You and Brad should choose the flowers you like.

Karen:

That's what I said. His mom also thinks we should order the cake from the *Princess Bakery*, but I don't like their cakes.

Mom:

You don't have to order your cake there, you can order it from some other bakery.

Karen:

I know, but she thinks she has to give me her opinion about everything.

Mom:

Don't worry, sweetie. That's normal. When people get married, everyone in the family wants to help. Look, why don't you and Brad talk to her. Tell her that you are happy that she wants to help, but that you have your own ideas about the wedding.

Karen:

I suppose you're right. I'm going to ask her to get information about different musical groups to play at the reception. She can help with that.

Mom:

That's a good idea. I'm sure she'd love to do that for you.

1. (They want) roses.
2. She doesn't think they should have roses. / She thinks they should have lilies.
3. No. (she doesn't want to order the cake there).
4. Because she doesn't like their cakes.
5. (She can help with) the musical group (for the reception.)

VOCABULARY REVIEW