

SETTING UP 2



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PROLOGUE

Natural English has been designed for you to learn English as easily as you learned Spanish. This learning program gives you the opportunity to work with language structures without the need for conscious grammar knowledge.

Our methodology, same as the natural learning process, is based on three stages:

- Acquaint Stage
- Acquire Stage
- Apply Stage

This will allow you to express yourself in an effective and spontaneous way. The development of the Program and practice sessions will give you fluency, fulfilling all your expectations.

"Un sueño es un sueño, Una meta es un sueño con un plan y una fecha tope."

-Harvey Mackay

MY LEARNING LOG

Module	Estimated time	Maximum time	Date
Welcome Session			
Follow up 1 (Units 1-4)	1 month	1 month 1/2	
Follow up 2A (Units 5-9)	1 month	1 month 1/2	
Follow up 2B (Units 10-16)	2 month	2 months 1/2	
Follow up 3A (Units 17-22)	1 month 1/2	2 months	
Follow up 3B (Units 23-28)	1 month 1/2	2 months	
Follow up 4 (Units 29-36)	2 months	2 months 1/2	

Setting up 2

SCOPE AND SEQUENCE

UNIT	VOCABULARY	GRAMMAR	SPEAKING AND COMMUNICATION	READING AND WRITING
23 THE ART OF SELLING	<ul style="list-style-type: none"> Adjectives to describe art 	<ul style="list-style-type: none"> Passive voice 	<ul style="list-style-type: none"> Talk about art preferences and appreciation of artwork 	<ul style="list-style-type: none"> Describe masterpieces with passive voice Reading: Kandinsky's Influences
24 AN UNSCHEDULED STOP	<ul style="list-style-type: none"> At the airport Flight problems 	<ul style="list-style-type: none"> Paired conjunctions 	<ul style="list-style-type: none"> Talk about flight problems 	<ul style="list-style-type: none"> Write recommendations in case of luggage trouble
25 A GOOD FRIEND	<ul style="list-style-type: none"> Adjectives to describe personality 	<ul style="list-style-type: none"> Real conditionals Unreal future conditional Prefixes to make opposites 	<ul style="list-style-type: none"> Talk about unreal situations in the future 	<ul style="list-style-type: none"> Describe your best friend
26 A EVENING OUT	<ul style="list-style-type: none"> Movie genres Adjectives that describe movies Life events 	<ul style="list-style-type: none"> Unreal conditional of the past Comparatives using: as 	<ul style="list-style-type: none"> Talk about movie preferences Tell your life story 	<ul style="list-style-type: none"> Write about your favorite movie Write about regrets using life events vocabulary Reading: summary of the movie Boyhood
27 AN URGENT CALL	<ul style="list-style-type: none"> Vocabulary for telephone conversations Parts of an e-mail 	<ul style="list-style-type: none"> Direct speech 	<ul style="list-style-type: none"> Leave and receive phone messages 	<ul style="list-style-type: none"> Write a formal e-mail
28 PREPARED FOR AN EMERGENCY	<ul style="list-style-type: none"> Natural disasters Emergency preparations and supplies 	<ul style="list-style-type: none"> Reported or indirect speech Use of say and tell 	<ul style="list-style-type: none"> Report news 	<ul style="list-style-type: none"> Rewrite direct speech sentences in indirect or reported speech Reading: Indonesian Tsunami

Gimnasia Cerebral

La Gimnasia Cerebral prepara tu cerebro para recibir lo que deseas recibir y además crea las condiciones para que el aprendizaje se realice integral y profundamente.

Una gran ventaja de los ejercicios propuestos, es que puedes practicarlos en cualquier lugar, momento y hora del día, o simplemente antes de emprender cualquier actividad que requiera concentración, pues los movimientos son sencillos y en algunos casos, requiere de tan sólo unos segundos.

Si conviertes La Gimnasia Cerebral en una rutina de activación para el aprendizaje, moviendo tu cuerpo y usando tu cerebro o tal vez efectuando un pequeño movimiento de ojos, activarás constantemente redes neuronales. Con la activación simultánea de ambos hemisferios, podrás asegurar el éxito en cualquier proceso de aprendizaje que emprendas.

Bombeeo de pantorrilla

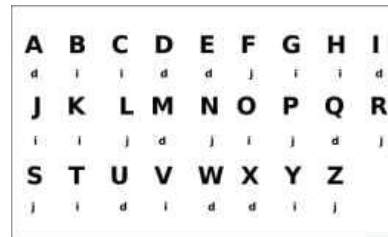
Apoya las manos contra una pared o el espaldar de una silla. Estira totalmente la pierna izquierda hacia la parte de atrás y levanta el talón. Tu cuerpo debe estar inclinado hacia adelante en un ángulo de 45 grados. Exhala inclinándote contra la pared mientras flexionas tu rodilla derecha y presionas el talón izquierdo contra el piso. Inhala y regrese a tu posición inicial mientras te relajas y levantas el talón izquierdo. Repite 3 o más veces. Alterna con la otra pierna y repite. El objetivo de este ejercicio es devolver a los pies y a las piernas la extensión natural de los tendones.

Beneficios:

- Mejora la concentración, atención y comprensión.

El ABC

Escribe en una hoja de papel el abecedario completo en letras mayúsculas, luego escribe al azar debajo de cada letra las letras "d, i, j" cuidando de que no te queden debajo de las D, I, J mayúsculas. Pega la hoja en una pared a la altura de tus ojos.



1. Lee en voz alta el abecedario escrito en mayúsculas, si notas que debajo de la letra mayúscula que lees hay una "i" minúscula, sube tu brazo izquierdo, al ver una "d" sube tu brazo derecho y al ver una "j" sube ambos brazos. Realiza estos movimientos de forma coordinada con la lectura en voz alta de cada letra.
2. Realiza esta actividad desde la "A" hasta la "Z" y luego de la "Z" a la "A", si te equivocas en el camino sacude tu cuerpo y vuelve a comenzar desde el principio. Repite cuantas veces sea necesario hasta que logres no equivocarte.

Beneficios:

- Activa tu sistema nervioso y lo prepara para cualquier eventualidad, por lo que este ejercicio cerebral es muy recomendado para ser realizado antes de resolver cualquier problema o al intentar aprender algo de mucha dificultad. Además, activa la relación mente-cuerpo y genera una integración consciente en tu inconsciente al permitir una atención múltiple entre tu visión, tu audición y tus movimientos. A través del ritmo permite que logres una concentración mejor y alerta a tu cerebro de forma constante.

Weekly Planner

SETTING UP 2

Día 1	Día 2	Día 3
Adaptación	Adquisición	Adquisición
<ul style="list-style-type: none"> Revise la meta u objetivo de la unidad que se encuentra al inicio de la misma. Revise su meta en términos de tiempo (bitácora), allí vera que debe avanzar una unidad por semana. Inicie realizando un ejercicio gimnasia cerebral. Puede encontrar dos sugerencias en la página 10 de este libro y puede encontrar más opciones ingresando a www.naturalenglish.com <ol style="list-style-type: none"> 1. Lea la historia en español 2. Vea el video de la unidad. Hágalo de 3 a 6 veces: <ol style="list-style-type: none"> a. Véalo con close caption (1 o 2 veces). b. Reprodúzcalo y sígalo en el libro (1 o 2 veces) en inglés. c. Repita en voz alta mientras se reproduce el video (1 o 2 veces) <p>Nota: <i>preste mucha atención al VOCABULARIO</i></p> 3. Escuche el audio (solo, sin video) mientras se apoya con el libro. 4. Escuche el audio y repita en voz alta. 5. Vea el video sin libro, sin closed caption. 	<ul style="list-style-type: none"> Revise la meta u objetivo de la unidad que se encuentra al inicio de la misma. Revise su meta en términos de tiempo (bitácora), allí vera que debe avanzar una unidad por semana. Inicie realizando un ejercicio gimnasia cerebral. Puede encontrar dos sugerencias en la página 10 de este libro y puede encontrar más opciones ingresando a www.naturalenglish.com <ol style="list-style-type: none"> 1. Reproduzca video/audio mientras repite en voz alta. Lea y repita de 3 a 4 veces. 2. Lea los recuadros azules de la unidad y desarrolle los ejercicios. 	<ul style="list-style-type: none"> Revise la meta u objetivo de la unidad que se encuentra al inicio de la misma. Revise su meta en términos de tiempo (bitácora), allí vera que debe avanzar una unidad por semana. Inicie realizando un ejercicio gimnasia cerebral. Puede encontrar dos sugerencias en la página 10 de este libro y puede encontrar más opciones ingresando a www.naturalenglish.com <ol style="list-style-type: none"> 1. Reproduzca video/audio mientras repite en voz alta. Lea y repita de 3 a 4 veces. 2. Corrija los ejercicios, las respuestas están al final del libro, en el libro digital la corrección es automática. 3. Utilice el Sliding Board – realice oraciones correspondientes a su unidad 4. Ingrese al App y acceda a los juegos correspondientes de la unidad. Aquí está verificando lo aprendido mientras juega.
Aplicación		
<p>Ya está list@ para programar y asistir a su monitoria. Antes de ingresar a su monitoria repase visualmente todo lo desarrollado hasta el momento.</p>		

Unit 23

THE ART OF SELLING

"Learning a new language is like starting a new life."
"Aprender un nuevo idioma es como empezar una nueva vida."
-- Michel Bouthot

My goal

Vocabulary: Visual Art. Adjectives to describe art

Grammar: Passive voice

Speaking: Talk about art preferences and appreciation of artwork

Reading and Writing: Describe masterpieces using passive voice

23.1 Read, listen and watch



THE ART OF SELLING

Tara is an artist, on her free time she paints in her studio. She had been working on an important masterpiece during the last months. When she finished the painting, it was framed. A truck came to her studio to take the painting to the art gallery. There, it was hung among other exhibited paintings. For ten days it was admired by visitors of the exhibition.

In the gallery other pieces of art were exhibited. People could see sculptures made of wood, iron and ceramic. There was also a photography exhibition. All pieces of art were made by other important artists.

Although most of the paintings on the show sold quickly, Tara's one did not seem to interest prospective buyers. She was very concerned and disappointed. She wondered why her painting was not interesting for the public. Her work was influenced by Kandinski and Matisse and she had worked on that masterpiece for months.

On the last day of the exhibition, the artist decided to try her luck. She asked the organizer's permission to change the name of her painting. Tara re-named the painting and hung it upside-down. Then, she asked the gallery's sales manager to double the price of the painting and advise prospective buyers that they would be asked to lend the painting for exhibitions again in the near future. Within two hours, the painting had been sold.

EL ARTE DE VENDER

Tara es una artista, en su tiempo libre pinta en su estudio. Ella había estado trabajando en una obra importante durante los últimos meses. Cuando terminó la pintura, ésta fue enmarcada. Un camión llegó a su estudio para llevar la pintura a la galería de arte. Allí, fue colgada entre otras pinturas expuestas. Durante diez días fue admirada por los visitantes de la exposición.

En la galería se exhibían otras obras de arte. La gente podía ver esculturas de madera, hierro y cerámica. También había una exposición de fotografía. Todas las obras de arte fueron hechas por otros artistas importantes.

Aunque la mayoría de las pinturas expuestas se vendían rápidamente, la de Tara no parecía interesar a los posibles compradores. Ella estaba muy preocupada y decepcionada. Se preguntó por qué su pintura no era interesante para el público. Su trabajo estaba influenciado por Kandinski y Matisse y ella había trabajado en esa obra maestra durante meses.

En el último día de la exposición, la artista decidió probar suerte. Ella pidió permiso al organizador para modificar el nombre de su pintura. Tara renombró la pintura y la colgó al revés. Entonces, le pidió a gerente de ventas de la galería duplicar el precio de la pintura y avisar a los posibles compradores que se les pediría prestada la pintura para exposiciones en un futuro próximo. Al cabo de dos horas, la pintura había sido vendida.



Listen and repeat

Visual Art



ceramic



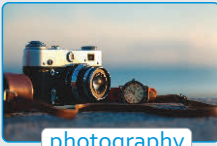
drawing



painting



sculpture



photography



architecture



film making



design

Passive voice

We use **passive voice** when we want to focus on the action, not on the subject. It is not important however, who or what is performing the action. The passive voice is often used in formal texts.

Usamos la **voz pasiva** cuando queremos centrarnos en la acción, no en el sujeto. No es importante como, cuando, quién o qué está realizando la acción. La voz pasiva se utiliza a menudo en los textos formales.

The painting was framed. (passive voice)

La pintura fue enmarcada. (voz pasiva)

The focus is on **the painting**. I do not know who framed it or the information is not relevant.

La atención se centra en **la pintura**. No se sabe quién la enmarcó o la información no es relevante.

A great masterpiece was painted by Tara.
(Passive voice)

Una gran obra de arte fue pintada por Tara.
(Voz pasiva)

If we want to say who or what performs the action while using the passive voice, we use the preposition **by**.

Si queremos decir quién o qué realiza la acción en la voz pasiva, usamos la preposición **by**.

Rule	Active	Passive
The subject of the active sentence becomes the object of the passive sentence (or is dropped). <i>El sujeto de la oración activa se convierte en el objeto de la oración pasiva (o se suprime).</i>	<i>Tara painted a great masterpiece.</i>	<i>A great masterpiece was painted by Tara.</i>
The object of the active sentence becomes the subject of the passive sentence. <i>El objeto de la oración activa se convierte en el sujeto de la oración pasiva.</i>	<i>Tara painted a great masterpiece.</i>	<i>A great masterpiece was painted by Tara.</i>

Rule	Active	Passive
<p>The passive voice in English is composed of two elements: the appropriate form of the verb 'to be' + past participle.</p> <p><i>La voz pasiva en inglés se compone de dos elementos: la forma apropiada del verbo 'to be' + participio del verbo.</i></p>	<p><i>Tara painted a great masterpiece. (Past simple)</i></p>	<p><i>A great masterpiece was painted by Tara. (The verb to be takes the tense of the active sentence.)</i></p>

Passive voice form

Tense	Subject	Auxiliary		Past Participle
		Singular	Plural	
Present simple	<i>The painting / The paintings</i>	<i>is</i>	<i>are</i>	<i>painted.</i>
Present perfect	<i>The painting / The paintings</i>	<i>has been</i>	<i>have been</i>	<i>painted.</i>
Past simple	<i>The painting / The paintings</i>	<i>was</i>	<i>were</i>	<i>painted.</i>
Past perfect	<i>The painting / The paintings</i>	<i>had been</i>	<i>had been</i>	<i>painted.</i>
Future simple	<i>The painting / The paintings</i>	<i>will be</i>	<i>will be</i>	<i>painted.</i>
Future perfect	<i>The painting / The paintings</i>	<i>will have been</i>	<i>will have been</i>	<i>painted.</i>
Present progressive	<i>The painting / The paintings</i>	<i>is being</i>	<i>are being</i>	<i>painted.</i>
Past progressive	<i>The painting / The paintings</i>	<i>was being</i>	<i>were being</i>	<i>painted.</i>



Read the text again and do the following:

Underline the sentences with **passive voice** with **green**


Tara is an artist, on her free time she paints in her studio. She had been working on an important masterpiece during the last months. When she finished the painting, it was framed. A truck came to her studio to take the painting to the art gallery. There, it was hung among other exhibited paintings. For ten days it was admired by visitors of the exhibition.

In the gallery other pieces of art were exhibited. People could see sculptures made of wood, iron and ceramic. There was also a photography exhibition. All pieces of art were made by other important artists.

Although most of the paintings on the show sold quickly, Tara's one did not seem to interest prospective buyers. She was very concerned and disappointed. She wondered why her painting was not interesting for the public. Her work was influenced by Kandinski and Matisse and she had worked on that masterpiece for months.

On the last day of the exhibition, the artist decided to try her luck. She asked the organizer's permission to change the name of her painting. Tara re-named the painting and hung it upside-down. Then, she asked the gallery's sales manager to double the price of the painting and advise prospective buyers that they would be asked to lend the painting for exhibitions again in the near future. Within two hours the painting had been sold.



23.3 Do it yourself

 Rewrite the sentences in **passive voice**. Drop the object of the sentence if it is necessary

Example: Somebody framed it.

1. A truck took the painting to the art gallery.
2. Somebody hung it among other paintings.
3. Visitors of the exhibition admired the painting for 10 days.
4. Other important artists made all pieces of art.
5. Kandinski and Matisse influenced her work.
6. Somebody had sold the painting.

23.4 Read and listen

  Identify and underline the sentences in passive voice

Kandinsky's Influences

"First of all, Kandinsky's art was heavily influenced by music. So much so that even his pieces he called compositions. Kandinsky was believed to have a synaesthesia which had influenced his art, work, and style in a huge way. Kandinsky's goal was to create art that did not only stimulate the eyes but the ears as well. As a child it was said Kandinsky heard a hissing noise when mixing colours on his paint palette. This later led to certain colours triggering sounds in Kandinsky's head."

Taken from <http://knowingkandinsky.blogspot.com.co/>

***hissing**: whistling sound

***trigger**: provoke



23.5 Vocabulary

  Listen and repeat

Adjectives to describe art

Positive Adjectives

1. **Masterpiece**: a work of art that is made with great skill.
2. **Priceless object**: that has a high value, that the price cannot be calculated.
3. **Moving**: capable of causing deep emotion.
4. **Suggestive**: it makes you think about other ideas, often used to describe something that makes people think about sex.
5. **Impressive**: object of admiration and respect because is very important or special.
6. **Erotic**: about sexual love.
7. **Thought-provoking**: stimulating interest or thought.

Negative Adjectives

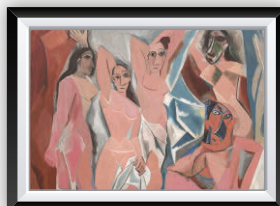
8. **Meaningless**: with no meaning.
9. **Worthless**: with no value on money.
10. **Twisted**: that alters the normal aspect of something, estrange.

23.6 Do it yourself

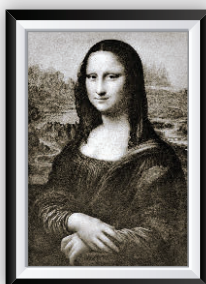
Look at the pictures and write the adjective(s) that describes them the most



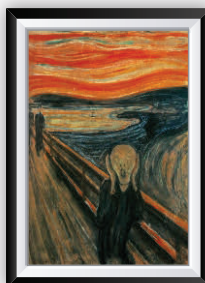
The Sistine Chapel
(Michelangelo)



Les Demoiselles d'Avignon
(Picasso)



The Mona Lisa (Leonardo da Vinci)



The Scream (Edvard Munch)



The Persistence of Memory
(Salvador Dalí)

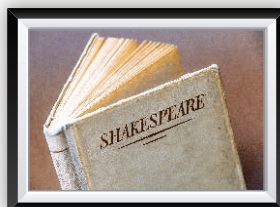
23.7 Do it yourself

Write sentences in passive voice using the words given

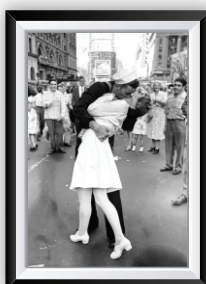


E.T. The Extra-Terrestrial / direct /
Steven Spielberg

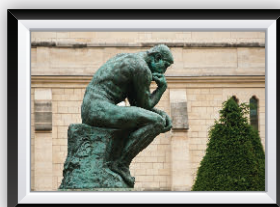
E.T. the extra terrestrial was
directed by Steven Spielberg.



Romeo and Julieth / write
(Shakespeare)



The Kiss picture / take /
(Alfred Eisenstaedt)



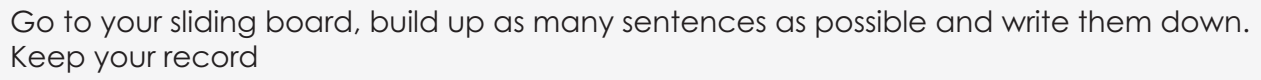
The Thinker / sculpture
(Rodin)



The Starry Night / paint
(Van Gogh)



Fur Elise / compose (Beethoven)



Unit 24

AN UNSCHEDULED STOP

"To have another language is to possess a second soul."
"Saber otro idioma es como poseer una segunda alma."
-Charlemagne

My goal

Vocabulary: At the airport. Flight problems

Grammar: Paired conjunctions

Speaking: Talk about flight problems

Reading and Writing: Write recommendations in case of luggage trouble



24.1 Read, listen and watch



AN UNSCHEDULED STOP

The Flight A246 had engine trouble and made an emergency landing at St. John's, capital of the island of Newfoundland. The passengers were taken on a guided tour around the city and they were brought back to the airport for lunch.

While they were having lunch, it was announced over the loudspeakers, that the repairs to the aircraft would take longer than expected and arrangements had been made for the passengers to spend the night on the island. Some passengers were very upset because they were traveling for business and some of them had already booked hotel rooms for vacation.

An excursion had been arranged for the afternoon, but passengers who wished to rest, would be taken to their hotel. They could either go to the excursion or rest at the hotel. Nevertheless, Ted Hill decided that he wanted neither to rest nor to go on another guided tour. He would go for a walk around the city, take some pictures to send to his friends in London, and have a drink somewhere that he could talk to some of the islanders. He was not only interested in looking around the city but also meeting people from the island.

Organized tours did not appeal to him. He'd rather look around on his own. He walked down the main street and took some pictures and bought souvenirs. As it was still a little early for a drink, he walked down to the harbor where he struck up a conversation with a man whom he took to be a police officer. They started talking about life in Newfoundland. Ted was very interested in everything the stranger had to say, and asked him about the life in the island but one of the sailor's answers made them both laugh.

UNA PARADA NO PROGRAMADA

El vuelo A246 tuvo problemas en el motor y realizó un aterrizaje de emergencia en San Juan, capital de la isla de Terranova. Los pasajeros fueron llevados a una visita guiada por la ciudad y fueron llevados de vuelta al aeropuerto para el almuerzo.

Mientras estaban almorzando, se les comunicó por el altavoz, que las reparaciones de la aeronave demorarían más tiempo de lo previsto y que se habían efectuado las gestiones necesarias para que los pasajeros pasaran la noche en la isla. Algunos pasajeros estaban muy molestos porque estaban viajando por negocios y algunos de ellos ya habían reservado habitaciones de hotel por vacaciones.

Se había organizado una excursión para la tarde, pero los pasajeros que desearan descansar, serían llevados a su hotel. Ellos podían ir a la excursión o descansar en el hotel. Sin embargo, Ted Hill decidió que no quería ni descansar ni ir a otra excursión guiada. Iría a dar un paseo por la ciudad, tomar algunas fotos para enviar a sus amigos en Londres, y tomar una copa en algún lugar donde podría hablar con algunos de los isleños. Él no sólo estaba interesado en recorrer la ciudad, sino también conocer a gente de la isla.

Las excursiones organizadas no le interesaban. Prefería recorrer por su propia cuenta. Él caminó por la calle principal, tomó fotos y compró recuerdos. Como todavía era un poco temprano para un trago, caminó hacia el puerto donde entabló conversación con un hombre a quien tomó por policía. Empezaron a hablar sobre la vida en Terranova. Ted estaba muy interesado en todo lo que decía el desconocido y le preguntó por la vida en la isla, pero una de las respuestas del marinero les provocó mucha risa a los dos.



Have you lived here all your life?

Good heavens, no! I only arrived here this morning by accident because the plane I was on had to stop for repairs.



¿Usted ha vivido aquí toda la vida?

¡Santo cielo, no! Sólo llegué aquí esta mañana por accidente, porque el avión en el que viajaba tuvo que detenerse aquí por reparaciones.



24.2 Vocabulary and grammar



Listen and repeat

At the airport



passport



baggage



baggage cart



one-way ticket



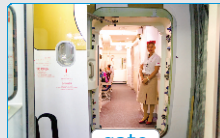
round trip



aisle seat



window seat



gate

Paired conjunctions

Paired or correlative conjunctions work in pairs to join phrases or words that have equal importance in a sentence. Those are:

Paired o correlative conjunctions funcionan en pares para unir frases o palabras que tienen el mismo nivel de importancia en una oración. Ellas son:

Paired conjunction	Example
Both ... and	Both , my mother and my sister are here.
Neither ... nor	Neither my mother nor my sister is here. (negative meaning)
Either ... or	Every night, either my mother or my sister takes out the garbage.
Not only ... but also	Not only my mother but also my sister is here.

When using **correlative conjunctions**, make sure verbs agree so your sentences make sense.

He wanted **neither to rest nor to go** on a guided tour. (Infinitive)

Al usar las **correlative conjunctions**, hay que asegurarse de que los verbos coincidan en su forma para que haya sentido.

Él no quería **ni descansar ni ir** al paseo guiado. (Infinitivo)



Read the text again and do the following:

Underline the **paired conjunctions** with **green**

The Flight A246 had engine trouble and made an emergency landing at St. John's, capital of the island of Newfoundland. The passengers were taken on a guided tour around the city and they were brought back to the airport for lunch.

While they were having lunch, it was announced over the loudspeakers that the repairs to the aircraft would take longer than expected and arrangements had been made for the passengers to spend the night on the island. Some passengers were very upset because they were traveling for business and some of them had already booked hotel rooms for vacation.

An excursion had been arranged for the afternoon, but passengers who wished to rest would be taken to their hotel. They could either go to the excursion or rest at the hotel. Nevertheless, Ted Hill decided that he wanted neither to rest nor to go on another guided tour. He would go for a walk around the city, take some pictures to send to his friends in London, and have a drink somewhere that he could talk to some of the islanders. He was not only interested in looking around the city but also meeting people from the island.

Organized tours did not appeal to him. He'd rather look around on his own. He walked down the main street and took some pictures and bought souvenirs. As it was still a little early for a drink, he walked down to the harbor where he struck up a conversation with a man whom he took to be a police officer. They started talking about life in Newfoundland. Ted was very interested in everything the stranger had to say, and asked him about the life in the island but one of the sailor's answers made them both laugh.

Ted: Have you lived here all your life?

Police: Good heavens, no! I only arrived here this morning by accident because the plane I was on had to stop for repairs.

24.3 Do it yourself



Choose the best answer to complete each sentence

1. Ted is neither lazy _____ tired.
a) or b) and c) nor d) also
2. Not only New York _____ Los Angeles have insecurity problems.
a) and b) but also c) nor d) or
3. We can go to _____ Greece or Spain for our holiday.
a) or b) either c) neither d) nor
4. _____ English and Welsh are spoken in Wales.
a) Both b) Neither c) Not only d) Either
5. _____ the manager nor his assistant is here today.
a) Not only b) Neither c) Either d) Both

24.4 Do it yourself



Circle the paired conjunctions that are NOT possible to use in the sentence

1. _____ aisle _____ window sit is okay for me.
a. Both ... and
b. Neither ... nor
c. Either ... or
2. _____ one way tickets _____ round trip tickets are expensive for holidays.
a. Neither ... nor
b. Both ... and
c. Not only ... but also

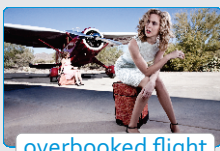
3. _____ I can go to the movies on Saturday, _____ I can go to the mall.
 a. Not only ... but also
 b. Neither ... or
 c. Both ... and
4. I have _____ the time _____ the motivation to play basketball right now.
 a. either ... nor
 b. both ... and
 c. not only ... but also
5. _____ Ted grilled a steak for Sara _____ he prepared a hotdog for his sister.
 a. Not only ... but also
 b. Both ... and
 c. Neither ... nor

24.5 Vocabulary



Listen and repeat

At the airport



overbooked flight



bumpy flight



motion sickness



miss connecting flight



jet lag

24.6 Do it yourself



Match the expressions with their meanings

- | | |
|---------------------------|---|
| a. Overbooked flight | <input type="checkbox"/> up and down movement of the aircraft |
| b. Bumpy flight | <input type="checkbox"/> a bad feeling in the stomach that passengers get during a rough ride |
| c. Motion sickness | <input type="checkbox"/> tiredness due to traveling through different time zones |
| d. Miss connecting flight | <input type="checkbox"/> when the plane has more passengers than available seats |
| e. Jet lag | <input type="checkbox"/> being late to take a second flight |

24.7 Do it yourself



Read and listen

Luggage troubles

Delayed Luggage

If your bags are delayed, try not to panic. The airlines typically have ways to track them, and the vast majority of misplaced luggage is returned eventually. If your bags are on the next flight, you could have them within a few hours. If they've been sent to the wrong airport, it could take a couple of days. Make sure to file your claim immediately at the airport and to give the attendant a hotel or home address, as well as a phone number where you can be reached.

Lost Baggage

If the airline loses your bags, make sure you get a written claim for damages. This may require a different form than the original "missing luggage" form. This can be done at the airport or by mail. The maximum an airline pays on lost bags and their contents is currently limited to \$3,500 per passenger on U.S. domestic flights, and a varying rate per passenger for checked baggage on international flights.

Stolen Bags

If your bag goes missing after you've left the baggage claim area, your claim is no longer with the airline, but with the police.

Damaged Baggage

Once you've gotten your bags off the carousel, immediately check them for damage or other signs of mishandling. Report any damage before leaving the airport; airline customer service agents will often want to inspect the bag.

Taken from: <http://www.independenttraveler.com>



24.8 Do it yourself

Complete the chart with the information of the reading. Try to give exact recommendations

What to do in case of...			
Delayed Luggage	Lost Baggage	Stolen Bags	Damaged Baggage



Go to your sliding board, build up as many sentences as possible and write them down.
Keep your record

Total of sentences

Page 10 of 10



Let's play and practice
Juguemos y practiquemos

Vocabulary Game

Listening Game

Spelling Game

Grammar Game

Unit 25

A GOOD FRIEND

"A special kind of beauty exists which is born in language, of language and for language."
 "Existe un tipo especial de belleza, que nace en el lenguaje, del lenguaje y para el lenguaje."
 -Gaston Bachelard

My goal

Vocabulary: Adjectives to describe personality
Grammar: Real conditionals. Unreal future conditional. Prefixes to make opposites
Speaking: Talk about unreal situations in the future
Reading and Writing: Describe your best friend



25.1 Read, listen and watch

A GOOD FRIEND

It was Kate's birthday. She had a great party at her house on the beach. She invited all her friends from high school. There was a D.J., good music and good food. Kate was a little concerned about the party success because she didn't know the D.J. very well. Kate started talking with her friend Tara. She had helped her with the party planning.

If the D.J. doesn't play good music, the party will be terrible.

Don't worry, he is a good one. He has played in lots of clubs in the city.

Okay, what about the guests? If they don't show up at 10, we will have to re-heat the food.

Don't worry about that, I have already called them to confirm. Don't be paranoid and enjoy your party.

If you wouldn't have helped me, I would be very stressed. Thank you for being here.

That's what friends are for.

Everything went well and the party was a complete success. She was really happy to celebrate with people she loves. The photographer was taking pictures of her and he asked to take a picture with her best friend. Kate knew her best friend was Tara, but she started wondering why.

Tara is a very good friend. She is very charming, trustful, and kind. Kate thinks a real friend is someone who understands, who always listens. Tara accepts her without conditions and Kate feels lucky about that. The photo was taken and they kept celebrating.

UNA BUENA AMIGA

Era el cumpleaños de Kate, ella hizo una gran fiesta en su casa en la playa. Invitó a todos sus amigos de la escuela secundaria. Había un D.J., buena música y buena comida. Kate estaba un poco preocupada por el éxito de la fiesta porque no conocía al D.J. muy bien. Kate empezó a hablar con su amiga Tara. Ella le había ayudado con la planificación de la fiesta.

Si el D.J. no pone buena música, la fiesta va a ser terrible.

No te preocupes, él es un buen D.J. Él ha tocado en muchos clubes de la ciudad.

Bueno, ¿qué hay de los invitados? Si ellos no llegan a las 10:00, vamos a tener que recalentar la comida.

No te preocupes por eso, ya les he llamado para confirmar. No seas paranoica y disfruta de tu fiesta.

Si no me hubieras ayudado, estaría muy estresada. Gracias por estar aquí.

Para eso están los amigos.

Todo estuvo bien y la fiesta fue un completo éxito. Ella estaba muy feliz de celebrar con las personas que ama. El fotógrafo estaba tomando fotos de ella y le pidió que se tomara una foto con su mejor amiga. Kate sabía que su mejor amigo era Tara, pero comenzó a preguntarse por qué.

Tara es muy buena amiga. Ella es muy encantadora, de confianza, y amable. Kate piensa que un verdadero amigo es alguien que entiende, que siempre escucha. Tara la acepta sin condiciones y Kate se siente afortunada por eso. La foto fue tomada y siguieron celebrando.

I know you're my best friend and I would do everything for you.

What would you do for me?

If it was your birthday, I'd take you to the best restaurant in the city and I'd organize a surprise party for you.

I consider you my best friend, so if I got a car, I'd let you drive it.

Well, I'd pick you up if it broke down.

Okay, I'll remember this conversation in the future. Trust me!

They laughed and kept dancing the whole night.

Yo sé que eres mi mejor amiga y haría todo por ti.

¿Qué harías por mí?

Si fuera tu cumpleaños, te llevaría al mejor restaurante de la ciudad y organizaría una fiesta sorpresa para ti.

Te considero mi mejor amiga, así que si tuviera un coche te dejaría conducirlo.

Bueno, te recogería si se avería.

Está bien, voy a recordar esta conversación en el futuro. ¡Créeme!

Se rieron y siguieron bailando toda la noche.

Phrasal verbs

Show up

Give up


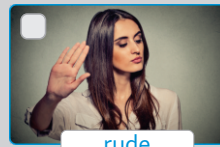
Look after

Pick up

Break down

25.2 Vocabulary

  Listen and repeat. Match the opposites

 1 calm	 2 polite	 3 generous	 4 honest	 5 mature	 6 pessimistic
 7 lazy	 8 extrovert	 9 kind	 10 trustful	 11 charming	 12 fun
 boring	 unlikable	 nervous	 untrusting	 rude	 shy
 selfish	 unkind	 dishonest	 hard working	 immature	 optimistic

Prefixes to make opposites

A **prefix** is a syllable that goes before a word, and it can change its meaning. The most common negative prefixes are:

Un **prefijo** es una sílaba que precede a la palabra, y que puede cambiar su significado. Los prefijos negativos más comunes son:

il-	im-	in-	ir-	un-	dis-
<i>illegal</i>	<i>impossible</i>	<i>insane</i>	<i>irrelevant</i>	<i>unkind</i>	<i>disrespectful</i>
<i>illogical</i>	<i>immature</i>	<i>incapable</i>	<i>irregular</i>	<i>unfortunate</i>	<i>disagree</i>

anti-	counter-	mal-	non-	a-
<i>antisocial</i>	<i>counterproductive</i>	<i>malnourished</i>	<i>non-violent</i>	<i>amoral</i>

im- is used before words beginning with **m** or **p**:
impersonal, immortal

im- se usa antes de las palabras comienzan con **m** o **p**:
impersonal, immortal

il- is used before words beginning with **l**:
illegal

il- se utiliza antes de las palabras que comienzan con **l**:
illegal

ir- is used with words beginning with **r**:
irregular

ir- se usa con palabras que comienzan con **r**:
irregular

Most compounds with **non-** are written with a hyphen in British English, but not in American English.

La mayoría de los compuestos con **non-** se escriben con un guión en inglés británico, pero no en inglés americano.

25.3 Do it yourself



Make opposites using prefixes

- happy
- responsible
- friendly
- honest
- loyal

- direct
- attractive
- tolerant
- patient
- dependent

25.4 Do it yourself



Who is your best friend? Describe him or her

•	
•	
•	
•	
•	
•	
•	
•	
•	

Conditionals

They describe the result of something that might happen. There are two types of conditionals; real conditionals (in the present or future) and unreal conditionals for imaginary situations that didn't happen (in the past) or hypothetical conditions and their probable result. They are made using different English verb tenses.

Describen el resultado de algo que podría suceder. Hay dos tipos de condicionales; condicionales reales (en el presente o futuro) condicionales irreales para situaciones imaginarias que no sucedieron (en el pasado) o situaciones hipotéticas y sus resultados probables. Están hechas usando diferentes tiempos verbales inglés.

The conditional sentences contain the word "If" in one of their clauses.

Las oraciones condicionales contienen la palabra "Si" en una de sus cláusulas.

<i>Real conditionals</i>	<i>Unreal conditionals for the future</i>
<i>To talk about real things that always happen</i>	<i>To talk about imaginary or unreal situations in the future</i>
<i>If + simple present + simple present</i> <i>If you heat ice, it melts.</i> <i>If it rains, the grass gets wet.</i>	<i>If + simple past + present conditional (would)</i> <i>If I won the lottery, I'd travel around the world.</i> <i>If I didn't go to class, I wouldn't learn English.</i>
<i>To talk about future real possibilities</i>	
<i>If + simple present + simple future (will)</i> <i>If you don't hurry, you'll miss the train.</i> <i>If she works really hard, she'll pass her exam.</i>	



Read the text again and do the following:

Underline the sentences with **unreal conditionals** with **blue**

It was Kate's birthday. She had a great party at her house on the beach. She invited all her friends from high school. There was a D.J., good music and good food. Kate was a little concerned about the party success because she didn't know the D.J. very well. Kate started talking with her friend Tara. She had helped her with the party planning.

Kate: If the D.J. doesn't play good music, the party will be terrible.

Tara: Don't worry, he is a good one. He has played in lots of clubs in the city.

Kate: Okay, what about the guests? If they don't show up at 10, we will have to re-heat the food.

Tara: Don't worry about that, I have already called them to confirm. Don't be paranoid and enjoy your party.

Kate: If you wouldn't have helped me, I would be very stressed. Thank you for being here.

Tara: That's what friends are for.

Everything went well and the party was a complete success. She was really happy to celebrate with people she loves. The photographer was taking pictures of her and he asked to take a picture with her best friend. Kate knew her best friend was Tara, but she started wondering why.

Tara is a very good friend. She is very charming, trustful, and kind. Kate thinks a real friend is someone who understands, who always listens. Tara accepts her without conditions and Kate feels lucky about that. The photo was taken and they kept celebrating.


Kate: I know you're my best friend and I would do everything for you.

Tara: What would you do for me?

Kate: If it was your birthday, I'd take you to the best restaurant in the city and I'd organize a surprise party for you.
Tara: I consider you my best friend, so if I got a car, I'd let you drive it.
Kate: Well, I'd pick you up if it broke down.
Tara: Okay, I'll remember this conversation in the future. Trust me!



They laughed and kept dancing the whole night.

25.5 Do it yourself

 Match the conditional sentences with their result

- | | |
|---|--|
| a. If I go on vacations, | <input type="checkbox"/> I'll answer the phone. |
| b. If my friend really needed me, | <input type="checkbox"/> my friend will lend me her clothes. |
| c. If my best friend calls at any time of the day or night, | <input type="checkbox"/> my best friend will look after my pets. |
| d. If my friend needed a car, | <input type="checkbox"/> he can take money from my account. |
| e. If my friend needs money, | <input type="checkbox"/> I'd let her or him drive mine. |
| f. I'd let my friend use my credit card | <input type="checkbox"/> I'd go wherever she or he is. |
| g. If I need clothes for a party, | <input type="checkbox"/> in case he or she needed it. |

25.6 Do it yourself

  Read and listen the following situations, then write your own answer

What would you do if your friends didn't give back what they borrowed from you?



"I'd send them a polite text asking if they knew when I could have 'whatever' back because I was planning on using it again".

"That depends on what it is that they borrowed and how much it is worth to me".



If you could become invisible, what would you do?

"I'd steal from evil billionaires; I'd sneak into their houses and use their personal computer to know their passwords."



"I'd be able to listen to private conversations and visit celebrities."


What would you do if you were the last living person in the universe?

"I'd steal extremely expensive jewelry from jewelers' shops and clothes."



"I'd cry for a few days then I'd collect and store huge amounts of food with an expiration date not within 3 months."

25.7 Sliding Board Time

 Go to your sliding board, make up as many sentences as possible and write them down. Keep your record

Total of sentences

Page 10 of 10



Let's play and practice
Juguemos y practiquemos

Juguemos y practiquemos

Vocabulary Game

Game

Listening Game

Game

Spelling Game

Game

Grammar Game

Game

Unit 26

AN EVENING OUT

"The conquest of learning is achieved through the knowledge of languages."
"La conquista del aprendizaje se logra a través del conocimiento de los idiomas."
-Roger Bacon

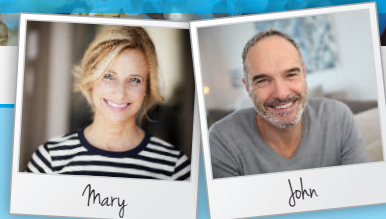
My goal

Vocabulary: Movie genres. Adjectives that describe movies. Life events

Grammar: Unreal conditional of the past. Comparatives using: as

Speaking: Talk about movie preferences. Tell your life story

Reading and Writing: Write a summary of your favorite movie. Make a note about regrets using vocabulary of life events



26.1 Read, listen and watch

AN EVENING OUT

John and Mary are both at home in Oak Park, near Chicago, but they are about to leave for an evening out.

We'd better go now. It's already 8 o'clock. We'll never make it to the station on time unless we hurry.

Yes, let's go right away because if we miss the train, we'll miss the film, too.

The couple crossed the bridge over the track to arrive at the train station with just enough time to buy their tickets before the train arrives. On the train, they decided what to do when they arrive downtown.

Should we take the elevated train from State Street Station?

Yes, it's the fastest way to get there. I hope the film is good after all this rush.

It's supposed to be. Everybody's been talking about it.

John and Mary took the train to Michigan Avenue where the cinema was.

Well, here we are.

Yes, we made it! If we hadn't taken the train, we would have missed the movie.

We were lucky. If we had come by car, we would have to wait hours to get in the parking lot. Look at that line.

When the film was over, the couple left the cinema and started talking about that.

Well, that film wasn't as good as I expected.

UNA SALIDA NOCTURNA

John y Mary están ambos en casa en Oak Park, cerca de Chicago, pero están a punto de salir.

Mejor nos vamos ya. Ya son las 8 en punto. Nunca llegaremos a la estación a tiempo a no ser que nos demos prisa.

Sí, salgamos de inmediato porque si perdemos el tren, perderemos la película, también.

La pareja cruzó el puente sobre la carrilera para llegar a la estación con el tiempo justo para comprar sus boletos antes de que llegara el tren. En el tren, decidieron qué hacer cuando llegaran al centro.

¿Hay que tomar el tren elevado desde State Street Station?

Sí, es la manera más rápida para llegar allí. Espero que la película sea buena después de todo este apuro.

Se supone que debe ser. Todo el mundo ha estado hablando sobre ella.

John y Mary tomaron el tren a Michigan Avenue, donde estaba el cine.

Bueno, aquí estamos.

Sí, ¡lo logramos! Si no hubiéramos tomado el tren, nos habríamos perdido la película.

Tuvimos suerte. Si hubiéramos llegado en coche, tendríamos que esperar horas para entrar al estacionamiento. Mira esa fila.

Cuando la película terminó, la pareja salió del cine y empezó a hablar de eso.

No, it wasn't, was it? The photography was excellent though.

What did you think of Daniel Day Lewis?

Oh, he was fantastic as usual but I think that is not my type of movie.

Why? Don't you like Sci-fi?

Yes, I like it but I'd rather see an action movie. This movie wasn't as interesting and thrilling as an action movie.

If my friends hadn't said it was a good movie, I would have never come to see it.

Don't regret. We had a great time. Why don't we eat something?

The couple walked up the Avenue, went over the River and went into Water Tower Place. They found the restaurant and had dinner.

Bueno, esa película no fue tan buena como lo esperaba.

No, ¿cierto? Aunque la fotografía estuvo excelente.

¿Qué opinas de Daniel Day Lewis?

Oh, estuvo fantástico, como siempre, pero creo que no es mi tipo de película.

¿Por qué? ¿No te gusta la ciencia ficción?

Sí me gusta, pero prefiero ver una película de acción. Esta película no estuvo tan interesante y emocionante como una película de acción.

Si mis amigos no me hubieran dicho que era una buena película, nunca hubiera venido a verla.

No te arrepientas. Nos la pasamos muy bien. ¿Por qué no comemos algo?

La pareja caminó por la avenida, sobre el río y entraron en Water Tower Place. Encontraron el restaurante y cenaron.

26.2 Vocabulary



Listen and repeat

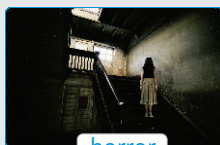
Movie genres



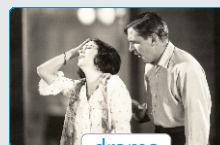
action



comedy



horror



drama



animated



romantic



science fiction



documentary



musical

26.3 Do it yourself



Complete the paragraph with vocabulary about movie genres

The type of movie is the movie genre. A movie that makes you laugh and the main emphasis is on humor is a (1) _____. A movie that is exciting with lots of guns and explosions is an (2) _____ movie. A movie that is about supernatural themes and makes you scream is a (3) _____ movie. Movies about fantasy, the future or space are known as (4) _____ films and a movie about real life made for the purposes of instruction or education is a (5) _____. An (6) _____ film has cartoon characters. The (7) _____ is a film genre in which the characters sing and sometimes dance, too.

Comparatives using "as"

We use **as + adjective / adverb + as** to make comparisons of things that are equal in some way.

Usamos **as + adjetivo / adverbio + as** para comparar cosas que son similares en alguna manera.

If the sentence is affirmative, there is equality between the things you are comparing, but if the sentence is negative there is a comparison of superiority or inferiority.

Si la oración es afirmativa, quiere decir que las cosas que se están comparando son iguales, pero si la oración es negativa es porque hay una comparación de superioridad o inferioridad.

Affirmative sentences:

- Going to the cinemas is **as good as** watching movies at home.
- Movies are **as interesting as** TV series.

Oraciones afirmativas:

- Ir al cine es **tan bueno como** ver películas en casa.
- Las películas son **tan interesantes como** las series de televisión.

Negative sentences:

- Going to the cinemas isn't **as good as** watching movies at home. (The person prefers watching movies at home.)
- Movies aren't **as interesting as** TV series. (The person thinks TV series are more interesting than movies.)

Oraciones negativas:

- Ir al cine no es **tan bueno como** ver las películas en casa. (La persona prefiere ver las películas en casa.)
- Las películas no son **tan interesantes como** las series de televisión. (La persona piensa que las series de televisión son más interesantes que las películas.)

26.4 Do it yourself



Make sentences using **as ... as** to compare movie genres. You can make affirmative or negative sentences depends on your opinion

e.g. Horror / boring / comedies

1. Drama / boring / musicals
2. Action / thrilling / sci-fi
3. Horror / bloody / action
4. Comedies / silly / horror
5. Animated / predictable / documentaries

26.5 Do it yourself



Read the summary (plot) of the movie Boyhood.



Boyhood - 2014: Filmed over 12 years with the same **(a) cast**, BOYHOOD is a **(b) groundbreaking** story of growing up as seen through the eyes of a child named Mason, who literally grows up on screen before our eyes. **(c) Snapshots** of adolescence from road trips and family dinners to birthdays and graduations and all the moments in between become **(d) transcendent**. BOYHOOD is both a nostalgic time capsule of the recent past and an **(e) ode** to growing up and parenting.

- Written by [IFC Films](http://www.imdb.com/)

Taken from <http://www.imdb.com/>

- a) Actors
- b) Revolutionary
- c) Quick photo
- d) Going beyond - important
- e) Poem

26.6 Do it yourself

 What is your favorite movie? Write a little summary of it

Unreal Conditionals of the Past

We use this conditional to talk about past unreal situations with a past result. The structure is:

If + past perfect + would have + past participle

If you'd hurried, we would have been on time.



If we hadn't taken the train, we would have missed the movie.

Utilizamos este condicional para hablar de situaciones irreales en el pasado con resultados en el pasado. La estructura es:

If + pasado perfecto + would have + participio pasado

Si te hubieras apurado, habríamos llegado a tiempo.

Si no hubiéramos tomado el tren, nos habríamos perdido la película.

  Read the text again and do the following:

Underline **conditional sentences in the past** with **green**

Underline other **conditionals sentences** with **blue**

Underline the **comparative adjectives** with **orange**

John and Mary are both at home in Oak Park, near Chicago, but they are about to leave for an evening out.

John: We'd better go now. It's already 8 o'clock. We'll never make it to the station on time unless we hurry.

Mary: Yes, let's go right away because if we miss the train, we'll miss the film, too.

The couple crossed the bridge over the track to arrive at the train station with just enough time to buy their tickets before the train arrives. On the train, they decided what to do when they arrive downtown.

Mary: Should we take the elevated train from State Street Station?

John: Yes, it's the fastest way to get there. I hope the film is good after all this rush.

Mary: It's supposed to be. Everybody's been talking about it.

John and Mary took the train to Michigan Avenue where the cinema was.

John: Well, here we are.

Mary: Yes, we made it! If we hadn't taken the train, we would have missed the movie.

John: We were lucky. If we had come by car, we would have to wait hours to get in the parking lot. Look at that line.

When the film was over, the couple left the cinema and started talking about that.

John: Well, that film wasn't as good as I expected.

Mary: No, it wasn't, was it? The photography was excellent though.

John: What did you think of Daniel Day Lewis?

Mary: Oh, he was fantastic as usual but I think that is not my type of movie.

John: Why? Don't you like Sci-fi?

Mary: Yes, I like it but I'd rather see an action movie. This movie wasn't as interesting and thrilling as an action movie.

John: If my friends hadn't said it was a good movie, I would have never come to see it.

Mary: Don't regret. We had a great time. Why don't we eat something?

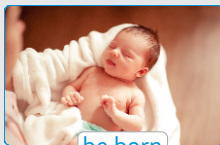
The couple walked up the Avenue, went over the River and went into Water Tower Place. They found the restaurant and had dinner.

26.7 Vocabulary



Listen and repeat

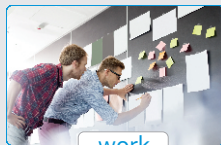
Life events



be born



go to school



work



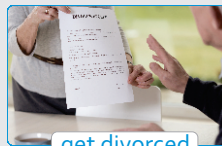
travel



graduate



get married



get divorced



retire



have children



get sick

26.8 Now about you



Make sentences about life events using conditionals for the past

e.g. *If I hadn't gone to university, I wouldn't have gotten a good job.*

1.
2.
3.
4.
5.

26.9 Sliding Board Time



Go to your sliding board, build up as many sentences as possible and write them down. Keep your record

Total of sentences



Listening Game

Grammar Game

Unit 27

AN URGENT CALL

"Change your language and you change your thoughts."

"Cambia tu idioma y cambiarán tus pensamientos."

-Karl Albrecht

My goal

Vocabulary: Vocabulary for telephone conversations. Parts of an e-mail

Grammar: Direct speech

Speaking: Leave and receive phone messages

Reading and Writing: Write a formal e-mail



George



Lisa



Ted

27.1 Read, listen and watch



AN URGENT CALL

Lisa was about to leave for the airport when she received a text message. It said: "Arriving Thursday on British Airways, Flight 81. Love, Ted". So her husband wouldn't be arriving until Thursday. That was the day after tomorrow. She went back into the house. Just then the phone rang so Lisa answered it.



Hello, could I speak to Mr. Hill, please?

I'm afraid he's not at home. Who's speaking, please?



This is Mr. Lewis, from Thomson & Lewis Ltd. Could I leave a message for Mr. Hill?

Certainly. This is Lisa, his wife, speaking.



Good evening, Mrs. Hill. Sorry to bother you with this, but I'm afraid it's rather urgent. Could you ask your husband to get in touch with us by tomorrow at the latest?

I'm afraid that won't be possible. You see, he's out of town and won't be back till Thursday.



Well that's certainly bad news for us. But since we can't do anything about it we'll try to postpone things for a couple of days. Could you ask him to call us as soon as he gets back?

Of course. Does he have your number?



He should, but just in case he's lost it. It's 071-463-8779.

Right, I'll give my husband the message.



Thank you very much Mrs. Hill, and sorry to bother you.

UNA LLAMADA URGENTE

Lisa estaba a punto de salir para el aeropuerto cuando recibió un mensaje de texto. Decía: "Llegando el jueves por British Airways, vuelo 81. Con cariño, Ted". Así que su esposo no llegaría hasta el jueves. Eso sería pasado mañana. Volvió a entrar en la casa. En ese preciso instante sonó el teléfono, así que Lisa lo contestó.



Hola, ¿podría hablar con el señor Hill, por favor?

Lo lamento, pero no se encuentra. ¿Quién habla, por favor?



Habla el señor Lewis, de Thomson & Lewis Ltd. ¿Podría dejarle un mensaje al señor Hill?

Claro, habla Lisa, su esposa.



Buenas noches, Sra. Hill. Lamento molestarla con esto, pero temo que es muy urgente. ¿Podría usted pedirle a su esposo que se comunique con nosotros mañana a más tardar?

Me temo que no será posible. Verá usted, mi esposo se encuentra fuera de la ciudad y no vuelve hasta el jueves.



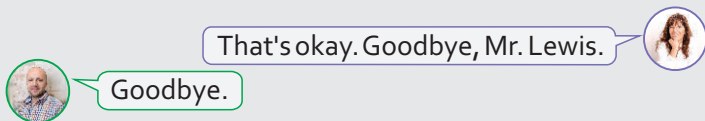
Bueno, esa es ciertamente una mala noticia para nosotros. pero como no podemos hacer nada al respecto, trataremos de posponer las cosas por un par de días. ¿Sería usted tan amable de pedirle que nos llame tan pronto regrese?

¡Claro que sí! ¿Él tiene su teléfono?

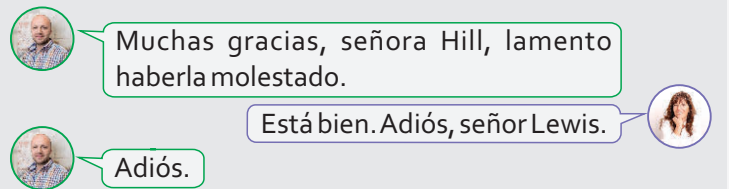
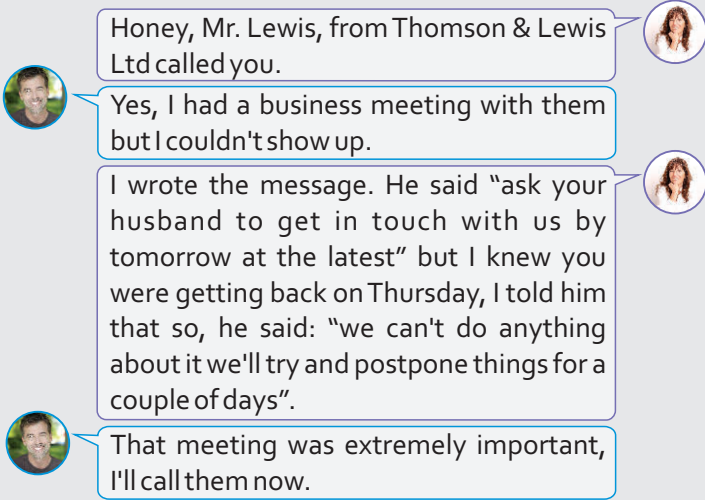


Debe tenerlo, pero por si acaso lo haya perdido, es el 071-463-8779.

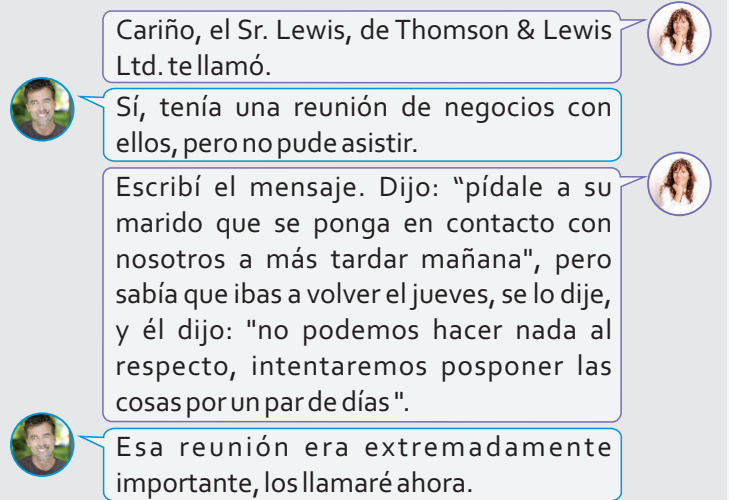
Bueno, yo le daré la razón a mi esposo.



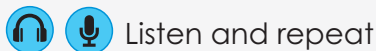
Two days after, her husband got back home. Lisa had written the message on a piece of paper.



Dos días después, su esposo volvió a casa. Lisa había escrito el mensaje en un pedazo de papel.



27.2 Vocabulary



Listen and repeat

Verbs

Call	Hang up
Answer	Pick up
Call back	Ring

27.3 Do it yourself

Use the verbs to complete the sentences. Check the verbal tense

- Thanks for calling. I'm in a meeting right now. Can you me in thirty minutes?
- The phone had for 30 minutes before Jessy it .
- I wanted to you but I'd forgotten your phone number, sorry.
- Yesterday I the shop but nobody so I guess they were closed.
- Someone called but as soon as they heard my voice they .

Direct speech

Direct speech repeat the exact words spoken by another person. When we use direct speech in writing, we place the words spoken between quotation marks (" ") and there is no change in these words. It is used to report or tell someone about a previous conversation. It's important to use the verbs: **say** and **ask**.

*El discurso directo repite las palabras exactas pronunciadas por otra persona. Cuando lo usamos por escrito colocamos las palabras habladas entre comillas (" ") y no se hace ningún cambio en estas palabras. Se utiliza para informar o decirle a alguien acerca de una conversación anterior. Es importante usar los verbos: **decir** y **preguntar**.*

Say / Ask	Explanation	Example
Say <i>Decir</i>	Used with exact words. <i>Se usa con palabras exactas.</i>	He said "ask your husband to get in touch with us by tomorrow at the latest" .
Ask <i>Preguntar</i>	Used for questions <i>Se usa para preguntas.</i>	Mrs. Hill Asked Mr. Lewis: "Does he have your number?"



Read the text again and do the following:

Underline **direct speech** sentences with **green**

Underline **verbs from exercise 27.2** with **blue**

Lisa was about to leave for the airport when she received a text message. It said: "Arriving Thursday on British Airways, Flight 81. Love, Ted". So her husband wouldn't be arriving until Thursday. That was the day after tomorrow. She went back into the house. Just then the phone rang so Lisa answered it.

George: Hello, could I speak to Mr. Hill, please?

Lisa: I'm afraid he's not at home. Who's speaking, please?

George: This is Mr. Lewis, from Thomson & Lewis Ltd. Could I leave a message for Mr. Hill?

Lisa: Certainly. This is Lisa, his wife, speaking.

George: Good evening, Mrs. Hill. Sorry to bother you with this, but I'm afraid it's rather urgent. Could you ask your husband to get in touch with us by tomorrow at the latest?

Lisa: I'm afraid that won't be possible. You see, he's out of town and won't be back till Thursday.

George: Well that's certainly bad news for us. But since we can't do anything about it, we'll try to postpone things for a couple of days. Could you ask him to call us as soon as he gets back?

Lisa: Of course. Does he have your number?

George: He should, but just in case he's lost it. It's 071-463-8779.

Lisa: Right, I'll give my husband the message.

George: Thank you very much Mrs. Hill, and sorry to bother you.

Lisa: That's okay. Goodbye, Mr. Lewis.

George: Goodbye.

Two days after, her husband got back home. Lisa had written the message on a piece of paper.

Lisa: Honey, Mr. Lewis, from Thomson & Lewis Ltd called you.

Ted: Yes, I had a business meeting with them but I couldn't show up.


Lisa: I wrote the message. He said "ask your husband to get in touch with us by tomorrow at the latest" but I knew you were getting back on Thursday, I told him that so, he said: "we can't do anything about it we'll try and postpone things for a couple of days".

Ted: That meeting was extremely important, I'll call them now.

27.4 Vocabulary



Listen and repeat the dialogues



1


Hello, Mary Kate speaking. **How can I help you?**

I'm afraid he's not at the office now. **Can I take a message?**

Sure.

Good morning, **this is Max. Can I speak with Mr. Simmons?**

Yes, could you tell him to call me back?



2

Could I speak to Alex Yang please?

I'm sorry, he's in a meeting at the moment.

Do you know when he'll be back?

He should be back around four. Can I take a message?

Yes, please ask him to call Sasha Pattel at 658 8943.

3

Hello

Hi Mark. No, he'd gone off to the cinema with his girlfriend.

Sure, I'll let him know it later.

Hey Kate! Is your brother home?

Could you tell him I need to speak to him about the project?

4

Limelight Company. Good Morning. How can I help you?

Who's calling please?

Sorry, I didn't catch your name.

OK Mr. Martinez. I'll try and put you through... I'm sorry but the line's busy. Would you like to hold?

Ok, I'll give him your message.

Could I speak to Mr. Perkins, please?

This is James Martinez

James Martinez, with Z, M-A-R-T-I-N-E-Z

I'm sorry, I can't. Could you tell him we need to make a new arrangement with the associates? I'll be waiting for his call.

27.5 Do it yourself

Write the messages of the previous conversations using direct speech

1

To: Mr. Simmons
From: Max

Max said "could you tell him to call me back."

2

3

4

27.6 Do it yourself

Match the meaning of the boldfaced expressions of the exercise 27.4



How can I help you
Put through
The line's busy

Take a message
This is
Who's calling

Can I speak with / to
Catch your name
Hold

1. Understand a person's name
2. Wait on the telephone
3. The person is not able to respond to a call because he/she is already using the phone
4. Someone take note of a message
5. Way to introduce yourself by phone
6. Phone greeting used in formal companies
7. Connect someone with the person they want to speak
8. Question asked to know the name of the speaker
9. Requirement to ask to a person by phone

27.7 Do it yourself

  Look at this formal e-mail example and read the 5 parts of an email. Try to write yours

Dear Mr. Simmons,

I am writing in reference to the current situation with the P.E.T Project. We have a number of questions **which we hope you could answer.**

First of all, -----
In addition, -----
We would really appreciate it if you could deal with these matters urgently.

I look forward to hearing from you.

Yours sincerely,

Mark Perez
Development Manager

Use greetings such as ***Dear***. If the relationship with the reader is formal use the title.
Dear Mr. Simmons.

State your purpose. Use expressions as. ***"I'm writing you to enquire about"***

Use connectors to start paragraphs and add information.

Ask politely for an answer and add closing remarks.
"Thank you for your cooperation"
"Thank you for your consideration"

Close with your name and expressions such as ***"best regards"*** or ***"sincerely"***.

↶
Reply
→
Forward
🗑️
Delete



Go to your sliding board, build up as many sentences as possible and write them down.
Keep your record

Total of sentences

Page 10 of 10



Let's play and practice
Juguemos y practiquemos

Vocabulary Game

Listening Game

Spelling Game

Grammar Game

Unit 28

PREPARED FOR AN EMERGENCY

"Those who know nothing of foreign languages know nothing of their own."
 "Quien no sabe nada sobre otras lenguas, nada sabe de la suya propia."
 -Johann Wolfgang von Goethe

My goal

Vocabulary: Natural disasters. Emergency preparations and supplies

Grammar: Reported or indirect speech. Use of say and tell

Speaking: Report news

Reading and Writing: Rewrite direct speech sentences in indirect or reported speech



Mary



Sara



John

28.1 Read, listen and watch



PREPARED FOR AN EMERGENCY

It was Friday morning when Mary received a phone call from Sara.

- Hey Mary, did you see the TV news this morning?
- No, I had to take the kids to school. I couldn't. Why?
- The weather report said there's a hurricane coming. We should have an emergency plan.
- A hurricane? That's serious.
- Turn on your radio that can keep you up to date on whether an evacuation order has been issued for your area.
- Thanks. I'll turn it on now.

Mary turned the radio on and listened to the weather update.

- Today is May 5th. These are the weather updates concerning hurricane Mel. These are the emergency procedures that all citizens should follow. Hurricane Mel is on stage one. It can be dangerous enough and it can bring flooding and thunderstorms with it. Pack a 72-hour kit with nonperishable food and water. The hurricane can knock out power for days and cut off potable water supplies. Make sure you have water, either by buying it or filling bathtubs and toilets with fresh water before the storm hits. Board up your windows, secure your roof and siding to your house frame with straps. Reinforce garage doors, bring in outdoor furniture. Make sure you're aware of any

PREPARADOS PARA UNA EMERGENCIA

Era viernes por la mañana cuando Mary recibió una llamada telefónica de Sara.

- Oye Mary, ¿viste las noticias de televisión esta mañana?
- No, tuve que llevar a los niños a la escuela, no pude. ¿Por qué?
- El informe meteorológico dice que viene un huracán. Debemos tener un plan de emergencia.
- ¿Un huracán? Eso es serio.
- Enciende tu radio, eso te puede mantener al día si se ha emitido una orden de evacuación para tu área.
- Gracias. Lo prenderé ahora.

Mary encendió la radio y escuchó la actualización del tiempo.

- Hoy es 5 de mayo. Estas son las actualizaciones del tiempo relativas al huracán Mel. Estos son procedimientos de emergencia que todos los ciudadanos deben seguir. El huracán Mel está en la etapa uno. Puede ser bastante peligroso y puede traer inundaciones y tormentas con él. Empaque un kit de 72 horas con alimentos no perecederos y agua. El huracán puede quitar la electricidad durante días y cortar el suministro de agua potable. Asegúrese de tener agua, ya sea comprándola o llenando bañeras y retretes con agua fresca antes de que llegue la tormenta. Cubra sus ventanas, asegure su techo y revestimiento de su casa con sogas. Refuerce las puertas del



community shelters in your neighborhood. Bring your family together, schools and universities are going to be closed from tomorrow morning. Finally, if an evacuation order is issued make sure your car's gas tank is full to get out of town safely, avoid flooded roads and listen to the radio.

After listening to the radio Mary called her husband to tell him about the situation.



Hi honey. Have you listened to the radio today?



No, I've been busy the whole morning. It's a very stressful day for me. Why?



Sara called me this morning to tell me about a hurricane that is coming. You should come home as soon as possible.



A hurricane? Are you sure?



Yes, Sara told me to turn on the radio and I did. The radio broadcast said that the hurricane is on the first stage but we should follow emergency procedures.



Oh lord! I'll go home immediately and I'll pick the kids up from school. What else did you hear on the radio?



Sara said that we should have an emergency plan. On the radio it's said that it could be dangerous and it could bring flooding and thunderstorms with it.



Well, please call Sara and tell her to bring the family together, ask her if she can buy some canned food and store it in our basement. I'll pick the kids up from school and meet you all at home in 3 hours.



Okay, see you later. Please keep in touch with us.

Mary hung up and then she phoned Sara.



Hey Sara, I just spoke with John. He asked me to tell you to bring the family together. He also said if you could buy some canned food and store it in our basement. He'd pick up the kids from school and meet us at home in 3 hours.



Yes, I can do that. See you there.



garaje, meta a su casa los muebles al aire libre. Asegúrese de estar al tanto de cualquier refugio comunitario en su vecindario. Reúna a su familia, las escuelas y las universidades van a cerrar desde mañana por la mañana. Finalmente, si se emite una orden de evacuación, asegúrese de llenar el tanque de gasolina de su automóvil para salir de la ciudad de manera segura, evite caminos inundados y escuche la radio.

Después de escuchar la radio, Mary llamó a su esposo para hablarle de la situación.



Hola cariño. ¿Escuchaste la radio hoy?



No, he estado ocupado toda la mañana. Es un día muy estresante. ¿Por qué?



Sara me llamó esta mañana para hablarme de un huracán que viene. Deberías volver a casa lo antes posible.



¿Un huracán? ¿Estás segura?



Sí, Sara me dijo que encendiera la radio y lo hice. En la radio dijeron que el huracán está en la primera etapa, pero debemos seguir los procedimientos de emergencia.



¡Oh Dios! Iré a casa de inmediato y recogeré a los niños de la escuela. ¿Qué más escuchaste en la radio?



Sara dijo que deberíamos tener un plan de emergencia. En la radio dijeron que podría ser peligroso y que podría haber inundaciones y tormentas eléctricas con el huracán.



Bueno, por favor llama a Sara y dile que reúna a la familia, pregúntale si puede comprar algo de comida enlatada y guardarla en nuestro sótano. Recogeré a los niños de la escuela y nos encontraremos todos en casa en 3 horas.



Bien, hasta luego. Por favor, mantente en contacto con nosotros.

Mary colgó y luego llamó a Sara.



Hola Sara, acabo de hablar con John. Me pidió que te dijera que reunieras a la familia. También dijo que si podías comprar algo de comida enlatada y almacenarla en nuestro sótano. Él recogerá a los niños de la escuela y nos encontraremos en casa en 3 horas.



Sí, puedo hacerlo. Te veo allá.

28.2 Vocabulary



Listen and repeat

Natural disasters



hurricane



tornado



tsunami



floods



landslide



drought



earthquake

28.3 Now about you



Answer the following questions

Have you ever been in a disaster?

What kind of disasters are common in your country?

Indirect speech or Reported speech

We use reported or indirect speech when we want to tell what other person said before without quoting the exact words. We don't use quotation marks when you write indirect speech.

Utilizamos reported or indirect speech cuando queremos decir lo que otra persona dijo antes sin citar las palabras exactas. No usamos comillas cuando escribes un discurso indirecto.

Direct	Indirect
Sara said "turn on your radio. That can keep you up to date on whether an evacuation order has been issued for your area".	Sara said to turn on my radio. That could keep me up to date on whether an evacuation order had been issued for my area.

An imperative form in direct speech becomes an infinitive in reported speech.

Una forma imperativa en direct speech se convierte en un infinitivo en reported speech.

Direct	Indirect
The radio report said "Pack a 72-hour kit with non perishable food and water".	The radio report said to pack a 72 hour kit with non perishable food and water

Also we need to use verbs as tell- say and ask.

También necesitamos usar verbos como decir y preguntar.

Tell	Say	Ask
Use tell when you mention the listener.	Use say when you DON'T mention the listener.	Use ask to report questions and requirements.

28.4 Do it yourself



Circle the correct verb

1. Ted *said / told* that he was tired.
2. Martine *said / told* me that she would join us after class.
3. She *said / told* she wanted to quit.
4. Jean *said / told* my mother he would be in Spain this week.
5. The weather channel *said / told* that it would rain today.

Indirect speech or Reported speech

When we use indirect or reported speech we should be aware of the time expressions and the pronouns changes.

Cuando usamos el indirect or reported speech debemos ser conscientes de que las expresiones de tiempo y los pronombres cambian.

If you are reporting a sentence in present simple the verbal tense doesn't change.

Si usted está reportando una oración en el presente simple, el tiempo verbal no cambia.

Direct speech: *They go to school every day.*

Direct speech: *Ellos van a la escuela todos los días.*

Reported speech: *She **says** (that) they go to school every day.*



Reported speech: *Ella **dice** (que) ellos van a la escuela todos los días.*

But if you are reporting sentences in other verbal tenses, the indirect sentence changes.

Pero si usted está reportando oraciones en otros tiempos verbales, la oración indirecta cambia.

<i>Direct Speech Tense</i>	<i>Reported Speech Tense</i>	<i>Direct Speech</i>	<i>Reported Speech</i>
<i>Present simple</i>	<i>Present simple</i>	<i>"They go to school every day"</i>	<i>She said (that) they go to school every day</i>
<i>Present continuous</i>	<i>Past continuous</i>	<i>"I am living in Guatemala"</i>	<i>She said (that) she was living in Guatemala.</i>
<i>Past simple</i>	<i>Past perfect / Past simple</i>	<i>"I bought some food"</i>	<i>She said (that) she had bought some food OR She said (that) she bought some food.</i>
<i>Past continuous</i>	<i>Past perfect continuous</i>	<i>"I was walking along the street"</i>	<i>She said (that) she had been walking along the street.</i>
<i>Present perfect</i>	<i>Past perfect</i>	<i>"I haven't listened to the radio"</i>	<i>She said (that) she hadn't listened to the radio.</i>
<i>Past perfect</i>	<i>Past perfect</i>	<i>"I had stored food"</i>	<i>She said (that) she had stored food.</i>
<i>Will</i>	<i>Would</i>	<i>"I'll see you later"</i>	<i>He said (that) she would see me later.</i>
<i>Would, Could, Should, Might, May</i>	<i>Remains the same</i>	<i>"The hurricane would be here in 36 hours."</i>	<i>She said (that) the hurricane would be here in 36 hours.</i>
<i>Can</i>	<i>Could</i>	<i>"It can be dangerous enough and they can bring flooding."</i>	<i>They said (that) It could be dangerous enough and it can bring flooding.</i>

28.5 Do it yourself

  Circle the correct verb to complete the sentences.

Indonesian Tsunami

The massive tsunami that devastated Indonesia on the day after Christmas in 2004 still stands as one of the most shocking natural disasters in recorded history, with a death toll of almost a quarter of a million people. We have the stories of two survivors.

The first one is the story of a small boy named Martunis he **1.** *said / told* the press that he **2.** *had / was* washed away while playing soccer in Indonesia and spent the next 18 days floating in a swamp, subsisting on packages of ramen and other food waste that drifted by. He **3.** *said / told* that now he **4.** *would aspire / aspires* to be a professional soccer player.

The second survivor story is the one of Fauziah a woman of 44 years old. She **5.** *said / told*: "I knew I had to escape but my husband had taken the motorbike when he went shopping and I was at home with our five children." She **6.** *has / had* no idea of what to do. She **7.** *has thought / thought* her children and she were all going to die. Her son made a hole in the roof and climbed up. One by one he pulled them up, she **8.** *is / was* amazed by him. After that, they realized a boat **9.** *has / had* landed on top of the house. From the roof she **10.** *can / could* also see many people floating in the water. They climbed up into the boat and then she started praying. She **11.** *is / was* worried about her parents and her husband. They all died that day.



28.6 Vocabulary

  Listen and repeat

Emergency preparations



evacuate



shelter



first aid kit



nonperishable food





canned food



power outage



board up windows

  Read the text again and do the following:

Underline **reported / indirect speech** sentences with **green**

Underline **vocabulary of emergency preparations** with **blue**

It was Friday morning when Mary received a phone call from Sara.

Sara: Hey Mary, did you see the TV news this morning?

Mary: No, I had to take the kids to school. I couldn't. Why?

Sara: The weather report said there's a hurricane coming. We should have an emergency plan.

Mary: A hurricane? That's serious.

Sara: Turn on your radio that can keep you up to date on whether an evacuation order has been issued for your area.

Mary: Thanks. I'll turn it on now.

Mary turned the radio on and listened to the weather update.

Radio report: Today is May 5th and this the weather updates concerning hurricane Mel, these are the emergency procedures that all citizens should follow. Hurricane Mel is on stage one. It can be dangerous enough and it can bring flooding and thunderstorms with it. Pack a 72-hour kit with nonperishable food and water. The hurricane can knock out power for days and cut off potable water supplies. Make sure you have water, either by buying it or filling bathtubs and toilets with fresh water before the storm hits. Board up your windows, secure your roof and siding to your house frame with straps. Reinforce garage doors, bring in outdoor furniture. Make sure you're aware of any community shelters in your neighborhood. Bring your family together, schools and universities are going to be closed from tomorrow morning. Finally, if an evacuation order is issued make sure your car's gas tank is full to get out of town safely, avoid flooded roads and listen to the radio.

After listening to the radio Mary called her husband to tell him about the situation.

Mary: Hi honey. Have you listened to the radio today?

John: No, I've been busy the whole morning. It's a very stressful day for me. Why?

Mary: Sara called me this morning to tell me about a hurricane that is coming. You should come home as soon as possible.

John: A hurricane? Are you sure?

Mary: Yes, Sara told me to turn on the radio and I did. The radio broadcast said that the hurricane is on the first stage but we should follow emergency procedures.

John: Oh lord! I'll go home immediately and I'll pick the kids up from school. What else did you hear on the radio?

Mary: Sara said that we should have an emergency plan. On the radio it's said that it could be dangerous and it could bring flooding and thunderstorms with it.

John: Well, please call Sara and tell her to bring the family together, ask her if she can buy some canned food and store it in our basement. I'll pick the kids up from school and meet you all at home in 3 hours.

Mary: Okay, See you later. Please keep in touch with us.

Mary hung up and then she phoned Sara.

Mary: Hey Sara, I just spoke with John. He asked me to tell you to bring the family together. He also said if you could buy some canned food and store it in our basement. He'd pick up the kids from school and meet us at home in 3 hours.

Sara: Yes, I can do that. See you there.

28.7 Do it yourself



Read the radio broadcast and write reported sentences about the recommendations they gave. Answer the questions.



Today is May 5th and these are the weather updates concerning to the hurricane Mel, these are emergency procedures that all citizens should follow. Hurricane Mel is on the stage one. It can be dangerous enough and they can bring flooding, thunderstorms with it. Pack a 72-hour kit with nonperishable food and water. The hurricane can knock out power for days and cut off potable water supplies. Make sure you have water, either by buying it or filling bathtubs and toilets with fresh water before the storm hits.

Board up your windows, secure your roof and siding to your house frame with straps. Reinforce garage doors, bring in outdoor furniture. Make sure you're aware of any community shelters in your neighborhood. Bring your family together, schools and universities are going to be closed from tomorrow morning. Finally if an evacuation order is issued make sure your car's gas tank is full to get out of town safely, avoid flooded roads and listen to the radio.

1. What should you do in case of a cut of water?

He said to

2. What should you do to secure your house?

3. What should you do in case of an evacuation order?

28.8 Do it yourself



Rewrite the following direct speech statements into **indirect speech**

1. Sara: "Mary, you should be ready for the evacuation order and you should talk to John about it".

2. Radio broadcast: "Make sure you're aware of any community shelters in your neighborhood"

3. Sara: "I think the hurricane will be here in 36 hours"

4. Mary said to John: "See you later".

28.9 Sliding Board Time



Go to your sliding board, build up as many sentences as possible and write them down.
Keep your record

Total of sentences



Let's play and practice
Juguemos y practiquemos

Vocabulary
Game

Listening
Game

Spelling
Game

Grammar
Game

ANSWER KEY

Unit 23

23.2 Vocabulary and grammar



Read the text again and do the following:

Underline the sentences with **passive voice** with **green**

Tara is an artist, on her free time she paints in her studio. She had been working on an important masterpiece during the last months. When she finished the painting, it **was framed**. A truck came to her studio to take the painting to the art gallery. There, it **was hung** among other exhibited paintings. For ten days it **was admired** by visitors of the exhibition.

In the gallery other pieces of art **were exhibited**. People could see sculptures made of wood, iron and ceramic. There was also a photography exhibition. All pieces of art **were made** by other important artists.

Although most of the paintings on the show sold quickly Tara's one did not seem to interest prospective buyers. She was very concerned and disappointed. She wondered why her painting was not interesting for the public. Her work was influenced by Kandinski and Matisse and she had worked on that masterpiece for months.

On the last day of the exhibition, the artist decided to try her luck. She asked the organizer's permission to change the name of her painting. Tara re-named the painting and hung it upside-down. Then, she asked the gallery's sales manager to double the price of the painting and advise prospective buyers that they **would be asked** to lend the painting for exhibitions again in the near future. Within two hours the painting **had been sold**.

23.3 Do it yourself



Rewrite the sentences in **passive voice**. Drop the object of the sentence if it is necessary

1. A truck took the painting to the art gallery. The painting was taken to the art gallery by a truck.
2. Somebody hung it among other paintings. It was hung among other paintings.
3. Visitors of the exhibition admired the painting for 10 days. For ten days it was admired by visitors of the exhibition.
4. Other important artists made all pieces of art. All pieces of art were made by other important artists.
5. Kandinski and Matisse influenced her work. Her work was influenced by Kandinski and Matisse.
6. Somebody had sold the painting. The painting had been sold. by someone

23.4 Read and listen



Identify and underline the sentences in passive voice

"First of all, Kandinsky's art was heavily influenced by music. So much so that even his pieces he called compositions. Kandinsky was believed to have a synaesthesia which had influenced his art, work, and style in a huge way. Kandinsky's goal was to create art that did not only stimulate the eyes but the ears as well. As a child it was said Kandinsky heard a hissing noise when mixing colours on his paint palette. This later led to certain colours triggering sounds in Kandinsky's head."

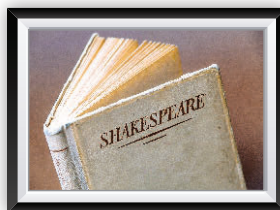
23.7 Do it yourself

 Write sentences in passive voice using the words given



E.T. The Extra-Terrestrial / direct / Steven Spielberg

E.T. the extra terrestrial was
directed by Steven Spielberg.



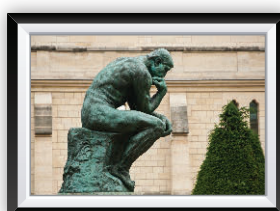
Romeo and Julieth / write (Shakespeare)

Romeo and Julieth was written
by Shakespeare



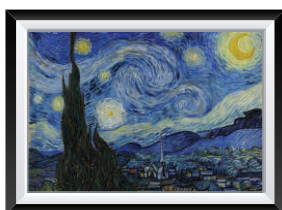
The Kiss picture / take / (Alfred Eisenstaedt)

The Kiss picture was taken by
Alfred Eisenstaedt



The Thinker / sculpture (Rodin)

The Thinker was sculptured by
Rodin



The Starry Night / paint (Van Gogh)

The starry night was
painted by Van Gogh




Fur Elise / compose (Beethoven)

Fur Elise was composed by
Beethoven

Unit 24

24.2 Vocabulary and grammar

  Read the text again and do the following:

Underline the **paired conjunctions** with **green**

The Flight A246 had engine trouble and made an emergency landing at St. John's, capital of the island of Newfoundland. The passengers were taken on a guided tour around the city and they were brought back to the airport for lunch.

While they were having lunch, it was announced over the loudspeakers that the repairs to the aircraft would take longer than expected and arrangements had been made for the passengers to spend the night on the island. Some passengers were very upset because they were traveling for business and some of them had already booked hotel rooms for vacation.

An excursion had been arranged for the afternoon, but passengers who wished to rest would be taken to their hotel. They could **either** go to the excursion **or** rest at the hotel. Nevertheless, Ted Hill decided that he wanted **neither** to rest **nor** to go on another guided tour. He would go for a walk around the city, take some pictures to send to his friends in London, and have a drink somewhere that he could talk to some of the islanders. He was **not only** interested on looking around the city **but also** meeting people from the island.

Organized tours did not appeal to him. He'd rather look around on his own. He walked down the main street and took some pictures and bought souvenirs. As it was still a little early for a drink, he walked down to the harbor where he struck up a conversation with a man whom he thought to be a police officer. They started talking about life in Newfoundland. Ted was very interested in everything the stranger had to say, and asked him about the life in the island but one of the sailor's answers made them both laugh.

Ted: Have you lived here all your life?

Police: Good heavens, no! I only arrived here this morning by accident because the plane I was on had to stop for repairs.

24.3 Do it yourself



Choose the best answer to complete each sentence

1. Ted is neither lazy _____ tired.
a) or b) and **c) nor** d) also
2. Not only New York _____ Los Angeles have insecurity problems.
a) and **b) but also** c) nor d) or
3. We can go to _____ Greece or Spain for our holiday.
a) or **b) either** c) neither d) nor
4. _____ English and Welsh are spoken in Wales.
a) Both b) Neither c) Not only d) Either
5. _____ the manager nor his assistant is here today.
a) Not only **b) Neither** c) Either d) Both

24.4 Do it yourself



Circle the paired conjunctions that are NOT possible to use in the sentence

1. _____ aisle _____ window sit is okay for me.
a. Both ... and
b. Neither ... nor
c. Either ... or
2. _____ one way tickets _____ round trip tickets are expensive for holidays.
a. Neither ... nor
b. Both ... and
c. Not only ... but also
3. _____ I can go to the movies on Saturday, _____ I can go to the mall.
a. Not only ... but also
b. Neither ... or
c. Both ... and
4. I have _____ the time _____ the motivation to play basketball right now.
a. either ... nor
b. both ... and
c. not only ... but also
5. _____ Ted grilled a steak for Sara _____ he prepared a hotdog for his sister.
a. Not only ... but also
b. Both ... and
c. Neither ... nor

24.6 Do it yourself

 Match the expressions with their meanings

- | | |
|---------------------------|---|
| a. Overbooked flight | b. up and down movement of the aircraft |
| b. Bumpy flight | c. a bad feeling in the stomach that passengers get during a rough ride |
| c. Motion sickness | e. tiredness due to traveling through different time zones |
| d. Miss connecting flight | a. when the plane has more passengers than available seats |
| e. Jet lag | d. being late to take a second flight |

Unit 25

25.2 Vocabulary



  Listen and repeat. Match the opposites

 boring	 unlikable	 nervous	 untrusting	 rude	 shy
 selfish	 unkind	 dishonest	 hard working	 immature	 optimistic

25.3 Do it yourself

 Make opposites using prefixes

- | | | | |
|----------------|----------------------|---------------|---------------------|
| 1. happy | unhappy | 6. direct | indirect |
| 2. responsible | irresponsible | 7. attractive | unattractive |
| 3. friendly | unfriendly | 8. tolerant | intolerant |
| 4. honest | dishonest | 9. patient | impatient |
| 5. loyal | disloyal | 10. dependent | independent |

  Read the text again and do the following:

Underline the sentences with **unreal conditionals** with **blue**

It was Kate's birthday. She had a great party at her house on the beach. She invited all her friends from high school. There was a D.J., good music and good food. Kate was a little concerned about the party success because she didn't know the D.J. very well. Kate started talking with her friend Tara. She had helped her with the party planning.

Kate: If the D.J. doesn't play good music, the party will be terrible.

Tara: Don't worry, he is a good one. He has played in lots of clubs in the city.

Kate: Okay, what about the guests? If they don't show up at 10, we will have to re-heat the food.

Tara: Don't worry about that, I have already called them to confirm. Don't be paranoid and enjoy your party.

Kate: If you wouldn't have helped me, I would be very stressed. Thank you for being here.

Tara: That's what friends are for.

Everything went well and the party was a complete success. She was really happy to celebrate with people she loves. The photographer was taking pictures of her and he asked to take a picture with her best friend. Kate knew her best friend was Tara but she started wondering why.

Tara is a very good friend. She is very charming, trustful, and kind. Kate thinks a real friend is someone who understands, who always listens. Tara accepts her without conditions and Kate feels lucky about that. The photo was taken and they kept celebrating.

Kate: I know you're my best friend and I would do everything for you.

Tara: What would you do for me?

Kate: If it was your birthday, I'd take you to the best restaurant in the city and I'd organize a surprise party for you.

Tara: I consider you my best friend, so if I got a car I'd let you drive it.

Kate: Well, I'd pick you up if it broke down.

Tara: Okay, I'll remember this conversation in the future. Trust me!

They laughed and kept dancing the whole night.

25.5 Do it yourself



Match the conditional sentences with their result

- | | |
|---|---|
| a. If I go on vacations, | c I'll answer the phone. |
| b. If my friend really needed me, | g my friend will lend me her clothes. |
| c. If my best friend calls at any time of the day or night, | a my best friend will look after my pets. |
| d. If my friend needed a car, | e he can take money from my account. |
| e. If my friend needs money, | d I'd let her or him drive mine. |
| f. I'd let my friend use my credit card | b I'd go wherever she or he is. |
| g. If I need clothes for a party, | f in case he or she needed it. |

Unit 26

26.3 Do it yourself



Complete the paragraph with vocabulary about movie genres

The type of movie is the movie genre. A movie that makes you laugh and the main emphasis is on humor is a (1) **comedy**. A movie that is exciting with lots of guns and explosions is an (2) **action** movie. A movie that is about supernatural themes and makes you scream is a (3) **horror** movie. Movies about fantasy, the future or space are known as (4) **science fiction** films and a movie about real life made for the purposes of instruction or education is a (5) **documentary**. An (6) **animated** film has cartoon characters. The (7) **musical** is a film genre in which the characters sing and sometimes dance, too.



Read the text again and do the following:

Underline **conditional sentences in the past** with **green**

Underline other **conditionals sentences** with **blue**

Underline the **comparative adjectives** with **orange**

John and Mary are both at home in Oak Park, near Chicago, but they are about to leave for an evening out.

John: We'd better go now. It's already 8 o'clock. We'll never make it to the station on time unless we hurry.

Mary: Yes, let's go right away because **if we miss the train, we'll miss the film**, too.

The couple crossed the bridge over the track to arrive at the train station with just enough time to buy their tickets before the train arrives. On the train, they decided what to do when they arrive downtown.

Mary: Should we take the elevated train from State Street Station?

John: Yes, it's the fastest way to get there. I hope the film is good after all this rush.

Mary: It's supposed to be. Everybody's been talking about it.

John and Mary took the train to Michigan Avenue where the cinema was.

John: Well, here we are.

Mary: Yes, we made it! **If we hadn't taken the train, we would have missed the movie.**

John: We were lucky. **If we had come by car, we would have to wait hours to get in the parking lot.** Look at that line.

When the film was over, the couple left the cinema and started talking about that.

John: Well, that film wasn't **as good as** I expected.

Mary: No, it wasn't, was it? The photography was excellent though.

John: What did you think of Daniel Day Lewis?

Mary: Oh, he was fantastic as usual but I think that is not my type of movie.

John: Why? Don't you like Sci-fi?

Mary: Yes, I like it but I'd rather see an action movie. This movie wasn't **as interesting and thrilling as** an action movie.

John: **If my friends hadn't said it was a good movie, I would have never come to see it.**

Mary: Don't regret. We had a great time. Why don't we eat something?

The couple walked up the Avenue, went over the River and went into Water Tower Place. They found the restaurant and had dinner.

Unit 27

27.3 Do it yourself



Use the verbs to complete the sentences. Check the verbal tense

1. Thanks for calling. I'm in a meeting right now. Can you **call** me **back** in thirty minutes?
2. The phone had **rang** for 30 minutes before Jessy **pick** it **up**.
3. I wanted to **call / phone** you but I'd forgotten your phone number, sorry.
4. Yesterday I **called / phoned** the shop but nobody **answered** so I guess they were closed.
5. Someone called but as soon as they heard my voice they **hung** **up**.



Read the text again and do the following:

Underline **direct speech** sentences with **green**

Underline **verbs from exercise 27.2** with **blue**

Lisa was about to leave for the airport when she received a text message. It said: “**Arriving Thursday on British Airways, Flight 81. Love, Ted**”. So her husband wouldn't be arriving until Thursday. That was the day after tomorrow. She went back into the house. Just then the phone **rang** so Lisa **answered** it.

George: Hello, could I speak to Mr. Hill, please?

Lisa: I'm afraid he's not at home. Who's speaking, please?

George: This is Mr. Lewis, from Thomson & Lewis Ltd. Could I leave a message for Mr. Hill?

Lisa: Certainly. This is Lisa, his wife, speaking.

George: Good evening, Mrs. Hill. Sorry to bother you with this, but I'm afraid it's rather urgent. Could you ask your husband to get in touch with us by tomorrow at the latest?

Lisa: I'm afraid that won't be possible. You see, he's out of town and won't be back till Thursday.

George: Well that's certainly bad news for us. But since we can't do anything about it we'll try to postpone things for a couple of days. Could you ask him to call us as soon as he gets back?

Lisa: Of course. Does he have your number?

George: He should, but just in case he's lost it. It's 071-463-8779.

Lisa: Right, I'll give my husband the message.

George: Thank you very much Mrs. Hill, and sorry to bother you.

Lisa: That's okay. Goodbye, Mr. Lewis.

George: Goodbye.

Two days after, her husband got back home. Lisa had written the message on a piece of paper.

Lisa: Honey, Mr. Lewis, from Thomson & Lewis Ltd called you.

Ted: Yes, I had a business meeting with them but I couldn't show up.

Lisa: I wrote the message. He said “**ask your husband to get in touch with us by tomorrow at the latest**” but I knew you were getting back on Thursday, I told him that so, he said: “**we can't do anything about it we'll try and postpone things for a couple of days**”.

Ted: That meeting was extremely important, I'll **call** them now.

27.5 Do it yourself



Write the messages of the previous conversations using direct speech

1
To: Mr. Simmons
From: Max

Max said “could you tell him to call me back.”

2
To: Alex Yang
From: Sasha Pattel

Sasha said “ask him to call Sasha Pattel on 658 8943”

3
To: Sara's brother
From: Mark

Mark said “I need him to speak about the project.”

4
To: Mr. Perkins
From: James Martinez

James said: “we need to make a new arrangement with the associates”

27.6 Do it yourself



Match the meaning of the boldfaced expressions of the exercise 27.4

How can I help you
Put through
The line's busy

Take a message
This is
Who's calling

Can I speak with / to
Catch your name
Hold

catch your name

hold

the line's busy

take a message

this is

How can I help you?

put through

Who's calling?

Can I speak with / could I speak to

1. Understand a person's name
2. Wait on the telephone
3. The person is not able to respond to a call because he/she is already using the phone
4. Someone take note of a message
5. Way to introduce yourself by phone
6. Phone greeting used in formal companies
7. Connect someone with the person they want to speak
8. Question asked to know the name of the speaker
9. Requirement to ask to a person by phone

Unit 28

28.4 Do it yourself



Circle the correct verb

1. Ted **said** / *told* that he was tired.
2. Martine *said* / **told** me that she would join us after class.
3. She **said** / *told* she wanted to quit.
4. Jean *said* / **told** my mother he would be in Spain this week.
5. The weather channel **said** / *told* that it would rain today.

28.5 Do it yourself



Circle the correct verb to complete the sentences.

Indonesian Tsunami

The massive tsunami that devastated Indonesia on the day after Christmas in 2004 still stands as one of the most shocking natural disasters in recorded history, with a death toll of almost a quarter of a million people. We have the stories of two survivors.

The first one is the story of a small boy named Martunis he **1. said** / **told** the press that he **2. had** / **was washed away** while playing soccer in Indonesia and spent the next 18 days floating in a swamp, subsisting on packages of ramen and other food waste that drifted by. He **3. said** / **told** that now he **4. would aspire** / **aspires** to be a professional soccer player.

The second survivor story is the one of Fauziah a woman of 44 years old. She **5. said** / **told**: "I knew I had to escape but my husband had taken the motorbike when he went shopping and I was at home with our five children." She **6. has** / **had** no idea of what to do. She **7. has thought** / **thought** her children and she were all going to die. Her son made a hole in the

roof and climbed up. One by one he pulled them up, she **8. is / was** amazed by him. After that, they realized a boat **9. has / had landed** on top of the house. From the roof she **10. can / could** also see many people floating in the water. They climbed up into the boat and then she started praying. She **11. is / was** worried about her parents and her husband. They all died that day.



Read the text again and do the following:

Underline **reported / indirect speech** sentences with **green**

Underline **vocabulary of emergency preparations** with **blue**

It was Friday morning when Mary received a phone call from Sara.

Sara: Hey Mary, did you see the TV news this morning?

Mary: No, I had to take the kids to school. I couldn't. Why?

Sara: The weather report said there's a hurricane coming. We should have an emergency plan.

Mary: A hurricane? That's serious.

Sara: Turn on your radio that can keep you up to date on whether an evacuation order has been issued for your area.

Mary: Thanks. I'll turn it on now.

Mary turned the radio on and listened to the weather update.

Radio report: Today is May 5th and this the weather updates concerning to the hurricane Mel, these are the emergency procedures that all citizens should follow. Hurricane Mel is on the stage one. It can be dangerous enough and it can bring floodin and thunderstorms with it. Pack a 72-hour kit with **nonperishable food** and water. The hurricane can knock out power for days and cut off potable water supplies. Make sure you have water, either by buying it or filling bathtubs and toilets with fresh water before the storm hits. Board up your windows, secure your roof and siding to your house frame with straps. Reinforce garage doors, bring in outdoor furniture. Make sure you're aware of any community shelters in your neighborhood. Bring your family together, schools and universities are going to be closed from tomorrow morning. Finally, if an **evacuation** order is issued make sure your car's gas tank is full to get out of town safely, avoid flooded roads and listen to the radio.

After listening to the radio Mary called her husband to tell him about the situation.

Mary: Hi honey. Have you listened to the radio today?

John: No, I've been busy the whole morning. It's a very stressful day for me. Why?

Mary: Sara called me this morning to tell me about a hurricane that is coming. You should come home as soon as possible.

John: A hurricane? Are you sure?

Mary: Yes, **Sara told me to turn on the radio** and I did. The radio broadcast **said that the hurricane is on the first stage** but we should follow emergency procedures.

John: Oh lord! I'll go home immediately and I'll pick the kids up from school. What else did you hear on the radio?

Mary: **Sara said that we should have an emergency plan. On the radio it's said that it could be dangerous and it could bring flooding and thunderstorms with it.**

John: Well, please call Sara and tell her to bring the family together, ask her if she can buy some **canned food** and storage it on our basement. I'll pick the kids up from school and meet you all at home in 3 hours.

Mary: Okay, See you later. Please keep in touch with us.

Mary hung up and then she phoned Sara.

Mary: Hey Sara, I just spoke with John. **He asked me to tell you to bring the family together. He also said if you could buy some canned food and storage it in our basement.** He'd pick kids from school and meet us at home in 3 hours.

Sara: Yes, I can do that. See you there.

28.7 Do it yourself



Read the radio broadcast and write reported sentences about the recommendations they gave. Answer the questions.

1. What should you do in case of a cut of water?

He said to make sure to have water, either by buying it or filling bathtubs and toilets with fresh water before the storm hits.

2. What should you do to secure your house?

He said to board up the windows, secure the roof and siding to the house frame with straps. To reinforce garage doors, bring in outdoor furniture.

3. What should you do in case of an evacuation order?

He said to make sure the car's gas tank is full to get out of town safely, avoid flooded roads and listen to the radio.

28.8 Do it yourself



Rewrite the following direct speech statements into **indirect speech**

1. Sara: "Mary, you should be ready for the evacuation order and you should talk to John about it".

Sara told Mary that she should be ready for the evacuation order and she should talk to John about it.

2. Radio broadcast: "Make sure you're aware of any community shelters in your neighborhood"

Radio broadcast said to make sure you're aware of any community shelters in your neighborhood.

3. Sara: "I think the hurricane will be here in 36 hours"

Sara said that she thinks the hurricane would be here in 36 hours.

4. Mary said to John: "See you later".

Mary said to John that she'd see him later.

