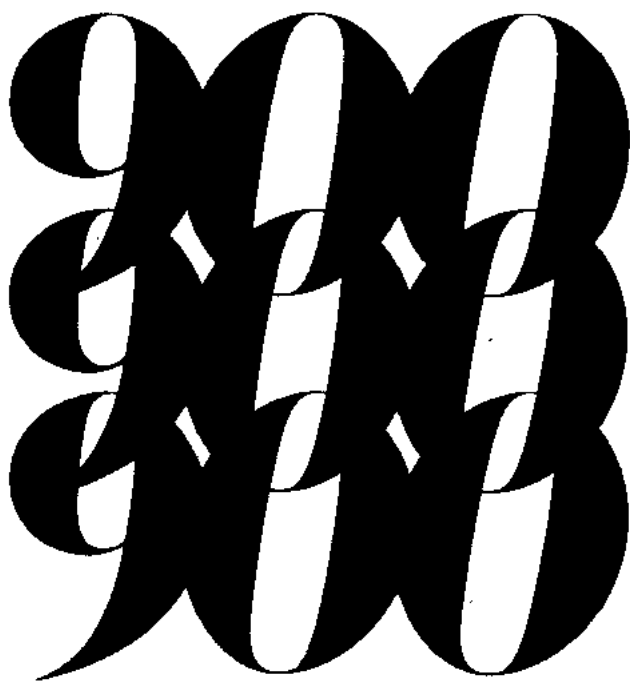


**new**  
**English**



**teacher's book 6**

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## **NEW ENGLISH 900**

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# INTRODUCTION

Welcome to English.

Welcome to New English 900®.

In this introduction, we want to tell you something about the books you are going to be using.

## 1. What is New English 900®?

NEW ENGLISH 900® is a six-level course for adult students of English as a second language. It contains material from beginning to advanced levels of study. The series consists of six student textbooks, six workbooks, six teacher's books, and reel-to-reel or cassette recordings.

## 2. An Updated and Revised Program

This series is a revision of the original ENGLISH 900® which takes its name from the 900 Base Sentences presented in the six textbooks. These sentences cover the basic structures and basic vocabulary of the English language. The **Base Sentences** of NEW ENGLISH 900® always appear in a complete and authentic context. They are presented in dialogue form as spoken by a cast of fully-drawn characters who use the English language in a natural way to communicate their thoughts, ideas, and feelings.

## 3. How Your Textbooks Are Organized

There are 150 Base Sentences in each book, and they are numbered consecutively from Base Sentence 1, Book

1, Unit 1, through Base Sentence 900 in Book 6, Unit 50. New structures are introduced in Base Sentences, and these sentences provide "building blocks" for the rest of the materials studied in the series.

### a. The Dialogue Unit

There are ten units in Book 1. Each unit consists of three lessons and contains fifteen Base Sentences. In Book 1, every lesson opens with a short **Dialogue** containing the Base Sentences. As you progress through the series, a continuous and integrated story will be unfolded through the dialogues and, later, the readings. (However, each textbook can be used separately). The dialogues are followed by **Substitution Drills** that introduce variations of the Base Sentences and provide the student with the pronunciation and drill material needed for mastery. The **Exercises** in each lesson can be used as oral and written drills. In addition, every unit contains a **Grammatical Preview**, a **Refocus (review) Exercise**, and a **Bonus Dialogue**.

### b. Reading and Refocus Units

Beginning with Book 2, each text contains two **Reading and Refocus Units**. These units consist of thirty Base Sentences introduced in three **Reading Passages**. They are followed by **Comprehension Questions** and **Exercises** that review and contrast aspects of the language previously introduced.

### c. Intonation and Word Index

Other features of each textbook include a complete listing of the Base Sentences introduced in that book. This listing appears with **Intonation Lines**. In addition, there is a **Word Index** that lists, in alphabetical order,

all the new words in the book, and notes the unit, lesson, and sentence in which each word first appeared.

#### 4. Your Workbooks and Tapes

A companion **Workbook** is available for each of the six textbooks. The Workbooks reinforce material from the text and develop pronunciation and writing skills. They are designed to be used both at home and in the classroom.

A series of **Pre-recorded Tapes** has been prepared for language laboratory use. These tapes include all material from the Dialogues, Substitution Drills, Readings, and Comprehension Questions in the Student Books, and from the Pronunciation Exercises in the Workbooks.

#### 5. The Teacher's Books

The **Teacher's Books** are an integral part of NEW ENGLISH 900®. Organized to correspond to the student text, the Teacher's Book offers techniques and strategies of practical value to the teacher in the classroom. Included are suggested lesson plans, cultural notes, and a step-by-step outline of ways to present and practice the new material.

#### Our Thanks

Based on many suggestions we have received from you, the users, we offer NEW ENGLISH 900®. It represents a careful and extensive revision of the widely popular original series. In it, we hope to have combined the best of the old with the most exciting of the new.

## THE STORY SO FAR

The first five books have established the characters and plot of *New English 900*. We have met **Bill O'Neill**, an undercover policeman who sells ice cream at the World's Fair, and through him we have met **Laura Segura**, a secretary, and her ex-boss, **Mr. Crawford**. One of Mr. Crawford's sons, **Michael**, is an artist, and the other, **Gary**, left the house after a bitter argument with his father. Mr. Crawford wants Michael to join his business.

Through Bill, we met **Paulo** and **Joana Farias**. Paulo, a young businessman, is planning an art competition for the Brazilian Pavilion at the Fair. Joana, his sister, is an art student visiting from Brazil. Joana is dating Michael Crawford, and they have begun to think about marriage. Michael has decided to enter the Art Competition.

**The Nikzad family** is from Iran. We have met **Simon Nikzad**, a banker at the Fair, his wife, **Zahra**, and their sons, **Ali** and **Hussein**. Ali is lively, independent, and stubborn.

**The O'Neill family** is American. We have met Bill's wife, **Nora**, a florist, and their four children: **Billy** (Bill, Jr.), **Jack**, **Peggy**, and **Suzy**.

**Miguel Morales**, who has been visiting from Colombia, and **Pedro Ortega** are friends. Pedro and Miguel met the girl upstairs, **Marta Garcia**. To Pedro's surprise, Marta preferred Miguel. Marta and Miguel have continued to see each other.

Pedro, a photographer, and Michael Crawford are good friends. Because he doesn't want his father to know about it, when Michael enters the Art Competition, he uses Pedro's name.

**The Yamamotos** own a store near the Fair. We have met **Grandfather** and his grandson, **Jim**. We have also learned a little about **Jim's mother and father**. Through the Yamamotos, we see the changing values of three generations.

An imaginary World's Fair provides a background for the series.

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Units 43, 44, 46-49 each contain two dialogue lessons. Units 45 and 50 contain three reading lessons each. The main grammatical points featured are listed below.

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### The Story So Far

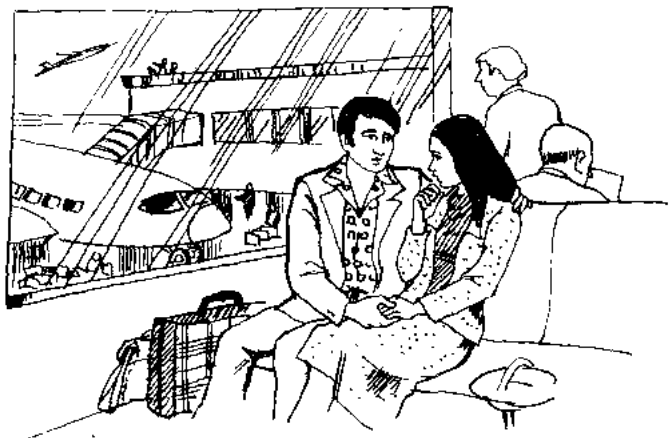
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# UNIT 43

## Good-Byes



### LESSON 1

[At the airport]

- MARTA: Airports are sad places.
- 751 MIGUEL: Sometimes, I guess. But, we'll write. You'll come down at Christmas.<sup>751</sup>
- MARTA: If we can find the money.
- 752 MIGUEL: Don't worry, Marta. Everything will be taken care of.<sup>752</sup> They say that fares are going to be reduced in the next six months.<sup>753</sup> And when I graduate, well . . .
- MARTA: That's two years from now. Two years is a long time.
- 754 MIGUEL: The time will pass quickly.<sup>754</sup> You'll see. I might even be able to come back to New York next summer.<sup>755</sup>
- 755

Continued

756 MARTA: Oh, Miguel, you'll forget all about me. Your mother will find you a nice girl, you'll get married, and live happily ever after.<sup>756</sup>

MIGUEL: No, I won't. I swear I won't.

[Marta shakes her head.]

MIGUEL: Don't you believe me?

757 MARTA: I don't want to talk about it. All I know is that you are going to be taken away from me.<sup>757</sup>

758 MIGUEL: That's ridiculous! I'll write every day, whether you answer me or not.<sup>758</sup>

MARTA: Don't be silly. You'll have other things to do. [She starts to cry.]

MIGUEL: Don't cry, Marta, please.



## GRAMMATICAL PREVIEW

In Book 5, we introduced the passive voice in the present and past tenses. In the passive voice, as you know, the object of the verb becomes the subject. The old subject is frequently omitted. The verb in the passive voice is a form of BE + the past participle. Here are two more forms of the passive voice.

**Transformation of the Active to the Passive Voice in the  
"Going To" Future Tense**

**Active:** The airlines *are going to reduce* the fares.

**Passive:** Fares *are going to be reduced* (by the airlines).  
**going to + BE + past participle**

**Transformation of the Active to the Passive Voice in the  
"Will" Future Tense**

**Active:** Some woman *will take* Miguel away from Marta

**Passive:** Miguel *will be taken* away from Marta (by some woman)  
**will + BE + past participle**

## SUBSTITUTION DRILLS

1. You'll come down at **Christmas**.

\*New Year's.

Easter

Thanksgiving.

2. **The time will pass** quickly

The days will go by

The weeks will fly by

3. I might even **be able to come back to New York next summer**.

find a way to visit you this winter.

immigrate to the United States.

apply for a student visa.

\*New Year's Day

4. I might not be able to come back to New York next summer.

go anywhere over the Easter vacation.

make any New Year's resolutions this year

have enough money to go to school next year

5. You'll get married and live happily ever after.

for the rest of your life

forever.

until the end of time!

6. Marta doesn't know whether she'll be able to go to Bogotá at Christmas.

if Miguel will wait for her.

she will ever see Miguel again.

Miguel's parents will approve of her

7. All I know

is that you are going to be taken  
away from me.

The only thing I'm sure about

The only important thing

All that's important

The only thing I know

## CONNECTED DRILLS

1. Do you think you'll come back next summer?

Miguel will

Mrs. Farias will

Arturo and Miguel will

we'll

~I might.

He

She

They

We

2. I'll write to you every day      whether you answer me      or not.  
 I swear it's true      you believe me  
 Miguel has to go home      he likes it  
 My sister is going to college      she gets a scholarship  
 Pedro will always chase women      he gets married

3. I'll write to you every day      whether or not you answer.  
 I swear it's true      you believe me.  
 Miguel has to go home      he likes the idea.  
 My sister is going to college      she wins a  
    scholarship.  
 Pedro will always chase women      he gets married.

4. a. They say the fares are going to be reduced.  
       the article isn't going to be published.  
       our salaries will be increased.  
       the thief will never be caught.  
       Smith is going to be elected.

- b. They say the airlines are going to reduce the fares.  
       paper isn't going to publish the article.  
       company is going to increase our salaries.  
       police will never catch the thief.  
       people are going to elect Smith.

5. a. All I know is that you are going to be taken away from me.  
       the fares aren't going to be reduced.  
       the exam is going to be given soon.  
       I'm not going to be met at the airport.

- b. All I know is that someone is going to take you away from me.  
       the airlines aren't going to reduce the fares.  
       the professor is going to give the exam soon.  
       no one is going to meet me at the airport.

## EXERCISES

1. Change these sentences with "even if" to two sentences with "whether or not."

**Example:** Miguel will find time to write to Marta even if he's busy.

1. *Miguel will find time to write to Marta whether or not he's busy.*
2. *Miguel will find time to write to Marta whether he's busy or not.*

- a. I'm going to take the expressway even if the traffic is heavy.
  - b. Jack takes the dog for a walk even if it's raining.
  - c. Joana hopes Michael will continue to paint even if he doesn't win the competition.
  - d. I can study even if the radio is on.
  - e. Mrs. Farias is planning to stay in Brazil even if her children stay in New York.
  - f. Ali has to start school this fall even if he doesn't like the idea.
2. Change the sentences as in the examples. Use "might" or "might not."

**Examples:** 1. It's possible that the restaurant is open on Mondays.  
*The restaurant might be open on Mondays.*

2. It's possible that Miguel will forget about Marta.  
*Miguel might forget about Marta.*

3. It's possible that I have change for a ten-dollar bill.  
*I might have change for a ten-dollar bill.*

4. It's possible Marta won't be able to go to Bogotá at Christmas.  
*Marta might not be able to go to Bogotá at Christmas.*

- a. It's possible that the phone is out of order.
- b. It's possible that Miguel will immigrate to the United States.

- c. It's possible that the restaurant has a terrace.
- d. It's possible that we won't go anywhere this weekend.
- e. It's possible that Paulo isn't at the office today.
- f. It's possible that you have the flu.
- g. It's possible that we will see Miguel off at the airport.
- h. It's possible that those people are lost.

3. Use the *will* future passive form of the verb in these sentences.

**Examples:** 1. I'm sure the money \_\_\_\_\_ somewhere. (*find*)  
*I'm sure the money will be found somewhere.*

2. \_\_\_\_\_ Michael \_\_\_\_\_ to the party?  
 (*invite*)  
*Will Michael be invited to the party?*

- a. The flight \_\_\_\_\_ because of the bad weather. (*cancel*)
- b. \_\_\_\_\_ Paulo \_\_\_\_\_ to make a speech at the ceremony? (*ask*)
- c. The old train station \_\_\_\_\_ as a restaurant. (*use*)
- d. Beethoven's Fifth Symphony \_\_\_\_\_ by the World's Fair Orchestra. (*perform*)
- e. The President \_\_\_\_\_ at the station by the Mayor and other important people. (*greet*)

4. Answer the questions using the *going to* future passive form.

**Example:** When is the mailman going to pick up the mail? (*at 11 o'clock*)  
*The mail is going to be picked up at 11 o'clock.*

- a. When are they going to complete the new gymnasium? (*in July*)
- b. Where is the Brazilian Pavilion going to exhibit the paintings?  
 (*at the World's Fair Museum of Modern Art*)
- c. When is the History Department going to give the exam? (*in two weeks*)
- d. What is the company going to spend the money on? (*a new office building*)
- e. When are they going to return the books? (*on Monday*)



## LESSON 2

- 759 MIGUEL: Look, here come Mrs. Ortega and Pedro.  
 MARTA: I wish they would go away.  
 MIGUEL: You don't really mean that, Marta.
- 760 PEDRO: [*Pedro clears his throat.*] I hope we're not interrupting anything.<sup>760</sup> We want to say good-bye, too.
- 761 MRS. ORTEGA: Let me give you a kiss, my boy.<sup>761</sup>  
 762 Remember me to your mother and  
 763 father.<sup>762</sup> I hope to see them again.<sup>763</sup> I'll miss you, Miguel.
- MIGUEL: I'll miss you, too. It's been a wonderful summer. Thank you. Take care of Pedro. He still needs his mama.
- PEDRO: [*smiling*] Good-bye, kid. [*They shake hands.*]
- LOUDSPEAKER: Last call for Flight 629 for Bogotá, leaving from Gate 10.



- 764 MARTA: You'd better hurry, Miguel. <sup>764</sup> [She turns away.]
- MIGUEL: Don't cry, Marta.
- 765 SECURITY OFFICER: [to Marta] Sorry, Miss. Only passengers are allowed beyond this point. <sup>765</sup>
- MIGUEL: Marta? . . . [Miguel turns away and runs toward the gate.]
- MARTA: Good-bye, Miguel. [He turns and waves.]

