

SECOND EDITION

TOP NOTCH

with ActiveBook

1A

Joan Saslow • Allen Ascher



eBOOK



ALWAYS LEARNING

PEARSON

SECOND EDITION

TOP NOTCH

English for Today's World

1A

WITH WORKBOOK

Joan Saslow • Allen Ascher

With *Top Notch Pop Songs and Karaoke*
by Rob Morsberger



PEARSON

Longman

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Learning Objectives

Top Notch 1 learning objectives are designed for false beginners. They offer a rigorous review and an expansion of key beginning concepts as well as a wealth of new and challenging material.

Unit	Communication Goals	Vocabulary	Grammar
1 Getting Acquainted page 2	• Meet someone new • Identify and describe people • Provide personal information • Introduce someone to a group	• Usage of formal titles • Positive adjectives to describe people • Personal information • Countries and nationalities	• Information questions with <u>be</u> (review and common errors) • Modification with adjectives (review) • <u>Yes / no</u> questions and short answers with <u>be</u> (review) GRAMMAR BOOSTER • <u>Be</u>: usage and form (review) • <u>Be</u>: common errors • Possessive nouns and adjectives (review)
2 Going Out page 14	• Accept or decline an invitation • Express locations and give directions • Make plans to see an event • Talk about musical tastes	• Music genres • Entertainment and cultural events • Locations and directions	• Prepositions of time and place • Questions with <u>When</u>, <u>What time</u>, and <u>Where</u> (review) GRAMMAR BOOSTER • Prepositions of time and place: usage
3 The Extended Family page 26	• Report news about relationships • Describe extended families • Compare people • Discuss family cultural traditions	• Extended family relationships • Marital status • Relatives by marriage • Describing similarities and differences	• The simple present tense (review): ◦ Affirmative and negative statements ◦ <u>Yes / no</u> questions ◦ Information questions ◦ Common errors GRAMMAR BOOSTER • The simple present tense: ◦ Usage, form, common errors ◦ Questions with <u>Who</u>
4 Food and Restaurants page 38	• Ask for a restaurant recommendation • Order from a menu • Speak to a server and pay for a meal • Discuss food and health	• Parts of a meal • Categories of food and drink • Communicating with a waiter or waitress • Adjectives to describe the healthfulness of food	• <u>There is</u> and <u>there are</u> with count and non-count nouns • <u>Anything</u> and <u>nothing</u>: common errors • Definite article <u>the</u>: usage GRAMMAR BOOSTER • Non-count nouns: usage, expressing quantities • <u>How much / How many</u> • Count nouns: Spelling rules • <u>Some</u> and <u>any</u>
5 Technology and You page 50	• Suggest a brand or model • Express frustration and sympathy • Describe features of products • Complain when things don't work	• Electronic products • Household appliances and machines • Features of manufactured products • Ways to state a problem • Ways to sympathize • Positive and negative adjectives	• The present continuous (review): ◦ Actions in progress and future plans ◦ Statements and questions GRAMMAR BOOSTER • The present continuous: form and spelling rules

Conversation Strategies	Listening/ Pronunciation	Reading	Writing
- Begin responses with a question to confirm - Use <u>Let's</u> to suggest a course of action - Ask personal questions to indicate friendliness - Intensify an informal answer with <u>sure</u>	Listening Skills: - Listen for details - Infer information Pronunciation: - Intonation of questions	Texts: - An enrollment form - Personal profiles - A photo story Skills/strategies: - Infer information - Scan for facts	Task: - Write a description of a classmate WRITING BOOSTER - Capitalization
- Use <u>Really?</u> to express enthusiasm - Provide reasons to decline an invitation - Use <u>Too bad</u> to express disappointment - Repeat with rising intonation to confirm information - Use <u>Thanks, anyway</u> to acknowledge an unsuccessful attempt to help	Listening Skills: - Infer a speaker's intention - Listen for main ideas - Listen for details - Listen for locations Pronunciation: - Rising intonation to confirm information	Texts: - A music website - An entertainment events page - Authentic interviews - A survey of musical tastes - A photo story Skills/strategies: - Interpret maps and diagrams - Identify supporting details - Make personal comparisons	Task: - Write a short personal essay about one's musical tastes WRITING BOOSTER - The sentence
- Use <u>Actually</u> to introduce a topic - Respond to good news with <u>Congratulations!</u> - Respond to bad news with <u>I'm sorry to hear that</u> - Use <u>Thanks for asking</u> to acknowledge an inquiry of concern - Use <u>Well</u> to introduce a lengthy reply - Ask follow-up questions to keep a conversation going	Listening Skills: - Infer information - Understand key details - Identify similarities and differences - Listen to take notes - Listen for main ideas - Listen for details Pronunciation: - Blending sounds	Texts: - Family tree diagrams - A self-help website - A cultural-information survey - A photo story Skills/strategies: - Interpret a diagram - Confirm facts - Infer information	Task: - Make a Venn diagram - Compare two people in a family WRITING BOOSTER - Combining sentences with <u>and</u> or <u>but</u>
- Use <u>Could you ...?</u> to make a polite request - Use <u>Sure</u> to agree to a request - Clarify a request by asking for more specific information - Indicate a sudden thought with <u>Actually</u> - Use <u>I'll have</u> to order from a server - Increase politeness with <u>please</u>	Listening Skills: - Listen to take notes - Infer the location of a conversation - Listen to predict Pronunciation: <u>The</u> before consonant and vowel sounds	Texts: - Menus - A nutrition website - A photo story Skills/strategies: - Interpret a map - Understand from context - Infer information	Task: - Write a short article about food for a travel newsletter WRITING BOOSTER - Connecting words and ideas: <u>and</u>, <u>in addition</u>
- Use <u>Hey</u> or <u>How's it going</u> for an informal greeting - Use <u>What about...?</u> to offer a suggestion - Use <u>Really?</u> to indicate surprise - Use <u>You know</u> to introduce a topic - Express sympathy when someone is frustrated	Listening Skills: - Listen to predict - Infer meaning - Listen for details Pronunciation: - Intonation of questions	Texts: - Newspaper advertisements - A magazine ad for a new product - A photo story Skills/strategies: - Understand from context - Activate language from a text	Task: - Write a paragraph describing a product WRITING BOOSTER - Placement of adjectives

Unit	Communication Goals	Vocabulary	Grammar
6 Staying in Shape page 62	- Plan an activity with someone - Talk about habitual activities - Discuss fitness and eating habits - Describe someone's routines	- Physical activities - Places for physical activities - Frequency adverbs: expansion	<u>Can</u> and <u>have to</u>: meaning, form, and usage - The present continuous and the simple present tense (review) - The present continuous: common errors GRAMMAR BOOSTER - Non-action verbs - Frequency adverbs: common errors - Time expressions - More on <u>can</u> and <u>have to</u>
7 On Vacation page 74	- Greet someone arriving from a trip - Ask about someone's vacation - Discuss vacation preferences - Describe good and bad travel experiences	- Adjectives to describe trips and vacations - Intensifiers - Ways to describe good and bad travel experiences	- The past tense of <u>be</u> (review): statements and questions - The simple past tense (review): statements and questions - Regular and irregular verb forms GRAMMAR BOOSTER - The past tense of <u>be</u>: explanation of form - The simple past tense: more on spelling, usage, and form
8 Shopping for Clothes page 86	- Shop and pay for clothes - Ask for a different size or color - Navigate a mall or department store - Discuss clothing do's and don'ts	- Clothing departments - Types of clothing and shoes - Clothing that comes in "pairs" - Interior store locations and directions - Formality and appropriateness in clothing	- Uses of object pronouns - Object pronouns: common errors - Comparative adjectives GRAMMAR BOOSTER - Direct and indirect objects: usage rules - Spelling rules for comparative adjectives
9 Taking Transportation page 98	- Discuss schedules and buy tickets - Book travel services - Understand airport announcements - Describe transportation problems	- Kinds of tickets and trips - Travel services - Airline passenger information - Flight problems - Transportation problems - Means of public transportation	- Modals <u>should</u> and <u>could</u>: statements and questions <u>Be going to</u> to express the future: review and expansion GRAMMAR BOOSTER - Modals: form, meaning, common errors - Expansion: future actions
10 Shopping Smart page 110	- Ask for a recommendation - Bargain for a lower price - Discuss showing appreciation for service - Describe where to get the best deals	- Financial terms - How to bargain - How to describe good and bad deals	- Superlative adjectives <u>Too</u> and <u>enough</u>: usage and common errors GRAMMAR BOOSTER - Superlative adjectives: usage and form - Comparatives (review) - Usage: <u>very</u>, <u>really</u>, and <u>too</u>

Countries and nationalities / Non-count nouns / Irregular verbs	page 122
Grammar Booster	page 123
Writing Booster	page 142
Top Notch Pop Lyrics	page 149
ActiveBook Self-Study Disc	Inside back cover

Conversation Strategies	Listening/ Pronunciation	Reading	Writing
- Use <u>Why don't we ...?</u> to suggest an activity - Say <u>Sorry, I can't</u> to apologize for turning down an invitation - Provide a reason with <u>have to</u> to decline an invitation - Use <u>Well, how about ...?</u> to suggest an alternative - Use <u>How come?</u> to ask for a reason - Use a negative question to confirm information	Listening Skills: - Infer meaning - Infer information - Listen for main ideas - Listen for details - Apply and personalize information Pronunciation: <u>Can / can't</u> - The third-person singular <u>s</u>	Texts: - A bar graph - A fitness survey - A magazine article - A photo story Skills/strategies: - Interpret a bar graph - Infer information - Summarize	Task: - Write an interview about health and exercise habits WRITING BOOSTER - Punctuation of statements and questions
- Say <u>Welcome back!</u> to indicate enthusiasm about someone's return from a trip - Acknowledge someone's interest with <u>Actually</u> - Decline an offer of assistance with <u>That's OK, I'm fine</u>. - Confirm that an offer is declined with <u>Are you sure?</u> - Use <u>Absolutely</u> to confirm a response - Show enthusiasm with <u>No kidding!</u> and <u>Tell me more</u>	Listening Skills: - Listen for main ideas - Listen for details - Infer meaning Pronunciation: - The simple past tense ending: regular verbs	Texts: - Travel brochures - Personal travel stories - A vacation survey - A photo story Skills/strategies: - Activate language from a text - Draw conclusions - Identify supporting details	Task: - Write a guided essay about a vacation WRITING BOOSTER - Time order
- Use <u>Excuse me</u> to indicate you didn't understand or couldn't hear - Use <u>Excuse me</u> to begin a conversation with a clerk - Follow a question with more information for clarification - Acknowledge someone's assistance with <u>Thanks for your help</u> - Respond to gratitude with <u>My pleasure</u>	Listening Skills: - Infer the appropriate location - Infer the locations of conversations - Understand locations and directions Pronunciation: - Contrastive stress for clarification	Texts: - A clothing catalogue - Simple and complex diagrams and plans - A travel blog - A personal opinion survey - A photo story Skills/strategies: - Paraphrase - Identify supporting details - Apply information	Task: - Write an e-mail or letter explaining what clothes to pack WRITING BOOSTER - Connecting ideas with <u>because</u> and <u>since</u>
- Use <u>I'm sorry</u> to respond with disappointing information - Use <u>Well</u> to introduce an alternative. - Use <u>I hope so</u> to politely respond to an offer of help - Use <u>Let me check</u> to buy time to get information	Listening Skills: - Infer the type of travel service - Understand public announcements - Listen for details - Use reasoning to evaluate statements of fact Pronunciation: - Intonation for stating alternatives	Texts: - Transportation schedules - Public transportation tickets - Arrival and departure boards - Newspaper articles - A photo story Skills/strategies: - Make decisions based on schedules and needs - Critical thinking	Task: - Write two paragraphs about trips WRITING BOOSTER - The paragraph
- Use <u>Well</u> to connect an answer to an earlier question - Use <u>How about ...?</u> to make a financial offer - Use <u>OK</u> to indicate that an agreement has been reached	Listening Skills: - Listen for details - Listen for main ideas Pronunciation: - Rising intonation for clarification	Texts: - A travel guide - A magazine article - Personal travel stories - A photo story Skills/strategies: - Draw conclusions - Apply information	Task: - Write a guide to your city, including information on where to stay, visit, and shop WRITING BOOSTER - Connecting contradictory ideas: <u>even though</u>, <u>however</u>, <u>on the other hand</u>

To the Teacher

What is *Top Notch*?

Top Notch is a six-level* communicative course that prepares adults and young adults to interact successfully and confidently with both native and non-native speakers of English.

The goal of the *Top Notch* course is to make English unforgettable through:

- ▶ Multiple exposures to new language
- ▶ Numerous opportunities to practice it
- ▶ Deliberate and intensive recycling

The *Top Notch* course has two beginning levels: *Top Notch Fundamentals* for true beginners and *Top Notch 1* for false beginners.

Each full level of *Top Notch* contains enough material for 60 to 90 hours of classroom instruction. A wide choice of supplementary components makes it easy to tailor *Top Notch* to the needs of your classes.

**Summit 1* and *Summit 2* are the titles of the fifth and sixth levels of the *Top Notch* course. All Student's Books are available in split editions with bound-in workbooks.

The *Top Notch* instructional design

Daily confirmation of progress

Each easy-to-follow two-page lesson begins with a clearly stated communication goal. All lesson activities are integrated with the goal and systematically build toward a final speaking activity in which students demonstrate achievement of the goal. "Can-do" statements in each unit ensure students' awareness of the continuum of their progress.

A purposeful conversation syllabus

Memorable conversation models provide essential and practical social language that students can carry "in their pockets" for use in real life. Guided conversation pair work enables students to modify, personalize, and extend each model so they can use it to communicate their own thoughts and needs. Free discussion activities are carefully crafted so students can continually retrieve and use the language from the models. All conversation models are informed by the Longman Corpus of Spoken American English.

An emphasis on cultural fluency

Recognizing that English is a global language, *Top Notch* actively equips students to interact socially with people from a variety of cultures and deliberately prepares them to understand accented speakers from diverse language backgrounds.

Intensive vocabulary development

Students actively work with a rich vocabulary of high-frequency words, collocations, and expressions in all units of the Student's Book. Clear illustrations and definitions clarify meaning and provide support for independent study, review, and test preparation. Systematic recycling promotes smooth and continued acquisition of vocabulary from the beginning to the advanced levels of the course.

A dynamic approach to grammar

An explicit grammar syllabus is supported by charts containing clear grammar rules, relevant examples, and explanations of meaning and use. Numerous grammar exercises provide focused practice, and grammar usage is continually activated in communication exercises that illustrate the grammar being learned.

A dedicated pronunciation syllabus

Focused pronunciation, rhythm, and intonation practice is included in each unit, providing application of each pronunciation point to the target language of the unit and facilitating comprehensible pronunciation.

TOP NOTCH

with ActiveBook

ACTIVEBOOK

Top Notch

Top Notch 1 ActiveBook

Learning Objectives

Unit 1: Getting Acquainted

Unit 2: Going Out

Unit 3: The Extended Family

Unit 4: Food and Restaurants

Unit 5: Technology and You

Unit 6: Staying in Shape

Unit 7: On Vacation

Unit 8: Shopping for Clothes

Unit 9: Taking Transportation

Unit 10: Shopping Smart

Reference Charts

Grammar Booster

Writing Booster

Top Notch Pop Lyrics

GOALS After Unit 5, you will be able to:

1. Suggest a brand or model.
2. Express frustration and sympathy.
3. Describe features of products.
4. Complain when things don't work.

No tax if you buy at the airport

Blue Dot Bluetooth Earphone
\$32.99
For any Bluetooth® V2.0 compatible device

My Buddy 266T Portable GPS
with touch screen free 100,000+ points
\$299.99

Supershot 3.0 Camera
optical zoom
Our price is too low to advertise!

Glimpho Stereo Headphones
Micro Black
\$99.99
At this price, you can afford to upgrade your headphones and get a free pair of 100% natural

Imitek Speakers
\$29.99
USB 2.0
Super Special!

A Vocabulary • Electronics Listen and repeat.

- a laptop (computer)
- a desktop (computer)
- an earphone
- a GPS
- a DVD player
- a flash drive
- a digital camera
- headphones
- a projector
- an MP3 player
- a camcorder
- speakers

B Discussion Choose a product from the ad that you would like in order to replace an old one. Discuss the reasons. Use this vocabulary or your own ideas.

- Replacing products broken doesn't work obsolete hard to use because the technology is old up-to-date uses new or recent technology defective not good, badly designed and/or manufactured

C Photo story Read and listen to a conversation about a product that's not working.

Photo story Read and listen to a conversation about a product that's not working.

Don: This printer's driving me crazy! It's on the blink again.
Eric: What's wrong with it?
Don: What's wrong with it? It's an absolute lemon.
Eric: No, seriously, what's the problem?
Don: Well, first off, the thing's an antique. It's ten years old.
Eric: OK. And...?
Don: And it's so slow. It takes hours to print. And now it won't print at all.
Eric: Well, that is a problem. Maybe it's fixable. Let me have a look.
Don: Don't bother. It's not worth it. The thing's obsolete, anyway. It's not wireless, it has no scanner, it can't photograph...
Eric: Sounds like you're ready for an upgrade. Airport Electronics is having a sale. Let's get you something more up-to-date!

D Focus on language Find the following sentences and phrases in the Photo Story. Choose the statement that is closer in meaning to each sentence.

1. "This printer's driving me crazy!"
a. I love this printer!
b. I hate this printer!
2. "It's on the blink again."
a. The printer has a problem.
b. The printer is OK.
3. "It's an absolute lemon."
a. It's very bad.
b. It's very good.

E Pair work Make a list of five electronic products that are necessary for your life. Put them in order from most important (1) to least important (5). Compare lists with a partner. Explain why each product is necessary for you.

Product	Why necessary?
1	
2	
3	
4	
5	

A Digital Student's Book (with complete audio)

- ...you're ready for an upgrade.
- You need a new printer.
- Someone needs to fix your printer.

I can't live without a laptop. I use it at work and at home... 23

Unit 5 Technology and You Grammar and Vocabulary A Sorting

Drag each statement or question into the correct category.

Yes, I am. My sister is. What are you...
Michelle isn't here. She's shopping.
He's leaving at 5:00 p.m. today. No, we're not. Where are you going this after...

Actions in progress

Rose is making coffee in the kitchen.

Future plans

Mr. and Mrs. Fennel are leaving tomorrow.

Short

Interactive practice (with daily activity records)

- ▶ Extra listening and reading comprehension
- ▶ Record-yourself speaking
- ▶ Grammar and vocabulary practice
- ▶ Games and puzzles
- ▶ Top Notch Pop and karaoke

NAME: _____

DATE: _____

Unit Study Guide (Unit 5)

Self-Check Write a checkmark ✓ next to the box Student's Book to find and study...

GRAMMAR

- ☐ The present continuous (page 52)

VOCABULARY Electronics, machines, and appliances

- ☐ air conditioner
- ☐ blender
- ☐ camcorder
- ☐ cell phone / mobile phone
- ☐ coffee maker
- ☐ desktop [computer]
- ☐ digital camera
- ☐ dishwasher
- ☐ dryer
- ☐ DVD player
- ☐ earphone
- ☐ fan
- ☐ fax machine
- ☐ flash drive
- ☐ food processor
- ☐ smart phone
- ☐ speaker
- ☐ stove
- ☐ vacuum cleaner
- ☐ washing machine

Printable test preparation and review

Negative descriptions of products

- ☐ a lemon
- ☐ a piece of junk
- ☐ an antique
- ☐ awful
- ☐ broken
- ☐ defective
- ☐ horrible
- ☐ not fixable
- ☐ obsolete
- ☐ pretty bad
- ☐ slow
- ☐ terrible

Positive descriptions of products

- ☐ affordable
- ☐ awesome
- ☐ convenient
- ☐ fast
- ☐ fixable
- ☐ great
- ☐ guaranteed
- ☐ popular
- ☐ portable
- ☐ pretty good
- ☐ terrific
- ☐ up-to-date

SOCIAL LANGUAGE

- ☐ (I'm) ready for an upgrade.
- ☐ I'm looking for...

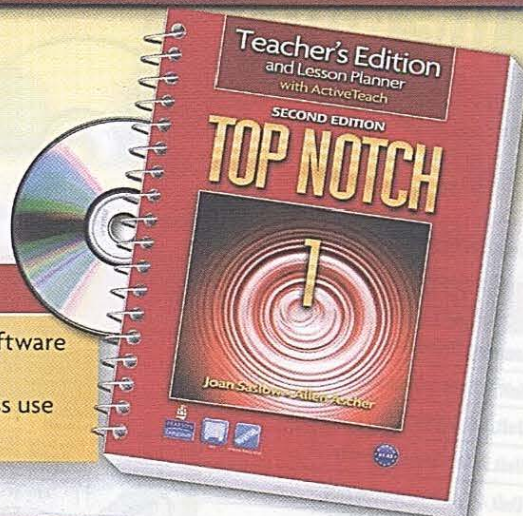
The Teacher's Edition and Lesson Planner

Includes:

- ▶ A bound-in Methods Handbook for professional development
- ▶ Detailed lesson plans with suggested teaching times
- ▶ Language, culture, and corpus notes
- ▶ Student's Book and Workbook answer keys
- ▶ Audioscripts
- ▶ *Top Notch TV* teaching notes

▶ ActiveTeach

- ▶ A Digital Student's Book with interactive whiteboard (IWB) software
- ▶ Instantly accessible audio and *Top Notch TV* video
- ▶ Interactive exercises from the Student's *ActiveBook* for in-class use
- ▶ A complete menu of printable extension activities



The Digital Student's Book
With zoom, write, highlight, save and other IWB tools.

Top Notch TV

A hilarious situation comedy, authentic unrehearsed on-the-street interviews, and *Top Notch Pop* karaoke.



Printable Extension Activities

Including:

- Writing process worksheets
- Vocabulary flashcards
- Learning strategies
- Graphic organizers
- Pronunciation activities
- Video activity worksheets and more . . .

NAME: _____

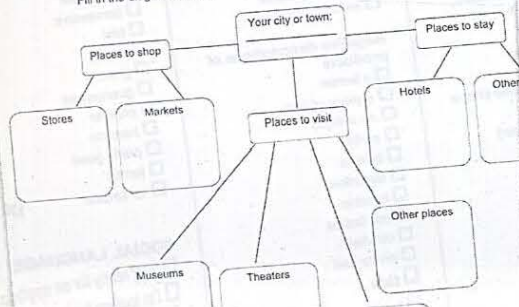
DATE: _____

Writing Process Worksheet
(Accompanies Unit 10, page 120)

ASSIGNMENT: Write a guide about the places for a visitor to your city or town to stay in, visit, and shop.

1. PREWRITING

Fill in the diagram below with notes about your city or town.



Electronics



Electronics



NAME: _____

Learning Strategy
(Unit 6, page 70, Reading)

READING STRATEGY: skimming

When you read an article, skim for the main ideas first before you read for details.

In the article below, the unimportant parts have been deleted. Notice how much you can understand with fewer words in the article.

When You Think You Can't . . .

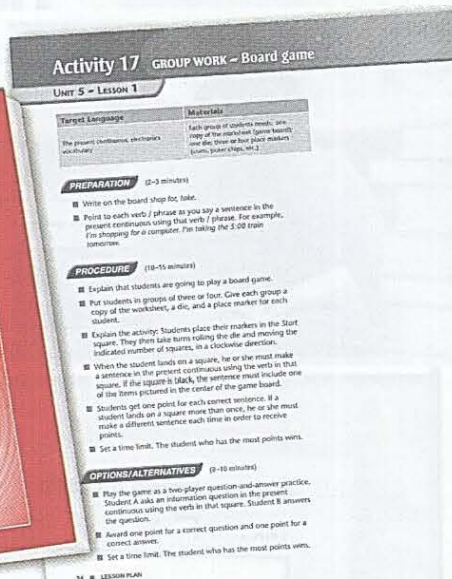
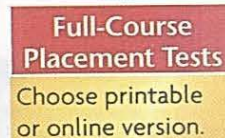
Mark Zupan

accident in 1993 — Mark Zupan — quadriplegic — changed his life — cannot move — arms or legs — plays quad rugby — winning a gold medal in 2008 — gives talks — raises money for his sport — lifts weights — drives a car — goes to rock concerts — careful about — diet —



Bethany Hamilton

Bethany Hamilton — attacked by shark — Three weeks later, she — surfing —



An optional online learning tool with:

- ▶ An interactive *Top Notch* Workbook
- ▶ Speaking and writing activities
- ▶ Pop-up grammar help
- ▶ Student's Book *Grammar Booster* exercises
- ▶ *Top Notch TV* with extensive viewing activities
- ▶ Automatically-graded achievement tests
- ▶ Easy course management and record-keeping

UNIT 1

Preview

Getting Acquainted

GOALS

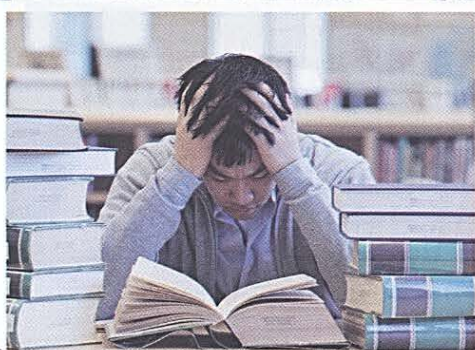
After Unit 1, you will be able to:

- 1 Meet someone new.
- 2 Identify and describe people.
- 3 Provide personal information.
- 4 Introduce someone to a group.

Why are you studying English?



☐ to do business



☐ to study



☐ to travel



☐ to get to know people who don't speak my language

☐ other:

Did You Know?

In 2016, there will be 2 billion English speakers around the world. -from *English Next* (British Council)

Please complete the form.

Title: ☐ Mr. ☐ Mrs. ☐ Ms. ☐ Miss

Last/Family Name

First/Given Name

Nationality

Occupation

A Pair work Why are you studying English? Compare reasons with a partner.

B Class survey How many students in your class are studying English . . .

..... to do business?

..... to study?

..... (other reasons)

..... to get to know people?

..... to travel?

C **Photo story** Read and listen to people getting to know each other.

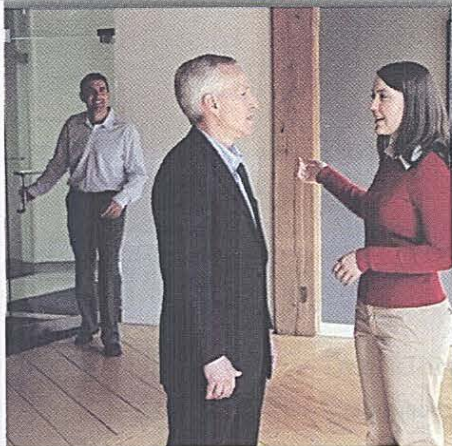


Susan: I'll bet this is your dad.

Cara: Yes, it is. Dad, I'd like to introduce you to my friend, Susan Grant.

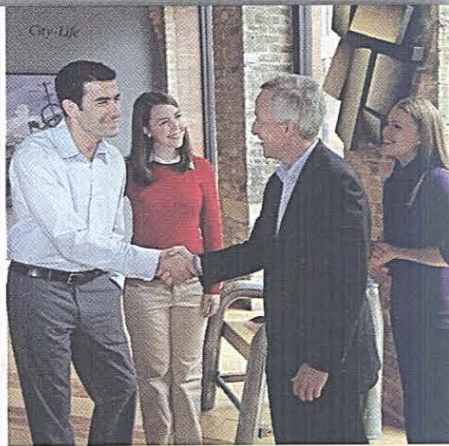
Sam: It's a pleasure to meet you, Susan. Samuel Pike.

Susan: Great to meet you, too. But please, everyone calls me by my nickname, Suzy.



Sam: And just call me Sam. So, what do you do, Suzy?

Susan: I'm a photographer . . . Oh, I'm sorry. There's my husband . . . Ted, over here!



Ted: Sorry I'm late.

Susan: Ted, this is Cara's dad.

Ted: Oh, how nice to meet you, Mr. Pike!

Sam: Likewise. But please call me Sam.



D Focus on language Look at the underlined expressions in the Photo Story. With a partner, find:

- 1 two expressions you can use when you introduce people.
- 2 three expressions you can use when you meet someone.
- 3 three expressions you can use when you don't want to be formal.

E Complete your response to each person.

Nice to meet you.

GIVEN NAME Jerry
FAMILY NAME Rivera
OCCUPATION singer



Good to meet you.

GIVEN NAME Naomi
FAMILY NAME Watts
OCCUPATION actress



- 1 Nice to meet you, too,
a Mr. Jerry
b Mr. Rivera
c Ms. Rivera

- 2 Good to meet you, too,
a Ms. Watts
b Ms. Naomi
c Mr. Watts

F Role play Imagine your partner is a famous person. Introduce your partner to the class. Use formal titles.

“I'd like you to meet Jerry Rivera. Mr. Rivera is a singer.”

1:03



Formal titles

Men	Women
Mr.	Ms. (married or single)
	Mrs. (married)
	Miss (single)

Use titles with family names, not given names.

Ms. Grant NOT ~~Ms. Suzy~~

CONVERSATION MODEL

A  1:04 Read and listen to people meeting someone new.

A: Who's that?

B: Over there? I think she's new.

A: Well, let's say hello.

...

B: Good morning. I'm Alex, and this is Lauren.

C: Hi. My name's Kathryn Gao. But everyone calls me Kate.

A: Great to meet you, Kate. Where are you from?

C: New York.

B  1:05 **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with two partners.



GRAMMAR

Information questions with be: Review

Who's your teacher?

She's Ms. Nieto.

Who are they?

They're my classmates.

Where's she from?

She's from Argentina.

What city are you from?

We're from Los Angeles.

What's his e-mail address?

It's ted@kr.com [say "ted at k-r-dot-com"]

What are their names?

Andrea and Steven.

How old is your brother?

He's twenty-six.

How old are they?

She's twelve, and her little sister is eight.

Contractions

Who's = Who is

Where's = Where is

What's = What is

I'm = I am

he's = he is

she's = she is

it's = it is

you're = you are

we're = we are

they're = they are

GRAMMAR BOOSTER ▶ p. 123

- Information questions with be: usage and form
- Possessive nouns and adjectives (review)

A Grammar practice Complete the conversations. Use contractions of the verb be when possible.

1 A: that over there?

B: Oh, that's Hasna. from Lebanon.

A: she? She looks very young.

B: I think twenty-five.

2 A: Your new neighbor seems nice.

..... his name?

B: His Ricardo.

A: he from?

B: Guatemala.

- 3 A: they?
B: I think new students.
A: their names?
B: Mieko and Rika.

- 4 A: It was nice to meet your brothers.
..... they?
B: Greg's only fourteen. But my older brother,
David, is twenty-eight.
A: David's occupation?
B: a lawyer.

- 5 A: I'll call you sometime. your
phone number?

B: 555-0296. yours?
A: 555-8747.

- 6 A: your e-mail address?
I'll send you a note.

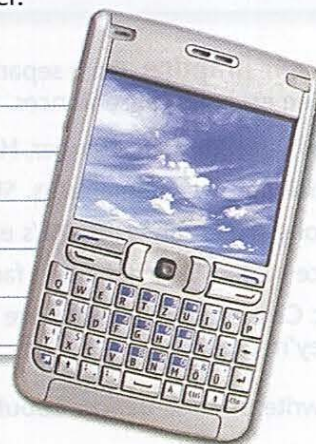
B: choi23@kr.com.
A: K - r - dot - com? That's interesting.
..... you from?
B: Pusan, Korea. I'm here on business.

B Grammar practice Write at least four information questions for your partner.

Ideas

Who ...?
What ...?
Where ...?
How old ...?

What's your phone number?

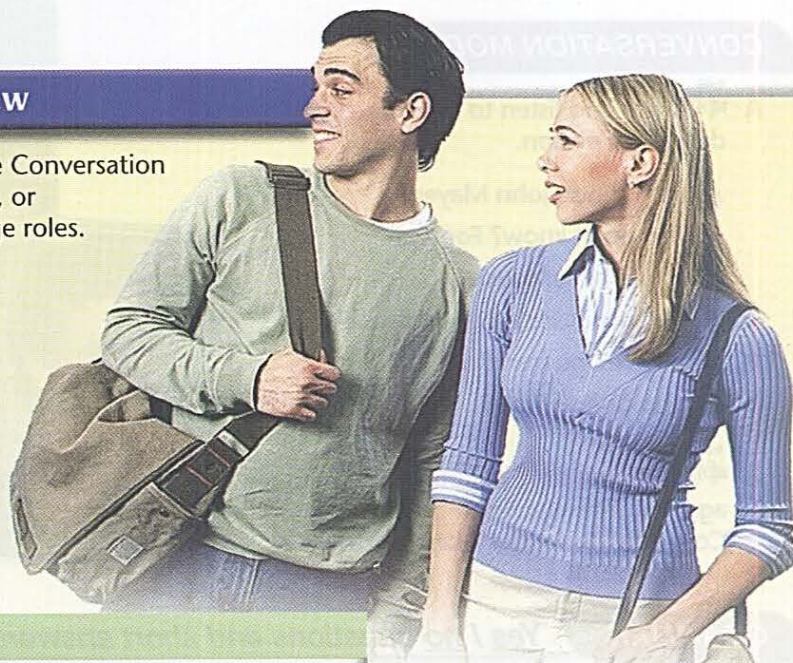


C Pair work Now ask and answer your questions.

NOW YOU CAN Meet someone new

A Role play With two partners, personalize the Conversation Model. One of you is new to your class, office, or neighborhood. Meet that person. Then change roles.

- A: Who?
B: Over there? I think new.
A: Well, let's say hello.
...
B: I'm, and this is
C: My name's
A: Where are you from?
C:



Be sure to recycle this language.

Introduce people

This is _____.
I'd like you to meet _____.
I'd like to introduce you
to _____.

Greet people

Great to meet you.
It's a pleasure to
meet you.
How nice to meet you!

Shift to informality

Everyone calls me _____.
Just call me _____.
Please call me _____.

B Change partners Practice the conversation again.
Meet other people.

GRAMMAR

Modification with adjectives: Review

Adjectives describe nouns and pronouns. They can go after the verb **be** or before a noun.

Alejandro Sanz is **handsome**. He's a **handsome singer** from Spain.

Tony Leung and Gong Li are **famous**. They're **famous actors** from China.

Use an article before an adjective that modifies a singular noun.

He's **a** great musician. NOT ~~He's great musician.~~

Positive adjectives

beautiful
great
excellent
famous
handsome
wonderful
fantastic
terrific

A Grammar practice On a separate sheet of paper, combine each pair of sentences.

- 1 Juan Luis Guerra is a singer. He's fantastic.
- 2 Penélope Cruz is an actress. She's beautiful.
- 3 Zhong Biao is an artist. He's excellent.
- 4 Alice Waters is a chef. She's famous.
- 5 Eric Clapton and Jeff Beck are musicians. They're great.

Amy Tan is a writer. She's wonderful.

She's a wonderful writer.

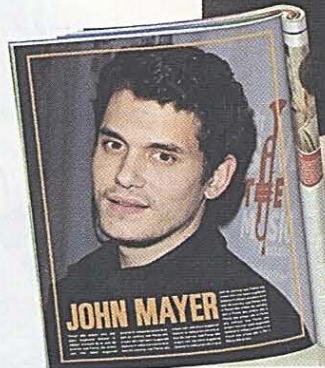
B Now write three sentences about other famous people.

CONVERSATION MODEL

A Read and listen to someone identify and describe a person.

- A: Hey. Who's John Mayer?
B: You don't know? For real?
A: No. Is he famous?
B: He sure is. He's a great musician.
A: Where's he from?
B: The United States.

B **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.



GRAMMAR

Yes / no questions and short answers with **be**: Review

Are you our teacher?

Yes, I am.

No, I'm not.

Is she Chinese?

Yes, she is.

No, she isn't. [No, she's not.]

Is your nickname Josh?

Yes, it is.

No, it isn't. [No, it's not.]

Are you and Tom students?

Yes, we are.

No, we aren't. [No, we're not.]

Are they famous?

Yes, they are.

No, they aren't. [No, they're not.]

Be careful!

Yes, I am. NOT ~~Yes, I'm.~~
Yes, she is. NOT ~~Yes, she's.~~

GRAMMAR BOOSTER • p. 124

- Yes / no questions: usage and form
- Common errors

A Find the grammar Find two information questions and one yes / no question with be in the Conversation Model on page 6.

B Grammar practice Complete the questions and answers. Use contractions when possible.

1 A: your father a teacher?

B: Yes,

2 A: your son an athlete?

B: No, an artist.

3 A: this your new address?

B: Yes,

4 A: Who those new students?

..... from Canada?

B: No, I think from the U.K.

5 A: That's a nice hat! new?

B: No,

6 A: you a musician?

B: Yes, a violinist.

PRONUNCIATION

Intonation of questions

A Use rising intonation in yes / no questions. Use falling intonation in information questions. Read and listen. Then listen again and repeat.

1 Is this his e-mail address?

2 Are they from Canada?

3 What's his e-mail address?

4 Where are they from?

B Pair work Write three yes / no questions and three information questions with be. Then take turns practicing question intonation.

NOW YOU CAN Identify and describe people

A Look at the famous people. Add information about a famous person you know.

B Pair work Use the information about the people. Change the Conversation Model to practice asking for and providing information about each person. Use your own adjective. Then change roles.

A: Hey. Who's

B: You don't know? For real?

A: No. Is famous?

B: sure is.

A: Where from?

B:

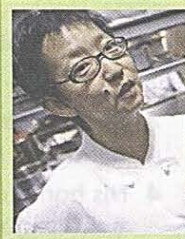
C Change partners Practice the conversation again. Talk about other famous people.



Javier Bardem
actor (Spain)



Bob Dylan
musician (U.S.)



Patricia Yeo
chef (U.S.)

Your own famous person

first name

last name

occupation

country

adjective to describe the person

BEFORE YOU LISTEN

- A** **Vocabulary** • **Personal information** Read and listen. Then listen again and repeat.

nationality He is originally from India, but his nationality is Canadian. He has a Canadian passport.

birthplace I'm from Mexico City, but it isn't my birthplace. I was born in a beautiful small town called Patzcuaro.

hometown She was born in Seoul, but her hometown is Pusan. She grew up there.

- B Pair work** Ask your partner questions, using the Vocabulary.

“What's your birthplace?”

LISTENING COMPREHENSION

- A** **Listen for details** Listen to each conversation and write each person's nationality and occupation. Then check yes or no to indicate whether the person has a nickname.

	Nationality	Occupation	Nickname?
1			☐ yes ☐ no
2			☐ yes ☐ no
3			☐ yes ☐ no
4			☐ yes ☐ no



an interpreter



a graphic designer



a salesperson



a computer programmer

- B** **Infer information** Now listen to each conversation again and complete each statement.

1 He grew up in
a Ankara b London c Izmir

2 Her birthplace is
a Osaka b Tokyo c Seoul

3 She's originally from
a Buenos Aires b Montevideo c Santiago

4 His hometown is
a Chicago b Toronto c New York

NOW YOU CAN Make plans to see an event

Partner A: Look at the top of the page.

Partner B: Turn your book and look at the bottom of the page.
Ask information questions with be and write the missing personal information.

PARTNER A

If you don't understand, ask:
Could you repeat that?
How do you spell that?

	Name: Richard Anderson Nickname: Rick Occupation: Nationality: British Birthplace: Age: E-mail: randy@umail.com.uk		Name: Lucia Alberti Occupation: Age: 26 Nationality: Hometown: E-mail: alberti.lucia@inet.com.it
	Name: Occupation: manager Age: Nationality: Japanese Hometown: Kyoto E-mail:		Name: Nickname: Occupation: graphic designer Nationality: Age: 31 Hometown: E-mail: fp52@vmail.com.ve

Name: Francisco Pastor Nickname: Paco Occupation: Nationality: Venezuelan Age: Hometown: Maracaibo E-mail:		Name: Riko Ohira Occupation: Age: 42 Nationality: Hometown: E-mail: rohira@unet.com.jp	
Name: Occupation: writer Age: Nationality: Italian Hometown: Rome E-mail:		Name: Nickname: Occupation: photographer Nationality: Birthplace: Liverpool Age: 24 E-mail:	

If you don't understand, ask:
Could you repeat that?
How do you spell that?

PARTNER B

BEFORE YOU READ

A Warm-up In your life, where do you see or hear English?

B Preview Before you read, search for the word English in the article. Then answer this question: How does each person use English?

READING



Who Uses English?



MEET LETICIA MARQUES. She works as a financial manager for a Swedish automotive company in Curitiba, Brazil, where she was born and raised. She is single and lives with her parents. "I use English every day," Ms. Marques says. "We use it in most of our e-mails and meetings and for calls to Sweden, the U.S., and France." In her free time, she likes to watch DVDs in English. "It's good for my pronunciation," she says.



THIS IS YUAN YONG JING, his wife, Zheng Yang, and their son, Yuan Bao. They live in Beijing, China. Mr. Yuan, a manager, is originally from Weihai, a small seaside city in Shandong Province. His wife is a teacher, and their son is a middle-school student. "Our company provides tour guides to foreign businesspeople who visit China, so English is very important for my work," he says. At home, Mr. Yuan enjoys watching English-language TV and listening to English-language radio.



MEET MARCUS STOLZE, an information technology researcher. Mr. Stolze lives with his wife, Thérèse, and children, Lena and Jan, in Rütli, a small town in Switzerland. Mr. Stolze is originally from Brilon, Germany. Thérèse is an English teacher and speaks four languages. Their children are also multilingual. "At work, we use English a lot because we communicate with people who speak many different languages," he says. "Also, most good books on computing are in English," he adds.

Source: Authentic interviews of real people

A Infer information Complete each statement.

- are in English at Ms. Marques's company in Brazil.
a E-mails c Phone calls
b Meetings d E-mails, meetings, and calls
- In his work, Mr. Yuan uses English
a to teach classes c to watch TV
b to help businesspeople d to listen to the radio
- Mr. Stolze probably uses English with people from
a the United States c the United Kingdom
b Switzerland d all over the world

B Scan for facts Complete the information about the people.

	Ms. Marques	Mr. Yuan	Mr. Stolze
Occupation			
Lives in . . .			
Hometown			
Married?	☐ yes ☐ no	☐ yes ☐ no	☐ yes ☐ no

On your ActiveBook Self-Study Disc:
Extra Reading Comprehension Questions

NOW YOU CAN Introduce someone to a group

A Read the information about each person. Then complete the two paragraphs below.



Name: Evelyn Hsu
Nickname: Effie
Occupation: office assistant
Hometown: Chia-yi, Taiwan
Birthplace: same
Age: 27
Favorite actor: Tony Leung
Favorite sport: swimming
Other: lives in Kaohsiung

This is, but everyone calls her She's years old and she's an Ms. lives in, but she is originally from a city called Her favorite actor is, and her favorite sport is



Name: José Antonio Méndez
Nickname: Tonio
Occupation: market researcher
Hometown: Celanova, a small town in Spain
Birthplace: Equatorial Guinea (in Africa)
Age: 48
Other: lives in New York, has two children

Meet He's a, and he lives in Everyone calls him He's originally from, but actually he was born in Mr. Méndez is years old, and he has

B Notepadding Interview a classmate. Write his or her personal information on the notepad.

Name:
Nickname:
Occupation:
Hometown:
Birthplace:
Age:
Favorite actor:
Favorite sport:
Other:

C Group work Introduce your partner to your classmates.



Be sure to recycle this language.

This is ____.
I'd like you to meet ____.
I'd like to introduce you to ____.
Everyone calls her / him ____.
His / her nickname is ____.
____ is originally from ____.
His / her hometown is ____.
His / her favorite ____ is ____.

Review

- A**  **Listening comprehension** Listen to the conversations. Then listen again and write each person's occupation and nationality.

	Name	Occupation	Nationality
1	George Detchevery		
2	Sonia Pereira		
3	Mark Zaleski		
4	Marjorie Baxter		

Polish
French

Brazilian
Australian

- B** Complete each statement.

- We're from (China / Chinese).
- He's (Australia / Australian).
- She's from (Italy / Italian).
- My friend is (Uruguay / Uruguayan).
- We're from (Japan / Japanese).
- They're (Chile / Chilean).
- My neighbors are from (Korea / Korean).
- We're (Mexico / Mexican).

- C** Complete each conversation in your own way. (You don't need to give real information.)

- 1 "What city are you from?"

YOU

- 2 "What's your e-mail address?"

YOU

- 3 "Are you a teacher?"

YOU

- 4 **YOU** ?

"I'm from Canada."

- 5 **YOU** ?

"I'm a graphic designer."

- 6 **YOU**

"Great to meet you, too."



- D Writing** On a separate sheet of paper, write a short description of the classmate you interviewed on page 11. Include the following information.

- first and last name
- age
- occupation
- hometown
- birthplace

1:15/1:16

Top Notch Pop

"It's Nice to Meet You"
Lyrics p. 149

My partner's first name is Peter. His

last name is Hughes. He is twenty...

WRITING BOOSTER ▶ p. 142

- Capitalization
- Guidance for Exercise D

ORAL REVIEW

Pair work

1 Create a conversation for the people in Picture 1.
Start like this:

Who's Ricky Martin?

2 With a partner, invent personal information for the people in Picture 2. Then create a conversation for them.

Contest Form teams. Create questions for another team about the web page, using the verb *be*. (A team gets one point for each correct question and one point for each correct answer.) For example:

What's his nickname?



Celebrity Screens
Web page of the rich and famous

the news who's who and what's what the rich and famous > forum guestbook

the rich and famous/ricky martin >

Ricky Martin: the facts!

Biography
real name: Enrique Martín Morales
occupation: singer and actor
marital status: single
birth date: December 4, 1971
birthplace: San Juan, Puerto Rico

Other information
favorite food: Cuban and Italian
favorite actor: Robert De Niro




NOW I CAN...

- ☐ Meet someone new.
- ☐ Identify and describe people.
- ☐ Provide personal information.
- ☐ Introduce someone to a group.

UNIT 2

Going Out

GOALS

After Unit 2, you will be able to:

- 1 Accept or decline an invitation.
- 2 Express locations and give directions.
- 3 Make plans to see an event.
- 4 Talk about musical tastes.

Preview

My Tunes STORE

GENRES

Blues
Opera
Pop
Country Music
Classical Music
Folk Music
Movie Soundtracks
Gospel Music
Show Tunes

FREE DOWNLOADS

Albums
Singles

FEATURES

Add to Facebook
 Buy MP3s

QUICK LINKS

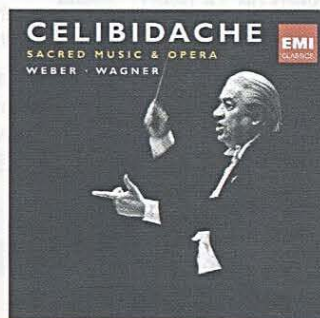
Browse
Search
Redeem
Support
My Alerts
My Account

THIS WEEK'S SPECIALS

See All



Blues



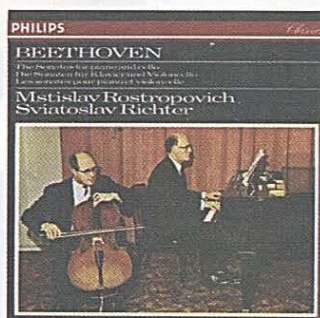
Opera



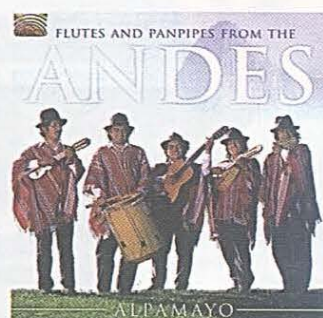
Pop



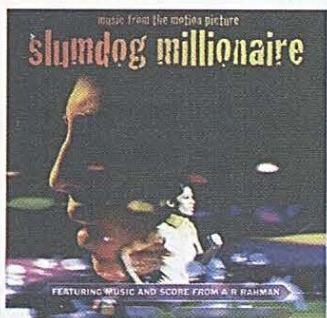
Country Music



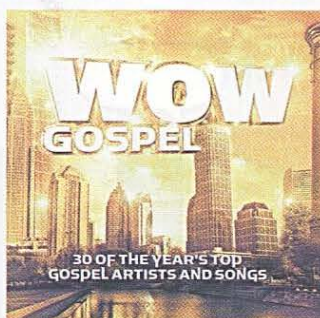
Classical Music



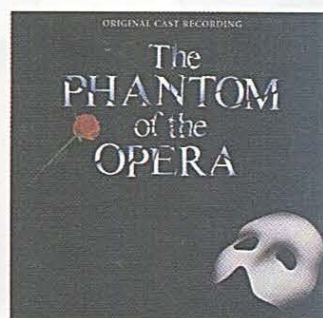
Folk Music



Movie Soundtracks



Gospel Music



Show Tunes

A Look at the online music store site. Do you download music from the Internet? Why or why not?

B **Vocabulary • Genres** Listen and repeat.

C Pair work Tell your partner what you would click on first. Explain why.

D Discussion Which is better—buying a CD in a store or downloading music from the Internet? Explain your answer.

E **Photo story** Read and listen to a conversation about music.



Meg: Hey. What's up?

Sara: Not much. Just downloading some new songs.

Meg: Downloading? That's not for me! Too much trouble. How about some live music tonight?

Sara: Sounds good. Where?

Meg: Klepto's playing at midnight at the Spot. Would you like to go?

Sara: At midnight? Sorry. That's past my bedtime.

Meg: Well, River T's there, too. They're playing at 8:00.

Sara: River T—the R&B group? Now that's more my style. I'm a real R&B fan.

Meg: Perfect! Meet you in front of the club at 7:45?

Sara: See you there!

F Focus on language Choose the underlined word or expression from the Photo Story with the same meaning:

- 1 That's too late for me.
- 2 Great!
- 3 music in a concert

- 4 What are you doing?
- 5 I like that better.
- 6 I don't like that.

G Think and explain Choose an answer. Use a quotation to explain your answer.

- 1 What's Sara doing?
a getting music from the Internet
b buying tickets for a concert on the Internet

“Sara says, ‘Just downloading some new songs.’”

- 2 What does Meg want to do?
a download music from the Internet
b go to a concert

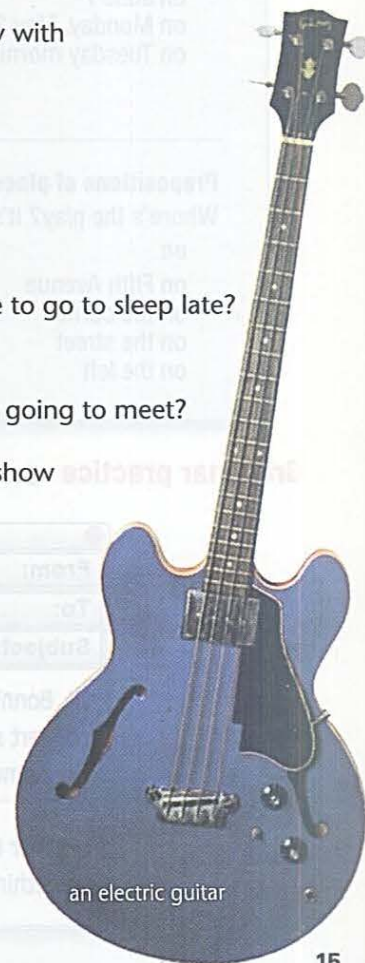
- 3 Which woman doesn't like to go to sleep late?
a Sara
b Meg
- 4 When and where are they going to meet?
a at midnight at River T
b at the gym before the show

H What kind of movies do you like? Number these movie genres in order, making number 1 your favorite.

- | | | |
|-------------------------|-----------------|-------------|
| blues | country | folk |
| movie soundtracks | classical | opera |
| pop | gospel | other |

I Class survey Compare your choices. Which genres do most classmates like?

“Who chose folk as their favorite?”



an electric guitar

CONVERSATION MODEL

A 1:19 Read and listen to an invitation to a movie.

A: Are you free on Saturday? *Batman* is at the Movie Center.

B: Really? I'd love to go. What time?

A: At noon.

To decline . . .

B: Really? I'd love to go, but I'm busy on Saturday.

A: Too bad. Maybe some other time.



B 1:20 **Rhythm and intonation** Listen again and repeat.
Then practice the Conversation Model with a partner.

**Prepositions of time and place; Questions with
When, What time, and Where: Review**

GRAMMAR

Prepositions of time

When's the concert? What time's the play? It's . . .

on

on Saturday

on June 7th

on Monday, May 3rd

on Tuesday morning

in

in March

in 2009

in the summer

in the morning

in ten minutes

at

at 8:30

at noon

at midnight

Contractions

When's = When is

What time's = What time is

Where's = Where is

Prepositions of place

Where's the play? It's . . .

on

on Fifth Avenue

on the corner

on the street

on the left

in

in Mexico

in Osaka

in the park

in the neighborhood

at

at the Film Forum

at work

at school

at the art gallery

WRITING BOOSTER • p. 142

- Prepositions of time and place: usage

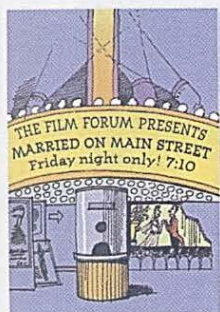
Grammar practice Complete the e-mail message with prepositions of time and place.

From:	jjlove@meltdown.net
To:	bonnie@vmail.com
Subject:	pop concert

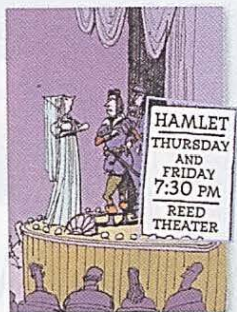
Hi, Bonnie: Are you busy _____ Tuesday evening? There's a concert right near your office _____ the Mellon Exhibit Space. Sounds like something really special with performers from all over the world. It starts _____ 8:30. I'll be _____ work until 6:00, but I could meet you _____ 6:15 or 6:30 _____ the corner of Grand and Crane. We could have something to eat before the concert. What do you think? —JJ

VOCABULARY Entertainment and cultural events

A 1:21 Read and listen. Then listen again and repeat.



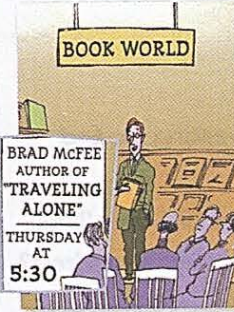
a movie / a film



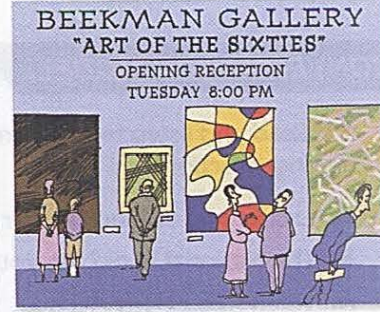
a play



a concert



a talk / a lecture



an art exhibit

B Pair work Ask and answer questions about the events in the pictures above. Use When, Where, and What time.

“Where’s the talk?”

“It’s at Book World.”

C 1:22 **Listening comprehension** Listen to the conversations and complete the chart.

	Kind of event	Time of event	Does the person want to go? (Write <u>yes</u> , <u>no</u> , or <u>maybe</u> .)
1			
2			
3			
4			

D 1:23 Listen to the conversations again. Match the event and the place.

..... 1 *Agamemnon*

..... 2 the Boston Symphony Orchestra

..... 3 *Bus Stop*

..... 4 Nick Hornby

a at the Cinema Center

b at the City Nights Bookstore

c at the Theater in the Circle

d at the Festival

NOW YOU CAN Accept or decline an invitation

A Pair work Change the Conversation Model. Use these events or other events. Decide to accept or decline. Then change roles.

A: Are you free? is at

B: Really?

Don't stop!

If you decline, suggest a different event.



Be sure to recycle this language.

That's past my bedtime.
That's not for me.
That's more my style.

This Week's Entertainment

MOVIES

Red Sunset

The Cine Lux, Sat./Sun. 8:55 P.M.

MUSIC

The Soul Brothers

The Supermarket, Fri. Midnight

TALKS

John Grisham, writer

Book Town, Mon. 8:00 P.M.

PLAYS

Romeo and Juliet

The Bridge Theater, Every night 7:30 P.M.

B Change partners Practice the conversation again. Use different events.

CONVERSATION MODEL

- A** ^{1:24} Read and listen to someone asking for and getting directions.
- A: Excuse me. I'm looking for the National Bank.
- B: The National Bank? Do you know the address?
- A: Yes. It's 205 Holly Avenue.
- B: Oh. Walk to the corner of First and Holly. It's right around the corner, across from the museum.
- Or if you don't know . . .
- B: The National Bank? I'm sorry. I'm not from around here.
- A: Thanks, anyway.
- B** ^{1:25} **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.

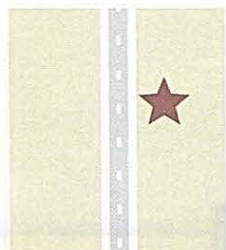


VOCABULARY

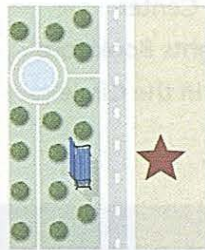
Locations and directions

- A** ^{1:26} Read and listen. Then listen again and repeat.

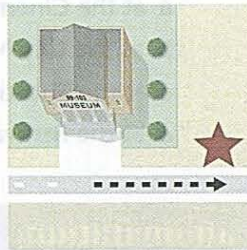
Locations Where is the ____ ?



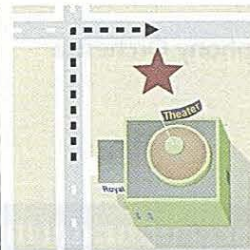
It's **on the right side** of the street.



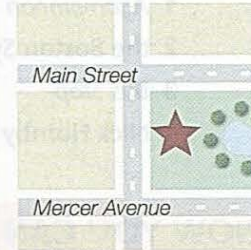
It's **across from** the park.



It's **down the street from** the museum.



It's **around the corner from** the theater.

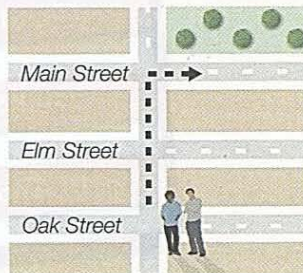


It's **between** Main (Street) and Mercer (Avenue).

Directions How do I get to the ____ ?



Turn left at the corner / at the light / on King Street.



Go / Walk / Drive **two blocks and turn right**.

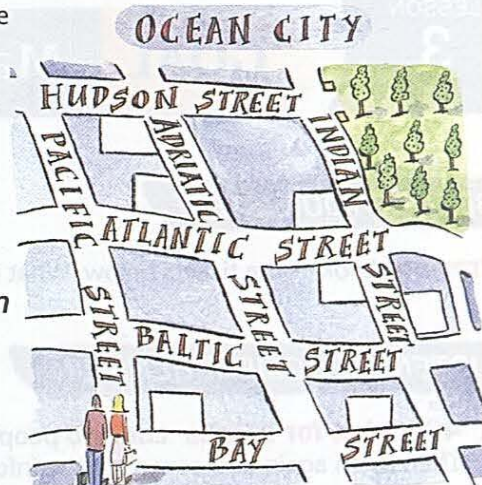


Go / Walk / Drive **to the corner of** Smith (Street) and Bond (Avenue).

- B** ^{1:27} **Listening comprehension** Listen to the conversations and write the number of each place the people talk about on the map. (Be careful: There are three places but seven boxes.)

- C Pair work** Use the vocabulary of location to tell your partner where you live.

“My house is on Grove Street, between Dodd Street and Park Street.”



PRONUNCIATION Rising intonation to confirm information

- A** ^{1:28} Repeat information with rising intonation to be sure you understand. Read and listen. Then listen again and repeat.

A: Where's the library?

A: Let's meet at the mall.

B: The library?

B: The mall?

- B Pair work** Talk about two other places to practice confirming information.

NOW YOU CAN Express locations and give directions

- A Pair work** Use the Vocabulary and the Piermont map (or a map of your own town or neighborhood) to change the Conversation Model. Then change roles.

A: Excuse me. I'm looking for

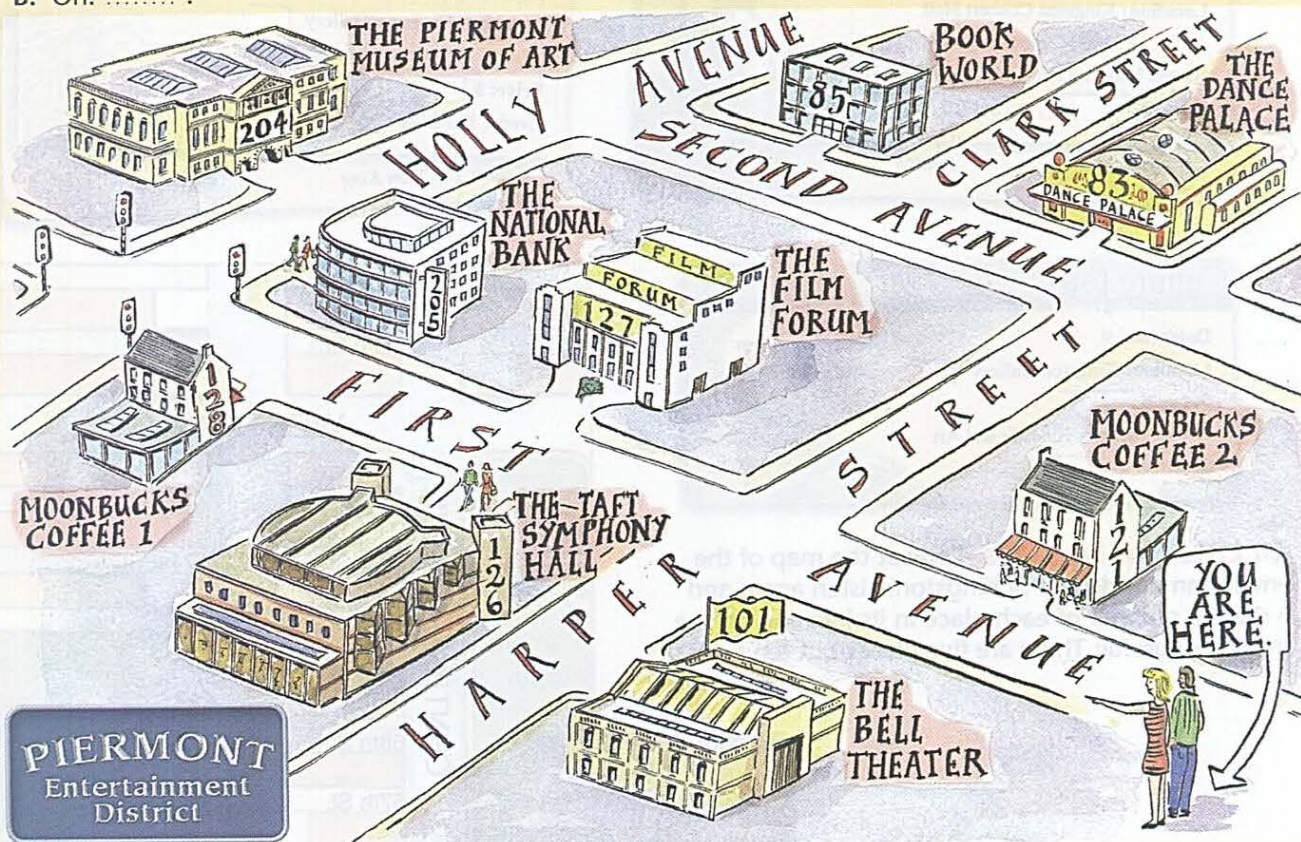
B:? Do you know the address?

A: Yes. It's

B: Oh,

Don't stop!

Ask about other locations.



- B Change partners** Ask about other locations and give directions.

BEFORE YOU LISTEN

Preview Look at the tickets below. What kinds of events are included in the Kingston Culturefest?

LISTENING COMPREHENSION

A **1:29** **Listen for details** Listen to people calling the Kingston Culturefest. Look at the tickets. Then listen again and complete the information in the boxes.

1

Culture fest
KINGSTON

Classic Film Series

Date: May Time: P.M.

Location: Lamont Theater 66th Street

Price: \$

Event: *Nice to Meet You* and *The 39 Steps*

2

Culture fest
KINGSTON

Date: May Time: P.M.

Location: Natural History Museum at 110 Greenway

Price: free

Event: History of Latin Music Lecture/Concert

Seat:

3

Culture fest
KINGSTON

Date: May Time: 7:30 P.M.

Location: Kingston Concert Hall
3600 Central Avenue

Event: Ludacris Hip-Hop Series

Price: \$ Seat:

Price: \$ Seat:

4

Culture fest
KINGSTON

Date: May Time: P.M.

Location: Kingston Gallery
260 Central Avenue

Price: \$ Seat: 10a

Event: *The Lion King* Seat: 10b

5

Culture fest
KINGSTON

Date: May 9 Time: P.M.

Location: Kingston Gallery at 109 Greenway

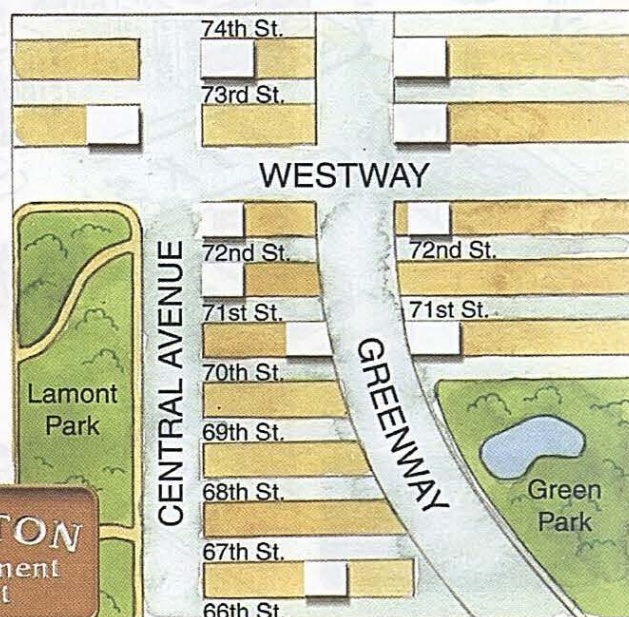
Price: \$

Event: Picasso: His Life and Art

Seat: 7G

B **1:30** **Listen for locations** Look at the map of the entertainment district of Kingston. Listen again and write the number of each place in its location on the map. (Be careful: There are five places but ten boxes.)

KINGSTON
Entertainment
District



NOW YOU CAN Make plans to see an event

A Notepadding Read about all the events for the week of May 6–12 below and on the tickets on page 20. Choose events you'd like to see. Write those events, times, and places on the notepad.

Event	Day / Date / Time	Place

Kingston Post

THIS WEEK
at the

KINGSTON Culturefest

MAY						
MON	TUES	WED	THURS	FRI	SAT	SUN
6	7	8	9	10	11	12

HIGHLIGHTS

THEATER

Neil Simon's classic comedy
Barefoot in the Park
Lamont Theater



Tuesday to Friday 8:00 P.M.

Tkts: Balcony from \$65
Orchestra from \$85

The Indian Ink Theatre Company

The Dentist's Chair

"A Serious Play
For Serious
Theatergoers"



Kingston Gallery 2

Friday and Saturday 8:00 P.M.

TALKS / LECTURES

Global Warming: How It Changes Our World



Al Gore (former
vice president of the
U.S. and winner of
the Nobel Prize)

Tuesday 6:30 P.M.
and 9:00 P.M.

*Natural History
Museum*
Free!

GALLERY TALK

The History of Art

Series of Six Lectures

This week: Greek and
Roman art with art
exhibit included.
Janetta Rebold Benton

Monday and
Thursday 7:45 P.M.

Kingston Gallery 2

Members' price: \$5.00
General admission: \$12.00



CONCERTS

Vanessa-Mae, violinist

Vanessa-Mae will play the Tchaikovsky
Violin Concerto in
D Major with the
New York Philharmonic
Orchestra

Also: Johann Sebastian
Bach's *Tocatta and
Fugue in D Minor*

Kingston Concert Hall



Wednesday and Saturday: 8:00 P.M.
Sunday: 2:00 P.M. (matinee)
Tkts: \$50 (students \$25)

POP CHRISTMAS

Bob

Dylan

Singer, songwriter,
producer sings from his
new album *Christmas in
the Heart*, featuring
"The First Noel."



Kingston Gallery 2

Tuesday, Wednesday, and Friday 10:00 P.M.
late show: 12:30 A.M. Tkts: \$23

B Pair work Compare the events you'd like to see. Make plans to see one or more of the events together. Use the map on page 20.



Be sure to recycle this language.

Invite

Are you free / busy on ____?
There's a [play] at ____.
Would you like to go?

Ask for information

How about ____?
What time's the ____?
Where is it?

Accept and decline

I'd love to go.
See you at ____.
I'd love to go, but ____.
Maybe some other time.
That's past my bedtime.
I'm [not really] a ____ fan.
That's not for me.
That's more my style.

Locations / Directions

It's across from the ____.
It's around the corner
from the ____.
It's on the ____ side of the
street.
It's between ____ and ____.
Turn left at ____.
Go (Walk / Drive) to ____.

BEFORE YOU READ

A Warm-up In what ways is music important to you?

B Preview Read the question at the beginning of the article and the first sentence in each answer. What do you think "musical tastes" are?

READING



What are your musical tastes?



► My favorite genre is alternative pop. I love live concerts. I once saw Performers and Foo Fighters live in New York. They were awesome. I also like to listen to music when I travel. I just load my mini MP3 player with lots of songs and carry it with me. At home, I like the music channels on TV. I also enjoy music videos and often search for them on the Internet.

Damir Rudic

Systems administrator, IT, Banja Luka City, Bosnia and Herzegovina

► I'm a big music fan. I'm into all kinds of music—pop, folk, classical—you name it. When I'm really stressed out, classical music helps me relax. I also like to play "oldies" and sing along really loud! In the past, I collected CDs, but now I just buy songs on the Internet. It's really convenient because you don't have to change CDs! I just download the files onto my MP3 player.

Moon-Jeong Curie Lim

Marketing manager, Seoul, Korea



► I listen to music on my commute and at home after work. I've got plenty of time to listen because I listen while I do other things, like reading, checking e-mail, or hanging out with friends. I love to see pop bands live, but sometimes I prefer CDs because the sound quality is better. I download music and I pay about one U.S. dollar per song, but even at that price I could never buy all the music I want to listen to!

Adam Klagsbrun

Sales representative, New York, USA

Source: Authentic interviews of real people

A Identify supporting details Read the interviews again. Circle T for true or F for false about each statement. Find details in the text to support your answers.

- T F 1 Mr. Rudic likes music videos. He says:
- T F 2 Mr. Rudic only listens to music at home. He says:
- T F 3 Ms. Lim buys lots of CDs in stores. She says:
- T F 4 Mr. Klagsbrun always prefers live concerts to CDs. He says:

B Make personal comparisons Who are you like: Mr. Rudic, Ms. Lim, or Mr. Klagsbrun? Explain how.

“I’m like Adam Klagsbrun. I listen to music while I do other things.”

On your ActiveBook Self-Study Disc:
Extra Reading Comprehension Questions

NOW YOU CAN Talk about musical tastes

A Frame your ideas Fill out the survey about your musical tastes.

MUSIC IN YOUR LIFE

TAKE THE SURVEY!

1. Are you a music fan?

- ☐ yes ☐ no

2. What’s your favorite kind of music?

- ☐ country ☐ pop ☐ classical
☐ traditional ☐ folk ☐ blues
☐ Latin ☐ other

3. Who are your favorite artists?

.....
 Why?

4. When do you listen to music?

- ☐ when I study ☐ when I drive
☐ when I work ☐ all the time
☐ other

5. Do you go to concerts?

- ☐ often ☐ sometimes ☐ never

If so, what’s your favorite kind of concert?

.....

6. How do you listen to music?

- ☐ on CDs ☐ on the Internet
☐ on the radio ☐ on music videos
☐ on MP3s ☐ on TV music channels
☐ on cassettes ☐ other

7. How many CDs do you own?

- ☐ none ☐ 1–50 ☐ 50–100 ☐ 100–200
☐ more than 200

What kinds of music?

.....

B Pair work Compare surveys with a partner. Summarize your answers and your partner’s answers on the notepad.

About me	About my partner
I’m a pop fan.	Her favorite music is pop, too.

C Discussion Now use the notepad to tell the class about your musical tastes.

“My partner and I are really into music. We’re both pop fans.”

Text-mining (optional)

Underline language in the Reading on page 22 to use in the Discussion. For example:
 “I’m into ____.”

Review



More Practice

ActiveBook Self-Study Disc

grammar • vocabulary • listening
reading • speaking • pronunciation

A ^{1:32} **Listening comprehension** Listen to the conversations about entertainment and cultural events. Complete the chart with the kind of event and the time of the event.

B ^{1:33} Look at the chart and listen again. Circle the event if the person accepts the invitation.

	Kind of event	Time of event
1		
2		
3		

C Complete each conversation, based on the picture.



A: There's a great
at the City Theater.
B: 's the show?
A: Eight o'clock.



A: I'm sorry I'm late. This
..... is awesome.
What time did it start?
B: 6:30. Don't worry.
You didn't miss much.



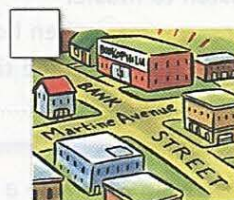
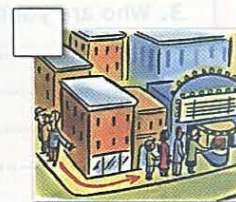
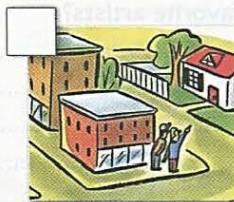
A: Hello?
B: Hi. I'm calling from the
Beekman Gallery. There's an
..... of
paintings from France.
A: Sounds great! Meet you
there fifteen minutes?



A: Are you free Monday
evening? Dr. Benson is giving
a on the native
plants of the desert. Do you
want to go?
B: That depends. time?
A: It's 7:00.

D Unscramble the following sentences. Then match the sentences with the pictures. Write the number on the picture.

- on Martine The bookstore Avenue Street is corner of and the Bank
- 8:00 Saturday The exhibit is on August 3 at P.M.
- around the street The movie is the theater corner and down
- corner The house is around the street and across the



E Writing On a separate sheet of paper, write at least five sentences about yourself and your tastes in music.

My name is Kazu Sato. I'm from Nagoya. I'm a
classical music fan. I love Mozart...

WRITING BOOSTER • p. 142

- The sentence
- Guidance for Exercise E

1:34/1:35

Top Notch Pop
"Going Out"
Lyrics p. 149

ORAL REVIEW

Contest Form teams. Study the ads for one minute. Then close your books. With your team, name all the events you can remember. (Your team gets one point for each correct event.)

Pair work Create conversations for the two people.

1 Ask and answer questions about the ads.

Use *Where*, *When*, and *What time*. For example:

Q: *Where's the lecture?*

A: *It's...*

2 Discuss the ads. Make plans, suggestions, and invitations. Discuss your likes and dislikes.

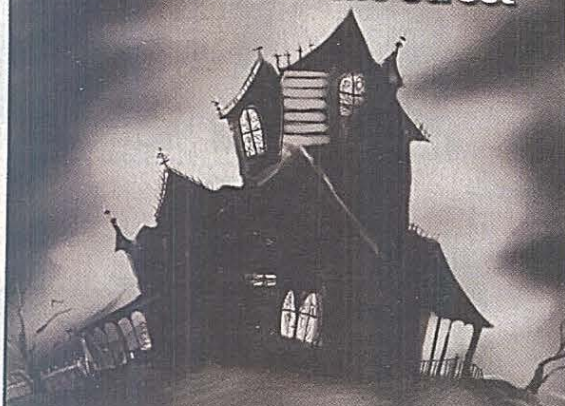


The Journal News- October 22

Today's Entertainment

B16

The House on the Other Side of the Street



"AWESOME... YOU WON'T SLEEP FOR A WEEK" - Newstime
"Don't bring the kids." - Theodore Roper

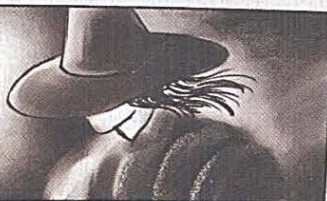
PLAZA THEATER

237-FILM 10:25 P.M. 1:00 A.M.

PLAYS

Wicked

Hill Street Theater
660 North Main
8:30 P.M.



OTHER EVENTS - Talks/Lectures

James M Cowan

A Plan for Everyday Life

Lecture, discussion, book signing
Books and Other Precious Things
400 Jackson Street 6:45 P.M.

MOVIES

In a world where anything could happen, at any time...

**DO YOU HAVE ANY
WATER IN THAT BOTTLE?**



"A hilarious spoof of airport culture"
Alizia Compton, *Today's Arts Magazine*

Do You Have Any Liquids?

Mama Cruz Rachel Weldon

CinePlex 2

5:25, 7:05, 9:30

MUSIC

Billy Joel

singer / songwriter

TODAY ONLY
City Limits Club
9:30 P.M.

NOW I CAN...

- ☐ Accept or decline an invitation.
- ☐ Express locations and give directions.
- ☐ Make plans to see an event.
- ☐ Talk about musical tastes.

The China Philharmonic Orchestra
with **The Shanghai Opera House Chorus**
Mozart's Requiem
Symphony Hall, 8:00 P.M.

UNIT 3

Preview

The Extended Family

GOALS

After Unit 3, you will be able to:

- 1 Report news about relationships.
- 2 Describe extended families.
- 3 Compare people.
- 4 Discuss family cultural traditions.



A Look at Linda's photo album. Fill in the missing words in the yellow boxes.

B **Vocabulary** • *The extended family*
Listen and repeat.

C Pair work Ask and answer questions about Linda's relatives. Use Who.

“Who's Bill's wife?”

“Who are Mary and Mark?”

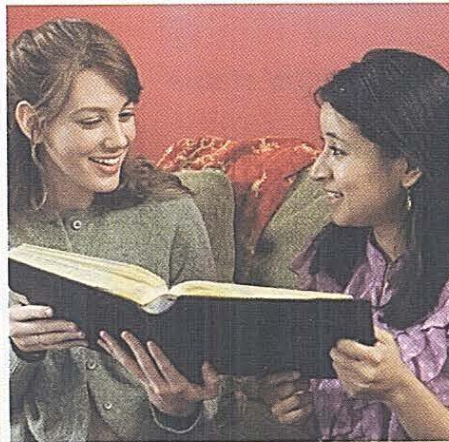
“Rita.”

“They're Tom's in-laws.”

D **Photo story** Read and listen to two women discussing family photos.



Anna: Who's that guy? Your brother?
Jane: No, that's my brother-in-law, David. He's married to my older sister, Laura. And this is their son, Michael. He's adopted.*
Anna: Do they have any other children?
Jane: Just the one. He's an only child.



Anna: Looks like they're having a great time in New York.
Jane: Actually, they live there.
Anna: They do? Wow! How often do you see them?
Jane: About twice a year.



Anna: And what about these kids?
Jane: They're my younger sister's. Vicky's the girl. And these are her little brothers, Nick and Alex.
Anna: Nick and Alex look so much alike! Are they twins?*

*adopted: David and Laura aren't Michael's birth parents.

*twins: Nick and Alex were born at the same time.

E Think and explain Check true, false, or no info. Then explain each answer, using information from the Photo Story.

	true	false	no info
1 David is the husband of Anna's older sister.	☐	☐	☐
2 David and Laura have two children.	☐	☐	☐
3 Jane is Laura's younger sister.	☐	☐	☐
4 Jane doesn't have any brothers.	☐	☐	☐
5 Jane has two nieces and one nephew.	☐	☐	☐
6 Vicky, Nick, and Alex are Jane's cousins.	☐	☐	☐

“He's Jane's brother-in-law, not Anna's.”

F Complete the chart with information about your extended family. Write the number of people in each category.

I have ...		
_____ brother(s)	_____ uncle(s)	_____ cousin(s)
_____ sister(s)	_____ aunt(s)	_____ brother(s)-in-law
_____ nephew(s)	_____ niece(s)	_____ sister(s)-in-law

G Group work Compare charts with your classmates. Who in your class has a very large extended family?

“How many _____s do you have?”

Grammar practice Complete the questions and answers. Use the simple present tense.

1 (have) A: your cousin any children?

B: Yes, she She two kids—a girl and a boy.

2 (live) A: your grandparents in Sydney?

B: No, they They in Ottawa.

3 (work) A: your father in Quito?

B: Yes, he He for the government.

4 (like) A: your cousin hip-hop?

B: No, he He it at all.

CONVERSATION MODEL

A  2:06 Read and listen to good news about a relationship.

A: What's new?

B: Actually, I have some good news. My sister just got engaged!

A: That's great. Congratulations!

B: Thanks!

A: So tell me about her fiancé.

B: Well, he works at PBM. He's an engineer.

Or bad news . . .

B: Actually, I have some bad news. My sister just got divorced.

A: I'm sorry to hear that. Is she OK?

B: Yes, she is. Thanks for asking.

B  2:07 **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.



NOW YOU CAN Report news about relationships

A Notepadding Imagine that you have good or bad news about someone in your extended family (or use real news). Write notes to plan a conversation.

Relationship to you:
What's the news?
Where does he / she live?
What does he / she do?
Other information:

good news
got married
got engaged

bad news
got separated
got divorced

B Pair work Personalize the Conversation Model to tell your partner your news. Then change roles.

A: What's new?

B: Actually, I have some news.
My

A:

Don't stop!

- Ask **yes / no** questions.
Is [she] ____? / Does [he] ____? / Do [they] ____?
- Use the simple present tense to say more.
He lives ____ . They have ____ .
She works ____ . They don't have ____ .

C Change partners Report other good or bad news.

VOCABULARY

Other family relationships

A ^{2:08} Read and listen. Then listen again and repeat.

Barry is my **stepfather**. He's my mother's second husband.



1

Zack

Barry

Gina is my **stepmother**. She's my father's second wife.



Beth

Gina

Jim is my **stepbrother**. His mother married my father.



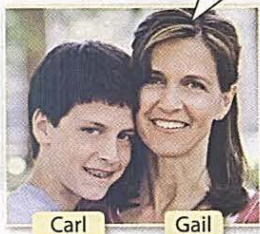
2

Kayla

Jim

Kayla is my **stepsister**.

Carl is my **stepson**. I married his father three years ago.



3

Carl

Gail

Tina is my **stepdaughter**. I married her mother when Tina was five.



Mike

Tina

Dana is my **half-sister**. We have the same mother, but different fathers.*



4

Rob

Dana

Rob's my **half-brother**.

*Half-brothers and half-sisters can also have the same father but different mothers.

B Pair work Ask your partner to find people in the photos.

“Who's Carl's stepmother?”

“Carl's stepmother is Gail.”

C ^{2:09} **Listening comprehension** Listen to the speakers and infer the relationships. Use the Vocabulary to complete each statement. Listen again if necessary.

- 1 Her brother has three
- 2 Carol is his
- 3 She calls her “Mom.”

- 4 Leo is his
- 5 Hank is her

GRAMMAR

The simple present tense—information questions: Review

What **do** your in-laws **do**?
Where **do** their grandparents **live**?
When **do** you **visit** your aunt?
How often **do** you **call** your nephew?
How many cousins **do** they **have**?

What **does** your sister-in-law **do**?
Where **does** your niece **live**?
When **does** he **visit** his aunt?
How often **does** she **call** her nephew?
How many cousins **does** he **have**?

Be careful! Who as subject:
Who **lives** in Hong Kong?
NOT Who **does live** in Hong Kong?

GRAMMAR BOOSTER ▶ p. 127

Information questions in the simple present tense:

- Form
- Questions with **Who**
- Common errors

A Find the grammar Look at the Photo Story on page 27 again. Find one information question in the simple present tense.

B Grammar practice Complete the conversations with the simple present tense.

- 1 A: nieces and nephews?
B: Three. My sister two girls, and my brother a boy.
- 2 A: My stepfather in a restaurant.
B: Really? he?
A: He's the chef and manager.
- 3 A: My sister with her family in Dublin.
B: Dublin? kids she have?
A: I have two nephews, both adopted.

- 4 A: your cousins live?
B: One in Thailand. And the other in Norway.
A: Wow! you see them?
B: They come home once a year.
- 5 A: Where your uncle?
B: He at the hospital around the corner.
A: your aunt there, too?
B: No, She's a homemaker.

CONVERSATION MODEL

- A**  2:10 Read and listen to people describing their families.

- A: Do you come from a large family?
B: Not really. I have two brothers.
A: What about aunts and uncles?
B: Well, I have three aunts on my father's side. And on my mother's side, I have two aunts and three uncles.
A: That's pretty big!

- B**  2:11 **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.



NOW YOU CAN Describe extended families

- A Notepadding** List your extended family relationships on the notepad.

- B Pair work** Personalize the Conversation Model. Then change roles.

- A: Do you come from a large family?
B: I have
A: What about?
B: Well, I have on my 's side.
And
A:

Don't stop! Ask for more information.

Tell me about your [aunts].
Does she ____? / Do they ____?
Is she / Are they [single]?
What ____? Who ____?
Where ____? How often ____?
When ____? How many ____?

- C Extension** Now tell your classmates about your partner's family.

On my father's side . . .	On my mother's side . . .

BEFORE YOU LISTEN

A ^{2:12} **Vocabulary** • *Similarities and differences* Read and listen. Then listen again and repeat.

How are you alike?

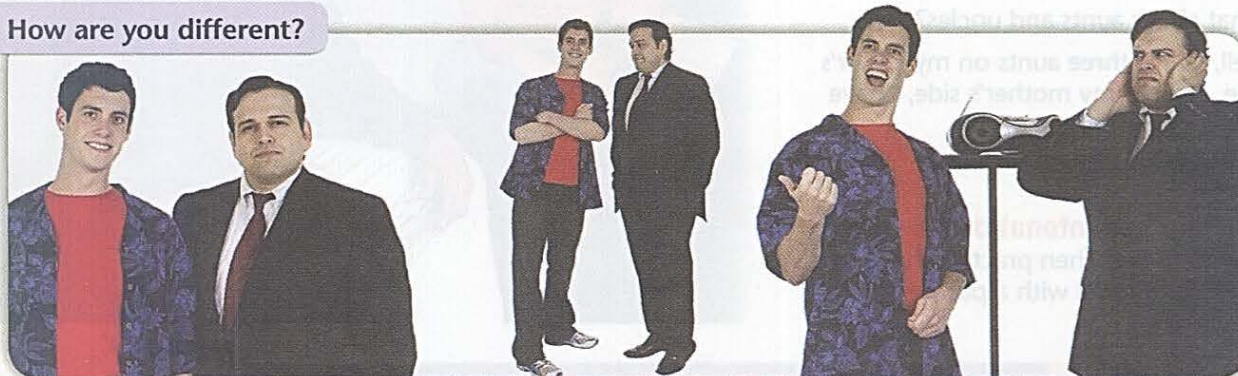


We look **alike.**
the same.

We wear **similar**
We like **the same kind of** } clothes.

We both
Both of us } like folk music.

How are you different?



We **don't look alike.**
look different.

We wear } **different** clothes.
We like }

I like folk music, **but** } he likes classical.
he doesn't.

B Pair work Find three similarities and three differences between you and your partner.
On a separate sheet of paper, write six sentences describing the similarities and differences.

LISTENING COMPREHENSION

A ^{2:13} **Identify similarities and differences** Listen to Lucille Kennedy talk about herself and her sister, Laura. Check the statements that are true. Explain your answers.

Lucille and Laura . . .

1	☐ look alike.	☐ look different.
2	☐ like the same food.	☐ like different food.
3	☐ like the same kinds of movies.	☐ like different kinds of movies.
4	☐ sometimes wear the same clothes.	☐ never wear the same clothes.
5	☐ like the same music.	☐ like different music.
6	☐ have the same number of kids.	☐ have different numbers of kids.
7	Lucille and Laura are ☐ twins. ☐ stepsisters. ☐ half-sisters.	



- B** ^{2:14} **Listen to take notes** Listen again for what Lucille says about these topics. On your notepad, use the Vocabulary to write sentences about how she and her sister are different.

favorite colors <i>They like different colors. Lucille likes ...</i>	
favorite colors	sports preferences
musical tastes	families

PRONUNCIATION *Blending sounds*

- A** ^{2:15} **Read and listen.** Pay attention to the blended sounds in does she and does he. Then listen again and repeat.

- 1 */dʌʃi/* **Does she** have any stepchildren? 3 */dʌzi/* **Does he** live near you?
- 2 How many stepchildren */dʌʃi/* **does she** have? 4 Where */dʌzi/* **does he** live?

- B** Now practice the questions on your own. Pay attention to blended sounds.

NOW YOU CAN *Compare people*

- A Notepadding** Choose someone in your extended family. On the notepad, write your similarities and differences. Use the Vocabulary from page 32.

The person's name:	Relationship to you:
You	Both of you
	Your relative

Ideas

- marital status
- occupation
- family relationships
- appearance
- clothing
- likes and dislikes
- abilities

- B Pair work** Tell your partner about you and your relative. Use your notepad. Then compare other people in your families.



Be sure to recycle this language.

Similarities and differences

- How are you alike?
How are you different?
Do you look alike?
Do you both ___?
Do you ___ the same ___?

For more information

- How about ___?
Do you have any ___?
How old ___?
What does your ___ do?
Where does your ___ live?
How many ___ does your ___ have?

“My cousin and I are both single.”

BEFORE YOU READ

Warm-up In your opinion, how long should adult children live in their parents' homes?

READING



Ask Mr. Dad with Armin Brott

Home | About "Ask Mr. Dad" | Ask a Question | About Armin Brott | Visit mrdad.com

When Adult Children Come Home

Q: *My wife and I recently sent our last child off to college. We are ready to sell the house and travel, but our oldest daughter doesn't have a job and plans to move back home. What should we do?*

A: Most North Americans expect their children to move out of the house at eighteen. But that's changing. Today, more adult children are returning home to live. Some don't have jobs or can't pay for the high costs of housing. Some are recently separated or divorced. Most are single, but some come home with a wife, husband, or child, too.

Most parents are happy when their kids come back home to live. However, when a son or daughter can't find a job—or is recently divorced—there can be problems. And if their son or daughter is still at home at the age of thirty-five, many parents are no longer happy.

In your case, what if your daughter moves back home?

- Don't worry. If you and your daughter had a good relationship when she was younger, she'll be fine. Help her in any way you can. And it's OK to ask, "How long do you plan on staying?"
- Don't treat your daughter like a child. In our culture, adult children don't feel good about living at home, and they don't want to depend on their parents' help. Tell her you understand.
- Talk to your daughter as an adult. Have a discussion about paying for expenses and helping with household responsibilities and chores, such as kitchen cleanup and doing laundry. If you and your daughter talk and try to understand each other, everyone will be happier.

Ask Mr. Dad your question at askmrdad.com.

Source: mrdad.com

A Confirm facts Complete each statement.

- The parents are worried because their daughter
 - wants to move into their home
 - wants to move away from their home
 - doesn't want to leave their home
 - doesn't want to come home
- According to the article, most North Americans expect children to move out of their parents' home when they
 - reach the age of eighteen
 - finish college
 - find a job
 - get married

- 1 Check the reasons adult children are moving back home.
- ☐ They don't have jobs.
 - ☐ They get divorced.
 - ☐ They can't afford housing.
 - ☐ They feel good about living with their parents.
 - ☐ They want to depend on their parents.

- 2 What are Mr. Brott's suggestions to the father?
- ☐ to sell his house and go traveling
 - ☐ to discuss chores at home
 - ☐ to ask his daughter to find a job
 - ☐ to try to understand his daughter
 - ☐ to not worry too much about his daughter

On your ActiveBook Self-Study Disc:
Extra Reading Comprehension Questions

NOW YOU CAN Discuss family cultural traditions

A Frame your ideas Complete the survey about adult children in your country. Then compare answers with a partner.

Living At Home?

- 1 At what age do children usually leave home in your country?

- ☐ between 18 and 20
- ☐ between 21 and 25
- ☐ between 26 and 30
- ☐ over 30
- ☐ It depends on their marital status.

- 2 What are the reasons adult children usually leave home?

- ☐ They get a job.
- ☐ They get married.
- ☐ They go away to study.
- ☐ They don't want to depend on their parents.
- ☐ Other _____

- 3 How do parents feel when their adult children are living at home?

- ☐ They're very happy.
- ☐ They're very worried.
- ☐ They don't think about it.
- ☐ They don't want them to stay.
- ☐ Other _____

- 4 What do adult children usually do when they live at home?

- ☐ They help with the chores.
- ☐ They help pay for expenses.
- ☐ They look for a job.
- ☐ They look for a new place to live.
- ☐ Other _____

B Notepadding Write some similarities and differences between family cultural traditions in your country and those Armin Brott describes.

What's the same?	What's different?

C Group work Now imagine that you are speaking to a visitor to your country. Explain the family cultural traditions in your country about adult children living at home.

Text-mining (optional)

Underline language in the Reading on page 34 to use in the Group Work. For example:
"Most parents are happy when ..."



More Practice

ActiveBook Self-Study Disc

grammar • vocabulary • listening
reading • speaking • pronunciation

Review

- A** ^{2:17} **Listening comprehension** Listen to the people talking about their families. Check the box for family size for each speaker. Then listen again and write the number of children in each person's family.

	A big family	A small family	Number of children
1 Brenda	☐	☐	
2 Steven	☐	☐	
3 Leslie	☐	☐	
4 Jason	☐	☐	

- B** Complete the sentences with the correct word or phrase.

- Larry doesn't have any brothers or sisters. He's an
- Bob's brother is Ron. They have the same birth date. They are
- Jun's brother has two daughters. They are Jun's
- Eva is Alfonso's wife. Alfonso's parents are Eva's
- Hariko's father has five nieces and nephews. They are Hariko's
- Jill's father married Wendy's mother. Jill's father is Wendy's
- Julie and Brett are divorced. Brett is Julie's
- Teresa's mother has two brothers. They are Teresa's

- C** Complete the questions. Use the simple present tense.

- A: Where?
B: My brother lives in Cuzco, Peru.
- A: What?
B: My sister's a nurse.
- A: How many?
B: I have two sons and a daughter.
- A:?
B: Cousins? Yes, I do. I have seven.
- A: Where?
B: My brother lives near me.
- A:?
B: Children? Yes. My sister has two daughters.

- D Writing** On a separate sheet of paper, compare two people in your family. Write about how they are similar and how they are different.

My brother and his wife are similar in some ways, but they are also very different...
--

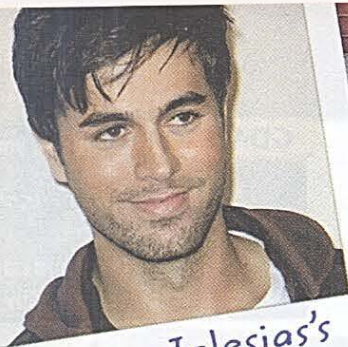
WRITING BOOSTER • p. 143

- Combining sentences with *and* or *but*
- Guidance for Exercise D



2:18/2:19

Top Notch Pop
"An Only Child"
Lyrics p. 149



Enrique Iglesias's Family

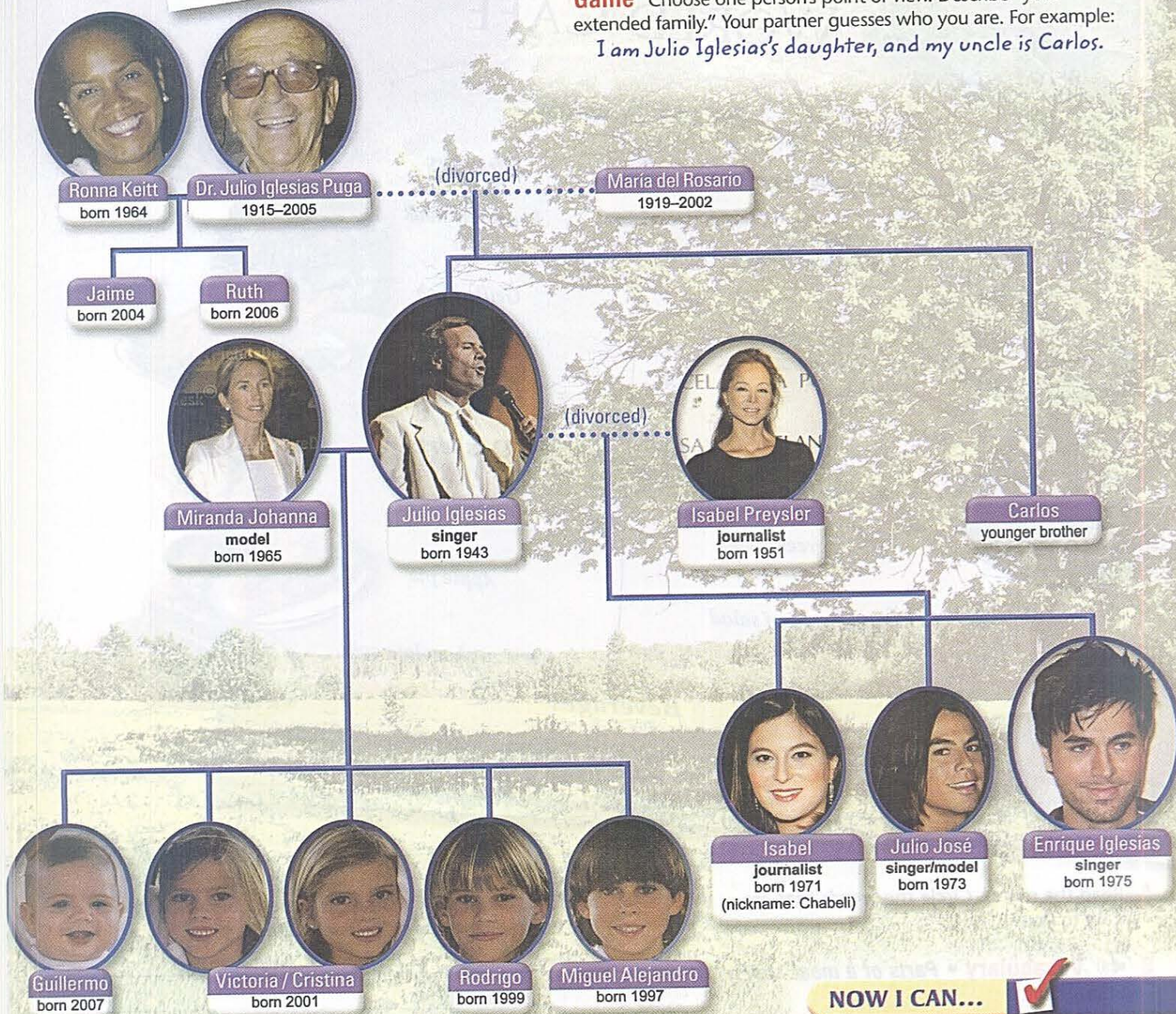
ORAL REVIEW

Contest Study the family tree. Who can answer this question first: How many sisters, brothers, half-sisters, and half-brothers do Enrique Iglesias and Julio Iglesias each have?

Pair work Ask and answer questions about the family relationships. Use Who, What, When, and How many. For example:

Q: Who is Isabel Preysler? A: She's ...

Game Choose one person's point of view. Describe "your extended family." Your partner guesses who you are. For example:
I am Julio Iglesias's daughter, and my uncle is Carlos.



NOW I CAN...

- ☐ Report news about relationships.
- ☐ Describe extended families.
- ☐ Compare people.
- ☐ Discuss family cultural traditions.

UNIT 4

Food and Restaurants

GOALS

After Unit 4, you will be able to:

- 1 Ask for a restaurant recommendation.
- 2 Order from a menu.
- 3 Speak to a server and pay for a meal.
- 4 Discuss food and health.

Preview

WORLD CAFÉ

Today's Specials

Appetizers

- Potato soup
Colombian Style
- Fried squid
with spicy tomato sauce

Salads

- Mixed green salad
- Tomato onion salad

Entrées

- Brazilian steak
- Grilled fish
- Roast chicken

Desserts

- Ice cream
- Apple pie
- German chocolate cake

Beverages

Coffee * Tea * Soft drinks * Fruit juice * Bottled water (still or sparkling)

A Read the menu. Circle the words that are new to you.

B **Vocabulary** • **Parts of a meal** Listen and repeat.

C **Pair work** Which foods on the menu would you like to order? Are there any foods you wouldn't like to order? Compare tastes with a partner.

D **Notepadding** Write the name of at least one dish from your country for each category.

an appetizer
a salad
an entrée (main course)
a dessert
a beverage

Customer: I'm ready, thanks. I think I'll start with the potato soup. Then I'll have the roast chicken. What does that come with?



Customer: I'd like the carrots, please. Or, on second thought, maybe I'll have the tomatoes.



Customer: I'd like sparkling water, please. No ice.

Server: Portuguese speaker

- ☐ soup and salad
- ☐ salad and dessert
- ☐ carrots and grilled tomatoes
- ☐ salad and carrots or grilled tomatoes
- ☐ water

- 1 I think I'll start with the
- 2 Then I'll have the
- 3 For my main course, I'd like the
- 4 For dessert, I'll have the
- 5 To drink, I'd like

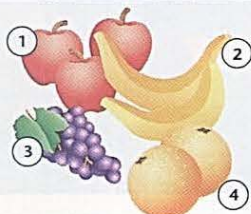
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VOCABULARY

Categories of food

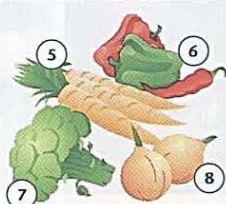
A ^{2:22} Read and listen. Then listen again and repeat. Add another food to each category.

fruit



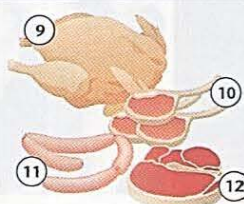
- 1 apples 2 bananas
3 grapes 4 oranges
mangoes

vegetables



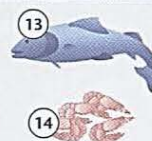
- 5 carrots 6 peppers
7 broccoli 8 onions

meat



- 9 chicken 10 lamb
11 sausage 12 beef

seafood



- 13 fish 14 shrimp

grains



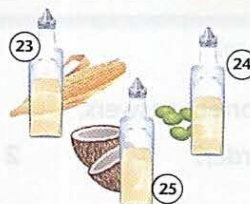
- 15 pasta 16 rice
17 noodles 18 bread

dairy products



- 19 butter 20 cheese
21 milk 22 yogurt

oils



- 23 corn oil 24 olive oil
25 coconut oil

sweets



- 26 candy 27 pie
28 cake 29 cookies

B Expand the vocabulary How many foods can you create? Combine foods. Follow the example.

- 1 orange juice apple juice, mango juice
2 tomato onion salad
3 apple pie

- 4 grilled fish
5 potato soup

GRAMMAR

There is and there are with count and non-count nouns

Use **there is** with non-count nouns and singular count nouns.

Use **there are** with plural count nouns.

There's milk and an apple in the fridge.

There are oranges, too. But **there aren't** any vegetables.

Use **there is** with **anything** and **nothing**.

Is there anything to eat? (No, **there is** nothing.)

NOT Are there anything to eat?

GRAMMAR BOOSTER ▶ p. 127

- More on non-count nouns
- Expressing quantities
- How much / how many
- Spelling rules

Remember:

- Count nouns name things you can count. They are singular or plural.
- Non-count nouns name things you cannot count. They are not singular or plural.
- Don't use **a**, **an**, or a number with non-count nouns.
rice NOT a rice NOT rices

See page 122 for a more complete list of non-count nouns.

Grammar practice Complete each statement or question with a form of there is or there are.

- 1 apples in the fridge?
- 2 any cookies?
- 3 anything to eat in this house?
I'm hungry.
- 4 eggs in the fridge. We could make an omelet.
- 5 I don't think any vegetables on the menu.
- 6 too much sugar in this coffee.
- 7 enough lettuce to make a salad?
- 8 any of that great cheese? I feel like having a grilled cheese sandwich.

CONVERSATION MODEL

A  Read and listen to someone asking for a restaurant recommendation.

A: Could you recommend a restaurant for this evening?

B: Sure. What are you in the mood for?

A: I don't know. Maybe a sandwich. I'm not very hungry.

B: Actually, there's a great place nearby. It's called Tom's. Would you like directions?

B  **Rhythm and intonation** Listen and repeat. Then practice the Conversation Model with a partner.

2:25  **Degrees of hunger**
 - not very hungry
 + really hungry
 +++ starving



NOW YOU CAN Ask for a restaurant recommendation

A Pair work Change the Conversation Model. Ask for a recommendation for today, tonight, dinner, breakfast, or lunch. Recommend a restaurant from the map. Then change roles.

A: Could you recommend a restaurant for?

B: What are you in the mood for?

A: I don't know. Maybe I'm

B: Actually, there's a great place nearby. It's called Would you like directions?



Be sure to recycle this language.

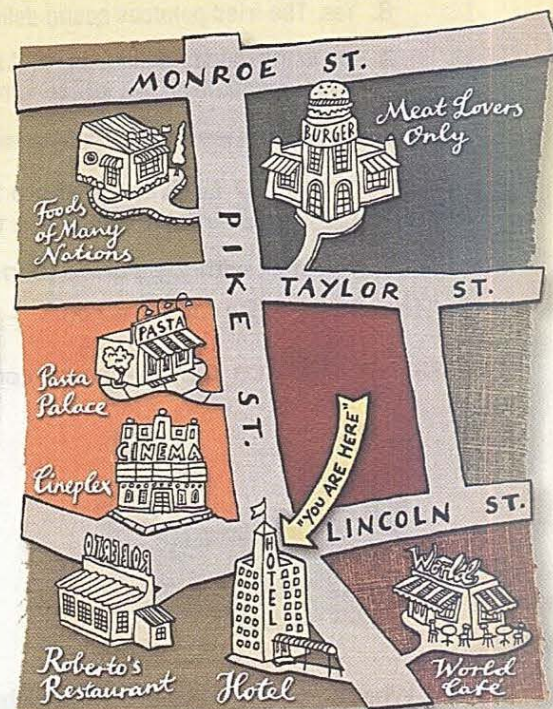
Locations

around the corner
across the street
across from the ____

down the street from the ____
between ____ and ____
on the ____ side of the street

Don't stop!

Use the map and give directions to the restaurant you recommended.



B Change partners Practice the conversation again. Talk about other foods and restaurants.

CONVERSATION MODEL

A  ^{2:26} Read and listen to someone ordering dinner from a menu.

A: I'll have the pasta for my main course, please.
What does that come with?

B: It comes with soup or a salad.

A: What kind of soup is there?

B: There's tomato soup or chicken soup.

A: I'd like the salad, please.

B: Certainly. And to drink?

A: Water, please.

B  ^{2:27} **Rhythm and intonation** Listen again and repeat.
Then practice the Conversation Model with a partner.



GRAMMAR Definite article the

Use the definite article the to name something a second time.

A: It comes with a salad.

B: OK. I'll have the salad.

Also use the to talk about something specific.

A: Would you like an appetizer? (not specific; general)

B: Yes. The fried potatoes sound delicious. (specific; they're on the menu)

A: I'm in the mood for seafood. (not specific; general)

B: Then I recommend the grilled shrimp. (also specific; they're on the menu)

Remember:

The indefinite articles are a and an.

a salad	an appetizer
a beverage	an entrée

GRAMMAR BOOSTER ▶ p. 129

• Some and any

A Find the grammar Look at the Photo Story on page 39 again. Explain why the customer uses the definite article the in the following sentences.

1 "I think I'll start with the potato soup."

3 "I'd like the carrots, please."

2 "Then I'll have the roast chicken."

4 "... maybe I'll have the tomatoes."

B Grammar practice Complete each conversation with a, an, or the.



1 A: What do you feel like eating tonight?

B: Well, seafood special sounds delicious.



2 A: I'm in the mood for really spicy dish.

B: Well, what about Thai chicken?
Thai food is usually spicy.



- 3 A: There are two kinds of soup: chicken noodle and mixed vegetable.
B: I think I'd like chicken noodle. I'm not big vegetable fan.
- 4 A: What would you like for your main course? We have nice grilled chicken special on menu tonight.
B: That sounds good. I'll have chicken special.

PRONUNCIATION *The*

- A** 2:28 Compare the pronunciation of the before consonant and vowel sounds. Read and listen. Then listen again and repeat.

/ə/ (before consonant sounds)
the **ch**icken
the **s**oup
the **j**uice
the **h**ot appetizer
the **f**ried eggs

/i/ (before vowel sounds)
the **o**range juice
the **o**nion soup
the **a**pple juice
the **a**ppetizer
the **e**ggs

- B** Write a check mark if the underlined word begins with a vowel sound.

- | | | |
|---|---|---|
| ☒ the <u>e</u> gg salad | ☐ the <u>a</u> pple cake | ☐ the <u>c</u> lam soup |
| ☐ the <u>C</u> hinese food | ☐ the <u>i</u> ce cream | ☐ the <u>o</u> live oil |
| ☐ the <u>t</u> omato sauce | ☐ the <u>c</u> hocolate milk | ☐ the <u>g</u> rilled fish |

- C Pair work** Now take turns saying each phrase. Be sure to use the correct pronunciation of the.

NOW YOU CAN Order from a menu

- A** With a partner, invent a restaurant. Give your restaurant a name. Write foods on the menu. Include two or more choices for each category.
- B Pair work** Use your menu to order food. Pay attention to count and non-count nouns and definite and indefinite articles. Then change roles.
- A: I'll have for my main course, please.
What does that come with?
- B: It comes with
- A: What kind of is there?
- B:
- Don't stop!**
- Order an appetizer or a soup.
 - Order dessert.
- A: I'd like, please.
- B: Certainly. And to drink?
- A:, please.
- C Extension** Bring in a real menu from your favorite restaurant. Use it to practice the conversation. Change partners and menus and practice again.

Welcome to

(name of restaurant)

appetizers:

soup:

entrées:

beverages:

All entrées come with:

BEFORE YOU LISTEN

2:29

Vocabulary • Communicating with a waiter or waitress

Read and listen. Then listen again and repeat.



LISTENING COMPREHENSION

2:30

A **Listen to predict** Listen to the conversations in a restaurant. Then listen again and predict the next thing you think the customer will say to the server. Explain your answers.

- | | |
|--|---|
| <p>1 ☐ We'll take the check, please.
 ☐ Do you accept credit cards?
 ☐ We're ready to order.</p> <p>2 ☐ This isn't what I ordered.
 ☐ We're ready to order.
 ☐ Is the tip included?</p> <p>3 ☐ No, thanks. We'll take the check, please.
 ☐ Is the tip included?
 ☐ Do you accept credit cards?</p> | <p>4 ☐ Excuse me! This isn't what I ordered.
 ☐ Excuse me! We're ready to order.
 ☐ Excuse me! We'll take the check, please.</p> <p>5 ☐ Excuse me!
 ☐ We'll start with the seafood soup, please.
 ☐ We'll take the check, please.</p> |
|--|---|

B Pair work Decide what to say to the server in each conversation. Then practice the conversation.

- | | |
|--|---|
| <p>1 A: Oh, no! Have a look at this check!
 B: I'm not sure we have enough money.
 Excuse me! <u>Do you accept credit cards?</u></p> | <p>2 A: Oh, no! They brought us onion soup.
 We ordered the tomato soup.
 B: You're right. Excuse me!</p> |
|--|---|

3 A: Oh, no! I left my money at home.

B: Excuse me!

4 A: We can't order dessert. We don't have time.

B: Right. Excuse me!

5 A: Do we need to leave a tip?

B: I'll ask. Excuse me!

6 A: Where's the waitress? I'm starving.

B: Excuse me!

NOW YOU CAN Speak to a server and pay for a meal

A Notepadding Plan your meal. Read the menu and choose what you'd like to order. Write your choice for each category.

appetizer
soup
salad
main course
beverage
dessert



Parkview Restaurant

Appetizers

- cakes
- Mini cheese pies
- Mixed grilled vegetables

Soup

- Spicy shrimp
- Chicken and rice
- French onion

Salads

- Tomato pepper
- Green bean
- Carrot

Entrées

- Roast beef
- Fried fish
- Pasta with tomato sauce
- Choice of Vegetables: Broccoli, Grilled tomatoes, Potatoes (any style)

Desserts

- Ice cream sandwiches
- Banana cake
- Chocolate pie
- Mixed fruit salad
- Fruit and cheese plate

All entrées include bread, soup or salad, vegetable, coffee or tea

B Group work Now form groups of diners and servers at tables. Discuss the menu. Speak to the server. Order and pay for the meal.



Be sure to recycle this language.

Discuss food

What are you in the mood for?
I'm in the mood for ____.
There's ____ on the menu.
The ____ sound(s) delicious.
What about ____?
This isn't what I ordered.

Serve food

Are you ready to order?
Do you need more time?
That comes with ____.
Would you like ____?
Anything to drink?
And to drink?
And for your [entrée]?

Order food

Excuse me!
I'm / We're ready.
I'd like to start with ____.
I think I'll have ____.
And then I'll have ____.
Does that come with ____?
What does that come with?
What kind of ____ is there?

Pay for food

I'll / We'll take the check, please.
Is the tip included?
Do you accept credit cards?

BEFORE YOU READ

- A**  **Vocabulary** • *Adjectives to describe the healthfulness of food* Read and listen. Then listen again and repeat.

healthy / healthful is good for you

sweet contains a lot of sugar

unhealthy / unhealthful is bad for you

high-calorie can make you fat or overweight

fatty / high-fat contains a lot of oil

low-calorie is not going to make you fat

salty contains a lot of salt

- B Warm-up** Do you like to eat at fast-food restaurants? Is it possible to get healthy food there? Use the Vocabulary.

READING





File Edit View History Bookmarks Tools Help

Get Smart! Eating on the go

Home Eating on the go

We know a daily diet of fast food can be bad for us. But fast food is quick and easy, and when we're on the go, it's sometimes a necessary choice. So here are some tips for fast-food fans:



Eat more "veggies."

- **Choose the chicken.** Have chicken rather than red meat. When in doubt, order the grilled chicken—not the fried.
- **Go light on the sauce.** Mayo, salad dressings, and other sauces are loaded with calories. Cut down on them, or cut them out altogether!



Cut down on mayo.
- **Fill up on veggies.** Ask for tomato, lettuce, onion, or other veggies on your sandwich. These low-calorie choices can help you avoid fries and other high-calorie options.



Skip the fries.
- **Go for the regular size,** not the extra-large. Super-size portions can super-size YOU.
- **Skip the sides entirely.** Eating a burger by itself is often enough. If you need a side order of something, consider a fruit cup or a side salad, instead of those fatty, salty french fries. Most fast-food restaurants offer those healthy options now.



Get a side salad.
- **Finally, treat yourself.** When you just have to have something sweet, opt for some delicious low-fat frozen yogurt or fruit ices rather than ice cream or cookies. You won't miss the calories a bit!

Source: fruitsandveggiesmatter.gov

A Understand from context Find the following words and phrases in the Reading and match them with their meanings. Then, on a separate sheet of paper, use the words to write your own sentences.

- | | |
|---------------------------|---|
| 1 "veggies" | a the amount you eat at one time |
| 2 "side order" | b not choose |
| 3 "go for" | c vegetables |
| 4 "skip" or "avoid" | d choice |
| 5 "portion" | e something you eat with your main course |
| 6 "option" | f choose |

B Infer information Which tips on the website can help you cut down on calories? fat? salt? sugar? Explain how.

On your ActiveBook Self-Study Disk:
Extra Reading Comprehension Questions

NOW YOU CAN Discuss food and health

A Frame your ideas Write a ✓ next to the foods you think are healthy. Write an X next to the foods you think are not. Then discuss your answers with a partner. Explain why some of the foods are unhealthy.

“French fries are not healthy. They’re too fatty.”

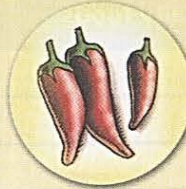
“I agree.”



☐ rice



☐ french fries



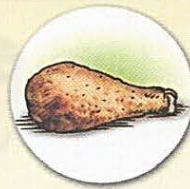
☐ hot peppers



☐ ice cream



☐ snacks: nuts, chips



☐ chicken



☐ salad



☐ pasta with sauce

B Notepadding List other foods and drinks you think are good for you and bad for you.

Healthy foods	Unhealthy foods
oranges	salty foods, like potato chips

C Discussion Now discuss food and health with your class. Suggest healthy eating tips. Use your lists.

Text-mining (optional)

Underline more language in the Reading on page 46 to use in the Discussion. For example:

“Have ___ rather than ___.”



Be sure to recycle this language.

Categories of foods

grains	meat
seafood	sweets
dairy products	fruit
vegetables	oils

Adjectives

healthy / unhealthy
good / bad for you
high-calorie / low-calorie
fatty / salty / sweet / spicy

Verbs

skip / avoid / cut out
go light on / cut down on
fill up on

Review

More Practice

ActiveBook Self-Study Disc

grammar • vocabulary • listening
reading • speaking • pronunciation

A **Listening comprehension** Listen to the conversations. Where are the people? Choose at home or in a restaurant. Then predict what each person will say next. Listen again and complete the statements.

- 1 The man and woman are (at home / in a restaurant).
I think he's going to ask, "Does dessert with my?"
- 2 Caroline and her mom are (at home / in a restaurant).
Her mom is probably going to say, "But Caroline, are really"
- 3 The man and woman are (at home / in a restaurant).
It's possible that he's going to say, "..... the grilled"
- 4 The couple is (at home / in a restaurant).
It's possible that she's going to say, "Terrific! Let's an omelet and a salad. I'm really!"

B Write examples of foods for each description below.

Spicy foods	Salty foods	Sweet foods	Fatty foods

C Write four questions you can ask a waiter or a waitress.

- 1
- 2
- 3
- 4

2:34/2:35

Top Notch Pop
"The World Café"
Lyrics p. 149

D Complete each sentence with a form of there is or there are.

- 1 too much pepper in the soup.
- 2 I hope not too much sugar in the cake. Sugar isn't good for you.
- 3 Excuse me. I'm looking for a restaurant. any good restaurants in the neighborhood?
- 4 any low-fat desserts on the menu?
- 5 an inexpensive restaurant nearby?
- 6 You should eat some fruit. some nice oranges on the kitchen table.
- 7 enough cheese in the fridge for two sandwiches?
- 8 I'm in the mood for soup. What kind of soup on the menu?

E Writing On a separate sheet of paper, write a short article for a travel newsletter. Write at least five sentences about foods in your country. Write more if you can.

In my country we eat a lot of vegetables. Vegetable soup is a very typical appetizer ...

WRITING BOOSTER • p. 143

- Connecting words and ideas: and, in addition
- Guidance for Exercise E



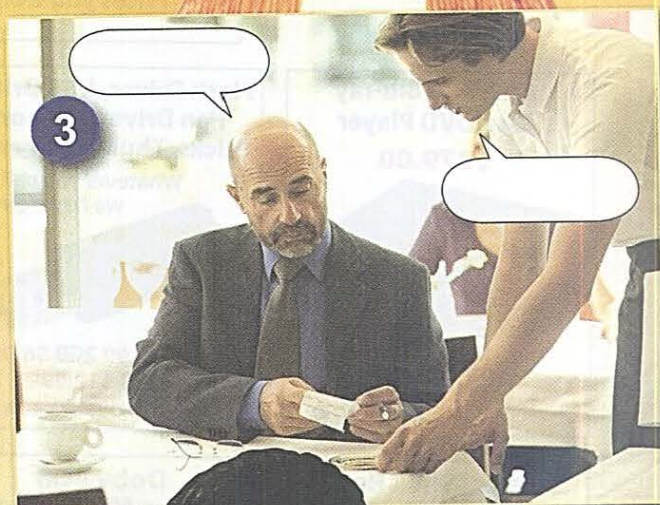
ORAL REVIEW

Pair work Create conversations for the people in Pictures 1, 2, and 3. For example:

A: *Can I help you?*

B: *Could you recommend a restaurant for...?*

Contest Form teams. Each team takes turns making statements about the foods in Picture 4 with there is or there are. (Teams get one point for each correct statement.)



NOW I CAN...

- ☐ Ask for a restaurant recommendation.
- ☐ Order from a menu.
- ☐ Speak to a server and pay for a meal.
- ☐ Discuss food and health.

UNIT 5

Preview

Technology and You

GOALS

After Unit 5, you will be able to:

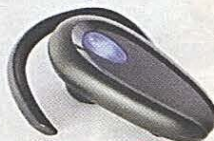
- 1 Suggest a brand or model.
- 2 Express frustration and sympathy.
- 3 Describe features of products.
- 4 Complain when things don't work.

All prices in U.S. dollars • No tax if you buy at the airport



Laptop and Desktop Computers
All brands and models
Prices you won't believe!

**Blue Dot
Bluetooth®
Earphone**



\$32.99

Reg \$39.99

For any Bluetooth® v2.0 compatible device

**My Buddy 266T
Portable GPS**

with touch screen
free live traffic updates

\$299.99



**Arch K2R Blu-ray
Disc/DVD Player**

\$279.00



Was \$399.00
Save \$120.00

**Flash Drives, USB Drives,
Pen Drives, Memory
Sticks, Thumb Drives...**

Whatever you call 'em,
we have 'em!



1GB **\$3.99** 2GB **\$6.99**
4GB **\$12.99**

ALL BRANDS AT ONE LOW, LOW PRICE

**Simplex Supershot
Digital Camera**

10MP 3X optical zoom



Log on to
airportelectronics.com
for price.

**Our price
is too low to
advertise!**



**Glimpko
Stereo
Headphones**

\$99.99

Micro Black

At this price, you can afford
to upgrade!
Buy the headphones and get
a free pair of MP3 earbuds!



**Stryker 8900X Home
Theater LCD Projector**

Reg \$2,699.99



Log on to
airportelectronics.com
for sale price.

**Low, low
price!**

**Doby 8GB
Video MP3 Player**

\$299.00



**Sedgewick ML-506
Camcorder**

\$499.00



Imitek Speakers

\$29.99



USB 2.0

**Super
Special!**

A ^{3:02} **Vocabulary • Electronics** Listen and repeat.

a laptop (computer)
a desktop (computer)
an earphone
a GPS
a DVD player
a flash drive

a digital camera
headphones
a projector
an MP3 player
a camcorder
speakers

B Discussion Choose a product from the ad that you would like in order to replace an old one. Discuss the reasons. Use this vocabulary or your own ideas.

^{3:03}



Replacing products

broken doesn't work

obsolete hard to use because the technology is old

up-to-date uses new or recent technology

defective not good; badly designed and/or
manufactured

C **Photo story** Read and listen to a conversation about a product that's not working.



Don: This printer's driving me crazy!
It's on the blink again.

Erin: What's wrong with it?

Don: What isn't wrong with it? It's an absolute lemon.

Erin: No, seriously, what's the problem?



Don: Well, first off, the thing's an antique. It's ten years old.

Erin: OK. And . . . ?

Don: And it's so slow. It takes hours to print! And now it won't print at all!

Erin: Well, that is a problem. Maybe it's fixable. Let me have a look.



Don: Don't bother. It's not worth it. The thing's obsolete, anyway. It's not wireless, it has no scanner, it can't photocopy . . .

Erin: Sounds like you're ready for an upgrade. Airport Electronics is having a sale. Let's get you something more up-to-date!

D Focus on language Find the following sentences and phrases in the Photo Story. Choose the statement that is closer in meaning to each sentence.

1 "This printer's driving me crazy!"

- a I love this printer!
- b I hate this printer!

2 "It's on the blink again."

- a The printer has a problem.
- b The printer is OK.

3 "It's an absolute lemon."

- a It's very bad.
- b It's very good.

4 "... the thing's an antique."

- a It's very new.
- b It's very old.

5 "Don't bother. It's not worth it."

- a I don't want to fix the printer.
- b I want to fix the printer.

6 "... you're ready for an upgrade."

- a You need a new printer.
- b Someone needs to fix your printer.

E Pair work Make a list of five electronic products that are necessary for your life. Put them in order from most important (1) to least important (5). Compare lists with a partner. Explain why each product is necessary for you.

**"I can't live without a laptop.
I use it at work and at home . . ."**

	Product	Why necessary?
1		
2		
3		
4		
5		

GOAL

Suggest a brand or model

CONVERSATION MODEL

A 3:05 Read and listen to someone suggesting a brand and a model.

A: Hey, Lisa. What are you doing?

B: I'm online. I'm looking for a flat screen TV. Any suggestions?

A: What about a Clarion? I hear the LP 10 is great. And it's inexpensive.

B: Really?

A: Yes. You know, I'm going shopping later. Would you like to come along?

B 3:06 **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.

3:07

Positive descriptions
pretty good 😊
great 😄
terrific 😄
awesome 😄



GRAMMAR

The present continuous: Review

Use the present continuous for actions in progress now and for future plans.

Actions in progress

A: What **are** you **doing** right now?

B: I'm **looking** for a laptop.

Future plans

A: What **are** you **doing** tomorrow?

B: I'm **buying** a digital camera.

Questions

Are you **looking** for a cell phone? (Yes, I am. / No, I'm not.)

Are they **buying** a GPS? (Yes, they are. / No, they're not.)

Is he **using** the computer? (Yes, he is. / No, he's not.)

Where **are** you **going**? (To Technoland.)

Who's **buying** the new cell phone? (My wife.)

GRAMMAR BOOSTER ▶ p. 130

The present continuous:
• Spelling rules
• Form and usage rules

Understand the grammar Write now next to the statements or questions where the present continuous describes an action in progress. Write future next to those that describe a future plan.

..... 1 What **are** you **doing** this weekend?

..... 4 Josh isn't home. He's **shopping** for a laptop.

..... 2 I'm busy this morning. I'm **answering** e-mails.

..... 5 They're **eating** with us on Friday.

..... 3 He's **leaving** in ten minutes. Hurry!

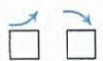
..... 6 The printer's **not working** again.

PRONUNCIATION

Intonation of questions

3:08

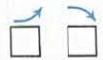
Listen and check for rising or falling intonation. Then take turns saying each question.



1 What are you doing?



3 What time are you going?



2 Are you buying a computer?



4 Is she looking for a new printer?

VOCABULARY

More electronics

A  3:09 Read and listen. Then listen again and repeat.



a smart phone



a cell phone /
a mobile phone



a scanner



a photocopier



a fax machine

B Integrated practice Complete each conversation with an electronic product from pages 50–53 and the present continuous.

1 A: to Electronica tomorrow?
Marian / go

B: Yes. for a new
she / shop
The old one is broken, and she listens to music while she's exercising.

2 A: Why a?
Ann / get

B: She sends a lot of e-mails to her friends, and
.....
her old one / not work

3 A: Can I use your?

B: Sure. But just a minute. Right now
I / use
it to move a file from my laptop to my desktop.

4 A: a new presentation, and
Sue / prepare
she wants to use these pictures.

B: She's welcome to use my
It's really great.

5 A: Is it possible to use your for my son's birthday party?

B: Sure. What day? it tomorrow at
I / use
the school play. After that, you can have it.

6 A: What?

your parents / watch
B: A music video. Now that they have a
....., they watch all day!

NOW YOU CAN Suggest a brand or model

A Pair work Change the Conversation Model, using these ads or ads from a newspaper or online store. Then change roles.

A: I'm looking for Any suggestions?

B: What about? I hear the is
And it's

A: Really?

B: Yes. You know, I'm going shopping Would you like to come along?



Be sure to recycle this language.

Are you free ____?
I'd love to go, but I ____.
I'm sorry, but I'm not free ____.

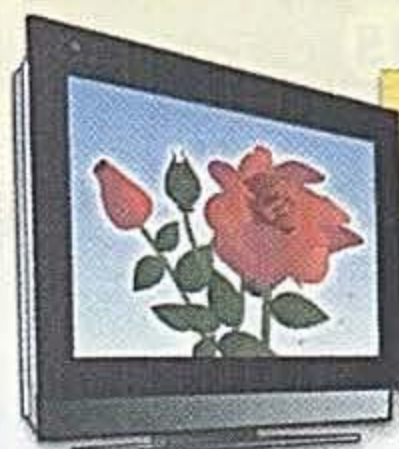
Don't stop!
Accept or decline the invitation.



Today only!
Horizon
Model B308



Fast!
Pell
Model 2400



New!
Dexter
Model 320



Super!
Blueberry
Model TT



Great!
Printmore
Model GX 200



On sale
Chatmore
Model 260



Awesome!
Vidiot
Model XOX

B Change partners Discuss other products and suggest other brands or models.

CONVERSATION MODEL

A ^{3:10} Read and listen to people expressing frustration and sympathy.

A: Hi, Ed. How's it going?

B: Fine, thanks. But my microwave's not working again.

A: Again? I'm sorry to hear that. What brand is it?

B: A Quickpoint. It's a piece of junk.

B ^{3:11} **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.



3:12

Ways to sympathize
I'm sorry to hear that.
That's too bad.
That's a shame.
Oh, no!



3:13

Negative descriptions
a piece of junk
pretty bad
terrible
awful
horrible
a lemon

VOCABULARY

Household appliances and machines

A ^{3:14} Read and listen. Then listen again and repeat.



1 a food processor



2 a hair dryer



4 a dishwasher



5 a coffee maker



7 a fan



8 a stove



3 a pressure cooker



6 a rice cooker



10 a juicer



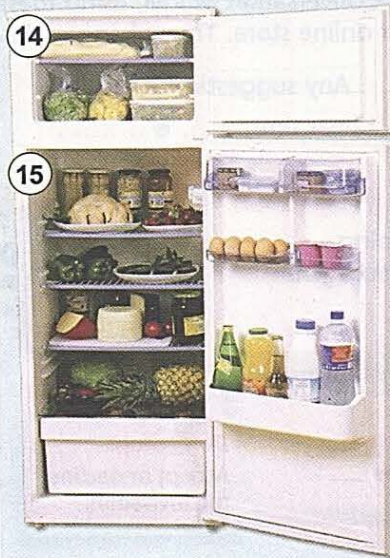
16 an air-conditioner



11 a washing machine



13 a blender



14 a freezer

15 a refrigerator / a fridge



17 a vacuum cleaner

B Classify the Vocabulary by purpose. Write examples of appliances in each category.

For cleaning or washing	For food preparation	For cooking	For storage

C ^{3:15} **Listen to predict** Listen and write the name of the appliance. Then listen again and predict what the other person will say. Check the box.

1 appliance:

- ☐ Is it fixable?
☐ Sure. No problem.

2 appliance:

- ☐ It's an air-conditioner.
☐ It's a Cool Wave.

3 appliance:

- ☐ It's not working? That's a shame.
☐ About thirty, I think.

4 appliance:

- ☐ Oops! Sorry about that.
☐ Sounds great!

5 appliance:

- ☐ Just use a little more water.
☐ I think the machine is defective.

6 appliance:

- ☐ Yeah. I'm so glad I bought it!
☐ I think it's time for an upgrade.

7 appliance:

- ☐ It's a lemon.
☐ Wow. That sounds great.

8 appliance:

- ☐ I'm sorry to hear that.
☐ Sure. Just a second.

NOW YOU CAN Express frustration and sympathy

A Notepadding Think of five products and brands that don't work well. Write them on the notepad.

	Product	Brand
1	a hair dryer	Beautiful Hair

	Product	Brand
1		
2		
3		
4		
5		

B Pair work Change the Conversation Model. Use your own products and brands. Express frustration and sympathy. Use the negative descriptions vocabulary from page 54. Then change roles.

A: Hi, How's it going?

B: But my 's not working again.

A: Again? What brand is it?

B: It's

C Change partners Express frustration about other products and brands.

BEFORE YOU READ

Warm-up What kinds of features are important to you in a new product?

READING



PRO MUSICA



More than a radio, more than a CD player, more than an MP3 player—the Pro Musica is the first complete music system for your entire life. The innovative, all-in-one Pro Musica fills all the rooms of your house with beautiful music from just one source.

It replaces everything else you listen to. MP3 players, radios, and CD players are a thing of the past. And the whole family can be listening to their favorite music in every room at the same time.

Program the Pro Musica to play Metallica in the kitchen and Brahms in the bedroom. Listen with the portable wireless speakers or on your innovative wireless earbuds. You and your spouse can even be listening to two different things in the very same room at the same time. The sky's the limit!

And even better—you can take the Pro Musica's remote and wireless speakers with you anywhere—to the office, to your friend's house for a party, or even to the beach. Play anything, anywhere.



The Pro Musica wireless remote—Battery operated and easy to use.



The Pro Musica wireless speakers—Place them anywhere.



The Pro Musica wireless earbuds—Move around as you listen.

FEATURES

- ◆ **IT'S CONVENIENT.** Everything you need is built into the system so you can enjoy your music all from one source—and with only one simple-to-use remote control.
- ◆ **IT'S POPULAR.** The Pro Musica is now used by more households than any other home music system.
- ◆ **IT'S PORTABLE.** The remote is small and easy to carry. It comes with its own battery pack, so you can take it with you anywhere.
- ◆ **IT'S AFFORDABLE.** One Pro Musica system costs much less than the many CD players, radios, etc. that most people have to buy to have music in their lives.
- ◆ **IT'S GUARANTEED.** Use Pro Musica for a full year. If for any reason you are unhappy with the product, just return it for a full refund.

A Understand from context Choose one of the features to complete each statement.

- 1 A product that's easy to move from one place to another is
- 2 A product that's easy to use is
- 3 A product that you can send back to the store because you don't like it is
- 4 A product that a lot of people like and buy is
- 5 A product that doesn't cost too much for most people is

Features
guaranteed
popular
portable
affordable
convenient

B Activate language from a text Would you buy the Pro Musica? Explain your answer. Use the features vocabulary and your own ideas.

C ^{3:17} **Listening comprehension** Listen to the radio advertisements for some crazy gadgets. Check all the adjectives that describe each product.

gadget /'gædʒɪt/ n.
a small tool or machine that makes a particular job easier

Longman Dictionary of American English



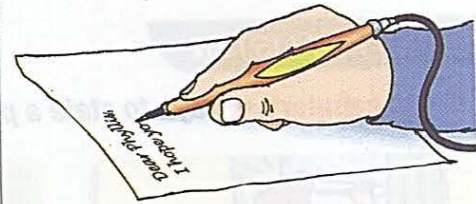
1 "The Sleeper"

- ☐ convenient ☐ popular
☐ portable ☐ affordable



2 "Cool as a Cucumber"

- ☐ convenient ☐ popular
☐ portable ☐ affordable



3 "The Scribbler"

- ☐ guaranteed ☐ convenient
☐ affordable ☐ popular

D ^{3:18} **Pair work** Choose one of the three gadgets. Listen again and take notes on a separate sheet of paper. Then try to convince your partner to buy the product. Use the features vocabulary from the Reading on page 56.

On your ActiveBook Self-Study Disc:
Extra Reading Comprehension Questions

NOW YOU CAN Describe features of products

A Notepadding Choose one good product that you own and one bad product (appliances, electronic products, gadgets, etc.). Write the good and bad features on the notepad.

Product	Brand	Features
scanner	Blue Bird	obsolete
MP3 player	Vista	affordable / up-to-date

Product	Brand	Features

B Discussion Describe the features of your products. Tell your classmates about all the good and bad features.

“I don't recommend the Blue Bird scanner. It's obsolete.”

“You should buy the new Vista MP3 player. It's affordable and up-to-date.”



Be sure to recycle this language.

Negative descriptions

awful slow
broken terrible
defective an antique
horrible a lemon
not fixable a piece of junk
obsolete drives me crazy
on the blink

Positive descriptions

great guaranteed
terrific affordable
awesome convenient
fast pretty good
popular up-to-date

Ways to sympathize

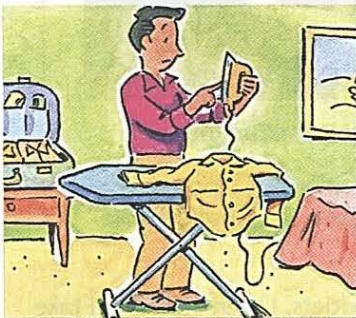
I'm sorry to hear that.
That's too bad.
That's a shame.
Oh, no!
Maybe it's fixable.
You're ready for an upgrade.

BEFORE YOU LISTEN

A ^{3:19} **Vocabulary • Ways to state a problem** Read and listen. Then listen again and repeat.



The window won't open / close.



The iron won't turn on.



The air-conditioning won't turn off.



The fridge is making a funny sound.



The toilet won't flush.



The sink is clogged.

B Write the names of machines, appliances, and gadgets that sometimes . . .

- 1 won't open or close.
- 2 won't turn on or off.
- 3 make a funny sound.

LISTENING COMPREHENSION

A ^{3:20} **Listen for details** Listen to the conversations. Write the room number for each complaint. Then listen again and write another problem for each room.

GUEST COMPLAINT LOG

ROOM	PROBLEM	OTHER PROBLEMS?
203	The toilet won't stop flushing.	
	The fridge isn't working.	
	The sink is clogged.	

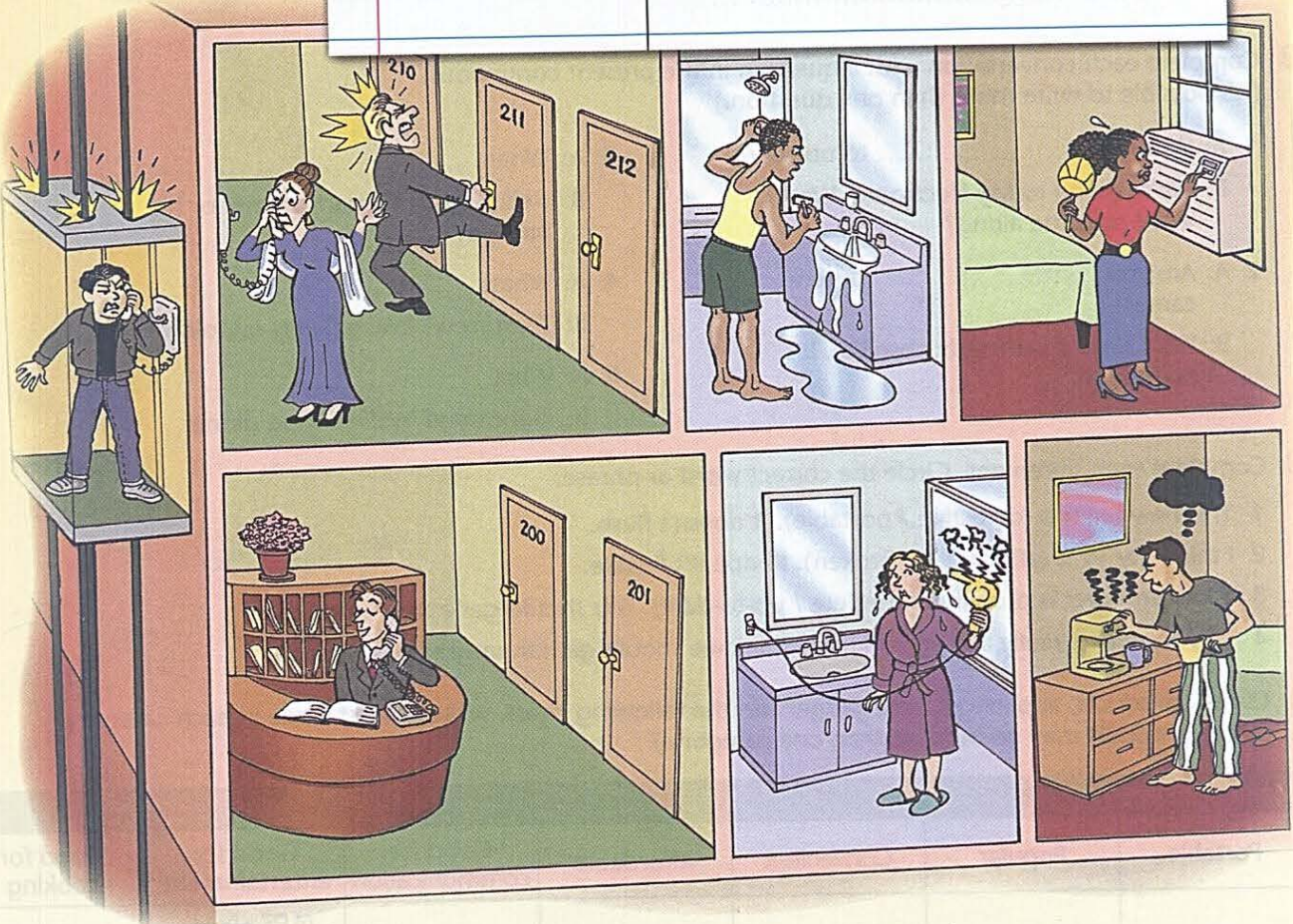
B Discussion Which problems on the guest complaint log are serious? Which are not serious? Explain your reasons.

“It’s serious when the sink is clogged. Water on the floor is very bad.”

NOW YOU CAN Complain when things don’t work

A Notepadding Find and circle all the problems in the hotel. Write the problems on the notepad.

Room / place	Problem(s)



B Pair work Create conversations between the hotel guests and the front desk clerk. Based on the pictures, complain about things that don’t work.

“Hello. Front desk. Can I help you?”

“I’m in the elevator. It’s not working.”

“I’ll send someone right away.”



Be sure to recycle this language.

Telephone language
Hello?
This is room ____.
Can I call you back?
Bye.

State a problem
— won’t open / close.
— won’t turn on / off.
— won’t flush / stop flushing.
— isn’t working.
— is clogged.
— is making a funny sound.
— is driving me crazy.

Respond
What’s the problem?
I’m sorry to hear that.
Oh, no!
Well, that is a problem.

Review



More Practice

ActiveBook Self-Study Disc

grammar • vocabulary • listening
reading • speaking • pronunciation

- A** ^{3:21} **Listening comprehension** Listen to the conversations about problems with products and appliances. Write a sentence to describe each problem.

Example: *The fan won't turn on.*

- 1
- 2
- 3
- 4

3:22/3:23



Top Notch Pop

"It's Not Working Again"

Lyrics p. 149

- B** Complete each conversation with a question in the present continuous. (It's possible to write more than one question.)

1 A: Where tomorrow?
B: We're going to My Electronics World. Want to come along?

2 A: Are you a new camera?
B: Yes. Our old camera is obsolete. It's not digital.

3 A: When?
B: He's getting a smart phone for his birthday.

4 A: What?
B: Tomorrow? We're fixing our old printer.

5 A: What?
B: Right now? We're eating dinner.

- C** Complete each statement. Circle the correct word or phrase.

- 1 This new toilet is (defective / portable). It doesn't flush.
- 2 I think my TV is (affordable / broken). I hope it's fixable.
- 3 Your computer is probably (obsolete / up-to-date). You should get a new one.
- 4 This scanner is really a piece of junk. I think we should get (an upgrade / a lemon).

- D** Classify products, appliances, and gadgets on the following chart. Write at least three in each category. (Some products may go in more than one category.)

Machines that are:						
Portable	Popular	Convenient	Affordable	Good for communication	Good for entertainment	Good for cooking
					MP3 player	

- E Writing** On a separate sheet of paper, write a paragraph describing a product, appliance, or gadget that you use. It can be a good product or a bad one.

	I have a Hot Spot dishwasher and ...
--	--------------------------------------

WRITING BOOSTER ▶ p. 144

- Placement of adjectives
- Guidance for Exercise E

ORAL REVIEW

Contest Form teams. Study the pictures for two minutes. Then close your books. Ask another team questions about each picture.

(One point for each correct answer.) For example:

Q: Is there a hair dryer in the kitchen?

A: Yes, there is.

Pair work

1 Point at the people and ask and answer questions. Use the present continuous. For example:

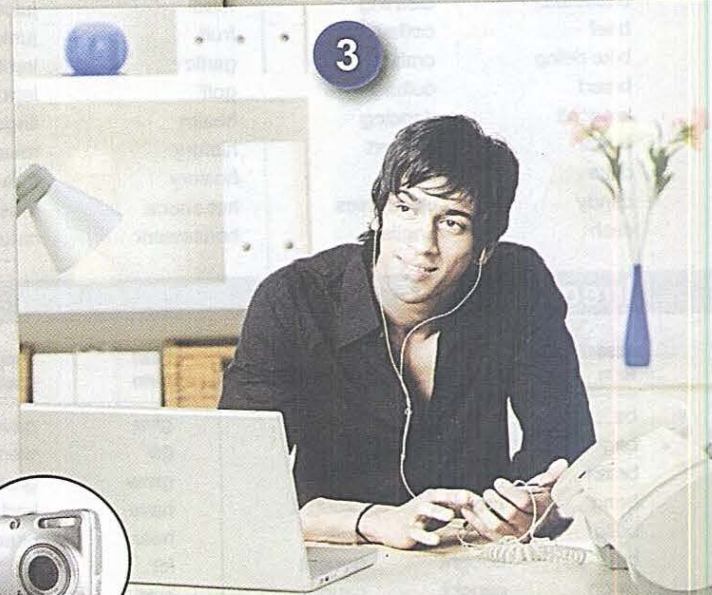
Q: What's he doing?

A: He's listening to music on his MP3 player.

2 Create conversations for the people in Pictures 1, 2, and 4. For example:

A: The vacuum cleaner's not working again.

B: Again? I'm sure it's fixable.



Quickpix 200
\$129.99



Techno 100
\$699.99



NOW I CAN...

- ☐ Suggest a brand or model.
- ☐ Express frustration and sympathy.
- ☐ Describe features of products.
- ☐ Complain when things don't work.

SECOND EDITION

TOP NOTCH

with ActiveBook

1B

Joan Saslow • Allen Ascher



PEARSON
Longman



eBOOK



SECOND EDITION

TOP NOTCH

English for Today's World

1B

WITH WORKBOOK

Joan Saslow • Allen Ascher

With *Top Notch Pop Songs and Karaoke*
by Rob Morsberger



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Learning Objectives

Top Notch 1 learning objectives are designed for false beginners. They offer a rigorous review and an expansion of key beginning concepts as well as a wealth of new and challenging material.

Unit	Communication Goals	Vocabulary	Grammar
1 Getting Acquainted page 2	• Meet someone new • Identify and describe people • Provide personal information • Introduce someone to a group	• Usage of formal titles • Positive adjectives to describe people • Personal information • Countries and nationalities	• Information questions with <u>be</u> (review and common errors) • Modification with adjectives (review) • <u>Yes / no</u> questions and short answers with <u>be</u> (review) GRAMMAR BOOSTER • <u>Be</u>: usage and form (review) • <u>Be</u>: common errors • Possessive nouns and adjectives (review)
2 Going Out page 14	• Accept or decline an invitation • Express locations and give directions • Make plans to see an event • Talk about musical tastes	• Music genres • Entertainment and cultural events • Locations and directions	• Prepositions of time and place • Questions with <u>When</u>, <u>What time</u>, and <u>Where</u> (review) GRAMMAR BOOSTER • Prepositions of time and place: usage
3 The Extended Family page 26	• Report news about relationships • Describe extended families • Compare people • Discuss family cultural traditions	• Extended family relationships • Marital status • Relatives by marriage • Describing similarities and differences	• The simple present tense (review): ◦ Affirmative and negative statements ◦ <u>Yes / no</u> questions ◦ Information questions ◦ Common errors GRAMMAR BOOSTER • The simple present tense: ◦ Usage, form, common errors ◦ Questions with <u>Who</u>
4 Food and Restaurants page 38	• Ask for a restaurant recommendation • Order from a menu • Speak to a server and pay for a meal • Discuss food and health	• Parts of a meal • Categories of food and drink • Communicating with a waiter or waitress • Adjectives to describe the healthfulness of food	• <u>There is</u> and <u>there are</u> with count and non-count nouns • <u>Anything</u> and <u>nothing</u>: common errors • Definite article <u>the</u>: usage GRAMMAR BOOSTER • Non-count nouns: usage, expressing quantities • <u>How much / How many</u> • Count nouns: Spelling rules • <u>Some</u> and <u>any</u>
5 Technology and You page 50	• Suggest a brand or model • Express frustration and sympathy • Describe features of products • Complain when things don't work	• Electronic products • Household appliances and machines • Features of manufactured products • Ways to state a problem • Ways to sympathize • Positive and negative adjectives	• The present continuous (review): ◦ Actions in progress and future plans ◦ Statements and questions GRAMMAR BOOSTER • The present continuous: form and spelling rules

Conversation Strategies	Listening/ Pronunciation	Reading	Writing
- Begin responses with a question to confirm - Use <u>Let's</u> to suggest a course of action - Ask personal questions to indicate friendliness - Intensify an informal answer with <u>sure</u>	Listening Skills: - Listen for details - Infer information Pronunciation: - Intonation of questions	Texts: - An enrollment form - Personal profiles - A photo story Skills/strategies: - Infer information - Scan for facts	Task: - Write a description of a classmate WRITING BOOSTER - Capitalization
- Use <u>Really?</u> to express enthusiasm - Provide reasons to decline an invitation - Use <u>Too bad</u> to express disappointment - Repeat with rising intonation to confirm information - Use <u>Thanks, anyway</u> to acknowledge an unsuccessful attempt to help	Listening Skills: - Infer a speaker's intention - Listen for main ideas - Listen for details - Listen for locations Pronunciation: - Rising intonation to confirm information	Texts: - A music website - An entertainment events page - Authentic interviews - A survey of musical tastes - A photo story Skills/strategies: - Interpret maps and diagrams - Identify supporting details - Make personal comparisons	Task: - Write a short personal essay about one's musical tastes WRITING BOOSTER - The sentence
- Use <u>Actually</u> to introduce a topic - Respond to good news with <u>Congratulations!</u> - Respond to bad news with <u>I'm sorry to hear that</u> - Use <u>Thanks for asking</u> to acknowledge an inquiry of concern - Use <u>Well</u> to introduce a lengthy reply - Ask follow-up questions to keep a conversation going	Listening Skills: - Infer information - Understand key details - Identify similarities and differences - Listen to take notes - Listen for main ideas - Listen for details Pronunciation: - Blending sounds	Texts: - Family tree diagrams - A self-help website - A cultural-information survey - A photo story Skills/strategies: - Interpret a diagram - Confirm facts - Infer information	Task: - Make a Venn diagram - Compare two people in a family WRITING BOOSTER - Combining sentences with <u>and</u> or <u>but</u>
- Use <u>Could you ...?</u> to make a polite request - Use <u>Sure</u> to agree to a request - Clarify a request by asking for more specific information - Indicate a sudden thought with <u>Actually</u> - Use <u>I'll have</u> to order from a server - Increase politeness with <u>please</u>	Listening Skills: - Listen to take notes - Infer the location of a conversation - Listen to predict Pronunciation: <u>The</u> before consonant and vowel sounds	Texts: - Menus - A nutrition website - A photo story Skills/strategies: - Interpret a map - Understand from context - Infer information	Task: - Write a short article about food for a travel newsletter WRITING BOOSTER - Connecting words and ideas: <u>and</u>, <u>in addition</u>
- Use <u>Hey</u> or <u>How's it going</u> for an informal greeting - Use <u>What about...?</u> to offer a suggestion - Use <u>Really?</u> to indicate surprise - Use <u>You know</u> to introduce a topic - Express sympathy when someone is frustrated	Listening Skills: - Listen to predict - Infer meaning - Listen for details Pronunciation: - Intonation of questions	Texts: - Newspaper advertisements - A magazine ad for a new product - A photo story Skills/strategies: - Understand from context - Activate language from a text	Task: - Write a paragraph describing a product WRITING BOOSTER - Placement of adjectives

Unit	Communication Goals	Vocabulary	Grammar
6 Staying in Shape page 62	- Plan an activity with someone - Talk about habitual activities - Discuss fitness and eating habits - Describe someone's routines	- Physical activities - Places for physical activities - Frequency adverbs: expansion	<u>Can</u> and <u>have to</u>: meaning, form, and usage - The present continuous and the simple present tense (review) - The present continuous: common errors GRAMMAR BOOSTER - Non-action verbs - Frequency adverbs: common errors - Time expressions - More on <u>can</u> and <u>have to</u>
7 On Vacation page 74	- Greet someone arriving from a trip - Ask about someone's vacation - Discuss vacation preferences - Describe good and bad travel experiences	- Adjectives to describe trips and vacations - Intensifiers - Ways to describe good and bad travel experiences	- The past tense of <u>be</u> (review): statements and questions - The simple past tense (review): statements and questions - Regular and irregular verb forms GRAMMAR BOOSTER - The past tense of <u>be</u>: explanation of form - The simple past tense: more on spelling, usage, and form
8 Shopping for Clothes page 86	- Shop and pay for clothes - Ask for a different size or color - Navigate a mall or department store - Discuss clothing do's and don'ts	- Clothing departments - Types of clothing and shoes - Clothing that comes in "pairs" - Interior store locations and directions - Formality and appropriateness in clothing	- Uses of object pronouns - Object pronouns: common errors - Comparative adjectives GRAMMAR BOOSTER - Direct and indirect objects: usage rules - Spelling rules for comparative adjectives
9 Taking Transportation page 98	- Discuss schedules and buy tickets - Book travel services - Understand airport announcements - Describe transportation problems	- Kinds of tickets and trips - Travel services - Airline passenger information - Flight problems - Transportation problems - Means of public transportation	- Modals <u>should</u> and <u>could</u>: statements and questions <u>Be going to</u> to express the future: review and expansion GRAMMAR BOOSTER - Modals: form, meaning, common errors - Expansion: future actions
10 Shopping Smart page 110	- Ask for a recommendation - Bargain for a lower price - Discuss showing appreciation for service - Describe where to get the best deals	- Financial terms - How to bargain - How to describe good and bad deals	- Superlative adjectives <u>Too</u> and <u>enough</u>: usage and common errors GRAMMAR BOOSTER - Superlative adjectives: usage and form - Comparatives (review) - Usage: <u>very</u>, <u>really</u>, and <u>too</u>
Countries and nationalities / Non-count nouns / Irregular verbs page 122			
Grammar Booster page 123			
Writing Booster page 142			
Top Notch Pop Lyrics page 149			
ActiveBook Self-Study Disc Inside back cover			

Conversation Strategies	Listening/ Pronunciation	Reading	Writing
- Use <u>Why don't we ... ?</u> to suggest an activity - Say <u>Sorry, I can't</u> to apologize for turning down an invitation - Provide a reason with <u>have to</u> to decline an invitation - Use <u>Well, how about ... ?</u> to suggest an alternative - Use <u>How come?</u> to ask for a reason - Use a negative question to confirm information	Listening Skills: - Infer meaning - Infer information - Listen for main ideas - Listen for details - Apply and personalize information Pronunciation: <u>Can / can't</u> - The third-person singular <u>-s</u>	Texts: - A bar graph - A fitness survey - A magazine article - A photo story Skills/strategies: - Interpret a bar graph - Infer information - Summarize	Task: - Write an interview about health and exercise habits WRITING BOOSTER - Punctuation of statements and questions
- Say <u>Welcome back!</u> to indicate enthusiasm about someone's return from a trip - Acknowledge someone's interest with <u>Actually</u> - Decline an offer of assistance with <u>That's OK. I'm fine.</u> - Confirm that an offer is declined with <u>Are you sure?</u> - Use <u>Absolutely</u> to confirm a response - Show enthusiasm with <u>No kidding!</u> and <u>Tell me more</u>	Listening Skills: - Listen for main ideas - Listen for details - Infer meaning Pronunciation: - The simple past tense ending: regular verbs	Texts: - Travel brochures - Personal travel stories - A vacation survey - A photo story Skills/strategies: - Activate language from a text - Draw conclusions - Identify supporting details	Task: - Write a guided essay about a vacation WRITING BOOSTER - Time order
- Use <u>Excuse me</u> to indicate you didn't understand or couldn't hear - Use <u>Excuse me</u> to begin a conversation with a clerk - Follow a question with more information for clarification - Acknowledge someone's assistance with <u>Thanks for your help</u> - Respond to gratitude with <u>My pleasure</u>	Listening Skills: - Infer the appropriate location - Infer the locations of conversations - Understand locations and directions Pronunciation: - Contrastive stress for clarification	Texts: - A clothing catalogue - Simple and complex diagrams and plans - A travel blog - A personal opinion survey - A photo story Skills/strategies: - Paraphrase - Identify supporting details - Apply information	Task: - Write an e-mail or letter explaining what clothes to pack WRITING BOOSTER - Connecting ideas with <u>because</u> and <u>since</u>
- Use <u>I'm sorry</u> to respond with disappointing information - Use <u>Well</u> to introduce an alternative. - Use <u>I hope so</u> to politely respond to an offer of help - Use <u>Let me check</u> to buy time to get information	Listening Skills: - Infer the type of travel service - Understand public announcements - Listen for details - Use reasoning to evaluate statements of fact Pronunciation: - Intonation for stating alternatives	Texts: - Transportation schedules - Public transportation tickets - Arrival and departure boards - Newspaper articles - A photo story Skills/strategies: - Make decisions based on schedules and needs - Critical thinking	Task: - Write two paragraphs about trips WRITING BOOSTER - The paragraph
- Use <u>Well</u> to connect an answer to an earlier question - Use <u>How about ... ?</u> to make a financial offer - Use <u>OK</u> to indicate that an agreement has been reached	Listening Skills: - Listen for details - Listen for main ideas Pronunciation: - Rising intonation for clarification	Texts: - A travel guide - A magazine article - Personal travel stories - A photo story Skills/strategies: - Draw conclusions - Apply information	Task: - Write a guide to your city, including information on where to stay, visit, and shop WRITING BOOSTER - Connecting contradictory ideas: <u>even though</u>, <u>however</u>, <u>on the other hand</u>

To the Teacher

What is *Top Notch*?

Top Notch is a six-level* communicative course that prepares adults and young adults to interact successfully and confidently with both native and non-native speakers of English.

The goal of the *Top Notch* course is to make English unforgettable through:

- ▶ Multiple exposures to new language
- ▶ Numerous opportunities to practice it
- ▶ Deliberate and intensive recycling

The *Top Notch* course has two beginning levels: *Top Notch Fundamentals* for true beginners and *Top Notch 1* for false beginners.

Each full level of *Top Notch* contains enough material for 60 to 90 hours of classroom instruction. A wide choice of supplementary components makes it easy to tailor *Top Notch* to the needs of your classes.

**Summit 1* and *Summit 2* are the titles of the fifth and sixth levels of the *Top Notch* course. All Student's Books are available in split editions with bound-in workbooks.

The *Top Notch* instructional design

Daily confirmation of progress

Each easy-to-follow two-page lesson begins with a clearly stated communication goal. All lesson activities are integrated with the goal and systematically build toward a final speaking activity in which students demonstrate achievement of the goal. "Can-do" statements in each unit ensure students' awareness of the continuum of their progress.

A purposeful conversation syllabus

Memorable conversation models provide essential and practical social language that students can carry "in their pockets" for use in real life. Guided conversation pair work enables students to modify, personalize, and extend each model so they can use it to communicate their own thoughts and needs. Free discussion activities are carefully crafted so students can continually retrieve and use the language from the models. All conversation models are informed by the Longman Corpus of Spoken American English.

An emphasis on cultural fluency

Recognizing that English is a global language, *Top Notch* actively equips students to interact socially with people from a variety of cultures and deliberately prepares them to understand accented speakers from diverse language backgrounds.

Intensive vocabulary development

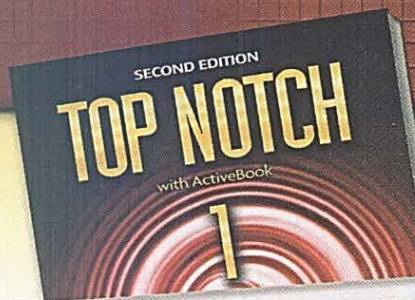
Students actively work with a rich vocabulary of high-frequency words, collocations, and expressions in all units of the Student's Book. Clear illustrations and definitions clarify meaning and provide support for independent study, review, and test preparation. Systematic recycling promotes smooth and continued acquisition of vocabulary from the beginning to the advanced levels of the course.

A dynamic approach to grammar

An explicit grammar syllabus is supported by charts containing clear grammar rules, relevant examples, and explanations of meaning and use. Numerous grammar exercises provide focused practice, and grammar usage is continually activated in communication exercises that illustrate the grammar being learned.

A dedicated pronunciation syllabus

Focused pronunciation, rhythm, and intonation practice is included in each unit, providing application of each pronunciation point to the target language of the unit and facilitating comprehensible pronunciation.



ActiveBook



Top Notch

Top Notch 1 ActiveBook

Learning Objectives

Unit 1: Getting Acquainted

Unit 2: Going Out

Unit 3: The Extended Family

Unit 4: Food and Restaurants

Unit 5: Technology and You

Unit 6: Staying in Shape

Unit 7: On Vacation

Unit 8: Shopping for Clothes

Unit 9: Taking Transportation

Unit 10: Shopping Smart

Reference Charts

Grammar Booster

Writing Booster

Top Notch Pop Lyrics

GOALS After Unit 5, you will be able to:

1. Suggest a brand or model.
2. Express frustration and sympathy.
3. Describe features of products.
4. Complain when things don't work.

No tax if you buy at the airport

Blue Dot Bluetooth® Earphone

\$32.99

Free shipping

For any electronic device compatible device

My Buddy 266T Portable GPS

\$299.99

with built-in screen and live traffic updates

As low price, you can afford to upgrade

3-year warranty and get a free pair of MP3 cables

Our price is too low to be an advertisement

Rich ML-506 camcorder

\$199.00

Imitek Speakers

\$29.99

USB 2.0

Super Special!

Replating products

broken. Don't work

obsolete. Hard to use because the technology is old

up-to-date. Uses new or recent technology

defective. Not good. Badly designed and/or

manufactured

A Vocabulary • Electronics Listen and repeat.

a laptop (computer)
a desktop (computer)
an earphone
a GPS
a MP3 player
a flash drive
a digital camera
headphones
a projector
an MP3 player
a camcorder
speakers

B Discussion Choose a product from the ad that you would like in order to replace an old one. Discuss the reasons. Use the vocabulary or your own ideas.



Replating products

broken. Don't work
obsolete. Hard to use because the technology is old
up-to-date. Uses new or recent technology
defective. Not good. Badly designed and/or
manufactured

C Photo story Read and listen to a conversation about a product that's not working.



Don: This printer's driving me crazy!

Eric: It's on the blink again.

Don: What's wrong with it?

Don: What's wrong with it? It's an absolute lemon.

Eric: No, seriously, what's the problem?

Don: Well, first off, the thing's an antique. It's ten years old.

Eric: OK. And...?

Don: And it's so slow. It takes hours to print! And now it won't print at all!

Eric: Well, that is a problem. Maybe it's fixable. Let me have a look.

Don: Don't bother. It's not worth it. The thing's obsolete, anyway. It's not working, it has no scanner. It's not photocopy...

Eric: Sounds like you're ready for an upgrade. Airport Electronics is having a sale. Let's get you something more up-to-date!

D Focus on language Find the following sentences and phrases in the Photo Story. Choose the statement that is closer in meaning to each sentence.

1. "This printer's driving me crazy!"
a I love this printer!
b I hate this printer!
2. "It's on the blink again."
a The printer has a problem.
b The printer is OK.
3. "It's an absolute lemon."
a It's very bad.
b It's very good.

E Pair work Make a list of five electronic products that are necessary for your life. Put them in order from most important (1) to least important (5). Compare lists with a partner. Explain why each product is necessary for you.

Product	Why necessary?
1	
2	
3	
4	
5	

A Digital Student's Book (with complete audio)

"...you're ready for an upgrade."
a You need a new printer.
b Someone needs to fix your printer.

6 I can't live without a laptop. I use it at work and at home... 35

51

Unit 5 Technology and You Grammar and Vocabulary A Sorting

Drag each statement or question into the correct category.

Yes, I am. My sister is. What are you...
Michelle isn't here. She's shopping.
He's leaving at 5:00 p.m. today. No, we're not. Where are you going this after...

Actions in progress

Rose is making coffee in the kitchen.

Future plans

Mr. and Mrs. Fennel are leaving tomorrow.

Short

Interactive practice (with daily activity records)

- ▶ Extra listening and reading comprehension
- ▶ Record-yourself speaking
- ▶ Grammar and vocabulary practice
- ▶ Games and puzzles
- ▶ Top Notch Pop and karaoke

NAME: _____

DATE: _____

Unit Study Guide (Unit 5)

Self-Check Write a checkmark ✓ next to the items in your Student's Book to find and study.

GRAMMAR

- ☐ The present continuous (page 52)

Printable test preparation and review

VOCABULARY

Electronics, machines, and appliances

- ☐ air conditioner
- ☐ blender
- ☐ camcorder
- ☐ cell phone / mobile phone
- ☐ coffee maker
- ☐ desktop [computer]
- ☐ digital camera
- ☐ dishwasher
- ☐ dryer
- ☐ DVD player
- ☐ earphone
- ☐ fan
- ☐ fax machine
- ☐ flash drive
- ☐ food processor

smart phone

- ☐ speaker
- ☐ stove
- ☐ vacuum cleaner
- ☐ washing machine

Negative descriptions of products

- ☐ a lemon
- ☐ a piece of junk
- ☐ an antique
- ☐ awful
- ☐ broken
- ☐ defective
- ☐ horrible
- ☐ not fixable
- ☐ obsolete
- ☐ pretty bad
- ☐ slow
- ☐ terrible

Positive descriptions of products

- ☐ affordable
- ☐ awesome
- ☐ convenient
- ☐ fast
- ☐ fixable
- ☐ great
- ☐ guaranteed
- ☐ popular
- ☐ portable
- ☐ pretty good
- ☐ terrific
- ☐ up-to-date

ix

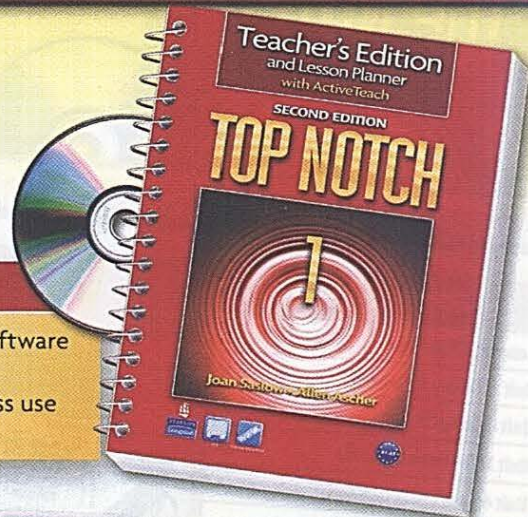
SOCIAL LANGUAGE

- ☐ [I'm] ready for an upgrade.
- ☐ I'm looking for...

The Teacher's Edition and Lesson Planner

Includes:

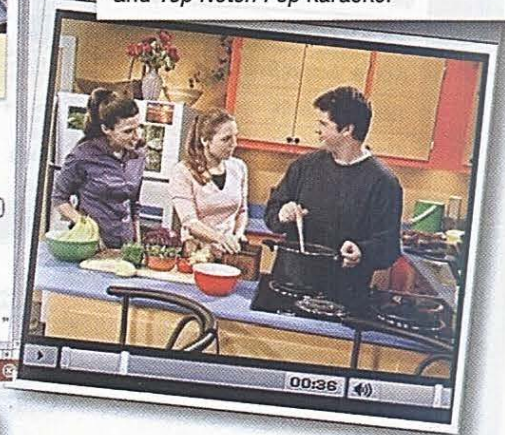
- ▶ A bound-in Methods Handbook for professional development
- ▶ Detailed lesson plans with suggested teaching times
- ▶ Language, culture, and corpus notes
- ▶ Student's Book and Workbook answer keys
- ▶ Audioscripts
- ▶ *Top Notch TV* teaching notes
- ▶ **ActiveTeach**
 - ▶ A Digital Student's Book with interactive whiteboard (IWB) software
 - ▶ Instantly accessible audio and *Top Notch TV* video
 - ▶ Interactive exercises from the Student's *ActiveBook* for in-class use
 - ▶ A complete menu of printable extension activities



The Digital Student's Book
With zoom, write, highlight, save and other IWB tools.

Top Notch TV

A hilarious situation comedy, authentic unrehearsed on-the-street interviews, and *Top Notch Pop* karaoke.



Printable Extension Activities

Including:

- Writing process worksheets
- Vocabulary flashcards
- Learning strategies
- Graphic organizers
- Pronunciation activities
- Video activity worksheets and more . . .

Page 1 of 2

NAME: _____ DATE: _____

Writing Process Worksheet
(Accompanies Unit 10, page 120)

ASSIGNMENT: Write a guide about the places for a visitor to your city or town to stay in, visit, and shop.

1. PREWRITING
Fill in the diagram below with notes about your city or town.

```

graph TD
    A[Your city or town] --- B[Places to shop]
    A --- C[Places to stay]
    A --- D[Places to visit]
    B --- B1[Stores]
    B --- B2[Markets]
    C --- C1[Hotels]
    C --- C2[Other]
    D --- D1[Museums]
    D --- D2[Theaters]
    D --- D3[Other places]
    
```

Electronics

NAME: _____

READING STRATEGY: skimming

When you read an article, skim for the main ideas first before you read for details.

In the article below, the unimportant parts have been deleted. Notice how much you can understand with fewer words in the article.

When You Think You Can't . . .

Mark Zupan

— accident in 1993 — Mark Zupan — quadriplegic — changed his life — cannot move — arms or legs — — — — — plays quad rugby — — — — — 2008 — — — — — gives talks — raises money for his sport — — — — — lifts weights — — — — — drives a car — goes to rock concerts — — — — — careful about — diet — — — — —

Bethany Hamilton

— — — — — in 2003, she lost her — arm — — — — — attacked by — shark — — — — — Three weeks later, she — — — — — surfing — — — — —

Electronics

NAME: _____

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Bethany Hamilton

— — — — — in 2003, she lost her — arm — — — — — attacked by — shark — — — — — Three weeks later, she — — — — — surfing — — — — —

Other components

Workbook
SECOND EDITION
TOP NOTCH
Joan Saslow • Allen Ascher



Workbook
Daily assignments that reinforce each lesson.

Classroom Audio Program
SECOND EDITION
TOP NOTCH
Joan Saslow • Allen Ascher



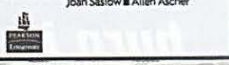
Classroom Audio Program
Includes a variety of authentic regional and non-native accents.

Complete Assessment Package
with ExamView® Assessment Suite Software
SECOND EDITION
TOP NOTCH
Joan Saslow • Allen Ascher



Complete Assessment Package
Ready-made achievement tests. Software provides option to edit, delete, or add items.

TOP NOTCH / SUMMIT
Full-Course Placement Tests
Joan Saslow • Allen Ascher



Full-Course Placement Tests
Choose printable or online version.

Copy & Go
Ready-Made Interactive Activities for Busy Teachers
SECOND EDITION
TOP NOTCH
Joan Saslow • Allen Ascher



Copy & Go
Board games, role plays, information gaps, and "find someone who..." for every lesson.

Activity 17 GROUP WORK ~ Board game
Unit 5 - Lesson 1

Target Language: The present continuous verb: vocabulary

Materials: Each group of students needs: one copy of the worksheet, one die, and four place markers (coins, poker chips, etc.)

PREPARATION (2-3 minutes)

- Write on the board shop for, take
- Point to each verb / phrase as you say a sentence in the present continuous using that verb / phrase. For example, I'm shopping for a computer. I'm taking the 5:00 train tomorrow.

PROCEDURE (10-15 minutes)

- Explain that students are going to play a board game.
- Put students in groups of three or four. Give each group a copy of the worksheet, a die, and a place marker for each student.
- Explain the activity: Students place their markers in the Start square. They then take turns rolling the die and moving the indicated number of squares, in a clockwise direction.
- When the student lands on a square, he or she must make a sentence in the present continuous using the verb in that square. If the square is black, the sentence must include one of the items pictured in the center of the game board.
- Students get one point for each correct sentence. If a student lands on a square more than once, he or she must make a different sentence each time in order to score points.
- Set a time limit. The student who has the most points wins.

OPTIONS/ALTERNATIVES (5-10 minutes)

- Play the game as a two-player question-and-answer practice. Student A asks an information question in the present continuous using the verb in that square. Student B answers the question.
- Award one point for a correct question and one point for a correct answer.
- Set a time limit. The student who has the most points wins.

24 LESSON PLAN



START go look (for) get buy clean do shop (for) work read watch use call buy talk listen look (for) drive get meet study (for) take use leave do take

PHOTOCOPIABLE

COPY & GO 1 • ACTIVITY 17 25

www.mytopnotchlab.com

mytopnotchlab
Joan Saslow • Allen Ascher

1 Look at the newspaper concert listings. Then complete the chart.

Latin Music Marc Anthony Show starts at 10:30 P.M. at the Havana Club. Tickets: \$25	An afternoon of post-bop with James Carter "One of the best post-bop saxophonists today!" (The New York Times) Concert begins at 12:45 P.M. in Riverfront Park. Tickets are \$10.	Folk Music Bob Dylan 11:30 P.M. CONTINENTAL CLUB TICKETS \$15	An evening of classical music with world renowned classical pianist Alfred Brendel Beethoven's piano sonatas Nos. 8, 9, and 13. Performance begins at 8:00 P.M. at City Music Hall. Tickets are \$45.
---	--	--	---

Who is playing?	What kind of music?	Where is it?	What time is the show?	How much are tickets?
Marc Anthony	Latin	Riverfront Park	10:30 P.M.	
James Carter				

MyTopNotchLab

An optional online learning tool with:

- ▶ An interactive *Top Notch* Workbook
- ▶ Speaking and writing activities
- ▶ Pop-up grammar help
- ▶ Student's Book *Grammar Booster* exercises
- ▶ *Top Notch TV* with extensive viewing activities
- ▶ Automatically-graded achievement tests
- ▶ Easy course management and record-keeping

UNIT 6

Preview

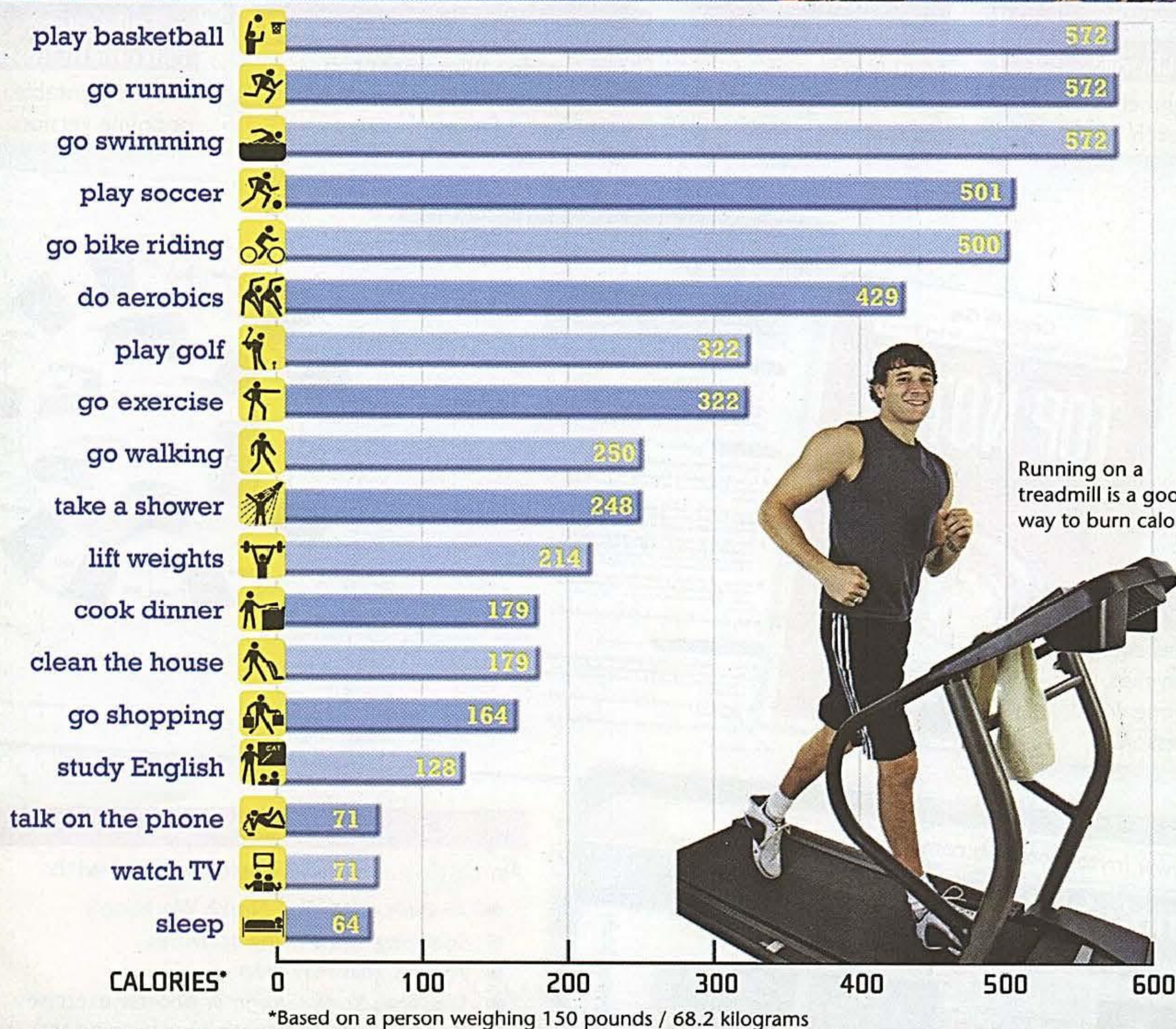
Staying in Shape

GOALS

After Unit 6, you will be able to:

- 1 Plan an activity with someone.
- 2 Talk about habitual activities.
- 3 Discuss fitness and eating habits.
- 4 Describe someone's routines.

How many calories can you burn in one hour?

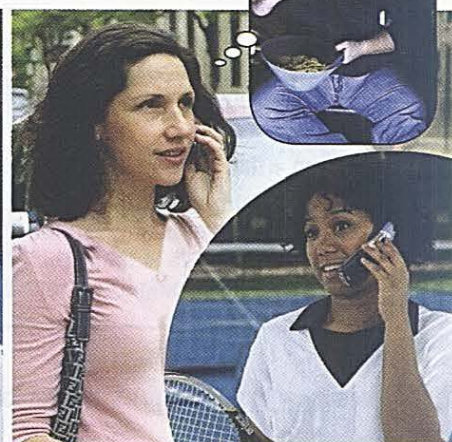


Source: msnbc.com

A **Vocabulary • Activities** Listen and repeat.

B Class survey According to the graph, approximately how many calories do you burn every day? Find out who in your class burns more than 1500 calories a day.

C **Photo story** Read and listen to people talking about playing tennis.



Lynn: Hi, Joy! What are you up to?
Joy: Lynn! How are you? I'm playing tennis, actually. In the park.
Lynn: You play tennis? I didn't know that.
Joy: I do. About three times a week. Do you play?

Lynn: Not as much as I'd like to.
Joy: Well, why don't we make a date to play sometime?
Lynn: That would be great.
Joy: Hey, how about your husband? Would he like to come, too?

Lynn: No way. Ken's a real couch potato. He just watches TV and eats junk food. He's so out of shape.
Joy: Too bad. My husband's crazy about tennis.
Lynn: Listen. I'm on my way home right now. Let's talk next week. OK?
Joy: Terrific.

D Focus on language Look at the underlined expressions in the Photo Story. Use the context to help you choose the correct meaning of the following sentences.

- 1 What are you up to?
 a What are you doing?
 b Where are you going?
- 2 Why don't we play tennis sometime?
 a Can you explain why we don't play tennis?
 b Would you like to play tennis sometime?
- 3 My husband is really out of shape.
 a My husband doesn't exercise.
 b My husband exercises a lot.
- 4 I'm crazy about tennis.
 a I hate tennis.
 b I love tennis.

E Personalize Review time expressions. Look at page 62. List the activities you do . . .

every day	every weekend	once a week	once in a while	never

F Pair work Compare activities with a partner.

“What do you do every weekend?”

“Me? I go shopping.”

GRAMMAR

Can and have to

can

Use **can** + the base form of a verb for possibility.

I **can** go out for dinner tonight. I don't have class in the morning.

I **can't** play golf today. I'm too busy.

She **can** meet us at the park, but her husband **can't**.

Can you go running tomorrow at three? (Yes, I can. / No, I can't.)

Remember: **can** + base form also expresses ability.

We **can** speak English.

They **can't** play piano.

have to

Use **have to** or **has to** + the base form of a verb for obligation.

She **has to** / **doesn't have to** meet her cousin at the airport.

They **have to** / **don't have to** work late tonight.

Do you **have to** work tomorrow? (Yes, I do. / No, I don't.)

Does he **have to** go to class? (Yes, he does. / No, he doesn't.)

Usage: When declining an invitation, use **have to** to provide a reason.

Sorry, I **can't**. I **have to** work late.

GRAMMAR BOOSTER > p. 131

Can and have to:

• Form and common errors

• Information questions

Can and be able to:

• Present and past forms

A Grammar practice Read the sentences carefully. Then complete each sentence with **can** or **have to**.

- I'd like to go out tonight, but we have a test tomorrow. I study
- Audrey us for lunch today. She her boss write a report.
not / meet help
- Good news! I late tonight. We together at 6:00.
not / work go running
- My sister at the mall today. She to the doctor.
not / go shopping go
- Henry to Toronto next week, so he golf with us.
go not / play

B Pair work On a separate sheet of paper, write three questions using **can** and three questions using **have to**. Then practice asking and answering the questions with a partner.

PRONUNCIATION

Can / can't

A  Listen to the pronunciation and stress of **can** and **can't** in sentences. Then listen again and repeat.

I **can** call you today.

/kən/

I **can't** call you tomorrow.

/kænt/

B  Listen to the statements and check **can** or **can't**. Then listen again and repeat each statement.

1 ☐ can ☐ can't

3 ☐ can ☐ can't

5 ☐ can ☐ can't

2 ☐ can ☐ can't

4 ☐ can ☐ can't

6 ☐ can ☐ can't

CONVERSATION MODEL

A  **3:28** Read and listen to two people planning an activity together.

A: Hey, Phil. Why don't we go bike riding sometime?

B: Great idea. When's good for you?

A: Tomorrow at 3:00?

B: Sorry, I can't. I have to meet my sister at the airport.

A: Well, how about Sunday afternoon at 2:00?

B: That sounds fine. See you then.

B  **3:29** **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.



NOW YOU CAN Plan an activity with someone

A Write your schedule for this weekend in the daily planner.

	Friday	Saturday	Sunday
9:00	go running	visit Mom	

Daily Planner			
	Friday	Saturday	Sunday
9:00			
11:00			
1:00			
3:00			
5:00			
7:00			

B **Pair work** Now change the Conversation Model, using your daily planner. Then change roles.

A: Hey, Why don't we sometime?

B: When's good for you?

A: ?

B: Sorry, I can't. I have to

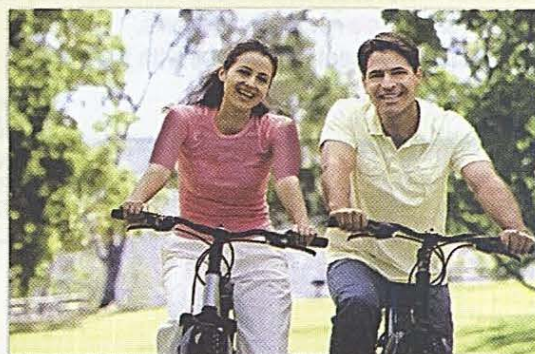
A: Well, how about ?

B:

Don't stop!

- Make more excuses using **can't** and **have to**.
- Suggest other activities you can do together. (Use page 62 for ideas.)
- Discuss where to meet.

C **Change partners** Plan other activities. Use your daily planner to respond.

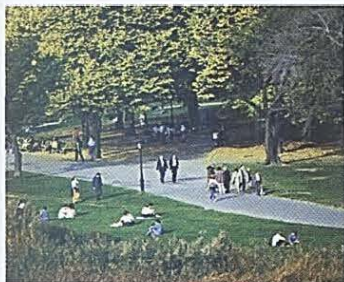


VOCABULARY

Places for physical activities

3:30

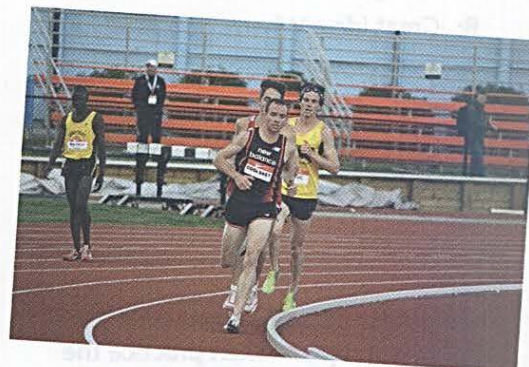
A Read and listen. Then listen again and repeat.



a park



a gym



a track



a pool



an athletic field



a golf course



a tennis court

B Pair work Tell your partner what you do at these places.

I play soccer at the athletic field next to the school.

GRAMMAR

The present continuous and the simple present tense: Review

The present continuous

(for actions in progress and future plans)

I'm **making** dinner right now.

They're **swimming** at the pool in the park.

He's **meeting** his friends for lunch tomorrow.

The simple present tense

(for frequency, habits, and routines)

I **make** dinner at least twice a week.

They usually **swim** at the pool on Tuesdays.

He hardly ever **meets** his friends for dinner.

Be careful!

Don't use the present continuous with frequency adverbs.

Don't say: ~~She's never playing tennis.~~

Don't use the present continuous with **have**, **want**, **need**, or **like**.

Don't say: ~~She's liking the gym.~~

GRAMMAR BOOSTER • p. 133

- Non-action verbs
- Placement of frequency adverbs
- Time expressions

3:31



Frequency adverbs

100% always
almost always
usually / often / generally
sometimes / occasionally
hardly ever
0% never

A Grammar practice Complete the sentences. Use the simple present tense or the present continuous.

- 1 Brian can't answer the phone right now.
.....
He / study
- 2 How often walking?
she / go
- 3 tennis this weekend.
We / play
- 4 weights three times a week.
He / lift
- 5 lunch. Can they call you back?
They / make
- 6 How often the house?
you / clean
- 7 aerobics every day.
I / do
- 8 shopping tonight.
She / go

B Listening comprehension Listen to the conversations. Circle the frequency adverb that best completes each statement.

- 1 She (often / hardly ever / never) plays golf.
- 2 He (often / sometimes / always) goes to the gym four times a week.
- 3 She (often / sometimes / never) plays tennis in the park.
- 4 He (always / often / never) goes swimming.
- 5 She (always / sometimes / never) rides her bike on weekends.

CONVERSATION MODEL

A Read and listen to two people talking about habitual activities.

- A: Hey, Nancy. Where are you off to?
B: Hi, Trish. I'm going to the gym.
A: Really? Don't you usually go there on weekends?
B: Yes. But not this weekend.
A: How come?
B: Because this weekend I'm going to the beach.

B Rhythm and intonation Listen again and repeat. Then practice the Conversation Model with a partner.

C Find the grammar Look at the Conversation Model again. Underline one example of the simple present tense and two examples of the present continuous. Which one has future meaning?



NOW YOU CAN Talk about habitual activities

A Pair work Now change the Conversation Model, using places from the Vocabulary or other places. Then change roles.

- A: Hey, Where are you off to?
B: Hi, I'm going to the
A: Really? Don't you usually go there on ?
B: Yes. But not this
A: How come?
B: Because I'm

Don't stop!

- Ask about the activities your partner does.
What do you do at the ____?
- Invite your partner to do something.
Why don't we ____ sometime?

B Change partners Practice the conversation again. Use a different place and activity.

BEFORE YOU LISTEN

Warm-up In your opinion, is it important for people to stay in shape? Why? What do people have to do to stay in shape?

LISTENING COMPREHENSION

A ^{3:35} **Listen for main ideas** Listen to people talking about their fitness and eating habits. Check the box if the person exercises regularly.



☐ Jessica Miller



☐ Juan Reyneri



☐ Naomi Sato

B ^{3:36} **Listen for details** Now listen again and circle the words that complete the statements.

Jessica Miller (walks / runs / swims) to stay in shape. She tries to avoid (fatty / salty / spicy) foods. She likes desserts, but she avoids (candy / chocolate / cookies). She always drinks a lot of (soda / juice / water).

To stay in shape, Juan Reyneri goes running and (does aerobics / lifts weights / goes swimming). He eats five or six (small / medium / large) meals each day. He usually avoids sodas and (chips / sweets / fries). He (often / occasionally / never) eats junk food.

Naomi Sato sometimes goes (walking / running / swimming). She doesn't have much time to (cook / exercise / eat). She eats (fish / meat / vegetables) once a week and lots of (soup / candy / salads).

C Discussion

- Which of the people above do you think are in shape or out of shape? Explain.
- Whose fitness and eating habits are like your own? Explain.

PRONUNCIATION

Third-person singular -s: Review

A ^{3:37} Read and listen to the three third-person singular endings. Then listen again and repeat.

/s/	/z/	/ɪz/
sleeps	goes	watches
eats	plays	exercises
works	avoids	munches

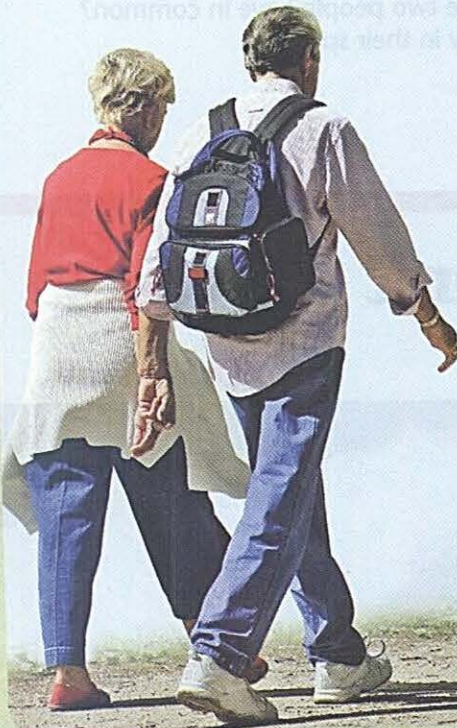
B Pair work Take turns reading the statements in Exercise B. Listen for details, practicing third-person singular endings.

NOW YOU CAN Discuss fitness and eating habits

A Frame your ideas Take the health survey.

Are you in shape?

Check the statements that are true for you.
Then add up your score.



- 1 ☐ a I exercise regularly.
☐ b I hardly ever exercise.
☐ c I never exercise.

- 2 ☐ a I always sleep six hours or more.
☐ b I usually sleep five hours or more.
☐ c I never sleep more than four hours.

- 3 ☐ a I avoid junk food.
☐ b I sometimes eat junk food.
☐ c I eat a lot of junk food.

- 4 ☐ a I hardly ever eat sweets.
☐ b I sometimes eat sweets.
☐ c I eat too many sweets.

- 5 ☐ a I hardly ever watch TV.
☐ b I sometimes watch TV.
☐ c I watch a lot of TV.

Score

Each a answer = 10 points
Each b answer = 5 points
Each c answer = 0 points

Total points =

Points

40-50	You're in great shape!
30-35	Not bad!
20-25	You can do more!
0-15	You're a couch potato!

B Pair work Compare your answers and scores on the survey.

C Group work Walk around the classroom and ask questions.
Write names and take notes on the chart.

Don't stop!

Ask for more information.

Why are you out of shape?
What junk foods do you eat?
Where do you exercise?

Find someone who ...	Name	Other information
is in great shape.	Dan	goes running every day

Find someone who ...	Name	Other information
is in great shape.		
is out of shape.		
eats a lot of junk food.		
avoids sweets.		
avoids fatty foods.		
never sleeps more than four hours.		

D Discussion Now discuss fitness and eating habits.
Tell your classmates about the people on your chart.

“Dan is in great shape.
He goes running every day.”

BEFORE YOU READ

Preview Look only at the titles, photos, and captions. What do these two people have in common? What do you think they have to do in order to participate successfully in their sports?

READING



When You Think You Can't . . .

Mark Zupan

A terrible accident in 1993 made Mark Zupan a quadriplegic and changed his life forever. He cannot move his arms or legs normally, and he has to take medication so his legs don't shake. However, after a lot of hard work, he can now use his arms to move his wheelchair, and he can even stand for a short time and take a few slow steps. Zupan—or Zup to his friends—plays quad rugby—a sport for people in wheelchairs. He's a quad rugby champion, winning a gold medal in the 2008 Paralympic Games. "I dream about running all the time," he says, "but you can't live in the past."

Today, Zupan gives talks and raises money for his sport. Anyone who spends time with him forgets that he's in a wheelchair. He lifts weights at the gym every day, drives a car, and goes to music concerts. "A lot of people think quadriplegics can't do anything," he says. To stay in shape, Zupan is careful about his diet and avoids unhealthy and fatty foods. "Just think of me as a human being and an athlete. Because that's who I am."



The 2005 movie *Murderball* made Zupan a star.

Sources: *Gimp*, HarperCollins, 2006 and cnn.com



Bethany Hamilton

Surfer Bethany Hamilton had a dream. She wanted to be a champion in her sport. But in 2003, she lost her left arm when she was attacked by a shark in Hawaii. Three weeks later, she was surfing again. Because she can only use one arm, she has to use her legs more to help her go in the right direction. She's a strong competitive surfer, winning first place in 2005 in the NSSA National Championships. She appears on TV and writes books about her experience.

Hamilton wants to help other people follow their dreams, even when they face great difficulties. "People can do whatever they want if they just set their hearts to it, and just never give up . . . Just go out there and do it," she says.



Hamilton was attacked by a tiger shark in 2003.

A Infer information Complete the paragraph about Mark Zupan. Use can, can't, or has to.

Zupan¹ spend most of his time in a wheelchair, but he² stand up or take a few steps for a short time. He³ go walking or running, but he⁴ play quad rugby. He⁵ be careful about his diet so he doesn't get out of shape. He doesn't have complete use of his hands, but he⁶ lift weights. He⁷ drive a car using his feet, but he⁸ use his hands. A lot of people think quadriplegics⁹ do anything, but Zupan proves that they¹⁰ .

B Summarize First, complete the paragraph about Hamilton. Use the simple present tense or the present continuous. Then on a separate sheet of paper, write a similar paragraph, summarizing Mark Zupan's routines.

When she surfs, Hamilton¹ use her legs to help her go in the right direction. She² compete regularly with the world's top woman surfers, and sometimes she³ win . In the photo on page 70, she⁴ stand next to her surfboard, and she⁵ smile because she⁶ surf again now. Hamilton⁷ want to help other people with difficult experiences follow their dreams.

On your ActiveBook Self-Study Disc:
Extra Reading Comprehension Questions

NOW YOU CAN Describe someone's routines

A Notepadding Write some notes about your daily routines.

List some things you usually do . . .	List some things you . . .
• in the morning.	• can't do every day. Explain why.
• in the afternoon.	• have to do every day. Explain why.
• in the evening.	• don't have to do every day. Explain why.

B Pair work Interview your partner about his or her daily routines.

“What are some things you usually do in the morning?”

C Group work Now describe your partner's daily routines to your classmates.



My partner usually gets up at 7:00. But, on Saturdays, she doesn't have to get up early.



More Practice

ActiveBook Self-Study Disc

grammar • vocabulary • listening
reading • speaking • pronunciation

Review

A **Listening comprehension** Listen to the conversations.
Check the statements that are true.

- | | |
|--|---|
| <p>1 ☐ He doesn't exercise regularly.
☐ He avoids junk food.
☐ He never watches TV.</p> <p>2 ☐ She's in great shape.
☐ She hardly ever goes swimming.
☐ She exercises regularly.</p> | <p>3 ☐ He exercises regularly.
☐ He has to be careful about calories.
☐ He can eat everything he wants.</p> <p>4 ☐ Heeley can't use his legs.
☐ Heeley can't see.
☐ Heeley doesn't need help.</p> |
|--|---|

B What activities can you do in these places? Write sentences with can.

an athletic field	I can play ...
a gym	
a park	

C Choose the best response.

- | | |
|--|-----------------------------------|
| 1 "Why don't we go swimming tomorrow?"
a Well, have a great time. | b Sorry, I can't. I have to work. |
| 2 "Why don't we meet at 8:00?"
a Great! When's good for you? | b Sure. Sounds great. |
| 3 "What are you up to?"
a I can't. I have to meet my sister. | b I'm having dinner. |

D Answer the questions with real information. Use the simple present tense or the present continuous in your answer.

- 1 How often do you go to English class?
YOU
- 2 What do you usually do on weekends?
YOU
- 3 What are you doing this weekend?
YOU



3:40/3:41

Top Notch Pop

"A Typical Day"
Lyrics p. 150

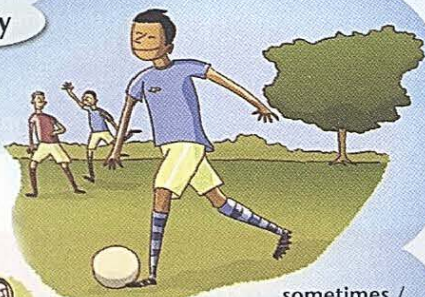
E Writing On a separate sheet of paper, write an interview in which someone asks you about your exercise and health habits.

Q: What do you do to stay in shape?
A: Well, I run every morning and I lift weights.
Q: Where do you usually ...?

WRITING BOOSTER • p. 142

- Punctuation of statements and questions
- Guidance for Exercise E

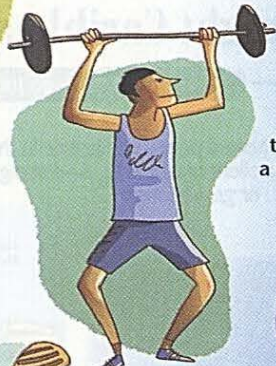
Andy



sometimes /
after work



often



three times
a week



on weekends



hardly ever

ORAL REVIEW

Contest Form teams. Create questions about the people's activities for another team to answer. (Teams get one point for each correct question and one point for each correct answer.) For example:

Q: How often does Andy eat junk food?

A: Hardly ever.

Pair work Make false statements about the activities in the planners. Your partner corrects your statements. For example:

A: Karen is having breakfast with her mom at nine on Saturday.

B: That's not right. They're having breakfast at ten.

Role play Create a conversation for Andy and Karen. Using the two planners, make plans to get together to do something. Use this language:

Why don't we ...? Sorry, I can't. I have to ...

Karen



twice a week

every morning



always



twice a month



usually / on weekends



sometimes / on weekends

ANDY'S PLANNER

Sat	
9	breakfast with Craig
10	
11	meet Dad at airport
12	
Sun	
9	breakfast with Dad
10	
11	do laundry
12	

KAREN'S PLANNER

Sat	
9	
10	breakfast with Mom
11	
12	lunch with Diane
Sun	
9	
10	meet Diane at pool
11	
12	lunch with Pat

NOW I CAN...

- ☐ Plan an activity with someone.
- ☐ Talk about habitual activities.
- ☐ Discuss fitness and eating habits.
- ☐ Describe someone's routines.

UNIT 7

Preview

On Vacation

GOALS

After Unit 7, you will be able to:

- 1 Greet someone arriving from a trip.
- 2 Ask about someone's vacation.
- 3 Discuss vacation preferences.
- 4 Describe good and bad travel experiences

TRAVEL SPECIALS

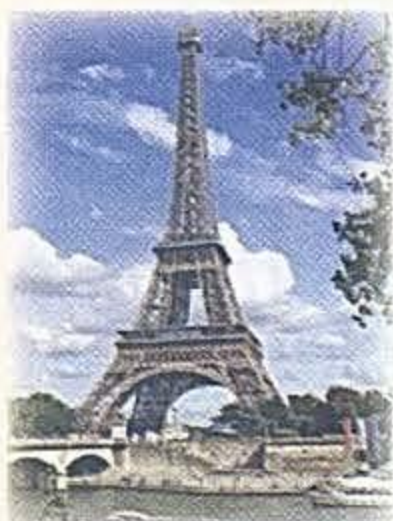
Guaranteed! Your money refunded if your flight or cruise is canceled.

Tour Europe in 10 days

Fly to London on July 15.



Take pictures at London's Buckingham Palace.



Visit the Eiffel Tower in Paris and ride a boat on the Seine.



Go shopping in Milan. Explore the ruins of the Coliseum in Rome.



See Copenhagen's Little Mermaid statue.



Enjoy Vienna's famous desserts. Walk along the old Berlin Wall.

Fly back home on July 25.

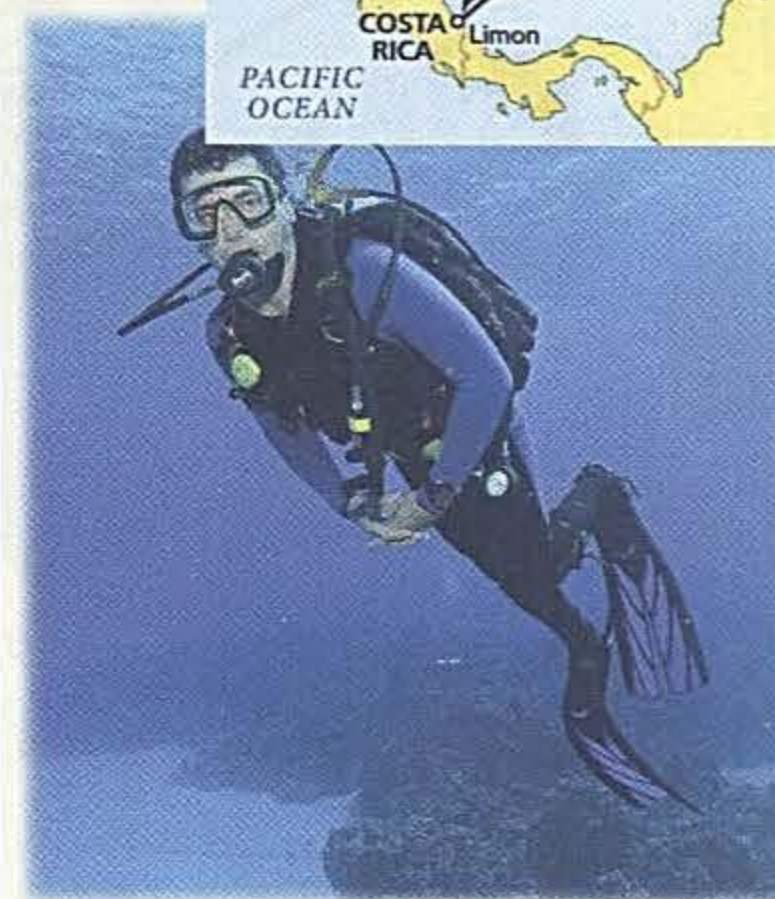
10-night Caribbean Cruise

Leave from Miami on July 15.

Swim in our heated pool ... or just lie in the sun all day. Eat in our excellent restaurants. And at night, watch a movie or a show ... or go walking!



Go windsurfing in Montego Bay.



Go snorkeling in Cozumel. Explore a beautiful beach in Costa Rica.

Return to Miami on July 25.

A Pair work Complete the chart by writing tour or cruise. Then discuss your answers with a partner.

In your opinion, which travel special would be good for someone who likes ...

history? _____	family activities? _____	entertainment? _____
culture? _____	physical activities? _____	good food? _____

B Discussion Which vacation would you like to take? Why?

C **Photo story** Read and listen to a phone call from someone returning from a trip.



Cindy: Hi, Rick. I'm home!

Rick: Cindy! When did you get back?

Cindy: Just yesterday.

Rick: And did you have a good time?

Cindy: I just loved it. I really needed a vacation!

Rick: So, tell me all about your cruise!

Cindy: Well, the people were really great. The food was incredible. And the weather was perfect.

Rick: And what did you do all day?

Cindy: Plenty. In Montego Bay, I went windsurfing. And I had a lot of fun snorkeling in Cozumel.

Rick: Cool!

Cindy: But most of the time I just enjoyed the sun and did absolutely nothing!

Rick: Now that's my kind of vacation!

Cindy: I can't wait for the next one.

Rick: Well, welcome home.

D Focus on language Look at the underlined words and expressions in the Photo Story.

1 Find an expression that means "come home."

.....

2 Find three words that mean "very good."

.....

.....

.....

E Think and explain Complete the statements.

1 When Rick says, "Now that's my kind of vacation!" he means

.....

2 When Cindy says, "I can't wait for the next one," she means

.....

F Discussion Which part of Cindy's vacation is "your kind of vacation"?

G Pair work Complete the questionnaire. Then tell your partner what you usually do on your vacations. Ask about your partner's vacations.

Where do you usually go for vacation?

☐ I stay home.

☐ I visit my family.

☐ I go to the beach.

☐ I go to another city.

☐ I go to another country.

☐ Other _____

CONVERSATION MODEL

A ^{4:03} Read and listen to someone greeting a person arriving from a trip.

A: Welcome back!

B: Thanks.

A: So, how was the flight?

B: Pretty nice, actually.

A: That's good. Can I give you a hand?

B: That's OK. I'm fine.

A: Are you sure?

B: Absolutely. Thanks!

B ^{4:04} **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.



GRAMMAR

The past tense of be: Review

I	{	was wasn't	}	on time.	We	{	were weren't	}	late.
He					You				
She					They				
It									

Contractions
wasn't = was not
weren't = were not

Questions

Was your flight long? (Yes, it was. / No, it wasn't.)

Were your friends with you? (Yes, they were. / No, they weren't.)

How **was** the traffic? (It was terrible.)

How long **were** you away? (Two weeks.)

GRAMMAR BOOSTER ▶ p. 134

• The past tense of be: form

A Find the grammar Look at the Photo Story on page 75. Find three examples of the past tense of be.

B Grammar practice Complete the conversations with the affirmative or negative past tense of be.

- 1 A: Welcome back! How the drive?
B: Not great. The traffic really awful.
There so many cars on the road!
A: Too bad. you alone?
B: No. My brother with me.

- 2 A: Did you just get in?
B: Yes. My flight a little late.
A: there a lot of people on the plane?
B: No, there

- 3 A: Where you last week?
B: We on a cruise.
A: Really? How it?
B: It pretty short. Only three days!

- 4 A: So, how your parents' trip?
B: Actually, it too great.
A: What happened?
B: Their train four hours late,
so they really tired.

VOCABULARY

Adjectives to describe trips

4:05

A Read and listen. Then listen again and repeat.



It was so **comfortable**.



It was quite **scenic**.



It was really **boring**.

Intensifiers
so
pretty
really
quite
very
kind of
rather



It was kind of **bumpy**.



It was pretty **scary**.



It was rather **short**. / It was very **long**.

B Pair work Use the adjectives and intensifiers in the Vocabulary to describe a trip you took.

“Last year, I went to a small town in the mountains. The bus trip was very bumpy.”

Types of trips

a flight a [bus / train] trip
a drive a cruise

NOW YOU CAN Greet someone arriving from a trip

A Pair work Greet someone arriving from a trip. Change the Conversation Model, using the adjectives and intensifiers and the past tense of be. Then change roles.

A: Welcome back!

B:

A: So, how was the?

B:, actually.

A: That's Can I give you a hand?

B:

Don't stop! Ask your partner other questions about the trip:

Were there a lot of people on the ____?

How long was the ____?

Responses

comfortable
scenic
short } **That's good!**

boring
bumpy
scary
long } **That's too bad!**

B Change partners Greet someone arriving from another type of trip. Use other adjectives from the Vocabulary. Ask more questions.



GRAMMAR

The simple past tense: Review

I
She } arrived at three.
It } didn't arrive until six.
They }

Did he **have** a good time? (Yes, he did.)
Did they **cancel** your flight? (No, they didn't.)
Where **did** you **go**? (We went to Italy.)
When **did** they **get back**? (On Tuesday.)
What **did** she **do** every day? (She visited museums.)
How many countries **did** you **see**? (Three.)

Regular verbs: spelling

+ ed	+ d	+ ied
visited	arrived	study → studied
watched	changed	try → tried
played	liked	

4:06

Some irregular verbs

buy	bought	find	found	leave	left	sleep	slept
come	came	fly	flew	lose	lost	spend	spent
do	did	get	got	meet	met	steal	stole
drink	drank	go	went	ride	rode	swim	swam
eat	ate	have	had	see	saw	take	took

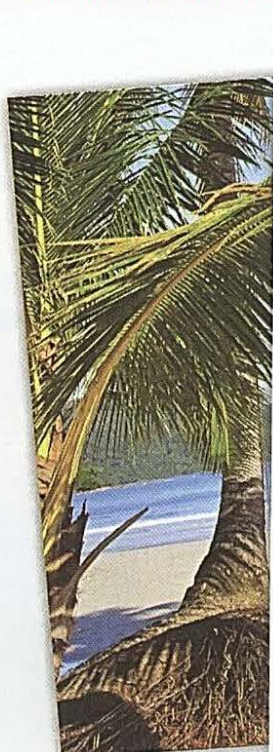
See page 122 for a more complete list.

GRAMMAR BOOSTER ▶ p. 135

- The simple past tense: more on spelling, usage, and form

A Find the grammar Look at the Photo Story on page 75.
Circle all the verbs in the simple past tense. Which are irregular verbs?

B Grammar practice Complete Joan's postcard with past forms of the verbs.



Dear Angela,

We're here! The flight _____ nice, and it
_____ too long. I _____ the whole time.
Yesterday, we _____ swimming. We
_____ fresh seafood and _____ coconut
milk from coconuts right off the trees. In the evening, we
_____ a wonderful dinner. The service _____
great, and the waiters _____ really nice. After the
meal, a pop band _____, and we
_____ some very nice people at the next table.
We _____ until after midnight. We
_____ such a good time! This morning,
we _____ into town and _____ postcards.
More later!

Joan



Angela Meyer
55 White Street
Belleville, NY 10514
USA

C Pair work Write five questions about Joan's vacation, using the simple past tense.
Then practice asking and answering your questions with a partner.

Example:

1 What did she do on the flight? 2 _____ 4 _____
3 _____ 5 _____

D Grammar practice Imagine that you just got back from one of the vacations on page 74. On a separate sheet of paper, write at least five sentences describing what you did, using the simple past tense.

We left Miami on July 15. ...

PRONUNCIATION

The simple past tense ending: Regular verbs

4:07

Listen to the pronunciation of the simple past tense ending **-ed**. Then listen again and repeat. Practice saying each word on your own.

/d/
played
rained
called

/t/
watched
cooked
stopped

/ɪd/
visited
needed
waited

Be careful!

rained = /reɪnd/ NOT /reɪnɪd/
watched = /wɒtʃt/ NOT /wɒtʃɪd/

CONVERSATION MODEL

4:08

A Read and listen to someone describing a vacation.

A: Were you on vacation?

B: Yes, I was. I went to Paris.

A: No kidding! Did you have a good time?

B: Fantastic. I stayed in a really nice hotel and ate at some wonderful restaurants.

A: That sounds nice. Tell me more.

4:09

B **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.



NOW YOU CAN Ask about someone's vacation

A Pair work Change the Conversation Model, using the vacation ads and positive adjectives. Then change roles.

A: Were you on vacation?

B: Yes, I was. I

A:! Did you have a good time?

B: I and

A: That sounds Tell me more.

Positive adjectives

incredible terrific
fantastic wonderful
great perfect

Don't stop! Ask and answer more questions, using the simple past tense.

Did you ____? Where ____?
What ____? When ____?

B Change partners Practice the conversation again about a different vacation.

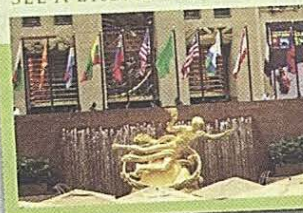
PERTH, AUSTRALIA
GO SURFING
PLAY ON THE BEACH ALL DAY



COME TO EGYPT
RIDE A CAMEL
VISIT THE GREAT PYRAMIDS



VISIT NEW YORK!
GO SHOPPING
SEE A BROADWAY PLAY



BUENOS AIRES,
ARGENTINA!
EAT A DELICIOUS STEAK



BEFORE YOU READ

A  **Vocabulary** • *Adjectives for vacations* Read and listen. Then listen again and repeat.



It was **relaxing**.



It was **exciting**.



It was **interesting**.



It was **unusual**.

Also remember:
boring cool fantastic scenic

B Pair work Use the Vocabulary to describe one of your vacations.

“Last year, I went to the beach. It was so relaxing.”

READING



World Traveler *Did you have a good time?*

Our readers share their experiences on our most popular vacation packages.



Go skiing and snowboarding in Valle Nevado

Just 60 kilometers / 37 miles from Santiago

“We just got back! There was nothing but sun and snow, but there was plenty to do. We went jogging every night in a terrific park. We swam every day in a heated pool and worked out in an incredible gym. The shopping was terrific! And there were so many great restaurants to choose from. Oh, and I almost forgot . . . the views of the Andes Mountains were amazing!”

—Alison Nack, Montreal, Canada

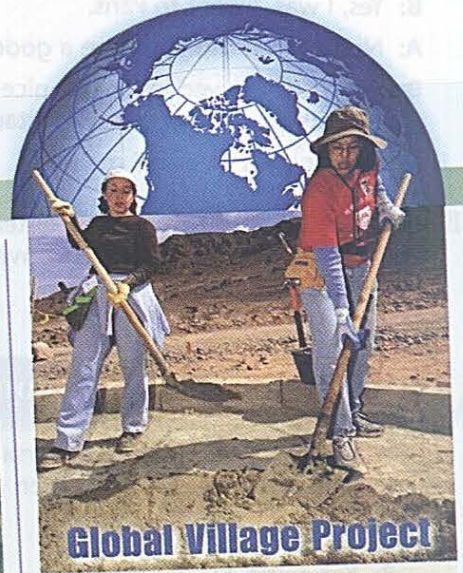


Enjoy some of the world's top spas

Luxury and service at prices you can afford

“Back home, we work very hard, and we really needed a vacation. The staff at the spa knew just how to take care of us. My wife and I got wonderful massages and other spa treatments. They even put hot rocks on our backs! We enjoyed excellent healthy meals every day. We loved our spa vacation in Thailand. It was really hard to come back home!”

—Kenji Watanabe, Nagoya, Japan



Global Village Project

Learn about another culture and help the world

No experience necessary

“My vacation in Tajikistan lasted twenty-six days, and we helped to build new homes for ten of those days. The other days we went sightseeing and bought souvenirs. The people were incredibly nice, and I loved the food. There were twelve other volunteers on this trip. The work was actually fun, and we got to know each other really well. In the end we felt really good. I'd definitely do it again!”

—Arturo Manuel Reyes, Monterrey, Mexico

Sources: skitotal.com; spastay.com; habitat.org

A Activate language from a text Find the expressions below in the Reading. Then use them to talk about a vacation you took.

- "There was plenty to do."
- "It was really hard to come back home."
- "I'd definitely do it again."

“In 2004 I went on a cruise. There was plenty to do. I went swimming and . . .”

B Draw conclusions Choose a vacation package from page 80 for each person. Explain your reasons.



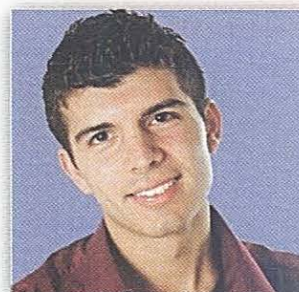
“I love to meet new people and learn how to do new things.”



“I love sports. I always like to do something new and exciting.”



“I like to go to places where other people don't go—off the beaten path.”



“I need a vacation where I don't have to do anything.”

C Identify supporting details Now choose one of the vacations for yourself. Explain why you chose it. Use the Vocabulary on page 80.

On your ActiveBook Self-Study Disc:
Extra Reading Comprehension Questions

NOW YOU CAN Discuss vacation preferences

A Frame your ideas Complete the questionnaire. Then compare answers with a partner.

Need a Vacation? Check all your preferences:

How often do you go on vacation? ☐ never ☐ once or twice a year ☐ more than twice a year

I prefer vacations that are ...

- ☐ relaxing
- ☐ exciting
- ☐ interesting
- ☐ unusual
- ☐ inexpensive
- ☐ scenic
- ☐ other _____

I like vacations with ...

- ☐ lots of history and culture
- ☐ nature and wildlife
- ☐ sports and physical activities
- ☐ family activities
- ☐ great entertainment
- ☐ people who speak my language
- ☐ top-notch hotels
- ☐ great food
- ☐ warm weather
- ☐ beautiful beaches
- ☐ friendly people
- ☐ other _____

Do you need a vacation right now? ☐ Not really. ☐ Maybe. ☐ You bet I do!

B Discussion Now discuss your vacation preferences. Tell your classmates what's important to you.

“For me, warm weather and great entertainment are pretty important.”

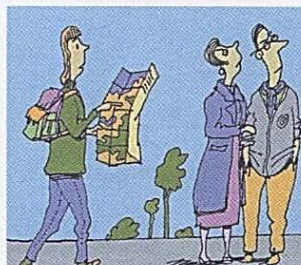
BEFORE YOU LISTEN

A ^{4:12} **Vocabulary** • *Bad and good travel experiences* Read and listen. Then listen again and repeat.

Bad experiences



The weather was { **horrible.**
awful.
pretty bad.
terrible.



The people were { **unfriendly.**
cold.



They lost my luggage.



Someone stole my wallet.

Good experiences



The weather was { **amazing.**
fantastic.
terrific.
wonderful.



The people were { **friendly.**
warm.



They found my luggage.



Someone returned my wallet.

B Look at the pictures. Complete the sentences.



1 *Someone stole* my purse.



2 The food



3 The waiters



4 The entertainment



5 my luggage.

LISTENING COMPREHENSION

A  **Listen for main ideas** Listen to the conversations. Check whether, at the end of the vacation, the person had a good experience or a bad one.

- | | | | |
|--|---|--|---|
| 1 ☐ a good experience | ☐ a bad experience | 3 ☐ a good experience | ☐ a bad experience |
| 2 ☐ a good experience | ☐ a bad experience | 4 ☐ a good experience | ☐ a bad experience |

B  **Listen for details** Listen again and complete the statements about each vacation.

- | | |
|--|--|
| 1 The food was really (good / bad).
The room was (great / terrible).
The entertainment was really (good / bad). | 3 He didn't have any more (clothes / money).
The people were very (nice / cold).
The hotel was (great / terrible).
Someone stole his (passport / laptop). |
| 2 The hotel was (terrible / terrific).
Someone stole their (luggage / car).
Disney World was (horrible / wonderful). | 4 The food was (great / awful).
The people were (cold / nice).
The vacation was too (short / long). |

NOW YOU CAN Describe good and bad travel experiences

A Notepadding Make a list of some of your good and bad travel experiences.

Good experiences	Bad experiences
I went to Bangkok, and the people were really friendly.	When I went to Los Angeles, they lost my luggage.

Ideas

- the trip
- the weather
- the food
- the service
- the hotels
- the people
- the activities
- your luggage

B Pair work Now tell your partner about the good and bad travel experiences you listed. Ask questions about your partner's experiences.



Be sure to recycle this language.

Ask

How was the ___?
What did you ___?
When did you ___?
How many ___ did you ___?
Tell me about ___.

Respond

That's good.
That's great!
No kidding!
Oh, no!
That's too bad.
I'm sorry to hear that.

Describe

I had a ___ time.
The [flight] was ___.
The ___ drove me crazy.
The ___ didn't work.
I was in the mood for ___, but ___.
They didn't accept credit cards.



Review

- A** **Listening comprehension** Listen to each person describing a travel experience. Write the number of the speaker in the box for the type of trip he or she took.

a drive

a train trip

a flight

a beach vacation

- B** Listen again. Circle the adjective that best describes each experience.

- 1 Her trip was very (short / scary / scenic).
- 2 His trip was quite (scary / unusual / relaxing).
- 3 Her trip was pretty (short / scary / boring).
- 4 His trip was really (short / scenic / boring).

- C** Complete each conversation with a question in the simple past tense.

- 1 A: on vacation?
B: We went to Greece.
- 2 A: stay there?
B: Two weeks.
- 3 A: every day?
B: We walked along the beach and enjoyed the sun.
- 4 A: get back home?
B: Last night.

- D** Complete each statement or question about vacations. Use the past tense form.

- 1 (we / buy) a lot of fantastic things on our vacation.
- 2 (where / you / eat) dinner last night?
- 3 (we / sleep) right on the beach. (it / be)
so relaxing.
- 4 (my sister / get back) last weekend. (she / have)
..... an amazing time.
- 5 (my friend / eat) some rather good food on her trip to Hong Kong.
- 6 (when / she / arrive) at the hotel?
- 7 (I / have) a terrible time. (the people / be)
..... quite unfriendly.
- 8 (we / see) an interesting play in London. And (it / be)
..... pretty inexpensive.
- 9 (my wife and I / go running) every morning
on the beach during our vacation.
- 10 (my brother / meet) some unusual people on his trip.

- E Writing** On a separate sheet of paper, write about a vacation you took. Answer these questions.

- Where did you go?
- How was the travel?
- How was the weather?
- What did you do?
- Did you have a good time?

WRITING BOOSTER • p. 145

- Time order
- Guidance for Exercise E



4:17/4:18

Top Notch Pop

"My Dream Vacation"
Lyrics p. 150

In 2010, I went on a great trip to ...

ORAL REVIEW

Contest Form two teams. Each team takes turns making a statement about the vacation, using the simple past tense. Continue until one team cannot say anything more. (Each team has thirty seconds to make a statement.)

Role play Create a conversation for the two women on February 5. Start like this:

Were you on vacation?

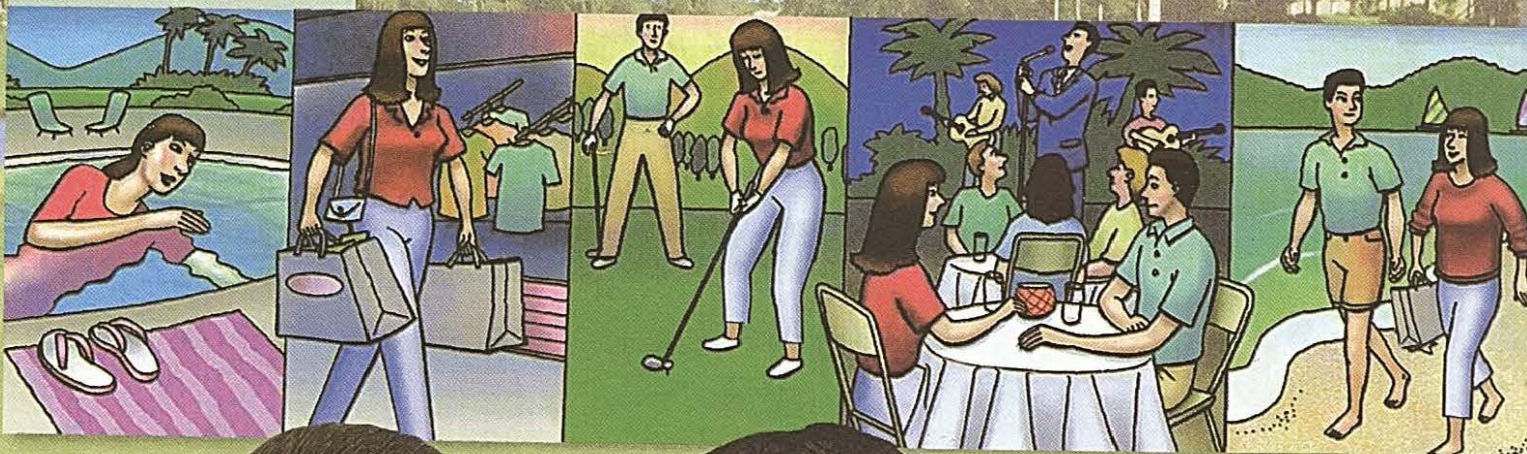
Pair work Choose one of the vacation pictures. Create a conversation. Start with one of these, or your own idea:

- *Can I give you a hand?*
- *Excuse me!*
- *This bed is terrible!*
- *This is so relaxing.*

January 15



January 17-22



February 5



NOW I CAN...



- ☐ Greet someone arriving from a trip.
- ☐ Ask about someone's vacation.
- ☐ Discuss vacation preferences.
- ☐ Describe good and bad travel experiences.

UNIT 8

Preview

Shopping for Clothes

GOALS

After Unit 8, you will be able to:

- 1 Shop and pay for clothes.
- 2 Ask for a different size or color.
- 3 Navigate a mall or department store.
- 4 Discuss clothing do's and don'ts.

Lannie Trainor CATALOGUE

Visit us online for seasonal clothing at: LannieTrainor.com, or call us toll-free at 1-800-555-7800

OUTERWEAR

pages 4-7



jackets



sweaters



gloves

UNDERWEAR & LINGERIE

pages 16-19



men's boxers



panties

HOSIERY

pages 8-11



socks



tights



pantyhose

BAGS & ACCESSORIES

pages 20-21



purses



belts

SLEEPWEAR

pages 12-15



men's and
women's pajamas



women's
nightgowns



bathrobes

ATHLETIC WEAR

pages 22-25



running shoes



shorts



running pants

"Excellent selection! No one has more brands than Lannie Trainor."

Anita López
San Juan, Puerto Rico

"Lannie Trainor provides great service! Every product arrives in great condition. You can return anything you don't like, no questions asked."

Rebecca Gladstone
Saint Paul, Minnesota U.S.A.

"Very affordable. I love those low, low prices. I saved a bundle of money."

Walter Weller
Frankfurt, Germany

A **Vocabulary** • Clothing departments Listen and repeat.

B Discussion What clothes are good to buy from a catalogue?
What do you like to buy from a store? Why?

"I like to buy running shoes from a store because I want to be sure the size is right."

C **Photo story** Read and listen to a conversation between a clerk and a customer about a sweater the customer wants to buy.

ENGLISH FOR TODAY'S WORLD
connecting people from different cultures
and language backgrounds



Shopper: Excuse me. How much is that V-neck?

Clerk: This red one? It's \$55.

Shopper: That's not too bad. And it's really nice.

Shopper: Could I get it in a larger size?

Clerk: Here you go. This one's a medium. Would you like to try it on?

Shopper: No, thanks. I'll just take it. It's a present for my sister. Would you be nice enough to gift wrap it for me?

Clerk: Of course!

Shopper: Chinese speaker; Clerk: Russian speaker

D Think and explain Complete each statement. Then explain your answer.

1 The shopper wants to know the of the sweater.

a price b size

How do you know? She says,

"How much is that V-neck?"

2 She asks the clerk for

a another color b another size

How do you know? The shopper says,

"....."

3 The clerk brings the shopper a

a different size b different color

How do you know? The clerk says,

"....."

4 The sweater is

a for the shopper b for a different person

How do you know? The shopper says,

"....."

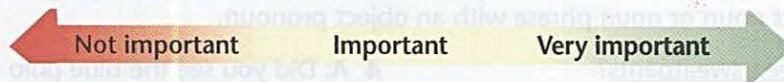
E Focus on language Complete each statement with a quotation from the Photo Story.

1 The shopper says, "....." to get the clerk's attention.

2 The shopper says, "....." to say that the price of the sweater is OK.

3 The clerk says, "....." when she gives the shopper the second sweater.

F Personalize What's important to you when you shop for clothes? Complete the chart.



Prices				
Brands				
Selection				
Service				

G Discussion Compare charts with your classmates. Explain your reasons.

VOCABULARY

Types of clothing and shoes

4:21

Read and listen. Then listen again and repeat.

casual clothes



- ① jeans ② a T-shirt
③ a sweatshirt ④ a polo shirt
⑤ sweatpants

sweaters and jackets



- ① a crewneck ② a cardigan
③ a turtleneck ④ a V-neck
⑤ a windbreaker ⑥ a blazer

shoes



- ① oxfords ② loafers
③ sandals ④ running shoes
⑤ pumps ⑥ flats

GRAMMAR

Uses of object pronouns

As direct objects

direct object (noun)

I want **the cardigan**.

I love **these pumps**.

→

direct object (pronoun)

I want **it**.

I love **them**.

In prepositional phrases

prepositional phrase (with nouns)

We gave the V-neck **to Jane**.

He's buying a blazer **for his wife**.

→

prepositional phrase (with pronouns)

We gave the V-neck **to her**.

He's buying a blazer **for her**.

In a sentence with both a direct object and a prepositional phrase, the direct object comes first.

We gave **the hat** to Jane. NOT We gave

He's buying **it** for her. NOT He's buying

Subject pronouns

I →
you →
he →
she →
it →
we →
they →

Object pronouns

me
you
him
her
it
us
them

GRAMMAR BOOSTER ▶ p. 136

• Direct and indirect objects: usage

A Grammar practice First, underline the direct object in each sentence. Then complete each conversation, replacing the direct object noun or noun phrase with an object pronoun.

1 A: Did you buy the green sweatpants?

B: Yes, I bought them.

2 A: Don't you love these cool windbreakers?

B: Yes, I really love

3 A: Should I buy this crewneck over here?

B: No, don't buy

4 A: Did you see the blue polo shirts?

B: Yes, I saw on that rack.

5 A: Does your daughter want this cardigan?

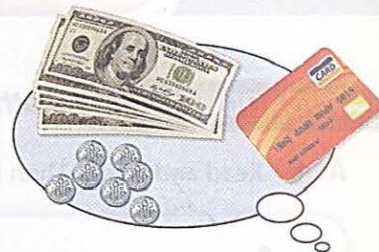
B: Yes, she wants

6 A: Who did she give the old jacket to?

B: She gave to me.

B Grammar practice Unscramble the words and phrases to write statements.

- 1 I / it / for her / am buying
- 2 they / them / for us / are getting
- 3 please / it / to me / give
- 4 for my son-in-law / I / them / need
- 5 it / he / is / finding / for me



CONVERSATION MODEL

A ^{4:22} Read and listen to a conversation in which someone is paying for clothes.

- A: I'll take these polo shirts, please.
 B: Certainly. How would you like to pay for them?
 A: Excuse me?
 B: Cash or charge?
 A: Charge, please. And could you gift wrap them for me?
 B: Absolutely.

B ^{4:23} **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.

C Find the grammar Find and circle all the object pronouns in the Conversation Model.



NOW YOU CAN Shop and pay for clothes

A Look at the Vocabulary on page 88, and look back at the clothing catalogue on page 86. Choose three items of clothing you'd like to buy for yourself or as gifts.

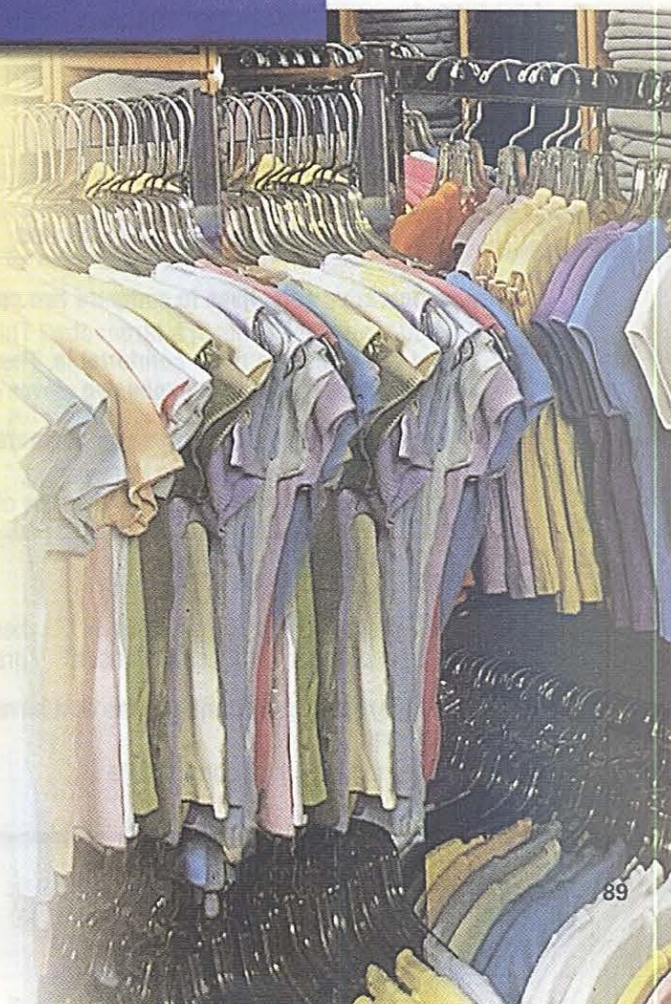
B Pair work Change the Conversation Model to buy one of the things you chose. Use the correct object pronouns. Then change roles.

- A: I'll take, please.
 B: How would you like to pay for?
 A: Excuse me?
 B: Cash or charge?
 A:, please. And could you gift wrap for me?
 B:

Don't stop!

Before you pay, ask about other clothing.

C Change partners Create another conversation. Use different articles of clothing.



VOCABULARY

Clothing that comes in "pairs"

4:24

A Read and listen. Then listen again and repeat.



(a pair of) gloves



(a pair of) pantyhose

(a pair of) tights



(a pair of) panties



(a pair of) pajamas



(a pair of) pants

(a pair of) shorts



(a pair of) boxers

(a pair of) briefs



(a pair of) socks

4:25

B Listening comprehension Listen to the conversations. Infer the department each shopper should go to.

1 She should go to

3 She got them in

2 She should go to

4 They're in

Departments
Men's underwear
Athletic wear
Outerwear
Lingerie
Sleepwear
Hosiery

GRAMMAR

Comparative adjectives

Use comparative adjectives to compare two people, places, things, or ideas.

Do you have these pants in a **larger** size? This pair is a little tight.

I need shoes that are **more comfortable**. These are very small.

Do you have a pair of **less expensive** gloves? These are just too expensive.

Use **than** after the adjective when you compare two items.

That suit is **nicer than** the one I'm wearing.

These gloves are **more expensive than** the other ones.

+ **er**
small → smaller
cheap → cheaper

+ **r**
large → larger
loose → looser

+ **ier**
heavy → heavier
pretty → prettier

consonant + **er**
big → bigger
hot → hotter

Irregular forms
good → better
bad → worse

BUT use **more** or **less** with adjectives that have two or more syllables and don't end in -y.

more expensive / less comfortable

GRAMMAR BOOSTER ▶ p. 137

• Comparative adjectives: spelling rules

A Grammar practice Write the opposite of each comparative adjective.

- 1 smaller *larger* 3 lighter 5 more expensive
 2 taller 4 tighter 6 less popular

B Complete each conversation with comparative adjectives. Use than if necessary.

- 1 A: I just love these pajamas, but I wish they were
 B: What about these? Blue is a really flattering color for you, and they're much
 2 A: Don't take that nightgown to Hawaii! It's it is here. Take something
 B: Good idea.
 3 A: What do you think of these red gloves?
 B: Beautiful. They're the black ones. And they're, too.
 4 A: Excuse me. Do these pants come in a length?
 B: I'm sure they do. Let me see if I can find you something

CONVERSATION MODEL

A Read and listen to someone asking for a different size.

A: Excuse me. Do you have these gloves in a smaller size? I need a medium.

B: Yes, we do. Here you go.

A: Thanks.

B: Would you like to take them?

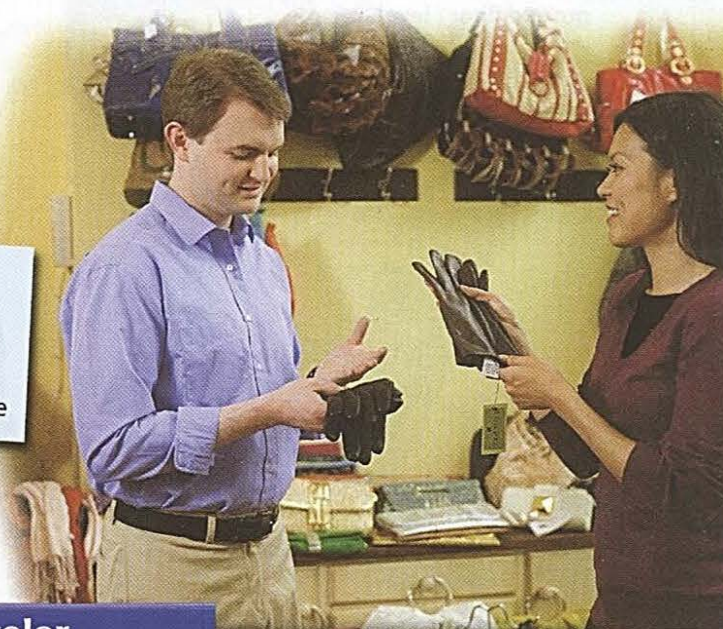
A: Yes, please. Thanks for your help.

B: My pleasure.

Sizes

- S small
 M medium
 L large
 XL extra large
 XXL extra extra large

B **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.



NOW YOU CAN Ask for a different size or color

A Notepadding On the notepad, make a list of clothes you'd like to buy.

I'd like to buy:

B Pair work Change the Conversation Model. Use comparatives and your list of clothes. Ask for a different size or color. Then change roles.

A: Excuse me. Do you have in?

B: Yes, we do. Here you go.

A: Thanks.

B: Would you like to take?

A: Thanks for your help.

B:

Don't stop!

- Ask to see other clothes.
- Pay for the clothes.

Ideas

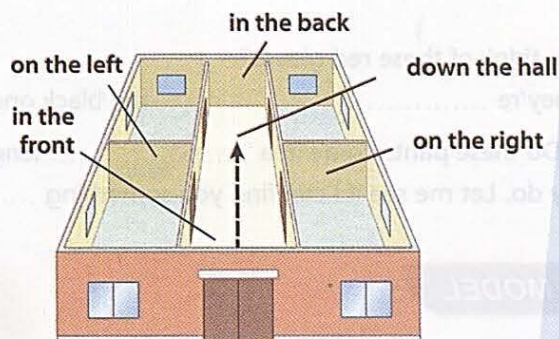
- in a smaller size
- in a larger size
- in a darker / lighter color
- in [black, white, etc.]
- in size [10, 34, etc.]

C Change partners Ask about other types of clothes.

BEFORE YOU LISTEN

4:28

Vocabulary • Interior locations and directions Read and listen. Then listen again and repeat.

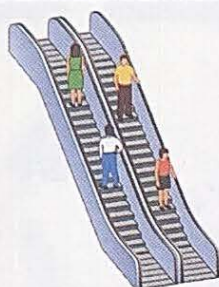


4:29

Prepositions of interior location

on { the first level
the ground floor
the top floor

in { the basement
lingerie



take
go up } the escalator
go down }



take
go up } the stairs
go down }



take the elevator

LISTENING COMPREHENSION

4:30

A **Understand locations and directions** Listen to directions in a department store. Write the number of each location in the white boxes on the floor diagrams.

DIRECTORY		BASEMENT	GROUND FLOOR	SECOND (TOP) FLOOR
1	Coats			
2	Children's shoes			
3	Coffee shop			
4	Lingerie			
5	Accessories			

B Pair work Take turns asking for and giving directions to any of the locations.

PRONUNCIATION

Contrastive stress for clarification

A  Read and listen. Then listen again and repeat.

A: The shoe department is upstairs, on the **third floor**.

B: Excuse me? The **first floor**?

A: No. It's on the **third floor**.

B Pair work Now practice the conversation with a partner.

NOW YOU CAN Navigate a mall or department store

A Notepadding Choose five departments from the store directory and write one thing you'd like to get in each department.

Department	I'd like . . .
Men's Outerwear	a jacket

Department	I'd like . . .

STORE DIRECTORY	
Bags and Accessories	Ground Floor
Electronics	Basement
Hosiery	Basement
Lingerie	Ground Floor
Men's Athletic Wear	Ground Floor
Men's Casual	2
Men's Outerwear	2
Men's Shoes	2
Men's Sleepwear	2
Men's Underwear	2
Photo Studio	2
Restaurant	Basement
Small Appliances	Basement
Women's Casual	Basement
Women's Shoes	Ground Floor
Women's Shoes	Ground Floor

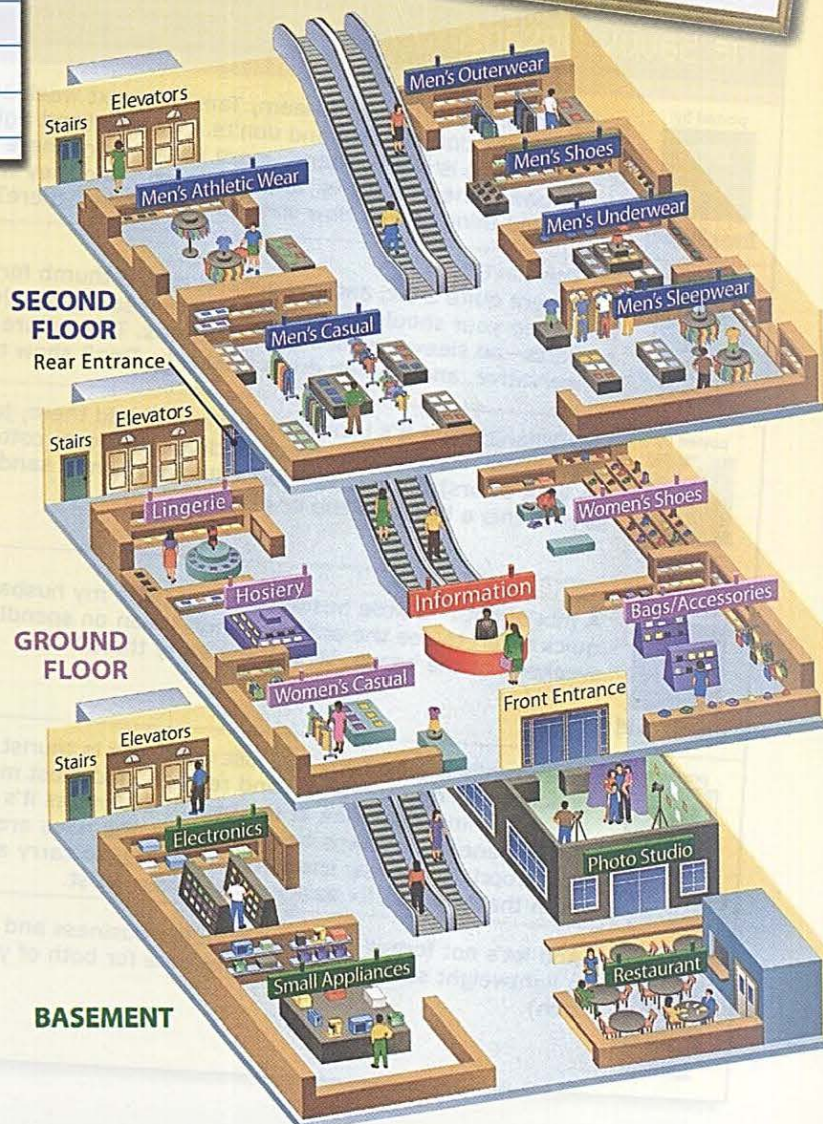
B Wordposting Put the four categories below on a separate sheet of paper. With a partner, make a list of language you know for each category.

- 1 Ask for directions
- 2 Give directions and state locations
- 3 Ask for a size, color, etc.
- 4 Pay for things

1	Ask for directions
	I'm looking for the hosiery department.

C Role play Navigate the department store, using the floor plan. Create a conversation between the shopper and the person at the information desk. Use your notepad and your wordposts. Then change partners, roles, and items.

“Excuse me. I'm looking for . . .”



BEFORE YOU READ

4:32

Vocabulary • *Formality and appropriateness* Read and listen to each pair of antonyms. Then listen again and repeat.

Formality

formal for special events when casual clothes are not OK

informal for everyday events when casual clothes are OK

Appropriateness

appropriate socially correct

inappropriate socially incorrect

Strictness

liberal without many rules for appropriate dress

conservative with more rules for appropriate dress

READING

4:33



The Savvy Voyager 

go new search reply login join

posted by:  **Travelin'Girl**

Hello! Traveling to Dar es Salaam, Tanzania next week and I need some info on clothing do's and don'ts. I'm in Holland right now where the dress code is pretty liberal, more liberal than where I come from in Germany. The attitude is "anything goes," and they wear some pretty wild things here! How strict are the "rules" there?

posted by:  **Jillian25**

Hi, Travelin'Girl, I go there quite a bit, and my general rule of thumb for East Africa is to keep your shoulders covered and to wear below-the-knee pants or skirts—no sleeveless shirts or tank tops. The culture is pretty conservative, and women dress modestly. Don't show too much skin.

posted by:  **TallPaul**

OK, Jillian25. But it's incredibly hot and humid there, just about all year round. Travelin'Girl should pack for the heat: cotton blouses (in light colors); casual, comfortable, light pants; sandals. She didn't say—is this a business trip or pleasure?

posted by:  **Travelin'Girl**

A mix of both—a little business in Dar (with my husband), then a quick safari to see the animals. Then I plan on spending at least one weekend at the beach. What's the story there?

posted by:  **Jillian25**

There really are no hard and fast rules, but in tourist areas like beaches, it's more informal and relaxed, and most modest clothing is OK. A bathing suit's fine at the beach, as long as it's not too revealing. But in general, in towns near the coast, the rules are stricter and it's inappropriate to wear shorts or miniskirts, so carry a piece of cotton cloth that you can fix easily around your waist.

posted by:  **TallPaul**

And let's not forget your husband. For business and formal meetings, a lightweight suit is always appropriate for both of you (and a tie for him).



Tanzanian woman in modest dress

A Paraphrase Explain in your own words what clothing is appropriate in Tanzania, according to the blog.

B Identify supporting details Check true, false, or no info. Explain the reason why you chose each answer.

	true	false	no info
1 "Jillian25" says she is a travel agent.	☐	☐	☐
2 "Travelin'Girl" wants to dress appropriately in Tanzania.	☐	☐	☐
3 "Travelin'Girl" is traveling alone.	☐	☐	☐
4 Dar is in East Africa.	☐	☐	☐
5 "Travelin'Girl" and her husband have children.	☐	☐	☐
6 Women are expected to dress conservatively in Tanzania.	☐	☐	☐

C Apply information Imagine you are going on the same trip as "Travelin'Girl." Plan your clothes for a one-week visit to Tanzania. Be specific. Explain your choices.

“I think I'll take three pairs of shorts because this is a vacation and I plan to spend most of my time at the beach . . .”

On your *ActiveBook* Self-Study Disc:
Extra Reading Comprehension Questions

NOW YOU CAN Discuss clothing do's and don'ts

A Frame your ideas Take the opinion survey.

WHAT'S YOUR PERSONAL DRESS CODE?



Check <u>agree</u> or <u>disagree</u> .	agree	disagree
It's OK for men to wear shorts on the street.	☐	☐
It's OK for women to wear shorts on the street.	☐	☐
It's OK to wear sandals in an office.	☐	☐
It's important for men to wear ties in an office.	☐	☐
It's OK for men to wear sleeveless T-shirts in a restaurant.	☐	☐
It's OK for women to wear revealing clothes in a religious institution.	☐	☐

HOW WOULD YOU RATE YOURSELF?

☐ CONSERVATIVE
 ☐ LIBERAL
 ☐ "ANYTHING GOES!"

B Notepadding With a partner, write some clothing do's and don'ts for visitors to your country. Do the same rules apply to both men and women? Use the survey as a guide.

in offices and formal restaurants:

in casual social settings:

in religious institutions:

C Group work Now discuss clothing do's and don'ts for your country. Does everyone agree?

Text-mining (optional)
Underline language in the Reading on page 94 to use in the Group Work. For example:
"My general rule of thumb is . . ."

Review



More Practice

ActiveBook Self-Study Disc

grammar • vocabulary • listening
reading • speaking • pronunciation

A **Listening comprehension** Listen to the conversations. Use the context to infer which department the people are in. Listen more than once if necessary.

- | | |
|---------|---------|
| 1 | 4 |
| 2 | 5 |
| 3 | |

Departments
Shoes
Bags and Accessories
Hosiery
Outerwear
Sleepwear
Lingerie
Electronics

B Complete the chart with the appropriate kinds of shoes and clothes for certain places and occasions.

	Shoes	Clothes
To class or work		
To formal occasions		
On the weekend		

C Complete the travel article with the comparative form of each adjective. Use than when necessary.

When you travel, think carefully about the clothes you pack. As far as color is concerned, colors are usually For destinations, a blazer can be a windbreaker or cardigan because you can wear it in settings such as offices and restaurants. For travel to areas of the world, clothes are ones.

1 dark
2 practical
3 cool
4 convenient
5 conservative
6 formal
7 hot
8 light
9 comfortable
10 heavy

4:35/4:36
Top Notch Pop
"Anything Goes"
Lyrics p. 150

D Rewrite each sentence. Change the direct and indirect object nouns and noun phrases to object pronouns.

- Please show the loafers to my husband. *Please show them to him.*
- They sent the jeans to their grandchildren.
- How is she paying Robert for the clothes?
- When are we buying the gift for Marie?

E Writing Imagine that you have a friend from another country who is coming to visit you. Write a letter or e-mail to your friend, explaining what to pack for the trip. Give your friend advice on appropriate and inappropriate dress.

WRITING BOOSTER • p. 146

- Connecting ideas with *because* and *since*
- Guidance for Exercise E

Hi! Here are some clothing tips for your visit. First of all, the "rules" here are...

Contest Study the picture. Name all the kinds of sweaters and shoes and kinds of clothing that come in pairs. (The student who can name more kinds wins.)

Pair work With a partner, make comparisons about the clothes. For example:

Blazers are more formal than windbreakers.

Role play Look at the directory. Create conversations for the following people:

- the shoppers and clerks at the information desk
- the customer and the clerk talking about the jackets
- the clerk and the customer paying for clothes

NOW I CAN...



- ☐ Shop and pay for clothes.
- ☐ Ask for a different size or color.
- ☐ Navigate a mall or department store.
- ☐ Discuss clothing do's and don'ts.

UNIT 9

Preview

Taking Transportation

GOALS

After Unit 9, you will be able to:

- 1 Discuss schedules and buy tickets.
- 2 Book travel services.
- 3 Understand airport announcements.
- 4 Describe transportation problems.

Buses from Lima to Nazca

DESTINATION	FREQUENCY	DEPARTURE	ARRIVAL	STOPS	BUS TERMINAL
Lima - Nazca	Daily	04:30	10:45	Paracas	Terminal Nazca
Lima - Nazca	Daily	07:00	13:30	Paracas-Ica	Terminal Nazca
Lima - Nazca	Daily	13:30	20:00	Paracas-Ica	Terminal Nazca
Lima - Nazca	Daily	14:00	20:00	Non-stop	Terminal Nazca
Lima - Nazca	Daily	17:30	23:30	Non-stop	Terminal Nazca

BEIJING to SHANGHAI

Train No.	Depart (BEIJING)	Arrive (SHANGHAI)	Travel Time	Air-conditioned
D31	11:05	20:49	0d 09h 44m	Yes
1461	14:42	12:49	0d 22h 07m	No
Z21	19:32	07:00	0d 11h 28m	Yes
Z13	19:38	07:06	0d 11h 28m	Yes
Z7	19:44	07:12	0d 11h 28m	Yes

CATICLAN to MANILA

Flight No.	Departure	Arrival	Frequency	Aircraft Type
2P 036	0705	0815	DAILY	DH3
2P 038	0725	0835	DAILY	DH3
2P 040	0805	0915	DAILY	DH3
2P 046	1040	1150	DAILY	DH3
2P 048	1700	1810	DAILY	DH3

Sources: mysteryperu.com; travelchinaguide.com; airphil.com

A Use the schedules to find the answers to the questions.

- 1 It's now 10:00 A.M. When is the next bus to Nazca?
- 2 And when is the next non-stop bus to Nazca?
- 3 How much time does it take to get from Beijing to Shanghai on train 1461?
- 4 Which train is faster, train 1461 or train D31?
- 5 What time does flight 2P 046 depart for Manila? When does it arrive?

B Pair work Ask your partner more questions about each schedule.

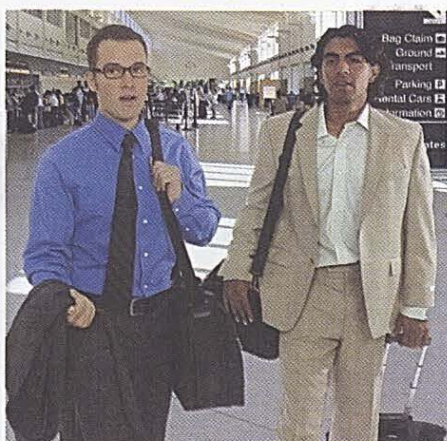
5:02

C Photo story Read and listen to a conversation between two people trying to catch a flight.

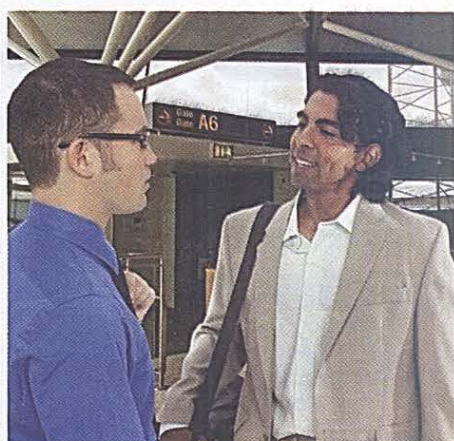
ENGLISH FOR TODAY'S WORLD
connecting people from different cultures
and language backgrounds



Marcos: Excuse me. Do you speak English?
Roger: Actually I'm French. But, yes.
Marcos: Thank goodness! I'm looking for Terminal 2.
Roger: No problem. That's where I'm going. Just follow me.



Roger: So where are you flying today?
Marcos: Manila. Then I'm connecting to a flight home.
Roger: Well, that's a coincidence. I'm on my way to Manila, too. Flight 56?
Marcos: Yes. But we should hurry. It's boarding in fifteen minutes.



Roger: And where is home?
Marcos: Brazil. São Paulo.
Roger: No kidding! I'm going to go to São Paulo next week!
Marcos: Really? What a small world!

Marcos: Portuguese speaker; Roger: French speaker

D Focus on language Find an underlined phrase or sentence in the Photo Story that has the same meaning as:

- 1 I'm traveling to ... 2 Let's walk faster. 3 I'm changing to ...

E Think and explain Circle T (true), F (false), or NI (no information). Then explain each answer.

- T F NI 1 Flight 56 leaves from Terminal 2. T F NI 4 Marcos is staying in Manila.
T F NI 2 Roger lives in France. T F NI 5 Roger is staying in Manila.
T F NI 3 Roger and Marcos are both flying to Manila. T F NI 6 The two men catch the flight.

F Pair work Complete the chart with the means of transportation you prefer for each occasion. Then discuss your choices with a partner.

To school or work	bus	affordable, convenient; I can read or work.
	Means of transportation	Reason
To school or work		
To social events on weekends		
For vacations in my country		
For vacations outside of my country		



**Be sure to recycle
this language.**

popular	cheap
convenient	scenic
affordable	boring
comfortable	long
expensive	short
relaxing	scary

VOCABULARY

Kinds of tickets and trips

A  Read and listen. Then listen again and repeat.



a one-way ticket



a round-trip ticket

JAPAN RAIL	Kodama (local)	Nozomi (express)
Tokyo	10:13	10:20
Odawara	10:30	—
Atami	11:00	—
Maibara	13:39	—
Kyoto	14:04	12:38

the local the express



a direct flight



a non-stop flight



an aisle seat a window seat

B Complete the conversations with words and phrases from the Vocabulary.

- A: Would you like a window or an aisle?
B: I like to walk around.
- A: Is Flight 3 a flight?
B: No. It's a flight. It makes a stop, but you don't have to change planes.
- A: Do you want a ticket to Rome?
B: Actually, I need a I'm not coming back!
- A: I'm sorry. It's too late to make the
B: Well, I'll take I'm not in a hurry.

GRAMMAR

Modals should and could

should

Use **should** and the base form of a verb to give advice.

You **shouldn't take** that flight. You **should take** the non-stop.

Should they **take** the bus? (Yes, they **should**. / No, they **shouldn't**.)

When **should** we **leave**? (Before 2:00.)

could

Use **could** and the base form of a verb to suggest or ask about alternatives or possibilities.

The express bus is full, but you **could take** the local.

Could I **take** the 2:20? (Yes, you **could**. / No, you **couldn't**.)

GRAMMAR BOOSTER ▶ p. 138

- Modals: form and meaning
- Common errors

A Grammar practice Complete each statement or question with should or could and the base form.

- the express. The local arrives too late.
He / take
- They said two aisle seats or an aisle and a window.
we / have

- 3 a round-trip ticket. That way you won't have to wait in line twice.
 You / get
- 4 Which train? We absolutely have to be there on time.
 we / take
- 5 a ticket at the station or on the train. It doesn't matter.
 They / buy

B Pair work Two coworkers are at Penn Station, and they work in Oak Plains. It's 7:20 A.M. They have to arrive in Oak Plains for work at 9:00. Use the schedule to discuss all the possible choices. Use could and should. Explain your choices.

“They could take the 7:30 express.”

“No. That train doesn't stop in Oak Plains.”

Blue numbers = express trains

Penn Station	Northway	Oak Plains	Carmel
7:15	7:50	8:30	9:00
7:25	—	8:25	8:55
7:30	—	—	8:55
7:30	8:05	8:45	9:15
7:50	8:25	9:05	9:35

CONVERSATION MODEL

A 5:04 Read and listen to someone buying tickets.

A: Can I still make the 5:12 bus to Montreal?

B: I'm sorry. It left five minutes ago.

A: Too bad. What should I do?

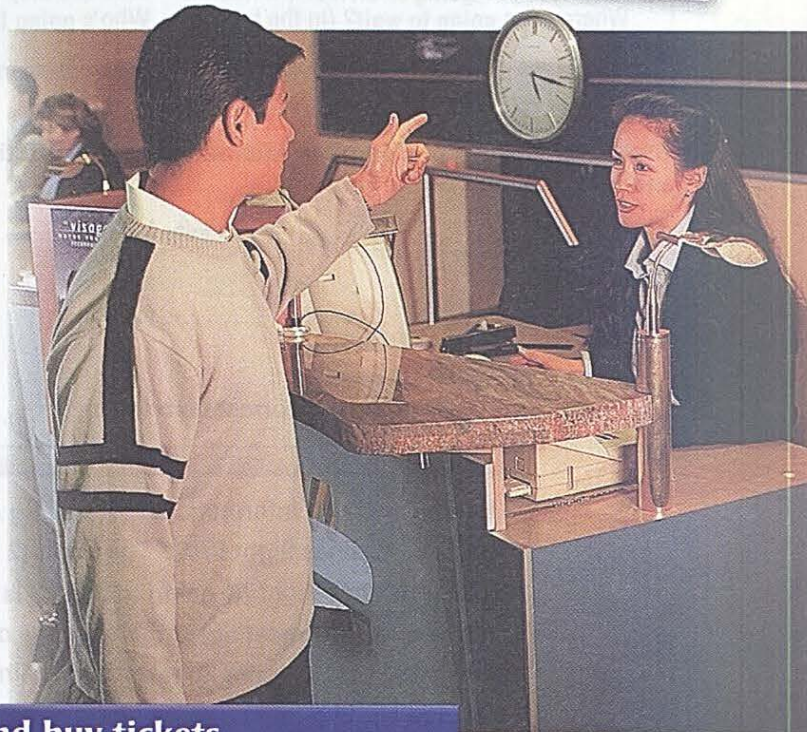
B: Well, you could take the 5:30.

A: OK. One ticket, please.

B: One-way or round-trip?

A: Round-trip, please.

B 5:05 **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.



NOW YOU CAN Discuss schedules and buy tickets

A Pair work Use the train departure board. Imagine it is now 7:15. Change the Conversation Model, based on where you want to go. Then change roles.

A: Can I still make the train to?

B: No, I'm sorry. It left minutes ago.

A: What should I do?

B: Well, you could take the

A: OK. One ticket, please.

B: One-way or round-trip?

A:, please.

B Change partners Practice the conversation again. Discuss other departures.

Don't stop!

- Discuss the price of tickets.
- Ask whether the train makes stops.
- Ask for the kind of seat you'd like.

DEPARTURES 07:15 AM		
TO	DEPARTS	TRACK
OSAKA	06:55	6
NARITA	07:03	9
KYOTO	07:12	19
OSAKA	08:23	8
NARITA	08:26	9
KYOTO	08:31	18

LESSON
2

GOAL

Book travel services

GRAMMAR

Be going to to express the future: Review

	base form
I'm going to	rent a car in New York.
She's going to	eat at the airport.
We're going to	take a taxi into town.

Are they going to need a taxi? (Yes, they are. / No, they aren't.)
Is Beth going to make a reservation? (Yes, she is. / No, she isn't.)

When are you going to arrive? (At noon.) Who are they going to meet? (The travel agent.)
Where is he going to wait? (In the lobby.) Who's going to take me to the airport? (Tom is.)

Remember: The present continuous is also often used to express future plans.

I'm renting a car in New York next week.

GRAMMAR BOOSTER ▶ p. 138

• Expansion: future actions

A Grammar practice Complete each statement or question with be going to and the base form of the verb.

- 1 tickets for the express. they / buy
- 2 When for the airport? she / leave

- 3 an aisle seat? you / ask for
- 4 Who him to the train station? take

B Complete the e-mail. Circle the correct verb forms.

Here's my travel information: I (1 leaving / 'm leaving) Mexico City at 4:45 P.M. on Atlas Airlines flight 6702. The flight (2 is arriving / arriving) in Chicago at 9:50 P.M. Mara's flight (3 going to get in / is getting in) ten minutes later, so we (4 're meeting / meeting) at the baggage claim. That's too late for you to pick me up, so I (5 'm going to take / take) a limo from O'Hare. Mara (6 goes to / is going to) come along and (7 spend / spending) the night with us. Her flight to Tokyo (8 not leaving / isn't leaving) until the next day.

C Pair work Ask your partner three questions about his or her future plans. Use be going to.

“What are you going to do on your vacation?”

VOCABULARY

Travel services

A  Read and listen. Then listen again and repeat.



a rental car



a taxi



a limousine / a limo



a hotel reservation

B ^{5:07} **Listening comprehension** Listen to the conversations. Then listen again and complete each sentence with be going to and infer the name of a travel service.

- 1 He (reserve) a for her.
2 The tourist (need) a in Seoul.

- 3 She (get) a at John F. Kennedy Airport.
4 The agent (check) to see if he can reserve a for the tourist.

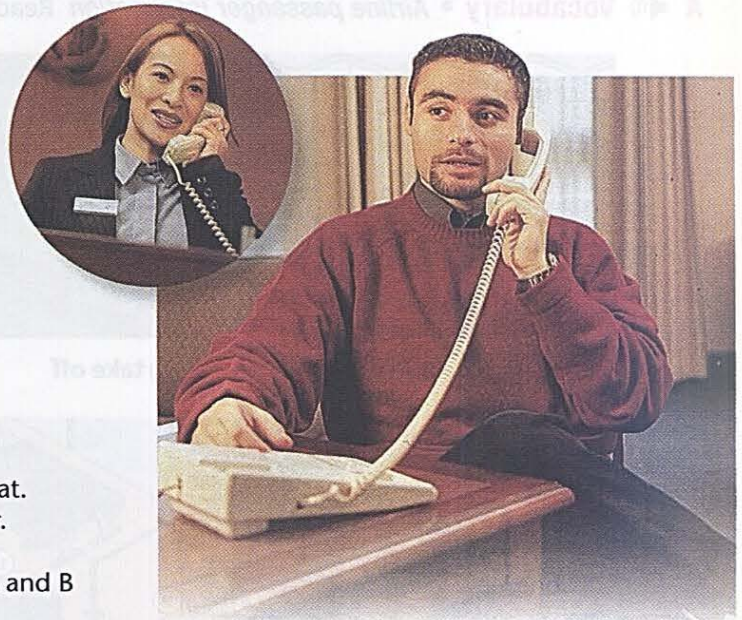
CONVERSATION MODEL

A ^{5:08} **Read and listen to a conversation between a travel agent and a traveler.**

A: Hello. Baker Travel. Can I help you?
B: I hope so. I'm going to need a car in Dubai.
A: Certainly. What date are you arriving?
B: April 6th.
A: And what time?
B: Let me check . . . 5:45 P.M.

B ^{5:09} **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.

C Find the grammar Find and circle two ways that A and B express future plans in the Conversation Model.



NOW YOU CAN Book travel services

A Pair work Change the Conversation Model. Book one of the travel services from the Vocabulary. Use the tickets for arrival information. Then change roles.

A: Hello. Can I help you?
B: I'm going to need in
A: What date are you arriving?
B:
A: And what time?
B: Let me check . . .

Don't stop!
Ask for additional services.

“I'm also going to need a hotel reservation.”

B Change partners Make your own flight, bus, or train tickets. Then practice the conversation again, using your tickets.

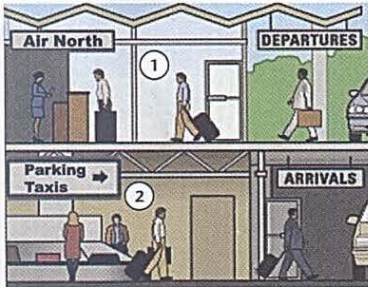
Your ticket

From _____
To _____
Date _____
Departs _____ Arrives _____



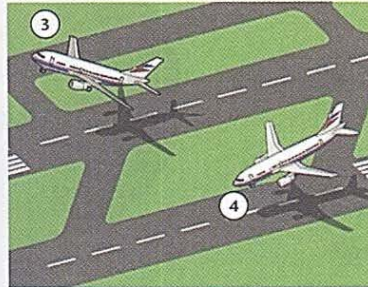
BEFORE YOU LISTEN

A ^{5:10} **Vocabulary** • *Airline passenger information* Read and listen. Then listen again and repeat.



① depart

② arrive

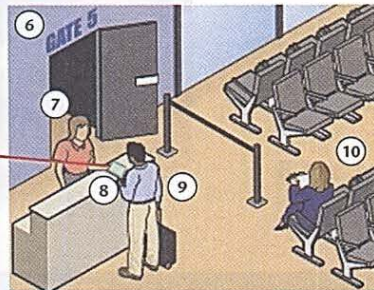


③ take off

④ land



⑤ go through security



⑥ the gate

⑦ an agent

⑧ a boarding pass

⑨ a passenger

⑩ the departure lounge

Some flight problems

- The flight is **overbooked**. The airline sold too many tickets, so some passengers can't board.
- The flight is **delayed**. The flight will depart late.
- The flight is **anceled**. The passengers have to find another flight.

B Use the Vocabulary to complete the pre-flight instructions.

When you¹ at the airport, you should take your luggage to the check-in counter and get your². Then you can³, where⁴ have to put all their hand luggage on the belt. From there you should go to the⁵ your plane is departing from. If you are early and your plane hasn't landed or arrived at the gate, just have a seat in the⁶. When your flight is called, you can show your boarding pass to the⁷ and get on the plane. Be sure to turn off all electronic devices and put on your seat belt before your plane⁸ from the gate. Enjoy the takeoff, and have a good flight!

LISTENING COMPREHENSION

A ^{5:11} **Understand public announcements** Listen to the announcements. Check the travel problems.

- | | |
|---|---|
| ☐ a delay | ☐ a gate change |
| ☐ a cancellation | ☐ a security problem |
| ☐ an overbooking | ☐ a mechanical problem |



B  **Listen for details** Listen again and write the flight information.

- 1 flight number:
- 2 original departure gate:
- 3 final departure gate:
- 4 final departure time:

PRONUNCIATION *Intonation for stating alternatives*

A  Listen to the rhythm and intonation of alternatives. Then listen again and repeat.

- 1 Well, you could take the train or the bus.
- 2 They could wait or reserve a later flight.
- 3 Would you like one-way or round-trip?

B Now practice saying each sentence on your own.

NOW YOU CAN Understand airport announcements

A Read the announcement by the gate agent for Rapid Air flight 58 from Brasilia to São Paulo. Make sure you understand the details.

“Good afternoon, ladies and gentlemen. Flight 58 is overbooked. We apologize. We need two volunteers to give up their seats on this flight. There are seats available on all later flights to São Paulo. If you volunteer to take a later flight, Rapid Air will give you a free round-trip ticket anywhere we fly. The free ticket is good for one year.”

B Pair work Now act on the airport announcement. Imagine that you and your partner have tickets on flight 58. First read the situation:

- The time is now 16:35.
- You have a very important dinner in São Paulo at 20:30.
- The flight takes about two hours gate to gate.

Then look at the departure schedule and discuss your alternatives.

DEPARTURES			
São Paulo	56	16:20	departed
Rio de Janeiro	89	16:40	boarding
São Paulo	58	16:50	now 17:25
São Paulo	60	17:50	on time

C Discussion Summarize your decision for the class and explain why you made that decision. How many students decided to take a later flight?

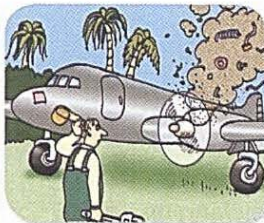


BEFORE YOU READ

A ^{5:14} **Vocabulary** • *Transportation problems* Read and listen. Then listen again and repeat.



We had an accident.



We had mechanical problems.



We missed our train.



We got bumped from the flight.



We got seasick.

Also:
carsick
airsick

B ^{5:15} **Listening comprehension** Listen and complete each statement with the Vocabulary.

- 1 They
- 2 They
- 3 They
- 4 They
- 5 They

READING

^{5:16}

GOT BUMPED FROM A FLIGHT?

Maybe it's not so bad after all...

As most travelers know, airlines commonly overbook flights because of the large and predictable number of "no-shows"—people who have reservations but don't show up for the flight. Overbooking helps airlines limit the number of empty seats on their flights. However, if a flight is overbooked, some passengers with confirmed reservations have to get off the plane.

Getting bumped isn't always a bad thing, however. There is a growing number of passengers who feel lucky if their flight is overbooked. Why? Because airlines have to provide bumped passengers with cash, free flights, hotels, and/or meals to compensate them for their inconvenience.

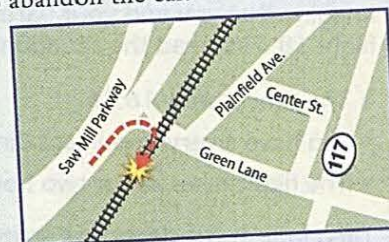
In fact, airlines usually ask for volunteers to get off an overbooked flight in exchange for those perks, and many passengers say "Sure!" and happily deplane. Some people even make a habit of choosing flights that are likely to be overbooked, just so they can volunteer!

Source: Adapted from airconsumer.ost.gov

Driver blames GPS for train crash

BEDFORD HILLS—Last night, Edward Carter, 43, of White Plains told police that his car's global positioning system (GPS) instructed him to make a wrong turn directly onto the train tracks in Bedford Hills. When he turned, his car became stuck on the track, and he had to abandon the car.

In a statement to the police, the man said he was driving north with his son on the Saw Mill Parkway at about 8 p.m. They planned to go to a restaurant



The location of last night's accident

on Route 117. Following the instructions from his GPS unit, he exited the parkway at Green Lane. But then, instead of driving to Route 117 and turning right there, he made a very wrong turn. He turned right at the railroad tracks. The man and his son tried to move the car off the tracks, but they couldn't. Shortly afterward, a Metro-North commuter train hit Mr. Carter's car. Luckily, there were no deaths or injuries. Police say that drivers need to pay attention to the road, not the GPS unit.

Source: Adapted from news articles in lohud.com

Critical thinking Based on the Reading and your own ideas, discuss the following topics.

- 1 Why do you think people with confirmed reservations become "no-shows"?
- 2 What are some advantages of getting bumped? Would you volunteer to get off an overbooked flight? Explain.
- 3 What are some advantages of GPS systems? What are some disadvantages?
- 4 Do you prefer GPS systems or paper maps? Explain.

On your ActiveBook Self-Study Disc:
Extra Reading Comprehension Questions

NOW YOU CAN Describe transportation problems

A Check all the means of transportation you have taken. Then add other means you know.



☐ bus



☐ train



☐ taxi



☐ limousine



☐ ferry



☐ ship



☐ airplane



☐ helicopter

☐ other

B Pair work Ask your partner questions about the means of transportation he or she checked.

“ When was the last time you took a train? ”

C Notepadding Choose a time when you had transportation problems. On the notepad, make notes about the trip.

means of transportation:
month, day, or year of trip:
destination:
bad memories:

D Group work Now tell your story to your classmates. Describe your transportation problems. Ask them questions about their problems.

You won't believe what happened on my trip. First, I got carsick in the airport limo. Then...



Be sure to recycle this language.

Problems

The ___ was terrible.
The ___ were unfriendly.
They canceled my _____.
The ___ didn't work.
They lost my ____.

Someone stole my _____.
The ___ drove me crazy.
The [flight] was bumpy / scary.
The [drive] was long / boring.

Responses

What was wrong with the ____?
I'm sorry to hear that.
That's a shame / too bad.

Review



More Practice

ActiveBook Self-Study Disc

grammar • vocabulary • listening
reading • speaking • pronunciation

A **Listening comprehension** It's 7:26 A.M. now. Listen as you look at the departure board. Then listen again and use reasoning to determine if each statement is true or false. Circle T (true) or F (false).

- T F 1 They could take the 8:31.
T F 2 They should take the 8:25.
T F 3 They're going to Boston.
T F 4 They're both going to take the train to Washington.
T F 5 He usually takes the 7:25.
T F 6 They should hurry.

DEPARTURES			7:26 A.M.
TO	DEPARTS	TRACK	
WASHINGTON	7:10	6	
BOSTON	7:22	9	
PHILADELPHIA	7:25	19	
WASHINGTON	8:25	8	
BOSTON	8:26	24	
PHILADELPHIA	8:31	18	

B Complete each statement with a correct word or phrase.

- It's important to make a early because it can be difficult to find a room after you arrive.
- When your whole family is going to the airport together, you can reserve a It's usually very comfortable and has space for all of your luggage.
- It can be convenient to use a if you want to drive but can't bring your own car.
- Do you think I should take the train? I know it's much faster, but I'm not sure it stops at my station on weekends.
- My husband always gets seat. He likes to get up and walk around on long flights.
- I hope it's a flight. I get really scared every time the plane takes off or lands.
- It's not a non-stop, but it's a flight. You don't have to change planes, but the plane stops twice.
- Are you kidding? They it? That was the last flight! Just ten minutes ago they said it was here and ready to board!
- The airline the flight, and when I got to the gate, the agent said another passenger had my seat. I had such bad luck!



5:18/5:19

Top Notch Pop
"Five Hundred Ways"
Lyrics p. 150

C Complete the conversation with be going to and the indicated verbs.

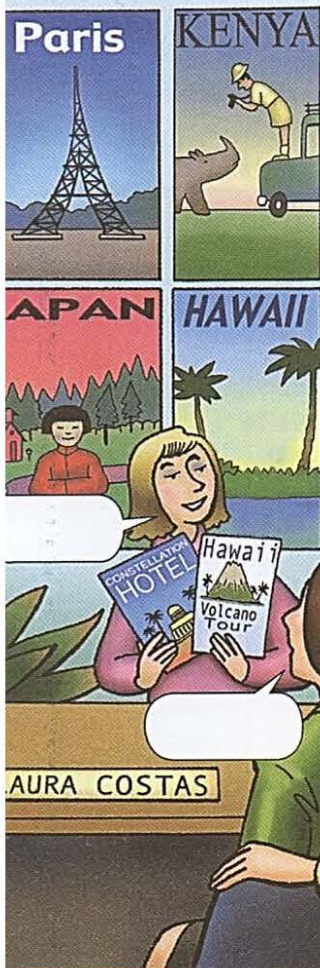
- A: On Saturday, for Cancún.
B: Really? a car there? There are some great places to explore.
A: No. I think on the beach and rest.
By the way, where for your vacation?
B: I'm not sure. But to Bangkok on business next month, and a few days off to go sightseeing. I hear it's great.

D Writing On a separate sheet of paper, write two paragraphs—one about your most recent trip and one about your next trip. In the first paragraph, describe the transportation you took and write about any problems you had. In the second paragraph, write about the transportation you plan to take. Use be going to.

WRITING BOOSTER • p. 147

- The paragraph
- Guidance for Exercise D

ORAL REVIEW



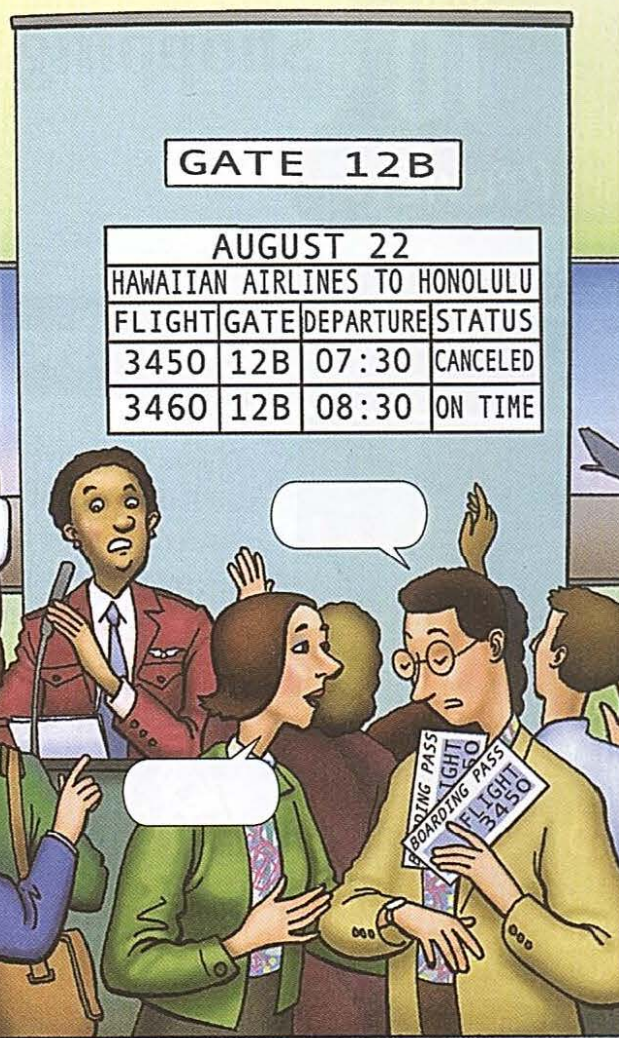
Contest Form teams. Create questions about the trip to ask another team. (One point for each correct question and one point for each correct answer.)

Role play Choose one picture. Create a conversation for the people. Use could and should. For example:

Agent: You could go to Hawaii or ...

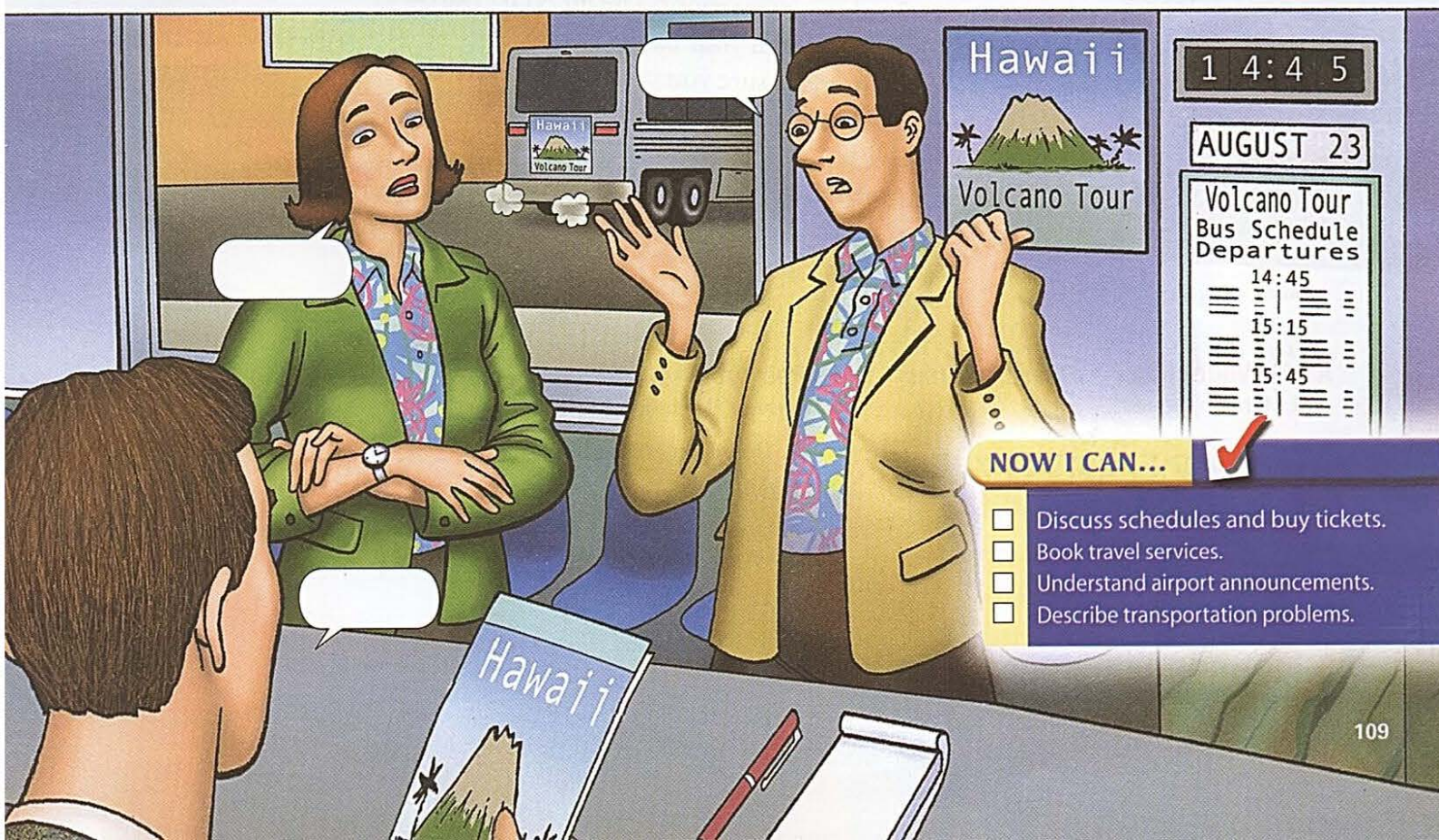
Group story Take turns telling the story in the pictures. Each student adds one sentence.

June
6



GATE 12B

AUGUST 22			
HAWAIIAN AIRLINES TO HONOLULU			
FLIGHT	GATE	DEPARTURE	STATUS
3450	12B	07:30	CANCELED
3460	12B	08:30	ON TIME



Hawaii
Volcano Tour

1 4:4 5

AUGUST 23

Volcano Tour Bus Schedule Departures			
14:45	15:15	15:45	
---	---	---	---
---	---	---	---
---	---	---	---

NOW I CAN...

- ☐ Discuss schedules and buy tickets.
- ☐ Book travel services.
- ☐ Understand airport announcements.
- ☐ Describe transportation problems.

UNIT 10

Preview

Shopping Smart

GOALS

After Unit 10, you will be able to

- 1 Ask for a recommendation.
- 2 Bargain for a lower price.
- 3 Discuss showing appreciation for service.
- 4 Describe where to get the best deals.

Get the Best Exchange Rate

Before you travel to another country, check the exchange rate of your currency against the currency of the foreign country you're visiting. During your trip, you'll get the best rate if you buy foreign currency with an ATM card or a credit card.



However, if you have to exchange cash, the best rates are usually at banks and post offices.

When possible, use a credit card for larger expenses such as hotel bills, tickets, and car rentals. But be careful—many credit card companies now add fees for these transactions. Use an ATM card for your daily cash needs. But check with your bank before you leave to make sure you can use your card in the country you are visiting. Also ask if they charge extra for using your card there.

VISTAcards

Monthly Statement

Date	Transaction	Debit
10/07	CAFÉ LUNA	200.00
10/06	*FOREIGN TRANSACTION FEE	4.68
10/06	HOTEL DE CALLAO	180.00

Source: independenttraveler.com

A Vocabulary • Financial terms

Listen and repeat.

an ATM
cash
foreign currency
a currency exchange
an exchange rate
a fee

B Pair work

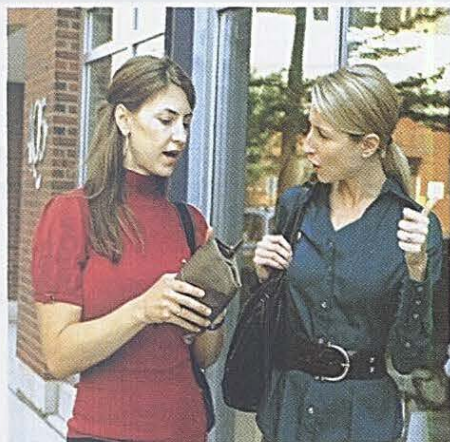
Discuss your spending habits. Ask and answer the following questions.

- 1 Do you make purchases with a credit card? When?
- 2 What do you usually buy with cash?
- 3 Do you ever exchange money for foreign currency? When? How?

C 5:21

Photo story Read and listen to people shopping for souvenirs.

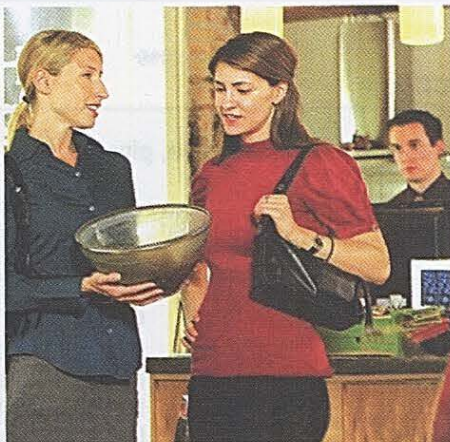
ENGLISH FOR TODAY'S WORLD
connecting people from different cultures
and language backgrounds



Jenn: Oh, no. I'm almost out of cash. And I want to get a gift for my mom. I sure hope these shops accept credit cards.

Pat: I'll bet they do. Let's go in here. They have some really nice stuff.

Jenn: Great!

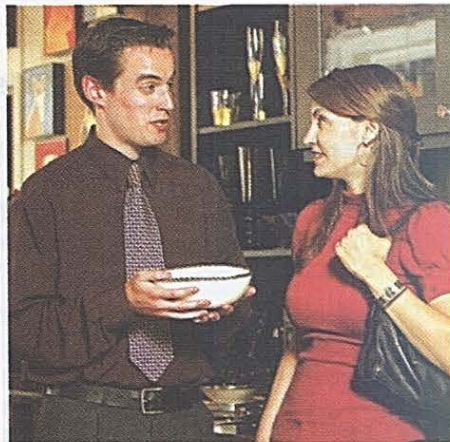


Pat: Hey, what do you think of this?

Jenn: It's gorgeous. But it's a bit more than I want to spend.

Pat: Maybe you can get a better price. It can't hurt to ask.

Jenn: I don't know. I'm not very good at bargaining.



Clerk: Excuse me. Maybe I can help. Let me show you something more affordable.

Jenn: Oh, that one's nice, too. How much do you want for it?

Clerk: Well, the lowest I could go is forty euros.

Jenn: I'll take it. You do accept credit cards, don't you?

Clerk: Sorry, no. But there is an ATM right across the street.

Clerk: Italian speaker

D Focus on language Find an underlined statement in the Photo Story with the same meaning as each of the following:

- 1 I'd prefer something cheaper.
- 2 This shop sells good things.
- 3 I'll sell it to you for
- 4 I don't know how to ask for a lower price.
- 5 I don't have much money.
- 6 Don't be afraid to bargain.
- 7 Here's a cheaper one.

E Discussion Are you good at bargaining? How do you get a good price when you go shopping?

F Pair work Complete the chart with your own opinions of the advantages and disadvantages of credit cards and cash. Then discuss your ideas with a partner.

An advantage of credit cards:	
A disadvantage of credit cards:	
An advantage of cash:	
A disadvantage of cash:	

GRAMMAR

Superlative adjectives

Use superlative adjectives to compare more than two people, places, things, or ideas.

Which projector is **the cheapest** of these three?

Which brands are **the most popular** in your store?

Irregular forms

good → better (than) → **the best**
bad → worse (than) → **the worst**

adjective	comparative	superlative	adjective	comparative	superlative
cheap	cheaper (than)	the cheapest	comfortable	more comfortable (than)	the most comfortable
nice	nicer (than)	the nicest	portable	more portable (than)	the most portable
easy	easier (than)	the easiest	difficult	less difficult (than)	the least difficult
big	bigger (than)	the biggest	expensive	less expensive (than)	the least expensive

GRAMMAR BOOSTER ▶ p. 139

Comparatives and superlatives:
usage and form

A Grammar practice Read the salesperson's recommendations. Complete each statement, using the superlative form of the adjective.

- The Aptex is of our MP3 players.
new
- The Focus C20 is very inexpensive. It's digital camera we sell.
cheap
- Compared to our other camcorders, the Manko 210 is
easy to use
- The Focus C50 is digital camera we sell.
popular
- The Vista PX is camcorder you can buy.
light
- Our customers say the iSong is MP3 player available today.
practical
- You'll like the Manko 230 MP3 player. It's to use.
difficult
- If you don't want to spend a lot, the Raxx is camcorder you can buy.
expensive
- If you want the best but don't care about cost, the Vista LS is camcorder we have.
expensive

B Complete the conversations. Use the superlative form of the adjectives.

- A: All of these cameras are easy to use.
B: But which is?
small
- A: All of our ski sweaters are pretty warm.
B: But I want a really heavy one. Which brand makes ones?
heavy
- A: She wrote at least six books about Italy.
B: I know. But which of her books is?
interesting
- A: Do you want to take a taxi, bus, or train to the airport?
B: Which is?
convenient
- A: You can study English at any school you want.
B: All three sound great. But which school is?
popular
- A: Here are three vacation packages you can choose from.
B: That's nice. But just tell me which one is
affordable

CONVERSATION MODEL

- A**  **5:22** Read and listen to someone asking for a recommendation.
- A:** I'm looking for a digital camera. Which is the least expensive?
- B:** The B100. But it's not the best. How much can you spend?
- A:** No more than 250.
- B:** Well, we have some good ones in your price range.
- A:** Great! Can I have a look?
- B**  **5:23** **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.



NOW YOU CAN Ask for a recommendation

- A Pair work** Change the Conversation Model. Use the ads, or other real ads, to ask for a recommendation. Use superlative adjectives. Then change roles.

- A:** I'm looking for Which is the?
- B:** The But it's not the
How much can you spend?
- A:** No more than
- B:** Well,
- A:**

Don't stop! Continue the conversation.

I'm also looking for [an MP3 player].
Tell me about [the Prego 5].
Do you accept credit cards?
Is there an ATM nearby?
I think I'll take the [X23].
Could you gift wrap it for me?

Ideas

- nice
- popular
- light
- practical
- easy to use

Camcorders

Vision 720 \$949
Very Light

Pusan 5X \$829
Easy to Use

Diego P500 \$299
Popular

MP3 Players

Rico SL-S225 \$129
Practical

Pusan X23 \$109
Easy to Use

Power X Music Master NEW \$199

Digital Cameras

Honshu X24 \$209
Very Popular

Honshu B100 \$149

Prego 5 \$299
NEW

- B Change partners** Ask about other electronic products.
- C Extension** Bring in newspaper ads for electronic and other products. Use both comparative and superlative adjectives to discuss them.

CONVERSATION MODEL

A ^{5:24} Read and listen to someone bargaining for a lower price.

A: How much do you want for that rug?

B: This one?

A: No. That one's not big enough.
The other one.

B: 300.

A: That's a lot more than I want to spend.
I can give you 200.

B: How about 225?

A: OK. That sounds fair.

B ^{5:25} **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.



GRAMMAR

Too and enough

When something is not satisfactory:

Those rugs are **too small**. OR Those rugs aren't **big enough**.
That camera is **too heavy**. OR That camera isn't **light enough**.

When something is satisfactory:

This MP3 player is **small enough**. I'll take it.

Be careful!

Don't say: This MP3 player is

GRAMMAR BOOSTER ▶ p. 140

• Usage: too, really, and very

Grammar practice Read the conversations between customers and salespeople. Then complete each conversation. Use too or enough and an adjective from the list.

1 A: Are you sure this microwave is? I'm a pretty busy guy.

B: Absolutely. The X11 is our fastest model.

2 A: These shoes aren't They're very uncomfortable.

B: I'm so sorry. Let me get you a bigger size.

3 A: My photocopier is It's driving me crazy!

B: Then let me show you a model that's quieter.

4 A: I bought these portable speakers last week, but they really aren't for travel.

B: Don't worry. You can exchange them for another pair that's not so heavy.

5 A: How about this MP3 player? It's pretty small.

B: That's definitely I'll take it.

6 A: This jacket is a real bargain, sir. It's only \$692.

B: \$692? That's I don't want to spend that much.

Adjectives

slow

fast

cheap

expensive

quiet

noisy

small

big

light

heavy

PRONUNCIATION

Rising intonation for clarification

A  Listen to how rising intonation is used to ask for clarification. Then listen again and repeat.

1 A: Could I have a look at those bowls?

B: **These small ones?**

A: No, the big ones.



2 A: How much is that vase?

B: **This green one?**

A: That's right.



B Pair work Place some objects on your desk. Ask to have a look, and practice using rising intonation to ask for clarification.



“Could I have a look at those sunglasses?”

“These brown ones?”

VOCABULARY

How to bargain

A  Read and listen. Then listen again and repeat.

Buyer's language

- How much do you want for that [shawl]?
- That's more than I want to spend.
- I can give you [twenty] for it.
- Would you take [thirty]?
- All I have is [forty].
- It's a deal.



Seller's language

- How much do you want to spend?
- I could go as low as [seventy].
- I can't go lower than [sixty].
- You can have it for [fifty].
- How about [forty-five]?
- It's a deal.

B  **Listening comprehension** Listen to people bargaining. Complete each statement with the amount they agreed on and the item bought.

1 The buyer pays for the

2 The buyer pays for the

3 The buyer pays for the

4 The buyer pays for the

NOW YOU CAN

Bargain for a lower price

A Role play Imagine that you are in a place where bargaining is common. One of you is the buyer, and the other is the seller. Use the Vocabulary and the photos, or your own ideas. Then change roles. Start like this:

A: How much do you want for?

Don't stop!

- Ask about size, color, etc.
- Use too and enough.
- Use superlatives.

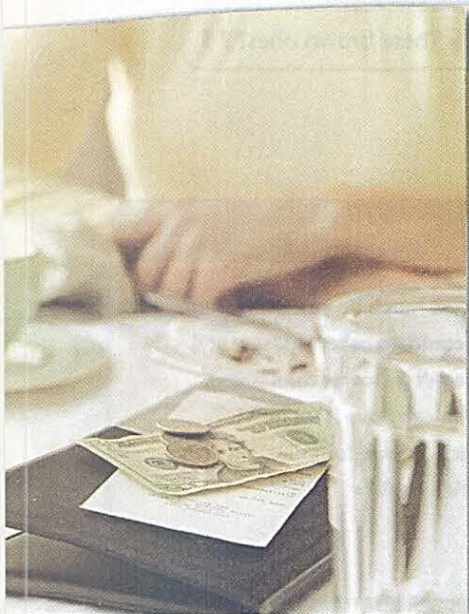
B Change partners Bargain for one of the other items.



BEFORE YOU READ

Warm-up In your opinion, why is it important to understand the customs of other countries?

READING



When Should I Tip?

It's the question every traveler asks.

In some countries around the world, tipping isn't customary. But there are at least 180 countries where travelers need to know the rules. In some places, like China, where tipping was not the

custom in the past, that's changing. In most other countries, tipping is customary—but the rules can be quite complicated.

Restaurants

In the U.S., restaurant servers expect a tip of 15 to 20% of the check—depending on how satisfied you are with the service. In most other countries, however, it's about 10%. In the U.S., you leave your tip on the table. But in Austria and Germany, it's considered rude if you don't hand the tip directly to the server.

In Europe, restaurants almost always add a service charge to the check, so you don't need to leave a separate tip. But in the U.S., a service charge is only added for groups of six or more people. So it's a good idea to look carefully at your check!

And if that's not complicated enough, think about this: In some countries, like Italy and Venezuela, restaurants add

a service charge to the bill, but an additional 5 to 10% tip is still expected!

Taxis

In the U.S. and Canada, you always tip taxi drivers 15% of the taxi fare. However, in South America and many European countries, you don't usually tip them. Instead, you can round off the fare and say, "Keep the change."

Hotels

What about the porter who carries your luggage? In Australia, you tip about AUS \$3 (US \$2) per bag. But in most countries, a tip of about US \$1 will be fine. You can also leave about US \$1 to \$2 a day for the maid who cleans your hotel room.

So what should travelers do? Check the Internet for information on tipping customs before you leave. As the famous saying goes, "When in Rome, do as the Romans do." But remember: You never have to tip if the service is terrible.

FOR YOUR INFORMATION

Never tip in these countries:

Japan	Singapore
Korea	Thailand
Malaysia	United Arab Emirates
New Zealand	Vietnam



Information source: cnn.com

A Draw conclusions Read each person's question. Give advice, according to the Reading. Then find the place in the Reading where the information comes from.

“I’m going to Warsaw, Poland. I’m staying in a nice hotel for about six days. How much should I tip the maid?”



“I’m going to Chicago, in the U.S., on business. Let’s say I take ten clients out for lunch and the bill is US \$400. How much more should I leave for the tip?”



“I’m flying to Melbourne, Australia, next week. I have three large bags. If a porter helps me, how much should I tip?”



“I’m going to be in Toronto, Canada, this weekend. Someone told me the fare from the airport is CAN \$43. How much should I tip the driver?”



B Apply information Imagine that you are visiting one of the countries in the Reading. Describe a situation in a restaurant, a hotel, or a taxi. Your classmates decide how much to tip.

On your ActiveBook Self-Study Disc:
Extra Reading Comprehension Questions

NOW YOU CAN Discuss showing appreciation for service

A Frame your ideas Check the ways you have shown appreciation to someone for good service. Then tell a partner about some of them.

- ☐ I left a tip.
- ☐ I gave a gift.
- ☐ I said “Thank you.”
- ☐ I wrote a “thank-you” note.
- ☐ I wrote a letter to the manager.
- ☐ Other: _____

“Last year, I went to a restaurant where the waiter was really nice. At the end of the meal, I spoke to the manager about his great service.”

B Notepadding With a partner, write suggestions to a visitor to your country for how to show appreciation for good service. If tipping is customary, explain how much to tip.

Restaurant servers:
Taxi drivers:
Hotel maids:
Baggage porters:
Hairdressers:
Office assistants:
Other:

C Discussion Now discuss how to show appreciation for good service in your country. What are the customs? Does everyone agree?

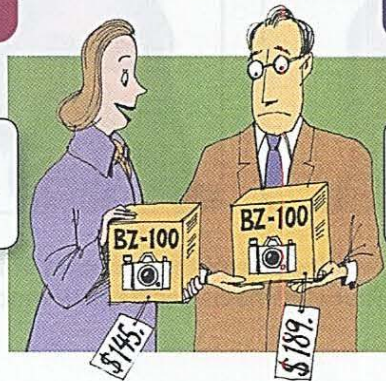
Text-mining (optional)
Underline language in the Reading on page 116 to use in the Discussion.
For example:
“[Restaurant servers] expect a tip of ...”

BEFORE YOU LISTEN

A  **Vocabulary** • *How to describe good and bad deals* Read and listen. Then listen again and repeat.

Good deals

She **got a great deal**.
She **saved a lot of money**.
It was a **real bargain**.



Bad deals

He **got a bad deal**.
He **paid too much money**.
It was a **total rip-off**.

B Discussion Read about two shopping experiences. Do you think either of the people got a good deal? Use the Vocabulary.



I was in Saudi Arabia on business, and I wanted to buy a rug. I found a beautiful one, but the asking price was too high: US \$900. I said I could go as high as \$350. We bargained for a long time, but the merchant wouldn't come down in price. Finally, we shook hands. When I turned to leave the store, he was very surprised. I thought the handshake meant "Sorry. That's too low." But it really meant "It's a deal." So I went back in and bought it.



When I was in Shanghai, I decided to look for some antique pottery. I found a beautiful blue and white vase from the sixteenth-century Ming Dynasty. We bargained about the price, and the salesperson came way down for me. So of course I bought it. It was more than I wanted to spend, but I really liked it. Later, a friend told me that the "antiques" in these shops aren't really antiques—they're actually new!

LISTENING COMPREHENSION

A  **Listen for main ideas** Listen to the conversations about shopping. Then listen again and complete the chart.

	What did the shopper buy?	Did the shopper get a good price?	
1		☐ yes	☐ no
2		☐ yes	☐ no
3		☐ yes	☐ no
4		☐ yes	☐ no

B ^{5:32} **Listen for details** Listen again. Write the price each person paid.

1 euros 2 pounds 3 dollars 4 pesos

Review

NOW YOU CAN Describe where to get the best deals

A Notepadding Write notes about a good or bad shopping experience you have had.

What did you buy?

Where did you buy it?

Did you bargain?

How much did you pay?

B Group work Now describe your shopping experience to your classmates. Use your notepad.

Text-mining (optional)

Underline language in the stories in Exercise B on page 118 to use in the Group Work. For example:

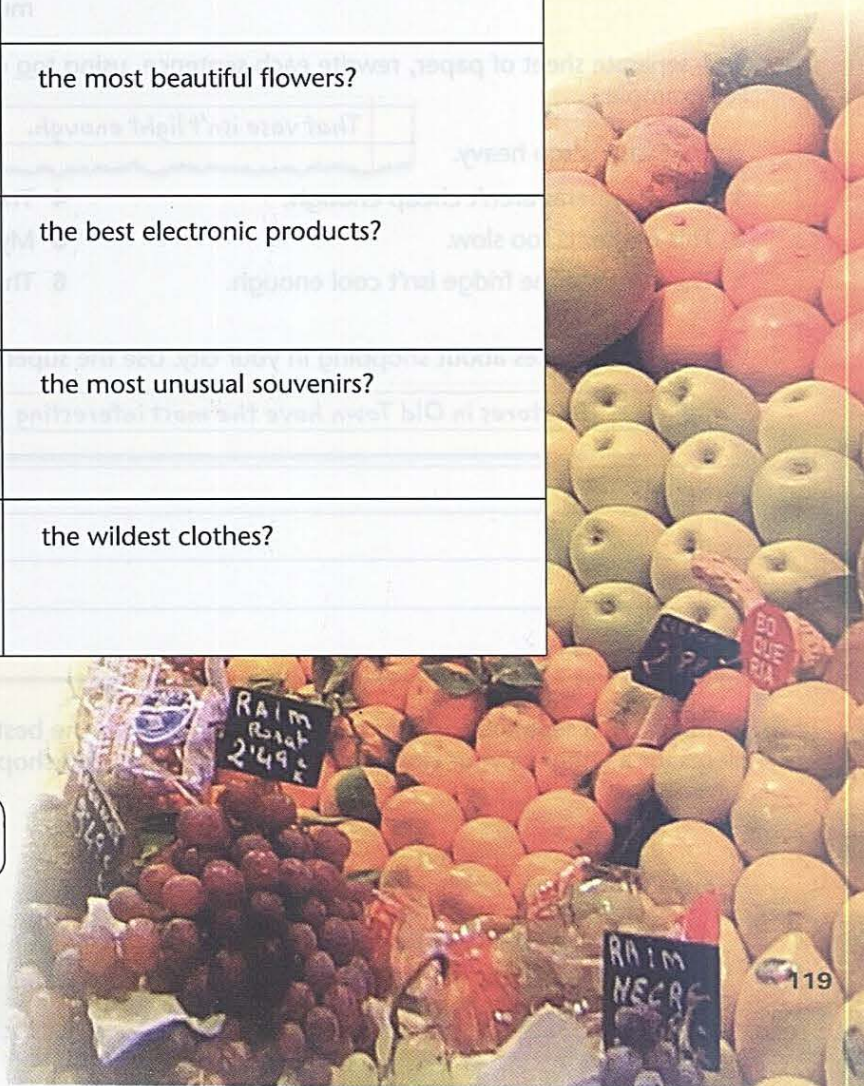
"We bargained for a long time ..."

C Frame your ideas Complete the chart with places in your city or town.

What are ...	Where can you buy ...
the best restaurants?	the least expensive fruits and vegetables?
the nicest hotels?	the most beautiful flowers?
the most expensive department stores?	the best electronic products?
the most unusual markets?	the most unusual souvenirs?
the most interesting museums?	the wildest clothes?

D Discussion Where should people go in your city or town for the best deals?

“The fruits and vegetables at the North Market are the freshest in town.”





More Practice

ActiveBook Self-Study Disc

grammar • vocabulary • listening
reading • speaking • pronunciation

Review

- A** **Listening comprehension** Listen to each conversation. Write the item that the people are talking about. Indicate whether the item is satisfactory (✓) or unsatisfactory (X) to the customer. Then listen again and circle the adjectives that the salesperson uses to describe the product.

	They're talking about . . .	Satisfactory?	Adjectives
1		☐	light / fast / cheap
2		☐	light / warm / beautiful
3		☐	tall / beautiful / affordable
4		☐	light / easy to use / affordable

- B** Complete the sentences.

- If you're out of cash and the bank is closed, you can get money from
- If there's a service charge on the bill, you probably don't need to leave
- In some places, you can for a lower price.
- Before you go overseas, you should check the of your currency and the currency of the place you're traveling.
- It was a real I saved a lot of money.
- It was a total I paid too much money.

- C** On a separate sheet of paper, rewrite each sentence, using too or enough. For example:

That vase is too heavy.

That vase isn't light enough.

- Those cameras aren't cheap enough.
- This printer is too slow.
- The inside of the fridge isn't cool enough.
- That restaurant is too noisy.
- My flat screen TV isn't big enough.
- Those pants aren't long enough.

- D** Write two sentences about shopping in your city. Use the superlative.

The stores in Old Town have the most interesting gifts.

1	
2	



5:34/5:35

Top Notch Pop

"Shopping for Souvenirs"
Lyrics p. 150

- E Writing** On a separate sheet of paper, write a guide to the best places for a visitor to your city or town to stay in, visit, and shop.

Ideas

hotels	theaters
stores	neighborhoods
museums	stadiums

WRITING BOOSTER • p. 148

- Connecting contradictory ideas
- Guidance for Exercise E

Al's Electronics

SALE!

CoolRay 6

Super thin
US \$350



Now
US \$220

Easy to use
Only 3 oz / .085 kg

Basik XT

So Fast!
US \$980



Now
US \$950

Very Professional
Only 24 oz / .68 kg

EasyPix 500

Very Popular
US \$220



Now
US \$180

Only 4.1 oz / .12 kg

SALE!

Dazio 420

Brightness: 2000 lumens
Very portable
US \$1,199



Now
US \$999

Only 2.8 lb / 1.27 kg

Clearview 3Z

Brightness: 2000 lumens
Really affordable
US \$899



Now
US \$849

Only 4 lb / 1.81 kg

Manna T-20

Brightness: 4000 lumens
So powerful!
US \$3,999



Now
US \$3,899

Only 3.5 lb / 1.59 kg

SALE!

Cloud 9

50" / 127 cm
Like it loud? This is the one!
US \$1,399



Now
US \$1,149

Runex

19" / 48 cm
Very portable
US \$399



Now
US \$229

Washburn

32" / 81 cm
Brand new!
US \$699



Now
US \$599

ORAL REVIEW

Contest Form teams. Create false statements about the products. Another team corrects the statements. (Teams get one point for each statement they correct.) For example:

There's a sale on camcorders today.

Role play Create conversations for the people.

- Ask for a recommendation. Start like this:

I'm looking for _____. Which is the ...?

- Bargain for the best price. Start like this:

How much do you want for that ...?

GIFTS 'N THINGS

NOW I CAN...

- ☐ Ask for a recommendation.
- ☐ Bargain for a lower price.
- ☐ Discuss showing appreciation for service.
- ☐ Describe where to get the best deals.

Reference Charts

Countries and nationalities

Argentina	Argentinean / Argentine	Guatemala	Guatemalan	Peru	Peruvian
Australia	Australian	Holland	Dutch	Poland	Polish
Belgium	Belgian	Honduras	Honduran	Portugal	Portuguese
Bolivia	Bolivian	Hungary	Hungarian	Russia	Russian
Brazil	Brazilian	India	Indian	Saudi Arabia	Saudi / Saudi Arabian
Canada	Canadian	Indonesia	Indonesian	Spain	Spanish
Chile	Chilean	Ireland	Irish	Sweden	Swedish
China	Chinese	Italy	Italian	Switzerland	Swiss
Colombia	Colombian	Japan	Japanese	Taiwan	Chinese
Costa Rica	Costa Rican	Korea	Korean	Thailand	Thai
Ecuador	Ecuadorian	Lebanon	Lebanese	Turkey	Turkish
Egypt	Egyptian	Malaysia	Malaysian	the United Kingdom	British
El Salvador	Salvadorean	Mexico	Mexican	the United States	American
France	French	Nicaragua	Nicaraguan	Uruguay	Uruguayan
Germany	German	Panama	Panamanian	Venezuela	Venezuelan
Greece	Greek	Paraguay	Paraguayan	Vietnam	Vietnamese

Non-count nouns

This list is an at-a-glance reference to the non-count nouns used in *Top Notch 1*.

aerobics	cheese	entertainment	ice	oil	service	traffic
air-conditioning	chicken	fish	ice cream	outerwear	shopping	transportation
basketball	clothing	food	juice	pasta	shrimp	TV
beef	coffee	fruit	junk food	pepper	sightseeing	walking
bike riding	crab	garlic	lamb	pie	skydiving	water
bread	culture	golf	lettuce	rice	sleepwear	weather
broccoli	dancing	health	lingerie	running	soccer	wildlife
butter	dessert	history	meat	salad	soup	yogurt
cake	dinner	hosiery	milk	salt	squid	
candy	electronics	hot sauce	music	sausage	swimming	
cash	English	housework	nature	seafood	tennis	

Irregular verbs

base form	simple past	past participle	base form	simple past	past participle	base form	simple past	past participle
be	was / were	been	give	gave	given	sell	sold	sold
begin	began	begun	go	went	gone	send	sent	sent
break	broke	broken	grow	grew	grown	shake	shook	shaken
bring	brought	brought	have	had	had	sing	sang	sung
build	built	built	hear	heard	heard	sit	sat	sat
buy	bought	bought	hit	hit	hit	sleep	slept	slept
catch	caught	caught	hurt	hurt	hurt	speak	spoke	spoken
choose	chose	chosen	keep	kept	kept	spend	spent	spent
come	came	come	know	knew	known	stand	stood	stood
cost	cost	cost	leave	left	left	steal	stole	stolen
cut	cut	cut	lose	lost	lost	swim	swam	swum
do	did	done	make	made	made	take	took	taken
drink	drank	drunk	mean	meant	meant	teach	taught	taught
drive	drove	driven	meet	met	met	tell	told	told
eat	ate	eaten	pay	paid	paid	think	thought	thought
fall	fell	fallen	put	put	put	throw	threw	thrown
feel	felt	felt	quit	quit	quit	understand	understood	understood
find	found	found	read	read	read	wake up	woke up	woken up
fit	fit	fit	ride	rode	ridden	wear	wore	worn
fly	flew	flown	run	ran	run	win	won	won
forget	forgot	forgotten	say	said	said	write	wrote	written
get	got	gotten	see	saw	seen			

Grammar Booster

The Grammar Booster is optional. It is not required for the achievement tests in the *Top Notch Complete Assessment Package*. If you use the Grammar Booster, there are extra exercises in the Workbook in a separate labeled Grammar Booster section.

UNIT 1 Lesson 1

Information questions with be: usage and form

Use **Who** to ask about people, **What** to ask about things, **Where** to ask about places, and **How old** to ask about age.

singular nouns

Who's your teacher?
What's your name?
Where's your father from?
How old is your sister?

plural nouns

Who **are** the new students?
What **are** their names?
Where **are** your classmates from?
How old **are** your children?

A Choose an answer for each question.

- | | |
|---------------------------------|--------------------------------------|
| ___ 1 What's your name? | a Scotland, actually. She's British. |
| ___ 2 Where is she from? | b He's the CEO of BRC Incorporated. |
| ___ 3 Where's her father from? | c Kim's father? Seoul, I think. |
| ___ 4 Who is Bernard Udall? | d Eighteen and ten. |
| ___ 5 How old are your cousins? | e Ivan. But everyone calls me Vanya. |

Possessive nouns and adjectives

Possessive nouns

Add **'s** to a name or a noun.

Where is **Peter's** father from? What's the **teacher's** name?

Add an apostrophe (') to plural nouns that end in **-s**.

What are the **students'** names?

Add **'s** to the name or noun that comes last in a list of two or more.

When is **Sally and Hannah's** class?

Possessive adjectives

Where's Chad's father from? → Where's **his** father from?
What's Sheila's last name? → What's **her** last name?
What's Lee and Ping's address? → What's **their** address?

I → **my**
you → **your**
he → **his**
she → **her**
it → **its**
we → **our**
they → **their**

B Complete each sentence with a possessive form of the noun.

- _____ (Dean) father is an engineer.
- What is _____ (Janec) e-mail address?
- The book is _____ (Kayla).
- _____ (Nicole and Sean) class is at eight.
- What are your _____ (brothers) occupations?

C On a separate sheet of paper, write a question for each answer, using **What** and a possessive adjective. Follow the example.

My occupation? I'm a student. *What's your occupation?*

- | | |
|-------------------------------------|--|
| 1 Lin and Ben's? It's 2 Bay Street. | 4 Sandra's nickname? It's Sandy. |
| 2 His phone number? It's 21-66-55. | 5 My e-mail address? It's acme4@ymail.com. |
| 3 Dave's last name? It's Bourne. | 6 Ray's? His address is 456 Rue Noire. |

D Complete each sentence with a possessive adjective.

- 1 This is my sister. _____ husband is from Ecuador.
- 2 Robert is a new student here. _____ nickname is Bobby.
- 3 My friends live in London, but _____ hometown is in Scotland.
- 4 My husband and I live in Chicago, but _____ children don't.
- 5 I'd like you to meet _____ colleague Sam. He works with me at the bank.
- 6 I like that picture. _____ colors are very nice.

UNIT 1 Lesson 2

Verb be: usage and form

The verb **be** gives information about the subject of a sentence. The subject of a sentence can be a noun or a pronoun.

noun subject

Our teacher is from the United States.
That school is new.

pronoun subject

She is from the United States.
It is new.

Affirmative statements

There are three forms of the verb **be** in the present tense: **am**, **is**, and **are**.

I am a student.	He } is late.	You } are married.
	She }	We }
	It }	They }

Contracted forms

Contract **be** with subject nouns and pronouns. Use contractions in speaking and informal writing.

Robin is an artist. = Robin's an artist.	I am a student. = I'm a student.
He is single. = He's single.	You are on time. = You're on time.

Negative contractions

There are two ways to form negative contractions.

He's not Brazilian. = He **isn't** Brazilian.
They're not teachers. = They **aren't** teachers.

Note: There is only one way to contract **I am not** → I'm not.

Short answers with be: common errors

Don't use contractions with affirmative short answers to **yes / no** questions.

Are you a salesperson?	Yes, I am. NOT Yes, I'm.
Is he American?	Yes, he is. NOT Yes, he's.
Are they designers?	Yes, they are. NOT Yes, they're.

Note: It is also common to answer just with **Yes** or **No**.

Are you a salesperson?	Yes.
------------------------	------

A On a separate sheet of paper, write these sentences, using contractions. Then practice saying each sentence aloud.

- | | | |
|--------------------------|---------------------------|------------------------|
| 1 He is an opera singer. | 3 I am a student. | 5 My mother is late. |
| 2 They are managers. | 4 Bart is from Australia. | 6 Your father is nice. |

B On a separate sheet of paper, write a short answer for each question.

- | | | |
|--------------------------------|-------------------------|-----------------------------|
| 1 Is New York in Russia? | 4 Is Italy a city? | 7 Are you Canadian? |
| 2 Are you a scientist? | 5 Is it 3:00 right now? | 8 Is your father a manager? |
| 3 Are Korea and Japan in Asia? | 6 Are you a student? | 9 Is English difficult? |

UNIT 2 Lesson 1

Prepositions of time and place: usage rules

Time

Use **on** with the names of days or dates.

on Thursday	on Monday morning	on New Year's Day
on the weekend	on Sundays	on a weekday

Use **in** with periods of time (but not with names of days).

in 2008	in July	in [the] spring	in an hour
in the morning	in the 20 th century	in the 1950s	in two weeks

Use **at** with specific moments in time.

at 9:00	at dawn	at noon
at sunrise	at dusk	at midnight

Place

Use **on** with the names of streets and specific physical locations.

on Main Street	on Smith Avenue	on the corner
on the street	on the right	on the left

Use **in** with the names of cities, countries, continents, and other large locations.

in the neighborhood	in the center of town	in Lima
in Korea	in Africa	in the ocean

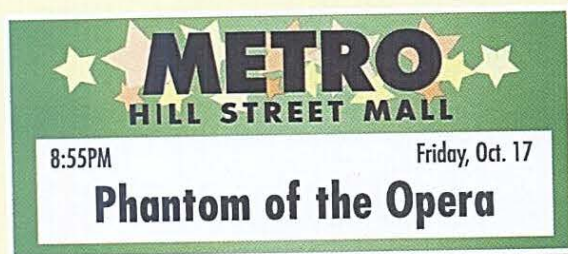
Use **at** for buildings and addresses.

at the theater	at the supermarket	at the bank
at the train station	at 10 Main Street	

A Complete the following sentences with **on**, **in**, or **at**.

- When's the movie? The movie is _____ Friday _____ 8:30.
- _____ the weekend, I'm going to the concert _____ the public library.
- Where is he? He's not here right now. He's _____ work.
- Where's his office? It's _____ the center of town.
- When was her mother born? She was born _____ January 1.
- When does the movie take place? It takes place _____ the 19th century _____ Africa.
- The park opens _____ 6:00 _____ the morning and closes _____ dusk.
- Is the concert hall _____ Grove Street?
- I think the theater is _____ the right side of the street.
- Let's go to the evening show. The concert is outside, and the weather is really hot _____ the afternoon.
- This concert occurs every second year _____ November.
- I'll see you _____ Thursday morning in front of the theater, OK?

B Look at the tickets. On a separate sheet of paper, write questions with **When** or **What time**. Write a question with **Where**.



The simple present tense: usage and form

Usage

Use the simple present tense to talk about facts and habitual actions in the present.

facts

Josh **speaks** Spanish very well.
They **work** at Coffee Central.

habitual actions

Josh **speaks** Spanish every day.
They **work** late on Fridays.

Form

Add **-s** to the base form of the verb for third-person singular (**he, she, or it**).

I **like** Thai food.
You **study** English.
They **open** at 6:00.
We **work** at a café.

He **likes** Peruvian food.
She **studies** French.
The store **opens** at 8:00.
Marlene **works** at a school.

Negative forms

Use **don't (do not)** and **doesn't (does not)** + the base form of a verb to make negative statements.

I **don't like** American food. He **doesn't like** Greek food.

Yes / no questions

Use **do** or **does** + the base form of a verb to form **yes / no** questions.

Do you **speak** Portuguese? Does she **speak** French? NOT Does she **speaks** French?

A Write negative statements. Follow the example.

Gwen likes classical music. (Her sister) Her sister doesn't like classical music.

- 1 The café closes at 6:00. (The bookstore) _____
- 2 Neal lives in Quito. (His sister) _____
- 3 Miles works in an office. (His brother) _____
- 4 I have a big family. (My husband) _____
- 5 My younger brother speaks Chinese. (I) _____
- 6 Kiko's nephew likes folk. (Her niece) _____

B Write yes / no questions. Follow the example.

A: Does your sister live near you? B: No, she doesn't. She lives in another city.

- 1 A: _____ drink coffee?
B: No, he doesn't. My brother drinks tea.
- 2 A: _____ children?
B: No, we don't have any yet.
- 3 A: _____ in Mexico?
B: No, my in-laws live in Chile.
- 4 A: _____ English?
B: Yes, she does. My niece speaks it well.
- 5 A: _____ work here?
B: Yes, they do. My cousins work downstairs.
- 6 A: _____ early?
B: No. The bookstore opens late.

UNIT 3 Lesson 2

Information questions in the simple present tense: form and common errors

Do and does

Use **do** or **does** + the base form of a verb to ask information questions.

Where **do** your in-laws live?

When **do** you visit your parents?

How often **do** they go to class?

Where **does** your sister live?

When **does** she visit her parents?

How often **does** he go to class?

Questions with who

Compare these questions with **who**.

Who visits your cousin in Chicago?

subject

My mother does.

object

Who does your mother visit in Chicago? My mother visits my cousin.

Be careful! Don't use **do** or **does** with **Who** if the question is about the subject. Always use the third-person singular form to ask questions with **Who** about the subject.

Who **lives** here? NOT Who **does live** here? NOT Who **live** here?

How many

Be careful! Always use **How many** with plural nouns.

How many cousins do you have? NOT How many cousin do you have?

Complete the information questions.

- 1 _____ your father _____? He's a doctor.
- 2 _____ your in-laws _____? They live in Seoul.
- 3 _____ cousins _____? I have ten of them.
- 4 _____ your parents? I visit them every weekend.
- 5 _____ your sister _____? She lives across the street.
- 6 _____ speaks Russian? My brother-in-law does.
- 7 _____ your aunt _____ with? She lives with my cousin.
- 8 _____ you _____? I study late at night.
- 9 _____ has three kids? My sister does.
- 10 _____ your older brother _____? He studies in London.

UNIT 4 Lesson 1

Non-count nouns: categories and verb agreement

Non-count nouns are common in the following categories:

abstract ideas: health, advice, help, luck, fun

sports and activities: tennis, swimming, golf, basketball

illnesses: cancer, AIDS, diabetes, dengue

academic subjects: English, chemistry, art, mathematics

foods: rice, milk, sugar, coffee, fat

All non-count nouns require a singular verb.

Fat **isn't** good for you.

Mathematics **is** my favorite subject.

A Complete each sentence with the correct form of the verb.

- | | |
|--|--|
| 1 Coffee _____ (be) my favorite beverage. | 4 Influenza _____ (cause) pain and fever. |
| 2 Rice _____ (be) very good for you, even when you are sick. | 5 Darkness _____ (frighten) some people, but I don't know why. |
| 3 Mathematics _____ (create) problems for many students, but not for me! | 6 Medical advice _____ (help) people decide what to do about their health. |

B Complete the following sentences with a or an. If the noun is a non-count noun, write an X.

- | | |
|---|--|
| 1 He has _____ diabetes. | 5 There's _____ egg on the shelf. |
| 2 She would like to eat _____ banana. | 6 Does the restaurant serve _____ rice with the chicken? |
| 3 " _____ apple a day keeps the doctor away." | 7 He always gives _____ good advice. |
| 4 Would you like _____ appetizer? | 8 My family loves _____ music. |

Non-count nouns: expressing quantities

We can make many non-count nouns countable:

a slice of bread, a loaf of bread, three pieces of bread, two kinds of bread

The following phrases are used with non-count nouns in order to make them countable:

liquids: a glass of, two cups of, a liter of, six gallons of, a bottle of, a can of

solids: a cup of, a piece of, three slices of, a kilo of, a spoonful of

C On a separate sheet of paper, complete each statement with a countable quantity.

(Note: More than one phrase of quantity may be possible.)

liquids

- This soup is so creamy. It has two _____ milk in it.
- She must be very thirsty. This is her third _____ water.
- My car has a big gas tank. It holds _____ gas.

solids

- I ate _____ cheese and now I feel sick.
- A club sandwich doesn't have two _____ bread. It has three _____ bread.
- I like my tea sweet. Please put in _____ sugar.

Questions with How much and How many

Ask questions with **How much** for non-count nouns. Ask questions with **How many** for count nouns.

- | | |
|----------------------------------|---------------------|
| How much rice is in the soup? | Not much. Two cups. |
| How many eggs are in the fridge? | Not many. Three. |

D Complete each question with How much or How many.

- | | |
|---|---|
| 1 _____ bread do we need? | 5 _____ oil should I put in this salad? |
| 2 _____ salt did you put in the beef stew? | 6 _____ cheese is there in the fridge? |
| 3 _____ hot pepper do you like? | 7 _____ slices of bread do you want? |
| 4 _____ spoonfuls of sugar do you want in your tea? | 8 _____ cups of coffee did you drink? |

Words that can be count nouns or non-count nouns

Some nouns can be used as count or non-count nouns. The word is the same, but the meaning is different.

non-count use

Chicken is delicious.

Let's watch TV.

The sun provides light.

count use

I bought two chickens.

We have three TVs in our house.

It's too bright in here. Turn off one of the lights.

Some words can have a count sense or a non-count sense without any real difference in meaning.

I'm in the mood for salad. OR I'm in the mood for a salad.

I'd like steak for dinner. OR I'd like a steak for dinner.

Plural count nouns: spelling rules

Add **-s** to most nouns.

cup **cups** appetizer **appetizers** apple **apples**

If a noun ends in a consonant and **-y**, change the **y** to **i** and add **-es**.

cherry **cherries** berry **berries**

BUT: Do not change the **y** when the letter before the **y** is a vowel.

boy **boys**

Add **-es** to nouns that end in **-ch, -o, -s, -sh, -x, or -z**.

lunch **lunches** radish **radishes** tomato **tomatoes**
box **boxes** glass **glasses**

E Write the plural form of the following count nouns.

- | | | |
|---------------|------------------|--------------------|
| 1 clam _____ | 4 olive _____ | 7 french fry _____ |
| 2 snack _____ | 5 spoonful _____ | 8 sandwich _____ |
| 3 cup _____ | 6 pear _____ | 9 vegetable _____ |
| | | 10 potato _____ |

UNIT 4 Lesson 2

Some and any

Use **some** and **any** to describe an indefinite number or amount.

There are **some** apples in the fridge. (Indefinite number: we don't know how many.)

Are there **any** oranges? (Indefinite number: no specific number being asked about.)

They are bringing us **some** coffee. (Indefinite amount: we don't know how much.)

Use **some** with non-count nouns and with plural count nouns in affirmative statements.

non-count noun plural count noun
We need **some** milk and **some** bananas.

Use **any** with non-count nouns and plural count nouns in negative statements.

non-count noun plural count noun
We don't want **any** cheese, and we don't need **any** apples.

Use **any** or **some** in questions with count and non-count nouns. There is no difference in meaning.

Do you need **any** cookies or butter? Do you need **some** cookies or butter?

A Change the following sentences from affirmative to negative. Follow the example.

There is some coffee in the kitchen. There isn't any coffee in the kitchen.

- There are some onions on the table. _____
- We have some cookies. _____
- They need some onions for the soup. _____
- She's buying some fruit at the market. _____
- The Reeds want some eggs for breakfast. _____
- I want some butter on my sandwich. _____
- There is some chicken in the fridge. _____
- They need some cheese for the pasta. _____

B Complete each sentence with **some or **any**.**

- | | |
|--|--|
| 1 I don't want _____ more coffee, thank you. | 5 The restaurant is making _____ pies for the party. |
| 2 There isn't _____ salt in this soup. | 6 It's too bad that there isn't _____ soup. |
| 3 We don't see _____ sandwiches on the menu. | 7 I don't see _____ menus on those tables. |
| 4 They need _____ sugar for their tea. | 8 There are _____ eggs for the omelette. |

UNIT 5 Lesson 1

The present continuous: spelling rules for the present participle

The present continuous consists of two parts: a form of **be** and a present participle of a verb.

To form a present participle, add **-ing** to the base form of a verb.

base form	present participle
talk	→ talking

If the base form ends in a silent (unvoiced) **-e**, drop the **-e** and add **-ing**.

leave	→ leaving
-------	-----------

In verbs of one syllable, if the last three letters are a consonant-vowel-consonant* sequence, double the last consonant and then add **-ing** to the base form.

C V C	
s i t	→ sitting

BUT: If the base form of the verb ends in **-w**, **-x**, or **-y**, don't double the final consonant.

blow	→ blowing
fix	→ fixing
say	→ saying

If a base form has more than one syllable and ends in a consonant-vowel-consonant sequence, double the last consonant only if the spoken stress is on the last syllable.

per - mit	→ permitting	BUT	or - der	→ ordering
-----------	--------------	-----	----------	------------

* Vowels = a, e, i, o, u

* Consonants = b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z

A Write the present participle for each of the following base forms. Follow the rules.

- | | | | |
|---------------|--------------|-----------------|-----------------|
| 1 turn _____ | 7 stop _____ | 13 sew _____ | 19 change _____ |
| 2 rain _____ | 8 exit _____ | 14 listen _____ | 20 be _____ |
| 3 run _____ | 9 sit _____ | 15 do _____ | 21 have _____ |
| 4 help _____ | 10 eat _____ | 16 write _____ | 22 put _____ |
| 5 open _____ | 11 buy _____ | 17 begin _____ | 23 go _____ |
| 6 close _____ | 12 mix _____ | 18 use _____ | 24 pay _____ |

The present continuous: rules for forming statements

Remember to form the present continuous with **be** and a present participle of a verb.

affirmative statements

I'm **studying** English.
 You're **studying** French.
 He's **reading** a book.
 She's **reading** a newspaper.
 We're **watching** TV.
 They're **watching** a video.

negative statements

I'm not **studying** French.
 You're not **studying** English.
 He's not **reading** a newspaper.
 She's not **reading** a book.
 We're not **watching** a DVD.
 They're not **watching** TV.

B On a separate sheet of paper, change each affirmative statement to a negative statement. Use contractions.

- | | |
|---|---|
| 1 She's going to the supermarket. | 4 The Roberts are feeding their kids early. |
| 2 He's calling his wife this afternoon. | 5 Joel's taking the bus to the movies. |
| 3 I'm cooking dinner tonight. | 6 We're getting a new printer. |

C Write answers to the following questions in complete affirmative or negative statements. Use the present continuous and contractions.

- 1 Are you studying English this weekend? _____
- 2 When are you taking a vacation? _____
- 3 Is it raining now? _____
- 4 Where are you eating dinner tonight? _____
- 5 Are you listening to music now? _____
- 6 Who's making breakfast tomorrow? _____

The present continuous: rules for forming questions

Yes / no questions: Place a form of **be** before the subject of the sentence. (Invert the subject and verb **be**.)

Is she watching TV?

Are you driving there?

Is Stu shopping?

Are we meeting this afternoon?

Are they talking on the phone?

Are Nan and Bert studying?

Information questions: Use question words to ask information questions. (Invert the subject and verb **be**.)

When are you going?

What are you doing right now?

Who is he watching on TV?

How much are you paying for that computer?

Why are you buying that laptop?

Be careful with Who when asking a question about the subject:

Who's talking on the phone? (John is.)

D Write a question in the present continuous to complete each conversation.

1. A: _____?
B: No. Luke's not watching TV right now.
2. A: _____?
B: Yes, She's working this morning.
3. A: _____?
B: I'm calling Janet Hammond.
4. A: _____?
B: She's coming home later tonight.

A Correct the following sentences.

- 1 Can they ^{come} coming to the movie next week?
- 2 My mother-in-law have to go shopping this afternoon.
- 3 My cousin can't plays soccer tomorrow.
- 4 Does he has to meet his niece at the airport?
- 5 We're going to the beach this weekend, but I no can swim.
- 6 Alex can to go out for dinner tonight.
- 7 She doesn't have to working late tomorrow.
She cans go out for dinner.
- 8 Can he visits his in-laws next weekend?
- 9 You have to filling out an application for your English class.
- 10 Do we have to studying now? We're watching TV.

Can and have to: information questions

Can

Where **can** I **play** soccer around here? (Try the park.)
 When **can** they **come** for lunch? (After class.)
 How often **can** we **go** running? (Any time. Our afternoons are free.)
 What languages **can** she **speak**? (She can speak Italian and Russian.)

Have to

What **does** he **have to do** tomorrow? (He has to go shopping.)
 How often **does** she **have to work** late? (Not often.)
 When **do** they **have to buy** the tickets? (This afternoon.)
 Where **do** you **have to go** this morning? (To the airport.)

Be careful! See the difference when **Who** is the object or the subject.
 Who **can** they **visit** on the weekend? They can visit **their cousins**. (object)
 Who **do** you **have to call**? I have to call **my boss**. (object)
 Who **can** **visit** his cousin on the weekend? **John** can. (subject)
 Who **has to write** the report? **My boss** does. (subject)

B Complete the questions, using the cues and can.

- 1 A: _____ basketball around here? (Where / I / play)
B: Try the school. It isn't far.
- 2 A: _____ dinner together? (When / we / have)
B: How about tomorrow night?
- 3 A: I need some fresh air. _____ walking? (Where / I / go)
B: You can go to the park. It's very nice.
- 4 A: _____ English? (How often / you / study)
B: Not as much as I'd like to. I'm too busy.
- 5 A: _____ breakfast tomorrow morning? (Who / make)
B: What about Bill? He always wakes up early.
- 6 A: _____ with about English classes? (Who / I / speak)
B: The receptionist can help you.

C Complete the questions and answers, using have to or has to.

- 1 A: _____ he _____ (do) tomorrow?
B: He _____ (go) to class.
- 2 A: _____ she _____ (call) the office?
B: She _____ (call) every morning.
- 3 A: _____ he _____ (go) to the airport?
B: He _____ (leave) here at 3:00.
- 4 A: _____ they _____ (send) the form to?
B: They can't send it. They _____ (take) it to the office.
- 5 A: _____ you _____ (meet) after class?
B: I _____ (meet) my sister. We're going to the movies.
- 6 A: _____ (help) the teacher after class?
B: Chris and Tania. They _____ (clean) the board.

Can and be able to: present and past forms

You can also use **be able to** + base form for ability or possibility. **Can** is more frequent in spoken language.

I **can play** the violin. = I'm **able to** play the violin. (ability)

Bill **can meet** you at six. = Bill **is able to meet** you at six. (possibility)

They **can't call** this afternoon. = They **aren't able to call** this afternoon. (possibility)

He **can't fix** cars. = He **isn't able to fix** cars. (ability)

Use **could** or **was / were able to** + base form to talk about the past.

When I was four I **could swim** (or **was able to swim**).

They **could speak** (or **were able to speak**) French before they were ten.

She **couldn't be** (or **wasn't able to be**) there yesterday because she had a meeting.

We **couldn't understand** (or **weren't able to understand**) the directions.

Be careful! Use **was / were able to (NOT could)** for affirmative past statements of **possibility**.

She **was able to be** there yesterday. NOT She **could be** there yesterday.

D On a separate sheet of paper, change **can** to **be able to** in the following sentences.

1 She can swim very well.

3 George can meet you at the airport.

2 They can't ride a bicycle.

4 Lucy can't take the bus to the mall.

E On a separate sheet of paper, change the following statements from the present to the past.

1 We're able to help him.

4 Nicole can cook for the party.

2 The Martins can't go to the concert.

5 Rachel and Brooke aren't able to play basketball at the school.

3 She is able to be there at seven.

UNIT 6 Lesson 2

The simple present tense: non-action verbs

Some verbs are non-action verbs. Most non-action verbs are not usually used in the present continuous, even when they are describing something that is happening right now.

I **want** a sandwich. NOT I **am wanting** a sandwich.

Some non-action verbs have action and non-action meanings.

non-action meaning

I **have** two sandwiches. (possession)

I **think** English is easy. (opinion)

action meaning

I'm **having** a sandwich. (eating)

I'm **thinking** about her. (the act of thinking)

Some non-action verbs

be	miss
have	need
know	see
like	understand
love	want

A Complete the letter. Use the simple present tense or the present continuous form of the verbs.

Dear Keith,

It's 2:00 and I _____ (1 think) of you. The kids _____

(2 play) outside. I _____ (3 see) them through the window right

now. They _____ (4 have) a small table and chairs and they

_____ (5 have) a late lunch. I _____ (6 want) to send this

before I go to work. I _____ (7 know) you're working hard and we all

_____ (8 miss) you.

Maggie

The simple present tense: placement of frequency adverbs

Frequency adverbs generally go after the verb **be** and before other verbs.

I **am usually** at the pool on Saturdays.

I **usually go** to the pool on Saturdays.

Sometimes, usually, often, generally, and occasionally can also go at the beginning or end of a sentence.

Sometimes I go to the mall on Saturdays.

I go to the pool **occasionally**.

Be careful! Don't use **never** or **always** at the beginning or end of a sentence.

Don't say: Never I go to the pool. OR I go to the pool always.

In negative sentences, most frequency adverbs can go before or after **don't** or **doesn't**.

Hank **usually doesn't** go running on the weekend.

Hank **doesn't usually** go running on the weekend.

Be careful! The frequency adverb **always** cannot go before **don't** or **doesn't**.

I **don't always** have breakfast in the morning. NOT I ~~always don't~~ have breakfast in the morning.

Be careful! Don't use **never** with a negative verb. Use the frequency adverb **ever**.

I **never eat** sweets. OR I **don't ever** eat sweets. NOT I don't never eat sweets.

Time expressions

Time expressions generally go at the beginning or end of a sentence. When a time expression is at the beginning, a comma is optional. Don't use a comma when the time expression is at the end.

Three times a week, I go to the pool. I go to the pool **three times a week**.

The time expression **a lot** goes at the end of a sentence.

I go to the pool **a lot**. NOT A lot I go to the pool.

Some time expressions

every week
every other day
once a month
twice a year
three times a week

Other expressions

once in a while
a lot

B On a separate sheet of paper, rewrite these sentences correctly.

1 She plays usually golf on Sunday.

2 They go to the park hardly ever.

3 I always am hungry in the afternoon.

4 We once in a while have eggs for breakfast.

5 Penny doesn't never exercise.

6 Never I go swimming at night.

7 Vivian doesn't drink always coffee.

8 Corey and I play twice a week tennis together.

9 We go often bike riding in the afternoon.

10 She is every day late for class.

UNIT 7 Lesson 1

The past tense of be: form

Use **was** and **were** for affirmative statements. Use **wasn't** and **weren't** for negative statements.

I **was** in Rome yesterday.

They **were** in Paris.

She **wasn't** on time.

They **weren't** early.

Begin **yes / no** questions with **Was** or **Were**.

Was your flight late?

Were you late?

Begin information questions with a question word followed by **was** or **were**.

How long was your vacation?

How many people **were** there?

Where was your passport?

Where were your tickets?

A Complete the conversations with was, were, wasn't, or weren't.

- 1 A: _____ you out of town last week?
B: No, I _____. Why?
A: Well, you _____ at work all week.
- 2 A: How _____ the food?
B: Great! There _____ lots of fresh seafood and the fruit _____ delicious.
- 3 A: So _____ your vacation OK?
B: Well, actually it _____. The food _____ terrible and there _____ too many people.
- 4 A: Where _____ you last weekend?
B: I _____ on vacation.
A: Really? How _____ it?
- 5 A: How long _____ your trip?
B: Only a few hours, but we _____ pretty tired.
- 6 A: _____ your brother on vacation last week?
B: Yes, he _____. He and his wife _____ on a cruise.

B On a separate sheet of paper, unscramble the words to write questions, using was or were.

- 1 your / vacation / very long 3 the drive / comfortable 5 your friends / late
2 your luggage / where 4 you / on the morning flight 6 there / a lot of people / on the train

UNIT 7 Lesson 2

The simple past tense: spelling rules for regular verbs

Form the past tense of most verbs by adding **-ed** to the base form.

play → played

For verbs ending in **-e** or **-ie**, add **-d**.

smile → smiled

tie → tied

For one-syllable verbs ending in one vowel + one consonant, double the consonant and add **-ed**.

stop → stop**ped**

plan → plan**ned**

For two-syllable verbs ending in one vowel + one consonant: If the first syllable is stressed, add **-ed**.

vi - sit → visit**ed**

If the second syllable is stressed, double the consonant and add **-ed**.

pre - fer → prefer**red**

For verbs ending in a consonant and **-y**, change the **-y** to **-i** and add **-ed**.

study → studi**ed**

Be careful! Do not use **-ed** for irregular verbs.

See page 122 for a list of irregular verbs in the simple past tense form.

A On a separate sheet of paper, write the simple past tense form of the following verbs.

- 1 return _____ 5 try _____ 9 rain _____
2 like _____ 6 stay _____ 10 wait _____
3 change _____ 7 travel _____ 11 offer _____
4 cry _____ 8 arrive _____ 12 hurry _____

B On a separate sheet of paper, write the simple past tense form of these irregular verbs.

- 1 eat _____ 5 write _____ 9 buy _____
2 drink _____ 6 meet _____ 10 read _____
3 swim _____ 7 run _____ 11 pay _____
4 go _____ 8 begin _____ 12 understand _____

The simple past tense: usage and form

Use the simple past tense to talk about completed actions in the past.

My grandparents **went** to Paris in April.

Last year, we **played** tennis and **did** aerobics every day.

Negative forms

Use **didn't** + the base form of a verb.

He **didn't go** out last weekend. NOT He didn't went out last weekend.

They **didn't have** a good time. NOT They didn't had a good time.

Questions

Begin **yes / no** questions with **Did**. Use the base form of the verb.

Did you **go** swimming every day? NOT **Did** you went swimming every day?

Begin information questions with a question word followed by **did**. Use the base form of the verb.

Where did you **go** shopping? **When did** he **arrive**? **What did** they **eat** every day?

C On a separate sheet of paper, change each affirmative statement into a negative statement.

1 I slept all night.

4 They drank a lot of coffee.

2 We went swimming.

5 We had dinner at eight.

3 She ate a lot of food.

6 He bought postcards.

D On a separate sheet of paper, unscramble the words to write questions. Use the simple past tense.

1 you / go / where / on vacation last summer

4 in London / you / do / what

2 you / from vacation / get back / when

5 your parents / their trip / enjoy

3 they / a good flight / have

6 stay / how long / in Paris / Alicia

UNIT 8 Lesson 1

Direct objects: usage

The subject of a sentence performs the action of the verb. A direct object receives the action of the verb.

subject	verb	direct object
I	like	spicy food.
Anne	wears	dark clothes.

A Underline the subjects in the following sentences. Circle the direct objects.

1 Stacey is wearing a bathrobe right now.

5 You can't enter this store before 10:00.

2 Many people buy outerwear in this store.

6 Do you have your credit card?

3 I love red shoes.

7 Marianne wants a pair of warm pajamas.

4 Sanford and Gloria never wear shorts.

Indirect objects: usage rules and common errors

When a sentence contains a direct object and a prepositional phrase, you can use an indirect object to say the same thing.

prepositional phrase	indirect object
I'm buying the gloves for her .	I'm buying her the gloves.
Give the sweater to Jay .	Give Jay the sweater.

Be careful! When a sentence contains both a direct object and an indirect object, the indirect object always comes first. The direct object CANNOT be a pronoun.

Mindy wrote **her parents** a letter.
Mindy wrote **them** a letter.

NOT Mindy wrote a letter **her** parents.
NOT Mindy wrote a letter **them**.

NOT Mindy wrote her parents **it**.
NOT Mindy wrote them **it**.

B On a separate sheet of paper, rewrite each sentence, changing the prepositional phrase into an indirect object pronoun. Follow the example.

She buys clothes for them. *She buys them clothes.*

- 1 Laurie sends a check to her father every month.
- 2 At night we read stories to our children.
- 3 They serve meals to us in the dining room.
- 4 They never give gifts to me on my birthday.

C On a separate sheet of paper, rewrite each sentence, changing the indirect object pronoun into a prepositional phrase using the preposition in parentheses. Follow the example.

They never buy me dinner. (for) *They never buy dinner for me.*

- 1 He always gives me the check. (to)
- 2 I sent my colleagues the tickets. (to)
- 3 His friend showed him the check for dinner. (to)
- 4 She'd like to get her mother a book. (for)

D On a separate sheet of paper, rewrite the following sentences, adding the indirect object or prepositional phrase to each sentence. Don't add any words. Follow the example.

They sent it on Monday. (to me) *They sent it to me on Monday.*

- 1 Did they give breakfast at the hotel? (you)
- 2 We always tell the truth. (her)
- 3 They make lunch every day. (for him)
- 4 He brought flowers last night. (his wife)

UNIT 8 Lesson 2

Comparative adjectives: spelling rules

Add -er to one-syllable adjectives. If the adjective ends in -e, add -r.

tight → tighter loose → looser

If an adjective ends in a consonant-vowel-consonant sequence, double the final consonant before adding -er.

hot → hotter

For most adjectives that end in -y, change the y to i and add -er.

pretty → prettier busy → busier

To make the comparative form of most adjectives that have more than two syllables, use more or less.

affordable → more affordable convenient → less convenient

When comparing two things that are both in the sentence, use than before the second thing.

She's less practical than her sister. The weather is warmer there than here.

A On a separate sheet of paper, write the comparative form of the following adjectives.

- | | | | | |
|---------------|---------|----------|------------|-----------------|
| 1 tall | 5 light | 9 sad | 13 spicy | 17 popular |
| 2 sunny | 6 clean | 10 fatty | 14 healthy | 18 red |
| 3 comfortable | 7 bad | 11 salty | 15 cute | 19 conservative |
| 4 heavy | 8 late | 12 sweet | 16 short | 20 interesting |

B Complete each sentence with a comparative adjective. Use than if necessary.

- 1 I like the pink purse. It's much _____ (nice).
- 2 Low-fat milk is not bad, but no-fat milk is _____ (good).
- 3 France is _____ (small) Russia.
- 4 Women's shoes are usually _____ (expensive) men's shoes.
- 5 It's hot during the day, but it's _____ (cool) at night.
- 6 He's a lot _____ (tall) his brother.
- 7 This projector is a lot _____ (popular), but it's _____ (affordable).
- 8 They're much _____ (liberal) about clothing rules at the beach.
- 9 It's usually _____ (sunny) in the morning before the rain begins.
- 10 French fries are _____ (fatty) and _____ (salty) a salad.

UNIT 9 Lesson 1

Modals can, could, and should: meaning, form, and common errors

Meaning

Use can to express ability or possibility.

Jerome can speak Korean. I can be there before 8:00.

Use could to suggest an alternative or to make a weak suggestion.

They could see an old movie like *Titanic*, or they could go to something new.
You could eat a healthier diet.

Use should to give advice or to express criticism.

You should think before you speak.

Form

Modals are followed by the base form of the main verb of the sentence, except in short answers to questions.

You can eat at a lot of good restaurants in this neighborhood.
Who should read this? They should.
Can you see the moon tonight? Yes, I can.

Use not between the modal and the base form.

You shouldn't stay at the Galaxy Hotel. They can't take the express.

In yes / no questions, the modal precedes the subject of the sentence. In information questions, the question word precedes the modal.

Yes / no questions

Should I buy a round-trip ticket?
Can we make the 1:05 flight?
Could she take an express train?

Information questions

When should they leave?
Why should they go?
Which trains could I take?
Who could they call?

BUT: Note the word order when Who is the subject.

Who can give me the information?
(The travel agent can.)

Common errors

Never add -s to the third-person singular form of modals.

He should buy a ticket in advance. NOT He shoulds buy a ticket in advance.

Never use to between modals and the base form.

You could take the train or the bus. NOT You could to take the train or the bus.

Circle the correct phrases to complete the sentences.

- Who (should buy / should to buy) the tickets?
- Where (I can find / can I find) a hotel?
- You (could to walk / could walk) or (take / taking) the bus.
- (I should to call / Should I call) you when I arrive?
- We (can to not take / can't take) the bus; it left.
- When (should you giving / should you give) the agent your boarding pass?
- Which trains (can get / can getting) me there soon?

UNIT 9 Lesson 2

Expansion: future actions

There are four ways to express future actions, using present forms.

Be going to

Be going to + base form usually expresses a future plan or certain knowledge about the future.

I'm going to spend my summer in Africa. She's going to get a rental car when she arrives.
It's going to rain tomorrow.

The present continuous

The present continuous can also express a future plan.

We're traveling tonight. We aren't wearing formal clothes to the wedding.
We aren't eating at home tomorrow.

The simple present tense

The simple present tense can express a future action, especially with verbs of motion: **arrive, come, depart, fly, go, leave, sail, and start**—especially when on a schedule or a timetable. When the simple present tense expresses the future, there is almost always a word, phrase, or clause indicating the future time.

This Monday, the express **leaves** at noon.

The flight **arrives** at 9:00 tonight.

The present of **be**

The present of **be** can describe a future event if it includes a word or phrase that indicates the future.

The wedding **is on** Sunday.

- A Read the arrival and departure schedules. Then complete each sentence or question with the simple present tense.**

TOMORROW'S BUS TO NEW YORK CITY	
DEPARTURE	ARRIVAL
8:00	11:00

THURSDAY'S FLIGHT TO GUATEMALA CITY	
DEPARTURE	ARRIVAL
23:30	01:30

THIS WEEKEND'S TRAIN TO BEIJING	
DEPARTURE	ARRIVAL
07:00	22:20

- The bus _____ at 11:00. It _____ at 8:00.
- When _____ the flight _____?
It _____ at 23:30.
- What time _____ the train _____ in Beijing? At 10:20 P.M.
- _____ the train _____ at 7:00? Yes, it does.

- B On a separate sheet of paper, answer each of the following questions with a complete sentence. There may be more than one correct way to answer each question.**

- What are your plans for your next vacation?
- What are you going to do this weekend?
- What are you doing this evening?

UNIT 10 Lesson 1

Comparative and superlative adjectives: usage and form

Usage

Comparative adjectives compare two people, places, or things. Use **than** if the second item is mentioned right after the adjective.

Mexico City is **larger than** Los Angeles.

Housing in New York is **more expensive than** in Lima.

Compared with Los Angeles, Mexico City is **larger**. Compared with Lima, housing is **more expensive** in New York.

Superlative adjectives compare more than two people, places, or things.

Compared to other cities in the Americas, Mexico City is **the largest**.

Form

adjective	comparative adjective	superlative adjective
cheap	cheaper (than)	the cheapest
expensive	more expensive (than)	the most expensive
practical	less practical (than)	the least practical

Superlative adjectives: spelling

Add **-est** to one-syllable adjectives. If the adjective ends in **-e**, add **-st**.

cheap → the cheapest

loose → the loosest

If an adjective ends in a consonant-vowel-consonant sequence, double the final consonant before adding **-est**.

hot → the hottest

For most adjectives that end in **-y**, change the **y** to **i** and add **-est**.

pretty → the prettiest

busy → the busiest

To form the superlative of most adjectives of two or more syllables, use **the most** or **the least**.

Car trips are **the least expensive** vacations.

Cruises are **the most relaxing** vacations.

Be careful! Use **the** with superlative adjectives.

Don't say: Mexico City is **largest**.

A Write both the comparative and superlative form of each of the following adjectives.

	comparative	superlative		comparative	superlative
1 tall	_____	_____	10 interesting	_____	_____
2 easy	_____	_____	11 conservative	_____	_____
3 liberal	_____	_____	12 light	_____	_____
4 heavy	_____	_____	13 casual	_____	_____
5 unusual	_____	_____	14 comfortable	_____	_____
6 pretty	_____	_____	15 relaxing	_____	_____
7 exciting	_____	_____	16 long	_____	_____
8 wild	_____	_____	17 short	_____	_____
9 informal	_____	_____	18 scary	_____	_____

B Complete each sentence with a comparative or superlative adjective. Use than if necessary.

- That dinner was _____ (delicious) meal we had on our vacation.
- This scanner is definitely _____ (good) other one.
- The Caribbean cruise is _____ (relaxing) of our vacation packages.
- The Honsu X24 is a good camera, but the Cashio is _____ (easy) to use.
- We have several brands, but I'd say the R300 is _____ (popular).
- Sunday was _____ (bad) day of our vacation.
- I like that rug, but I think this one is _____ (beautiful).
- Our vacation in Brazil was _____ (nice) our vacation in Italy last year.
- There are so many brands to choose from. Which brand is _____ (good)?
- All three cameras look good. But which one is _____ (easy) to use?
- I like both the J12 and the Pro MP3 players, but which one's _____ (small)?
- Which of these three plates do you think is _____ (pretty)?
- I can't decide if I should read this book or that one. Which one is _____ (interesting)?

UNIT 10 Lesson 2

Intensifiers very, really, and too

Intensifiers make the meaning of adjectives stronger.

Very and really have the same meaning. They can intensify adjectives with a positive or negative meaning.

That restaurant is really (or very) good. I want to go there.

That movie is really (or very) scary. I don't want to see it.

Too also makes the meaning of adjectives stronger. But too expresses the idea of "more than enough."

Too usually has a negative meaning.

That movie is too long. I don't want to see it.

This restaurant is too expensive. I'm not going to eat here.

Be careful! Don't use too to intensify adjectives with a positive meaning. Use very and really.

This camera is very affordable! NOT This camera is too affordable!

A Complete each sentence with too, really, or very and your own adjective.

- 1 Beach vacations are _____. I love them.
- 2 French fries are _____. You shouldn't eat them every day.
- 3 A cruise is _____. I don't have enough money to take one.
- 4 They say this movie is _____. I want to see it.
- 5 This book is _____. You should read it.
- 6 English is _____. People are learning it all over the world.
- 7 This printer is _____. I need to replace it.
- 8 These pants are _____. I need to buy a larger pair.

B Complete each conversation, using too or enough.

- 1 A: How about this? Should we buy it for your mother?
B: No. It isn't _____ (pretty). I want something nicer.
- 2 A: Do you think this rug is too small?
B: No, it's great. I think it's _____ (big).
- 3 A: Did you buy a microwave yesterday?
B: I looked at some. But they were _____ (expensive).
- 4 A: Why are you sending that steak back to the chef?
B: It's an expensive meal, and this steak just isn't _____ (good).
- 5 A: You never eat dessert?
B: No. Desserts are _____ (sweet) for me.
- 6 A: How was your vacation?
B: To tell the truth, it just wasn't _____ (relaxing).
- 7 A: How's that soup? Is it _____ (hot)?
B: No, it's fine. Thanks.
- 8 A: Would you like more ice in your water?
B: Yes, please. It isn't _____ (cold).

Writing Booster

The Writing Booster is optional. It is intended to teach students the conventions of written English. Each unit's Writing Booster is focused both on a skill and its application to the Writing Exercise from the Unit Review page.

UNIT 1 Capitalization

Use a capital letter to begin a sentence.

It's a pleasure to introduce my classmate.

Use a capital letter for:

cities / countries	I live in Beijing. He's from Colombia.
nationalities	They're Honduran.
languages	I speak Russian and Italian.
days and months	My birthday is on Tuesday, June 19 th .
the word I	My brother and I are students.
formal titles and names	I'd like you to meet Mr. Smith.

A On a separate sheet of paper, rewrite each sentence, using correct capitalization.

- 1 please say hello to julio cueva from peru.
- 2 my friend mr. lee is a computer programmer from korea.
- 3 he is brazilian, and his birthday is in october.
- 4 my classmate ms. silva is twenty-six years old.
- 5 miss wang teaches chinese to college students.
- 6 this monday john met his friend mr. abe.
- 7 when i travel, i need to use english.

B Guidance for Writing (page 12) Ask a classmate the questions below. Use the answers as a guide for your writing. Add more information if you can. Make sure you use capital letters correctly.

- What's your partner's name?
- Does your partner have a nickname?
- How old is your partner?
- What's your partner's occupation?
- What is your partner's hometown?
- Is your partner's hometown his or her birthplace?
- What's your partner's favorite actor?
- What's your partner's favorite sport?

UNIT 2 The sentence

In English, a sentence is a group of words that expresses a thought. A sentence has a subject and a verb. When you write a sentence, begin with a capital letter and end with a period.

subject	verb	subject	verb
The play	is great.	She	loves music.

A Circle the subject and underline the verb in each sentence.

- 1 Her children like folk music.
- 2 I prefer CDs to cassettes.
- 3 My friend loves classical music.
- 4 Their favorite musician is Beck.
- 5 The play isn't very good.

B Write an X next to the words or groups of words that are not sentences.

- | | |
|--|---|
| ☐ 1 A theater fan. | ☐ 4 I listen to music in the shower. |
| ☐ 2 The theater is down the street from the park. | ☐ 5 Really loud concerts. |
| ☐ 3 And around the corner from the art gallery. | ☐ 6 Downloading music. |

C Guidance for Writing (page 24) Use the ideas as a guide to help you write five sentences about your musical tastes. Begin each sentence with a capital letter and end each sentence with a period. Be sure to use a subject and a verb in each sentence.

Ideas

- your favorite music
- your favorite artist
- when you listen to music
- where you buy music
- how many CDs you own

UNIT 3 Combining sentences with and or but

And

Use and to combine two sentences if you want to add information. It's common, but not necessary, to use a comma before and.

My cousin loves folk music, and she's a great performer.

But

Use but to combine two sentences if you want to show a difference or contrast. It's common, but not necessary, to use a comma before but.

My cousin loves folk music, but I love classical.

My cousin loves folk music, but I don't.

Be careful! In traditional formal writing, writers avoid beginning sentences with And or But.

Don't write: My cousin loves folk music. And she's a great performer.

Don't write: My cousin loves folk music. But I don't.

A On a separate sheet of paper, combine these sentences, using and.

1 My sister-in-law has long hair. She's very pretty.

2 My aunt is a computer programmer. Her husband is a teacher.

3 We look alike. We wear the same clothes.

4 My cousin likes classical music. He loves Italian food.

5 We look completely different. We like different kinds of music.

B On a separate sheet of paper, combine these sentences, using but.

1 My brother wears old clothes. I wear new clothes.

2 My sister has long hair. I have short hair.

3 My cousin lives near the airport. His parents don't.

4 I love pop music. My stepfather doesn't.

5 We look alike. We wear completely different clothes.

C **Guidance for Writing (page 36)** Use the ideas to help you write six statements comparing two people in your family. Use and or but to combine sentences.

Ideas

- appearance
- musical tastes
- food preferences
- clothing preferences
- birthplaces and hometowns
- marital status
- favorite colors

UNIT 4 Connecting words and ideas with and or in addition

And

Remember that and connects two sentences and makes them one sentence.

I like fruit, and I also like vegetables.

You can also use and to connect words in a series. Notice the use of the comma in the examples below.

I like apples, oranges, grapes, other fruits.

Be careful! Don't use a comma when and connects only two words.

I like apples and oranges. NOT I like apples, and oranges.

In addition

In addition connects the ideas in one sentence with the ideas in the next sentence.

Use a comma after in addition.

I like fruit. In addition, I like vegetables.

I like apples and oranges. In addition, I like grapes and other fruits.

A Connect the following words and ideas with and or in addition.

1 The people eat a lot of vegetables in Spain, Italy, _____ France.

2 In the U.S., many restaurants serve big portions. _____, there are a lot of fatty foods.

3 There are five or six great Italian restaurants near the hotel. _____, there are two restaurants where the menu has dishes from Mexico, Thailand, India, _____ even Indonesia!

4 She loves pasta, _____ I want to invite her to my favorite Italian restaurant.

5 Raw carrots taste great, _____ they're good for you.

6 This restaurant has great food. _____, the service is excellent.

7 You can choose from six entrées on the menu, _____ they all come with a choice of vegetable.

8 I usually order soup, salad, a main course, _____ dessert.

- B Guidance for Writing (page 48)** Read the description of food in the United States. Use these paragraphs as a guide to help you write about the food of your country. Change the details so the sentences describe your food.

American food is more than hamburgers, hot dogs, and pancakes. The best American food is regional. One regional specialty is clam chowder. Clam chowder is a delicious soup from the northeast coast. In Boston, clam chowder contains milk, and in New York it contains tomatoes. Clam chowder always contains Atlantic clams. In addition, clam chowder always contains some vegetables, such as onions, potatoes, peppers, or corn.

Another famous regional specialty of American cooking is barbecue. Barbecue comes from the center and south of the United States. Barbecue style is not always the same, but it always has meat and a spicy sauce. Americans are very proud of barbecue. Many restaurants claim that they have the only authentic barbecue. When you travel to the United States, be sure to try some regional specialties like clam chowder and barbecue.

UNIT 5 Placement of adjectives: before nouns and after the verb be

Adjectives are words that describe nouns and pronouns.

The **noun** old **pronoun** photocopier is obsolete. It's also broken.

Adjectives come before nouns or after the verb be when the subject of a sentence is a noun or pronoun.

I have a new computer.

The computer is new. It's terrific.

Be careful! Adjectives don't come after nouns. Adjectives don't have plural forms.

new refrigerators

NOT refrigerators new

NOT news refrigerators

When two adjectives describe the same noun, connect them with and.

When there are more than two, use commas.

The microwave is popular and convenient.

This camera is obsolete, broken, and defective.

Adjectives

broken

obsolete

defective

terrible

awful

great

terrific

awesome

fast

popular

guaranteed

affordable

convenient

good

fixable

Some adjectives are compound phrases.

This scanner is really up-to-date.

She bought an out-of-date camcorder.

- A Circle the adjectives in each sentence.**

1 My old printer is obsolete.

2 This MP3 is very convenient. And it's portable, too.

3 Is your scanner fixable?

4 This terrible car is a lemon! It's awful.

5 Our new washing machine is both good and guaranteed.

- B On a separate sheet of paper, write sentences about five of the following products. Use the adjectives from the chart above.**

Products

a smart phone

a mobile / cell phone

a GPS

a laptop (computer)

a desktop (computer)

a digital camera

a TV

a camcorder

A DVD player

Smart phones are very convenient.

C Guidance for Writing (page 60) Use your answers to the following questions as a guide to help you write a paragraph about a product you use.

- What is it?
- What brand is it?
- What model is it?
- Is it a good product? Why or why not?
- What does it do?
- What adjectives describe it?
- Where do you use it?
- Is it working?
- Does it drive you crazy?
- How old is it?

- B** On a separate sheet of paper, rewrite the paragraph, using time-order transition words.

Let me tell you about my trip. I flew from New York to London. It was very interesting, and I spent two days there. I took the train through the Chunnel to Paris. Paris was amazing. I got a car and drove to Rome. It was a long drive, but it was really scenic. I took a boat to the island of Sardinia. It was very beautiful. I flew back to London and back home to New York.

- C Guidance for Writing (page 84)** Write sentences describing your vacation in the order that the events happened. Then use them to write your paragraph, using time clauses and time-order transition words.

UNIT 8 Connecting ideas with *because* and *since*

Clauses with **because** and **since** present reasons. There's no difference in meaning between **because** and **since** in the following sentences.

I'm going to Paris **because** I love French food.

He's not wearing a jacket **since** he left it in the restaurant.

In speaking, it's OK to answer a question using just a clause with **because** or **since**.

A: Why are you wearing jeans?

B: **Because** it's a really casual restaurant.

In writing, however, a clause beginning with **because** or **since** is not a sentence; it's an incomplete thought. Connect the clause beginning with **because** or **since** to a sentence to make the thought complete.

I wear jeans at that restaurant **because** it is a really casual restaurant.

A clause with **because** or **since** can come at the beginning or the end of the sentence. When it comes at the beginning, use a comma. It's good writing style to vary placement so all sentences don't sound the same.

I eat vegetables every day **because** they are healthy.

Because they are healthy, I eat vegetables every day.

Remember:

In English, a sentence is a group of words containing a subject and a verb. It expresses a complete thought.

- A** On a separate sheet of paper, connect the sentences, using clauses with either **because** or **since**. Be careful! make sure the clause with **because** or **since** presents a reason.

1 I'm wearing a sweater. I feel cold.

4 They didn't have a ticket for the concert.
They stayed home.

2 She called her brother. It was his birthday.

3 He bought a blue blazer. He needed it for a business trip.

5 Our DVD player is broken. We have to get a new one.

- B** On a separate sheet of paper, answer each of the following questions with a complete sentence containing a clause with **because** or **since**. Follow the example.

Why do you like classical music? *I like classical music because it is happy music.*

1 Why are you studying English?

3 Why do people like malls?

2 Why is a clothes store better than a clothes website?

4 Why are running shoes more comfortable than formal shoes?

- C Guidance for Writing (page 96)** Write a list of at least five clothing do's and don'ts for appropriate dress in your country. Explain the reasons for the tips, using **because** and **since**. Use your sentences as a guide to help you write your letter or e-mail.

Don't wear jeans to nice restaurants because people think they're inappropriate.

UNIT 9 The paragraph

A **paragraph** is a group of sentences that relate to a topic or a theme. When your writing contains information about a variety of topics, it is convenient to divide your writing into separate paragraphs.

Traditionally, **the first word of a paragraph is indented.** (Sometimes new paragraphs, especially in books, are not indented. Instead, a separation is made by leaving a blank line space as below.)

In the writing model to the right, the first paragraph is about Holland and the second is about Thailand. Dividing the writing into two paragraphs makes it easier to read and understand.

Clothing customs in different countries

Holland has a northern climate, so depending on the time of year you're visiting, pack lighter or heavier clothes. One thing people notice about Holland is the way young people dress. Their dress code is "anything goes," so it's not unusual to see some pretty wild clothes there.

On the other hand, if you're visiting Thailand from May to September, pack for the heat. Thailand is generally conservative when it comes to clothing, but at Thailand's magnificent temples, the rules about clothing, and especially shoes, are very strict. If your shoes are too open, they are considered disrespectful, and you will have to change to more modest ones. So be prepared with light but modest clothing and shoes for your Thailand trip.

A Write a check mark ✓ in the place or places where a new paragraph could or should start. Then, on a separate sheet of paper, copy the paragraphs, indenting each one.

Famous families

Jackie Chan is a movie star and singer from Hong Kong. His wife, Joan Lin, is an actress from Taiwan. They have a son, JC Chan. He's a student in the United States. Another famous family is the Williams family. Venus and Serena Williams are famous tennis players. Their mother's name is Oracene Price. Their father, Richard Williams, is their manager. Still another famous family is the Fernández family from Mexico. Vicente and Alejandro are father and son. They are both singers, and they are famous all over Latin America.

B Guidance for Writing (page 108) Use your answers to the questions below as a guide to help you write your paragraphs.

Paragraph 1

Begin your paragraph with an opening statement, such as: *Last month, I went to — .*

- Where did you go?
- What kind of transportation did you take?
- When did you leave?
- Who did you travel with?
- What did you do when you were there?
- When did you get back?

Paragraph 2

Begin your next paragraph with an opening statement, such as: *On my next trip, ...*

- Where are you going to go?
- What kind of transportation are you going to take?
- When are you leaving?
- Who are you traveling with?
- What are you going to do when you are there?
- When are you getting back?

UNIT 10 Connecting contradictory ideas: even though, however, on the other hand

Use **even though** to connect contradictory ideas in a sentence. (A comma is optional before **even though** when it comes at the end of the sentence.)

Bee Flowers is the most popular shop in town **even though** it's quite expensive.

You can bargain for really low prices at Marty's, **even though** the service isn't very friendly.

Always use a comma if the clause that begins with **even though** comes first.

Even though it's quite expensive, Bee Flowers is the most popular shop in town.

Even though the service isn't very friendly, you can bargain for really low prices at Marty's.

Use **however** and **on the other hand** at the beginning of a sentence to connect contradictory ideas from one sentence to another. Use a comma.

You can bargain for really low prices at Marty's. **However**, the service isn't very friendly.

Bee Flowers is quite expensive. **On the other hand**, it's the most popular shop in town.

Be careful! Don't use **however** or **on the other hand** to combine clauses in a sentence.

Don't write: You can bargain for really low prices at Marty's, ~~however~~ the service isn't very friendly.

A On a separate sheet of paper, combine each pair of sentences into one sentence, using **even though**. Then rewrite your sentences, using **even though** to begin each one.

- 1 You can find some good deals at the Savoy Hotel. Their rooms are the most expensive in town.
- 2 You can bargain for really low prices at the Old Market. It isn't the prettiest place to shop.
- 3 The Philcov X30 is easy to use and not too expensive. It isn't the most popular camera.
- 4 The prices of flat screen TVs are getting lower every year. They can still be very expensive.
- 5 The Samson camcorder is the most professional camera you can buy. It isn't the lightest.

B Now, on a separate sheet of paper, write the sentences again, using **however** or **on the other hand**.

C **Guidance for Writing (page 120)** Write at least six sentences about places to shop in your town or city. Use **even though**, **however**, and **on the other hand**. Use your sentences as a guide to help you write your guide.



Top Notch Pop Lyrics

1:15/1:16

🔊 It's Nice To Meet You [Unit 1]

(CHORUS)

It's nice to meet you.

Good to meet you.

Pleasure to meet you.

What's your name?

My name is Mr. Johnson.

Please just call me Stan.

I'd like you to meet my wife, Mary Anne.

(CHORUS)

What do you do?

Actually, I'm a teacher

at the Children's Institute.

The little kids are really cute.

That sounds nice. Where are you from—
somewhere far or near?

As a matter of fact, Chicago is my
hometown.

Could you say that louder please?

How did you end up here?

My father was a salesman.

We moved all around.

(CHORUS)

Who is that?

Let me introduce you

to my new friend Eileen.

She's a chef and she's nineteen.

(CHORUS)

Good-bye. Take care.

1:34/1:35

🔊 Going Out [Unit 2]

Do you want to see a play?

What time does the play begin?

It starts at eight. Is that OK?

I'd love to go. I'll see you then.

I heard it got some good reviews.

Where's it playing? What's the show?

It's called "One Single Life to Lose."

I'll think about it. I don't know.

(CHORUS)

Everything will be all right
when you and I go out tonight.

When Thomas Soben gives his talk—

The famous chef? That's not for me!

The doors open at nine o'clock.

There's a movie we could see

at Smith and Second Avenue.

That's my favorite neighborhood!

I can't wait to be with you.

I can't wait to have some food.

(CHORUS)

We're going to have a good time.

Don't keep me up past my bedtime.

We'll make a date.

Tonight's the night.

It starts at eight.

The price is right!

I'm a fan of rock 'n' roll.

Classical is more my style.

I like blues and I like soul.

Bach and Mozart make me smile!

Around the corner and down the street.

That's the entrance to the park.

There's a place where we could meet.

I wouldn't go there after dark!

(CHORUS: 2 times)

2:18/2:19

🔊 An Only Child [Unit 3]

Let me see the photos of
your wife and family.

Who's that guy there, on the right,
next to the TV?

Is that your younger brother, John?

And who are those two?

Your sisters both look so alike.

Please tell me what they do.

(CHORUS)

I ask so many questions.

You just answer with a smile.

You have a large family,
but I am an only child.

How about your cousins now?

Please tell me something new.

Do they both play basketball?

You know that I do, too.

(CHORUS)

I don't have a brother,

but you have two or three.

You're all one big happy family.

I don't have a sister,

but you have older twins.

This is a game I can't ever win.

Do you have nieces and nephews,

and how many are there now?

Do they all like the same kinds of things?

Are they different somehow?

(CHORUS)

2:34/2:35

🔊 The World Café [Unit 4]

Is there something that you want?

Is there anything you need?

Have you made up your mind

what you want to eat?

Place your order now,

or do you need more time?

Why not start with some juice—

lemon, orange, or lime?

Some like it hot, some like it sweet,

some like it really spicy.

You may not like everything you eat,

but I think we're doing nicely.

(CHORUS)

I can understand every word you say.

Tonight we're speaking English at

The World Café.

I'll take the main course now.

I think I'll have the fish.

Does it come with the choice of another
dish?

Excuse me waiter, please—

I think I'm in the mood

for a little dessert, and the cake looks good.

Do you know? Are there any low-fat desserts
that we could try now?

I feel like having a bowl of fruit.

Do you have to say good-bye now?

(CHORUS)

Apples, oranges, cheese, and ham,

coffee, juice, milk, bread, and jam,

rice and beans, meat and potatoes,

eggs and ice cream,

grilled tomatoes—

That's the menu.

That's the list.

Is there anything I missed?

(CHORUS)

3:22/3:23

🔊 It's Not Working Again [Unit 5]

Hi. I'm calling on my cell phone.

I need a little help with a fax machine.

It's not working, and it's pretty bad.

I feel like I've been had, if you know
what I mean.

I'm coming to the store right now.

Can you show me how to use it?

The front lid won't open.

When my cat's around,

it squeaks and makes a funny sound.

(CHORUS)

It's not working again.

It's driving me crazy.

It's not working again.

I called yesterday, and a guy named Jack
said,

"I'm busy right now, can I call you back?"

He didn't even ask me what was wrong
with it.

He didn't want to hear the short and
long of it.

I just bought the thing yesterday,

and it won't turn on so please don't say,

"I'm sorry to hear that."

That's a shame.

That's too bad."

It's all a game.

(CHORUS)

I'm not looking for a laptop computer

or an X340 or a PDA.

Just tell me what's wrong with my fax
machine

so I can say good-bye and be on my way.

It won't send a copy of my document.

The paper goes through, and it comes
out bent.

On second thought, it's guaranteed.

I want my money back—that's what I need.

(CHORUS: 2 times)

3:40/3:41

))) A Typical Day [Unit 6]

The Couch Potato sits around.
He eats junk food by the pound.
It's just a typical day.
Watching as the world goes by,
he's out of shape and wonders why.
It's just a typical day.

(CHORUS)

**Every night he dreams that he's
skydiving through the air.
And sometimes you appear.
He says, "What are you doing here?"**

He cleans the house and plays guitar,
takes a shower, drives the car.
It's just a typical day.
He watches TV all alone,
reads and sleeps, talks on the phone.
It's just a typical day.

(CHORUS)

I'm sorry.
Mr. Couch Potato's resting right now.
Can he call you back?
He usually lies down every day of the week,
and he always has to have a snack.
Now all his dreams are coming true.
He's making plans to be with you.
It's just a typical day.
He goes playing once a week.
He's at the theater as we speak!
It's just a typical day.

(CHORUS)

4:17/4:18

))) My Dream Vacation [Unit 7]

The ride was bumpy
and much too long.
It was pretty boring.
It felt so wrong.
I slept all night,
and it rained all day.
We left the road,
and we lost the way.
Then you came along
and you took my hand.
You whispered words
I could understand.

(CHORUS)

**On my dream vacation,
I dream of you.
I don't ever want to wake up.
On my dream vacation,
this much is true:
I don't ever want it to stop.**

The food was awful.
They stole my purse.
The whole two weeks went
from bad to worse.
They canceled my ticket.
I missed my flight.
They were so unfriendly
it just wasn't right.
So I called a taxi,
and I got inside,

and there you were,
sitting by my side.

(CHORUS)

You were so unusual.
The day was so exciting.
I opened up my eyes,
and you were gone.
I waited for hours.
You never called.
I watched TV
and looked at the walls.
Where did you go to?
Why weren't you near?
Did you have a reason
to disappear?
So I flew a plane
to the south of France,
and I heard you say,
"Would you like to perform?"

(CHORUS)

4:35/4:36

))) Anything Goes [Unit 8]

The shoe department's upstairs.
It's on the second floor.
Women's Casual is down the stairs,
there by the door.
This helpful store directory
shows every kind of clothes.
I look for the department where
it says anything goes.

(CHORUS)

**At home and when I travel,
I always like to wear
pajamas in the daytime
with a blazer and a pair
of socks on my fingers
and gloves on my toes—
anything goes.**

On the ground floor, there's a restaurant
and a photo studio,
so I take the escalator
down to the floor below.
There are turtlenecks and T-shirts.
There are cardigans and jeans
in every size and color.
They look comfortable and clean.

(CHORUS)

The salesperson says,
"Here you go.
Try it on.
That's not too bad.
Let me see if I can find you something
better."
Some people say that black clothes
are more flattering than white,
or they think that they look nicer
in the day or in the night.
Their clothes can't be too liberal
or too conservative.
If I love it, then I wear it.
That's the way I want to live.

(CHORUS)

5:18/5:19

))) Five Hundred Ways [Unit 9]

You could take the bus,
or you could take the train.
You could take the ferry,
or you could take a plane.
Baby, it's a small world,
when all is said and done.
We have so many options,
the question is, which one?

(CHORUS)

**There are five hundred ways to get here.
What are you going to do?
You could get a one-way ticket to see me.
I'm waiting here for you.**

You should really hurry.
When are you going to call
and make your reservation?
You could miss them all.
And do you know how long
you are going to stay?
You could come and be with me
forever and a day.

(CHORUS)

Follow me.
Follow me.
Yes, you can follow me.
You have my phone number,
and you have my address.
Tell me, are you coming on
the local or express?

(CHORUS)

5:34/5:35

))) Shopping for Souvenirs [Unit 10]

I go to the bank at a quarter to ten.
I pick up my cash from the ATM.
Here at the store, it won't be too hard
to take out a check or a credit card.
The bank has a good rate of exchange,
and everything here is in my price range.
The easiest part of this bargain hunt
is that I can afford anything I want.

(CHORUS)

**Whenever I travel around the world,
I spend my money for two.
Shopping for souvenirs
helps me to be near you.**

I try to decide how much I should pay
for the beautiful art I see on display.
To get a great deal, I can't be too nice.
It can't hurt to ask for a better price.

(CHORUS)

Yes, it's gorgeous, and I love it.
It's the biggest and the best,
though it might not be the cheapest.
How much is it—more than all the rest?
I'll pass on some good advice to you:
When you're in Rome, do as the Romans do.
A ten percent tip for the taxi fare
should be good enough when you're staying
there.

(CHORUS)