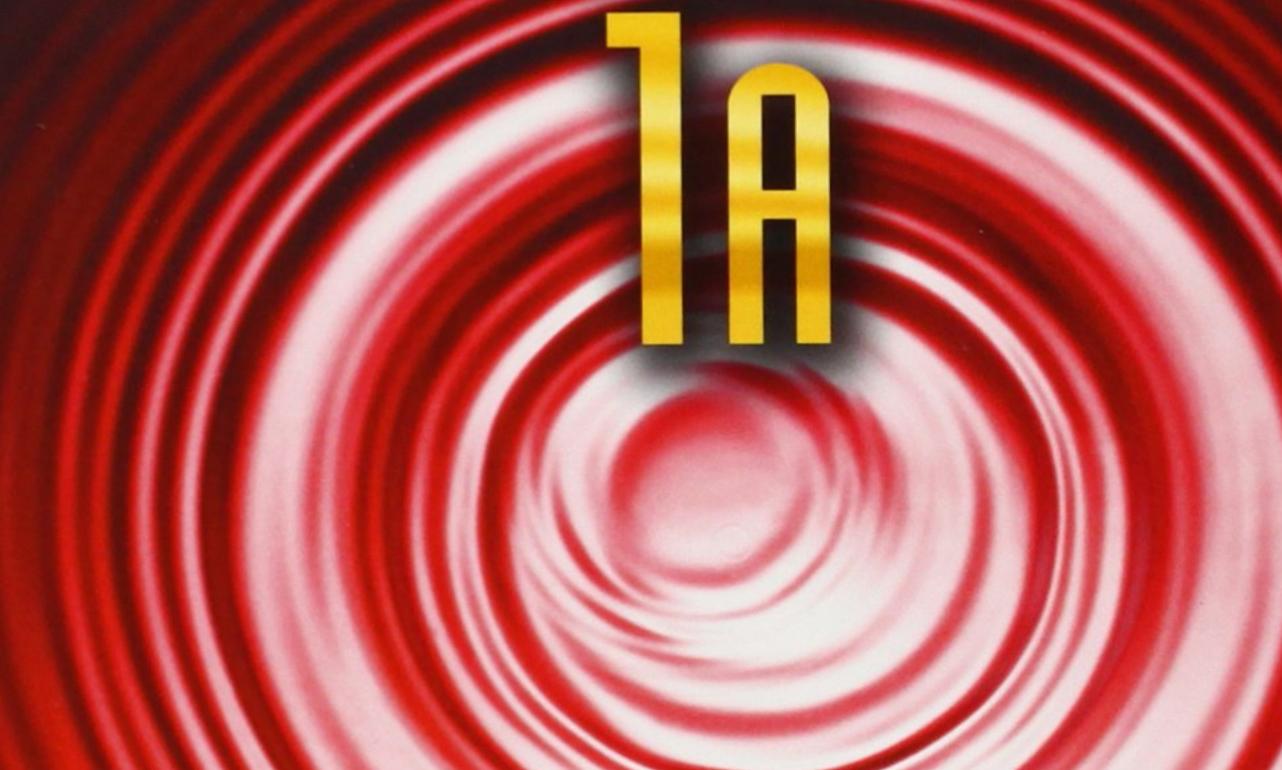
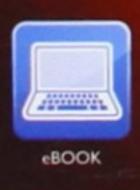
# SECOND EDITION

# TOP MOTCH

with ActiveBook



Joan Saslow - Allen Ascher





# SECOND EDITION

English for Today's World

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
] Getting Acquainted	Meet someone new     Identify and describe people     Provide personal information     Introduce someone to	Usage of formal titles Positive adjectives to describe people Personal information Countries and nationalities	<ul> <li>Information questions with <u>be</u> (review and common errors)</li> <li>Modification with adjectives (review)</li> <li><u>Yes / no</u> questions and short answers with <u>be</u> (review)</li> </ul>
page 2	a group		GRAMMAR BOOSTER
S			Be: usage and form (review)     Be: common errors     Possessive nouns and adjectives (review)
<b>2</b> Going Out	Accept or decline an invitation     Express locations and give directions	Music genres     Entertainment and cultural events     Locations and directions	Prepositions of time and place     Questions with When, What time, and Where (review)
page 14	Make plans to see an event	Hoy been year	GRAMMAR BOOSTER
page 14	Talk about musical tastes		Prepositions of time and place: usage
<b>7</b> The Extended Family	Report news about relationships     Describe extended families     Compare people     Discuss family cultural traditions	<ul> <li>Marital status</li> <li>Relatives by marriage</li> <li>Describing similarities</li> <li>and differences</li> </ul>	The simple present tense (review): Affirmative and negative statements Yes / no questions Information questions Common errors
page 26			GRAMMAR BOOSTER
			The simple present tense: Usage, form, common errors Questions with Who
4 Food and Restaurants	<ul> <li>Ask for a restaurant recommendation</li> <li>Order from a menu</li> <li>Speak to a server and pay for a meal</li> <li>Discuss food and health</li> </ul>	<ul> <li>Parts of a meal</li> <li>Categories of food and drink</li> <li>Communicating with a waiter or waitress</li> <li>Adjectives to describe the healthfulness of food</li> </ul>	<ul> <li>There is and there are with count and non-count nouns</li> <li>Anything and nothing: common errors</li> <li>Definite article the: usage</li> </ul>
page 38		The state of the s	GRAMMAR BOOSTER
W21			Non-count nouns: usage, expressing quantities How much / How many Count nouns: Spelling rules Some and any
5 OAW	<ul> <li>Suggest a brand or model</li> <li>Express frustration and sympathy</li> </ul>	Electronic products     Household appliances     and machines	The present continuous (review): Actions in progress and future plans
Technology	<ul> <li>Describe features of products</li> <li>Complain when things</li> </ul>	Features of manufactured products	Statements and questions
and You page 50	don't work	Ways to state a problem     Ways to sympathize     Positive and negative adjectives	The present continuous: form and spelling rules

Conversation Strategies	Listening/ Pronunciation	Reading	Writing
<ul> <li>Begin responses with a question to confirm</li> <li>Use <u>Let's</u> to suggest a course of action</li> <li>Ask personal questions to indicate friendliness</li> <li>Intensify an informal answer with <u>sure</u></li> </ul>	Listening Skills:  Listen for details  Infer information  Pronunciation:  Intonation of questions	Texts:  • An enrollment form  • Personal profiles  • A photo story  Skills/strategles:  • Infer information  • Scan for facts	Task: Write a description of a classmate  WRITING BOOSTER  Capitalization
<ul> <li>Use Really? to express enthusiasm</li> <li>Provide reasons to decline an invitation</li> <li>Use Too bad to express disappointment</li> <li>Repeat with rising intonation to confirm information</li> <li>Use Thanks, anyway to acknowledge an unsuccessful attempt to help</li> </ul>	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 essa about one's musical tastes  WRITING BOOSTER  • The sentence
Use Actually to introduce a topic Respond to good news with Congratulations! Respond to bad news with I'm sorry to hear that Use Thanks for asking to acknowledge an inquiry of concern Use Well 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 and or but
<ul> <li>Use <u>Could you?</u> to make a polite request</li> <li>Use <u>Sure</u> to agree to a request</li> <li>Clarify a request by asking for more specific information</li> <li>Indicate a sudden thought with <u>Actually</u></li> <li>Use <u>I'll have</u> to order from a server</li> <li>Increase politeness with <u>please</u></li> </ul>	Listening Skills:  Listen to take notes  Infer the location of a conversation  Listen to predict  Pronunciation:  The 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: and, in addition
<ul> <li>Use Hey or How's it going for an informal greeting</li> <li>Use What about? to offer a suggestion</li> <li>Use Really? to indicate surprise</li> <li>Use You know to introduce a topic</li> <li>Express sympathy when someone is frustrated</li> </ul>	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
G Staying in Shape page 62	<ul> <li>Plan an activity with someone</li> <li>Talk about habitual activities</li> <li>Discuss fitness and eating habits</li> <li>Describe someone's routines</li> </ul>	Physical activities     Places for physical activities     Frequency adverbs: expansion	Can and have to: 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
<b>7</b> 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 be (review): statements and questions The simple past tense (review): statements and questions Regular and irregular verb forms  GRAMMAR BOOSTER The past tense of be: explanation of form The simple past tense: more on spelling, usage, and form
Shopping for Clothes page 86	<ul> <li>Shop and pay for clothes</li> <li>Ask for a different size or color</li> <li>Navigate a mall or department store</li> <li>Discuss clothing do's and don'ts</li> </ul>	<ul> <li>Clothing departments</li> <li>Types of clothing and shoes</li> <li>Clothing that comes in "pairs"</li> <li>Interior store locations and directions</li> <li>Formality and appropriateness in clothing</li> </ul>	Uses of object pronouns     Object pronouns: common errors     Comparative adjectives      GRAMMAR BOOSTER     Direct and indirect objects: usage rules     Spelling rules for comparative adjectives
<b>9</b> Taking Transportation <sub>page 98</sub>	Discuss schedules and buy tickets     Book travel services     Understand airport announcements     Describe transportation problems	<ul> <li>Kinds of tickets and trips</li> <li>Travel services</li> <li>Airline passenger information</li> <li>Flight problems</li> <li>Transportation problems</li> <li>Means of public transportation</li> </ul>	Modals should and could: statements and questions     Be going to to express the future: review and expansion  GRAMMAR BOOSTER      Modals: form, meaning, common errors     Expansion: future actions
10 Shopping Smart page 110	<ul> <li>Ask for a recommendation</li> <li>Bargain for a lower price</li> <li>Discuss showing appreciation for service</li> <li>Describe where to get the best deals</li> </ul>	Financial terms     How to bargain     How to describe good and bad deals	Superlative adjectives Too and enough: usage and common errors  GRAMMAR BOOSTER Superlative adjectives: usage and form Comparatives (review) Usage: very, really, and too

Conversation Strategies	Listening/ Pronunciation	Reading	Writing
<ul> <li>Use Why don't we? to suggest an activity</li> <li>Say Sorry, I can't to apologize for turning down an invitation</li> <li>Provide a reason with have to to decline an invitation</li> <li>Use Well, how about? to suggest an alternative</li> <li>Use How come? to ask for a reason</li> <li>Use a negative question to confirm information</li> </ul>	Listening Skills: Infer meaning Infer information Listen for main ideas Listen for details Apply and personalize information  Pronunciation: Can / can't The third-person singular -s	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 abo health and exercise hale  WRITING BOOSTER  Punctuation of statement and questions
<ul> <li>Say Welcome back! to indicate enthusiasm about someone's return from a trip</li> <li>Acknowledge someone's interest with Actually</li> <li>Decline an offer of assistance with That's OK. I'm fine.</li> <li>Confirm that an offer is declined with Are you sure?</li> <li>Use Absolutely to confirm a response</li> <li>Show enthusiasm with No kidding! and Tell me more</li> </ul>	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 a a vacation  WRITING BOOSTER  • Time order
Use Excuse me to indicate you didn't understand or couldn't hear Use Excuse me to begin a conversation with a clerk Follow a question with more information for clarification Acknowledge someone's assistance with Thanks for your help Respond to gratitude with My pleasure	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 lett explaining what cloth to pack  WRITING BOOSTER  Connecting ideas with because and since
<ul> <li>Use <u>I'm sorry</u> to respond with disappointing information</li> <li>Use <u>Well</u> to introduce an alternative.</li> <li>Use <u>I hope so</u> to politely respond to an offer of help</li> <li>Use <u>Let me check</u> to buy time to get information</li> </ul>	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/strategles: Make decisions based on schedules and needs Critical thinking	Task:  • Write two paragraphs trips  WRITING BOOSTER  • The paragraph
<ul> <li>Use <u>Well</u> to connect an answer to an earlier question</li> <li>Use <u>How about?</u> to make a financial offer</li> <li>Use <u>OK</u> to indicate that an agreement has been reached</li> </ul>	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	• Write a guide to your including information where to stay, visit, ar   **WRITING BOOSTER**  • Connecting contradic ideas: even though, however, on the other includes and includes in the state of the

# 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 <u>own</u> 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

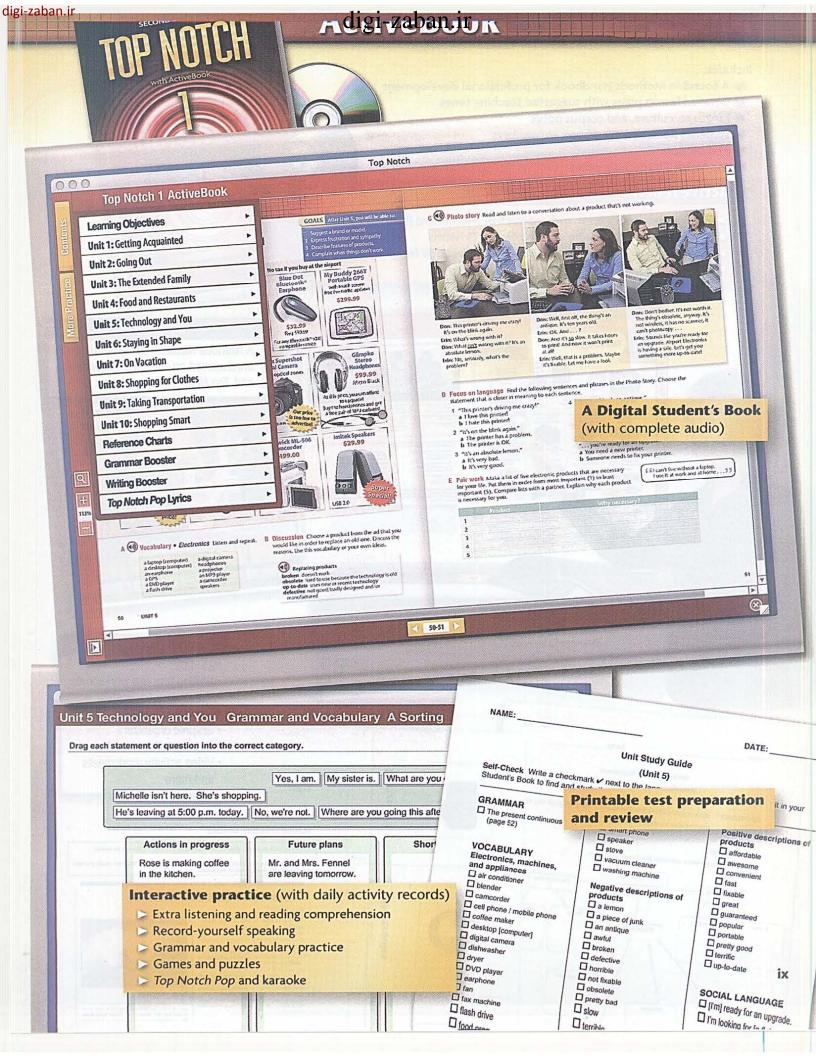
Students actively work with a rich vocabulary of high-frequency words, collocations, and expressions in all units of the Student's Book. Clear illustrations and definitions clarify meaning and provide support for independent study, review, and test preparation. Systematic recycling promotes smooth and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



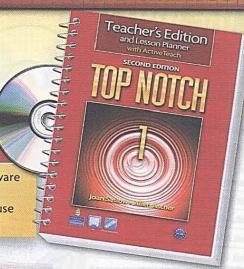
# The Teacher's Edition and Lesson Planner

- 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

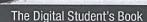
Technology and You



#### Top Notch TV

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





With zoom, write, highlight, save and other IWB tools.

#### Printable Extension Activities

#### Including:

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

NAME.

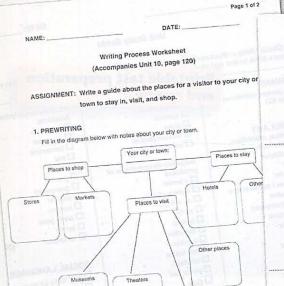
Learning Strategy (Unit 6, page 70, Reading)

READING STRATEGY: skimming

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

#### When You Think You Can't . . .





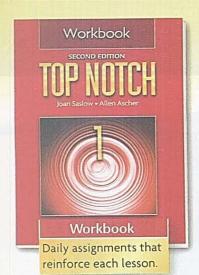








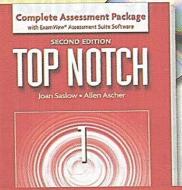
# Other components





#### Classroom Audio Program

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



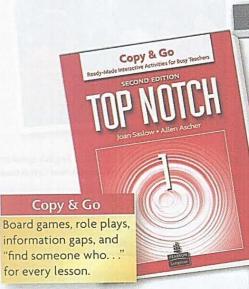
#### Complete Assessment Package

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



#### Full-Course Placement Tests

Choose printable or online version.



| Marticity 17 GROUP WORK - Board game
| Water S- LESSON 1
| Trend Lamour | Marticity | Ma



# Www.mytopnotchlab.com | The provided of the period of post top with the newspaper concert listings. Then complete the chart. | Lattin | Music | Marc Anthony | An attendor of post top with the period of the best post top acceptances today | Covert period of 12-45 P.M. | Al fired Brendel | Post top acceptances today | Covert period of 12-45 P.M. | Inches to a 510. | Covert period of 12-45 P.M. | Inches to a 510. | Covert period of 12-45 P.M. | Inches to a 510. | Inches to a 543. | Inc

#### 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

# **Getting Acquainted**

Preview

GOALS

After Unit 1, you will be able to:

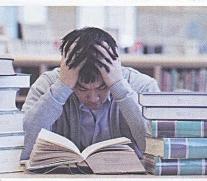
- 2 Identify and describe people.
- 3 Provide personal information.
- 4 Introduce someone to a group.

Why are you studying English?



to do business





to travel



Did You Know?

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



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

other:

Please	complete	the	form.
--------	----------	-----	-------

Mrs. Mr. Title:

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?

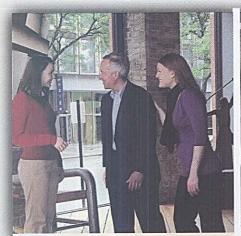
..... to study?

..... to get to know people?

..... to travel?

..... (other reasons)

C (3)) 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

(ii)) Formal titles

not given names.

Women

Use titles with family names,

Ms. Grant NOT Ms. Suzy

Mrs. (married) Miss (single)

Ms. (married or single)

Sam.

1:03

Men

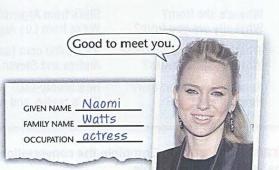
Mr.



- 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.



- 1 Nice to meet you, too, ......
  - a Mr. Jerry
  - b Mr. Rivera
  - c Ms. Rivera
- F Role play Imagine your partner is a famous person. Introduce your partner to the class. Use formal titles.



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

**6 6** I'd like you to meet Jerry Rivera. Mr. Rivera is a singer. 9 9

GOAL

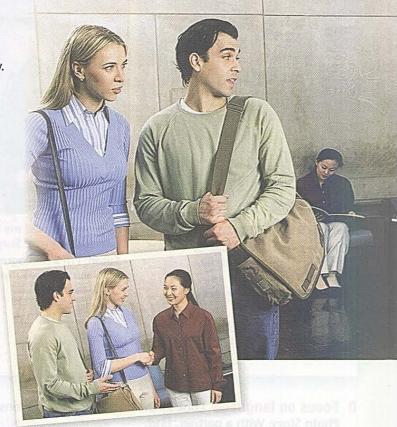
# Meet someone new

#### CONVERSATION MODEL

- ▲ ◄») 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 ()) 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? Who are they?

Where's she from? What city are you from?

What's his e-mail address? What are their names?

How old is your brother? How old are they?

She's Ms. Nieto.

They're my classmates.

She's from Argentina. We're from Los Angeles.

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

Andrea and Steven.

He's twenty-six.

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

Contractions

Who's = Who isWhere's = Where is

l'm = lamhe's = he isWhat's = What is

you're = you are we're = we are she's = she is they're = they are

it's = it is

#### 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.

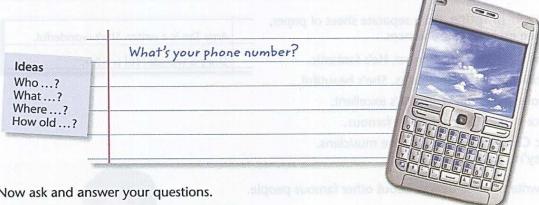
A: ..... he from?

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.



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: ......



Introduce people This is \_\_\_.

I'd like you to meet \_ I'd like to introduce you

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.

5

GOAL

# Identify and describe people

#### GRAMMAR

Modification with adjectives: Review

Adjectives describe nouns and pronouns. They can go after the verb <u>be</u> 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.

Amy Tan is a writer. She's wonderful.

She's a wonderful writer.

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

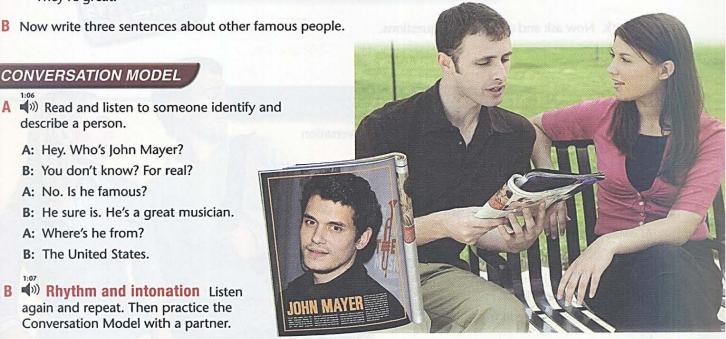
- 1 Juan Luis Guerra is a singer. He's fantastic.
- 2 Penélope Cruz is an actress. She's beautiful.
- 3 Zhong Biao is an artist. He's excellent.
- 4 Alice Waters is a chef. She's famous.
- 5 Eric Clapton and Jeff Beck are musicians. They're great.

## **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?

Is she Chinese?

Is your nickname Josh?

Are you and Tom students?

Are they famous?

Yes, I am.

Yes, she is.

Yes, it is.

Yes, we are.

Yes, they are.

No, I'm not.

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

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

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

#### Be careful!

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

Positive adjectives

beautiful great

excellent famous

handsome

wonderful fantastic

terrific

#### GRAMMAR BOOSTER > p. 124

- Yes / no questions: usage and
- Common errors

- A Find the grammar Find two information questions and one <u>yes</u> / <u>no</u> question with <u>be</u> 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?

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, ...... Sanadian postulation and selection and selec

6 A: ...... you a musician?

B: Yes, ..... a violinist.

#### PRONUNCIATION

#### Intonation of questions

- A (1) Use rising intonation in <u>yes</u> / <u>no</u> questions. Use falling intonation in information questions. Read and listen. Then listen again and repeat.
  - 1 Is this his e-mail address?

3 What's his e-mail address?

2 Are they from Canada?

- 4 Where are they from?
- **B Pair work** Write three <u>yes</u> / <u>no</u> questions and three information questions with <u>be</u>.

  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: .....

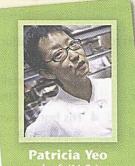
**C Change partners** Practice the conversation again. Talk about other famous people.



Javier Bardem actor (Spain)



Bob Dylan musician (U.S.)



Your	own	famous	person

adjective to describe the person

GOAL

# Provide personal information

#### **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.

**6** € What's your birthplace? ""

# (3)) Countries and nationalities

Country
I'm from Japan.
She's from China.
She's from Canada.
They're from Argentina.
He's from the U.K.
We're from Turkey.

Nationality
I'm Japanese.
She's Chinese.
She's Canadian.
They're Argentinean.
He's British.
We're Turkish.

See page 122 for a more complete list.

#### LISTENING COMPREHENSION

A (iii) Listen for details Listen to each conversation and write each person's nationality and occupation. Then check <u>yes</u> or <u>no</u> to indicate whether the person has a nickname.

	Nationality	Occupation	Nickname?	
1			□yes □no	
2			□yes □no	
3			□yes □no	
4			□ yes □ no	JAVA WISUAL BASIC
			hodermarni salakara	
	Destruffició i syff dor)			a computer programmer
	Welcome to	The Portion of the Parket	SALE	
	40			Joob uor sa
		A A		A THE COLOR
	an interpreter	a graphic designer	a salesperso	n on

- B (iii) Infer information Now listen to each conversation again and complete each statement.
  - 1 He grew up in ......
    - a Ankara b London c Izmir
- 3 She's originally from ......
  - a Buenos Aires b l
- 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

.....:lism-3 Hometown: Maracaibo Age:

Nationality: Venezuelan Occupation: ....

**Иіскпате:** Расо Name: Francisco Pastor



E-mail: rohira@unet.com.jp

Hometown: ..... Mationality: ..... Age: 42

Occupation: .....

Name: Riko Ohira



.....:iism-3 Hometown: Rome Nationality: Italian 

Occupation: writer Name:

E-mail: .... Age: 24

Birthplace: Liverpool Wationality:

Occupation: photographer Nickname: .....

Name: ....



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

**BARTNER B** 

4

GOAL

# Introduce someone to a group

#### **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 <u>English</u> 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 Rüti, 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.

- 1 ..... are in English at Ms. Marques's company in Brazil.
  - a E-mails

- c Phone calls
- **b** Meetings
- d E-mails, meetings, and calls
- 2 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
- 3 Mr. Stolze probably uses English with people
  - 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.

1700	Ms. Marques	Mr. Yuan	Mr. Stolze
Occupation	ende skierikije Kalenski incom	ning compr write each o	dall 6 A
Lives in			
Hometown	a	Sonia Pere	
Married?	☐ yes ☐ no	☐yes ☐ no	□yes □ no

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

#### Introduce someone to a group NOW YOU CAN

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



Name: Evelyne 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

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

Name:	
Nickname:	
Occupation:	100
Hometown:	300
Birthplace:	
Age:	
Favorite actor:	
Favorite sport:	
Other:	



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 c	alls him
He's originally from	, but actually
he was born in	view to meet you.
Mr. Méndez is yea	
itai paivollai eri Ebulari .	Iterslewed on page 11

Group work Introduce your partner to your classmates.

3	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



grammar · vocabulary · listening reading · speaking · pronunciation

(in) Listening comprehension Listen to the conversations. Then listen again and write each person's occupation and nationality.

	Name	Occupation	Nationality	No.	
1	George Detcheverry		of nation by a	ge dasania	
2	Sonia Pereira	Hometown	almoun dilla dilland	Polish French	Brazilian Australian
3	Mark Zaleski			Terici	Australian
4	Marjorie Baxter	down mop	My paginh aut 3	States	a the United

- B Complete each statement.
  - 1 We're from (China / Chinese).
  - 2 He's (Australia / Australian).

  - 4 My friend is (Uruguay / Uruguayan).
- 5 We're from (Japan / Japanese).
- 6 They're (Chile / Chilean).
- 3 She's from (Italy / Italian). 7 My neighbors are from (Korea / Korean).
  - 8 We're (Mexico / Mexican).
- 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 JOHN CANADA.

"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

**Top Notch Pop** "It's Nice to Meet You" Lyrics p. 149

last name is Hughes. He is twenty ...

#### WRITING BOOSTER + p. 142

- Capitalization
- Guidance for Exercise D

12

# UNIT

# **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**

#### **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



• 0 0 0





Blues



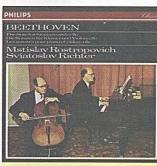
Opera



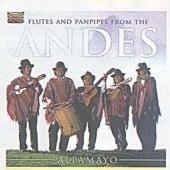
Pop



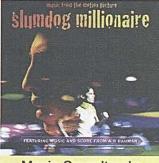
**Country Music** 



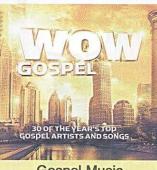
Classical Music



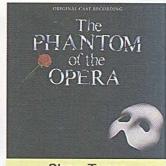
Folk Music



Movie Soundtracks



Gospel Music



**Show Tunes** 

4 Þ

- 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 (1) 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 Sto	ory 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

🕻 🖟 Sara says, 'Just downloading some new songs." "

- b buying tickets for a concert on the Internet
- 2 What does Meg want to do? a download music from the Internet is a second of the
  - 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

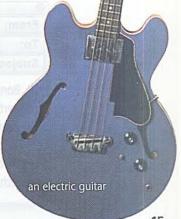
b at the gym before the show

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

..... blues ..... country ..... movie soundtracks ...... classical ..... opera gospel gospel ..... other ..... ..... pop

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

**66** Who chose folk as their favorite? **99** 



LESSON 1

# GOAL

# Accept or decline an invitation

# CONVERSATION MODEL

A (3)) 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 (n) 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



# Prepositions of time

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

on Saturday on June 7<sup>th</sup>

on Monday, May 3<sup>rd</sup> on Tuesday morning

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 Fifth Avenue on the corner

on the corner on the street on the left

in Movi

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

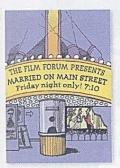
Grammar practice Complete the e-mail message with prepositions of time and place.

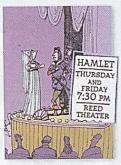
From:	jjlove@meltdown.net
To:	bonnie@vmail.com
Subject:	pop concert
like somet	Tuesday evening? There's a the Mellon Exhibit Space. Sounds hing really special with performers from all over the world. It starts 8:30. I'll be work until 6:00, but I could meet you the corner of Grand and Crane. We could have to eat before the concert. What do you think? —JJ

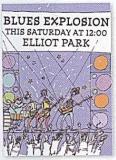
#### VOCABULARY

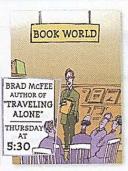
#### Entertainment and cultural events

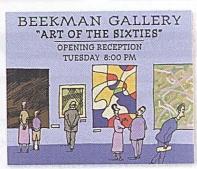
A (1)) Read and listen. Then listen again and repeat.











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 <u>When</u>, <u>Where</u>, and <u>What time</u>.

66 Where's the talk? 55
66 It's at Book World. 55

C (w) 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) 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 PM.

MUSIC

The Soul Brothers
The Supermarket, Fri. Midnight

John Grisham, writer Book Town, Mon. 8:00 PM.

Romeo and Juliet

The Bridge Theater, Every night 7:30 PM.

TALKS

PLAYS

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

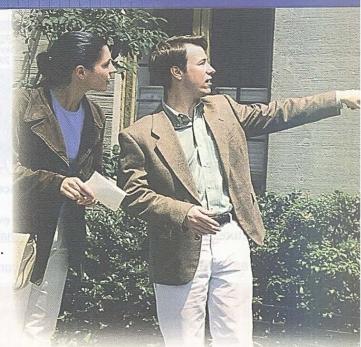
LESSON 2

GOAL

# **Express locations and give directions**

#### **CONVERSATION MODEL**

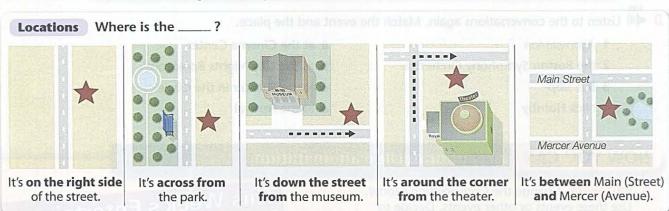
- A ♠ Read and listen to someone asking for and getting directions.
  - A: Excuse me. I'm looking for the National Bank.
  - B: The National Bank? Do you know the address?
  - A: Yes. It's 205 Holly Avenue.
  - B: Oh. Walk to the corner of First and Holly. It's right around the corner, across from the museum.
  - Or if you don't know . . .
  - B: The National Bank? I'm sorry. I'm not from around here.
  - A: Thanks, anyway.
- B (3)) Rhythm and intonation Listen again and repeat. Then practice the Conversation Model with a partner.

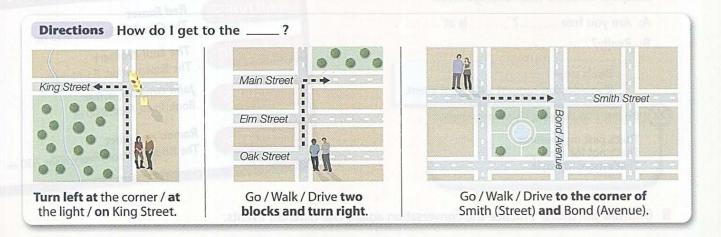


#### **VOCABULARY**

Locations and directions

A ◀<sup>1)</sup> Read and listen. Then listen again and repeat.





- B (1) 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. 66 My house is on Grove Street, between



OCEAN CITY

HUDSON

ATLANTIC

Dodd Street and Park Street. 33

#### PRONUNCIATION

Rising intonation to confirm information

A (\*)) 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.

#### **Express locations and give directions NOW YOU CAN**

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 ......

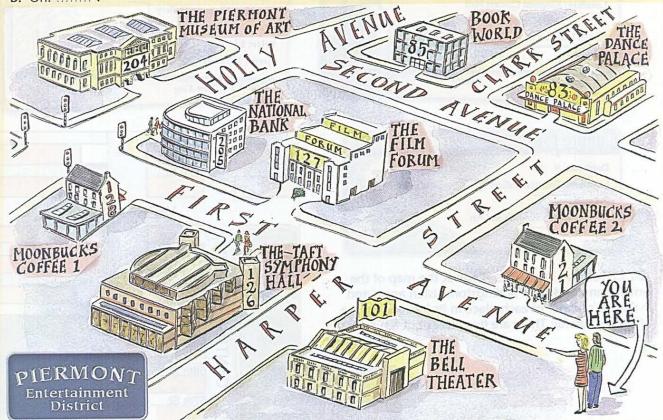
B: .....? Do you know the address?

A: Yes. It's ......

Don't stop!

Ask about other locations.

B: Oh. ......



B Change partners Ask about other locations and give directions.

LESSON

GOAL

# Make plans to see an event

#### **BEFORE YOU LISTEN**

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

#### LISTENING COMPREHENSION

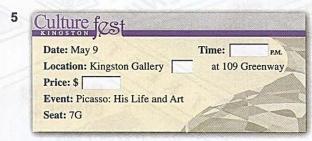
A (\*)) Listen for details Listen to people calling the Kingston Culturefest. Look at the tickets. Then listen again and complete the information in the boxes.

Culture fest		
Classic Film S	eries	COOL
Date: May	Time:	P.M.
Location: Lamont Theater	66th Street	
Price: \$		

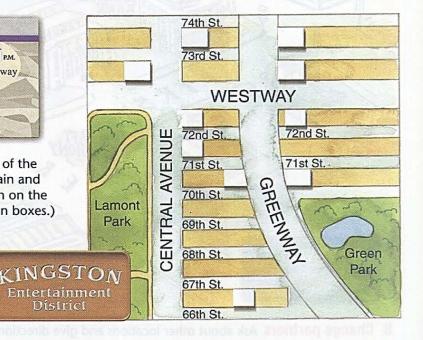
Date: May Time: P.M.
Location: Natural History Museum at 110 Greenway
Price: free
Loc
Event: History of Latin Music Lecture/Concert
Seat:
Ev

Date: May		Time: 7:30 P.M.
Location: Kings	ton Concert Hall	
3600	Central Avenue	4 4 6
Event: Ludacris	Hip-Hop Series	
Price: \$	Seat:	





B (3) 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.)



#### **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
	DUREALT FROM	SFORE Y
TO WILLIAM Not Emperor	orient admirant in president in the second	

#### **Kingston Post**

# THIS WEEK At the KINGSTON Culture for

			77.17			
MON	TUES	WED	THURS	FRI	SAT	SUN
6	7	8	9	10	11	12
U	1	0		10	1.4	



The Dentist's Chair

<sup>66</sup> A Serious Play For Serious Theatergoers ""



Kingston Gallery 2 Friday and Saturday 8:00 P.M.

#### 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

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 Toccata 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



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 AM. 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.

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 \_\_

21

GOAL

# Talk about musical tastes

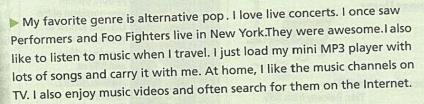
### BEFORE YOU READ

- 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?



#### 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



T F 4 Vlake per	Ms. Lim buys lots of CDs in stores. S	She says:  She says:
OW VO	OU CAN Talk about musica	On your ActiveBook Self-Study Disc: Extra Reading Comprehension Questions
electric markets are to be a	your ideas Fill out the survey about y	
	ISIC IN YOU;	
yes  2. What's  coul trac Lat  3. Who a  Why?  4. When wh	ou a music fan?  no s your favorite kind of music? Intry pop classical ditional folk blues in other are your favorite artists?  do you listen to music? Interest of the policy of the listudy of the lime I study of the lime I st	7. How many CDs do you own?  none 1-50 50-100 100-200 more than 200  What kinds of music?
B Pair w		out my partner
answers	Alacut man	out my partier
answers		er favorite music is pop, too.

#### 8

#### More Practice

#### ActiveBook Self-Study Disc

grammar · vocabulary · listening reading · speaking · pronunciation

# Review

A ♠ Distening 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 ♠)) Look at the chart and listen again. Circle the event if the person accepts the invitation.

	Kind of ever	nt	Time of	event
1				
2				
3				

Complete each conversation, based on the picture.



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.

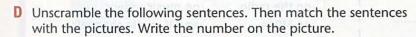
A: Sounds great! Meet you there ...... fifteen minutes?



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.



1 on Martine The bookstore Avenue Street is corner of and the Bank



3 around the street The movie is the theater corner and down

4 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



#### 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.



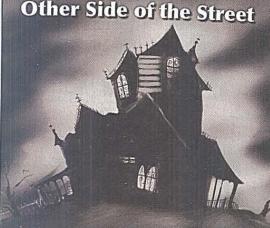
The Journal News- October 22

# Today's Entertainment

B16

# The House

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

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.

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.

**3** 

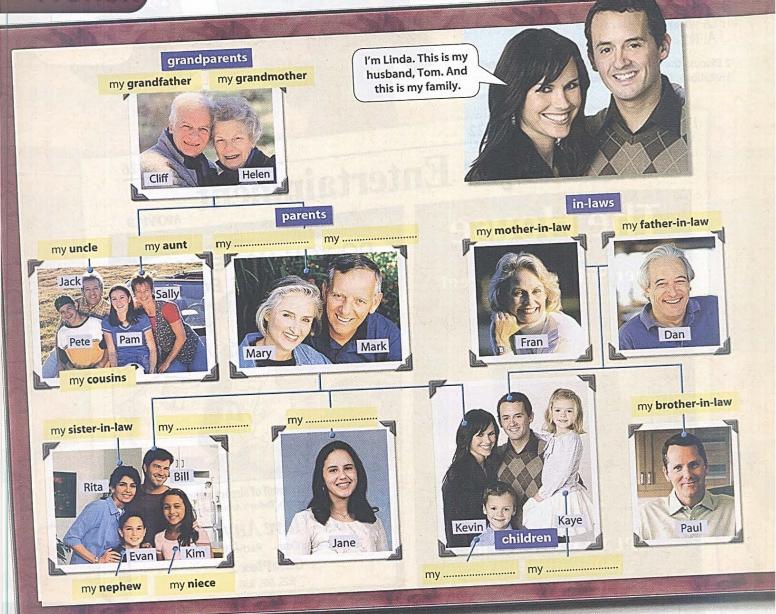
# **The Extended Family**

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.

Preview



- 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.

**6** € Who are Mary and Mark? **5** 5

€ € Rita. 99

66 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?\*

Jane: They are. My sister and her kids all live in Hong Kong.

E Think and explain Check <u>true</u>, <u>false</u>, or <u>no info</u>.

Then explain each answer, using information from the Photo Story.

		true	false	no info	
1	David is the husband of Anna's older sister.				66 He's lane's brother-in-
2	David and Laura have two children.				He's Jane's brother-in- not Anna's.
3	Jane is Laura's younger sister.				
4	Jane doesn't have any brothers.				
5	Jane has two nieces and one nephew.		en Dine	a Imemno	
6	Vicky, Nick, and Alex are Jane's cousins.				

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

I have	100	
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?

66 How many \_\_s do you have? ""

<sup>\*</sup>adopted: David and Laura aren't Michael's birth parents.

<sup>\*</sup>twins: Nick and Alex were born at the same time.

<b>Grammar practice</b>	Complete the questions and answer	s. 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 (1) 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.





#### 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.

Where does he / she live?  What does he / she do?		What	t's the news?	uestions: Rev
What does he / she do?	What does he / she do? Other information:	-olds	east odW life	es es
Parent Control of the	Other information:	Whe	re does he / she	live?
Other information.		Wha	t does he / she d	lo?
Other Information:	present touse	Othe	er information:	Power
good news bad news			got married got engaged	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.
  - A: ......

#### Don't stop!

- Ask <u>yes</u> / <u>no</u> 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.

LESSON

GOAL

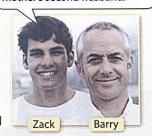
## **Describe** extended families

#### **VOCABULARY**

#### Other family relationships

A (\*)) Read and listen. Then listen again and repeat.

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



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

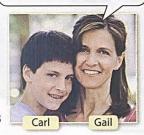


Jim is my stepbrother. His mother married my father.

Kayla is my stepsister.



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



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



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

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.

66 Carl's stepmother is Gail. ""

C (3) Listening comprehension Listen to the speakers and infer the relationships.

Use the Vocabulary to complete each statement. Listen again if necessary.

4 Leo is his ......

5 Hank is her ......

2

#### 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. 4 A: ..... your cousins live? 1 A: ..... nieces and nephews B: One ...... in Thailand. And the other .....? ..... in Norway. B: Three. My sister ...... two girls, and my brother ..... a boy. A: Wow! ..... you see them? B: They come home once a year. 2 A: My stepfather ...... in a restaurant. B: Really? ...... he ......? 5 A: Where ...... your uncle ......? B: He ...... at the hospital around the corner. A: He's the chef and manager. A: ..... your aunt ..... there, too? 3 A: My sister ...... with her family in Dublin. B: No, ..... She's a homemaker. B: Dublin? ..... kids ..... she have?

#### **CONVERSATION MODEL**

2:10

A (1)) Read and listen to people describing their families.

A: I have two nephews, both adopted.

- 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 (\*) Rhythm and intonation Listen again and repeat. Then practice the Conversation Model with a partner.



On my mother's side . . .

### NOW YOU CAN Describe extended families

A	<b>Notepadding</b> List relationships on the	your extended family notepad.	On my father's side
В	Pair work Persona Model. Then change	alize the Conversation ————————————————————————————————————	per, write six sentences descril in
	A: Do you come fr	om a large family?	EVSION: Jene 1
	B: I have		
	A: What about	?	of the statements that are to be
	B: Well, I have	on my 's side.	
	And	Don't stop! Ask for more inform  Tell me about your [aunts].  Does she? / Do they?  Is she / Are they [single]?	
		What? Who Where? How oft When? How ma	en ?

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

LESSON 3

GOAL

# Compare people

#### **BEFORE YOU LISTEN**

A (iii) Vocabulary • Similarities and differences Read and listen. Then listen again and repeat.



alike. the same. We look

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

Both of us

like folk music.



We don't look alike. look different.



We wear different clothes. We like



he likes classical. I like folk music, but 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 (iii) Identify similarities and differences Listen to Lucille Kennedy talk about herself and her sister, Laura. Check the statements that are true. Explain your answers.

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



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	sports preferences
Command Setmant	en et aut in an prophilippe de la formation de
musical tastes	families

# PRONUNCIATION

# Blending sounds

N) Read and listen. Pay attention to the blended sounds in does she and does he. Then listen again and repeat.

/dn/i/

/dnzi/

1 Does she have any stepchildren?

Does he live near you?

/dNi/

/dnzi/

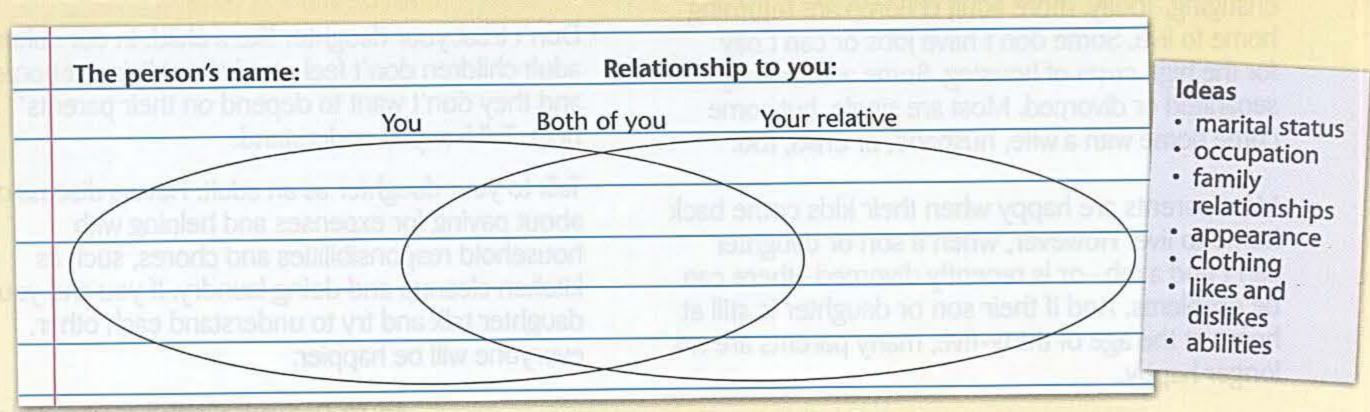
2 How many stepchildren does she have?

4 Where does he live?

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

### Compare people **NOW YOU CAN**

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



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? are both single.

2 According to econdecording to M

GOAL

# Discuss family cultural traditions

#### **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

- 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?
- 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.

- 1 The parents are worried because their daughter ......
  - a wants to move into their home
- c doesn't want to leave their home
- b wants to move away from their home
- d doesn't want to come home
- 2 According to the article, most North Americans expect children to move out of their parents' home when they .......
  - a reach the age of eighteen
  - **b** finish college

- c find a job
- d get married

back home.  They don't have they get divorce. They can't affor. They feel good. They want to do.  OW YOU CAN  Frame your ideas	d housing. about living with their parents. epend on their parents.  Discuss family cultural Complete the survey about adulpare answers with a partner.	2 What are Mr. Brott's suggestions to the lattier:  ☐ 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  traditions
1 At what as	ge do children usually leave	How do parents feel when their adult children are living at home?
	our country?	
☐ between		<ul><li>They're very happy.</li><li>They're very worried.</li></ul>
☐ between		☐ They don't think about it.
between 26 and 30		☐ They don't want them to stay.
□ over 30		Other
☐ It deper	nds on their marital status.	
	the reasons adult children ave home?	What do adult children usually do when they live at home?
☐ They ge	t a job.	They help with the chores.
☐ They ge	et married.	$\square$ They help pay for expenses.
☐ They go	away to study.	☐ They look for a job.
☐ They don't want to depend on their parents. ☐ Other		$\square$ They look for a new place to live.
		Other
Notepadding W your country and What's the sa	those Armin Brott describes.	es between family cultural traditions in  What's different?
vyriat s. trie. same:		By Coursins? Yes, I do. I have seven.  5. At: Where
	<u> </u>	B: My brother lives near me.
- DESIGNATION OF THE PARTY OF T		ils Children? Yes. My sister has two daughters.
The Colors of the Africa of th	distribution of store	Ville about how they are similar and how they are differ
to a visitor to you	ow imagine that you are speaking or country. Explain the family or in your country about adult	Text-mining (optional) Underline language in the Reading on page 34 to use in the Group Work. For example: "Most parents are happy when"

# Review



#### **More Practice**

ActiveBook Self-Study Disc

grammar · vocabulary · listening reading · speaking · pronunciation

A (\*)) 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.	
	1 Larry doesn't have any brothers or sisters. He's an	and the state of t
	2 Bob's brother is Ron. They have the same birth date. They are	THE SECTION IN COLUMN
	3 Jun's brother has two daughters. They are Jun's	
	5 Hariko's father has five nieces and nephews. They are Hariko's	
	6 Jill's father married Wendy's mother. Jill's father is Wendy's	
	7 Julie and Brett are divorced. Brett is Julie's	
	8 Teresa's mother has two brothers. They are Teresa's	
C	Complete the questions. Use the simple present tense.	
	1 A: Wheredol sycl doct yet?	.vaula ? yaws op yant —
	B: My brother lives in Cuzco, Peru.	
	2 A: What	75d(0 C)
	B: My sister's a nurse.	
	3 A: How many	lotapadding Write some simila
	B: I have two sons and a daughter.	
		2
	4 A:	
	B: Cousins? Yes, I do. I have seven.	
	5 A: Where	?
	B: My brother lives near me.	
	6 A:	?
	B. Children? Yes My sister has two daughters	2:18/2:19

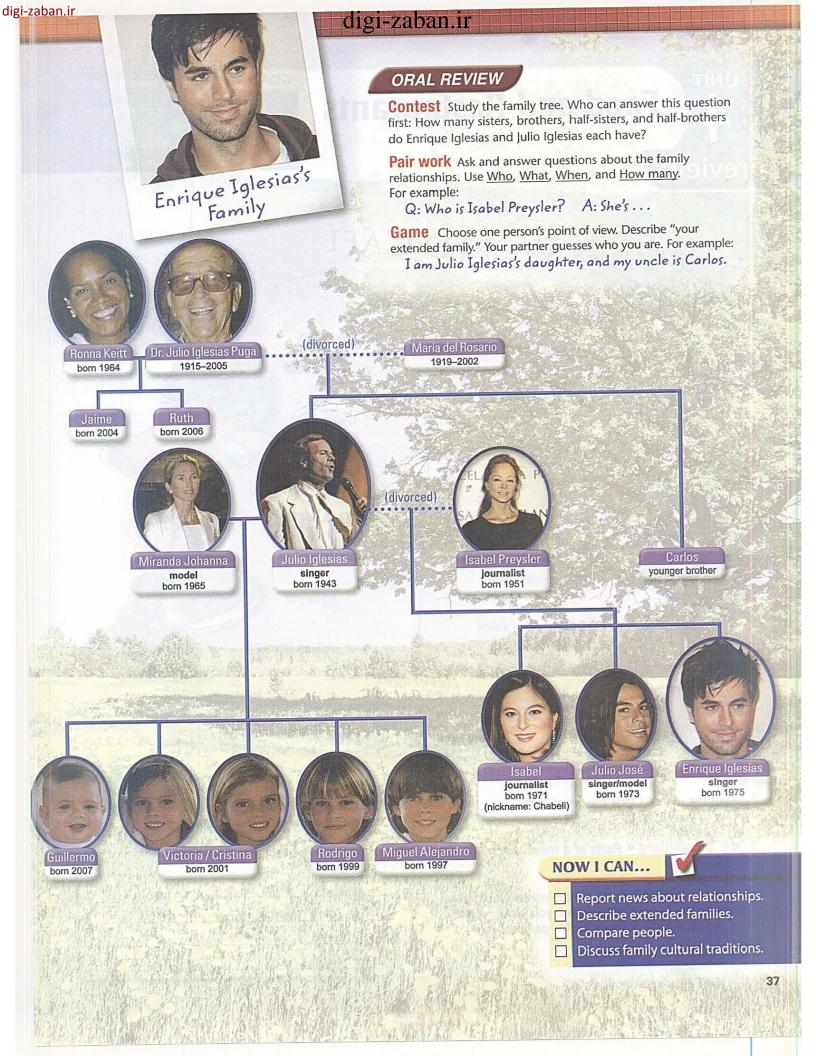
**D** Writing On a separate sheet of paper, compare two people in your family. Write about how they are similar and how they are different.

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

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

### WRITING BOOSTER • p. 143

- Combining sentences with <u>and</u> or <u>but</u> • Guidance for Exercise D





# **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



#### Entrées

Brazilian steak

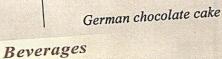
Grilled fish

Roast chicken



Ice cream

Apple pie



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	

E (3)) Photo story Read and listen to someone ordering food in a restaurant.

english for Today's World connecting people from different cultures and language backgrounds



Server:\* Are you ready to order? Or do you need some more time?

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?



Server: It comes with a salad. And there's also a choice of vegetables. Tonight we have carrots or grilled tomatoes.

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



Server: Certainly. And anything to drink?

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

\*Server = waiter (man) or waitress (woman)

Server: Portuguese speaker

F	Infer	meaning	Check the correct	answers.
---	-------	---------	-------------------	----------

- 1 What does the customer order?
  - ☐ an appetizer
  - □ an entrée
  - ☐ a dessert
  - ☐ a beverage

- 2 What does the entrée come with?
  - soup and salad
  - ☐ salad and dessert
  - ☐ carrots and grilled tomatoes
  - salad and carrots or grilled tomatoes
    - water
- **G Focus on language** Use the menu from the World Café. Complete each statement.
  - 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 ......
- H Pair work Read your statements to a partner. Your partner writes your order on the notepad. Then listen to and write your partner's statements.

D.	ate	Table	t Ch	T	19ck No. 2650
The state of the s	li Via	B 51 5	ia Alfv		
			AATTAO A		
+			Ta Tota		

LESSON

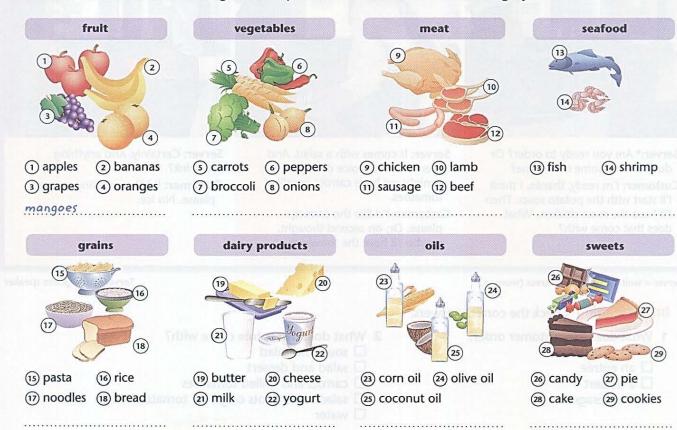
GOAL

# Ask for a restaurant recommendation

#### VOCABULARY

#### Categories of food

■ Read and listen. Then listen again and repeat. Add another food to each category.



- B Expand the vocabulary How many foods can you create? Combine foods. Follow the example.
  - 1 orange juice apple juice, mango juice
- 4 grilled fish .....
- 2 tomato onion salad .....
- 5 potato soup
- 3 apple pie .....

# 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?
		anything to eat in this house?
	I'm hungry.	

4 ..... eggs in the fridge. We could

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
		led cheese sandwich.

#### CONVERSATION MODEL

make an omelet.

- A (1)) 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 (3) Rhythm and intonation Listen and repeat. Then practice the Conversation Model with a partner.



### 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?

# Don't stop!

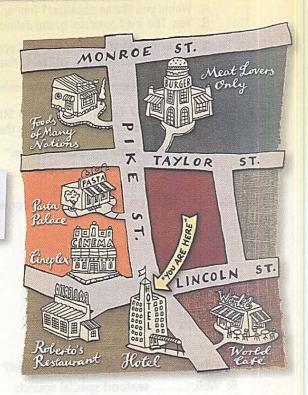
Use the map and give directions to the restaurant you recommended.

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

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



### GOAL

# Order from a menu

#### **CONVERSATION MODEL**

- A (1)) 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 (\*\*)) **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 a beverage

an appetizer

an entrée

GRAMMAR BOOSTER > p. 12

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.

			SECTION SEC	1	State of the last
PRO	a V.VIII	INF		in nd F	m Y. V All
I and m 1 9	# 1 V I B	A'A	W7 / _	ST HE A.	W A L W

The

- A ◀೨)) Compare the pronunciation of the before consonant and vowel sounds.

  Read and listen. Then listen again and repeat.
  - /ə/ (before consonant sounds)

the chicken

the soup

the hot appetizer

the fried eggs

/i/ (before vowel sounds)

the orange juice the onion soup

the apple juice the appetizer

the eggs

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

the egg salad

- ☐ the <u>apple</u> cake
- ☐ the <u>clam</u> soup☐ the <u>olive</u> oil☐

- ☐ the <u>Chinese</u> food ☐ the tomato sauce
- ☐ the <u>ice</u> cream ☐ the <u>chocolate</u> milk
- ☐ the grilled 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: ..... booh

Don't stop!

- A: I'd like ....., please.
- Order an appetizer or a soup.Order dessert.
- 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.

# Nelcome to

(name	of restaurant)	
-------	----------------	--

appetizers:

soup:

entrées:

beverages:

All entrées come with:

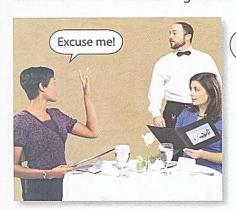
LESSON

GOAL

# Speak to a server and pay for a meal

#### BEFORE YOU LISTEN

Vocabulary • Communicating with a waiter or waitress Read and listen. Then listen again and repeat.













#### LISTENING COMPREHENSION

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.

- 1 ☐ We'll take the check, please.
  - ☐ Do you accept credit cards?
  - ☐ We're ready to order.
- 2 This isn't what I ordered.
  - ☐ We're ready to order. ☐ Is the tip included?
- 3 \( \text{No, thanks. We'll take the check, please.} \)
  - ☐ Is the tip included?
  - ☐ Do you accept credit cards?

- 4 ☐ Excuse me! This isn't what I ordered.
  - ☐ Excuse me! We're ready to order.
  - ☐ Excuse me! We'll take the check, please.
- **5** □ Excuse me!
  - ☐ We'll start with the seafood soup, please.
  - ☐ We'll take the check, please.
- B Pair work Decide what to say to the server in each conversation. Then practice the conversation.
  - 1 A: Oh, no! Have a look at this check!
    - B: I'm not sure we have enough money.
- 2 A: Oh, no! They brought us onion soup. We ordered the tomato soup.
- Excuse mel Do you accept credit cards?

  B: You're right. Excuse mel

- 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 of all Infinites day A will carding	_
salad Marianna Interiorii Verici	
main course	
beverage	
where to me in any and on the man	

# 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?

GOAL

# Discuss food and health

# **BEFORE YOU READ**

A (\*) Vocabulary • Adjectives to describe the healthfulness of food Read and listen. If then listen again and repeat.

healthy / healthful is good for you unhealthy / unhealthful is bad for you fatty / high-fat contains a lot of oil salty contains a lot of salt

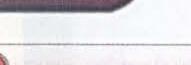
sweet contains a lot of sugar
high-calorie can make you fat or overweight
low-calorie is not going to make you fat

**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 Smarth 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:



- 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.

Skip the fries.

· 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.

- 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 meanings. Then, on a separate sh	the following words and phraect of paper, use the words to	ases in the Read write your owr	ing and match them with their sentences.
1 "veggies"	a the amount you eat at		
2 "side order"	<b>b</b> not choose		
3 "go for"	c vegetables		
4 "skip" or "avoid"	PERSONAL PROPERTY.		
5 "portion"	e something you eat with		rse
6 "option"	A TOTAL PROPERTY.		I think he's going to ask, "D
			7
B Infer information Which tips of cut down on calories? fat? salt? salt?	on the website can help you ugar? Explain how.		tiveBook Self-Study Disk: ing Comprehension Questions
	s food and health		66 French fries are not healthy. They're too fatty.
A Frame your ideas Write a Verite an X next to the foods you with a partner. Explain why so	ou think are not. Then discuss	your answers	661 agree. 33
		W.	
□ rice	☐ french fries	☐ hot peppe	rs ice cream
snacks: nuts, chips	☐ chicken	☐ salad	pasta with sauce
B Notepadding List other food		apan all in the	fount ool
	Unhealthy foods		
	salty foods, like		
ough cheese in the Indg Flat	Todom ste mont 6	Jumples in	the neighborhood?
Sunsm srlt	no Yune	m sill no chixa	d
C Discussion Now discuss for Suggest healthy eating tips. U		a silaw, sega (loods in your	Text-mining (optional) Underline more language in the Reading on page 46 to use in the Discussion. For example:
7		Verbs	"Have rather than"
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	skip / avoid / go light on / fill up on	cut out cut down on

ActiveBook Self-Study Disc

grammar · vocabulary · listening reading · speaking · pronunciation

Review

(in) 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
	11/25		
alexest El	Terresonal Co	800 km	

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

2 3 .....,.... Top Notch Pop 'The World Café" Lyrics p. 149

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

4: The base Li

- 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



UNIT S

# **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.

**Preview** 

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!



Reg \$39.99
For any Bluetooth® v2.0 compatible device



















A ◀<sup>™</sup> 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.



### C 13:04 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.

	Product	Why necessary?
1		
2		
3		
4		
5		

#### **CONVERSATION MODEL**

- A (\*)) 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 (\*)» Rhythm and intonation Listen again and repeat. Then practice the Conversation Model with a partner.



GRAMMAR

The present continuous: Review

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

**Actions in progress** 

Future plans

A: What are you doing right now?

A: What are you doing tomorrow? B: I'm buying a digital camera.

B: I'm looking for a laptop.

#### 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 <u>now</u> next to the statements or questions where the present continuous describes an action in progress. Write <u>future</u> next to those that describe a future plan.

What are you doing this weekend?
 I'm busy this morning. I'm answering e-mails.
 He's leaving in ten minutes. Hurry!
 Josh isn't home. He's shopping for a laptop.
 They're eating with us on Friday.
 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?

2 Are you buying a computer?

3 What time are you going?

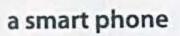
4 Is she looking for a new printer?

# VOCABULARY

# More electronics

N) Read and listen. Then listen again and repeat.







a cell phone / a mobile phone



a scanner



a photocopier a fax machine

It's really great.



- 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 ....... The old one is broken, and she listens to music while she's exercising. 2 A: Why ...... a ............?
  - 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 ......
- 4 A: ..... a new presentation, and she wants to use these pictures. B: She's welcome to use my ......
- 5 A: Is it possible to use your ..... for my son's birthday party?
  - B: Sure. What day? ..... it tomorrow at the school play. After that, you can have it.
- - B: A music video. Now that they have a ....., they watch all day!

# NOW YOU CAN Suggest a brand or model

it to move a file from my laptop to my desktop.

- 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?









oday only

Horizon

Model B308

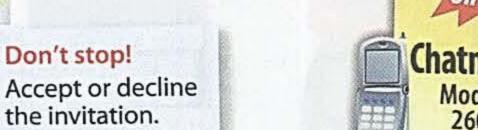




Are you free \_\_\_? I'd love to go, but I \_\_\_\_. I'm sorry, but I'm not free \_\_\_.

brands or models.

Change partners Discuss other products and suggest other



Model 2400

**Printmore** 

Model GX 200

LESSON 2

GOAL

# **Express frustration and sympathy**

#### **CONVERSATION MODEL**

A (\*)) 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 (\*)) Rhythm and intonation Listen again and repeat.
Then practice the Conversation Model with a partner.





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

17 a vacuum cleaner

#### **VOCABULARY**

#### Household appliances and machines

A (3:14) Read and listen. Then listen again and repeat.



13 a blender

14 a freezer

15 a refrigerator / a fridge

12 a dryer

11 a washing machine

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

cleaning or washing	For food preparation	For cooking	For storage
)) Listen to predict L	isten and write the name of the room will say. Check the box.	ne appliance. Then listen	again and
appliance:	<b>5</b> ap	pliance:	
☐ Is it fixable?☐ Sure. No problem.	☐ Ju:	st use a little more water. hink the machine is defec	ctive.
appliance:		pliance:	
<ul><li>It's an air-conditioner</li><li>It's a Cool Wave.</li></ul>		ah. I'm so glad I bought hink it's time for an upgr	
appliance:		pliance:s a lemon.	
☐ lt's not working? Tha ☐ About thirty, I think.	□ W	ow. That sounds great.	
		pliance: n sorry to hear that.	
☐ Oops! Sorry about th	at. 🗆 I'r	pliance: n sorry to hear that. ure. Just a second.	
□ Oops! Sorry about th □ Sounds great!	at.   I'r	n sorry to hear that. ure. Just a second.	
☐ Oops! Sorry about th☐ Sounds great!	at. 🗆 I'r	n sorry to hear that. ure. Just a second.	
Oops! Sorry about the Sounds great!  OW YOU CAN  Notepadding Think o	xpress frustration and	n sorry to hear that. ure. Just a second.  d sympathy	
TACIONALES DE SOCIALISMO DE LA COMPANSIONE DEL COMPANSIONE DE LA C	xpress frustration and	n sorry to hear that. ure. Just a second.  d sympathy  recorded to the sympathy	Brand
Oops! Sorry about the Sounds great!  OW YOU CAN  Notepadding Think o	xpress frustration and	n sorry to hear that. ure. Just a second.  I sympathy	
Oops! Sorry about the Sounds great!  OW YOU CAN  Notepadding Think o	xpress frustration and	n sorry to hear that. ure. Just a second.  d sympathy  recorded to the sympathy	Brand
Oops! Sorry about the Sounds great!  OW YOU CAN  Notepadding Think or don't work well. Write to	xpress frustration and five products and brands that them on the notepad.	n sorry to hear that. ure. Just a second.  d sympathy  recorded to the sympathy	Brand
Oops! Sorry about the Sounds great!  OW YOU CAN  Notepadding Think of don't work well. Write to Product  1 2	xpress frustration and five products and brands that them on the notepad.	n sorry to hear that. ure. Just a second.  d sympathy  recorded to the sympathy	Brand
Oops! Sorry about the Sounds great!  OW YOU CAN  Notepadding Think or don't work well. Write to Product  1 2 3	xpress frustration and five products and brands that them on the notepad.	n sorry to hear that. ure. Just a second.  d sympathy  recorded to the sympathy	Brand
Oops! Sorry about the Sounds great!  OW YOU CAN  Notepadding Think or don't work well. Write to the Product  1 2 3 4	xpress frustration and five products and brands that them on the notepad.	n sorry to hear that. ure. Just a second.  d sympathy  recorded to the sympathy	Brand
Oops! Sorry about the Sounds great!  OW YOU CAN  Notepadding Think of don't work well. Write to the Product  Product  1  2  3  4  5	xpress frustration and five products and brands that them on the notepad.  Brand	n sorry to hear that. ure. Just a second.  d sympathy  record a hair dryer	Brand Beautiful Hair
Oops! Sorry about the Sounds great!  OW YOU CAN  Notepadding Think or don't work well. Write to the Product  Product  1  2  3  4  5  Pair work Change the	xpress frustration and five products and brands that them on the notepad.	n sorry to hear that.  I sympathy  Product  1 a hair dryer  our own products and bra	Brand Beautiful Hair ands. Express frustration
Oops! Sorry about the Sounds great!  OW YOU CAN  Notepadding Think or don't work well. Write to the Product  Product  1  2  3  4  5  Pair work Change the	xpress frustration and five products and brands that them on the notepad.  Brand  Brand  e Conversation Model. Use you negative descriptions vocabular	n sorry to hear that. ure. Just a second.  d sympathy  Product  1 a hair dryer  our own products and bradlary from page 54. Then	Brand Beautiful Hair  ands. Express frustration change roles.
Oops! Sorry about the Sounds great!  Notepadding Think of don't work well. Write to don't work well.	xpress frustration and five products and brands that them on the notepad.  Brand  Brand  e Conversation Model. Use you negative descriptions vocabular	n sorry to hear that.  I sympathy  It Product  1 a hair dryer  Dur own products and brailary from page 54. Then	Brand Beautiful Hair  ands. Express frustration change roles.
Oops! Sorry about the Sounds great!  Notepadding Think of don't work well. Write to the Product  Product  Product  Product  A: Hi, How's in the How's in the Product to the Produ	xpress frustration and five products and brands that them on the notepad.  Brand  Brand  e Conversation Model. Use you negative descriptions vocabut going?'s not working again.	re. Just a second.  d sympathy  product  a hair dryer  our own products and brallary from page 54. Then	Brand Beautiful Hair  ands. Express frustration change roles.

GOAL

# **Describe features of products**

#### BEFORE YOU READ

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

READING



### Pro Musica



ore 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 roots from just

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 earbuds

#### **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
- ◆ 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.

  - 2 A product that's easy to use 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 ......

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

Features guaranteed popular portable affordable convenient

crazy gadgets. Check all the adj	n Listen to the radio advertisem ectives that describe each produ	gadget /'gædʒɪt/ n. a small tool or machine that makes a particular job easier
		Longman Dictionary of American English
1 "The Sleeper"	2 "Cool as a Cucumber"	3 "The Scribbler"
□ convenient □ popular □ portable □ affordable	☐ convenient ☐ popular ☐ portable ☐ affordab	☐ guaranteed ☐ convenient ☐ affordable ☐ popular
notes on a separate sheet of pa buy the product. Use the featur	the three gadgets. Listen again a per. Then try to convince your pa res vocabulary from the Reading cribe features of produc	on page 56.
And the second s		
bad product (appliances, ele Write the good and bad fea	good product that you own and ectronic products, gadgets, etc.) tures on the notepad.	Product Brand Features  scanner Blue Bird obsolete
		Control of the Contro
		MP3 player Vista affordable / up-to-date
Product	Brand	MP3 player Vista affordable / up-to-date  Features
Product	Brand	Features
	Brand	Features
Product bappob at an a	features of your products. Tell your od and bad features.	Features  Met on T bauga yanut s griblem a agu
B Discussion Describe the classmates about all the go	features of your products. Tell you od and bad features.	Features  Our  And MP3
B Discussion Describe the classmates about all the go	features of your products. Tell you od and bad features.  Solete. 37  You should buy the new Vist player. It's affordable and up	Features  Our  And MP3  The date of the state of the stat
B Discussion Describe the classmates about all the go	Brand  features of your products. Tell you od and bad features.  Solete. 37  You should buy the new Vist player. It's affordable and up  language.  Positive descriptions great guaranteed terrific affordable awesome convenient fast pretty good popular up-to-date	Features  Our  Ta MP3

GOAL

# Complain when things don't work

#### **BEFORE YOU LISTEN**

A (3) 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.

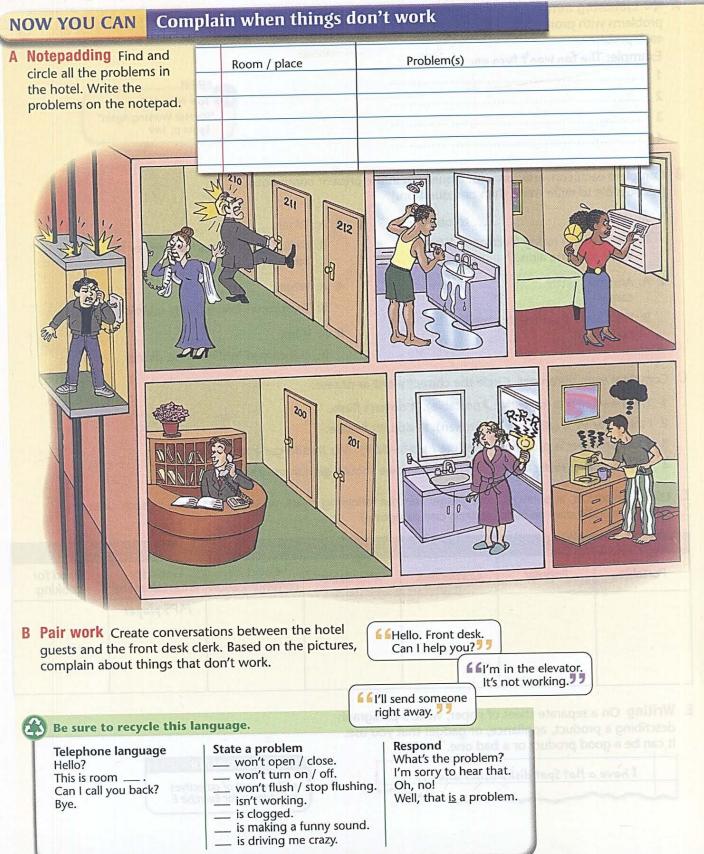
#### LISTENING COMPREHENSION

A (\*) 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.

6 It's serious when the sink is clogged. Water on the floor is very bad. 35



# Review



acsin Linesii

More Practice

grammar · vocabulary · listening

reading · speaking · pronunciation

ActiveBook Self-Study Disc

A (iiii) 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. ...... 

3:22/3:23 **Top Notch Pop** "It's Not Working Again" Lyrics p. 149

- 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.
- 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).
- 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.)

Portable	Popular	Convenient	Affordable	Good for communication	Good for entertainment	Good for cooking
					MP3 player	
		file. Front desk		orti ne bezeti oli	Create conversa he front dask ch	

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.

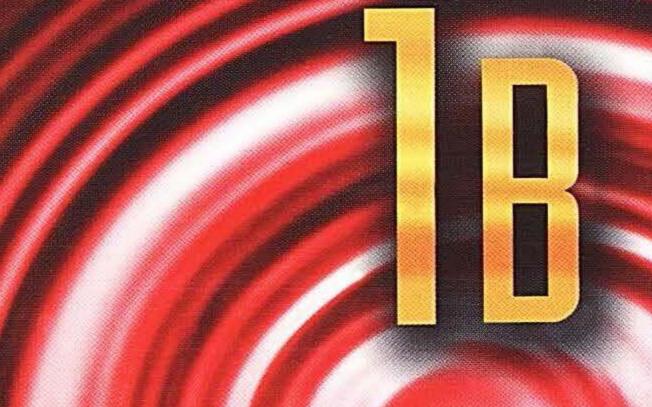
I have a Hot Spot dishwasher and ...

WRITING BOOSTER > p. 144

- Placement of adjectives
- Guidance for Exercise E

SECOND EDITION

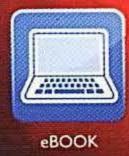
with ActiveBook



Joan Sedowc Allen Asdier









# SECOND EDITION

English for Today's World



# 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
Getting Acquainted page 2	<ul> <li>Meet someone new</li> <li>Identify and describe people</li> <li>Provide personal information</li> <li>Introduce someone to a group</li> </ul>	Usage of formal titles     Positive adjectives to describe people     Personal information     Countries and nationalities	Information questions with be (review and common errors) Modification with adjectives (review) Yes / no questions and short answers with be (review)  GRAMMAR BOOSTER Be: usage and form (review) Be: common errors Possessive nouns and adjectives (review)
<b>Coing Out</b> 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 When, What time, and Where (review)  GRAMMAR BOOSTER  Prepositions of time and place: usage
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 Yes / no questions Information questions Common errors  GRAMMAR BOOSTER  The simple present tense: Usage, form, common errors Questions with Who
Food and Restaurants page 38	<ul> <li>Ask for a restaurant recommendation</li> <li>Order from a menu</li> <li>Speak to a server and pay for a meal</li> <li>Discuss food and health</li> </ul>	Parts of a meal Categories of food and drink Communicating with a waiter or waitress Adjectives to describe the healthfulness of food	There is and there are with count and non-count nouns Anything and nothing: common errors Definite article the: usage  GRAMMAR BOOSTER  Non-count nouns: usage, expressing quantities How much / How many Count nouns: Spelling rules Some and any
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 Really? to express enthusiasm Provide reasons to decline an invitation Use Too bad to express disappointment Repeat with rising intonation to confirm information Use Thanks, anyway 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 Actually to introduce a topic Respond to good news with Congratulations! Respond to bad news with I'm sorry to hear that Use Thanks for asking to acknowledge an inquiry of concern Use Well 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 and or but
Use Could you? to make a polite request Use Sure to agree to a request Clarify a request by asking for more specific information Indicate a sudden thought with Actually Use I'll have to order from a server Increase politeness with please	Listening Skills:  Listen to take notes  Infer the location of a conversation  Listen to predict  Pronunciation:  The 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: and, in addition
Use Hey or How's it going for an informal greeting Use What about? to offer a suggestion Use Really? to indicate surprise Use You know 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

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

Strategies	Listening/ Pronunciation	Reading	Writing
<ul> <li>Use Why don't we? to suggest an activity</li> <li>Say Sorry, I can't to apologize for turning down an invitation</li> <li>Provide a reason with have to to decline an invitation</li> <li>Use Well, how about? to suggest an alternative</li> <li>Use How come? to ask for a reason</li> <li>Use a negative question to confirm information</li> </ul>	Listening Skills:  Infer meaning  Infer information  Listen for main ideas  Listen for details  Apply and personalize information  Pronunciation:  Can / can't  The third-person singular -s	Texts:  • A bar graph  • A fitness survey  • A magazine article  • A photo story  Skills/strategies:  • Interpret a bar graph  • Infer information  • Summarize	• Write an interview about health and exercise habits  **WRITING BOOSTER**  • Punctuation of statements and questions
<ul> <li>Say Welcome back! to indicate enthusiasm about someone's return from a trip</li> <li>Acknowledge someone's interest with Actually</li> <li>Decline an offer of assistance with That's OK. I'm fine.</li> <li>Confirm that an offer is declined with Are you sure?</li> <li>Use Absolutely to confirm a response</li> <li>Show enthusiasm with No kidding! and Tell me more</li> </ul>	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	• Write a guided essay about a vacation  WRITING BOOSTER  • Time order
<ul> <li>Use Excuse me to indicate you didn't understand or couldn't hear</li> <li>Use Excuse me to begin a conversation with a clerk</li> <li>Follow a question with more information for clarification</li> <li>Acknowledge someone's assistance with Thanks for your help</li> <li>Respond to gratitude with My pleasure</li> </ul>	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	Write an e-mail or letter explaining what clothes to pack      WRITING BOOSTER     Connecting ideas with because and since
<ul> <li>Use <u>I'm sorry</u> to respond with disappointing information</li> <li>Use <u>Well</u> to introduce an alternative.</li> <li>Use <u>I hope so</u> to politely respond to an offer of help</li> <li>Use <u>Let me check</u> to buy time to get information</li> </ul>	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	• Write two paragraphs about trips  WRITING BOOSTER  • The paragraph
<ul> <li>Use Well to connect an answer to an earlier question</li> <li>Use How about? to make a financial offer</li> <li>Use OK to indicate that an agreement has been reached</li> </ul>	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 shown the stay of the sta

# 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 <u>own</u> 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

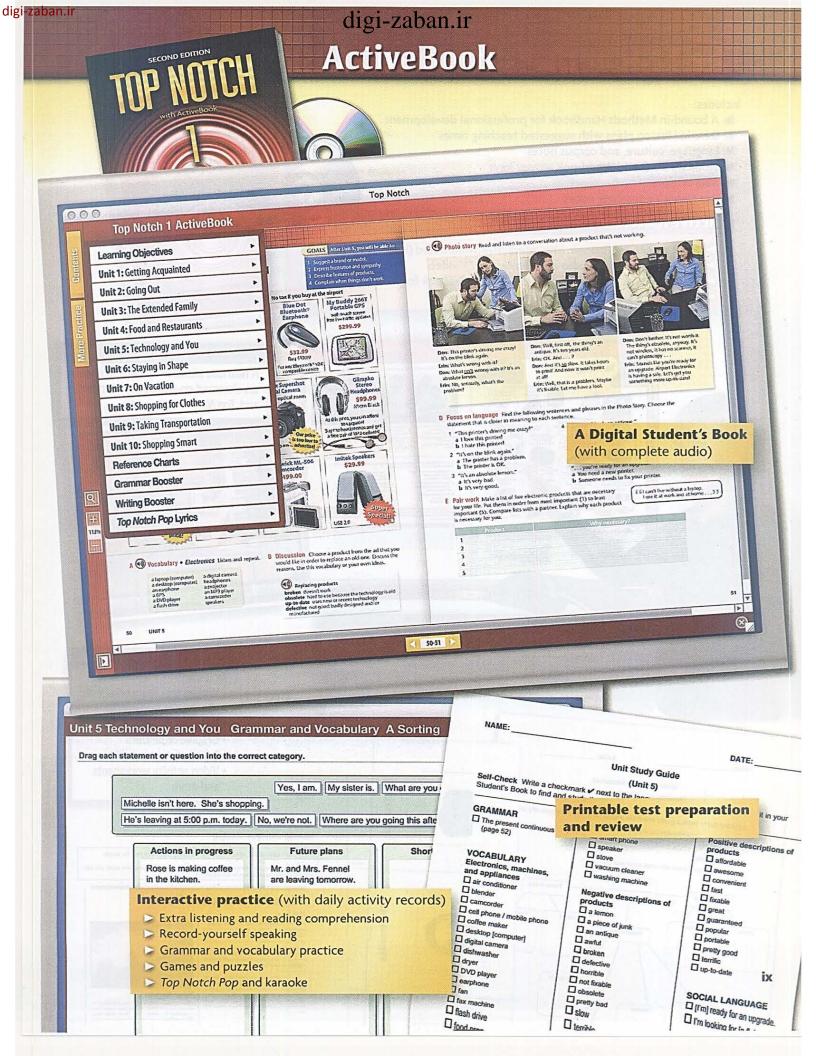
Students actively work with a rich vocabulary of high-frequency words, collocations, and expressions in all units of the Student's Book. Clear illustrations and definitions clarify meaning and provide support for independent study, review, and test preparation. Systematic recycling promotes smooth and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



1. PREWRITING

Places to shop

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

places to stay

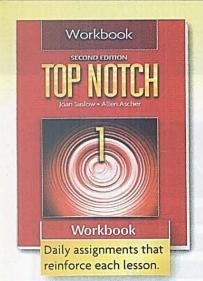
Other places

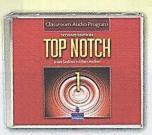
### When You Think You Can't . . .

Electronics



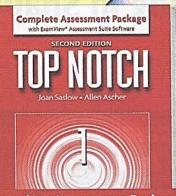
# Other components





### Classroom **Audio Program**

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



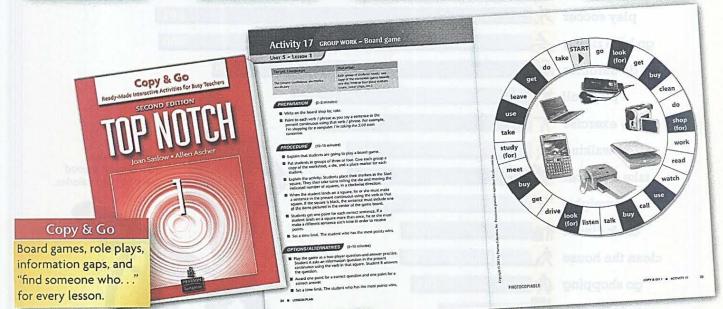
### Complete Assessment Package

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



### **Full-Course Placement Tests**

Choose printable or online version.





### 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

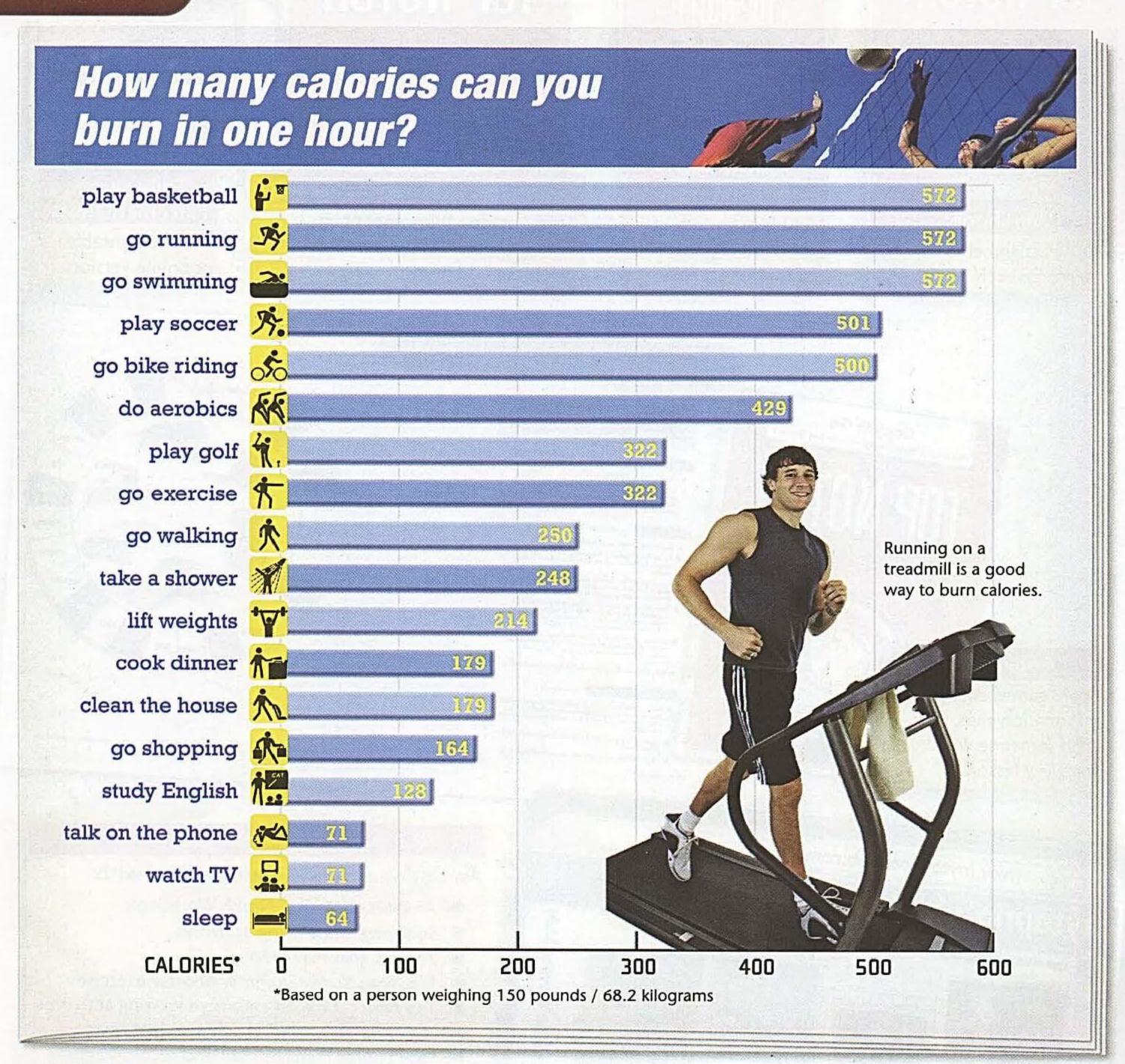
# UNIT G

# Staying in Shape

Preview

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.



Source: msnbc.com

A Vocabulary • Activities Listen and repeat.

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

C Note 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

Joy: I do. About three times a week.
Do you play?

that.



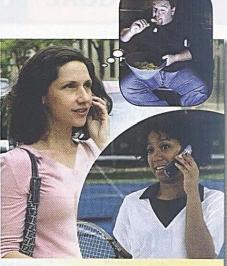
Lynn: Not as much as I'd like to.

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 and an allow another part process on process and part of swarf 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
		onemot way lies o'	ol lo	call you today.
		A	Total State of the	
	and repeat each stilt	L Then listen again	and check can or sa	to the statements
	.5 □ can	Fried 🗆	TEX ED COT	finto 🗆

F Pair work Compare activities with a partner.

What do you do every weekend?

LESSON

**GOAL** 

# Plan an activity with someone

I can go out for din I can't play golf too She can meet us a	rm of a verb for possibility. ner tonight. I don't have class in the morning. day. I'm too busy. the park, but her husband can't. to tomorrow at three? (Yes, I can. / No, I can't.)	Remember: <u>can</u> + base form also expresses ability. We <b>can speak</b> English. They <b>can't play</b> piano.
	+ the base form of a verb for obligation.  to meet her cousin at the airport.	Usage: When declining an invitation use have to to provide a reason.  Sorry, I can't. I have to work late.
Do you have to wo Does he have to go	rk tomorrow? (Yes, I do. / No, I don't.) to to class? (Yes, he does. / No, he doesn't.)	GRAMMAR BOOSTER ➤ p. 131  Can and have to:  • Form and common errors  • Information questions  Can and be able to:  • Present and past forms
1 I'd like to go out ton	ead the sentences carefully. Then complete eatight, but we have a test tomorrow. I	ach sentence with <u>can</u> or <u>nave to</u> .
2 Audreynot/m	us for lunch today. Shehe	her boss write a report.
3 Good news! I		
4 My sister	at the mall today. She	
5 Henryg	to Toronto next week, so he	not / play golf with us.
have to. Then practice a	ate sheet of paper, write three questions using asking and answering the questions with a pa	rtner, sinner yeld of all you blook of
RONUNCIATION 3:26	Can / can't	
i)) Listen to the pronu	nciation and stress of <u>can</u> and <u>can't</u> in senten	ces. Then listen again and repeat.
l <mark>can <b>call</b> you today</mark>	/. I <mark>can't call</mark> you tomorro	ow.

B ◀৩ Listen to the statements and check <u>can</u> or <u>can't</u>. Then listen again and repeat each statement.

☐ can't

☐ can't

**5** □ can

6 □ can

☐ can't

☐ can't

3  $\square$  can

4  $\square$  can

1  $\square$  can

2  $\square$  can

☐ can't

☐ can't

### **CONVERSATION MODEL**

- A (□)) 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)) 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.

0		Friday	Saturday	Sunday
0	9:00	go running	visit Mom	

D.	aily Planner		
9:00	Friday	Saturday	Sunday
0			
11:00		anal mes	
0		Snown that all a	
1:00		a long am ta u chord said span	
3:00			
0			
5:00	distant		
	339/p. ( ) ( ) ( )	id Ten	
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: .....?

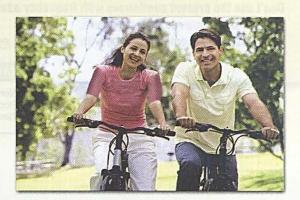
B: Sorry, I can't. I have to .......

A: Well, how about .....?

B: ......

### Don't stop!

- Make more excuses using <u>can't</u> and <u>have to</u>.
- 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.

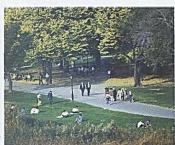


# Talk about habitual activities

### VOCABULARY

### Places for physical activities

A ◀<sup>3)</sup> Read and listen. Then listen again and repeat.







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.

field next to the school. 33

### 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.

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

### )) Frequency adverbs 100% always

0%

almost always usually / often / generally sometimes / occasionally hardly ever

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?
  - 3 ..... tennis this weekend.
    - We / play
      ..... weights three times a week.
      He / lift
- 6 How often ..... the house?
- 7 ..... aerobics every day.
- 8 .....shopping tonight.
- B (1) 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 (n) 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 (n) 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.

# Discuss fitness and eating habits

### 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 **♦** 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) 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

- 1 Which of the people above do you think are in shape or out of shape? Explain.
- 2 Whose fitness and eating habits are like your own? Explain.

### **PRONUNCIATION**

Third-person singular -s: Review

A (3) Read and listen to the three third-person singular endings. Then listen again and repeat.

/s/	/z/	/IZ/
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 Then add up your score.		vota Ellovijo
a nieris ca v	a I exercise regularly. b I hardly ever exercise. c I never exercise.	□bl	hardly ever watch TV. sometimes watch TV. watch a lot of TV.
	a I always sleep six hours or more.  b I usually sleep five hours or more.  c I never sleep more than four hours.	Each <b>b</b> a Each <b>c</b> a	answer = 10 points answer = 5 points answer = 0 points points =
west at the control of the control o	3 a I avoid junk food.	40-50	You're in great shape!
The state of the s	□ b I sometimes eat junk food.	30-35	Not bad!
	c I eat a lot of junk food.	20-25	You can do more!
	a I hardly ever eat sweets.	0-15	You're a couch potato!
MA Y	b I sometimes eat sweets. c I eat too many sweets.		No.

- 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.

Find someone who . . . Name is in great shape. Dan goes running every day Why are you out of shape? What junk foods do you eat? Where do you exercise?

Name	Other information
	Name

D Discussion Now discuss fitness and eating habits. Tell your classmates about the people on your chart.

**6 €** Dan is in great shape. He goes running every day. "

# Describe someone's routines

### **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	digi-zaban.ir  Infer information Complete the paragraph about Mark Zupan. Use can, can't, or has to.
	Zupan spend most of his time in a wheelchair, but he stand up
	or take a few steps for a short time. Hego walking or running, but he
	play quad rugby. He be careful about his diet so he doesn't get out of
	shape. He doesn't have complete use of his hands, but he lift weights.
	He drive a car using his feet, but he use his hands. A lot of people
	think quadriplegics do anything, but Zupan proves that they
В	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, Hamilton her legs to help her go in the right direction.
	Sheregularly with the world's top woman surfers, and sometimes

she ...... In the photo on page 70, she ..... next to her surfboard, and she because she again now. Hamilton of surf to help other people with difficult experiences

On your ActiveBook Self-St 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.
Two to down to	the enquirements and information the their male makent of the present constitutes in your arriver.
William William Committee	Column to the state of the stat
• in the afternoon.	have to do every day. Explain why.
• in the evening.	• don't have to do every day. Explain why.
Presidente de la constanta de	
ar Video and Parket an	Lie William do you do po play (a thuge)

B Pair work Interview your partner about his or her daily routines.

> **6** ■ 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.

Review

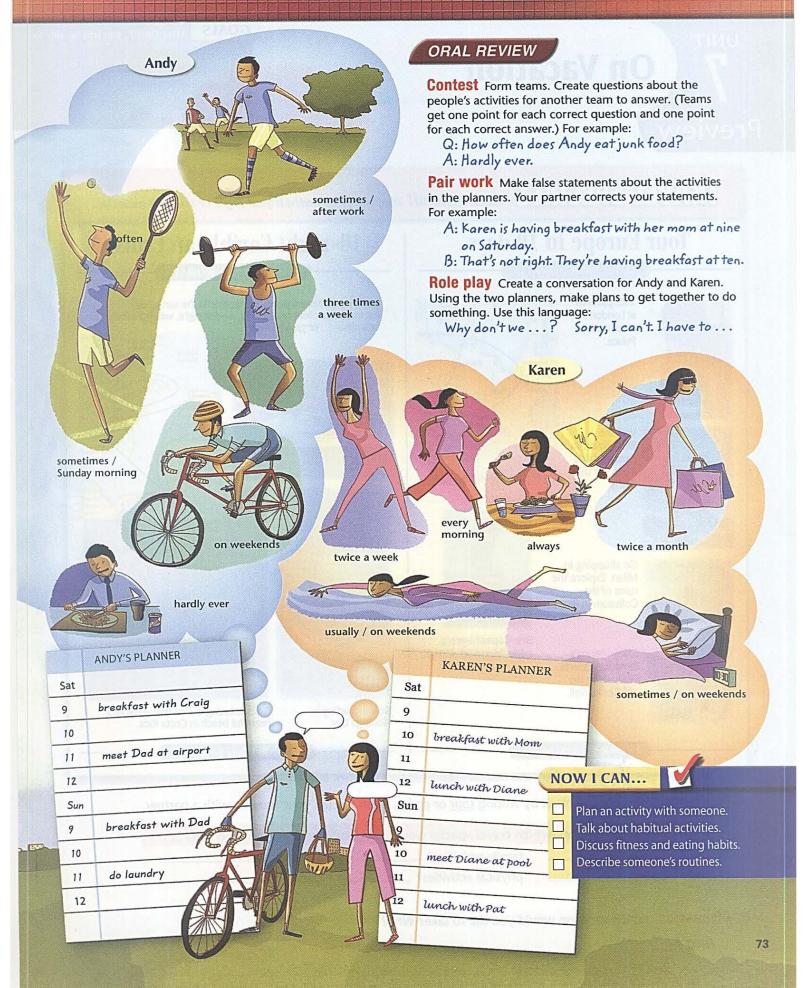
# **1 0**

### More Practice

### ActiveBook Self-Study Disc

grammar · vocabulary · listening reading · speaking · pronunciation

A	■ Listening compreh Check the statements that	ension Listen to the conversations.	all volgen baup valg		
	1 ☐ He doesn't exercise regularly. 3 ☐ He exercises regularly. ☐ He avoids junk food. ☐ He has to be carefu ☐ He never watches TV. ☐ He can eat everyth		larly. ful about calories.		
	2 ☐ She's in great shape ☐ She hardly ever goe: ☐ She exercises regula	s swimming. $\square$ Heeley can't see.	the present continuous. Then on a s		
В	What activities can you do	in these places? Write sentences with <u>can</u> .			
	an athletic field	I can play			
	a gym	Meaning of the second			
	a park	The second secon			
C	Choose the best response				
Ĭ	1 "Why don't we go swir a Well, have a great tir	mming tomorrow?"	work.		
	2 "Why don't we meet a a Great! When's good	1 8:00?			
	3 "What are you up to?" a I can't. I have to mee				
D	Answer the questions with tense or the present conti	n real information. Use the simple present nuous in your answer.	Top Notch Pop "A Typical Day"		
	1 How often do you go to English class?				
	YOU				
	2 What do you usually do	o on weekends?			
	3 What are you doing the	is weekend?			
E	Writing On a separate sheet of paper, write an interview in which someone asks you about your exercise and health habits.		• Punctuation of statements		
	Q: What do you	and questions • Guidance for Exercise E			
	A: Well, I run e	very morning and I lift weights.			
	Q: Where do yo	ou usually?			





# On Vacation

Greet someone arriving from a trip.

- 2 Ask about someone's vacation.
- Discuss vacation preferences.
- Describe good and bad travel experiences

After Unit 7, you will be able to:

ATLANTIC

JAMAICA

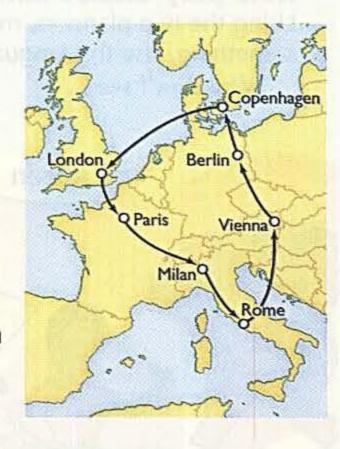
# TRAVEL SPECIALS Guaranteed! Your money refunded if your flight or cruise is canceled.

# 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.



See Copenhagen's Little Mermaid statue.



Go shopping in Milan. Explore the ruins of the Coliseum in Rome.



Enjoy Vienna's famous desserts. Walk along the old Berlin Wall.

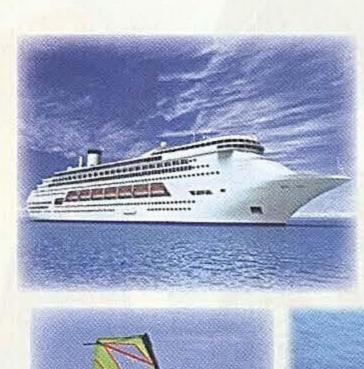
Fly back home on July 25.

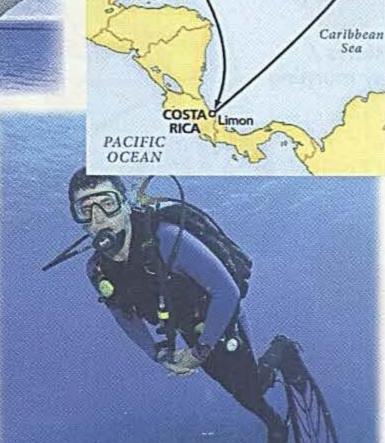
# 10-night Caribbean Cruise

Leave from Miami on July 15.

**GOALS** 

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!





Gulf of

Cozumel **MEXICO** 



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? \_\_\_\_\_

**Discussion** Which vacation would you like to take? Why?

C (3) 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.

Pick: And what did you do all day?

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.

I stay	home. Try family.	Copenhagen	1
l go to	the beach. Ber	a dramatical	
L go to	anoth		
I go to	another country	v. dallacin am	
Other_	raris	Vienna O	
Wastick	Milano	not great The	Til
	-		
17	A STATE OF THE PARTY OF THE PAR		

# Greet someone arriving from a trip

### **CONVERSATION MODEL**

4:03

- A (\*)) 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 NHythm and intonation Listen again and repeat. Then practice the Conversation Model with a partner.



### GRAMMAR

The past tense of be: Review

$$\begin{array}{l} \text{He} \\ \text{He} \\ \text{She} \\ \text{Wasn't} \end{array} \\ \text{on time.} \qquad \begin{array}{l} \text{We} \\ \text{You} \\ \text{They} \end{array} \\ \begin{array}{l} \text{were} \\ \text{weren't} \end{array} \\ \text{late.}$$

### 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.) Contractions
wasn't = was not
weren't = were not

GRAMMAR BOOSTER > p. 134

• The past tense of <u>be</u>: form

- A Find the grammar Look at the Photo Story on page 75. Find three examples of the past tense of <u>be</u>.
- **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

A (1)) Read and listen. Then listen again and repeat.



It was so comfortable.



It was quite scenic.



It was really boring.





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.

ff 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

### Greet someone arriving from a trip **NOW YOU CAN**

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 \_\_\_?

B Change partners Greet someone arriving from another type of trip. Use other adjectives from the Vocabulary. Ask more questions.

Responses

comfortable scenic

That's good!

short boring

bumpy That's too bad! scary long



### GOAL

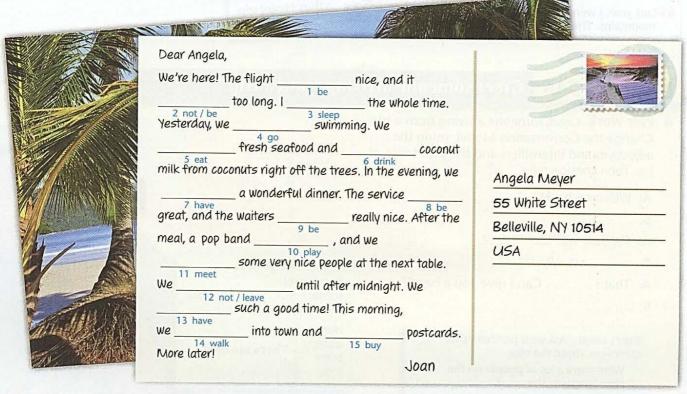
# Ask about someone's vacation

• The simple past tense: more on

spelling, usage, and form

### GRAMMAR Regular verbs: spelling The simple past tense: Review + ed +d+ ied visited arrive**d** study -> studied watched changed $try \rightarrow tried$ She arrived at three. liked played lt didn't arrive until six. They . (ii)) Some irregular verbs Did he have a good time? (Yes, he did.) found buy bought find leave left Did they cancel your flight? (No, they didn't.) sleep slept come came flew fly lose lost spend spent Where did you go? (We went to Italy.) got do did get meet met steal stole When did they get back? (On Tuesday.) drink drank go went ride rode swim swam What did she do every day? (She visited museums.) eat ate have had see saw take took How many countries did you see? (Three.) See page 122 for a more complete list.

- 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.



**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:

	What did she do on the flight?	2	 4	***************************************
1		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

(ii)) Listen to the pronunciation of the simple past tense ending -ed. Then listen again and repeat. Practice saying each word on your own.

	A STATE OF THE PARTY OF THE PAR	
/d/	/t/	/id/
played	watched	visited
rained	cooked	needed
called	stopped	waited

### Be careful!

rained = /reind/ NOT /reinid/ watched = /watst/ NOT /wat/Id/

### CONVERSATION MODEL

- 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.
- 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?

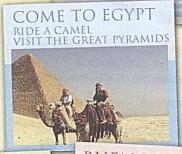
B: ..... and ......

A: That sounds ....... . Tell me more.

Don't stop! Ask and answer more questions, using the simple past tense. Did you \_\_\_? Where \_\_\_? When \_\_\_ What \_\_\_ ?

B Change partners Practice the conversation again about a different vacation.

Positive adjectives incredible terrific wonderful fantastic perfect great







# **Discuss vacation preferences**

### BEFORE YOU READ

A Vocabulary • Adjectives for vacations Read and listen. Then listen again and repeat.









Also remember: boring fantastic cool scenic

It was relaxing.

It was exciting.

It was interesting.

It was unusual.

**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!"

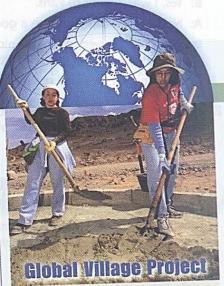
-Alison Nack, Montreal, Canada



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



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

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- 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 . . . 57

**B** Draw conclusions Choose a vacation package from page 80 for each person. Explain your reasons.



followe to meet new people and learn how to do new things.



like to do something new and exciting. 33



where other people don't go—off the beaten path.



I need a vacation where I don't have to do anything. 33

**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.

ow often do you go on vacation?	never once or twice a year more than twice a year
prefer vacations that are	I like vacations with  lots of history and culture top-notch hotels
exciting interesting unusual inexpensive scenic other	nature and wildlife great food  sports and physical warm weather activities beautiful beaches family activities friendly people great entertainment other

**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. "

# Describe good and bad travel experiences

### BEFORE YOU LISTEN

A (\*) 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  $\begin{cases} unfriendly. \\ cold. \end{cases}$ 



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 Lister the person had a good experience		whether, at the end of the vacation,
	oad experience 4 $\square$ a	good experience  a bad experience  a bad experience
<ol> <li>The food was really (good / ba The room was (great / terrible) The entertainment was really (good)</li> <li>The hotel was (terrible / terrifice)</li> <li>Someone stole their (luggage / Disney World was (horrible / was</li></ol>	d). 3 He di The p good / bad). The h some (car). 4 The f r onderful). The p	idn't have any more (clothes / money). Deeple were very (nice / cold). Deeple was (great / terrible). Deeple stole his (passport / laptop). Deeple were (cold / nice). Deeple were (cold / nice). Deeple was too (short / long).
NOW YOU CAN Describe	good and bad travel	experiences
Good experiences  I went to Bangkok, and the  were really friendly.  Good experiences	Bad experiences  When I went to Lo  they lost my lugga  Bad experiences  Bad experiences	the trip
B Pair work Now tell your part Ask questions about your partres Be sure to recycle this langue Ask How was the? What did you? When did you? How many did you? Tell me about	age.  Respond That's good. That's great! No kidding! Oh, no! That's too bad.	Describe
Kelle	I'm sorry to hear that.	They didn't accept credit cards.

ActiveBook Self-Study Disc grammar · vocabulary · listening

reading · speaking · pronunciation

# Review

A	(iii) Listening comprehension Listen to each person Write the number of the speaker in the box for the	
		a flight a beach vacation
В	◆116  (iv) Listen again. Circle the adjective that best described that best described in the state of the st	cribes each experience.
	1 Her trip was very (short / scary / scenic).	
	2 His trip was quite (scary / unusual / relaxing).	4 His trip was really (short / scenic / boring).
C	Complete each conversation with a question in the	e simple past tense.
	1 A: on vacation?	3 A: every day?
	B: We went to Greece.	B: We walked along the beach and enjoyed the sun.
	2 A: stay there? B: Two weeks.	4 A: get back home? B: Last night.
D	Complete each statement or question about vacat	
	1 (we / buy) a lot of fantastic	things on our vacation.
	2 (where / you / eat)	
	3 (we / sleep) right on the b	each. (it / be)
	4 (my sister / get back)	last weekend. (she / have)
	an amazing time.	
	5 (my friend / eat) som	e 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)	
E	<b>Writing</b> On a separate sheet of paper, write about Answer these questions.	ut a vacation you took.
	How was the travel?     Time order	BOOSTER • p. 145 er er for Exercise E
	Did you have a good time?	"My Dream Vacation" Lyrics p. 150
	In 2010, I went on a great trip to	

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### **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?
- · This bed is terrible!
- · Excuse me!
- · This is so relaxing.



UNIT

# **Shopping for Clothes**

**GOALS** 

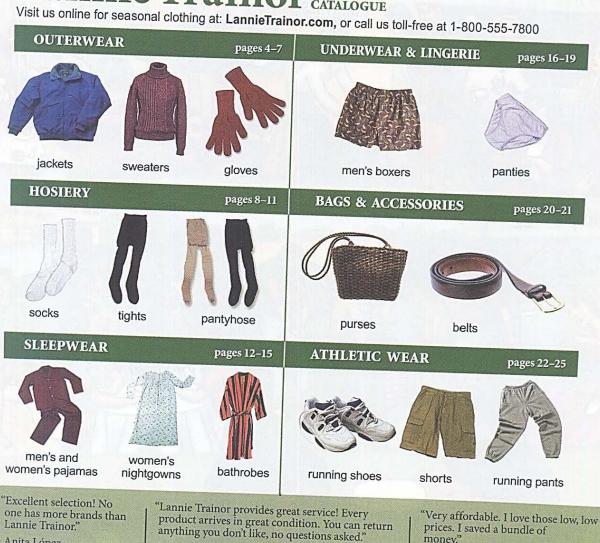
After Unit 8, you will be able to:

- 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.

Preview

# annie Trainor CATALOGUE



Vocabulary • Clothing departments Listen and repeat.

Rebecca Gladstone

Saint Paul, Minnesota U.S.A.

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. "

money."

Walter Weller

Frankfurt, Germany

Anita López

San Juan, Puerto Rico

C No 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,

- 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.

	Not important	Important	Very important
Prices		0	0
Brands		20V 78 O	
Selection		TIVI CA	
Service	40		

G Discussion Compare charts with your classmates. Explain your reasons.

# Shop and pay for clothes

### VOCABULARY

### Types of clothing and shoes

(iii)) 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 (6) a blazer
- (5) a windbreaker
- (1) oxfords
  - (3) sandals
- (4) running shoes

me

you him

her

it

us

them

Object pronouns

(5) pumps

Subject pronouns

you

she

it

we

they

(6) flats

(2) loafers

shoes

### GRAMMAR

### Uses of object pronouns

### As direct objects

direct object (noun) direct object (pronoun) I want the cardigan. I want it.

I love these pumps.  $\rightarrow$ 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

### 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**

4:22

- A (\*)) 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 (\*\*) 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.



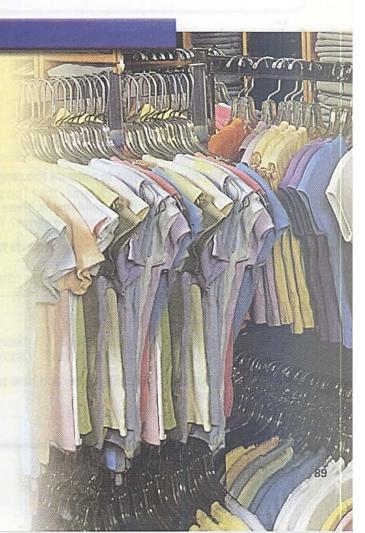
## NOW YOU CAN Shop and pay for clothes

- 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: .....

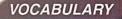
Don't stop!

Before you pay, ask about other clothing.

**C** Change partners Create another conversation. Use different articles of clothing.



# Ask for a different size or color



Clothing that comes in "pairs"

A (1) Read and listen. Then listen again and repeat.



(a pair of)



(a pair of) (a pair of) pantyhose tights



(a pair of)



(a pair of)



(a pair of) pants



(a pair of) (a pair of) boxers briefs



(a pair of)

- B (3) 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

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.

BUT use  $\underline{\text{more}}$  or  $\underline{\text{less}}$  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

digi-zaba	n.ir	digi zahan ir	
A P	A <b>Grammar practice</b> Write the opposite of e	each comparative adjective.	
	1 smaller larger 3 lighte	er	5 more expensive
			6 less popular
E	Complete each conversation with comparati	ive adjectives. Use than if ne	cessary.
	1 A: I just love these pajamas, but I wish the B: What about these? Blue is a really flatte	ey werewarm ering color for you, and they	're muchexpensive
	2 A: Don't take that nightgown to Hawaii! It B: Good idea.		
	3 A: What do you think of these red gloves?	? Tallering	
	B: Beautiful. They'repretty	the black ones. And	they're, too.
	4 A: Excuse me. Do these pants come in a .		Спеар
	B: I'm sure they do. Let me see if I can fin	d you something	second floor / level
	Sel milati	good	E. B. Charles of the Control of the
(	CONVERSATION MODEL		
A	(*) Read and listen to someone asking for a	different size.	0
	A: Excuse me. Do you have these gloves in a smaller size? I need a medium.		
	B: Yes, we do. Here you go.	Sizes	The same
	A: Thanks.	S small M medium	
	B: Would you like to take them?	L large	
edf .	A: Yes, please. Thanks for your help.	XL extra large XXL extra extra large	
	B: My pleasure.	1	
	3 ♣33 Rhythm and intonation Listen again Then practice the Conversation Model with		
	NOW YOU CAN Ask for a diffe	rent size or color	
	NOW YOU CAN ASK IOI a UITE	Telli Size of Color	
	A Notepadding On the notepad, make a li you'd like to buy.		to buy:
	<b>B Pair work</b> Change the Conversation Mocomparatives and your list of clothes. Ask different size or color. Then change roles.	for a	Isoni di ce sa separa ultivita M. mob
	A: Excuse me. Do you have in	?	
	B: Yes, we do. Here you go.		Idon
	A: Thanks.		Ideas in a smaller size
	B: Would you like to take?		in a larger size
	A: Thanks for your help.	• Ask to see other clothes.	in a darker / lighter color in [black, white, etc.]
	P.	Pay for the clothes.	in size [10, 34, etc.]

C Change partners Ask about other types of clothes.

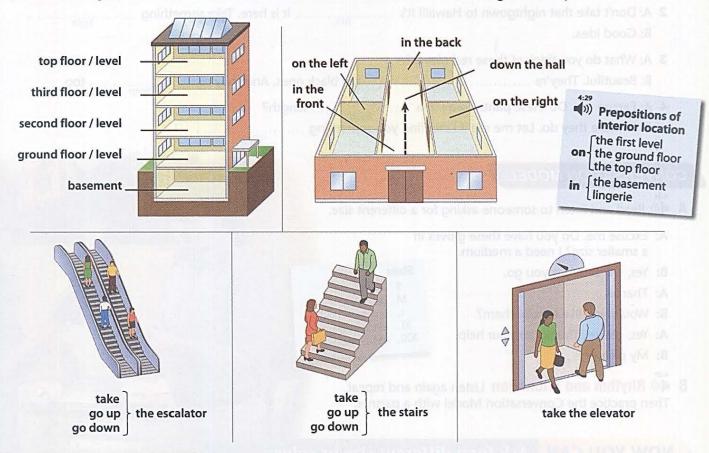
LESSON

GOAL

# Navigate a mall or department store

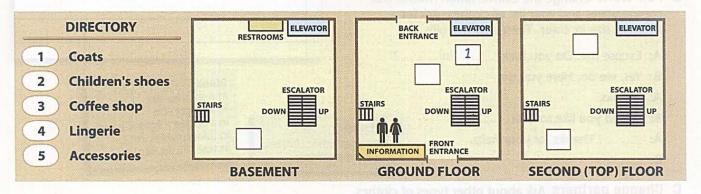
### **BEFORE YOU LISTEN**

(3) Vocabulary • Interior locations and directions Read and listen. Then listen again and repeat.



### LISTENING COMPREHENSION

A (i)) 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.



**B** Pair work Take turns asking for and giving directions to any of the locations.

### PRONUNCIATION

### Contrastive stress for clarification

- A (1)) 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.

STORE DIRECTORY

# NOW YOU CAN Navigate a mall or department store

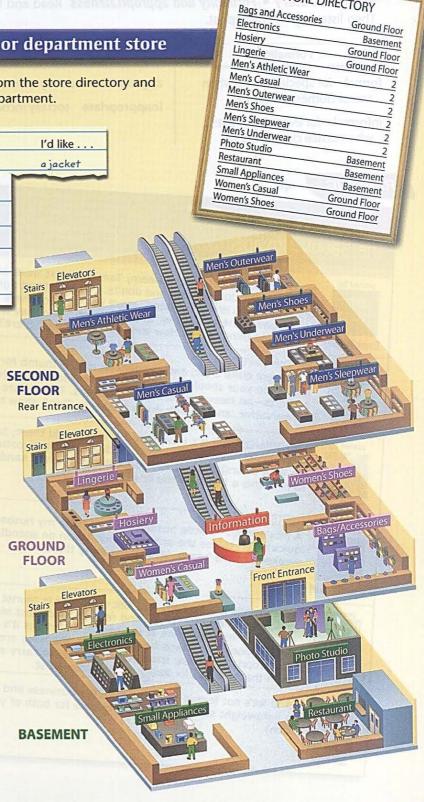
A **Notepadding** Choose five departments from the store directory and write one thing you'd like to get in each department.

	Department  Men's Outerwear
Department	l'd like
	promy whore

- **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.



# Discuss clothing do's and don'ts

### BEFORE YOU READ

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

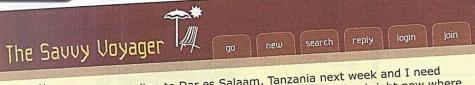
### Strictness

liberal without many rules for appropriate dress

conservative with more rules for appropriate dress

### READING







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?



Jillian25

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.



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?



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?

Travelin'Girl



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.



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).

TallPaul



	true	false	no info
1 "Jillian25" says she is a travel agent.			
2 "Travelin'Girl" wants to dress appropriately in Tanzani	ia. 🗆		
3 "Travelin'Girl" is traveling alone.			
4 Dar is in East Africa.			
"Travelin'Girl" and her husband have children.			
Women are expected to dress conservatively in Tanzania.	te So abrill a lister	equipa activitive a	
pply information Imagine you are going on ne same trip as "Travelin'Girl." Plan your clothes for a ne-week visit to Tanzania. Be specific. Explain your choic	this is a v	take three pairs acation and I pla ny time at the be	
		On your ActiveBo	ok Self-Study Disc:
OW YOU CAN Discuss clothing do's an	d don'ts	Extra Reading C	omprehension Ques
PERSONAL AND	in offices a	nd formal restau	ırants:
DRESS CODE?  Check agree or disagree. agree disagree	in offices a	nd formal restau	ırants:
Check agree or disagree.  t's OK for men to wear shorts	in offices a	nd formal restau	ırants:
Check agree or disagree.  t's OK for men to wear shorts on the street.  It's OK for women to wear shorts		nd formal restau	Irants:
Check agree or 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			Irants:
Check agree or 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.			Irants:
Check agree or 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 sleeveless T-shirts in a restaurant.		cial settings:	Irants:
Check agree or disagree.  t's OK for men to wear shorts on the street.  t's OK for women to wear shorts on the street.  t's OK to wear sandals in an office.  t's important for men to wear sies in an office.  t's OK for women to wear sleeveless T-shirts in a restaurant.  It's OK for women to wear revealing clothes in a	in casual so	cial settings:	Irants:
Check agree or disagree.  It's OK for men to wear shorts on the street.  It's OK to wear sandals in an office.  It's OK for men to wear sleeveless T-shirts in a restaurant.  It's OK for women to wear sleeveling clothes in a religious institution.  HOW WOULD YOU RATE YOURSELF?	in casual so	cial settings:	Irants:
Check agree or disagree.  It's OK for men to wear shorts on the street.  It's OK to wear sandals 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?	in casual so	cial settings:	

# Review



More Practice

### ActiveBook Self-Study Disc

grammar · vocabulary · listening reading · speaking · pronunciation

	Departments
anale and one	Shoes
4	Bags and Accessories
5	Hosiery Outerwear
	Sleepwear
e kinds of shoes and clothes	Lingerie Electronics
	to the conversations. Use the context to Listen more than once if necessary.  4  5  Manual Park British Britis

	Shoes	Clothes
To class or work		
To formal occasions		
On the weekend		

Complete the travel article with the comparative form of each adjective. Use than when necessary.

As far as color is concerne	fully about the clothes you pack.  d, colors are usually
	destinations,
a blazer can be4 con	a
windbreaker or cardigan because y	
5 conservative	settings such as offices
and re	
areas of the world,	clothes are
9 comfortable	ones. 10 heavy

	4:35/4:36
CC	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.

- 1 Please show the loafers to my husband. Please show them to him.
- 2 They sent the jeans to their grandchildren.
- 3 How is she paying Robert for the clothes?
- 4 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.

Hi! Here are some clothing tips for your visit. First of all, the "rules" here are...

### WRITING BOOSTER > p. 146

- Connecting ideas with because and since
- Guidance for Exercise E



J

# **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.

Preview

### **Buses from Lima to Nazca** FREQUENCY Lima - Nazca DEPARTURE Lima - Nazca Daily ARRIVAL 04:30 STOPS Lima - Nazca Daily 10:45 BUS TERMINAL 07:00 Paracas Lima - Nazca Daily Terminal Nazca 13:30 Paracas-Ica 13:30 Daily Lima - Nazca Terminal Nazca 20:00 Paracas-Ica 14:00 Daily Terminal Nazca 20:00 Non-stop 17:30 Terminal Nazca 23:30 Non-stop Terminal Nazca

# BEIJING to SHANGHAI

DLIUIT	0 00			Air-conditioned
Train No.	Depart	Arrive (SHANGHAI)	Travel Time	All'-curidizione
main ivo.	(BEIJING)		Od 09h 44m	Yes
D31	11:05	20:49		No
	14:42	12:49	Od 22h 07m	
1461		07:00	Od 11h 28m	Yes
Z21	19:32		Od 11h 28m	
	19:38	07:06	100000000000000000000000000000000000000	
Z13	A CONTRACTOR OF THE PARTY OF TH	07:12	Od 11h 28m	Yes
Z7	19:44	07.12		

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; airphils.com

- 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.

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.

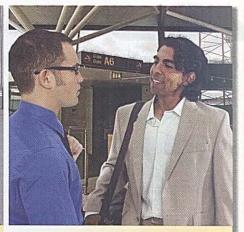
Roger: No problem. That's where I'm going. Just follow me.



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:

affordable, convenient,

- 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.

bus

NI 1 Flight 56 leaves from Terminal 2.

NI 4 Marcos is staying in Manila.

T F NI 2 Roger lives in France.

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 I can read or work. Means of Reason transportation To school or work To social events on weekends For vacations in my country For vacations outside of my country

Be sure to r	
popular	cheap
convenient	scenic
affordable	boring
comfortable	long
expensive	short
relaxing	scary

# Discuss schedules and buy tickets

### **VOCABULARY**

### Kinds of tickets and trips

A (1)) Read and listen. Then listen again and repeat.

## PASSENGER TICKET

KOREA BUS LINE

ZEOUL > ZOKCHO

a one-way ticket

## PASSENGER TICKET

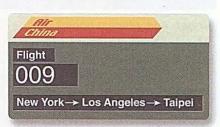
KOREA BUS LINE

ZOKCHO > ZEONT ZEONT > ZOKCHO

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

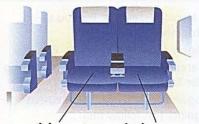
the local the express



a direct flight



a non-stop flight



an aisle seat a window seat

- **B** Complete the conversations with words and phrases from the Vocabulary.
  - 1 A: Would you like a window or an aisle?
    - B: ...... I like to walk around.
  - 2 A: Is Flight 3 a ...... flight?
    - B: No. It's a ...... flight. It makes a stop, but you don't have to change planes.
- 3 A: Do you want a ..... ticket to Rome?
- 4 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.
  - 1 ..... the express. The local arrives too late.
  - 2 They said ...... two aisle seats or an aisle and a window.

- 3 ...... a round-trip ticket. That way you won't have to wait in line twice.
- 4 Which train ..... we / take .....? We absolutely have to be there on time.
- 5 ...... a ticket at the station or on the train. It doesn't matter.
- 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.

**6** They could take the 7:30 express. ">

> ■ No. That train doesn't stop in Oak Plains. 33

Penn Station	express trains  Northway	Oak Plains	
7:15	7:50		Carme
7:25		8:30	9:00
7:30		8:25	8:55
			8:55
20 miles	8:05	8:45	9.15
7:30 7:50	8:05 8:25		9:15
	0.25	9:05	9:35

### **CONVERSATION MODEL**

- A 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 (1) Rhythm and intonation Listen again and repeat. Then practice the Conversation Model with a partner.



### Discuss schedules and buy tickets **NOW YOU CAN**

- 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.

DEPARTU	IRES 07:15 A
то	DEPARTS TRACK
OSAKA	06:55
NARITA	07:03 9
KYOTO	07:12 19
DSAKA	08:23 8
NARITA	08:26 9
KYDTO	08:31 18

# **Book travel services**

digi-zaban.ir

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. take a taxi into town. We're going to

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.)

Where is he going to wait? (In the lobby.)

When are you going to arrive? (At noon.) Who are they going to meet? (The travel agent.) Who's going to take me to the airport? (Tom is.)

**GRAMMAR BOOSTER** • p. 138

Expansion: future actions

Remember: The present continuous is also

I'm renting a car in New York next week.

often used to express future plans.

- A Grammar practice Complete each statement or question with be going to and the base form of the verb.
  - express they / buy tickets for the express. airport?
- you / ask for an aisle seat?
  - the train station?
- 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

r	digi-zaban.i	r
В	B (3) Listening comprehension  Listen to the conversations. The and complete each sentence with be going to and infer the name	
	1 He (reserve) a 3 Sh	ne (get) a
	for her.	at John F. Kennedy Airport.
	2 The tourist (need) 4 Th	ne agent (check) to
	a in Seoul. se	e if he can reserve a for the tourist.
	Lead and listen. Then II sten again and repeat.	A 40 Vocabulary - Airline possentor
C	CONVERSATION MODEL	
A	A (3)) 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 6 <sup>th</sup> .	
	A: And what time?	
	B: Let me check 5:45 P.M.	
B	B (3)) Rhythm and intonation Listen again and repeat.	
	Then practice the Conversation Model with a partner.	
c	C Find the grammar Find and circle two ways that A and B	
	express future plans in the Conversation Model.	Character to the control of the cont
		OUECK
	NOW YOU CAN Book travel services	PASSENGER TICKET AND BAGGAGE CHECK
	A Pair work of the Control of the Co	PASSENGER HUNCH 11 FLIGHT 22  AIR CUZCO APRIL 11 FLIGHT 22  DEPARTURE: 18:00 ARRIVAL: 19:15
	A Pair work Change the Conversation Model. Book one of the services from the Vocabulary. Use the tickets for arrival inform Then change roles.	travel   DEPARTURE: 18:00
	A: Hello. Can I help you?	
	B:	88985376124 0 988 765198655
	p in Don't stop!	Seoul
	A: What date are you arriving? Ask for additional	FROM 2 unistbus
	B: a aver saut along of the beginning to no	260
	A: And what time? a hotel reservation.	DEDATE 13 A
	B: Let me check	DEPARTS D7:45
	B Change partners Make your own flight, bus, or train tickets	17.0 F
	The state of the s	

Then practice the conversation again, using your tickets.

Your ticket		
From		sten to the
То		
Date		
Departs	Arrives	

LESSON

GOAL

# **Understand airport announcements**

### **BEFORE YOU LISTEN**

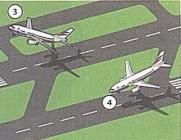
A Vocabulary • Airline passenger information Read and listen. Then listen again and repeat.







(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 canceled. The passengers have to find another flight.

B Use the Vocabulary to complete the pre-flight instructions.

(2) arrive

When you	at the airport, you should take your lug	ggage to the check-in count	er and get
your	Then you can	, where	have
to put all their hand lug	ggage on the belt. From there you should	go to theyo	our plane is
departing from. If you a	are early and your plane hasn't landed or a	arrived at the gate, just have	e a seat in
the		ou can show your boarding	pass to the
and get	on the plane. Be sure to turn off all electro	onic devices and put on you	ır seat belt before
your plane	from the gate. Enjoy the takeoff, and h	have a good flight!	shier and all a

### LISTENING COMPREHENSION

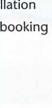
Understand public announcements Listen to the announcements. Check the travel problems.

☐ a delay

**UNIT 9** 

104

- 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: .....
- 3 final departure gate: .....
- 2 original departure gate: .....
- 4 final departure time: ......

### PRONUNCIATION

### Intonation for stating alternatives

- A (1) 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.
  - 66 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?

We could volunteer. Flight 60 is going to arrive before the dinner. What do you think?



LESSON 4

GOAL

# Describe transportation problems

### **BEFORE YOU READ**

A 

Nocabulary • 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 (3) Listening comprehension Listen and complete each statement with the Vocabulary.

1	They	4	They	
2	They	5	They	

### READING



# GOT BUMPED FROM A FLIGHT?

Maybe it's not so bad after all...

Maybe de la company de la comp

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

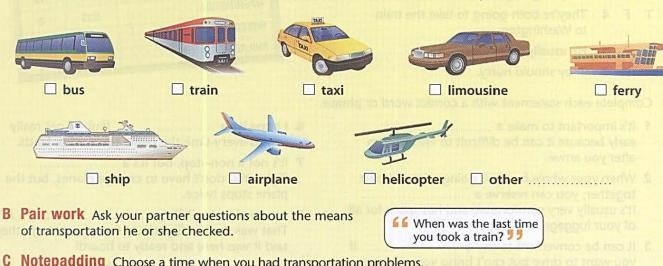
Critical thinking Based on the Reading and your own ideas, discuss the following topics.

- 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.



**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.

# 6 M

**DEPARTURES** 

WASHINGTON

PHILADELPHIA

WASHINGTON

**PHILADELPHIA** 

BOSTON

BOSTON

### More Practice

### ActiveBook Self-Study Disc

grammar · vocabulary · listening reading · speaking · pronunciation

DEPARTS

7:10

7:22

7:25

8:25

8:26

8:31

7:26 A.M.

TRACK

6

19

8

24

18

# Review

A Silva 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:		F	1	They	could	take	the	8:3	1
------------------------------	--	---	---	------	-------	------	-----	-----	---

- 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.

R	Complete	pach	statement	with a	correct	word	or	nhraco
200	Complete	Cacii	Statement	vvitii a	COLLECT	WOIG	OI	Dillase

- 1 It's important to make a ......early because it can be difficult to find a room after you arrive.
- 3 It can be convenient to use a ...... if you want to drive but can't bring your own car.
- 4 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.
- 5 My husband always gets ......seat. He likes to get up and walk around on long flights.

- 6 I hope it's a ...... flight. I get really scared every time the plane takes off or lands.
- 7 It's not a non-stop, but it's a ...... flight. You don't have to change planes, but the plane stops twice.
- 8 Are you kidding? They ...... it? That was the last flight! Just ten minutes ago they said it was here and ready to board!
- **9** 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
C	Top Notch Pop
	"Five Hundred Ways"
1	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.

B: I'm not sure. But ...... to Bangkok on

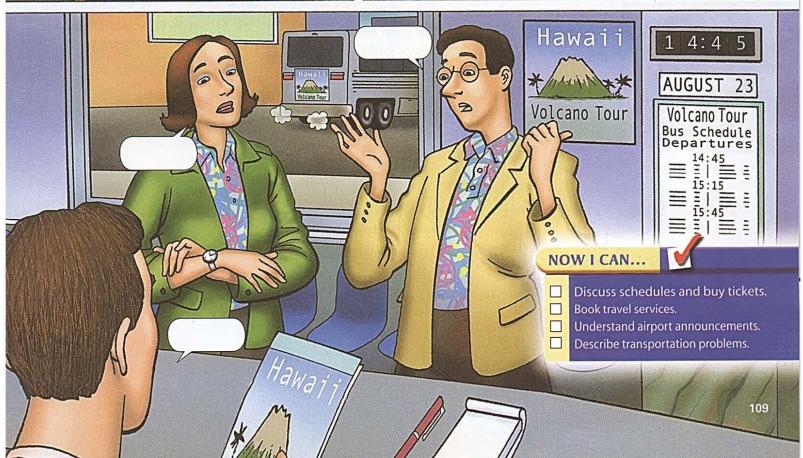
business next month, and ...... a few days

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 <u>be going to</u>.

WRITING BOOSTER + p. 147

- The paragraph
- Guidance for Exercise D



# UNIT

# **Shopping Smart**

**Preview** 

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

GD NZD MYR THB IDR

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.

7101	Acard	Monthly Statemen
Date	Transaction	Debit
10/07	CAFÉ LUNA	200.00
10/06	*FOREIGN TRANSACTION	FEE 4.68
10/06	HOTEL DE CALLAO	180.00

Source: independentraveler.com

**♦**Nocabulary • Financial terms

Nocabulary • Financial ter 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 (\*)) 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!

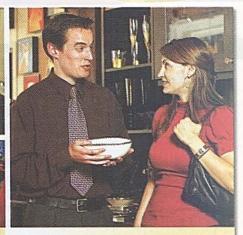


Pat: Hey, what do you think of this?

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:	udy English at any school you want.
An advantage of cash:	ounc great. But which school is
A disadvantage of cash:	hree vacation packages you can choose from.

# Ask for a recommendation

digi-zaban.ir

Winds		1000	200	ration.	100	NAME OF TAXABLE
G	R	4	M	W	Δ	R

big

Superlative adjectives

Irregular forms

 $\begin{array}{c} \mathsf{good} \to \mathsf{better}\,(\mathsf{than}) \to \mathsf{the}\,\mathsf{best} \\ \mathsf{bad} \to \mathsf{worse}\,(\mathsf{than}) \to \mathsf{the}\,\mathsf{worst} \end{array}$ 

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?

1 The Aptex is ..... of our MP3 players.

adjective comparative superlative cheap cheaper (than) nice nicer (than) easy easier (than) superlative the cheapest the nicest the easiest

bigger (than)

superlative adjective
the cheapest the nicest portable
the easiest the biggest expensive

comparative

more comfortable (than) more portable (than) less difficult (than) less expensive (than) superlative

the most comfortable the most portable the least difficult the least expensive

A **Grammar practice** Read the salesperson's recommendations. Complete each statement, using the superlative form of the adjective.

Comparatives and superlatives: usage and form

GRAMMAR BOOSTER > p. 139

	2	The Focus C20 is very inexpensive. It's
	3	Compared to our other camcorders, the Manko 210 is
	4	The Focus C50 is digital camera we sell.
	5	The Vista PX is camcorder you can buy.
	6	Our customers say the iSong is MP3 player available today.
	7	You'll like the Manko 230 MP3 player. It's to use.
	8	You'll like the Manko 230 MP3 player. It's
	9	If you want the best but don't care about cost, the Vista LS is
В	Co	omplete the conversations. Use the superlative form of the adjectives.
	1	A: All of these cameras are easy to use.
		B: But which is?
	2	A: All of our ski sweaters are protty warm
		B: But I want a really heavy one. Which brand makes
	3	A: She wrote at least six books about Italy.
		B: I know. But which of her books is?
	4	A: Do you want to take a taxi, bus, or train to the airport?
		B: Which is?
	5	A: You can study English at any school you want.
		B: All three sound great. But which school is?
	6	A: Here are three vacation packages you can choose from.
		B: That's nice. But just tell me which one is

### CONVERSATION MODEL

A 🕩 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** (\*) 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?

- 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.

## Ideas

- · nice
- · popular
- ·light

Camcorders

Vision 720 \$94 Very Light

Diego P500

- practical
- · easy to use

Pusan 5X

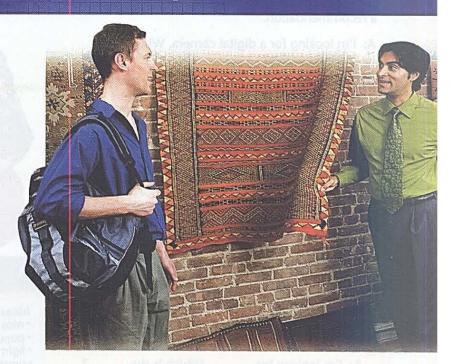




# Bargain for a lower price

### **CONVERSATION MODEL**

- A (1)) 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 (1) 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.
- - B: I'm so sorry. Let me get you a bigger size.
- - 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.
- 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.

slow fast cheap

Adjectives

expensive quiet

noisy small

big light heavy

### PRONUNCIATION

### Rising intonation for clarification

- ▲ 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 one:
    - A: No, the big ones.

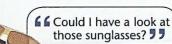


2 A: How much is that vase?

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.



### VOCABULARY

### How to bargain

A (1) 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 \( \press{\sigma} \) 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	************	
---	----------------	---------	--------------	--

- 3 The buyer pays ...... for the ......
- 2 The buyer pays ...... for the ......
- 4 The buyer pays ...... for the ......

### NOW YOU CAN

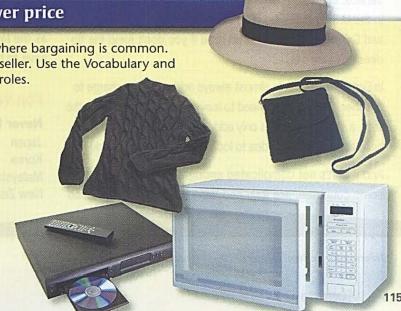
## Bargain for a lower price

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.



# Discuss showing appreciation for service

### 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.

n 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 guite 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 New Zealand United Arab Emirates

Vietnam

Information source: cnn.com

digi-zaban.ir

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.

66 I'm going to Warsaw, Poland. I'm staying in a nice hotel for about six days. How much should I tip the maid? 55



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



**6 6** I'm flying to Melbourne, Australia, next week. I have three large bags. If a porter helps me, how much should I tip? ">"



Toronto, Canada, this weekend. Someone told me the fare from the airport is CAN \$43. How much should I tip the driver? "



**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**

### Discuss showing appreciation for service NOW YOU CAN

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. 33

**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.

Taxi drivers:	The second secon
Hotel maids:	
Baggage porters:	The last transmission of the last transmission
Hairdressers:	
Office assistants:	

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 ..."

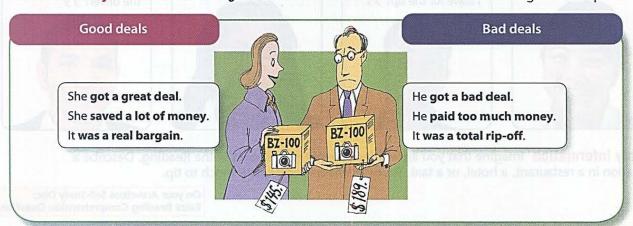
LESSON 4

GOAL

# Describe where to get the best deals

### **BEFORE YOU LISTEN**

A Vocabulary • How to describe good and bad deals Read and listen. Then listen again and repeat.



**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 Similar 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	- management online and a	□ yes	□no
3	Sept Medical Line Sept.	□yes	□ no a snow
4		□yes	□no

- B (3) Listen for details Listen again. Write the price each person paid.
  - 1 ..... euros 2 ..... pounds 3 ..... dollars 4 ..... pesos

### 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.

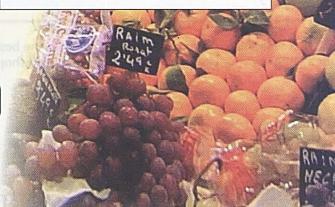
**Text-mining** (optional) Underline language in the stories in Exercise B on page 118 to use in the Group Work. For example:

"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 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. 33



# Review



grammar · vocabulary · listening reading · speaking · pronunciation

A ≼ N Listening comprehension Listen to each conversation. Write the item that the people are talking about. Indicate whether the item is satisfactory (✓) or unsatisfactory (✗) 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		ag uoy b la laum wa	light / fast / cheap
2			light / warm / beautiful
3	The state of the s	ad mineral mel section	tall / beautiful / affordable
4	we (4)		light / easy to use / affordable
1 If car 2 If do 3 In	plete the sentences.  you're out of cash and the ban n get money from there's a service charge on the on't need to leave some places, you can wer price.	bill, you probably	4 Before you go overseas, you should check th of your curre and the currency of the place you're traveling 5 It was a real of the place you're traveling 5 It was a total of the place you're traveling 5 It was a total of the place you're traveling 5 It was a total of the place you're traveling 5 It was a total of the place you're traveling 5 It was a total of the place you're traveling 5 It was a total of the place you're traveling 5 It was a total of the place you're traveling 5 It was a total of the place you're traveling 5 It was a total of the place you're traveling 5 It was a total of the place you're traveling 5 It was a total of the place you're traveling 5 It was a total of the place you're traveling 5 It was a total of the place you're traveling 5 It was a total of the place you're traveling 6 It was a to
For e	nat vase is too heavy. nose cameras aren't cheap eno	at vase isn't light eno ugh.	Salar Independent State of the Salar State of the S
Write	two sentences about shoppin	g in your city. Use the	e superlative.
	The stores in Old Town	have the most inter	

	The stores in Old Town have the most interesting gift
1	
	the wildox clothes?
2	



**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 neighborhoods stores stadiums museums

### WRITING BOOSTER + p. 148

- Connecting contradictory
- Guidance for Exercise E



### CoolRay 6 Basik XT Super thin So Fast! US \$350 US \$980 A US \$220 Easy to use

Very Professional

EasyPix 500 Very Popular US \$220 US \$180

Only 24 oz / .68 kg

Only 4.1 oz / .12 kg

# Dazio 420

Only 3 oz / .085 kg

Brightness: 2000 lumens Very portable US \$1,199

US \$999

Only 2.8 lb / 1.27 kg

### Clearview 3Z

Brightness: 2000 lumens Really affordable US \$899

US \$849 Only 4 lb / 1.81 kg

### Manna T-20

Brightness: 4000 lumens So powerful! US \$3,999

US \$3,899 Only 3.5 lb / 1.59 kg

# Cloud 9

50"/127 cm Like it loud? This is the one!

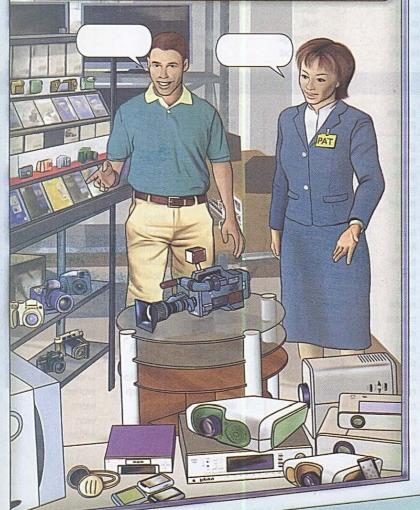


Runex 19"/48 cm Very portable



Washburn 32"/81 cm Brand new!





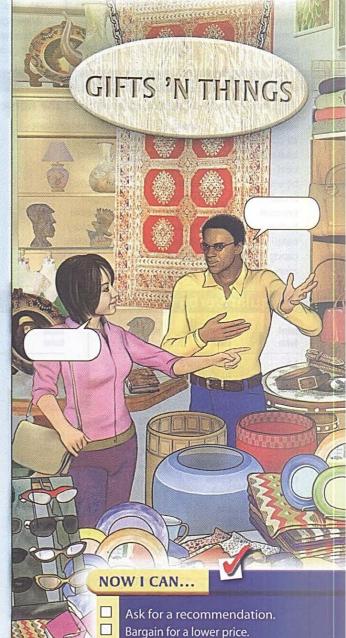
### ORAL REVIEW

**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 ...?



121

Discuss showing appreciation for service. Describe where to get the best deals.

# **Reference Charts**

### **Countries and nationalities**

Argentinean / Argentine Argentina Australia Australian Belgium Belgian Bolivia Bolivian Brazilian Brazil Canada Canadian Chile Chilean China Chinese Colombia Colombian Costa Rica Costa Rican Ecuador Ecuadorian Egypt Egyptian El Salvador Salvadorean France French Germany German Greece Greek

Guatemala
Holland
Honduras
Hungary
India
Indonesia
Ireland
Italy
Japan
Korea
Lebanon
Malaysia
Mexico
Nicaragua
Panama

Paraguay

Guatemalan Dutch Honduran Hungarian Indian Indonesian Irish Italian Japanese Korean Lebanese Malaysian Mexican Nicaraguan Panamanian Paraguayan

Peru Peruvian Poland Polish Portugal Portuguese Russia Russian Saudi Arabia Saudi / Saudi Arabian Spain Spanish Sweden Swedish Switzerland **Swiss** Taiwan Chinese Thailand Thai Turkey Turkish the United Kingdom British the United States American Uruguay Uruguayan Venezuela Venezuelan Vietnam Vietnamese

### Non-count nouns

### This list is an at-a-glance reference to the non-count nouns used in Top Notch 1.

air-conditioning chicken basketball clothing coffee beef bike riding crab bread culture broccoli dancing butter dessert cake dinner electronics candy cash English

entertainment
fish
food
fruit
garlic
golf
health
history
hosiery
hot sauce
housework

ice
ice cream
juice
junk food
lamb
lettuce
lingerie
meat
milk
music
nature

oil outerwear pasta pepper pie rice running salad salt sausage seafood

service shopping shrimp sightseeing skydiving sleepwear soccer soup squid swimming

tennis

traffic transportation TV walking water weather wildlife yogurt

## Irregular verbs

base form	simple past	past participle
be	was / were	been
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
buy catch	bought caught	bought caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
find	found	found
fit	fit	fit
fly	flew	flown
forget get	forgot got	forgotten gotten
J	3	

form	past	participle
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hit	hit	hit
hurt	hurt	hurt
keep	kept	kept
know	knew	known
leave	left	left
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
quit	quit	quit
read	read	read
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen

base form	simple past	past participle
sell	sold	sold
send	sent	sent
shake	shook	shaken
sing	sang	sung
sit	şat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake up	woke up	woken up
wear	wore	worn
win	won	won
write	wrote	written

# rammar 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?
  - \_\_\_ 2 Where is she from?
  - \_\_\_ 3 Where's her father from?
  - \_\_\_4 Who is Bernard Udall?
  - \_\_\_ 5 How old are your cousins?
- a Scotland, actually. She's British.
- b He's the CEO of BRC Incorporated.
- c Kim's father? Seoul, I think.
- d Eighteen and ten.
- 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?

 $1 \rightarrow my$ 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. \_\_\_\_\_ (Janec) e-mail address? 2 What is \_\_\_

3 The book is \_\_\_\_\_ (Kayla).

\_\_\_ (Nicole and Sean) class is at eight.

5 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.
- 2 His phone number? It's 21-66-55.
- 3 Dave's last name? It's Bourne.
- 4 Sandra's nickname? It's Sandy.
- 5 My e-mail address? It's acme4@ymail.com.
- 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 <u>be</u> gives information about the subject of a sentence. The subject of a sentence can be a noun or a pronoun.

noun subject

pronoun subject

Our teacher is from the United States.

She is from the United States.

That school is new.

It is new.

### **Affirmative statements**

There are three forms of the verb be in the present tense: am, is, and are.

is late.

He I am a student. She

You We They are married.

### **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.

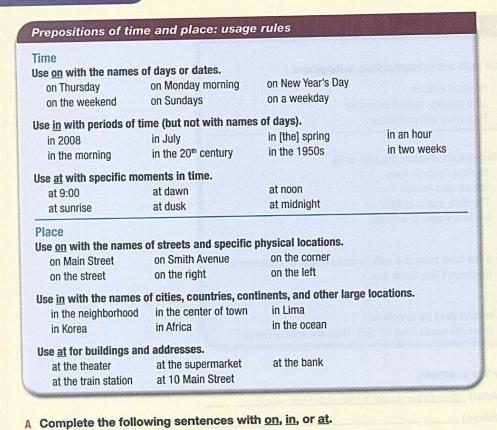
### B On a separate sheet of paper, write a short answer for each question.

- 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



1 When's the movie? The movie is Friday 8:30.	
the weekend, I'm going to the concert the public library.	
3 Where is he? He's not here right now. He's work.	
4 Where's his office? It's the center of town.	
5 When was her mother born? She was born January 1.	
6 When does the movie take place? It takes place the 19th century	Africa.
duck	
7 The park opens 6:00 the morning and closes dusk.  8 Is the concert hall Grove Street?	
8 Is the concert hall Grove Street?	
9 I think the theater is the right side of the street.	
10 Let's go to the evening show. The concert is outside, and the weather is re	eally seems with a reconstruction of the
hot the afternoon.	
11 This concert occurs every second year November.	
12 I'll see you Thursday morning in front of the theater, OK?	
	: No, my in-laws into so Office
B Look at the tickets. On a separate sheet of paper, write questions with V	when or what time.



Write a question with Where.



### UNIT 3 Lesson 1

The simple present tense: usage	ge and form		position production and	
Usage				
Use the simple present tense to talk about	out facts and habitu	ial actions in the presen	m and to extra in this man	
facts	habitual actions	200 - 200 -	SENSING LE CHANGE SÉ A	
Josh speaks Spanish very well. They work at Coffee Central.	Josh speaks Spar They work late on			
	They work late on	irriuays.		
Form Add <u>-s</u> to the base form of the verb for t	third_narean cinaul	ar /ha cha or it)	GENERAL ELECTRONISTE	
I like Thai food.	He likes Peruvian		and enteriores of league (Civil)	
You study English.	She studies Frence	ch	mate (mt)	
They open at 6:00.	The store opens a		Hall to the second of the seco	
We work at a café.	Marlene works at	a school.		
Negative forms				
Use don't (do not) and doesn't (does no			TO THE	
I don't like American food.	He doesn't like G	reek food.	THE REPORT OF THE PARTY OF THE	
Yes / no questions				
Use do or does + the base form of a ver			Letter To Service	
Do you speak Portuguese?	Does she speak I	French? NOT Does she speaks French?		
Write negative statements. Follo				
		er doesn't like classical music.		
		State of the or		
		patro outsid		
		poselli edisk im solo — — hoovens, solt o		
		stems while success		
		All property and the second se		
6 Kiko's nephew likes folk. (Her ni	iece)	A Description of State of Stat	Visen was her mother bened <u>95</u>	
B Write <u>yes</u> / <u>no</u> questions. Follow				
A: <u>Does your sister live</u> near	you? B: No, she	doesn't. She lives in another city.		
1 A:		drink coffee?		
B: No, he doesn't. My brother d	rinks tea.	reconcert is cutalda, and line wealth		
2 A:		children?		
B: No, we don't have any yet.				
3 A: B: No, my in-laws live in Chile.		_ in Mexico?		
4 A:	III to early may	English?		
B: Yes, she does. My niece spea	aks it well.			
5 A:		work here?		
B: Yes, they do. My cousins wor				
6		early?		
B: No. The bookstore opens late	9.			

### 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.

subject

Who visits your cousin in Chicago?

My mother does.

object

Who does your mother visit in Chicago? My mother visits my cousin.

Be careful! Don't use  $\underline{do}$  or  $\underline{does}$  with  $\underline{Who}$  if the question is about the subject. Always use the third-person singular form to ask questions with  $\underline{Who}$  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?

Comple	to the	information	questions.
COILIDIE	te Hie	IIIIOIIIIGGGGG	decomo

1	your father	? He's a doctor.
2	your in-laws	? They live in Seoul.
3	cousins	? I have ten of them.
4	band out even I resolt fly	our parents? I visit them every weeker
	your sister	? She lives across the street.
	speaks Russian? My brother-in-	
7	your aunt	with? She lives with my cousin.
	you? I	
9	has three kids? My sister does.	WASHINGTON AND AND AND AND AND AND AND AND AND AN
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	ver	b.	
	1 Coffee (be) my favorite beverage.	4	Influenza (ca	use) pain and fever.
	2 Rice (be) very good for you, even when you are sick.	5	Darkness but I don't know why.	(frighten) some people,
	3 Mathematics (create) problems for many students, but not for me!	6	Medical advice to do about their health.	(help) people decide what
В	Complete the following sentences with a or an. If the n	nou	n is a non-count noun, w	rite an X.
	1 He has diabetes.	5	There's egg on the	shelf.
	2 She would like to eat banana.			rice with the chicken?
	3 " apple a day keeps the doctor away."	7	He always gives go	ood advice.
	4 Would you like appetizer?	8	My family loves mu	sic.
1	Non-count nouns: expressing quantities			in contract to our front to female
	We can make many non-count nouns countable: a slice of bread, a loaf of bread, three pieces of bread, two kinds	c of	head	and the state of the state of
				STATE OF THE STATE
	The following phrases are used with non-count nouns in order to liquids: a glass of, two cups of, a liter of, six gallons of, a bottle of,			union and well are already a trace of
	solids: a cup of, a piece of, three slices of, a kilo of, a spoonful of			Count use to enter to your work
-				
C	On a separate sheet of paper, complete each statemen	nt	with a countable quantity	Complete the information quest
	(Note: More than one phrase of quantity may be possil	ble	Journal of Market St.	
	liquids	S	olids	
	1 This soup is so creamy. It has two milk in it.	4	I ate cheese and now	I feel sick.
	2 She must be very thirsty. This is her third water.	5	A club sandwich doesn't	have two bread.
	3 My car has a big gas tank. It holds gas.		It has three bread.	
		6	I like my tea sweet. Pleas	e put in sugar.
	Questions with <u>How much</u> and <u>How many</u>			
	Ask questions with <u>How much</u> for non-count nouns. Ask questions How much rice is in the soup?  Not much. Two cups.	s w	ith <u>How many</u> for count nouns	9 Palay een Suari 9
	How much rice is in the soup? Not much. Two cups.  How many eggs are in the fridge? Not many. Three.			AS NATA
7				
D	Complete each question with How much or How many	۷.		
	1 bread do we need?	5	oil sho	uld 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	of bread do you want?
	4 spoonfuls of sugar do you want	8	cups o	f coffee did you drink?
	in your tea?			
4	Words that can be count nouns or non-count nouns	;		The state of the s
	Sor . nouns can be used as count or non-count nouns. The word	is t	he same, but the meaning is d	ifferent.
	r a-count use count use			ly of body mid bill
	Chicken is delicious. I bought two chickens.			resolvent of the explinately ki
-	Let's watch TV. We have three TVs in our The sun provides light. It's too bright in here. Turn			
18				
	Some words can have a count sense or a non-count sense withou	ıt aı	ny real difference in meaning.	
100	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.			
6				

Plural count nouns: s	pelling rules			
Add <u>-s</u> to most nouns.	appetizer appetizers	apple apples	and posterior	
If a noun ends in a consona cherry cherries	nt and <u>-y,</u> change the <u>y</u> to <u>i</u> and add <u>-</u> berry berries	<u>es</u> .		
BUT: Do not change the y w	hen the letter before the y is a vowel.	gg was buck of the c	Openio ( Miles of State ( m) State of	
Add <u>-es</u> to nouns that end in lunch lunches box boxes	n <u>-ch, -o, -s, -sh, -x,</u> or <u>-z</u> . radish radishes glass glasses	tomato tomatoes	dulid tro li who	
E Write the plural form of	of the following count nouns.			
1 clam	4 olive	7 french fry	a to mail and part of	
2 snack		8 sandwich	opined & wid	
3 cup			ALCOHOL:	
о сар		10 potato		
UNIT 4 Lesson 2  Some and any			man to do to	
They are bringing us son  Use some with non-count non-count noun  We need some milk and  Use any with non-count non-count noun  We don't want any chee	ouns and plural count nouns in negat in plural count noun ise, and we don't need any apples. ions with count and non-count nouns	know how much.)  n affirmative statements.  tive statements.  s. There is no difference in me	TRANS OF THE PROPERTY OF THE P	
Do you need any cookie			and the form the p	
There is some coffe  1 There are some onic  2 We have some cool  3 They need some on  4 She's buying some  5 The Reeds want so  6 I want some butter	g sentences from affirmative to e in the kitchen. There isn't a ons on the table. kies. hions for the soup. fruit at the market. me eggs for breakfast. on my sandwich. ken in the fridge. heese for the pasta.	any coffee in the kitche	A service of page of the contract of the contract of page of the contract of t	
	ence with some or any.			
		5. The restaurant is making	g pies for the party.	
	more coffee, thank you.	6 It's too bad that there is		
2 There isn't	salt in this soup sandwiches on the menu.			
	sugar for their tea.	8 There are		
A They beed	Suudi iui liitii lea.	0 111010 WIO		

### The present continuous: spelling rules for the present participle

The present continuous consists of two parts: a form of <u>be</u> and a present participle of a verb.

To form a present participle, add <u>-ing</u> 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.

→ 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.

CVC

sit → sitting

BUT: If the base form of the verb ends in -w, -x, or -y, don't double the final consonant.

→ blowing

fix

→ fixing

> 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

A Write the present participle for each of the following base forms. Follow the rules.

7 stop \_\_\_\_\_

13 sew \_\_\_\_\_

19 change \_\_\_\_

21 have \_\_\_

2 rain \_\_\_\_\_\_

8 exit \_\_\_\_\_

14 listen \_\_\_\_\_ 15 do \_\_\_\_

20 be \_

\* Vowels = a, e, i, o, u

t, v, w, x, y, z

\* Consonants = b, c, d, f, g, h, j, k, l, m, n, p, q, r, s,

4 help \_\_\_\_\_

9 sit \_\_\_\_\_ 10 eat \_\_\_\_\_

16 write \_\_\_\_\_

22 put \_\_\_\_\_

5 open \_\_\_\_\_

3 run \_\_\_\_

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

negative statements

I'm studying English.

I'm not studying French. You're not studying English.

You're studying French. He's reading a book.

He's not reading a newspaper.

She's reading a newspaper. We're watching TV.

She's not reading a book. We're not watching a DVD. They're not watching TV.

- They're watching a video.
- 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.

Use the present continuous and contraction		
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?		
		100
The present continuous: rules for formi	ing questions	
Is she watching TV? Are you driving there?	subject of the sentence. (Invert the subject and verb <u>be</u> .)  Are we meeting this afternoon?  Are they talking on the phone?  Are Nan and Bert studying?	
Is Stu shopping?		The same of
	k information questions. (Invert the subject and verb <u>be</u> .)  How much are you paying for that computer?	
When are you going? What are you doing right now? Who is he watching on TV?	Why are you buying that laptop?	
Be careful with Who when asking a question abo Who's talking on the phone? (John is.)	ut the subject:	
Write a question in the present continuous		
1. A:		.?
B: No. Luke's not watching TV right now.		?
2 A:		.1
B: Yes, She's working this morning.		?
3 A:		
4 A:		?
B: She's coming home later tonight.		

### A Correct the following sentences.

- 1 Can they 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>B</b> Complete the	questions, usir	ng the cues and	can.
-----------------------	-----------------	-----------------	------

basketball around here? (Where / I / play)
dinner together? (When / we / have)
walking? (Where / I / go
English? (How often / you / study)
breakfast tomorrow morning? (Who / make)
with about English classes? (Who / I / speak)

### 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	g.
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?
- 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 <u>could</u> or <u>was</u> / <u>were able to</u> + 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 action meaning

I have two sandwiches. (possession)

I'm having a sandwich. (eating)

I think English is easy. (opinion)

I'm thinking about her. (the act of thinking)

Some non-action verbs

be miss have need

know see

love

understand want

A Complete the letter. Use the simple present tense or the present continuous form of the verbs.

Dear Keith,		Direct Directory years
It's 2:00 and I	(1 think) of you.	The kids
(2 play) outside. I	(3 see) them to	hrough the window right
now. They	(4 have) a small table	and chairs and they
(5 have	e) a late lunch. I	(6 want) to send this
before I go to work. I (8 miss		ou're working hard and we all
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.

6 Never I go swimming at night.

9 We go often bike riding in the afternoon.

### 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.

- 7 Vivian doesn't drink always coffee.
- 8 Corey and I play twice a week tennis together.

Some time expressions

every week

twice a year

once in a while

a lot

every other day once a month

three times a week Other expressions

- 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?

Complete the Conversations with was, were, was	sirt, or werent.
1 A: you out of town last week?	4 A: Where you last weekend?
B: No, I Why? A: Well, you at work all week.	B: I on vacation.
2 A: How the food?	A: Really? How it?  5 A: How long your trip?
B: Great! There lots of fresh seafood	B: Only a few hours, but we pretty tired.
and the fruit delicious.	6 A: your brother on vacation last week?
3 A: So your vacation OK?	B: Yes, he He and his wife
B: Well, actually it The food	on a cruise.
terrible and there too many people	
On a separate sheet of paper, unscramble the we	ords to write questions, using was or were.
1 your / vacation / very long 3 the drive / comfo	ortable 5 your friends / late
2 your luggage / where 4 you / on the mor	ning flight 6 there / a lot of people / on the train
NIT 7 Lesson 2	
monarde page and	
The simple past tense: spelling rules for regula	ar verbs
	promote and the second
Form the past tense of most verbs by adding <u>-ed</u> to the base play → played	Se toriii.
For verbs ending in <u>-e</u> or <u>-ie</u> , add <u>-d</u> . smile $\rightarrow$ smiled tie $\rightarrow$ tied	opposition of planets and all suppositions are produced in the standard of the control of the co
For one-syllable verbs ending in one vowel + one consona stop → stopped plan → planned	nt, double the consonant and add <u>-ed</u> .
For two-syllable verbs ending in one vowel + one consona	int: If the first syllable is stressed, add -ed.
vi - sit → visited	I nempl (
If the second syllable is stressed, double the consonant an	nd add <u>-ed</u> .
pre - fer → prefer <b>red</b>	
For verbs ending in a consonant and <u>-y</u> , change the <u>-y</u> to <u>-i</u> study $\Rightarrow$ studied	i and add <u>-ed</u> .
Be careful! Do not use <u>-ed</u> for irregular verbs.	
See page 122 for a list of irregular verbs in the simple past	t tense form.
The state of the s	OUT BY STATE
On a separate sheet of paper, write the simple pa	act tonce form of the following verbs
	9 rain
2 like 6 stay	
3 change 7 travel	
4 cry 8 arrive	12 hurry
On a separate sheet of paper, write the simple pa	ast tense form of these irregular verbs.
l eat	9 buy
1 eat 5 write	The market of the time of the same of the
2 drink 6 meet	10 read
	10 read 11 pay

### 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.

NOT Mindy wrote a letter her parents.

NOT Mindy wrote her parents it.

Mindy wrote them a letter.

NOT Mindy wrote a letter them.

NOT Mindy wrote them it.

В	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. 3 They serve meals to us in the dining room.
- 2 At night we read stories to our children.
- 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)
- 3 His friend showed him the check for dinner. (to)
- 2 I sent my colleagues the tickets. (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)
- 3 They make lunch every day. (for him)
- 2 We always tell the truth. (her)

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.

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.

The weather is warmer there than here. She's less practical than her sister.

- A On a separate sheet of paper, write the comparative form of the following adjectives.
  - 1 tall 5 light 2 sunny

6 clean

9 sad 10 fatty 13 spicy 14 healthy 17 popular 18 red

3 comfortable

7 bad

11 salty

15 cute

19 conservative

4 heavy

8 late

12 sweet

16 short

20 interestina

- B Complete each sentence with a comparative adjective. Use than if necessary.
  - 1 I like the pink purse. It's much \_\_\_\_\_
  - 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.
  - \_\_\_\_\_ (tall) his brother. 6 He's a lot \_\_\_
  - 7 This projector is a lot \_\_\_\_\_ (popular), but it's \_\_\_\_
  - 8 They're much \_\_\_\_\_ (liberal) about clothing rules at the beach.
  - (sunny) in the morning before the rain begins. 9 It's usually \_\_\_\_
  - 10 French fries are \_\_\_\_\_\_ (fatty) and \_ (salty) a salad.

### 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  $\underline{\text{yes}}$  /  $\underline{\text{no}}$  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 $\underline{Who}$ is the subject.

Who can give me the information? (The travel agent can.)

### Common errors

### Never add $\underline{-s}$ 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.

- 1 Who (should buy / should to buy) the tickets?
- 2 Where (I can find / can I find) a hotel?
- 3 You (could to walk / could walk) or (take / taking) the bus.
- 4 (I should to call / Should I call) you when I arrive?
- 5 We (can to not take / can't take) the bus; it left.
- 6 When (should you giving / should you give) the agent your boarding pass?
- 7 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.







- \_\_ at 11:00. It \_\_\_ \_\_\_ at 8:00.
- 2 When \_\_\_\_ \_ the flight \_\_\_\_
  - \_\_\_\_ at 23:30.

- 3 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.
  - 1 What are your plans for your next vacation?
- 3 What are you doing this evening?
- 2 What are you going to do this weekend?

### 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 the most expensive more expensive (than) expensive less practical (than) the least practical practical

Be careful! Use the with superlative adjec-

Don't say: Mexico City is largest.

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.

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.

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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			
The Caribbean cruise is  The Honsu X24 is a good camera, but the Cashio is	(relaxing) of our vacation packages.			
4 The Honsu X24 is a good camera, but the Cashio is				
<ul><li>5 We have several brands, but I'd say the R300 is</li></ul>				
	27/			
	7 I like that rug, but I think this one is (beautiful).  8 Our vacation in Brazil was (nice) our vacation in Italy last year.			
9 There are so many brands to choose from. Which b				
10 All three cameras look good. But which one is to use?				
11 I like both the J12 and the Pro MP3 players, but wh	ich one's (small)?			
12 Which of these three plates do you think is	(pretty)?			
13 I can't decide if I should read this book or that one. (interesting)?	Which one is			

### 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, rea	lly, 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 on	e.			
	4 They say this movie is	I want to see it.	I want to see it.			
	5 This book is	You should read it.	You should read it.			
	6 English is		eople 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.					
В	Complete each conversation, using to	o or enough.				
	1 A: How about this? Should we buy it fo	or 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 bac B: It's an expensive meal, and this stea		(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)?				
	8 A: Would you like more ice in your wat	er?				
	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:

I live in Beijing. He's from Colombia. cities / countries

They're Honduran. nationalities

I speak Russian and Italian. languages

days and months My birthday is on Tuesday, June 19th.

> My brother and I are students. the word I

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.

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

- A Circle the subject and underline the verb in each sentence.
  - Her children like folk music.

4 Their favorite musician is Beck.

2 I prefer CDs to cassettes.

5 The play isn't very good.

- 3 My friend loves classical music.
- 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.

- Ideas
- · your favorite music
- your favorite artist
- · when you listen to music
- · where you buy music
- · how many CDs you own
- sentence with a period. Be sure to use a subject and a verb in each sentence. 142 Writing Booster

### 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.

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.

### 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.

other fruits. I like apples, oranges, grapes,

Be careful! Don't use a comma when and connects only two words.

I like apples and oranges. NOT Hike 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.

### Ideas

- appearance
- musical tastes
- food preferences
- clothing preferences
- · birthplaces and hometowns
- marital status
- · favorite colors

A Connect the followin	words and ideas	with and or in addition.
------------------------	-----------------	--------------------------

1	The people ea	t a lot of ver	retables in	Spain.	Italy	France
80	THE DECIDIO CA	L a lot of vo	JULIANIOU III	-p	,	

\_\_\_\_, there are a lot of fatty foods. 2 In the U.S., many restaurants serve big portions. \_\_\_

\_, there are two restaurants where the 3 There are five or six great Italian restaurants near the hotel. \_\_\_\_ menu has dishes from Mexico, Thailand, India, \_\_\_\_\_\_ even Indonesial

\_\_\_\_\_I want to invite her to my favorite Italian restaurant. 4 She loves pasta, \_\_\_

\_\_\_\_\_ they're good for you. 5 Raw carrots taste great, \_\_\_

6 This restaurant has great food. \_\_\_\_, the service is excellent.

\_ they all come with a choice of vegetable. 7 You can choose from six entrées on the menu, \_\_\_\_

\_\_\_\_ dessert. 8 I usually order soup, salad, a main course, \_\_\_\_

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.

noun

pronoun

The old photocopier is obsolete. It's also broken.

Adjectives come before nouns or after the verb <u>be</u> 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 <u>and</u>. 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

popular guaranteed affordable convenient good

fixable

fast

great terrific awesome

awful

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 digital camera

a mobile / cell phone

a TV

a GPS

a camcorder

a laptop (computer)

A DVD player

a desktop (computer)

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 <u>because</u> and <u>since</u> present reasons. There's no difference in meaning between <u>because</u> and <u>since</u> 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 <u>because</u> or <u>since</u> is not a sentence; it's an incomplete thought. Connect the clause beginning with <u>because</u> or <u>since</u> to a sentence to make the thought complete.

I wear jeans at that restaurant because it is a really casual restaurant.

A clause with <u>because</u> or <u>since</u> 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.

- A On a separate sheet of paper, connect the sentences, using clauses with either <u>because</u> or <u>since</u>. Be careful! make sure the clause with <u>because</u> or <u>since</u> presents a reason.
  - 1 I'm wearing a sweater. I feel cold.
  - 2 She called her brother. It was his birthday.
  - 3 He bought a blue blazer. He needed it for a business trip.
- 4 They didn't have a ticket for the concert. They stayed home.
- 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 <u>because</u> or <u>since</u>. Follow the example.

Why do you like classical music?

I like classical music because it is happy music.

- 1 Why are you studying English?
- 2 Why is a clothes store better than a clothes website?

- 3 Why do people like malls?
- 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 <u>because</u> and <u>since</u>. 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.

Remember:

In English, a sentence

is a group of words

containing a subject

a complete thought.

and a verb. It expresses

### 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 <u>even though</u> to connect contradictory ideas in a sentence. (A comma is optional before <u>even though</u> 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 <u>however</u> and <u>on the other hand</u> 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 <a href="https://example.com/however-the-baryis-name="https://example.com/however-the-bar

- 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 <u>however</u> or <u>on the other hand</u>.
- 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 fromsomewhere 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.

# (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 juicelemon, 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: 2 times)

# (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. 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,

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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)