THIRD EDITION

TOP NOTCH



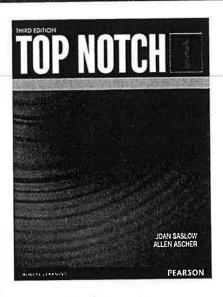
JOAN SASLOW ALLEN ASCHER

ALWAYS LEARNING

PEARSON

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 **Top Notch** 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. **Top Notch** is benchmarked to the Global Scale of English and is tightly correlated to the Can-do Statements of the Common European Framework of Reference.

Each full level of *Top Notch* contains material for 60–90 hours of classroom instruction. In addition, the entire course can be tailored to blended learning with an integrated online component, *MyEnglishLab*.

NEW This third edition of *Top Notch* includes these new features: Extra Grammar Exercises, digital full-color Vocabulary Flash Cards, Conversation Activator videos, and Pronunciation Coach videos.

* Summit 1 and Summit 2 are the titles of the 5th and 6th levels of the Top Notch course.

Award-Winning Instructional Design*

Daily confirmation of progress

Each easy-to-follow two-page lesson begins with a clearly stated practical communication goal closely aligned to the Common European Framework's Can-do Statements. All activities are integrated with the goal, giving vocabulary and grammar meaning and purpose. Now You Can activities ensure that students achieve each goal and confirm their progress in every class session.

Explicit vocabulary and grammar

Clear captioned picture-dictionary illustrations with accompanying audio take the guesswork out of meaning and pronunciation. Grammar presentations containing both rules and examples clarify form, meaning, and use. The unique Recycle this Language feature continually puts known words and grammar in front of students' eyes as they communicate, to make sure language remains active.

High-frequency social language

Twenty memorable conversation models provide appealing natural social language that students can carry "in their pockets" for use in real life. Rigorous controlled and free discussion activities systematically stimulate recycling of social language, ensuring that it's not forgotten.

* Top Notch is the recipient of the Association of Educational Publishers' Distinguished Achievement Award.

Linguistic and cultural fluency

Top Notch equips students to interact with people from different language backgrounds by including authentic accents on the audio. Conversation Models, Photo Stories, and cultural fluency activities prepare students for social interactions in English with people from unfamiliar cultures.

Active listening syllabus

All Vocabulary presentations, Pronunciation presentations, Conversation Models, Photo Stories, Listening Comprehension exercises, and Readings are recorded on the audio to help students develop good pronunciation, intonation, and auditory memory. In addition, approximately fifty carefully developed listening tasks at each level of *Top Notch* develop crucial listening comprehension skills such as listen for details, listen for main ideas, listen to activate vocabulary, listen to activate grammar, and listen to confirm information.

We wish you and your students enjoyment and success with **Top Notch 1**. We wrote it for you.

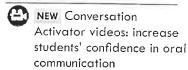
Joan Saslow and Allen Ascher

COMPONENTS

ActiveTeach

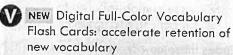
Maximize the impact of your *Top Notch* lessons. This digital tool provides an interactive classroom experience that can be used with or without an interactive whiteboard (IWB). It includes a full array of digital and printable features.

For class presentation ...



NEW Pronunciation Coach videos: facilitate clear and fluent oral expression

NEW Extra Grammar Exercises: ensure mastery of grammar



PLUS

- Clickable Audio: instant access to the complete classroom audio program
- Top Notch TV Video Program: a hilarious sitcom and authentic on-the-street interviews
- Top Notch Pop Songs and Karaoke: original songs for additional language practice

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For planning . . .

- A Methods Handbook for a communicative classroom
- Detailed timed lesson plans for each two-page lesson
- Top Notch TV teaching notes
- Complete answer keys, audio scripts, and video scripts

For extra support ...

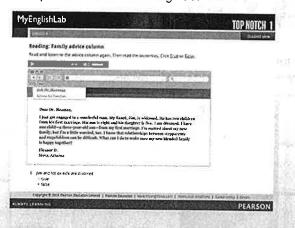
- Hundreds of extra printable activities, with teaching notes
- Top Notch Pop language exercises
- Top Notch TV activity worksheets

For assessment . . .

 Ready-made unit and review achievement tests with options to edit, add, or delete items.

MyEnglishLab

An optional online learning tool



- NEW Grammar Coach videos, plus the Pronunciation Coach videos, and Digital Vocabulary Flash Cards
- NEW Immediate and meaningful feedback on wrong answers
- NEW Remedial grammar exercises
- Interactive practice of all material presented in the course
- Grade reports that display performance and time on task
- Auto-graded achievement tests

Workbook

Lesson-by-lesson written exercises to accompany the Student's Book

Full-Course Placement Tests

Choose printable or online version

Classroom Audio Program

- A set of Audio CDs, as an alternative to the clickable audio in the ActiveTeach
- Contains a variety of authentic regional and non-native accents to build comprehension of diverse English speakers
- NEW The entire audio program is available for students at www.english.com/topnotch3e. The mobile app Top Notch Go allows access anytime, anywhere and lets students practice at their own pace.

Teacher's Edition and Lesson Planner

- Detailed interleaved lesson plans, language and culture notes, answer keys, and more
- Also accessible in digital form in the ActiveTeach

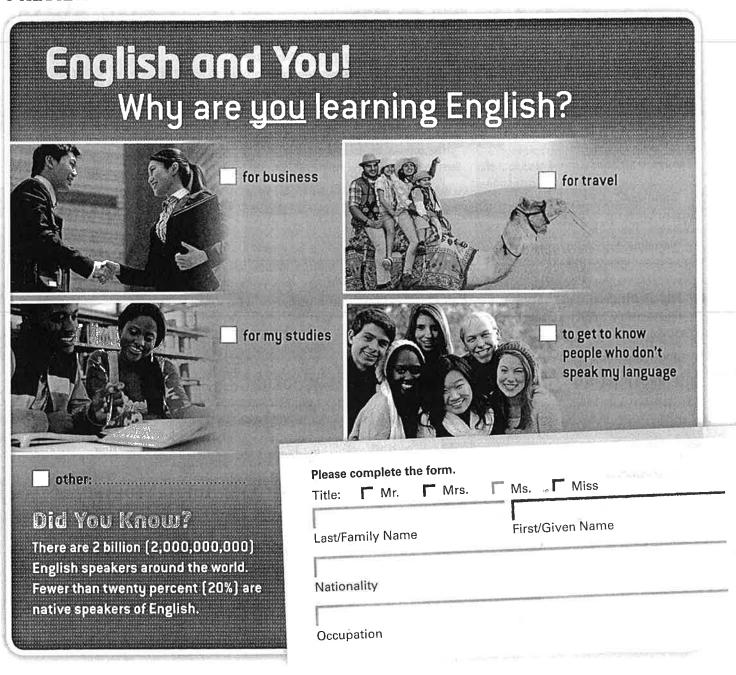


Getting Acquainted

COMMUNICATION GOAL

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

PREVIEW



Α	PAIR WORK	Why are you	learning	English?	Compare	reasons	with a	partner.
---	-----------	-------------	----------	----------	---------	---------	--------	----------

В	CLASS SURVEY How	v many students in your class are stu	adying English
	for business?	for their studies?	(other reasons)
	for travel?	to get to know people?	

▶ 1:02 PHOTO STORY Read and listen to people getting acquainted.



Susan: I'll bet this is your dad. Cara: Yes, it is. Dad, I'd like you to meet 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!

2



Ted: Sorry I'm late. Susan: Ted, this is Cara's dad. Ted: Oh, how nice to meet you, Mr. Pike!

Sam: Likewise. But please call me Sam.

- D FOCUS ON LANGUAGE Look at the underlined expressions in the Photo Story. With a partner, find:
 - 1 two ways to introduce people.
 - 2 three ways to greet new people.
 - 3 three ways to tell others they can be informal.

103 Formal titles Men

Women Mr.

Ms. (married or single) Mrs. (married)

Miss (single)

Use titles with family names, not given names. Ms. Grant NOT Ms. Suzy

Marital status

married =



SPEAKING

A Complete your response to each person. Write the correct formal titles.

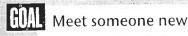


- Good to meet you, too,! (Mr. Marc / Mr. Anthony / Ms. Anthony)
- **ROLE PLAY** Imagine your partner is a famous person. Introduce your partner to the class. Use formal titles.



- Nice to meet you, too,! (Ms. Lawrence / Ms. Jennifer / Mr. Lawrence)
- 46 I'd like you to meet Bradley Cooper. Mr. Cooper is an actor. 79



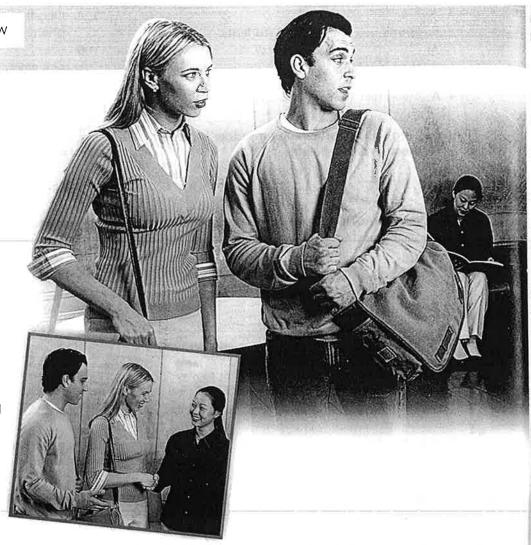


CONVERSATION MODEL

- A ▶1:04 Read and listen to people meeting someone new.
 - A: Who's that?
 - B: Over there? I think she's new.
 - A: Well, let's say hello.

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

- **C:** Hi. My name's Kathryn Gao. But everyone calls me Kate.
- A: Great to meet you, Kate. Where are you from?
- C: New York.
- B Fig. RHYTHM AND INTONATION
 Listen again and repeat. Then
 practice the Conversation
 Model with a partner.



GRAMMAR Information questions with be: Review

Who's Ms. Nieto?
Who are they?
Where's the from?

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

What's your occupation? What's his e-mail address?

What are their names? How old is your brother?

How old are they?

She's my teacher.

They're my classmates. She's from Seoul, Korea. We're from Los Angeles.

I'm an engineer.

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 is Where's = Where is What's = What is I'm = I am he's = he is she's = she is it's = it is you're = you are we're = we are they're = they are

GRAMMAR BOOSTER p. 123

- Information questions with <u>be</u>: usage and form
- Possessive nouns and adjectives
- 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's good-looking!

..... his name?

B: His name's Francisco.

A: he from?

B: El Salvador.

B: 1 th A:	hink they? hink new students. their names? an and Kim.	 5 A: I'll call you sometime phone number? B:	
B: Gro Da A:	was nice to meet your brothers. they? eg's only fourteen. But my older brotherid, is twenty-eight. David's occupation? a lawyer.	6 A:	kr.com. at's interesting. u from?
B GRAMMA Begin ea	AR PRACTICE Write at least four informach question with a capital letter and endeas What's your What's your What's your What ? Where ? How old ?	nation questions for your partner. and with a question mark. phone number?	Audrey Miller Audrey Miller Coll: (415) 555-8393 e-mail: audreym@pnet.com audreym@pnet.com audreym@pnet.com 4 or 5 set 6 sec 7 new 8 new 9 next
A CONVERS Conversa office, or A: Who B: Over t A: Well, I C: A: C: This is	there? I think new. let's say hello. I'm, and this is My name's Where are you from? Ask more que What city are What's your Who's your t	stions. e you from? occupation?	tell bins have a second of the
B CHANGE F	lt's a pleasure to meet you. PARTNERS Practice the conversation ager people.	Just call me	which as longer to your services and the services of the servi

GRAMMAR Modification with adjectives: Review

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

Usain Bolt is terrific. He's a terrific athlete from Jamaica.

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

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

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

▶1:06 Positive adjectives

beautiful famous

handsome terrific wonderful

fantastic great

GRAMMAR PRACTICE Combine each pair of sentences.

- 1 Chris Pine is an actor from the U.S. He's handsome.
- 2 Emeli Sandé is a singer from the U.K. She's fantastic.
- 3 Cheng Fei and Yao Jinnan are athletes from China. They're terrific.
- 4 Sebastião Salgado is a photographer from Brazil. He's great.

5 Alice Munro is a writer from Canada. She's famous.

DIGITAL MORE

Now write three sentences about other famous people. Use an adjective before a noun.

CONVERSATION MODEL

- A Read and listen to someone identify and describe a person.
 - A: Hey. Who's Lucia Micarelli?
 - B: You don't know? For real?
 - A: No. Is she famous?
 - B: She sure is. She's a great musician.
 - A: Where's she from?
 - B: The United States.
- B RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

Chris Pine is a handsome actor from the U.S.



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.

GRAMMAR BOOSTER p. 124

- Verb be: usage and form
- Short answers with be: common errors

	Α	FIND THE GRAMMAR Find and underline two inform yes / no question with be in the Conversation Mode	nation questions and one el on page 6.
	В	GRAMMAR PRACTICE Complete the questions and a	answers. Use contractions when possible.
	85	A:	4 A: Who those new students? from Canada? B: No, I think
		B: No, an artist.	from the U.K.
DIGITAL MORE EXERCISES	3	B: Yes, this your new address?	5 A: That's a nice hat! new? B: No,
			6 A: you a musician? B: Yes, a violinist.
VIDEO COACH	PR	ONUNCIATION Intonation of questions	
	Α !	▶1109 Use rising intonation in <u>yes</u> / <u>no</u> questions. Use questions. Read and listen. Then listen again and rep	e falling intonation in information beat.
		<u>Yes</u> / <u>no</u> questions	Information questions
		s she an architect?	What's her occupation?
	A	Are they from Canada?	Where are they from?
DIGITAL VIDEO		Look at the famous people. Add information about a famous person you know. CONVERSATION ACTIVATOR With a partner, change the Conversation Model. Practice identifying and describing famous people. Use an adjective from the Grammar on page 6. Then change roles. A: Hey. Who's?	AL NO STREET OF THE STREET OF
	C	B: You don't know? For real? A: No. Is famous? B: sure is's a A: Where from? B:	Javier Bardem actor (Spain) Jeanne Gang architect (U.S.) Your own famous person first name
		adjectives.	occupation



BEFORE YOU LISTEN



▶ 1:10 VOCABULARY • Personal information Read and listen. Then listen again and repeat.

nationality He's 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 Busan. She grew up there.

B PAIR WORK Ask your partner questions, using the Vocabulary.

What's your birthplace?

▶ 1:11 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

LISTEN FOR DETAILS Listen to each conversation and write each person's nationality and occupation. Then check yes or no to indicate whether the person has a nickname.

製製	Nationality	Occupation	Nickn	ame?
1			□yes	□no
2			□yes	□no
3			□yes	□no
4			□yes	□no



a computer programmer







LISTEN TO INFER Now listen to each conversation again and complete each statement.

- 1 He grew up in
 - a Ankara b London c Izmir
- 2 Her birthplace is
 - a Osaka b Tokyo c Seoul
- 3 She's originally from
 - a Buenos Aires
- **b** Montevideo **c** Santiago
- 4 His hometown is
 - a Chicago
- **b** Toronto
- c New York

INFORMATION GAP

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: Gordon Graham Nickname: Gordy Occupation:

Nationality: Australian Hometown: Canberra

Birthplace:

Age:

E-mail: gordyg@umail.com.au



Name: Nickname: Occupation: salesperson

Nationality:

Age: 36 Hometown:

E-mail: beto.wilson@vmail.com.cl



Name:

Occupation: scientist

Age: Nationality: Japanese Hometown: Osaka

E-mail:



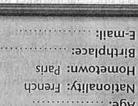
Name: Claire Beti

Occupation:

Age: 24 Nationality:

Hometown: Birthplace: Cameroon

E-mail: claire.pokou@inet.com.fr



Occupation: writer

..........:эmsN



E-mail: mkato@unet.com.jp Hometown:

Nationality: Age: 30 Occupation:

Name: Miya Kato



.....:lism-3 Hometown: Santiago Age: ∴::epA

Nationality: Chilean Occupation:

Nickname: Beto Name: Alberto Wilson

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



E-mail: ... Age: 24 Birthplace: Sydney Hometown: Mationality:

Occupation: architect Nickname:

wame: ····

Service: Autretitie interestant or relatigación in



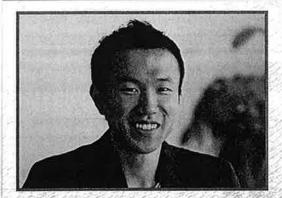
PARTNER B

BEFORE YOU READ

- A WARM-UP In your life, where do you see or hear English?
- **B** PREVIEW Before you read, search for the word <u>English</u> in the article. Then answer this question: How does each person use English?

READING >1014

Who Uses English?



THIS IS MITSUHIKO TANAKA, a computer programmer at an international publishing company in Japan. He is originally from Sendai, but he works at his company's offices in Tokyo now, where he lives with his wife, Tomiko, and their young son, Hiro. "English is very important in our work. We use it to communicate with colleagues who speak many different languages at our offices all over the world," says Mr. Tanaka. "We also get visitors several times each year, so we use English for our meetings." At home, Mr. Tanaka gets new ideas about computing from websites in English on the Internet. He also uses his English in social media to keep in touch with friends all over the world.



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 movies in English. "It's good for my pronunciation," she says.



Source: Authentic interviews of real people

THIS IS HAMZA ITANI, an executive assistant at a four-star hotel in Dubai, in the United Arab Emirates. Mr. Itani lives in Dubai now, but his hometown is the city of Beirut, in Lebanon. At his job in Dubai, he uses English every day. Business travelers and tourists from many different countries stay at the hotel, and English is the most common language they communicate in. "Sometimes our guests need a tour guide, and, if I'm not too busy, I use the opportunity to practice my English." When he's not at work. Mr. Itani enjoys watching English-language TV. "It helps me a lot!" he says. Mr. Itani is married and has a one-year-old son.

А	INFER INFORMATION Chaccording to the article.	eck all possible answers,	B SCAN FOR about the		olete the inform	nation
	1 Mr. Tanaka uses Englis□ to teach classes.□ with colleagues.	h ☐ to watch TV. ☐ to use the Internet.	Occupation	Mr. Tanaka	Ms. Marques	Mr. Itani
	2 Ms. Marques uses Eng ☐ in e-mails.	lish at work □ in international phone calls.	Lives in			
	☐ in meetings.	☐ in phone calls to other cities in Brazil.	Hometown			
	from	s English with hotel guests	Married?	□yes □ no	□yes □no	□yes □no
MORE EXERCISES	□ Canada. □ Brazil.	☐ Lebanon. ☐ China.				
A A	OW YOU CAN Introduce s	someone to a group ut each person. Then compl				
В	This is , but , but she city called	ite actor: Will Smith ite sport: tennis r: Uves in Shanghai t everyone calls her	he lives in actually he v	He's a E. His hometov was born in and . Mr. Cruz is	lame: Enrique Cruz lickname: Kiki Decupation: pilot lometown: Verace irthplace: Granace ge: 41 avorite actor: Ma avorite sport: soc weryone calls hi vn is	ruz, Mexico da, Spain att Damon ccer errey, Mexico and im, but favorite ort is rs old.
	her personal information of Name:			Use the introd	ductions in Exer	
	Nickname:		RECYC	LE THIS LANG	UAGE.	2971 11215
	Occupation:	M/O	This is _		pagagar	HINGS THEY
	1		Everyon	ou to meet e calls [him / her	1	
	Hometown:		[His / He	er] nickname is _ er] hometown is	BATT 1009	
	Birthplace:		[His / He	er] favorite is		
	Age:				nt nonginju igrija	WO TO A T
	Favorite actor: Favorite sport:	(A)	that were new	rline three words	or phrases in the Rea in your Group Work.	
	Other:		Tor examp	The strain of th		13.00



▶1:15 Listen to the conversations. Then listen again and write each person's occupation and nationality.

Australian Brazilian

French Polish

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

- **B** Complete each statement. Circle the correct word.
 - 1 We're from (China / Chinese).
 - 2 He's (Australia / Australian).
 - 3 She's from (Italy / Italian).

"I'm a graphic designer."

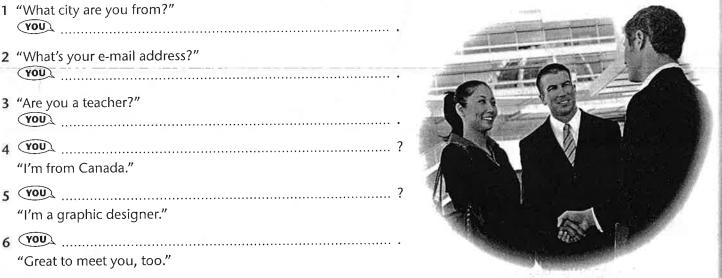
"Great to meet you, too."

4 My friend is (Uruguay / Uruguayan).

- 5 We're from (Japan / Japanese).
- 6 They're (Chile / Chilean).
- 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?"	
3	"Are you a teacher?"	
4	YOU	?
	"I'm from Canada."	

6 YOU



WRITING

Write a short description of the classmate you interviewed on page 11. Include the following information.

- · first and last name
- age
- · occupation
- hometown
- birthplace
- favorite actor / sport

My partner's first name is Peter. His last name is Hughes. He is twenty ...

WRITING BOOSTER p. 142

- Capitalization
- Guidance for this writing exercise

For additional language practice . . TOP NOTCH POP Lyrics p. 149 "It's Nice to Meet You" DIGITAL

ORAL REVIEW

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

What's his nickname?

PAIR WORK

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

Who's Will Smith?

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

Celebrity Screens Web page of the rich and famous

Who is the real Will Smith?



Biography

real name: Willard Christopher Smith, Jr.

occupation: singer and actor marital status: married

birth date: September 25, 1968 birthplace: Philadelphia, U.S.

Other information

favorite colors: red and black

favorite food: sweets favorite actor: Harrison Ford



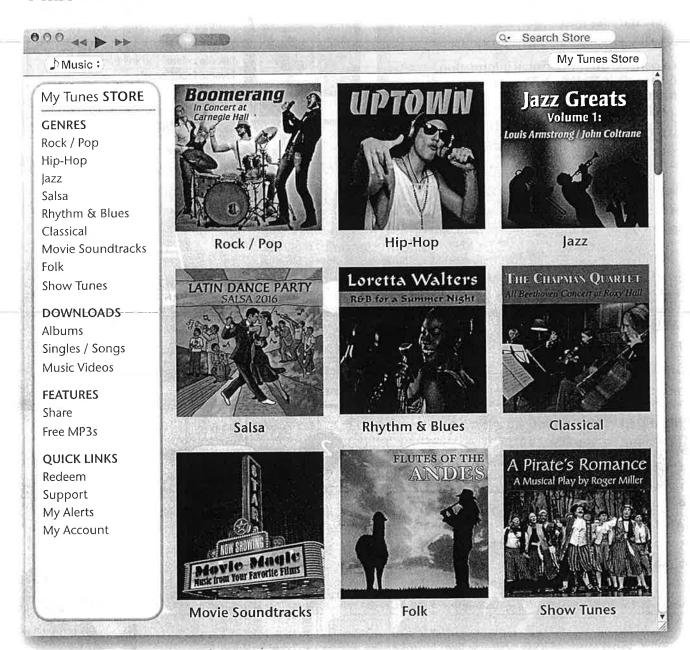


- Accept or decline an invitation.
- 2 Express locations and give directions.
- 3 Make plans to see an event.
- 4 Talk about musical tastes.



Going Out

PREVIEW

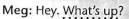


- A Do you download a lot of music from the Internet? Why or why not?
 - VOCABULARY Genres Look at the web page.

 Then listen and repeat.
- **C** PAIR WORK Which genres of music do you like? Are there genres that you hate? Tell your partner.
- **D DISCUSSION** When you download music from the Internet, do you buy single songs or whole albums? Explain your answer.

E PHOTO STORY Read and listen to a conversation about music.





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!

Whom What turns

F_	FOCUS ON LANGUAGE	Find and write an underlined word or expression from the Photo Story with
	the same meaning:	

- 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
 - **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 club before the show

SPEAKING

CLASS SURVEY What kinds of music do you like? Number the genres in order, making number 1 your favorite. Then survey the class. Which are the most popular genres in your class?

..... classical music

..... hip-hop

..... movie soundtracks

..... jazz

..... salsa

..... R & B

..... show tunes

..... rock / pop

..... other

Who chose hip-hop as their favorite? 77

an electric guitar





CONVERSATION MODEL

- ▶1:25 Read and listen to someone ask for and get 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.
 - A: Thank you!

Or if you don't know . . .

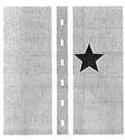
- B: The National Bank? I'm sorry. I'm not from around here.
- A: Thanks, anyway.
- B ▶1:26 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.



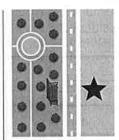
FLASH VOCABULARY Locations and directions CARDS

A >1:27 Read and listen. Then listen again and repeat.

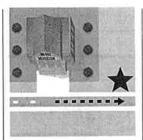
Locations Where is (the) ____?



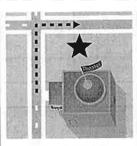
It's on the right side of the street.



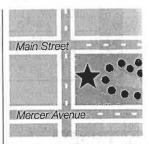
It's across from the park.



It's down the street from the museum.

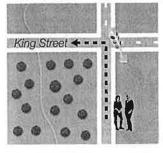


It's around the corner from the theater.

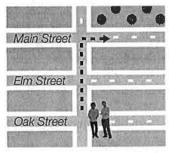


It's between Main (Street) and Mercer (Avenue).

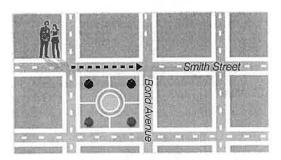
Directions How do I get to (the)



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



Go / Walk / Drive two blocks and turn right.



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

- ▶1:28 LISTEN FOR LOCATIONS Listen to the conversations about places. Write the number of each place in a box on the map. (Be careful: There are three places but seven boxes.)
- PAIR WORK Use the Vocabulary from page 18 to tell your partner where you live.

My house is on Grove Street between Dodd Street and Park Street. **



PRONUNCIATION Rising intonation to confirm information

Repeat information with rising intonation to be sure you understand. Read and listen. Then listen again and repeat.

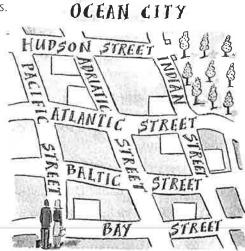
1 A: Where's the library?

2 A: Let's meet at the mall.

B: The library?

B: The mall?

B PAIR WORK Talk about two other places. Practice confirming information with rising intonation.



NOW YOU CAN Express locations and give directions



CONVERSATION ACTIVATOR Use the Vocabulary and the Piermont map (or a map of your own town or neighborhood) to change the Conversation Model. Then change roles.

A: Excuse me. I'm looking for

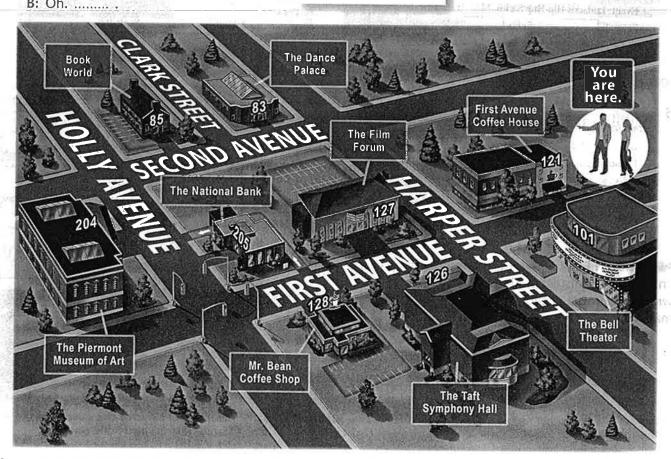
B: ? Do you know the address?

A: Yes. It's

B: Oh.

DON'T STOP!

Ask about other locations.



CHANGE PARTNERS Ask about other locations and give directions.

BEFORE YOU LISTEN

PREVIEW Look at the tickets below. Name two kinds of events you can go to at the Kingston Culturefest.

LISTENING COMPREHENSION

A ► 1:30 LISTEN FOR DETAILS Listen to people calling the Kingston Culturefest. Look at the tickets. Then listen again and complete the information in the boxes.

Then lister	n again and complete the information in the	boxes.				
1 Cult	ure fest	2	Culture fes	it.		
Date:	Classic Film Series	Cul	Date: May Location: Natur	ral History M	Time: \[\text{(useum at 110 Gree}\)	P.M.
Price:	ion: Lamont Theater 66th Street : \$ [:: Nice to Meet You and The 39 Steps	Loc Pri Eve	Event: History of Seat:	of Latin Music	: Lecture/Concert	Jul
		Seat			- CASS	1000
Date:	May Time: 7:30 P.M. tion: Kingston Concert Hall 3600 Central Avenue t: Ludacris Hip-Hop Series :: \$ Seat:	Date Loca Pric		ll Avenue	Time: F	IM.
	Price: \$ Sent:		nt: The Lion King		Seat: 10b	
Date:	: May 9 Time: P.M. tion: Kingston Gallery at 109 Greenway		74th	St.		
Price	(A.M.) The Control of		(6)	WEST	WAY	
Seat:	7G	07	当 72n	d St.	72nd St.	
entertainr write the r	TEN FOR LOCATIONS Look at the map of the ment district of Kingston. Listen again and number of each place in its location on the	Lamo	ENTRAL AVENUE 118 201 201 201 201 201 201 201	i St.	71st St.	-A
map. (Be	careful: There are five places but ten boxes.)	Park	ENTRA	n St.	GREENWE	Green
	KING		67th	n St.		Park

District

В

NOW YOU CAN Make plans to see an event

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

Event Day / Date / Time Place

Kingston Post

THIS WEEK KINGSTON at the KINGSTON Culture:



FILM ~



Brother and sister directors Fumiko and Daiki Ito introduce their movie Hip-Hop High School, this year's International Teen Oscar winner for Best Movie.

Monday and Thursday 7:45 P.M.

Kingston Gallery 2

Member price: \$5 General admission: \$12 Special teen price: \$5

THEATER ~



Andrew Lloyd Weber's classical musical

Cats

Lamont Theater

Tuesday to Friday 8:00 P.M.

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



⁶⁶A Serious Play For Serious Theatergoers 50

The Dentist's Chair

Kingston Gallery 2

Friday and Saturday 8:00 P.M.

CONCERTS ~

Joshua Bell, Violinist.

Bell will play Estrellita by Manuel María Ponce and Stravinsky's The

Rite of Spring with the Mexico City Philharmonic Orchestra.

Kingston Concert Hall

Wednesday and Saturday: 8:00 P.M.

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

Bruno Mars

Singer songwriter Bruno Mars sings from his favorite album Earth to Mars. featuring "Just the Way You Are."



Kingston Gallery 2

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

TALKS/ LECTURES ~



Reinvent a Better World

Melinda Gates (of the Bill and Melinda Gates Foundation)

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

Natural History Museum

Free!

B PAIR WORK Compare the events you want to see. Make plans to see one or more of the events together. Use the map on page 20.

RECYCLE THIS LANGUAGE.

Invite

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

Ask for information

How about ? What time's the Where is the ___?

Accept and decline

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

Locations / Directions

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



BEFORE YOU READ

WARM-UP In what ways is music important to you?

READING ▶1:32



Hot Topics: Music in Your Life



Wayne Seok - Manager, Seoul, South Korea

I'm a big music fan. My favorite genres are rock, electronic, and hip-hop. I listen when I'm sad, when I'm happy, when I'm bored, when I'm relaxing . . . almost all the time. I actually don't download music because there are lots of good streaming services. It's so easy, and it doesn't cost much. I just click on an app on my smart phone and listen. I also love live music at big concerts because you can meet lots of other music lovers. Every summer I go to the Jisan Valley Rock Festival near Seoul. It lasts 3 days, so we-camp-out there and have a lot of fun. ✓ RECOMMEND > REPLY



Matheus Rocha High School Student, Fortaleza, Brazil

My favorite music might seem unusual for a sixteen-year-old guy. Unlike most of my friends, I enjoy older Brazilian music—samba and bossa nova, especially from artists like Tom Jobim. I play the saxophone in the school band, and I'm a real fan of the American jazz artists Grover Washington Junior and Kenny G. I can't imagine my life without music. I listen to music every day on my phone or on my computer. I'm very busy at school, so I listen mostly at home. > REPLY / RECOMMEND



Katherine Baldwin English Teacher, Madrid, Spain

I'm a real music lover, so I listen a lot. I even listen to music when I'm doing other things. I listen to quiet music while I prepare my classes, and I listen to exciting music when I exercise. If I don't, I get bored. At home, I listen on my computer: MP3s from my library or to online radio. Online radio is much better than regular radio because you can skip songs you don't like! I buy music online, too-singles, because I don't want to listen to 12 songs in a row by the same musician. You know what I hate? Big concerts in an arena where you can't see the musicians. I prefer shows in small clubs.

Source: Authentic interviews of real people

A	CONFIRM CONTENT Read the following statements. C for each, based on information in the Reading. Explain	Circle T (<u>true</u>), F (<u>false</u>), or NI (<u>no information</u>) n your answer.
	T F NI 1 Wayne Seok is a fan of live music.	
	T F NI 2 He doesn't like folk music.	
	T F NI 3 Matheus Rocha usually listens to mu:	sic on CDs.
	T F NI 4 His friends all like samba and bossa n	
	T F NI 5 Katherine Baldwin doesn't like big co	oncerts.
	T F NI 6 She likes music videos.	
_		
В	MAKE PERSONAL COMPARISONS Who are you like: Mr. Seok, Mr. Rocha, or Ms. Baldwin? Explain how.	1'm like Ms. Baldwin. I listen to music while I do other things. 77
	DW YOU CAN Talk about musical tastes	
		TO THE SECOND OF STATE OF STAT
Α	FRAME YOUR IDEAS Fill out the survey about your mu	sical tastes.
	MUSIC IN YOUR LIFE Tak	se the Survey
	1. Are you a music fan?	5. Do you go to concerts?
	2. What's your favorite kind of music?	often sometimes never
	☐ rock / pop ☐ classical ☐ movie soundtracks	If so, what's your favorite kind of concert?
	□ jazz □ hip-hop □ salsa	·
	□ folk □ show tunes □ R & B	6. How do you listen to music?
		□ on CDs □ on the Internet □ on the radio □ on music videos
	3. Who are your favorite singers? musicians?	
	groups?	on my phone other
ļ,	4. When do you listen to music?	7. How many songs are in your library?
	□ when I study □ when I exercise □ when I relax	How many albums? What kinds of music?
	□ when I'm happy □ when I'm bored □ when I'm sad □ when I drive □ all the time □ when I work	What Kinds of Music?
No.		
В	PAIR WORK Compare surveys with a partner. Summari	ize your angulars on the sector of
	1	ize your answers on the notepad.
M	About me About my partner	(B) F
	I'm a hip-hop fan. Her favorite musi	c is hip-hop, too.
		ALTERNA
		1931.
		The Second Plants of the property of the Second Commence of the Seco
C	DISCUSSION Now use the notepad to tell the class abo	ut Text-mining (optional)
	your musical tastes.	Find and underline three words or phrases in the Reading
	44 My partner and Hove music	Find and underline three words or phrases in the Reading that were new to you. Use them in your Discussion. For example: "I'm a big music fan."
	My partner and I love music. We're real hip-hop fans! 77	within the second second
	Valley of the same	

- ▶1:33 Listen to the conversations about entertainment and cultural events. Complete the chart with the kind of event and the time of the event.
- B ► 1:34 Look at the chart and listen again. Circle the event if the person accepts the invitation.

Kind of event	Time of event
d and the management of	MAN THE WAR THE STATE OF

Complete each conversation, based on the picture.



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



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



A: Hello?

B: Hi. Are you busy? I'm at the Beekman Gallery. There's an of paintings from France.

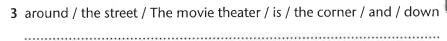
A: Sounds great! Meet you there fifteen minutes?



- 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.

- Unscramble the sentences. Then match the sentences with the pictures. Write the number on the picture.
 - 1 on / Martine Avenue / The bookstore / is / the corner of / and Bank Street

2 8:00 P.M. / Saturday, / The exhibit is / on / August 3 / at



4 the corner / The house / is / around / the street / and across









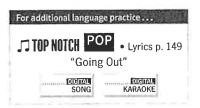
WRITING

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 this writing exercise



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 When, What time, and Where. For example:
 - Q: Where's the lecture? A: It's . . .
- 2 Discuss the ads. Make plans, suggestions, and invitations. Discuss your likes and dislikes.



B16

The Journal News- October 22

Today's Entertainment

The House on the Other Side of the Street

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

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

PLAYS



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

Nora Jones

singer / songwriter

TODAY ONLY
City Limits Jazz 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.

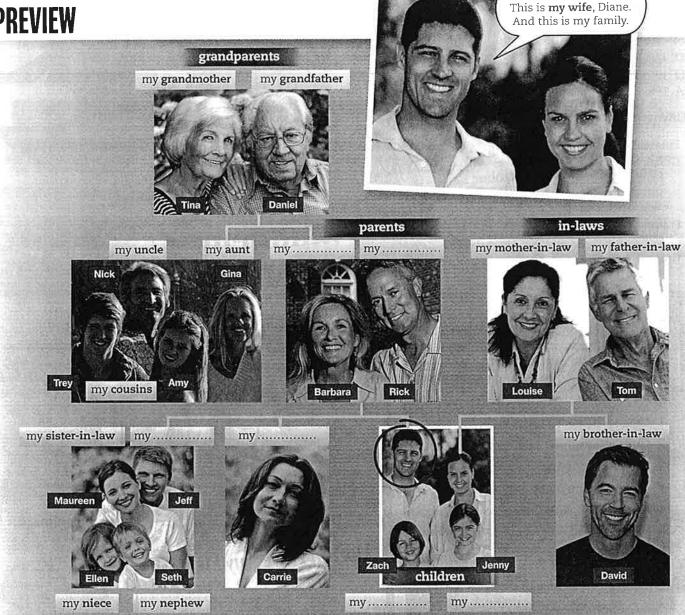
- Report news about relationships.
- Describe extended families.
- Compare people.
- Discuss family cultural traditions.

I'm Andrew.



The Extended Family

PREVIEW



- A FAMILY VOCABULARY REVIEW Look at Andrew's family photos. Write the six missing relationship words.
- B 2:02 VOCABULARY The Extended Family Listen and repeat.
- PAIR WORK Ask and answer questions about Andrew's relatives. Use Who.

Who's Jeff's wife? Who are Barbara and Rick? 77 Maureen. 77 They're Diane's in-laws.

Understand English speakers from different language backgrounds. Emma = Portuguese speaker

▶ 2:03 PHOTO STORY Read and listen to two women discussing family photos.



Emma: Who's that guy? Your brother? Grace: No, that's my brother-in-law, Matthew. He's married to my older sister, Alexa. And this is their son, Aiden. He's adopted.*

Emma: Do they have any other children?

Grace: No, just the one. He's an only child.



Emma: Looks like they're having a great time in New York.

Grace: Actually, they live there.

Emma: They do? Wow! How often do you see them?

Grace: We get together about twice a year.



Emma: And what about these kids? Grace: They're my younger sister's. Ariana's the girl. And these are her little brothers, Cole and Casey.

Emma: Cole and Casey look so much alike! Are they twins?*

Grace: They are. They all live in Vancouver, but we keep in touch on the Internet.

*twins: Cole and Casey were born at the same time.

E	THINK AND EXPLAIN	Check <u>true</u> or <u>false</u> , based on information
	from the Photo Story	. Then explain each answer.

		true	tais
1	Grace is Aiden's aunt.		
2	Grace is Matthew's sister-in-law.		
3	Matthew is Ariana's brother-in-law.		
4	Alexa has one niece and three nephews.		
5	Ariana, Cole, and Casey are Aiden's cousins.		
6	Matthew and Alexa have two children.		

It's true. Aiden is her sister's son. 77

SPEAKING

A Complete the chart with information about your extended family. Write the number of people for each relationship.

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

B GROUP WORK Compare charts with your classmates. Who in your class has a very large extended family?

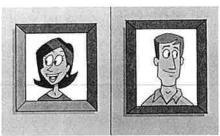
66	How manys do you have?	77
----	------------------------	----

^{*}adopted: Matthew and Alexa aren't Aiden's birth parents.



VOCABULARY Relationships and marital status

▶2:04 Read and listen. Then listen again and repeat.



They're single.



They're engaged. (He's her fiancé. / She's his fiancée.)



They're married.



They're separated.



They're divorced. (He's her ex-husband. / She's his ex-wife.)



She's widowed.

- LISTEN TO CLASSIFY Listen and infer the marital status of the person in each conversation. Circle the correct status.
 - 1 The woman is (single / engaged / married).
 - 2 His aunt is (engaged / widowed / divorced).
- **3** His sister is (engaged / separated / divorced).
- 4 Her sister is (engaged / separated / divorced).

GRAMMAR The simple present tense: Review

Affirmative statements

My in-laws live in Rio. My ex-wife lives in Tokyo.

Negative statements

My aunt and uncle don't work in an office. My cousin doesn't work at home.

Contractions don't = do not doesn't = does not

Yes / no questions and short answers

Do they have any children? Yes, they do. / No, they don't. Does she have any nieces or nephews? Yes, she does. / No, she doesn't.

Spelling rules with he, she, and it

Add -s to the base form of most verbs. works likes plays calls

Add -es to verbs that end in -s, -sh, -ch, or -x. washes watches relaxes

Exceptions:

do → does go → goes

have → has

study → studies

GRAMMAR BOOSTER p. 126

• The simple present tense: usage and form

	AAMMAR PRACTICE Complete the conversations. Use th 1 A:	4 A: your fiancé (like) hip-hop? B: No, he He it at all.
	B: Yes, shetwo kids—a girl and a boy.	5 A: her ex-husband (see) their kids?
	2 A: your in-laws (live) in Toronto?	B: Yes, he He them a lot.
	B: No, they They in Ottawa.	6 A: you (call) your nieces every day?
EXERCISES	3 A: your parents (work) in Quito? B: Yes, they They for the government.	B: No, I They <i>me</i> !
CC	ONVERSATION MODEL	

- ▶2:06 Read and listen to good news about a relationship.
 - A: What's new?
 - B: Actually, I have some good news. My sister just got engaged!
 - A: That's great. Congratulations!
 - B: Thanks!
 - A: So tell me about her fiancé. What does he do?
 - B: Well, he works at Redcor. He's an engineer.
 - Or bad news . . .

good or bad news.

- B: Actually, I have some bad news. My sister just got divorced.
- A: I'm sorry to hear that. Is she OK?
- B: Yes, she is. Thanks for asking.
- B RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.



	OW YOU CAN Report news abou	t relationships	Relationship	to you:	
Α	NOTEPADDING Imagine that you or bad news about someone in you	our extended	What's the ne	ews?	
	family (or use real news). Write no conversation.	otes to plan a	What does he	e / she do?	
В	CONVERSATION ACTIVATOR Perso Conversation Model. Tell your par news. Then change roles.	tner your	Other inform	ation:	
	A: What's new? B: Actually, I have some news. My	DON'T STOP! Ask yes / no questions. Is [she]? / Does [he] Use the simple present ten	_? / Do [they]?	good news got married got engaged	bad news got separated got divorced
С	CHANGE PARTNERS Practice the conversation again. Report other	He lives / works She likes / hates / studies They have / don't have		philippropilite	

They have / don't have ___.

FLASH CARDS

VOCABULARY Other family relationships

A ►2:08 Read and listen. Then listen again and repeat.

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



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



Lance is my stepbrother. His mother married my father.

Ashley is my stepsister.



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



Tania is my stepdaughter. I married her mother when Tania was three.



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

Jake is my half-brother.



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

B PAIR WORK Ask your partner to find people in the photos.

Who's Cody's stepmother? ***

66 Cody's stepmother is Irene. 77

77

C LISTEN TO INFER Listen to the speakers and infer the relationships.

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

1	Her brother	has three	
2	Carol is his		

4 Leo is his

5 Hank is her

2

4

3 She calls her "Mom."

GRAMMAR The simple present tense—information questions: Review

What do your in-laws do?
Where do their cousins live?
When do you visit your aunt?
Who do their stepchildren live with?
How often do you call your niece?
How many children do they have?

What does your sister-in-law do? Where does your stepsister live? When does your brother visit his niece? Who does your stepdaughter live with? How often does she call her nephew? How many half-brothers does he have?

A FIND THE GRAMMAR Look at the Photo Story on page 27 again. Find and underline one information question in the simple present tense.

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

	GRAMMAR PRACTICE Complete the conversations with the simple present tense.			
	1 A:? B: She lives in Dublin.	4 A: with your grandfather? B: My half-sister Louise lives with him.		
	2 A: nieces and nephews two girls—both adopted—and my brother a stepso	B: He in a restaurant. He's the chef and		
MORE MORE MERCISES	3 A: stay with when you visit Los Angeles? B: I with my aunt and uncle.	6 A: your uncle work?B: At the hospital around the corner.A: your aunt there, too?		
	1 M	B: No,		
	ONVERSATION MODEL			
А	(and a single)			
	A: Do you come from a large family?			
	B: Not really. I have two brothers.	of the state of th		
	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 ANIMA		
	A: That's pretty big!			
В	again and repeat. Then practice the Conversation Model with a partner.			
Name of the last	OW YOU CAN Describe extended families			
Α	NOTEPADDING List your extended family relationships on the notepad.	On my father's side On my mother's side		
VIDEO B	conversation activator With a partner, use your notepads to personalize the Conversation Model. Describe your oxtended family. Then change as less			
	extended family. Then change roles.	i i		
	A: Do you come from a large family? B:			
	A: Do you come from a large family? B:			

BEFORE YOU LISTEN



A • 2:12 VOCABULARY • Similarities and differences Read and listen. Then listen again and repeat.

How are you similar?



We look alike.



We wear the same kind of clothes.



We both like rock music.

How are you different?



We look different.



We wear **different kinds of** clothes.



I like rock, **but** he likes classical.

B PAIR WORK Find similarities and differences between you and a partner. Write sentences describing the similarities and differences. Use the Vocabulary.

LISTENING COMPREHENSION

A LISTEN TO IDENTIFY SIMILARITIES AND DIFFERENCES Listen to Lucille talk about herself and her sister, Laura. Check the statements that are true. Explain your answers.

Lucil	le and Laura		
1	☐ look alike.	☐ look different.	
2	☐ like the same kind of food.	☐ like different kinds of food.	
3	☐ like the same kind of movies.	☐ like different kinds of movies.	
4	☐ like the same kind of music.	☐ like different kinds of music.	
5	☐ have the same number of kids.	☐ have different numbers of kids.	
6	Lucille and Laura are utwins.	stepsisters. half-sisters.	

▶2:14 LISTEN TO TAKE NOTES Listen again for what Lucille says about these topics. On your notepad, use the Vocabulary to write sentences about how she and her sister are similar or different.

	appearance Lucille and Laura look alike.	favorite colors
	sports preferences	musical tastes
	families	clothes
*		

PRONUNCIATION Linking sounds

A Read and listen. Pay attention to the linking of sounds in does she and does he. Then listen again and repeat.

/dnsi/

1 Does she have any stepchildren?

/dʌzi/

3 Does he live near you?

/dxfi/

2 How many stepchildren does she have?

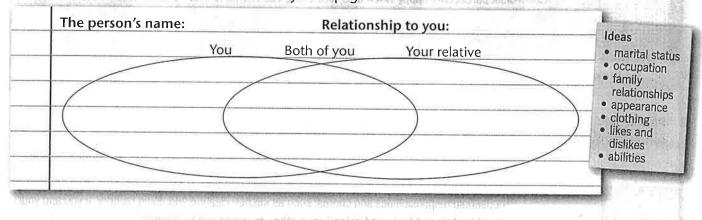
/dnzi/

4 Where does he live?

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

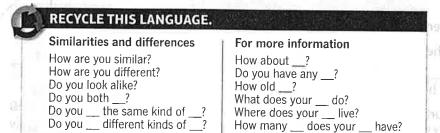
NOW YOU CAN Compare people

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



lating as vitte is and amost operating also do did but he

PAIR WORK Tell your partner about you and your relative. Use your notepad. Then compare other people in your families.

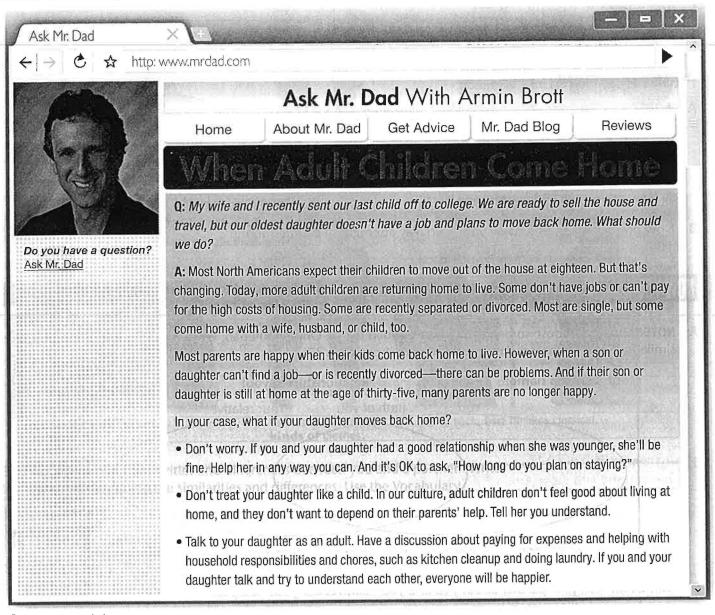


44 My cousin and I are both single. 77 My uncle likes rock music. but my aunt likes classical. 77

BEFORE YOU READ

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

READING ▶ 2:16



Source: www.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 Armin Brott, most North Americans expect children to move out of their parents' home when they
 - a reach the age of eighteen
- c find a job

b finish college

d get married

B INF	ER INFORMATION Check all the correct answers, ac	cording to what Armin Brott says.
1 V E	What are the reasons adult children are moving back home? They don't have jobs. They get divorced. They can't afford housing.	 2 What are Mr. Brott's suggestions to the father? □ to sell his house and go traveling □ to discuss chores at home □ to ask his daughter to find a job □ to try to understand his daughter
	They feel good about living with their parents.They want to depend on their parents.	☐ to not worry too much about his daughter
NOW Y	OUCAN Discuss family cultural traditions	
A FRA	ME YOUR IDEAS Complete the survey about adult on the compare answers with a partner.	children in your
	may. Then compare answers with a partner.	
	Living.	At Home?
	At what age do children usually leave home in your country?	3 How do parents feel when their adult children are living at home?
	between 18 and 20	☐ They're very happy.
	☐ between 21 and 25	They're very worried.
0	between 26 and 30 over 30	They don't think about it.
	☐ It depends on their marital status.	They don't want them to stay.
		☐ Other
	2 What are the reasons adult children usually leave home?	4 What do adult children usually do when they live at home?
	☐ They get a job.	\square They help with the chores.
	☐ They get married.	They help pay for expenses.
	They go away to study.They don't want to depend on their parents.	They look for a job.
	Other	They look for a new place to live.Other
		Other
B NOTE	TARRING With a series of the s	по верх предостивности в дополнительности в предостивности в предости в предостивности в предости в предостивности в предости
NOIL	EPADDING Write some similarities and differences be country and those Armin Brott describes.	Detween family cultural traditions in
your	I a contract of the contract o	♠ 1000000000000
your	What's the same? Wh	at's different?
your	What's the same? Wh	at's different?
your	What's the same? Wh	at's different?
your	What's the same? Wh	at's different?
your	What's the same? Wh	at's different?
your	What's the same? Wh	at's different?
your	What's the same? Wh	at's different?
your	What's the same? Wh	at's different?

family cultural traditions about adult children living at home. Use your notepad.

that were new to you. Use them in your Group Work.

For example: "household responsibilities."



A >2:17 Listen to the people talk 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.

N.		A big family	A small family	Number of children
1	Brenda			
2	Steven			1 1 2 2 2 2
3	Leslie			
4	Jason			The state of the s

В	Con	nplete the sentences with the correct word or phrase.	
	1 Larry doesn't have any brothers or sisters. He's an		
2 Bob's brother is Ron. They have the same birth date. They are3 Jun's brother has two daughters. They are Jun's			
		va is Alfonso's wife. Alfonso's parents are Eva's	
5 Hariko's father has five nieces and nephews. They are Hariko's			
		ll's father married Wendy's mother. Jill's father is Wendy's	
		ulie and Brett are divorced. Brett is Julie's	
	8 T	eresa's mother has two brothers. They are Teresa's	
Complete the questions. Use the simple present tense.			
		: Where	?
		: My brother? He lives in Cuzco, Peru.	
	2 A:	: What	?
		: My sister? She's a nurse.	
	3 A	: How many	?
		: I have two sons and a daughter.	
	4 A		?
		: Cousins? Yes, I do. I have seven.	
	5 A	: Where	?
		: My brother? He lives near me.	
		:	?
		: Children? Yes. My sister has two daughters.	
	Ī	,	

WRITING

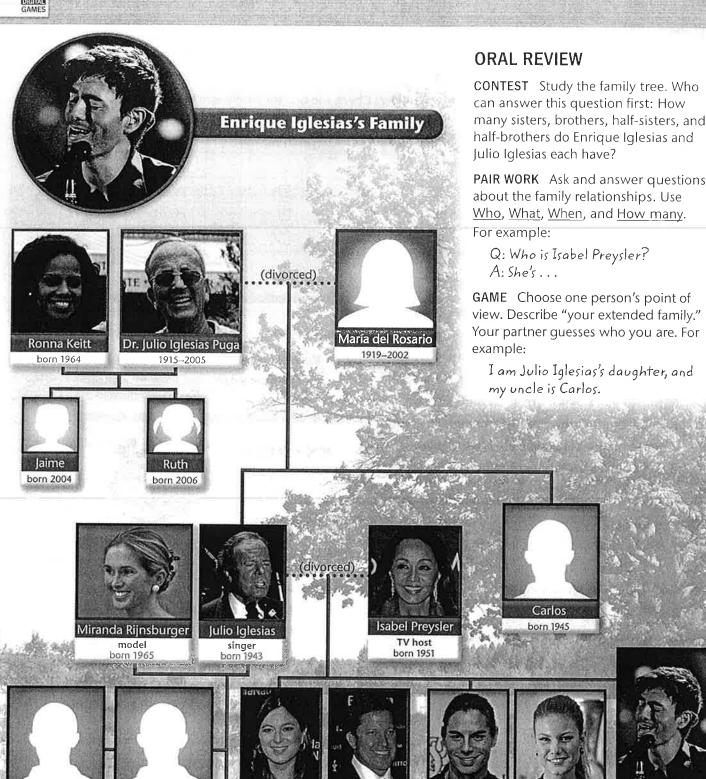
Compare two people in your family. Write six statements about how they are similar and how they are different. Start like this:

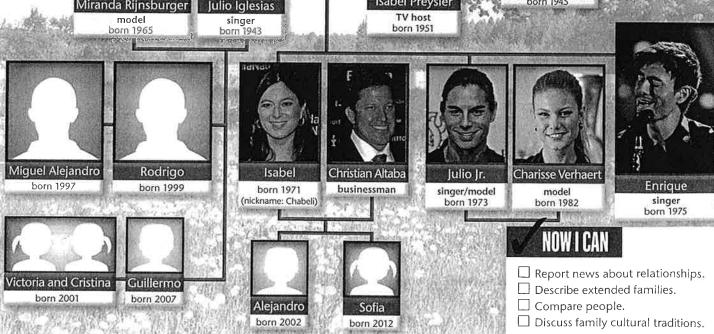
My brother and his wife are similar in some ways, but they are also very different...

WRITING BOOSTER p. 143

- Combining sentences with and or but
- Guidance for this writing exercise







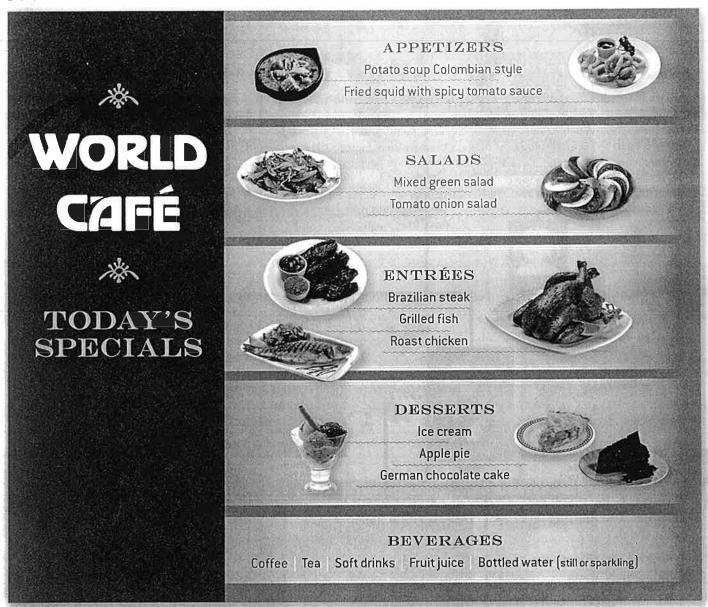


Food and Restaurants

COMMUNICATION GOALS

- 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

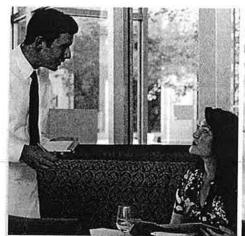


- A Read the menu. Circle the words that are new to you.
- FLASH B 2220 VOCABULARY Parts of a meal Listen and repeat.
 - C PAIR WORK Which foods on the menu do you like? Are there any foods you don't like? Compare ideas with a partner.
- **D NOTEPADDING** Write the name of at least one dish from your country for each category.

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

Understand English speakers from different language backgrounds. Server = Portuguese speaker Customer = Korean speaker

▶ 2:21 PHOTO STORY Read and listen to someone ordering food in a restaurant.



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.

F	INFER MEANING	Check the correct answers,	, according to the Photo Story	
---	---------------	----------------------------	--------------------------------	--

- 1 What does the customer order? \square 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

SPEAKING

- Practice ordering. First, use the menu from the World Café to complete the statements. Then read your statements to a partner. Your partner writes your order on his or her quest check.
 - 1 | 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
- B Now change roles. Listen to your partner's order and write it on your quest check.

	UUC Jate Table	st C		
			265 265	60 10
	t officers			
	All All III		\pm	
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- $+$ $-$	#10 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Tax		
1				1

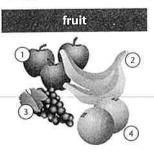
^{*}Server = waiter (man) or waitress (woman)



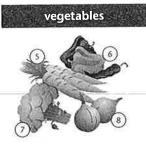


VOCABULARY Categories of food

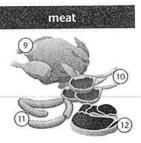
▶ 2:22 Read and listen. Then listen again and repeat. Add another food to each category.



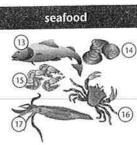
- (1) apples (3) grapes
- (2) bananas (4) oranges
- mangoes



- (5) carrots
 - (6) peppers
- (7) broccoli (8) onions



- (9) chicken (10) lamb
- (11) sausage
- (12) beef



- (13) fish
- (14) clams
- (15) shrimp
- (16) crab
- (17) squid

grains

(18) pasta

(20) noodles

- (19) rice
- (21) bread

......

dairy products

- (22) butter (24) milk
- (23) cheese
 - (25) yogurt



(26) corn oil (27) olive oil

......

(28) coconut oil



- (29) candy
- (30) pie
- (31) cake
- (32) cookies
- **EXPAND THE VOCABULARY** How many foods can you create? Use the Vocabulary. Follow the example.
 - 1 orange juice apple juice, mango juice
 - 2 tomato onion salad
 - **3** apple pie
- 4 grilled fish
- 5 fried squid
- 6 potato soup

GRAMMAR There is / There are with count and non-count nouns; Anything and nothing

Use there is with non-count nouns and singular count nouns. Use there are with plural count nouns.

There's (some) milk and an apple in the fridge. There are (some) cookies in the kitchen.

Questions

Is there any (or some) pasta? Are there any (or some) noodles? What kind of fruit is there in this fruit salad? How many eggs are there in the fridge?

Use Is there with anything and nothing.

Is there anything to eat? (No, there is nothing. OR No, there isn't anything.)

There isn't any cheese. There aren't any bananas.

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 noncount nouns: rice NOT a rice NOT rices

Be careful!

Use nothing in affirmative statements. Use anything in negative statements. There is **nothing**. NOT There isn't nothing. There isn't **anything**. NOT There is anything.

GRAMMAR BOOSTER p. 128

- Expressing quantities
- Some and any
- How much / how many
- Count and non-count nouns
- Spelling rules

GRAMMAR PRACTICE Complete each statement or question with an affirmative or negative form of there is or there are.

1	********	some fish in the fridge.	5	some orange juice for your breakfast.
2	(0.2 · 0.000 · · · · · · · 0.000 · · · · · ·	onions in the salad.	6	anything in the fridge?
3	2121.025.0021.10	some cheese for my sandwich?	7	anything to eat in this house!
4		any apple pies at the store?	8	any pasta for tonight's dinner.



CONVERSATION MODEL

- A P2:23 Read and listen to someone asking for a restaurant recommendation.
 - A: Could you recommend a restaurant for this evening?
 - **B:** Sure. What are you in the mood for?
 - A: I don't know. Maybe a sandwich. I'm not very hungry.
 - B: Actually, there's a great place nearby. It's called Tom's. Would you like directions?
- B RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.



Ask for a restaurant recommendation



- CONVERSATION ACTIVATOR With a partner, 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?

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



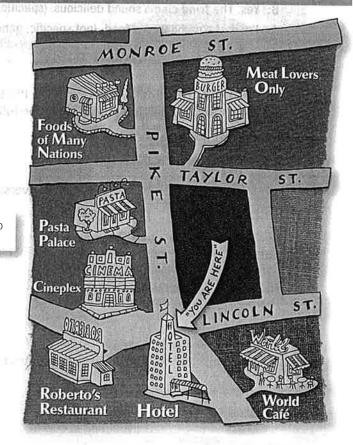
RECYCLE THIS LANGUAGE.

Locations

around the corner across the street across from [the] near [the]

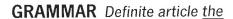
down the street from [the] between ___ and on the __ side of the street

CHANGE PARTNERS Practice the conversation again. Talk about other foods and restaurants.



CONVERSATION MODEL

- A ▶2:26 Read and listen to someone ordering dinner from a menu.
 - A: I'll have the pasta for my main course, please. What does that come with?
 - **B**: It comes with soup or a salad.
 - A: What kind of soup is there?
 - B: There's tomato soup or chicken soup.
 - A: I'd like the salad, please.
 - B: Certainly. And to drink?
 - A: Water, please.
- B 227 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

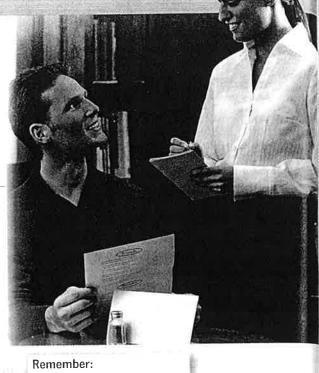


Use the definite article the to name something a second time.

- 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 clams 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. (specific; they're on the menu)



Indefinite articles a and an:

a salad

an appetizer

a beverage

an entrée

GRAMMAR BOOSTER p. 130

- · Non-count nouns: categories and verb agreement
- A UNDERSTAND 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."
 - 2 "Then I'll have the roast chicken."

- 3 "I'd like the carrots, please."
- 4 "... maybe I'll have the tomatoes."
- **GRAMMAR PRACTICE** Complete each conversation with <u>a</u>, <u>an</u>, or <u>the</u>.



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



3 A:	There are two kinds of soup: chicken noodle and mixed vegetable.
В:	I think I'd like chicken noodle. I'm not a vegetable fan.
4 A:	What would you like for your main course? We have nice grilled chicken special onmenu tonight.

B: That sounds good. I'll have chicken special.

Α	Read and listen. Then listen a	iation of <u>the</u> before consona gain and repeat.	ant and vowel sounds.	
	/ə/ (before consonant soun the chicken the soup the juice the hot appetizer the fried eggs	ds) /i/ (before v the orang the onion the apple the apper the eggs	a soup e juice	
В	Write a check mark if the und	erlined word begins with a	vowel sound.	
	the <u>egg</u> salad	\Box the <u>apple</u> cake	☐ the <u>clam</u> soup	
	\Box the <u>Chinese</u> fried squid	\Box the <u>ice</u> cream	☐ the <u>olive</u> oil	
	☐ the <u>tomato</u> sauce	☐ the <u>chocolate</u> milk	\square the <u>grilled</u> fish	
С	PAIR WORK Now take turns s pronunciation of the.	aying each phrase. Be sure	to use the correct	

A PAIR WORK With a partner, invent a restaurant. Give your

restaurant a name. Write foods on the menu. Include two or more choices for each category.

VIDEO B CONVERSATION ACTIVATOR With a partner, change the Conversation Model, using 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:

A: I'd like , please.

B: Certainly. And to drink?

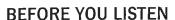
A: , please.

- Ask more questions.
- Order more food.
- Order a dessert.

C EXTENSION Bring in a real menu from your favorite restaurant. Use it to practice the conversation. Change partners and menus and practice the conversation again.

1 -	(name of restaurant)	
арр	etizers:	
soup):	
entr	ées:	
bever	rages:	
All ent	rées come with:	





▶ 2:29 VOCABULARY • Communicating with a waiter or waitress

Read and listen. Then listen again and repeat.













LISTENING COMPREHENSION

Α	▶230 LISTEN TO PREDICT	Listen to the conve	ersations in a	a restaurant.	Then listen a	ıgain
	and predict the next thing	you think the custo	omer will say	y to the serve	er. Explain yo	ur answers.
	1 ☐ We'll take the check.	please.		4 🗆 Excuse	me! This isn	't what I ord

- ☐ 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 \square No, thanks. We'll take the check, please.
 - \square Is the tip included?
 - ☐ Do you accept credit cards?

- dered.
- ☐ 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! Take a look at this check!
 - B: I'm not sure we have enough money.

 Excuse me! Do you accept credit cards?
- 2 A: Oh, no! They brought us onion soup. We ordered the tomato soup.
 - B: You're right. Excuse me!

NOTEPADDING Plan your meal. Read the menu and cho what you'd like to order. Write your choice for each cated	ose gorv.	appetizer	
	s i	soup	
חנטדים		main course	<u> </u>
THE BISTR		beverage	
APPETIZERS		dessert	
Crab cake Mini lamb pies Mi	ixed grilled vegetables	The state of the s	
SOUP	244 No. 1873 2000 27	m	
Spicy shrimp Chicken nood	dle Tomato		
SALADS			
Tomato pepper Green be	ean Pasta		
ENTRÉES	A-11-11-12-12-12-12-12-12-12-12-12-12-12-	See 1 (2) 1	Shirt And
All entrées include bread, soup or salad, ve Roast beef Fried fish Past			en not
CHOICE OF VEGETA			
Broccoli Grilled tomatoes	Potatoes (any style)		3 2020
BEVERAGES		4401-00-00-00-00-00-00-00-00-00-00-00-00-0	
Bottled water (still or sparkling) Soft drinks	Fruit juices Tea	Coffee	
DESSERTS	magasthiosau (hagastisau) (hagastisau)		20110 3010 30110 3
Ice cream sandwiches Carrot cake Mixed f	fruit salad Fruit and	cheese plate	bjov
			y day
			eest.
CROUD WORK Form groups of direct at tall and			itti sar e. Mina me
GROUP WORK Form groups of diners at tables, with so the menu. Ask the server questions about the food. Or	ome students as serve der and pay for the m	ers. Discuss neal.	
RECYCLE THIS LANGUAGE.			10/97
110	rder food	Pay for food	grille.
mood for? Do you need more time? I'r	xcuse me! m / We're ready.	I'll / We'll take the che please.	ck,
That comes with I'd Would you like?	d like to start with think I'll have	Is the tip included? Do you accept credit	
The sound(s) Anything to drink? Ar	nd then I'll have	cards?	
	oes that come with?		the state of

5 A: Here's the check. Do we need to leave a tip?

B: I'll ask. Excuse me!

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

B: Excuse me!

BEFORE YOU READ

FLASH CARDS ▶2:31 VOCABULARY • Adjectives to describe the healthfulness of food Read and listen. Then listen again and repeat.

healthy is good for you

unhealthy is bad for you

fatty / high-fat contains a lot of oil

low-fat doesn't contain 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 as you express your opinion.

READING ▶2:32

DID YOU KNOW?

Just one super-sized fast-food meal can have more calories than you should eat in an entire day! These tips can help you eat healthy meals and maintain a healthy weight when eating out and when eating at home.

When you eat out . . .

Control your portions. Many people eat larger portions than they need, especially when eating away from home. Order something small. Or ask for a half-portion. If you do order a large meal, take half of it home or split it with someone else at the table. Sharing food is also less expensive.

Avoid unhealthy snacks such as pizza, candy, and fast food. When you do get fast food, skip the fries and other high-calorie, fatty, or salty options.

Choose healthy

options. Grilled chicken and fish are low-fat and low-calorie. If you really want some fried food, remove the breading from the food so it won't have so many calories.

Skip the fries

And at home . . .

Avoid eating in front of the TV. If you eat while you are doing other things, it's easy to lose track of how much you are eating.

Eat slowly. Let your brain get the message that your stomach is full.

Your brain needs about twenty minutes before it gets that message. If you eat fast, you will eat more food.



healthy weight

QUICK TIPS

- Try to avoid high-calorie cookies and cake for dessert. If you love sweets, try low-fat frozen yogurt or fruit for dessert instead. Yogurt and fruit are both sweet and healthy.
- Avoid adding sugar to your food and drinks.

For more information about healthy eating, visit http://win.niddk.nih.gov



1 "veggles" a the amount you eat at one time	Α	UNDERSTAND FROM CONTEXT them with their meanings.	XT Find the following wor Then use the words to writ	ds and phrases in the Reading and me	natch
B INFER INFORMATION Which suggestions help you avoid eating too much fat? Which ones help you avoid too much sugar? B INFER INFORMATION Which suggestions help you avoid eating too much fat? Which ones help you avoid too much sugar? Witte an X next to the foods you think are healthy. Write an X next to the foods you think are healthy. Write an X next to the foods you think are not. Then discuss your answers with a partner. Explain why some of the foods are unhealthy. B NOTEPADDING List other foods and drinks you think are good for you and bad for you. Healthy foods Oranges C DISCUSSION Now discuss food and health with your class. Suggest healthy eating tips. Use your lists. PECYCLE THIS LANGUAGE. Categories of foods B Adjectives B Adjectives B Adjectives B Adjectives B Sup 7 Savoid Saph 7					
A "split" or "share" d choice e order one dish for two people				_	
B INFER INFORMATION Which suggestions help you avoid eating too much fat? With ones help you avoid too much sugar? Note an X next to the foods you think are healthy. Write an X next to the foods you think are not. Then discuss your answers with a partner. Explain why some of the foods are unhealthy. If it is are not healthy. They're too fatty. If it is are not healthy. If it i		,			
B INFER INFORMATION Which suggestions help you avoid eating too much fat? WWYDUCAN Discuss food and health A FRAME YOUR IDEAS Write a ✓ next to the foods you think are healthy. Write an X next to the foods you think are not. Then discuss your answers with a partner. Explain why some of the foods are unhealthy. Write an X next to the foods you think are healthy. Write an X next to the foods you think are healthy. Write an X next to the foods you think are healthy. Write an X next to the foods you think are not. Then discuss your answers with a partner. Explain why some of the foods are unhealthy. B NOTEPADDING List other foods and drinks you think are good for you and bad for you. Healthy foods Oranges Salty foods, like pototo chips C DISCUSSION Now discuss food and health with your class. Suggest healthy eating tips. Use your lists. PECYCLE THIS LANGUAGE. Categories of foods grains meat seafood sweets meat seafood sweets forth trift in beautily / unhealthy good / bad for you spill / share seafood sweets from the facility of the pototo spill / share seafood sweets from the facility of the pototo spill / share seafood sweets from the facility of the facility of the facility of the pototo spill / share seafood sweets from the facility of the pototo spill / share seafood sweets from the facility of		· ·	-		
INFER INFORMATION Which suggestions help you avoid eating too much fat? Which ones help you avoid too much sugar? IOWYOUCH Discuss food and health A FRAME YOUR IDEAS Write a next to the foods you think are healthy. Write an X next to the foods you think are not. Then discuss your answers with a partner. Explain why some of the foods are unhealthy.		·		dish for two people	
Which ones help you avoid too much sugar? NOWYOUCH Discuss food and health A FRAME YOUR IDEAS Write a next to the foods you think are healthy. Write an X next to the foods you think are not. Then discuss your answers with a partner. Explain why some of the foods are unhealthy.		•			
A FRAME YOUR IDEAS Write a next to the foods you think are nealthy. Write an X next to the foods you think are not. Then discuss your answers with a partner. Explain why some of the foods are unhealthy. A french fries are not healthy. They're too fatty.	MORE XERCISES	Which ones help you avoid	too much sugar?	d eating too much fat?	
A FRAME YOUR IDEAS Write a next to the foods you think are healthy. Write an X next to the foods you think are not. Then discuss your answers with a partner. Explain why some of the foods are unhealthy. A French fries are not healthy.		DW YOU CAN Discuss food	and health		
Write an X next to the foods you think are not. Then discuss your answers with a partner. Explain why some of the foods are unhealthy.		21300331000	and neutri	44 E 14:	CHANGE MARKET SHEET STATE OF THE STATE OF TH
answers with a partner. Explain why some of the foods are unhealthy. Salad	Α	FRAME YOUR IDEAS Write a	✓ next to the foods you th	Ink are nealthy. They're too fat	e not healthy. ty. 🎵
Salad		answers with a partner Exp	you think are not. Then di lain why some of the food:	scuss your	gree. 77
B NOTEPADDING List other foods and drinks you think are good for you and bad for you. Healthy foods oranges Salty foods, like potato chips C DISCUSSION Now discuss food and health with your class. Suggest healthy eating tips. Use your lists. Text-mining (optional) Find and underline three words or phrases in the Reading that were new to you. Use them in your Discussion. For example: "a half-portion." RECYCLE THIS LANGUAGE. Categories of foods grains grains grains grains grains grains grains grains healthy / unhealthy good / bad for you good / bad for you skip / avoid split / share dairy products fruit high-calorie / low-calorie		answers that a partitor, Exp	iant wity some of the loods	are unifications.	9.00.
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dairy products fruit high-calorie / low-calorie		seafood sweets	good / bad for you		und alvi
VEREIGHES OHS LISTLY / calty / choot / choy 1		dairy products fruit vegetables oils	high-calorie / low-calorie fatty / salty / sweet / spicy		
vegetables ons i latty / Salty / Sweet / Spicy		vegetables UIIS	ratty / salty / Sweet / Spicy	in the state of th	



Α	▶2:33 Listen to the conv					
	'	,	•	in and comple	ete the statements.	
				with my	2"	
					really	***************************************
	3 The man and woman				.,	
	•			the grilled	······································	
	•	-	icl Lot's	an om	polette and a calad I'm	really l"
	it's possible that she	s going to say, Term	ici reta	all Oll	ielette allu a salau. Fili	i really
В	Write examples of food	s for each category.				
	Spicy foods	Salty foods	Swe	et foods	Fatty foods	
			1.00		180	
	- 1 9V - 3 0		- Series of	Tracker -	F-45 BE	Ī
			F 18-5		-94.5	
	FRA)				-	
						_
<u></u>	Write questions you say	a ack a waitor or a wai	tross Rogi	a oach guestie	on with a capital letter	
<u> </u>			uess. begin	reacti questi	on with a capital letter	
	,					220
	3					
	4					
_						
ט			•			
	1 too m too spicy.	uch pepper in the sou			ould eat some fruit anges on the kitchen t	
	2 Excuse me. I'm looki	•		6	enough chees	e in the fridge for
B		ood restaurants in the	:	two sandwiches. Let's go shopping.		
	3 The man and woman It's possible that he's 4 The couple is (at hor It's possible that she's Write examples of food Spicy foods Write questions you can and end with a question 1		2		too mu	_
					ugar isn't good for you	
	4 an ine	expensive restaurant n	iearby?		he mood for soup. Wh on the menu?	
				***************************************	Off the filefid:	
W	RITING					
Wr	ite a short article for a tra	avel blog about foods	in your co	untry.	In the control of the	M I responsible contraction
	ite at least five sentences				For addition	nal language practice

In my country we eat a lot of vegetables.

Vegetable soup is a very typical appetizer.

WRITING BOOSTER p. 143

- Connecting words or ideas: and and in addition
 Guidance for this writing exercise





ORAL REVIEW

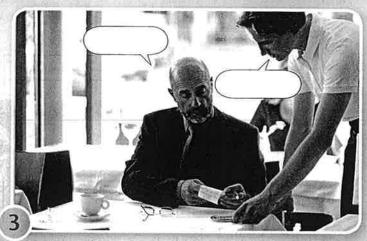
PAIR WORK Create conversations for the people in Pictures 1, 2, and 3. For example:

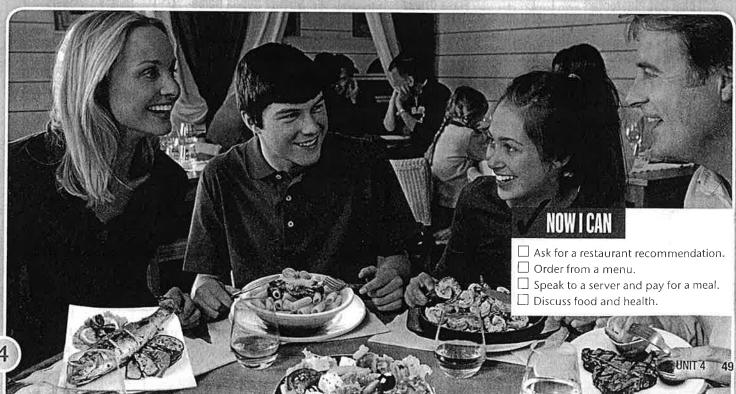
A: Can I help you?
B: Could you recommend a restaurant for ...?

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

At a restaurant









Technology and You

OMMUNICATION GOALS

- Recommend a brand or model.
- Express sympathy for a problem.
- Complain when things don't work.
- Describe features of products.





The best in

traditional cells

Reduced to \$59.99



Print, scan, copy, and fax documents \$629.99





ALL BRANDS AT ONE LOW, LOW PRICE

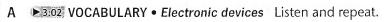


Buy the headphones

and get a free pair of

MP3 earbuds!





a tablet

Log on to

- a laptop (computer)
- a desktop (computer)
- a keyboard
- a GPS
- a smart phone
- a cell phone
- a flash drive
- a digital camera
- headphones
- earbuds
- a projector
- a printer
- a webcam
- speakers

- PAIR WORK Look at the ad. Tell your partner about a product you need and why you need it.
 - 👪 I need a webcam. I want to see my sister when we talk on the Internet. "7

DIGITAL FLASH CARDS

C ▶ 3:03 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 and underline the following statements in the Photo Story. Choose the statement that is closer in meaning to each one.
 - 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.

SPEAKING

A Read and listen to the words in Replacing products. Then choose three electronic products from the ad on page 50 you have but want to replace. Complete the chart with the name of the product and the reason you want to replace it.

Products Why do you want to replace them?

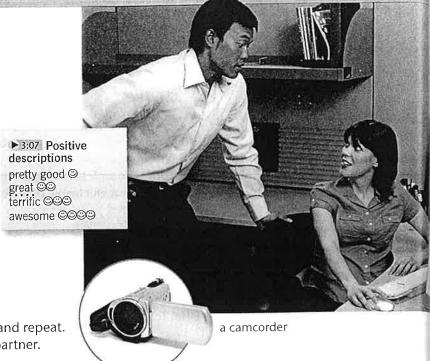
broken doesn't work
obsolete hard to use because the technology is old
up-to-date uses new or recent technology
defective a new product with a problem

1	My GPS.	It's broken.	्राच्या च्या च्या विकास वि विकास विकास व	
	Proc	ducts	Why do you want to replace them?	All the second
1			That for a	
2			-1505.	
3				

B DISCUSSION Use your chart to discuss the products you need. Explain why you need to replace them.

CONVERSATION MODEL

- A >3:05 Read and listen to someone suggest a brand and a model.
 - A: Hey, Rachel. What are you doing?
 - B: I'm uploading a video.
 - A: What kind of camcorder do you have?
 - B: It's a Vista, but I need a new one. Mine's obsolete! Any suggestions?
 - A: What about the Alton? I hear the MX2 is great. And it's inexpensive.
 - B: Really?
 - A: You know, I'm going shopping at the mall after work. Would you like to come along?
- ▶3:06 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?

B: I'm downloading a song.

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

Questions

Are you looking for a new printer? (Yes, I am. / No, I'm not.) Are they buying a GPS? (Yes, they are. / No, they're not.) Is he using his tablet? (Yes, he is. / No, he's not.) Where are you going? (To Technoland.) When is she getting a new laptop? (Next week.) Who's buying a new keyboard? (My wife.)

GRAMMAR BOOSTER p. 130

The present continuous:

- · Spelling rules
- · Form and usage rules
- A FIND THE GRAMMAR Find and underline three sentences with the present continuous in the Conversation Model.
- B UNDERSTAND THE GRAMMAR Write <u>now</u> next to the sentences that describe an action in progress and future next to those that describe a future plan.

future. 1 What are you doing this weekend? 3 He's leaving in ten minutes. Hurry!

- 4 Josh isn't home. He's shopping for a laptop.
- 6 The printer's not working again.



PRONUNCIATION Intonation of questions

▶3:08 Listen and check for rising or falling intonation. Then take turns saying each question with a partner.

 \Box 1 What are you doing?

- \Box 3 What time are you going?
- \Box **2** Are you buying a computer?
- ☐ ☐ 4 Is she looking for a new printer?

VOCABULARY Collocations for using electronic devices

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







upload a photo



make a video



scan a document

camcorder

photocopier / copier

camera laptop

scanner



make a photocopy

В	VOCABULARY / GRAMMAR PRACTICE	Complete the conversations, using
	the present continuous and the nam	

1	A:	What		(you /	scan)?
---	----	------	--	--------	--------

- B: The pictures for our presentation.
- A: Great! Tell me when you finish. I need the, too.
- 2 A: Hi, Tom. (you / take) lots of pictures of Paris?
- B: Oh, hi, Diane. Yes, I am. I'm using my new
- A: E-mail me one of the Eiffel Tower, OK?
- 3 A: Hey, Melanie! What (you / do) here?
 - B: I'm shopping for a new
 - A: Me, too! Our old one is broken, and (I / make) a video of my daughter's birthday party next week.
- 4 A: Wow! My sister (upload) some great pictures onto FaceSpace. Look! Here come some new ones.
 - B: Pass me your so I can see.
- 5 A: Oh, no! I need 100 copies of the meeting agenda right away, and there's no time.
 - B: What's the problem?
 - A: Marie is at the (make) copies of the sales results.

NOW YOU CAN Recommend a brand or model



CONVERSATION ACTIVATOR With a partner, change the Conversation Model. Use these ads or ones from a newspaper or online store. Change the activity and the adjective. Then change roles.

- A: Hey, What are you doing?
- B: I'm
- A: What kind of is that?
- B: It's a , but I really need a new one. This one's Any suggestions?
- A: What about the ? I hear the is And it's
- B: Really?
- A: You know, I'm going shopping Would you like to come along?

DON'T STOP!

Accept or decline the invitation. Great! I'd love to go. I'd love to go, but ___.

CHANGE PARTNERS Discuss other products and suggest other brands or models.

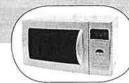






- listen to (an audiobook / music)
- scan (a document / a picture)
- print (instructions / a map)
- · take pictures
- make a video
- upload (a photo /a video)





CONVERSATION MODEL

A >3:10 Read and listen to people discussing a problem.

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 3311 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.



▶3:12 Ways to sympathize I'm sorry to hear that. That's too bad. That's a shame. Oh, no!



▶3:13 Negative descriptions a piece of junk pretty bad awful horrible terrible a lemon

DIGITAL FLASH CARDS

VOCABULARY Household appliances and machines

▶3:14 Read and listen. Then listen again and repeat.



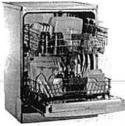
1 a food processor



2 a hair dryer



3 a pressure cooker



4 a dishwasher





6 a rice cooker



7 a fan



8 a stove

9 an oven

10 a juicer





11 a washing machine

12 a dryer

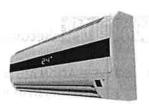


13 a blender



14 a freezer

15 a refrigerator / a fridge



16 an air conditioner



17 a vacuum cleaner

В	Classify the Vocabulary by	purpose. Write examples of a	appliances in each cate	egory.	
	For cleaning or washing	For food preparation	For cooking	For storage	1V14C
					M.A.
С	LISTEN TO PREDICT	Listen and write the name of r person will say. Check the b	the appliance. Then li	sten again	
	1 appliance:☐ Is it fixable?☐ Sure. No problem.		5 appliance: □ Just use a little n □ I think the mach	nore water.	
	2 appliance:		6 appliance: ☐ Yeah. I'm so glad ☐ I think it's time f	d I bought it!	
	3 appliance: ☐ It's not working? ☐ About thirty, I think.		7 appliance: ☐ That's a shame. ☐ Wow. That soun	It's a lemon.	
	4 appliance: Oops! Sorry about that. Sounds great!		8 appliance: I'm sorry to hear Sure. Just a seco	that.	
	OW YOU CAN Express sym	pathy for a problem			
Α	NOTEPADDING Think of five don't work well. Write the	re products and brands that on on the notepad.	Product 1 a hair dryer	Brand Beautiful Hair	8
	Product	Brand		La probación de deservación	W. I
	_1			the synometric	(1911年)
	_ 2			Junio Espera e signa	100
	3				
	4			HING COMPREHEN	LISTEN
	_ 5			S LISTER FOR DEIVILS	NES A
	minimum in a superior or principle		जिल्लामा । जिल्लामा । जिल्लामा । जिल्लामा ।	en. A ba institution	Tour
В	CONVERSATION ACTIVATOR Conversation Model, using your notepad. Express sym descriptions from page 54. A: Hi, How's it goin B:	pathy. Use the negative Then change roles. ng?	It's driving It's on the It's an abs The thing'	E THIS LANGUAGE. g me crazy! e blink. solute lemon. s an antique. n / obsolete / defective.	19 28
	A: Again?		the product.		
		THE PARTY OF THE P	THE PERSON NAMED IN		

C CHANGE PARTNERS Practice the conversation again.
Use another product from your notepad.

BEFORE YOU LISTEN

FLASH CARDS

A >3:16 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 conditioner won't turn off.



The fridge is making a funny sound.



The toilet won't flush.



The sink is clogged.

В	Write the names of machines, appliances, and devices that sometimes
	1 won't open or close.
	2 won't turn on or off.
	3 make a funny sound

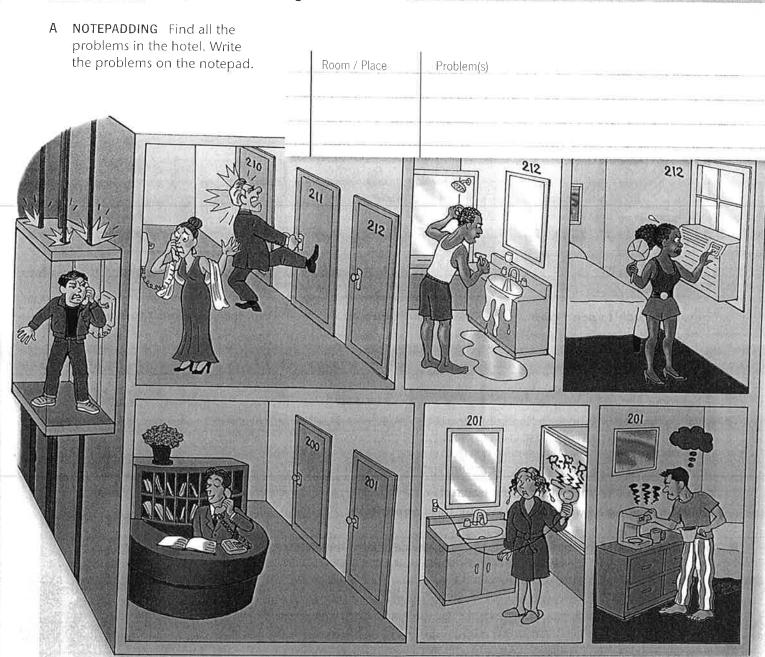
LISTENING COMPREHENSION

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, using the Vocabulary.

ROOM	PROBLEM	OTHER PROBLEMS?
203	The toilet won't stop flushing.	
	The fridge isn't working.	
	The sink is clogged.	all policy and waster
9/05/5	TWENTY OF	PARTIES AND

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





B ROLE PLAY Create conversations between the front desk clerk and the hotel guests about things that don't work.

Hello. Front desk. Can I help you? 77

RECYCLE THIS LANGUAGE.

Telephone language Hello? This is room ___.

Bye.

State a problem

- __won't open / close.
- __ won't turn on / off. __ won't flush / stop flushing.
- __ isn't working.
- __ is clogged.
- is making a funny sound.
 is driving me crazy.
- __ is driving me __ is broken.

Respond

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

I'm in the elevator. It's not working and the doors won't open.

* THE CHARACTERS:

I'll send someone right away. ***

BEFORE YOU READ

WARM-UP What kinds of features are important to you in a new product?

READING ▶3:18



A UNDERSTAND FROM CONTEXT Choose one of the features to complete each statement.

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

B ACTIVATE LANGUAGE FROM A TEXT What is good about the Pro Musica? Use the features Vocabulary and your own ideas to explain your answer.

Features
convenient
popular
portable
affordable
guaranteed



☐ convenient☐ portable D ▶320 PAIR WO and take notes	Sleeper" popular affordable ORK Choose one of the s. Then try to convince the features Vocabulary	convenient portable three gadgets. I your partner to l	ouy the	makes a	stool or machine that particular job easier stionary of American English scribbler" convenient popular
NOW YOU CAN	Describe features of p	oroducts			
you own and o	Choose one good propose bad product (appliducts, gadgets, etc.). Weatures on the notepad	ances, Pro/rite the	oduct Bran art phone Link anner Blue	affordable / u	
Product	Brand		Good or bad feat	ures	17. 3.
classmates abo	Describe the good and but all the good and barew Link smart phone. Die and up-to-date.	d features. Use y	our notepad. Text-m Find an	ining (optional) nd underline three words or ere new to you. Use them in	your Discussion.
classmates abo	eut all the good and barew Link smart phone. ble and up-to-date.	d features. Use y	our notepad. Text-m Find an	ining (optional) nd underline three words or	phrases in the Reading

C >3:19 LISTEN TO CLASSIFY Listen to the radio advertisements for some

gadget / gædzīt/ n.

REVIEW

Α	►3:21 Listen to the conversations about problems with each problem. Example: The fan won't turn on	prod	uct	s and appliances. Write a sentence to describe
	1 x			
	3			
В	Complete each conversation with a question in the pre- (More than one question is possible.)	sent	cor	ntinuous.
	1 A: Where tomorrow? B: We're going to My Electronics World. Want to		В:	What? Tomorrow? We're fixing our old printer.
	come along? 2 A: you a new camera? B: Yes. Our old camera is obsolete. It's not digital.	5		What? Right now? We're eating dinner.
	3 A: When? B: He's getting a smart phone for his birthday.			
С	Complete each statement. Circle the correct word or pl	hrase		
	1 This new toilet is (defective / portable). It doesn't flu	ısh.		
	2 I think my TV is (affordable / broken). I hope it's fixal		-	
	3 Your computer is probably (obsolete / up-to-date). Y			
	4 This scanner is really a piece of junk. I think we shou	ıld ge	t (a	in upgrade / a lemon).

Portable	Popular	Convenient	Affordable	Good for communication	Good for entertainment	Good for cooking
					tablet	Des Leign

D Add products, appliances, and gadgets to the chart. Write at least three in each category.

WRITING

Write a review of a product, appliance, or gadget that you use. It can be a good product or a bad one. You can give it 1-5 stars.

(Some products may go in more than one category.)

Star ratings

* not so great

** OK

*** good

**** very good

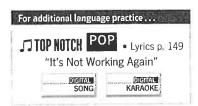
**** awesome

4	*	*	\triangle

I have a Hot Spot dishwasher and ...

WRITING BOOSTER p. 144

- Placement of adjectives: before nouns and after the verb <u>be</u>
- Guidance for this writing exercise



















Picture 1

ORAL REVIEW

CONTESTS

- 1 Form teams. Study the products in Pictures 1 and 2 for two minutes. Then close your books. With your team, make a list of what you saw. The team with the most correct words after one minute wins.
- 2 Form teams. Study the names and activities in Picture 1 for two minutes. Then close your books. Ask another team <u>yes</u> / <u>no</u> questions about the people, using the present continuous. (Teams get one point for each correct answer.) For example:

Q: Is Jane studying? A: No, she isn't.

PAIR WORK

- 1 Point to the people in Picture 1. Ask and answer information questions, using the present continuous. For example:
 - Q: What's Jane doing?
 - A: She's listening to music.
- 2 Create a conversation for the people in Picture 2. For example:
 - A: The Disheroo is affordable. And it's guaranteed.
 - B: But they say it's a piece of junk. Let's get the Kitchenmax. It's expensive, but it's very popular.



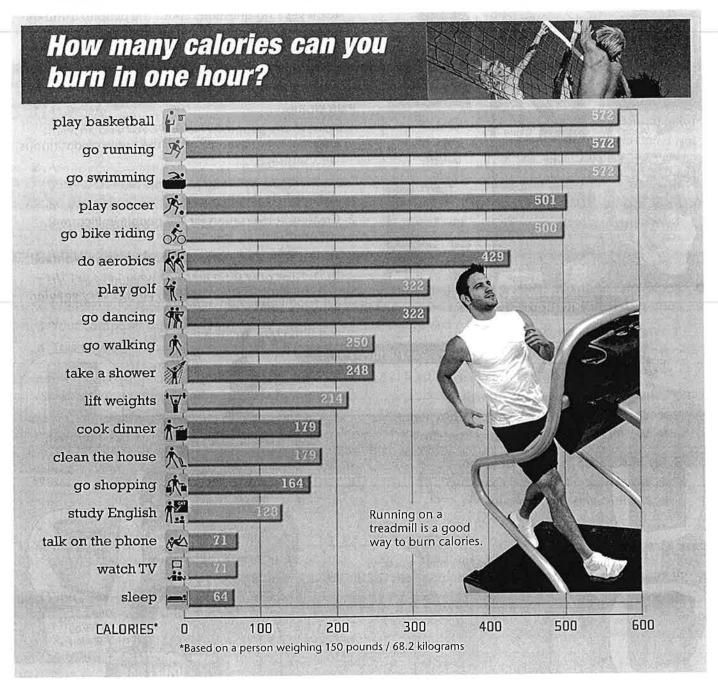


- Plan an activity with someone.
- 2 Talk about habitual activities and plans.
- 3 Discuss fitness and eating habits.
- 4 Describe your routines.



Staying in Shape

PREVIEW





- ▶ 3:24 VOCABULARY Activities Look at the graph. Then 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 1,500 calories a day.

C 🕨 3:25 PHOTO STORY Read and listen to people talk about playing tennis.



Lynn: Hi, Joy! What are you up to? Joy: Lynn! How are you? I'm playing tennis, actually. In the park.

Lynn: You play tennis? I didn't know that.

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



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

Joy: Well, why don't we meet at the park on Saturday?

Lynn: This coming Saturday? Sorry, I can't. I have to work. What about Sunday?

Joy: Perfect. Hey, how about your husband? Can he come, too?



Lynn: Ken? No way. He's a total 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 tomorrow. OK? Joy: Terrific.

- **D FOCUS ON LANGUAGE** Look at the underlined expressions in the Photo Story. Use the context to help you choose the correct meaning of the following sentences.
 - 1 What are you up to?
 - a What are you doing?
 - b Where are you going?
 - 2 Why don't we play tennis sometime?
 - a Can you explain why we don't play tennis?
 - b Would you like to play tennis sometime?
 - 3 My husband is really out of shape.
 - a My husband doesn't exercise.
 - **b** My husband exercises a lot.

- 4 I'm crazy about tennis.
 - a I hate tennis.
 - **b** I love tennis.
- 5 I'm on my way to the park.
 - a I'm going to the park right now.
 - b I'm going to go to the park this afternoon.

SPEAKING

A PERSONALIZE Look at the activities on page 62. List the activities you do

every day	every weekend	once a week	almost never	never

- **B** PAIR WORK Compare activities with a partner.
- What do you do every weekend? ??

GRAMMAR Can and have to

_	se <u>can</u> + the base form of a verb for possibility. We can stay out late tonight. There are no classes tomorrow morning. I'm too busy this afternoon. I can't play golf. Mona can meet us at the park, but her husband can't.	form al We	nber: <u>Can</u> + base so expresses ability, can speak English, y can't play piano.
Q	uestions Can you go running tomorrow at 3:00? (Yes, I can. / No, I can't.)		
	se <u>have to</u> or <u>has to</u> + the base form of a verb for obligation.	use <u>ha</u>	: When declining an invitation, ve to to provide a reason. ry, I can't. I have to work late.
Q	She has to doesn't have to meet her cousin at the airport at 3:00. The doesn't have to meet her cousin at the airport at 3:00. The doesn't have to meet her cousin at the airport at 3:00. The doesn't have to meet her cousin at the airport at 3:00. The doesn't have to meet her cousin at the airport at 3:00. The doesn't have to meet her cousin at the airport at 3:00. The doesn't have to meet her cousin at the airport at 3:00. The doesn't have to meet her cousin at the airport at 3:00. The doesn't have to meet her cousin at the airport at 3:00. The doesn't have to meet her cousin at the airport at 3:00. The doesn't have to meet her cousin at the airport at 3:00. The doesn't have to meet her cousin at the airport at 3:00.	Can and have Form and Informatio	common errors
В	FIND THE GRAMMAR Look at the Photo Story on page 63 again. Find an invitation. Find one example of have to to provide a reason. Find GRAMMAR PRACTICE Read the sentences carefully. Then complete form of		

OIGITAL MORE EXERCISES

> DIGITAL VIDEO COACH

CONVERSATION MODEL

▶ 3:28 Read and listen to two people plan an activity together.

A: Hey, Gary. Why don't we go running sometime?

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

A: Friday morning at 9:00?

B: Sorry, I can't. I have to work on Friday.

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

B: That's good for me. See you then.

▶3:29 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.



NOW YOU CAN Plan an activity with someone

NOTEPADDING Write your schedule for this weekend in the daily planner. (Use page 62 for ideas.)

	Friday	Saturday	Sunday
9:00	go running	visit Mom	140 100
	amot the		47.10
	mat th		

Daily	Planner		
	Friday	Saturday	Sunday
	AND INTO	1	ROURSE TO
1 / 4	medizathy		i Modely
) one	oupord 1988		senst in ca bas ea
11:00			niver team
(53/3	Leonberffrse.		ti ali di da ini
	erfilese. Disk	i i	d priesent. Larkastan
1:00	DI CHI DI CANTON		HZM STEEL
3/8		R	
13	111 -0 1 111	3	n Han yak
	edk alem	18	nevernita
MILES			
	reli pianoia	18	
	en-aghos		
	\$73978545Q)		TE LAND
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15,000	Uhfa a		
:00	Sylv My	- 1	Buchier of
115 1550			AND HARD TRAFF
	1271887	1423.11	ORNER MEN

CONVERSATION ACTIVATOR Now personalize the Conversation Model with a partner, using your daily planners. Suggest an activity, a day, and a time. 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?

- Suggest other times and activities.
- Discuss where to meet.

C CHANGE PARTNERS Practice the conversation again. Plan other activities. Use your daily planner to respond.







VOCABULARY Places for sports and exercise

▶3:30 Read and listen. Then listen again and repeat.







an athletic field

a golf course







a track

a tennis court

a park

a gym

PAIR WORK Tell your partner what you do at these places.

1 I play soccer at the athletic field next to the school. 77

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 190 tomorrow. They are it self in the restle

Questions

Are you going running tomorrow? What time are you playing tennis today? 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.

Ouestions

Do you always play golf on Saturdays? How often do you lift weights?

Be careful!

Don't use the present continuous with frequency adverbs. Don't say: She's never playing tennis.

Don't use the present continuous with have, want, need, or like. Don't say: She's liking the gym.

> my gym on Fridays. 🎀

A VOCABULARY / GRAMMAR PRACTICE Tell a partner how frequently you play sports or exercise at the places from the Vocabulary.

6. There's a pool near my house, but I hardly ever go swimming there. 77

▶331 Frequency adverbs

100%

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

never

GRAMMAR BOOSTER p. 133

The simple present tense:

- Non-action verbs
- Placement of frequency adverbs

	В	GRAMMAR PRACTICE Complete the sentences. Use the s	simple present tense or the present continuous.
		1 Brian can't answer the phone right now.	5lunch. Can they call
		he / study	you back?´
		2 How often walking?	6 How often the house?
		3 tennis this weekend.	7 aerobics every day.
MORE EXERCISES		4 weights three times a week.	8 shopping tonight.
(С	LISTEN TO ACTIVATE GRAMMAR Listen to the converted best completes each statement.	ersations. Circle the frequency adverb
		1 She (often / hardly ever / never) plays golf.	4 He (always / often / never) goes swimming.
		2 He (often / sometimes / always) goes to the gym four times a week.	5 She (always / sometimes / never) rides her bike on weekends.
		3 She (often / sometimes / never) plays tennis in the park.	
(CC	ONVERSATION MODEL	
A	A	Read and listen to two people talk about habitual activities and future plans.	
		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.	7
		A: How come?	
		B: Because <i>this</i> weekend I'm going to the beach.	
В	3	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?	
	10	W YOU CAN Talk about habitual activities and plan	S THE REST TI WO THEY SHE SHE SHOULD SOUTH ST
VIDEO A		CONVERSATION ACTIVATOR With a partner, change the C	
		using a different place from the Vocabulary. Then change	오랫 수지 하는 이 경기에 발매되는 게게 되면 되면 되어 되어 하게 하는 그렇게 뭐야 하게 되었다. 이 없는 이 사람이 되었다.
		A: Hey, Where are you off to?	DON'T STOP!
		B : Hi, I'm going to the	Say more about your activities.

B CHANGE PARTNERS Practice the conversation again. Use a different place and plan.

A: Really? Don't you usually go there?

B: Yes. But not this

B: Because this I'm

A: How come?

I'm going to the gym. I have an aerobics class.

I'm going to the park. I'm playing tennis with

Invite your partner to do something. Why don't we ____ sometime?

my friend Julie.

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 talk about their fitness and eating habits. Check the box next to the name if the person exercises regularly.







B LISTEN FOR DETAILS Now listen again and check each person's habits.

	Mark	Rika	Richard
1 goes to a gym		Uldex D	D: 163. BUT NO mis WEEKENG.
2 takes exercise classes		tote Distriction on the	the use any more as a state of which any
3 exercises outside		Supplied for the control	ON DESCRIPE THE MERCHALL HELD
4 avoids grains		22 Landson Dura nubu katifi	TOWN RHYTHER WID IN TOWN TO
5 avoids desserts		versition Mo with	repeat. Then Dictice the Con
6 avoids fatty foods			a partner.
7 eats smaller portions	p par 🗖	AND STREET THE PROPERTY OF	THE CAMPAGE SHE ONE
8 eats a lot of seafood	pro Carrier	Na samula na mana mana mana na	Model again - Coderline one e
9 eats slowly		les of the pre 🗖 u	present leftse Int two examp

C DISCUSSION

- 1 In your opinion, which of the three people have good fitness and eating habits? Explain.
- 2 Whose habits are like your own? Explain.

VIDEO

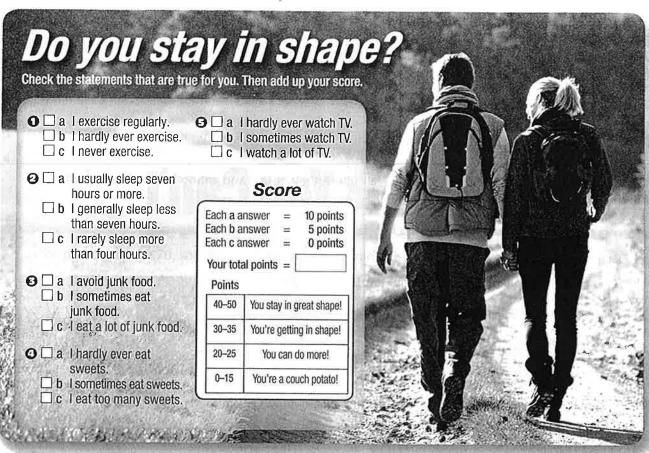
PRONUNCIATION Third-person singular -s: Review

- A Read and listen to the three third-person singular endings. Then listen again and repeat.
- **B** PAIR WORK Take turns making statements about the three people's habits. Use the information in the chart in Listening Comprehension Exercise B. Pay attention to third-person singular endings.

/s/ _	/z/	/12/
sleep s	goes	watch es
eat s	plays	exercis es
works	avoids	munch es

** Rika exercises outside every day. ***

A FRAME YOUR IDEAS Take the health survey.



- B PAIR WORK Compare your survey answers and scores.
- **C GROUP WORK** Walk around the classroom and ask questions. Write names and take notes on the chart.

stays in great shape. Find someone who Find someone who		Other information goes running every day		Where do you exercise?	
		stays in great shape.	对京为共和共工工 员	mer Cresining	
is out of shape.	linteen, to	14-14-14: X OF	PF 15304		
eats a lot of junk food.	The state of the	The first of the first	51.42	Primar - A Francis	. 阿里里肯
avoids sweets.	_ militar d	water in the	100	2500	
avoids fatty foods.	to missylven	To the September 1		1888	
never sleeps more than four hours.					65

- **D DISCUSSION** Now discuss fitness and eating habits. Tell your classmates about the people on your chart.
- Toni stays in great shape.
 She goes running every day. 77

Ask for more information:

Why are you out of shape?

States decor

BEFORE YOU READ

PREVIEW Look only at the title, 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 ▶3:38

When You Think You Can't...

Mark Zupan

When he was eighteen years old, a terrible accident made Mark Zupan a quadriplegic and changed his life forever. At first, he could hardly move his arms or legs normally. However, after a lot of hard work, he was able to use his arms to move his wheelchair, and he could even stand for a short time and take a few slow steps. Zupan—or Zup to his friends—became a quad rugby champion, helping his team win a gold medal in the Paralympic Games. "I dream about running all the time," he says, "but you can't live in the past."

Today, Zupan frequently gives talks and raises money for his sport and appears in movies and TV shows. 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 rock 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."



Hamilton was attacked by a tiger shark when she was thirteen.



Zupan became a quad rugby champion.

Bethany Hamilton

At the age of thirteen, surfer Bethany Hamilton had a dream. She wanted to be a champion in her sport. But she lost her left arm when she was attacked by a shark. A month later, she was surfing again.

Today, she's a professional competitive surfer. Because she can only use one arm, she has to use her legs more to help her go in the right direction. Hamilton practices every day at the beach. She has a prosthetic arm, but she rarely uses it, and never when she's surfing.

Hamilton often appears on TV- She 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."

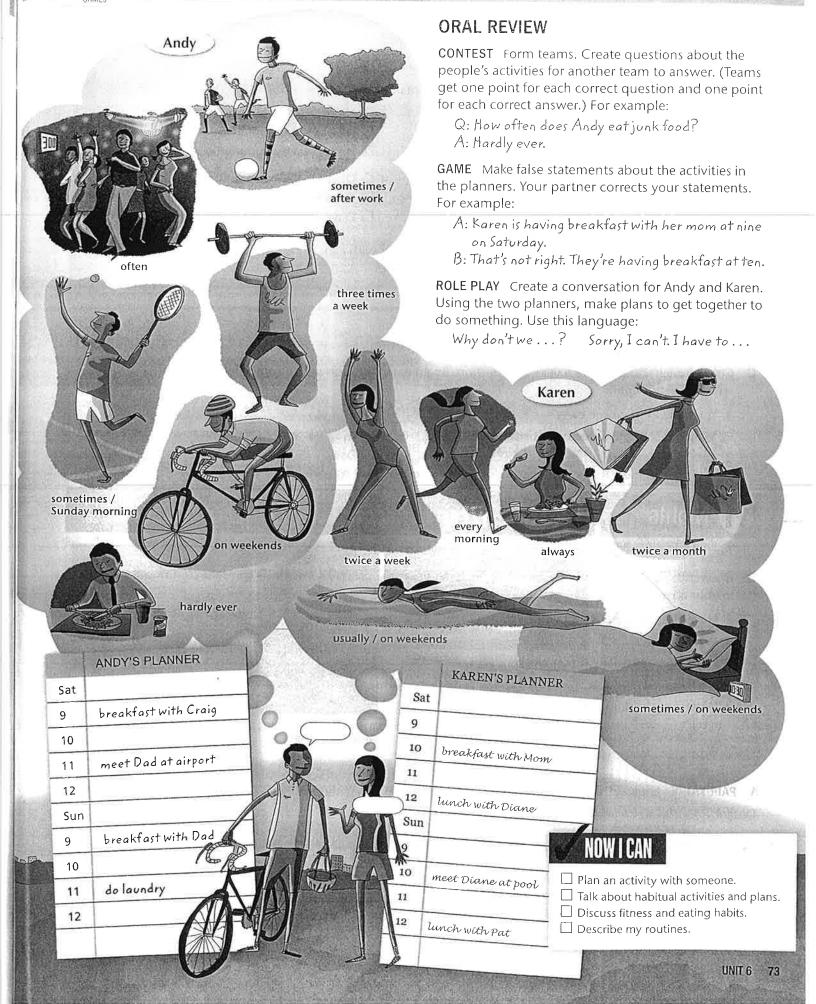
In 2011, Hollywood made a movie about her experience. Bethany has a happy life and got married in 2013.

	and take a few steps for a short time. He 3 play quad rugby. He be co		
S	hape. He doesn't have complete use of his han	ds, but he lift weights.	
ŀ	de7 drive a car using his feet, but he	use his hands. A lot of people	
	hink quadriplegicsdo anything, but		
B S	SUMMARIZE First, complete the paragraph abo present continuous. Then write a similar paragr	ut Bethany Hamilton. Use the simple present tensaph, summarizing Mark Zupan's routines.	se or the
	When she surfs, Hamilton1 use		
S	he a prosthetic arm, but she	e hardly everit.	
S	he2 have a prosthetic arm, but sho 2 have heregularly with the world 4 compete	's top professional women surfers.	
lr	the photo on page 70, she5 compete	against other surfers with two arms.	
S	he a T-shirt and 6 wear 7 stan	on her surfboard. Hamilton	
	to help other people with diff	icult experiences follow their dreams.	
NUM	VOII CAN Describe and the second		
NOW	YOU CAN Describe your routines		
	مساور الهاي المعدد البريا إلى الباس ومستحدثين الداء	y routines.	
	OTEPADDING Write some notes about your dail	y routines.	
	مساور الهاي المعدد البريا إلى الباس ومستحدثين الداء	List some things you	e evan Cont Politica (c Politica (c)
	OTEPADDING Write some notes about your dail List some things you usually do	y routines.	
	OTEPADDING Write some notes about your dail List some things you usually do	List some things you	CONTRACTOR
	OTEPADDING Write some notes about your dail List some things you usually do	List some things you	And Sulversion of the Court of
	OTEPADDING Write some notes about your dail List some things you usually do	List some things you	CONTRACTOR
	DTEPADDING Write some notes about your dail List some things you usually do • in the morning.	List some things you • can't do every day. Explain why.	Callery of the control of the contro
	DTEPADDING Write some notes about your dail List some things you usually do • in the morning.	List some things you • can't do every day. Explain why.	A Letter of the control of the contr
	DTEPADDING Write some notes about your dail List some things you usually do • in the morning. • in the afternoon.	List some things you • can't do every day. Explain why.	Total Control of the
	DTEPADDING Write some notes about your dail List some things you usually do • in the morning.	List some things you • can't do every day. Explain why.	Townson of the control of the contro
	DTEPADDING Write some notes about your dail List some things you usually do • in the morning. • in the afternoon.	List some things you • can't do every day. Explain why. • have to do every day. Explain why.	Total and a second
	DTEPADDING Write some notes about your dail List some things you usually do • in the morning. • in the afternoon.	List some things you • can't do every day. Explain why. • have to do every day. Explain why.	Total Control of the
	DTEPADDING Write some notes about your dail List some things you usually do • in the morning. • in the afternoon.	List some things you • can't do every day. Explain why. • have to do every day. Explain why.	Tank and a second

UNIT 6 71



Α			
	1 ☐ He doesn't exercise regularly.	3 ☐ He exercises regu	
	☐ He avoids junk food.	☐ He has to be care	
	☐ He never watches TV.	☐ He can eat every	
	2 ☐ She's in great shape.	4 ☐ Dave Heeley can	
	☐ She hardly ever goes swimming. ☐ She exercises regularly.	☐ Dave Heeley can ☐ Dave Heeley doe	
	☐ Sile exercises regularly.	□ Dave Heeley doe	SIT CITECUTICIPA
В	What activities can you do at these places? Write	sentences with <u>can</u> .	
	an athletic field I can play a gym a park		
С	with a question mark.		
	1 You have to go home early. Do you have to g	jo home early?	
	2 Magda has to see a doctor this afternoon		
	3 Jonah can meet us at the mall at 6:00		
	4 I have to exercise every day		
	5 My friends can come to the park after school.		
	6 Your husband has to work late tonight		
	7 Lance's sisters have to avoid sweets		
D	Answer the questions with real information. Use in your answer.	the simple present tense or the	e present continuous
	1 How often do you go to English class?		
	2 What do you usually do on weekends?		
	3 What are you doing this weekend?		
W	WRITING		
De	Describe your exercise and health habits.		
	I'm not in very good shape, but I exercise	E	
	three times a week now I'm also very	RITING BOOSTER p. 145 Punctuation of statements and	
	careful about the foods I eat	questions	For additional language practice
-4	And poor sealing the sealing of the	Guidance for this writing exercise	TOP NOTCH POP • Lyrics p. 150





On Vacation

COMMUNICATION GOALS

- 1 Greet someone arriving from a trip,
- 2 Ask about someone's vacation.
- 3 Discuss vacation preferences.
- 4 Describe vacation experiences.

PREVIEW

Travel Specials

Guaranteed

Your money refunded if your flight or cruise is canceled.



TOUR EUROPE

- Fly to London on July 15.
- Fly back home from London on July 25.





See a play in London's West End or visit the British Museum.



In Paris, visit the Eiffel Tower and enjoy France's excellent food.



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

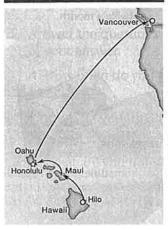


Go to a concert in Vienna and enjoy the city's famous desserts.



Hawaiian Cruise

- Leave from Vancouver, Canada on July 15.
- Fly back home from Honolulu on July 26.





On board the ship . . . Swim in a beautiful heated pool. Eat in one of many fantastic restaurants. And at night, see a popular movie or a show . . . or go dancing!

- Andrew Miller



In Hawaii . . . Go snorkeling in Oahu.



Walk along the scenic black sand beaches of Hilo and enjoy Hawaii's natural beauty.

A PAIR WORK Look at the two travel ads. Complete the chart by writing tour or cruise. Then discuss your answers with a partner.

In your opinion, which travel special would be good for someone who likes						
history?	family activities?	entertainment?				
culture?	physical activities?	good food?				

B DISCUSSION Which vacation would you like to take? Why?

C ► 4:02 PHOTO STORY Read and listen to a phone call from someone returning from a trip.



Kate: Hi, Nancy. We're home!
Nancy: Kate! When did you get back?
Kate: Late last night.
Nancy: So, did you have a good time?
Kate: It was fantastic! Phil and I really needed a vacation!



Nancy: So, tell me all about your cruise!

Kate: Well, the ship was huge. And

they had everything: incredible food, entertainment, family activities . . . There were always lots of things to do.

Nancy: And what was Hawaii like?
Kate: Hawaii? Just awesome! The beaches were really beautiful.
Nancy: Cool!



Kate: And in Maui we went windsurfing, and in Oahu, we went snorkeling. But most of the time we just sat on the beach and enjoyed the view.

Nancy: Now that's *my* kind of vacation! Kate: I can't wait for the next one. Nancy: Well, welcome home.

My bron

D	FOCUS ON LANGUAGE Look at the underlined words and expressions in the Photo Story. Find:
	1 an expression that means "come home."
	2 four adjectives that mean "great."
Ε	THINK AND EXPLAIN Complete the statements.
	1 When Nancy says, "Now that's my kind of vacation!" she means
	2 When Kate says, "I can't wait for the next one" she means

F PERSONALIZATION Which part of Kate's vacation is *your* kind of vacation? Explain your reasons.

SPEAKING

PAIR WORK Complete the questionnaire. Then tell your partner what you usually do on your vacations. Ask about your partner's vacations.

נעע	lere d 90 for	o yo ' Vaca	u usual ation?	راا
	tay homisit my for to the	e. amily. beach.		

GRAMMAR The past tense of <u>be</u>: Review

Statements

He was on vacation. She wasn't lt

We You They

were weren't on vacation.

Contractions

wasn't = was not weren't = were not

Questions

Was your flight late? (Yes, it was. / No, it wasn't.)

Were there lots of people on the train? (Yes, there were. / No, there weren't.)

Where was your brother yesterday? (At the Smith Museum.)

When were you in Seoul? (Last month.)

Who was with you on the train? (My girlfriend.)

Who were your parents with? (My grandfather.)

How was the food at the airport? (It wasn't very good.)

How were the activities on your cruise? (They were great.)

How long was the tour? (It was three hours.)

How long were you on the bus? (For two hours.)

GRAMMAR BOOSTER p. 135

▶ 4:04 Intensifiers

very really pretty quite kind of

SO

. The past tense of be: form

- FIND THE GRAMMAR Look at the Photo Story on page 75. Find five examples of the past tense of be.
- GRAMMAR PRACTICE Complete the conversations, using was, were, wasn't, or weren't.
 - 1 A: Welcome back! How the drive?
 - B: Not great. There too many buses.
 - A: Too bad. you alone?
 - B: No, 1 My brother with me.
 - **2** A: How long your flight?
 - B: Six hours. But it OK. The flight attendants very nice.
 - A: Good. there a lot of passengers?
 - B: No, there

- 3 A: Where you last Thursday?
 - B: I in London.
 - A: No kidding! Who with you?
 - B: My cousin. He in London, too.
 - A: So how long you there?
 - B: We in London for four days.
- 4 A: When Kayla on vacation?
 - B: Actually, she and her husband in Hawaii two weeks ago.
 - A: Wow! they on a cruise?
 - B: Yes. They It a six-day cruise.

VOCABULARY Adjectives to describe trips; intensifiers

Read and listen. Then listen again and repeat.



Our bus trip was so scary.



The flight was very bumpy.



It was really short. / It was really long.



Our train trip was pretty scenic.



It was quite comfortable.



The drive was kind of boring.



DIGHTAU

MORE EXERCISES

CONVERSATION MODEL

- ▶4:05 Read and listen to someone greet a person arriving from a trip.
 - A: Welcome back!
 - B: Thanks.
 - A: So, how was the flight?
 - **B**: It was pretty comfortable, actually.
 - A: That's good! Hey, can I give you a hand?
 - B: It's OK. I'm fine.
 - A: Are you sure?
 - **B**: Absolutely. Thanks!

4:07

Decline help

It's OK. I'm fine. No, thanks. I'm OK.

Accept help Thank you!

That's really nice!

RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.



NOW YOU CAN Greet someone arriving from a trip



CONVERSATION ACTIVATOR With a partner, change the Conversation Model, using a different adjective and intensifier and the past tense of be. Accept or decline help. Then change roles.

A: Welcome back!

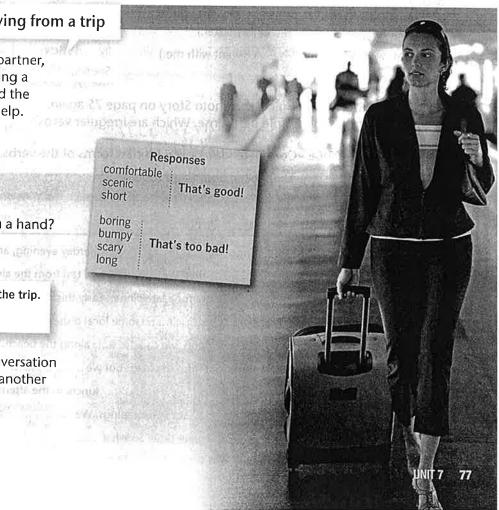
A: So, how was the?

B: It was, actually.

A: That's ! Hey, can I give you a hand?

Ask your partner other questions about the trip. Were there a lot of people on the _ ? How long was the __?

CHANGE PARTNERS Practice the conversation again. Greet someone arriving from another type of trip. Ask more questions.





CONVERSATION MODEL

- ▶4:08 Read and listen to someone describe a vacation.
 - A: Were you on vacation?
 - B: Yes, I was. I went to Paris.
 - A: No kidding! Did you have a good time?
 - B: Fantastic. I stayed in a really nice hotel and ate at some wonderful restaurants.
 - A: That sounds nice. Tell me more.
- ▶4:09 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.



GRAMMAR The simple past tense: Review

arrived at three. He / She / It didn't arrive until six. We / You / They

Did he have a good time? (Yes, he did. / No, he didn't.) Did they get back late? (Yes, they did. / No, they didn't.)

Where did she go? (She went to Italy.) When did his flight leave? (At 6:45.) What did you do every day? (We visited museums.) How many countries did they see? (Three.) Who did you go with? (I went with my sister.)

BUT Who went with you? (My sister went with me.)

Regular verbs: spelling

+ ed + d + ied visited study → studied arrived try → tried watched changed played liked

▶4:10 Some irregular verbs

buy	bought	get	got
do	did	go	went
drink	drank	have	had
eat	ate	leave	left
find	found	see	saw
fly	flew	sit	sat

See page 122 for a more complete list.

slept sleep spend spent swim swam take took

GRAMMAR BOOSTER p. 135

. The simple past tense: more on spelling, usage, and form

- **FIND THE GRAMMAR** Look at the Photo Story on page 75 again. Circle all verbs in the simple past tense. Which are irregular verbs?
- **GRAMMAR PRACTICE** Complete Ida's post with past forms of the verbs.

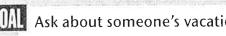


Ida Graham

Greetings! We here yesterday evening, and I the whole flight.

1 fly 2 sleep a nice restaurant for a late dinner. Early this morning, we in the pool. For breakfast, we some local dishes and some fantastic fruit juice.

7 have 8 drink Then, before noon, we along the beach. We people selling back to the hotel, we lunch. In the afternoon, we shopping



PAIR WORK Write five questions about Ida's vacation, using the simple past tense. Then practice asking and answering your questions with a partner.

What did Ida do on the flight? 🥍

She slept, 🧦

DIEDAN MORE

GRAMMAR PRACTICE Imagine that you just got back from one of the vacations on page 74. Write at least five sentences describing what you did, using the simple past tense.

We left Vancouver on July 15....

PRONUNCIATION The simple past tense ending: Regular verbs

▶4:11 Look at the chart and listen to the pronunciation of the simple past tense ending -ed. Then listen again and repeat. Practice saying each word on your own.

/d//t/ /id/ played cooked wait-ed rained watch**ed** need-ed studied introduced visit-ed

Be careful! played = /pleid/ NOT /plei-yid/ cooked = /kukt/ NOT /kuk·id/ BUT waited = /wei-tid/

Listen to the verbs. Circle the -ed ending you hear.

1 tried /d//id/ 3 needed /d/ /t/ /Id/ 5 danced /d/ /t/ /id/ 2 walked /d/ /t/ /id/ 4 checked /d/ /t/ /Id/ 6 wanted /d/ /t/ /Id/

Ask about someone's vacation

CONVERSATION ACTIVATOR With a partner, change the Conversation Model, using the vacation ads or your own ideas. Then change roles.

A: Were you on vacation?

B: Yes, I was. I

A: No kidding! Did you have a good time?

B: I and

A: That sounds Tell me more.

Tell your partner more about your vacation.

 Ask and answer more questions, using the simple past tense.

Did you _ What .

Where. When

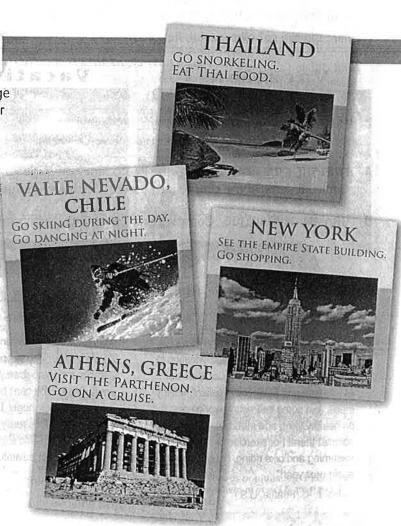
RECYCLE THIS LANGUAGE.

incredible fantastic great

terrific wonderful perfect

awesome cool nice

CHANGE PARTNERS Practice the conversation again, using a different vacation.



BEFORE YOU READ

FLASH CARDS

A > 4:13 VOCABULARY • Adjectives for vacations Read and listen. Then listen again and repeat.



It was **relaxing**.



It was exciting.



It was interesting.



It was unusual.

Also remember:
awesome
beautiful
boring
cool
excellent
famous
fantastic
great
incredible
nice
perfect
scenic
terrific
wonderful

B PAIR WORK Use the Vocabulary to describe one of your vacations. Use intensifiers from page 76 in your description.

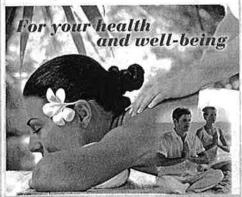
READING ▶4:14

Now that's MY kind of vacation!

Our clients share their favorite destinations among our popular vacation packages.



Vacation 1



The perfect getaway—the Bagus Jati spa and hotel in Bali, Indonesia

"At home, we work really hard, and we needed some time off. Our spa vacation to Bali was perfect! They really took care of us. My wife and I enjoyed excellent healthy meals and some interesting workshops on healthy living and meditation. It was so quiet there! For exercise, we went swimming and bike riding. I'm going back again next year!"

---Jason K. (Seattle, U.S.)

Vacation 2



Do you dare? A total adventure at Victoria Falls

"What a brilliant vacation! Located on the Zambezi River on the border between Zambia and Zimbabwe, the Victoria Falls are fantastic. You can't believe how big they are—absolutely huge! The idea of bungee jumping there was really scary. But then I tried it, and it was so exciting. I want to do it again! If you like adventure, this is the place to go."

-Paula B. (Dartford, U.K.)

Vacation 3



Leam about another culture and help the world.

"My vacation to Tajikistan lasted twenty-six days, and we helped build new homes for ten of those days. On 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 pretty well. In the end we felt really good. I'd definitely do it again!"

-Arturo Manuel R. (Monterrey, Mexico)

SUPPORT AN OPINION Write check marks for the adjectives that, in your opinion, describe each vacation from the Reading. (Or add your own adjectives.) Explain your reasons.

& I think Vacation 1 is really boring because ... > 77

	exciting	relaxing	unusual	interesting	scenic	boring	other adjectives
Vacation 1							
Vacation 2							
Vacation 3							

DRAW CONCLUSIONS Choose one or more vacations from page 80 for each person. Explain why.



Flove to meet new people and learn how to do new things. 77



I love all kinds of sports and physical activities. ""



I like to go to places where other people don't go. 77



I need a vacation where I don't have to do anything. 77

MORE EXERCISES

Discuss vacation preferences A FRAME YOUR IDEAS Complete the questionnaire. Then compare answers with a partner. Need a Vacation? Check all your preferences: How often do you go on vacation? _ never once or twice a year more than twice a year I prefer vacations that are ... I like vacations with ... relaxing lots of history and culture top-notch hotels exciting natural beauty great food interesting sports and physical warm weather activities unusual scenic beaches family activities inexpensive friendly people great entertainment scenic other people who speak other my language Do you need a vacation right now? Not really. Maybe. You bet I do!

B DISCUSSION Now discuss your vacation preferences. Tell your classmates what's important to you.

Text-mining (optional) Find and underline three words or phrases in the Reading that were new to you. Use them in your Discussion. For example: "time off."



BEFORE YOU LISTEN

▶ 4:15 VOCABULARY • Bad and good travel experiences Read and listen. Then listen again and repeat.

Bad experiences



The weather was horrible. really awful. pretty bad. terrible.



The people were so **unfriendly**. cold.



They lost my luggage.



Someone stole my wallet.

Good experiences



The weather was **amazing**. fantastic. terrific. wonderful.



The people were so **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.

	►4:16 LISTEN FOR MAIN ID the person had a good ex 1 □ a good experience 2 □ a good experience	EAS Listen to the conversal perience or a bad one. ☐ a bad experience ☐ a bad experience	tions. Check whether, 3 □ a good expe 4 □ a good expe	rience 🗌 a bad	acation, d experience d experience
	► 4:17 LISTEN FOR DETAILS	Listen again and complet	,		
	 1 The food was (very good The room was (OK / professed for prof	od / really awful). etty bad). (really bad / amazing). / terrific). er / luggage).	3 He didn't have a The people wer The hotel was (o Someone stole l 4 The food was (for The people were	any more (clothes e very (nice / cold great / terrible). his (passport / lap antastic / pretty ba). top)ad).
	NOTEPADDING Make a list Good experiences I went to Bangkok, and people were really frie Good experiences	of some of your good and Bad experiences the When I went to Los Ange	les,	ldeas for to your lugge laptop / jo the trip / the weath the food server the activity the entert	gage / wallet / phone flight / train / bus ner / front desk clerk /
P	AIR WORK Now tell your p	partner about the good and	l bad vacation experie	noutber to	WARD TO THE TOTAL OF
-	n your notepad. Ask quest	tions about your partner's o	experiences.	Auxect use naite	ar Algeria ya



Α	▶ 4:18 Listen to each person describe a good or bad vacation experience. Write the number of the speaker next to the type of trip he or she took.
	a drive a train trip a flight a beach vacation
В	▶ 14:19 Listen again. Circle the adjective that best describes each experience.
	1 Her trip was very (short / scary / scenic). 3 Her trip was pretty (short / scary / boring).
	2 His trip was quite (scary / unusual / relaxing).4 His trip was really (short / scenic / boring).
С	Complete each information question, using the 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: get back home?
	B: Two weeks. B: Last night.
D	Complete each statement or question about vacations. Use past tense forms.
	1 (we / buy) a lot of fantastic things on our vacation.
	2 (where / you / eat) dinner every night?
	3 (we / sleep) right on the beach. (it / be) so relaxing.
	4 (my sister / get back) last weekend. (she / have)
	a terrific time.
	5 (my friend / eat) some fantastic food on her trip to Hong Kong.
	6 (when / she / arrive) at the hotel?
	7 (I / have) quite unfriendly.
	8 (we / see) an interesting play in London. And (it / be) pretty inexpensive.
	9 (my wife and I / go running) every morning on the beach during our vacation.
	10 (my brother / meet) some unusual people on his trip.

WRITING

Write about a vacation you took. Answer the questions.

- When did you go?
- Where did you go?
- · How long did you stay?
- · How was the trip?
- · How was the weather?
- What did you do?
- Did you have a good time?

WRITING BOOSTER p. 146

- Time order
- Guidance for this writing exercise

In 2014, I went on a great trip to ...



ORAL REVIEW

CONTEST Form two teams. Each team looks at the vacation pictures below and takes turns making a statement about the vacation, using the 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 for the people. Start with one of these, or your own idea:

- · Can I give you a hand?
- · This bed is awful!
- · Excuse me!
- · This is so relaxing.





Shopping for Clothes

COMMUNICATION GOALS

- Shop and pay for clothes:
- Ask for a different size or color.
- Navigate a mall or department store.
- Discuss clothing do's and don'ts.

PREVIEW





- ▶ 4:22 VOCABULARY Clothes and clothing departments Look at the online catalogue. Then listen and repeat.
- DISCUSSION What are the advantages and disadvantages of buying clothes online?
 - 44 If you buy clothes online, you don't have to leave home. It's really convenient! "
- & But if you don't like something, you have to go to the post office to send it back to the store. That's inconvenient. 77

Understand English speakers from different language backgrounds. Shopper = Chinese speaker Clerk = Russian speaker

C ► 4:23 PHOTO STORY Read and listen to a conversation between a clerk and a customer about a sweater the customer wants to buy.



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!

D	THINK AND EXPLAIN	Complete each statement.	Then explain y	our answer.
---	-------------------	--------------------------	----------------	-------------

1 The shopper wants to know the of the sweater.a priceb size

How do-you-know? The shopper says,

" How much is that V-neck? "

2 The shopper asks the clerk for another

a color

b size

How do you know? The shopper says,
"...."

3 The clerk brings the shopper a different

a size

b color

How do you know? The clerk says,
"......"

4 The sweater is for

a the shopper

b a different person

How do you know? The shopper says,

"......"

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.

SPEAKING

DISCUSSION What's important to you when you choose a clothing store or website? Complete the chart. Then compare charts with your classmates. Explain your reasons.

	Not important	Important	Very important
Prices			
Brands		\bigcirc	
Selection			
Service			

VOCABULARY Types of clothing and shoes

▶4:24 Read and listen. Then listen again and repeat.

Also:

Formal clothes

a dress

a skirt a suit

a tie

casual clothes



- (1) jeans
- (2) a T-shirt
- (3) a sweatshirt
- (4) a polo shirt
- (5) sweatpants



sweaters and jackets

- (1) a crewneck
- (3) a turtleneck
- (5) a windbreaker
- (2) a cardigan (4) a V-neck
- (6) a blazer

shoes



- (1) oxfords (2) loafers
- (3) sandals (4) running shoes
- (6) flats (5) pumps
- PAIR WORK Tell your partner what you're wearing today.

1'm wearing black jeans and a white turtleneck today. 77

GRAMMAR Uses of object pronouns

As direct objects

direct object (noun phrase) I want the cardigan. I love these pumps.

direct object (pronoun)

I want it.

I love them.

Subject pronouns

Object pronouns

 \rightarrow me

you → you

he → him she -> her

it → it

we → us

they → them

In prepositional phrases

prepositional phrase (with nouns) We gave the loafers to the clerk. Is he buying a blazer for his wife? → Is he buying a blazer for her? 32 december 1990 1990 1990 1990

prepositional phrase (with pronouns)

- → We gave the loafers to him.

In a sentence with both a direct object and a prepositional phrase, the direct object comes first.

We gave the V-neck to the clerk. NOT We gave to the clerk the V-neck. He's buying it for her. NOT He's buying for her it.

GRAMMAR BOOSTER p. 136

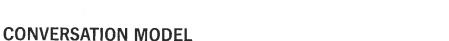
· Direct and indirect objects: usage

GRAMMAR PRACTICE Complete each conversation, using the correct object pronouns.

- 1 A: Did you buy the green sweatpants?
 - B: Yes, I bought ...them.. yesterday.
- 2 A: Don't you love these cool windbreakers?
 - B: Yes, I really love And they're so cheap!
- 3 A: Should I buy this crewneck over here?
 - B: It's too expensive. Don't buy
- 4 A: I love this T-shirt. I'm buying for Dad.
 - B: Don't buy it for Dad hates black clothes.

- 5 A: Does your daughter want this cardigan?
 - B: Yes, she definitely wants But she needs a size large. This one is too small.
 - A: I'm sure you can get for in large. Ask the clerk.
- 6 A: Did you want that blue polo shirt, sir?
 - B: Yes, thanks. I'd like to buy Could you gift wrap for, please?

В	GRAMMAR PRACTICE Unscramble the words and phrases to write statements.	
	1 / it / for her / buying / am	
	2 getting / they / them / for us / are	
	3 for my son-in-law / I / them / need	
9	4 please / it / to me / give	
3	5 it / he / is / finding / for me	



A >4:25 Read and listen to someone pay for clothes.

A: I'll take these polo shirts, please.

B: Certainly. How would you like to pay for them?

A: Excuse me?

MOS

B: Cash or credit?

A: Credit, please. And could you gift wrap them for me?

B: Of course!

▶ 4:27 Responses Of course! Absolutely! Definitely! OK. Sure.

Certainly.

- RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.
- FIND THE GRAMMAR Find and circle all the object pronouns in the Conversation Model and in the Photo Story on page 87. How many did you find in each place?



NOW YOU CAN Shop and pay for clothes The state of the s

CONVERSATION ACTIVATOR Choose clothing from the pictures. (Or choose from the online store on page 86.) Then, with a partner, change the Conversation Model, using the clothes you chose. Use the correct object pronouns. Then change roles. sople, per all ourses or loss.

A: I'll take , please.

B: How would you like to pay for?

A: Excuse me?

B: Cash or credit?

A: , please. And could you gift wrap for me?

B:

DON'T STOP!

Before you pay, talk about other clothes. I love this / these !

Ask about prices.

How much is / are ?

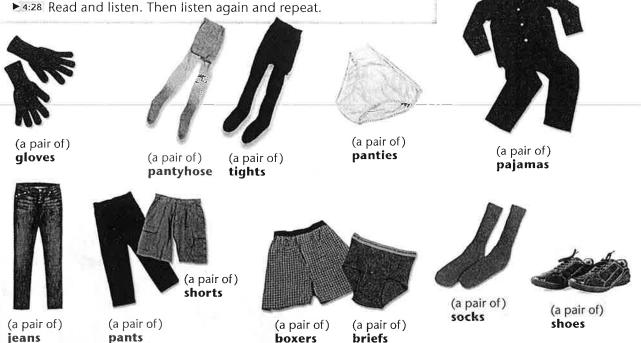
B CHANGE PARTNERS Create another conversation. Use different clothes







VOCABULARY Clothing that comes in "pairs"



- LISTEN TO INFER Listen to the conversations. Complete each statement with the name of a clothing department.
 - 1 She should go to
- 3 She got them in
- **2** She should go to

Departments

Men's underwear Athletic wear Outerwear Lingerie Sleepwear Hosiery

GRAMMAR Comparative adjectives

Use comparative adjectives to compare two people, places, things, or ideas.

Do you have these pants in a larger size? This pair is a little tight. I need shoes that are more comfortable. These are very small. Do you have a pair of less expensive gloves? These are just too expensive.

Use than after the adjective when you compare two people, places, or things.

That suit is nicer than the one I'm wearing.

These gloves are more expensive than the other pair.



The crewneck is nice, but the cardigan is nicer.

▶430 Spelling rules

+ er + ier consonant + er small → smaller large → larger heavy → heavier big → bigger cheap → cheaper loose → looser pretty → prettier hot → hotter

BUT use more or less with adjectives that have two or more syllables and don't end in -y.

more expensive / less comfortable

▶4:31. Irregular forms good → better bad → worse

GRAMMAR BOOSTER p. 137

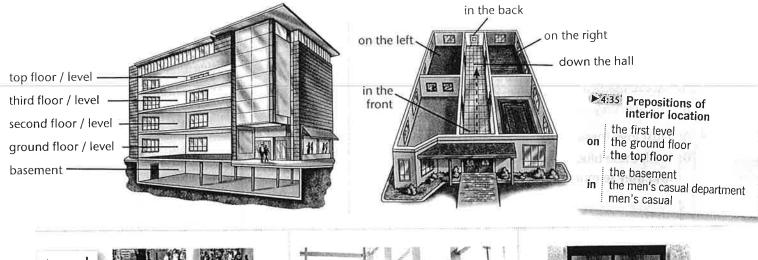
· Comparative adjectives: spelling rules

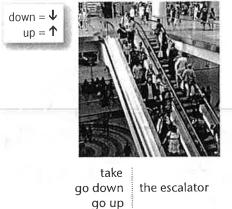
	А	More than one correct answer m	ICE Write the opposite of eacl ay be possible.	n comparative adjective.	
		1 smaller larger	3 lighter	5 more expensive	
		2 taller		6 less popular	
	В	GRAMMAR PRACTICE Complete	each conversation with compa	rative adjectives. Use than if necessary.	
				it is here. Take somethinglight	*****
		2 A: What do you think of these	-		
		2 A. Everson De de	pretty	and they're, too.	
		3 A: Excuse me. Do these pants			
		B: I'm sure they do. Let me see	good	pair.	
		4 A: I just love these pajamas, but B: Well, these blue ones look v	MORO		
MORE CERCISES		and they're muchex	 pensive	color for you,	
					1
	C	ONVERSATION MODEL			
	A	▶4:32 Read and listen to someone	ask for a different size.		
		A: Excuse me. Do you have these smaller size? I need a medium	DOMESTIC AND LOCAL PROPERTY.	No.	
		B: Yes, we do. Here you go.	Sizes S small	The Me	
		A: Thanks.	M medium L large		
		B: Would you like to take them?	XL extra large		1
		A: Yes, please. Thanks for your he	lp. XXL extra extra large		A.
		B: My pleasure.			W
	В	Then practice the Conversation N		作量	
	M	OW YOU CAN Ask for a different	F 177 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9		V
	Α	NOTEPADDING On the notepad, I you'd like to buy.	make a list of clothes	LEGIO OFA PROTECTION MATERIAN INVITED SE I'd like to buy:	
		TOWARD COME	and the same of th		
DIGITAL VIDEO	В	conversation ACTIVATOR With the Conversation Model. Use you a different size or color. Then char	r list of clothes. Ask for		
		 A: Excuse me. Do you have B: Yes, we do. Here you go. A: Thanks. B: Would you like to take? A: Thanks for your help. B: 	DOUT OYON	a darker / lighter color? [black]?	E.
(С	CHANGE PARTNERS Ask about oth	ner types of clothes.	size [10]? How much is / are? How would you like to pay for Cash or credit?	?



BEFORE YOU LISTEN







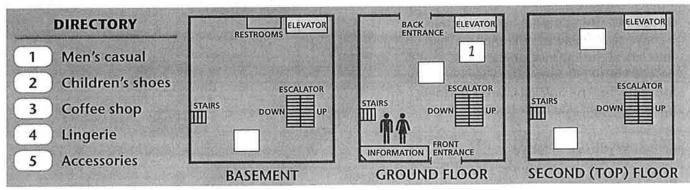




take the elevator

LISTENING COMPREHENSION

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.



PAIR WORK Take turns asking for and giving directions to any of the locations.

PRONUNCIATION Contrastive stress for clarification

▶ 4:37 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

Ground Floor

Basement

Bags and Accessories

Electronics

NOW YOU CAN Navigate a mall or department store

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

P	Department Men's Outerwea
Department	I'd like

B REVIEW AND RECYCLE LANGUAGE Prepare for the role play. Write the four topics below on a separate sheet of paper. With a partner, makea list of language you know for each topic.

1 Ask for directions.

2 Describe store locations.

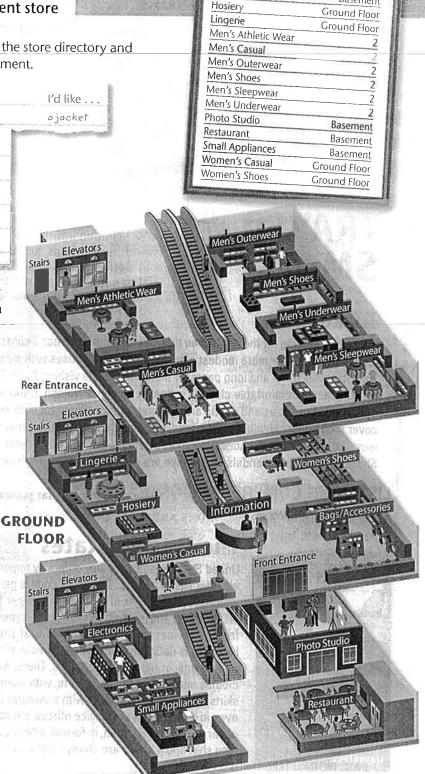
3 Ask for a size, color, etc.

4 Pay for things.

1	Ask for directions
	Excuse me. I'm looking for the hosiery
	department.

C ROLE PLAY Using the floor plan, role-play a conversation between the shopper and the clerk at the information desk. Use your notepad from Exercise A. Use your vocabulary lists from Exercise B. Then change partners, roles, and items you'd like to buy.

Excuse me. I'm looking for 77



BEFORE YOU READ

FLASH CARDS ▶ 4:38 **VOCABULARY** • *Formality and appropriateness* Read and listen to each pair of antonyms. Then listen again and repeat.

Formality

formal for special events when casual clothes are not OK

informal for everyday events when casual clothes are OK

Appropriateness

appropriate socially correct

inappropriate socially incorrect

Strictness

liberal without many rules for appropriate dress

conservative with more rules for appropriate dress

READING ▶ 4:39

000

Last-Minute Travel Deals

Packing Tips

Cultural Information

Health and Safety

About Us

TRAVEL SMART

OK. You're planning a foreign trip. After you get your passport, reservations, and tickets, it's time to think about clothes. Clothing customs can vary from very liberal to quite conservative. Compare clothing do's and don'ts in two popular destinations.

Turkey

Pack light clothing for the heat. Even though most tourists wear T-shirts and shorts, Turkish people usually wear more modest clothes: dresses or blouses with sleeves for women, and short-sleeved shirts and long pants for men. For tourists visiting Turkey's beautiful historic places, casual comfortable clothing is fine for men and women. If you visit a mosque, however, the dress code is stricter, and shorts are definitely inappropriate for both men and women. Women must cover their knees, shoulders, and head, and men must cover their knees and shoulders. Everyone must remove his or her shoes. On Turkey's beaches, on the other hand, anything goes for tourists. Shorts, T-shirts, and sandals or flip-flops are normal for both Turkish people and foreigners.

Flip-flops are popular summer shoes almost everywhere.



The United States

United States weather in July differs by region. A good rule of thumb is to check an Internet weather site to be sure. The dress code is generally liberal, so it's common in the warmer months for Americans of both sexes to wear T-shirts, shorts, and sandals or flip-flops

on the street and in informal settings. But young people frequently wear some pretty wild clothes! The dress code, however, is definitely *not* anything goes in schools, formal restaurants, or religious institutions. There, more conservative clothes and shoes are appropriate, with women wearing skirts, dresses, or nice pants with a sweater or a blouse. But even in more formal places like offices, women never have to cover their arms. For men, in formal settings, a suit and tie or a nice shirt and a blazer are always appropriate.



In the U.S., young people's style is often "anything goes."



A IDENTIFY SUPPORTING DETAILS	Circle T	(true) or	F (<u>false</u>). Explain each of your responses.
T F 1 It's appropriate to wear			
T F 2 The dress code for tour			
T F 3 Clothing customs in Tu			
T F 4 The United States is ver			
			vear wild clothes in religious institutions.
			caurants in the United States.
	n differe	nces in th	ne dress codes of Turkey and the United States?
C APPLY INFORMATION Imagine y	ou are o	oina on a	trip to
New York in June, when the weathe day and cool at night. You wand visit historic places and park one-week visit. Be specific. Expla	ther is want to goes. Plan y	varm or h o to nice our cloth	ot during I'm taking two or three pairs of shorts. It's really warm in the summer there, and it's OK to wear casual clothes in
NOW YOU CAN Discuss clothing	do's an	d don'ts	
A FRAME YOUR IDEAS Take the op	inion sur	vey.	B NOTEPADDING With a partner, write some clothing
resolution se de many designations	and the same of	PORTA DE LA COMPANIO	do's and don'ts for visitors to your country. Do the
What's Your Personal D	ress C		same rules apply to both men and women? Use the
Check <u>agree</u> or <u>disagree</u> .	agree	disagree	survey as a guide.
It's appropriate for men to wear shorts on the street.	0	0	in offices:
It's inappropriate for women to wear shorts on the street.	0	0	
It's appropriate for men to wear sandals in an office.	0	0	1.9Pax
It's important for men to wear ties in an office.	0	0	in formal restaurants:
It's inappropriate for men to wear sleeveless T-shirts in a restaurant.	0	0	
It's appropriate for women to wear short skirts or shorts in a religious institution.	0	0	
How Would You Rate Y	ourse'	lf?	in casual social settings:
Conservative Liberal	"Anything	Goes!"	
GROUP WORK Now discuss clothing for your country. Does everyone a		and don'	
Text-mining (optional) Find and underline three words or phrases that were new to you. Use them in your Gr For example: "modest clothes."	in the Read oup Work.	ding	in religious institutions:
		PRIMER	WALKER !

MORE EXERCISES



Α	▶ 4:40 Listen to the conversations. Use the copeople are in. Listen more than once if necessarily	·	Departments
	people are in. Listen more than once it nece	33a1 y.	
	1	4	Shoes Bags and Accessories
	2	5	Hosiery Outerwear
	3		Sleepwear Lingerie
В	Express your opinion. Complete the chart we clothes for certain places and occasions.	vith the appropriate kinds of shoes and	Electronics

	Shoes	Clothes
To class or work		
On formal occasions		1
On the weekend		

C Complete the travel article with the comparative form of each adjective. Use <u>than</u> when necessary.

efully about the clothes you pack.	. As far as color is concerned,
sually	For
e 4 convenient	a windbreaker or
vear it in	
5 conservative	
restaurants. For travel to	7 hot
9 comfortable	ones.
1	e 2 practical e 4 convenient vear it in 5 conservative restaurants. For travel to

D	Rewrite each sentence. Change the underlined prepositional 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?

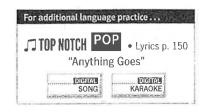
WRITING

Imagine that you have a friend from another country who is coming to visit you in January. 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 <u>because</u> and since
- · Guidance for this writing exercise





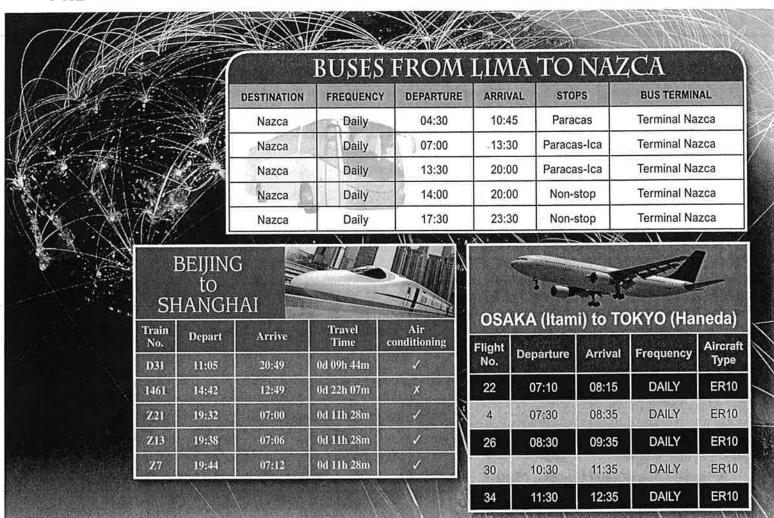


Taking Transportation

COMMUNICATION GOALS

- Discuss schedules and buy tickets.
- 2 Book travel services.
- 3 Understand airport announcements.
- 4 Describe transportation problems.

PREVIEW



- A Read the schedules. Use them to find the answers to the questions.
 - 1 It's now 10:00 A.M. When is the next bus to Nazca?
 - 2 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 26 depart for Tokyo? When does it arrive?
- **B** PAIR WORK Ask your partner more questions about each schedule.

How long is the flight from Osaka to Tokyo?

C > 5:02 PHOTO STORY Read and listen to a conversation between two people trying to catch a flight.

Understand English speakers from different language backgrounds Marcos = Portuguese speaker Roger = French speaker



Marcos: Excuse me. Do you speak English?

Roger: Actually I'm French. But, yes. Marcos: Thank goodness! I'm looking

Roger: No problem. I'm on my way there now. Just follow me.

for Terminal 2.



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 catching a flight to Manila, too. Flight 56?

Marcos: Yes. But we should hurry. The plane'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!

D	OCUS ON LANGUAGE Find and write an underlined word or expression	from
	he Photo Story with the same meaning:	

1 I'm taking a plane to . . .

2 Let's walk faster.

3 I'm taking another flight to . . .

E	THINK AND EXPLAIN	Circle T (true), F (false), or NI (no information). Then explain each answer	er.
---	-------------------	--	-----

T F NI 1 Flight 56 leaves from Terminal 2.

T F NI 4 Marcos is staying in Manila.

T F NI 2 Roger lives in France.

.....

T F NI **5** Roger is staying in Manila.

T F NI 3 Roger and Marcos are both flying to Manila.

T F NI 6 The two men get to the flight on time.

SPEAKING

PAIR WORK Complete the chart with the means of transportation you prefer for each occasion. Then discuss your choices with a partner.

	To school or work	bus	affordable, convenient, I	can read or work.	
		Means of transportation	Reason		
To sc	hool or work				ARTICLE AND ADDRESS OF THE PARTY OF THE PART
To so	cial events on wee	kends			
For to	ravel in my country	1 2 2 3 3 3			
For to	avel outside of my	country			

RECYCLE THIS LANGUAGE.

popular cheap scenic affordable comfortable expensive relaxing cheap scenic boring long short scary



VOCABULARY Kinds of tickets and trips

A >5:03 Read and listen. Then listen again and repeat.

PASSENGER TICKET KOREA BUS LINE SEOUL > SOKCHO

a one-way ticket

PASSENGER TICKET

ZOKCHO > ZEONT ZEONT > ZOKCHO

			16.25		
2 1	OII	nd-	trip	tic	ket

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

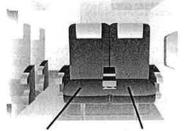


a direct flight



a non-stop flight

and with the means of Lizar population, sough fall of



an aisle seat a window seat

- B Complete the conversations with phrases from the Vocabulary.

 - **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 the I'm not in a hurry.

GRAMMAR Modals should and could

should

Use **should** and the base form of a verb to give advice or to make a strong suggestion.

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 offer alternatives or to make a weak suggestion.

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 <u>can</u>, <u>could</u>, and <u>should</u>: meaning, form, and common errors
- A GRAMMAR PRACTICE Complete each statement or question with a form of <u>should</u> or <u>could</u> and the base form.
 - 1 the express. The local arrives too late.
 - 2 They said two aisle seats or an aisle and a window seat.

...... a one-way ticket. It's much more expensive each way. you / not get 4 Which train? We absolutely have to be there on time. they / buy a ticket at the station or on the train. It doesn't matter.

PAIR WORK Two co-workers 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.

> 4. They could take the 7:30 express. #\$

> > & No. That train doesn't stop in Oak Plains. #7

enn Station	Northway	Oak Plains	
7:15	7:50	The Asia	Carmel
7:25	7.30	8:30	9:00
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		8:25	8:55
7:30		Garage Page	
7:30	8:05		8:55
7:50	3.50	8:45	9:15
	8:25	9:05	9:35

CONVERSATION MODEL

A >5:04 Read and listen to someone buy 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?

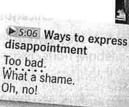
B: Well, you could take the 5:30.

A: OK. One ticket, please.

B: One-way or round-trip?

A: Round-trip, please.

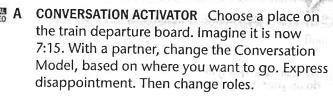
B RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.





briego of anion etc. The contract

NOW YOU CAN Discuss schedules and buy tickets



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.

· Discuss the price of tickets.

Ask whether the train is a local or an express.

 Ask for the kind of seat you'd like.

B CHANGE PARTNERS Practice the conversation again, using the bus, train, and flight schedules on page 98. Discuss other departures.

DEPARTURES	07:15	АМ
ТО	DEPARTS	TRACK
WASHINGTON	06:55	6
BALTIMORE	07:03	9
NEWARK	07:12	19
WASHINGTON	08:23	8
BALTIMORE	08:26	9
NEWARK	08:31	18

GRAMMAR Be going to + base form to express the future: Review

I'm going to take the bus to New York. I'm not going to fly. She's going to eat at the airport. She's not (or She isn't) going to eat at home. We're going to take a taxi into town. We're not (or We aren't) going to drive.

Remember: The present continuous is also often used to express future plans. Next week, I'm taking the bus to

Questions

A

DIGITAL MORE Are they going to need a taxi? (Yes, they are. / No, they aren't.) Is Beth going to make a reservation? (Yes, she is. / No, she isn't.)

When are you going to arrive? (At noon.) Where is he going to wait? (In the restaurant.) Who's going to take me to the airport? (Tom is.)

Who are they going to meet? (The travel agent.)

GRAMMAR BOOSTER p. 139 · Expansion: future actions

New York.

GRAMMAR PRACTICE	Complete each statement or question with
be going to and the b	ase form of the verb.

1	the express.	tickets	for
2	Whenthe airport?	she / leave	for

3	you / ask for	an	aisle s	eat?

- 4 Who him to the train station?
- 5 Who in he / call Chicago?
- 6 Where when I arrive? Dad / be

B Complete the e-mail. Circle the correct verb forms.

000

Here's my travel information: I (1 go to leaving / 'm going to leave) Mexico City at 4:45 P.M. on Atlas Airlines flight 6702, and I'm arriving in Chicago at 9:50 P.M. Mara's flight (2 is going to get there / going to get there) ten minutes later, so we (3 're go meeting / 're going to meet) at the taxi stand downstairs. That's too late for you to come to the airport, so we can take the express bus from O'Hare to the city. Mara (4 goes to spend / is going to spend) the night at our apartment. Her flight to Tokyo isn't leaving until the next day, and she and I (5 are going to spend / going to spend) the whole day shopping!

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 next trip? 🦷



VOCABULARY Travel services

Read and listen. Then listen again and repeat.



a rental car



a taxi



a limousine / a limo



a hotel reservation

В	► 5:08 LISTEN TO INFER Listen to the conversations. The each sentence with <u>be going to</u> and infer the name of a	en listen again and complete travel service.
	1 He (reserve) for her.	3 She (get) at John F. Kennedy Airport.
	2 The tourist (need) in Seoul.	4 The agent (check) to see if he can reserve for the tourist.
		see if the carrieserve for the tourist.
С	ONVERSATION MODEL	
А	▶ 5:09 Read and listen to a conversation between a travel agent and a business 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 th . A: And what time?	
	B: Let me check 5:45 p.m.	
	b. Let the check 3:43 P.M.	
В	► 5:10 RHYTHM AND INTONATION Listen again and repeated Then practice the Conversation Model with a partner.	t.
С	FIND THE GRAMMAR Find and underline two ways that A and B express future plans in the Conversation Model.	THE PERSON NAMED IN
N.	DW YOU CAN Book travel services	PASSENGER TICKET AND BAGGAGE CHECK AIR CUZCO APRIL 11 FLIGHT 22
VIDEO A COACH	CONVERSATION ACTIVATOR With a partner, change the Conversation Model. Book a rental car, a taxi, or a limou. Use the tickets for arrival information. Then change roles	sine. LIMA TO CUZCO
	A: Hello. Can I help you? B: I hope so. I'm going to need in	88985376124
	A: What date are you arriving? DON'T STOP!	
	B:	al services.
	B: Let me check [a hotel reser	vation]. DEPART IS ALL
В	CHANGE PARTNERS Make your own flight, bus, or train to Then practice the conversation again, using your ticket.	vation]. DEPARTS 07:45 ARRIVES 11:55
	Your Ticket	BOARDING PASS
	From	EXCELA RAIL TRANSPORT JUNE 26 EXPRESS TRAIN
15/10	THE RESERVE OF THE PROPERTY OF	NEW YORK TO WASHINGTON
	To	DEPARTURE: 6:00 PM
	Date	ARRIVAL: 9:10 PM
	Departs Arrives	MAN THE STATE OF T

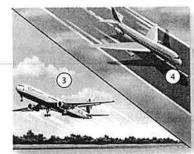


BEFORE YOU LISTEN

▶ 5:11 VOCABULARY • Airline passenger information Read and listen. Then listen again and repeat.







(4) land take off



(s) go through security



(6) a boarding pass



(7) the gate



(9) a passenger

Gate

(10) the departure lounge

▶ 5:12, 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 is going to depart late.
- The flight is canceled. = The flight isn't going to take off. The passengers have to find another

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

Rapid Air pre-flight instructions When you at the airport, you should take your luggage to the check-in counter and get your Then you can where have to put all their hand luggage on the belt. From there you should go to the your plane is departing from. If you are early and your plane isn't at the gate, just have a seat in the When they call your flight, you can show your boarding pass to the and get on the plane. Be sure to turn off your phone before your plane from the gate. Enjoy the takeoff, and have a good flight!

LISTENING COMPREHENSION

- LISTEN FOR DETAILS Listen to the announcements. Write the flight information.
 - 1 flight number:
 - 2 original departure gate:
 - 3 final departure gate:
 - 4 final departure time:



В	▶ 5:14 LISTEN TO UNDERST	AND ANNOUNCEMENTS Listen again and check the travel problems.
	☐ a delay	☐ a gate change
	\square a cancellation	a security problem
	an overbooked flight	☐ a mechanical problem

PRONUNCIATION Intonation for offering alternatives

- ▶ 5:15 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?
- Now practice saying each sentence on your own.

NOW YOU CAN Understand airport announcements

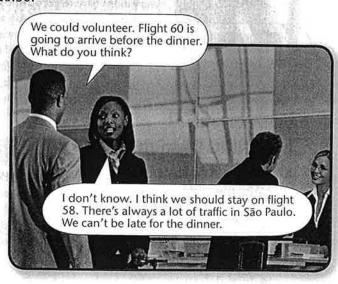
- A Read and listen to the announcement by the gate agent. Make sure you understand the details.
 - Good afternoon, ladies and gentlemen. Rapid Air Flight 58 from Brasília to São Paulo is overbooked. We apologize. We need two volunteers to give up their seats on this flight. There are seats available 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 Imagine that you and your partner are business. travelers. You have tickets on flight 58. Here is the situation:
 - The time is now 16:35.
 - You're on your way to an important dinner in São Paulo at 20:30.
 - The flight takes about two hours gate to gate.

Look at the departure schedule and discuss your alternatives.

DE	PAR	TURES	
São Paulo	56	16:20	departed
Rio de Janeiro	89	16:40	boarding
São Paulo	58	16:50	now 17:25
São Paulo	60	17:50	on time

C DISCUSSION Summarize your decision for the class and explain why you made that decision. How many students decided to take a later flight?





BEFORE YOU READ

▶ 5:17 VOCABULARY • Transportation problems Read and listen. Then listen again and repeat.











We had an accident.

We had mechanical problems.

We missed our train.

We got bumped from the flight.

We got seasick.

Also:	
carsick	
airsick	→

В	► 5:18 LISTEN TO ACTIVATE VOCABULARY	Listen and complete each
	statement with the Vocabulary.	

1	They	ggrga	. 4	They
2	They		, 5	They
3	They	***************************************	è	

READING ▶ 5:19

GOT BUMPED FROM A FLIGHT?

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



As most travelers know, airlines commonly overbook flights because of the large and predictable number of "no-shows"—people who have reservations but don't show up for the flight. Overbooking helps airlines limit the number of empty seats on their flights. However, if a flight is overbooked, some passengers with confirmed reservations have to get off the plane.

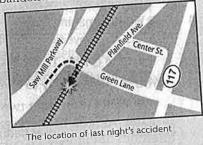
Getting bumped isn't always a bad thing, however. There is a growing number of passengers who feel lucky if their flight is overbooked. Why? Because airlines have to provide bumped passengers with cash, free flights, hotels, and /or meals to compensate them for their inconvenience.

In fact, airlines usually ask for volunteers to get off an overbooked flight in exchange for those perks, and many passengers say "Sure!" and happily deplane. Some people even make a habit of choosing flights that are likely to be overbooked, just so they can volunteer!

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 on Route 117.



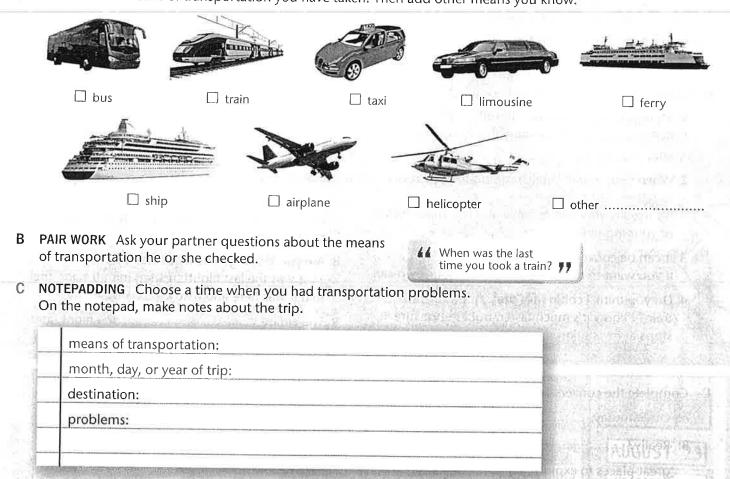
Following the instructions from his GPS unit, he exited the parkway at Green Lane. But then, instead of driving to Route 117 and turning right there, he made a very wrong turn. He turned right at the railroad tracks. The man and his son tried to move the car off the tracks, but they couldn't. Shortly 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.

CRITICAL THINKING Based on the Reading and your own ideas, discuss the following topics.

- 1 Why do you think airlines overbook flights?
- 2 Are there some advantages of getting bumped from a flight? What are they?
- 3 What are some advantages of GPS systems? What are some disadvantages?
- MORE EXERCISES
- 4 Do you prefer GPS systems, online maps with instructions, or paper maps? Explain.

NOW YOU CAN Describe transportation problems

A Check all the means of transportation you have taken. Then add other means you know.



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 business trip. First, I got carsick in the airport limo. Then . . .

Text-mining (optional)
Find and underline three words or phrases in the Reading
that were new to you. Use them in your Group Work.
For example: "no-shows."

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.
Oh, no!



REVIEW

- A ► 5:20 It's 7:26 A.M. now. Listen as you look at the departure board. Then listen again and use reasoning to determine if each statement is true or false. Circle T (true) or F (false).
 - T F 1 They could take the 8:31.
 - T F 2 They should take the 8:25.
 - T F 3 They're going to Boston.
 - T-F-4-They're both going to take the train to Washington.
 - T F 5 He usually takes the 7:25.
 - T F 6 They should hurry.
- **B** Complete each statement with a correct word or phrase.
 - 1 It's important to make aearly because it can be difficult to find a room after you arrive.

 - 3 It can be convenient to book aif you want to drive but can't bring-your own car.
 - 4 Do you think I could take the train? I know it's much faster, but I'm not sure it stops at my station on weekends.

- **DEPARTURES** 7:26 A.M. DEPARTS TRACK WASHINGTON 7:10 BOSTON 7:22 PHILADELPHIA 7:25 19 WASHINGTON 8:25 8 BOSTON 8:26 24 PHILADELPHIA 8:31 18
- 5 My husband always gets an 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 aflight. You don't have to change planes, but the plane stops twice.
- 8 Are you kidding? The flight was?

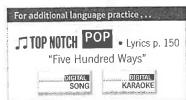
 That was the last flight! Just ten minutes ago they said it was here and ready to board!
- **9** The airline the flight, and when I got to the gate, the agent said another passenger had my seat. I had such bad luck!
- **C** Complete the conversation with <u>be going to</u> and the indicated verbs.
 - A: On Saturday, for Cancún.
 - B: Really? a rental car there? There are some great places to explore.
 - A: No. I think on the beach and rest.
 - By the way, where for your vacation?

 4 you and Margo / go
 - B: I'm not sure. But to Bangkok on 5 1/travel

 - off to go sightseeing. I hear it's great.

WRITING

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 this writing exercise

HAWAII

Paris

LAURA COSTAS

ORAL REVIEW

June

CONTEST Form teams. Create questions about the pictures to ask another team. (Teams get one point for each correct question and one point for each correct answer.)

What day are they going to take the trip?

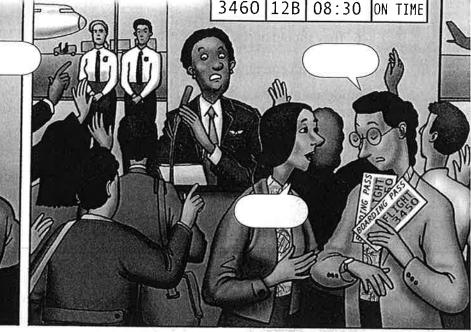
ROLE PLAY Choose one picture. Create a conversation for the people. Use <u>could</u> and <u>should</u>. For example:

Agent: You could go to Hawaii or ...

GROUP STORY Take turns telling the story in the pictures. Each student adds one sentence.

GATE 12B

AUGUST 22
HAWAIIAN AIRLINES TO HONOLULU
FLIGHT GATE DEPARTURE STATUS
3450 12B 07:30 CANCELED
3460 12B 08:30 ON TIME







Spending Money

- Ask for a recommendation.
- Bargain for a lower price.
- Discuss showing appreciation for service.
- 4 Describe where to get the best deals.

PREVIEW

Get the Best Exchange Rate

> Before you travel to another country, check the exchange rate of your currency against the currency of the foreign country you're visiting. If you have to exchange cash during your trip, there are usually better rates at banks and post offices. However, you'll get the best rate if you just get foreign currency at an ATM. But check with your bank before you leave to make sure you can use your ATM card in the country you are visiting.



When possible, use a credit card for larger expenses such as hotel bills, tickets, and car rentals. But be careful—check first to see if your credit card company or bank adds a fee for these transactions.



▶5.23 VOCABULARY • Financial terms Listen and repeat.

> an exchange rate cash foreign currency an ATM a fee

- **B** PAIR WORK Ask and answer the questions.
 - 1 Do you—or does anyone you know—ever exchange money for foreign currency? When? How?
 - 2 When do people generally use cash? When do they usually use credit cards?

C ► 5:24 PHOTO STORY Read and listen to people shop for souvenirs.



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. And I want to get some souvenirs of our trip.

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: 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.

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 don't know how to ask for a lower price.
	4 I don't have much money.
	5 Don't be afraid to bargain.
	6 Here's a cheaper one

SPEAKING

PAIR WORK Complete the chart with your opinions of the advantages and disadvantages of credit cards and cash. Then discuss your ideas with a partner.

An advantage of credit cards:	
A disadvantage of credit cards:	
An advantage of cash:	
A disadvantage of cash:	

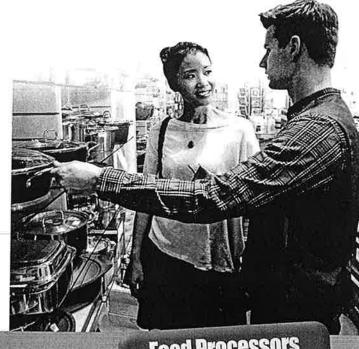
U	lse super hings, or		to compare mo			g0	5:26 Irregular forms od → better (than) → the best d → worse (than) → the worst
	Which I	orojector is the co orands are the mo	ost (or least) pop	ular in your sto	+ an adjective + <u>est)</u> re? (the most / least + an a	adjecti	the most = \uparrow . the least = \downarrow
a c n e	djective heap lice asy	comparative cheaper (than) nicer (than) easier (than) bigger (than)	superlative the cheapest the nicest the easiest the biggest	adjective comfortable portable difficult expensive	comparative more / less comfortable (more / less portable (that more / less difficult (than more / less expensive (th	n)) an)	superlative the most / least comfortable the most / least portable the most / least difficult the most / least expensive
Α	GRAMN Compl	IAR PRACTICE ete each statem	Read the salesp	person's recom superlative for	nmendations. rm of the adjective.	• C	MMAR BOOSTER p. 140 omparatives and superlatives: sage and form
			DOM/		leaner model from Zorax		
	2 The	Blendex is very	inexpensive. It	's	blender	we se	ell.
	3 Con	npared to our o	ther washing m	nachines, the L	aundrex 300 is	easy to	
	4 The	Focus C50 is		di	gital camera we sell.	easy to	o use
	5 The	Vista PX is	popula:	web	cam you-can-buy.		
	6 Our	customers say	the My Juice 50	00 is	juice practical		
	7 You	'll like the Morn	ing Brew coffe	emaker. It's	difficult	to u	ise.
	8 If yo	ou don't want to	spend a lot, tl	ne View Maste	er isexpensive		projector you can buy.
	9 The	Impress 400 isr	າ't ex	pensive	projector we have, bu	t it <u>is</u> t	he best.
В	GRAMI	MAR PRACTICE	Complete the	conversations	. Use the superlative forr	n of th	ne adjectives.
		II of these came ut which is	•				
	2 A: A	II of our ski swe	small aters are pretty	warm.	akesheavy		ones?
	3 A: S	he wrote at leas	st six books abo	out Italy.	? teresting		
	4 A: D	o you want to Vhich is	take a taxi, bus	, or train to the			
	5 A: Y	ou can study Er OK. But which so	nglish at any sc	hool you wan	t. ?		
		lere are three va					

B: That's nice. But just tell me which one is _______affordable

DIGITAL MORE EXERCISES

CONVERSATION MODEL

- ▶ 5:27 Read and listen to someone ask for a recommendation.
 - A: I'm looking for a pressure cooker. Which is the least expensive?
 - B: The Steam 2000. But it's not the best. How much do you want to spend?
 - A: No more than \$100.
 - B: Well, we have some really good ones in your price range.
 - A: Great! Could I have a look?
- RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.



NOW YOU CAN Ask for a recommendation



CONVERSATION ACTIVATOR With a partner, change the Conversation Model. Use superlative adjectives. Use the ads, or your own real ads, to ask for a recommendation. Then change roles.

A: I'm looking for Which is the?

B: The But it's not the How much do you want to spend?

A: No more than

B: Well,

A:

DON'T STOP!

Continue the conversation.

I'm also looking for [a coffeemaker]. Tell me about the [Brew King].

Do you accept credit cards? Is there an ATM nearby? I think I'll take the [Power X].

- B CHANGE PARTNERS Ask for a recommendation for another type of product.
- C EXTENSION Bring in newspaper ads for similar products. Use both comparative and superlative adjectives to discuss them.





Don't say Thisyothean



CONVERSATION MODEL

- A >5.29 Read and listen to someone bargain 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.
- RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.



tuicer available to

GRAMMAR Too and enough

When something is not satisfactory, use:

too + an adjective

not + adjective + enough

Those rugs are too small.

OR Those rugs aren't big enough.

Which is the sewer lamp to the Signal

That camera is too heavy. OR That camera isn't light enough.

When something is satisfactory, use an adjective + enough.

This coffeemaker is small enough. I'll take it.

Be careful!

Don't say: This coffeemaker is enough small.

GRAMMAR BOOSTER p. 141 Usage: very, really, and too

GRAMMAR PRACTICE Read the conversations between customers and salespeople. Then complete each conversation. Use too or enough and an adjective from the list.

- - B: OK. I have several models that are very fast. How much do you want to spend?
- - B: I'm so sorry. Let me get you a larger size. Here you go.
- 3 A: I like these portable speakers, but they really aren't for travel.
 - B: Then check out this pair. They're lighter, and you can have them for \$20.
- 4 A: Are you sure this microwave is? I'm a pretty busy guy.
 - B: Absolutely. The X11 is our fastest model. And I can give you a great price.
- 5 A: How about this fan? Listen. It's very quiet.
 - B: That's definitely for my bedroom. And it's very affordable. I'll take it.
- 6 A: This jacket is a real bargain, sir. It's only \$692.

MORE EXERCISES

Adjectives big cheap expensive fast heavy light quiet slow small

PRONUNCIATION Rising intonation for clarification

- ▶ 5331 Use rising intonation to ask for clarification. Read and listen. Then listen again and repeat.
 - 1 A: Could I have a look at those bowls?
 - B: These small ones?
 - A: No, the big ones.



- 2 A: How much is that vase?
 - B: This green one?
 - A: That's right.



PAIR WORK Place pairs of objects on your desk. Ask to have a look, and practice using rising intonation to ask for clarification.





Could I have a look at those sunglasses? **

These brown ones? 77

VOCABULARY How to bargain

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 LISTEN FOR DETAILS Listen to people bargain. Complete each statement with the amount they agreed on and the type of item.
 - 1 The buyer pays for the 2 The buyer pays for the
- 3 The buyer pays for the
- 4 The buyer pays for the

NUM YUU UAN Bargain for a lower price



CONVERSATION ACTIVATOR With a partner, 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, features, brand, etc.
- Use too and enough.
- Use superlatives.
- CHANGE PARTNERS Create a new conversation. Bargain for the other items.





BEFORE YOU READ

WARM-UP In your opinion, why is it important to understand the customs of other countries?

READING ▶534



FOR YOUR INFORMATION

Never tip in these countries:

Japan Korea Malaysia New Zealand Singapore Thailand United Arab Emirates



It's the question every traveler asks.

In some countries around the world, you never have to tip. But in most countries—at least 180 of themtipping is customary, and the rules can be quite complicated.

Restaurants

In the U.S., restaurant servers expect a tip of 15 to 20% of the check-depending on how satisfied you are with the service. In most other countries, however, it's about 10%. In the U.S., you leave your tip on the table. But in Austria and Germany, it's considered rude if you don't hand the tip directly to the server.

In Europe, restaurants almost always add a service charge to the check, so you don't need to leave a separate tip. But in the U.S., a service charge is only added for groups of six or more people. So it's a good idea to look carefully at your check!

In the U.S. and Canada, taxi drivers expect a tip of 15% of the taxi fare. However, in South America and many European countries, you don't usually tip taxi drivers. Instead, you can round off the fare and say, "Keep the change." (For example, if the fare is 3.80 euros, you just round it off to 4 euros.)



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 is fine. You can also leave about US \$1 to \$2 a day for the housekeeper who cleans your hotel room.

So check the Internet for information on tipping customs before you travel. And remember: You never have to tip if the service is terrible.

- A CLASSIFY Circle two answers to each question, according to information in the Reading. Then explain.
 - 1 In which countries is tipping customary?
 - a Thailand
- **b** New Zealand
- c Australia
- d Austria
- 2 In which countries do they almost always add a service charge to restaurant bills?
 - a France
- **b** the U.S.
- **c** Germany
- d United Arab Emirates
- 3 Who expects a U.S. \$1 or \$2 tip in most countries where tipping is customary?
 - a hotel clerks
- **b** hotel porters
- **c** hotel housekeepers
- d taxi drivers
- 4 In which countries should you never leave a tip on the table?
 - a the U.S.
- **b** Japan
- c Germany
- d Australia

	to a sports event in Canberra, Australia, next week. I have two large bags. If a porter helps me, how much should I tip?	Chicago, in the U.S., on business. Let's say I take ten clients out for lunch and the bill is US \$400. How much more should I leave for the tip? 55	Zealand. I'm staying in a nice hotel for about six days. How much should I tip the housekeeper? 77	Toronto, Canada, this weekend. Someone told me the fare from the airport is CAN \$43 How much should I tip the driver?
C A	APPLY INFORMATION Image ituation in a restaurant,	agine that you are visiting on a taxi, or a hotel. Your classm	ne of the countries in the Rea mates decide how much to ti	ding. Describe a p.
			•	
* NOV	I VOIL OAN		(0)-)(1)	
KUY	YUU CAN Discuss sho	owing appreciation for se	ervice Service	
	- Andread and a second	have you shown appreciation	Name of the last o	Jakim
A F				1100 /
A FI	Complete the questionna	ire. Then tell a partner about	t your experiences.	//ce?
A F	☐ I left a tip. ☐ I gave a gift. ☐ I said "Thank yo	ire. Then tell a partner about I wrote I sent	t your experiences. e a "thank-you" note. an e-mail to the manager	unter man had su susenere e
A F	☐ I left a tip.☐ I gave a gift.☐ I said "Thank yo	ire. Then tell a partner about ☐ I wrote ☐ I sent ☐ Other:	e a "thank-you" note. an e-mail to the manager Last year, I w and the wait the end of th manager abo	rent to a restaurant, er was really nice. At e meal, I spoke to the out his great service.
B No	☐ I left a tip. ☐ I gave a gift. ☐ I said "Thank yo	I wrote I sent Other:	Last year, I wand the wait the end of the manager aboves to your country for all you do or say? Use your	rent to a restaurant, er was really nice. At e meal, I spoke to the out his great service.
B No	☐ I left a tip. ☐ I gave a gift. ☐ I said "Thank yo OTEPADDING With a pa	I wrote ☐ I sent ☐ Other: rtner, write suggestions to a a for good service. What show	Last year, I wand the wait the end of the manager aboves to your country for all you do or say? Use your	rent to a restaurant, er was really nice. At e meal, I spoke to the out his great service.
B No	☐ I left a tip. ☐ I gave a gift. ☐ I said "Thank yo OTEPADDING With a pa ow to show appreciation uestionnaire above for e	I wrote I sent Other:	Last year, I wand the wait the end of the manager aboves to your country for all you do or say? Use your	rent to a restaurant, er was really nice. At e meal, I spoke to the out his great service.
B No	OTEPADDING With a pa ow to show appreciation uestionnaire above for expressions.	I wrote I sent Other:	Last year, I wand the wait the end of the manager aboves to your country for all you do or say? Use your	rent to a restaurant, er was really nice. At e meal, I spoke to the out his great service.
B No	☐ I left a tip. ☐ I gave a gift. ☐ I said "Thank yo OTEPADDING With a part ow to show appreciation uestionnaire above for expression and the same of	☐ I wrote ☐ I sent ☐ Other: rtner, write suggestions to a for good service. What show xamples.	Last year, I wand the wait the end of the manager aboves to your country for all you do or say? Use your	rent to a restaurant, er was really nice. At e meal, I spoke to the out his great service.
B No	☐ I left a tip. ☐ I gave a gift. ☐ I said "Thank yo OTEPADDING With a part of the shown appreciation uestionnaire above for experience of the said that is a server of the said that is a se	I wrote ☐ I wrote ☐ I sent ☐ Other: rtner, write suggestions to a for good service. What show xamples.	Last year, I wand the wait the end of the manager aboves to your country for all you do or say? Use your	rent to a restaurant, er was really nice. At e meal, I spoke to the out his great service.
B No	OTEPADDING With a particular divers: Restaurant servers: Taxi drivers: Hotel luggage porter	I wrote ☐ I wrote ☐ I sent ☐ Other: rtner, write suggestions to a for good service. What show xamples.	Last year, I wand the wait the end of the manager aboves to your country for all you do or say? Use your	rent to a restaurant, er was really nice. At e meal, I spoke to the out his great service.
B No	OTEPADDING With a part to show appreciation uestionnaire above for expression divisors: Hotel housekeepers: Hotel luggage porter Airport luggage porter	I wrote ☐ I wrote ☐ I sent ☐ Other: rtner, write suggestions to a for good service. What show xamples.	Last year, I wand the wait the end of the manager aboves to your country for all you do or say? Use your	rent to a restaurant, er was really nice. At e meal, I spoke to the out his great service.

B DRAW CONCLUSIONS Read each person's question. Give advice, according to the Reading.



BEFORE YOU LISTEN

FLASH A

A >3.35 VOCABULARY • How to describe good and bad deals Read and listen. Then listen again and repeat.



B ACTIVATE NEW VOCABULARY Read about two shopping experiences. With a partner, write a two-sentence summary of each story, using the Vocabulary.



On my last business trip, I wanted to buy a handmade rug. So I went to a store that had some really nice stuff. I found a beautiful one, but the asking price was too high: US \$900. I'm not very good at bargaining, but I figured it couldn't hurt to ask. So I said, "I can go as high as \$350." We bargained for a long time, but the merchant didn't come down in price. Finally, we shook hands, and I turned to leave the store. The merchant was very surprised, and he stopped me. I thought the handshake meant "Sorry. That's too low." But it really meant "It's a deal." So I bought it for \$350.



When I was on vacation, I decided to look for an antique vase. I found a beautiful blue and white one from the sixteenth century. I bargained with the salesperson about the price, and she came way down for me. I was almost out of cash, but I bought it. It was a bit 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! I guess I paid too much, but it's still a nice souvenir of my trip.

LISTENING COMPREHENSION

A LISTEN FOR MAIN IDEAS Listen to the conversations about shopping. Then listen again and complete the chart.

April 1	What did the shopper buy?	Did the shopper g	et a good price?
1		□ yes	□ no
2		□ yes	□ no
3		□ yes	□ no
4	per single and the second state of the second	□ yes	□ no

В	LISTEN FOR DETAILS	Listen again. Write the price each person pai	d.
---	--------------------	---	----

1 euros 2 pounds 3 dollars 4 pesos

NOW YOU CAN Describe where to get the best deals

NOTEPADDING Complete the chart with notes about places in your city or town. Include an example or a reason for each opinion you write.

Where ean you buy

the most unusual gifts?

The West Market has the coolest gifts! You can find anything there. And you can bargain for lower prices. I always love shopping th

the best restaurants?	the most expensive department stores?	2
are best restaurants;	the most expensive department stores.	·
the nicest hotels?	the most unusual markets?	
	the most unusual markets.	
Where can you buy	THE TOTAL PROPERTY OF THE STATE	ENVIOLEN
the best fruits and vegetables?	the least expensive clothes?	and the last of th
	-	18
the coolest electronic products?	the most unusual gifts?	(5)
		13
		Ç.
		17,

DISCUSSION Compare your notes about places in your city or town and discuss where you can get the best deals.

- 1 think the fruits and vegetables at the North Market are the best in town. 👭
 - **44** Maybe. But you can save a lot of money at the South Market. They have the lowest prices there. 77

Listen to each conversation. Write the item that the people are talking about. Indicate whether the item is satisfactory () or not satisfactory (X) to the customer. Then listen again and circle the adjectives that the salesperson uses to describe the product.

FRAM	They're talking about	Satisfactory?	Adjectives
1			light / fast / cheap
2			light / warm / beautiful
3			tall / beautiful / affordable
4			light / easy to use / affordable

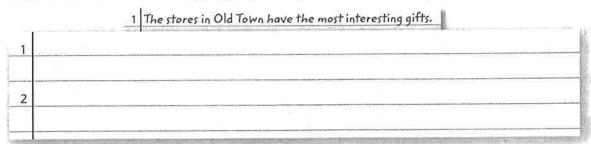
B	Comr	olete	the	sentences.

- 1 If you're out of cash and the bank is closed, you can get money from
- 2 If there's a service charge on your check, you probably don't need to leave
- 3 In some places, you can for a lower price.
- 4 Before you travel to a foreign country, you should check the of your currency and the currency of the place you're traveling to.
- 5 I got a real I saved a lot of money.
- much money.
- Rewrite each sentence, using too or enough. For example:

That vase is too heavy.

That vase isn't light enough.

- 1 Those cameras aren't cheap enough.
- 2 This printer is too slow.
- 3 The inside of the fridge isn't cool enough.
- 4 That restaurant is too noisy.
- 5 My flat screen TV isn't big enough.
- 6 Those pants aren't long enough.
- Write two sentences about shopping in your city or town. Use the superlative.



WRITING

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 ideas · Guidance for this writing exercise



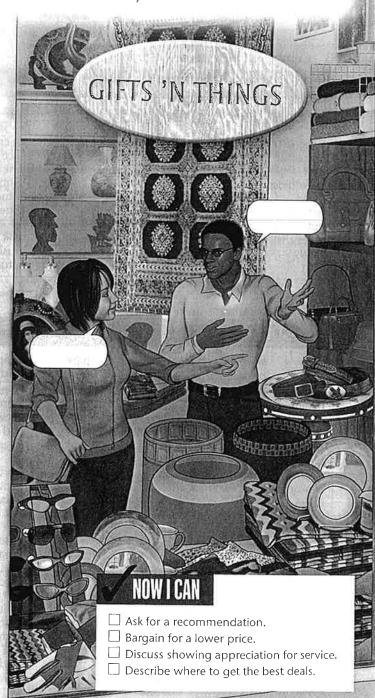
ORAL REVIEW

CONTEST Form teams. Create false statements about the products. Another team corrects the statements. (One point for each correction.) For example:

A: The EasyPix 500 is the lightest camera. B: No. The CoolRay 6 is the lightest one.

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 ...?



Reference Charts

COUNTRI	ES AND NATIONALITII	ES			
Argentina Australia Belgium Bolivia Brazil Canada Chile China Colombia Costa Rica	Argentinean / Argentine Australian Belgian Bolivian Brazilian Canadian Chilean Chinese Colombian Costa Rican	Guatemala Holland Honduras Hungary India Indonesia Ireland Italy Japan Korea	Guatemalan Dutch Honduran Hungarian Indian Indonesian Irish Italian Japanese Korean	Peru Poland Portugal Russia Saudi Arabia Spain Sweden Switzerland Taiwan Thailand	Peruvian Polish Portuguese Russian Saudi / Saudi Arabian Spanish Swedish Swiss Chinese Thai
Ecuador Egypt El Salvador France Germany Greece	Ecuadorian Egyptian Salvadorean French German Greek	Lebanon Malaysia Mexico Nicaragua Panama Paraguay	Lebanese Malaysian Mexican Nicaraguan Panamanian Paraguayan	Turkey the United Kingdom the United States Uruguay Venezuela Vietnam	Turkish British American Uruguayan Venezuelan Vietnamese

NON-COUNT	NOUNS					
This list is an at-a-aerobics air conditioning basketball beef bike riding bread broccoli butter cake candy cash	glance reference cheese chicken clothing coffee crab culture dancing dessert dinner electronics English	eto the non-count no entertainment fish food fruit garlic golf health history hosiery hot sauce housework	uns used in Top N 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

base form	simple	past participle	base form	simple past	past participle		simple past	past participle
form be begin break bring build buy catch choose come cost cut do drink drive	was / were began broke brought built bought caught chose came cost cut did drank drove	been begun broken brought built bought caught chosen come cost cut done drunk driven	give go grow have hear hit hurt keep know leave lose make mean meet	gave went grew had heard hit hurt kept knew left lost made meant met	given gone grown had heard hit hurt kept known left lost made meant met	sell send shake sing sit sleep speak spend stand steal swim take teach tell	sold sent shook sang sat slept spoke spent stood stole swam took taught told	sold sent shaken sung sat slept spoken spent stood stolen swum taken taught told
eat fall feel find fit fly forget get	ate fell felt found fit flew forgot got	eaten fallen felt found fit flown forgotten gotten	pay put quit read ride run say see	paid put quit read rode ran said saw	paid put quit read ridden run said seen	think throw understand wake up wear win write	thought threw understood woke up wore won wrote	thought thrown understoo woken up worn won written

Grammar Booster

The Grammar Booster is optional. It offers a variety of information and extra practice. Sometimes it further explains or expands the Unit grammar and points out common errors. In other cases, it reviews and practices previously learned grammar that would be helpful when learning new grammar concepts. If you use the Grammar Booster, you will find extra exercises in the Workbook in a separate section labeled Grammar Booster. The Grammar Booster content is not tested on any Top Notch tests.

2 Lin and Ben's? It's 2 Bay Street.

4 Dave's last name? It's Bourne.

3 His phone number? It's 21-66-55.

ŀ	low 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?			CONTRACTOR OF THE PROPERTY OF
P A A	Choose an answer for each que 1 What's your name? 2 Where is she from? 3 Where's her father fro 4 Who is Bernard Udall' 5 How old are your cou ossessive nouns and adjectives ossessive nouns dd 's to a name or a noun. Where is Peter's father from? What are the students' names? dd 's to the name or noun that com When is Sally and Hannah's class? ossessive adjectives Where's Chad's father from? → What's Sheila's last name? → What's Sheila's last name? → What's Lee and Ping's address? →	a Scotland, actually. She b He's the CEO of BRC Im? c Kim's father? Seoul, Im? d Eighteen and ten. e Ivan. But everyone canat's the teacher's name? s that end in -s. es last in a list of two or more. There's his father from? there's his father?	e's British. ncorporated. hink.	 → my → your → his → her → its → our → their 	Contract by with subject nounce footing is marter a factor and the subject nounce of the subject is subject to the subject of
В	Complete each sentence with a 1(Dean) father is 2 What is(Janec) 3 The book is(Ka 4	possessive form of the noun. an engineer. e-mail address? ayla). nd Sean) class is at eight.	Chences of Police of Polic	A South	Comparisons a despersion of the comparison of th

5 Sandra's nickname? It's Sandy.

7 Ray's? His address is 456 Rue Noire.

6 My e-mail address? It's acme4@ymail.com.

- 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.



Verb be: usage and form

The verb be gives information about the subject of a sentence. The subject of a sentence can be a noun or a pronoun.

noun subject

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.

He She

lt

You

I am a student.

is late.

We

They

Contracted forms

Contract be with subject nouns and pronouns. Use contractions in speaking and informal writing.

Robin is an artist. = Robin's an artist.

I am a student. = I'm a student.

are married.

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 | 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?

- On a separate sheet of paper, rewrite the sentences, using contractions. Then practice saying each sentence aloud.
 - 1 She 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?

Possessive neural

Add 's to a name or

Vince is Peter u

Whee disably and

When St. Charles lan

Whatte Spalla's log

participie

- 3 Are Korea and Japan in Asia?
- 6 Are you a student?
- 9 Is English difficult?

Prepositions of time and place: usage rules

Time

Use on with the names of days or dates.

on Thursday

on Monday morning

on New Year's Day

on the weekend

in the morning

on Sundays

on a weekday

Use in with periods of time (but not with names of days).

in 2008

in July

in the 20th century

in [the] spring in the 1950s

in an hour in two weeks

on May 3rd

Use at with specific moments in time.

at 9:00

at dawn

at noon

at sunrise

at dusk

at midnight

Place

Use on with the names of streets and specific physical locations.

on Main Street

on Smith Avenue

on the corner

on the street

on the right

in Africa

on the left

Use in with the names of cities, countries, continents, and other large locations.

in the neighborhood

in the center of town

in Lima

in front of the school

Use at for buildings and addresses.

at the theater

in Korea

at the supermarket

at the bank

in the ocean

at the train station at 10 Main Street

Use at for general locations of activity. at home

at work

at school

- A Complete the sentences with on, in, or at
 - 1 A: When's the movie?
 - B: The movie is Friday 8:30.
 - 2 A: Where is he?
 - B: He's not here right now. He's work.
 - 3 A: Where's his office?
 - B: It's the center of town.
 - 4 A: When was her mother born?
 - B: She was born January 1.
 - 5 A: When does the movie take place?
 - B: It takes place the 19th century Africa.
 - 6 the weekend, I'm going to the concert the public library.

- 7 The park opens 6:00 the morning and closes dusk.
- 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 really hot the afternoon.
 - 11 This concert occurs every second year November.
 - 12 I'll see you Thursday morning in front of the theater, OK?
- Look at the tickets. On a separate sheet of paper, write questions with When or What time. Write a question with Where.





Would like for preference: review and expansion

You can express a preference for an activity with would like to + a verb.

Statements

I'd like to go to the movies tonight.

She'd like to see a play.

They wouldn't like to be late.

Questions and answers

Would you like to go to the lecture with me? Would your parents like to see this movie? What would you like to download?

Where would he like to go? When would they like to leave?

Who would you like to invite to the rock concert? BUT Who would like to go to a play tonight?

Yes, I would. / No, I wouldn't. Yes, they would. / No, they wouldn't, Some good Peruvian folk music. To the concert in the park. At about 9:00 in the morning.

dividu la malisani istanog nal in pelivite

Where we were mother born?

An Athen Coursene movie take place?

All my friends. We would!

Remember: You can also use would like + a noun to state a preference:

I'd like coffee. / Would you like tea?

Contractions

I would like → I'd like

We would not like → We wouldn't like

Be careful! Don't contract would in affirmative short answers.

Would you like to listen to music? Yes, I would. NOT Yes, I'd.

C Con	plete the conversa	tions with v	would like to	+ a verb. l	Jse contraction	s when	possible
-------	--------------------	--------------	---------------	-------------	-----------------	--------	----------

- 1 A: (see) Frozen this evening?
 - B: Sorry. No, I I'm not an animated movie fan.
- 2 A: (go) to the concert with us?
 - B: Yes, they
- 3 A: Who (eat) dinner at Mario's Restaurant?
 - B: We sill the late of the same and the
- 4 A: you (download) a music video?
 - B: Sounds good! Yes, I
- 5 A: What your sister (do) this afternoon after class?
 - B: She (hang out) with her friends for an hour before dinner.
- 6 A: When your teacher (show) the video?
 - B: He (show) the video tomorrow morning in class.

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UNIT Lesson 1

The simple present tense: usage and form

Usage

Use the simple present tense to talk about facts and habitual actions in the present.

facts

Josh speaks Spanish very well.

Josh speaks Spanish every day.

They work at Coffee Central.

They work late on Fridays.

habitual actions

Form

Add -s to the base form of the verb for third-person singular (he, she, or it).

I like Thai food.

He likes Peruvian food.

You study English.

She studies French.

They open at 6:00.

The store opens at 8:00.

We work at a café.

Marlene works at a school.

Negative forms

Use don't (do not) or doesn't (does not) + the base form of a verb to make negative statements. I don't like American food. He doesn't like Greek food.

Yes / no questions

Use \underline{do} or \underline{does} + the base form of a verb to form \underline{yes} / \underline{no} questions.

Do you speak Portuguese?

Does she speak French? NOT Does she speaks French?

- Write negative statements.
 - 1 Gwen likes classical music. (her sister) . Her sister doesn't like classical music.
 - 2 The café closes at 6:00. (the bookstore)
 - 3 Neal lives in Quito. (his sister)
 - 4 Miles works in an office. (his brother)
 - 5 I have a big family. (my husband)
 - 6 My younger brother speaks Chinese. (I)
 - 7 Kiko's nephew likes hip-hop. (her niece)
- Write yes / no questions.
 - 1 A: Does your sister live near you?
 - B: No, she doesn't. She lives in another city.
 - 2 A: drink coffee?
 - B: No, he doesn't. My brother drinks tea.
 - 3 A: children?
 - B: No. We don't have any yet.
 - 4 A: in Mexico?
 - B: No. My in-laws live in Chile.
 - 5 A: English?
 - B: Yes, she does. My niece speaks it well.
 - 6 A: work here?
 - B: Yes, they do. My cousins work downstairs.
 - 7 A: early?
 - B: No. The bookstore opens late.

UNIT 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?

Where does your sister-in-law live?

When do you visit your cousins? How often do they go to class?

When does she visit her nieces? How often does he go to class?

Questions with Who

Compare these questions with Who.

Who visits your aunt in Chicago? Who does your mother visit in Chicago?

My mother does. (My mother = subject) My mother visits my aunt. (my aunt = object)

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Use any with non-count norms and

the any or some in offerdons with

so emos brigallira emos been eW

demonstration of reducing an indefinite manner of the smore cities

Another brink general authors in specific number bring assess of the specific number bring assessment They are tringing as some criftie (Indefinite emount: we don't know how much.).

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

Who lives here? NOT Who does live here? NOT Who live here?

How many

Be careful! Always use How many with plural nouns.

How many cousins do you have? NOT How many cousin do you have?

Complete the information questions.	
1 A:? B: He's a doctor.	6 A: speaks Russian? B: My brother-in-law does.
2 A: your in-laws? B: They live in Seoul.	7 A: your niece with?B: She lives with my aunt.
3 A:? B: I have ten of them.	8 A:? B: I study late at night.
4 A: your parents? B: I visit them every weekend.	9 A: has three kids? B: My younger sister does.
5 A:	10 A:? B: He studies in London.
UNIT Lesson 1	
Non-count nouns: expressing quantities We can make many non-count nouns countable: a slice of bread, a loaf of bread, three pieces of bread, two kin	nds of bread
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 solids: a cup of, a piece of, three slices of, a kilo of, a spoonful of	of, a can of
Complete each statement with a countable quantity. (N	ote: More than one phrase of quantity may be possible.)
 Iiquids This soup is so creamy. It has two	solids 4 late
Some and any	Son Method and All Colors
Use <u>some</u> and <u>any</u> to describe an indefinite number or amount. There are some apples in the fridge. (Indefinite number: we do: Are there any oranges? (Indefinite number: no specific number They are bringing us some coffee. (Indefinite amount: we don't	being asked about.)
Use some with non-count nouns and with plural count nouns in non-count noun plural count noun. We need some milk and some bananas.	affirmative statements.
Use <u>any</u> with non-count nouns and plural count nouns in negative non-count noun plural count noun We don't want <u>any</u> cheese, and we don't need <u>any</u> apples.	ve statements.
Use <u>any</u> or <u>some</u> in questions with count and non-count nouns. Do you need any cookies or butter? Do you need some of	cookies or butter?
2 There are some onions on the table. 3 We have some cookies. 4 They need some onions for the soup.	y coffee in the kitchen.

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7 I want some butter on my s8 There is some chicken in the	andwich fridge		99.99 99.99
C Complete each sentence with s	some or any.		
1 I don't want	in this soup. andwiches on the menu. ar for their tea.	5 The restaurant is making6 It's too bad that there isn't7 I don't see men8 There are eggs	soup.
Questions with <u>How much</u> and			
Ask questions with How much for no How much rice is in the soup? How many eggs are in the fridge?	n-count nouns. Ask questions with Not much. Two cups. Not many. Three.	h <u>How many</u> for count nouns.	Alov Lat
D Complete each question with <u>F</u>	low much or How many.	The First Contract of the Cont	Analysment (
 bread do we not salt did you pu hot pepper do spoonfuls of su your tea? 	t in the beef stew? you like?	5 oil should I put i 6 cheese is there ii 7 slices of bread d 8 cups of coffee di	n the fridge? o you want?
Some nouns can be used as count or non-count use Chicken is delicious. Let's watch TV. The sun provides light. Some words can have a count sense of the interest of the inter	count use I bought two chickens. We have three TVs in our ho It's too bright in here. Turn o or a non-count sense with only a m in the mood for a salad.	ff one of the lights .	There is a second of the present continue.
		aldahen	to tone tone product product
Plural count nouns: spelling rule	es de la		
Add <u>-s</u> to most nouns. cup cups appetizer	appetizers apple app	les	the mark think with the
If a noun ends in a consonant and -y, cherry cherries berry be	erries		Mallys and to after all teans trailed about 0 V D
BUT: Do not change the y when the le boy boys	tter before the <u>y</u> is a vowe!.		is to the line of
Add <u>-es</u> to nouns that end in <u>-ch</u> , <u>-o</u> , <u>-s</u> lunch lunches radish rabox box boxes glass g		natoes	Lunch west out II. TUS Sun from Lobott
E Write the plural form of each co	unt noun.	ned 1920 in November 1 vine intereproc	Parlom can minice each oill and official and appear
1 clam	spoonful	. 8 sandwich	

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.

- Complete each sentence with the correct form of the verb.
 - 1 Coffee (be) my favorite beverage.
 - 2 Rice (be) very good for you, even when you are sick.
 - 3 Mathematics (create) problems for many students, but not for me!
- 4 Influenza (cause) pain and fever.
- 5 Darkness (frighten) some people, but I don't know why.
- 6 Medical advice (help) people decide what to do about their health.
- Complete the sentences with \underline{a} or \underline{an} . If the noun is a non-count noun, write an X.
 - 1 He has diabetes.
 - 2 She would like to eat banana.
 - 3 "..... apple a day keeps the doctor away."
 - 4 Would you like appetizer?
 - 5 There's egg on the shelf.

6 Does the restaurant serve rice with the chicken?

sourcilles and highest to the control punction of medical

7 He always gives good advice.

definition of a file particular with the state of the sta

8 My family loves music.

Lesson 1

The present continuous: spelling rules for the present participle

The present continuous consists of two parts: a form of be and a present participle of a verb.

To form a present participle, add -ing to the base form of a verb.

base form

present participle

talk

→ talking

If the base form ends in a silent (unvoiced) -e, drop the -e and add -ing.

leave

→ leaving

In verbs of one syllable, if the last three letters are a consonant-vowel-consonant* sequence, double the last consonant and then add -ing to the base form.

CVC

s i t → sitting

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

→ blowing

blow 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

* Vowels = a, e, i, o, u Consonants = b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z

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egdonul intoqui

	1 turn	z stop.		13 sew	19 change
	2 rain	8 exit	*****************	14 listen	20 be
	3 run	9 sit		15 do	21 have
	4 help	10 eat	***************************************	16 write	22 put
	5 open	11 buy	************	17 begin	23 go
	6 close	12 mix	*****************	18 use	24 pay
B C	emember to form the present confirmative statements I'm studying English. You're studying French. He's reading a book. She's reading a newspaper. We're watching TV. They're watching a video. On a separate sheet of paper 1 She's going to the superm 2 He's calling his wife this at 3 I'm cooking dinner tonight Write answers to the question continuous and contractions 1 Are you studying English to	s for formin Negativ I'm not You're n He's not She's not We're not They're c, change each narket. Iternoon. Int. Ins in comple chis weekend	g statements a be and a present e statements studying French. tot studying English. reading a newspaper reading a DVD. and watching TV. the affirmative state 4 The Roberts 5 Joel's taking 6 We're getting tte affirmative or r	participle of a verb. Der. D	e contractions.
	5 Are you listening to music	ner tonight? now?		92 Md ac desc) (Any tinte, Our effactions are tree.)	Wholkear they come for lunc strow other can we go supplied
E.	than aware thing of paper	Challing the			Mini tanguages oan siis apea
The	e present continuous: rules	for forming	questions	las egistrado Ere (el regue casa)	eads also segerbare truth
Yes	e present continuous: rules / no questions: Place a form of Is she watching TV? Are you driving there? Is Stu shopping?	for forming be before the Are we m Are they they are	questions e subject of the sen eeting this afternoo talking on the phone and Bert studying?	tence. n?	What lauguages our site apos What dogs he have How offer dogs sho Where do you have Outers do you have Wire can John viet
Yes I	e present continuous: rules / <u>no</u> questions: Place a form of Is she watching TV? Are you driving there?	for forming be before the Are we m Are they t Are Nan a n words to ask How muck	questions e subject of the sen eeting this afternoo talking on the phone and Bert studying?	tence. n? itions. that computer?	Have to What lauguages our site apparatus what dogs he have the she work when do you have when do you have the cut to you have the your to you have your to you have the your to you have the your to you have the y
Yes Info	/ no questions: Place a form of Is she watching TV? Are you driving there? Is Stu shopping? Armation questions: Use question When are you doing right now?	for forming be before the Are we m Are they they they are Nan at they much words to ask How much why are years when using the second s	e subject of the sen eeting this afternoo talking on the phone and Bert studying? It information quest h are you paying for ou buying that lapto	tence. n? s? tions. that computer?	Havi to What languages out site apparation of the have How offer does sho Where do you have On carefull free the clu Who can som wheth Who can your wheth Who can your wheth
Yes I Info	e present continuous: rules / no questions: Place a form of Is she watching TV? Are you driving there? Is Stu shopping? Is stu shopping? Is stu shopping? When are you going? What are you doing right now? Who is he watching on TV? Careful! The word order changes Who's talking on the phone? (John Vrite a question in the present	for forming be before the Are we m Are they to Are Nan and words to ask How much Why are your sewhen using to the continuous.	e subject of the sen eeting this afternoo talking on the phone and Bert studying? It information quest h are you paying for ou buying that lapto Who to ask a quest	tence. n? tions. that computer? pp? ion about the subject:	Out one may regarded traffice of the man age of the man which does not be the man age of the case of t
Yes I Info	e present continuous: rules / no questions: Place a form of Is she watching TV? Are you driving there? Is Stu shopping? ormation questions: Use questio When are you going? What are you doing right now? Who is he watching on TV? careful! The word order changes Who's talking on the phone? (John Vrite a question in the present	for forming be before the Are we m Are they they they they are they they they are years when using years they much they much they are years when using years they much they are years they much they are years they ar	e subject of the sen eeting this afternoo talking on the phone and Bert studying? It information quest he are you paying for ou buying that lapto Who to ask a quest to complete eac	tence. n? tions. that computer? pp? ion about the subject:	The same and regulated trails Of the H Of th
Yes I Info	e present continuous: rules / no questions: Place a form of Is she watching TV? Are you driving there? Is Stu shopping? Is stu shopping? Is stu shopping? When are you going? What are you doing right now? Who is he watching on TV? Careful! The word order changes Who's talking on the phone? (John Vrite a question in the present	for forming be before the Are we m Are they they they they are they they they are years when using years they much they much they are years when using years they much they are years they much they are years they ar	e subject of the sen eeting this afternoo talking on the phone and Bert studying? It information quest he are you paying for ou buying that lapto Who to ask a quest to complete eac	tence. n? tions. that computer? pp? ion about the subject:	avail of application of several avail of application of application of several of severa
Yes I Info	e present continuous: rules / no questions: Place a form of Is she watching TV? Are you driving there? Is Stu shopping? ormation questions: Use questio When are you going? What are you doing right now? Who is he watching on TV? careful! The word order changes Who's talking on the phone? (John Vrite a question in the present	for forming be before the Are we m Are they they they are your months to ask How much Why are your swhen using the thing. The right no	e subject of the sen eeting this afternoo talking on the phone and Bert studying? It information quest hare you paying for ou buying that lapto Who to ask a quest sto complete each w?	tence. n? s? tions. that computer? pp? ion about the subject: h conversation. 3 A:	avail of algoritative of the description of the des

A Write the present participle for each base form. Follow the rules.

Can and Have to: form and common errors

Be careful!

It has to close at 4:00.

Does he have to go?

NOT It has to closes.

NOT Does he have to goes?

NOT It has to closing.

NOT Does he has to go?

Be careful! Use can with the base form of a verb.

She can play golf very well

Can he play tennis?

NOT She can plays.

NOT Can he plays? NOT Can he to play?

NOT She can to play.

There are three negative forms of can.

He can't swim. = He cannot swim. = He can not swim.

- Correct the 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. English class.
 - 6 Alex can to go out for dinner tonight.

You They

Remember:

have to go to class at 9:00.

We

She He

has to go to class at 8:00.

- 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
- 10 Do we have to studying now? We're watching TV.

Are you study 2. Witers are you

vov.emrviedW A

5 Are voutissen

Yes / go questions. Fi

Is the visitening TV Are you driving the

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 John visit on the weekend? He can visit his cousins. (object)

Who can visit his cousins on the weekend? John can. (subject)

Who do you have to call? I have to call my boss. (object)

Who has to write the report? My boss does. (subject)

- Complete the questions, using the cues and can.
 - 1 A: basketball? (where / I / play)
 - B: Try the school. It isn't far.
 - 2 A: dinner? (when / we / have) The standard Davids and the
 - B: How about tomorrow night?
 - 3 A: walking? (where / I / go)
 - B: You can go to the park. It's very nice.

- (A most temperation as society (how often / you / exercise)
 - B: Not as much as I'd like to. I'm too busy.
- 5 A: breakfast? (who / make)
 - B: What about Bill? He wakes up early.
- 6 A: with about classes? (who / I / speak)
 - B: The receptionist can help you.

${f C}$ Complete the questions and answers, using a form of <u>have to</u>	,
1 A:	4 A:
the office?	5 A: you (meet)
B: She (call) every morning.	after class?
3 A: he (go) to the airport?	B: I (meet) my sister. We're going to the movies.
B: He (leave) here at 3:00.	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 <u>be able to</u> + base form for ability or possibility. <u>Can</u> is 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) He can't swim. = He isn't able to swim. (ability) They can't call this afternoon. = They aren't able to call this afternoon	State of the state
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 ride a bike (or was able to ride a bike). They could speak (or were able to speak) French before they were ter She couldn't be (or wasn't able to be) there yesterday because she had We couldn't understand (or weren't able to understand) the direction	ad a meeting. ns.
Be careful! Use was / were able to (NOT could) for affirmative past state. She was able to be there yesterday. NOT She could be there yesterday.	tements of possibility. ay.
On a separate sheet of paper, change <u>can</u> to <u>be able to</u> in the s	sos insparantes sentences.
 She can swim very well. They can't ride a bicycle. I can't finish this report today. George can not be a bicycle. Ucy can't talk of the can call your can't talk of the can't talk of talk	neet you at the airport. ke the bus to the mall. ou before the meeting.
On a separate sheet of paper, change the statements from the More than one correct answer may be possible.	present to the past.
1 We're able to help him. 4 Nicole can co	ok for the party
2 The Martins can't go to the concert. 5 Rachel and Br	rooke aren't able to play the school.
UNIT (Lesson 2	The time expression plot goes at the and of a semence. I go to to to the part of the point of the point.
The simple present tense: non-action verbs	
Some verbs are non-action verbs. Most non-action verbs are not usually even when they are describing something that is happening right now. I want a sandwich. NOT I am wanting a sandwich.	y used in the present continuous, Some non-action verbs
Some non-action verbs have action and non-action meanings. non-action meaning I have two sandwiches. (possession) I think English is easy. (opinion) I think English is easy. (opinion) I think English is easy. (opinion)	

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

Hì Keith,
It's 2:00, and I (1 think) of you. The kids (2 play)
outside. I
(4 have) a small table and chairs, and they
(5 have) a late lunch. I
I
(8 miss) you.
Maggie

The simple present tense: placement of frequency adverbs

Frequency adverbs generally go after the verb \underline{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! Use the frequency adverb $\underline{\text{never}}$ or $\underline{\text{not}}$ + $\underline{\text{ever}}$ to form the negative. Don't use $\underline{\text{never}}$ with a negative verb.

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 \underline{a} lot goes at the end of a sentence.

I go to the pool a lot. NOT A lot I go to the pool.

- B On a separate sheet of paper, rewrite the 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.

Some time expressions

1 She can swins

every week every other day once a month twice a year three times a week

More than one consecuences may be possible

Other expressions once in a while a lot

- 6 Never I go swimming at night.
- 7 Vivian doesn't drink always coffee.
- 8 Corey and I play twice a week tennis together.
- 9 We go often bike riding in the afternoon.
- 10 She is every day late for class.

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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, wasn't, or weren't.

- 1 A: you out of town last week?

 - A: Well, you at work all week.
- 2 A: How the food?
 - B: Great! There lots of fresh seafood, and the fruit delicious.
- 3 A: So your vacation OK?
 - B: Well, actually it The food terrible, and there too many people.

- 4 A: Where you last weekend?
 - B: I on vacation.
 - A: Really? How it?
- 5 A: How long your trip?
 - B: Only a few hours, but we pretty tired.
- **6** A: your brother on vacation last week?
- B: Yes, he He and his wife on a cruise.
- On a separate sheet of paper, unscramble the words to write questions, using was or were.
 - 1 vacation / your / very long
- 3 comfortable / the drive 5 late / your friends

- 2 your luggage / where
- 4 you / on the morning flight
- 6 there / how many / on the train / people

UNIT Lesson 2

The simple past tense: spelling rules for regular verbs

Form the past tense of most verbs by adding -ed to the base form.

play → played

For verbs ending in -e or -ie, add -d.

smile → smiled

tie → tied

For one-syllable verbs ending in one vowel + one consonant, double the consonant and add -ed.

stop → stopped

plan → planned

For two-syllable verbs ending in one vowel + one consonant: If the first syllable is stressed, add -ed.

vi - sit → visited

If the second syllable is stressed, double the consonant and add $\underline{-ed}$.

pre - fer → preferred

For verbs ending in a consonant and -y, change the -y to -i and add -ed.

study → studied

Be careful! Do not use <a>-ed for irregular verbs.

See page 122 for a list of irregular verbs in the simple past tense form.

A Write the simple past tense form of	the verbs.	
1 return	5 try	9 rain
2 like	6 stay	10 wait
3 change	7 travel	11 offer
4 cry	8 arrive	12 hurry
B Write the simple past tense form of	these irregular verbs.	
1 eat	5 write	9 buy
2 drink	6 meet	10 read
3 swim	7 run	11 pay
4 go	8 begin	12 understand
The simple past tense: usage and fo	en word and selection	
		AT AUTHOR DESCRIPTION OF THE PARTY OF THE PA
Use the simple past tense to talk about co	ompleted actions in the past.	
My grandparents went to Paris in April. Last year, we played tennis and did aero	phics every day	
Last year, we played tellins and did derv	oblide every day.	2 cm 1 cm 5
Negative forms		
Use <u>didn't</u> + the base form of a verb. He didn't go out last weekend. NOT He	a didn't went out last weekend	and Hope in
They didn't have a good time. NOT Th		Lagrand .
	,	Ann. 14. 62 5A 1
Questions	have form of the work	Lucinostan par u
Begin <u>yes</u> / <u>no</u> questions with <u>Did</u> . Use th Did you go swimming every day? NOT	e base form of the verb. Did you went swimming every day?	And the second second
		m of the verb.
	ion word followed by <u>did</u> . Use the base for n did he arrive? What did they eat eve	
1 I slept all night.2 We went swimming.	4 They 5 We ha	gative statement. drank a lot of coffee. ad dinner at eight. bught postcards.
D On a separate sheet of paper, unsc	ramble the words to write questions. U	se the simple past tense.
1 you / go / where / on vacation !	ast summer 4 in Lor	ndon / you / do / what
2 you / from vacation / get back /	when 5 your	parents / their trip / enjoy
3 they / a good flight / have	The stage of the s	how long / in Paris / Alicia
and the collection of the coll		in and in to the in Stricts again, for
		heir & att troce ones a week
UNIT Lesson 1	of Associated. B. She bits francourse this eldiath Joannes. The only	For our syllable verbs enaing in the rowall a one con sing -> stiffsteenast many plan -> planted
Direct objects: usage		June en entre For tweeylinble verba
	ANSAN OSBUM NAMED IN STRUCTURE AND RECEIVED	The state of the s
	ction of the verb. A direct object receives	the action of the verb.
subject verb direct object I like spicy food.		pro-certain synapse
Anne wears dark clothes	S.	Tot ATTACAME
TO BE A SECURE OF THE SECURE O		For varios andress in a
A Underline the subjects in the sente	nces. Circle the direct objects.	Methy and the facilities of the control of the cont
		an't enter this store before 10:00.
1 <u>Stacey</u> is wearing a bathrobe rig	Tallet Ontel Send 25	ou have your credit card?
2 Many people buy outerwear in		4 1 1 1 1 1 1 1 1 1
3 Hove red shoes.		anne wants a pair of warm pajamas.

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 a prepositional phrase and a direct object, the direct object comes first.

Mindy wrote a letter to her parents. NOT Mindy wrote to her parents a letter.

When a sentence contains a direct object and an indirect object, the indirect object comes first. Mindy wrote them a letter. NOT Mindy wrote a letter them.

- On a separate sheet of paper, rewrite each sentence, changing the prepositional phrase into an indirect object pronoun.
 - 1 She buys clothes for them. She buys them clothes.

4 They serve meals to us in the dining room.

- 5 They never give gifts to me on my birthday.
- 2 Laurie sends a check to her father every month. 3 At night we read stories to our children.
- On a separate sheet of paper, rewrite each sentence, changing the indirect object pronoun into a prepositional phrase using the preposition in parentheses.
 - 1 They never buy me dinner. (for) They never buy dinner for me.

4 His friend showed him the check for dinner. (to)

2 He always gives me the check. (to)

5 She'd like to get her mother a book. (for)

- 3 I sent my colleagues the tickets. (to)
- On a separate sheet of paper, rewrite the sentences, adding the indirect object or prepositional phrase to each sentence. Don't add any words.
 - 1 They sent it on Monday. (to me) They sent it to me on Monday.

- 4 They make lunch every day. (for him)
- 2 Did they give breakfast at the hotel? (you)
- 5 He brought flowers last night. (his wife)

Years he girl (6.9% before your speak

filtrone gaW

Dealded Jud eather

3 We always tell the truth. (her)

UNIT Lesson 2

Comparative adjectives: spelling rules

Add <u>-er</u> to one-syllable adjectives. If the adjective ends in <u>-e</u> add <u>-r</u>.

tight -> tighter loose → looser

If an adjective ends in (or is) a consonant-vowel-consonant sequence, double the final consonant before adding <u>-er</u>.

hot → hotter

For most adjectives that end in -y, change the y to i and add -er.

pretty → prettier busy → busier

To make the comparative form of most adjectives that have more than two syllables, use more or less. affordable → more affordable convenient → less convenient

When comparing two people or things that are both in the sentence, use than when the second person or thing is mentioned.

She's less practical than her sister.

The weather is warmer there than here.

On a separate sheet of paper, write the comparative form of the adjectives.

1 tall 5 light 9 sad 13 spicy 17 popular 2 sunny 6 clean **10** fatty 14 healthy 18 red 3 comfortable 19 conservative 7 large 11 salty 15 cute 20 interesting 8 late 16 short 4 heavy 12 sweet

Complete each sentence with a comparative adjective. Use than if necessary.

1 I like the pink purse. It's much (nice).

2 Low-fat milk is not bad, but no-fat milk is (healthy).

3 France is (small) Russia.

4 Women's shoes are usually (expensive) men's shoes.

5 It's hot during the day, but it's (cool) at night.

6 He's a lot (tall) his brother.

8 They're much (liberal) about clothing rules at the beach.

9 It's usually (sunny) in the morning before the rain begins.

UNIT

Lesson 1

Modals <u>can</u>, <u>could</u>, and <u>should</u>: 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 offer 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, to make a strong suggestion, or to express criticism.

You should think before you speak.

Modals are followed by the base form of the main verb of the sentence, except in short answers to questions.

You can eat at a lot of good restaurants in this neighborhood.

Who should read this? They should.

Can you see the moon tonight? Yes, I can.

Use not between the modal and the base form.

You shouldn't stay at the Galaxy Hotel.

They can't take the express.

In yes / no questions, the modal precedes the subject of the sentence. In information questions, the question word precedes the modal.

Yes / no questions

Should I buy a round-trip ticket? Can we make the 1:05 flight?

Could she take an express train?

Information questions

When should they leave?

Why should they go? Which trains could I take?

Who could they call?

BUT: Note the word order when Who is the subject.

Had vin Vinge 314

dailys-son of to-bb/t

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oretty -> p

tions is mentioned.

adding or.

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

Common errors

Never add -s to the third-person singular form of modals.

He should buy a ticket in advance. NOT He shoulds buy a ticket in advance.

Never use to between modals and the base form.

You could take the train or the bus. NOT You could to take the train or the bus.

Circle the correct phrases to complete the sentences.

- 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
- 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

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.

They aren't wearing formal clothes to the wedding.

I'm not eating at home tomorrow.

The simple present tense

The simple present tense sometimes expresses a future action with verbs of motion: <u>arrive</u>, <u>come</u>, <u>depart</u>, <u>fly</u>, <u>go</u>, <u>leave</u>, <u>sail</u>, and <u>start</u>—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 <u>be</u> 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.







- 1 The bus at 11:00. It at 8:00.
- 2 A: When the flight?
 - B: It at 23:30.

- 3 A: What time the train in Beijing?
 - B: At 10:20 P.M.
- 4 A: the train at 7:00?
 - B: Yes, it does.
- B On a separate sheet of paper, answer each of the 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?
 - 2 What are you going to do this weekend?

3 What are you doing this evening?

THE EXCITED

Comparative and superlative adjectives: usage and form

Usage

Comparative adjectives compare two people, places, or things. Use than when the second item is mentioned.

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.

Be careful! Use the with superlative adjectives.

Don't say: Mexico City is largest.

ne present of he

Form

adjective	comparative adjective	superlative adjective		
cheap	cheaper (than)	the cheapest		
expensive	more expensive (than)	the most expensive		
practical	less practical (than)	the least practical		

Superlative adjectives: spelling rules

Add <u>-est</u> to one-syllable adjectives. If the adjective ends in <u>-e</u>, add <u>-st</u>.

cheap → the cheapest

loose → the loosest

If an adjective ends in (or is) a consonant-vowel-consonant sequence, double the final consonant before adding -est.

hot → the hottest

For most adjectives that end in -y, change the y to i and add -est.

pretty → the prettiest

busy → the busiest

To form the superlative of most adjectives of two or more syllables, use the most or the least. Cruises are the most relaxing vacations. Car trips are the least expensive vacations.

Write both the comparative and superlative form of each adjective.

	incresord at	comparative	superlative	0.1010		comparative	superlative
1	tall			10	interesting		
2	easy			11	conservative		
3	liberal	a lewelly a mark	Hossaille to sobalities (b)	12	light	of departure schedule	
4	heavy			13	casual		
5	unusual			14	comfortable		
6	pretty			15	relaxing		1
7	exciting			16	long	······	
8	wild			17	short		
9	informal			18	scary		

Complete each sentence with a comparative or superlative adjective. Use than if necessary.

1	That dinner was(delic	cious) meal we had on our vacation.
2	The Caribbean cruise is	(relaxing) of our vacation packages.
3	The Honsu X24 is a good camera, but the Cashio is	(easy) to use
4	We have several models, but I'd say the R300 is	(popular).
5	Llike that rug, but I think this one is	(beautiful).

6 Our vacation in Brazil was (nice) our vacation in Italy last year.

7 All three stoves look good. But which one is (easy) to use?

8 I like both the J12, the Summit, and the Pro tablets, but which one's(small)?

9 Which of these three plates do you think is (pretty)?

10 | Lan't decide if | should read this book or that one. Which one is(interesting)?

Intensifiers very, really, and too

Intensifiers make the meaning of adjectives stronger.

<u>Very</u> and <u>really</u> 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.

 $\underline{\text{Too}}$ also makes the meaning of adjectives stronger. But $\underline{\text{too}}$ expresses the idea of "more than enough." $\underline{\text{Too}}$ 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!

Α	Complete each sentence with too, really, or very and your own adjective.	
	1 Beach vacations are	
	2 French fries are	
	3 A cruise is	ARTE AND AREA OF THE PARTY OF T
	4 They say this movie is	
	5 This book is	
	6 English is	
	7 This printer is	经验的
	8 These pants are	
В	Complete each conversation, using too or enough.	in the said of
	1 A: How about this? Should we buy it for your mother?	Les (6) Sangball (
	B: No. It isn't (pretty). I want something nicer.	ing salide was the co
	2 A: Do you think this rug is too small?	Herbit ve and the
	B: No, it's great. I think it's	ensi was electric
	3 A: Did you buy a microwave yesterday?	iuny ai bio well. 4.7
	B: I looked at some. But they were (expensive).	da word nativi. Ida
	4 A: Why are you sending that steak back to the chef?	
	B: It's an expensive meal, and this steak just isn't	STATES TO TO
99	5 A: You never eat dessert?	
	B: No. Desserts are (sweet) for me.	for surfusce
E.	6 A: How was your vacation?	in English, a genteral
	b. To ten the truth, it just wasn't	poymed), aley a bas
R	7 A: How's that soup? Is it	100,000 100,000
	B: No, it's fine. Thanks.	
	8 A: Would you like more ice in your water?	
	B: Yes, please. It isn't	
5		

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

Capitalization Use a capital letter to begin a sentence. Meet my new classmate. Her first name is Sue. Use a capital letter for: cities / countries I live in Beijing. He's from Colombia. nationalities They're Honduran. languages I speak Russian and Italian. days and months My birthday is on Tuesday, June 19th. the pronoun I My brother and I are students. names and formal titles 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 lima, 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 the Writing Exercise (on page 12) Answer the questions below when you write about your classmate. Add more information if you can. Make sure you use capital letters correctly.
 - What's your classmate's name?
 - Does your classmate have a nickname?
 - · How old is your classmate?
 - · What's your classmate's occupation?

- What is your classmate's hometown?
- · Is your classmate's hometown his or her birthplace?
- Who's your classmate's favorite actor?
- · What's your classmate's favorite sport?

UNIT

UNITE			
The sentence			
In English, a sentence is a group of words that expresses a co and a verb. When you write a sentence, begin with a capital l subject verb subject verb			
The play is great. She loves music.			
A Circle the subject and underline the verb in each sent	tence.		
1 Her children like folk music.	4 Their favorite musician is Esperanza Spaulding.		
2 I don't like big concerts.	5 The play isn't very good.		
3 My boyfriend loves classical music.			
B Write an X next to the groups of words that are not see	entences.		
☐ 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.		

Guidance for the Writing Exercise (on page 24) Use the ideas as a guide to help you write five sentences about your musical tastes. Begin each sentence with a capital letter and end each sentence with a period. Be sure to use a subject and a verb in each sentence.

Ideas

- · your favorite music
- your favorite artist
- when you listen to music
- · where you buy music



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,

My cousin loves rock music, and she's a great dancer.

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 stepfather loves classical music, but I love rock.

My niece loves Latin music, but my nephew doesn't.

Be careful! In traditional formal writing, writers avoid beginning sentences with And or But.

Don't write: My cousin loves rock music. And she's a great dancer.

Don't write: My cousin loves rock music. But I don't:

On a separate sheet of paper, combine the 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 kind of clothes.
- 4 My cousin likes classical music. He loves Italian food.
- 5 We look very different. We like different music.
- On a separate sheet of paper, combine the 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 Hove rock music. My stepfather doesn't.
- 5 We look alike. We wear very different clothes.

Guidance for the Writing Exercise (on page 36) Use the ideas to help you write the six statements comparing two people in your family. Use and or but to combine sentences.

UNIT

Connecting words or ideas: and and in addition

And

Remember that and connects two sentences and makes them one sentence. I like fruit, and I also like vegetables.

You can also use and to connect words in a series. Notice the use of the comma in the examples below.

I like apples, oranges, grapes, and other fruits.

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

I like apples and oranges. NOT I like apples, and oranges.

In addition

In addition connects the ideas in one sentence with the ideas in the next sentence. Use a comma after in addition.

I like fruit. In addition, I like vegetables.

I like apples and oranges. In addition, I like grapes and other fruits.

Ideas

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

- A Connect the words and ideas with and or in addition.
 - 1 The people eat a lot of vegetables in Spain, Italy, France.
 - 2 In the U.S., many restaurants serve big portions., they serve a lot of fatty foods.
 - 3 There are five or six great Italian restaurants near the hotel., there are two restaurants where the menu has dishes from Mexico, Thailand, India, even Indonesia!
 - 4 She loves pasta, I want to invite her to my favorite Italian restaurant.
 - 5 Raw carrots taste great, they're good for you.
 - 6 This restaurant has great food., the service is excellent.
 - 7 You can choose from six entrées on the menu, they all come with a choice of vegetable.
 - 8 I usually order soup, salad, a main course, dessert.
- **B** Guidance for the Writing Exercise (on page 48) Read the description of food in the United States. Use these paragraphs as a guide to help you write the article 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

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 \underline{and} . When there are more than two, use commas.

The microwave is popular and convenient.

This camera is obsolete, broken, and defective.

Adjectives

affordable awesome

awful

broken

fixable

great guaranteed new / old obsolete

good

convenient defective fast

popular terrible terrific

Some adjectives are compound phrases. This scanner is really up-to-date.

She bought an up-to-date camcorder.

- A Circle the adjectives in each sentence.
 - 1 My old printer is obsolete.
 - 2 The XLM projector is easy to use. In addition, it's small and very portable.
 - 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.

On a separate sheet of paper, write sentences about five of the following electronic devices or about other ones. Use the Adjectives from page 144.

Products

a smart phone a mobile / cell phone

a desktop (computer) a digital camera

a GPS

a TV

a tablet (computer)

a camcorder

My smart phone is very convenient.

- Guidance for the Writing Exercise (on page 60) Use your answers to the questions below as a guide to help you write the review of a product you use. Give your product 1–5 stars.
 - · 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?

UNIT

Punctuation of statements and questions

Use a period at the end of a statement.

I go to the gym every morning.

Use a question mark at the end of a question.

What do I do to stay in shape?

Use an exclamation point at the end of a sentence if you want to indicate that something is funny or surprising.

The truth is I'm a couch potato!

period = .question mark = ? exclamation point = ! comma = ,

Remember:

Use commas to connect more than two ideas in a series.

I go to the gym, go running in the park, and go bike riding every weekend.

It's common, but not necessary, to use a comma before and or but when you connect two ideas.

I eat well, but I don't exercise.

- On a separate sheet of paper, rewrite each statement or question, using correct punctuation. Remember to begin each with a capital letter.
 - 1 I really don't have time to exercise
 - 2 do you get enough sleep every night
 - 3 my friends think I exercise a lot but I don't
 - 4 we go running bike riding and swimming in the summer
- 5 my father never eats sweets but I do
- 6 what do I do on weekends
- 7 my younger brothers eat junk food watch TV and stay up late every night
- 8 am la couch potato
- Guidance for the Writing Exercise (on page 72) Use the Ideas to write three questions with "I." Use these questions to introduce each topic in your description of your exercise and health habits. Be sure to check all your sentences and questions for correct punctuation.

What foods do I eat? I usually eat healthy foods during the week, but \dots

Ideas

- the foods you eat
- the foods you avoid
- your exercise routine



Time order

Use a time clause in a sentence to show the order of events.

We visited the old part of town after we had lunch.

We checked into our hotel before we had lunch.

You can begin a sentence with a time clause. Most writers use a comma when the time clause comes first.

After we had lunch, we visited the old part of town.

Before we had lunch, we checked into our hotel.

Use transition signals to show time order in a paragraph. Use <u>First</u> to begin a series and <u>Finally</u> to end one. Use <u>Then</u>, <u>Next</u>, and <u>After that</u> to indicate a series of events. Commas are optional.

First, we checked in to our hotel. After we had lunch, we visited the old part of town and took pictures. Then, we went to the beach and lay in the sun for a while. Next, we played golf. After that, we went shopping and bought a rug. Finally, we went back to our hotel.

- A On a separate sheet of paper, use the cues to write sentences. Begin each sentence with a time clause.
 - 1 (before) First we had lunch. Then we went to the beach. Before we went to the beach, we had lunch
 - 2 (after) First we visited Rome. Then we went to Venice.
 - 3 (before) First they went snorkeling. After that, they had lunch.
 - 4 (after) He arrived in Miami on Saturday. Then he looked for a hotel.
- 5 (before) I spent three days in Mexico City. Next I flew to Cancún.
- 6 (after) She got back from the airport. After that, she called her mother.
- 7 (before) The weather was beautiful. Then it rained.
- 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, 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 the Writing Exercise (on page 84) Write sentences describing your vacation in the order that the events happened. Then use your sentences to write your paragraph, using time clauses and time-order transition words.

UNIT

Connecting ideas with because and since

A clause with $\underline{\text{because}}$ or $\underline{\text{since}}$ presents a reason. There's no difference in meaning between $\underline{\text{because}}$ and $\underline{\text{since}}$ in the following sentences.

I'm going to Paris because I love French food.

He's not wearing a jacket since it's really warm today.

In speaking, it's OK to answer a question using only 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. To make the thought complete, connect the clause beginning with <u>because</u> or <u>since</u> to a sentence.

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.

Remember:

In English, a sentence is a group of words containing a subject and a verb. It expresses a complete thought.

- A On a separate sheet of paper, connect and rewrite 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 printer is broken. We have to get a new one.
- B On a separate sheet of paper, answer each question with a complete sentence containing a clause with <u>because</u> or <u>since</u>.
 - 1 Why do you like dance music?
 I like dance music because it is happy music.
 - 2 Why are you studying English?
 - 3 Why is a clothing store better than a clothing website?
- 4 Why do people like malls?
- 5 Why are running shoes more comfortable than formal shoes?
- C Guidance for the Writing Exercise (on 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 formal restaurants because people here are generally pretty conservative.

UNIT []

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 follows.)

In the writing model to the right, the first paragraph is about the U.S., and the second paragraph is about Tanzania. Dividing the writing into two paragraphs makes it easier to read and understand.

blank line space

Clothing customs in different countries

Clothing customs in the United States are generally liberal, although in some places people dress more formally than in others. For example, in casual social settings, the dress code is almost "anything goes," and, in the summer, it's not unusual for people to go to nice restaurants in shorts and sandals. In offices and formal restaurants, though, people generally dress more conservatively in all seasons of the year.

Far away in East Africa, on the other hand, clothing customs are much more conservative, especially for women. Women should keep their shoulders covered, even in hot weather, and sleeveless shirts are always inappropriate. Skirts and pants should go to below the knees. In cities, and for business, a lightweight suit is appropriate for both men and women.

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.

en and bescond when Louis and the Bolton and Famous families 444 1941 made

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 singer and actor 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, was their coach. 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 the Writing Exercise (on page 108) Use the Ideas and your answers to the questions below as a guide to help you write your two 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?
- Were there any transportation problems?
 If so, what were they?
- When did you leave?
- Who did you travel with?
- · What did you do when you were there?
- When did you get back?

Ideas

A trip to visit friends or relatives A trip to and from work A trip to and from school A vacation

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?
- Do you think you are going to have transportation problems on your next trip? Why or why not?
- · When are you leaving?
- · Who are you traveling with?
- What are you going to do when you are there?
- When are you getting back?



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 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 low prices at Marty's.

Use <u>however</u> or <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 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 <u>however</u> or <u>on the other hand</u> to combine clauses in a sentence.

Don't write: You can bargain for low prices at Marty's, however the service isn't very friendly.

- A On a separate sheet of paper, combine each pair of sentences into one sentence, using even though 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 smart phones 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 rewrite the sentences, using however or on the other hand.
- C Guidance for the Writing Exercise (on 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 to help you write your guide.

Top Notch Pop Lyrics

► 1:16-1:17 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.

(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.

We moved all around.

₩ Going Out [Unit 2]

Do you want to see a play? What time does the play begin? It starts at eight. Is that OK? I'd love to go. I'll see you then. I heard it got some good reviews. Where's it playing? What's the show? It's called "One Single Life to Lose." I'll think about it. I don't know.

(CHORUS)

Everything will be all right when you and I go out tonight.

When Thomas Soben gives his talk-The famous chef? That's not for me! The doors open at nine o'clock, There's a movie we could see at Smith and Second Avenue. That's my favorite neighborhood! I can't wait to be with you. I can't wait to have some food.

(CHORUS)

We're going to have a good time. Don't keep me up past my bedtime. We'll make a date. Tonight's the night. It starts at eight. The price is right! I'm a fan of rock 'n' roll.

Classical is more my style: Hike blues and Hike 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)

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.

(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?

Do you have to say good-bye now?

(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

"I'm busy right now, can I call you back?" He didn't even ask me what was wrong

He didn't want to hear the short and long of it.

I just bought the thing yesterday, and it won't turn on so please don't say, "I'm sorry to hear that. That's a shame. That's too bad." It's all a game.

(CHORUS)

I'm not looking for a laptop computer or an X340 or a PDA. Just tell me what's wrong with my fax machine

so I can say good-bye and be on my way. It won't send a copy of my document. The paper goes through, and it comes out bent.

On second thought, it's guaranteed. I want my money back-that's what I need.

(CHORUS: 2 times)

▶ 3:40-3:41 A Typical Day [Unit 6]

The Couch Potato sits around. He eats junk food by the pound. It's just a typical day. Watching as the world goes by, he's out of shape and wonders why. It's just a typical day.

(CHORUS)

Every night he dreams that he's skydiving through the air.
And sometimes you appear.
He says, "What are you doing here?"

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.

He cleans the house and plays guitar,

(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 dancing once a week.

He's at the theater as we speak!

It's just a typical day.

(CHORUS)

€420 21 My Dream Vacation [Unit 7]

The ride was bumpy and much too long. It was pretty boring. It felt so wrong. It slept all night, and it rained all day. We left the road, and we lost the way. Then you came along and you took my hand. You whispered words I could understand.

(CHORUS)

On my dream vacation, I dream of you. I don't ever want to wake up. On my dream vacation, this much is true: I don't ever want it to stop.

The food was awful.
They stole my purse.
The whole two weeks went from bad to worse.
They canceled my ticket.
I missed my flight.
They were so unfriendly it just wasn't right.
So I called a taxi, and I got inside,

and there you were, sitting by my side.

(CHORUS)

You were so unusual. The day was so exciting. I opened up my eyes, and you were gone. I waited for hours. You never called. I watched TV and looked at the walls. Where did you go to? Why weren't you near? Did you have a reason to disappear? So I flew a plane to the south of France, and I heard you say, Would you like to dance?" (CHORUS)

4:41-4:42 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)

► 5:21–5:22 Five Hundred Ways [Unit 9]

You could take the bus, or 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)

▶539-5340 Shopping for Souvenirs

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)

Pronunciation Table

These are the pronunciation symbols used in Top Notch 1.

	Vowels	Consonants			
Symbol	Key Words	Symbol	Key Words	Symbol	Key Words
į	beat, feed	р	pack, happy	Z	zip, please, goes
.1	bit, did	l b	b ack, ru bb er	ſ	ship, machine, station,
er	d a te, p ai d	t	tie	2	spe c ial, discu ss ion
ε	bet, bed	d	d ie	3	measure, vision
æ	bat, bad	k	came, key, quick	ĥ	hot, who
a	box, odd, father	g	game, guest	m	men
5	bought, dog	tſ	church, nature, watch	n	sun, know, pneumonia
OU	boat, road	ďz	judge, general, major	ŋ	su ng , ri nging
υ	b oo k, g oo d	f	fan, photograph	w	wet, white
u	boot, food, flu	V	v an	1	light, long
٨	b u t, m u d, m o ther	Θ	thing, breath	r	right, wrong
Э	b an an a, am ong	ð	then, breathe	У	yes
e-	shirt, murder	S	sip, city, psychology	*	
aı	bite, cry, buy, eye	t	bu tt er, bo tt le		
au	ab ou t, h ow	ť	bu tt on		
or	v oi ce, b oy	× × × × × × × × × × × × × × × × × × ×			
ır	d eer				
εr	b ar e				
ar	b ar				
or	d oor				
Ur	tour				