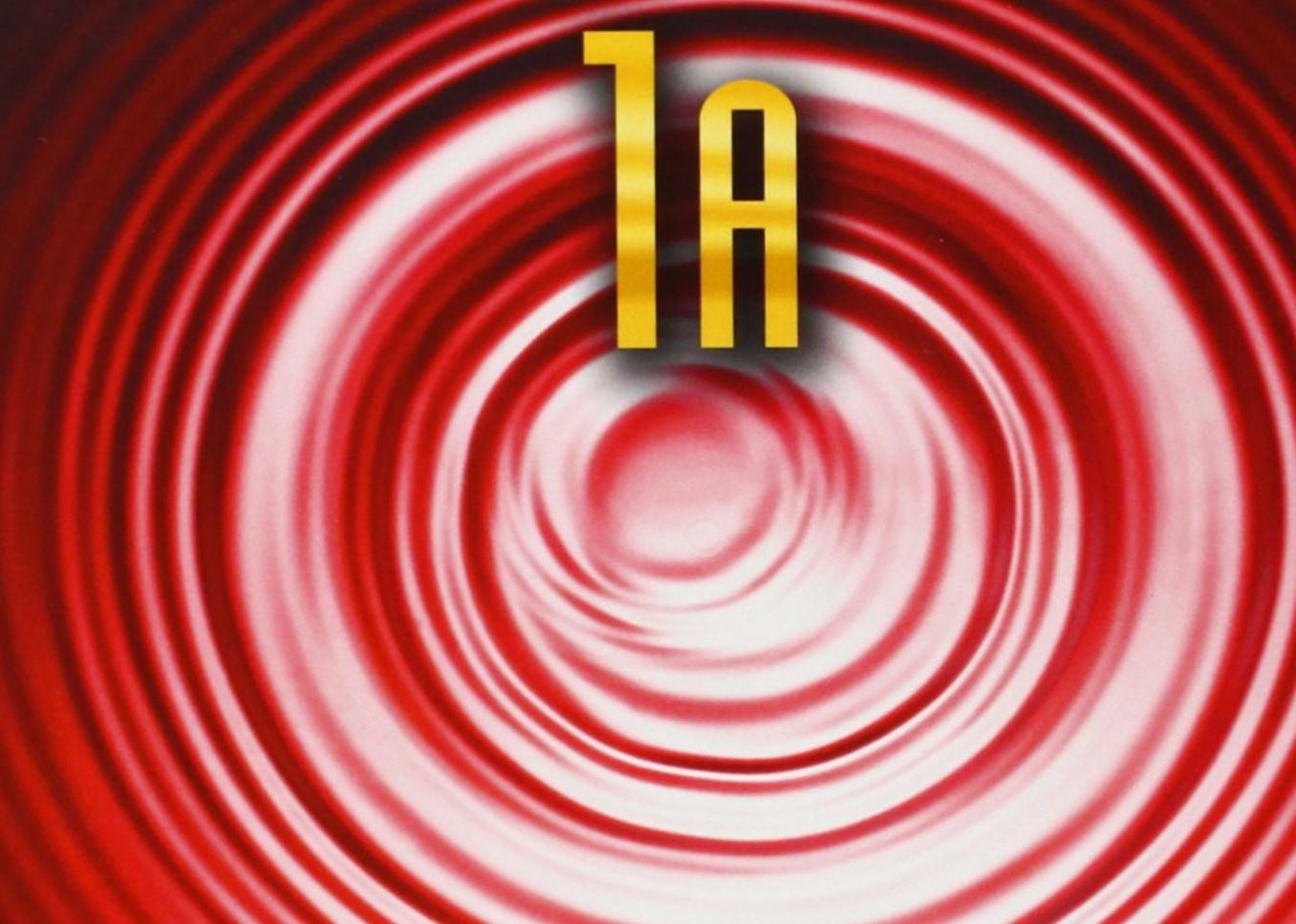
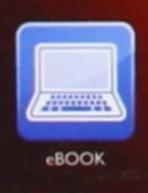
SECOND EDITION

TOP NOTCH

with ActiveBook



Joan Saslow - Allen Ascher





SECOND EDITION

English for Today's World

WITH WORKBOOK

Joan Saslow • Allen Ascher

With Top Notch Pop Songs and Karaoke by Rob Morsberger



Top Notes I learning objectives are designed for laise beginners. Jectives ofter a rigorous review and an expansion of key beginning concepts as well as a wealth of new and challengin STATSOO

Learning Objectives for 1A and 1B	iv
To the Teacher	viii
About Your <i>ActiveBook</i> Self-Study Disc	ix
UNIT 1 Getting Acquainted	
UNIT 2 Going Out	
UNIT 3 The Extended Family	
UNIT 4 Food and Restaurants	
UNIT 5 Technology and You	
REFERENCE CHARTS	
Countries and nationalities	
Non-count nouns	
Irregular verbs	122
Grammar Booster	123
Writing Booster	142
Top Notch Pop Lyrics	
WORKBOOK	
UNIT 1	
UNIT 2	
UNIT 3	
UNIT 4	
UNIT 5	
About the Authors	last page

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

Vnit	Communication Goals	Vocabulary	Grammar
] Getting Acquainted	Meet someone new Identify and describe people Provide personal information Introduce someone to a group	Usage of formal titles Positive adjectives to describe people Personal information Countries and nationalities	 Information questions with <u>be</u> (review and common errors) Modification with adjectives (review) <u>Yes</u> / <u>no</u> questions and short answers with <u>be</u> (review)
page 2	a group	Seld Manage-line Mode	GRAMMAR BOOSTER
E		Acquainted	Be: usage and form (review) Be: common errors Possessive nouns and adjectives (review)
2 Going Out	Accept or decline an invitation Express locations and give directions	Music genres Entertainment and cultural events Locations and directions	Prepositions of time and place Questions with When, What time, and Where (review) Output Description:
page 14	 Make plans to see an event Talk about musical tastes 	ogy and You	Prepositions of time and place: usage
cer		politicani	ARD SONSKS (SIL
The Extended Family	 Report news about relationships Describe extended families Compare people Discuss family cultural traditions 	 Extended family relationships Marital status Relatives by marriage Describing similarities and differences 	The simple present tense (review): Affirmative and negative statements Yes / no questions Information questions Common errors
page 26		The state of the s	GRAMMAR BOOSTER
			The simple present tense: Usage, form, common errors Questions with Who
4 Food and Restaurants	 Ask for a restaurant recommendation Order from a menu Speak to a server and pay for a meal Discuss food and health 	 Parts of a meal Categories of food and drink Communicating with a waiter or waitress Adjectives to describe the healthfulness of food 	 There is and there are with count and non-count nouns Anything and nothing: common errors Definite article the: usage
page 38	Discuss food and fleatth	nealthfulness of food	GRAMMAR BOOSTER
75W			 Non-count nouns: usage, expressing quantities How much / How many Count nouns: Spelling rules Some and any
Technology	 Suggest a brand or model Express frustration and sympathy Describe features of products Complain when things 	Electronic products Household appliances and machines Features of manufactured products	The present continuous (review): Actions in progress and future plans Statements and questions
and You	don't work	Ways to state a problem Ways to sympathize	CRAMMAR BOOSTER
page 50		Positive and negative adjectives	The present continuous: form and spelling rules

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

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

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

To the Teacher

What is Top Notch?

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

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

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

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

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

*Summit 1 and Summit 2 are the titles of the fifth and sixth levels of the Top Notch course.

All Student's Books are available in split editions with bound-in workbooks.

The Top Notch instructional design

Daily confirmation of progress

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

A purposeful conversation syllabus

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

An emphasis on cultural fluency

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

Intensive vocabulary development

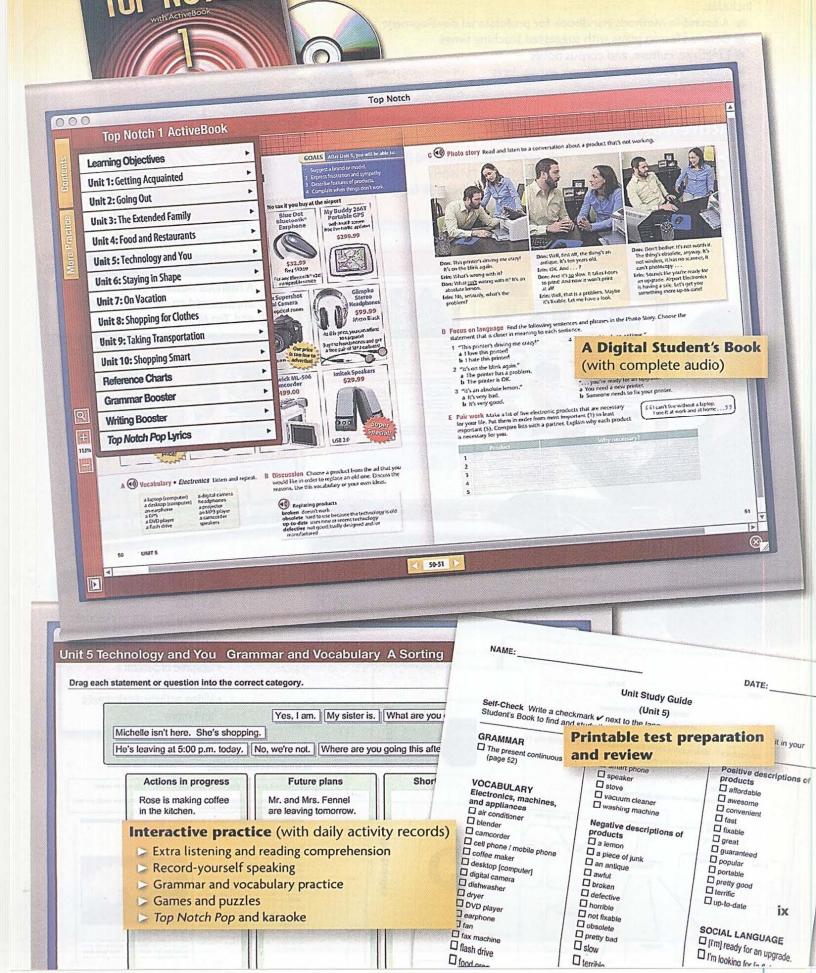
Students actively work with a rich vocabulary of high-frequency words, collocations, and expressions in all units of the Student's Book. Clear illustrations and definitions clarify meaning and provide support for independent study, review, and test preparation. Systematic recycling promotes smooth and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

A dynamic approach to grammar

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

A dedicated pronunciation syllabus

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



ALLIVEDUUK

The Teacher's Edition and Lesson Planner

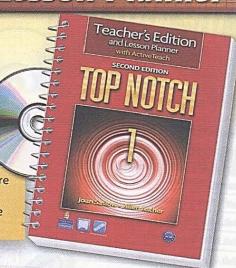
Includes:

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

► ActiveTeach

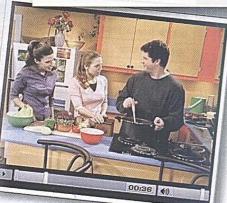
- A Digital Student's Book with interactive whiteboard (IWB) software
- Instantly accessible audio and Top Notch TV video
- Interactive exercises from the Student's ActiveBook for in-class use
- A complete menu of printable extension activities

Technology and You



Top Notch TV

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



The Digital Student's Book

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

Printable Extension Activities

Including:

- · Writing process worksheets
- Vocabulary flashcards
- · Learning strategies
- · Graphic organizers
- Pronunciation activities
- Vide - 1' 'I do I do
- Video activity worksheets and more . . .

NAME: _

Learning Strategy (Unit 6, page 70, Reading)

READING STRATEGY: skimming

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

n the article below, the unimportant parts have been deleted. Notice how much you can

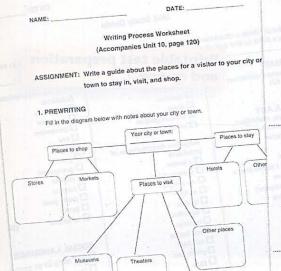
When You Think You Can't . . .

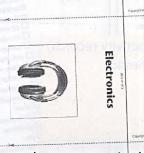
Mark Zupar

883 - — accident in 1993 — Mark Zupan quadriplegic — changed bis life —, — canno move — arms or legs —, — — — —



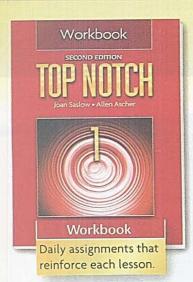
Bethany Hamilton





www.languagecentre.ir

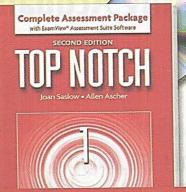
Other components





Classroom Audio Program

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



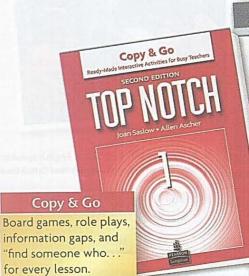
Complete Assessment Package

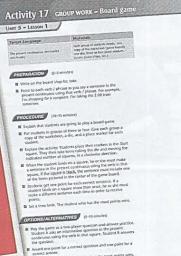
Ready-made achievement tests. Software provides option to edit, delete, or add items.

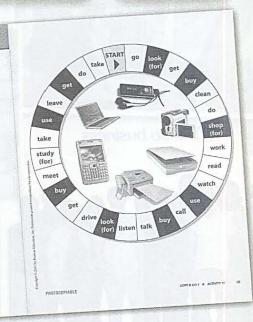


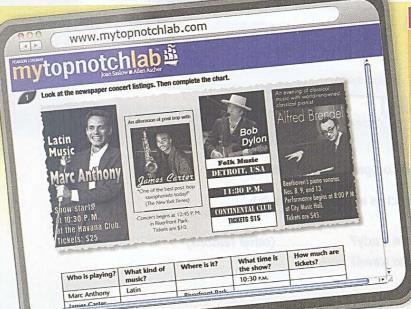
Full-Course Placement Tests

Choose printable or online version.









MyTopNotchLab

An optional online learning tool with:

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

UNIT

Getting Acquainted

Preview

GOALS

After Unit 1, you will be able to:

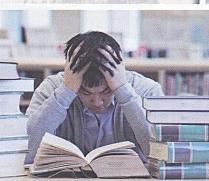
- 2 Identify and describe people.
- 3 Provide personal information.
- 4 Introduce someone to a group.

Why are you studying English?



to do business

] to study



to travel



Did You Know?

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



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

other:

Please complete the form.

Mrs. Mr. Title:

Ms.

Miss

Last/Family Name

First/Given Name

Nationality

Occupation

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

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

..... to do business?

..... to study?

..... (other reasons)

..... to get to know people?

..... to travel?

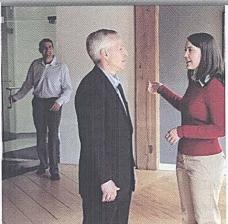
C • N Photo story Read and listen to people getting to know each other.



Susan: I'll bet this is your dad.
Cara: Yes, it is. Dad, I'd like to introduce you to my friend,
Susan Grant.

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

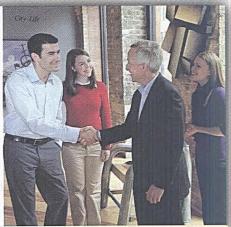
Susan: Great to meet you, too. But please, everyone calls me by my nickname, Suzy.



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

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





Ted: Sorry I'm late.

Susan: Ted, this is Cara's dad.

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

Sam: Likewise. But please call me Sam.

(iii)) Formal titles

not given names.

Women

Miss (single)

Use titles with family names,

Ms. Grant NOT Ms. Suzy

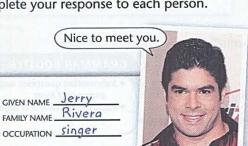
Ms. (married or single) Mrs. (married)

1:03

Men

Mr.

- **D** Focus on language Look at the underlined expressions in the Photo Story. With a partner, find:
 - 1 two expressions you can use when you introduce people.
 - 2 three expressions you can use when you meet someone.
 - 3 three expressions you can use when you don't want to be formal.
- E Complete your response to each person.



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



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

I'd like you to meet Jerry Rivera.
Mr. Rivera is a singer.
\$\mathcal{T}\$

GOAL

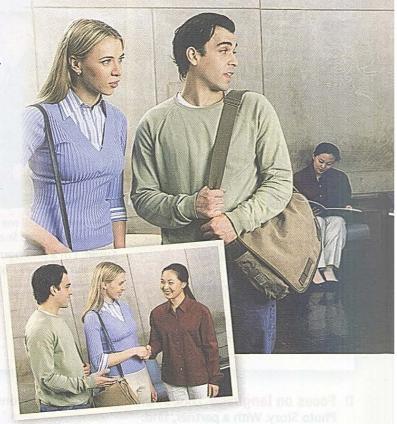
Meet someone new

CONVERSATION MODEL

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

- B: Good morning. I'm Alex, and this is Lauren.
- C: Hi. My name's Kathryn Gao. But everyone calls me Kate.
- A: Great to meet you, Kate. Where are you from?
- C: New York.

B ()) Rhythm and intonation Listen again and repeat. Then practice the Conversation Model with two partners.



GRAMMAR

Information questions with be: Review

Who's your teacher? Who are they?

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

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

How old is your brother? How old are they?

She's Ms. Nieto.

They're my classmates. She's from Argentina. We're from Los Angeles.

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

He's twenty-six.

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

Contractions

Who's = Who is Where's = Where is What's = What is

l'm = lamhe's = he is

it's = it is

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

GRAMMAR BOOSTER → p. 123

- Information questions with be: usage and form
- Possessive nouns and adjectives (review)
- A Grammar practice Complete the conversations. Use contractions of the verb be when possible.
 - 1 A: that over there?
 - B: Oh, that's Hasna. from Lebanon.
 - A: she? She looks very young.
 - B: I think twenty-five.

2 A: Your new neighbor seems nice.

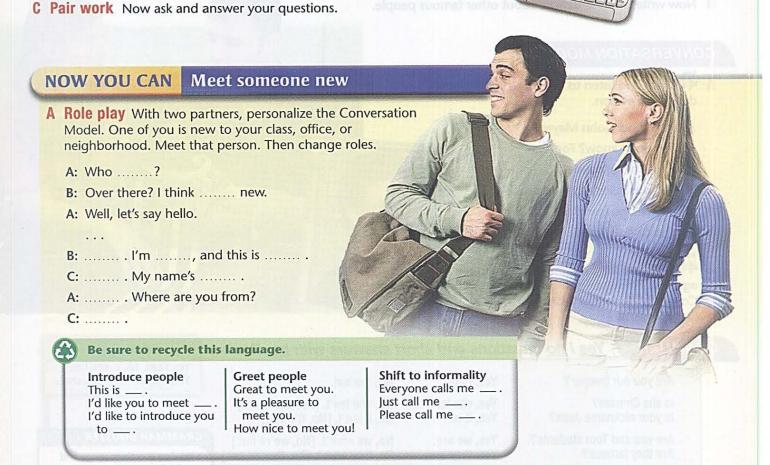
..... his name?

B: His Ricardo.

A: he from?

B: Guatemala.

3 A:	they?		5	A: I'll call you sometime your
	ink new their nam			phone number? B: 555-0296 yours?
	eko and Rika.			A: 555-8747.
	vas nice to meet your			A: your e-mail address? I'll send you a note.
B: Gre	eg's only fourteen. Bu vid, is twenty-eight.			B: choi23@kr.com. A: K - r - dot - com? That's interesting.
B:	David's occu	and the	s eatin Sugala Jan	B: Pusan, Korea. I'm here on business.
	r practice write at	least four information qu	iestio	ns for your partner.
uranina	.hirobno-a.vi	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\		Mand to small strands
Graiiiiia	Ideas Who?	What's your phone i		Mand to small strands
Graiiiiia	ldeas	What's your phone i		Manal Share Share of payor



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

GOAL

Identify and describe people

GRAMMAR

Modification with adjectives: Review

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

Alejandro Sanz is handsome. He's a handsome singer from Spain. Tony Leung and Gong Li are famous. They're famous actors from China.

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

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

Amy Tan is a writer. She's wonderful.

She's a wonderful writer.

- A Grammar practice On a separate sheet of paper, combine each pair of sentences.
 - 1 Juan Luis Guerra is a singer. He's fantastic.
 - 2 Penélope Cruz is an actress. She's beautiful.
 - 3 Zhong Biao is an artist. He's excellent.
 - 4 Alice Waters is a chef. She's famous.
 - 5 Eric Clapton and Jeff Beck are musicians. They're great.

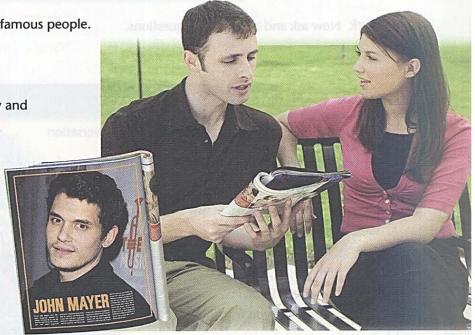
B Now write three sentences about other famous people.

CONVERSATION MODEL

(a)) Read and listen to someone identify and describe a person.

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

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



GRAMMAR

Yes / no questions and short answers with be: Review

Are you our teacher?

Is she Chinese?

Is your nickname Josh?

Are you and Tom students?

Are they famous?

Yes, I am.

Yes, she is.

Yes, it is.

Yes, we are. Yes, they are. No, I'm not.

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

No, it isn't. [No, it's not.] No, we aren't. [No, we're not.]

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

Be careful!

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

Positive adjectives

beautiful great

excellent famous

handsome

wonderful fantastic

terrific

GRAMMAR BOOSTER > p. 124

- Yes / no questions: usage and
- Common errors

- A Find the grammar Find two information questions and one yes / no question with be in the Conversation Model on page 6.
- **B** Grammar practice Complete the questions and answers. Use contractions when possible.
 - 1 A: your father a teacher?
 - B: Yes,
 - 2 A: your son an athlete?
 - B: No, an artist. 12 ani/2 monten
 - 3 A: this your new address?
 - B: Yes,

- 4 A: Who those new students?
 - from Canada?
 - B: No, I think from the U.K.
- 5 A: That's a nice hat! new?
- 6 A:you a musician?
 - B: Yes, a violinist.

PRONUNCIATION Intonation of questions

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

3 What's his e-mail address?

2 Are they from Canada?

- 4 Where are they from?
- B Pair work Write three yes / no questions and three information questions with be. Then take turns practicing question intonation. when both motion is the property of the control of the control

NOW YOU CAN Identify and describe people

- A Look at the famous people. Add information about a famous person you know.
- B Pair work Use the information about the people. Change the Conversation Model to practice asking for and providing information about each person. Use your own adjective. Then change roles.
 - A: Hey. Who's?
 - B: You don't know? For real?
 - A: No. Is famous?
 - B: sure is.
 - A: Where from?
 - B:
- C Change partners Practice the conversation again. Talk about other famous people.



lavier Bardem



Bob Dylan musician (U.S.)



Patricia Yeo

Your own famous person

first name

last name occupation country

adjective to describe the person

Provide personal information

BEFORE YOU LISTEN

(in) Vocabulary • Personal information Read and listen. Then listen again and repeat.

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

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

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

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

6 € What's your birthplace? **9 9**

(v)) Countries and nationalities

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

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

See page 122 for a more complete list.

LISTENING COMPREHENSION

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

	Nationality	Occupation	Nickname?	
1			□yes □no	
2			□yes □no	
3			□yes □no	
4			□yes □no	JAVAT VISUAL BASIC
	Welcome to an interpreter	a graphic designer	a salesperso	a computer programmer

- Infer information Now listen to each conversation again and complete each statement.
 - 1 He grew up in a Ankara b London c Izmir
 - 2 Her birthplace is a Osaka **b** Tokyo c Seoul
- 3 She's originally from
 - c Santiago a Buenos Aires **b** Montevideo
- 4 His hometown is
 - a Chicago
- **b** Toronto
- c New York

NOW YOU CAN Make plans to see an event

Partner A: Look at the top of the page.

Partner B: Turn your book and look at the bottom of the page.

Ask information questions with be and write the missing

personal information.

PARTNER A

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



Name: Richard Anderson Nickname: Rick

Occupation:

Nationality: British Birthplace:

Age:

E-mail: randy@umail.com.uk



Name: Lucia Alberti

Occupation:

Age: 26 Nationality:

Hometown:

E-mail: alberti.lucia@inet.com.it



Name:

Occupation: manager

Age: Nationality: Japanese Hometown: Kyoto

E-mail:



Name:

Nickname: Occupation: graphic designer

Nationality:

Age: 31 Hometown:

E-mail: fp52@vmail.com.ve

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

Nationality: Venezuelan Occupation:

Иіскпате: Расо Name: Francisco Pastor



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

Mationality: Age: 42

Occupation: Name: Riko Ohira



..........:liem-3 Hometown: Rome Nationality: Italian Age:....

Occupation: writer Мате:



E-mail: Age: 24 Birthplace: Liverpool

Nationality:

Occupation: photographer Nickname:



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

BARTNER B

Introduce someone to a group

BEFORE YOU READ

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

READING



Who Uses English?



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



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



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

Source: Authentic interviews of real people

B Scan for facts Complete the information A Infer information Complete each statement. about the people. 1 are in English at Ms. Marques's company in Brazil. Ms. Marques Mr. Yuan c Phone calls a E-mails d E-mails, meetings, **b** Meetings Occupation and calls 2 In his work, Mr. Yuan uses English c to watch TV Lives in . . . a to teach classes b to help businesspeople d to listen to the radio Hometown 3 Mr. Stolze probably uses English with people Married? yes no yes no c the United Kingdom a the United States d all over the world **b** Switzerland On your ActiveBook Self-Study Disc: Extra Reading Comprehension Questions

NOW YOU CAN Introduce someone to a group

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



Name: Evelyne Hsu Nickname: Effie Occupation: office assistant Hometown: Chia-yi, Taiwan Birthplace: same Age: 27

Favorite actor: Tony Leung Favorite sport: swimming Other: lives in Kaohsiung

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

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

Name:	
Nickname:	
Occupation:	Freque (4)
Hometown:	0.000
Birthplace:	
Age:	
Favorite actor:	
Favorite sport:	
Other:	



Name: José Antonio Méndez Nickname: Tonio Occupation: market researcher Hometown: Celanova, a small

town in Spain

Birthplace: Equatorial Guinea (in Africa)

(in Africa) Age: 48

Other: lives in New York, has two children

Meet He's	
a, and he lives in	
Everyone calls him	
He's originally from, but actually	
he was born in	
Mr. Méndez is years old, and he has	
terviewed on page 11. Include the following in	

C Group work Introduce your partner to your classmates.

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

Review



grammar · vocabulary · listening reading · speaking · pronunciation

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

	Name	Occupation	Nationality	1552.6	
1	George Detcheverry		of restal of b	sinessp <mark>api</mark>	
2	Sonia Pereira	Hometown	almost dillo dillocal	Polish French	Brazilian Australian
3	Mark Zaleski			Terrett	Australian
4	Marjorie Baxter	The manual mobile	mal beduit Justifia	States	a the United

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

 - 4 My friend is (Uruguay / Uruguayan).
- 5 We're from (Japan / Japanese).
- 6 They're (Chile / Chilean).
- 3 She's from (Italy / Italian). 7 My neighbors are from (Korea / Korean).
 - 8 We're (Mexico / Mexican).
- Complete each conversation in your own way. (You don't need to give real information.)
 - 1 "What city are you from?"

YOU

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

YOU

3 "Are you a teacher?"

YOU

4 (YOU) ?

"I'm from Canada."

"I'm a graphic designer." 6 YOU

"Great to meet you, too."



- **D** Writing On a separate sheet of paper, write a short description of the classmate you interviewed on page 11. Include the following information.
 - first and last name
 - age
 - occupation
 - hometown
 - birthplace

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

My partner's first name is Peter. His

last name is Hughes. He is twenty ...

WRITING BOOSTER + p. 142

- Capitalization
- Guidance for Exercise D



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

Preview

GENRES

Blues

Opera

Pop

Country Music

Classical Music

Folk Music

Movie Soundtracks

Gospel Music

Show Tunes

FREE DOWNLOADS

Albums

Singles

FEATURES

Add to Facebook

Buy MP3s

QUICK LINKS

Browse

Search

Redeem

Support

My Alerts

My Account



• 0 0 0





Blues



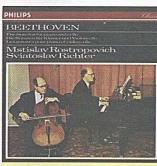
Opera



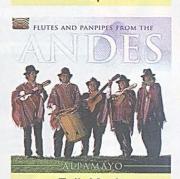
Pop



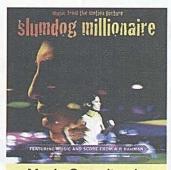
Country Music



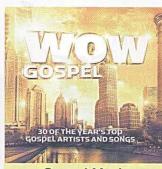
Classical Music



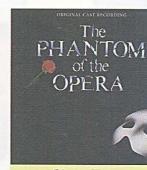
Folk Music



Movie Soundtracks



Gospel Music



Show Tunes

4 Þ

- A Look at the online music store site. Do you download music from the Internet? Why or why not?
- B ◀») Vocabulary Genres Listen and repeat.
- C Pair work Tell your partner what you would click on first. Explain why.
- D Discussion Which is better—buying a CD in a store or downloading music from the Internet? Explain your answer.

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



Meg: Hey. What's up?
Sara: Not much. Just downloading some new songs.

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

Sara: Sounds good. Where?



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

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

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

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



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

Sara: See you there!

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

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

- 4 What are you doing?
- 5 I like that better.
- 6 I don't like that.
- **G** Think and explain Choose an answer. Use a quotation to explain your answer.
 - 1 What's Sara doing? a getting music from the Internet

Sara says, 'Just downloading some new songs.' 35

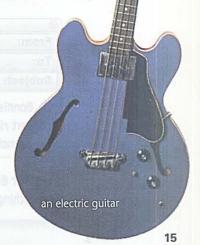
- **b** buying tickets for a concert on the Internet
- 2 What does Meg want to do?
 a download music from the Internet is an always and the
 - b go to a concert

- 3 Which woman doesn't like to go to sleep late?
 - a Sara b Meg
- 4 When and where are they going to meet? a at midnight at River T
 - b at the gym before the show
- H What kind of movies do you like? Number these movie genres in order, making number 1 your favorite.

blues country folk classical opera pop gospel other

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

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



GOAL

Accept or decline an invitation

CONVERSATION MODEL

(a)) Read and listen to an invitation to a movie.

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

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

A: At noon.

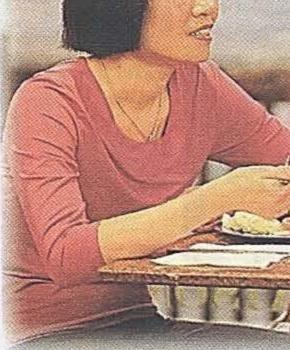
To decline . . .

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

A: Too bad. Maybe some other time.

N) Rhythm and intonation Listen again and repeat. Then practice the Conversation Model with a partner.

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





GRAMMAR

Prepositions of time

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

on on Saturday

on June 7th

on Monday, May 3rd on Tuesday morning in March in 2009 in the summer

in the morning in ten minutes

at 8:30 at noon at midnight Contractions When's = When is What time's = What time is Where's = Where is

Prepositions of place

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

on on Fifth Avenue

on the corner on the street on the left

in

in Mexico in Osaka in the park in the neighborhood

at the Film Forum at work at school at the art gallery

WRITING BOOSTER • p. 142

• Prepositions of time and place: usage

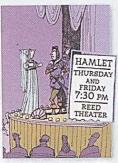
Grammar practice Complete the e-mail message with prepositions of time and place.

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

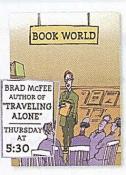
Entertainment and cultural events

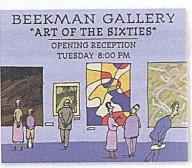
A (1) Read and listen. Then listen again and repeat.











a movie / a film

a play

a concert

a talk / a lecture

an art exhibit

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

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

C (w) Listening comprehension Listen to the conversations and complete the chart.

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

- D (1)23 Listen to the conversations again. Match the event and the place.
 -1 Agamemnon
 -2 the Boston Symphony Orchestra
 - 3 Bus Stop
 -4 Nick Hornby

- a at the Cinema Center
- b at the City Nights Bookstore
- c at the Theater in the Circle

TALKS

PLAYS

d at the Festival

NOW YOU CAN Accept or decline an invitation

- A Pair work Change the Conversation Model. Use these events or other events. Decide to accept or decline. Then change roles.
 - A: Are you free? is at
 - B: Really?.....

Don't stop!

If you decline, suggest a different event.

Be sure to recycle this language.

That's past my bedtime.

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

This Week's Entertainment MOVIES Red Sunset The Cine Lux, Sat./Sun. 8:55 RM.

MUSIC The Soul Brothers

The Supermarket, Fri. Midnight

John Grisham, writer Book Town, Mon. 8:00 P.M.

Romeo and Juliet

The Bridge Theater, Every night 7:30 RM.

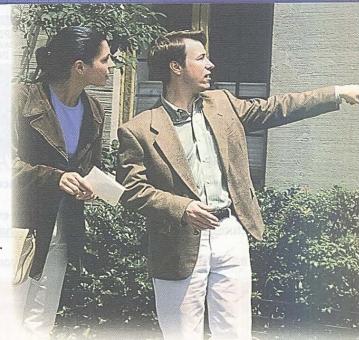
B Change partners Practice the conversation again. Use different events.

GOAL

Express locations and give directions

CONVERSATION MODEL

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



VOCABULARY

Locations and directions



It's on the right side of the street.



It's across from the park.



It's down the street from the museum.



It's around the corner from the theater.

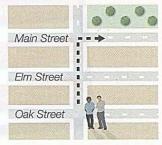


It's between Main (Street) and Mercer (Avenue).

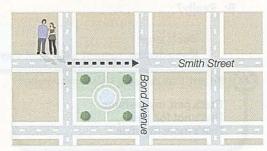
Directions How do I get to the _



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



Go / Walk / Drive two blocks and turn right.



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

B (3) Listening comprehension Listen to the conversations and write the number of each place the people talk about on the map.

(Be careful: There are three places but seven boxes.)

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

My house is on Grove Street, between Dodd Street and Park Street. 33



OCEAN CITY

PRONUNCIATION

Rising intonation to confirm information

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

A: Where's the library?

A: Let's meet at the mall.

B: The library?

B: The mall?

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

NOW YOU CAN Express locations and give directions

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

THE PIERMONT

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.

MUSEUM OF ART

1855

THE

NATIONAL

BANK

THE

MOONBUCKS
COFFEE 1
SYMPHONY

PIERMONT Entertainment District THE BELL THEATER

Book

AVENU

1

MOONBUCKS COFFEE 2

THE FILM FORUM WORLI

B Change partners Ask about other locations and give directions.

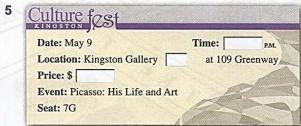
Make plans to see an event

BEFORE YOU LISTEN

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

LISTENING COMPREHENSION

Culture fost	Culture fost
Classic Film Series Date: May Time: PM Location: Lamont Theater 66th Street Price: \$ Event: Nice to Meet You and The 39 Steps	Date: May Time: Location: Natural History Museum at 110 Greenway Price: free Event: History of Latin Music Lecture/Concert Seat:
Culture fast	Seat:
Date: May Location: Kingston Concert Hall 3600 Central Avenue Event: Ludacris Hip-Hop Series Price: \$ Seat:	Date: May Location: Kingston Gallery 260 Central Avenue Price: \$ Event: The Lion King Seat: 10a
Price: \$ Seat:	Event: The Lion King Seat: 10b



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



NOW YOU CAN

Make plans to see an event

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

Event		Day	/ Date / Time	Place
	ele-		4 4	
	ha, and the		OU READ	N BROARE N
	aur net desettee	ecel stance of	and the Assessment	nas area This is

Kingston Post

THIS WEEK KINGSTON Culture for

			77/1/1			
MON	TUES	WED	THURS	FRI	SAT	SUN
6	7	8	9	10	11	12
0	1	O	9	10		1

THEATER Neil Simon's classic comedy Barefoot in the Park Lamont Theater Tuesday to Friday 8:00 P.M. Tkts: Balcony from \$65 Orchestra from \$85

The Indian Ink Theatre Company The Dentist's Chair

⁶⁶ A Serious Play For Serious Theatergoers ""



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

Global Warming: How It Changes Our World



Al Gore (former vice president of the U.S. and winner of the Nobel Prize) Tuesday 6:30 P.M. and 9:00 P.M. Natural History Museum Free!

GALLERY TALK The History of Art

Series of Six Lectures

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

Monday and Thursday 7:45 P.M.

Kingston Gallery 2

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

Vanessa-Mae, violinist Vanessa-Mae will play the Tchaikovsky

Violin Concerto in D Major with the New York Philharmonic Orchestra

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

Kingston Concert Hall

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

POP CHRISTMAS



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



Kingston Gallery 2

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

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



Be sure to recycle this language.

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

Ask for information How about ___? What time's the _

Where is it?

Accept and decline

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

That's not for me. That's more my style. **Locations / Directions**

It's across from the _ It's around the corner

from the ___.

It's on the ___ side of the street

It's between ___ and _ Turn left at _

Go (Walk / Drive) to __

Talk about musical tastes

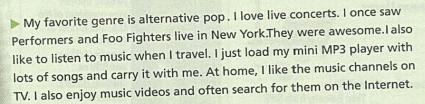
BEFORE YOU READ

- A Warm-up In what ways is music important to you?
- B Preview Read the question at the beginning of the article and the first sentence in each answer. What do you think "musical tastes" are?

READING



What are your musical tastes?



Damir Rudic

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

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



Moon-Jeong Curie Lim Marketing manager, Seoul, Korea

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

Adam Klagsbrun

Sales representative, New York, USA



 F 3 Ms. Lim buys lots of CDs in F 4 Mr. Klagsbrun always prefer Make personal comparisons 	rs live concerts to CDs. He sarre you like:	m Klagsbrun. I listen
Mr. Rudic, Ms. Lim, or Mr. Klagsbrun? Ex	xplain how. to music wh	on your ActiveBook Self-Study Disc:
NOW YOU CAN Talk about 1	musical tastes	Extra Reading Comprehension Question
Frame your ideas Fill out the surve	y about your musical tastes.	environment in the second
MUSIC IN YO	UR LIFE	TAKE THE SURVEY!
1. Are you a music fan? yes no		n go to concerts? n sometimes onever
2. What's your favorite kind of music?	drive me What I	he radio on music videos MP3s on TV music channels cassettes other many CDs do you own? e 1–50 50–100 100–200 re than 200 kinds of music?
About me	About my partner	courself and your testes in music.
I'm a pop fan.	Her favorite music is	pop, too.
B. STALLING D.	* The sentence	THE RESERVE OF THE PARTY OF THE
C Discussion Now use the notepad to your musical tastes. 66 My partner and I are really		Text-mining (optional) Underline language in the Reading on page 22 to use in the Discussion. For example "I'm into"

Review



More Practice

ActiveBook Self-Study Disc

grammar · vocabulary · listening reading · speaking · pronunciation

A **♦** Distening comprehension Listen to the conversations about entertainment and cultural events. Complete the chart with the kind of event and the time of the event.

B ♠ Look at the chart and listen again. Circle the event if the person accepts the invitation.

	Kind of	event	Time of	event
1				
2				
3				

Complete each conversation, based on the picture.



B:'s the show?

A: Eight o'clock.



A: I'm sorry I'm late. This is awesome. What time did it start?

B: 6:30. Don't worry. You didn't miss much.



A: Hello?

B: Hi. I'm calling from the Beekman Gallery. There's an of paintings from France.

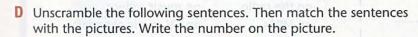
A: Sounds great! Meet you there fifteen minutes?



A: Are you free Monday evening? Dr. Benson is giving a on the native plants of the desert. Do you want to go?

B: That depends. time?

A: It's 7:00.



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



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

4 corner The house is around the street and across the









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

My name is Kazu Sato. I'm from Nagoya. I'm a

classical music fan. I love Mozart ...

WRITING BOOSTER - p. 142

- The sentence
- Guidance for Exercise E



ORAL REVIEW

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

Pair work Create conversations for the two people.

1 Ask and answer questions about the ads.

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

Q: Where's the lecture?

A: It's ...

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

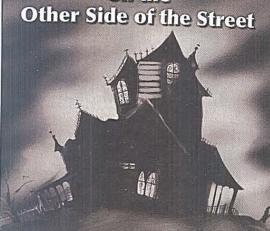


The Journal News- October 22

Today's Entertainment

B16





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

PLAZA THEATER

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

PLAYS

Wicked
Hill Street Theater

660 North Main 8:30 P.M.



OTHER EVENTS - Talks/Lectures

James M Cowan A Plan for Everyday Life

Lecture, discussion, book signing

Books and Other Precious Things 400 Jackson Street 6:45 P.M. In a world where anything could happen, at any time.

DO YOU HAVE ANY
WATER IN THAT BOTTLE?

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

Do You Have Any Liquids?

Mama Cruz Rachel Weldon

CinePlex 2

5:25, 7:05, 9:30

MUSIC

Billy Joel

singer / songwriter

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

NOW I CAN...

Accept or decline an invitation.

Express locations and give directions.

Make plans to see an event.

Talk about musical tastes.

The China Philharmonic Orchestra with The Shanghai Opera House Chorus Mozart's Requiem

Symphony Hall, 8:00 P.M.

UNIT 3

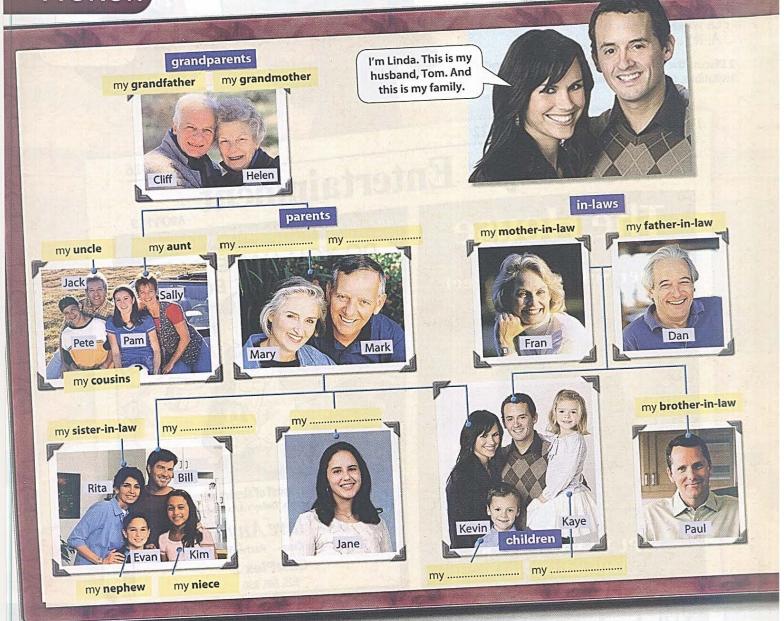
The Extended Family

GOALS

After Unit 3, you will be able to:

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

Preview



- A Look at Linda's photo album. Fill in the missing words in the yellow boxes.
- B (*)) Vocabulary The extended family Listen and repeat.
- C Pair work Ask and answer questions about Linda's relatives. Use Who.

66 They're Tom's in-laws.

D 49) Photo story Read and listen to two women discussing family photos.



Anna: Who's that guy? Your brother?

Jane: No, that's my brother-in-law,
David. He's married to my older
sister, Laura. And this is their son,
Michael. He's adopted.*

Anna: Do they have any other

children?

Jane: Just the one. He's an only child.



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

Jane: Actually, they live there.

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

Jane: About twice a year.



Anna: And what about these kids? Jane: They're my younger sister's. Vicky's the girl. And these are her little brothers, Nick and Alex.

Anna: Nick and Alex look so much alike! Are they twins?*

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

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

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

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

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

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

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

€ How many	s do you have?	99
------------	----------------	----

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

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

1 (have) A: your cousin any children?	3 (work) A: your father in Quito?
B: Yes, she She two kids—a girl and a boy.	B: Yes, he He for the government.
2 (live) A: your grandparents in Sydney?	4 (like) A: your cousin hip-hop?
B: No, they They in Ottawa.	B: No, he He it
CONVERSATION MODEL	
A (3) 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!	The second secon
B: Thanks!	
A: So tell me about her fiancé.	
B: Well, he works at PBM. He's an engineer.	
Or bad news	
B: Actually, I have some bad news. My sister just got divorced.	
A: I'm sorry to hear that. Is she OK?	
B: Yes, she is. Thanks for asking.	
B (1)) Rhythm and intonation Listen again and repea Then practice the Conversation Model with a partner.	t. 8 Pair work Ask your partner to
NOW YOU CAN Report news about re	lationships and a second secon
	the Verdular Area and the Verdular Verdular Area and the Verdular
A Notepadding Imagine that you have good or bad	B Pair work Personalize the Conversation Model to tell your partner your news. Then change roles.
news about someone in your extended family (or use real news). Write notes to plan a conversation.	2 Similar file
	A: What's new?
Relationship to you:	B: Actually, I have some news. My
What's the news?	A: A: Sand slemis ed Sandhael d
what's the news:	
Check and interest of the second of the seco	Don't stop! • Ask <u>yes</u> / <u>no</u> questions.
Where does he / she live?	Is [she]? / Does [he]? / Do [they]?
What does he / she do?	Use the simple present tense to say more. He lives They have
Other information:	She works They don't have
See Heart	
good news bad news	C Change partners Report other good or bad news.
got married got separated	
got engaged got divorced	

got married got engaged

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

GOAL

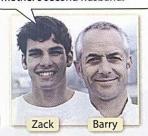
Describe extended families

VOCABULARY

Other family relationships

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

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



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

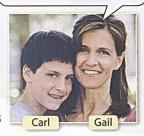


Jim is my stepbrother. His mother married my father.

Kayla is my stepsister.



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



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



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

2

Rob's my half-brother.



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

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

66 Carl's stepmother is Gail. ""

C (□) Listening comprehension Listen to the speakers and infer the relationships. Use the Vocabulary to complete each statement. Listen again if necessary.

4 Leo is his

3 She calls her "Mom."

5 Hank is her

GRAMMAR

The simple present tense-information questions: Review

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

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

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

GRAMMAR BOOSTER - p. 127

Information questions in the simple present tense:

- Form
- · Questions with Who
- Common errors

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

B Grammar practice Complete the conversations with the	e simple present tens <mark>e.</mark>				
1 A:	4 A:				
2 A: My stepfather in a restaurant.	B: They come home once a year.				
B: Really? he? not people bout base	- Carlo Manual 1 - 10 - 10 - 10 - 10 - 10 - 10 - 10 -				
A: He's the chef and manager.	B: He at the hospital around the corner.				
3 A: My sister with her family in Dublin.	A: your aunt there, too?				
B: Dublin? kids she have? A: I have two nephews, both adopted.	B: No, She's a homemaker.				
CONVERSATION MODEL					
A (*)) Read and listen to people describing their families.					
A: Do you come from a large family?					
B: Not really. I have two brothers.					
A: What about aunts and uncles?					
B: Well, I have three aunts on my father's side. And on my mother's side, I have two aunts and three uncles.					
A: That's pretty big!					
B (*)) Rhythm and intonation Listen again and repeat. Then practice the Conversation Model with a partner.					
NOW YOU CAN Describe extended fami	lies not the tage				
A Notepadding List your extended family relationships on the notepad.	On my father's side On my mother's side				
B Pair work Personalize the Conversation Model. Then change roles.	On a separate sheet of paper, write six sentences descri				
A: Do you come from a large family?	USTENING COMPREHENSION				
B: I have	acts and an experience of a particular large of the				
A: What about?	and her siden Laura. Check the statements that are to				
B: Well, I have on my 's side.					
And Don't stop! Ask for more information	on.				

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

What ___? Where ___?

Tell me about your [aunts]. Does she ___? / Do they ___? Is she / Are they [single]?

Who ___?

How often . How many _

A:

Compare people

BEFORE YOU LISTEN

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



We look the same.

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

Both of us like folk music.



We don't look alike. look different.

We wear We like

different clothes.

I like folk music, **but** he likes classical.

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

LISTENING COMPREHENSION

A (*) Identify similarities and differences Listen to Lucille Kennedy talk about herself and her sister, Laura. Check the statements that are true. Explain your answers.

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

B Listen to take notes Listen again for what Lucille says about these topics. On your notepad, use the Vocabulary to write sentences about how she and her sister are different.

favorite colors	sports preferences
Command Services	a medical ad minimals. In the latest the lat
musical tastes	families

PRONUNCIATION

Blending sounds

/d∧∫i/
1 Does she have any stepchildren?

/dʌzi/
Does he live near you?

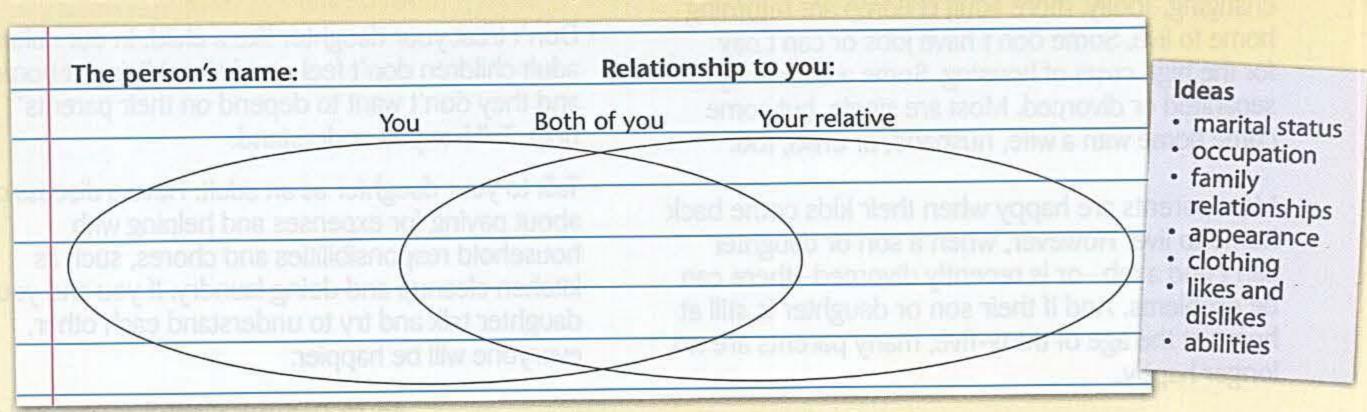
/ds/i/

/dʌzi/

- 2 How many stepchildren does she have?
- 4 Where does he live?
- B Now practice the questions on your own. Pay attention to blended sounds.

NOW YOU CAN Compare people

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



B Pair work Tell your partner about you and your relative. Use your notepad.

Then compare other people in your families.



Be sure to recycle this language.

Similarities and differences
How are you alike?
How are you different?
Do you look alike?
Do you both ___?
Do you ___ the same ___?

For more information

How about ___ ?

Do you have any ___ ?

How old ___ ?

What does your ___ do?

Where does your ___ live?

How many ___ does your ___ have?

My cousin and I are both single. ""

2 According to econdecording to M

BEFORE YOU READ

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

READING





Ask Mr. Dad with Armin Brott

Home

About "Ask Mr. Dad"

Ask a Question

About Armin Brott

Visit mrdad.com

When Adult Children Come Home

- My wife and I recently sent our last child off to college. We are ready to sell the house and travel, but our oldest daughter doesn't have a job and plans to move back home. What should we do?
- Most North Americans expect their children to move out of the house at eighteen. But that's changing. Today, more adult children are returning home to live. Some don't have jobs or can't pay for the high costs of housing. Some are recently separated or divorced. Most are single, but some come home with a wife, husband, or child, too.

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

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

Ask Mr. Dad your question at askmrdad.com.

Source: mrdad.com

A Confirm facts Complete each statement.

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

- c find a job
- d get married

1 Check the reasons adult children are moving back home. ☐ They don't have jobs. ☐ They get divorced. ☐ They can't afford housing. ☐ They feel good about living with their parents.	What are Mr. Brott's suggestions to the father! ☐ to sell his house and go traveling ☐ to discuss chores at home ☐ to ask his daughter to find a job ☐ to try to understand his daughter ☐ to not worry too much about his daughter		
☐ They want to depend on their parents.	On your ActiveBook Self-Study Disc: Extra Reading Comprehension Questions		
Discuss family sultural t	traditions		
NOW YOU CAN Discuss family cultural t	Haultions		
A Frame your ideas Complete the survey about adult country. Then compare answers with a partner.	children in your		
Living A	t Home?		
At what age do children usually leave home in your country?	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.		
☐ between 26 and 30	☐ They don't think about it.		
over 30	☐ They don't want them to stay.		
☐ It depends on their marital status.	Other		
What are the reasons adult children usually leave home?	What do adult children usually do when they live at home?		
☐ They get a job.	☐ They help with the chores.		
☐ They get married.	☐ They help pay for expenses.		
☐ They go away to study.	☐ They look for a job.		
☐ They don't want to depend on their parents.☐ Other	☐ They look for a new place to live.☐ Other		
	JOHN 20 S		
B Notepadding Write some similarities and differences your country and those Armin Brott describes.	s between family cultural traditions in		
What's the same?	What's different?		
villat suite same:	By Courins? Yes, I do. I have seven.		
	S. At. Where		
	B: My brother lives near me,		
THE REAL PROPERTY OF THE PARTY	B: Children? Yes, My sister has two daughters.		
The County of th	and married arrays by tondy observer and multi-life		
letents (Line p. 17 L	wire about how they are similar and how they are diff		
C Group work Now imagine that you are speaking to a visitor to your country. Explain the family cultural traditions in your country about adult	Text-mining (optional) Underline language in the Reading on page 34 to use in the Group Work. For example: "Most parents are happy when"		
children living at home.			

Review



grammar · vocabulary · listening reading · speaking · pronunciation

A (*)) Listening comprehension Listen to the people talking about their families. Check the box for family size for each speaker. Then listen again and an ambient brother write the number of children in each person's family.

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

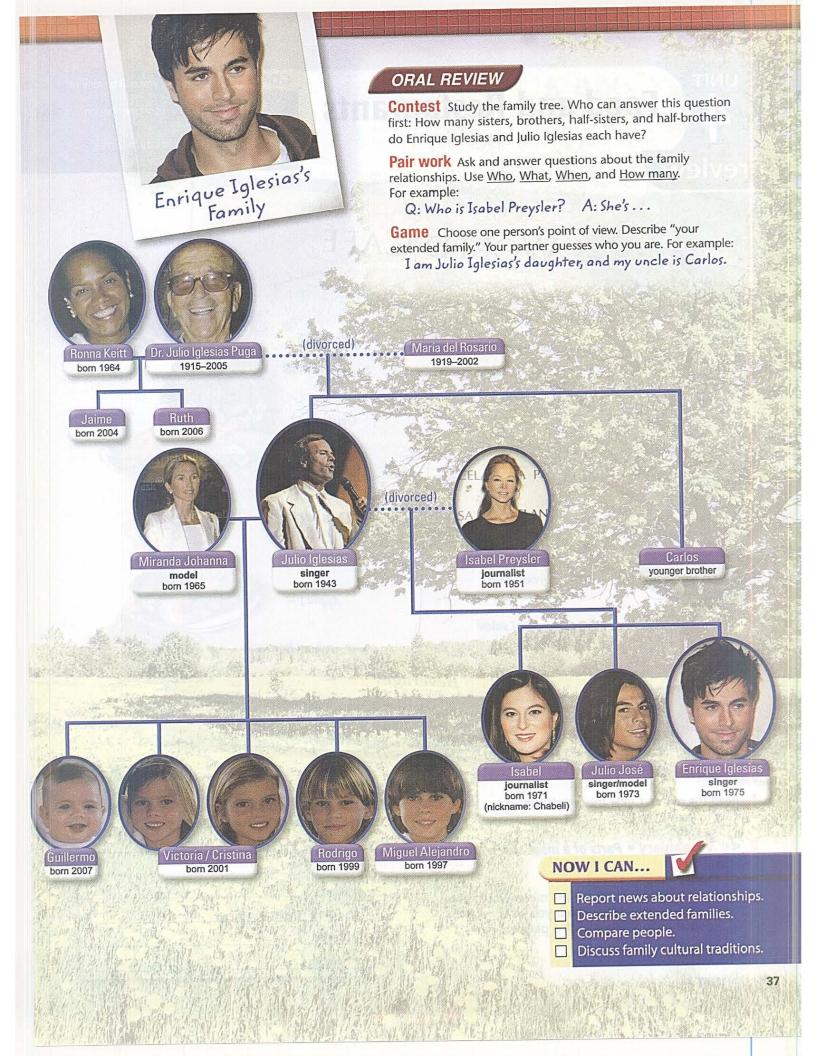
B C	omplete the sentences with the correct word or phrase.	
1	Larry doesn't have any brothers or sisters. He's an	ille ab spartide en 🕝 🚽
2		
3	Jun's brother has two daughters. They are Jun's	
4		
5		
6	Jill's father married Wendy's mother. Jill's father is Wendy's	Soft no above epit is 12
7	Julie and Brett are divorced. Brett is Julie's	
	Teresa's mother has two brothers. They are Teresa's	consily leave bone
CC		
	the state of the day from the	
1	A: Wheredol a vel dod widt	12.7 YAND OD YANT L
	B: My brother lives in Cuzco, Peru.	
2	2 A: What	
	B: My sister's a nurse.	
3	A: How many	?
	B: I have two sons and a daughter.	
,	I A:	
-4	B: Cousins? Yes, I do. I have seven.	! Vellies and strain
-		
5	5 A: Where	?
	B: My brother lives near me.	
6	S A:	?
	B: Children? Yes. My sister has two daughters.	2:18/2:19
	Vriting On a separate sheet of paper, compare two people in your family.	"An Only Child" Lyrics p. 149

about how they are similar and how they are different.

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

WRITING BOOSTER • p. 143

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



Food and Restaurants

GOALS

After Unit 4, you will be able to:

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

Preview

WORLD CAFÉ

Today's Specials



Appetizers

Potato soup Colombian Style

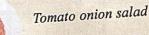


Fried squid with spicy tomato sauce



Salads

Mixed green salad





Brazilian steak

Grilled fish

Roast chicken



Ice cream

Apple pie

German chocolate cake



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

- A Read the menu. Circle the words that are new to you.
- B **◆**(*)) **Vocabulary •** *Parts of a meal* Listen and repeat.
- **C** Pair work Which foods on the menu would you like to order? Are there any foods you wouldn't like to order? Compare tastes with a partner.
- **D Notepadding** Write the name of at least one dish from your country for each category.

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



Server:* Are you ready to order? Or do you need some more time? Customer: I'm ready, thanks. I think I'll start with the potato soup. Then I'll have the roast chicken. What does that come with?



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

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



Server: Certainly. And anything to drink?

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

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

Server: Portuguese speaker

F	Infer	meaning	Check the correct answers.

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

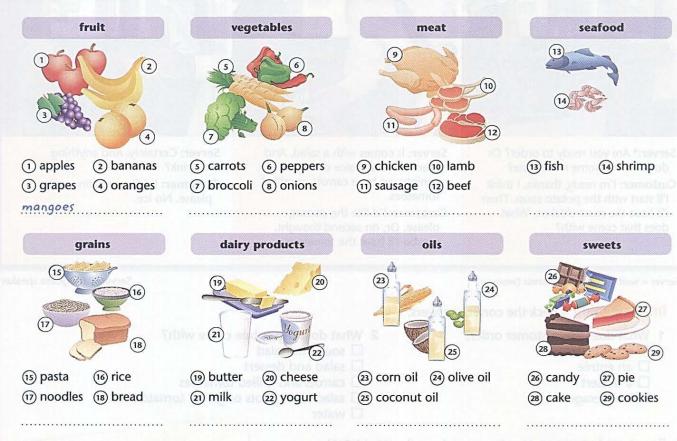
- 2 What does the entrée come with?
 - ☐ soup and salad
 - ☐ salad and dessert ☐ carrots and grilled tomatoes
 - ☐ salad and carrots or grilled tomatoes
- G Focus on language Use the menu from the World Café. Complete each statement.
 - 1 I think I'll start with the
 - 2 Then I'll have the
 - 3 For my main course, I'd like the
 - 4 For dessert, I'll have the 5 To drink, I'd like
- H Pair work Read your statements to a partner. Your partner writes your order on the notepad. Then listen to and write your partner's statements.



VOCABULARY

Categories of food

A (3) Read and listen. Then listen again and repeat. Add another food to each category.



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

GRAMMAR

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

Use <u>there is</u> with non-count nouns and singular count nouns. Use <u>there are</u> with plural count nouns.

There's milk and an apple in the fridge.
There are oranges, too. But there aren't any vegetables.

Use there is with anything and nothing.

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

NOT Are there anything to eat?

GRAMMAR BOOSTER - p. 127

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

Remember:

- Count nouns name things you can count. They are singular or plural.
- Non-count nouns name things you cannot count. They are not singular or plural.
- Don't use <u>a</u>, <u>an</u>, or a number with non-count nouns.

rice NOT a rice NOT rices

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

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

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

CONVERSATION MODEL

- A (1)) Read and listen to someone asking for a restaurant recommendation.
 - A: Could you recommend a restaurant for this evening?
 - B: Sure. What are you in the mood for?
 - A: I don't know. Maybe a sandwich. I'm not very hungry.
 - B: Actually, there's a great place nearby. It's called Tom's. Would you like directions?
- B (*)) Rhythm and intonation Listen and repeat. Then practice the Conversation Model with a partner.



NOW YOU CAN Ask for a restaurant recommendation

- A Pair work Change the Conversation Model. Ask for a recommendation for today, tonight, dinner, breakfast, or lunch. Recommend a restaurant from the map. Then change roles.
 - A: Could you recommend a restaurant for?
 - B: What are you in the mood for?
 - A: I don't know. Maybe I'm
 - B: Actually, there's a great place nearby. It's called Would you Don't stop! like directions?

Be sure to recycle this language.

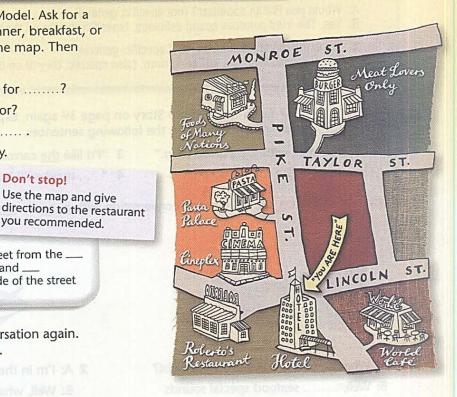
Locations around the corner across the street across from the _

down the street from the ___ between ___ and _ on the ___ side of the street

Use the map and give

you recommended.

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



Order from a menu

CONVERSATION MODEL

- A (1) Read and listen to someone ordering dinner from a menu.
 - A: I'll have the pasta for my main course, please. What does that come with?
 - B: It comes with soup or a salad.
 - A: What kind of soup is there?
 - B: There's tomato soup or chicken soup.
 - A: I'd like the salad, please.
 - B: Certainly. And to drink?
 - A: Water, please.
- B (1)) Rhythm and intonation Listen again and repeat. Then practice the Conversation Model with a partner.



GRAMMAR

Definite article the

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

- A: It comes with a salad.
- B: OK. I'll have the salad.

Also use the to talk about something specific.

- A: Would you like an appetizer? (not specific; general)
- B: Yes. The fried potatoes sound delicious. (specific; they're on the menu)
- A: I'm in the mood for seafood. (not specific; general)
- B: Then I recommend the grilled shrimp. (also specific; they're on the menu)

Remember:

The indefinite articles are a and an.

a salad a beverage

an appetizer an entrée

GRAMMAR BOOSTER > n 1

• Some and any

- A Find the grammar Look at the Photo Story on page 39 again. Explain why the customer uses the definite article the in the following sentences.
 - 1 "I think I'll start with the potato soup."
- 3 "I'd like the carrots, please."
- 2 "Then I'll have the roast chicken."
- 4 " . . . maybe I'll have the tomatoes."
- B Grammar practice Complete each conversation with a, an, or the.



- 1 A: What do you feel like eating tonight?
 - B: Well, seafood special sounds delicious.



- 2 A: I'm in the mood for really spicy dish.
 - B: Well, what about Thai chicken? Thai food is usually spicy.



3	A:	There are two kinds of soup: chicken noodle and mixed	
		vegetable.	

- B: I think I'd like chicken noodle. I'm not big vegetable fan.
- A: What would you like for your main course? We have nice grilled chicken special on menu tonight.
 - B: That sounds good. I'll have chicken special.

			A 324 RE	1	STATE OF THE PARTY.
		IHIL	I Pall	A Ver sel i	MY.VI
and m 1	W/V.	INIV	107/	_ W III A	ON

The

- A (*)) Compare the pronunciation of the before consonant and vowel sounds.

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

the chicken

the soup

the juice the hot appetizer

the fried eggs

/i/ (before vowel sounds)

the orange juice

the onion soup

the apple juice

the appetizer

the eggs

B Write a check mark if the <u>underlined</u> word begins with a vowel sound.

the egg salad

☐ the <u>apple</u> cake

☐ the <u>clam</u> soup

☐ the Chinese food

☐ the ice cream

☐ the <u>olive</u> oil

☐ the tomato sauce

the <u>chocolate</u> milk

☐ the <u>grilled</u> fish

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

NOW YOU CAN

Order from a menu

- A With a partner, invent a restaurant. Give your restaurant a name. Write foods on the menu. Include two or more choices for each category.
- **B Pair work** Use your menu to order food. Pay attention to count and non-count nouns and definite and indefinite articles. Then change roles.
 - A: I'll have for my main course, please.
 What does that come with?

B: It comes with

A: What kind of is there?

B: bla loure book

Don't stop!

A: I'd like, please.

· Order an appetizer or a soup.

B: Certainly. And to drink?

A: please.

Order dessert.

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

Welcome to

(+0	Irai	ta	re	of	e	nam	(1
ĺ	urai	ta	re	JI	le	nam	(1

appetizers:

soup:

entrées:

beverages:

All entrées come with:

GOAL

Speak to a server and pay for a meal

BEFORE YOU LISTEN

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













LISTENING COMPREHENSION

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

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

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

 B: You're right. Excuse mel

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

B: Excuse me!

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

B: Right. Excuse me!

B: Excuse me!

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

B: Excuse me!

B: Excuse me!

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

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

appetizer
soup de Infidite de la Verifica de la
salad mis animos diff-right vertel
main course who had a enistance with a
beverage
dessert



Parkview Restaurant

Appetizers

cakes

Mini cheese pies Mixed grilled vegetables

Soup

Spicy shrimp Chicken and rice French onion

Salads

Tomato pepper Green bean Carrot Entrées

Roast beef Fried fish

Pasta with tomato sauce

Choice of Vegetables: Broccoli, Grilled tomatoes, Potatoes (any style)

Desserts

Ice cream sandwiches
Banana cake
Chocolate pie

Mixed fruit salad Fruit and cheese plate

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

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

Be sure to recycle this language.

Discuss food

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

Serve food

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

Order food

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

Pay for food I'll / We'll take the check,

please.
Is the tip included?
Do you accept credit cards?

BEFORE YOU READ

A Vocabulary • Adjectives to describe the healthfulness of food Read and listen.

Then listen again and repeat.

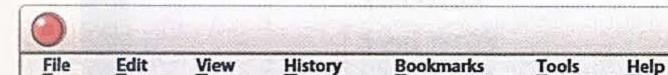
healthy / healthful is good for you unhealthy / unhealthful is bad for you fatty / high-fat contains a lot of oil salty contains a lot of salt

high-calorie can make you fat or overweight low-calorie is not going to make you fat

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

READING





Get Smart! Eating on the go

Home

Eating on the go

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



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



Cut down on mayo.



Skip the fries.

• Fill up on veggies.

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

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



Get a side salad.

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

Source: fruitsandveggiesmatter.gov

neanings. The	en, on a se	eparate shee	he following words and pet of paper, use the word	s to write your ov	vn sentences.	
1 "veg	gies"		a the amount you eat	at one time		
2 "side	order"		b not choose			
3 "go f	or"		c vegetables			
4 "skip	" or "avoi	id"	d choice			
5 "por	tion"		e something you eat	with your main co	ourse	
6 "opti	ion"		f choose			
nfer inform cut down on	ation Wi calories? f	hich tips on at? salt? sug	the website can help you ar? Explain how.		ActiveBook Self-Study ading Comprehensi	
IOW YOU	CAN	Discuss	food and health		&&Eronch fri	es are not healthy.
Write an X	next to th	ne foods you	ext to the foods you thin think are not. Then disc of the foods are unheal	uss your answers	They're to	661 agree. 7
		and in later		M		
	rice		french fries	☐ hot pepp	pers	ice cream
	s: nuts, chi		chicken	salad		pasta with sau
3 Notepado	ling List	other foods	and drinks you think are	good for you and	d bad for you.	
Hea	althy foods	tird series	Unhealthy food	ds all execute Pause	net for Julian	
ora	inges	nerichen	salty foods, li	ke potato chips		
Indo star	st in the		Salaran Valley			
		13		m ains		
nuo e ro	Control of the Ex-	unem adt ac	DOUGH STEIN HIT IS	unem adi no atro		
Suggest h	ealthy eat	ting tips. Use		iss. La ellew, nego oo nuov ni zboot	Text-mining (c Underline more Reading on page Discussion. For	e language in the
Be su	re to recy	cle this lan	guage.		"Have ra	other than"
	ories of fo	oods	Adjectives healthy / unhealthy	Verbs skip / avoid		

Review



Active book self-study bisc

grammar · vocabulary · listening reading · speaking · pronunciation

	the people? Choose at	rehension Listen to the thome or in a restaurant isten again and complet	. Then predict what ea	ach "blevs"	
		an are (at home / in a re			
	2 Caroline and her mHer mom is probab3 The man and wom	om are (at home / in a r bly going to say, "But Ca an are (at home / in a re	estaurant). roline, are real	ly	nter laformatik ut down on cale
	It's possible that he	's going to say, "	the grilled		
		ome / in a restaurant). e's going to say, "Terrific	! Let's an ome	let and a salad. I'm real	ly!"
В	Write examples of foo	ds for each description b	elow.		
	Spicy foods	Salty foods	Sweet foods	Fatty foods	
		The Company of the Company	The second secon		
	2 3	haler		"The World Café Lyrics p. 149	Sun selbere 🖬
D	Complete each senter	nce with a form of there	is or there are.		
		much pepper in the sou		an inexpensive re	
		not too much sugar i 't good for you.			
	3 Excuse me. I'm loo		7two sand	enough cheese ir	the fridge for
	the neighborhood?	good restaurants in		awiches? e mood for soup. What	kind of soup
	4 any	low-fat desserts on the r		on the menu?	
E		te sheet of paper, write a tences about foods in yo		if you can	
	In my country	we eat a lot of vegetabl	es. Vegetable soup is a		
	very typical ap	petizer	~~~	WRITING BOOSTER -	- Contract
		The state of the s		 Connecting words an ideas: and, in additional ideas 	nd l



Technology and You

GOALS

After Unit 5, you will be able to:

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

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

Preview





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

Blue Dot Bluetooth® Earphone \$32.99 Reg \$39.99

For any Bluetooth® v2.0 compatible device



















A (*)) Vocabulary • Electronics Listen and repeat.

- a laptop (computer)
- a desktop (computer) an earphone
- a GPS
- a DVD player
- a flash drive
- a digital camera headphones a projector an MP3 player a camcorder speakers
- **B Discussion** Choose a product from the ad that you would like in order to replace an old one. Discuss the reasons. Use this vocabulary or your own ideas.

(ii)) Replacing products

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

manufactured

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



Don: This printer's driving me crazy!

It's on the blink again.

Erin: What's wrong with it?

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

absolute lemon.

Erin: No, seriously, what's the

problem?



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

Erin: OK. And ...?

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

at all!

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



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

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

- **D** Focus on language Find the following sentences and phrases in the Photo Story. Choose the statement that is closer in meaning to each sentence.
 - 1 "This printer's driving me crazy!"
 - a I love this printer!
 - **b** I hate this printer!
 - 2 "It's on the blink again."
 - a The printer has a problem.
 - **b** The printer is OK.
 - 3 "It's an absolute lemon."
 - a It's very bad.
 - b It's very good.

- 4 "... the thing's an antique."
 - a It's very new.
 - b It's very old.
- 5 "Don't bother. It's not worth it."
 - a I don't want to fix the printer.
 - **b** I want to fix the printer.
- 6 "... you're ready for an upgrade."
 - a You need a new printer.
 - **b** Someone needs to fix your printer.
- **E Pair work** Make a list of five electronic products that are necessary for your life. Put them in order from most important (1) to least important (5). Compare lists with a partner. Explain why each product is necessary for you.

	Product	Why necessary?
1	Caraca Carac	
2		
3		
4		
5		

CONVERSATION MODEL

- A (*)) Read and listen to someone suggesting a brand and a model.
 - A: Hey, Lisa. What are you doing?
 - **B:** I'm online. I'm looking for a flat screen TV. Any suggestions?
 - A: What about a Clarion? I hear the LP 10 is great. And it's inexpensive.
 - B: Really?
 - A: Yes. You know, I'm going shopping later. Would you like to come along?
- B (*)) Rhythm and intonation Listen again and repeat. Then practice the Conversation Model with a partner.



GRAMMAR

The present continuous: Review

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

Actions in progress

Future plans

A: What are you doing right now?

A: What are you doing tomorrow?

B: I'm looking for a laptop.

B: I'm buying a digital camera.

Questions

Are you looking for a cell phone? (Yes, I am. / No, I'm not.)
Are they buying a GPS? (Yes, they are. / No, they're not.)
Is he using the computer? (Yes, he is. / No, he's not.)
Where are you going? (To Technoland.)
Who's buying the new cell phone? (My wife.)

GRAMMAR BOOSTER > p. 130

The present continuous:

Spelling rules

Form and usage rules

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

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

PRONUNCIATION

Intonation of questions

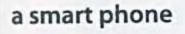
³:∘8 ■√") Listen and check for rising or falling into	nation. Then take turns saying each question.
1 What are you doing?	3 What time are you going?
2 Are you buying a computer?	4 Is she looking for a new printer?

VOCABULARY

More electronics

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







a cell phone / a mobile phone



a scanner



a photocopier a fax machine



- Integrated practice Complete each conversation with an electronic product from pages 50-53 and the present continuous.
 - 1 A: to Electronica tomorrow? B: Yes. for a new Marian / go The old one is broken, and she listens to music while she's exercising.
 - 2 A: Why a?
 - her old one / not work 3 A: Can I use your? B: Sure. But just a minute. Right now
 - B: She sends a lot of e-mails to her friends, and
- 4 A: a new presentation, and she wants to use these pictures.
 - B: She's welcome to use my It's really great.
- 5 A: Is it possible to use your for my son's birthday party?
 - B: Sure. What day? it tomorrow at the school play. After that, you can have it.
- - B: A music video. Now that they have a, they watch all day!

NOW YOU CAN Suggest a brand or model

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

- A Pair work Change the Conversation Model, using these ads or ads from a newspaper or online store. Then change roles.
 - A: I'm looking for Any suggestions?
 - B: What about ? I hear the is And it's
 - A: Really?
 - B: Yes. You know, I'm going shopping Would you like to come along?
- Be sure to recycle this language.

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

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



Don't stop!

the invitation.

Accept or decline







oday only

Horizon

Model B308



Model 2400

Printmore

Model GX 200



Express frustration and sympathy

CONVERSATION MODEL

A (*)) Read and listen to people expressing frustration and sympathy.

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

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

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

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

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



when we will be supported by the support of the sup



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

17 a vacuum cleaner

VOCABULARY

Household appliances and machines

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



14 a freezer

15 a refrigerator / a fridge

13 a blender

12 a dryer

11 a washing machine

It's an air-conditioner. It's a Cool Wave. appliance: It's not working? That's a shame. About thirty, I think. appliance: Oops! Sorry about that. Sounds great! Wow. That sounds great. Ym sorry to hear that. Sure. Just a second. Wow YOU CAN Express frustration and sympathy	leaning or washing For food preparat	tion	For cooking	For storage
Listen to predict Listen and write the name of the appliance. Then listen again and dict what the other person will say. Check the box. appliance: Statistic				
Listen to predict Listen and write the name of the appliance. Then listen again and dict what the other person will say. Check the box. appliance: S appliance: S appliance: Just use a little more water. Sure. No problem. I think the machine is defective.				
sit it what the other person will say. Check the box. ppliance: 5 appliance: 1				
dict what the other person will say. Check the box. appliance:				
dict what the other person will say. Check the box. appliance: 5 appliance: 1				
Sappliance:	Listen to predict Listen and write the nadict what the other person will say. Check t	ame of the a	appliance. Then listen	again and
Sure. No problem. appliance:	appliance:	5 applia	nce:se a little more water.	
It's an air-conditioner. Yeah. I'm so glad I bought it! Ithink it's time for an upgrade. appliance:		☐ I thin	k the machine is defec	ctive.
appliance:	appliance:	☐ Yeah.	I'm so glad I bought	it!
It's not working? That's a shame. It's a lemon. About thirty, I think. Wow. That sounds great. About thirty, I think. Wow. That sounds great. Appliance: Sappliance: I'm sorry to hear that. Sure. Just a second. WYOU CAN Express frustration and sympathy Notepadding Think of five products and brands that don't work well. Write them on the notepad. Product Brand Product Brand Brand A hair dryer Beautiful Hair				
appliance:	It's not working? That's a shame.	☐ It's a	lemon.	
Sounds great! Sure. Just a second. Notepadding Think of five products and brands that don't work well. Write them on the notepad. Product Brand Product Brand Product Brand Product Brand Product Brand Sure. Just a second. Product Brand Deavtiful Hair Product Brand Sure. Just a second. Sure. Just	appliance:	8 applia	ance:	
Notepadding Think of five products and brands that don't work well. Write them on the notepad. Product Brand Product Brand Product Brand Product Brand Product Brand Use your own products and brands. Express frustrate and sympathy. Use the negative descriptions vocabulary from page 54. Then change roles. A: Hi, How's it going? B: But my's not working again. A: Again? What brand is it?				
Notepadding Think of five products and brands that don't work well. Write them on the notepad. Product Brand Learning Product Brand Beautiful Hair Product Brand A hair dryer Brand Beautiful Hair Product Brand A hair dryer Beautiful Hair Product Brand Beautiful Hair Product Brand Beautiful Hair Product Brand Beautiful Hair A hair dryer Beautiful Hair Beautiful Hair Product Brand Beautiful Hair Product Brand Beautiful Hair Product Brand Beautiful Hair Product Brand A hair dryer Beautiful Hair Beautiful Hair Beautiful Hair A hair dryer Beautiful Hair A hair dryer Beautiful Hair A hair dryer Beautiful Hair		-14		
Product Brand Use your own products and brands. Express frustrate and sympathy. Use the negative descriptions vocabulary from page 54. Then change roles. A: Hi, How's it going? B: But my's not working again. A: Again? What brand is it?	W YOU CAN Express frustrati	on and s	ympathy	
Product Brand Product Brand Product Brand Product Brand A Again? What brand is it?	lotepadding Think of five products and br	ands that		Prand
Pair work Change the Conversation Model. Use your own products and brands. Express frustrat and sympathy. Use the negative descriptions vocabulary from page 54. Then change roles. A: Hi, How's it going? B: But my's not working again. A: Again? What brand is it?	land work wall. Write them on the notenad			Dialiu
Pair work Change the Conversation Model. Use your own products and brands. Express frustrat and sympathy. Use the negative descriptions vocabulary from page 54. Then change roles. A: Hi, How's it going? B: But my's not working again. A: Again? What brand is it?	lon't work well. Write them on the notepad			Beautiful Hair
Pair work Change the Conversation Model. Use your own products and brands. Express frustrate and sympathy. Use the negative descriptions vocabulary from page 54. Then change roles. A: Hi, How's it going? B: But my's not working again. A: Again? What brand is it?	don't work well. Write them on the notepad.			Beautiful Hair
Pair work Change the Conversation Model. Use your own products and brands. Express frustrate and sympathy. Use the negative descriptions vocabulary from page 54. Then change roles. A: Hi, How's it going? B: But my's not working again. A: Again? What brand is it?	Product Bra			Beautiful Hair
Pair work Change the Conversation Model. Use your own products and brands. Express frustrate and sympathy. Use the negative descriptions vocabulary from page 54. Then change roles. A: Hi, How's it going? B: But my 's not working again. A: Again? What brand is it?	Product Bra			Beautiful Hair
Pair work Change the Conversation Model. Use your own products and brands. Express frustrat and sympathy. Use the negative descriptions vocabulary from page 54. Then change roles. A: Hi, How's it going? B: But my's not working again. A: Again? What brand is it?	Product Bra			Beautiful Hair
A: Hi,'s not working again. A: Again? What brand is it?	Product Bra			Beautiful Hair
and sympathy. Use the negative descriptions vocabulary from page 34. Then change roles. A: Hi, How's it going? B: Sut my's not working again. A: Again? What brand is it?	Product Bra			Beautiful Hair
B: But my's not working again. A: Again? What brand is it?	Product Brass 4 5 Pair work Change the Conversation Mode	and	1 a hair dryer own products and bra	ands. Express frustration
A: Again? What brand is it?	Product Brass 4 5 Pair work Change the Conversation Mode	and	1 a hair dryer own products and bra	ands. Express frustration
The state of the s	Product Bra Product Bra Product Bra Product Bra Product Bra A: Hi, How's it going?	el. Use your	own products and bray from page 54. Then	ands. Express frustration
B: It's	Product Product Bra 1 2 3 4 5 Pair work Change the Conversation Mode and sympathy. Use the negative descriptions A: Hi, How's it going? B: But my's not working ag	el. Use your	own products and bray from page 54. Then	ands. Express frustration change roles.

Describe features of products

BEFORE YOU READ

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

READING



Pro Musica



ore than a radio, more than a CD player, more than an MP3 player—the Pro Musica is the first complete music system for your entire life. The innovative, all-in-one Pro Musica fills all the roots from just

Program the Pro Musica to play
Metallica in the kitchen and Brahms in
the bedroom. Listen with the portable
wireless speakers or on your innovative
wireless earbuds. You and your spouse
can even be listening to two different
things in the very same room at the
same time. The sky's the limit!
And even better—you can take the
Pro Musica's remote and wireless speakers
with you anywhere—to the office, to your
friend's house for a party, or even to the
beach. Play anything, anywhere.







The Pro Musica wireless earbuds

FEATURES

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

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

- 2 A product that's easy to use is
- 4 A product that a lot of people like and buy is
- 5 A product that doesn't cost too much for most people is

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

Features guaranteed popular

portable affordable convenient

C (w) Listenin crazy gadgets	g comprehension l . Check all the adject	isten to the radio advertisem ives that describe each produ	ents for some ct.	gadget /'gædʒɪt/ n. a small tool or machine that makes a particular job easier
1 "The	Sleeper"	2 "Cool as a Cucumber"		Longman Dictionary of American English 3 "The Scribbler"
☐ convenient ☐ portable	popular affordable	☐ convenient ☐ popular ☐ portable ☐ affordab		ranteed convenient rdable popular
notes on a se	eparate sheet of paper. luct. Use the features	e three gadgets. Listen again a Then try to convince your pay ocabulary from the Reading	and take Extraortion to page 56.	your ActiveBook Self-Study Disc: a Reading Comprehension Questions
NOW YOU	J CAN Describ	e features of produc	ts	PROPERTY.
bad produ	ding Choose one goo uct (appliances, electr good and bad feature	od product that you own and onic products, gadgets, etc.) es on the notepad.	scanner	7 01 0.1
Produ	uct	Brand	Features	
	The sink is cloqued.	elealt floor 19	id. The toil	The fieldge is maiding a funny sow
				W
classmate	ion Describe the feat es about all the good I't recommend the Bird scanner. It's obsole		ur	1 mont open or ease. 2 won't turn on or elf. 3 make a tunny sound. (USTEVING POUTPHENERS)
	or each complaint.		a MP3 -to-date. ""	
				2 72 72 77 77
Be su	re to recycle this lang	guage.		

BEFORE YOU LISTEN

A • Vocabulary • Ways to state a problem Read and listen. Then listen again and repeat.



The window won't open / close.



The iron won't turn on.



The air-conditioning won't turn off.



The fridge is making a funny sound.



The toilet won't flush.



The sink is clogged.

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

LISTENING COMPREHENSION

A (*) Listen for details Listen to the conversations. Write the room number for each complaint. Then listen again and write another problem for each room.

GUEST COMPLAINT LOG

ROOM	PROBLEM	OTHER PROBLEMS?
203	The toilet won't stop flushing.	II. education service
	The fridge isn't working.	(S) Exception to a service Servi
di-	The sink is clogged.	M sub-e-qu telopog limit
EUN E		

- **B Discussion** Which problems on the guest complaint log are serious? Which are not serious? Explain your reasons.
- 66 It's serious when the sink is clogged. Water on the floor is very bad. 95



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

Room / place Problem(s)









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

Hello. Front desk.
Can I help you?

It's not working."

66 I'll send someone right away.



Be sure to recycle this language.

Telephone language Hello?

This is room ___. Can I call you back? Bye.

State a problem

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

Respond

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

Well, that is a problem.

Review

SCEID LINOS

ActiveBook Self-Study Disc

More Practice

grammar · vocabulary · listening reading · speaking · pronunciation

A	Listening comprehension Listen to the conversations about
	problems with products and appliances. Write a sentence to describe each problem.

Example: The fan won't turn on. 1 4

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

- Complete each conversation with a question in the present continuous. (It's possible to write more than one question.)
 - 1 A: Where tomorrow? B: We're going to My Electronics World. Want to come along?
 - 2 A: Are you a new camera?
 - B: Yes. Our old camera is obsolete. It's not digital.

- 3 A: When?
 - B: He's getting a smart phone for his birthday.
- 4 A: What?
 - B: Tomorrow? We're fixing our old printer.
- **5** A: What?
 - B: Right now? We're eating dinner.
- Complete each statement. Circle the correct word or phrase.
 - 1 This new toilet is (defective / portable). It doesn't flush.
 - 2 I think my TV is (affordable / broken). I hope it's fixable.
 - 3 Your computer is probably (obsolete / up-to-date). You should get a new one.
 - 4 This scanner is really a piece of junk. I think we should get (an upgrade / a lemon).
- Classify products, appliances, and gadgets on the following chart. Write at least three in each category. (Some products may go in more than one category.)

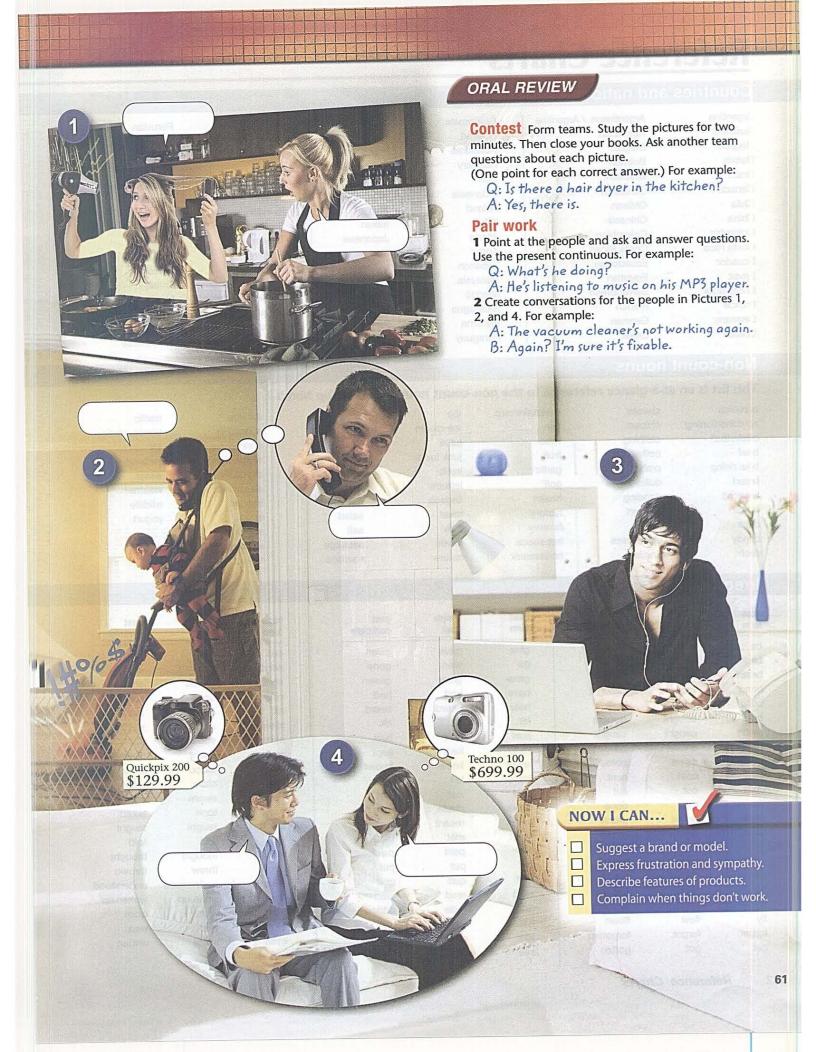
Portable	Popular	Convenient	Affordable	Good for communication	Good for entertainment	Good for cooking
					MP3 player	
		flo. Front desk.		arti no bezeti on the	Create conversa he front dask chi out things that	

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

I have a Hot Spot dishwasher and ...

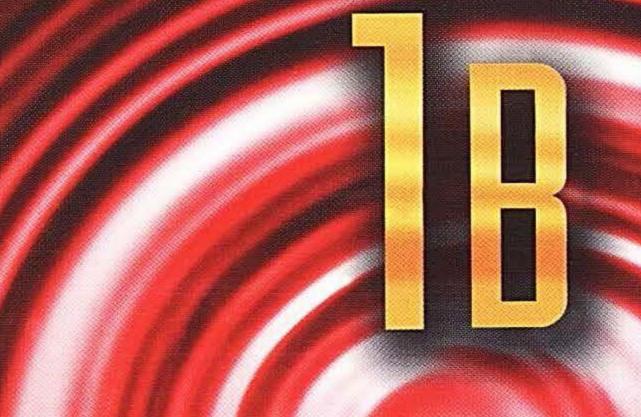
WRITING BOOSTER > p. 144

- Placement of adjectives
 Guidance for Exercise E



SECOND EDITION

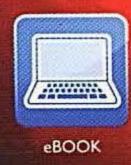
with ActiveBook



Joan Sadowc Allen Asdier









SECOND EDITION

English for Today's World



WITH WORKBOOK

Joan Saslow • Allen Ascher

With Top Notch Pop Songs and Karaoke by Rob Morsberger



CONTENTS agrallada bas wan to dilisaw a sa lawa a

	Learning Objectives for 1A and 1B	iv	
	To the Teacher	viii	
	About Your ActiveBook Self-Study Disc	ix	
	UNIT 6 Staying in Shape	62	
	UNIT 7 On Vacation	74	
	UNIT 8 Shopping for Clothes	86	
	UNIT 9 Taking Transportation	98	Name and Association
	UNIT 10 Shopping Smart	110	The Same of the Same
	REFERENCE CHARTS		
	Countries and nationalities	122	
	Non-count nouns	122	and the second
	Irregular verbs	122	
	Grammar Booster	131	
	Writing Booster	145	
	Top Notch Pop Lyrics		
	WORKBOOK		
	UNIT 6	W50	
	UNIT 7		
	UNIT 8	W69	
The state of the s	UNIT 9	W77	
	UNIT 10	W85	
	About the Authors		
	don't work - Ways to state a problem	noy b	0

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

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

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

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

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

To the Teacher

What is Top Notch?

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

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

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

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

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

*Summit 1 and Summit 2 are the titles of the fifth and sixth levels of the Top Notch course.

All Student's Books are available in split editions with bound-in workbooks.

The Top Notch instructional design

Daily confirmation of progress

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

A purposeful conversation syllabus

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

An emphasis on cultural fluency

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

Intensive vocabulary development

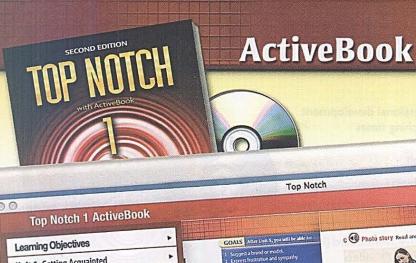
Students actively work with a rich vocabulary of high-frequency words, collocations, and expressions in all units of the Student's Book. Clear illustrations and definitions clarify meaning and provide support for independent study, review, and test preparation. Systematic recycling promotes smooth and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

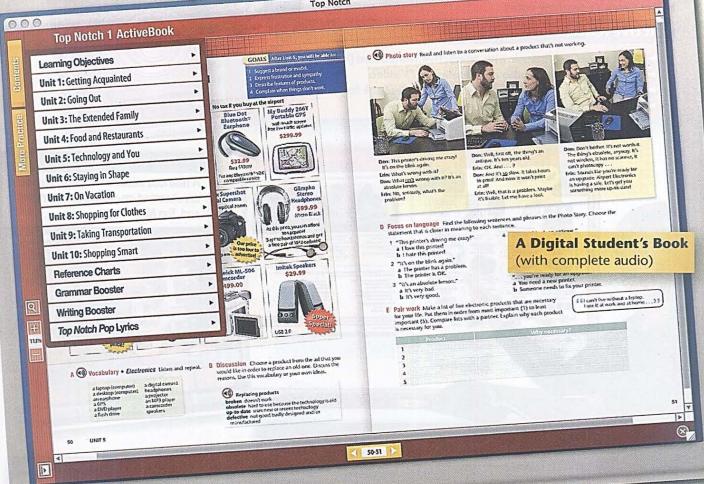
A dynamic approach to grammar

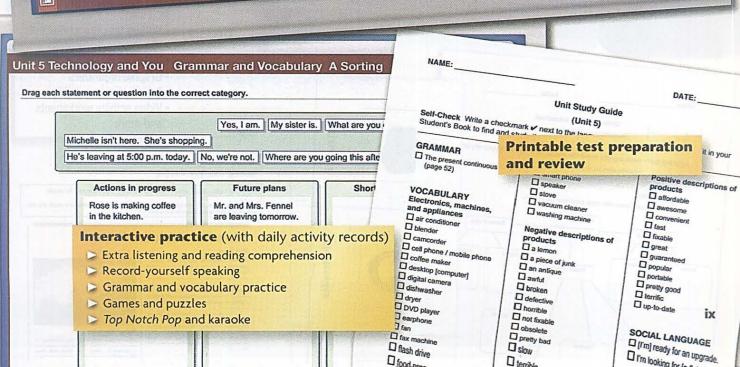
An explicit grammar syllabus is supported by charts containing clear grammar rules, relevant examples, and explanations of meaning and use. Numerous grammar exercises provide focused practice, and grammar usage is continually activated in communication exercises that illustrate the grammar being learned.

A dedicated pronunciation syllabus

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







1 food no

O terrible

I'm looking for to a

The Teacher's Edition and Lesson Planner

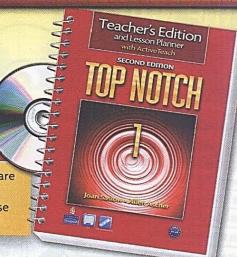
Includes:

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

► ActiveTeach

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

Technology and You

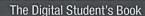


06

Top Notch TV

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





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

Printable Extension Activities

Including:

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

Learning Strategy (Unit 6, page 70, Reading)

READING STRATEGY: skimming

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

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

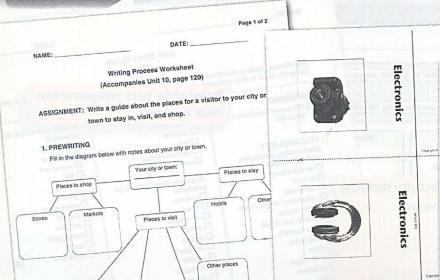
When You Think You Can't . . .

Mark Zunan

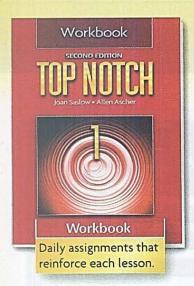
sport. — gives mls — raises money for his sport. — drives a car, — goes to rock concers. — — Carteful about — diet —



Bethany Hamilton



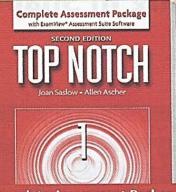
Other components





Classroom Audio Program

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



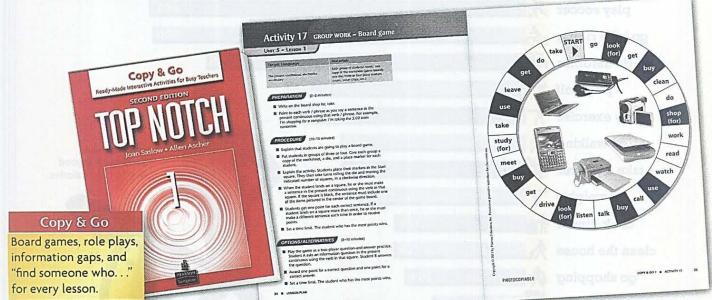
Complete Assessment Package

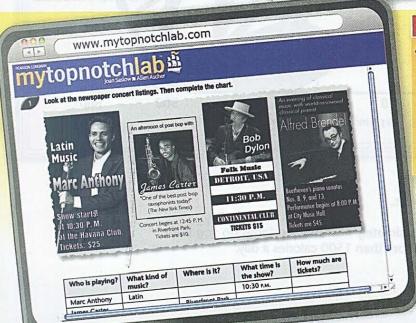
Ready-made achievement tests. Software provides option to edit, delete, or add items.



Full-Course Placement Tests

Choose printable or online version.





MyTopNotchLab

An optional online learning tool with:

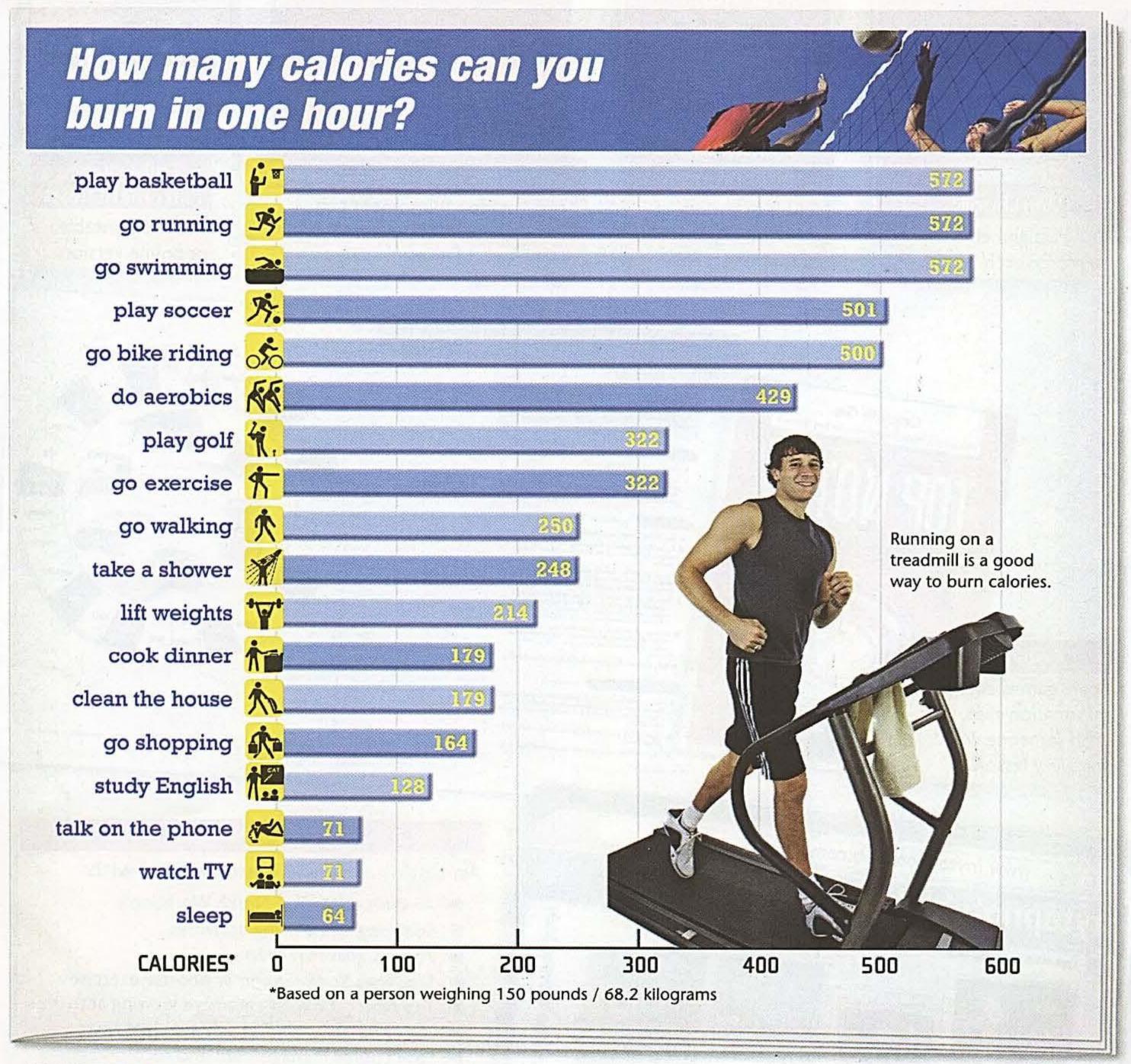
- ► An interactive Top Notch Workbook
- Speaking and writing activities
- ► Pop-up grammar help
- Student's Book Grammar Booster exercises
- Top Notch TV with extensive viewing activities
- Automatically-graded achievement tests
- ► Easy course management and record-keeping

Staying in Shape

Preview

GOALS After Unit 6, you will be able to:

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



Source: msnbc.com

A Vocabulary • Activities Listen and repeat.

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

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



Lynn: Hi, Joy! What are you up to? Joy: Lynn! How are you? I'm playing tennis, actually. In the park. Lynn: You play tennis? I didn't know

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

that.



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

Joy: Well, why don't we make a date
to play sometime?

Lynn: That would be great.

Joy: Hey, how about your husband?

Would he like to come, too?



Lynn: No way. Ken's a real couch potato. He just watches TV and eats junk food. He's so out of shape.

Joy: Too bad. My husband's crazy about tennis.

Lynn: Listen. I'm on my way home right now. Let's talk next week. OK?

Joy: Terrific.

- **D** Focus on language Look at the underlined expressions in the Photo Story. Use the context to help you choose the correct meaning of the following sentences.
 - 1 What are you up to?
 - a What are you doing?
 - b Where are you going?
 - 2 Why don't we play tennis sometime?
 - a Can you explain why we don't play tennis?
 - b Would you like to play tennis and a gradual part of the property of the prop
- 3 My husband is really out of shape.
 - a My husband doesn't exercise.
 - b My husband exercises a lot.
- 4 I'm crazy about tennis.
 - a I hate tennis.
 - b I love tennis.
- **E Personalize** Review time expressions. Look at page 62. List the activities you do . . .

every day	every weekend	once a week	once in a while	never
		rnemet ver lee t	101	call you today.
		A A	n soft	
	and repeat each stilt	L Then listen again	and check can or at f	to the statements
	.5 □ can	THE E	TEX EL CET	finto 🗆

F Pair work Compare activities with a partner.

What do you do every weekend?

Plan an activity with someone

	Use can + the base form of a verb for possibility. I can go out for dinner tonight. I don't have class in the morning. I can't play golf today. I'm too busy. She can meet us at the park, but her husband can't. Can you go running tomorrow at three? (Yes, I can. / No, I can't.)	Remember: <u>can</u> + base form also expresses ability. We can speak English. They can't play piano.
	have to Use have to or has to + the base form of a verb for obligation. She has to doesn't have to meet her cousin at the airport.	Usage: When declining an invitation, use <u>have to</u> to provide a reason. Sorry, I can't. I have to work late.
	They have to work late tonight.	GRAMMAR BOOSTER ► p. 131
	Do you have to work tomorrow? (Yes, I do. / No, I don't.) Does he have to go to class? (Yes, he does. / No, he doesn't.)	Can and have to: • Form and common errors • Information questions Can and be able to: • Present and past forms
1	I'd like to go out tonight, but we have a test tomorrow. I	studyher boss write a report. elptogether at 6:00. go running
3	My sister at the mall today. She	to the doctor.
3	My sister at the mall today. She hot / go shopping Henry to Toronto next week, so he go	

/kænt/

☐ can't

☐ can't

5 □ can

6 □ can

☐ can't

☐ can't

B (1) Listen to the statements and check can or can't. Then listen again and repeat each statement.

3 □ can

4 \square can

/kən/

☐ can't

☐ can't

1 \square can

2 \square can

CONVERSATION MODEL

- A ♥>>> Read and listen to two people planning an activity together.
 - A: Hey, Phil. Why don't we go bike riding sometime?
 - B: Great idea. When's good for you?
 - A: Tomorrow at 3:00?
 - **B:** Sorry, I can't. I have to meet my sister at the airport.
 - A: Well, how about Sunday afternoon at 2:00?
 - B: That sounds fine. See you then.
- B (N) Rhythm and intonation Listen again and repeat. Then practice the Conversation Model with a partner.



NOW YOU CAN Plan an activity with someone

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

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

Daily Plan		
9:00 Fric	day Saturday	Sunday
0	ed a cost these	so elem
11:00	eznat b	
1:00	9 1000 en la 0	
3:00		
3,00 PARTIES		.860
5:00		
7.00	Telephone (1 23 12 (23) 1723
7:00		

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

A: Hey, Why don't we sometime?

B: When's good for you?

A:?

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

A: Well, how about?

B:

Don't stop!

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

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



Talk about habitual activities

VOCABULARY

Places for physical activities

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







a gym



a track



a pool



an athletic field



a golf course



a tennis court

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

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

GRAMMAR

The present continuous and the simple present tense: Review

The present continuous

(for actions in progress and future plans)

I'm making dinner right now.

They're swimming at the pool in the park. He's meeting his friends for lunch tomorrow.

The simple present tense

(for frequency, habits, and routines)

I make dinner at least twice a week. They usually swim at the pool on Tuesdays. He hardly ever meets his friends for dinner.

Re carefull

Don't use the present continuous with frequency adverbs.

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

Don't use the present continuous with have, want, need, or like.

Don't say: She's liking the gym.

GRAMMAR BOOSTER - p. 133

- Non-action verbs
- · Placement of frequency adverbs
- Time expressions





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

% never

A	Grammar practice	Complete the sentences.	Use the simple	present tense	or the	present continuous.
---	------------------	-------------------------	----------------	---------------	--------	---------------------

- 1 Brian can't answer the phone right now.
- He / study

 2 How often walking?
- 3 tennis this weekend.
- 4 weights three times a week.
- 6 How often the house?
- 7 aerobics every day.
- 8shopping tonight.
- B (1) Listening comprehension Listen to the conversations. Circle the frequency adverb that best completes each statement.
 - 1 She (often / hardly ever / never) plays golf.
 - 2 He (often / sometimes / always) goes to the gym four times a week.
 - 3 She (often / sometimes / never) plays tennis in the park.
- 4 He (always / often / never) goes swimming.
- 5 She (always / sometimes / never) rides her bike on weekends.

CONVERSATION MODEL

- A (*)) Read and listen to two people talking about habitual activities.
 - A: Hey, Nancy. Where are you off to?
 - B: Hi, Trish. I'm going to the gym.
 - A: Really? Don't you usually go there on weekends?
 - B: Yes. But not this weekend.
 - A: How come?
 - B: Because this weekend I'm going to the beach.
- B (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?



NOW YOU CAN Talk about habitual activities

- A Pair work Now change the Conversation Model, using places from the Vocabulary or other places. Then change roles.
 - A: Hey, Where are you off to?
 - B: Hi, I'm going to the
 - A: Really? Don't you usually go there on?
 - B: Yes. But not this
 - A: How come?
 - **B:** Because I'm

Don't stop!

- Ask about the activities your partner does.
 What do you do at the ___?
- Invite your partner to do something.
 Why don't we ___ sometime?
- **B** Change partners Practice the conversation again. Use a different place and activity.

GOAL

Discuss fitness and eating habits

BEFORE YOU LISTEN

Warm-up In your opinion, is it important for people to stay in shape? Why? What do people have to do to stay in shape?

LISTENING COMPREHENSION

A (iii) Listen for main ideas Listen to people talking about their fitness and eating habits. Check the box if the person exercises regularly.



☐ Jessica Miller



□ Juan Reyneri



□ Naomi Sato

B • Listen for details Now listen again and circle the words that complete the statements.

Jessica Miller (walks / runs / swims) to stay in shape. She tries to avoid (fatty / salty / spicy) foods. She likes desserts, but she avoids (candy / chocolate / cookies). She always drinks a lot of (soda / juice / water). To stay in shape, Juan Reyneri goes running and (does aerobics / lifts weights / goes swimming). He eats five or six (small / medium / large) meals each day. He usually avoids sodas and (chips / sweets / fries). He (often / occasionally / never) eats junk food.

Naomi Sato sometimes goes (walking / running / swimming). She doesn't have much time to (cook / exercise / eat). She eats (fish / meat / vegetables) once a week and lots of (soup / candy / salads).

C Discussion

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

PRONUNCIATION

Third-person singular -s: Review

A (1)) Read and listen to the three third-person singular endings. Then listen again and repeat.

/s/	/z/	/IZ/
sleeps	goes	watches
eats	plays	exercises
works	avoids	munches

B Pair work Take turns reading the statements in Exercise B. Listen for details, practicing third-person singular endings.

A Frame your ideas Take the health survey.

Are you in shape?	Check the statements that are true for you. Then add up your score. 1 a I exercise regularly. b I hardly ever exercise. c I never exercise. c I never exercise. 2 a I always sleep six hours or more. b I usually sleep five hours or more. c I never sleep more than four hours. 3 a I hardly ever watch b I sometimes watch c I watch a lot of TV. Score Each a answer = 10 points Each b answer = 5 points Each c answer = 0 points Total points = Points			
	a I avoid junk food. b I sometimes eat junk food. c I eat a lot of junk food. a I hardly ever eat sweets. b I sometimes eat sweets. c I eat too many sweets.	40–50 You're in great shape! 30–35 Not bad! 20–25 You can do more! 0–15 You're a couch potato!		

- **B** Pair work Compare your answers and scores on the survey.
- **C Group work** Walk around the classroom and ask questions. Write names and take notes on the chart.

Don't stop!Ask for more information.

Find someone who . . . Name Other information is in great shape. Dan goes running every day

Why are you out of shape? What junk foods do you eat? Where do you exercise?

is in great snape.	Dan	goes romming every day	
Find someone who	Name	Othe	r information
is in great shape.			
is out of shape.			
eats a lot of junk food.			
avoids sweets.			
avoids fatty foods.			
never sleeps more than four hours.			

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

Dan is in great shape. He goes running every day. 99

Describe someone's routines

BEFORE YOU READ

Preview Look only at the titles, photos, and captions. What do these two people have in common? What do you think they have to do in order to participate successfully in their sports?

READING



When You Think You Can't

Mark Zupan

A terrible accident in 1993 made Mark Zupan a quadriplegic and changed his life forever. He cannot move his arms or legs normally, and he has to take medication so his legs don't shake. However, after a lot of hard work, he can now use his arms to move his wheelchair, and he can even stand for a short time and take a few slow steps. Zupan—or Zup to his friends—plays quad rugby—a sport for people in wheelchairs. He's a quad rugby champion, winning a gold medal in the 2008 Paralympic Games. "I dream about running all the time," he says, "but you can't live in the past."

Today, Zupan gives talks and raises money for his sport. Anyone who spends time with him forgets that he's in a wheelchair. He lifts weights at the gym every day, drives a car, and goes to music concerts. "A lot of people think quadriplegics can't do anything," he says. To stay in shape, Zupan is careful about his diet and avoids unhealthy and fatty foods. "Just think of me as a human being and an athlete. Because that's who I am."



The 2005 movie Murderball made Zupan a star.

Sources: Gimp, HarperCollins, 2006 and cnn.com



Bethany Hamilton

Surfer Bethany Hamilton had a dream. She wanted to be a champion in her sport. But in 2003, she lost her left arm when she was attacked by a shark in Hawaii. Three weeks later, she was surfing again. Because she can only use one arm, she has to use her legs more to help her go in the right direction. She's a strong competitive surfer, winning first place in 2005 in the NSSA National Championships. She appears on TV and writes books about her experience.

Hamilton wants to help other people follow their dreams, even when they face great difficulties. "People can do whatever they want if they just set their hearts to it, and just never give up . . . Just go out there and do it," she says.

Hamilton was attacked by a tiger shark in 2003.



A	Infer information Complete the paragraph about Mark Zupan. Us	e <u>can, can't</u> , or <u>has to</u> .	
	Zupan spend most of his time in a wheelchair, but he	stand up	
	or take a few steps for a short time. Hego walking or runn	ing, but he	
	play quad rugby. He be careful about his diet so he doesn't get out of		
	shape. He doesn't have complete use of his hands, but he	lift weights.	
	He drive a car using his feet, but he use his hands. A lot of people		
	think quadriplegics do anything, but Zupan proves that th	ey	
В	Summarize First, complete the paragraph about Hamilton. Use the simple present tense or the present continuous. Then on a separate sheet of paper, write a similar paragraph, summarizing Mark Zupan's routines.		
	When she surfs, Hamilton her legs to help her go in the right direction.		
	She regularly with the world's top woman surfers, and sometimes she In the photo on page 70, she next to her 3 win		

NOW YOU CAN D

Describe someone's routines

A Notepadding Write some notes about your daily routines.

List some things you usually do	List some things you
• in the morning.	can't do every day. Explain why.
Total in Andrian	ne present continuous in your animes.
All wants of a makes lake	central states and the second of the second
• in the afternoon.	have to do every day. Explain why.
• in the evening.	• don't have to do every day. Explain why.
MANAGE OF THE STATE OF THE STAT	
TO THE THE PERSON NAMED IN COLUMN TO	Taguar at vote or change of the all

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

66 What are some things you usually do in the morning? **55**

C Group work Now describe your partner's daily routines to your classmates.



My partner usually gets up at 7:00. But, on Saturdays, she doesn't have to get up early.

Review

ActiveBook Self-Study Disc

grammar · vocabulary · listening reading · speaking · pronunciation

A	■ Listening comprehension Listen to the conversations. Check the statements that are true.				
	1 ☐ He doesn't exercise regularly. ☐ He avoids junk food. ☐ He never watches TV. 3 ☐ He exercises regularly. ☐ He has to be careful about ☐ He can eat everything he was a constant of the const	calories.			
	2 ☐ She's in great shape. ☐ She hardly ever goes swimming. ☐ She exercises regularly. 4 ☐ Heeley can't use his legs. ☐ Heeley can't see. ☐ Heeley doesn't need help.				
B	What activities can you do in these places? Write sentences with can.				
	an athletic field I can play a gym a park				
C	Choose the best response.				
D	a Great! When's good for you? b Sure. Sounds great. "What are you up to?" a I can't. I have to meet my sister. b I'm having dinner. Answer the questions with real information. Use the simple present	3:40/3:41 Top Notch Pop "A Typical Day" Lyrics p. 150			
E	someone asks you about your exercise and health habits.	Punctuation of statements			
	Q: What do you do to stay in shape?	and questions Guidance for Exercise E			
	A: Well, I run every morning and I lift weights.				
	Q: Where do you usually?				



- After Unit 7, you will be able to:
 - Greet someone arriving from a trip.
 - 2 Ask about someone's vacation. Discuss vacation preferences.
 - Describe good and bad travel experiences

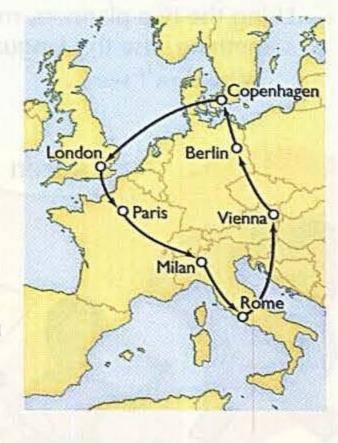
TRAVEL SPECIALS Guaranteed! Your money refunded if your flight or cruise is canceled.

Tour Europe in 10 days

Fly to London on July 15.



Take pictures at London's Buckingham Palace.



Visit the Eiffel Tower in Paris and ride a boat on the Seine.



See Copenhagen's Little Mermaid statue.



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



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

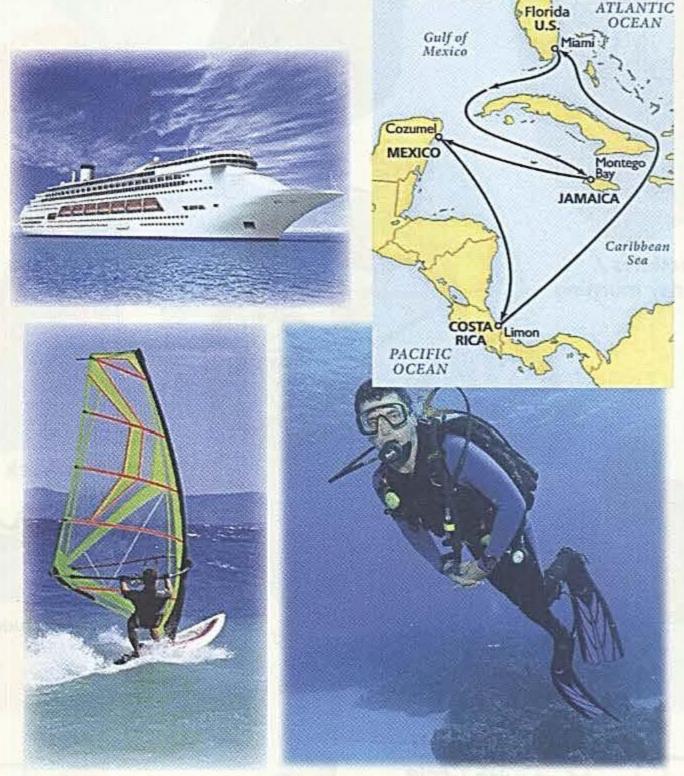
Fly back home on July 25.

10-night Caribbean Cruise

Leave from Miami on July 15.

GOALS

Swim in our heated pool ... or just lie in the sun all day. Eat in our excellent restaurants. And at night, watch a movie or a show ... or go walking!



Go windsurfing in Montego Bay.

Go snorkeling in Cozumel. Explore a beautiful beach in Costa Rica.

Return to Miami on July 25.

A Pair work Complete the chart by writing tour or cruise. Then discuss your answers with a partner.

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

Discussion Which vacation would you like to take? Why?

C (3)) Photo story Read and listen to a phone call from someone returning from a trip.



Cindy: Hi, Rick. I'm home!
Rick: Cindy! When did you get back?
Cindy: Just yesterday.
Rick: And did you have a good time?
Cindy: I just loved it. I really needed a vacation!

......

.......



Rick: So, tell me all about your cruise!
Cindy: Well, the people were really great. The food was incredible. And the weather was perfect.
Rick: And what did you do all day?

Cindy: Plenty. In Montego Bay, I went windsurfing. And I had a lot of fun snorkeling in Cozumel.

Rick: Cool!



Cindy: But most of the time I just enjoyed the sun and did absolutely nothing!

Rick: Now that's my kind of vacation!

Cindy: I can't wait for the next one.

Rick: Well, welcome home.

- **D** Focus on language Look at the underlined words and expressions in the Photo Story.
 - 1 Find an expression that means "come home."
 - 2 Find three words that mean "very good."
- E Think and explain Complete the statements.
 - 1 When Rick says, "Now that's my kind of vacation!" he means
 - 2 When Cindy says, "I can't wait for the next one," she means

F Discussion Which part of Cindy's vacation is "your kind of vacation"?

G Pair work Complete the questionnaire. Then tell your partner what you usually do on your vacations. Ask about your partner's vacations.

I stay I	nome.	Copenhagen
lgo to	the beach. Ber	die O' METO OTE
☐ I go to a	nother city	
I go to a	nother country	y, de la sur remi
Other_		Vienna
Alterial A	Milano	Truck great, the
	CESTERED IN CO.	

Greet someone arriving from a trip

CONVERSATION MODEL

4:03

- A (*)) Read and listen to someone greeting a person arriving from a trip.
 - A: Welcome back!
 - B: Thanks.
 - A: So, how was the flight?
 - B: Pretty nice, actually.
 - A: That's good. Can I give you a hand?
 - B: That's OK. I'm fine.
 - A: Are you sure?
 - B: Absolutely. Thanks!
- B (*) Rhythm and intonation Listen again and repeat. Then practice the Conversation Model with a partner.



GRAMMAR

The past tense of be: Review

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

Questions

Was your flight long? (Yes, it was. / No, it wasn't.)
Were your friends with you? (Yes, they were. / No, they weren't.)

How was the traffic? (It was terrible.) How long were you away? (Two weeks.) Contractions
wasn't = was not
weren't = were not

GRAMMAR BOOSTER > p. 134

• The past tense of <u>be</u>: form

- A Find the grammar Look at the Photo Story on page 75. Find three examples of the past tense of <u>be</u>.
- **B** Grammar practice Complete the conversations with the affirmative or negative past tense of be.
 - 1 A: Welcome back! How the drive?
 B: Not great. The traffic really awful.
 There so many cars on the road!
 - A: Too bad. you alone?
 - B: No. My brother with me.
 - 2 A: Did you just get in?
 - B: Yes. My flight a little late.
 - A: there a lot of people on the plane?
 - B: No, there

- 3 A: Where you last week?
 - B: We on a cruise.
 - A: Really? How it?
 - B: It pretty short. Only three days!
- 4 A: So, how your parents' trip?
 - B: Actually, it too great.
 - A: What happened?
 - B: Their train four hours late, so they really tired.

Adjectives to describe trips

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



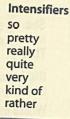
It was so comfortable.



It was quite scenic.



It was really boring.





It was kind of bumpy.



It was pretty scary.



It was rather short. / It was very long.

B Pair work Use the adjectives and intensifiers in the Vocabulary to describe a trip you took.

Last year, I went to a small town in the mountains. The bus trip was very bumpy. Types of trips

a flight a [bus / train] trip

a drive a cruise

NOW YOU CAN Greet someone arriving from a trip

A Pair work Greet someone arriving from a trip. Change the Conversation Model, using the adjectives and intensifiers and the past tense of be. Then change roles.

A: Welcome back!

B:

A: So, how was the?

B:, actually.

A: That's Can I give you a hand?

B:

Don't stop! Ask your partner other questions about the trip:

Were there a lot of people on the ___? How long was the ___?

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

Responses

comfortable scenic

That's good!

boring bumpy scary

long

short

That's too bad!



GOAL

Ask about someone's vacation

• The simple past tense: more on

spelling, usage, and form

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

- A Find the grammar Look at the Photo Story on page 75.
 Circle all the verbs in the simple past tense. Which are irregular verbs?
- B Grammar practice Complete Joan's postcard with past forms of the verbs.



C Pair work Write five questions about Joan's vacation, using the simple past tense. Then practice asking and answering your questions with a partner.

Example:

	What did she do on the flight?	2		4	***************************************
1		3	***************************************	5	

D Grammar practice Imagine that you just got back from one of the vacations on page 74. On a separate sheet of paper, write at least five sentences describing what you did, using the simple past tense.

We left Miami on July 15

PRONUNCIATION

The simple past tense ending: Regular verbs

4:07

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

	A STANKE AND ADDRESS OF THE PARTY OF THE PAR	and the second second second second
/d/	/t/	/id/
played	watched	visited
rained	cooked	needed
called	stopped	waited

Be careful!

rained = /reɪnd/ NOT /reɪn<mark>ɪd/</mark> watched = /watʃt/ NOT /watʃɪd/

CONVERSATION MODEL

4:08

- A (*)) Read and listen to someone describing a vacation.
 - A: Were you on vacation?
 - B: Yes, I was. I went to Paris.
 - A: No kidding! Did you have a good time?
 - B: Fantastic. I stayed in a really nice hotel and ate at some wonderful restaurants.
 - A: That sounds nice. Tell me more.
- B (*)) Rhythm and intonation Listen again and repeat. Then practice the Conversation Model with a partner.



NOW YOU CAN Ask about someone's vacation

- A Pair work Change the Conversation Model, using the vacation ads and positive adjectives. Then change roles.
 - A: Were you on vacation?

B: Yes, I was. I

A:! Did you have a good time?

B: and

A: That sounds Tell me more.

Don't stop! Ask and answer more questions, using the simple past tense.

Did you ___ ? Where ___ ?

What ___ ? When ___ ?

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

Positive adjectives incredible terrific fantastic wonderful great perfect







Discuss vacation preferences

BEFORE YOU READ

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







It was exciting.



It was interesting.



Also remember:
boring fantastic cool scenic

It was **unusual**.

B Pair work Use the Vocabulary to describe one of your vacations.

Last year, I went to the beach. It was so relaxing.

READING



World Traveler Did you have a good time?

Our readers share their experiences on our most popular vacation packages.

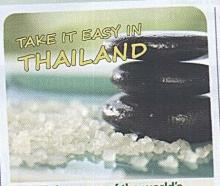


Go skiing and snowboarding in Valle Nevado

Just 60 kilometers / 37 miles from Santiago

"We just got back! There was nothing but sun and snow, but there was plenty to do. We went jogging every night in a terrific park. We swam every day in a heated pool and worked out in an incredible gym. The shopping was terrific! And there were so many great restaurants to choose from. Oh, and I almost forgot . . . the views of the Andes Mountains were amazing!"

-Alison Nack, Montreal, Canada



Enjoy some of the world's top spas Luxury and service at prices you can afford

"Back home, we work very hard, and we really needed a vacation. The staff at the spa knew just how to take care of us. My wife and I got wonderful massages and other spa treatments. They even put hot rocks on our backs! We enjoyed excellent healthy meals every day. We loved our spa vacation in Thailand. It was really hard to come back home!"

-Kenji Watanabe, Nagoya, Japan



Learn about another culture and help the world No experience necessary

"My vacation in Tajikistan lasted twenty-six days, and we helped to build new homes for ten of those days. The other days we went sightseeing and bought souvenirs. The people were incredibly nice, and I loved the food. There were twelve other volunteers on this trip. The work was actually fun, and we got to know each other really well. In the end we felt really good. I'd definitely do it again!"

-Arturo Manuel Reyes, Monterrey, Mexico

Sources: skitotal.com; spastay.com; habitat.org

- A Activate language from a text Find the expressions below in the Reading. Then use them to talk about a vacation you took.
 - · "There was plenty to do."
 - · "It was really hard to come back home."
 - "I'd definitely do it again."

6 In 2004 I went on a cruise. There was plenty to do. I went swimming and . . . 5 7

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



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



like to do something new and exciting. 33



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



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

C Identify supporting details Now choose one of the vacations for yourself. Explain why you chose it. Use the Vocabulary on page 80.

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

NOW YOU CAN Discuss vacation preferences

A Frame your ideas Complete the questionnaire. Then compare answers with a partner.

low often do you go on vacation?	never once or twice a year more than twice a year
relaxing exciting interesting unusual inexpensive scenic other	I like vacations with lots of history and culture top-notch hotels nature and wildlife great food sports and physical activities beautiful beaches family activities friendly people great entertainment other people who speak my language

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

For me, warm weather and great entertainment are pretty important. "

BEFORE YOU LISTEN

A

Vocabulary • Bad and good travel experiences Read and listen. Then listen again and repeat.

Bad experiences



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



The people were $\begin{cases} \text{unfriendly.} \\ \text{cold.} \end{cases}$



They lost my luggage.



Someone stole my wallet.

Good experiences



The weather was amazing. fantastic. terrific. wonderful.



The people were **friendly**. warm.



They found my luggage.



Someone returned my wallet.

B Look at the pictures. Complete the sentences.



1 . Someone stole. my purse.



2 The food



3 The waiters



4 The entertainment



5 my luggage.

LISTENING COMPREHENSION

A			S Listen to the conversation or a bad one.	ions. Check whether,	at the end of the	vacation,
	The state of the s	ood experience ood experience	☐ a bad experience☐ a bad experience☐	3 □ a good expe		d experience d experience
В	4:14 (1)) Liste	en for details Li	sten again and complete t	he statements about	each vacation.	
	The ro The er 2 The ho Some	otel was (terrible , one stole their (lu	really (good / bad). / terrific).	The hotel was (content of the food was (conten	e very (nice / cold) great / terrible). his (passport / lapt great / awful).	op).
N	ow yo	U CAN De	scribe good and ba	d travel experie	nces	
	A Notep	oadding Make a	list of some of your good a	and bad travel experie	ences.	
		Good experience	s Bad	experiences	029 (O 10 1/PM)	Cativity and American
		I went to Bangkok		n I went to Los Angeles,		Ideas • the trip
		were really friendly	y. they	lost my luggage.	AND THE RESERVE OF THE PERSON NAMED IN COLUMN TO PERSON NAMED IN COLUM	the weather the food
	God	od experiences	Bad exp	periences		 the service the hotels the people
			IASE WESTERNAL (SIDE A DIS	.90	nii priisems es	the activities your luggage
		Hong Kong.	er good food on her I rip to	rust emot		
	(act a proper act) world at firmer a					
				e unfriendly.	Mary	
	W.				1	
(Ask qu		our partner about the good ur partner's experiences.	d and bad travel expe	riences you listed.	e (my wife and on the heads
	Ask How What Wher How	was the ? t did you ? n did you ? many did you ne about	Respond That's good. That's great! No kidding!	The [fl The _ The _ I was i hat	a time. ight] was drove me crazy.	but went
		Na Design Vicalio				e Did your

Review



grammar · vocabulary · listening reading · speaking · pronunciation

A	Write the number of the speaker in the box for the						
	a drive a train trip	a flight a beach vacation					
В	4:16 (Vanom Caarlinin) errors una quart trability als	ribes each experience.					
	1 Her trip was very (short / scary / scenic).2 His trip was quite (scary / unusual / relaxing).	4 His trip was really (short / scenic / boring).					
	2 His trip was quite (scary / triusual / relaxing).	4 His trip was really (short / scenic / bornig).					
C		e simple past tense.					
	1 A: on vacation? B: We went to Greece.	3 A: every day? B: We walked along the beach and enjoyed the sun.					
	2 A: stay there?	4 A: get back home?					
	B: Two weeks.	B: Last night.					
D	Complete each statement or question about vacati						
	1 (we / buy) a lot of fantastic	things on our vacation.					
	2 (where / you / eat)	dinner last night?					
	3 (we / sleep) right on the be	3 (we / sleep) right on the beach. (it / be)					
	so relaxing.						
	4 (my sister / get back) last weekend. (she / have)						
	an amazing time.						
	5 (my friend / eat) some rather good food on her trip to Hong Kong.						
	6 (when / she / arrive) at the hotel?						
	7 (I / have) a terrible time. (the people / be)						
	quite unfriendly.						
	8 (we / see) an interesting play in London. And (it / be)						
	pretty inexpensive.						
	(my wife and I / go running) every morning to another up \$2A						
	on the beach during our vacation.						
	10 (my brother / meet)	some unusual people on his trip.					
E	Writing On a separate sheet of paper, write abou Answer these questions.	t a vacation you took.					
	How was the travel? Time orde	BOOSTER • p. 145 er for Exercise E 4:17/4:18 Top Notch Pop					
		"My Dream Vacation" Lyrics p. 150					
	In 2010, I went on a great trip to						

as Listen to the conversations. Check whether, at the end of the

ORAL REVIEW

Contest Form two teams. Each team takes turns making a statement about the vacation, using the simple past tense. Continue until one team cannot say anything more. (Each team has thirty seconds to make a statement.)

Role play Create a conversation for the two women on February 5. Start like this:

Were you on vacation?

Pair work Choose one of the vacation pictures. Create a conversation. Start with one of these, or your own idea:

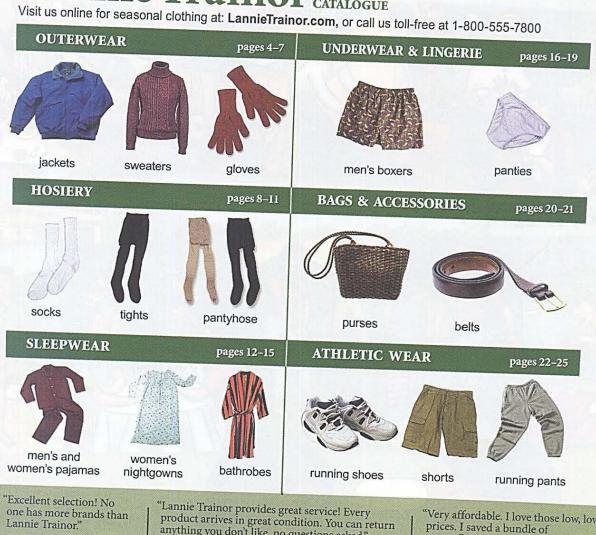
- · Can I give you a hand?
- · This bed is terrible!
- · Excuse me!
- · This is so relaxing.



Preview

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

annie Trainor CATALOGUE



Anita López

San Juan, Puerto Rico

anything you don't like, no questions asked."

Rebecca Gladstone Saint Paul, Minnesota U.S.A. "Very affordable. I love those low, low money."

Walter Weller Frankfurt, Germany

- Vocabulary Clothing departments Listen and repeat.
- **B Discussion** What clothes are good to buy from a catalogue? What do you like to buy from a store? Why?
- **66** I like to buy running shoes from a store because I want to be sure the size is right. "

C (*)) Photo story Read and listen to a conversation between a **ENGLISH FOR TODAY'S WORLD** connecting people from different cultures and language backgrounds clerk and a customer about a sweater the customer wants to buy. Shopper: Excuse me. How much is Shopper: Could I get it in a larger Shopper: No, thanks. I'll just take it. that V-neck? size? It's a present for my sister. Would you be nice enough to gift wrap it Clerk: This red one? It's \$55. Clerk: Here you go. This one's a for me? medium. Would you like to try Shopper: That's not too bad. And it's it on? Clerk: Of course! really nice. Shopper: Chinese speaker; Clerk: Russian speaker D Think and explain Complete each statement. Then explain your answer. 1 The shopper wants to know the of the sweater. **3** The clerk brings the shopper a a price b size a different size b different color How do you know? She says, How do you know? The clerk says, "How much is that V-neck? " u u 2 She asks the clerk for 4 The sweater is a another color b another size a for the shopper b for a different person How do you know? The shopper says, How do you know? The shopper says, E Focus on language Complete each statement with a quotation from the Photo Story. 1 The shopper says, "....." to get the clerk's attention. 2 The shopper says, " " to say that the price of the sweater is OK. 3 The clerk says, "...." when she gives the shopper the second sweater. F Personalize What's important to you when you shop for clothes? Complete the chart. Not important Important Very important **Prices** Brands Selection Service

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

GOAL

Shop and pay for clothes

VOCABULARY

Types of clothing and shoes

4:21

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

casual clothes



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

sweaters and jackets



- 1) a crewneck
- (2) a cardigan
- (3) a turtleneck
- 4 a V-neck 6 a blazer
- 3 a windbreaker
- ardigan ① oxfords
 - ③ sandals
- (4) running shoes

me

you him

her

it

us

them

Object pronouns

5 pumps

Subject pronouns

you

she

it

we

they

6) flats

(2) loafers

shoes

GRAMMAR

Uses of object pronouns

As direct objects

direct object (noun)

| want the cardinan | want it

I want the cardigan. \rightarrow I want it. I love these pumps. \rightarrow I love them.

In prepositional phrases

prepositional phrase (with nouns)
We gave the V-neck to Jane.
He's buying a blazer for his wife.

prepositional phrase (with pronouns)

We gave the V-neck to her. He's buying a blazer for her.

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

We gave the hat to Jane. NOT We gave He's buying it for her. NOT He's buying

GRAMMAR BOOSTER ➤ p. 136

Direct and indirect objects: usage

- A Grammar practice First, underline the direct object in each sentence. Then complete each conversation, replacing the direct object noun or noun phrase with an object pronoun.
 - 1 A: Did you buy the green sweatpants?
 - B: Yes, I bought ...them ...
 - 2 A: Don't you love these cool windbreakers? B: Yes, I really love
 - 3 A: Should I buy this crewneck over here? B: No, don't buy
- 4 A: Did you see the blue polo shirts?
 - B: Yes, I saw on that rack.
- **5** A: Does your daughter want this cardigan? B: Yes, she wants
- **6** A: Who did she give the old jacket to?
 - B: She gave to me.

В	Grammar practice Unscramble the words and phrases to write statements.
	1 I / it / for her / am buying
	2 they / them / for us / are getting

3 please / it / to me / give

4 for my son-in-law / I / them / need

5 it / he / is / finding / for me

CONVERSATION MODEL

4:22

A (*)) Read and listen to a conversation in which someone is paying for clothes.

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

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

A: Excuse me?

B: Cash or charge?

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

B: Absolutely.

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

C Find the grammar Find and circle all the object pronouns in the Conversation Model.



NOW YOU CAN Shop and pay for clothes

A Look at the Vocabulary on page 88, and look back at the clothing catalogue on page 86. Choose three items of clothing you'd like to buy for yourself or as gifts.

B Pair work Change the Conversation Model to buy one of the things you chose. Use the correct object pronouns. Then change roles.

A: I'll take, please.

B: How would you like to pay for?

A: Excuse me?

B: Cash or charge?

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

B:

Don't stop!

Before you pay, ask about other clothing.

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



Ask for a different size or color

VOCABULARY

Clothing that comes in "pairs"

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



(a pair of) gloves



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



(a pair of)
panties



(a pair of)
pajamas



(a pair of) pants



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



(a pair of) socks

- **B ◄ ** ** ** Listening comprehension** Listen to the conversations. Infer the department each shopper should go to.
 - 1 She should go to
- 3 She got them in
- 2 She should go to
- 4 They're in

Departments
Men's underwear
Athletic wear
Outerwear
Lingerie
Sleepwear

Hosiery

GRAMMAR

Comparative adjectives

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

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

Do you have a pair of less expensive gloves? These are just too expensive.

Use than after the adjective when you compare two items.

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

These gloves are more expensive than the other ones.

+ <u>er</u>

+r

+ ier

consonant + er

small → smaller cheap → cheaper

large → larger loose → looser

heavy → heavier pretty → prettier

big → bigger hot → hotter Irregular forms good → better bad → worse

BUT use $\underline{\text{more}}$ or $\underline{\text{less}}$ with adjectives that have two or more syllables and don't end in -y.

more expensive / less comfortable

GRAMMAR BOOSTER • p. 137

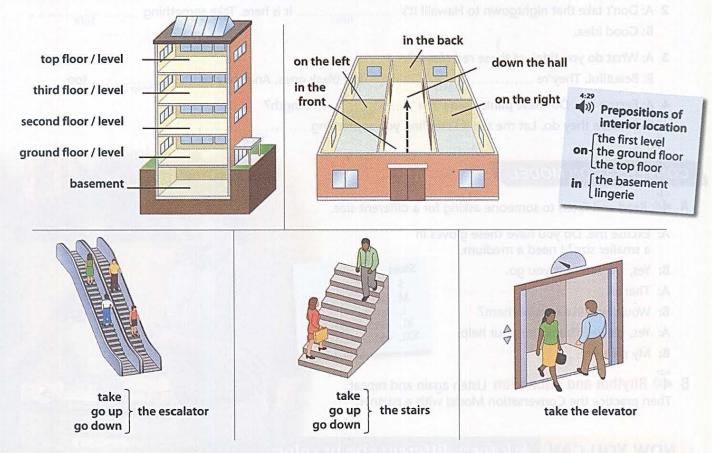
 Comparative adjectives: spelling rules

1 smaller	A (Frammar practice Write the opposite	of each comparative ac	djective.	
B Complete each conversation with comparative adjectives. Use than if necessary. 1 A: I just love these pajamas, but I wish they were B: What about these? Blue is a really flattering color for you, and they're much Comparative and they're much B: Good idea. 3 A: What do you think of these red gloves? B: Beautiful. They're pretty 4 A: Excuse me. Do these pants come in a length? B: I'm sure they do. Let me see if I can find you something CONVERSATION MODEL A: Excuse me. Do you have these gloves in a smaller size? I need a medium. B: Yes, we do. Here you go. A: Thanks. B: Would you like to take them? A: Yes, please. Thanks for your help. B: My pleasure. Sizes S small M medium L large XL extra large XL extr		I smaller <u>larger</u> 3 lig	ghter	5	more expensive
1 A: I just love these pajamas, but I wish they were B: What about these? Blue is a really flattering color for you, and they're much B: Good idea. 3 A: What do you think of these red gloves? B: Beautiful. They're 4 A: Excuse me. Do these pants come in a length? B: I'm sure they do. Let me see if I can find you something CONVERSATION MODEL A: Excuse me. Do you have these gloves in a smaller size? I need a medium. B: Yes, we do. Here you go. A: Thanks. B: Would you like to take them? A: Yes, pleasure. B: AN pleasure. A Notepadding On the notepad, make a list of clothes you'd like to buy. B Pair work Change the Conversation Model. Use comparatives and your list of clothes. Ask for a different size or color. A Notepadding On the notepad, make a list of clothes you'd like to buy. B Pair work Change the Conversation Model. Use comparatives and your list of clothes. Ask for a different size or color. Then change roles. A: Excuse me. Do you have in? B: Yes, we do. Here you go. A: Thanks. B: Would you like to take? A: Excuse me. Do you have in? B: Yes, we do. Here you go. A: Thanks. B: Would you like to take? A: Thanks for your help. B:	:	2 taller 4 ti	ghter	6	less popular
1 A: I just love these pajamas, but I wish they were B: What about these? Blue is a really flattering color for you, and they're much 2 A: Don't take that nightgown to Hawaiil It's B: Good idea. 3 A: What do you think of these red gloves? B: Beautiful. They're the black ones. And they're the black ones. And they're cheap they're much it is here. Take something light B: Good idea. 3 A: What do you think of these red gloves? B: Beautiful. They're the black ones. And they're cheap they're the black ones. And they're cheap they're cheap they're the black ones. And they're cheap	В	Complete each conversation with compa	arative adjectives. Use <u>t</u>	<u>han</u> if nece	essary.
B: What about these? Blue is a really flattering color for you, and they're much Experiouse 2 A: Don't take that nightgown to Hawaiil It's it is here. Take something B: Good idea. 3 A: What do you think of these red gloves? B: Beautiful. They're pretty the black ones. And they're cheep pretty 4 A: Excuse me. Do these pants come in a length? B: I'm sure they do. Let me see if I can find you something length? B: I'm sure they do. Let me see if I can find you something length? CONVERSATION MODEL A: Excuse me. Do you have these gloves in a smaller size? I need a medium. B: Yes, we do. Here you go. A: Thanks. B: Would you like to take them? A: Yes, please. Thanks for your help. B: My pleasure. B: My pleasure. A: What do you think of these red gloves? B: My pleasure. A: What do you think of these red gloves? B: Would you like to one a different size or color A Notepadding On the notepad, make a list of clothes you'd like to buy. B: Pair work Change the Conversation Model. Use comparatives and your list of clothes. Ask for a different size or color. Then change roles. A: Excuse me. Do you have in ? B: Yes, we do. Here you go. A: Thanks. B: Would you like to take? A: Excuse me. Do you have in? A: Conversation Model. Use comparatives and your list of clothes. Ask for a different size or color. Then change roles. A: Excuse me. Do you have in? A: Excuse me. Do you have in? A: Conversation Model. Use comparatives and your list of clothes. Ask for a different size or color. Then change roles. A: Excuse me. Do you have in? A: Conversation Model. Use comparatives and your list of clothes. Ask for a different size or color. Then change roles. A: Excuse me. Do you have in? A: Excuse me.		A: I just love these pajamas, but I wish	they were		
2 A: Don't take that nightgown to Hawaiil It's it is here. Take something i		B: What about these? Blue is a really fl	lattering color for you,	and they'r	e much
B: Beautiful. They're	2	2 A: Don't take that nightgown to Hawa			
B: Beautiful. They're		A: What do you think of these red glo	ves?		
B: I'm sure they do. Let me see if I can find you something B: I'm sure they do. Let me see if I can find you something CONVERSATION MODEL A 40 Read and listen to someone asking for a different size. A: Excuse me. Do you have these gloves in a smaller size? I need a medium. B: Yes, we do. Here you go. A: Thanks. B: Would you like to take them? A: Yes, please. Thanks for your help. B: My pleasure. B 40 Rhythm and intonation Listen again and repeat. Then practice the Conversation Model with a partner. NOW YOU CAN Ask for a different size or color A Notepadding On the notepad, make a list of clothes you'd like to buy. B Pair work Change the Conversation Model. Use comparatives and your list of clothes. Ask for a different size or color. Then change roles. A: Excuse me. Do you have				nes. And t	hey're, too.
B: I'm sure they do. Let me see if I can find you something CONVERSATION MODEL A 400 Read and listen to someone asking for a different size. A: Excuse me. Do you have these gloves in a smaller size? I need a medium. B: Yes, we do. Here you go. A: Thanks. B: Would you like to take them? A: Yes, please. Thanks for your help. B: My pleasure. Sizes S small M medium L large XL extra extra large NOW YOU CAN Ask for a different size or color A Notepadding On the notepad, make a list of clothes you'd like to buy. B Pair work Change the Conversation Model. Use comparatives and your list of clothes. Ask for a different size or color. Then change roles. A: Excuse me. Do you have					Спеар
CONVERSATION MODEL 4 19) Read and listen to someone asking for a different size. A: Excuse me. Do you have these gloves in a smaller size? I need a medium. B: Yes, we do. Here you go. A: Thanks. B: Would you like to take them? A: Yes, please. Thanks for your help. B: My pleasure. B: My pleasure. B: My Pleasure. NOW YOU CAN		B: I'm sure they do. Let me see if I can	long Infind you something		second floor / level
A ® Read and listen to someone asking for a different size. A: Excuse me. Do you have these gloves in a smaller size? I need a medium. B: Yes, we do. Here you go. A: Thanks. B: Would you like to take them? A: Yes, please. Thanks for your help. B: My pleasure. A: Lextra large XL extra large XI extra large		peliulati		good	
A ® Read and listen to someone asking for a different size. A: Excuse me. Do you have these gloves in a smaller size? I need a medium. B: Yes, we do. Here you go. A: Thanks. B: Would you like to take them? A: Yes, please. Thanks for your help. B: My pleasure. A: Lextra large XL extra large XI extra large	co	NVERSATION MODEL			3. 20
A: Excuse me. Do you have these gloves in a smaller size? I need a medium. B: Yes, we do. Here you go. A: Thanks. B: Would you like to take them? A: Yes, please. Thanks for your help. B: My pleasure. A: Yes, please. Thanks for your help. B: My pleasure. A: We will a partner. NOW YOU CAN Ask for a different size or color A Notepadding On the notepad, make a list of clothes you'd like to buy. B Pair work Change the Conversation Model. Use comparatives and your list of clothes. Ask for a different size or color. Then change roles. A: Excuse me. Do you have in? B: Yes, we do. Here you go. A: Thanks. B: Would you like to take? A: Thanks for your help. B: Don't stop! • Ask to see other clothes. • Pay for the clothes. Ideas In a smaller size in a darker size in a larger size in a larger size in a darker size in a larger size in a darker lighter color in size [10, 34, etc.]	4	:26		TV.	
a smaller size? I need a medium. B: Yes, we do. Here you go. A: Thanks. B: Would you like to take them? A: Yes, please. Thanks for your help. B: My pleasure. A: Why ple	A	()) Read and listen to someone asking for	or a different size.	7	C - China
A: Thanks. B: Would you like to take them? A: Yes, please. Thanks for your help. B: My pleasure. B: My pleasure. B: My pleasure. B: My pleasure. NOW YOU CAN	,		s in	4	
A: Thanks. B: Would you like to take them? A: Yes, please. Thanks for your help. B: My pleasure. A: Yes, pleasure. A: Yes, pleasure. B: My pleasure. A: Why pleasure. A:	- 1	3: Yes, we do. Here you go.		13/10	May A
A: Yes, please. Thanks for your help. B: My pleasure. B: My pleasure. A Notepadding On the notepad, make a list of clothes you'd like to buy. B Pair work Change the Conversation Model. Use comparatives and your list of clothes. Ask for a different size or color. Then change roles. A: Excuse me. Do you have in? B: Yes, we do. Here you go. A: Thanks. B: Would you like to take? A: Thanks for your help. B: B: Work Change the Conversation Model. Use comparatives and your list of clothes. Ask for a different size or color. Then change roles. A: Excuse me. Do you have		A: Thanks.			
A: fes, please. Hanks for your help. B: My pleasure. B: My pleasure. B: My pleasure. NOW YOU CAN	- 1	3: Would you like to take them?			
B: My pleasure. B (1)) Rhythm and intonation Listen again and repeat. Then practice the Conversation Model with a partner. NOW YOU CAN Ask for a different size or color A Notepadding On the notepad, make a list of clothes you'd like to buy. B Pair work Change the Conversation Model. Use comparatives and your list of clothes. Ask for a different size or color. Then change roles. A: Excuse me. Do you have		A: Yes, please. Thanks for your help.	XXL extra extra large		
NOW YOU CAN Ask for a different size or color A Notepadding On the notepad, make a list of clothes you'd like to buy. B Pair work Change the Conversation Model. Use comparatives and your list of clothes. Ask for a different size or color. Then change roles. A: Excuse me. Do you have in? B: Yes, we do. Here you go. A: Thanks. B: Would you like to take? A: Thanks for your help. B: Pay for the clothes. Don't stop! • Ask to see other clothes. • Pay for the clothes.	1	B: My pleasure.		1	
NOW YOU CAN Ask for a different size or color A Notepadding On the notepad, make a list of clothes you'd like to buy. B Pair work Change the Conversation Model. Use comparatives and your list of clothes. Ask for a different size or color. Then change roles. A: Excuse me. Do you have					
A Notepadding On the notepad, make a list of clothes you'd like to buy. B Pair work Change the Conversation Model. Use comparatives and your list of clothes. Ask for a different size or color. Then change roles. A: Excuse me. Do you have		Then practice the Conversation Model w	vith a partner.		
A Notepadding On the notepad, make a list of clothes you'd like to buy. B Pair work Change the Conversation Model. Use comparatives and your list of clothes. Ask for a different size or color. Then change roles. A: Excuse me. Do you have in ? B: Yes, we do. Here you go. A: Thanks. B: Would you like to take ? A: Thanks for your help. B: Pay for the clothes. Pay for the clothes.			- Lakaliate		
B Pair work Change the Conversation Model. Use comparatives and your list of clothes. Ask for a different size or color. Then change roles. A: Excuse me. Do you have in? B: Yes, we do. Here you go. A: Thanks. B: Would you like to take? A: Thanks for your help. B: Pay for the clothes. Ideas in a smaller size in a larger size i	I	IOW YOU CAN Ask for a di	fferent size or co	lor	
B Pair work Change the Conversation Model. Use comparatives and your list of clothes. Ask for a different size or color. Then change roles. A: Excuse me. Do you have in? B: Yes, we do. Here you go. A: Thanks. B: Would you like to take? A: Thanks for your help. B: Pay for the clothes. Ideas in a smaller size in a larger size i	^	Notes adding on the state of			medalita delato in Weller
B Pair work Change the Conversation Model. Use comparatives and your list of clothes. Ask for a different size or color. Then change roles. A: Excuse me. Do you have in? B: Yes, we do. Here you go. A: Thanks. B: Would you like to take? A: Thanks for your help. B: Pay for the clothes. B: Pay for the clothes.	A		e a list of clothes —	I'd like to	b buy:
comparatives and your list of clothes. Ask for a different size or color. Then change roles. 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: Pay for the clothes. Ideas in a smaller size in a larger size in a darker / lighter color in [black, white, etc.] in size [10, 34, etc.]				all of soils	those was sense and while moti
different size or color. Then change roles. A: Excuse me. Do you have in ? B: Yes, we do. Here you go. A: Thanks. B: Would you like to take? A: Thanks for your help. B: Pay for the clothes. Ideas in a smaller size in a larger size in a darker / lighter color in [black, white, etc.] in size [10, 34, etc.]	В				
B: Yes, we do. Here you go. A: Thanks. B: Would you like to take? A: Thanks for your help. B: Pay for the clothes. Ideas in a smaller size in a larger size in a darker / lighter color in [black, white, etc.] in size [10, 34, etc.]					A STATE OF THE STA
B: Yes, we do. Here you go. A: Thanks. B: Would you like to take? A: Thanks for your help. B: Pay for the clothes. Ideas in a smaller size in a larger size in a darker / lighter color in [black, white, etc.] in size [10, 34, etc.]		A: Excuse me. Do you have in	?		
A: Thanks. B: Would you like to take? A: Thanks for your help. B: Pay for the clothes. in a smaller size in a larger size in a darker / lighter color in [black, white, etc.] in size [10, 34, etc.]					Ideas
B: Would you like to take? A: Thanks for your help. B: Pay for the clothes. In a darker/lighter color in [black, white, etc.] in size [10, 34, etc.]		A: Thanks.			in a smaller size
A: Thanks for your help. B: Pay for the clothes. In [black, white, etc.] in size [10, 34, etc.]		B: Would you like to take?	Don't ston!		in a darker / lighter color
B: Pay for the clothes.		A: Thanks for your help.		clothes.	III [Dlack, white, etc.]
C. Change partners. Ask about other types of clothes		B:			size [10, 54, etc.]
	C	Change partners Ask about other to	vpes of clothes.		

Navigate a mall or department store

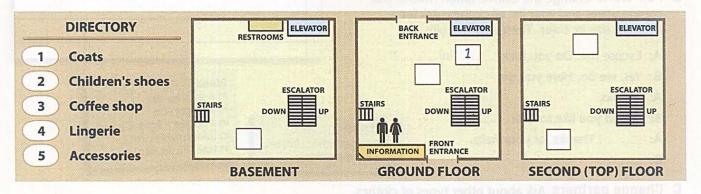
BEFORE YOU LISTEN

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



LISTENING COMPREHENSION

A (i)) Understand locations and directions Listen to directions in a department store. Write the number of each location in the white boxes on the floor diagrams.



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

PRONUNCIATION

Contrastive stress for clarification

- A ()) 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

Bags and Accessories

Electronics

Navigate a mall or department store NOW YOU CAN

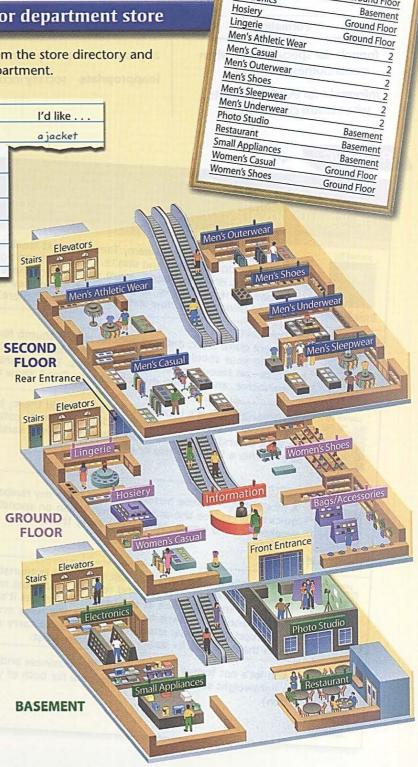
A Notepadding Choose five departments from the store directory and write one thing you'd like to get in each department.

	Department Men's Outerwear
Department	I'd like
	Diodie won trip

- **B Wordposting** Put the four categories below on a separate sheet of paper. With a partner, make a list of language you know for each category.
 - 1 Ask for directions
 - 2 Give directions and state locations
 - 3 Ask for a size, color, etc.
 - 4 Pay for things

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

C Role play Navigate the department store, using the floor plan. Create a conversation between the shopper and the person at the information desk. Use your notepad and your wordposts. Then change partners, roles, and items.



GOAL

Discuss clothing do's and don'ts

BEFORE YOU READ

Vocabulary • Formality and appropriateness Read and listen to each pair of antonyms. Then listen again and repeat.

Formality

formal for special events when casual clothes are not OK

informal for everyday events when casual clothes are OK

Appropriateness

appropriate socially correct inappropriate socially incorrect

Strictness

liberal without many rules for appropriate dress

conservative with more rules for appropriate dress

READING







Travelin'Girl

Hello! Traveling to Dar es Salaam, Tanzania next week and I need some info on clothing do's and don'ts. I'm in Holland right now where the dress code is pretty liberal, more liberal than where I come from in Germany. The attitude is "anything goes," and they wear some pretty wild things here! How strict are the "rules" there?



Jillian25

I go there quite a bit, and my general rule of thumb for East Africa is to keep your shoulders covered and to wear below-the-knee pants or skirts—no sleeveless shirts or tank tops. The culture is pretty conservative, and women dress modestly. Don't show too much skin.



OK, Jillian25. But it's incredibly hot and humid there, just about all year round. Travelin'Girl should pack for the heat: cotton blouses (in light colors); casual, comfortable, light pants; sandals. She didn't say—is this a business trip or pleasure?



A mix of both—a little business in Dar (with my husband), then a quick safari to see the animals. Then I plan on spending at least one weekend at the beach. What's the story there?

Travelin'Girl



There really are no hard and fast rules, but in tourist areas like beaches, it's more informal and relaxed, and most modest clothing is OK. A bathing suit's fine at the beach, as long as it's not too revealing. But in general, in towns near the coast, the rules are stricter and it's inappropriate to wear shorts or miniskirts, so carry a piece of cotton cloth that you can fix easily around your waist.



And let's not forget your husband. For business and formal meetings, a lightweight suit is always appropriate for both of you (and a tie for him).

TallPaul



	true	false	no info
1 "Jillian25" says she is a travel agent.	erit ou de veut		
2 "Travelin'Girl" wants to dress appropriately in Tanzania.	7.700 🗖 (41 -	s Heere Dilum	
3 "Travelin'Girl" is traveling alone.			
4 Dar is in East Africa.	2 -		
5 "Travelin'Girl" and her husband have children.			
6 Women are expected to dress conservatively in Tanzania.	ebull steam	ngga articitions	
Apply information Imagine you are going on the same trip as "Travelin'Girl." Plan your clothes for a one-week visit to Tanzania. Be specific. Explain your choices.	this is a	Il take three pairs vacation and I pla my time at the be	
NOW YOU CAN Discuss clothing do's and do	an ³ ts		ok Self-Study Disc: omprehension Questic
		dillinrmai rock	
PERSONAL DRESS CODE?		and formal restau	ırants:
Check agree or disagree. It's OK for men to wear shorts		and formal restau	Jrants:
DRESS CODE? Check agree or disagree. agree disagree		ocial settings:	Jrants:
Check agree or disagree. It's OK for men to wear shorts on the street. It's OK for women to wear shorts			Jrants:
Check agree or disagree. It's OK for men to wear shorts on the street. It's OK for women to wear shorts on the street. It's OK to wear sandals in an			Jrants:
Check agree or disagree. It's OK for men to wear shorts on the street. It's OK for women to wear shorts on the street. It's OK to wear sandals in an office. It's important for men to wear		ocial settings:	Jrants:
Check agree or disagree. It's OK for men to wear shorts on the street. It's OK for women to wear shorts on the street. It's OK to wear sandals in an office. It's important for men to wear sleeveless	in casual so	ocial settings:	Jrants:

A Paraphrase Explain in your own words what clothing is appropriate in Tanzania, according to the blog.

Review



ActiveBook Self-Study Disc

grammar · vocabulary · listening reading · speaking · pronunciation

Guidance for Exercise E

Listening compreh	ents zone Pastrichiel in 1				
infer which department the	Departments Shoes				
1	4	welling along.	Bags and Accessories		
2	5		nosiery		
3	dren.		Outerwear Sleepwear Lingerie		
Complete the chart with the for certain places and occar	ne appropriate kinds of shoes and clo sions.		Electronics		
Lead and should be also be	Shoes	Cloth	es 5/1		
To class or work					
To formal occasions					
On the weekend					
hen you travel, As far as color is	e usually				
As far as color is	e usually				
a blazer can be	For destination 3 cool	То	p Notch Pop		
	because you can wear it in		ything Goes" rics p. 150		
5 conservative	settings such as offices		10 (1)		
and	restaurants. For travel to				
areas of	the world, clothes are	Enough to			
9 comfortable	ones.	C) dan			
Powrite each contence. Change the direct and indirect chiest name					
Rewrite each sentence. Change the direct and indirect object nouns and noun phrases to object pronouns.					
1 Please show the loafers to my husband. Please show them to him.					
2 They sent the jeans to their grandchildren.					
	ert for the clothes?				
4 When are we buying th	ne gift for Marie?	NATE VOURSELEY	ном топт тон		
to visit you. Write a letter	u have a friend from another country or e-mail to your friend, explaining w advice on appropriate and inappropri	hat to pack for	WRITING BOOSTER • p. Connecting ideas with because and since		

Hi! Here are some clothing tips for your visit. First

of all, the "rules" here are ...



Taking Transportation

GOALS

After Unit 9, you will be able to:

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

Preview

buses fro	m Li-				
DESTINATION	Lima t	o Nazca			- 4
Lima - Nazca	- GOENCY	DEPARTURE			1
Lima - Nazca	Daily	04:30	ARRIVAL	STOPS	
Lima - Nazca	Daily	07:00	10:45	Paracas	BUS TERMINAL
Lima - Nazca	Daily	13:30	13:30	Paracas-Ica	Terminal Nazca
Lima - Nazca	Daily	14:00		Paracas-Ica	Ierminal Nazca
	Daily	17:30		Non	Ierminal Nazca
		- 3	23:30	Non-stan	Ierminal Nazca
CLIANICHAL				тогор	Terminal No.

BELJING to SHANGHAI

DLIGHT				Air-conditioned
Train No.	Depart	Arrive (SHANGHAI)	Travel Time	
II all 1 100.	(BEIJING)	The state of the s	Od 09h 44m	Yes
D31	11:05	20:49		No
	14:42	12:49	Od 22h 07m	
1461	2,53	07:00	Od 11h 28m	Yes
Z21	19:32		Od 11h 28m	The state of the s
Z13	19:38	07:06	1000000	
	19:44	07:12	Od 11h 28m	165
Z7	19:44			

CATICL	AN to MA	NILA		
Flight No.	Departure	Arrival	Frequency	Aircraft Type
2P 036	0705	0815	DAILY	DH3
2P 038	0725	0835	DAILY	DH3
2P 040	0805	0915	DAILY	DH3
2P 046	1040	1150	DAILY	DH3
2P 048	1700	1810	DAILY	DH3

Sources: mysteryperu.com; travelchinaguide.com; airphils.com

- Use the schedules to find the answers to the questions.
 - 1 It's now 10:00 A.M. When is the next bus to Nazca?
 - 2 And when is the next non-stop bus to Nazca?
 - 3 How much time does it take to get from Beijing to Shanghai on train 1461?
 - 4 Which train is faster, train 1461 or train D31?
 - 5 What time does flight 2P 046 depart for Manila? When does it arrive?
- B Pair work Ask your partner more questions about each schedule.



Marcos: Excuse me. Do you speak English?

Roger: Actually I'm French. But, yes.

Marcos: Thank goodness! I'm looking
for Terminal 2.

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



Roger: So where are you flying today?

Marcos: Manila. Then I'm connecting to a flight home.

Roger: Well, that's a coincidence. I'm on my way to Manila, too. Flight 56?

Marcos: Yes, But we should hurry It's

Marcos: Yes. But we should hurry. It's boarding in fifteen minutes.



Roger: And where is home? Marcos: Brazil. São Paulo.

Roger: No kidding! I'm going to go

to São Paulo next week!

Marcos: Really? What a small world!

Marcos: Portuguese speaker; Roger: French speaker

D Focus on language Find an underlined phrase or sentence in the Photo Story that has the same meaning as:

affordable, convenient,

I can read or work.

- 1 I'm traveling to ...
- 2 Let's walk faster.
- 3 I'm changing to ...
- E Think and explain Circle T (true), F (false), or NI (no information). Then explain each answer.

bus

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.

To school or work

T F NI 5 Roger is staying in Manila.

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

T F NI 6 The two men catch the flight.

F Pair work Complete the chart with the means of transportation you prefer for each occasion. Then discuss your choices with a partner.

Means of transportation

To school or work

To social events on weekends

For vacations in my country

For vacations outside of my country

Be sure to recycle this language.

popular convenient affordable comfortable expensive relaxing

Discuss schedules and buy tickets

VOCABULARY

Kinds of tickets and trips

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

PASSENGER TICKET

KOREA BUS LINE

ZEOUL > ZOKCHO

a one-way ticket

PASSENGER TICKET

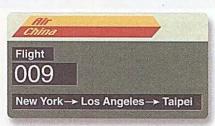
KOREA BUS LINE

ZEONT > ZEONT SEONT

a round-trip ticket

JAPAN RAIL	Kodama (local)	Nozomi (express)
Tokyo	10:13	10:20
Odawara	10:30	-
Atami	11:00	-
Maibara	13:39	-
Kyoto	14:04	12:38

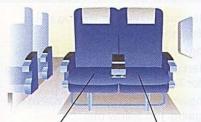
the local the express



a direct flight



a non-stop flight



an aisle seat a window seat

- **B** Complete the conversations with words and phrases from the Vocabulary.
 - 1 A: Would you like a window or an aisle?
 - B: I like to walk around.
 - **2** A: Is Flight 3 a flight?
 - B: No. It's a flight. It makes a stop, but you don't have to change planes.
- 3 A: Do you want a ticket to Rome?
- 4 A: I'm sorry. It's too late to make the
 - B: Well, I'll take I'm not in a hurry.

GRAMMAR

Modals should and could

should

Use should and the base form of a verb to give advice.

You shouldn't take that flight. You should take the non-stop.

Should they take the bus? (Yes, they should. / No, they shouldn't.)

When should we leave? (Before 2:00.)

could

Use could and the base form of a verb to suggest or ask about alternatives or possibilities.

The express bus is full, but you could take the local.

Could I take the 2:20? (Yes, you could. / No, you couldn't.)

GRAMMAR BOOSTER > p. 138

- · Modals: form and meaning
- Common errors
- A Grammar practice Complete each statement or question with should or could and the base form.
 - 1 the express. The local arrives too late.
 - 2 They said two aisle seats or an aisle and a window.

- 3 a round-trip ticket. That way you won't have to wait in line twice.
- 4 Which train? We absolutely have to be there on time.
- 5 a ticket at the station or on the train. It doesn't matter.
- B Pair work Two coworkers are at Penn Station, and they work in Oak Plains. It's 7:20 A.M. They have to arrive in Oak Plains for work at 9:00. Use the schedule to discuss all the possible choices. Use could and should. Explain your choices.

They could take the 7:30 express.

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

Blue numbers = Penn Station	Northway	Oak Plains	
7:15	7:50		Carme
7:25	1.5	8:30	9:00
7:30		8:25	8:55
7:30		_	8:55
7:50	8:05	8:45	9:15

CONVERSATION MODEL

- A (*)) Read and listen to someone buying tickets.
 - A: Can I still make the 5:12 bus to Montreal?
 - B: I'm sorry. It left five minutes ago.
 - A: Too bad. What should I do?
 - B: Well, you could take the 5:30.
 - A: OK. One ticket, please.
 - B: One-way or round-trip?
 - A: Round-trip, please.
- **B** (*)) **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.



NOW YOU CAN Discuss schedules and buy tickets

- A Pair work Use the train departure board. Imagine it is now 7:15. Change the Conversation Model, based on where you want to go. Then change roles.
 - A: Can I still make the train to?
 - B: No, I'm sorry. It left minutes ago.
 - A: What should I do?
 - B: Well, you could take the
 - A: OK. One ticket, please.
 - B: One-way or round-trip?
 - A: please.
- **B** Change partners Practice the conversation again. Discuss other departures.

Don't stop!

- Discuss the price of tickets.
- Ask whether the train makes stops.
- Ask for the kind of seat you'd like.

DEPARTU	JRES 07	:15 A)
ТО	DEPARTS	TRACK
OSAKA	06:55	6
NARITA	07:03	9
KYOTO	07:12	19
DSAKA	08:23	8
NARITA	08:26	9
KYOTO	08:31	18

Book travel services

GRAMMAR

Be going to to express the future: Review

base form

rent a car in New York. I'm going to She's going to eat at the airport. take a taxi into town. We're going to

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

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

often used to express future plans. I'm renting a car in New York next week.

Remember: The present continuous is also

GRAMMAR BOOSTER > p. 138

Expansion: future actions

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

Here's my travel information: I (1 leaving / 'm leaving) Mexico City at 4:45 P.M. on Atlas Airlines flight 6702. The flight (2 is arriving / arriving) in Chicago at 9:50 P.M. Mara's flight (3 going to get in / is getting in) ten minutes later, so we (4 're meeting / meeting) at the baggage claim. That's too late for you to pick me up, so I (5 'm going to take / take) a limo from O'Hare. Mara (6 goes to / is going to) come along and (7 spend / spending) the night with us. Her flight to Tokyo (8 not leaving / isn't leaving) until the next day.

C Pair work Ask your partner three questions about his or her future plans. Use be going to.

≦ € What are you going to do on your vacation? ""

VOCABULARY

Travel services

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



a rental car



a taxi



a limousine / a limo



a hotel reservation

B (3)) Listening comprehension Listen to the conversa	
and complete each sentence with <u>be going to</u> and infer	
1 He (reserve) a for her.	3 She
2 The tourist	4 The agent
a in Seoul.	see if he can reserve a for the tourist.
and listen. Then II den again and repeat.	
A (□)) Read and listen to a conversation between a travel agent and a traveler. A: Hello. Baker Travel. Can I help you? B: I hope so. I'm going to need a car in Dubai. A: Certainly. What date are you arriving? B: April 6 th . A: And what time? B: Let me check 5:45 P.M. 5:09 Rhythm and intonation Listen again and repeat. Then practice the Conversation Model with a partner.	
C Find the grammar Find and circle two ways that A ar express future plans in the Conversation Model.	nd B
express future plans in the Conversation Model.	TICKET AND BAGGAGE CHECK
NOW YOU CAN Book travel services A Pair work Change the Conversation Model. Book o services from the Vocabulary. Use the tickets for arriva Then change roles. A: Hello. Can I help you?	PASSENGER TICKET AND BAGGAGE CHECK AIR CUZCO APRIL 11 FLIGHT 22 AIR CUZCO APRIL 11 FLIGHT 22 DEPARTURE: 18:00 ARRIVAL: 19:15 LIMA TO CUZCO 88985376124 0 988 7631986534 7
NOW YOU CAN Book travel services A Pair work Change the Conversation Model. Book of services from the Vocabulary. Use the tickets for arrivation change roles. A: Hello. Can I help you? B:	PASSENGER TICKET AND BAGGAGE CHECK AIR CUZCO APRIL 11 FLIGHT 22 AIR CUZCO APRIL 11 FLIGHT 22 DEPARTURE: 18:00 ARRIVAL: 19:15 LIMA TO CUZCO 88985376124 0 988 7631986534 7
A Pair work Change the Conversation Model. A Pair work Change the Conversation Model. Book of services from the Vocabulary. Use the tickets for arrivation change roles. A: Hello. Can I help you? B:	passenger ticket and Baggage CHECK AIR CUZCO APRIL 11 FLIGHT 22 AIR CUZCO APRIL 11 FLIGHT 22 DEPARTURE: 18:00 ARRIVAL: 19:15 LIMA TO CUZCO 88985376124 0 988 7631986534 7 Seoul Touristhus FROM Seoul Touristhus
NOW YOU CAN Book travel services A Pair work Change the Conversation Model. Book of services from the Vocabulary. Use the tickets for arrival Then change roles. A: Hello. Can I help you? B:	passenger ticket and Baggage CHECK AIR CUZCO APRIL 11 FLIGHT 22 AIR CUZCO APRIL 11 FLIGHT 22 AIR CUZCO APRIL 11 FLIGHT 22 DEPARTURE: 18:00 ARRIVAL: 19:15 LIMA TO CUZCO 88985376124 0 988 7631986534 7 Seoul Touristbus FROM Seoul Providing to need arrivation
A Pair work Change the Conversation Model. A Pair work Change the Conversation Model. Book of services from the Vocabulary. Use the tickets for arrivation Then change roles. A: Hello. Can I help you? B:	PASSENGER TICKET AND BAGGAGE CHECK AIR CUZCO APRIL 11 FLIGHT 22 AIR CUZCO APRIL 11 FLIGHT 22
NOW YOU CAN Book travel services A Pair work Change the Conversation Model. Book of services from the Vocabulary. Use the tickets for arrival Then change roles. A: Hello. Can I help you? B:	passenger ticket and Baggage CHECK AIR CUZCO APRIL 11 FLIGHT 22 ARRIVES 18:00 ARRIVAL: 19:15 DEPARTURE: 18:00 ARRIVAL: 19:15 BEOULT TOURIST BUS TO SOK Cho DEPARTS DATE 13 August ARRIVES 11:55
NOW YOU CAN Book travel services A Pair work Change the Conversation Model. Book of services from the Vocabulary. Use the tickets for arrivation change roles. A: Hello. Can I help you? B:	PASSENGER TICKET AND BAGGAGE CHECK AIR CUZCO APRIL 11 FLIGHT 22 ARRIVE: 18:00 ARRIVES 19:15 Seoul Touristbus TO Sokcho DEPARTS D7:45 in tickets. EXCELA RAIL TRANSPORT
A Pair work Change the Conversation Model. A Pair work Change the Conversation Model. Book of services from the Vocabulary. Use the tickets for arrivation Then change roles. A: Hello. Can I help you? B:	PASSENGER TICKET AND BAGGAGE CHECK PAGE OF THE TRAVEL AIR CUZCO APRIL 11 FLIGHT 22 AIR CUZCO APRIL 11 FLIGHT 22 DEPARTURE: 18:00 ARRIVAL: 19:15 LIMA TO CUZCO 88985376124 0 988 7631986534 7 Sep! dditional services. PROM Seoul Touristbus TO Sokcho DEPARTS D7:45 In tickets. EXCELA RAIL TRANSPORT JUNE 26 EXPRESS TRAIN
NOW YOU CAN Book travel services A Pair work Change the Conversation Model. Book of services from the Vocabulary. Use the tickets for arrivation then change roles. A: Hello. Can I help you? B:	passenger ticket and Baggage Check AIR CUZCO APRIL 11 FLIGHT 22 AIR CUZCO APRIL 11 FLIGHT 22 DEPARTURE: 18:00 ARRIVAL: 19:15 LIMA TO CUZCO 88985376124 0 988 7631986534 7 Seoul Touristbus TO Sokcho DEPARTS D7: 45 in tickets. ets. BOARDING PASS EXCELA RAIL TRANSPORT JUNE 26 EXPRESS TRAIN NEW YORK TO WASHINGTON
NOW YOU CAN Book travel services A Pair work Change the Conversation Model. Book of services from the Vocabulary. Use the tickets for arrivation Then change roles. A: Hello. Can I help you? B: I'm going to need	passenger ticket and baggage check AIR CUZCO APRIL 11 FLIGHT 22 AIR CUZCO APRIL 11 FLIGHT 22 AIR CUZCO APRIL 11 FLIGHT 22 DEPARTURE: 18:00 ARRIVAL: 19:15 DEPARTURE: 18:00 ARRIVAL: 19:15 DEPARTURE: 18:00 ARRIVAL: 19:15 Seoul Touristbus TO Sokcho DEPARTS D7: 45 In tickets. EXCELA RAIL TRANSPORT JUNE 26 EXPRESS TRAIN NEW YORK TO WASHINGTON DEPARTURE: 6:00 PM
NOW YOU CAN Book travel services A Pair work Change the Conversation Model. Book of services from the Vocabulary. Use the tickets for arrivation then change roles. A: Hello. Can I help you? B:	passenger ticket and baggage check AIR CUZCO APRIL 11 FLIGHT 22 AIR CUZCO APRIL 11 FLIGHT 22 AIR CUZCO APRIL 11 FLIGHT 22 DEPARTURE: 18:00 ARRIVAL: 19:15 DEPARTURE: 18:00 ARRIVAL: 19:15 DEPARTURE: 18:00 ARRIVAL: 19:15 Seoul Touristbus TO Sokcho DEPARTS D7: 45 In tickets. EXCELA RAIL TRANSPORT JUNE 26 EXPRESS TRAIN NEW YORK TO WASHINGTON DEPARTURE: 6:00 PM

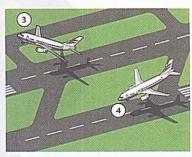
Understand airport announcements

BEFORE YOU LISTEN

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







(4) land

(3) take off



(s) go through security





- (6) the gate
- (7) an agent
- (8) a boarding pass (9) a passenger
- (10) the departure lounge

Some flight problems

- The flight is overbooked. The airline sold too many tickets, so some passengers can't board.
- The flight is delayed. The flight will depart late.
- The flight is canceled. The passengers have to find another flight.

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

(2) arrive

When you	at the airport, you should take your lu	uggage to the check-in counte	er and get
your		, where	have
to put all their hand	luggage on the belt. From there you should	ld go to theyoı	ur plane is
departing from. If yo	ou are early and your plane hasn't landed or	r arrived at the gate, just have	a seat in
the	When your flight is called,	you can show your boarding	pass to the
and g	get on the plane. Be sure to turn off all elect	tronic devices and put on your	seat belt before
your plane	from the gate. Enjoy the takeoff, and	d have a good flight!	How are details.

LISTENING COMPREHENSION

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

- ☐ a delay
- a gate change
- ☐ a cancellation
- □ a security problem
- ☐ an overbooking
- ☐ a mechanical problem

- B (1) Listen for details Listen again and write the flight information. 1 flight number: 3 final departure gate:
 - 2 original departure gate: 4 final departure time:

PRONUNCIATION Intonation for stating alternatives

- A 🕩 Listen to the rhythm and intonation of alternatives. Then listen again and repeat.
 - 1 Well, you could take the train or the bus.
 - 2 They could wait or reserve a later flight.
 - 3 Would you like one-way or round-trip?
- B Now practice saying each sentence on your own.

NOW YOU CAN Understand airport announcements

- A Read the announcement by the gate agent for Rapid Air flight 58 from Brasilia to São Paulo. Make sure you understand the details.
 - 66 Good afternoon, ladies and gentlemen. Flight 58 is overbooked. We apologize. We need two volunteers to give up their seats on this flight. There are seats available on all later flights to São Paulo. If you volunteer to take a later flight, Rapid Air will give you a free round-trip ticket anywhere we fly. The free ticket is good for one year. >>
- **B** Pair work Now act on the airport announcement. Imagine that you and your partner have tickets on flight 58. First read the situation:
 - The time is now 16:35.
 - You have a very important dinner in São Paulo at 20:30.
 - The flight takes about two hours gate to gate.

Then look at the departure schedule and discuss your alternatives.

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

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

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



GOAL

Describe transportation problems

BEFORE YOU READ

A (iii) 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	(())	Listening comprehension	Listen and complete each statement with the Vocabulary.
---	--------------	--------------------------------	---

1	They	·	4	They
2	They			They
3	They	***************************************		

READING



GOT BUMPED FROM A FLIGHT?

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



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

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

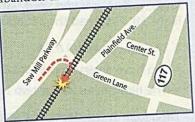
In fact, airlines usually ask for volunteers to get off an overbooked flight in exchange for those perks, and many passengers say "Sure!" and happily deplane. Some people even make a habit of choosing flights that are likely to be overbooked, just so they can volunteer!

Source: Adapted from airconsumer.ost.gov

Driver blames GPS for train crash

BEDFORD HILLS-Last night, Edward Carter, 43, of White Plains told police that his car's global positioning system (GPS) instructed him to make a wrong turn directly onto the train tracks in Bedford Hills. When he turned, his car became stuck on the track, and he had to abandon the car.

In a statement to the police, the man said he was driving north with his son on the Saw Mill Parkway at about 8 P.M. They planned to go to a restaurant



The location of last night's accident

on Route 117. Following the instructions from his GPS unit, he exited the parkway at Green Lane. But then, instead of driving to Route 117 and turning right there, he made a very wrong turn. He turned right at the railroad tracks. The man and his son tried to move the car off the tracks, but they couldn't. Shortly afterward, a Metro-North commuter train hit Mr. Carter's car. Luckily, there were no deaths or injuries. Police say that drivers need to pay attention to the road, not the GPS unit.

Source: Adapted from news articles in lohud.com

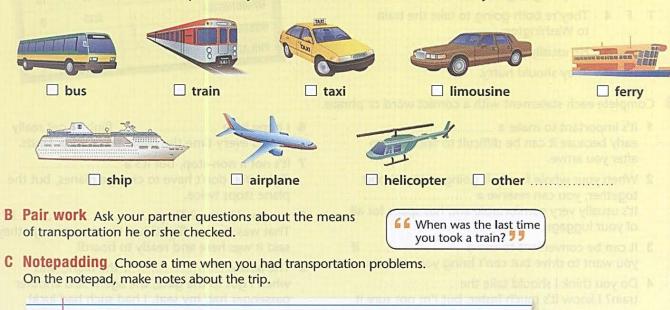
Critical thinking Based on the Reading and your own ideas, discuss the following topics.

- 1 Why do you think people with confirmed reservations become "no-shows"?
- 2 What are some advantages of getting bumped? Would you volunteer to get off an overbooked flight? Explain.
- 3 What are some advantages of GPS systems? What are some disadvantages?
- 4 Do you prefer GPS systems or paper maps? Explain.

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

NOW YOU CAN Describe transportation problems

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



means of transportation: month, day, or year of trip: destination: bad memories:

D Group work Now tell your story to your classmates. Describe your transportation problems. Ask them questions about their problems.

You won't believe what happened on my trip. First, I got carsick in the airport limo. Then...





Be sure to recycle this language.

Problems

The __ was terrible. The ___ were unfriendly. They canceled my _

The __ didn't work. They lost my ___ .

Someone stole my ___ . The __ drove me crazy. The [flight] was bumpy / scary. The [drive] was long / boring.

Responses What was wrong with the ___? I'm sorry to hear that. That's a shame / too bad.

Review



More Practice

grammar · vocabulary · listening reading · speaking · pronunciation

A	■» Listening comprehension It's 7:26 A.M. now. Listen as
	you look at the departure board. Then listen again and use
	reasoning to determine if each statement is true or false.
	Circle T (true) or F (false).

- They could take the 8:31.
- They should take the 8:25.
- They're going to Boston.
- They're both going to take the train to Washington.
- 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 a early because it can be difficult to find a room after you arrive.
- 2 When your whole family is going to the airport together, you can reserve a It's usually very comfortable and has space for all of your luggage.
- 3 It can be convenient to use a if you want to drive but can't bring your own car.
- 4 Do you think I should take the..... train? I know it's much faster, but I'm not sure it stops at my station on weekends.
- 5 My husband always gets seat. He likes to get up and walk around on long flights.

- **DEPARTURES** 7:26 A.M. DEPARTS TRACK WASHINGTON 7:10 6 BOSTON 7:22 PHILADELPHIA 7:25 19 WASHINGTON 8:25 8 BOSTON 8:26 24 **PHILADELPHIA** 8:31 18
- 6 I hope it's a flight. I get really scared every time the plane takes off or lands.
- 7 It's not a non-stop, but it's a..... flight. You don't have to change planes, but the plane stops twice.
- 8 Are you kidding? They it? That was the last flight! Just ten minutes ago they said it was here and ready to board!
- 9 The airline the flight, and when I got to the gate, the agent said another passenger had my seat. I had such bad luck!

Top Notch Pop "Five Hundred Ways" Lyrics p. 150

C	Complete the conversation	with	be	going	to	and	the	indicated	verbs.
---	---------------------------	------	----	-------	----	-----	-----	-----------	--------

B: Really? a car there? There are some great places to explore.

A: No. I think 3 we / stay on the beach and rest.

By the way, where ______ for your vacation?

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

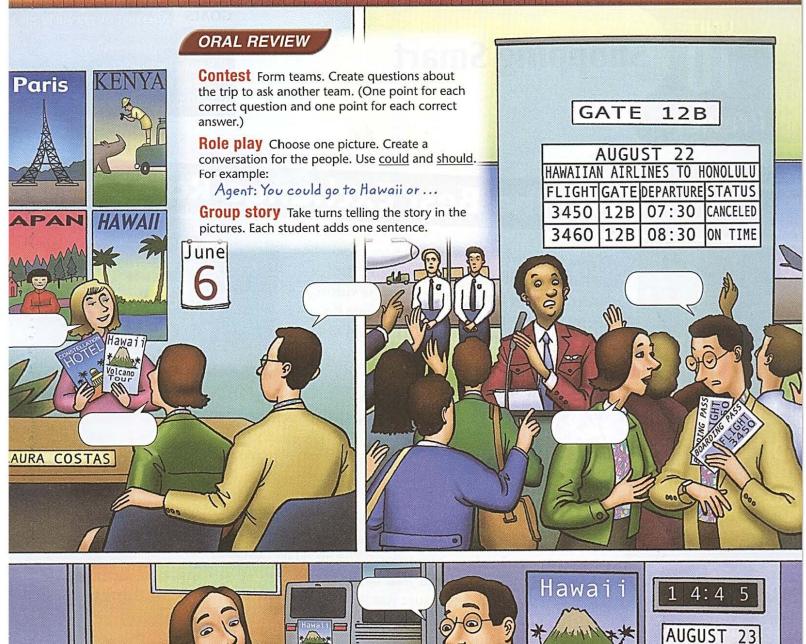
business next month, and a few days

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

D Writing On a separate sheet of paper, write two paragraphs—one about your most recent trip and one about your next trip. In the first paragraph, describe the transportation you took and write about any problems you had. In the second paragraph, write about the transportation you plan to take. Use be going to.

WRITING BOOSTER - p. 147

- The paragraph
- Guidance for Exercise D





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

Get the Best Exchange Rate

AD 608888 NY 888888 UR 888888 JPY 888888 GD 888888 HKD 888888 NZD 888888 NZD 888888 THB 88888

Before you travel to another country, check the exchange rate of your currency against the currency of the foreign country you're visiting. During your trip, you'll get the best rate if you buy foreign currency with an ATM card or a credit card.





However, if you have to exchange cash, the best rates are usually at banks and post offices.

When possible, use a credit card for larger expenses such as hotel bills, tickets, and car rentals. But be careful—many credit card companies now add fees for these transactions. Use an ATM card for your daily

cash needs. But check with your bank before you leave to make sure you can use your card in the country you are visiting. Also ask if they charge extra for using your card there.

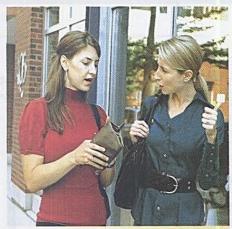
/131	Acard	Monthly Statemen
Date	Transaction	Debit
10/07	CAFÉ LUNA	200.00
10/06	*FOREIGN TRANSACTION	
10/06	HOTEL DE CALLAO	180.00

Source: independentraveler.com

A ♠ Vocabulary • Financial terms
Listen and repeat.

an ATM
cash
foreign currency
a currency exchange
an exchange rate
a fee

- **B** Pair work Discuss your spending habits. Ask and answer the following questions.
 - 1 Do you make purchases with a credit card? When?
 - 2 What do you usually buy with cash?
 - 3 Do you ever exchange money for foreign currency? When? How?



Jenn: Oh, no. I'm almost out of cash. And I want to get a gift for my mom. I sure hope these shops accept credit cards.

Pat: I'll bet they do. Let's go in here. They have some really nice stuff. Jenn: Great!

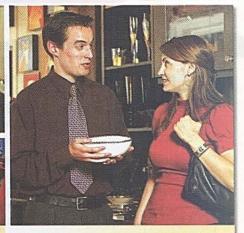


Pat: Hey, what do you think of this?

Jenn: It's gorgeous. But it's a bit more than I want to spend.

Pat: Maybe you can get a better price. It can't hurt to ask.

Jenn: I don't know. I'm not very good at bargaining.



Clerk: Excuse me. Maybe I can help. Let me show you something more affordable.

Jenn: Oh, that one's nice, too. How much do you want for it?

Clerk: Well, the lowest I could go is forty euros.

Jenn: I'll take it. You do accept credit cards, don't you?

Clerk: Sorry, no. But there is an ATM right across the street.

Clerk: Italian speaker

ע	as each of the following:	
	1 I'd prefer something cheaper.	
	2 This shop sells good things.	
	3 I'll sell it to you for	
	4 I don't know how to ask for a lower price.	
	5 I don't have much money.	
	6 Don't be afraid to bargain.	
	7 Here's a cheaper one.	

- **E Discussion** Are you good at bargaining? How do you get a good price when you go shopping?
- **F** Pair work Complete the chart with your own opinions of the advantages and disadvantages of credit cards and cash. Then discuss your ideas with a partner.

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

GOAL

Ask for a recommendation

G	RA	MMAR	Superlative	adjectives			Irrea	ular forms
		things, or id	eas.	o compare more		places,	good	\rightarrow better (than) \rightarrow the best \rightarrow worse (than) \rightarrow the worst
	Which projector is the cheapest of these three? Which brands are the most popular in your store?							
		cheap of nice is easy	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 comfortable (tha less difficult (than) less expensive (tha	n)	superlative the most comfortable the most portable the least difficult the least expensive
								GRAMMAR BOOSTER > p. 139
A	Gr	rammar praestement, usin	ctice Read the	e salesperson's rove form of the a	ecommendatio djective.	ns. Complete each		Comparatives and superlatives: usage and form
	1	The Aptex is	DOW	of our	MP3 players.			
	2	The Focus Ca	20 is very inex	pensive. It's		digital camera	we se	ell. i dumi cumi
	3	Compared to	o our other car	mcorders, the M	anko 210 is	easy to use		
	4	The Focus C	50 is	popular	digital ca	mera we sell.		
	5	The Vista PX	ISligh	cam	corder you can	buy.		
	6	Our custome	ers say the iSor	ng is	·····	MP3	playe	r available today.
	7	You'll like the	e Manko 230 N	MP3 player. It's .				to use.
	8	If you don't v	want to spend	a lot, the Raxx i	S	******		camcorder you can buy
	9	ii you want t	the pest but do	on't care about c	ost, the Vista L	S is	expens	ive
		camcorder w	ve have.				CAPCIII	The share the state of the stat
В	Co	mplete the c	onversations. l	Jse the superlati	ve form of the	adjectives		tol upy of it less if it 2
			se cameras are		re rount or the	ebija iswol i		anvertwork mobil and
			h issmal	Commence of the Commence of th				
	2			re pretty warm.				
				100	and makes	heavy	ones	and toquid a ZetsH N Y
	3			ooks about Italy.		heavy		on new and malestoned) 1
	Ĭ					2		
	4			r books is taxi, bus, or trair				
	1200			nvenient				
	5	A: You can s	study English a	t any school you	ı want.			

popular

B: All three sound great. But which school is

CONVERSATION MODEL

- A ()) Read and listen to someone asking for a recommendation.
 - A: I'm looking for a digital camera. Which is the least expensive?
 - B: The B100. But it's not the best. How much can you spend?
 - A: No more than 250.
 - B: Well, we have some good ones in your price range.
 - A: Great! Can I have a look?
- **B** (*) Rhythm and intonation Listen again and repeat. Then practice the Conversation Model with a partner.



NOW YOU CAN Ask for a recommendation

- A Pair work Change the Conversation Model. Use the ads, or other real ads, to ask for a recommendation. Use superlative adjectives. Then change roles.
 - A: I'm looking for Which is the?
 - B: The But it's not the How much can you spend?
 - A: No more than
 - B: Well,
 - A:

Don't stop! Continue the conversation.

I'm also looking for [an MP3 player]. Tell me about [the Prego 5]. Do you accept credit cards? Is there an ATM nearby? I think I'll take the [X23]. Could you gift wrap it for me?

- B Change partners Ask about other electronic products.
- **C** Extension Bring in newspaper ads for electronic and other products. Use both comparative and superlative adjectives to discuss them.



Ideas

· nice

· popular · light

 practical · easy to use





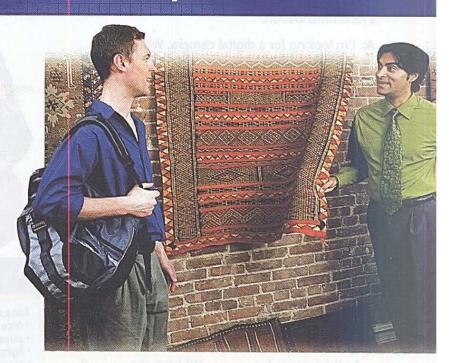
GOAL

Bargain for a lower price

CONVERSATION MODEL

- A (1)) Read and listen to someone bargaining for a lower price.
 - A: How much do you want for that rug?
 - B: This one?
 - A: No. That one's not big enough. The other one.
 - B: 300
 - A: That's a lot more than I want to spend. I can give you 200.
 - B: How about 225?
 - A: OK. That sounds fair.

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



GRAMMAR

Too and enough

When something is not satisfactory:

Those rugs are too small. OR Those rugs aren't big enough. That camera is too heavy. OR That camera isn't light enough.

When something is satisfactory:

This MP3 player is small enough. I'll take it.

Be careful!

Don't say: This MP3 player is

GRAMMAR BOOSTER > p. 140

Usage: too, really, and very

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

- 1 A: Are you sure this microwave is? I'm a pretty busy guy.
 - B: Absolutely. The X11 is our fastest model.
- - B: I'm so sorry. Let me get you a bigger size.
- - B: Then let me show you a model that's quieter.
- 4 A: I bought these portable speakers last week, but they really aren't for travel.
 - B: Don't worry. You can exchange them for another pair that's not so heavy.
- 5 A: How about this MP3 player? It's pretty small.
- 6 A: This jacket is a real bargain, sir. It's only \$692.
 - B: \$692? That's I don't want to spend that much.

Adjectives slow fast cheap expensive quiet noisy small big light

heavy

PRONUNCIATION

Rising intonation for clarification

- A (3) Listen to how rising intonation is used to ask for clarification. Then listen again and repeat.
 - 1 A: Could I have a look at those bowls?
 - B: These small ones
 - A: No, the big ones.

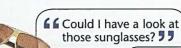


2 A: How much is that vase?

B: This green one?

A: That's right.

B Pair work Place some objects on your desk. Ask to have a look, and practice using rising intonation to ask for clarification.



VOCABULARY

How to bargain

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

Buyer's language

- · How much do you want for that [shawl]?
- · That's more than I want to spend.
- · I can give you [twenty] for it.
- · Would you take [thirty]?
- · All I have is [forty].
- · It's a deal.



Seller's language

- How much do you want to spend?
- · I could go as low as [seventy].
- · I can't go lower than [sixty].
- · You can have it for [fifty].
- · How about [forty-five]?
- · It's a deal.
- B Listening comprehension Listen to people bargaining. Complete each statement with the amount they agreed on and the item bought.
 - 1 The buyer pays for the
- 3 The buyer pays for the
- 2 The buyer pays for the
- 4 The buyer pays for the

NOW YOU CAN

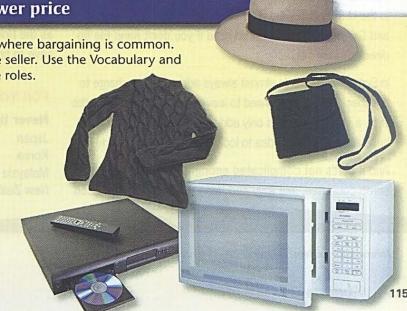
Bargain for a lower price

A Role play Imagine that you are in a place where bargaining is common. One of you is the buyer, and the other is the seller. Use the Vocabulary and the photos, or your own ideas. Then change roles. Start like this:

A: How much do you want for?

Don't stop!

- Ask about size, color, etc.
- Use too and enough.
- Use superlatives.
- B Change partners Bargain for one of the other items.



Discuss showing appreciation for service

BEFORE YOU READ

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

READING





When Should I Tip?

It's the question every traveler asks.

n some countries around the world, tipping isn't customary. But there are at least 180 countries where travelers need to know the rules. In some places, like China, where tipping was not the

custom in the past, that's changing. In most other countries, tipping is customary—but the rules can be guite complicated.

Restaurants

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

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

And if that's not complicated enough, think about this: In some countries, like Italy and Venezuela, restaurants add a service charge to the bill, but an additional 5 to 10% tip is still expected!

Taxis

In the U.S. and Canada, you always tip taxi drivers 15% of the taxi fare. However, in South America and many European countries, you don't usually tip them. Instead, you can round off the fare and say, "Keep the change."

Hotels

What about the porter who carries your luggage? In Australia, you tip about AUS \$3 (US \$2) per bag. But in most countries, a tip of about US \$1 will be fine. You can also leave about US \$1 to \$2 a day for the maid who cleans your hotel room.

So what should travelers do? Check the Internet for information on tipping customs before you leave. As the famous saying goes, "When in Rome, do as the Romans do." But remember: You never have to tip if the service is terrible.

FOR YOUR INFORMATION

Never tip in these countries:

Japan Singapore

Thailand Korea

Malaysia United Arab Emirates New Zealand

Vietnam

Information source: cnn.com

A Draw conclusions Read each person's question. Give advice, according to the Reading. Then find the place in the Reading where the information comes from. € I'm going to 66 I'm flying to Warsaw, Poland. I'm Chicago, in the U.S., on Melbourne, Australia, staying in a nice hotel business. Let's say I take next week. I have three for about six days. How ten clients out for lunch large bags. If a porter much should I tip the and the bill is US \$400. helps me, how much maid? " How much more should should I tip? ">" I leave for the tip? ">"







I'm going to be in Toronto, Canada, this weekend. Someone told me the fare from the airport is CAN \$43. How much should I tip the driver?



B Apply information Imagine that you are visiting one of the countries in the Reading. Describe a situation in a restaurant, a hotel, or a taxi. Your classmates decide how much to tip.

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

NOW YOU CAN Discuss showing appreciation for service

- A Frame your ideas Check the ways you have shown appreciation to someone for good service. Then tell a partner about some of them.
 - ☐ I left a tip.
 ☐ I gave a gift.
 ☐ I said "Thank you."
 ☐ I wrote a "thank-you" note.
 ☐ I wrote a letter to the manager.
 ☐ Other: ______

Last year, I went to a restaurant where the waiter was really nice. At the end of the meal, I spoke to the manager about his great service.

B Notepadding With a partner, write suggestions to a visitor to your country for how to show appreciation for good service. If tipping is customary, explain how much to tip.

Restaurant servers:

Taxi drivers:

Hotel maids:

Baggage porters:

Hairdressers:

Office assistants:

Other:

C Discussion Now discuss how to show appreciation for good service in your country. What are the customs? Does everyone agree?

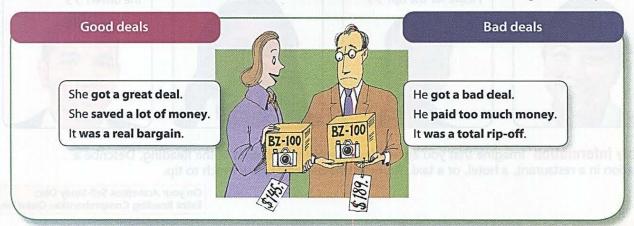
Text-mining (optional)
Underline language in the Reading on page 116 to use in the Discussion.
For example:

"[Restaurant servers] expect a tip of ..."

Describe where to get the best deals

BEFORE YOU LISTEN

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



B Discussion Read about two shopping experiences. Do you think either of the people got a good deal? Use the Vocabulary.



I was in Saudi Arabia on business, and I wanted to buy a rug. I found a beautiful one, but the asking price was too high: US \$900. I said I could go as high as \$350. We bargained for a long time, but the merchant wouldn't come down in price. Finally, we shook hands. When I turned to leave the store, he was very surprised. I thought the handshake meant "Sorry. That's too low." But it really meant "It's a deal." So I went back in and bought it.



When I was in Shanghai, I decided to look for some antique pottery. I found a beautiful blue and white vase from the sixteenth-century Ming Dynasty. We bargained about the price, and the salesperson came way down for me. So of course I bought it. It was more than I wanted to spend, but I really liked it. Later, a friend told me that the "antiques" in these shops aren't really antiques—they're actually new!

LISTENING COMPREHENSION

A Listen for main ideas Listen to the conversations about shopping. Then listen again and complete the chart.

	What did the shopper buy?	Did the shopper get a good price?		
1		□ yes	□no	
2	Sam	□ yes	□no	
3	submission of the least of the	□yes	□ no	
4		□yes	□no	

- B (3) Listen for details Listen again. Write the price each person paid.

 1 euros 2 pounds 3 dollars 4 pesos
 - NOW YOU CAN Describe where to get the best deals
 - A Notepadding Write notes about a good or bad shopping experience you have had.

What did you buy?

Where did you buy it?

Did you bargain?

How much did you pay?

B Group work Now describe your shopping experience to your classmates.
Use your notepad.

Text-mining (optional)
Underline language in the stories in
Exercise B on page 118 to use in the
Group Work. For example:
"We bargained for a long time..."

C Frame your ideas Complete the chart with places in your city or town.

What are	Where can you buy
the best restaurants?	
the nicest hotels?	the most beautiful flowers?
the most expensive department stores?	the best electronic products?
the most unusual markets?	the most unusual souvenirs?
the most interesting museums?	the wildest clothes?

- **D Discussion** Where should people go in your city or town for the best deals?
 - 6 The fruits and vegetables at the North Market are the freshest in town. 3 3

Review

B

C



grammar · vocabulary · listening reading · speaking · pronunciation

	They're talking about	Satisfactory?	Adjectives
1		ow much of typu pa	light / fast / cheap
2			light / warm / beautiful
3	marro.	ode relaced by the section	tall / beautiful / affordable
4	mir (il si	o) ST For my Wash	light / easy to use / affordable
nmn	elete the sentences.		
lf t	you're out of cash and the ban in get money from chere's a service charge on the in't need to leave some places, you can	bill, you probably	Before you go overseas, you should check the control of your currency and the currency of the place you're traveling the was a real saved a lot money. I saved a lot money.
lov	ver price.		6 It was a total
lov n a s	separate sheet of paper, rewrit kample:		g too or enough.
lov n a s or ex Th	separate sheet of paper, rewrit kample: at vase is too heavy.	e each sentence, usin at vase isn't light ena	much money. g too or enough. telesion teepin sels
lov n a s or ex Th Th	separate sheet of paper, rewrit kample:	e each sentence, usin at vase isn't light ena	g too or enough.
lov n a s or ex Th Th Th	separate sheet of paper, rewrit kample: That vase is too heavy. ose cameras aren't cheap enough	e each sentence, using at vase isn't light end	much money. g too or enough. ugh. 4 That restaurant is too noisy.
lov n a s or ex Th Th Th	separate sheet of paper, rewrit kample: at vase is too heavy. ose cameras aren't cheap enous is printer is too slow. e inside of the fridge isn't cool	e each sentence, using at vase isn't light endugh.	much money. g too or enough. 4 That restaurant is too noisy. 5 My flat screen TV isn't big enough. 6 Those pants aren't long enough.
lov n a sor ex Th Th Th	separate sheet of paper, rewrit kample: at vase is too heavy. ose cameras aren't cheap enous is printer is too slow.	e each sentence, using at vase isn't light end ugh. enough. g in your city. Use the	much money. g too or enough. 4 That restaurant is too noisy. 5 My flat screen TV isn't big enough. 6 Those pants aren't long enough.
lov n a s or ex Th Th Th	separate sheet of paper, rewrit kample: at vase is too heavy. ose cameras aren't cheap enous is printer is too slow. two sentences about shoppin	e each sentence, using at vase isn't light end ugh. enough. g in your city. Use the	much money. g too or enough. 4 That restaurant is too noisy. 5 My flat screen TV isn't big enough. 6 Those pants aren't long enough.

E Writing On a separate sheet of paper, write a guide to the best places for a visitor to your city or town to stay in, visit, and shop.

hotels theaters stores neighborhoods museums stadiums

WRITING BOOSTER + p. 148

- Connecting contradictory ideas
- Guidance for Exercise E



Reference Charts

Countries and nationalities

Argentinean / Argentine
Australian
Belgian
Bolivian
Brazilian
Canadian
Chilean
Chinese
Colombian
Costa Rican
Ecuadorian
Egyptian
Salvadorean
French
German
Greek

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

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

Non-count nouns

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

aerobics	cheese	entertainment	ice	oil	service	traffic
air-conditioning	chicken	fish	ice cream	outerwear	shopping	transportation
basketball	clothing	food	juice	pasta	shrimp	TV
beef	coffee	fruit	junk food	pepper	sightseeing	walking
bike riding	crab	garlic	lamb	pie	skydiving	water
bread	culture	golf	lettuce	rice	sleepwear	weather
broccoli	dancing	health	lingerie	running	soccer	wildlife
butter	dessert	history	meat	salad	soup	yogurt
cake	dinner	hosiery	milk	salt	squid	
candy	electronics	hot sauce	music	sausage	swimming	
cash	English	housework	nature	seafood	tennis	

Irregular verbs

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

Grammar Booster

The Grammar Booster is optional. It is not required for the achievement tests in the Top Notch Complete Assessment Package. If you use the Grammar Booster, there are extra exercises in the Workbook in a separate labeled Grammar Booster section.

UNIT 1 Lesson 1

Information questions with be: usage and form

Use \underline{Who} to ask about people, \underline{What} to ask about things, \underline{Where} to ask about places, and \underline{How} old to ask about age.

singular nouns

Who's your teacher? What's your name? Where's your father from? How old is your sister? plural nouns

Who are the new students?
What are their names?
Where are your classmates from?

How old are your children?

- A Choose an answer for each question.
 - ___1 What's your name?
 - ___ 2 Where is she from?
 - ___ 3 Where's her father from?
 - ___4 Who is Bernard Udall?
 - ___ 5 How old are your cousins?
- a Scotland, actually. She's British.
- b He's the CEO of BRC Incorporated.
- c Kim's father? Seoul, I think.
- d Eighteen and ten.
- e Ivan. But everyone calls me Vanya.

Possessive nouns and adjectives

Possessive nouns

Add 's to a name or a noun.

Where is Peter's father from? What's the teacher's name?

Add an apostrophe (') to plural nouns that end in -s.

What are the students' names?

Add 's to the name or noun that comes last in a list of two or more.

When is Sally and Hannah's class?

Possessive adjectives

Where's Chad's father from? → Where's his father from? What's Sheila's last name? → What's her last name? What's Lee and Ping's address? → What's their address?

| → my
| you → your
| he → his
| she → her
| it → its
| we → our
| they → their

B Complete each sentence with a possessive form of the noun.

1 _____ (Dean) father is an engineer.

2 What is _____ (Janec) e-mail address?

3 The book is _____ (Kayla).

4 _____ (Nicole and Sean) class is at eight.

5 What are your _____ (brothers) occupations?

On a separate sheet of paper, write a question for each answer, using What and a possessive adjective. Follow the example.

My occupation? I'm a student. What's your occupation?

- 1 Lin and Ben's? It's 2 Bay Street.
- 2 His phone number? It's 21-66-55.
- 3 Dave's last name? It's Bourne.
- 4 Sandra's nickname? It's Sandy.
- 5 My e-mail address? It's acme4@ymail.com.
- 6 Ray's? His address is 456 Rue Noire.

D Complete each sentence with a possessive adjective.

1 This is my sister. _____ husband is from Ecuador.

2 Robert is a new student here. ______nickname is Bobby.

3 My friends live in London, but _ hometown is in Scotland. 4 My husband and I live in Chicago, but _____ children don't.

5 I'd like you to meet _____ colleague Sam.

He works with me at the bank.

6 I like that picture. _____ colors are very nice.

UNIT 1 Lesson 2

Verb be: usage and form

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

noun subject

pronoun subject

Our teacher is from the United States.

She is from the United States.

That school is new.

It is new.

Affirmative statements

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

is late.

I am a student. He She

You 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. He is single. = He's single. I am a student. = I'm a student. 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 \underline{l} am not \rightarrow \underline{l} '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?
Are they designers?

Yes, he is. NOT Yes, he's. Yes, they are. NOT Yes, they're.

Note: It is also common to answer just with Yes or No.

Are you a salesperson?

Yes.

A On a separate sheet of paper, write these sentences, using contractions.

Then practice saying each sentence aloud.

1 He is an opera singer.

3 I am a student.

5 My mother is late.

2 They are managers.

4 Bart is from Australia.

6 Your father is nice.

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

1 Is New York in Russia?

4 Is Italy a city?

7 Are you Canadian?

2 Are you a scientist?

5 Is it 3:00 right now?

8 Is your father a manager?

3 Are Korea and Japan in Asia?

6 Are you a student?

9 Is English difficult?

Prepositions of time and place: usage rules

Time

Use on with the names of days or dates.

on Thursday on Monday morning on New Year's Day on the weekend on Sundays on a weekday

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

in 2008 in July in [the] spring in the morning in the 20th century in the 1950s

in an hour in two weeks

Use at with specific moments in time.

at 9:00 at dawn at noon at sunrise at dusk at midnight

Place

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

on Main Street on Smith Avenue on the corner on the street on the right on the left

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

in the neighborhood in the center of town in Lima in Korea in Africa in the ocean

Use at for buildings and addresses.

at the theater at the supermarket at the train station at 10 Main Street

at the bank

A Complete the following sentences with on, in, or at.

1	When's the movie? The movie is Friday 8:30.
	the weekend, I'm going to the concert the public library.
3	Where is he? He's not here right now. He's work.
4	Where's his office? It's the center of town.
5	When was her mother born? She was born January 1.
6	When does the movie take place? It takes place the 19th century Africa.
7	The park opens 6:00 the morning and closes dusk.
8	Is the concert hall Grove Street?
	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?

B Look at the tickets. On a separate sheet of paper, write questions with When or What time.

Write a question with Where.





The simple present tense: usa	ge and form			
Usage				
Use the simple present tense to talk ab	out facts and habitu	ual actions in the presen	m kych lives	
facts	habitual actions		a section	
Josh speaks Spanish very well.	Josh speaks Spar			
They work at Coffee Central.	They work late on	ı Fridays.		
Form				
Add -s to the base form of the verb for	third-person singula	ar (he, she, or it).	2000	
l like Thai food.	He likes Peruvian	food.	tel Elegenon	
You study English.	She studies Frence		10-015	
They open at 6:00.	The store opens a		No lie la constitución de la con	
We work at a café.	Marlene works at	a school.		
Negative forms				
	ot) + the base form (of a verb to make negative statements.	2718 00	
I don't like American food.	He doesn't like G	reek food.		
Yes / no questions				
Use do or does + the base form of a ve	erh to form ves / no c	nuestions		
Do you speak Portuguese?		French? NOT Does she speaks French?	A STATE OF	
Maile manaking statements. Fall				
Write negative statements. Follows				
		er doesn't like classical music.		
1 The café closes at 6:00. (The be	ookstore)	no with on, in, or ot,	smelmin polwi	
2 Neal lives in Quito. (His sister)		pro mini a	elect The mode	
3 Miles works in an office. (His br	rother)	the state of the s	colon mil .tm	
		Marine World Agreem to		
		and the address of		
		The same of the same of		
a Kiko's nepriew likes loik. (Hel I		roso 491 arti conto assist Il Page		
Write <u>yes</u> / <u>no</u> questions. Follow				
A. Does vour sister live near	vou? R: No she	doesn't. She lives in another city.		
AIIGAI	you: b. No, sile	doesn't. She lives in another city.		
1 A:		drink coffee?		
B: No, he doesn't. My brother of	drinks tea.			
2 A:		children?		
B: No, we don't have any yet.				
3 A:		in Mexico?		
B: No, my in-laws live in Chile.				
4 A:	THE TO SECTION TOWN	English?		
B: Yes, she does. My niece spe	eaks it well.			
5 A:		work here?		
B: Yes, they do. My cousins wo	ork downstairs.			
6 :	REAL PROPERTY.	early?		
B: No. The bookstore opens lat	te.			

Information questions in the simple present tense: form and common errors

Do and does

Use do or does + the base form of a verb to ask information questions.

Where do your in-laws live? When do you visit your parents? How often do they go to class? Where does your sister live?
When does she visit her parents?
How often does he go to class?

Questions with who

Compare these questions with who.

subject

Who visits your cousin in Chicago?

My mother does.

object

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

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

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

How many

Be careful! Always use How many with plural nouns.

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

Complete ti	he information	questions.
-------------	----------------	------------

1	your father	? He's a doctor.
2	your in-laws	? They live in Seoul.
3	cousins	? I have ten of them.
4	th doesn't have two_bread.	our parents? I visit them every weeken
	your sister	? She lives across the street.
	speaks Russian? My brother-in	
7	your aunt	with? She lives with my cousin.
	you?	
9	has three kids? My sister does	
10	your older brother	? He studies in London.

UNIT 4 Lesson 1

Non-count nouns: categories and verb agreement

Non-count nouns are common in the following categories:

abstract ideas: health, advice, help, luck, fun

sports and activities: tennis, swimming, golf, basketball

illnesses: cancer, AIDS, diabetes, dengue

academic subjects: English, chemistry, art, mathematics

foods: rice, milk, sugar, coffee, fat

All non-count nouns require a singular verb.

Fat isn't good for you.

Mathematics is my favorite subject.

A	Complete each sentence with the correct form of the	verb.		
	1 Coffee (be) my favorite beverage.	4 Influenza (cause) pain and fever.		
	2 Rice (be) very good for you, even when	5 Darkness (frighten) some people,		
	you are sick.	but I don't know why.		
	3 Mathematics (create) problems for many students, but not for me!	6 Medical advice (help) people decide what to do about their health.		
В	Complete the following sentences with a or an. If the	noun is a non-count noun, write an X.		
	1 He has diabetes.	5 There's egg on the shelf.		
	2 She would like to eat banana.	6 Does the restaurant serve rice with the chicken?		
	3 " apple a day keeps the doctor away."	7 He always gives good advice.		
	4 Would you like appetizer?	8 My family loves music.		
		Through the complete company of the		
A	Non-count nouns: expressing quantities	ar entire the six Protect Billion of		
	We can make many non-count nouns countable: a slice of bread, a loaf of bread, three pieces of bread, two kind	to an extra section of the section o		
	The following phrases are used with non-count nouns in order to liquids: a glass of, two cups of, a liter of, six gallons of, a bottle of			
	solids: a cup of, a piece of, three slices of, a kilo of, a spoonful of			
1				
C	On a separate sheet of paper, complete each stateme			
	(Note: More than one phrase of quantity may be poss	ible.)		
	liquids	solids		
	1 This soup is so creamy. It has two milk in it.	4 I ate cheese and now I feel sick.		
	2 She must be very thirsty. This is her third water.	5 A club sandwich doesn't have two bread.		
	3 My car has a big gas tank. It holds gas.	It has three bread.		
		6 I like my tea sweet. Please put in sugar.		
4	Questions with <u>How much</u> and <u>How many</u>			
	Ask questions with <u>How much</u> for non-count nouns. Ask question	ns with <u>How many</u> for count nouns.		
	How much rice is in the soup? Not much. Two cups.	Section 1 Section Control 1 Section		
4	How many eggs are in the fridge? Not many. Three.			
n	Complete each question with How much or How man	Managed at The		
	1 bread do we need?			
	2 salt did you put in the beef stew?	5 oil should I put in this salad? 6 cheese is there in the fridge?		
	3 hot pepper do you like?	7 slices of bread do you want?		
	4 spoonfuls of sugar do you want	8 cups of coffee did you drink?		
	in your tea?	cups of coffee did you drink?		
4	Words that can be count nouns or non-count noun	S Uplified a discillation		
	Sor & nouns can be used as count or non-count nouns. The word	I is the same, but the meaning is different.		
1	Count use count use	· United this is		
	Chicken is delicious. I bought two chickens. Let's watch TV. We have three TVs in ou	r house		
	The sun provides light. We have tilee TVS in ou			
	Some words can have a count sense or a non-count sense witho			

I'm in the mood for salad. OR I'm in the mood for a salad. I'd like steak for dinner. OR I'd like a steak for dinner.

Plural count nouns: spelling rules		
Add -s to most nouns. cup cups appetizer appetizers	apple apples	The life set out
If a noun ends in a consonant and _y, change the y to i and add _e: cherry cherries berry berries	S. Charles of the contract of the second sec	
BUT: Do not change the \underline{y} when the letter before the \underline{y} is a vowel. boy boys		State State State of 1
Add <u>-es</u> to nouns that end in <u>-ch</u> , <u>-o</u> , <u>-s</u> , <u>-sh</u> , <u>-x</u> , or <u>-z</u> . lunch lunches radish radishes box boxes glass glasses	tomato tomatoes	dulid are in teles of
Write the plural form of the following count nouns.		
1 clam 4 olive	7 french fry	Company and add to the
2 snack 5 spoonful		a grant la milita
3 cup 6 pear		
3 cup	10 potato	Black A
UNIT 4 Lesson 2		med that set of the lost open
Some and any		
Use some and any to describe an indefinite number or amount. There are some apples in the fridge. (Indefinite number: we don't Are there any oranges? (Indefinite number: no specific number be They are bringing us some coffee. (Indefinite amount: we don't kn Use some with non-count nouns and with plural count nouns in non-count noun plural count noun	eing asked about.) now how much.)	Write the proceed of delication of the control of t
We need some milk and some bananas.	100 A PER 18	min
Use <u>any</u> with non-count nouns and plural count nouns in negation non-count noun plural count noun We don't want any cheese, and we don't need any apples.	ve statements.	asolo
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 cookies.	There is no difference in meaning. kies or butter?	In the second second
A Change the following sentences from affirmative to a There is some coffee in the kitchen. There isn't are 1. There are some onions on the table. 2. We have some cookies. 3. They need some onions for the soup. 4. She's buying some fruit at the market. 5. The Reeds want some eggs for breakfast. 6. I want some butter on my sandwich. 7. There is some chicken in the fridge. 8. They need some cheese for the pasta.	ny coffee in the kitchen.	
	th phillips a look a moorred	
B Complete each sentence with some or any.		ingrae) remit privação m'i
	5 The restaurant is making	
Z THE COUNTY	6 It's too bad that there isn't	
3 We don't see sandwiches on the menu.		
4 They need sugar for their tea.	8 There are eggs for the c	omelette.

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 <u>-ing</u> to the base form of a verb.

base form present participle

talk → talking

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

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

sit → sitting

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

blow → blowing

fix → fixing

> 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.

BUT or - der → ordering per - mit → permitting

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

7 stop _____

19 change ____ 13 sew _____

2 rain ______ 3 run ____

8 exit _____ 9 sit _____

14 listen ____ 20 be __ 15 do ____

21 have ___

4 help _____ 5 open _____ 10 eat _____ 11 buy _____

16 write _____ 17 begin _____ 22 put _____ 23 go _____

6 close _____

12 mix _____

18 use _____

24 pay ____

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

t, v, w, x, y, z

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

The present continuous: rules for forming statements

Remember to form the present continuous with be and a present participle of a verb.

affirmative statements

negative statements I'm not studying French. I'm studying English.

You're studying French. He's reading a book. She's reading a newspaper. You're not studying English. He's not reading a newspaper. She's not reading a book.

We're watching TV. They're watching a video. We're not watching a DVD. They're not watching TV.

- B On a separate sheet of paper, change each affirmative statement to a negative statement. Use contractions.
 - 1 She's going to the supermarket.
 - 2 He's calling his wife this afternoon.
 - 3 I'm cooking dinner tonight.

- 4 The Roberts are feeding their kids early.
- 5 Joel's taking the bus to the movies.
- 6 We're getting a new printer.

Use the present continuous and contraction		
1 Are you studying English this weekend?		- in
2 When are you taking a vacation?		
3 Is it raining now?		-
4 Where are you eating dinner tonight?		=
5 Are you listening to music now?		-
6 Who's making breakfast tomorrow?		_
The present continuous: rules for formi	ng questions	Mall
Yes / no questions: Place a form of be before the s	subject of the sentence. (Invert the subject and verb be.)	
Is she watching TV?	Are we meeting this afternoon?	
Are you driving there?	Are they talking on the phone?	
Is Stu shopping?	Are Nan and Bert studying?	
Information questions: Use question words to ask	information questions. (Invert the subject and verb be.)	
When are you going?	How much are you paying for that computer?	
What are you doing right now?	Why are you buying that laptop?	
Who is he watching on TV?		
Be careful with Who when asking a question about	ut the subject:	
Who's talking on the phone? (John is.)		
Write a question in the present continuou	is to complete each conversation.	
1. A:		?
B: No. Luke's not watching TV right now.		
2 A:		?
B: Yes, She's working this morning.		
3 A:		?
B: I'm calling Janet Hammond.		
4 A:		?
B: She's coming home later tonight.		

C

Compet the fellowing contenses	
Correct the following sentences.	
1 Can they coming to the movie next week?	7 She doesn't have to working late tomorrow.
2 My mother-in-law have to go shopping this afternoon.	She cans go out for dinner.
3 My cousin can't plays soccer tomorrow.	8 Can he visits his in-laws next weekend?
4 Does he has to meet his niece at the airport?	You have to filling out an application for your English class.
5 We're going to the beach this weekend, but I no can swi	im.
6 Alex can to go out for dinner tonight.	10 Do we have to studying now? We're watching TV.
Can and have to: information questions	
Can Where can I play soccer around here? (Try the park.) When can they come for lunch? (After class.) How often can we go running? (Any time. Our afternoons are free.) What languages can she speak? (She can speak Italian and Russia	
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.)	Establishment of the Control of the
Be careful! See the difference when Who is the object or the so Who can they visit on the weekend? They can visit their cousins. Who do you have to call? I have to call my boss. (object) Who can visit his cousin on the weekend? John can. (subject) Who has to write the report? My boss does. (subject)	
Who can they visit on the weekend? They can visit their cousins. Who do you have to call? I have to call my boss. (object) Who can visit his cousin on the weekend? John can. (subject) Who has to write the report? My boss does. (subject) Complete the questions, using the cues and can.	(object)
Who can they visit on the weekend? They can visit their cousins. Who do you have to call? I have to call my boss. (object) Who can visit his cousin on the weekend? John can. (subject) Who has to write the report? My boss does. (subject) Complete the questions, using the cues and can. 1 A:	
Who can they visit on the weekend? They can visit their cousins. Who do you have to call? I have to call my boss. (object) Who can visit his cousin on the weekend? John can. (subject) Who has to write the report? My boss does. (subject) Complete the questions, using the cues and can.	(object)
Who can they visit on the weekend? They can visit their cousins. Who do you have to call? I have to call my boss. (object) Who can visit his cousin on the weekend? John can. (subject) Who has to write the report? My boss does. (subject) Complete the questions, using the cues and can. 1 A: B: Try the school. It isn't far. 2 A: B: How about tomorrow night?	_ basketball around here? (Where / I / play) _ dinner together? (When / we / have)
Who can they visit on the weekend? They can visit their cousins. Who do you have to call? I have to call my boss. (object) Who can visit his cousin on the weekend? John can. (subject) Who has to write the report? My boss does. (subject) Complete the questions, using the cues and can. 1 A: B: Try the school. It isn't far. 2 A: B: How about tomorrow night? 3 A: I need some fresh air.	_ basketball around here? (Where / I / play) _ dinner together? (When / we / have)
Who can they visit on the weekend? They can visit their cousins. Who do you have to call? I have to call my boss. (object) Who can visit his cousin on the weekend? John can. (subject) Who has to write the report? My boss does. (subject) Complete the questions, using the cues and can. 1 A: B: Try the school. It isn't far. 2 A: B: How about tomorrow night?	_ basketball around here? (Where / I / play) _ dinner together? (When / we / have)
Who can they visit on the weekend? They can visit their cousins. Who do you have to call? I have to call my boss. (object) Who can visit his cousin on the weekend? John can. (subject) Who has to write the report? My boss does. (subject) Complete the questions, using the cues and can. 1 A: B: Try the school. It isn't far. 2 A: B: How about tomorrow night? 3 A: I need some fresh air. B: You can go to the park. It's very nice.	_ basketball around here? (Where / I / play) _ dinner together? (When / we / have) walking? (Where / I / go) _ English? (How often / you / study)
Who can they visit on the weekend? They can visit their cousins. Who do you have to call? I have to call my boss. (object) Who can visit his cousin on the weekend? John can. (subject) Who has to write the report? My boss does. (subject) Complete the questions, using the cues and can. 1 A: B: Try the school. It isn't far. 2 A: B: How about tomorrow night? 3 A: I need some fresh air. B: You can go to the park. It's very nice. 4 A: B: Not as much as I'd like to. I'm too busy. 5 A:	_ basketball around here? (Where / I / play) _ dinner together? (When / we / have) _ walking? (Where / I / go)
Who can they visit on the weekend? They can visit their cousins. Who do you have to call? I have to call my boss. (object) Who can visit his cousin on the weekend? John can. (subject) Who has to write the report? My boss does. (subject) Complete the questions, using the cues and can. 1 A: B: Try the school. It isn't far. 2 A: B: How about tomorrow night? 3 A: I need some fresh air. B: You can go to the park. It's very nice. 4 A: B: Not as much as I'd like to. I'm too busy. 5 A: B: What about Bill? He always wakes up early.	basketball around here? (Where / I / play) dinner together? (When / we / have) walking? (Where / I / go) English? (How often / you / study) breakfast tomorrow morning? (Who / make)
Who can they visit on the weekend? They can visit their cousins. Who do you have to call? I have to call my boss. (object) Who can visit his cousin on the weekend? John can. (subject) Who has to write the report? My boss does. (subject) Complete the questions, using the cues and can. 1 A: B: Try the school. It isn't far. 2 A: B: How about tomorrow night? 3 A: I need some fresh air. B: You can go to the park. It's very nice. 4 A: B: Not as much as I'd like to. I'm too busy. 5 A:	_ basketball around here? (Where / I / play) _ dinner together? (When / we / have) walking? (Where / I / go) _ English? (How often / you / study)
Who can they visit on the weekend? They can visit their cousins. Who do you have to call? I have to call my boss. (object) Who can visit his cousin on the weekend? John can. (subject) Who has to write the report? My boss does. (subject) Complete the questions, using the cues and can. 1 A: B: Try the school. It isn't far. 2 A: B: How about tomorrow night? 3 A: I need some fresh air. B: You can go to the park. It's very nice. 4 A: B: Not as much as I'd like to. I'm too busy. 5 A: B: What about Bill? He always wakes up early. 6 A: B: The receptionist can help you.	_ basketball around here? (Where / I / play) _ dinner together? (When / we / have) walking? (Where / I / go) _ English? (How often / you / study) _ breakfast tomorrow morning? (Who / make) _ with about English classes? (Who / I / speak)
Who can they visit on the weekend? They can visit their cousins. Who do you have to call? I have to call my boss. (object) Who can visit his cousin on the weekend? John can. (subject) Who has to write the report? My boss does. (subject) Complete the questions, using the cues and can. 1 A: B: Try the school. It isn't far. 2 A: B: How about tomorrow night? 3 A: I need some fresh air. B: You can go to the park. It's very nice. 4 A: B: Not as much as I'd like to. I'm too busy. 5 A: B: What about Bill? He always wakes up early. 6 A: B: The receptionist can help you. Complete the questions and answers, using have to one	_ basketball around here? (Where / I / play) _ dinner together? (When / we / have) walking? (Where / I / go) _ English? (How often / you / study) _ breakfast tomorrow morning? (Who / make) _ with about English classes? (Who / I / speak)
Who can they visit on the weekend? They can visit their cousins. Who do you have to call? I have to call my boss. (object) Who can visit his cousin on the weekend? John can. (subject) Who has to write the report? My boss does. (subject) Complete the questions, using the cues and can. 1 A: B: Try the school. It isn't far. 2 A: B: How about tomorrow night? 3 A: I need some fresh air. B: You can go to the park. It's very nice. 4 A: B: Not as much as I'd like to. I'm too busy. 5 A: B: What about Bill? He always wakes up early. 6 A: B: The receptionist can help you. Complete the questions and answers, using have to out tomorrow?	basketball around here? (Where / I / play) dinner together? (When / we / have) walking? (Where / I / go) English? (How often / you / study) breakfast tomorrow morning? (Who / make) with about English classes? (Who / I / speak) or has to. 4 A: they (sen
Who can they visit on the weekend? They can visit their cousins. Who do you have to call? I have to call my boss. (object) Who can visit his cousin on the weekend? John can. (subject) Who has to write the report? My boss does. (subject) Complete the questions, using the cues and can. 1 A: B: Try the school. It isn't far. 2 A: B: How about tomorrow night? 3 A: I need some fresh air. B: You can go to the park. It's very nice. 4 A: B: Not as much as I'd like to. I'm too busy. 5 A: B: What about Bill? He always wakes up early. 6 A: B: The receptionist can help you. Complete the questions and answers, using have to out tomorrow? B: He	basketball around here? (Where / I / play)dinner together? (When / we / have)walking? (Where / I / go)walking? (Where / I / go)walking? (Where / I / go)walking? (Whore / I / go) _
Who can they visit on the weekend? They can visit their cousins. Who do you have to call? I have to call my boss. (object) Who can visit his cousin on the weekend? John can. (subject) Who has to write the report? My boss does. (subject) Complete the questions, using the cues and can. 1 A: B: Try the school. It isn't far. 2 A: B: How about tomorrow night? 3 A: I need some fresh air. B: You can go to the park. It's very nice. 4 A: B: Not as much as I'd like to. I'm too busy. 5 A: B: What about Bill? He always wakes up early. 6 A: B: The receptionist can help you. Complete the questions and answers, using have to out tomorrow?	basketball around here? (Where / I / play)dinner together? (When / we / have)walking? (Where / I / go)walking? (Where / I / go)walking? (Where / I / go)walking? (Whore / I / go) _

B: I _____ the movies.

board.

__ (meet) my sister. We're going to

___ (help) the teacher after class?

B: Chris and Tania. They _____ (clean) the

he _____ (go)

____ (leave) here at 3:00.

to the airport? B: He _____

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 more frequent in spoken language.

I can play the violin. = I'm able to play the violin. (ability)

Bill can meet you at six. = Bill is able to meet you at six. (possibility)

They can't call this afternoon. = They aren't able to call this afternoon. (possibility)

He can't fix cars. = He isn't able to fix cars. (ability)

Use could or was / were able to + base form to talk about the past.

When I was four I could swim (or was able to swim).

They could speak (or were able to speak) French before they were ten.

She couldn't be (or wasn't able to be) there yesterday because she had a meeting.

We couldn't understand (or weren't able to understand) the directions.

Be careful! Use was / were able to (NOT could) for affirmative past statements of possibility.

She was able to be there yesterday. NOT She could be there yesterday.

- D On a separate sheet of paper, change can to be able to in the following sentences.
 - 1 She can swim very well.
 - 2 They can't ride a bicycle.

- 3 George can meet you at the airport.
- 4 Lucy can't take the bus to the mall.
- E On a separate sheet of paper, change the following statements from the present to the past.
 - 1 We're able to help him.
 - 2 The Martins can't go to the concert.
 - 3 She is able to be there at seven.
- 4 Nicole can cook for the party.
- 5 Rachel and Brooke aren't able to play basketball at the school.

UNIT 6 Lesson 2

The simple present tense: non-action verbs

Some verbs are non-action verbs. Most non-action verbs are not usually used in the present continuous, even when they are describing something that is happening right now.

I want a sandwich. NOT I am wanting a sandwich.

Some non-action verbs have action and non-action meanings.

non-action meaning action meaning

I have two sandwiches. (possession)

I'm having a sandwich. (eating)

I think English is easy. (opinion)

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

Some non-action verbs

be miss

nave need know see

like understand love want

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

Dear Keith,		
AND THE PROPERTY OF THE PROPER	(1 think) of you.	The kids
(2 play) outside. I	(3 see) them t	hrough the window right
now. They	(4 have) a small table	and chairs and they
(5 have	a late lunch. I	(6 want) to send this
before I go to work. I	(7 know) yo	ou're working hard and we all
(8 miss)	you.	Valentiff stor, ones world!
Maggie		

The simple present tense: placement of frequency adverbs

Frequency adverbs generally go after the verb be and before other verbs.

I am usually at the pool on Saturdays. I usually go to the pool on Saturdays.

Sometimes, usually, often, generally, and occasionally can also go at the beginning or end of a sentence.

Sometimes I go to the mall on Saturdays.

I go to the pool occasionally.

Be careful! Don't use never or always at the beginning or end of a sentence.

Don't say: Never I go to the pool. OR I go to the pool always.

In negative sentences, most frequency adverbs can go before or after don't or doesn't.

Hank usually doesn't go running on the weekend. Hank doesn't usually go running on the weekend.

Be careful! The frequency adverb always cannot go before don't or doesn't.

I don't always have breakfast in the morning. NOT I always don't have breakfast in the morning.

Be careful! Don't use never with a negative verb. Use the frequency adverb ever.

I never eat sweets. OR I don't ever eat sweets. NOT I don't never eat sweets.

Time expressions

Time expressions generally go at the beginning or end of a sentence. When a time expression is at the beginning, a comma is optional. Don't use a comma when the time expression is at the end.

Three times a week, I go to the pool. I go to the pool three times a week.

The time expression a lot goes at the end of a sentence.

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

every other day

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

Some time expressions

Other expressions once in a while

a lot

- B On a separate sheet of paper, rewrite these sentences correctly.
 - 1 She plays usually golf on Sunday.
 - 2 They go to the park hardly ever.
 - 3 I always am hungry in the afternoon.
 - 4 We once in a while have eggs for breakfast.
 - 5 Penny doesn't never exercise.

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

UNIT 7 Lesson 1

The past tense of be: form

Use was and were for affirmative statements. Use wasn't and weren't for negative statements.

I was in Rome yesterday. They were in Paris.
She wasn't on time. They weren't early.

Begin yes / no questions with Was or Were.

Was your flight late? Were you late?

Begin information questions with a question word followed by was or were.

How long was your vacation? How many people were there? Where was your passport? Where were your tickets?

A Complete the conversations with was, were, was	sn't, or weren't.
1 A: you out of town last week?	4 A: Where you last weekend?
B: No, I Why?	B: I on vacation.
A: Well, you at work all week.	A: Really? How it?
2 A: How the food?	5 A: How long your trip?
B: Great! There lots of fresh seafood and the fruit delicious.	B: Only a few hours, but we pretty tired.
	6 A: your brother on vacation last week?
3 A: So your vacation OK? B: Well, actually it The food	B: Yes, he He and his wife on a cruise.
terrible and there too many people	
B On a separate sheet of paper, unscramble the wo	ords to write questions, using was or were.
1 your / vacation / very long 3 the drive / comfo	ortable 5 your friends / late
2 your luggage / where 4 you / on the mor	ning flight 6 there / a lot of people / on the train
UNIT 7 Lesson 2	
July 1 Lesson 2	
The simple past tense: spelling rules for regula	Ingin is igns
	and the second s
Form the past tense of most verbs by adding <u>-ed</u> to the base	se form.
play → played	
For verbs ending in <u>-e</u> or <u>-ie</u> , add <u>-d</u> .	a apparate time t of paper, repeated to the size strending with a per-
smile → smiled tie → tied	Capital Action and American lines granting in the Control of the C
For one-syllable verbs ending in one vowel + one consona	nt, double the consonant and add <u>-ed</u> .
$stop \rightarrow stopped$ plan \rightarrow planned	hay / a good the / how have hargy
For two-syllable verbs ending in one vowel + one consona	nt: If the first syllable is stressed, add <u>-ed</u> .
vi - sit → visited	I negative
VI - SIL - VISILEU	
If the second syllable is stressed, double the consonant an	d add <u>-ed</u> .
pre - fer → prefer red	
	South Dayles from the desired to statute and automorphism to be brighted
For verbs ending in a consonant and <u>-y</u> , change the <u>-y</u> to <u>-i</u> study → studied	and add <u>-ed</u> .
	and the same and t
Be careful! Do not use <u>-ed</u> for irregular verbs.	
See page 122 for a list of irregular verbs in the simple past	t tense form.
ON-ON period make all	Want to State and State an
A On a separate sheet of paper, write the simple pa	ast tense form of the following verbs
1 return 5 try	
2 like 6 stay	
3 change 7 travel	
4 cry 8 arrive	12 hurry
B On a separate sheet of paper, write the simple paper.	
	The second secon
1 eat 5 write	9 buy
2 drink 6 meet	
3 swim 7 run	11 pay
4 go 8 begin	12 understand

The simple past tense: usage and form

Use the simple past tense to talk about completed actions in the past.

My grandparents went to Paris in April.

Last year, we played tennis and did aerobics every day.

Negative forms

Use didn't + the base form of a verb.

He didn't go out last weekend. NOT He didn't went out last weekend.

They didn't have a good time. NOT They didn't had a good time.

Questions

Begin yes / no questions with Did. Use the base form of the verb.

Did you go swimming every day? NOT Did you went swimming every day?

Begin information questions with a question word followed by did. Use the base form of the verb.

Where did you go shopping? When did he arrive?

What did they eat every day?

- C On a separate sheet of paper, change each affirmative statement into a negative statement.
 - 1 I slept all night.

4 They drank a lot of coffee.

2 We went swimming.

5 We had dinner at eight.

3 She ate a lot of food.

- 6 He bought postcards.
- D On a separate sheet of paper, unscramble the words to write questions. Use the simple past tense.
 - 1 you / go / where / on vacation last summer
- 4 in London / you / do / what
- 2 you / from vacation / get back / when
- 5 your parents / their trip / enjoy

3 they / a good flight / have

6 stay / how long / in Paris / Alicia

UNIT 8 Lesson 1

Direct objects: usage

The subject of a sentence performs the action of the verb. A direct object receives the action of the verb.

subject verb direct object
I like spicy food.
Anne wears dark clothes.

- A Underline the subjects in the following sentences. Circle the direct objects.
- 1 Stacey is wearing a bathrobe right now.
- 5 You can't enter this store before 10:00.
- 2 Many people buy outerwear in this store.
- 6 Do you have your credit card?

3 I love red shoes.

- 7 Marianne wants a pair of warm pajamas.
- 4 Sanford and Gloria never wear shorts.

Indirect objects: usage rules and common errors

When a sentence contains a direct object and a prepositional phrase, you can use an indirect object to say the same thing.

prepositional phrase

indirect object

I'm buying the gloves for her.

I'm buying her the gloves.

Give the sweater to Jay.

Give Jay the sweater.

Be careful! When a sentence contains both a direct object and an indirect object, the indirect object always comes first. The direct object CANNOT be a pronoun.

Mindy wrote her parents a letter.

NOT Mindy wrote a letter her parents.

NOT Mindy wrote her parents it.

Mindy wrote them a letter.

NOT Mindy wrote a letter them.

NOT Mindy wrote them it.

She buys clothes for them. She buys fiber all chies: 1 Lauris sends a check to her father every month. 3 They serve meals to us in the dining room. 2 At night we read stories to our children. 4 They never give gifts to me on my birthday. 5 On a separate sheet of paper, rewrite each sentence, changing the indirect object pronoun into a prepositional phrase using the preposition in parantheses. Follow the example. They never buy me dinner, (for) They, ever buy dinner for me. 1 He always gives me the check. (to) 2 I sent my colleagues the tickets. (to) 4 She'd like to get her mother a book. (for) 5 On a separate sheet of paper, rewrite the following sentences, adding the indirect object or prepositional phrase to each sentence. Don't add any words. Follow the example. They sent it on Monday, (to me) They sen't if to me on Monday. 1 Did they give breakfast at the hotel? (you) 3 They make lunch every day. (for him) 2 We always tell the truth. (her) 4 He brought flowers last night. (his wife) 2 We always tell the truth. (her) 2 We always tell does in a consonant-vower-consonant sequence, double the final consonant before adding _er. bight > bighter bose > looser If an adjective ends in a consonant-vower-consonant sequence, double the final consonant before adding _er. bight > bighter busy > busiler To make the comparative form of most adjectives that have more than two syllables, use more or less. affordable > more affordable convenient > less convenient When comparing two things that are both in the sentence, use than before the second thing. She's less practical than her sider. The weather is warmer there than her. 4 On a separate sheet of paper, write the comparative form of the following adjectives. 1 Itilies the pink purse. It's much	indirect object p	pronoun. Follow the example.		
1 Laurie sends a check to her father every month. 3 They serve meals to us in the dining room. 2 At right we read stories to our children. 4 They never give gifts to me on my birthday. 6 On a separate sheet of paper, rewrite each sentence, changing the indirect object pronoun into a prepositional phrase using the preposition in parentheeses. Follow the example. They never buy me dinner, (for) They never buy dinner for me. 1 He always gives me the check. (to) 3 His friend showed him the check for dinner, (to) 2 I sent my colleagues the tickets. (to) 4 She'd like to get her mother a book. (for) 1 On a separate sheet of paper, rewrite the following sentences, adding the indirect object or prepositional phrase to each sentence. Don't add any words. Follow the example. They sent it to me on Monday. (to me) They sent if to me on Monday. 1 Did they give breakfast at the hotel? (you) 3 They make lunch every day. (for him) 2 We always tell the truth. (her) 4 He brought flowers last night. (his wife) 1 UNIT 8 Lesson 2	She buys cloth	es for them. She buys them clo	thes.	
C. On a separate sheet of paper, rewrite each sentence, changing the indirect object pronoun into a prepositional phrase using the preposition in parentheses. Follow the example. They never buy me dinner. (for) They never buy dinner for me. 1 he always gives me the check. (to) 2 I sent my colleagues the tickets. (to) 3 His friend showed him the check for dinner. (to) 2 I sent my colleagues the tickets. (to) 4 She'd like to get her mother a book. (for) D. On a separate sheet of paper, rewrite the following sentences, adding the indirect object or prepositional phrase to each sentence. Don't add any words. Follow the example. They sent it on Monday. (to me) They sent if to me on M'honday. 1 Did they give breakfast at the hotel? (you) 3 They make lunch every day. (for him) 2 We always tell the truth. (her) 4 He brought flowers last night. (his wife) UNIT 8 Lesson 2 Comparative adjectives: spelling rules Add_er to one-syllable adjectives. If the adjective ends in _e, add _r. to one-syllable adjectives the last one should be the final consonant before adding _er. hot → hotel? For most adjectives that end in _y, change the y to i and add _er. pretty → pretter To make the comparative form of most adjectives that have more than two syllables, use more or lass. affordable → more affordable convenient → less convenient When comparing two things that are both in the sentence, use than before the second thing. She's less practical than her sister. The weather is warmer there than here. A On a separate sheet of paper, write the comparative form of the following adjectives. 1 tall 5 light 9 sad 13 splcy 17 popular 2 sunny 6 clean 10 fatty 14 healthy 18 red 3 comfortable 7 bad 11 salty 15 cute 19 conservative 4 heavy 8 late 12 sweet 16 short 20 interesting B Complete each sentence with a comparative adjective. Use than If necessary. 1 like the pink purse. It's much				ng room.
C On a separate sheet of paper, rewrite each sentence, changing the indirect object pronoun into a prepositional phrase using the preposition in parentheses. Follow the example. They never buy me dinner, (for) They never buy dinner for me. 1 he always gives me the check, (to) 2 I sent my colleagues the tickets, (to) 3 His friend showed him the check for dinner, (to) 2 I sent my colleagues the tickets, (to) 4 She'd like to get her mother a book, (for) On a separate sheet of paper, rewrite the following sentences, adding the indirect object or prepositional phrase to each sentence. Don't add any words. Follow the example. They sent it on Monday, (to me) They sent if to me on Monday. 1 Did they give breakfast at the hotel? (you) 3 They make lunch every day, (for him) 2 We always tell the truth, (her) 4 He brought flowers last night, (his wife) UNIT 8 Lesson 2 Comparative adjectivess: spelling rules Add_er to one-syllable adjectives. If the adjective ends in _e, add_gr. 1 bight ⇒ tighter I one adjective ends in a consonant-vowel-consonant sequence, double the final consonant before adding_gr. 1 hot → hoter For most adjectives that end in _y, change the y to i and add_er. 1 pretty → prettier To make the comparative form of most adjectives that have more than two syllables, use mere or less. 2 affordable → more affordable convenient → less convenient When comparing two things that are both in the sentence, use than before the second thing. She's less practical than her sister. The weather is warmer there than here. A On a separate sheet of paper, write the comparative form of the following adjectives. 1 tall 5 light 9 sad 13 spicy 17 popular 2 sunny 6 clean 10 fatty 14 healthy 18 red 3 comfordable 7 bad 11 salty 15 cute 19 conservative 4 heavy 8 late 12 sweet 16 short 20 interesting B Complete each sentence with a comparative adjective. Use than if necessary. 1 like the pink purse. It's much				
a prepositional phrase using the preposition in parentheses. Follow the example. They never buy me dinner. (for) They never buy dinner for me. 1 He always gives me the check. (to) 2 I sent my colleagues the tickets. (to) 3 His friend showed him the check for dinner. (to) 2 I sent my colleagues the tickets. (to) 4 She'd like to get her mother a book. (for) D On a separate sheet of paper, rewrite the following sentences, adding the indirect object or prepositional phrase to each sentence. Don't add any words. Follow the example. They sent it on Monday. (to me) They sent if to me on Monday. 1 Did they give breakfast at the hotel? (you) 3 They make lunch every day. (for him) 2 We always tell the truth. (her) 4 He brought flowers last night. (his wife) UNIT 8 Lesson 2 Comparative adjectives: spelling rules Add_er to one-syllable adjectives. If the adjective ends in _e, add_r. tight > tighter lose > losser If an adjective ends in a consonant-vowel-consonant sequence, double the final consonant before adding _er. hot > hotter For most adjectives that end in _y, change the y to i and add_er. pretty >> prettier busy >> busier To make the comparative form of most adjectives that have more than two syllables, use more or less. affordabe > more affordabe = convenient >> less convenient When comparing two things that are both in the sentence, use than before the second thing. She's less practical than her sister. The weather is warmer there than here. A On a separate sheet of paper, write the comparative form of the following adjectives. 1 tall 5 light 9 sad 13 spicy 17 popular 2 sunny 6 clean 10 fatty 14 healthy 18 red 3 comfortable 7 bad 11 sathy 15 cute 19 conservative 4 heavy 8 late 12 sweet 16 short 20 interesting Complete each sentence with a comparative adjective. Use than if necessary. 1 like the pink purse. It's much				
They never buy me dinner. (for) They never buy dinner for me. 1 He always gives me the check. (to) 2 I sent my colleagues the tickets. (to) 4 She'd like to get her mother a book. (for) D On a separate sheet of paper, rewrite the following sentences, adding the indirect object or prepositional phrase to each sentence. Don't add any words. Follow the example. They sent it on Monday. (to me) They sent if to me on Monday. 1 Did they give breakfast at the hote? (you) 2 We always tell the truth. (her) 4 He brought flowers last night. (his wife) UNIT 8 Lesson 2 Comparative adjectives: spelling rules Add -gr to one-syllable adjectives. If the adjective ends in -e, add -r. light > light > lighter If an adjective ends in a consonant-vowel-consonant sequence, double the final consonant before adding -gr. hot > hot > hoter For most adjectives that end in -y, change the y to i and add -gr. peretry > prettler busy > busier To make the comparative form of most adjectives that have more than two syllables, use more or less. affordable convenient > less convenient When comparing two things that are both in the sentence, use than before the second thing. She's less practical than her sister. The weather is warmer there than here. A On a separate sheet of paper, write the comparative form of the following adjectives. 1 tall 5 light 9 sad 13 spicy 17 popular 2 sunny 6 clean 10 fatty 14 healthy 18 red 3 comfortable 7 hoad 11 salty 15 cute 19 conservative 4 heavy 8 late 12 sweet 16 short 20 interesting B Complete each sentence with a comparative adjective. Use than if necessary. 1 like the pink purse. It's much (fall) his brother. 7 his projector is a lot (fall) his brother. 7 his projector is a lot (fall) his brother. 7 his projector is a lot (fall) his brother. 9 It's not during the day, but it's (fall) his brother. 9 It's usually (salny) in the morning before the rain begins.				oronoun into
1 He always gives me the check. (to) 2 I sent my colleagues the tickets. (to) 4 She'd like to get her mother a book. (for) D On a separate sheet of paper, rewrite the following sentences, adding the indirect object or prepositional phrase to each sentence. Don't add any words. Follow the example. They sent it on Monday. (to me) They sent if to me on Monday. 1 Did they give breakfast at the hotel? (you) 2 We always tell the truth. (her) 4 He brought flowers last night. (his wife) UNIT 8 Lesson 2 Comparative adjectives: spelling rules Add_er to one-syllable adjectives. If the adjective ends in _e, add_r.				
2 I sent my colleagues the tickets. (to) 4 She'd like to get her mother a book. (for) D On a separate sheet of paper, rewrite the following sentences, adding the indirect object or prepositional phrase to each sentence. Don't add any words. Follow the example. They sent it on Monday. (to me) They sent if to me on Monday. 1 Did they give breakfast at the hotel? (you) 2 We always tell the truth. (her) 4 He brought flowers last night. (his wife) UNIT 8 Lesson 2 Comparative adjectives: spelling rules Add_gr to one-syllable adjectives. If the adjective ends in_g, add_gr. tight > tighter loose > looser If an adjective ends in a consonant-vowel-consonant sequence, double the final consonant before adding_er. hot > hotter For most adjectives that end in_g, change the y to i and add_gr. pertty >> pretter To make the comparative form of most adjectives that have more than two syllables, use more or less. affordable > more affordable convenient > less convenient When comparing two things that are both in the sentence, use than before the second thing. She's less practical than her sister. The weather is warmer there than here. A On a separate sheet of paper, write the comparative form of the following adjectives. 1 tall 5 light 9 sad 13 spicy 17 popular 2 sunny 6 clean 10 fatty 14 healthy 18 red 3 comfortable 7 bad 11 salty 15 cute 19 conservative 4 heavy 8 late 12 sweet 16 short 20 interesting B Complete each sentence with a comparative adjective. Use than if necessary. 1 like the pink purse. It's much				
D On a separate sheet of paper, rewrite the following sentences, adding the indirect object or prepositional phrase to each sentence. Don't add any words. Follow the example. They sent it on Monday, (to me) They sent if to me on Monday. 1 Did they give breakfast at the hotel? (you) 3 They make funch every day, (for him) 2 We always tell the truth. (her) 4 He brought flowers last night. (his wife) UNIT 8 Lesson 2 Comparative adjectives: spelling rules Add_et to one-syllable adjectives. If the adjective ends in _e, add_r. 1 bight → tighter loose → looser If an adjective ends in a consonant-vowel-consonant sequence, double the final consonant before adding_er. 1 both → hotter For most adjectives that end in _y, change the y to i and add_er. 1 pretty → prettier busy → busier To make the comparative form of most adjectives that have more than two syllables, use more or less. 2 affordable → more affordable convenient → less convenient When comparing two things that are both in the sentence, use than before the second thing. She's less practical than her sister. The weather is warmer there than here. A On a separate sheet of paper, write the comparative form of the following adjectives. 1 tall 5 light 9 sad 13 spicy 17 popular 2 sunny 6 clean 10 fatty 14 healthy 18 red 3 comfortable 7 bad 11 salty 15 cute 19 conservative 4 heavy 8 late 12 sweet 16 short 20 interesting B Complete each sentence with a comparative adjective. Use than if necessary. 1 I like the pink purse. It's much (rice). 2 Low-fat milk is not bad, but no-fat milk is (expensive) men's shoes. 5 tr's hot during the day, but it's (expall) his brother. 7 this projector is a lot (expensive) men's shoes. 5 tr's hot during the day, but it's (expall) his brother. 7 this projector is a lot (fall) his brother. 9 It's usually (sunny) in the morning before the rain begins.				
They sent it on Monday. (to me) They sent if to me on Monday. 1 Did they give breakfast at the hotel? (you) 2 We always tell the truth. (her) 4 He brought flowers last night. (his wife) Comparative adjectives: spelling rules Add -gr to one-syllable adjectives. If the adjective ends in -g, add -gr. tight → tighter loose → looser If an adjective ends in a consonant-vowel-consonant sequence, double the final consonant before adding -gr. hot → hotter For most adjectives that end in -y, change the y to i and add -gr. prefty → pretiter busy → busier To make the comparative form of most adjectives that have more than two syllables, use more or less. affordable → more affordable convenient → less convenient When comparing two things that are both in the sentence, use than before the second thing. She's less practical than her sister. The weather is warmer there than here. A On a separate sheet of paper, write the comparative form of the following adjectives. 1 tall 5 light 9 sad 13 spicy 17 popular 2 sunny 6 clean 10 fatty 14 healthy 18 red 3 comfortable 7 bad 11 salty 15 cute 19 conservative 4 heavy 8 late 12 sweet 16 short 20 interesting B Complete each sentence with a comparative adjective. Use than if necessary. 1 I like the pink purse. It's much (nice). 2 Low-fat milk is not bad, but no-fat milk is (small) Russia. 4 Women's shoes are usually (expensive) men's shoes. 5 It's hot during the day, but it's (call) his brother. 7 This projector is a lot (glopular), but it's (affordable). 8 They're much (liberal) about clothing rules at the beach. 9 It's usually (salty) a salad.	2 I sent my collect	agues the tickets. (to)	4 She'd like to get her mother a boo	ok. (for)
They sent it on Monday, (to me) They sent if to me on Monday. 1 Did they give breakfast at the hotel? (you) 3 They make lunch every day. (for him) 2 We always tell the truth. (her) 4 He brought flowers last night. (his wife) UNIT 8 Lesson 2 Comparative adjectives: spelling rules Add et one-syllable adjectives. If the adjective ends in e.g. add et. tight is bighter losse in losse in losse it an adjective ends in a consonant-wowel-consonant sequence, double the final consonant before adding er. hot in hoter For most adjective that end in ey, change the y to i and add er. pretty in the pretter losse is busy in busier To make the comparative form of most adjectives that have more than two syllables, use more or less. affordable in more affordable convenient. The weather is warmer there than here. A On a separate sheet of paper, write the comparative form of the following adjectives. 1 tall 5 light 9 sad 13 spicy 17 popular 2 sunny 6 clean 10 fatty 14 healthy 18 red 3 comfortable 7 bad 11 salty 15 cute 19 conservative 4 heavy 8 late 12 sweet 16 short 20 interesting B Complete each sentence with a comparative adjective. Use than if necessary. 1 like the pink purse. It's much (nice). 2 Low-fat milk is not bad, but no-fat milk is (small) Russia. 4 Women's shoes are usually (expensive) men's shoes. 5 It's hot during the day, but it's (small) Russia. 4 Women's shoes are usually (expensive) men's shoes. 5 It's hot during the day, but it's (liberal) about clothing rules at the beach. 9 It's usually (aunny) in the morning before the rain begins. 10 French fries are (fatty) and (fatty) and (salty) a salad.				object or
1 Did they give breakfast at the hotel? (you) 2 We always tell the truth. (her) 4 He brought flowers last night. (his wife) UNIT 8 Lesson 2 Comparative adjectives: spelling rules Add_er to one-syllable adjectives. If the adjective ends in _e, add_r.				
UNIT 8 Lesson 2 Comparative adjectives: spolling rules Add_er to one-syllable adjectives. If the adjective ends in _e, add _f. tight → tighter loose → looser If an adjective ends in a consonant-vowel-consonant sequence, double the final consonant before adding _er. hot → hotter For most adjectives that end in _y, change the y to i and add _er. pretty → prettler busy → busier To make the comparative form of most adjectives that have more than two syllables, use more or less. affordable → more affordable convenient → less convenient When comparing two things that are both in the sentence, use than before the second thing. She's less practical than her sister. The weather is warmer there than here. A On a separate sheet of paper, write the comparative form of the following adjectives. 1 tall 5 light 9 sad 13 spicy 17 popular 2 sunny 6 clean 10 fatty 14 healthy 18 red 3 comfortable 7 bad 11 salty 15 cute 19 conservative 4 heavy 8 late 12 sweet 16 short 20 interesting B Complete each sentence with a comparative adjective. Use than if necessary. 1 I like the pink purse. It's much (nice). 2 Low-fat milk is not bad, but no-fat milk is				im)
Comparative adjectives: spelling rules Add_er to one-syllable adjectives. If the adjective ends in _e, add_r.				THE RESERVE THE PROPERTY OF THE PERSON OF TH
Add _er_ to one-syllable adjectives. If the adjective ends in _e, add _r. tight → lighter loose → loose → loose If an adjective ends in a consonant-vowel-consonant sequence, double the final consonant before adding _er_ hot → hotter For most adjectives that end in _y, change the y to i and add _er_ pretty → prettier busy → busier To make the comparative form of most adjectives that have more than two syllables, use more or less. affordable → more affordable convenient → less convenient When comparing two things that are both in the sentence, use than before the second thing. She's less practical than her sister. The weather is warmer there than here. A On a separate sheet of paper, write the comparative form of the following adjectives. 1 tall 5 light 9 sad 13 spicy 17 popular 2 sunny 6 clean 10 fatty 14 healthy 18 red 3 comfortable 7 bad 11 salty 15 cute 19 conservative 4 heavy 8 late 12 sweet 16 short 20 interesting B Complete each sentence with a comparative adjective. Use than if necessary. 1 like the pink purse. It's much	2 we always tell	the truth. (Her)	4 Tie blought nowers last riight. (ins	wile)
Add _er_ to one-syllable adjectives. If the adjective ends in _e, add _r. tight → lighter loose → loose → loose If an adjective ends in a consonant-vowel-consonant sequence, double the final consonant before adding _er_ hot → hotter For most adjectives that end in _y, change the y to i and add _er_ pretty → prettier busy → busier To make the comparative form of most adjectives that have more than two syllables, use more or less. affordable → more affordable convenient → less convenient When comparing two things that are both in the sentence, use than before the second thing. She's less practical than her sister. The weather is warmer there than here. A On a separate sheet of paper, write the comparative form of the following adjectives. 1 tall 5 light 9 sad 13 spicy 17 popular 2 sunny 6 clean 10 fatty 14 healthy 18 red 3 comfortable 7 bad 11 salty 15 cute 19 conservative 4 heavy 8 late 12 sweet 16 short 20 interesting B Complete each sentence with a comparative adjective. Use than if necessary. 1 like the pink purse. It's much				
Add _er to one-syllable adjectives. If the adjective ends in _e, add _r. tight > tighter loose > looser If an adjective ends in a consonant-vowel-consonant sequence, double the final consonant before adding _er. hot > hotter For most adjectives that end in _y, change the y to i and add _er. pretty > prettier busy > busier To make the comparative form of most adjectives that have more than two syllables, use more or less. affordable > more affordable convenient > less convenient When comparing two things that are both in the sentence, use than before the second thing. She's less practical than her sister. The weather is warmer there than here. A On a separate sheet of paper, write the comparative form of the following adjectives. 1 tall 5 light 9 sad 13 spicy 17 popular 2 sunny 6 clean 10 fatty 14 healthy 18 red 3 comfortable 7 bad 11 salty 15 cute 19 conservative 4 heavy 8 late 12 sweet 16 short 20 interesting B Complete each sentence with a comparative adjective. Use than if necessary. 1 I like the pink purse. It's much	UNIT 8 Lesson 2	2		
Add _er to one-syllable adjectives. If the adjective ends in _e, add _r. tight > tighter loose > looser If an adjective ends in a consonant-vowel-consonant sequence, double the final consonant before adding _er. hot > hotter For most adjectives that end in _y, change the y to i and add _er. pretty > prettier busy > busier To make the comparative form of most adjectives that have more than two syllables, use more or less. affordable > more affordable convenient > less convenient When comparing two things that are both in the sentence, use than before the second thing. She's less practical than her sister. The weather is warmer there than here. A On a separate sheet of paper, write the comparative form of the following adjectives. 1 tall 5 light 9 sad 13 spicy 17 popular 2 sunny 6 clean 10 fatty 14 healthy 18 red 3 comfortable 7 bad 11 salty 15 cute 19 conservative 4 heavy 8 late 12 sweet 16 short 20 interesting B Complete each sentence with a comparative adjective. Use than if necessary. 1 I like the pink purse. It's much				and the second second Asset of
tight → tighter loose → looser If an adjective ends in a consonant-vowel-consonant sequence, double the final consonant before adding -er. hot → hotter For most adjectives that end in -y, change the y to i and add -er. pretty → prettier busy → busier To make the comparative form of most adjectives that have more than two syllables, use more or less. affordable → more affordable convenient → less convenient When comparing two things that are both in the sentence, use than before the second thing. She's less practical than her sister. The weather is warmer there than here. A On a separate sheet of paper, write the comparative form of the following adjectives. 1 tall 5 light 9 sad 13 spicy 17 popular 2 sunny 6 clean 10 fatty 14 healthy 18 red 3 comfortable 7 bad 11 salty 15 cute 19 conservative 4 heavy 8 late 12 sweet 16 short 20 interesting B Complete each sentence with a comparative adjective. Use than if necessary. 1 I like the pink purse. It's much	Comparative a	djectives: spelling rules		The following of a
tight → tighter loose → looser If an adjective ends in a consonant-vowel-consonant sequence, double the final consonant before adding -er. hot → hotter For most adjectives that end in -y, change the y to i and add -er. pretty → prettier busy → busier To make the comparative form of most adjectives that have more than two syllables, use more or less. affordable → more affordable convenient → less convenient When comparing two things that are both in the sentence, use than before the second thing. She's less practical than her sister. The weather is warmer there than here. A On a separate sheet of paper, write the comparative form of the following adjectives. 1 tall 5 light 9 sad 13 spicy 17 popular 2 sunny 6 clean 10 fatty 14 healthy 18 red 3 comfortable 7 bad 11 salty 15 cute 19 conservative 4 heavy 8 late 12 sweet 16 short 20 interesting B Complete each sentence with a comparative adjective. Use than if necessary. 1 I like the pink purse. It's much	Add -er to one-syll	able adjectives. If the adjective ends	in -e. add -r.	
For most adjectives that end in _y, change the y to i and add _er. pretty → prettier busy → busier To make the comparative form of most adjectives that have more than two syllables, use more or less. affordable → more affordable convenient → less convenient When comparing two things that are both in the sentence, use than before the second thing. She's less practical than her sister. The weather is warmer there than here. A On a separate sheet of paper, write the comparative form of the following adjectives. 1 tall 5 light 9 sad 13 spicy 17 popular 2 sunny 6 clean 10 fatty 14 healthy 18 red 3 comfortable 7 bad 11 salty 15 cute 19 conservative 4 heavy 8 late 12 sweet 16 short 20 interesting B Complete each sentence with a comparative adjective. Use than if necessary. 1 I like the pink purse. It's much				(See a stational and
For most adjectives that end in _y, change the y to i and add _er. pretty → prettier busy → busier To make the comparative form of most adjectives that have more than two syllables, use more or less. affordable → more affordable convenient → less convenient When comparing two things that are both in the sentence, use than before the second thing. She's less practical than her sister. The weather is warmer there than here. A On a separate sheet of paper, write the comparative form of the following adjectives. 1 tall 5 light 9 sad 13 spicy 17 popular 2 sunny 6 clean 10 fatty 14 healthy 18 red 3 comfortable 7 bad 11 salty 15 cute 19 conservative 4 heavy 8 late 12 sweet 16 short 20 interesting B Complete each sentence with a comparative adjective. Use than if necessary. 1 I like the pink purse. It's much	If an adjective end	e in a conconant-vowel-conconant es	aguence double the final consonant before	adding or
To make the comparative form of most adjectives that have more than two syllables, use more or less. affordable → more affordable convenient → less convenient When comparing two things that are both in the sentence, use than before the second thing. She's less practical than her sister. The weather is warmer there than here. A On a separate sheet of paper, write the comparative form of the following adjectives. 1 tall 5 light 9 sad 13 spicy 17 popular 2 sunny 6 clean 10 fatty 14 healthy 18 red 3 comfortable 7 bad 11 salty 15 cute 19 conservative 4 heavy 8 late 12 sweet 16 short 20 interesting B Complete each sentence with a comparative adjective. Use than if necessary. 1 I like the pink purse. It's much (nice). 2 Low-fat milk is not bad, but no-fat milk is (good). 3 France is (small) Russia. 4 Women's shoes are usually (expensive) men's shoes. 5 It's hot during the day, but it's (cool) at night. 6 He's a lot (tall) his brother. 7 This projector is a lot (popular), but it's (popular), but it's (iberal) about clothing rules at the beach. 9 It's usually (sunny) in the morning before the rain begins. 10 French fries are (fatty) and (salty) a salad.		s iii a consonant-vower-consonant se	quence, double the final consonant before a	adding <u>-ci</u> .
To make the comparative form of most adjectives that have more than two syllables, use more or less. affordable → more affordable convenient → less convenient When comparing two things that are both in the sentence, use than before the second thing. She's less practical than her sister. The weather is warmer there than here. A On a separate sheet of paper, write the comparative form of the following adjectives. 1 tall 5 light 9 sad 13 spicy 17 popular 2 sunny 6 clean 10 fatty 14 healthy 18 red 3 comfortable 7 bad 11 salty 15 cute 19 conservative 4 heavy 8 late 12 sweet 16 short 20 interesting B Complete each sentence with a comparative adjective. Use than if necessary. 1 I like the pink purse. It's much (nice). 2 Low-fat milk is not bad, but no-fat milk is (good). 3 France is (small) Russia. 4 Women's shoes are usually (expensive) men's shoes. 5 It's hot during the day, but it's (cool) at night. 6 He's a lot (tall) his brother. 7 This projector is a lot (popular), but it's (popular), but it's (iberal) about clothing rules at the beach. 9 It's usually (sunny) in the morning before the rain begins. 10 French fries are (fatty) and (salty) a salad.				
To make the comparative form of most adjectives that have more than two syllables, use more or less. affordable → more affordable convenient → less convenient When comparing two things that are both in the sentence, use than before the second thing. She's less practical than her sister. The weather is warmer there than here. A On a separate sheet of paper, write the comparative form of the following adjectives. 1 tall 5 light 9 sad 13 spicy 17 popular 2 sunny 6 clean 10 fatty 14 healthy 18 red 3 comfortable 7 bad 11 salty 15 cute 19 conservative 4 heavy 8 late 12 sweet 16 short 20 interesting B Complete each sentence with a comparative adjective. Use than if necessary. 1 I like the pink purse. It's much			aud <u>-er</u> .	Avecan to deput fluid of a
## When comparing two things that are both in the sentence, use than before the second thing. She's less practical than her sister. The weather is warmer there than here. A On a separate sheet of paper, write the comparative form of the following adjectives. 1 tall				
When comparing two things that are both in the sentence, use than before the second thing. She's less practical than her sister. The weather is warmer there than here. A On a separate sheet of paper, write the comparative form of the following adjectives. 1 tall 5 light 9 sad 13 spicy 17 popular 2 sunny 6 clean 10 fatty 14 healthy 18 red 3 comfortable 7 bad 11 salty 15 cute 19 conservative 4 heavy 8 late 12 sweet 16 short 20 interesting B Complete each sentence with a comparative adjective. Use than if necessary. 1 I like the pink purse. It's much				SSS.
A On a separate sheet of paper, write the comparative form of the following adjectives. 1 tall 5 light 9 sad 13 spicy 17 popular 2 sunny 6 clean 10 fatty 14 healthy 18 red 3 comfortable 7 bad 11 salty 15 cute 19 conservative 4 heavy 8 late 12 sweet 16 short 20 interesting B Complete each sentence with a comparative adjective. Use than if necessary. 1 like the pink purse. It's much				
A On a separate sheet of paper, write the comparative form of the following adjectives. 1 tall 5 light 9 sad 13 spicy 17 popular 2 sunny 6 clean 10 fatty 14 healthy 18 red 3 comfortable 7 bad 11 salty 15 cute 19 conservative 4 heavy 8 late 12 sweet 16 short 20 interesting B Complete each sentence with a comparative adjective. Use than if necessary. 1 I like the pink purse. It's much	The second secon			Christa tha common store and to se
A On a separate sheet of paper, write the comparative form of the following adjectives. 1 tall 5 light 9 sad 13 spicy 17 popular 2 sunny 6 clean 10 fatty 14 healthy 18 red 3 comfortable 7 bad 11 salty 15 cute 19 conservative 4 heavy 8 late 12 sweet 16 short 20 interesting B Complete each sentence with a comparative adjective. Use than if necessary. 1 I like the pink purse. It's much	Sile Siless practi	tal trial fier sister.	vanner there than here.	
1 tall 5 light 9 sad 13 spicy 17 popular 2 sunny 6 clean 10 fatty 14 healthy 18 red 3 comfortable 7 bad 11 salty 15 cute 19 conservative 4 heavy 8 late 12 sweet 16 short 20 interesting B Complete each sentence with a comparative adjective. Use than if necessary. 1 I like the pink purse. It's much (nice). 2 Low-fat milk is not bad, but no-fat milk is (good). 3 France is (small) Russia. 4 Women's shoes are usually (expensive) men's shoes. 5 It's hot during the day, but it's (cool) at night. 6 He's a lot (tall) his brother. 7 This projector is a lot (popular), but it's (affordable). 8 They're much (liberal) about clothing rules at the beach. 9 It's usually (sunny) in the morning before the rain begins. 10 French fries are (fatty) and (salty) a salad.	Stat Stephen	e (camito not take / cen't take) th	S G Yelensuleni (V	
2 sunny 6 clean 10 fatty 14 healthy 18 red 3 comfortable 7 bad 11 salty 15 cute 19 conservative 4 heavy 8 late 12 sweet 16 short 20 interesting B Complete each sentence with a comparative adjective. Use than if necessary. 1 I like the pink purse. It's much				
3 comfortable 7 bad 11 salty 15 cute 19 conservative 4 heavy 8 late 12 sweet 16 short 20 interesting B Complete each sentence with a comparative adjective. Use than if necessary. 1 I like the pink purse. It's much				
## A heavy ## B late ## 12 sweet ## 16 short ## 20 interesting ## Complete each sentence with a comparative adjective. Use than if necessary. ## I like the pink purse. It's much				
B Complete each sentence with a comparative adjective. Use than if necessary. 1 I like the pink purse. It's much				
1 I like the pink purse. It's much	4 neavy	o late 12 sweet	To drieft 20 interesting	
2 Low-fat milk is not bad, but no-fat milk is	B Complete each	sentence with a comparative a	djective. Use <u>than</u> if necessary.	
2 Low-fat milk is not bad, but no-fat milk is	1 I like the pink	purse. It's much	(nice).	
3 France is			(
4 Women's shoes are usually				
5 It's hot during the day, but it's (cool) at night. 6 He's a lot (tall) his brother. 7 This projector is a lot (popular), but it's (affordable). 8 They're much (liberal) about clothing rules at the beach. 9 It's usually (sunny) in the morning before the rain begins. 10 French fries are (fatty) and (salty) a salad.				oes.
6 He's a lot				
7 This projector is a lot (popular), but it's (affordable). 8 They're much (liberal) about clothing rules at the beach. 9 It's usually (sunny) in the morning before the rain begins. 10 French fries are (fatty) and (salty) a salad.				
8 They're much				(affordable).
9 It's usually (sunny) in the morning before the rain begins. 10 French fries are (fatty) and (salty) a salad.				
10 French fries are (fatty) and (salty) a salad.				
				(calty) a salad
Grammar Booster	io French mes at	o(iat	ty) and	(Saity) a Saiau.
				Grammar Booster

B On a separate sheet of paper, rewrite each sentence, changing the prepositional phrase into an

Modals <u>can,</u> could, 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 suggest an alternative or to make a weak suggestion.

They could see an old movie like *Titanic*, or they could go to something new. You could eat a healthier diet.

Use should to give advice or to express criticism.

You should think before you speak.

Form

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

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

Who should read this? They should.

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

Use not between the modal and the base form.

You shouldn't stay at the Galaxy Hotel.

They can't take the express.

In $\underline{\text{yes}}$ / $\underline{\text{no}}$ questions, the modal precedes the subject of the sentence. In information questions, the question word precedes the modal.

Yes / no questions

Should I buy a round-trip ticket?

Can we make the 1:05 flight?

Could she take an express train?

Information questions

When should they leave? Why should they go? Which trains could I take?

Who could they call?

BUT: Note the word order when \underline{Who} is the subject.

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

Common errors

Never add $\underline{-s}$ to the third-person singular form of modals.

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

Never use to between modals and the base form.

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

Circle the correct phrases to complete the sentences.

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

UNIT 9 Lesson 2

Expansion: future actions

There are four ways to express future actions, using present forms.

Be going to

Be going to + base form usually expresses a future plan or certain knowledge about the future.

I'm going to spend my summer in Africa.

She's going to get a rental car when she arrives.

It's going to rain tomorrow.

The present continuous

The present continuous can also express a future plan.

We're traveling tonight.

We aren't wearing formal clothes to the wedding.

We aren't eating at home tomorrow.

The simple present tense

The simple present tense can express a future action, especially with verbs of motion: arrive, come, depart, fly, go, leave, sail, and start—especially when on a schedule or a timetable. When the simple present tense expresses the future, there is almost always a word, phrase, or clause indicating the future time.

This Monday, the express leaves at noon.

The flight arrives at 9:00 tonight.

The present of be

The present of be can describe a future event if it includes a word or phrase that indicates the future. The wedding is on Sunday.

A Read the arrival and departure schedules. Then complete each sentence or question with the simple present tense.







- 1 The bus _____ __ at 11:00. It ___ ___ at 8:00.
- 2 When ____ _ the flight ____ ____ at 23:30.
- 3 What time _____ the train _ in Beijing? At 10:20 P.M.
- the train _____ _ at 7:00? Yes, it does.
- B On a separate sheet of paper, answer each of the following questions with a complete sentence. There may be more than one correct way to answer each question.
 - 1 What are your plans for your next vacation?
- 3 What are you doing this evening?
- 2 What are you going to do this weekend?

UNIT 10 Lesson 1

Comparative and superlative adjectives: usage and form

Usage

Comparative adjectives compare two people, places, or things. Use than if the second item is mentioned right after the adjective.

Mexico City is larger than Los Angeles.

Housing in New York is more expensive than in Lima.

Compared with Los Angeles, Mexico City is larger. Compared with Lima, housing is more expensive in New York.

Superlative adjectives compare more than two people, places, or things.

Compared to other cities in the Americas, Mexico City is the largest.

Form

adjective comparative adjective superlative adjective cheap cheaper (than) the cheapest the most expensive more expensive (than) expensive less practical (than) the least practical practical

Be careful! Use the with superlative adjec-

Don't say: Mexico City is largest.

Superlative adjectives: spelling

Add -est to one-syllable adjectives. If the adjective ends in -e, add -st.

cheap → the cheapest

loose → the loosest

If an adjective ends in a consonant-vowel-consonant sequence, double the final consonant before adding -est. hot → the hottest

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

pretty → the prettiest

busy → the busiest

To form the superlative of most adjectives of two or more syllables, use the most or the least.

Car trips are the least expensive vacations.

Cruises are the most relaxing vacations.

A	Write both	the comparative ar	nd superlative form	n of each of the follow	ving adjectives.	
		comparative	superlative		comparative	perlative
1	tall		y <u>ka malamalan</u> a siasii	10 interesting	o <u>professor a composito et la</u>	
2	2 easy			11 conservative	Missing bring has been	Collegiants Street, and
:	3 liberal		and the same of th	_ 12 light		salasaya ene yiliminin sun
4	1 heavy			13 casual		and No Time arrig
	unusual			14 comfortable	Market Market 4 174 5 40	CALLO BES EL M. MORNA
•	6 pretty		*	15 relaxing		
7	7 exciting		ne-transfer	16 long		
8	3 wild			17 short		trace of the contract of the
9	informal			18 scary		
D (Samulata a					
					. Use <u>than</u> if necessary	
					e had on our vacation.	
				(good) oth		
					of our vacation package	
					(easy)	to use.
					(popular).	
				(bad) day of our vacat		
				(nice) our vacatio		
					(good)?	
10	to use?	ameras look good. I	But which one is	and profes g	(easy)	
11	I like both	the J12 and the Pro	MP3 players, but	which one's		(small)?
12	Which of t	these three plates de	o you think is		(pretty)?	
13	I can't dec		this book or that or	ne. Which one is	e demokra Konstructero	inaloni, word

UNIT 10 Lesson 2

Intensifiers very, really, and too

Intensifiers make the meaning of adjectives stronger.

Very and really have the same meaning. They can intensify adjectives with a positive or negative meaning.

That restaurant is really (or very) good. I want to go there.

That movie is really (or very) scary. I don't want to see it.

 $\underline{\text{Too}}$ 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!

A	Complete each sentence with too, really, or very and your own adjective.				
	1 Beach vacations are I love them.				
	2 French fries are You shouldn't eat them every day.				
	3 A cruise is I don't have enough money to take one.				
	4 They say this movie is I want to see it.				
	5 This book is You should rea		You should read it.		
	6 English is People are learning it all over the world.		d.		
	7 This printer is I need to replace it.				
	These pants are I need to buy a larger pair.				
В	Complete each conversation, using too	or <u>enough</u> .			
	1 A: How about this? Should we buy it for your mother?				
	B: No. It isn't (pretty). I want something nicer.				
	2 A: Do you think this rug is too small?				
	B: No, it's great. I think it's (big).				
	3 A: Did you buy a microwave yesterday?				
	B: I looked at some. But they were (expensive).				
	4 A: Why are you sending that steak back to the chef? B: It's an expensive meal, and this steak just isn't (good)				
	5 A: You never eat dessert?				
	B: No. Desserts are	(sweet) for me.			
	6 A: How was your vacation?				
	B: To tell the truth, it just wasn't	(relaxing).			
	7 A: How's that soup? Is it	(hot)?			
	8 A: Would you like more ice in your water	?			
	B: Yes, please. It isn't	(cold).			

Writing Booster

The Writing Booster is optional. It is intended to teach students the conventions of written English. Each unit's Writing Booster is focused both on a skill and its application to the Writing Exercise from the Unit Review page.

UNIT 1 Capitalization

Use a capital letter to begin a sentence.

It's a pleasure to introduce my classmate.

Use a capital letter for:

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

They're Honduran. nationalities

I speak Russian and Italian. languages

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

My brother and I are students. the word I formal titles and names I'd like you to meet Mr. Smith.

- A On a separate sheet of paper, rewrite each sentence, using correct capitalization.
 - 1 please say hello to julio cueva from peru.
 - 2 my friend mr. lee is a computer programmer from korea.
 - 3 he is brazilian, and his birthday is in october.
 - 4 my classmate ms. silva is twenty-six years old.
- 5 miss wang teaches chinese to college students.
- 6 this monday john met his friend mr. abe.
- 7 when i travel, i need to use english.
- B Guidance for Writing (page 12) Ask a classmate the questions below. Use the answers as a guide for your writing. Add more information if you can. Make sure you use capital letters correctly.
 - · What's your partner's name?
 - Does your partner have a nickname?
 - · How old is your partner?
 - What's your partner's occupation?

- What is your partner's hometown?
- Is your partner's hometown his or her birthplace?
- What's your partner's favorite actor?
- What's your partner's favorite sport?

UNIT 2 The sentence

In English, a sentence is a group of words that expresses a thought. A sentence has a subject	ec
and a verb. When you write a sentence, begin with a capital letter and end with a period.	

subject verb subject verb The play is great. She loves music.

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

- - 4 Their favorite musician is Beck.

2 I prefer CDs to cassettes.

5 The play isn't very good.

- 3 My friend loves classical music.
- B Write an X next to the words or groups of words that are not sentences.
 - 1 A theater fan.

- 4 I listen to music in the shower.
- 2 The theater is down the street from the park.
- 5 Really loud concerts.
- 3 And around the corner from the art gallery.
- 6 Downloading music.
- C Guidance for Writing (page 24) Use the ideas as a guide to help you write five sentences about your musical tastes. Begin each sentence with a capital letter and end each
 - sentence with a period. Be sure to use a subject and a verb in each sentence.

Ideas

- · your favorite music
- your favorite artist
- · when you listen to music
- · where you buy music
- · how many CDs you own

UNIT 3 Combining sentences with and or but

And

Use and to combine two sentences if you want to add information. It's common, but not necessary, to use a comma before and.

My cousin loves folk music, and she's a great performer.

Use but to combine two sentences if you want to show a difference or contrast. It's common, but not necessary, to use a comma before but.

My cousin loves folk music, but I love classical.

My cousin loves folk music, but I don't.

Be careful! In traditional formal writing, writers avoid beginning sentences with And or But.

Don't write: My cousin loves folk music. And she's a great performer.

Don't write: My cousin loves folk music. But I don't.

A On a separate sheet of paper, combine these sentences, using and.

- 1 My sister-in-law has long hair. She's very pretty.
- 2 My aunt is a computer programmer. Her husband is a teacher.
- 3 We look alike. We wear the same clothes.

- 4 My cousin likes classical music. He loves Italian food.
- 5 We look completely different. We like different kinds of music.

B On a separate sheet of paper, combine these sentences, using but.

- 1 My brother wears old clothes. I wear new clothes.
- 2 My sister has long hair. I have short hair.
- 3 My cousin lives near the airport. His parents don't.
- 4 I love pop music. My stepfather doesn't.
- 5 We look alike. We wear completely different clothes.
- C Guidance for Writing (page 36) Use the ideas to help you write six statements comparing two people in your family. Use and or but to combine sentences.

UNIT 4 Connecting words and ideas with and or in addition

And

Remember that and connects two sentences and makes them one sentence.

I like fruit, and I also like vegetables.

You can also use and to connect words in a series. Notice the use of the comma in the examples below.

other fruits. I like apples, oranges, grapes,

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

I like apples and oranges. NOT Hike apples, and oranges.

7 You can choose from six entrées on the menu, ____

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 following	words and ideas with	and or in addition.
-------------------------	----------------------	---------------------

1 The people eat a lot of vegetables in Spain, It	taly, France.
2 In the U.S., many restaurants serve big portion	
3 There are five or six great Italian restaurants i	
menu has dishes from Mexico, Thailand, Indi	a,even Indonesia!
4 She loves pasta,I want	to invite her to my favorite Italian restaurant.
5 Raw carrots taste great,	
6 This restaurant has great food.	, the service is excellent.
7 You can choose from six entrées on the men	

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

B Guidance for Writing (page 48) Read the description of food in the United States. Use these paragraphs as a guide to help you write about the food of your country. Change the details so the sentences describe your food.

American food is more than hamburgers, hot dogs, and pancakes. The best American food is regional. One regional specialty is clam chowder. Clam chowder is a delicious soup from the northeast coast. In Boston, clam chowder contains milk, and in New York it contains tomatoes. Clam chowder always contains Atlantic clams. In addition, clam chowder always contains some vegetables, such as onions, potatoes, peppers, or corn.

Another famous regional specialty of American cooking is barbecue. Barbecue comes from the center and south of the United States. Barbecue style is not always the same, but it always has meat and a spicy sauce. Americans are very proud of barbecue. Many restaurants claim that they have the only authentic barbecue. When you travel to the United States, be sure to try some regional specialties like clam chowder and barbecue.

UNIT 5 Placement of adjectives: before nouns and after the verb be

Adjectives are words that describe nouns and pronouns.

noun

pronoun

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

Adjectives come before nouns or after the verb <u>be</u> when the subject of a sentence is a noun or pronoun.

I have a new computer.

The computer is new. It's terrific.

Be careful! Adjectives don't come after nouns. Adjectives don't have plural forms.

new refrigerators

NOT refrigerators new

NOT news refrigerators

When two adjectives describe the same noun, connect them with <u>and</u>. When there are more than two, use commas.

The microwave is popular and convenient.

This camera is obsolete, broken, and defective.

Adjectives

broken obsolete defective terrible awful

popular guaranteed affordable convenient good

fixable

fast

great terrific awesome

Some adjectives are compound phrases.

This scanner is really up-to-date.

She bought an out-of-date camcorder.

- A Circle the adjectives in each sentence.
 - 1 My old printer is obsolete.
 - 2 This MP3 is very convenient. And it's portable, too.
 - 3 Is your scanner fixable?

- 4 This terrible car is a lemon! It's awful.
- 5 Our new washing machine is both good and guaranteed.
- B On a separate sheet of paper, write sentences about five of the following products.
 Use the adjectives from the chart above.

Products

a smart phone

a digital camera

a mobile / cell phone

a TV

a GPS

a camcorder

a laptop (computer)

A DVD player

a desktop (computer)

Smart phones are very convenient.

- C Guidance for Writing (page 60) Use your answers to the following questions as a guide to help you write a paragraph about a product you use.
 - What is it?
 - · What brand is it?
 - · What model is it?
 - Is it a good product? Why or why not?
 - · What does it do?

- What adjectives describe it?
- Where do you use it?
- Is it working?
- Does it drive you crazy?
- · How old is it?

B On a separate sheet of paper, rewrite the paragraph, using time-order transition words.

Let me tell you about my trip. I flew from New York to London. It was very interesting, and I spent two days there. I took the train through the Chunnel to Paris. Paris was amazing. I got a car and drove to Rome. It was a long drive, but it was really scenic. I took a boat to the island of Sardinia. It was very beautiful. I flew back to London and back home to New York.

C Guidance for Writing (page 84) Write sentences describing your vacation in the order that the events happened. Then use them to write your paragraph, using time clauses and time-order transition words.

UNIT 8 Connecting ideas with because and since

Clauses with <u>because</u> and <u>since</u> present reasons. There's no difference in meaning between <u>because</u> and <u>since</u> in the following sentences.

I'm going to Paris because I love French food.

He's not wearing a jacket since he left it in the restaurant.

In speaking, it's OK to answer a question using just a clause with because or since.

A: Why are you wearing jeans?

B: Because it's a really casual restaurant.

In writing, however, a clause beginning with <u>because</u> or <u>since</u> is not a sentence; it's an incomplete thought. Connect the clause beginning with <u>because</u> or <u>since</u> to a sentence to make the thought complete.

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

A clause with <u>because</u> or <u>since</u> can come at the beginning or the end of the sentence. When it comes at the beginning, use a comma. It's good writing style to vary placement so all sentences don't sound the same.

I eat vegetables every day because they are healthy. Because they are healthy, I eat vegetables every day.

- A On a separate sheet of paper, connect the sentences, using clauses with either <u>because</u> or <u>since</u>. Be careful! make sure the clause with <u>because</u> or <u>since</u> presents a reason.
 - 1 I'm wearing a sweater. I feel cold.
 - 2 She called her brother. It was his birthday.
 - 3 He bought a blue blazer. He needed it for a business trip.
- 4 They didn't have a ticket for the concert. They stayed home.
- 5 Our DVD player is broken. We have to get a new one.
- B On a separate sheet of paper, answer each of the following questions with a complete sentence containing a clause with <u>because</u> or <u>since</u>. Follow the example.

Why do you like classical music?

I like classical music because it is happy music.

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

- 3 Why do people like malls?
- 4 Why are running shoes more comfortable than formal shoes?
- C Guidance for Writing (page 96) Write a list of at least five clothing do's and don'ts for appropriate dress in your country. Explain the reasons for the tips, using <u>because</u> and <u>since</u>. Use your sentences as a guide to help you write your letter or e-mail.

Don't wear jeans to nice restaurants because people think they're inappropriate.

In English, a sentence is a group of words containing a subject and a verb. It expresses a complete thought.

A paragraph is a group of sentences that relate to a topic or a theme. When your writing contains information about a variety of topics, it is convenient to divide your writing into separate paragraphs.

Traditionally, the first word of a paragraph is indented. (Sometimes new paragraphs, especially in books, are not indented. Instead, a separation is made by leaving a blank line space as below.)

In the writing model to the right, the first paragraph is about Holland and the second is about Thailand. Dividing the writing into two paragraphs makes it easier to read and understand.

Clothing customs in different countries

Holland has a northern climate, so depending on the time of year you're visiting, pack lighter or heavier clothes. One thing people notice about Holland is the way young people dress. Their dress code is "anything goes," so it's not unusual to see some pretty wild clothes there.

On the other hand, if you're visiting Thailand from May to September, pack for the heat. Thailand is generally conservative when it comes to clothing, but at Thailand's magnificent temples, the rules about clothing, and especially shoes, are very strict. If your shoes are too open, they are considered disrespectful, and you will have to change to more modest ones. So be prepared with light but modest clothing and shoes for your Thailand trip.

A Write a check mark / in the place or places where a new paragraph could or should start. Then, on a separate sheet of paper, copy the paragraphs, indenting each one.

Famous families

Jackie Chan is a movie star and singer from Hong Kong. His wife, Joan Lin, is an actress from Taiwan. They have a son, JC Chan. He's a student in the United States. Another famous family is the Williams family. Venus and Serena Williams are famous tennis players. Their mother's name is Oracene Price. Their father, Richard Williams, is their manager. Still another famous family is the Fernández family from Mexico. Vicente and Alejandro are father and son. They are both singers, and they are famous all over Latin America.

B Guidance for Writing (page 108) Use your answers to the questions below as a guide to help you write your paragraphs.

Paragraph 1

Begin your paragraph with an opening statement, such as: Last month, I went to ____.

- · Where did you go?
- · What kind of transportation did you take?
- · When did you leave?
- · Who did you travel with?
- · What did you do when you were there?
- When did you get back?

Paragraph 2

Begin your next paragraph with an opening statement, such as: On my next trip, ...

- Where are you going to go?
- · What kind of transportation are you going to take?
- · When are you leaving?
- · Who are you traveling with?
- What are you going to do when you are there?
- When are you getting back?

Use <u>even though</u> to connect contradictory ideas in a sentence. (A comma is optional before <u>even though</u> when it comes at the end of the sentence.)

Bee Flowers is the most popular shop in town even though it's quite expensive.

You can bargain for really low prices at Marty's, even though the service isn't very friendly.

Always use a comma if the clause that begins with even though comes first.

Even though it's quite expensive, Bee Flowers is the most popular shop in town.

Even though the service isn't very friendly, you can bargain for really low prices at Marty's.

Use <u>however</u> and <u>on the other hand</u> at the beginning of a sentence to connect contradictory ideas from one sentence to another. Use a comma.

You can bargain for really low prices at Marty's. However, the service isn't very friendly. Bee Flowers is quite expensive. On the other hand, it's the most popular shop in town.

Be careful! Don't use <a href="https://example.com/however-the-baryis-name="https://example.com/however-the-bar

- A On a separate sheet of paper, combine each pair of sentences into one sentence, using even though. Then rewrite your sentences, using even though to begin each one.
 - 1 You can find some good deals at the Savoy Hotel. Their rooms are the most expensive in town.
 - 2 You can bargain for really low prices at the Old Market. It isn't the prettiest place to shop.
 - 3 The Philcov X30 is easy to use and not too expensive. It isn't the most popular camera.
 - 4 The prices of flat screen TVs are getting lower every year. They can still be very expensive.
 - 5 The Samson camcorder is the most professional camera you can buy. It isn't the lightest.
- B Now, on a separate sheet of paper, write the sentences again, using <u>however</u> or <u>on the other hand</u>.
- Guidance for Writing (page 120) Write at least six sentences about places to shop in your town or city. Use even though, however, and on the other hand. Use your sentences as a guide to help you write your guide.



Top Notch Pop Lyrics

1:15/1:16

It's Nice To Meet You [Unit 1]

(CHORUS)
It's nice to meet you.

Good to meet you.

Pleasure to meet you.

What's your name?
My name is Mr. Johnson.
Please just call me Stan.
I'd like you to meet my wife, Mary Anne.

(CHORUS)

What do you do?
Actually, I'm a teacher
at the Children's Institute.
The little kids are really cute.
That sounds nice. Where are you from—somewhere far or near?
As a matter of fact, Chicago is my hometown.
Could you say that louder please?
How did you end up here?
My father was a salesman.
We moved all around.

(CHORUS)

Who is that?

Let me introduce you

to my new friend Eileen.

She's a chef and she's nineteen.

(CHORUS)

Good-bye. Take care.

1:34/1:35

(1) Going Out [Unit 2]

Do you want to see a play?
What time does the play begin?
It starts at eight. Is that OK?
I'd love to go. I'll see you then.
I heard it got some good reviews.
Where's it playing? What's the show?
It's called "One Single Life to Lose."
I'll think about it. I don't know.

(CHORUS)

Everything will be all right when you and I go out tonight.

When Thomas Soben gives his talk—
The famous chef? That's not for me!
The doors open at nine o'clock.
There's a movie we could see
at Smith and Second Avenue.
That's my favorite neighborhood!
I can't wait to be with you.
I can't wait to have some food.

(CHORUS)

We're going to have a good time.

Don't keep me up past my bedtime.

We'll make a date.

Tonight's the night.

It starts at eight.

The price is right!

I'm a fan of rock 'n' roll.

Classical is more my style.

I like blues and I like soul.

Bach and Mozart make me smile!

Around the corner and down the street.

That's the entrance to the park.

There's a place where we could meet.

I wouldn't go there after dark!

2:18/2:19

(CHORUS: 2 times)

An Only Child [Unit 3]

Let me see the photos of your wife and family.
Who's that guy there, on the right, next to the TV?
Is that your younger brother, John?
And who are those two?
Your sisters both look so alike.
Please tell me what they do.

(CHORUS)

I ask so many questions.

You just answer with a smile.

You have a large family,
but I am an only child.

How about your cousins now? Please tell me something new. Do they both play basketball? You know that I do, too.

(CHORUS)

I don't have a brother,
but you have two or three.
You're all one big happy family.
I don't have a sister,
but you have older twins.
This is a game I can't ever win.
Do you have nieces and nephews,
and how many are there now?
Do they all like the same kinds of things?
Are they different somehow?
(CHORUS)

2:34/2:35

The World Café [Unit 4]

Is there something that you want?
Is there anything you need?
Have you made up your mind
what you want to eat?
Place your order now,
or do you need more time?
Why not start with some juice—
lemon, orange, or lime?
Some like it hot, some like it sweet,
some like it really spicy.
You may not like everything you eat,
but I think we're doing nicely.

(CHORUS)

I can understand every word you say.
Tonight we're speaking English at
The World Café.

I'll take the main course now.
I think I'll have the fish.

Does it come with the choice of another dish?

Excuse me waiter, please—
I think I'm in the mood
for a little dessert, and the cake looks good.
Do you know? Are there any low-fat desserts
that we could try now?
I feel like having a bowl of fruit.
Do you have to say good-bye now?

(CHORUS)

Apples, oranges, cheese, and ham, coffee, juice, milk, bread, and jam, rice and beans, meat and potatoes, eggs and ice cream, grilled tomatoes—
That's the menu.
That's the list.
Is there anything I missed?

(CHORUS)

3:22/3:23

)) It's Not Working Again [Unit 5]

Hi. I'm calling on my cell phone.
I need a little help with a fax machine.
It's not working, and it's pretty bad.
I feel like I've been had, if you know what I mean.

I'm coming to the store right now.
Can you show me how to use it?
The front lid won't open.
When my cat's around,
it squeaks and makes a funny sound.

(CHORUS)

It's not working again. It's driving me crazy. It's not working again.

I called yesterday, and a guy named Jack said,

"I'm busy right now, can I call you back?"
He didn't even ask me what was wrong
with it.

He didn't want to hear the short and long of it.

I just bought the thing yesterday, and it won't turn on so please don't say, "I'm sorry to hear that.

That's a shame. That's too bad." It's all a game.

(CHORUS)

I'm not looking for a laptop computer or an X340 or a PDA.

Just tell me what's wrong with my fax machine so I can say good-bye and be on my way. It won't send a copy of my document. The paper goes through, and it comes out bent.

On second thought, it's guaranteed.

I want my money back-that's what I need.

(CHORUS: 2 times)

A Typical Day [Unit 6]

The Couch Potato sits around. He eats junk food by the pound. It's just a typical day. Watching as the world goes by, he's out of shape and wonders why. It's just a typical day.

(CHORUS)

Every night he dreams that he's skydiving through the air. And sometimes you appear. He says, "What are you doing here?"

He cleans the house and plays guitar, takes a shower, drives the car. It's just a typical day. He watches TV all alone, reads and sleeps, talks on the phone. It's just a typical day.

(CHORUS)

I'm sorry. Mr. Couch Potato's resting right now. Can he call you back? He usually lies down every day of the week, and he always has to have a snack. Now all his dreams are coming true. He's making plans to be with you. It's just a typical day. He goes playing once a week. He's at the theater as we speak! It's just a typical day.

(CHORUS)

4:17/4:18

My Dream Vacation [Unit 7]

The ride was bumpy and much too long. It was pretty boring. It felt so wrong. I slept all night, and it rained all day. We left the road, and we lost the way. Then you came along and you took my hand. You whispered words I could understand.

(CHORUS)

On my dream vacation, I dream of you. I don't ever want to wake up. On my dream vacation, this much is true: I don't ever want it to stop.

The food was awful. They stole my purse. The whole two weeks went from bad to worse. They canceled my ticket. I missed my flight. They were so unfriendly it just wasn't right. So I called a taxi, and I got inside,

and there you were, sitting by my side.

(CHORUS)

You were so unusual. The day was so exciting. I opened up my eyes, and you were gone. I waited for hours. You never called. I watched TV and looked at the walls. Where did you go to? Why weren't you near? Did you have a reason to disappear? So I flew a plane to the south of France, and I heard you say, Would you like to perform?"

(CHORUS)

4:35/4:36

(Unit 8) Anything Goes

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 paiamas in the daytime with a blazer and a pair of socks on my fingers and gloves on my toesanything goes.

On the ground floor, there's a restaurant and a photo studio. so I take the escalator down to the floor below. There are turtlenecks and T-shirts. There are cardigans and jeans in every size and color. They look comfortable and clean.

(CHORUS)

The salesperson says, "Here you go. Try it on. That's not too bad. Let me see if I can find you something better." Some people say that black clothes are more flattering than white, or they think that they look nicer in the day or in the night. Their clothes can't be too liberal or too conservative. If I love it, then I wear it. That's the way I want to live. (CHORUS)

5:18/5:19

iii) Five Hundred Ways

You could take the bus. or you could take the train. You could take the ferry, or you could take a plane. Baby, it's a small world, when all is said and done. We have so many options, the question is, which one?

(CHORUS)

There are five hundred ways to get here. What are you going to do? You could get a one-way ticket to see me. I'm waiting here for you.

You should really hurry. When are you going to call and make your reservation? You could miss them all. And do you know how long you are going to stay? You could come and be with me forever and a day.

(CHORUS)

Follow me. Follow me. Yes, you can follow me. You have my phone number, and you have my address. Tell me, are you coming on the local or express?

(CHORUS)

Shopping for Souvenirs [Unit 10]

I go to the bank at a quarter to ten. I pick up my cash from the ATM. Here at the store, it won't be too hard to take out a check or a credit card. The bank has a good rate of exchange, and everything here is in my price range. The easiest part of this bargain hunt is that I can afford anything I want.

(CHORUS)

Whenever I travel around the world, I spend my money for two. Shopping for souvenirs helps me to be near you.

I try to decide how much I should pay for the beautiful art I see on display. To get a great deal, I can't be too nice. It can't hurt to ask for a better price.

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)