Top Notch 1 3rd Edition

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**To access the *Top Notch* Classroom Audio Program**

Go to **www.english.com/topnotch3e** to access the Classroom Audio Program.

***Top Notch* Audio MP3s**

Download mp3 files of the Classroom Audio Program for additional listening practice outside of class.

***Top Notch* Go app**

Take your listening practice a step further!

- Be in charge of your own learning-Navigate through the audio clips with ease and use the speed control function for playback without losing sound quality.

- **Practice at your own pace-Click** on the audio transcript and listen to the section you want, as often as you want.

- **Get the songs-Listen** to the *Top Notch Pop* songs and karaoke while you're on the go.

**Purchase the app that enhances your learning.**

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**THIRD EDITION**

**TOP NOTCH 1**

**ENGLISH FOR TODAY'S WORLD**

**JOAN SASLOW**

**ALLEN ASCHER**

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

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Joan Saslow has taught in a variety of programs in South America and the United States. She is author or coauthor of a number of widely used courses, some of which are *Ready to* Go, *Workplace Plus, Literacy Plus,* and Summit. She is also author of *English in Context,* a series for reading science and technology. Ms. Saslow was the series director of *True* Colors and *True* Voices. She has participated in the English Language Specialist Program in the U.S. Department of State's Bureau of Educational and Cultural Affairs.

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# TO THE TEACHER

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**What is *Top Notch? Top Notch Top Notch*** is a six-level[[[1]](#footnote-1)\*](##f01001) communicative course that prepares adults and young adults to interact successfully and confidently with both native and non-native speakers of English.

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

- Multiple exposures to new language

- Numerous opportunities to practice it

- Deliberate and intensive recycling

The ***Top Notch*** course has two beginning levels-Top ***Notch Fundamentals*** for true beginners and ***Top Notch 1*** for false beginners. ***Top Notch*** is benchmarked to the Global Scale of English and is tightly correlated to the Can-do Statements of the Common European Framework of Reference.

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

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

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## Award-Winning Instructional Design[[[2]](#footnote-2)\*](##f01002)

**Daily confirmation of progress**

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

**Explicit vocabulary and grammar**

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

**High-frequency social language**

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

**Linguistic and cultural fluency**

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

**Active listening syllabus**

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

We *wish you and your students enioyment and success with* ***Top Notch 1.***

We *wrote it for you.*

Joan Saslow and Allen Ascher

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# COMPONENTS

## Active Teach

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

**For class presentation ...**

**NEW** Conversation Activator videos: increase students' confidence in oral communication

**NEW** Pronunciation Coach videos: facilitate clear and fluent oral expression

**NEW** Extra Grammar Exercises: ensure mastery of grammar

**NEW** Digital Full-Color Vocabulary Flash Cards: accelerate retention of new vocabulary

**PLUS**

- Clickable Audio: instant access to the complete classroom audio program

- *Top Notch TV* Video Program: a hilarious sitcom and authentic on-the-street interviews

- *Top Notch Pop* Songs and Karaoke: original songs for additional language practice

**For planning ...**

- A *Methods Handbook* for a communicative classroom

- Detailed timed lesson plans for each two-page lesson

- *Top Notch TV* teaching notes

- Complete answer keys, audio scripts, and video scripts

**For extra support...**

- Hundreds of extra printable activities, with teaching notes

- *Top Notch Pop* language exercises

- *Top Notch TV* activity worksheets

**For assessment...**

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

## My English Lab

An optional online learning tool

- **NEW** Grammar Coach videos, plus the Pronunciation Coach videos, and Digital Vocabulary Flash Cards

- **NEW** Immediate and meaningful feedback on wrong answers

- **NEW** Remedial grammar exercises

- Interactive practice of all material presented in the course

- Grade reports that display performance and time on task

- Auto-graded achievement tests

## Workbook

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

## Full-Course Placement Tests

Choose printable or online version

## Classroom Audio Program

- A set of Audio CDs, as an alternative to the clickable audio in the Active Teach

- Contains a variety of authentic regional and non-native accents to build comprehension of diverse English speakers

- **NEW** The entire audio program is available for students at www.english.com/topnotch3e. The mobile app *Top Notch* Go allows access anytime, anywhere and lets students practice at their own pace.

## Teacher's Edition and Lesson Planner

- Detailed interleaved lesson plans, language and culture notes, answer keys, and more

- Also accessible in dig ita I form in the Active Teach

***For more information: www.pearsonelt.com/topnotch3e* ix**

pp2

# UNIT 1: Getting Acquainted

COMMUNICATION GOALS

1. Meet someone new.

2. Identify and describe people.

3. Provide personal information.

4. Introduce someone to a group.

## PREVIEW

ba

bND

Text in image:

**English and You!**

Why are ***you*** learning English?

[ ] for my business

[ ] for travel

[ ] for my studies

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

[ ] other

Did you know?

There are 2 billion (2,000,000,000) English speakers around the world.

Fewer than twenty percent (20%) are native speakers of English.

**Please complete the form.**

Title: [ ] Mr. [ ] Mrs. [ ] [ ] Ms. [ ] Miss [ ]

Last/Family Name [ ]

First/Given Name [ ]

Nationality [ ]

Occupation [ ]

eND

ea

Exercise A. **PAIR WORK**

Why are you learning English? Compare reasons with a partner.

Exercise B. **CLASS SURVEY**

How many students in your class are studying English...

[ ] for business?

[ ] for travel?

[ ] for their studies?

[ ] to get to know people?

[ ] (other reasons)

pp3

Exercise C. **PHOTO STORY** (audio 1:02)

Read and listen to people getting acquainted.

ba

bND

Foto van een jonge vrouw die een andere jonge vrouw voorstelt aan een oudere man.

eND

ea

**Susan:** I'll bet this is your dad.

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

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

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

ba

bND

Foto van een man die de ruimte binnen komt lopen.

eND

ea

**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!

ba

bND

Foto van de mannen die elkaar een hand geven.

eND

ea

**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.

Exercise D. **FOCUS ON LANGUAGE**

Look at the ***underlined*** expressions in the Photo Story. With a partner, find:

1. two ways to introduce people.

2. three ways to greet new people.

3. three ways to tell others they can be informal.

bk

**Formal titles** (audio 1:03)

**Men: Mr**

**Women:**

**Ms.** (married or single)

**Mrs.** (married)

**Miss** (single)

Use titles with family names not given names.

Ms. Grant NOT: {Ms. Suzy}

**Marital status**

married =

bND

Tekening van een bruidspaar.

eND

single =

bND

Tekening van een bruidspaar met een streep erdoor.

eND

ek

### SPEAKING

Exercise A.

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

ba

bND

Foto van een man met een spreekwolk. Naast de foto staan zijn gegevens.

Nice to meet you.

GIVEN NAME [Marc]

FAMILY NAME [Anthony]

OCCUPATION [Singer]

eND

ea

1. Good to meet you, too, (Mr. Marc / Mr. Anthony / Ms. Anthony)!

ba

bND

Foto van een vrouw met een spreekwolk. Naast de foto staan haar gegevens.

Good to meet you.

GIVEN NAME [Jennifer]

FAMILY NAME [Lawrence]

OCCUPATION [actor]

eND

ea

2. Nice to meet you, too, (Ms. Lawrence / Ms. Jennifer / Mr. Lawrence)!

Exercise B. **ROLE PLAY**

Imagine your partner is a famous person.

Introduce your partner to the class. Use formal titles.

Example: I'd like you to meet Bradley Cooper. Mr. Cooper is an actor.

pp4

## LESSON 1

### GOAL: Meet someone new

#### CONVERSATION MODEL

Exercise A. (audio 1:04)

ba

bND

Foto van twee jonge mensen die naar iemand staan te kijken. In de volgende foto stellen ze zich aan een vrouw voor.

eND

ea

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.

Exercise B. **RHYTHM AND INTONATION** (audio 1:05)

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

#### GRAMMAR

***Information questions with be: Review***

bk

**Who's** Ms. Nieto? - She's my teacher.

**Who are** they? - They're my classmates.

**Where's** she from? - She's from Seoul, Korea.

**What city are** you from? - We're from Los Angeles.

**What's** your occupation? - I'm an engineer.

**What's** his e-mail address? - It's ted@kr.com [say "ted at k-r-dot-com"].

**What are** their names? - Andrea and Steven.

**How old is** your brother? - He's twenty-six.

**How old are** they? - She's twelve, and her little sister is eight.

**Contractions**

**Who's** = Who is

**Where's** = Where is

**What's** = What is

**I'm =** I am

**he's =** he is

**she's** = she is

**it's** = it is

**you're** = you are

**we're** = we are

**they're** = they are

**GRAMMAR BOOSTER** p. 123

- Information questions with **be:** usage and form

- Possessive nouns and adjectives

ek

Exercise A. **GRAMMAR PRACTICE**

Complete the conversations. Use contractions of the verb **be** when possible.

1.

A: [ ] that over there?

B: Oh, that's Hasna [ ] from Lebanon.

A: [ ] she? She looks very young.

B: I think [ ] twenty-five.

**2**

A: Your new neighbor's good-looking! [ ] his name?

B: His name's Francisco.

A: [ ] he from?

B: El Salvador.

pp5

**3**

A: [ ] they?

B: I think [ ] new students.

A: [ ] their names?

B: Evan and Kim.

**4**

A: It was nice to meet your brothers. [ ] they?

B: Greg's only fourteen. But my older brother, David, is twenty-eight.

A: [ ] David's occupation?

B: [ ] a lawyer.

**5**

A: I'll call you sometime. [ ] your phone number?

B: [ ] 555-0296. [ ] yours?

A: [ ] 555-8747.

**6**

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

B: [ ] choi23@kr.com.

A: K - r - dot - corn? That's interesting.

[ ] you from?

B: Busan, Korea. I'm here on business.

DIGITAL: MORE EXERCISES

Exercise B. **GRAMMAR PRACTICE**

Write at least four information questions for your partner.

Begin each question with a capital letter and end with a question mark.

bk

Ideas

Who [ ]?

What [ ]?

Where [ ] *?*

How old [ ]?

ek

Example: What's your phone number?

Exercise C. **PAIR WORK**

Now ask your questions, and answer your partner's questions.

### NOW YOU CAN: Meet someone new

Exercise A. **CONVERSATION ACTIVATOR** (DIGITAL: VIDEO)

With two partners, personalize the Conversation Model. Imagine one of you is new to your school, office, or neighborhood. Meet that person. Then change roles.

A: Who [ ]?

B: Over there? I think [ ] new.

A: Well, let's say hello.

...

B: [ ] I'm [ ], and this is [ ].

C: [ ]. My name's [ ].

A: [ ]. Where are you from?

C: [ ].

**DON'T STOP!**

Ask more questions

What city are you from?

What's your occupation?

Who's your teacher

**RECYCLE THIS LANGUAGE.**

**Introduce people**

This is [ ]

I'd like you to meet [ ].

**Greet new people**

Great to meet you.

How nice to meet you!

It's a pleasure to meet you.

**Shift to informality**

Everyone calls me [ ].

Please call me [ ].

Just call me [ ].

Exercise B. **CHANGE PARTNERS**

Practice the conversation again.

Meet other people.

pp6

## LESSON 2

### GOAL: Identify and describe people

#### GRAMMAR

*Modification with adjectives: Review*

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

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

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

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

He's **a** great musician. NOT: {He's great musician}.

bk

Positive adjectives (audio 1:06)

beautiful

famous

fantastic

great

handsome

terrific

wonderful

ek

Exercise A. **GRAMMAR PRACTICE**

Combine each pair of sentences.

1. Chris Pine is an actor from the U.S. He's handsome.

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

2. Emeli Sandé is a singer from the U.K. She's fantastic.

[ ]

3. Cheng Fei and Yao Jinnan are athletes from China. They're terrific.

[ ]

**4** Sebastiao Salgado is a photographer from Brazil. He's great.

[ ]

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

[ ]

Exercise B. (DIGITAL: MORE EXERCISES)

Now write three sentences about other famous people.

Use an adjective before a noun.

[ ]

#### CONVERSATION MODEL

Exercise A.

Read and listen to someone identify and describe a person. (audio 1:07)

A: Hey. Who's Lucia Micarelli?

B: You don't know? For real?

A: No. Is she famous?

B: She sure is. She's a great musician.

A: Where's she from?

B: The United States.

Exercise B. **RHYTHM AND INTONATION** (audio 1:08)

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

#### GRAMMAR

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

**Are** you our teacher? - Yes, I **am.** - No, I**'m not.**

**Is** she Chinese? - Yes, she **is.** - No, she **isn't.** [No, she'**s not.**]

**Is** your nickname Josh? - Yes, it **is.** - No, it **isn't.** [No, it's **not.**)

**Are** you and Tom students? - Yes, we **are.** - No, we aren't. [No, we'**re not.**]

**Are** they famous? - Yes, they **are.** - No, they aren't. [No, they'**re not.**]

bk

Be careful!

Yes, I am. NOT: {Yes, I'm}.

Yes, she is. NOT: {Yes, she's}.

ek

**GRAMMAR BOOSTER** p. 124

- Verb be: usage and form

- Short answers with be: common errors

pp7

Exercise A. **FIND THE GRAMMAR**

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

Exercise B. **GRAMMAR PRACTICE** (DIGITAL: MORE EXERCISES)

Complete the questions and answers. Use contractions when possible.

1.

A: [ ] your father a teacher?

B: Yes, [ ].

**2**

A: [ ] your son an athlete?

B: No, [ ]. [ ] an artist.

**3**

A: [ ] this your new address?

B: Yes, [ ].

4.

A: Who [ ] those new students?

[ ] from Canada?

B: No, [ ]. I think [ ] from the U.K.

5.

A: That's a nice hat! [ ] new?

B: No, [ ].

6.

A: [ ] you a musician?

B: Yes, [ ]. [ ] a violinist.

#### PRONUNCIATION

*Intonation of questions* (DIGITAL: VIDEO COACH)

Exercise A.

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

**Yes / no questions**

Is she an architect?

Are they from Canada?

**Information questions**

What's her occupation?

Where are they from?

Exercise B. **PAIR WORK**

Write three **yes / no** questions and three information questions with **be.**

Begin each question with a capital letter and end with a question mark. Then take turns practicing question intonation.

### NOW YOU CAN: Identify and describe people

Exercise A.

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

Exercise B. **CONVERSATION ACTIVATOR** (DIGITAL: VIDEO)

With a partner, change the Conversation Model. Practice identifying and describing famous people. Use an adjective from the Grammar on page 6.

Then change roles.

ba

bND

Foto van een knappe man met kort donker haar, een baardje en een snor.

**Javier Barden** actor (Spain)

eND

ea

ba

bND

Foto van een vrouw met halflang donker haar.

**Jeanne Gang** architect (U.S.)

eND

ea

ba

bND

Foto van een donkere zangeres. Haar haar is gemillimeterd. Ze draagt grote oorbellen.

**Angélique Kidjo** singer (Benin)

eND

ea

A: Hey. Who's [ ]?

B: You don't know? For real?

A: No. Is [ ] famous?

B: [ ] sure is [ ]'s a

A: Where [ ] from?

B: [ ]

Exercise C. **CHANGE PARTNERS** Practice the conversation again. Talk about other famous people. Use other adjectives.

bk

Your own famous person

first name [ ]

last name [ ]

occupation [ ]

country [ ]

adjective to describe the person [ ]

ek

pp8

## LESSON 3

### GOAL: Provide personal information

#### BEFORE YOU LISTEN

Exercise A. VOCABULARY: Personal information. (audio 1:10, DIGITAL: FLASH CARDS)

Read and listen. Then listen again and repeat.

**nationality:** He's originally from India, but his **nationality** is Canadian. He has a Canadian passport.

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

**hometown:** She was born in Seoul, but her **hometown** is Busan.

She grew up there.

bk

**Countries and nationalities** (audio 1:11)

**Country** - **Nationality**

I'm from **Japan,** - I'm **Japanese**

She's from **China.** - She's **Chinese.**

She's from **Canada.** - She's **Canadian.**

They're from **Argentina.** - They're **Argentinean.**

He's from the **U.K.** - He's **British.**

We're from **Turkey.** - We're **Turkish.**

See page 122 for a more complete list.

ek

Exercise B. **PAIR WORK**

Ask your partner questions, using the Vocabulary.

"What's your birth place? "

#### LISTENING COMPREHENSION

Exercise 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. (audio 1:12)

bt

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Nationality** | **Occupation** | **Nickname?** |
| 1 | [ ] | [ ] | [ ] yes [ ] no |
| 2 | [ ] | [ ] | [ ] yes [ ] no |
| 3 | [ ] | [ ] | [ ] yes [ ] no |
| 4 | [ ] | [ ] | [ ] yes [ ] no |

et

ba

bND

Tekening van iemand die achter de computer zit. Naast hem liggen boeken met de titels VISUAL BASIC, JAVA, XML.

eND

ea

a computer programmer

ba

bND

Tekening van een tolk. Iemand spreekt in een onleesbare taal. De tolk zegt:

'Welcome to...'

eND

ea

an interpreter

ba

bND

Tekening van iemand die een poster ontwerpt.

Text in image:

ONE DAY SALE

Bedding Linens

eND

ea

a graphic designer

ba

bND

Tekening van een verkoper van computers.

Text in image: SALE

eND

ea

Exercise B. **LISTEN TO INFER**

Now listen to each conversation again and complete each statement. (audio 1:13)

1. He grew up in [ ].

a. Ankara

b. London

c. Izmir

**2** Her birthplace is [ ].

a. Osaka

b. Tokyo

c. Seoul

**3** She's originally from

a. Buenos Aires

b. Montevideo

c. Santiago

**4** His hometown is.

a. Chicago

b. Toronto

c. New York

pp9

### NOW YOU CAN: Provide personal information

**INFORMATION GAP**

**Partner A:** Look at the top of the page.

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

Ask information questions with **be** and write the missing personal information.

bk

**If you don't understand, ask:**

Could you repeat that?

How do you spell that?

ek

**PARTNER A**

**Name:** Gordon Graham

**Nickname:** Gordy

**Occupation:** [ ].

**Nationality:** Australian

**Hometown:** Canberra

**Birthplace:** [ ].

**Age: [ ].**

**E-mail:** gordyg@umail.com.au

**Name: [ ].**

**Occupation:** scientist

**Age: [ ].**

**Nationality:** Japanese

**Hometown:** Osaka

**E-mail: [ ].**

**Name: [ ].**

**Nickname: [ ].**

**Occupation:** salesperson

**Nationality:** [ ]

**Age:** 36

**Hometown: [ ].**

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

**Name:** Claire Beti

**Occupation:** [ ].

**Age:** 24

**Nationality:** [ ].

**Hometown:** [ ].

**Birthplace:** Cameroon

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

**PARTNER B**

bk

**If you don't understand, ask:**

Could you repeat that?

How do you spell that?

ek

**Name:** [ ]

**Nickname:** [ ]

**Occupation:** architect

**Nationality:** [ ]

**Hometown:** [ ]

**Birthplace:** Sydney

**Age:** 24

**E-mail:** [ ]

**Name:** Miya Kato

**Occupation:** [ ]

**Age:** 30

**Nationality:** [ ]

**Hometown:** [ ]

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

**Name:** Alberto Wilson

**Nickname:** Beto

**Occupation:** [ ]

**Nationality:** Chilean

**Age:** [ ]

**Hometown:** Santiago

**E-mail:** [ ]

**Name:** [ ]

**Occupation:** writer

**Age:** [ ]

**Nationality:** French

**Hometown:** Paris

**Birthplace:** [ ]

**E-mail:** [ ]

pp10

## LESSON 4

### GOAL: Introduce someone to a group

#### BEFORE YOU READ

Exercise A. **WARM-UP**

In your life, where do you see or hear English?

Exercise B. **PREVIEW**

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

#### READING (audio 1:14)

**Who Uses English?**

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

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

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

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

**Source:** Authentic interviews of real people

pp11

Exercise A. **INFER INFORMATION** (DIGITAL: MORE EXERCISES)

Check all possible answers, according to the article.

1. Mr. Tanaka uses English ...

[ ] to teach classes.

[ ] to watch TV.

[ ] with colleagues.

[ ] to use the Internet.

**2** Ms. Marques uses English at work ...

[ ] in e-mails.

[ ] in international phone calls.

[ ] in meetings.

[ ] in phone calls to other cities in Brazil.

**3** Mr. Itani probably uses English with hotel guests from [ ]

[ ] Canada .

[ ] Brazil.

[ ] Lebanon.

[ ] China.

Exercise B. **SCAN FOR FACTS**

Complete the information about the people.

bt

|  |  |  |  |
| --- | --- | --- | --- |
|  | Mr. Tanaka | Ms. Marques | Mr. Itani |
| Occupation | [ ] | [ ] | [ ] |
| Lives in | [ ] | [ ] | [ ] |
| Hometown | [ ] | [ ] | [ ] |
| Married? | [ ] yes [ ] no | [ ] yes [ ] no | [ ] yes [ ] no |

et

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

Exercise A.

Read the information about each person. Then complete the two introductions.

**Name:** Victoria Wang

**Nickname:** Vicky

**Occupation:** photographer

**Hometown:** Wuhan, China

**Birthplace:** (same)

**Age:** 22

**Favorite actor:** Will, Smith

**Favorite sport** tennis

**Other:** lives in Shanghai

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

**Name:** Enrique Cruz.

**Nickname:** Kiki

**Occupation:** pilot

**Hometown:** Veracruz, Mexico

**Birthplace:** Granada, Spain

**Age:** 41

**Favorite actor:** Matt Damon

**Favorite sport:** soccer

**Other:** lives in Monterrey, Mexico

Meet [ ]. He's a [ ], and he lives in [ ]. Everyone calls him [ ]. His hometown is [ ], but actually he was born in [ ]. His favorite actor is [ ], and his favorite sport is [ ]. Mr. Cruz is [ ] years old.

Exercise B. **NOTEPADDING**

Interview a cl assmate. Write his or her personal information on the notepad.

Name: [ ]

Nickname: [ ]

Occu oation: [ ]

Hometown: [ ]

Birthplace: [ ]

Aae: [ ]

Favorite actor: [ ]

Favorite soort: [ ]

Other: [ ]

Exercise C. **GROUP WORK**

Introduce your partner to your classmates. Use the introductions in Exercise A for support.

**RECYCLE THIS LANGUAGE.**

This is [ ].

I'd like you to meet [ ].

Everyone calls [him / her] [ ].

[His / Her] nickname is [ ].

[His / Her] hometown is [ ].

[His / Her] favorite [ ] is [ ].

bk

Text-mining (optional)

Find and underline three words or phrases in the Reading that were new to you. Use them in your Group Work.

For example: "is originally from ."

ek

pp12

## REVIEW

Exercise A. (audio 1:15)

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

Australian, Brazilian, French, Polish

bt

|  |  |  |
| --- | --- | --- |
| **Name** | **Occupation** | **Nationality** |
| **1** George Detcheverry | [ ] | [ ] |
| **2** Sonia Pereira | [ ] | [ ] |
| **3** Mark Zaleski | [ ] | [ ] |
| **4** Marjorie Baxter | [ ] | [ ] |

et

Exercise B. Complete each statement. Circle the correct word.

1. We're from (China/ Chinese).

2. He's (Australia / Australian).

3. She's from (Italy/ Italian).

4. My friend is (Uruguay/ Uruguayan).

5. We're from (Japan / Japanese).

6. They're (Chile / Chilean).

7. My neighbors are from (Korea / Korean).

8. We're (Mexico/ Mexican).

Exercise C.

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

1. "What city are you from?"

You: [ ].

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

You: [ ].

3. "Are you a teacher?"

You: [ ].

4. You: [ ].

"I'm from Canada."

5. You [ ]?

"I'm a graphic designer."

6. You: [ ]

"Great to meet you, too."

### WRITING

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

Include the following information.

- first and last name

- age

- occupation

- hometown

- birthplace

- favorite actor / sport

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

**WRITING BOOSTER** p. 142

- Capitalization

- Guidance for this writing exercise **J1 TOP NOTCH Im** - Lyrics p. 149

bk

For additional language practice ...

**TOP NOUTCH POP** - Lyrics p.149

"It's Nice to Meet You"

DIGITAL: SONG

DIGITAL: KARAOKE

ek

pp13

### ORAL REVIEW

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

[What's his nickname?]

**PAIR WORK**

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

[Who's Will Smith?]

ba

bND

Foto van twee mensen die praten over Will Smith. Op hun computerscherm staan de onderstaande gegevens:

eND

ea

bk

Celebrity Screens

Web page of the rich and famous

***Who is the real Will Smith***

**Biography**

**real name:** Will Christopher Smith, Jr.

**occupation:** singer and actor

**marital status:** married

**birth date:** September 25, 1968

**birthplace:** Philadelphia, U.S.

**real name:** Willard Christopher Smith, Jr.

**Other information**

**favorite colors:** red and black

**favorite food:** sweets

**favorite actor:** Harrison Ford

ek

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

ba

bND

Foto van drie mensen op een kantoor. Twee mensen geven elkaar een hand.

eND

ea

NOW I CAN

Meet someone new.

Identify and description people.

Provide personal information.

Introduce someone to a group.

pp14

# UNIT 2: Going Out

COMMUNICATION GOALS

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

ba

bND

Foto van een website waar je muziek kunt downloaden.

Text in image:

**Music :**

My Tunes **STORE**

**GENRES**

Rock / Pop

Hip-Hop

Jazz

Salsa

Rhythm & Blues

Classical

Movie Soundtracks **Rock/ Pop**

Folk

Show Tunes

**DOWNLOADS**

Albums

Singles / Songs

Music Videos

**FEATURES**

Share

Free MP3s

**QUICK LINKS**

Redeem

Support

My Alerts

My Account

**My Tunes Store**

eND

ea

Exercise A.

Do you download a lot of music from the Internet?

Why or why not?

Exercise B. VOCABULARY: Genres (DIGITAL: FLASH CARDS)

Look at the web page. Then listen and repeat.

Exercise C. **PAIR WORK**

Which genres of music do you like?

Are there genres that you hate? Tell your partner.

Exercise D. **DISCUSSION**

When you download music from the Internet, do you buy single songs or whole albums?

Explain your answer.

pp15

Exercise E: **PHOTO STORY**

Read and listen to a conversation about music. (audio 1:19)

ba

bND

Foto van Sara. Ze zit buiten achter haar laptop. Meg komt aanlopen.

eND

ea

**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?

ba

bND

Meg is bij Sara gaan zitten en laat haar een krant zien.

eND

ea

**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:** RiverT- the R & B group?

Now that's more my style. I'm a real R. & B fan.

ba

bND

Meg staat op en zegt nog iets tegen Sara.

eND

ea

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

**Sara:** See you there!

Exercise F. **FOCUS ON LANGUAGE**

Find and write an **underline** 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. [ ]

Exercise G. **THINK AND EXPLAIN**

Choose an answer. Use a quotation to explain your answer.

Sara says, 'Just downloading some new songs.'

1. What's Sara doing?

a. getting music from the Internet

b. buying tickets for a concert on the Internet

2. What does Meg want to do?

a. download music from the Internet

b. go to a concert

3. Which woman doesn't like to go to sleep late?

a. Sara

b. Meg

4. When and where are they going to meet?

a. at midnight at River T

b. at the club before the show

### SPEAKING

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

[ ] classical music

[ ] folk music

[ ] hip-hop

[ ] movie soundtracks

[ ] jazz

[ ] R& B

[ ] rock/ pop

[ ] salsa

[ ] show tunes

[ ] other

Example: Who chose hip-hop as their favorite?

ba

bND

Foto van een elektrische gitaar.

eND

ea

an electric guitar

pp16

## LESSON 1

### GOAL: Accept or decline an invitation

#### CONVERSATION MODEL

Exercise A. (audio 1:20)

Read and listen to an invitation to a *movie.*

A: Are you free on Saturday? *The Pilots* is at the Movie Center. Would you like to go?

B: *The Pilots?* I'd love to go. What time?

A: At noon.

B: Great! See you there.

**To decline ...**

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

A: Too bad. Maybe some other time.

Exercise B. **RHYTHM AND INTONATION** (audio 1:21)

Listen again and repeat.

Then practice the Conversation Model with a partner.

#### GRAMMAR

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

bk

Prepositions of time

**When's** the concert? **What time's** the game? It's ...

**on**

on Saturday

on June 7th

on the 7th

on Monday, May 3rd

on Tuesday morning

**in**

in March

in 2016

in the summer

in the morning

in ten minutes

**at**

at 8:30

at midnight

at noon

**Prepositions of place**

**Where's** the movie? It's ...

**on**

on Fifth Avenue

on the corner

on the street

on the left

**in**

in Mexico

in Tokyo

in the park

in the neighborhood

**at**

at the Film Forum

at work

at school

at the art gallery

ek

bk

Contractions

**When's** = When is

**What time's** = What time is

**Where's** = Where is

ek

bk

Be careful!

**Don't contract 'are' with 'When', 'What time', or 'Where'.**

Where are your parents?

NOT: {Where're} your parents?

ek

**GRAMMAR BOOSTER** p. 125

- Prepositions of time and place: usage rules

- Would like for preference: review and expansion

**GRAMMAR PRACTICE** Complete the message with prepositions of time and place. (DIGITAL: MORE EXERCISES)

bk

**Leslie Carter**

Hi, Bonnie: Are you busy [ ] Tuesday evening?

There's a salsa concert [ ] your neighborhood, right near your office [ ] the Mellon Theater.

Sounds like something really special with dancers from all over the world. It starts [ ] 8:30. I'll be [ ] work until 6:00, but I could meet you [ ] 6:15 or 6:30 in front of the theater. We could have something to eat before the concert. What do

you think? -LC

ek

pp17

#### VOCABULARY

***Entertainment and cultural events*** (DIGITAL: FLASH CARDS)

Exercise A.

Read and listen. Then listen again and repeat.

ba

bND

Tekening van een filmaankondiging. Tekst in afbeelding:

THE FILM FORUM PRESENTS

MARRIED ON MAIN STREET

Friday night only! 7:10

eND

ea

**a movie** / **a film**

ba

bND

Tekening van een toneelstuk. Tekst in afbeelding:

HAMLET

THURSDAY AND FRIDAY 7:30 PM

REED THERATER

eND

ea

**a play**

ba

bND

Tekening van een concert. Tekst in afbeelding:

BLUES EXPLOSION

THIS SATURDAY

ELLOT PARK

eND

ea

**a concert**

ba

bND

Tekening van een lezing. Tekst in afbeelding:

BOOK WORLD

BRAD McFEE

AUTHOR OF "TRAVELLING ALONE"

THURSDAY AT 5:30

eND

ea

**a talk/ a lecture**

ba

bND

Tekening van een expositie. Tekst in afbeelding:

BEEKMAN GALLERY

"ART OF THE SIXTIES"

OPENING RECEPTION

TUESDAY 8:00 PM

eND

ea

**an art exhibit**

Exercise B. **PAIR WORK**

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

Examples:

"Where's the talk?"

"It's at Book World."

Exercise C. **LISTEN FOR DETAILS** (audio 1:23)

Listen to the conversations.

Match the event and the place.

1. [ ] *Agamemnon*

2. [ ] the Boston Symphony Orchestra

3. [ ] *Bus Stop*

4. [ ] Nick Hornby

a. at the Cinema Center

b. at the City Nights Bookstore

c. at the Theater in the Circle

d. at the Festival

Exercise D. **LISTEN TO DRAW CONCLUSIONS** (audio 1:24)

Listen to the conversations again. Complete the chart.

bt

|  |  |  |  |
| --- | --- | --- | --- |
| [ ] | **Kind of event** | **Time of event** | **Does the person want to go? (Write yes, no, or maybe.)** |
| 1 | [ ] | [ ] | [ ] |
| 2 | [ ] | [ ] | [ ] |
| 3 | [ ] | [ ] | [ ] |
| 4 | [ ] | [ ] | [ ] |

et

### NOW YOU CAN: Accept or decline an invitation

Exercise A. **CONVERSATION ACTIVATOR**

With a partner, change the Conversation Model. Use these events or other events.

Decide to accept or decline. Then change roles.

A: Are you free [ ]? [ ] at [ ].

Would you like to go?

B: [ ]. I'd love to go. [ ].

bk

This week's Entertainment

**MOVIES**

***Red Sunset***

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

**MUSIC**

***The Soul Brothers***

The Supermarket, *Fri. Midnight*

**TALKS**

***John Grisham, writer***

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

**PLAYS**

***Romeo and Juliet***

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

ek

**DON'T STOP!**

If you decline, suggest a different event.

**RECYCLE THIS LANGUAGE.**

Sounds good.

Great!

Perfect!

That's past my bedtime.

That's not for me.

That's more my style.

Well, how about [ ]?

See you there!

Exercise B. **CHANGE PARTNERS**

Practice the conversation again. Use different events.

pp18

## LESSON 2

### Express locations and give directions

#### CONVERSATION MODEL

Exercise A.

Read and listen to someone ask for and get directions. (audio 1:25)

A: Excuse me. I'm looking for the National Bank.

B: The National Bank? Do you know the address?

A: Yes. It's 205 Holly Avenue.

B: Oh. Walk to the corner of First and Holly. It's right around the corner, across from the museum.

A: Thank you!

**Or if you don't know** ...

B: The National Bank? I'm sorry. I'm not from around here.

A: Thanks, anyway.

Exercise B. **RHYTHM AND INTONATION**

Listen again and repeat. (audio 1:26)

Then practice the Conversation Model with a partner.

#### VOCABULARY

*Locations and directions* (DIGITAL: FLASH CARDS)

Exercise A. (audio 1:27)

Read and listen. Then listen again and repeat.

**Locations - Where is (the) ...?**

ba

bND

Vijf tekeningen van straten met pijlen en een ster die de locatie aangeeft:

1. Aan de rechterkant van de weg.

2. Aan de overkant van het park.

3. Voorbij het museum

4. Bij het theater de hoek om.

5. Tussen Main street en Mercer Avenue

eND

ea

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

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

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

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

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

**Directions - How do I get to (the)** ...?

ba

bND

Drie tekeningen van straten. In elke tekening staan twee personen. Met pijlen is aangegeven hoe de ene persoon moet lopen.

1. King Street - bij het kruispunt / verkeerslicht naar links.

2. Main Street - ga voorbij Elm Street en Oak Street en ga dan naar rechts.

3. Ga naar de hoek van Swith Street en Bound Avenue

eND

ea

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

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

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

pp19

Exercise B. **LISTEN FOR LOCATIONS**

Listen to the conversations about places. (audio 1:28)

Write the number of each place in a box on the map. (Be careful: There are three places but seven boxes.)

ba

bND

Tekening van een stuk van Ocean City.

Er lopen drie straten verticaal: Pacific Street (links), Adriatic Street (midden) en Indian Street (rechts).

Er lopen vier straten horizontaal (van onderin de tekening naar boven): Bay Street, Baltic Street, Atlantic Street, Hudson Street.

Twee personen staan linksonder in de tekening, op de hoek van Bay Street en Pacific Street.

eND

ea

Exercise C. **PAIR WORK**

Use the Vocabulary from page 18 to tell your partner where you live.

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

#### PRONUNCIATION

*Rising intonation to confirm information* (DIGITAL: VIDEO COACH)

Exercise A. (audio 1:29)

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

1.

A: Where's the library?

B: The library?

2.

A: Let's meet at the mall.

B: The mall?

Exercise B. **PAIR WORK**

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

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

Exercise A. **CONVERSATION ACTIVATOR** (DIGITAL: VIDEO)

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

A: Excuse me. I'm looking for [ ].

B: [ ]? Do you know the address?

A: Yes. It's [ ].

B: Oh [ ].

**DON'T STOP!**

Ask about other locations.

ba

bND

Tekening van een aantal straten en gebouwen. Er lopen twee straten van links naar rechts: First Avenue en Second Avenue. Er lopen twee straten van onderaan de tekening naar boven: Holly Avenue en Harper Street. Tussen Book World en The Dance Palace is nog een zijstraat. Deze heet Clark Street.

Text in image:

Book World, 85, Second Avenue

The Dance Palace, 83, Second Avenue

The Piermont Museum Of Art, 204 Holly Avenue

The National Bank, 205 Holly Avenue

The Film Forum, 127 First Avenue

First avenue Coffee House, 121 First Avenue

You are here (at First Avenue, near the Coffee House)

Mr. Bean Coffee Shop, 128 First Avenue

The Taft Symphony Hall, 126, First Avenue

The Bell Theater, 101, Harper Street

eND

ea

Exercise B. **CHANGE PARTNERS**

Ask about other locations and give directions.

pp20

## LESSON 3

### GOAL: Make plans to see an event

#### BEFORE YOU LISTEN

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

#### LISTENING COMPREHENSION

Exercise A. **LISTEN FOR DETAILS** (audio 1:30)

Listen to people calling the Kingston Culturefest. Look at the tickets.

Then listen again and complete the information in the boxes.

1.

ba

bND

Tekening van één kaartje voor het Culture Fest.

Text in image:

**Classic Film Series**

**Date:** May [ ]

**Time:** [ ] **P.M.**

**Location:** Lamont Theater [ ] 66th Street

**Price: $** [ ]

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

eND

ea

2.

ba

bND

Tekening van twee kaartjes, die bijna helemaal op elkaar liggen. Van het onderste kaartje is alleen het vakje voor het stoelnummer te zien.

Text in image:

**Date:** May [ ]

**Time:** [ ] P.M.

**Location:** Natural History Museum at 110 Greenway

**Price:** free

**Event:** History of Latin Lecture/Concert

**Seat: [ ]**

**Seat: [ ]**

eND

ea

3.

ba

bND

Tekening van twee kaartjes die bijna helemaal op elkaar liggen. Van het onderste kaartje zijn de vakjes voor de prijs en het stoelnummer te zien.

Text in image:

**Date:** May [ ]

**Time:** 7:30 P.M.

**Location:** Kingston Concert Hall, 3600 Central Avenue

**Event:** Ludacris Hip-Hop Series

**Price: $** [ ]

**Seat: [ ]**

**Price: $** [ ]

**Seat: [ ]**

eND

ea

4.

ba

bND

Tekening van twee kaartjes die bijna helemaal op elkaar liggen. Van het onderste kaartje is het stoelnummer te zien.

Text in image:

**Date:** May [ ]

**Time:** [ ] P.M.

**Location:** Kingston Gallery, 260 Central Avenue

**Price: $** [ ]

**Event:** *The Lion King*

**Seat: 10a**

**Seat: 10b**

eND

ea

5.

ba

bND

Tekening van één kaartje.

Text in image:

**Date:** May 9

**Time:** [ ] P.M.

**Location:** Kingston Gallery [ ] at 109 Greenway

**Price:$** [ ]

**Event:** Picasso: His Life and Art

**Seat:** 7G

eND

ea

Exercise B. **LISTEN FOR LOCATIONS** (audio: 1:31)

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.)

ba

bND

Tekening van een aantal straten in het Kingston Entertainment District.

Van onderaan de tekening naar boven lopen de straten Central Avenue en Greenway. Van links naar rechts lopen de (smalle) straten 66th Street tot en met 74th Street. Tussen de 72nd Street en 73rd Street loopt een brede weg met de naam Westway.

Links van Central Avenue ligt Lamont Park. Rechts van Greenway ligt Green Park.

eND

ea

pp21

### NOW YOU CAN: Make plans to see an event

Exercise 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 want to see. Write those events, times, and places on the notepad.

bk

bt

|  |  |  |
| --- | --- | --- |
| Event | Day/Date/Time | Place |
| [ ] | [ ] | [ ] |
| [ ] | [ ] | [ ] |
| [ ] | [ ] | [ ] |

et

ek

bk

**Kingston Post**

**THIS Week at the Kingston Post Culture fest**

**MAY**

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

HIGHLIGHTS

**FILM**

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

Monday and Thursday 7:45 P.M.

Kingston Gallery 2

Member price: $5

General admission: $12

Special teen price: $5

**THEATER**

**Andrew Lloyd Weber's classical musical**

**Cats**

Lamont Theater

Tuesday to Friday 8:00 P.M.

Tkts: Balcony from $65

Orchestra from $85

*"A Serious Play For Serious Theatergoers"*

**The Dentist's Chair**

Kingston Gallery 2

Friday and Saturday 8:00 P.M.

**CONCERTS**

**Joshua Bell, Violinist.**

Bell will play Estrellita by Manuel Maria Ponce and Stravinsky's The Rite of Spring with the Mexico City Philharmonic Orchestra.

Kingston Concert Hall

Wednesday and Saturday: 8:00 P.M.

Sunday: 2:00 P.M. (matinee)

Tkts: $50 (students $25)

**Bruno Mars**

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

Kingston Gallery 2

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

Tkts: $23

**TALKS/ LECTURES**

**Reinvent a Better World**

Melinda Gates (of the Bill and Melinda Gates Foundation)

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

Natural History Museum

**Free!**

ek

Exercise B. **PAIR WORK**

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

**RECYCLE THIS LANGUAGE.**

**Invite**

Are you free / busy on [ ]?

There's a [play] at [ ].

Would you like to go?

**Ask for information**

How about [ ]?

What time's the [ ]?

Where is the [ ]?

**Accept and decline**

I'd love to go.

I'm a real [ ] fan.

See you at [ ].

I'd love to go, but [ ].

Maybe some other time.

That's past my bedtime.

I'm [not] a [ ] fan.

That's not for me.

That's more my style.

**Locations/ Directions**

It's across from the [ ].

It's around the corner from the [ ].

It's on the [ ] side of the street.

It's between [ ] and [ ].

Turn left at [ ].

Go *I* Walk / Drive to [ ].

pp22

## LESSON 4

### Goal: Talk about musical tastes

#### BEFORE YOU READ

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

#### READING (audio 1:32)

**MUSIC REVIEWS - NEWS - BLOG - SHOP**

Search: ...

**Hot Topics: Music in Your Life**

**Wayne Seok** Manager, Seoul, South Korea

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

REPLY

RECOMMEND

**Matheus Rocha** High School Student, Fortaleza, Brazil

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

REPLY

RECOMMEND

**Katherine Baldwin** English Teacher, Madrid, Spain

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

REPLY

RECOMMEND

Source: Authentic interviews of real people

pp23

Exercise A. **CONFIRM CONTENT**

Read the following statements. Circle T (true), F (false), or NI (no information) for each, based on information in the Reading. Explain your answer.

1. T / F / NI Wayne Seok is a fan of live music.

2. T / F / NI He doesn't like folk music.

3. T / F / NI Matheus Rocha usually listens to music on CDs.

4. T / F / NI His friends all like samba and bossa nova.

5. T / F / NI Katherine Baldwin doesn't like big concerts.

6. T / F / NI She likes music videos.

Exercise B. **MAKE PERSONAL COMPARISONS** (DIGITAL : MORE EXERCISES)

Who are you like: Mr. Seok, Mr. Rocha, or Ms. Baldwin? Explain how.

Example:

"I'm like Ms. Baldwin. I listen to music while I do other things."

### NOW YOU CAN: Talk about musical tastes

Exercise A. **FRAME YOUR IDEAS** Fill out the survey about your musical tastes.

**MUSIC IN YOUR LIFE:** Take the Survey

1. Are you a music fan?

[ ] yes

[ ] no

2. What's your favorite kind of music?

[ ] rock / pop

[ ] jazz

[ ] folk

[ ] classical

[ ] hip-hop

[ ] show tunes

[ ] movie soundtracks

[ ] salsa

[ ] R&B

[ ] other [ ]

3. Who are your favorite singers? [ ]

musicians? [ ]

groups? [ ]

4. When do you listen to music?

[ ] when I study

[ ] when I'm happy

[ ] when I drive

[ ] when I exercise

[ ] when I'm bored

[ ] all the time

[ ] when I relax

[ ] when I'm sad

[ ] when I work

[ ] other [ ]

5. Do you go to concerts?

[ ] often

[ ] sometimes

[ ] never

If so, what's your favorite kind of concert? [ ]

6. How do you listen to music?

[ ] on CDs

[ ] on the radio

[ ] on MP3s

[ ] on my phone

[ ] on the Internet

[ ] on music videos

[ ] on TV music channels

[ ] other [ ]

7. How many songs are in your library? [ ]

How many albums? [ ]

What kinds of music? [ ]

Exercise B. **PAIR WORK**

Compare surveys with a partner. Summarize your answers on the notepad.

bt

|  |  |
| --- | --- |
| About me | About my partner |
| [I'm a hip-hop fan.] | [Her favorite music is hip-hop, too.] |
| [ ] | [ ] |
| [ ] | [ ] |
| [ ] | [ ] |

et

Exercise C. **DISCUSSION**

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

Example:

"My partner and I love music.

We're real hip-hop fans! "

bk

Text-mining (optional)

Find and underline three words or phrases in the Reading that were new to you. Use them in your Discussion.

For example: "I'm. big music fan."

ek

pp24

## REVIEW

Exercise A. (audio 1:33)

Listen to the conversation about entertainment and cultural events. Complete the chart with the kind of event and the time of the event.

bt

|  |  |  |
| --- | --- | --- |
|  | Kind of event | Time of event |
| 1. | [ ] | [ ] |
| 2. | [ ] | [ ] |
| 3. | [ ] | [ ] |

et

Exercise B.

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

Exercise C.

Complete each conversation, based on the picture.

1.

ba

bND

Tekening van een toneelstuk.

eND

ea

A: There's a great [ ] at the City Theater.

B: [ ]'s the show?

A: Eight o'clock.

2.

ba

bND

Tekening van een concert.

eND

ea

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.

3.

ba

bND

Tekening van een expositie. Er hangen schilderijen aan de muur.

eND

ea

A: Hello?

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

A:Sounds great! Meet you there [ ] fifteen minutes?

4.

ba

bND

Tekening van een lezing. De spreker wijst naar een foto van een bloeiende cactus in een woestijn.

eND

ea

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.

Exercise D.

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

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

[ ]

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

[ ]

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

[ ]

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

[ ]

ba

bND

Tekening van een huis aan de overkant van de straat.

[ ]

eND

ea

ba

bND

Tekening van een pijl die eerst rechtdoor gaat en dan de hoek om.

[ ]

eND

ea

ba

bND

Tekening van een gebouw op de hoek van Martine Avenue en Bank Street.

[ ]

eND

ea

ba

bND

Tekening van een aankondiging voor een expositie.

[ ]

eND

ea

### WRITING

Write at least five sentences about yourself and your tastes in music.

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

[ ]

**WRITING BOOSTER** - p. 142

- The sentence

- Guidance for this writing exercise

bk

For additional language practice...

**TOP NOTCH POP** - Lyrics p. 149

"Going Out"

DIGITAL: SONG

DIGITAL: KARAOKE

ek

pp25

### ORAL REVIEW (DIGITAL: GAMES)

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

**PAIR WORK** Create conversations for the two people.

1. Ask and answer questions about the ads. Use **When, What time,** and **Where.** For example:

[Q: Where's the lecture?]

[A: It's ...]

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

ba

bND

Tekening van een pagina uit de krant. Er staat een foto op van een vervallen huis in het donker. En een foto van een douanebeambte die een passagier streng aankijkt.

eND

bND

Text in image:

The Journal News- October 22

**Today's Entertainment** B 16

**The House on the Other side of the Street**

*"AWE5OME* .. *YOU WON'T SLEEP FOR A WEEK"* - Newstime

*"Don't bring the kids."* Theodore Roper

**PLAZA THEATER**

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

**PLAYS**

Wicked

Hill Street Theater

660 North Main

8:30 P.M.

**OTHER EVENTS** - **Talks/Lectures**

**James M Cowan**

*A Plan for Everyday Life*

Lecture, discussion, book signing

**Books and Other Precious Things**

400 Jackson Street 6:45 *P.M.*

**MOVIES**

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

DO YOU HAVE ANY WATER IN THAT BOTTLE?

"A hilarious spoof of airport culture"

Alizia Compton, *Today's Arts* Magazine

*Do You Have Any Liquids?*

Mama Cruz

Rachel Weldon

**CinePlex 2**

5:25, 7:05, 9:30

**MUSIC**

**Nora Jones**

*singer / songwriter*

**TODAY ONLY**

*City Limits Jazz Club*

**9:30 P.M.**

**The China Philharmonic Orchestra**

**with The Shanghai Opera House Chorus**

*Mozart's Requiem*

*Symphony Hall, 8:00 P.M.*

eND

ea

NOW I CAN

Accept or decline an invitation.

Express locations and give directions.

Make plans to see an event.

Talk about musical tastes.

pp26

# UNIT 3: The Extended Family

COMMUNICATION GOALS

1. Report news about relationships.

2. Describe extended families.

3. Compare people.

4. Discuss family cultural traditions. **UNIT**

## PREVIEW

ba

bND

Stamboom met foto's van vier generaties familieleden: grootouders, ouders, kinderen, kleinkinderen. De Nederlandse woorden zijn hieronder tussen haakjes gezet.

Text in image:

I'm Andrew. This is **my wife** Diane. And this is my family.

first generation:

- **grandparents** (grootouders)

- my **grandmother** Tina (oma)

- my **grandfather** Daniel (opa)

second generation:

- my **uncle** Nick (oom)

- my **aunt** Gina (tante)

- **parents** (ouders)

- my [ ] Barbara (moeder)

- my [ ] Rick (vader)

- **in-laws** (schoonouders)

- my **mother-in-law** Louise (schoonmoeder)

- my **father-in-law** Tom (schoonvader)

third generation

- my **cousins** Trey and Amy (neef en nicht, kinderen van oom en tante)

- my [ ] Jeff (broer)

- my **sister-in-law** Maureen (schoonzus)

- my [ ] Carrie (zus)

- me (Andrew, ikzelf)

- my wife Diane (vrouw, dochter van schoonouders)

- my **brother-in-law** David (zwager, zoon van schoonouders)

fourth generation

- my **niece** Ellen (nichtje, kind van broer, oomzegger)

- my **nephew** Seth (neefje, kind van broer, oomzegger)

- my **Children** (kinderen)

- my [ ] Zach (zoon)

- my [ ] Jenny (dochter)

eND

ea

Exercise A. FAMILY VOCABULARY REVIEW

Look at Andrew's family photos. Write the six missing relationship words.

Exercise B. VOCABULARY: The Extended Family: (audio 2:02)

Listen and repeat.

Exercise C. PAIR WORK

Ask and answer questions about Andrew's relatives. Use ***Who.***

Examples:

"Who are Barbara and Rick? "

"They're Diane's in-laws."

"Who's Jeff's wife?"

"Maureen."

pp27

Exercise D. PHOTO STORY: (audio 2:03)

Read and listen to two women discussing family photos.

bk

**ENGLISH FOR TODAY'S WORLD**

Understand English speakers from different language backgrounds.

Emma = Portuguese speaker

ek

ba

bND

Foto van twee vrouwen die praten over iets dat ze zien op het scherm van een laptop.

eND

ea

**Emma:** Who's that guy? Your brother?

**Grace:** No, that's my brother-in-law, Matthew. He's married to my older sister, Alexa. And this is their son, Aiden. He's adopted.[[[3]](#footnote-3)\*](##p27001)

**Emma:** Do they have any other children?

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

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

**Grace:** Actually, they live there.

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

**Grace:** We get together about twice a year.

**Emma:** And what about these kids?

**Grace:** They're my younger sister's. Ariana's the girl. And these are her little brothers, Cole and Casey.

**Emma:** Cole and Casey look so much alike! Are they twins?[[[4]](#footnote-4)\*](##p27002)

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

Exercise E. **THINK AND EXPLAIN**

Check ***true*** or ***false,*** based on information from the Photo Story. Then explain each answer.

1. Grace is Aiden 's aunt.

true [ ] false [ ]

2. Grace is Matthew's sister-in-law.

true [ ] false [ ]

3. Matthew is Ariana's brother-in-law.

true [ ] false [ ]

4. Alexa has one niece and three nephews.

true [ ] false [ ]

5. Ariana, Cole, and Casey are Aiden's cousins.

true [ ] false [ ]

6. Matthew and Alexa have two children.

true [ ] false [ ]

Example:

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

### SPEAKING

Exercise A.

Complete the chart with information about your extended family.

Write the number of people for each relationship.

bk

**I have ...**

[ ] brother(s)

[ ] sister(s)

[ ] nephew(s)

[ ] uncle(s)

[ ] aunt(s)

[ ] niece(s)

[ ] cousin(s)

[ ] brother(s)-in-law

[ ] sister(s)-in-law

ek

Exercise B. **GROUP WORK**

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

Example:

"How many [ ]s do you have?"

pp28

## LESSON 1

### GOAL: Report news about relationships

#### VOCABULARY

*Relationships and marital status*

Exercise A. (audio 2:04, DIGITAL: FLASH CARDS)

Read and listen. Then listen again and repeat.

ba

bND

Tekening van twee vrijgezellen.

eND

ea

They're **single.**

ba

bND

Tekening van een stel dat zich verloofd. De man geeft de vrouw een ring.

eND

ea

They're **engaged.**

(He's her **fiancé.** / She's his **fiancée.**)

ba

bND

Tekening van een bruidspaar.

eND

ea

They're **married.**

ba

bND

Tekening van een stel dat uit elkaar gaat. Ze lopen allebei een kant op met een donderwolk boven hun hoofd en een koffer in de hand.

eND

ea

They're **separated.**

ba

bND

Tekening van een man en een vrouw die zijn gescheiden. Ze staan met de ruggen naar elkaar toe bij de rechter en hebben allebei een formulier in de hand.

eND

ea

They're **divorced.**

(He's her **ex-husband.** / She's his **ex-wife.**)

ba

bND

Tekening van een weduwe. Een oude vrouw staat met bloemen bij een grafsteen.

eND

ea

She's **widowed.**

Exercise B. LISTEN TO CLASSIFY (audio 2:05)

Listen and infer the marital status of the person in each conversation. Circle the correct status.

1. The woman is (single / engaged / married).

2. His aunt is (engaged / widowed / divorced).

3. His sister is (engaged / separated / divorced).

4. Her sister is (engaged / separated / divorced).

#### GRAMMAR

*The simple present tense: Review*

bk

**Affirmative statements**

My in-laws live in Rio.

My ex-wife lives in Tokyo.

**Negative statements**

My aunt and uncle don't work in an office.

My cousin doesn't work at home.

**Yes / no** questions and short answers

**Do** they **have** any children? - Yes, they do. / No, they don't.

**Does** she **have** any nieces or nephews? - Yes, she does. / No, she doesn't.

**Contractions**

**don't** = do not

**doesn't** = does not

**Spelling rules with *he, she,* and *it***

Add ***-s*** to the base form of most verbs.

work**s**

like**s**

play**s**

call**s**

Add ***-es*** to verbs that end in ***-s, -sh, -ch,*** or ***-x.***

wash**es**

watch**es**

relax**es**

**Exceptions:**

do → does

go → goes

have → has

study → studies

ek

**GRAMMAR BOOSTER** - p. 126

- The simple present tense: usage and form

pp29

**GRAMMAR PRACTICE** (DIGITAL: MORE EXERCISES)

Complete the conversations. Use the simple present tense.

1.

A: [ ] your cousin [ ] (have) any children?

B: Yes, she [ ] She [ ] two kids - a girl and a boy.

2.

A: [ ] your in-laws [ ] (live) in Toronto?

B: No, they [ ]. They [ ] in Ottawa.

3.

A: [ ] your parents [ ] (work) in Quito?

B: Yes, they [ ]. They [ ] for the government.

4.

A: [ ] your fiancé [ ] (like) hip-hop?

B: No, he [ ]. He [ ] it at all.

5.

A: [ ] her ex-husband [ ] (see) their kids?

B: Yes, he [ ]. He [ ] them a lot.

6.

A: [ ] you [ ] (call) your nieces every day?

B: No, I [ ]. They [ ] *me*!

#### CONVERSATION MODEL

Exercise A. (audio 2:06)

Read and listen to good news about a relationship.

A: What's new?

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

A: That's great. Congratulations!

B: Thanks!

A: So tell me about her fiancé. What does he do?

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

**Or bad news ...**

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.

Exercise B. **RHYTHM AND INTONATION** (audio 2:07)

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

### NOW YOU CAN: Report news about relationships

Exercise A. NOTEPADDING

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

Relationship to you: [ ]

What's the news? [ ]

What does he / she do? [ ]

Other information: [ ]

Exercise B. CONVERSATION ACTIVATOR (DIGITAL: VIDEO)

Personalize the Conversation Model. Tell your partner your news. Then change roles.

A: What's new?

B: Actually, I have some [ ] news. My [ ] .

A: [ ] ...

Exercise C. CHANGE PARTNERS

Practice the conversation again. Report other good or bad news.

**DON'T STOP!**

Ask **yes / no** questions.

Is [she] [ ]? / Does [he] [ ]? / Do [they] [ ]?

**Use the simple present tense to say more.**

He lives / works [ ].

She likes/ hates/ studies [ ].

They have / don 't have [ ].

bk

**good news**

got married - got engaged

**bad news**

got separated - got divorced

ek

pp30

## LESSON 2

### GOAL: Describe extended families

#### VOCABULARY

*Other family relationships*

Exercise A. (audio 2:08, DIGITAL: FLASH CARDS)

Read and listen. Then listen again and repeat.

ba

bND

Zes foto's met steeds twee personen die iets zeggen over hun familierelatie: stiefvader, stiefmoeder, stiefbroer, stiefzus, stiefzoon, stiefdochter, halfbroer en halfzus.

eND

ea

1.

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

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

2.

Ashley: Lance is my stepbrother. His mother married my father.

Lance: Ashley is my stepsister.

3.

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

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

4.

Jake: Darcy is my half-sister. We have the same mother, but different fathers.[[[5]](#footnote-5)\*](##p30001)

Darcy: Jake is my half-brother.

Exercise B. **PAIR WORK**

Ask your partner to find people in the photos.

Examples:

"Who's Cody's stepmother?"

"Cody's stepmother is Irene."

Exercise C. **LISTEN TO INFER** (audio 2:09)

Listen to the speakers and infer the relationships. Use the Vocabulary to complete each statement. Listen again if necessary.

1. Her brother has three [ ].

2. Carol is his [ ].

3. She calls her [ ] "Mom."

4. Leo is his [ ].

5. Hank is her [ ].

#### GRAMMAR

*The simple present tense - information questions: Review*

What **do** your in-laws **do?**

Where **do** their cousins **live?**

When **do** you **visit** your aunt?

Who **do** their stepchildren **live** with?

How often **do** you **call** your niece?

How many children **do** they **have?**

What **does** your sister-in-law **do?**

Where **does** your stepsister **live?**

When **does** your brother **visit** his niece?

Who **does** your stepdaughter **live** with?

How often **does** she **call** her nephew?

How many half-brothers **does** he **have?**

bk

Be careful! ***Who*** as subject:

Who **lives** in Hong Kong?

NOT Who {does live} in Hong Kong?

ek

**GRAMMAR BOOSTER** - p. 127

Information questions in the simple present tense:

- Form

- Questions with ***Who***

- Common errors

Exercise A. **FIND THE GRAMMAR**

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

pp31

Exercise B. **GRAMMAR PRACTICE.** (DIGITAL: MORE EXERCISES)

Complete the conversations with the simple present tense.

1.

A: [ ] your sister [ ]?

B: She lives in Dublin.

2.

A: [ ] nieces and nephews [ ]?

B: Three. My sister [ ] two girls-both adopted-and my brother [ ] a stepson.

3.

A: [ ] stay with when you visit Los Angeles?

B: I [ ] with my aunt and uncle.

4.

A: [ ] with your grandfather?

B: My half-sister Louise lives with him.

5.

A: [ ] your stepfather do?

B: He [ ] in a restaurant. He's the chef and manager.

6.

A: [ ] your uncle work?

B: At the hospital around the corner.

A: [ ] your aunt [ ] there, too?

B: No, [ ].

#### CONVERSATION MODEL

Exercise A. (audio 2:10)

Read and listen to people describing their families.

A: Do you come from a large family?

B: Not really. I have two brothers.

A: What about aunts and uncles?

B: Well, I have three aunts on my father's side. And on my mother's side, I have two aunts and three uncles.

A: That's pretty big!

Exercise B. **RHYTHM AND INTONATION** (audio 2:11)

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

### NOW YOU CAN: Describe extended families

Exercise A. **NOTEPADDING**

List your extended family relationships on the notepad.

On my father's side [ ]

[ ]

On my mother's side [ ]

[ ]

Exercise B. **CONVERSATION ACTIVATOR** (DIGITAL: VIDEO)

With a partner, use your notepads to personalize the Conversation Model. Describe your extended family. Then change roles.

A: Do you come from a large family?

B: [ ] I have [ ].

A: What about [ ]?

B: Well, I have [ ] on my [ ]'s side. And [ ].

A: [ ].

**DON'T STOP!**

**Ask for more information.**

Tell me about your [aunts / uncles / cousins].

What about your [sister-in-law]?

Does he [ ]? / Do they [ ]?

Is she / Are they [single]?

What [ ]?

Where [ ]?

When [ ]?

Who [ ]?

How old [ ]?

How often [ ]?

How many [ ]?

Exercise C. **GROUP WORK.**

Now tell your classmates about your partner's extended family.

pp32

## LESSON 3

### GOAL: Compare people

#### BEFORE YOU LISTEN

Exercise A. **VOCABULARY: *Similarities and differences* (audio 2:12, DIGITAL: FLASH CARDS)**

Read and listen. Then listen again and repeat.

**How are you similar?**

ba

bND

Foto van twee vrouwen die er ongeveer hetzelfde uitzien, allebei hebben ze lang, donker haar, een bril en een slank postuur. Ze zijn ook even lang en ongeveer even oud.

eND

ea

We **look alike.**

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

We **both** like rock music.

**How are your different?**

ba

bND

Foto van twee mannen die heel verschillend zijn. De een is jong, lang en slank en draagt vrijetijdskleding. De ander is ouder, kleiner en dikker en draagt een pak.

eND

ea

We **look different.**

We **wear different kinds of** clothes.

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

Exercise B. **PAIR WORK**

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

#### LISTENING COMPREHENSION

Exercise A. **LISTEN TO IDENTIFY SIMILARITIES AND DIFFERENCES** (audio 2:13)

Listen to Lucille talk about herself and her sister, Laura. Check the statements that are true. Explain your answers.

**Lucille and Laura** ...

1.

[ ] look alike.

[ ] look different.

2.

[ ] like the same kind of food.

[ ] like different kinds of food.

3.

[ ] like the same kind of movies.

[ ] like different kinds of movies.

4.

[ ] like the same kind of music.

[ ] like different kinds of music.

5.

[ ] have the same number of kids.

[ ] have different numbers of kids.

6.

Lucille and Laura are [ ] twins.

[ ] stepsisters. [ ] half-sisters.

pp33

Exercise B. **LISTEN TO TAKE NOTES** (audio 2:14

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

appearance [Lucille and Laura look alike].

sports preferences [ ]

families [ ]

favorite colors [ ]

musical tastes [ ]

clothes [ ]

#### PRONUNCIATION

**Linking sounds** (DIGITAL: VIDEO COACH)

Exercise A. (audio 2:15)

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

1. Does\_she (/dushï/) have any stepchildren?

2. How many stepchildren does\_she (/dushï) have?

3. Does\_he (/duzï/) live near you?

4. Where does\_he (/duzï) live?

Exercise B.

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

### NOW YOU CAN: Compare people

Exercise A. **NOTEPADDING**

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

ba

bND

Tekening van twee grote cirkels die in het midden overlappen. Cirkel 1 is You, cirkel 2 is Your relative. Boven het overlappende deel staat: Both of you.

eND

ea

The person's name: [ ]

Relationship to you: [ ]

You

[ ]

Your relative

[ ]

Both of you

[ ]

bk

**Ideas**

- marital status

- occupation

- family relationships

- appearance

- colthing

- likes and dislikes

- abilities

ek

Exercise B. **PAIR WORK**

Tell your partner about you and your relative. Use your notepad.

Then compare other people in your families.

**RECYCLE THIS LANGUAGE.**

**Similarities and differences.**

How are you similar?

How are you different?

Do you look alike?

Do you both [ ]?

Do you [ ] the same kind of [ ]?

Do you [ ] different kinds of [ ]?

**For more information**

How about [ ]?

Do you have any [ ]?

How old [ ]?

What does your [ ] do?

Where does your [ ] live?

How many [ ] does your [ ] have?

Examples:

"My cousin and I are both single."

"My uncle likes rock music, but my aunt likes classical."

pp34

## LESSON 4

### GOAL: Discuss family cultural traditions

#### BEFORE YOU READ

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

#### READING (audio 2:16)

bk

http: www.mrdad.com

**Ask Mr. Dad** With Armin Brott

Home - About Mr. Dad - Get Advice - Mr. Dad Blog - Review

Do you have a question? Ask Mr. Dad

**When Adult Children Come Home**

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

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

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

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

- Don't worry. If you and your daughter had a good relationship when she was younger, she'll be fine. Help her in any way you can. And it's OK to ask, "How long do you plan on staying?"

- Don't treat your daughter like a child. In our culture, adult children don't feel good about living at home, and they don't want to depend on their parents' help. Tell her you understand.

- Talk to your daughter as an adult. Have a discussion about paying for expenses and helping with household responsibilities and chores, such as kitchen cleanup and doing laundry. If you and your daughter talk and try to understand each other, everyone will be happier.

ek

Source: **www.mrdad.com**

Exercise A. **CONFIRM FACTS**

Complete each statement.

1. The parents are worried because their daughter...

a. wants to move into their home

b. wants to move away from their home

c. doesn't want to leave their home

d. doesn't want to come home

2. According to Armin Brott, most North Americans expect children to move out of their parents' home when they....

a. reach the age of eighteen

b. finish college

c. find a job

d. get married

pp35

Exercise B. **INFER INFORMATION** (DIGITAL: MORE EXERCISES)

Check all the correct answers, according to what Armin Brott says.

1. What are the reasons adult children are moving back home?

[ ] They don't have jobs.

[ ] They get divorced.

[ ] They can't afford housing.

[ ] They feel good about living with their parents.

[ ] They want to depend on their parents.

2. What are Mr. Brott's suggestions to the father?

[ ] to sell his house and go traveling

[ ] to discuss chores at home

[ ] to ask his daughter to find a job

[ ] to try to understand his daughter

[ ] to not worry too much about his daughter

### NOW YOU CAN: Discuss family cultural traditions

Exercise A. **FRAME YOUR IDEAS**

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

Living At Home?

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

[ ] between 18 and 20

[ ] between 21 and 25

[ ] between 26 and 30

[ ] over 30

[ ] It depends on their marital status.

2. **What are the reasons adult children usually leave home?**

[ ] They get a job.

[ ] They get married.

[ ] They go away to study.

[ ] They don't want to depend on their parents.

[ ] Other [ ]

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

[ ] They're very happy.

[ ] They're very worried.

[ ] They don't think about it.

[ ] They don't want them to stay.

[ ] Other [ ]

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

[ ] They help with the chores.

[ ] They help pay for expenses.

[ ] They look for a job.

[ ] They look for a new place to live.

[ ] Other [ ]

Exercise B. **NOTEPADDING**

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

What's the same?

[ ]

What's different?

[ ]

Exercise C. **GROUP WORK**

Imagine you are speaking to a visitor to your country. Explain your country's family cultural traditions about adult children living at home. Use your notepad.

bk

Text-mining (optional)

Find and underline three words or phrases in the Reading that were new to you. Use them in your Group Work.

For example: "household responsibilities."

ek

pp36

## REVIEW

Exercise A. (audio 2:17)

Listen to the people talk about their families. Check the box for family size for each speaker.

Then listen again and write the number of children in each person's family.

bt

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **A big family** | **A small family** | **Number of children** |
| 1 | Brenda | [ ] | [ ] | [ ] |
| 2 | Steven | [ ] | [ ] | [ ] |
| 3 | Leslie | [ ] | [ ] | [ ] |
| 4 | Jason | [ ] | [ ] | [ ] |

et

Exercise B.

Complete the sentences with the correct word or phrase.

1. Larry doesn't have any brothers or sisters. He's an [ ].

2. Bob's brother is Ron. They have the same birth date. They are [ ].

3. Jun's brother has two daughters. They are Jun's [ ].

4. Eva is Alfonso's wife. Alfonso's parents are Eva's [ ].

5. Hariko's father has five nieces and nephews. They are Hariko's [ ].

6. Jill's father married Wendy's mother. Jill's father is Wendy's [ ].

7. Julie and Brett are divorced. Brett is Julie's [ ].

8. Teresa's mother has two brothers. They are Teresa's [ ].

Exercise C.

Complete the questions. Use the simple present tense.

1.

A: Where [ ]?

B: My brother? He lives in Cuzco, Peru.

2.

A: What [ ]?

B: My sister? She's a nurse.

3.

A: How many [ ]?

B: I have two sons and a daughter.

4.

A: [ ]?

B: Cousins? Yes, I do. I have seven.

5.

A: Where [ ]?

B: My brother? He lives near me.

6.

A: [ ]?

B: Children? Yes. My sister has two daughters.

### WRITING

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

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

[ ]

**WRITING BOOSTER** - p. 143

- Combining sentences with **and** or **but**

- Guidance for this writing exercise

bk

For additional language practice ...

**TOP NOTCH POP** - Lyrics p. 149

"An Only Child"

DIGITAL: SONG

DIGITAL: KARAOKE

ek

pp37

### ORAL REVIEW

**Enrique Iglesias's Family**

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

ba

bND

Stamboom van vier generaties met foto's en lege silhouetten van de familie van de zangers Enrique en Julio Iglesias.

first generation:

- Dr. Julio Iglesias Puga 1915-2005

- (first wife of Dr. Julio, divorced) Maria del Rosario 1919-2002

- (second wife of Dr. Julio) Ronna Keitt born 1964

second generation with first wife Maria:

- Julio Igiesias singer born 1943 (son of Dr. Julio and Maria)

- (first wife of Julio, divorced) Isabel Preysler TV host born 1951

- (second wife of Julio) Miranda Rijnsburger model born 1965

- Carlos born 1945 (brother of Julio, son of Dr. Julio and Maria)

second generation with second wife Ronna:

- Jaime born 2004 (son of Dr. Julio and Ronna)

- Ruth born 2006 (daughter of Dr. Julio and Ronna)

third generation with first wife Isabel:

- Isabel born 1971 (nickname Chabelil) (daughter of Julio and Isabel)

- Christian Altaba businessman (husband of Isabel junior)

- Julio Jr. singer/model born 1973 (son of Julio and Isabel)

- Charisse Verhaert model born 1982 (wife of Julio Jr.)

- Enrique singer born 1975 (son of Julio and Isabel

third generation with second wife Miranda:

- Miguel Alejandro born 1997 (son of Julio and Miranda)

- Rodrigo born 1999 (son of Julio and Miranda)

- Victoria and Cristina born 2001 (daughters of Julio and Miranda)

- Guillermo born 2007 (son of Julio and Miranda)

fourth generation:

- Alejandro born 2002 (son of Isabel jr and Christian)

- Sofia born 2012 (daughter of Isabel jr and Christian)

eND

ea

**PAIR WORK** Ask and answer questions about the family relationships. Use ***Who, What, When,*** and ***How many.***

For example:

Q: Who is Isabel Preysler?

A: She's...

**GAME** Choose one person's point of view. Describe "your extended family." Your partner guesses who you are. For example:

[I am Julio Iglesias's daughter, and my uncle is *Carlos.*]

**NOW I CAN**

[ ] Report news about relationships.

[ ] Describe extended families.

[ ] Compare people.

[ ] Discuss family cultural traditions.

pp38

# UNIT 4: Food and Restaurants

COMMUNICATION GOALS

1. Ask for a restaurant recommendation.

2. Order from a menu.

3. Speak to a server and pay for a meal.

4. Discuss food and hea lth.

## PREVIEW

WORLD CAFE

TODAY'S SPECIALS

**APPETIZERS**

Potato soup Colombian style

Fried squid with spicy tomato sauce

ba

bND

Foto van een kom aardappelsoep en een bordje gefrituurde inktvisringen.

eND

ea

**SALADS**

Mixed green salad

Tomato onion salad

ba

bND

Foto van een groene salade en een bordje met schijfjes tomaat en ui.

eND

ea

**ENTRÉES**

Brazilian steak

Grilled fish

Roast chicken

ba

bND

Foto van borden met steak, vis en een hele kip.

eND

ea

**DESSERTS**

Ice cream

Apple pie

German chocolate cake

ba

bND

Foto van een glas met drie bolletjes ijs, een stuk appeltaart en een stuk chocoladetaart.

eND

ea

**BEVERAGES**

Coffee - Tea - Soft drinks - Fruit juice - Bottled water [still or sparkling]

Exercise A.

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

Exercise B. **VOCABULARY: *Parts of a meal*** (audio 2:20, DIGITAL: FLASH CARDS)

Listen and repeat.

C. **PAIR WORK**

Which foods on the menu do you like? Are there any foods you don't like?

Compare ideas with a partner.

D. **NOTEPADDING**

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

an appetizer [ ]

a salad [ ]

an entrée (a main course) [ ]

a dessert [ ]

a beverage [ ]

pp39

Exercise E. PHOTO STORY (audio 2:21)

Read and listen to someone ordering food in a restaurant.

bk

**ENGLISH** FOR TODAY'S WORLD

Understand English speakers from different language backgrounds.

Server = Portuguese speaker

Customer = Korean speaker

ek

ba

bND

Drie foto's van een ober die een bestelling komt opnemen bij een vrouw die in een restaurant zit.

eND

ea

**Server:**[[[6]](#footnote-6)\*](##p39001) 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.

Exercise F. **INFER MEANING**

Check the correct answers, according to the Photo Story.

1. What does the customer order?

[ ] an appetizer

[ ] an entrée

[ ] a dessert

[ ] a beverage

2. What does the entree come with?

[ ] soup and salad

[ ] salad and dessert

[ ] carrots and grilled tomatoes

[ ] salad and carrots or grilled tomatoes

[ ] water

### SPEAKING

Exercise A.

Practice ordering. First, use the menu from the World Café to complete the statements. Then read your statements to a partner. Your partner writes your order on his or her guest check.

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 [ ].

**Guest Check**

Date [ ]

Table [ ]

Server [ ]

Check No. 2650

Tax [ ]

Total [ ]

Exercise B.

Now change roles. Listen to your partner's order and write it on your guest check.

pp40

## LESSON 1

### GOAL: Ask for a restaurant recommendation

#### VOCABULARY

*Categories of food:* (DIGITAL: FLASH CARDS)

Exercise A. (audio 2:22)

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

**fruit**

ba

bND

Tekening van appels, bananen, druiven en sinaasappels.

eND

ea

1. apples

2. bananas

3. grapes

4. oranges

[mangoes]

**vegetables**

ba

bND

Tekening van wortels, paprika's, broccoli en uien.

eND

ea

5. carrots

6. peppers

7. broccoli

8. onions

[ ]

**meat**

ba

bND

Tekening van kip, lamsvlees, worstjes en rundvlees.

eND

ea

9. chicken

10. lamb

11. sausage

12. beef

[ ]

**seafood**

ba

bND

Tekening van vis, mosselen, garnalen, krab en inktvis.

eND

ea

13. fish

14. clams

15. shrimp

16. crab

17. squid

[ ]

**grains**

ba

bND

Tekening van pasta, rijst, noedels en brood.

eND

ea

18. pasta

19. rice

20. noodles

21. bread

[ ]

**dairy products**

ba

bND

Tekening van boter, kaas, melk en yoghurt.

eND

ea

22. butter

23. cheese

24. milk

25. yogurt

[ ]

**oils**

ba

bND

Tekening van maisolie, olijfolie en kokosolie.

eND

ea

26. corn oil

27. olive oil

28. coconut oil

[ ]

**sweets**

ba

bND

Tekening van snoep, twee soorten taart en koekjes.

eND

ea

29. candy

30. cake

31. pie

32. cookies

[ ]

Exercise B. EXPAND THE VOCABULARY

How many foods can you create? Use the Vocabulary. Follow the example.

1. orange **juice** [apple juice, mango juice]

2. tomato onion **salad** [ ]

3. apple **pie** [ ]

4. **grilled** fish [ ]

5. **fried** squid [ ]

6. potato **soup** [ ]

#### GRAMMAR

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

bk

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

**There's** (some) milk and an apple in the fridge.

**There are** (some) cookies in the kitchen.

**There isn't** any cheese.

**There aren't** any bananas.

**Questions**

**Is there** any (or some) pasta?

**Are there** any (or some) noodles?

What kind of fruit **is there** in this fruit salad?

How many eggs **are there** in the fridge?

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

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

**Be careful!**

**Use *nothing* in affirmative statements.**

**Use *anything* in negative statements.**

There is **nothing.** NOT: There isn't {nothing}.

There isn 't **anything.** NOT: There is {anything}.

ek

**Remember:**

Count nouns name things you can count. They are singular or plural.

Non-count nouns name things you cannot count. They are not singular or plural.

Don't use ***a, an,*** or a number with non-count nouns: rice NOT: {a rice} NOT: {rices}

**GRAMMAR BOOSTER** p. 128

Expressing quantities

***Some*** and ***any***

***How much*** / ***how many***

Count and non-count nouns

Spelling rules

pp41

**GRAMMAR PRACTICE**

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

1. [ ] some fish in the fridge.

2. [ ] onions in the salad.

3. [ ] some cheese for my sandwich?

4. [ ] any apple pies at the store?

5. [ ] some orange juice for your breakfast.

6. [ ] anything in the fridge?

7. [ ] anything to eat in this house!

8. [ ] any pasta for tonight's dinner.

#### CONVERSATION MODEL

Exercise A.

Read and listen to someone asking for a restaurant recommendation. (audio 2:23)

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

B: Actually, there's a great place nearby.

It's called Tom's. Would you like directions?

bk

**Degrees of hunger** (audio 2:25)

- not very hungry

+ really hungry

+++ starving

ek

Exercise B. **RHYTHM AND INTONATION** (audio: 2:24)

Listen again and repeat. Then practice the Conversation

Model with a partner.

### NOW YOU CAN: Ask for a restaurant recommendation

Exercise A. **CONVERSATION ACTIVATOR** (DIGITAL: VIDEO)

With a partner, change the Conversation Model. Ask for a recommendation for today, tonight, dinner, breakfast, or lunch.

Recommend a restaurant from the map. Then change roles.

A: Could you recommend a restaurant for [ ]?

B: [ ] What are you in the mood for?

A: I don't know. Maybe [ ] I'm [ ]

B: Actually, there's a great place nearby.

It's called [ ] Would you like directions?

**DON'T STOP!**

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

**RECYCLE THIS LANGUAGE.**

**Locations**

around the corner

across the street

across from [the] [ ]

near [the] [ ]

down the street from [the] [ ]

between [ ] and [ ]

on the [ ] side of the street

Exercise B. **CHANGE PARTNERS**

Practice the conversation again.

Talk about other foods and restaurants.

ba

bND

Tekening van enkele straten met restaurants. De hoofdstraat is Pike Street. De zijstraten zijn Lincoln Street, Taylor Street en Monroe Street. De kaart is verder niet beschreven. Namen van de restaurants op de kaart:

Meat Lovers Only

Foods of Many Nations

Pasta Palace

Cineplex

Roberto's Restaurant

World Café

"You ARE HERE" - HOTEL

eND

ea

pp42

## LESSON 2

### GOAL: Order from a menu

#### CONVERSATION MODEL

Exercise A. (audio 2:26)

Read and listen to someone ordering dinner from a menu.

A: I'll have the pasta for my main course, please.

What does that come with?

B: It comes with soup or a salad.

A: What kind of soup is there?

B: There's tomato soup or chicken soup.

A: I'd like the salad, please.

B: Certainly. And to drink?

A: Water, please.

Exercise B. **RHYTHM AND INTONATION** (audio 2:27)

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 clams** sound delicious. (specific; they're on the menu)

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

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

bk

**Remember:**

Indefinite articles **a** and **an:**

**a** salad

**a** beverage

**an** appetizer

**an** entree

ek

**GRAMMAR BOOSTER** - p. 130

- Non-count nouns: categories and verb agreement

Exercise A. **UNDERSTAND THE GRAMMAR**

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

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

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

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

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

Exercise B. **GRAMMAR PRACTICE**

Complete each conversation with a, an, or the.

ba

bND

Tekening van een man en een vrouw in een restaurant. Ze kijken allebei op de menukaart.

eND

ea

1.

A: What do you feel like eating tonight?

B: Well,[ ] seafood special sounds delicious.

ba

bND

Tekening van een bord met rode pepers.

eND

ea

2.

A: I'm in the mood for [ ] really spicy

B: Well, what about [ ] Thai chicken?

Thai food is usually spicy.

pp43

ba

bND

Tekening van een ober die bij een tafel staat. De klant heeft het menu voor zich.

eND

ea

3.

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

B: I think I'd like [ ] chicken noodle. I'm not a vegetable fan.

4.

A: What would you like for your main course? We have [ ] nice grilled chicken special on [ ] menu tonight.

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

**DIGITAL:** MORE EXERCISES

#### PRONUNCIATION: The

(DIGITAL: VIDEO COACH)

Exercise A. (audio 2:28)

Compare the pronunciation of ***the*** before consonant and vowel sounds.

Read and listen. Then listen again and repeat.

**/ë/ (before consonant sounds)**

**the ch**icken

**the s**oup

**the j**uice

**the h**ot appetizer

**the f**ried eggs

**/i/ (before vowel sounds)**

**the o**range juice

**the o**nion soup

**the a**pple juice

**the a**ppetizer

**the e**ggs

Exercise B.

Write a check mark [x] if the ***underlined*** word begins with a vowel sound.

[x] the ***egg*** salad

[ ] the ***Chinese*** fried squid

[ ] the ***tomato*** sauce

[ ] the ***apple*** cake

[ ] the ***ice*** cream

[ ] the ***chocolate*** milk

[ ] the ***clam*** soup

[ ] the ***olive*** oil

[ ] the ***grilled*** fish

Exercise 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

Exercise A. **PAIR WORK** (DIGITAL: VIDEO)

With a partner, invent a restaurant. Give your restaurant a name. Write foods on the menu. Include two or more choices for each category.

**Welcome to [ ]**(name of restaurant)

**appetizers:**

[ ]

**soup:**

[ ]

**entrees:**

[ ]

**beverages:**

[ ]

**All entrees come with:**

[ ]

Exercise B. **CONVERSATION ACTIVATOR**

With a partner, change the Conversation Model, using your menu to order food. Pay attention to count and non-count nouns and definite and indefinite articles. Then change roles.

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

B: It comes with [ ].

A: What kind of [ ] is there?

B: [ ].

A: I'd like [ ], please.

B: Certainly. And to drink?

A: [ ], please.

**DON'T STOP!**

Ask more questions.

Order more food .

Order a dessert.

Exercise C. **EXTENSION**

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

pp44

## LESSON 3

### GOAL: Speak to a server and pay for a meal

#### BEFORE YOU LISTEN

**VOCABULARY: *Communicating with a waiter or waitress*** (audio 2:29, DIGITAL: FLASH CARDS)

Read and listen. Then listen again and repeat.

ba

bND

Zes foto's van twee vrouwen aan een tafel in een restaurant, die de ober roepen en iets tegen de ober zeggen.

Text in image:

Excuse me.

We're ready to order.

I'm sorry. This isn 't what I ordered.

We' ll take the check, please.

Is the tip included?

Do you accept credit cards?

eND

ea

#### LISTENING COMPREHENSION

Exercise A. **LISTEN TO PREDICT** (audio 2:30)

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.

[ ] 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.

Exercise B. **PAIR WORK**

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

1.

A: Oh, no! Take a look at this check!

B: I'm not sure we have enough money.

Excuse me! [Do you accept credit cards?]

2.

A: Oh, no! They brought us onion soup. We ordered the tomato soup.

B: you're right. Excuse me! [ ]

pp45

3

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

B: Excuse me! [ ]

4

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

B: Excuse me! [ ]

5

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

B: I'll ask. Excuse me! [ ]

6

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

B: Right. Excuse me! [ ]

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

Exercise A. **NOTEPADDING**

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

**THE BISTRO**

**APPETIZERS**

Crab cake

Mini lamb pies

Mixed grilled vegetables

**SOUP**

Spicy shrimp

Chicken noodle

Tomato

**SALADS**

Tomato pepper

Green bean

Pasta

**ENTRÉES**

*All entrées include bread, soup or salad, vegetable, and coffee or tea.*

Roast beef

Fried fish

Pasta with clam sauce

**CHOICE OF VEGETABLES:**

Broccoli

Grilled tomatoes

Potatoes (any style)

**BEVERAGES**

Bottled water (still or sparkling)

Soft drinks

Fruit juices

Tea

Coffee

**DESSERTS**

Ice cream sandwiches

Carrot cake

Mixed fruit salad

Fruit and cheese plate

My choice:

appetizer [ ]

soup [ ]

salad [ ]

main course [ ]

beverage [ ]

dessert [ ]

Exercise B. **GROUP WORK**

Form groups of diners at tables, with some students as servers. Discuss the menu. Ask the server questions about the food. Order and pay for the meal.

**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 I 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 included7

Do you accept credit cards?

pp46

## LESSON 4

### GOAL: Discuss food and health

#### BEFORE YOU LISTEN

Exercise A. **VOCABULARY:** *Adjectives to describe the healthfulness of food* (audio 2:12, DIGITAL: FLASH CARDS)

Read and listen. Then listen again and repeat.

**healthy** is good for you

**salty** contains a lot of salt

**unhealthy** is bad for you

**sweet** contains a lot of sugar

**fatty/ high-fat** contains a lot of oil

**high-calorie** can make you fat or overweight

low-fat doesn't contain a lot of oil

low-calorie is not going to make you fat

Exercise B. **WARM-UP**

Do you like to eat at fast-food restaurants? Is it possible to get healthy food there?

Use the Vocabulary as you express your opinion.

#### READING

DID YOU KNOW?

Just one super-sized fast-food meal can have more calories than you should eat in an entire day!

These tips can help you eat healthy meals and maintain a healthy weight when eating out and when eating at home.

**When you eat out ...**

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

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

ba

Bijschrift: Skip the fries

bND

Tekening van een bakje friet met een rode streep erdoor.

eND

ea

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

ba

Bijschrift: Maintain a healthy weight.

bND

Foto van een vrouw op een weegschaal.

eND

ea

**And at home ...**

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

**Eat slowly.** Let your brain get the message that your stomach is full. Your brain needs about twenty minutes before it gets that message. If you eat fast, you will eat more food.

ba

Bijschrift: Eat more "veggies".

bND

Foto van allerlei groenten.

eND

ea

**QUICK TIPS**

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

- Avoid adding sugar to your food and drinks.

pp47

Exercise A. **UNDERSTAND FROM CONTEXT**

Find the following words and phrases in the Reading and match them with their meanings. Then use the words to write your own sentences.

a. the amount you eat at one time

b. not choose

c. vegetables

d. choice

e. order one dish for two people

[ ] 1. "veggies"

[ ] 2. "skip" or "avoid"

[ ] 3. "portion"

[ ] 4. "split" or "share"

[ ] 5. "option"

Exercise B. **INFER INFORMATION** (DIGITAL: MORE EXERCISES)

Which suggestions help you avoid eating too much fat? Which ones help you avoid too much sugar?

### NOW YOU CAN: Discuss food and health

Exercise A. **FRAME YOUR IDEAS:** Write Y next to the foods you think are healthy. Write X next to the foods you think are not. Then discuss your answers with a partner. Explain why some of the foods are unhealthy.

French fries are not healthy. healthy. They're too fatty.

I agree.

ba

bND

Foto's van een salade, rode pepers, pasta met tomatensaus, droge rijst, kippenpootjes.

eND

ea

[ ] salad

[ ] hot peppers

[ ] pasta with sauce

[ ] rice

[ ] chicken

ba

bND

Foto's van een pizza, broodjes hamburger, patat, een schaaltje noten (nuts) en een schaaltje chips (chips), ijs met chocoladesaus

eND

ea

[ ] pizza

[ ] hamburgers

[ ] french fries

[ ] snacks (nuts, chips)

[ ] ice cream

Exercise B. **NOTEPADDING**

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

Healthy foods:

[oranges]

[ ]

Unhealthy foods:

[salty foods, like potato chips]

[ ]

Exercise C. **DISCUSSION**

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

bk

Text-mining (optional)

Find and underline three words or phrases in the Reading that were new. Suggest healthy eating tips. Use your lists to you. Use them in your Discussion.

For example: "a half-portion".

ek

**RECYCLE THIS LANGUAGE.**

**Categories of foods**

grains

seafood

dairy products

vegetables

meat

sweets

fruit

oils

**Adjectives**

healthy / unhealthy

good / bad for you

high-calorie / low-calorie

fatty / salty / sweet / spicy

**Verbs**

skip / avoid

split / share

pp48

## REVIEW

Exercise A. (audio 2:33)

Listen to the conversations. Where are the people? Circle **at home** or **in a restaurant.**

Then predict what each person will say next. Listen again and complete the statements.

1. The man and woman are (at home/ in a restaurant).

I think he's going to ask, "Does dessert [ ] with my [ ]?"

2. Caroline and her morn are (at home / in a restaurant).

Her morn is probably going to say, "But Caroline, [ ] are really [ ] "

3. The man and woman are (at home / in a restaurant).

It's possible that he's going to say, "[ ] the grilled [ ]."

4. The couple is (at home / in a restaurant).

It's possible that she's going to say, "Terrific! Let's [ ] an omelette and a salad. I'm really [ ] !"

Exercise B.

Write examples of foods for each category.

bt

|  |  |  |  |
| --- | --- | --- | --- |
| **Spicy foods** | **Salty foods** | **Sweet foods** | **Fatty foods** |
| [ ] | [ ] | [ ] | [ ] |
| [ ] | [ ] | [ ] | [ ] |
| [ ] | [ ] | [ ] | [ ] |
| [ ] | [ ] | [ ] | [ ] |

et

Exercise C. Write questions you can ask a waiter or a waitress. Begin each question with a capital letter and end with a question mark.

1. [ ]

2. [ ]

3. [ ]

4. [ ]

Exercise D.

Complete each sentence with an affirmative or negative form of **there is** or **there are.**

1. [ ] too much pepper in the soup. It's too spicy.

2. Excuse me. I'm looking for a restaurant. [ ] any good restaurants in the neighborhood?

3. [ ] any low-fat desserts on the menu?

4. [ ] an inexpensive restaurant nearby?

5. You should eat some fruit. [ ] some nice oranges on the kitchen table.

6. [ ] enough cheese in the fridge for two sandwiches. Let's go shopping .

7. I hope [ ] too much sugar in the cake. Sugar isn 't good for you .

8. [ ] on the menu?

### WRITING

Write a short article for a travel biog about foods in your country.

Write at least five sentences, but write more if you can .

Examples:

[In my country we eat a lot of vegetables.]

[Vegetables soup is a very typical appetizer ....]

[ ]

**WRITING BOOSTER** - p. 143

- Connecting words or ideas: **and** and **in addition**

- Guidance for this writing exercise

bk

For additional language practice ...

**TOP NOTCH POP** - Lyrics p. 149

"The World Cafe"

DIGITAL: SONG

DIGITAL: KARAOKE

ek

pp49

### ORAL REVIEW

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

A: Can I help you?

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

ba

bND

Foto van een vrouw die iets vraagt bij de balie van een hotel. De receptioniste geeft haar een papier.

eND

ea

1. At a hotel

[ ]

ba

bND

Foto van een serveerster die de bestelling komt opnemen bij een man en een vrouw in een restaurant.

eND

ea

2. **At a restaurant**

[ ]

ba

bND

Foto van een man aan een tafel in een restaurant. Hij heeft de rekening in zijn hand. De ober pakt iets van de tafel. Dit zou geld of een credit card kunnen zijn.

eND

ea

3. **At a restaurant**

[ ]

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

ba

bND

4. Foto van een gezin aan tafel in een restaurant.

De moeder eet vis. De zoon eet pasta met tomatensaus. De dochter eet garnalen. De vader eet biefstuk met frietjes. Midden op tafel staat een schaal salade met sla, tomaten, olijven en uien.

eND

ea

NOW I CAN

[ ] Ask for a restaurant recommendation.

[ ] Order from a menu.

[ ] Speak to a server and pay for a meal.

[ ] Discuss food and health.

pp50

# UNIT 5: Technology and You

COMMUNICATION GOALS

1. Recommend a brand or model.

2. Express sympathy for a problem.

3. Complain when things don't work.

4. Describe features of products.

## PREVIEW

ba

bND

Advertentiepagina van Airport Electronics met aanbiedingen voor allerlei apparatuur, zoals tablets, laptops printers, camera's en mobieltjes.

Text in image:

AE AIRPORT ELECTRONICS

Your airport electronics center

*All prices in U.S. dollars*

*No tax if you buy at the airport*

**Tablets**

- All major brands

- All 25% off this week!

**Laptop and Desktop Computers**

- All brands and models

- Prices you won't believe!

- Log on to airportelectronics.cox for sale price.

Blue Dot Bluetooth® Keyboard

- $32.99

- For all Bluetooth®compatible tablets

**My Buddy 2661 Portable GPS**

- With touch screen Live traffic updates

- $299.99

**Smart phone and cell phone sale!**

- Top-selling smart phones:

- $279.00

- Were $329 - $425

- The best in traditional cells

- Reduced to $59.99

**Flash Drives**

- Whatever you call 'em (USB drives, pen drives, memory sticks, thumb drives ... ), we have 'em!

- 4GB $9.99

- 8GB $17.99

- 32GB $34.99

- ALL BRANDS AT ONE LOW, LOW PRICE

**Simplex Supershot Digital Camera**

- 10MP 3X optical zoom

- Log on to airportelectronics.cox for price.

**Ace Wireless Headphones**

- $99.99

- Silvertone

- At this price, you can afford to upgrade!

- Buy the headphones and get a free pair of MP3 earbuds!

**Stryker 8900X Home Theater LCD Projector**

- Reg $2,699.99

- Low, low price!

- Log on to airportelectronics.cox for sale price.

**Sisters Multifunction Printer**

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

**Boomerang HD C230 Webcam**

- $79.99

**Imitek Speakers**

- $29.99

- USB 2.0

- Super Special!

eND

ea

Exercise A. **VOCABULARY:** *Electronic devices* (audio 3:02, DIGITAL: FLASH CARDS)

Listen and repeat.

a tablet

a laptop (computer)

a desktop (computer)

a keyboard

a GPS

a smart phone

a cell phone

a flash drive

a digital camera

headphones

earbuds

a projector

a printer

a webcam

speakers

Exercise B. **PAIR WORK**

Look at the ad. Tell your partner about a product you need and why you need it.

Example:

"I need a webcam. I want to see my sister when we talk on the Internet."

pp51

Exercise C. **PHOTO STORY** (audio 3:03)

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

ba

bND

Foto van een man en een vrouw bij een bureau. De man is bezig met een printer.

eND

ea

**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!

Exercise D. **FOCUS ON LANGUAGE**

Find and underline the following statements in the Photo Story. Choose the statement that is closer in meaning to each one.

1. "This printer's driving me crazy!"

[ ] a. I love this printer!

[ ] b. I hate this printer!

2. "It's on the blink again."

[ ] a. The printer has a problem.

[ ] b. The printer is OK.

3. "It's an absolute lemon."

[ ] a. It's very bad.

[ ] b. It's very good.

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

[ ] a. It's very new.

[ ] b. It's very old.

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

[ ] a. I don't want to fix the printer.

[ ] b. I want to fix the printer.

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

[ ] a. You need a new printer.

[ ] b. Someone needs to fix your printer.

### SPEAKING

Exercise A.

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

bk

**Replacing products** (audio 3:04)

**broken** doesn't work

**obsolete** hard to use because the technology is old

**up-to-date** uses new or recent technology

**defective** a new product with a problem

ek

Example:

bt

|  |  |
| --- | --- |
| Products | Why do you want to replace them? |
| 1. [My GPS.] | [It's broken.] |

et

bt

|  |  |
| --- | --- |
| Products | Why do you want to replace them? |
| 1. [ ] | [ ] |
| 2. [ ] | [ ] |
| 3. [ ] | [ ] |

et

Exercise B. **DISCUSSION**

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

pp52

## LESSON 1

### GOAL: Recommend a brand or model

#### CONVERSATION MODEL

Exercise A. (audio 3:05)

Read and listen to someone suggest a brand and a model.

A: Hey, Rachel. What are you doing?

B: I'm uploading a video.

A: What kind of camcorder do you have?

B: It's a Vista, but I need a new one.

Mine's obsolete! Any suggestions?

A: What about the Alton? I hear the MX2 is great. And it's inexpensive.

B: Really?

A: You know, I'm going shopping at the mall after work. Would you like to come along?

Exercise B. **RHYTHM AND INTONATION** (audio 3:06)

Listen again and repeat.

Then practice the Conversation Model with a partner.

bk

**Positive descriptions** (audio 3:07)

pretty good (1 smiley)

great (2 smileys)

terrific (3 smileys)

awesome (4 smileys)

ek

ba

Bijschrift: a camcorder

bND

Foto van een videorecorder / filmcamera.

eND

ea

#### GRAMMAR

*The present continuous:* Review

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

**Actions in progress**

A: What are you doing right now?

B: I'm downloading a song.

**Future plans**

A: What are you doing tomorrow?

B: I'm buying a new camera.

**Questions**

Are you looking for a new printer? (Yes, I am./ No, I'm not.)

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

Is he using his tablet? (Yes, he is. / No, he's not.)

Where are you going? (To Technoland.)

When is she getting a new laptop? (Next week.)

Who's buying a new keyboard? (My wife.)

**GRAMMAR BOOSTER** - p. 130

The present continuous:

- Spelling rules

- Form and usage rules

Exercise A. **FIND THE GRAMMAR**

Find and underline three sentences with the present continuous in the Conversation Model.

Exercise B. **UNDERSTAND THE GRAMMAR** (DIGITAL : MORE EXERCISES)

Write **now** next to the sentences that describe an action in progress and **future** next to those that describe a future plan.

[future] 1. What are you doing this weekend?

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

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

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

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

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

#### PRONUNCIATION

*Intonation of questions* (DIGITAL: VIDEO COACH)

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

1. What are you doing?

[ ] rising [ ] falling

2. Are you buying a computer?

[ ] rising [ ] falling

3. What time are you going?

[ ] rising [ ] falling

4. Is she looking for a new printer?

[ ] rising [ ] falling

pp53

#### VOCABULARY

*Collocations for using electronic devices* (DIGITAL: FLASH CARDS)

Exercise A. (audio 3:09)

Read and listen. Then listen again and repeat.

**take a picture/ photo**

**upload a photo**

**make a video**

**scan a document**

**make a photocopy**

Exercise B. **VOCABULARY/ GRAMMAR PRACTICE**

Complete the conversations, using the present continuous and the names of electronic devices from the list.

1.

A: What [ ] (you / scan)?

B: The pictures for our presentation.

A: Great! Tell me when you finish. I need the [ ], too.

2.

A: Hi, Tom [ ] (you / take) lots of pictures of Paris?

B: Oh, hi, Diane. Yes, I am. I'm using my new [ ] .

A: E-mail me one of the Eiffel Tower, OK?

3.

A: Hey, Melanie! What [ ] (you / do) here?

B: I'm shopping for a new [ ] .

A: Me, too! Our old one is broken, and [ ] (I / make) a video of my daughter's birthday party next week.

4.

A: Wow! My sister [ ] (upload) some great pictures onto FaceSpace. Look! Here come some new ones.

B: Pass me your [ ] so I can see.

5.

A: Oh, no! I need 100 copies of the meeting agenda right away, and there's no time.

B: What's the problem?

A: Marie is at the [ ] She [ ] (make) copies of the sales results.

bk

camcorder

camera

laptop

photocopier / copier

scanner

ek

### NOW YOU CAN: Recommend a brand or model

Exercise A. **CONVERSATION ACTIVATOR** (DIGITAL: VIDEO)

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

A: Hey, [ ]. What are you doing?

B: I'm [ ] .

A: What kind of [ ] is that?

B: It's a [ ], but I really need a new one. This one's [ ]. Any suggestions?

A: What about the [ ]? I hear the [ ] is [ ]. And it's [ ] .

B: Really?

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

**DON'T STOP!**

**Accept or decline the invitation.**

Great! I'd love to go.

I'd love to go, but [ ].

Exercise B. **CHANGE PARTNERS**

Discuss other products and suggest other brands or models. -

ba

bND

Tekeningen van een koptelefoon, een fotocamera, een printer, een mobiele telefoon, speakers en een webcam.

Text in image:

Up-to-date: **Sounder** Model 88

New: **VistaPic** Model LX 10

On sale: **Printmore** Model 900s

Fast: **MyPhone** Model IT

Inexpensive: **HighTone** Model 2400

Easy to use: **Vidiot** Model XOX

eND

ea

bk

Activities

listen to (an audiobook / music)

scan (a document / a picture)

print (instructions / a map)

take pictures

make a video

upload (a photo /a video)

ek

pp54

## LESSON 2

### GOAL: Express sympathy for a problem

#### CONVERSATION MODEL

Exercise A. (audio 3:10)

Read and listen to people discussing a problem.

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

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

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

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

Exercise B. **RHYTHM AND INTONATION** (audio 3:11)

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

bk

Ways to sympathize: (audio: 3:12)

I'm sorry to hear that.

That's to bad.

That's shame.

Oh, no!

ek

bk

Negative descirptions:

a piece of junk

pretty bad

terrible

awful

horrible

a lemon

ek

#### VOCABULARY

*Household appliances and machines* (DIGITAL: FLASH CARDS)

Exercise A. (audio 3:14)

Read and listen. Then listen again and repeat.

ba

bND

Foto's van huishoudelijke apparatuur. De Nederlandse namen staan tussen haakjes.

Text in image:

1. a food processor (een keukenmachine)

2. a hair dryer (een föhn)

3. a pressure cooker (een snelkookpan)

4. a dishwasher (een afwasmachine)

5. a coffee maker (een koffiezetapparaat)

6. a rice cooker 9een rijstkoker)

7. a fan (een ventilator)

8. a stove (een fornuis)

9. an oven (een oven)

10. a juicer (een sinaasappelpers / sapcentrifuge)

11. a washing machine (een wasmachine)

12. a dryer (een wasdroger)

13. a blender (een blender)

14. a freezer (een vriezer, vriesvak)

15. a refrigerator / a fridge (een koelkast)

16. an air conditioner (een airco)

17. a vacuum cleaner (een stofzuiger)

eND

ea

pp55

Exercise B.

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

For cleaning or washing: [ ]

For food preparation: [ ]

For cooking: [ ]

For storage: [ ]

Exercise C. **LISTEN TO PREDICT** (audio 3:15)

Listen and write the name of the appliance. Then listen again and predict what the other person will say. Check the box.

1. appliance: [ ]

[ ] Is it fixable?

[ ] Sure. No problem.

2. appliance: [ ]

[ ] It's an air conditioner.

[ ] It's a Cool Wave.

3. appliance: [ ]

[ ] It's not working?

[ ] About thirty, I think.

4. appliance: [ ]

[ ] Oops! Sorry about that.

[ ] Sounds great!

5. appliance: [ ]

[ ] Just use a little more water.

[ ] I think the machine is defective.

6. appliance: [ ]

[ ] Yeah. I'm so glad I bought it!

[ ] I think it's time for an upgrade.

7. appliance: [ ]

[ ] That's a shame. It's a lemon.

[ ] Wow. That sounds great.

8. appliance: [ ]

[ ] I'm sorry to hear that.

[ ] Sure. Just a second.

### NOW YOU CAN: Express sympathy for a problem

Exercise A. **NOTEPADDING**

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

Example:

Product: [a hair dryer]

Brand: [Beautiful Hair]

1.

Product: [ ]

Brand: [ ]

2.

Product: [ ]

Brand: [ ]

3.

Product: [ ]

Brand: [ ]

4.

Product: [ ]

Brand: [ ]

5.

Product: [ ]

Brand: [ ]

Exercise B. **CONVERSATION ACTIVATOR** (DIGITAL: VIDEO)

With a partner, change the conversation Model, using one of the products from your notepad. Express sympathy. Use the negative descriptions from page 54. Then change roles.

A: Hi, [ ]. How's it going?

B: [ ]. But my [ ]'s not working again.

A: Again? [ ]. What brand is it?

B: [ ]. It's [ ] .

**RECYCLE THIS LANGUAGE.**

It's driving me crazy!

It's on the blink.

It's an absolute lemon.

The thing's an antique.

It's broken / obsolete/ defective.

**DON'T STOP!**

Say more about the product.

Exercise C. **CHANGE PARTNERS**

Practice the conversation again .

Use another product from your notepad.

pp56

## LESSON 3

### GOAL: Complain when things don't work

#### BEFORE YOU LISTEN

Exercise A. **VOCABULARY:** *Ways to state a problem* (audio 3:16, DIGITAL: FLASH CARDS)

Read and listen. Then listen again and repeat.

ba

bND

Tekening van een vrouw die probeert om een raam open of dicht te doen.

eND

ea

The window **won't open / close.**

ba

bND

Tekening van een man die met zijn vinger aan een strijkijzer voelt.

eND

ea

The iron **won't turn on.**

ba

bND

Tekening van een airco die heel koude lucht uitblaast.

eND

ea

The air conditioner **won't turn off.**

ba

bND

Tekening van een koelkast die een raar geluid maakt.

eND

ea

The fridge is **making a funny sound.**

The toilet **won't flush .**

bND

Tekening van een toilet dat niet wil doorspoelen.

eND

ba

bND

Tekening van een wastafel die vol water staat.

eND

ea

The sink **is clogged.**

Exercise B.

Write the names of machines, appliances, and devices that sometimes ...

1. won't open or close [ ]

2. won't turn on or off. [ ]

3. make a funny sound. [ ]

#### LISTENING COMPREHENSION

Exercise A. **LISTEN FOR DETAILS** (audio 3:17)

Listen to the conversations. Write the room number for each complaint. Then listen again and write another problem for each room, using the Vocabulary.

**GUEST COMPLAINT LOG**

ROOM: 203

PROBLEM: The toilet won't stop flushing.

OTHER PROBLEMS: [ ]

ROOM: [ ]

PROBLEM: The fridge isn't working.

OTHER PROBLEMS: [ ]

ROOM: [ ]

PROBLEM: The sink is clogged.

OTHER PROBLEMS?: [ ]

ROOM: [ ]

PROBLEM: [ ]

OTHER PROBLEMS?: [ ]

Exercise B. **DISCUSSION**

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

Example:

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

pp57

### NOW YOU CAN: Complain when things don't work

Exercise A. **NOTEPADDING:**

Find all the problems in the hotel. Write the problems on the notepad.

Room / Place: [ ]

Problem(s) [ ]

ba

bND

Tekening van een hotel waar diverse problemen zijn.

In de hal beneden zit de receptionist aan de telefoon.

De lift staat stil tussen twee verdiepingen. Een man belt vanuit de lift om hulp.

De föhn in kamer 201 maakt een raar geluid.

Het koffieapparaat in kamer 201 doet het niet. Er staan zwarte kringeltjes boven getekend. Een man kijkt er boos naar.

De deur van kamer 211 wil niet open. Een man staat eraan te trekken.

De wastafel van kamer 212 loopt over. Er loopt water op de vloer.

De mevrouw in kamer 212 kijkt boos naar de airco. Ze drukt op de knopjes.

eND

ea

Exercise B. **ROLE PLAY**

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

Example:

"Hello. Front desk. Can I help you?"

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

"I'll send someone right away."

**RECYCLE THIS LANGUAGE.**

**Telephone language**

Hello?

This is room [ ].

Bye.

**State a problem**

[ ] won't open / close.

[ ] won't turn on / off.

[ ] won't flush / stop flushing.

[ ] isn 't working.

[ ] is clogged.

[ ] is making a funny sound.

[ ] is driving me crazy.

[ ] is broken.

**Respond**

What's the problem?

I'm sorry to hear that.

Oh, no!

Well, that ***is*** a problem.

pp58

## LESSON 4

### GOAL: Describe features of products

#### BEFORE YOU READ

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

#### READING

(audio 3:18)

**ProMusica**

Home | Contact Us | Write a Review

**Customer Review**

By: Music Lover 322

\*\*\*\*\* 5 stars

**Pro Musica**

Very good!

I have a large family, and we all love music and listen all the time. Everyone likes different kinds of music, so we needed a system that permits all of us to listen to what we want, when we want, and where we want. With the Pro Musica, I can listen to opera in the kitchen while I'm doing the dishes, and my wife can listen to hard rock in her home office. The kids? Now there are no more arguments because each one can listen to different music with a pair of the wireless earbuds that come with the system. The Pro Musica comes with 6 pairs, enough for a large family of music lovers like us! The sound quality is spectacular, and the remote is simple and easy to use.

**I recommend the Pro Musica for all these features:**

**- IT'S CONVENIENT:** Everything you need is built into the system, so you can enjoy your music all from one source.

**- IT'S POPULAR:** All my friends love this system. I decided it was time for our family to get one, too. I understand that more households use the Pro Musica than any other home music system. So that tells me it's good!

**- IT'S PORTABLE:** The entire system, including the tiny, yet powerful, speakers, comes in a small, easy-to-carry case, so you can take it with you when you travel. You can use the system with standard electricity or its own battery pack.

**- IT'S AFFORDABLE:** One Pro Musica system costs much less than the many different electronic devices most people have in their houses now.

**- IT'S GUARANTEED:** Pro Musica promises that if you are unhappy with the system for any reason in the first year, you can return it for a full refund. How great is that?

ba

bND

Foto van een draagtas voor de ProMusica.

eND

ea

Pro Musica carrying case \*\*\*\*\*

ba

bND

Foto van een afstandsbediening.

eND

ea

Easy-to-remote \*\*\*\*\*

ba

bND

Foto van twee speakers.

eND

ea

Pro Musica portable speakers \*\*\*\*\*

Exercise A. **UNDERSTAND FROM CONTEXT**

Choose one of the features to complete each statement.

1. A product that's easy to move from one place to another is [ ].

2. A product that's easy to use is [ ].

3. A product that you can send back to the store because you don't like it is [ ].

4. A product that a lot of people like and buy is [ ].

5. A product that doesn't cost too much for most people is [ ].

bk

Features

convenient

popular

portable

affordable

guaranteed

ek

Exercise B. **ACTIVATE LANGUAGE FROM A TEXT** (DIGITAL: MORE EXERCISES)

What is good about the Pro Musica? Use the features Vocabulary and your own ideas to explain your answer.

pp59

Exercise C. **LISTEN TO CLASSIFY** (audio 3:19)

Listen to the radio advertisements for some crazy gadgets. Check all the adjectives that describe each product.

bk

**gadget / n.**

a small tool or machine that makes a particular job easier

*Longman Dictionary of American English*

ek

1. "The Sleeper"

ba

bND

Tekening van een apparaat waar muziek / geluid uit komt. Er staan denkwolken omheen met regen, stromend water en een tropisch strand.

eND

ea

[ ] convenient

[ ] portable

[ ] popular

[ ] affordable

2. "Cool as a Cucumber"

ba

bND

Tekening van een vrouw die in de zon zit te lezen. Ze heeft een dikke band om haar hals.

eND

ea

[ ] convenient

[ ] portable

[ ] popular

[ ] affordable

3. "The Scribbler"

ba

bND

Tekening van iemand die schrijft met een pen waar een snoer aan zit.

eND

ea

[ ] guaranteed

[ ] affordable

[ ] convenient

[ ] popular

Exercise D. **PAIR WORK** (audio 3:20)

Choose one of the three gadgets. Listen again and take notes. Then try to convince your partner to buy the product. Use the features Vocabulary from the Reading on page 58.

### NOW YOU CAN: Describe features of products

Exercise A. **NOTEPADDING**

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

Example:

bt

|  |  |  |
| --- | --- | --- |
| Product | Brand | Good or bad features |
| smart phone | Link | affordable/up-to-date |
| scanner | Blue Bird | absolete/makes a funny sound |

et

bt

|  |  |  |
| --- | --- | --- |
| Product | Brand | Good or bad features |
| [ ] | [ ] | [ ] |
| [ ] | [ ] | [ ] |

et

Exercise B. **DISCUSSION**

Describe the good and bad features of your products. Tell your classmates about all the good and bad features. Use your notepad.

Example:

"I like the new Link smart phone. It's affordable and up-to-date. "

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

bk

Text-mining (optional)

Find and underline three words or phrases in the Reading that were new to you. Use them in your Discussion.

For example: "simple and easy to use."

ek

**RECYCLE THIS LANGUAGE.**

**Negative descriptions**

awful

broken

defective

horrible

not fixable

obsolete

on the blink

slow

terrible

an antique

a lemon

a piece of junk

drives me crazy

won't start

makes a funny sound

won't turn off

**Positive descriptions**

great

terrific

awesome

fast

popular

guaranteed

affordable

convenient

pretty good

up-to-date

**Ways to sympathize**

I'm sorry to hear that.

That's too bad.

That's a shame.

Oh, no!

Maybe it 's fixable.

You 're ready for an upgrade.

pp60

## REVIEW

Exercise A. (audio 3:21)

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

Example: [The fan won't turn on.]

1. [ ]

2. [ ]

3. [ ]

4. [ ]

Exercise B.

Complete each conversation with a question in the present continuous. (More than one question is possible.)

1.

A: Where [ ] tomorrow?

B: We're going to My Electronics World. Want to come along?

2.

A: [ ] 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.

Exercise C.

Complete each statement. Circle the correct word or phrase.

1. This new toilet is (defective/ portable). It doesn't flush.

2. I think my TV is (affordable/ broken). I hope it's fixable.

3. Your computer is probably (obsolete/ up-to-date). You should get a new one.

4. This scanner is really a piece of junk. I think we should get (an upgrade/ a lemon).

Exercise D.

Add products, appliances, and gadgets to the chart. Write at least three in each category. (Some products may go in more than one category.)

Machines that are:

Portable: [ ]

Popular: [ ]

Convenient: [ ]

Affordable: [ ]

Good for communication: [ ]

Good for entertainment: [tablet]

Good for cooking: [ ]

### WRITING

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

bk

Star ratings

\* not so great

\*\* OK

\*\*\* good

\*\*\*\* very good

\*\*\*\*\* awesome

ek

Example:

[\*\*\*\* I have a Hot Spot dishwasher and...]

**WRITING BOOSTER** p. 144

- Placement of adjectives: before nouns and after the verb be

- Guidance for this writing exercise

bk

For additional language practice ...

**TOP NOTCH POP** - Lyrics p. 149

"It's Not Working Again"

DIGITAL: SONG

DIGITAL: KARAOKE

ek

pp61

### ORAL REVIEW

**CONTESTS** (DIGITAL: GAMES)

1. Form teams. Study the products in Pictures 1 and 2 for two minutes. Then close your books. With your team, make a list of what you saw. The team with the most correct words after one minute wins.

2. Form teams. Study the names and activities in Picture 1 for two minutes. Then close your books. Ask another team ***yes*** / ***no*** questions about the people, using the present continuous. (Teams get one point for each correct answer.) For example:

[Q: Is Jane studying?]

[A: No, She isn't.]

ba

Bijschrift: Picture 1

bND

Acht foto's van mensen die bezig zijn met een bepaald apparaat:

Jane - koptelefoon

Lauren- kopieermachine

Dylan - mobiele telefoon

Anna - wasmachine

Clarie - camcorder / videorecorder

Nate - fotocamera

Frank - betaalt met een creditcard, op de toonbank staan een blender en een koffiezetapparaat

Ben - download iets van een camera naar een laptop

eND

ea

ba

Bijschrift: Picture 2

bND

Foto van een man en een vrouw die allebei aan drie apparaten denken.

Text in image:

(vrouw)

Kleen up $60.00 Convenient and portable! (stofzuiger)

Lane $1, 199.00 New! (koelkast met vriezer)

Disheroo $499.99 Guaranteed for 5 years! (vaatwasser)

(man)

Blackmore $449.99 (stofzuiger)

Cool Rite $429.99 (koelkast met vriesvak)

Kitchenmax $900.00 Popular! (vaatwasser)

eND

ea

**PAIR WORK**

1. Point to the people in Picture 1. Ask and answer information questions, using the present continuous. For example:

[Q: What's Jane doing?]

[A: She's listening to music.]

2. Create a conversation for the people in Picture 2.

For example:

[A: The Disheroo is affordable. And it's guaranteed.]

[B: But they say it's a piece of junk. Let's get the Kitchenmax. It's expensive, but it's very popular.]

**NOW I CAN**

[ ] Recommend a brand or model.

[ ] Express sympathy for a problem.

[ ] Complain when things don't work.

[ ] Describe features of products.

pp62

# UNIT 6: Staying in Shape

COMMUNICATION GOALS

1. Plan an activity with someone.

2. Talk about habitual activities and plans.

3. Discuss fitness and eating habits.

4. Describe you r routines.

## PREVIEW

ba

bND

Grafiek waarin wordt aangegeven hoeveel calorieën je verbrandt tijdens bepaalde activiteiten.

Text in image:

***How many calories can you burn in one hour?***

play basketball: 572

go running: 572

go swimming: 572

play soccer: 501

go bike riding: 500

do aerobics: 429

play golf: 322

go dancing: 322

go walking: 250

take a shower: 248

lift weights: 214

cook dinner: 179

clean the house: 179

go shopping: 164

study English: 128

talk on the phone: 71

watch TV: 71

sleep: 64

CALORIES: Based on a person weighing 150 pounds / 68.2 kilograms

bND

Foto van een man die op een loopband rent.

eND

Running on a treadmill is a good way to burn calories.

eND

ea

Exercise A. **VOCABULARY: Activities** (audio 3:24, DIGITAL: FLASH CARDS)

Look at the graph. Then listen and repeat.

Exercise B. **CLASS SURVEY**

According to the graph, approximately how many calories do ***you*** burn every day? Find out who in your class burns more than 1,500 calories a day.

pp63

Exercise C. **PHOTO STORY** (audio 3:24)

Read and listen to people talk about playing tennis.

ba

bND

Foto van twee vrouwen die met elkaar staan te bellen. De een draagt tenniskleding en heeft een racket in haar hand.

eND

ea

**Lynn:** Hi, Joy! What are you up to?

**Joy:** Lynn! How are you? I'm playing tennis, actually. In the park.

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

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

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

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

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

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

ba

bND

Foto van een man die op de bank hangt met een schaal chips.

eND

ea

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

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

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

**Joy:** Terrific.

Exercise D. **FOCUS ON LANGUAGE**

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

1. What are you up to?

[ ] a. What are you doing?

[ ] b. Where are you going?

2. Why don't we play tennis sometime?

[ ] a. Can you explain why we don't play tennis?

[ ] b. Would you like to play tennis sometime?

3. My husband is really out of shape.

[ ] a. My husband doesn't exercise.

[ ] b. My husband exercises a lot.

4. I'm crazy about tennis.

[ ] a. I hate tennis.

[ ] b. I love tennis.

5. I'm on my way to the park.

[ ] a. I'm going to the park right now.

[ ] b. I'm going to go to the park this afternoon.

### SPEAKING

Exercise A. **PERSONALIZE**

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

every day [ ]

every weekend [ ]

once a week [ ]

almost never [ ]

never [ ]

Exercise B. **PAIR WORK**

Compare activities with a partner.

Example:

"What do you do every weekend?"

"Me? I go shopping."

pp64

## LESSON 1

### GOAL: Plan an activity with someone

#### GRAMMAR

***Can*** and ***have to***

***can***

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

We ***can stay*** out late tonight. There are no classes tomorrow morning.

I'm too busy this afternoon. I ***can't play*** golf.

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

bk

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

We **can speak** English.

They **can't play** piano.

ek

**Questions**

***Can*** you ***go*** running tomorrow at 3:00? (Yes, I can. / No, I can 't.)

***have to***

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

I **have to meet** late tonight.

I **don't have to work** late tonight.

She **has to meet** her cousin at the airport at 3:00.

She **doesn't have to meet** her cousin at the airport at 3:00.

bk

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

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

ek

**Questions**

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

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

**GRAMMAR BOOSTER** p. 132

***Can*** and ***have to:***

Form and common errors

Information questions

***Can*** and ***be able to:*** present and past forms

Exercise A. **FIND THE GRAMMAR**

Look at the Photo Story on page 63 again. Find one statement using ***can't*** to decline an invitation. Find one example of ***have to*** to provide a reason. Find one question using ***can*** for possibility.

Exercise B. **GRAMMAR PRACTICE**

Read the sentences carefully. Then complete each sentence with ***can*** or a form of ***have to.***

1. I'd like to go out tonight, but we have a test tomorrow. I (study) [ ].

2. Audrey not / meet us for lunch today. She (help) [ ] her boss write a report.

3. Good news! I not / work late tonight. We (go running) [ ] together at 6:00.

4. My sister not / go shopping at the mall today. She (go) [ ] to the doctor.

5. Henry (go) [ ] to Toronto next week, so he not / play golf with us.

6. Sorry, I not / go to aerobics class tonight. I (meet) [ ] with my boss.

Exercise C. **GRAMMAR PRACTICE** (DIGITAL: MORE EXERCISES)

Write three questions using ***can*** and three questions using a form of ***have to.***

Then practice asking and answering the questions with a partner.

#### PRONUNCIATION

***Can*** / ***can't:*** (DIGITAL: VIDEO COACH)

Exercise A. (audio 3:26)

Read and listen to the pronunciation and stress of **can** and **can't.** Then listen again and repeat.

/kan/ I can call you today.

/kænt/ I can't call you tomorrow

Exercise B. (audio 3:27)

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

1. [ ] can [ ] can 't

2. [ ] can [ ] can 't

3. [ ] can [ ] can't

4. [ ] can [ ] can't

5. [ ] can [ ] can't

6. [ ] can [ ] can't

pp65

#### CONVERSATION MODEL

Exercise A. (audio 3:28)

Read and listen to two people plan an activity together.

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

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

A: Friday morning at 9:00?

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

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

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

Exercise B. **RHYTHM AND INTONATION** (audio 3:29)

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

### NOW YOU CAN: Plan an activity with someone

Exercise A. **NOTEPADDING** (DIGITAL: VIDEO)

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

Example:

bt

|  |  |  |  |
| --- | --- | --- | --- |
|  | Friday | Saturday | Sunday |
| 9:00 | [go running] | [visit Mom] |  |

et

Daily Planner

bt

|  |  |  |  |
| --- | --- | --- | --- |
|  | Friday | Saturday | Sunday |
| 9:00 | [ ] | [ ] | [ ] |
| 11:00 | [ ] | [ ] | [ ] |
| 1:00 | [ ] | [ ] | [ ] |
| 3:00 | [ ] | [ ] | [ ] |
| 5:00 | [ ] | [ ] | [ ] |
| 7:00 | [ ] | [ ] | [ ] |

et

Exercise B. **CONVERSATION ACTIVATOR**

Now personalize the Conversation Model with a partner, using your daily planners. Suggest an activity, a day, and a time. Then change roles.

A: Hey, [ ] Why don't we [ ] sometime?

B: [ ] When's good for you?

A: [ ]?

B: Sorry, I can' t. I have to [ ]

A: Well, how about [ ] ?

B: [ ]

**DON'T STOP!**

Suggest other times and activities.

Discuss where to meet.

Exercise C. **CHANGE PARTNERS**

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

ba

bND

Foto van twee mensen die aan het fietsen zijn.

eND

ea

pp66

## LESSON 2

### GOAL: Talk about habitual activities and plans

#### VOCABULARY

*Places tor sports and exercise* (DIGITAL: FLASH CARDS)

Exercise A. (audio 3:30)

Read and listen. Then listen again and repeat.

ba

bND

Zeven foto's van sportfaciliteiten. De namen staan hieronder tussen haakjes.

eND

ea

a pool (zwembad)

an athletic field (sportveld / voetbalveld)

a golf course (golfbaan)

a track (atletiekbaan)

a tennis court (tennisbaan)

a park (park)

a gym (fitnessruimte)

Exercise B. **PAIR WORK**

Tell your partner what you do at these places.

Example:

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

#### GRAMMAR

***The present continuous and the simple present tense: Review***

bk

**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.

**Questions**

**Are** you **going** running tomorrow?

What time **are** you **playing** tennis today?

**The simple present tense**

(for frequency, habits, and routines)

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

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

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

**Questions**

**Do** you always **play** golf on Saturdays?

How often **do** you **lift** weights?

**Frequency adverbs** (audio 3:31)

always (100%)

almost always

usually / often / generally

sometimes / occasionally

hardly ever

never (0%)

ek

bk

**Be careful!**

**Don't use the present continuous with frequency adverbs.**

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

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

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

ek

**GRAMMAR BOOSTER** p. 133

The simple present tense:

- Non-action verbs

- Placement of frequency adverbs

- Time expressions

Exercise A. **VOCABULARY/GRAMMAR PRACTICE**

Tell a partner how frequently you play sports or exercise at the places from the Vocabulary.

Example:

"I almost always go to my gym on Fridays."

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

pp67

Exercise B. **GRAMMAR PRACTICE** (DIGITAL: MORE EXERCISES)

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 she / go walking?

3. we / play tennis this weekend.

4. he / lift weights three times a week.

5. they/ make lunch. Can they call you back?

6. How often you / clean the house?

7. I / do aerobics every day.

8. she / go shopping tonight.

Exercise C **LISTEN TO ACTIVATE GRAMMAR** (audio 3:32)

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

Exercise A. (audio 3:33)

Read and listen to two people talk about habitual activities and future plans.

A: Hey, Nancy. Where are you off to?

B: Hi, Trish. I'm going to the gym.

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

B: Yes. But not this weekend.

A: How come?

B: Because this weekend I'm going to the beach.

Exercise B. **RHYTHM AND INTONATION** (audio 3:34)

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

Exercise 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 and plans

Exercise A. **CONVERSATION ACTIVATOR** (DIGITAL: VIDEO)

With a partner, change the Conversation Model, using a different place from the Vocabulary. 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 [ ] ?

B: Yes. But not this [ ] .

A: How come?

B: Because this [ ] I'm [ ] .

**DON'T STOP!**

**Say more about your activities.**

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

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

my friend Julie.

**Invite your partner to do something.**

Why don't we [ ] sometime?

Exercise B. **CHANGE PARTNERS**

Practice the conversation again. Use a different place and plan.

pp68

## LESSON 3

### 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

Exercise A. **LISTEN FOR MAIN IDEAS** (audio 3:35)

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

Mark Newell [ ]

Rika Oinuma [ ]

Richaed Clark [ ]

Exercise B. **LISTEN FOR DETAILS** (audio 3:36)

Now listen again and check each person's habits.

bt

|  |  |  |  |
| --- | --- | --- | --- |
| [ ] | Mark | Rika | Richard |
| 1. goes to a gym | [ ] | [ ] | [ ] |
| 2. takes exercise classes | [ ] | [ ] | [ ] |
| 3. exercises outside | [ ] | [ ] | [ ] |
| 4. avoids grains | [ ] | [ ] | [ ] |
| 5. avoids desserts | [ ] | [ ] | [ ] |
| 6. avoids fatty foods | [ ] | [ ] | [ ] |
| 7. eats smaller portions | [ ] | [ ] | [ ] |
| 8. eats a lot of seafood | [ ] | [ ] | [ ] |
| 9. eats slowly | [ ] | [ ] | [ ] |

et

Exercise C. **DISCUSSION**

1. In your opinion, which of the three people have good fitness and eating habits? Explain.

2. Whose habits are like your own? Explain.

#### PRONUNCIATION

***Third-person singular -s*: Review** (DIGITAL: VIDEO COACH)

Exercise A. (audio 3:37)

Read and listen to the three third-person singular endings. Then listen again and repeat.

bt

|  |  |  |
| --- | --- | --- |
| /s/ | /z/ | /iz/ |
| sleep***s*** | go***es*** | watch***es*** |
| eat***s*** | play***s*** | exercis***es*** |
| work***s*** | avoid***s*** | munch***es*** |

et

Exercise B. **PAIR WORK**

Take turns making statements about the three people's habits. Use the information in the chart in Listening Comprehension Exercise B. Pay attention to third-person singular endings.

Example:

"Rika exercises outside every day."

pp69

### NOW YOU CAN: Discuss fitness and eating habits

Exercise A. **FRAME YOUR IDEAS**

Take the health survey.

Do You stay in shape?

**Check the statements that are true for You. Then add up your score.**

1.

a. [ ] exercise regularly.

b. [ ] hardly ever exercise.

c. [ ] never exercise.

2.

a. [ ] I usually sleep seven hours or more.

b. [ ] I generally sleep less than seven hours.

c. [ ] I rarely sleep more than four hours.

3.

a. [ ] I avoid junk food.

b. [ ] I sometimes eat junk food.

c. [ ] I eat a lot of junk food.

4.

a. [ ] hardly ever eat sweets.

b. [ ] I sometimes eat sweets.

c. [ ] I eat too many sweets.

5.

a. [ ] I hardly ever watch TV.

b. [ ] I sometimes watch TV.

c. [ ] I watch a lot of TV.

**Score**

Each a answer = 10 points

Each b answer = 5 points

Each c answer = 0 points

Your total points = [ ]

Points

bt

|  |  |
| --- | --- |
| 40-50 | You stay in great shape! |
| 3-35 | You're getting in shape! |
| 2-25 | You can do more! |
| 0-15 | You're a couch potato! |

et

Exercise B. **PAIR WORK**

Compare your survey answers and scores.

Exercise C. **GROUP WORK**

Walk around the classroom and ask questions.

Write names and take notes on the chart.

Example:

bt

|  |  |  |
| --- | --- | --- |
| **Find someone who ...** | **Name** | **Other information** |
| stays in great shape. | [Toni] | [goes running every day] |

et

bt

|  |  |  |
| --- | --- | --- |
| **Find someone who ...** | **Name** | **Other information** |
| stays in great shape. | [ ] | [ ] |
| is out of shape. | [ ] | [ ] |
| eats a lot of junk food. | [ ] | [ ] |
| avoids sweets. | [ ] | [ ] |
| avoids fatty foods. | [ ] | [ ] |
| never sleeps more than four hours. | [ ] | [ ] |

et

**DON'T STOP!**

**Ask for more information:**

Why are you out of shape?

What junk foods do you eat?

Where do you exercise?

Exercise D. **DISCUSSION**

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

Example:

"Toni stays in great shape. She goes running every day."

pp70

## LESSON 4

### GOAL: Describe your routines

#### BEFORE YOU READ

**PREVIEW** Look only at the title, photos, and captions. What do these two people have in common?

What do you think they have to do in order to participate successfully in their sports?

#### READING (audio 3:38)

bk

**When You Think You Cant ...**

**Mark Zupan**

ba

Bijschrift: Zupan became a quad rugby champion.

bND

Foto van een man in een sportrolstoel. Hij reikt naar de bal die naast hem op de grond ligt. Op de achtergrond zijn nog meer rolstoelsporters te zien.

eND

ea

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

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

ba

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

bND

Foto van een vrouw op een surfplank. Ze surft in zee voor een hoge golf uit. Ze mist haar linkerarm.

eND

ea

**Bethany Hamilton**

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

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

Hamilton often appears on TV She wants to help other people follow their dreams, even when they face great difficulties. "People can do whatever they want if they just set their hearts to it, and just never give up."

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

ek

pp71

Exercise A. **INFER INFORMATION**

Complete the paragraph about Mark Zupan. Use **can, can't,** or **has to.**

Zupan (1) [ ] spend most of his time in a wheelchair, but he (2) [ ] stand up and take a few steps for a short time. He (3) [ ] go walking or running, but he (4) [ ] play quad rugby. He (5) [ ] be careful about his diet so he doesn 't get out of shape. He doesn't have complete use of his hands, but he (6) [ ] He (7) [ ] drive a car using his feet, but he (8) [ ] use his hands. A lot of people think quadriplegics (9) [ ] do anything, but Zupan proves that they (10) [ ] .

Exercise B. **SUMMARIZE** (DIGITAL: MORE EXERCISES)

First, complete the paragraph about Bethany Hamilton. Use the simple present tense or the present continuous. Then write a similar paragraph, summarizing Mark Zupan's routines.

When she surfs, Hamilton (1 use) [ ] her legs to help her go in the right direction. She (2 have) [ ] a prosthetic arm, but she hardly ever (3 wear) [ ] it. She (4 compete) [ ] regularly with the world's top professional women surfers. In the photo on page 70, she (5 compete) [ ] against other surfers with two arms. She (6 wear) [ ] a T-shirt and (7 stand) [ ] on her surfboard. Hamilton (8 want) [ ] to help other people with difficult experiences follow their dreams.

### NOW YOU CAN: Describe your routines

Exercise A. **NOTEPADDING**

Write some notes about your daily routines.

List some things you usually do ...

- in the morning [ ]

- in the afternoon [ ]

- in the evening [ ]

List some things you ...

- can 't do every day. Explain why. [ ]

- have to do every day. Explain why. [ ]

- don't have to do every day. Explain why. [ ]

Exercise B. **PAIR WORK**

Interview your partner about his or her daily routines. Then describe your partner's daily routines to your classmates.

Example:

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

pp72

## REVIEW

Exercise A. (audio 3:39)

Listen to the conversations. Check the statements that are true.

1.

[ ] He doesn't exercise regularly.

[ ] He avoids junk food.

[ ] He never watches TV.

2.

[ ] She's in great shape.

[ ] She hardly ever goes swimming.

[ ] She exercises regularly.

3.

[ ] He exercises regularly.

[ ] He has to be careful about calories.

[ ] He can eat everything he wants.

4.

[ ] Dave Heeley can't use his legs.

[ ] Dave Heeley can 't see.

[ ] Dave Heeley doesn't need help.

Exercise B.

What activities can you do at these places? Write sentences with ***can.***

an athletic field

[I can play ...] [ ]

a gym

[ ]

a park

[ ]

Exercise C.

Change each statement to a ***yes*** / ***no*** question. Begin each question with a capital letter and end with a question mark.

1. You have to go home early. [Do you have to go home early?]

2. Magda has to see a doctor this afternoon [ ]

3. Jonah can meet us at the mall at 6:00 [ ]

4. I have to exercise every day [ ]

5. My friends can come to the park after school. [ ]

6. Your husband has to work late tonight. [ ]

7. Lance's sisters have to avoid sweets. [ ]

Exercise D.

Answer the questions with real information. Use the simple present tense or the present continuous in your answer.

1. How often do you go to English class?

**you** [ ]

2. What do you usually do on weekends?

**you** [ ]

3. What are you doing this weekend?

**you** [ ]

### WRITING

Describe your exercise and health habits.

Example:

I'm not in very good shape, but I exercise three times a week now. I'm also very careful about the foods I eat ...

**WRITING BOOSTER** p. 145

Punctuation of statements and questions

Guidance for this writing exercise

bk

**For additional language practice ...**

TOP NOTCH POP - Lyrics p. 150

"A Typical Day"

DIGITAL SONG

DIGITAL KARAOKE

ek

pp73

### ORAL REVIEW

**CONTEST:** (DIGITAL: GAMES)

Form teams. Create questions about the people's activities for another team to answer. (Teams get one point for each correct question and one point for each correct answer.) For example:

[Q: How often does Andy eat Junk food?]

[A: Hardly ever.]

ba

bND

Tekeningen van de activiteiten van Andy en Karen. De activiteiten staan hieronder tussen haakjes:

Text in image:

Andy

sometimes / after work (voetbal)

often (dansen)

three times a week (gewichtheffen)

sometimes / sunday morning (tennis)

on weekends (racefietsen)

hardly ever (friet met cola)

Karen

twice a week (aerobics)

every morning (hardlopen)

always (rustig eten)

twice a month (shoppen)

usually / on weekends (zwemmen)

sometimes / on weekends (uitslapen)

eND

ea

**GAME** Make false statements about the activities in the planners. Your partner corrects your statements. For example:

[A: Karen is having breakfast with her mom at nine on Saturday.]

[B: That's not right. Ther're having breakfast at ten.]

ANDY's PLANNER

Sat

9 *breakfast with Craig*

11 *meet Dad at airport*

Sun

9 *breakfast with dad*

11 *do laundry*

KAREN'S PLANNER

Sat

10 *breakfast with mom*

12 *lunch with Diane*

Sun

10 *meet Diane at pool*

12 *lunch with Pat*

**ROLE PLAY** Create a conversation for Andy and Karen. Using the two planners, make plans to get together to do something. Use this language:

[Why don't we ... ? Sorry, I can't. I have to ...]

**NOW I CAN**

[ ] Plan an activity with someone.

[ ] Talk about habitual activities and plans.

[ ] Discuss fitness and eating habits.

[ ] Describe my routines.

pp74

# Unit 1: On Vacation

COMMUNICATION GOALS

1. Greet someone arriving from a trip.

2. Ask about someone's vacation.

3. Discuss vacation preferences.

4. Describe vacation experiences.

## PREVIEW

bND

Pagina uit een reisgids met informatie over twee reizen: 10 dagen reizen door Europa of 11 nachten met een cruiseschip.

eND

**Travel Specials**

***Guaranteed***

Your money refunded if your flight of cruise is canceled.

**10 Days - TOUR EUROPE**

Fly to London on July 15.

Fly back home from London on July 25.

ba

bND

Kaartje met de reisroute: London - Paris - Milan - Rome - Vienna - Londen

eND

ea

ba

bND

Foto's van het Brits Museum, de Eiffeltoren, Het Colosseum en chocoladetaart.

eND

ea

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

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

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

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

**11 Night - Hawaiian Cruise**

Leave from Vancouver, Canada on July 15.

Fly back home from Honolulu on July 26.

ba

bND

Kaartje met de route: Hilo op Hawaii, Maui, Honolulu op Oahu, Vancouver

eND

ea

ba

bND

Foto's van een cruiseschip, iemand die snorkelt tussen de vissen en een strand met zwart zand en palmbomen.

eND

ea

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

In Hawaii ... Go snorkeling in Oahu.

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

Exercise A. **PAIR WORK**

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

**In your opinion, which travel special would be good for someone who likes ...**

history? [ ]

culture? [ ]

family activities? [ ]

physical activities? [ ]

entertainment? [ ]

good food? [ ]

Exercise B. **DISCUSSION**

Which vacation would you like to take? Why?

pp75

Exercise C. **PHOTO STORY** (audio 4:02)

Read and listen to a phone call from someone returning from a trip.

ba

bND

Drie foto's van twee vrouwen die met elkaar bellen.

eND

ea

**Kate:** Hi, Nancy. We're home!

**Nancy:** Kate! When did you get back?

**Kate:** Late last night.

**Nancy:** So, did you have a good time?

**Kate:** It was fantastic! Phil and I really needed a vacation!

**Nancy:** So, tell me all about your cruise!

**Kate:** Well, the ship was huge. And they had everything: incredible food, entertainment, famiiy activities ... There were always lots of things to do.

**Nancy:** And what was Hawaii like?

**Kate:** Hawaii? Just awesome! The beaches were really beautiful.

**Nancy:** Cool!

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

**Nancy:** Now that's my kind of vacation!

**Kate:** I can't wait for the next one.

**Nancy:** Well, welcome home.

Exercise D. **FOCUS ON LANGUAGE**

Look at the underlined words and expressions in the Photo Story. Find:

1. an expression that means "come home." [ ]

2. four adjectives that mean "great." [ ]

Exercise E. **THINK AND EXPLAIN**

Complete the statements.

1. When Nancy says, "Now that's my kind of vacation!" she means [ ].

2. When Kate says, "I can't wait for the next one," she means [ ].

Exercise F. **PERSONALIZATION**

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

### SPEAKING

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

**Where do you usually go for vacation?**

[ ] I stay home.

[ ] I visit my family.

[ ] I go to the beach.

[ ] I go to another city.

[ ] I go to another country.

[ ] Other [ ]

pp76

## LESSON 1

### GOAL: Greet someone arriving from a trip

#### GRAMMAR

The past tense of ***be:*** Review

bk

Statements

I **was** on vacation.

I **wasn't** on vacation.

He **was** on vacation.

He **wasn't** on vacation.

She **was** on vacation.

She **wasn't** on vacation.

It **was** on vacation.

It **wasn't** on vacation.

We **were** on vacation.

we **weren't** on vacation.

You **were** on vacation.

You **weren't** on vacation.

They **were** on vacation.

They **weren't** on vacation.

**Questions**

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

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

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

When **were** you in Seoul? (Last month.)

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

Who **were** your parents with? (My grandfather.)

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

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

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

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

**Contractions**

**wasn't** = was not

**weren't** = were not

ek

**GRAMMAR BOOSTER** p. 135

The past tense of be: form

Exercise A. **FIND THE GRAMMAR**

Look at the Photo Story on page 75. Find five examples of the past tense of be.

Exercise B. **GRAMMAR PRACTICE** (DIGITAL: MORE EXERCISES)

Complete the conversations, using was, were, wasn't, or weren't.

1.

A: Welcome back! How [ ] the drive?

B: Not great. There [ ] too many buses.

A: Too bad [ ] you alone?

B: No, I [ ] My brother [ ] with me.

2.

A: How long [ ] your flight?

B: Six hours. But it [ ] OK. The flight attendants [ ] very nice.

A: Good [ ] there a lot of passengers?

B: No, there [ ] .

3.

A: Where [ ] you last Thursday?

B: I [ ] in London.

A: No kidding! Who [ ] with you?

B: My cousin. He [ ] in London, too.

A: So how long [ ] you there?

B: We [ ] in London for four days.

4.

A: When [ ] Kayla on vacation?

B: Actually, she and her husband [ ] in Hawaii two weeks ago.

A: Wow! [ ] they on a cruise?

B: Yes. They [ ] It [ ] a six-day cruise.

#### VOCABULARY

***Adjectives to describe trips; intensifiers***

Exercise A. (audio 4:03, DIGITAL: FLASH CARDS)

Read and listen. Then listen again and repeat.

ba

bND

Zes tekeningen van:

1. een bus die langs een afgrond rijdt.

2. turbulentie in een vliegtuig. De koffiebekers vliegen in het rond. Iemand moet overgeven.

3. mensen in een vliegtuig die hun spullen pakken (Flight time: 1 hour) en mensen die zitten te gapen of te slapen (Flight time 13 hours).

4. mensen in een trein die genieten van een mooie zonsondergang.

5. mensen die comfortabel achterover leunen in een bus of trein.

6. twee mensen in een auto. De ene zit te gapen. De weg is lang en leeg.

eND

ea

1. Our bus trip was so **scary.**

2. The flight was very **bumpy.**

3. It was really **short.** / It was really **long.**

4. Our train trip was pretty **scenic.**

5. It was quite **comfortable.**

6. The drive was kind of **boring.**

bk

Intensifiers (audio 4:04)

so

very

really

pretty

quite

kind of

ek

pp77

Exercise B. **PAIR WORK**

Use the adjectives from the Vocabulary to describe a trip you took. Use different intensifiers.

Example:

"Last year, I went to a small town in the mountains. The bus trip was really bumpy."

#### CONVERSATION MODEL

Exercise A. (audio 4:05)

Read and listen to someone greet a person arriving from a trip.

A: Welcome back!

B: Thanks.

A: So, how was the fligh t?

B: It was pretty comfortable, actually.

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

B: It's OK. I'm fine.

A: Are you sure?

B: Absolutely. Thanks!

bk

(audio 4:07)

**Decline help**

It's OK. I'm fine.

No, thanks. I'm OK.

**Accept help**

Thank you!'

That 's really nice!

ek

Exercise B. **RHYTHM AND INTONATION** (audio 4:06)

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

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

Exercise A. CONVERSATION ACTIVATOR: (DIGITAL: VIDEO)

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

A: Welcome back!

B: [ ].

A: So, how was the [ ] ?

B: It was [ ], actually.

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

B: [ ] .

bk

Responses

comfortable / scenic / short:

**That's good!**

boring / bumpy / scary / long:

**That's too bad!**

ek

**DON'T STOP!**

**Ask your partner other questions about the trip.**

Were there a lot of people on the [ ] ?

How long was the [ ]?

Exercise B. **CHANGE PARTNERS**

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

pp78

## LESSON 2

### GOAL: Ask about someone's vacation

#### CONVERSATION MODEL

Exercise A. (audio 4:08)

Read and listen to someone describe a vacation.

A: Were you on vacation?

B: Yes, I was. I went to Paris.

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

B: Fantastic. I stayed in a really nice hotel and ate at some wonderful restaurants.

A: That sounds nice. Tell me more.

Exercise B. **RHYTHM AND INTONATION** (audio 4:09)

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

#### GRAMMAR

***The simple past tense: Review***

bk

I **arrived** at three.

He / She / It **arrived** at three.

We / You / They **arrived** at three.

I **didn't arrive** until six.

He / She / It **didn't arrive** until six.

We / You / They **didn't arrive** until six.

**Did** he **have** a good time? (Yes, he did. / No, he didn't.)

**Did** they **get** back late? (Yes, they did. / No, they didn't.)

Where **did** she **go**? (She went to Italy.)

When **did** his flight **leave**? (At 6:45.)

What **did** you **do** every day? (We visited museums.)

How many countries **did** they **see**? (Three.)

Who **did** you **go** with? (I went with my sister.)

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

bk

Regular verbs: spelling

+ ***ed***

visit**ed**

watch**ed**

play**ed**

+***d***

arrive**d**

change**d**

like**d**

+***ied***

study → studi**ed**

try → tri**ed**

ek

bk

Some irregular verbs (audio 4:10)

buy - bought

do - did

drink - drank

eat - ate

find - found

fly - flew

get - got

go - went

have - had

leave - left

see - saw

sit - sat

sleep - slept

spend - spent

swim - swam

take - took

See page 122 for a more complete list.

ek

**GRAMMAR BOOSTER** p. 135

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

Exercise A. **FIND THE GRAMMAR**

Look at the Photo Story on page 75 again. Circle all verbs in the simple past tense. Which are irregular verbs?

Exercise B. **GRAMMAR PRACTICE** (DIGITAL: MORE EXERCISES)

Complete Ida's post with past forms of the verbs.

**Ida Graham**

ba

bND

Foto van Ida en foto van een grote rieten parasol op een tropisch strand.

eND

ea

Greetings! We (1 fly) [ ] here yesterday evening, and I (2 sleep) [ ] the whole flight. I (3 need) [ ] that! We (4 take) [ ] a taxi from the airport to our hotel and (5 find) [ ] a nice restaurant for a late dinner. Early this morning, we (6 swim) [ ] in the pool. For breakfast, we (7 have) [ ] some local dishes and (8 drink) [ ] some fantastic fruit juice. Then, before noon, we (9 walk) [ ] along the beach. We (10 see) [ ] people selling coconuts right from the trees, but we (11 not / try) [ ] any. When we (12 get) [ ] back to the hotel, we (13 eat) [ ] lunch. In the afternoon, we (14 go) [ ] shopping and (15 buy) [ ] some cool things. We (16 do) [ ] a lot on this trip, and we (17 have) [ ] a great time! So what (18 you / do) [ ] while I (19 be) [ ] on vacation?

ek

pp79

Exercise C. **PAIR WORK**

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

Example:

"What did Ida do on the flight?"

"She slept."

Exercise D. **GRAMMAR PRACTICE** (DIGITAL: MORE EXERCISES)

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

[We left Vancouver on July 15 ....]

#### PRONUNCIATION

***The simple past tense ending: Regular verbs*** (DIGITAL: VIDEO COACH)

Exercise A. (audio 4:11)

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

bk

bt

|  |  |  |
| --- | --- | --- |
| /d/ | /t/ | /Id/ |
| play**ed** | cook**ed** | wait**ed** |
| rain**ed** | watch**ed** | need**ed** |
| studi**ed** | introduc**ed** | visit**ed** |

et

ek

bk

Be careful!

played = /pleid/ NOT /plei-yid/

cooked = /kökt/ NOT /kök-id/

BUT waited = /wei-tid/

ek

Exercise B. (audio 4:12)

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

1. tried /d/ /t/ /id/

2. walked /d/ /t/ /id/

3. needed /d/ /t/ /id/

4. checked /d/ /t/ /id/

5. danced /d/ /t/ /id/

6. wanted /d/ /t/ /id/

### NOW YOU CAN: Ask about someone's vacation

ba

bND

Text in image:

THAILAND

Go SNORKELING

EAT THAI FOOD ..

VALLE NEVADO, CHILE

eND

ea

ba

bND

Text in image:

VALLE NEVADO, CHILE

GO SKIING DURING THE DAY

GO DANCING AT NIGHT

eND

ea

ba

bND

Text in image:

NEW YORK

SEE THE EMPIRE STATE BUILDING.

GO SHOPPING.

eND

ea

ba

bND

Text in image:

ATHENS, GREECE

VISIT THE PARTHENON.

GO ON A CRUISE.

eND

ea

Exercise A. **CONVERSATION ACTIVATOR** (DIGITAL: VIDEO)

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

A: Were you on vacation?

B: Yes, I was. I [ ] .

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

B: [ ]. I [ ] and [ ] .

A: That sounds [ ]. Tell me more.

**DON'T STOP!**

- Tell your partner more about your vacation.

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

Did you [ ]?

What [ ]?

Where [ ]?

When [ ]?

**RECYCLE THIS LANGUAGE**

incredible

fantastic

great

terrific

wonderful

perfect

awesome

cool

nice

Exercise B. **CHANGE PARTNERS**

Practice the conversation again, using a different vacation.

pp80

## LESSON 3

### GOAL: Discuss vacation preferences

#### BEFORE YOU READ

Exercise A. **VOCABULARY Adjectives for vacations** (audio 4:13, DIGITAL: FLASH CARDS)

Read and listen. Then listen again and repeat.

ba

bND

Vier tekeningen van mensen die terugdenken aan hun vakantie:

1. een vrouw ligt in een hangmat

2. een man is aan het raften in een snelstromende rivier

3. een vrouw bezoekt een bijzonder gebouw

4. een man maakt een foto van een slangenbezweerder

eND

ea

1. It was **relaxing.**

2. It was **exciting.**

3. It was **interesting.**

4. It was **unusual.**

bk

Also remember

awesome

beautiful

boring

cool

excellent

famous

fantastic

great

incredible

nice

perfect

scenic

terrific

wonderful

ek

Exercise B. **PAIR WORK**

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

Example:

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

#### READING (audio 4:14)

Now that's MY kind of vacation!

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

**Vacation 1**

ba

bND

Foto van een vrouw die wordt gemasseerd.

Text in image: For your health and well-being

eND

ea

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

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

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

**Vacation 2**

ba

bND

Foto van iemand die bungeejumpt bij een hoge waterval.

Text in image:

5 ... 4 ... 3 ... 2 ... 1 ...

BUNGEE!!

eND

ea

Do you dare? A total adventure at Victoria Falls

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

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

**Vacation 3**

ba

bND

Foto van twee meiden met een bouwhelm op. Ze zijn iets aan het timmeren.

Text in image: GLOBAL VILLAGE PROJECT

eND

ea

Learn about another culture and help the world.

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

- Arturo Manuel R. (Monterrey, Mexico)

pp81

Exercise A. **SUPPORT AN OPINION**

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

Example: "I think Vacation 1 is really boring because ..."

bt

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| [ ] | exciting | relaxing | unusual | interesting | scenic | boring | other adjectives |
| Vacation 1 | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] |
| Vacation 2 | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] |
| Vacation 3 | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] |

et

Exercise B. **DRAW CONCLUSIONS:** (DIGITAL: MORE EXERCISES)

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

I love to meet new people and learn how to do new things.

I love all kinds of sports and physical activities.

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

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

### NOW YOU CAN: Discuss vacation preferences

Exercise A. **FRAME YOUR IDEAS**

Complete the questionnaire. Then compare answers with a partner.

**Need a Vacation?**

Check all your preference:

**How often do you go on vacation?**

[ ] never

[ ] once or twice a year

[ ] more than twice a year

**I prefer vacations that are ...**

[ ] relaxing

[ ] exciting

[ ] interesting

[ ] unusual

[ ] inexpensive

[ ] scenic

[ ] other [ ]

**I like vacations with ...**

[ ] lots of history and culture

[ ] natural beauty

[ ] sports and physical activities

[ ] family activities

[ ] great entertainment

[ ] people who speak my language

[ ] top-notch hotels

[ ] great food

[ ] warm weather

[ ] scenic beaches

[ ] friendly people

[ ] other [ ]

**Do you need a vacation right now?**

[ ] Not really.

[ ] Maybe.

[ ] You bet I do!

Exercise B. **DISCUSSION**

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

bk

Text-mining (optional)

Find and underline three words or phrases in the Reading that were new to you. Use them in your Discussion.

For example: "time off."

ek

pp82

## LESSON 4

### GOAL: Describe vacation experiences

#### BEFORE YOU LISTEN

Exercise A. **VOCABULARY: Bad and good travel experiences** (audio 4:15, DIGITAL: FLASH CARDS)

Read and listen. Then listen again and repeat.

Bad experiences

ba

bND

Tekening van iemand in zwemkleding in de stromende regen,

eND

ea

The weather was **horrible.**

The weather was **really awful.**

The weather was **pretty bad.**

The weather was **terrible.**

ba

bND

Tekening van mensen die wegkijken als iemand ze iets wil vragen.

eND

ea

The people were so **unfriendly.**

The people were so **cold.**

ba

bND

Tekening van een lege bagageband.

eND

ea

**They lost** my luggage.

ba

bND

Tekening van een zakkenroller die er met een portemonnee vandoor gaat.

eND

ea

**Someone stole** my wallet.

Good experiences

ba

bND

Tekening van mensen op het strand in de zon.

eND

ea

The weather was **amazing.**

The weather was **fantastic.**

The weather was **terrific.**

The weather was **wonderful.**

ba

bND

Tekening van behulpzame mensen.

eND

ea

The people were so **friendly.**

The people were so **warm.**

ba

bND

Tekening van gevonden bagage.

eND

ea

**They found** my luggage.

ba

bND

Tekening van iemand die een portemonnee komt terugbrengen.

eND

ea

**Someone returned** my wallet.

Exercise B.

Look at the pictures. Complete the sentences.

ba

bND

Tekening van een zakkenroller.

eND

ea

1. [Someone stole] my purse.

ba

bND

Tekening van iemand die een vol bord eten van zich afduwt.

eND

ea

2. The food [ ] .

ba

bND

Tekening van obers die niet reageren op een klant.

eND

ea

3. The waiters [ ] .

ba

bND

Tekening van mensen die hun oren dichthouden vanwege de slechte muziek.

eND

ea

4. The entertainment [ ] .

ba

bND

Tekening van iemand die een koffer steelt.

eND

ea

5. [ ] my luggage.

pp83

#### LISTENING COMPREHENSION

Exercise A. **LISTEN FOR MAIN IDEAS** (audio 4:16)

Listen to the conversations. Check whether, at the end of the vacation, the person had a good experience or a bad one.

1. [ ] a good experience [ ] a bad experience

2. [ ] a good experience [ ] a bad experience

3. [ ] a good experience [ ] a bad experience

4. [ ] a good experience [ ] a bad experience

Exercise B. **LISTEN FOR DETAILS** (audio 4:17)

Listen again and complete the statements about each vacation .

1. The food was (very good / really awful).

The room was (OK/ pretty bad).

The entertainment was (really bad/ amazing).

2. The hotel was (terrible/ terrific).

Someone stole their (car/ luggage).

Miami was (horrible/ wonderful).

Describe vacation experiences

3. He didn 't have any more (clothes/ money).

The people were very (nice/ cold).

The hotel was (great/ terrible).

Someone stole his (passport/ laptop).

4. The food was (fantastic/ pretty bad).

The people were (cold/ nice).

The vacation was too (short / long).

### NOW YOU CAN: Describe vacation experiences

Exercise A. **NOTEPADDING**

Make a list of some of your good and bad vacation experiences.

Example:

Good experiences

[I went to Bangkok, and the people were really friendly.]

Bad experiences

[When I went to Los Angeles, they lost my luggage.]

Good experiences

[ ]

Bad experiences

[ ]

bk

Ideas for topics

- your luggage / wallet / laptop / phone

- the trip / flight / train / bus

- the weather

- the food

- the hotel / front desk clerk / server

- the activities / shopping

- the entertainment

- the airport / museum / beach

ek

Exercise B. **PAIR WORK**

Now tell your partner about the good and bad vacation experiences on your notepad. Ask questions about your partner's experiences.

**RECYCLE THIS LANGUAGE.**

Ask

How was the [ ]?

How long was [ ]?

What did you [ ]?

When did you [ ]?

Where did you [ ]?

Tell me about [ ].

**Respond**

That's (good / great / fantastic / wonderful]!

No kidding!

Oh, no!

That's too bad.

I'm sorry to hear that.

**Describe**

I had a [wonderful] time.

The [flight] was [ ].

The [ ] drove me crazy.

The [ ] didn't work.

I was in the mood for [ ], but [ ].

They didn't accept credit cards.

pp84

## REVIEW

Exercise A. (audio 4:18)

Listen to each person describe a good or bad vacation experience. Write the number of the speaker next to the type of trip he or she took.

[ ] a drive

[ ] a train trip

[ ] a flight

[ ] a beach vacation

B (audio 4:19)

Listen again. Circle the adjective that best describes each experience.

1. Her trip was very (short / scary / scenic).

2. His trip was quite (scary / unusual / relaxing).

3. Her trip was pretty (short / scary / boring).

4. His trip was really (short / scenic / boring).

Exercise C.

Complete each information question, using the simple past tense.

1.

A: [ ] on vacation?

B: We went to Greece.

2.

A: [ ] stay there?

B: Two weeks.

3.

A: [ ] every day?

B: We walked along the beach and enjoyed the sun.

4.

A: [ ] get back home?

B: Last night.

Exercise D.

Complete each statement or question about vacations. Use past tense forms.

1. (we / buy) [ ] a lot of fantastic things on our vacation.

2. (where / you / eat) [ ] dinner every night?

3. (we / sleep) [ ] right on the beach. (it/ be) [ ] so relaxing.

4. (my sister / get back) [ ] last weekend. (she/ have) [ ] a terrific time.

5. (my friend / eat) [ ] some fantastic food on her trip to Hong Kong.

6. (when / she / arrive) [ ] at the hotel?

7. (I / have) [ ] a terrible time. (the people / be) [ ] quite unfriendly.

8. (we / see) [ ] an interesting play in London. And (it/ be)[ ] pretty inexpensive.

9. (my wife and I / go running) [ ] every morning on the beach during our vacation.

10. (my brother/ meet) [ ] some unusual people on his trip.

### WRITING

Write about a vacation you took. Answer the questions.

- When did you go?

- Where did you go?

- How long did you stay?

- How was the trip?

- How was the weather?

- What did you do?

- Did you have a good time?

Example: [In 2014, I went on a great trip to ....]

**WRITING BOOSTER** p. 146

- Time order

- Guidance for this writing exercise

bk

For additional language practice ...

**TOP NOTCH POP** - Lyrics p. 150

"My Dream Vacation"

DIGITAL: SONGS

DIGITAL: KARAOKE

ek

pp85

### ORAL REVIEW

DIGITAL: GAMES

**CONTEST** Form two teams. Each team looks at the vacation pictures below and takes turns making a statement about the vacation, using the past tense. Continue until one team cannot say anything more. (Each team has thirty seconds to make a statement.)

**ROLE PLAY** Create a conversation for the two women on February 5. Start like this:

[Were you on vacation?]

**PAIR WORK** Choose one of the vacation pictures. Create a conversation for the people. Start with one of these, or your own idea:

[Can I give you a hand?

[This bed is awful!

[Excuse me!]

[This is so relaxing.]

**January 15**

ba

bND

Vijf tekeningen: turbulentie in het vliegtuig, bij de Arrivals neemt een medewerker de koffers aan, de koffers worden gestolen, de hotelkamer is vies en het bed zakt door, het eten is niet lekker.

eND

ea

**January 17-22**

ba

bND

Vijf tekeningen: een vrouw komt uit een zwembad, het is er schoon en er is een mooi uitzicht, ze gaat shoppen en kijkt blij, met haar man gaat ze golfen, romantisch dineren met goede live-muziek, en wandelen langs het strand.

eND

ea

**February 5**

ba

bND

Foto van twee vrouwen die met elkaar praten.

eND

ea

NOW I CAN

[ ] Greet someone arriving from a trip.

[ ] Ask about someone's vacation.

[ ] Discuss vacation preferences.

[ ] Describe vacation preferences.

pp86

# UNIT 8: Shopping for Clothes

COMMUNICATION GOALS

1. Shop and pay for clothes.

2. Ask for a different size or color.

3. Navigate a mall or department store.

4. Discuss clothing do's and don'ts.

## PREVIEW

ba

bND

Tekening van een website met kleding en accessoires in zes categorieën. De Nederlandse woorden staan hieronder tussen haakjes.

Text in image:

**Lannie Trainor**

Enter Item # or keyword

Search

Outerwear (buitenkleding)

- jackets (jassen)

- sweaters (truien)

- gloves (handschoenen)

Underwear & Lingerie (ondergoed en lingerie)

- boxers (boxers)

- bras (bh's)

- panties (slips)

Hosiery (kousen en sokken)

- socks (sokken)

- tights (maillots)

- pantyhose (panty's)

Bags & Accessories (tassen en accessoires)

- purses (tassen)

- belts (riemen)

Sleepwear (nachtkleding)

- men's and women's pajamas (heren- en damespyjama's)

- women's nightgowns (nachtjaponnen)

- bathrobes (badjassen)

Athletic Wear (sportkleding)

- running shoes (hardloopschoenen)

- shorts (korte broeken)

- running pants (trainingsbroeken)

eND

ea

Exercise A. **VOCABULARY: Clothes and clothing departments** (audio 4:22, DIGITAL: FLASH CARDS)

Look at the online catalogue. Then listen and repeat.

Exercise B. **DISCUSSION**

What are the advantages and disadvantages of buying clothes online?

If you buy clothes on line, you don't have to leave home. It's really convenient!

But if you don't like something, you have to go to the post office to send it back to the store. That's inconvenient.

pp87

Exercise C. **PHOTO STORY** (audio 4:23)

Read and listen to a conversation between a clerk and a customer about a sweater the customer wants to buy.

bk

ENGLISH FOR TODAY'S WORLD

Understand English speakers from different language backgrounds.

Shopper = Chinese speaker

Clerk = Russian speaker

ek

ba

bND

Foto's van een vrouw die in een winkel naar een rood truitje met een V-hals wijst en iets vraagt aan de verkoopster.

eND

ea

**Shopper:** Excuse me. How much is that V-neck?

**Clerk:** This red one? It's $55 .

**Shopper:** That's not too bad. And it's really nice.

**Shopper:** Could I get it in a larger size?

**Clerk:** Here you go. This one's a medium. Would you like to try it on?

ba

bND

Foto met een denkwolk van een cadeauverpakking.

eND

ea

**Shopper:** No, thanks. I'll just take it. It's a present for my sister. Would you be nice enough to gift wrap it for me?

**Clerk:** Of course!

Exercise D. **THINK AND EXPLAIN**

Complete each statement. Then explain your answer.

1. The shopper wants to know the ... of the sweater.

[ ] a. price

[ ] b. size

**How do you know?** The shopper says,

[How much is that V-neck?]

2. The shopper asks the clerk for another....

[ ] a. size

[ ] b. color

**How do you know?** The clerk says,

[ ]

3. The clerk brings the shopper a different ... .

[ ] a. color

[ ] b. size

**How do you know?** The clerk says,

[ ]

4. The sweater is for ... .

[ ] a. the shopper

[ ] b. a different person

**How do you know?** The shopper says,

[ ]

Exercise 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.

### SPEAKING

**DISCUSSION** What's important to you when you choose a clothing store or website? Complete the chart.

Then compare charts with your classmates. Explain your reasons.

bt

|  |  |  |  |
| --- | --- | --- | --- |
|  | Not Important | Important | Very important |
| Prices | [ ] | [ ] | [ ] |
| Brands | [ ] | [ ] | [ ] |
| Selection | [ ] | [ ] | [ ] |
| Service | [ ] | [ ] | [ ] |

et

pp88

## LESSON 1

### GOAL: Shop and pay for clothes

#### VOCABULARY

*Types of clothing and shoes* (DIGITAL: FLASH CARDS)

Exercise A. (audio 4:24)

Read and listen. Then listen again and repeat.

ba

bND

Drie tekeningen met diverse kledingstukken en schoenen. De Nederlandse woorden staan hieronder tussen haakjes.

eND

ea

**casual clothes**

1. jeans (spijkerbroek)

2. a T-shirt (t-shirt)

3. a sweatshirt (sweatshirt)

4. a polo shirt (poloshirt)

5. sweatpants (joggingbroek)

**sweaters and jackets**

1. a crewneck (een trui met een ronde hals)

2. a cardigan (een vest met knopen)

3. a turtleneck (een trui met een col)

4. a V-neck (een trui met een V-hals)

5. a wind breaker (een windjack)

6. a blazer (een colbertjasje)

**shoes**

1. oxfords (nette, dichte schoenen)

2. loafers (instappers)

3. sandals (sandalen)

4. running shoes (hardloopschoenen)

5. pumps (pumps, schoenen met hakken)

6. flats (ballerina's, damesschoenen met lage hak of zonder hak)

bk

Also: Formal clothes

a dress

a skirt

a suit

a tie

ek

Exercise B. **PAIR WORK**

Tell your partner what you're wearing today.

Example:

I'm wearing black jeans and a white turtleneck today.

#### GRAMMAR

*Uses of object pronouns*

**As direct objects**

direct object (noun phrase) - direct object (pronoun)

I want the cardigan. → I want **it.**

I love these pumps. → I love **them.**

In prepositional phrases

prepositional phrase (with nouns) - prepositional phrase (with pronouns)

We gave the loafers **to the clerk.** → We gave the loafers **to him.**

Is he buying a blazer **for his wife**? → Is he 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 V-neck to the clerk.**

NOT: We gave {to the clerk the V-neck}.

He's buying it for **her.**

NOT: He's buying {for her it}.

bk

Subject pronouns - Object pronouns

I → me

you → you

he → him

she → her

it → it

we → us

they → them

ek

**GRAMMAR BOOSTER** p. 136

- Direct and indirect objects: usage

Exercise A. **GRAMMAR PRACTICE** (DIGITAL: MORE EXERCISES)

Complete each conversation, using the correct object pronouns.

1.

A: Did you buy the green sweatpants?

B: Yes, I bought [them] yesterday.

2.

A: Don't you love these cool windbreakers?

B: Yes, I really love [ ] And they're so cheap!

3.

A: Should I buy this crewneck over here?

B: It's too expensive. Don't buy [ ] .

4.

A: I love this T-shirt. I'm buying [ ] for Dad.

B: Don't buy it for [ ] Dad hates black clothes.

5.

A: Does your daughter want this cardigan?

B: Yes, she definitely wants [ ] But she needs a size large. This one is too small.

A: I'm sure you can get [ ] for .[ ] in large. Ask the clerk.

6.

A: Did you want that blue polo shirt, sir?

B: Yes, thanks. I'd like to buy [ ] Could you gift wrap [ ] for [ ], please?

pp89

Exercise B. **GRAMMAR PRACTICE** (DIGITAL: MORE EXERCISES)

Unscramble the words and phrases to write statements.

1. I / it / for her / buying / am [ ] .

2. getting / they / them / for us / are [ ]

3. for my son-in-law / I / them / need [ ]

4. please / it / to me / give [ ]

5. it / he / is / finding / for me [ ]

#### CONVERSATION MODEL

Exercise A. (audio 4:25)

Read and listen to someone pay for clothes.

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

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

A: Excuse me?

B: Cash or credit?

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

B: Of course!

bk

Responses (audio 4:27)

Of course!

Absolutely!

Definitely!

OK.

Sure.

Certainly.

ek

Exercise B. **RHYTHM AND INTONATION** (audio 4:26)

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

Exercise C. **FIND THE GRAMMAR**

Find and circle all the object pronouns in the Conversation Model and in the Photo Story on page 87. How many did you find in each place?

### NOW YOU CAN: Shop and pay for clothes

Exercise A. **CONVERSATION ACTIVATOR** (DIGITAL: VIDEO)

Choose clothing from the pictures. (Or choose from the on line store on page 86.) Then, with a partner, change the Conversation Model, using the clothes you chose. Use the correct object pronouns. Then change roles.

A: I' ll take [ ], please.

B: [ ] How would you like to pay for [ ] ?

A: Excuse me?

B: Cash or credit?

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

B: [ ] .

**DON'T STOP!**

**Before you pay, talk about other clothes.**

I love this / these [ ]!

**Ask about prices.**

How much is / are [ ]?

Exercise B. **CHANGE PARTNERS**

Create another conversation. Use different clothes.

ba

bND

Foto van een jas, een nachtjapon, een riem, een broek, twee truien.

eND

ea

pp90

## LESSON 2

### GOAL: Ask for a different size or color

#### VOCABULARY

*Clothing that comes in "pairs":* (DIGITAL: FLASH CARDS)

Exercise A. (audio 4:28)

Read and listen. Then listen again and repeat.

ba

bND

Foto 's van kledingstukken. De namen staan hieronder tussen haakjes.

eND

bND

Text in image:

(a pair of) gloves (handschoenen)

(a pair of) pantyhose (panty)

(a pair of) tights (maillot)

(a pair of) panties (slip)

(a pair of) pajamas (pyjama)

(a pair of) jeans (spijkerbroek)

(a pair of) pants (lange broek)

(a pair of) shorts (korte broek)

(a pair of) boxers (boxer)

(a pair of) briefs (onderbroek)

(a pair of) socks (sokken)

(a pair of) shoes (schoenen)

eND

ea

Exercise B. **LISTEN TO INFER** (audio 4:29)

Listen to the conversations. Complete each statement with the name of a clothing department.

1. She should go to [ ] .

2. She should go to [ ] .

3. She got them in [ ] .

4. They're in [ ] .

bk

Departments

Men 's underwear

Athletic wear

Outerwear

Lingerie

Sleepwear

Hosiery

ek

#### GRAMMAR

*Comparative adjectives*

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

bk

more = ↑

less = ↓

ek

Do you have these pants in a **larger** size? This pair is a little tight.

more - I need shoes that are **more comfortable.** These are very small.

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

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

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

These gloves are **more expensive than** the other pair.

The crewneck is nice, but the cardigan is **nicer.**

(audio 4:30) **Spelling rules**

+ ***er***

small → small**er**

cheap → cheap**er**

+ ***r***

large → larg**er**

loose → loose**r**

+ ***ier***

heavy → heavi**er**

pretty → prett**ier**

**consonant + *er***

big → bigg**er**

hot → hot**ter**

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

**more** expensive / **less** comfortable

bk

(audio 4:31) Irregular forms

good → **better**

bad → **worse**

ek

**GRAMMAR BOOSTER** p. 137

- Comparative adjectives: spelling rules

pp91

Exercise A. **GRAMMAR/VOCABULARY PRACTICE**

Write the opposite of each comparative adjective. More than one correct answer may be possible.

1. smaller [larger]

2. taller [ ]

3. lighter [ ]

4. tighter [ ]

5. more expensive [ ]

6. less popular [ ]

Exercise B. **GRAMMAR PRACTICE** (DIGITAL: MORE EXERCISES)

Complete each conversation with comparative adjectives. Use ***than*** if necessary.

1.

A: Don't take that nightgown to Hawaii! It's (hot) it is here. Take something (light).

B: Good idea.

2.

A: What do you think of these red gloves?

B: Beautiful. They're (pretty) the black ones. And they're (cheap), too.

3.

A: Excuse me. Do these pants come in a (long) length?

B: I'm sure they do. Let me see if I can find you a (good) pair.

4.

A: I just love these pajamas, but I wish they were (warm).

B: Well, these blue ones look warm. Blue is a really flattering color for you, and they're much (expensive).

#### CONVERSATION MODEL

Exercise A. (audio 4:32)

Read and listen to someone ask 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.

bk

**Sizes**

S: small

M: medium

L: large

XL: extra large

XXL: extra extra large

ek

Exercise B. **RHYTHM AND INTONATION** (audio 4:33)

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

### NOW YOU CAN: Ask for a different size or color

Exercise A. **NOTEPADDING**

On the notepad, make a list of clothes you'd like to buy.

I'd like to buy: [ ]

Exercise B. **CONVERSATION ACTIVATOR** (DIGITAL: VIDEO)

With a partner, personalize the Conversation Model. Use 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 about other clothes, sizes, and colors.

- Pay for the clothes.

Exercise C. **CHANGE PARTNERS**

Ask about other types of clothes.

**RECYCLE THIS LANGUAGE.**

Do you have [ ] in ...

a smaller / larger size?

a darker I lighter color?

[black]?

size [10]?

How much is / are [ ]?

How would you like to pay for [ ]?

Cash or credit?

pp92

## LESSON 3

### GOAL: Navigate a mall or department store

#### BEFORE YOU LISTEN

**VOCABULARY:** *Interior locations and directions* (audio 4:34, DIGITAL: FLASH CARDS)

Read and listen. Then listen again and repeat.

ba

bND

Tekening van een warenhuis met onderin een kelder of parkeergarage en daarboven vier verdiepingen met winkelruimte. De Nederlandse woorden staan hieronder tussen haakjes.

Text in image:

top floor / level (bovenste verdieping)

third floor/ level (tweede verdieping)

second floor/ level (eerste verdieping)

ground floor / level (begane grond)

basement (kelder)

eND

ea

ba

bND

Tekening van een winkelcentrum met in het midden een centrale hal en aan beide kanten ruimtes. De Nederlandse woorden staan hieronder tussen haakjes.

Text in image:

in the back (achterin, aan het eind van de gang)

on the left (aan de linkerkant)

on the right (aan de rechterkant)

on the front (voorin, aan het begin van de gang)

down the hall (verderop in de gang, de gang door)

eND

ea

bk

Prepositions of interior location

(audio 4:35)

**on** the first level

**on** the ground floor

**on** the top floor

**in** the basement

**in** the men's casual department

**in** men's casual

ek

bk

up = ↑

down = ↓

ek

ba

bND

Foto van twee roltrappen. De ene gaat omhoog, de andere naar beneden.

eND

ea

take the escalator

go down the escalator

go up the escalator

ba

bND

Foto van een trap. Aan de ene kant lopen mensen omhoog en aan de andere kant naar beneden.

eND

ea

take the stairs

go down the stairs

go up the stairs

ba

bND

>Foto van iemand die uit de lift komt.

eND

ea

take the elevator

#### LISTENING COMPREHENSION

Exercise A. **UNDERSTAND LOCATIONS AND DIRECTIONS** (audio 4:36)

Listen to directions in a department store. Write the number of each location in the white boxes on the floor diagrams.

ba

bND

Tekening van drie verdiepingen van een warenhuis, met een bord waarop staat waar je wat kunt vinden. Op de tekening van elke verdieping is de lift rechtsboven in de hoek, de roltrappen zijn rechts iets onder het midden en de trappen zijn links iets onder het midden. Op de tekening van de begane grond is de achteringang aan de bovenkant en de vooringang aan de onderkant.

Text in image:

**DIRECTORY**

1. Men's casual

2. Children's shoes

3. Coffee shop

4. Lingerie

5. Accessories

BASEMENT

- ELEVATOR

- RESTROOMS

- ESCALATOR (DOWN / UP)

- [ ]

- STAIRS

GROUND FLOOR

- BACK ENTRANCE

- ELEVATOR

- [1]

- ESCALATOR (DOWN / UP)

- [ ]

- STAIRS

- INFORMATION

- FRONT ENTRANCE

SECOND (TOP) FLOOR

- ELEVATOR

- [ ]

- ESCALATOR (DOWN / UP)

- STAIRS

- [ ]

eND

ea

Exercise B. **PAIR WORK**

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

pp93

#### PRONUNCIATION

DIGITAL: VIDEO COACH

*Contrastive stress for clarification*

Exercise A. (audio 4:37)

Read and listen. Then listen again and repeat. B

A: The shoe department is upstairs, on the third floor.

B: Excuse me? The first floor?

A: No. It's on the third floor.

Exercise B. **PAIR WORK**

Now practice the conversation with a partner.

### NOW YOU CAN: Navigate a mall or department store

bt

|  |  |
| --- | --- |
| STORE DIRECTORY |  |
| Bags and Accessories | Ground Floor |
| Electronics | Basement |
| Hosiery | Ground Floor |
| lingerie | Ground Floor |
| Men's Athletic Wear | 2 |
| Men's Casual | 2 |
| Men's Outerwear | 2 |
| Men's Shoes | 2 |
| Men's Sleepwear | 2 |
| Men's Underwear | 2 |
| Photo Studio | Basement |
| Restaurant | Basement |
| Small Appliances | Basement |
| Women's Casual | Ground Floor |
| Women's Shoes | Ground Floor |

et

Exercise A. **NOTEPADDING**

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

Example:

bt

|  |  |
| --- | --- |
| Department | I'd like ... |
| [Men's Outerwear] | [a jacket] |

et

bt

|  |  |
| --- | --- |
| Department | I'd like ... |
| [ ] | [ ] |
| [ ] | [ ] |
| [ ] | [ ] |
| [ ] | [ ] |
| [ ] | [ ] |

et

Exercise B. **REVIEW AND RECYCLE LANGUAGE**

Prepare for the role play. Write the four topics below on a separate sheet of paper. With a partner, make a list of language you know for each topic.

1. Ask for directions.

2. Describe store locations.

3. Ask for a size, color, etc.

4. Pay for things.

1. Ask for directions

Example: Excuse me. I'm looking for the hosiery department.

Exercise C. **ROLE PLAY**

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

Example: Excuse me. I'm looking for ...

ba

bND

Tekening van een warenhuis met drie verdiepingen. In het midden van elke verdieping zijn de roltrappen. Links en rechts van de roltrappen zijn onderstaande afdelingen. Op de begane grond is de informatiedesk in het midden tussen de vooringang en de roltrappen. Wat het eerst wordt genoemd, is steeds het meest achterin.

SECOND FLOOR

on the left:

Stairs + Elevators

Men's Athletic Wear

Men's Casual

on the right:

Men's Outerwear

Men's Shoes

Men's Underwear

Men's Sleepwear

GROUND FLOOR

on the left:

Stairs + Elevators + Rear Entrance

Lingerie

Hosiery

Women's Casual

in the middle:

Information

Front Entrance

on the right:

Women's Shoes

Bags/Accessories

BASEMENT

on the left:

Stairs + Elevators

Electronics

Small Appliances

on the right:

Photo Studio

Restaurant

eND

ea

pp94

## LESSON 4

### GOAL: Discuss clothing do's and don'ts

#### BEFORE YOU READ

**VOCABULARY:** *Formality and appropriateness* (audio 4:38)

Read and listen to each pair of antonyms.

DIGITAL: FLASH CARDS

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

(audio 4:39)

Last-Minute Travel Deals - Packing Tips - Cultural Information - Health and Safety - About Us

TRAVEL SMART

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

**Turkey**

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

ba

Bijschrift: Istanbul: the Blue Mosque

bND

Foto van een moskee.

eND

ea

ba

Bijschrift: Flip-flops are popular summer shoes almost everywhere.

bND

Foto van teenslippers.

eND

ea

**The United States**

United States weather in July differs by region. A good rule of thumb is to check an Internet weather site to be sure. The dress code is generally liberal, so it's common in the warmer months for Americans of both sexes to wear T-shirts, shorts, and sandals or flip-flops on the street and in informal settings. But young people frequently wear some pretty wild clothes! The dress code, however, is definitely not anything goes in schools, formal restaurants, or religious institutions. There, more conservative clothes and shoes are appropriate, with women wearing skirts, dresses, or nice pants with a sweater or a blouse. But even in more formal places like offices, women never have to cover their arms. For men, in formal settings, a suit and tie or a nice shirt and a blazer are always appropriate.

ba

Bijschrift: In some countries, people consider sleeveless blouses inappropriate. However in the U.S., it's always OK for women to go sleeveless.

bND

Foto van een vrouw met een mouwloos bloesje.

eND

ea

ba

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

bND

Foto een groepje jongeren die casual zijn gekleed met lange mouwen, korte mouwen of mouwloos, een mutsje, een petje of een hoed.

eND

ea

pp95

Exercise A. **IDENTIFY SUPPORTING DETAILS**

Circle T ***(true)*** or F ***(false).*** Explain each of your responses.

1. T/F It 's appropriate to wear shorts in Turkish mosques.

2. T/F The dress code for tourists is pretty liberal on Turkish beaches.

3. T/F Clothing customs in Turkey are "anything goes" for everyone.

4. T/F The United States is very conservative about clothes.

5. T/F It's appropriate for young Americans to wear wild clothes in religious institutions.

6. T/F Flip-flops are inappropriate in formal restaurants in the United States.

Exercise B. **PARAPHRASE**

What are the main differences in the dress codes of Turkey and the United States? Use the Vocabulary from page 94 in your description.

Exercise C. **APPLY INFORMATION**

Imagine you are going on a trip to New York in June, when the weather is warm or hot during the day and cool at night. You want to go to nice restaurants and visit historic places and parks. Plan your clothes for a one-week visit. Be specific. Explain your choices.

Example:

"I'm taking two or three pairs of shorts. It's really warm in the summer there, and it's OK to wear casual clothes in New York ...."

### NOW YOU CAN: Discuss clothing do's and don'ts

Exercise A. **FRAME YOUR IDEAS**

Take the opinion survey.

**What's Your Personal Dress Code?**

bt

|  |  |  |
| --- | --- | --- |
| Check ***agree*** or ***disagree*** | agree | disagree |
| It's appropriate for men to wear shorts on the street. | [ ] | [ ] |
| It's inappropriate for women to wear shorts on the street. | [ ] | [ ] |
| It's appropriate for men to wear sandals in an office. | [ ] | [ ] |
| It's important for men to wear ties in an office. | [ ] | [ ] |
| It's inappropriate for men to wear sleeveless T-shirts in a restaurant. | [ ] | [ ] |
| It's appropriate for women to wear short skirts or shorts in a religious institution. | [ ] | [ ] |

et

**How Would You Rate Yourself?**

[ ] Conservative

[ ] Liberal

[ ] "Anything Goes!"

Exercise B. **NOTEPADDING**

With a partner, write some clothing do's and don'ts for visitors to your country. Do the same rules apply to both men and women? Use the survey as a guide.

in offices: [ ]

in formal restaurants: [ ]

in casual social settings: [ ]

in religious institutions: [ ]

Exercise C. **GROUP WORK**

Now discuss clothing do's and don'ts for your country. Does everyone agree?

bk

Text-mining (optional)

Find and underline three words or phrases in the Reading that were new to you. Use them in your Group Work.

For example: "modest clothes."

ek

pp96

## REVIEW

Exercise A. (audio 4:40)

Listen to the conversations. Use the context to infer which department the people are in. Listen more than once if necessary.

1. [ ]

2. [ ]

3. [ ]

4. [ ]

5. [ ]

bk

Departments

Shoes

Bags and Accessories

Hosiery

Outerwear

Sleepwear

Lingerie

Electronics

ek

Exercise B.

Express your opinion. Complete the chart with the appropriate kinds of shoes and clothes for certain places and occasions.

bt

|  |  |  |
| --- | --- | --- |
| [ ] | **Shoes** | **Clothes** |
| To class or work | [ ] | [ ] |
| On formal occasions | [ ] | [ ] |
| On the weekend | [ ] | [ ] |

et

Exercise C.

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

**Travel & Clothing**

When you travel, think carefully about the clothes you pack. As far as color is concerned,

(1. dark) [ ] colors are usually (2. practical) [ ]. For (3. cool) [ ] destinations, a blazer can be (4. convenient) [ ] a windbreaker or cardigan because you can wear it in (5. conservative) [ ] setting such as offices and (6. formal) [ ] restaurants. For travel to (7. hot) [ ] areas of the world, (8. light) [ ] clothes are (9. comfortable) [ ] (10. heavy) [ ] ones.

Exercise D.

Rewrite each sentence. Change the underlined prepositional and noun phrases to object pronouns.

1. Please show ***the loafers to my husband.*** [Please show them to him.]

2. They sent ***the jeans to their grandchildren.*** [ ]

3. How is she paying ***Robert for the clothes?*** [ ]

4. When are we buying ***the gift for Marie?*** [ ]

### WRITING

Imagine that you have a friend from another country who is coming to visit you in January. Write a letter or e-mail to your friend, explaining what to pack for the trip. Give your friend advice on appropriate and inappropriate dress.

Example:

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

**WRITING BOOSTER** p. 146

- Connecting ideas with ***because*** and ***since***

- Guidance for this writing exercise

bk

For additional language practice ...

**TOP NOTCH POP** - Lyrics p. 150

"Anything Goes"

DIGITAL: SONG

DIGITAL: KARAOKE

ek

pp97

### ORAL REVIEW

**CONTEST**

Study the picture. Name all the kinds of sweaters and shoes and the kinds of clothing that come in pairs. (The student who can name the most kinds wins.)

**PAIR WORK** With a partner, make comparisons about the clothes. For example:

Blazers are more formal than windbreakers.

**ROLE PLAY** Look at the directory. Create conversations for the following people:

- the shoppers and clerks at the information desk

- the customer and the clerk talking about the jackets

- the clerk and the customer paying for clothes

ba

bND

Tekening van de afdelingen herenmode en damesmode in een warenhuis. Er hangen en liggen kledingstukken en schoenen in allerlei kleuren en maten. Deze zijn niet afzonderlijk beschreven. De tekst op het informatiebord en op de overige bordjes staat hieronder.

Text in image:

DIRECTORY

BAGS ANS ACCESSORIES 1

CHILDRENS DEPARTMENT 3

ELECTRONICS 3

HAIRDRESSER 4

LINGERIE 1

MEN'S DEPARTMENT 1

PHOTO STUDIO 2

RESRAURANTS 4

SHOES 1

TRAVEL AGENCY 2

WOMENS DEPARTMENT 1

GIFT WRAPPING?

FITTING ROOM

INFORMATON

eND

ea

NOW I CAN

[ ] Shop and play for clothes.

[ ] Ask for a different size or color.

[ ] Navigate a mail or department store.

[ ] Discuss clothing do's and don'ts.

pp98

# UNIT 9: Taking Transportation

COMMUNICATION GOALS

1. Discuss schedules and buy tickets.

2. Book travel services.

3. Understand airport announcements.

4. Describe transportation problems.

## PREVIEW

**BUSES FROM LIMA TO NAZCA**

bt

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **DESTINATION** | **FREQUENCY** | **DEPARTURE** | **ARRIVAL** | **STOPS** | **BUS TERMINAL** |
| Nazca | Daily | 04:30 | 10:45 | Paracas | Terminal Nazca |
| Nazca | Daily | 07:00 | 13:30 | Paracas-lca | Terminal Nazca |
| Nazca | Daily | 13:30 | 20:00 | Paracas-lca | Terminal Nazca |
| Nazca | Daily | 14:00 | 20:00 | Non-stop | Terminal Nazca |
| Nazca | Daily | 17:30 | 23:30 | Non-stop | Terminal Nazca |

et

**BEIJING to SHANGHAI**

ba

bND

Foto van een trein.

eND

ea

bt

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Train No.** | **Depart** | **Arrival** | **Travel Time** | **Air conditioning** |
| D31 | 11:05 | 20:49 | 0d 09h 44m | Yes |
| 1461 | 14:42 | 12:49 | 0d 22h 07m | No |
| Z31 | 19:32 | 07:00 | 0d 11h 28m | Yes |
| Zl3 | 19:38 | 07:06 | 0d 11h 28m | Yes |
| Z7 | 19:44 | 07:12 | 0d 11h 28m | Yes |

et

ba

bND

Foto van een vliegtuig.

eND

ea

OSAKA (Itami) to TOKYO (Haneda)

bt

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Flight No. | Departure | Arrival | Frequency | Aircraft Type |
| 22 | 07:10 | 08:L15 | DAILY | ER 10 |
| 4 | 07:30 | 08:35 | DAILY | ER 10 |
| 26 | 08:30 | 09:35 | DAILY | ER 10 |
| 30 | 10:30 | 11:35 | DAILY | ER 10 |
| 34 | 11:30 | 12:35 | DAILY | ER 10 |

et

Exercise A.

Read the schedules. Use them to find the answers to the questions.

1. It's now 10:00 A.M. When is the next bus to Nazca?

2. When is the next non-stop bus to Nazca?

3. How much time does it take to get from Beijing to Shanghai on train 1461?

4. Which train is faster, train 1461 or train D31?

5. What time does flight 26 depart for Tokyo? When does it arrive?

Exercise B. **PAIR WORK**

Ask your partner more questions about each schedule.

How long is the flight from Osaka to Tokyo?

pp99

Exercise C. (audio 5:02) **PHOTO STORY:** Read and listen to a conversation between two people trying to catch a flight.

bk

**ENGLISH** FOR TODAY'S WORLD

Understand English speakers from different language backgrounds.

Marcos = Portuguese speaker

Roger = French speaker

ek

**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. I'm on my way there now. 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 catching a flight to*** Manila, too. Flight 56?

**Marcos:** Yes. But ***we should hurry.*** The plane's boarding in fifteen minutes.

**Roger:** And where is home?

**Marcos:** Brazil. São Paulo.

**Roger:** No kidding! I'm going to go to São Paulo next week!

**Marcos:** Really? What a small world!

Exercise D. **FOCUS ON LANGUAGE**

Find and write an ***underlined*** word or expression from the Photo Story with the same meaning:

1. I'm taking a plane to ... [ ]

2. Let's walk faster. [ ]

3. I'm taking another flight to ... [ ]

Exercise E. **THINK AND EXPLAIN**

Circle T ***(true),*** F ***(false),*** or NI ***(no information).*** Then explain each answer.

1. T/F/NI Flight 56 leaves from Terminal 2.

2. T/F/NI Roger lives in France.

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

4. T/F/NI Marcos is staying in Manila.

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

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

### SPEAKING

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

Example:

bt

|  |  |  |
| --- | --- | --- |
| To school or work | [bus] | [affordable, convenient, I can read at work.] |

et

bt

|  |  |  |
| --- | --- | --- |
|  | **Means of transportation** | **Reason** |
| To school or work | [ ] | [ ] |
| To social events on weekends | [ ] | [ ] |
| For travel in my country | [ ] | [ ] |
| For travel outside of my country | [ ] | [ ] |

et

bk

**RECYCLE THIS LANGUAGE.**

popular

convenient

affordable

comfortable

expensive

relaxing

cheap

scenic

boring

long

short

scary

ek

pp100

## LESSON 1

### GOAL: Discuss schedules and buy tickets

#### VOCABULARY

*Kinds of tickets and trips* (DIGITAL: FLASH CARDS)

Exercise A. (audio 5:03)

Read and listen. Then listen again and repeat.

ba

Bijschrift: a one-way ticket

bND

Text in image:

PASSENGER TICKET

KOREA BUS LINE

SEOUL → SOKCHO

eND

ea

ba

Bijschrift: a round-trip ticket

bND

Text in image:

PASSENGER TICKET

KOREA BUS LIN[

SEOUL → SOKCHO

SOKCHO → SEOUL

eND

ea

bt

the local - the express

|  |  |  |
| --- | --- | --- |
| 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 |

et

ba

Bijschrift: a direct flight

bND

Text in image:

Air China

Fight 009

New York → Los Angeles → Taipei

eND

ea

ba

Bijschrift: a non-stop flight

bND

Text in image:

Air China

Fight 808

New York → Taipei

eND

ea

ba

Bijschrift: an aisle seat a window seat

bND

Tekening van een stoel aan het gangpad en een stoel aan het raam.

eND

ea

Exercise B.

Complete the conversations with 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?

B: Actually, I need a [ ]. I'm not coming back!

4.

A: I'm sorry. It's too late to make the [ ].

B: Well, I'll take the [ ]. I'm not in a hurry.

#### GRAMMAR

*Modals* ***should*** *and* ***could***

***should***

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

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

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

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

***could***

Use ***could*** and the base form of a verb to offer alternatives or to make a weak suggestion.

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

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

**GRAMMAR BOOSTER** p. 138

- Modals ***can, could,*** and ***should:*** meaning, form, and common errors

Exercise A. **GRAMMAR PRACTICE**

Complete each statement or question with a form of ***should*** or ***could***and the base form.

1. (he / take) [ ] the express. The local arrives too late.

2. They said (we / have) [ ] two aisle seats or an aisle and a window seat.

pp101

3. (you / not get) [ ] a one-way ticket. It's much more expensive each way.

4. Which train (we / take) [ ]? We absolutely have to be there on time.

5. (they / buy) [ ] a ticket at the station or on the train. It doesn't matter.

DIGITAL: MORE EXERCISES

Exercise B. **PAIR WORK**

Two co-workers are at Penn Station, and they work in Oak Plains. It's 7:20 A.M. They have to arrive in Oak Plains for work at 9:00. Use the schedule to discuss all the possible choices. Use ***could*** and ***should.*** Explain your choices.

Example:

"They could take the 7:30 express."

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

(Blue numbers (e) = express trains)

bt

|  |  |  |  |
| --- | --- | --- | --- |
| Penn Station | Northway | Oak Plains | Carmel |
| 7:15 | 7:50 | 8:30 | 9:00 |
| 7:25 (e) | - | 8:25 (e) | 8:55 (e) |
| 7:30 (e) | - | - | 8:55 (e) |
| 7:30 | 8:05 | 8:45 | 9:15 |
| 7:50 | 8:25 | 9:05 | 9:35 |

et

#### CONVERSATION MODEL

Exercise A. (audio 5:04)

Read and listen to someone buy tickets.

A: Can I still make the 5:12 bus to Montreal?

B: I'm sorry. It left five minutes ago.

A: ***Too bad***. What should I do?

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

A: OK. One ticket, please.

B: One-way or round-trip?

A: Round-trip, please.

bk

**Ways to express disappointment** (audio 5:06)

***Too bad.***

What a shame.

Oh, no!

ek

Exercise B. **RHYTHM AND INTONATION** (audio 5:05)

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

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

Exercise A. **CONVERSATION ACTIVATOR** (DIGITAL: VIDEO)

Choose a place on the train departure board. Imagine it is now 7:15. With a partner, change the Conversation Model, based on where you want to go. Express disappointment. Then change roles.

ba

bND

Text in image:

**DEPARTURES** 07 : 15 AM

eND

ea

bt

|  |  |  |
| --- | --- | --- |
| TO | DEPARTS | TRACKS |
| WASHINGTON | 06:55 | 6 |
| BALTIMORE | 07:03 | 9 |
| NEWARK | 07:12 | 19 |
| WASHINGTON | 08:23 | 8 |
| BALTIMORE | 08:26 | 9 |
| NEWARK | 08:31 | 18 |

et

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.

**DON'T STOP!**

- Discuss the price of tickets.

- Ask whether the train is a local or an express.

- Ask for the kind of seat you'd like.

Exercise B. **CHANGE PARTNERS**

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

pp102

## LESSON 2

### GOAL: Book travel services

#### GRAMMAR

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

**I'm going to take** the bus to New York. **I'm not going to fly.**

She**'s going to eat** at the airport. She**'s not** (or She **isn't) going to eat** at home.

We**'re going to take** a taxi into town. We**'re not** (or We **aren't) going to drive.**

**Questions**

**Are** they **going to need** a taxi? (Yes, they are. / No, they aren 't.)

**Is** Beth **going to make** a reservation? (Yes, she is. / No, she isn 't.)

When **are** you **going to arrive?** (At noon.)

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

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

Who**'s going to take** me to the airport? (Tom is.)

bk

**Remember**

The present continuous is also often used to express future plans.

Next week, **I'm taking** the bus to New York.

ek

**GRAMMAR BOOSTER** p. 139

- Expansion: future actions

Exercise A. **GRAMMAR PRACTICE** (DIGITAL: MORE EXERCISES)

Complete each statement or question with ***be going to*** and the base form of the verb.

1. (they / not buy) [ ] tickets for the express.

2. When (she / leave) [ ] for the airport?

3. (you / ask) [ ] for an aisle seat?

4. Who (take) [ ] him to the train station?

5. Who (he / call) [ ] in Chicago?

6. Where (Dad / be) [ ] when I arrive?

Exercise B.

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

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

Exercise C. **PAIR WORK**

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

Example: What are you going to do on your next trip?"

#### VOCABULARY

*Travel services* (DIGITAL: FLASH CARDS)

Exercise A. (audio 5:07)

Read and listen. Then listen again and repeat.

ba

Bijschrift: a rental car

bND

Tekening van een huurauto.

eND

ea

ba

Bijschrift: a taxi

bND

Tekening van een taxi.

eND

ea

ba

Bijschrift: a limousine/ a limo

bND

Tekening van een limousine.

eND

ea

ba

Bijschrift: a hotel reservation

bND

Tekening van iemand die bij een hotel aankomt en zegt dat ze heeft gereserveerd.

I have a reservation.

eND

ea

pp103

Exercise B. **LISTEN TO INFER** (audio 5:08)

Listen to the conversations. Then listen again and complete each sentence with ***be going to*** and infer the name of a travel service.

1. He [ ] **(reserve)** [ ] for her.

2. The tourist [ ] **(need)** [ ] in Seoul.

3. She [ ] **(get)** [ ] at John F. Kennedy Airport.

4. The agent [ ] **(check)** to see if he can reserve [ ] for the tourist.

#### CONVERSATION MODEL

Exercise A. (audio 5:09)

Read and listen to a conversation between a travel agent and a business traveler.

A: Hello. Baker Travel. Can I help you?

B: I hope so. I'm going to need a car in Dubai.

A: Certainly. What date are you arriving?

B: April 6th -

A: And what time?

B: Let me check ... 5:45 P.M.

Exercise B. **RHYTHM AND INTONATION** (audio 5:10)

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

Exercise C. **FIND THE GRAMMAR**

Find and underline two ways that A and B express future plans in the Conversation Model.

### NOW YOU CAN: Book travel services

Exercise A. **CONVERSATION ACTIVATOR** (DIGITAL: VIDEO COACH)

With a partner, change the Conversation Model. Book a rental car, a taxi, or a limousine. Use the tickets for arrival information. Then change roles.

A: Hello. Can I help you?

B: I hope so. I'm going to need [ ] in [ ] .

A: [ ]. What date are you arriving?

B: [ ] .

A: And what time?

B: Let me check [ ].

**DON'T STOP!**

**Book additional services.**

I'm also going to need [a hotel reservation].

ba

bND

Afbeelding van drie tickets.

Text in image:

1.

PASSENGER TICKET AND BAGGAGE CHECK

AIR CUZCO - APRIL 11 - FLIGHT 22

DEPARTURE: 18:00

ARRIVAL: 19:15

LIMA TO CUZCO

2.

Seoul Touristbus

FROM Seoul

To Sokcho

DATE 13 August

DEPARTS 07:45

ARRIVES 11:55

3.

BOARDING PASS

EXCELA RAIL TRANSPORT

JUNE 26 EXPRESS TRAIN

NEW YORK TO WASHINGTON

DEPARTURE: 6:00 PM

ARRIVAL: 9:10 PM

eND

ea

Exercise B. **CHANGE PARTNERS**

Make your own flight, bus, or train ticket. Then practice the conversation again, using ***your*** ticket.

**Your Ticket**

From: [ ]

To: [ ]

Date: [ ]

Departs: [ ]

Arrives: [ ]

pp104

## LESSON 3

### GOAL: Understand airport announcements

#### BEFORE YOU LISTEN

Exercise A. **VOCABULARY:** *Airline passenger information* (audio 5:11, DIGITAL: FLASH CARDS)

Read and listen. Then listen again and repeat.

ba

bND

Tekeningen met nummers op een luchthaven. De Nederlandse woorden staan hieronder tussen haakjes.

Text in image:

1. depart (vertrekken)

2. arrive (aankomen)

3. take off (opstijgen)

4. land (landen)

5. go through security (langs de beveiliging gaan)

6. a boarding pass (een instapkaart)

7. the gate (de gate)

8. an agent (een medewerker van een luchtvaartmaatschappij)

9. a passenger (een passagier)

10. the departure lounge (de wachtruimte in de vertrekhal)

eND

ea

bk

**Some flight problems** (audio 5:12)

- The flight is **overbooked** = The airline sold too many tickets, so some passengers can't board.

- The flight is **delayed.** = The flight is going to depart late.

- The flight is **canceled** = The flight isn't going to take off. The passengers have to find another flight.

ek

Exercise B.

Use the Vocabulary to complete the pre-flight instructions.

**Rapid Air pre-flight instructions**

When you (1) [ ] at the airport, you should take your luggage to the check-in counter and get your (2) [ ]. Then you can (3) [ ], where (4) [ ] have to put all their hand luggage on the belt. From there you should go to the (5) [ ] your plane is departing from. If you are early and your plane isn't at the gate, just have a seat in the (6) [ ] When they call your flight, you can show your boarding pass to the (7) [ ] and get on the plane. Be sure to turn off your phone before your plane (8) [ ] from the gate. Enjoy the takeoff, and have a good flight!

#### LISTENING COMPREHENSION

Exercise A. **LISTEN FOR DETAILS** (audio 5:13)

Listen to the announcements. Write the flight information.

1. flight number: [ ]

2. original departure gate: [ ]

3. final departure gate: [ ]

4. final departure time: [ ]

pp105

Exercise B. **LISTEN TO UNDERSTAND ANNOUNCEMENTS** (audio 5:14)

Listen again and check the travel problems.

[ ] a delay

[ ] a cancellation

[ ] an overbooked flight

[ ] a gate change

[ ] a security problem

[ ] a mechanical problem

#### PRONUNCIATION

*Intonation for offering alternatives* (DIGITAL: VIDEO COACH)

Exercise A. (audio 5:15)

Listen to the rhythm and intonation of alternatives. Then listen again and repeat.

1. Well, you could take the train or the bus.

2. They could wait or reserve a later flight.

3. Would you like one-way or round-trip?

Exercise B.

Now practice saying each sentence on your own.

### NOW YOU CAN: Understand airport announcements

Exercise A. (audio 5:16)

Read and listen to the announcement by the gate agent. Make sure you understand the details.

Good afternoon, ladies and gentlemen. Rapid Air Flight 58 from Brasília to São Paulo is overbooked.

We apologize. We need two volunteers to give up their seats on this flight. There are seats available on all later flights to São Paulo. If you volunteer to take a later flight, Rapid Air will give you a free round-trip ticket anywhere we fly. The free ticket is good for one year.

Exercise B. **PAIR WORK**

Imagine that you and your partner are business travelers. You have tickets on flight 58. Here is the situation:

- The time is now 16:35.

- You 're on your way to an important dinner in São Paulo at 20:30.

- The flight takes about two hours gate to gate.

Look at the departure schedule and discuss your alternatives.

ba

bND

Text in image:

**DEPARTURES**

bt

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

et

eND

ea

ba

bND

Foto van twee mensen die overleggen.

Text in image:

We could volunteer. Flight 60 is going to arrive before the dinner.

I don't know. I think we should stay on flight 58. There's always a lot of traffic in a São Paulo. We can't be late for the dinner

eND

ea

Exercise C. **DISCUSSION**

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

pp106

## LESSON 4

### GOAL: Describe transportation problems

#### BEFORE YOU READ

Exercise A. **VOCABULARY:** *Transportation problems* (audio 5:17, DIGITAL FLASH: CARDS)

Read and listen. Then listen again and repeat.

ba

bND

Tekening van een bus die tegen een boom is gereden.

eND

ea

We **had an accident.**

ba

bND

Tekening van een vliegtuig waar rook uit de motor komt. Een mecanicien krabt op zijn hoofd.

eND

ea

We **had mechanical problems.**

ba

bND

Tekening van een trein die wegrijdt. Een jongen rent erachteraan.

eND

ea

We **missed** our **train.**

ba

bND

Tekening van een grondstewardess die zegt dat het vliegtuig vol is.

eND

ea

We **got bumped** from the **flight.**

ba

bND

Tekening van mensen die over de rand van een boot hangen en overgeven.

eND

ea

We **got seasick.**

Exercise B. **LISTEN TO ACTIVATE VOCABULARY** (audio 5:18)

Listen and complete each statement with the Vocabulary

bk

**Also:**

carsick

airsick

ek

1. They [ ].

2. They [ ].

3. They [ ].

4. They [ ].

5. They [ ].

#### READING

(audio 5:19)

GOT BUMPED FROM A FLIGHT?

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

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

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

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

Driver blames GPS for train crash

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

In a statement to the police, the man said he was driving north with his son on the Saw Mill Parkway at about 8 PM. They planned to go to a restaurant on Route 117.

Following the instructions from his GPS unit, he exited the parkway at Green Lane. But then, instead of exited the parkway at Green Lane. But then, instead of driving to Route117 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.

ba

Bijschrift: The location of last night's accident

ea

pp107

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

(DIGITAL: MORE EXERCISE)

1. Why do you think airlines overbook flights?

2. Are there some advantages of getting bumped from a flight? What are they?

3. What are some advantages of GPS systems? What are some disadvantages?

4. Do you prefer GPS systems, online maps with instructions, or paper maps? Explain.

### NOW YOU CAN: Describe transportation problems

Exercise A.

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

ba

bND

Foto's van een bus, een trein, een taxi, een limousine en een veerboot.

eND

ea

[ ] bus

[ ] train

[ ] taxi

[ ] limousine

[ ] ferry

ba

bND

Foto's van een groot schip, een vliegtuig en een helikopter.

eND

ea

[ ] ship

[ ] airplane

[ ] helicopter

[ ] other [ ]

Exercise B. **PAIR WORK**

Ask your partner questions about the means of transportation he or she checked.

Example: "When was the last time you took a train?"

Exercise C. **NOTEPADDING**

Choose a time when you had transportation problems. On the notepad, make notes about the trip.

means of transportation: [ ]

month, day, or year of trip: [ ]

destination: [ ]

problems: [ ]

Exercise D. **GROUP WORK**

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

bk

Text-mining (optional)

Find and underline three words or phrases in the Reading that were new to you. Use them in your Group Work.

For example: "no-shows."

ek

ba

bND

Text in image:

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

eND

ea

**RECYCLE THIS LANGUAGE.**

**Problems**

The ... was terrible.

The ... were unfriendly.

They canceled my ....

The ... didn't work.

They lost my ....

Someone stole my ....

The ... drove me crazy.

The [flight] was bumpy / scary.

The [drive] was long / boring.

**Responses**

What was wrong with the ...?

I'm sorry to hear that.

That's a shame / too bad.

Oh, no!

pp108

## REVIEW

Exercise A. (audio 5:20)

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

ba

bND

Text in image:

**DEPARTURES 7: 26 A.M.**

bt

|  |  |  |
| --- | --- | --- |
| TO | DEPARTS | TRACK |
| WASHINGTON | 7:10 | 6 |
| BOSTON | 7:22 | 9 |
| PHILADELPHIA | 7:25 | 19 |
| WASHINGTON | 8:25 | 8 |
| BOSTON | 8:26 | 24 |
| PHILADELPHIA | 8:31 | 18 |

et

eND

ea

1. T/F They could take the 8:31.

2. T/F They should take the 8:25.

3. T/F They're going to Boston.

4. T/F They're both going to take the train to Washington.

5. T/F He usually takes the 7:25.

6. T/F They should hurry.

Exercise 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 book a [ ] if you want to drive but can't bring your own car.

4. Do you think I could take the [ ] train? I know it's much faster, but I'm not sure it stops at my station on weekends.

5. My husband always gets an [ ] seat. He likes to get up and walk around on long flights.

6. I hope it's a [ ] flight. I get really scared every time the plane takes off or lands.

7, It's not a non-stop, but it's a [ ] flight. You don't have to change planes, but the plane stops twice.

8. Are you kidding? The flight was [ ] ? That was the last flight! Just ten minutes ago they said it was here and ready to board!

9. The airline [ ] the flight, and when I got to the gate, the agent said another passenger had my seat. I had such bad luck!

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

A: On Saturday, (1. we / leave) [ ] for Cancun.

B: Really? (2. you / book) [ ] a rental 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 (4. you and Margo / go) [ ] for your vacation?

B: I'm not sure. But (5. I / travel to) [ ] Bangkok on business next month, and (6. I / take) [ ] a few days off to go sightseeing. I hear it's great.

### WRITING

Write two paragraphs-one about your most recent trip and one about your next trip. In the first paragraph, describe the transportation you took and write about any problems you had. In the second paragraph, write about the transportation you plan to take. Use ***be going to.***

**WRITING BOOSTER** p. 147

- The paragraph

- Guidance for this writing exercise

bk

**For additional language practice ...**

**TOP NOTCH POP** - Lyrics p. 150

"Five Hundred Ways"

DIGITAL: SONG

DIGITAL: KARAOKE

ek

pp109

### ORAL REVIEW

(DIGITAL: GAMES)

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

Example: What day are they going to take the trip?

**ROLE PLAY**

Choose one picture. Create a conversation for the people. Use ***could*** and ***should.*** For example:

Example: Agent: You could go to Hawaii or ...

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

ba

bND

Drie tekeningen:

1. Een man en een vrouw zijn bij een reisbureau. Er hangen posters en de medewerkster laat folders zien.

2. De man en vrouw zijn op de luchthaven. Er hangt een bord met vertrektijden. Een medewerker roept iets om.

3. De man de vrouw staan bij een receptie. De man wijst naar een bord met Volcano Tour. Een bus met 'Volcano Tour' rijdt net weg.

Text in image:

1.

June 6

PARIS

KENYA

JAPAN

HAWAII Volcano Tour

HOTEL

[ ]

2.

GATE 12B

AUGUST 22

HAWAIIAN AIRLINES TO HONOLULU

FLIGHT: 3450 - GATE: 12B - DEPARTURE: 07:30 - CANCELLED

FLIGHT: 3460 - GATE: 12B - DEPARTURE: 08:30 - ON TIME

3.

AUGUST 23

14:45

Hawaii Volcano Tour

Bus Schedule Departures

14:45

15:15

15:45

eND

ea

NOW I CAN

[ ] Discuss schedules and buy tickets.

[ ] Book travel services.

[ ] Understand airport announcements.

[ ] Describe transportation problems.

pp110

# UNIT 10: Spending Money

COMMUNICATION GOALS

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.

## PREVIEW

Get the Best Exchange Rate

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

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

ba

Bijschrift: Exchange rates are usually lower at an ATM.

bND

Foto van iemand die geld pint bij een geldautomaat.

eND

ea

Check foreign exchange rates before you travel.

bND

Tekening van een bankafschrift.

eND

**VISTAcard**

**Monthly Statement**

bt

|  |  |  |
| --- | --- | --- |
| Date | Transaction | Debit |
| 10/07 | CAFE LUNA | 200.00 |
| 10/06 | **FOREIGN TRANSACTION FEE** | 4.68 |
| 10/06 | HOTEL DE CALLAO | 180.00 |

et

Exercise A. **VOCABULARY:** *Financial terms* (audio 5:23)

Listen and repeat.

an exchange rate

cash

foreign currency

an ATM

a fee

Exercise B. **PAIR WORK**

Ask and answer the questions.

1. Do you - or does anyone you know - ever exchange money for foreign currency? When? How?

2. When do people generally use cash? When do they usually use credit cards?

pp111

Exercise C. **PHOTO STORY** (audio 5:24)

Read and listen to people shop for souvenirs.

bk

**ENGLISH** FOR TODAY'S WORLD

**Understand English speakers from** different language backgrounds.

Clerk = Italian speaker

ek

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

**Pat:** I' ll bet they do. Let's go in here. They have some really nice stuff. And I want to get some souvenirs of our trip.

**Jenn:** Great!

**Pat:** Hey, what do you think of this?

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

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

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

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

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

**Clerk:** Forty euros.

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

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

Exercise D. **FOCUS ON LANGUAGE**

Find an underlined statement in the Photo Story with the same meaning as each of the following:

1. I'd prefer something cheaper. [ ]

2. This shop sells good things. [ ]

3. I don' t know how to ask for a lower price. [ ]

4. I don' t have much money. [ ]

5. Don't be afraid to bargain. [ ]

6. Here's a cheaper one. [ ]

### SPEAKING

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

An advantage of credit cards: [ ]

A disadvantage of credit cards: [ ]

An advantage of cash: [ ]

A disadvantage of cash: [ ]

pp112

## LESSON 1

### GOAL: Ask for a recommendation

#### GRAMMAR

***Superlative adjectives***

**Use superlative adjectives to compare more than two people, places, things, or ideas.**

Which projector is the cheapest of these three? (***the*** + an adjective + ***est***)

Which brands are the most (or least) popular in your store? (**the most** / **least** + an adjective)

bk

**Irregular forms** (audio 5:26)

good → better (than) → **the best**

bad → worse (than) → **the worst**

ek

bk

the most = ↑

the least = ↓

ek

(audio 5:25)

bt

|  |  |  |
| --- | --- | --- |
| **adjective** | **comparative** | **superlative** |
| cheap | cheaper (than) | the cheapest |
| nice | nicer (than) | the nicest |
| easy | easier (than) | the easiest |
| big | bigger (than) | the biggest |
| comfortable | more / less comfortable (than) | the most / least comfortable |
| portable | more / less portable (than) | the most / least portable |
| difficult | more / less difficult (than) | the most / least difficult |
| expensive | more / less expensive (than) | the most / least expensive |

et

**GRAMMAR BOOSTER** - p. 140

- Comparatives and superlatives: usage and form

Exercise A. **GRAMMAR PRACTICE**

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

1. The V5 is (new) [ ] vacuum cleaner model from Zorax.

2. The Blendex is very inexpensive. It's (cheap) [ ] blender we sell.

3. Compared to our other washing machines, the Laundrex 300 is (easy to use) [ ]

4. The Focus C50 is (popular) [ ] digital camera we sell.

5. The Vista PX is (light) [ ] webcam you can buy.

6. Our customers say the My Juice 500 is (practical) [ ] juicer available today.

7. You'll like the Morning Brew coffeemaker. It's (difficult) [ ] to use.

8. If you don't want to spend a lot, the View Master is (expensive) [ ] projector you can buy.

9. The Impress 400 isn't (expensive) [ ] projector we have, but it ***is*** the best.

Exercise B. **GRAMMAR PRACTICE** (DIGITAL: MORE EXERCISES)

Complete the conversations. Use the superlative form of the adjectives.

1.

A: All of these cameras are easy to use.

B: But which is (small) [ ]?

2.

A: All of our ski sweaters are pretty warm.

B: But I want a really heavy one. Which brand makes (heavy) [ ] ones?

3.

A: She wrote at least six books about Italy.

B: I know. But which of her books is (interesting) [ ]?

4.

A: Do you want to take a taxi, bus, or train to the airport?

B: Which is (convenient) [ ]?

5.

A: You can study English at any school you want.

B: OK. But which school is (good) [ ]?

6.

A: Here are three vacation packages you can choose from.

B: That's nice. But just tell me which one is (affordable) [ ].

pp113

#### CONVERSATION MODEL

Exercise A. (audio 5:27)

Read and listen to someone ask for a recommendation.

A: I'm looking for a pressure cooker. Which is the least expensive?

B: The Steam 2000. But it's not the best. How much do you want to spend?

A: No more than $100.

B: Well, we have some really good ones in your price range.

A: Great! Could I have a look?

Exercise B. **RHYTHM AND INTONATION** (audio 5:28)

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

### NOW YOU CAN: Ask for a recommendation

Exercise A. **CONVERSATION ACTIVATOR** (DIGITAL VIDEO)

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

ba

bND

Text in image:

Food Processors

- Chop It - Very popular! $120

- Cooksmart - Easy to use $89

- Whiz Kid - New! $200

Coffeemakers

- Brew King - Very convenient! $149

- Morningstar - Small and practical $45

- Cupster - Popular 84

Air Conditioners

- Cool Machine - Very affordable $330

- Honshu Breeze - The best! $560

- Power X - Very small and quiet - $380

eND

ea

A: I'm looking for [ ]. Which is the [ ] ?

B: The [ ]. But it's not the [ ] .

How much do you want to spend?

A: No more than [ ] .

B: Well, [ ] .

A: [ ] .

**DON'T STOP!**

**Continue the conversation.**

I'm also looking for [a coffeemaker].

Tell me about the [Brew King].

Do you accept credit cards?

Is there an ATM nearby?

I think I'll take the [Power X].

Exercise B. **CHANGE PARTNERS**

Ask for a recommendation for another type of product.

Exercise C. **EXTENSION**

Bring in newspaper ads for similar products. Use both comparative and superlative adjectives to discuss them.

pp114

## LESSON 2

### GOAL: Bargain for a lower price

#### CONVERSATION MODEL

ba

bND

Foto van een klant en een verkoper in een tapijthandel. Ze staan bij een vloerkleed.

eND

ea

Exercise A. (audio 5:29)

Read and listen to someone bargain for a lower price.

A: How much do you want for that rug?

B: This one?

A: No. That one's not big enough. The other one.

B: 300.

A: That's a lot more than I want to spend.

I can give you 200.

B: How about 225?

A: OK. That sounds fair.

Exercise B. **RHYTHM AND INTONATION** (audio 5:30)

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

#### GRAMMAR

***Too*** and ***enough***

**When something is not satisfactory, use:**

***too*** + an adjective - ***not*** + adjective + ***enough***

Those rugs are **too small.** OR Those rugs are**n't big enough.**

That camera is **too heavy.** OR That camera is**n't light enough.**

**When something is satisfactory, use an adjective + enough.**

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

Be careful!

Don't say: This coffeemaker is {enough small}.

**GRAMMAR BOOSTER** - p. 141

- Usage: ***very, really,*** and ***too***

**GRAMMAR PRACTICE** (DIGITAL: MORE EXERCISES)

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

bk

**Adjectives**

big

cheap

expensive

fast

heavy

light

quiet

slow

small

ek

1.

A: My photocopier is [ ]. I'm ready for an upgrade!

B: OK. I have several models that are very fast. How much do you want to spend?

2.

A: These jeans aren't [ ]. They're very uncomfortable.

B: I'm so sorry. Let me get you a larger size. Here you go.

3.

A: I like these portable speakers, but they really aren't [ ] for travel.

B: Then check out this pair. They're lighter, and you can have them for $20.

4.

A: Are you sure this microwave is [ ]? I'm a pretty busy guy.

B: Absolutely. The X11 is our fastest model. And I can give you a great price.

5.

A: How about this fan? Listen. It's very quiet.

B: That's definitely [ ]. for my bedroom. And it's very affordable. I'll take it.

6.

A: This jacket is a real bargain, sir. It's only $692.

B: $692? That's [ ]. I don't want to spend that much.

pp115

#### PRONUNCIATION

*Rising intonation for clarification* (DIGITAL: VIDEO COACH)

Exercise A. (audio 5:31)

Use rising intonation to ask for clarification. Read and listen. Then listen again and repeat.

1.

A: Could I have a look at those bowls?

B: These small ones?

A: No, the big ones.

ba

bND

Foto van drie kommen.

eND

ea

2.

A: How much is that vase?

B: This green one?

A: That's right.

ba

bND

Foto van een groene vaas.

eND

ea

Exercise B. **PAIR WORK**

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

ba

bND

Foto van twee zonnebrillen.

eND

ea

"Could I have a look at those sunglasses?"

"These brown ones?"

#### VOCABULARY

*How to bargain* (DIGITAL: FLASH CARDS)

Exercise A. (audio 5:32)

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.

Exercise B. **LISTEN FOR DETAILS** (audio 5:33)

Listen to people bargain. Complete each statement with the amount they agreed on and the type of item.

1. The buyer pays [ ] for the [ ].

2. The buyer pays [ ] for the [ ].

3. The buyer pays [ ] for the [ ].

4. The buyer pays [ ] for the [ ].

### NOW YOU CAN: Bargain for a lower price

Exercise A. **CONVERSATION ACTIVATOR** (DIGITAL: VIDEO)

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

**A:** How much do you want for [ ]?

**DON'T STOP!**

- Ask about size, color, features, brand, etc.

- Use ***too*** and ***enough.***

- Use superlatives.

ba

bND

Foto's van: een groene riem maat XL, een blauwe riem maat M, een witte sapcentrifuge met 1 dollarteken, een oranje sapcentrifuge met 2 dollartekens, een hoge blauwe vaas, een lagere rode vaas.

eND

ea

Exercise B. **CHANGE PARTNERS**

Create a new conversation. Bargain for the other items.

pp116

## LESSON 3

### GOAL: 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

(audio 5:34)

**When Should I Tip?**

**It's the question every traveler asks.**

ba

bND

Foto van een leeg koffiekopje waar een dollarbiljet onder is geschoven.

eND

ea

ba

bND

Foto van een vrouw die uit een taxi stapt en een man in uniform iets geeft.

eND

ea

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

**Restaurants**

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

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

**Taxis**

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

**Hotels**

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

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

**FOR YOUR INFORMATION**

**Never tip in these countries:**

Japan

Korea

Malaysia

New Zealand

Singapore

Thailand

United Arab Emirates

Vietnam

Exercise A. **CLASSIFY**

Circle ***two*** answers to each question, according to information in the Reading. Then explain.

1. In which countries is tipping customary?

a. Thailand

b. New Zealand

c. Australia

d. Austria

2. In which countries do they almost always add a service charge to restaurant bills?

a. France

b. the U.S.

c. Germany

d. United Arab Emirates

3. Who expects a U.S. $1 or $2 tip in most countries where tipping is customary?

a. hotel clerks

b. hotel porters

c. hotel housekeepers

d. taxi drivers

4. In which countries should you never leave a tip on the table?

a. the U.S.

b. Japan

c. Germany

d. Australia

pp117

Exercise B. **DRAW CONCLUSIONS**

Read each person's question. Give advice, according to the Reading. Underline the place in the Reading where you can find the information.

"My class is flying to a sports event in Canberra, Australia, next week. I have two large bags. If a porter helps me, how much should I tip?"

"I'm going to Chicago, in the U.S., on business. Let's say I take ten clients out for lunch and the bill is US $400. How much more should I leave for the tip?"

"I'm going to New Zealand. I'm staying in a nice hotel for about six days. How much should I tip the housekeeper?"

"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?"

Exercise C. **APPLY INFORMATION** (DIGITAL: MORE EXERCISES)

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

### NOW YOU CAN: Discuss showing appreciation for service

Exercise A. **FRAME YOUR IDEAS**

How have you shown appreciation to someone for good service? Complete the questionnaire. Then tell a partner about your experiences.

[ ] I left a tip.

[ ] I gave a gift.

[ ] I said "Thank you."

[ ] I wrote a "thank-you" note.

[ ] I sent an e-mail to the manager.

[ ] Other: [ ]

Example:

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

Exercise B. **NOTEPADDING**

With a partner, write suggestions to a visitor to your country for how to show appreciation for good service. What should you do or say? Use your questionnaire above for examples.

Restaurant servers: [ ]

Taxi drivers: [ ]

Hotel housekeepers: [ ]

Hotel luggage porters: [ ]

Airport luggage porters: [ ]

Other: [ ]

Exercise C. **DISCUSSION**

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

bk

Text-mining (optional)

Find and underline three words or phrases in the Reading that were new to you. Use them in your Discussion.

For example: "expect a tip."

ek

pp118

## LESSON 4

### GOAL: Describe where to get the best deals

#### BEFORE YOU LISTEN

Exercise A. **VOCABULARY: How to describe good and bad deals** (audio 5:35, DIGITAL: FLASH CARDS)

Read and listen. Then listen again and repeat.

**BZ-100**

digital camera

Regular price: $179

Now on SALE

for only $169

ba

bND

Tekening van een vrouw die de BZ-100 heeft gekocht voor $145 en van een man die dezelfde camera heeft gekocht voor $189.

eND

ea

**Good deals**

She **got a great deal.**

She **saved a lot of money.**

It **was a real bargain.**

**Bad deals**

He **got a bad deal.**

He **paid too much money.**

It **was a total rip-off.**

Exercise B. **ACTIVATE NEW VOCABULARY**

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

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

When I was on vacation, I decided to look for an antique vase. I found a beautiful blue and white one from the sixteenth century. I bargained with the salesperson about the price, and she came way down for me. I was almost out of cash, but I bought it. It was a bit more than I wanted to spend, but I really liked it Later, a friend told me that the "antiques" in these shops aren't really antiques - they're actually new! I guess I paid too much, but it's still a nice souvenir of my trip.

#### LISTENING COMPREHENSION

Exercise A. **LISTEN FOR MAIN IDEAS** (audio 5:36)

Listen to the conversations about shopping. Then listen again and complete the chart.

bt

|  |  |  |
| --- | --- | --- |
|  | What did the shopper buy? | Did the shopper get a good price? |
| 1. | [ ] | [ ] yes [ ] no |
| 2. | [ ] | [ ] yes [ ] no |
| 3. | [ ] | [ ] yes [ ] no |
| 4. | [ ] | [ ] yes [ ] no |

et

Exercise B. **LISTEN FOR DETAILS** (audio 5:37)

Listen again. Write the price each person paid.

1. [ ] euros

2. [ ] pounds

3. [ ] dollars

4. [ ] pesos

pp119

### NOW YOU CAN: Describe where to get the best deals

Exercise A. **NOTEPADDING**

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

**Where can you buy ...**

the most unusual gifts?

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

**What are ...**

the best restaurants?

[ ]

the nicest hotels?

[ ]

the most expensive department stores?

[ ]

the most unusual markets?

[ ]

**Where can you buy ...**

the best fruits and vegetables?

[ ]

the coolest electronic products?

[ ]

the least expensive clothes?

[ ]

the most unusual gifts?

[ ]

Exercise B. **DISCUSSION**

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

Example:

"I think the fruits and vegetables at the North Market are the best in town."

"Maybe. But you can save a lot of money at the South Market. They have the lowest prices there."

pp120

## REVIEW

Exercise A. (audio 5:38)

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

bt

|  |  |  |  |
| --- | --- | --- | --- |
| [ ] | **They're talking about...** | **Satisfactory?** | **Adjectives** |
| 1. | [ ] | [ ] | light / fast / cheap |
| 2. | [ ] | [ ] | light / warm / beautiful |
| 3. | [ ] | [ ] | tall / beautiful / affordable |
| 4. | [ ] | [ ] | light / easy to use / affordable |

et

Exercise B.

Complete the sentences.

1. If you're out of cash and the bank is closed, you can get money from [ ].

2. If there's a service charge on your check, you probably don't need to leave [ ].

3. In some places, you can [ ] for a lower price.

4. Before you travel to a foreign country, you should check the [ ] of your currency and the currency of the place you're traveling to.

5. I got a real [ ]. I saved a lot of money.

6. It was a total [ ]. I paid to much money.

Exercise C.

Rewrite each sentence, using ***too*** or ***enough.***

For example:

That vase is too heavy. [That vase isn't light enough.]

1. Those cameras aren't cheap enough. [ ]

2. This printer is too slow. [ ]

3. The inside of the fridge isn't cool enough. [ ]

4. That restaurant is too noisy. [ ]

5. My flat screen TV isn't big enough. [ ]

6. Those pants aren't long enough. [ ]

Exercise D.

Write two sentences about shopping in your city or town. Use the superlative.

Example: [The stores in Old Town have the most interesting gifts.]

1. [ ]

2. [ ]

### WRITING

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

bk

**Ideas**

hotels

stores

museums

theaters

neighborhoods

stadiums

ek

**WRITING BOOSTER** - p. 148

- Connecting contradictory ideas

- Guidance for this writing exercise

bk

For additional language practice ...

**TOP NOTCH POP** - Lyrics p. 150

"Shopping for Souvenirs"

DIGITAL: SONG

DIGITAL: KARAOKE

ek

pp121

### ORAL REVIEW

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

A: The EasyPix 500 is the lightest camera.

B: No. The CoolRay 6 is the lightest one.

ba

bND

Folder met aanbiedingen van drie fotocamera's, drie projectors en drie tv's. En een tekening van een klant en een verkoper.

Text in image:

**Al's Electronics**

**CoolRay 6**

Super thin

US $350

Now US $220

Easy to use

Only 3 oz / .085 kg

**Basik XT**

So Fast!

US $980

Now US $950

Very Professional

Only 24 oz / .68 kg

**EasyPix 500**

Very Popular

US $220

Now US $180

Only 4.1 oz / .12 kg

**Dazio 420**

Brightness: 2000 lumens

Very portable

US $1,199

Now US $999

Only 2.8 lb / 1.27 kg

**Clearview 3Z**

Brightness: 2000 lumens

Really affordable

US $899

Now US $849

Only 4 lb / 1.81 kg

**Manna T-20**

Brightness: 2000 lumens

So powerful!

US $3,999

Now US $3,899

Only 3.5 lb / 1.59 kg

50"/127 cm

**Cloud 9**

Like it loud? This is the one!

US $1,399

Now US $1,149

**Runex**

19"/48 cm

Very portable

US $399

Now US $229

**Washburn**

32"/81 cm

Brand new!

US $699

Now US $599

eND

ea

**ROLE PLAY** Create conversations for the people.

- Ask for a recommendation. Start like this:

[I'm looking for [ ]. Which is the [ ]?]

- Bargain for the best price. Start like this:

[How much do you want for that [ ] ?]

NOW I CAN

[ ] Ask for a recommendation.

[ ] Bargain for a lower price.

[ ] Discuss showing appreciation for service.

[ ] Describe where to get the best deals.

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# Reference Charts

## COUNTRIES AND NATIONALITIES

Argentina - Argentinean / Argentine

Australia - Australian

Belgium - Belgian

Bolivia - Bolivian

Brazil - Brazilian

Canada - Canadian

Chile - Chilean

China - Chinese

Colombia - Colombian

Costa Rica - Costa Rican

Ecuador - Ecuadorian

Egypt - Egyptian

El Salvador - Salvadorean

France - French

Germany - German

Greece - Greek

Guatemala - Guatemalan

Holland - Dutch

Honduras - Honduran

Hungary - Hungarian

India - Indian

Indonesia - Indonesian

Ireland - Irish

Italy - Italian

Japan - Japanese

Korea - Korean

Lebanon - Lebanese

Malaysia - Malaysian

Mexico - Mexican

Nicaragua - Nicaraguan

Panama - Panamanian

Paraguay - 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

air conditioning

basketball

beef

bike riding

bread

broccoli

butter

cake

candy

cash

cheese

chicken

clothing

coffee

crab

culture

dancing

dessert

dinner

electronics

English

entertainment

fish

food

fruit

garlic

golf

health

history

hosiery

hot sauce

housework

ice

ice cream

juice

junk food

lamb

lettuce

lingerie

meat

milk

music

nature

oil

outerwear

pasta

pepper

pie

rice

running

salad

salt

sausage

seafood

service

shopping

shrimp

sightseeing

skydiving

sleepwear

soccer

soup

squid

swimming

tennis

traffic

transportation

TV

walking

water

weather

wildlife

yogurt

## IRREGULAR VERBS

**base form - simple past - past participle**

be - was / were - been

begin - began - begun

break - broke - broken

bring - brought - brought

build - built - built

buy - bought - bought

catch - caught - caught

choose - chose - chosen

come - came - come

cost - cost - cost

cut - cut - cut

do - did - done

drink - drank - drunk

drive - drove - driven

eat - ate - eaten

fall - fell - fallen

feel - felt - felt

find - found - found

fit - fit - fit

fly - flew - flown

forget - forgot - forgotten

get - got - gotten

give - gave - given

go - went - gone

grow - grew - grown

have - had - had

hear - heard - heard

hit - hit - hit

hurt - hurt - hurt

keep - kept - kept

know - knew - known

leave - left - left

lose - lost - lost

make - made - made

mean - meant - meant

meet - met - met

pay - paid - paid

put - put - put

quit - quit - quit

read - read - read

ride - rode - ridden

run - ran - run

say - said - said

see - saw - seen

sell - sold - sold

send - sent - sent

shake - shook - shaken

sing - sang - sung

sit - sat - sat

sleep - slept - slept

speak - spoke - spoken

spend - spent - spent

stand - stood - stood

steal - stole - stolen

swim - swam - swum

take - took - taken

teach - taught - taught

tell - told - told

think - thought - thought

throw - threw - thrown

understand - understood - understood

wake up - woke up - woken up

wear - wore - worn

win - won - won

write - wrote - written

pp123

# Grammar Booster

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

## UNIT 1

### Lesson 1.

**Information questions with *be:* usage and form**

**Use *Who* to ask about people, *What* to ask about things, *Where* to ask about places, and *How old* to ask about age.**

**Singular nouns**

Who**'s** your teacher?

What**'s** your name?

Where**'s** your father from?

How old **is** your sister?

**Plural nouns**

Who **are** the new students?

What **are** their names?

Where **are** your classmates from?

How old **are** your children?

Exercise 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?

bk

I → my

you → your

he → his

she → her

it → its

we → our

they → their

ek

Exercise 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?

Exercise C.

On a separate sheet of paper, write a question for each answer, using ***What*** and a possessive adjective.

[What's your occupation?]

1. My occupation? I'm a student.

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

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

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

5. Sandra's nickname? It's Sandy.

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

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

pp124

Exercise D.

Complete each sentence with a possessive adjective.

1. This is my sister [ ] husband is from Ecuador.

2. Robert is a new student here. [ ] nickname is Bobby.

3. My friends live in London, but [ ] hometown is in Scotland.

4. My husband and I live in Chicago, but [ ] children don't.

5. I'd like you to meet [ ] colleague Sam. He works with me at the bank.

6. I like that picture. [ ] colors are very nice.

## UNIT 1

### Lesson 2.

**Verb *be:* usage and form**

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

**noun subject**

**Our teacher** is from the United States.

**That school** is new.

**pronoun subject**

**She** is from the United States.

**It** is new.

**Affirmative statements**

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

I **am** a student.

He **is** late.

She **is** late.

It **is** late.

You **are** married.

We **are** married.

They **are** married.

It They **are** married.

**Contracted forms**

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

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

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 *I am not* → I'm not.**

**Short answers with *be:* common errors**

**Don't use contractions with affirmative short answers *yes* / *no* questions.**

Are you a salesperson?

Yes, I am. NOT: {Yes, I'm}.

Is he American?

Yes, he is. NOT: {Yes, he's}.

Are they designers?

Yes, they are. NOT: {Yes, they're}.

**Note: It is also common to answer just with *Yes* or *No.***

Are you a salesperson?

Yes.

Exercise A.

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

1. She is an opera singer.

2. They are managers.

3. I am a student.

4. Bart is from Australia.

5. My mother is late.

6. Your father is nice.

Exercise B.

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

1. Is New York in Russia?

2. Are you a scientist?

3. Are Korea and Japan in Asia?

4. Is Italy a city?

5. Is it 3:00 right now?

6. Are you a student?

7. Are you Canadian?

8. Is your father a manager?

9. Is English difficult?

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## UNIT 2

### Lesson 1.

***Prepositions of time and place: usage rules***

**Time**

Use ***on*** with the names of days or dates.

on Thursday

on the weekend

on Monday morning

on Sundays

on New Year's Day

on a weekday

on May 3rd

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

in 2008

in the morning

in July

in the 20th century

in [the] spring

in the 1950s

in an hour

in two weeks

Use ***at*** with specific moments in time.

at 9:00

at sunrise

at dawn

at dusk

at noon

at midnight

**Place**

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

on Main Street

on the street

on Smith Avenue

on the right

on the corner

on the left

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

in the neighborhood

in Korea

in the center of town

in Africa

in Lima

in the ocean

in front of the school

Use ***at*** for buildings and addresses.

at the theater

at the train station

at the supermarket

at 10 Main Street

at the bank

Use ***at*** for general locations of activity.

at home

at work

at school

Exercise A.

Complete the sentences with ***on, in,*** or ***at.***

1.

A: When's the movie?

B: The movie is [ ] Friday [ ] 8:30.

2.

A: Where is he?

B: He's not here right now. He's [ ] work.

3.

A: Where's his office?

B: It's [ ] the center of town.

4.

A: When was her mother born?

B: She was born [ ] January 1.

5.

A: When does the movie take place?

B: It takes place [ ] the 19th century [ ] Africa.

6. [ ] the weekend, I'm going to the concert [ ] the public library.

7. The park opens [ ] 6:00 [ ] the morning and closes [ ] dusk.

8. Is the concert hall [ ] Grove Street?

9. I think the theater is [ ] the right side of the street.

10. Let's go to the evening show. The concert is outside, and the weather is really hot [ ] the afternoon.

11. This concert occurs every second year [ ] November.

12. I'll see you [ ] Thursday morning in front of the theater, OK?

Exercise B.

Look at the tickets. On a separate sheet of paper, write questions with ***When*** or ***What time.*** Write a question with ***Where.***

ba

bND

Text in image:

METRO HILL STREET MALL

8:55PM Friday, Oct. 17

Phantom of the Opera

eND

ea

ba

bND

Text in image:

ELECTRIC MAYHEM

MIDNIGHT CONCERT

SAT. OCTOBER 23 $18

THE CAT CLUB

eND

ea

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***Would like*** for preference: review and expansion

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

**Statements**

I**'d like to** go to the movies tonight.

She**'d like to** see a play.

They **wouldn't like to** be late.

**Questions and answers**

**Would** you **like to** go to the lecture with me?

Yes, I would. / No, I wouldn't.

**Would** your parents **like to** see this movie?

Yes, they would. / No, they wouldn't.

What **would** you **like to** download?

Some good Peruvian folk music.

Where **would** he **like to** go?

To the concert in the park.

When **would** they **like to** leave?

At about 9:00 in the morning.

Who **would** you **like to** invite to the rock concert?

All my friends.

BUT Who **would like to** go to a play tonight?

We would!

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

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

**Contractions**

I would like → I**'d like**

We would not like → We **wouldn't like**

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

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

Exercise C.

Complete the conversations with ***would like to*** + a verb. Use contractions when possible.

1.

A: [ ] (see) *Frozen* this evening?

B: Sorry. No, I [ ] I'm not an animated movie fan.

2.

A: [ ] (go) to the concert with us?

B: Yes, they [ ].

3.

A: Who [ ] (eat) dinner at Marie's Restaurant?

B: We [ ] !

4.

A: [ ] you [ ] (download) a music video?

B: Sounds good! Yes, I [ ] .

5.

A: What [ ] your sister [ ] (do) this afternoon after class?

B: She [ ] (hang out) with her friends for an hour before dinner.

6.

A: When [ ] your teacher [ ] (show) the video?

B: He [ ] (show) the video tomorrow morning in class.

## UNIT 3

### Lesson 1.

***The simple present tense: usage and form***

**Usage**

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

**facts**

Josh **speaks** Spanish very well.

They work at Coffee Central.

**habitual actions**

Josh **speaks** Spanish every day.

They **work** late on Fridays.

**Form**

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

I **like** Thai food.

You **study** English.

They **open** at 6:00.

We **work** at a café.

He **likes** Peruvian food.

She **studies** French.

The store **opens** at 8:00.

Marlene **works** at a school.

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**Negative forms**

**Use *don't* (*do not*) or *doesn't* (*does not*) + the base form of a verb to make negative statements.**

I **don't like** American food.

He **doesn't like** Greek food.

***Yes*** / ***no*** questions

**Use *do* or *does* + the base form of a verb to form *yes* / *no* questions.**

**Do** you **speak** Portuguese?

**Does** she **speak** French? NOT Does she {speaks} French?

Exercise A.

Write negative statements.

1. Gwen likes classical music. (her sister) [Her sister doesn't like classical music].

2. The café closes at 6:00. (the bookstore) [ ]

3. Neal lives in Quito. (his sister) [ ]

4. Miles works in an office. (his brother) [ ]

5. I have a big family. (my husband) [ ]

6. My younger brother speaks Chinese. (I) [ ]

7. Kiko's nephew likes hip-hop. (her niece) [ ]

Exercise B.

Write ***yes*** / ***no*** questions.

1.

A: [Does your sister live] near you?

B: No, she doesn't. She lives in another city.

2.

A: [ ] drink coffee?

B: No, he doesn't. My brother drinks tea.

3.

A: [ ] children?

B: No. We don't have any yet.

4.

A: [ ] in Mexico?

B: No. My in-laws live in Chile.

5.

A: [ ] English?

B: Yes, she does. My niece speaks it well .

6.

A: [ ] work here?

B: Yes, they do. My cousins work downstairs.

7.

A: [ ] early?

B: No. The bookstore opens late.

## UNIT 3

### Lesson 2.

***Information questions in the simple present tense: form and common errors***

***Do* and *does***

**Use *do* or *does* + the base form of a verb to ask information questions.**

Where **do** your in-laws **live**?

When **do** you **visit** your cousins?

How often **do** they **go** to class?

Where **does** your sister-in-law **live**?

When **does** she **visit** her nieces?

How often **does** he **go** to class?

**Questions with *Who***

**Compare these questions with *Who.***

**Who** visits your aunt in Chicago?

**My mother** does. (My mother = subject)

**Who** does your mother visit in Chicago?

My mother visits **my aunt.** (my aunt = object)

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

Who **lives** here? NOT Who {does live} here? NOT Who {live} here?

***How many***

**Be careful! Always use *How many* with plural nouns.**

**How many** cousins do you have? NOT How many {cousin} do you have?

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Complete the information questions.

1.

A: [ ] your uncle [ ]?

B: He's a doctor.

2.

A: [ ] your in-laws [ ]?

B: They live in Seoul.

3.

A: [ ] cousins [ ]?

B: I have ten of them.

4.

A: [ ] your parents?

B: I visit them every weekend.

5.

A: [ ] your stepsister [ ]?

B: She lives across the street.

6.

A: [ ] speaks Russian?

B: My brother-in-law does.

7.

A: [ ] your niece [ ] with?

B: She lives with my aunt.

8.

A: [ ] you [ ]?

B: I study late at night.

9.

A: [ ] has three kids?

B: My younger sister does.

10.

A: [ ] your older brother [ ]?

B: He studies in London.

## UNIT 4

### Lesson 1.

***Non-count nouns: expressing quantities***

**We can make many non-count nouns countable:**

**a slice of** bread, **a loaf of** bread, **three pieces of** bread, **two kinds of** bread

**The following phrases are used with non-count nouns in order to make them countable:**

**liquids:** a glass of, two cups of, a liter of, six gallons of, a bottle of, a can of

**solids:** a cup of, a piece of, three slices of, a kilo of, a spoonful of

Exercise A.

Complete each statement with a countable quantity. (Note: More than one phrase of quantity may be possible.)

**liquids**

1. This soup is so creamy. It has two [ ] milk in it.

2. She must be very thirsty. This is her third [ ] water.

3. My car has a big gas tank. It holds [ ] gas.

**solids**

4. I ate [ ] cheese, and now I feel sick.

5. A club sandwich doesn't have two [ ] bread. It has three [ ] bread.

6. I like my tea sweet. Please put in [ ] sugar.

***Some*** and **any**

**Use *some* and *any* to describe an indefinite number or amount.**

There are **some** apples in the fridge. (Indefinite number: we don't know how many.)

Are there **any** oranges? (Indefinite number: no specific number being asked about.)

They are bringing us **some** coffee. (Indefinite amount: we don't know how much.)

**Use *some* with non-count nouns and with plural count nouns in affirmative statements.**

**non-count noun - plural count noun**

We need **some** milk and **some** bananas.

**Use *any* with non-count nouns and plural count nouns in negative statements.**

**non-count noun - plural count noun**

We don't want **any** cheese, and we don't need **any** apples.

**Use *any* or *some* in questions with count and non-count nouns. There is no difference in meaning.**

Do you need **any** cookies or butter?

Do you need **some** cookies or butter?

Exercise B.

Change the sentences from affirmative to negative.

1. There is some coffee in the kitchen [There isn't any coffee in the kitchen.]

2. There are some onions on the table. [ ]

3. We have some cookies. [ ]

4. They need some onions for the soup. [ ]

5. She's buying some fruit at the market. [ ]

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6. The Reeds want some eggs for breakfast. [ ]

7. I want some butter on my sandwich. [ ]

8. There is some chicken in the fridge. [ ]

9. They need some cheese for the pasta. [ ]

Exercise C.

Complete each sentence with ***some*** or ***any***

1. I don't want [ ] more coffee, thank you.

2. There isn't [ ] salt in this soup.

3. We don't see [ ] sandwiches on the menu.

4. They need [ ] sugar for their tea.

5. The restaurant is making [ ] pies for the party.

6. It's too bad that there isn 't [ ] soup.

7. I don't see [ ] menus on those tables.

8. There are [ ] eggs for the omelette.

**Questions with *How much* and *How many***

**Ask questions with *How much* for non-count nouns. Ask questions with *How many* for count nouns.**

**How much rice** is in the soup?

Not much. Two cups.

**How many** eggs are in the fridge?

Not many. Three.

Exercise D.

Complete each question with ***How much*** or ***How many.***

1. [ ] bread do we need?

2. [ ] salt did you put in the beef stew?

3. [ ] hot pepper do you like?

4. [ ] spoonfuls of sugar do you want in your tea?

5. [ ] oil should I put in this salad?

6. [ ] cheese is there in the fridge?

7. [ ] slices of bread do you want?

8. [ ] cups of coffee did you drink?

**Words that can be count nouns or non-count nouns**

**Some nouns can be used as count or non-count nouns. The word is the same, but the meaning is different.**

**non-count use**

**Chicken** is delicious.

Let's watch **TV.**

The sun provides **light.**

**count use**

I bought two **chickens.**

We have three **TVs** in our house.

It's too bright in here. Turn off one of the **lights.**

**Some words can have a count sense or a non-count sense with only a slight difference in meaning.**

I'm in the mood for **salad.** OR I'm in the mood for **a salad.**

I'd like **steak** for dinner. OR I'd like **a steak** for dinner.

***Plural count nouns: spelling rules***

**Add *-s* to most nouns.**

cup - **cups**

appetizer - **appetizers**

apple - **apples**

**If a noun ends in a consonant and *-y.* change the *y* to *i* and add *-es.***

cherry - **cherries**

berry - **berries**

**BUT: Do not change the *y* when the letter before the *y* is a vowel.**

boy - **boys**

**Add *-es* to nouns that end in *-ch, -o, -s, -sh,* or *-x.***

lunch - **lunches**

box - **boxes**

radish - **radishes**

glass - **glasses**

tomato - **tomatoes**

Exercise E.

Write the plural form of each count noun.

1. clam [ ]

2. snack [ ]

3. cup [ ]

4. olive [ ]

5. spoonful [ ]

6. pear [ ]

7. trench fry [ ]

8. sandwich [ ]

9. vegetable [ ]

10. potato [ ]

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## UNIT 4

### Lesson 2.

***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.

Exercise A.

Complete each sentence with the correct form of the verb.

1. Coffee [ ] (be) my favorite beverage.

2. Rice [ ] (be) very good for you, even when you are sick.

3. Mathematics [ ] (create) problems for many students, but not for me!

4. Influenza [ ] (cause) pain and fever.

5. Darkness [ ] (frighten) some people, but I don't know why.

6. Medical advice [ ] (help) people decide what to do about their health.

Exercise B.

Complete the sentences with ***a*** or ***an.*** If the noun is a non-count noun, write an **X.**

1. He has [ ] diabetes.

2. She would like to eat [ ] banana.

3. "[ ] apple a day keeps the doctor away."

4. Would you like [ ] appetizer?

5. There's [ ] egg on the shelf.

6. Does the restaurant serve [ ] rice with the chicken?

7. He always gives [ ] good advice.

8. My family loves [ ] music.

## UNIT 5

### Lesson 1.

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

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

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

**base form - present participle**

**talk → talking**

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

**leave → leaving**

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

**c v c**

**s i t → sitting**

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

**blow → blowing**

**fix → fixing**

**say → saying**

**If a base form has more than one syllable and ends in a consonant-vowel-consonant sequence, double the last consonant only if the spoken stress is on the last syllable.**

**per - mit → permitting**

**BUT or - der → ordering**

- Vowels = a, e, i, o, u

- Consonants = b, c, d, f, g, h, j, k, I, m, n, p, q, r, s, t, v, w, x, y, z

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Exercise A.

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

1. turn [ ]

2. rain [ ]

3. run [ ]

4. help [ ]

5. open [ ]

6. close [ ]

7. stop [ ]

8. exit [ ]

9. sit [ ]

10. eat [ ]

11. buy [ ]

12. mix [ ]

13. sew [ ]

14. listen [ ]

15. do [ ]

16. write [ ]

17. begin [ ]

18. use [ ]

19. change [ ]

20. be [ ]

21. have [ ]

22. put [ ]

23. go [ ]

24. pay [ ]

***The present continuous: rules for forming statements***

**Remember to form the present continuous with *be* and a present participle of a verb.**

**Affirmative statements**

I**'m studying** English.

You **'re studying** French.

He**'s reading** a book.

She**'s reading** a newspaper.

We**'re watching** TV.

They**'re watching** a video.

**Negative statements**

I**'m** not **studying** French.

You **'re** not **studying** English.

He**'s** not **reading** a newspaper.

She**'s** not **reading** a book.

We**'re** not **watching** a DVD.

They**'re** not **watching** TV.

Exercise 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.

Exercise C.

Write answers to the questions in complete affirmative or negative statements. Use the present continuous and contractions.

1. Are you studying English this weekend? [ ]

2. When are you taking a vacation? [ ]

3. Is it raining now? [ ]

4. Where are you eating dinner tonight? [ ]

5. Are you listening to music now? [ ]

6. Who's making breakfast tomorrow? [ ]

***The present continuous: rules for forming questions***

***Yes* / *no* questions: Place a form of *be* before the subject of the sentence.**

**Is she** watching TV?

**Are you** driving there?

**Is Stu** shopping?

**Are we** meeting this afternoon?

**Are they** talking on the phone?

**Are Nan and Bert** studying?

**Information questions: Use question words to ask information questions.**

**When** are you going?

**What** are you doing right now?

**Who** is he watching on TV?

**How much** are you paying for that computer?

**Why** are you buying that laptop?

**Be careful! The word order changes when using *Who* to ask a question about the subject:**

**Who's** talking on the phone? (John is.)

Exercise D.

Write a question in the present continuous to complete each conversation .

1.

A: [ ]?

B: No. Luke's not watching TV right now.

2.

A: [ ]?

B: She's coming home later tonight.

3.

A: [ ]?

B: I'm calling Janet Hammond.

4.

A: [ ]?

B: Yes. She's working this morning.

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## UNIT 6

### Lesson 1.

***Can* and *Have to:* form and common errors**

**Be careful!**

It **has to close** at 4:00.

NOT: {It has to closes.}

NOT: {It has to closing.}

**Does** he **have to go**?

NOT: {Does he have to goes?}

NOT: {Does he has to go?}

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

She **can play** golf very well.

NOT: {She can plays.}

NOT: {She can to play.}

**Can** he **play** tennis?

NOT: {Can he plays?}

NOT: {Can he to play?}

**There are three negative forms of *can.***

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

bk

**Remember:**

I **have to go to** class at 9:00.

You **have to go to** class at 9:00.

They **have to go to** class at 9:00.

We **have to go to** class at 9:00.

She **has to go** to class at 8:00.

He **has to go** to class at 8:00.

ek

Exercise A.

Correct the sentences.

1. Can they {coming} [come] to the movie next week?

2. My mother-in-law have to go shopping this afternoon.

3. My cousin can't plays soccer tomorrow.

4. Does he has to meet his niece at the airport?

5. We're going to the beach this weekend, but I no can swim.

6. Alex can to go out for dinner tonight.

7. She doesn't have to working late tomorrow. She cans go out for dinner.

8. Can he visits his in-laws next weekend?

9. You have to filling out an application for your English class.

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

***Can* and *have to:* information questions**

***Can***

Where **can** I **play** soccer around here? (Try the park.)

When **can** they **come** for lunch? (After class.)

How often **can** we **go** running? (Any time. Our afternoons are free .)

What languages **can** she **speak**? (She can speak Italian and Russian.)

***Have to***

What **does** he **have to do** tomorrow? (He has to go shopping.)

How often **does** she **have to work** late? (Not often.)

When **do** they **have to buy** the tickets? (This afternoon.)

Where **do** you **have to go** this morning? (To the airport.)

**Be careful! See the difference when *Who* is the object or the subject.**

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

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

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

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

Exercise B.

Complete the questions, using the cues and can.

1.

A: where/ I / play [ ] basketball?

B: Try the school. It isn't far.

2.

A: when / we / have [ ] dinner?

B: How about tomorrow night?

3.

A: where / I / go [ ] walking?

B: You can go to the park. It's very nice.

4.

A: how often / you / exercise [ ]?

B: Not as much as I'd like to. I'm too busy.

5.

A: who / make [ ]breakfast?

B: What about Bill? He wakes up early.

6.

A: who / I / speak [ ] with about classes?

B: The receptionist can help you.

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Exercise C.

Complete the questions and answers, using a form of ***have to.***

1.

A: [ ] he [ ] (do) tomorrow?

B: He [ ] (go) to class.

2.

A: [ ] she [ ] (call) the office?

B: She [ ] (call) every morning.

3.

A: [ ] he [ ] (go) to the airport?

B: He [ ] (leave) here at 3:00.

4.

A: [ ] they [ ] (send) the form to?

B: They can't send it. They [ ] (take) it to the office.

5.

A: [ ] you [ ] (meet) after class?

B: I [ ] (meet) my sister. We're going to the movies.

6.

A: [ ] (help) the teacher after class?

B: Chris and Tania. They [ ] (clean) the board.

***Can* and *be able to:* present and past forms**

**You can also use *be able to* + base form for ability or possibility. *Can* is more frequent in spoken language.**

I **can play** the violin. = I**'m able to play** the violin. (ability)

Bill **can meet** you at six. = Bill **is able to meet** you at six. (possibility)

He **can't swim.** = He **isn't able to swim.** (ability)

They **can't call** this afternoon. = They **aren't able to call** this afternoon. (possibility)

**Use *could* or *was* / *were able to* + base form to talk about the past.**

When I was four I **could ride a bike** (or **was able to ride a bike**).

They **could speak** (or **were able to speak**) French before they were 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.

Exercise D.

On a separate sheet of paper, change ***can*** to ***be able to*** in the sentences.

1. She can swim very well.

2. They can 't ride a bicycle.

3. I can't finish this report today.

4. George can meet you at the airport.

5. Lucy can't take the bus to the mall.

6. We can call you before the meeting.

Exercise E.

On a separate sheet of paper, change the statements from the present to the past. More than one correct answer may be possible.

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**

I **have** two sandwiches. (possession)

I **think** English is easy. (opinion)

**action meaning**

I**'m having** a sandwich. (eating)

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

bk

Some non-action verbs

be - have - know - like - love - miss - need - see - understand - want

ek

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Exercise A.

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

Hi Keith,

It's 2:00, and I [ ] (1 think) of you. The kids [ ] (2 play) outside. I [ ] (3 see) them through the window right now. They [ ] (4 have) a small table and chairs, and they [ ] (5 have) a late lunch. I [ ] (6 want) to send this before I go to work. I [ ] (7 know) you're working hard, and we all [ ] (8 miss) you.

Maggie

***The simple present tense: placement of frequency adverbs***

**Frequency adverbs generally go after the verb *be* and before other verbs.**

I **am usually** at the pool on Saturdays.

I **usually go** to the pool on Saturdays.

***Sometimes,* *usually, often, generally,* and *occasionally* can also go at the beginning or end of a sentence.**

**Sometimes** I go to the mall on Saturdays.

I go to the pool **occasionally.**

**Be careful! Don't use *never* or *always* at the beginning or end of a sentence.**

Don't say: {Never I go to the pool.} OR {I go to the pool always.}

**In negative sentences, most frequency adverbs can go before or after *don't* or *doesn't.***

Hank **usually doesn't** go running on the weekend.

Hank **doesn't usually** go running on the weekend.

**Be careful! The frequency adverb *always* cannot go before *don't* or *doesn't.***

I **don't always** have breakfast in the morning. NOT I {always den't} have breakfast in the morning.

**Be careful! Use the frequency adverb *never* or *not* + *ever* to form the negative. Don't use *never* with a negative verb.**

I **never eat** sweets. OR I **don't ever** eat sweets. NOT I {don't never eat} sweets.

***Time expressions***

**Time expressions generally go at the beginning or end of a sentence. When a time expression is at the beginning, a comma is optional. Don't use a comma when the time expression is at the end.**

**Three times a week,** I go to the pool.

I go to the pool **three times a week.**

**The time expression *a lot* goes at the end of a sentence.**

I go to the pool **a lot.** NOT: {A lot I go to the pool.}

bk

Some time expressions

every week

every other day

once a month

twice a year

three times a week

**Other expressions**

once in a while

a lot

ek

Exercise B.

On a separate sheet of paper, rewrite the sentences correctly.

1. She plays usually golf on Sunday.

2. They go to the park hardly ever.

3. I always am hungry in the afternoon.

4. We once in a while have eggs for breakfast.

5. Penny doesn't never exercise.

6. Never I go swimming at night.

7. Vivian doesn't drink always coffee.

8. Corey and I play twice a week tennis together.

9. We go often bike riding in the afternoon .

10. She is every day late for class.

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## 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.

She **wasn't** on time.

They **were** in Paris.

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?

**Where was** your passport?

**How many** people **were** there?

**Where were** your tickets?

Exercise A.

Complete the conversations with ***was, were, wasn't,*** or ***weren't.***

1.

A: [ ] you out of town last week?

B: No, I [ ] Why?

A: Well, you [ ] at work all week.

2.

A: How [ ] the food?

B: Great! There [ ] lots of fresh seafood, and the fruit [ ] delicious.

3.

A: So [ ] your vacation OK?

B: Well, actually it [ ]. The food [ ] terrible, and there [ ] too many people.

4.

A: Where [ ] you last weekend?

B: I [ ] on vacation.

A: Really? How [ ] it?

5.

A: How long [ ] your trip?

B: Only a few hours, but we [ ] pretty tired.

6.

A: [ ] your brother on vacation last week?

B: Yes, he [ ]. He and his wife [ ] on a cruise.

Exercise B.

On a separate sheet of paper, unscramble the words to write questions, using ***was*** or ***were.***

1. vacation / your / very long

2. your luggage / where

3. comfortable / the drive

4. you / on the morning flight

5. late / your friends

6. there / how many / on the train / people

## UNIT 7

### Lesson 2.

***The simple past tense: spelling rules for regular verbs***

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

**play → played**

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

**smile → smiled**

**tie → tied**

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

**stop → stopped**

**plan → planned**

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

**vi - sit → visited**

**If the second syllable is stressed, double the consonant and add *-ed.***

**pre - fer → preferred**

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

**study → studied**

**Be careful! Do not use *-ed* for irregular verbs.**

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

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Exercise A.

Write the simple past tense form of the verbs.

1. return [ ]

2. like [ ]

3. change [ ]

4. cry [ ]

5. try [ ]

6. stay [ ]

7. travel [ ]

8. arrive [ ]

9. rain [ ]

10. wait [ ]

11. offer [ ]

12. hurry [ ]

Exercise B.

Write the simple past tense form of these irregular verbs.

1. eat [ ]

2. drink [ ]

3. swim [ ]

4. go [ ]

5. write [ ]

6. meet [ ]

7. run [ ]

8. begin [ ]

9. buy [ ]

10. read [ ]

11. pay [ ]

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?

Exercise C.

On a separate sheet of paper, change each affirmative statement into a negative statement.

1. I slept all night.

2. We went swimming.

3. She ate a lot of food.

4. They drank a lot of coffee.

5. We had dinner at eight.

6. He bought postcards.

Exercise 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

2. you / from vacation / get back / when

3. they / a good flight / have

4. in London / you / do / what

5. your parents / their trip / enjoy

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.**

Exercise A.

Underline the subjects in the sentences. Circle the direct objects.

1. ***Stacey*** is wearing a (bathrobe) right now.

2. Many people buy outerwear in this store.

3. I love red shoes.

4. Sanford and Gloria never wear shorts.

5. You can't enter this store before 10:00.

6. Do you have your credit card?

7. Marianne wants a pair of warm pajamas.

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***Indirect objects: usage rules and common errors***

**When a sentence contains a direct object and a prepositional phrase, you can use an indirect object to say the same thing.**

**prepositional phrase - indirect object**

I'm buying the gloves **for her.** - I'm buying **her** the gloves.

Give the sweater **to Jay.** - Give **Jay** the sweater.

**Be careful! When a sentence contains a prepositional phrase and a direct object, the direct object comes first.**

Mindy wrote **a letter to her parents.** NOT Mindy wrote {to her parents a letter.}

**When a sentence contains a direct object and an indirect object, the indirect object comes first.**

Mindy wrote **them a letter.** NOT Mindy wrote {a letter them.}

Exercise B.

On a separate sheet of paper, rewrite each sentence, changing the prepositional phrase into an indirect object pronoun.

1. She buys clothes for them.

[She buys them clothes].

2. Laurie sends a check to her father every month.

3. At night we read stories to our children.

4. They serve meals to us in the dining room.

5. They never give gifts to me on my birthday.

Exercise C.

On a separate sheet of paper, rewrite each sentence, changing the indirect object pronoun into a prepositional phrase using the preposition in parentheses.

1. They never buy me dinner. (for)

[They never buy dinner for me.]

2. He always gives me the check. (to)

3. I sent my colleagues the tickets. (to)

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

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

Exercise D.

On a separate sheet of paper, rewrite the sentences, adding the indirect object or prepositional phrase to each sentence. *Don't add any words.*

1. They sent it on Monday. (to me)

[They sent it to me on Monday.]

2. Did they give breakfast at the hotel? (you)

3. We always tell the truth. (her)

4. They make lunch every day. (for him)

5. 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 → tight**er**

loose → loos**er**

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

hot → hott**er**

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

pretty → prett**ier**

busy → bus**ier**

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

affordable → **more affordable**

convenient → **less convenient**

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

She's less practical **than** her sister.

The weather is warmer there **than** here.

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Exercise A.

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

1. tall

2. sunny

3. comfortable

4. heavy

5. light

6. clean

7. large

8. late

9. sad

10. fatty

11. salty

12. sweet

13. spicy

14. healthy

15. cute

16. short

17. popular

18. red

19. conservative

20. interesting

Exercise 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 [ ] (healthy).

3. France is [ ] (small) Russia.

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

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

6. He's a lot [ ] (tall) his brother.

7. This projector is a lot [ ] (popular), but it's [ ] (affordable).

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

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

10. French fries are [ ] (fatty) and [ ] (salty) a salad.

## UNIT 9

### Lesson 1.

***Modals can, could, and should: meaning, form, and common errors***

**Meaning**

**Use *can* to express ability or possibility.**

Jerome **can** speak Korean.

I **can** be there before 8:00.

**Use *could* to offer an alternative or to make a weak suggestion.**

They **could** see an old movie like Titanic, or they **could** go to something new.

You **could** eat a healthier diet.

**Use *should* to give advice, to make a strong suggestion, or to express criticism.**

You **should** think before you speak.

**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 should**n't** stay at the Galaxy Hotel.

They ca**n't** take the express.

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

**Yes / no questions**

**Should I** buy a round-trip ticket?

**Can we** make the 1:05 flight?

**Could she** take an express train?

**Information questions**

**When should** they leave?

**Why should** they go?

**Which** trains **could** I take?

**Who could** they call?

bk

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

**Who can give** me the information? Thee travel agent can.)

ek

**Common errors**

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

He **should buy** a ticket in advance. NOT: {He should 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.

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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 / ca n't ta ke) 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.

It**'s going to rain** tomorrow.

She**'s going to get** a rental car when she arrives.

**The present continuous**

**The present continuous can also express a future plan.**

We**'re traveling** tonight.

**I'm not eating** at home tomorrow.

They **aren't wearing** formal clothes to the wedding.

**The simple present tense**

**The simple present tense sometimes expresses a future action 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.**

Exercise A.

Read the arrival and departure schedules. Then complete each sentence or question with the simple present tense.

ba

bND

Text in image:

TOMORROW'S BUS TO NEW YORK CITY

DEPARTURE ARRIVAL

8 : 00 11 : 30

eND

ea

ba

bND

Text in image:

THURSDAY'S FLIGHT TO GUATEMALA CITY

DEPARTURE / ARRIVAL

23 : 30 01 : 30

eND

ea

ba

bND

Text in image:

THIS WEEKEND'S TRAIN TO BEIJING

DEPARTURE ARRIVAL

07 : 00 22 : 20

eND

ea

1. The bus [ ] at 11 :00. It [ ] at 8:00.

2.

A: When [ ] the flight [ ]?

B: It [ ] at 23:30.

3.

A: What time [ ] the train [ ] in Beijing?

B: At 10:20 P.M.

4.

A: [ ] the train [ ] at 7:00?

B: Yes, it does.

Exercise B.

On a separate sheet of paper, answer each of the questions with a complete sentence. There may be more than one correct way to answer each question.

1. What are your plans for your next vacation?

2. What are you going to do this weekend?

3. What are you doing this evening?

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## UNIT 10

### Lesson 1.

***Comparative and superlative adjectives: usage and form***

**Usage**

**Comparative adjectives compare two people, places, or things. Use *than* when the second item is mentioned.**

Mexico City is **larger than** Los Angeles.

Compared with Los Angeles, Mexico City is **larger.**

Housing in New York is **more expensive than** in Lima.

Compared with Lima, housing is **more expensive** in New York.

**Superlative adjectives compare more than two people, places, or things.**

Compared to other cities in the Americas, Mexico City is **the largest.**

**Be careful! Use *the* with superlative adjectives.**

Don't say: Mexico City is {largest.}

**Form**

**adjective - comparative adjective - superlative adjective**

cheap - **cheaper (than) - the cheapest**

expensive - **more expensive (than) - the most expensive**

practical - **less practical (than) - the least practical**

**Superlative adjectives: spelling rules**

**Add *-est* to one-syllable adjectives. If the adjective ends in *-e,* add *-st.***

cheap → the cheap**est**

loose → the loose**st**

**If an adjective ends in (or is) a consonant-vowel-consonant sequence, double the final consonant before adding *-est.***

hot → the hot**test**

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

pretty → the prett**iest**

busy → the bus**iest**

**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.

Exercise A.

Write both the comparative and superlative form of each adjective.

comparative superlative comparative superlative

adjective - comparative - superlative

1. tall [ ] [ ]

2. easy [ ] [ ]

3. liberal [ ] [ ]

4. heavy [ ] [ ]

5. unusual [ ] [ ]

6. pretty [ ] [ ]

7. exciting [ ] [ ]

8. wild [ ] [ ]

9. informal [ ] [ ]

10. interesting [ ] [ ]

11. conservative [ ] [ ]

12. light [ ] [ ]

13. casual [ ] [ ]

14. comfortable [ ] [ ]

15. relaxing [ ] [ ]

16. long [ ] [ ]

17. short [ ] [ ]

18. scary [ ] [ ]

Exercise B.

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

1. That dinner was [ ] (delicious) meal we had on our vacation .

2. The Caribbean cruise is [ ] (relaxing) of our vacation packages.

3. The Honsu X24 is a good camera, but the Cashio is [ ] (easy) to use.

4. We have several models, but I'd say the R300 is [ ] (popular).

5. I like that rug, but I think this one is [ ] (beautiful).

6. Our vacation in Brazil was [ ] (nice) our vacation in Italy last year.

7. All three stoves look good. But which one is [ ] (easy) to use?

8. I like both the J12, the Summit, and the Pro tablets, but which one's [ ] (small)?

9. Which of these three plates do you think is [ ] (pretty)?

10. I can 't decide if I should read this book or that one. Which one is [ ] (interesting)?

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## UNIT 10

### Lesson 2.

***Intensifiers very, really, and too***

**Intensifiers make the meaning of adjectives stronger.**

***Very* and *really* have the same meaning. They can intensify adjectives with a positive or negative meaning.**

That restaurant is **really** (or **very**) **good.** I want to go there.

That movie is **really** (or **very**) **scary.** I don't want to see it.

***Too* also makes the meaning of adjectives stronger. But *too* expresses the idea of "more than enough." *Too* usually has a negative meaning.**

That movie is **too long.** I don't want to see it.

This restaurant is **too expensive.** I'm not going to eat here.

**Be careful! Don't use *too* to intensify adjectives with a positive meaning. Use *very* and *really.***

This camera is **very affordable!** NOT This camera is {too affordable!}

Exercise A.

Complete each sentence with ***too, really,*** or ***very*** and your own adjective.

1. Beach vacations are [ ]. I love them.

2. French fries are [ ]. You shouldn't eat them every day.

3. A cruise is .. [ ]. I don't have enough money to take one.

4. They say this movie is [ ]. I want to see it.

5. This book is [ ]. You should read it.

6. English is [ ]. People are learning it all over the world.

7. This printer is [ ]. I need to replace it.

8. These pants are [ ]. I need to buy a larger pair.

Exercise B.

Complete each conversation, using too or enough.

1.

A: How about this? Should we buy it for your mother?

B: No. It isn't [ ] (pretty). I want something nicer.

2.

A: Do you think this rug is too small?

B: No, it's great. I think it's [ ] (big).

3.

A: Did you buy a microwave yesterday?

B: I looked at some. But they were [ ] (expensive).

4.

A: Why are you sending that steak back to the chef?

B: It's an expensive meal, and this steak just isn't [ ] (good).

5.

A: You never eat dessert?

B: No. Desserts are [ ] (sweet) for me.

6.

A: How was your vacation?

B: To tell the truth, it just wasn 't [ ] (relaxing).

7.

A: How's that soup? Is it [ ] (hot)?

B: No, it's fine. Thanks.

8.

A: Would you like more ice in your water?

B: Yes, please. It isn't [ ] (cold).

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# 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.**

**M**eet my new classmate. **H**er first name is Sue.

**Use a capital letter for:**

**cities / countries** I live in **B**eijing. He's from **C**olombia.

**nationalities** They're **H**onduran.

**languages** I speak **R**ussian and Italian.

**days and months** My birthday is on **T**uesday, **J**une 19th.

**the pronoun *I*** My brother and **I** are students.

**names and formal titles** I'd like you to meet **M**r. **S**mith.

Exercise A.

On a separate sheet of paper, rewrite each sentence, using correct capitalization .

1. please say hello to julio cueva from lima, peru.

2. my friend mr. lee is a computer programmer from korea.

3. he is brazilian, and his birthday is in october.

4. my classmate ms. silva is twenty-six years old.

5. miss wang teaches chinese to college students.

6. this monday john met his friend mr. abe.

7. when i travel, i need to use english.

Exercise B.

Guidance for the Writing Exercise (on page 12)

Answer the questions below when you write about your classmate. Add more information if you can. Make sure you use capital letters correctly.

- What's your classmate's name?

- Does your classmate have a nickname?

- How old is your classmate?

- What's your classmate's occupation?

- What is your classmate's hometown?

- Is your classmate's hometown his or her birthplace?

- Who's your classmate's favorite actor?

- What's your classmate's favorite sport? ..

## UNIT 2

***The sentence***

**In English, a sentence is a group of words that expresses a complete thought. A sentence has a subject and a verb. When you write a sentence, begin with a capital letter and end with a period.**

**subject - verb**

**The play - is** great.

**She - loves** music.

Exercise A.

Circle the subject and underline the verb in each sentence.

1. Her children like folk music.

2. I don't like big concerts.

3. My boyfriend loves classical music.

4. Their favorite musician is Esperanza Spaulding.

5. The play isn't very good.

Exercise B.

Write an X next to the groups of words that are not sentences.

1. A theater fan.

[ ]

2. The theater is down the street from the park.

[ ]

3. And around the corner from the art gallery.

[ ]

4. I listen to music in the shower.

[ ]

5. Really loud concerts.

[ ]

6. Downloading music.

[ ]

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Exercise C.

Guidance for the Writing Exercise (on page 24)

Use the ideas as a guide to Ideas 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.

bk

Ideas

- your favorite music

- your favorite artist

- when you listen to music

- where you buy music

ek

## 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 rock music, **and** she's a great dancer.

***But***

**Use *but* to combine two sentences if you want to show a difference or contrast. It's common, but not necessary, to use a comma before *but.***

My stepfather loves classical music, **but** I love rock.

My niece loves Latin music, **but** my nephew doesn't.

**Be careful! In traditional formal writing, writers avoid beginning sentences with *And* or *But.***

Don't write: My cousin loves rock music. {And she's a great dancer.}

Don't write: My cousin loves rock music. {But I don't.}

Exercise A.

On a separate sheet of paper, combine the sentences, using ***and.***

1. My sister-in-law has long hair. She's very pretty.

2. My aunt is a computer programmer. Her husband is a teacher.

3. We look alike. We wear the same kind of clothes.

4. My cousin likes classical music. He loves Italian food.

5. We look very different. We like different music.

Exercise B.

On a separate sheet of paper, combine the sentences, using but.

1. My brother wears old clothes. I wear new clothes.

2. My sister has long hair. I have short hair.

3. My cousin lives near the airport. His parents don't.

4. I love rock music. My stepfather doesn't.

5. We look alike. We wear very different clothes.

Exercise C.

Guidance for the Writing Exercise (on page 36)

Use the ideas to help you write the six statements comparing two people in your family. Use ***and*** or ***but*** to combine sentences.

bk

Ideas

- appearance

- musical tastes

- food preferences

- clothing preferences

- birthplaces and hometowns

- marital status

- favorite colors

ek

## UNIT 4

***Connecting words or ideas: and and in addition***

***And***

**Remember that *and* connects two sentences and makes them one sentence.**

I like fruit, **and** I also like vegetables.

**You can also use *and* to connect words in a series. Notice the use of the comma in the examples below.**

I like apples, oranges, grapes, **and** other fruits.

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

I like apples and oranges. NOT I like {apples, and oranges.}

***In addition***

***In addition*** connects the ideas in one sentence with the ideas in the next sentence. Use a comma after ***in addition.***

I like fruit. **In addition,** I like vegetables.

I like apples and oranges. **In addition,** I like grapes and other fruits.

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Exercise A.

Connect the words and ideas with ***and*** or ***in addition.***

1. The people eat a lot of vegetables in Spain, Italy, [ ] France.

2. In the U.S., many restaurants serve big portions. [ ], they serve a lot of fatty foods.

3. There are five or six great Italian restaurants near the hotel. [ ], there are two restaurants where the menu has dishes from Mexico, Thailand, India, [ ] even Indonesia!

4. She loves pasta, [ ] I want to invite her to my favorite Italian restaurant.

5. Raw carrots taste great, [ ] they're good for you.

6. This restaurant has great food [ ], the service is excellent.

7. You can choose from six entrees on the menu, [ ] they all come with a choice of vegetable.

8. I usually order soup, salad, a main course, [ ] dessert.

Exercise B.

Guidance for the Writing Exercise (on page 48)

Read the description of food in the United States. Use these paragraphs as a guide to help you write the article about the food of your country. Change the details so the sentences describe your food .

bk

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

ek

## UNIT 5

***Placement of adjectives: before nouns and after the verb be***

**Adjectives are words that describe nouns and pronouns.**

**noun**

The old **photocopier** is obsolete.

**pronoun**

**It**'s also broken.

**Adjectives come before nouns or after the verb *be* when the subject of a sentence is a noun or pronoun.**

I have a **new** computer.

The computer is **new.** It's **terrific.**

**Be careful! Adjectives don't come after nouns. Adjectives don't have plural forms.**

new refrigerators

NOT: {refrigerators new}

NOT: {news refrigerators}

**When two adjectives describe the same noun, connect them with *and.***

**When there are more than two, use commas.**

The microwave is **popular and convenient.**

This camera is **obsolete, broken,** and **defective.**

bk

Adjectives

affordable

awesome

awful

broken

convenient

defective

fast

fixable

good

great

guaranteed

new / old

obsolete

popular

terrible

terrific

**Some adjectives are compound phrases.**

This scanner is really **up-to-date.**

She bought an **up-to-date** camcorder.

ek

Exercise A.

Circle the adjectives in each sentence.

1. My old printer is obsolete.

2. The XLM projector is easy to use. In addition, it's small and very portable.

3. Is your scanner fixable?

4. This terrible car is a lemon! It's awful.

5. Our new washing machine is both good and guaranteed.

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Exercise B.

On a separate sheet of paper, write sentences about five of the following electronic devices or about other ones. Use the Adjectives from page 144.

bk

Products

a smart phone

a mobile/ cell phone

a GPS

a tablet (computer)

a desktop (computer)

a digital camera

a TV

a camcorder

ek

[My smart phone is very convenient.]

Exercise C.

Guidance for the Writing Exercise (on page 60)

Use your answers to the questions below as a guide to help you write the review of a product you use. Give your product 1-5 stars.

- What is it?

- What brand is it?

- What model is it?

- Is it a good product? Why or why not?

- What does it do?

- What adjectives describe it?

- Where do you use it?

- Is it working?

- Does it drive you crazy?

- How old is it?

## UNIT 6

***Punctuation of statements and questions***

**Use a period at the end of a statement.**

I go to the gym every morning.

**Use a question mark at the end of a question.**

What do I do to stay in shape?

**Use an exclamation point at the end of a sentence if you want to indicate that something is funny or surprising.**

The truth is I'm a couch potato!

bk

period = .

question mark = ?

exclamation point = !

comma = ,

**Remember:**

**Use commas to connect more than two ideas in a series.**

I go to the gym, go running in the park, and go bike riding every weekend.

**It's common, but not necessary, to use a comma before *and* or *but* when you connect two ideas.**

I eat well, but I don't exercise.

ek

Exercise A.

On a separate sheet of paper, rewrite each statement or question, using correct punctuation. Remember to begin each with a capital letter.

1. I really don't have time to exercise

2. do you get enough sleep every night

3. my friends think I exercise a lot but I don't

4. we go running bike riding and swimming in the summer

5. my father never eats sweets but I do

6. what do I do on weekends

7. my younger brothers eat junk food watch TV and stay up late every night

8. am I a couch potato

Exercise B.

Guidance for the Writing Exercise (on page 72)

Use the Ideas to write three questions with "I." Use these questions to introduce each topic in your description of your exercise and health habits. Be sure to check all your sentences and questions for correct punctuation.

[What foods do I eat? I usually eat healthy foods during the week, but ...]

bk

Ideas

- the foods you eat

- the foods you avoid

- your exercise routine

ek

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## UNIT 7

***Time order***

**Use a time clause in a sentence to show the order of events.**

We visited the old part of town **after we had lunch.**

We checked into our hotel **before we had lunch.**

**You can begin a sentence with a time clause. Most writers use a comma when the time clause comes first.**

**After we had lunch,** we visited the old part of town.

**Before we had lunch,** we checked into our hotel.

**Use transition signals to show time order in a paragraph. Use *First* to begin a series and *Finally* to end one. Use *Then, Next,* and *After that* to indicate a series of events. Commas are optional.**

**First,** we checked in to our hotel. **After** we had lunch, we visited the old part of town and took pictures. **Then,** we went to the beach and lay in the sun for a while. **Next,** we played golf. **After that,** we went shopping and bought a rug. **Finally,** we went back to our hotel.

Exercise A.

On a separate sheet of paper, use the cues to write sentences. Begin each sentence with a time clause.

1. (before) First we had lunch. Then we went to the beach.

[Before we went to the beach, we had lunch]

2. (after) First we visited Rome. Then we went to Venice.

3. (before) First they went snorkeling. After that, they had lunch.

4. (after) He arrived in Miami on Saturday. Then he looked for a hotel.

5. (before) I spent three days in Mexico City. Next I flew to Cancún.

6. (after) She got back from the airport. After that, she called her mother.

7. (before) The weather was beautiful. Then it rained.

Exercise B.

On a separate sheet of paper, rewrite the paragraph, using time-order transition words.

bk

Let me tell you about my trip. I flew from New York to London, and I spent two days there. I took the train through the Chunnel to Paris. Paris was amazing. I got a car and drove to Rome. It was a long drive, but it was really scenic. I took a boat to the island of Sardinia. It was very beautiful. I flew back to London and back home to New York.

ek

Exercise C.

**Guidance for the Writing Exercise (on page 84)**

Write sentences describing your vacation in the order that the events happened. Then use your sentences to write your paragraph, using time clauses and time-order transition words.

## UNIT 8

***Connecting ideas with because and since***

**A clause with *because* or *since* presents a reason. There's no difference in meaning between *because* and *since* in the following sentences.**

I'm going to Paris **because I love French food.**

He's not wearing a jacket **since it's really warm today.**

**In speaking, it's OK to answer a question using only a clause with *because* or *since.***

A: Why are you wearing jeans?

B: **Because it's a really casual restaurant.**

**In writing, however, a clause beginning with *because* or *since* is not a sentence; it's an incomplete thought. To make the thought complete, connect the clause beginning with *because* or *since* to a sentence.**

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

**A clause with *because* or *since* can come at the beginning or the end of the sentence. When it comes at the beginning, use a comma. It's good writing style to vary placement so all sentences don't sound the same.**

I eat vegetables every day **because they are healthy.**

**Because they are healthy,** I eat vegetables every day.

bk

**Remember:**

In English, a sentence is a group of words containing a subject and a verb. It expresses a complete thought.

ek

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Exercise A.

On a separate sheet of paper, connect and rewrite the sentences, using clauses with either ***because*** or ***since.*** **Be careful!** Make sure the clause with ***because*** or ***since*** presents a reason .

1. I'm wearing a sweater. I feel cold.

2. She called her brother. It was his birthday.

3. He bought a blue blazer. He needed it for a business trip.

4. They didn 't have a ticket for the concert. They stayed home.

5. Our printer is broken. We have to get a new one.

Exercise B.

On a separate sheet of paper, answer each question with a complete sentence containing a clause with ***because*** or ***since.***

1. Why do you like dance music?

[I like dance music because it is happy music.]

2. Why are you studying English?

3. Why is a clothing store better than a clothing website?

4. Why do people like malls?

5. Why are running shoes more comfortable than formal shoes?

Exercise C.

**Guidance for the Writing Exercise (on page 96)** Write a list of at least five clothing do's and don'ts for appropriate dress in your country. Explain the reasons for the tips, using ***because*** and ***since.***

Use your sentences as a guide to help you write your letter or e-mail.

[Don't wear jeans to formal restaurants because people here are generally conservative.]

## UNIT 9

***The paragraph***

**A paragraph** is a group of sentences that relate to a topic or a theme. When your writing contains information about a variety of topics, it is convenient to divide your writing into separate paragraphs.

Traditionally, **the first word of a paragraph is indented.** (Sometimes new paragraphs, especially in books, are not indented. Instead, a separation is made by leaving a blank line space, as follows.)

**blank line space**

In the writing model to the right, the first paragraph is about the U.S., and the second paragraph is about Tanzania. Dividing the writing into two paragraphs makes it easier to read and understand.

**Clothing customs in different countries**

(1)

Clothing customs in the United States are generally liberal, although in some places people dress more formally than m. others. For example, in casual social settings, dress code is almost "anything goes;" and, in the summer, its not unusual for people to go to nice restaurants in shorts and sandals. In offices and formal restaurants, though, people generally dress more conservatively in all seasons of the year.

(2)

Far away in East Africa, on the other hand, clothing customs are much more conservative, especially for women. Women should keep their shoulders covered, even in hot weather, and sleeveless shirts are always inappropriate. Skirts and pants should go to below the knees. In cities, and for business, a lightweight suit is appropriate for both men and women.

Exercise 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.

bk

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 singer and actor in the United States. Another famous family is the Williams family. Venus and Serena Williams are famous tennis players. Their mother's name is Oracene Price. Their father, Richard Williams, was their coach. Still another famous family is the Fernandez family from Mexico. Vicente and Alejandro are father and son. They are both singers, and they are famous all over Latin America.

ek

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Exercise B.

**Guidance for the Writing Exercise (on page 108)**

Use the Ideas and your answers to the questions below as a guide to help you write your two paragraphs.

bk

Ideas

A trip to visit friends or relatives

A trip to and from work

A trip to and from school

A vacation

ek

**Paragraph 1**

Begin your paragraph with an opening statement, such as: [Last month, I went to [ ].

- Where did you go?

- What kind of transportation did you take?

- Were there any transportation problems? If so, what were they?

- When did you leave?

- Who did you travel with?

- What did you do when you were there?

- When did you get back?

**Paragraph 2**

Begin your next paragraph with an opening statement, such as: [On my next trip, ...

- Where are you going to go?

- What kind of transportation are you going to take?

- Do you think you are going to have transportation problems on your next trip? Why or why not?

- When are you leaving?

- Who are you traveling with?

- What are you going to do when you are there?

- When are you getting back?

## UNIT 10

***Connecting contradictory ideas: even through, however, on the other hand***

Use ***even though*** to connect contradictory ideas in a sentence. (A comma is optional before ***even though*** when it comes at the end of the sentence.)

Bee Flowers is the most popular shop in town **even though it's quite expensive.**

You can bargain for low prices at Marty's, ***even though*** the service isn 't very friendly.

Always use a comma if the clause that begins with even though comes first.

**Even though it's quite expensive,** Bee Flowers is the most popular shop in town.

**Even though the service isn't very friendly,** you can bargain for low prices at Marty's.

Use ***however*** or ***on the other hand*** at the beginning of a sentence to connect contradictory ideas from one sentence to another. Use a comma.

You can bargain for low prices at Marty's. **However** the service isn 't very friendly.

Bee Flowers is quite expensive. **On the other hand,** it's the most popular shop in town.

**Be careful!** Don't use **however** or **on the other hand** to combine clauses in a sentence.

Don 't write: You can bargain for low prices at Marty's, {however the service isn't very friendly.}

Exercise A.

On a separate sheet of paper, combine each pair of sentences into one sentence, using ***even though*** to begin each one.

1. You can find some good deals at the Savoy Hotel. Their rooms are the most expensive in town.

2. You can bargain for really low prices at the Old Market. It isn't the prettiest place to shop.

3. The Philcov X30 is easy to use and not too expensive. It isn't the most popular camera.

4. The prices of smart phones are getting lower every year. They can still be very expensive.

5. The Samson camcorder is the most professional camera you can buy. It isn't the lightest.

Exercise B.

Now rewrite the sentences, using ***however*** or ***on the other hand.***

Exercise C.

**Guidance for the Writing Exercise (on page 120)** Write at least six sentences about places to shop in your town or city. Use ***even though, however,*** and ***on the other hand.*** Use your sentences to help you write your guide.

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# Top Notch Pop Lyrics

## It's Nice To Meet You

(audio 1:16-1:17)

[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.

## Going Out [Unit 2]

(audio 1:35-1:36)

Do you want to see a play?

What time does the play begin?

It starts at eight. Is that OK?

I'd love to go. I'll see you then.

I heard it got some good reviews.

Where's it playing? What's the show?

It's called "One Single Life to Lose."

I'll think about it. I don't know.

**(CHORUS)**

Everything will be all right

when you and I go out tonight.

When Thomas Soben gives his talk-The famous chef? That's not for me!

The doors open at nine o'clock.

There's a movie we could see at Smith and Second Avenue.

That's my favorite neighborhood!

I can't wait to be with you.

I can't wait to have some food.

**(CHORUS)**

We're going to have a good time.

Don't keep me up past my bedtime.

We'll make a date.

Tonight's the night.

It starts at eight.

The price is right!

I'm a fan of rock 'n' roll.

Classical is more my style.

I like blues and I like soul.

Bach and Mozart make me smile!

Around the corner and down the street.

That's the entrance to the park.

There's a place where we could meet.

I wouldn 't go there after dark!

**(CHORUS: 2 times)**

## An Only Child [Unit 3]

(audio 2:18-2:19)

Let me see the photos of your wife and family.

Who's that guy there, on the right, next to the TV?

Is that your younger brother, John?

And who are those two?

Your sisters both look so alike.

Please tell me what they do.

**(CHORUS)**

**I ask so many questions.**

**You just answer with a smile.**

**You have a large family, but I am an only child.**

How about your cousins now?

Please tell me something new.

Do they both play basketball?

You know that I do, too.

**(CHORUS)**

I don't have a brother,

but you have two or three.

You're all one big happy family.

I don't have a sister,

but you have older twins.

This is a game I can 't ever win.

Do you have nieces and nephews,

and how many are there now?

Do they all like the same kinds of things?

Are they different somehow?

**(CHORUS)**

## The World Cafe [Unit 4]

(audio 2:34-2:35)

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 Cafe.**

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)**

## It's Not Working Again [Unit 5]

(audio 3:22-3:)

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)**

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## A Typical Day [Unit 6]

(audio 3:40-3:41)

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 dancing once a week.

He's at the theater as we speak!

It's just a typical day.

**(CHORUS)**

## My Dream Vacation [Unit 7]

(audio 4:20-4:21)

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 dance?"

**(CHORUS)**

## Anything Goes [Unit 8]

(audio 4:41-4:42)

The shoe department's upstairs.

It's on the second floor.

Women's Casual is down the stairs, there by the door.

This helpful store directory shows every kind of clothes.

I look for the department where it says anything goes.

**(CHORUS)**

**At home and when I travel, I always like to wear pajamas in the daytime with a blazer and a pair of socks on my fingers and gloves on my 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)**

## Five Hundred Ways [Unit 9]

(audio 5:21-5:22)

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]

(audio 5:39-5:40)

I go to the bank at a quarter to ten.

I pick up my cash from the ATM .

Here at the store, it won't be too hard to take out a check or a credit card.

The bank has a good rate of exchange, and everything here is in my price range.

The easiest part of this bargain hunt

is that I can afford anything I want.

**(CHORUS)**

**Whenever I travel around the world, I spend my money for two.**

**Shopping for souvenirs helps me to be near you.**

I try to decide how much I should pay for the beautiful art I see on display.

To get a great deal, I can 't be too nice.

It can't hurt to ask for a better price.

**(CHORUS)**

Yes, it's gorgeous, and I love it.

It's the biggest and the best, though it might not be the cheapest.

How much is it-more than all the rest?

I'll pass on some good advice to you:

When you're in Rome, do as the Romans do.

A ten percent tip for the taxi fare should be good enough when you 're staying there.

**(CHORUS**)

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# Pronunciation Table

These are the pronunciation symbols used in Top Notch 1.

**Vowels**

bt

|  |  |
| --- | --- |
| Symbol | Key Words |
| i | b**ea**t, f**ee**d |
| i | b**i**t, d**i**d |
| ei | d**a**te, p**ai**d |
| ε | b**e**t, b**e**d |
| æ | b**a**t, b**a**d |
| a: | b**o**x, **o**dd, f**a**ther |
| o: | b**ough**t, d**o**g |
| oö | b**oa**t, r**oa**d |
| ö | b**oo**k, g**oo**d |
| u | b**oo**t, f**oo**d, fl**u** |
| u | b**u**t, m**u**d, m**o**ther |
| ë | b**a**nana, **a**mong |
| e' | sh**ir**t, m**ur**d**er** |
| ai | b**i**te, cr**y,** b**uy,** **eye** |
| aö | ab**ou**t, h**ow** |
| o:i | v**oi**ce, b**oy** |
| ir | d**ee**r |
| εr | b**ar**e |
| a:r | b**ar** |
| o:r | d**oor** |
| ör | t**our** |

et

**Consonants**

bt

|  |  |
| --- | --- |
| Symbol | KeyWords |
| p | pack, happy |
| b | back, rubber |
| t | tie |
| d | die |
| k | came, key, quick |
| g | game, guest |
| tsh | church, nature, watch |
| dzh | judge, general, major |
| f | fan, photograph |
| v | van |
| θ | thing, breath |
| dh | then, breathe |
| s | sip, city, psychology |
| t | butter, bottle |
| t | button |
| z | zip, please, goes |
| sh | ship, machine, station, special, discussion |
|  |  |
| zh | measure, vision |
| h | hot, who |
| m | men |
| n | sun, know, pneumonia |
| ng | sung, ringing |
| w | wet, white |
| I | light, long |
| r | right, wrong |
| y | yes |

et

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# Overige informatie boek

## Colofon uitgave

**Top Notch: English for Today's World Level 1, Third Edition**

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**In Memoriam**

**Rob Morsberger (1959-2013)**

The authors wish to acknowledge their memory of and gratitude to **Rob Morsberger,** the gifted composer and songwriter of the *Top Notch Pop* Songs and Karaoke that have provided learners both language practice and pleasure.

ek

## Inhoudsopgave bronbestand

### LEARNING OBJECTIVES

UNIT 1. **Getting Acquainted** PAGE 2

UNIT 2. **Going Out** PAGE 14

UNIT 3. **The Extended Family** PAGE 26

UNIT 4. **Food and Restaurants** PAGE 38

UNIT 5. **Technology and You** PAGE 50

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***Top Notch Pop Lyrics*** page 149

**Pronunciation Table** page 151

UNIT 1. **Getting Acquainted** PAGE 2

**COMMUNICATION GOALS:**

- Meet someone new

- Identify and describe people

- Provide personal information

- Introduce someone to a group

**VOCABULARY**

- Formal titles

- Positive adjectives to describe people

- Personal information

- Countries and nationalities

**GRAMMAR**

- Information questions with be: Review

- Contractions

- Modification with adjectives: Review

- Positive adjectives

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

**GRAMMAR BOOSTER:**

- Information questions with be: usage and form

- Possessive nouns and adjectives

- Verb be: usage and form

- Short answers with be: common errors

**CONVERSATION STRATEGIES**

- 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 / PRONUNCIATION**

**Listening Skills**

- Listen for details

- Infer information

**Pronunciation**

- Intonation of questions

**READING**

**Texts**

- An enrollment form

- Personal profiles

- A photo story

**Skills/strategies**

- Infer information

- Scan for facts

**WRITING**

**Task**

- Write a description of a classmate

**WRITING BOOSTER**

- Capitalization

**UNIT** 2. **Going Out** PAGE 14

**COMMUNICATION GOALS:**

- Accept or decline an invitation

- Express locations and give directions

- Make plans to see an event

- Talk about musical tastes

**VOCABULARY:**

- Music genres

- Entertainment and cultural events

- Locations and directions

**GRAMMAR:**

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

- Contractions

**GRAMMAR BOOSTER**

- Prepositions of time and place: usage rules

- ***Would like*** for preference: review and expansion

**CONVERSATION STRATEGIES:**

- "Use ***Would you like to go?"*** to make an invitation

- Repeat with rising intonation to confirm information

- Provide reasons to decline an invitation

- Use ***Too bad*** to express disappointment

- Use ***Thanks, anyway*** to acknowledge an unsuccessful attempt to help

**LISTENING / PRONUNCIATION:**

**Listening Skills**

- Listen for key details

- Draw conclusions

- Listen for details

- Listen for locations

**Pronunciation**

- Rising intonation to confirm information

**READING:**

**Texts**

- A music website

- An entertainment events page

- Authentic interviews

- A survey of musical tastes

- A photo story

**Skills/strategies**

- Interpret maps and diagrams

- Confirm content

- Make personal comparisons

**WRITING:**

**Task**

- Write about oneself and one's musical tastes

**WRITING BOOSTER**

- The sentence

**UNIT** 3. **The Extended Family** PAGE 26

**COMMUNICATION GOALS:**

- Report news about relationships

- Describe extended families

- Compare people

- Discuss family cultural traditions

**VOCABULARY:**

- The extended family

- Relationships and marital status

- Other family relationships

- Similarities and differences

**GRAMMAR:**

- The simple present tense: Review

- Spelling exceptions

- Contractions

- The simple present tense-information questions: Review

**GRAMMAR BOOSTER**

- The simple present tense: usage and form

- Information questions in the simple present tense: form questions with who. common errors

**CONVERSATION STRATEGIES:**

- 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 / PRONUNCIATION:**

**Listening Skills**

- Listen to classify

- Listen to infer

- Listen to identify similarities and differences

- Listen to take notes

- Listen for details

**Pronunciation**

- Linking sounds

**READING:**

**Texts**

- Family tree diagrams

- A self-help website

- A survey about adult children

- A photo story

**Skills/strategies**

- Interpret a diagram

- Confirm facts

- Infer information

**WRITING:**

**Task**

- Make a Venn diagram

- Compare two people in a family

**WRITING BOOSTER**

- Combining sentences with and or but

**UNIT** 4. **Food and Restaurants** PAGE 38

**COMMUNICATION GOALS:**

- Ask for a restaurant recommendation

- Order from a menu

- Speak to a server and pay for a meal

- Discuss food and health

**VOCABULARY**

- Parts of a meal

- Categories of food

- Degrees of hunger

- Communicating with a waiter or waitress

- Adjectives to describe the healthfulness of food

**GRAMMAR**

- ***There is*** and ***there are*** with count and non-count nouns; ***Anything*** and ***nothing***

- Definite article ***the***

**GRAMMAR BOOSTER**

- Non-count nouns: expressing quantities

- ***Some*** and ***any***

- Questions with ***How much*** and ***How many***

- Words that can be count nouns or non-count nouns

- Plural count nouns: spelling rules

- Non-count nouns: categories and verb agreement

**CONVERSATION STRATEGIES**

- 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 / PRONUNCIATION**

**Listening Skills**

- Listen to take notes

- Listen to predict

- Infer the location of a conversation

**Pronunciation**

- ***The*** before consonant and vowel sounds

**READING**

**Texts**

- Menus

- A nutrition website

- A photo story

**Skills/strategies**

- Interpret a map

- Understand from context

- Infer information

**WRITING**

**Task**

- Write a short article about food for a travel biog

**WRITING BOOSTER**

- Connecting words and ideas: ***and*** or ***in addition***

**UNIT** 5. **Technology and You** PAGE 50

**COMMUNICATION GOALS:**

- Recommend a brand or model

- Express sympathy for a problem

- Complain when things don't work

- Describe features of products

**VOCABULARY**

- Electronic devices

- Replacing products

- Positive descriptions

- Collocations for using electronic devices

- Activities

- Ways to sympathize

- Negative descriptions

- Household appliances and machines

- Ways to state a problem

- Features of manufactured products

- The present continuous: Review

**GRAMMAR**

- The present continuous: Review

**GRAMMAR BOOSTER**

- The present continuous: spelling rules for the present participle

- The present continuous: rules for forming statements

- The present continuous: rules for forming questions

**CONVERSATION STRATEGIES**

- Use ***Hey*** or ***How's it going*** for an informal greeting

- Use ***What about ...?*** to offer a suggestion

- Use ***Really?*** to indicate surprise

- Use ***You know*** to introduce a topic

- Express sympathy when someone is frustrated

**LISTENING / PRONUNCIATION**

**Listening Skills**

- Infer meaning

- Listen to predict

- Listen for details

- Listen to classify

**Pronunciation**

- Intonation of questions

**READING**

**Texts**

- Newspaper advertisements

- An online review for a product

- A photo story

**Skills/strategies**

- Understand from context

- Activate language from a text

**WRITING**

**Task**

- Write a review of a product

**WRITING BOOSTER**

- Placement of adjectives: before nouns and after the verb be

**UNIT** 6. **Eating Well** PAGE 62

**COMMUNICATION GOALS:**

- Plan an activity with someone

- Talk about habitual activities and future plans

- Discuss fitness and eating habits

- Describe your routines

**VOCABULARY**

- Physical activities

- Places for sports and exercise

- Frequency adverbs

**GRAMMAR**

- ***Can*** and ***have to***

- The present continuous and the simple present tense: Review

**GRAMMAR BOOSTER**

- ***Can*** and ***have to:*** form and common errors

- ***Can*** and ***have to:*** information questions

- ***Can*** and ***be able to:*** present and past forms

- The simple present tense: non-action verbs

- The simple present tense: placement of frequency adverbs

- Time expressions

**CONVERSATION STRATEGIES**

- 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 / PRONUNCIATION**

**Listening Skills**

- Listen to activate grammar

- Listen for main ideas

- Listen for details

- Apply and personalize information

**Pronunciation**

- Can / can't

- Third-person singular -s: Review

**READING**

**Texts**

- A bar graph

- A fitness survey

- A magazine article

- A photo story

**Skills/strategies**

- Interpret a bar graph

- Infer information

- Summarize

**WRITING**

**Task**

- Write about one's exercise and health habits

**WRITING BOOSTER**

- Punctuation of statements and questions

**UNIT** 7. **On Vacation** PAGE 74

**COMMUNICATION GOALS:**

- Greet someone arriving from a trip

- Ask about someone's vacation

- Discuss vacation preferences

- Describe good and bad vacation experiences

**VOCABULARY**

- Adjectives to describe trips

- Intensifiers

- Decline and accept help

- Adjectives for vacations

- Bad and good travel experiences

**GRAMMAR**

- The past tense of ***be:*** Review

- Contractions

- The simple past tense: Review

- Regular and irregular verb forms

**GRAMMAR BOOSTER**

- The past tense of be: form

- The simple past tense: spelling rules for regular verbs

- The simple past tense: usage and form

**CONVERSATION STRATEGIES**

- 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 ***It'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 / PRONUNCIATION**

**Listening Skills**

- Listen for main ideas

- Listen for details

- Infer meaning

**Pronunciation**

- The simple past tense ending: Regular verbs

**READING**

**Texts**

- Travel brochures

- Personal travel stories

- A vacation survey

- A photo story

**Skills/strategies**

- Activate language from a text

- Identify supporting details

- Support an opinion

- Draw conclusions

**WRITING**

**Task**

Write a guided essay about a vacation

**WRITING BOOSTER**

- Time order

**UNIT** 8. **Shopping for Clothes** PAGE 86

**COMMUNICATION GOALS:**

- Shop and pay for clothes

- Ask for a different size or color

- Navigate a mall or department store

- Discuss clothing do's and don'ts

**VOCABULARY**

- Clothes and clothing departments

- Types of clothing and shoes

- Formal clothes

- Clothing that comes in "pairs"

- Store departments

- Clothing sizes

- Interior store locations and directions

- Prepositions of interior location

- Formality and appropriateness in clothing

**GRAMMAR**

- Uses of object pronouns

- Subject and object pronouns

- Comparative adjectives

**GRAMMAR BOOSTER**

- Direct objects: usage

- Indirect objects: usage rules and common errors

- Comparative adjectives: spelling rules

**CONVERSATION STRATEGIES**

- 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 / PRONUNCIATION**

**Listening Skills**

- Infer the appropriate location

- Understand locations and directions

**Pronunciation**

- Contrastive stress for clarification

**READING**

**Texts**

- An online clothing catalogue

- Simple and complex diagrams and plans

- A travel article

- A personal opinion survey

- A photo story

**Skills/strategies**

- Identify supporting details

- Paraphrase

- Apply information

**WRITING**

**Task**

- Write a letter or e-mail explaining what clothes to pack

**WRITING BOOSTER**

- Connecting ideas with because and since

**UNIT** 9. **Taking Transportation** PAGE 98

**COMMUNICATION GOALS:**

- Discuss schedules and buy tickets

- Book travel services

- Understand airport announcements

- Describe transportation problems

**VOCABULARY**

- Kinds of tickets and trips

- Ways to express disappointment

- Travel services

- Airline passenger information

- Some flight problems

- Transportation problems

- Means of transportation

**GRAMMAR**

- Medals ***should*** and ***could***

- ***Be going to*** + base form to express the future: Review

**GRAMMAR BOOSTER**

- Modals ***can, could,*** and ***should:*** meaning, form, and common errors

- Expansion: future actions

**CONVERSATION STRATEGIES**

- Use ***I'm sorry*** to respond with disappointing information

- Use ***Well*** to introduce an alternative

- Use ***I hope so*** to politely respond to an offer of help

- Use ***Let me check*** to buy time to get information

**LISTENING / PRONUNCIATION**

**Listening Skills**

- Infer the type of travel service

- Understand public announcements

- Listen for details

- Use reasoning to evaluate statements of fact

**Pronunciation**

- Intonation for offering alternatives

**READING**

**Texts**

- Transportation schedules

- Public transportation tickets

- Arrival and departure boards

- Magazine and newspaper articles

- A photo story

**Skills/strategies**

- Make decisions based on schedules and needs

- Critical thinking

**WRITING**

**Task**

- Write about two different trips, one past trip and one future trip

**WRITING BOOSTER**

- The paragraph

**UNIT** 10. **Spending Money** PAGE 110

**COMMUNICATION GOALS:**

- Ask for a recommendation

- Bargain for a lower price

- Discuss showing appreciation for service

- Describe where to get the best deals

**VOCABULARY**

- Financial terms

- How to bargain

- How to describe good and bad deals

**GRAMMAR**

- Superlative adjectives

- Irregular forms

- ***Too*** and ***enough***

**GRAMMAR BOOSTER**

- Comparative and superlative adjectives: usage and form

- Intensifiers ***very, really,*** and ***too***

**CONVERSATION STRATEGIES**

- 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 / PRONUNCIATION**

**Listening Skills**

- Listen for key details

- Listen for main ideas

- Listen for details

**Pronunciation**

- Rising intonation for clarification

**READING**

**Texts**

- A travel guide

- Product ads

- A magazine article

- Personal travel stories

- A photo story

**Skills/strategies**

- Classify information

- Draw conclusions

- Apply information

**WRITING**

**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***

**Countries and nationalities / Non-count nouns / Irregular verbs page 122**

**Grammar Booster page 123**

**Writing Booster page 142**

***Top Notch Pop* Lyrics page 149**

**Pronunciation Table page 151**

## Covertekst (achter)

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**THE LEADER IN GLOBAL COMMUNICATION**

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ea

## Symbolenlijst

bk begin kader

ek einde kader

bt begin tabel

et einde tabel

ba begin afbeelding

ea einde afbeelding

bND begin noot Dedicon

eND einde noot Dedicon

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1. \*. *Summit 1* and *Summit 2* are the titles of the 5th and 6th levels of the *Top Notch* course. [↑](#footnote-ref-1)
2. \*. ***Top Notch*** is the recipient of the Association of Education Publishers' *Distinguished Achievement Award.* [↑](#footnote-ref-2)
3. \*. adopted: Matthew and Alexa aren't Aiden's birth parents. [↑](#footnote-ref-3)
4. \*. twins: Cole and Casey were born at the same time. [↑](#footnote-ref-4)
5. \*. Half-brothers and half-sisters can also have the same father but different mothers. [↑](#footnote-ref-5)
6. \*. Server = waiter (man) or waitress (woman) [↑](#footnote-ref-6)