THIRD EDITION TOP NOTCH Topic and the second seco



JOAN SASLOW ALLEN ASCHER

ALWAYS LEARNING

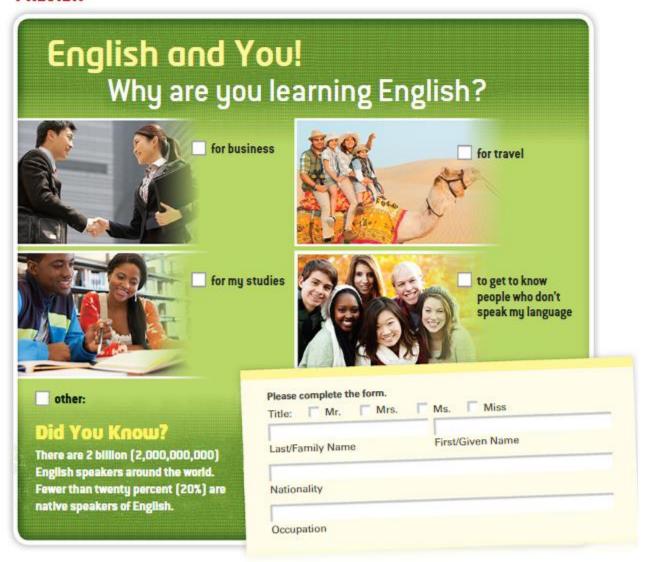
PEARSON

COMMUNICATION GOALS

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



PREVIEW



- A PAIR WORK Why are you learning English? Compare reasons with a partner.
- B CLASS SURVEY How many students in your class are studying English . . .

for business? for their studies? (other reasons)

for travel? to get to know people?

C PHOTO STORY Read and listen to people getting acquainted.



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

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

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



Sam: And just call me Sam. So, what do you do, Suzy? Susan: I'm a photographer . . . Oh,

I'm sorry. There's my husband . . . Ted, over here!



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

Sam: Likewise. But please call me Sam.

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

▶ 1:03 Formal titles Men Women Mr. Ms. (married or single) Mrs. (married) Miss (single) Use titles with family names, not given names. Ms. Grant NOT Ms. Suzy Marital status married

SPEAKING

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



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



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

I'd like you to meet Bradley Cooper. Mr. Cooper is an actor. ?!



Meet someone new

CONVERSATION MODEL

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

- B: Good morning. I'm Alex, and this is Lauren.
- C: Hi. My name's Kathryn Gao. But everyone calls me Kate.
- A: Great to meet you, Kate. Where are you from?
- C: New York.
- B 1:05 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.



GRAMMAR Information questions with be: Review

Who's Ms. Nieto? Who are they?

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

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

How old is your brother? How old are they?

She's my teacher. They're my classmates.

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

I'm an engineer.

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

He's twenty-six.

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

Contractions

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

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- · Ibnformation questions with be: usage and form
- Possessive nouns and adjectives

A GRAMMAR PRACTICE Complete the conversations. Use contractions of the verb be when possible.

- 1 A: that over there?
 - B: Oh, that's Hasna. from Lebanon.
 - A: she? She looks very young.
 - B: I think twenty-five.

2 A: Your new neighbor's good-looking!

..... his name?

B: His name's Francisco.

Who's = Who is

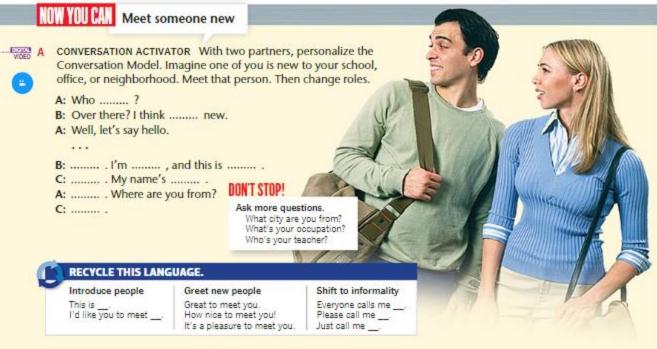
What's = What is

Where's = Where is

A: he from?

B: El Salvador.

	: they?	students.	5 A	: I'll call you sometime your phone number?
	: their nam : Evan and Kim.	es?		: 555-0296 yours? :: 555-8747.
MORE B B GRA	they? Greg's only fourteen. But David, is twenty-eight. David's occur a lawyer. AMMAR PRACTICE Write at gin each question with a care.	t my older brother, upation? t least four information of	B A B question:	
	Ideas Who ? What ? Where ? How old ?	What's your phone		Audrey Mills
C PAI	R WORK Now ask your qu		ur partne	r's questions.



B CHANGE PARTNERS Practice the conversation again. Meet other people.

GRAMMAR Modification with adjectives: Review

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

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

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

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

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

▶ 1:06 Positive adjectives

handsome

wonderful

terrific

beautiful

famous

fantastic

great

- A GRAMMAR PRACTICE Combine each pair of sentences.
 - 1 Chris Pine is an actor from the U.S. He's handsome.
 - 2 Emeli Sandé is a singer from the U.K. She's fantastic.
 - Cheng Fei and Yao Jinnan are athletes from China. They're terrific.
 - 4 Sebastião Salgado is a photographer from Brazil. He's great.
 - 5 Alice Munro is a writer from Canada. She's famous.

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

CONVERSATION MODEL

- A Plant Read and listen to someone identify and describe a person.
 - A: Hey. Who's Lucia Micarelli?
 - B: You don't know? For real?
 - A: No. Is she famous?
 - B: She sure is. She's a great musician.
 - A: Where's she from?
 - B: The United States.
- B ►1:08 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

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



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

Yes, I am.

Are you our teacher?
Is she Chinese?
Is your nickname Josh?
Are you and Tom students?

Are they famous?

Yes, she is. Yes, it is. Yes, we are. Yes, they are. No, I'm not. No, she isn't. [No, she's not.] No, it isn't. [No, it's not.]

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

Be careful!

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

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common errors

Verb <u>be</u>; usage and form
 Short answers with <u>be</u>:



	FIND THE GRAMMAR Find and underline two inform yes / no question with be in the Conversation Mode	
В	GRAMMAR PRACTICE Complete the questions and a	answers. Use contractions when possible.
	1 A: your father a teacher?	4 A: Who those new students?
	B: Yes,	from Canada?
	2 A: your son an athlete? B: No, an artist.	B: No,
	A STANDARD WATER CONTRACTOR AND A STANDARD C	5 A: That's a nice hat! new?
MORE .	3 A: this your new address? B: Yes,	B: No,
CISES	b. 165,	6 A: you a musician?
		B: Yes, a violinist.
MOED P	PRONUNCIATION Intonation of questions	
	▶1:09 Use rising intonation in <u>yes</u> / <u>no</u> questions. Us questions. Read and listen. Then listen again and rep	
	Yes / no questions	Information questions
	Is she an architect?	What's her occupation?
	Are they from Canada?	Where are they from?
	Identify and describe people	
	OW YOU CAN Identify and describe people A Look at the famous people, Add information	
	A Look at the famous people. Add information about a famous person you know.	
nant.	A Look at the famous people. Add information about a famous person you know.	
TORON ORDER	A Look at the famous people. Add information	
VICEO	A Look at the famous people. Add information about a famous person you know. B CONVERSATION ACTIVATOR With a partner, change the Conversation Model. Practice identifying and describing famous people. Use	
PART TO SECOND	A Look at the famous people. Add information about a famous person you know. B CONVERSATION ACTIVATOR With a partner, change the Conversation Model. Practice identifying and describing famous people. Use an adjective from the Grammar on page 6.	
7227 1000	A Look at the famous people. Add information about a famous person you know. B CONVERSATION ACTIVATOR With a partner, change the Conversation Model. Practice identifying and describing famous people. Use an adjective from the Grammar on page 6. Then change roles.	AL AN SS
noed	A Look at the famous people. Add information about a famous person you know. B CONVERSATION ACTIVATOR With a partner, change the Conversation Model. Practice identifying and describing famous people. Use an adjective from the Grammar on page 6. Then change roles. A: Hey. Who's?	
ripeo	A Look at the famous people. Add information about a famous person you know. B CONVERSATION ACTIVATOR With a partner, change the Conversation Model. Practice identifying and describing famous people. Use an adjective from the Grammar on page 6. Then change roles.	Javier Bardem actor (Spain)
roco	A Look at the famous people. Add information about a famous person you know. B CONVERSATION ACTIVATOR With a partner, change the Conversation Model. Practice identifying and describing famous people. Use an adjective from the Grammar on page 6. Then change roles. A: Hey. Who's? B: You don't know? For real?	Javier Bardem actor (Spain) Jeanne Gang architect (U.S.)
E CONTRACTOR DE	A Look at the famous people. Add information about a famous person you know. B CONVERSATION ACTIVATOR With a partner, change the Conversation Model. Practice identifying and describing famous people. Use an adjective from the Grammar on page 6. Then change roles. A: Hey. Who's? B: You don't know? For real? A: No. Is famous?	
- N	A Look at the famous people. Add information about a famous person you know. B CONVERSATION ACTIVATOR With a partner, change the Conversation Model. Practice identifying and describing famous people. Use an adjective from the Grammar on page 6. Then change roles. A: Hey. Who's? B: You don't know? For real? A: No. Is famous? B: sure is	actor (Spain) architect (U.S.)
1000	A Look at the famous people. Add information about a famous person you know. B CONVERSATION ACTIVATOR With a partner, change the Conversation Model. Practice identifying and describing famous people. Use an adjective from the Grammar on page 6. Then change roles. A: Hey. Who's? B: You don't know? For real? A: No. Is famous? B: sure is	actor (Spain) architect (U.S.) Your own famous person
Paraman and the second	A Look at the famous people. Add information about a famous person you know. B CONVERSATION ACTIVATOR With a partner, change the Conversation Model. Practice identifying and describing famous people. Use an adjective from the Grammar on page 6. Then change roles. A: Hey. Who's? B: You don't know? For real? A: No. Is famous? B: 's a	Your own famous person first name
MOED -	A Look at the famous people. Add information about a famous person you know. B CONVERSATION ACTIVATOR With a partner, change the Conversation Model. Practice identifying and describing famous people. Use an adjective from the Grammar on page 6. Then change roles. A: Hey. Who's? B: You don't know? For real? A: No. Is famous? B: 's a	Your own famous person first name
WIGEO	A Look at the famous people. Add information about a famous person you know. B CONVERSATION ACTIVATOR With a partner, change the Conversation Model. Practice identifying and describing famous people. Use an adjective from the Grammar on page 6. Then change roles. A: Hey. Who's? B: You don't know? For real? A: No. Is famous? B: 's a	Your own famous person first name
Description of the second of t	A Look at the famous people. Add information about a famous person you know. B CONVERSATION ACTIVATOR With a partner, change the Conversation Model. Practice identifying and describing famous people. Use an adjective from the Grammar on page 6. Then change roles. A: Hey. Who's? B: You don't know? For real? A: No. Is famous? B: 's a	Your own famous person first name
TOPICS TO	A Look at the famous people. Add information about a famous person you know. B CONVERSATION ACTIVATOR With a partner, change the Conversation Model. Practice identifying and describing famous people. Use an adjective from the Grammar on page 6. Then change roles. A: Hey. Who's? B: You don't know? For real? A: No. Is famous? B: 's a	Your own famous person first name
2000	A Look at the famous people. Add information about a famous person you know. B CONVERSATION ACTIVATOR With a partner, change the Conversation Model. Practice identifying and describing famous people. Use an adjective from the Grammar on page 6. Then change roles. A: Hey. Who's? B: You don't know? For real? A: No. Is famous? B: 's a	actor (Spain) architect (U.S.)

BEFORE YOU LISTEN



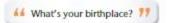
Note: 13:10 VOCABULARY • Personal information
Read and listen. Then listen again and repeat.

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

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

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

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



Country Nationalities Tm from Japan

Tm from Japan,
She's from China,
She's from Canada.
They're from Argentina.
He's from the U.K.
We're from Turkey.

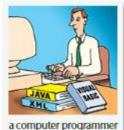
Nationality I'm Japanese. She's Chinese. She's Canadian. They're Argentinean. He's British. We're Turkish.

See page 122 for a more complete list.

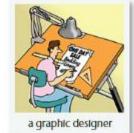
LISTENING COMPREHENSION

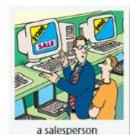
A DISTEN FOR DETAILS Listen to each conversation and write each person's nationality and occupation. Then check yes or no to indicate whether the person has a nickname.

Nationality	Occupation	Nickr	iame?
1		□yes	□ no
2		□yes	□no
3		□yes	□no
4		□yes	□no









a compact programme

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

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.

PARTNER A

If you don't understand, ask:

Could you repeat that? How do you spell that?



Name: Gordon Graham Nickname: Gordy Occupation: Nationality: Australian Hometown: Canberra Birthplace: Age:

E-mail: gordyg@umail.com.au



Name: Nickname: Occupation: salesperson Nationality: Age: 36

Hometown:

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



Name: Occupation: scientist Age: Nationality: Japanese Hometown: Osaka E-mall:



Name: Claire Beti Occupation: Age: 24 Nationality: Hometown:

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

E-mall: Віпррівсе: Нотебочи: Рапя Nationality: French ----- забъ Occupation: writerName:



E-mail: mkato@unet.com.jp Hometown: Wattonality: Age: 30 Occupation: Name: Miya Kato



Нотебомп: Sandago :әбү Nationality: Chilean Occupation: Nickname: Beto Name: Alberto Wilson



E-mall: Age: 24 Birthplace: Sydney Hometown: Watlonality: Occupation: architect Vickname: ······səmeN



How do you spell that? Could you repeat that?

If you don't understand, ask:

PARTNER B



BEFORE YOU READ

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

READING > 1914



Who Uses English?



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



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



Source: Authentic interviews of real people

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

A	INFER INFORMATION Ch according to the article.		B SCAN FOR about the		olete the inform	nation
	1 Mr. Tanaka uses Engl	ish		Mr Tanaka	Ms. Marques	Mr. Itani
	□ to teach classes.	to watch TV.		THE TOTAL	ms. marques	I I I I I I I I I I I I I I I I I I I
	□ with colleagues.	to use the Internet.	Occupation			
	2 Ms. Marques uses En	glish at work				
	☐ in e-mails.	in international phone calls.	Lives in			
	☐ in meetings.	 in phone calls to other cities in Brazil. 	Hometown			
		es English with hotel guests				
	from	□ Laborar	Married?	yes no	yes no	yes 🗆 no
E	☐ Canada.	☐ Lebanon. ☐ China.				
13	☐ Brazil.	Li China.				
A	OW YOU CAN Introduce	e someone to a group	ete the two intro	ductions.		
	Occ Hor Birt Age Fav Fav	kname: Vicky Cupation: photographer metown: Wisham, China thiplace: (same) 2: 22 orite actor: Will Smith orite sport: tennis ter: lives in Shanghai		O H B A F F	Ickname: Kiki occupation: piloi lometown: Vera irthplace: Grani ge: 41 avorite actor: M avorite sport: so other: lives in Mo	cruz, Mexico ada, Spain latt Damon occer
	she's a , but s city called	years old, and . Ms lives	he lives in actually he v	E . His hometow was born in , and	veryone calls h vn is	im , but s favorite ort is
В	NOTEPADDING Interviewher personal information	w a classmate. Write his or non the notepad.	classmates.	Use the introd	your partner to ductions in Exe	
	Name:		for support			
	Nickname:		RECYC	LE THIS LANG	GUAGE.	
	Nickname:					
			This is	I'd like you to meet Everyone calls [him / her]		
	Occupation:		I'd like	you to meet	rl	
			l'd like Everyor (His / H	you to meet ne calls [him / her er] nickname is _		
	Occupation:		l'd like Everyor (His / H (His / H	you to meet ne calls [him / her		
	Occupation: Hometown: Birthplace:		l'd like Everyor (His / H (His / H	you to meet le calls [him / hei er] nickname is _ er] hometown is		
	Occupation: Hometown: Birthplace: Age:		l'd like Everyor (His / H (His / H	you to meet ne calls [him / her er] nickname is _ er] hometown is er] favorite is		
	Occupation: Hometown: Birthplace: Age: Favorite actor:		Pd like Everyor (His / H (His / H (His / H	you to meet	or phrases in the Re	
	Occupation: Hometown: Birthplace: Age:		Pd like Everyor (His / H (His / H (His / H Find and und that were new	you to meet	or phrases in the Re	

REVIEW

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

Australian French Brazilian Polish

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

- B Complete each statement. Circle the correct word.
 - 1 We're from (China / Chinese).
 - 2 He's (Australia / Australian).
 - 3 She's from (Italy / Italian).
 - 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).
- C Complete each conversation in your own way. (You don't need to give real information.)

1	"What city are you from?"	
2	"What's your e-mail address?"	
3	"Are you a teacher?"	
4	"I'm from Canada."	?
5	"I'm a graphic designer."	?
6	"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

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

• Capitalization

· Guidance for this writing exercise









ORAL REVIEW

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

What's his nickname?

PAIR WORK

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

Who's Will Smith?

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

Celebrity Screens Web page of the rich and famous

Who is the real Will Smith?



real name: Willard Christopher Smith, Jr. occupation: singer and actor marital status: married birth date: September 25, 1968 birthplace: Philadelphia, U.S.

Other information

favorite colors: red and black favorite food: sweets favorite actor: Harrison Ford





COMMUNICATION GOALS

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

Going Out

PREVIEW



- A Do you download a lot of music from the Internet? Why or why not?
- C PAIR WORK Which genres of music do you like? Are there genres that you hate? Tell your partner.



- ► 138 VOCABULARY Genres Look at the web page.
 Then listen and repeat.
- D DISCUSSION When you download music from the Internet, do you buy single songs or whole albums? Explain your answer.

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



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

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

Sara: Sounds good. Where?



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

past my bedtime.

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

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



Meg: Perfect! Meet you In front of the club at 7:45? Sara: See you there!

F	FOCUS ON LANGUAGE	Find and write an underlined word or expression from the Photo Story wi	ith
	the same meaning:		

- 1 That's too late for me. 2 Great!
- 3 music in a concert
- 4 What are you doing?
- 5 I like that better.
- 6 I don't like that.
- G THINK AND EXPLAIN Choose an answer. Use a quotation to explain your answer.
 - 1 What's Sara doing?
 - a getting music from the Internet
- Sara says, 'Just downloading some new songs.'
- b buying tickets for a concert on the Internet
- 2 What does Meg want to do?
 - a download music from the Internet
 - b go to a concert

- 3 Which woman doesn't like to go to sleep late?
 - a Sara
 - b Meg

..... salsa

- 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?

..... jazz

..... classical music folk music hip-hop

..... movie soundtracks

..... show tunes R & B rock / pop other

Who chose hip-hop as their favorite?



an electric quitar

UNIT 2

CONVERSATION MODEL

- A 120 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.
- B 1:21 RHYTHM AND INTONATION 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

Prepositions of time

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

at on Saturday in March at 8:30 on June 7th in 2016 at midnight on the 7th in the summer at noon

on Monday, May 3rd in the morning on Tuesday morning in ten minutes

Prepositions of place

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

on Fifth Avenue in Mexico at the Film Forum on the corner in Tokyo at work on the street in the park at school on the left in the neighborhood at the art gallery

Contractions

When's = When is What time's = What time is Where's = Where is

Be careful!

Don't contract are with When. What time or Where Where are your parents? NOT Where're your parents?

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.

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







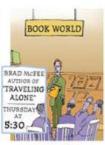
VOCABULARY Entertainment and cultural events

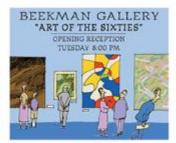
▶1:22 Read and listen. Then listen again and repeat.











a movie / a film.

a play

a concert

a talk / a lecture

44 Where's the talk? 77

an art exhibit

44 It's at Book World. 77

- B PAIR WORK Ask and answer questions about the events in the pictures above. Use When, Where, and What time.
- C 123 LISTEN FOR DETAILS 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
- D MIZE LISTEN TO DRAW CONCLUSIONS Listen to the conversations again. Complete the chart.

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

NOW YOU CAN Accept or decline an invitation



- 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.

DON'T STOP!

If you decline, suggest a different event





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!

B CHANGE PARTNERS Practice the conversation again. Use different events.



Express locations and give directions

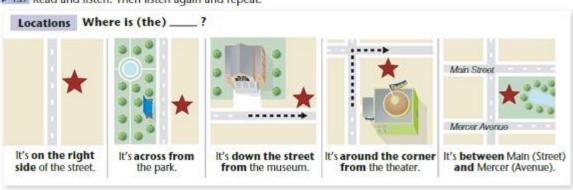
CONVERSATION MODEL

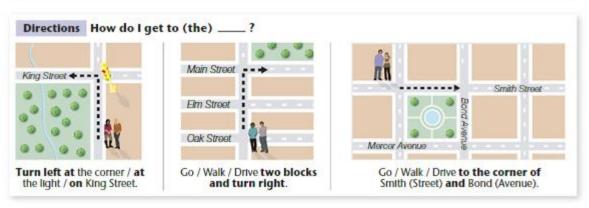
- A > 1:25 Read and listen to someone ask for and get directions.
 - A: Excuse me. I'm looking for the National Bank.
 - B: The National Bank? Do you know the address?
 - A: Yes. It's 205 Holly Avenue.
 - B: Oh. Walk to the corner of First and Holly. It's right around the corner, across from the museum.
 - A: Thank you!
 - Or if you don't know . . .
 - B: The National Bank? I'm sorry. I'm not from around here.
 - A: Thanks, anyway.
- B 1:26 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.



VOCABULARY Locations and directions

A >127 Read and listen. Then listen again and repeat.





- B 128 LISTEN FOR LOCATIONS Listen to the conversations about places. Write the number of each place in a box on the map. (Be careful: There are three places but seven boxes.)
- 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

- A P129 Repeat information with rising intonation to be sure you understand. Read and listen. Then listen again and repeat.
 - 1 A: Where's the library?

2 A: Let's meet at the mall.

B: The library?

B: The mall?

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



OCEAN CITY

Express locations and give directions



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



A: Excuse me. I'm looking for

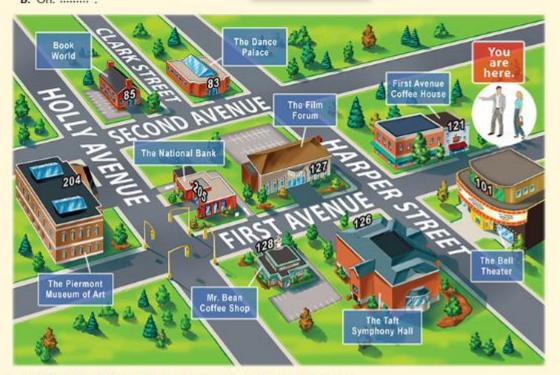
B: ? Do you know the address?

A: Yes. It's

B: Oh.

DON'T STOP!

Ask about other locations.



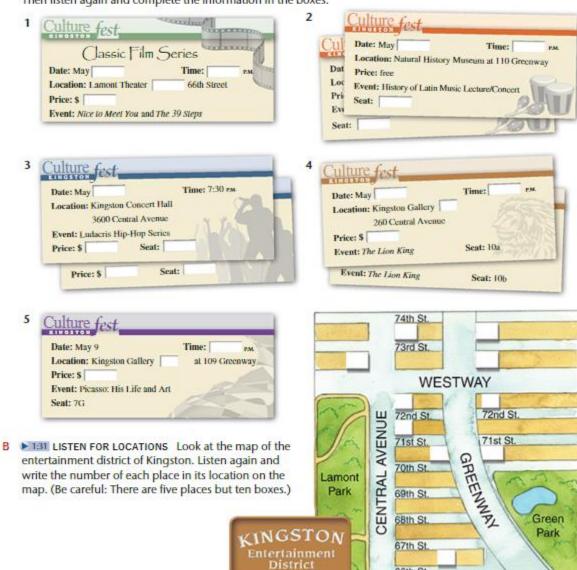
B CHANGE PARTNERS Ask about other locations and give directions.

BEFORE YOU LISTEN

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

LISTENING COMPREHENSION

A DISSON FOR DETAILS Listen to people calling the Kingston Culturefest. Look at the tickets. Then listen again and complete the information in the boxes.



66th St.

NOW YOU CAN Make plans to see an event

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

Event	Day / Date / Time	Place

Kingston Post

THIS WEEK KINGSTON Culture



HIGHLIGHT



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

Monday and Thursday 7:45 P.M.

Kingston Gallery 2

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

THEATER -



Andrew Lloyd Weber's classical musical Cats

Lamont Theater

Tuesday to Friday 8:00 P.M.

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



A Serious Play For Serious Theatergoers 33

The Dentist's Chair

Kingston Gallery 2

Friday and Saturday 8:00 P.M.

CONCERTS -

Joshua Bell, Violinist.

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

Rite of Spring with the Mexico City Philharmonic Orchestra.

Kingston Concert Hall

Wednesday and Saturday: 8:00 P.M.

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

Bruno Mars

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

Kingston Gallery 2

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

TALKS/ LECTURES



Reinvent a Better World

Melinda Gates (of the Bill and Melinda Gates Foundation)

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

Natural History Museum

Freel

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.

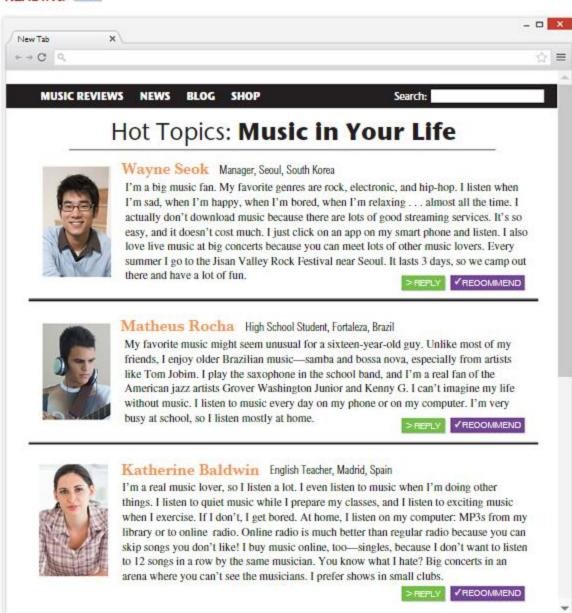
Locations / Directions

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 / Walk / Drive to ____

BEFORE YOU READ

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

READING > 1:32



Source: Authentic Interviews of real people

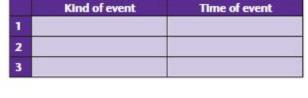
Α	CONFIRM CONTENT Read the following statements. Circle for each, based on information in the Reading. Explain you						
	T F NI 1 Wayne Seok is a fan of live music.						
	T F NI 2 He doesn't like folk music.						
	T F NI 3 Matheus Rocha usually listens to music on CDs.						
	T F NI 4 His friends all like samba and bossa nova.	1 653.					
	T F NI 5 Katherine Baldwin doesn't like big concerts.						
	T F NI 6 She likes music videos.	ь.					
	1 1 NI 6 SHE likes Husic videos.						
В	MAKE PERSONAL COMPARISONS Who are you like: Mr. Seok, Mr. Rocha, or Ms. Baldwin? Explain how.	l'm like Ms. Baldwin. I listen to music while I do other things.					
I	OW YOU CAN Talk about musical tastes						
A	FRAME YOUR IDEAS Fill out the survey about your musical	tastes.					
	MUSIC IN YOUR LIFE Take to	he Survey					
	1. Are you a music fan?	5. Do you go to concerts? often sometimes never If so, what's your favorite kind of concert? 6. How do you listen to music? on CDs on the Internet on the radio on music videos on MP3s on TV music channels on my phone other 7. How many songs are in your library? How many albums? What kinds of music?					
В	PAIR WORK Compare surveys with a partner. Summarize y	our answers on the notepad.					
	About me About my partner						
	I'm a hip-hop fan. Her favorite music is	hip-hop, too.					
С	DISCUSSION Now use the notepad to tell the class about your musical tastes. My partner and I love music.	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 a big music fan."					
	We're real hip-hop fans!						

- A 133 Listen to the conversations about entertainment and cultural events. Complete the chart with the kind of event and the time of the event.
- B 134 Look at the chart and listen again. Circle the event if the person accepts the invitation.

C	Complete each conversation, based on the picture.

1	17/00/6/11
	gg acag

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





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

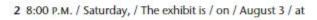


- A: Hello?
- B: Hi. Are you busy? I'm at the Beekman Gallery. There's an of paintings from France.
- A: Sounds great! Meet you there fifteen minutes?



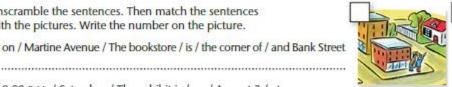
- A: Are you free Monday evening? Dr. Benson is giving a on the native plants of the desert. Do you want to go?
- B: That depends. time? A: It's 7:00.

- 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

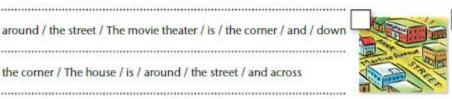


3 around / the street / The movie theater / is / the corner / and / down

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









WRITING

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

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

WRITING BOOSTER p. 142

· The sentence · Guidance for this writing exercise







ORAL REVIEW

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

PAIR WORK Create conversations for the two people.

- Ask and answer questions about the ads. Use <u>When</u>, <u>What time</u>, and <u>Where</u>. For example:
 - Q: Where's the lecture? A: It's ...
- 2 Discuss the ads. Make plans, suggestions, and invitations. Discuss your likes and dislikes.



B16

The Journal News-October 22

Today's Entertainment



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

Do You Have Any Liquids?

Mama Cruz Rachel Weldon

CinePlex 2

\$25,765,930

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 6c45 P.M.

MUSIC

Nora Jones singer/songwriter

TODAY ONLY City Limits Jazz Club 9:30 P.M. NOW I CAN

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

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

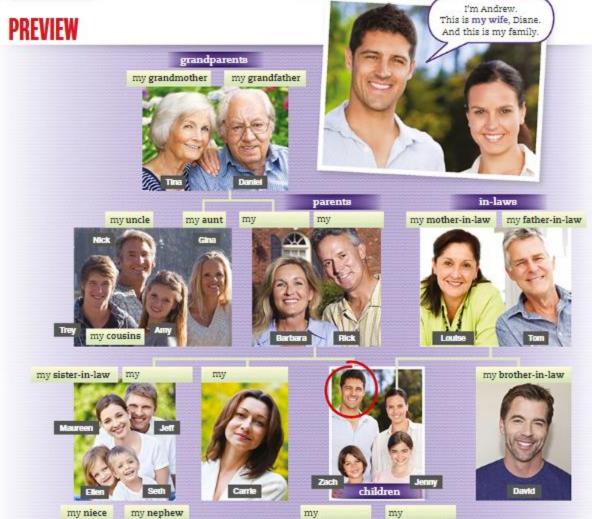
Mozart's Requiem Symphony Hall, 8:00 P.M.

COMMUNICATION GOALS

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



The Extended Family



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

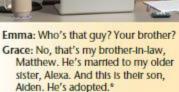
 Who's Jeff's wife?
 Who's Jeff's wife?
 Maureen.
 Mau

ENGLISH FOR TODAY'S WORLD

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

D >2:01 PHOTO STORY Read and listen to two women discussing family photos.





Emma: Do they have any other children?

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



Emma: Looks like they're having a great time in New York. Grace: Actually, they live there.

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

Grace: We get together about twice a year.



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

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

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

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

E	THINK AND EXPLAIN	Check true	or <u>false</u> ,	, based	on information	on
	from the Photo Story.	Then explai	n each	answer	M Latin Latin	
	Compression of the State of St				true	false

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

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

SPEAKING

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

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

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

44 How manys do you have? 7	,
-----------------------------	---

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

VOCABULARY Relationships and marital status

A > 2504 Read and listen. Then listen again and repeat.





They're single.



They're **engaged**. (He's her **flancé**. / She's his **flancée**.)



They're married.



They're separated.



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



She's widowed.

- B > 205 LISTEN TO CLASSIFY Listen and infer the marital status of the person in each conversation. Circle the correct status.
 - 1 The woman is (single / engaged / married).
- 3 His sister is (engaged / separated / divorced).
- 2 His aunt is (engaged / widowed / divorced).
- 4 Her sister is (engaged / separated / divorced).

GRAMMAR The simple present tense: Review

Affirmative statements

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

Negative statements

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

Yes / no questions and short answers

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

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

Spelling rules with he, she, and it

Add <u>-s</u> to the base form of most verbs. works likes plays calls

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

Exceptions:

do → does go → goes have → has

study → studies

doesn't = does not

don't = do not

Contractions

GRAMMAR BOOSTER p. 126

 The simple present tense: usage and form



G	RAMMAR PRACTICE Complete the conversations, ose the	: simple present tense.
	1 A: your cousin (have) any children?	4 A: your fiancé (like) hip-hop B: No, he He it at all
	B: Yes, she She two kids—a girl and a boy.	5 A: her ex-husband (see) their kids?
	2 A: your in-laws (live) in Toronto?	B: Yes, he He them a lot.
	B: No, they They in Ottawa.	6 A: you (call) your nieces every day?
MORE CISES	3 A: your parents (work) in Quito? B: Yes, they They for the government.	B: No, I They me!

CRAMMAR PRACTICE. Complete the conversations. Her the simple present tensor



CONVERSATION MODEL

- A >206 Read and listen to good news about a relationship.
 - A: What's new?
 - B: Actually, I have some good news. My sister just got engaged!
 - A: That's great. Congratulations!
 - B: Thanks!
 - A: So tell me about her fiancé. What does he do?
 - B: Well, he works at Redcor. He's an engineer.
 - Or bad news . . .

good or bad news.

- B: Actually, I have some bad news. My sister just got divorced.
- A: I'm sorry to hear that. Is she OK?
- B: Yes, she is. Thanks for asking.
- B > 2:07 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.



NOW YOU CAN Report news abou	ut relationships	Relationship to	o you:	
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.		What's the news?		
		What does he	/ she do?	
B CONVERSATION ACTIVATOR Personalize the Conversation Model. Tell your partner your news. Then change roles.		Other informa	ation:	
A: What's new? B: Actually, I have some news. My	100 CO 10	ne]? / Do [they]?	good news got married got engaged	bad news got separated got divorced
C CHANGE PARTNERS Practice the conversation again. Report other	He lives / works She likes / hates / st	Use the simple present tense to say more. He lives / works She likes / hates / studies They have / don't have		

Describe extended families

VOCABULARY Other family relationships

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



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



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

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



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



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





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

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

Who's Cody's stepmother?

Cody's stepmother is Irene. ??

C ▶2:09 LISTEN TO INFER Listen to the speakers and infer the relationships. Use the Vocabulary to complete each statement. Listen again if necessary.

- 1 Her brother has three
- 4 Leo is his

2

- 2 Carol is his 3 She calls her "Mom."
- 5 Hank is her

GRAMMAR The simple present tense—information questions: Review

Find and underline one information question in the simple present tense.

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?

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

· Form A FIND THE GRAMMAR Look at the Photo Story on page 27 again.

GRAMMAR BOOSTER p. 127 Information questions in the simple present tense:

Questions with Who
 Common errors

		1 A: your sister? B: She lives in Dublin.	4	A: with B: My half-sister Lou	15 NO. 15 Oct 10 10 10 10 10 10 10 10 10 10 10 10 10
		2 A: nieces and nephews? B: Three. My sister two girls—both adopted—and my brother a stepson.	5	A: your B: He in a manager.	r stepfather do? a restaurant. He's the chef and
MOSE EXERCISES		3 A: stay with when you visit Los Angeles? B: I with my aunt and uncle.	6	A: your ac B: At the hospital ard A: your ac B: No,	ound the corner. unt there, too?
	C	ONVERSATION MODEL			
	A	▶ 2:10 Read and listen to people describing their families.	Y	13	
		A: Do you come from a large family?			
		B: Not really. I have two brothers.	Çi .		Rin
		A: What about aunts and uncles?	ă		
		B: Well, I have three aunts on my father's side. And on my mother's side, I have two aunts and three uncles.	1		A ME
		A: That's pretty big!			
	В	again and repeat. Then practice the Conversation Model with a partner.		THE STATE OF THE S	
	N	OW YOU CAN Describe extended families		MACON MACON	1111
	_	Describe extended ranning			
	A	NOTEPADDING List your extended family relationships on the notepad.	On	my father's side	On my mother's side
VIDEO	В	conversation activator 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: DONT STOP! Ask for more information. Tell me about your [aunts / uncles / cous What about your [sister-in-law]? Does he? / Do they? Is she / Are they [single]? What? How old? Where? How often? When? How many?	ins].		
	C	GROUP WORK Now tell your classmates about your par	tne	er's extended family.	UNIT3 31

B GRAMMAR PRACTICE Complete the conversations with the simple present tense.

BEFORE YOU LISTEN



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



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

LISTENING COMPREHENSION

A P213 LISTEN TO IDENTIFY SIMILARITIES AND DIFFERENCES Listen to Lucille talk about herself and her sister, Laura. Check the statements that are true. Explain your answers.

kinds of clothes.

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

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

musical tastes
clothes

PRONUNCIATION Linking sounds

▶ 2:15 Read and listen. Pay attention to the linking of sounds in does she and does he. Then listen again and repeat.

/d∧ʃi/

1 Does she have any stepchildren?

/dʌzi/ 3 Does he live near you?

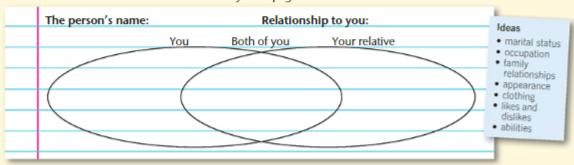
/d∧ʃi/ 2 How many stepchildren does she have?

/dʌzi/ 4 Where does he live?

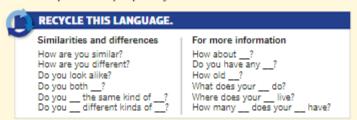
B Now practice the questions on your own. Pay attention to blended sounds.

Compare people

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



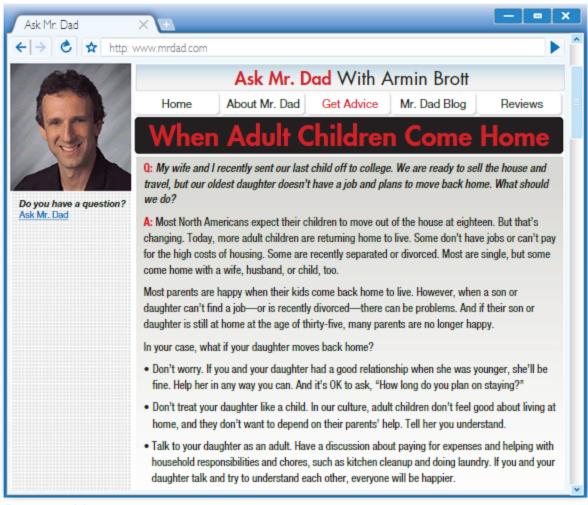
PAIR WORK Tell your partner about you and your relative. Use your notepad. Then compare other people in your families.



BEFORE YOU READ

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

READING ▶2:16



Source: www.mrdad.com

- A CONFIRM FACTS Complete each statement.
 - 1 The parents are worried because their daughter
 - a wants to move into their home c doesn't want to leave their home
 - **b** wants to move away from their home **d** doesn't want to come home
 - 2 According to Armin Brott, most North Americans expect children to move out of their parents' home when they
 - a reach the age of eighteen
- c find a job

b finish college

d get married

MORE EXERCISES	В	INFER INFORMATION 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.
	NO	W YOU CAN Discuss family cultural traditions
	Α	FRAME YOUR IDEAS Complete the survey about adult children in your country. Then compare answers with a partner.
		Living At Home?
		At what age do children usually leave home in your country? between 18 and 20 They're very happy. They're very worried. They don't think about it. They don't want them to stay. Other They get a job. They get married. They go away to study. They look for a new place to live. Other Oth
	В	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?
	С	GROUP WORK Imagine you are speaking to a Text-mining (optional)
		visitor to your country. Explain your country's family cultural traditions about adult children living at home. Use your notepad. 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."

REVIEW

A >2:17 Listen to the people talk about their families. Check the box for family size for each speaker. Then listen again and write the number of children in each person's family.

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

B Complete the sentences with the correct word or p	hrase.
---	--------

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

- 3 Jun's brother has two daughters. They are Jun's
- 4 Eva is Alfonso's wife. Alfonso's parents are Eva's
- 6 Jill's father married Wendy's mother. Jill's father is Wendy's
- 7 Julie and Brett are divorced. Brett is Julie's
- 8 Teresa's mother has two brothers. They are Teresa's
- C Complete the questions. Use the simple present tense.
 - 1 A: 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 . . .

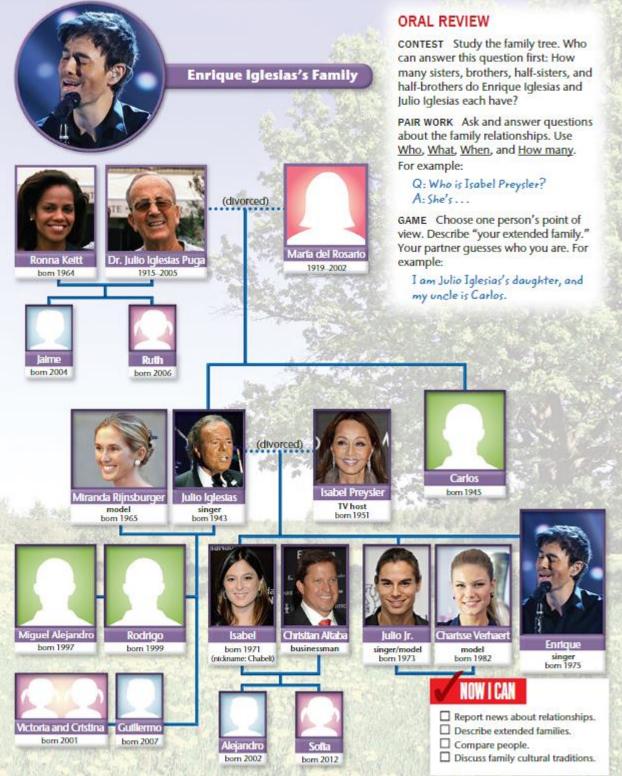


and or but
Guidance for this writing exercise









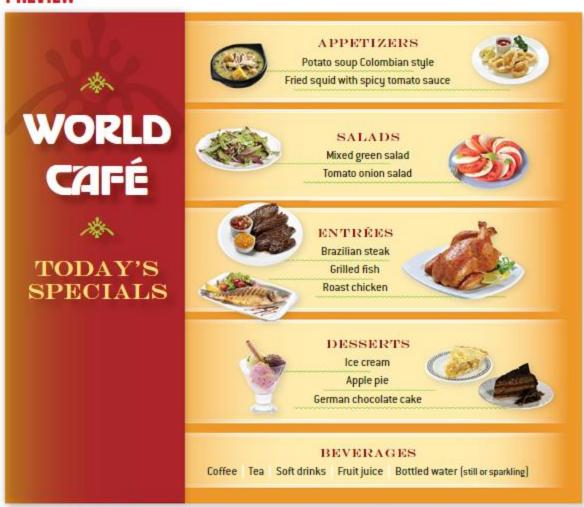
COMMUNICATION GOALS

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



Food and Restaurants

PREVIEW



- A Read the menu. Circle the words that are new to you.
- FLASH CARDS
- ▶ 2:20 VOCABULARY Parts of a meal Listen and repeat.
- C PAIR WORK Which foods on the menu do you like? Are there any foods you don't like? Compare ideas with a partner.
- D NOTEPADDING Write the name of at least one dish from your country for each category.

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

ENGLISH FOR TODAY'S WORLD

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

E PHOTO STORY Read and listen to someone ordering food in a restaurant.



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



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

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



Server: Certainly. And anything to drink?

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

*Server = walter (man) or waltress (woman)

- 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 entrée come with?
 - □ soup and salad
 □ salad and dessert
 - acarrots and grilled tomatoes
 - salad and carrots or grilled tomatoes
 - □ water

SPEAKING

- 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.

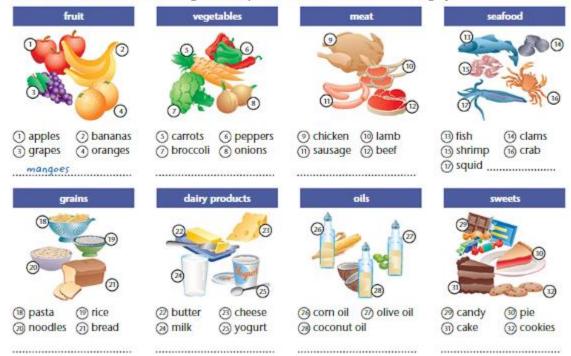
 - 5 To drink, I'd like
- B Now change roles. Listen to your partner's order and write it on your guest check.



Ask for a restaurant recommendation

VOCABULARY Categories of food

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



- B EXPAND THE VOCABULARY How many foods can you create? Use the Vocabulary. Follow the example.
 - 1 orange juice ...apple_juice_mange_juice......
 - 2 tomato onion salad
 - 3 apple pie
- 4 grilled fish
- 5 fried squid
- 6 potato soup

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

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

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

Questions

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

Use Is there with anything and nothing.

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

There isn't any cheese.

There aren't any bananas.

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 enything.

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

GRAMMAR BOOSTER p. 128

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



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

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



- A > 2:23 Read and listen to someone asking for a restaurant recommendation.
 - A: Could you recommend a restaurant for this evening?
 - B: Sure. What are you in the mood for?
 - A: I don't know. Maybe a sandwich. I'm not very hungry.
 - B: Actually, there's a great place nearby. It's called Tom's. Would you like directions?
- B > 2:24 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.



Ask for a restaurant recommendation



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

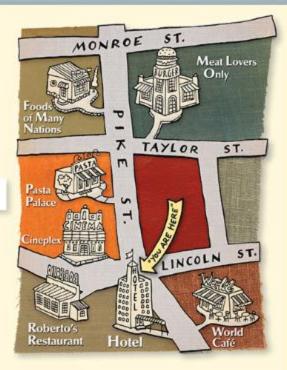
Use the map and give directions to the restaurant you recommended.

RECYCLE THIS LANGUAGE. Locations

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

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

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



Order from a menu

CONVERSATION MODEL

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

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)



Indefinite articles a and an:

a salad a beverage an appetizer an entrée

GRAMMAR BOOSTER p. 130

 Non-count nouns: categories and verb agreement



- A UNDERSTAND THE GRAMMAR Look at the Photo Story on page 39 again. Explain why the customer uses the definite article the in the following sentences.
 - 1 "I think I'll start with the potato soup."
 - 2 "Then I'll have the roast chicken."

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



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



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



3	A:	There are two kinds of soup: chicken noodle and mixed
		vegetable.
	B:	I think I'd like chicken noodle. I'm not a vegetable fan.
		vegetable fall.

- 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.

☐ the grilled fish

PRONUNCIATION The

В

Α	▶ 2:28 Compare the pronunciation of the before consonant and vowel sounds.
	Read and listen. Then listen again and repeat.

Read and listen. Their listen a	gain and repeat.			
/ə/ (before consonant sound the chicken the soup the juice the hot appetizer the fried eggs	the orang the onion the apple	the orange juice the onion soup the apple juice the appetizer		
Write a check mark if the und	<u>erlined</u> word begins with a	vowel sound.		
the egg salad	☐ the <u>apple</u> cake	☐ the <u>clam</u> soup		
☐ the Chinese fried squid	☐ the <u>ice</u> cream	☐ the <u>olive</u> oil		

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

☐ the chocolate milk

☐ the tomato sauce

Order from a menu

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

- A: I'd like , please.
- B: Certainly. And to drink?

A: , please.

DON'T STOP!

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

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



BEFORE YOU LISTEN

SLASS

▶ 2:29 VOCABULARY • Communicating with a waiter or waitress Read and listen. Then listen again and repeat.













LISTENING COMPREHENSION

A	▶ 2:30 LISTEN TO PREDICT	Listen to the conversations in a restaurant. Then listen again
	and predict the next thing	you think the customer will say to the server. Explain your answers

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

- 4 D Excuse me! This isn't what I ordered.
- ☐ Excuse me! We're ready to order.
- ☐ Excuse me! We'll take the check, please.
- 5 ☐ Excuse me!
- ☐ We'll start with the seafood soup, please.
- ☐ We'll take the check, please.
- B PAIR WORK Decide what to say to the server in each conversation. Then practice the conversation.
 - 1 A: Oh, no! 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!

4 A: We can't order dessert. We don't have time. 6 A: Where's the waitress? I'm starving. B: Right. Excuse me! B: Excuse me! Speak to a server and pay for a meal appetizer A NOTEPADDING Plan your meal. Read the menu and choose what you'd like to order. Write your choice for each category. soup salad main course THE BISTRO beverage dessert APPETIZERS Mixed grilled vegetables Crab cake Mini lamb pies SOUP Tomato Chicken noodle Spicy shrimp SALADS Green bean Pasta. Tomato pepper ENTRÉES All entrées include bread, soup or salad, vegetable, and coffee or tea. Pasta with clam sauce Roast beef Fried fish CHOICE OF VEGETABLES: Potatoes (any style) Grilled tomatoes Broccoli BEVERAGES Coffee Tea Fruit juices Soft drinks Bottled water (still or sparkling) DESSERTS Mixed fruit salad Fruit and cheese plate Carrot cake Ice cream sandwiches 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.

Order food

Excuse me!

with?

I'm / We're ready.

I think I'll have

I'd like to start with

And then I'll have

Does that come with _

What does that come

What kind of __ is there?

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

Discuss food

mood for?

delicious.

What about _

What are you in the

I'm in the mood for

The __ sound(s)

There's __ on the menu.

This isn't what I ordered.

Serve food

Are you ready to order?

Do you need That comes with _____? Do you need more time?

Would you like _

And to drink?

Anything to drink?

And for your [entrée]?

B: Excuse me!

I'll / We'll take the check,

Pay for food

please

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

B: I'll ask. Excuse me!

BEFORE YOU READ



A > 2:31 VOCABULARY • Adjectives to describe the healthfulness of food Read and listen. Then listen again and repeat.

healthy is good for you unhealthy is bad for you fatty / high-fat contains a lot of oil low-fat doesn't contain a lot of oil

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

B WARM-UP Do you like to eat at fast-food restaurants? Is it possible to get healthy food there? Use the Vocabulary as you express your opinion.

READING ▶ 2:32

DID YOU KNOW?

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

When you eat out . . .

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

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

Choose healthy

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

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 cating.

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 cat more food.



QUICK TIPS

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

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



A	UNDERSTAND FROM CONTEXT them with their meanings. Ther			g and match	
		a the amount	you eat at one time		
	2 "skip" or "avoid"	b not choose			
	3 "portion"	c vegetables			
	4 "split" or "share"	d choice			
	5 "option"	12 C 20 C 20 C 20 C	sh for two people		
_	and the second second				
E	Which ones help you avoid too		eating too much lat?		
	NOW YOU CAN Discuss food and	d health			
A	Write an X next to the foods you answers with a partner. Explain	u think are not. Then disc	nk are healthy. The	ch fries are not healthy. 're too fatty. "" 44 Lagree. ""	
1					
	□ salad □ hot peppe	ers pasta with sau	ce 🗆 rice	□ chicken	
-			nuts	chips	
	□ ptzza □ har	nburgers		A CONTRACTOR OF THE PROPERTY O	
E	NOTEPADDING List other foods	and drinks you think are	good for you and bad for	you.	
	Healthy foods	Unhealthy fo	ods		
	oranges salty foods, like potato chips				
C	DISCUSSION Now discuss food Suggest healthy eating tips. Use		SS. Find and underline thre that were new to you. U For example: "a half	e words or phrases in the Reading se them in your Discussion. -portion.*	
	RECYCLE THIS LANGUAGE	Ε			
	Categories of foods	Adjectives	Verbs		
	grains meat seafood sweets dairy products fruit	healthy / unhealthy good / bad for you high-calorie / low-calorie	skip / avoid split / share		
	vegetables oils	fatty / salty / sweet / spicy			
				7.000 Pale (C.1)	



А	 2:33 Listen to the conversations. Where are the Then predict what each person will say next. Listed 1. The man and woman are (at home / in a restant 1 think he's going to ask, "Does dessert	en again and complurant) with my aurant). ine, are urant) the grilled	really		
В	Write examples of foods for each category.				
	Spicy foods Salty foods	Sweet foods	Fatty foods		
				1	
С	Write questions you can ask a waiter or a waitres and end with a question mark.	-			
	2				
	3				
	4				
D	Complete each sentence with an affirmative or ne	egative form of there	e is or there are.		
	 too spicy. 		ould eat some fruit anges on the kitchen ta		
	2 Excuse me. I'm looking for a restaurant any good restaurants in the		6 enough cheese in the fridge for two sandwiches. Let's go shopping.7 I hope too much sugar in the		
	neighborhood?				
	3 any low-fat desserts on the mer		ugar isn't good for you		
	4 an inexpensive restaurant nearb		he mood for soup. Wh on the menu?		
W	RITING				
	rite a short article for a travel blog about foods in y rite at least five sentences, but write more if you ca		For addition	al language practice	
	T		TOP NOT	POP Lyrics p. 149	
	In my country we eat a lot of vegetables. Vegetable soup is a very typical appetizer	WRITING BOOSTER p. Connecting words or and in addition	. 140	The World Café" SONG KARAOKE	
		Guidance for this wri	ting exercise		
UN	NIT 4				





ORAL REVIEW

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

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

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

At a restaurant









Technology and You

COMMUNICATION GOA

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

PREVIEW





- A >3:02 VOCABULARY Electronic devices 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

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

C ►3:03 PHOTO STORY Read and listen to a conversation about a product that's not working.



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

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

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



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

Erin: OK. And ...?

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

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



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

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

- D FOCUS ON LANGUAGE Find and underline the following statements in the Photo Story. Choose the statement that is closer in meaning to each one.
 - 1 "This printer's driving me crazy!" 3 "It's an absolute lemon."
 - 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.
- - a It's very bad.
 - b It's very good.
- 4 "... the thing's an antique."
 - a It's very new.
 - b It's very old.

- 5 "Don't bother. It's not worth it."
 - a I don't want to fix the printer.
 - b I want to fix the printer.
- 6 "... you're ready for an upgrade."
 - a You need a new printer.
 - b Someone needs to fix your printer.

SPEAKING

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

▶ 3:04 Replacing products 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

Froduces Willy do you want		willy do you want to	replace diem:
1	My GPS.	It's broken.	
	Prod	ucts	Why do you want to replace them?
1			
2			
3			

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



Recommend a brand or model

CONVERSATION MODEL

- A > 3:05 Read and listen to someone suggest a brand and a model.
 - A: Hey, Rachel. What are you doing?
 - B: I'm uploading a video.
 - A: What kind of camcorder do you have?
 - B: It's a Vista, but I need a new one. Mine's obsolete! Any suggestions?
 - A: What about the Alton? I hear the MX2 is great. And it's inexpensive.
 - B: Really?
 - A: You know, I'm going shopping at the mall after work. Would you like to come along?
- B \$\int_{3506}\$ RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.



GRAMMAR The present continuous: Review

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

Actions in progress

Future plans

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

B: I'm buying a new camera. B: I'm downloading a song.

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



- FIND THE GRAMMAR Find and underline three sentences with the present continuous in the Conversation Model.
- UNDERSTAND THE GRAMMAR 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?
- 4 Josh isn't home. He's shopping for a laptop.
- 3 He's leaving in ten minutes. Hurry!
- 6 The printer's not working again.



PRONUNCIATION Internation of questions

Signature in the same of th

1 What are you doing?

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

VOCABULARY Collocations for using electronic devices

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











take a picture / photo

upload a photo

make a video

scan a document

camcorder

photocopier / copier

camera laptop

scanner

make a photocopy

- 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?

Recommend a brand or model



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

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

DON'T STOP!

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



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

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



Fast!





Model 9005





CONVERSATION MODEL

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

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

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

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

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

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



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



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

VOCABULARY Household appliances and machines

A Read and listen. Then listen again and repeat.



1 a food processor





4 a dishwasher



5 a coffee maker



6 a rice cooker



7 a fan







3 a pressure cooker

10 a julcer





16 an air conditioner



11 a washing machine



12 a dryer



13 a blender



14 a freezer 15 a refrigerator/fridge



17 a vacuum cleaner

В	Classify the	Vocabulary	by	purpose.	Write exam	ples of	appliances in	each category.
---	--------------	------------	----	----------	------------	---------	---------------	----------------

For cleaning or washing	For food preparation	For cooking	For storage

С	▶ 3:15 LISTEN TO PREDICT Listen and write the name and predict what the other person will say. Check the	
	1 appliance:	5 appliance:
	2 appliance:	6 appliance: ☐ Yeah. I'm so glad I bought it! ☐ I think it's time for an upgrade.
	appliance:	7 appliance:
	4 appliance:	8 appliance:
NO	OW YOU CAN Express sympathy for a problem	
Α	NOTEPADDING Think of five products and brands that don't work well. Write them on the notepad.	t Product Brand 1 a hair dryer Beautiful Hair
	Product Brand	
	1	
	2	
	3	
	5	
B B	CONVERSATION ACTIVATOR 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.	RECYCLE THIS LANGUAGE. It's driving me crazy! It's on the blink. It's an absolute lemon.
	A: Hi, How's it going?	The thing's an antique. It's broken / obsolete / defective.
	B: But my 's not working again. A: Again? What brand is it? B: It's Say more ab.	out the product.
С	CHANGE PARTNERS Practice the conversation again. Use another product from your notepad.	



BEFORE YOU LISTEN



▶3:16 VOCABULARY • Ways to state a problem Read and listen. Then listen again and repeat.



The window won't open / close.



The Iron won't turn on.



The air conditioner won't turn off.



The fridge is making a funny sound.



The tollet won't flush.



The sink is clogged.

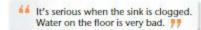
В	Write the names of machines, appliances, and devices that sometimes
	1 won't open or close.
	2 won't turn on or off.
	3 make a funny sound.

LISTENING COMPREHENSION

A >337 LISTEN FOR DETAILS Listen to the conversations. Write the room number for each complaint. Then listen again and write another problem for each room, using the Vocabulary.

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

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



NOW YOU CAN Complain when things don't work

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

Room / Place Problem(s) 212 201

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

66 Hello. Front desk. Can I help you? 99

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 making a turny ...
 is driving me crazy.
 is broken.

Respond

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

Well, that is a problem.

- 44 I'm in the elevator. It's not working and the doors won't open. 77
 - I'll send someone right away. 77

BEFORE YOU READ

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

READING ▶3318



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

Features

portable affordable

guaranteed

convenient popular

MOBE EXERCISES

B ACTIVATE LANGUAGE FROM A TEXT What is good about the Pro Musica? Use the features Vocabulary and your own ideas to explain your answer. C 13:19 LISTEN TO CLASSIFY Listen to the radio advertisements for some gadget / 'gædʒɪt/ n. crazy gadgets. Check all the adjectives that describe each product. a small tool or machine that makes a particular job easier Longman Dictionary of American English 1 "The Sleeper" 3 "The Scribbler" popular ☐ guaranteed □ convenient convenient popular □ convenient portable affordable portable ☐ affordable ☐ affordable popular D Mail Pair Work 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. Describe features of products A NOTEPADDING Choose one good product that you own and one bad product (appliances, Product Brand Good or bad features electronic products, gadgets, etc.). Write the affordable / up-to-date Link smart phone good or bad features on the notepad. Blue Bird obsolete / makes a funny sound scanner Product Brand Good or bad features B DISCUSSION Describe the good and bad features of your products. Tell your classmates about all the good and bad features. Use your notepad. 44 I like the new Link smart phone. It's affordable and up-to-date. 77 Text-mining (optional) Find and underline three words or phrases in the Reading 44 I don't recommend the that were new to you. Use them in your Discussion. Blue Bird scanner. It's obsolete. 77 For example: "simple and easy to use." RECYCLE THIS LANGUAGE. Positive descriptions Negative descriptions Ways to sympathize awful terrible guaranteed I'm sorry to hear that. great broken an antique terrific affordable That's too bad. defective a lemon convenient That's a shame awesome horrible a piece of junk fast pretty good Oh. no! Maybe it's fixable. not fixable drives me crazy popular up-to-date You're ready for an upgrade. obsolete won't start makes a funny sound on the blink slow won't turn off

REVIEW

A	▶321 Listen to the conversations about problems with products and appliances. Write a sentence to describe
	each problem.

4

- B Complete each conversation with a question in the present continuous. (More than one question is possible.)

 - B: He's getting a smart phone for his birthday.
- 4 A: What?

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

 B: Right now? We're eating dinner.
- C Complete each statement. Circle the correct word or phrase.
 - 1 This new toilet is (defective / portable). It doesn't flush.
 - 2 I think my TV is (affordable / broken). I hope it's fixable.
 - 3 Your computer is probably (obsolete / up-to-date). You should get a new one.
 - 4 This scanner is really a piece of junk. I think we should get (an upgrade / a lemon).
- D 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	Good for cooking
					tablet	

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.

Star ratings

★ not so great

★★ OK

★★★ good

★★★ very good

★★★★ awesome



WRITING BOOSTER p. 144
• Placement of adjectives: before

nouns and after the verb <u>be</u>

• Guidance for this writing exercise









ORAL REVIEW

CONTESTS

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

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

PAIR WORK

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

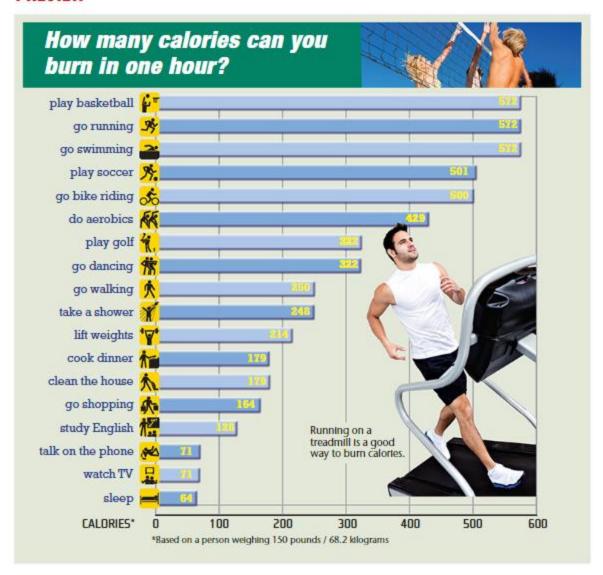




- Plan an activity with someone.
- 2 Talk about habitual activities and plans.
- 3 Discuss fitness and eating habits.
- 4 Describe your routines.



PREVIEW



- FLASH
- A >324 VOCABULARY Activities Look at the graph. Then listen and repeat.
- B CLASS SURVEY According to the graph, approximately how many calories do <u>you</u> burn every day? Find out who in your class burns more than 1,500 calories a day.
- 62 UNIT 6

C PROTO STORY Read and listen to people talk about playing tennis.



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

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

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



Lynn: Not as much as I'd like to. Joy: Well, why don't we meet at the park on Saturday?

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

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



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

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

Lynn: Listen. I'm on my way home right now. Let's talk tomorrow. OK? Joy: Terrific.

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

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

SPEAKING

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

every day	every weekend	once a week	almost never	never

B PAIR WORK Compare activities with a partner.

44	What do you do
	every weekend? 77
	creij meenend.

64

GRAMMAR Can and have to

i	We can stay I'm too busy Mona can n Questions	base form of a verb out late tonight. Then this afternoon. I can neet us at the park, but running tomorrow at	re are no classe 't play golf. ut her husband	es tomorrow morni can't.	ing.	form a	mber: <u>Can</u> + base also expresses ability. e can speak English. ey can't play piano.
		has to + the base fo		or obligation.		use <u>ha</u>	e: When declining an invitation, we to to provide a reason. rry, I can't. I have to work late.
		work late ton					
	She has to	o n't have to meet he	er cousin at the	airport at 3:00.			
(ve to work tomorrow? ve to go to class now?			<u>Can</u> • Fo • Inf	and <u>hav</u> rm and formatio	BOOSTER p. 132 e to: common errors n questions able to: present and past forms
A							ment using <u>can't</u> to decline on using <u>can</u> for possibility.
В	form of <u>hav</u>			_			
	1 I'd like to	go out tonight, but	we have a te	st tomorrow. I	study		
							. her boss write a report.
	3 Good ne	ws! Inot / wor	lat k	te tonight. We	go runni	ing	together at 6:00.
	4 My sister	not / go shopping	at the I	mall today. She	go		to the doctor.
	5 Henry	qo	to Toronto r	ext week, so he	not /	play	golf with us.
	6 Sorry, I	not / go	to aerobics	class tonight. I	mee	t	with my boss.
С		PRACTICE Write thro ce asking and answe				ns usin	g a form of <u>have to</u> .
PI	RONUNCIA	TION Can / can't					
				nd stress of <u>can</u> a	nd <u>can't</u> . Tl	hen lis	ten again and repeat.
	/kən/ I <mark>can</mark>	call you today.		/kænt/ T <mark>can't</mark> d	all you tom	orrow	<i>'</i> .
В	▶ 3:27 Listen	to the statements a	ınd check <u>can</u>	or <u>can't</u> . Then lis	sten again a	ind rep	peat each statement.
	1 □ can 2 □ can	□ can't □ can't	3 □ can 4 □ can	□ can't	5 🗆 6	can	□ can't □ can't
U	NIT 6						

CONVERSATION MODEL

- A \$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.
- B N3:29 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.



NOW YOU CAN Plan an activity with someone

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

	Friday	Saturday	Sunday
9:00	go running	visit Mom	

9:00 Friday Saturday Sunda	9:00 11:00
1:00	1:00
3:00	3:00
	5:00

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.

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







GOAL Talk about habitual activities and plans



VOCABULARY Places for sports and exercise

A Marian Read and listen. Then listen again and repeat.







a pool

an athletic field

a golf course









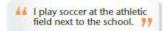
a track

a tennis court

a park

a gym

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



GRAMMAR The present continuous and the simple present tense: Review

The present continuous

(for actions in progress and future plans)

I'm making dinner right now.

They're swimming at the pool in the park.

He's meeting his friends for lunch tomorrow.

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?

Be careful!

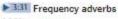
Don't use the present continuous with frequency adverbs. Don't say: She's never playing tennis

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

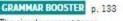
A VOCABULARY / GRAMMAR PRACTICE Tell a partner how frequently you play sports or exercise at the places from the Vocabulary.

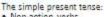


44 There's a pool near my house, but I hardly ever go swimming there. ??



100% always almost always usually / often / generally sometimes / occasionally hardly ever never





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

В	GRAMMAR PRACTICE Complete the sentences. Use the	e simple present tense or the present continuous.
	Brian can't answer the phone right now.	5 lunch. Can they call you back?
	he / study 2 How often walking?	6 How often the house?
	she / go she / go tennis this weekend.	7 aerobics every day.
	4 weights three times a week.	8 shopping tonight.



- C ▶3332 LISTEN TO ACTIVATE GRAMMAR Listen to the conversations. Circle the frequency adverb that best completes each statement.
 - 1 She (often / hardly ever / never) plays golf.
 - 2 He (often / sometimes / always) goes to the gym four times a week.
 - 3 She (often / sometimes / never) plays tennis in the park.
- 4 He (always / often / never) goes swimming.
- 5 She (always / sometimes / never) rides her bike on weekends.

CONVERSATION MODEL

- A \$333 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.
- B NEW RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.
- C FIND THE GRAMMAR Look at the Conversation Model again. Underline one example of the simple present tense and two examples of the present continuous. Which one has future meaning?



NOW YOU CAN Talk about habitual activities and plans



CONVERSATION ACTIVATOR 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?

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

BEFORE YOU LISTEN

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

LISTENING COMPREHENSION

A Size LISTEN FOR MAIN IDEAS Listen to people talk about their fitness and eating habits. Check the box next to the name if the person exercises regularly.







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

	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			

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.

VIOED

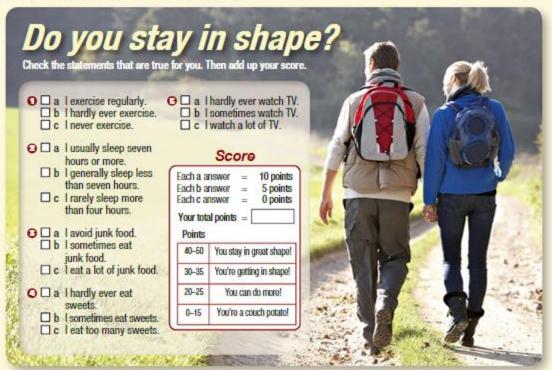
PRONUNCIATION Third-person singular -s: Review

- A >337 Read and listen to the three third-person singular endings. Then listen again and repeat.
- 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.

/1Z/	/z/	/s/
watches	goes	sleeps
exercises	plays	eats
munches	avoids	works

44 Rika exercises outside every day. 77

A FRAME YOUR IDEAS Take the health survey.



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

· N	ΠN	T	ст	ND	۱
U	UII	Н	υı	OP	i

Ask for more information: Why are you out of shape? What junk foods do you eat? Where do you exercise?

stays in great shape. Toni		goes running every day	
Find someone wh	0	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.			_

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

Toni stays in great shape. She goes running every day. 77

BEFORE YOU READ

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

READING ▶3:38

When You Think You Can't...

Mark Zupan

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

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



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



Zupan became a quad rugby champion.

Bethany Hamilton

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

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

Hamilton often appears on TV. She wants to help other people follow their dreams, even when they face great difficulties. "People can do whatever they want if they just set their hearts to it, and just never give up."

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

Α	INFER INFORMATION Complete the paragraph about Mark Zupan. Use <u>can</u> , <u>can't</u> , or <u>has to</u> .
	Zupan spend most of his time in a wheelchair, but he stand up
	and take a few steps for a short time. Hego walking or running, but he
	play quad rugby. He be careful about his diet so he doesn't get out of
	shape. He doesn't have complete use of his hands, but helift weights.
	Heg drive a car using his feet, but heg use his hands. A lot of people
	think quadriplegics do anything, but Zupan proves that they
В	SUMMARIZE 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 her legs to help her go in the right direction.
	She a prosthetic arm, but she hardly ever it.
	She regularly with the world's top professional women surfers.
	In the photo on page 70, she against other surfers with two arms.
	She
	to help other people with difficult experiences follow their dreams.

NOW YOU CAN Describe your routines

A NOTEPADDING Write some notes about your daily routines.

List some things you usually do	List some things you
in the morning.	• can't do every day. Explain why.
• in the afternoon.	have to do every day. Explain why.
in the evening.	don't have to do every day. Explain why.

B PAIR WORK Interview your partner about his or her daily routines. Then describe your partner's daily routines to your classmates.

44 My partner usually gets up at 7:00. But on Saturdays, she doesn't have to get up early. 77



Α	▶ 3:39 Listen to the conversations. Check the s	tatements that are true.
	□ He doesn't exercise regularly. □ He avoids junk food. □ He never watches TV.	3 ☐ He exercises regularly.☐ He has to be careful about calories.☐ He can eat everything he wants.
	2 ☐ She's in great shape. ☐ She hardly ever goes swimming. ☐ She exercises regularly.	 4 ☐ Dave Heeley can't use his legs. ☐ Dave Heeley can't see. ☐ Dave Heeley doesn't need help.
В	What activities can you do at these places? W	rite sentences with <u>can</u> .
	an athletic field I can play a gym a park	
С	with a question mark. 1 You have to go home early. Do you have 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	n. Begin each question with a capital letter and end
D		Jse the simple present tense or the present continuous
	3 What are you doing this weekend?	
W	RITING	
De	scribe your exercise and health habits.	
	I'm not in very good shape, but I exercise three times a week now. I'm also very	WRITING BOOSTER p. 145 • Punctuation of statements and
	careful about the foods I eat	questions • Guidance for this writing exercise For additional language Practice
UN	NIT 6	TOP NOTCH POP • Lyrics p. 150 "A Typical Day" KARACKE



COMMUNICATION GOALS

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



PREVIEW

Travel Specials

Guaranteed

Your money refunded if your flight or cruise is canceled.

10 Days

TOUR EUROPE

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





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



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



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



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



Hawaiian Cruise

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





On board the ship . . . Swim in a beautiful healed 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 Hawai's natural beauty.

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

In your op	inion, which travel special would b	e good for someone who likes
history?	family activities?	entertainment?
culture?	physical activities?	good food?

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

C MINI PHOTO STORY Read and listen to a phone call from someone returning from a trip.



Kate: Late last night.

needed a vacation!

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



Nancy: So, tell me all about your cruise!

Kate: Well, the ship was huge. And they had everything: incredible food, entertainment, family activities . . . There were always lots of things to do.

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

Nancy: Cool!



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

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

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."
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

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.

L	There do you usually
-	an int Ascations
	I stay home, I visit my family,
	go to the beach, go to another city.
(hours)	go to another country. Other

GRAMMAR The past tense of be: Review

Statements He was on vacation. She wasn't It We were You on vacation. weren't They Contractions wasn't = was not weren't = were not

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

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

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

When were you in Seoul? (Last month.)

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

Who were your parents with? (My grandfather.)

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

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

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

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



▶ 4:04 Intensifiers

very really pretfy quite kind of



- FIND THE GRAMMAR Look at the Photo Story on page 75. Find five examples of the past tense of be.
- B GRAMMAR PRACTICE Complete the conversations, using was, were, wasn't, or weren't.
 - 1 A: Welcome back! How the drive?
 - B: Not great. There too many buses.
 - A: Too bad. you alone?
 - B: No, 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.

EXERCISE

VOCABULARY Adjectives to describe trips; intensifiers

A Mail Read and listen. Then listen again and repeat.



Our bus trip was so scary.



The flight was very bumpy.



It was really short. / It was really long.



Our train trip was pretty scenic.



It was quite comfortable.



The drive was kind of boring.

B PAIR WORK Use the adjectives from the Vocabulary to describe a trip you took. Use different intensifiers.

44 Last year, I went to a small town in the mountains. The bus trip was really bumpy. 77

CONVERSATION MODEL

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



B M:06 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.



NOW YOU CAN Greet someone arriving from a trip



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

- A: Welcome back!
- A: So, how was the?
- B: It was , actually.
- A: That's ! Hey, can I give you a hand?
- B:

DON'T STOP!

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

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



CONVERSATION MODEL

- A 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.
- B Main and Internation Listen again and repeat. Then practice the Conversation Model with a partner.



GRAMMAR The simple past tense: Review

He / She / It We / You / They

arrived at three. 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.)

Regular verbs: spelling

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

▶ 4:10 Some irregular verbs

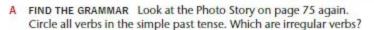
buy	bought	get	got
do	did	go	went
drink	drank	have	had
eat	ate	leave	left
find	found	see	saw
fly	flew	sit	sat

See page 122 for a more complete list.

sleep slept spend spent swim swam take took

GRAMMAR BOOSTER p. 135

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



B GRAMMAR PRACTICE Complete Ida's post with past forms of the verbs.

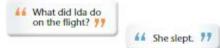


Ida Graham

0



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.





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

We left Vancouver on July 15



PRONUNCIATION The simple past tense ending: Regular verbs

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

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



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

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

Ask about someone's vacation



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



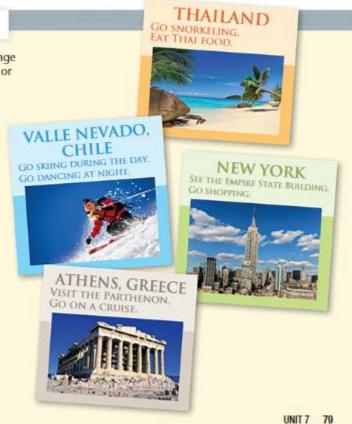
- A: Were you on vacation?
- B: Yes, I was. I
- A: No kidding! Did you have a good time?
- B: I and
- A: That sounds Tell me more.

DON'T STOP!

• Tell your partner more about your vacation. · Ask and answer more questions, using the simple past tense. Did you _ Where What When



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





BEFORE YOU READ

▶ VOCABULARY • Adjectives for vacations Read and listen. Then listen again and repeat.









It was unusual.

beautiful bonng cool excellent famous fantastic great incredible nice perfect scenic terrific

wonderful

awesome

Also remember:

It was relaxing.

It was exciting.

It was interesting.

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

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

READING > 4:14

Now that's MY kind of vacation!

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



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.)



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.)



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)

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.

66	I think Vacation 1 is really boring because	
	boning because 77	

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

B DRAW CONCLUSIONS 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. 77



44 I love all kinds of sports and physical activities. 77



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



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



leed a Vacation? che ow often do you go on vacation?	
prefer vacations that are	I like vacations with
relaxing	lots of history and culture top-notch hotels
exciting	natural beauty great food
interesting	sports and physical warm weather
unusual	activities scenic beaches
inexpensive	family activities friendly people
scenic	great entertainment other
other	people who speak my language

For example: "time off."

Describe vacation experiences

BEFORE YOU LISTEN



A > 415 VOCABULARY • Bad and good travel experiences Read and listen. Then listen again and repeat.



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



The people were so unfriendly. cold.



They lost my luggage.



Someone stole my wallet.

Good experiences



The weather was amazing. fantastic. terrific. wonderful.



The people were so friendly. warm.





They found my luggage. Someone returned my wallet.

B Look at the pictures. Complete the sentences.



1 ...Semeene.stele... my purse.



2 The food



3 The waiters



4 The entertainment



5 my luggage.

11	CTE	NIIN	~	$\sim \sim \kappa_{\rm c}$	IPRE	JEN	ICI.	
L	13 I E	INIIN		CUIV	ובארו	יוםר	IOI	עוט

A	► 4:16 LISTEN FOR MAIN ID the person had a good exp		tions. Check whether, at the e	nd of the vacation,
	1 ☐ a good experience 2 ☐ a good experience	□ a bad experience□ a bad experience	3 ☐ a good experience 4 ☐ a good experience	☐ a bad experience☐ a bad experience
В	▶ 4:17 LISTEN FOR DETAILS	Listen again and complet	e the statements about each v	acation.
 The food was (very good / really awful). The room was (OK / pretty bad). The entertainment was (really bad / amazing). The hotel was (terrible / terrific). 		3 He didn't have any mor The people were very (The hotel was (great / t Someone stole his (pas	nice / cold). errible).	
	Someone stole their (ca Miami was (horrible / w	33 3 -	4 The food was (fantastic The people were (cold The vacation was too (s	/ nice).

NOW YOU CAN Describe vacation experiences

A NOTEPADDING Make a list of some of your good and bad vacation experiences.

Good experiences I went to Bangkok, and the people were really friendly.	Bad experiences When I went to Los Angeles, they lost my luggage.	Ideas for topics • your luggage / wallet / laptop / phone • the trip / flight / train / bu
Good experiences	Bad experiences	the weather the food the hotel / front desk clerk server the activities / shopping the entertainment the airport / museum / beach

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 Respond		Describe			
	How was the? How long was? What did you? When did you? Where did you? Tell me about	That's [good / great / fantastic / wonderful]! No kidding! Oh, no! That's too bad. I'm sorry to hear that.	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.			

REVIEW

Α	▶ 4:18 Listen to each person describe a good or bad vacation experience. Write the number of the speaker next to the type of trip he or she took.				
	a drive a train trip a flight a beach vacation				
В	▶ 4:19 Listen again. Circle the adjective that best describes each experience.				
	 Her trip was very (short / scary / scenic). Her trip was pretty (short / scary / boring). 				
	2 His trip was quite (scary / unusual / relaxing). 4 His trip was really (short / scenic / boring).				
С	Complete each information question, using the simple past tense.				
	1 A: on vacation? B: We went to Greece. 3 A: every day? B: We walked along the beach and enjoyed the sun.				
	2 A:				
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)				
	6 (when / she / arrive)				
	8 (we / see)				
	pretty inexpensive.				
	9 (my wife and 1 / go running) every morning on the beach				
	during our vacation.				
	10 (my brother / meet) some unusual people on his trip.				
W	RITING				
Wr	ite 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? WRITING BOOSTER p. 146 The product of				
	What did you do? Did you have a good time? Guidance for this writing exercise For additional language practice				
	• Did you have a good time? TOP NOTCH POP • Lyrics p. 150				
	In 2014, I went on a great trip to "My Dream Vacation"				
	SONG KARAOKE				
U	IIT 7				

ORAL REVIEW

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

ROLE PLAY Create a conversation for the two women on February 5. Start like this:

Were you on vacation?

PAIR WORK Choose one of the vacation pictures. Create a conversation for the people. Start with one of these, or your own idea:

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





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



- ELARUS
- VOCABULARY Clothes and clothing departments Look at the online catalogue. Then listen and repeat.
- B DISCUSSION What are the advantages and disadvantages of buying clothes online?
 - If you buy clothes online, you don't have to leave home. It's really convenient!
- 84 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.

ENGLISH FOR TODAY'S WORLD

C PM23 PHOTO STORY Read and listen to a conversation between a clerk and a customer about a sweater the customer wants to buy.

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



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

Clerk: Here you go. This one's a medium. Would you like to try It on?



you be nice enough to gift wrap it for me?

Clerk: Of course!

- 1 The shopper wants to know the of the sweater. 3 The clerk brings the shopper a different a price b size a size b color How do you know? The shopper says, How do you know? The clerk says, " How much is that V-neck? 2 The shopper asks the clerk for another 4 The sweater is for a the shopper b a different person a color b size How do you know? The shopper says, How do you know? The shopper says, *"* *"*
- E FOCUS ON LANGUAGE Complete each statement with a quotation from the Photo Story.
 - 1 The shopper says, "....." to get the clerk's attention.
 - 2 The shopper says, " " to say that the price of the sweater is OK.
 - 3 The clerk says, " " when she gives the shopper the second sweater.

SPEAKING

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

	Not important	Important	Very Important
Prices		0	0
Brands	40	0	0
Selection	40	0	0
Service		0	0

VOCABULARY Types of clothing and shoes

A Mark Read and listen. Then listen again and repeat.

Also: Formal clothes a dress a skirt a suit a tie

casual clothes (2) (1)

- 2 a T-shirt (4) a polo shirt
- 3 a sweatshirt (s) sweatpants

1 jeans



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

2 a cardigan

shoes

- ① oxfords ② loafers
- (3) sandals (4) running shoes

Subject

pronouns

- (3) pumps (6) flats
- B PAIR WORK Tell your partner what you're wearing today.

66 I'm wearing black jeans and a white turtleneck today. ??

GRAMMAR Uses of object pronouns

As direct objects

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

- direct object (pronoun)
- I want it. I love them.

In prepositional phrases

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

- prepositional phrase (with pronouns)
- We gave the loafers to him.
- 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.

GRAMMAR BOOSTER p. 136

Object pronouns

| → me

you → you

she -> her

it → it we - us

they -> them

he → him





- A GRAMMAR PRACTICE Complete each conversation, using the correct object pronouns.
 - 1 A: Did you buy the green sweatpants? B: Yes, I bought ...them.. yesterday.
 - 2 A: Don't you love these cool windbreakers? B: Yes, I really love And they're so cheap!
 - 3 A: Should I buy this crewneck over here? B: It's too expensive. Don't buy
 - 4 A: I love this T-shirt. I'm buying for Dad. B: Don't buy it for Dad hates black clothes.
- 5 A: Does your daughter want this cardigan?
 - B: Yes, she definitely wants But she needs a size large. This one is too small.
 - A: I'm sure you can get for in large. Ask the clerk.
- 6 A: Did you want that blue polo shirt, sir?
 - B: Yes, thanks. I'd like to buy Could you gift wrap for, please?



B GRAMMAR PRACTICE Unscramble the words and phrases to write statem

- 1 [/it/for her/buying/am.....
- 2 getting / they / them / for us / are
- 3 for my son-in-law / I / them / need

▶ 4:27 Responses

Of course! Absolutely!

Definitely!

Certainly,

OK. Sure.

- 4 please / it / to me / give

CONVERSATION MODEL

5 it / he / is / finding / for me

- A > 4:25 Read and listen to someone pay for clothes.
 - A: I'll take these polo shirts, please.
 - B: Certainly. How would you like to pay for them?
 - A: Excuse me?
 - B: Cash or credit?
 - A: Credit, please. And could you gift wrap them for me?
 - B: Of course!
- B Maze RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.
- C FIND THE GRAMMAR Find and circle all the object pronouns in the Conversation Model and in the Photo Story on page 87. How many did you find in each place?



OW YOU CAN Shop and pay for clothes



- CONVERSATION ACTIVATOR Choose clothing from the pictures. (Or choose from the online store on page 86.) Then, with a partner, change the Conversation Model, using the clothes you chose. Use the correct object pronouns. Then change roles.
 - A: I'll take , please.
 - B: How would you like to pay for ?
 - A: Excuse me?
 - B: Cash or credit?
 - A: , please. And could you gift wrap for me?
 - B:

DON'T STOP!

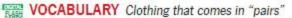
Before you pay, talk about other clothes. I love this / these !

Ask about prices. How much is / are __?

B CHANGE PARTNERS Create another conversation. Use different clothes







A Mail Read and listen. Then listen again and repeat.



- B MISTEN TO INFER Listen to the conversations. Complete each statement with the name of a clothing department.
 - 1 She should go to
- 3 She got them in
- 2 She should go to
- 4 They're in

Departments

Men's underwear Athletic wear Outerwear Lingerie Sleepwear Hosiery

GRAMMAR Comparative adjectives

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

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

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

Use than after the adjective when you compare two 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.

▶ 4:30 Spelling rules

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

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

more expensive / less comfortable

▶ 4:31 Irregular forms good → better

bad → worse

GRAMMAR BOOSTER p. 137

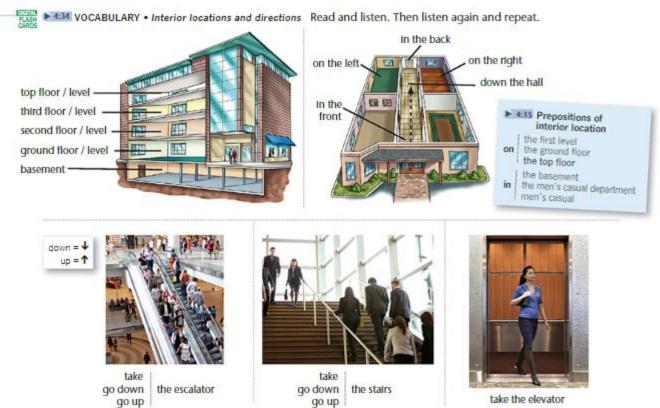
· Comparative adjectives: spelling rules



A	GRAMMAR / VOCABULARY PR More than one correct answ	ACTICE Write the opposite o er may be possible.	f each comparative	adjective.			
	1 smaller larger	3 lighter	. 5 more e	xpensive			
	2 taller	4 tighter		pular			
В	GRAMMAR PRACTICE Comp	lete each conversation with c	omparative adjectiv	es. Use than if necessary.			
	and the second s			Take something			
	B: Good idea.	ho	t	light			
	2 A: What do you think of th	nese red gloves?					
	B: Beautiful. They're	the black o	nes. And they're	, too.			
	3 A: Excuse me. Do these pa	ants come in a	length?	Спеар			
	B: I'm sure they do. Let m	e see if I can find you a	pair.				
	4 A: I just love these pajama	s, but I wish they were	good				
4C4		ok warm. Blue is a really flatt	ering color for you,				
SEE	and they're much ,	expensive		Andrew Andrews			
				A LANGE AND A LANG			
C	ONVERSATION MODEL			OF THE PARTY OF TH			
A	▶ 4:32 Read and listen to some	eone ask for a different size.	R	The Children			
	A: Excuse me. Do you have to smaller size? I need a med	these gloves in a dium.					
	B: Yes, we do. Here you go.	Sizes	777	Me D			
	A: Thanks.	S small M medium	1 3 1 20				
	B: Would you like to take the	em? L large XL extra large					
	A: Yes, please. Thanks for yo	VVI	ge				
	B: My pleasure.		093				
В	► 433 RHYTHM AND INTONAT	ION Listen again and repeat.					
	B Mass RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.						
			1 0	10 - O - O - O - O - O - O - O - O - O -			
N	OW YOU CAN Ask for a diffe	rent size or color		ALL INCOME.			
-	75K for a diffe	Telle Size of Color					
A	NOTEPADDING On the note	pad, make a list of clothes	I'd like to buy	v:			
	you'd like to buy.						
B	CONVERSATION ACTIVATOR						
	the Conversation Model. Use a different size or color. Ther		No.				
7	A: Excuse me. Do you have						
	B: Yes, we do. Here you go.						
	A: Thanks.	2 DON'T STOP!		RECYCLE THIS LANGUAGE.			
			Do you have in a smaller / larger size?				
	B: Would you like to take	and the second of the second o	e cites and colore				
	A: Thanks for your h	and the second of the second o	s, sizes, and colors.	a darker / lighter color?			
	A: Thanks for your h B:	Ask about other clothe Pay for the clothes.	s, sizes, and colors.	a darker / lighter color? [black]? size [10]?			
С	A: Thanks for your h B:	Ask about other clothe Pay for the clothes.	is, sizes, and colors.	a darker / lighter color? [black]?			

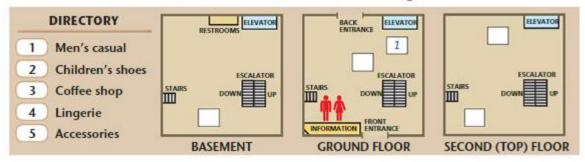
EXERCIS

BEFORE YOU LISTEN



LISTENING COMPREHENSION

A DISSECTIONS LISTED TO BE STORY OF THE PROPERTY OF THE PRO



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

PRONUNCIATION Contrastive stress for clarification

- A Man Read and listen. Then listen again and repeat.
 - A: The shoe department is upstairs, on the third floor.
 - B: Excuse me? The first floor?
 - A: No. It's on the third floor.

B PAIR WORK Now practice the conversation with a partner.

Navigate a mall or department store

l'd like .

ajacket

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

		Department Men's Outerwear
	Department	l'd like
1		

- 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	
	Excuse me. I'm looking for the hosiery	
	department.	

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

40					
66 Excuse	me.	ľm	looking	for.	 77





BEFORE YOU READ



▶438 VOCABULARY • Formality and appropriateness Read and listen to each pair of antonyms. Then listen again and repeat.

Formality

formal for special events when casual clothes are not OK

informal for everyday events when casual clothes are OK

Appropriateness

appropriate socially correct

inappropriate socially incorrect

Strictness

liberal without many rules for appropriate dress

conservative with more rules for appropriate dress

READING ▶4:39



Last-Minute Travel Deals

Packing Tips

Cultural Information

Health and Safety

About Us

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 Istanbul: the Blue Mosou short-sleeved shirts and long pants for men. For tourists visiting Turkey's beautiful historic places, casual comfortable clothing is fine for men and women. If you visit a mosque, however, the dress code is stricter, and shorts are definitely inappropriate for both men and women. Women must cover their knees, shoulders, and head, and men must cover their knees and shoulders. Everyone must remove his or her shoes. On Turkey's beaches, on the other hand, anything goes for tourists. Shorts, T-shirts, and sandals or flip-flops are normal for both Turkish people and foreigners.

Flip-flops are popular summer shoes almost everywhere.





In some countries, people consider sleeveless blouses inappropriate. However in the U.S., it's always OK for women to go sleeveless.

The United States

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

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



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

- A IDENTIFY SUPPORTING DETAILS Circle T (true) or F (false). Explain each of your responses.
 - T F 1 It's appropriate to wear shorts in Turkish mosques.
 - T F 2 The dress code for tourists is pretty liberal on Turkish beaches.
 - T F 3 Clothing customs in Turkey are "anything goes" for everyone.
 - T F 4 The United States is very conservative about clothes.
 - T F 5 It's appropriate for young Americans to wear wild clothes in religious institutions.
 - T F 6 Flip-flops are inappropriate in formal restaurants in the United States.
- 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.
- 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.



NOW YOU CAN

Discuss clothing do's and don'ts

A FRAME YOUR IDEAS Take the opinion survey.

What's Your Personal Dress Code?					
Check <u>agree</u> or <u>disagree</u> .	agree	disagree			
It's appropriate for men to wear shorts on the street.	0	0			
It's inappropriate for women to wear shorts on the street.	0	0			
It's appropriate for men to wear sandals in an office.	0	0			
It's important for men to wear ties in an office.	0	0			
It's inappropriate for men to wear sleeveless T-shirts in a restaurant.	0	0			
It's appropriate for women to wear short skirts or shorts in a religious institution.	0	0			
How Would You Rate Yourself?					
Conservative Liberal	"Anything) g Goes!"			

C GROUP WORK Now discuss clothing do's and don'ts for your country. Does everyone agree?

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."

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:
ľ	1	
ŀ	\dashv	
ŀ	+	in formal restaurants:
-	+	
ŀ	4	
L	1	
L		
	Li	n casual social settings:
Г		social settings:
Т	†	
-		
-	┢	
	⊢	
	in	religious institutions:
╛	_	

REVIEW

A	▶ 4:40 Listen to the conversations. Use the context to infer which department the people are in. Listen more than once if necessary. Departments							
		Shoes Bags and Accessories						
		1 4						
	2			Hosiery Outerwear				
	3	******		Sleepwear Lingerie				
В	Express your opinion. Complete the	chart with the appropriate kir	nds of shoes and	Electronics				
	clothes for certain places and occasi	ions.						
		Shoes	Clo	Clothes				
	To class or work							
	On formal occasions							
	On the weekend							
C	Complete the travel article with the	comparative form of each adi	ective. Use than when	necessary.				
	complete the date didde with the	comparative form of cach adj	cetive. Ose didii wiici	necessary.				
	Travel & Clothing							
	Traver & Clouming							
	When you travel, think car	efully about the clothes you pac	k. As far as color is con	cerned.				
	1 dark colors are us	colors are usually						
	destinations, a blazer can be							
	cardigan because you can wear it in							
	and restaurants. For travel to areas of the world,							
	8 light	9 comfortable	10 heavy	·				
D	Rewrite each sentence. Change the	underlined prepositional and	noun phrases to object	t 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?							
141	DITING		F3					
	RITING		_	Sonal languago Practico				
	nagine that you have a friend from and			NOTCH POP . Lyrics p. 150				
	u in January. Write a letter or e-mail to r the trip. Give your friend advice on a			"Anything Goes"				
.0	the trp. dire your mend dance on t	ippropriate and mappropriate		SONG KARAOKE				
	Hi! Here are some clothing tips fo	OF YOUR WRITING BOOSTER P.	146	A A				
Г	visit. First of all, the "rules" here	Connecting ideas with	1 because					
-	A Parallel Andrews	Guidance for this writ	ing exercise					





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

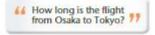


Taking Transportation

PREVIEW



- A Read the schedules. Use them to find the answers to the questions.
 - 1 It's now 10:00 A.M. When is the next bus to Nazca?
 - 2 When is the next non-stop bus to Nazca?
 - 3 How much time does it take to get from Beijing to Shanghai on train 1461?
 - 4 Which train is faster, train 1461 or train D31?
 - 5 What time does flight 26 depart for Tokyo? When does it arrive?
- B PAIR WORK Ask your partner more questions about each schedule.



ENGLISH FOR TODAY'S WORLD

C >5:02 PHOTO STORY Read and listen to a conversation between two people trying to catch a flight. Understand English speakers from different language backgrounds. Marcos = Portuguese speaker Roger = French speaker



Marcos: Excuse me. Do you speak English?

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

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 . . .

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

T F NI 1 Flight 56 leaves from Terminal 2.

T F NI 4 Marcos is staying in Manila.

T F NI 2 Roger lives in France.

.....

T F NI 5 Roger is staying in Manila.

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

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

SPEAKING

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

	To school or work	bus	affordable, convenient, I can read or work				
			Means of transportation	Reason			
To scho	ool or work						
To soci	al events on wee	kends					
For trav	vel in my country	y					
For trav	vel outside of my	country					

RECYCLE THIS LANGUAGE.

convenient scenic affordable boring comfortable long expensive short relaxing scary



VOCABULARY Kinds of tickets and trips

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



PASSENG	ER	TICKET
KOREA	BUS	LINE
SEOUL	> 5	OKCHO
ZOKCHO	>	SEOUL

a round-trip ticket

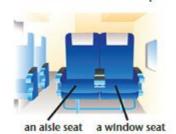
JAPAN RAIL	Kodama (local)	Nozomi (express)
Tokyo	10:13	10:20
Odawara	10:30	
Atami	11:00	-
Maibara	13:39	-
Kyoto	14:04	12:38

a one-way ticket

Flight
009

New York→ Los Angeles→ Taipei





the local the express

a direct flight

a non-stop flight

B Complete the conversations with phrases from the Vocabulary.

- A: Do you want a ticket to Rome?
 B: Actually, I need a
 I'm not coming back!

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



A GRAMMAR PRACTICE Complete each statement or question with a form of should or could and the base form.

1 the express. The local arrives too late.

2 They said two aisle seats or an aisle and a window seat.

3 a one-way ticket. It's much more expensive each way.

4 Which train? We absolutely have to be there on time. we / take

5 a ticket at the station or on the train. It doesn't matter.

Too bad.

What a shame Oh, no!

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.

> 44 They could take the 7:30 express. ""

> > 66 No. That train doesn't stop in Oak Plains. 77

enn Statio	rs = express train Northway	Oak Plains	
7:15	7:50	8:30	9:00
7:25		8:25	
7:30			8:55
7:30	8:05		8:55
7:50		8:45	9:15
7.50	8:25	9:05	9:35

CONVERSATION MODEL

- A PSSM Read and listen to someone buy tickets.
 - A: Can I still make the 5:12 bus to Montreal?
 - B: I'm sorry. It left five minutes ago.
 - A: Too bad. What should I do?
 - B: Well, you could take the 5:30.
 - A: OK. One ticket, please.
 - B: One-way or round-trip?
 - A: Round-trip, please.

B > 5:05 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.



NOW YOU CAN Discuss schedules and buy tickets



A CONVERSATION ACTIVATOR 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.

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

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

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

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

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

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's going to take me to the airport? (Tom is.)

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

GRAMMAR BOOSTER p. 139 · Expansion: future actions



GRAMMAR PRACTICE 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 ______ for the airport?
- 3 ______ an aisle seat?
- 4 Who him to the train station?
- 5 Whoin Chicago?
- 6 Where when I arrive?



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!

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

What are you going to do on your next trip? ??



VOCABULARY Travel services

A > 5:07 Read and listen. Then listen again and repeat.









a rental car

a taxi

a limousine / a limo

a hotel reservation

▶ 5:08 LISTEN TO INFER Listen to the conversations. Th	
each sentence with be going to and infer the name of a	a travel service.
1 He (reserve) for her.	3 She (get) at John F. Kennedy Airport.
2 The tourist (need) in Seoul.	4 The agent (check) to see if he can reserve for the tourist.
ONVERSATION MODEL	
Sign 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.	
Then practice the Conversation Model with a partner.	eat.
A and B express future plans in the Conversation Mode	I.
A and B express future plans in the Conversation Mode	PASSENGER TICKET AND BAGGAGE CHECK
A and B express future plans in the Conversation Mode	PASSENGER TICKET AND BAGGAGE CHECK
A and B express future plans in the Conversation Mode	PASSENGER TICKET AND BAGGAGE CHECK AIR CUICO APRIL 11 FLIGHT 22 APRABUTURE: 18:00 ARRIVAL: 19:15
A and B express future plans in the Conversation Mode OWYOU CAN Book travel services CONVERSATION ACTIVATOR With a partner, change the Conversation Model. Book a rental car, a taxi, or a limo	PASSENGER TICKET AND BAGGAGE CHECK AIR CUICO APRIL 11 FLIGHT 22 DEPARTURE: 18:00 ARRIVAL: 19:15 LIMA TO CUZCO
A and B express future plans in the Conversation Mode ON YOU CAN Book travel services CONVERSATION ACTIVATOR With a partner, change the Conversation Model. Book a rental car, a taxi, or a limo Use the tickets for arrival information. Then change role	PASSENGER TICKET AND BAGGAGE CHECK AIR CUICO APRIL 11 FLIGHT 22 DEPARTURE: 18:00 ARRIVAL: 19:15 LIMA TO CUZCO
A and B express future plans in the Conversation Mode ON YOU CAN Book travel services Conversation ACTIVATOR With a partner, change the Conversation Model. Book a rental car, a taxi, or a limo Use the tickets for arrival information. Then change role A: Hello. Can I help you?	PASSENGER TICKET AND BAGGAGE CHECK AIR CUICO APRIL 11 FLIGHT 22 DEPARTURE: 18:00 ARRIVAL: 19:15 LIMA TO CUZCO
A and B express future plans in the Conversation Mode ON YOU CAN Book travel services CONVERSATION ACTIVATOR With a partner, change the Conversation Model. Book a rental car, a taxi, or a limo Use the tickets for arrival information. Then change role A: Hello. Can I help you? B: I hope so. I'm going to need	PASSENGER TICKET AND BAGGAGE CHECK AIR CUZCO APRIL 11 FLIGHT 22 DEPARTURE: 18:00 ARRIVAL: 19:15 LIMA TO CUZCO 88985376124 0 988 7631986534 7
A and B express future plans in the Conversation Mode DIVIOUCAL Book travel services CONVERSATION ACTIVATOR With a partner, change the Conversation Model. Book a rental car, a taxi, or a limo Use the tickets for arrival information. Then change role A: Hello. Can I help you? B: I hope so. I'm going to need	PASSENGER TICKET AND BAGGAGE CHECK AIR CUICO APRIL 11 FLIGHT 22 DEPARTURE: 18:00 ARRIVAL: 19:15 LIMA TO CUICO 88985376124 0 988 7631986534 7
A and B express future plans in the Conversation Mode ON YOU CAN Book travel services CONVERSATION ACTIVATOR With a partner, change the Conversation Model. Book a rental car, a taxi, or a limo Use the tickets for arrival information. Then change role A: Hello. Can I help you? B: I hope so. I'm going to need	PASSENGER TICKET AND BAGGAGE CHECK AIR CUICO APRIL 11 FLIGHT 22 AIR CUICO APRIL 11 FLIGHT 22 DEPARTURE: 18:00 ARRIVAL: 19:15 LIMA TO CUICO 88985376124 0 988 7631986534 7 Seoul Touristbus FROM Seoul
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A and B express future plans in the Conversation Mode ON YOU CAN Book travel services Conversation ACTIVATOR With a partner, change the Conversation Model. Book a rental car, a taxi, or a limo Use the tickets for arrival information. Then change role A: Hello. Can I help you? B: I hope so. I'm going to need	PASSENGER TICKET AND BAGGAGE CHECK AIR CUICO APRIL 11 FLIGHT 22 AIR CUICO APRIL 11 FLIGHT 22 DEPARTURE: 18:00 ARRIVAL: 19:15 DEPARTURE: 18:00 ARRIVAL: 19:15 LIMA TO CUICO 88985376124 0 988 7631986534 7 Secul Touristbus TO Secul DATE 13 August ARRIVES 11:55
A and B express future plans in the Conversation Mode CONVERSATION ACTIVATOR With a partner, change the Conversation Model. Book a rental car, a taxi, or a limo Use the tickets for arrival information. Then change role A: Hello. Can I help you? B: I hope so. I'm going to need	PASSENGER TICKET AND BAGGAGE CHECK AIR CUICO APRIL 11 FLIGHT 22 AIR CUICO APRIL 11 FLIGHT 22 DEPARTURE: 18:00 ARRIVAL: 19:15 DEPARTURE: 18:00 ARRIVAL: 19:15 LIMA TO CUICO 88985376124 0 988 7631986534 7 Secul Touristbus TO Secul DATE 13 August ARRIVES 11:55
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CONVERSATION ACTIVATOR With a partner, change the Conversation Model. Book a rental car, a taxi, or a limo Use the tickets for arrival information. Then change role A: Hello. Can I help you? B: I hope so. I'm going to need	PASSENGER TICKET AND BAGGAGE CHECK AIR CUICO APRIL 11 FLIGHT 22 AIR CUICO APRIL 11 FLIGHT 22 DEPARTURE: 18:00 ARRIVAL: 19:15 DEPARTURE: 18:00 ARRIVAL: 19:15 LIMA TO CUICO SEQUITOURISTOUS FROM Secul DATE 13 August ARRIVES 11:55 EXCELA RAIL TRANSPORT JUNE 26 EXPRESS TRAIN NEW YORK TO WASHINGTON
A and B express future plans in the Conversation Mode ON YOU CAN Book travel services CONVERSATION ACTIVATOR With a partner, change the Conversation Model. Book a rental car, a taxi, or a limo Use the tickets for arrival information. Then change role A: Hello. Can I help you? B: I hope so. I'm going to need	PASSENGER TICKET AND BAGGAGE CHECK AIR CUICO APRIL 11 FLIGHT 22 AIR CUICO APRIL 11 FLIGHT 22 DEPARTURE: 18:00 ARRIVAL: 19:15 DEP
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BEFORE YOU LISTEN

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



(1) depart (2) arrive



(3) take off





(s) go through security

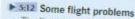


(6) a boarding pass



7) the gate a passenger

an agent 10 the departure lounge



- 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
- The flight is canceled. The flight isn't going to take off. The passengers have to find another

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

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

LISTENING COMPREHENSION

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



В	▶ 5:14 LISTEN TO UNDERSTAND AN	NNOUNCEMENTS	Listen again	and check	the travel	problems
_	LIGITIN TO CHELLOTAILE AL	MINOCHOLINE	Listeri againi	arres critecis	CITC CICIACI	PIODICITIE

a delay a gate chang	☐ a delay	a gate chang
----------------------	-----------	--------------

- ☐ a cancellation ☐ a security problem
- □ an overbooked flight □ a mechanical problem

VIDEO

PRONUNCIATION Intonation for offering alternatives

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

NOW YOU CAN

Understand airport announcements

- A PS16 Read and listen to the announcement by the gate agent. Make sure you understand the details.
 - "Good afternoon, ladies and gentlemen. Rapid Air Flight 58 from Brasília to São Paulo is overbooked. We apologize. We need two volunteers to give up their seats on this flight. There are seats available on all later flights to São Paulo. If you volunteer to take a later flight, Rapid Air will give you a free round-trip ticket anywhere we fly. The free ticket is good for one year."
- B PAIR WORK Imagine that you and your partner are business travelers. You have tickets on flight 58. Here is the situation:
 - The time is now 16:35.
 - You're on your way to an important dinner in São Paulo at 20:30.
 - The flight takes about two hours gate to gate.

Look at the departure schedule and discuss your alternatives.

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

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





BEFORE YOU READ



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











We had an accident.

We had mechanical problems.

We missed our train.

We got bumped from the flight.

We got seasick.

Also:	٦
carsick 😝	1
airsick +	ı

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

1	They	4	They
2	They	5	They
3	They		

READING > 5-19

GOT BUMPED FROM A FLIGHT?

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



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

Getting bumped isn't always a bad thing, however. There is a growing number of passengers who feel lucky if their flight is overbooked. Why? Because airlines have to provide bumped passengers with eash, 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.



The location of last night's accident

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

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

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



NOW YOU CAN I Describe transportation problems

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



B PAIR WORK Ask your partner questions about the means of transportation he or she checked.

When was the last time you took a train? 77

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:

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

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

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



RECYCLE THIS LANGUAGE.

The __ was terrible.

Problems

Someone stole my _

The __ were unfriendly. They canceled my __. The __ didn't work. They lost 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!



- A >5:20 It's 7:26 A.M. now. Listen as you look at the departure board. Then listen again and use reasoning to determine if each statement is true or false. Circle T (true) or F (false).
 - T F They could take the 8:31.
 - 2 They should take the 8:25.
 - 3 They're going to Boston.
 - 4 They're both going to take the train to Washington.
 - 5 He usually takes the 7:25.
 - 6 They should hurry.
- 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.

- **DEPARTURES** 7:26A.H 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
- 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!
- C Complete the conversation with <u>be going to</u> and the indicated verbs.
 - A: On Saturday, for Cancún.
 - B: Really? a rental car there? There are some great places to explore.
 - A: No. I think on the beach and rest.
 - By the way, where for your vacation? B: I'm not sure. But to Bangkok on

business next month, and a few days

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

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.







- 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 5 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.



Exchange rates are usually lower at an ATM.

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.

> **Monthly Statement VISTA**card Transaction Date 200.00 CAFÉ LUNA 4.68 *FOREIGN TRANSACTION FEE 10/07 180.00 10/06 HOTEL DE CALLAO 10/06

Check foreign exchange rates before you travel.

A >523 VOCABULARY • Financial terms

an exchange rate foreign currency an ATM a fee

Listen and repeat.

- 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?

ENGLISH FOR TODAY'S WORLD

Understand English speakers from different language backgrounds. Clerk = Italian speaker

C PHOTO STORY Read and listen to people shop for souvenirs.



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

Pat: I'll bet they do. Let's go in here. They have some really nice stuff. And I want to get some souvenirs of our trip.

Jenn: Great!



Pat: Hey, what do you think of this? Jenn: It's gorgeous. But It's a bit more than I want to spend.

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

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



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

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

Clerk: Forty euros.

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

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

D	FOCUS ON LANGUAGE	Find an	underlined	statement	n the Photo	Story w	vith the same	meaning
	as each of the following							

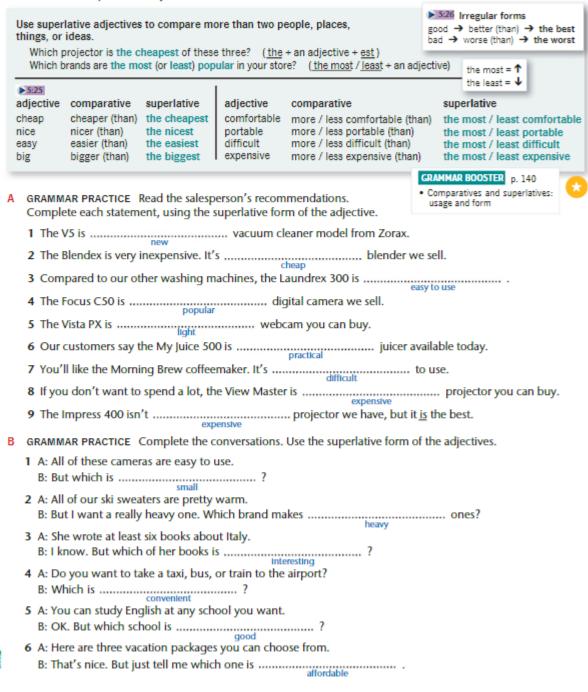
- 1 I'd prefer something cheaper.
- 2 This shop sells good things.
- 3 I don't know how to ask for a lower price. 4 Idon't have much money.
- 5 Don't be afraid to bargain.
- 6 Here's a cheaper one.

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:	

GRAMMAR Superlative adjectives



CONVERSATION MODEL

- A >527 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?
- B DECEMBER RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.



NOW YOU CAN Ask for a recommendation



- A CONVERSATION ACTIVATOR With a partner, change the Conversation Model. Use superlative adjectives. Use the ads, or your own real ads, to ask for a recommendation. Then change roles.
 - A: I'm looking for Which is the ?
 - B: The But it's not the How much do you want to spend?
 - A: No more than
 - B: Well,
 - A:

DON'T STOP!

Continue the conversation.

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

Do you accept credit cards? Is there an ATM nearby?

I think I'll take the [Power X].

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







Bargain for a lower price

CONVERSATION MODEL

- ▶ 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.

 - A: That's a lot more than I want to spend. I can give you 200.
 - B: How about 225?
 - A: OK. That sounds fair.
- B > 5:30 RHYTHM AND INTONATION 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 aren't big enough. That camera is too heavy. OR That camera isn't light enough.

When something is satisfactory, use an adjective + enough.

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

Be careful!

Don't say: This coffeemaker is enough small.

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



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

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



Adjectives

big cheap expensive fast heavy light quiet 5low small



PRONUNCIATION Rising intonation for clarification

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



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



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

intonation to ask for clarification.









VOCABULARY How to bargain

A >532 Read and listen. Then listen again and repeat.

Buyer's language

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



Seller's language

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

Bargain for a lower price



CONVERSATION ACTIVATOR With a partner, imagine that you are in a place where bargaining is common. One of you is the buyer, and the other is the seller. Use the Vocabulary and the photos, or your own ideas. Then change roles. Start like this:

A: How much do you want for?

DON'T STOP!

- · Ask about size, color, features, brand, etc.
- Use too and enough.
- Use superlatives.
- B CHANGE PARTNERS Create a new conversation. Bargain for the other items.



BEFORE YOU READ

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

READING >5:34



When Should I Tip?

FOR YOUR INFORMATION

Never tip in these countries:

Japan Korea Malaysia New Zealand Singapore Thailand United Arab Emirates Vietnam



It's the question every traveler asks.

In some countries around the world, you never have to tip. But in most countries—at least 180 of 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 were have to tip if the service is terrible.

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

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.

to a sports event in Canberra, Australia, next week. I have two large bags. If a porter helps me, how much should I tip?







EXERCISE

APPLY INFORMATION 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.

MWYOUCAN Discuss showing appreciation for service

- 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:

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.

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:
2012 AV

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

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."

BEFORE YOU LISTEN



A >5335 VOCABULARY • How to describe good and bad deals Read and listen. Then listen again and repeat.



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



- M

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 shock hands, and I turned to leave the store. The merchant was very surprised, and he stopped me. I thought the handshake meant "Sorry. That's too low." But it really meant "It's a deal." So I bought it for \$350.



When I was on vacation, I decided to look for an antique vase. I found a beautiful blue and white one from the sixteenth century. I bargained with the salesperson about the price, and she came way down for me. I was almost out of cash, but I bought it. It was a bit more than I wanted to spend, but I really liked it. Later, a friend told me that the "antiques" in these shops aren't really antiques—they're actually new! I guess I paid too much, but it's still a nice souvenir of my trip.

LISTENING COMPREHENSION

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

	What did the shopper buy?	Did the shopper g	et a good price?
1		☐ yes	□ no
2		☐ yes	□ no
3		□ yes	□ no
4		□ yes	□ no

B	▶ 537 LISTEN FOR DETAILS	Listen again.	Write the	price each	person paid.
---	--------------------------	---------------	-----------	------------	--------------

1 euros 2 pounds 3 dollars 4 pesos



NOW YOU CAN Describe where to get the best deals

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

the most unusual gifts?

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

the best restaurants?	the most expensive department stores?
the nicest hotels?	the most unusual markets?
Where can you buy he best fruits and vegetables?	the least expensive clothes?
the coolest electronic products?	the most unusual gifts?

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



▶ 5:38 Listen to each conversation. Write the item that the people are talking about. Indicate whether the item is satisfactory () or not satisfactory (x) to the customer. Then listen again and circle the adjectives that the salesperson uses to describe the product.

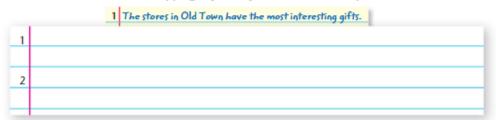
	They're talking about	Satisfactory?	Adjectives
1			light / fast / cheap
2			light / warm / beautiful
3			tall / beautiful / affordable
4			light / easy to use / affordable

- B Complete the sentences.
 - 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 too much money.
- 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.
- Write two sentences about shopping in your city or town. Use the superlative.



WRITING

Write a guide to the best places for a visitor to your city or town

to stay in, visit, and shop.

Ideas hotels theaters stores neighborhoods museums stadiums

WRITING BOOSTER p. 148 · Connecting contradictory ideas

· Guidance for this writing exercise









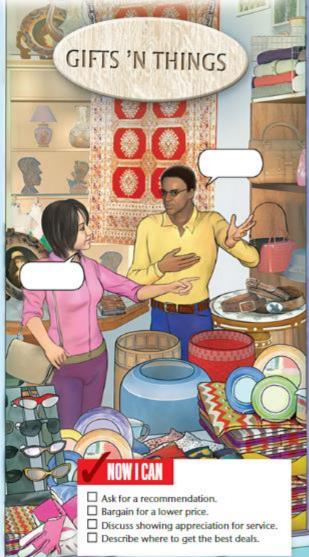
ORAL REVIEW

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

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

ROLE PLAY Create conversations for the people.

- Ask for a recommendation. Start like this:
 I'm lookingfor . Which is the . . .?
- Bargain for the best price. Start like this:
 How much do you want for that . . .?



Reference Charts

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

NON-COUNT NOUNS							
This list is an at-a- aerobics air conditioning basketball beef bike riding bread broccoli butter cake candy cash	glance reference cheese chicken clothing coffee crab culture dancing dessert dinner electronics English	e to the non-count no entertainment fish food fruit garlic golf health history hosiery hot sauce housework	uns used In <i>Top I</i> Ice Ice cream julce junk food lamb lettuce lingerie meat milk music nature	Notch 1. oil outerwear pasta pepper pile 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	

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

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 is optional and its content is not tested on any Top Notch tests.



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 Plural nouns

Who's your teacher? What's your name? Who are the new students? What's your name:
Where's your father from?
Where are your classification?
How old are your children? What are their names? Where are your classmates from?

Choose an answer for each question.

 1	What's your name?	a So	cotland, actually. She's British.
2	Where is she from?	bΗ	e's the CEO of BRC Incorporated.
 3	Where's her father from?	c Ki	m's father? Seoul, I think.
4	Who is Bernard Udall?	d E	ghteen and ten.
5	How old are your cousins?	e Iv	an. 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?

mv you → your his he → she → her it → its we → our they -> their

B Complete each sentence with a possessive form of the noun.

```
1 ..... (Dean) father is an engineer.
2 What is ...... (Janec) e-mail address?
3 The book is ..... (Kayla).
4 ..... (Nicole and Sean) class is at eight.
5 What are your ..... (brothers) occupations?
```

On a separate sheet of paper, write a question for each answer, using What and a possessive adjective.

- 1 My occupation? I'm a student. What's your occupation?
- 2 Lin and Ben's? It's 2 Bay Street.
- 5 Sandra's nickname? It's Sandy.
- 3 His phone number? It's 21-66-55.
- 6 My e-mail address? It's acme4@ymail.com.
- 4 Dave's last name? It's Bourne.
- 7 Ray's? His address is 456 Rue Noire.

- D Complete each sentence with a possessive adjective.
 - 1 This is my sister. husband is from Ecuador.
 - 2 Robert is a new student here. nickname is Bobby.
 - 3 My friends live in London, but hometown is in Scotland.
- 4 My husband and I live in Chicago, but children don't.
- 5 I'd like you to meet colleague Sam. He works with me at the bank.
 - 6 I like that picture. colors are very nice.

UNIT 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.

pronoun subject

noun subject
Our teacher is from the United States. She is fro
It is new. She is from the United States.

Affirmative statements

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

He You I am a student. She is late. We are married. lt | They

Contracted forms

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

Robin is an artist. = Robin's an artist. I am a student. = I'm a student. He is single. You're on time. = You're on time. He is single. = He's single.

Negative contractions

There are two ways to form negative contractions.

He's not Brazilian. = He isn't Brazilian. They're not teachers. = They aren't teachers.

Note: There is only one way to contract I am not → I'm not.

Short answers with be: common errors

Don't use contractions with affirmative short answers to yes / no questions.

Are you a salesperson? Yes, I am. NOT Yes, I'm. Is he American? Yes, he is. NOT Yes, he's.

Are they designers? Yes, they are. NOT Yes, they're.

Note: It is also common to answer just with Yes or No.

Are you a salesperson? Yes.

A On a separate sheet of paper, rewrite the sentences, using contractions. Then practice saying each sentence aloud.

 She is an opera singer. 3 I am a student. 5 My mother is late. 6 Your father is nice. 2 They are managers. 4 Bart is from Australia.

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

1 Is New York in Russia? 4 Is Italy a city? 7 Are you Canadian? 2 Are you a scientist? 5 Is It 3:00 right now? 8 Is your father a manager? 3 Are Korea and Japan In Asia? 6 Are you a student? 9 Is English difficult?

UNIT / Lesson 1

Prepositions of time and place: usage rules

Use on with the names of days or dates.

on Thursday on Monday morning on New Year's Day on May 3rd on the weekend on Sundays on a weekday

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

in 2008 in July in [the] spring in an hour in the morning in the 20th century in the 1950s in two weeks

Use at with specific moments in time.

at 9:00 at dawn at noon at sunrise at dusk at midnight

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

on Main Street on Smith Avenue on the corner on the street on the right on the left

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

in the neighborhood in the center of town in Lima in front of the school

in Africa in the ocean in Korea

Use at for buildings and addresses.

at the theater at the supermarket at the bank

at the train station at 10 Main Street

Use at for general locations of activity.

at home at work at school

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

- 7 The park opens 6:00 the morning and closes dusk.
- 8 Is the concert hall Grove Street?
- 9 I think the theater is the right side of the street.
- 10 Let's go to the evening show. The concert is outside, and the weather is really hot
- 11 This concert occurs every second year November.
- 12 I'll see you Thursday morning in front of the theater, OK?
- Look at the tickets. On a separate sheet of paper, write questions with When or What time. Write a question with Where.





Would like for preference: review and expansion

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

Statements

I'd like to go to the movies tonight.

She'd like to see a play.

They wouldn't like to be late.

Questions and answers

Would you like to go to the lecture with me? Yes, I would. / No, I wouldn't. Would your parents like to see this movie? Yes, they would. / No, they wouldn't. Some good Peruvian folk music. What would you like to download? 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, #d.

- 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 Mario'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 1 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.

habitual actions

Josh speaks Spanish very well. Josh speaks Spanish every day. They work at Coffee Central. They work late on Fridays.

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

I like Thai food. He likes Peruvian food. You study English. She studies French. The store opens at 8:00. They open at 6:00. We work at a café. Marlene works at a school.

Negative forms

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

Yes / no questions

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

Do you speak Portuguese? Does she speak French? NOT Does she speaks French?

A Write negative statements.

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)
	My younger brother speaks Chinese. (I)
7	Kiko's nephew likes hip-hop. (her niece)

В

W	rite <u>yes</u> / <u>no</u> questions.
1	A:
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.



Information questions in the simple present tense: form and common errors

Do and does

Use do or does + the base form of a verb to ask information questions. Where do your in-laws live? Where does your sister-in-law live? When do you visit your cousins? When does she visit her nieces? How often do they go to class? 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?

Be careful! Always use How many with plural nouns.

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

Complete the Information questions.	
1 A: your uncle?	6 A: speaks Russian?
B: He's a doctor.	B: My brother-In-law does.
2 A:? B: They live in Seoul.	7 A: your niece with? B: She lives with my aunt.
3 A:?	8 A:?
B: I have ten of them.	B: I study late at night.
4 A: your parents?	9 A: has three kids?
B: I visit them every weekend.	B: My younger sister does.
5 A:	10 A:
B: She lives across the street.	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	of bread
The following phrases are used with non-count nouns in order to ma liquids: a glass of, two cups of, a liter of, six gallons of, a bottle of, a solids: a cup of, a piece of, three slices of, a kilo of, a spoonful of	
Complete each statement with a countable quantity. (Note:	More than one phrase of quantity may be possible.)
liquids	solids
1 This soup is so creamy. It has two	4 ate cheese, and now feel sick.
milk in it.	5 A club sandwich doesn't have two bread.
2 She must be very thirsty. This is her third	It has three bread. 6 I like my tea sweet. Please put in sugar.
3 My car has a big gas tank. It holds gas.	o Time my tea sweet nease parm
Some and any	
Use <u>some</u> and <u>any</u> to describe an indefinite number or amount. There are some apples in the fridge. (Indefinite number: we don't kn Are there any oranges? (Indefinite number: no specific number being They are bringing us some coffee. (Indefinite amount: we don't know	g asked about.)
Use \underline{some} with non-count nouns and with plural count nouns in affirm	native statements.
non-count noun plural count noun We need some milk and some bananas.	
Use <u>any</u> with non-count nouns and plural count nouns in negative sta non-count noun plural count noun We don't want any cheese, and we don't need any apples.	atements.
Use <u>any</u> or <u>some</u> in questions with count and non-count nouns. There Do you need <u>any</u> cookies or butter? Do you need <u>some</u> cookies	-
3 Change the sentences from affirmative to negative.	
1 There is some coffee in the kitchenThere is o't.eox.co	ffee in the kitchen
2 There are some onions on the table	
3 We have some cookles	
4 They need some onlons for the soup	
5 She's buying some fruit at the market,	

В

Α

С	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. Complete each sentence with some or any. 1 I don't want	
Q	uestions with <u>How much</u> and <u>How many</u>	
A	sk questions with <u>How much</u> for non-count nouns. Ask questions with <u>H</u> How much rice is in the soup? Not much. Two cups. How many eggs are in the fridge? Not many. Three.	ow many for count nouns.
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?
S	ords that can be count nouns or non-count nouns. The word is the sount or non-count nouns. The word is the sount-count use Chicken is delicious. Let's watch TV. The sun provides light. The sun provides light in here. Turn off or sun provides light in the mood for a salad. The sun provides light in here. The sun provides	ne of the lights.
A If	dd <u>s</u> to most nouns. spelling rules dd <u>s</u> to most nouns. cup cups appetizer appetizers apple apples a noun ends in a consonant and <u>y</u> , change the <u>y</u> to j and add <u>es</u> . cherry cherries berry berries UT: Do not change the <u>y</u> when the letter before the <u>y</u> is a vowel. boy boys dd <u>es</u> to nouns that end in <u>ch</u> , <u>co</u> , <u>s</u> , <u>sh</u> , or <u>x</u> . lunch lunches radish radishes tomato toma box boxes glass glasses	toes
E	Write the plural form of each count noun. 1 clam	7 french fry

UNIT 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.

- A Complete each sentence with the correct form of the verb.
 - 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.
- 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 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.

→ leaving

In verbs of one syllable, if the last three letters are a consonant-vowel-consonant* sequence,

double the last consonant and then add -ing to the base form.

CVC s i t

→ sitting

BUT: If the base form of the verb ends in $\underline{\underline{w}}$, $\underline{\underline{x}}$, or $\underline{\underline{y}}$, don't double the final consonant.

blow blowing fix → fixing

→ saying vsz

If a base form has more than one syllable and ends in a consonant-vowel-consonant sequence, double the last consonant only if the spoken stress is on the last syllable.

per - mit → permitting BUT or - der → ordering * Vowels = a, e, i, o, u Consonants = b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z

А	write the present participle it	or each base form. Follow the r	rules.	
	1 turn	7 stop	13 sew	19 change
I	he present continuous: rules	for forming statements		
R	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 newspape She's not reading a book. We're not watching a DVD. They're not watching TV.		
В	On a congrate cheet of paper	change each affirmative states	mont to a nogative statement. Us	o contractions
J	She's going to the superm He's calling his wife this af I'm cooking dinner tonigh	arket. 4 The Roberts atternoon. 5 Joel's taking	ment to a negative statement. Us are feeding their kids early. the bus to the movies. g a new printer.	e contractions.
С	Write answers to the question continuous and contractions.		egative statements. Use the prese	ent
	2 When are you taking a vac 3 Is it raining now?	ation? er tonight? now?		
T	he present continuous: rules	for forming questions		
	es / no questions: Place a form of Is she watching TV? Are you driving there? Is Stu shopping? Is stu shopping?	Are we meeting this afternoor Are they talking on the phone Are Nan and Bert studying? n words to ask information quest	n? ? iions.	
	When are you going? What are you doing right now? Who is he watching on TV?	How much are you paying for Why are you buying that lapto		
В	e careful! The word order change Who's talking on the phone? (Joh		ion about the subject:	
D	Write a question in the preser 1 A: B: No. Luke's not watchin 2 A: B: Yes. She's working this	g TV right now. ?	h conversation. 3 A: B: I'm calling Janet Hammo 4 A: B: She's coming home later	ond. ?

UNIT Lesson 1

Can and Have to: form and common errors

Be careful!

Does he have to go? NOT Does he have to goes? It has to close at 4:00. NOT It has to closes. NOT Does he has to go? NOT It has to closing:

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

She can play golf very well. Can he play tennis?

NOT She can plays: NOT Can he plays? NOT She can plays: NOT Gan he to play? NOT She oan to play.

There are three negative forms of can.

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

A Correct the sentences.

- 1 Can they coming to the movie next week?
 - 2 My mother-in-law have to go shopping this afternoon.
 - 3 My cousin can't plays soccer tomorrow.
 - 4 Does he has to meet his niece at the airport?
 - 5 We're going to the beach this weekend, but I no can swim.
 - 6 Alex can to go out for dinner tonight.

Remember: You

have to go to class at 9:00. They We

She

has to go to class at 8:00. He

- 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.)

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)

- B Complete the questions, using the cues and can.
 - 1 A: basketball? (where / I / play)
 - B: Try the school. It isn't far.
 - 2 A: dinner? (when / we / have)
 - B: How about tomorrow night?
 - 3 A: walking? (where / I / go)
 - 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: breakfast? (who / make)
 - B: What about Bill? He wakes up early.
- 6 A: with about classes? (who / I / speak)
 - B: The receptionist can help you.

C Complete the questions and answers, using a form of have to.

	A:	tomorrow? (do)
	B:	He (go) to class.
2	A:	she (call) the office?
	B:	She (call) every morning.
3	A:	to the airport? (go)
	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 <u>be able to</u> + base form for ability or possibility. <u>Can</u> is more frequent in spoken language.

I can play the violin. = I'm able to play the violin. (ability)

Bill can meet you at six. = Bill is able to meet you at six. (possibility)

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 $\underline{\text{could}}$ or $\underline{\text{was}}$ / $\underline{\text{were able to}}$ + 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.

D On a separate sheet of paper, change <u>can</u> to <u>be able to</u> In the sentences.

She can swim very well.

4 George can meet you at the airport.

2 They can't ride a bicycle.

5 Lucy can't take the bus to the mall.

3 I can't finish this report today.

6 We can call you before the meeting.

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.

4 Nicole can cook for the party.

2 The Martins can't go to the concert.

5 Rachel and Brooke aren't able to play

3 She is able to be there at seven.

basketball at the school.



The simple present tense: non-action verbs

Some verbs are non-action verbs. Most non-action verbs are not usually used in the present continuous, even when they are describing something that is happening right now.

I want a sandwich. NOT I am wanting a sandwich.

Some non-action verbs have action and non-action meanings. non-action meaning action meaning

I have two sandwiches. (possession)

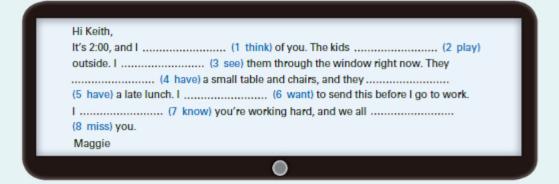
I'm having a sandwich. (eating)

I think English is easy. (opinion)

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

Some non-action verbs miss have need know like understand want

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



The simple present tense: placement of frequency adverbs

Frequency adverbs generally go after the verb be and before other verbs.

I am usually at the pool on Saturdays.

I usually go to the pool on Saturdays.

Sometimes, usually, often, generally, and occasionally can also go at the beginning or end of a sentence.

Sometimes I go to the mall on Saturdays.

I go to the pool occasionally.

Be careful! Don't use never or always at the beginning or end of a sentence.

Don't say: Never I go to the pool. OR I go to the pool always.

In negative sentences, most frequency adverbs can go before or after don't or doesn't.

Hank usually doesn't go running on the weekend.

Hank doesn't usually go running on the weekend.

Be careful! The frequency adverb always cannot go before don't or doesn't.

I don't always have breakfast in the morning. NOT I always don't have breakfast in the morning.

Be careful! 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.

- 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 Talways am hungry In the afternoon.
 - 4 We once in a while have eggs for breakfast.
 - 5 Penny doesn't never exercise.

Some time expressions

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

Other expressions once in a while

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

UNIT / Lesson 1

The past tense of be: form

Use was and were for affirmative statements. Use wasn't and weren't for negative statements.

I was in Rome yesterday. They were in Paris. She wasn't on time. They weren't early.

Begin yes / no questions with Was or Were.

Was your flight late? Were you late?

Begin information questions with a question word followed by was or were.

How long was your vacation? How many people were there? Where was your passport? Where were your tickets?

- A Complete the conversations with was, were, wasn't, or weren't.
 - 1 A: you out of town last week?
 - B: No, I Why?
 - A: Well, you at work all week.
 - 2 A: How the food?
 - B: Great! There lots of fresh seafood, and the fruit delicious.
 - 3 A: So your vacation OK?
 - B: Well, actually It The food
 - terrible, and there too many people.

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

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



The simple past tense: spelling rules for regular verbs

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

For verbs ending in <u>-e</u> or <u>-ie</u>, add <u>-d</u>.

tie → tied smile -> smiled

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.

Α	Write	the	simple	past	tense	form	of	the v	erbs.	
---	-------	-----	--------	------	-------	------	----	-------	-------	--

1	return	5	try	9	rain
2	like	6	stay	10	walt
3	change	7	travel	11	offer
4	CIV	8	arrive	12	hurry

B Write the simple past tense form of these irregular verbs.

		-			
1	eat	5	write	9	buy
2	drink	6	meet	10	read
3	swim	7	run	11	pay
4	go	8	begin	12	understand

The simple past tense: usage and 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?

- On a separate sheet of paper, change each affirmative statement into a negative statement.
 - I slept all night.
 - 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.
- 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 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 like spicy food. Anne wears dark clothes.

- 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 Hove 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.

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.

indirect object prepositional phrase I'm buying the gloves for her. I'm buying her the gloves.

Be careful! When a sentence contains a prepositional phrase and a direct object, the direct object

Give Jay the sweater.

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.

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

Give the sweater to Jay.

- 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.
- 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)
- 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.
 - 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)



Comparative adjectives: spelling rules

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

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

hot → hotter

For most adjectives that end in $\underline{\cdot y}$, change the \underline{y} to \underline{i} and add $\underline{\cdot er}$.

busy → busier pretty -> prettier

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

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

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.

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

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



Modals can, could, and should: meaning, form, and common errors

Meaning

Use can to express ability or possibility.

I can be there before 8:00. Jerome can speak Korean.

Use could to offer an alternative or to make a weak suggestion.

They could see an old movie like Titanic, or they could go to something new.

You could eat a healthier diet.

Use should to give advice, to make a strong suggestion, or to express criticism.

You should think before you speak.

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

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

Who should read this? They should.

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

Use not between the modal and the base form.

You shouldn't stay at the Galaxy Hotel. They can't take the express.

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

Yes / no questions

Information questions

Should I buy a round-trip ticket? When should they leave?
Can we make the 1:05 flight? Why should they go?
Could she take an express train? Which trains could I take?

Who could they call?

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

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

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

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

Never use to between modals and the base form.

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

Circle the correct phrases to complete the sentences.

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



Expansion: future actions There are four ways to express future actions, using present forms. Be going to Be going to + base form usually expresses a future plan or certain knowledge about the future. I'm going to spend my summer in Africa. She's going to get a rental car when she arrives. It's going to rain tomorrow. The present continuous The present continuous can also express a future plan. We're traveling tonight. They aren't wearing formal clothes to the wedding. I'm not eating at home tomorrow. The simple present tense The simple present tense sometimes expresses a future action with verbs of motion: <u>arrive.come.depart.fly.go.leave.sail.arrive.go.leave.sail.arrive.go.leave.sail.arrive.go.leave.sail.arrive.go.leave.sail.arrive.go.leave.sail.arrive.go.leave.sail.arrive.go.leave.sail.arrive.go.leave.sail.arrive.go.leave.sail.arrive.go.leave.sail.arrive.go.leave.sail.arrive.go.leave.sail.arrive.go.leave.sail.arrive.go.leave.sail.arrive.go.leave.sail.arrive.go.leave.sail.arrive.go.leave.sail.arrive.go.leave.sail.a</u> This Monday, the express leaves at noon. The flight arrives at 9:00 tonight. The present of be

Read the arrival and departure schedules. Then complete each sentence or question with the simple present tense.

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.





- 1 The bus at 11:00. It at 8:00. 3 A: What time the train In Beljing? R: At 10:20 p.m. 2 A: When the flight? B: It at 23:30. 4 A: the train at 7:00? B: Yes, It does.
- B On a separate sheet of paper, answer each of the questions with a complete sentence. There may be more than one correct way to answer each question.
 - 1 What are your plans for your next vacation?
- 3 What are you doing this evening?
- 2 What are you going to do this weekend?

Comparative and superlative adjectives: usage and form

Comparative adjectives compare two people, places, or things. Use than when the second item is mentioned.

Mexico City is larger than Los Angeles. Housing in New York is more expensive than in Lima.

Compared with Los Angeles, Mexico City is larger. Compared with Lima, housing is more expensive in New York.

Superlative adjectives compare more than two people, places, or things. Compared to other cities in the Americas, Mexico City is the largest.

comparative adjective
cheaper (than)
more expensive (than)
less propried (than) adjective cheap expensive practical less practical (than) the least practical

Be careful! Use the with superlative Don't say: Mexico City is largest.

Superlative adjectives: spelling rules

Add -est to one-syllable adjectives. If the adjective ends in -e, add -st.

cheap -> the cheapest loose -> the loosest

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

hot -> the hottest

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

pretty -> the prettiest busy >> the busiest

To form the superlative of most adjectives of two or more syllables, use the most or the least. Car trips are the least expensive vacations. Cruises are the most relaxing vacations.

A Write both the comparative and superlative form of each adjective.

	comparative	superlative			comparative	superlative
tall			10	Interesting		
easy			11	conservative		
liberal			12	light		
heavy			13	casual		
unusual			14	comfortable		
pretty			15	relaxing		
exciting			16	long		
wild			17	short		
Informal			18	scary		
	easy liberal heavy unusual pretty exciting wild	tall easy	tall easy	tall 10 easy 11 liberal 12 heavy 13 unusual 14 pretty 15 exciting 16 wild 17	tall 10 Interesting easy 11 conservative liberal 12 light heavy 13 casual unusual 14 comfortable pretty 15 relaxing exciting 16 long wild 17 short	tall 10 Interesting easy 11 conservative liberal 12 light heavy 13 casual unusual 14 comfortable pretty 15 relaxing exciting 16 long wild 17 short

- 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).

 - 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)?



Intensifiers very, really, and too

Intensifiers make the meaning of adjectives stronger.

Very and really have the same meaning. They can intensify adjectives with a positive or negative meaning.

That restaurant is really (or very) good. I want to go there. That movie is really (or very) scary. I don't want to see it.

 $\underline{\text{Too}}$ also makes the meaning of adjectives stronger. But $\underline{\text{too}}$ expresses the idea of "more than enough." $\underline{\text{Too}}$ usually has a negative meaning.

That movie is too long. I don't want to see it.

This restaurant is too expensive. I'm not going to eat here.

Be careful! Don't use too to intensify adjectives with a positive meaning. Use very and really.

This camera is very affordable! NOT This camera is too affordable!

Α	Complete each sentence with too, really, or very and your own adjective.
	1 Beach vacations are
	2 French fries are
	3 A cruise is
	4 They say this movie is I want to see it.
	5 This book is
	6 English is People are learning it all over the world.
	7 This printer is
	8 These pants are I need to buy a larger pair.
В	Complete each conversation, using <u>too</u> or <u>enough</u> .
	1 A: How about this? Should we buy it for your mother?
	B. No. 18 and 18

- B: No. It isn't (pretty). I want something nicer. 2 A: Do you think this rug is too small? B: No, It's great. I think It's(big). 3 A: Did you buy a microwave yesterday? B: I looked at some. But they were (expensive). 4 A: Why are you sending that steak back to the chef? B: It's an expensive meal, and this steak just isn't(good).
- 5 A: You never eat dessert? B: No. Desserts are (sweet) for me. 6 A: How was your vacation?
- B: To tell the truth, It just wasn't (relaxing).
- 7 A: How's that soup? Is It(hot)?
 - B: No, It's fine. Thanks.
- 8 A: Would you like more ice in your water?
 - B: Yes, please. It isn't(cold).

Writing Booster

The Writing Booster is optional. It is intended to teach students the conventions of written English. Each unit's Writing Booster is focused both on a skill and its application to the Writing exercise from the Unit Review page.

UNIT 1

Capitalization Use a capital letter to begin a sentence. Meet my new classmate. Her first name is Sue. Use a capital letter for: cities / countries I live in Beijing. He's from Colombia. They're Honduran. I speak Russian and Italian. My birthday is on Tuesday, June 19th. the pronoun <u>I</u> My brother and I are students.

- A On a separate sheet of paper, rewrite each sentence, using correct capitalization.
 - please say hello to julio cueva from lima, peru.

names and formal titles I'd like you to meet Mr. Smith.

- 2 my friend mr. lee is a computer programmer from korea.
- 3 he is brazilian, and his birthday is in october.
- 4 my classmate ms. silva is twenty-six years old.
- 5 miss wang teaches chinese to college students.
- 6 this monday john met his friend mr. abe.
- 7 when I travel, I need to use english.
- B Guidance for the Writing Exercise (on page 12) Answer the questions below when you write about your classmate. Add more information if you can. Make sure you use capital letters correctly.
 - What's your classmate's name?
 - Does your classmate have a nickname?
 - How old is your classmate?
 - What's your classmate's occupation?

- What is your classmate's hometown?
- · Is your classmate's hometown his or her birthplace?
- · Who's your classmate's favorite actor?
- What's your classmate's favorite sport?



The sente	nce		
			at expresses a complete thought. A sentence has a subject in with a capital letter and end with a period.
subject <mark>T</mark> he play	verb is great <mark>.</mark>	_	verb loves music

- A Circle the subject and underline the verb in each sentence.
 - 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.
- 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.

Guidance for the Writing Exercise (on page 24) Use the Ideas as a guide to help you write five sentences about your musical tastes. Begin each sentence with a capital letter and end each sentence with a period. Be sure to use a subject and a verb in each sentence.

Ideas

- · your favorite music
- · your favorite artist
- · when you listen to music
- · where you buy music



Combining sentences with and or but

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.

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.

- 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.
- B On a separate sheet of paper, combine the sentences, using <u>but</u>.
 - 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 My cousin likes classical music. He loves Italian food.
- 5 We look very different. We like different music.
- 4 I love rock music. My stepfather doesn't.
- 5 We look alike. We wear very different clothes.
- Guidance for the Writing Exercise (on page 36) Use the Ideas to help you write the six statements comparing two people in your family. Use and or but to combine sentences.

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 <u>and</u> to connect words in a series. Notice the use of the comma in the examples below.

I like apples, oranges, grapes, and other fruits.

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

I like apples and oranges. NOT I like apples, and oranges:

In addition In addition connects the ideas in one sentence with the ideas in the next sentence. Use a comma after in addition.

I like fruit. In addition, I like vegetables.

I like apples and oranges. In addition, I like grapes and other fruits.

Ideas

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

- A Connect the words and ideas with and or in addition.
 - 1 The people eat a lot of vegetables in Spain, Italy, France.
 - 2 In the U.S., many restaurants serve big portions., they serve a lot of fatty foods.
 - 3 There are five or six great Italian restaurants near the hotel. , there are two restaurants where the menu has dishes from Mexico, Thailand, India, even Indonesia!
 - 4 She loves pasta, I want to invite her to my favorite Italian restaurant.
 - 5 Raw carrots taste great, they're good for you.
 - 6 This restaurant has great food., the service is excellent.
 - 7 You can choose from six entrées on the menu, they all come with a choice of vegetable.
 - 8 I usually order soup, salad, a main course, dessert.
- Guidance for the Writing Exercise (on page 48) Read the description of food in the United States. Use these paragraphs as a guide to help you write the article about the food of your country. Change the details so the sentences describe your food.

American food is more than hamburgers, hot dogs, and pancakes. The best American food is regional. One regional specialty is clam chowder. Clam chowder is a delicious soup from the northeast coast. In Boston, clam chowder contains milk, and in New York it contains tomatoes. Clam chowder always contains Atlantic clams. In addition, clam chowder always contains some vegetables, such as onions, potatoes, peppers, or corn.

Another famous regional specialty of American cooking is barbecue. Barbecue comes from the center and south of the United States. Barbecue style is not always the same, but it always has meat and a spicy sauce. Americans are very proud of barbecue. Many restaurants claim that they have the only authentic barbecue. When you travel to the United States, be sure to try some regional specialities like clam chowder and barbecue.

UNIT 5

Placement of adjectives: before nouns and after the verb <u>be</u>

Adjectives are words that describe nouns and pronouns.

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

Adjectives come before nouns or after the verb be when the subject of a sentence is a noun or pronoun.

I have a new computer.

The computer is new. It's terrific.

Be careful! Adjectives don't come after nouns. Adjectives don't have plural forms.

new refrigerators

NOT refrigerators new

NOT news refrigerators

When two adjectives describe the same noun, connect them with and. When there are more than two, use commas.

The microwave is popular and convenient.

This camera is obsolete, broken, and defective.

Adjectives

affordable good awesome great awful guaranteed broken new / old convenient obsolete defective popular fast terrible fixable terrific

Some adjectives are compound phrases.

This scanner is really up-to-date. She bought an up-to-date camcorder.

- A Circle the adjectives in each sentence.
 - My old printer is obsolete.
 - 2 The XLM projector is easy to use. In addition, it's small and very portable.
 - 3 Is your scanner fixable?

- 4 This terrible car is a lemon! It's awful.
- 5 Our new washing machine is both good and guaranteed.

On a separate sheet of paper, write sentences about five of the following electronic devices or about other ones. Use the Adjectives from page 144.

Products a smart phone a desktop (computer) a mobile / cell phone a digital camera a GPS a TV a tablet (computer) a camcorder

My smart phone is very convenient.

- 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?

period =

· How old is it?



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!

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.

- 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
- 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 ...

Ideas

- · the foods you eat
- · the foods you avoid
- · your exercise routine



Time order

Use a time clause in a sentence to show the order of events

We visited the old part of town after we had lunch.

We checked into our hotel before we had lunch.

You can begin a sentence with a time clause. Most writers use a comma when the time clause comes first.

After we had lunch, we visited the old part of town.

Before we had lunch, we checked into our hotel.

Use transition signals to show time order in a paragraph. Use <u>First</u> to begin a series and <u>Finally</u> to end one. Use <u>Then</u>, <u>Next</u>, and <u>After that</u> to indicate a series of events. Commas are optional.

First, we checked in to our hotel. After we had lunch, we visited the old part of town and took pictures. Then, we went to the beach and lay in the sun for a while. Next, we played golf. After that, we went shopping and bought a rug. Finally, we went back to our hotel.

- A On a separate sheet of paper, use the cues to write sentences. Begin each sentence with a time clause.
 - (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
 - 4 (after) He arrived in Miami on Saturday. Then he looked for a hotel.
- 5 (before) I spent three days in Mexico City. Next I flew to Cancún.
- 6 (after) She got back from the airport. After that, she called her mother.
- 7 (before) The weather was beautiful. Then it rained.
- B On a separate sheet of paper, rewrite the paragraph, using time-order transition words.

Let me tell you about my trip. I flew from New York to London, and I spent two days there. I took the train through the Chunnel to Paris. Paris was amazing. I got a car and drove to Rome. It was a long drive, but it was really scenic. I took a boat to the Island of Sardinia. It was very beautiful. I flew back to London and back home to New York.

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.



Connecting ideas with because and since

A clause with <u>because</u> or <u>since</u> presents a reason. There's no difference in meaning between <u>because</u> and <u>since</u> in the following sentences.

I'm going to Paris because I love French food.

He's not wearing a jacket since 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.

Remember:

In English, a sentence is a group of words containing a subject and a verb. It expresses a complete thought.

- A On a separate sheet of paper, connect and rewrite the sentences, using clauses with either 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.
- 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
- 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 pretty conservative.



The paragraph

A paragraph is a group of sentences that relate to a topic or a theme. When your writing contains information about a variety of topics, it is convenient to divide your writing into separate paragraphs.

Traditionally, the first word of a paragraph is indented. (Sometimes new paragraphs, especially in books, are not indented. Instead, a separation is made by leaving a blank line space, as follows.)

In the writing model to the right, the first paragraph is about the U.S., and the second paragraph is about Tanzania. Dividing the writing into two paragraphs makes it easier to read and understand.

blank line space

Clothing customs in different countries

Clothing customs in the United States are generally liberal, although in some places people dress more formally than in others. For example, in casual social settings, the dress code is almost "anything goes," and, in the summer, it's not unusual for people to go to nice restaurants in shorts and sandals. In offices and formal restaurants, though, people generally dress more conservatively in all seasons of the year.

Far away in East Africa, on the other hand, clothing customs are much more conservative, especially for women. Women should keep their shoulders covered, even in hot weather, and sleeveless shirts are always inappropriate. Skirts and pants should go to below the knees. In cities, and for business, a lightweight suit is appropriate for both men and women.

A Write a check mark in the place or places where a new paragraph could or should start. Then, on a separate sheet of paper, copy the paragraphs, Indenting each one.

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 Fernández family from Mexico. Vicente and Alejandro are father and son. They are both singers, and they are famous all over Latin America.

Guidance for the Writing Exercise (on page 108) Use the Ideas and your answers to the questions below as a guide to help you write your two paragraphs.

Paragraph 1

Begin your paragraph with an opening statement,

such as: Last month, I went to_

- · Where did you go?
- · What kind of transportation did you take?
- · Were there any transportation problems? If so, what were they?
- · When did you leave?
- · Who did you travel with?
- What did you do when you were there?
- When did you get back?

A trip to visit friends or relatives | A trip to and from school A trip to and from work

Paragraph 2

Begin your next paragraph with an opening statement, such as: On my next trip, ...

- Where are you going to go?
- · What kind of transportation are you going to take?
- Do you think you are going to have transportation problems on your next trip? Why or why not?
- When are you leaving?
- · Who are you traveling with?
- What are you going to do when you are there?
- When are you getting back?



Connecting contradictory ideas: even though, however, on the other hand

Use 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.

- A On a separate sheet of paper, combine each pair of sentences into one sentence, using even though to begin each one.
 - You can find some good deals at the Savoy Hotel. Their rooms are the most expensive in town.
 - 2 You can bargain for really low prices at the Old Market. It isn't the prettiest place to shop.
 - 3 The Philcov X30 is easy to use and not too expensive. It isn't the most popular camera.
 - 4 The prices of smart phones are getting lower every year. They can still be very expensive.
 - 5 The Samson camcorder is the most professional camera you can buy. It isn't the lightest.
- B Now rewrite the sentences, using however or on the other hand.
- 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 quide.

Top Notch Pop Lyrics

▶ 1:16-1:17 It's Nice To Meet You [Unit 1]

(CHORUS)

It's nice to meet you. Good to meet you.

Pleasure to meet you.

What's your name? My name is Mr. Johnson. Please just call me Stan.

I'd like you to meet my wife, Mary Anne.

(CHORUS)

What do you do?

Actually, I'm a teacher

at the Children's Institute

The little kids are really cute.

That sounds nice. Where are you 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

Who is that?

Let me introduce you

to my new friend Eileen. She's a chef and she's nineteen.

(CHORUS)

Good-bye. Take care.

▶ 1:35-1:36 Going Out [Unit 2]

Do you want to see a play? What time does the play begin? It starts at eight. Is that OK? I'd love to go. I'll see you then. I heard it got some good reviews. Where's it playing? What's the show? It's called "One Single Life to Lose." I'll think about it. I don't know.

Everything will be all right when you and I go out tonight.

When Thomas Soben gives his talk-The famous chef? That's not for me! The doors open at nine o'clock There's a movie we could see at Smith and Second Avenue. That's my favorite neighborhood! I can't wait to be with you. I can't wait to have some food.

(CHORUS)

We're going to have a good time. Don't keep me up past my bedtime. We'll make a date. Tonight's the night. It starts at eight. The price is right! I'm a fan of rock 'n' roll.

Classical is more my style. Hike blues and Hike soul Bach and Mozart make me smile! Around the corner and down the street. That's the entrance to the park. There's a place where we could meet. I wouldn't go there after dark!

► 2:18-2:19 An Only Child [Unit 3]

Let me see the photos of your wife and family. Who's that guy there, on the right, next to the TV? Is that your younger brother, John? And who are those two? Your sisters both look so alike. Please tell me what they do.

(CHORUS: 2 times)

l ask so many questions. You just answer with a smile. You have a large family, but I am an only child.

How about your cousins now? Please tell me something new. Do they both play basketball? You know that I do, too.

(CHORUS)

I don't have a brother. but you have two or three. You're all one big happy family. I don't have a sister. but you have older twins. This is a game I can't ever win. Do you have nieces and nephews. and how many are there now? Do they all like the same kinds of things? Are they different somehow? (CHORUS)

▶ 2:34-2:35 The World Café [Unit 4]

Is there something that you want? Is there anything you need? Have you made up your mind what you want to eat? Place your order now. or do you need more time? Why not start with some juicelemon, orange, or lime? Some like it hot, some like it sweet, some like it really spicy. You may not like everything you eat, but I think we're doing nicely.

(CHORUS)

I can understand every word you say. Tonight we're speaking English at The World Café.

I'll take the main course now I think I'll have the fish.

Does it come with the choice of another dish2

Excuse me waiter, please-

I think I'm in the mood

for a little dessert, and the cake looks good. Do you know? Are there any low-fat desserts

that we could try now?

I feel like having a bowl of fruit.

Do you have to say good-bye now?

(CHORUS)

Apples, oranges, cheese, and ham, coffee, juice, milk, bread, and jam, rice and beans, meat and potatoes. eggs and ice cream, grilled tomatoes-That's the menu. That's the list Is there anything I missed? (CHORUS)

▶ 3:22–3:23 It's Not Working Again

[Unit 5]

Hi. I'm calling on my cell phone. I need a little help with a fax machine. It's not working, and it's pretty bad. I feel like I've been had, if you know what I mean.

I'm coming to the store right now. Can you show me how to use it?

The front lid won't open.

When my cat's around.

it squeaks and makes a funny sound.

(CHORUS)

It's not working again. It's driving me crazy. It's not working again.

I called yesterday, and a guy named Jack

"I'm busy right now, can I call you back?" He didn't even ask me what was wrong

He didn't want to hear the short and long of it.

I just bought the thing yesterday, and it won't turn on so please don't say,

That's a shame.

"I'm sorry to hear that.

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

so I can say good-bye and be on my way. It won't send a copy of my document. The paper goes through, and it comes out bent.

On second thought, it's guaranteed. I want my money back-that's what I need.

(CHORUS: 2 times)

▶ 3:40_3:41 A Typical Day [Unit 6]

The Couch Potato sits around. He eats junk food by the pound. It's just a typical day. Watching as the world goes by, he's out of shape and wonders why. It's just a typical day.

(CHORUS)

Every night he dreams that he's skydiving through the air. And sometimes you appear. He says, "What are you doing here?"

He cleans the house and plays guitar, takes a shower, drives the car. It's just a typical day. He watches TV all alone, reads and sleeps, talks on the phone. It's just a typical day.

(CHORUS)

I'm sorry.

Mr. Couch Potato's resting right now. Can he call you back? He usually lies down every day of the week, and he always has to have a snack. Now all his dreams are coming true. He's making plans to be with you. It's just a typical day. He goes dancing once a week. He's at the theater as we speak! It's just a typical day.

(CHORUS)

▶4:20_4:21 My Dream Vacation

The ride was bumpy and much too long. It was pretty boring. It felt so wrong. I slent 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 Vou never called I watched TV and looked at the walls. Where did you go to? Why weren't you near? Did you have a reason to disappear? So I flew a plane to the south of France, and I heard you say. Would you like to dance?" (CHORUS)

▶ 4:41—4:42 Anything Goes [Unit 8]

The shoe department's upstairs. It's on the second floor. Women's Casual is down the stairs. there by the door. This helpful store directory shows every kind of clothes. I look for the department where

(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.

it says anything goes.

On the ground floor, there's a restaurant and a photo studio, so I take the escalator down to the floor below There are turtlenecks and T-shirts. There are cardigans and jeans in every size and color. They look comfortable and clean.

(CHORUS)

The salesperson says, "Here you go. Try it on. That's not too bad. Let me see if I can find you something better." Some people say that black clothes are more flattering than white, or they think that they look nicer in the day or in the night. Their clothes can't be too liberal or too conservative. If I love it, then I wear it. That's the way I want to live. (CHORUS)

▶ 5:21-5:22 Five Hundred Ways (Unit 91

You could take the bus, or you could take the train. You could take the ferry, or you could take a plane. Baby, it's a small world, when all is said and done. We have so many options. the question is, which one? (CHORUS)

There are five hundred ways to get here. What are you going to do?

You could get a one-way ticket to see me. I'm waiting here for you.

You should really hurry. When are you going to call and make your reservation? You could miss them all. And do you know how long you are going to stay? You could come and be with me forever and a day.

(CHORUS)

Follow me. Follow me

Yes, you can follow me. You have my phone number, and you have my address. Tell me, are you coming on the local or express? (CHORUS)

▶ 5:39_5:40 Shopping for Souvenirs [Unit 10]

I go to the bank at a quarter to ten. I pick up my cash from the ATM. Here at the store, it won't be too hard to take out a check or a credit card. The bank has a good rate of exchange, and everything here is in my price range. The easiest part of this bargain hunt is that I can afford anything I want.

(CHORUS)

Whenever I travel around the world, I spend my money for two. Shopping for souvenirs helps me to be near you.

I try to decide how much I should pay for the beautiful art I see on display. To get a great deal, I can't be too nice. It can't hurt to ask for a better price.

(CHORUS)

Yes, it's gorgeous, and I love it. It's the biggest and the best, though it might not be the cheapest. How much is it-more than all the rest? I'll pass on some good advice to you: When you're in Rome, do as the Romans do. A ten percent tip for the taxi fare should be good enough when you're staying there.

(CHORUS)

Pronunciation Table

These are the pronunciation symbols used in Top Notch 1.

Vowels					
Symbol	Key Words				
1	beat, feed				
I	blt, dld				
ei.	date, pald				
2	bet, bed				
æ	bat, bad				
a	box, odd, father				
)	bought, dog				
OΩ	boat, road				
O	book, good				
u	boot, food, flu				
۸	but, mud, mother				
Э	banana, among				
6,	shirt, murder				
aı	bite, cry, buy, eye				
ao	about, how				
OI.	volce, boy				
IL	deer				
13	bare				
ar	bar				
OF.	door				
OΓ	tour				

Consonants			
Symbol	Key Words	Symbol	Key Words
р	pack, happy	Z	zip, please, goes
b	back, rubber	ſ	ship, machine, station,
t	tle		special, discussion
d	die	3	measure, vision
k	came, key, quick	h h	hot, who
g	game, guest	m	men
ŧſ	church, nature, watch	n	sun, know, pneumonia
ďz	Judge, general, major	ŋ	sung, ringing
f	fan, photograph	W	wet, white
V	van .	I	light, long
θ	thing, breath	Г	right, wrong
ð	then, breathe	V	yes
S	sip, city, psychology	,	
t	butter, bottle		
ť	button		