THIRD EDITION

THIRD EDITION

THIRD EDITION

with MyEnglishLab

access code inside



JOAN SASLOW ALLEN ASCHER

ALWAYS LEARNING

PEARSON



Getting Acquainted

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

PREVIEW



- **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)

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



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

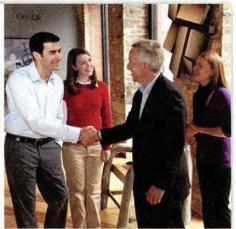
Susan. Samuel Pike.

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



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

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



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. U. Twels

- Everyone calls rive ...

- 200T Call me ..

- 2 three ways to greet new people. It's pleasure to you
- 3 three ways to tell others they can be informal. Please calline...

▶ 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 =



single =



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.

Good to meet you. GIVEN NAME Jennifer FAMILY NAME Lawrence actor OCCUPATION

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

3

CONVERSATION MODEL

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

...

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

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

I'm = I am
he's = he is
she's = she

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

GRAMMAR BOOSTER p. 123

- Information questions with <u>be</u>: usage and form
- · Possessive nouns and adjectives
- A GRAMMAR PRACTICE Complete the conversations. Use contractions of the verb <u>be</u> when possible.
 - 1 A: that over there?

 - A: 140.000 she? She looks very young.
 - B: I think Single. Twenty-five.

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

his name?

- B: His name's Francisco.
- B: El Salvador.

- 3 A: Who are they? B: I think + he ore new students. phone number? A: who are their names? A: 555-8747. B: Evan and Kim. 6 A: ഡിറപ്പെട്ട.. your e-mail address? 4 A: It was nice to meet your brothers. I'll send you a note. Howold are they? B: It's choi23@kr.com. B: Greg's only fourteen. But my older brother, A: K - r - dot - com? That's interesting. David, is twenty-eight. where ove you from? B: 1-1e 5 a lawyer. B: Busan, Korea. I'm here on business. **GRAMMAR PRACTICE** Write at least four information questions for your partner. Begin each question with a capital letter and end with a question mark. What's your phone number? It 51-983 84345 where are you from? Ideas Who . How old are your confirent? What . . . ? Where . . . ? whois your teacher? How old . . . ? wons Inot over thee? PAIR WORK Now ask your questions, and answer your partner's questions. NOW YOU CAN Meet someone new CONVERSATION ACTIVATOR With two partners, personalize the Conversation Model. Imagine one of you is new to your school, office, or neighborhood. Meet that person. Then change roles. A: Who 15 that? B: Over there? I think 50% new. A: Well, let's say hello. B: Hello I'm Ros , and this is Powla C: Hi My name's Phylon A: Great Where are you from? C: Srazil Ask more questions. What city are you from? What's your occupation? Who's your teacher? RECYCLE THIS LANGUAGE. Introduce people Greet new people Shift to informality This is Great to meet you. Everyone calls me ___ I'd like you to meet _ How nice to meet you! Please call me ___. It's a pleasure to meet you. Just call me ___.
- **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

beautiful famous fantastic

great

handsome terrific wonderful

GRAMMAR PRACTICE Combine each pair of sentences.

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

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

DIGITAL MORE

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

CONVERSATION MODEL

- A 1:07 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.
- ▶ 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

Are you our teacher? Is she Chinese?

Yes, it is.

No, I'm not.

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

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

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

Be careful!

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

GRAMMAR BOOSTER p. 124

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

Is your nickname Josh? Are you and Tom students?

Are they famous?

Yes, I am. Yes, she is.

Yes, we are. Yes, they are.

- FIND THE GRAMMAR Find and underline two information questions and one yes / no question with be in the Conversation Model on page 6.
- **GRAMMAR PRACTICE** Complete the questions and answers. Use contractions when possible.
 - 1 A: your father a teacher?
 - B: Yes, 15...
 - 2 A: your son an athlete?
 - B: No, he's not He's an artist.
 - 3 A: this your new address?
 - B: Yes, It is

- 4 A: Who those new students? Are the / from Canada?
 - B: No, trevie not I think they re from the U.K.
- 5 A: That's a nice hat! 1. new?
 - B: No,
- 6 A: ...Are.... you a musician?
 - B: Yes, I a violinist.

PRONUNCIATION Intonation of questions

A P1:09 Use rising intonation in yes / no questions. Use falling intonation in information questions. Read and listen. Then listen again and repeat.

Yes / no questions

Is she an architect?

Are they from Canada?

Information questions

What's her occupation?

Where are they from?

PAIR WORK Write three yes / no questions and three information questions with be. Begin each question with a capital letter and end with a question mark. Then take turns practicing question intonation.

NOW YOU CAN Identify and describe people

- A Look at the famous people. Add information about a famous person you know.
- CONVERSATION ACTIVATOR With a partner, change the Conversation Model. Practice identifying and describing famous people. Use an adjective from the Grammar on page 6. Then change roles.
 - A: Hey. Who's Javie? Borden
 - B: You don't know? For real?
 - A: No. Is famous?
 - B: He sure is. He 's a namborre aclor
 - A: Where \5.hc. from?
 - B: Tre Spoin
- CHANGE PARTNERS Practice the conversation again. Talk about other famous people. Use other adjectives.









Your	own	famous	persor
			100.

first name

last name occupation

country adjective to describe the person

BEFORE YOU LISTEN



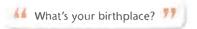
▶ 1:10 VOCABULARY • Personal information Read and listen. Then listen again and repeat.

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

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

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

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



▶ 1:11 Countries and nationalities

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

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

See page 122 for a more complete list.

LISTENING COMPREHENSION

A ▶1:12 LISTEN FOR DETAILS Listen to each conversation and write each person's nationality and occupation. Then check yes or no to indicate whether the person has a nickname.

	Nationality	Occupation	Nickr	name?
1	Turkish	5 Computer List rolling	□yes	⊠no
2	Japanese	O- 1984 phic Computer	⊠ yes	□no
3	Argentinear	an interpreter	□yes	☑no
4	Caradon	1 Seles person	☑ yes	□ino



a computer programmer





a graphic designer



a salesperson

- ▶ 1:13 LISTEN TO INFER Now listen to each conversation again and complete each statement.
 - 1 He grew up in
 - a Ankara b London c Izmir
 - 2 Her birthplace is
 - a Osaka b Tokyo c Seoul
- 3 She's originally from
 - a Buenos Aires
- b Montevideo c Santiago
- 4 His hometown is
 - a Chicago
- b Toronto
- c New York

INFORMATION GAP

Partner A: Look at the top of the page.

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

Ask information questions with be and write the missing

personal information.

PARTNER A

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



Name: Gordon Graham Nickname: Gordy

Occupation:

Nationality: Australian Hometown: Canberra

Birthplace: Age:

E-mail: gordyg@umail.com.au



Name: Nickname:

Occupation: salesperson

Nationality:

Age: 36 Hometown:

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



Name:

Occupation: scientist

Age:

Nationality: Japanese Hometown: Osaka E-mail:



Name: Claire Beti

Occupation:

Age: 24

Nationality: Hometown:

Birthplace: Cameroon

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





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

Nationality:

Age: 30 Occupation:

Name: Miya Kato



E-mail: Hometown: Santiago:a6∀

Nationality: Chilean

Occupation:O Nickname: Beto

Name: Alberto Wilson



E-mail: 49e: 24 girthplace: 5ydney Hometown: Nationality:

Occupation: architect Nickname:

Vame:



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

PARTNER B

BEFORE YOU READ

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

READING ▶1:14

Who Uses English?



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



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



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.

ccording to the article.		about the p	people.		
	to watch TV. to use the Internet.	Occupation	Mr. Tanaka	Ms. Marques	Mr. Itani
9		Occupation			
	work in international phone calls.	Lives in			
	in phone calls to other cities in Brazil.	Hometown			
Mr. Itani probably uses English from	sh with hotel guests				
☐ Canada. ☐	Lebanon. China.	Married?	□yes □no	yes no	□yes □ no
YOU CAN Introduce some	one to a group	75	100		
introduce some	one to a group				
ead the information about eac	h person. Then comple	ete the two intro	ductions		
and the invertible of a source of	in persona men compre	ace time evvo interos	4401101		
Hometown: Birthplace: Age: 22 Favorite act Favorite spo	Vicky : photographer : Wuhan, China (same) Or: Will Smith		N C H B A A F. F.	lame: Enrique Cruz lickname: Kiki Decupation: pilot lometown: Veraci irthplace: Granac ge: 41 avorite actor: Ma avorite sport: sou other: lives in Mont	ruz, Mexico 1a, Spain att Damon ccer
This is, but every				, ã	
	years old, and	he lives in	E	veryone calls h	im
she's a	years old, and	he lives in	E . His hometov	veryone calls h	im , but
	years old, and lives ginally from a	he lives in actually he v	E . His hometov was born in	veryone calls h	im , but favorite
she's a	years old, and lives ginally from a avorite actor is	he lives in actually he v	E His hometow was born in , and	veryone calls h vn is His	im , but favorite ort is
she's a , but she is ori city called Her f	years old, and lives ginally from a avorite actor is	he lives in actually he v	E His hometow was born in , and	veryone calls h vn is His his favorite spo	im , but favorite ort is
she's a	years old, and lives ginally from a avorite actor is sport is	he lives in actually he vactor is		veryone calls h vn is His his favorite spo	im, but s favorite ort is ors old.
she's a , but she is ori city called Her f	years old, and lives ginally from a avorite actor is sport is	he lives in actually he vactor is C GROUP WOR classmates. for support.		veryone calls h vn is	im, but s favorite ort is ors old.
she's a	years old, and lives ginally from a avorite actor is sport is	he lives in actually he vactor is C GROUP WOR classmates. for support.		veryone calls h vn is	im, but s favorite ort is ors old.
she's a	years old, and lives ginally from a avorite actor is sport is	he lives in actually he wactor is C GROUP WOR classmates. for support. RECYC This is I'd like y		veryone calls h vn is	im, but s favorite ort is ors old.
she's a	years old, and lives ginally from a avorite actor is sport is	he lives in actually he wactor is C GROUP WOR classmates. for support. RECYC This is I'd like y Everyon [His / H		veryone calls heaven is	im, but s favorite ort is ors old.
she's a	years old, and lives ginally from a avorite actor is sport is	c GROUP WOR classmates. for support. RECYC This is		veryone calls h vn is	im, but s favorite ort is ors old.
she's a	years old, and lives ginally from a avorite actor is sport is	c GROUP WOR classmates. for support. RECYC This is		veryone calls h vn is	im, but s favorite ort is ors old.
she's a	years old, and lives ginally from a avorite actor is sport is	cussmates. for support. RECYC This is		veryone calls heaven is	im, but s favorite ort is ors old. o your rcise A
she's a	years old, and lives ginally from a avorite actor is sport is	actually he wactor is C GROUP WOR classmates. for support. RECYC This is		veryone calls h vn is	im, but s favorite ort is ors old. o your rcise A

A INFER INFORMATION Check all possible answers, B SCAN FOR FACTS Complete the information



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

Australian Brazilian

French Polish

Name	Occupation	Nationality
1 George Detcheverry	a maneser	Grench =
2 Sonia Pereira	an Artist	Brug an
3 Mark Zaleski	in interpreter	Polish
4 Marjorie Baxter	office assistent	Australian

- 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?" YOU (Odd) (Odd)
3	"Are you a teacher?" YOU NO I O O
4	YOU Where are you from ?

7		
	"I'm from Canada."	
5	YOU What'S YOU O ECUPETION	
	"I'm a graphic designer."	

6 YOU "Great to meet you, too."



WRITING

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

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

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

WRITING BOOSTER p. 142

- Capitalization
- · Guidance for this writing exercise

For additional language practice...

TOP NOTCH
POP

Lyrics p. 149

"It's Nice to Meet You"

SONG

DIGITAL KARAOKE

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

000

Who is the real Will Smith?



Biography

real name: Willard Christopher Smith, Jr. occupation: singer and actor

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

Other information

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

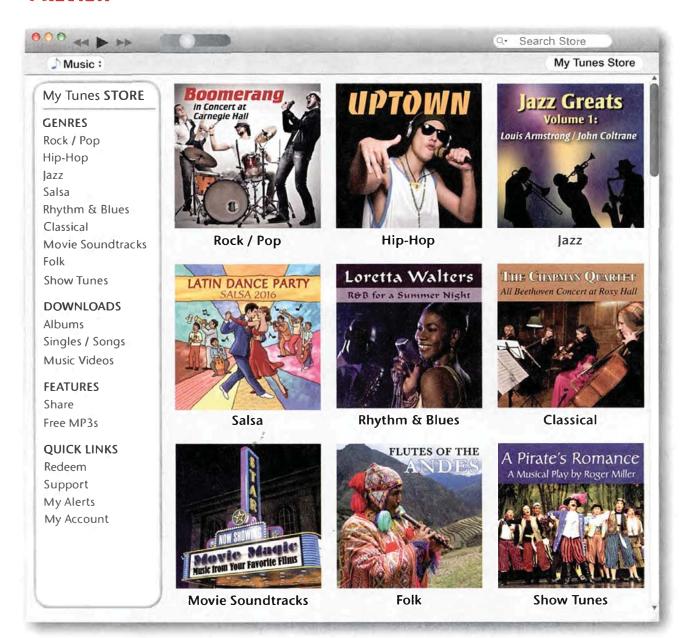




- 1 Accept or decline an invitation.
- 2 Express locations and give directions.
- 3 Make plans to see an event.
- 4 Talk about musical tastes.



PREVIEW



- Do you download a lot of music from the Internet? Why or why not?
- ▶1:18 VOCABULARY Genres Look at the web page. Then listen and repeat.
- PAIR WORK Which genres of music do you like? Are there genres that you hate? Tell your partner.
- **DISCUSSION** When you download music from the Internet, do you buy single songs or whole albums Explain your answer.

E ▶ 1:19 **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



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 S	story with
	the same meaning:		

1 That's too late for me.

2 Great!

- 3 music in a concert
- 4 What are you doing?
- 5 I like that better.
- 6 I don't like that.
- G THINK AND EXPLAIN Choose an answer. Use a quotation to explain your answer.
 - 1 What's Sara doing?
 - a getting music from the Internet

Sara says, 'Just downloading some new songs.'

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

- 3 Which woman doesn't like to go to sleep late?
 - a Sara
 - b Meg
- 4 When and where are they going to meet?
 - a at midnight at River T
 - b at the club before the show

SPEAKING

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

..... classical music

..... movie soundtracks

..... hip-hop

.....jazz

..... salsa

...... R & B

..... show tunes

..... rock / pop

..... other

Who chose hip-hop as their favorite?



an electric quitar



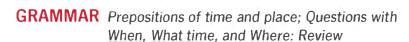
CONVERSATION MODEL

- A >1:20 Read and listen to an invitation to a movie.
 - A: Are you free on Saturday? The Pilots is at the Movie Center. Would you like to go?
 - B: The Pilots? I'd love to go. What time?
 - A: At noon.
 - B: Great! See you there.

To decline . . .

- B: Sorry. I'd love to go, but I'm busy on Saturday.
- A: Too bad. Maybe some other time.





Prepositions of time

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

time stile game: its	
in	at
in March	at 8:30
in 2016	at midnight
in the summer	at noon
in the morning	
	in March in 2016 in the summer

in ten minutes

Prepositions of place

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

on Tuesday morning

in	at
in Mexico	at the Film Forum
in Tokyo	at work
in the park	at school
in the neighborhood	at the art gallery
	in Tokyo in the park

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

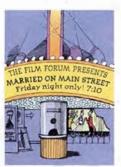


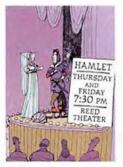
Hi, Bonnie: Are you busy Tuesday evening? There's a salsa concert your neighborhood, right near your office the Mellon Theater. Sounds like something really special with dancers from all over the world. It starts 8:30. I'll be work until 6:00, but I could meet you 6:15 or 6:30 in front of the theater. We could have something to eat before the concert. What do you think? -LC



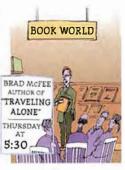
VOCABULARY Entertainment and cultural events

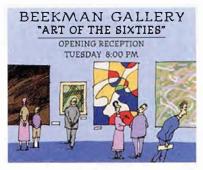
A >1:22 Read and listen. Then listen again and repeat.











a movie / a film

a play

a talk / a lecture

Where's the talk?

an art exhibit

11's at Book World. 77

- PAIR WORK Ask and answer questions about the events in the pictures above. Use When, Where, and What time.
- ▶1:23 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
- ▶1:24 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 <u>yes</u> , <u>no</u> , or <u>maybe</u> .)
1	TOIK his book	11.30	Yes
2	Movie	7 10	170
3	Play	8.00	Mayb-
4	Clorkert	7.45	(32)

NOW YOU CAN Accept or decline an invitation

- VIDEO
 - 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.

MOVIES Red Sunset The Cine Lux, Sat./Sun. 8:55 PM. The Soul Brothers MUSIC

TALKS

PLAYS

This week's **Entertainment**

The Supermarket, Fri. Midnight

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

Romeo and Juliet

The Bridge Theater, Every night 7:30 RM.

RECYCLE THIS LANGUAGE.

Sounds good. Great! Perfect! That's past my bedtime. That's not for me. That's more my style. Well, how about See you there!

CHANGE PARTNERS Practice the conversation again. Use different events.

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.



FLASH VOCABULARY Locations and directions

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

Locations Where is (the)



It's on the right side of the street.



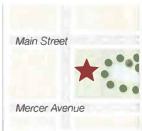
It's across from the park.



It's down the street from the museum.

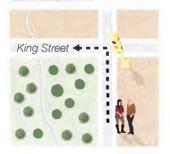


It's around the corner from the theater.



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

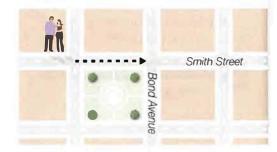
Directions How do I get to (the)



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



Go / Walk / Drive two blocks and turn right.



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

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

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



PRONUNCIATION Rising intonation to confirm information

- A > 1:29 Repeat information with rising intonation to be sure you understand. Read and listen. Then listen again and repeat.
 - 1 A: Where's the library?
- 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

NOW YOU CAN Express locations and give directions



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

A: Excuse me. I'm looking for

B: ? Do you know the address?

A: Yes. It's

B: Oh.

DON'T STOP!

Ask about other locations.



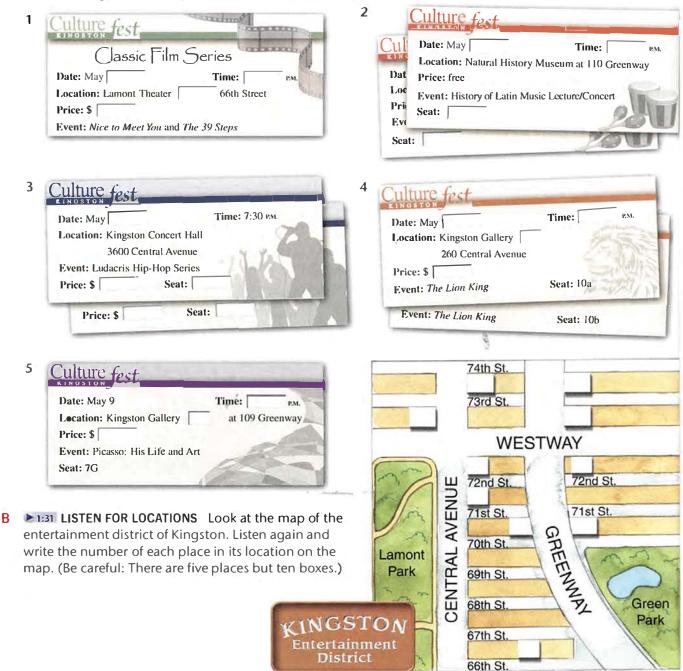
CHANGE PARTNERS Ask about other locations and give directions.

BEFORE YOU LISTEN

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

LISTENING COMPREHENSION

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



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
6			Vinda of
		4000	1.53

Kingston Post

THIS WEEK KINGSTON

FILM ~



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

Monday and Thursday 7:45 P.M.

Kingston Gallery 2

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

THEATER -



Andrew Lloyd Weber's classical musical Cats

Lamont Theater

Tuesday to Friday 8:00 P.M.

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



A Serious Play For Serious Theatergoers 99

The Dentist's Chair

Kingston Gallery 2

Friday and Saturday 8:00 P.M.

CONCERTS -

Joshua Bell. Violinist.

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

Rite of Spring with the Mexico City Philharmonic Orchestra.

Kingston Concert Hall

Wednesday and Saturday: 8:00 P.M.

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

Bruno Mars

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

Kingston Gallery 2

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

TALKS/ LECTURES ~



Reinvent a Better World

Melinda Gates (of the Bill and Melinda Gates Foundation)

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

Natural History Museum

Free!

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



RECYCLE THIS LANGUAGE.

Invite

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

Ask for information

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

Accept and decline

I'd love to go. 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.

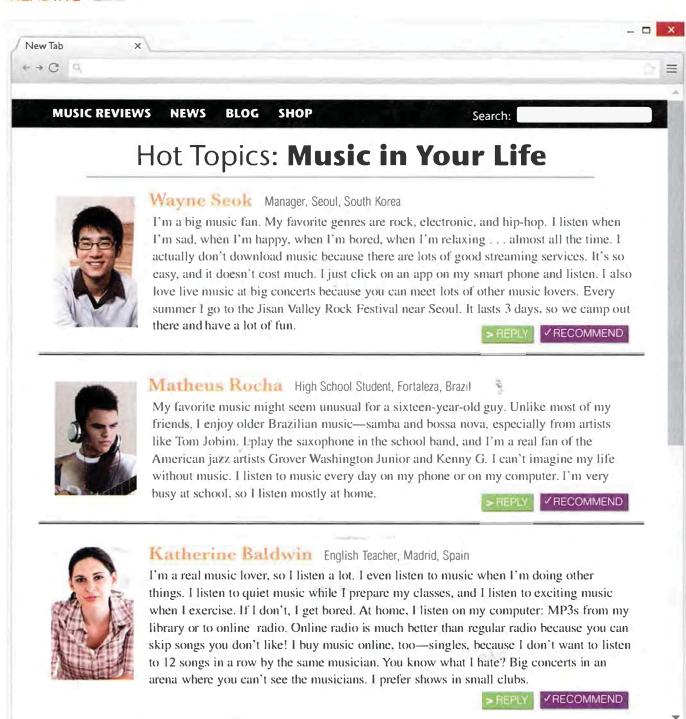
Locations / Directions

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

A	CONFIRM CONTENT Read the following statements. Circle T (true), F (false), or NI (no information) for each, based on information in the Reading. Explain your answer.				
	T F				
	T F	Table 1			
	TF		n CDs		
	TF				
	T F				
	T F				
		o she likes music videos.			
В		PERSONAL COMPARISONS Who are you like: eok, Mr. Rocha, or Ms. Baldwin? Explain how.	I'm like Ms. Baldwin. I listen to music while I do other things.		
N	W YOU	CAN Talk about musical tastes			
		100 M			
Α	FRAM	E YOUR IDEAS Fill out the survey about your musical	tastes.		
Ü	000				
	ML	ISIC IN YOUR LIFE Take to	he Survey		
	1. Ar	e you a music fan? 📵 yes 📋 no	5. Do you go to concerts?		
	2. What's your favorite kind of music? rock / pop classical movie soundtracks jazz hip-hop salsa folk show tunes R & B other 3. Who are your favorite singers?		□ often □ sometimes □ never		
			If so, what's your favorite kind of concert?		
			C. Harris de una lintar de maria?		
			6. How do you listen to music? On CDs on the Internet		
			☐ on the radio ☐ on music videos		
			on MP3s on TV music channels		
	gr	oups?	on my phone other		
	4. W	nen do you listen to music?	7. How many songs are in your library? How many albums?		
		when I study when I exercise when I relax	What kinds of music?		
		when I'm happy when I'm bored when I'm sad when I drive all the time when I work			
		other			
-	_				
В	PAIR	NORK Compare surveys with a partner. Summarize y	your answers on the notepad.		
		About me About my partner			
		I'm a hip-hop fan. Her favorite music is	hip-hop, too.		
С	DISC	ISSION Now use the notepad to tell the class about	Text-mining (optional)		
	your musical tastes.		that were new to you. He also		
		44 My partner and Have reveile	For example: "I'm a big music fan."		
		My partner and I love music.			

REVIEW

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

C Complete each conversation, based on the picture.

	Kind of event	Time of event
1	Corced	M. 10.03
2	Galaxy one	AL Tion to 900
3	Playal Sharper	A 2 00

1	

- 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.

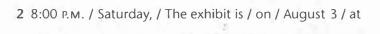


- A: Hello?
- B: Hi. Are you busy? I'm at the Beekman Gallery. There's an of paintings from France.
- A: Sounds great! Meet you there fifteen minutes?



- 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

For additional language practice...

POP Lyrics p. 149

"Going Out"



ORAL REVIEW

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

PAIR WORK Create conversations for the two people.

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



The Journal News- October 22

Today's Entertainment

The House on the Other Side of the Street

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

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

DO YOU HAVE ANY WATER IN THAT BOTTLE?

"A hilarious spoof of airport culture"

Alizia Compton, Today's Arts Magazine

Do You Have Any Liquids?

Mama Cruz Rachel Weldon

CinePlex 2 5:25, 7:05, 9:30

PLAYS

Wicked
Hill Street Theater
660 North Main
8:30 P.M.

OTHER EVENTS - Talks/Lectures

James M Cowan
A Plan for Everyday Life
Lecture, discussion, book signing

Books and Other Precious Things 400 Jackson Street 6:45 P.M. MUSIC

Nora Jones

singer / songwriter

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

NOW I CAN

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

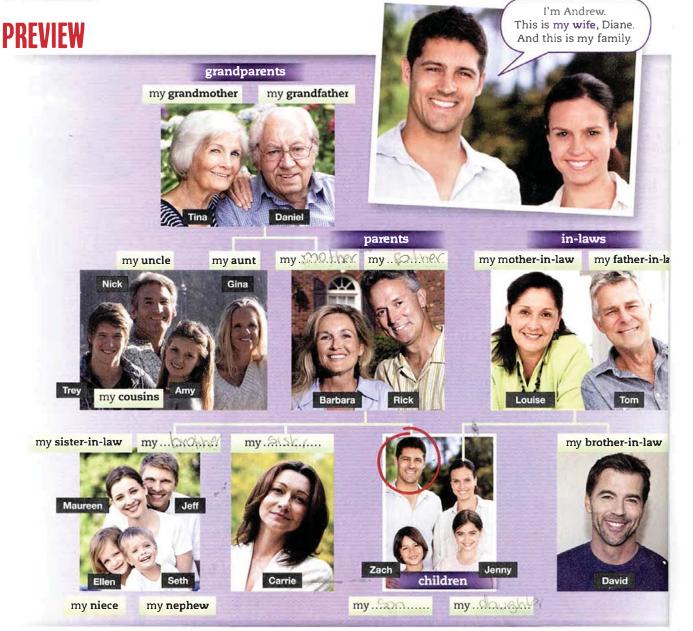
The China Philharmonic Orchestra with The Shanghai Opera House Chorus Mozart's Requiem

Symphony Hall, 8:00 P.M.



The Extended Family

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



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



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

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



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

Emma: Do they have any other children?

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



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

Grace: Actually, they live there.

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

Grace: We get together about twice a year.



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

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

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

*twins: Cole a	nd Case	y were	born	at	the
same time.					

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

		11.77	
1	Grace is Aiden's aunt.		
2	Grace is Matthew's sister-in-law.	Y	
3	Matthew is Ariana's brother-in-law.		
4	Alexa has one niece and three nephews.		X
5	Ariana, Cole, and Casey are Aiden's cousins.	\triangle	
6	Matthew and Alexa have two children.		<u></u>

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							
Q1 brother(s)	O.y uncle(s)	. இங் cousin(s)					
△ sister(s)	aunt(s)	brother(s)-in-law					
O nephew(s)		.02. sister(s)-in-law					

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

44 How many	s do you have?	77

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





DIGITAL

VOCABULARY Relationships and marital status

A > 2:04 Read and listen. Then listen again and repeat.



They're single.



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



They're married.



They're separated.



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



She's widowed.

- B > 2:05 LISTEN TO CLASSIFY Listen and infer the marital status of the person in each conversation. Circle the correct status.
 - 1 The woman is (single / engaged / married).
 - 2 His aunt is (engaged / widowed / divorced).
- 3 His sister is (engaged / separated / divorced).
- 4 Her sister is (engaged / separated / divorced).

GRAMMAR The simple present tense: Review

Affirmative statements

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

Negative statements

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

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

Yes / no questions and short answers

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

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

Spelling rules with he, she, and it Add -s to the base form of most verbs. works likes plays calls

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

Exceptions:

do → does

go → goes

have → has

study → studies

GRAMMAR BOOSTER p. 126

 The simple present tense: usage and form

GR	AMMAR PRACTICE Complete the conversations. Use th	e simple	e present tense.	X	PHEREIGN	
	1 A:	В	S: No, he	He Cozif	it at all.	9
	kids—a girl and a boy.	5 A	A:her e their kids?	x-husband	(see)	
	2 A: your in-laws (live) in Toronto?		3: Yes, he			
	B: No, they	6 A	A:you every day?	(call)	your nieces	
	3 A:	В	3: No, I	. They	me!	1
CC	DNVERSATION MODEL					
Α	 P 2:06 Read and listen to good news about a relationsh A: What's new? B: Actually, I have some good news. My sister just got engaged! A: That's great. Congratulations! B: Thanks! A: So tell me about her fiancé. What does he do? B: Well, he works at Redcor. He's an engineer. Or bad news B: Actually, I have some bad news. My sister just got divorced. A: I'm sorry to hear that. Is she OK? 					
В	B: Yes, she is. Thanks for asking. > 2:07 RHYTHM AND INTONATION Listen again and rep Then practice the Conversation Model with a partner.	eat.		1		
NC	WYOU CAN Report news about relationships		Relationship to	you:	100	
Α	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 new	she do?		
В	CONVERSATION ACTIVATOR Personalize the Conversation Model. Tell your partner your news. Then change roles.		Other informat	ion:	Q .	
	A: What's new? B: Actually, I have some news. My A:	es [he]		good news got married got engaged	bad news got separated got divorced	
C	CHANGE PARTNERS Practice the conversation again. Report other good or bad news. He lives / works She likes / hates They have / don'	 / studies .				



VOCABULARY Other family relationships

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

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



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

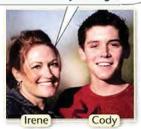


Lance is my stepbrother. His mother married my father.

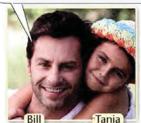
Ashley is my stepsister.



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



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



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

Jake is my half-brother.



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

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

Who's Cody's stepmother?

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	
2	Carol is his	

4 Leo is his

2

5 Hank is her

GRAMMAR The simple present tense—information questions: Review

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

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

A FIND THE GRAMMAR Look at the Photo Story on page 27 again. Find and underline one information question in the simple present tense. Be careful! Who as subject:

Who lives in Hong Kong? NOT Who does live in Hong Kon

GRAMMAR BOOSTER p. 127

Information questions in the simple present tense:

- Form
- · Questions with Who
- Common errors

В	GRAMMAR PRACTICE Complete the conversations wi	th the	simple present tense		
	1 A:? B: She lives in Dublin.	4	A: with B: My half-sister Lou		
	2 A: nieces and nephews? B: Three. My sister two girls—both adopted—and my brother a stepson.	5	A:	stepfather do? a restaurant. He's the chef and	
	3 A:stay with when you visit Los Angeles?	6	A: your B: At the hospital arc		
	B: 1			unt there, too?	
C	DNVERSATION MODEL				
Α	▶2:10 Read and listen to people describing their families.		P.		
	A: Do you come from a large family?				
	B: Not really. I have two brothers.	St.	3	THE SECOND	
	A: What about aunts and uncles?				W
	B: Well, I have three aunts on my father's side. And on my mother's side, I have two aunts and three uncles.				
	A: That's pretty big!		Sale De		16
В	≥ 2:11 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.				100
N	W YOU CAN Describe extended families		723333		
Α	NOTEPADDING List your extended family relationships on the notepad.	On r	my father's side	On my mother's side	
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:		Continue 115		
	B: Well, I have on my 's side.				
	A: DON'T STOP!				
	Ask for more information. Tell me about your [aunts / uncles / corwing with about your [sister-in-law]? Does he? / Do they? Is she / Are they [single]? What? How old? Where? How often? When? How many? Who?				
С	GROUP WORK Now tell your classmates about your p	artne	r's extended family.		

BEFORE YOU LISTEN



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

How are you similar?



We look alike.



We wear the same kind of clothes.



We both like rock music.

How are you different?



We look different.



We wear different kinds of clothes.



I like rock, but he likes classical.

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

LISTENING COMPREHENSION

A > 2:13 LISTEN TO IDENTIFY SIMILARITIES AND DIFFERENCES Listen to Lucille talk about herself and her sister, Laura. Check the statements that are true. Explain your answers.

Lucil	le and Laura		
1	☐ look alike.	☐ look different.	
2	☐ like the same kind of food.	☐ like different kinds of food.	19-6
3	☐ like the same kind of movies.	☐ like different kinds of movies.	14
4	\Box like the same kind of music.	☐ like different kinds of music.	-
5	☐ have the same number of kids.	☐ have different numbers of kids.	
6	Lucille and Laura are utwins.	stepsisters. half-sisters.	

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.

appearance Lucille and Laura look alike.	favorite colors
	-10
sports preferences	musical tastes
y rope of	in Por
families	clothes
Do the post	

PRONUNCIATION Linking sounds

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

/dnsi/ 1 Does she have any stepchildren?

/dnzi/ 3 Does he live near you?

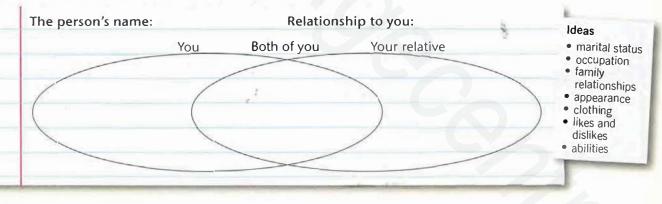
/dnsi/ 2 How many stepchildren does she have?

/dnzi/ 4 Where does he live?

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

NOW YOU CAN 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.



RECYCLE THIS LANGUAGE.

Similarities and differences

How are you similar? How are you different? Do you look alike? Do you both __? Do you __ the same kind of _ Do you __ different kinds of __?

For more information

How about __? Do you have any __? How old ? What does your _ Where does your __ live? How many __ does your __ have? My cousin and I are both single. "

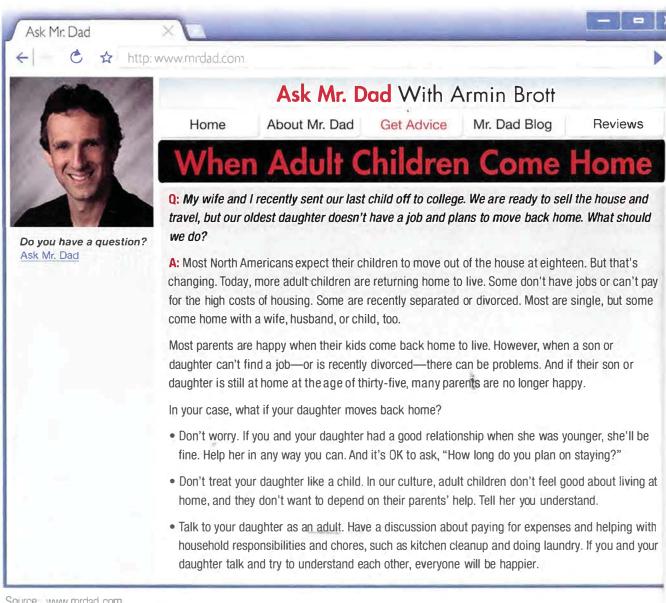
400

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

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

INFER INFORMATION Check all the correct answers, a	according to what Armin Brott says.	
 1 What are the reasons adult children are moving back home? They don't have jobs. They get divorced. They can't afford housing. They feel good about living with their parents. They want to depend on their parents. 	2 What are Mr. Brott's suggestions to the father? ☐ to sell his house and go traveling ☐ to discuss chores at home ☐ to ask his daughter to find a job ☐ to try to understand his daughter	
W VOIL CAN		
WYOU CAN Discuss family cultural traditions		
FRAME YOUR IDEAS Complete the survey about adu	lt children in your	
country. Then compare answers with a partner.		
Living	g At Home? —————	
I At what age do children usually leave	3 How do parents feel when their adult	
home in your country?	children are living at home?	
between 18 and 20	They're very happy.	
☐ between 21 and 25	They're very worried.	
between 26 and 30	They don't think about it.	
over 30	They don't want them to stay.	
It depends on their marital status.	Other	
2 What are the reasons adult children	4 What do adult children usually do when	
usually leave home?	they live at home?	
They get a job.	They help with the chores.	
☐ They get married.	☐ They help pay for expenses.	
☐ They go away to study.	They look for a job.	
They don't want to depend on their parents	They look for a new place to live.	
☐ Other	Other	
NOTEPADDING Write some similarities and difference your country and those Armin Brott describes.		
What's the same?	What's different?	
*		
GROUP WORK Imagine you are speaking to a	nut mil to a decident	
visitor to your country Explain your country's Fi	ext-mining (optional) nd and underline three words or phrases in the Reading at were new to you. Use them in your Cross the Reading	
family cultural traditions about adult children	at were new to you. Use them in your Group Work, For example: "household responsibilities."	
	A CAUTHUM: DOUGOLAIN	



▶ 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			

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

WRITING

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

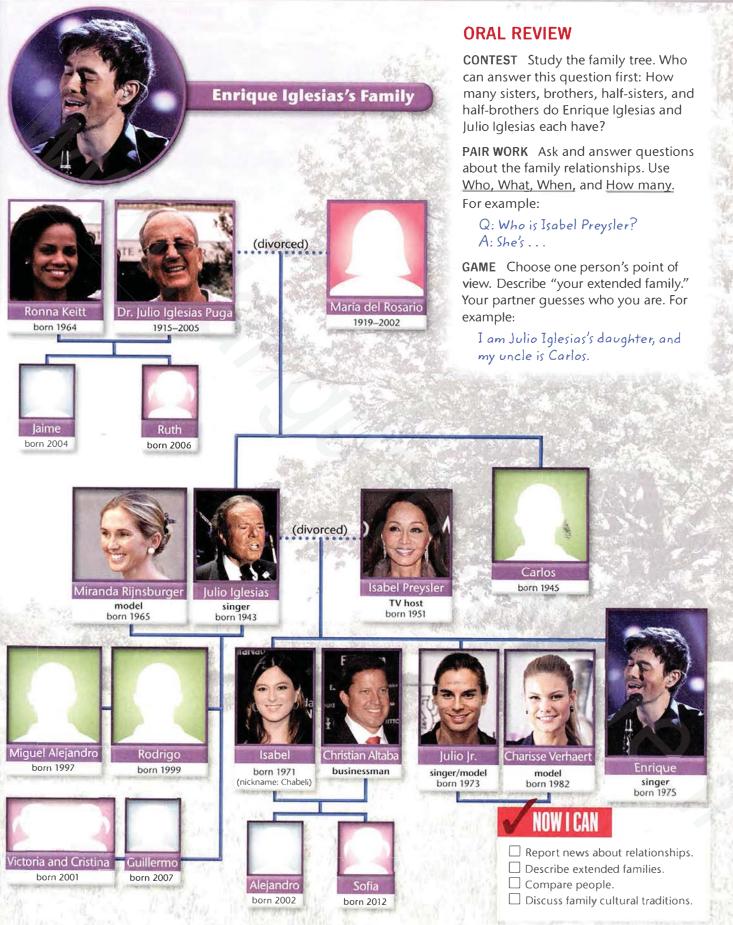
My brother and his wife are similar in some ways, but they are also very different . . .

WRITING BOOSTER p. 143

· Combining sentences with and or but

Guidance for this writing exercise





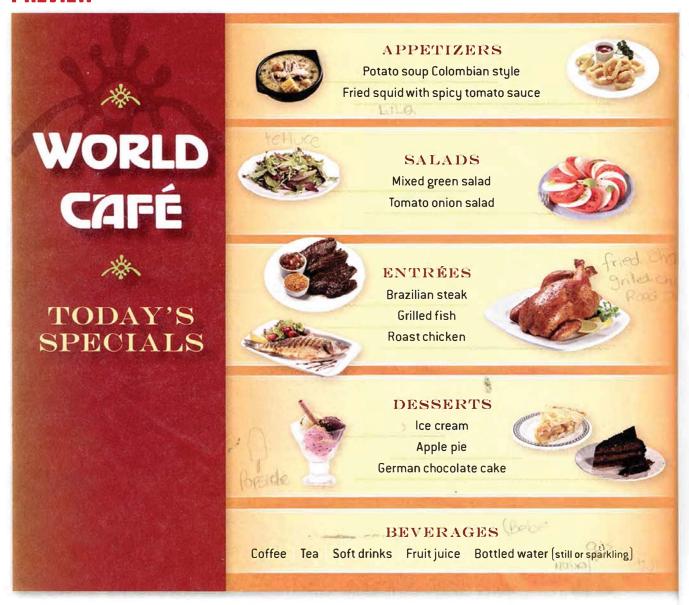


Food and Restaurants

COMMUNICATION GOALS

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

PREVIEW



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



- B ≥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 dis from your country for each category.

		200	9.00
an	appetizer		A ex York

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



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

Customer: I'm ready, thanks. I think I'll start with the potato soup.

Then I'll have the roast chicken.

What does that come with?



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

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



Server: Certainly. And anything to drink?

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

F INFER MEANING Check the correct answers, according to the Photo Stor	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
 - ☐ carrots 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 quest check.
- **B** Now change roles. Listen to your partner's order and write it on your guest check.

		Ser			Check No. 2650
1					
1				1	
				-	+
			Tax		

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

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.



- **EXPAND THE VOCABULARY** How many foods can you create? Use the Vocabulary. Follow the example.
 - 1 orange juice apple juice, mango juice 2 tomato onion salad
 - 3 apple pie
- 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.

State Court of the court

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

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

Remember:

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

Questions

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

Use Is there with anything and nothing.

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

Be careful!

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

GRAMMAR BOOSTER p.1

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

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

1	Thee ove	some fish in the fridge.
2	There ore.	onions in the salad.

3 some cheese for my sandwich?

4 any apple pies at the store?

5some orange juice for your breakfast.

6 anything in the fridge?

7 anything to eat in this house!

8 any pasta for tonight's dinner.

CONVERSATION MODEL

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?

▶ 2:24 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.



NOW YOU CAN Ask for a restaurant recommendation



A 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

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

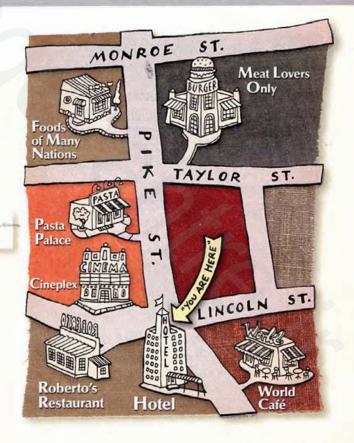
you like directions?



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

down the street from [the] ___ between __and on the __side of the street

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



CONVERSATION MODEL

- A ▶2:26 Read and listen to someone ordering dinner from a menu.
 - A: I'll have the pasta for my main course, please. What does that come with?
 - **B**: It comes with soup or a salad.
 - A: What kind of soup is there?
 - B: There's tomato soup or chicken soup.
 - A: I'd like the salad, please.
 - B: Certainly. And to drink?
 - A: Water, please.
- B 2:27 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

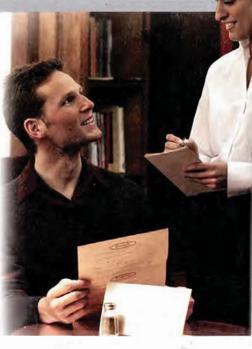


Use the definite article the to name something a second time.

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

Also use the to talk about something specific.

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



Remember:

Indefinite articles a and an:

- a salad
- an appetizer
- a beverage
- an entrée

GRAMMAR BOOSTER p. 130

- Non-count nouns: categories and verb agreement
- **A** UNDERSTAND THE GRAMMAR Look at the Photo Story on page 39 again. Explain why the customer uses the definite article <u>the</u> in the following sentences.
 - 1 "I think I'll start with the potato soup."
- 3 "I'd like the carrots, please."

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

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



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



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



		vegetable. B: I think I'd like vegetable fan. 4 A: What would you	ds of soup: chicken noodle and mixed chicken noodle. I'm not a like for your main course? We have grilled chicken special on	
PF	RONUNCIATION The			
Α	▶2:28 Compare the pronunciation Read and listen. Then listen again		t and vowel sounds.	1
	/ə/ (before consonant sounds)	/i/ (before vov	vel sounds)	
	the chicken	the orange	juice	
	the soup	the onion s the apple j		
	the juice the hot appetizer	the apple is		
	the fried eggs	the eggs		
В	Write a check mark if the underlin	ed word begins with a v	owel sound.	
	the egg salad	the apple cake	☐ the clam soup	
		the <u>ice</u> cream	☐ the olive oil	
		the <u>chocolate</u> milk	☐ the <u>grilled</u> fish	
C	PAIR WORK Now take turns sayin pronunciation of the.		o use the correct	
	Order from a men	u	West	
A B	PAIR WORK With a partner, inven restaurant a name. Write foods on or more choices for each category CONVERSATION ACTIVATOR With Conversation Model, using your rattention to count and non-count	the menu. Include two a partner, change the nenu to order food. Pay	(name of restaurant) appetizers:	
	indefinite articles. Then change ro	les.	soup:	
	A: I'll have for my main co that come with?	urse, please. What does		
	B: It comes with		entrées:	
	A: What kind of is there?	DON'T STOP!		
	B:	Ask more question Order more food.	beverages:	

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

A: , please.

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.

· Order a dessert.



BEFORE YOU LISTEN



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











ordered the tomato soup.

B: You're right. Excuse me!

LISTENING COMPREHENSION

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

Excuse mel Do you accept credit cards?

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.	4 ☐ Excuse me! This isn't what I ordered. ☐ Excuse me! We're ready to order. ☐ Excuse me! We'll take the check, please.			
	2 ☐ This isn't what I ordered.☐ We're ready to order.☐ Is the tip included?	5 ☐ Excuse me!☐ We'll start with the seafood soup, please.☐ We'll take the check, please.			
	 3 □ No, thanks. We'll take the check, please. □ Is the tip included? □ Do you accept credit cards? 				
В	PAIR WORK Decide what to say to the server in e	ach conversation. Then practice the conversation.			
	1 A: Oh, no! Take a look at this check!	2 A: Oh, no! They brought us onion soup. We			

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! NOW YOU CAN Speak to a server and pay for a meal appetizer 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 Mini lamb pies Crab cake SOUP Tomato Chicken noodle Spicy shrimp SALADS Tomato pepper Green bean Pasta ENTRÉES All entrées include bread, soup or salad, vegetable, and coffee or tea. Fried fish Pasta with clam sauce Roast beef CHOICE OF VEGETABLES: Potatoes (any style) Grilled tomatoes Broccoli BEVERAGES Coffee Soft drinks Fruit juices Bottled water (still or sparkling) DESSERTS Fruit and cheese plate Mixed fruit salad Carrot cake Ice cream sandwiches **GROUP WORK** Form groups of diners at tables, with some students as servers. Discuss the menu. Ask the server questions about the food. Order and pay for the meal. RECYCLE THIS LANGUAGE. Discuss food Serve food Order food Pay for food What are you in the Are you ready to order? I'll / We'll take the check, Excuse me! mood for? Do you need more time? I'm / We're ready. please. That comes with ____ Is the tip included? I'm in the mood for ___ I'd like to start with _ There's __ on the menu. Would you like _ I think I'll have Do you accept credit The __ sound(s) Anything to drink? And then I'll have cards? delicious. And to drink? Does that come with What about_ And for your [entrée]? What does that come This isn't what I ordered.

with?

What kind of __ is there?

5 A: Here's the check. Do we need to leave a tip? B: I'll ask. Excuse me!

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

B: Excuse me!

BEFORE YOU READ



FLASH
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

ID YOU KNOW?

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

When you eat out . . .

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

Avoid unhealthy snacks such as pizza, candy, and fast food. When you do get fast food, skip the fries and other high-calorie. fatry, 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 cat while you are doing other things. it's easy to lose track of how much you are eating.

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

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



QUICK TIPS

- Try to avoid high-calorie cookies and cake for dessert. If
- Avoid adding sugar to your food and drinks.

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





Α			n use the words to			ading and m	atch	
			a the am	ount you eat	at one time			
	2 "skip" or "	avoid"	b not ch	oose				
	3 "portion"		c vegeta	bles				
	4 "split" or "	'share"	d choice					
	5 "option"		e order (one dish for t	wo people			
В	INFER INFORMATIO	N Which su	ggestions help you	avoid eating	too much fat?			
	Which ones help yo							
M	OW YOU CAN Discu	ss food an	d health					
Α	FRAME YOUR IDEAS	Write a 🗸	next to the foods yo	ou think are h	ealthy.	French fries are They're too fat	e not healthy.	
	Write an X next to t	the foods yo	u think are not. The	n discuss you	ır		gree. 77	
	answers with a par	tner. Explain	why some of the fo	oods are unh	ealthy.	1 ag	gree. //	
			1/					
5					The same of the sa	1		
1			7					
-					-		ATTE STATE OF	
								_
	☐ salad	☐ hot pepp	ers 🔲 pasta w	ith sauce	□ ric	e	Chicken	
	-						8	
A				3		S Combo	- The same	
1		RINE Y ARE	-				159	
					nuts	chips		
	☐ pizza	☐ ha	mburgers \Box	french fries		snacks	☐ ice cream	
В	NOTEPADDING List	other foods	s and drinks you thin	nk are good f	or you and bad	d for you.		
	Healthy foods		Unhea	Ithy foods				
	oranges		salty fo	oods, like pot	ato chips			
				1.00				
_	DISCUSSION No	dia a 6 a a .	برير والهزيري والهام والمرسوط		Text-mining (opti		physics in the Donding	
С	Suggest healthy ea		d and health with yo se your lists.	our class.	that were new to		phrases in the Reading your Discussion.	
	DECYCLE TH	IS LANGUAG						
	RECYCLE TH		Adjectives	Verbs				
	grains	meat	healthy / unhealthy	skip /				
	seafood dairy products	sweets	good / bad for you high-calorie / low-calo	split /				
	vegetables	oils	fatty / salty / sweet / s	picy				



A	▶2:33 Listen to the conversations. Where are the people? Circle <u>at home</u> or <u>in a restaurant</u> . Then predict what each person will say next. Listen again and complete the statements.								
	1 The man and woman are (at home / in a restaurant). I think he's going to ask, "Does dessert with my ?"								
		m are (at home / in a resta going to say, "But Caroling"		really	"				
		going to say, "		n					
	4 The couple is (at hor It's possible that she'	ne / in a restaurant). s going to say, "Terrific! Le	et's an on	nelette and a salad. I'm rea	illy				
В	Write examples of food	s for each category.							
	Spicy foods	Salty foods	Sweet foods	Fatty foods					
С	and end with a questio	n ask a waiter or a waitress n mark.							
	2								
D		e with an affirmative or ne							
	1 too m too spicy.	uch pepper in the soup. It		ould eat some fruitanges on the kitchen table					
	2 Excuse me. I'm looki	ng for a restaurant. ood restaurants in the		6 enough cheese in the fridge for two sandwiches. Let's go shopping.					
	neighborhood?			7 I hope too much sugar in the cake. Sugar isn't good for you.					
		w-fat desserts on the men							
	4 an ine	xpensive restaurant nearb		he mood for soup. What k on the menu?	ind of soup				
W	RITING								
		avel blog about foods in yo	our country.						

Write a short article for a travel blog about foods in your country. Write at least five sentences, but write more if you can.

In my country we eat a lot of vegetables.

Vegetable soup is a very typical appetizer ...

WRITING BOOSTER p. 143

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







ORAL REVIEW

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

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

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

At a restaurant









Technology and You

Smart phone and

cell phone sale!

smart phones

Top-selling

\$279.00

Were \$329-\$425

COMMUNICATION GOALS

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

PREVIEW























- 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

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



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



Don: This printer's driving me crazy!

It's on the blink again.

Erin: What's wrong with it?

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

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



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

Erin: OK. And ...?

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

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



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

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

- **D FOCUS ON LANGUAGE** Find and underline the following statements in the Photo Story. Choose the statement that is closer in meaning to each one.
 - 1 "This printer's driving me crazy!"
 - a I love this printer!
 - b I hate this printer!
 - 2 "It's on the blink again."
 - a The printer has a problem.
 - b The printer is OK.

- 3 "It's an absolute lemon."
 - a It's very bad.
 - b It's very good.
- 4 "... the thing's an antique."
 - a It's very new.
 - b It's very old.

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

SPEAKING

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

▶ 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

110	Products	willy do you wallt	to replace them:
1	My GPS.	It's broken.	
	Prod	ucts	Why do you want to replace them?
1			
2			
3			

Why do you want to replace them?

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

CONVERSATION MODEL

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



GRAMMAR The present continuous: Review

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

Actions in progress

Future plans

A: What are you doing right now?

A: What are you doing tomorrow?

B: I'm downloading a song.

B: I'm buying a new camera.

Ouestions

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
- $\textbf{A} \quad \textbf{FIND THE GRAMMAR} \quad \text{Find and underline three sentences with the present continuous in the Conversation } \\ Moreover (a) \\ \text{Find THE GRAMMAR} \quad \text{Find and underline three sentences with the present continuous in the Conversation } \\ Moreover (a) \\ \text{Find THE GRAMMAR} \quad \text{Find and underline three sentences with the present continuous in the Conversation } \\ Moreover (a) \\ \text{Find THE GRAMMAR} \quad \text{Find and underline three sentences with the present continuous in the Conversation } \\ \text{Find THE GRAMMAR} \quad \text{Find and underline three sentences with the present continuous in the Conversation } \\ \text{Find THE GRAMMAR} \quad \text{Find Sentence Sentence } \\ \text{Find THE GRAMMAR} \quad \text{Find Sentence Sentence } \\ \text{Find THE GRAMMAR} \quad \text{Find Sentence Sentence } \\ \text{Find THE GRAMMAR} \quad \text{Find Sentence Sentence } \\ \text{Find THE GRAMMAR} \quad \text{Find Sentence Sentence } \\ \text{Find THE GRAMMAR} \quad \text{Find Sentence Sentence } \\ \text{Find THE GRAMMAR} \quad \text{Find Sentence Sentence } \\ \text{Find THE GRAMMAR} \quad \text{Find Sentence Sentence } \\ \text{Find THE GRAMMAR} \quad \text{Find Sentence Sentence } \\ \text{Find THE GRAMMAR} \quad \text{Find Sentence Sentence } \\ \text{Find THE GRAMMAR} \quad \text{Find Sentence Sentence } \\ \text{Find THE GRAMMAR} \quad \text{Find Sentence Sentence } \\ \text{Find THE GRAMMAR} \quad \text{Find Sentence Sentence } \\ \text{Find THE GRAMMAR} \quad \text{Find Sentence Sentence } \\ \text{Find THE GRAMMAR} \quad \text{Find Sentence Sentence } \\ \text{Find THE GRAMMAR} \quad \text{Find Sentence } \\$
- B UNDERSTAND THE GRAMMAR Write <u>now</u> next to the sentences that describe an action in progress and <u>future</u> 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 la
2	I'm busy this morning. I'm answering e-mails.	5 They're eating with us on Friday.
3	He's leaving in ten minutes. Hurry!	6 The printer's not working again.



PRONUNCIATION Intonation of questions

▶ 3:08 Listen and	check for rising or fall	ing intonation. The	n take turns saying ea	ach question wit	th a partner.

1 What are you doing?	$\stackrel{\frown}{\Box}$ $\stackrel{\frown}{\Box}$ 3 What time are you going?
15	15

☐ ☐ 2 Are you buying a computer?	\Box \Box 4 Is she looking for a new printer:
, , ,	9

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

make a photocopy

B	VOCABULARY / GRAMMAR PRACTICE	Complete the conversations, using
	the present continuous and the nam	es of electronic devices from the list.

1	A:	What (you / scan)?	
	B:	The pictures for our presentation.	camcorder
	A:	Great! Tell me when you finish. I need the, too.	camera
2	A:	Hi, Tom (you / take) lots of pictures of Paris?	laptop photocopier / copier
	B:	Oh, hi, Diane. Yes, I am. I'm using my new	Scanner Copier
	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 vid daughter's birthday party next week.	eo of my
4	A:	Wow! My sister (upload) some great pictures onto F Look! Here come some new ones.	faceSpace.
	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.

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

NOW YOU CAN Recommend a brand or model

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: What's the problem?

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

A: What about the ? I hear the is

B: Really?

DON'T STOP!

Accept or decline the invitation.

Great! I'd love to go. I'd love to go, but ____

and suggest other brands or models.

CHANGE PARTNERS Discuss other products





Activities

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



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 > 3:11 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 descrip a piece of junk awful pretty bad horrib terrible a lem

VOCABULARY Household appliances and machines

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



1 a food processor



2 a hair dryer



3 a pressure cooker



4 a dishwasher



5 a coffee maker



6 a rice cooker



7 a fan



8 a stove

9 an oven





10 a juicer

(12)





13 a blender



14 a freezer



16 an air conditioner



17 a vacuum cleaner



11 a washing machine 12 a dryer





				•
c	or cleaning or washing	For food preparation	For cooking	For storage
				Maria Sur Ton
				All the last
		New APPLESSALE OF		
		Listen and write the name of to r person will say. Check the bo		ten again
	1 appliance:		5 appliance:	
	☐ Is it fixable?☐ Sure. No problem.		☐ Just use a little m☐ I think the machi	
	2 appliance:		6 appliance:	şg
	☐ It's an air conditioner.☐ It's a Cool Wave.		☐ Yeah. I'm so glad☐ I think it's time fo	
	3 appliance:		7 appliance:	
	☐ It's not working? ☐ About thirty, I think.		☐ That's a shame. It☐ Wow. That sound	
	4 appliance:		8 appliance:	
	☐ Oops! Sorry about that.☐ Sounds great!		☐ I'm sorry to hear☐ Sure. Just a secor	that. nd
			,	
	W YOU CAN Express sym	pathy for a problem	10	THE STATE OF
		ve products and brands that	Product	Brand
	don't work well. Write the		1 a hair dryer	Beautiful Hair
	1		-	- The same
	Product	Brand		
		Brand		
	1	Brand		
	2	j.f		
	2 3	J. A.		
	2	j. I.		





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 toilet won't flush.



The sink is clogged.

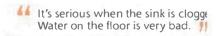
B	Write the names of machines, appliances, and devices that sometimes
	1 won't open or close.
	2 won't turn on or off.
	3 make a funny sound.

LISTENING COMPREHENSION

A >3:17 LISTEN FOR DETAILS Listen to the conversations. Write the room number for each complaint. Then listen again and write another problem for each room, using the Vocabulary.

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

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

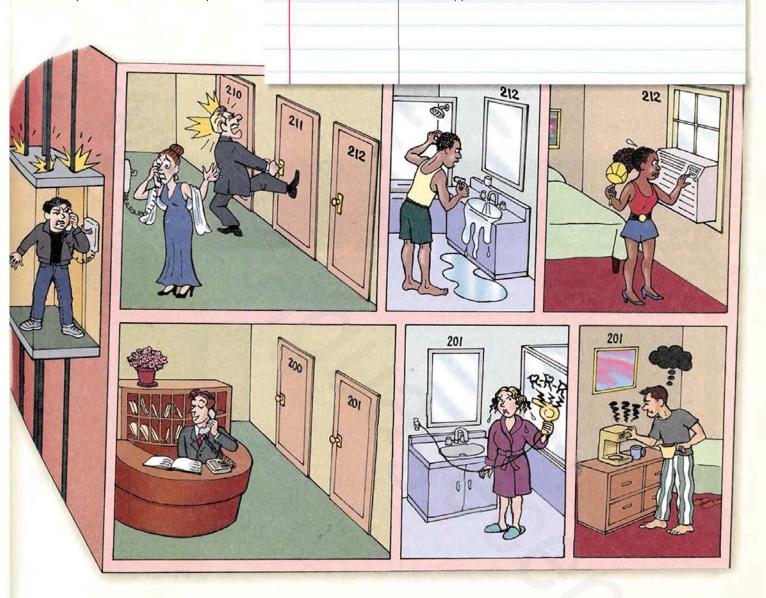


NOW YOU CAN Complain when things don't work

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

Room / Place

Problem(s)



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

Hello. Front desk. Can I help you? 77

RECYCLE THIS LANGUAGE.

Telephone language

Hello?

This is room ____. Bye.

State a problem

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

Respond

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

Well, that is a problem.

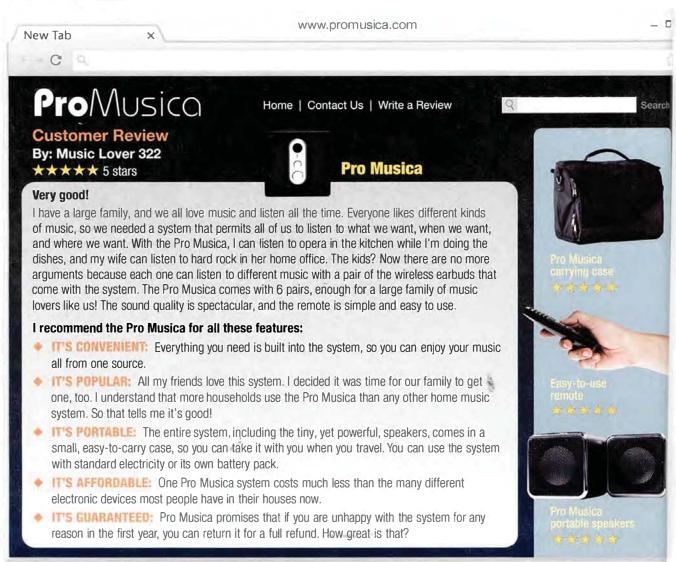
66 I'm in the elevator. It's not working and the doors won't open. ??

44 I'll send someone right away. "

BEFORE YOU READ

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





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

- 3 A product that you can send back to the store because you don't like it is
- 4 A product that a lot of people like and buy is
- 5 A product that doesn't cost too much for most people is

MORE 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.



popular portable affordable guaranter

▶ 3:19 LISTEN TO CLASSIFY Listen to the radio advertisements for some gadget / gædzit/ 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 2 "Cool as a Cucumber 3 "The Scribbler" convenient popular quaranteed convenient popular convenient ☐ portable ☐ affordable □ portable ☐ affordable ☐ affordable popular ▶3:20 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. **YOU CAN** Describe features of products **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 smart phone Link good or bad features on the notepad. Blue Bird scanner obsolete / makes a funny sound Product Brand Good or bad features **DISCUSSION** Describe the good and bad features of your products. Tell your classmates about all the good and bad features. Use your notepad. I like the new Link smart phone. It's affordable and up-to-date. Text-mining (optional) Find and underline three words or phrases in the Reading I don't recommend the that were new to you. Use them in your Discussion. Blue Bird scanner. It's obsolete. For example: "simple and easy to use." RECYCLE THIS LANGUAGE. **Negative descriptions** Ways to sympathize Positive descriptions awful terrible guaranteed I'm sorry to hear that. great affordable That's too bad. broken an antique terrific defective a lemon convenient That's a shame. awesome horrible a piece of junk pretty good Oh, no! fast not fixable Maybe it's 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 won't turn off slow

REVIEW

Α	A >3:21 Listen to the conversations about problems with products and each problem. Example:The fan won't turn on.	d appliances. Write a sentence to descri				
	1					
	2					
	3					
	4					
В	B Complete each conversation with a question in the present continu (More than one question is possible.)	ous.				
	B: We're going to My Electronics World. Want to B: Ton	at				
		nt now? We're eating dinner.				
	3 A: When? B: He's getting a smart phone for his birthday.					
С	C Complete each statement. Circle the correct word or phrase.					
	1 This new toilet is (defective / portable). It doesn't flush.	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 ge	et a new one.				
	4 This scanner is really a piece of junk. I think we should get (an up	grade / a lemon).				
D	D Add products, appliances, and gadgets to the chart. Write at least the	ree in each category.				

Portable	Popular	Convenient	Affordable	Good for communication	Good for entertainment	Good fo
					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.

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

Star ratings

★ not so great
 ★★ OK
 ★★★ good
 ★★★ very good
 ★★★★ awesome



I have a Hot Spot dishwasher and ...

WRITING BOOSTER p. 144

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

















Picture 1

ORAL REVIEW

CONTESTS

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

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

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.



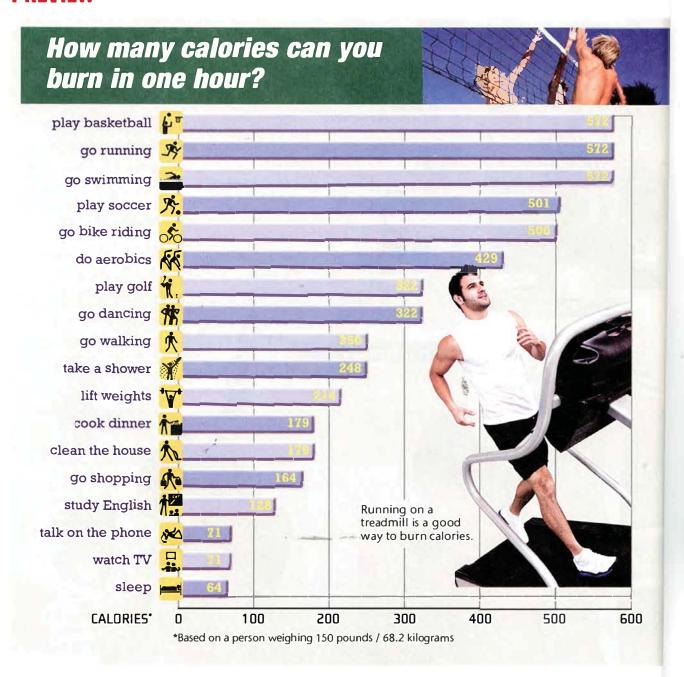


Staying in Shape

Plan an activity with someone

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

PREVIEW





- A > 3:24 VOCABULARY Activities Look at the graph. Then listen and repeat.
- B CLASS SURVEY According to the graph, approximately how many calories do <u>you</u> burn every day? Find out who in your class burns more than 1,500 calories a day.

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



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

Joy: I do. About three times a week.

Do you play?

that.



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

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

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



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

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

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

Joy: Terrific.

- **D FOCUS ON LANGUAGE** Look at the <u>underlined</u> 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.

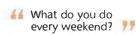
- 4 I'm crazy about tennis.
 - a I hate tennis.
 - b I love tennis.
- 5 I'm on my way to the park.
 - a I'm going to the park right now.
 - b I'm going to go to the park this afternoon.

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.

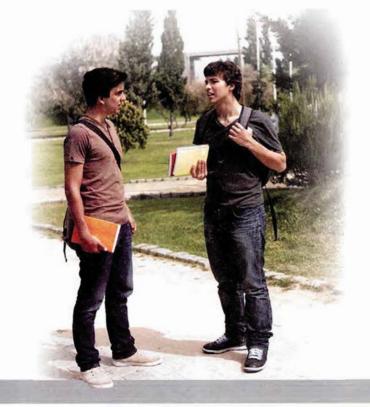


GRAMMAR Can and have to

	Jse <u>can +</u> the base form of a verb for possibility.		form a	mber: <u>Can</u> + base Iso expresses ability. can speak English.
	We can stay out late tonight. There are no classes tomorrow morn I'm too busy this afternoon. I can't play golf. Mona can meet us at the park, but her husband can't.	ning.		ey can't play piano.
Q	Questions			
ú	Can you go running tomorrow at 3:00? (Yes, 1 can. / No, 1 can't.)			
	nave to		Usage	: When declining an invita
U	Use <u>have to</u> or <u>has to +</u> the base form of a verb for obligation.		use ha	ve to to provide a reason
	have to work late tonight.		Sor	ry, I can't. I have to wor
	She has to doesn't have to meet her cousin at the airport at 3:00.			
Q	Questions	GRA	AMMAR B	OOSTER p. 132
	Do they have to work tomorrow? (Yes, they do. / No, they don't.) Does he have to go to class now? (Yes, he does. / No, he doesn't.)) • Fr	nformatio	e to: common errors on questions oble to: present and past fo
A	FIND THE GRAMMAR Look at the Photo Story on page 63 aga an invitation. Find one example of have to to provide a reason			J
В	GRAMMAR PRACTICE Read the sentences carefully. Then com			
В	GRAMMAR PRACTICE Read the sentences carefully. Then comform of have to.	nplete each	senten	ce with <u>can</u> or a
В	GRAMMAR PRACTICE Read the sentences carefully. Then comform of have to. 1 I'd like to go out tonight, but we have a test tomorrow. I	nplete each	senten	ce with <u>can</u> or a
В	GRAMMAR PRACTICE Read the sentences carefully. Then comform of have to. 1 I'd like to go out tonight, but we have a test tomorrow. I 2 Audrey	nplete each	senten	ce with <u>can</u> or a her boss write a rep
В	GRAMMAR PRACTICE Read the sentences carefully. Then comform of have to. 1 I'd like to go out tonight, but we have a test tomorrow. I 2 Audrey	nplete each study help go runn	senten	ce with <u>can</u> or a her boss write a rep together at 6:00.
В	GRAMMAR PRACTICE Read the sentences carefully. Then comform of have to. 1 I'd like to go out tonight, but we have a test tomorrow. I 2 Audrey	study help go runn	senten	ce with <u>can</u> or a her boss write a rep together at 6:00. to the doctor.
В	GRAMMAR PRACTICE Read the sentences carefully. Then comform of have to. 1 I'd like to go out tonight, but we have a test tomorrow. I 2 Audrey	study help go runn go	ing	ce with <u>can</u> or a her boss write a rep together at 6:00. to the doctor. golf with us.
С	GRAMMAR PRACTICE Read the sentences carefully. Then comform of have to. 1 I'd like to go out tonight, but we have a test tomorrow. I 2 Audrey	help go runn not /	senten	ce with can or a her boss write a rep together at 6:00. to the doctor. golf with us. with my boss.
С	GRAMMAR PRACTICE Read the sentences carefully. Then comform of have to. 1 I'd like to go out tonight, but we have a test tomorrow. I 2 Audrey	help go runn not /	senten	ce with can or a her boss write a rep together at 6:00. to the doctor. golf with us. with my boss.
С	GRAMMAR PRACTICE Read the sentences carefully. Then comform of have to. 1 I'd like to go out tonight, but we have a test tomorrow. I 2 Audrey	nplete each study help go runn go not / mee	ing play	ce with can or a her boss write a rep together at 6:00. to the doctor. golf with us. with my boss. g a form of have to.
C	GRAMMAR PRACTICE Read the sentences carefully. Then comform of have to. 1 I'd like to go out tonight, but we have a test tomorrow. I 2 Audrey	help go runn not / mee aree question tner.	senten ing play ret ms usin	ce with can or a her boss write a rep together at 6:00. to the doctor. golf with us. with my boss. g a form of have to.
с Р Е	GRAMMAR PRACTICE Read the sentences carefully. Then comform of have to. 1 I'd like to go out tonight, but we have a test tomorrow. I 2 Audrey	nplete each study help go runn not / mee aree question tiner.	ing play play her list	ce with can or a her boss write a rep together at 6:00. out to the doctor. out golf with us. out with my boss. g a form of have to. ten again and repeat.
C PF	GRAMMAR PRACTICE Read the sentences carefully. Then comform of have to. 1 I'd like to go out tonight, but we have a test tomorrow. I 2 Audrey	nplete each study help go runn not / mee aree question tiner.	senten ing play then list norrow and rep	ce with can or a her boss write a rep together at 6:00. out to the doctor. out golf with us. out with my boss. g a form of have to. ten again and repeat.

CONVERSATION MODEL

- ▶ 3:28 Read and listen to two people plan an activity together.
 - A: Hey, Gary. Why don't we go running sometime?
 - B: Great idea. When's good for you?
 - A: Friday morning at 9:00?
 - B: Sorry, I can't. I have to work on Friday.
 - A: Well, how about Sunday afternoon at 2:00?
 - B: That's good for me. See you then.
- B > 3:29 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.



NOW YOU CAN Plan an activity with someone

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

	Friday	Saturday	Sunday
9:00	go running	visit Mom	
		1 1	

	Fri day	Saturday	Sunda
9:00			Odrida
11:00			
	1		
1:00			
		1	
		1.0	
3:00			
		Trans.	
:00			
:00			
:00			
: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

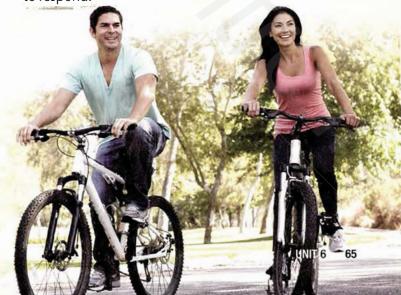
A: Well, how about?

B:

DON'T STOP!

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

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







VOCABULARY Places for sports and exercise

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







a pool

an athletic field

a golf course









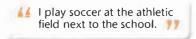
a track

a tennis court

a park

a gym

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



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.

Ouestions

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

The simple present tense

(for frequency, habits, and routines)

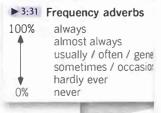
I make dinner at least twice a week.

They usually swim at the pool on Tuesdays.

He hardly ever meets his friends for dinner.

Ouestions

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



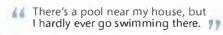
Be careful!

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

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

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





The simple present tense:

GRAMMAR BOOSTER p. 133

· Non-action verbs

- Placement of frequency adv
- Time expressions

В	GRAMMAR PRACTICE Complete the sentences. Use the	simple present tense or the present continuous.
	1 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?
	3 tennis this weekend.	7 aerobics every day.
	4 weights three times a week.	8 shopping tonight.
C	b3:32 LISTEN TO ACTIVATE GRAMMAR Listen to the conthat best completes each statement.	oversations. Circle the frequency adverb
	1 She (often / hardly ever / never) plays golf.	4 He (always / often / never) goes swimming.
	2 He (often / sometimes / always) goes to the gym four times a week.	5 She (always / sometimes / never) rides her bike on weekends.
	3 She (often / sometimes / never) plays tennis in the park.	
CO	ONVERSATION MODEL	
А	▶3:33 Read and listen to two people talk about habitual activities and future plans.	
	A: Hey, Nancy. Where are you off to?	
	B: Hi, Trish. I'm going to the gym.	
	A: Really? Don't you usually go there on weekends?	
	B: Yes. But not this weekend.	
	A: How come?	
	B : Because <i>this</i> weekend I'm going to the beach.	
В	▶3:34 RHYTHM AND INTONATION Listen again and	
	repeat. Then practice the Conversation Model with a partner.	
С	FIND THE GRAMMAR Look at the Conversation	
Ü	Model again. Underline one example of the simple	
	present tense and two examples of the present	
	continuous. Which one has future meaning?	
N	OW YOU CAN Talk about habitual activities and pla	ans
Α	CONVERSATION ACTIVATOR With a partner, change the	
^	using a different place from the Vocabulary. Then chan-	
	A: Hey, Where are you off to?	DON'T STOP!
	B: Hi,	Say more about your activities.

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

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

B: Yes. But not this

B: Because this I'm

A: How come?

I'm going to the gym. I have an aerobics class. I'm going to the park. I'm playing tennis with

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

my friend Julie.



BEFORE YOU LISTEN

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

LISTENING COMPREHENSION

A >3:35 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 > 3:36 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	, E		
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.

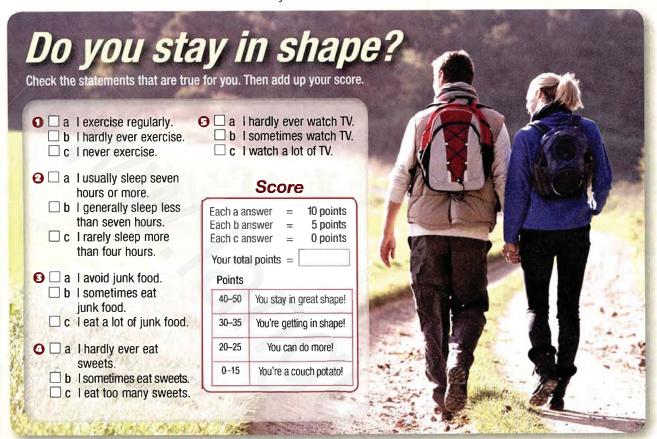
PRONUNCIATION Third-person singular -s: Review

- A > 3:37 Read and listen to the three third-person singular endings. Then listen again and repeat.
- B PAIR WORK Take turns making statements about the three people's habits. Use the information in the chart in Listening Comprehension Exercise B. Pay attention to third-person singular endings.

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

👫 Rika exercises outside every day. 캣

FRAME YOUR IDEAS Take the health survey.



PAIR WORK Compare your survey answers and scores.

Find someone who

GROUP WORK Walk around the classroom and ask questions. Write names and take notes on the chart.

Find someone who	Name	Other information	Where do you exercise?
stays in great shape.	Toni	goes running every day	Hamate and the same of the sam
Find someone who		Name	Other information
stays in great shape.			
is out of shape.			40.
eats a lot of junk food.			
avoids sweets.			
avoids fatty foods.			
never sleeps more than four	hours.		

DISCUSSION Now discuss fitness and eating habits. Tell your classmates about the people on your chart. Toni stays in great shape. She goe's running every day. 🦅

DON'T STOP!

Ask for more information:

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

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 quadrugby 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. Becaus she can only use one arm, she has to use her legs more to help her go in the right direction. Hamilton practices even 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.

A	INFER INFORMATION Complete the paragraph about Mark Zupan. Use can, can't, or has to.			
	Zupan spend most of his time in a wheelchair, but he stand up			
	and take a few steps for a short time. He go walking or running, but he			
	play quad rugby. He be careful about his diet so he doesn't get out of			
	shape. He doesn't have complete use of his hands, but he lift weights.			
	He drive a car using his feet, but he use his hands. A lot of people			
	think quadriplegics do anything, but Zupan proves that they			
В	SUMMARIZE First, complete the paragraph about 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.			
	Sheregularly with the world's top professional women surfers.			
	In the photo on page 70, she against other surfers with two arms.			
	She a T-shirt and on her surfboard. Hamilton			
	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.

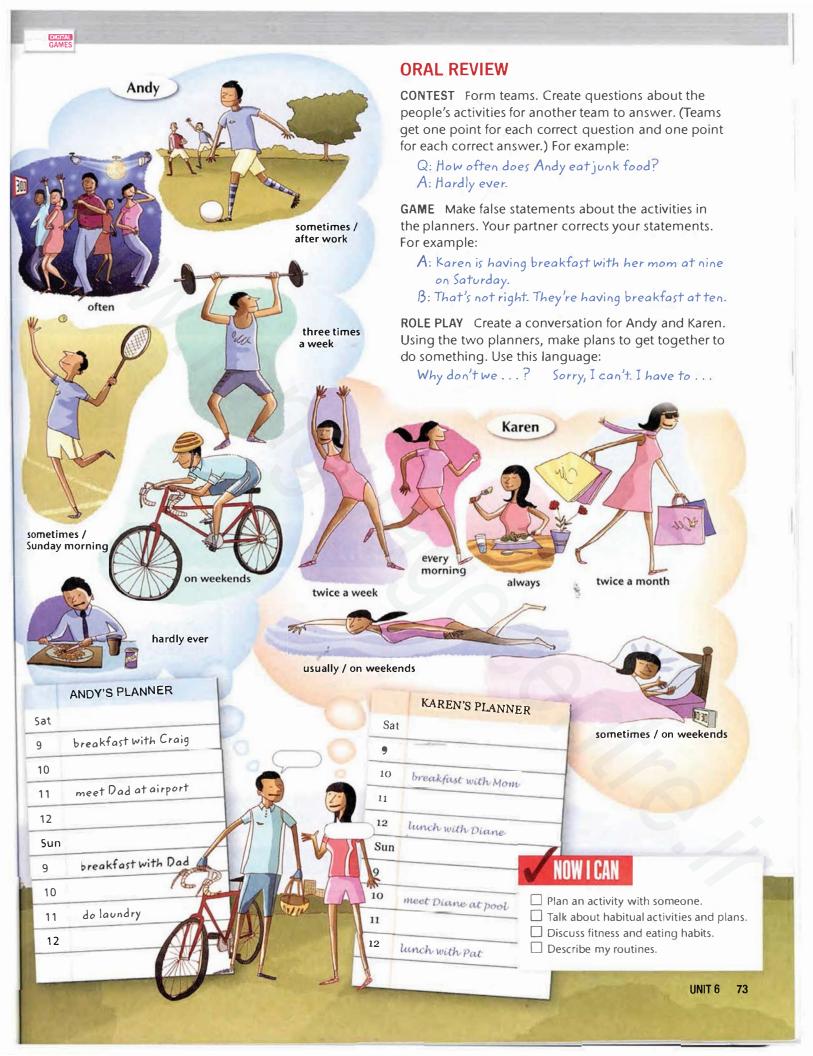
t do every day. Explain why.
e to do every day. Explain why.
't have to do every day. Explain why.

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

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



H	Listen to the conversations. Check the s	tatements that are true.			
	 He doesn't exercise regularly. He avoids junk food. He never watches TV. 	 ∃ 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? Write sentences with can.				
	an athletic field I can play a gym a park				
С	Change each statement to a <u>yes</u> / <u>no</u> question. Begin each question with a capital letter and end with a question mark.				
	1 You have to go home early. Do you have to go home early?				
	2 Magda has to see a doctor this afternoon.				
	3 Jonah can meet us at the mall at 6:00.				
	4 I have to exercise every day.				
	5 My friends can come to the park after school.				
	6 Your husband has to work late tonight.				
	7 Lance's sisters have to avoid sweets				
D	Answer the questions with real information. Use the simple present tense or the present continuous in your answer.				
	1 How often do you go to English class?				
	2 What do you usually do on weekends?				
	3 What are you doing this weekend?				
W	RITING				
De	escribe your exercise and health habits.				
	I'm not in very good shape, but I exercise	No. of the last of			
	three times a week now. I'm also very	WRITING BOOSTER p. 145			
	careful about the foods I eat	Punctuation of statements and questions For additional language practice			
		Guidance for this writing exercise			



- 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 flight or cruise is cancel



JR EUROPE

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





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 co in Viennaz enjoy thet famous de



Hawaiian Cruise

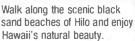
- Leave from Vancouver, Canada on J
- Fly back home from Honolulu on Jul





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





In Hawaii Go snorkeling in Oahu.

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

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

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

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



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

needed a vacation!



Nancy: So, tell me all about your cruise!

Kate: Well, the ship was huge. And they had everything: incredible

food, entertainment, family activities . . . There were always lots of things to do.

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

Nancy: Cool!



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

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

ט	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.

Where do you usuall go for vacation?	y
☐ I stay home. ☐ I visit my family. ☐ I go to the beach. ☐ I go to another city. ☐ I go to another country. ☐ Other	
Onler	

GRAMMAR The past tense of be: Review

Statements

He on vacation. She wasn't It We were You

weren't

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

They

Ouestions

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

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

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

When were you in Seoul? (Last month.)

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

Who were your parents with? (My grandfather.)

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

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

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

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

GRAMMAR BOOSTER

The past tense of be

4:04

- **FIND THE GRAMMAR** Look at the Photo Story on page 75. Find five examples of the past tense of be.
- **GRAMMAR PRACTICE** Complete the conversations, using was, were, wasn't, or weren't.
 - 1 A: Welcome back! How the drive?

on vacation.

- 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: 1 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 (

AERCISES

VOCABULARY Adjectives to describe trips; intensifiers

▶ 4:03 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**.

CONVERSATION MODEL

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



Decline help

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

Accept help

Thank you! That's really nice!

▶ 4:06 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!

B:

A: So, how was the?

B: It was, actually.

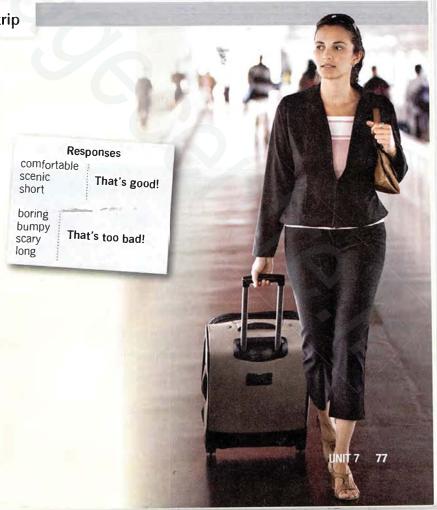
A: That's! Hey, can I give you a hand?

B:

DON'T STOP!

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

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





Ask about someone's vacation

CONVERSATION MODEL

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

+ <u>ed</u> + <u>d</u> + <u>ied</u>
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

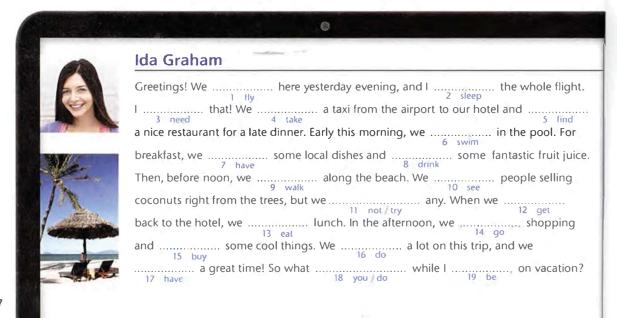
See page 122 for a more complete list.

sleep slept spend spent swim swam take took

GRAMMAR BOOSTE

 The simple past te on spelling, usage

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



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.

What did Ida do on the flight?

44 She slept. 77

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. . . .



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

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

Be careful!

played = /pleid/ NOT /plei-yid/
cooked = /kukt/ NOT /kuk-id/

BUT waited = /wei-tid/

B ▶ 4:12 Listen to the verbs. Circle the -ed ending you hear.

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

NOW YOU CAN Ask about someone's vacation

- A 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:**1 and
 - A: That sounds Tell me more.

DON'T STOP!

- Tell your partner more about your vacation.
- Ask and answer more questions, using the simple past tense.

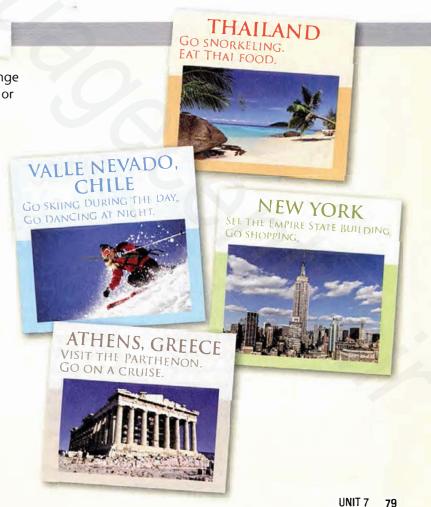
Did you ___? What ___?

Where ____?

RECYCLE THIS LANGUAGE.

incredible fantastic great terrific wonderful perfect awesome cool nice

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







BEFORE YOU READ

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









awesome beautiful boring cool excellent famous fantastic great incredible nice perfect scenic terrific

wonderful

Also reme

It was relaxing.

It was exciting.

It was interesting.

It was unusual.

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.)

acation



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, UK.)

Vacation



Learn about another culture and help the world.

"My vacation to Tajikistan lasted twe days, and we helped build new home of those days. On the other days, we sightseeing and bought souvenirs. The were incredibly nice, and I loved the There were twelve other volunteers The work was actually fun, and weg each other pretty well. In the end we good. I'd definitely do it again!"

--- Arturo Manuel R. (Monterrey, Mex

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.

44	I think Vacation 1 is really
	boring because ****

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

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



I love to meet new people and learn how to do new things. 77



1 love all kinds of sports and physical activities. 77



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



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

NOW YOU CAN Discuss vacation preferences

FRAME YOUR IDEAS Complete the questionnaire. Then compare answers with a partner.

ow often do you go on vacation?	never once or twice a year more than twice a year
prefer vacations that are	I like vacations with
relaxing	lots of history and culture top-notch hot
exciting	natural beauty great food
interesting	sports and physical warm weather
unusual	activities scenic beache
inexpensive	family activities friendly peopl
scenic	great entertainment other
other	people who speak
	my language

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

Text-mining (optional)

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

For example: "time off."





BEFORE YOU LISTEN



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

Bad experiences



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



The people were so unfriendly. cold.



They lost my luggage.



Someone stole my w

Good experiences



The weather was amazing. fantastic. terrific. wonderful.



The people were so friendly. warm.



They found my luggage. Someone returned



Look at the pictures. Complete the sentences.



1 Someone stole my purse.



2 The food



3 The waiters



4 The entertainment



5 my luggage.

LISTENING COMPREHENSION

▶ 4:16 LISTEN FOR MAIN IDEAS Listen to the conversations. Check whether, at the end of the vacation, the person had a good experience or a bad one. 1 \square a good experience ☐ a bad experience $\mathbf{3} \square$ a good experience ☐ a bad experience $2 \square$ a good experience ☐ a bad experience 4 □ a good experience ☐ a bad experience B > 4:17 LISTEN FOR DETAILS Listen again and complete the statements about each vacation. 1 The food was (very good / really awful). 3 He didn't have any more (clothes / money). The room was (OK / pretty bad). The people were very (nice / cold). The entertainment was (really bad / amazing). The hotel was (great / terrible). Someone stole his (passport / laptop). 2 The hotel was (terrible / terrific). Someone stole their (car / luggage). 4 The food was (fantastic / pretty bad). Miami was (horrible / wonderful). The people were (cold / nice). The vacation was too (short / long).

NOW YOU CAN Describe vacation experiences

Make a list of some of your good and had vacation experien

ood experiences	Bad experiences	Ideas for topics
vent to Bangkok, and the	When I went to Los Angeles,	 your luggage / wallet /
eople were really friendly.	they lost my luggage.	anodo / doldel
periences	Bad experiences	 the trip / flight / train / bu the weather the food the hotel / front desk clerk server the activities / shopping the entertainment the airport / museum / beach
	- J	
	pod experiences vent to Bangkok, and the eople were really friendly. experiences	vent to Bangkok, and the When I went to Los Angeles, eople were really friendly. they lost my luggage.

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.	



A	▶ 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	B ▶ 4:19 Listen again. Circle the adjective that best describes each	experience.				
	1 Her trip was very (short / scary / scenic). 3 He	r trip was pretty (short / scary / boring).				
	2 His trip was quite (scary / unusual / relaxing). 4 His	s trip was really (short / scenic / boring).				
C	C Complete each information question, using the simple past ter	nse.				
		every day? We walked along the beach and enjoyed the				
		get back home Last night.				
D	D Complete each statement or question about vacations. Use pas	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) dinne	er every night?				
	3 (we / sleep) right on the beach. (it / be	e)so relaxing.				
	4 (my sister / get back) las a terrific time.	t weekend. (she / have)				
	5 (my friend / eat) some fantastic f	food on her trip to Hong Kong.				
	6 (when / she / arrive) at t					
	7 (I / have) a terrible time. (the people / be	e)quite unfrier				
	8 (we / see) an interesting play in London. pretty inexpensive.	And (it / be)				
	9 (my wife and I / go running)	every morning on the beach				
	10 (my brother / meet) some	unusual people on his trip.				
18/	WRITING					

WRITING

Write about a vacation you took. Answer the questions.

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

WRITING BOOSTER p. 146

- Time order
- · Guidance for this writing exercise

For additional language practice. JTOP NOTCH POP Lyrics "My Dream Vacation"



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

ORAL REVIEW

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

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

Were you on vacation?

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

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





Shopping for Clothes

COMMUNICATION GOALS

- 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





- A •4:22 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!
- 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 Understand English speakers from different language backgrounds. ▶ 4:23 PHOTO STORY Read and listen to a conversation between a Shopper = Chinese speaker Clerk = Russian speaker clerk and a customer about a sweater the customer wants to buy. Shopper: Excuse me. How much is Shopper: Could I get it in a larger Shopper: No, thanks. I'll just take it. that V-neck? It's a present for my sister. Would you be nice enough to gift wrap it Clerk: This red one? It's \$55. Clerk: Here you go. This one's a for me? medium. Would you like to try Shopper: That's not too bad. And it's Clerk: Of course! really nice. D THINK AND EXPLAIN Complete each statement. Then explain your answer. 1 The shopper wants to know the of the sweater. 3 The clerk brings the shopper a 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 color b size a the shopper b a different person How do you know? The shopper says, How do you know? The shopper says, **E** FOCUS ON LANGUAGE Complete each statement with a quotation from the Photo Story. 1 The shopper says, " " to get the clerk's attention. 2 The shopper says, "....." to say that the price of the sweater is OK. 3 The clerk says, "....." when she gives the shopper the second sweater. **SPEAKING DISCUSSION** What's important to you when you choose a clothing store or website? Complete the chart. Then compare charts with your classmates. Explain your reasons. Not important Important Very important

Prices Brands

Selection

Service



VOCABULARY Types of clothing and shoes

A > 4:24 Read and listen. Then listen again and repeat.

casual clothes 1 2 3 4

- (1) jeans
- (2) a T-shirt

(4) a polo shirt

- 3 a sweatshirt
- (s) sweatpants



sweaters and jackets

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

shoes

Also.

Forn a dre

a skir a suit

a tie

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

Subject

pronouns

Object

→ me you → you

he → him

she → her

 $it \rightarrow it$ $we \rightarrow us$

they → them

pronouns

- (5) pumps (6) flats
- **B** PAIR WORK Tell your partner what you're wearing 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. 13

Direct and indirect object

- 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 sineeds a size large. This one is too small.
 - A: I'm sure you can get for for large. Ask the clerk.
- 6 A: Did you want that blue polo shirt, sir?
 - B: Yes, thanks. I'd like to buy Con gift wrap for, please?



В	GRAMMAR PRACTICE Unscramble the	e words and phrase	s to write statemen	its.		
	1 / it / for her / buying / am					
	2 getting / they / them / for us / are					
	3 for my son-in-law / I / them / need			THE STATE OF THE S	AR	
	4 please / it / to me / give			/ Lutta with		
	5 it / he / is / finding / for me				ALL AND ADDRESS OF THE PARTY OF	
CO	ONVERSATION MODEL				00	
Α	▶4:25 Read and listen to someone pay	for clothes.				
	A: I'll take these polo shirts, please.				F 1	T.
	B: Certainly. How would you like to pay for them?	► 4:27 Responses Of course!			The same state of the same sta	4
	A: Excuse me?	Absolutely! Definitely!				
	B: Cash or credit?	OK.	Market Street			
	A: Credit, please. And could you gift wrap them for me?	Sure. Certainly.				
	B: Of course!					
В	► 4:26 RHYTHM AND INTONATION Lister Then practice the Conversation Model		TOR			
С	FIND THE GRAMMAR Find and circle a pronouns in the Conversation Model Story on page 87. How many did you	and in the Photo				
N	OW YOU CAN Shop and pay for clot	thes				
A	conversation activator Choose of pictures. (Or choose from the online Then, with a partner, change the Corusing the clothes you chose. Use the pronouns. Then change roles.	store on page 86.) oversation Model,	A			
	A: I'll take, please. B: How would you like to pay	for?				



A: Excuse me?

B: Cash or credit?

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

B:

DON'T STOP!

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

Ask about prices.

How much is / are __?

B CHANGE PARTNERS Create another conversation. Use different clothes





VOCABULARY Clothing that comes in "pairs"

▶ 4:28 Read and listen. Then listen again and repeat.



B •4:29 LISTEN TO INFER Listen to the conversations. Complete each statement with the name of a clothing department.

1 She should go to

3 She got them in

2 She should go to

Athletic wa Outerwear Lingerie Sleepwear Hosiery

Departme

Men's unde

GRAMMAR Comparative adjectives

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

more = 1

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

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

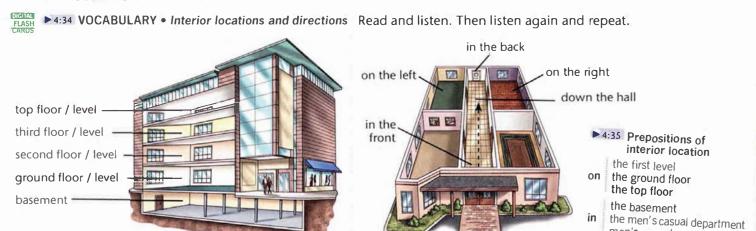
bad → worse

GRAMMAR BOOSTER p. 137

· Comparative adjectives: spelling

A	More than one correct answer may be possible.
	1 smaller larger 3 lighter 5 more expensive
	2 taller 6 less popular 6
В	GRAMMAR PRACTICE Complete each conversation with comparative adjectives. Use than if necessary.
	1 A: Don't take that nightgown to Hawaii! It's it is here. Take something light B: Good idea.
	2 A: What do you think of these red gloves?
	B: Beautiful. They're, too.
	3 A: Excuse me. Do these pants come in alength? B: I'm sure they do. Let me see if I can find you a
	4 A: I just love these pajamas, but I wish they were
IE S	B: Well, these blue ones look warm. Blue is a really flattering color for you, and they're muchexpensive
C	ONVERSATION MODEL
A	▶ 4:32 Read and listen to someone ask for a different size.
	A: Excuse me. Do you have these gloves in a smaller size? I need a medium.
	B: Yes, we do. Here you go. Sizes S small
	A: Thanks. M medium
	B: Would you like to take them? L large extra large
	A: Yes, please. Thanks for your help. XXL extra extra large
	B: My pleasure.
В	Then practice the Conversation Model with a partner.
N	OW YOU CAN Ask for a different size or color
Α	NOTEPADDING On the notepad, make a list of clothes you'd like to buy:
B B	the Conversation Model. Use your list of clothes. Ask for a different size or color. Then change roles.
	A: Excuse me. Do you have? B: Yes, we do. Here you go. A: Thanks. B: Would you like to take? A: Thanks for your help. B: Pay for the clothes. Pay for the clothes. Pay for the clothes.
C	CHANGE PARTNERS Ask about other types of clothes. How much is / are? How would you like to pay for? Cash or credit?

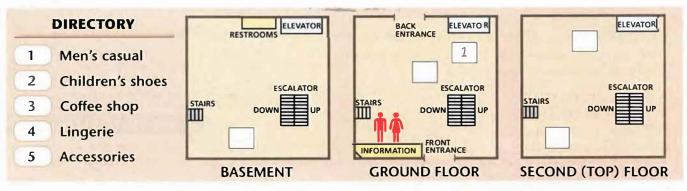
BEFORE YOU LISTEN





LISTENING COMPREHENSION

A • 4:36 UNDERSTAND LOCATIONS AND DIRECTIONS Listen to directions in a department store. Write the number of each location in the white boxes on the floor diagrams.



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

PRONUNCIATION Contrastive stress for clarification

- A >4:37 Read and listen. Then listen again and repeat.
 - A: The shoe department is upstairs, on the third floor.
 - B: Excuse me? The first floor?
 - A: No. It's on the third floor.

PAIR WORK Now practice the conversation with a partner.

NOW YOU CAN Navigate a mall or department store

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

> I'd like . . Department Men's Outerwear ajacket I'd like . . Department

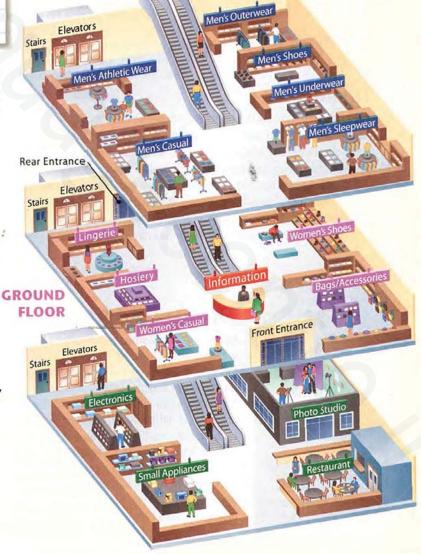
STORE DIRECTORY Bags and Accessories Ground Floor Electronics Basement Hosiery Ground Floor Lingerie Ground Floor Men's Athletic Wear Men's Casual Men's Outerwear Men's Shoes Men's Sleepwear Men's Underwear Photo Studio Basement Restaurant Basement Small Appliances Basement Women's Casual Ground Floor Women's Shoes Ground Floor

- 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.

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

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

Excuse me. I'm looking for . . . ??



BEFORE YOU READ



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

Formality

formal for special events when casual clothes are not OK

informal for everyday events when casual clothes are OK

Appro priateness

appropriate socially correct inappropriate socially incorrect

Strictness

liberal without many rules for appropriate dress

conservative with more rule appropriate dress

READING ▶ 4:39



000

Last-Minute Travel Deals

Packing Tips

Cultural Information

Health and Safety

About Us

TRAVEL SMART

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

Turkey

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

Istanbul: the Blue M

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 s often "anything goes.

- **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.
- 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.
- 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.

// I'm taking two or three pairs of shorts. It's really warm in the summer there, and it's OK to wear casual clothes in New York.... 77

YOU CAN Discuss clothing do's and don'ts

FRAME YOUR IDEAS Take the opinion survey.

What's Your Personal D	ress C	ode?
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	Ó
It's appropriate for women to wear short skirts or shorts in a religious institution.	0	0
How Would You Rate	Yourse	lf?
Conservative Liberal	"Anything	Goes!"

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."

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 quide.

	in offices:			
	in formal restau	ırants:		
i	n casual social s	ettings:		
in	ı religious institu	ıtions:		



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
	1 4	Bags and Accessories
	2 5	Hosiery Outerwear
	3	Sleepwear Lingerie
В	Express your opinion. Complete the chart with the appropriate kinds of shoes and	Electronics
	clothes for certain places and occasions.	
	Shoes Clo	othes
	To class or work	
	On formal occasions	
	On the weekend	
	Off the weekend	
С	Complete the travel article with the comparative form of each adjective. Use than when	necessary.
	Travel & Clothing	
	material creating	
	When you travel, think carefully about the clothes you pack. As far as color is con-	cerned,
	colors are usually For	
	1 dark 2 practical 3 cool	lean an
	destinations, a blazer can be 4 convenient a windbreak	ser or
	cardigan because you can wear it insettings su	ich as offices
	and restaurants. For travel to areas	of the world,
	clothes are	es.
	8 light 9 comfortable 10 heavy	
D	Rewrite each sentence. Change the underlined prepositional and noun phrases to objec	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?	
W	/RITING	tional language practice
lm	nagine that you have a friend from another country who is coming to visit	NOTCH POP • Lyrics p. 150
yo	ou in January. Write a letter or e-mail to your friend, explaining what to pack	*Anything Goes"
fo	r the trip. Give your friend advice on appropriate and inappropriate dress.	DIGITAL
	Ust III	SONG KARAOKE
	Hi! Here are some clothing tips for your WRITING BOOSTER p. 146 • Connecting ideas with because	
	visit. First of all, the "rules" here are and since Guidance for this writing exercise	





COMMUNICATION GOALS

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

PREVIEW

			BUSES	FROM	LIM	ATO	NAZ	CA	
Y		DESTINATION	FREQUENCY	DEPARTURE	ARRIV	AL STO	PS	BUS TERMIN	NAL
		Nazca	Daily	04:30	10:4	5 Para	cas	Terminal Na	zca
		Nazca	Daily	07:00	13:3	0 Paraca	is-lca	Terminal Na	zca
1		Nazca	Daily	13:30	20:0	0 Paraca	as-Ica	Terminal Na	zca
1/2		Nazca	Daily	14:00	20:0	0 Non-	stop	Terminal Na	zca
TAK		Nazca	Daily	17:30	23:3	0 Non-	stop	Terminal Na	zca
	BEIJING to HANGH			Town		30	T. I		
			Travel Time	Air conditioning	OSA	HAM TO THE REAL PROPERTY.	ni) to TO	OKYO (Ha	neda)
SI	to HANGH	IAI -		Air		KA (Itam	* 1	OKYO (Ha	N
SI Train No.	to HANGH Depart	Arrive	Time	Air	OSA Flight	HAM TO THE REAL PROPERTY.	ni) to TO	WINE COM	Aircraft
SI Train No.	tO HANGH Depart 11:05	Arrive 20:49	Time 0d 09h 44m	Air conditioning	OSA Flight No.	Departure	ni) to TO	Frequency	Aircraft Type
SI Train No. D31	to HANGH Depart 11:05 14:42	Arrive 20:49 12:49	Time 0d 09h 44m 0d 22h 07m	Air conditioning	OSA Flight No.	Departure 07:10	Arrival	Frequency DAILY	Aircraft Type ER10
SI Train No. D31 1461 Z21	to HANGH Depart 11:05 14:42 19:32	Arrive 20:49 12:49 07:00	Time 0d 09h 44m 0d 22h 07m 0d 11h 28m	Air conditioning	OSA Flight No. 22	Departure 07:10 07:30	Arrival 08:15 08:35	Prequency DAILY DAILY	Aircraft Type ER10 ER10

- 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

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

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



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 . . .

.....<u>§</u>

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 co	an read or work.
		Means of transportation	Reason
To school or work			
To social events on wee	kends		
For travel in my country	,		
For travel outside of my	country	,	

RECYCLE THIS LANGUAGE.

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

FLASH CARDS

VOCABULARY Kinds of tickets and trips

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



-		
а	one-way	ticket



a round-trip ticket

JAPAN RAIL	Kodama (local)	Nozomi (express)
Tokyo	10:13	10:20
Odawara	10:30	-
Atami	11:00	-
Maibara	13:39	5-E
Kyoto	14:04	12:38

the local the express



a direct flight



a non-stop flight



an aisle seat a window seat

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

GRAMMAR Modals should and could

should

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

You shouldn't take that flight. You should take the non-stop. Should they take the bus? (Yes, they should. / No, they shouldn't.)

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

could

Use could and the base form of a verb to offer alternatives or to make a weak suggestion.

The express bus is full, but you could take the local. Could I take the 2:20? (Yes, you could. / No, you couldn't.)

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

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

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.

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.

7:30 express. #

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

Blue numbers Penn Station	Northway		-
7:15	PRINCIPLE FOR	Oak Plains	Carmel
	7:50	8:30	9:00
7:25	-	8:25	
7:30	*****		8:55
7:30	0.05	*****	8:55
	8:05	8:45	9:15
7:50	8:25	9:05	9:35

CONVERSATION MODEL

- A S:04 Read and listen to someone buy tickets.
 - A: Can I still make the 5:12 bus to Montreal?
 - B: I'm sorry. It left five minutes ago.
 - A: Too bad. What should I do?
 - B: Well, you could take the 5:30.
 - A: OK. One ticket, please.
 - B: One-way or round-trip?
 - A: Round-trip, please.

► 5:06 Ways to express disappointment Too bad What a shame. Oh, no!

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



OW YOU CAN Discuss schedules and buy tickets

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



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

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

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

Questions

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

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

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New York.

· Expansion: future actions

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

1	the express. tickets for)r
2	When)r
3	you / ask for	seat

4	Whotake	him to
5	Who	in

6 WhereDad/be when I arrive?

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

000

MORE

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

▶ 5:07 Read and listen. Then listen again and repeat.









a rental car

a taxi

a limousine / a limo

a hotel reservation

В	▶ 5:08 LISTEN TO INFER Listen to the conversations.	Then listen again and complete
Ü	each sentence with <u>be going to</u> and infer the name of	
	1 He (reserve)	3 She (get)
	for her.	at John F. Kennedy Airport.
	2 The tourist (need)) 4 The agent (check) to
	in Seoul.	see if he can reserve for the tourist.
C	ONVERSATION MODEL	
Α	▶ 5:09 Read and listen to a conversation between a travel agent and a business traveler.	
	A: Hello. Baker Travel. Can I help you?	
	B: I hope so. I'm going to need a car in Dubai.	
	A: Certainly. What date are you arriving?	
	B: April 6 th .	
	A: And what time? B: Let me check 5:45 P.M.	
	B. Let me check 3.43 P.M.	
В	▶ 5:10 RHYTHM AND INTONATION Listen again and re	AND DESCRIPTION OF THE PERSON
	Then practice the Conversation Model with a partne	er.
С	FIND THE GRAMMAR Find and underline two ways t	
	A and B express future plans in the Conversation Mo	odel.
		DAGGAGE CHECK
N	OW YOU CAN Book travel services	PASSENGER TICKET AND BAGGAGE CHECK AIR CUZCO APRIL 11 FLIGHT 22 AIR CUZCO APRIVAL: 19:15
-64		AIR CUZCO APRIL 19:15 DEPARTURE: 18:00 ARRIVAL: 19:15
A	CONVERSATION ACTIVATOR With a partner, change	= 0 (11711)
	Conversation Model. Book a rental car, a taxi, or a linuse the tickets for arrival information. Then change	
	A: Hello. Can I help you?	roles. 88985376124 0 988 7631986534 7
	B: I hope so. I'm going to need	
	in	Seoul Touristbus FROM Seoul
	la hata	so going to need
	B: Let me check	ULLADIO Alla
В	CHANGE PARTNERS Make your own flight, bus, or to Then practice the conversation again, using your tice	train ticket.
	The state of the s	BOARDING PASS
	Your Ticket	EXCELA RAIL TRANSPORT
	From	JUNE 26 EXPRESS TRAIN NEW YORK TO WASHINGTON
	То	DEPARTURE: 6:00 PM
	Date	ARRIVAL: 9:10 PM
	Departs Arrives	

BEFORE YOU LISTEN

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



(2) arrive





(3) take off



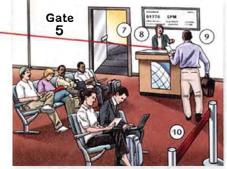
(4) land



(s) go through security



(6) a boarding pass



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

▶ 5:12 Some flight problems

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

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

Rapid Air pre-flight instructions

When you at the airport, you should take your luggage to the check-in 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 When they call your flight, you can show your boarding pass to the and get on the plane. Be sure to turn off your phone before your plane from the gate. Enjoy the takeoff, and have a good flight!

LISTENING COMPREHENSION

- A > 5:13 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 UNDERSTA	AND ANNOUNCEMENTS	Listen again and check the travel problems.
	□ a delay	□ a gate change	

a delay	d	ga	ite	Chai	ige	
				_		

☐ a cancellation ☐ a security problem

☐ an overbooked flight ☐ a mechanical problem

PRONUNCIATION Intonation for offering alternatives

▶ 5:15 Listen to the rhythm and intonation of alternatives. Then listen again and repeat.

1 Well, you could take the train or the bus.

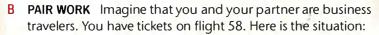
2 They could wait or reserve a later flight.

3 Would you like one-way or round-trip?

Now practice saying each sentence on your own.

YOUCAN Understand airport announcements

- ▶ 5:16 Read and listen to the announcement by the gate agent. Make sure you understand the details.
 - "Good afternoon, ladies and gentlemen. Rapid Air Flight 58 from Brasília to São Paulo is overbooked. We apologize. We need two volunteers to give up their seats on this flight. There are seats available on all later flights to São Paulo. If you volunteer to take a later flight, Rapid Air will give you a free round-trip ticket anywhere we fly. The free ticket is good for one year.



- The time is now 16:35.
- You're on your way to an important dinner in São Paulo at 20:30.
- The flight takes about two hours gate to gate.

Look at the departure schedule and discuss your alternatives.

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

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.

В	► 5:18 LISTEN TO ACTIVATE VOCABULARY Listen and complete each statement with the Vocabulary.			⇒
	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 tlight. Overbooking helps airlines limit the number of empty seats on their flights. However, if a flight is overbooked, some passengers with confirmed reservations have to get off the plane.

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

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

Driver blames GPS for train crash

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

In a statement to the police, the man said he was driving north with his son on the Saw Mill Parkway at about 8 RM. 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 Describe transportation problems

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



- PAIR WORK Ask your partner questions about the means of transportation he or she checked.
- When was the last time you took a train? 🁭
- **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.

Problems

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

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

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

Responses

What was wrong with the __? I'm sorry to hear that. That's a shame / too bad. Oh. no!



REVIEW

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

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

- **DEPARTURES** 7:26 A.M. TO DEPARTS TRACK WASHINGTON 7:10 6 BOSTON 7:22 9 PHILADELPHIA 7:25 19 WASHINGTON 8:25 8 BOSTON 8:26 24 PHILADELPHIA 8:31 18
- 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.
- 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 be going to and the indicated verbs.
 - A: On Saturday, for Cancún.
 - B: Really? a rental car there? There are some great places to explore.

 - B: I'm not sure. But _______ to Bangkok on ______ to Bangkok on ______ business next month, and ______ a few days

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

, ,	
For additional language (Oractice
TOP NOTCH POP	
DIGITAL	KARAOKE

URA

WRITING

Write two paragraphs—one about your most recent trip and one about your next trip. In the first paragraph, describe the transportation you took and write about any problems you had. In the second paragraph, write about the transportation you plan to take. Use <u>be going to</u>.

WRITING BOOSTER p. 147

- The paragraph
- Guidance for this writing exercise

A COSTAS

aris



June

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

What day are they going to take the trip?

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

Agent: You could go to Hawaii or . . .

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

GATE 12B

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



COMMUNICATION GOALS

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



Spending Money

PREVIEW

USD 7 Get the Best Exchange Rate ALID 7 Before you travel to another the exchange rate of your of you

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



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

SGD 5.3 CHF 7.8 RMB 0.9

Check foreign exchange rates before you travel.



A ▶ 5:23 VOCABULARY • Financial terms Listen and repeat.

> an exchange rate cash foreign currency an ATM a fee

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

ENGLISH FOR TODAY'S WORLD

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

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







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

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

Jenn: Great!

Pat: Hey, what do you think of this?

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

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

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

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

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

Clerk: Forty euros.

Jenn: I'll take it. You do accept credit

cards, don't you?

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

D	FOCUS ON LANGUAGE	Find an underlined	statement in the	e Photo Story	with the same meaning
	as each of the followin	g:			

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

SPEAKING

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

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

GRAMMAR Superlative adjectives

				<u>+</u> an adjective + <u>est)</u> re? (the most / least + an adject	tive) the most = ↑ the least = ↓
adjective cheap nice easy big	comparative cheaper (than) nicer (than) easier (than) bigger (than)	superlative the cheapest the nicest the easiest the biggest	adjective comfortable portable difficult expensive	comparative more / less comfortable (than) more / less portable (than) more / less difficult (than) more / less expensive (than)	the most / least portable the most / least difficult
	IAR PRACTICE ete each statem			• (AMMAR BOOSTER p. 140 Comparatives and superlatives: usage and form
1 The	V5 is	DOM	vacuum cl	eaner model from Zorax.	
2 The	Blendex is very	inexpensive. It'	s	blender we s	ell.
				aundrex 300 is	
				gital camera we sell.	to use
5 The	Vista PX is	light	webo	cam you can buy.	
6 Our	customers say t	the My Juice 50	0 is	practical juicer avail	lable today.
7 You'	ll like the Morni	ing Brew coffee	emaker. It's	to t	use.
				r is	
9 The	Impress 400 isn	'texp	 pensive	projector we have, but it is	the best.
				Use the superlative form of the	
	I of these came	,			
B: Bu	at which is	small	?		
	l of our ski swea				
				akesheavy	ones?
	ne wrote at least			2	
R: I k	know. But which	n of her books i	5	?	

4 A: Do you want to take a taxi, bus, or train to the airport?

B: OK. But which school is?

good

A: Here are three vacation packages you can choose from.

B: Which is?

convenient

A: You can study English at any school you want.

▶ 5:26 Irregular forms



CONVERSATION MODEL

- ▶ 5:27 Read and listen to someone ask for a recommendation.
 - A: I'm looking for a pressure cooker. Which is the least expensive?
 - B: The Steam 2000. But it's not the best. How much do you want to spend?
 - A: No more than \$100.
 - B: Well, we have some really good ones in your price range.
 - A: Great! Could I have a look?
- ▶ 5:28 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.



NOW YOU CAN Ask for a recommendation

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

DON'T STOP!

Continue the conversation.

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

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

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

- 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.







CONVERSATION MODEL

- A > 5:29 Read and listen to someone bargain for a lower price.
 - A: How much do you want for that rug?
 - B: This one?
 - A: No. That one's not big enough. The other one.
 - B: 300.
 - A: That's a lot more than I want to spend. I can give you 200.
 - B: How about 225?
 - A: OK. That sounds fair.
- 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.

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

Adjectives

expensive

big cheap

fast heavy

light quiet

slow small

Be careful!

Don't say: This coffeemaker is enough small.

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.



PRONUNCIATION Rising intonation for clarification

- A Signature of the Post of the
 - 1 A: Could I have a look at those bowls?
 - B: These small ones?
 - A: No, the big ones.



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



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



Could I have a look at those sunglasses?

These brown ones? ??



RASH VOCABULARY How to bargain

▶5:32 Read and listen. Then listen again and repeat.

Buyer's language

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



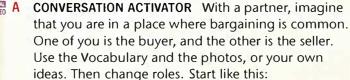
Seller's language

- How much do you want to spend?
- I could go as low as [seventy].
- I can't go lower than [sixty].
- · You can have it for [fifty].
- How about [forty-five]?
- It's a deal.
- B S533 LISTEN FOR DETAILS Listen to people bargain. Complete each statement with the amount they agreed on and the type of item.

1	The buyer pays	for the	······································
2	The buyer pays	for the	

3 The buyer pays for the 4 The buyer pays for the

NOW YOU CAN Bargain for a lower price



A: How much do you want for?

DON'T STOP!

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



BEFORE YOU READ

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

READING ▶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.

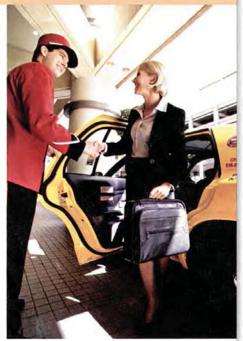
Restaurants

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!



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 hag. But in most countries, a tip of about US \$1 is fine. You can also leave about US \$1 to \$2 a day for the housekeeper who cleans your hotel room.

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

- A CLASSIFY Circle two answers to each question, according to information in the Reading. Then explain.
 - 1 In which countries is tipping customary?
- 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

hel	My class is flying sports event in berra, Australia, t week. I have two e bags. If a porter ps me, how much suld I tip?	Chicago, in the U.S., on business. Let's say I take ten clients out for lunch and the bill is US \$400. How much more should I leave for the tip?	Zealand. I'm staying in a nice hotel for about six days. How much should I tip the housekeeper?	Toronto, Canada, this weekend. Someone told me the fare from the airport is CAN \$43. How much should I tip the driver?
APF	PLY INFORMATION Im-	agine that you are visiting on	ne of the countries in the Re	eading. Describe a
יבה	OU CAN S.	owing appreciation for se	prvice	
FRA	ME YOUR IDEAS How	w have you shown appreciation have you shown appreciation aire. Then tell a partner abou	on to someone for good se	
FRA	ME YOUR IDEAS Hownplete the questionnal I left a tip.	have you shown appreciation have. Then tell a partner abou	e a "thank-you" note. an e-mail to the manag Last year, I and the wa the end of	
NO how	ME YOUR IDEAS Hownplete the questionnal I left a tip. I gave a gift. I said "Thank your property of the party of the par	u have you shown appreciation aire. Then tell a partner about I wrot I sent Other Other	e a "thank-you" note. an e-mail to the manag Last year, I and the wa the end of manager a	went to a restaurant, aiter was really nice. At the meal, I spoke to the bout his great service.
NO how	I left a tip. I gave a gift. I said "Thank your to show appreciation."	u have you shown appreciation aire. Then tell a partner about I wrot I sent Other Other	e a "thank-you" note. an e-mail to the manag Last year, I and the wa the end of manager a	went to a restaurant, aiter was really nice. At the meal, I spoke to the bout his great service.
NO how	I left a tip. I gave a gift. I said "Thank you to show appreciation estionnaire above for each	u have you shown appreciation aire. Then tell a partner about I wrot I sent Other Other	e a "thank-you" note. an e-mail to the manag Last year, I and the wa the end of manager a	went to a restaurant, aiter was really nice. At the meal, I spoke to the bout his great service.
FRA Coi	I left a tip. I gave a gift. I said "Thank you to show appreciation estionnaire above for a Restaurant servers:	w have you shown appreciation aire. Then tell a partner about I wrot I sent Other artner, write suggestions to a n for good service. What shoexamples.	e a "thank-you" note. an e-mail to the manag Last year, I and the wa the end of manager a	went to a restaurant, aiter was really nice. At the meal, I spoke to the bout his great service.
NO how	I left a tip. I gave a gift. I said "Thank your to show appreciation estionnaire above for a Restaurant servers: Taxi drivers: Hotel housekeepers	w have you shown appreciation aire. Then tell a partner about I wrot I sent Other artner, write suggestions to a n for good service. What shoexamples.	e a "thank-you" note. an e-mail to the manag Last year, I and the wa the end of manager a	went to a restaurant, aiter was really nice. At the meal, I spoke to the bout his great service.
NO how	I left a tip. I gave a gift. I said "Thank your to show appreciation estionnaire above for a Restaurant servers: Taxi drivers:	have you shown appreciation aire. Then tell a partner about I wrot I sent Other artner, write suggestions to a n for good service. What shoexamples.	e a "thank-you" note. an e-mail to the manag Last year, I and the wa the end of manager a	went to a restaurant, aiter was really nice. At the meal, I spoke to the bout his great service.

BEFORE YOU LISTEN

FLASH

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



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



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



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

LISTENING COMPREHENSION

A ► 5:36 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

В	▶ 5:37 LISTEN FOR DETAILS	Listen again.	Write the price	each person paid	d.
---	---------------------------	---------------	-----------------	------------------	----

1 euros 2 pounds 3 dollars 4 pesos



NOW YOU CAN Describe where to get the best deals

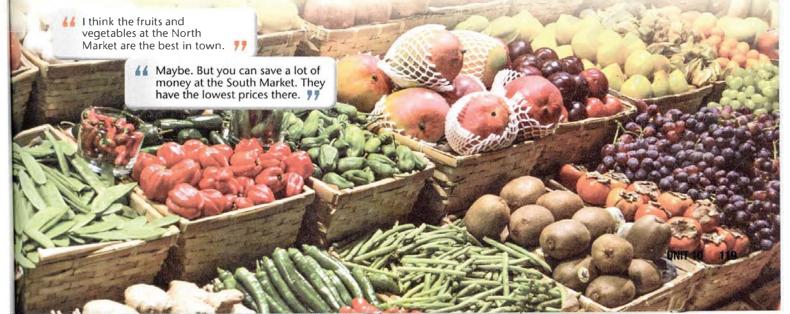
A NOTEPADDING Complete the chart with notes about places in your city or town. Include an example or a reason for each opinion you write.

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.

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

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





A > 5:38 Listen to each conversation. Write the item that the people are talking about. Indicate whether the item is satisfactory (*/) or not satisfactory (*/) 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

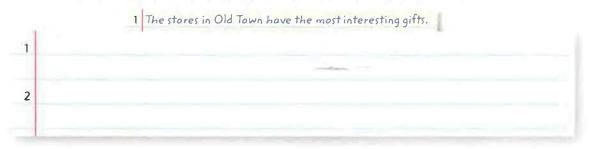
- B Complete the sentences.
 - 1 If you're out of cash and the bank is closed, you can get money from
 - 2 If there's a service charge on your check, you probably don't need to leave
 - 3 In some places, you can for a lower price.
- 4 Before you travel to a foreign country, you should check the of your currency and the currency of the place you're traveling to.

- 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.
- D 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
hotale

hotels theaters stores neighborhoods museums stadiums WRITING BOOSTER p. 148

Connecting contradictory ideasGuidance for this writing exercise



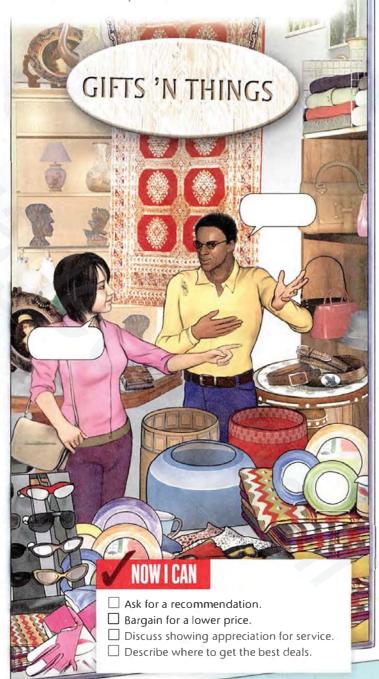
ORAL REVIEW

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

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

ROLE PLAY Create conversations for the people.

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



Reference Charts

COUNTRIES AND NATIONALITIES

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

NON-COUNT NOUNS

This list is an at-a	a-glance reference	e to the non-count no	uns used in Top I	Notch 1.		
aerobics	cheese	entertainment	ice	oil	service	traffic
air conditioning	chicken	fish	ice cream	outerwear	shopping	transportation
basketball	clothing	food	juice	pasta	shrimp	TV
beef	coffee	fruit	junk food	pepper	sightseeing	walking
bike riding	crab	garlic	lamb	pie	skydiving	water

bike riding crab garlic lamb skydiving pie golf bread culture lettuce rice sleepwear weather health wildlife broccoli dancing lingerie running soccer butter dessert history meat salad soup yogurt dinner hosiery milk salt squid cake candy electronics hot sauce music sausage swimming English housework nature seafood tennis cash

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

Grammar Booster

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

UNIT

Lesson 1

Information questions with be: usage and form

Use $\underline{\text{Who}}$ to ask about people, $\underline{\text{What}}$ to ask about things, $\underline{\text{Where}}$ to ask about places, and $\underline{\text{How old}}$ to ask about age.

Singular nouns

Plural nouns

Who's your teacher? What's your name?

Who are the new students? What are their names?

Where's your father from? How old is your sister?

Where are your classmates from? How old are your children?

- A Choose an answer for each question.
 - ____1 What's your name?
- a Scotland, actually. She's British.
- __ 2 Where is she from?
- b He's the CEO of BRC Incorporated.
- __ 3 Where's her father from?
- c Kim's father? Seoul, I think.
- ___ 4 Who is Bernard Udall?
- d Eighteen and ten.
- _____5 How old are your cousins?
- e Ivan. But everyone calls me Vanya.

Possessive nouns and adjectives

Possessive nouns

Add 's to a name or a noun.

Where is Peter's father from? What's the teacher's name?

Add an apostrophe (') to plural nouns that end in -s.

What are the students' names?

Add 's to the name or noun that comes last in a list of two or more.

When is Sally and Hannah's class?

Possessive adjectives

Where's Chad's father from? → Where's his father from?

What's Sheila's last name? → What's her last name?

What's Lee and Ping's address? → What's their address?

1 → my
you → your
he → his
she → her
it → its
we → our
they → their

- B Complete each sentence with a possessive form of the noun.
 - 1 (Dean) father is an engineer.
 - 2 What is (Janec) e-mail address?
 - 3 The book is (Kayla).
 - 4 (Nicole and Sean) class is at eight.
 - 5 What are your (brothers) occupations?
- C 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 <u>be</u> gives information about the subject of a sentence. The subject of a sentence can be a noun or a pronoun.

noun subject

pronoun subject

Our teacher is from the United States.

She is from the United States.

That school is new.

It is new.

Affirmative statements

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

She is late.

He

It

You

I am a student.

We are married.

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. = He's single.

You are on time. = You're on time.

Negative contractions

There are two ways to form negative contractions.

He's not Brazilian. = He isn't Brazilian.

They're not teachers. = They aren't teachers.

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

Short answers with be: common errors

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

Yes.

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?

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

1 She is an opera singer.

3 I am a student.

5 My mother is late.

2 They are managers.

4 Bart is from Australia.

6 Your father is nice.

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

1 Is New York in Russia?

4 Is Italy a city?

7 Are you Canadian?

2 Are you a scientist?

5 Is it 3:00 right now?

8 Is your father a manager?

3 Are Korea and Japan in Asia?

6 Are you a student?

9 Is English difficult?

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 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

on May 3rd

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

Place

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

on Main Street

on Smith Avenue

on the corner

on the street

on the right

on the left

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

in the neighborhood

in the center of town

in Lima

in front of the school

in Korea in Africa

Use at for buildings and addresses. at the theater

at the supermarket

at the bank

in the ocean

at the train station at 10 Main Street

Use at for general locations of activity. at home

at work

at school

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





Would like for preference: review and expansion

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

Statements

I'd like to go to the movies tonight.

She'd like to see a play.

They wouldn't like to be late.

Questions and answers

Would you like to go to the lecture with me? Would your parents like to see this movie? What would you like to download? Where would he like to go? When would they like to leave?

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

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

All my friends. We would!

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

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

Contractions

I would like → I'd like

We would not like → We wouldn't like

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

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

- C Complete the conversations with would like to + a verb. Use contractions when possible.
 - 1 A: (see) Frozen this evening?
 - B: Sorry. No, 1 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 Lesson 1

The simple present tense: usage and form

facts

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.

Form

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

I like Thai food.

He likes Peruvian food.

You study English.

She studies French.

They open at 6:00.

The store opens at 8:00.

We work at a café.

Marlene works at a school.

Negative forms

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

Yes / no questions

Use 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?

Write negative statements.

- 1 Gwen likes classical music. (her sister) Her sister doesn't like classical music. 2 The café closes at 6:00. (the bookstore) 3 Neal lives in Quito. (his sister) 4 Miles works in an office. (his brother)
- 5 I have a big family. (my husband)
- 6 My younger brother speaks Chinese. (I) 7 Kiko's nephew likes hip-hop. (her niece)

B Write yes / no questions.

- 1 A: Does your sister live near you?
 - B: No, she doesn't. She lives in another city.
- 2 A: drink coffee?
 - B: No, he doesn't. My brother drinks tea.
- 3 A: children?
 - B: No. We don't have any yet.
- 4 A: in Mexico?
 - B: No. My in-laws live in Chile.
- 5 A: English?
 - B: Yes, she does. My niece speaks it well.
- 6 A: work here?
 - B: Yes, they do. My cousins work downstairs.
- 7 A: early?
 - B: No. The bookstore opens late.

UNIT

Lesson 2

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

Do and does

Use do or does + the base form of a verb to ask information questions.

Where do your in-laws live? When do you visit your cousins? How often do they go to class?

Where does your sister-in-law live? When does she visit her nieces?

How often does he go to class?

Ouestions with Who

Compare these questions with Who.

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

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

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

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

How many

Be careful! Always use How many with plural nouns.

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

1 A:? B: He's a doctor.	6 A: speaks Russian? B: My brother-in-law does.
2 A: your in-laws?	7 A: your niece with?
B: They live in Seoul.	B: She lives with my aunt.
3 A:? B: I have ten of them.	8 A: you? 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:
UNIT Lesson 1	
Non-count nouns: expressing quantities	
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 k	inds of bread
The following phrases are used with non-count nouns in order	
liquids: a glass of, two cups of, a liter of, six gallons of, a bottle	
solids: a cup of, a piece of, three slices of, a kilo of, a spoonful	
A Complete each statement with a countable quantity. (1)	Note: More than one phrase of quantity may be possible.)
liquids	solids
	4 late cheese, and now feel sick.
1 This soup is so creamy. It has two	5 A club sandwich doesn't have two bread.
milk in it.	It has three bread.
2 She must be very thirsty. This is her third water.	6 I like my tea sweet. Please put in sugar.
3 My car has a big gas tank. It holds g	ds.
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 do Are there any oranges? (Indefinite number: no specific numbe They are bringing us some coffee. (Indefinite amount: we don't	on't know how many.) r being asked about.)
Use <u>some</u> with non-count nouns and with plural count nouns in non-count noun plural count noun. We need some milk and some bananas.	affirmative statements.
Use <u>any</u> with non-count nouns and plural count nouns in negat non-count noun plural count noun We don't want any cheese, and we don't need any apples.	ive statements.
Use <u>any</u> or <u>some</u> in questions with count and non-count nouns. Do you need any cookies or butter? Do you need some	
B Change the sentences from affirmative to negative.	
1 There is some coffee in the kitchenThere isn't a	ny coffee in the kitchen.
2 There are some onions on the table	
3 We have some cookies	
4 They need some onions for the soup	
5 She's buying some fruit at the market	
	and the armonic products to the analysis of th

Complete the information questions.

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 <u>some</u> or <u>any</u> .	
1 I don't want more coffee, thank you.	5 The restaurant is making pies for the party.
2 There isn't salt in this soup.	6 It's too bad that there isn't soup.
3 We don't see sandwiches on the menu.	7 I don't see menus on those tables.
4 They need sugar for their tea.	8 There are eggs for the omelette.
Questions with How much and How many	
Ask questions with How much for non-count nouns. Ask questions with	How many for count nouns.
How much rice is in the soup? How many eggs are in the fridge? Not much. Two cups. Not many. Three.	
Complete each question with <u>How much</u> or <u>How many</u> .	
1 bread do we need?	5 oil should I put in this salad?
2 salt did you put in the beef stew?	6 cheese is there in the fridge?
3 hot pepper do you like?	7 slices of bread do you want?
4 spoonfuls of sugar do you want in your tea?	8 cups of coffee did you drink?
Chicken is delicious. Let's watch TV. The sun provides light. Some words can have a count sense or a non-count sense with only a sel'm in the mood for salad. OR I'm in the mood for a salad. I'd like steak for dinner. OR I'd like a steak for dinner.	fone of the lights.
Plural count nouns: spelling rules	
Add <u>s</u> to most nouns. cup cups appetizer appetizers apple apple	es
If a noun ends in a consonant and -y, change the y to i and add -es. cherry cherries berry berries	
BUT: Do not change the y when the letter before the y is a vowel. boy boys	
Add <u>-es</u> to nouns that end in <u>-ch</u> , <u>-o</u> , <u>-s</u> , <u>-sh</u> , or <u>-x</u> . lunch lunches radish radishes tomato tom box boxes glass glasses	natoes
E Write the plural form of each count noun.	
1 clam 4 olive	7 french fry
2 snack 5 spoonful	8 sandwich
3 cup 6 pear	9 vegetable
	10 potato

Non-count nouns: categories and verb agreement

Non-count nouns are common in the following categories: abstract ideas: health, advice, help, luck, fun sports and activities: tennis, swimming, golf, basketball illnesses: cancer, AIDS, diabetes, dengue

academic subjects: English, chemistry, art, mathematics

foods: rice, milk, sugar, coffee, fat

All non-count nouns require a singular verb.

Fat isn't good for you.

Mathematics is my favorite subject.

- A Complete each sentence with the correct form of the verb.
 - 1 Coffee (be) my favorite beverage.
 - 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 5 Lesson 1

The present continuous: spelling rules for the present participle

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

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

base form present participle

talk → talking

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

leave → leaving

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

CVC

s i t → sitting

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

blow → blowing fix → fixing

say → saying

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

per · mit → permitting BUT or · der → ordering

Α	Write the present participle	for each	base form. Follow the	rules.			
	1 turn	7 std	op	13	sew	19	change
	2 rain	8 ex	it	14	listen	20	be
	3 run	9 sit	T	15	do	21	have
	4 help	10 ea	t	16	write	22	put
	5 open	11 bu	ıy	17	begin	23	go
	6 close	12 m	ix	18	use	24	pay
1	he present continuous: rul	es for for	ming statements				
R	emember to form the present	continuous	with be and a present p	articiple	of a verb.		
	Affirmative statements	Neg	gative statements				
	I'm studying English.		not studying French.				
	You're studying French.		're not studying English.				
	He's reading a book. She's reading a newspaper.		s not reading a newspaper's not reading a book.	er.			
	We're watching TV.		re not watching a DVD.				
	They're watching a video.		y're not watching TV.				
В	On a separate sheet of pap	er change	a each affirmative state	ment to	a negative statement III	se cont	ractions
U	1 She's going to the super				ding their kids early.	se cont	ractions.
	3 3						
	2 He's calling his wife this						
	3 I'm cooking dinner toni	gnt.	6 We're gettin	g a nev	printer.		
С	Write answers to the quest continuous and contractio		mplete affirmative or r	egative	statements. Use the pres	ent	
	1 Are you studying Englis	h this wee	kend?				vo.
	2 When are you taking a v						
	3 Is it raining now?						
	4 Where are you eating d						
	5 Are you listening to must						
	6 Who's making breakfast						
	a string area made						
L	he present continuous; rul	es for for	ming questions				
Y	es / no questions: Place a form	of be befo	re the subject of the ser	itence.			l.
	Is she watching TV?		we meeting this afternoon				
	Are you driving there?		they talking on the phon	e?			
	Is Stu shopping?		Nan and Bert studying?				
	nformation questions: Use ques When are you going? What are you doing right now Who is he watching on TV?	Hov	to ask information quest w much are you paying fo ware you buying that lapt	r that co	mputer?		
E	Be careful! The word order char Who's talking on the phone? (.		using <u>Who</u> to ask a ques	tion abo	ut the subject:		
D	Write a question in the pre	sent conti	nuous to complete ea	ch conv	ersation.		
	1 A:		?	3 A	:		?
	B: No. Luke's not watch	ning TV ric	ght now.	В	: I'm calling Janet Hamm	ond.	
	2 A:				:		7
	B: Yes. She's working th				: She's coming home late		
	b. ics. siles working ti		.9.	D	. Sile s conning norme late	torng	



Can and Have to: form and common errors

Be careful!

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

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

She can play golf very well. Can he play tennis? NOT She can plays. NOT Can he plays? NOT She can to play. NOT Can he to play?

There are three negative forms of can.

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

Remember: You have to go to class at 9:00. They We She has to go to class at 8:00. He

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.

- 7 She doesn't have to working late tomorrow. She cans go out for dinner.
- 8 Can he visits his in-laws next weekend?
- 9 You have to filling out an application for your English class.
- 10 Do we have to studying now? We're watching TV.

Can and have to: information questions

Can

Where can I play soccer around here? (Try the park.)

When can they come for lunch? (After class.)

How often can we go running? (Any time. Our afternoons are free.)

What languages can she speak? (She can speak Italian and Russian.)

Have to

What does he have to do tomorrow? (He has to go shopping.)

How often does she have to work late? (Not often.)

When do they have to buy the tickets? (This afternoon.)

Where do you have to go this morning? (To the airport.)

Be careful! See the difference when Who is the object or the subject.

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

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

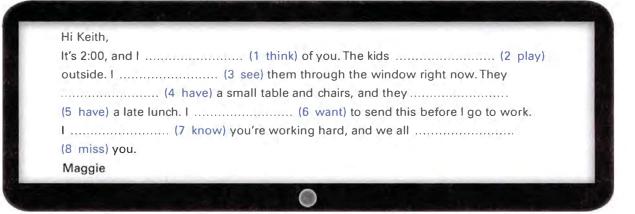
Who has to write the report? My boss does. (subject)

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

- (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.

Complete the questions and answers, usi	ng a form of have to.				
1 A: he he		the form	to?	ey	
B: He (go) to cla		B: They can'		·	(take)
2 A: she the office?		A:	yoı	u	(meet)
B: She (call) ever	ry morning.	after class			
3 A: he he to the airport?	(go)	B: Ito the mo		meet) my sister. \	We're going
B: He (leave) her	re at 3:00. 6		Tania. They	elp) the teacher a	
Can and be able to: present and past for	ms			- 45	
I can play the violin. = I'm able to play the violin Bill can meet you at six. = Bill is able to meet He can't swim. = He isn't able to swim. (abilit They can't call this afternoon. = They aren't a	you at six. (possibility) y) ble to call this afternoon. (p	possibility)			
Use <u>could</u> or <u>was / were able to</u> + base form to when I was four I could ride a bike (or was able to speak) Free She couldn't be (or wasn't able to be) there y We couldn't understand (or weren't able to u	ole to ride a bike). Inch before they were ten. Inch besterday because she had a	a meeting.			
Be careful! Use was / were able to (NOT could) She was able to be there yesterday. NOT She		nents of possibil	lity.		
On a separate sheet of paper, change car	to <u>be able to</u> in the sen	tences.			
1 She can swim very well.	4 George can mee	et you at the ai	irport.		
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 me	eting.		
On a separate sheet of paper, change the More than one correct answer may be po		esent to the pa	ast.	*	
1 We're able to help him.	4 Nicole can cook	for the party.			
2 The Martins can't go to the concert.3 She is able to be there at seven.	5 Rachel and Broo basketball at the		to play		
UNIT Lesson 2					
The simple present tense: non-action ver	bs				
Some verbs are non-action verbs. Most non-active even when they are describing something that it want a sandwich. NOT I am-wanting a sandwich.	s happening right now.	used in the prese		n-action verbs	
			be	miss	
Some non-action verbs have action and non-act non-action meaning acti	ion meanings. on meaning		have know	need see	
I have two sandwiches. (possession) I'm	having a sandwich. (eating))	like	understand	
I think English is easy. (opinion)	thinking about her. (the ac	t of thinking)	love	want	

A 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 <u>never</u> or <u>not</u> + <u>ever</u> to form the negative. Don't use <u>never</u> 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 I always am hungry in the afternoon.
 - 4 We once in a while have eggs for breakfast.
 - 5 Penny doesn't never exercise.

- Some time expressions every week
 - every other day once a month twice a year
 - three times a week

Other expressions once in a while a lot

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

The past tense of be: form

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

I was in Rome yesterday.

They were in Paris.

She wasn't on time.

They weren't early.

Begin yes / no questions with Was or Were.

Was your flight late?

Were you late?

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

How long was your vacation? How many people were there?

Where was your passport?

Where were your tickets?

Complete the conversations with was, were, 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
- 5 late / your friends

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

UNIT

Lesson 2

The simple past tense: spelling rules for regular verbs

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

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

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

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

If the second syllable is stressed, double the consonant and add -ed.

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

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

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

	te the simple past	tense form of the verb				
11.0	return		5	try	9	rain
2	ike		6	stay	10	wait
3 0	change		7	travel	11	offer
4 (cry	nijin.	8	arrive	12	hurry
Writ	te the simple past	tense form of these irr	reg	ular verbs.		
1 6	eat		5	write	9	buy
2 0	drink		6	meet		read
3 s	swim		7	run	11	pay
	go		8	begin		understand
The si	mple past tense: (usage and form				5.1.7
		to talk about completed	ac	tions in the past.		
My	grandparents went to					
Negativ	ve forms					
	dn't + the base form					
		ekend. NOT He didn't w				
The	ey didn't have a good	time. NOT They didn't	nac	a good time.		
Questio						
		ith <u>Did.</u> Use the base fovery day? NOT Did you w				
	information question ere did you go shopp			lowed by did. Use the base form of the ve? What did they eat every day?		
On	a separate sheet of	f paper, change each	affi	rmative statement into a negative	statemen	t.
	I slept all night.	Anna San San San San San San San San San		4 They drank		
	We went swimmin	a.		5 We had din		
	She ate a lot of foo			6 He bought		
			عاما		- 3	
		on vacation last sumn		words to write questions. Use the 4 in London /		
		n / get back / when	Hei	5 your parent		
	they / a good flight			6 stay / how h		
UNIT	Lesson 1			The second second		
	Lesson 1				. T. W.	(74)
Direct	t objects: usage	performs the action of t	he	verb. A direct object receives the act	ion of the	verb.
Direct The su	t objects: usage	performs the action of t direct object	the	verb. A direct object receives the act	ion of the	verb.
Direct The su sub	t objects: usage bject of a sentence piect verb like	direct object spicy food.	the	verb. A direct object receives the act	ion of the	verb.
Direct The su	t objects: usage bject of a sentence piect verb like	direct object	the	verb. A direct object receives the act	ion of the	verb.
Direct The su sub I Ann	t objects: usage bject of a sentence place verb like ne wears	direct object spicy food.			ion of the	verb.
Direct The subjust of	t objects: usage bject of a sentence place verb like ne wears derline the subjects	direct object spicy food. dark clothes.		the direct objects.		verb.
Direct The su sub I Ann Unc	t objects: usage bject of a sentence piect verb like ne wears derline the subjects	direct object spicy food. dark clothes.	rcle	the direct objects.	nter this st	tore before 10:00.
Direct The su sub, I Ann Und	t objects: usage bject of a sentence piect verb like ne wears derline the subjects	direct object spicy food. dark clothes. s in the sentences. Circle (bathrobe) right now.	rcle	the direct objects. 5 You can't er 6 Do you have	nter this st e your cre	tore before 10:00.

Indirect objects: usage rules and common errors

When a sentence contains a direct object and a prepositional phrase, you can use an indirect object to say the same thing.

prepositional phrase indirect object

I'm buying the gloves for her. I'm buying her the gloves. Give the sweater to Jay. Give Jay the sweater.

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

Mindy wrote a letter to her parents. NOT Mindy wrote to her parent sa 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.
 - 1 She buys clothes for them. She buys them clothes.

- 4 They serve meals to us in the dining room.5 They never give gifts to me on my birthday.
- 2 Laurie sends a check to her father every month.
- 3 At night we read stories to our children.
- 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.

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

- 2 He always gives me the check. (to)
- 3 I sent my colleagues the tickets. (to)

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

- J Tsent my coneagues the tickets. (to)
- On a separate sheet of paper, rewrite the sentences, adding the indirect object or prepositional phrase to each sentence. Don't add any words.
 - 1 They sent it on Monday. (to me)
 They sent it to me on Monday.
 - 2 Did they give breakfast at the hotel? (you)
 - 3 We always tell the truth. (her)

- 4 They make lunch every day. (for him)
- 5 He brought flowers last night. (his wife)

UNIT Lesson 2

Comparative adjectives: spelling rules

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

tight → tighter loose → looser

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

hot → hotter

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

pretty → prettier busy → busier

To make the comparative form of most adjectives that have more than two syllables, use <u>more</u> or <u>less</u>.

affordable → more affordable convenient → less convenient

When comparing two people or things that are both in the sentence, use $\underline{\text{than}}$ 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.

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

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

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

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

3 France is (small) Russia.

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

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

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

7 This projector is a lot (popular), but it's (affordable).

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

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

UNIT

Lesson 1

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

Meaning

Use can to express ability or possibility.

Jerome can speak Korean.

I can be there before 8:00.

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

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

You could eat a healthier diet.

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

You should think before you speak.

Form

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

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

Who should read this? They should.

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

Use not between the modal and the base form.

You shouldn't stay at the Galaxy Hotel.

They can't take the express.

In $\underline{\text{yes}}$ / $\underline{\text{no}}$ questions, the modal precedes the subject of the sentence. In information questions, the question word precedes the modal.

Yes / no questions

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

Could she take an express train?

Information questions

When should they leave? Why should they go?

Which trains could I take?

Who could they call?

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

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

Common errors

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

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

Never use to between modals and the base form.

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

Circle the correct phrases to complete the sentences.

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

UNIT Lesson 2

Expansion: future actions

There are four ways to express future actions, using present forms.

Be going to + 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: arrive, come, depart, fly, go, leave, sail, and start—especially when on a schedule or a timetable. When the simple present tense expresses the future, there is almost always a word, phrase, or clause indicating the future time.

This Monday, the express leaves at noon.
The flight arrives at 9:00 tonight.

The present of be

The present of be can describe a future event if it includes a word or phrase that indicates the future. The wedding is on Sunday.

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







1 The bus at 11:00. lt at 8:00.	3 A: What time the train in Beijing?
2 A: When the flight?	B: At 10:20 P.M.
B: It at 23:30.	4 A: at 7:00?

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.

B: Yes, it does.

- 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

Usage

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

Mexico City is larger than Los Angeles.

Housing in New York is more expensive than in Lima.

Compared with Los Angeles, Mexico City is larger.

Compared with Lima, housing is more expensive in New York.

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

Be careful! Use the with superlative adjectives.

Form

adjective comparative adjective superlative adjective cheap cheaper (than) the cheapest expensive more expensive (than) the most expensive practical less practical (than) the least practical

Don't say: Mexico City is largest.

Superlative adjectives: spelling rules

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

cheap → the cheapest loose → the loosest

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

hot → the hottest

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

pretty → the prettiest

busy → the busiest

To form the superlative of most adjectives of two or more syllables, use the most or the least.

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
1	tall			10	interesting	************************	
2	easy		*************************	11	conservative	***************************************	****************
3	liberal			12	light		
4	heavy		***************************************	13	casual	······································	
5	unusual		***************************************	14	comfortable		********************
6	pretty		***************************************	15	relaxing		
7	exciting			16	long		
8	wild		**************************************	17	short		*******************
9	informal	*****************		18	scary		

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

1	That dinner was (delicious) meal we had on our vacation.
2	The Caribbean cruise is (relaxing) of our vacation packages.
3	The Honsu X24 is a good camera, but the Cashio is (easy) to use.
4	We have several models, but I'd say the R300 is (popular).
5	I like that rug, but I think this one is (beautiful).
6	Our vacation in Brazil was (nice) our vacation in Italy last year.
7	All three stoves look good. But which one is (easy) to use?
8	I like both the J12, the Summit, and the Pro tablets, but which one's (small)?
9	Which of these three plates do you think is (pretty)?

10 I can't decide if I should read this book or that one. Which one is (interesting)?

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!

_								
Δ	Complete	each sentend	o with too	roally	OF MOTH	and	VOLIT OV	un adjective
л	COMPLETE	cacii sentent	C WILLI LOO	. I Cally.	OI VEIV	ariu	your ov	vii aulective.

- 8 These pants are I need to buy a larger pair.

B Complete each conversation, using too or enough.

- 1 A: How about this? Should we buy it for your mother?
 - B: No. It isn't (pretty). I want something nicer.
- 2 A: Do you think this rug is too small?
- 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).
- - 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

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. nationalities languages I speak Russian and Italian. days and months My birthday is on Tuesday, June 19th. the pronoun I My brother and I are students. names and formal titles I'd like you to meet Mr. Smith.

- A On a separate sheet of paper, rewrite each sentence, using correct capitalization.
 - 1 please say hello to julio cueva from lima, peru.
 - 2 my friend mr. lee is a computer programmer from korea.
 - 3 he is brazilian, and his birthday is in october.
 - 4 my classmate ms. silva is twenty-six years old.

- 5 miss wang teaches chinese to college students.
- 6 this monday john met his friend mr. abe.
- 7 when i travel, i need to use english.
- B Guidance for the Writing Exercise (on page 12) Answer the questions below when you write about your classmate. Add more information if you can. Make sure you use capital letters correctly.
 - · What's your classmate's name?
 - · Does your classmate have a nickname?
 - How old is your classmate?
 - What's your classmate's occupation?

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

UNIT

	erb. When you write verb		hat expresses a com in with a capital lett verb loves music.			sentence has a subject a period.
A Circle	e the subject and	underline the v	erb in each senten	ce.	ī	
1 He	er children like fo	lk music.			4	Their favorite musician is Esperanza Spaulding.
2 10	don't like big con	certs.			5	The play isn't very good.
3 M	ly boyfriend love:	classical music				
B Write	an X next to the	groups of word	ds that are not sent	ences.		
	1 A theater fan.				4	I listen to music in the shower.
	2 The theater is o	lown the street f	from the park.		5	Really loud concerts.
	3 And around the	e corner from th	ne art gallery.		6	Downloading music.
			3 ,			

C 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. 5 We look very different. We like different music.
 - 3 We look alike. We wear the same kind of clothes.
- 4 My cousin likes classical music. He loves Italian food.
- B On a separate sheet of paper, combine the sentences, using but.
 - 1 My brother wears old clothes. I wear new clothes.
 - 2 My sister has long hair. I have short hair.
 - 3 My cousin lives near the airport. His parents don't.
- 4 Hove rock music. My stepfather doesn't.
- 5 We look alike. We wear very different clothes.

Ideas

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.



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

Connecting words or ideas: and and in addition

Remember that and connects two sentences and makes them one sentence. I like fruit, and I also like vegetables.

You can also use and to connect words in a series. Notice the use of the comma in the examples below.

I like apples, oranges, grapes, and other fruits.

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

I like apples and oranges. NOT I like apples, and oranges.

In addition

In addition connects the ideas in one sentence with the ideas in the next sentence. Use a comma after in addition.

I like fruit. In addition, I like vegetables.

I like apples and oranges. In addition, I like grapes and other fruits.

- 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 Tusually order soup, salad, a main course, dessert.
- B Guidance for the Writing Exercise (on page 48) Read the description of food in the United States. Use these paragraphs as a guide to help you write the article about the food of your country. Change the details so the sentences describe your food.

American food is more than hamburgers, hot dogs, and pancakes. The best American food is regional. One regional specialty is clam chowder. Clam chowder is a delicious soup from the northeast coast. In Boston, clam chowder contains milk, and in New York it contains tomatoes. Clam chowder always contains Atlantic clams. In addition, clam chowder always contains some vegetables, such as onions, potatoes, peppers, or corn.

Another famous regional specialty of American cooking is barbecue. Barbecue comes from the center and south of the United States. Barbecue style is not always the same, but it always has meat and a spicy sauce. Americans are very proud of barbecue. Many restaurants claim that they have the only authentic barbecue. When you travel to the United States, be sure to try some regional specialties like clam chowder and barbecue.

UNIT 5

Placement of adjectives: before nouns and after the verb be

Adjectives are words that describe nouns and pronouns.

noun pronoun

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

Adjectives come before nouns or after the verb \underline{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 $\underline{\text{and.}}$ When there are more than two, use commas.

The microwave is popular and convenient.

This camera is obsolete, broken, and defective.

- A Circle the adjectives in each sentence.
 - 1 My old printer is obsolete.
 - 2 The XLM projector is easy to use. In addition, it's small and very portable.
 - 3 Is your scanner fixable?

Adjectives

affordable good
awesome great
awful guaranteed
broken new / old
convenient obsolete
defective popular
fast terrible

Some adjectives are compound phrases.

terrific

This scanner is really up-to-date. She bought an up-to-date camcorder.

4 This terrible car is a lemon! It's awful.

fixable

5 Our new washing machine is both good and guaranteed.

On a separate sheet of paper, write sentences about five of the following electronic devices or about other ones. Use the Adjectives from page 144.

Products

a smart phone a mobile / cell phone

a tablet (computer)

a desktop (computer) a digital camera

a TV a GPS

a camcorder

My smart phone is very convenient.

- Guidance for the Writing Exercise (on page 60) Use your answers to the questions below as a quide to help you write the review of a product you use. Give your product 1-5 stars.
 - · What is it?
 - · What brand is it?
 - · What model is it?
 - · Is it a good product? Why or why not?
 - · What does it do?

- What adjectives describe it?
- · Where do you use it?
- · Is it working?
- · Does it drive you crazy?
- · How old is it?



Punctuation of statements and questions

Use a period at the end of a statement.

I go to the gym every morning

Use a question mark at the end of a question.

What do I do to stay in shape?

Use an exclamation point at the end of a sentence if you want to indicate that something is funny or surprising.

The truth is I'm a couch potato!

period = question mark = ? exclamation point = ! comma = .

Remember:

Use commas to connect more than two ideas in a series.

I go to the gym, go running in the park, and go bike riding every weekend.

It's common, but not necessary, to use a comma before and or but when you connect two ideas.

I eat well, but I don't exercise.

- On a separate sheet of paper, rewrite each statement or question, using correct punctuation. Remember to begin each with a capital letter.
 - 1 I really don't have time to exercise
 - 2 do you get enough sleep every night
 - 3 my friends think I exercise a lot but I don't
 - 4 we go running bike riding and swimming in the summer
- 5 my father never eats sweets but I do
- 6 what do I do on weekends
- 7 my younger brothers eat junk food watch TV and stay up late every night
- 8 am I a couch potato
- Guidance for the Writing Exercise (on page 72) Use the Ideas to write three questions with "I." Use these questions to introduce each topic in your description of your exercise and health habits. Be sure to check all your sentences and questions for correct punctuation.

What foods do I eat? I usually eat healthy foods during the week, but ...

- 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, Next, and After that to indicate a series of events. Commas are optional.</u>

First, we checked in to our hotel. After we had lunch, we visited the old part of town and took pictures. Then, we went to the beach and lay in the sun for a while. Next, we played golf. After that, we went shopping and bought a rug. Finally, we went back to our hotel.

- A On a separate sheet of paper, use the cues to write sentences. Begin each sentence with a time clause.
 - 1 (before) First we had lunch. Then we went to the beach.

 Before we went to the beach, we had lunch
 - 2 (after) First we visited Rome. Then we went to Venice.
 - 3 (before) First they went snorkeling. After that, they had lunch.
 - 4 (after) He arrived in Miami on Saturday. Then he looked for a hotel.
- 5 (before) I spent three days in Mexico City. Next I flew to Cancún.
- 6 (after) She got back from the airport. After that, she called her mother.
- 7 (before) The weather was beautiful. Then it rained.
- B On a separate sheet of paper, rewrite the paragraph, using time-order transition words.

Let me tell you about my trip. I flew from New York to London, and I spent two days there. I took the train through the Chunnel to Paris. Paris was amazing. I got a car and drove to Rome. It was a long drive, but it was really scenic. I took a boat to the island of Sardinia. It was very beautiful. I flew back to London and back home to New York.

C Guidance for the Writing Exercise (on page 84) Write sentences describing your vacation in the order that the events happened. Then use your sentences to write your paragraph, using time clauses and time-order transition words.

UNIT

Connecting ideas with because and since

A clause with <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 <u>because</u> or <u>since</u> is not a sentence; it's an incomplete thought. To make the thought complete, connect the clause beginning with because or since to a sentence.

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

A clause with $\underline{because}$ or \underline{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.

- 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.
- On a separate sheet of paper, answer each question with a complete sentence containing a clause with because or since.
 - 1 Why do you like dance music? I like dance music because it is happy music.
 - 2 Why are you studying English?
 - 3 Why is a clothing store better than a clothing website?
- 4 Why do people like malls?
- 5 Why are running shoes more comfortable than formal shoes?
- 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.

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.

B Guidance for the Writing Exercise (on page 108) Use the Ideas and your answers to the questions below as a guide to help you write your two paragraphs.

Paragraph 1

Begin your paragraph with an opening statement, such as: Last month, I went to ____.

- · Where did you go?
- · What kind of transportation did you take?
- Were there any transportation problems?
 If so, what were they?
- · When did you leave?
- Who did you travel with?
- · What did you do when you were there?
- · When did you get back?

Ideas

A trip to visit friends or relatives A trip to and from work A trip to and from school A vacation

Paragraph 2

Begin your next paragraph with an opening statement, such as: On my next trip, . . .

- Where are you going to go?
- · What kind of transportation are you going to take?
- Do you think you are going to have transportation problems on your next trip? Why or why not?
- · When are you leaving?
- · Who are you traveling with?
- What are you going to do when you are there?
- · When are you getting back?



Connecting contradictory ideas: even though, however, on the other hand

Use <u>even though</u> to connect contradictory ideas in a sentence. (A comma is optional before <u>even though</u> when it comes at the end of the sentence.)

Bee Flowers is the most popular shop in town even though it's quite expensive. You can bargain for low prices at Marty's, even though the service isn't very friendly.

Always use a comma if the clause that begins with even though comes first.

Even though it's quite expensive, Bee Flowers is the most popular shop in town.

Even though the service isn't very friendly, you can bargain for low prices at Marty's.

Use <u>however</u> or <u>on the other hand</u> at the beginning of a sentence to connect contradictory ideas from one sentence to another. Use a comma.

You can bargain for low prices at Marty's. However, the service isn't very friendly. Bee Flowers is quite expensive. On the other hand, it's the most popular shop in town.

Be careful! Don't use however 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.
 - 1 You can find some good deals at the Savoy Hotel. Their rooms are the most expensive in town.
 - 2 You can bargain for really low prices at the Old Market. It isn't the prettiest place to shop.
 - 3 The Philcov X30 is easy to use and not too expensive. It isn't the most popular camera.
 - 4 The prices of smart phones are getting lower every year. They can still be very expensive.
 - 5 The Samson camcorder is the most professional camera you can buy. It isn't the lightest.
- B Now rewrite the sentences, using <u>however</u> or <u>on the other hand</u>.
- C Guidance for the Writing Exercise (on page 120) Write at least six sentences about places to shop in your town or city. Use even though, however, and on the other hand. Use your sentences to help you write your guide.

Top Notch Pop Lyrics

▶ 1:16-1:17 It's Nice To Meet You [Unit 1] (CHORUS) It's nice to meet you.

Good to meet you. Pleasure to meet you.

What's your name?
My name is Mr. Johnson.
Please just call me Stan.

I'd like you to meet my wife, Mary Anne.

(CHORUS)

What do you do?
Actually, I'm a teacher
at the Children's Institute.
The little kids are really cute.
That sounds nice. Where are you from—
somewhere far or near?
As a matter of fact, Chicago is my
hometown.

Could you say that louder please? How did you end up here? My father was a salesman. We moved all around.

(CHORUS)

Who is that? Let me introduce you to my new friend Eileen. She's a chef and she's nineteen.

(CHORUS)

Good-bye. Take care.

▶ 1:35-1:36 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.

(CHORUS)

Everything will be all right when you and I go out tonight.

When Thomas Soben gives his talk— The famous chef? That's not for me! The doors open at nine o'clock. There's a movie we could see at Smith and Second Avenue. That's my favorite neighborhood! I can't wait to be with you. I can't wait to have some food.

(CHORUS)

We're going to have a good time.
Don't keep me up past my bedtime.
We'll make a date.
Tonight's the night.
It starts at eight.
The price is right!
I'm a fan of rock 'n' roll.

Classical is more my style.

I like blues and I like soul.

Bach and Mozart make me smile!

Around the corner and down the street.

That's the entrance to the park.

There's a place where we could meet.

I wouldn't go there after dark!

(CHORUS: 2 times)

▶ 2:18-2:19 An Only Child [Unit 3]

Let me see the photos of your wife and family.
Who's that guy there, on the right, next to the TV?
Is that your younger brother, John?
And who are those two?
Your sisters both look so alike.
Please tell me what they do.

CHORUS)

I ask so many questions. You just answer with a smile. You have a large family, but I am an only child.

How about your cousins now? Please tell me something new. Do they both play basketball? You know that I do. too.

(CHORUS)

I don't have a brother,
but you have two or three.
You're all one big happy family.
I don't have a sister,
but you have older twins.
This is a game I can't ever win.
Do you have nieces and nephews,
and how many are there now?
Do they all like the same kinds of things?
Are they different somehow?
(CHORUS)

(Oriotios)

▶ 2:34–2:35 The World Café [Unit 4]

Is there something that you want?
Is there anything you need?
Have you made up your mind
what you want to eat?
Place your order now,
or do you need more time?
Why not start with some juice—
lemon, orange, or lime?
Some like it hot, some like it sweet,
some like it really spicy.
You may not like everything you eat,
but I think we're doing nicely.

(CHORUS)

I can understand every word you say. Tonight we're speaking English at The World Café.

I'll take the main course now.

I think I'll have the fish.

Does it come with the choice of another dish?

Excuse me waiter, please—
I think I'm in the mood for a little dessert, and the cake looks good.

Do you know? Are there any low-fat desserts

that we could try now?

I feel like having a bowl of fruit.

Do you have to say good-bye now?

(CHORUS

Apples, oranges, cheese, and ham, coffee, juice, milk, bread, and jam, rice and beans, meat and potatoes. eggs and ice cream, grilled tomatoes—
That's the menu.
That's the list.
Is there anything I missed?

(CHORUS)

▶ 3:22~3:23 It's Not Working Again [Unit 5]

Hi. I'm calling on my cell phone.
I need a little help with a fax machine.
It's not working, and it's pretty bad.
I feel like I've been had, if you know what I mean.
I'm coming to the store right now.
Can you show me how to use it?
The front lid won't open.
When my cat's around,

it squeaks and makes a funny sound.

(CHORUS)

It's not working again. It's driving me crazy. It's not working again.

I called yesterday, and a guy named Jack said,

"I'm busy right now, can I call you back?" He didn't even ask me what was wrong with it.

He didn't want to hear the short and long of it.

I just bought the thing yesterday, and it won't turn on so please don't say, "I'm sorry to hear that. That's a shame. That's too bad."

It's all a game. (CHORUS)

I'm not looking for a laptop computer or an X340 or a PDA.

Just tell me what's wrong with my fax machine so I can say good-bye and be on my way. It won't send a copy of my document.

The paper goes through, and it comes out bent.

On second thought, it's guaranteed.

I want my money back—that's what I need.

(CHORUS: 2 times)

▶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)

(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.

▶4:20-4:21 My Dream Vacation [Unit 7]

The ride was bumpy and much too long. It was pretty boring. It felt so wrong. I slept all night. and it rained all day. We left the road. and we lost the way. Then you came along and you took my hand. You whispered words I could understand.

(CHORUS)

On my dream vacation. I dream of you. I don't ever want to wake up. On my dream vacation, this much is true: I don't ever want it to stop.

The food was awful. They stole my purse. The whole two weeks went from bad to worse. They canceled my ticket. I missed my flight. They were so unfriendly it just wasn't right. So I called a taxi. and I got inside,

and there you were, sitting by my side.

(CHORUS)

You were so unusual. The day was so exciting. I opened up my eyes, and you were gone. I waited for hours. You never called. I watched TV and looked at the walls. Where did you go to? Why weren't you near? Did you have a reason to disappear? So I flew a plane to the south of France, and I heard you say, Would you like to dance?" (CHORUS)

▶4:41-4:42 Anything Goes [Unit 8]

The shoe department's upstairs. It's on the second floor. Women's Casual is down the stairs, there by the door. This helpful store directory shows every kind of clothes. I look for the department where it says anything goes.

(CHORUS)

At home and when I travel, l always like to wear pajamas in the daytime with a blazer and a pair of socks on my fingers and gloves on my toesanything goes.

On the ground floor, there's a restaurant and a photo studio, so I take the escalator down to the floor below. There are turtlenecks and T-shirts. There are cardigans and jeans in every size and color. They look comfortable and clean.

(CHORUS)

The salesperson says, "Here you go. Try it on. That's not too bad. Let me see if I can find you something Some people say that black clothes are more flattering than white, or they think that they look nicer in the day or in the night. Their clothes can't be too liberal or too conservative. If I love it, then I wear it. That's the way I want to live. (CHORUS)

▶ 5:21-5:22 Five Hundred Ways [Unit 9]

You could take the bus. or you could take the 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			
i	beat, feed			
I	bit, did			
еі	date, paid			
3	bet, bed			
æ	bat, bad			
а	box, odd, father			
3	bought, dog			
OU	boat, road			
υ	book, good			
u	boot, food, flu			
٨	but, mud, mother			
Э	banana, among			
e^	shirt, murder			
ar	bite, cry, buy, eye			
au	about, how			
IC	voice, boy			
ΙΓ	deer			
73	bare			
ar	bar			
or	door			
υr	tour			

Consonants			
Symbol	Key Words	Symbol	Key Words
р	pack, happy	Z	zip, please, goes
b	b ack, ru bb er	ſ	ship, machine, station,
t	tie		special, discussion
d	die	3	measure, vision
k	came, key, quick	h	hot, who
9	game, guest	m	men
ŧί	church, nature, watch	n	sun, know, pneumonia
ď3	judge, general, major	η	su ng , ri nging
f	fan, photograph	W	wet, white
V	van	1	light, long
θ	thing, breath	Γ	right, wrong
9	then, breathe	У	yes
S	sip, city, psychology		
t	butter, bottle		
ť	button		