

**SECOND EDITION**

# **TOP NOTCH**

**English for Today's World**

**1A**

**WITH WORKBOOK**

**Joan Saslow • Allen Ascher**

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



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Pearson Education, 10 Bank Street, White Plains, NY 10606

**Staff credits:** The people who made up the *Top Notch 1* team—representing editorial, design, production, and manufacturing—are Rhea Bunker, Elizabeth Carlson, Aerin Csigay, Dave Dickey, Warren Fischbach, Aliza Greenblatt, Ray Keating, Mike Kemper, Barbara Sabella, and Martin Yu.

Cover design: Rhea Bunker

Cover photo: Sprint/Corbis

Text design: Elizabeth Carlson and Wendy Wolf

Text composition: Quarasan!

Text font: 9/10 Stone Sans, ITC Stone Sans

### Library of Congress Cataloging-in-Publication Data

Saslow, Joan M.

Top notch : English for today's world / Joan Saslow, Allen Ascher ; with Top Notch pop songs and Karaoke by Rob Morsberger. — 2nd ed.

p. cm.

ISBN 0-13-246988-X (set) — ISBN 0-13-247038-1 ( v. 1) — ISBN 0-13-247048-9 (v. 2) — ISBN 0-13-247027-6 (v. 3) 1. English language — Textbooks for foreign speakers. 2. English language — Problems, exercises, etc.

I. Ascher, Allen. II. Title.

PE1128.S2757 2011

428.2'4 — dc22

2010019162

ISBN 13: 978-0-13-247039-1

ISBN 10: 0-13-247039-X

**Photo credits:** All original photography by Michal Heron and Sharon Hoogstraten. Page 2 (background) Shutterstock.com, (top left) Michael S. Yamashita/Corbis, (middle) Jose Luis Pelaez, Inc./Corbis, (right) Peter Turnley/Corbis, (bottom left) Ariel Skelley/Corbis; p. 3 (bottom left) Bryan Bedder/Getty Images, (bottom right) LAN/Corbis; p. 5 (top) Shutterstock.com; p. 6 (left) Jason Merritt/Getty Images; p. 7 (top left) AP Images/Chris Pizzello, (top right) Kevin Mazur/Getty Images, (bottom) AP Images/Stephen Chernin; p. 9 (top left) Shutterstock.com, (top right) Shutterstock.com, (middle left) Shutterstock.com, (middle right) Shutterstock.com; p. 11 (right) Shutterstock.com; p. 12 Shutterstock.com; p. 13 (top right) AP Images/Diane Bondareff, (middle) iStockphoto.com, (bottom) Shutterstock.com, (bottom background) Shutterstock.com; p. 15 Dorling Kindersley; p. 21 (top middle) Peter Klaunzer/Corbis, (top right) Jo Hale/Getty Images, (bottom middle) Scala/Art Resource, NY, (bottom right) Vincent West/Reuters/Corbis; p. 22 (top left) Shutterstock.com; p. 25 (background) Shutterstock.com; p. 26 (grandparents) Lindy Powers/Index Stock Imagery, (Linda) Shutterstock.com, (uncle, aunt, cousins) Getty Images, (parents) Ryan McVay/Getty Images, (mother-in-law) Ron Chapple/Getty Images, (father-in-law) James Darell/Getty Images, (sister-in-law, brother, nephew, niece) Royalty-Free/Corbis, (sister) Cleve Bryant/PhotoEdit, (children) Shutterstock.com, (brother-in-law) Bill Cannon/Getty Images; p. 30 (top left) Jerome Tisne/Getty Images, (top middle) Mel Yates/Getty Images, (top right) Astock/Corbis, (bottom left) Andersen Ross/Jupiterimages, (bottom middle) Terry Vine/Corbis, (bottom right) Photos.com; p. 37 (background) Shutterstock.com, (Enrique) Alexander Tamargo/Getty Images, (Ronna) Europa Press/Gamma/eyedea/picturedesk.com, (Dr. Julio) Europa Press/Gamma/eyedea/picturedesk.com, (Miranda) Torra Terry/Gamma/eyedea/picturedesk.com, (Julio) Robert Duyos/AFP/Getty Images, (Isabel P.) 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**Illustration credits:** Steve Attoe, pp. W46, W47; Kenneth Batelman, p. 40; Bob Doucet, p. 25; Leanne Franson, p. W4; Scott Fray, p. 47; Michael A. Hill, p. 19; Brian Hughes, pp. 53, W13; Stephen Hutchings, pp. W3, W31, W33, W35; Poul Lange, p. 41; Pat Lewis, p. 28; Andy Meyer, pp. 8, 57; Sandy Nichols, p. 24; Janet Norquist, p. 18; NSV Productions, pp. W32, W42, W39, W41; Dusan Petricic, pp. 17, 42, 43, W22; Michel Rabagliati, p. W25; Phil Scheuer, pp. 21 (top), 58; Steven Stankiewicz, p. 20; Anna Vltfort, p. 21.

Printed in the United States of America

2 3 4 5 6 7 8 9 10 – V042 – 15 14 13 12 11

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# Learning Objectives

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

Unit	Communication Goals	Vocabulary	Grammar
<b>1</b> <b>Getting Acquainted</b> page 2	<ul style="list-style-type: none"><li>• Meet someone new</li><li>• Identify and describe people</li><li>• Provide personal information</li><li>• Introduce someone to a group</li></ul>	<ul style="list-style-type: none"><li>• Usage of formal titles</li><li>• Positive adjectives to describe people</li><li>• Personal information</li><li>• Countries and nationalities</li></ul>	<ul style="list-style-type: none"><li>• Information questions with <u>be</u> (review and common errors)</li><li>• Modification with adjectives (review)</li><li>• Yes / no questions and short answers with <u>be</u> (review)</li></ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"><li>• <u>Be</u>: usage and form (review)</li><li>• <u>Be</u>: common errors</li><li>• Possessive nouns and adjectives (review)</li></ul>
<b>2</b> <b>Going Out</b> page 14	<ul style="list-style-type: none"><li>• Accept or decline an invitation</li><li>• Express locations and give directions</li><li>• Make plans to see an event</li><li>• Talk about musical tastes</li></ul>	<ul style="list-style-type: none"><li>• Music genres</li><li>• Entertainment and cultural events</li><li>• Locations and directions</li></ul>	<ul style="list-style-type: none"><li>• Prepositions of time and place</li><li>• Questions with <u>When</u>, <u>What time</u>, and <u>Where</u> (review)</li></ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"><li>• Prepositions of time and place: usage</li></ul>
<b>3</b> <b>The Extended Family</b> page 26	<ul style="list-style-type: none"><li>• Report news about relationships</li><li>• Describe extended families</li><li>• Compare people</li><li>• Discuss family cultural traditions</li></ul>	<ul style="list-style-type: none"><li>• Extended family relationships</li><li>• Marital status</li><li>• Relatives by marriage</li><li>• Describing similarities and differences</li></ul>	<ul style="list-style-type: none"><li>• The simple present tense (review):<ul style="list-style-type: none"><li>◦ Affirmative and negative statements</li><li>◦ <u>Yes / no</u> questions</li><li>◦ Information questions</li><li>◦ Common errors</li></ul></li></ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"><li>• The simple present tense:<ul style="list-style-type: none"><li>◦ Usage, form, common errors</li><li>◦ Questions with <u>Who</u></li></ul></li></ul>
<b>4</b> <b>Food and Restaurants</b> page 38	<ul style="list-style-type: none"><li>• Ask for a restaurant recommendation</li><li>• Order from a menu</li><li>• Speak to a server and pay for a meal</li><li>• Discuss food and health</li></ul>	<ul style="list-style-type: none"><li>• Parts of a meal</li><li>• Categories of food and drink</li><li>• Communicating with a waiter or waitress</li><li>• Adjectives to describe the healthfulness of food</li></ul>	<ul style="list-style-type: none"><li>• <u>There is</u> and <u>there are</u> with count and non-count nouns</li><li>• <u>Anything</u> and <u>nothing</u>: common errors</li><li>• Definite article <u>the</u>: usage</li></ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"><li>• Non-count nouns: usage, expressing quantities</li><li>• <u>How much / How many</u></li><li>• Count nouns: Spelling rules</li><li>• <u>Some</u> and <u>any</u></li></ul>
<b>5</b> <b>Technology and You</b> page 50	<ul style="list-style-type: none"><li>• Suggest a brand or model</li><li>• Express frustration and sympathy</li><li>• Describe features of products</li><li>• Complain when things don't work</li></ul>	<ul style="list-style-type: none"><li>• Electronic products</li><li>• Household appliances and machines</li><li>• Features of manufactured products</li><li>• Ways to state a problem</li><li>• Ways to sympathize</li><li>• Positive and negative adjectives</li></ul>	<ul style="list-style-type: none"><li>• The present continuous (review):<ul style="list-style-type: none"><li>◦ Actions in progress and future plans</li><li>◦ Statements and questions</li></ul></li></ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"><li>• The present continuous: form and spelling rules</li></ul>

Conversation Strategies	Listening/ Pronunciation	Reading	Writing
<ul style="list-style-type: none"> <li>Begin responses with a question to confirm</li> <li>Use <u>Let's</u> to suggest a course of action</li> <li>Ask personal questions to indicate friendliness</li> <li>Intensify an informal answer with <u>sure</u></li> </ul>	<p><b>Listening Skills:</b></p> <ul style="list-style-type: none"> <li>Listen for details</li> <li>Infer information</li> </ul> <p><b>Pronunciation:</b></p> <ul style="list-style-type: none"> <li>Intonation of questions</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>An enrollment form</li> <li>Personal profiles</li> <li>A photo story</li> </ul> <p><b>Skills/strategies:</b></p> <ul style="list-style-type: none"> <li>Infer information</li> <li>Scan for facts</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Write a description of a classmate</li> </ul> <p><b>WRITING BOOSTER</b></p> <ul style="list-style-type: none"> <li>Capitalization</li> </ul>
<ul style="list-style-type: none"> <li>Use <u>Really?</u> to express enthusiasm</li> <li>Provide reasons to decline an invitation</li> <li>Use <u>Too bad</u> to express disappointment</li> <li>Repeat with rising intonation to confirm information</li> <li>Use <u>Thanks, anyway</u> to acknowledge an unsuccessful attempt to help</li> </ul>	<p><b>Listening Skills:</b></p> <ul style="list-style-type: none"> <li>Infer a speaker's intention</li> <li>Listen for main ideas</li> <li>Listen for details</li> <li>Listen for locations</li> </ul> <p><b>Pronunciation:</b></p> <ul style="list-style-type: none"> <li>Rising intonation to confirm information</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>A music website</li> <li>An entertainment events page</li> <li>Authentic interviews</li> <li>A survey of musical tastes</li> <li>A photo story</li> </ul> <p><b>Skills/strategies:</b></p> <ul style="list-style-type: none"> <li>Interpret maps and diagrams</li> <li>Identify supporting details</li> <li>Make personal comparisons</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Write a short personal essay about one's musical tastes</li> </ul> <p><b>WRITING BOOSTER</b></p> <ul style="list-style-type: none"> <li>The sentence</li> </ul>
<ul style="list-style-type: none"> <li>Use <u>Actually</u> to introduce a topic</li> <li>Respond to good news with <u>Congratulations!</u></li> <li>Respond to bad news with <u>I'm sorry to hear that</u></li> <li>Use <u>Thanks for asking</u> to acknowledge an inquiry of concern</li> <li>Use <u>Well</u> to introduce a lengthy reply</li> <li>Ask follow-up questions to keep a conversation going</li> </ul>	<p><b>Listening Skills:</b></p> <ul style="list-style-type: none"> <li>Infer information</li> <li>Understand key details</li> <li>Identify similarities and differences</li> <li>Listen to take notes</li> <li>Listen for main ideas</li> <li>Listen for details</li> </ul> <p><b>Pronunciation:</b></p> <ul style="list-style-type: none"> <li>Blending sounds</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>Family tree diagrams</li> <li>A self-help website</li> <li>A cultural-information survey</li> <li>A photo story</li> </ul> <p><b>Skills/strategies:</b></p> <ul style="list-style-type: none"> <li>Interpret a diagram</li> <li>Confirm facts</li> <li>Infer information</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Make a Venn diagram</li> <li>Compare two people in a family</li> </ul> <p><b>WRITING BOOSTER</b></p> <ul style="list-style-type: none"> <li>Combining sentences with <u>and</u> or <u>but</u></li> </ul>
<ul style="list-style-type: none"> <li>Use <u>Could you ...?</u> to make a polite request</li> <li>Use <u>Sure</u> to agree to a request</li> <li>Clarify a request by asking for more specific information</li> <li>Indicate a sudden thought with <u>Actually</u></li> <li>Use <u>I'll have</u> to order from a server</li> <li>Increase politeness with <u>please</u></li> </ul>	<p><b>Listening Skills:</b></p> <ul style="list-style-type: none"> <li>Listen to take notes</li> <li>Infer the location of a conversation</li> <li>Listen to predict</li> </ul> <p><b>Pronunciation:</b></p> <ul style="list-style-type: none"> <li>The before consonant and vowel sounds</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>Menus</li> <li>A nutrition website</li> <li>A photo story</li> </ul> <p><b>Skills/strategies:</b></p> <ul style="list-style-type: none"> <li>Interpret a map</li> <li>Understand from context</li> <li>Infer information</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Write a short article about food for a travel newsletter</li> </ul> <p><b>WRITING BOOSTER</b></p> <ul style="list-style-type: none"> <li>Connecting words and ideas: <u>and</u>, <u>in addition</u></li> </ul>
<ul style="list-style-type: none"> <li>Use <u>Hey</u> or <u>How's it going</u> for an informal greeting</li> <li>Use <u>What about...?</u> to offer a suggestion</li> <li>Use <u>Really?</u> to indicate surprise</li> <li>Use <u>You know</u> to introduce a topic</li> <li>Express sympathy when someone is frustrated</li> </ul>	<p><b>Listening Skills:</b></p> <ul style="list-style-type: none"> <li>Listen to predict</li> <li>Infer meaning</li> <li>Listen for details</li> </ul> <p><b>Pronunciation:</b></p> <ul style="list-style-type: none"> <li>Intonation of questions</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>Newspaper advertisements</li> <li>A magazine ad for a new product</li> <li>A photo story</li> </ul> <p><b>Skills/strategies:</b></p> <ul style="list-style-type: none"> <li>Understand from context</li> <li>Activate language from a text</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Write a paragraph describing a product</li> </ul> <p><b>WRITING BOOSTER</b></p> <ul style="list-style-type: none"> <li>Placement of adjectives</li> </ul>

Unit	Communication Goals	Vocabulary	Grammar
<b>6</b> <b>Staying in Shape</b> <a href="#">page 62</a>	<ul style="list-style-type: none"> <li>• Plan an activity with someone</li> <li>• Talk about habitual activities</li> <li>• Discuss fitness and eating habits</li> <li>• Describe someone's routines</li> </ul>	<ul style="list-style-type: none"> <li>• Physical activities</li> <li>• Places for physical activities</li> <li>• Frequency adverbs: expansion</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Can</u> and <u>have to</u>: meaning, form, and usage</li> <li>• The present continuous and the simple present tense (review)</li> <li>• The present continuous: common errors</li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>• Non-action verbs</li> <li>• Frequency adverbs: common errors</li> <li>• Time expressions</li> <li>• More on <u>can</u> and <u>have to</u></li> </ul>
<b>7</b> <b>On Vacation</b> <a href="#">page 74</a>	<ul style="list-style-type: none"> <li>• Greet someone arriving from a trip</li> <li>• Ask about someone's vacation</li> <li>• Discuss vacation preferences</li> <li>• Describe good and bad travel experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Adjectives to describe trips and vacations</li> <li>• Intensifiers</li> <li>• Ways to describe good and bad travel experiences</li> </ul>	<ul style="list-style-type: none"> <li>• The past tense of <u>be</u> (review): statements and questions</li> <li>• The simple past tense (review): statements and questions</li> <li>• Regular and irregular verb forms</li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>• The past tense of <u>be</u>: explanation of form</li> <li>• The simple past tense: more on spelling, usage, and form</li> </ul>
<b>8</b> <b>Shopping for Clothes</b> <a href="#">page 86</a>	<ul style="list-style-type: none"> <li>• Shop and pay for clothes</li> <li>• Ask for a different size or color</li> <li>• Navigate a mall or department store</li> <li>• Discuss clothing do's and don'ts</li> </ul>	<ul style="list-style-type: none"> <li>• Clothing departments</li> <li>• Types of clothing and shoes</li> <li>• Clothing that comes in "pairs"</li> <li>• Interior store locations and directions</li> <li>• Formality and appropriateness in clothing</li> </ul>	<ul style="list-style-type: none"> <li>• Uses of object pronouns</li> <li>• Object pronouns: common errors</li> <li>• Comparative adjectives</li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>• Direct and indirect objects: usage rules</li> <li>• Spelling rules for comparative adjectives</li> </ul>
<b>9</b> <b>Taking Transportation</b> <a href="#">page 98</a>	<ul style="list-style-type: none"> <li>• Discuss schedules and buy tickets</li> <li>• Book travel services</li> <li>• Understand airport announcements</li> <li>• Describe transportation problems</li> </ul>	<ul style="list-style-type: none"> <li>• Kinds of tickets and trips</li> <li>• Travel services</li> <li>• Airline passenger information</li> <li>• Flight problems</li> <li>• Transportation problems</li> <li>• Means of public transportation</li> </ul>	<ul style="list-style-type: none"> <li>• Modals <u>should</u> and <u>could</u>: statements and questions</li> <li>• <u>Be going to</u> to express the future: review and expansion</li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>• Modals: form, meaning, common errors</li> <li>• Expansion: future actions</li> </ul>
<b>10</b> <b>Shopping Smart</b> <a href="#">page 110</a>	<ul style="list-style-type: none"> <li>• Ask for a recommendation</li> <li>• Bargain for a lower price</li> <li>• Discuss showing appreciation for service</li> <li>• Describe where to get the best deals</li> </ul>	<ul style="list-style-type: none"> <li>• Financial terms</li> <li>• How to bargain</li> <li>• How to describe good and bad deals</li> </ul>	<ul style="list-style-type: none"> <li>• Superlative adjectives</li> <li>• <u>Too</u> and <u>enough</u>: usage and common errors</li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>• Superlative adjectives: usage and form</li> <li>• Comparatives (review)</li> <li>• Usage: <u>very</u>, <u>really</u>, and <u>too</u></li> </ul>

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ActiveBook Self-Study Disc.....	Inside back cover

Conversation Strategies	Listening/ Pronunciation	Reading	Writing
<ul style="list-style-type: none"> <li>Use <u>Why don't we ...?</u> to suggest an activity</li> <li>Say <u>Sorry, I can't</u> to apologize for turning down an invitation</li> <li>Provide a reason with <u>have to</u> to decline an invitation</li> <li>Use <u>Well, how about ...?</u> to suggest an alternative</li> <li>Use <u>How come?</u> to ask for a reason</li> <li>Use a negative question to confirm information</li> </ul>	<p><b>Listening Skills:</b></p> <ul style="list-style-type: none"> <li>Infer meaning</li> <li>Infer information</li> <li>Listen for main ideas</li> <li>Listen for details</li> <li>Apply and personalize information</li> </ul> <p><b>Pronunciation:</b></p> <ul style="list-style-type: none"> <li><u>Can / can't</u></li> <li>The third-person singular -s</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>A bar graph</li> <li>A fitness survey</li> <li>A magazine article</li> <li>A photo story</li> </ul> <p><b>Skills/strategies:</b></p> <ul style="list-style-type: none"> <li>Interpret a bar graph</li> <li>Infer information</li> <li>Summarize</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Write an interview about health and exercise habits</li> </ul> <p><b>WRITING BOOSTER</b></p> <ul style="list-style-type: none"> <li>Punctuation of statements and questions</li> </ul>
<ul style="list-style-type: none"> <li>Say <u>Welcome back!</u> to indicate enthusiasm about someone's return from a trip</li> <li>Acknowledge someone's interest with <u>Actually</u></li> <li>Decline an offer of assistance with <u>That's OK, I'm fine.</u></li> <li>Confirm that an offer is declined with <u>Are you sure?</u></li> <li>Use <u>Absolutely</u> to confirm a response</li> <li>Show enthusiasm with <u>No kidding!</u> and <u>Tell me more</u></li> </ul>	<p><b>Listening Skills:</b></p> <ul style="list-style-type: none"> <li>Listen for main ideas</li> <li>Listen for details</li> <li>Infer meaning</li> </ul> <p><b>Pronunciation:</b></p> <ul style="list-style-type: none"> <li>The simple past tense ending: regular verbs</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>Travel brochures</li> <li>Personal travel stories</li> <li>A vacation survey</li> <li>A photo story</li> </ul> <p><b>Skills/strategies:</b></p> <ul style="list-style-type: none"> <li>Activate language from a text</li> <li>Draw conclusions</li> <li>Identify supporting details</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Write a guided essay about a vacation</li> </ul> <p><b>WRITING BOOSTER</b></p> <ul style="list-style-type: none"> <li>Time order</li> </ul>
<ul style="list-style-type: none"> <li>Use <u>Excuse me</u> to indicate you didn't understand or couldn't hear</li> <li>Use <u>Excuse me</u> to begin a conversation with a clerk</li> <li>Follow a question with more information for clarification</li> <li>Acknowledge someone's assistance with <u>Thanks for your help</u></li> <li>Respond to gratitude with <u>My pleasure</u></li> </ul>	<p><b>Listening Skills:</b></p> <ul style="list-style-type: none"> <li>Infer the appropriate location</li> <li>Infer the locations of conversations</li> <li>Understand locations and directions</li> </ul> <p><b>Pronunciation:</b></p> <ul style="list-style-type: none"> <li>Contrastive stress for clarification</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>A clothing catalogue</li> <li>Simple and complex diagrams and plans</li> <li>A travel blog</li> <li>A personal opinion survey</li> <li>A photo story</li> </ul> <p><b>Skills/strategies:</b></p> <ul style="list-style-type: none"> <li>Paraphrase</li> <li>Identify supporting details</li> <li>Apply information</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Write an e-mail or letter explaining what clothes to pack</li> </ul> <p><b>WRITING BOOSTER</b></p> <ul style="list-style-type: none"> <li>Connecting ideas with <u>because</u> and <u>since</u></li> </ul>
<ul style="list-style-type: none"> <li>Use <u>I'm sorry</u> to respond with disappointing information</li> <li>Use <u>Well</u> to introduce an alternative.</li> <li>Use <u>I hope so</u> to politely respond to an offer of help</li> <li>Use <u>Let me check</u> to buy time to get information</li> </ul>	<p><b>Listening Skills:</b></p> <ul style="list-style-type: none"> <li>Infer the type of travel service</li> <li>Understand public announcements</li> <li>Listen for details</li> <li>Use reasoning to evaluate statements of fact</li> </ul> <p><b>Pronunciation:</b></p> <ul style="list-style-type: none"> <li>Intonation for stating alternatives</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>Transportation schedules</li> <li>Public transportation tickets</li> <li>Arrival and departure boards</li> <li>Newspaper articles</li> <li>A photo story</li> </ul> <p><b>Skills/strategies:</b></p> <ul style="list-style-type: none"> <li>Make decisions based on schedules and needs</li> <li>Critical thinking</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Write two paragraphs about trips</li> </ul> <p><b>WRITING BOOSTER</b></p> <ul style="list-style-type: none"> <li>The paragraph</li> </ul>
<ul style="list-style-type: none"> <li>Use <u>Well</u> to connect an answer to an earlier question</li> <li>Use <u>How about ...?</u> to make a financial offer</li> <li>Use <u>OK</u> to indicate that an agreement has been reached</li> </ul>	<p><b>Listening Skills:</b></p> <ul style="list-style-type: none"> <li>Listen for details</li> <li>Listen for main ideas</li> </ul> <p><b>Pronunciation:</b></p> <ul style="list-style-type: none"> <li>Rising intonation for clarification</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>A travel guide</li> <li>A magazine article</li> <li>Personal travel stories</li> <li>A photo story</li> </ul> <p><b>Skills/strategies:</b></p> <ul style="list-style-type: none"> <li>Draw conclusions</li> <li>Apply information</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Write a guide to your city, including information on where to stay, visit, and shop</li> </ul> <p><b>WRITING BOOSTER</b></p> <ul style="list-style-type: none"> <li>Connecting contradictory ideas: <u>even though</u>, <u>however</u>, <u>on the other hand</u></li> </ul>

## What is *Top Notch*?

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

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

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

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

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

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

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

## The *Top Notch* instructional design

### Daily confirmation of progress

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

### A purposeful conversation syllabus

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

### An emphasis on cultural fluency

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

### Intensive vocabulary development

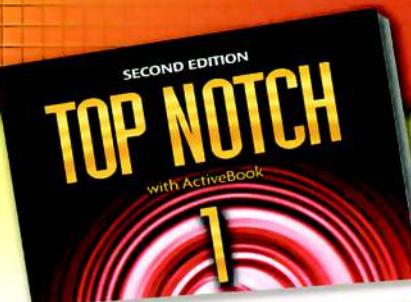
Students actively work with a rich vocabulary of high-frequency words, collocations, and expressions in all units of the Student's Book. Clear illustrations and definitions clarify meaning and provide support for independent study, review, and test preparation. Systematic recycling promotes smooth and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

### A dynamic approach to grammar

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

### A dedicated pronunciation syllabus

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



# ActiveBook

**Top Notch 1 ActiveBook**

**Contents**

**More Practice**

**Learning Objectives**

- Unit 1: Getting Acquainted
- Unit 2: Going Out
- Unit 3: The Extended Family
- Unit 4: Food and Restaurants
- Unit 5: Technology and You
- Unit 6: Staying in Shape
- Unit 7: On Vacation
- Unit 8: Shopping for Clothes
- Unit 9: Taking Transportation
- Unit 10: Shopping Smart
- Reference Charts
- Grammar Booster
- Writing Booster
- Top Notch Pop Lyrics

**GOALS** After Unit 5, you will be able to:

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

**No tax if you buy at the airport**

**Blue Dot Bluetooth® Earphone**  
\$32.99  
Buy this now!

**My Buddy 2667 Portable GPS**  
With touch screen  
Free 16GB available  
\$299.99

**Supershot Digital Camera**  
Optical zoom  
Buy this now!

**Glimpse Stereo Headphones**  
\$99.99  
Motor Black

**As an intro, you can enter to win a \$100 gift certificate to a local business!**

**Imtek Speakers**  
\$29.99

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

- a laptop (computer)
- a desktop (computer)
- an earphone
- a GPS
- a DVD player
- a flash drive
- a digital camera
- headphones
- a projector
- a projector
- a camcorder
- speakers

**B** **Discussion** Choose a product from the ad that you would like to replace an old one. Discuss the reasons. Use this vocabulary or your own ideas.

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

**D** **Focus on language** Find the following sentences and phrases in the Photo Story. Choose the statement that is closer in meaning to each sentence.

1. "This printer's driving me crazy!"  
a. I love this printer.  
b. I hate this printer.
2. "It's on the blink again."  
a. The printer has a problem.  
b. The printer is OK.
3. "It's an absolute lemon."  
a. It's very bad.  
b. It's very good.

**E** **Pair work** Make a list of five electronic products that are necessary for your life. Put them in order from most important (1) to least important (5). Compare lists with a partner. Explain why each product is necessary for you.

**A Digital Student's Book (with complete audio)**

**Unit 5 Technology and You Grammar and Vocabulary A Sorting**

Drag each statement or question into the correct category.

Yes, I am. My sister is. What are you?

Michelle isn't here. She's shopping.

He's leaving at 5:00 p.m. today. No, we're not. Where are you going this afternoon?

**Actions in progress**  
Rose is making coffee in the kitchen.

**Future plans**  
Mr. and Mrs. Fennel are leaving tomorrow.

**Short answers**

**Interactive practice (with daily activity records)**

- Extra listening and reading comprehension
- Record-yourself speaking
- Grammar and vocabulary practice
- Games and puzzles
- Top Notch Pop and karaoke

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**Self-Check** Write a checkmark  next to the things in your Student's Book to find and study.

**GRAMMAR**  
□ The present continuous (page 52)

**Unit Study Guide**  
(Unit 5)

**Printable test preparation and review**

**Positive descriptions of products**

- affordable
- awesome
- convenient
- fast
- fixable
- great
- guaranteed
- popular
- portable
- pretty good
- terrific
- up-to-date

**Negative descriptions of products**

- a lemon
- a piece of junk
- an antique
- awful
- broken
- defective
- horrible
- not fixable
- obsolete
- pretty bad
- slow
- not fixable
- obsolete
- pretty bad

**SOCIAL LANGUAGE**

- [I'm] ready for an upgrade
- I'm looking for a...
- pretty good
- terrific

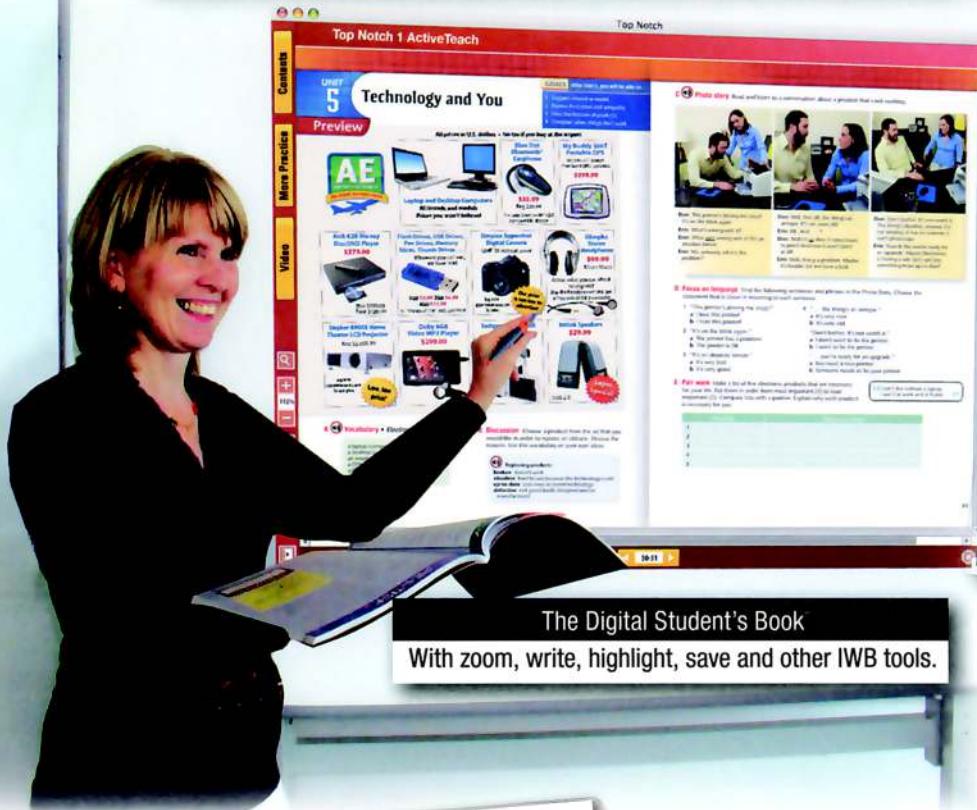
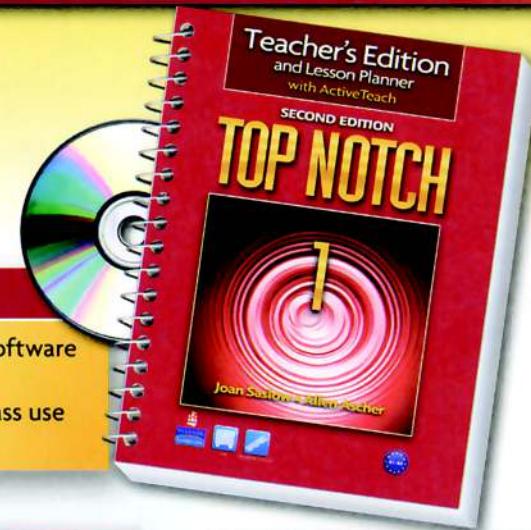
# The Teacher's Edition and Lesson Planner

## Includes:

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

## ► ActiveTeach

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

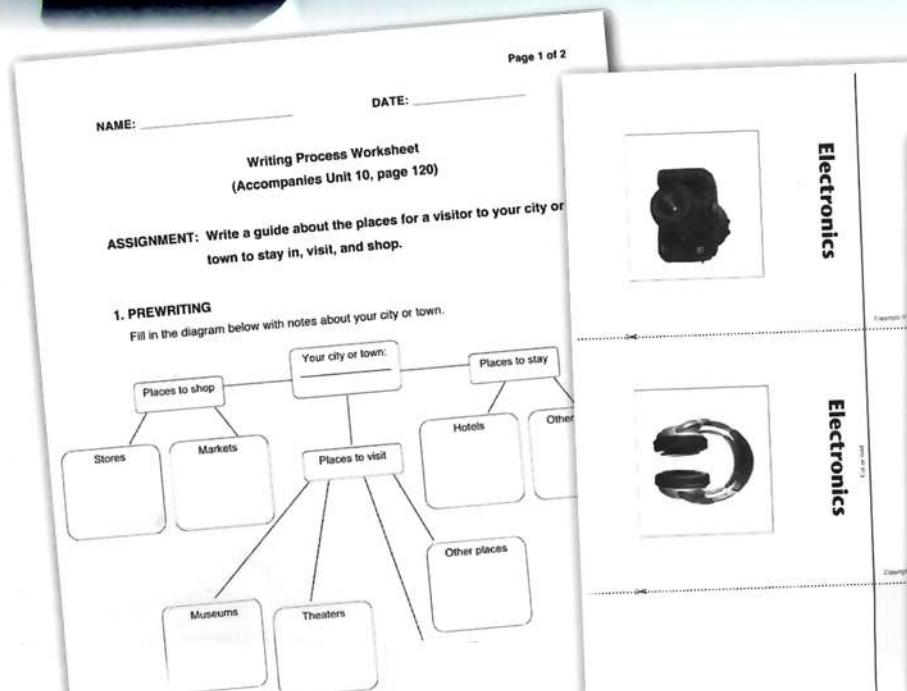


The Digital Student's Book

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

## Top Notch TV

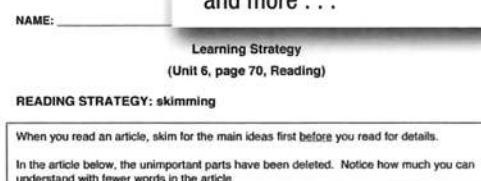
A hilarious situation comedy, authentic unrehearsed on-the-street interviews, and *Top Notch Pop* karaoke.



## Printable Extension Activities

Including:

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



## When You Think You Can't . . .

Mark Zupan

Mark Zupan — as evident in 1995 — Mark Zupan — quadriplegic — changed his life — cannot move — arms or legs —

— plays quad rugby —

— winning a gold medal in 2008 —

— gives talks — raises money for his sport —

— lifts weights —

— drives a car — goes to rock concerts —

— careful about — diet —



Bethany Hamilton

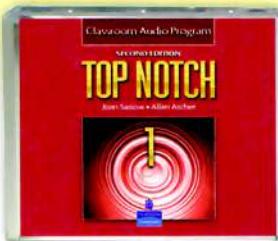
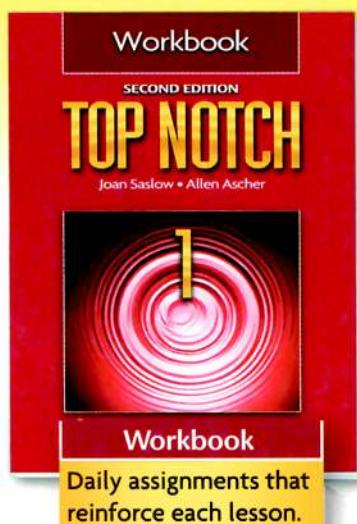
Bethany Hamilton — as evident in 2003 — the left her — arm — attacked by — shark — Three weeks later — she — surfing — talk — raises money for her sport —

— lifts weights —

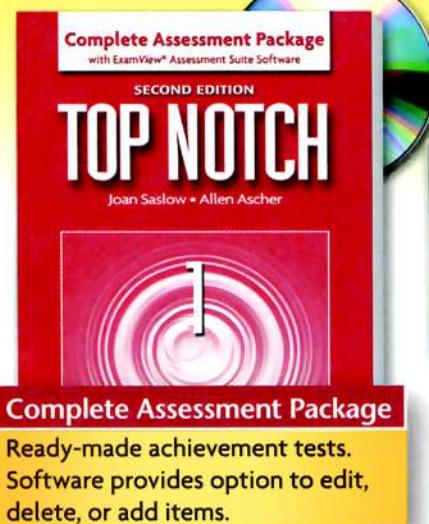
— drives a car — goes to rock concerts —

— careful about — diet —

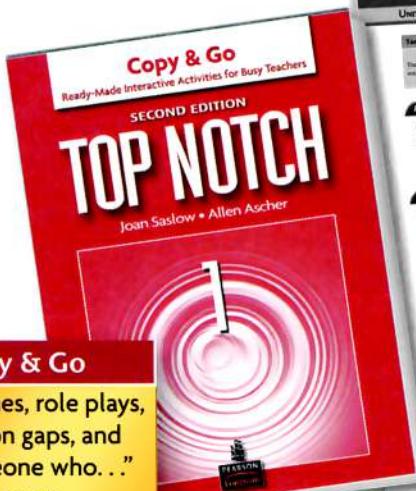
# Other components



**Classroom Audio Program**  
Includes a variety of authentic regional and non-native accents.



**Full-Course Placement Tests**  
Choose printable or online version.



## Copy & Go

Board games, role plays, information gaps, and “find someone who...” for every lesson.

**Activity 17** GROUP WORK – Board game  
UNIT 5 – LESSON 1

**Target Language** The present continuous, adjectives, vocabulary  
**Materials** Each group of students needs: one copy of the worksheet, one copy of the board game, one die, one marker for each student, one pen/pencil.

**PREPARATION** (2–3 minutes)

- Put the board game on the table.
- Point to each verb + phrase as you say a sentence in the present continuous using that verb + phrase. For example, I’m shopping for a computer. I’m taking the bus tomorrow.

**PROCEDURE** (10–15 minutes)

- Explain that students are going to play a board game.
- Put students in groups of three or four. Give each group a copy of the worksheet, a die, and a place marker for each student.
- Explain the activity. Students place their markers in the START square. They then roll the die and move the number of squares, in a clockwise direction.
- When the student lands on a square, he or she must make a sentence in the present continuous using a verb + phrase found in the center of the game board.
- Students get one point for each correct sentence. If a student lands on a square more than once, he or she must make a different sentence each time in order to receive another point.
- Set a time limit. The student who has the most points wins.

**OPTIONS/ALTERNATIVES** (8–10 minutes)

- Play the game as a two-player question-and-answer practice. Student A asks an information question in the present continuous using the verb in that square. Student B answers the question.
- Assign one point for a correct question and one point for a correct answer.
- Set a time limit. The student who has the most points wins.

34 = LESSON PLAN



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COPY & GO 1 • ACTIVITY 17

www.mytopnotchlab.com

**mytopnotchlab** Joan Saslow • Allen Ascher

Look at the newspaper concert listings. Then complete the chart.

**JAZZ IN THE PARK**  
An afternoon of jazz with James Carter. One of the best jazz saxophones today! (The New York Times)  
Show starts at 10:30 PM at the Havana Club. Tickets: \$25

**the White Stripes**  
ROCK N' ROLL FROM DETROIT, USA  
11:30 PM  
CONTINENTAL CLUB  
TICKETS \$15

**Alfred Brendel**  
An evening of classical music with world-renowned classical pianist Alfred Brendel. Beethoven's piano sonatas Nos. 8, 9, and 13. Performance begins at 8:00 PM at City Music Hall. Tickets are \$45.

12:45	\$25	\$10	The White Stripes
the Havana Club	Alfred Brendel	Continental Club	rock
11:30	\$45	jazz	8:00

Who is playing? What kind of music? Where is it? What time is the show? How much?

**MyTopNotchLab**

An optional online learning tool with:

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

## Getting Acquainted

## Preview

Why are you studying English?



to do business



to study



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

other:



to travel

**Did You Know?**

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

Please complete the form.

Title:  Mr.  Mrs.  Ms.  Miss

Last/Family Name

First/Given Name

Nationality

Occupation

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

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

..... to do business?

..... to study?

..... (other reasons)

..... to get to know people?

..... to travel?

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

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



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

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

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

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



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

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



**Ted:** Sorry I'm late.

**Susan:** Ted, this is Cara's dad.

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

**Sam:** Likewise. But please call me Sam.

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

- 1 two expressions you can use when you introduce people.
- 2 three expressions you can use when you meet someone.
- 3 three expressions you can use when you don't want to be formal.

**E** Complete your response to each person.

Nice to meet you.

GIVEN NAME	<u>Jerry</u>
FAMILY NAME	<u>Rivera</u>
OCCUPATION	<u>singer</u>

Good to meet you.

GIVEN NAME	<u>Naomi</u>
FAMILY NAME	<u>Watts</u>
OCCUPATION	<u>actress</u>

1 Nice to meet you, too, . . . .

- a Mr. Jerry
- b Mr. Rivera
- c Ms. Rivera

2 Good to meet you, too, . . . .

- a Ms. Watts
- b Ms. Naomi
- c Mr. Watts

**F Role play** Imagine your partner is a famous person. Introduce your partner to the class. Use formal titles.

“ I'd like you to meet Jerry Rivera. Mr. Rivera is a singer. ”

## CONVERSATION MODEL

1:04

**A** Read and listen to people meeting someone new.

A: Who's that?

B: Over there? I think she's new.

A: Well, let's say hello.

...

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

C: Hi. My name's Kathryn Gao. But everyone calls me Kate.

A: Great to meet you, Kate. Where are you from?

C: New York.

1:05

**B** **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with two partners.GRAMMAR **Information questions with be: Review****Who's** your teacher?  
**Who are** they?She's Ms. Nieto.  
They're my classmates.**Where's** she from?  
**What city are** you from?She's from Argentina.  
We're from Los Angeles.**What's** his e-mail address?  
**What are** their names?It's ted@kr.com [say "ted at k-r-dot-com"]  
Andrea and Steven.**How old is** your brother?  
**How old are** they?He's twenty-six.  
She's twelve, and her little sister is eight.**Contractions****Who's** = Who is  
**Where's** = Where is  
**What's** = What is**I'm** = I am  
**he's** = he is  
**she's** = she is  
**it's** = it is**you're** = you are  
**we're** = we are  
**they're** = they are**GRAMMAR BOOSTER** ▶ p. 123

- Information questions with be: usage and form
- Possessive nouns and adjectives (review)

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

1 A: ..... that over there?

B: Oh, that's Hasna. ..... from Lebanon.

A: ..... she? She looks very young.

B: I think ..... twenty-five.

2 A: Your new neighbor seems nice.

..... his name?

B: His ..... Ricardo.

A: ..... he from?

B: Guatemala.

3 A: ..... they?  
 B: I think ..... new students.  
 A: ..... their names?  
 B: Mieko and Rika.

4 A: It was nice to meet your brothers.  
 ..... they?  
 B: Greg's only fourteen. But my older brother, David, is twenty-eight.  
 A: ..... David's occupation?  
 B: ..... a lawyer.

5 A: I'll call you sometime. ..... your phone number?  
 B: ..... 555-0296. ..... yours?  
 A: 555-8747.

6 A: ..... your e-mail address?  
 I'll send you a note.  
 B: ..... choi23@kr.com.  
 A: K - r - dot - com? That's interesting.  
 ..... you from?  
 B: Pusan, Korea. I'm here on business.

**B Grammar practice** Write at least four information questions for your partner.

**Ideas**  
 Who ...?  
 What ...?  
 Where ...?  
 How old ...?

What's your phone number?

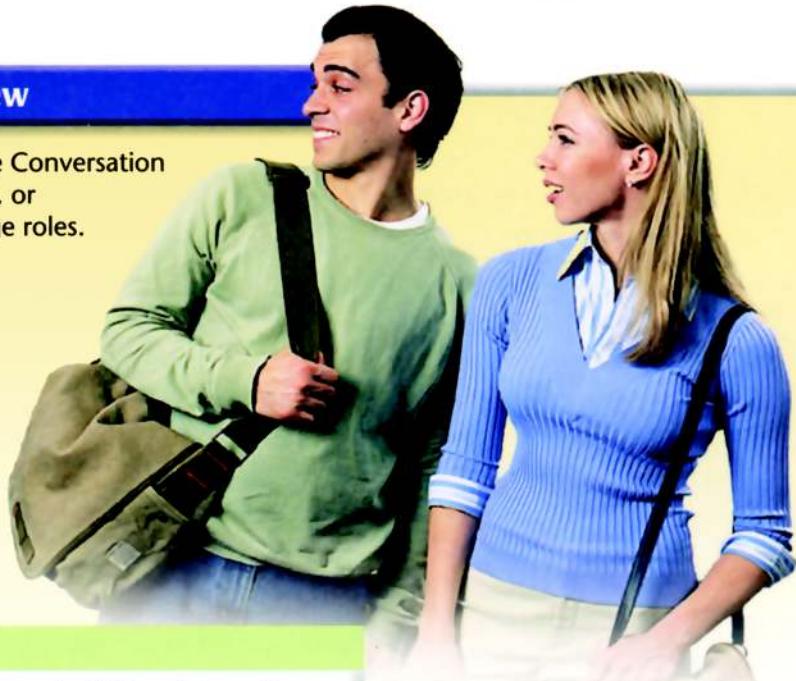


**C Pair work** Now ask and answer your questions.

**NOW YOU CAN** **Meet someone new**

**A Role play** With two partners, personalize the Conversation Model. One of you is new to your class, office, or neighborhood. Meet that person. Then change roles.

A: Who .....?  
 B: Over there? I think ..... new.  
 A: Well, let's say hello.  
 ...  
 B: ..... I'm ..... , and this is ..... .  
 C: ..... My name's ..... .  
 A: ..... Where are you from?  
 C: .....



**Be sure to recycle this language.**

**Introduce people**

This is \_\_\_\_.  
 I'd like you to meet \_\_\_\_.  
 I'd like to introduce you to \_\_\_\_.

**Greet people**

Great to meet you.  
 It's a pleasure to meet you.  
 How nice to meet you!

**Shift to informality**

Everyone calls me \_\_\_\_.  
 Just call me \_\_\_\_.  
 Please 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.

Alejandro Sanz is **handsome**. He's a **handsome singer** from Spain.

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

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

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

Positive adjectives  
beautiful  
great  
excellent  
famous  
handsome  
wonderful  
fantastic  
terrific

**A Grammar practice** On a separate sheet of paper, combine each pair of sentences.

- 1 Juan Luis Guerra is a singer. He's fantastic.
- 2 Penélope Cruz is an actress. She's beautiful.
- 3 Zhong Biao is an artist. He's excellent.
- 4 Alice Waters is a chef. She's famous.
- 5 Eric Clapton and Jeff Beck are musicians. They're great.

Amy Tan is a writer. She's wonderful.

She's a wonderful writer.

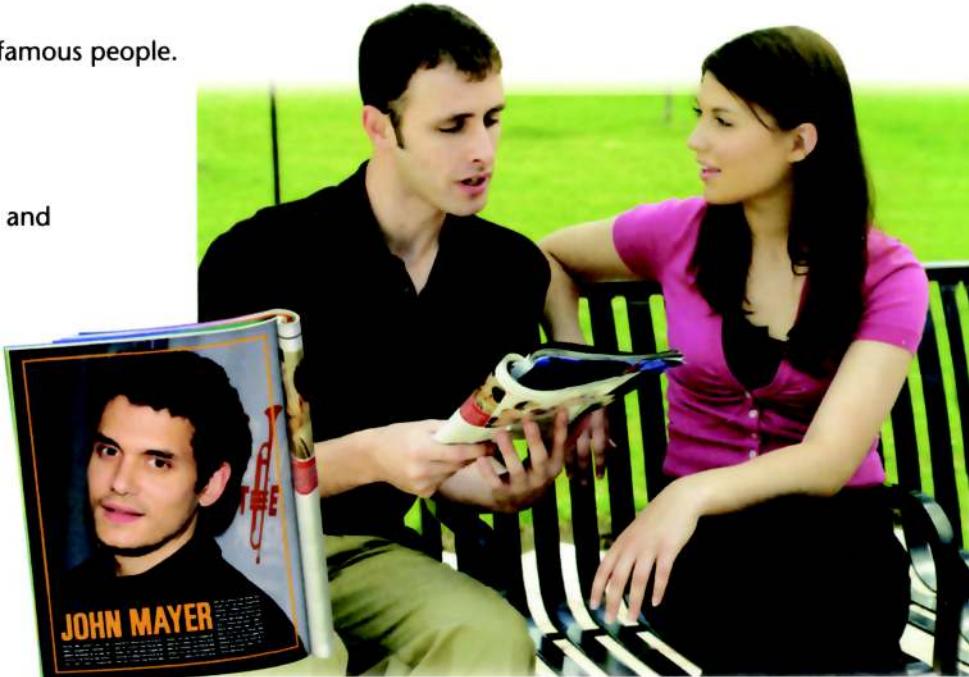
**B** Now write three sentences about other famous people.

## CONVERSATION MODEL

**A** 1:06 Read and listen to someone identify and describe a person.

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

**B** 1:07 **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.



## GRAMMAR

Yes / no questions and short answers with be: Review

Are you our teacher?

Yes, I **am**.

No, I'm **not**.

Is she Chinese?

Yes, she **is**.

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

## Be careful!

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

Is your nickname Josh?

Yes, it **is**.

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

Are you and Tom students?

Yes, we **are**.

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

Are they famous?

Yes, they **are**.

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

## GRAMMAR BOOSTER • p. 124

- Yes / no questions: usage and form
- Common errors

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

**B Grammar practice** Complete the questions and answers. Use contractions when possible.

1 A: ..... your father a teacher?

B: Yes, .....

2 A: ..... your son an athlete?

B: No, ..... an  
artist.

3 A: ..... this your new address?

B: Yes, .....

4 A: Who ..... those new students?

..... from Canada?

B: No, ..... I think ..... from  
the U.K.

5 A: That's a nice hat! ..... new?

B: No, .....

6 A: ..... you a musician?

B: Yes, ..... a violinist.

## PRONUNCIATION

### Intonation of questions

**A**  1:08 Use rising intonation in yes / no questions. Use falling intonation in information questions. Read and listen. Then listen again and repeat.

1 Is this his e-mail address?

3 What's his e-mail address?

2 Are they from Canada?

4 Where are they from?

**B Pair work** Write three yes / no questions and three information questions with be. Then take turns practicing question intonation.

## NOW YOU CAN Identify and describe people

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



**B Pair work** Use the information about the people. Change the Conversation Model to practice asking for and providing information about each person. Use your own adjective. Then change roles.

A: Hey. Who's .....

B: You don't know? For real?

A: No. Is ..... famous?

B: ..... sure is.

A: Where ..... from?

B: .....

**C Change partners** Practice the conversation again. Talk about other famous people.



### Your own famous person

first name .....

last name .....

occupation .....

country .....

adjective to describe the person

## BEFORE YOU LISTEN

1:09

**A**  **Vocabulary** • **Personal information** Read and listen. Then listen again and repeat.

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

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

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

1:10

 Countries and nationalities

Country	Nationality
I'm from Japan.	I'm Japanese.
She's from China.	She's Chinese.
She's from Canada.	She's Canadian.
They're from Argentina.	They're Argentinean.
He's from the U.K.	He's British.
We're from Turkey.	We're Turkish.

See page 122 for a more complete list.

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

**“What's your birthplace?”**

## LISTENING COMPREHENSION

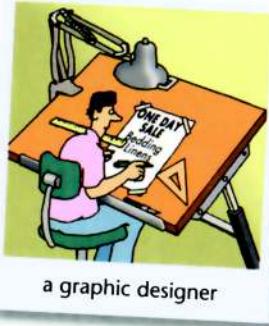
1:11

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

	Nationality	Occupation	Nickname?
1	_____	_____	<input type="checkbox"/> yes <input type="checkbox"/> no
2	_____	_____	<input type="checkbox"/> yes <input type="checkbox"/> no
3	_____	_____	<input type="checkbox"/> yes <input type="checkbox"/> no
4	_____	_____	<input type="checkbox"/> yes <input type="checkbox"/> no



a computer programmer



**B**  **Infer information** Now listen to each conversation again and complete each statement.

1 He grew up in .....  
 a Ankara b London c Izmir

2 Her birthplace is .....  
 a Osaka b Tokyo c Seoul

3 She's originally from .....  
 a Buenos Aires b Montevideo c Santiago

4 His hometown is .....  
 a Chicago b Toronto c New York

## NOW YOU CAN Provide personal information

**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



**Name:** Richard Anderson  
**Nickname:** Rick  
**Occupation:** .....  
**Nationality:** British  
**Birthplace:** .....  
**Age:** .....  
**E-mail:** randy@umail.com.uk



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

**Name:** Lucia Alberti  
**Occupation:** .....  
**Age:** 26  
**Nationality:** .....  
**Hometown:** .....  
**E-mail:** alberti.lucia@inet.com.it



**Name:** .....  
**Occupation:** manager  
**Age:** .....  
**Nationality:** Japanese  
**Hometown:** Kyoto  
**E-mail:** .....



**Name:** .....  
**Nickname:** .....  
**Occupation:** graphic designer  
**Nationality:** .....  
**Age:** 31  
**Hometown:** .....  
**E-mail:** fp52@vmail.com.ve



**Name:** Francisco Pastor  
**Nickname:** Paco  
**Occupation:** .....  
**Nationality:** Venezuelan  
**Age:** .....  
**Home town:** Maracalbo  
**E-mail:** .....



**Name:** Riko Ochiai  
**Occupation:** .....  
**Age:** 42  
**Nationality:** .....  
**Home town:** .....  
**E-mail:** rohira@umet.com.jp



**Name:** .....  
**Occupation:** writer  
**Age:** .....  
**Nationality:** Italian  
**Home town:** Rome  
**E-mail:** .....



**Name:** .....  
**Nickname:** .....  
**Occupation:** photographer  
**Age:** 24  
**Nationality:** .....  
**Birthplace:** Liverpool  
**E-mail:** .....

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

### 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 English in the article. Then answer this question: How does each person use English?

## READING

1:13  
🔊

## Who Uses English?



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



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



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

Source: Authentic interviews of real people

### A Infer information Complete each statement.

**B Scan for facts** Complete the information about the people.

	Ms. Marques	Mr. Yuan	Mr. Stolze
Occupation			
Lives in . . .			
Hometown			
Married?	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no

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

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

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



**Name:** Evelyne Hsu  
**Nickname:** Effie  
**Occupation:** office assistant  
**Hometown:** Chia-yi, Taiwan  
**Birthplace:** same  
**Age:** 27  
**Favorite actor:** Tony Leung  
**Favorite sport:** swimming  
**Other:** lives in Kaohsiung

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



**Name:** José Antonio Méndez  
**Nickname:** Tonio  
**Occupation:** market researcher  
**Hometown:** Celanova, a small town in Spain  
**Birthplace:** Equatorial Guinea (in Africa)  
**Age:** 48  
**Other:** lives in New York, has two children

Meet ..... . He's  
a ....., and he lives in  
..... . Everyone calls him ..... .  
He's originally from ....., but actually  
he was born in ..... .  
Mr. Méndez is ..... years old, and he has

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

Name:  
Nickname:  
Occupation:  
Hometown:  
Birthplace:  
Age:  
Favorite actor:  
Favorite sport:  
Other:

### C Group work Introduce your partner to your classmates.



**Be sure to recycle this language.**

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



# Review

1:14

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

	Name	Occupation	Nationality	
1	George Detcheverry			
2	Sonia Pereira			Polish French
3	Mark Zaleski			Brazilian Australian
4	Marjorie Baxter			

**B** Complete each statement.

1 We're from (China / Chinese).      5 We're from (Japan / Japanese).  
 2 He's (Australia / Australian).      6 They're (Chile / Chilean).  
 3 She's from (Italy / Italian).      7 My neighbors are from (Korea / Korean).  
 4 My friend is (Uruguay / Uruguayan).      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?"

**YOU** .....

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

**YOU** .....

3 "Are you a teacher?"

**YOU** .....

4 **YOU** ..... ?  
"I'm from Canada."

5 **YOU** ..... ?

"I'm a graphic designer."

6 **YOU** .....

"Great to meet you, too."



**D** **Writing** On a separate sheet of paper, write a short description of the classmate you interviewed on page 11. Include the following information.

- first and last name
- age
- occupation
- hometown
- birthplace

1:15/1:16

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

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

**WRITING BOOSTER** ▶ p. 142

- Capitalization
- Guidance for Exercise D

## ORAL REVIEW

### Pair work

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

Who's Ricky Martin?

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

**Contest** Form teams. Create questions for another team about the web page, 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?



**Celebrity Screens**  
Web page of the rich and famous

the news who's who and what's what the rich and famous > forum guestbook  
the rich and famous/ricky martin >

### Ricky Martin: the facts!

**Biography**

real name: Enrique Martin Morales  
occupation: singer and actor  
marital status: single  
birth date: December 4, 1971  
birthplace: San Juan, Puerto Rico

**Other information**

favorite food: Cuban and Italian  
favorite actor: Robert De Niro



### NOW I CAN...

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

## Preview

**GOALS**

After Unit 2, you will be able to:

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

**My Tunes STORE**

**GENRES**

- Rhythm & Blues
- Reggae
- Rock
- Salsa
- Classical Music
- Folk Music
- Movie Soundtracks
- Jazz
- Show Tunes

**FREE DOWNLOADS**

- Albums
- Singles

**FEATURES**

- Add to Facebook
- Buy MP3s

**QUICK LINKS**

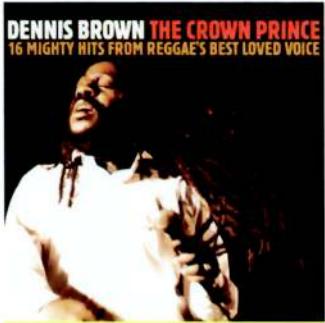
- Browse
- Search
- Redeem
- Support
- My Alerts
- My Account

**THIS WEEK'S SPECIALS**

See All 



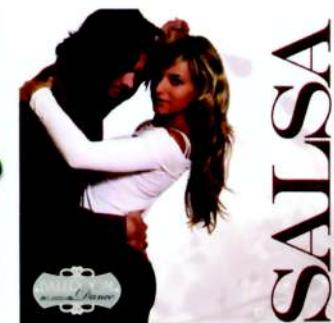
**RHYTHM & BLUES**  
The Best Of Rhythm & Blues 1 & 2



**DENNIS BROWN THE CROWN PRINCE**  
16 MIGHTY HITS FROM REGGAE'S BEST LOVED VOICE



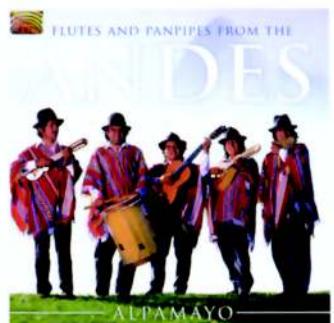
**ROLLING STONES MARTIN SCORSESE SHINE ALIGHT**



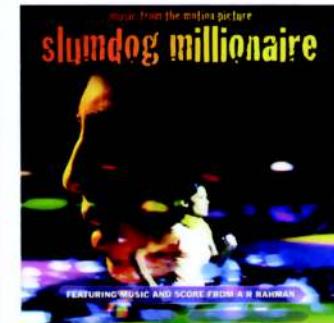
**SALSA**



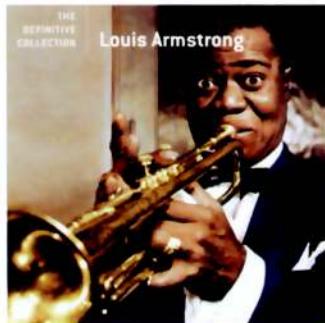
**PHILIPS BEETHOVEN**  
Mstislav Rostropovich Sviatoslav Richter



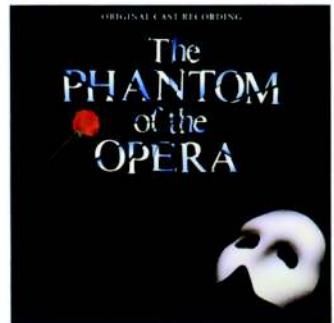
**FLUTES AND PANPIPES FROM THE ALPAMAYO**



**slumdog millionaire**  
FEATURING MUSIC AND SCORE FROM KARNAK



**Louis Armstrong**  
THE DEFINITIVE COLLECTION



**ORIGINAL CAST RECORDING**  
**The PHANTOM of the OPERA**

**A** Look at the online music store site. Do you download music from the Internet? Why or why not?

**B**  **Vocabulary** • **Genres** Listen and repeat.

**C** **Pair work** Tell your partner what you would click on first. Explain why.

**D** **Discussion** Which is better—buying a CD in a store or downloading music from the Internet? Explain your answer.

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


**Meg:** Hey. What's up?

**Sara:** Not much. Just downloading some new songs.

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

**Sara:** Sounds good. Where?

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

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

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

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

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

**Sara:** See you there!

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

1 That's too late for me.

2 Great!

3 music in a concert

4 What are you doing?

5 I like that better.

6 I don't like that.

**G Think and explain** Choose an answer. Use a quotation to explain your answer.

1 What's Sara doing?

a getting music from the Internet

**“**Sara says, 'Just downloading some new songs.' **”**

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

**H** What kinds of music do you like? Number the music genres in order, making number 1 your favorite.

..... salsa

..... rock

..... hip-hop

..... movie soundtracks

..... classical

..... jazz

..... pop

..... reggae

..... other .....

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

**“** Who chose rock as their favorite? **”**



an electric guitar

## CONVERSATION MODEL

1:19

A Read and listen to an invitation to a movie.

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

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

A: At noon.

**To decline . . .**

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

A: Too bad. Maybe some other time.

1:20

B **Rhythm and intonation** Listen again and repeat.

Then practice the Conversation Model with a partner.



## GRAMMAR

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

## Prepositions of time

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

on	in	at
on Saturday	in March	at 8:30
on June 7 <sup>th</sup>	in 2009	at noon
on Monday, May 3 <sup>rd</sup>	in the summer	at midnight
on Tuesday morning	in the morning	
	in ten minutes	

## Contractions

When's = When is

What time's = What time is

Where's = Where is

## Prepositions of place

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

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

## GRAMMAR BOOSTER ▶ p. 125

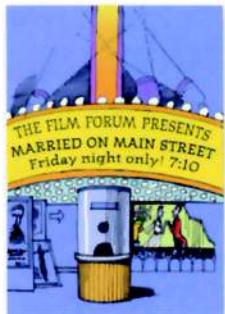
- Prepositions of time and place: usage

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

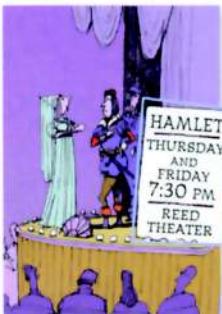
From:	jjlove@meltdown.net	
To:	bonnie@vmail.com	
Subject:	Salsa dance concert	
<p>Hi, Bonnie: Are you busy [ ] Tuesday evening? There's a salsa dance concert right near your office [ ] the Mellon Exhibit Space. Sounds like something really special with dancers from all over the world. It starts [ ] 8:30.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

**VOCABULARY****Entertainment and cultural events**

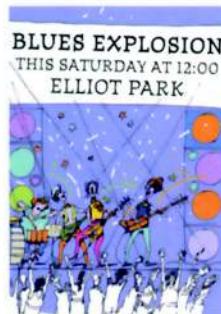
1:21

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

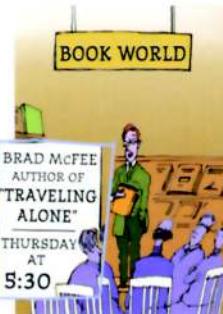
a movie / a film



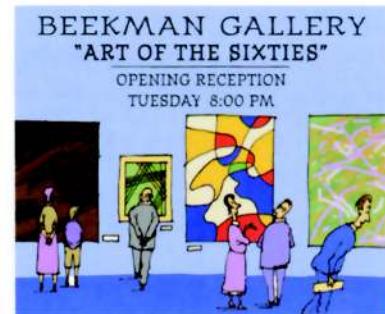
a play



a concert



a talk / a lecture



an art exhibit

**B Pair work** Ask and answer questions about the events in the pictures above. Use When, Where, and What time. Where's the talk?  It's at Book World. **C**  **Listening comprehension** Listen to the conversations and complete the chart.

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

**D**  Listen to the conversations again. Match the event and the place.

..... 1 Agamemnon

a at the Cinema Center

..... 2 the Boston Symphony Orchestra

b at the City Nights Bookstore

..... 3 Bus Stop

c at the Theater in the Circle

..... 4 Nick Hornby

d at the Festival

**NOW YOU CAN** **Accept or decline an invitation****A Pair work** Change the Conversation Model. Use these events or other events. Decide to accept or decline. Then change roles.

A: Are you free .....? ..... is at .....

B: Really? .....

**Don't stop!**

If you decline, suggest a different event.

**Be sure to recycle this language.**

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

**This Week's Entertainment****MOVIES**

**Red Sunset**  
The Cine Lux, Sat./Sun. 8:55 PM

**MUSIC**

**The Soul Brothers**  
The Supermarket, Fri. Midnight

**TALKS**

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

**PLAYS**

**Romeo and Juliet**  
The Bridge Theater, Every night 7:30 PM

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

## CONVERSATION MODEL

1:24

**A** Read and listen to someone asking for and getting directions.

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

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

A: Yes. It's 205 Holly Avenue.

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

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

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

A: Thanks, anyway.

1:25

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



## VOCABULARY

## Locations and directions

1:26

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

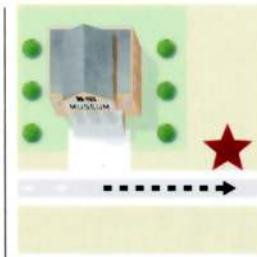
**Locations** Where is the \_\_\_\_\_?



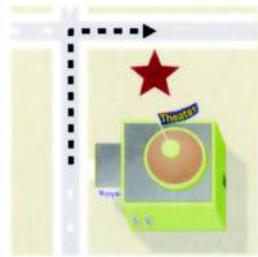
It's **on the right side** of the street.



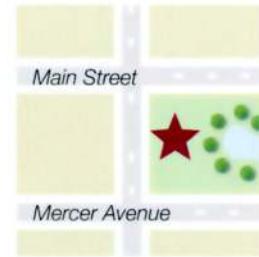
It's **across from** the park.



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

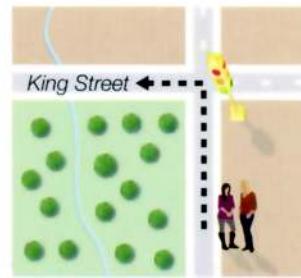


It's **around the corner** from the theater.

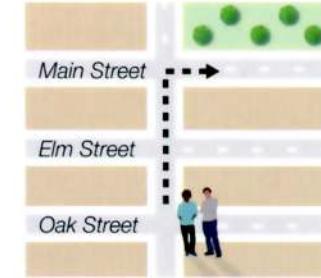


It's **between** Main (Street) and Mercer (Avenue).

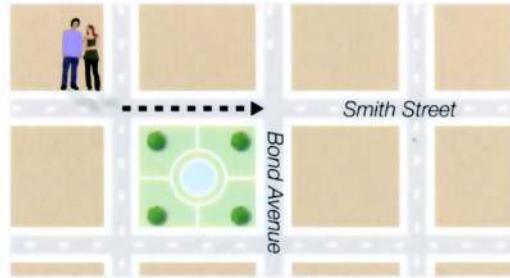
**Directions** How do I get to the \_\_\_\_\_?



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).

1:27

**B**  **Listening comprehension** Listen to the conversations and write the number of each place the people talk about on the map. (Be careful: There are three places but seven boxes.)

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

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

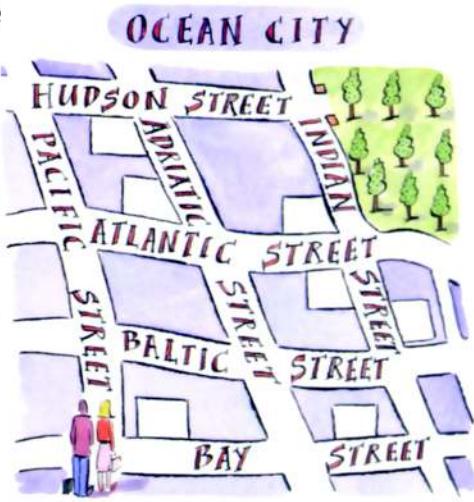
### PRONUNCIATION *Rising intonation to confirm information*

1:28

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

A: Where's the library?      A: Let's meet at the mall.  
B: The library?      B: The mall?

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



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

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

A: Excuse me. I'm looking for .....

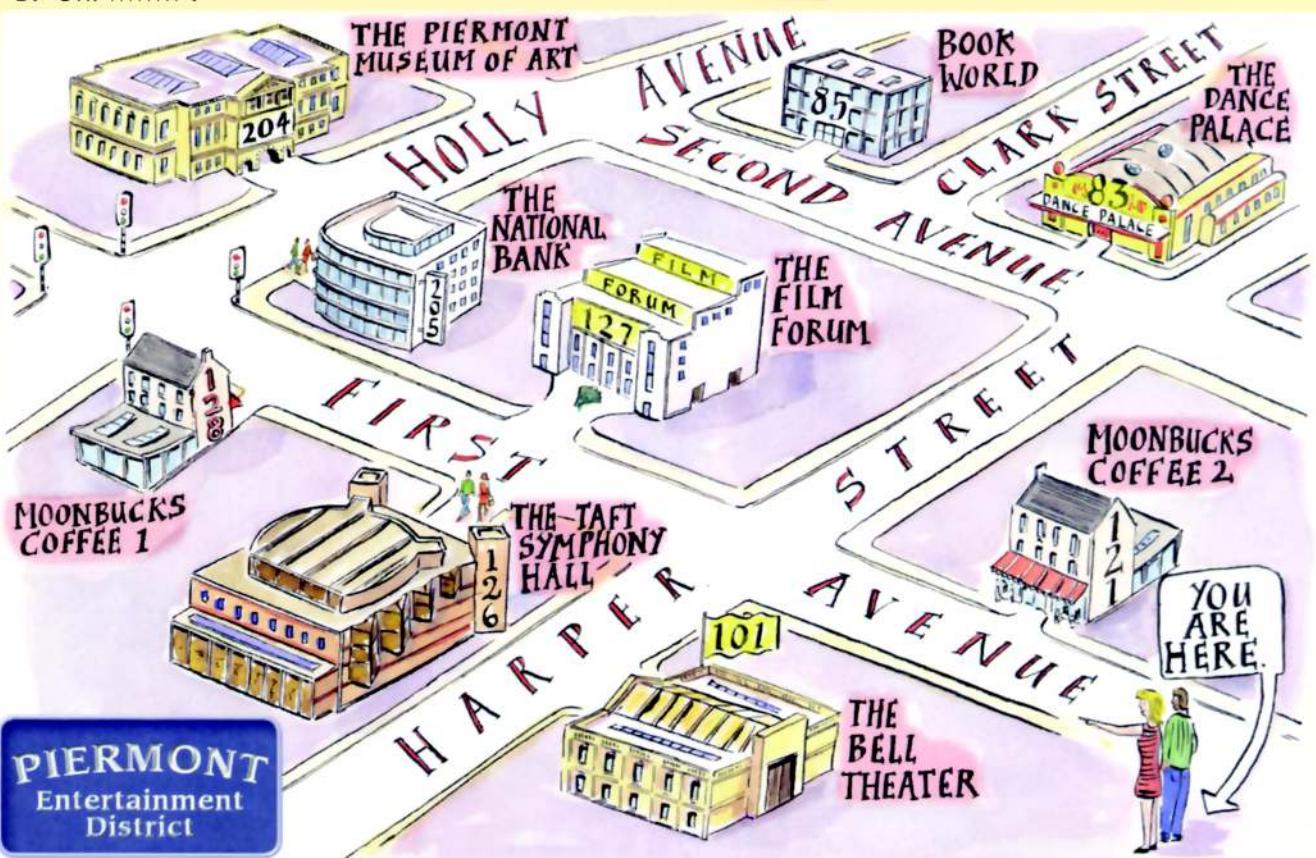
B: .....? Do you know the address?

A: Yes. It's .....

B: Oh.....

*Don't stop!*

Ask about other locations.



**B** **Change partners** Ask about other locations and give directions.

## BEFORE YOU LISTEN

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

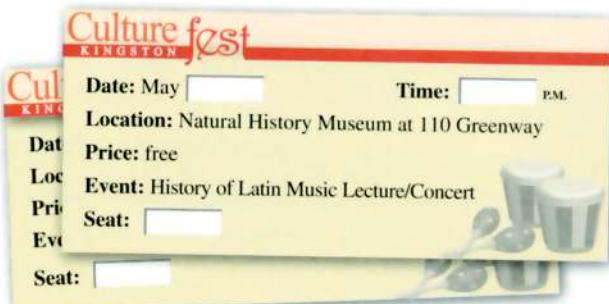
## LISTENING COMPREHENSION

**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.

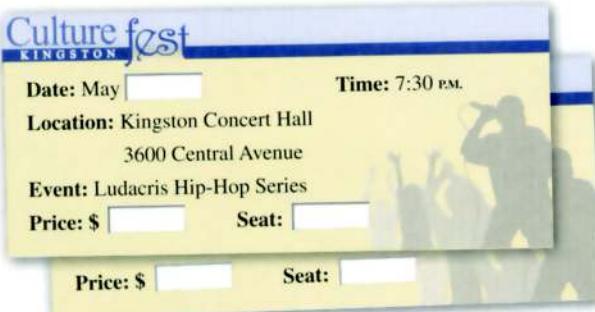
1



2



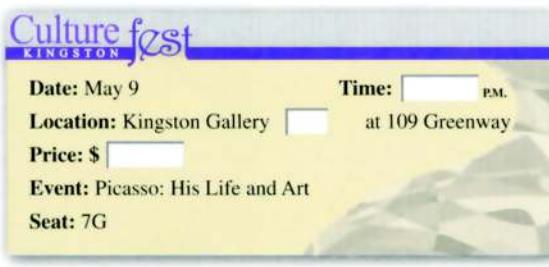
3



4



5



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



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

Event	Day / Date / Time	Place

### Kingston Post

THIS WEEK  
at the

# KINGSTON Culturefest

## HIGHLIGHTS

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

### THEATER

Neil Simon's classic comedy  
**Barefoot in the Park**

Lamont Theater



Tuesday to Friday 8:00 P.M.

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

The Indian Ink Theatre Company

### The Dentist's Chair

“A Serious Play  
For Serious  
Theatergoers”



Kingston Gallery 2

Friday and Saturday 8:00 P.M.

### TALKS / LECTURES

#### Global Warming: How It Changes Our World



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

**Natural History Museum**  
Free!

### GALLERY TALK

#### The History of Art

Series of Six Lectures

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

Monday and Thursday 7:45 P.M.

Kingston Gallery 2

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



### CONCERTS

#### Vanessa-Mae, violinist

Vanessa-Mae will play the Tchaikovsky Violin Concerto in D Major with the New York Philharmonic Orchestra



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

Wednesday and Saturday: 8:00 P.M.

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

Tkts: \$50 (students \$25)

### GALLERY JAZZ

Cassandra Wilson

Singer, songwriter, producer sings from her new album *Loverly*, featuring “Dust my Broom.”



Kingston Gallery 2

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

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



### Be sure to recycle this language.

#### 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 it?

#### Accept and decline

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

#### Locations / Directions

It's across from the \_\_\_\_.  
It's around the corner from the \_\_\_\_.  
It's on the \_\_\_\_ side of the street.  
It's between \_\_\_\_ and \_\_\_\_.  
Turn left at \_\_\_\_.  
Go (Walk / Drive) to \_\_\_\_.

## BEFORE YOU READ

**A Warm-up** In what ways is music important to you?

**B Preview** Read the question at the beginning of the article and the first sentence in each answer. What do you think "musical tastes" are?

## READING

1:31  
▶

## What are your musical tastes?

▶ My favorite genre is alternative rock. I love live concerts. I once saw Metallica and Foo Fighters live in New York. They were awesome. I also like to listen to music when I travel. I just load my mini MP3 player with lots of songs and carry it with me. At home, I like the music channels on TV. I also enjoy music videos and often search for them on the Internet.

**Damir Rudic**

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

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

**Moon-Jeong Curie Lim**

Marketing manager, Seoul, Korea



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

**Adam Klagsbrun**

Sales representative, New York, USA

Source: Authentic interviews of real people

**A Identify supporting details** Read the interviews again. Circle T for true or F for false about each statement. Find details in the text to support your answers.

T F 1 Mr. Rudic likes music videos. He says: .....

T F 2 Mr. Rudic only listens to music at home. He says: .....

T F 3 Ms. Lim buys lots of CDs in stores. She says: .....

T F 4 Mr. Klagsbrun always prefers live concerts to CDs. He says: .....

**B Make personal comparisons** Who are you like: Mr. Rudic, Ms. Lim, or Mr. Klagsbrun? Explain how.

“ I’m like Adam Klagsbrun. I listen to music while I do other things. ”

**NOW YOU CAN** **Talk about musical tastes**

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

**A Frame your ideas** Fill out the survey about your musical tastes.

# MUSIC IN YOUR LIFE

## TAKE THE SURVEY!

1. Are you a music fan?

yes  no

2. What's your favorite kind of music?

rock  pop  classical  
 jazz  R&B  rap / hip-hop  
 Latin  folk  other .....

3. Who are your favorite artists?

.....  
.....  
Why? .....

4. When do you listen to music?

when I study  when I drive  
 when I work  all the time  
 other .....

5. Do you go to concerts?

often  sometimes  never

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

6. How do you listen to music?

on CDs  on the Internet  
 on the radio  on music videos  
 on MP3s  on TV music channels  
 on cassettes  other .....

7. How many CDs do you own?

none  1-50  50-100  100-200  
 more than 200

What kinds of music? .....

**B Pair work** Compare surveys with a partner. Summarize your answers and your partner's answers on the notepad.

About me

I'm a hip-hop fan.

About my partner

Her favorite music is hip-hop, too.

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

“ My partner and I are really into music. We’re both hip-hop fans. ”

**Text-mining (optional)**

Underline language in the Reading on page 22 to use in the Discussion. For example: “I’m into \_\_\_\_.”



# Review

1:32

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

1:33

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

**C** Complete each conversation, based on the picture.



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



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



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



4 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.

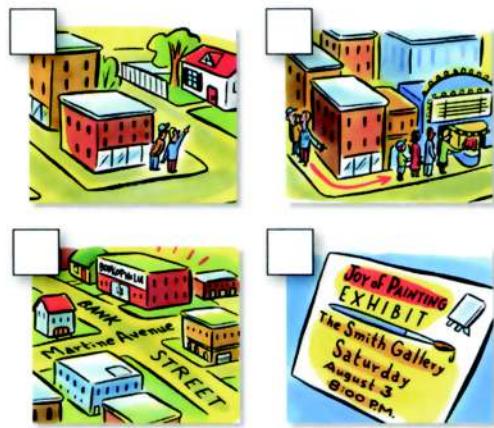
**D** Unscramble the following sentences. Then match the sentences with the pictures. Write the number on the picture.

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

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

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

4 corner The house is around the street and across the



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

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

**WRITING BOOSTER** • p. 142

- The sentence
- Guidance for Exercise E

1:34/1:35



**Top Notch Pop**  
"Going Out"  
Lyrics p. 149

## ORAL REVIEW

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

**Pair work** Create conversations for the two people.

1 Ask and answer questions about the ads.

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

Q: Where's the lecture?

A: It's ...

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



The Journal News- October 22

B16

## Today's Entertainment

### The House on the Other Side of the Street



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

**PLAZA THEATER**

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

### PLAYS

### Wicked

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



### OTHER EVENTS - Talks/Lectures

James M Cowan  
*A Plan for Everyday Life*

Lecture, discussion, book signing

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

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

**DO YOU HAVE ANY  
WATER IN THAT BOTTLE?**



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

### Do You Have Any Liquids?

Mama Cruz Rachel Weldon

**CinePlex 2**

5:25, 7:05, 9:30

### MUSIC

**Nora Jones**  
singer / songwriter

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

### 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.

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

## Preview



**A** Look at Linda's photo album. Fill in the missing words in the yellow boxes.

2:02 **B**  **Vocabulary** • *The extended family*  
Listen and repeat.

### C Pair work Ask and answer questions about Linda's relatives. Use Who.

“ Who’s Bill’s wife? ”

“Who are Mary and Mark?”

“ Rita. ”

“They’re Tom’s in-laws.”

2:03

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



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

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

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

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

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

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

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

**Jane:** About twice a year.

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

**Jane:** They're my younger sister's. Vicky's the girl. And these are her little brothers, Nick and Alex.

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

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

\*adopted: David and Laura aren't Michael's birth parents.

\*twins: Nick and Alex were born at the same time.

**E** **Think and explain** Check true, false, or no info.

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

	true	false	no info
1 David is the husband of Anna's older sister.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 David and Laura have two children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Jane is Laura's younger sister.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Jane doesn't have any brothers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Jane has two nieces and one nephew.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Vicky, Nick, and Alex are Jane's cousins.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

“ He's Jane's brother-in-law, not Anna's. ”

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

I have . . .

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

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

“ How many \_\_\_\_s do you have? ”

## VOCABULARY

## Relationships and marital status

2:04

A  Read and listen. Then listen again and repeat.They're **single**.They're **engaged**.  
(He's her **fiancé**. / She's his **fiancée**.)They're **married**.They're **separated**.They're **divorced**.  
(He's her **ex-husband**. / She's his **ex-wife**.)She's **widowed**.B  **Listening comprehension** Listen to the conversations. Circle the word that completes each statement.1 The woman is (**single** / **engaged** / **married**).3 His sister is (**engaged** / **separated** / **divorced**).2 His aunt is (**engaged** / **widowed** / **divorced**).4 Her sister is (**engaged** / **separated** / **divorced**).

## GRAMMAR

## The simple present tense: Review

## Affirmative statements

I **live** in Rio.  
I **have** two children.  
I **work** in a school.

Claire **lives** in Tokyo.  
She **has** one daughter.  
She **works** in an office.

## Negative statements

I **don't live** in Lima.  
I **don't have** any children.

Paul **doesn't live** in Seoul.  
He **doesn't have** a son.

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

## Yes / no questions and short answers

Do you **have** any cousins?  
Yes, I **do**. / No, I **don't**.

Does she **have** any children?  
Yes, she **does**. / No, she **doesn't**.

Do they **work** nearby?  
Yes, they **do**. / No, they **don't**.

Does he **work** nearby?  
Yes, he **does**. / No, he **doesn't**.

GRAMMAR BOOSTER &gt; p. 126

• The simple present tense:  
usage and form

## Grammar practice

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

1 (have) A: ..... your cousin ..... any children?

B: Yes, she ..... . She ..... two kids—a girl and a boy.

2 (live) A: ..... your grandparents ..... in Sydney?

B: No, they ..... . They ..... in Ottawa.

3 (work) A: ..... your father ..... in Quito?

B: Yes, he ..... . He ..... for the government.

4 (like) A: ..... your cousin ..... hip-hop?

B: No, he ..... . He ..... it at all.

## CONVERSATION MODEL

**A**  <sup>2:06</sup> Read and listen to good news about a relationship.

A: What's new?

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

A: That's great. Congratulations!

B: Thanks!

A: So tell me about her fiancé.

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

Or bad news . . .

B: Actually, I have some bad news. My sister just got divorced.

A: I'm sorry to hear that. Is she OK?

B: Yes, she is. Thanks for asking.

**B**  <sup>2:07</sup> **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.



## NOW YOU CAN Report news about relationships

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

Relationship to you:

What's the news?

Where does he / she live?

What does he / she do?

Other information:

good news  
got married  
got engaged

bad news  
got separated  
got divorced

**B Pair work** Personalize the Conversation Model to tell your partner your news. Then change roles.

A: What's new?

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

A: .....

### Don't stop!

- Ask yes / no questions.  
Is [she] \_\_\_\_? / Does [he] \_\_\_\_? / Do [they] \_\_\_\_?
- Use the simple present tense to say more.  
He lives \_\_\_\_ . They have \_\_\_\_ .  
She works \_\_\_\_ . They don't have \_\_\_\_ .

**C Change partners** Report other good or bad news.

## VOCABULARY

## Other family relationships

2:08

A  Read and listen. Then listen again and repeat.Barry is my **stepfather**. He's my mother's second husband.

1

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

Beth

Gina

Jim is my **stepbrother**. His mother married my father.

2

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

3

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

Mike

Tina

Dana is my **half-sister**. We have the same mother, but different fathers.\*Rob's my **half-brother**.

4

\*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 Carl's stepmother?  Carl's stepmother is Gail. C  **Listening comprehension** Listen to the speakers and infer the relationships. Use the Vocabulary to complete each statement. Listen again if necessary.

1 Her brother has three .....

4 Leo is his .....

2 Carol is his .....

5 Hank is her .....

3 She calls her ..... "Mom."

## GRAMMAR The simple present tense—information questions: Review

What **do** your in-laws **do**?Where **do** their grandparents **live**?When **do** you **visit** your aunt?How often **do** you **call** your nephew?How many cousins **do** they **have**?What **does** your sister-in-law **do**?Where **does** your niece **live**?When **does** he **visit** his aunt?How often **does** she **call** her nephew?How many cousins **does** he **have**?Be careful! Who as subject:Who **lives** in Hong Kong?NOT Who **does live** in Hong Kong?

## GRAMMAR BOOSTER • p. 127

Information questions in the simple present tense:

- Form
- Questions with Who
- Common errors

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

## B Grammar practice

Complete the conversations with the simple present tense.

1 A: ..... nieces and nephews .....?

B: Three. My sister ..... two girls, and my brother ..... a boy.

2 A: My stepfather ..... in a restaurant.

B: Really? ..... he .....?

A: He's the chef and manager.

3 A: My sister ..... with her family in Dublin.

B: Dublin? ..... kids ..... she have?

A: I have two nephews, both adopted.

4 A: ..... your cousins live?

B: One ..... in Thailand. And the other ..... in Norway.

A: Wow! ..... you see them?

B: They come home once a year.

5 A: Where ..... your uncle .....?

B: He ..... at the hospital around the corner.

A: ..... your aunt ..... there, too?

B: No, ..... She's a homemaker.

### CONVERSATION MODEL

A  <sup>2:10</sup> Read and listen to people describing their families.

A: Do you come from a large family?

B: Not really. I have two brothers.

A: What about aunts and uncles?

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

A: That's pretty big!

B  <sup>2:11</sup> **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.



### NOW YOU CAN

### Describe extended families

**A Notepadding** List your extended family relationships on the notepad.

**B Pair work** Personalize the Conversation Model. Then change roles.

A: Do you come from a large family?

B: ..... I have .....

A: What about .....

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

A: .....

**Don't stop! Ask for more information.**

Tell me about your [aunts].

Does she \_\_\_\_? / Do they \_\_\_\_?

Is she / Are they [single]?

What \_\_\_\_? Who \_\_\_\_?

Where \_\_\_\_? How often \_\_\_\_?

When \_\_\_\_? How many \_\_\_\_?

On my father's side ...

On my mother's side ...

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

## BEFORE YOU LISTEN

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

How are you alike?



We look **alike.**  
**the same.**

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

**We both**  
**Both of us** like rock music.

How are you different?



We **don't look alike.**  
**look different.**

We wear **different** clothes.  
We like **he likes classical.**  
**he doesn't.**

B **Pair work** Find three similarities and three differences between you and your partner.

On a separate sheet of paper, write six sentences describing the similarities and differences.

## LISTENING COMPREHENSION

A 2:13 **Identify similarities and differences** Listen to Lucille Kennedy talk about herself and her sister, Laura. Check the statements that are true. Explain your answers.

Lucille and Laura . . .

1	<input type="checkbox"/> look alike.	<input type="checkbox"/> look different.
2	<input type="checkbox"/> like the same food.	<input type="checkbox"/> like different food.
3	<input type="checkbox"/> like the same kinds of movies.	<input type="checkbox"/> like different kinds of movies.
4	<input type="checkbox"/> sometimes wear the same clothes.	<input type="checkbox"/> never wear the same clothes.
5	<input type="checkbox"/> like the same music.	<input type="checkbox"/> like different music.
6	<input type="checkbox"/> have the same number of kids.	<input type="checkbox"/> have different numbers of kids.
7	Lucille and Laura are <input type="checkbox"/> twins. <input type="checkbox"/> stepsisters. <input type="checkbox"/> half-sisters.	



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

favorite colors	They like different colors. Lucille likes ...
musical tastes	sports preferences
	families

## PRONUNCIATION

### Blending sounds

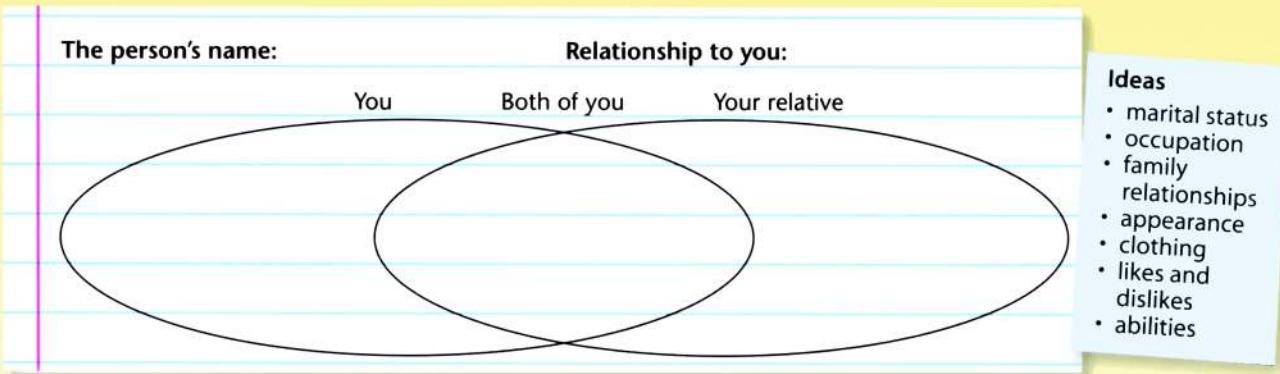
**A**  **2:15** Read and listen. Pay attention to the blended sounds in does she and does he. Then listen again and repeat.

1 **Does she** have any stepchildren?      3 **Does he** live near you?  
*/dʌʃi/*    */dʌzi/*  
 2 How many stepchildren **does she** have?    4 Where **does he** live?  
*/dʌʃi/*    */dʌzi/*

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

## NOW YOU CAN Compare people

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



**B** **Pair work** Tell your partner about you and your relative. Use your notepad. Then compare other people in your families.



**Be sure to recycle this language.**

**Similarities and differences**  
 How are you alike?  
 How are you different?  
 Do you look alike?  
 Do you both \_\_\_\_?  
 Do you \_\_\_\_ the same \_\_\_\_?

**For more information**  
 How about \_\_\_\_?  
 Do you have any \_\_\_\_?  
 How old \_\_\_\_?  
 What does your \_\_\_\_ do?  
 Where does your \_\_\_\_ live?  
 How many \_\_\_\_ does your \_\_\_\_ have?

“ My cousin and I are both single. ”

## BEFORE YOU READ

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

## READING

2:16



## Ask Mr. Dad with Armin Brott

[Home](#) | [About "Ask Mr. Dad"](#) | [Ask a Question](#) | [About Armin Brott](#) | [Visit mrdad.com](#)

## When Adult Children Come Home

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

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

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

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

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

*Ask Mr. Dad your question at [askmrdad.com](#).*

Source: [mrdad.com](#)

**A Confirm facts** Complete each statement.

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

a wants to move into their home	c doesn't want to leave their home
b wants to move away from their home	d doesn't want to come home
- 2 According to the article, most North Americans expect children to move out of their parents' home when they ..... .
 

a reach the age of eighteen	c find a job
b finish college	d get married

**B Infer information** Check all the correct answers, according to what Armin Brott says.

1 Check the reasons adult children are moving back home.

- They don't have jobs.
- They get divorced.
- They can't afford housing.
- They feel good about living with their parents.
- They want to depend on their parents.

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

- to sell his house and go traveling
- to discuss chores at home
- to ask his daughter to find a job
- to try to understand his daughter
- to not worry too much about his daughter

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

**NOW YOU CAN** **Discuss family cultural traditions**

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

**Living At Home?**

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

- between 18 and 20
- between 21 and 25
- between 26 and 30
- over 30
- It depends on their marital status.

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

- They get a job.
- They get married.
- They go away to study.
- They don't want to depend on their parents.
- Other \_\_\_\_\_

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

- They're very happy.
- They're very worried.
- They don't think about it.
- They don't want them to stay.
- Other \_\_\_\_\_

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

- They help with the chores.
- They help pay for expenses.
- They look for a job.
- They look for a new place to live.
- Other \_\_\_\_\_

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

What's the same?

What's different?

**C Group work** Now imagine that you are speaking to a visitor to your country. Explain the family cultural traditions in your country about adult children living at home.

**Text-mining (optional)**

Underline language in the Reading on page 34 to use in the Group Work. For example:  
"Most parents are happy when ..."

# Review

More Practice



ActiveBook Self-Study Disc

grammar · vocabulary · listening  
reading · speaking · pronunciation

2:17

**A** **Listening comprehension** Listen to the people talking 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	<input type="checkbox"/>	<input type="checkbox"/>	
2 Steven	<input type="checkbox"/>	<input type="checkbox"/>	
3 Leslie	<input type="checkbox"/>	<input type="checkbox"/>	
4 Jason	<input type="checkbox"/>	<input type="checkbox"/>	

**B** Complete the sentences with the correct word or phrase.

- 1 Larry doesn't have any brothers or sisters. He's an .....
- 2 Bob's brother is Ron. They have the same birth date. They are .....
- 3 Jun's brother has two daughters. They are Jun's .....
- 4 Eva is Alfonso's wife. Alfonso's parents are Eva's .....
- 5 Hariko's father has five nieces and nephews. They are Hariko's .....
- 6 Jill's father married Wendy's mother. Jill's father is Wendy's .....
- 7 Julie and Brett are divorced. Brett is Julie's .....
- 8 Teresa's mother has two brothers. They are Teresa's .....

**C** Complete the questions. Use the simple present tense.

- 1 A: Where ..... ?  
B: My brother lives in Cuzco, Peru.
- 2 A: What ..... ?  
B: My sister'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 lives near me.
- 6 A: ..... ?  
B: Children? Yes. My sister has two daughters.

**D** **Writing** On a separate sheet of paper, compare two people in your family. Write about how they are similar and how they are different.

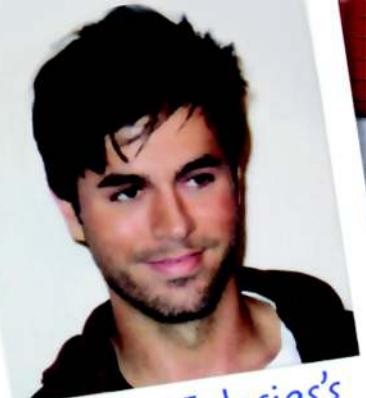
My brother and his wife are similar in some ways, but they are also very different...

**WRITING BOOSTER** ▶ p. 143

- Combining sentences with *and* or *but*
- Guidance for Exercise D

2:18/2:19

**Top Notch Pop**  
"An Only Child"  
Lyrics p. 149



Enrique Iglesias's Family

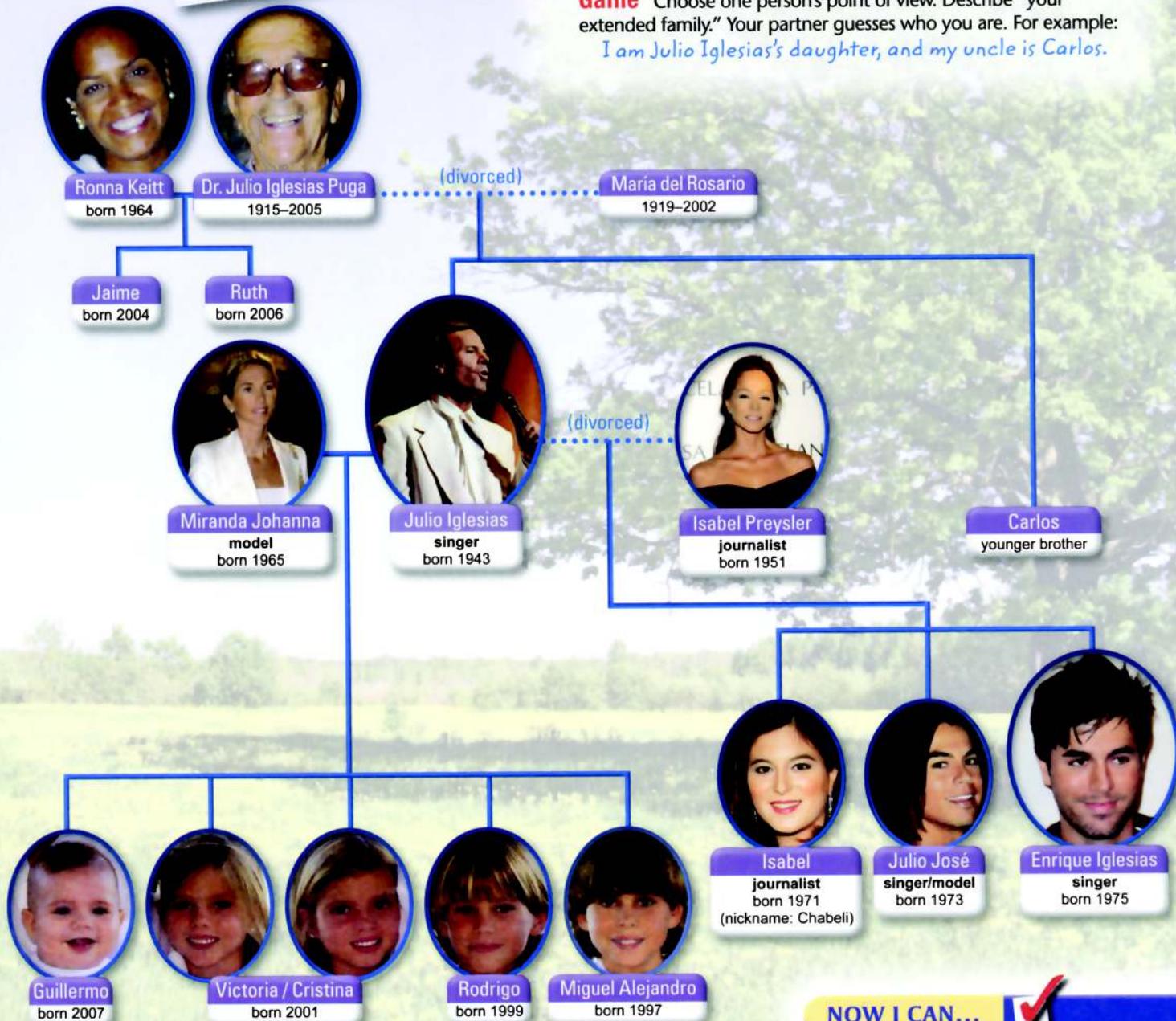
### ORAL REVIEW

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

**Pair work** Ask and answer questions about the family relationships. Use Who, What, When, and How many.  
For example:

Q: Who is Isabel Preysler? A: She's...

**Game** Choose one person's point of view. Describe "your extended family." Your partner guesses who you are. For example:  
I am Julio Iglesias's daughter, and my uncle is Carlos.



### NOW I CAN...

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

UNIT  
4

## Food and Restaurants

## Preview

## GOALS

After Unit 4, you will be able to:

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

**WORLD CAFÉ**

*Today's Specials*

**Appetizers**

- Potato soup  
Colombian Style
- Fried squid  
with spicy tomato sauce

**Salads**

- Mixed green salad
- Tomato onion salad

**Entrées**

- Brazilian steak
- Grilled fish
- Roast chicken

**Desserts**

- Ice cream
- Apple pie
- German chocolate cake

**Beverages**

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

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

**B** **Vocabulary** • **Parts of a meal** Listen and repeat.

**C** **Pair work** Which foods on the menu would you like to order? Are there any foods you wouldn't like to order? Compare tastes with a partner.

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

an appetizer

a salad

an entrée (main course)

a dessert

a beverage



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

**Customer:** I'm ready, thanks. I think I'll start with the potato soup. Then I'll have the roast chicken. What does that come with?

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

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

**Server:** Certainly. And anything to drink?

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

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

Server: Portuguese speaker

#### F Infer meaning Check the correct answers.

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

2 What does the entrée come with?  
 soup and salad  
 salad and dessert  
 carrots and grilled tomatoes  
 salad and carrots or grilled tomatoes  
 water

#### G Focus on language Use the menu from the World Café.

Complete each statement.

- 1 I think I'll start with the .....
- 2 Then I'll have the .....
- 3 For my main course, I'd like the .....
- 4 For dessert, I'll have the .....
- 5 To drink, I'd like .....

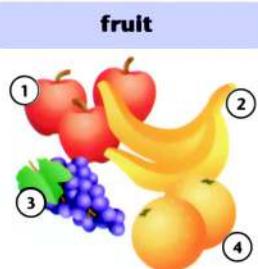
#### H Pair work Read your statements to a partner. Your partner writes your order on the notepad. Then listen to and write your partner's statements.



## VOCABULARY

## Categories of food

2:22

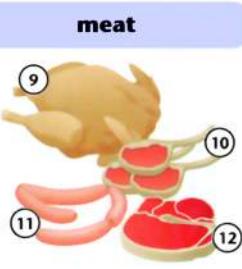
A  Read and listen. Then listen again and repeat. Add another food to each category.

① apples ② bananas  
③ grapes ④ oranges

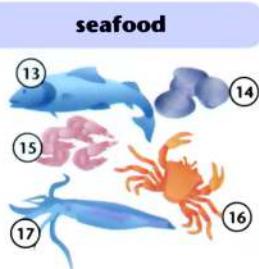
mangoes



⑤ carrots ⑥ peppers  
⑦ broccoli ⑧ onions



⑨ chicken ⑩ lamb  
⑪ sausage ⑫ beef



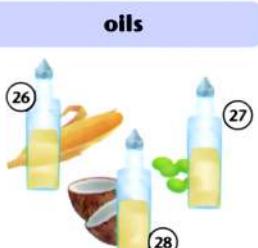
⑬ fish ⑭ clams  
⑮ shrimp ⑯ crab  
⑰ squid



⑯ pasta ⑯ rice  
⑯ noodles ⑯ bread



⑯ butter ⑯ cheese  
⑯ milk ⑯ yogurt



⑯ corn oil ⑯ olive oil  
⑯ coconut oil



⑯ candy ⑯ pie  
⑯ cake ⑯ cookies

B Expand the vocabulary How many foods can you create? Combine foods. Follow the example.

1 orange juice **apple juice, mango juice**  
2 tomato onion **salad**  
3 apple **pie**

4 **grilled** fish  
5 **fried** squid  
6 **potato** soup

## GRAMMAR

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

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

There's milk and an apple in the fridge.

There are oranges, too. But there aren't any vegetables.

Use **there is** with **anything** and **nothing**.Is there anything to eat? (No, **there is** nothing.)

NOT Are there anything to eat?

## GRAMMAR BOOSTER ▶ p. 127

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

## Remember:

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

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

## Grammar practice

1 ..... apples in the fridge?  
 2 ..... any cookies?  
 3 ..... anything to eat in this house?  
 I'm hungry.  
 4 ..... eggs in the fridge. We could make an omelet.

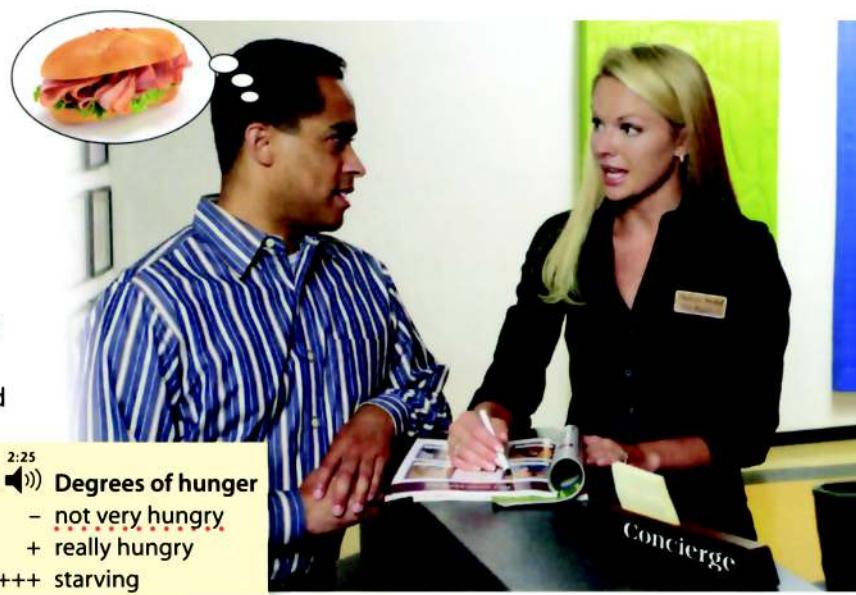
5 I don't think ..... any vegetables on the menu.  
 6 ..... too much sugar in this coffee.  
 7 ..... enough lettuce to make a salad?  
 8 ..... any of that great cheese? I feel like having a grilled cheese sandwich.

### 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?

**B**  2:24 **Rhythm and intonation** Listen and repeat. Then practice the Conversation Model with a partner.



### NOW YOU CAN Ask for a restaurant recommendation

Change the Conversation Model. Ask for a recommendation for today, tonight, dinner, breakfast, or lunch. Recommend a restaurant from the map. Then change roles.

A: Could you recommend a restaurant for .....?  
 B: ..... . What are you in the mood for?  
 A: I don't know. Maybe ..... . I'm .....  
 B: Actually, there's a great place nearby. It's called ..... . Would you like directions?



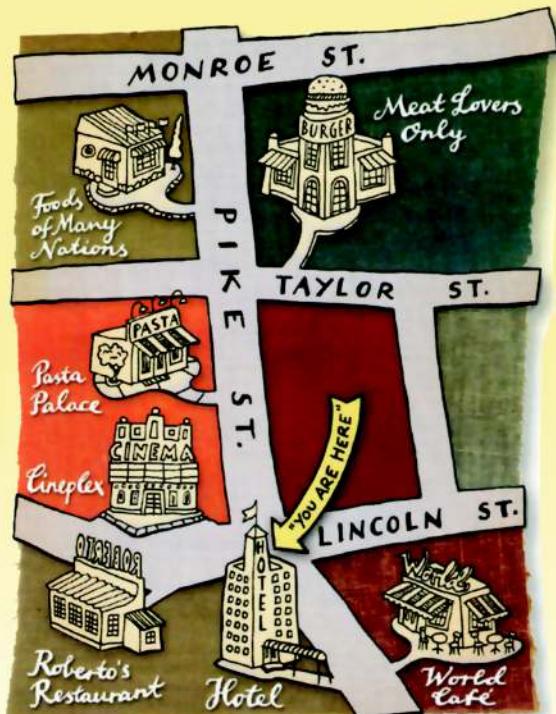
Be sure to recycle this language.

**Locations**  
 around the corner  
 across the street  
 across from the \_\_\_\_\_

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

#### Don't stop!

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



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

## CONVERSATION MODEL

2:26

**A** 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.

2:27

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



## GRAMMAR

Definite article the

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

A: It comes with a salad.

B: OK. I'll have **the salad**.

Also use **the** to talk about something specific.

A: Would you like an appetizer? (not specific; general)

B: Yes. **The fried clams** sound delicious. (specific; they're on the menu)

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

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

## Remember:

The indefinite articles are a and an.

a salad      an appetizer  
a beverage      an entrée

## GRAMMAR BOOSTER ▶ p. 129

- Some and any

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

1 "I think I'll start with **the** potato soup."      3 "I'd like **the** carrots, please."

2 "Then I'll have **the** roast chicken."      4 ". . . maybe I'll have **the** tomatoes."

**B Grammar practice** Complete each conversation with a, an, or **the**.



1 A: What do you feel like eating tonight?

B: Well, ..... seafood special sounds delicious.



2 A: I'm in the mood for ..... really spicy dish.

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



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

4 A: What would you like for your main course? We have ..... nice grilled chicken special on ..... menu tonight.  
B: That sounds good. I'll have ..... chicken special.

## PRONUNCIATION

### The

2:28

A Compare the pronunciation of the before consonant and vowel sounds. Read and listen. Then listen again and repeat.

/θ/ (before consonant sounds)

the chicken  
the soup  
the juice  
the hot appetizer  
the fried eggs

/i/ (before vowel sounds)

the orange juice  
the onion soup  
the apple juice  
the appetizer  
the eggs

B Write a check mark if the underlined word begins with a vowel sound.

the egg salad       the apple cake       the clam soup  
 the Chinese fried squid       the ice cream       the olive oil  
 the tomato sauce       the chocolate milk       the grilled fish

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

## NOW YOU CAN Order from a menu

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

B **Pair work** Use your menu to order food. Pay attention to count and non-count nouns and definite and indefinite articles. Then change roles.

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

B: It comes with .....

A: What kind of ..... is there?

B: .....

A: I'd like ....., please.

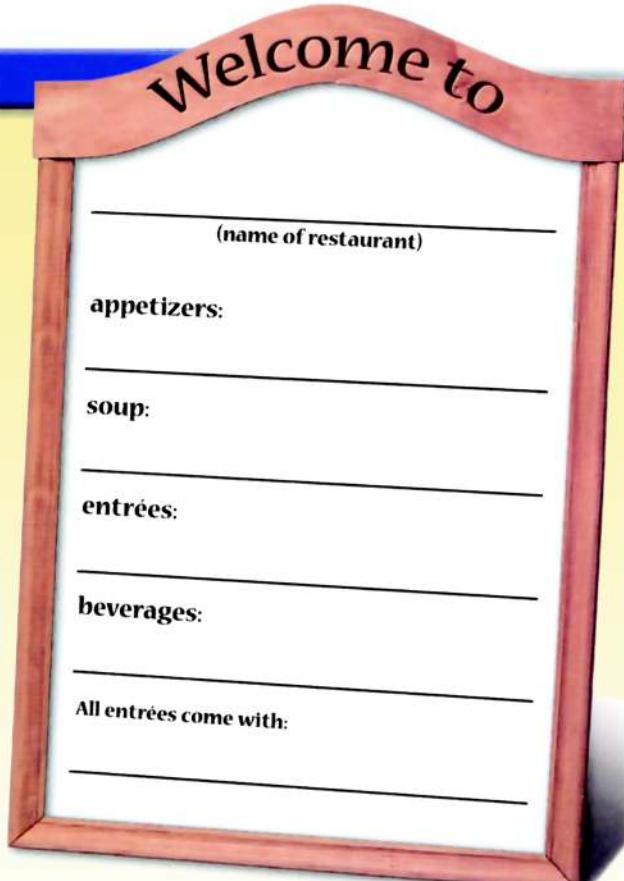
B: Certainly. And to drink?

A: ....., please.

### Don't stop!

- Order an appetizer or a soup.
- Order dessert.

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



(name of restaurant)

appetizers:

soup:

entrées:

beverages:

All entrées come with:

## BEFORE YOU LISTEN

2:29

## Vocabulary • Communicating with a waiter or waitress

Read and listen. Then listen again and repeat.



## LISTENING COMPREHENSION

2:30

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

- 1  We'll take the check, please.  
 Do you accept credit cards?  
 We're ready to order.
- 2  This isn't what I ordered.  
 We're ready to order.  
 Is the tip included?
- 3  No, thanks. We'll take the check, please.  
 Is the tip included?  
 Do you accept credit cards?
- 4  Excuse me! This isn't what I ordered.  
 Excuse me! We're ready to order.  
 Excuse me! We'll take the check, please.
- 5  Excuse me!  
 We'll start with the seafood soup, please.  
 We'll take the check, please.

**B Pair work** Decide what to say to the server in each conversation. Then practice the conversation.

1 A: Oh, no! Have a look at this check!  
 B: I'm not sure we have enough money.  
 Excuse me! ... *Do you accept credit cards?* ...

2 A: Oh, no! They brought us onion soup.  
 We ordered the tomato soup.  
 B: You're right. Excuse me! ...

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

4 A: We can't order dessert. We don't have time.  
B: Right. Excuse me! .....

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

6 A: Where's the waitress? I'm starving.  
B: Excuse me! .....

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

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

appetizer

soup

salad

main course

beverage

dessert

### Parkview Restaurant

#### Appetizers

Crab cakes  
Mini cheese pies  
Mixed grilled vegetables

#### Soup

Spicy shrimp  
Chicken and rice  
French onion

#### Salads

Tomato pepper  
Green bean  
Carrot

#### Entrées

Roast beef  
Fried fish  
Pasta with clam sauce  
Choice of Vegetables: Broccoli, Grilled tomatoes, Potatoes (any style)

#### Desserts

Ice cream sandwiches  
Banana cake  
Chocolate pie  
Mixed fruit salad  
Fruit and cheese plate

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

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



Be sure to recycle this language.

#### Discuss food

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

#### Serve food

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

#### Order food

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

#### Pay for food

I'll / We'll take the check, please.  
Is the tip included?  
Do you accept credit cards?

## BEFORE YOU READ

2:31

**A**  **Vocabulary** • *Adjectives to describe the healthfulness of food* Read and listen.  
Then listen again and repeat.

**healthy / healthful** is good for you

**sweet** contains a lot of sugar

**unhealthy / unhealthful** is bad for you

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

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

**low-calorie** is not going to make you fat

**salty** contains a lot of salt

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

## READING

2:32

 **Get Smart! Eating on the go**

**Home** **Eating on the go**

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

**• Choose the chicken.** Have chicken rather than red meat. When in doubt, order the grilled chicken—not the fried.

**• Go light on the sauce.** Mayo, salad dressings, and other sauces are loaded with calories. Cut down on them, or cut them out altogether!



**Cut down on mayo.**

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



**Skip the fries.**

**• Go for the regular size,** not the extra-large. Super-size portions can super-size YOU.

**• Skip the sides entirely.** Eating a burger by itself is often enough. If you need a side order of something, consider a fruit cup or a side salad, instead of those fatty, salty french fries. Most fast-food restaurants offer those healthy options now.



**Get a side salad.**

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

**Eat more "veggies."**

Source: [fruitsandveggiesmatter.gov](http://fruitsandveggiesmatter.gov)

**A Understand from context** Find the following words and phrases in the Reading and match them with their meanings. Then, on a separate sheet of paper, use the words to write your own sentences.

..... 1 "veggies"	a the amount you eat at one time
..... 2 "side order"	b not choose
..... 3 "go for"	c vegetables
..... 4 "skip" or "avoid"	d choice
..... 5 "portion"	e something you eat with your main course
..... 6 "option"	f choose

**B Infer information** Which tips on the website can help you cut down on calories? fat? salt? sugar? Explain how.

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

## NOW YOU CAN Discuss food and health

**A Frame your ideas** Write a **✓** next to the foods you think are healthy. Write an **✗** next to the foods you think are not. Then discuss your answers with a partner. Explain why some of the foods are unhealthy.



rice



french fries



hot peppers



ice cream



snacks: nuts, chips



chicken



salad



pasta with sauce

“French fries are not healthy. They’re too fatty.”

“I agree.”

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

Healthy foods

oranges

Unhealthy foods

salty foods, like potato chips

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

**Text-mining (optional)**  
Underline more language in the Reading on page 46 to use in the Discussion. For example:  
“Have \_\_\_ rather than \_\_\_.”



**Be sure to recycle this language.**

### Categories of foods

grains  
seafood  
dairy products  
vegetables

meat  
sweets  
fruit  
oils

### Adjectives

healthy / unhealthy  
good / bad for you  
high-calorie / low-calorie  
fatty / salty / sweet / spicy

### Verbs

skip / avoid / cut out  
go light on / cut down on  
fill up on

# Review

More Practice



ActiveBook Self-Study Disc

grammar • vocabulary • listening  
reading • speaking • pronunciation

2:33

**A** **Listening comprehension** Listen to the conversations. Where are the people? Choose at home or in a restaurant. Then predict what each person will say next. Listen again and complete the statements.

- 1 The man and woman are **(at home / in a restaurant)**.  
I think he's going to ask, "Does dessert ..... with my ..... ?"
- 2 Caroline and her mom are **(at home / in a restaurant)**.  
Her mom is probably going to say, "But Caroline, ..... are really ..... ."
- 3 The man and woman are **(at home / in a restaurant)**.  
It's possible that he's going to say, "..... the grilled ..... ."
- 4 The couple is **(at home / in a restaurant)**.  
It's possible that she's going to say, "Terrific! Let's ..... an omelet and a salad. I'm really ..... !"

**B** Write examples of foods for each description below.

Spicy foods	Salty foods	Sweet foods	Fatty foods

**C** Write four questions you can ask a waiter or a waitress.

- 1 .....
- 2 .....
- 3 .....
- 4 .....



2:34/2:35  
**Top Notch Pop**  
"The World Café"  
Lyrics p. 149

**D** Complete each sentence with a form of there is or there are.

- 1 ..... too much pepper in the soup.
- 2 I hope ..... not too much sugar in the cake. Sugar isn't good for you.
- 3 Excuse me. I'm looking for a restaurant. .... any good restaurants in the neighborhood?
- 4 ..... any low-fat desserts on the menu?
- 5 ..... an inexpensive restaurant nearby?
- 6 You should eat some fruit. ..... some nice oranges on the kitchen table.
- 7 ..... enough cheese in the fridge for two sandwiches?
- 8 I'm in the mood for soup. What kind of soup ..... on the menu?

**E** **Writing** On a separate sheet of paper, write a short article for a travel newsletter. Write at least five sentences about foods in your country. 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 and ideas: and, in addition
- Guidance for Exercise E

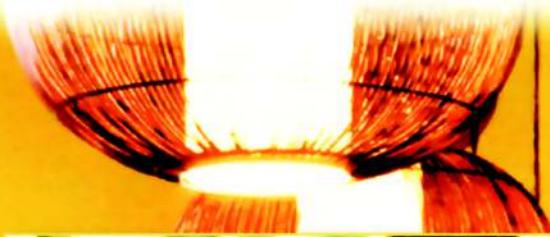
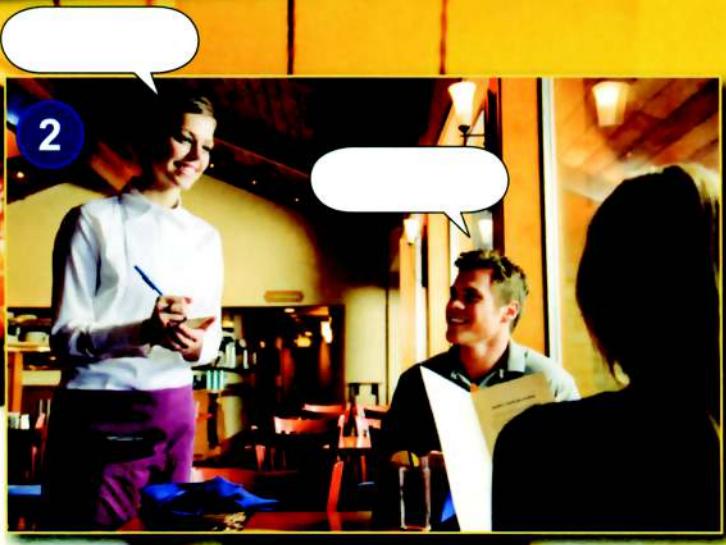
## ORAL REVIEW

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

A: Can I help you?

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

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



### NOW I CAN...

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

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

## Preview



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

<p><b>Laptop and Desktop Computers</b> All brands and models Prices you won't believe!</p>	<p><b>Blue Dot Bluetooth® Earphone</b> \$32.99 Reg \$39.99 For any Bluetooth® v2.0 compatible device</p>	<p><b>My Buddy 266T Portable GPS</b> with touch screen free live traffic updates \$299.99</p>	
<p><b>Arch K2R Blu-ray Disc/DVD Player</b> \$279.00</p> <p>Was \$399.00 Save \$120.00</p>	<p><b>Flash Drives, USB Drives, Pen Drives, Memory Sticks, Thumb Drives ...</b> Whatever you call 'em, we have 'em!</p> <p>1GB \$3.99 2GB \$6.99 4GB \$12.99 ALL BRANDS AT ONE LOW, LOW PRICE</p>	<p><b>Simplex Supershot Digital Camera</b> 10MP 3X optical zoom Log on to <a href="http://airportelectronics.com">airportelectronics.com</a> for price.</p> <p><b>Our price is too low to advertise!</b></p>	
<p><b>Stryker 8900X Home Theater LCD Projector</b> Reg \$2,699.99</p> <p>Log on to <a href="http://airportelectronics.com">airportelectronics.com</a> for sale price.</p> <p><b>Low, low price!</b></p>	<p><b>Doby 8GB Video MP3 Player</b> \$299.00</p>	<p><b>Sedgewick ML-506 Camcorder</b> \$499.00</p>	<p><b>Imitek Speakers</b> \$29.99</p> <p><b>Super Special!</b></p>

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

a laptop (computer)  
a desktop (computer)  
an earphone  
a GPS  
a DVD player  
a flash drive

a digital camera  
headphones  
a projector  
an MP3 player  
a camcorder  
speakers

## B Discussion Choose a product from the ad that you would like to replace an old one. Discuss the reasons. Use this vocabulary or your own ideas.

## 3:03 Replacing products

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

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


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

**Erin:** What's wrong with it?

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

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

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

**Erin:** OK. And . . . ?

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

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

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

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

**D Focus on language** Find the following sentences and phrases in the Photo Story. Choose the statement that is closer in meaning to each sentence.

1 "This printer's driving me crazy!"

- a I love this printer!
- b I hate this printer!

2 "It's on the blink again."

- a The printer has a problem.
- b The printer is OK.

3 "It's an absolute lemon."

- a It's very bad.
- b It's very good.

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

- a It's very new.
- b It's very old.

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

- a I don't want to fix the printer.
- b I want to fix the printer.

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

- a You need a new printer.
- b Someone needs to fix your printer.

**E Pair work** Make a list of five electronic products that are necessary for your life. Put them in order from most important (1) to least important (5). Compare lists with a partner. Explain why each product is necessary for you.

 I can't live without a laptop. I use it at work and at home . . . 

Product	Why necessary?
1	
2	
3	
4	
5	

## CONVERSATION MODEL

**A** 3:05  Read and listen to someone suggesting a brand and a model.

A: Hey, Lisa. What are you doing?  
 B: I'm online. I'm looking for a flat screen TV. Any suggestions?  
 A: What about a Clarion? I hear the LP 10 is great. And it's inexpensive.  
 B: Really?  
 A: Yes. You know, I'm going shopping later. Would you like to come along?

**B** 3:06  **Rhythm and intonation** Listen again and repeat.  
 Then practice the Conversation Model with a partner.



3:07  **Positive descriptions**  
 pretty good ☺  
 great ☺☺  
 terrific ☺☺☺  
 awesome ☺☺☺☺

GRAMMAR *The present continuous: Review*

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

## Actions in progress

A: What **are** you **doing** right now?  
 B: I'm **looking** for a laptop.

## Future plans

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

I  
 You  
 We  
 They } are shopping.  
 aren't shopping.  
 He  
 She } is shopping.  
 She isn't shopping.

## Questions

Are you **looking** for a cell phone? (Yes, I am. / No, I'm not.)

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

Is he **using** the computer? (Yes, he is. / No, he's not.)

Where **are** you **going**? (To Technoland.)

Who's **buying** the new cell phone? (My wife.)

## GRAMMAR BOOSTER ▶ p. 130

**The present continuous:**  
 • Spelling rules  
 • Form and usage rules

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

**future** 1 What **are** you **doing** this weekend? ..... 4 Josh isn't home. He's **shopping** for a laptop.  
 ..... 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 falling intonation. Then take turns saying each question.

  1 What are you doing?  
  2 Are you buying a computer?

  3 What time are you going?  
  4 Is she looking for a new printer?

**VOCABULARY****More electronics**

3:09

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

a smart phone

a cell phone /  
a mobile phone

a scanner



a photocopier



a fax machine

**B Integrated practice** Complete each conversation with an electronic product from pages 50–53 and the present continuous.1 A: ..... to Electronica tomorrow?  
*Marian / go*B: Yes. ..... for a new .....  
The old one is broken, and she listens to music while she's exercising.2 A: Why ..... a .....?  
*Ann / get*B: She sends a lot of e-mails to her friends, and .....  
*her old one / not work*3 A: Can I use your .....?  
B: Sure. But just a minute. Right now .....  
*I / use* it to move a file from my laptop to my desktop.4 A: ..... *Sue / prepare* a new presentation, and she wants to use these pictures.B: She's welcome to use my .....  
It's really great.

5 A: Is it possible to use your ..... for my son's birthday party?

B: Sure. What day? ..... *I / use* it tomorrow at the school play. After that, you can have it.6 A: What ..... *your parents / watch*?

B: A music video. Now that they have a ..... they watch all day!

**NOW YOU CAN Suggest a brand or model****A Pair work** Change the Conversation Model, using these ads or ads from a newspaper or online store. Then change roles.

A: I'm looking for ..... Any suggestions?

B: What about .....? I hear the ..... is .....  
And it's .....

A: Really?

B: Yes. You know, I'm going shopping ..... Would you like to come along?

 **Be sure to recycle this language.**Are you free \_\_\_\_?  
I'd love to go, but I \_\_\_\_.  
I'm sorry, but I'm not free \_\_\_\_.Don't stop!  
Accept or decline the invitation.**B Change partners** Discuss other products and suggest other brands or models.

## CONVERSATION MODEL

3:10

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

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

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

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

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

3:11

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



3:12

 Ways to sympathize

I'm sorry to hear that.  
That's too bad.  
That's a shame.  
Oh, no!

3:13

 Negative descriptions

a piece of junk	awful
pretty bad	horrible
terrible	a lemon

## VOCABULARY

## Household appliances and machines

3:14

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



1 a food processor



2 a hair dryer



4 a dishwasher



5 a coffee maker



7 a fan



16 an air-conditioner

3 a pressure cooker



8 a stove



9 an oven

10 a juicer



10 a juicer



11 a washing machine

12 a dryer



13 a blender



14 a freezer

15 a refrigerator / a fridge



17 a vacuum cleaner

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

For cleaning or washing	For food preparation	For cooking	For storage

**C**  **3.15 Listen to predict** Listen and write the name of the appliance. Then listen again and predict what the other person will say. Check the box.

1 appliance: .....

Is it fixable?

Sure. No problem.

2 appliance: .....

It's an air-conditioner.

It's a Cool Wave.

3 appliance: .....

It's not working? That's a shame.

About thirty, I think.

4 appliance: .....

Oops! Sorry about that.

Sounds great!

5 appliance: .....

Just use a little more water.

I think the machine is defective.

6 appliance: .....

Yeah. I'm so glad I bought it!

I think it's time for an upgrade.

7 appliance: .....

It's a lemon.

Wow. That sounds great.

8 appliance: .....

I'm sorry to hear that.

Sure. Just a second.

## NOW YOU CAN Express frustration and sympathy

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

	Product	Brand
1	a hair dryer	Beautiful Hair
2		
3		
4		
5		

**B Pair work** Change the Conversation Model. Use your own products and brands. Express frustration and sympathy. Use the negative descriptions vocabulary from page 54. Then change roles.

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

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

A: Again? ..... . What brand is it?

B: ..... . It's .....

**C Change partners** Express frustration about other products and brands.

## BEFORE YOU READ

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

## READING

3:16  
🔊

## PRO MUSICA



More than a radio, more than a CD player, more than an MP3 player—the Pro Musica is the first complete music system for your entire life. The innovative, all-in-one Pro Musica fills all the rooms of your house with beautiful music from just one source.

It replaces everything else you listen to. MP3 players, radios, and CD players are a thing of the past. And the whole family can be listening to their favorite music in every room at the same time.

Program the Pro Musica to play Metallica in the kitchen and Brahms in the bedroom. Listen with the portable wireless speakers or on your innovative wireless earbuds. You and your spouse can even be listening to two different things in the very same room at the same time. The sky's the limit!

And even better—you can take the Pro Musica's remote and wireless speakers with you anywhere—to the office, to your friend's house for a party, or even to the beach. Play anything, anywhere.



The Pro Musica wireless remote—  
Battery operated and easy to use.



The Pro Musica wireless speakers—  
Place them anywhere.



The Pro Musica wireless earbuds—  
Move around as you listen.

## FEATURES

- ◆ **IT'S CONVENIENT.** Everything you need is built into the system so you can enjoy your music all from one source—and with only one simple-to-use remote control.
- ◆ **IT'S POPULAR.** The Pro Musica is now used by more households than any other home music system.
- ◆ **IT'S PORTABLE.** The remote is small and easy to carry. It comes with its own battery pack, so you can take it with you anywhere.

- ◆ **IT'S AFFORDABLE.** One Pro Musica system costs much less than the many CD players, radios, etc. that most people have to buy to have music in their lives.
- ◆ **IT'S GUARANTEED.** Use Pro Musica for a full year. If for any reason you are unhappy with the product, just return it for a full refund.

## A Understand from context

Choose one of the features to complete each statement.

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

**Features**  
guaranteed  
popular  
portable  
affordable  
convenient

## B Activate language from a text

Would you buy the Pro Musica? Explain your answer.

Use the features vocabulary and your own ideas.

3:17

**C**  **Listening comprehension** Listen to the radio advertisements for some crazy gadgets. Check all the adjectives that describe each product.



1 "The Sleeper"

convenient  popular  
 portable  affordable

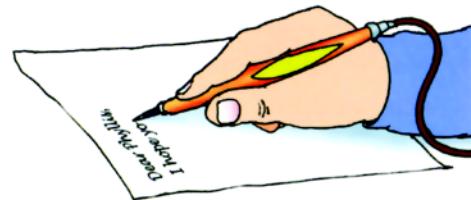


2 "Cool as a Cucumber"

convenient  popular  
 portable  affordable

**gadget** /'gædʒɪt/ n.  
 a small tool or machine that makes a particular job easier

Longman Dictionary of American English



3 "The Scribbler"

guaranteed  convenient  
 affordable  popular

**D**  **Pair work** Choose one of the three gadgets. Listen again and take notes on a separate sheet of paper. Then try to convince your partner to buy the product. Use the features vocabulary from the Reading on page 56.

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

## NOW YOU CAN Describe features of products

**A Notepadding** Choose one good product that you own and one bad product (appliances, electronic products, gadgets, etc.). Write the good and bad features on the notepad.

Product	Brand	Features
scanner	Blue Bird	obsolete
MP3 player	Vista	affordable / up-to-date

Product

Brand

Features

**B Discussion** Describe the features of your products. Tell your classmates about all the good and bad features.

**“I don’t recommend the Blue Bird scanner. It’s obsolete.”**

**“You should buy the new Vista MP3 player. It’s affordable and up-to-date.”**



**Be sure to recycle this language.**

### Negative descriptions

awful slow  
 broken terrible  
 defective an antique  
 horrible a lemon  
 not fixable a piece of junk  
 obsolete drives me crazy  
 on the blink

### Positive descriptions

great guaranteed  
 terrific affordable  
 awesome convenient  
 fast pretty good  
 popular up-to-date

### Ways to sympathize

I’m sorry to hear that.  
 That’s too bad.  
 That’s a shame.  
 Oh, no!  
 Maybe it’s fixable.  
 You’re ready for an upgrade.

## BEFORE YOU LISTEN

A 3:19 **Vocabulary** • *Ways to state a problem* Read and listen. Then listen again and repeat.



The window won't open / close.



The iron won't turn on.



The air-conditioning won't turn off.



The fridge is making a funny sound.



The toilet won't flush.



The sink is clogged.

B Write the names of machines, appliances, and gadgets that sometimes . . .

- 1 won't open or close. ....
- 2 won't turn on or off. ....
- 3 make a funny sound. ....

## LISTENING COMPREHENSION

A 3:20 **Listen for details** Listen to the conversations. Write the room number for each complaint. Then listen again and write another problem for each room.

## GUEST COMPLAINT LOG

ROOM	PROBLEM	OTHER PROBLEMS?
203	The toilet won't stop flushing.	
	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.

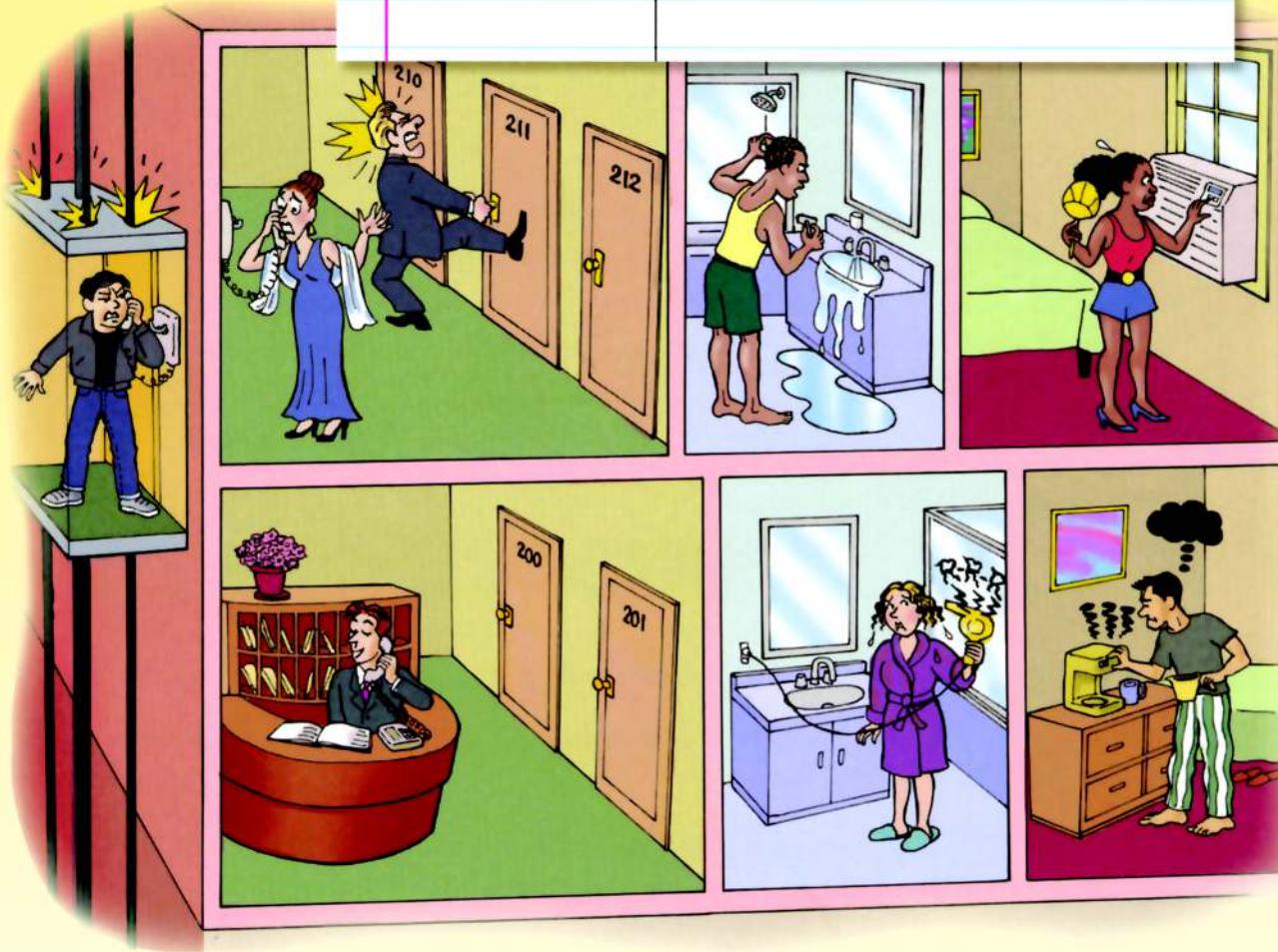
“It’s serious when the sink is clogged. Water on the floor is very bad.”

## NOW YOU CAN Complain when things don’t work

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

Room / place

Problem(s)



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

“Hello. Front desk. Can I help you?”

“I’m in the elevator. It’s not working.”

“I’ll send someone right away.”



Be sure to recycle this language.

### Telephone language

Hello?  
This is room \_\_\_\_.  
Can I call you back?  
Bye.

### State a problem

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

### Respond

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

# Review

More Practice



ActiveBook Self-Study Disc

grammar • vocabulary • listening  
reading • speaking • pronunciation

3:21

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

Example: *The fan won't turn on.*

1 .....

2 .....

3 .....

4 .....



3:22/3:23  
**Top Notch Pop**

"It's Not Working Again"  
Lyrics p. 149

**B** Complete each conversation with a question in the present continuous.  
(It's possible to write more than one question.)

1 A: Where ..... tomorrow?

B: We're going to My Electronics World.  
Want to come along?

2 A: Are you ..... a new  
camera?

B: Yes. Our old camera is obsolete. It's  
not digital.

3 A: When .....

B: He's getting a smart phone for his  
birthday.

4 A: What .....

B: Tomorrow? We're fixing our old printer.

5 A: What .....

B: Right now? We're eating dinner.

**C** Complete each statement. Circle the correct word or phrase.

1 This new toilet is (**defective** / **portable**). It doesn't flush.

2 I think my TV is (**affordable** / **broken**). I hope it's fixable.

3 Your computer is probably (**obsolete** / **up-to-date**). You should get a new one.

4 This scanner is really a piece of junk. I think we should get (**an upgrade** / **a lemon**).

**D** Classify products, appliances, and gadgets on the following chart. Write at least three in each category.  
(Some products may go in more than one category.)

Machines that are:						
Portable	Popular	Convenient	Affordable	Good for communication	Good for entertainment	Good for cooking
					MP3 player	

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

I have a Hot Spot dishwasher and ...

**WRITING BOOSTER** ▶ p. 144

- Placement of adjectives
- Guidance for Exercise E

## ORAL REVIEW

1



**Contest** Form teams. Study the pictures for two minutes. Then close your books. Ask another team questions about each picture.

(One point for each correct answer.) For example:

*Q: Is there a hair dryer in the kitchen?*

*A: Yes, there is.*

### Pair work

1 Point at the people and ask and answer questions. Use the present continuous. For example:

*Q: What's he doing?*

*A: He's listening to music on his MP3 player.*

2 Create conversations for the people in Pictures 1, 2, and 4. For example:

*A: The vacuum cleaner's not working again.*

*B: Again? I'm sure it's fixable.*

2



3



4



### NOW I CAN...

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

# 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-glance reference to the non-count nouns used in *Top Notch 1*.

aerobics	cheese	entertainment	ice	oil	service	traffic
air-conditioning	chicken	fish	ice cream	outerwear	shopping	transportation
basketball	clothing	food	juice	pasta	shrimp	TV
beef	coffee	fruit	junk food	pepper	sightseeing	walking
bike riding	crab	garlic	lamb	pie	skydiving	water
bread	culture	golf	lettuce	rice	sleepwear	weather
broccoli	dancing	health	lingerie	running	soccer	wildlife
butter	dessert	history	meat	salad	soup	yogurt
cake	dinner	hosiery	milk	salt	squid	
candy	electronics	hot sauce	music	sausage	swimming	
cash	English	housework	nature	seafood	tennis	

## Irregular verbs

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

# TOP NOTCH

## 1A

***Grammar Booster***



# Grammar Booster

The Grammar Booster is optional. It is not required for the achievement tests in the *Top Notch Complete Assessment Package*. If you use the Grammar Booster, there are extra exercises in the Workbook in a separate labeled Grammar Booster section.

## UNIT 1 Lesson 1

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

Use **Who** to ask about people, **What** to ask about things, **Where** to ask about places, and **How old** to ask about age.

#### singular nouns

Who's your teacher?

What's your name?

Where's your father from?

How old is your sister?

#### plural nouns

Who are the new students?

What are their names?

Where are your classmates from?

How old are your children?

#### 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?

I → **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. Follow the example.

My occupation? I'm a student. **What's your occupation?**

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

**D** Complete each sentence with a possessive adjective.

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

**UNIT 1 Lesson 2**

**Verb be: usage and form**

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

**noun subject**

Our teacher is from the United States.  
That school is new.

**pronoun subject**

She is from the United States.  
It is new.

**Affirmative statements**

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

I am a student.	He She It	is late.	You We They	are married.
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**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.

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

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

Are you a salesperson? Yes.

**A** On a separate sheet of paper, write these sentences, using contractions.

Then practice saying each sentence aloud.

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

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

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

**Prepositions of time and place: usage rules****Time****Use on with the names of days or dates.**

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

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

in 2008      in July      in [the] spring      in an hour  
 in the morning      in the 20<sup>th</sup> 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 Korea      in Africa      in the ocean

**Use at for buildings and addresses.**

at the theater      at the supermarket      at the bank  
 at the train station      at 10 Main Street

**A Complete the following sentences with on, in, or at.**

- 1 When's the movie? The movie is \_\_\_\_ Friday \_\_\_\_ 8:30.
- 2 \_\_\_\_ the weekend, I'm going to the concert \_\_\_\_ the public library.
- 3 Where is he? He's not here right now. He's \_\_\_\_ work.
- 4 Where's his office? It's \_\_\_\_ the center of town.
- 5 When was her mother born? She was born \_\_\_\_ January 1.
- 6 When does the movie take place? It takes place \_\_\_\_ the 19<sup>th</sup> century \_\_\_\_ Africa.
- 7 The park opens \_\_\_\_ 6:00 \_\_\_\_ the morning and closes \_\_\_\_ dusk.
- 8 Is the concert hall \_\_\_\_ Grove Street?
- 9 I think the theater is \_\_\_\_ the right side of the street.
- 10 Let's go to the evening show. The concert is outside, and the weather is really hot \_\_\_\_ the afternoon.
- 11 This concert occurs every second year \_\_\_\_ November.
- 12 I'll see you \_\_\_\_ Thursday morning in front of the theater, OK?

**B Look at the tickets. On a separate sheet of paper, write questions with When or What time. Write a question with Where.**

**The simple present tense: usage and form****Usage**

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

**facts**

Josh **speaks** Spanish very well.  
They **work** at Coffee Central.

**habitual actions**

Josh **speaks** Spanish every day.  
They **work** late on Fridays.

**Form**

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

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

**Negative forms**

Use **don't** (**do not**) and **doesn't** (**does not**) + the base form of a verb to make negative statements.

I **don't like** American food. He **doesn't like** Greek food.

**Yes / no questions**

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

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

**A Write negative statements. Follow the example.**

Gwen likes classical music. (Her sister) Her sister doesn't like classical music.

- 1 The café closes at 6:00. (The bookstore) \_\_\_\_\_
- 2 Neal lives in Quito. (His sister) \_\_\_\_\_
- 3 Miles works in an office. (His brother) \_\_\_\_\_
- 4 I have a big family. (My husband) \_\_\_\_\_
- 5 My younger brother speaks Chinese. (I) \_\_\_\_\_
- 6 Kiko's nephew likes hip-hop. (Her niece) \_\_\_\_\_

**B Write yes / no questions. Follow the example.**

A: Does your sister live near you? B: No, she doesn't. She lives in another city.

- 1 A: \_\_\_\_\_ drink coffee?  
B: No, he doesn't. My brother drinks tea.
- 2 A: \_\_\_\_\_ children?  
B: No, we don't have any yet.
- 3 A: \_\_\_\_\_ in Mexico?  
B: No, my in-laws live in Chile.
- 4 A: \_\_\_\_\_ English?  
B: Yes, she does. My niece speaks it well.
- 5 A: \_\_\_\_\_ work here?  
B: Yes, they do. My cousins work downstairs.
- 6 A: \_\_\_\_\_ early?  
B: No. The bookstore opens late.

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

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

Where <b>do</b> your in-laws <b>live</b> ?	Where <b>does</b> your sister <b>live</b> ?
When <b>do</b> you <b>visit</b> your parents?	When <b>does</b> she <b>visit</b> her parents?
How often <b>do</b> they <b>go</b> to class?	How often <b>does</b> he <b>go</b> to class?

**Questions with who**

Compare these questions with **who**.

subject

**Who** visits your cousin in Chicago? **My mother** does.

object

**Who** does your mother visit in Chicago? My mother visits **my cousin**.

**Be careful!** Don't use **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 **dees-live** here? NOT Who **live** here?

**How many**

**Be careful!** Always use **How many** with plural nouns.

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

**Complete the information questions.**

- 1 \_\_\_\_\_ your father \_\_\_\_\_? He's a doctor.
- 2 \_\_\_\_\_ your in-laws \_\_\_\_\_? They live in Seoul.
- 3 \_\_\_\_\_ cousins \_\_\_\_\_? I have ten of them.
- 4 \_\_\_\_\_ your parents? I visit them every weekend.
- 5 \_\_\_\_\_ your sister \_\_\_\_\_? She lives across the street.
- 6 \_\_\_\_\_ speaks Russian? My brother-in-law does.
- 7 \_\_\_\_\_ your aunt \_\_\_\_\_ with? She lives with my cousin.
- 8 \_\_\_\_\_ you \_\_\_\_\_? I study late at night.
- 9 \_\_\_\_\_ has three kids? My sister does.
- 10 \_\_\_\_\_ your older brother \_\_\_\_\_? He studies in London.

**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 following 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.

**Non-count nouns: expressing quantities**

We can make many non-count nouns countable:

a slice of bread, a loaf of bread, three pieces of bread, two kinds of bread

The following phrases are used with non-count nouns in order to make them countable:

liquids: a glass of, two cups of, a liter of, six gallons of, a bottle of, a can of

solids: a cup of, a piece of, three slices of, a kilo of, a spoonful of

**C On a separate sheet of paper, complete each statement with a countable quantity.**

(Note: More than one phrase of quantity may be possible.)

liquids

1 This soup is so creamy. It has two \_\_\_\_\_ milk in it.  
2 She must be very thirsty. This is her third \_\_\_\_\_ water.  
3 My car has a big gas tank. It holds \_\_\_\_\_ gas.

solids

4 I ate \_\_\_\_\_ cheese and now I feel sick.  
5 A club sandwich doesn't have two \_\_\_\_\_ bread.  
It has three \_\_\_\_\_ bread.  
6 I like my tea sweet. Please put in \_\_\_\_\_ sugar.

**Questions with How much and How many**

Ask questions with How much for non-count nouns. Ask questions with How many for count nouns.

How much rice is in the soup? Not much. Two cups.

How many eggs are in the fridge? Not many. Three.

**D Complete each question with How much or How many.**

1 \_\_\_\_\_ bread do we need?  
2 \_\_\_\_\_ salt did you put in the beef stew?  
3 \_\_\_\_\_ hot pepper do you like?  
4 \_\_\_\_\_ spoonfuls of sugar do you want  
in your tea?

5 \_\_\_\_\_ oil should I put in this salad?  
6 \_\_\_\_\_ cheese is there in the fridge?  
7 \_\_\_\_\_ slices of bread do you want?  
8 \_\_\_\_\_ cups of coffee did you drink?

**Words that can be count nouns or non-count nouns**

Some nouns can be used as count or non-count nouns. The word is the same, but the meaning is different.

non-count use

Chicken is delicious.

Let's watch TV.

The sun provides light.

count use

I bought two chickens.

We have three TVs in our house.

It's too bright in here. Turn off one of the lights.

Some words can have a count sense or a non-count sense without any real difference in meaning.

I'm in the mood for salad. OR I'm in the mood for a salad.

I'd like steak for dinner. OR I'd like a steak for dinner.

### Plural count nouns: spelling rules

Add -s to most nouns.

cup cups appetizer appetizers apple apples

If a noun ends in a consonant and -y, change the y to i and add -es.

cherry cherries berry berries

BUT: Do not change the y when the letter before the y is a vowel.

boy boys

Add -es to nouns that end in -ch, -o, -s, -sh, -x, or -z.

lunch lunches radish radishes tomato tomatoes  
box boxes glass glasses

#### E Write the plural form of the following count nouns.

1 clam _____	4 olive _____	7 french fry _____
2 snack _____	5 spoonful _____	8 sandwich _____
3 cup _____	6 pear _____	9 vegetable _____
10 potato _____		

## UNIT 4 Lesson 2

### Some and any

Use some and any to describe an indefinite number or amount.

There are some apples in the fridge. (Indefinite number: we don't know how many.)

Are there any oranges? (Indefinite number: no specific number being asked about.)

They are bringing us some coffee. (Indefinite amount: we don't know how much.)

Use some with non-count nouns and with plural count nouns in affirmative statements.

non-count noun plural count noun

We need some milk and some bananas.

Use any with non-count nouns and plural count nouns in negative statements.

non-count noun plural count noun

We don't want any cheese, and we don't need any apples.

Use any or some in questions with count and non-count nouns. There is no difference in meaning.

Do you need any cookies or butter? Do you need some cookies or butter?

#### A Change the following sentences from affirmative to negative. Follow the example.

There is some coffee in the kitchen. There isn't any coffee in the kitchen.

- 1 There are some onions on the table. \_\_\_\_\_
- 2 We have some cookies. \_\_\_\_\_
- 3 They need some onions for the soup. \_\_\_\_\_
- 4 She's buying some fruit at the market. \_\_\_\_\_
- 5 The Reeds want some eggs for breakfast. \_\_\_\_\_
- 6 I want some butter on my sandwich. \_\_\_\_\_
- 7 There is some chicken in the fridge. \_\_\_\_\_
- 8 They need some cheese for the pasta. \_\_\_\_\_

#### B Complete each sentence with some or any.

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.

**The present continuous: spelling rules for the present participle**

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

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

base form      present participle  
talk              → talking

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

leave              → leaving

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

C V C  
s i t      → sitting

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

blow      → blowing  
fix      → fixing  
say      → saying

\* **Vowels** = a, e, i, o, u

\* **Consonants** = b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z

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

**A Write the present participle for each of the following base forms. Follow the rules.**

1 turn _____	7 stop _____	13 sew _____	19 change _____
2 rain _____	8 exit _____	14 listen _____	20 be _____
3 run _____	9 sit _____	15 do _____	21 have _____
4 help _____	10 eat _____	16 write _____	22 put _____
5 open _____	11 buy _____	17 begin _____	23 go _____
6 close _____	12 mix _____	18 use _____	24 pay _____

**The present continuous: rules for forming statements**

Remember to form the present continuous with be and a present participle of a verb.

**affirmative statements**

I'm **studying** English.  
You're **studying** French.  
He's **reading** a book.  
She's **reading** a newspaper.  
We're **watching** TV.  
They're **watching** a video.

**negative statements**

I'm not **studying** French.  
You're not **studying** English.  
He's not **reading** a newspaper.  
She's not **reading** a book.  
We're not **watching** a DVD.  
They're not **watching** TV.

**B On a separate sheet of paper, change each affirmative statement to a negative statement. Use contractions.**

1 She's going to the supermarket.	4 The Roberts are feeding their kids early.
2 He's calling his wife this afternoon.	5 Joel's taking the bus to the movies.
3 I'm cooking dinner tonight.	6 We're getting a new printer.

**C** Write answers to the following questions in complete affirmative or negative statements.  
Use the present continuous and contractions.

- 1 Are you studying English this weekend? \_\_\_\_\_
- 2 When are you taking a vacation? \_\_\_\_\_
- 3 Is it raining now? \_\_\_\_\_
- 4 Where are you eating dinner tonight? \_\_\_\_\_
- 5 Are you listening to music now? \_\_\_\_\_
- 6 Who's making breakfast tomorrow? \_\_\_\_\_

**The present continuous: rules for forming questions**

**Yes / no questions:** Place a form of **be** before the subject of the sentence. (Invert the subject and verb **be**.)

Is <b>she</b> watching TV?	Are <b>we</b> meeting this afternoon?
Are <b>you</b> driving there?	Are <b>they</b> talking on the phone?
Is <b>Stu</b> shopping?	Are <b>Nan and Bert</b> studying?

**Information questions:** Use question words to ask information questions. (Invert the subject and verb **be**.)

When are you going?	How much are you paying for that computer?
What are you doing right now?	Why are you buying that laptop?
Who is he watching on TV?	

**Be careful with Who when asking a question about the subject:**

**Who**'s talking on the phone? (John is.)

**D** Write a question in the present continuous to complete each conversation.

1. A: \_\_\_\_\_?  
B: No. Luke's not watching TV right now.
2. A: \_\_\_\_\_?  
B: Yes, She's working this morning.
3. A: \_\_\_\_\_?  
B: I'm calling Janet Hammond.
4. A: \_\_\_\_\_?  
B: She's coming home later tonight.



**TOP NOTCH**  
**1A**

***Writing Booster***

# Writing Booster

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

## UNIT 1 Capitalization

Use a capital letter to begin a sentence.

It's a pleasure to introduce my classmate.

Use a capital letter for:

cities / countries	I live in <b>Beijing</b> . He's from <b>Colombia</b> .
nationalities	They're <b>Honduran</b> .
languages	I speak <b>Russian</b> and <b>Italian</b> .
days and months	My birthday is on <b>Tuesday</b> , <b>June 19<sup>th</sup></b> .
with the word I	My brother and <b>I</b> are students.
formal titles and names	I'd like you to meet <b>Mr. S</b> mith.

### A On a separate sheet of paper, rewrite each sentence, using correct capitalization.

- 1 please say hello to julio cueva from peru.
- 2 my friend mr. lee is a computer programmer from korea.
- 3 he is brazilian, and his birthday is in october.
- 4 my classmate ms. silva is twenty-six years old.
- 5 miss wang teaches chinese to college students.
- 6 this monday john met his friend mr. abe.
- 7 when i travel, i need to use english.

### B Guidance for Writing (page 12) Ask a classmate the questions below. Use the answers as a guide for your writing. Add more information if you can. Make sure you use capital letters correctly.

- What's your partner's name?
- Does your partner have a nickname?
- How old is your partner?
- What's your partner's occupation?
- What is your partner's hometown?
- Is your partner's hometown his or her birthplace?
- What's your partner's favorite actor?
- What's your partner's favorite sport?

## UNIT 2 The sentence

In English, a sentence is a group of words that expresses a thought. A sentence has a subject and a verb. When you write a sentence, begin with a capital letter and end with a period.

subject      verb      subject      verb  
**The** play    is great.      **She**      loves music.

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

- 1 Her children like folk music.
- 2 I prefer CDs to cassettes.
- 3 My boyfriend loves classical music.
- 4 Their favorite musician is Beck.
- 5 The play isn't very good.

### B Write an X next to the words or groups of words that are not sentences.

- 1 A theater fan.
- 2 The theater is down the street from the park.
- 3 And around the corner from the art gallery.
- 4 I listen to music in the shower.
- 5 Really loud concerts.
- 6 Downloading music.

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

#### Ideas

- your favorite music
- your favorite artist
- when you listen to music
- where you buy music
- how many CDs you own

**And**

Use **and** to combine two sentences if you want to add information. It's common, but not necessary, to use a comma before **and**.

My cousin loves rock music, **and** she's a great dancer.

**But**

Use **but** to combine two sentences if you want to show a difference or contrast. It's common, but not necessary, to use a comma before **but**.

My cousin loves rock music, **but** I love classical.

My cousin loves rock music, **but** I don't.

**Be careful!** In traditional formal writing, writers avoid beginning sentences with **And** or **But**.

Don't write: My cousin loves 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 these sentences, using **and**.

1 My sister-in-law has long hair. She's very pretty.

4 My cousin likes classical music. He loves Italian food.

2 My aunt is a computer programmer. Her husband is a teacher.

5 We look completely different. We like different kinds of

3 We look alike. We wear the same clothes.

music.

**B** On a separate sheet of paper, combine these sentences, using **but**.

1 My brother wears old clothes. I wear new clothes.

4 I love rock music. My stepfather doesn't.

2 My sister has long hair. I have short hair.

5 We look alike. We wear completely different clothes.

3 My cousin lives near the airport. His parents don't.

**C** Guidance for Writing (page 36) Use the ideas to help you write six statements comparing two people in your family. Use **and** or **but** to combine sentences.**Ideas**

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

**And**

Remember that **and** connects two sentences and makes them one sentence.

I like fruit, **and** I also like vegetables.

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

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

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

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

**In addition**

**In addition** connects the ideas in one sentence with the ideas in the next sentence.

Use a comma after **in addition**.

I like fruit. **In addition**, I like vegetables.

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

**A** Connect the following 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. \_\_\_\_\_, there are a lot of fatty foods.

3 There are five or six great Italian restaurants near the hotel. \_\_\_\_\_, there are two restaurants where the menu has dishes from Mexico, Thailand, India, \_\_\_\_\_ even Indonesia!

4 She loves pasta, \_\_\_\_\_ I want to invite her to my favorite Italian restaurant.

5 Raw carrots taste great, \_\_\_\_\_ they're good for you.

6 This restaurant has great food. \_\_\_\_\_, the service is excellent.

7 You can choose from six entrées on the menu, \_\_\_\_\_ they all come with a choice of vegetable.

8 I usually order soup, salad, a main course, \_\_\_\_\_ dessert.

**B Guidance for Writing (page 48)** Read the description of food in the United States. Use these paragraphs as a guide to help you write about the food of your country. Change the details so the sentences describe your food.

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

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

UNIT 5 Placement of adjectives: before nouns and after the verb be

**Adjectives are words that describe nouns and pronouns.**

## ROUND PROFOUND

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

**Adjectives come before nouns or after the verb be when the subject of a sentence is a noun or pronoun.**

I have a **new computer**.

The computer is new. It's terrific.

**Be careful!** Adjectives don't come after nouns. Adjectives don't have plural forms.

new refrigerators

~~new refrigerators~~

NOT ~~refrigerators new~~  
NOT ~~new refrigerators~~

When two adjectives describe the same noun, connect them with and.

When there are more than two, use commas

The microwave is **popular** and **convenient**.

This camera is **obsolete**, **broken** and **defective**.

Circle the adjectives in each sentence.

<p>1 My old printer is obsolete.</p> <p>2 This MP3 is very convenient. And it's portable, too.</p> <p>3 Is your scanner fixable?</p>	<p>4 This terrible car is a lemon! It's awful.</p> <p>5 Our new washing machine is both good and guaranteed.</p>
--	--

**B** On a separate sheet of paper, write sentences about five of the following products. Use the adjectives from the chart above.

<b>Products</b>	
a smart phone	a digital camera
a mobile / cell phone	a TV
a GPS	a camcorder
a laptop (computer)	A DVD player
a desktop (computer)	

Smart phones are very convenient.

**C Guidance for Writing (page 60)** Use your answers to the following questions as a guide to help you write a paragraph about a product you use.

- What is it?
- What brand is it?
- What model is it?
- Is it a good product? Why or why not?
- What does it do?
- What adjectives describe it?
- Where do you use it?
- Is it working?
- Does it drive you crazy?
- How old is it?





# Top Notch Pop Lyrics

1:15/1:16

## ♪) It's Nice To Meet You [Unit 1]

(CHORUS)

It's nice to meet you.

Good to meet you.

Pleasure to meet you.

What's your name?

My name is Mr. Johnson.

Please just call me Stan.

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

(CHORUS)

What do you do?

Actually, I'm a teacher  
at the Children's Institute.

The little kids are really cute.

That sounds nice. Where are you from—  
somewhere far or near?

As a matter of fact, Chicago is my  
hometown.

Could you say that louder please?

How did you end up here?

My father was a salesman.

We moved all around.

(CHORUS)

Who is that?

Let me introduce you  
to my new friend Eileen.

She's a chef and she's nineteen.

(CHORUS)

Good-bye. Take care.

1:34/1:35

## ♪) 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)

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)

I'm sorry.  
Mr. Couch Potato's resting right now.  
Can he call you back?  
He usually lies down every day of the week,  
and he always has to have a snack.  
Now all his dreams are coming true.  
He's making plans to be with you.  
It's just a typical day.  
He goes dancing once a week.  
He's at the theater as we speak!  
It's just a typical day.

(CHORUS)

4:17/4:18

 **My Dream Vacation** [Unit 7]

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

(CHORUS)

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

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

and there you were,  
sitting by my side.

(CHORUS)

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

(CHORUS)

4:35/4:36

 **Anything Goes** [Unit 8]

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

(CHORUS)

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

On the ground floor, there's a restaurant  
and a photo studio,  
so I take the escalator  
down to the floor below.  
There are turtlenecks and T-shirts.  
There are cardigans and jeans  
in every size and color.  
They look comfortable and clean.

(CHORUS)

The salesperson says,  
"Here you go.  
Try it on.  
That's not too bad.  
Let me see if I can find you something  
better."  
Some people say that black clothes  
are more flattering than white,  
or they think that they look nicer  
in the day or in the night.  
Their clothes can't be too liberal  
or too conservative.  
If I love it, then I wear it.  
That's the way I want to live.

(CHORUS)

5:18/5:19

 **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)

5:34/5:35

 **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)

**SECOND EDITION**

# **TOP NOTCH**

## **1A**

# **Workbook**

**Joan Saslow • Allen Ascher**

**With Barbara R. Denman and Julie C. Rouse**





# Getting Acquainted

## Preview

1

Read about the famous person. Then check true, false, or no information, according to the website.

Meet David Beckham!

ADDRESS: [www.beckham-magazine.com](http://www.beckham-magazine.com)

**MEET DAVID BECKHAM!**

**HOME**

**INFORMATION**

**NEWS**

**INTERVIEWS**

**SOCER**

**ENGLAND**

**Given name:**  
David

**Family name:**  
Beckham

**Occupation:**  
athlete  
(professional soccer player)

**Nationality:**  
English

**Date of birth:**  
May 2, 1975

**Personal quote:**  
"My given name is David,  
but my friends call me Becks."



SOURCE: [www.beckham-magazine.com](http://www.beckham-magazine.com)

1. His first name is David.
2. His last name is Becks.
3. He is an actor.
4. He is married.
5. His nickname is David.

true

false

no information

2

Match the word or words with the same meaning. Draw a line.

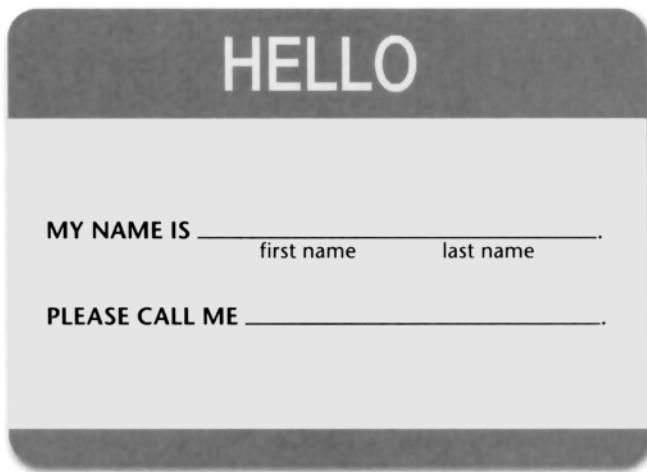
1. Nice to meet you.
2. first name
3. last name
4. single

- a. not married
- b. given name
- c. It's a pleasure to meet you.
- d. family name

3 Introduce David Beckham. Complete the quote. Use a formal title.

“ I'd like to introduce you to \_\_\_\_\_ , ”

4 Complete the information. Write your name on the lines.



Most Common Family Names	
Country	Family Name
China	Li
France	Martin
Great Britain	Smith
India	Patel
Japan	Sato
Korea	Kim
Russia	Ivanov
Spain	Garcia
United States	Smith
Vietnam	Nguyen

LESSON 1

5 Choose the correct response. Circle the letter.

1. “Who's that?”  
a. Please call me Matt.      b. Great to meet you.      c. That's my brother, Ryan.
2. “My name's Sidney, and this is Sam.”  
a. Hi. I'm Rachel.      b. I think they're new.      c. I'm from Australia.
3. “My name's Elizabeth, but everyone calls me Ellie.”  
a. Let's say hello.      b. It's a pleasure to meet you.      c. I'd like you to meet Ellie.
4. “Where are you from?”  
a. London.      b. Twenty-five.      c. A student.

6 Complete the information questions. Use contractions when possible.

1. A: \_\_\_\_\_ that?  
B: That's Mr. Miller.
2. A: \_\_\_\_\_ her occupation?  
B: She's an artist.
3. A: Your son is very cute.  
\_\_\_\_\_ he?  
B: He's eight months old.
4. A: I'll send you an e-mail. \_\_\_\_\_  
your e-mail address?  
B: It's une-yoshiko@videotech.co.jp.
5. A: \_\_\_\_\_ Anil and Temel from?  
B: They're from Istanbul, I think.
6. A: \_\_\_\_\_ your new classmates?  
B: That's Marcos on the right and Paulo on the left.

**7**

Choose the correct response. Write the letter on the line.

- \_\_\_\_ 1. "How old is Michael?"
- \_\_\_\_ 2. "Who's not here?"
- \_\_\_\_ 3. "What are your occupations?"
- \_\_\_\_ 4. "Where are their friends from?"
- \_\_\_\_ 5. "Where is Ava?"
- \_\_\_\_ 6. "What city is he from?"
- \_\_\_\_ 7. "Who are your teachers?"
- \_\_\_\_ a. She's over there.
- \_\_\_\_ b. They're from Germany.
- \_\_\_\_ c. He's three.
- \_\_\_\_ d. Rachel isn't here.
- \_\_\_\_ e. Their names are Mr. Park and Ms. Kim.
- \_\_\_\_ f. I'm a singer, and he's a student.
- \_\_\_\_ g. He's from Tokyo.

**8**

Look at the picture. Write a question for each answer.



1. A: \_\_\_\_\_?  
B: They're my friends from computer class.
2. A: \_\_\_\_\_?  
B: Their names are Juan and Paloma.
3. A: \_\_\_\_\_?  
B: Spain.
4. A: \_\_\_\_\_?  
B: She's two years old.

**9**

Answer the questions. Use your own words.

1. "Who's your teacher?"

**YOU** \_\_\_\_\_

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

**YOU** \_\_\_\_\_

3. "How old are you?"

**YOU** \_\_\_\_\_

## LESSON 2

### 10 Unscramble the words to write sentences.

1. actor / wonderful / is / Dev Patel / a

---

2. fantastic / a / athlete / is / Lance Armstrong

---

3. Gabriel García Márquez / writer / is / great / a

---

4. are / musicians / The Gipsy Kings / excellent

---

5. beautiful / is / Zhang Ziyi / and actress / a / singer

---

6. chef / a / Nobu Matsuhisa / famous / is

---

### 11 Look at the responses. Complete the yes / no questions with be.

1. A: \_\_\_\_\_ Stacey?

B: No, I'm not. I'm Claire.

2. A: \_\_\_\_\_ English?

B: No, they're not. They're Australian.

3. A: \_\_\_\_\_ a student here?

B: Yes, he is. I think he's new.

4. A: \_\_\_\_\_ married?

B: No, I'm not. I'm single.

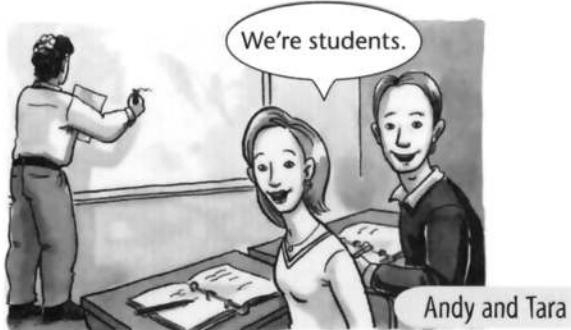
5. A: \_\_\_\_\_ in the same class?

B: Yes, we are.

6. A: \_\_\_\_\_ a good chef?

B: She sure is.

### 12 Look at the picture. Write short answers about the people.



1. Are Andy and Tara students?

Yes, they are.



2. Is John an athlete?

---



3. Is Maria from Venezuela?



4. Are Linda and Mike married?

---

13

**CHALLENGE.** Write yes / no questions with be about the people from Exercise 10.

1. Dev Patel / from the movie *Slumdog Millionaire* \_\_\_\_\_
2. Lance Armstrong / a soccer player \_\_\_\_\_
3. Mr. Garcia Márquez / a Nobel Prize winner \_\_\_\_\_
4. The Gipsy Kings' songs / in French \_\_\_\_\_
5. Zhang Ziyi / from Hong Kong \_\_\_\_\_
6. Nobu Matsuhisa / sushi chef \_\_\_\_\_

**Can you answer the questions? Write short answers. Use contractions when possible.  
If you don't know, guess.**

1. Yes, he is. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

14

**Answer the questions. Use your own words.**

1. "Are you a good singer?"  \_\_\_\_\_
2. "Are you a good athlete?"  \_\_\_\_\_
3. "Are any of your friends or family members famous?"  \_\_\_\_\_

## LESSONS 3 and 4

15

**Read about where the people are from. Guess their nationalities. Use yes / no questions.**

1. A: "My hometown is Vancouver."  
B: \_\_\_\_\_?
2. A: "I'm from Beijing."  
B: \_\_\_\_\_?
3. A: "I'm originally from London."  
B: \_\_\_\_\_?
4. A: "I'm actually from Istanbul."  
B: \_\_\_\_\_?

16

**Answer the questions. Use your own words.**

1. "What's your nationality?"  \_\_\_\_\_
2. "What's your birthplace?"  \_\_\_\_\_
3. "What's your hometown?"  \_\_\_\_\_
4. "What's your occupation?"  \_\_\_\_\_
5. "What's your nickname?"  \_\_\_\_\_

**Ask Allen — Advice for International Travelers**

**What's in a first name? In many countries, it's the last.**

**Dear Allen,**

I have a problem. My name is Chinese. It's Zhang Yin. Zhang is my last name and Yin is my first name. In China, family names are first and given names are last. I'm a salesman and I often travel to English-speaking countries for business. When I fill out a personal information form in English, I write Yin in the box for first name and Zhang in the box for last name. Then people call me Yin Zhang. When I introduce myself as Zhang Yin, they call me Mr. Yin. So sometimes I say that my name is Yin Zhang. But I don't feel comfortable with that because that isn't my real name. What should I do?

Zhang Yin  
Shanghai, China

**Dear Yin,**

In English-speaking countries, when you ask, "What's your name?" you always get the person's given name first and the family name last. In China, and in many Asian countries, including Japan and Korea, the family name is first and given name is second. To avoid confusion, try introducing yourself like this: "Hi. I'm Zhang Yin. My first name is Yin and my family name is Zhang. Please call me Mr. Zhang."

Allen

Now read the sentences. Check true, false, or no information.

	true	false	no information
1. Zhang Yin's nationality is Chinese.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Zhang Yin's family name is Yin.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Zhang Yin is a computer programmer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Zhang Yin is married.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. In China, you say a person's family name first.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Read the article "Who Uses English?" on page 10 of the Student's Book again. Answer the questions.

1. What is the nationality of Ms. Marques's company?

\_\_\_\_\_

2. How does Ms. Marques use English in her free time?

\_\_\_\_\_

3. Who is Mr. Yuan's wife? What is her occupation?

\_\_\_\_\_

4. How does Mr. Yuan use English at home?

\_\_\_\_\_

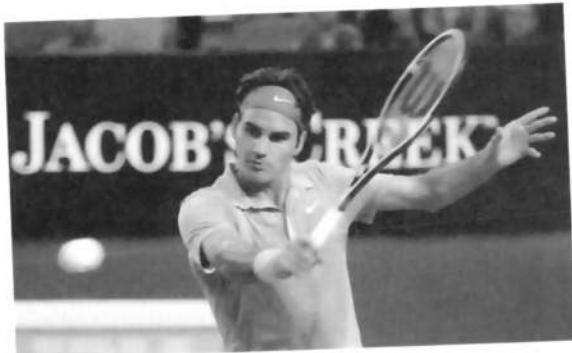
5. Who is Mr. Stolze's wife? What is her occupation?

\_\_\_\_\_

6. How do you use English in your free time?

\_\_\_\_\_

19 **Read about a famous athlete.**



**Roger Federer**

**Name:** Roger Federer  
**Nickname:** Federer Express  
**Occupation:** Professional athlete (tennis player)  
**Date of birth:** August 8, 1981  
**Nationality:** Swiss  
**Hometown:** Basel, Switzerland  
**Now lives in:** Wollerau, Switzerland

**Interesting facts:** He speaks Swiss-German, English, German, and French (also some Swedish and Italian). He is the father of twin girls, Charlene Riva and Myla Rose, born in 2009. In his free time, he likes to play videogames.

**SOURCE:** wikipedia.org

**Now write a paragraph introducing Roger Federer. Use the paragraphs on page 11 of the Student's Book as a model.**

(A4 paper for writing)

**GRAMMAR BOOSTER**

**A** **Look at the responses. Write information questions. Use contractions when possible.**

1. A: What's your name?  
B: It's Margaret. But my nickname is Maggie.
2. A: \_\_\_\_\_  
B: My son? He's five.
3. A: \_\_\_\_\_  
B: I'm from Ukraine.
4. A: \_\_\_\_\_  
B: They are my brothers. Their names are Ishaan and Mahin.
5. A: \_\_\_\_\_  
B: It's agarcia@ecotech.com. I check my work e-mail every day.

**B** Add apostrophes ('') to the possessive nouns.

1. My parents nationalities? My mom is Korean, and my dad is Irish.
2. Our teachers name is Mr. Springer.
3. Rosas hometown is Recife, in Brazil.
4. The salespersons wife is from Canada. Her English is excellent.
5. Adriana has two boys and a girl. Her sons birthplace is Quito, but her daughters birthplace is New York.

**C** Complete each sentence with a possessive adjective from the box.

my	your	his	her	our	their
----	------	-----	-----	-----	-------

1. Anya and Simon are new students. \_\_\_\_\_ teacher is Mr. Michaels.
2. Mr. Vidal is a computer programmer. \_\_\_\_\_ family lives in Paris.
3. Mrs. Ichikawa is from Tokyo. \_\_\_\_\_ nationality is Japanese.
4. Are you a photographer? \_\_\_\_\_ pictures are fantastic.
5. I'd like you to meet \_\_\_\_\_ sister Sarah. She's a musician.
6. Lucy and I are in a computer class. \_\_\_\_\_ class is at 9 A.M.

**D** Complete the conversations with words from the box.

they	their	you	your	he	his	she	her	we	our
------	-------	-----	------	----	-----	-----	-----	----	-----

1. A: Who's that?  
B: That's Ajit's brother. \_\_\_\_\_ name is Raj.  
A: How old is \_\_\_\_\_?  
B: Twenty-three, I think.
2. A: Are \_\_\_\_\_ the new English teacher?  
B: Yes, I am.  
A: Hi, I'm Chung. What's \_\_\_\_\_ name?  
B: David Lane. But everyone calls me DJ.
3. A: These are my two sons.  
B: What are \_\_\_\_\_ names?  
A: Jack and Owen.  
B: Are \_\_\_\_\_ students?  
A: yes, they are.
4. A: Hi, Ha-na.  
B: Hello, Su-ji. Are \_\_\_\_\_ classmates again?  
A: Yes, I think so. Is that \_\_\_\_\_ teacher over there?  
B: Yes. \_\_\_\_\_ name is Mrs. Kim.  
A: \_\_\_\_\_ looks very young!

**E** Complete the sentences. Use contractions.

1. You don't know where Liverpool is? \_\_\_\_\_ in England.
2. My job is wonderful. \_\_\_\_\_ an interpreter, and I meet people from all over the world.
3. Ms. Kusefoglu's hometown is Konya. \_\_\_\_\_ Turkish.
4. His name is Mr. Yu. \_\_\_\_\_ a photographer.
5. Our children are James and Lily. \_\_\_\_\_ six and four years old.
6. Irina and I are from Ukraine. \_\_\_\_\_ Russian.
7. She lives in São Paulo, but \_\_\_\_\_ Brazilian. She's from Argentina.
8. Chang is his family name. \_\_\_\_\_ his given name.

**F** Answer the yes / no questions with short answers. Answer the information questions with complete sentences. Use contractions when possible.

1. Is David Beckham American? \_\_\_\_\_
2. What is his occupation? \_\_\_\_\_
3. Is Mr. Beckham's nickname Becks? \_\_\_\_\_
4. Are you a fan of soccer? \_\_\_\_\_
5. Where is Roger Federer from? \_\_\_\_\_
6. Is Mr. Federer married? \_\_\_\_\_
7. Are you a tennis player? \_\_\_\_\_
8. How old are Mr. Beckham and Mr. Federer? \_\_\_\_\_

**WRITING BOOSTER**

**A** Look at the personal information. Correct the capitalization.



Name: <sup>G</sup>eraldo rivera rodriguez

Nickname: jerry

Date of birth: july 31, 1973

Occupation: singer

Hometown: levittown, puerto rico (near san juan)

Birthplace: humacao, puerto rico

Favorite music: salsa

Favorite singer: frankie ruiz

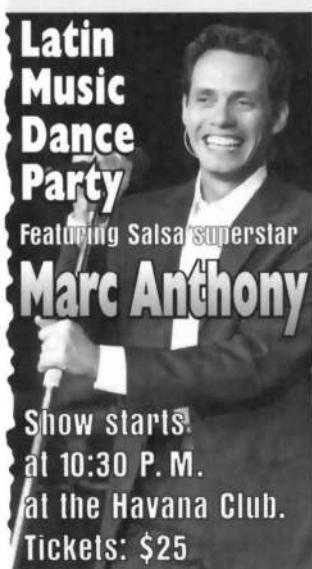
**B****Rewrite the following paragraph. Use correct capitalization.**

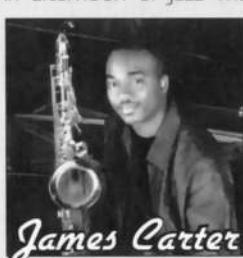
naomi watts is a famous actress. her date of birth is september 28, 1968. ms. watts's hometown is sydney, australia, but her birthplace is shoreham, kent, england. now she lives in los angeles. the actress says, "i feel british, australian, and american." she can speak english with three different accents. this is great for her occupation. ms. watts has two sons, alexander and samuel. their nicknames are sacha and sammy.

**C****Write a short description of Jerry Rivera. Use the information from Exercise A.****Use the paragraph from Exercise B as a guide.**

**Preview**

1 Look at the newspaper concert listings. Then complete the chart.



**JAZZ IN THE PARK**  
An afternoon of jazz with  
  
**James Carter**  
"One of the best jazz saxophonists today!"  
(The New York Times)  
Concert begins at 12:45 P.M. in Riverfront Park. Tickets are \$10.

**the White Stripes**  
ROCK N' ROLL FROM DETROIT, USA  
**11:30 P.M.**  
**CONTINENTAL CLUB**  
**TICKETS \$15**

*An evening of classical music with world-renowned classical pianist*  
**Alfred Brendel**  
  
Beethoven's piano sonatas Nos. 8, 9, and 13. Performance begins at 8:00 P.M. at City Music Hall. Tickets are \$45.

Who is playing?	What kind of music?	Where is it?	What time is the show?	How much are tickets?
Marc Anthony	Latin		10:30 P.M.	
James Carter		Riverfront Park		
				\$15
	classical	City Music Hall		

2 What's your style? Check Not for me or More my style.

**Kind of concert**

an afternoon jazz concert in the park  
a late night rock concert at a club  
a classical concert at a concert hall  
live salsa music at a dance club

**Not for me      More my style**

<input type="checkbox"/>	<input type="checkbox"/>

What's past your bedtime?

Circle the times.

9:30 PM 10:30 PM 11:30 PM  
12:30 AM 2:30 AM

3 Complete the paragraph with kinds of music and concert times. Use your own words.

I like \_\_\_\_\_ music, but \_\_\_\_\_ music isn't really my style. A concert at \_\_\_\_\_ is too late, but a concert at \_\_\_\_\_ is perfect for me.

## LESSON 1

### 4 Choose the correct response. Circle the letter.

1. "What time's the show?"  
a. At the theater.      b. On Thursday.      c. At 8:30.
2. "I'm busy on Friday. Maybe some other time."  
a. How about Friday?      b. Perfect!      c. Too bad.
3. "Where's the concert?"  
a. In the park.      b. In ten minutes.      c. On August 2<sup>nd</sup>.
4. "Are you free on Sunday at noon? There's a great exhibit at Gallery Z."  
a. I'd love to go.      b. That's past my bedtime.      c. What time?

### 5 Put the conversation in order. Write the number on the line.

- 1 Are you busy on Saturday night?
- \_\_\_\_\_ 10:00 P.M.? Well, I'd like to go, but that's past my bedtime.
- \_\_\_\_\_ Really? Sounds great! What time's the play?
- \_\_\_\_\_ *Mamma Mia!* is at the Community Theater.
- \_\_\_\_\_ At 10:00 P.M. It's a late show.
- \_\_\_\_\_ No, I'm not. Why?
- \_\_\_\_\_ Too bad. Maybe some other time.

### 6 Complete the sentences with on, in, or at.

1. The movie theater is \_\_\_\_ Dewey Street.
2. The play is \_\_\_\_ noon, \_\_\_\_ the park.
3. Ana isn't here. She's \_\_\_\_ New York.
4. Her class is \_\_\_\_ the Newtown Music School. It's \_\_\_\_ the corner of 2<sup>nd</sup> and Park.
5. The talk is \_\_\_\_ 11:00 \_\_\_\_ the morning.
6. The Shakira concert is \_\_\_\_ Friday, January 18<sup>th</sup>.
7. I can't talk right now. I'm \_\_\_\_ work. I'll call you when I get home.
8. Great! I'll meet you in front of the theater \_\_\_\_ twenty minutes.

### 7 Write questions with When, Where, or What time. Use contractions when possible.

1. A: When's the play ?      B: The play is on Wednesday.
2. A: \_\_\_\_\_ ?      B: The concert is at 7:00.
3. A: \_\_\_\_\_ ?      B: The school is on Saddle Avenue.
4. A: \_\_\_\_\_ ?      B: Michael's at work.
5. A: \_\_\_\_\_ ?      B: My class is on Monday morning.
6. A: \_\_\_\_\_ ?      B: The exhibit is at the Art Center.
7. A: \_\_\_\_\_ ?      B: The author's talk is at 7:30.

**8** Answer the questions. Use your own words. Use in, on, or at.

1. "Where is your school?"

**YOU** \_\_\_\_\_

2. "What time is your English class?"

**YOU** \_\_\_\_\_

3. "When are you free this week?"

**YOU** \_\_\_\_\_

**LESSON 2**

**9** Choose the correct responses to complete the conversation. Write the letter on the line.

A: Excuse me. I'm looking for Palermo's.

a. Well, Pine Street is right around the corner.

B: \_\_\_\_\_

1.

A: Yes. Is it around here?

b. I think it is. Do you know the address?

B: \_\_\_\_\_

2.

A: It's 610 Pine Street.

c. No problem.

B: \_\_\_\_\_

3.

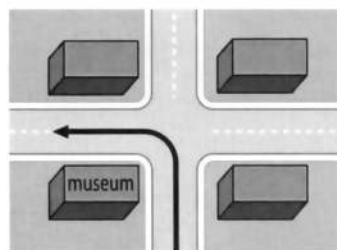
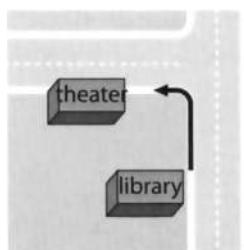
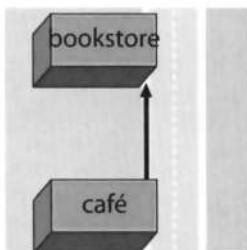
A: Really? That's great. Thanks.

d. Palermo's? The Italian restaurant?

B: \_\_\_\_\_

4.

**10** Look at the pictures. Answer the questions.

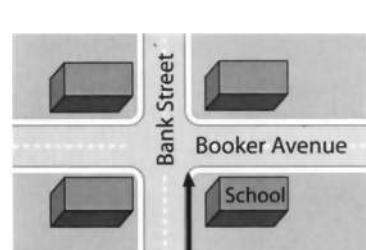
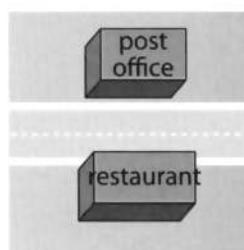
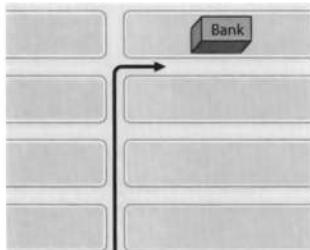


1. Where's the bookstore?

It's down the street from the café.

2. Where's the theater?

3. How do I get to the museum?

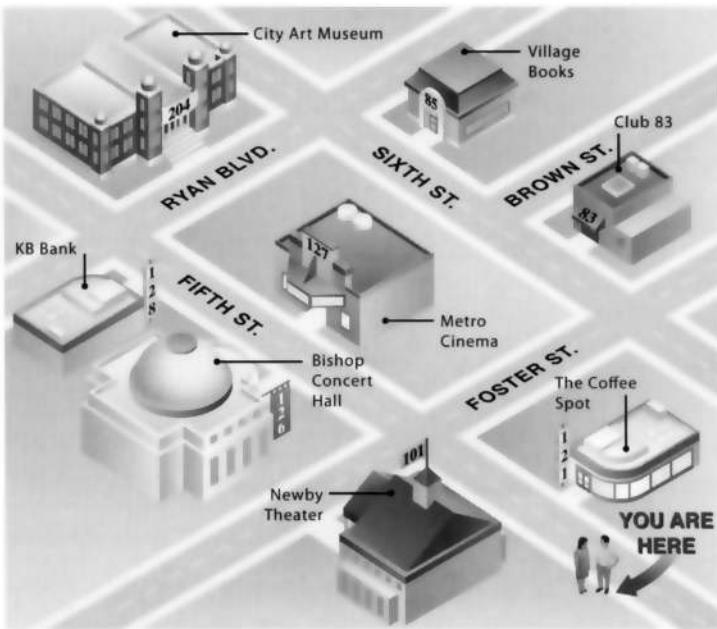


4. How do I get to the bank?

5. Where's the post office?

6. How do I get to the school?

11 Look at the map. Answer the questions.



1. A: Where's the Metro Cinema?

B: \_\_\_\_\_

2. A: How do I get to the City Art Museum?

B: \_\_\_\_\_

3. A: Where's KB Bank?

B: \_\_\_\_\_

4. A: How do I get to the Newby Theater?

B: \_\_\_\_\_

5. A: Where's Club 83?

B: \_\_\_\_\_

6. A: How do I get to Village Books?

B: \_\_\_\_\_

12

CHALLENGE. Write directions from your home to your school or a place in your community.

Start at: \_\_\_\_\_ (your address)

Go: \_\_\_\_\_

---

---

---

---

---

---

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End at: \_\_\_\_\_ (address of final destination)

## LESSONS 3 and 4

13 Look at the festival events listing. Then answer the questions. Use in, on, or at, if possible.

10th Annual Asian Folk Festival				Events Listing
				Saturday, May 10 at the Park Arts Center in Rand Park
	Time	Location	Event	
	1:00 P.M.	Rand Park	Kite-Making Workshop	Children can make their own kite to fly in the park
	3:00 P.M.	The Park Arts Theater	Japanese Play: Children's Kabuki Group	Watch middle school students from Kobe, Japan perform a traditional play
	7:00 P.M.	The Rand Park Band Shell	Javanese Concert: Kiai Kanjeng Gamelan Orchestra	Hear music featuring drums, cymbals, and gongs from Java, Indonesia
	6:00 P.M.	The Rand Park Band Shell	Korean Dance: "Bu-che Chum" Fan Dance Troupe	See colorful dancers from Suwon, Korea perform a beautiful fan dance
	5:00 P.M. and 9:45 P.M.	The Park Arts Theater	Chinese Movie: <i>The Story of Lotus</i>	A love story set in the beautiful Wuyi mountains in Southern China

Plus try traditional Asian treats from China, Japan, Korea, and Indonesia. Food stalls will be open in the park from 12:00 to 8:00 P.M.

1. When's the Asian Folk Festival? \_\_\_\_\_
2. Where's the Japanese play? \_\_\_\_\_
3. What time is the Javanese concert? \_\_\_\_\_
4. Where's the Chinese movie? \_\_\_\_\_
5. What event is at 6:00 P.M.? \_\_\_\_\_

14

Complete the instant messages with information from the Asian Folk Festival listing.

Lara - Conversation

File Edit Actions Tools Help

Invite Send Files Webcam Audio Launch Site

To: Lara Lara@email.com

Peter says: Hi, Lara. Are you free on \_\_\_\_\_?

Lara says: Yes. Why? 1.

Peter says: The Asian Folk Festival is at the \_\_\_\_\_ in \_\_\_\_\_.

Lara says: What kind of festival? 2. 3.

Peter says: An Asian culture festival. Let's see ... There's a Chinese movie, a Japanese \_\_\_\_\_, a Korean \_\_\_\_\_, and a Javanese \_\_\_\_\_. 4.

5. 6.

Lara says: Really? Sounds like fun! ☺

Peter says: I know you're a movie fan. Want to see the movie?

Lara says: OK. ☺ What time?

Peter says: There's an early show at \_\_\_\_\_ and a late show at 9:45. 7.

Lara says: Let's go to the early show — 9:45 is past my bedtime ☹

Read the interviews on page 22 of the Student's Book again. How would the people answer questions about their musical tastes? Check all correct answers.



Damir Rudic

**Do you go to concerts?**

yes  no

**How do you listen  
to music?**

on CDs  
 on the Internet  
 on the radio  
 on music videos  
 on TV music channels  
 on MP3s  
 on cassettes



Moon-Jeong Curie Lim

**Are you a music fan?**

yes  no

**What's your favorite  
kind of music?**

rock  
 pop  
 jazz  
 R&B  
 Latin  
 classical  
 folk  
 rap / hip-hop



Adam Klagsbrun

**Do you go to concerts?**

yes  no

**When do you listen  
to music?**

when I read  
 when I drive  
 when I work  
 when I eat  
 when I check e-mail  
 all the time

Complete the statements with words from the box, based on information from the interviews on page 22 of the Student's Book.

live	classical	song	genre	MP3 player	channels
------	-----------	------	-------	------------	----------

1. Alternative rock is Mr. Rudic's favorite music \_\_\_\_\_.
2. Mr. Rudic enjoys the music \_\_\_\_\_ on TV.
3. Ms. Lim listens to \_\_\_\_\_ music to relax.
4. Ms. Lim buys songs on the Internet and downloads the files to her \_\_\_\_\_.
5. Mr. Klagsbrun thinks CDs have better sound quality than \_\_\_\_\_ music.
6. Mr. Klagsbrun downloads music, too. He pays one U.S. dollar per \_\_\_\_\_.

Read about the WOMAD festival. Then check true, false, or no information.

**WOMAD** festivals celebrate the international language of music.

The largest music festival in the world is WOMAD. WOMAD stands for World of Music, Arts, and Dance. The first WOMAD festival was in 1982, in Somerset, England. Since then, WOMAD has held more than 120 festivals in 21 countries. It has featured over 1,000 musicians, dancers, and artists from 90 different countries. Concert-goers hear rock, jazz, and folk music from all over the world, and go to workshops to learn about the music and instruments they hear.

SOURCE: [www.womad.org](http://www.womad.org)

	true	false	no information
1. You can see a concert at the WOMAD festival.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. WOMAD is a classical music festival.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. WOMAD tickets cost \$90.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The musicians at WOMAD are from England.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## GRAMMAR BOOSTER

### A Complete the sentences. Write in, on, or at on the line.

1. There are concerts on Saturday afternoons.
2. The bookstore is in my neighborhood.
3. My brother lives in Rome.
4. The lecture is at an art gallery.
5. I finish work in two hours.
6. I'm busy in the morning.
7. Chile is in South America.
8. My house is on Carmel Road.
9. The movie is over at midnight.
10. My parents got married in the 1960s.

**B** Choose the correct answer. Circle the letter.

1. "Where's the play?"  
a. At The Grand Theater.      b. At 7:30.      c. In the evening.
2. "What time is the movie in the park?"  
a. In March.      b. Tomorrow.      c. At dusk.
3. "When's the concert?"  
a. On Friday.      b. On Ninth Avenue.      c. At my school.
4. "What time is class?"  
a. In the evening.      b. At 8:15.      c. At the bank.
5. "Where's her meeting?"  
a. On Tuesday.      b. At noon.      c. At 44 South Street.
6. "When's the art exhibit?"  
a. In the center of town.      b. In November.      c. At the City Museum.
7. "What time's the talk?"  
a. September 21.      b. Today.      c. At 1 P.M.

**C** Complete the event listings with prepositions of time and place. Write in, at, or on.



# Arts Week

VOL 1.

## Band Plans Free Concert

The Swingtime Jazz Band's first free concert is at 8 P.M. 1. 2.  
Monday. It's 3. Grand Hall 4. Wakefield Street 5. downtown  
Wellington. Call 999-555-8443 for more information.

## Miracle Worker at Victoria University

Victoria University presents the play *The Miracle Worker* 6.  
7. 7:30 P.M. 8. Friday and Saturday, 4/23—4/24, and 9. 2:30 P.M.  
10. April 25. The performances are 11. The Adam Concert Hall  
Kelburn Road.

**D**

Complete the conversations. Write questions with When, Where, or What time. Complete the responses with a preposition.

1. A: Where's the play ?  
B: The play is at The Landry Theater.
2. A: \_\_\_\_\_?  
B: I think the concert is at 8:30.
3. A: \_\_\_\_\_?  
B: The movie theater is on Park Road.
4. A: \_\_\_\_\_?  
B: The exhibit is in January and February.

**E**

Think of an event you'd love to go to. Answer the questions.

1. What's the event?

**(YOU)** \_\_\_\_\_

2. When's the event?

**(YOU)** \_\_\_\_\_

3. What time's the event?

**(YOU)** \_\_\_\_\_

4. Where's the event?

**(YOU)** \_\_\_\_\_

5. Who can you invite?

**(YOU)** \_\_\_\_\_

6. Pretend to invite someone. What do you say?

**(YOU)** \_\_\_\_\_

## WRITING BOOSTER

**A**

Circle the subject and underline the verb in each sentence.

1. I love live music at jazz clubs.
2. U2 is a rock band from Dublin, Ireland.
3. Her parents aren't fans of hip-hop music.
4. *Mamma Mia!* is her favorite musical.
5. My husband listens to music on his commute.
6. They download music from the Internet.
7. Salsa music is fun to dance to.

**B** Look at the music survey on page 23 of the Student's Book. Read the questions. Write your answers in complete sentences.

1. Are you a music fan?

**YOU** \_\_\_\_\_

2. What's your favorite kind of music?

**YOU** \_\_\_\_\_

3. Who are your favorite artists?

**YOU** \_\_\_\_\_

4. When do you listen to music?

**YOU** \_\_\_\_\_

5. Do you go to concerts?

**YOU** \_\_\_\_\_

6. How do you listen to music?

**YOU** \_\_\_\_\_

7. How many CDs do you own?

**YOU** \_\_\_\_\_

Now circle the subject and underline the verb in each of your sentences. Check that each sentence begins with a capital letter and ends with a period.

**C** Look at your notepad on page 23 of the Student's Book. On a separate sheet of paper, write at least five sentences about your partner and his / her tastes in music.

My partner's name is ...



## Preview

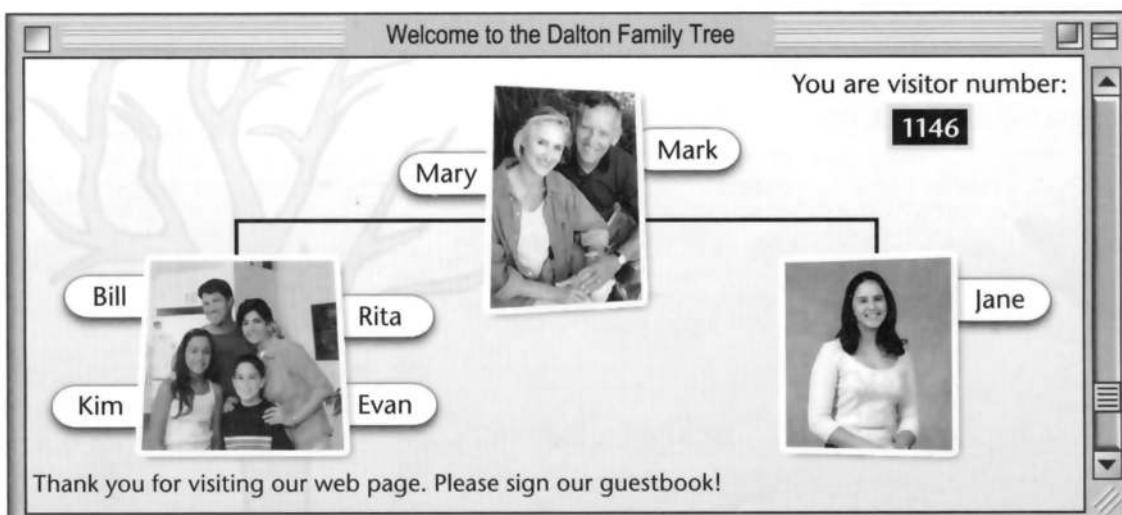
1 Complete the chart. Use the Vocabulary from page 26 of the Student's Book.

Family relationships		
Words for males	Words for females	Words for males and females
son	daughter	children

2 Complete the sentences with the correct family relationship.

1. My sister's son is my \_\_\_\_\_.
2. My mother's parents are my \_\_\_\_\_.
3. My mother's brother's son is my \_\_\_\_\_.
4. My sister's \_\_\_\_\_ is my brother-in-law.
5. My brother's daughter is my \_\_\_\_\_.
6. My wife's parents are my \_\_\_\_\_.

3 CHALLENGE. Look at the family tree website. Complete the sentences.



1. Rita is a daughter-in-law, a wife, a sister-in-law, and a mother.
2. Jane is a \_\_\_\_\_, a \_\_\_\_\_, a \_\_\_\_\_, and an \_\_\_\_\_.
3. Evan is a \_\_\_\_\_, a \_\_\_\_\_, a \_\_\_\_\_, and a \_\_\_\_\_.
4. Mark is a \_\_\_\_\_, a \_\_\_\_\_, a \_\_\_\_\_, and a \_\_\_\_\_.

4 Complete the sentences. Use words from the box.

twins      adopted      an only child

1. My cousin Karen doesn't have any brothers or sisters. She's \_\_\_\_\_.
2. Maddie and her brother Thomas were born on the same day. They're \_\_\_\_\_.
3. Jake's mom and dad aren't his birth parents. He's \_\_\_\_\_.

LESSON 1

5 Match the words with similar meanings. Write the letter on the line.

_____ 1. divorced	a. married but not living together
_____ 2. single	b. ex-husband and ex-wife
_____ 3. married	c. planning to get married
_____ 4. engaged	d. not married
_____ 5. separated	e. husband and wife
_____ 6. widowed	f. husband or wife dead

6 Complete the sentences. Use live, have, or work in the simple present tense.

1. She's married. She \_\_\_\_\_ in an apartment with her husband.
2. He's single. He \_\_\_\_\_ a wife.
3. My sister is separated. She \_\_\_\_\_ a husband, but they \_\_\_\_\_ in the same house.
4. She's engaged to her co-worker. She and her fiancé \_\_\_\_\_ in the same office.
5. Kevin is divorced. His two children \_\_\_\_\_ with his wife, but they visit him on weekends.

7 Complete the paragraph. Use words from the box.

likes      doesn't like      works      has  
live      work      doesn't have      lives

Juanita Diaz \_\_\_\_\_ in Puebla, Mexico. She \_\_\_\_\_  
1. \_\_\_\_\_ in a restaurant. She \_\_\_\_\_  
2. \_\_\_\_\_ Latin jazz, but she \_\_\_\_\_ rock music. She's not  
3. really a rock fan. She \_\_\_\_\_ any children, but  
4. she \_\_\_\_\_ two nieces and one nephew. They  
5. \_\_\_\_\_ in Tampico with Juanita's sister, Maria.  
6. Maria and her husband Roberto \_\_\_\_\_ in a  
7. school.  
8.



**8** Write yes / no questions and give short answers.

1. A: Do they live in New York?  
B: Yes, they do.  
(They live in New York.)

2. A: \_\_\_\_\_  
B: \_\_\_\_\_  
(Mr. Kelly has a large family.)

3. A: \_\_\_\_\_  
B: \_\_\_\_\_  
(They don't work in my building.)

4. A: \_\_\_\_\_  
B: \_\_\_\_\_  
(I speak English at work.)

5. A: \_\_\_\_\_  
B: \_\_\_\_\_  
(She lives with her parents.)

6. A: \_\_\_\_\_  
B: \_\_\_\_\_  
(We don't have any children.)

7. A: \_\_\_\_\_  
B: \_\_\_\_\_  
(My husband doesn't like show tunes.)

8. A: \_\_\_\_\_  
B: \_\_\_\_\_  
(I don't live with my fiancée.)

**9** Choose the correct response to complete the conversation. Write the letter on the line.

A: 1.  
B: Actually, I have some good news and some bad news.

A: 2.  
B: My niece just got married.

A: 3.  
B: Thanks!

A: 4.  
B: My brother and sister-in-law just got separated.

A: 5.

a. Really? That's fantastic.  
b. What's new?  
c. What's the good news?  
d. Oh, no. I'm sorry to hear that.  
e. What's the bad news?

**10** Answer the questions. Use your own words.

1. "Do you live near your parents?"  
**YOU** \_\_\_\_\_

2. "Do you have any nieces or nephews?"  
**YOU** \_\_\_\_\_

3. "Do you work? What do you do?"  
**YOU** \_\_\_\_\_

**LESSON 2**

**11** Read the information. Complete the statements.

1. Brianna is Ray's \_\_\_\_\_.
2. Gabby is Brianna's \_\_\_\_\_.
3. Katherine is Brianna's \_\_\_\_\_.
4. Brianna is Jess and Avery's \_\_\_\_\_.
5. Brianna's father is Jess and Avery's \_\_\_\_\_.

Hi. My name is Brianna. My parents got divorced when I was very young. After a few years, my mother got married again. Her second husband's name is Ray. They have a daughter, Gabby. Gabby and I grew up together and we're very close. My father just got remarried. His new wife, Katherine, has two young boys, Jess and Avery. It's fun having two little brothers. They live nearby, so sometimes I baby-sit for them.



12

### Complete the questions with do or does.

1. Where \_\_\_\_\_ Aidan live?
2. When \_\_\_\_\_ you listen to music?
3. What \_\_\_\_\_ your half-brother do?
4. How often \_\_\_\_\_ you go to the movies?
5. What time \_\_\_\_\_ your husband go to work?
6. What \_\_\_\_\_ your friends call you?
7. How many brothers and sisters \_\_\_\_\_ you have?

13

### Choose the correct response. Write the letter on the line.

_____ 1. "What does Alex do?"	_____ a. In Madrid with my half-sister.
_____ 2. "How many children does your sister have?"	_____ b. At 6:30.
_____ 3. "Where does your mother live?"	_____ c. He works at a bookstore.
_____ 4. "How often do you call your stepsister?"	_____ d. We talk on the phone every day.
_____ 5. "What time do you get home from work?"	_____ e. She has three.
_____ 6. "When do you visit your grandmother?"	_____ f. On Sunday afternoons.
_____ 7. "What do you and your husband do?"	_____ g. We're both teachers.

14

### Look at the responses. Complete the questions.

1. A: What does Nick do?
2. A: Where your cousins live?
3. A: When your mother visits you?

B: He's a computer programmer.

B: They live in Hong Kong.

B: She visits me every year in May.

4. A: How many concert tickets do you have?
5. A: When do you go to school?
6. A: Do you have a twin brother or sister?

B: I only have two.

B: We go at 8:30.

B: My friend Allison has a twin sister. Her name is Emma.

15

### Write a paragraph about someone in your family. Use these questions for ideas.

- Who is it? What's his or her relationship to you?
- Where does he or she live?
- What does he or she do?
- Is he or she married or single?
- How many children (or brothers and sisters) does he or she have?
- How often / When do you see him or her?

## LESSONS 3 and 4

### 16 Complete the sentences. Use words from the box.

same kind different both alike similar

1. Robert and Peter wear dark suits to work. They wear the same \_\_\_\_\_ of clothes.
2. Megan eats salads for lunch. Frank eats cheeseburgers and french fries. They like \_\_\_\_\_ foods.
3. Elizabeth and her sister are identical twins. They look exactly \_\_\_\_\_.
4. Mike likes rock, pop, and hip-hop music. Dave listens to rock and hip-hop. They like \_\_\_\_\_ music.
5. My stepsister and I like the same music. We \_\_\_\_\_ download show tunes and movie soundtracks.
6. Joe and Ryan both eat at this restaurant a lot. They like the \_\_\_\_\_ food.

### 17 Look at the pictures. Complete the sentences.



Mary



Ida



Miki

Jamie

1. Mary and Ida \_\_\_\_\_ wear glasses.
2. Miki is a chef, \_\_\_\_\_ Jamie isn't.



Antonio



Yoko



Jim

Thomas

3. Antonio speaks English, but Yoko \_\_\_\_\_.
4. Jim is a jazz fan, but Thomas \_\_\_\_\_.

18

Look at the questions and answers. Write sentences comparing the two people.

	Jane	Mark
Do you like rock concerts?	yes	no
Do you have an MP3 player?	yes	yes

1. Jane likes rock concerts, but Mark doesn't.
2. Jane and Mark both have MP3 players.

	Chris	Lola
Do you like coffee?	yes	yes
Do you eat a big breakfast?	yes	no

3. \_\_\_\_\_
4. \_\_\_\_\_

	Mia	Rose
Do you have a large family?	yes	no
Do you live near your parents?	no	yes

5. \_\_\_\_\_
6. \_\_\_\_\_

	Joon	Sam
Are you a student?	yes	no
Do you work?	yes	yes

7. \_\_\_\_\_
8. \_\_\_\_\_

19

Choose four relatives. Write each person's name, relationship to you, and one similarity or difference.

1. Name: \_\_\_\_\_ Relationship: \_\_\_\_\_  
Similarity / Difference: \_\_\_\_\_  
(Circle one.)
2. Name: \_\_\_\_\_ Relationship: \_\_\_\_\_  
Similarity / Difference: \_\_\_\_\_  
(Circle one.)
3. Name: \_\_\_\_\_ Relationship: \_\_\_\_\_  
Similarity / Difference: \_\_\_\_\_  
(Circle one.)
4. Name: \_\_\_\_\_ Relationship: \_\_\_\_\_  
Similarity / Difference: \_\_\_\_\_  
(Circle one.)

## Blending Families: Advice for Stepparents

Blended families, or stepfamilies, are now very common. In the U.S., at least one-third of all children will be part of a blended family before they reach the age of eighteen. At first, the changes for children in blended families may be difficult. But most blended families are able to work out their problems and live together happily.

### What is a blended family?

In a blended family, one or both parents have children from earlier relationships. The parents may be divorced or widowed. When they decide to get married again, they bring children from their first marriage to live with their new husband or wife and, in some cases, his or her children.

### What can new stepparents do?

While the new marriage is exciting for the parents, the children may be worried. Will they have a good relationship with their new stepfather or stepmother? What will their new stepbrothers and stepsisters be like?

SOURCE: [helpguide.org](http://helpguide.org)

1. Another name for a blended family is a \_\_\_\_\_.
2. About \_\_\_\_\_ of children in the U.S. live in blended families.
3. In a blended family, at least one parent has \_\_\_\_\_ from a previous marriage or relationship.
4. Children in a new blended family may feel \_\_\_\_\_.
5. Stepparents should be \_\_\_\_\_ and understand that it takes time to build good relationships.

A few important things for new stepparents to remember are:

- Be realistic: Everything won't be perfect in the beginning.
- Be patient: Good relationships take time.
- Don't expect too much: Give your stepchildren your time, energy, and love, but don't expect anything in return for now.

The good news is that, with good communication and a lot of support, kids usually adjust to their new family members. The bad news? Creating a healthy blended family takes hard work and a lot of time.



Look at the website on page 34 of the Student's Book again. Circle the letter of the correct answer.

1. Who is the question from?
  - a daughter
  - a father
  - Mr. Dad
  - a mother
2. What do the parents want to do?
  - sell their house
  - send their last child off to college
  - travel
  - both a. and c.
3. Who doesn't have a job?
  - the father
  - the mother
  - Mr. Dad
  - the oldest daughter
4. According to the website, what do more adult children do today than in the past?
  - move out of the house
  - return home to live
  - get divorced
  - go off to college

Look at the website on page 34 of the Student's Book again. What advice does "Mr. Dad" offer to worried parents of adult children living at home? Write Do or Don't on the line.

<p>_____ 1. Worry.</p> <p>_____ 2. Help in any way you can.</p> <p>_____ 3. Ask, "How long do you plan on staying?"</p> <p>_____ 4. Treat your adult children like kids.</p>	<p>_____ 5. Tell them you understand.</p> <p>_____ 6. Talk to them as adults.</p> <p>_____ 7. Discuss paying for expenses and helping with chores.</p>
--	--

## GRAMMAR BOOSTER

### A Choose the correct response. Write the letter on the line.

<p>____ 1. "Do you and your brothers play soccer together?"</p> <p>____ 2. "Does your stepbrother work in a restaurant?"</p> <p>____ 3. "Do your grandparents like music?"</p> <p>____ 4. "Does your aunt look like your mother?"</p> <p>____ 5. "Do you live near here?"</p> <p>____ 6. "Do I need a tie?"</p>	<p>a. No, he doesn't.</p> <p>b. Yes, we do. All the time.</p> <p>c. No, I don't.</p> <p>d. Yes, they do. Very much.</p> <p>e. No, she doesn't.</p> <p>f. No, you don't.</p>
---	---

### B Complete the conversations. Write short answers to the questions.

1. A: Does he live in Sydney?  
B: No, he doesn't. He lives in Melbourne.
2. A: Do your friends like Chinese food?  
B: Yes. They go to Chinese restaurants all the time.
3. A: Do you have a big family?  
B: Yes. I have eight brothers and sisters.
4. A: Does your husband work in an office?  
B: No. He's a musician.
5. A: Do we need to buy our tickets now?  
B: No. We can buy our tickets on the train.

### C Complete the conversations. Write yes / no questions with the simple present tense.

<p>1. A: He doesn't like concerts. B: <u>Does he like</u> art exhibits?</p> <p>2. A: My sister-in-law doesn't eat meat. B: <u>Does she eat</u> fish?</p> <p>3. A: My stepfather doesn't drink coffee. B: <u>Does he drink</u> tea?</p>	<p>4. A: I don't like rap music. B: <u>Do you like</u> jazz?</p> <p>5. A: I have two brothers and one sister. B: <u>Do you have</u> any nieces and nephews?</p>
--	---

**D**

**Look at the responses. Write information questions with the simple present tense.**

1. A: How many people do you have in your office ?  
B: In my office? About twenty or twenty-five people.
2. A: \_\_\_\_\_ ?  
B: Max? He works in London.
3. A: \_\_\_\_\_ ?  
B: They usually start work at 8:00.
4. A: \_\_\_\_\_ ?  
B: My mother. She calls me every night.
5. A: \_\_\_\_\_ ?  
B: The Perez family lives here.
6. A: \_\_\_\_\_ ?  
B: Mona? She only has one sister.
7. A: \_\_\_\_\_ ?  
B: He sees his cousins every summer.

**E**

**Read each statement. Underline the subject and circle the object. Write two questions with who, one about the subject and one about the object.**

1. My son visits my parents once a month.
  - a. Who visits your parents once a month ? My son.
  - b. Who does your son visit once a month ? My parents.
2. My grandmother lives with my aunt.
  - a. \_\_\_\_\_ ? My grandmother.
  - b. \_\_\_\_\_ ? My aunt.
3. Nathaniel loves Beethoven.
  - a. \_\_\_\_\_ ? Nathaniel.
  - b. \_\_\_\_\_ ? Beethoven.
4. Elliot works for Mr. Kim.
  - a. \_\_\_\_\_ ? Elliot.
  - b. \_\_\_\_\_ ? Mr. Kim.

How many people are  
there in the world? You can see  
a population clock on this website:  
[www.census.gov/cgi-bin/ipc/popclockw](http://www.census.gov/cgi-bin/ipc/popclockw)

## WRITING BOOSTER

**A** Look at the sports website. Complete each sentence with and or but.

Ming vs. O'Neal

Address: [Ming vs. O'Neal](#)

**NICKNAME:**  
Ming Dynasty (USA),  
Little Giant (China)

**HEIGHT:**  
7 feet, 6 inches / 2.29 m

**WEIGHT:**  
310 pounds / 140.6 kg

**DATE OF BIRTH:**  
September 12, 1980

**NATIONALITY:**  
Chinese

**HOMETOWN:**  
Shanghai, China

**OCCUPATION:**  
athlete

**FAMILY:**  
only child

**MARITAL STATUS:**  
married, no children

**MUSIC TASTE:**  
rap music, Chinese pop

**NICKNAME:**  
Shaq, Superman

**HEIGHT:**  
7 feet, 1 inch / 2.16 m

**WEIGHT:**  
340 pounds / 154.2 kg

**DATE OF BIRTH:**  
March 6, 1972

**NATIONALITY:**  
American

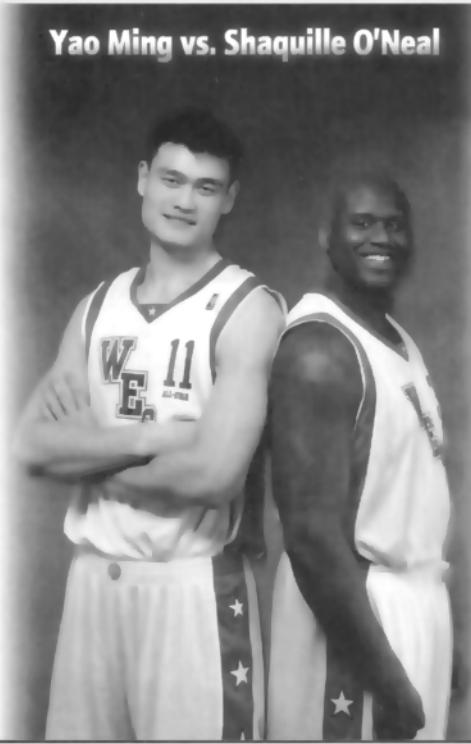
**HOMETOWN:**  
Newark, New Jersey, USA

**OCCUPATION:**  
athlete, actor, musician

**FAMILY:**  
two sisters and one brother

**MARITAL STATUS:**  
married with three  
daughters, two sons,  
and one stepson

**MUSIC TASTE:**  
rap music, R&B music



1. Yao Ming is tall, \_\_\_\_\_ he's a basketball player.
2. Shaquille O'Neal is an athlete, \_\_\_\_\_ he's an actor / musician.
3. Mr. O'Neal has two sisters and one brother, \_\_\_\_\_ Mr. Yao is an only child.
4. Mr. Yao likes Chinese pop music, \_\_\_\_\_ Mr. O'Neal doesn't.
5. Mr. O'Neal is married, \_\_\_\_\_ he has six children.
6. Mr. Yao was born in the 80s, \_\_\_\_\_ Mr. O'Neal was born in the 70s.

**B** Look at the sports website again. On a separate sheet of paper, write a paragraph comparing Yao Ming and Shaquille O'Neal. Write about how they are similar and how they are different.

UNIT  
**4**

# Food and Restaurants

## Preview

1

Look at the menus. Then read the conversations. Where are the customers eating?  
Write the name of the restaurant on the line.



1. Cleo's Café



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_

2 Look at the menus in Exercise 1 again. Where will you eat? What food will you order?

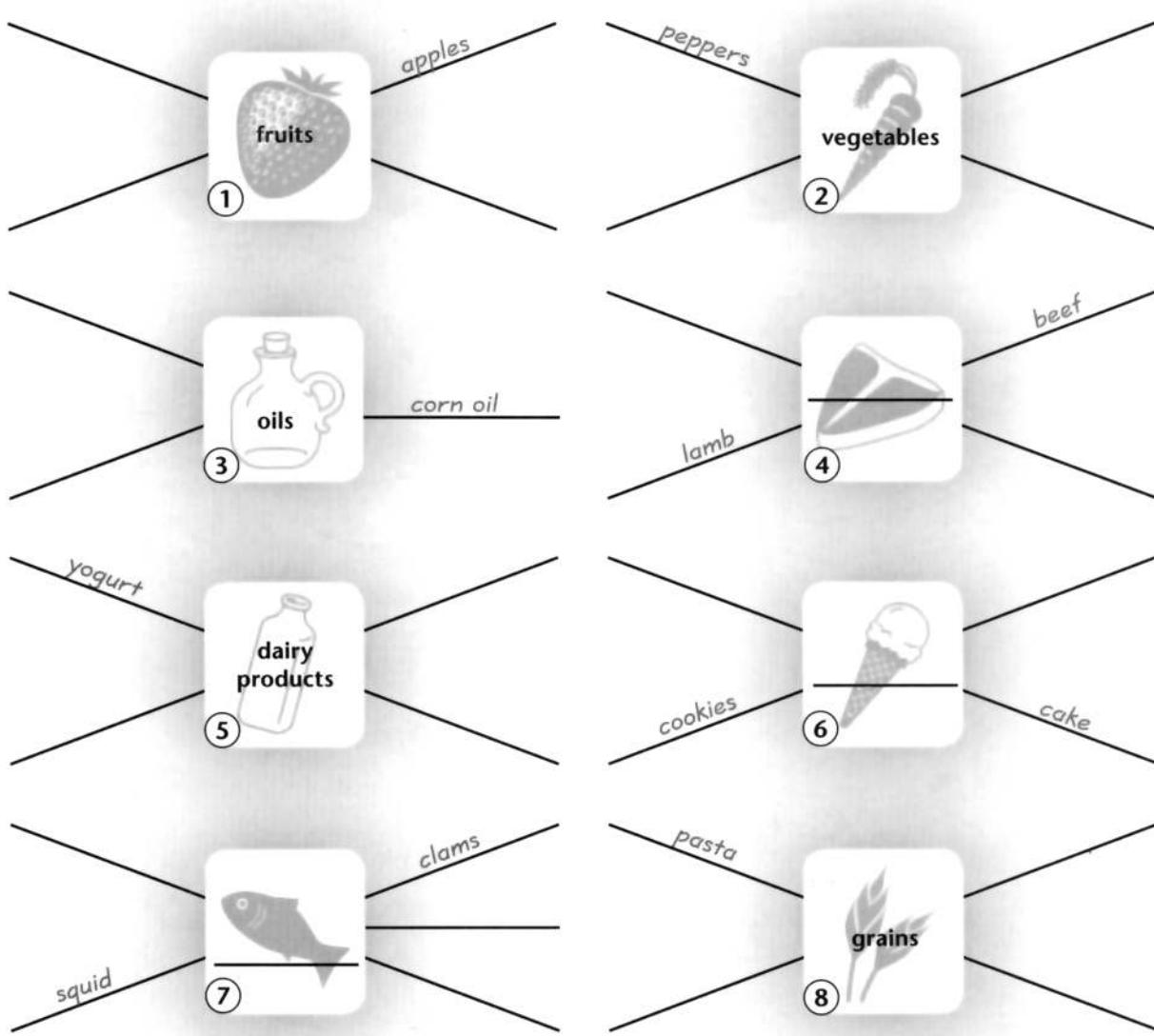
I'll eat at \_\_\_\_\_. I'll start with the \_\_\_\_\_.  
Then I'll have the \_\_\_\_\_. I'll have \_\_\_\_\_ to drink  
and \_\_\_\_\_ for dessert.

Now change your mind about one dish you ordered.

On second thought, maybe I'll have the \_\_\_\_\_ for \_\_\_\_\_.

LESSON 1

3 Complete the word webs. Write food categories and foods on the lines.



4

What's in the fridge? Look at the picture. Write sentences starting with There is / There isn't or There are / There aren't.

**Non-count nouns**

fish      lettuce  
sausage      juice  
milk      broccoli  
cheese      yogurt

**Count nouns**

apple      carrot  
banana      orange  
egg      onion  
grape

Handwriting practice lines for writing sentences about the contents of the fridge.



5

Think about your favorite dish at your favorite restaurant. What are the ingredients? Use There is / There are to write the ingredients you know. Use Is there / Are there to guess other ingredients.

Dish: Pad Thai

Restaurant: Lemon Grass

Location: on the corner of First Avenue and Bank Street

There's shrimp in the Pad Thai at Lemon Grass. Are there eggs?

Dish:

Restaurant:

Location:

6

Answer the questions. Use your own words.

1. "Is there anything to eat in your fridge?"

**(YOU)** \_\_\_\_\_

2. "How hungry are you right now?"

**(YOU)** \_\_\_\_\_

3. "What restaurants in your area do you recommend?"

**(YOU)** \_\_\_\_\_

## LESSON 2

7

Match the statement on the left with the explanation on the right. Draw a line.

1. “All children’s meals come with a drink and dessert.”

a. The customer is asking about the menu.

2. “Does the grilled chicken come with a salad?”

b. The server is explaining the menu.

3. “I think I’ll start with the tomato soup.”

c. The customer is not ready to order.

4. “Anything to drink?”

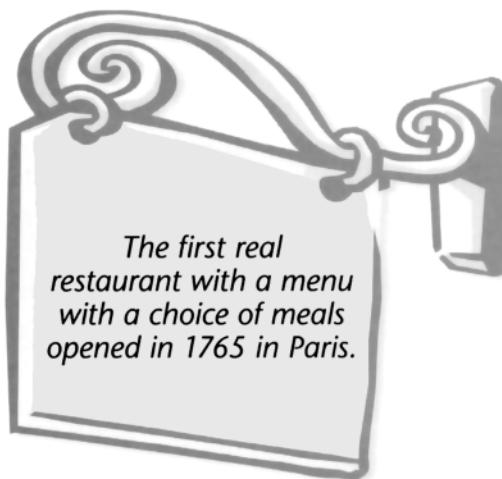
d. The server is taking a beverage order.

5. “I need some more time.”

e. The customer is ordering an appetizer.

6. “And what would you like for your main course?”

f. The server is taking the customer’s entrée order.



8

Complete the conversations.

1. A: What do sandwiches \_\_\_\_\_?  
B: Potato chips or fresh fruit.
2. A: What \_\_\_\_\_ bread is there?  
B: White, wheat, or a croissant.
3. A: And anything \_\_\_\_\_?  
B: Sparkling water, please.
4. A: Would you like to try our famous chocolate cake?  
B: No, thanks. I’m not in the \_\_\_\_\_ dessert.

### 9 Complete the conversation with a, an, or the.

Mary: Let's get 1. table.

Joan: OK. Let's see. How about 2. table by the window? It's available.

Mary: Perfect.

Server: Are you ready to order?

Joan: Yes, we are. Do you have 3. breakfast special?

Server: Yes, we do. We have 4. Continental Breakfast Special and 5. English Breakfast Special on 6. menu today.

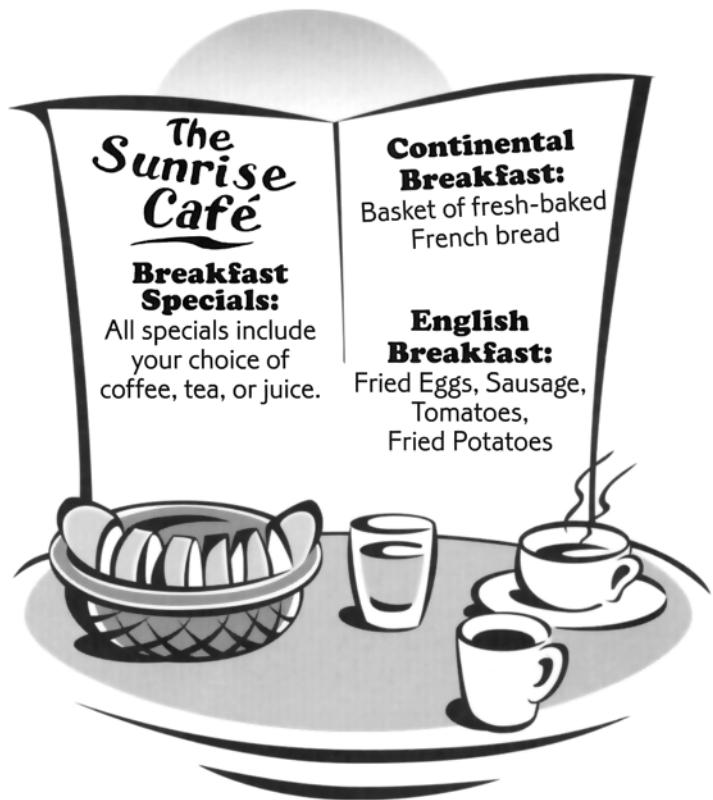
Joan: What does 7. Continental Breakfast Special come with?

Server: It comes with 8. choice of juice, tea, or coffee and 9. basket of fresh-baked French bread.

Joan: I think I'll have 10. English Breakfast Special with coffee, please.

Mary: I'll have the same, but without 11. coffee. I'll have 12. glass of juice instead.

Server: Certainly.



### 10 Complete the sentences with a, an, or the.

- I'm in the mood for cheeseburger.
- Caesar salad at Mario's is fantastic.
- Is there children's menu?
- Would you like to start with appetizer?
- It's Elizabeth's birthday. Let's pick up cake.

- I recommend curry chicken. It's delicious.
- Are there eggs in Chinese noodles?
- For breakfast, I usually have coffee with milk and banana.
- orange juice here is fresh-squeezed.

### 11 Answer the questions. Use your own words. Use a, an, or the if needed.

- "Hungry? What are you in the mood for?"

**(YOU)** \_\_\_\_\_

- "What dish do you recommend at your favorite restaurant?"

**(YOU)** \_\_\_\_\_

- "What do you usually eat for breakfast?"

**(YOU)** \_\_\_\_\_

## LESSONS 3 and 4

12 Look at the menu. Then answer the questions with short answers.

1. Does the pasta come with a salad?  
Yes, it does.
2. What kind of soup is there?  
\_\_\_\_\_
3. Is there any seafood on the menu?  
\_\_\_\_\_
4. Are there any healthy foods on the menu?  
\_\_\_\_\_
5. Is the fish entrée spicy?  
\_\_\_\_\_
6. Does this restaurant accept credit cards?  
\_\_\_\_\_
7. What kind of salad is there?  
\_\_\_\_\_

13 Read the webpage on page 46 of the Student's Book again. Circle the healthier fast-food options.

1. a. chicken	b. red meat
2. a. grilled	b. fried
3. a. sauce	b. lettuce and tomato
4. a. regular-size portion	b. super-size portion
5. a. french fries	b. fruit cup or side salad
6. a. frozen yogurt or fruit ices	b. ice cream or cookies

Now answer the questions, according to the website.

1. What's unhealthy about sauces?  
\_\_\_\_\_
2. What's healthy about tomato, lettuce, onion, and other veggies?  
\_\_\_\_\_
3. What's unhealthy about french fries?  
\_\_\_\_\_
4. What's healthy about frozen yogurt or fruit ices?  
\_\_\_\_\_

**JACK'S RESTAURANT**

**SOUPS**  
Clam Chowder Chicken Vegetable

**SALADS**  
Pasta Salad Mixed Green Salad

**ENTRÉES**  
ALL ENTRÉES INCLUDE A CHOICE OF SOUP OR SALAD.  
Teriyaki Steak with mashed potatoes  
Vegetable Beef Stew with carrots, potatoes, and peas  
Pasta with tomato sauce  
Grilled Fish with garlic and red pepper sauce

**LITE ENTRÉES**  
Low-Fat Baked Chicken with cottage cheese and fresh fruit  
Vegetable Sandwich—sweet bell peppers, cucumbers, carrots, and mixed salad greens on pita bread

**BEVERAGES**  
Bottled Water Soft Drinks Tea Coffee

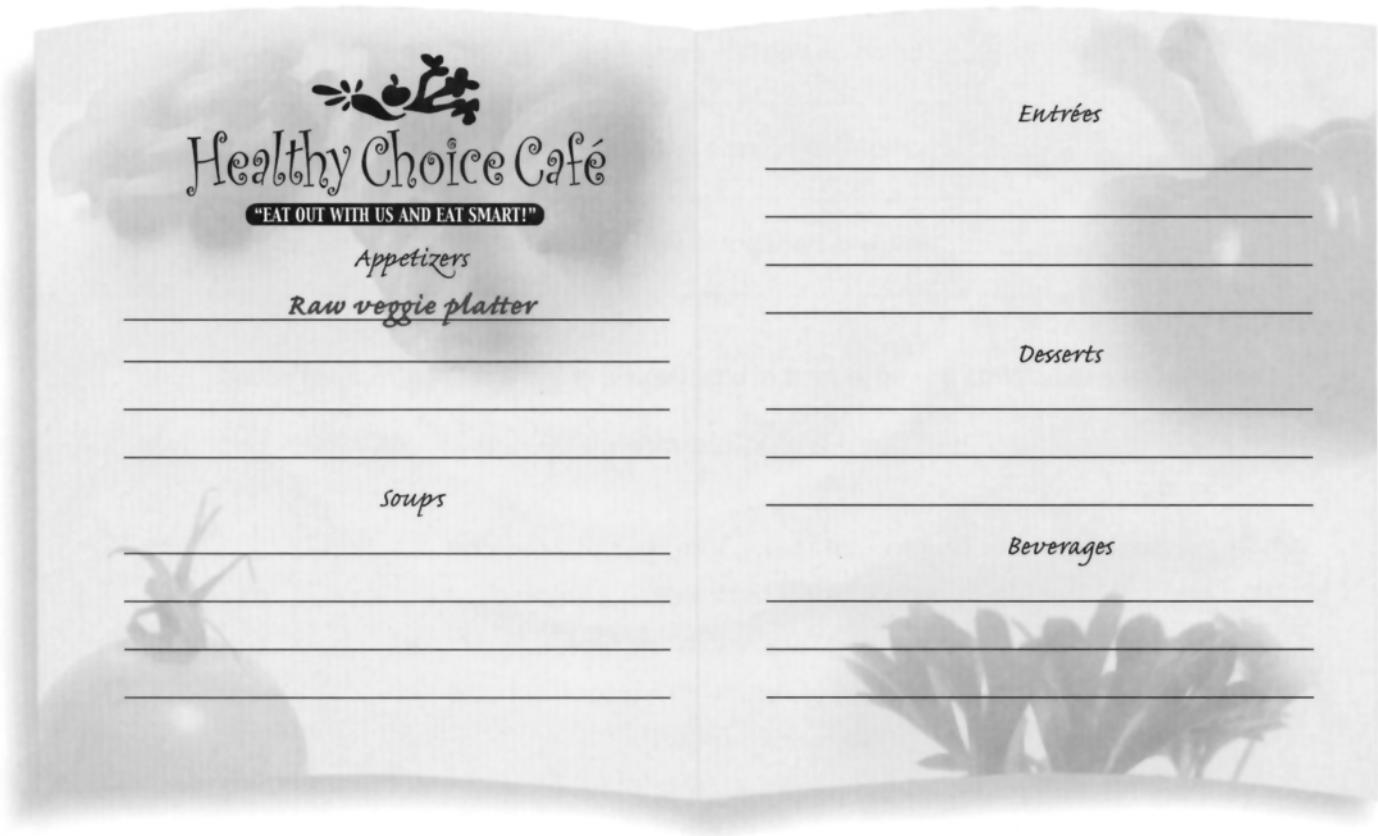
= This is a hot dish!

**SORRY, WE DO NOT ACCEPT CREDIT CARDS.**

What will you order the next time you have fast food? Explain why.


14

Create a menu for the Healthy Choice Café. Write healthful foods that you like to eat under each menu category.



## GRAMMAR BOOSTER

A

Complete the chart with nouns from the box.

music	apple	water	fun	banana	cheese	help	egg
cookie	carrot	sugar	fruit	bread	golf	onion	coffee

COUNT	NON-COUNT
apple	music

**B**

Write How much or How many to complete the questions. Then answer each question, using a countable quantity. Use your own words.

1. " \_\_\_\_\_ water do you drink in a day?"

**YOU**

2. " \_\_\_\_\_ milk is in your refrigerator?"

**YOU**

3. " \_\_\_\_\_ potato chips do you eat in a week?"

**YOU**

4. " \_\_\_\_\_ bread do you buy every week?"

**YOU**

5. " \_\_\_\_\_ onions do you use in a month?"

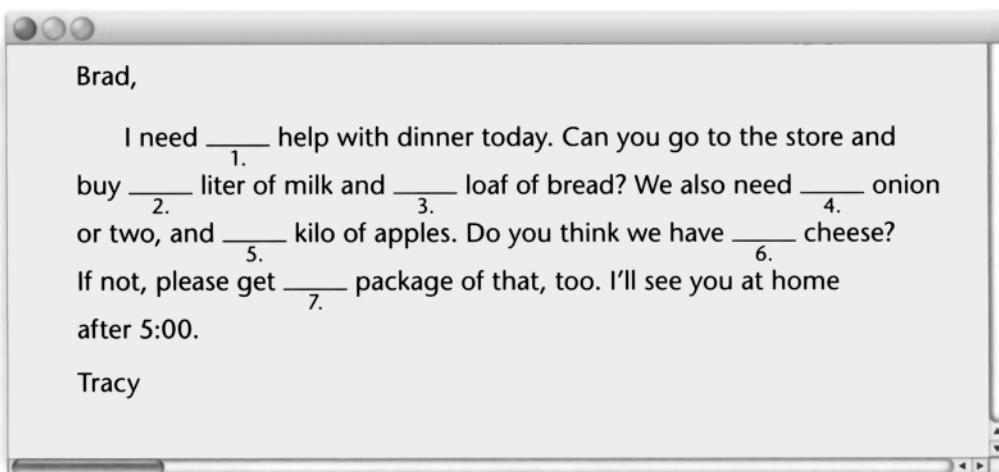
**YOU**

6. " \_\_\_\_\_ sugar do you put in your coffee?"

**YOU**

**C**

Complete the e-mail. Write a or an in front of count nouns or x in front of non-count nouns.

**D**

Complete the conversations with some or any. For some items, more than one answer may be possible.

1. A: Do you need \_\_\_\_\_ bread?

B: No, thanks. I have \_\_\_\_\_.

2. A: Do they want \_\_\_\_\_ soup?

B: No, they don't want \_\_\_\_\_ right now.

3. A: I don't have \_\_\_\_\_ water and I'm so thirsty.

B: Do you want \_\_\_\_\_ tea?

4. A: Does she need \_\_\_\_\_ help?

B: She doesn't need \_\_\_\_\_ help. She needs \_\_\_\_\_ practice.

## WRITING BOOSTER

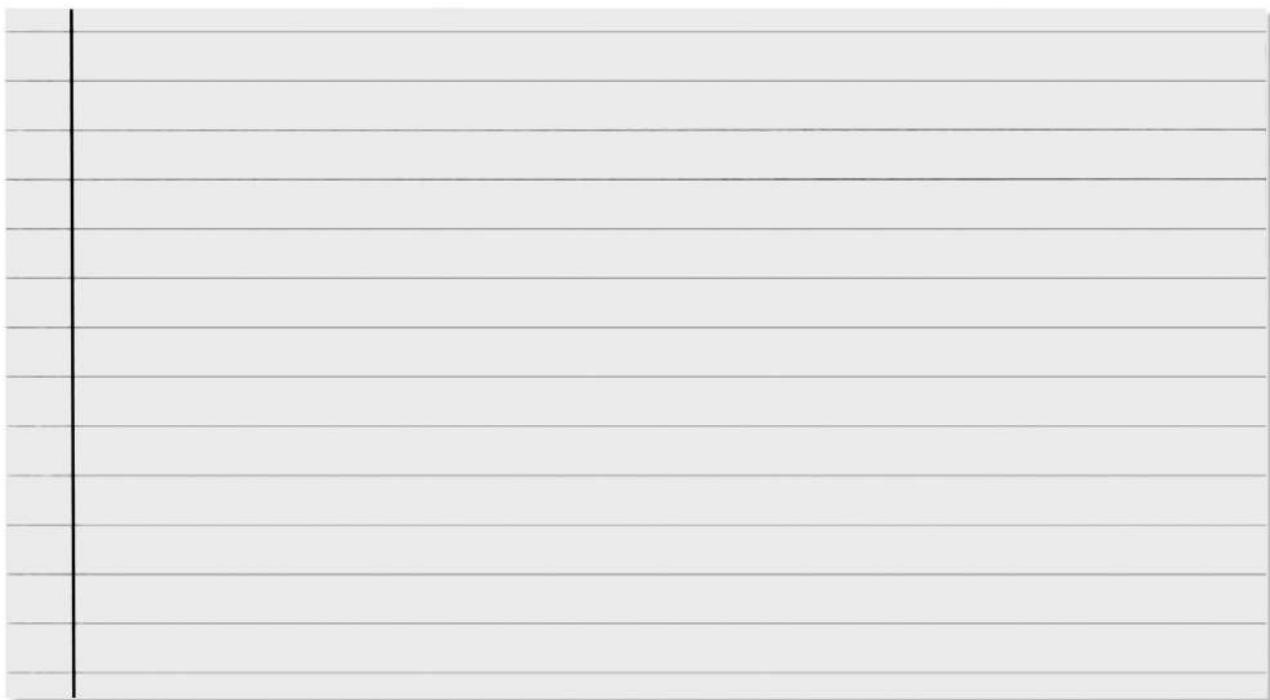
### A Connect the following words and ideas with and and in addition.

1. Spanish paella is made with rice, seafood, meat, \_\_\_\_\_ vegetables.
2. A traditional Irish breakfast includes sausages, bacon, \_\_\_\_\_ fried eggs. \_\_\_\_\_, there are fried potatoes and tomatoes.
3. Pho is a soup from North Vietnam, \_\_\_\_\_ it's made with beef and rice noodles.
4. Guacamole is a Mexican appetizer made from avocados. \_\_\_\_\_, it contains tomatoes, onions, lemon or lime juice, \_\_\_\_\_ salt.
5. Indian samosas are fried pastries, \_\_\_\_\_ they have a spicy filling of potatoes, peas, onions, \_\_\_\_\_ green chilis.

### B Think of a typical dish from your country. Answer the questions.

1. What is the name of the dish? \_\_\_\_\_
2. What kind of dish is it (appetizer, entrée, side, etc.)? \_\_\_\_\_
3. What region of your country is it from? \_\_\_\_\_
4. What are the main ingredients? \_\_\_\_\_
5. Is it spicy, salty, or sweet? \_\_\_\_\_
6. Is it healthy? Why or why not? \_\_\_\_\_

### C Write a paragraph describing the dish from Exercise B. Use and and in addition when possible.



## Preview

1 Look at the electronics on page 50 of the Student's Book. List the products in each category. Some products can be listed in more than one category.

For listening to music	For watching movies	With your computer
headphones		
While driving	While on vacation	

2 Complete the chart. Use electronic products from page 50 of the Student's Book.

Products I have	Products I need / want	Products I can live without

3 Now look at the Products I have column. Circle any products you'd like to replace. Then choose two products you circled. Explain why you're ready for an upgrade. Use the vocabulary and language from pages 50–51 of the Student's Book.

I need a new desktop computer. My desktop is nine years old. The thing's...

1.

2.

## LESSON 1

### 4 Choose the correct response. Circle the letter.

1. "I'm looking for a new cell phone. Do you have any suggestions?"  
 a. What's wrong with it?      b. Want to come along?      c. How about a Global Mobile?
2. "What are you doing?"  
 a. I'm looking for a camcorder.    b. I'm ready for an upgrade.    c. It's driving me crazy!
3. "I hear the new X-phone is awesome."  
 a. Is it on the blink?      b. Is it expensive?      c. Is it a lemon?
4. "The photocopier isn't working."  
 a. Are you online?      b. Any suggestions?      c. What's the problem?

### 5 Complete each conversation with the present continuous. Use contractions when possible.

**TV Store:**

What is George doing here?  
 1. George / do

I think he / look for a new TV.  
 2. he / look

you / go to your sister's house tonight?  
 3. you / go

Yes, I / leave at 7:00.  
 4. I / leave

**Restaurant:**

you / check your e-mail?  
 5. you / check

No, I / shop. Mike's Photo have a sale on digital cameras.  
 6. I / shop  
 7. have

use the photocopier?  
 8. use

**Office:**

Erin is make copies for the sales meeting.  
 9. she / make

**6**

**Read the questions. Write answers starting with No. Use the information in parentheses. Use contractions when possible.**

1. Is he leaving at 10:30? (11:00)  
No, he isn't. He's leaving at 11:00.

2. Are they studying at the library? (look at the newspaper ads)

3. Are you shopping for a laptop? (a smart phone)

4. Is she going to the movie tonight? (tomorrow night)

**7**

**Write questions starting with Is or Are.**

1. you / look for / a new fax machine

Are you looking for a new fax machine?

3. they / buy / a scanner

2. he / check / e-mail / right now

4. Kate / work / today

**8**

**Look at the responses. Complete the questions. Use the present continuous.**

1. A: What are you looking for ?

B: I'm looking for a dictionary.

3. A: What \_\_\_\_\_?

B: I'm buying a new mobile phone.

2. A: Who \_\_\_\_\_?

B: Matt is going to the tech conference.

4. A: When \_\_\_\_\_?

B: My sister is going to Dublin in September.

**9**

**Look at Maria's smart phone. Answer the questions about her schedule.**

**Use the present continuous. Use contractions when possible.**

1. It's 12:15 P.M. What is Maria doing?

\_\_\_\_\_

2. It's 4:00 P.M. Is Maria going shopping?

\_\_\_\_\_

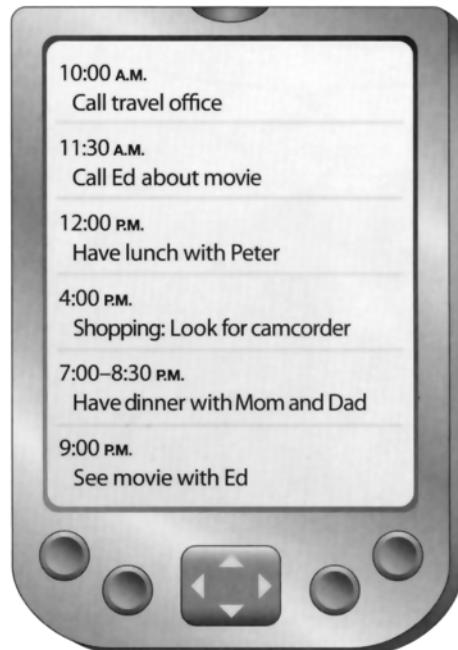
What is she looking for?

\_\_\_\_\_

3. It's 9:15 P.M. Is Maria eating dinner?

\_\_\_\_\_

What is she doing?



**10** Answer the questions. Use your own words.

1. "Are you using any electronic products right now?"

**YOU** \_\_\_\_\_

2. "What are you doing tonight?"

**YOU** \_\_\_\_\_

3. "What about next weekend?"

**YOU** \_\_\_\_\_

**LESSON 2**

**11** Complete the conversation. Use questions from the box.

What's wrong with it?	How's it going?	Any suggestions?	What brand is it?
-----------------------	-----------------	------------------	-------------------

A: Hi, Barry. \_\_\_\_\_ 1.

B: OK, thanks. But my coffee maker's driving me crazy!

A: Not again! \_\_\_\_\_ 2.

B: I don't know. It just isn't working. That thing is a piece of junk!

A: That's too bad. \_\_\_\_\_ 3.

B: It's a Coffee Pal.

A: Sounds like you need a new coffee maker.

B: That's for sure. \_\_\_\_\_ 4.

A: Well, how about a Brewtech? The model I have is terrific.

B: Really? Thanks for the suggestion.

**12** Complete the responses. Use words from the box.

hair dryer	blender	freezer	washing machine	fan	microwave
------------	---------	---------	-----------------	-----	-----------

1. A: The juicer isn't working.

B: Try the \_\_\_\_\_.

2. A: The chicken is still not done. This oven is so slow!

B: Let's put it in the \_\_\_\_\_.

3. A: Are you ready to go to the Laundromat?

B: Again? Too much trouble. I hear Appliance World is having a sale on \_\_\_\_\_.

4. A: The air conditioner is on the blink again.

B: Do we have a \_\_\_\_\_?

5. A: You look different.

B: I look horrible! My \_\_\_\_\_ is broken! I'm going shopping for a new one at lunch.

6. A: Are we having these steaks tonight?

B: No, they're for next week. Please put them in the \_\_\_\_\_.

**13** Write each response in a different way.

1. A: What's wrong?  
B: My printer won't print.  
My printer's not working.
2. A: What do you think about Pell brand computers?  
B: Pell computers are great!

3. A: My TV isn't working. I can't watch the big game tonight.  
B: I'm sorry to hear that.
4. A: How's your new CD player?  
B: It's a piece of junk!

**14** Answer the questions. Use your own words.

1. "Are you using any household appliances or machines right now?"

**YOU** \_\_\_\_\_

2. "What household appliances and machines do you use every day?"

**YOU** \_\_\_\_\_

3. "What household appliances and machines do you never use? Why?"

**YOU** \_\_\_\_\_

**LESSONS 3 and 4**

**15** Think about the features of products you have or know about. Write one product for each adjective. Explain your answers.

1. guaranteed: blender

I can return it if I don't like it.

4. obsolete: \_\_\_\_\_

\_\_\_\_\_

2. portable: \_\_\_\_\_

\_\_\_\_\_

5. popular: \_\_\_\_\_

\_\_\_\_\_

3. affordable: \_\_\_\_\_

\_\_\_\_\_

6. convenient: \_\_\_\_\_

\_\_\_\_\_

**16**

Extra reading comprehension

Read the advertisement on page 56 of the Student's Book again. Then check true, false, or no information.

1. You use your MP3 player with the Pro Musica.
2. With the Pro Musica, you don't need a radio.
3. Family members can listen to different music at the same time.
4. The Pro Musica comes with CDs.
5. You plug the speakers and earbuds into the Pro Musica.
6. It's easy to download music onto the Pro Musica.

	true	false	no information
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Presenting the Sony, er . . . Stowaway?

Mr. Akio Morita and Mr. Masaru Ibuka started the Sony Corporation in Tokyo in 1946. At first, Sony was a small electrical repair company. In 1953, they started to sell the first transistor radios. In 1979, Sony introduced one of their most famous products, the "Walkman" portable cassette player.

Sony engineers invented the Walkman after they noticed young Japanese people listening to music all day, even carrying large stereos to the park. They believed that people wanted a music player that was small enough to wear in a shirt pocket. Sony also wanted the cassette player to be easy to use, so that people could listen to music while doing other things like exercising, riding the train, or doing housework.

Sony chose the name "Walkman" for their new product. At first, the Walkman didn't sell well. Electronic stores didn't think people would buy it. Some thought that the Walkman would make people unfriendly and stop talking to other people. However, as more people heard about the Walkman, it became a big hit. Japanese music fans loved it. When Sony was ready to sell the Walkman in other countries, they worried that people would think that the name was bad English. They made plans to call it the "Soundabout" in the United States and

the "Stowaway" in the United Kingdom. But Mr. Morita wanted his gadget to have the same name in every country, and now "Walkman" is its name all over the world. You can even find "walkman" in the dictionary! Since 1979, there have been 300 different Walkman models and over 150 million have been sold around the world. Today's Walkman is a video MP3 player with built-in wireless Internet. The Sony Walkman is the best selling consumer electronic product ever made.

### Sony Walkman™ Cassette Player



SOURCE: [www.sony.net](http://www.sony.net)

Now read the article again. According to the information in the article, which adjectives describe the Sony Walkman? For the adjectives you check, find words in the text to support your answers.

<input checked="" type="checkbox"/> convenient	<u>easy to use, listen to music while doing other things</u>
<input type="checkbox"/> guaranteed	_____
<input type="checkbox"/> affordable	_____
<input type="checkbox"/> fast	_____
<input type="checkbox"/> portable	_____
<input type="checkbox"/> popular	_____

**Do you think that the Sony Walkman Cassette Player was a good product? Would you buy a new Walkman Player today? Explain your answers.**

**18** Look at the picture. Then complete the paragraph. Use the present continuous.



It's a busy Monday morning at the office of Techco Inc. The company president, Ms. Cline, is answering her e-mail. She leaves tomorrow morning. She goes to Brazil for a sales meeting. Her assistant, Frank, talks on the phone right now. He buys Ms. Cline's airplane tickets. Jim, a sales manager, uses the photocopier and the fax machine. He makes copies of a report for the meeting and sends a fax to Ms. Cline's hotel. Jeff and Aliza also work for Techco. They clean the break room and make coffee.

19

Look at the picture. Find all of the problems in the office. Write a short paragraph about the problems.



The employees at Techno are having problems ...

## GRAMMAR BOOSTER

**A** Change each statement from the simple present tense to the present continuous. Use contractions.

1. I eat breakfast every morning. I'm eating breakfast now.
2. My mother buys a newspaper every day. \_\_\_\_\_ now.
3. They walk to school every day. \_\_\_\_\_ now.
4. It rains all the time in the summer. \_\_\_\_\_ now.
5. He runs in the park every afternoon. \_\_\_\_\_ now.
6. We close the store at 5 P.M. \_\_\_\_\_ now.
7. He writes the report on Fridays. \_\_\_\_\_ now.

**B** Write negative statements. Use the words in parentheses.

1. He's going to school now. He's not working. \_\_\_\_\_ (work)
2. Sonia and Leo are drinking water. \_\_\_\_\_ (tea)
3. Ted is writing a letter. \_\_\_\_\_ (do homework)
4. You're talking a lot. \_\_\_\_\_ (listen)
5. I'm reading a magazine. \_\_\_\_\_ (a book)
6. We're eating at my house. \_\_\_\_\_ (a restaurant)
7. The fax machine is making a noise. \_\_\_\_\_ (print)

**C**

**Choose the correct response. Write the letter on the line.**

_____ 1. "Are you going to work now?"	a. A new rice cooker.
_____ 2. "Is he studying for an English test?"	b. No, he's not.
_____ 3. "What is Tina shopping for?"	c. Yes, I am.
_____ 4. "Are they listening to jazz?"	d. In an hour.
_____ 5. "When is he leaving work?"	e. Yuko and Miyumi.
_____ 6. "Who's watching TV?"	f. No, they aren't. It's rap.

**D**

**Unscramble the words to write questions. Use the present continuous.**

1. go / to the store / who Who is going to the store?

2. they / play soccer / where Where are they playing soccer?

3. Sam / eat / what What is Sam eating?

4. when / Lidia / come home When is Lidia coming home?

5. my computer / why / use / you Why are you using my computer?

6. pay for / you / that / how much / laptop How much are you paying for that laptop?

## WRITING BOOSTER

**A**

**Rewrite the sentences. Use a form of have. Place the adjective before the noun.**

1. My GPS is new. I have a new GPS.

2. My food processor is convenient. My convenient food processor.

3. Our desktop computer is obsolete. Our obsolete desktop computer.

4. Her smart phone is awesome. Her awesome smart phone.

5. Their laptop is fast. Their fast laptop.

6. His video player is portable. His portable video player.

**B**

**Write one sentence. Connect the adjectives with and.**

1. This camcorder is broken. It's also out-of-date.

This camcorder is broken and out-of-date.

2. I hear Econotech scanners are good. They're affordable, too.

I hear Econotech scanners are good and affordable.

3. Microwaves are fast, and they are convenient.

Microwaves are fast and convenient.

4. These coffee makers are expensive, but they are guaranteed.

These coffee makers are expensive but guaranteed.

5. I'm looking for an up-to-date smart phone. And I'd like it to be small.

I'm looking for an up-to-date and small smart phone.

C

**Look at the ad. Then write short answers to the questions.**

# *My Buddy 266T*

## Portable GPS

with touch screen  
free traffic updates

1. What is it? \_\_\_\_\_
2. What brand is it? \_\_\_\_\_
3. What model is it? \_\_\_\_\_
4. What does it do? \_\_\_\_\_
5. What adjectives describe it? \_\_\_\_\_
6. Where do you use it? \_\_\_\_\_
7. Is it a good product? Why or why not? \_\_\_\_\_

D

**Write a paragraph describing the product from Exercise C.**

# About the Authors

## Joan Saslow

Joan Saslow has taught in a variety of programs in South America and the United States. She is author of a number of multi-level integrated-skills courses for adults and young adults: *Ready to Go: Language, Lifeskills, and Civics*; *Workplace Plus: Living and Working in English*; and of *Literacy Plus*. She is also author of *English in Context: Reading Comprehension for Science and Technology*. Ms. Saslow was the series director of *True Colors* and *True Voices*. She participates in the English Language Specialist Program in the U.S. Department of State's Bureau of Educational and Cultural Affairs.

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Allen Ascher has been a teacher and a teacher trainer in China and the United States and taught in the TESOL Certificate Program at the New School in New York. He was also academic director of the International English Language Institute at Hunter College. Mr. Ascher is author of the "Teaching Speaking" module of *Teacher Development Interactive*, an online multimedia teacher-training program, and of *Think about Editing: A Grammar Editing Guide for ESL*.

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## Authors' Acknowledgments

The authors are indebted to these reviewers who provided extensive and detailed feedback and suggestions for the second edition of *Top Notch* as well as the hundreds of teachers who participated in surveys and focus groups.

**Manuel Aguilar Díaz**, El Cultural Trujillo, Peru • **Manal Al Jordi**, Expression Training Company, Kuwait • **José Luis Ames Portocarrero**, El Cultural Arequipa, Peru • **Vanessa de Andrade**, CCBEU Inter Americano, Curitiba, Brazil • **Rossana Aragón Castro**, ICPNA Cusco, Peru • **Jennifer Ballesteros**, Universidad del Valle de México, Campus Tlalpan, Mexico City, Mexico • **Brad Bawtinheimer**, PROULEX, Guadalajara, Mexico • **Carolina Bermeo**, Universidad Central, Bogotá, Colombia • **Zulma Buitrago**, Universidad Pedagógica Nacional, Bogotá, Colombia • **Fabiola R. Cabello**, Idiomas Católica, Lima, Peru • **Emma Campo Collante**, Universidad Central Bogotá, Colombia • **Viviane de Cássia Santos Carlini**, Spectrum Line, Pouso Alegre, Brazil • **Fanny Castelo**, ICPNA Cusco, Peru • **José Luis Castro Moreno**, Universidad de León, Mexico • **Mei Chia-Hong**, Southern Taiwan University (STUT), Taiwan • **Guven Ciftci**, Faith University, Turkey • **Freddy Correa Montenegro**, Centro Colombo Americano, Cali, Colombia • **Alicia Craman de Carmand**, Idiomas Católica, Lima, Peru • **Jesús G. Díaz Osío**, Florida National College, Miami, USA • **Ruth Domínguez**, Universidad Central Bogotá, Colombia • **Roxana Echave**, El Cultural Arequipa, Peru • **Ángelica Escobar Chávez**, Universidad de León, Mexico • **John Fieldely**, College of Engineering, Nihon University, Aizuwakamatsu-shi, Japan • **Herlinda Flores**, Centro de Idiomas Universidad Veracruzana, Mexico • **Claudia Franco**, Universidad Pedagógica Nacional, Colombia • **Andrea Fredricks**, Embassy CES, San Francisco, USA • **Chen-Chen Fu**, National

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