

SECOND EDITION

TOP NOTCH

English for Today's World

1B

WITH WORKBOOK

Joan Saslow • Allen Ascher

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



Top Notch: English for Today's World 1B with Workbook, Second Edition

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CONTENTS

| | |
|--|-----------|
| Learning Objectives for 1A and 1B | iv |
| To the Teacher | viii |
| About Your <i>ActiveBook</i> Self-Study Disc | ix |
| UNIT 6 Staying in Shape | 62 |
| UNIT 7 On Vacation | 74 |
| UNIT 8 Shopping for Clothes | 86 |
| UNIT 9 Taking Transportation | 98 |
| UNIT 10 Shopping Smart | 110 |
| REFERENCE CHARTS | |
| Countries and nationalities | 122 |
| Non-count nouns | 122 |
| Irregular verbs | 122 |
| Grammar Booster | 131 |
| Writing Booster | 145 |
| <i>Top Notch Pop</i> Lyrics | 149 |
| WORKBOOK | |
| UNIT 6 | W50 |
| UNIT 7 | W60 |
| UNIT 8 | W69 |
| UNIT 9 | W77 |
| UNIT 10 | W85 |
| About the Authors | last page |

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

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

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

| | |
|--|-------------------|
| Countries and nationalities / Non-count nouns / Irregular verbs..... | page 122 |
| Grammar Booster | page 131 |
| Writing Booster..... | page 145 |
| Top Notch Pop Lyrics..... | page 149 |
| ActiveBook Self-Study Disc..... | Inside back cover |

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

To the Teacher

What is *Top Notch*?

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

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

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

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

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

**Summit 1* and *Summit 2* are the titles of the fifth and sixth levels of the *Top Notch* course. All Student's Books are available in split editions with bound-in workbooks.

The *Top Notch* instructional design

Daily confirmation of progress

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

A purposeful conversation syllabus

Memorable conversation models provide essential and practical social language that students can carry "in their pockets" for use in real life. Guided conversation pair work enables students to modify, personalize, and extend each model so they can use it to communicate their 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

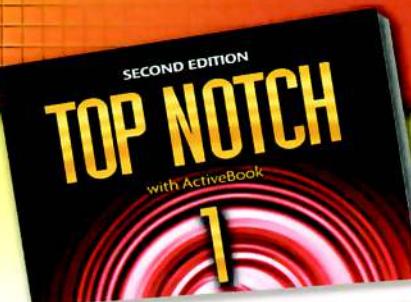
Students actively work with a rich vocabulary of high-frequency words, collocations, and expressions in all units of the Student's Book. Clear illustrations and definitions clarify meaning and provide support for independent study, review, and test preparation. Systematic recycling promotes smooth and 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 **My Buddy 2667 Portable GPS** \$299.99

Supershot Digital Camera optical zoom **Glimpse Stereo Headphones** \$99.99 **Imtek Speakers** \$29.99

A Vocabulary • Electronics Listen and repeat.

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 items in your Student's Book to find and study.

GRAMMAR
□ The present continuous (page 52)

VOCABULARY
Electronics, machines, and appliances

- air conditioner
- blender
- camcorder
- cell phone / mobile phone
- coffee maker
- desktop [computer]
- digital camera
- dishwasher
- dryer
- DVD player
- earphone
- fan
- fax machine
- flash drive
- horrid
- not fixable
- obsolete
- speaker
- stove
- vacuum cleaner
- washing machine

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 an upgrade
- pretty good
- terrific

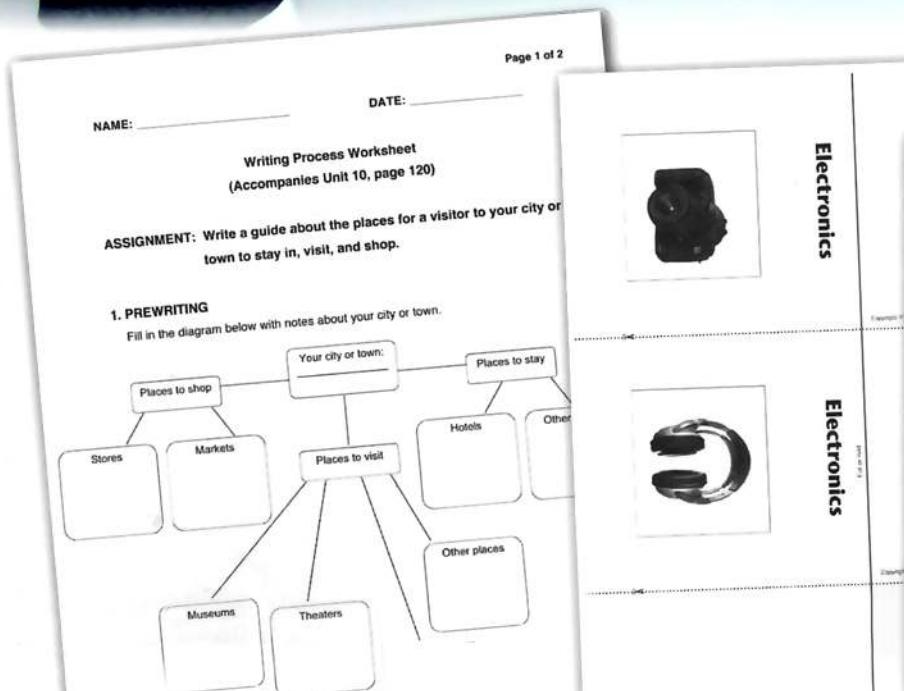
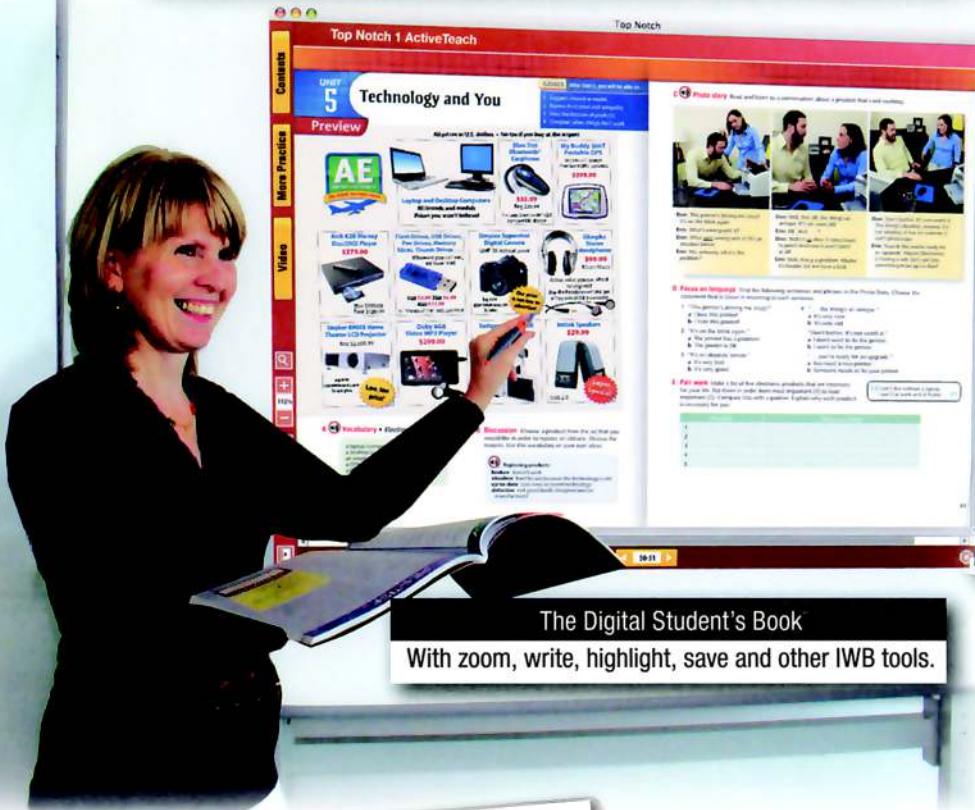
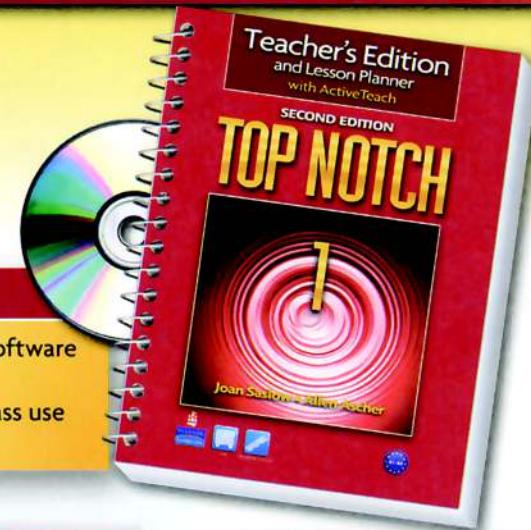
The Teacher's Edition and Lesson Planner

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



Top Notch TV

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



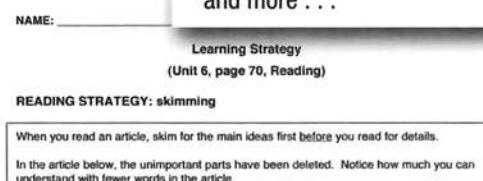
The Digital Student's Book

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

Printable Extension Activities

Including:

- Writing process worksheets
- Vocabulary flashcards
- Learning strategies
- Graphic organizers
- Pronunciation activities
- 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

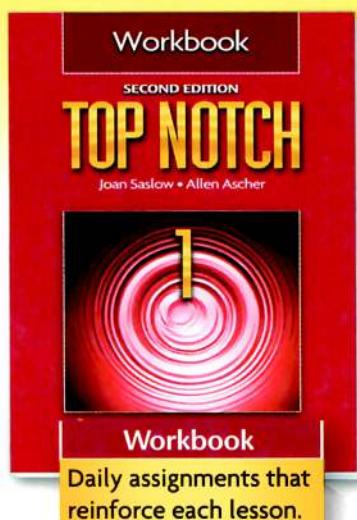
Bethany Hamilton — as evident in 2003 — the ten year — arm — attacked by — shark — Three weeks later — she — surfing — talk — raises money for her sport —

— lifts weights —

— drives a car — goes to rock concerts —

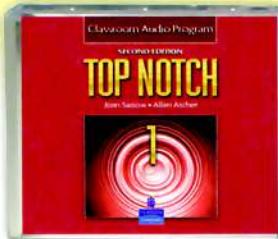
— careful about — diet —

Other components



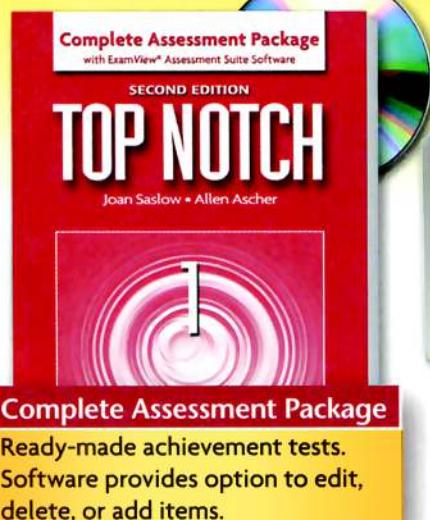
Workbook

Daily assignments that reinforce each lesson.



Classroom Audio Program

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



Complete Assessment Package

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

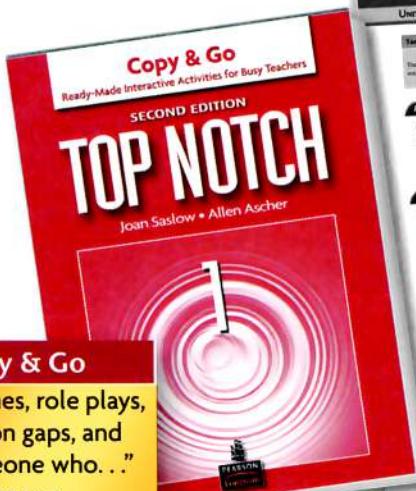


Full-Course Placement Tests

Joan Saslow ■ Allen Ascher

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, continuous vocabulary

Materials Each group of students needs: one copy of the worksheet, one copy of the board game, one die, one hourglass, markers, paper, pens, etc.

PREPARATION (2–3 minutes)

- Wipe off the board game, if like.
- 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 in that square. If the square has the word must, the student must include one verb + phrase 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 (5–10 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.

Latin Music Dance Party featuring Salsa superstar **Marc Anthony**. Show starts at 10:30 P.M. at the Havana Club. Tickets: \$25.

Jazz in the Park An afternoon of jazz with **James Carter**. One of the best jazz saxophones today! (The New York Times) Concert begins at 12:45 P.M. in Roosevelt Park. Tickets are \$10.

the White Stripes ROCK N' ROLL FROM DETROIT, USA. 11:30 P.M. CONTINENTAL CLUB TICKETS \$15. An evening of classic 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.

| | | | |
|-----------------|----------------|------------------|-------------------|
| 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

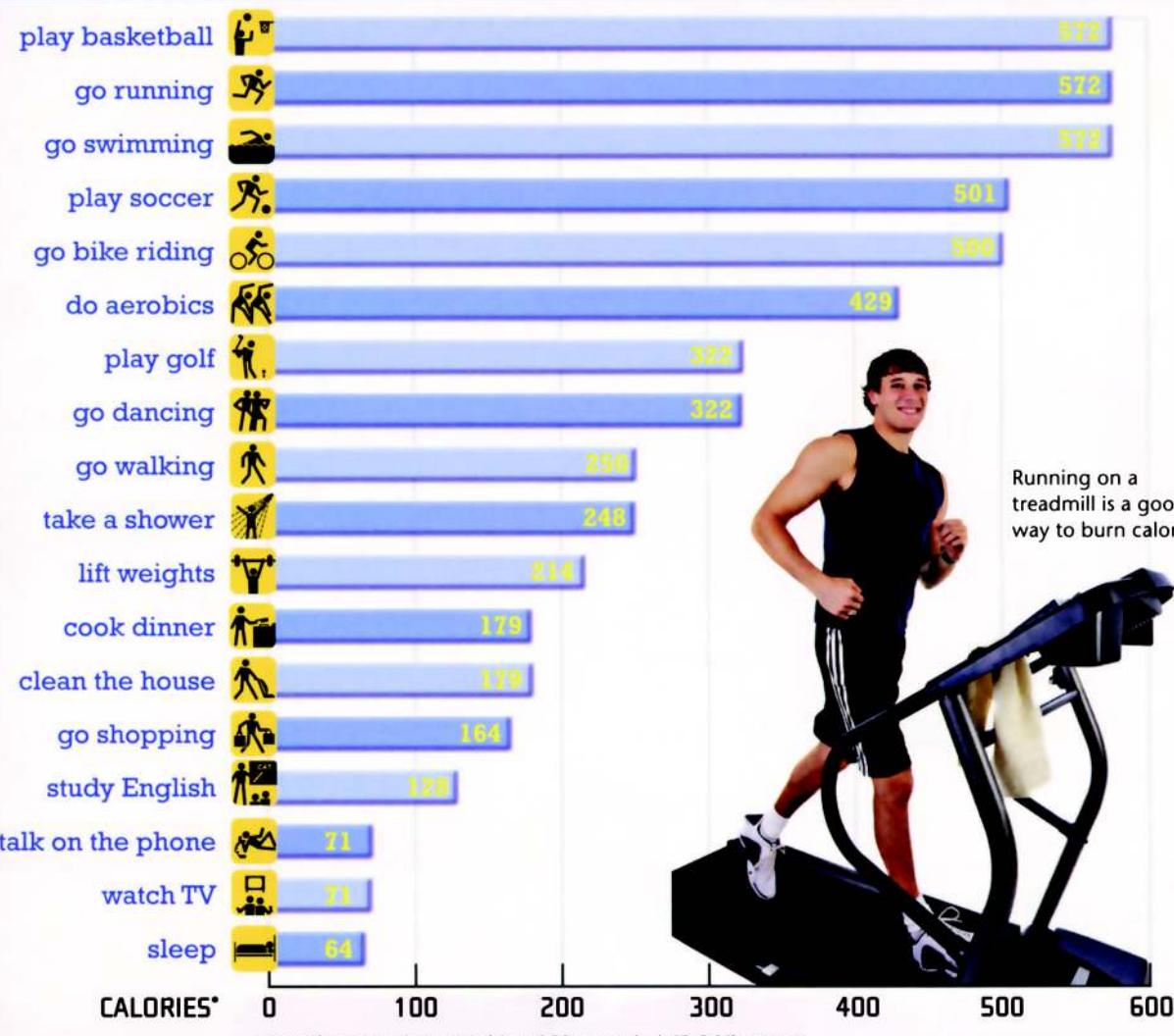
An optional online learning tool with:

- 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

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

Preview

How many calories can you burn in one hour?



Running on a treadmill is a good way to burn calories.

Source: msnbc.com

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

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

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



Lynn: Hi, Joy! What are you up to?

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

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

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

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

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

Lynn: That would be great.

Joy: Hey, how about your husband? Would he like to come, too?

Lynn: No way. Ken's a real couch potato.

He just watches TV and eats junk food. He's so out of shape.

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

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

Joy: Terrific.

D Focus on language Look at the underlined expressions in the Photo Story. Use the context to help you choose the correct meaning of the following sentences.

1 What are you up to?

- a What are you doing?
- b Where are you going?

3 My husband is really out of shape.

- a My husband doesn't exercise.
- b My husband exercises a lot.

2 Why don't we play tennis sometime?

- a Can you explain why we don't play tennis?
- b Would you like to play tennis sometime?

4 I'm crazy about tennis.

- a I hate tennis.
- b I love tennis.

E Personalize Review time expressions. Look at page 62. List the activities you do . . .

| every day | every weekend | once a week | once in a while | never |
|-----------|---------------|-------------|-----------------|-------|
| | | | | |

F Pair work Compare activities with a partner.

“What do you do every weekend?”

“Me? I go shopping.”

GRAMMAR

Can and have tocan

Use can + the base form of a verb for possibility.

I can go out for dinner tonight. I don't have class in the morning.
 I can't play golf today. I'm too busy.
 She can meet us at the park, but her husband can't.
Can you go running tomorrow at three? (Yes, I can. / No, I can't.)

Remember: can + base form also expresses ability.

We can speak English.
 They can't play piano.

have to

Use have to or has to + the base form of a verb for obligation.

She has to doesn't have to meet her cousin at the airport.

They have to don't have to work late tonight.

Do you have to work tomorrow? (Yes, I do. / No, I don't.)
Does he have to go to class? (Yes, he does. / No, he doesn't.)

Usage: When declining an invitation, use have to to provide a reason.

Sorry, I can't. I have to work late.

GRAMMAR BOOSTER ▶ p. 131

Can and have to:

- Form and common errors
- Information questions

Can and be able to:

- Present and past forms

A Grammar practice Read the sentences carefully. Then complete each sentence with can or have to.

- 1 I'd like to go out tonight, but we have a test tomorrow. I study.
- 2 Audrey not / meet us for lunch today. She help her boss write a report.
- 3 Good news! I not / work late tonight. We go running together at 6:00.
- 4 My sister not / go shopping at the mall today. She go to the doctor.
- 5 Henry go to Toronto next week, so he not / play golf with us.

B Pair work On a separate sheet of paper, write three questions using can and three questions using have to. Then practice asking and answering the questions with a partner.

PRONUNCIATION

Can / can't

3:26

A Listen to the pronunciation and stress of can and can't in sentences. Then listen again and repeat.

I can call you today.
 /kən/

I can't call you tomorrow.
 /kænt/

3:27

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

1 can can't

3 can can't

5 can can't

2 can can't

4 can can't

6 can can't

CONVERSATION MODEL

3:28

A  Read and listen to two people planning an activity together.

A: Hey, Phil. Why don't we go bike riding sometime?
B: Great idea. When's good for you?
A: Tomorrow at 3:00?
B: Sorry, I can't. I have to meet my sister at the airport.
A: Well, how about Sunday afternoon at 2:00?
B: That sounds fine. See you then.

3:29

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



NOW YOU CAN Plan an activity with someone

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



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

A: Hey, Why don't we sometime?
B: When's good for you?
A: ?
B: Sorry, I can't. I have to
A: Well, how about ?
B:

Don't stop!

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

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



VOCABULARY

Places for physical activities

3:30

A  Read and listen. Then listen again and repeat.

a park



a gym



a track



a pool



an athletic field



a golf course



a tennis court

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

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

GRAMMAR

The present continuous and the simple present tense: Review

The present continuous

(for actions in progress and future plans)

I'm **making** dinner right now.They're **swimming** at the pool in the park.He's **meeting** his friends for lunch tomorrow.

Be careful!

Don't use the present continuous with frequency adverbs.

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

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

The simple present tense

(for frequency, habits, and routines)

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

GRAMMAR BOOSTER ▶ p. 133

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

3:31  Frequency adverbs

100%

always

almost always

usually / often / generally

sometimes / occasionally

hardly ever

0%

never

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

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

2 How often walking?
..... *she / go*

3 tennis this weekend.
..... *We / play*

4 weights three times a week.
..... *He / lift*

5 *They / make* lunch. Can they call you back?

6 How often the house?
..... *you / clean*

7 *I / do* aerobics every day.

8 *She / go* shopping tonight.

B  **Listening comprehension** Listen to the conversations. Circle the frequency adverb that best completes each statement.

1 She (often / hardly ever / never) plays golf.

2 He (often / sometimes / always) goes to the gym four times a week.

3 She (often / sometimes / never) plays tennis in the park.

4 He (always / often / never) goes swimming.

5 She (always / sometimes / never) rides her bike on weekends.

CONVERSATION MODEL

 3:33 Read and listen to two people talking about habitual activities.

A: Hey, Nancy. Where are you off to?
B: Hi, Trish. I'm going to the gym.
A: Really? Don't you usually go there on weekends?
B: Yes. But not this weekend.
A: How come?
B: Because this weekend I'm going to the beach.

B  **3:34 Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.

C **Find the grammar** Look at the Conversation Model again. Underline one example of the simple present tense and two examples of the present continuous. Which one has future meaning?



NOW YOU CAN Talk about habitual activities

A Pair work Now change the Conversation Model, using places from the Vocabulary or other places. Then change roles.

A: Hey, Where are you off to?
B: Hi, I'm going to the
A: Really? Don't you usually go there on ?
B: Yes. But not this
A: How come?
B: Because I'm

Don't stop!

- Ask about the activities your partner does.
What do you do at the ____?
- Invite your partner to do something.
Why don't we ____ sometime?

B Change partners Practice the conversation again. Use a different place and activity.

BEFORE YOU LISTEN

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

LISTENING COMPREHENSION

3:35

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



Jessica Miller



Juan Reyneri



Naomi Sato

3:36

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

Jessica Miller (walks / runs / swims) to stay in shape. She tries to avoid (fatty / salty / spicy) foods. She likes desserts, but she avoids (candy / chocolate / cookies). She always drinks a lot of (soda / juice / water).

To stay in shape, Juan Reyneri goes running and (does aerobics / lifts weights / goes swimming). He eats five or six (small / medium / large) meals each day. He usually avoids sodas and (chips / sweets / fries). He (often / occasionally / never) eats junk food.

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

C Discussion

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

PRONUNCIATION

Third-person singular -s: Review

3:37

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

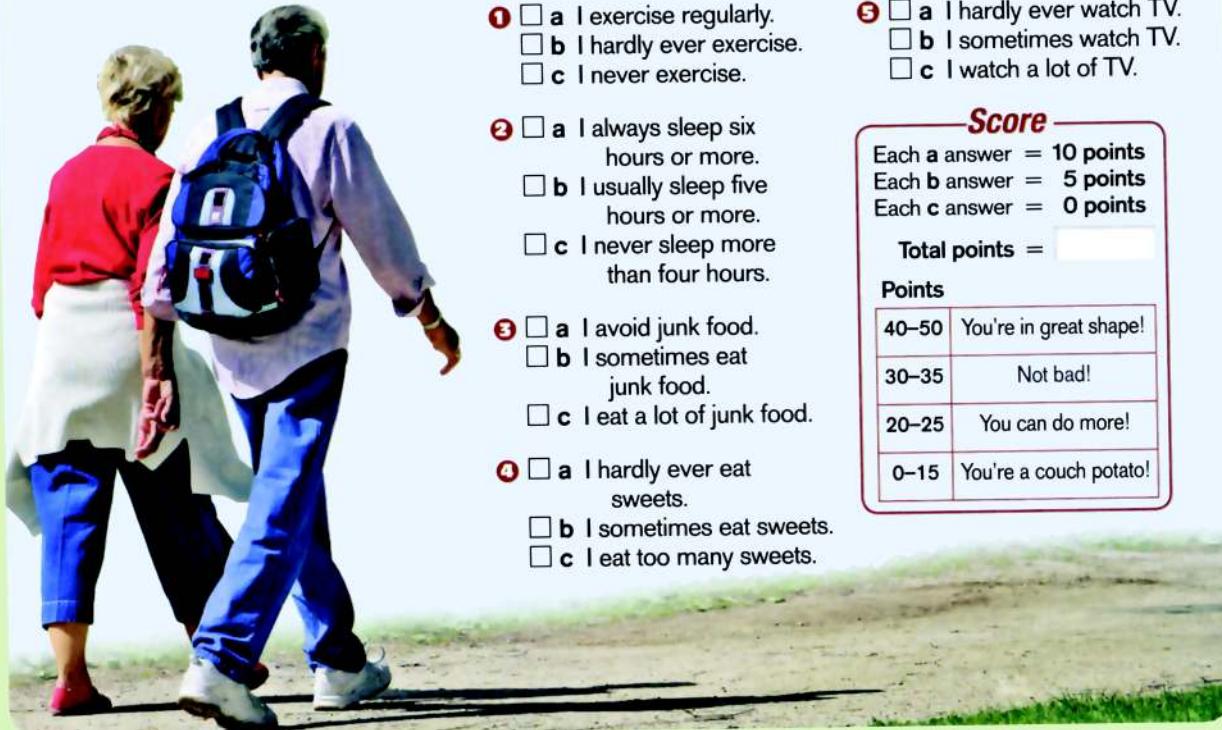
| /s/ | /z/ | /iz/ |
|--------|--------|-----------------------|
| sleeps | goes | watches |
| eats | plays | exercis ^{es} |
| works | avoids | munches |

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

A Frame your ideas Take the health survey.

Are you in shape?

Check the statements that are true for you.
Then add up your score.



1 a I exercise regularly.
 b I hardly ever exercise.
 c I never exercise.

2 a I always sleep six hours or more.
 b I usually sleep five hours or more.
 c I never sleep more than four hours.

3 a I avoid junk food.
 b I sometimes eat junk food.
 c I eat a lot of junk food.

4 a I hardly ever eat sweets.
 b I sometimes eat sweets.
 c I eat too many sweets.

5 a I hardly ever watch TV.
 b I sometimes watch TV.
 c I watch a lot of TV.

Score

Each a answer = 10 points
 Each b answer = 5 points
 Each c answer = 0 points

Total points =

Points

| | |
|-------|------------------------|
| 40–50 | You're in great shape! |
| 30–35 | Not bad! |
| 20–25 | You can do more! |
| 0–15 | You're a couch potato! |

B Pair work Compare your answers and scores on the survey.

C Group work Walk around the classroom and ask questions.

Write names and take notes on the chart.

Don't stop!

Ask for more information.

| Find someone who . . . | Name | Other information |
|------------------------------------|------|------------------------|
| is in great shape. | Dan | goes running every day |
| Find someone who . . . | | |
| is in great shape. | | |
| is out of shape. | | |
| eats a lot of junk food. | | |
| avoids sweets. | | |
| avoids fatty foods. | | |
| never sleeps more than four hours. | | |

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

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

“Dan is in great shape.
 He goes running every day.”

BEFORE YOU READ

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

READING

3:38

When You Think You Can't . . .

Mark Zupan

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

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



The 2005 movie *Murderball* made Zupan a star.

Sources: *Gimp*, HarperCollins, 2006 and cnn.com



Bethany Hamilton

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

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

Hamilton was attacked by a tiger shark in 2003.



A Infer information Complete the paragraph about Mark Zupan. Use can, can't, or has to.

Zupan ¹ spend most of his time in a wheelchair, but he ² stand up or take a few steps for a short time. He ³ go walking or running, but he ⁴ play quad rugby. He ⁵ be careful about his diet so he doesn't get out of shape. He doesn't have complete use of his hands, but he ⁶ lift weights. He ⁷ drive a car using his feet, but he ⁸ use his hands. A lot of people think quadriplegics ⁹ do anything, but Zupan proves that they ¹⁰.

B Summarize First, complete the paragraph about Hamilton. Use the simple present tense or the present continuous. Then on a separate sheet of paper, write a similar paragraph, summarizing Mark Zupan's routines.

When she surfs, Hamilton ¹ use her legs to help her go in the right direction. She ² compete regularly with the world's top woman surfers, and sometimes she ³ win. In the photo on page 70, she ⁴ stand next to her surfboard, and she ⁵ smile because she ⁶ surf again now. Hamilton ⁷ want to help other people with difficult experiences follow their dreams.

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

NOW YOU CAN **Describe someone's routines**

A Notepadding Write some notes about your daily routines.

List some things you usually do ...

- in the morning.

- in the afternoon.

- in the evening.

List some things you ...

- can't do every day. Explain why.

- have to do every day. Explain why.

- don't have to do every day. Explain why.

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

“What are some things you usually do in the morning?”

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



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

Review

More Practice



ActiveBook Self-Study Disc

grammar • vocabulary • listening
reading • speaking • pronunciation

3:39

A Listening comprehension

Listen to the conversations.

Check the statements that are true.

| | |
|---|---|
| 1 <input type="checkbox"/> He doesn't exercise regularly. | 3 <input type="checkbox"/> He exercises regularly. |
| <input type="checkbox"/> He avoids junk food. | <input type="checkbox"/> He has to be careful about calories. |
| <input type="checkbox"/> He never watches TV. | <input type="checkbox"/> He can eat everything he wants. |
| 2 <input type="checkbox"/> She's in great shape. | 4 <input type="checkbox"/> Heeley can't use his legs. |
| <input type="checkbox"/> She hardly ever goes swimming. | <input type="checkbox"/> Heeley can't see. |
| <input type="checkbox"/> She exercises regularly. | <input type="checkbox"/> Heeley doesn't need help. |

B

What activities can you do in these places? Write sentences with can.

an athletic field

I can play ...

a gym

a park

C

Choose the best response.

| | | |
|--|--------------------------------------|-----------------------------------|
| 1 "Why don't we go swimming tomorrow?" | a Well, have a great time. | b Sorry, I can't. I have to work. |
| 2 "Why don't we meet at 8:00?" | a Great! When's good for you? | b Sure. Sounds great. |
| 3 "What are you up to?" | a I can't. I have to meet my sister. | b I'm having dinner. |

D

Answer the questions with real information. Use the simple present tense or the present continuous in your answer.

1 How often do you go to English class?

YOU

2 What do you usually do on weekends?

YOU

3 What are you doing this weekend?

YOU



3:40/3:41
Top Notch Pop
"A Typical Day"
Lyrics p. 150

E Writing

On a separate sheet of paper, write an interview in which someone asks you about your exercise and health habits.

WRITING BOOSTER • p. 145

- Punctuation of statements and questions
- Guidance for Exercise E

Q: What do you do to stay in shape?

A: Well, I run every morning and I lift weights.

Q: Where do you usually ...?

ORAL REVIEW

Contest Form teams. Create questions about the people's activities for another team to answer. (Teams get one point for each correct question and one point for each correct answer.) For example:

Q: How often does Andy eat junk food?

A: Hardly ever.

Pair work Make false statements about the activities in the planners. Your partner corrects your statements. For example:

A: Karen is having breakfast with her mom at nine on Saturday.

B: That's not right. They're having breakfast at ten.

Role play Create a conversation for Andy and Karen. Using the two planners, make plans to get together to do something. Use this language:

Why don't we...? Sorry, I can't. I have to...



sometimes /
after work

three times
a week

sometimes /
Sunday morning

on weekends

hardly ever

twice a week

every
morning

always

twice a month

usually / on weekends

KAREN'S PLANNER

Sat

9 breakfast with Mom
10

11 lunch with Diane
12

Sun
9 breakfast with Dad
10

11 do laundry
12

sometimes / on weekends

NOW I CAN...

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



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

TRAVEL SPECIALS**Guaranteed!** Your money refunded if your flight or cruise is canceled.**Tour Europe in 10 days**

Fly to London on July 15.



Take pictures at London's Buckingham Palace.



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



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



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



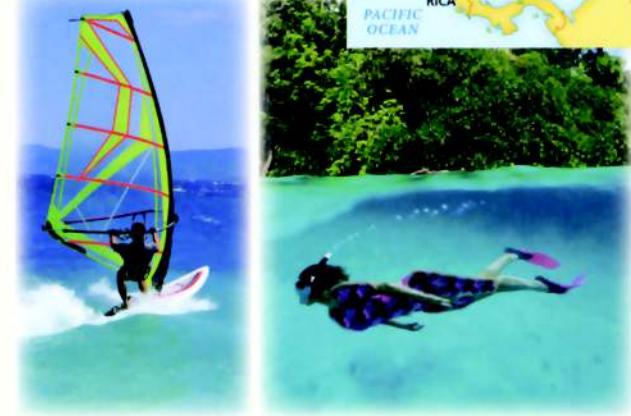
See Copenhagen's Little Mermaid statue.

Fly back home on July 25.

10-night Caribbean Cruise

Leave from Miami on July 15.

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



Go windsurfing in Montego Bay.

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

Return to Miami on July 25.

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

In your opinion, which travel special would be good for someone who likes . . .

history? _____

family activities? _____

entertainment? _____

culture? _____

physical activities? _____

good food? _____

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

C  **Photo story** Read and listen to a phone call from someone returning from a trip.



Cindy: Hi, Rick. I'm home!

Rick: Cindy! When did you get back?

Cindy: Just yesterday.

Rick: And did you have a good time?

Cindy: I just loved it. I really needed a vacation!

Rick: So, tell me all about your cruise!

Cindy: Well, the people were really great. The food was incredible. And the weather was perfect.

Rick: And what did you do all day?

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

Rick: Cool!

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

Rick: Now that's my kind of vacation!

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

Rick: Well, welcome home.

D Focus on language Look at the underlined words and expressions in the Photo Story.

1 Find an expression that means "come home."

.....
.....
.....

2 Find three words that mean "very good."

.....
.....
.....

E Think and explain Complete the statements.

1 When Rick says, "Now that's my kind of vacation!" he means

.....
.....
.....

2 When Cindy says, "I can't wait for the next one," she means

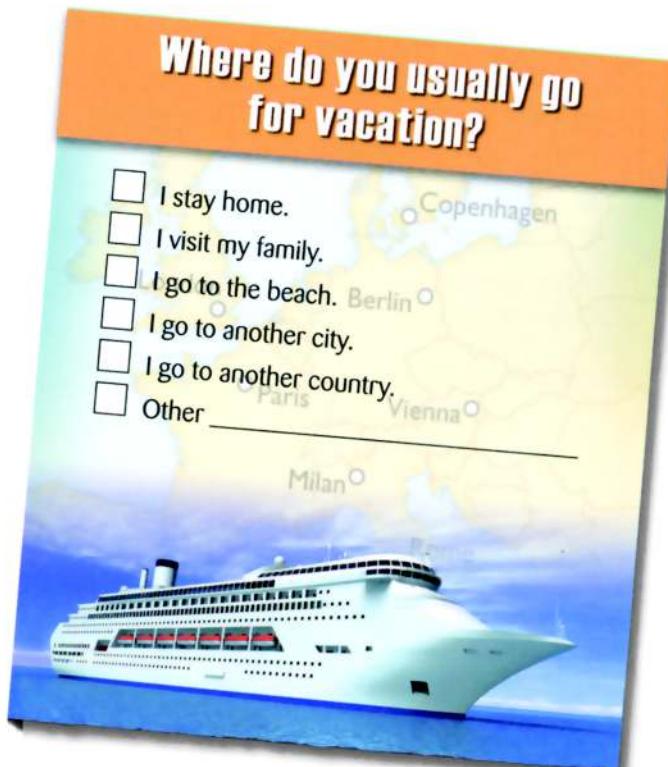
.....

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

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

Where do you usually go for vacation?

- I stay home.
- I visit my family.
- I go to the beach.
- I go to another city.
- I go to another country.
- Other _____



CONVERSATION MODEL

4:03

A Read and listen to someone greeting a person arriving from a trip.

A: Welcome back!

B: Thanks.

A: So, how was the flight?

B: Pretty nice, actually.

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

B: That's OK. I'm fine.

A: Are you sure?

B: Absolutely. Thanks!

4:04

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



GRAMMAR

The past tense of be: Review

| | | | |
|-----|--------|------|---------|
| I | | We | |
| He | was | You | were |
| She | wasn't | They | weren't |
| It | | | |

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

Questions

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

Were your friends with you? (Yes, they were. / No, they weren't.)

How was the traffic? (It was terrible.)

How long were you away? (Two weeks.)

GRAMMAR BOOSTER > p. 134

- The past tense of be: form

A **Find the grammar** Look at the Photo Story on page 75. Find three examples of the past tense of be.

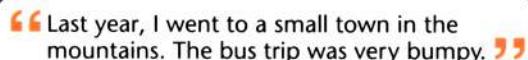
B **Grammar practice** Complete the conversations with the affirmative or negative past tense of be.

- A: Welcome back! How the drive?
 B: Not great. The traffic really awful.
 There so many cars on the road!
 A: Too bad. you alone?
 B: No. My brother with me.
- A: Did you just get in?
 B: Yes. My flight a little late.
 A: there a lot of people on the plane?
 B: No, there

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

VOCABULARY**Adjectives to describe trips**

4:05

A  Read and listen. Then listen again and repeat.It was so **comfortable**.It was quite **scenic**.It was really **boring**.It was kind of **bumpy**.It was pretty **scary**.It was rather **short**./ It was **very long**.**Intensifiers**so
pretty
really
quite
very
kind of
rather**B** **Pair work** Use the adjectives and intensifiers in the Vocabulary to describe a trip you took. "Last year, I went to a small town in the mountains. The bus trip was very bumpy."**Types of trips**a flight a [bus / train] trip
a drive a cruise**NOW YOU CAN Greet someone arriving from a trip****A** **Pair work** Greet someone arriving from a trip.Change the Conversation Model, using the adjectives and intensifiers and the past tense of be. Then change roles.

A: Welcome back!

B:

A: So, how was the?

B:, actually.

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

B:

Don't stop! Ask your partner other questions about the trip:Were there a lot of people on the ____?
How long was the ____?

Responses

| | | |
|-------------|---|-----------------|
| comfortable | } | That's good! |
| scenic | | |
| short | } | That's too bad! |
| boring | | |
| bumpy | | |
| scary | | |
| long | | |

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

GRAMMAR

The simple past tense: Review

I
She } arrived at three.
It
They } didn't arrive until six.

Did he **have** a good time? (Yes, he **did**.)
Did they **cancel** your flight? (No, they **didn't**.)
Where **did** you **go**? (We went to Italy.)
When **did** they **get back**? (On Tuesday.)
What **did** she **do** every day? (She visited museums.)
How many countries **did** you **see**? (Three.)

Regular verbs: spelling

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

4:06

Some irregular verbs

| | | | | | | | |
|-------|--------|------|-------|-------|------|-------|-------|
| buy | bought | find | found | leave | left | sleep | spent |
| come | came | fly | flew | lose | lost | spend | stole |
| do | did | get | got | meet | met | steal | swam |
| drink | drank | go | went | ride | rode | swim | took |
| eat | ate | have | had | see | saw | take | |

See page 122 for a more complete list.

GRAMMAR BOOSTER ▶ p. 135

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

A Find the grammar

Look at the Photo Story on page 75.
Circle all the verbs in the simple past tense. Which are irregular verbs?

B Grammar practice

Complete Joan's postcard with past forms of the verbs.



Dear Angela,

We're here! The flight 1 nice, and it 2 too long. I 3 the whole time. Yesterday, we 4 swimming. We 5 fresh seafood and 6 coconut milk from coconuts right off the trees. In the evening, we 7 a wonderful dinner. The service 8 great, and the waiters 9 really nice. After the meal, a reggae band 10, and we 11 some very nice people at the next table. We 12 until after midnight. We 13 such a good time! This morning, we 14 into town and 15 postcards.

More later!

Joan



Angela Meyer

55 White Street

Belleville, NY 10514

USA

C Pair work

Write five questions about Joan's vacation, using the simple past tense.

Then practice asking and answering your questions with a partner.

Example:

What did she do on the flight?

1

2

4

3

5

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

We left Miami on July 15. ...

PRONUNCIATION

The simple past tense ending: Regular verbs

4:07

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

| /d/ | /t/ | /ɪd/ |
|--------|---------|---------|
| played | watched | visited |
| rained | cooked | needed |
| called | stopped | waited |

Be careful!

rained = /reɪnd/ NOT /reɪnd/
watched = /watʃt/ NOT /watʃɪd/

CONVERSATION MODEL

4:08

A Listen and read the conversation.

A: Were you on vacation?

B: Yes, I was. I went to Paris.

A: No kidding! Did you have a good time?

B: Fantastic. I stayed in a really nice hotel and ate at some wonderful restaurants.

A: That sounds nice. Tell me more.

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



NOW YOU CAN Ask about someone's vacation

A Pair work Change the Conversation Model, using the vacation ads and positive adjectives. Then change roles.

A: Were you on vacation?

B: Yes, I was. I

A:! Did you have a good time?

B: I and

A: That sounds Tell me more.

Positive adjectives

incredible
fantastic
great

terrific
wonderful
perfect

PERTH, AUSTRALIA
GO SURFING
PLAY ON THE BEACH ALL DAY



COME TO EGYPT
RIDE A CAMEL
VISIT THE GREAT PYRAMIDS



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

Did you ____? Where ____?
What ____? When ____?



BUENOS AIRES,
ARGENTINA!
EAT A DELICIOUS STEAK
DANCE THE TANGO



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

BEFORE YOU READ

A 4:10 **Vocabulary** • *Adjectives for vacations* Read and listen. Then listen again and repeat.



It was **relaxing**.



It was **exciting**.



It was **interesting**.



It was **unusual**.

Also remember:
boring fantastic
cool scenic

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

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

READING



World Traveler *Did you have a good time?*

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



ADVENTURE IN CHILE

Go skiing and snowboarding in Valle Nevado

Just 60 kilometers / 37 miles from Santiago

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

—Alison Nack, Montreal, Canada



TAKE IT EASY IN THAILAND

Enjoy some of the world's top spas

Luxury and service at prices you can afford

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

—Kenji Watanabe, Nagoya, Japan



Global Village Project

Learn about another culture and help the world
No experience necessary

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

—Arturo Manuel Reyes, Monterrey, Mexico

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

A Activate language from a text

Find the expressions below in the Reading. Then use them to talk about a vacation you took.

- "There was plenty to do."
- "It was really hard to come back home."
- "I'd definitely do it again."

“In 2004 I went on a cruise. There was plenty to do. I went swimming and . . .”

B Draw conclusions

Choose a vacation package from page 80 for each person.

Explain your reasons.



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



“I love sports. I always like to do something new and exciting.”



“I like to go to places where other people don't go—off the beaten path.”



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

C Identify supporting details

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

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

NOW YOU CAN

Discuss vacation preferences

A Frame your ideas

Complete the questionnaire. Then compare answers with a partner.

Need a Vacation?

Check all your preferences:

How often do you go on vacation? never once or twice a year more than twice a year

I prefer vacations that are . . .

- relaxing
- exciting
- interesting
- unusual
- inexpensive
- scenic
- other _____

I like vacations with . . .

- lots of history and culture
- nature and wildlife
- sports and physical activities
- family activities
- great entertainment
- people who speak my language
- top-notch hotels
- great food
- warm weather
- beautiful beaches
- friendly people
- other _____

Do you need a vacation right now? Not really. Maybe. You bet I do!

B Discussion

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

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

BEFORE YOU LISTEN

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

Bad experiences



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

The people were **unfriendly.**
cold.

They lost my luggage.

Someone stole my wallet.

Good experiences



The weather was **amazing.**
fantastic.
terrific.
wonderful.

The people were **friendly.**
warm.

They found my luggage.

Someone returned my wallet.

B Look at the pictures. Complete the sentences.



1 ... **Someone stole** my purse.

2 The food

3 The waiters



4 The entertainment



5 my luggage.

LISTENING COMPREHENSION

4:13

A  **Listen for main ideas** Listen to the conversations. Check whether, at the end of the vacation, the person had a good experience or a bad one.

1 a good experience a bad experience
2 a good experience a bad experience

3 a good experience a bad experience
4 a good experience a bad experience

4:14

B  **Listen for details** Listen again and complete the statements about each vacation.

1 The food was really (good / bad).
The room was (great / terrible).
The entertainment was really (good / bad).
2 The hotel was (terrible / terrific).
Someone stole their (luggage / car).
Disney World was (horrible / wonderful).

3 He didn't have any more (clothes / money).
The people were very (nice / cold).
The hotel was (great / terrible).
Someone stole his (passport / laptop).
4 The food was (great / awful).
The people were (cold / nice).
The vacation was too (short / long).

NOW YOU CAN **Describe good and bad travel experiences**

A Notepadding Make a list of some of your good and bad travel experiences.

Good experiences

I went to Bangkok, and the people
were really friendly.

Bad experiences

When I went to Los Angeles,
they lost my luggage.

Good experiences

Bad experiences

Ideas

- the trip
- the weather
- the food
- the service
- the hotels
- the people
- the activities
- your luggage

B Pair work Now tell your partner about the good and bad travel experiences you listed. Ask questions about your partner's experiences.



Be sure to recycle this language.

Ask

How was the ___?
What did you ___?
When did you ___?
How many ___ did you ___?
Tell me about ___.

Respond

That's good.
That's great!
No kidding!
Oh, no!
That's too bad.
I'm sorry to hear that.

Describe

I had a ___ time.
The [flight] was ___.
The ___ drove me crazy.
The ___ didn't work.
I was in the mood for ___ , but
___.
They didn't accept credit cards.

Review

More Practice



ActiveBook Self-Study Disc

grammar • vocabulary • listening
reading • speaking • pronunciation

4:15

A **Listening comprehension** Listen to each person describing a travel experience.

Write the number of the speaker in the box for the type of trip he or she took.

a drive

a train trip

a flight

a beach vacation

4:16

B Listen again. Circle the adjective that best describes each experience.

1 Her trip was very (short / scary / scenic).

3 Her trip was pretty (short / scary / boring).

2 His trip was quite (scary / unusual / relaxing).

4 His trip was really (short / scenic / boring).

C Complete each conversation with a question in the simple past tense.

1 A: on vacation?

3 A: every day?

B: We went to Greece.

B: We walked along the beach and enjoyed the sun.

2 A: stay there?

4 A: get back home?

B: Two weeks.

B: Last night.

D Complete each statement or question about vacations. Use the past tense form.

1 (we / buy) a lot of fantastic things on our vacation.

2 (where / you / eat) dinner last night?

3 (we / sleep) right on the beach. (it / be)
so relaxing.

4 (my sister / get back) last weekend. (she / have)
an amazing time.

5 (my friend / eat) some rather good food on her trip to Hong Kong.

6 (when / she / arrive) at the hotel?

7 (I / have) a terrible time. (the people / be)
quite unfriendly.

8 (we / see) an interesting play in London. And (it / be)
pretty inexpensive.

9 (my wife and I / go running) every morning
on the beach during our vacation.

10 (my brother / meet) some unusual people on his trip.

E Writing On a separate sheet of paper, write about a vacation you took.

Answer these questions.

- Where did you go?
- How was the travel?
- How was the weather?
- What did you do?
- Did you have a good time?

WRITING BOOSTER • p. 145

- Time order
- Guidance for Exercise E

In 2010, I went on a great trip to ...



4:17/4:18

Top Notch Pop

"My Dream Vacation"
Lyrics p. 150

ORAL REVIEW

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

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

Were you on vacation?

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

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

January 15



January 17-22



February 5



NOW I CAN...



- Greet someone arriving from a trip.
- Ask about someone's vacation.
- Discuss vacation preferences.
- Describe good and bad travel experiences.

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

Preview

Lannie Trainor CATALOGUE

Visit us online for seasonal clothing at: LannieTrainor.com, or call us toll-free at 1-800-555-7800

OUTERWEAR

pages 4-7



jackets



sweaters



gloves

UNDERWEAR & LINGERIE

pages 16-19



men's boxers



bras



panties

HOSIERY

pages 8-11



socks



tights



pantyhose

BAGS & ACCESSORIES

pages 20-21



purses



belts

SLEEPWEAR

pages 12-15



men's and women's pajamas



women's nightgowns



bathrobes

ATHLETIC WEAR

pages 22-25



running shoes



shorts



running pants

"Excellent selection! No one has more brands than Lannie Trainor."

Anita López
San Juan, Puerto Rico

"Lannie Trainor provides great service! Every product arrives in great condition. You can return anything you don't like, no questions asked."

Rebecca Gladstone
Saint Paul, Minnesota U.S.A.

"Very affordable. I love those low, low prices. I saved a bundle of money."

Walter Weller
Frankfurt, Germany

A Vocabulary • *Clothing departments* Listen and repeat.

B Discussion What clothes are good to buy from a catalogue? What do you like to buy from a store? Why?

I like to buy running shoes from a store because I want to be sure the size is right.

C Photo story Read and listen to a conversation between a clerk and a customer about a sweater the customer wants to buy.



ENGLISH FOR TODAY'S WORLD
connecting people from different cultures
and language backgrounds



Shopper: Excuse me. How much is that V-neck?

Clerk: This red one? It's \$55.

Shopper: That's not too bad. And it's really nice.

Shopper: Could I get it in a larger size?

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

Shopper: No, thanks. I'll just take it. It's a present for my sister. Would you be nice enough to gift wrap it for me?

Clerk: Of course!

Shopper: Chinese speaker; Clerk: Russian speaker

D Think and explain Complete each statement. Then explain your answer.

1 The shopper wants to know the of the sweater.

a price b size

How do you know? She says,

"*How much is that V-neck?*"

3 The clerk brings the shopper a

a different size b different color

How do you know? The clerk says,

"*.....*"

2 She asks the clerk for

a another color b another size

How do you know? The shopper says,

"*.....*"

4 The sweater is

a for the shopper b for a different person

How do you know? The shopper says,

"*.....*"

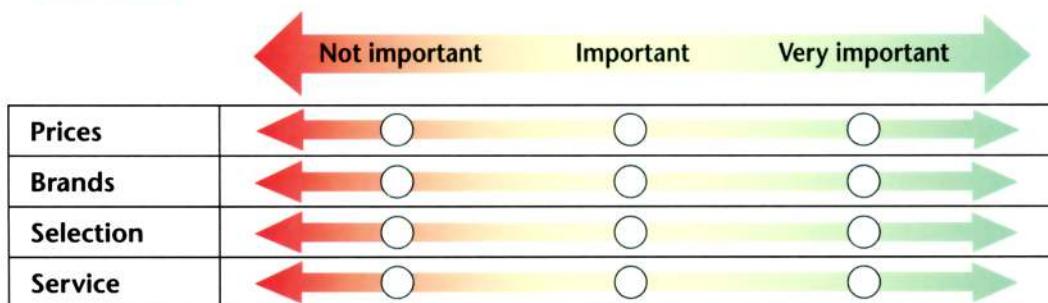
E Focus on language Complete each statement with a quotation from the Photo Story.

1 The shopper says, " " to get the clerk's attention.

2 The shopper says, " " to say that the price of the sweater is OK.

3 The clerk says, " " when she gives the shopper the second sweater.

F Personalize What's important to you when you shop for clothes? Complete the chart.



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

VOCABULARY

Types of clothing and shoes

4:21

▶ Read and listen. Then listen again and repeat.

casual clothes



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

sweaters and jackets



① a crewneck ② a cardigan
 ③ a turtleneck ④ a V-neck
 ⑤ a windbreaker ⑥ a blazer

shoes



① oxfords ② loafers
 ③ sandals ④ running shoes
 ⑤ pumps ⑥ flats

GRAMMAR

Uses of object pronouns

As direct objects

direct object (noun) direct object (pronoun)
 I want the cardigan. → I want it.
 I love these pumps. → I love them.

In prepositional phrases

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

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

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

| Subject pronouns | Object pronouns |
|------------------|-----------------|
| I | → me |
| you | → you |
| he | → him |
| she | → her |
| it | → it |
| we | → us |
| they | → them |

GRAMMAR BOOSTER ▶ p. 136

- Direct and indirect objects: usage

A Grammar practice First, underline the direct object in each sentence. Then complete each conversation, replacing the direct object noun or noun phrase with an object pronoun.

1 A: Did you buy the green sweatpants?
 B: Yes, I bought them....

2 A: Don't you love these cool windbreakers?
 B: Yes, I really love

3 A: Should I buy this crewneck over here?
 B: No, don't buy

4 A: Did you see the blue polo shirts?
 B: Yes, I saw on that rack.

5 A: Does your daughter want this cardigan?
 B: Yes, she wants

6 A: Who did she give the old jacket to?
 B: She gave to me.

B Grammar practice

Unscramble the words and phrases to write statements.

- 1 I / it / for her / am buying
- 2 they / them / for us / are getting
- 3 please / it / to me / give
- 4 for my son-in-law / I / them / need
- 5 it / he / is / finding / for me



CONVERSATION MODEL

A 4:22 Read and listen to a conversation in which someone is paying for clothes.

A: I'll take these polo shirts, please.
B: Certainly. How would you like to pay for them?
A: Excuse me?
B: Cash or charge?
A: Charge, please. And could you gift wrap them for me?
B: Absolutely.



B 4:23 **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.

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

NOW YOU CAN

Shop and pay for clothes

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

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

A: I'll take , please.
B: How would you like to pay for ?
A: Excuse me?
B: Cash or charge?
A: , please. And could you gift wrap for me?
B:

Don't stop!

Before you pay, ask about other clothing.



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

VOCABULARY

Clothing that comes in "pairs"

4:24

A Read and listen. Then listen again and repeat.

(a pair of)
gloves(a pair of)
pantyhose(a pair of)
tights(a pair of)
panties(a pair of)
pajamas(a pair of)
pants(a pair of)
boxers(a pair of)
socks(a pair of)
briefs

4:25

B **Listening comprehension** Listen to the conversations. Infer the department each shopper should go to.

1 She should go to

3 She got them in

2 She should go to

4 They're in

Departments
 Men's underwear
 Athletic wear
 Outerwear
 Lingerie
 Sleepwear
 Hosiery

GRAMMAR

Comparative adjectives

Use comparative adjectives to compare two people, places, things, or ideas.Do you have these pants in a **larger** size? This pair is a little tight.I need shoes that are **more comfortable**. These are very small.Do you have a pair of **less expensive** gloves? These are just too expensive.**Use than after the adjective when you compare two items.**That suit is **nicer than** the one I'm wearing.These gloves are **more expensive than** the other ones.

+ **er**
 small → **smaller**
 cheap → **cheaper**

+ **r**
 large → **larger**
 loose → **looser**

+ **ier**
 heavy → **heavier**
 pretty → **prettier**

consonant + er
 big → **bigger**
 hot → **hotter**

Irregular forms
 good → **better**
 bad → **worse**

BUT use more or less with adjectives that have two or more syllables and don't end in **-y.****more expensive / less comfortable****GRAMMAR BOOSTER** • p. 137

- Comparative adjectives: spelling rules

A Grammar practice Write the opposite of each comparative adjective.

| | | |
|-------------------------------|-----------------|------------------------|
| 1 smaller <i>larger</i> | 3 lighter | 5 more expensive |
| 2 taller | 4 tighter | 6 less popular |

B Complete each conversation with comparative adjectives. Use than if necessary.

1 A: I just love these pajamas, but I wish they were *warm*
B: What about these? Blue is a really flattering color for you, and they're much *expensive*

2 A: Don't take that nightgown to Hawaii! It's *hot* it is here. Take something *light*
B: Good idea.

3 A: What do you think of these red gloves?
B: Beautiful. They're *pretty* the black ones. And they're *cheap*, too.

4 A: Excuse me. Do these pants come in a *long* length?
B: I'm sure they do. Let me see if I can find you something *good*

CONVERSATION MODEL

4:26

A  Read and listen to someone asking for a different size.

A: Excuse me. Do you have these gloves in a smaller size? I need a medium.

B: Yes, we do. Here you go.

A: Thanks.

B: Would you like to take them?

A: Yes, please. Thanks for your help.

B: My pleasure.

Sizes
S small
M medium
L large
XL extra large
XXL extra extra large

4:27

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



NOW YOU CAN **Ask for a different size or color**

A Notepadding On the notepad, make a list of clothes you'd like to buy.

I'd like to buy:

B Pair work Change the Conversation Model. Use comparatives and your list of clothes. Ask for a different size or color. Then change roles.

A: Excuse me. Do you have in?

B: Yes, we do. Here you go.

A: Thanks.

B: Would you like to take?

A: Thanks for your help.

B:

Don't stop!

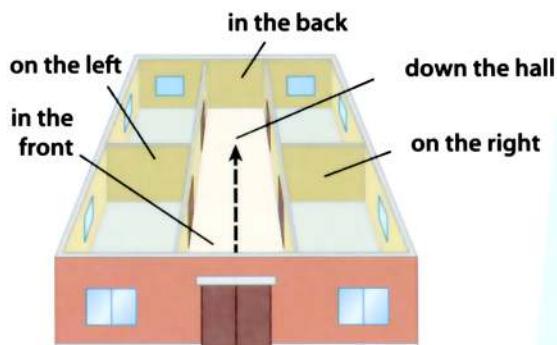
- Ask to see other clothes.
- Pay for the clothes.

Ideas
in a smaller size
in a larger size
in a darker / lighter color
in [black, white, etc.]
in size [10, 34, etc.]

C Change partners Ask about other types of clothes.

BEFORE YOU LISTEN

4:28

Vocabulary • *Interior locations and directions* Read and listen. Then listen again and repeat.

4:29 **Prepositions of interior location**

on the first level
on the ground floor
on the top floor
in the basement
in lingerie



take
go up
go down } the escalator



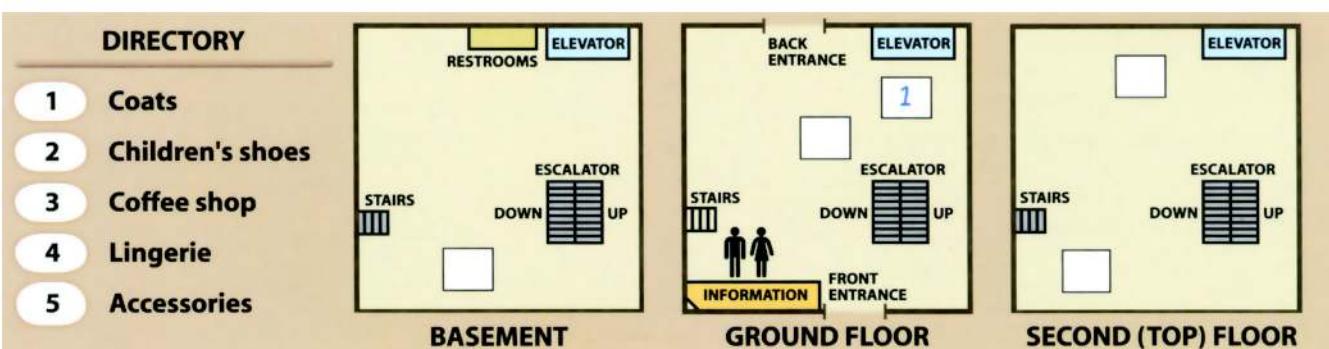
take
go up
go down } the stairs



take the elevator

LISTENING COMPREHENSION

4:30

A **Understand locations and directions** Listen to directions in a department store. Write the number of each location in the white boxes on the floor diagrams.**B** **Pair work** Take turns asking for and giving directions to any of the locations.

PRONUNCIATION**Contrastive stress for clarification**

4:31

A  Read and listen. Then listen again and repeat.A: The shoe department is upstairs, on the **third** floor.B: Excuse me? The **first** floor?A: No. It's on the **third** floor.**B** **Pair work** Now practice the conversation with a partner.**NOW YOU CAN****Navigate a mall or department store****A Notepadding** Choose five departments from the store directory and write one thing you'd like to get in each department.

| Department | I'd like ... |
|------------|-----------------------------|
| | Men's Outerwear a jacket |

B Wordposting Put the four categories below on a separate sheet of paper. With a partner, make a list of language you know for each category.

- 1 Ask for directions
- 2 Give directions and state locations
- 3 Ask for a size, color, etc.
- 4 Pay for things

1 Ask for directions

I'm looking for the hosiery department.

C Role play Navigate the department store, using the floor plan. Create a conversation between the shopper and the person at the information desk. Use your notepad and your wordposts. Then change partners, roles, and items.**“Excuse me. I'm looking for ...”**

| STORE DIRECTORY | |
|----------------------|--------------|
| Bags and Accessories | Ground Floor |
| Electronics | Basement |
| Hosiery | Ground Floor |
| Lingerie | Ground Floor |
| Men's Athletic Wear | 2 |
| Men's Casual | 2 |
| Men's Outerwear | 2 |
| Men's Shoes | 2 |
| Men's Sleepwear | 2 |
| Men's Underwear | 2 |
| Photo Studio | 2 |
| Restaurant | Basement |
| Small Appliances | Basement |
| Women's Casual | Basement |
| Women's Shoes | Ground Floor |
| | Ground Floor |



BEFORE YOU READ

4:32

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

Formality

formal for special events when casual clothes are not OK

informal for everyday events when casual clothes are OK

Appropriateness

appropriate socially correct

inappropriate socially incorrect

Strictness

liberal without many rules for appropriate dress

conservative with more rules for appropriate dress

READING

4:33

The Savvy Voyager

posted by:  Travelin' Girl

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

posted by:  Jillian25

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

posted by:  TallPaul

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

posted by:  Travelin' Girl

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

posted by:  Jillian25

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

posted by:  TallPaul

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



Tanzanian woman in modest dress

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

B Identify supporting details Check true, false, or no info. Explain the reason why you chose each answer.

| | true | false | no info |
|---|--------------------------|--------------------------|--------------------------|
| 1 "jillian25" says she is a travel agent. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 "Travelin'Girl" wants to dress appropriately in Tanzania. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 "Travelin'Girl" is traveling alone. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Dar is in East Africa. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 "Travelin'Girl" and her husband have children. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Women are expected to dress conservatively in Tanzania. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

C Apply information Imagine you are going on the same trip as "Travelin'Girl." Plan your clothes for a one-week visit to Tanzania. Be specific. Explain your choices.

“I think I'll take three pairs of shorts because this is a vacation and I plan to spend most of my time at the beach . . .”

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

NOW YOU CAN **Discuss clothing do's and don'ts**

A Frame your ideas Take the opinion survey.

WHAT'S YOUR PERSONAL DRESS CODE?

Check agree or disagree.

| | agree | disagree |
|---|--------------------------|--------------------------|
| It's OK for men to wear shorts on the street. | <input type="checkbox"/> | <input type="checkbox"/> |
| It's OK for women to wear shorts on the street. | <input type="checkbox"/> | <input type="checkbox"/> |
| It's OK to wear sandals in an office. | <input type="checkbox"/> | <input type="checkbox"/> |
| It's important for men to wear ties in an office. | <input type="checkbox"/> | <input type="checkbox"/> |
| It's OK for men to wear sleeveless T-shirts in a restaurant. | <input type="checkbox"/> | <input type="checkbox"/> |
| It's OK for women to wear revealing clothes in a religious institution. | <input type="checkbox"/> | <input type="checkbox"/> |

HOW WOULD YOU RATE YOURSELF?

CONSERVATIVE LIBERAL "ANYTHING GOES!"

B Notepadding With a partner, write some clothing do's and don'ts for visitors to your country. Do the same rules apply to both men and women? Use the survey as a guide.

in offices and formal restaurants:

in casual social settings:

in religious institutions:

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

Text-mining (optional)
Underline language in the Reading on page 94 to use in the Group Work. For example:

"My general rule of thumb is . . ."



4:34

A  **Listening comprehension** Listen to the conversations. Use the context to infer which department the people are in. Listen more than once if necessary.

 1
 2
 3

 4
 5

B Complete the chart with the appropriate kinds of shoes and clothes for certain places and occasions.

| | Shoes | Clothes |
|---------------------|-------|---------|
| To class or work | | |
| To formal occasions | | |
| On the weekend | | |

C Complete the travel article with the comparative form of each adjective. Use than when necessary.

W

hen you travel, think carefully about the clothes you pack.

As far as color is concerned, ¹ dark colors are usually ² practical. For ³ cool destinations, a blazer can be ⁴ convenient ⁵ conservative settings such as offices and ⁶ formal restaurants. For travel to ⁷ hot areas of the world, ⁸ light clothes are ⁹ comfortable ¹⁰ heavy ones.



4:35/4:36
Top Notch Pop
 "Anything Goes"
 Lyrics p. 150

D Rewrite each sentence. Change the direct and indirect object nouns and noun phrases to object pronouns.

- 1 Please show the loafers to my husband. *Please show them to him.*
- 2 They sent the jeans to their grandchildren.
- 3 How is she paying Robert for the clothes?
- 4 When are we buying the gift for Marie?

E **Writing** Imagine that you have a friend from another country who is coming to visit you. Write a letter or e-mail to your friend, explaining what to pack for the trip. Give your friend advice on appropriate and inappropriate dress.

WRITING BOOSTER • p. 146

- Connecting ideas with because and since
- Guidance for Exercise E

Hi! Here are some clothing tips for your visit. First of all, the "rules" here are...

ORAL REVIEW



Contest Study the picture. Name all the kinds of sweaters and shoes and kinds of clothing that come in pairs. (The student who can name more kinds wins.)

Pair work With a partner, make comparisons about the clothes. For example:

Blazers are more formal than windbreakers.

Role play Look at the directory. Create conversations for the following people:

- the shoppers and clerks at the information desk
- the customer and the clerk talking about the jackets
- the clerk and the customer paying for clothes

NOW I CAN...

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

UNIT 9

Taking Transportation

Preview

GOALS After Unit 9, you will be able to:

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

Buses from Lima to Nazca

| DESTINATION | FREQUENCY | DEPARTURE | ARRIVAL | STOPS | BUS TERMINAL |
|--------------|-----------|-----------|---------|-------------|----------------|
| Lima - Nazca | Daily | 04:30 | 10:45 | Paracas | Terminal Nazca |
| Lima - Nazca | Daily | 07:00 | 13:30 | Paracas-Ica | Terminal Nazca |
| Lima - Nazca | Daily | 13:30 | 20:00 | Paracas-Ica | Terminal Nazca |
| Lima - Nazca | Daily | 14:00 | 20:00 | Non-stop | Terminal Nazca |
| Lima - Nazca | Daily | 17:30 | 23:30 | Non-stop | Terminal Nazca |

BEIJING to SHANGHAI

| Train No. | Depart (BEIJING) | Arrive (SHANGHAI) | Travel Time | Air-conditioned |
|-----------|------------------|-------------------|-------------|-----------------|
| D31 | 11:05 | 20:49 | Od 09h 44m | Yes |
| 1461 | 14:42 | 12:49 | Od 22h 07m | No |
| Z21 | 19:32 | 07:00 | Od 11h 28m | Yes |
| Z13 | 19:38 | 07:06 | Od 11h 28m | Yes |
| Z7 | 19:44 | 07:12 | Od 11h 28m | Yes |

CATICLAN to MANILA

| Flight No. | Departure | Arrival | Frequency | Aircraft Type |
|------------|-----------|---------|-----------|---------------|
| 2P 036 | 0705 | 0815 | DAILY | DH3 |
| 2P 038 | 0725 | 0835 | DAILY | DH3 |
| 2P 040 | 0805 | 0915 | DAILY | DH3 |
| 2P 046 | 1040 | 1150 | DAILY | DH3 |
| 2P 048 | 1700 | 1810 | DAILY | DH3 |

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

A Use the schedules to find the answers to the questions.

- 1 It's now 10:00 A.M. When is the next bus to Nazca?
- 2 And when is the next non-stop bus to Nazca?
- 3 How much time does it take to get from Beijing to Shanghai on train 1461?
- 4 Which train is faster, train 1461 or train D31?
- 5 What time does flight 2P 046 depart for Manila? When does it arrive?

B **Pair work** Ask your partner more questions about each schedule.

C  **Photo story** Read and listen to a conversation between two people trying to catch a flight.



Marcos: Excuse me. Do you speak English?

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

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

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

Roger: So where are you flying today?

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

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

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

Roger: And where is home?

Marcos: Brazil. São Paulo.

Roger: No kidding! I'm going to go to São Paulo next week!

Marcos: Really? What a small world!

Marcos: Portuguese speaker; Roger: French speaker

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

1 I'm traveling to ...

2 Let's walk faster.

3 I'm changing to ...

E Think and explain Circle T (true), F (false), or NI (no information). Then explain each answer.

T F NI 1 Flight 56 leaves from Terminal 2.

T F NI 4 Marcos is staying in Manila.

T F NI 2 Roger lives in France.

T F NI 5 Roger is staying in Manila.

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

T F NI 6 The two men catch the flight.

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

| To school or work | Means of transportation | Reason |
|-------------------------------------|-------------------------|---|
| To school or work | bus | affordable, convenient, I can read or work. |
| To social events on weekends | | |
| For vacations in my country | | |
| For vacations outside of my country | | |

 Be sure to recycle this language.

popular
convenient
affordable
comfortable
expensive
relaxing

cheap
scenic
boring
long
short
scary

VOCABULARY

Kinds of tickets and trips

5:03

A Read and listen. Then listen again and repeat.

PASSENGER TICKET

KOREA BUS LINE

SEOUL > SOKCHO

a one-way ticket

PASSENGER TICKET

KOREA BUS LINE

SEOUL > SOKCHO
SOKCHO > SEOUL

a round-trip ticket

JAPAN RAIL

Kodama (local)

Nozomi (express)

| | | |
|---------|-------|-------|
| Tokyo | 10:13 | 10:20 |
| Odawara | 10:30 | — |
| Atami | 11:00 | — |
| Maibara | 13:39 | — |
| Kyoto | 14:04 | 12:38 |

the local

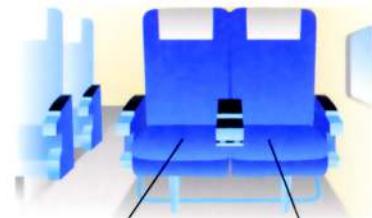
the express



a one-way ticket



a round-trip ticket



an aisle seat

a window seat

Flight 009 New York → Los Angeles → Taipei

Air China

Flight

009

New York → Los Angeles → Taipei

a direct flight

Flight 808 New York → Taipei

Air China

Flight

808

New York → Taipei

a non-stop flight

B Complete the conversations with words and phrases from the Vocabulary.

1 A: Would you like a window or an aisle?
B: I like to walk around.

2 A: Is Flight 3 a flight?
B: No. It's a flight. It makes a stop, but you don't have to change planes.

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

4 A: I'm sorry. It's too late to make the
B: Well, I'll take I'm not in a hurry.

GRAMMAR

Modals should and couldshouldUse should and the base form of a verb to give advice.You shouldn't take that flight. You should take the non-stop.Should they take the bus? (Yes, they should. / No, they shouldn't.)When should we leave? (Before 2:00.)couldUse could and the base form of a verb to suggest or ask about alternatives or possibilities.The express bus is full, but you could take the local.Could I take the 2:20? (Yes, you could. / No, you couldn't.)

GRAMMAR BOOSTER p. 138

- Modals: form and meaning
- Common errors

A Grammar practice Complete each statement or question with should or could and the base form.1 the express. The local arrives too late.
He / take2 They said two aisle seats or an aisle and a window.
we / have

3 a round-trip ticket. That way you won't have to wait in line twice.
 You / get

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

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

B Pair work Two coworkers are at Penn Station, and they work in Oak Plains. It's 7:20 A.M. They have to arrive in Oak Plains for work at 9:00. Use the schedule to discuss all the possible choices. Use could and should. Explain your choices.

“They could take the 7:30 express.”

“No. That train doesn't stop in Oak Plains.”

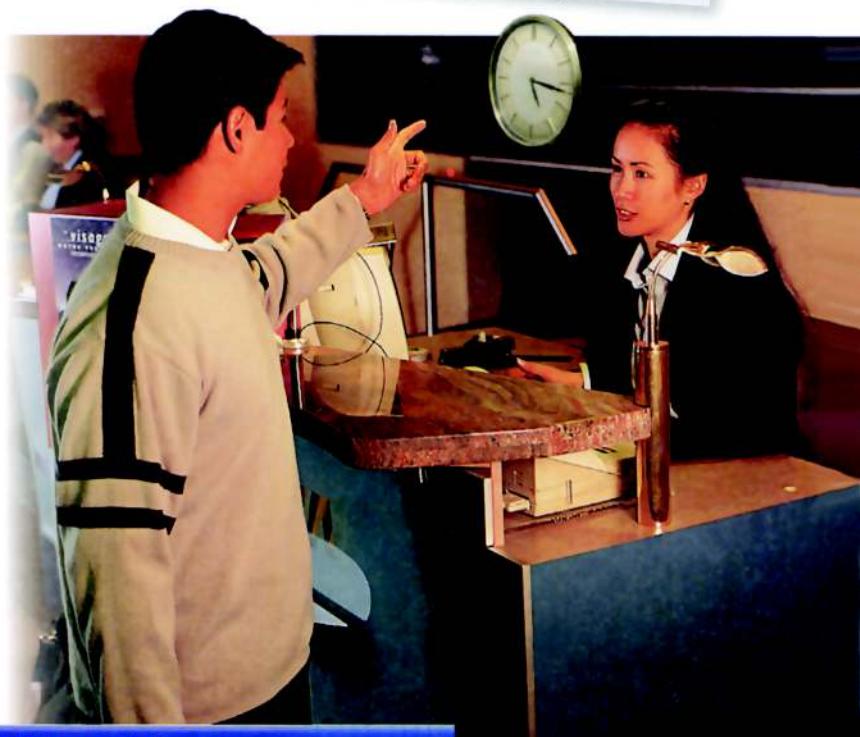
| Blue numbers = express trains | | | |
|-------------------------------|----------|------------|--------|
| Penn Station | Northway | Oak Plains | Carmel |
| 7:15 | 7:50 | 8:30 | 9:00 |
| 7:25 | — | 8:25 | 8:55 |
| 7:30 | — | — | 8:55 |
| 7:30 | 8:05 | 8:45 | 9:15 |
| 7:50 | 8:25 | 9:05 | 9:35 |

CONVERSATION MODEL

A 5:04 Read and listen to someone buying tickets.

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

B 5:05 **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.



NOW YOU CAN Discuss schedules and buy tickets

A Pair work Use the train departure board. Imagine it is now 7:15. Change the Conversation Model, based on where you want to go. Then change roles.

A: Can I still make the train to ?
 B: No, I'm sorry. It left minutes ago.
 A: What should I do?
 B: Well, you could take the
 A: OK. One ticket, please.
 B: One-way or round-trip?
 A: , please.

Don't stop!

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

| DEPARTURES 07:15 AM | | |
|---------------------|---------|-------|
| TO | DEPARTS | TRACK |
| OSAKA | 06:55 | 6 |
| NARITA | 07:03 | 9 |
| KYOTO | 07:12 | 19 |
| OSAKA | 08:23 | 8 |
| NARITA | 08:26 | 9 |
| KYOTO | 08:31 | 18 |

B Change partners Practice the conversation again. Discuss other departures.

GRAMMAR

Be going to to express the future: Review

base form

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

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

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

Remember: The present continuous is also often used to express future plans.

I'm **renting** a car in New York **next week**.

GRAMMAR BOOSTER > p. 138

• Expansion: future actions

A Grammar practice Complete each statement or question with be going to and the base form of the verb.

1 **they / buy** tickets for the express.

2 When **she / leave** for the airport?

3 **you / ask for** an aisle seat?

4 Who **take** him to the train station?

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

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

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

“What are you going to do on your vacation?”

VOCABULARY

Travel services

5:06

A  Read and listen. Then listen again and repeat.



a rental car



a taxi



a limousine / a limo



a hotel reservation

B  **Listening comprehension** Listen to the conversations. Then listen again and complete each sentence with be going to and infer the name of a travel service.

1 He (reserve) a for her.

2 The tourist (need) a in Seoul.

3 She (get) a at John F. Kennedy Airport.

4 The agent (check) to see if he can reserve a for the tourist.

CONVERSATION MODEL

A  Read and listen to a conversation between a travel agent and a traveler.

A: Hello. Baker Travel. Can I help you?
 B: I hope so. I'm going to need a car in Dubai.
 A: Certainly. What date are you arriving?
 B: April 6th.
 A: And what time?
 B: Let me check . . . 5:45 P.M.

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

C **Find the grammar** Find and circle two ways that A and B express future plans in the Conversation Model.



NOW YOU CAN **Book travel services**

A **Pair work** Change the Conversation Model. Book one of the travel services from the Vocabulary. Use the tickets for arrival information. Then change roles.

A: Hello. Can I help you?
 B: I'm going to need in
 A: What date are you arriving?
 B:
 A: And what time?
 B: Let me check . . .

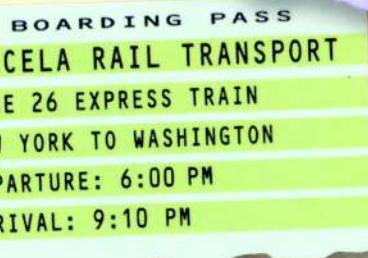
Don't stop!
Ask for additional services.

“ I'm also going to need a hotel reservation. **”**



Your ticket

From
 To
 Date
 Departs Arrives



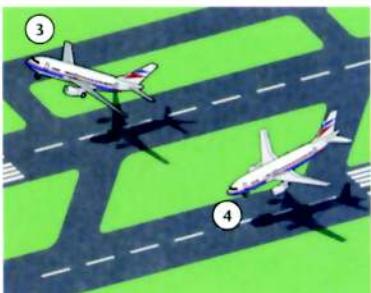
BEFORE YOU LISTEN

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



① depart

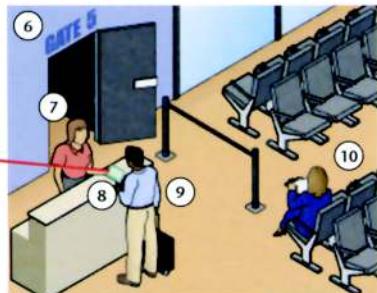
② arrive



③ take off



⑤ go through security



⑥ the gate

⑦ an agent

⑧ a boarding pass

⑨ a passenger

⑩ the departure lounge

Some flight problems

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

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

When you at the airport, you should take your luggage to the check-in counter and get your Then you can , where have to put all their hand luggage on the belt. From there you should go to the your plane is departing from. If you are early and your plane hasn't landed or arrived at the gate, just have a seat in the When your flight is called, you can show your boarding pass to the and get on the plane. Be sure to turn off all electronic devices and put on your seat belt before your plane from the gate. Enjoy the takeoff, and have a good flight!

LISTENING COMPREHENSION

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

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



B  **Listen for details** Listen again and write the flight information.

1 flight number: 3 final departure gate:

2 original departure gate: 4 final departure time:

PRONUNCIATION

Intonation for stating alternatives

A  **5:13** Listen to the rhythm and intonation of alternatives. Then listen again and repeat.

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

2 They could wait or reserve a later flight.

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

B Now practice saying each sentence on your own.

NOW YOU CAN

Understand airport announcements

A Read the announcement by the gate agent for Rapid Air flight 58 from Brasilia to São Paulo. Make sure you understand the details.

“Good afternoon, ladies and gentlemen. Flight 58 is overbooked. We apologize. We need two volunteers to give up their seats on this flight. There are seats available on all later flights to São Paulo. If you volunteer to take a later flight, Rapid Air will give you a free round-trip ticket anywhere we fly. The free ticket is good for one year.”

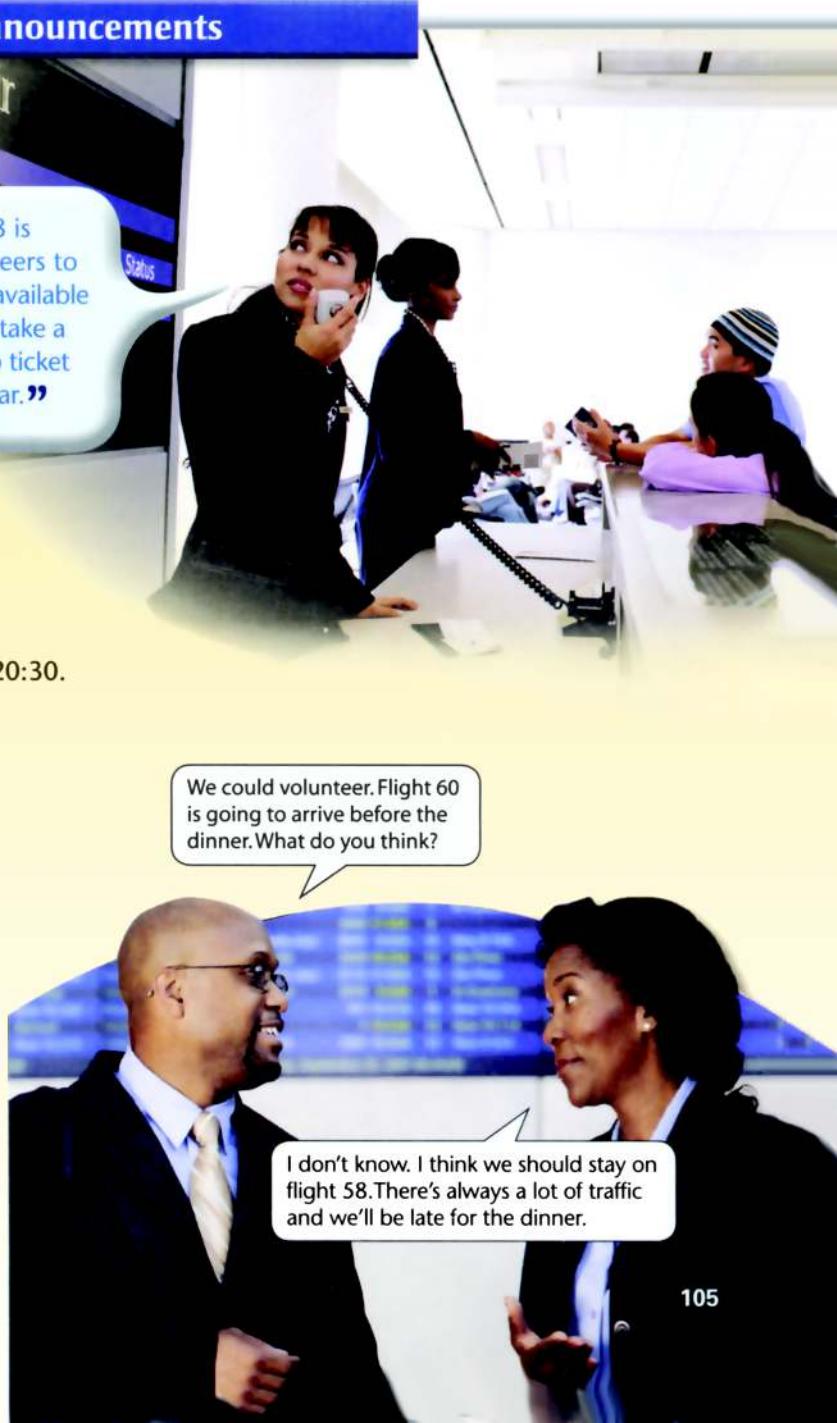
B **Pair work** Now act on the airport announcement. Imagine that you and your partner have tickets on flight 58. First read the situation:

- The time is now 16:35.
- You have a very important dinner in São Paulo at 20:30.
- The flight takes about two hours gate to gate.

Then look at the departure schedule and discuss your alternatives.

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

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



BEFORE YOU READ

5:14

A  Vocabulary • **Transportation problems** Read and listen. Then listen again and repeat.

We had an accident.



We had mechanical problems.



We missed our train.



We got bumped from the flight.



We got seasick.

Also:
carsick
airsick

5:15

B  Listening comprehension Listen and complete each statement with the Vocabulary.

1 They

4 They

2 They

5 They

3 They

READING

5:16



GOT BUMPED FROM A FLIGHT?

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

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

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

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

Source: Adapted from airconsumer.ost.gov

Driver blames GPS for train crash

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

In a statement to the police, the man said he was driving north with his son on the Saw Mill Parkway at about 8 p.m. They planned to go to a restaurant on Route 117. Following the instructions from his GPS unit, he exited the parkway at Green Lane. But then, instead of driving to Route 117 and turning right there, he made a very wrong turn. He turned right at the railroad tracks. The man and his son tried to move the car off the tracks, but they couldn't. Shortly afterward, a Metro-North commuter train hit Mr. Carter's car. Luckily, there were no deaths or injuries. Police say that drivers need to pay attention to the road, not the GPS unit.



The location of last night's accident

Source: Adapted from news articles in lohud.com

Critical thinking

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

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

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

NOW YOU CAN

Describe transportation problems

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



bus



train



taxi



limousine



ferry



ship



airplane



helicopter

other

B **Pair work** Ask your partner questions about the means of transportation he or she checked.

“ When was the last time you took a train? ”

C **Notepadding** Choose a time when you had transportation problems. On the notepad, make notes about the trip.

means of transportation:

month, day, or year of trip:

destination:

bad memories:

D **Group work** Now tell your story to your classmates.

Describe your transportation problems. Ask them questions about their problems.

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



Be sure to recycle this language.

Problems

The ___ was terrible.
The ___ were unfriendly.
They canceled my ___.
The ___ didn't work.
They lost my ___.

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

Responses

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

Review

More Practice



ActiveBook Self-Study Disc

grammar • vocabulary • listening
reading • speaking • pronunciation

5:17

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

T F 1 They could take the 8:31.
T F 2 They should take the 8:25.
T F 3 They're going to Boston.
T F 4 They're both going to take the train to Washington.
T F 5 He usually takes the 7:25.
T F 6 They should hurry.

| DEPARTURES | | 7:26 A.M. |
|--------------|---------|-----------|
| TO | DEPARTS | TRACK |
| WASHINGTON | 7:10 | 6 |
| BOSTON | 7:22 | 9 |
| PHILADELPHIA | 7:25 | 19 |
| WASHINGTON | 8:25 | 8 |
| BOSTON | 8:26 | 24 |
| PHILADELPHIA | 8:31 | 18 |

B Complete each statement with a correct word or phrase.

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

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

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

A: On Saturday, ^{1 we / leave} for Cancún.
B: Really? ^{2 you / rent} a car there? There are some great places to explore.
A: No. I think ^{3 we / stay} on the beach and rest. By the way, where ^{4 you and Margo / go} for your vacation?
B: I'm not sure. But ^{5 I / travel} to Bangkok on business next month, and ^{6 I / take} a few days off to go sightseeing. I hear it's great.

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

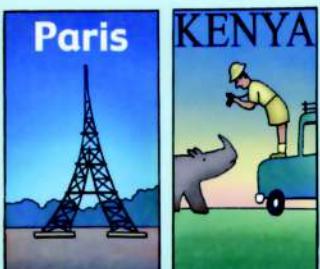


5:18/5:19
Top Notch Pop
"Five Hundred Ways"
Lyrics p. 150

WRITING BOOSTER • p. 147

- The paragraph
- Guidance for Exercise D

ORAL REVIEW



Contest Form teams. Create questions about the trip to ask another team. (One point for each correct question and one point for each correct answer.)

Role play Choose one picture. Create a conversation for the people. Use could and should. For example:

Agent: You could go to Hawaii or ...

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



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

| | |
|-----|-----------|
| D | 8 099 000 |
| JP | 8 20 |
| AD | 8 099 00 |
| NY | 8 888 38 |
| UR | 8 062 68 |
| JPY | 8 888 00 |
| GD | 8 133 55 |
| HKD | 8 888 56 |
| NZD | 8 132 40 |
| MYR | 8 888 37 |
| THB | 8 326 10 |
| IDR | 8 888 2.6 |

Get the Best Exchange Rate

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



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

When possible, use a credit card for larger expenses such as hotel bills, tickets, and car rentals. But be careful—many credit card companies now add fees for these transactions. Use an ATM card for your daily cash needs. But check with your bank before you leave to make sure you can use your card in the country you are visiting. Also ask if they charge extra for using your card there.

VISTACard

| Monthly Statement | | |
|-------------------|--------------------------|--------|
| Date | Transaction | Debit |
| 10/07 | CAFÉ LUNA | 200.00 |
| 10/06 | *FOREIGN TRANSACTION FEE | 4.68 |
| 10/06 | HOTEL DE CALLAO | 180.00 |

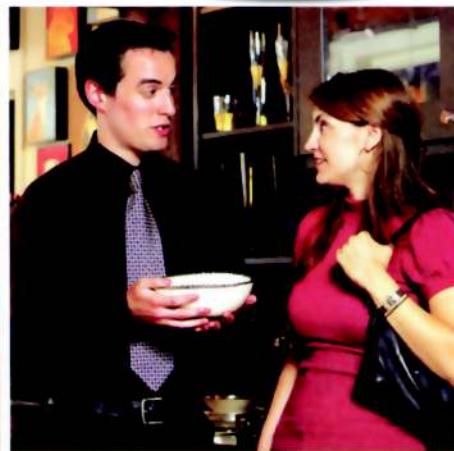
Source: independentraveler.com

A 5:20 **Vocabulary** • *Financial terms*
Listen and repeat.

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

B **Pair work** Discuss your spending habits. Ask and answer the following questions.

- 1 Do you make purchases with a credit card? When?
- 2 What do you usually buy with cash?
- 3 Do you ever exchange money for foreign currency? When? How?



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

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

Jenn: Great!

Pat: Hey, what do you think of this?

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

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

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

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

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

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

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

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

Clerk: Italian speaker

D Focus on language Find an underlined statement in the Photo Story with the same meaning as each of the following:

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

E Discussion Are you good at bargaining? How do you get a good price when you go shopping?

F Pair work Complete the chart with your own opinions of the advantages and disadvantages of credit cards and cash. Then discuss your ideas with a partner.

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

GRAMMAR

Superlative adjectives

Use superlative adjectives to compare more than two people, places, things, or ideas.

Which projector is **the cheapest** of these three?

Which brands are **the most popular** in your store?

| adjective | comparative | superlative |
|-----------|----------------|---------------------|
| cheap | cheaper (than) | the cheapest |
| nice | nicer (than) | the nicest |
| easy | easier (than) | the easiest |
| big | bigger (than) | the biggest |

| adjective | comparative | superlative |
|-------------|-------------------------|-----------------------------|
| comfortable | more comfortable (than) | the most comfortable |
| portable | more portable (than) | the most portable |
| difficult | less difficult (than) | the least difficult |
| expensive | less expensive (than) | the least expensive |

Irregular forms

good → better (than) → **the best**

bad → worse (than) → **the worst**

GRAMMAR BOOSTER • p. 139

Comparatives and superlatives:
usage and form

A Grammar practice Read the salesperson's recommendations. Complete each statement, using the superlative form of the adjective.

- 1 The Aptex is of our MP3 players. **new**
- 2 The Focus C20 is very inexpensive. It's digital camera we sell. **cheap**
- 3 Compared to our other camcorders, the Manko 210 is **easy to use**
- 4 The Focus C50 is digital camera we sell. **popular**
- 5 The Vista PX is camcorder you can buy. **light**
- 6 Our customers say the iSong is MP3 player available today. **practical**
- 7 You'll like the Manko 230 MP3 player. It's to use. **difficult**
- 8 If you don't want to spend a lot, the Raxx is camcorder you can buy. **expensive**
- 9 If you want the best but don't care about cost, the Vista LS is camcorder we have. **expensive**

B Complete the conversations. Use the superlative form of the adjectives.

- 1 A: All of these cameras are easy to use.
B: But which is ? **small**
- 2 A: All of our ski sweaters are pretty warm.
B: But I want a really heavy one. Which brand makes ones? **heavy**
- 3 A: She wrote at least six books about Italy.
B: I know. But which of her books is ? **interesting**
- 4 A: Do you want to take a taxi, bus, or train to the airport?
B: Which is ? **convenient**
- 5 A: You can study English at any school you want.
B: All three sound great. But which school is ? **popular**
- 6 A: Here are three vacation packages you can choose from.
B: That's nice. But just tell me which one is **affordable**

CONVERSATION MODEL

5:22

A  Read and listen to someone asking for a recommendation.

A: I'm looking for a digital camera. Which is the least expensive?

B: The B100. But it's not the best. How much can you spend?

A: No more than 250.

B: Well, we have some good ones in your price range.

A: Great! Can I have a look?

5:23

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



NOW YOU CAN Ask for a recommendation

A Pair work Change the Conversation Model. Use the ads, or other real ads, to ask for a recommendation. Use superlative adjectives. Then change roles.

A: I'm looking for Which is the ?

B: The But it's not the How much can you spend?

A: No more than

B: Well,

A:

Ideas
• nice
• popular
• light
• practical
• easy to use

Don't stop! Continue the conversation.

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

Camcorders

Vision 720 \$949 *Very Light*

Pusan 5X \$829 *Easy to Use*

Diego P500 \$299 *Popular*

MP3 Players

Rico SL-S225 \$129 *Practical*

Pusan X23 \$109 *Easy to Use*

Power X Music Master NEW \$199

B Change partners Ask about other electronic products.

Digital Cameras

Honshu X24 \$209 *Very Popular*

Honshu B100 \$149

Prego 5 \$299 *NEW*

C Extension Bring in newspaper ads for electronic and other products. Use both comparative and superlative adjectives to discuss them.

CONVERSATION MODEL

A  5:24 Read and listen to someone bargaining for a lower price.

A: How much do you want for that rug?
 B: This one?
 A: No. That one's not big enough.
 The other one.
 B: 300.
 A: That's a lot more than I want to spend.
 I can give you 200.
 B: How about 225?
 A: OK. That sounds fair.

B  5:25 **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.



GRAMMAR

Too and enough

When something is not satisfactory:

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

When something is satisfactory:

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

Be careful!

Don't say: This MP3 player is **enough** small.

GRAMMAR BOOSTER ▶ p. 140

- Usage: too, really, and very

Grammar practice Read the conversations between customers and salespeople.

Then complete each conversation. Use too or enough and an adjective from the list.

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

Adjectives

slow
 fast
 cheap
 expensive
 quiet
 noisy
 small
 big
 light
 heavy

PRONUNCIATION

Rising intonation for clarification

5:26

A  Listen to how rising intonation is used to ask for clarification. Then listen again and repeat.

1 A: Could I have a look at those bowls?

B: **These small ones?**

A: No, the big ones.



2 A: How much is that vase?

B: **This green one?**

A: That's right.



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



“ Could I have a look at those sunglasses? ”

“ These brown ones? ”

VOCABULARY

How to bargain

5:27

A  Read and listen. Then listen again and repeat.

Buyer's language

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



Seller's language

- **How much do you want to spend?**
- **I could go as low as [seventy].**
- **I can't go lower than [sixty].**
- **You can have it for [fifty].**
- **How about [forty-five]?**
- **It's a deal.**

5:28

B  **Listening comprehension** Listen to people bargaining. Complete each statement with the amount they agreed on and the item bought.

1 The buyer pays for the

3 The buyer pays for the

2 The buyer pays for the

4 The buyer pays for the

NOW YOU CAN

Bargain for a lower price

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

A: How much do you want for?

Don't stop!

- Ask about size, color, etc.
- Use too and enough.
- Use superlatives.



B Change partners Bargain for one of the other items.

BEFORE YOU READ

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

READING

5:29



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

Restaurants

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

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

And if that's not complicated enough, think about this: In some countries, like Italy and Venezuela, restaurants add

When Should I Tip?

It's the question every traveler asks.

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

a service charge to the bill, but an additional 5 to 10% tip is still expected!

Taxis

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

Hotels

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

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



FOR YOUR INFORMATION

Never tip in these countries:

| | |
|-------------|----------------------|
| Japan | Singapore |
| Korea | Thailand |
| Malaysia | United Arab Emirates |
| New Zealand | Vietnam |

A Draw conclusions

Read each person's question. Give advice, according to the Reading.

Then find the place in the Reading where the information comes from.

“ I'm going to Warsaw, Poland. I'm staying in a nice hotel for about six days. How much should I tip the maid? ”



“ I'm going to Chicago, in the U.S., on business. Let's say I take ten clients out for lunch and the bill is US \$400. How much more should I leave for the tip? ”



“ I'm flying to Melbourne, Australia, next week. I have three large bags. If a porter helps me, how much should I tip? ”



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



B Apply information

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

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

NOW YOU CAN Discuss showing appreciation for service

A Frame your ideas

Check the ways you have shown appreciation to someone for good service. Then tell a partner about some of them.

- I left a tip.
- I gave a gift.
- I said "Thank you."
- I wrote a "thank-you" note.
- I wrote a letter to the manager.
- Other: _____

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

B Notepadding

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

Restaurant servers:

Taxi drivers:

Hotel maids:

Baggage porters:

Hairdressers:

Office assistants:

Other:

C Discussion

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

Text-mining (optional)

Underline language in the Reading on page 116 to use in the Discussion. For example:

“ [Restaurant servers] expect a tip of ... ”

BEFORE YOU LISTEN

A 5:30 **Vocabulary** • *How to describe good and bad deals* Read and listen. Then listen again and repeat.

Good deals

Bad deals

She got a great deal.

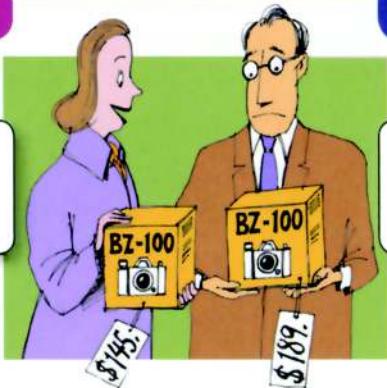
She saved a lot of money.

It was a real bargain.

He got a bad deal.

He paid too much money.

It was a total rip-off.



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



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



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

LISTENING COMPREHENSION

A 5:31 **Listen for main ideas** Listen to the conversations about shopping. Then listen again and complete the chart.

| | What did the shopper buy? | Did the shopper get a good price? | |
|---|---------------------------|-----------------------------------|-----------------------------|
| 1 | | <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 |

B  **Listen for details** Listen again. Write the price each person paid.

1 euros 2 pounds 3 dollars 4 pesos

NOW YOU CAN**Describe where to get the best deals****A Notepadding** Write notes about a good or bad shopping experience you have had.

What did you buy?
 Where did you buy it?
 Did you bargain?
 How much did you pay?

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

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

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

| What are ... | Where can you buy ... |
|---------------------------------------|--|
| the best restaurants? | the least expensive fruits and vegetables? |
| the nicest hotels? | the most beautiful flowers? |
| the most expensive department stores? | the best electronic products? |
| the most unusual markets? | the most unusual souvenirs? |
| the most interesting museums? | the wildest clothes? |

**D Discussion** Where should people go in your city or town for the best deals?

“ The fruits and vegetables at the North Market are the freshest in town. ”





A **Listening comprehension** Listen to each conversation. Write the item that the people are talking about. Indicate whether the item is satisfactory (✓) or unsatisfactory (✗) to the customer. Then listen again and circle the adjectives that the salesperson uses to describe the product.

| | They're talking about ... | Satisfactory? | Adjectives |
|---|---------------------------|--------------------------|----------------------------------|
| 1 | | <input type="checkbox"/> | light / fast / cheap |
| 2 | | <input type="checkbox"/> | light / warm / beautiful |
| 3 | | <input type="checkbox"/> | tall / beautiful / affordable |
| 4 | | <input type="checkbox"/> | light / easy to use / affordable |

B Complete the sentences.

- If you're out of cash and the bank is closed, you can get money from
- If there's a service charge on the bill, you probably don't need to leave
- In some places, you can for a lower price.
- Before you go overseas, you should check the of your currency and the currency of the place you're traveling.
- It was a real I saved a lot of money.
- It was a total I paid too much money.

C On a separate sheet of paper, rewrite each sentence, using too or enough.
 For example:

That vase isn't light enough.

That vase is too heavy.

- Those cameras aren't cheap enough.
- This printer is too slow.
- The inside of the fridge isn't cool enough.
- That restaurant is too noisy.
- My flat screen TV isn't big enough.
- Those pants aren't long enough.

D Write two sentences about shopping in your city. Use the superlative.

The stores in Old Town have the most interesting gifts.

1

2



Top Notch Pop

"Shopping for Souvenirs"
 Lyrics p. 150

E **Writing** On a separate sheet of paper, write a guide to the best places for a visitor to your city or town to stay in, visit, and shop.

Ideas

| | |
|---------|---------------|
| hotels | theaters |
| stores | neighborhoods |
| museums | stadiums |

WRITING BOOSTER ▶ p. 148

- Connecting contradictory ideas
- Guidance for Exercise E

Al's Electronics

SALE!

CoolRay 6

Super thin
US \$350



Easy to use
Only 3 oz / .085 kg

Dazio 420

Brightness: 2000 lumens
Very portable
US \$1,199



Only 2.8 lb / 1.27 kg

Cloud 9

50" / 127 cm
Like it loud? This is the one!
US \$1,399



Now
US \$1,149

Basik XT

So Fast!
US \$980



Very Professional
Only 24 oz / .68 kg

Clearview 3Z

Brightness: 2000 lumens
Really affordable
US \$899



Only 4 lb / 1.81 kg

EasyPix 500

Very Popular
US \$220



Now
US \$180

Manna T-20

Brightness: 4000 lumens
So powerful!
US \$3,999



Only 3.5 lb / 1.59 kg

SALE!

Runex

19" / 48 cm
Very portable
US \$399



Now
US \$229

Washburn

32" / 81 cm
Brand new!
US \$699



Now
US \$599

SALE!



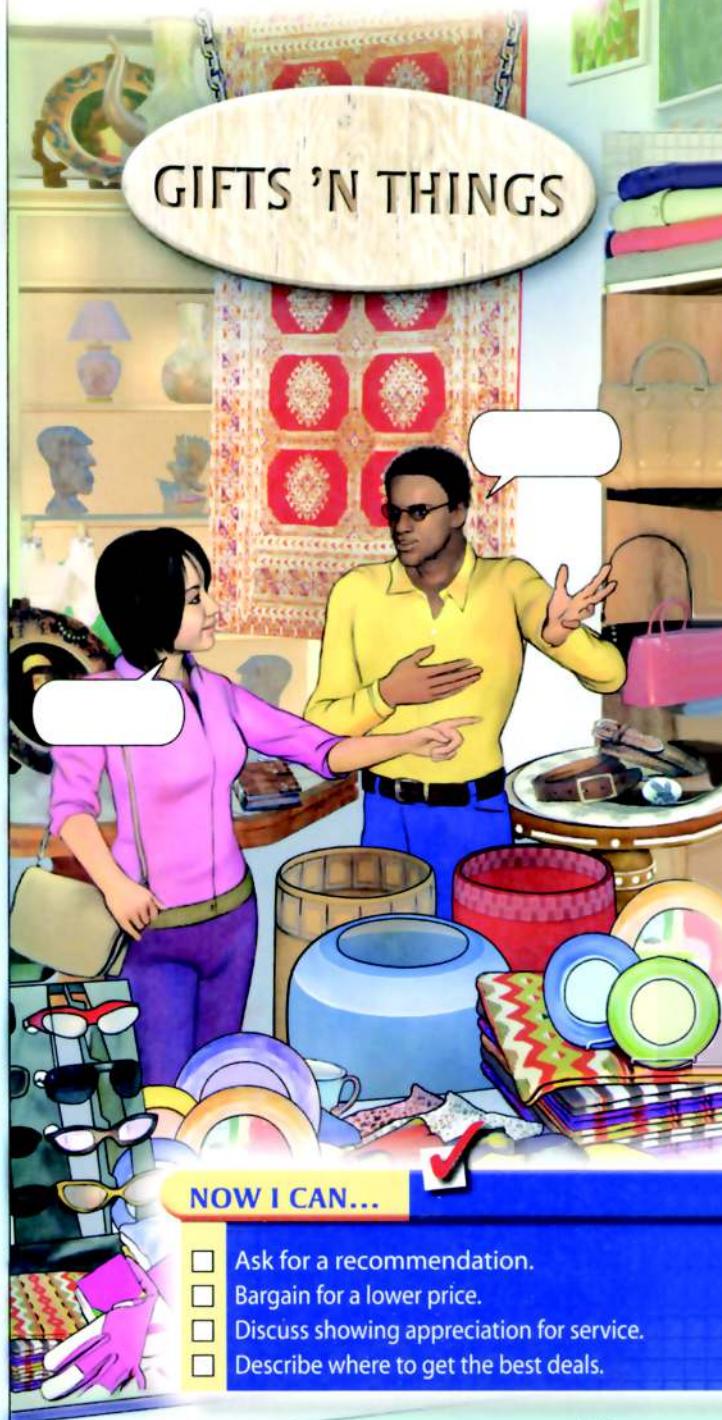
ORAL REVIEW

Contest Form teams. Create false statements about the products. Another team corrects the statements. (Teams get one point for each statement they correct.) For example:

There's a sale on camcorders today.

Role play Create conversations for the people.

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



NOW I CAN...

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

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

1B

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 6 *Lesson 1*

Can and have to: form and common errors

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

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

~~NOT She cans play.~~ ~~NOT Cans he play?~~

NOT ~~She can plays.~~ NOT ~~Can he plays?~~

NOT She can to play. NOT Can he to play?

There are three negative forms of can.

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

Use have to or has to with the base form of a verb.

Be careful!

It **has to close** at 4:00.

NOT ~~It has to closes.~~

NOT ~~It has to closing.~~

Does he have to go?

NOT Does he have to goes?

NOT Does he has to go?

A Correct the following sentences.

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

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

Can and have to: information questions

Can

Where **can** I **play** soccer around here? (Try the park.)
When **can** they **come** for lunch? (After class.)
How often **can** we **go** running? (Any time. Our afternoons are free.)
What languages **can** she **speak**? (She can speak Italian and Russian.)

Have to

What **does** he **have to do** tomorrow? (He has to go shopping.)
How often **does** she **have to work** late? (Not often.)
When **do** they **have to buy** the tickets? (This afternoon.)
Where **do** you **have to go** this morning? (To the airport.)

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

Who **can** they **visit** on the weekend? They can visit **their cousins**. (object)
Who **do** you **have to call**? I have to call **my boss**. (object)
Who **can visit** his cousin on the weekend? **John** can. (subject)
Who **has to write** the report? **My boss** does. (subject)

B Complete the questions, using the cues and can.

- 1 A: _____ basketball around here? (Where / I / play)
B: Try the school. It isn't far.
- 2 A: _____ dinner together? (When / we / have)
B: How about tomorrow night?
- 3 A: I need some fresh air. _____ walking? (Where / I / go)
B: You can go to the park. It's very nice.
- 4 A: _____ English? (How often / you / study)
B: Not as much as I'd like to. I'm too busy.
- 5 A: _____ breakfast tomorrow morning? (Who / make)
B: What about Bill? He always wakes up early.
- 6 A: _____ with about English classes? (Who / I / speak)
B: The receptionist can help you.

C Complete the questions and answers, using have to or has to.

- 1 A: _____ he _____ (do) tomorrow?
B: He _____ (go) to class.
- 2 A: _____ she _____ (call) the office?
B: She _____ (call) every morning.
- 3 A: _____ he _____ (go) to the airport?
B: He _____ (leave) here at 3:00.
- 4 A: _____ they _____ (send) the form to?
B: They can't send it. They _____ (take) it to the office.
- 5 A: _____ you _____ (meet) after class?
B: I _____ (meet) my sister. We're going to the movies.
- 6 A: _____ (help) the teacher after class?
B: Chris and Tania. They _____ (clean) the board.

Can and be able to: present and past forms

You can also use be able to + base form for ability or possibility. Can is more frequent in spoken language.

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

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

They can't call this afternoon. = They aren't able to call this afternoon. (possibility)

He can't fix cars. = He isn't able to fix cars. (ability)

Use could or was / were able to + base form to talk about the past.

When I was four I could swim (or was able to swim).

They could speak (or were able to speak) French before they were ten.

She couldn't be (or wasn't able to be) there yesterday because she had a meeting.

We couldn't understand (or weren't able to understand) the directions.

Be careful! Use was / were able to (NOT could) for affirmative past statements of possibility.

She was able to be there yesterday. NOT She could be there yesterday.

D On a separate sheet of paper, change can to be able to in the following sentences.

| | |
|-------------------------------------|---|
| 1 She <u>can</u> swim very well. | 3 George <u>can</u> meet you at the airport. |
| 2 They <u>can't</u> ride a bicycle. | 4 Lucy <u>can't</u> take the bus to the mall. |

E On a separate sheet of paper, change the following statements from the present to the past.

| | |
|---|--|
| 1 We're <u>able to</u> help him. | 4 Nicole <u>can</u> cook for the party. |
| 2 The Martins <u>can't</u> go to the concert. | 5 Rachel and Brooke <u>aren't able to</u> play basketball at the school. |
| 3 She <u>is able to</u> be there at seven. | |

UNIT 6 Lesson 2

The simple present tense: non-action verbs

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

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

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

| non-action meaning | action meaning |
|--|--|
| I <u>have</u> two sandwiches. (possession) | I'm <u>having</u> a sandwich. (eating) |
| I <u>think</u> English is easy. (opinion) | I'm <u>thinking</u> about her. (the act of thinking) |

Some non-action verbs

| | |
|------|------------|
| be | miss |
| have | need |
| know | see |
| like | understand |
| love | want |

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

Dear Keith,

It's 2:00 and I _____ (1 think) of you. The kids _____ (2 play) outside. I _____ (3 see) them through the window right now. They _____ (4 have) a small table and chairs and they _____ (5 have) a late lunch. I _____ (6 want) to send this before I go to work. I _____ (7 know) you're working hard and we all _____ (8 miss) you.

Maggie

The simple present tense: placement of frequency adverbs

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

I am usually at the pool on Saturdays.

I usually go to the pool on Saturdays.

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

Sometimes I go to the mall on Saturdays.

I go to the pool occasionally.

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

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

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

Hank usually doesn't go running on the weekend.

Hank doesn't usually go running on the weekend.

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

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

Be careful! Don't use never with a negative verb. Use the frequency adverb ever.

I never eat sweets. OR I don't ever eat sweets. NOT I don't never eat sweets.

Time expressions

Time expressions generally go at the beginning or end of a sentence. When a time expression is at the beginning, a comma is optional. Don't use a comma when the time expression is at the end.

Three times a week, I go to the pool. I go to the pool three times a week.

The time expression a lot goes at the end of a sentence.

I go to the pool a lot. NOT A lot I go to the pool.

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

Other expressions
once in a while
a lot

B On a separate sheet of paper, rewrite these sentences correctly.

1 She plays usually golf on Sunday.

6 Never I go swimming at night.

2 They go to the park hardly ever.

7 Vivian doesn't drink always coffee.

3 I always am hungry in the afternoon.

8 Corey and I play twice a week tennis together.

4 We once in a while have eggs for breakfast.

9 We go often bike riding in the afternoon.

5 Penny doesn't never exercise.

10 She is every day late for class.

UNIT 7 Lesson 1

The past tense of be: form

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

I was in Rome yesterday. They were in Paris.

She wasn't on time. They weren't early.

Begin yes / no questions with Was or Were.

Was your flight late? Were you late?

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

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

Where was your passport? Where were your tickets?

A Complete the conversations with was, were, wasn't, or weren't.

1 A: _____ you out of town last week?
B: No, I _____. Why?
A: Well, you _____ at work all week.

2 A: How _____ the food?
B: Great! There _____ lots of fresh seafood and the fruit _____ delicious.

3 A: So _____ your vacation OK?
B: Well, actually it _____. The food _____ terrible and there _____ too many people.

4 A: Where _____ you last weekend?
B: I _____ on vacation.
A: Really? How _____ it?

5 A: How long _____ your trip?
B: Only a few hours, but we _____ pretty tired.

6 A: _____ your brother on vacation last week?
B: Yes, he _____. He and his wife _____ on a cruise.

B On a separate sheet of paper, unscramble the words to write questions, using was or were.

1 your / vacation / very long 3 the drive / comfortable 5 your friends / late
2 your luggage / where 4 you / on the morning flight 6 there / a lot of people / on the train

UNIT 7 Lesson 2

The simple past tense: spelling rules for regular verbs

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

play → played

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

smile → smiled tie → tied

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

stop → stopped plan → planned

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

vi - sit → visited

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

pre - fer → preferred

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

study → studied

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

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

A On a separate sheet of paper, write the simple past tense form of the following verbs.

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

B On a separate sheet of paper, write the simple past tense form of these irregular verbs.

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

The simple past tense: usage and form

Use the simple past tense to talk about completed actions in the past.

My grandparents **went** to Paris in April.

Last year, we **played** tennis and **did** aerobics every day.

Negative forms

Use **didn't** + the base form of a verb.

He **didn't go** out last weekend. NOT He didn't **went** out last weekend.

They **didn't have** a good time. NOT They didn't **had** a good time.

Questions

Begin **yes / no** questions with **Did**. Use the base form of the verb.

Did you **go** swimming every day? NOT **Did** you **went** swimming every day?

Begin information questions with a question word followed by **did**. Use the base form of the verb.

Where did you **go** shopping? **When did** he **arrive**? **What did** they **eat** every day?

C On a separate sheet of paper, change each affirmative statement into a negative statement.

| | |
|--------------------------|-------------------------------|
| 1 I slept all night. | 4 They drank a lot of coffee. |
| 2 We went swimming. | 5 We had dinner at eight. |
| 3 She ate a lot of food. | 6 He bought postcards. |

D On a separate sheet of paper, unscramble the words to write questions. Use the simple past tense.

| | |
|--|---------------------------------------|
| 1 you / go / where / on vacation last summer | 4 in London / you / do / what |
| 2 you / from vacation / get back / when | 5 your parents / their trip / enjoy |
| 3 they / a good flight / have | 6 stay / how long / in Paris / Alicia |

UNIT 8 Lesson 1

Direct objects: usage

The subject of a sentence performs the action of the verb. A direct object receives the action of the verb.

| subject | verb | direct object |
|---------|-------|---------------|
| I | like | spicy food. |
| Anne | wears | dark clothes. |

A Underline the subjects in the following sentences. Circle the direct objects.

| | |
|---|--|
| 1 <u>Stacey</u> is wearing a bathrobe right now. | 5 You can't enter this store before 10:00. |
| 2 Many people buy outerwear in this store. | 6 Do you have your credit card? |
| 3 I love red shoes. | 7 Marianne wants a pair of warm pajamas. |
| 4 Sanford and Gloria never wear shorts. | |

Indirect objects: usage rules and common errors

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

| prepositional phrase | indirect object |
|--|-----------------------------------|
| I'm buying the gloves for her . | I'm buying her the gloves. |
| Give the sweater to Jay . | Give Jay the sweater. |

Be careful! When a sentence contains both a direct object and an indirect object, the indirect object always comes first. The direct object **CANNOT** be a pronoun.

| | | |
|---|---|---|
| Mindy wrote her parents a letter . | NOT Mindy wrote a letter her parents . | NOT Mindy wrote her parents it . |
| Mindy wrote them a letter . | NOT Mindy wrote a letter them . | NOT Mindy wrote them it . |

B On a separate sheet of paper, rewrite each sentence, changing the prepositional phrase into an indirect object pronoun. Follow the example.

She buys clothes for them. *She buys them clothes.*

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

C On a separate sheet of paper, rewrite each sentence, changing the indirect object pronoun into a prepositional phrase using the preposition in parentheses. Follow the example.

They never buy me dinner. (for) *They never buy dinner for me.*

1 He always gives me the check. (to) 3 His friend showed him the check for dinner. (to)
2 I sent my colleagues the tickets. (to) 4 She'd like to get her mother a book. (for)

D On a separate sheet of paper, rewrite the following sentences, adding the indirect object or prepositional phrase to each sentence. Don't add any words. Follow the example.

They sent it on Monday. (to me) *They sent it to me on Monday.*

1 Did they give breakfast at the hotel? (you) 3 They make lunch every day. (for him)
2 We always tell the truth. (her) 4 He brought flowers last night. (his wife)

UNIT 8 Lesson 2

Comparative adjectives: spelling rules

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

tight → tighter loose → looser

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

hot → hotter

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

pretty → prettier busy → busier

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

affordable → more affordable convenient → less convenient

When comparing two things that are both in the sentence, use than before the second thing.

She's less practical than her sister. The weather is warmer there than here.

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

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

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

- I like the pink purse. It's much _____ (nice).
- Low-fat milk is not bad, but no-fat milk is _____ (good).
- France is _____ (small) Russia.
- Women's shoes are usually _____ (expensive) men's shoes.
- It's hot during the day, but it's _____ (cool) at night.
- He's a lot _____ (tall) his brother.
- This projector is a lot _____ (popular), but it's _____ (affordable).
- They're much _____ (liberal) about clothing rules at the beach.
- It's usually _____ (sunny) in the morning before the rain begins.
- French fries are _____ (fatty) and _____ (salty) a salad.

Modals can, could, and should: meaning, form, and common errors**Meaning****Use can to express ability or possibility.**Jerome **can** speak Korean. I **can** be there before 8:00.**Use could to suggest an alternative or to make a weak suggestion.**They **could** see an old movie like *Titanic*, or they **could** go to something new.You **could** eat a healthier diet.**Use should to give advice or to express criticism.**You **should** think before you speak.**Form****Modals are followed by the base form of the main verb of the sentence, except in short answers to questions.**You **can eat** at a lot of good restaurants in this neighborhood.Who should read this? They **should**.Can you see the moon tonight? Yes, I **can**.**Use not between the modal and the base form.**You **shouldn't** stay at the Galaxy Hotel. They **can't** take the express.**In yes / no questions, the modal precedes the subject of the sentence. In information questions, the question word precedes the modal.****Yes / no questions****Should I** buy a round-trip ticket?**Can we** make the 1:05 flight?**Could she** take an express train?**Information questions****When should** they leave?**Why should** they go?**Which trains could** I take?**Who could** they call?**BUT: Note the word order when Who is the subject.****Who can give** me the information?
(The travel agent **can**.)**Common errors****Never add -s to the third-person singular form of modals.**He **should buy** a ticket in advance. NOT He **shoulds buy** a ticket in advance.**Never use to between modals and the base form.**You **could take** the train or the bus. NOT You **could to take** the train or the bus.**Circle the correct phrases to complete the sentences.**1 Who **(should buy / should to buy)** the tickets?5 We **(can to not take / can't take)** the bus; it left.2 Where **(I can find / can I find)** a hotel?6 When **(should you giving / should you give)** the agent your boarding pass?3 You **(could to walk / could walk)** or **(take / taking)** the bus.7 Which trains **(can get / can getting)** me there soon?4 **(I should to call / Should I call)** you when I arrive?**Expansion: future actions****There are four ways to express future actions, using present forms.****Be going to****Be going to + base form** usually expresses a future plan or certain knowledge about the future.I'm **going to spend** my summer in Africa.She's **going to** get a rental car when she arrives.It's **going to** rain tomorrow.**The present continuous****The present continuous** can also express a future plan.We're **traveling** tonight.We **aren't wearing** formal clothes to the wedding.We **aren't eating** at home tomorrow.

The simple present tense

The simple present tense can express a future action, especially with verbs of motion: arrive, come, depart, fly, go, leave, sail, and start—especially when on a schedule or a timetable. When the simple present tense expresses the future, there is almost always a word, phrase, or clause indicating the future time.

This Monday, the express leaves at noon.

The flight arrives at 9:00 tonight.

The present of be

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

The wedding is on Sunday.

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



1 The bus _____ at 11:00. It _____ at 8:00.
2 When _____ the flight _____?
It _____ at 23:30.

3 What time _____ the train _____ in Beijing? At 10:20 P.M.
4 _____ the train _____ at 7:00? Yes, it does.

B On a separate sheet of paper, answer each of the following questions with a complete sentence. There may be more than one correct way to answer each question.

1 What are your plans for your next vacation?
2 What are you going to do this weekend?
3 What are you doing this evening?

UNIT10 Lesson 1

Comparative and superlative adjectives: usage and form

Usage

Comparative adjectives compare two people, places, or things. Use than if the second item is mentioned right after the adjective.

Mexico City is larger than Los Angeles.

Housing in New York is more expensive than in Lima.

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

Superlative adjectives compare more than two people, places, or things.

Compared to other cities in the Americas, Mexico City is the largest.

Be careful! Use the with superlative adjectives.

Don't say: Mexico City is largest.

Form

| adjective | comparative adjective | superlative adjective |
|-----------|------------------------------|----------------------------|
| cheap | <u>cheaper</u> (than) | <u>the cheapest</u> |
| expensive | <u>more expensive</u> (than) | <u>the most expensive</u> |
| practical | <u>less practical</u> (than) | <u>the least practical</u> |

Superlative adjectives: spelling

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

cheap → the cheapest

loose → the loosest

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

hot → the hottest

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

pretty → the prettiest

busy → the busiest

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

Car trips are the least expensive vacations.

Cruises are the most relaxing vacations.

A Write both the comparative and superlative form of each of the following adjectives.

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

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

- 1 That dinner was _____ (delicious) meal we had on our vacation.
- 2 This scanner is definitely _____ (good) other one.
- 3 The Caribbean cruise is _____ (relaxing) of our vacation packages.
- 4 The Honsu X24 is a good camera, but the Cashio is _____ (easy) to use.
- 5 We have several brands, but I'd say the R300 is _____ (popular).
- 6 Sunday was _____ (bad) day of our vacation.
- 7 I like that rug, but I think this one is _____ (beautiful).
- 8 Our vacation in Brazil was _____ (nice) our vacation in Italy last year.
- 9 There are so many brands to choose from. Which brand is _____ (good)?
- 10 All three cameras look good. But which one is _____ (easy) to use?
- 11 I like both the J12 and the Pro MP3 players, but which one's _____ (small)?
- 12 Which of these three plates do you think is _____ (pretty)?
- 13 I can't decide if I should read this book or that one. Which one is _____ (interesting)?

UNIT 10 Lesson 2

Intensifiers very, really, and too

Intensifiers make the meaning of adjectives stronger.

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

That restaurant is **really** (or **very**) **good**. I want to go there.

That movie is **really** (or **very**) **scary**. I don't want to see it.

Too also makes the meaning of adjectives stronger. But **too** expresses the idea of "more than enough."

Too usually has a negative meaning.

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

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

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

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

A Complete each sentence with too, really, or very and your own adjective.

- 1 Beach vacations are _____. I love them.
- 2 French fries are _____. You shouldn't eat them every day.
- 3 A cruise is _____. I don't have enough money to take one.
- 4 They say this movie is _____. I want to see it.
- 5 This book is _____. You should read it.
- 6 English is _____. People are learning it all over the world.
- 7 This printer is _____. I need to replace it.
- 8 These pants are _____. I need to buy a larger pair.

B Complete each conversation, using too or enough.

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

TOP NOTCH

1B

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 6 Punctuation of statements and questions

Use a period at the end of a statement.

I go to the gym every morning.

Use a question mark at the end of a question.

What do you do to stay in shape?

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

The truth is I'm a couch potato!

- (a period)
- ? (a question mark)
- ! (an exclamation point)
- , (a comma)

Remember:

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

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

A Rewrite each statement or question, using correct punctuation. Remember to begin each with a capital letter.

- 1 she doesn't have time to exercise
- 2 do you get enough sleep every night
- 3 my friends think I exercise a lot but I don't
- 4 we go running bike riding and swimming in the summer

- 5 my father never eats sweets
- 6 what do you do on weekends
- 7 they eat junk food watch TV and stay up late every night
- 8 are you a couch potato

B Guidance for Writing (page 72) Use the ideas as a guide to help you write six questions about fitness and eating habits for your interview.

UNIT 7 Time order

Use a time clause in a sentence to show the order of events.

We visited the old part of town **after we had lunch**.

We checked into our hotel **before we had lunch**.

You can begin a sentence with a time clause. Most writers use a comma when the time clause comes first.

After we had lunch, we visited the old part of town.

Before we had lunch, we checked into our hotel.

Use transition signals to show time order in a paragraph. Use **First** to begin a series and **Finally** to end one. Use **Then**, **Next**, and **After that** to indicate a series of events. Commas are optional.

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

After that, we went shopping and bought a rug. **Finally**, we went back to our hotel.

Ideas

- favorite activities
- exercise routines
- foods you eat
- foods you avoid
- what you can or can't do

A On a separate sheet of paper, use the cues to write sentences. Begin each sentence with a time clause. Follow the example.

(before) First we had lunch. Then we went to the beach. **Before we went to the beach, we had lunch.**

1 (after) First we visited Rome. Then we went to Venice.

4 (before) I spent three days in Mexico City. Next I flew to Cancún.

2 (before) First they went snorkeling. After that, they had lunch.

5 (after) She got back from the airport. After that, she called her mother.

3 (after) He arrived in Miami on Saturday. Then he looked for a hotel.

6 (before) The weather was beautiful. Then it rained.

B On a separate sheet of paper, rewrite the paragraph, using time-order transition words.

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

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

UNIT 8 Connecting ideas with because and since

Clauses with because and since present reasons. There's no difference in meaning between because and since in the following sentences.

I'm going to Paris because I love French food.
He's not wearing a jacket since he left it in the restaurant.

In speaking, it's OK to answer a question using just a clause with because or since.

A: Why are you wearing jeans?
B: Because it's a really casual restaurant.

In writing, however, a clause beginning with because or since is not a sentence; it's an incomplete thought. Connect the clause beginning with because or since to a sentence to make the thought complete.

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

A clause with because or since can come at the beginning or the end of the sentence. When it comes at the beginning, use a comma. It's good writing style to vary placement so all sentences don't sound the same.

I eat vegetables every day because they are healthy.
Because they are healthy, I eat vegetables every day.

Remember:

In English, a sentence is a group of words containing a subject and a verb. It expresses a complete thought.

A On a separate sheet of paper, connect the sentences, using clauses with either because or since. Be careful! make sure the clause with because or since presents a reason.

- 1 I'm wearing a sweater. I feel cold.
- 2 She called her brother. It was his birthday.
- 3 He bought a blue blazer. He needed it for a business trip.
- 4 They didn't have a ticket for the concert. They stayed home.
- 5 Our DVD player is broken. We have to get a new one.

B On a separate sheet of paper, answer each of the following questions with a complete sentence containing a clause with because or since. Follow the example.

Why do you like dance music? I like dance music because it is happy music.

- 1 Why are you studying English?
- 2 Why is a clothes store better than a clothes website?
- 3 Why do people like malls?
- 4 Why are running shoes more comfortable than formal shoes?

C **Guidance for Writing (page 96)** Write a list of at least five clothing do's and don'ts for appropriate dress in your country. Explain the reasons for the tips, using because and since. Use your sentences as a guide to help you write your letter or e-mail.

Don't wear jeans to nice restaurants because people think they're inappropriate.

A paragraph is a group of sentences that relate to a topic or a theme. When your writing contains information about a variety of topics, it is convenient to divide your writing into separate paragraphs.

Traditionally, the **first word of a paragraph is indented**. (Sometimes new paragraphs, especially in books, are not indented. Instead, a separation is made by leaving a blank line space as below.)

In the writing model to the right, the first paragraph is about Holland and the second is about Thailand. Dividing the writing into two paragraphs makes it easier to read and understand.

Clothing customs in different countries

Holland has a northern climate, so depending on the time of year you're visiting, pack lighter or heavier clothes. One thing people notice about Holland is the way young people dress. Their dress code is "anything goes," so it's not unusual to see some pretty wild clothes there.

On the other hand, if you're visiting Thailand from May to September, pack for the heat. Thailand is generally conservative when it comes to clothing, but at Thailand's magnificent temples, the rules about clothing, and especially shoes, are very strict. If your shoes are too open, they are considered disrespectful, and you will have to change to more modest ones. So be prepared with light but modest clothing and shoes for your Thailand trip.

A Write a check mark in the place or places where a new paragraph could or should start. Then, on a separate sheet of paper, copy the paragraphs, indenting each one.

Famous families

Jackie Chan is a movie star and singer from Hong Kong. His wife, Joan Lin, is an actress from Taiwan. They have a son, JC Chan. He's a student in the United States. Another famous family is the Williams family. Venus and Serena Williams are famous tennis players. Their mother's name is Oracene Price. Their father, Richard Williams, is their manager. Still another famous family is the Fernández family from Mexico. Vicente and Alejandro are father and son. They are both singers, and they are famous all over Latin America.

B **Guidance for Writing (page 108)** Use your answers to the questions below as a guide to help you write your paragraphs.

Paragraph 1

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

- Where did you go?
- What kind of transportation did you take?
- When did you leave?
- Who did you travel with?
- What did you do when you were there?
- When did you get back?

Paragraph 2

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

- Where are you going to go?
- What kind of transportation are you going to take?
- When are you leaving?
- Who are you traveling with?
- What are you going to do when you are there?
- When are you getting back?

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

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

You can bargain for really low prices at Marty's, **even though the service isn't very friendly.**

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

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

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

Use however and on the other hand at the beginning of a sentence to connect contradictory ideas from one sentence to another. Use a comma.

You can bargain for really low prices at Marty's. **However,** the service isn't very friendly.

Bee Flowers is quite expensive. **On the other hand,** it's the most popular shop in town.

Be careful! Don't use however or on the other hand to combine clauses in a sentence.

Don't write: You can bargain for really low prices at Marty's, **however the service isn't very friendly.**

A On a separate sheet of paper, combine each pair of sentences into one sentence, using **even though**. Then rewrite your sentences, using **even though** to begin each one.

- 1 You can find some good deals at the Savoy Hotel. Their rooms are the most expensive in town.
- 2 You can bargain for really low prices at the Old Market. It isn't the prettiest place to shop.
- 3 The Philcov X30 is easy to use and not too expensive. It isn't the most popular camera.
- 4 The prices of flat screen TVs are getting lower every year. They can still be very expensive.
- 5 The Samson camcorder is the most professional camera you can buy. It isn't the lightest.

B Now, on a separate sheet of paper, write the sentences again, using **however or on the other hand**.

C **Guidance for Writing (page 120)** Write at least six sentences about places to shop in your town or city. Use **even though, however, and on the other hand**. Use your sentences as a guide to help you write your guide.



Top Notch Pop Lyrics

1:15/1:16

►) It's Nice To Meet You [Unit 1]

(CHORUS)

It's nice to meet you.

Good to meet you.

Pleasure to meet you.

What's your name?

My name is Mr. Johnson.

Please just call me Stan.

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

(CHORUS)

What do you do?

Actually, I'm a teacher

at the Children's Institute.

The little kids are really cute.

That sounds nice. Where are you from—
somewhere far or near?

As a matter of fact, Chicago is my
hometown.

Could you say that louder please?

How did you end up here?

My father was a salesman.

We moved all around.

(CHORUS)

Who is that?

Let me introduce you

to my new friend Eileen.

She's a chef and she's nineteen.

(CHORUS)

Good-bye. Take care.

1:34/1:35

►) 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

1B

Workbook

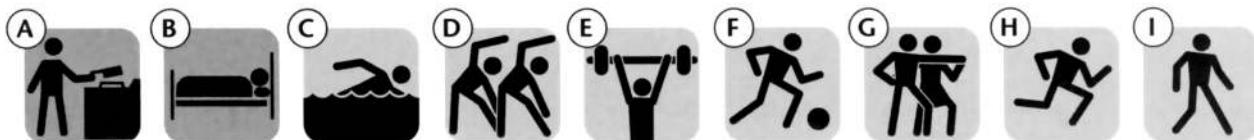
Joan Saslow • Allen Ascher

With Barbara R. Denman and Julie C. Rouse



Preview

1 Look at the pictures. Name each activity. Write the letter on the line.



1. swimming 4. dancing 7. running
 2. walking 5. playing soccer 8. lifting weights
 3. doing aerobics 6. cooking dinner 9. sleeping

2 Choose the correct response. Write the letter on the line.

1. Kate has ballet class on Mondays. She goes to ballet ____.
 2. The first thing I do in the morning is drink coffee. I drink coffee ____.
 3. I play basketball, but not as much as I'd like to. I play ____.
 4. Anna's husband does all the cooking. Anna ____ cooks.
 5. Jim and Dean always play golf on Saturday or Sunday. They play golf ____.

a. once in a while
 b. every weekend
 c. never
 d. every day
 e. once a week

3 How often do you do these activities? Complete the chart.

| Activity | How often? |
|---------------------|------------|
| ride a bike | |
| eat in a restaurant | |
| shop for clothes | |
| shop for food | |
| watch TV | |
| clean your house | |
| exercise | |



4 Answer the questions. Use your own words.

1. "What are you up to?"

you _____

2. "Are you in shape or out of shape?"

you _____

3. "What are you crazy about?"

you _____

LESSON 1

5 Complete the sentences. Use have to or has to.

1. I _____ go to class this morning. Do you have my textbook?
2. She can sleep late tomorrow. She doesn't _____ work until 10:30.
3. My brother isn't healthy. He _____ exercise more.
4. They don't _____ pick us up at the train station. We can take a taxi.
5. Pete _____ buy a new digital camera. His old one isn't working.
6. Do you _____ work next Saturday?
7. We _____ finish our report before the next sales meeting.

6 Write sentences. Use words from each box.

I
My parents
My teacher
My friend
My boss
My brother

+

has to
don't have to
can
can't
have to
doesn't have to

+

work late on Friday.
play tennis this weekend.
go to school.
study English.
go shopping this weekend.
cook dinner tonight.
sleep late tomorrow morning.

1. My brother doesn't have to study English.
2. _____
3. _____
4. _____
5. _____

7 Look at the responses. Write questions with can or have to.

1. A: (Gail / speak Polish) Can Gail speak Polish ?
B: No. She speaks English and French.
2. A: (you / play basketball tonight) _____?
B: Sure. I'm not busy.
3. A: (you / meet your brother at the airport) _____?
B: No, I don't. He's taking a bus.
4. A: (I / call you tomorrow) _____?
B: OK. That would be great.
5. A: (Frank / buy a new printer) _____?
B: No. He fixed his old one.
6. A: (they / take the exam on Friday) _____?
B: Yes, they do. They're studying tonight.

8 Look at Paula's daily planner. Answer the questions about her schedule.

1. Can Paula go running Saturday morning at 9:00?
No, she can't. She has to study English.
2. What does Paula have to do on Sunday afternoon?

3. Does Paula have to work on Friday?

4. Why can't Paula do aerobics Sunday night at 7:30?

5. Can Paula sleep late on Sunday morning?

9 Choose the correct response. Circle the letter.

LESSON 2

10 Complete the sentences with places from the box.

gym athletic field pool court track course

1. The school _____ is used for a lot of different sports. Students play football and soccer in the fall and baseball in the spring.
2. You can take an aerobics class or use exercise machines at a _____.
3. The hotel has a tennis _____ and an 18-hole golf _____.
4. On Fridays, there are water aerobics classes in the swimming _____.
5. You can go running or walking on a _____.

Daily Planner

| | FRIDAY | SATURDAY | SUNDAY |
|-------|----------------------|---------------------------|-----------------------|
| 9:00 | Arrive at the office | English class | |
| 11:00 | | | |
| 1:00 | Sales meeting | Lunch with Dad | Clean the house |
| 3:00 | | | |
| 5:00 | Leave the office | Shop for a new cell phone | Cook dinner |
| 7:00 | Do aerobics | | See a movie with Sara |

11

Look at Dave's activity schedule for September. Then complete the sentences. Circle the letter.

Dave's Activity Schedule

September

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--|---|---|-------------------------------------|---|--------------------------------|--|
| | 1 lift weights at the gym 5:30 PM | 2 | 3 play basketball 7:00 PM | 4 lift weights at the gym 5:30 PM | 5 study English 8:45 PM | 6 lift weights at the gym 5:30 PM |
| 7 clean the house 10:00 AM | 8 lift weights at the gym 5:30 PM | 9 lift weights at the gym 5:30 PM | 10 play basketball 7:00 PM | 11 lift weights at the gym 5:30 PM | 12 study English 8:45 PM | 13 go running at the track 12:00 PM |
| 14 clean the house 10:00 AM | 15 go running at the track 7:00 PM | 16 lift weights at the gym 5:30 PM | 17 play basketball 7:00 PM | 18 lift weights at the gym 5:30 PM | 19 | 20 lift weights at the gym 10:00 AM play golf 3:00 PM |
| 21 clean the house 10:00 AM lift weights at the gym 1:00 PM | 22 lift weights at the gym 5:30 PM | 23 lift weights at the gym 5:30 PM | 24 play basketball 7:00 PM | 25 lift weights at the gym 5:30 PM | 26 study English 8:45 PM | 27 go bike riding 5:00 PM |
| 28 clean the house 10:00 AM | 29 lift weights at the gym 5:30 PM | 30 | | | | |

12 Write sentences about your own activities.

Examples: I occasionally eat in a restaurant.

I ride a bike once in a while.

1. _____
2. _____
3. _____
4. _____
5. _____

13 Look at the responses. Complete the questions. Use the simple present tense.

| | |
|---|---|
| 1. A: How often <u>does Jim play tennis</u> ? B: Jim hardly ever plays tennis. | 4. A: When _____? B: They go dancing on Friday nights. |
| 2. A: How often _____? B: I go walking every day. | 5. A: Where _____? B: We do aerobics at the gym. |
| 3. A: When _____? B: I usually cook dinner at 7:00. | 6. A: Where _____? B: Kyle plays soccer at the athletic field. |

14 Write sentences. Use the simple present tense or the present continuous.

1. Charlie / usually / play golf / on weekends

Charlie usually plays golf on weekends.

2. Adam / talk on the phone / right now

3. My stepbrother / hardly ever / clean the house

4. We / go dancing / tonight

5. I / sleep late / tomorrow morning

6. Cindy / go swimming / twice a week

7. Deanna / almost always / watch TV / on weeknights

8. They / work late / next Tuesday

15

Choose the correct response. Write the letter on the line.

____ 1. "How often do you do aerobics?"

____ 2. "Where are you off to?"

____ 3. "How often do you go swimming?"

____ 4. "When do you go dancing?"

____ 5. "How come you're not going running tonight?"

____ 6. "Are you studying right now?"

a. Because I'm too busy.

b. No, I'm not. I'm watching TV.

c. I go to the gym once a week.

d. I hardly ever go to the pool.

e. On Friday nights.

f. I'm meeting my sister at the pool in 15 minutes.

LESSONS 3 and 4

16

Read the letters to a health magazine advice column.

Dear In-Shape,

I have two health questions for you. I'm an athlete. I play baseball for my university team and I go running every day. I exercise all the time. I think I'm in terrific shape, but I'm worried that I exercise too much. That's my first question—how much exercise is too much?

My second question is about my diet. I try to eat healthy. I hardly ever eat pizza, fast food, or other snacks. I never drink soft drinks. But I have one really bad habit: I have a sweet tooth! I eat too much chocolate, candy, cake, and ice cream. How can I cut down on sweets?

—Ron Miller



Dear In-Shape,

I need some exercise advice! I don't feel very healthy. I get tired just walking from my house to my car! My doctor said that I have to exercise more. I'm sure that she's right. I should get out of the house more often. My husband goes running every day, but I never go running with him. I'm a couch potato. My big activity is watching movies—I watch a movie just about every night. Unfortunately, you don't burn many calories watching TV!

By the way, the problem is not my diet. I generally try to eat foods that are good for me, like fish, vegetables, and fruit. I avoid snacks and I almost never eat sweets!

—Nina Hunter



Now read the letters again. Complete the chart about Ron's and Nina's diet and exercise habits. Check the boxes.

| | Ron Miller | Nina Hunter |
|-----------------------|--------------------------|--------------------------|
| is in shape | <input type="checkbox"/> | <input type="checkbox"/> |
| is out of shape | <input type="checkbox"/> | <input type="checkbox"/> |
| eats junk food | <input type="checkbox"/> | <input type="checkbox"/> |
| avoids sweets | <input type="checkbox"/> | <input type="checkbox"/> |
| is crazy about sweets | <input type="checkbox"/> | <input type="checkbox"/> |

17

Read the sentences about Ron and Nina. Check true, false, or no information.

| | true | false | no information |
|---------------------------------------|--------------------------|--------------------------|--------------------------|
| 1. Ron doesn't have time to exercise. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Ron generally avoids junk food. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Ron usually drinks a lot of water. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Nina never eats fish. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Nina doesn't exercise regularly. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Nina doesn't eat healthy foods. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

18

Are you in shape? Do you have a healthy diet? Explain your answers.

I don't have a healthy diet. I almost never eat vegetables...

19

Extra reading comprehension

Read the articles on page 70 of the Student's Book again. Answer the questions.

1. Why can't Mark Zupan move his arms and legs normally? _____
2. What is Zupan's nickname? _____
3. What sport does he play? _____
4. What does he do to stay in shape? _____
5. What does he do in his free time? _____
6. What is Bethany Hamilton's sport? _____

7. How did Hamilton lose her arm? _____
8. What does she do when she's not surfing? _____
9. What is her advice? _____

GRAMMAR BOOSTER

A Rewrite each sentence. Use can or can't.

1. Eric is going surfing this weekend.
Eric can go surfing this weekend. _____
2. Tana and Glenn aren't playing golf on Sunday.

3. Are we sleeping late tomorrow?

4. My stepsister isn't going to the movies with us.

B Rewrite each sentence. Use have to or don't have to.

1. We're cleaning the house on Saturday.
We have to clean the house on Saturday. _____
2. Are the salespeople working late tonight?

3. Kelly and Caroline are studying for the test tomorrow.

4. We're not buying a new printer.

C Look at the responses. Write information questions with can.

1. A: Where can I go running ?
B: Well, you can run in the park.
2. A: _____ ?
B: I think she can come after class, but I'm not sure.
3. A: _____ ?
B: Three. I speak Spanish, English, and Japanese.
4. A: _____ ?
B: I can meet you at 9:30.
5. A: _____ ?
B: Not very often. Golf is so expensive around here.

D

Look at the responses. Write information questions with have to.

1. A: How often do you have to see your doctor?
B: Not very often. Just once a year.
2. A: _____ meet the client tomorrow?
B: I have to meet him at the airport.
3. A: _____ pick up the car?
B: You have to pick it up before 5:00. They close early today.
4. A: _____ work late tonight?
B: Because she has a big meeting tomorrow.
5. A: _____ get at the supermarket?
B: We need to get some chicken and broccoli for dinner tonight.

E

Complete the sentences. Circle the letter.

F

Unscramble the words to write sentences in the simple present tense.

1. she / a lot / swimming / not / go
She doesn't go swimming a lot.
2. walk / Joel / to school / sometimes

3. always / my sisters / on the weekend / me /

4. every day / meet / not / their / class

5. cook dinner / not / usually / on Friday night

6. they / three times a week / play tennis / gen

WRITING BOOSTER

A Correct the capitalization and punctuation in the sentences.

1. I'm crazy about basketball, soccer, and golf.
2. my stepbrother burns more than 3000 calories a day
3. sometimes i have a candy bar for lunch
4. how often do you exercise
5. max hates to play sports but he loves to watch sports on tv
6. what do you generally eat for breakfast
7. they have to clean the house go shopping and study on weekends
8. is there a park a track or an athletic field near your home
9. rose avoids red meat junk food soda and sweets
10. how many hours do you usually sleep

B Choose two questions from Exercise A. Rewrite the questions with correct capitalization and punctuation and write your own answers. Explain your answers.

| | |
|----|--|
| Q: | |
| A: | |
| Q: | |
| A: | |

Preview

1

Match the activities for Dublin, Ireland, with the types of interests. Write the letter on the line.

| | |
|---|------------------------------|
| _____ 1. play golf on an island in Dublin Bay | _____ a. history |
| _____ 2. enjoy fresh, local seafood | _____ b. entertainment |
| _____ 3. see the 1,200-year-old Book of Kells at Trinity College | _____ c. physical activities |
| _____ 4. visit the Dublin Zoo in Phoenix Park | _____ d. good food |
| _____ 5. watch a performance of traditional Irish music and dance | _____ e. family activities |

2

What do you like to do on vacation? Number the boxes in order, making number 1 your favorite.

| | | |
|--------------------------|-----------------------------|-------------------------------|
| _____ take pictures | _____ swim | _____ go snorkeling |
| _____ go shopping | _____ lie in the sun | _____ walk around and explore |
| _____ eat in restaurants | _____ watch movies or shows | _____ go to clubs |
| _____ visit museums | _____ go windsurfing | _____ play golf |

3

In your country, where would you go on vacation for ...**good food and entertainment?****history and culture?****family activities?****physical activities?**

LESSON 1

4 Complete the conversations. Write the best response on the lines. Use sentences from the box.

I'm fine, thanks.

That's too bad.

It was pretty long and boring.

Well, that's good.

Not too bad, actually.



5 Write statements. Use the words in parentheses and was, were, wasn't, or weren't.

1. (The cruise / terrific) The cruise was terrific.
2. (The shops / quite nice) _____
3. (Our room / really small) _____
4. (There / not / many family activities) _____
5. (There / a lot of friendly people) _____
6. (The flight / not / very long) _____

6 Write yes / no questions and short answers. Use the past tense of be.

1. A: (your / bus trip / long) Was your bus trip long ?
B: No, it wasn't. It was less than an hour.
2. A: (the movie theater / open) _____?
B: Yes, _____. They had a late show.
3. A: (the weather / good) _____?
B: No, _____. It rained every day.
4. A: (there / a movie / on your flight) _____?
B: No, _____. It was so boring!
5. A: (there / many people / on the train) _____?
B: Yes, _____. We had to stand.

7 Complete the conversation with information questions.

Use the past tense of be.

A: Hey, Marty. _____?
1. Where / you / last weekend
B: My wife and I took a little vacation.

A: Really? _____?
2. How / it _____?
B: Too short! But we stayed at a great resort.

A: Oh yeah? _____?
3. Where / the resort _____?
B: Over in Wroxton. We drove up Friday night.

A: Wroxton? That's rather far. _____?
4. How long / the drive _____?
B: About three and a half hours. There wasn't any traffic.

A: Nice! _____?
5. And / how / the weather _____?
B: Actually, the weather was quite good. Only rained once!

A: Sounds wonderful. _____?
6. How long / you / there _____?
B: Just three days. We didn't want to come home!



8 Answer the questions. Use your own words.

1. "When was your last trip?" **YOU** _____
2. "How was the trip?" **YOU** _____
3. "How was the weather?" **YOU** _____

LESSON 2

9 Complete the chart with the present or simple past tense.

| Present tense | Simple past tense |
|---------------|-------------------|
| 1. call | |
| 2. | arrived |
| 3. | studied |
| 4. get | |
| 5. stop | |

| Present tense | Simple past tense |
|---------------|-------------------|
| 6. | went |
| 7. buy | |
| 8. do | |
| 9. leave | |
| 10. | ate |

10 Complete the sentences with the simple past tense.

- I buy some nice souvenirs, but I not spend a lot of money.
- We fly to Montreal, but we take the train back.
- We have a great time at the baseball game!
The kids eat hot dogs and drink soda, and they watch the game, too—a little!
- I leave on Friday night. I get back at noon on Sunday.



11 Read the responses. Write questions in the simple past tense, using the words in parentheses. Use question words when necessary.

- A: (you / eat) Where did you eat ?
B: We ate at a Japanese restaurant.
- A: (you / go with) Who did you go with ?
B: I went with Janine.
- A: (you / like / the art exhibit) Did you like the art exhibit ?
B: No, I didn't. It was kind of boring.
- A: (you / leave) When did you leave ?
B: We left on Tuesday morning.
- A: (she / buy) What did she buy ?
B: She bought some T-shirts.
- A: (he / play tennis) Where did he play tennis ?
B: He played at the courts at his hotel.
- A: (you / stay) How long did you stay ?
B: We stayed a little over a month.

12

Choose the correct responses to complete the conversation. Write the letter on the line.

A: Hi, Emily. I didn't see you at the gym last week.

B: 1.

A: Really? Where did you go?

B: 2.

A: No kidding! How was it?

B: 3.

A: That sounds incredible. Did you and your husband get to go out?

B: 4.

a. We visited my sister in California and took the kids to Disneyland.

b. Yes, we did. My sister baby-sat, and we ate at some really nice restaurants.

c. I didn't go. We were on vacation.

d. Fantastic. The kids had so much fun.

13

Answer the questions. Use your own words.

1. "Where did you go on your last vacation?"

(YOU)

2. "Did you have a good time?"

(YOU)

3. "What did you do?"

(YOU)

LESSONS 3 and 4

14

Extra reading comprehension

Read the vacation ads on page 80 of the Student's Book again. Circle T for true or F for false about each statement. Find words in the text to support your answers.

(T) F 1. The Chilean vacation was scenic.

...the views of the Andes Mountains were amazing!

T F 2. The Thai vacation was expensive.

T F 3. The Tajikistan vacation was short.

T F 4. The Watanabes wished their Thai vacation were longer.

T F 5. There wasn't time for shopping on Mr. Reyes's trip.

T F 6. Ms. Nack enjoyed good food in Chile.

15 Look at the vacation picture.



Now read the statements. Who is speaking? Match each statement to a person in the picture. Write the letter on the line.

We ate at the hotel restaurant.
The food was awful.

1. ____

I got a massage on the beach.
It was so relaxing!

4. ____

Someone stole my bag! I lost all
of my money and my passport.

2. ____

The entertainment was terrible.
They only had one musician—
and he needed guitar lessons!

5. ____

I went parasailing. A boat
pulled me up high in the air.
It was really exciting!

3. ____

The local beverages were terrific.
I had a drink made of coconut
milk every day at the beach.

6. ____

Complete the vacation postcard. Use adjectives from the box.

scary

relaxing

perfect

terrible

scenic

unusual



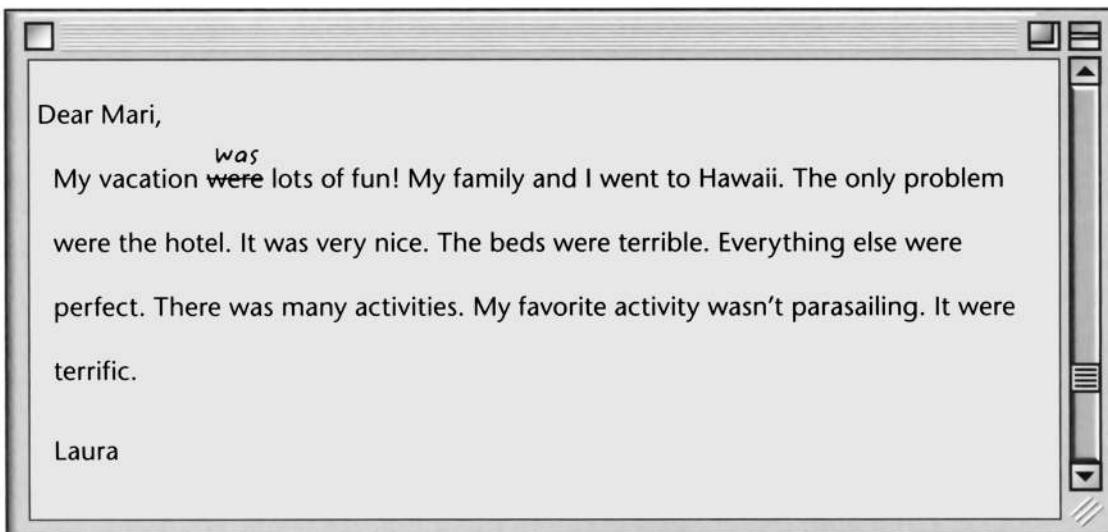
GRAMMAR BOOSTER

A

Choose the correct response. Write the letter on the line.

| | |
|---|--|
| ____ 1. "How was your vacation?" | a. No, it wasn't. It rained all week. |
| ____ 2. "Where did you go?" | b. Terrific. It was so much fun. |
| ____ 3. "How long were you there?" | c. Jamaica. |
| ____ 4. "Was the weather good?" | d. Yes, there were. We were busy all the time. |
| ____ 5. "How were the rooms?" | e. Yes, it was good. But a little spicy. |
| ____ 6. "Were there a lot of things to do?" | f. Just a week. |
| ____ 7. "Was the food OK?" | g. Clean and comfortable. |

B Correct the errors in the e-mail message.



C Write questions with the past tense of **be**. Then answer the questions with complete sentences. Use your own words.

1. when / your last vacation _____?

(YOU) _____

2. it / long _____?

(YOU) _____

3. the hotel / nice _____?

(YOU) _____

4. how / the weather _____?

(YOU) _____

5. how many / people / with you _____?

(YOU) _____

D Complete the paragraph. Use the simple past tense of words from the box. Some words can be used more than once.

drink stop travel take shop watch be walk

In January, I _____ to Morocco with my friend Nan. We explored ^{1.} the narrow streets of the medieval medina in Marrakech. The medina is closed to traffic. So, there _____ ^{2.} no cars, but there _____ ^{3.} a lot of donkeys. We _____ ^{4.} for hours and _____ ^{5.} often to look at the beautiful carpets for sale. We _____ ^{6.} for inexpensive leather goods, _____ ^{7.} mint tea, and _____ ^{8.} street performers. We wandered all afternoon. We got lost, and then we _____ ^{9.} a taxi back to our hotel.

E

Rewrite the sentences. Use the simple past tense and a past time expression.

1. We go to the beach every year. We went to the beach last year.
2. The weather isn't very nice today. _____
3. We don't stay in a hotel. _____
4. I often cook clams at the beach. _____
5. Everyone has a good time. _____
6. What do you do in the summer? _____

F

Read the statements. Write questions to ask for more information, using the words in parentheses.

| | |
|---------------------------------|--|
| 1. A: She bought a new printer. | B: <u>Why did she buy a new printer</u> _____? (why) |
| 2. A: She went on vacation. | B: _____? (where) |
| 3. A: They went to the gym. | B: _____? (when) |
| 4. A: I visited some friends. | B: _____? (who) |
| 5. A: He spent a lot of money. | B: _____? (how much) |

WRITING BOOSTER

A

Read the sentences about Amy's weekend trip to Chicago with her girlfriends.

1. They all flew to Chicago and met at the airport.
2. They checked into their hotel downtown and got dressed to go out.
3. They saw the musical *Jersey Boys*.
4. On Saturday, they went to the spa and got massages.
5. They went shopping on Michigan Avenue.
6. They had a delicious steak dinner at a nice restaurant.
7. They listened to jazz music at an uptown club.
8. They went out dancing.
9. They said good-bye and returned home on Sunday.

B

On a separate sheet of paper, write a paragraph about Amy's trip. Use time clauses and time-order transition words.

Let me tell you about Amy's trip to Chicago with her girlfriends. First, ...

The Top 10 Most Visited Tourist Attractions in the World

1. Times Square—New York City (U.S.)
2. National Mall & Memorial Parks—Washington, D.C. (U.S.)
3. Disney World's Magic Kingdom—Orlando, Florida (U.S.)
4. Trafalgar Square—London (U.K.)
5. Disneyland Park—Anaheim, California (U.S.)
6. Niagara Falls—Canada and U.S.
7. Fisherman's Wharf—San Francisco, California (U.S.)
8. Tokyo Disneyland—Tokyo (Japan)
9. Notre de Dame—Paris (France)
10. Disneyland—Paris (France)

SOURCE: adventure.howstuffworks.com

Preview

1

Label each clothing item with the correct department. Use words from the box.
Write the letter on the line.

a. Sleepwear

b. Underwear & Lingerie

c. Athletic Wear

d. Outerwear

e. Hosiery

f. Bags & Accessories



1. coats



2. sunglasses



3. slippers



4. golf shirts



5. slips



6. leggings

2

What's important to these customers when they shop for footwear?
Write price, selection, or service on the line.



I always shop at Dalton's Department Store because the clerks are really helpful.

They always help me find the right size and even offer to gift wrap!



I'm a student so I don't have a lot of money. I shop at Shoe Outlet because they always have a big sale. The shoes I'm wearing now were 50% off!



Jake's Footwear is the best! They have more than 200 different kinds of footwear—boots, sandals, running shoes . . . I like to have a lot of choices when I shop.

1. _____

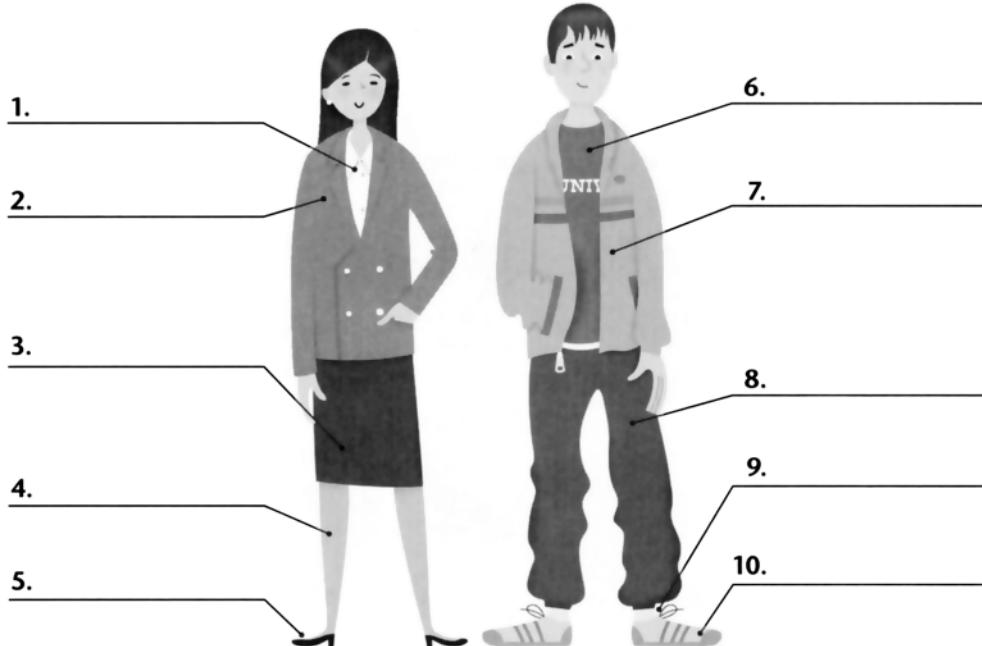
2. _____

3. _____

LESSON 1

3 Label the clothing items in the picture. Use words from the box.

| |
|---------------|
| pumps |
| running shoes |
| a sweatshirt |
| a blazer |
| a shirt |
| a windbreaker |
| pantyhose |
| a skirt |
| socks |
| sweatpants |



4 What's your style? Complete the chart with the clothing and shoes you usually wear.

| At home | At work | At school | To go out |
|---------|---------|-----------|-----------|
| | | | |

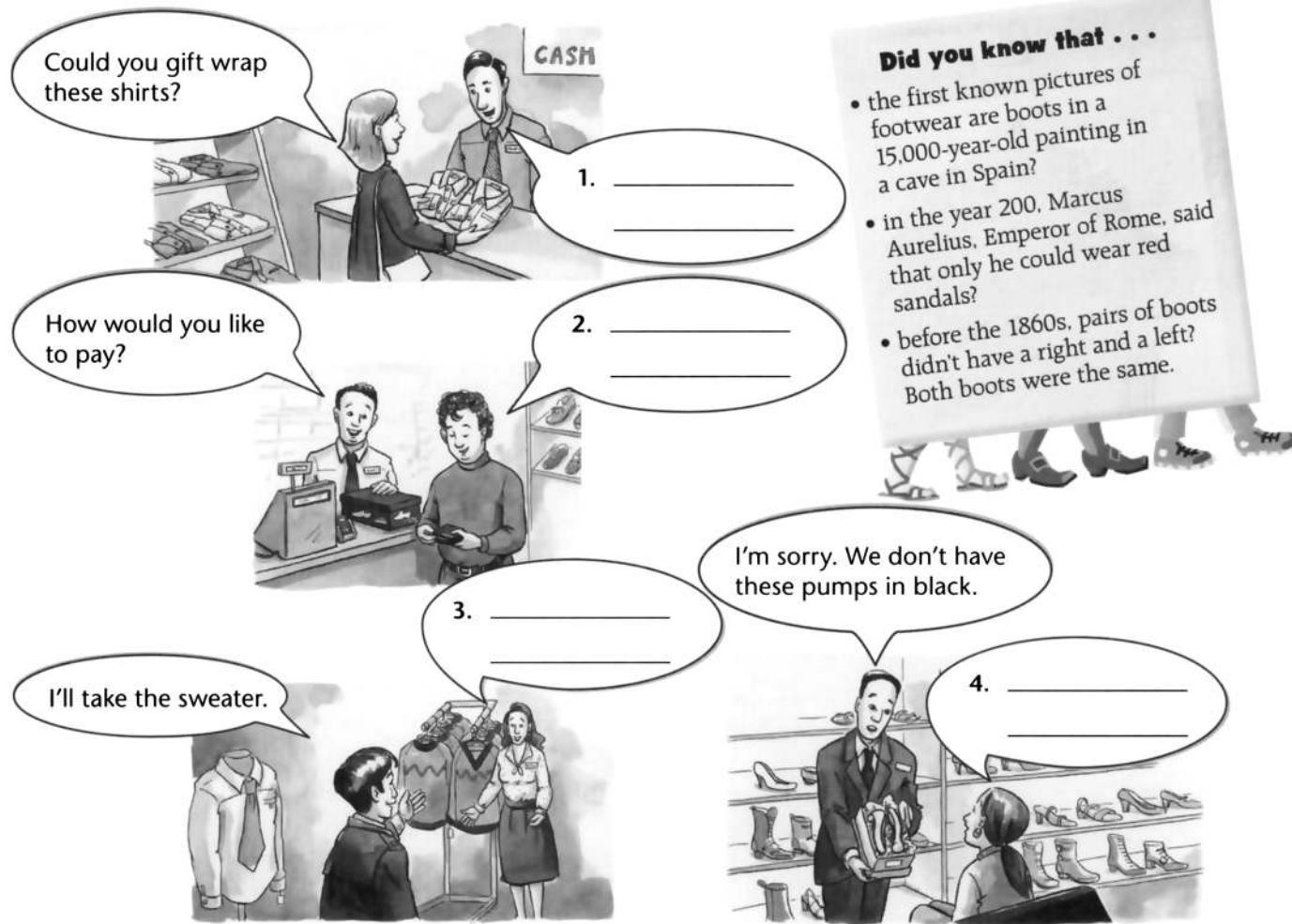
5 Complete the conversations. Use object pronouns from the box. Pronouns can be used more than once.

me you him her it us them

1. A: Are your sisters going to the party?
B: I hope so. I invited _____.
2. A: This sweatshirt is really old.
B: That's OK. I wear _____ to exercise.
3. A: Did you meet Ms. Jacobs?
B: Yes, I met _____ this morning.
4. A: When can I call you?
B: Let's see. Call _____ tomorrow. I'll be home all day.
5. A: I didn't see you and Emma at the concert.
B: You didn't see _____? We were right near the stage.
6. A: I'll take the sandals.
B: Great. Would you like me to gift wrap _____ for _____?
7. A: These pants are too small.
B: Give _____ to your brother.
A: I can't give _____ to _____. He wears a size 36!

6 Complete the conversations. Use sentences from the box.

Charge, please. That's too bad. Certainly. The V-neck or the crew neck?



LESSON 2

7 Complete the chart with words from the box. Write the comparative form of each adjective in the correct column.

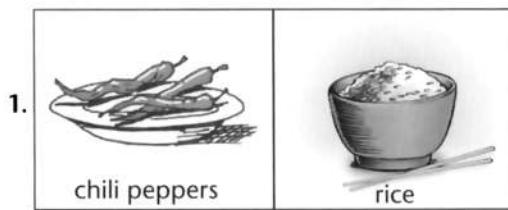
| | | | | |
|----------|---------|-----------|-------|-------------|
| loose | spicy | hot | sweet | comfortable |
| tall | bad | important | thin | young |
| friendly | healthy | nice | fat | convenient |

| 1. (+) -r | 2. (+) -er | 3. (-) -y (+) -ier | 4. double the final consonant (+) -er | 5. more | 6. irregular forms |
|-----------|------------|--------------------|---------------------------------------|----------------|--------------------|
| larger | smaller | heavier | bigger | more expensive | better |
| | | | | | X |
| X | | | | | X |

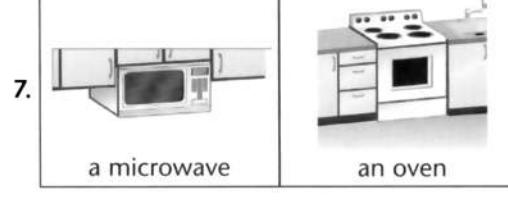
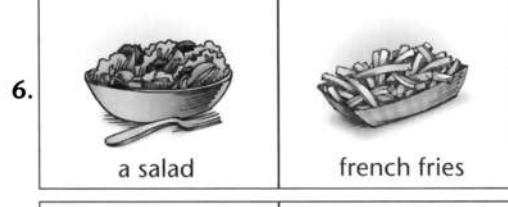
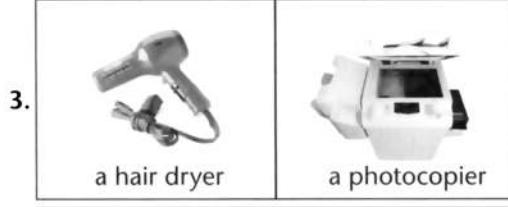
8

Compare the items in the pictures. Write sentences with comparative adjectives. Use words from the box or your own words.

| | | | | |
|-------|-------|-------------|----------|------------|
| spicy | salty | expensive | portable | young |
| old | cheap | fast | healthy | large |
| big | small | comfortable | good | convenient |



Chili peppers are spicier than rice.



9

Choose the correct response. Circle the letter.

10

Look at the store ad. Then complete the sentences. Use the information in the ad or your own words.

1. The Comfort brand boots are _____ than the Downtown boots.
2. The Big City Footwear store has the Arctic brand boots in brown and _____.
3. The Downtown brand boots are _____ than the Arctic brand boots.
4. The Arctic brand boots are _____ than the Comfort brand boots.
5. The Big City Footwear store has the Downtown brand boots in sizes _____.

11

Complete the sentences. Use your own ideas and the cues in parentheses.

1. _____ is more expensive than _____. (two clothing stores)
2. _____ is better than _____. (two restaurants)
3. _____ is more popular than _____. (two music genres)
4. _____ is warmer than _____. (two travel destinations)
5. _____ is more exciting than _____. (two physical activities)

LESSONS 3 and 4

12

Look at the store floor plan. Start at the Information desk. Follow the directions. Where are you? Write the name of the department on the line.

1. That's on this floor. Walk to the back of the store. It's on the left side, just past Hosiery.

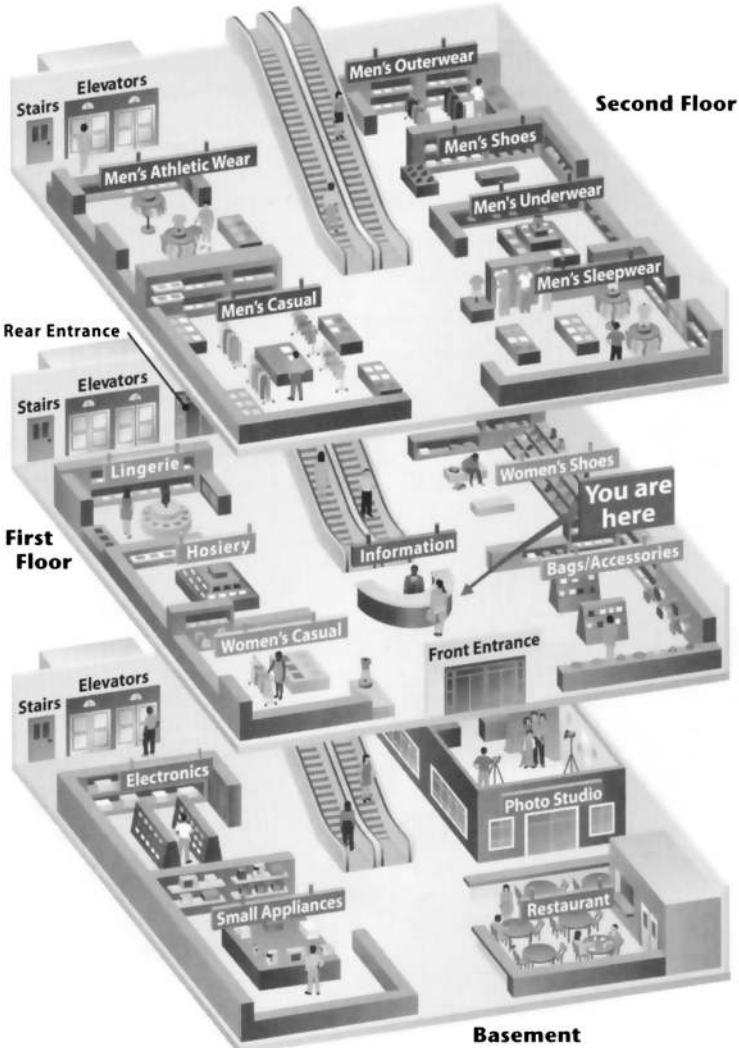
Where are you?

2. Take the elevator to the second floor. Turn left when you get off. Then turn right at Men's Outerwear. It's between Men's Outerwear and Men's Underwear.

Where are you?

3. Go down the escalator to the basement and walk to the front of the store. You'll see it on the right.

Where are you?



13

Match the descriptions with similar meanings. Write the letter on the line.

| | |
|-----------------------|--------------------------------|
| _____ 1. informal | _____ a. modest |
| _____ 2. liberal | _____ b. casual |
| _____ 3. conservative | _____ c. showing too much skin |
| _____ 4. revealing | _____ d. "anything goes" |

14

Extra reading comprehension

Read the travel blog on page 94 of the Student's Book again. What clothing is appropriate for women traveling in Tanzania? Complete the chart of do's and don'ts.

| Do's | Don'ts |
|------|--------|
| | |

15

Choose one of the travel destinations below. What clothing will you pack for the trip? Make a list. Include any shoes, outerwear, casual, formal, conservative, or wild clothes you will need.

Go skiing in the Swiss Alps.



Hear gospel music at a Harlem church in New York City, USA.



Go dancing at a nightclub in Paris, France.



Go swimming on Boracay Island, Philippines.



| | | | |
|--|--|--|--|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

GRAMMAR BOOSTER

A

Write questions to ask for more information. Use object pronouns and the words in parentheses.

- A: I take my grandmother to the same restaurant every week.
B: Where do you take her ? (where)
- A: She washes her car a lot.
B: When ? (when)
- A: He eats sandwiches for lunch.
B: How often ? (how often)
- A: Monica meets her boyfriend for coffee every day.
B: What time ? (what time)

B

Write sentences in two ways, using the words indicated. Add prepositions if necessary.

- the address / give / her
Give her the address.
Give the address to her.
- the waiters / them / their lunch / served

- Tina / gifts / him / buys

- Ann / a shirt / her son / bought

- the teacher / homework / us / gave

- the clerk / me / a smaller size / found

C

Complete the sentences with words from the box. Use the comparative form.

| | | | | | | |
|----------|---------|-------------|------|------|------|-----|
| relaxing | healthy | comfortable | nice | warm | fast | big |
|----------|---------|-------------|------|------|------|-----|

1. A turtleneck is _____ than a V-neck.
2. Flats are _____ than pumps.
3. Athletic fields are usually _____ than tennis courts.
4. Salads are _____ than fries.
5. The expensive suit isn't _____ than the inexpensive one. It's just more expensive.
6. I don't like to fly, but it's _____ than taking the train.
7. A spa vacation is _____ than a business trip.

D

Answer the questions in complete sentences. Use your own words.

1. "Which is easier—speaking or writing in English?"

(you) _____

2. "Where are you happier—at home or on vacation?"

(you) _____

3. "Which is more interesting—shopping for clothes or shopping for electronics?"

(you) _____

WRITING BOOSTER

A

Check the sentence with the clearer meaning.

1. We're going to a restaurant since we don't have any food at home.
 We don't have any food at home since we're going to a restaurant.
2. We're going to the beach because I packed my swimsuit.
 I packed my swimsuit because we're going to the beach.
3. Because we're shopping for a new one, our computer is obsolete.
 Because our computer is obsolete, we're shopping for a new one.
4. Since he didn't have cash, he used his credit card.
 Since he used his credit card, he didn't have cash.

B

Answer each of the following questions with a complete sentence containing a clause with because or since. Use your own words.

Example: Do you like shopping for clothes online?

I don't like shopping for clothes online because I can't try them on.

1. "Do you like going to concerts?"

(you) _____

2. "Which is better—a large family or a small family?"

(you) _____

3. "Do you like eating at home or eating in a restaurant?"

(you) _____

4. "When you go on vacation, do you like going to big cities or small towns?"

(you) _____

1 Look at the departure schedule and the clock.
Read the statements. Check true or false.

| | true | false |
|--|--------------------------|--------------------------|
| 1. The next flight to Porto Alegre is at 5:50 P.M. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Flight 902 to São Luis is leaving from Gate G4. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The flight to Caracas is delayed. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Flight number 267 is going to Belo Horizonte. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Passengers traveling to Rio de Janeiro on Flight 89 should hurry. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Flight 60 to São Paulo is late. | <input type="checkbox"/> | <input type="checkbox"/> |

| RAPID AIR BRASILIA DEPARTURES | | | | |
|-------------------------------|---------|---------|------|-----------|
| Destination | FLT/No. | Departs | Gate | Status |
| São Paulo | 56 | 15:50 | G4 | departed |
| Belo Horizonte | 267 | 16:10 | G3 | boarding |
| Rio de Janeiro | 89 | 16:10 | G9 | boarding |
| São Paulo | 58 | 16:50 | G4 | now 17:25 |
| São Luis | 902 | 17:00 | G3 | on time |
| São Paulo | 60 | 17:50 | G4 | delayed |
| Porto Alegre | 763 | 17:50 | G3 | on time |
| Caracas | 04 | 18:05 | G1 | canceled |
| Rio de Janeiro | 91 | 18:10 | G9 | on time |
| São Paulo | 62 | 18:50 | G4 | on time |

15:50

2 Choose the correct response. Write the letter on the line.

| | |
|--|---|
| _____ 1. "Oh, no! The bus is leaving in four minutes." | _____ a. Thank goodness. |
| _____ 2. "Good news. Our flight is on time." | _____ b. No, I'm connecting to Quito. |
| _____ 3. "I'm looking for Gate C4." | _____ c. What a coincidence! |
| _____ 4. "Is this your final destination?" | _____ d. Yes. Let's look for track 6. |
| _____ 5. "I'm on my way to Barcelona, too." | _____ e. It's down this hall, on the right. |
| _____ 6. "We're catching the 8:27 train, right?" | _____ f. We should hurry! |

LESSON 1

3 Answer the questions in complete sentences.

1. Which is faster—the local or the express?

2. Which is more scenic—an aisle seat or a window seat?

3. Which is more convenient—a direct flight or a non-stop flight?

4. Which is less expensive—a one-way ticket or a round-trip ticket?

4

Complete each sentence or question. Use could or should and the base form of the verb.

1. Want my advice? _____ the express. _____ the local, but it takes
You / take You / take
thirty minutes longer.
2. _____! _____ the 7:30!
You / hurry You / make
3. _____ round-trip tickets. They are cheaper than two one-way tickets, and she won't
She / buy have to wait in another ticket line.
4. _____ an aisle seat in the rear of the plane or a window seat in the front. What do
We / take you think? Which seats _____?
we / take
5. The flight is delayed. _____ late for the meeting. _____ the office?
we / be we / call
6. No, _____ a direct flight. They have to change planes in Anchorage.
they / not / get

5

Put the conversation in order. Write the number on the line.

- ____ Let's see. The local leaves from track 23, lower level.
- 1 Can I help you?
- ____ Oh, no! What should we do?
- ____ That's not too bad. What's the track number?
- ____ Yes. Can we still make the 10:05 express to Antwerp?
- ____ I'm sorry. You missed it.
- ____ Thanks very much.
- ____ Well, you could take a local train. There's one at 11:05.

6

Look at the schedules. Which train should the people take?

Write your advice on the line.



I live in White Plains. I need a train that will arrive in New York City around 9:00 A.M. Could I take the 8:22 express?

1. Yes, you could
take the 8:22.



I live in White Plains. I'm meeting my boss at Grand Central Station at 8:45 A.M., and I can't be late. Which train should I take?



I live in Scarsdale. I need to shop for a new laptop in New York City. Most computer stores open at 10:00 A.M. What time should I be at the Scarsdale train station?

3. _____



I'm in White Plains. I want to go to Bronxville. Could I take an express train or should I take a local?

| Metropolitan Railroad | | | |
|---------------------------------|-------|---------|-------|
| | Local | Express | Local |
| White Plains | 7:25 | 8:22 | 9:05 |
| Scarsdale | 7:42 | - | 9:22 |
| Bronxville | 8:05 | - | 9:40 |
| Harlem 125th St. | 8:24 | - | 9:59 |
| Grand Central— New York City | 8:30 | 8:59 | 10:06 |

LESSON 2

7 What are your plans for today? Check the things you're going to do. Add your own activities.

- call a friend
- check my e-mail
- go shopping
- study
- exercise
- clean my house
- take the bus
- cook
- other _____

8 Now write sentences about your plans for today. Use the future tense with be going to.

I'm going to call a friend tonight after work.

9 What are they going to do? Write the letter on the line.

- _____ 1. She's going to make a reservation.
- _____ 2. He's going to arrive at 8:45.
- _____ 3. She's going to take a limo.
- _____ 4. He's not going to take a taxi.



10 Read the response. Complete each question with be going to.

1. A: Where is Paul going to meet us ?
B: Paul's going to meet us at the airport café.
2. A: Who _____ ?
B: I think Gretchen is going to buy the tickets.
3. A: When _____ ?
B: I'm going to pack tonight.
4. A: What time _____ ?
B: They're going to arrive at 5:50 P.M.
5. A: _____ our connecting flight?
B: Yes, we'll make it.

The world's longest direct run train (without changing trains) is 10,214 km, from Moscow, Russia, to Pyongyang, North Korea. One train a week takes this route. The trip takes almost eight days!

SOURCE: www.quinnessworldrecords.com

11 Complete the conversation. Use words from the box.

limousine **going** **should** **late** **check** **arriving** **reservation** **rental**

A: What time are we 1. in Copenhagen?
B: Pretty 2.. Around 10:30 P.M.
A: What about a hotel?
B: I'm going to make a 3. online.
A: Great. And are we 4. to need a taxi to the hotel?
B: There's a 5. from the airport, or we could get a 6. car.
A: They're expensive. We 7. save our money.
Is there a train?
B: Let me 8. . . .



LESSONS 3 and 4

12 Complete the conversation. Use words from the box.

gate make check land delayed depart
go through security departure lounge boarding passes

2. **Passenger:** Excuse me. Is Flight 68 going to _____ on time?
Agent: No, I'm sorry. The flight is _____. Have a seat in the _____.
 We'll make an announcement when we're ready for boarding.

3. **Passenger:** Excuse me. What time are we going to _____?
Flight Attendant: Let me _____. Our new arrival time is 8:23.
Passenger: 8:23? My connecting flight is at 8:40. Can I still _____ it?

13

Read the article.

Summer Air Travel Tips

Traveling by air in the summer can be frustrating. There are delayed flights, late arrivals, and missed connections. Flights are full and crowded since airlines overbook them. If you can, avoid air travel during this peak season and plan your vacation for a less busy time of the year. If you have to fly during the summer, here are some ideas to make it a little easier:

- Don't fly after 2:00 P.M. There are often summer thunderstorms in the late afternoon. They could cause flights to be delayed or canceled.
- Fly early in the morning. Later flights are often affected by delayed flights earlier in the day.
- Fly on Tuesday, Wednesday, Thursday, or Saturday. Sunday, Monday, and Friday are the busiest air-travel days.
- Check airport security do's and don'ts online before you arrive at the airport.
- Take food and water on board in case of a long delay before takeoff. Remember to purchase food and beverages after you go through airport security.
- Expect delays. If you're arriving at 7:00 P.M., don't make a dinner reservation for 7:30.



SOURCE: christinecolumbus.com

Now give advice based on the article. Underline the best option. Then write a sentence with should.

Which is better . . .

1. taking a vacation in summer or in spring?

You should take a vacation in spring.

2. booking a 9:00 A.M. flight or a 3:00 P.M. flight?

3. traveling on a Monday or a Tuesday?

4. checking airport security regulations at home or at the airport?

5. bringing food and drinks from home, buying them at the airport, or getting them on the plane?

6. planning to arrive on time or planning to arrive late?

14 Look at the pictures of Joe Kelly's trip. Then read the statements. Check true or false.



| | true | false |
|--|--------------------------|--------------------------|
| 1. His flight was on time. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. He sat in an aisle seat. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. His plane had mechanical problems. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. He missed the hotel shuttle bus. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. He drove a rental car to the hotel. | <input type="checkbox"/> | <input type="checkbox"/> |

15 Write a short paragraph about Joe Kelly's trip.

| | |
|--|--|
| | |
|--|--|

**Read the article “Get bumped from a flight?” on page 106 of the Student’s Book again.
Match words and phrases from the article with their meanings.**

| | |
|---------------------|--|
| _____ 1. overbook | a. have to get off the plane because there aren’t enough seats |
| _____ 2. “no-shows” | b. someone who offers to get off an overbooked flight |
| _____ 3. get bumped | c. get off the plane |
| _____ 4. volunteer | d. sell too many tickets for a flight |
| _____ 5. perks | e. benefits like cash, free flights, hotels, and meals |
| _____ 6. deplane | f. people who have tickets but don’t appear for a flight |

Read the articles on page 106 of the Student’s Book again. Answer the questions.

1. Why do airlines overbook flights?

2. What do airlines give bumped passengers?

3. Why did Mr. Carter turn onto the train tracks?

4. Were Mr. Carter and his son in the car when the train hit it?

5. What advice do the police officers give?

GRAMMAR BOOSTER

A

Read the questions and statements. Correct the mistakes.

go to

| | |
|---|---|
| 1. You should to go to track 57. | 4. When we should leave? |
| 2. Where could he to get a train to Paris? | 5. How late can he to board? |
| 3. Rebecca can’t takes a flight to Tokyo. | 6. He should s choose an aisle seat. |

B

Read the questions. Complete the responses.

1. A: Should she take the local?
B: No, she shouldn’t _____. It’s too slow.
2. A: Can he bring food on the flight?
B: Yes, _____.
3. A: Could I take the number 3 train?
B: Yes, _____. It will take you to the right station.
4. A: Can we get seats together?
B: No, _____. I’m sorry. We only have a few seats left.
5. A: Should they get a rental car?
B: Yes, _____. It’s more convenient.

C

Rewrite the sentences. Use a different way to express future actions. There may be more than one correct answer.

1. I'm studying all day tomorrow.

2. I'm going to run three miles on Saturday.

3. The train departs in twenty minutes.

4. The test is going to be next week.

5. The ship is going to arrive in Halifax tomorrow morning.

WRITING BOOSTER

A

Think about two vacation destinations you know of and could recommend to others. Complete the chart.

| | Destination 1 | Destination 2 |
|------------------------------|---------------|---------------|
| Where? | | |
| What kind of transportation? | | |
| What time of year? | | |
| What to see / do? | | |
| What to bring? | | |
| Where / What to eat? | | |
| How long to stay? | | |

B

On a separate sheet of paper, write two paragraphs about the vacation destinations you recommend. Give advice and suggest alternatives or possibilities. Use should and could. Start the first paragraph like this.

I recommend _____ as your next vacation destination....

Start the second paragraph like this:

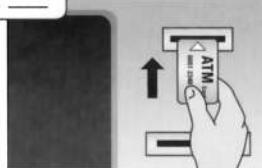
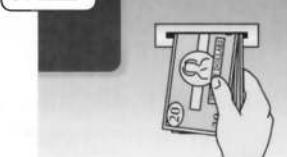
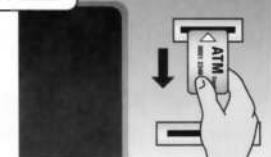
Another good destination for your next vacation is _____ ...

Preview

1

How do you use an ATM machine? Look at the pictures below. Match each picture with an instruction from the box.

- a. Take your ATM card.
- b. Enter the amount of cash you want.
- c. Take your cash.
- d. Put your ATM card in the card slot.
- e. Choose your language.
- f. Enter your Personal Identification Number (PIN).

1. ___**2. ___****3. ___****4. ___****5. ___****6. ___****2**

Match the financial terms with their definitions. Write the letter on the line.

- ___ 1. an ATM
- ___ 2. cash
- ___ 3. foreign currency
- ___ 4. a currency exchange
- ___ 5. an exchange rate
- ___ 6. a fee

- a. money from another country
- b. the value of one currency compared to another
- c. a machine that you use to get money from your bank account
- d. extra charges
- e. money in the form of bills or coins (not checks, credit cards, etc.)
- f. buying or selling money from another country

3

Answer the questions. Use your own words.

1. "What shop in your city has really nice stuff?"

YOU

2. "Are things in this shop usually affordable or more than you want to spend?"

YOU

3. "Is it OK to bargain for a lower price in this shop?"

YOU

4. "In your city, where is it OK to bargain?"

YOU

5. "Are you good at bargaining?"

YOU

LESSON 1

4 Look at the chart from a digital camera buying guide.

| COMPARE DIGITAL CAMERAS | | | | | KEY |
|---|---------|-------------|------|-------------------|--|
| Brand / Model | Price | Ease of Use | Size | Weight | |
|  Diego Mini 3000 | US\$239 | •• | c | 35 g (1.2 oz) | •••• very easy |
|  Honshu B100 | US\$209 | ••• | p | 283 g (9.9 oz) | ••• pretty easy |
|  Honshu X24 | US\$139 | • | s | 180 g (6.3 oz) | •• a little difficult |
|  Prego 5 | US\$299 | •••• | s | 135 g (4.7 oz) | • difficult |
|  Vision 2.0 | US\$449 | ••• | s | 224 g (7.9 oz) | c compact (small size, can fit in a shirt pocket) |
| | | | | | s standard (medium size, similar to a point and shoot camera) |
| | | | | | p professional (large size, similar to a 35mm camera) |

Now write questions with **Which**. Use the superlative form of the adjectives from the box. For some items, it may be possible to write more than one question.

expensive light portable easy to use cheap heavy difficult to use

- A: Which camera is the most expensive ?
B: The Vision 2.0.
- A: _____?
B: The Honshu X24.
- A: _____?
B: The Diego Mini 3000.
- A: _____?
B: The Prego 5.
- A: _____?
B: The Honshu B100.

5

Read each person's statement. For each shopper, recommend a digital camera from the buying guide in Exercise 4. Give a reason for your advice.



"I need a new camera. The one I have now is too heavy. I really want a camera that I can carry in my jacket pocket."

1. **YOU** _____



"I'm looking for a digital camera for my mother. She isn't good with electronics, so it must be very easy to use. What do you recommend?"

2. **(YOU)** _____



"I'd like to have a look at your least expensive digital camera. I can't spend more than \$150. Do you have anything in my price range?"

3. **(YOU)** _____

6 Choose the correct response. Circle the letter.

1. "This camera isn't in my price range."
 - a. How much can you spend?
 - b. Would you like to take it?
 - c. Can I have a look?
2. "Why is this smart phone the best?"
 - a. It's the heaviest.
 - b. It's the fastest.
 - c. It's the most difficult to use.
3. "I can't spend more than \$200."
 - a. Have a look at our best model.
 - b. How would you like to pay for it?
 - c. Let me show you something in your price range.
4. "Can I have a look?"
 - a. Certainly.
 - b. Really?
 - c. Excuse me.

7

Complete the conversation. Write the letter on the line.

A: Can I help you?

B: _____

A: OK. Which one are you interested in?

B: _____

A: The Muze HD. It's the most popular.

B: _____

A: What about the XTunes? It's pretty good, and it's more affordable.

B: _____

A: No. And the sound is great.

B: _____

A: And how would you like to pay for it?

B: _____

a. Actually, that's a little out of my price range.

b. Cash, please.

c. Yes, please. I'm looking for an MP3 player for my son.

d. Is it difficult to use?

e. OK. I'll take the XTunes.

f. I don't know. What do you recommend?

LESSON 2

8 Complete the sentences. Use too or enough and the adjective.

1. I'm not going to read that book. It's _____ boring.
2. Sirena shouldn't travel alone. She isn't _____ old.
3. I don't want to buy anything in that shop. The people were _____ unfriendly.
4. Talia likes the red rug, but it's _____ big for her living room.
5. I love this belt, but it isn't _____. I need a bigger size.
6. Are your shoes _____? We're going to do a lot of walking.
7. We wanted to bargain for a lower price, but it was _____.
difficult

9 Complete the conversations. Use words from the box.

| | | | | |
|------|------|------|--------|------|
| too | deal | much | all | low |
| more | have | bowl | enough | give |

A: This _____ is gorgeous. I'd love to get it for my sister.
1.

B: It's nice. And it's small _____ to take in your suitcase.
2.

A: I'm going to ask about the price. I hope it's not _____ expensive.
3.
• • •

A: I'm interested in this bowl. How _____ do you want for it?
4.

C: This one is \$60.

A: That's _____ than I want to spend.
5.

C: I could go as _____ as \$50.
6.

A: I can _____ you \$30 for it.
7.

C: You can _____ it for \$40. That's a bargain.
8.

A: _____ I have is \$35.
9.

C: OK. It's a _____.
10.

LESSONS 3 and 4

10 Choose the correct response. Write the letter on the line.

_____ 1. "\$650! I paid \$429 for the same camcorder yesterday!"
_____ 2. "How much did you pay for that vase?"
_____ 3. "Should I try to get a better price?"
_____ 4. "I saved a lot of money on this DVD player. It was only \$79."
_____ 5. "Here you are, sir. The Atlas Hotel. That's \$8.50."

a. It can't hurt to ask.
b. What a total rip-off!
c. Thanks. Keep the change.
d. What a great deal!
e. Only \$20. It was a real bargain.

11

Read the article about bargaining customs around the world. Then read the statements. Check true or false.

Can you give me a better price?

Bargaining Customs around the World

Bargaining customs are very different around the world. Few would go shopping in another country without knowing the exchange rate. However, many travelers don't learn anything about the local shopping customs of the place they are visiting before spending money. Understanding when it's OK to bargain can save you a lot of money and make your shopping experience much more enjoyable.

In some countries, bargaining is an important part of the shopping culture. In others, bargaining is not done at all. Here's a bargaining guide for some countries around the world:

Morocco: Bargaining is always expected in the shopping markets. Here bargaining is more than just getting the best price. If you go into a shop and agree to the first price a seller offers, the seller may not be happy. For Moroccans, bargaining is a form of entertainment; it's a game of skill, a little bit of acting, and it's a chance to chat about the weather, business, and family. So be sure to have fun and try to get a better price!



Switzerland: Bargaining is not the custom here. Shop clerks can almost never give you a lower price. However, some hotels may give you a lower rate during the less popular times of year. It can't hurt to ask.

Tahiti: Bargaining is not appropriate in the South Pacific. In fact, it is considered disrespectful to ask for a better price. In the food markets, sellers will even take their fruits and vegetables back home with them, rather than give a discount!

SOURCE: "Lonely Planet Travel Guides"

1. Bargaining customs are similar around the world.
2. Generally, market sellers in Morocco love to bargain.
3. In Switzerland, it's OK to bargain for a cheaper hotel room.
4. It can't hurt to ask a fruit seller in Tahiti for a lower price.

| true | false |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |

12

Extra reading comprehension

Read the article on page 116 of the Student's Book again. Then check true or false, according to the article.

1. Tipping is expected in all countries.
2. In U.S. restaurants, a 10% tip is usually enough.
3. In some European countries, you should hand the tip to the waiter.
4. In Germany, you should leave the tip on the table.
5. For a taxi fare of 9.50 pesos in Buenos Aires, give the driver 10 pesos.
6. Australian porters expect a bigger tip than porters in other countries.
7. Tip Japanese porters about US\$1 per bag.
8. Tipping isn't customary in Korea.

| true | false |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |

13

Write a short paragraph about bargaining in your own country. What items do people bargain for? What items do people never bargain for?

GRAMMAR BOOSTER

A

Complete the chart.

| | Adjective | Comparative form | Superlative form |
|----|-----------|------------------|----------------------|
| 1. | beautiful | | |
| 2. | | | the most intelligent |
| 3. | big | | |
| 4. | | more convenient | |
| 5. | busy | | |
| 6. | | | the fastest |
| 7. | | safer | |
| 8. | noisy | | |

B

Complete the conversations with the comparative or the superlative form of the adjective in parentheses.

- A: Which one of these three sweaters do you think is the prettiest (pretty)?
B: The blue one. The other two are not attractive at all.
- A: How do you like the book?
B: I don't like it. It's _____ (bad) than the one we read last month.
- A: Did you enjoy Australia?
B: Yes. I think it's one of _____ (interesting) places in the world.
- A: Who is _____ (good) at baseball, you or your brother?
B: Well, I'm a _____ (fast) base runner, but my brother is a _____ (powerful) hitter. Actually, my dad is the _____ (good) player in the family. He was a star player in college.
- A: Which one of the two laptops is _____ (popular)?
B: Well, the X102 is the _____ (cheap) model in the store. But I actually recommend the X200. It's a little _____ (expensive) than the X102, but much _____ (light).

C

Answer the questions. Use too or enough and the adjective in parentheses.

1. A: Why didn't you buy the camcorder?
B: (expensive) _____. I need to save money this month.
2. A: Is the food too spicy?
B: (spicy) _____. I'm going to ask for more hot sauce!
3. A: What's wrong with these shoes?
B: I can't wear them. (uncomfortable) _____.

4. A: Why don't you like the apartment?
B: (noisy) _____. I'm looking for a quiet neighborhood.
5. A: Why don't you take the train instead of flying?
B: (fast) _____. I have to get there as soon as possible.
6. A: Do you want to go to a jazz concert?
B: Thanks for asking, but I'm not a jazz music fan. (boring) _____.

WRITING BOOSTER

A

Rewrite each pair of sentences, using the words in parentheses.

1. This rug is a good deal. It's a bit more than I want to spend. (However)

This rug is a good deal. However, it's a bit more than I want to spend. _____

2. The Trekker jacket is very warm. It's the lightest one. (even though)

3. Our new coffeemaker is not the most expensive. It makes the best coffee. (However)

4. Half Moon Café has the best food in town. It's very expensive. (On the other hand)

5. This is last year's model. The clerk won't give me a lower price. (Even though)

B

Write sentences about the advantages and disadvantages of credit cards and cash.

Use the chart in Exercise E on page 111 of the Student's Book. Use Even though, However, and On the other hand.

1. Credit cards: _____

2. Cash: _____

C

Choose three topics from the list. For each topic, compare their advantages and disadvantages. Use Even though, However, and On the other hand.

listening to music at home / going to a concert
large family / small family
smart phones / regular cell phones
conservative clothes / wild clothes
air travel / train travel

Listening to music at home is more relaxing. On the other hand, going to a concert is more exciting.

1.

2.

3.

What continent is home to the world's biggest shopping malls?

It's not North America. Only one of the world's ten largest malls is in the U.S. Built in 1969, the Eastwood Mall Complex in Youngstown, Ohio, is the ninth largest mall. Similarly, one Canadian mall made the top-ten list. The West Edmonton Mall in Alberta, built in 1981, is number six.

Europe's biggest mall—fifth on the list of the world's largest—is newer. It was built in 2005. It's located in Istanbul, Turkey.

The continent with the biggest, newest, and most exciting malls is Asia. Seven of the world's ten largest shopping malls are in Asia. The two largest are in China and opened in 2005 and 2004. The New South China Mall in Dongguan has 1500 stores and 7.1 million square feet of retail space. The Golden Resources Mall in Beijing—also called "The Great Mall of China"—has 50,000 visitors every day. Enormous malls in the Philippines, Dubai, and Malaysia have roller coasters, ice-skating rinks, water parks, aquariums, and bowling alleys.



SOURCE: forbes.com

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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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