

SECOND EDITION

TOP NOTCH

English for Today's World

2A

WITH WORKBOOK

Joan Saslow • Allen Ascher

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



Top Notch: English for Today's World 2A with Workbook, Second Edition

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

Staff credits: The people who made up the *Top Notch 2* team—representing editorial, design, production, and manufacturing—are Rhea Bunker, Peter Benson, Elizabeth Carlson, Diane Cipollone, Aerin Csigay, Dave Dickey, Warren Fischbach, Shelley Gazes, Aliza Greenblatt, Ray Keating, and Mike Kemper.

Cover design: Rhea Bunker

Cover photo: Sprint/Corbis

Text design: Elizabeth Carlson and Wendy Wolf

Text composition: Quarasan!

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

Library of Congress Cataloging-in-Publication Data

Saslow, Joan M.

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

p. cm.

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

I. Ascher, Allen. II. Title.

PE1128.S2757 2011

428.2'4 — dc22

2010019162

ISBN 13: 978-0-13-247050-6

ISBN 10: 0-13-247050-0

Photo credits: All original photography by Sharon Hoogstraten and David Mager. Page 2 (background) Shutterstock.com, (top left) Will & Deni McIntyre/Getty Images, (top middle left) Robert Frerck/Odyssey Productions, Inc., (top middle right) Michael Goldman/Masterfile, (top right) Jeff Greenberg/PhotoEdit Inc., (bottom left) Michael Newman/PhotoEdit Inc., (bottom middle left) Dorling Kindersley; p. 5 Shutterstock.com; p. 7 (Egypt) Dallas & John Heaton/Corbis, (Mexico) John Neubauer/PhotoEdit Inc., (China) Picture Finders Ltd./eStock Photo, (Peru) Renee Comet Photography/Stockfood America, (Japan) Dallas & John Heaton/Corbis, (Rio) Mathias Oppersdorff/Photo Researchers, Inc., (Feijoada) Mourad Tarek/Stockfood America; p. 8 (middle) Shutterstock.com, (bottom) Shutterstock.com; p. 10 (middle) Shutterstock.com, (1) Shutterstock.com, (2) Shutterstock.com, (3) Shutterstock.com; p. 11 Sunstar/Photo Researchers, Inc.; p. 12 (1) Renee Comet Photography/Stockfood America, (2) Steve Vidler/eStock Photo, (3) Superstock, (4) Rafael Macia/Photo Researchers, Inc.; p. 14 (left) Warner Bros/Photofest, (middle left) Photofest, (middle right) DreamWorks/Photofest, (right) Paramount Pictures/Photofest; p. 16 Stephane Cardinale/People Avenue/Corbis; p. 18 (action) Original Films/Bob Marshak/The Kobal Collection, (horror) Warner Bros/The Kobal Collection, (sci-fi) MGM/The Kobal Collection, (animated) Globe Photos, (comedy) Morgan Creek/The Kobal Collection, (drama) Paramount/The Kobal Collection, (documentary) Les Gibon/Alamy, (musical) Simon Ferguson/Getty Images; p. 20 Shutterstock.com; p. 21 (top left) Shutterstock.com, (top right) Shutterstock.com, (bottom left) Shutterstock.com, (bottom right) Shutterstock.com; p. 22 Shutterstock.com; p. 23 Miramax Films/Photofest; p. 26 (top right logos) Shutterstock.com, (single) Jeff Greenberg/PhotoEdit Inc., (double) Jeff Greenberg/PhotoEdit Inc.; p. 28 Shutterstock.com; p. 30 Shutterstock.com, (top right) Inspirestock RF/Getty Images; p. 32 (towels) Comstock.com, (hangers) Jose Luis Pelaez, Inc./Corbis, (iron) Michael Matisse/Getty Images, (dryer) Getty Images, (make up) Jeff Greenberg/Index Stock Imagery, (turn down) Comstock.com, (bring up) David Bartruff Inc.; p. 33 Shutterstock.com; p. 34 (left) Dorling Kindersley, (middle) Rudy Van Briel/PhotoEdit Inc., (right) Bernard Boutrit/Woodfin Camp Associates; p. 37 (left) Shutterstock.com, (right) Shutterstock.com; p. 38 (left) Shutterstock.com, (sedan) Courtesy DaimlerChrysler Corporation, (compact) Shutterstock.com, (wagon) Dorling Kindersley, (van) David Young-Wolff/PhotoEdit Inc., (convertible) David Young-Wolff/PhotoEdit Inc., (SUV) Kurt Wittman/Corbis, (sports) Adam Woolfitt/Corbis, (luxury) Ron Kimball Photography; p. 44 (bottom right) Shutterstock.com; p. 45 (Lexor) Photolibrary.com, (Sea) Ron Kimball Photography; (Outing) Izmostock/Alamy, (Invocation) Photolibrary.com, (Turbo) Photolibrary.com, (Micro) Dreamstime.com, (Amigo) Shutterstock.com, (Overland) Izmostock/Alamy; p. 46 iStockphoto.com; p. 47 Shutterstock.com; p. 50 (top left) Shutterstock.com, (top middle) Shutterstock.com, (top right) Shutterstock.com, (bottom left) Shutterstock.com, (bottom middle) Photolibrary.com, (bottom right) Shutterstock.com; p. 52 (2) Shutterstock.com, (4) Helene Rogers/Alamy, (6) Shutterstock.com, (7) Shutterstock.com, (8) Shutterstock.com, (10) Shutterstock.com, (12) Shutterstock.com, (13) Shutterstock.com, (14) Shutterstock.com, (15) Shutterstock.com, (16) Shutterstock.com, p. 56 (left) Shutterstock.com, (right) Michael Berman, MD, Board Certified, American Board of Plastic Surgery, www.plasticsurgery4u.com; p. 57 Bill Losh/Getty Images; p. 58 (left) Shutterstock.com, (right) Shutterstock.com; p. 59 (1) Shutterstock.com, (2) Shutterstock.com, (3) Shutterstock.com, (4) Shutterstock.com; p. W1 (top left) Will & Deni McIntyre/Getty Images, (top middle left) Michael Goldman/Masterfile, (top middle right) P. Sheandell/age fotostock, (top right) Jeff Greenberg/PhotoEdit Inc.; p. W4 Angelo Cavalli/Index Stock Imagery; p. W7 Shutterstock.com; p. W14 Shutterstock.com; p. W18 Shutterstock.com; p. W22 Shutterstock.com; p. W24 Freddie Lieberman; p. W32 Shutterstock.com; p. W39 Shutterstock.com; p. W45 Shutterstock.com; p. W49 Shutterstock.com; p. W50 Getty Images; p. W51 Shutterstock.com.

Illustration credits: Steve Attoe, p. 6, W5 (top), W21, W46; Sue Carlson, p. 35; John Ceballos, pp. 25, 37, 49; Mark Collins, pp. 27, 42 (left), W17; Leanne Franson, pp. W3, W5 (bottom), W29; John Hovell, p. 9; Brian Hughes, pp. 24 (bottom), 41, W30, W37; Stephen Hutchings, p. W20; Adam Larkum, p. 61; Pat Lewis, p. 10; Suzanne Morgenstern, pp. W18, W19, W48; Andy Myer, pp. 16 (left, center), W10; Dusan Petricic, pp. 8, 33, 41, W25, W33; Jake Rickwood, p. 24 (top); Neil Stewart, p. W42; Anna Veltfort, pp. 16 (right), 29, 42 (right), W38; Jean Wisenbaugh, p. 13.

Text credits: Page 46 (article) Teens Health.org, (c) 2007–2009, Adapted with permission.

Printed in the United States of America

1 2 3 4 5 6 7 8 9 10 – V042 – 15 14 13 12 11

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Learning Objectives

Unit	Communication Goals	Vocabulary	Grammar
1 Greetings and Small Talk page 2	<ul style="list-style-type: none"> Get reacquainted with someone Greet a visitor to your country Discuss gestures and customs Describe an interesting experience 	<ul style="list-style-type: none"> Tourist activities Participial adjectives to describe experiences 	<ul style="list-style-type: none"> The present perfect <ul style="list-style-type: none"> Statements and <u>yes / no</u> questions Form and usage Past participles of irregular verbs With <u>already, yet, ever, and before</u> Common errors <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> The present perfect <ul style="list-style-type: none"> Past participles: regular and irregular Questions with <u>What or Which</u> <u>Yet and already</u>: expansion <u>Ever, never, and before</u> Common errors
2 Movies and Entertainment page 14	<ul style="list-style-type: none"> Apologize for being late Discuss preferences for movie genres Describe and recommend movies Discuss effects of movie violence on viewers 	<ul style="list-style-type: none"> Explanations for being late Movie genres Phrases to describe preferences Adjectives to describe movies 	<ul style="list-style-type: none"> The present perfect <ul style="list-style-type: none"> With <u>for and since</u> Other uses <u>Would rather</u> + base form <ul style="list-style-type: none"> Form and usage Statements, questions, and answers Common errors <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> The present perfect continuous The present participle: spelling Expressing preferences: review
3 Staying in Hotels page 26	<ul style="list-style-type: none"> Check into a hotel Leave and take a telephone message Request hotel housekeeping services Choose hotels and explain reasons for choices 	<ul style="list-style-type: none"> Hotel room types and features Hotel services Hotel room amenities and services 	<ul style="list-style-type: none"> <u>Had better</u> <ul style="list-style-type: none"> Usage Vs. <u>should</u> Contractions The future with <u>will</u> <ul style="list-style-type: none"> Form and usage Contractions <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> Obligation: <u>have to / must</u> Suggestions and advice: <u>could / should / ought to / had better</u> Expectation: <u>be supposed to</u> <u>Will</u>: other uses; vs. <u>be going to</u>
4 Cars and Driving page 38	<ul style="list-style-type: none"> Describe a car accident Report a problem with a car Rent a car Discuss good and bad driving 	<ul style="list-style-type: none"> Car types Car parts Ways to show concern Causes of car accidents Phrasal verbs for talking about cars Aggressive driving behavior 	<ul style="list-style-type: none"> The past continuous <ul style="list-style-type: none"> Form and usage Vs. the simple past tense Direct objects with phrasal verbs <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> The past continuous: other uses Nouns and pronouns: review
5 Personal Care and Appearance page 50	<ul style="list-style-type: none"> Ask for something in a store Request salon services Discuss ways to improve one's appearance Define and discuss the meaning of beauty 	<ul style="list-style-type: none"> Salon services Personal care products Ways to discuss beauty 	<ul style="list-style-type: none"> Indefinite quantities and amounts <ul style="list-style-type: none"> <u>Some and any</u> <u>A lot of, many, and much</u> Indefinite pronouns: <u>someone / no one / anyone</u> <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> <u>Some and any</u>: indefiniteness <u>Too many, too much, and enough</u> Indefinite pronouns: <u>something, anything, and nothing</u>

Conversation Strategies	Listening/ Pronunciation	Reading	Writing
<ul style="list-style-type: none"> Use "I don't think so." to soften a negative answer Say "I know!" to exclaim that you've discovered an answer Use "Welcome to ____" to greet someone to a new place Say "That's great." to acknowledge someone's positive experience 	<p>Listening Skills:</p> <ul style="list-style-type: none"> Listen to associate Listen for details <p>Pronunciation:</p> <ul style="list-style-type: none"> Sound reduction in the present perfect 	<p>Texts:</p> <ul style="list-style-type: none"> A poster about customs A magazine article about non-verbal communication A geographical map A photo story <p>Skills/Strategies:</p> <ul style="list-style-type: none"> Identify supporting details Personalize information 	<p>Task:</p> <ul style="list-style-type: none"> Write a description of a fascinating, strange, thrilling, or frightening experience <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Avoiding run-on sentences
<ul style="list-style-type: none"> Apologize and provide a reason when late Say "That's fine." to reassure Offer to repay someone with "How much do I owe?" Use "What would you say to ____?" to propose an idea Softens a negative response with "To tell you the truth, ..." 	<p>Listening Skills:</p> <ul style="list-style-type: none"> Listen for main ideas Listen to infer meaning Dictation <p>Pronunciation:</p> <ul style="list-style-type: none"> Reduction of <u>h</u> 	<p>Texts:</p> <ul style="list-style-type: none"> A movie website Movie reviews A textbook excerpt about violence in movies A photo story <p>Skills/Strategies:</p> <ul style="list-style-type: none"> Confirm content Evaluate ideas 	<p>Task:</p> <ul style="list-style-type: none"> Write an essay about violence in movies and on TV <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Paragraphs Topic sentences
<ul style="list-style-type: none"> Say "Let's see." to indicate you're checking information Make a formal, polite request with "May I ____?" Say "Here you go." when handing someone something Use "By the way, ..." to introduce new information Say "Would you like to leave a message?" if someone isn't available 	<p>Listening Skills:</p> <ul style="list-style-type: none"> Listen to take phone messages Listen for main ideas Listen for details <p>Pronunciation:</p> <ul style="list-style-type: none"> Contractions with <u>will</u> 	<p>Texts:</p> <ul style="list-style-type: none"> A hotel website Phone message slips A hotel guide book A city map A photo story <p>Skills/Strategies:</p> <ul style="list-style-type: none"> Draw conclusions Identify supporting details Interpret a map 	<p>Task:</p> <ul style="list-style-type: none"> Write a paragraph explaining the reasons for choosing a hotel <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Avoiding sentence fragments with <u>because</u> or <u>since</u>
<ul style="list-style-type: none"> Express concern about another's condition after an accident Express relief when hearing all is OK Use "only" to minimize the seriousness of a situation Use "actually" to soften negative information Empathize with "I'm sorry to hear that." 	<p>Listening Skills:</p> <ul style="list-style-type: none"> Listen to summarize Listen to infer outcomes Listen for main ideas <p>Pronunciation:</p> <ul style="list-style-type: none"> Stress of particles in phrasal verbs 	<p>Texts:</p> <ul style="list-style-type: none"> A rental car brochure Rental car case studies A feature article about defensive driving A driving behavior survey A photo story <p>Skills/Strategies:</p> <ul style="list-style-type: none"> Understand from context Critical thinking 	<p>Task:</p> <ul style="list-style-type: none"> Write a paragraph comparing good and bad drivers <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Connecting words and sentences: <u>and</u>, <u>in addition</u>, <u>furthermore</u>, and <u>therefore</u>
<ul style="list-style-type: none"> Use "Excuse me." to initiate a conversation with a salesperson Confirm information by repeating it with rising intonation Use "Not at all." to show you don't mind an inconvenience 	<p>Listening Skills:</p> <ul style="list-style-type: none"> Listen to summarize Listen to take notes <p>Pronunciation:</p> <ul style="list-style-type: none"> Pronunciation of unstressed vowels 	<p>Texts:</p> <ul style="list-style-type: none"> A hotel spa advertisement A health advice column A photo story <p>Skills/Strategies:</p> <ul style="list-style-type: none"> Predict Confirm content Apply information 	<p>Task:</p> <ul style="list-style-type: none"> Write a letter on how to improve appearance <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Writing a formal letter

Unit	Communication Goals	Vocabulary	Grammar
6 Eating Well page 62	<ul style="list-style-type: none"> • Talk about food passions • Make an excuse to decline food • Discuss lifestyle changes you have made • Describe local dishes 	<ul style="list-style-type: none"> • Nutrition terminology • Food passions • Excuses for not eating something • Food descriptions 	<ul style="list-style-type: none"> • <u>Use to / used to</u> • Negative <u>yes / no</u> questions • Offers and suggestions with <u>Why don't ... ?</u> <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • <u>Use to / used to:</u> expansion <ul style="list-style-type: none"> ◦ <u>Be used to</u> vs. <u>get used to</u> ◦ <u>Would</u> + base form • More about negative <u>yes / no</u> questions; <u>Why don't ... ?</u>
7 About Personality page 74	<ul style="list-style-type: none"> • Get to know someone's likes and dislikes • Cheer someone up • Discuss personality and its origin • Examine the impact of birth order on personality 	<ul style="list-style-type: none"> • Positive and negative adjectives • Terms to discuss psychology and personality 	<ul style="list-style-type: none"> • Gerunds and infinitives as direct objects • Gerunds as objects of prepositions <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Gerunds and infinitives: other functions • Negative gerunds
8 The Arts page 86	<ul style="list-style-type: none"> • Recommend a museum • Ask about and describe art objects • Talk about artistic talent and where it comes from • Discuss your favorite artists and the reasons you like them 	<ul style="list-style-type: none"> • Kinds of art • Positive adjectives • Materials and objects • Describing how art affects us 	<ul style="list-style-type: none"> • The passive voice <ul style="list-style-type: none"> ◦ Form, meaning, and usage ◦ Statements and questions <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Transitive and intransitive verbs • The passive voice: form in all tenses
9 Living with Computers page 98	<ul style="list-style-type: none"> • Troubleshoot computer problems • Recommend a better deal • Describe how you use computers • Discuss the social impact of the Internet 	<ul style="list-style-type: none"> • Computer parts • Ways to reassure someone • Computer terms and commands • Internet activities 	<ul style="list-style-type: none"> • The infinitive of purpose • Comparisons with <u>as ... as</u> <ul style="list-style-type: none"> ◦ Meaning and usage ◦ <u>Just, almost, quite, nearly</u> <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Expressing purpose with <u>in order to</u> and <u>for</u> • <u>As ... as</u> to compare adverbs • Comparatives / superlatives: review
10 Ethics and Values page 110	<ul style="list-style-type: none"> • Discuss ethical choices • Return someone else's property • Express personal values • Discuss acts of kindness and honesty 	<ul style="list-style-type: none"> • Ways to confirm a response • Ethical choices • Ways to acknowledge thanks • Personal values 	<ul style="list-style-type: none"> • The real and unreal conditional <ul style="list-style-type: none"> ◦ Form, usage, common errors • Possessive pronouns / <u>Whose</u> <ul style="list-style-type: none"> ◦ Form, usage, common errors <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Present and future factual conditionals: usage and common errors • Order of clauses: punctuation • Possessive nouns: review and expansion • Pronouns: summary

Grammar Booster	page 122
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ActiveBook Self-Study Disc	Inside back cover

Conversation Strategies	Listening/ Pronunciation	Reading	Writing
<ul style="list-style-type: none"> Provide an emphatic affirmative response with "Definitely." Offer food with "Please help yourself." Acknowledge someone's efforts by saying something positive Soften the rejection of an offer with "I'll pass on the ____." Use a negative question to express surprise Use "It's not a problem." to downplay inconvenience 	<p>Listening Skills:</p> <ul style="list-style-type: none"> Listen for details Listen to personalize <p>Pronunciation:</p> <ul style="list-style-type: none"> Sound reduction: <u>use to / used to</u> 	<p>Texts:</p> <ul style="list-style-type: none"> A healthy eating pyramid Descriptions of types of diets A magazine article about eating habits A lifestyle survey Menu ingredients A photo story <p>Skills/Strategies:</p> <ul style="list-style-type: none"> Understand from context Summarize Compare and contrast 	<p>Task:</p> <ul style="list-style-type: none"> Write a persuasive paragraph about the differences in present-day and past diets <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Connecting ideas: subordinating conjunctions
<ul style="list-style-type: none"> Clarify an earlier question with "Well, for example, ..." Buy time to think with "Let's see." Use auxiliary <u>do</u> to emphasize a verb Thank someone for showing interest Offer empathy with "I know what you mean." 	<p>Listening Skills:</p> <ul style="list-style-type: none"> Listen for main ideas Listen for specific information Synthesize information Infer information <p>Pronunciation:</p> <ul style="list-style-type: none"> Reduction of <u>to</u> in infinitives 	<p>Texts:</p> <ul style="list-style-type: none"> A pop psychology website A textbook excerpt about the nature / nurture controversy Personality surveys A photo story <p>Skills/Strategies:</p> <ul style="list-style-type: none"> Support reasoning with details Understand from context Make personal comparisons 	<p>Task:</p> <ul style="list-style-type: none"> Write an essay describing someone's personality <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Parallel structure
<ul style="list-style-type: none"> Say "Be sure not to miss ____." to emphasize the importance of an action Introduce the first aspect of an opinion with "For one thing, ..." Express enthusiasm for what someone has said with "No kidding!" Invite someone's opinion with "What do you think of ____?" 	<p>Listening Skills:</p> <ul style="list-style-type: none"> Understand from context Listen to take notes Infer point of view <p>Pronunciation:</p> <ul style="list-style-type: none"> Emphatic stress 	<p>Texts:</p> <ul style="list-style-type: none"> Museum descriptions A book excerpt about the origin of artistic talent An artistic survey A photo story <p>Skills/Strategies:</p> <ul style="list-style-type: none"> Recognize the main idea Identify supporting details Paraphrase 	<p>Task:</p> <ul style="list-style-type: none"> Write a detailed description of a decorative object <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Providing supporting details
<ul style="list-style-type: none"> Ask for assistance with "Could you take a look at ____?" Introduce an explanation with "Well, ..." Make a suggestion with "Why don't you try ____ing?" Express interest informally with "Oh, yeah?" Use "Everyone says ..." to introduce a popular opinion Say "Well, I've heard ____." to support a point of view 	<p>Listening Skills:</p> <ul style="list-style-type: none"> Infer meaning Listen for the main idea Listen for details <p>Pronunciation:</p> <ul style="list-style-type: none"> Stress in <u>as ... as</u> phrases 	<p>Texts:</p> <ul style="list-style-type: none"> A computer troubleshooting website A computer user survey Newspaper clippings about the Internet A photo story <p>Skills/Strategies:</p> <ul style="list-style-type: none"> Understand from context Relate to personal experience 	<p>Task:</p> <ul style="list-style-type: none"> Write an essay evaluating the benefits and problems of the Internet <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Organizing ideas
<ul style="list-style-type: none"> Say "You think so?" to reconfirm someone's opinion Provide an emphatic affirmative response with "Absolutely." Acknowledge thanks with "Don't mention it." 	<p>Listening Skills:</p> <ul style="list-style-type: none"> Listen to infer information Listen for main ideas Understand vocabulary from context Listen to apply new vocabulary Support reasoning with details <p>Pronunciation:</p> <ul style="list-style-type: none"> Assimilation of <u>d + y</u> in <u>would you</u> 	<p>Texts:</p> <ul style="list-style-type: none"> A personal values self-test Print and online news stories about kindness and honesty A photo story <p>Skills/Strategies:</p> <ul style="list-style-type: none"> Predict Infer meaning Summarize Interpret information Relate to personal experience 	<p>Task:</p> <ul style="list-style-type: none"> Write an essay about someone's personal choice <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Introducing conflicting ideas

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

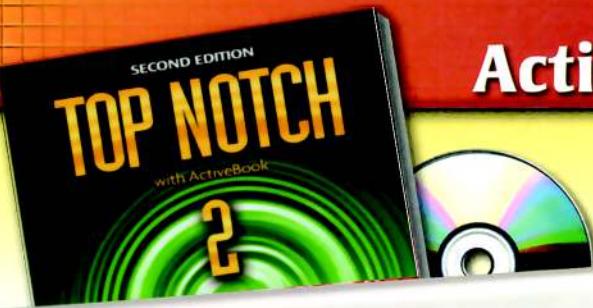
Students actively work with a rich vocabulary of high-frequency words, collocations, and expressions in all units of the Student's Book. Clear illustrations and definitions clarify meaning and provide support for independent study, review, and test preparation. Systematic recycling promotes smooth and 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 2 ActiveBook

Learning Objectives

- Unit 1: Greetings and Small Talk
- Unit 2: Movies and Entertainment
- Unit 3: Staying in Hotels
- Unit 4: Cars and Driving
- Unit 5: Personal Care and Appearance
- Unit 6: Eating Well
- Unit 7: About Personality
- Unit 8: The Arts
- Unit 9: Living with Computers
- Unit 10: Ethics and Values

Grammar Booster

Writing Booster

Top Notch Pop Lyrics

A Pair work Look at all the Leonardo DiCaprio movies on the website. Talk about the movies you've seen and choose the ones you'd like to see.

B Discussion Where do you like to see movies: at home or in a movie theater? Explain your reasons.

GOALS After Unit 2, you will be able to:

1. Apologize for being late.
2. Discuss preferences for movie genres.
3. Describe and recommend movies.
4. Discuss effects of violence on viewers.

C Photo story Read and listen to a conversation at a movie theater.

Photo Story Read and listen to a conversation at a movie theater.

D Focus on language Find an underlined word or expression in the Photo Story that has a similar meaning to each of the following words and phrases.

- 1 "I'll play."
- 2 "really don't like"
- 3 "To tell you the truth..."

E Infer meaning With a partner, discuss and find:

- 1 two different nouns that have the same meaning as "movie."
- 2 two different adjectives that are related to "fighting" or "killing."
- 3 an adjective that means "really great."

F Think and explain Answer each question. Then explain your answer with a sentence from the Photo Story.

- 1 What actor does Anna like? How do you know? Peter says, "They're..."
- 2 Did Anna see Gangs of New York? How do you know? She says, "I..."
- 3 What movie does Anna suggest? How do you know? She says, "It's..."
- 4 Who is going to pay for the popcorn? How do you know? Peter says, "I..."

G Pair work Make a list of movies playing in your town. Which movies would you like to see? Which movies would you not like to see? Explain why or why not.

14 UNIT 2

14-15

A Digital Student's Book (with complete audio)

Unit 2: Movies and Entertainment • Grammar and Vocabulary • C Matching

Back

Match the sentence parts that go together. Drag the first part to the correct place.

We still haven't	he has seen that come
I've just seen a very	thought-provoking mi
Would you rather see	a comedy or a dram
This is the third time	go to the movies to
I'd rather r	
Lisa has ju	

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 language you can use.

Unit Study Guide (Unit 2)

GRAMMAR

- The present perfect: *for* and *since*; other uses (page 16)
- Would rather + base form (page 18)

VOCABULARY

Explanations for being late

- I overslept.
- I missed the bus.
- I couldn't get a taxi.
- I couldn't find a parking space.
- I got stuck in traffic.

Describing preferences

- I love ____.
- ____s are great.
- ____s are my favorite.
- I can take them or leave them.
- ____s are OK.
- I'm not that big on ____.
- I don't like ____.
- I can't stand ____.

Kinds of movies

- action film
- animated film
- classic
- comedy
- documentary
- drama
- flash drive
- horror

SOCIAL LANGUAGE

- Have you been here long?
- For about ten minutes.
- Sorry I'm late.
- The [8:00] show for [The Love Boat] is sold out.
- I hope that's OK.
- That's fine.
- How much do I owe?
- It's on me.
- Next time it's my treat.
- What would you rather see—[a classic] or [a new release]?
- It doesn't matter to me.
- You chody for an upgrade.
- I'm looking for...

Printable test preparation and review

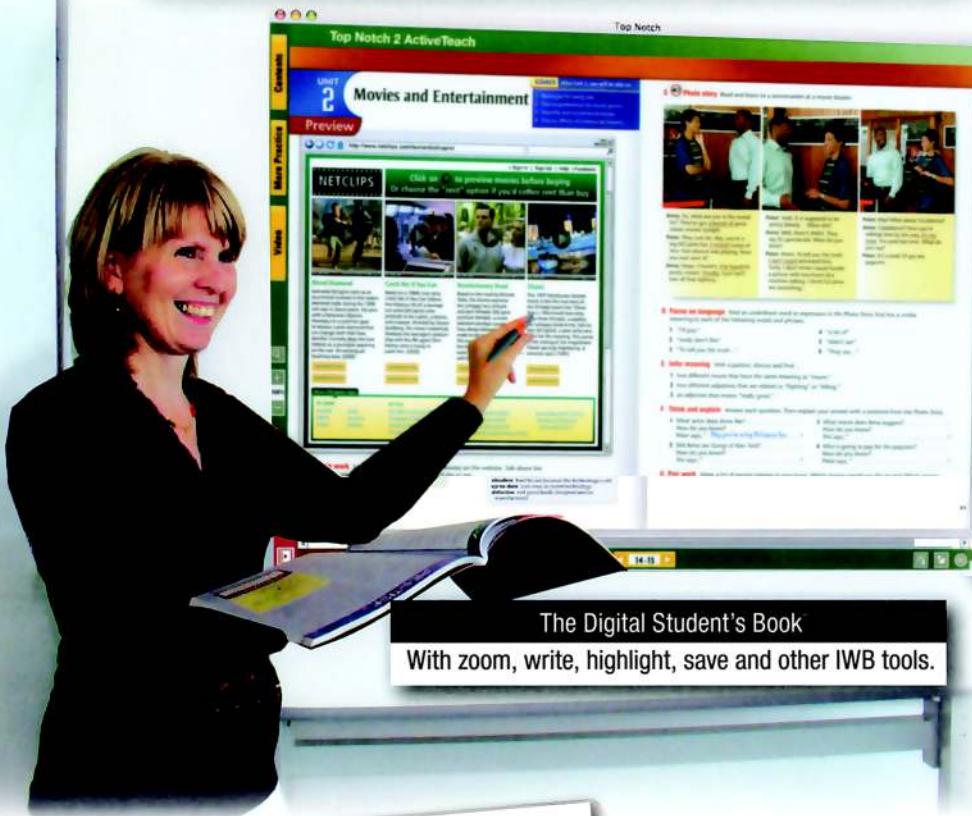
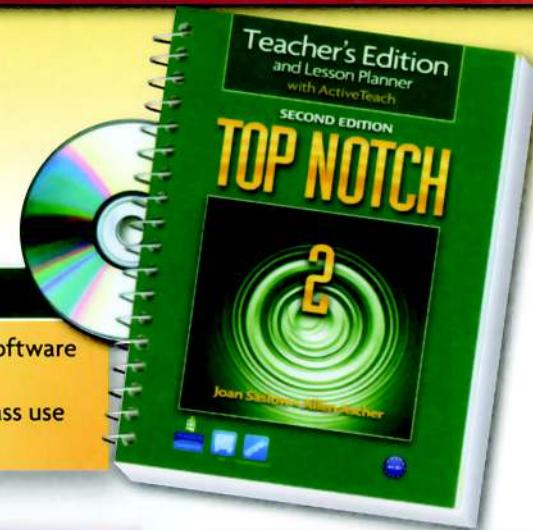
The Teacher's Edition and Lesson Planner

Includes:

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

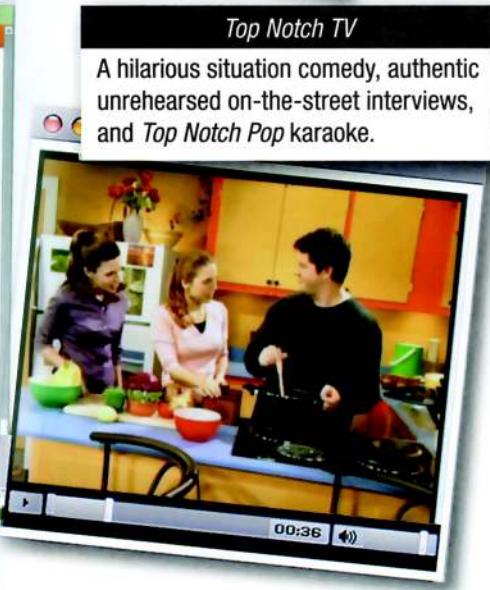
► ActiveTeach

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



The Digital Student's Book

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



Top Notch TV

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

NAME: _____ DATE: _____

Writing Process Worksheet
(Accompanies Unit 7, page 84)

ASSIGNMENT: Write at least two paragraphs about the personality of someone you know well. Use vocabulary and ideas from Lessons 3 and 4.

1. PREWRITING

A. Think of a person you know well. Complete the following survey about that person.

Introvert or Extrovert?

Extroverts tend to:

- enjoy being in a group.
- need to interact with others.
- be active.
- be interested in events.
- talk without thinking.
- be easy to understand.
- know many people a little.
- talk.
- seek excitement.
- express their opinions openly.

Total extrovert selections: _____

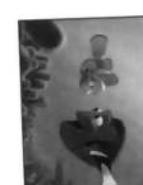
Introverts tend to:

- enjoy being alone.
- avoid interacting unnecessarily.
- be quiet.
- be interested in feelings.
- think without talking.
- be hard to understand.
- know few people, but well.
- listen.
- seek peace.
- keep their ideas to themselves.

Total introvert selections: _____



Movie genres



Movie genres

Printable Extension Activities

Including:

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

UC

NAME: _____

Learning Strategy
(Unit 5, page 56, Reading)

READING STRATEGY: clarifying your own point of view

When you read something that expresses an opinion or gives advice, think about your own point of view.

PRACTICE

Respond to each letter with your own advice. Do you agree or disagree with the advice Dr. Weiss gave to each person?

Dear Dr. Weiss:
When I was young, I was a chocoholic. I ate a lot of chocolate, but never gained any weight. Now that I'm older, I can't eat anything without gaining weight! I've heard that liposuction is the answer to an overweight person's dreams. What's up with that?
Dawson

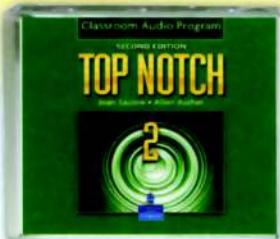
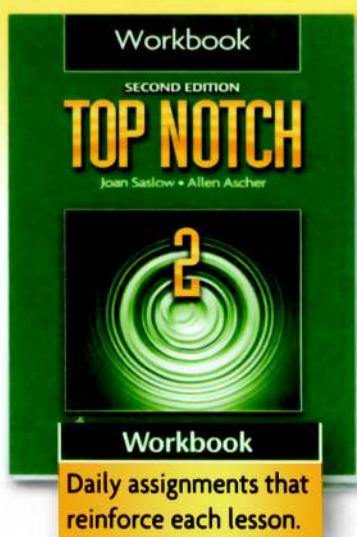
Your advice:

Dear Dr. Weiss:
I'm a 24-year-old man who is already losing his hair! Dr. Weiss, I'm looking for a wife and I'm afraid no woman will want to marry a 25-year-old baldie! I need some advice.

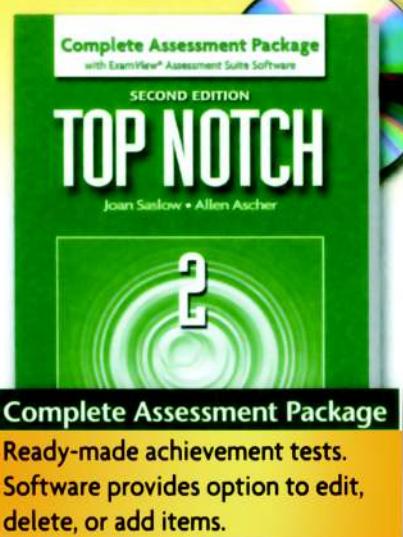
Calvin

Your advice:

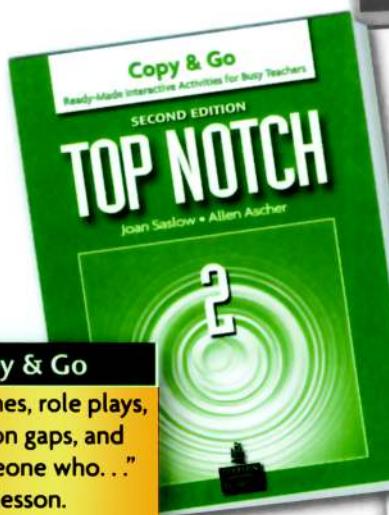
Other components



Classroom Audio Program
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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 7 GROUP WORK – Discussion
Unit 2 – Lesson 3

PRE-PREPARATION (10-15 minutes)

- Have the words *Fast Pitch* on the board. Tell the class that it's a movie title you made up.
- Explain that *Fast Pitch* is the story of a man who likes baseball and wants to fight against a gang that killed his family. Write the word *pitch* on the board. Explain that the *pitch* is what happens in the story.
- Ask the class to suggest possible characters for the movie. Explain that characters are the people who appear in the movie.
- Ask the class to suggest possible titles for each character. For each name they suggest, ask them why they think the name is the best one for the character.
- After the discussions, ask the class what genre they think the movie is. Ask them how they would describe the movie. (adapted)

PROCEDURE (15-20 minutes)

- Divide the class into four groups of approximately equal size.
- Give each group a copy of the worksheet. Explain to the class that the pictures on the worksheet are movie posters. Assign each group a poster.
- Explain the activity: Groups choose and create a plot for their movie based on the movie on their poster. Remind each group to take notes as they discuss.
- Then they decide on the actors they would like to play the various characters they have created for their movie.
- Set a time limit of ten minutes for the brainstorming and discussion.

CONTINUATION (10-15 minutes)

- After ten minutes, call on volunteers from each group to present their plots for their movie. They should begin by identifying the genre and by describing their movie's plot. Ask the students to ask questions on Lesson 3. Then they talk about the plot, the characters, and the actions they have chosen for their movie.
- While each group is presenting, the rest of the class can write down their reactions next to the poster. After the presentation, have selected students share their reactions with the class.

OPTIONAL ALTERNATIVE (10-15 minutes)

- Extend the activity by having the class write an alternative ending for the movie. They can write an ending for the plot, the best choice of actors, or the best choice of actress.
- Pick a poster and have the class brainstorm the title, plot, characters, and the actors for that movie.

POST-COURSE

- Explain the activity by having the class write on the following lines what they think the movie plot, the best choice of actors, and the best choice of actress.
- Set a time limit of ten minutes for the brainstorming and discussion.

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PHOTOCOPIABLE

www.mytopnotchlab.com

mytopnotchlab Joan Saslow • Allen Ascher

Read the letters to the advice columnist. Have you ever had a similar experience to any of these situations? Write about what you did.

Do you have any ethical questions? Write to Amanda.

① Dear Amanda: I reserved a compact rental car, but when I went to pick it up, they gave me a luxury car for the same price. Should I tell them that they made a mistake? Paul

② Dear Amanda: My favorite shampoo had the wrong price on it. It was half the usual price, so I bought ten bottles. Do you think that's OK? Helena

③ Dear Amanda: I rented the DVDs this morning at my local video store. The clerk only charged me the rental fee for three. I didn't say anything. Should I tell the clerk when I return the DVDs? Samantha

④ Dear Amanda: Yesterday I saw someone get on my hotel's free airport shuttle bus. I know she wasn't staying at the hotel. Should I complain to the hotel manager? George

Type your answer below:

MyTopNotchLab

An optional online learning tool with:

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- 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 Get reacquainted with someone.
- 2 Greet a visitor to your country.
- 3 Discuss gestures and customs.
- 4 Describe an interesting experience.

Customs Around the World

Greetings

People greet each other differently around the world.



Some people bow.



Some people kiss once.
Some kiss twice.



Some shake hands.



And some hug.

Exchanging Business Cards

People have different customs for exchanging business cards around the world.



Some customs are very formal. People always use two hands and look at the card carefully.



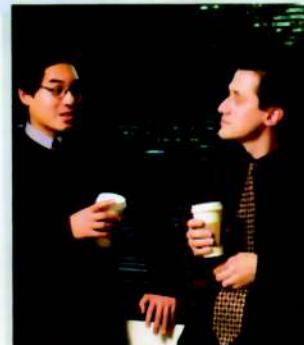
Other customs are informal. People accept a card with one hand and quickly put it in a pocket.

Small Talk

What about small talk—the topics people talk about when they don't know each other well?



In some places, it's not polite to ask about someone's age or salary. In others, it's considered rude to ask about someone's family.



A Pair work In your opinion, is there a right way and a wrong way to greet people? Explain.

B Discussion In your country, are there any topics people should avoid during small talk? What about the topics below?

• the weather	• someone's family
• someone's job	• someone's home
• someone's religion	• (other) _____



Leon: You look familiar. Haven't we met somewhere before?

Taka: I don't think so. I'm not from around here.

Leon: I know! Aren't you from Japan? I'm sure we met at the IT conference last week.

Taka: Of course! You're from Mexico, right?

Leon: That's right. I'm sorry. I've forgotten your name.

Taka: Kamura Takashi. But you can call me Taka.

Leon: Hi, Taka. Leon Prieto. Please call me Leon. So, what have you been up to since the conference?

Taka: Not much. Actually, I'm on my way to the airport now. I'm flying back home.

Leon: Hey, we should keep in touch. Here's my card. The conference is in Acapulco next year and I could show you around.

Taka: That would be great. I hear Acapulco's beautiful.

Leon: It was nice to see you again, Taka.

Taka: You, too.

Leon: Spanish speaker / Taka: Japanese speaker

D Focus on language Find an underlined expression in the Photo Story to match each of the following explanations.

- 1 You say this when you want to offer to introduce someone to a new place.
- 2 You say this to suggest that someone call or e-mail you in the future.
- 3 You say this when you're not sure if you know someone, but you think you might.
- 4 You say this when you want to ask about someone's recent activities.

E Think and explain Answer the questions, according to the Photo Story. Explain your answers.

- 1 Why does Leon begin speaking with Taka?
- 2 Has Taka been busy since the conference?
- 3 Why does Leon give Taka his business card?
- 4 What does Leon offer to do at the next conference?

F Pair work Write suggestions to a visitor about how to behave in your country. Then share your advice with the class.

“Never ask about a person's age or salary!”

“Please don't exchange business cards with one hand!”

Your advice

1

2

3

CONVERSATION MODEL

A ^{1:03} Read and listen to people getting reacquainted.

A: Audrey, have you met Hanah?
 B: No, I haven't.
 A: Hanah, I'd like you to meet Audrey.
 C: Hi, Audrey. You look familiar. Have we met before?
 B: I don't think so.
 C: I know! Last month. You were at my sister Nicole's party.
 B: Oh, that's right! How have you been?

B ^{1:04} **Rhythm and intonation** Listen again and repeat.
 Then practice the Conversation Model with a partner.



GRAMMAR

The present perfect

Use the present perfect to talk about an indefinite time in the past.
 Use the simple past tense to talk about a definite or specific time.

present perfect: indefinite time simple past tense: definite time
 I've met Bill twice. We met in 1999 and again in 2004.

Form the present perfect with have or has and a past participle.
 For regular verbs, the past participle form is the same as the simple past form: (open → opened, study → studied)

We met them. She called him.
 Have you met them? Has she called him?
 Yes, we have. / No, we haven't. Yes, she has. / No, she hasn't.

Contractions

have met = 've met
 has met = 's met
 have not met = haven't met
 has not met = hasn't met

Irregular verbs

base form	simple past	past participle
be	was / were	been
come	came	come
do	did	done
eat	ate	eaten
fall	fell	fallen
go	went	gone
have	had	had
make	made	made
meet	met	met
see	saw	seen
speak	spoke	spoken
take	took	taken
write	wrote	written

For more irregular verb forms,
 open **Reference Charts** on your
 ActiveBook Self-Study Disc.

A **Pair work** Complete the conversations with the present perfect or the simple past tense. Then practice the conversations with a partner.

- 1 A: our new teacher?
 B: Yes, He her in the office this morning.
- 2 A: to this class before?
 B: No, They're new at this school.
- 3 A: in the new school restaurant?
 B: No, Is it good?
- 4 A: with the school director?
 B: Yes, They with her yesterday.
- 5 A: the new language lab?
 B: No, But she the library.

GRAMMAR BOOSTER ▶ p. 122

- The present perfect: information questions

B Grammar practice Complete the message with the present perfect or the simple past tense.

FaceSpace SAVE DELETE REPLY ATTACH



August 29 at 10:50 AM

Hi, Emilie:

I have always remembered your wonderful English classes in Rome, and when I (1 see) you on FaceSpace yesterday, I (2 decide) to send you a message to say hello. We (3 not see) each other in years! So let me tell you what I've been up to. In 2006, I (4 move) to Canada, and I'm living in Montreal right now. I'm still studying English, and I recently (5 enroll) in a great language school here. I (6 travel) a lot in Canada and the US, too. I (7 be) to Toronto, Halifax, Boston, and New York. I (8 go) back home to Rome to visit my parents last September. Sorry I (9 not call) you then! Do you think my English is better now? I'm going to keep studying until I can speak as well as you! After more than three years here, I (10 fall) in love with this city! Let's keep in touch. If you come to Montreal, I'd love to show you around.

Antoinetta

SEARCH INBOX SENT

PRONUNCIATION

Sound reduction in the present perfect

A  Listen to how the sound /t/ of the negative contraction "disappears." Then listen again and repeat.

1 I **haven't** been to that class. 3 They **haven't** taken the test.

2 He **hasn't** met his new teacher. 4 She **hasn't** heard the news.

B Now practice saying the sentences on your own.

NOW YOU CAN

Get reacquainted with someone

Group work Adapt the Conversation Model. With two other students, make introductions and get reacquainted. Use the present perfect. Then change the situation and roles.

A:, have you met?

B: No, I haven't.

A:, I'd like you to meet

C: You look familiar.
Have we met before?

B:

Don't stop!

Engage in small talk.
Talk about how the weather has been.
Ask what your partners did before class began.
Introduce other classmates.

Ideas

You met...

- at a party
- at a meeting
- at a friend's house
- in a class
- (your own idea)

VOCABULARY

Tourist activities around the world

1:06

A  Read and listen. Then listen again and repeat.

climb Mt. Fuji



go sightseeing in New York



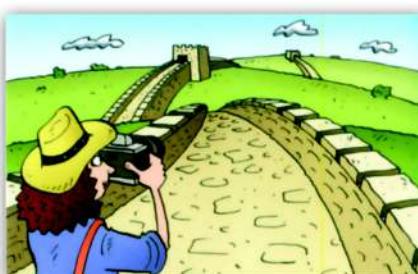
go to the top of the Eiffel Tower



try Korean food



take a tour of the Tower of London



take pictures of the Great Wall

B **Pair work** What tourist activities have you done?

Which haven't you done? Use the Vocabulary and the present perfect.

“ I've climbed two famous mountains. ”

“ I haven't gone to the top of the Empire State Building in New York. ”

GRAMMAR

The present perfect: already, yet, ever, and beforeUse yet or already in questions about recent experiences.Have you toured Quito yet?Has she already tried Korean barbecue?Use already in affirmative statements. Use yet in negative statements.I've already tried sushi.I haven't tried sashimi yet.Use ever or before in questions about life experiences.Have you ever eaten Indian food?Has she ever been to London?Have you eaten Thai food before?Has she been to Paris before?Use already or before in affirmative statements. Use have never or haven't ever in negative statements.I've already tried Indian food three times, but I've never tried Thai food.I've tried Indian food before, but I haven't ever tried Thai food.

Be careful!

You can use before in affirmative statements. But don't use ever.

Don't say:

I've ever been to London before.

GRAMMAR BOOSTER • p. 122

- Yet and already: expansion, common errors
- Ever, never, and before: use and placement

A **Grammar practice** On a separate sheet of paper, use the words to write statements or questions in the present perfect.

1 (you / go sightseeing / in London / before)

3 (they / ever / be / to Buenos Aires)

2 (she / already / try / Guatemalan food)

4 (we / not take a tour of / Prague / yet)

B  **Listening comprehension** Listen to each conversation and complete the questions. Then listen again and complete the short answers.

Questions

- 1 Has she of the Great Pyramids yet?
- 2 Has he in Kyoto yet?
- 3 Has she ever ceviche?
- 4 Has he already the Pyramid of the Sun?
- 5 Has she ever to Beijing before?
- 6 Has she of the Forbidden City yet?

Short Answers

....., she
....., he
....., she
....., he
....., she
....., she



The Great Pyramids • Egypt



The Pyramid of the Sun • Mexico City

C Write five questions about tourist activities in your city or country. Use yet, already, ever, and before.

Have you ever tried our seafood dishes?



The Forbidden City • Beijing, China



Ceviche • Peru



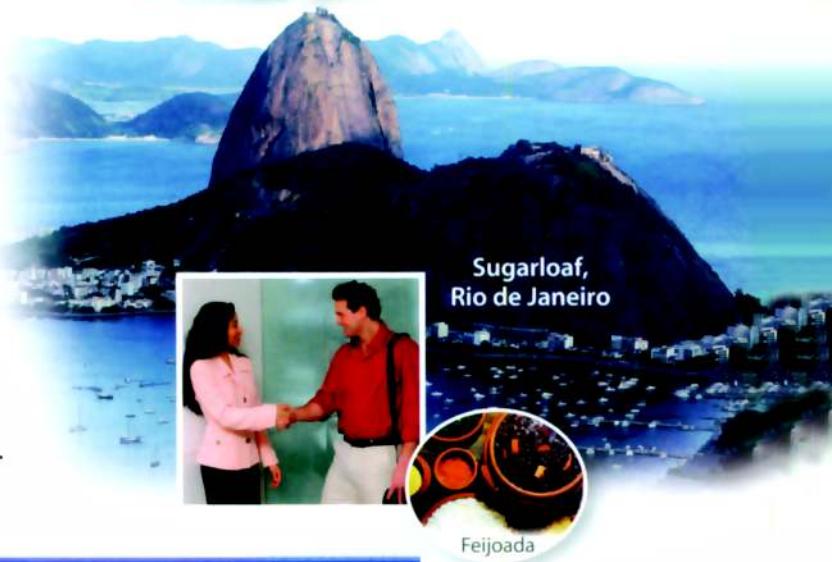
A temple • Kyoto, Japan

CONVERSATION MODEL

 Read and listen to someone greeting a visitor.

A: Welcome to Rio. Have you ever been here before?
B: No, it's my first time. But yesterday I went to Sugarloaf. It was really beautiful.
A: That's great. Have you tried feijoada yet?
B: Feijoada? No, I haven't. What's that?
A: It's a famous Brazilian dish. I think you'll like it.

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

Sugarloaf,
Rio de Janeiro

Feijoada

NOW YOU CAN **Greet a visitor to your country**

A Notepadding On the notepad, write at least five activities for a tourist in your city or country.

Activity	Description
try feijoada	It's a famous Brazilian dish.

B Pair work Change the Conversation Model to greet a visitor to your country. Use the present perfect. Suggest tourist activities in your city. Use your notepad. Then change roles.

Activity

Description

A: Welcome to Have you ever been here before?
B: No, it's my first time. But yesterday I
A: Have you yet?
B:

Don't stop!

Ask about other places and tourist activities.

C Change partners Practice the conversation again, asking about other tourist activities on your notepad.

BEFORE YOU READ

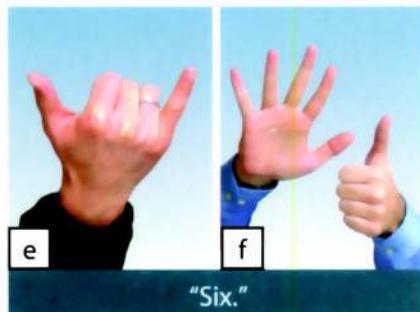
Pair work Discuss which hand gestures people use in your country for the expressions below. Are there any other gestures you can think of that people often use?



"Come with me."



"There he is."



"Six."

READING

1:10
Speaker icon

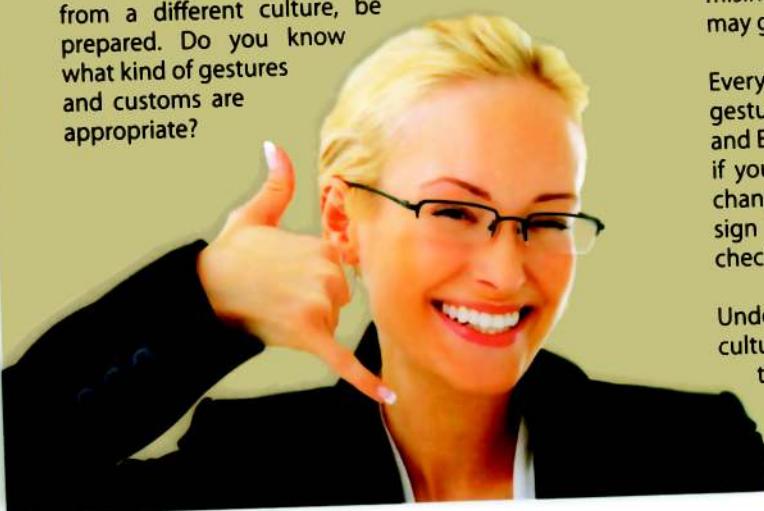
Body Talk

By Kelly Garbo



To communicate well with people of other countries, you must learn to speak well, right? Yes, but speaking isn't everything. Some experts say only thirty percent of communication comes from talking. Your gestures and other non-verbal actions matter, too.

But in different cultures, the same action can have different meanings. When you have to meet someone from a different culture, be prepared. Do you know what kind of gestures and customs are appropriate?



Let's look at shaking hands. North Americans like a firm handshake. But the French prefer a light, short handshake. If you shake a French person's hand the North American way, he or she may not like it. People in Eastern European countries and some Latino cultures prefer shorter handshakes, too. Hugging after shaking hands is also a common introduction there. Don't be surprised if a Brazilian gives you a hug. If you misinterpret gestures of introduction, your friendship may get off on the wrong foot!

Everyone around the world knows the "OK" hand gesture don't they? But in Spain, parts of South America, and Eastern Europe, the OK sign is considered rude. And if you go shopping in Japan, it means you'd like your change in coins instead of bills. In France, making the OK sign means "zero" or that something is worthless. So check before you use the OK sign to be sure it's OK!

Understanding even a few key gestures from different cultures can make you a better communicator. So next time you travel, try being culturally sensitive. Find out the local gesture and let your body talk.

Source: bellaonline.com

A Identify supporting details

Check the statements that are true, according to the article.

Explain your answers.

- 1 Seventy percent of communication comes from non-verbal actions.
- 2 If you don't speak someone's language, it's always safe to use gestures from your own culture.
- 3 Eastern Europeans generally don't like long handshakes.
- 4 Hugging is common during introductions in Brazil.
- 5 Japanese people think the OK sign is rude.

B Relate to personal experience

Discuss the questions:

Have you ever been surprised by someone's body language on TV, in the movies, or in real life? What was the non-verbal action? What do you think it meant? Why were you surprised?

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

NOW YOU CAN Discuss gestures and customs

A Pair work

Read the travel tips about gestures and customs around the world.

Compare your own customs with those described.

Travel Tips

If you are going to be more than 15 minutes late for a party, lunch, or dinner, you should call to explain. (United States)

If someone gives you a gift, thank the person and open it right away. (Ecuador)

If you want to get a server's attention, it's more polite to use eye contact rather than hand gestures. (Kenya)

When a visitor is leaving your home, you should walk with that person out the door. (Korea)

If you invite someone to go to a restaurant, you should always pay for the meal. (India)

Before you enter someone's home, you should take off your shoes. (Ukraine)

When greeting people, older people should always be greeted first. (Mongolia)

B Notepadding

With a partner, choose a topic and discuss your country's customs.

Then write notes about your country on the notepad.

Topic: *showing respect for older people.*

Customs: *It's not polite to disagree with an older person.*

Topic:

Customs:

Are the rules the same for both men and women? How about for young people or older people? Explain.

Topics

- showing respect to older people
- do's and don'ts for gestures
- invitations
- visiting someone's home
- giving gifts
- offering or refusing food
- touching or not touching
- (your own topic) _____

C Discussion

Tell your classmates about the customs you described on your notepad. Does everyone agree?

Text-mining (optional)

Underline language in the Reading on page 8 to use in the Discussion. For example:

"Don't be surprised if..."

BEFORE YOU LISTEN

1:11

A **Vocabulary** • *Participial adjectives* Read and listen. Then listen again and repeat.

The safari was **fascinating**.
(They were **fascinated**.)



The ski trip was **thrilling**.
(They were **thrilled**.)



The sky-dive was **frightening**.
(They were **frightened**.)



The food was **disgusting**.
(They were **disgusted**.)

B On a separate sheet of paper, write lists of things you think are fascinating, thrilling, frightening, and disgusting.

C **Pair work** Compare your lists.



“I think eating snails is disgusting.”

“Really? I’ve tried them and I wasn’t disgusted at all.”

LISTENING COMPREHENSION

1:12

A **Listen to associate** Listen to the three interviews.

Then listen again and write the number of the speaker described by each statement.

- 3 a travels to have thrilling experiences
- b describes differences in body language
- c was disgusted by something
- d is fascinated by other cultures
- e tries to be polite
- f does some things that are scary



2

Andrew Barlow



1

Nancy Sullivan



3

Mieko Nakamura

B  **Listen for details** Listen again and answer the questions in complete sentences.

1 Nancy Sullivan

a How many countries has she visited?

b What did she notice about gestures in India?

2 Andrew Barlow

c What did the people in the village do to thank him?

d Why did he eat something he didn't want to?

3 Mieko Nakamura

e What has she done twice?

f How did she get to "the top of the world"?

NOW YOU CAN **Describe an interesting experience**

A Notepadding Answer the questions. Explain what happened. Write as many details as you can.

Have you ever been someplace that was really fascinating?

Have you ever eaten something that was really strange or disgusting?

Have you ever done something that was really thrilling or frightening?

B Pair work Ask your partner about the experiences on his or her notepad.



Be sure to recycle this language.

Don't stop!

Ask more questions.

Ask about other experiences.

"Have you ever ..."

climb ____
go sightseeing in ____
go to the top of ____
try ____
take a tour of ____
take pictures of ____

C Group work Choose one of the experiences your partner told you about. Tell your classmates about your partner's experience.

“ My partner went hang gliding last year.
She was frightened but it was really thrilling. **”**





Review

1:14

A Listening comprehension Listen to the conversation with a tourist in Vancouver and check Yes or No. Then listen again and write the answers to the questions, using yet or already.

Has she...

Yes

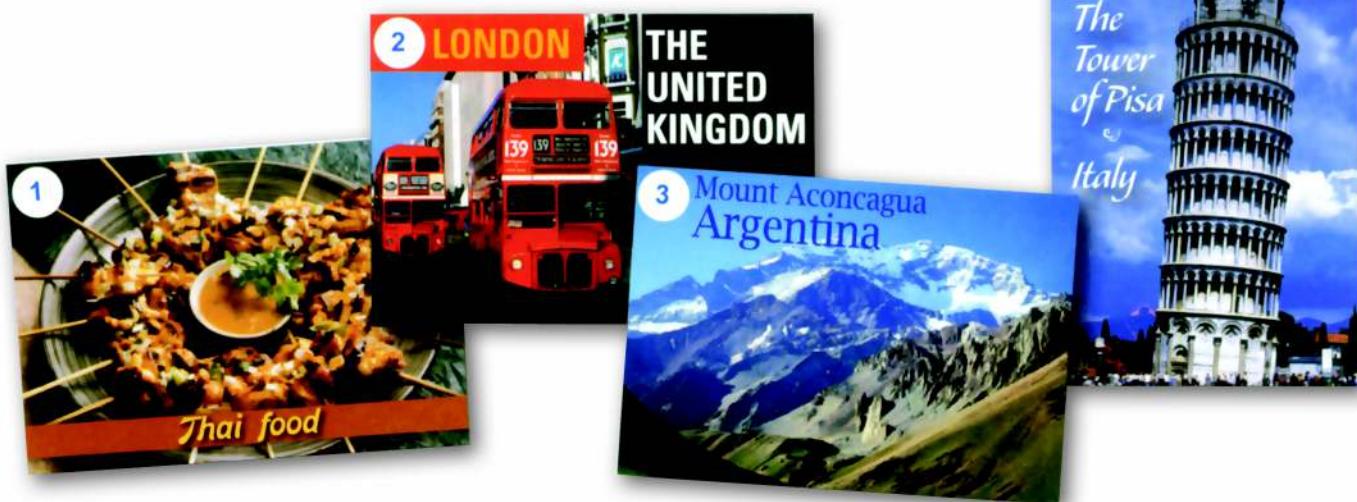
No

- been to the Vancouver Aquarium?
- visited Gastown?
- been to the top of Grouse Mountain?
- seen the Capilano Suspension Bridge?
- tried dim sum?
- gone to the top of the Harbour Centre Tower?

Yes. She's already been to the ...

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

B Use the photos to write questions using the present perfect with ever or before. Don't use the same verb more than once.



1

3

2

4

C On a separate sheet of paper, write sentences about the topics below, using the present perfect.

1 I've been to the top of the Taipei 101 Building.

- tall buildings you've been to the top of
- cities or countries you've visited

- foods you've tried
- mountains or high places you've climbed

D Writing On a separate sheet of paper, write about one of the experiences you talked about in Lesson 4. Describe what happened, where you were, who you were with, and how you felt.

I've had a few frightening experiences in my life.

Last year, I was on vacation in ...

1:15/1:16

Top Notch Pop"Greetings and Small Talk"
Lyrics p. 149**WRITING BOOSTER** • p. 139

- Avoiding run-on sentences
- Preparation for Exercise D

ORAL REVIEW

Pair work

1 Create a conversation for the man and woman. Imagine the man is welcoming the woman to his city. (Choose one of the cities on the map.)

Welcome to Paris. Have you been here before?

2 Create a conversation for the three people below. Imagine they get reacquainted during a tour of Europe.

A: Have you met ...?

B: Actually, you look familiar. Have we met before?

C: Yes, I think we have. You were on the tour of ...

3 Imagine that you are on a tour of Europe. Ask and answer questions, using the present perfect.

Have you tried crepes yet?



NOW I CAN...

- Get reacquainted with someone.
- Greet a visitor to my country.
- Discuss gestures and customs.
- Describe an interesting experience.

13

- 1 Apologize for being late.
- 2 Discuss preferences for movie genres.
- 3 Describe and recommend movies.
- 4 Discuss effects of violence on viewers.

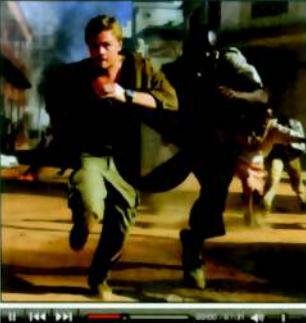
Preview

<http://www.netclips.com/leonardodicaprio>

» Sign In | Sign Up | Help | Feedback

NETCLIPS

Click on  to preview movies before buying.
Or choose the "rent" option if you'd rather rent than buy.



Blood Diamond

Leonardo DiCaprio stars as an ex-criminal involved in the violent diamond trade during the 1999 civil war in Sierra Leone. He joins with a fisherman (Djimon Hounsou) in a common goal: to recover a pink diamond that can change both their lives. Jennifer Connelly plays the love interest as a journalist reporting on the war. An exciting yet touching story. (2006)

[Download to buy](#)
[Download to rent](#)



Catch Me if You Can

Based on a 1960s true story, *Catch Me if You Can* follows the hilarious life of a teenage con artist (DiCaprio) who pretends to be a pilot, a doctor, and a lawyer. Directed by Steven Spielberg, the movie masterfully develops the teenager's relationship with the FBI agent (Tom Hanks) who is trying to catch him. (2002)

[Download to buy](#)
[Download to rent](#)



Revolutionary Road

Based on the novel by Richard Yates, this drama examines the unhappy lives of Frank and April Wheeler (DiCaprio and Kate Winslet), a smart, talented suburban couple who have always believed they were made to do something great. The couple struggles to accept the truth that they may not be any more special than their neighbors—with tragic results. (2008)

[Download to buy](#)
[Download to rent](#)



Titanic

This 1997 blockbuster disaster movie is less the true story of the ill-fated ocean liner *Titanic* than a 194-minute love story. Rose (Kate Winslet), a wealthy but unhappy bride-to-be, falls for Jack (DiCaprio), a poor artist who gives her life meaning. The scenes of the sinking of the magnificent *Titanic* are truly frightening. A romantic epic! (1997)

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More DiCaprio clips

BY GENRE	BY TITLE
comedy	The Man in the Iron Mask (1998)
drama	The Departed (2006)
action	The Beach (2000)
	Body of Lies (2008)
	Gangs of New York (2002)
	Shutter Island (2010)
	The Aviator (2004)
	The Wolf of Wall Street (2013)
	Brave New World (2011)
	The Rise of Theodore Roosevelt (2011)

A Pair work Look at all the Leonardo DiCaprio movies on the website. Talk about the movies you've seen and choose the ones you'd like to see.

B Discussion Where do you like to see movies: at home or in a movie theater? Explain your reasons.

C  **Photo story** Read and listen to a conversation at a movie theater.


Anna: So, what are you in the mood for? They've got a bunch of great classic movies tonight.

Peter: They sure do. Hey, you're a big DiCaprio fan. I missed *Gangs of New York* when it was playing. Have you ever seen it?

Anna: Nope, I haven't. I've heard it's pretty violent. Frankly, I just can't take all that fighting.

Peter: Yeah. It *is* supposed to be pretty bloody. ...What else?

Anna: Well, there's *Wall-E*. They say it's spectacular. What do you think?

Peter: Hmm. To tell you the truth, I can't stand animated films. Sorry. I don't think I could handle a picture with two hours of a machine talking. I think I'd rather see something...

Peter: Hey! What about *Casablanca*?

Anna: *Casablanca*? Now you're talking! And by the way, it's my treat. You paid last time. What do you say?

Peter: It's a deal! I'll get the popcorn.

D Focus on language Find an underlined word or expression in the Photo Story that has a similar meaning to each of the following words and phrases.

- 1 "I'll pay."
- 2 "really don't like"
- 3 "To tell you the truth..."

- 4 "a lot of"
- 5 "didn't see"
- 6 "They say..."

E Infer meaning With a partner, discuss and find...

- 1 two different nouns that have the same meaning as "movie."
- 2 two different adjectives that are related to "fighting" or "killing."
- 3 an adjective that means "really great."

F Think and explain Answer each question. Then explain your answer with a sentence from the Photo Story.

- 1 What actor does Anna like?
How do you know?
Peter says, " Hey, you're a big DiCaprio fan ."
- 2 Did Anna see *Gangs of New York*?
How do you know?
She says, " ."

- 3 What movie does Anna suggest?
How do you know?
She says, " ."
- 4 Who is going to pay for the popcorn?
How do you know?
Peter says, " ."

G Pair work Make a list of movies playing in your town. Which movies would you like to see? Which movies would you not like to see? Explain why or why not.

GRAMMAR

The present perfect: for and since; Other uses

Use since with a specific time or date in the past. Use for to describe a period of time.

How long have you been here?  I've been here **since eight o'clock**. (a time in the past)
I've been here **for ten minutes**. (a period of time)

Other uses:

- with always: I've **always** wanted to see *Car Planet*.
- with ordinals, superlatives, only:
This is **the third time** I've seen *Ping Pong*.
It's **the best** movie I've ever seen.
My husband has **only** seen it once.

- with lately, recently, just:
Have you seen a good movie **recently**?
I've **just** seen *The Beach*—what a great movie!
- with still, so far: You **still** haven't seen *Tomato Babies*? I've seen it three times **so far**!

GRAMMAR BOOSTER • p. 123

- The present perfect continuous: unfinished actions
- Spelling rules for the present participle: review, common errors

A Grammar practice Choose the correct words to complete the paragraph.

I've been a big fan of Penélope Cruz (1 for / since) more than five years. I've followed her career (2 since / so far) I was in high school. That means I've watched every movie she's made (3 for / since) 1988, except for *Volver*. I (4 yet / still) haven't seen that one, but I plan to see it soon. I've (5 still / always) loved Penélope's work. I've (6 since / always) been the first person in line at the theater when her movies open. Of the movies Penélope has made (7 lately / always), the most interesting to me is *Nine*. I think it's the (8 best / still) movie she's made (9 so far / still). I've (10 always / already) seen it five times!



B Pair work Take turns asking and answering the following questions.

Use the present perfect in all your answers.

- 1 Is there a movie you've always wanted to see?
- 2 Have you seen any good movies recently?
- 3 What's the best movie you've ever seen?

- 4 What's the worst movie you've ever seen?
- 5 How many movies have you seen so far this month?
- 6 Have you ever seen a movie more than once?

VOCABULARY

Explanations for being late

1:18

A  Read and listen. Then listen again and repeat.



I overslept.



I missed the bus.



I couldn't get a taxi.



I couldn't find a parking space.



I got stuck in traffic.

B Pair work Think of two other explanations for being late.

1:19 **C**  **Listening comprehension** Listen to the conversations. Complete the sentences, using the Vocabulary.

1 Ted's late because he 3 They're going to be late because they
2 Maude probably 4 First they Then they probably

PRONUNCIATION

Reduction of *h*

1:20  Notice how the sound /h/ often disappears in present perfect questions. Read and listen. Then listen again and repeat.

1 How long **have** you waited? 4 When **did he** buy the tickets?
2 **Where have** you been? 5 **What's her** favorite movie?
3 **What has he** heard about the film? 6 **Who's his** favorite star?

CONVERSATION MODEL

1:21 **A**  Read and listen to someone apologize for being late.

A: Have you been here long?
B: For about ten minutes.
A: Sorry I'm late. I got stuck in traffic.
Did you get tickets?
B: Yes. But the 8:00 show for *The Love Boat* is sold out.
I got tickets for *Paradise Island*. I hope that's OK.
A: That's fine. How much do I owe?
B: Nothing. It's on me.
A: Well, thanks! Next time it's my treat.

1:22 **B**  **Rhythm and intonation** Listen again and repeat.
Then practice the Conversation Model with a partner.



NOW YOU CAN **Apologize for being late**

A Add four more movies to the showtimes.
B **Pair work** Personalize the Conversation Model with your movies and explanations. Then change roles.
A: Have you been here long?
B: For
A: Sorry I'm late. I Did you get tickets?
B: Yes. But I hope that's OK.
A:

<i>The Sun King</i>	7:00	9:00	11:00
	7:30	9:35	[7:30 sold out]
	7:45	10:20	midnight
	8:00	11:00	[8:00 sold out]
	7:50	10:10	



Be sure to recycle this language.

Don't stop!
Say more about the movie.
Offer to pay.
Discuss what to do after
the show.

..... is sold out.
We missed
It started minutes ago.
I've already seen
That's past my bedtime!
I can't stand
I'm not a(n) fan.

I've heard it's
It's supposed to be
How much do I owe?
It's on me.
It's my treat.
What do you say?

C **Change partners** Practice the conversation again, making other changes.

VOCABULARY

Movie genres

1:23

A  Read and listen. Then listen again and repeat.

an action film



a horror film



a science-fiction film



an animated film



a comedy



a drama



a documentary



a musical

B Pair work Compare your favorite movies for each genre.

 My favorite animated film is *Shrek*.

C  Listening comprehension Listen to the conversations about movies. Write the genre for each movie. Then circle the movie if the people decided to see it.

D Discussion Which movies sound good to you? Listen again if necessary. Explain your choices.

Movie	Genre
1 <i>The Bottom of the Sea</i>	
2 <i>Tango in Tap Shoes</i>	
3 <i>The Ant Who Wouldn't Die</i>	
4 <i>Chickens Never Wear Shoes</i>	
5 <i>Goldilocks Grows Up</i>	
6 <i>The Equalizer</i>	
7 <i>Twelve Angry Women</i>	
8 <i>City Under the Sea</i>	

GRAMMAR

Would rather + base form

State preferences with would rather / would rather not and the base form of a verb.

She'd rather see a less violent film.

We'd rather not see a horror film.

Use than with would rather to contrast preferences.

I'd rather rent a movie than go to the theater.

They'd rather go to a Woody Allen film than a Martin Scorsese film.

Questions

Would you rather see *Casablanca* or *Wall-E*?

Which would they rather see—a comedy or a drama?

What would you rather do—see a play or a movie?

Short answers

Would you rather stay home? Yes, we would. NOT Yes, we'd rather.

Would you like to see a movie? Actually, we'd rather not. We're too busy.

I
He
We
They } 'd rather
see a musical.
not go out tonight.

Be careful!

Don't use to after would rather.
NOT He'd rather to see a comedy.

GRAMMAR BOOSTER ▶ p. 124

• Expressing preferences: review

A Grammar practice Complete each response, using 'd rather or 'd rather not and expressing a different preference.

- 1 "I'd love to see a drama tonight." **YOU** Actually,
- 2 "I'm in the mood for a horror film." **YOU** Actually,
- 3 "Let's get tickets for the late show." **YOU** Actually,
- 4 "Ben told me you wanted to rent a movie." **YOU** Actually,
- 5 "Would you like to see a comedy?" **YOU** Actually,
- 6 "How about some dinner after the film?" **YOU** Actually,

B Pair work Practice the conversations in Exercise A. Take turns reading the items.

CONVERSATION MODEL

1:25

A  Read and listen to people discuss their movie preferences.

A: What would you rather see—a classic or a new release?
B: It doesn't matter to me. You choose.
A: Well, what would you say to a documentary?
B: Hmm. To tell you the truth, I'm not that big on documentaries.
A: What about a comedy?
B: That works for me.



Describing preferences

 I love ____s.
____s are great.
____s are my favorite.

 I can take them or leave them.
____s are OK.

 I'm not that big on ____s.
I don't like ____s.
I can't stand ____s.

1:26 **B**  **Rhythm and intonation** Listen again and repeat.
Then practice the Conversation Model with a partner.

NOW YOU CAN **Discuss preferences for movie genres**

A Pair work Personalize the Conversation Model, expressing your own preferences in movie genres. Then change roles.

A: What would you rather see—..... or?
B: It doesn't matter to me. You choose.
A: Well, what would you say to?
B: Hmm. To tell you the truth, I
A: What about?
B:

B Change partners Change the conversation from a video store to in front of a movie theater. Talk about specific movies.



Be sure to recycle this language.

It's on me.
It's my treat.
I'm sorry I'm late.
Have you been here long?
Have you ever seen ____?
I missed it.

Actually, ____.
Frankly, ____.
I'm not that big on ____s.
I can't stand ____s.

BEFORE YOU LISTEN

A **Vocabulary** • *Adjectives to describe movies* Read and listen. Then listen again and repeat.

funny something that makes you laugh
hilarious very, very funny
silly not serious; almost stupid
boring not interesting

romantic about love
weird very strange or unusual, in a negative way
unforgettable something you are going to remember

thought-provoking something that makes you think
violent bloody; with a lot of fighting and killing

B **Pair work** Write the title of a movie for each adjective. Then compare choices.

a funny movie	
a hilarious movie	
a silly movie	
a boring movie	
a romantic movie	
a weird movie	
an unforgettable movie	
a thought-provoking movie	
a violent movie	



LISTENING COMPREHENSION

A **Listen for main ideas** Listen to the movie reviewer. Write a check next to the movies he recommends and write an X next to the ones he doesn't.

1 *Popcorn* 2 *The Vacation* 3 *Aquamundo* 4 *Wolf Babies*

B **Infer meaning** Listen carefully to each movie review again. Based on the reviewer's opinion, circle one or more adjectives to describe each movie.

1 *Popcorn* (weird / funny / boring)
 2 *The Vacation* (romantic / violent / unforgettable)

3 *Aquamundo* (boring / violent / thought-provoking)
 4 *Wolf Babies* (violent / boring / hilarious)

C **Dictation** Listen to the following excerpts from the reviews. Complete each statement, based on what you hear.

POPCORN ★

① First up is *Popcorn*, a new starring David Bodine and Judy Crabbe. ② Unfortunately, *Popcorn* is a complete waste of

THE VACATION ★ ★ ★ ★

③ Our next film, *The Vacation*, is a well-acted and ④ I highly wonderful

AQUAMUNDO ★ ★ ★

⑤ *Aquamundo* is no film; it's based on real scientific research. ⑥ A film. Don't

WOLF BABIES ★ ★ ★

⑦ Adults will find the story, but children won't forget these, scary scenes for a long time.

NOW YOU CAN **Describe and recommend movies**

A Pair work Read the short movie reviews and choose the movie you think sounds the most interesting. Then compare movie choices. Explain your reasons.

WHAT'S YOUR ALL-TIME FAVORITE MOVIE?



I've just seen *Casablanca* for the hundredth time, at least. It's the most romantic movie in the world, and there's no movie I would rather see. Humphrey Bogart and Ingrid Bergman star as former lovers who meet after many years. They're still

in love and have to make some difficult choices. The ending is unforgettable and always makes me cry. This movie was made in 1942, but it's always "new." I guess that's what makes it a classic.



Wow! I've just seen *Phantom of the Opera*. I once saw the musical on stage, but it really comes alive on screen. The Andrew Lloyd Webber music is stunningly beautiful, and the tragic love story is always unforgettable. This musical isn't for everybody. Some people find the story kind of weird, but I love it.



The Hunt for Red October, starring Alec Baldwin and Sean Connery, is one of my all-time favorites. It was made in 1990, so it's a little dated now, but it's still one of the most exciting action movies ever made. This fast-paced thriller kept me on the edge of my seat from beginning to end. I hope you

to give away the plot, but the movie is about a Soviet nuclear submarine that comes very close to American waters. The crew of an American submarine must decide: Is the submarine trying to escape the Soviet Union—or start a nuclear war?



I've just seen *Tootsie*. What a great movie—perhaps one of the most hilarious romantic comedies of all time. Dustin Hoffman stars as out-of-work actor Michael Dorsey, who dresses as a woman to get a part on a TV soap opera. But complications arise when he falls in love with his co-star, Jessica Lange, who doesn't know Michael is a man. If you want a good laugh, be sure to see this film!

B Notepadding Write notes about a movie you've seen recently. (It's OK if you don't have all the information.)

Title of film:	
Genre:	
Stars:	
Director or producer:	
Adjectives that describe the movie:	
What the movie is about:	

C Group work Describe and recommend the movies on your notepads.

Don't stop!
Ask questions.



Be sure to recycle this language.

Questions

Was it (funny)?
Who was in it?
What kind of movie was it?
Do you recommend it?
What was it about?

More adjectives

thrilling	exciting
fascinating	great
frightening	interesting
disgusting	bloody

Text-mining (optional)
Underline language in the reviews in Exercise A to use in Group Work. For example:

"— stars as a / an —."

BEFORE YOU READ

Warm-up At what age do you think it's safe to permit children to see violent movies and TV shows? Explain.

READING

1:31



Can Violent Movies or TV Programs Harm Children?

programs when they were 8 years old were more likely to behave aggressively at age 18. Furthermore, as adults they were more likely to be convicted of violent crimes, such as child abuse and murder.

Studies have also demonstrated that watching violent movies and TV shows can affect children's attitudes towards violence in the world around them. Children who watch a lot of violence become less sensitive to it in the real world. If children find violence normal, they may accept more violence in society or even commit violent acts themselves.

Very often, characters in movies and on television who commit violent crimes are not sorry for their actions and don't face consequences

or punishment. When children see fictional characters like these, they learn that doing bad things is OK. For children, who are growing and developing, this is a bad message.

So what can we do? With young children, we have the power to control the TV programs and movies they watch, so we can protect them from seeing any violence at all. However, with older children it's impossible to completely prevent their exposure to violence. But we can try to limit the number of hours they spend watching it. And when children have seen a violent film or TV show, it's important to discuss it with them, to help them understand that violence is not a normal part of life.

A number of scientific studies have reported that watching violence can make children more aggressive. According to the research, two kinds of programs and movies encourage aggressive behavior in young children more than others: (1) realistic violent action programs and movies and (2) violent cartoons.

One disturbing conclusion is that the effects of violent viewing last for many years. One study showed that children who watched violent TV

Information source: education.pitt.edu

A Confirm content Discuss the following questions, using the information in the article. Then share your answers with the class.

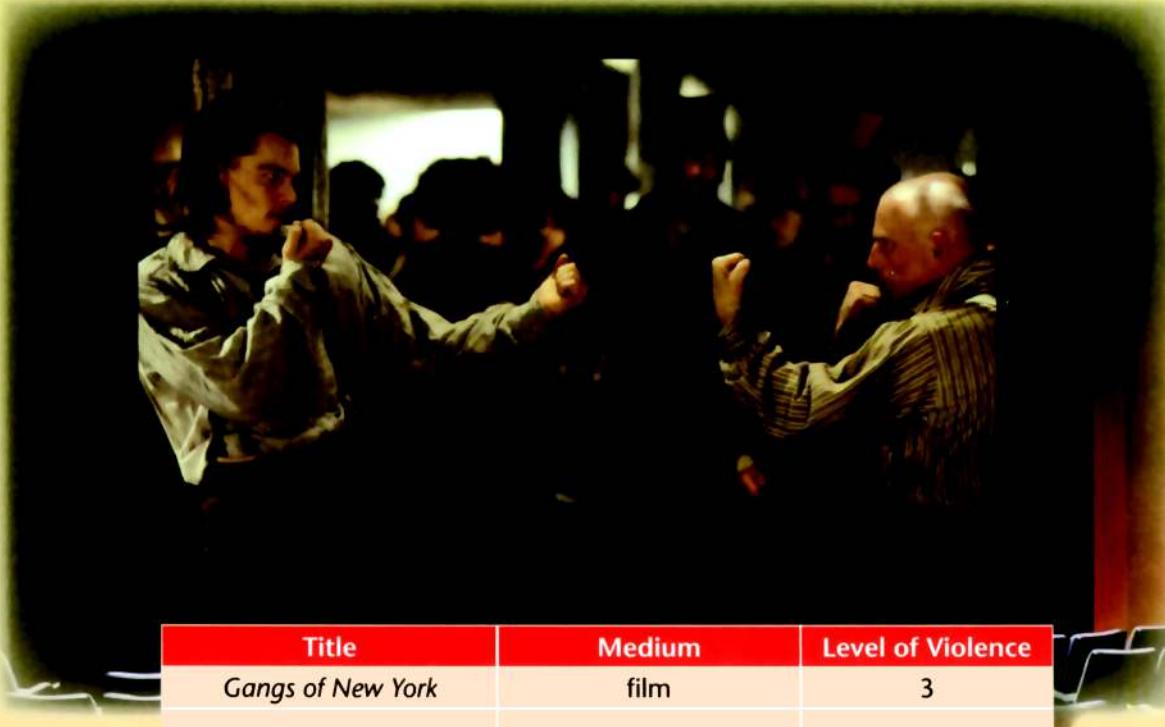
- 1 Research has found that TV and movie violence can hurt children. What are some ways that viewing violence can affect children?
- 2 What kinds of programs and movies are most harmful?
- 3 Some studies show that viewing violence can have long-term effects, lasting for many years. What are some of the effects that studies have shown?
- 4 What bad "message" can come from violent programs and movies?
- 5 What suggestions does the article make to help parents prevent the bad effects of violent TV programs and movies in very young children? In older children?

B Evaluate ideas Do you agree with the article that "violence is not a normal part of life"? Explain your answer.

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

NOW YOU CAN **Discuss effects of violence on viewers**

A Complete the chart with three films or television shows you know. Rate the level of violence from 0 to 3, with 3 being the most violent.



Title	Medium	Level of Violence
<i>Gangs of New York</i>	film	3

0 = not violent, 1 = somewhat violent, 2 = violent, 3 = ultra violent

B Notepadding Write notes about the most violent film or TV show on your chart.

Should children see it? Why? / Why not?

Is it OK for adults to see it? Why? / Why not?

Text-mining (optional)
Underline language in the Reading on page 22 to use on your notepad.
For example:
"According to (the research), ..."

C Discussion Discuss the effects of violence on viewers.
Use the information from your notepad to help you express your ideas. Here are some questions to consider in your discussion:

- In your opinion, are there some people who should not see violent movies? If so, who?
- Is the effect of viewing violence the same in children and adults?
- Does violence encourage adults to behave aggressively?

“I think violent movies can make people violent. They see violence and they go out and do the same thing they see in the movie.”

“I disagree. I feel ...”

“I agree ...”

Review

More Practice



ActiveBook Self-Study Disc

grammar • vocabulary • listening
reading • speaking • pronunciation

1:32

A **Listening comprehension** Listen to the conversation about movies. Check the correct description of each movie.

1



- a romantic film
- a documentary about Brazil
- a horror movie

2



- an animated police story
- a weird love story
- an unforgettable comedy

3



- an unforgettable movie
- a weird police story
- an animated children's film

4



- a documentary about cooking ham
- a musical tragedy
- a silly comedy

5



- a documentary
- a movie only for adults
- an animated musical

6



- a comedy
- an animated film
- a drama

B Complete the conversations. Choose the correct verbs and adverbial expressions, and write the movie genres.

1 A: (Have you seen / Did you see) a good (just / lately)?



3 A: Sally is such a fan. How long (has she waited / did she wait) for this film to come out on DVD?



B: To tell you the truth, no. But last night (we've seen / we saw) a great



4 A: I (didn't see / haven't seen) a as good as *Twelve Angry Men*.



B: Really? I (lately / still) (didn't see / haven't seen) it.

C Complete each statement or question with for or since.

1 That film has played at the Metroplex two weeks.

2 *The Talking Parrot* has been available on DVD last Tuesday.

3 I've loved animated movies I was a child.

4 Have you been here more than an hour?

5 I've been a fan of science fiction movies over thirty years.

6 I've been in the ticket line 6:30!

1:33/1:34

Top Notch Pop

"Better Late Than Never"
Lyrics p.149

D **Writing** Write two paragraphs about violence in movies and on TV. Explain why some people think it's harmful and why others think it isn't.

WRITING BOOSTER • p. 140

- Paragraphs
- Topic sentences
- Preparation for Exercise D

ORAL REVIEW

Pair work

1 With a partner, guess the genre of the three movies. Imagine what the movies are about and choose actors to star in the movies. Present your ideas to the class. Use the following as a model.

"Love in Paradise" is a romantic film. We think the movie is about a man and a woman who meet on vacation in Hawaii. They fall in love. We chose Brad Pitt and Angelina Jolie to star in the film.

2 Create a conversation for one of the couples. Say as much as you can. For example:

It's 7:30. Did we miss "Love in Paradise"?



SOLD OUT

Cult of Blood

7:20 9:00 Midnight

Love in Paradise

7:15 9:45

Ticket to the Moon

8:00 10:00



NOW I CAN...

- Apologize for being late.
- Discuss preferences for movie genres.
- Describe and recommend movies.
- Discuss effects of violence on viewers.

Preview

GOALS After Unit 3, you will be able to:

- 1 Check into a hotel.
- 2 Leave and take a message.
- 3 Request housekeeping services.
- 4 Choose a hotel.

Top Notch Hotels

http://www.topnotchhotels.com

TOP NOTCH HOTELS

Top Notch Hotels Online Reservations

Luxembourg

Hong Kong

San Diego

Click on your choices. Then check availability.

Date of Arrival: July 7

Date of Departure: July 14

Number of Guests: Adults 2, Children 2

Smoking: Non-smoking X

Room Type: Single, Double, Suite

Type of Bed: Twin, Queen-size, King-size, Rollaway

Hotel Services: 24-hour room service, In-room minibar, Free Internet service, Full-service business center, Laundry / Shoe-shine service, Free airport shuttle, Wake-up service, Fitness / Exercise room, Pool and sauna, Babysitting service, Magazine / Gift shop, Concierge, Currency exchange, Baggage / Bell service, Multilingual staff

A 2:02 **Vocabulary** • **Hotel room types and features** Read and listen.
Then listen again and repeat.

1 smoking	4 a double room	7 a queen-size bed
2 non-smoking	5 a suite	8 a king-size bed
3 a single room	6 a twin bed	9 a rollaway bed

B **Pair work** Have you—or has someone you know—ever stayed at a hotel?
Tell your partner about the hotel features and services.

C  **Photo story** Read and listen to someone checking out of a hotel.


Guest: Good morning. I'm check out of Room 604.

Clerk: I'll be happy to help you with that. Was your stay satisfactory?

Guest: Yes. Very nice. Thanks.

Clerk: Did you have anything from the minibar last night?

Guest: Just a bottle of spring water.

Clerk: OK. Let me add that to your bill.

Clerk: And would you like to put this on your Vista card?

Guest: Yes, I would, please.

Clerk: Here you go, ma'am. Thank you for staying at the Top Notch Hotel. Will you be taking the shuttle to the airport?

Guest: Yes, I will.

Clerk: Well, the next shuttle will be arriving shortly. I'd better ask the bellman to give you a hand with your luggage.

Guest: Thanks. Actually, I'd like to pick up a paper at the newsstand. I'll just be a minute.

Clerk: No problem. The bellman will let you know when the shuttle's here.

Guest: Korean speaker

D Focus on language Find an underlined word or expression in the Photo Story with the same meaning as each of the following.

1 pay with 2 help 3 leaving 4 OK 5 only 6 soon

E Think and explain All the following statements are false. Explain how you know they are false.

1 The guest is staying for a few more days.
 2 The guest has complaints about the hotel.
 3 The guest pays the bill in cash.
 4 The shuttle is arriving in an hour.

 The guest says, 'I'm checking out.' 

 Wake-up service is important. If you oversleep, you can miss a meeting or a tour. 

F Pair work Match each picture with a hotel service from the website on page 26. Then explain which services are important and which are not.


1

2

3

4

5



6

7

8

9

GRAMMAR

had better

Use **had better** and the base form of a verb to warn of a possible negative result. It is a stronger form of advice than **should**.

They'd better make a reservation right away. (The hotel is almost full.)
You'd better not check out late. (There is a late-checkout fee.)

Contractions

had better = 'd better

had better not = 'd better not

Note: In spoken English, **had better** is almost always contracted.

Remember: To give a suggestion or advice, use **should** and the base form of a verb.

You **should make** reservations right away.
She **shouldn't forget** her passport.

The negative form **shouldn't** is more common in questions than **had better**.

Shouldn't we **call** the airline first? { We'd better. There could be delays.
We'd better not. There's no time.

GRAMMAR BOOSTER • p. 125

- **Obligation:** have to / must, common errors

- **Suggestions and advice:** could / should / ought to / had better
- **Expectation:** be supposed to

A Grammar practice Complete the conversations. Use a verb from the box and a contraction of **had better** or **had better not**, depending on the meaning.

arrive ask be call hurry walk

- 1 A: Is the gift shop still open?
B: Yes, it is. But you It closes in five minutes.
- 2 A: When does the sales meeting begin?
B: At 2:00 sharp. We late.
- 3 A: Do you think I could walk to the museum from here?
B: Well, it looks like rain. You You should take a taxi instead.
- 4 A: Do you think we could get a table at Carlo's for dinner on Friday?
B: Well, it gets pretty busy. You the concierge to make a reservation for you.
- 5 A: Hello, front desk? I'm trying to connect to the Internet but I can't seem to get online.
B: I'm so sorry. I the business center for you. They can send someone up to check it.
- 6 A: Is the fitness center open early tomorrow?
B: Yes. It opens at 7:00. But you early. It gets very crowded after 7:30.



B Find the grammar Look at the Photo Story on page 27 again. Circle one use of **had better**. Explain the possible negative result, using **could**.

CONVERSATION MODEL

2:04

A  Read and listen to someone checking into a hotel.

A: Hi. I'm checking in. The name's Baker.

B: Let's see. That's a double for two nights. Non-smoking?

A: That's right.

B: May I have your credit card?

A: Here you go. By the way, is the restaurant still open?

B: It is. But you'd better hurry. It closes at 9:00.

2:05

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

2:06

C  **Listening comprehension** Listen to guests checking into a hotel. Complete the information about what each guest needs.

	Type of bed(s)	Non-smoking?	Bell service?
1	<input type="checkbox"/>	<input type="checkbox"/>	
2	<input type="checkbox"/>	<input type="checkbox"/>	
3	<input type="checkbox"/>	<input type="checkbox"/>	
4	<input type="checkbox"/>	<input type="checkbox"/>	



NOW YOU CAN Check into a hotel

A Pair work Change the Conversation Model to role-play checking into a hotel. Discuss room and bed types and ask about hotel facilities. Imagine the time is now 8:30 P.M. Use the pictures or your own ideas. Then change roles.

A: Hi, I'm checking in. The name's

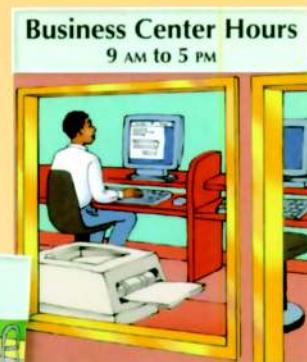
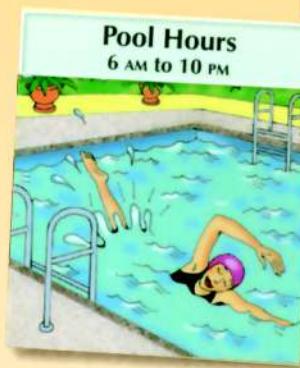
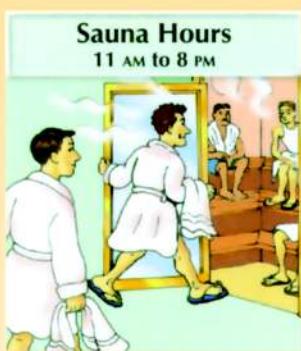
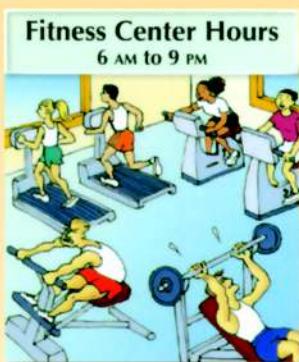
B: Let's see. That's a for night(s). Non-smoking?

A:

B: May I have your credit card?

A: By the way, is the still open?

B:



B Change partners Practice the conversation again. Discuss other room and bed types and hotel facilities.

CONVERSATION MODEL

2:07

A Read and listen to someone leave a message.

A: Hello? I'd like to speak to Anne Smith. She's a guest.

B: I'll ring that room for you . . .
I'm sorry. She's not answering. Would you
like to leave a message?

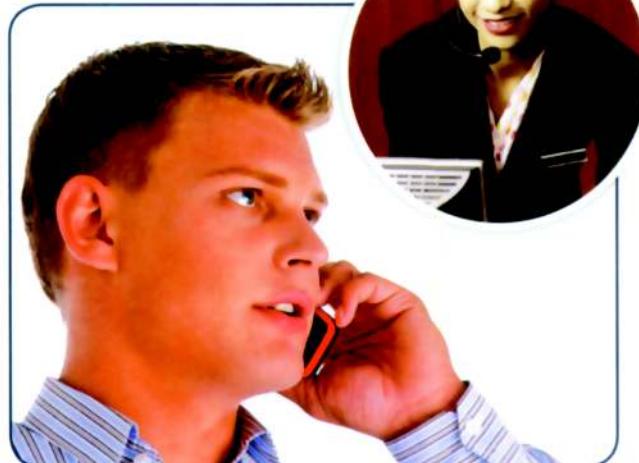
A: Yes. Please tell her Tim Klein called.
I'll meet her at the hotel at three this afternoon.

B: Is that all?

A: Yes, thanks.

2:08

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



GRAMMAR

The future with will

Use will or won't and the base form of a verb to talk about future plans.

He will call back tomorrow.

Will she meet us at the restaurant?

We won't be able to join you for lunch.

Will they take a taxi to the hotel?

Note: will / won't be able to has the same meaning as can / can't.

We won't be able to join you for lunch. = We can't join you for lunch.

Remember: You can also talk about the future with be going to,
the present continuous, or the simple present tense.

I'm going to call again at 4:00.

They're meeting at noon at the hotel.

She arrives on PanAir Flight 24 tomorrow.

Contractions

I will = I'll

she will = she'll

they will = they'll

He will not = He won't

GRAMMAR BOOSTER ▶ p. 127

- Other uses of will
- Will vs. be going to

A Find the grammar Look at the Conversation Model again. Circle two uses of will.

B Grammar practice Complete the messages, using will or won't and the base form of the verb. Use a contraction when possible.

1 Please tell Ms. Yilmaz i / call back later.

4 Tell Ms. Harris her brother / not / be able to pick her up at the airport before 6:00, please.

2 Please give Mr. Ballinger this message:

We / not / be at the Clayton Hotel until after 5:00.

5 Tell everyone the conference call / start at 3:00 tomorrow, London time.

3 Could you please tell the concierge i / need a dinner reservation for four at the Three Seasons

6 Could you please tell Mrs. Park she / have to come in early tomorrow?

tonight at 7:00?

C  **Listening comprehension** Listen to the phone messages. Then listen again and complete each message slip, according to the information you hear. Use the future with will in each message.

1  **PHONE MESSAGE**

FOR: Judy Diller

FROM: Mr. Ms.

Mrs. Miss Pearl

Please call Will call again

Wants to see you Returned your call

Message: He'll be ...

3  **PHONE MESSAGE**

FOR: Collin Mack

FROM: Mr. Ms.

Mrs. Miss

Please call Will call again

Wants to see you Returned your call

Message: _____

2  **PHONE MESSAGE**

FOR: Hank Pitt

FROM: Mr. Ms.

Mrs. Miss

Please call Will call again

Wants to see you Returned your call

Message: _____

4  **PHONE MESSAGE**

FOR: Patricia Carlton

FROM: Mr. Ms.

Mrs. Miss

Please call Will call again

Wants to see you Returned your call

Message: _____

PRONUNCIATION

Contractions with will

A  Notice that each contraction is one syllable. Read and listen. Then listen again and repeat.

1 I'll call back later.

4 We'll need a taxi.

2 She'll be at the Frank Hotel.

5 You'll have to leave at 6:30.

3 He'll bring his laptop to the meeting.

6 They'll meet you in twenty minutes.

B Look at the message slips you wrote in Exercise C above. Read each message aloud, using the correct pronunciation of the contracted form of will.

NOW YOU CAN **Leave and take a message**

A **Frame your ideas** On a separate sheet of paper, write four messages you could leave someone.

B **Pair work** Change the Conversation Model, using your own messages. Your partner completes the message slip. Then change roles.

A: Hello? I'd like to speak to

B: I'm sorry. Would you like to leave a message?

A: Yes. Please tell

Don't stop!

- Leave another message.
- Confirm that you've understood the message correctly.
- Ask for more information.

WHILE YOU WERE OUT ...

FOR: _____

Mr. Ms. Mrs. Miss _____ called.

Phone: _____

Please call back

Will call again

Message: _____



Be sure to recycle this language.

How do you spell your last name?

Could you please spell that for me?

Could you please repeat that?

What's your ____?

C **Change partners** Leave other messages.

BEFORE YOU LISTEN

A 2:11 **Vocabulary** • *Hotel room amenities and services* Read and listen. Then listen again and repeat.

We need...



extra towels.



extra hangers.



skirt hangers.



an iron.



a hair dryer.

Could someone...

make up
the room?turn down
the beds?pick up the
laundry?bring up a
newspaper?take away
the dishes?

B **Expand the vocabulary** Complete the statements with other items you know. Then compare items with a partner.

1 We need extra glasses and coffee cups.....
 2 We also need
 3 Could someone pick up my?

4 Could someone bring up?
 5 Could someone take away the?

Ideas

- dirty towels
- breakfast / lunch / dinner
- bags / luggage
- a coffee maker
- a rollaway bed
- laundry bags
- (your own idea) _____

LISTENING COMPREHENSION

A 2:12 **Listen for main ideas** Decide if the guests are satisfied or not. Then explain your answers.

Room
586

Satisfied
 Not satisfied

Room
587

Satisfied
 Not satisfied

B 2:13 **Listen for details** Listen again and complete each statement.

Room
586

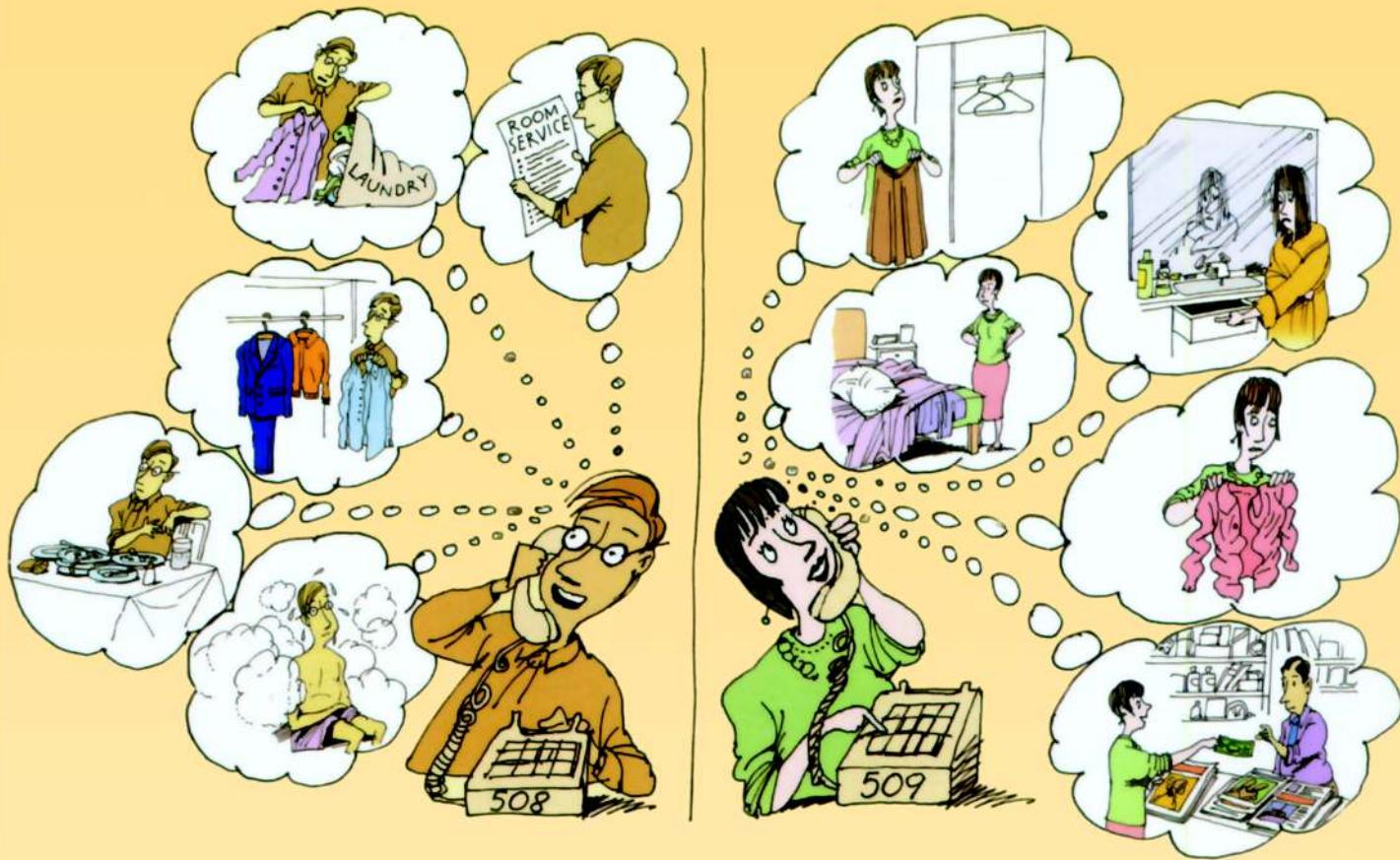
The guest wants someone to take away
 bring up and
 and pick up

Room
587

The guest wants someone to the
 bring up and the

NOW YOU CAN Request housekeeping services

A Pair work Look at the pictures. With a partner, discuss what you think each guest is saying.



B Pair work Role-play a telephone conversation between one of the guests and hotel staff. Use your ideas from Exercise A. Then change roles. Start like this:

A: Hello. Room service. How can I help you?

B: Hi, I'd like to order...



Be sure to recycle this language.

Hotel staff

Hello,
(business center).
Is everything OK?
What's the problem?
I'm sorry to hear that.
Let me check.
Certainly.
You'd better hurry.

Hotel services

Internet service
business center
wake-up service
bell service

Hotel guest

Is the ___ still open?
What time does the ___ close / open?
Could someone ___?
Can I make a reservation for ___?
The ___ isn't / aren't working.
The ___ won't turn on.
I need ___.
I'd like to order ___.
I'd like to leave a message for ___.
That would be great.

Don't stop!

- Complain about other problems.
- Ask for a wake-up call.
- Ask about hotel services.
- Leave a message for another hotel guest.



BEFORE YOU READ

Explore your ideas What do you think is the best way to get information about a hotel?

by word of mouth from a travel guide book other

from an online hotel booking service from a travel agency

READING

2:14



WHERE TO STAY IN NEW YORK

New York City has some of the best hotels in the world—and, believe it or not, some are not too expensive. Here are our picks for “the best of the best.”

\$\$\$\$ VERY EXPENSIVE \$\$\$ EXPENSIVE \$\$ MODERATELY PRICED \$ BUDGET

Most Famous Hotel

The Plaza Hotel \$\$\$



Located at the southeast corner of New York's fabulous Central Park, The Plaza is as near as it gets to the best shopping along New York's famous Fifth Avenue.

This 1907 hotel, with its beautiful fountain, is a famous location in many popular movies and books. Long the choice of the rich and famous.

4 restaurants, full-service spa and health club, concierge, car-rental desk, business center, 24-hour room service

For the Budget-Minded

Hotel Pennsylvania \$

A huge hotel and a great value. Only ten blocks south of Times Square. Traveling with your dog or cat? Pets are welcome.

The Habitat Hotel \$

Built in 1999, offers inexpensive—but small—rooms with style. Near shopping.

The Hotel Newton \$

Even though it's located on the Upper West Side, far from many of New York's most popular attractions, this

Most Interesting Hotel

Hotel Chelsea \$\$



If you're looking for the usual, go elsewhere. But if you're looking for atmosphere—the New York of artists, actors, and writers—this is the place. Artists and writers live here, even today. The rooms in this 1884 Victorian hotel are simple but generally large. Everything is clean, but don't expect new.

Note: Not all rooms have air-conditioning. No laundry or room service, but the staff will take your clothes to the cleaners for you or help you order out for food.

Restaurant, bell service

inexpensive hotel features large clean rooms and firm beds for a good night's sleep. No pets.

The Lucerne \$

Comfort and service but without the high prices. Large rooms. Great for kids.

Casablanca Hotel \$

Free breakfast, coffee, tea, and cookies all day. Free passes to a nearby health club. Small rooms. Unusual Moroccan theme.

Best Service at a Low Price

The Broadway Inn \$\$

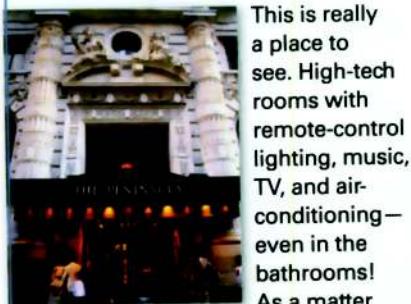
Impeccably clean and very comfortable, this hotel is a real winner. Suites can be a great deal—with sofa, microwave, mini-fridge, and lots of closet space. Located in noisy Broadway's Theater District, the hotel is peaceful and quiet inside. Best of all are the attentive staff who work hard to make their guests happy.

Note: This hotel has no elevators.

2 restaurants next door, concierge, fax, copy service

Best Health Club

The Peninsula-New York \$\$\$\$



This is really a place to see. High-tech rooms with remote-control lighting, music, TV, and air-conditioning—even in the bathrooms!

As a matter of fact, these are the most beautiful hotel bathrooms in New York City. Wonderful food and a very helpful concierge desk. (“We'll do anything guests ask, as long as it's legal!”) And on the roof you'll find one of the biggest and best spa and health clubs anywhere.

Valet parking, 2 restaurants, business center, 24-hour room service, in-room massage

Source: Adapted from *Frommer's New York City*

A Draw conclusions Write statements with 'd better or 'd better not and the name of a hotel from the Reading. You may include more than one hotel.

1 Stella Myer likes to travel, but she is 70 years old. She has some difficulty with stairs.
She'd better not stay at the ...

2 On his vacations, Carl Ryan likes to stay near the Theater District.

3 Mark and Nancy Birdsall are traveling with their kids.

4 Lucy Lee loves a hotel that is very comfortable and offers a lot of services.

5 At home, Burt and Susan Rey are very active and they go to a gym every day. They like to continue exercising when they're on vacation.

6 James Kay always travels with his dog, Louie.

B Identify supporting details Compare responses in Exercise A with a partner. If you disagree, explain why you chose a particular hotel.

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

NOW YOU CAN Choose a hotel

A Frame your ideas What's important to you in choosing a hotel? Rate the following factors on a scale of 1 to 5.

not important very important

	1	—	2	—	3	—	4	—	5
price	1	—	2	—	3	—	4	—	5
room size	1	—	2	—	3	—	4	—	5
cleanliness	1	—	2	—	3	—	4	—	5
location	1	—	2	—	3	—	4	—	5
service	1	—	2	—	3	—	4	—	5
amenities	1	—	2	—	3	—	4	—	5
atmosphere	1	—	2	—	3	—	4	—	5

B Pair work Find each of the hotels from the Reading on the map. Discuss the advantages and disadvantages of each. Then choose a hotel.

“ The Casablanca Hotel sounds like it has a lot of atmosphere. It's inexpensive and the location is good. ”

Text-mining (optional)
Underline language in the Reading on page 34 to use in the Pair Work. For example: "If you're looking for..."

C Survey and discussion Take a survey of how many classmates chose each hotel. Discuss and explain your choices.

“ Most of us chose the Hotel Newton because... ”





Review

2:15

A **Listening comprehension** Listen to the phone conversations in a hotel. Then listen again and complete each statement, using words from the box.

babysitting	bell	box	dinner	hangers	make up the room
laundry	room	shoeshine	towels	wake-up	turn down the beds

- 1 She wants someone to bring up She also needs service.
- 2 He needs service. And he wants someone to bring up extra
- 3 She wants someone to , and she wants someone to bring up extra
- 4 He needs service and service.

B What hotel room type or feature should each guest ask for? Explain your answers.

- 1 Ms. Gleason is traveling alone. She doesn't need much space.
- 2 Mr. and Mrs. Vanite and their twelve-year-old son Boris are checking into a room with one king-sized bed.
- 3 Mike Krause plans to use his room for business meetings with important customers.
- 4 George Nack is a big man and he's very tall. He needs a good night's sleep for an important meeting tomorrow.
- 5 Paul Krohn's company wants him to save some money by sharing a room with a colleague.

2:16/2:17

Top Notch Pop
"Checking Out"
Lyrics p. 149

C Read each situation and write your own strong advice, using contractions of had better or had better not.

- 1 It's raining. Mona is going outside.
YOU
- 2 It takes Ms. Grant 30 minutes to walk to work. She has to be there in 15 minutes.
YOU
- 3 Mr. Wang is going to take an English test tomorrow. If he does well, he can get a better job.
YOU
- 4 Karl works really hard. He hasn't had a vacation in three years.
YOU
- 5 Marie and Paul Handel like quiet hotels. The World Hotel is very noisy.
YOU

D **Writing** Write a paragraph about the hotel you chose in Lesson 4. Explain why you would like to stay there. What are its advantages and disadvantages?

I would like to stay at the Hotel Casablanca.

Atmosphere is very important to me and ...

WRITING BOOSTER • p. 141

- Avoiding sentence fragments with because or since
- Guidance for Exercise D

ORAL REVIEW

Pair work

1 Create a conversation between the hotel guest in Room 816 and the woman at the front desk. Ask for hotel services or complain about a problem. Start like this:

Hello? Is this the front desk?

2 Create a conversation between the man at the front desk and the caller. Use will. Complete the message slip. Start like this:

A: Front desk. Can I help you?

B: Yes, thanks. I'd like to leave a message for...

3 Create a conversation between the two men at the front desk. Check into or check out of the hotel. Discuss hotel amenities, services, and schedules. Start like this:

Hi. I'm checking in. The name's

PHONE MESSAGE

FOR: _____	FROM: <input type="checkbox"/> Mr. <input type="checkbox"/> Ms.
	<input type="checkbox"/> Mrs. <input type="checkbox"/> Miss
	<input type="checkbox"/> Please call <input type="checkbox"/> Will call again
	<input type="checkbox"/> Wants to see you <input type="checkbox"/> Returned your call
Message: _____	_____



NOW I CAN...

- Check into a hotel.
- Leave and take a message.
- Request housekeeping services.
- Choose a hotel.

- 1 Describe a car accident.
- 2 Report a problem with a car.
- 3 Rent a car.
- 4 Discuss good and bad driving.



**Serving Europe
and the world . . .**



Name: *Daniela Chaves*
Pick up: *Frankfurt*
Pick up date: *8 May*
Drop off: *Frankfurt*
Drop off date: *10 May*

Choose from the following car types:



Full-size Sedan
Daily Rate €45



Compact Car
Daily Rate €30



Wagon
Daily Rate €45



Minivan / Van
Daily Rate €55



Convertible
Daily Rate €70



SUV
Daily Rate €65



Sports Car
Daily Rate €70



Luxury Car
Daily Rate €80

2:18 **A** **Vocabulary** • *Car types* Read and listen. Then listen again and repeat.

1 a full-size sedan	5 a convertible
2 a compact car	6 an SUV
3 a wagon	7 a sports car
4 a minivan / a van	8 a luxury car

B **Discussion** What factors would influence your choice of a rental car from Maxi Cars Rentals? Explain the importance of each factor.

Factors:

- daily rate
- type of car
- size of car
- pickup locations

To me, the location of the rental office is the most important factor. If I need to rent a car, I can't get to an office that's far away!

C  **Photo story** Read and listen to a conversation in a car rental agency.


Renter: Good morning. The name is Kenji Kijima. I have a reservation.

Agent: Certainly, sir. Just a moment... Oh, yes. We were expecting you. A full-size sedan with GPS.

Renter: That's right.

Agent: And was that with automatic transmission or manual?

Renter: Either way.

Agent: OK, I've got a nice automatic that's all ready to go. I'll need to see your driver's license and a major credit card.

Renter: Here you go.

Agent: Thanks.

Agent: I have you returning the car on August 14th here at the airport.

Renter: Yes. That's correct.

Agent: Well, you're all set. Here are your keys and documents. The car's right outside.

Renter: Japanese speaker

D Think and explain All the following statements are false. Explain how you know they are false, using a quotation from the Photo Story.

1 The agent was surprised to see Mr. Kijima.

It's false because she says, "We were expecting you."

2 Mr. Kijima has to wait for the agency to get his car.

3 A passport is required at this rental agency to rent a car.

4 Mr. Kijima didn't choose the kind of car he wanted when he made his reservation.

5 Mr. Kijima can't drive a car with a manual transmission.

6 Mr. Kijima doesn't have his driver's license with him.

E Pair work Write a check mark for the situations in which it's good to rent a car. Discuss the reasons with your partner.

for a shopping trip nearby

“ It's too expensive to rent a car for a shopping trip.
It's better to ask a friend to take you. **”**

for travel someplace where you don't speak the language

for a business trip with a lot of driving

for normal use when your car is in the service garage

for a vacation with a large family

for another situation:

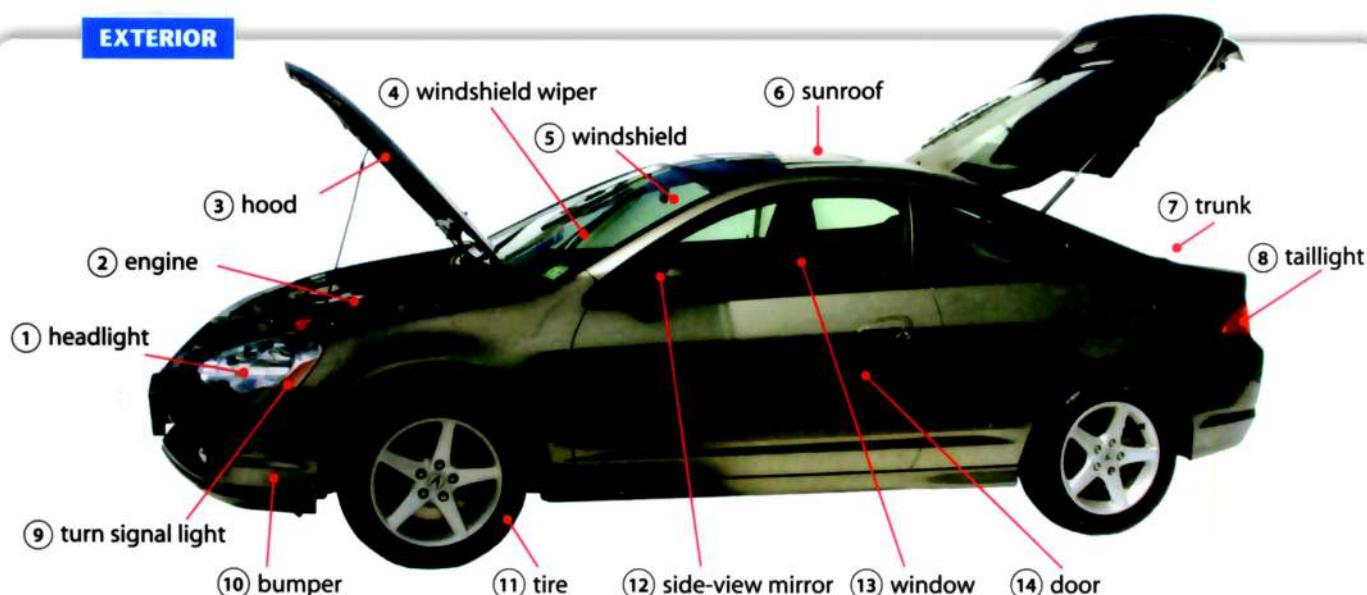
VOCABULARY

Car parts

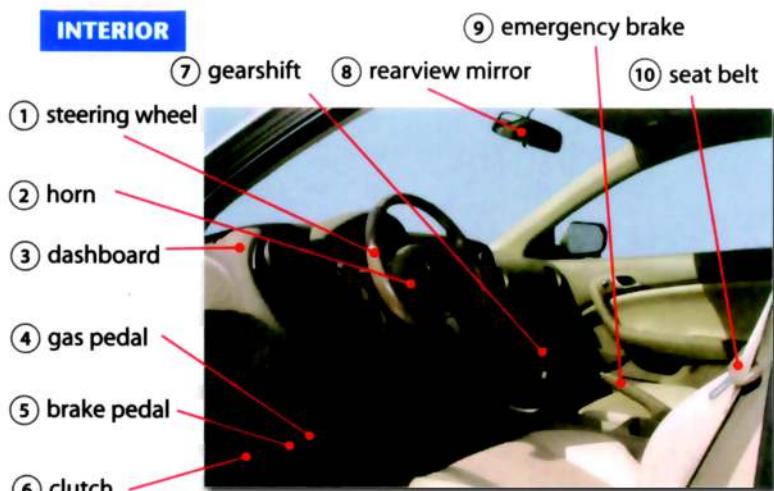
2:20

A  Read and listen. Then listen again and repeat.

EXTERIOR



INTERIOR



B Pair work Take turns identifying the car part for each definition.

- 1 a light at the back of the car
- 2 a light that indicates a turn
- 3 a part the driver uses to turn the car
- 4 a part that cleans the front window
- 5 a part that makes the car go faster
- 6 a part that keeps passengers safe during an accident
- 7 a light that helps the driver see the road
- 8 a place in the back for carrying things

GRAMMAR

The past continuous

Use the past continuous to describe an activity that continued during a period of time in the past. Form the past continuous with was or were and a present participle.

The car **was making** a funny sound while they **were driving**.

Were the headlights **working**? (Yes, they were. / No, they weren't.)

Where **were** you **going** when it **was raining**?

Remember: The simple past tense describes a completed past action.

past continuous simple past tense

She **was driving** home when she **had** an accident.

GRAMMAR BOOSTER > p. 127

- The past continuous: other uses

A Grammar practice

Complete the paragraph with the past continuous or the simple past tense.

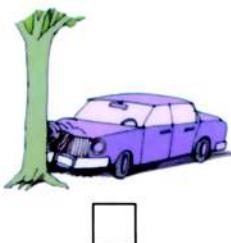
I an accident yesterday. I slowly and I was sure I attention. But I for a phone call. When the phone , I it. Suddenly, the car in front of me , and I it. I certainly my lesson! Luckily, I a seat belt when I the accident.

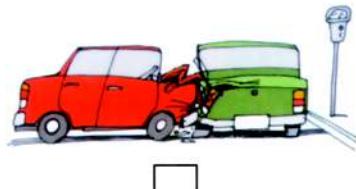
1 have 2 drive 3 pay 4 wait 5 ring 6 answer 7 stop 8 hit 9 learn 10 wear 11 have

2:21

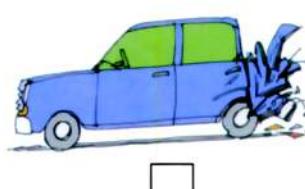
B Listening comprehension

Listen to the conversations about accidents. Write the number of each conversation in the box under the picture.









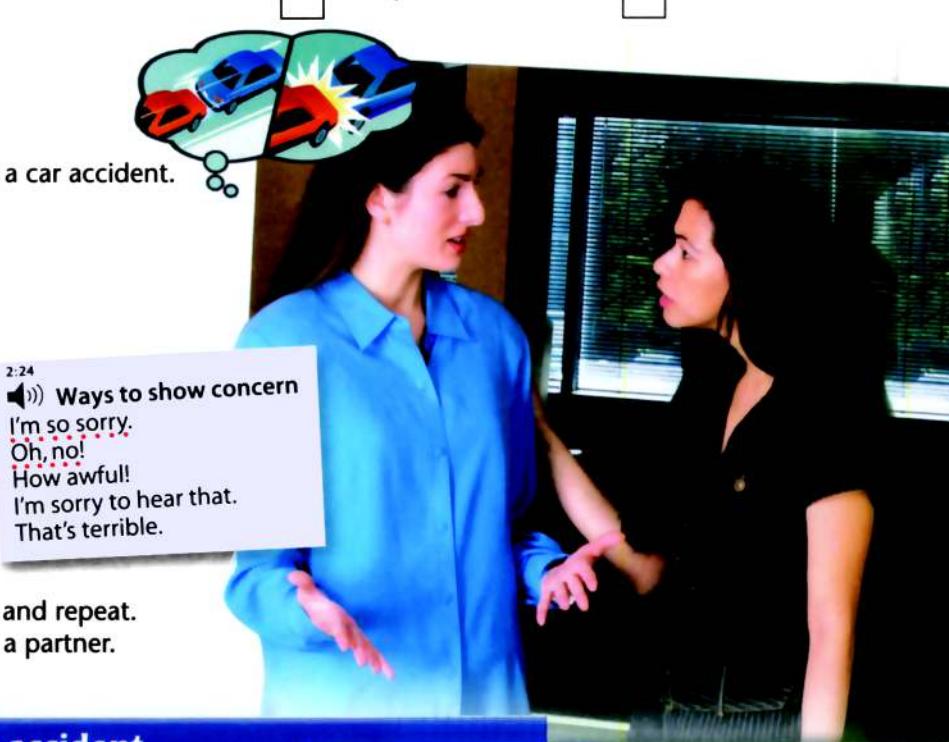
CONVERSATION MODEL

2:22

A

Read and listen to a conversation about a car accident.

A: I had an accident.
 B: I'm so sorry. Are you OK?
 A: I'm fine. No one was hurt.
 B: Thank goodness. How did it happen?
 A: Well, the other driver was tailgating, and he hit my car.
 B: Oh, no! Was there much damage?
 A: No. I'll only have to replace a taillight.



2:23

B

Listen again and repeat.

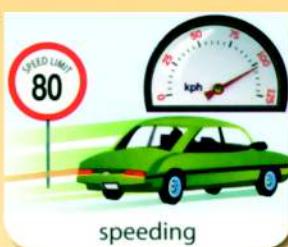
Then practice the Conversation Model with a partner.

NOW YOU CAN

Describe a car accident

Pair work Change the Conversation Model to role-play a new conversation. Describe a car accident. Use the pictures, the past continuous, and the simple past tense.

A: I had an accident.
 B: Are you OK?
 A:
 B: How did it happen?
 A: Well, , and
 B: Was there much damage?
 A:



speeding



not paying attention



tailgating



talking on a cell phone

Don't stop!
 Ask about the location of the accident and other damage.

VOCABULARY

Phrasal verbs for talking about cars

2:25

A Read and listen. Then listen again and repeat.



turn on



turn off



pick up



fill up



drop off

B Complete the sentences with the two parts of each phrasal verb.

- 1 The car's almost out of gas. Let's go in here so I can it
- 2 It's raining and I can't the windshield wipers They aren't working.
- 3 Do you have a van for this afternoon? I can it at 3:30.
- 4 We need to return the car before 6:00. Let's it early at the airport and get something to eat, OK?
- 5 I can't the air conditioning It's freezing in here!

GRAMMAR

Direct object placement with phrasal verbs

Phrasal verbs contain a verb and a particle that together have their own meaning.

main verb	particle
turn	+ on
= start (a machine)	

Many phrasal verbs are **separable**. This means that a direct object noun can come before or after the particle. Turn on, turn off, pick up, drop off, and fill up are separable.

direct object	direct object
I'll drop off the car .	OR I'll drop the car off.

Be careful! If the direct object is a pronoun, it must come before the particle.

I'll drop **it** off. (NOT I'll drop off **it**.)
 Did you fill **them** up? (NOT Did you fill up **them**?)
 Where will they pick **us** up? (NOT Where will they pick up **us**?)

GRAMMAR BOOSTER ▶ p. 128

• Nouns and pronouns: review

PRONUNCIATION

Stress of particles in phrasal verbs

2:26

A Stress changes when an object pronoun comes before the particle. Read and listen. Then listen again and repeat.

1 A: I'd like to **pick up** my car.B: OK. What time can you **pick it up**?2 A: They need to **drop off** the keys.B: Great. When do they want to **drop them off**?

B Integrated practice

Write statements or questions, placing the direct objects correctly.

Then practice reading the sentences aloud with a partner. Use correct stress.

- 1 The taillights aren't working. (can't / I / on / them / turn)
- 2 They're expecting the car at 10:00. (off / drop / 10:00 / at / I'll / it)
- 3 It's too cold for air conditioning. (button / which / off / it / turns)
- 4 Thanks for fixing the car. (it / pick / what time / I / can / up)
- 5 The car is almost out of gas. (up / please / fill / it)

CONVERSATION MODEL

2:27

A  Read and listen to a conversation about car problems.

A: I'm dropping off my car.

B: Was everything OK?

A: Well, actually, the windshield wipers aren't working.

B: I'm sorry to hear that. Any other problems?

A: No. That's it.

B: Is the gas tank full?

A: Yes. I just filled it up.

2:28

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

C **Find the grammar** Find and circle two direct objects in the Conversation Model.



NOW YOU CAN Report a problem with a car

A Notepadding Write one or more car parts for each possible car problem.

won't open / close: *the sunroof*

won't turn on / off:

(is / are) making a funny sound:

(isn't / aren't) working:

B Pair work Change the Conversation Model to role-play a new conversation. Report a problem with a car. Use your notepad for ideas. Then change partners, problems, and roles.

A: I'm dropping off my car.

B: Was everything OK?

A: Well, actually,

B: Any other problems?

A:

C Option Role-play a conversation in which you report an accident when you drop off the car. Describe the accident. Say what you were doing when you had the accident. Use the past continuous. Then change roles. Start like this:

A: I'm dropping off my car. I had an accident ...



Be sure to recycle this language.

Oh, no!
I'm so sorry.
How awful!
I'm sorry to hear that.
Are you OK?
Is the car OK?
Thank goodness.
How did it happen?
Was there much damage?

BEFORE YOU LISTEN

A Discussion Review the car types on page 38. For what kind of situations would someone rent each type of car? Explain your answers.

“A compact car is good for driving in a big city. It is easier to park in a small parking space.”

B Pair work Read about each customer at a car rental agency. Choose the best type of car for each person. Discuss reasons with your partner.

1



Mr. Taylor is a businessman from Geneva, Switzerland, attending a business meeting in Kota Kinabalu, Malaysia. He doesn't have a lot of luggage. He only needs the car for local travel.

car type: _____
reason: _____

4



Ms. Montez is a tourist from Veracruz, Mexico, visiting national parks and cities in the U.S. with her husband and their five children. They plan to do a lot of shopping.

car type: _____
reason: _____

2



Ms. Peres is a banker from Porto Alegre, Brazil. Her daughter is getting married in Puebla, Mexico. She wants to drive to Puebla from Mexico City with her husband and two other children for the wedding. They have a lot of clothes and presents for the wedding.

car type: _____
reason: _____

5



Dr. Sato is from Osaka, Japan. He's traveling to an international medical meeting in Buenos Aires, Argentina. He has to invite three doctors to dinner and after-dinner entertainment. He likes to drive.

car type: _____
reason: _____

3



Mr. Soo is a tourist from Seoul, Korea, visiting western Australia with his brother. They enjoy hiking and fishing, and they're planning a road trip through the Lake District. They plan to drive on some rough roads, so they want a car with four-wheel drive.

car type: _____
reason: _____



LISTENING COMPREHENSION

2:29

Listen to summarize Listen to the four phone conversations. Write a check if the caller rented a car. Then listen again. Write the reasons the other callers didn't rent a car.

1

3

2

4

A Notepadding Plan a trip for which you need a rental car.

Destination	Pickup date	Drop off date	Number of companions	Activities

B Pair work Role-play a phone call to a car rental agency. Rent a car for the trip you planned on your notepad. Choose one of the cars from Wheels Around the World rental agency. Ask about the rate. Discuss the trip and your needs. Then change roles.



Be sure to recycle this language.

Agent

Hello. ___ Rental Agency.
How can I help you?
When will you pick up / drop off the car?
Where will you drop off the car?
Please bring your (driver's license / credit card).

Caller

I'd like to make a reservation.
I'm traveling with ___.
It's a business trip / vacation.
I have / don't have a lot of luggage.
I'd like a (compact car).
I'd rather have a (van).
I need a car with (automatic / manual) transmission.



Invocation SL
Daily Rate: US \$60



Lexor 320i
Daily Rate: Inquire about price



Turbo
Daily Rate: US \$90



Sea Breeze
Daily Rate: US \$75



Micro 220
Daily Rate: US \$45



Outing
Daily Rate: US \$68



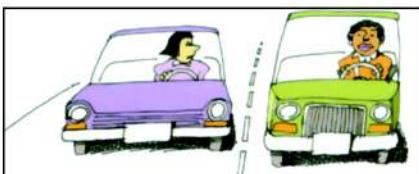
Amigo
Daily Rate: US \$70



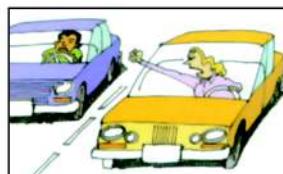
Overland
Daily Rate: US \$80

BEFORE YOU READ

2:30

A  Vocabulary • *Aggressive driving behavior* Read and listen. Then listen again and repeat.

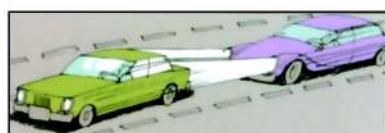
stare



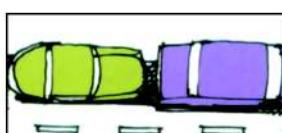
gesture



honk



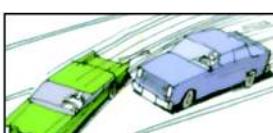
flash your lights



tailgate



weave through traffic



cut someone off

B **Warm-up** Which of the aggressive driving behaviors bother you the most? Which behaviors are the most dangerous? Why?

READING

2:31

FEATURE ARTICLE

Six Tips for Defensive Driving



We all know that not everyone drives well. Some people tailgate, gesture, weave through traffic, and honk—classic signs of the aggressive driving that causes one third of all car crashes. But more and more people are now talking on the phone, eating, and even watching TV as they drive—examples of the multitasking and inattentive driving that is a growing cause of accidents. Although we can't control the actions of other drivers, the following defensive driving tips can help us reduce the risks caused by our own driving and the bad driving of others.

1 Slow down. Driving too fast for weather or road conditions gives you less time to react to dangers on the road ahead of you. Also, as you increase your speed, your car becomes harder to control and takes longer to come to a stop.

2 Follow the “3-second rule.” The greatest chance of a collision is in front of you. Maintaining a safe following distance of three seconds behind the car in front of you will give you enough time to react if that car slows or stops suddenly.

3 Pay attention to your surroundings. Be aware of where other vehicles are and what is happening on the road. Check your rearview and side-view mirrors frequently. Before changing lanes, always look over your shoulder to check your “blind spots”—areas to the side and rear of your car that aren’t visible in your mirrors.

4 Signal your intentions early. Use turn signals to let other drivers know what you’re going to do before you do it. This helps other drivers understand your plans, so they can make their own defensive driving decisions.

5 Expect the unexpected. Assume that other drivers will make mistakes. Plan ahead what you will do if another driver breaks a traffic law or cuts you off. For example, don’t assume that a vehicle coming to a stop sign or a red light is going to stop. Be prepared to stop your own car if necessary.

6 Don’t take others’ aggressive driving personally. Other people will drive badly. They’re not thinking about you. If you permit them to make you angry, it can affect your own driving and lead to an accident. When other drivers show signs of aggressive driving, just slow down or pull over to let them pass.

A Understand from context Circle the correct word or phrase to complete each statement.

- 1 A person who is doing more than one activity at the same time is (multitasking / driving defensively).
- 2 Following the “3-second rule” means maintaining a safe (road condition / following distance).
- 3 Tailgating, gesturing, and honking are three examples of (inattentive / aggressive) driving.
- 4 Not paying attention is an example of (inattentive / aggressive) driving.
- 5 Collision and crash are two words that mean (danger / accident).
- 6 A part of the road that you can’t see in your mirrors is called a (blind spot / lane).

B Critical thinking How can defensive driving help drivers avoid accidents? Explain your opinion, using the Vocabulary and examples from the Reading or from your own experience.

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

NOW YOU CAN **Discuss good and bad driving**

A Pair work Complete the survey and then compare surveys with a partner. Do the same things bother you?

How does the driving behavior of others affect you?

Rate each behavior on a scale of 1 to 3.

- Tailgating to make others go faster or get out of the way
- Making rude gestures at others
- Honking excessively
- Staring angrily at other drivers
- Flashing lights to signal others to move to another lane
- Weaving in and out of traffic
- Driving too slowly
- Cutting other drivers off

- 1 = Doesn't bother me
- 2 = Annoys me
- 3 = Makes me very angry



If your score is...

- 20-24 Calm down. Don't take other people's bad driving personally. They're not thinking about you.
- 13-19 Stay focused. Don't allow bad drivers to distract you. Pay attention to your own driving instead.
- 8-12 Congratulations! You're as cool as a cucumber.

Total your score.

B Notepadding Make a list of good and bad driving behaviors.

Good drivers

pay attention

Bad drivers

flash their lights at others

C Discussion Discuss good and bad driving. Do you think most people are good drivers? Use your notepad for support.

Text-mining (optional)

Underline language in the Reading on page 46 to use in the Discussion. For example:

“If the driver of another vehicle is ...”

Review

More Practice



ActiveBook Self-Study Disc

grammar • vocabulary • listening
reading • speaking • pronunciation

2:32

A **Listening comprehension** Listen to the conversations. Then complete the statements with aggressive driving behavior vocabulary from page 46.

- 1 The other driver just them
- 2 Jim's mother says he's
- 3 The driver behind them is at them.
- 4 The driver opened his window and at them.
- 5 The driver is because he wants to pass.
- 6 The driver is
- 7 The driver is at them.

2:33/2:34

Top Notch Pop

"Wheels around the World"
Lyrics p. 149

B Read the definition. Write the name of the car part.

- 1 a window on the top of the car:
.....
- 2 a part that stops the car:
.....
- 3 a window the driver looks through to see the cars in front:
.....
- 4 a place where the driver can find information about speed and amount of gas:
.....
- 5 a part that people wear to avoid injuries in an accident:
.....
- 6 a part that prevents the car from moving when it's parked:
.....

C Complete each statement or question about driving. Use the past continuous or the simple past tense.

- 1 I , and I an accident.
not pay attention *have*
- 2 The other driver at the stop sign, and she a seat belt.
not stop *not wear*
- 3 He on a cell phone and his car my trunk.
talk *damage*
- 4 Who when the accident ?
drive *occur*
- 5 Where they when they the accident?
stand *see*

D Complete each conversation, putting the phrasal verbs and objects in order.

- 1 A: Won't the car start?
B: No, I / it / can't / turn / on
- 2 A: Do you need gas, sir?
B: Yes. Please / up / fill / it
- 3 A: Hey, you haven't turned on your headlights.
B: Oops. Thanks. I can't believe / I / forgot / turn / on / to / them
- 4 A: Can All Star Limo drive us to the airport?
B: Yes. They / us / pick / will / up / at 5:30

E **Writing** On a separate sheet of paper, write a short paragraph about the differences between good and bad drivers.

WRITING BOOSTER • p. 142

- Connecting words and sentences: *And*, *In addition*, *Furthermore*, and *Therefore*
- Guidance for Exercise E

ORAL REVIEW

Group story Together, create a story about the pictures. Each person adds one sentence to the story. Begin with January 16. Use the past continuous and the simple past tense in your story. Start like this:

They picked up their rental car in Temuco on January 16...

Pair work

1 Create conversations for the people in the first three pictures. For example:

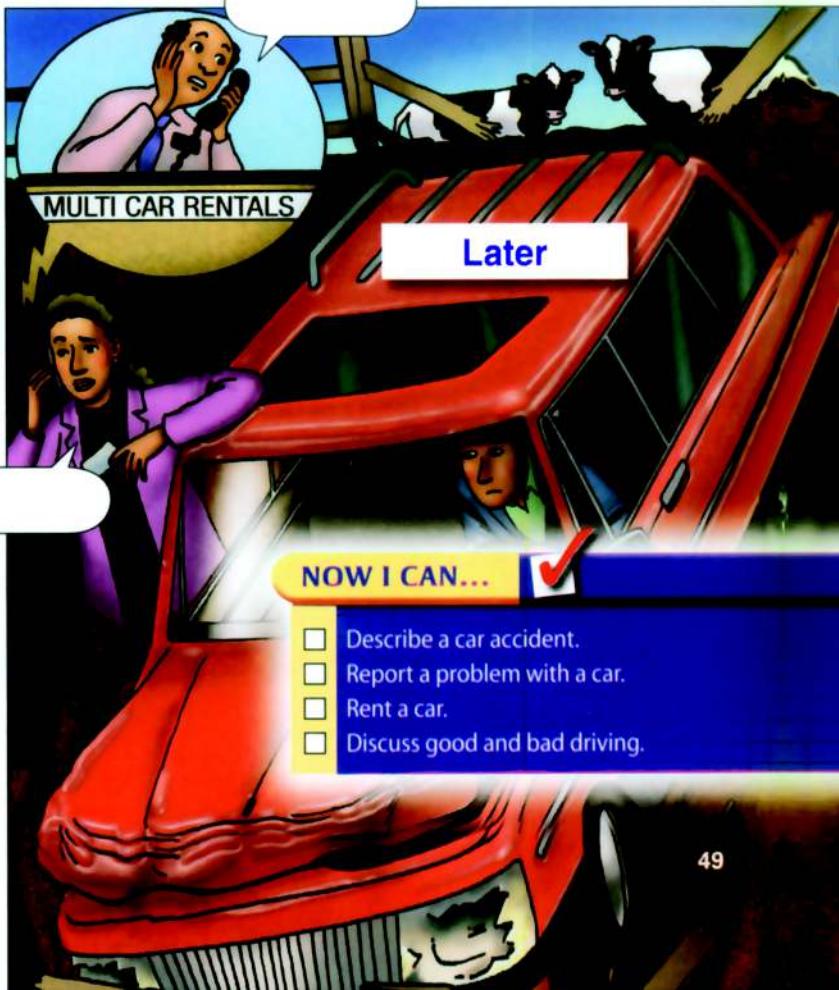
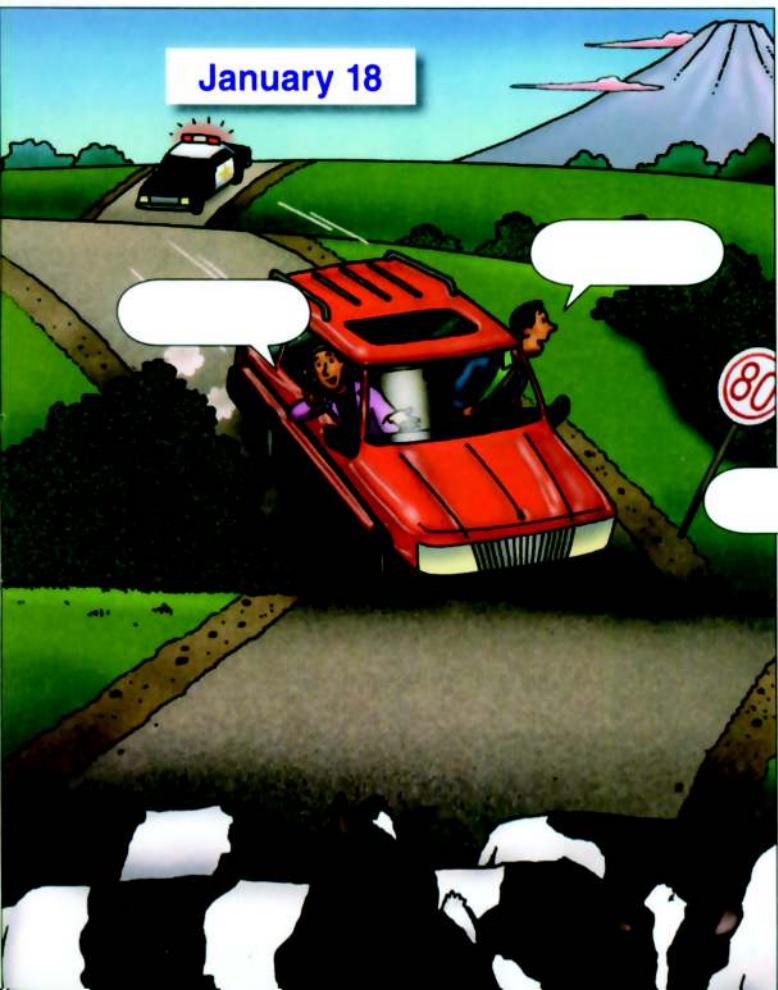
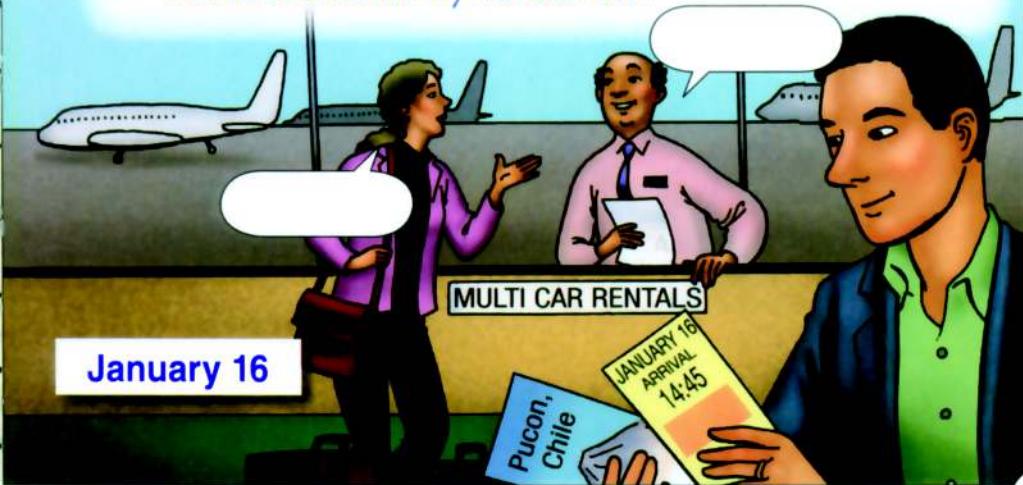
A: We're here to pick up our car.

B: Certainly. Can you show me your driver's license and a credit card, please?

2 Create a phone conversation for the fourth picture. The woman reports the accident to Multi Car Rentals. The agent responds. Say as much as you can.

For example:

We had an accident. My husband was...



NOW I CAN...

- Describe a car accident.
- Report a problem with a car.
- Rent a car.
- Discuss good and bad driving.

- 1 Ask for something in a store.
- 2 Request salon services.
- 3 Discuss ways to improve appearance.
- 4 Define the meaning of beauty.

Preview



Unique 24-hour Unisex Spa for Hotel Guests

Relieve stress and the aches and pains of your busy, tension-filled life.

Surround yourself with the best in personal care delivered by multinational, multilingual technicians.



Massages

Relax with a Swedish or Shiatsu massage.



Manicures

Make your nails beautiful with a Russian or French manicure.



Pedicures

Get ready for sandals season! For men and women.



Facials

Make yourself look ten years younger!



Shaves

Let Omar and his expert staff give you the best shave in town!



Haircuts

All the latest international styles. Hair coloring and straightening available, too.

APPOINTMENTS SUGGESTED • WALK-INS WELCOME • TOUCH 6 ON YOUR ROOM PHONE

3:02

A Vocabulary • *Salon services* Read and listen. Then listen again and repeat.

a massage a manicure a pedicure a facial a shave a haircut

B Pair work Take turns asking questions about the salon services.

What salon service should you get when your hair is too long?

C  **Photo story** Read and listen to a conversation at a hotel salon.


Receptionist: Can I help you, sir?

Client: Would it be possible to get a massage? I don't have an appointment.

Receptionist: Well, actually, you're in luck. Our eleven o'clock just called to cancel his appointment.

Client: Terrific.

Receptionist: Let me show you to the dressing area.

Client: Thanks. Oh, while I'm at it, do you think I could get a haircut, too?

Receptionist: Yes. But you might have to wait a bit. We don't have anything until 12:00.

Client: Not a problem. By the way, how much will the massage and haircut come to? I don't have much cash on me.

Receptionist: Let's see, it will be 110 euros in all. But you can charge it to your room.

Client: Great. One more question. Is it customary to tip the staff?

Receptionist: Well, that's up to you. But most clients give the stylist and the masseuse a euro or two each.

Receptionist: French speaker

D Focus on language Answer the following questions, using language from the Photo Story.

- 1 How does the client ask for a massage?
- 2 How does the receptionist indicate that the client can have a massage without an appointment?
- 3 How does the client say "That's OK"?
- 4 How does the client ask about the price of a massage and a haircut?
- 5 What phrase does the receptionist use to tell the client the total cost of the salon services?
- 6 How does the receptionist tell the client that he doesn't have to pay until he checks out of the hotel?
- 7 What expression does the receptionist use to tell the client that the amount to tip is his decision?

E Personalize Check the word or phrase that best describes how often you get these salon services. Then compare charts with a partner.

	never	once in a while	monthly	weekly	too often to count
shampoo	<input type="checkbox"/>				
haircut	<input type="checkbox"/>				
facial	<input type="checkbox"/>				
shave	<input type="checkbox"/>				
manicure	<input type="checkbox"/>				
pedicure	<input type="checkbox"/>				
massage	<input type="checkbox"/>				

F Pair work In your opinion, what is the value of each of these services? Compare opinions with a partner.

“I think massages are great for backaches. A massage helps me feel better.”

“A shave? Are you kidding? I do that myself. I don't go to salons!”

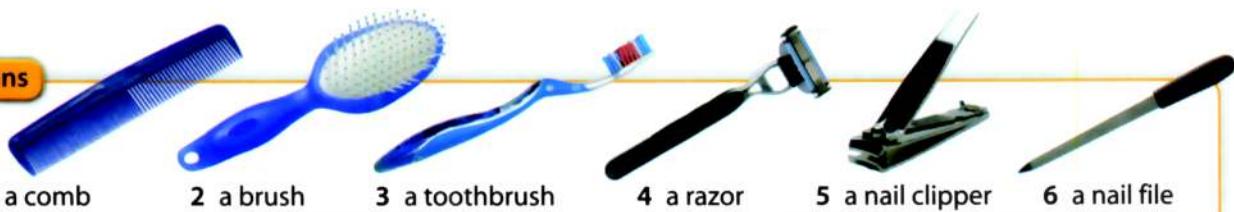
VOCABULARY

Personal care products

3:04

A  Read and listen. Then listen again and repeat.

count nouns



1 a comb 2 a brush 3 a toothbrush 4 a razor 5 a nail clipper 6 a nail file

non-count nouns



1 soap 2 deodorant 3 shaving cream 4 aftershave
 5 toothpaste 6 shampoo 7 hairspray 8 sunscreen
 9 dental floss 10 hand and body lotion

11 makeup 12 lipstick 13 mascara 14 eye shadow
 15 face powder 16 nail polish

3:05

B  **Listening comprehension** Listen and circle the kind of product each ad describes.

1 Spring Rain (shampoo / deodorant)	4 All Over (face powder / hand and body lotion)
2 Rose (soap / nail polish)	5 Scrubbie (toothpaste / shaving cream)
3 Pro-Tect (sunscreen / hand and body lotion)	6 Maximum Hold (hairspray / shampoo)

GRAMMAR

Quantifiers for indefinite quantities and amounts

Use **some** and **any** with both plural count nouns and non-count nouns.

some: affirmative statements

We bought **some** combs. Now we have **some**.
They need **some** soap. We have **some**.

any: negative statements

I don't have **any** razors. I don't want **any**.
We don't want **any** makeup. We don't need **any**.

some or any: questions

Do you want **any** aftershave? OR Do you want **some** aftershave?
Does she have **any** nail files? OR Does she have **some** nail files?

Use a lot of with both plural count nouns and non-count nouns in statements and questions.

That store has **a lot of** razors. / They don't have **a lot of** sunscreen. / Do they have **a lot of** makeup?

Use many and much in negative statements.

many: with plural count nouns

They don't have **many** brands of makeup. The store doesn't have **much** toothpaste.

much: with non-count nouns

GRAMMAR BOOSTER • p. 128

- Some and any: indefiniteness
- Too many, too much, and enough
- Comparative quantifiers fewer and less

Grammar practice Complete the conversation between a husband and wife packing for a trip.

Dana: Do we have (1 any / many) shampoo?

Neil: Yes. We have (2 many / a lot of) shampoo.

Dana: And Maggie uses (3 much / a lot of) sunscreen. Is there (4 many / any)?

Neil: No, there isn't (5 some / any). And we don't have (6 much / many) toothpaste, either. I can pick (7 some / any) up on my way back from work.

Dana: Hey, Adam's shaving now. Does he need (8 any / much) shaving cream?

Neil: He doesn't shave every day. He can use mine!

CONVERSATION MODEL

3:06

A  Read and listen to someone looking for personal care products in a store.

A: Excuse me. Where would I find sunscreen?

B: Sunscreen? Have a look in the cosmetics section, in aisle 2.

A: Actually, I did and there wasn't any.

B: I'm sorry. Let me get you some from the back.
Anything else?

A: Yes. I couldn't find any razors either.

B: No problem. There are some over there. I'll show you.

3:07

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

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



NOW YOU CAN Ask for something in a store

A Pair work Use the store directory to role-play a conversation. Change the Conversation Model, using other products and quantifiers. Then change roles.

A: Excuse me. Where would I find ?

B: ? Have a look in

A: Actually, I did and there any.

B: I'm sorry. Let me get you from the back. Anything else?

A:

B Change partners Change the kind of store and ask for other kinds of products.

Cosmetics Plus

DIRECTORY

Aisle

Hair Care	3
Tooth Care	4
Skin Care	2
Nail Care	2
Makeup	2
Shaving Supplies	1

Other products

- clothes
- food
- electronics

CONVERSATION MODEL

3:08

A Read and listen to someone request salon services.

A: I'm Linda Court. I have a two o'clock appointment for a haircut with Sean.

B: Hello, Ms. Court. Sean's running a little late. Do you mind waiting?

A: Not at all. Can I get a manicure in the meantime?

B: Yes, but it'll be a few minutes. There's someone ahead of you.

3:09

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



GRAMMAR

Indefinite pronouns: *someone* / *no one* / *anyone*

Someone, **no one**, and **anyone** are indefinite pronouns. Each refers to an unnamed person.

Use indefinite pronouns when the identity of the person is unknown or unimportant.

Affirmative statements

There's **{ someone
no one }** ahead of you.

Someone **{ No one }** is waiting for the manicurist.

I saw **someone** at the front desk.

Questions

Can **{ anyone
someone }** wash my hair?

Is there **{ anyone
someone }** at the front desk?

Did you see **{ anyone
someone }** waiting for a shave?

Negative statements

There isn't **anyone** waiting.

I didn't see **anyone** at the salon.

Be careful!

Use **anyone**, not **no one**, with the negative form of a verb.

DON'T SAY I didn't speak to **no one**.

GRAMMAR BOOSTER ▶ p. 130

- Indefinite pronouns: *something*, *anything*, and *nothing*

3:10

A **Listening comprehension** Listen to the conversations. Complete each statement with **someone** or **anyone** and the salon service(s).

1 They can't find to give her a this afternoon.

2 can give him a and a at 4:00.

3 There is who can give her a and a at 6:30.

4 There isn't who can give him a today.

B Grammar practice

Complete each statement or question with someone, no one, or anyone.

In some cases, more than one answer is correct.

- 1 There's someone (or no one) at the front desk.
- 2 They didn't tell it would be a long wait.
- 3 Did you see giving a manicure?
- 4 I don't have the nail file. I gave it to
- 5 There will be here to give you a pedicure in a few minutes.
- 6 can cut your hair at 12:30 if you can wait.
- 7 Please don't tell the price. It was very expensive!

- 8 called and left you this message while you were getting your shampoo.
- 9 Please give this list of services to to read.
- 10 There wasn't there when she called for an appointment.
- 11 I didn't speak to about the bad haircut.
- 12 told me the salon offers Shiatsu massage now.
- 13 I didn't ask about the price.

PRONUNCIATION

Pronunciation of unstressed vowels

A  3:11 The vowel in an unstressed syllable is often pronounced /ə/. Read and listen, paying attention to the syllable or syllables marked with /ə/. Then listen again and repeat.

1 ma ssage	2 fa cial	3 ma ni cure	4 pe di cure	5 de o do rant
/ə/	/ə/	/ə/	/ə/	/ə/ /ə/

B Now practice saying the words on your own.

NOW YOU CAN

Request salon services

A **Pair work** Create a conversation requesting salon services. Change the Conversation Model, using the services and staff at the Unisex Salon. Then change roles.

A: I'm I have appointment for with

B: Hello, running a little late. Do you mind waiting?

A: Not at all. Can I get a in the meantime?

B:



Be sure to recycle this language.

Don't stop!

- Make an appointment for your next visit.
- Make an appointment for someone else.
- Change the ending.

I'd like to make an appointment for a ____ on ____.
Is someone available on ____?
How much do you charge for a ____?

B **Change partners** Make appointments for other services.



BEFORE YOU READ

Predict Look at the photos and title of the article. What questions do you think the people will ask Dr. Weiss?

READING

3:12



Write a letter to Dr. Weiss:
The Daily Mail
1601 Carroll Mews
Muniville, NY 10544

Cosmetic surgery—**QA** for everyone?

Some people consider cosmetic surgery no more serious than visiting a spa or a salon. But others say, "I think I'll pass." They're aware that cosmetic surgery is, in fact, surgery, and surgery should never be taken lightly. Cosmetic surgeons have made great progress in repairing injuries and damage from burns. But more and more, people with the necessary financial resources have chosen cosmetic surgery to improve appearance. Fitness editor Dr. Gail Weiss answers readers' questions about cosmetic surgery.

Dear Dr. Weiss:

When I was young, I was a chocoholic. I ate a lot of chocolate, but I never gained any weight. Now that I'm older, I can't eat anything without gaining weight! I've heard that liposuction is the answer to an overweight person's dreams. What's up with that?

Dawson

Dear Dawson:

It's true that liposuction can remove fat deposits that don't respond to dieting and exercise, but it's expensive and can be dangerous. It would be a good idea to ask your doctor for some help in dieting first. Then, if you are unsuccessful, be sure to find a surgeon with a lot of experience before deciding on liposuction.

Gail Weiss, M.D.



Dear Calvin:

There are several surgical procedures which a cosmetic surgeon can perform to help treat hair loss and restore hair for both men and women. But if that's not practical, remember that some of the world's most attractive men are bald!

Gail Weiss, M.D.



Dear Dr. Weiss:

Can anyone help me with my problem? I have too much hair on my body and I'm sick and tired of shaving. It's so embarrassing!

Cassandra

Dear Cassandra:

Before you call a cosmetic surgeon for hair removal, try a depilatory cream. Depilatories are available in any drugstore, and they remove hair easily and safely in your own home. Why don't you give that a try first?

Gail Weiss, M.D.



Dear Dr. Weiss:

I'm a 24-year-old man who is already losing his hair. Dr. Weiss, I'm looking for a wife and I'm afraid no woman will want to marry a 25-year-old baldie! I need some advice.

Calvin

BEFORE
cosmetic surgery



AFTER
cosmetic surgery



Dear Dr. Weiss:

I'm at my wits' end with my face. I have wrinkles and sun damage. I'm only 30 but I look 50. Do you think a face-lift is an option for me?

Josephine

Dear Josephine:

Both men and women of all ages request this popular and effective surgery. It lifts the face and the neck in one operation and has excellent results. But this is surgery, and afterwards you will have to stay home for a number of days. It takes time to recover. And you may have to do it again after a number of years. Before you decide to have a face-lift, ask your dermatologist or a cosmetic surgeon about a chemical peel. A chemical peel removes the top layer of skin and can improve the appearance of the skin without surgery. Compared to surgery, a half-hour visit to your dermatologist would be a piece of cake! Good luck!

Gail Weiss, M.D.



Confirm content and apply information Complete the chart with information from the article. Then, with a partner, give your own advice for each person.

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

	Problem	Dr. Weiss's advice	Your advice
Dawson			
Calvin			
Cassandra			
Josephine			

NOW YOU CAN Discuss ways to improve appearance

A Frame your ideas Take the opinion survey about ways to improve appearance.

How far would you go to improve your appearance?

Would you try...



	definitely	maybe	probably not	absolutely not!
diet?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
exercise?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
massage?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
creams and lotions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
hair removal?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
hair restoration?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
makeup?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
facials?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
face-lifts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
liposuction?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
chemical peels?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B Notepadding Choose one method you would try and one method you would not try. On the notepad, write advantages and disadvantages.

Method	Advantage(s)	Disadvantage(s)
I would try diet.	free, safe	It's hard to do!

Method	Advantage(s)	Disadvantage(s)

C Discussion What's the best way to improve your appearance? What ways would you NOT try? Explain. Use your notepad for support.

Text-mining (optional)
Underline language in the Reading on page 56 to use in the Discussion. For example:
" — has excellent results."

BEFORE YOU LISTEN

3:13

A Vocabulary • *Discussing beauty* Read and listen. Then listen again and repeat.**physical features:** skin, hair, body shape and size, eyes, nose, mouth, etc.**beauty:** having physical features most people of a particular culture consider good-looking**attractive:** having a beautiful or pleasing physical or facial appearance**unattractive:** the opposite of *attractive***youth:** the quality of being young; the opposite of *old age***health:** the general condition of one's body and how healthy one isB **Explore your ideas** On a separate sheet of paper, describe the characteristics of an attractive woman and an attractive man.

An attractive woman has long hair and dark eyes.

C **Pair work** Talk about the physical features you consider attractive for men and women. Use the Vocabulary and your ideas from exercise B.

In my opinion, an attractive woman has...

LISTENING COMPREHENSION

3:14

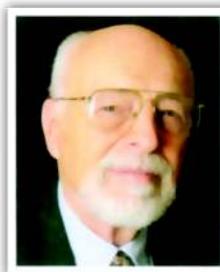
A Listen to summarize Listen to the interview. Check all of the statements that summarize Maya Prasad's and Ricardo Figueroa's ideas about beauty.

Maya Prasad



- I'm very lucky to be so beautiful.
- All the contestants were beautiful. I was just lucky.
- Physical beauty only lasts a short time.
- Love makes people beautiful.

Ricardo Figueroa



- Physical beauty is not important at all.
- Both physical beauty and inner beauty are important.
- Only inner beauty is important.
- Prasad represents an almost perfect combination of inner and outer beauty.

3:15

B Listen to take notes Listen and take notes about what Figueroa says about each of the qualities below. Then compare your notes with the class.

warmth:

patience:

goodness and kindness:

C Discussion Talk about one or more of the following questions.

- 1 In what ways do you agree or disagree with Prasad's and Figueroa's ideas about beauty?
- 2 Do you think the Miss World contest sounds better than the usual beauty contest? Why or why not?
- 3 Do you think there should be beauty contests for men as well as for women? Why or why not? What in your opinion is the difference between a woman's beauty and a man's beauty?
- 4 How do you explain these words in the song Prasad talks about: "Do you love me because I'm beautiful, or am I beautiful because you love me"?

NOW YOU CAN **Define the meaning of beauty**

A Notepadding Look at the four photos. What qualities of beauty do you find in each person? Write notes.

1 Outer beauty

She has beautiful skin.

Inner beauty

She looks warm and friendly.



1 Outer beauty

Inner beauty

2



2 Outer beauty

Inner beauty

3



3 Outer beauty

Inner beauty

4 Outer beauty

Inner beauty



B Pair work Discuss the qualities of beauty you found in the people in the pictures. Compare your opinions. Use your notepads for support.

C Discussion Define the meaning of beauty.

“I think beauty is hard to describe. It's a combination of things. I consider my grandmother really beautiful because...”

Review

More Practice



ActiveBook Self-Study Disc

grammar • vocabulary • listening
reading • speaking • pronunciation

3:16

A **Listening comprehension** Listen to the conversations. Infer what kind of product the people are discussing. Complete each statement.

- 1 Hawaii Bronzer is a brand of
- 2 Swan is a brand of
- 3 Truly You is a brand of
- 4 Mountain Fresh is a brand of
- 5 Silk 'n Satin is a brand of
- 6 Fresh as a Flower is a brand of

B Complete each statement or question.

- 1 There aren't (many / much) customers in the store right now.
- 2 Do they sell (any / many) sunscreen at the hotel gift shop? I forgot to pack some.
- 3 Your sister doesn't want (some / any) body lotion.
- 4 She doesn't wear (much / some) makeup. She doesn't need to—she has beautiful skin.
- 5 My son uses (any / a lot of) shaving cream.
- 6 There's (anyone / someone) on the phone for you. Do you want me to take a message?
- 7 There are (any / a lot of) salons in this neighborhood.

C Complete each statement about salon services.

- 1 There's nothing like a professional when you're sick and tired of your beard.
- 2 If your hair is too long, get a
- 3 If the skin on your face looks tired and dry, get a
- 4 In the summer, before you wear sandals for the first time, your feet will look great if you get a
- 5 When your hands are a mess, you can get a
- 6 When your muscles are sore from too much work or exercise, a can help.

D Complete each conversation in your own way.

- 1 A: Is it ?
B: That's up to you. Most people give about 10 percent of the bill to the hair stylist.
- 2 A: Would you ?
B: I think I'll pass. I don't have much cash on me.
- 3 A: How ?
B: The two together will come to about US \$60. But you can charge it to your room.
- 4 A: Can I ?
B: Actually, you're in luck. We've just had a cancellation.
- 5 A: I have
B: Oh, yes. Welcome. Olga can see you right away.



3:17/3:18
Top Notch Pop
"Piece of Cake"
Lyrics p. 149

E **Writing** Re-read the letters on page 56. Choose one letter and write a response, using your own opinion and making your own suggestions. Explain what you think is OK or appropriate for men and women.

WRITING BOOSTER • p. 143

- Writing a formal letter
- Guidance for Exercise E

ORAL REVIEW

Contest Look at the picture for a minute, and then close your books. With a partner, try to remember all the products and services in the picture. The pair who remembers the most products and services wins.

Pair work

1 Create a conversation between the client and the clerk at the front desk of the hotel salon.

Start like this:

Hi. I have a 2:30 appointment for...

2 Create a conversation for the man and woman waiting for salon services. For example:

What are you here for?



NOW I CAN... ✓

- Ask for something in a store.
- Request salon services.
- Discuss ways to improve appearance.
- Define the meaning of beauty.

TOP NOTCH
2A

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 additional Grammar Booster exercises in the Workbook in a separate labeled section.

UNIT 1 Lesson 1

The present perfect: information questions

Form information questions by inverting **have** and the subject of the sentence.

What **have** you **seen** in Paris?

What (OR Which) countries **have** you **visited**?

Where **has** she **found** the best souvenirs?

How **have** your parents **been**?

How many cities **have** you **visited** this week?

Who **have** you **traveled** with?

Note: When **Who** is the subject of the sentence, there is no inversion.

Who **has traveled** to Miami in the last two months?

On a separate sheet of paper, write information questions. Use the present perfect.

1 what dishes / she / try / in Mérida

5 how / your children / be

2 who / you / invite / to the party

6 who / climb / Grouse Mountain

3 where / he / work / before

7 what / they / hear / about the new school

4 which movies / they / see

8 how many times / she / take / that class

UNIT 1 Lesson 2

The present perfect: use and placement of yet and already

Use **already** in affirmative statements. Place **already** before the main verb or at the end of the statement.

I've **already** read the book. OR I've read the book **already**.

Use **yet** in negative statements. Place **yet** at the end of the statement or between **have** and the base form.

I haven't read the book **yet**. OR I haven't **yet** read the book.

Use **yet** or **already** in questions.

Have you read the book **yet**? OR

Have you already read the book?
Have you read the book already ?

Be careful!

Don't use **yet** in affirmative statements. Don't use **already** in negative statements.

DON'T SAY Yes, I've read the book **yet**. / No, I haven't **already** read the book.

Don't use **ever** with **yet** or **already**.

DON'T SAY Have you **ever** read the book **yet**? / Have you **ever** read the book **already**?

A On a separate sheet of paper, rewrite each statement or question, using **already** or **yet**.

1 (yet) Has she finished the homework?

3 (already) We've tried fried clams several times.

2 (yet) They haven't seen the movie.

4 (already) Has your father left?

B On a separate sheet of paper, rewrite each sentence, using **already** or **yet**.

1 I haven't had dinner.

3 They haven't called home.

2 She's been to London, Berlin, and Rome.

4 We've finished our class.

The present perfect: ever, never, and before

Use **ever** in questions. Use **never** in negative statements and short answers. Do not use **ever** in affirmative statements.

Have you **ever** made sushi? { Yes, I have. OR Yes, I've made sushi. NOT Yes, I've **ever** made sushi.
No, I **never** have. OR No, I've **never** made sushi.

You can also use **before** in negative statements with **never**.

I've **never** been to Thailand **before**.

In very informal speech, **ever** is sometimes used to strongly emphasize **never**. This meaning of **ever** is similar to "in my whole life." I've **never ever** been to Thailand.

C On a separate sheet of paper, answer each question, using real information. If the answer is **yes**, write when this happened.

1 Have you ever gone on a cruise?	4 Have you ever met a famous person?
2 Have you ever tried Indian food?	5 Have you ever fallen in love?
3 Have you ever been to Hawaii?	6 Have you ever played golf?

UNIT 2 Lesson 1

The present perfect and the present perfect continuous: unfinished actions

Unfinished (or continuous) actions are those that began in the past, continue in the present, and may possibly continue into the future. Here are three ways to talk about unfinished actions:

1 the present perfect with since: Use **since** with a stated start time in the past.

I've lived here **since** 2001. (2001 is the stated start time. I still live here, so the action "continues.")

2 the present perfect with for: Use **for** to describe the period of time from its start until the present.

I've lived here **for** five years. (Emphasis is on the five-year period. I still live here, so the action "continues.")

3 the present perfect continuous with for or since: (Form the present perfect continuous with the present perfect of **be** and a present participle.)

I've **been living here** since 2001. OR I've **been living here** for five years. (In both cases, the action "continues.")

When describing continuing and unfinished actions with **for** and **since**, the present perfect and the present perfect continuous are both correct. Some people feel the present perfect continuous emphasizes the continuing time a bit more.

A Read the sentences with the present perfect. Check each sentence that describes an unfinished (or continuing) action.

<input type="checkbox"/> 1 The Grants have lived in Buenos Aires since the late seventies.	<input type="checkbox"/> 5 We have eaten in that great Indian restaurant for years.
<input type="checkbox"/> 2 Carmen has been living in Buenos Aires since last year.	<input type="checkbox"/> 6 They've eaten in that Indian restaurant before.
<input type="checkbox"/> 3 I've visited Paris three times.	<input type="checkbox"/> 7 My brother has been playing tennis for many years.
<input type="checkbox"/> 4 Ted has been visiting Paris since the 1980's.	<input type="checkbox"/> 8 Min-ji has played tennis twice.

B Complete each statement with the present perfect continuous.

- 1 **Wall-E** _____ (play) at the Children's Classics Cinema every Saturday since 2009.
- 2 **Robert** _____ (wait) in the ticket holders' line for a pretty long time.
- 3 **People** _____ (worry about) violence in movies since the sixties.
- 4 I'_____ (talk about) that movie for weeks.
- 5 We'_____ (come) to this classics movie theater for two years.

Spelling rules for the present participle: review

Add -ing to the base form of the verb

speak → speaking

If the base form ends in a silent -e, drop the -e and add -ing.

have → having

In verbs of one syllable, if the last three letters are a consonant-vowel-consonant (C-V-C) series, double the last consonant and then add -ing.

C V C

s i t → sitting

Be careful! Don't double the last consonant in words that end in -w, -x, or -y.

flow → flowing

fix → fixing

pay → paying

In verbs of more than one syllable that end in a consonant-vowel-consonant series, double the last consonant only if the stress is on the last syllable.

control → controlling BUT order → ordering

C On a separate sheet of paper, write the present participle for the following base forms.

1 find	8 go	15 come	22 forget	29 begin
2 be	9 make	16 leave	23 eat	30 tell
3 lose	10 fix	17 drive	24 pay	31 bring
4 put	11 know	18 meet	25 stand	32 take
5 get	12 speak	19 blow	26 think	
6 say	13 hear	20 give	27 buy	
7 write	14 let	21 run	28 see	

UNIT 2 Lesson 2

Ways to express preferences: review

Use like, prefer, or would rather with a direct object to indicate preferences. The direct object can be a noun or noun phrase, a base form, or an infinitive, depending on the structure you use.

Nouns or noun phrases

She'd like tea.

Sarah prefers coffee.

We'd like an early breakfast tomorrow.

Would they prefer a horror film?

Base forms

They'd rather see a comedy.

I'd rather not go out tonight.

Would you rather have coffee or tea?

Infinitives

I'd like to go to the movies tonight.

She'd prefer not to show her children that film.

I prefer (OR I'd prefer) to see something less bloody.

A On a separate sheet of paper, write sentences and questions using the following words and phrases.

- 1 They / prefer / see / the Woody Allen film.
- 2 What time / you / would rather / meet?
- 3 Who / would like / order / eggs for breakfast?
- 4 they / would rather / watch TV or go out?
- 5 Jason / would like / have / a large container of popcorn.
- 6 I'd prefer / rent / a sci-fi film tonight.
- 7 Her parents / would rather not / watch / anything too violent.
- 8 Who'd prefer / not see / that silly animated film?

B On a separate sheet of paper, answer each question in a complete sentence, expressing your own preference.

- 1 What genre of movie do you usually prefer?
- 2 What would you like to have for dinner tonight?
- 3 Would you rather see a comedy or a horror film?
- 4 Would you prefer popcorn or potato chips from the refreshment stand?
- 5 Would you like to rent a DVD or go out to the movies?

UNIT 3 Lesson 1

Expressing obligation with **have to** and **must**

Use **have to** and **must** plus a base form to express obligation when there is no other choice of action available.

Students **must take** this exam.

You **have to take** the 6:00 train if you want to arrive on time.

She **has to make** a reservation before July 15th.

Be careful!

The negative form **must not** expresses prohibition, not obligation.

You **must not smoke** in your room. = Don't smoke there.

The negative forms **don't have to** and **doesn't have to** express a lack of obligation.

You **don't have to show** your passport. = It isn't necessary.

Note: **Must** is very formal and not very common in speaking. It is generally used by a person in authority (e.g. a teacher or boss) to state policy or law. **Have to** is much more common in both speaking and writing. The more informal **have got to*** is also common in spoken English.

Sorry. I've **got to hurry**. I'm going to be late.

*There is no negative form of **have got to** in American English. Use **don't have to** or **doesn't have to**.

A On a separate sheet of paper, write each of the following sentences two ways: with **must** and with **have to**.

- 1 Hotel guests / leave / their luggage at the front desk.
- 2 Hotel employees / arrive / before 9:00 A.M.
- 3 Hotel maids / close / the door / while cleaning a room.
- 4 Hotel guests / park / their cars in front of the hotel.

B On a separate sheet of paper, write each of the sentences in Exercise A again, using **must not** to express a prohibition. Make changes so the sentence makes sense.

Hotel guests **must not leave** their luggage at the front desk.

C On a separate sheet of paper, write each of the sentences in Exercise A again, using **don't** or **doesn't have to** to express a lack of obligation. Make changes so the sentence makes sense.

Hotel employees **don't have to arrive** before 9:00 A.M.

Suggestions and advice: could, should, ought to, and had better

Use could plus a base form to suggest or ask about an alternative. There is no negative form.

They could stay at the Fiesta Hotel if the Milton is full.

Could they stay at the Fiesta Hotel if the Milton is full?

Use should or ought to plus a base form to state an opinion or give advice.

You should (or ought to) stay at the Milton. It's close to town and very cheap.

You shouldn't stay at the Fairway Inn. It's too expensive.

Use had better to state an opinion or give advice. The meaning is similar to should and ought to, but had better expresses the idea that there is a consequence for not doing something.

You'd better stay at the Milton. The other hotels are too far from town.

You'd better not stay at the Fairway Inn if you want to save money.

Note: In American English it's very uncommon to use ought to in the negative. It's unusual to say: You ought not stay at the Fairway Inn. Ought to has the same meaning as should, but should is slightly less formal. Don't use ought to in questions or negative statements. Use should or shouldn't instead.

D On a separate sheet of paper, write five suggestions to a visitor to your city or country, using could, should, shouldn't, had better, and had better not.

You should stay at a hotel on the beach. The beaches are really beautiful, and the location is convenient.

Expectation: be supposed to

Use be supposed to to mean that someone expects an action from another person.

We're supposed to check out of our room by twelve.

(The hotel expects guests to check out at that time.)

The negative form is be not supposed to.

Hotel guests are not supposed to take anything from their rooms.

E On a separate sheet of paper, write five sentences that describe actions your school expects from its students. Use be supposed to.

Students are supposed to come on time to class. They're not supposed to be late.

F Choose the sentence closer in meaning to each numbered statement or question.

- 1 Do you think the Milton Hotel is a good place to stay?
 - a Do you think I should stay at the Milton Hotel?
 - b Do you think I have to stay at the Milton Hotel?
- 2 If you don't have your luggage ticket, the bellman won't give you your luggage.
 - a You could give the bellman the ticket.
 - b You must give the bellman the ticket.
- 3 They don't accept credit cards in this hotel. They only accept cash.
 - a You have to pay with cash.
 - b You'd better pay with cash.
- 4 When I made the reservation, I asked for a suite.
 - a They could give me a suite.
 - b They're supposed to give me a suite.
- 5 Don't wear shorts in the restaurant.
 - a You must not wear shorts in the restaurant.
 - b You don't have to wear shorts in the restaurant.

Will and be going to

Use **will** or **be going to** for predictions about the future. The meaning is the same.

It **'ll rain** tomorrow.

It's **going to rain** tomorrow.

Use **be going to** when you already have a plan for the future.

A: Are you coming to class tomorrow?

B: No, I'm **going to go** to the beach instead. NOT No, I ~~'ll~~ go to the beach instead.

Other uses of will

Use **will** to talk about the immediate future when you do not already have a plan.

Maybe I'll go to the beach this weekend. NOT Maybe I'm ~~going to go~~ to the beach this weekend.

Use **will** to show willingness.

I'll **eat** chicken, but I **won't eat** seafood. (expresses willingness)

Compare **will** with **be going to**:

I'm **going to eat** chicken, but I'm **not going to eat** seafood. (expresses a plan)

A On a separate sheet of paper, write five sentences about your plans for the weekend, using **be going to**.

B On a separate sheet of paper, write five sentences with **will** or **won't** for willingness on one of the following topics.

Topics

kinds of exercise you're willing (or not willing) to do
kinds of food you're willing (or not willing) to eat for breakfast
kinds of clothes you're willing (or not willing) to wear

The past continuous: other uses

The past continuous describes an action that was continuous until (and possibly after) the moment at which another action took place. The words **when** or **while** are often used in sentences that contrast continuing and completed actions.

He **was talking** on the phone when the storm **began**. (continuous action, then completed action)

While I **was living** in Chile, I **got married**. (continuous action, then completed action)

The past continuous also describes two continuing actions occurring in the same period of time.

While she **was driving**, her husband **was reading** the newspaper.

They **were eating**, and the music **was playing**.

On a separate sheet of paper, use the prompts to write logical sentences. Use the past continuous and the simple past in each sentence.

- 1 She / take a test at school / when / she / hear the fire alarm
- 2 While I / talk to my mother on the phone / the TV show / start
- 3 Mr. Park / cook dinner / when / Mrs. Park / finish the laundry
- 4 Mr. Kemp / work in the garden / when / the rain / begin
- 5 While / Claudia / pick up / their rental car / Alex / call / their hotel
- 6 While / Nancy / shop at the grocery store / she / saw / an old friend

A On a separate sheet of paper, change the following sentences from affirmative to negative. Follow the example.

There is some shampoo in the shower. *There isn't any shampoo in the shower.*

- 1 There are some razors next to the sink.
- 2 We have some nail clippers.
- 3 They need some brushes for the children.
- 4 She's buying some mascara.
- 5 The salon needs some nail polish for the manicurists.
- 6 I want some sunscreen on my back.
- 7 There is some dental floss in aisle 4.
- 8 They need some deodorant for the trip.

B Complete each sentence with some or any.

- 1 I don't need _____ more hand lotion.
- 2 There isn't _____ makeup in the bag.
- 3 We don't see _____ scissors in the whole store.
- 4 They need _____ soap to wash their hands.
- 5 It's too bad that there isn't _____ toothpaste.
- 6 I don't see _____ combs or brushes on those shelves.
- 7 I know I had _____ nail files in my bag. Now I can't find them.

Too many, too much, and enough

The word too indicates a quantity that is excessive—more than someone wants or needs. Use enough to indicate that something is satisfactory.

Use too many and not too many for count nouns.

There are *too many customers* waiting in line.

Use too much and not too much for non-count nouns.

There's *too much toothpaste* on the toothbrush.

Use enough and not enough for both count and non-count nouns.

There's *enough shampoo*, but there aren't *enough razors*.

C Complete each sentence with too many, too much, or enough.

- 1 Let's do our nails. Do we have _____ nail polish for both of us?
- 2 This shampoo has _____ perfume. It smells awful!
- 3 It's not a good idea to buy _____ fruit. We're not going to be home for a few days.
- 4 This menu has _____ choices. I can't make up my mind.
- 5 Check the bathroom shelf to see if we have _____ soap. Mom and Dad are coming to visit.
- 6 I don't like when there are _____ brands. I can't decide which one to buy.
- 7 There's no way to get a haircut today. _____ people had the same idea!
- 8 They don't want to spend _____ money on makeup. They're trying to save money.

Comparative quantifiers *fewer* and *less*

Use fewer for count nouns. Use less for non-count nouns.

The Cosmetique store has *fewer brands* of makeup than the Emporium.

There's *less hand lotion* in this jar than in that bottle.

D Complete each sentence with fewer or less.

- 1 Which class has _____ students—the early class or the late one?
- 2 The recipe calls for _____ cheese than I thought.
- 3 It has _____ ingredients, too.
- 4 Don't rent from Cars Plus. They have _____ kinds of cars than International.
- 5 The Cineplus has _____ movies this weekend than usual.
- 6 Is there _____ shampoo in the large size or the economy size?

Indefinite pronouns: something, anything, and nothing**Use something in affirmative statements.**There's something in this box.**Use anything in negative statements.**There isn't anything in the fridge.**Use something or anything in yes / no questions.**Is there something we should talk about? Is anything wrong?**Nothing is the equivalent of not anything. Don't use nothing in negative statements.**There isn't anything in the fridge = There's nothing in the fridge. NOT There isn't nothing in the fridge.**Choose the correct indefinite pronoun to complete each sentence.**

- 1 I need to go to the store to buy (something / anything).
- 2 There is (something / anything) I can do to help.
- 3 There isn't (something / anything) you can do to make yourself taller.
- 4 I went on the Internet to find (something / anything) about how to use sunscreen.
- 5 They have (something / anything) that helps you lose weight.
- 6 There's (anything / nothing) that can make you look young again.
- 7 They can't get (anything / nothing) to eat there after ten o'clock.

TOP NOTCH

2A

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 topic from the Unit Review page.

UNIT 1 *Avoiding run-on sentences*

An independent clause is a sentence with a subject and a verb.

subject verb

I **saw** a photo of the mountain.

It **looked** very high.

Remember: A sentence ...

- begins with a capital letter and ends with a period.
- has a subject and a verb.
- expresses a complete idea.

In writing, a run-on sentence is when we forget to use a coordinating conjunction, such as and or but, to combine independent clauses.

Run-on sentence **X** I saw a photo of the mountain it looked very high.

Correct a run-on sentence by (a) using a period to separate it into two sentences, or (b) using a coordinating conjunction to combine the two independent clauses. A comma before the conjunction is optional.

- ✓ I saw a photo of the mountain. It looked very high.
- ✓ I saw a photo of the mountain, **and** it looked very high.

Be careful! Do not use a comma to combine independent clauses. Use a period to separate them.

Run-on sentence **X** A new student arrived yesterday, he is from Santos.
✓ A new student arrived yesterday. He is from Santos.

A Write **X** if the item contains a run-on sentence. Write **✓** if the item is written correctly.

- 1 Ann is Canadian she doesn't speak French.
- 2 They're good students they work very hard.
- 3 My brother is a lawyer, he lives in Hong Kong.
- 4 Victor and Lisa came home late last night. They stayed up until 4:00 A.M.
- 5 Some people think cities are beautiful I don't agree.
- 6 I have been to three foreign countries, I have never been to the United States.
- 7 We haven't tried Polish food, but we have tried Hungarian food.
- 8 I have never been to the top of the Empire State Building in New York, I have been to the top of Taipei 101 in Taipei.
- 9 I visited Jeju in Korea and it was really beautiful.

B On a separate sheet of paper, write each of the run-on sentences in Exercise A correctly.

C **Guidance for Writing (page 12)** After you write about your experience in Exercise D, check carefully to see if you have written any run-on sentences. Use a period to separate the independent clauses or use the coordinating conjunctions and or but to combine them.

A paragraph is a group of sentences that relate to a topic or a theme. When your writing contains sections about a variety of topics, it is a good idea to divide it into separate paragraphs.

When there is more than one paragraph, it is customary, though not required, to include a **topic sentence** in each paragraph that summarizes or announces the main idea of the paragraph. The other sentences in the paragraph traditionally include details or facts that support the main idea. Using topic sentences makes paragraphs clearer and easier to understand.

In the writing model to the right there are two paragraphs, each beginning with a topic sentence (highlighted in yellow):

In the first paragraph, the topic sentence informs us that the paragraph will contain details about violence in movies "before the 1960s."

In the second paragraph, the topic sentence informs us that the paragraph will shift focus. The word "Today" lets the reader know what the focus of the paragraph will be.

Without the topic sentences, the ideas would run together and be difficult to follow.

Remember: Indent the first word of each new paragraph so readers know that a new section of the writing is beginning.

Before the 1960s, most movies did not show much graphic violence. When fighting or shooting occurred on the screen, it was clean: Bang! You're dead! The victim fell to the ground and died, perhaps after speaking a few final words. The viewer never saw blood or suffering. But in the late 60s, filmmakers such as Arthur Penn and Sam Peckinpah began making movies with more graphic violence, such as *Bonnie and Clyde* and *The Wild Bunch*. They believed that if audiences could see how truly horrible real violence was, people would be less violent in their own lives.

Today, special-effects technology has made it possible to create very realistic images of bloodshed and violence. Steven Prince, author of *Savage Cinema: Sam Peckinpah and the Rise of Ultraviolent Movies*, describes the difference between early movies and the movies of today: "... filmmakers can create any image that they can dream up." So, Prince believes, because of technology, movies today are more and more violent and bloody.

A Choose a topic sentence for each of the following paragraphs.

1

Some people are worried that viewing a lot of violence in movies and video games can be dangerous. They feel that it can make violence seem normal and can cause people to imitate the violent behavior, doing the same thing themselves. Other people disagree. They believe that showing violence is honest and can even be helpful.

- a Many people say violence in movies can be harmful.
- b People have different opinions about how violence can affect viewers.
- c People imitate violent behavior they see in movies.

2

The 1967 Arthur Penn movie is about a real gang of violent bank robbers who terrorized the U.S. Southwest in the 1930s. Bonnie (Faye Dunaway) and Clyde (Warren Beatty), and their gang were believed to be responsible for thirteen deaths and many robberies before they were finally killed.

- a *Bonnie and Clyde* is based on a true story.
- b Arthur Penn is one of the most famous directors of the 1960s.
- c There were a lot of bank robberies in the 1930s.

3

The U.S. documentary *Spellbound* visits the homes of eight finalists for the National Spelling Bee and then follows them to the finals in Washington. We get to know the kids and their families.

- a Spelling bees are popular in the U.S., and there have been a number of them in Washington.
- b The finals of the National Spelling Bee take place in Washington.
- c Some documentaries give us an intimate view of people and their lives.

B On a separate sheet of paper, write two paragraphs of three to five sentences each with details about the following topics. Then make sure you have included a topic sentence for each paragraph that summarizes or announces the main idea of the paragraph.

Paragraph 1

The story of a time you (or someone else) were late to meet someone for an event

Paragraph 2

The story of what you (or the others) did after the event

C **Guidance for Writing (page 24)** On the notepad, write notes about why some people think watching violence is harmful and why others think it isn't. Use your notes as a guide for your paragraphs about violence in Exercise D. Include a topic sentence for each paragraph to summarize the main ideas.

Harmful:

Not harmful:

UNIT 3 *Avoiding sentence fragments with because or since*

Remember: You can use the subordinating conjunctions because or since to give a reason. Because and since answer the Why question. A clause that begins with because or since is called a dependent clause. A dependent clause gives information about an independent clause.

— independent clause —

— dependent clause —

I prefer the Hotel Casablanca **because** (or **since**) it looks very interesting.

A dependent clause with because or since can also come at the beginning of a sentence. If it comes first, use a comma.
Because it looks very interesting, I prefer the Hotel Casablanca.

In writing, a dependent clause alone is an error called a “sentence fragment.” It is not a sentence because it does not express a complete idea. Avoid writing sentence fragments.

Sentence fragment **X** I prefer the Hotel Casablanca. Because it looks very interesting.

To correct a sentence fragment with because or since, make sure it is combined with an independent clause. Or rewrite the sentence without because or since to create an independent clause.

- ✓ I prefer the Hotel Casablanca because it looks very interesting.
- ✓ I prefer the Hotel Casablanca. It looks very interesting.

A In the following paragraph, underline four sentence fragments with because or since.

When I was a child, I had three very important dreams. Because I was young, I thought they would all come true. The first one was that I wanted to be an architect. Because I loved modern buildings. Since I wanted to help people. The second dream was to be a doctor. The last one was to be a flight attendant. Since I liked to travel. Only one of my dreams became a reality. I am an architect today. Because I really love my job. I think it was really the right choice for me.

B On a separate sheet of paper, write the paragraph again. Correct all the sentence fragments. Combine the dependent clauses with independent clauses to make complete sentences.

C **Guidance for Writing (page 36)** In your paragraph about a hotel in Exercise D, include at least three reasons using because or since. Then check carefully to make sure that there are no sentence fragments.

And

And connects two or more words in a series. Use commas to separate words when there are more than two in the series. (The last comma is optional.)

I'm concerned about **aggressive and inattentive** driving. (no comma: **and** connects two adjectives.)

Inattentive drivers sometimes **eat and talk** on their cell phones while they are driving. (no comma: **and** connects two verbs of the same subject.)

Gesturing, staring, and multitasking are three things aggressive drivers often do. (A comma is necessary: **and** connects more than two words in a series. The comma after **staring** is optional.)

And can also combine two separate complete sentences into one sentence. In the new sentence, the two original sentences are called "independent clauses." The comma is common but optional.

— complete sentence — — complete sentence —

Aggressive drivers do many dangerous things. They cause a lot of crashes.

— independent clause — — independent clause —

Aggressive drivers do many dangerous things, **and** they cause a lot of crashes.

A Insert commas where necessary or optional in the following sentences.

1 She enjoys swimming hiking and fishing.	4 Marianne and Sally are coming with us.
2 I don't like SUVs and other large cars.	5 I'm renting a car and I'm driving it to Chicago.
3 We're traveling to France Italy and Spain.	6 This agency has nice convertibles vans and sports cars.

B On a separate sheet of paper, combine each pair of sentences into one sentence consisting of two independent clauses. Use **and.**

- 1 They made a call to a car rental company. They reserved a mini-van for the weekend.
- 2 The left front headlight is broken. It won't turn on.
- 3 We rented a full-size sedan with a sun roof. We opened it because the weather was beautiful.
- 4 I hit the car in front of me. A passenger in the back seat was hurt.
- 5 You can drop the car off at nine o'clock. You can pick it up in the late afternoon.

In addition, Furthermore, and Therefore

Use **In addition** and **Furthermore** to add to the ideas in a previous sentence. **In addition** and **Furthermore** are approximately equal in meaning, but **Furthermore** is a little more formal. You can use both in the same writing to avoid a repetitive style.

People should pay attention to their own driving. **In addition**, they should be aware of the driving of others.

I think defensive driving makes sense. **Furthermore**, it has been proven to reduce the number of accidents.

Therefore introduces a result.

— result —
Ron has had a lot of accidents. **Therefore**, the rental company said he couldn't rent one of their cars.

Note: It's customary to use a comma after **In addition**, **Furthermore**, and **Therefore**.

C Complete the statements with **In addition or **Therefore**.**

- 1 The other driver was speeding. _____, she wasn't paying attention.
- 2 No one was hurt. _____, we didn't have to go to the hospital after the crash.
- 3 I was taking a business trip with a lot of equipment. _____, I rented a car with a lot of trunk space.
- 4 They need to rent a mini-van for their trip to Montreal. _____, they have to stay in a pet-friendly hotel because they plan to bring their pet dog.

D Guidance for Writing (page 48) In your paragraph about good and bad drivers in Exercise E, use **And, In addition, Furthermore, and Therefore**. Then check your paragraph carefully to see if you have used commas to separate words correctly.

E-mails and handwritten social notes are informal ways to communicate with others. They don't have many rules. Formal letters, such as business letters, are generally typed and have conventions and rules. For these, be sure to include the following elements:

- your address
- the recipient's name (and / or position) and address
- the date of the letter
- a salutation
- a complimentary close
- your typewritten name and your handwritten signature

Note: If you know the recipient's name, the salutation should use the following format: Dear [title + last name].

It's common in a formal letter to use a colon (:) after the name. In less formal letters, a comma is appropriate.

Dear Mr. Smith:
Dear Marie,

If you don't know the recipient's name or gender, use this format:

Dear Sir or Madam: OR
To whom it may concern:

Follow the layout and punctuation in the writing model to the right.

A Think of a business such as a hotel, a store, a salon, a gym, or a restaurant where you have received good service. On the notepad, write notes about the business.

Name of business:

Address:

Why you are happy with the service:

your address [657 Boulevard East
New Compton, Fortunia
date [December 14, 2012

Manager
The Tipton Spa
Tipton Hotel
2200 Byway
Sylvania, Sorrento

} recipient's address

Dear Sir or Madam:] salutation

I'm writing to tell you that I was very happy with the service provided by the staff of the Tipton Spa when I was in Sylvania last week. The hair stylist gave me a wonderful haircut and the masseur was really top notch. I particularly enjoyed the relaxing music that played over the public address system. Finally, the prices were fair, and I left the spa feeling great.

I want you to know that I am recommending the Tipton Spa to all my friends and have told them that they should visit you even if they are staying in another hotel or if they are in Sylvania for the day. In fact, I have told them that it's worth traveling to Sylvania just to visit the spa. Congratulations on such a wonderful spa.
Sincerely,] complimentary close

Francine Classon } signature

Francine Classon] typewritten name

Other common complimentary closes
Cordially,
Sincerely yours,
Best regards,

B On a separate sheet of paper, write a letter of thanks to the manager of the business in Exercise A. Explain what you like about the service. Use your notes and the writing model above as a guide.

C **Guidance for Writing (page 60)** Using the letter from page 56 that you chose, list three methods on the notepad below which a person could use to improve his or her appearance. Make notes of the advantages and disadvantages of each method. Then use your notes as a guide to help you write your response letter in Exercise E. Be sure to include your name and address, the date, a salutation, and a complimentary close in your letter.

Method	Advantages	Disadvantages
1.		
2.		
3.		



Top Notch Pop Lyrics

1:15/1:16

🔊 Greetings and Small Talk [Unit 1]

You look so familiar. Have we met before?
I don't think you're from around here.
It might have been two weeks ago, but I'm not sure.
Has it been a month or a year?
I have a funny feeling that I've met you twice.
That's what they call *déjà vu*.
You were saying something friendly, trying to be nice—and now you're being friendly, too.
One look, one word.
It's the friendliest sound that I've ever heard.
Thanks for your greeting.
I'm glad this meeting occurred.

(CHORUS)

**Greetings and small talk
make the world go round.
On every winding road I've walked,
this is what I've found.**

Have you written any letters to your friends back home?
Have you had a chance to do that?
Have you spoken to your family on the telephone?
Have you taken time for a chat?
Bow down, shake hands.
Do whatever you do in your native land.
I'll be happy to greet you in any way that you understand.

(CHORUS)

Have you seen the latest movie out of Hollywood?
Have you read about it yet?
If you haven't eaten dinner, are you in the mood for a meal you won't forget?
Bow down, shake hands.
Do whatever you do in your native land.
I'll be happy to greet you in any way that you understand.

(CHORUS)

1:33/1:34 🔊 Better Late Than Never [Unit 2]

Where have you been? I've waited for you.
I'd rather not say how long.
The movie began one hour ago.
How did you get the time all wrong?
Well, I got stuck in traffic, and when I arrived I couldn't find a parking place.
Did you buy the tickets? You're kidding—for real?
Let me pay you back, in that case.

(CHORUS)

Sorry I'm late.

I know you've waited here forever.

How long has it been?

It's always better late than never.

When that kind of movie comes to the big screen,
it always attracts a crowd,
and I've always wanted to see it with you—but it looks like we've missed it now.
I know what you're saying, but actually, I would rather watch a video.
So why don't we rent it and bring it back home?
Let's get in the car and go.

(CHORUS)

Didn't you mention, when we made our plans, that you've seen this movie recently?
It sounds so dramatic, and I'm so upset, I'd rather see a comedy!
Well, which comedy do you recommend?
It really doesn't matter to me.
I still haven't seen 'The World and a Day'.
I've heard that one is pretty funny.

(CHORUS)

2:16/2:17

🔊 Checking Out [Unit 3]

Ms. Jones travels all alone.
She doesn't need much space—a single room with a nice twin bed and a place for her suitcase.
Her stay is always satisfactory, but in the morning she's going to be checking out.
Mr. Moon will be leaving soon, and when he does I'll say, "Thank you, sir, for staying with us. How do you want to pay?" And in the end it isn't hard. He'll put it on his credit card. He's checking out.
Would you like to leave a message? Could you call back later? Do you need some extra towels or today's newspaper? Can I get you anything? Would you like room service? I'm so sorry.

Am I making you nervous? Good evening. I'll ring that room for you. Is that all? I'll be glad to put you through. I'm sorry, but he's not answering. The phone just rings and rings. The couple in room 586 have made a king-size mess. Pick up the laundry. Turn down the beds. We have another guest coming with his family. You'd better hurry or they will be checking out...

2:33/2:34

🔊 Wheels around the World [Unit 4]

Was I going too fast or a little too slow?
I was looking out the window, and I just don't know.
I must have turned the steering wheel a little too far when I drove into the bumper of that luxury car.
Oh no!

How awful!
What a terrible day!
I'm sorry to hear that.
Are you OK?

(CHORUS)

**Wheels around the World
are waiting here with your car.
Pick it up.**

Turn it on.

Play the radio.

Wheels around the World—

"helping you to go far."

You can drive anywhere.

Buckle up and go.

Did I hit the red sedan, or did it hit me?

I was talking on the cell phone in my SUV.

Nothing was broken, and no one was hurt, but I did spill some coffee on my favorite shirt.
Oh no!

Thank goodness you're still alive!
I'm so happy that you survived.

(CHORUS)

What were you doing when you hit that tree? I was racing down the mountain, and the brakes failed me.

How did it happen? Was the road still wet? Well, there might have been a danger sign, But I forgot.

The hood popped open and the door fell off. The headlights blinked and the engine coughed.

The side-view mirror had a terrible crack. The gearshift broke. Can I bring the car back?
Oh no!

Thank goodness you're still alive!
I'm so happy that you survived.

(CHORUS)

3:17/3:18

🔊 Piece of Cake [Unit 5]

I need to pick up a few things on the way back to school.
Feel like stopping at a store with me? I'd like to, but I think I'll pass.
I don't have time today.
It's already nearly a quarter to three.

(CHORUS)

**Don't worry. We'll be fine.
How long can it take?
It's easy. It'll be a piece of cake.**

I need a tube of toothpaste and a bar of Luvly soap, some sunscreen, and a bottle of shampoo. Where would I find makeup?

How about a comb?
Have a look in aisle one or two.

(CHORUS)

I have an appointment for a haircut at The Spa. On second thought, they're always running late.
My class starts in an hour.
I'll never make it now.
How long do you think we'll have to wait?

(CHORUS)

They say there's someone waiting
for a trim ahead of me.
Can I get you some coffee or some tea?
OK. In the meantime,
I'll be getting something strong
for this headache at the pharmacy!

(CHORUS)

3:37/3:38

») A Perfect Dish [Unit 6]

I used to eat a lot of fatty foods,
but now I just avoid them.
I used to like chocolate and lots of sweets,
but now those days are gone.
To tell you the truth,
it was too much trouble.
They say you only live once,
but I'm not crazy about feeling sick.
What was going wrong?
Now I know I couldn't live without this.
Everything's ready.
Why don't you sit down?

(CHORUS)

**It looks terrific,
but it smells pretty awful.**

What in the world can it be?

**It smells like chicken,
and it tastes like fish—
a terrific dish**

**for you and me—
a perfect dish for you
and me.**

I used to be a big meat eater,
now I'm vegetarian,
and I'm not much of a coffee drinker.
I can't stand it anymore.
I'm avoiding desserts with sugar.
I'm trying to lose some weight.
Some things just don't agree with me.
They're bad for me, I'm sure.
Would you like some?
Help yourself.
Isn't it so good for you health?

(CHORUS)

Aren't you going to have some?
Don't you like it?
Wasn't it delicious?
Don't you want some more?

(CHORUS)

4:14/4:15

») The Colors of Love [Unit 7]

Are you sick and tired of working hard day
and night?
Do you like to look at the world in shades of
black and white?
Your life can still be everything that you were
dreaming of.
Just take a look around you and see all the
colors of love.
You wake up every morning and go through
the same old grind.
You don't know how the light at the window
could be so unkind. If blue is the color that
you choose when the road is rough, you know
you really need to believe in the colors of love.

(CHORUS)

**The colors of love
are as beautiful as a rainbow.**

**The colors of love
shine on everyone in the world.**

Are negative thoughts and emotions painful
to express?
They're just tiny drops in the ocean of
happiness.
And these are the feelings you must learn to
rise above.
Your whole life is a picture you paint with the
colors of love.

(CHORUS)

4:30/4:31

») To Each His Own [Unit 8]

He doesn't care for Dali.
The colors are too bright.
He says that Picasso
got everything just right.
She can't stand the movies
that are filmed in Hollywood.
She likes Almodóvar.
She thinks he's really good.
He's inspired by everything
she thinks is second-rate.
She's moved and fascinated
by the things he loves to hate.
He's crazy about art that only
turns her heart to stone.
I guess that's why they say
to each his own.
He likes pencil drawings.
She prefers photographs.
He takes her to the art museum,
but she just laughs and laughs.
He loves the Da Vinci
that's hanging by the door.
She prefers the modern art
that's lying on the floor.
"No kidding! You'll love it. Just wait and see.
It's perfect in every way."
She shakes her head. "It's not for me.
It's much too old and gray."
She thinks he has the worst taste
that the world has ever known.
I guess that's why they say
to each his own.
But when it's time to say goodbye,
they both feel so alone.
I guess that's why they say
to each his own.

5:17/5:18

») Life in Cyberspace [Unit 9]

I'm just fooling around.
Am I interrupting you?
Well, I wanted to know—
what are you up to?
I tried to send some photos,
but it's been so long
that I almost don't remember
how to log on.
So I'm thinking about getting a
new computer.
I don't know what kind. I should have done
it sooner.
But I heard the Panatel is as good as
the rest.
Check it out. Check it out.
You should really check it out.

(CHORUS)

**Let's face it—that's life.
That's life in cyberspace.**

When you download the pictures,
then you open the files.
If your computer's slow,
then it can take a little while.
From the pull-down menu,
you can print them, too.
But don't forget to save
everything you do.
Scroll it up. Scroll it down.
Put your cursor on the bar.
Then click on the icon,
and you'll see my new car!
The car goes as fast
as the one I had before.
Check it out. Check it out.
You should really check it out.

(CHORUS)

Am I talking to myself, or are you still there?
This instant message conversation's
going nowhere.
I could talk to Liz.
She isn't nearly as nice.
It isn't quite as much fun.
I've done it once or twice.
What's the problem?
Come on. Give it a try.
If you don't want to be friends,
at least tell me why.
Did you leave to make a call
or go out to get some cash?
Did the photos I sent make your
computer crash?

(CHORUS)

5:31/5:32

») What Would You Do? [Unit 10]

What would you do
if I got a tattoo with your name?
What would you say
if I dyed my hair for you?
What would you do
if I sang outside your window?
What would you think
if I told you I loved you?

(CHORUS)

**I hate to say this,
but I think you're making a big mistake.
By tomorrow,
I'm sure you'll be sorry.**

What would you do
if I sent you a love letter?
Would you say it was wrong
and send it back to me?
What would you think
if I pierced my ears? Would you care?
Would you think
that I had lost all my modesty?

(CHORUS)

Well, give it some thought.
I know I could make you happy.
Are you kidding?
You'd have to be nuts to ask me.
It's no mistake. I'm sure
that my heart is yours.
I have to find a way
to make you mine.

(CHORUS)

SECOND EDITION

TOP NOTCH

2A

Workbook

Joan Saslow • Allen Ascher

With Terra Brockman and Julie C. Rouse



Greetings and Small Talk

Preview

1 Look at the pictures. Write the correct greeting under each picture. Use words from the box.

bow hug kiss shake hands



1. _____

2. _____

3. _____

4. _____

2 Complete the conversation. Write the letter on the line.

A: You look familiar. Haven't we met before?

a. Of course! You work with Joan.

B: _____
1.

b. You, too. We should keep in touch.

A: Aren't you from Canada?

c. Not much. Actually, I'm on my way to a class.

B: _____
2.

d. I don't think so. I'm not from around here.

A: I know! I think we met at Joan's house last month.

e. Yes, I am. I'm from Vancouver.

B: _____
3.

A: Yes, that's right. What have you been up to?

B: _____
4.

A: Well, it was nice to see you again.

B: _____
5.

A: That would be great. Here's my card.

3 Read the conversation in Exercise 2 again. Circle the subjects the people talk about.

family religion job age weather nationality

4 When you meet someone new, what subjects do you talk about? Write a next to the topics you usually talk about. Write an next to the topics you don't like to talk about.

_____ 1. my family	_____ 4. my age	_____ 7. politics
_____ 2. my religion	_____ 5. my hometown or country	_____ 8. my job
_____ 3. the weather	_____ 6. sports	_____ 9. other: _____

LESSON 1

5 Complete each sentence with the present perfect. Use contractions when possible.

1. A: <u>you / have</u> any coffee today?	B: Yes, <u>I / have</u> two cups.
2. A: <u>you / be</u> to Europe?	B: Yes, <u>we / be</u> to Spain.
3. A: <u>you / exercise</u> this week?	B: Yes, <u>I / go</u> to the gym twice.
4. A: <u>you / read</u> any books lately?	B: No, <u>I / be</u> too busy.

6 Complete the questions with the correct form of the verbs from the box.

Use each verb only once. Then write your own responses. When you answer yes, add specific information, using the simple past tense.

be check eat meet -see-

1. "Have you seen any good movies lately?"

(you) Yes, I have. I saw Toy Story 3 last week.

2. "Have you met any famous people?"

(you) _____

3. "Have you been to Europe?"

(you) _____

4. "Have you eaten lunch today?"

(you) _____

5. "Have you checked your e-mail today?"

(you) _____

7 Complete the conversation with the present perfect or the simple past tense.

Use contractions when possible.

Joe: 1. you / take this tour before? I hear it's great.

Trish: Yes, I have. I 2. come to Russia with this group two years ago.

It 3. be a wonderful trip. 4. you / be here before?

Joe: Yes, I 5. visit Moscow in 2005, but I 6. not / see much of the city.

It 7. be a business trip. I'm really excited about this trip!

Trish: Me too. I 8. read the brochures several times last night. I can't wait to see all these places again. By the way, 9. you / meet Peter, our tour guide?

Joe: No, but I'd like to.

Trish: Come. I'll introduce you.

8 Complete the sentences. Circle the correct words.

1. Have you visited the Louvre (yet / ever)?
2. I haven't been to the opera (already / yet).
3. Who is she? I haven't (ever / before) seen her.
4. Has Evan (yet / ever) tried ceviche (already / before)?
5. We've only been here one day, but we've (already / yet) taken a lot of pictures.
6. My parents have been to Italy (ever / before).
7. Has she (yet / ever) gone sightseeing in New York?
8. Have they (already / before) seen the new Brad Pitt movie?

9 Complete the conversations. Write questions or answers in the present perfect. Use already, yet, ever, or before.

1. A: _____? B: Yes, he has. George went horseback riding last summer.
2. A: Have Ted and Alice already taken a tour of the Statue of Liberty? B: No. They _____.
3. A: _____? B: Yes. I've been to London several times.
4. A: _____? B: No, but they plan to go to the top of the Sears Tower tomorrow.
5. A: Has Lisa ever tried Turkish coffee? B: Yes. She _____.



10

Look at Anne Marie and Gilbert's to-do list for their vacation in Toronto. Anne Marie has checked what they have already done.

- ✓ - take a tour of the university
- ✓ - meet Michel for dinner on Spadina Avenue
- visit the Bata Shoe Museum
- ✓ - see a musical downtown
- take a boat trip around Toronto Harbor
- ✓ - go shopping at the Eaton Centre

Now finish Anne Marie's postcard to her friend. Write what she and Gilbert have already done and what they haven't done yet. Use the present perfect.

Dear Agnes,

Sunday, August 6

Gilbert and I are having a wonderful time in Toronto.

We've done so many things! _____



See you when we get back.

Love,
Anne Marie

LESSON 3

11

Read the article on page 8 in the Student's Book again. Answer the questions.

1. What is "body talk"? _____
2. How should you greet someone in France? _____
3. Where is hugging common during introductions? _____
4. What does the "OK" sign mean in Japan? _____
5. What advice does the article give? _____

12

Read the information about greetings in Asia. Then read the statements and check true, false, or no information.



The traditional greeting in Asia is a bow. In fact, there are different types of bows used in greetings throughout Asia. For example, in Japan, China, and Korea, people bow, but in Japan the bow is usually lower. In India and nearby countries in South Asia, most people put their hands together and bow just a little.

While each Asian culture has its own traditional special greeting, these days, don't be surprised if people in Asia just shake your hand.

	true	false	no information
1. People in China, Japan, and Korea bow when they greet someone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. In Korea, people usually bow lower than in Japan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. In India, you shouldn't touch the person you are greeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. People in many places in South Asia use a similar greeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13

Complete the sentences about yourself.

1. In this country, the most common greeting is _____.
2. When I greet someone for the first time, I usually _____.
3. When I greet a family member or close friend, I usually _____.

FACTOID



History of the Handshake

Shaking hands was a way of making sure that people were not carrying a weapon such as a knife or sword. When you shook hands, you were saying, "Look, I don't have a weapon. I trust you. Let's be friends."

LESSON 4

14

Complete the chart. Write things you've done and things you haven't done but would like to do.



	Things I've done	Things I'd like to do
climb	climb Mt. Kilimanjaro	climb Mt. Everest

	Things I've done	Things I'd like to do
climb		
visit		
go sightseeing in		
learn		
go to the top of		
see		
try		
meet		
take a tour of		

15

CHALLENGE. Look at your experiences in Exercise 14. Write about three things you've done using already or before. Describe each experience with a participial adjective.

I've already climbed Mt. Kilimanjaro in Tanzania. It was thrilling!

1. _____
2. _____
3. _____

Now write about three things you haven't done but would like to do. Use yet, have never, or haven't ever.

1. _____
2. _____
3. _____

GRAMMAR BOOSTER

A

Look at the answers. Write information questions, using the question words in parentheses.

1. A: (Where) _____?
B: He's lived in Santiago, Budapest, and Kyoto.
2. A: (How) _____?
B: It's been great—sunny and warm every day!
3. A: (What) _____?
B: Sophie has studied English, Spanish, and Japanese.
4. A: (Which) _____?
B: They've gone to the Metropolitan Museum of Art and the Museum of Modern Art.
5. A: (How many) _____?
B: She's been to Paris three times.
6. A: (Who) _____?
B: I've met Mr. Russ, Mr. Sherman, and Ms. Savidge.

B

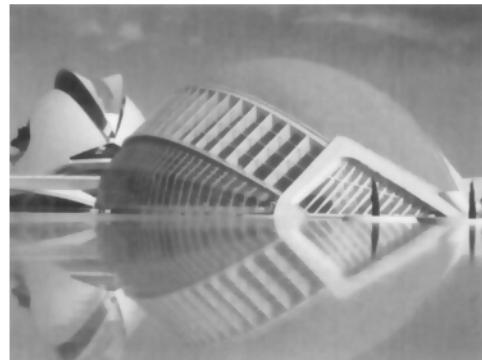
Rewrite each sentence, changing the placement of yet or already.

1. We've taken that tour already. _____
2. They haven't yet climbed Mt. McKinley. _____
3. Has he eaten dinner already? _____
4. I've already gone sightseeing in Prague. _____
5. She hasn't tried Vietnamese food yet. _____

C

Complete the sentences. Circle the correct words.

1. Have you (yet / already) taken pictures of the City of Arts and Sciences building?
2. Josefina hasn't had her lunch (yet / already).
3. Ryan has finished college (yet / already).
4. Has Michelle (ever / before) been to Greece?
5. My parents have (ever / never) gone on a cruise.
6. I haven't (ever / never) studied Italian.
7. Ruth has (ever / never) tried duck before.
8. Simone is from Paris, but she's never (ever / before) gone to the top of the Eiffel Tower!



City of Arts and Sciences—Valencia, Spain

D

Think of a frightening, a thrilling, a fascinating, and a disgusting experience. Write questions with ever.

1. frightening: <i>Have you ever jumped out of an airplane?</i>

1. frightening: _____
2. thrilling: _____
3. fascinating: _____
4. disgusting: _____

Now write short answers to your questions.

1. _____
2. _____
3. _____
4. _____

E

CHALLENGE. What are four things that you've never done? Write sentences using the words in parentheses.

1. (never) _____
2. (not ever) _____
3. (never, before) _____
4. (never, ever) _____

WRITING BOOSTER

A

Read the run-on sentences. Write each sentence correctly. Separate the independent clauses with a period or combine them with a coordinating conjunction, such as and or but.

1. My parents went on a cruise to the Bahamas they haven't been to Bermuda yet.

2. I've been to the top of the CN Tower, the view is amazing.

3. They went skiing in the Himalayas, the trip was thrilling.

4. I've tried snails before they were disgusting.

5. Devin has never traveled to continental Europe he has visited Ireland before.

6. We have met before we were on the same sightseeing tour yesterday.

7. He's from Russia, he has studied English, he would like to learn Mandarin.

B

Look at Exercise C on page 11 in the Student's Book. On a separate sheet of paper, write your partner's experience. Describe what happened, where your partner was, who your partner was with, and how he or she felt.

C

After you write about your partner's experience in Exercise B, check to see if you have written any run-on sentences. Be sure to use a period to separate the independent clauses or use connecting words to combine them.

Preview

1

Complete the sentences with words or expressions from the box.

a bunch of

Frankly

I can't stand

It's my treat

I've heard

1. There are _____ good new comedies on Netclips. I can't decide which one to watch.
2. _____ the new Leonardo DiCaprio movie is fantastic. Have you seen it yet?
3. I have two tickets for the 10:00 show. Would you like to go? _____.
4. *Titanic?* _____, I'm too tired for a three-hour romantic epic!
5. _____ horror movies. I watch movies to relax—not to be frightened.

2

Answer the questions about your own movie preferences.

1. What actor or actress are you a big fan of? _____
2. What movie genres are you usually in the mood for? _____
3. What was the last movie you saw in a theater? _____
4. What was the last movie you watched at home? _____

LESSON 1

3

Complete the posting from an online movie message board. Use since or for.

→ Movie Reviews

Back Forward Reload Stop Home Search

ONLINE MOVIE REVIEWS

Name: Veeck
Date: 7/10 8:12 A.M.
Post # 5

Comments: I've been an action film fan _____ 20 years,
_____ I was 10 years old. I haven't seen a good one
_____ a very long time. Last night I saw the movie *Robin Hood* and it was terrible. I watched it for about an hour but
then I had to turn it off. I kept falling asleep!! It was the worst
action film I've seen _____ 1991, when I saw *Rambo*.
In my opinion, there still haven't been any good action films
_____ 5. *Avatar* in 2009. What a disappointment!

4 Look at the pictures. Then complete the conversation.



Patty: Hi, Rosemary. Sorry I'm late. Have you been here long?

Rosemary: For about twenty minutes. What happened?

Patty: First 1. I ran to catch it, but it pulled away. And 2. , because it was raining. So, I went back home to get my car. Then 3. Finally I got here, but 4. It took me about ten minutes before I found one!

Rosemary: Well, you're here now. Let's go see the movie!

LESSON 2

5 Match each movie genre with the correct description. Write the letter on the line.

1. _____ feature fast-paced, exciting, and dangerous situations	a. dramas
2. _____ are drawn by hand or created on a computer	b. documentaries
3. _____ tell a story with singing and dancing	c. science-fiction films
4. _____ give us information about real people and things	d. action films
5. _____ usually take place in the future	e. animated films
6. _____ make us smile and laugh	f. musicals
7. _____ focus on characters' problems and emotions	g. comedies

6 Read the newspaper movie listings. Write the genre that best describes each movie.

ESSEX TIMES

Friday, May 22

ENTERTAINMENT

page 39

The Fearless Fighter

You'll be on the edge of your seat. Don't miss this exciting adventure! But don't bring the kids—a little too violent.
Edgewood Theater: 6:00, 8:15, 10:30

Myra's Day

Spend the day with Myra. You'll laugh so hard you might fall out of your seat!
Plaza Cinemas: 4:00, 6:00, 8:00

Goodnight, Mariana

Mariana tries to find her long lost mother. Her search takes her all over the country. Very sad and touching. Based on a true story.
Castle Theater: 4:00, 6:15, 8:30

Genre: _____

Genre: _____

Genre: _____

7

CHALLENGE. Which of the movies from the listing in Exercise 6 would you rather see? Explain your answer.

8

Look at Tom's favorite things and least favorite things. Then read each statement and check true or false, based on Tom's lists.

Tom's Favorite Things

1. comedies
2. a trip to the beach
3. pop music
4. going to the gym
5. rice

Tom's Least Favorite Things

1. documentaries
2. a trip to the mountains
3. classical music
4. going shopping
5. pasta

	true	false
1. Tom would rather see a comedy than a documentary.	<input type="checkbox"/>	<input type="checkbox"/>
2. He'd rather take a trip to the mountains than to the beach.	<input type="checkbox"/>	<input type="checkbox"/>
3. He'd rather listen to classical music than pop music.	<input type="checkbox"/>	<input type="checkbox"/>
4. He'd rather go to the gym than go shopping.	<input type="checkbox"/>	<input type="checkbox"/>
5. Tom would rather eat rice than pasta.	<input type="checkbox"/>	<input type="checkbox"/>

9

Look at the statements in Exercise 8. Write five true statements about your own preferences. Use would rather.

LESSON 3

10 Read the online movie reviews. Then complete the chart. Write the genre and choose two adjectives from the box to describe each movie. Circle “thumbs up” if the reviewer recommends the movie or “thumbs down” if he or she doesn’t recommend it.

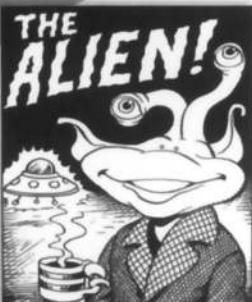
boring hilarious interesting silly unforgettable violent weird

→ The Movies

File Edit Links Tools Help Chat

THE REVIEW PAGES

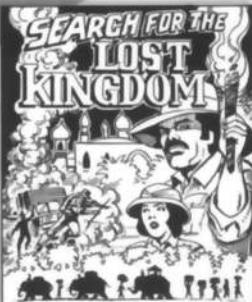
THE ALIEN!



I was really looking forward to this: Martians take over a city in the year 2020. I usually love these kinds of movies, but *The Alien!* is just too strange for words. The story doesn't make sense. It was downright stupid!

—Kris Baker

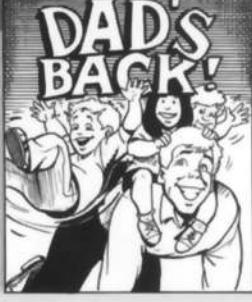
SEARCH FOR THE LOST KINGDOM



This is going to be a blockbuster hit! The acting was terrific! A little too much killing for me, but it was still a great movie. I won't forget this movie for a long time!

—Ajay007

DAD'S BACK!



In *Dad's Back!*, Moran Silva films himself and his real family for a whole month. It sounds boring, but you'll be surprised at how entertaining the movie is. I strongly recommend this film to anyone looking for a good laugh.

—Marty19

DON'T SCREAM NOW



A film about a killer monster is scary and exciting, right? Not this one! It was not interesting at all! Almost everyone gets killed, and still I couldn't stay awake! I'd rather have stayed home and read a book.

—Yasir

ONLINE

Movie title	Genre	Adjectives	Reviewer's opinion
<i>The Alien!</i>			thumb up thumb down
<i>Search for the Lost Kingdom</i>			thumb up thumb down
<i>Dad's Back!</i>			thumb up thumb down
<i>Don't Scream Now</i>			thumb up thumb down

11

Complete the conversation. Write the letter on the line.

A: Hi, Janelle. Seen any good movies recently?

B: 1.

A: *Play Time*? What kind of movie is that?

B: 2.

A: Well, what is it about?

B: 3.

A: That doesn't sound very funny. Was it any good?

B: 4.

A: The funniest? Wow! Who was in it?

B: 5.

A: So you think I would like it?

B: 6.

a. It was terrific. It might be the funniest film I've seen this year.

b. It's a comedy.

c. Definitely. I highly recommend it.

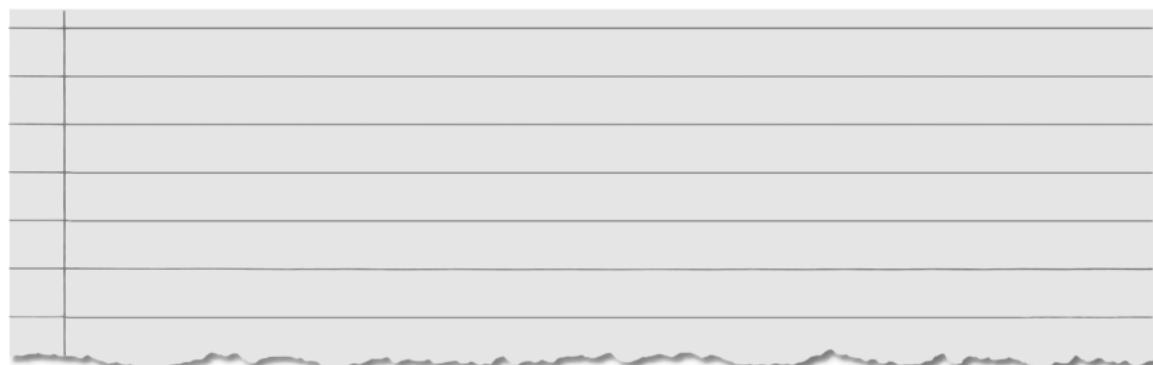
d. Yeah, I just saw *Play Time* at the Art Cinema.

e. It's about some high school kids who don't want to graduate.

f. It stars Wilson Grant—he was really hilarious.

12

CHALLENGE. Write your own review about a movie you've seen. Use the reviews in Exercise 10 for support. In your review, answer the following questions: What kind of movie was it? Who was in it? What was it about? Was it funny? Romantic? Thought-provoking? Would you recommend it?



LESSON 4

13

Extra reading comprehension

Read the article *Can Violent Movies or TV Programs Harm Children?* on page 22 in the Student's Book again. Then read each statement and check true or false, according to the information in the article.

	true	false
1. It's OK for children to watch violence in animated TV shows and movies.	<input type="checkbox"/>	<input type="checkbox"/>
2. Children who watch a lot of fighting and killing on TV are more likely to act violently as adults.	<input type="checkbox"/>	<input type="checkbox"/>
3. Eight is a safe age for children to start watching violent movies and TV shows.	<input type="checkbox"/>	<input type="checkbox"/>
4. Violence is normal, so children should be exposed to it.	<input type="checkbox"/>	<input type="checkbox"/>
5. Children should learn that there are consequences for doing bad things.	<input type="checkbox"/>	<input type="checkbox"/>
6. Parents should watch and discuss violent TV programs with their very young children.	<input type="checkbox"/>	<input type="checkbox"/>

How can I protect my kids from media violence?

08 APR 2011 10:05 PM

POST A COMMENT

James F
[view profile](#)

The forecast is for rain all weekend, so I thought I'd get some movies for the kids to watch. When we got to the video store, my nine-year-old son headed straight for the new releases. Every video he picked had a gun or an explosion on the cover. My six-year-old brought me a movie based on one of his favorite toys. He begged me to rent it, "Please, Dad. I have the toys. Why can't I see the movie?" But this movie is not for children. According to the reviews I've read, it's very scary and pretty bloody. We came home with a popular animated film I found in the family section, but even that had fighting in it. And the violent scenes were also silly and funny. Frankly, I think that's sending kids a bad message.

I was so upset that I decided to do some research on children and media violence. Did you know that between the ages of four and eighteen, the average child sees 200,000 acts of violence on TV and other media—including 40,000 murders? Also, 60 to 90% of the most popular video games have violent subject matter. Another study found that 61% of television programs show some violence, and 43% of these violent scenes are used to make people laugh!

Why can't the entertainment industry make kids' movies and TV shows that are actually appropriate for kids? And when will they stop selling toys based on violent movies and video games that young children should not see or play? Maybe next time it rains, I'll take my kids to the library instead!

SOURCE: mediafamily.org

1. What is James F.'s nine-year-old son interested in? _____
2. What does his six-year-old want to see? _____
3. What does James F. rent? _____
4. Why is he upset? _____
5. What does he think the entertainment industry should do? _____

6. Do you agree with James F.? Explain your answer. _____

15

Complete the statements, according to the blog post in Exercise 14. Circle the letter.

GRAMMAR BOOSTER

A

Read the sentence in column A. Then decide if the sentence in column B is true or false.

A	B	true	false
1. She's been living in Milan for two years.	She still lives in Milan.	<input type="checkbox"/>	<input type="checkbox"/>
2. He's lived in Quito since 2009.	He doesn't live in Quito now.	<input type="checkbox"/>	<input type="checkbox"/>
3. I've climbed Mt. Sorak.	I am climbing Mt. Sorak now.	<input type="checkbox"/>	<input type="checkbox"/>
4. How long have you been reading that book?	You are still reading the book.	<input type="checkbox"/>	<input type="checkbox"/>
5. She's written a review of the new movie.	She's finished writing the review.	<input type="checkbox"/>	<input type="checkbox"/>
6. We've been waiting to see <i>Avatar</i> .	We've already seen <i>Avatar</i> .	<input type="checkbox"/>	<input type="checkbox"/>

B

Think of three activities that you enjoy. When did you start? For each activity, write one present perfect sentence and one present perfect continuous sentence. Use for or since.

I've played the piano for three years. I've been playing the piano for three years.

C

Complete each statement with the present perfect continuous.

1. I hear really good things about the new Keira Knightley movie.
2. Jimmy give me DVDs to watch on the weekends.
3. *Ski Trip* get terrible reviews.
4. *Planet X* make a lot of money since it came out last week.
5. Audrey's grandparents pay for her acting classes.
6. Joe and Clem travel around Europe and Asia for nine months.
7. We look for a movie for a half hour. Just choose something!

D

Complete the sentences. Circle the correct words.

1. I (prefer / would rather) see a silly movie than a violent movie.
2. Annabelle (likes / would rather) classic films.
3. We (prefer / would rather) to order tickets online.
4. She would (like / rather) to watch a romantic comedy.
5. Would you (prefer / rather) sit in the middle or on the aisle?
6. No soda for me. I (prefer / would rather) water.
7. Oscar (prefers / would rather) not go to the movies tonight.

E

Look at the answers. Write questions with like, prefer, or would rather.

There is more than one correct answer.

1. A: _____ ?
B: A drama. I'm not that big on musicals.
2. A: _____ ?
B: Popcorn, please. I don't eat candy.
3. A: _____ ?
B: Definitely a movie. Plays are fine, but I really love movies.
4. A: _____ ?
B: Saturday works for me. I'm busy on Sunday.
5. A: _____ ?
B: I'm not in the mood for Chinese food. What about Mexican?
6. A: _____ ?
B: It doesn't matter to me. You choose.

WRITING BOOSTER

A

Write a topic sentence for the following paragraph.

Topic sentence: _____

People don't imitate the behavior they see in movies. Would you try jumping from the roof of one tall building to another because you saw it in an action film? We live in a violent world. Just open any newspaper—or history book. What happens in real life is more violent than what happens in movies, and violence is not new. Violent entertainment has been around for a long time. Think about the gladiators in ancient Rome.

B

Why do some people think violence in movies is harmful? Why do others think it isn't? Complete the chart with people's opinions. Look at Exercise A above and the article on page 22 of the Student's Book for ideas.

Violence in movies	
Harmful	Not harmful
<i>Can make children more aggressive</i>	

C

On a separate sheet of paper, write two paragraphs of three to five sentences each with details about the following topics. Then write and add a topic sentence for each paragraph.

Paragraph 1

The best movie you ever saw and why you liked it.

Paragraph 2

The worst movie you ever saw and why you couldn't stand it.

UNIT
3

Staying in Hotels

Preview

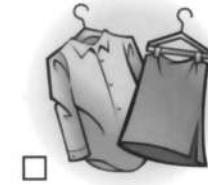
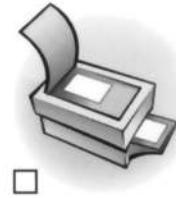
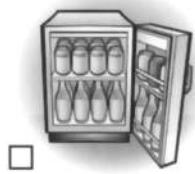
1 Look at the hotel bill. Then answer the questions.

Mr. Philip Paul 11 Rue Ravignan Place Emil Goudeau 75018 Paris, France CLUB ONE MEMBER # PP2139			ROOM 1631	ARRIVAL 09/14	DEPARTURE 09/16	TIME 15:52	NOVA HOTEL
<hr/>							
DATE	REFERENCE	DESCRIPTION	AMOUNT				
9/14	13:13	Local Call	Free (Club One member)				
9/14	08:32	Overseas Call	40.34				
9/14	3036	Internet access	Free (Club One member)				
9/14	2765	Laundry	36.00				
9/14		Room 1631	179.00				
9/14	3036	Internet access	Free (Club One member)				
9/14	2762	Room Service	18.92				
9/15	2762	Room Service	26.45				
9/15	09:52	Local Call	Free (Club One member)				
9/15	428	Photocopies	Free (Club One member)				
9/15	3036	Internet access	Free (Club One member)				
9/15	758	Local Fax	Free (Club One member)				
9/15		Room 1631	179.00				
9/15	09562	Airport Shuttle	30.00				
<hr/>			BALANCE	509.71			
			VAT 7.00%	35.68			
			TOTAL INCLUDING VAT	545.39			

1. What date did Mr. Paul check in? _____
2. How much did he pay for phone calls, faxes, and Internet service? _____
3. How many nights did Mr. Paul stay at the hotel? _____
4. What is the total amount of the hotel bill? _____

2

Check the hotel services that Mr. Paul used at the Nova Hotel, according to the hotel bill.



3

Which services are important to these hotel guests? Read what each person says and write the hotel service on the line.



I like to have breakfast in my room before I get dressed for the day.

1. _____



I need child care so that my wife and I can go out at night.

2. _____



I have a very important meeting in the morning. I can't oversleep!

3. _____



I check e-mail and work on my laptop in the evening.

4. _____



I would rather swim for exercise than lift weights.

5. _____



I want someone to make restaurant and sightseeing reservations for me.

6. _____

LESSON 1

4

Look at the pictures and complete the sentences with 'd better or 'd better not.



1. "Hey, look at that sign. We _____."
_____."



2. "Blackbird is a very popular restaurant. You _____."
_____."



3. "It's after midnight. We _____

_____. "



4. "The movie starts in three minutes.
You _____
_____."

5

Complete the conversations. Write responses with had better.

1. A: It's 10:45. Check out is at 11:00.

B: _____

2. A: The items in the minibar are really expensive.

B: _____

3. A: Oh, no! I left my purse at the restaurant.

B: _____

4. A: It's a popular movie. Tickets might sell out.

B: _____

5. A: This is a double room. We're a family of five!

B: _____

6. A: The hotel offers a free breakfast, but it's only until 9:00.

B: _____

7. A: The sauna is for adults only.

B: _____

LESSON 2

6

Put the conversation in order. Write the number on the line.

1 Can I speak with Kevin Mercer, please? He's staying in room 376.

____ That's right.

____ Yes. Could you tell him Barbara called? Please ask him to call me back at 555-3156.

____ One moment, please . . . I'm sorry. There's no answer. Can I take a message?

____ Barbara at 555-3156?

____ Is that all?

7 Yes, that's it. Thank you very much.

7

The fortune-teller is predicting the future. Read her predictions. Then rewrite the sentences using will.



1. _____
2. _____
3. _____
4. _____
5. _____

8

Rewrite the following future statements and questions using will.

1. I'm going to call her later today. _____
2. She's going to stop at the front desk first. _____
3. My uncle is meeting my father at the airport. _____
4. What time does the tour group get back? _____
5. When are they going to make a reservation? _____
6. Where is your grandmother staying in Madrid? _____

9

Read the phone conversation. Then complete the message sheet.

A: Hello. I'd like to speak with Ms. Marina Santiago, please.

B: One moment, please. I'll ring Ms. Santiago's room . . .

I'm sorry, but there's no answer. Would you like to call back later?

A: No, I'd like to leave a message. Please tell her that Anna Streed called. I'll be at 555-8723 until 5:00 today.

B: OK, Ms. Anna Street . . .

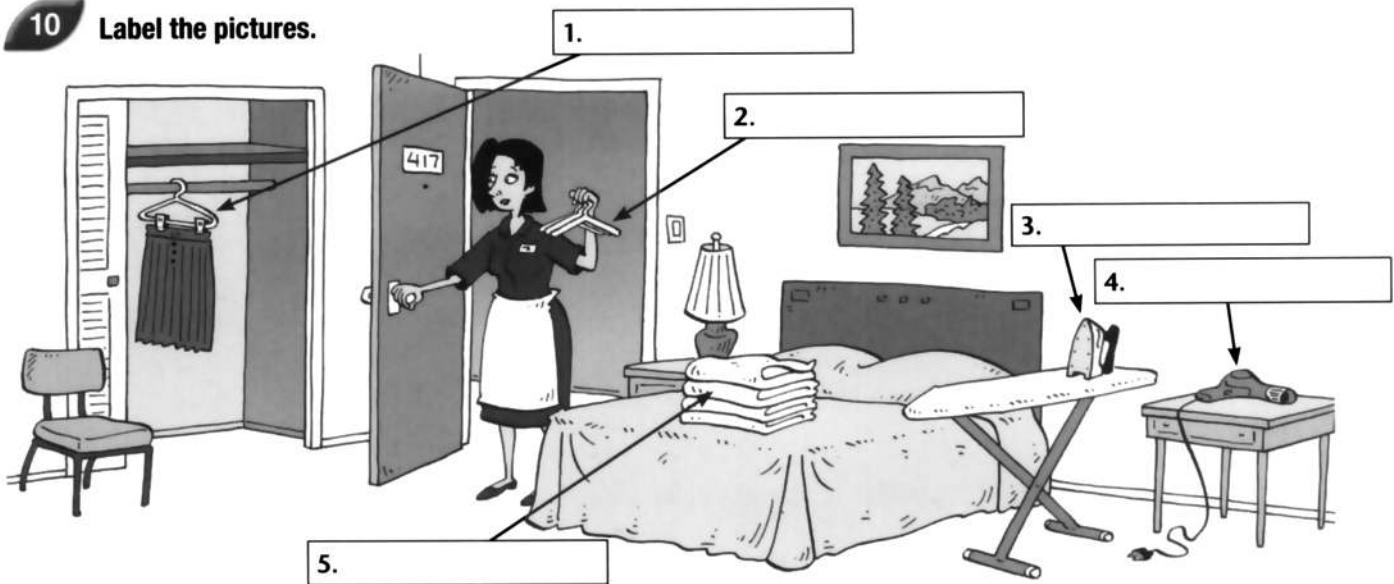
A: No, it's Streed, S-T-R-E-E-D—that's "D" as in "door."

B: OK, Ms. Streed. I'll make sure she gets the message.

To	Marina Santiago		
Date	9/14	Time	3:15 <input type="checkbox"/> A.M. <input checked="" type="checkbox"/> P.M. <input type="checkbox"/>
WHILE YOU WERE OUT			
<input type="checkbox"/> Mr. / <input type="checkbox"/> Ms. / <input type="checkbox"/> Mrs. _____			
Phone	Area code	Number	Extension
<input type="checkbox"/> telephoned <input type="checkbox"/> returned your call		<input type="checkbox"/> please call <input type="checkbox"/> will call back	
Message: _____			

LESSON 3

10 Label the pictures.



11 Look at the pictures. Then complete the conversations.

1. A: Guest services. May I help you?

B: Yes, please. Could you bring up some 1.?

A: Certainly.

B: And I could use a 2., too. My hair is wet, and I don't see one in the bathroom.

A: Sure. We'll bring those up right away. Anything else?

B: Oh, yes. I have a lot of dirty clothes. Could someone please 3.?

A: Yes, of course.

B: I think that's all. Thanks!



2. A: Front Desk. May I help you?

B: Yes, I'd like to go for a swim. Is the 4. still open?

A: No, I'm sorry, it closed at 9:00.

B: Oh, well, maybe a workout. How about the 5.?

A: No, it also just closed.

B: Oh, no. Well, I guess I'll have to do some work then.

Is the 6. still open?

A: No, I'm sorry, it closed at 6:30. But you do have high-speed Internet access in your room.

B: Oh, OK. Thanks.



Read **Where to Stay in New York** on page 34 of the Student's Book again. Then read the statements and check true, false, or no information.

1. The Plaza is the most expensive hotel.
2. The Casablanca Hotel is in the Theater District.
3. The Hotel Chelsea has suites.
4. The Peninsula is a budget hotel.
5. The Broadway Inn is noisy.
6. The Habitat Hotel is pet friendly.

true false no information

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Read the travel guide about places to stay in Dublin, Ireland.

SLEEPING IN DUBLIN

Very expensive / Moderately priced / Budget

The Shelbourne Hotel

History, Location

Built in 1824, the Shelbourne is the most famous hotel in Dublin and a home-away-from-home for generations of politicians, writers, and actors. In fact, in 1922 the Irish Constitution was written in Room 112! Overlooking Saint Stephen's Green public park in the heart of Dublin, the location is perfect for sightseeing and shopping. Even if you don't stay here, you must go for afternoon tea in the elegant Lord Mayor's Lounge.

restaurant, room service, laundry service, business center, Internet service

The Morgan Hotel

Style, Nightlife

If you're crazy about style, the Morgan Hotel is your place. With very modern décor and designer furniture, this chic hotel is a favorite of people who work in fashion and music. The Morgan is located in the trendy Temple Bar district—an area popular with young people and the center of nightlife in Dublin. Note: Can be noisy at night.

restaurant, room service, laundry service, business center, Internet service, fitness room

The Aberdeen Lodge

Atmosphere, Service

A short train ride from the Dublin city center, in a neighborhood of beautiful old homes and gardens, the Aberdeen Lodge is the perfect place for a quiet and relaxing stay. The friendly staff welcomes guests with tea and cookies and is very helpful with tourist advice. Suites feature working fireplaces. Don't miss breakfast in the lovely dining room overlooking the garden. Note: There is no elevator.

restaurant, room service, laundry service



The Camden Court

Convenience, Location

The Camden Court is a large hotel that offers business travelers a good night's sleep and lot of amenities at an affordable price. Rooms are small but clean and comfortable. A short walk from Saint Stephen's Green, the location is perfect—close to tourist attractions, restaurants, and shopping. The Camden Court is a good choice for business or pleasure.

pool, sauna, fitness room, room service, business center, free Internet service, beauty salon, restaurant, free parking

Trinity College

Price, Location

Experience student life—without the exams!—at this beautiful, historic university located in the center of Dublin. From June to September, visitors can reserve single and double rooms while students are away for the summer holiday. Rooms are large and clean, but don't expect many amenities or services. Not all rooms have their own bathrooms. cafeteria-style restaurant, free breakfast

SOURCE: *Lonely Planet Dublin City Guide*

14

Complete the chart. Use the travel guide in Exercise 13 to list an advantage and a disadvantage of each hotel.

Hotel	Advantage	Disadvantage
The Shelbourne Hotel		
The Morgan Hotel		
The Aberdeen Lodge		
The Camden Court		
Trinity College		

15

Read about the people's hotel needs and preferences. Use the travel guide in Exercise 13 to decide where the people should or shouldn't stay. Write statements with had better (not) or should (not).



I want to meet other people my age and walk to clubs at night.

1.



Peter broke his leg, but we can't change our flight. We need to be close to the sights and comfortable.

2.



I'm traveling in the summer. Location is important to me, but I'm on a budget.

3.



I'm attending a conference in Dublin. I'll have to wake up early, so I'd like someplace quiet. Oh, and I've got to be able to exercise.

4.

GRAMMAR BOOSTER

A Write sentences. Use have to, must not, don't have to, or doesn't have to.

1. Employees and guests / smoke in the hotel _____
2. Hotel guests / check out before noon _____
3. A guest / use anything from the minibar _____
4. Hotel maids / make up the rooms _____
5. Hotel guests / reuse their towels, but they can _____
6. We / forget to unplug the iron _____

B Read the situation. Write a suggestion. Use could, should, ought to, shouldn't, had better, or had better not.

1. The 7:00 show is sold out. _____
2. We have a lot of luggage. _____
3. It's expensive to take a taxi to the airport. _____
4. The play starts at 8:00. _____
5. The Peninsula Hotel is very expensive. _____
6. We don't know where to go for dinner. _____

C Write a rule for each place. Use be supposed to or not supposed to.

1. a hospital: You're not supposed to use your cell phone in a hospital.
2. a restaurant: _____
3. a movie theater: _____
4. an airplane: _____
5. a museum: _____
6. the library: _____

D Complete the conversation using will or won't. Use contractions when possible.

A: _____ you be staying with us
1. _____ another night?

B: No, we _____. But I think we
2. _____ be back next month.
3.

A: Great. How _____ you be paying today?
4.

B: I _____ use my credit card, if that's OK.
5.

A: Sure. That _____ be fine.
6.



E Look at the pictures. What do you think the man is going to do?
Write sentences with a form of be going to or not be going to.



1. _____

2. _____

3. _____



4. _____

5. _____

F Complete the conversations. Use the correct form of be going to if there is a plan for the future or will if there is not a plan.

1. A: Have you decided about your vacation yet?
B: Yes, we have. We 1. go to India!
A: Wow! When 2. leave you 3. fly out on the 20th.
B: That's fantastic. Where 4. stay you 5. find something when we arrive.
B: I don't know yet. I guess we should make hotel reservations—or maybe

2. A: Guess what? I 6. move into a new apartment next week.
B: That's great news! I 7. help you if you like. What day 8. move you 9. pick up my sister at the airport then.
A: No problem. Just come by when you're free.

WRITING BOOSTER

A

Read the hotel reviews in Exercise 13 on page 22 again. Complete each statement with a reason, according to the information in the reviews. Write the letter on the line.

1. _____ I prefer the Shelbourne . . .
2. _____ I'm going to stay at the Morgan . . .
3. _____ I'd like to stay at the Aberdeen Lodge . . .
4. _____ I'd rather stay at the Camden Court . . .
5. _____ I chose Trinity College . . .

- a. because I'm not that big on noisy cities.
- b. since I'm looking for the cheapest accommodations.
- c. because I'm interested in Irish history.
- d. since I want to be in Temple Bar.
- e. since I'm going to rent a car.

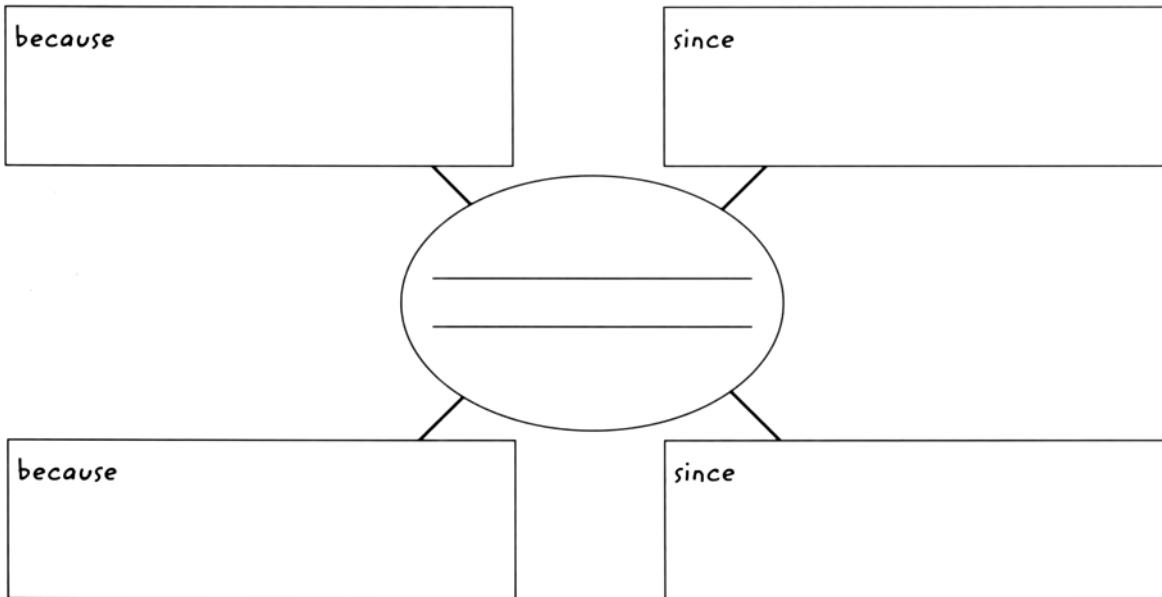
B

Rewrite the sentences in Exercise A, placing the dependent clause at the beginning of each sentence. Use a comma.

1. _____
2. _____
3. _____
4. _____
5. _____

C

Look at the hotel reviews in Exercise 13. Which hotel would you rather stay at? Write the name of the hotel in the circle. List reasons with because or since in the boxes.

**D**

On a separate sheet of paper, write a paragraph about the hotel you chose in Exercise C. Explain why you would like to stay there. Give reasons, using because or since. Are there any disadvantages? After you write your paragraph, check carefully to make sure that there are no sentence fragments.

Preview

1

Complete each sentence with a car type from the box.

a convertible

a minivan

an SUV

a luxury car

a compact car

1. Mavis loves hiking. She has _____ with four-wheel drive that she can drive on rough roads when she takes a trip to the mountains.
2. If you just need a car that's small and easy to park, _____ would be great for you.
3. Mrs. Jeter drives _____ to take her husband to work and their five children to school every morning.
4. Peter thinks that owning _____ is really cool. He said, "You can have the roof down and enjoy the sun, wind, and beautiful sky when the weather is nice."
5. Jack is the president of a big company and he drives _____ with expensive leather seats.

2

Read the phone conversation. Then complete the rental form.

Agent: Good afternoon. L & M Car Rental. How can I help you?

Renter: Hello. I'd like to make a reservation for June 10th.

Agent: Certainly. What type of car do you need?

Renter: A compact car.

Agent: Let's see . . . I'm afraid I don't have a compact available for that date. Is a full-size sedan OK?

Renter: That's fine.

Agent: How long do you need the car for?

Renter: For eight days. Can I pick up the car here in Middletown and return it at Bradley Airport?

Agent: Yes, that's fine. But there is a drop-off fee for one-way rentals.

Renter: All right. One last question: where are you located?

Agent: We're at 355 South Street in Middletown.



L & M Car Rental Agency, Ltd.

Pick up date: _____

Pick up location: _____

Drop off date: _____

Drop off location: _____

3 Choose the correct response. Circle the letter.

1. "How may I help you?"
a. I have a reservation. b. Just a moment. c. That's right.
2. "The name is Suman Patel."
a. We were expecting you. b. You're all set. c. That's all ready to go.
3. "Do you need a wagon or a minivan?"
a. That's correct. b. Certainly, sir. c. Either way.
4. "Could I see your driver's license?"
a. Here you go. b. No, I don't. c. Here are the keys.
5. "I have you picking up the car on April 12th."
a. I don't have it with me. b. That's correct. c. Either way.

LESSON 1

4 Label the car parts.



1. d a s h b o a r d

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

5 Complete the conversation with the past continuous or the simple past tense.

A: Hi, Sandra. What's wrong?

B: I 1. have an accident on the way home today.

A: Oh, no! How 2. happen it 2. happen?

B: Well, I 3. drive home when my sister 3. drive.

She 4. call 5. ask what I 6. do, and I 7. tell

her I 8. go home and would see

her soon. But she 9. say she had a funny

story that she just had to tell me. Anyway, by the end of the

story, I 10. laugh so hard I couldn't see—and

I 11. drive right into a stop sign.



6 Choose the correct response. Write the letter on the line.

1. "I had an accident today."

a. The other driver was speeding.

2. "Are you OK?"

b. Not really. The other driver will have to replace a taillight.

3. "How did it happen?"

c. Thank goodness.

4. "Luckily, I was wearing my seat belt."

d. Yes, I'm fine. No one was hurt.

5. "Was there much damage?"

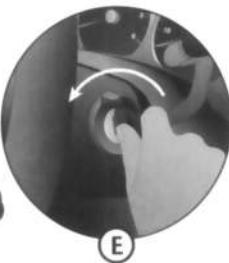
e. How awful.

7 CHALLENGE. Have you or has someone you know ever had an accident?

What happened? Write a note to a friend about it.

LESSON 2

8 Look at the pictures. Write the letter of the correct picture after each phrasal verb.



1. fill up _____ 2. turn on _____ 3. drop off _____ 4. turn off _____ 5. pick up _____

9

CHALLENGE. Complete the note below. Use the correct phrasal verb from Exercise 8. Sometimes you will need to use direct object pronouns.

Hi, Lisa!

I made an appointment to have Stan fix the car today. Can you 1. at the service station this afternoon? Tell Stan that the left turn signal isn't working. This morning I could 2., but now it's stuck, and I can't seem to 3.. Ask him to call me when the car is done. I'll 4. on my way home from work.

Love, Daniel

P.S. While you're there, could you 5. the tank? See you tonight!

10

Choose the correct response. Circle the letter.

1. "I'm dropping off my rental car."
a. It's all ready to go. b. Was everything OK? c. Was there much damage?
2. "Any problems?"
a. I just filled it up. b. The sunroof won't open. c. I'm sorry to hear that.
3. "What's wrong with the air conditioning?"
a. It won't close. b. It's out of gas. c. It's making a funny sound.
4. "Is the gas tank full?"
a. No. That's it. b. Oh, no! I forgot to fill it up. c. I wasn't paying attention.

11 Read the ads for the three cars. Then choose the best answer to each question, according to the ads. Circle the letter.



The Ramuno is really inexpensive, and you'll find it easier than ever to own one today. You can start saving money because it's good on gas. You can even save time parking when you drive a Ramuno—with the Ramuno's size, you'll never have to worry if you can only find a tight parking spot.

RAMUNO

Love outdoor adventures? Feel the power of the four-wheel drive Vicic. It'll take you just about anywhere. The new design allows you to enjoy a comfortable ride even on the toughest mountain roads. Come test-drive it today!



Zatec You'll be amazed by how the Zatec provides comfortable seating for nine people and still has plenty of cargo room. Whether it's a few suitcases for your family's road trip or all the bags from a long day's shopping at the mall, you won't have any problem fitting them all in.



1. Which of the three cars can take the most passengers?
a. the Vicic b. the Zatec c. the Ramuno
2. What type of car do you think the Zatec is?
a. a sports car b. a full-size sedan c. a van
3. Which of the three cars is most likely a compact car?
a. the Ramuno b. the Vicic c. the Zatec

12 Read about the people. Which of the three cars in Exercise 11 is best for each person? Explain your reasons.

1. Bryan is planning a cross-country road trip with his girlfriend. They want to do a lot of sightseeing in the countryside and go hiking in the mountains.

2. Rachel has four kids and she works part-time. She has a lot of driving to do for work, the kids, and shopping. And she needs to carry a lot of things around.

3. Danny recently graduated from college and has just started working. He doesn't have a lot of money. He's single and lives by himself. His office is on a busy street downtown, far away from where he lives. He plans to drive to work.

Read **Six Tips For Defensive Driving** on page 46 of the Student's Book again. Then read the statements and write **D** for defensive driving, **A** for aggressive driving, or **I** for inattentive driving.

1. <input type="checkbox"/> tailgating to make others go faster	5. <input type="checkbox"/> slowing down in bad weather
2. <input type="checkbox"/> following the "3-second rule"	6. <input type="checkbox"/> pulling over to avoid a bad driver
3. <input type="checkbox"/> multitasking while driving	7. <input type="checkbox"/> cutting other drivers off
4. <input type="checkbox"/> checking your mirrors frequently	8. <input type="checkbox"/> talking on the phone while driving

14 Read the article about renting a car in the U.S.

Driving in the U.S.A.

Planning a trip to the U.S.? Have you thought about how you'll get around? If you're going to stay in a big city such as New York, Chicago, or San Francisco, public transportation is the most convenient option. However, to travel almost anywhere else in the U.S., you'll need a car.

Car Rental Tips

Requirements: Most car rental agencies require drivers to be at least 25 years old. Some allow younger drivers but may charge a higher rate. To rent a car in the U.S., you will need a credit card and driver's license. Visitors can usually rent a car and drive with a driver's license from their home country. However, if your license is in a language that doesn't use the Roman alphabet, you should obtain an International Driving Permit in English.

Cost: Car rental rates change often, and you can usually save money by shopping around for the best price. Be sure to check travel and rental agency websites for special sales and discounts. Look for package deals that offer car rental and airfare or hotel for one low price. If your schedule is flexible, compare prices for different travel dates. It is often cheaper to rent a car on weekends or for a full week rather than a few days.

Hidden charges: Always read the small print on your car rental agreement carefully—to check for hidden



charges such as taxes, airport surcharges, and drop-off fees (an extra charge for returning a car to a different location from where you picked up). Make sure that you drop off the car with a full tank of gas. Rental agencies charge a fill-up fee and high gas prices if they have to fill up the gas tank.

Safety: Before you leave the car rental lot, inspect the car carefully for damage and make sure everything is working properly. Ask the agent to note any problems on the rental form. Take a few minutes to become familiar with the car. Adjust your seat and mirrors. Locate the controls for the lights, turn signals, and windshield wipers. Then, buckle up! Wear your seat belt, and ask your passengers to wear theirs, too. Most states have seat belt laws, and all states require that young children and babies sit in the back seat in special child seats. When you're ready, follow the traffic laws for the states you'll be driving in. If you're not sure, check with car rental staff before you hit the road.

SOURCES: usatourist.com, novacarhire.com

15 Find and circle the phrases in the article in Exercise 14. Then match the phrases and their meanings. Write the letter on the line.

1. <input type="checkbox"/> get around	a. extra costs that are not clearly stated
2. <input type="checkbox"/> package deals	b. fasten your seat belt
3. <input type="checkbox"/> hidden charges	c. travel from place to place
4. <input type="checkbox"/> fill-up fee	d. begin a car trip
5. <input type="checkbox"/> buckle up	e. specials that offer two or more services for one price
6. <input type="checkbox"/> hit the road	f. an extra charge for returning a car without a full tank of gas

16

Answer the questions about renting a car in the U.S. Use information from the article in Exercise 14. Explain your answers.

1. I am 23 years old. Can I rent a car? _____
2. Do I need an International Driving Permit to drive in the U.S.? _____
3. Where can I get the best price for a car rental? _____
4. I want to pick up a car in New York and drop it off at Los Angeles International Airport. What hidden charges should I check for? _____
5. We are traveling with small children. Are there any special requirements? _____

GRAMMAR BOOSTER

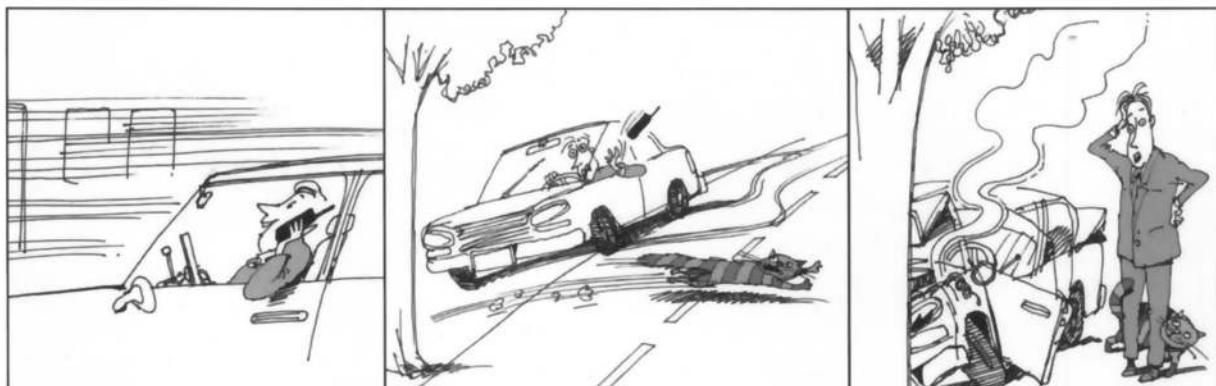
A

Complete each sentence in your own way. Use the past continuous or the simple past tense.

1. They were having dinner when _____.
2. While _____, it started to rain.
3. While Marie was watching TV, her husband _____.
4. When _____, I was leaving my office.
5. He had an accident while _____.

B

CHALLENGE. Look at the pictures. On a separate sheet of paper, write a story about what happened using the words and phrases in the boxes.



drive

talk on cell phone

not pay attention

run in front of

stop

hit

hurt

damage

C

Put the words in order and write sentences. If a sentence can be written in two ways, write it both ways.

1. dropped / Margo / off / the car

Margo dropped off the car. OR Margo dropped the car off.

2. up / it / Sam / picked

3. the tank / filled / I / up

4. can't / turn / on / Sue / the headlights

5. turn / off / I / can't / them

6. like / He'd / it / to / drop / off / at noon

7. I / to / need / up / it / fill

8. picked / the car / William / up / has

D

Label each underlined noun either common or proper. Then rewrite each sentence, replacing the underlined noun with a subject or object pronoun.

common

1. The car door is making a funny sound.

It is making a funny sound.

2. Mr. Lee rented the convertible.

3. The mechanic replaced the taillight.

4. Alex already called Econo-Car.

5. The Amigo minivan hit the tree.

6. My sister will drop off the keys.

7. Mrs. Lane is going to pick up her son at 5:00.

WRITING BOOSTER

A

Insert commas where necessary in the following sentences.

1. You need a driver's license and a credit card to rent a car.
2. The car rental charge included a drop-off fee a fill-up fee and an airport surcharge.
3. You should shop around for the best price and make a reservation.
4. Adjust your seat mirrors and the radio.
5. Locate the controls for the lights and turn signals.

B

Combine each pair of sentences into one sentence consisting of two independent clauses. Use and.

1. The driver wasn't paying attention. He hit the car in front of him.

2. It's raining. The sunroof won't close.

3. Lucy has five kids. She drives a minivan.

4. The GPS isn't working. We're lost.

C

Complete the statements. Look back at the article in Exercise 14 for ideas. Add commas.

1. Many areas of the U.S. don't have good public transportation. Therefore _____

2. Car rental rates change frequently. Therefore _____

3. To find a good rate, check travel and car rental agency websites. In addition _____

4. Return your rental car with a full tank of gas. If you don't, you'll pay double the regular price for gas. In addition _____

5. Most states have seat belt laws. Therefore _____

6. Small children must sit in the back seat. In addition _____

D

On a separate sheet of paper, write about your driving or a friend or family member's driving. Include good and bad driving behaviors.

Preview

1**Complete the sentences with salon services.**

1. Your fingernails look great. Did you get a ____ ____?
2. His hair was getting long, so he made an appointment for a ____ ____.
3. I have a lot of tension in my shoulders from sitting at the computer. I need a ____ ____.
4. After my ____ ____, my skin felt smooth and soft.
5. I don't need a ____ ____. I just washed my hair.

Now unscramble the circled letters. What's the word? _____

2**Complete the conversation with questions from the box. Write the letter.**

- a. Do you think I could get a massage, too?
- b. Is it customary to leave a tip?
- c. How long will I have to wait?
- d. Would it be possible to get a facial?
- e. Can I charge it to my room?

Client: _____? I don't have an appointment.

1.

Receptionist: You're in luck. A client just canceled his appointment.

Client: Great. _____?

2.

Receptionist: Yes. But you might have to wait a bit.

Client: _____?

3.

Receptionist: Let's see. I have something at 4:00.

Client: That's fine. _____?

4.

Receptionist: Certainly. Just sign here, please. Then I'll show you to the dressing area.

Client: I have one more question. _____?

5.

Receptionist: That's up to you. But most clients give about 10 percent.

3

How often do you get these salon services? Look at each picture and write a sentence.



1. _____
2. _____
3. _____
4. _____
5. _____

LESSON 1

4

Complete the word webs. Write personal care products on the lines.

1 Tooth care

2 Nail care

3 Hair care

4 Skin care

5 Shaving

6 Makeup

5 Complete the sentences. Circle the correct words.

1. This store doesn't have (much / many) combs.
2. I can't find (some / any) sunscreen, but here's (some / any) body lotion.
3. Do you have (much / a lot of) razors at home?
4. She doesn't have (much / many) hair spray left.
5. Emma needs (some / any) dental floss.
6. Helen doesn't need (some / much) soap.
7. Do you have (any / many) deodorant?
8. I have (some / any) extra shampoo.
9. I found shaving cream, but there aren't (some / any) razors here.
10. Are you out of toothpaste? I have (some / much).

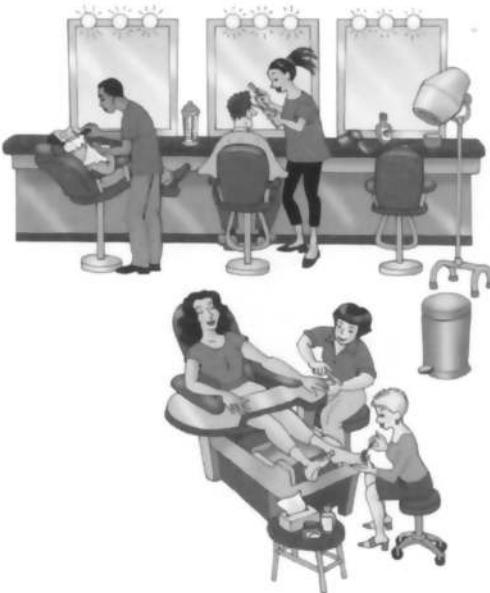
LESSON 2

6 Complete each statement or question with someone, no one, or anyone.
In some cases, more than one answer is correct.

1. _____ made a ten o'clock appointment for a pedicure.
2. Excuse me. _____ is at the front desk. Can _____ help me?
3. I'm sorry. We don't have _____ available to help you now.
4. There's _____ ahead of you. Do you mind waiting?
5. Did you see _____ you know at the hair salon?
6. There's _____ waiting for a massage.

7 Look at the pictures. Write statements using the words in parentheses and someone, no one, or anyone. In some cases, more than one answer is correct.

1. (get / shave) There's someone getting a shave.
2. (give / facial) _____
3. (get / haircut) _____
4. (use / comb) _____
5. (give / massage) _____
6. (use / shampoo) _____
7. (get / manicure / pedicure) _____
8. (use / nail file) _____



8

Extra reading comprehension



Read the article **Cosmetic surgery—for everyone?** on page 56 of the Student's Book again. Then match the terms with their definitions.

1. _____ chocoholic	a. a cream that removes unwanted hair on the body
2. _____ liposuction	b. surgery to correct baldness
3. _____ hair restoration	c. someone who likes chocolate very much and eats it all the time
4. _____ depilatory	d. surgery to remove wrinkles and other signs of aging from the face
5. _____ face-lift	e. treatment for wrinkles that removes the top layer of skin on the face
6. _____ chemical peel	f. surgery to remove fat from the body

9

Read the article about ways to improve personal appearance.

Look Great — Without Cosmetic Surgery



Want to lose weight? Look younger? More and more people are turning to cosmetic surgery. While liposuction or a face-lift might sound like an easy way to get the results you want, it's important to remember that cosmetic surgery is, in fact, surgery. And surgery is not easy. It's expensive, painful, and potentially dangerous. So, before you go under the knife, give these safe, low-cost ways to improve your appearance a try.

1. Get enough sleep. It's called "beauty sleep" for a reason. Nighttime is when your skin and hair cells renew and repair themselves. Also, more blood flows to your skin when you're sleeping, making it brighter. Most people know that lack of sleep can cause dark circles under your eyes. But many don't realize that not getting eight hours of sleep a night can also lead to wrinkles and weight gain.

2. Drink a lot of water. Get into the habit of drinking more water. Well-hydrated skin is less likely to develop blemishes or wrinkles. For clearer, smoother skin, try to drink at least eight glasses of water a day. The more water you drink, the better your skin will look. Also, drinking water throughout the day will curb your appetite—making it easier to eat less and lose weight.

3. Exercise regularly. The physical benefits of exercise include reduced body fat and more toned muscles. While 60 minutes of daily vigorous exercise is ideal, begin with a reasonable goal—maybe 30 minutes three times a week. Choose something you enjoy, and enroll in a class, join a team, or make plans to workout regularly with a group of friends.

4. Eat a healthy diet. To lose weight, you need to change your eating habits. You should choose foods that are low in fat and low in calories. You probably knew that already, but did you know that some foods can also improve the appearance of your skin and hair? For beautiful skin, eat foods rich in antioxidants. Darkly colored fruits and vegetables contain antioxidants, which help repair sun damage and prevent wrinkles. Blueberries, spinach, and carrots have a lot of antioxidants. For shiny, healthy hair, eat foods high in lean protein like fish, beans, and nuts. These foods may also help prevent hair loss.

What's good for your health is also good for your looks. So, get a good night's sleep and some exercise. Drink lots of water and eat fresh, natural foods—mostly fruits and veggies. It costs almost nothing and doesn't hurt, so what have you got to lose? Except maybe a few kilos!

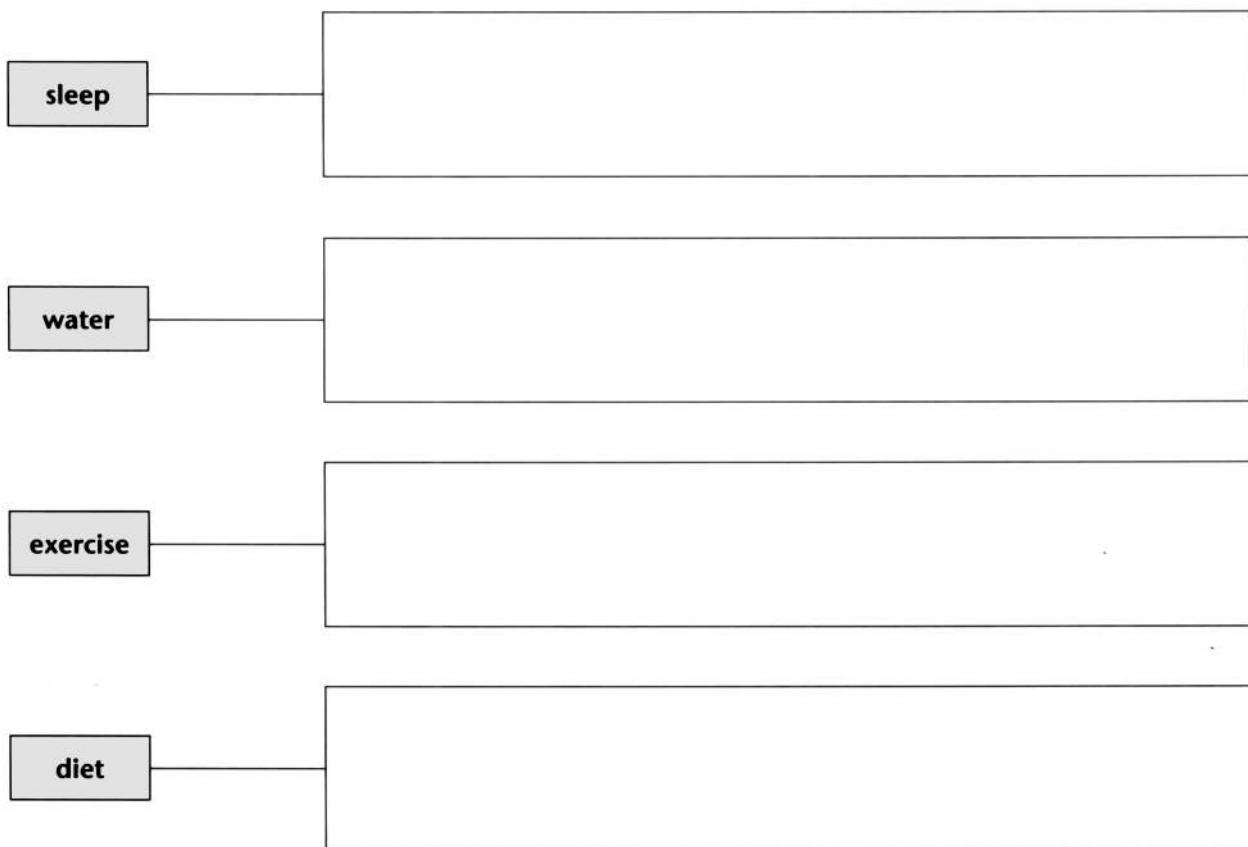
10

Complete the chart. Use information from the article in Exercise 9. How much sleep, water, and exercise does the article recommend? What types of foods does it suggest?

	What the article recommends
sleep	
water	
exercise	
diet	

11

What are the results of doing what the article recommends?

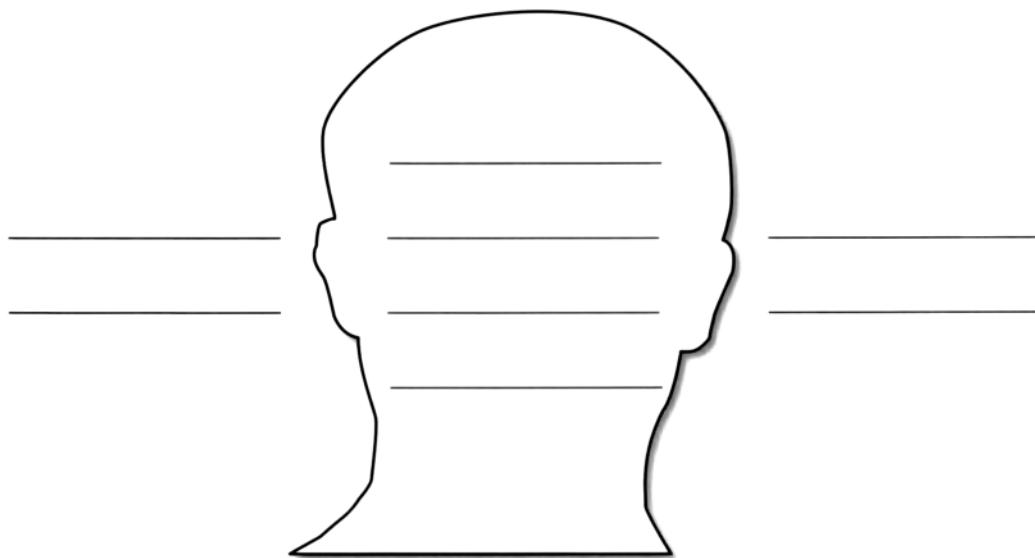
**12**

CHALLENGE. How much sleep and exercise do you get? How much water do you drink? What types of foods do you eat? After reading the article, what would you like to do differently? Why?

A large box for writing a response to the challenge. The box is divided into two columns by a vertical line.

LESSON 4

13 Think of a famous person or someone you know that represents both inner and outer beauty. Describe the person's inner qualities on the lines inside the head. Describe the person's physical features on the lines outside the head.



Name of person: _____

14 Complete the statements with words from the box.

attractive	health	heart	inner
kindness	modest	outer	patient

1. Someone who is a good listener and lets others speak is _____.
2. Beautiful skin and hair and a nice body are features of _____ beauty.
3. Goodness, _____ to other people, truthfulness, and happiness with life are qualities of _____ beauty.
4. Someone who has nice physical features is _____.
5. The condition of a person's body is called _____.
6. Someone who doesn't talk proudly about his or her own appearance or abilities is _____.
7. "The best and most beautiful things in the world cannot be seen, nor touched . . . but are felt in the _____." —Helen Keller

GRAMMAR BOOSTER

A Look in the medicine cabinet. Write sentences about the products you see, using words from the box.

bar bottle can package tube



1. There are four bottles of nail polish.
2. _____
3. _____
4. _____
5. _____
6. _____

B Answer the questions about your own personal care products. Write complete sentences with some or any.

1. Do you have any dental floss at home?

2. Do you need some toothpaste from the store?

3. Is there any shaving cream in your bathroom?

4. Are you wearing any perfume or aftershave now?

5. Do you have some sunscreen at home?

6. Is there any makeup in your bathroom?

7. Would you like some hand lotion?

C

Write a **✓** next to the sentences that are correct.

1. a. There isn't enough soap.
4. a. Does she have too many toothpaste?
- b. There isn't too many soap.
- b. Does she have enough toothpaste?
2. a. Do you have too much razors?
5. a. There isn't too much shampoo.
- b. Do you have too many razors?
- b. There isn't too many shampoo.
3. a. I don't have too many makeup.
- b. I don't have enough makeup.

D

Complete each sentence with **too much, too many, or enough**.

1. I couldn't wash my hair. There wasn't _____ shampoo left.
2. I'm going to the store. Do you have _____ flour to make the cake?
3. There are just _____ people here. I don't feel like waiting.
4. Don't you think that's _____ money for a pedicure? It's too expensive.
5. You bought _____ nail files. We only need one.

E

Complete each sentence with **fewer or less**.

1. Bridget should wear _____ makeup. She looks beautiful without it!
2. Budget hotels have _____ amenities than expensive hotels.
3. This film has _____ violence than that new action adventure movie.
4. The compact car will use _____ gas than the SUV.
5. Which ticket line has _____ people waiting in it?
6. The rental agency has _____ cars with manual transmission than with automatic transmission.

F

Complete each sentence with **something or anything**.

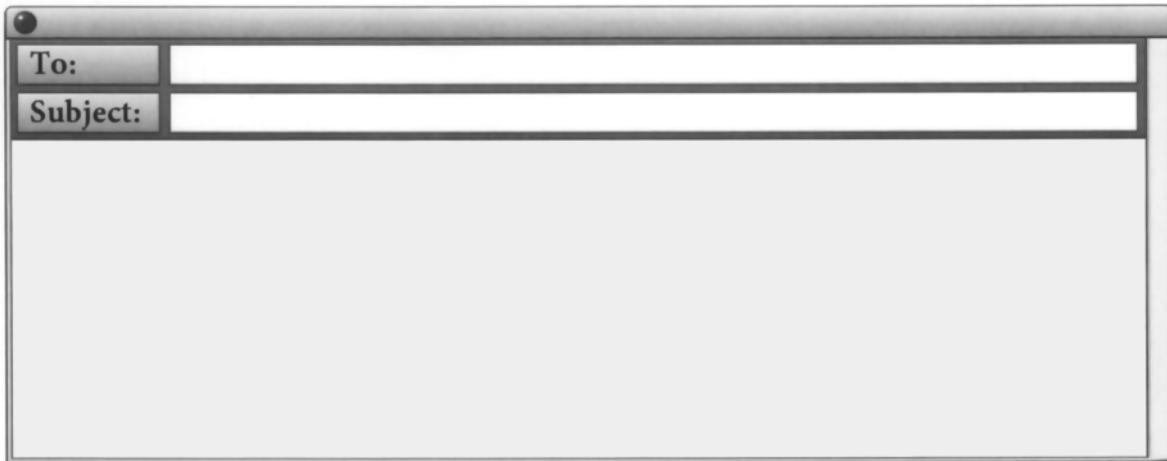
1. We have _____ new at our salon.
2. He didn't take _____ for his headache.
3. Do you need _____ from the drugstore?
4. I didn't see _____ I like in the catalog.
5. I always buy _____ from that store.
6. I just can't relax. There is always _____ to do.
7. They gave me _____ to drink at the salon.
8. I don't know _____ about cosmetic surgery.

G Read the paragraph. Find and correct five mistakes.

I went to the supermarket today because I needed to get nothing to cook for my dinner party tonight. I wanted to buy some juice, too. But when I got there, there wasn't nothing on the shelf! I went to the store manager and asked him why the shelves were empty. He apologized and said there was anything wrong with the delivery truck. "It didn't come today," he told me. He said I'd have to wait until the next day. Now I don't have something to serve for the big party tonight. I've never seen nothing like this!

WRITING BOOSTER

A Think about a time when you had bad service at a place of business such as a salon, a car rental agency, a hotel, a movie theater, or a restaurant. Write an e-mail message to the manager complaining about the service. Describe the problem you had. Suggest a way for the business to improve.



B Prepare to turn your e-mail message into a formal business letter. Write the following information.

1. your address: _____
2. recipient's name and / or position and address:

3. today's date: _____
4. a salutation: _____
5. a complimentary close: _____
6. your signature and printed name: _____

C Now type (or write) your formal business letter. Use the e-mail message you wrote in Exercise A as the body of your letter. Include all the information from Exercise B.

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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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Authors' Acknowledgments

The authors are indebted to these reviewers who provided extensive and detailed feedback and suggestions for the second edition of *Top Notch* as well as the hundreds of teachers who participated in surveys and focus groups.

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