

SECOND EDITION

TOP NOTCH

English for Today's World

20

WITH WORKBOOK

Joan Saslow • Allen Ascher

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



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

Copyright © 2011 by Pearson Education, Inc.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior permission of the publisher.

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 Banker, Peter Benson, Elizabeth Carlson, Diane Cipollone, Aerin Csigay, Dave Dickey, Warren Fischbach, Shelley Gazes, Aliza Greenblatt, Ray Keating, and Mike Kemper.

Cover design: Rhea Banker

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: 978-0-13-247051-3

ISBN 10: 0-13-247051-9

Photo credits: All original photography by Sharon Hoogstraten and David Mager. Page 62 (fats) Shutterstock.com, (meat) Shutterstock.com, (dairy) Shutterstock.com, (fruit) Shutterstock.com, (vegetables) Shutterstock.com, (breads) Shutterstock.com; p. 64 (sushi) Vito Arcomano/eStock Photo, (mangoes) Dorey Cardinale Photography/Stockfood America, (pasta) Thom DeSanto Photography, Inc./Stockfood America, (ice cream) Judd Pilosof/FoodPix, (asparagus) Andy Ryan Photography/Stockfood America; p. 67 (shellfish) Geoffrey Clifford/Woodfin Camp Associates, (chocolates) Renee Comet Photography/Stockfood America, (tofu) Gary Conner/PhotoEdit Inc., (steak) Renee Comet Photography/Stockfood America, (fries) Maximilian Stock/Stockfood America, (noodles) Alan Campbell Productions/Stockfood America, (sardines) Maximilian Stock/Stockfood America; p. 68 (left) Photolibrary.com, (right) Photolibrary.com; p. 69 Shutterstock.com; p. 70 (a left) Jimmy Dorantes/LatinFocus.com, (a right) George D. Lepp/Corbis, (b) Michael Newman/PhotoEdit Inc., (c) Steve Cohen/FoodPix, (d) Foodcollection/Stockfood America, (e) David Young-Wolff/PhotoEdit Inc., (f left) Cathy Melloan/PhotoEdit Inc., (f right) Gary White Photography/Stockfood America; p. 71 (top) Dorling Kindersley, (right) Michael Newman/PhotoEdit, Inc.; p. 73 (background) Tyson Foods, Inc., (Thailand) Stephen Mark Needham/Foodpix, (Korea) James Baigrie/Foodpix, (Mexico) Jimmy Dorantes/LatinFocus.com, (Colombia) Henry Rodriguez Bohórquez, (Lebanon) James Baigrie/Getty Images, (China) Shutterstock.com, (Peru) Veronica Vallarino; p. 74 Shutterstock.com; p. 76 Photolibrary.com; p. 80 Shutterstock.com; p. 81 (top) David Muir/Masterfile, (bottom right) Shutterstock.com; p. 82 Ken Weingart/ImageState; p. 83 (top) Tony Freeman/PhotoEdit Inc., (bottom) Anthony Redpath/Corbis; p. 85 (background) Dimitri Vervitsiotis/Getty Images, (middle) Photos.com, (bottom) David Butlow/Corbis; p. 86 (drawing) A. Ascher "Talavera", (jewelry) Wendy Wolf "tagua nut, Bayong wood, and lava rock necklace", (fashion) Shutterstock.com, (sculpture) Vivian Nash "La Rueda", (pottery) Matthew J. Sovjani "Wave Vase", (painting) Jessica Miller-Smith "Rockefeller Preserve", (photography) Peter C. Benson "Sagamore"; p. 87 (top) Mrs. Simon Guggenheim Fund. (163.1945). ©2004 Successio Miro/Artist Rights Society ARS, NY. The Museum of Modern Art/Licensed by Scala-Art Resource, NY, (bottom) Historical Picture Archive/Corbis; p. 89 (top) Francis G. Mayer/Corbis, (David) Copyright ©2001 by Martin Yu, (K'uan) Collection of the National Palace Museum, Taiwan, Republic of China, (Rivera) Reproduction authorized by the Instituto Nacional de Bellas Artes y Literatura. Courtesy of Art Resource, NY; p. 90 (wood) Paul A. Souders/Corbis, (glass) Susan Van Etten/PhotoEdit Inc., (silver) Charles Edenshaw. Photograph by Paul Macapia. Seattle Art Museum, (gold) Art Resource, NY, (cloth) Iconotec/Alamy, (clay) Stockbyte, (stone) Banco Mexicano de Imagenes/The Bridgeman Art Library International Ltd., p. 91 (top) Lizz Carlson, (pot) Shutterstock.com, (vase) Picture Desk, Inc./Kobal Collection (dolls) Dave G. Houser/Corbis, (figure) Cluadia Obrocki/Art Resource, NY, (cups) Shutterstock.com; p. 92 Audrey Benson; p. 94 (top left) The Newark Museum/Art Resource, NY, (top right) Art Resource, NY, (middle) Reuters NewMedia Inc./Corbis, (bottom left) Bettmann/Corbis, (bottom middle) Reuters/Corbis, (bottom right) Stephane Cardinale/People Avenue/Corbis; p. 95 (right) Shutterstock.com; p. 96 (a) Collier Campbell Lifeworks/Corbis, (b) Heini Schneebeli/The Bridgeman Art Library International Ltd., (c) Erich Lessing/Art Resource, NY, (d) Archivo Iconografico, S.A./Corbis, (e) Picture Desk, Inc./Kobal Collection; p. 97 (background) Shutterstock.com, (Louvre) Richard List/Corbis, (Mona) Gianni Dagli Orti/Corbis, (Tate) Shutterstock.com, (Mustard) Tate Gallery, London/Art Resource, NY, (Japan) Sakamoto Photo Research Laboratory/Corbis, (Peru) Mireille Vautier/Woodfin Camp & Associates, (France) Picture Desk, Inc./Kobal Collection, (Mexico) Corbis; p. 98 (top) Shutterstock.com, (monitor) Burke/Triolo/Jupiterimages, (keyboard) Shutterstock.com, (mouse) Shutterstock.com, (touchpad) Shutterstock.com, (bottom) Shutterstock.com; p. 100 (background) Shutterstock.com, (hand) Shutterstock.com; p. 101 Fotolia.com; p. 102 Logitech, Inc.; p. 104 (4) Shutterstock.com; p. 106 Burke/Triolo/Jupiterimages, p. 109 (background) Shutterstock.com, (family photo) Shutterstock.com; p. 115 (wallet) Dorling Kindersley, (books) Mylleen Ferguson Cate/PhotoEdit Inc., (phone) Shutterstock.com, (jacket) Dorling Kindersley, (glove) Dorling Kindersley, (umbrella) Shutterstock.com, (suitcase) Dorling Kindersley; p. 116 (left) Robert Raths/Mira.com, (middle) Shutterstock.com, (right) Shutterstock.com; p. 117 Library of Congress; p. 118 Shutterstock.com; p. W66 Index Stock Imagery; p. W67 (sombrero) Shutterstock.com, (bag) David Young-Wolff/PhotoEdit, (elephant figure) Shutterstock.com, (rocking chair) Shutterstock.com, (balalaika) Shutterstock.com, (vase) The Art Archive/Dagli Orti; p. W68 Shutterstock.com; p. W69 (Picasso) Bettmann/Corbis, (Pollock) Rudolph Burckhardt/Sygma/Corbis, (Matisse) Bettmann/Corbis; p. W70 The Gallery Collection/Corbis; p. W74 Shutterstock.com; p. W77 Shutterstock.com; p. W79 Shutterstock.com; p. W89 AP Images/Stephen J. Carrera.

Illustration credits: Steve Attoe, p. 64, W87 (top); John Ceballos, p. 121; Leanne Franson, p. W87 (bottom 4); Brian Hughes, p. 71; Andy Myer, pp. 66, 106; Dusan Petricic, pp. 70, 78, 79, 113, W86; Neil Stewart, p. 119 (center, bottom); Anna Veltfort, p. 66 (top-right), 119 (top).

Text credits: Page 74 Information Please® 2009 Pearson, Inc. All rights reserved.

Printed in the United States of America

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

CONTENTS

Learning Objectives for 2A and 2B	iv
To the Teacher	viii
About Your <i>ActiveBook</i> Self-Study Disc	ix
UNIT 6 Eating Well	62
UNIT 7 About Personality	74
UNIT 8 The Arts	86
UNIT 9 Living with Computers	98
UNIT 10 Ethics and Values	110
Grammar Booster	130
Writing Booster	144
<i>Top Notch Pop</i> Lyrics	149
WORKBOOK	
UNIT 6	W45
UNIT 7	W55
UNIT 8	W64
UNIT 9	W74
UNIT 10	W84
About the Authors	last page

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 130
Writing Booster	page 144
Top Notch Pop Lyrics	page 149
ActiveBook Self-Study Disc	Inside back cover

Conversation Strategies	Listening/ Pronunciation	Reading	Writing
<ul style="list-style-type: none"> 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

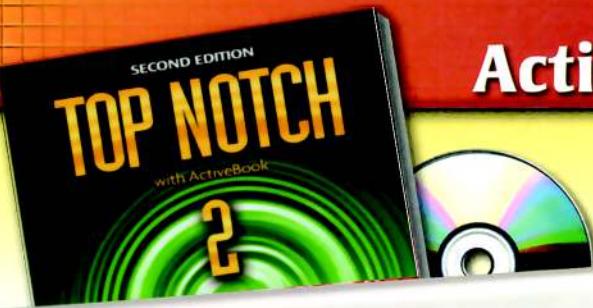
Students actively work with a rich vocabulary of high-frequency words, collocations, and expressions in all units of the Student's Book. Clear illustrations and definitions clarify meaning and provide support for independent study, review, and test preparation. Systematic recycling promotes smooth and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

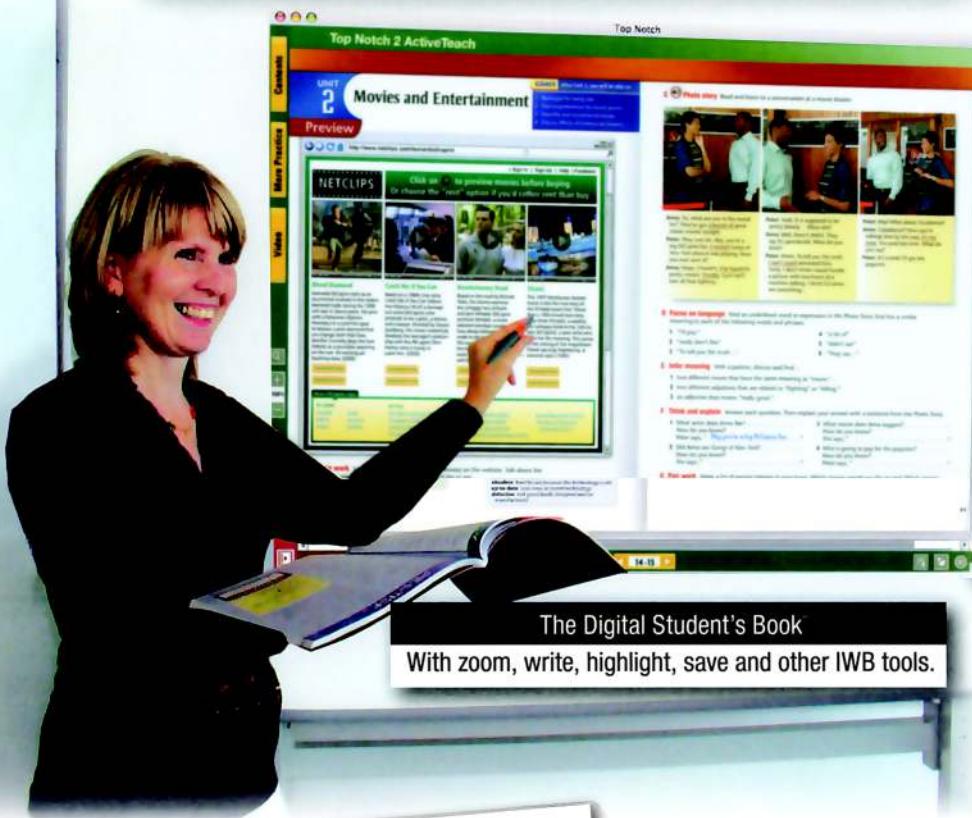
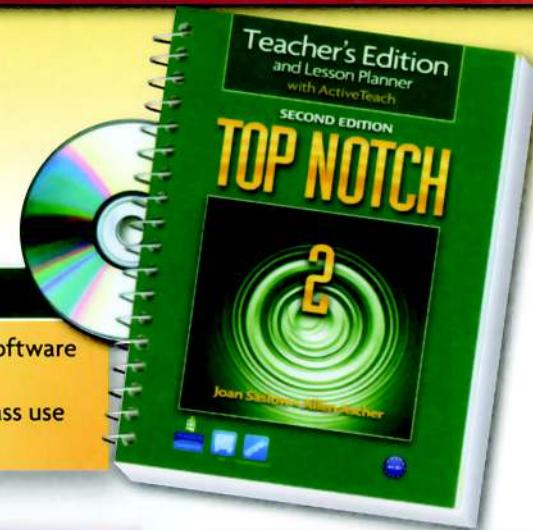
The Teacher's Edition and Lesson Planner

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

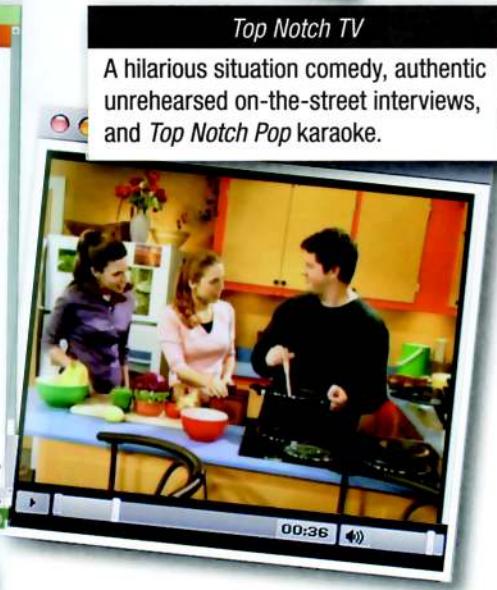
► ActiveTeach

- 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



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

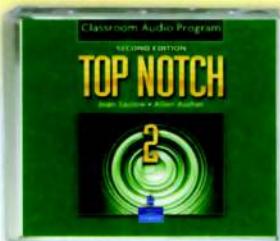
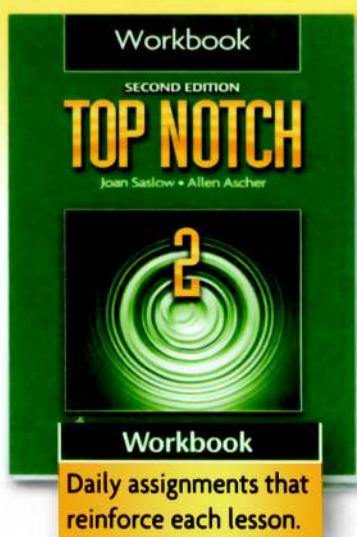
Your advice:

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.

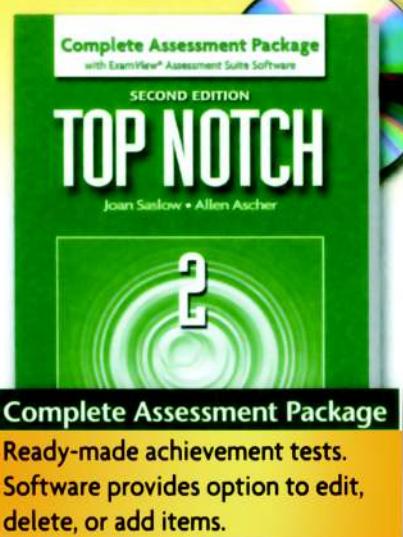
Calvin

Your advice:

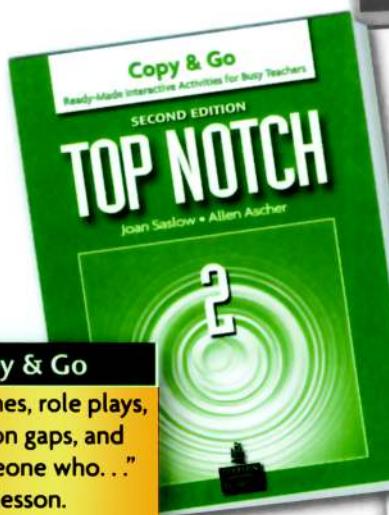
Other components



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



Full-Course Placement Tests
Choose printable or online version.



Copy & Go
Board games, role plays, information gaps, and "find someone who..." for every lesson.

Activity 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 title of a movie about a man who had to fight against a gang that killed his family. Write the word *pitch* on the board. Explain that the *pitch* is what happened in the movie.
- 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 actors for each character. Explain that each name they suggest, ask them why they think the actor is the best one for the role.
- After the discussion, 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, 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, the best choice of actress.
- Set a time limit of ten minutes for the brainstorming and discussion.

Copyright © 2012 by Pearson Education, Inc. Pearson, Pearson logo, MyTopNotchLab, and Top Notch are trademarks of Pearson Education, Inc.

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.

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:

Click Here for Amanda's Advice

MyTopNotchLab

An optional online learning tool with:

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

Preview

Healthy Eating Pyramid

The right balance of foods will keep you healthy.



A Look at the healthy eating pyramid above. Do you think it gives good advice? Explain.

B Complete your own food pyramid to show how you eat. Compare pyramids with a partner.

C **Discussion** How is the Healthy Eating Pyramid different from your pyramid? Which do you think is a healthier diet? Explain.

GOALS After Unit 6, you will be able to:

- 1 Talk about food passions.
- 2 Make an excuse to decline food.
- 3 Discuss lifestyle changes.
- 4 Describe local dishes.

3:19

Glossary

calcium: dairy products and leafy green vegetables provide calcium for healthy bones and teeth.

carbohydrates: grains, pasta, and bread are sources of healthy carbohydrates.

protein: meat, fish, poultry, eggs, legumes, and nuts are rich sources of protein.

vitamins: vitamins A, B, C, and D come from a variety of foods and they are important for good health.



D  **Photo story** Read and listen to people talking about food choices.


Rita: Didn't you tell me you were avoiding sweets?
 Joy: I couldn't resist! I had a craving for chocolate.
 Rita: Well, I have to admit it looks pretty good. How many calories are in that thing anyway?



Joy: I have no idea. Want to try some?
 Rita: Thanks. But I think I'd better pass. I'm avoiding carbs.*
 Joy: You? I don't believe it. You never used to turn down chocolate!
 Rita: I know. But I'm watching my weight now.



Joy: Come on! It's really good.
 Rita: OK. Maybe just a bite.
 Joy: Hey, you only live once!

*carbs (informal) = carbohydrates

E Focus on language Find an underlined sentence or phrase in the Photo Story with the same meaning as each of the following.

1 I don't know.
 2 I should say no.
 3 I couldn't stop myself.
 4 I'm trying not to get heavier.

5 I really wanted
 6 I agree.
 7 say no to
 8 I'll try a little.

F Discussion Read the descriptions of the diets. Would you ever try any of them? Why or why not?

The High-Fiber Diet

For maintaining better health, preventing disease, and watching weight. Eat anything you want. Be sure to consume 25 to 40 grams of fiber per day from grains, fruits, beans, and vegetables.

The Vegan Diet

For better health and prevention of disease. Avoid all animal products, including dairy and eggs. Eat lots of grains, beans, vegetables, and fruits.

The Atkins Diet

A high-protein, low-carbohydrate weight-loss diet. Eat foods such as meat, eggs, and cheese that are high in protein and fat. Avoid foods that are high in carbohydrates, such as starchy vegetables, bread, grains, sugar, and dairy products (except cheese, cream, and butter).

The Low-Fat Diet

For weight loss and the prevention of disease. Cut back fat to 20 to 30 percent of daily calories. Limit cholesterol in food to less than 300 mg per day (about the amount in one large egg).

I don't believe in the Atkins Diet. It has too much fat for me.



VOCABULARY

Food passions

3:21

A  Read and listen. Then listen again and repeat.

I'm crazy about seafood.
I'm a big meat eater.
I'm a big coffee drinker.
I'm a chocolate addict.
I'm a pizza lover.



I can't stand fish.
I'm not crazy about chocolate.
I don't care for steak.
I'm not much of a pizza eater.
I'm not much of a coffee drinker.

3:22

B  Listening comprehension Circle the correct words to complete each statement about the speakers' food passions.

- 1 She (is crazy about / doesn't care for) sushi.
- 2 He (loves / can't stand) asparagus.
- 3 She (is a mango lover / doesn't care for mangoes).
- 4 He (is a big pasta eater / isn't crazy about pasta).
- 5 She (is an ice cream addict / can't stand ice cream).



C Pair work Tell your partner about some of your food passions.

 I'm really a seafood lover, but I'm not crazy about clams. 

GRAMMAR

Use to / used to

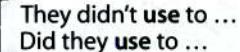
Use use to and used to and the base form of a verb for habitual actions in the past that no longer occur.

I used to be crazy about candy, but now I don't care for it.
She didn't use to eat cheese, but now she has it all the time.

Did you use to eat a lot of fatty foods? Yes, I did. OR Yes, I used to.
No, I didn't. No, I didn't use to.

What did you use to have for breakfast? Eggs and sausage. But not anymore.
Why did you use to eat so much? Because I didn't use to worry about my health.

Be careful!

They used to ... BUT  They didn't use to ...
Did they use to ...

GRAMMAR BOOSTER p. 130

- Use to / used to: use and form, common errors
- Be used to vs. get used to
- Repeated actions in the past: would + base form, common errors

Grammar practice Use the context to help you complete each sentence with used to or didn't use to. Then write two sentences about yourself.

- 1 Gary go out to eat a lot. But now he eats at home more often.
- 2 Nina eat a lot of pasta. But now she does.
- 3 Vinnie drink a lot of coffee. But now he's a coffee addict.
- 4 Anton eat a lot of vegetables. But now he doesn't.
- 5 Cate hate seafood. But now she's crazy about fish.

- 6 Ted eat a lot of fatty foods. But now he avoids them.
- 7 Burt drink a lot of water. But now he has several glasses a day.
- 8 May like salads. But now she has salads several times a week.
- 9 (used to) I
- 10 (didn't use to) I

PRONUNCIATION

Sound reduction: used to

3:23

Notice how the pronunciation of to in used to changes to /tə/. Read and listen. Then listen again and repeat. Then practice the sentences on your own.

- 1 I used to be a big meat eater.
- 2 Jack used to like sweets.

- 3 Sally used to be crazy about fries.
- 4 They didn't use to like seafood.

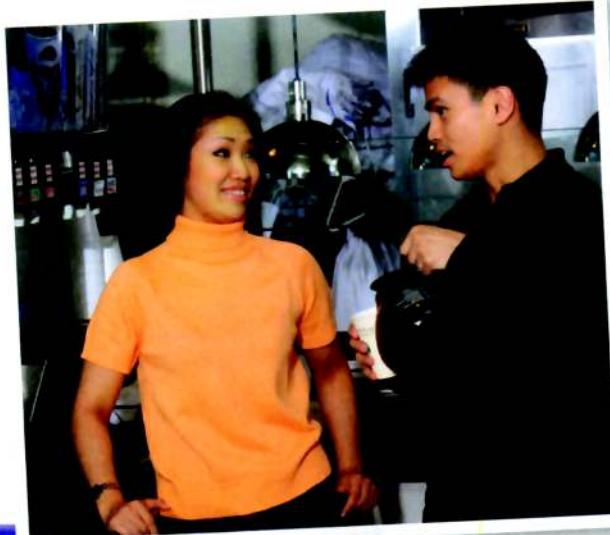
CONVERSATION MODEL

3:24

A  Read and listen to two people talk about their food passions.

A: Are you a big coffee drinker?
B: Definitely. I'm crazy about coffee. What about you?
A: I used to have it a lot. But I've been cutting back.
B: Well, I couldn't live without it.

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



NOW YOU CAN Talk about food passions

A Notepadding Complete the notepad with foods you like and dislike.

B Pair work Change the Conversation Model to role-play a conversation about food passions. Talk about foods and drinks you like and dislike. Talk about what you used to and didn't use to eat or drink. Start like this:

A: Are you a big ?
B: What about you?
A:

C Change partners Change the Conversation Model again. Talk about other foods and drinks.

Foods I'm crazy about	Foods I can't stand



CONVERSATION MODEL

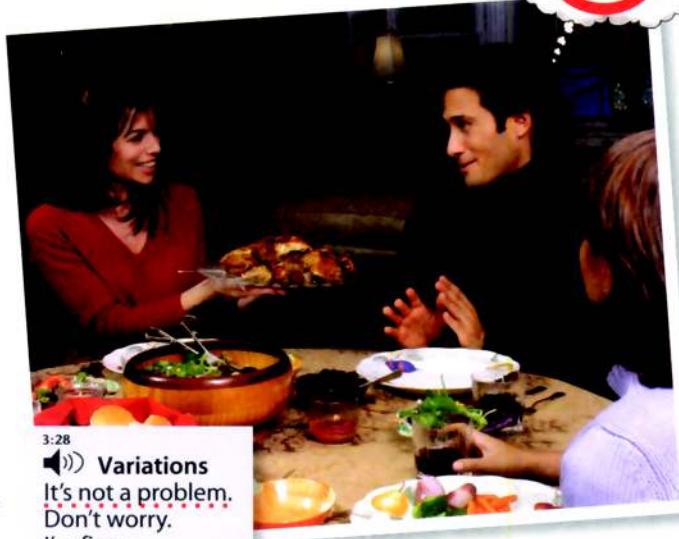
3:26

A Read and listen to a dinner guest making an excuse to decline food.

A: Please help yourself.
 B: Everything looks great! But I'll pass on the chicken.
 A: Don't you eat chicken?
 B: Actually, no. I'm a vegetarian.
 A: I'm sorry. I didn't know that.
 B: It's not a problem. I'll have something else.

3:27

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



3:28

Variations
 It's not a problem.
 Don't worry.
 I'm fine.

VOCABULARY

Excuses for not eating something

3:29

A Read and listen. Then listen again and repeat.



Coffee doesn't agree with me.



I'm on a diet. /
 I'm trying to lose weight.



I don't eat beef.
 It's against my religion.



I'm allergic to chocolate.



I'm avoiding sugar.



I don't care for broccoli.

3:30

B **Listening comprehension** Listen to each conversation. Write the letter to complete each statement. Then listen again to check your work.

..... 1 Cindy...	a is a vegetarian.
..... 2 Frankie...	b is avoiding fatty, salty foods.
..... 3 Marie...	c is trying to lose weight.
..... 4 Susan...	d is allergic to something.
..... 5 George...	e doesn't care for seafood.

C **Pair work** Talk about foods or drinks you avoid. Explain why.

I usually don't eat fried foods.
 I'm trying to lose weight.

Use negative yes / no questions ...

- to confirm information you think is true.

Isn't Jane a vegetarian? (Yes, she is.)

Didn't he go on a diet last week? (Yes, but he changed his mind.)

- when you want someone to agree with you.

Don't you love Italian food? (Yes, it's delicious!)

Wasn't that a terrible dinner? (Actually, no. I thought it was good.)

- to express surprise.

Aren't you going to have cake? (I'm sorry. I'm on a diet.)

Hasn't he tried the chicken? (No. He's a vegetarian.)

Use Why don't ...? to make an offer or a suggestion.

Why don't we ...? has the same meaning as Let's.

Why don't you have some more tea? (Thanks.)

Why don't we sit down? (Great idea.)

GRAMMAR BOOSTER ▶ p. 132

- Negative yes / no questions: short answers
- Suggestions with Why don't ... ?: expansion

Grammar practice Complete each negative yes / no question.

1 A: you allergic to tomatoes?

B: Me? No. You're thinking of my brother.

2 A: that lunch yesterday delicious?

B: It was fantastic!

3 A: we already have steak this week?

B: Yes, we did.

4 A: your husband been on a diet?

B: Yes. But it's been driving him crazy.

5 A: asparagus disgusting?

B: Actually, I like it.

6 A: you like your pasta?

B: Actually, it was a little too spicy for me.

NOW YOU CAN Make an excuse to decline food

A Notepadding Look at the photos. On a separate sheet of paper, use the Vocabulary to write an excuse to decline each food.

B Pair work Change the Conversation Model to role-play a dinner conversation. Use the pictures and your notepads. Offer foods. Make excuses to decline the foods. Then change roles.

A: Please help yourself.

B: Everything looks ! But I'll pass on the

A: Don't you ?

B: Actually,

A: I'm sorry. I didn't know that.

B: I'll have

Don't stop!
Offer other foods.
Talk about food
passions.



chocolate



shellfish



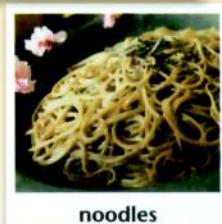
tofu



steak



fries



noodles



sardines



Be sure to recycle this language.

be crazy about ____

can't stand ____

be a big ____ eater / drinker

be not crazy about ____

be a(n) ____ addict / lover

not care for ____

C Change partners Practice the conversation again.

BEFORE YOU READ

Explore your ideas Do you think people's eating habits are better or worse than they used to be? Explain with examples.

READING

3:31



How Can It Be? Americans Gain Weight, While the French Stay Thin



Have you ever wondered why Americans struggle with watching their weight, while the French, who consume all that rich food—the bread, the cheese, the wine, and the heavy sauces—continue to stay thin? Now a report from Cornell University suggests a possible answer. A study of almost 300 participants from France and the U.S.

provides clues about how lifestyle and decisions about eating may affect weight. Researchers concluded that the French tend to stop eating when they feel full. However, Americans tend to stop when their plate is completely empty or they have reached the end of their favorite TV show. As a matter of fact, Americans are taught from an early age to "clean their plates" because children in poorer countries "are going hungry."

According to Dr. Joseph Mercola, who writes extensively about health issues, the French see eating as an important part of their lifestyle. They enjoy food and therefore spend a fairly long time at the table. In contrast, Americans see eating as something to do quickly as they squeeze meals between the other activities of the day. Mercola believes Americans have lost

the ability to sense when they are actually full. So they keep eating long after the French would have stopped. In addition, he points out that Americans drive their cars to huge supermarkets to buy canned and frozen foods for the week, while the French tend to shop daily, walking to small shops and farmers' markets where they have a choice of fresh fruits, vegetables, and eggs as well as high-quality meats and cheeses for each meal.

Mireille Guiliano, author of *French Women Don't Get Fat*, decided to write about the subject after discovering she had gained weight after a visit to the U.S. Rather than suggesting how to avoid food, she writes about the importance of "restraint"—knowing when to stop. Today she continues to stay slim. And she rarely goes to the gym.

Despite all these differences, new reports show that recent lifestyle changes may be affecting French eating habits. Today the rate of obesity—or extreme overweight—among adults is only 6%. However, as American fast-food restaurants gain acceptance and the young turn their backs on older traditions, the obesity rate among French children has reached 17%—and is growing.



Sources: sciencedaily.com and mercola.com

A Understand from context With a partner, use the context of the article to help you define each of the following underlined words or phrases.

- 1 Why do Americans struggle with watching their weight?
- 2 The French consume all that rich food.
- 3 The French see eating as an important part of their lifestyle.
- 4 Americans are taught from an early age to "clean their plates."
- 5 Americans have lost the ability to sense when they are actually full.
- 6 Guliano writes about the importance of restraint.
- 7 Today she continues to stay slim.
- 8 The rate of obesity among French children has reached 17 percent.

B Summarize According to the article, why do the French stay slim while Americans gain weight? On a separate sheet of paper, write a four-sentence summary of the Reading. Then share your summary with your class.

Compared to Americans, the French stay slim because ...

C Compare and contrast In your country, do people generally stay slim easily or do they struggle with watching their weight? Are lifestyles in your country closer to those of France or the U.S., as described in the article?

“I think people here are more like people in France. They like to eat, but they don’t gain weight easily.”

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

NOW YOU CAN Discuss lifestyle changes

A Frame your ideas Complete the lifestyle self-assessment.



1 Have you ever changed the way you eat in order to lose weight? yes no

If so, what have you done?

- ate less food
- cut back on desserts
- avoided fatty foods
- other (explain) _____

Were you successful? yes no

Why or why not? Explain _____

2 Have you ever changed the way you eat in order to avoid illness? yes no

If so, what changes have you made?

- stopped eating fast foods
- started eating whole grains
- started eating more vegetables
- other (explain) _____

Were you successful? yes no

Why or why not? Explain _____

3 Have you ever tried to lead a more active lifestyle? yes no

If so, what have you done?

- started working out in a gym
- started running or walking
- started playing sports
- other (explain) _____

Were you successful? yes no

Why or why not? Explain _____

B Class survey On the board, summarize your class's lifestyles.

How many students ...

- are there in the class?
- want to make some lifestyle changes?
- have gone on a diet to lose weight?
- have changed their diet to avoid illness?
- have been successful with a diet?
- lead an active lifestyle?

C Discussion How do you think your classmates compare to most people in your country? Are they generally healthier or less healthy? What do you think people need to do to have a healthy lifestyle?

“I think my classmates are healthier than most people in this country. I think people eat too many fast foods, but most of us try not to.”

Text-mining (optional)
Underline language in the Reading on page 68 to use in the Discussion. For example:
“(The French) tend to ...”

BEFORE YOU LISTEN

3:32

A  Vocabulary • Food descriptions

Read and listen. Then listen again and repeat.



It looks terrific.



It smells terrible.

It tastes

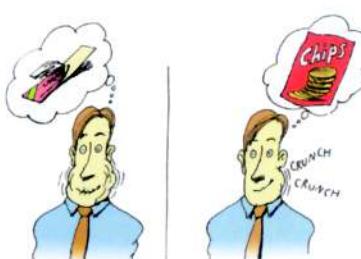
sweet.	}	spicy.
salty.		
sour.		

It smells like
It tastes like
It looks like

chicken.	}	soft.	
			hard.

It's

soft.	}	chewy.
hard.		

It's

chewy.	}	crunchy.

B Pair work Use the Vocabulary to describe foods you know.

“ Apples are crunchy. **”**

LISTENING COMPREHENSION

3:33

A  Listen for details

First, listen to the descriptions of foods from around the world and write the letter of each food. Then listen again and choose the Vocabulary that completes each description.



kim chee / Korea

..... a 1 They're (crunchy / chewy / hard) and they taste (salty / sweet / spicy).
 2 It tastes (salty / sweet / spicy) and it's (soft / hard / crunchy).
 3 It's (soft / chewy / crunchy) and it tastes (salty / sweet / spicy).
 4 It tastes (salty / sweet / spicy). Some think it (tastes / smells / looks) awful.
 5 It (smells / tastes / looks) great and it (smells / tastes / looks) awful.
 6 It's (crunchy / chewy / hard) and it tastes (salty / sweet / sour).



Vegemite / Australia



chapulines / Mexico



cho dofu / China



mochi / Japan



Jell-O / United States

B  **Listen to personalize** Listen again. After each food, discuss with a partner whether you would like to try that food. Explain why or why not.

NOW YOU CAN Describe local dishes

A Frame your ideas Choose three local dishes that you would recommend to a visitor to your country. Write notes about each.

Name of dish:
fried cheese balls

Description:
salty, chewy

What's in it?
cheese, flour, oil

Name of dish:

Description:

What's in it?

Name of dish:

Description:

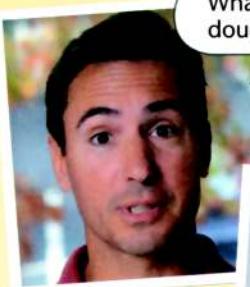
What's in it?

Name of dish:

Description:

What's in it?

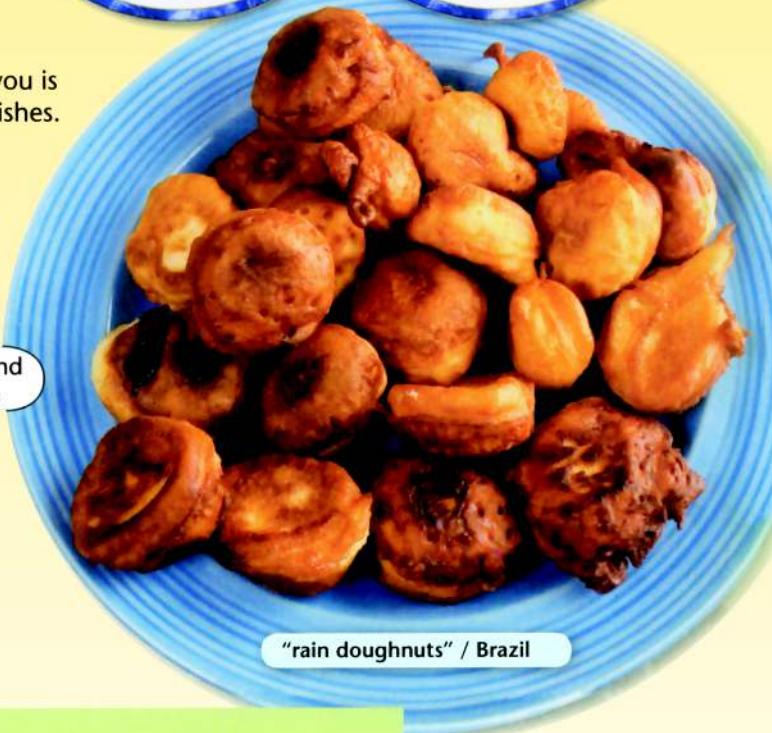
B Pair work Role-play a conversation in which one of you is a visitor to your country. Ask questions and describe dishes. For example:



What are rain doughnuts like?



Well, they're soft. And they taste sweet ...



"rain doughnuts" / Brazil



Be sure to recycle this language.

Introduce the food

Have you tried ____?
Why don't you try ____?

Ask about the food

What's in it / them?
Is it / Are they (spicy)?
How do you make it / them?

Comment on the food

It sounds / they sound ____.
I'm crazy about ____.
I'm a big ____ eater / drinker.
I'm a(n) ____ addict / lover.
I don't care for ____.
I'm allergic to ____.
I'm avoiding ____.

I used to eat ____ , but ____.

____ doesn't / don't agree with me.

____ is / are against my religion.

I'm a vegetarian.

I'm trying to lose weight.

I'm on a diet.

Review

More Practice



ActiveBook Self-Study Disc

grammar • vocabulary • listening
reading • speaking • pronunciation

3:35

A **Listening comprehension** Listen to the conversation in a restaurant. Cross out the foods that the speakers don't mention.

beef and broccoli	chicken	clams	noodles	pasta
pizza	salmon	scallops	shrimp	steak

3:36

B Now listen again and complete the statements.

The man doesn't care for

He would rather eat

C Complete the negative yes / no question for each situation.

- 1 The weather today is sunny and beautiful. You turn to your friend and say: "..... the weather fantastic?"
- 2 You've just finished dinner. It was a terrible meal. As you leave, you say to your friend: "..... that meal awful?"
- 3 You're sightseeing in China. From your tour bus window you see a long wall in the distance. You say to the person sitting next to you: "..... that the Great Wall?"
- 4 You're surprised to see your friend eating breakfast at 11:30. You say: "..... you breakfast yet?"
- 5 You see a woman on the street. You're pretty sure it's Norah Jones, the singer. You go up to her and ask: "..... you Norah Jones?"

D On a separate sheet of paper, write five sentences about things you used to or didn't use to do or think when you were younger. For example:

I didn't use to like coffee when I was younger.

3:37/3:38

Top Notch Pop

"A Perfect Dish"
Lyrics p. 150

E On a separate sheet of paper, describe the following foods.

apples	bananas	carrots	grapefruit
ice cream	onions	squid	steak

Carrots are orange and they're sweet and crunchy.

F **Writing** Write a paragraph on the following topic: Do you think people are eating healthier or less healthy foods than they used to? Give examples to support your opinion.

I think people are eating a lot of unhealthy foods today.

People used to eat a lot of fresh foods. However, lately...

WRITING BOOSTER • p. 144

- Connecting ideas:
subordinating conjunctions
- Guidance for Exercise F

International Buffet

Today's Selections

PAD THAI • Thailand

Ingredients: rice noodles, tofu, peanuts, fish sauce, sugar, lime juice, vegetable oil, garlic, shrimp, eggs, hot peppers



CHICKEN MOLE • Mexico

Ingredients: chicken, salt, vegetable oil, onions, garlic, tomatoes, chocolate, hot peppers



BI BIM BOP • Korea

Ingredients: rice, beef, soy sauce, sesame oil, garlic, black pepper, salt, eggs, lettuce, rice wine, hot peppers



POTATO SOUP • Colombia

Ingredients: chicken, three kinds of potatoes, corn, avocados



POT STICKERS • China

Ingredients: flour, cabbage, pork, green onions, sesame oil, salt



STUFFED ROCOTO PEPPERS • Peru

Ingredients: onions, garlic, ground beef, hard-boiled eggs, raisins, cheese, rocoto peppers, vegetable oil



ORAL REVIEW

Challenge Choose one dish and study the photo and the ingredients for one minute. Then close your book. Describe the dish.

Pair work

1 Create a conversation for the man and woman in which they look at the foods and talk about their food passions. For example:

Have you tried pad Thai? It's terrific!

2 Create a conversation in which the man or the woman suggests and offers foods. The other makes excuses. Start like this:

A: Would you like some ____?

B: Actually, ____.

3 Choose a dish and create a conversation between someone from that country and a visitor. For example:

Have you ever tried ____?

TABOULEH SALAD • Lebanon

Ingredients: parsley, mint, onions, tomatoes, salt, black pepper, cracked wheat, lemon juice, olive oil



NOW I CAN...

- Talk about food passions.
- Make an excuse to decline food.
- Discuss lifestyle changes.
- Describe local dishes.

C  **Photo story** Read and listen to a couple talking about what color to repaint their living room.


Chelsea: You know what? I'm getting a little tired of looking at this wallpaper.

Chad: Well, maybe it's time for a change. What would you think about getting the room painted? I never loved that wallpaper, anyway.

Chelsea: Actually, I don't think either of us did. We only got it because we couldn't agree on a paint color.

Chad: Oh, yeah. Now I remember. You wanted pink and I said it was too feminine.

Chelsea: Actually, I never thought it was pink. To me it was a soft rose.

Chad: Well, what would you say to a nice blue?

Chelsea: Blue? Way too masculine.

Chad: What?!

Chelsea: I'm just pulling your leg, silly! Blue would be great.

Chad: This one's nice—very relaxing.

Chelsea: True, but I'm not sure the furniture would go with it.

Chad: Good point. I'd hate to have to get all new stuff ... You know, maybe we're on the wrong track.

Chelsea: What do you mean?

Chad: All of a sudden, I'm thinking white. It's classic, and ...

Chelsea: And it goes with everything!

D Paraphrase Restate the following expressions from the Photo Story in your own way.

1 "I'm just pulling your leg."

2 "I'm not sure the furniture would go with it."

3 "Good point."

4 "Maybe we're on the wrong track."

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

1 Chelsea still likes the wallpaper.

“Chelsea says, 'I'm getting a little tired of looking at this wallpaper.'**”**

2 Chelsea didn't want a rose-colored living room.

3 Chelsea truly thinks that blue is too masculine.

4 Chelsea thinks the blue Chad likes would go nicely with the furniture.

5 Chad would like to buy new furniture.

6 It's Chelsea's idea to paint the living room white.

7 They agree the furniture wouldn't go with white.

F Pair work Choose colors for rooms in a house. Review the color test on page 74 and the Photo Story to prepare your ideas. Then compare charts with a partner. Do you have the same tastes?

Room	Color	Your reason
a bedroom for a married couple		
a bedroom for a teenaged girl		
a bedroom for a 10-year-old boy		
a kitchen		
a family living room		

GRAMMAR

Gerunds and infinitives as direct objects

Gerunds and infinitives come from verb forms but function as nouns. A gerund or an infinitive can be a direct object of a verb.

Gerund = an -ing form of a verb

She enjoys **painting**.

Infinitive = to + a base form

He wants **to paint** the kitchen yellow.

Remember two other -ing forms:

She is **painting**. (present participle)

The trip was **relaxing**. (participial adjective)

Use a gerund after the following verbs: avoid, can't stand, discuss, dislike, don't mind, enjoy, feel like, practice, quit, suggest

Use an infinitive after the following verbs: agree, be sure, choose, decide, expect, hope, learn, need, plan, seem, want, wish, would like

Other verbs can be followed by either a gerund or an infinitive: begin, continue, hate, like, love, prefer, start

GRAMMAR BOOSTER ▶ p. 133

- Gerunds and infinitives: other functions

A Grammar practice Complete the advice about managing feelings, using the verbs plus gerund or infinitive direct objects.



Feeling blue? Then take care of yourself!

Everybody feels a little sad from time to time. If you _____ (1 not feel like / talk) about what is making you unhappy and you _____ (2 dislike / read) advice books, here are some helpful hints. First of all, _____ (3 decide / take care of) your health. _____ (4 Avoid / drink) coffee and alcohol. Coffee especially can make you feel nervous, but exercise can reduce nervousness and calm you. If you _____ (5 choose / exercise), I _____ (6 suggest / go) with a friend you _____ (7 enjoy / spend) time with. _____ (8 Be sure / eat) right and, importantly, _____ (9 be sure / get) lots of sleep. If you _____ (10 would like / take) a day off from work and you _____ (11 want / go) to the movies or _____ (12 plan / take) a walk in the park, just do it. Everybody needs to take a break sometimes. And when life gets too depressing, _____ (13 learn / cheer) yourself up. You can be your own best friend! Oh, and a final note: Everybody finds certain colors "happy." Try to wear the colors *you* find most cheerful.

B Find the grammar Find all the gerunds and infinitives in the "Answers" box of the color test on page 74.

PRONUNCIATION

Reduction of to in infinitives

4:03

▶ Notice how an unstressed to reduces to /tə/. Read and listen. Then listen again and repeat.

- I decided **to repaint** the bedroom a happier color.
- We plan **to see** the World Cup Finals.
- She doesn't like **to hear** people talking on cell phones.
- I know you'd like **to choose** a more cheerful color.

CONVERSATION MODEL

4:04 A  Read and listen to a conversation about likes and dislikes.

A: So tell me something about yourself.

B: What would you like to know?

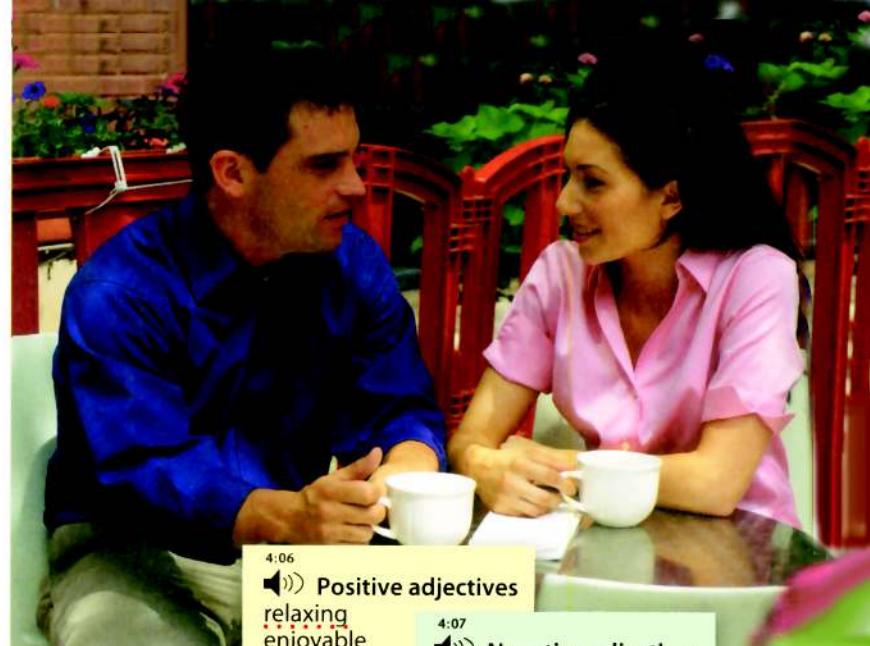
A: Well, for example, what do you like doing in your free time?

B: Let's see. Most of all, I enjoy playing tennis. I find it relaxing. What about you?

A: Well, I find tennis a little boring. But I do love going to the movies.

B: So do I. We should go to the movies together sometime, then.

4:05 B  **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.



4:06  Positive adjectives

relaxing
enjoyable
exciting

4:07  Negative adjectives

boring
depressing
annoying
scary

NOW YOU CAN Get to know what someone likes

A Notepadding List your likes and dislikes in gerund form.

Write a statement with "It's..." to say why.

Likes	Dislikes
skiing: It's exciting.	not getting enough sleep: It's awful.
Likes	Dislikes

B Pair work Using your notepad, personalize the Conversation Model. Include gerund and infinitive direct objects. Ask about other times and occasions.

A: So tell me something about yourself.

B: What would you like to know?

A: Well, for example, what do you like doing?

B: Let's see. Most of all, I enjoy I find it What about you?

A: Well, I

B:

C Change partners Talk about other likes and dislikes.

Other times and occasions

- on weekends
- on vacations
- with your friends / family
- for lunch / dinner

Don't stop!

Ask about your partner's plans for this weekend. Use the following verbs with direct object infinitives:

need want
plan would like

For example:

"What do you **plan to do** this weekend?"



Ted's wife, Nicole, on the other hand, is an introvert. But she doesn't object ⁵ talk about herself from time to time.



Right now, she's bored ⁶ be a student, and she's sick and tired ⁷ write so many long reports and ⁸ take exams every few weeks! She's angry ⁹ have to spend so much time in front of a computer.



However, unlike Ted, she's not at all afraid ¹⁰ fly! She's excited ¹¹ go on vacation.

B Pair work Answer the questions about yourself, using gerunds. Then share the information with a partner.

“Right now, I'm happy about getting engaged!”

Right now, what are you...

happy about?	
excited about?	
bored with?	
sick and tired of?	

NOW YOU CAN **Cheer someone up**

A Notepadding Make a list of things that you are tired of. Write them as gerunds.

What are you tired of?

studying so hard



B Pair work Role-play cheering someone up. Use your partner's list for ideas. Then change roles.

A: You look down. What's up?

B: Oh, nothing serious. I'm just tired of But thanks for asking.

A: I know what you mean.

B:

Don't stop!

Make more suggestions. Use gerunds and infinitives.

Be sure to recycle this language.

Be sure to (get enough sleep). You'd better start (eating healthier food). You should think about (quitting your job).

What about (spending the weekend at a spa)?

How about (getting a pedicure)?

That always helps me.

That's a good idea.

I'll think about that.

C Change partners Cheer your new partner up.

BEFORE YOU READ

Explore your ideas In what way does a parent's behavior affect a child's development?

READING

4:10
🔊

Personality: from Nature or Nurture?

What is personality? Many people define personality as a person's usual manner or style of behavior. These patterns of behavior tend to be predictable throughout a person's lifetime. Some people are introverts; others are extroverts. Some people have easygoing personalities: they are usually cheerful and calm and able to cope with life's difficulties without much trouble. Their emotions are usually under control: they don't get extremely angry about little things. Others, at the other end of the personality spectrum, are more emotional, experiencing higher highs and lower lows. Most people's personalities, however, don't fall at the extreme ends but rather fall somewhere in-between.

Where do we get our personality? For hundreds of years, psychologists and ordinary people have never stopped debating this fascinating question. Some people think personality develops as a result of the environment—the combination of influences that we learn from, such as our families, our culture, our friends, and our education. The people who believe this theory believe that all babies are born without a personality and that it's the environment that determines, or forms, each child's personality. This school of thought is called the "nurture school."

At the other end of the continuum we find people who believe that personality is determined by "nature,"



or the characteristics we receive, or "inherit," from our parents biologically, through their genes. These people believe that our personality is not determined by the environment, but rather by genetics, and that each baby is born with a personality.

The "nature-nurture controversy" The nature-nurture controversy is very old. Experimental psychologists have tried to discover which of these two factors, genetics or the environment, is more important in forming our personality. However, it's very difficult, if not impossible, to conduct research on real people with real lives. There's just no way to put people in a laboratory and watch them develop. For this reason, there's no scientific way to settle the nature-nurture controversy. Recently, however, most researchers have come to believe that both the environment AND the genes—nurture and nature—work together and are both important.

Even though the experts have largely discarded the idea that personality development is so black and white, the nature-nurture controversy remains a popular discussion among friends. It seems that everyone has an opinion.

A Understand vocabulary from context Match the words and phrases in the two columns.

- 1 genes
- 2 environment
- 3 emotions
- 4 the "nature school" (of thought)
- 5 the "nurture school" (of thought)
- 6 personality

- a a person's usual pattern of behavior
- b what we feel, such as anger, love, and happiness
- c the source of traits we inherit from our parents
- d the world around us
- e the belief that learning determines personality
- f the belief that genetics determines personality

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

B Make personal comparisons How is your personality similar to or different from those of your parents? If you have children, how are your children similar to or different from you? Use language from the Reading.

NOW YOU CAN

Discuss personality and its origin

A Frame your ideas Complete the survey to find out if you are an introvert or an extrovert.

ARE YOU AN EXTROVERT OR AN INTROVERT?

Instructions: From each pair of personality traits, check one that sounds like your personality. At the end, add up your selections for each column. Then decide for yourself: Are you an introvert or an extrovert?

Extroverts tend to:

1. <input type="radio"/> enjoy being in a group.	<input type="radio"/> enjoy being alone.
2. <input type="radio"/> need to interact with others.	<input type="radio"/> avoid interacting unnecessarily.
3. <input type="radio"/> be active.	<input type="radio"/> be quiet.
4. <input type="radio"/> be interested in events.	<input type="radio"/> be interested in feelings.
5. <input type="radio"/> talk without thinking.	<input type="radio"/> think without talking.
6. <input type="radio"/> be easy to understand.	<input type="radio"/> be hard to understand.
7. <input type="radio"/> know many people a little.	<input type="radio"/> know few people, but well.
8. <input type="radio"/> talk.	<input type="radio"/> listen.
9. <input type="radio"/> seek excitement.	<input type="radio"/> seek peace.
10. <input type="radio"/> express their opinions openly.	<input type="radio"/> keep their ideas to themselves.

Total extrovert selections

Total introvert selections

I'm an extrovert. I'm an introvert. I'm a mixture of both!



B Pair work Discuss the personality traits you checked. For each, provide a real example from your life to explain your choices.

I'm pretty active. I like to go out almost every night, to the movies or to play sports.



I enjoy staying home most nights. It gives me time to think.



C Discussion Where do you think your personality came from, nurture or nature? Did your personality traits come from your parents' genes or did you learn to be the way you are? Explain with examples using gerunds and infinitives.



Be sure to recycle this language.

be crazy about ____.
not care for ____.
get angry / excited / happy / sad about ____.
be sick and tired of ____.
be bored with ____.
be afraid of ____.

(never) complain about ____.
(sometimes) worry about ____.
believe in ____.
(usually) apologize for ____.
object to ____.
prefer ____.
avoid ____.

BEFORE YOU LISTEN

Explore your ideas Do you think the first child in a family has different personality traits from those of siblings who are born later? Explain your answer.



LISTENING COMPREHENSION

A **4:11 Listen for main ideas** Read the statements below. Then listen to all three parts of the discussion. Choose the statement that best expresses the main idea of the discussion.

- First-born children are often too critical of themselves.
- Children in the same family usually have personalities that are determined by order of birth.
- Children usually have personalities that are determined by genes.

B **4:12 Listen for specific information** Read the exercise. Then listen to each part of the discussion again separately. Complete the exercise as you listen.

Part 1: Check True or False for each statement.

True **False**

1 Brian is usually dissatisfied with himself.	<input type="checkbox"/>	<input type="checkbox"/>
2 Brian obeys rules.	<input type="checkbox"/>	<input type="checkbox"/>
3 Brian does most things well.	<input type="checkbox"/>	<input type="checkbox"/>
4 Brian's mother thinks her husband pushed Brian to be successful.	<input type="checkbox"/>	<input type="checkbox"/>
5 Brian never liked being with adults when he was growing up.	<input type="checkbox"/>	<input type="checkbox"/>

Part 2: Complete each statement by circling the correct information.

- 1 Annie is (the middle child / the "baby").
- 2 Annie had (a lot of / only a little) time with her parents before her younger sister was born.
- 3 Annie is jealous of (Brian / Brian and Lucy).
- 4 Annie (breaks / obeys) rules.
- 5 Annie is (rebellious and / rebellious but not) popular.

Part 3: Circle the answer to each question.

1 How old was Annie when Lucy was born?	3 What did Lucy do to the dining room wall?
a 13 years	a She painted it.
b 13 months	b She washed it.
2 What does Lucy like most?	4 Why does Lucy drive her older siblings crazy?
a making other people laugh	a She pays too much attention to them.
b laughing at other people	b Others pay too much attention to her.

C Synthesize information Check the most common birth position for each personality, according to the discussion. Listen again if necessary.

Personality traits	First child	Middle child	Youngest child
Breaks rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feels less important than siblings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grows up fast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grows up slowly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has a lot of friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is creative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is rebellious	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is self-critical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plays by the rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows off	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NOW YOU CAN Examine the impact of birth order

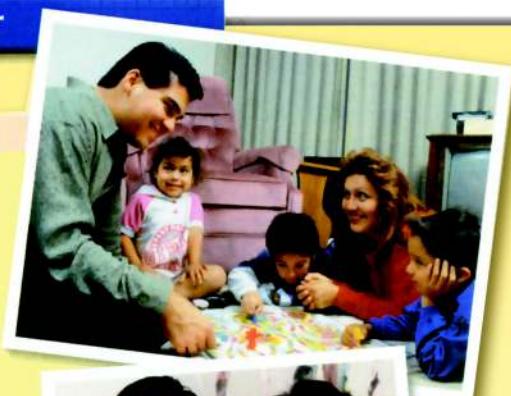
A Frame your ideas Complete the checklist for yourself.

1 What's your birth position in your family?

- I'm the first child or the only child in the family.
- I'm a middle child—neither the first nor the last.
- I'm the "baby"—the youngest child in the family.

2 What are your personality traits? (Check all that are true.)

- I'm self-critical. I always feel I should do better.
- I'm a rebel.
- I'm popular. I have a lot of friends.
- I feel less important than my older or younger siblings.
- I love to clown around and make people laugh.
- I can be lovable one minute and a rebel the next.
- I am creative.
- I often feel jealous of my siblings.



B Group work Form three groups of students, according to your birth positions. Compare your checklists with other members of your group. Do you share the same personality traits? Report your findings to the class.

“ Almost everyone in our group checked 'I'm self-critical!' ”

Group 1: first or only children

Group 2: middle children

Group 3: youngest children

C Discussion Talk about how birth order can affect the development of a person's personality.

Ideas

- genetics / nature
- the environment / nurture
- introverts and extroverts
- parents' behavior

Review

More Practice



ActiveBook Self-Study Disc

grammar • vocabulary • listening
reading • speaking • pronunciation

4:13

A **Listening comprehension** Listen to the conversations. Then circle a word or phrase to complete each statement.

- 1 Andy is (feeling down / happy).
- 2 Mollie is (an extrovert / an introvert).
- 3 Greg is (an extrovert / an introvert).
- 4 Millie thinks (genetics / the environment) is the most important factor in personality development.
- 5 Vera thinks (genetics / the environment) is the most important factor in personality development.

4:14/4:15

Top Notch Pop

"The Colors of Love"
Lyrics p. 150

B Complete the paragraph with the correct prepositions.

Extroverts don't worry talking in public. They believe being honest, and they get bored being alone. They may talk staying home and reading a book, but when they do, they complain having no one to talk to. They object being by themselves.

6

C Complete each personal statement with a gerund or infinitive phrase.

- 1 When I want to stay healthy, I avoid
- 2 I really enjoy on Saturdays and Sundays.
- 3 I wish other people would quit in the movies.
- 4 Two things I can't stand are and
- 5 On weekends, I dislike
- 6 If the weather is bad, I don't mind
- 7 Tomorrow I would really like
- 8 If I want to do well in this class, I need
- 9 Tomorrow I plan
- 10 I think most people are afraid of
- 11 I think people are usually excited about
- 12 Too many people complain about
- 13 My family worries most about

D Complete each statement. Circle the best answer.

- 1 John is such an (extrovert / introvert). He doesn't like to talk about himself a lot.
- 2 Our usual pattern of behavior is our (personality / environment).
- 3 Another word for characteristics is (nurture / traits).
- 4 Many people believe that (self-criticism / birth order) affects personality development.
- 5 The nature-nurture controversy is an argument about the origin of the (environment / personality).

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

WRITING BOOSTER • p. 145

- Parallel structure
- Guidance for Exercise E

ORAL REVIEW

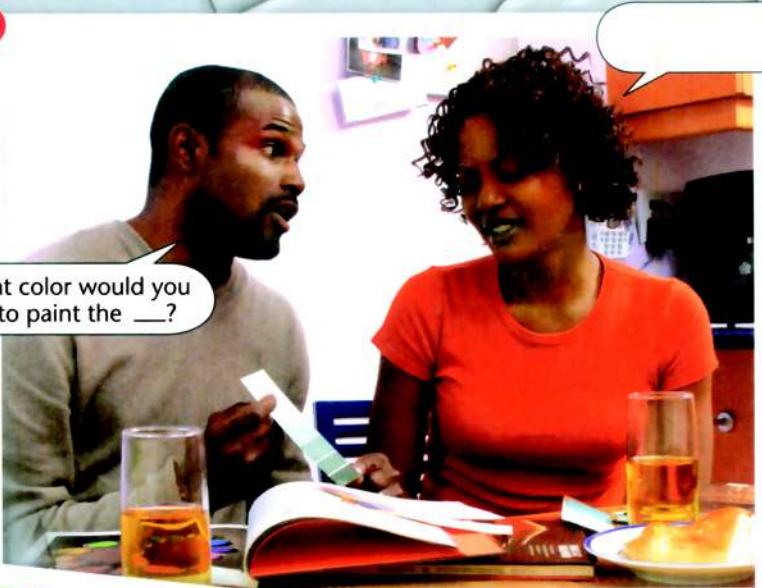
Pair work

1 Create a conversation between the husband and wife in photo 1. Use gerunds and infinitives.

2 Create a discussion between the two women in the café in photo 2. They discuss the birth order of their siblings and their personalities.

Group work Choose one person to be the professor in photo 3. Help that person create a lecture about personality development. Then the other classmates listen to the lecture and ask questions.

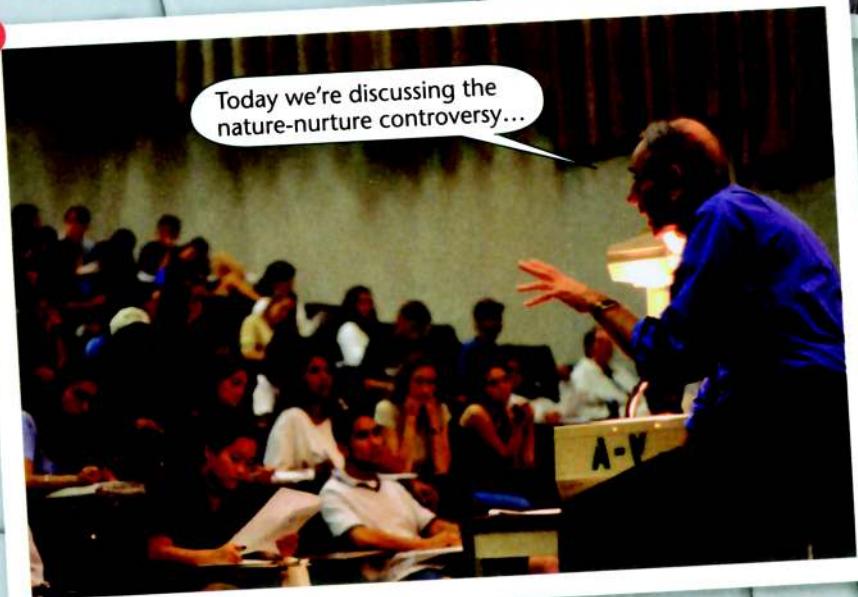
1



2



3

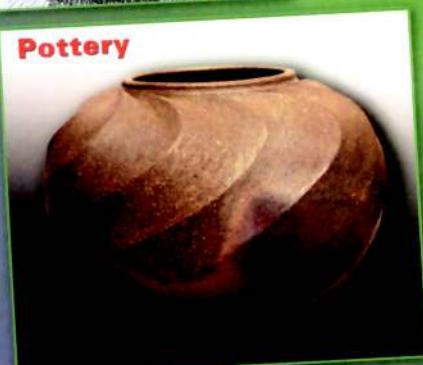
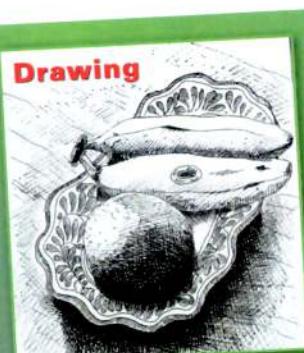


NOW I CAN...

- Get to know what someone likes.
- Cheer someone up.
- Discuss personality and its origin.
- Examine the impact of birth order.

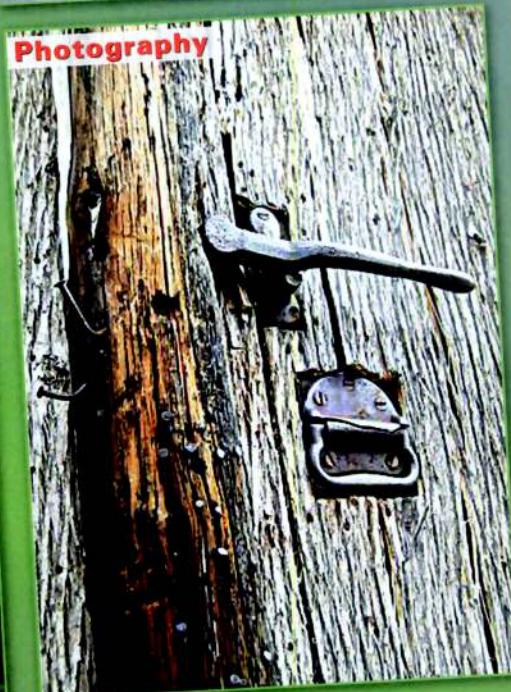
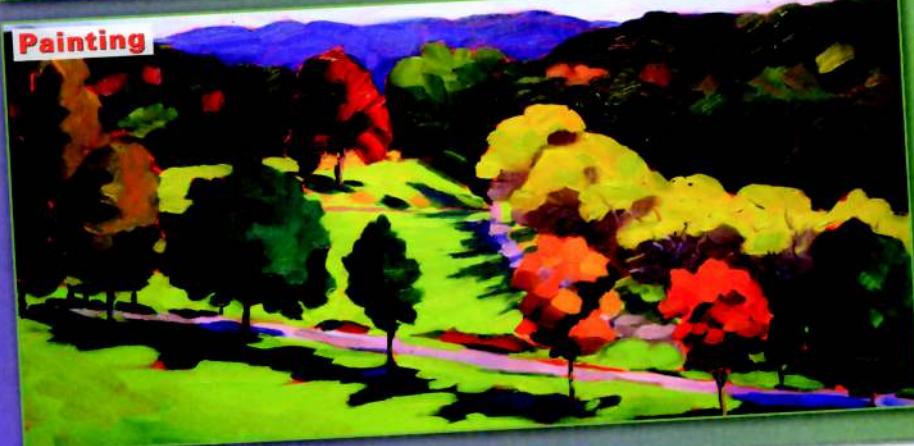


- 1 Recommend a museum.
- 2 Ask about and describe objects.
- 3 Talk about artistic talent.
- 4 Discuss your favorite artists.



Art Exhibit

Bank Street Gallery
Oct. 12–Nov. 24



4:16

A **Vocabulary • Kinds of art** Read and listen. Then listen again and repeat.

B Discussion Which piece of art in the art show announcement do you find the most attractive? the most interesting? the least appealing? Why? Use some of the adjectives.

Adjectives to describe art

practical	feminine	awful
beautiful	masculine	boring
relaxing	depressing	weird
fascinating	unusual	silly

C  **Photo story** Read and listen to a conversation at an art show.



Lynn: Ted, this is just great. I had no idea you had so much talent!

Ted: Thank you!

Lynn: I mean it. Your work is very impressive.

Ted: It's so nice of you to say that. I don't think I'm particularly talented. I just love to paint.



Ted: Believe it or not, these were taken by Paul Johns.

Lynn: Your boss? How do you like that! They're really quite good.

Ted: I know. He doesn't look like the artistic type, does he?

Lynn: No. I had no idea he took photos. I guess you can't always judge a book by its cover.



Ted: Hey, this is an interesting piece. I kind of like it.

Lynn: You do? I find it a little weird, actually.

Ted: But that's what makes it so fascinating.

Lynn: Well, to each his own. I guess I'm just not really into abstract art.

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

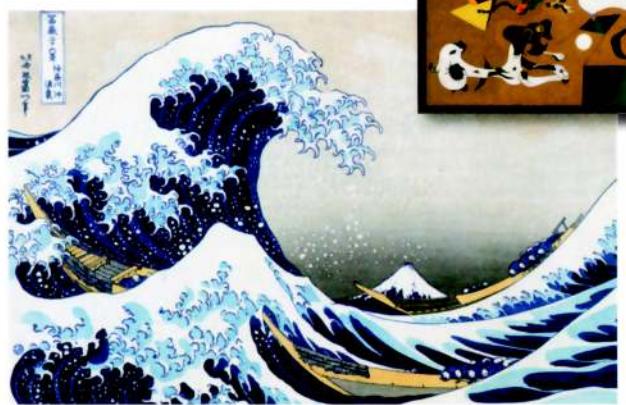
- 1 I didn't know ...
- 2 I don't really like ...
- 3 Everyone has a different opinion.
- 4 I have some information that may surprise you.
- 5 I'm really surprised.
- 6 You can't really know someone just by looking at him or her.
- 7 In my opinion it's ...

E Pair work What kinds of art do you prefer? Explain why.

"I prefer traditional painting. I'm just not into abstract art.**"**

"I'm really into fashion. I like clothes that are really modern.**"**

Dutch Interior I,
by Joan Miró, an
abstract painter
from Spain



The Great Wave of Kanagawa,
by Katsushika Hokusai, a
traditional Japanese artist

GRAMMAR

The passive voice

The active voice focuses on “the performer” of an action. The passive voice focuses on “the receiver” of the action.

Active voice: Picasso **painted** *Guernica* in 1937. (focus on the subject, Picasso—the performer)

Passive voice: *Guernica* **was painted by** Picasso in 1937. (focus on the object, *Guernica*—the receiver)

Form the passive voice with a form of be and the past participle of a verb.

Simple present tense: These vases **are** **made** in Korea.

Present perfect: The *Mona Lisa* **has been** **kept** at the Louvre Museum since 1797.

It is common to use the passive voice when the performer of the action is not known or not important.

Pottery **is made** in many parts of the world.

Use a by phrase in passive voice sentences when it is important to identify the performer of an action.

This dress was designed **by** *Donatella Versace*. (important)

This bowl was found **by** someone in Costa Rica. (not important)

GRAMMAR BOOSTER > p. 133

- Transitive and intransitive verbs
- The passive voice: form in all tenses

A Understand the grammar Read each passive voice sentence and decide if the by phrase is necessary. If it isn't necessary, cross it out.

- 1 The Louvre Pyramids were added to the museum by workers in 1989.
- 2 The sculpture *The Thinker* was created by Auguste Rodin.
- 3 Antoni Gaudí designed and built some of the most famous buildings in Barcelona, Spain. His plans for the Casa Milà were completed by him in 1912.
- 4 The melody of “Ode to Joy” is known all over the world. It was written by German composer Ludwig van Beethoven.
- 5 China’s famous Terracotta Army figures in Xi’an were discovered by people in 1974.

B Grammar practice Change each sentence from the active to the passive voice.

Use a by phrase.

- 1 Leonardo da Vinci painted the *Mona Lisa* in the sixteenth century.
- 2 Brazilian photographer Sebastião Salgado took that photograph in 2007.
- 3 Mexican filmmaker Alejandro González directed *Babel* in 2006.
- 4 Japanese master printmaker Katsushika Hokusai made that print over a century ago.
- 5 Korean fashion designer Sang A Im-Proppe created these beautiful handbags.
- 6 Middle Eastern weavers have produced beautiful Persian rugs for centuries.

CONVERSATION MODEL

4:18

A  Read and listen to someone recommend a museum.

A: Be sure not to miss the Prado Museum while you're in Madrid.

B: Really? Why's that?

A: Well, for one thing, *Las Meninas* is kept there.

B: No kidding! I've always wanted to see that.

A: They have a great collection of paintings. You'll love it.

B: Thanks for the suggestion!



Las Meninas, painting by Diego Velázquez



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

PRONUNCIATION

Emphatic stress

4:20

A  Notice how stress is emphasized to show enthusiasm.

Read and listen. Then listen again and repeat.

1 No **KIDDING!** 2 That's **fanTastic!** 3 That's **PERfect!** 4 How **INteresting!**

B Now practice saying the following statements with emphatic stress.

1 That's **terrific!** 2 That's **wonderful!** 3 How **exciting!** 4 How **nice!**

NOW YOU CAN Recommend a museum

Change the Conversation Model to recommend a museum, using the information in the pictures or museums you know. Use the passive voice and emphatic stress. Then change roles.

A: Be sure not to miss while you're in

B: Really? Why's that?

A: Well, for one thing, is kept there.

B:! I've always wanted to see that.

A: They have a great collection of You'll love it.

B:

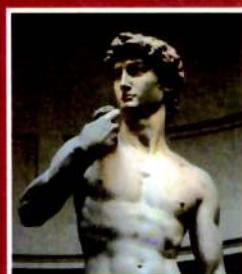
Don't stop!

Recommend other things to see or do.

The Accademia Gallery

Florence, Italy

Famous for its collection of sculptures by Michelangelo



David, sculpture by Michelangelo

The National Palace Museum

Taipei, Taiwan

Known for its huge collection of Chinese painting, pottery, and sculpture



Travelers Among Mountains and Streams, painting by Fan K'uan

The Palace of Fine Arts

Mexico City, Mexico

Known for its collection of murals by some of Mexico's most famous artists



The Grinder, painting by Diego Rivera

Be sure to recycle this language.

Have you ever . . .

tried ____?

climbed ____?

gone to the top of ____?

gone sightseeing in ____?

taken a tour of ____?

taken pictures of ____?

CONVERSATION MODEL

A 4:21 Read and listen to someone asking about an object.

A: Excuse me. What's this figure made of?

B: Wood. It's handmade.

A: Really? Where was it made?

B: Mexico. What do you think of it?

A: It's fantastic!

4:23 Positive adjectives

fantastic
wonderful
terrific
cool (very informal)

B 4:22 Rhythm and intonation Listen again and repeat. Then practice the Conversation Model with a partner.



VOCABULARY Materials and objects

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



wood
(a wood figure)



glass
(a glass plate)



cloth
(a cloth bag)



silver
(a silver bracelet)



clay / ceramic
(a clay or ceramic vase)



gold
(a gold necklace)



stone
(a stone bowl)

metal (metal jewelry)

B Pair work Tell your partner about some of your favorite objects in your home.

“On my vacation last year, I bought a large stone bowl. It's in my kitchen, and I use it for serving.”

GRAMMAR The passive voice: questions

Was this stone figure **carved** by hand?

Yes, it was. / No, it wasn't.

Were these wood bracelets **made** in Thailand?

Yes, they were. / No, they weren't.

What **is** this **made** of?

It's made of wood.

What **is** this ceramic bowl **used** for?

It's used for preparing food.

When **was** this picture **painted**?

It was painted in the 1980s.

Where **were** these cloth figures **made**?

In Brazil.

How **were** they **made**?

By machine.

GRAMMAR BOOSTER ▶ p. 135

- Yes / no questions in the passive voice: form in all tenses

A Grammar practice Complete the questions in the interview. Use a question word and the passive voice.

We interviewed Brian Tardiff at the Sanford Gallery about the exhibit of modern Hmong cloth quilts.

Q ... **Where are** ... these quilts ... **made** ... ?
1 make

A These beautiful quilts are made in Vietnam by women from the Hmong tribe.

Q they of?
2 make

A They're made of cloth dyed in natural colors from plants. The pieces of cloth are cut by hand and sewn together.

Q the cloth ?
3 dye

A The cloth is dyed in different colors, using the plants and beeswax. It takes a lot of time.

Q they ?
4 sew

A They are sewn by hand. Each is unique.

Q they for?
5 use

A Many people just use them for decoration. However, Hmong culture doesn't have a written tradition, so some are used to tell stories about the women's lives.



B Complete the conversations. Write information questions, using the passive voice.

1 A: ?

B: The glass cups? They were made by hand.

2 A: ?

B: That silver bowl? It's used for serving sugar.

3 A: ?

B: This beautiful figure? It's made of gold.

4 A: ?

B: These wood chairs? They were made in Venezuela.

5 A: ?

B: That Chinese bag? It was made by machine.

6 A: ?

B: This cup? It's made of ceramic.

NOW YOU CAN Ask about and describe objects

A Pair work Change the Conversation Model to ask about and describe one of the objects. Use the Vocabulary. Then change roles.

A: Excuse me. What made of?

B:

A: Where made?

B: What do you think of ?

A:

Don't stop!
Ask other passive voice questions.



a pot / China



a vase / Italy



dolls / Guatemala



a figure / Peru



cups / Poland

B Change partners Practice the conversation again about other objects.

C Discussion Describe an object in your own home. Ask your classmates questions about the objects they describe.

“In my living room, I have a small figure. It's made of wood. It's a piece of traditional art. I bought it on my vacation last year.”

BEFORE YOU READ

Warm-up Do you do anything artistic, such as drawing, painting, or handicrafts? Why or why not?

I paint sometimes.
I find it relaxing.

READING

4:25

“Actually, I’m not interested in art.
I don’t really think I have any ability.”

Is it talent or hard work?

When children are asked to draw or paint a picture, they are happy to oblige. And they are willing to talk about and show their creation to anyone they meet. But when adults are asked to do the same thing, they typically get nervous and refuse to even try, claiming that they have no talent.

Most adults see themselves as lacking the “artistic gene.” However, when you look at drawings made by artists when they were children, their work doesn’t differ much from the scribbles and stick figures all children draw when they are young. When Don Lipski, who makes a successful living as a professional artist, looks back at drawings that he made as a child, he doesn’t find any early evidence of his own artistic talent. “I was always making things . . . doodling and putting things together. I didn’t think of myself as a creative person. I was just doing what all kids do.”

The general belief is that artistic talent is something one is born with: a person either has talent or does not. Clearly, great artists like Michelangelo or Picasso had natural talent and possessed more artistic ability than the average person. However, one factor that isn’t often considered is the role that years of training, practice, and



All young children scribble, doodle, and draw stick figures.

hard work have played in the creation of great pieces of art. In addition, most artists are successful because they are passionate about their art—they love what they do. Their passion motivates them to continue to create—and improve their ability—day after day. While natural talent may be an advantage, hard work appears to be a necessary part of the creative process.

In the classic *Drawing on the Right Side of the Brain*, author Betty Edwards argues that while few people are born with natural artistic talent, all of us have the potential to improve our artistic ability. We just have to be willing to keep working at it. She claims that anyone can learn to use the right side of the brain, the side that governs visual skills like drawing and painting. In other words, artistic ability can be learned.

Information source: www.emptyeasel.com

A Recognize the main idea

Choose the main idea of the article.

- a Artistic skill can be taught.
- b Children are better artists than adults.
- c To draw well, you have to be born with artistic talent.
- d Few people are born with artistic talent.

B Identify supporting details Read each statement. Check True or False, according to the article. Support your choice with details from the Reading.

	True	False
1 Young children generally don't worry if they are talented or not.	<input type="checkbox"/>	<input type="checkbox"/>
2 Most adults think they are not talented.	<input type="checkbox"/>	<input type="checkbox"/>
3 It's easy to see which children are going to be artists when you look at their drawings.	<input type="checkbox"/>	<input type="checkbox"/>
4 There isn't much difference between famous artists and other people.	<input type="checkbox"/>	<input type="checkbox"/>
5 Talent is all one needs to create great artistic work.	<input type="checkbox"/>	<input type="checkbox"/>
6 People who don't have natural talent can improve their artistic skill.	<input type="checkbox"/>	<input type="checkbox"/>

C Paraphrase Read the paragraph in the Reading about *Drawing on the Right Side of the Brain* again. In your own words, restate Betty Edwards's theory about artistic ability.

According to Betty Edwards, ...

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

NOW YOU CAN Talk about artistic talent

A Frame your ideas Complete the survey. Then compare responses with a partner.

Who's Got Talent?

1 a. Do any of your family members or friends have artistic ability? yes no

Relationship to you: _____

Which of the arts? _____

1 b. Where do you think this ability comes from?

2 Do you think you have natural artistic talent?
 yes no not sure

3 Do other people think you're talented?
 yes no not sure

4 How would you rate your own artistic ability on a scale of 1 to 5?

1 **POOR** 2 3 **AVERAGE** 4 5 **EXCELLENT**

5 In which of the arts do you think you may have ability? Explain.

example music I sing and play several musical instruments.

music _____

drawing/painting _____

handicrafts _____

acting _____

dancing _____

taking photographs _____

other _____

B Discussion Do you think people are born with artistic talent? Or is it developed through years of training, practice, and hard work?

Text-mining (optional)
Underline language in the Reading on page 92 to use in the Discussion.
For example:

"Most adults see themselves as _____."

BEFORE YOU LISTEN

4:26

A  **Vocabulary** • *Passive participial phrases* Read and listen. Then listen again and repeat.

be inspired by He is **inspired by** nature. He tries to capture nature's beauty in his photographs.

be influenced by She **was influenced by** Georgia O'Keeffe's work. You can see similarities between O'Keeffe's paintings and her own.

be fascinated by He's always **been fascinated by** the life of Vincent van Gogh. He loves to read about how it influenced his paintings.

be moved by You **will be moved by** Charlie Chaplin's films. Even though they are funny, their themes of life and love really touch your heart.



White Flower on Red Earth, #1
Georgia O'Keeffe



Vase with Fourteen Sunflowers
Vincent van Gogh

B **Pair work** Tell your partner what inspires, influences, interests, fascinates, and moves you. Use passive participial phrases.

LISTENING COMPREHENSION

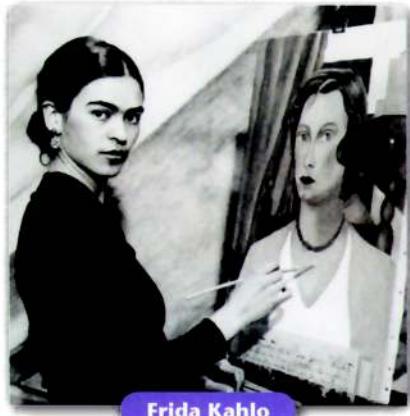
4:27

A  **Understand from context** Listen to the interviews. Complete each statement with the name of the artist.

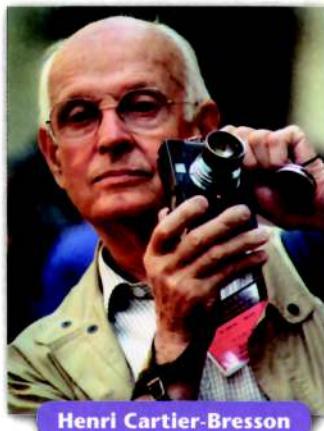
- 1 Burt Hildegarde is fascinated by the work of
- 2 Susan Wallach is influenced by the work of
- 3 Katherine Wolf is inspired by the work of
- 4 Nick Jenkins is moved by the work of



Ang Lee



Frida Kahlo



Henri Cartier-Bresson



Valentino

B  **Listen to take notes** Listen again to each interview and write some of the details you hear about each artist. Compare notes with a partner.

1 Ang Lee	2 Henri Cartier-Bresson	3 Valentino	4 Frida Kahlo
explores culture	black and white	Italian	was sick as a child

C Discussion Which of the artists described in the Listening do you find the most fascinating? Use your notes to explain why.

NOW YOU CAN Discuss your favorite artists

A Frame your ideas Complete the questionnaire. Then compare answers with a partner.

Check which qualities attract you to an artist.

His or her work...

- is traditional.
- is abstract.
- is easy to understand.
- makes you think.
- touches your heart.
- makes you laugh.
- other: _____

He or she...

- is a rebel.
- is creative.
- tries new things.
- has his or her own style.
- inspires people.
- other: _____

Types of artists

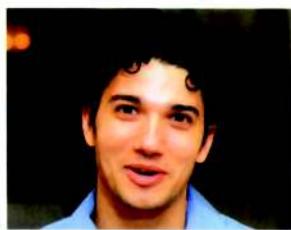
painter
writer
sculptor
filmmaker / director
fashion designer
architect
photographer
actor
singer
dancer

Types of art
drawing
painting
sculpture
photography
jewelry
pottery
fashion

B Notepadding On your notepad, write about some of your favorite artists.

Artist's name	Type of artist	Why I like this artist
1		
2		
3		

C Group work Discuss your favorite artists. Tell your class why you like them. Ask your classmates questions about the artists they describe.



“ I'm a real fan of Frida Kahlo and Diego Rivera. I'm fascinated by their lives. ”



“ Donatella Versace is my favorite designer. Her fashions are so creative! ”



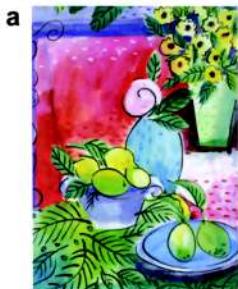
“ One of my favorite artists is Naoki Urasawa. His drawings in the comic book *Yawara!* are really exciting. ”



Review

4:29

A **Listening comprehension** Listen and write the letter of the piece of art each person is talking about. Then listen again and circle the best way to complete each statement.



.... 1 She thinks it's (beautiful / ugly / abstract).
.... 2 He thinks it's (traditional / ugly / fascinating). She thinks it's (fantastic / OK / abstract).
.... 3 She thinks it's (OK / awful / great). He thinks it's too (abstract / dark / traditional).

B Change each sentence from active to passive voice.

1 César Pelli designed the Petronas Twin Towers in Kuala Lumpur.

2 Guillermo del Toro directed *Pan's Labyrinth* in 2006.

3 Henri Matisse made the print *Icarus* in 1947.

4 Annie Leibovitz took that photograph of John Lennon in 1980.

5 Hokusai produced *The Great Wave of Kanagawa* in the early 1830s.

C List materials under each category. Answers may vary.

Materials that are expensive	Materials that weigh a lot	Materials that break easily
gold		

D Complete the statements.

1 The art of designing clothes is called

2 One type of is a figure carved from wood or stone.

3 Two types of metal often used to make jewelry are and

4 Art in a conservative style from the past is called art.

5 A piece of art made with a pen or pencil is called a

E **Writing** Choose a favorite object that decorates your home. Describe it in a paragraph.

Ideas

- a painting or drawing
- a photo or poster
- a piece of furniture
- a figure or sculpture
- a dish or vase
- (your own idea) _____

WRITING BOOSTER • p. 146

- Providing supporting details
- Guidance for Exercise E

ORAL REVIEW

Contest Look at the page for one minute and close your books. Who can describe the most objects and art, using the passive voice?

The vase is made of _____. The Mona Lisa is kept in the _____.

Pair work

1 Create a conversation for the man and woman.

Recommend a museum. Start like this:

Be sure not to miss the ____ while you're in _____.

2 Create a conversation for the customer and the store clerk. Ask about the objects.

Start like this:

Excuse me. What's this ____ made of?

Discussion Talk about the pieces of art in the photos. Say what you like or don't like about each one.



The Great Museums of EUROPE

The Louvre Museum (Paris, France)



The world's largest art museum—and some of the world's greatest art!

Mona Lisa,
by Leonardo da Vinci
(1519)

Tate Modern (London, U.K.)



Mustard on White,
by Roy Lichtenstein
(1963)

Open since 2000, the best international modern art from 1900 to the present day



NOW I CAN...

- Recommend a museum.
- Ask about and describe objects.
- Talk about artistic talent.
- Discuss my favorite artists.

- 1 Troubleshoot a problem.
- 2 Recommend a better deal.
- 3 Describe how you use computers.
- 4 Discuss the impact of the Internet.

Preview

A **Vocabulary** • *Computer parts* Read and listen. Then listen again and repeat.

- a monitor
- a keyboard
- a mouse
- a touchpad

B **Pair work** Look at the technical support website. Have you ever had a problem with a computer part? Tell your partner.

C **Discussion** What do you think is the best way to get technical support: by instant message, by e-mail, by phone, or in person? Why?

D  **Photo story** Read and listen to a conversation about a computer problem.



Amy: What are you doing here at this hour?

Dee: Fooling around on my new laptop.

Amy: Am I interrupting you?

Dee: Not at all. Paul and I are just instant messaging. What's up?

Amy: Well, I was wondering if you could help me with something.

Dee: Of course.

Amy: When I try to log on to my e-mail, nothing happens.

Dee: Are you sure you used the right password?

Amy: Absolutely. And I've never had a problem before.

Dee: Maybe you should try rebooting. Sometimes that takes care of it.

Amy: You mean just shutting down and restarting?

Dee: Right.

Amy: You think that would do it?

Dee: It couldn't hurt. Listen, Paul's still there. Let me send a quick response, OK? I'll just be a second.

Amy: I'm sorry. I'll go and try rebooting to see if that does the trick.

E Focus on language Look at the six underlined expressions in the Photo Story. Write each expression next to its meaning. (Two expressions have the same meaning.)

1 won't take a long time

2 not doing anything serious

3 It doesn't work.

4 It's worth trying.

5 fixes the problem

6 fixes the problem

F Pair work Do you know how to solve computer problems? Answer the questions by checking Yes, No, or Not sure. Then compare your answers and discuss some possible solutions.

Do you know what to do if...

	Yes	No	Not sure
1 you get a virus?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 your printer won't print?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 you can't log on to a website?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 your computer is really slow?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Computer solutions

- run anti-virus software
- try rebooting
- contact a technical support expert
- check if it's turned on
- buy a new computer
- (your own idea) _____

CONVERSATION MODEL

5:04 A Read and listen to people troubleshoot a computer problem.

A: Eugene, could you take a look at this?

B: Sure. What's the problem?

A: Well, I clicked on the toolbar to save a file and the computer crashed.

B: Why don't you try restarting? *That sometimes works.*

A: OK. I'll give that a try.

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

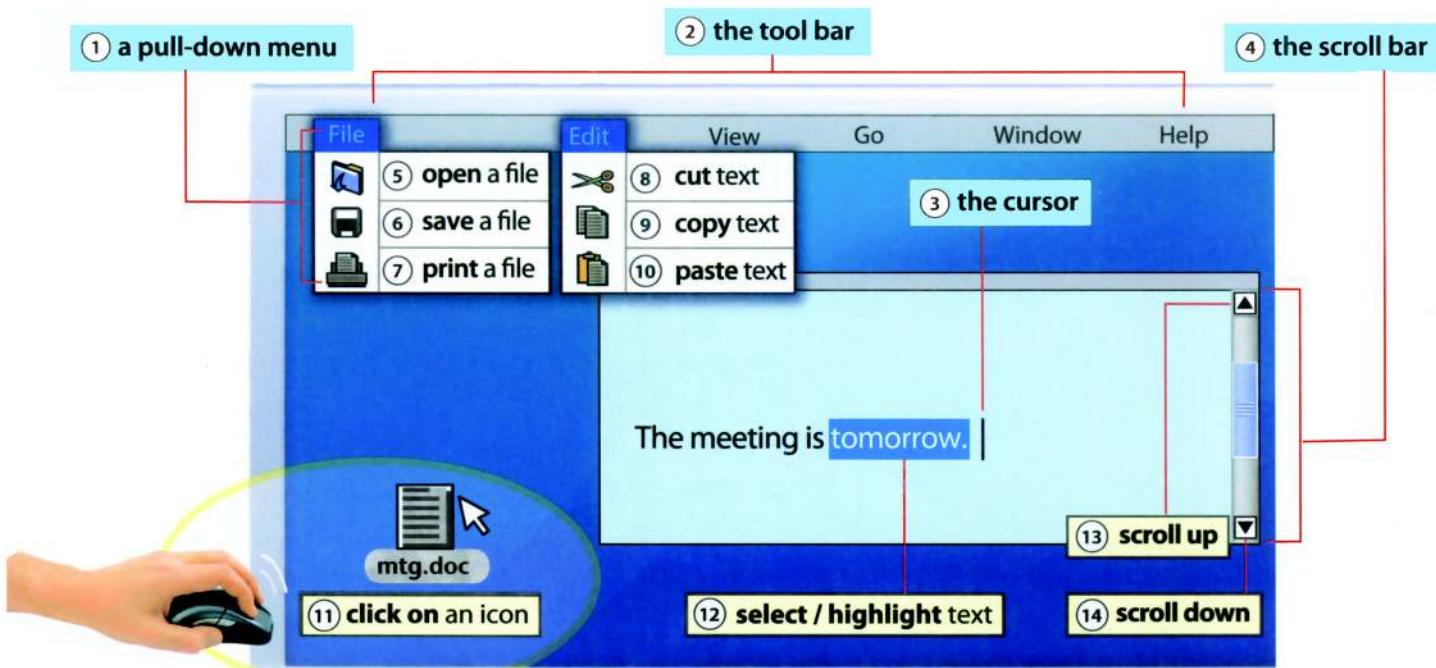


5:06 **Ways to reassure someone**
That sometimes works.
That might help.
That may do the trick.

VOCABULARY

Computer terms and commands

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



5:08 B **Listening comprehension** Listen. Check the computer command each person needs.



1 He needs to click on ...
 2 She needs to click on ...
 3 He needs to click on ...
 4 She needs to click on ...
 5 He needs to click on ...
 6 She needs to click on ...

<input type="checkbox"/>							
<input type="checkbox"/>							
<input type="checkbox"/>							
<input type="checkbox"/>							
<input type="checkbox"/>							
<input type="checkbox"/>							

An infinitive can be used to express a purpose.

I scrolled down **to read** the text. (= because I wanted to read the text)

Put the cursor on the toolbar **to choose** a file. (= if you want to choose a file)

- Expressing purpose with in order to
- Expressing purpose with for, common errors

Answering a **Why** question with an infinitive of purpose is similar to answering with **Because**.

Why did you click on that icon? **To save** the file before I close it. (= Because I want to save it.)

Why did you highlight that word? **To select** it so I can copy it. (= Because I want to copy it.)

A Find the grammar

Look at the Conversation Model on page 100.

Find an infinitive of purpose. Restate the sentence, using because.

B Pair work

Look at Cathy's to-do list. Ask and answer questions, using infinitives of purpose.

““ Why is Cathy going to go shopping? ””

““ To get something for ... ””

C Grammar practice

Complete each sentence in your own way. Use infinitives of purpose.

- 1 Don't forget to click on the save icon **to save your document** .
- 2 You can click on the print icon .
- 3 Put the cursor on the pull-down menu .
- 4 I bought a new scanner .
- 5 I e-mailed my friend .
- 6 I connected to the Internet .



NOW YOU CAN Troubleshoot a problem

A Pair work

Change the Conversation Model to create a conversation in which you ask for help with a computer problem. Use the computer terms and commands vocabulary and an infinitive of purpose. Then change roles.

A:, could you take a look at this?

B: Sure.?

A: Well, I clicked on to and

B: Why don't you try?

A: I'll give that a try.

Don't stop!

Discuss other problems.
Offer other suggestions.

Computer problems

- The computer crashed.
- The screen froze.
- The printer won't print.
- The file won't open.
- The scanner didn't work.
- Nothing happened.
- (your own idea) —

B Change partners

Practice the conversation again with other problems.

GRAMMAR

Comparisons with as ... as

To express similarity

Use as ... as to indicate how two things are equal or the same. Use the adverb just for emphasis.

The new speakers are as good as the old ones.

The iFriend has just as many new features as the F40.

Use the adverbs almost or nearly to indicate that two things are very similar but not exactly the same.

The ZetaB has almost as much memory as the Panasox, but it's a lot cheaper.

To express difference

Use not as ... as to indicate how two things are different. Use the adverb quite when the difference is very small. Use the adverb nearly to indicate that there's a big difference.

Our new printer isn't as noisy as the old one.

The G4 doesn't cost quite as much as the Z90.

And it doesn't have nearly as many problems as the Z90.

You can use shortened statements with as when the meaning is clear.

The old monitor was great. But the new one is just as good. (= as the old one)

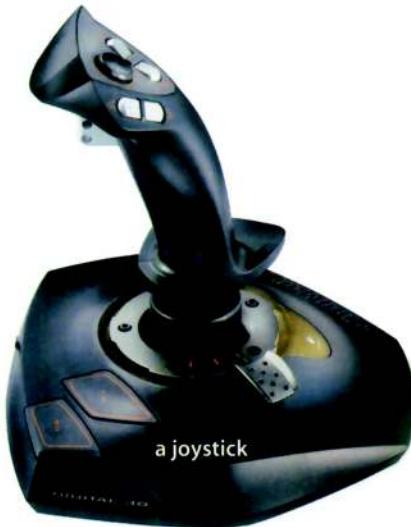
Have you seen Carl's new laptop? Mine isn't nearly as nice. (= as his laptop)

GRAMMAR BOOSTER ▶ p. 136

- As ... as to compare adverbs
- Comparatives and superlatives: review
- Comparison with adverbs

A Grammar practice Read each statement about a product. Write a sentence with as ... as and the cue to compare the products.

- 1 The new Shine keyboard is popular. The one from Digitek is popular too.
(just)
- 2 The XCue joystick is easy to use. The JRock joystick is also easy to use.
(just)
- 3 The C50 monitor is large. The C30 monitor is a little larger than the C50.
(almost)
- 4 Comtec's new laptop has many new features. Wyle's new laptop also has many new features.
(just)
- 5 The CCV speakers are very powerful. The Roaring Mouse speakers are much more powerful.
(not / nearly)
- 6 The Icon digital cameras cost less than US \$300. The Sentinel digital cameras cost a little more than US \$300.
(not / quite)



B On a separate sheet of paper, write six statements comparing things you are familiar with. Use as ... as.

In my opinion, the Mardino sports car isn't nearly as good as the Strega.

Ideas for comparisons

- cars
- electronic products
- stores
- restaurants
- (your own idea) __

PRONUNCIATION

Stress in as ... as phrases

5:09

A  Read and listen. Then listen again and repeat.

1 The new printer is **as slow as** the old one.

3 The X12 mouse isn't **nearly as nice as** the X30.

2 My old smart phone is **just as small as** the new one.

4 My keyboard didn't cost **quite as much as** the Z6.

B Read the statements you wrote in Exercise B on page 102 aloud, paying attention to stress.

CONVERSATION MODEL

5:10

A  Listen to someone recommend a better deal.

A: I'm thinking about getting a new monitor.

B: Oh, yeah? What kind?

A: Everyone says I should get a Macro.

B: Well, I've heard that the Panatel is **as good as** the Macro, but it costs a lot less.

A: Really? I'll check it out.

5:11

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



NOW YOU CAN Recommend a better deal

A Pair work Change the Conversation Model, using the magazine ratings to compare and recommend products. Use as ... as. Then change roles.

A: I'm thinking about getting a new

B:? What kind?

A: Everyone says I should get

B: Well, I've heard that

A: Really?

Don't stop!
Ask about other features.

BUYER'S FRIEND Magazine

Our recommendations!

<input type="checkbox"/> eMax Optical Mouse	very good	US \$25
<input type="checkbox"/> eMax X15 Keyboard	very comfortable	US \$30
<input type="checkbox"/> eMax Y80 Web Camera	easy to use	US \$260
<input type="checkbox"/> eMax Z40 Monitor	15 inches / 38 centimeters	US \$250



Be sure to recycle this language.

Which ...

is more popular?
is easier / harder to use?
is lighter / heavier?
is larger / smaller?
is less / more expensive?
costs less / more?

is newer?
is quieter / noisier?
is slower / faster?
has more features?
looks nicer?
got better reviews?

The Electronics GUIDE

YOUR
BEST
BUYS!

Klick Optical Mouse	very good	US \$20
Klick P40 Keyboard	very comfortable	US \$25
Klick Ultra Web Camera	easy to use	US \$220
Klick P20 Monitor	19 inches / 48.3 centimeters	US \$250

B Change partners Now practice the conversation again, using other products and features.

BEFORE YOU LISTEN

5:12

Vocabulary • *Internet activities* Read and listen. Then listen again and repeat.

attach (a file) place a document or photo into an e-mail

upload (a file) move a document, music file, or picture from a personal computer, phone, or MP3 player onto the Internet

download (a file) move a document, music file, or picture from the Internet onto a personal computer, phone, or MP3 player

surf the Internet visit a lot of different websites on the Internet for information that interests you

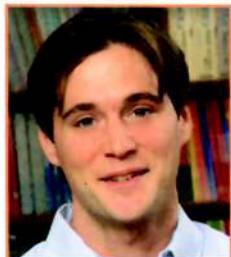
join (an online group) become a member of an Internet group to meet friends and share information about your hobbies and interests

post (a message) add your comments to an online discussion on a message board, a blog, or a social networking site

LISTENING COMPREHENSION

5:13

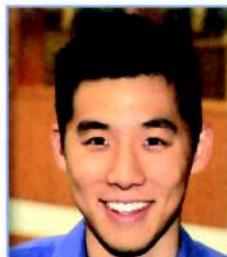
A **Listen for the main idea** Listen to people describing how they use the Internet. Write a check in the box next to the person who seems to enjoy the Internet the least. Explain your answer.



1 George Thomas



2 Sonia Castro



3 Robert Kuan



4 Nadia Montasser

5:14

B **Listen for details** Listen again and check the activities each person does.

	George Thomas	Sonia Castro	Robert Kuan	Nadia Montasser
buys products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
downloads music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
keeps up with the news	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
participates in online groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
plays online games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sends instant messages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
surfs the Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
uploads photos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
uses a computer at work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A Frame your ideas Complete the survey about your own computer use.

Computer User Survey

1. I use a computer ...

for work for study for fun I never use a computer.

2. I usually spend ___ hours a week on a computer.

0 – 10 11 – 20 21 – 30
 31 – 40 41 – 50 over 50

3. I use the computer ...

<input type="checkbox"/> to surf the Internet	<input type="checkbox"/> to send instant messages	<input type="checkbox"/> to download music
<input type="checkbox"/> to download pictures	<input type="checkbox"/> to keep in touch with people	<input type="checkbox"/> to download videos
<input type="checkbox"/> to design websites	<input type="checkbox"/> to send e-mail	<input type="checkbox"/> to write reports
<input type="checkbox"/> to write stories	<input type="checkbox"/> to watch movies	<input type="checkbox"/> to play games
<input type="checkbox"/> to create art	<input type="checkbox"/> to look at my bank accounts	<input type="checkbox"/> to pay bills
<input type="checkbox"/> to shop for things	<input type="checkbox"/> to sell things	<input type="checkbox"/> to read the news
<input type="checkbox"/> to take classes	<input type="checkbox"/> to practice English	<input type="checkbox"/> to just fool around
<input type="checkbox"/> other: _____		

4. Check the statements that are true about you.

I'm actually a little afraid of computers. I never use them.
 I don't spend nearly as much time on a computer as most people.
 I spend just as much time on a computer as most people.
 Compared to most people, I spend WAY too much time on a computer.
 You could say I'm a computer addict.
 People consider me to be a computer expert. They come to me for help.

B Group work Walk around your classroom and ask your classmates about their computer use. Ask questions to get more information and take notes.

Ideas for questions

Why... When...
 Where... How...

Find someone who...	Name	Notes
is a computer expert.		
is a computer addict.		
is afraid of computers.		
uses the Internet to meet people.		
uses the Internet to avoid people.		

C Discussion Tell your class what you found out about your classmates and how they use computers.

“ May spends a lot of time on her computer. She uses it to meet new people and keep in touch with friends. But she doesn't use her computer as much as Paul does. He ... ”

BEFORE YOU READ

Warm-up What kinds of problems have you had with the Internet? What kinds of Internet problems have you heard about on the news?

READING

5:15



Hackers Steal 40 Million Credit Card Numbers

Eleven hackers around the world were accused of stealing more than 40 million credit card numbers on the Internet. They included three people from the U.S. who are accused of hacking into the wireless networks of popular online stores.

Once inside these networks, they installed “sniffer” programs that search for customers’ credit card numbers, passwords, and personal information. Credit card numbers were then sold on the Internet, allowing criminals to withdraw thousands of dollars at a time from ATMs.



Cyberbullying Leads to Teenager’s Death

Megan Taylor Meier, age 13, joined an online social networking group where she became online friends with a 16-year-old boy named Josh. Megan and Josh never communicated by phone or in person, but she enjoyed exchanging messages with him in the group.

Over time, Josh changed. He began to bully her daily—criticizing her personality and telling her what a bad person she was. Some of their communications were posted so everyone could see them. Josh’s

last message to her said, “The world would be a better place without you.” A short time later, Megan committed suicide by hanging herself in a closet.

After her death, it was discovered that there was no “Josh.” The messages came from the mother of one of Megan’s classmates. The mother had been angry with Megan because she believed Megan had said some untrue things about her daughter.

Information sources: disinfo.com, en.wikipedia.org, businessweek.com

A Understand from context Use the context of the articles to help you to complete each definition.

.... 1 A hacker is ...	a a software program that causes problems in computers.
.... 2 A computer virus is ...	b a software program that tries to stop the spread of viruses.
.... 3 A criminal is ...	c a person who enters computer systems without an invitation.
.... 4 Junk e-mail is ...	d a person who sends cruel and negative messages to another person online.
.... 5 An anti-virus program is ...	e an unwanted message that tries to sell you something.
.... 6 A cyberbully is ...	f a person who breaks the law; for example, by stealing money.

B Relate to personal experience What news stories have you heard about the Internet? Do you ever worry about using the Internet? Why or why not?

A Notepadding With a partner, discuss each statement. Write at least one good change and one bad change for each.

1 The Internet has changed the way people find information.

Good changes:

Bad changes:

2 The Internet has changed the way people work in offices.

Good changes:

Bad changes:

3 The Internet has changed the way people shop.

Good changes:

Bad changes:

4 The Internet has changed the way people communicate.

Good changes:

Bad changes:

B Discussion Do you think that computers and the Internet have brought more benefits or more problems? Support your opinions with examples.



“In my opinion, there are more benefits than problems. The Internet has really changed the way we do things ...”

“I think the Internet is good, but there are really too many problems. First of all, ...”

Text mining (optional)
Underline language in the Reading on page 106 to use in the Discussion. For example: “We’re losing the battle against ____.”



Review

More Practice



ActiveBook Self-Study Disc

grammar • vocabulary • listening
reading • speaking • pronunciation

5:16

A **Listening comprehension** Listen to the conversations. Check the box if the person recommends the product. Then listen again and infer how to complete each statement.

Recommended?
<input type="checkbox"/> the C40 computer
<input type="checkbox"/> the Hip web camera
<input type="checkbox"/> the new Mundite CD drive
<input type="checkbox"/> the Play Zone 3 game

- 1 The C40's monitor is the X8's.
a the same size as b larger than c smaller than
- 2 The Hip web camera is the Pentac web camera.
a the same price as b cheaper than c more expensive than
- 3 Mundite's new CD drive is Mundite's old CD drive.
a the same as b faster than c slower than
- 4 Play Zone 3 is Play Zones 1 and 2.
a the same as b less fun than c more fun than

B Answer each question in your own words, using infinitives of purpose.

- 1 Why do people join social networking sites?
- 2 Why do people send instant messages?
- 3 Why do people surf the Internet?
- 4 Why do people shop online?
- 5 Why are you studying English?

C Complete each statement.

- 1 If you want to print a document, click on the print icon on the
- 2 To read more text on your screen, use the scroll to scroll down.
- 3 Click on File on the toolbar so you can see the menu.
- 4 When you're finished working on a document, don't forget to it before you close the file.



5:17 / 5:18
Top Notch Pop
"Life in Cyberspace"
Lyrics p. 150

D Unscramble the letters of the words in the box to complete each sentence.

chatated clorls doalwond esmou rekcha rusvi

- 1 Last year, a got into the company's computer systems and stole important information.
- 2 Use the to click on a file and open it.
- 3 It isn't difficult to songs from the Internet.
- 4 Use the bar to see more text on the screen.
- 5 Her computer isn't working now because she downloaded a from a piece of junk e-mail.
- 6 I the photos to the e-mail I sent this morning.

E **Writing** On a separate sheet of paper, write two paragraphs about the benefits and the problems of the Internet. Use your notepads from page 107.

WRITING BOOSTER • p. 147

- Organizing ideas
- Guidance for Exercise E

ORAL REVIEW



Contest Look at the photos for one minute. Then close your books. Who can name all the computer parts and activities in the photos? For example:

There's a printer and ... OR
He's trying to print photos ...

Pair work

1 Create a conversation for the man and the woman. They are troubleshooting a problem. Start like this:
Could you take a look at this?

2 Create a conversation for the two men. One is asking for a product recommendation. Start like this:
I'm thinking about getting a new ...

3 Create a conversation for the two women on the phone. One is asking the other about what she is doing on the computer. Start like this:
Am I interrupting you?



NOW I CAN...

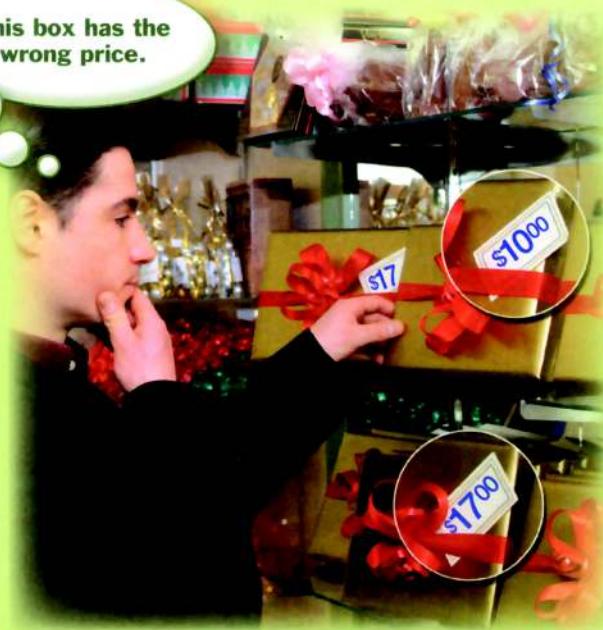
- Troubleshoot a problem.
- Recommend a better deal.
- Describe how I use computers.
- Discuss the impact of the Internet.

- 1 Discuss ethical choices.
- 2 Return someone else's property.
- 3 Express personal values.
- 4 Discuss acts of kindness and honesty.

MORAL DILEMMAS

What should they do?

This box has the wrong price.



I think this total is wrong.



But I only ordered one!



A Group work Have you ever been faced with a moral dilemma similar to the ones in the pictures? Tell your classmates what happened.

B  **Photo story** Read and listen to a conversation about a moral dilemma.



Matt: I can't believe it! I just picked this up to look at it and the thing broke in two. And with these ridiculous prices, it's going to cost me an arm and a leg.

Noah: Oh, forget it. I'll bet it was already broken.

Matt: You're probably right.

Noah: Just put it back on the shelf. The place is empty. No one saw. Let's just split.

Matt: I couldn't do that.

Noah: Why not? You said it yourself. The prices are ridiculous.

Matt: Well, put yourself in the owner's shoes. Suppose the plate were yours? How would you feel if someone broke it and didn't tell you?

Noah: Well I'm not the owner. And, anyway, for him it would be just a drop in the bucket. To you it's a lot of money.

Matt: Maybe so. But if I ran out without telling him, I couldn't face myself.

C Focus on language Replace the underlined part of each sentence by substituting an underlined word or expression from the Photo Story.

- 1 I know this painting is a little expensive, but we have a lot of other expenses. Compared with the rest, the painting is only a small amount of money.
- 2 It's really getting late and I'm tired. Let's leave.
- 3 I would feel bad about it.
- 4 These boots were so expensive! They cost me a lot of money.
- 5 Imagine how you would feel if this were your store.

D Think and explain Answer the following questions. Support your answers with quotations from the Photo Story.

- 1 Was it Matt's fault that the plate broke?
- 2 Why does Noah think they can leave without saying anything?
- 3 What opinion does Matt have about the prices in the store?
- 4 Why does Noah think the broken plate won't be a problem for the owner?
- 5 What reason does Matt have for telling the owner?

E Class survey Poll the class and complete the chart. Then discuss and explain your reasons. (Students who choose "other" should present their solution.)

How many classmates think ...	
Matt should put the plate back and leave?	
Matt should tell the owner what happened and offer to pay for the plate?	
Matt should tell the owner but say it wasn't his fault?	
Other:	

GRAMMAR

The real and unreal conditional

Remember: Conditional sentences express the results of actions or conditions.

if-clause (the condition) result clause

If I don't use English in class, I won't learn to speak it.

GRAMMAR BOOSTER ▶ p. 137

- Present factual conditionals: usage
- Future factual conditionals: usage and common errors
- Order of clauses: punctuation

Real conditional sentences express factual or future results.

If I do the right thing, I can sleep at night. (factual: a result that always occurs if "I do the right thing")

If they don't make a reservation, they won't get a table. (future: a result that will occur if "they don't make a reservation")

The unreal conditional

Unreal conditional sentences describe what happens if a condition that doesn't exist actually does occur.

unreal action or condition result (if it were true)

If I found a wallet in the street, I'd look for the name of the owner. (unreal: I haven't found a wallet.)

In the if-clause, use the simple past tense. For the verb be, always use were.

In the result clause, use would and a base form.

unreal action or condition

If I had to make a hard decision, I would try to do the right thing.

If she knew how to speak French, she would help them.

If you broke something in a store, would you pay for it?

If you were Matt, what would you do?

If I were there, I'd know what to do.

If you weren't my friend, I wouldn't tell you what happened.

Be careful! Don't use would in the if-clause.

If I knew his name, I would tell you.

NOT If I would know his name...

Note: In real and unreal conditional sentences the clauses can occur in either order.

If I knew, I would tell you. OR I would tell you if I knew.

A Understand the grammar Check the sentences that describe an unreal condition or action and its results.

<input type="checkbox"/> 1 If we ate in a restaurant, I would pay the bill.	<input type="checkbox"/> 5 His wife would worry if he came home really late.
<input type="checkbox"/> 2 I'll pay the bill if we eat in a restaurant.	<input type="checkbox"/> 6 If I were you, I'd tell him the truth.
<input type="checkbox"/> 3 If we eat in a restaurant, I pay the bill.	<input type="checkbox"/> 7 If someone leaves a coat in her restaurant, the manager always tries to locate the owner of the coat.
<input type="checkbox"/> 4 If you get a haircut, you can charge it to your room.	<input type="checkbox"/> 8 If they sent me the wrong pants, I would return them.

B Grammar practice Complete each unreal conditional sentence with the correct forms of the verbs.

1 If they the wrong price on the coat, you it without telling the clerk?

2 I'm sure you something if the restaurant check wrong.

3 If I an expensive piece of jewelry in a public bathroom and find the owner, I it.

4 If you friends with someone who did something wrong, you something to him or her?

5 If you two tickets, you one to a friend?

6 What if it here tomorrow?

7 They to India if they the money.

8 If they you two jackets instead of the one you ordered, you the company and one jacket back?

9 If they here, I them what happened.

CONVERSATION MODEL

5:20

A  Read and listen to people discussing an ethical choice.

A: Look at this. They didn't charge us for the desserts.

B: Really? I think we'd better tell the waiter.

A: You think so?

B:  Absolutely. If we didn't tell him, it would be wrong.

5:21

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



5:22

 **Confirming responses**
Absolutely.

Definitely.
Of course.
Sure.

PRONUNCIATION

Assimilation of *d* + *y* in *would you*

5:23

A  Notice how the /d/ and /y/ sounds assimilate to /dʒ/ in questions with "would you." Read and listen. Then listen again and repeat.

1 What would you do if the waiter didn't charge you for the dessert?

2 What would you do if you found a wallet on the street?

3 Who would you call if you were sick?

4 Where would you go if you wanted a great meal?

B Complete the following questions. Ask a partner the questions, using assimilation with would you. Then answer your partner's questions.

1 What would you do if?

2 Where would you go if?

3 When would you eat if?

NOW YOU CAN

Discuss ethical choices

A **Pair work** Change the Conversation Model. Use the pictures to discuss ethical choices. Then change roles.

A: Look They

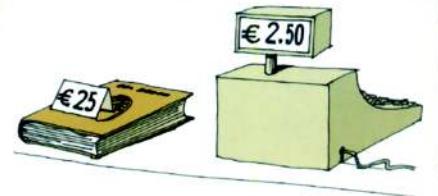
B:? I think'd better

A: You think so?

B: If



They didn't charge us for the cake.

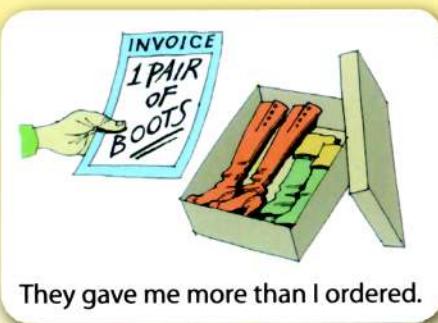


They undercharged me.

B **Discussion** Tell your classmates about an ethical choice *you* had to make in the past.



They gave me too much change.



They gave me more than I ordered.

CONVERSATION MODEL

5:24

A Read and listen to a conversation about returning property.

A: Excuse me. I think you forgot something.

B: I did?

A: Isn't this jacket hers?

B: Oh, you're right. It is. That's nice of you.

A: Don't mention it.

5:26 Acknowledging thanks

Don't mention it.
My pleasure.
You're welcome.
Not at all.

5:25

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



GRAMMAR

Possessive pronouns / Whose

Possessive pronouns can replace nouns and noun phrases.

They answer questions with **Whose** and clarify answers to questions with **Which**.

A: **Whose** coat is that? B: It's **mine**. (=It's my coat.)

A: **Which** is her cup? B: This one is **hers**.

subject pronouns	possessive adjectives	possessive pronouns
I	my	<u>mine</u>
you	your	<u>yours</u>
he	his	<u>his</u>
she	her	<u>hers</u>
we	our	<u>ours</u>
they	their	<u>theirs</u>

Be careful!

- Don't use a possessive adjective in place of a possessive pronoun.
Is this yours? NOT Is this **your**?
- Don't use a noun after a possessive pronoun.
These shoes are mine. NOT **They're mine** - shoes.

GRAMMAR BOOSTER • p. 138

- Possessive nouns: review and expansion
- Pronouns: summary

A **Grammar practice** Replace the noun phrases with possessive pronouns.

1 Those gloves are my gloves.

7 Is this painting your painting or

2 That is her coat.

her brother's painting?

3 The books on that table are Mr. Davison's.

8 The newspaper under the chair is

4 Their car and our car are parked on the same street.

his daughter's paper.

5 Are those my tickets or her tickets?

9 Is this DVD your DVD or your friends'?

6 The white house is my mother's house.

10 Are these your son's shoes?

B Grammar practice Complete the conversations. Circle the correct answers.

- 1 A: Whose umbrella is this, (he / his) or (her / hers)?
B: I'm not sure. Ask them if it's (their / theirs).
- 2 A: Who is more conservative? Your parents or Jerome's?
B: (He / His), I think. (My / Mine) parents are pretty liberal.
- 3 A: Is this (ours / our) suitcase?
B: No, I already got (our / ours) suitcase, so this one can't be (our / ours).
- 4 A: I found this necklace near Carrie's desk. Is it (her / hers)?
B: No, it's (my / mine) necklace. I'm so happy someone found it!
- 5 A: Is that (their / theirs) car?
B: No, (their / theirs) is the black one over there.
- 6 A: Where should we meet? At (your / yours) house or (my / mine)?
B: Neither. Let's meet at (my / mine) office.

5:27

C  **Listening comprehension** Listen to the conversations and complete each statement with a possessive pronoun.

- 1 The bag is
- 2 The phone is, but the keys belong to Brad's wife. They're
- 3 The coat isn't
- 4 The concert tickets aren't

NOW YOU CAN **Return someone else's property**

A Pair work Change the Conversation Model to role-play returning the items in the pictures. Then change roles.

A: Excuse me. I think you forgot something.

B: I did?

A: yours?



B: Oh, you're right. That's nice of you.

A:

B Group work First, collect personal items from your classmates. Then, role-play returning someone else's property. Walk around the room to find the owners. Use possessive pronouns.

C Extension Place all your classmates' personal items on a table. Ask about each item. Identify the owner, using possessive pronouns.

“ Whose cell phone is this? ”

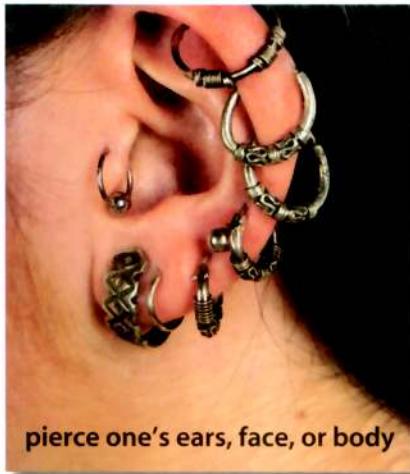
“ It's his. ”



BEFORE YOU LISTEN

Explore your ideas Which actions would be OK, and which wouldn't be OK for the following people: you? your parents? your grandparents? your own teenaged child?

“It wouldn't be OK if my grandmother pierced her nose. Face piercing is for young people. She's too old.”



LISTENING COMPREHENSION

5:28

A **Listen for the main ideas** Listen to each conversation. Then circle the correct word or phrase to complete each statement.

- 1 a Beth thinks it's (OK / not OK) to wear an earring to the office.
b Beth (convinces / doesn't convince) Luke that it's OK.
- 2 a Celia's husband thinks it's (OK / wrong) for a woman to have a tattoo.
b Celia's husband thinks it's (OK / wrong) for a man to have a tattoo.
- 3 a The first man is (happy / not happy) that his daughter is going to law school.
b He wants his daughter to (stay home / go to work).
- 4 a Kate's dad is (worried / not worried) about what people think of Kate.
b Kate is (worried / not worried) about what people think of her.

B Understand vocabulary from context Read the following quotations from the conversations. Then choose the correct definition for each underlined word or phrase. Listen again if necessary.

- 1 “But lots of people are old-fashioned and they don't think men should wear earrings.”
a prefer the way things were in the past
b prefer the way things are now
- 2 “What a double standard!”
a the same rules for everyone
b different rules for different people
- 3 “That's a little sexist, if you ask me!”
a You don't treat men and women equally.
b You treat men and women equally.
- 4 “But modesty is very important for girls.”
a wearing clothes that cover one's body
b wearing clothes that show one's body

C Apply new vocabulary Write an example for each word or phrase from your own experience. Compare examples with a partner.

old-fashioned

a double standard

sexist

modesty

D Pair work Discuss the picture. Use the following words and phrases in your discussion: old-fashioned, sexist, double standard, modesty.

“He's measuring her swimsuit. If she were a man, he wouldn't measure it. That's a double standard.”



Man measuring the length of a woman's swimsuit (U.S., 1920s)

NOW YOU CAN Express personal values

A Idea framing Complete the Values Self-Test. Then compare answers with a partner. Do you have the same values?

B Notepadding Answer each question and explain your opinion, using examples.

Is it sometimes OK to have a double standard for men and women?

Can people be sexist when they talk about men, or only about women?

Are old-fashioned ideas usually better or worse than modern ideas?

C Group work Now discuss each question, expressing your personal values. Expect people to disagree with you!



Be sure to recycle this language.

Agreement and disagreement

I agree.
I disagree.
It depends.

Likes and dislikes

I like ____.
I dislike ____.
I hate ____.
I can't stand ____.
I don't mind ____.
____ drives me crazy!

Adjectives

liberal
conservative
strict
modest

Values Self-Test

Check the boxes that best describe your values. Include a specific example.

- I'm modern in my attitudes about modesty.
 I'm old-fashioned in my attitudes about modesty.
Explain _____

- I think tattoos and body piercing are OK for men.
 I think tattoos and body piercing are OK for women.
Explain _____

- I think it's OK to have a double standard for different people.
 I think the rules should be the same for everyone.
Explain _____

- Some people might say I'm sexist.
 Nobody would say I'm sexist.
Explain _____

BEFORE YOU READ

Predict Look at the headlines of the three news stories. In what way do you think the stories will be similar?

READING

5:29

Homeless Man Returns Wallet with \$900

Posted on: Monday, 17 April

SANTA ANA, Calif. - A homeless man searching through trash bins for recyclable cans found a missing wallet and returned it to its owner. Kim Bogue, who works in the city, realized that her wallet was missing last week and doubted she'd ever get back the \$900 and credit cards inside. "I prayed that night and asked God to help me," said Bogue, who was saving the money for a trip to her native Thailand.

Days later, a homeless man found the wallet wrapped in a plastic bag in the trash, where Bogue had accidentally thrown it away with her lunch. He gave it to Sherry Wesley, who works in a nearby building. "He came to me with the wad of money and said, 'This probably belongs to someone that you work with. Can you return it?'" Wesley said.

"He has a very good heart," said Bogue, who gave the man a \$100 reward. "If someone else had found it, the money would have been gone."

Information sources: cbs.com, hinduonnet.com, ap.org

A Summarize Summarize one of the articles. Close your book and tell the story in your own words.

B Interpret information Discuss each person's motives for his or her actions.

- 1 Why did Kim Bogue give the homeless man a reward?
- 2 Why did Wesley Autrey risk his life to save a stranger?
- 3 Why do you think Dalbir Singh returned the money to the passenger?

C Relate to personal experience Think of a story you have heard about someone who helped a stranger in need. Tell it to the class.



Man Risks Life to Save Another

Many people who ride a busy urban subway wonder, "What would happen if I fell off the platform and onto the tracks? What would I do?" Others wonder, "What would I do if someone else fell?"

That question was answered in a split-second decision made by "subway hero" Wesley Autrey, a fifty-year-old New York City construction worker on his way to work. Autrey jumped onto the tracks to save a fellow passenger from an oncoming New York City subway train.

The passenger, Cameron Hollopeter, 20, a film student at the New York Film Academy, had fallen between the tracks after suffering a seizure. Autrey rolled Hollopeter into a gap between the rails and covered him with his own body just as the train entered the station. Both men survived.

"I don't feel like I did something spectacular; I just saw someone who needed help," Mr. Autrey said. "I did what I felt was right."

An act of honesty by airport screener

NEW DELHI: In a display of honesty, a security agent at the Indira Gandhi International Airport handed over a small plastic bag with US \$3,000 in cash to a passenger who had completely forgotten the bag after it passed through the airport screening machine.

Noticing that the bag had been left behind, Dalbir Singh made an announcement asking passengers to

come forward to claim it. However, when no one claimed it, Singh inspected the baggage tag and guessed it probably belonged to a passenger en route to Mumbai. An announcement was made on the next flight to Mumbai and the owner of the bag came forward to collect it.

Singh was given a cash reward for his honesty.

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

A Notepadding Answer the questions about each situation.

Situation: Someone ahead of you at a coffee bar has paid for your coffee.

What could you do?



What should you do?

What would you do?

What would most people do?

Situation: A blind man is crossing a street in front of you and a car is coming.

What could you do?



What should you do?

What would you do?

What would most people do?

Situation: You find a wallet full of cash in a restaurant.

What could you do?



What should you do?

What would you do?

What would most people do?

Situation: You find cash at an ATM.

What could you do?



What should you do?

What would you do?

What would most people do?

Situation: The cashier undercharges you.

What could you do?



What should you do?

What would you do?

What would most people do?

Situation: You find a gold watch in a department store dressing room.

What could you do?



What should you do?

What would you do?

What would most people do?

B Group work Compare your notes. Would you all do the same things in these situations?

“ If I found cash near an ATM, I would keep it. There would be no way to find the owner. ”

 Be sure to recycle this language.

If ___, I would ____.
 If I were ___, I would ____.
 It would be wrong if ____.
 (I'd) have a hard time facing myself.
 It would be a drop in the bucket.



Review

5:30

A **Listening comprehension** Listen to the conversations. Check Yes or No to answer each question and explain your answers.

Yes No

1 Do you think John has a double standard?

Explain your answer:.....

2 Do you think Jessica's mom is sexist?

Explain your answer:.....

3 Do you think Alex's dad is old-fashioned?

Explain your answer:.....

B Complete the questions with Whose. Then answer each question, using possessive pronouns. Follow the example.

1 Those shoes belong to my daughter. Whose are they? They're hers.....

2 That coat belongs to my son. it?

3 The house across the street is my parents' house. it?

4 These coins are my husband's and mine. they?

5 The table over there is your table. it?

C Complete each conditional sentence in your own words.

1 If the weather were good,

2 If , I'd go out to eat tonight.

3 If I found your wallet,

4 If , I'd call home.

5 I'd be angry with my children if

6 If I had a new car,

7 I would choose a new career if

D What would you do? Complete each unreal conditional sentence.

1 You eat two sandwiches for lunch, but they only charge you for one.

"If the restaurant undercharged me, I"

2 You pay for a newspaper that costs one dollar with a five-dollar bill.

The merchant gives you nine dollars change.

"If the merchant gave me too much change, I"

3 You buy a smart phone from a website. When the package arrives, you see that the company has sent you two MP3 players and the smart phone.

"If the company sent me more items than I paid for, I"

E **Writing** On a separate sheet of paper, write three paragraphs about Matt's dilemma in the Photo Story on page 111. In the first paragraph, summarize the situation. In the second paragraph write about what Matt could or should do. In the third paragraph, write what you would do if you were Matt. Explain your reasons, using the unreal conditional.

WRITING BOOSTER ▶ p. 148

- Introducing conflicting ideas On the one hand; On the other hand
- Guidance for Exercise E

ORAL REVIEW

Contest Form teams. With your team, look at the two pictures for one minute. Then close your books and tell the story you saw in the pictures. The team that remembers more details wins.

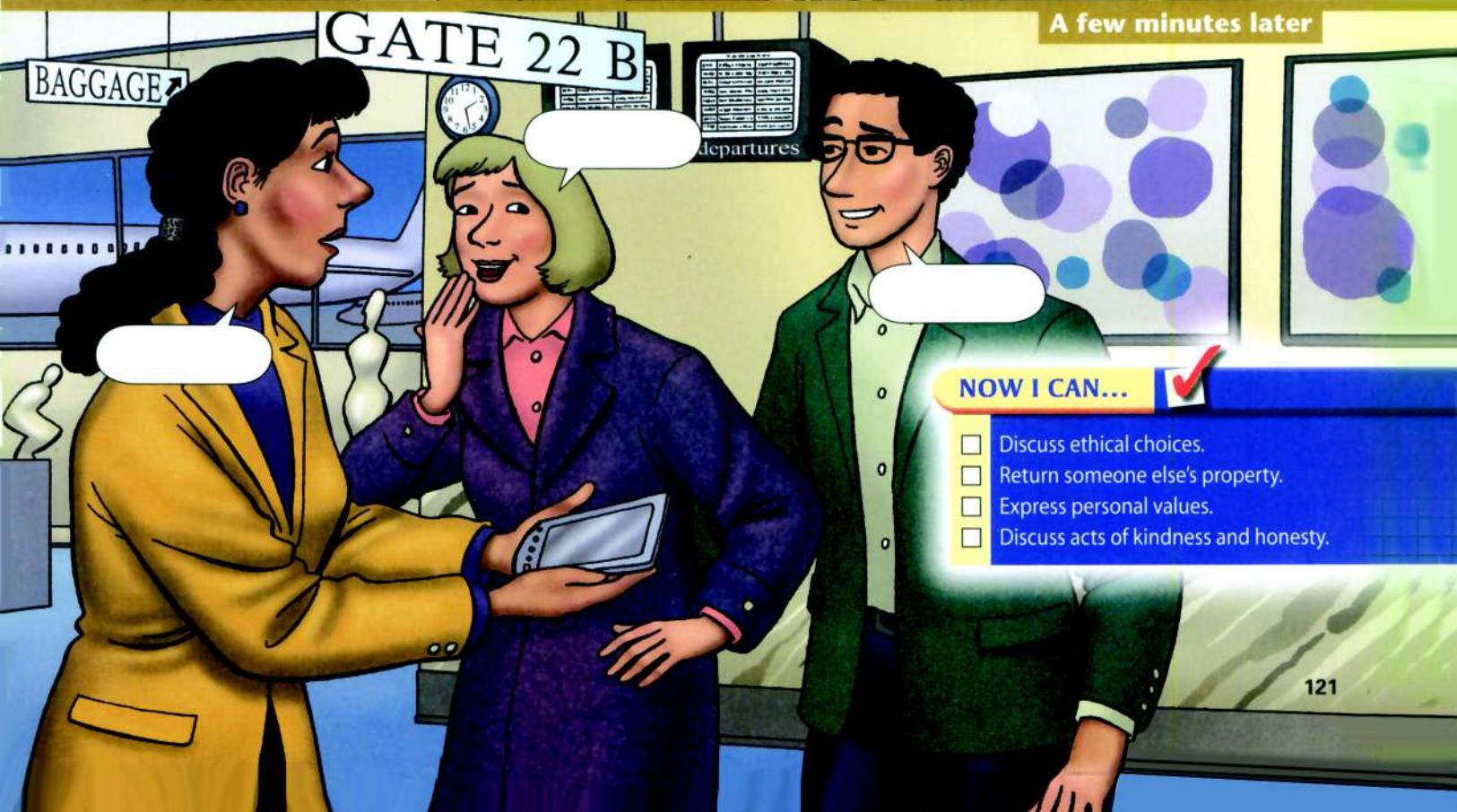
Pair work

1 Tell your partner what you would do if you were the woman who found the lost object. Use the unreal conditional. Start like this:

If I found ..., I would ...

2 Create a conversation for the people in the second picture. Use possessive pronouns. Start like this:

Excuse me. Is this your ...



TOP NOTCH
2B

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 6 Lesson 1

Use to / used to: use and form

The simple past tense can express a past habitual action if there is a reference to a period of time in the past.

When I was a kid, I **didn't eat** vegetables. I still don't today.

Use to and used to also express a past habitual action, but one that is no longer true today.

When I was a kid, I **didn't use to eat** vegetables. But now I do.

Remember: In yes / no questions and negative statements, use use to NOT used to.

I **used to** stay up late. Now I don't.

I **didn't use to** (NOT used to) get up early. Now I do.

Did you **use to** (NOT used to) go dancing more often?

A On a separate sheet of paper, change each statement into a yes / no question.

I used to go running every day. **Did you use to go running every day?**

1 There used to be a large tree in front of your house.	3 Their grandmother used to put sugar in their orange juice.
2 Mr. and Mrs. Palmer used to go dancing every weekend.	4 Luke used to be very overweight.

B Use the prompts to write logical sentences with negative or affirmative forms of use to / used to.

- 1 Jason and Trish / get lots of exercise, but now they go swimming every day.
- 2 There / be a movie theater on Smith Street, but now there isn't.
- 3 No one / worry about fatty foods, but now most people do.
- 4 English / be an international language, but now everyone uses English to communicate around the world.
- 5 Women / wear pants, but now it's very common for them to wear them.

Be used to / get used to

Be used to means **be accustomed to**. Compare **use to / used to + base form** and **be used to**.

Used to + base form

I **didn't use to** like the food. But now I do.

Be used to

I'm **used to** the noise now. But when I first came here, it really bothered me.

Get used to means to become accustomed to.

You'll **get used to** the new schedule after a few days.

Be careful! With **be used to**, don't change **used** in negative statements or questions.

He **wasn't used to** the weather there. NOT He wasn't **use to** ...

Are you **used to** the life here? NOT Are you **use to** ...

C Check the sentences in which **used to** means **accustomed to** something.

- 1 When the school term ended, I was finally used to the new teacher.
- 2 In our other class, the teacher used to be very strict.
- 3 They used to like seafood, but now they don't.
- 4 Because we lived in the mountains, we weren't used to fresh seafood.
- 5 I'm sure she'll get used to her new apartment soon.
- 6 These shoes used to be comfortable, but now they're too loose.
- 7 I'm sure she'll get used to wearing high-heeled shoes.

D Write **✓** if the sentence is correct. Write **X** if it is incorrect and make corrections.

- 1 I'll never get **use to** the traffic here.
- 2 We didn't **use to** take vacations very often.
- 3 Is he **use to** his new roommate yet?
- 4 Will she ever **get use to** life in the city?
- 5 What did you **used to** do on weekdays when you weren't working?

E On a separate sheet of paper, write two sentences about something you're used to and two sentences about something you're not used to.

Repeated actions in the past: **would + base form**

You can also use **would** + the base form of a verb to describe repeated past actions. In this use, **would** has the same meaning as **used to**.

When we were young, our parents **would go camping** with us. (= **used to go camping** with us.)

Be careful! Use **used to**, not **would**, to describe possession, likes and dislikes, situations, or location in the past.

I **used to have** a lot of clothes. NOT I **would have** a lot of clothes.

My hometown **used to be** Dakar. NOT My hometown **would be** Dakar.

I **used to be** a terrible English student. NOT I **would be** a terrible English student.

F If it is possible, complete the sentence with **would**. If not, use a form of **used to**.

- 1 They _____ go to the beach every Saturday in the summer.
- 2 I _____ have a really large kitchen in my old house.
- 3 My husband never _____ like coffee, but now he can't get enough of it.
- 4 Almost every evening of our vacation we _____ eat at a terrific outdoor restaurant.
- 5 Before the microwave, people _____ heat up soup on the top of the stove.
- 6 Sigrid _____ be a tour guide, but now she's a professional chef.
- 7 There _____ be three or four Italian restaurants in town, but now there aren't any.

Negative yes / no questions: short answers

Answer negative yes / no questions the same way as you would answer affirmative yes / no questions.

Is Jane a vegetarian? } Yes, she is. / No, she isn't.
 Isn't Jane a vegetarian? }

Do they have two sons? } Yes, they do. / No, they don't.
 Don't they have two sons? }

A Answer each negative question with a short answer. (Use the information for your answer.)

- 1 A: Isn't Hank a lawyer?
 B: _____ He's not a lawyer.
- 2 A: Doesn't Bob have two brothers?
 B: _____ He has two younger brothers.
- 3 A: Haven't you been to Siberia before?
 B: _____ I've never been here before.
- 4 A: Aren't you learning English right now?
 B: _____ I'm studying English at the institute.
- 5 A: Wasn't Nancy at the movies last night?
 B: _____ She didn't go to the movies.
- 6 A: Don't Sachiko and Tomofumi have a car?
 B: _____ They own a minivan.

Suggestions with Why don't... and Why doesn't...?

You can make suggestions with both Why don't . . . ? or Why doesn't . . . ?

A: Your daughter looks really cold. A: Your kids are so nice. Why don't they come
Why doesn't she put on a sweater? and play with mine sometime?
 B: Good idea. B: That would be great.

B On a separate sheet of paper, continue each statement with a suggestion using Why don't . . . ? or Why doesn't . . . ?

Your husband doesn't look like he feels very well. Why doesn't he go see a doctor?

- 1 Wouldn't you love to have a cup of coffee right now?
- 2 Did you say your father hasn't taken a vacation in two years?
- 3 It's such a beautiful day! We shouldn't stay indoors.
- 4 Your sister looks so bored!
- 5 We shouldn't just watch TV tonight.
- 6 Mr. García needs a ride to the airport.
- 7 Nina's English teacher suggested that she work on her listening skills.

Gerunds and infinitives: as subjects, subject complements, and objects

Gerunds (-ing form of a verb) and infinitives (to + base form) function as nouns within sentences.

Gerunds can be subjects, subject complements, or objects.

Painting is my favorite leisure-time activity. (subject)

My favorite activity is **painting**. (subject complement; usually follows be)

I enjoy **painting**. (direct object)

I read a book about the history of **painting**. (object of the preposition of)

Infinitives can be subjects, subject complements, and direct objects.

To **paint** well is a talent. (subject)

The only thing he needs is **to paint**. (subject complement; usually follows be)

I want **to paint**. (direct object)

Underline the gerunds and circle the infinitives in the following sentences. Then write **subject (s)**, **subject complement (c)**, **direct object (do)**, or **object of a preposition (op)** on the line next to each one.

- _____ 1 I enjoy watching movies every night on DVD.
- _____ 2 Her greatest dream was to see all of her children attend college.
- _____ 3 What's the point of creating a nice environment at home if genetics is the only thing that counts?
- _____ 4 Avoiding too much pressure helps children become less critical.
- _____ 5 My niece plans to study personality development next semester.

Negative gerunds

A gerund can be made negative by using a negative word before it.

I like **not going** to bed too late.

They complained about **never having** enough time.

Complete the paragraph with affirmative and negative gerunds.

I really want to do something to improve my appearance and lose weight. I'm sick of _____ able to fit into my clothes. I know it's not enough to complain about _____ weight—I need to do something about it! I plan to spend _____ every afternoon _____ my bike. Also, I want to go on a diet, but I'm afraid of _____ hungry all the time. I worry about _____ enough energy to exercise if I'm _____ enough to eat.

3 ride

2 gain

1 be

4 feel

5 have

6 get

The passive voice: transitive verbs and intransitive verbs

A transitive verb can have a direct object. Transitive verbs can be used in the active voice or passive voice.

active voice

passive voice

Picasso **painted** *Guernica* in 1937. → *Guernica* **was painted** in 1937.

An intransitive verb cannot have a direct object. With an intransitive verb, there is no "receiver" of an action.

The painting **arrives** tomorrow.

The *Mona Lisa* **will stay** at the Louvre.

That new sculpture **seems** like a Botero.

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

Common intransitive verbs

arrive	happen	sit
come	laugh	sleep
die	live	stand
fall	rain	stay
go	seem	walk

A Check each sentence that has an intransitive verb.

- 1 Pedro Almodóvar's new film about women arrives in theaters this fall.
- 2 A Canadian art collector has bought two of Michelangelo's drawings.
- 3 Someone stole Edvard Munch's painting *The Scream* in 2004.
- 4 The painter Georgia O'Keeffe lived in the southwestern part of the United States.
- 5 The Van Gogh Museum in Amsterdam sent *Sunflowers* on a world tour.
- 6 The traveling collection of ancient Roman sculpture is coming to San Diego this week.
- 7 The Metropolitan Museum of Art opened a new gallery last year.

The passive voice: form

Form the passive voice with a form of **be** and the past participle of a verb.

	Active voice	Passive voice
Simple present tense	Art collectors buy famous paintings all over the world.	Famous paintings are bought by art collectors all over the world.
Present continuous	The Film Center is showing Kurosawa's films.	Kurosawa's films are being shown at the Film Center.
Present perfect	Some world leaders have bought Yu Hung's paintings.	Yu Hung's paintings have been bought by some world leaders.
Simple past tense	I.M. Pei designed the Grand Pyramid at the Louvre.	The Grand Pyramid at the Louvre was designed by I.M. Pei.
Past continuous	Last year, the museum was selling copies of Monet's paintings.	Last year, copies of Monet's paintings were being sold by the museum.
Future with <u>will</u>	Ang Lee will direct a new film next year.	A new film will be directed by Ang Lee next year.
Future with <u>be going to</u>	The Tate Modern is going to show Van Gogh's drawings next month.	Van Gogh's drawings are going to be shown at the Tate Modern next month.

B On a separate sheet of paper, rewrite each sentence in the passive voice. Use a **by phrase only if it is important to know who is performing the action.**

- 1 Someone actually stole the *Mona Lisa* in 1911.
- 2 Paloma Picasso designed these pieces of silver jewelry.
- 3 Someone will repair the sculpture when it gets old.
- 4 People have paid millions of U.S. dollars for some of Van Gogh's paintings.
- 5 They are showing some new paintings at the Smith Gallery this week.
- 6 The Malcolm Museum is going to exhibit ten sculptures by Asian artists.
- 7 Frida Kahlo was painting these pieces while she was married to Diego Rivera.
- 8 People built great pyramids throughout Central America during the height of the Mayan civilization.

C On a separate sheet of paper, rewrite the sentences in Exercise A that have a transitive verb, changing the active voice to the passive voice.

The passive voice: yes / no questions

To form **yes / no** questions in the passive voice, move the first auxiliary verb before the subject.

Simple present tense	Are famous paintings are bought by art collectors?
Present continuous	Are Kurosawa's films are being shown at the Film Center?
Present perfect	Have Yu Hung's paintings have been bought by some world leaders?
Simple past tense	Was the Grand Pyramid at the Louvre was designed by I.M. Pei?
Past continuous	Were copies of Monet's paintings were being sold by the museum?
Future with <u>will</u>	Will a new film will be directed by Ang Lee next year?
Future with <u>be going to</u>	Is a collection of Van Gogh's drawings is going to be shown at the Tate Modern next month?

On a separate sheet of paper, rewrite the sentences as **yes / no** questions in the passive voice.

- 1 That new film about families is being directed by Gillian Armstrong.
- 2 One of da Vinci's most famous drawings has been sold by a German art collector.
- 3 A rare ceramic figure from the National Palace Museum in Taipei will be sent to the Metropolitan Museum of Art in New York.
- 4 A new exhibit is going to be opened at the Photography Gallery this week.
- 5 Some new paintings have been bought by the Prado Museum for their permanent collection.
- 6 *Las Meninas* can be seen at the Prado Museum in Madrid.
- 7 The *Jupiter* Symphony was written by Mozart.
- 8 Some of Michelangelo's work was being shown around the world in the 1960s.

Other ways to express a purpose**In order to**

You can use **in order to** with a base form of a verb to express a purpose. The following three sentences have the same meaning.

I scrolled down **in order to read** the text.
 I scrolled down **because** I wanted to read the text.
 I scrolled down **to read** the text.

For

You can use **for** to express a purpose before a noun phrase or gerund phrase.

She e-mailed me **for some advice**.
 They shop online **for electronic products**.
 I use my smart phone **for e-mailing clients**.

Be careful! Don't use **for** before an infinitive of purpose.

DON'T SAY She e-mailed me **for** to ask a question.

A On a separate sheet of paper, rewrite the sentences with in order to.

- 1 She joined Facebook to meet new people.
- 2 Jason surfs the Internet to see what's new.
- 3 Alison uses online banking to pay all her bills.
- 4 They always print their documents first to read them carefully.
- 5 I never use the pull-down menu to open files.
- 6 He used an online telephone service to call his family.

B Complete each sentence with for or to.

- 1 My friend e-mailed me ____ say he's getting married.
- 2 Matt created a web page ____ keeping in touch with his family and friends.
- 3 I went online ____ find a new keyboard.
- 4 Jane shops online ____ clothing.
- 5 When Gina's computer crashed, her brother came over ____ help her.
- 6 Sometimes I use my computer ____ download movies.
- 7 We both log on to the Internet ____ information.
- 8 Just click the icon ____ open the file.

UNIT 9 Lesson 2

Comparison with adjectives: review

As ... as

Use **as ... as** to indicate how two things are equal or the same. Use **not as ... as** to indicate how two things are different.

The new Jax 10 monitor is just **as good as** the Jax 20.

The Jax 10 monitor is **not as big as** the Jax 20.

Comparatives

Use comparatives to show how two things are not equal. Use **than** if the second item is mentioned.

My laptop is **heavier than** John's (is). OR My laptop is **heavier**.

Regular mail is **less convenient than** e-mail. OR Snail mail is **less convenient**.

Superlatives

Use superlatives to show how one thing is different from two or more other things. Remember to use **the** with the superlative.

The M2, LX, and Bell printers are all good. But the Bell is **the best**.

The Gatt 40 monitor is **the least expensive** one you can buy.

A Correct the error in each sentence.

- 1 The Orca speakers aren't as heavier as the Yaltas.
- 2 My old laptop didn't have as many problems than my new laptop.
- 3 I checked out the three top brands, and the Piston was definitely the better.

- 4 Maxwell's web camera is much more expensive as their digital camera.
- 5 Of all the monitors I looked at, the X60 is definitely larger.
- 6 The Cray Jaguar is most powerful computer in the world.

Comparison with adverbs

Comparatives

My new computer **runs faster than** my old one.

The X20 **operates more quietly than** the X30.

As ... as

My new phone **works as well as** my old one.

The Macro laptop **doesn't run as slowly as** the Pell does.

Remember: Adverbs often give information about verbs.
My phone works **well**. My printer prints **fast**.

Many adjectives can be changed to adverbs by adding **-ly**.
loud → **loudly** quick → **quickly** quiet → **quietly**
poor → **poorly** bad → **badly** slow → **slowly**

Superlatives

Of these three laptops, the MPro **starts up the most slowly**.

B On a separate sheet of paper, rewrite each pair of sentences into a single sentence using comparatives. Then write single sentences using as ... as.

- 1 My brother's MP3 player downloads music quickly. My MP3 player doesn't download quickly.
- 2 My new computer doesn't log on slowly. My old computer logs on slowly.
- 3 Your old monitor works well. My new monitor doesn't work well.
- 4 The Rico printer prints quickly. The Grant printer doesn't print quickly.
- 5 The Pace scanner doesn't run quietly. The Rico scanner runs quietly.

UNIT 10 Lesson 1

Present factual conditionals: usage

Use the present factual conditional to express general and scientific facts.

Use the simple present tense or the present tense of be in both clauses.

If it **rains**, flights **are** late. [fact]

If you **heat** water to 100 degrees, it **boils**. [scientific fact]

Note: For a review of the concept of clauses, see Units 4 and 6 of the Writing Booster.

In present factual conditional sentences, **when** (or **whenever**) is often used instead of **if**.

When (or **Whenever**) it rains, flights are late.

When you heat water to 100 degrees, it boils.

A On a separate sheet of paper, write present factual conditional sentences.

- 1 Water (freeze) when you (lower) its temperature below zero degrees.
- 2 Whenever my daughter (take) her umbrella to school, she (forget) to bring it home.
- 3 She (go) on vacation every August if she (not have) too much work.
- 4 He (run) in the park if the weather (be) dry.
- 5 In my company, if cashiers (make) a mistake, they have to (repay) the money.

Future factual conditionals: usage and common errors

Use the future factual conditional to express what you believe **will** happen in the future under certain conditions or as a result of certain actions. Use the simple present tense or the present of be in the **if-** clause. Use a future form (**will** or **be going to**) in the result clause.

If I **go** to sleep too late tonight, I **won't be able to** get up on time. (future condition, future result)

If she **comes** home after 8:00, I'm **not going to make** dinner. (future condition, future result)

Be careful! Don't use a future form in the **if-** clause.

If I **see** him, I'll tell him.

NOT If I **will** see him, I'll tell him.

NOT If I'm **going to see** him, I'll tell him.

B Circle the correct form to complete each future factual conditional sentence.

- 1 If they (**like** / **will like**) the movie, they (**see** / **will see**) it again.
- 2 I (**'m going to talk** / **talk**) to her if she (**does** / **'s going to do**) that again.
- 3 If you (**buy** / **are going to buy**) some eggs, I (**make** / **'ll make**) you an omelet tonight.
- 4 If they (**see** / **will see**) her tomorrow, they (**drive** / **'ll drive**) her home.
- 5 (**Are you going to study** / **Do you study**) Italian if they (**offer** / **will offer**) it next year?

Order of clauses: punctuation

In all conditional sentences, the clauses can be reversed with no change in meaning. In writing, use a comma between the clauses when the **if-** clause comes first.

If you don't return the bracelet, you'll feel bad.

You'll feel bad if you don't return the bracelet.

TOP NOTCH
2B

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 6 Connecting ideas: subordinating conjunctions

A subordinating conjunction connects a dependent clause to an independent clause.

— independent clause — — dependent clause —

People are eating more fast foods today **because** they want to save time.
I generally avoid carbohydrates **even though** it isn't easy.

Subordinating conjunctions

because	unless
since	although
if	(even) though

A dependent clause can also come at the beginning of a sentence. Use a comma after the dependent clause when it comes first.

— dependent clause — — independent clause —

Because people want to save time, they are eating more fast foods today.
Even though it isn't easy, I generally avoid carbohydrates.

Use the subordinating conjunction **if** to express a condition. Use **unless** to express a negative condition.

You will be healthy **if** you eat right and exercise regularly.
You will gain weight **unless** you eat right and exercise regularly. (= if you don't)

Use the subordinating conjunctions **although**, **even though**, or **though** to express a contradiction.

Although
Even though
Though } they knew fatty foods were unhealthy, people ate them anyway.

Remember: Use **because** or **since** to give a reason.

A Choose the best subordinating conjunction to complete each sentence.

- 1 (Though / If / Unless) I learn to speak English well, I will be very happy.
- 2 (Even though / Because / If) she is an artist, she is interested in science.
- 3 Studying English is important (although / because / unless) it can help you do more.
- 4 (Unless / Although / Since) English grammar isn't easy, I like studying it.
- 5 They have to go on a diet (because / unless / though) they're overweight.
- 6 He cut back on desserts and sodas (even though / if / because) he didn't want to.
- 7 (Even though / Because / Unless) my grandmother is 80 years old, she is in very good health.
- 8 (Unless / Because / Though) I think I'm going to get sick, I don't want to change my eating habits.
- 9 She won't eat red meat (because / unless / although) she has to.
- 10 (Unless / Even though / Since) she's a vegetarian, she sometimes eats fish.

B Read each sentence. Then, on a separate sheet of paper, write and connect a clause to the sentence, using the subordinating conjunction.

- 1 Most people don't want to change their eating habits. (even though)
- 2 Children become overweight. (if)
- 3 Obesity will continue to be a global problem. (unless)
- 4 Eating too much fast food is bad for you. (because)
- 5 Most people continue to eat unhealthy foods. (although)

1 Most people don't want to change their eating habits even though they have health problems.

C Guidance for Writing (page 72) Using four different subordinating conjunctions, write four sentences: two about eating habits in the past and two about eating habits in the present. Use your sentences in your paragraph about eating habits in Exercise F.

When writing a series of words or phrases in a sentence, be sure that all items in the series are in the same grammatical form. This feature of good writing is called parallel structure.

parallel structure (all items in the series are gerunds)

Lucy is creative. She likes **painting**, **playing** the piano, and **dancing**.

Be careful! Don't combine gerunds and infinitives in the same series.

Don't write: Lucy is creative. She likes painting, **to play** the piano, and dancing.

In a series of infinitives, it is correct to use **to** before each item in the series or to use **to** only before the first item.

- ✓ I decided **to study** medicine, **to get** married, and **to have** children before my thirtieth birthday.
- ✓ I decided **to study** medicine, **get** married, and **have** children before my thirtieth birthday.
- ✗ I decided to study medicine, get married, and to have children before my thirtieth birthday.

Remember: When a sentence includes a series of more than two words or phrases, separate them with commas. Use **and** before the last item in the series. The comma before **and** is optional.

no comma (two items)

commas (three items)

Jake and May have three favorite activities: **painting**, **singing**, and **dancing**.

A Correct the errors in parallel structure in the following sentences.

- 1 I have begun studying psychology and to learn about personality development.
- 2 They continue arguing about the nature-nurture controversy and to disagree about which is more important.
- 3 The Bersons love to run, to swim, and lift weights.
- 4 She's both responsible and social. She prefers to study early in the evening and going out afterwards.
- 5 Introverts hate to talk about their feelings and being with a lot of people.
- 6 Marjorie is a classic extrovert. She likes to be very active, knowing a lot of people, and to seek excitement.
- 7 To be quiet, be hard to know, and to seek peace are traits typical of the introvert's personality.
- 8 Psychologists of the nineteenth century continued believing in the importance of genetics and to write about it in books and articles.

B Guidance for Writing (page 84) On a separate sheet of paper, write sentences to answer some or all the following questions about a person you know well. If appropriate, use verbs and phrases from the lists below. Be careful to use parallel structure. Use the sentences in your paragraphs about a person in Exercise E.

- Who is the person?
- What is the person's relation to you?
- Who are the people in the person's family?
- How many siblings does the person have?
- What kind of personality does the person have?
- What are the person's likes and dislikes?
- Are there some things the person is excited about, bored with, angry about, or worried about right now?

Words to describe likes / dislikes

avoids	hopes
hates	would like
can't stand	is happy about
doesn't mind	is excited about
enjoys	is bored with
expects	is sick and tired of

Remember: A good paragraph has a topic sentence that states clearly what the main idea of the paragraph is.

In addition, a paragraph should have **supporting details**—that is, information that provides support for, and is clearly tied to, the topic sentence.

Be careful! If a detail doesn't support the topic sentence or isn't tied to it clearly, then it may not belong in the paragraph.

In the writing model to the right, the topic sentence of the paragraph is highlighted in yellow. The sentences that follow are details. Two of the sentences are crossed out because they do not support the topic sentence and should not be included in the paragraph. These two sentences do not provide information about the chair and do not indicate why the writer likes the chair. The remaining sentences are supporting details—they all support the topic sentence and are clearly tied to it. They provide more information about the chair and they explain why the writer likes the chair.

In my living room, I have many things.

My favorite possession is an old wooden chair. My parents gave it to me when I left home. A wooden chair can be very expensive if it is an antique. It has lots of memories for me because it was in my parent's bedroom when I was growing up. It's important to take very good care of wooden furniture. The chair is very comfortable, and I used to sit in it a lot as a child.

A Read each topic sentence. Circle the detail that does not support the topic sentence.

- 1 Many French artists in the nineteenth century were influenced by Japanese art and printmaking.
 - a Today, the work of Hokusai, Japan's most famous printmaker, is popular in Western countries.
 - b Looking at the work of the French impressionists, it is clear that they chose to imitate the Japanese artistic styles of the time.
 - c A number of French artists had collections of Japanese art.
- 2 I love my poster of Reinaldo, the Brazilian soccer star, but my wife hates it.
 - a I think Reinaldo is the greatest player in the world.
 - b My wife doesn't think I should keep it in our bedroom.
 - c Reinaldo is a right-footed soccer player.
- 3 Rodin's statue, *The Thinker*, is probably one of the most famous sculptures in the world.
 - a This metal and stone sculpture of a man deep in thought is recognized all over the world.
 - b Rodin was born on November 12, 1840.
 - c The image of *The Thinker* can be seen in popular art and advertisements.
- 4 On a side table in my dining room, I have two small ceramic figures of lions from my trip to Taipei.
 - a They have beautiful colors including red, green, blue, and yellow.
 - b You should visit the National Palace Museum when you are in Taipei.
 - c I bought them together from a small shop at a temple I was visiting.
- 5 My sister has always shown a lot of talent in the performing arts.
 - a We've had our differences and we haven't always agreed on everything.
 - b She has acted in school plays since she was about ten years old.
 - c I think she's going to follow a career as an actor or dancer.
- 6 I think artistic talent is something you're born with.
 - a I've tried many times to improve my ability at drawing, but it hasn't worked.
 - b I have friends who are very talented in art, but they've never taken any special classes.
 - c My aunt studied art at the Art Institute of Chicago for four years.

B Guidance for Writing (page 96) On the notepad, write the favorite object you chose in Exercise E. Create a topic sentence that states the most important thing you want to say about that object. Then write five supporting details to use in your paragraph.

Favorite object:

Topic sentence:

Details to support my topic sentence:

- 1.
- 2.
- 3.
- 4.
- 5.

UNIT 9 Organizing ideas

When you want to describe the benefits and problems of an issue, there are different ways you can organize your ideas. Here are some approaches.

Approach 1: In one paragraph

One way is to describe all the advantages and disadvantages in one paragraph. Following are notes of the details that will be included in the paragraph.

THE ADVANTAGES AND DISADVANTAGES OF CELL PHONES

Advantages: are easy to carry, don't miss calls, keep you connected with family and friends

Disadvantages: bother other people, make people dependent, are easy to lose

This approach is good for a short piece of writing consisting of only a few sentences. However, if you want to develop those ideas in more than just a few sentences, it is easier for the reader to follow if you can organize the details in one of the following ways.

Approach 2: In two paragraphs

In this approach, you can use a first paragraph to describe all the advantages. Then you can use a second paragraph to describe all the disadvantages. Following are notes of the details that will be included in each paragraph.

Paragraph 1: CELL PHONES HAVE ADVANTAGES

are easy to carry, don't miss calls, keep you connected with family and friends

Paragraph 2: BUT THEY ALSO HAVE DISADVANTAGES

bother other people, make people dependent, are easy to lose

Approach 3: In two or more paragraphs

In this approach, you can use a separate paragraph to focus on each different topic. In each paragraph, you can describe both advantages and disadvantages. Following are notes of the details that will be included in each paragraph.

Paragraph 1: (THEY'RE SMALL.) cell phones easy to carry, but also easy to lose

Paragraph 2: (THEY'RE CONVENIENT.) won't miss calls, but you can also bother other people

Paragraph 3: (THEY'VE CHANGED OUR LIVES.) keep people connected with family and friends, but also can make people dependent

A Below are ideas for a piece of writing about renting a car during a vacation overseas. Using Approach 2, you can organize the ideas into two paragraphs, one about the benefits of renting and one about the problems. Write 1 next to the sentences that belong in paragraph 1. Write 2 next to the sentences that belong in paragraph 2.

- It gives you the freedom to go wherever you want to go whenever you want.
- There are advantages and disadvantages to renting a car while you're on vacation overseas.
- You might see places you can't see by bus or train.
- You could have an accident during your trip.
- You have more control over whether or not you will have an accident during your trip.
- You can carry more luggage and other things you might need.
- To drive safely, you have to become familiar with the local driving rules.
- If you're traveling with a group of people, it could cost less than paying for bus and train tickets.
- You may have to understand road signs that are in a different language.
- If you have to do all the driving, it can be very stressful and tiring.
- If you're traveling alone or with one other person, it could cost a lot of money in rental fees and gas.

B Now, on a separate sheet of paper, practice using Approach 3. Choose sentences from Exercise A that you can organize into two or more separate topics.

C **Guidance for Writing (page 108)** Use your notes on page 107 to write your paragraphs in Exercise E about the benefits and problems of the Internet. Choose Approach 2 or Approach 3 to organize your writing.

UNIT 10 *Introducing conflicting ideas: On the one hand; On the other hand*

Use **On the one hand** and **On the other hand** to present conflicting ideas or two sides of an issue. The following two sentences present the two sides together, one right after the other.

On the one hand, I would want to tell the truth. **On the other hand**, I wouldn't want to get in trouble.

Remember: You can also present conflicting or contradictory information with **Even though**, **Although**, and **However**.

Even though I'm basically an honest person, I don't always tell the truth.

Although Matt didn't think he broke the dish, it's possible that he did.

Matt wanted to tell the owner of the store what happened. **However**, Noah didn't agree.

When one paragraph presents one side of an issue and the next one presents the other, writers don't usually use **On the one hand** in the first paragraph. Instead, they just begin the next paragraph with **On the other hand** to let the reader know that the conflicting idea will follow. Look at the writing model to the right.

Being honest has many advantages. If you always tell the truth, you don't have to remember an untruth you said before. People who tell the truth don't have trouble sleeping. They can look at themselves in the mirror and feel good.

On the other hand, there are times when telling a lie makes sense. For example, if a friend asks you what you think of a new piece of clothing and you hate it, telling him or her that you think it's ugly would be very hurtful. It's possible that not being absolutely truthful might make more sense.

A Reread the Photo Story on page 111. Write a summary of the story in three to five sentences.

Answer the questions below.

- Where was Matt? • What happened?
- Who was he with? • What did the two friends discuss?

B Answer the questions below. Write three to five sentences about Matt's choices. Then write the consequences of each choice. Use **If** and the unreal conditional in at least one sentence.

- What should he do? • What could he do? • What would most people do?

C Write three to five sentences about what you would do if you were Matt. Answer the questions below.

- What would you do? • What would happen if you did that? • What would happen if you didn't?

D **Guidance for Writing (page 120)** In your paragraphs about Matt's dilemma in Exercise E, use **On the one hand**, **On the other hand**, **Even though**, **Although**, and **However** to connect conflicting ideas.



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

2B

Workbook

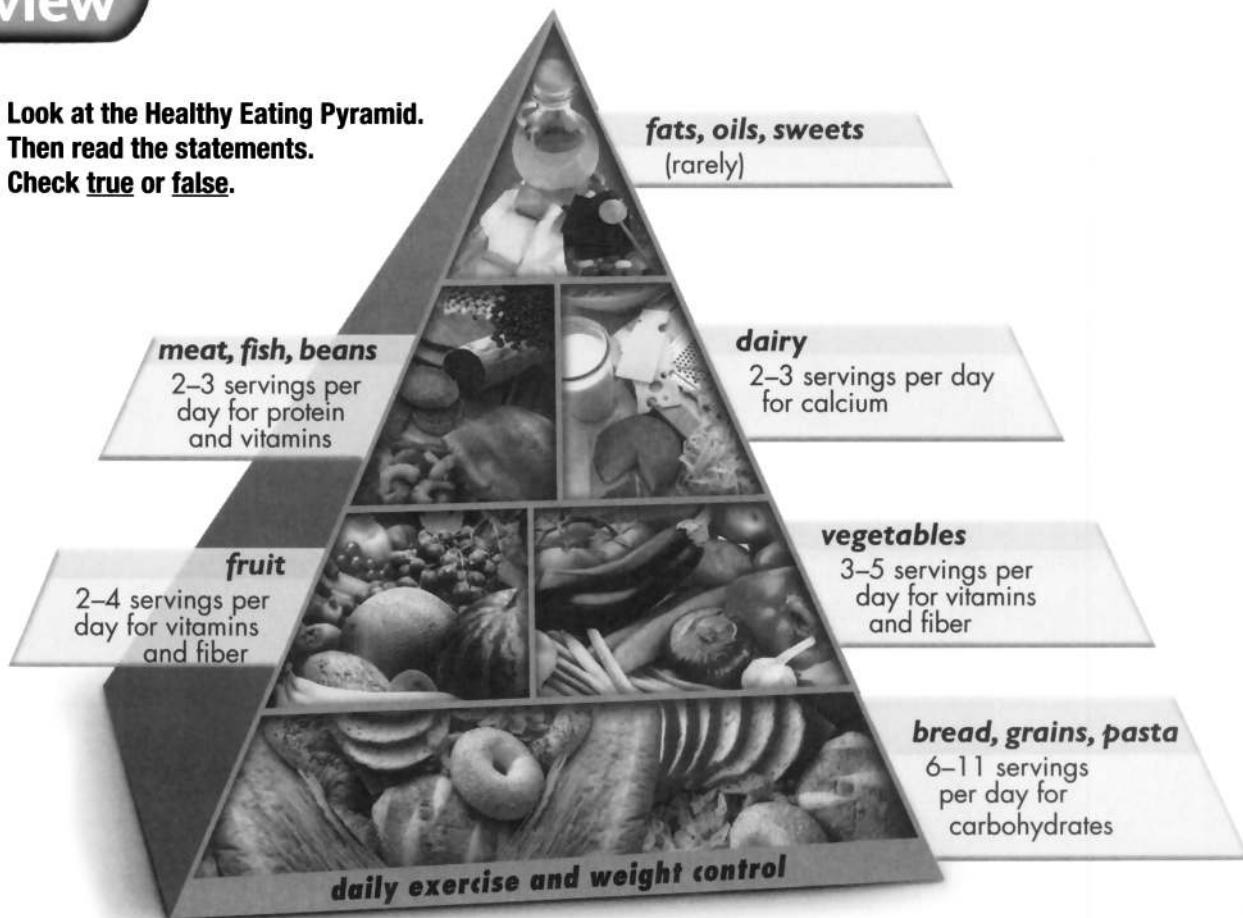
Joan Saslow • Allen Ascher

With Terra Brockman and Julie C. Rouse



Preview

1 Look at the Healthy Eating Pyramid.
Then read the statements.
Check true or false.



1. The healthiest foods are at the top of the pyramid.
2. You should eat more vegetables than fish.
3. You should avoid breads and grains.
4. Dairy products are a good source of fiber.
5. You should eat fruit for carbohydrates.
6. Exercise is an important part of a healthy life.

	true	false
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"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>

2 Rewrite the false statements in Exercise 1 to make them true.

3 Complete the statements with phrases from the box.

I'd better pass	I have no idea	I'm watching my weight
I have to admit	I couldn't resist	

1. I'm on a low-fat diet because _____.
2. The pasta looks delicious, but _____ . I'm on the Atkins diet.
3. I usually avoid animal products, but _____ the ice cream they served for dessert. I just had to have it!
4. _____ how much fat is in this cheeseburger—and I don't want to know. I just want to enjoy it!
5. Eating a low-fat, high-fiber diet hasn't been easy, but _____ I look and feel better as a result.

LESSON 1

4 Look at the pictures. What do you think the people are saying? Write sentences about the people and their food passions. Use the words and phrases from the box.

addict	big ____ eater	can't stand	crazy about	don't care for	love
--------	----------------	-------------	-------------	----------------	------

1. I'm crazy about _____
asparagus.



2. _____



3. _____



4. _____



5. _____



6. _____



5

Read about Kate's food passions. Then complete each sentence with used to or didn't use to and the verb.



When I was a kid, I loved sweets. I think I ate about five cookies a day! When I was a teenager, I started eating a lot of meat. I had steaks and fries almost every day. I didn't care for vegetables or fruit. Then on my 20th birthday, I decided I needed a change, so I became a vegetarian. These days I eat meat again, but I avoid fatty foods and sugar. I've lost a lot of weight and I feel much better.



Kate

1. Kate _____ a lot of sweets, but now she avoids sugar.
eat
2. When she was a teenager, she _____ fatty foods.
have
3. Before she turned 20, she _____ vegetables.
like
4. She _____ a vegetarian, but now she eats meat.
be
5. Kate _____ care of herself, but now she eats well.
take

LESSON 2

6 Choose the correct response. Write the letter on the line.

1. ____ "Please help yourself."
2. ____ "I'll pass on the chocolates."
3. ____ "Don't you eat chicken?"
4. ____ "I'm sorry. I didn't know you were on a diet."
5. ____ "I'm a coffee addict. What about you?"

- a. Actually, I've been cutting back.
- b. Thanks. Everything smells so good.
- c. It's not a problem.
- d. Don't you eat sweets?
- e. Actually, no. It's against my religion.

7

Complete the statements with a food or drink to describe your own food preferences.

1. I'm not crazy about _____.
2. I'm avoiding _____.
3. I don't care for _____.
4. I'm not much of a _____ drinker.
5. _____ doesn't / don't agree with me.

8

Complete the conversation with phrases from the box.

is a vegetarian

is on a diet

is allergic to

doesn't care for

is avoiding

A: Let's have a dinner party Friday night. Help me prepare the menu.

B: OK. Remember that my sister _____, so we can't make anything too fatty. Why don't you make some chicken?

A: I would, but Stella _____. She never eats meat. Maybe I can make that rice dish.

B: I don't know. Miguel is trying to eat healthy, whole-grain foods, so he _____ white rice these days.

A: OK . . . Then how about black bean soup with peppers?

B: Uh, I don't think Julio would like that. He _____ spicy food.

A: Is there anything that everyone can eat?

B: Hmm . . . I don't know, but I hope you'll make that delicious chocolate cake for dessert!

A: I can't. Don't you remember how sick Paul was at our last dinner? He _____ chocolate!

B: I've got an idea—why don't we just go out to eat? Then everyone can order what they want!



9

Complete each negative yes / no question.

1. A: Didn't you go to Latvia last year?

B: Yes, I did. I went to Latvia in August.

2. A: _____ meat?

B: No, I don't. I never touch meat.

3. A: _____ a doctor?

B: No, she's not. David's mother is a dentist.

4. A: _____ a great play?

B: Yes, it was terrific.

5. A: _____ more noodles?

B: No, thanks. I'm full. I've had enough.

6. A: _____ China before?

B: Actually, no. But I've been to Korea.

LESSON 3

10

Read the article on page 68 of the Student's Book again. Then complete the chart.

American eating habits	French eating habits
	consume rich food but stay thin
"clean their plates"	
	spend a long time at the table
drive to the supermarket	
	buy fresh food daily

11

Answer the questions with information from the article on page 68 of the Student's Book.

1. Why did Mireille Guiliano write her book *French Women Don't Get Fat*?

2. According to Guiliano, why don't French women get fat?

3. What lifestyle change has affected French eating habits recently?

12

Read the online article about making lifestyle changes.

How to make healthy lifestyle changes that last



If you've ever tried to change the way you eat or to lead a more active lifestyle, you know it isn't easy. Making a lifestyle change is challenging—and it's especially difficult to make changes that last. Often people try to make many big changes all at once without a clear idea of how they will accomplish their goals. They may struggle, get disappointed, and give up after a short period of time. Here are some tips to help you make healthy changes that become lifelong habits:

1 Make one change at a time. Replacing unhealthy behaviors with healthy ones takes time. If you try to change too much too fast, you won't be successful. Focus on one change you'd like to make. If your goal is to improve your eating habits, choose one thing to cut back on or add to your diet. Maybe resolve to stop drinking soda or eat some vegetables or fruit with every meal. When a new healthy behavior becomes part of your normal daily routine, you can take on another change.

2 Start small. Changes are often easier to make if they are small. Don't expect yourself to go from lying on the sofa watching TV every night to spending an hour a night at the gym. Instead, take "baby steps." For example, you could start by exercising twice a week for 30 minutes. Then, when you've done this successfully for a few weeks, try three times a week for 45 minutes.

3 Make a realistic plan. When you decide to make a lifestyle change, you need to plan what you will do and when, where, how often, etc. If more exercise is your goal, figure out how you will schedule it into your week and put it on your calendar. If you want to eat healthier, write down meals and snacks for the week. Keep the foods you'll need on hand, and consult your plan before you eat. Make sure the plan you create is achievable and that it works for your lifestyle. For example, if you're a big meat eater, a plan to eat only vegetables is not going to happen! Likewise, if you're not a morning person, don't plan daily workouts at 5:00 A.M.!

INFORMATION SOURCE: apa.com

13

Complete the statements with words and phrases from the box.

"baby step"	challenging	habits	realistic	struggle	successful
-------------	-------------	--------	-----------	----------	------------

1. You want the changes you make to become _____—something you do regularly without thinking because you've done it so many times before.
2. It's difficult to make lifestyle changes. You may _____, but don't give up.
3. If you try to make many big changes all at once, you probably won't be _____.
4. If you want to stop drinking coffee, you could start by drinking two cups every morning instead of three. This is a _____.
5. When you plan to make a change, be _____. Set goals you can accomplish and that work for your lifestyle.
6. Trying to change the way you eat is _____. It takes a lot of effort.

14

Think about a lifestyle change you have tried to make. Was your change successful? On a separate sheet of paper, explain why or why not.

LESSON 4

15

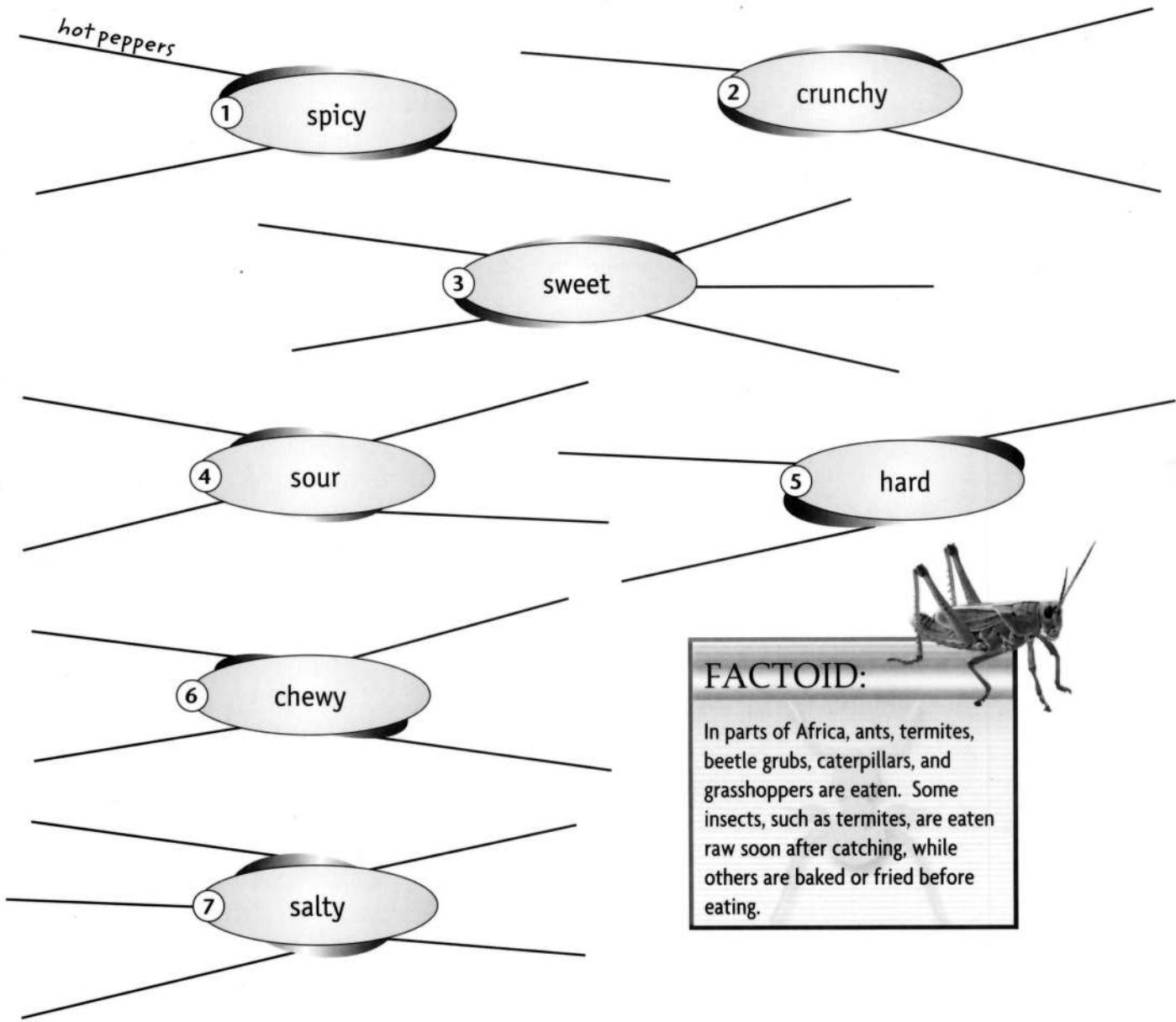
Complete the postcard with the correct form of taste, smell, or look.

Hi Reiko,

I'm having a great time in Marrakech!
 Yesterday I walked in the main square, and it
 _____ like a scene from a movie!
^{1.} People in long, beautiful robes were everywhere,
 and there was so much food! I saw some fish
 that _____ like the kind we have
^{2.} at home. Somewhere else in the market,
 I couldn't see where, there was a kind of grilled meat
 that _____ terrific. I found it, but didn't know if I should try it.
^{3.} It _____ kind of strange, but I bought some anyway. It was delicious!
^{4.} It _____ both spicy and sweet. It wasn't at all what I expected!
^{5.} You should come here on your next vacation!
 See you soon,
 Junko



16 Complete the word webs. Write three examples of foods that match each adjective.



FACTOID:

In parts of Africa, ants, termites, beetle grubs, caterpillars, and grasshoppers are eaten. Some insects, such as termites, are eaten raw soon after catching, while others are baked or fried before eating.



17 Describe an unusual dish you have tried. Where and when did you eat it? What did it look, smell, and taste like? Would you recommend it to someone or not?

One of the strangest things I've ever eaten is ...

GRAMMAR BOOSTER

A

Read the statements. Then write a sentence with use to or used to about a habitual action that is no longer true today.

1. Since Charlie started going to the gym every day, he's lost so much weight.

Charlie didn't use to go to the gym every day.

2. When he wasn't working, Scott made dinner every night. Now he doesn't have time.

3. Paul began getting up early every day when he had children.

4. As Cindy got older, her tastes changed. Now she actually likes vegetables.

5. I can't believe Judy doesn't eat meat anymore!

6. When Peter's doctor told him that he had better stop smoking, he quit.

7. After Pamela and Ed got married, they bought their first car.

B

Write a yes / no question for each response, using a form of used to.

1. A: Did you use to work in that part of the city?

B: Yes, I did. I used to work in that part of the city a few years ago.

2. A: _____

B: No, they didn't. People didn't use to read the news online.

3. A: _____

B: Yes, it did. Breakfast used to be free at the Windfield Inn.

4. A: _____

B: No, they didn't. Foods didn't use to have labels.

5. A: _____

B: Yes, I did. I used to live closer to work.

6. A: _____

B: Yes, they did. Cars used to use a lot more gas.

7. A: _____

B: No, I didn't. My brother used to drive a van, but not me.

C**Complete the sentences with be used to, affirmative or negative.**

1. Michelle has been on a low-fat, high-fiber diet for many years. She _____ fruits, vegetables, and whole grains. She _____ rich food, such as steak and ice cream.
2. Karen just got a haircut. It's very different from her old style. She _____ her new look yet.
3. We rented a minivan, but at home I drive a compact car. I _____ driving such a big car.
4. I _____ budget hotels, so it's a treat to stay in this expensive hotel with so many amenities.
5. Jeff is crazy about action movies. He _____ watching a lot of violence on the big screen.

D**Complete the statements in your own way.**

1. The Browns just moved from Alaska to Hawaii. They can't get used to _____.
2. Rose recently moved from a small town to a big city. She's getting used to _____.
3. Conor used to be a vegetarian. He still hasn't gotten used to _____.

Write three sentences about things you did often when you were a child. Use would.

When I was a child, I would play soccer all day on Saturdays.

1. _____
2. _____
3. _____

E**Complete the conversations. Complete the negative yes / no questions and write short answers.**

1. A: _____ you have any vegetarian friends?
B: _____. None of my friends are vegetarian.
2. A: _____ you trying to lose weight?
B: _____. I'm on a diet.
3. A: _____ he like spicy food?
B: _____. He can't stand spicy food.
4. A: _____ there sardines on that pizza?
B: _____. The pizza has sardines on it.
5. A: _____ Sandra allergic to fish?
B: _____. She doesn't have any problem eating fish.

F

Complete each conversation with a suggestion using Why don't or Why doesn't.

1. A: I'm too tired to cook dinner tonight.
B: _____ go out to eat?
2. A: Mr. Lee's old van keeps breaking down.
B: _____ buy a new car?
3. A: My mother thinks the hotel room will be too small.
B: _____ reserve a suite?
4. A: That documentary was really long and boring!
B: _____ watch a comedy next time?

WRITING BOOSTER

A

Circle the best subordinating conjunction to complete each sentence.

1. It's important to eat fruits and vegetables (because / unless / although) they are a source of vitamins and fiber.
2. You should avoid fatty foods and sweets (unless / even though / if) you're watching your weight.
3. On the Atkins Diet, you can eat butter (since / even though / unless) it has a lot of fat.
4. You'll love the new Argentinean steakhouse El Matador (unless / if / because) you're a vegetarian.
5. (If / Since / Though) Hannah doesn't care for fish or seafood, we didn't go out for sushi.
6. (Because / If / Although) she's cutting back on sweets, Danielle had a piece of cake at the birthday party.
7. Kate is avoiding dairy products (even though / unless / because) they don't agree with her.
8. (Unless / If / Since) he has to stay up late studying, Andrew doesn't drink coffee.
9. (Although / If / Unless) children are taught to always "clean their plates," they may become overweight.
10. (Unless / Though / Because) it's difficult to change your habits, you can succeed by making one small change at a time.

B

Think about your eating habits today and your eating habits when you were younger. Write six sentences: three about your eating habits now and three about how you used to eat. Use subordinating conjunctions.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

C

On a separate sheet of paper, write a paragraph about how your eating habits have changed.

Preview

1

Read each description. Then guess the color being described.

1. People associate this color with power, intelligence, and sometimes evil. It's popular in fashion because it makes people look slimmer. _____
2. People associate this color with cleanliness and purity. It's popular in decorating because it goes with everything. _____
3. This is one of the most appealing colors. The color of the ocean and the sky, people find it peaceful and calming. It's a great color for a bedroom. It's not a good choice for a dining room—unless you're on a diet. _____
4. This color is associated with energy and excitement. It makes your heart beat faster—and increases your appetite. It's a popular color for fast cars and restaurants. In China, it means good luck. _____

2

Read the Photo Story on page 75 of the Student's Book again. Match each phrase or statement with its meaning.

1. _____ getting a little tired of	a. in my opinion it was
2. _____ to me it was	b. That's true. I hadn't thought of that.
3. _____ pulling your leg	c. I don't want to
4. _____ Good point.	d. looks good with all things
5. _____ I'd hate to have to	e. bored with
6. _____ on the wrong track	f. not thinking correctly about this
7. _____ goes with everything	g. joking by saying something that isn't true

3

Write about your own color preferences.

1. What's your favorite color? How does it make you feel?

2. What room in your home would you like to paint a different color? What color would you choose? Why?

3. Paint colors have names that describe specific shades—such as "tomato red" or "emerald green." Create a name for your favorite shade of your favorite color.

FACTOID: Men, women, and colors

Studies have found that women prefer red over blue, but men prefer blue over red.

4

Complete Lucia's letter. Use gerunds and infinitives. Remember to put the verbs in the correct tense.

Hi Rebecca,

Well, I finally made a change! Last week I said to myself, "I _____ at our old kitchen walls one more day!" So I _____ them! My roommate Sara said we should _____. 1. can't stand / look 2. decide / repaint 3. discuss / make a plan before we do it. She even _____ 4. suggest / take a month or two to think about it. She said we should _____. 5. practice / paint first, but I already know how to paint. I don't _____. 6. need / learn new things. Finally, we _____ the kitchen a 7. not mind / try 8. choose / give cheerful color—bright yellow! I'm not sure, but Sara _____ the new color. In fact, I don't think she _____. 9. not seem / like 10. enjoy / paint! But I hope she does, because I _____ the living room next. I _____ it tomato red! 11. plan / paint 12. would like / paint

What do you think about that?

Lucia

5

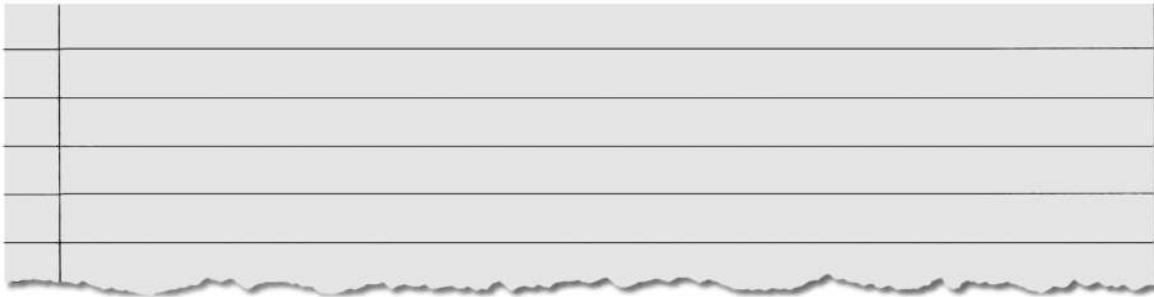
Complete each sentence with a gerund or infinitive and an adjective from the box.

annoying boring depressing enjoyable exciting relaxing

- I've had the most stressful week at work! I need _____ a massage this weekend. I find it so _____.
- We don't want _____ tonight's game. Our favorite team is in the championship. It's going to be really _____!
- Most kids hate _____ shopping. They think it's not any fun and complain, "This is so _____."
- I had to ask a classmate to please quit _____ his pencil on the desk. I found it very _____.
- I don't feel like _____ that film. I hear it's very _____. I'm not in the mood for a sad movie.
- Max usually doesn't mind _____. He finds it pretty _____.

6

Write about your plans for the weekend. Use verbs with direct object infinitives, such as need, plan, want, and would like.



LESSON 2

7

Complete the conversation. Use the correct preposition with the verb or adjective, and a gerund.

A: You look a little blue. What's up?

B: Oh, nothing really. I'm just sick of working late every night.
1. sick / work

A: Is that all? You look really down.

B: I'm _____ the same thing every day. And I also feel
2. bored / do
_____ too little time at home.
3. sad / spend

A: Have you _____ overtime?
4. complained / work

B: No. I'm _____ my boss angry. I had to _____ a report
5. afraid / make
late. And now my boss is _____ us more work.
6. apologize / finish
7. talking / give

A: Wow! I see why you are feeling blue. Why don't you start looking for a new job?

B: Maybe I should.

FACTOID: Food to Improve Your Mood

Studies show that eating certain foods can help cheer you up when you are feeling blue. Eating foods that contain vitamins D and B and omega-3 fatty acids, such as fish, nuts, eggs, spinach, and bananas, increase the chemicals in your brain that make you feel happy and relaxed.

INFORMATION SOURCE: psychologytoday.com

8

Suggest something to cheer the people up. Write complete sentences.



I'm really tired of this job.
I've been working late
every night for a month!



A rainy Monday
always puts me
in a bad mood.

1. _____

2. _____



I'm really upset that I don't
have enough money to go
on a trip abroad this year.



I've been feeling blue
lately. I'm just bored
with life.

3. _____

4. _____

LESSON 3

9

Extra reading
comprehension

Read the article on page 80 of the Student's Book again. Then answer the questions.

1. What are people with easygoing personalities like? _____

2. What type of personality is the opposite of easygoing? _____

3. Why is it difficult to settle the "nature-nurture controversy"? _____

4. Where do most experts believe our personalities come from? _____

5. Do you think nature or nurture is more important in forming personality? Explain your answer.

10

Read the posts on an online message board. Rank the people from 1 to 5, with 1 being the least introverted and 5 being the most extroverted.

TOPIC: Do you consider yourself an introvert or an extrovert? Or are you a little bit of both?

RESPONSES

(A) **Posted by:** Moonlight / Mon, March 15 (10:01 P.M.) I'm probably more of an introvert . . . it really depends, though. When you first meet me, I'm really quiet. But after I spend some time with a person, I open up. _____

(B) **Posted by:** Ginger / Mon, March 15 (10:09 P.M.) I'm definitely an extrovert. My friends (I have a lot of them!) say that I'm always talking. I'm interested in all sorts of events—sports, music, computers! I can talk for hours about whatever comes to mind . . . OK. I should stop now. LOL _____

(C) **Posted by:** missbliss / Mon, March 15 (10:21 P.M.) For the most part, I'm an introvert. I enjoy being alone, and I keep my thoughts and emotions to myself, but I know a few people well, and with those people I'm almost an extrovert. _____

(D) **Posted by:** citysurfer / Mon, March 15 (10:46 P.M.) I'm an extrovert. I really need to interact with other people and be active. But I always try to listen to other people when I'm in a group. Although I love excitement, sometimes I need to have some peace and quiet! _____

(E) **Posted by:** ShyGuy / Mon, March 15 (11:19 P.M.) Introvert . . . but I don't want to talk about it. _____

11

Are you an introvert, an extrovert, or a little of both? Write your own reply to the message board topic in Exercise 10.

Posted by: _____

12 Read the article about astrology. Then answer the questions.

ASTROLOGY -FINDING YOUR PERSONALITY IN THE STARS

Why do you act the way you do? What is the secret to your emotions? Where does your personality come from? Is it nature or nurture? Genetics or the environment? Or could it be the sun and the stars?

Some people think that birth order influences personality, but many others believe that the day you were born on influences your personality. These people believe in astrology. They believe that the sun and the stars influence human personality and events.

Astrology may be a way to understand human personality. Or it may be a false science. But millions of people around the world read their astrological horoscope every day—just in case!



Aquarius
Jan 20–Feb 18

- very active
- cheerful
- can be a clown



Gemini
May 21–Jun 21

- worries about things
- can be self-critical
- can be hard to know



Libra
Sept 23–Oct 23

- conservative
- spends time with a few friends
- has strong emotions



Pisces
Feb 19–Mar 20

- honest
- easily bored with jobs
- likes quiet time



Cancer
Jun 22–Jul 22

- interested in travel
- enjoys being with other people
- always behaves appropriately



Scorpio
Oct 24–Nov 21

- friendly
- sensitive to others' emotions
- not easy to get to know



Aries
Mar 21–Apr 19

- enjoys being alone
- hard to get to know
- keeps thoughts and emotions inside



Leo
Jul 23–Aug 22

- happy with lots of people
- cheers people up
- crazy about nature



Sagittarius
Nov 22–Dec 21

- creative
- likes everything in moderation
- gets along with everyone



Taurus
Apr 20–May 20

- calm
- seeks peace
- good listener



Virgo
Aug 23–Sept 22

- keeps ideas inside
- likes to spend time alone
- enjoys reading



Capricorn
Dec 22–Jan 19

- has a lot of friends
- interested in events
- loves excitement

1. What is the basic idea behind astrology? _____
2. Which of the zodiac signs describe more of an introvert? _____
3. Which signs describe more of an extrovert? _____
4. What zodiac sign are you? _____ Does the description for your sign describe you? Why or why not? _____

5. Compare the personality traits for your birth order with the personality traits for your zodiac sign. Are there any similarities? Which describes you better?

GRAMMAR BOOSTER

A

Complete each sentence with a gerund or an infinitive. Use verbs from the box. If either a gerund or an infinitive is correct, write both forms.

cook	do	drink	play	ride	study	watch
------	----	-------	------	------	-------	-------

1. Susan can't stand _____ the dishes after dinner.
2. Michael loves _____ the guitar.
3. Marianna hates _____ for exams.
4. Joseph would like _____ his bike.
5. Beth doesn't mind _____ for her family.
6. Jim likes _____ TV.
7. My friend Jane avoids _____ whole milk.

B

Unscramble the words and phrases to complete the conversations. Use a gerund or an infinitive.

1. A: John can't stand thinking about graduation.
think / about / can't stand / graduation
B: I know. He / leave / hates / his friends.
2. A: refuse / dinner / tonight / I / make.
refuse / dinner / tonight / I / make
B: Fine by me. don't mind / go / I / out to eat.
don't mind / go / I / out to eat
3. A: buy / discussed / Have / you and Peter / a house?
buy / discussed / Have / you and Peter / a house
B: Yes. find / We / would like / something bigger.
find / We / would like / something bigger
4. A: tonight / you / I / see / didn't expect.
tonight / you / I / see / didn't expect
B: Well, at the last minute / I / decided / come.
at the last minute / I / decided / come

C Complete each sentence. Circle the letter.

1. I love ____ TV in the evening.
a. watch b. to watch c. watched
2. I hurt my knee last month, so I quit _____.
a. jog b. to jog c. jogging
3. ____ too many sweets is bad for you.
a. Eating b. Eat c. Eaten
4. My favorite thing to do after work is ____ magazines.
a. read b. to reading c. to read
5. If you get an early start, you'll have a better chance of ____ your work on time.
a. finish b. finishing c. to finish
6. I don't mind ____ the window. It's freezing in here!
a. closing b. close c. closed
7. ____ opera well is a hard thing to do.
a. Sing b. To sing c. To singing

D Find and correct seven errors in the diary.

Usually I don't mind studying, but last night I was so sick of doing homework that I decided to go out with Amy. She felt like going to the movies. I suggested a new romantic comedy that I'm excited about to see. But Amy said she can't stand romantic movies and suggested to watch an action movie instead. To me, watching violence is not appealing. So, finally, we agreed trying an animated film from Japan. We both found it really enjoyable. We're planning to rent some other anime films to watch this weekend.

E Complete each sentence with an affirmative or negative gerund.

1. You should start _____ exercise every day if you want to lose weight.
2. Sue was worried about _____ have enough money to pay her bills.
3. When will you finish _____ work on that project?
4. Avoid _____ use a cell phone while you're driving.
5. Stella and I have considered _____ buy a new car. We just don't have the money.
6. I apologize for _____ tell you that I'd be late. I'm sorry that you've waited so long.
7. Let's start _____. I'm going to love _____ at that old wallpaper anymore! paint look
8. Natalie has been working very long hours lately. She's depressed about _____ spend much time with her family.
9. I suggest _____ eat fatty foods. You'll be healthier.

WRITING BOOSTER

A

**Complete each sentence. Circle the letter. Be careful to use parallel structure.
One item has two correct answers.**

B

Answer the questions about your own likes, dislikes, and personality. Answer in complete sentences, using words and phrases from Unit 7. Be careful to use parallel structure.

1. What are your likes? _____

2. What are your dislikes? _____

3. Which extrovert personality traits do you have? _____

4. Which introvert personality traits do you have? _____

5. What is your birth position in your family? _____
6. Which traits for this position describe you? _____

7. What is your zodiac sign? _____
8. Which traits for this sign describe you? _____

C

On a separate sheet of paper, write at least two paragraphs about your personality. In the first paragraph, tell something about yourself. In the second paragraph, discuss where you think your personality traits come from—nature, nurture, birth order, and / or astrology.

Preview

1

Look at the paintings and read the conversation. Then read the statements and check true or false.



Serena by Jessica Miller-Smith



Thoughts by Agnes Geniusaite

Sophie: Is this painting by Jessica Miller-Smith? I had no idea she had so much talent!

Gerald: She doesn't really look like the artistic type, does she?

Sophie: I guess you can't always judge a book by its cover. It's really quite good. What do you think?

Gerald: I find it a little weird, actually. It makes me feel nervous.

Sophie: But that's what makes it interesting. In my opinion, it's exciting.

Gerald: Hey, this is an interesting piece. It's by Agnes Geniusaite. I love her work.

Sophie: I think it's kind of depressing.

Gerald: You do? Maybe you're just feeling a little blue today.

Sophie: No, I mean it. I guess I'm just not really into all the dark colors.

Gerald: Well, to each his own, I guess.

1. Gerald is really into Jessica Miller-Smith's painting.
2. Sophie likes Miller-Smith.
3. Gerald is a fan of Agnes Geniusaite's art.
4. Sophie finds Geniusaite's painting depressing.
5. Sophie prefers darker colors to brighter colors.
6. Sophie and Gerald like the same kind of art.

true	false
<input type="checkbox"/>	<input type="checkbox"/>

2

Write a plus (+) next to the statements that indicate that the person likes the art, and a minus (-) next to the statements that indicate that the person doesn't like it.

1. <input type="text"/> I had no idea he had so much talent.	6. <input type="text"/> I guess I'm just not really into modern art.
2. <input type="text"/> Her work is very impressive.	7. <input type="text"/> It's a little weird, but that's what makes it so interesting.
3. <input type="text"/> This abstract sculpture is fascinating.	8. <input type="text"/> This is an unusual piece, but I don't find it appealing.
4. <input type="text"/> It's an unforgettable photograph.	
5. <input type="text"/> I find it a little boring, actually.	

3

What do Sophie and Gerald think of the paintings in Exercise 1? Complete the chart.

	Miller-Smith	Geniusaite
Sophie's opinion		
Gerald's opinion		

4

CHALLENGE. Which painting in Exercise 1 do you prefer? Why?

Write a few sentences expressing your opinion.

LESSON

1

5

Read each sentence and decide if it is in the active voice (A) or passive voice (P).

1. Many people visit the Metropolitan Museum of Art in New York.
2. The glass pyramid in front of the Louvre was finished in 1989.
3. A color poster of the painting was made available.
4. The museum catalog has been translated into many languages.
5. Akira Kurosawa directed the film *Seven Samurai* in 1954.
6. That vase was made in ancient Egypt.
7. The photograph was taken fifty years ago.
8. Matisse painted *La Musique* in 1910.

6

Use the information in the chart to write two sentences, one in the active voice and one in the passive voice. Be sure to use the correct verb with the artwork.

Art Object	Artist	Year
1. <i>Still Life with Watermelon</i> (painting)	Pablo Picasso	1946
2. <i>Vines and Olive Trees</i> (painting)	Joan Miró	1919
3. <i>The Raven and the First Men</i> (wood figure)	Bill Reid	1994
4. <i>Citizen Kane</i> (film)	Orson Welles	1941
5. <i>Waterfront Demonstration</i> (photograph)	Dorothea Lange	1934

1. Active: Pablo Picasso painted *Still Life with Watermelon* in 1946.

Passive: *Still Life with Watermelon* was painted by Pablo Picasso in 1946.

2. Active: _____

Passive: _____

3. Active: _____

Passive: _____

4. Active: _____

Passive: _____

5. Active: _____

Passive: _____

7

Read a page from a tour guide about Paris. Complete the conversation. Make a recommendation to someone who is visiting Paris, using the information in the tour guide.

The Rodin Museum

There are many wonderful museums to see while you are visiting Paris. One museum you should be sure to visit is the lovely Rodin Museum. The Rodin Museum houses over 6,600 sculptures. There is also an impressive garden. A large number of sculptures are presented in this setting, including Rodin's most famous work, *The Thinker*. In addition to the sculptures, take a look at the excellent drawing collection. Many of Rodin's sketches are there.



(YOU) Be sure _____ 1.
in Paris.

B: Really? Why's that?

(YOU) Well, _____ 2.

B: No kidding!

(YOU) They also _____ 3.

You'll _____ 4.

B: Thanks for the recommendation.

INFORMATION SOURCE: musee-rodin.fr

LESSON 2

8 Choose the correct response. Write the letter on the line.

1. ____ "Is this vase handmade?" a. Clay. It's handmade.
2. ____ "What do you think of this painting?" b. Yes, it is.
3. ____ "Where was the figure made?" c. It says it was made in Bulgaria.
4. ____ "Do you know when this photograph was taken?" d. Not much. I'm not crazy about the colors.
5. ____ "What's the bowl made of?" e. Around 1980, I think.

9 Unscramble the words to write questions.

1. were / Where / built / those / wood chairs _____ ?
2. made of / are / those / bowls / What _____ ?
3. Were / painted / those / wood figures / by hand _____ ?
4. was / painted / When / that / mural _____ ?
5. this / made in Thailand / gold jewelry / Was _____ ?
6. are / What / these / used for / cloth bags _____ ?

10 Look at the pictures. Write sentences to describe the objects. Use words from the box or your own ideas.

Material	clay	cloth	glass	gold	stone	wood
Adjective	beautiful impressive	boring interesting	cool practical	depressing terrific	fantastic weird	fascinating wonderful

1. The hat is made of cloth. It's fantastic.



2. _____

3. _____



4. _____

5. _____



6. _____

11 Read the article about how to develop artistic talent.

Nurturing Your Artistic Talent

1 **S**o, you'd like to improve your artistic ability, but you think you don't have any natural talent? The truth is you don't have to be born with talent to be a good artist—and to enjoy making art. Artistic skill can be learned.

Many people who try painting get frustrated and give up because they feel they lack the "artistic gene." However, the real problem is that they have just never been trained to look at the world like an artist. When non-artists look at the subject of a drawing, they see it with the left side of their brains. They immediately begin figuring out the meaning of what they see. An artist pays attention to what is actually being seen—the lines. Are they straight or curved? Dark or light? Where do they intersect?

Want to learn to see like an artist? Try this exercise. Find a large photo of a face and try to draw it. It's OK if your drawing looks bad. Then turn the photo upside down and try again. This time focus only on the relationships of the intersecting lines and shapes. Almost always, the upside-down drawing, when turned right side up, will be much better than the right-side-up version! How did this happen? By turning the photo upside down, the left side of your brain stopped looking at the photo as a face. Instead, the right side of your brain took over and began seeing the photo in a new way.



4 People who claim they have no artistic talent may actually have talent. But they may not be able to use it because they worry, "What will people think? Will I look silly? Will my piece be awful?" Young children rarely have these fears. They just enjoy the experience of creating something. To be successful at art, you will need to adopt the carefree attitude that you once had as a child. Don't worry about the results. Just relax and enjoy the experience of creating art.

5 Anyone can develop the necessary skills and understanding to create art. Those with natural talent are able to learn more quickly and easily, but even they will need training, practice, and hard work. So, stop making excuses and get started! Take art lessons, read books on art, and attend art exhibits. Expose yourself to a variety of techniques, kinds of art, and other artists. And think of becoming an artist as a lifetime journey. Stop worrying about making mistakes and enjoy the adventure!

INFORMATION SOURCE: MasterPaintingLessons.com

12

Answer the questions, according to the article in Exercise 11. Circle the letter.

1. What is the main idea of paragraph 2?
 - a. Lacking the “artistic gene” is a real problem.
 - b. You should always draw faces upside down.
 - c. It’s important to learn to see like an artist.
 - d. Try to use the left side of your brain when you draw.
2. What is the main idea of paragraph 4?
 - a. Children are better artists than adults.
 - b. Fear of making mistakes prevents many adults from creating art.
 - c. Fear helps adults find their artistic talent.
 - d. Beginners’ artwork is usually silly.
3. What is the main idea of paragraph 5?
 - a. Artists with natural talent don’t have to work hard.
 - b. It takes a very long time to become a good artist.
 - c. Artistic ability can be improved by attending art shows.
 - d. Anyone can make art with practice and hard work.

13

Read the quotations by famous artists. Find a paragraph in the article that presents an opinion similar to that expressed by each artist. Write the number of the paragraph on the line.

1. ____



“Every child is an artist. The problem is how to remain an artist once we grow up.”

—Pablo Picasso

2. ____

“I am doubtful of any talent, so whatever I choose to be, will be accomplished only by long study and work.”



—Jackson Pollock

3. ____



“Creation begins with vision. The artist has to look at everything as though seeing it for the first time.”

—Henri Matisse

14

Read the third paragraph of the article again. Try the drawing exercise on a separate sheet of paper. Then answer the questions.

1. Which drawing was easier? _____
2. Which drawing took more time? _____
3. Which drawing looks more like the photograph? _____
4. Did the exercise help you to see more like an artist? Explain. _____

LESSON 4

15

Complete the biography of Pablo Picasso using the passive voice.

Pablo Ruiz Picasso began studying art with his father. Then from 1895 until 1904, he painted in Barcelona. During this time, he made his first trip to Paris, where he _____ by the artwork of Henri de Toulouse-Lautrec. In Paris, Picasso _____ by all the poverty he saw. He was sad and angry that so many people lived without enough food or clothing. He painted many pictures of poor people to bring attention to their situation.

1. inspire
2. influence

In 1906, Picasso met the artist Henri Matisse, who was to become his longtime friend. Picasso
3. interest _____ in Matisse's style, but he did not imitate it. The artists he really admired were
Georges Braque and Joan Miró. Picasso _____ by Braque's and Miró's work.
4. fascinate
Together the three artists started the movement known as Cubism.

One of Picasso's most famous artistic pieces is *Guernica*. Picasso _____ by the violence of the Spanish Civil War. This prompted him to paint the piece.



16

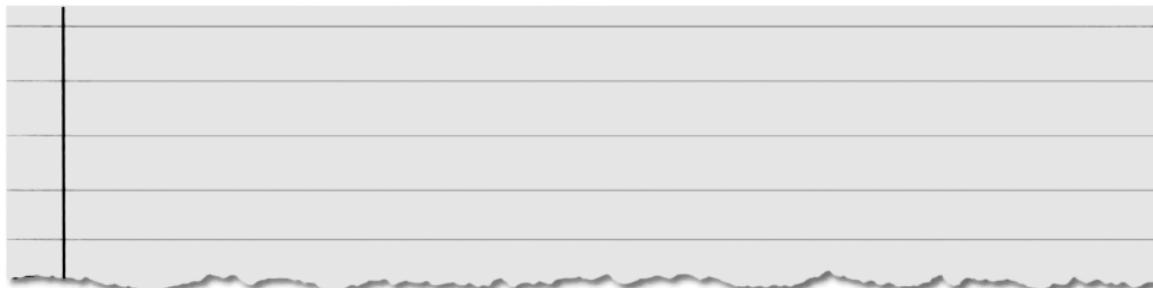
Read the biography in Exercise 16 again. Rewrite the five sentences in the passive voice, changing them to the active voice.

1. _____
2. _____
3. _____
4. _____
5. _____

17

CHALLENGE. Write a short paragraph about your favorite kind of art and your favorite artist. Use some of the phrases from the box.

interested in fascinated by inspired by moved by influenced by



GRAMMAR BOOSTER

A If possible, rewrite the sentences, changing the active voice to the passive voice. If a sentence cannot be changed to the passive voice, circle the verb and write intransitive on the line.

1. Leonardo da Vinci painted the *Mona Lisa* in the 16th century.

2. Pablo Picasso died in 1973 at 91 years old.

3. Paul Klee used simple lines and strong colors in his many paintings.

4. The artist's later work seems quite dark and depressing.

5. A new exhibit of impressionist paintings arrives at the Philadelphia Museum of Art this summer.

6. Marc Jacobs will show his spring collection at New York Fashion Week.

7. In Florence, we walked from The Uffizi Gallery to the Accademia Gallery to see Michelangelo's *David*.

B Choose the best answer to complete each sentence. Circle the letter.

1. This vase ____ made in 1569.
a. is b. has been c. was d. was being
2. Today, coffee ____ grown in more than fifty countries worldwide.
a. has been b. will be c. was d. is
3. Right now, business cards ____ exchanged at the meeting.
a. were b. were being c. are being d. have been
4. The art exhibition ____ attended by over 1,000 people so far.
a. was b. has been c. is going to be d. is being
5. We probably ____ invited to the wedding. It's going to be very small.
a. won't be b. weren't being c. haven't been d. weren't

C Use the words to write sentences in the passive voice.

1. French / speak / in Quebec, Canada _____
2. The Taj Mahal / build / around 1631 _____
3. A new art museum / open / next year _____
4. Many products / make / in China _____
5. "Imagine" / write / by John Lennon _____
6. Your DVD player / repair / now _____
7. The *Mona Lisa* / see / by millions of people since it was painted _____

D

Read the description of a museum. Find and correct four more mistakes in the use of the passive voice.

The Frick Collection

The mansion of Henry Clay Frick ~~was built~~ ^{was built} in 1914 at the corner of Fifth Avenue and East 70th Street in New York City. It was later open to the public. Several improvements have made over the years. Works of Manet, El Greco, Bernini, Degas, Vermeer, and many other artists found throughout the mansion. Some of the museum's large collection of art displayed at temporary exhibitions around the world.

E

Rewrite the sentences in the passive voice. Use a by phrase only if it is important or necessary to know who or what is performing the action.

1. People in Guatemala carved this wood figure.

2. Artists hand-paint these plates in France.

3. Valentino is showing a lot of bright colors this season.

4. Stores everywhere are going to sell her jewelry.

5. Swiss companies still make the world's best watches.

6. Shakespeare wrote *King Lear*.

F

Rewrite the sentences in the passive voice in Exercise E as yes / no questions.

1. Was this wood figure carved in Guatemala?

WRITING BOOSTER

A

Read the paragraph. Underline the topic sentence. Circle the supporting details. Cross out the two sentences that don't belong.

I have been to museums in countries all over the world, but my favorite painting is in a museum close to my home. I am a real fan of *The Master's Bedroom* by Andrew Wyeth because I find it very peaceful. Andrew Wyeth died in 2009 at the age of 91. The painting shows a dog curled up on a bed, taking an afternoon nap. Sunlight is coming in through the window and warming the dog. The painting makes me feel relaxed because the dog and the bed look so comfortable. The bedroom is very simple and the colors in the painting are soft and neutral, making the scene seem really calm. Wyeth's most famous painting is *Christina's World*, which is at the Museum of Modern Art in New York City.

B

Think about your favorite painting. Answer the questions.

1. What is the title of the painting? _____
2. Who is the artist? _____
3. Why do you like it? _____

C

Prepare to describe your favorite painting in a paragraph. Create a topic sentence and supporting details.

- a. What is the most important thing you want to say about the painting?

- b. Write five sentences to support your topic sentence.

1. _____
2. _____
3. _____
4. _____
5. _____

D

On a separate sheet of paper, write a paragraph describing your favorite painting. Feel free to change the order of your sentences, or add more details, if you think it improves your writing.

Preview

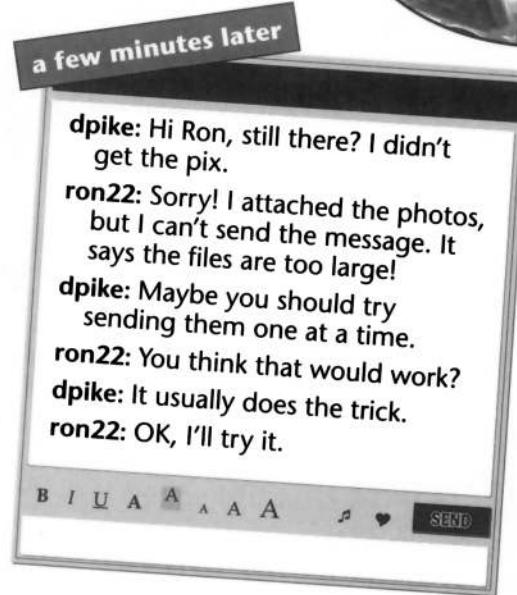
1

Read the Photo Story on page 99 of the Student's Book again. Then answer the questions.

1. What computer problem does Amy have? _____

2. What solution does Dee suggest? _____

2

Read the instant message conversation.
Then answer the questions.

1. What computer problem does Ron have? _____

2. What solution does Deb suggest? _____

3 Which of the following computer problems have you experienced?

- computer won't start
- lost a file
- printer won't print
- computer is slowing down
- got a computer virus
- can't log on
- keyboard freezes
- mouse doesn't work
- can't attach a file

4 CHALLENGE. Have you ever asked someone for help with a computer problem? If so, who did you ask? What solution did the person suggest?

5 Choose the correct response. Circle the letter.

1. "What are you doing here at this hour?"
a. Nothing happens. b. Running antivirus software. c. I've never had a problem before.
2. "Am I interrupting you?"
a. Of course. b. Right. c. Not at all.
3. "When I try to click on an icon, my computer freezes and won't do anything."
a. It couldn't hurt. b. Sometimes that does the trick. c. Maybe you should try rebooting.
4. "You think that would fix the problem?"
a. It couldn't hurt. b. I'll just be a second. c. Sorry to hear that.

LESSON 1

6 Use the icon prompts to complete the conversation. Write the word on the line.

A: Could you take a look at this?

B: Sure. What's the problem?

A: Well, I clicked on the toolbar to 1. my document, and now everything is gone!

B: Don't worry. You probably accidentally clicked on the scissors icon.
Just move your cursor over there and click on this icon to undo it.

A: Oh . . . There it is! Thank you!

7

Complete each sentence with a word from the box.

click on	cut	paste	print	save	scroll down	select	toolbar
----------	-----	-------	-------	------	-------------	--------	---------

1. Oh, no! I just lost all the work I've done on this document because I forgot to _____ the file.
2. You can't _____ if the printer is not turned on.
3. To _____ a word, move the cursor over the word and highlight it.
4. You don't have to type the entire paragraph again. Just copy and _____ it where you need it.
5. I tried to _____ the icon but nothing happened. What did I do wrong?
6. The _____ has a list of icons that provide a quick way to use computer commands.
7. To see more information on the product, _____ to the bottom of the page.
8. Your article is great but a little too long. Could you _____ a few paragraphs?

8

Match each action with the correct purpose. Write the letter on the line.

1. _____ He enrolled in an electronics course because he . . . a. needed to buy a printer.
2. _____ She went to the electronics store because she . . . b. needed to be more organized.
3. _____ I bought speakers because I . . . c. wanted to learn how to repair computers.
4. _____ He turned on the television because he . . . d. wanted to listen to music on the computer.
5. _____ She bought a smart phone because she . . . e. wanted to watch the news.

9

Rewrite the sentences in Exercise 8, using infinitives of purpose.

1. _____
2. _____
3. _____
4. _____
5. _____

LESSON 2

10

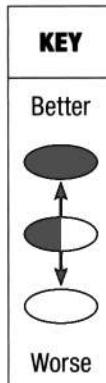
Put the conversation in order. Write the number on the line.

1. I was wondering if you could help me with something.
2. Why don't you get an OptiMouse? I have one and I really like it.
3. Well, I'm thinking about buying a new mouse, but I'm not sure which one to get.
4. Then how about the UltraClick? It's nearly as easy to use as the OptiMouse, but it doesn't cost quite as much.
5. Of course. What's up?
6. I like the OptiMouse, but it's a little expensive.
7. Sounds good. I'll have to check it out.

11

Look at the chart comparing two laptop computers. Complete the sentences, using (not) as . . . as and the adjectives. Use the adverbs almost, quite, just, and nearly.

		
	Ace EC650u laptop	Simsun B400 laptop
Price	\$619	\$599
Weight	5 pounds / 2.3 kilograms	3 pounds / 1.4 kilograms
Screen size	16 inches / 40.6 centimeters	15.5 inches / 39.4 centimeters
Screen quality		
Touchpad ease of use		
Speed		
Speaker quality		
Noise		



1. The quality of the Ace screen is just as good as the quality of the Simsun screen.
2. The Simsun laptop is more expensive than the Ace laptop.
3. The Simsun touchpad isn't as easy to use as the Ace touchpad.
4. The Simsun laptop is slower than the Ace laptop.
5. The Ace speakers are good but the Simsun speakers are not as good.
6. The Ace laptop isn't as light as the Simsun laptop.
7. The Simsun screen isn't as large as the Ace screen.

12

CHALLENGE. Which laptop in Exercise 11 would you buy? Explain your reasons, using (not) as . . . as and some of the adverbs from Exercise 11.



LESSON 3

13 Read about how the people use computers. Complete the statements with words from the box.

send instant messages

surf the Internet

join an online group

upload photos

download music files



1.

“I’m a designer, and I really need to learn about what people wear and why they wear it. So I decided to _____ called Fashion Friends. On the website I discuss clothing trends and style with other members.”



2.

“I have a lot of friends and I like to be in touch with them all the time. Talking on the phone isn’t always practical, and e-mail is too slow. So, my friends and I _____ to each other all the time.”



3.

“I’m a huge music fan, but I never buy CDs at a music store. I _____ from the Internet, instead. I’ve got almost 10,000 songs on my MP3 player now!”



4.

“I’m spending two months traveling through Europe. I want my friends and family to see all the fascinating places I’m visiting, so I _____ from my laptop to a website where everyone can view them.”



5.

“I spend about eight hours a day online. I usually just _____, clicking from one website to another without any real plan. I love to discover new and different websites about things that interest me.”

14

CHALLENGE. On a separate sheet of paper, write a paragraph about how you use computers. Be sure to answer the following questions.

- How many hours a week do you spend on a computer?
- Do you spend more or less time on a computer than your friends or family members?
- Do you use a computer more for work or for fun?
- What do you use a computer to do?

15 Read the article from a career advice website.

File Edit Links Tools Help Chat

Social Networking: Could It Hurt Your Job Search?



To be the best candidate for a job, you'll need more than an impressive résumé and a nice suit. You also need to make sure there isn't any information about you online that could cause an employer not to hire you. A recent study found that 77 percent of recruiters search the Internet for information about applicants they are considering for a job. Thirty-five percent of these same recruiters say they have rejected an applicant based on information they have found online.

"A profile on a social networking site can show you a lot more of a person's character than a résumé," says Jen Romney, a corporate recruiter who recently began looking up the names of applicants on the Web. "It's surprising what you can find. I once had to make a difficult decision between two excellent applicants. When I found one of the applicants' profile on a social networking site, the decision became much easier. The man's profile was full of negative comments about his job and boss. In one post he wrote, 'I'm calling in sick today—because I'm sick of work!' I don't need to tell you that he didn't get the job."

Romney warns that as people share more of their lives online, it becomes harder to keep one's private life completely private. "Everything is public," says Romney. "It's called the World Wide Web for a reason. Anyone in the world can see it."

While not all employers research potential employees online, it's worth being a little careful to make sure that social networking doesn't ruin your career opportunities. You can protect yourself by following four simple rules:

- 1. Think before you click.** Before you post photos of you and your friends partying or comments about how you hate your job, ask yourself: Would I be comfortable talking about this in a job interview?
- 2. Take control.** Most social networking sites have privacy controls. Take the time to figure them out and use them wisely. Set your controls so that only people you've chosen as "friends" can view your profile and post messages on your page.
- 3. Review.** Check your profile regularly to see what has been posted. Type your name and e-mail address into a search engine to see what is on the Internet about you.
- 4. Delete.** Remove any potentially embarrassing or offensive posts, information, or photos. Ask friends to delete anything inappropriate about you on their own profiles.

INFORMATION SOURCE: CareerBuilder.com

16 Use the context of the article to match the terms with their meanings.

1. _____ recruiter	a. only for a particular group to see, not for everyone
2. _____ search engine	b. information, photos, comments, etc. put on a website
3. _____ profile	c. a person who finds candidates to fill jobs
4. _____ post	d. page on a social networking site with a member's personal information
5. _____ private	e. a program that helps you find things on the Internet

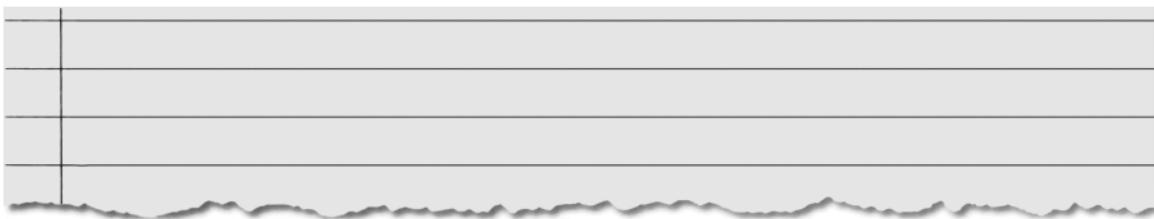
17**Answer the questions, according to the information in the article in Exercise 15.**

1. How does the Internet make it easier for employers to get information about job applicants?

2. What type of information in an online profile can hurt a job applicant's chances of getting a job?

3. What is one way you can control who is able to view your online profiles?

4. How can you learn what information is available about you online?

18**CHALLENGE. Do you think the article in Exercise 15 gives good advice? What have you done, or what do you plan to do, to protect your image online? Explain your answer.**

GRAMMAR BOOSTER

A**Read the conversation. Find all the infinitives that express a purpose.
Underline the sentences.**

A: It's 6:00. Are you going home?

B: No, I'm staying late to finish this report. How about you?

A: I'm leaving now. I'm going to stop at Big Box to buy a new printer.
Then I'm going to ComputerWorld to get something else on sale.

B: Really? What?

A: I'm thinking about getting a new laptop.

B: What's wrong with your home computer?

A: Nothing. But the kids use it to surf the Internet all the time.

B: What do they do online?

A: Oh, everything. They use the computer to check e-mail, download music,
chat with their friends, and play games.

B Rewrite the sentences you underlined in Exercise A. Use in order to.

1. _____
2. _____
3. _____
4. _____
5. _____

C Rewrite Speaker A's last sentence in Exercise A again, using for. (Remember to change the verbs into gerunds.)

D Complete the sentences with for or to.

1. I like to shop online _____ delicious foods from Italy.
2. My son uses the computer _____ download music.
3. Judith e-mailed me _____ directions to the party.
4. Daniel uses the Internet _____ get the latest news.
5. Sheila e-mailed her mother _____ say she bought a new computer.

E Complete the sentences. Use an infinitive of purpose or for.

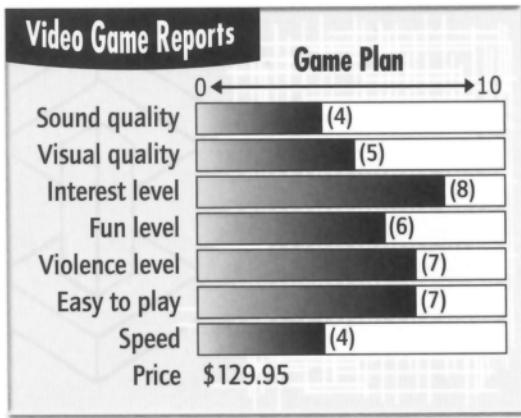
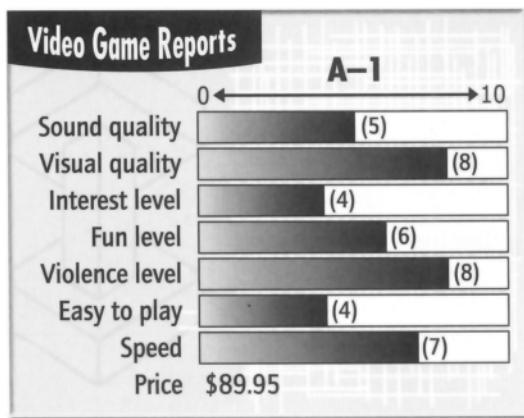
1. I use the Internet _____.
2. I'd buy a new printer _____.
3. I'd get a new smart phone _____.

F Complete each sentence with the correct form of the adjective or adverb.

1. I shop online for computer products. It's much _____ than going to a computer store.
easy
2. My brother plays music _____ than anyone I know.
loudly
3. Of all the printers in the store, the R100 is definitely the _____.
quiet
4. This is the _____ movie I've ever seen.
romantic
5. Jessica's oil paintings are beautiful. Her pencil drawings are just as _____.
impressive
6. Believe it or not, this new laptop works as _____ as the old one.
badly
7. The Bax monitor is not large enough. I need something even _____.
big
8. The traffic on my way to work was very slow. Luckily, the traffic on my way home was not nearly as _____.
bad
9. We've never had a _____ vacation than this one. It was so much fun!
exciting
10. Of the three printers we looked at, the XP prints the _____.
poorly

G

Look at the video game reviews. Write sentences comparing the A-1 and Game Plan games. Use the comparative form of the adjective or adverb.



1. A-1 sounds better than Game Plan.
good
2. A-1 looks more interesting than Game Plan.
good
3. Game Plan is less interesting than A-1.
interesting
4. Game Plan is more violent than A-1.
violent
5. Game Plan is less easy to play than A-1.
easy to play
6. Game Plan runs more slowly than A-1.
slow
7. A-1 is more expensive than Game Plan.
expensive

H

Now look at the review of a third video game. Write sentences comparing all three video games, using the superlative form of the adjective or adverb.



1. Top Game sounds the best.
good
2. Top Game is the most expensive.
expensive
3. Top Game is the fastest.
fast
4. Top Game is the easiest to play.
easy to play
5. Top Game is the most interesting.
interesting
6. Top Game is the most violent.
violent

WRITING BOOSTER

A Read the ideas for a piece of writing about the pros and cons of social networking. Then write the ideas in the appropriate place on the chart.

Ideas

- It's a great way to keep in touch with friends and family all over the world.
- You can find old friends and people you've lost contact with.
- It may be too entertaining—it's easy to waste a lot of time on social networking sites.
- Your friends may post photos or comments you'd rather not have others see.
- People you don't want to keep in touch with (like an old boyfriend or girlfriend) may ask to be your friend.
- Social networking is entertaining—and, on some sites, you can also play games and take fun quizzes.

Topic	Ideas	
1. communicating with family and friends	Pros	
	Cons	
2. getting back in touch with old friends	Pros	
	Cons	
3. is entertaining	Pros	
	Cons	

B On a separate sheet of paper, write two paragraphs about "The Pros and Cons of Social Networking." Use approach 2 from page 147 in the Student's Book. Use the ideas from the "Pros" row of the chart in paragraph 1. Use the ideas from the "Cons" row of the chart in paragraph 2. Create your own topic sentence for each paragraph.

C On a separate sheet of paper, use Approach 3. Use the ideas from row 1 of the chart in paragraph 1, the ideas from row 2 in paragraph 2, and the ideas from row 3 in paragraph 3. Create your own topic sentence for each paragraph. Use In addition and Furthermore to add your own ideas.

Preview

1

Read the messages to an advice columnist. What advice do you think the columnist will give? Check the box.

The screenshot shows a web browser window with the title 'Amanda's Advice'. The window has standard operating system window controls (minimize, maximize, close) at the top right. Below the title is a toolbar with 'Back', 'Forward', 'Reload', 'Stop', 'Home', and 'Search' buttons. The main content area contains four messages, each in a separate box:

- 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
[Click Here for Amanda's Advice](#)
- 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
[Click Here for Amanda's Advice](#)
- 3 Dear Amanda:**
I rented five 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
[Click Here for Amanda's Advice](#)
- 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
[Click Here for Amanda's Advice](#)

1. Paul should tell the rental company they made a mistake and offer to pay for the luxury car.
 Paul should stop worrying and enjoy his luxury car.
2. Helena should feel great about saving money.
 Helena should go back and tell the store manager the price was wrong and pay the correct price.
3. Samantha should tell the clerk that she wasn't charged for two DVDs.
 Samantha should just relax and enjoy the DVDs without telling the clerk.
4. George should tell the hotel manager about the person using the shuttle bus.
 George should mind his own business and not complain about someone else.

2

CHALLENGE. Have you ever experienced a moral dilemma similar to the ones described in Exercise 1? Write a letter to Amanda about your situation.

3 Read the conversations. Summarize the advice with real conditional sentences.

1. A: I don't have antivirus software.

B: You shouldn't surf the Internet.

If you don't have antivirus software, you shouldn't surf the Internet.

2. A: I want to e-mail old photos to friends.

B: You have to scan them first.

3. A: I want to make friends on the Internet.

B: You can join an online group.

4. A: My computer crashes all the time.

B: You'd better find out what's wrong.

4

Rewrite the real conditional sentences in the unreal conditional. Use the true statements in parentheses to help you.

1. If we go to Russia, I'll learn Russian. (We're not going to Russia.)

2. If she has time, she'll study more. (She doesn't have time.)

3. If I need to lose weight, I'll avoid fatty foods. (I don't need to lose weight.)

4. If he's late, he won't get a seat. (He's never late.)

5

Match the two parts of each conditional sentence. Write the letter on the line.

1. ____ If you speak Spanish, you . . .

a. don't use sunscreen.

2. ____ If you spoke Spanish, you . . .

b. could work in South America.

3. ____ Your hair will look great if you . . .

c. won't get to work on time.

4. ____ He would look great if he . . .

d. stayed at the beach too long.

5. ____ If you took a taxi, you . . .

e. use this shampoo every day.

6. ____ If you miss the bus, you . . .

f. can travel all over Central America.

7. ____ You'll get sunburned if you . . .

g. got a haircut.

8. ____ We would get sunburned if we . . .

h. would get to work faster.

6

Complete each present unreal conditional sentence. Use your own ideas.

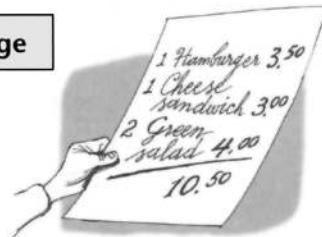
1. If I lived to be 100, _____.
2. My family would be angry if _____.
3. If I went to my favorite store, _____.

7

Look at the pictures. Use the words and phrases in the box to complete the conversations.

too much change	undercharged	didn't charge
-----------------	--------------	---------------

1. A: Look at this bill.
B: What's wrong with it?
A: They _____ us. Look.
They _____ us for the drinks or for the desserts.
B: I guess we'd better tell them.
2. A: What's wrong?
B: I think the clerk gave me _____. I should have only two euros back in change, but she gave me twelve!
A: I'll try to get her attention . . . Excuse me?



LESSON 2

8

Circle the correct words to complete the conversations.

1. A: Where should we watch the game after work?
B: Let's go to your house. (Your / Yours) TV is much bigger than (my / mine).
2. A: Is this (our / ours) room?
B: No, we have a suite, and this is a single. So, this is definitely not (our / ours).
3. A: Is this car key (your / yours)?
B: No, it's not (my / mine). I don't even have a car!
4. A: (Who / Whose) books are these? (Him / His) or (her / hers)?
B: I don't know. Ask them if they're (their / theirs).
5. A: (Who / Whose) has traveled more? Your parents or (mine / my)?
B: (Your / Yours) parents, I think. (My / Mine) parents don't travel much at all.

9

Rewrite each sentence, using a possessive pronoun.



1. The shaving cream is George's. The shaving cream is his.
2. The hair spray is Judy's. _____
3. The toothbrushes are Amy and Mark's. _____
4. The razors are George's. _____
5. The shampoo is everyone's. _____

10

Look at the pictures. Complete the conversations with possessive adjectives or possessive pronouns.



1. A: Excuse me. I think you forgot something.
B: I did?
A: Isn't that cell phone _____?
B: No, it isn't. It must be _____.

2. A: Is this _____?
B: No, it's not _____.
It's _____ tip.



3. A: Is that book _____?
B: No, it's _____ book.

4. A: Are these earrings _____?
B: No, they're not _____.
They're _____.

LESSON 3

11

Read about the people's personal values. How would you describe each person?
Use words from the box or your own words. Explain your opinions.

modesty

sexist

old-fashioned

double-standard



James

I hate having a female boss.
I just don't think women
make good managers.



Dina

I'm not comfortable
wearing clothes that show
too much of my body.



Tessa

I think it's fine for young men
and women to get their bodies
pierced if they want to. But if you're
over forty, you really shouldn't.
It just looks silly!



Hazel

People used to dress formally
when they went to the opera.
Now some people wear jeans.
It's just not appropriate!

12

CHALLENGE. Choose one person from Exercise 11. Do you have the same values?
Explain why or why not.



13 Read the news stories on page 118 of the Student's Book again. Then answer the questions.

- How did Kim Bogue lose her wallet? _____
- How did the homeless man return the wallet to her? _____
- What happened to Cameron Hollopeter? _____
- What did Wesley Autrey do? _____
- How did the airport screener figure out who the money belonged to? _____

14 Read the news story about an act of honesty.

Pro Golfer J. P. Hayes's Act of Honesty

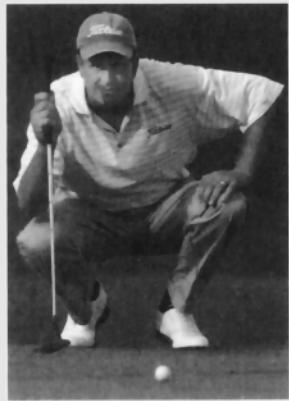
J. P. Hayes is a professional golfer. But Hayes has perhaps gotten more attention for an act of honesty than for his golf game. While playing in the first round of a PGA tournament in Texas, Hayes' caddie handed him a ball from his golf bag. Hayes took two shots and then noticed the ball he was playing with was a different model than the ball he started the round with. This is against the rules in professional golf. So, Hayes asked an official to come over and told him about his mistake. The official said the penalty for the mistake was two shots. Even with the penalty, Hayes finished with a good score. He also did well in the second round and had a good chance of advancing to the final. Hayes had struggled with his game that year, so this tournament was important to his career.

After the second round of the tournament, Hayes was relaxing in his hotel room when he realized there might be another problem with the ball he played in the first round. He realized it was a new type of ball that probably wasn't approved for competition by the United States Golf Association. Hayes's had tested the new balls for a golf equipment company four weeks earlier. Apparently, one was left in his bag by accident.

Hayes knew that if he admitted his mistake, he would probably not be allowed to play full-time on the next year's PGA tour. He also knew that no one except himself was aware of his mistake. Hayes had a choice: He could say nothing and keep playing, or he could admit that he had broken the rules and hurt his career.

Hayes decided to do the right thing. He called an official that night and, as expected, was disqualified from playing on the next PGA tour. Speaking about his mistake, Hayes said "It's extremely disappointing. I keep thinking I'm going to wake up and this is

going to be a bad nightmare." However, Hayes never regretted his decision. "I would say everybody out here would have done the same thing," he asserted. But the real question is: Would they? In a similar situation, would other professional athletes have acted as honestly as J. P. Hayes?



INFORMATION SOURCE: ISOOnline.com

15

Answer the questions, according to the article in Exercise 14.

1. What was the first mistake Hayes made? _____

3. Did anyone see Hayes make the mistakes? _____

4. What happened when Hayes told officials about the first mistake? _____

5. What happened when Hayes told officials about the second mistake? _____

16

CHALLENGE. Imagine that you had been in J. P. Hayes's situation. What would you have done? Answer the questions.

	1. What could you do?
	2. What should you do?
	3. What would you do?
	4. What would most people do?

GRAMMAR BOOSTER

A

Read the statements and then complete the factual conditional sentences.

1. I usually go jogging every day, unless it rains.
If it doesn't rain, I go jogging _____.
2. I like driving short distances, but for longer distances, I always fly.
_____ if I have to travel longer distances.
3. I never drink coffee after dinner. I can't fall asleep when I do.
_____, I can't fall asleep at night.
4. It rarely snows here. The schools close whenever more than a centimeter falls.
_____ if it snows more than a centimeter.
5. I never watch horror movies before bed. I just can't get to sleep!
_____, I can't get to sleep.

B

Rewrite the factual conditional sentences in Exercise A, reversing the clauses and using commas where necessary.

1. I go jogging if it doesn't rain.
2. _____
3. _____
4. _____
5. _____

C

Choose the correct form to complete each present or future factual conditional sentence.

1. If they (like / will like) the musical, they (see / will see) it again tomorrow.
2. Whenever Fernando (watched / watches) comedies, he (laughed / laughs).
3. If you (buy / will buy) some ice cream, I (help / will help) you eat it.
4. When I (won't / don't) fall asleep, I usually (get / got) a lot of work done in the evening.
5. (Will you / Do you) travel to England if your boss (needs / will need) you there next month?
6. Always (wear / wore) your seat belt if you (want / will want) to be safe.
7. I (didn't get / won't get) a tattoo if my parents (tell / told) me not to.
8. If I (ask / will ask) my brother for help, he (say / will say) no.
9. Whenever I (travel / will travel) far, I always (fly / flew) first class.

D

Complete the sentences, using the appropriate possessive nouns.

1. The _____ tip is still on the table.
waiter
2. _____ wallet was stolen when he was on vacation.
Lucas
3. The _____ new computer cost them an arm and a leg.
Browns
4. If the _____ team wins tonight, they'll be in the championships.
women
5. They undercharged me for _____ present.
Tom and Audrey
6. Whose money is this? Is it _____ ?
Lucy
7. Whenever I travel, I borrow my _____ suitcase.
parents
8. My aunt and uncle don't care for my _____ tattoo.
cousin

E

Answer the questions, using pronouns in place of the underlined nouns and noun phrases. The answers to the questions are in Unit 10. Check the Student's Book page in parentheses.

1. Did Matt break the plate? (page 111)

Yes, he broke it.

2. Is Matt going to tell the owner? (page 111)

3. Did the waiter charge the husband and wife for their desserts? (page 113)

4. Did a customer return the jacket to the child and her father? (page 114)

5. Did the homeless man keep the wallet he found? (page 118)

6. Did the "subway hero" know the passenger he saved? (page 118)

7. Did the airport screener give the bag of money back to its owner? (page 118)

WRITING BOOSTER

A

Choose a situation from page 119 of the Student's Book. Write the situation on the line.

B

On a separate sheet of paper, write a paragraph about what you could do in that situation, if you didn't act with kindness or honesty. For example, discuss the advantages of keeping money you found or not paying for something.

C

Now write a second paragraph about what you should do in that situation. Begin your paragraph with On the other hand.

D

Read your paragraphs. Circle the paragraph that describes what you think most people would do. Put a star next to the paragraph that describes what you would do.

About the Authors

Joan Saslow

Joan Saslow has taught in a variety of programs in South America and the United States. She is author of a number of multi-level integrated-skills courses for adults and young adults: *Ready to Go: Language, Lifeskills, and Civics; Workplace Plus: Living and Working in English*; and of *Literacy Plus*. She is also author of *English in Context: Reading Comprehension for Science and Technology*. Ms. Saslow was the series director of *True Colors* and *True Voices*. She participates in the English Language Specialist Program in the U.S. Department of State's Bureau of Educational and Cultural Affairs.

Allen Ascher

Allen Ascher has been a teacher and a teacher trainer in China and the United States and taught in the TESOL Certificate Program at the New School in New York. He was also academic director of the International English Language Institute at Hunter College. Mr. Ascher is author of the "Teaching Speaking" module of *Teacher Development Interactive*, an online multimedia teacher-training program, and of *Think about Editing: A Grammar Editing Guide for ESL*.

Both Ms. Saslow and Mr. Ascher are frequent and popular speakers at professional conferences and international gatherings of EFL and ESL teachers.

Authors' Acknowledgments

The authors are indebted to these reviewers who provided extensive and detailed feedback and suggestions for the second edition of *Top Notch* as well as the hundreds of teachers who participated in surveys and focus groups.

Manuel Aguilar Díaz, El Cultural Trujillo, Peru • **Manal Al Jordi**, Expression Training Company, Kuwait • **José Luis Ames Portocarrero**, El Cultural Arequipa, Peru • **Vanessa de Andrade**, CCBEU Inter Americano, Curitiba, Brazil • **Rossana Aragón Castro**, ICPNA Cusco, Peru • **Jennifer Ballesteros**, Universidad del Valle de México, Campus Tlalpan, Mexico City, Mexico • **Brad Bawtinheimer**, PROULEX, Guadalajara, Mexico • **Carolina Bermeo**, Universidad Central, Bogotá, Colombia • **Zulma Buitrago**, Universidad Pedagógica Nacional, Bogotá, Colombia • **Fabiola R. Cabello**, Idiomas Católica, Lima, Peru • **Emma Campo Collante**, Universidad Central Bogotá, Colombia • **Viviane de Cássia Santos Carlini**, Spectrum Line, Pouso Alegre, Brazil • **Fanny Castelo**, ICPNA Cusco, Peru • **José Luis Castro Moreno**, Universidad de León, Mexico • **Mei Chia-Hong**, Southern Taiwan University (STUT), Taiwan • **Guven Ciftci**, Faith University, Turkey • **Freddy Correa Montenegro**, Centro Colombo Americano, Cali, Colombia • **Alicia Craman de Carmard**, Idiomas Católica, Lima, Peru • **Jesús G. Díaz Osío**, Florida National College, Miami, USA • **Ruth Domínguez**, Universidad Central Bogotá, Colombia • **Roxana Echave**, El Cultural Arequipa, Peru • **Angélica Escobar Chávez**, Universidad de León, Mexico • **John Fieldedly**, College of Engineering, Nihon University, Aizuwakamatsu-shi, Japan • **Herlinda Flores**, Centro de Idiomas Universidad Veracruzana, Mexico • **Claudia Franco**, Universidad Pedagógica Nacional, Colombia • **Andrea Fredricks**, Embassy CES, San Francisco, USA • **Chen-Chen Fu**, National

Kaoshiung First Science Technology University, Taiwan • **María Irma Gallegos Peláez**, Universidad del Valle de México, Mexico City, Mexico • **Carolina García Carbajal**, El Cultural Arequipa, Peru • **Claudia Gavancho Terrazas**, ICPNA Cusco, Peru • **Adriana Gómez**, Centro Colombo Americano, Bogotá, Colombia • **Raphaël Goossens**, ICPNA Cusco, Peru • **Carlo Granados**, Universidad Central, Bogotá, Colombia • **Ralph Grayson**, Idiomas Católica, Lima, Peru • **Murat Gultekin**, Faith University, Turkey • **Monika Hennessey**, ICPNA Chiclayo, Peru • **Lidia Hernández Medina**, Universidad del Valle de México, Mexico City, Mexico • **Jesse Huang**, National Central University, Taiwan • **Eric Charles Jones**, Seoul University of Technology, South Korea • **Jun-Chen Kuo**, Tainan University, Taiwan • **Susan Krieger**, Embassy CES, San Francisco, USA • **Robert Labelle**, Centre for Training and Development, Dawson College, Canada • **Erin Lemaistre**, Chung-Ang University, South Korea • **Eleanor S. Leu**, Soochow University, Taiwan • **Yihui Li (Stella Li)**, Fooyin University, Taiwan • **Chin-Fan Lin**, Shih Hsin University, Taiwan • **Linda Lin**, Tatung Institute of Technology, Taiwan • **Kristen Lindblom**, Embassy CES, San Francisco, USA • **Ricardo López**, PROULEX, Guadalajara, Mexico • **Neil Macleod**, Kansai Gaidai University, Osaka, Japan • **Robyn McMurray**, Pusan National University, South Korea • **Paula Medina**, London Language Institute, Canada • **Maria Teresa Meléndez de Elorreaga**, ICPNA Chiclayo, Peru • **Sandra Cecilia Mora Espejo**, Universidad del Valle de México, Campus Tlalpan, Mexico City, Mexico •

Ricardo Nausa, Centro Colombo Americano, Bogotá, Colombia • **Tim Newfields**, Tokyo University Faculty of Economics, Tokyo, Japan • **Mónica Nomberto**, ICPNA Chiclayo, Peru • **Scarlett Ostojic**, Idiomas Católica, Lima, Peru • **Ana Cristina Ochoa**, CCBEU Inter Americano, Curitiba, Brazil • **Doralba Pérez**, Universidad Pedagógica Nacional, Bogotá, Colombia • **David Perez Montalvo**, ICPNA Cusco, Peru • **Wahrena Elizabeth Pfeister**, University of Suwon, South Korea • **Wayne Allen Pfeister**, University of Suwon, South Korea • **Cecilia Ponce de León**, ICPNA Cusco, Peru • **Andrea Rebondo**, CCBEU Inter Americano, Curitiba, Brazil • **Elizabeth Rodríguez López**, El Cultural Trujillo, Peru • **Olga Rodríguez Romero**, El Cultural Trujillo, Peru • **Timothy Samuelson**, BridgeEnglish, Denver, USA • **Enrique Sánchez Guzmán**, PROULEX, Guadalajara, Mexico • **Leticia Santos**, ICBEU Ibiá, Brazil • **Lindsay Shaeffer**, Embassy CES, San Francisco, USA • **John Eric Sherman**, Hong Ii University, South Korea • **João Vitor Soares**, NACC, São Paulo, Brazil • **Elena Sudakova**, English Language Center, Kiev, Ukraine • **Richard Swingle**, Kansai Gaidai College, Osaka, Japan • **Sandrine Ting**, St. John's University, Taiwan • **Shu-Ping Tsai**, Fooyin University, Taiwan • **José Luis Urbina Hurtado**, Universidad de León, Mexico • **Monica Urteaga**, Idiomas Católica, Lima, Peru • **Juan Carlos Villafuerte**, ICPNA Cusco, Peru • **Dr. Wen-hsien Yang**, National Kaohsiung Hospitality College, Kaohsiung, Taiwan • **Holger Zamora**, ICPNA Cusco, Peru.

SECOND EDITION
TOP NOTCH 2B

Over 3 million students worldwide have learned English using the *Top Notch* program.

A proven pedagogy with demonstrated results

The six-level **Top Notch** program makes English unforgettable through multiple exposures to language, numerous opportunities to practice it, and systematic and intensive recycling. Goals- and achievement-based lessons with can-do statements enable students to confirm their progress.

The leader in global communication

Top Notch prepares students to communicate in English with a diverse array of speakers around the world who have a wide range of native and non-native accents. An emphasis on cultural fluency enables students to navigate the social, travel, and business situations that they will encounter in their lives.

ActiveBook

- Student's Book in digital format with full audio
- Interactive speaking, listening, reading, grammar, and vocabulary practice
- Printable unit study guides



Complete and flexible

- Student's Book with ActiveBook
- Student's Book with ActiveBook and MyTopNotchLab
- Workbook
- Teacher's Edition and Lesson Planner with ActiveTeach
- Classroom Audio Program
- Copy & Go (photocopiable interactive activities)
- Complete Assessment Package
- Full-Course Placement Tests

CEFR	
A1	Top Notch Fundamentals
	Top Notch 1
A2	Top Notch 2
B1	Top Notch 3
B2	Summit 1
C1	Summit 2



Be a part of it: Join the **Top Notch Teacher Community**
www.pearsonlongman.com/topnotch2e

Saslow • Ascher

TOP NOTCH
2B

SECOND EDITION

2B

SECOND EDITION

TOP NOTCH

with ActiveBook

2B

Joan Saslow • Allen Ascher

