

THIRD EDITION

ZA 7 wB

TOP NOTCH 2

with **MyEnglishLab**
access code inside



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ALLEN ASCHER

ALWAYS LEARNING

PEARSON

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LEARNING OBJECTIVES

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
UNIT 1 	<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 The hand Participial adjectives 	<ul style="list-style-type: none"> The present perfect Statements and yes / no questions Form and usage Past participles of irregular verbs With already, yet, ever, before, and never
Getting Acquainted PAGE 2			GRAMMAR BOOSTER <ul style="list-style-type: none"> The present perfect Information questions Yet and already: expansion, common errors Ever, never, and before: use and placement
UNIT 2 	<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 Adjectives to describe movies 	<ul style="list-style-type: none"> The present perfect With for and since Other uses Wants and preferences: would like and would rather Form and usage Statements, questions, and answers
Going to the Movies PAGE 14			GRAMMAR BOOSTER <ul style="list-style-type: none"> The present perfect continuous The present participle: spelling Expressing preferences: review, expansion, and common errors
UNIT 3 	<ul style="list-style-type: none"> Leave and take a message Check into a hotel Request housekeeping services Choose a hotel 	<ul style="list-style-type: none"> Hotel room types and kinds of beds Hotel room amenities and services 	<ul style="list-style-type: none"> The future with will Form and usage Statements and questions Contractions The real conditional Form and usage Statements and questions
Staying in Hotels PAGE 26			GRAMMAR BOOSTER <ul style="list-style-type: none"> Will: expansion Can, should, and have to: future meaning The real conditional: factual and future; usage and common errors
UNIT 4 	<ul style="list-style-type: none"> Discuss a car accident Describe a car problem Rent a car Discuss good and bad driving 	<ul style="list-style-type: none"> Bad driving habits Car parts Ways to respond (with concern / relief) Phrasal verbs for talking about cars Car types Driving behavior 	<ul style="list-style-type: none"> The past continuous Form and usage Vs. the simple past tense Direct objects with phrasal verbs
Cars and Driving PAGE 38			GRAMMAR BOOSTER <ul style="list-style-type: none"> The past continuous: other uses Nouns and pronouns: review
UNIT 5 	<ul style="list-style-type: none"> Ask for something in a store Make an appointment at a salon or spa Discuss ways to improve appearance Define the meaning of beauty 	<ul style="list-style-type: none"> Salon services Personal care products Discussing beauty 	<ul style="list-style-type: none"> Indefinite quantities and amounts Some and any A lot of / lots of, many, and much Indefinite pronouns: someone / no one / anyone
Personal Care and Appearance PAGE 50			GRAMMAR BOOSTER <ul style="list-style-type: none"> Some and any: indefiniteness Too many, too much, and enough Comparative quantifiers fewer and less Indefinite pronouns: something, anything, and nothing

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
UNIT 6	<ul style="list-style-type: none"> • Talk about food passions • Make an excuse to decline food • Discuss lifestyle changes • 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 <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • <u>Use to / used to:</u> use and form, common errors • <u>Be used to vs. get used to</u> • Repeated actions in the past: <u>would</u> + base form, common errors • Negative <u>yes / no</u> questions: short answers
Eating Well PAGE 62			
UNIT 7	<ul style="list-style-type: none"> • Get to know a new friend • 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 • Gerunds as objects of prepositions <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Gerunds and infinitives: other uses • Negative gerunds
About Personality PAGE 74			
UNIT 8	<ul style="list-style-type: none"> • Recommend a museum • Ask about and describe objects • Talk about artistic talent • Discuss your favorite artists 	<ul style="list-style-type: none"> • Kinds of art • Adjectives to describe art • Objects, handicrafts, and materials • Passive participial phrases 	<ul style="list-style-type: none"> • The passive voice • Form, meaning, and usage • Statements and questions <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Transitive and intransitive verbs • The passive voice: other tenses • <u>Yes / no</u> questions in the passive voice: other tenses
The Arts PAGE 86			
UNIT 9	<ul style="list-style-type: none"> • Troubleshoot a problem • Compare product features • Describe how you use the Internet • Discuss the impact of the Internet 	<ul style="list-style-type: none"> • Ways to reassure someone • The computer screen, components, and commands • Internet activities 	<ul style="list-style-type: none"> • The infinitive of purpose • Comparisons with <u>as ... as</u> • Meaning and usage • <u>Just, almost, not quite, not 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 • Comparison with adverbs
Living in Cyberspace PAGE 98			
UNIT 10	<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"> • Idioms • Situations that require an ethical choice • Acknowledging thanks • Personal values 	<ul style="list-style-type: none"> • The unreal conditional • Form, usage, common errors • Possessive pronouns / <u>Whose</u> • Form, usage, common errors <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • <u>should, ought to, had better</u> • <u>have to, must, be supposed to</u> • Possessive nouns: review and expansion • Pronouns: summary
Ethics and Values PAGE 110			

Grammar Readiness Self-Check	page x
References	page 123
Grammar Booster	page 126
Writing Booster	page 143
Top Notch Pop Lyrics	page 153

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 in a new place Say "That's great." to acknowledge someone's positive experience 	Listening Skills <ul style="list-style-type: none"> Listen to classify Listen for details Pronunciation <ul style="list-style-type: none"> Sound reduction in the present perfect 	Texts <ul style="list-style-type: none"> A poster about world customs A magazine article about non-verbal communication A travel poster A photo story Skills/strategies <ul style="list-style-type: none"> Identify supporting details Relate to personal experience 	Task <ul style="list-style-type: none"> Write a description of an interesting experience WRITING BOOSTER <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 rather do . . . ?" to ask about preference Softens a negative response with "To tell you the truth, . . ." 	Listening Skills <ul style="list-style-type: none"> Listen for main ideas Listen to infer Dictation Pronunciation <ul style="list-style-type: none"> Reduction of h 	Texts <ul style="list-style-type: none"> A movie website Movie reviews A textbook excerpt about violence in movies A photo story Skills/strategies <ul style="list-style-type: none"> Understand from context Confirm content Evaluate ideas 	Task <ul style="list-style-type: none"> Write an essay about violence in movies and on TV WRITING BOOSTER <ul style="list-style-type: none"> Paragraphs Topic sentences
<ul style="list-style-type: none"> Say "Would you like to leave a message?" if someone isn't available 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 	Listening Skills <ul style="list-style-type: none"> Listen to take phone messages Listen for main ideas Listen for details Pronunciation <ul style="list-style-type: none"> Contractions with will 	Texts <ul style="list-style-type: none"> Phone message slips A hotel website A city map A photo story Skills/strategies <ul style="list-style-type: none"> Draw conclusions Identify supporting details Interpret a map 	Task <ul style="list-style-type: none"> Write a paragraph explaining the reasons for choosing a hotel WRITING BOOSTER <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." 	Listening Skills <ul style="list-style-type: none"> Listen for details Listen to summarize Pronunciation <ul style="list-style-type: none"> Stress of particles in phrasal verbs 	Texts <ul style="list-style-type: none"> A questionnaire about bad driving habits Rental car customer profiles A feature article about defensive driving A driving behavior survey A photo story Skills/strategies <ul style="list-style-type: none"> Understand from context Critical thinking 	Task <ul style="list-style-type: none"> Write a paragraph comparing good and bad drivers WRITING BOOSTER <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 "No problem," to show you don't mind an inconvenience Use "Let me check" to ask someone to wait while you confirm information 	Listening Skills <ul style="list-style-type: none"> Listen to recognize someone's point of view Listen to take notes Pronunciation <ul style="list-style-type: none"> Pronunciation of unstressed vowels 	Texts <ul style="list-style-type: none"> A spa and fitness center advertisement A health advice column A photo story Skills/strategies <ul style="list-style-type: none"> Paraphrase Understand from context Confirm content Apply information 	Task <ul style="list-style-type: none"> Write a letter on how to improve appearance WRITING BOOSTER <ul style="list-style-type: none"> Writing a formal letter

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>used to</u> 	<p>Texts</p> <ul style="list-style-type: none"> A food guide 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 Classify 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"> Understand vocabulary 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"> 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 social network website An internet 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 Support ideas with details <p>Pronunciation</p> <ul style="list-style-type: none"> Blending 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"> 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: <u>On the one hand; On the other hand</u>

Getting Acquainted

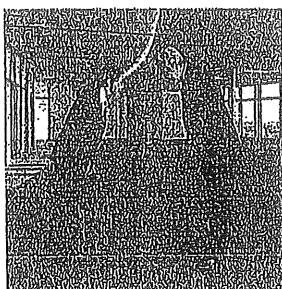
-
- 1 Get reacquainted with someone.
 - 2 Greet a visitor to your country.
 - 3 Discuss gestures and customs.
 - 4 Describe an interesting experience.

PREVIEW

CUSTOMS AROUND THE WORLD

Greetings

People greet each other differently around the world.



Some people bow.



Some people kiss once.
Some kiss twice.



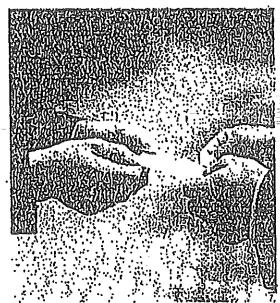
Some shake hands.



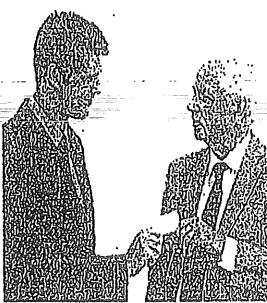
And some hug.

Exchanging Business Cards

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



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



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

Getting Acquainted

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

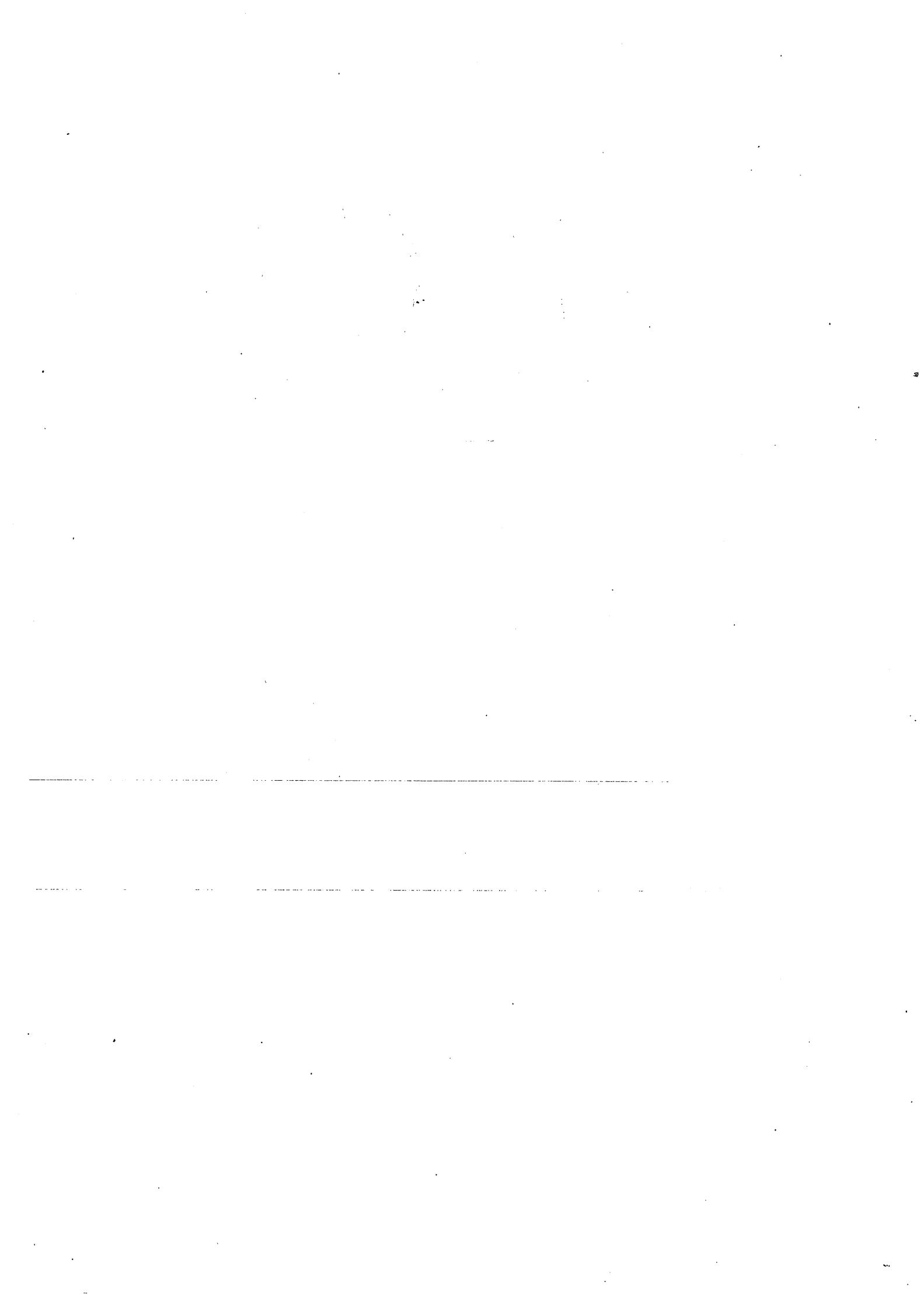


In some places, it's not polite to ask people about how much money they make or how old they are. But in other places, people think those topics are appropriate.

A **PAIR WORK** In your opinion, is there a right way and a wrong way to greet people? Explain.

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

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



C PHOTO STORY Read and listen to two people meeting in a hotel lobby.



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

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

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

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

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

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

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

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

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

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

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

Taka: You, too.

D FOCUS ON LANGUAGE Find the underlined expression in the Photo Story that matches each explanation.

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

E THINK AND EXPLAIN Answer the questions, according to the Photo Story. Explain your answers.

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

3.4 Because he thinks he knows Taka.
He says, 'You look familiar.'

SPEAKING

PAIR WORK With a partner, discuss and write advice for visitors about how to behave in your country. Then share your advice with the class.

Questions like *How old are you?* and *How much money do you make?* aren't polite. You shouldn't ask them.

Your advice

1

2

3

Don't exchange business cards with one hand! Always use two hands.

GRAMMAR The present perfect

Use the present perfect to talk about an indefinite time in the past.
Form the present perfect with have or has and a past participle.

Affirmative and negative statements

We 've haven't	met them.	She 's hasn't	called him.
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Yes / no questions:

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

Remember: Use the simple past tense to talk about a definite or specific time.

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

Contractions

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

For regular verbs, the past participle form is the same as the simple past form.

open → opened

study → studied

Irregular verbs

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

For more irregular verb forms, see page 123.

DIGITAL
MOR
EXERCISE

GRAMMAR BOOSTER p. 126

- The present perfect: Information questions

A Choose the correct form to complete each sentence.

- 1 We've the 2:00 express train many times.
a take b took c taken
- 2 I had breakfast at 9:00, but I haven't lunch.
a have b had c having
- 3 Alison has to the mall.
a went b gone c go
- 4 My younger brother has home from work.
a come b came c comes
- 5 They posted some messages yesterday, but they haven't anything about their trip.
a written b write c wrote

E PAIR WORK Complete the conversations with the present perfect or the simple past tense. Then practice the conversations with a partner.

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

DIGITAL
VIDEO
COACH

DIGITAL
VIDEO

C GRAMMAR PRACTICE Complete the message with the present perfect or the simple past tense.

New Tab

X

About

Friends

Photos

Videos



Kuai Yu

Status: single
Hometown: Shanghai
Current city: Vancouver

DIGITAL
MORE EXERCISES

New message

October 6

6:00 PM

Hello, Mr. Kemper:

Remember me? I'm Kuai, your former student! I still think about your wonderful English classes in Shanghai. This morning, I (1 decide) to send you a message to say hello. We (2 not see) each other in a long time—not since you went back home to New York. I hope I can visit you there some day! So let me tell you what I've been up to. In 2013, I (3 come) to Canada for my studies, and I'm living in Vancouver right now. I (4 fall) in love with this city—it's really beautiful! I (5 visit) a lot of places in the U.S. I (6 be) to Seattle, Portland, San Francisco, and Los Angeles. Last September, I (7 go) back home to Shanghai to visit my parents. Do you think my English is better now? I think I (8 learn) how to use the present perfect, finally! Let's keep in touch. If you come to Vancouver, I'd love to show you around.

Your student, Kuai

CONVERSATION MODEL

A Read and listen to people getting reacquainted.

A: Audrey, have you met Hanah?

B: No, I haven't.

A: Hanah, I'd like you to meet Audrey.

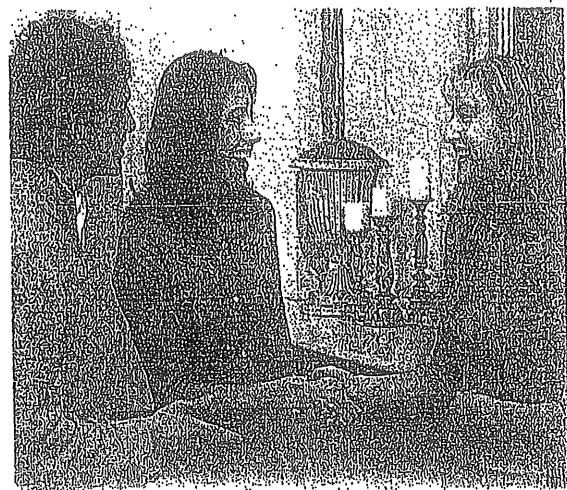
C: Hi, Audrey. You look familiar. Have we met before?

B: I don't think so.

C: I know! Last month. You were at my sister Nicole's party.

B: Oh, that's right! How have you been?

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



PRONUNCIATION Sound reduction in the present perfect

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

1 I haven't been to that class.

3 They haven't taken the test.

2 He hasn't met his new teacher.

4 She hasn't heard the news.

B Now practice saying the sentences on your own.

NOW YOU CAN

Get reacquainted with someone

CONVERSATION ACTIVATOR With two other students, practice making introductions and getting reacquainted. Use your own names and the present perfect. Then change roles.

A: , have you met ?

B: No, I haven't.

A: , I'd like you to meet

C: You look familiar. Have we met before?

B:

DON'T STOP!

- Say how you have been.
- Say more about the time you met.
- Introduce other classmates.

Ideas

You met ...

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

CONVERSATION MODEL

- A 1:06 Read and listen to someone greeting a visitor.

A: Welcome to Beijing. Have you ever been here before?
 B: No, it's my first time. But yesterday I went to the
 Forbidden Palace. It was fantastic!
 A: That's great. Have you tried Beijing duck yet?
 B: Beijing duck? No, I haven't. What's that?
 A: It's a famous Chinese dish. I think you'll like it.

The Forbidden Palace



- 1:07 RHYTHM AND INTONATION Listen again and repeat.
 Then practice the Conversation Model with a partner.

VOCABULARY Tourist activities around the world

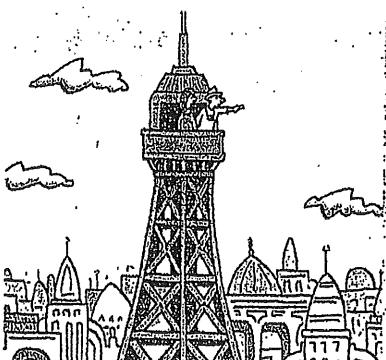
- A 1:08 Read and listen. Then listen again and repeat.



climb Mt. Fuji



go sightseeing in New York



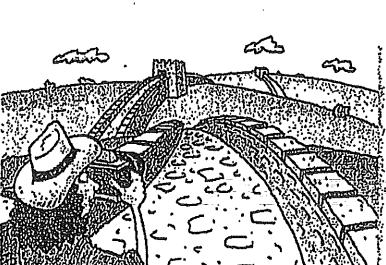
go to the top of the Eiffel Tower



try Korean food



take a tour of the Tower of London



take pictures of the Great Wall

- B PAIR WORK Use the Vocabulary to say what you have and haven't done.

I've climbed two famous mountains.

I haven't tried Indian food.

GRAMMAR The present perfect: already, yet, ever, before, and never

Use ever or before in yes / no questions about life experiences.

Have you ever eaten Indian food? Has he been to Paris before?

Use yet or already in yes / no questions about recent experiences.

Have you toured Quito yet? Has she already been to the top of the Eiffel Tower?

In affirmative and negative statements

We've already seen the Great Wall.

They have never visited Mexico.

He's been to New York before.

We haven't tried Beijing duck yet.

They haven't ever visited Mexico.

He hasn't been to Boston before.

Always place before and yet at the end of statements and questions.

Be carefull

I have never (OR haven't ever) been there.
 NOT I haven't never been there.

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

A GRAMMAR PRACTICE Use the words to write statements or questions in the present perfect.

- | | |
|-----------------------------------------------|--------------------------------------------|
| 1 (you / go sightseeing / in London / before) | 3 (they / ever / be / to Buenos Aires) |
| 2 (she / already / try / Guatemalan food) | 4 (we / not take a tour of / Prague / yet) |

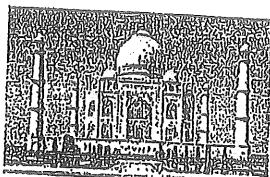
B LISTEN TO ACTIVATE GRAMMAR Listen and complete the questions, using the Vocabulary. Then listen again and complete the short answers.

Questions

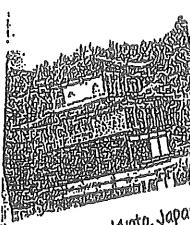
- 1 Has she of the Taj Mahal yet?
- 2 Has he in Kyoto yet?
- 3 Has she ever ceviche?
- 4 Has he already the Pyramid of the Sun?
- 5 Has she ever to Rio de Janeiro before?
- 6 Has she of Sugarloaf yet?

Short Answers

- , she
 , he
 , she
 , he
 , she
 , she



The Taj Mahal • India



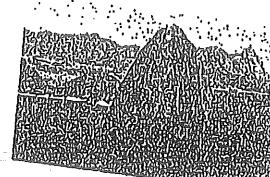
A temple • Kyoto, Japan



Ceviche • Peru



The Pyramid of the Sun • Mexico City



Sugarloaf • Rio de Janeiro, Brazil

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

- 1
- 2
- 3
- 4
- 5

Have you ever tried our seafood dishes?

DIGITAL
MORE
EXERCISES

NOW YOU CAN

Greet a visitor to your country

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

B CONVERSATION ACTIVATOR With a partner, change the Conversation Model to greet a visitor to your country. Use the present perfect. Suggest tourist activities in your city. Use your notepad. Then change roles.

A: Welcome to Have you ever been here before?

B: No, it's my first time. But yesterday I

A: Have you yet?

B: **DON'T STOP!**

- Ask about other places and tourist activities.

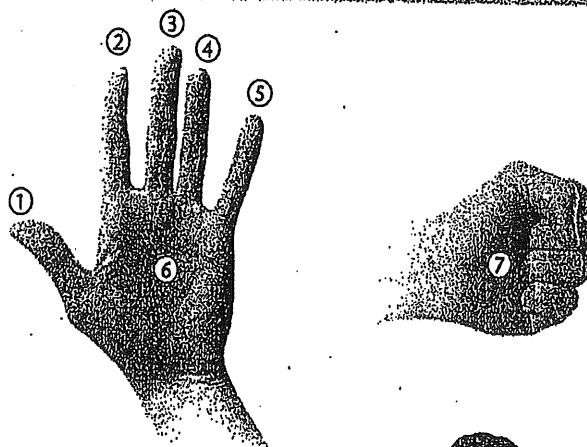
C CHANGE PARTNERS Practice the conversation again, asking about other tourist activities on your notepad.

Activity	Description
try Beijing duck	It's a famous Chinese dish.

Activity	Description

► 1:10 VOCABULARY • The hand Read and listen.
Then listen again and repeat.

- | | |
|-----------------|----------|
| 1 thumb | 5 pinkie |
| 2 index finger | 6 palm |
| 3 middle finger | 7 fist |
| 4 ring finger | |



We talked to June Galloway about her book,
Get off on the Right Foot: Don't Let the Wrong Gesture Ruin Your Day.

English is the world's international language. But in your book, you've focused on non-verbal communication. Why is that so important?

Well, gestures and other body language can have different meanings in different places. Something that you think is friendly or polite could come across as very rude in another culture. I've described many of these customs and cultural differences so my readers don't get off on the wrong foot when they meet people from places where the culture differs from their own.

Can greeting someone in the wrong way really lead to misunderstanding?

In some cases, yes. The firm handshake a North American expects may seem quite aggressive in other places. And a light handshake—which is normal in some countries—may seem unfriendly to a North American.

In what ways can hand gestures lead to misunderstanding?

Well, as an example, we assume all people indicate the numbers one to ten with their fingers the same way. But in fact, they don't. While North Americans usually use an index finger for

"one," most Europeans use a thumb. North Americans extend all ten fingers for "ten." However, Chinese indicate the numbers, one to ten all on one hand. For example, an extended thumb and pinkie means "six," and a fist means "ten." Imagine how confusing this can be when you're trying to communicate quantities and prices with your hands!

What other gestures can cause confusion?

Take the gesture for "come here," for example. In North America, people gesture with the palm up. Well, in southern Europe, that gesture means "good-bye!" And in many Asian countries, the palm-up gesture is considered rude. Instead, people there gesture with the palm down.

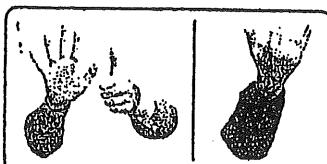
I've heard that, in Japan, pointing with the index finger is not polite. Is that right?

Yes. Japanese prefer to point with the palm open and facing up.

Surely there must be some gestures used everywhere, right? What about the thumbs-up sign for "great"?

Sorry. That's extremely rude in Australia and the Middle East. This is why it's so important to be aware of these cultural differences.

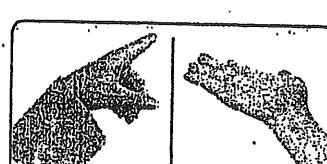
What gesture do you use ...



... for the number six?



... for "Come here": palm up or down?



... for pointing? Do you use your index finger or an open palm?

A IDENTIFY SUPPORTING DETAILS Check the statements that are true, according to the article. Write X next to the statements that are not true. Explain your answers.

- 1 In most of Europe, a thumb and an index finger mean "two."
- 2 In North America, a thumb and a pinkie mean "two."
- 3 Japanese point at pictures with an open palm facing up.
- 4 To be friendly, North Americans greet others with a light handshake.
- 5 Everyone uses the thumbs-up sign for "that's good."

True. Galloway says most Europeans begin with the thumb. So the index finger is the next finger after that.

B RELATE TO PERSONAL EXPERIENCE Discuss the questions.

DIGITAL
MORE
EXERCISES

NOW YOU CAN

Discuss gestures and customs

A PAIR WORK Read the travel tips about gestures and customs around the world. Compare your own gestures and customs with those described. Do any of them seem strange or rude?

Travel Tips ✈

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

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

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

To gesture that something is good, hold your hand up, palm facing out, and slowly bring all your fingers to the thumb. (Turkey)

B NOTEPADDING With a partner, choose a topic and discuss your country's customs. Then write notes about your country on the notepad.

Topic: showing respect for older people

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

Topic:

Customs:

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

Topics

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

Text-mining (optional)

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

For example: "body language."

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

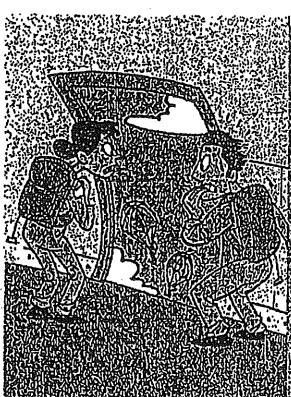


Describe an interesting experience

BEFORE YOU LISTEN

DIALOG
FLASH
CARDS

► 112 VOCABULARY • Participial adjectives Read and listen. Then listen again and repeat.



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

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

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

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

• Write lists of things you think are fascinating, thrilling, frightening, or disgusting.

• PAIR WORK Compare your lists.

hh I've never eaten snails. I think they're disgusting! yy



Really? I've tried them, and I wasn't disgusted at all. They're good!

LISTENING COMPREHENSION

A ► 113 LISTEN TO CLASSIFY Listen to the three interviews. Then listen again and write the number of the speaker described by each statement.

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



Andrew Barlow



Nancy Sullivan

1



Mieko Nakamura

3

B  **LISTEN FOR DETAILS** Listen again and answer the questions in complete sentences.

1 Nancy Sullivan

- a How many countries has she visited?
- b What did she notice about gestures in India?

2 Andrew Barlow

- c What did the people in the village do to thank him?
- d Why did he eat something he didn't want to?

3 Mieko Nakamura

- e What has she done twice?
- f How did she get to "the top of the world"?



Describe an interesting experience

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

Have you ever been someplace that was really fascinating?

.....

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

.....

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

.....

3 **PAIR WORK** Ask your partner about the experiences on his or her notepad.

DON'T STOP!

- Ask more questions.
- Ask about other experiences:
"Have you ever..."

 **RECYCLE THIS LANGUAGE**

climb [a mountain]
go sightseeing in [Italy]
go to the top of [the Eiffel Tower]
try [snails]
take a tour of [New York]
take pictures of [the Taj Mahal]

4 **GROUP WORK** Choose one of the experiences your partner told you about. Tell your classmates about your partner's experience.

My partner went hang gliding last year.
She was frightened, but it was really thrilling.





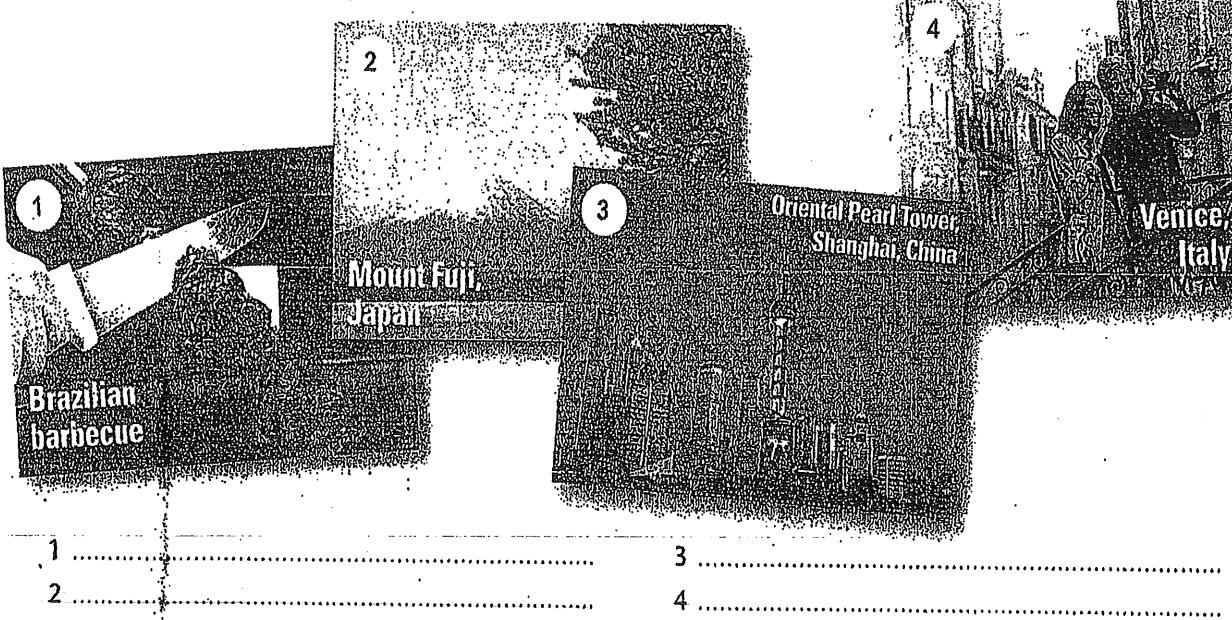
- 1.15 Listen to the conversation with a tourist in Vancouver and check Yes or No. Then listen again and write the answers to the questions, using yet or already.

Has she...

Yes No

- | | | | |
|------------------------------------------------|-------------------------------------|--------------------------|------------------------------------------|
| 1 been to the Vancouver Aquarium? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Yes. She's already been to the aquarium. |
| 2 visited Gastown? | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3 been to the top of Grouse Mountain? | <input type="checkbox"/> | <input type="checkbox"/> | |
| 4 seen the Capilano Suspension Bridge? | <input type="checkbox"/> | <input type="checkbox"/> | |
| 5 tried dim sum? | <input type="checkbox"/> | <input type="checkbox"/> | |
| 6 gone to the top of the Harbour Centre Tower? | <input type="checkbox"/> | <input type="checkbox"/> | |

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



- Write sentences about the topics. Use the present perfect.

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

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

3 foods you've tried

4 mountains or high places you've climbed

WRITING

Write about one of the interesting experiences you talked about in Lesson 4.
Describe what happened, where you were, who you were with, and how you felt.

For additional language practice

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

Last year, I was on vacation in...

TOP NOTCH POP • Lyrics p. 153
"Greetings and Small Talk"

DIGITAL SONG DIGITAL KARAOKE

WRITING BOOSTER p. 143

- Avoiding run-on sentences
- Guidance for this writing exercise

ORAL REVIEW

PAIR WORK

- 1 Create a conversation for the man and woman in photo 1.
 Imagine the man is welcoming the woman to his city.
 Choose one of the cities in the travel brochure.

Welcome to Paris. Have you been here before?

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

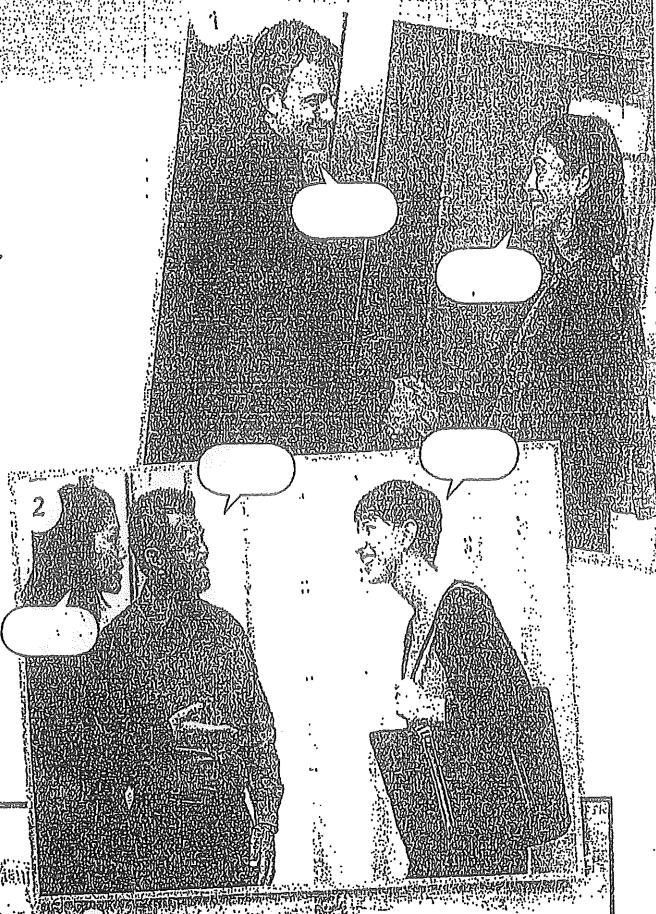
A: Have you met ...?

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

C: Yes, I think we have. We were at the ...

- 3 Look at the brochure and imagine that you are on one of these tours. Ask and answer questions, using the present perfect.

Have you tried tapas yet?



Tour Europe

SPAIN

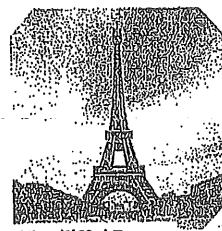
Madrid, Spain



The Prado Museum

FRANCE

Paris, France

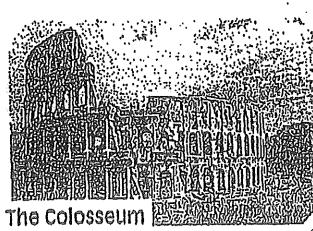


The Eiffel Tower

Tour boat on the Seine River

ITALY

Rome, Italy

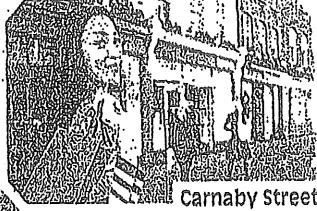


The Colosseum

THE U.K.

THE U.K.

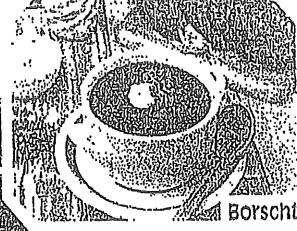
London, the U.K.



The Millennium Wheel

Carnaby Street

Moscow, Russia



Borscht

Ball at the Bolshoi Theater

NOW I CAN

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

COMMUNICATION GOALS

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

UNIT

Going to the Movies

PREVIEW

Log in | Your account | Help

WebFlicks Stream to watch instantly or add disc to your wish list

Leonardo DiCaprio Click on to preview movies.

Titanic 3D 1997 (3D 2012) 194 minutes
This 1997 blockbuster disaster movie (11 Oscars!) is the true story of the ill-fated ocean liner *Titanic*. But it's also a 194-minute love story. Rose (Kate Winslet), an unhappy young woman, falls in love with Jack (DiCaprio), a poor artist who gives her life meaning. The scenes of the sinking of the magnificent *Titanic* are truly frightening. An epic classic romance!

Genre: Romantic drama, disaster

Stream Add disc to your wish list

Blood Diamond 2006 143 minutes
DiCaprio stars as an ex-criminal involved in the violent diamond trade during the 1999 civil war in Sierra Leone. He joins up with a fisherman (Djimon Hounsou) to try to find a pink diamond that they think can change both of their lives. This thrilling action movie will keep you sitting on the edge of your seat.

Genre: Action, drama

Stream Add disc to your wish list

The Great Gatsby 2013 143 minutes
This beautiful adaptation of F. Scott Fitzgerald's fascinating 1925 novel of the same name tells the story of neighbors from the fictional town of West Egg on New York's Long Island in the summer of 1922. The main character, a mysterious millionaire, Jay Gatsby (DiCaprio), falls in love with the beautiful Daisy Buchanan (Carey Mulligan), but the story ends in tragedy.

Genre: Romantic drama

Stream Add disc to your wish list

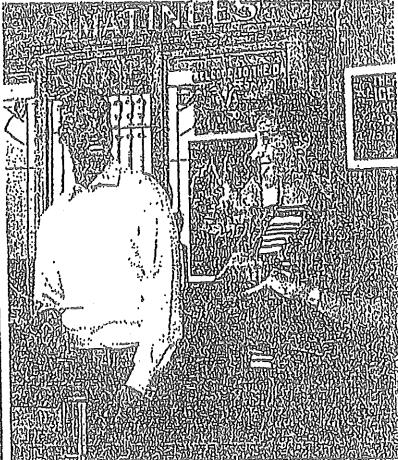
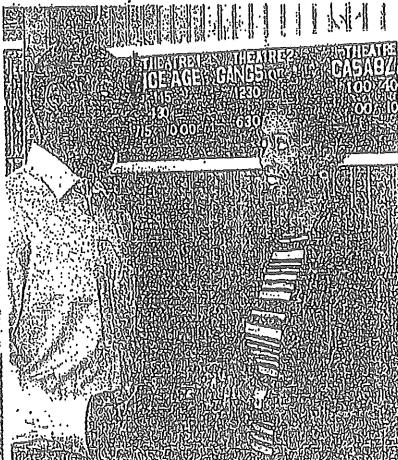
More DiCaprio movies

BY GENRE	BY TITLE
comedy, crime	The Man in the Iron Mask (1998)
drama, romance	The Beach (2000)
action, disaster	Gangs of New York (2002)
	Catch Me If You Can (2002)
	The Aviator (2004)
	The Departed (2006)
	Body of Lies (2008)
	Shutter Island (2010)
	Inception (2010)
	The Wolf of Wall Street (2013)

PAIR WORK Did you see any of these DiCaprio movies when they were in the theater? If so, tell your partner about them. If not, is there one you would like to see now? Explain why.

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

C PHOTO STORY Read and listen to a conversation at a movie theater.



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

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

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

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

Anna: Well, there's *Ice Age*. They say it's spectacular. What do you think?

Peter: Hmm. To tell you the truth, I can't stand animated films. Sorry, I've just never liked them.

I think I'd rather see something . . .

Peter: Hey! What about *Casablanca*?

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

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

D FOCUS ON LANGUAGE Find underlined words or phrases in the Photo Story that have almost the same meaning as the ones below.

1 "I'll pay."

3 "To tell you the truth, . . ."

5 "I didn't see . . ."

2 "really don't like"

4 "a lot of"

6 "They say . . ."

E INFER MEANING With a partner, discuss, find, and underline . . .

1 a noun that has 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 First answer each question. Then explain your answer with a quotation from the Photo Story.

1 What actor does Anna like? Leonardo DiCaprio . . .
How do you know?

Peter says, "Hey, you're a big DiCaprio fan." . . .

2 Did Anna see *Gangs of New York*? . . .
How do you know?

3 What movie does Anna suggest? . . .
How do you know?

4 Who is going to pay for the popcorn? . . .
How do you know?

SPEAKING

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? Give reasons for your answers.

GO! Apologize for being late

GRAMMAR The present perfect: for and since; Other uses of the present perfect

Use for and since to describe periods of time that began in the past. Use for to describe a length of time. Use since with a specific time or date in the past.

Be carefull

They've lived here since 2013.

NOT They've lived here since five years.

How long have you been here? I've been here for ten minutes. (a length of time)

I've been here for many years. (a length of time)

I've been here since eight o'clock. (a specific time in the past)

Other uses:

- with always: I've always wanted to see *Car Planet*.
- with ordinals and superlatives: This is the third time I've seen *Ping Pong*. It's the best movie I've ever seen.
- with lately, recently, or just: Have you seen a good movie recently (or lately)? I've just seen *The Beach*—what a great movie!
- with still or so far: You still haven't seen *Tomato Babies*? I've seen it three times so far!

GRAMMAR BOOSTER p. 127

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

GRAMMAR PRACTICE Choose the correct words to complete the paragraph.

I've been a big fan of Penélope Cruz (1 for / since) more than twenty years. I've followed her career (2 since / so far) I was in high school. That means I've watched every movie she's made (3 for / since) 1993, except for *Vicky Cristina Barcelona*. I (4 yet / still) haven't seen that one, but I plan to see it soon. I've (5 still / always) loved Penélope's work. I've (6 since / always) been the first person in line at the theater when her movies open. Of the movies Penélope has made (7 lately / always), the most interesting ones to me are *To Rome with Love* and *I'm So Excited*. I think they're the (8 best / just) movies she's made (9 so far / still). I've (10 always / already) seen them twice!

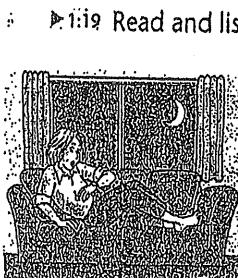


PAIR WORK Take turns asking and answering the questions. Use the present perfect in all your answers.

- Is there a movie you've always wanted to see?
- Have you seen any good movies recently?
- What's the best movie you've ever seen?
- What's the worst movie you've ever seen?
- How many movies have you seen so far this month?
- Is there a classic movie that you still haven't seen?

DIGITAL
MORE
EXERCISES

EXPLANATIONS Explanations for being late



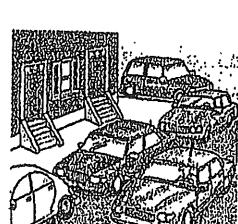
I overslept.



I missed the bus.



I couldn't get a taxi.



I couldn't find a parking space.



I got stuck in traffic.

PAIR WORK Think of two other explanations for being late.

- C **DIGITAL VIDEO COACH** **LISTEN TO ACTIVATE VOCABULARY** Listen to the conversations. Complete the sentences, inferring the information and using the Vocabulary.

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

DIGITAL
VIDEO
COACH

PRONUNCIATION Reduction of h

- DIGITAL VIDEO COACH** Notice how the sound /h/ often disappears in natural speech.
 Read and listen. Then listen again and repeat.

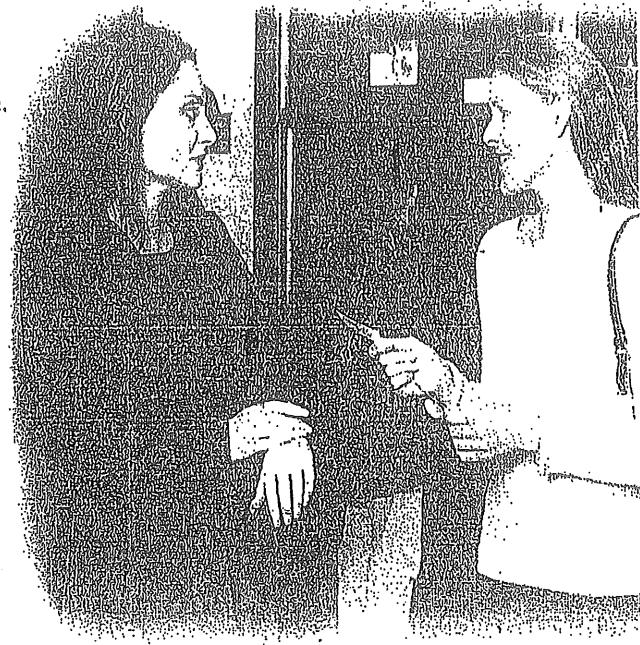
- 1 How long **h**ave you waited? 4 When did **h**e buy the tickets?
 2 Where **h**ave you been? 5 What's **h**er favorite movie?
 3 What **h**as **h**e read about the film? 6 Who's **h**is favorite star?

CONVERSATION Model

- A **DIGITAL VIDEO COACH** Read and listen to someone apologize for being late.

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

- B **DIGITAL VIDEO COACH** **RHYTHM AND INTONATION** Listen again and repeat.
 Then practice the Conversation Model with a partner.



NOTICING Apologize for being late

- A Add four more movies to the showtimes.

- DIGITAL VIDEO COACH** **CONVERSATION ACTIVATOR** With a partner, personalize the Conversation Model with your movies and explanations. Then change roles.

- A: Have you been here long?
 B: For
 A: Sorry I'm late. I Did you get tickets?
 B: Yes. But , I hope that's OK.

A:

BON'T STOP!

- Say more about the movie.
- Offer to pay.
- Discuss what to do after the show.

Stuck in Traffic	7:00	9:00	11:00
	7:30	9:35	[7:30 sold out]
	7:45	10:20	[9:35 sold out]
	8:00	11:00	[8:00 sold out]
	7:50	10:10	

RECYCLE THIS LANGUAGE

[*Titanic 3*] is sold out.
 We missed _____.
 It started ____ minutes ago.
 I've already seen _____.
 That's past my bedtime!
 I'm not a [Naomi Watts] fan.

I've heard [it's spectacular].
 They say [it's pretty violent].
 How much do I owe?
 It's on me.
 It's my treat.

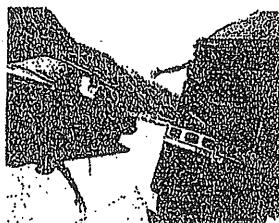
- C **CHANGE PARTNERS** Practice the conversation again, making other changes.

GOAL Discuss preferences for movie genres

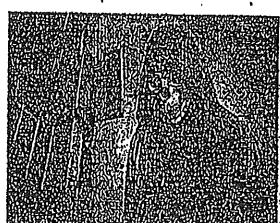
WORD
FLASH
CARDS

VOCABULARY Movie genres

1. 1.24 Read and listen. Then listen again and repeat.



an action film



a horror film



a science-fiction film



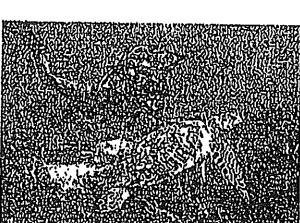
an animated film



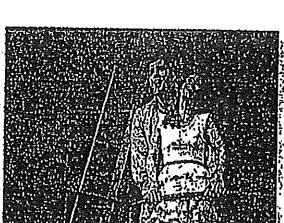
a comedy



a drama



a documentary



a musical

- PAIR WORK Compare your favorite movies for each genre.

My favorite animated film is *Frozen*.

- 1.25 LISTEN TO INFER Listen and write the genre for each movie in the chart. Then circle the movie if the people decided to see it.

- DISCUSSION Which movies sound good to you? Listen again if necessary. Explain your choices.

GRAMMAR Ways to express wants and preferences

Would like

Use would like + an infinitive (to + a base form) to politely express or ask about wants.

I'd like to go to the movies.

Would she like to see *The Dancer*?

What would your friends like to do?

She	'd like	to see a comedy.
We	'd like	
They	'd like	

Be carefull

Would you rather see *Titanic*? Yes, I would.

NOT Yes, I would rather.

Would they like to go out tonight? Yes, they would.

NOT Yes, they would like.

Would your parents like to go to the early show?

Yes, they would. NOT Yes, they'd.

Would rather

Use would rather + a base form to express or ask about a preference between two or more activities.

Would your children rather see an animated film or an action film?

What would you rather do: go to a movie or a play?

She'd rather see a less violent film than *Gangs of New York*.

He	'd rather	see a drama.
We	'd rather	
They	'd rather	

Use would rather not + a base form to express a negative preference.

We'd rather not watch TV tonight.

Yes / no questions

Would you like to see a documentary?

Would they rather stay home?

short answers

Yes, I would. / No, I wouldn't.

Yes, they would. / No, they wouldn't.

OR No, they'd rather not.

GRAMMAR BOX p. 128

- Expressing preferences: review, expansion, and common errors.

A GRAMMAR PRACTICE Complete the conversations about wants and preferences.

- 1 A: (I like / I'd like) to see *Star Wars X* again. Would you? It's at the CineMax.
B: Actually, (I'd rather. / I'd rather not.) Let's stay home.
- 2 A: (Do you like / Would you like) to stream something on TV?
B: Yes, (I'd like. / I would.)
- 3 A: What would you rather (see / to see): a science fiction film or a comedy?
B: Me? (I'd rather / I rather) see a science fiction movie.
- 4 A: There's a musical and a horror movie on TV. (Would / Does) your husband rather see the horror movie?
B: Yes, (he would rather. / he would.)
- 5 A: My sister (would like to / would like) go to the movies on Friday.
B: Great. (I would / I would like), too.

B PAIR WORK Use would like and would rather to ask your partner about movies he or she would like to see and his or her preferences.

VIDEO
MORE EXERCISES

►1.18 Would you like to see *Boomerang?* ▶1.19

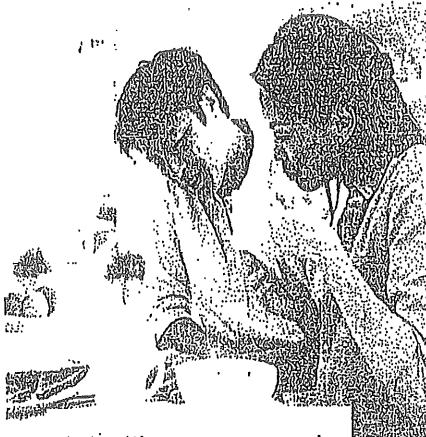
►1.18 What would you rather see: a documentary or a drama? ▶1.19

CONVERSATION MODEL

A ►1.19 Read and listen to people discussing their movie preferences.

- A: What would you rather do: stay home and stream a movie or go to the theater?
B: I'd rather go out. Is that OK?
A: Sure! . . . Would you rather see *Horror City* or *Love in Paris*?
B: Are you kidding? I can't stand horror movies, and to tell you the truth, I'm not that big on love stories.
A: Well, how about a documentary? *The Great Wall of China* is playing, too. I've heard it's great.
B: That works for me!

B ►1.20 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.



►1.20 Ways to agree on a plan
That works for me.
It's a deal!
Great idea!

NOW YOU CAN

Discuss preferences for movie genres

VIDEO

A CONVERSATION ACTIVATOR Write the names of some movies. With a partner, change the Conversation Model, using your own movies. Then change roles.

- A: What would you rather do: stay home and stream a movie or go to the theater?
B: I'd rather Is that OK?
A: Would you rather see or ?
B: Are you kidding? I can't stand , and to tell you the truth, I
A: Well, how about ?

DON'T STOP!

- Say more about the movies and express more movie preferences.

B CHANGE PARTNERS Change the conversation again, using different movies.

RECYCLE THIS LANGUAGE

I don't like / hate / love _____.
Have you ever seen ____?
I missed it.
Frankly, ____.

I'm not that big on _____.
I've heard / They say it's
(fascinating, thrilling,
frightening, disgusting).

BEFORE YOU LISTEN

funny something that makes you laugh	weird very strange or unusual, in a negative way	thought-provoking something that makes you think
hilarious very, very funny	unforgettable something you are going to remember	violent bloody; with a lot of fighting and killing
silly not serious; almost stupid		
boring not interesting	romantic about love	

PAIR WORK Write the title of a movie for each adjective. Then tell your partner about your choices.

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

LISTENING COMPREHENSION

- A ►1:30 LISTEN FOR MAIN IDEAS Listen to the movie reviewer. Write a check next to the movies he recommends, and write an X next to the ones he doesn't.

1 Popcorn 2 The Vacation 3 Aquamundo 4 Wolf Babies

- B ►1:31 LISTEN TO INFER Listen carefully to each movie review again. Based on the reviewer's opinion, circle one or more adjectives to describe each movie.

1 *Popcorn* (weird / funny / boring) 3 *Aquamundo* (boring / violent / thought-provoking)
 2 *The Vacation* (romantic / violent / unforgettable) 4 *Wolf Babies* (violent / boring / hilarious)

- C ►1:32 LISTENING: DICTATION Listen to the following excerpts from the reviews. Complete each statement, based on what you hear.

POPCORN ★

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

THE VACATION ★ ★ ★ ★

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

AQUAMUNDO ★ ★ ★

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

WOLF BABIES ★ ★ ★

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

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

WHAT'S YOUR ALL-TIME FAVORITE MOVIE?

Phil Ito Toronto, CANADA



I've just seen *Tootsie*. What a great movie—perhaps one of the most hilarious romantic comedies of all time. Before I saw the movie, I thought the plot sounded both weird and silly, but it wasn't. Dustin Hoffman stars as out-of-work actor Michael Dorsey, who dresses as a woman to get a part on a TV drama. But problems begin when he falls in love with his co-star, Jessica Lange, who doesn't know Michael is a man. If you want a good laugh, be sure to see this funny, funny film!

Angela Teixeira Fortaleza, BRAZIL

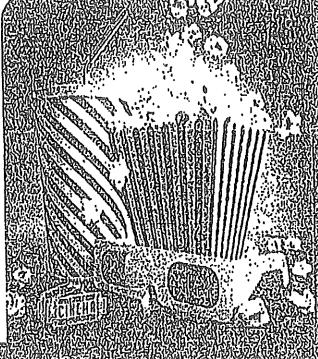


When someone says that documentaries are boring, I say, "You have to see *Grizzly Man*," one of the most thought-provoking documentaries of all time. This 2005 movie by German director Werner Herzog tells the true story of the life and death of Timothy Treadwell, who lived for 13 years among bears in the Alaska wilderness. Treadwell believed that he could live near bears without danger. In the end, however, Treadwell and his girlfriend are killed by bears. Even if you would rather avoid violence, go to see *Grizzly Man* because there is no actual violence on screen.

Rebecca Lane Miami, USA



I've just seen *Casablanca* for the hundredth time. It's the most romantic movie in the world, and there's no movie I would rather see. Humphrey Bogart and Ingrid Bergman star as former lovers who meet after many years. They're still in love and have to make some difficult choices. The ending is unforgettable and always makes me cry. This movie was made in 1942, but it's always "new." I guess that's what makes it a classic.



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

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

- C GROUP WORK Describe and recommend the movies on your notepads. Use adjectives from the Vocabulary and other adjectives you know.

DON'T STOP!

Ask questions.



RECYCLE THIS LANGUAGE

Questions

Was it [funny / silly / scary]?
Who was in it?
What kind of movie was it?
Do you recommend it?
What was it about?

More adjectives

thrilling	fascinating	exciting
frightening	disgusting	great
scary	popular	interesting
awful		bloody
		unusual
		terrific
		pretty good

Text-mining (optional)

Look at the reviews in Exercise A. Find and underline three words or phrases that were new to you. Use them in your Group Work. For example: "falls in love with..."

BEFORE YOU READ

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

READING → 133

Can Violent Movies or TV Programs Harm Children?

Many people say that children have become more aggressive in recent years—that is, they are more likely to fight with their friends, sisters, and brothers. A number of scientific studies have reported that watching violence can, in fact, cause a growth in aggression.

According to the research, two kinds of programs and movies encourage aggressive behavior in young children more than others: (1) realistic violent action programs and movies, and (2) violent cartoons.

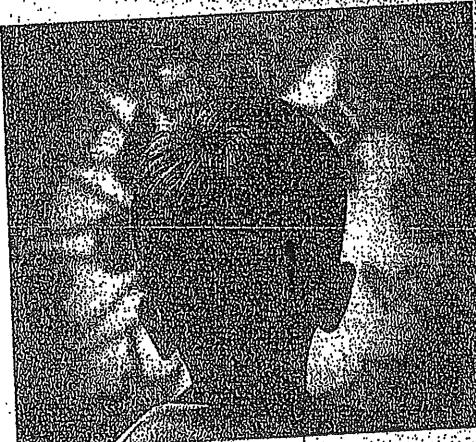
One disturbing conclusion is that the effects of violent viewing last for many years. One study showed that children who watched violent TV programs when they were 8 years old were more likely to behave aggressively at age 18. Furthermore, as adults they were more likely to be convicted of violent crimes, such as child abuse and murder.

Studies have also demonstrated that watching violent movies and TV shows can affect children's attitudes towards violence in the world around them. Children

who watch a lot of fighting and bloodshed tend to find it "normal" and may accept more violence in society. They may even begin to commit violent acts themselves.

Very often, characters in movies and on television who commit violent crimes are not sorry for their actions and don't face consequences or punishment. When children see fictional characters who are criminals like these, they learn that doing bad things is OK. For children, who are growing and developing, this is a bad message. It's important for them to see that our society doesn't tolerate crime.

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



4 UNDERSTAND FROM CONTEXT Circle the correct word or phrase to complete each statement, according to the information in the article.

- 1 (A realistic / An aggressive) person is someone who is likely to fight with others.
- 2 Scientific studies have reported that some kinds of movies and TV programs can (limit / encourage) aggressive behavior.
- 3 One kind of violent crime is (murder / bad behavior).
- 4 A word that means almost the same thing as hurt is (help / harm).
- 5 It's difficult to (permit / prevent) older children from seeing any violence on TV and in movies.
- 6 Research has suggested that (a consequence / an advantage) of watching violent films is aggressive behavior.

- B CONFIRM CONTENT** Discuss the questions, using the information in the article. Then share your answers with the class.

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

- C EVALUATE IDEAS** Do you agree with the article that "violence is not a normal part of life"? Explain your answer.

Now You Can

Discuss effects of violence on viewers

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

Title	Type	Medium	Level of Violence
The Dark Knight Rises	film		2

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

- B** **NOTEpadding** Write notes about the most violent film or TV show on your chart.

Should children see it? Why? / Why not?

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

- C** **DISCUSSION** Discuss the effects of violence on viewers.

Use the information from your notepad to help you express your ideas. Here are some questions to consider in your discussion:

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

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

I agree... ??

I disagree. I feel that ...

Text-mining (optional)

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

For example: "a bad message."



A 1:34 Listen to the conversation about movies. Check the correct description of each movie.

1



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

2



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

3



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

4



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

5



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

6



- a comedy
- an animated film
- a drama

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

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

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



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

B: She's waited (for / since) at least six months.



2 A: How many times (have they seen / did they see) War of the Worlds?

B: That remake of the old movie? I think
(they saw it / they've seen it) twice (still / so far).



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

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



C Complete each statement or question with for or since.

1 That film has played at the Metroplex two weeks.

2 The Talking Parrot has been available to stream online last Tuesday.

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

4 Have you been here more than an hour?

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

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

For additional language practice

TOP NOTCH POP • Lyrics p. 153
"Better Late Than Never"

DIGITAL SONG	DIGITAL KARAOKE
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WRITING

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

WRITING BOOSTER p. 144

- Paragraphs
- Topic sentences
- Guidance for this writing exercise

ORAL REVIEW

PAIR WORK

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

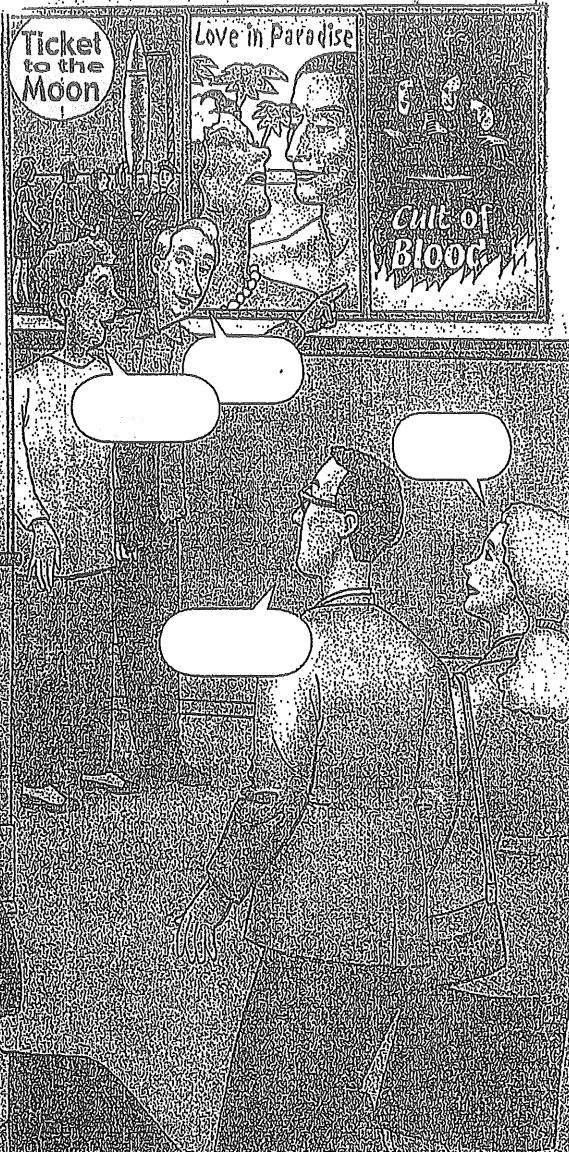
We think "Love in Paradise" is a romantic movie. It's about a man and a woman who meet and fall in love in Hawaii.

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

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



SOLD OUT	Cult of Blood
7:20 - 9:00	Midnight
Love in Paradise	
7:15 - 9:45	
Ticket to the Moon	
8:00 - 10:00	



NOW I CAN

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

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

UNIT 3

Staying in Hotels

PREVIEW

www.topnotchtravel.com

Top Notch Travel

Flights Hotels Car Rentals Sign in

Where are you going? Hong Kong Find a Hotel Online Reservations

Date of arrival 09/11/16 Date of departure 09/18/16

Number of guests: Adults 2 Children 0 search

Choose room type smoking non-smoking

single double suite

Choose type of bed

twin queen-size king-size rollaway

Choose hotel services and facilities

<input checked="" type="checkbox"/> free airport shuttle	<input type="checkbox"/> in-room minibar	<input type="checkbox"/> business center	<input type="checkbox"/> fitness / exercise center
<input checked="" type="checkbox"/> wireless Internet service	<input checked="" type="checkbox"/> 24-hour room service	<input checked="" type="checkbox"/> laundry service	<input checked="" type="checkbox"/> wake-up service
<input checked="" type="checkbox"/> pool and sauna	<input type="checkbox"/> gift shop	<input type="checkbox"/> shoeshine service	<input type="checkbox"/> bell / luggage service

Check Availability

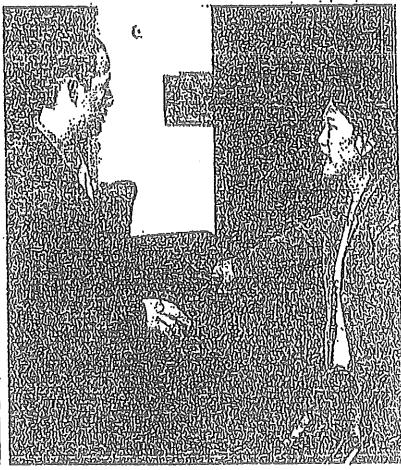
FLASH CARDS

A **202 VOCABULARY** • Hotel room types and kinds of beds Read and listen. Then listen again and repeat.

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

B **PAIR WORK** Have you—or has someone you know—ever stayed at a hotel? Tell your partner about it, using the Vocabulary and the facilities from the website.

C ▶2:03 PHOTO STORY Read and listen to someone checking out of a hotel.



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

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

Guest: Yes. Very nice. Thanks.

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

Guest: Just a bottle of water.

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

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

Guest: Yes, I would, please. By the way, I need to go to the airport.

Clerk: Certainly. If you're in a hurry, I'll call you a taxi. But if you'd rather take the free airport shuttle, there's one leaving in twenty minutes.

Guest: Great. I'll take the shuttle. Why pay for a taxi? And that'll give me time to pick up a few things at the gift shop before I leave.

Clerk: No problem. I'll ask the bellman to give you a hand with your luggage. He'll let you know when the shuttle's here.

Guest: Thanks so much.

Clerk: You're welcome. Have a safe trip, and we hope to see you again.

D FOCUS ON LANGUAGE Find underlined words and phrases in the Photo Story with the same meaning.

- 1 pay with 2 help 3 leaving 4 OK 5 don't have much time

E THINK AND EXPLAIN Explain why each statement is false, using information from the Photo Story.

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

SPEAKING

Match each picture with a hotel service from the list. Which services are important to you? Explain why.



1



2



3



4



5



6



7

- ▶2:04 Hotel services
airport shuttle
bell service
laundry service
minibar
room service
shoeshine service
wake-up service

Wake-up service is important to me. When I travel for business, we usually have very early meetings.



Leave and take a message

CONVERSATION MODEL :

A Read and listen to someone leaving a message.

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

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

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

B: Is that all?

A: Yes, thanks.

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

GRAMMAR The future with will

You can use will or won't + a base form to talk about the future.

Affirmative statements

He will call back tomorrow.

Negative statements

We won't be at the hotel this afternoon.

Questions

Will she meet us at the restaurant?

Yes, she will. / No, she won't.

Will they take a taxi to the hotel?

Yes, they will. / No, they won't.

When will the shuttle arrive? (In about ten minutes.)

Contractions

will = 'll

will not = won't

What will you do in New York? (Visit the Empire State Building.)

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

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

They're meeting at noon at the hotel.

She arrives on PanAir Flight 24 tonight.

Where will they go on their next vacation? (Probably Los Angeles.)

Who will Ana call when she arrives? (She'll call the front desk.)

GRAMMAR BOOSTER p. 129

• Will: expansion

Will and be going to
other uses of will

• Can, should, and have to: future meaning

BUT

Who will call the front desk? (Ana will.)

A FIND THE GRAMMAR Look at the Conversation Model again.

Circle two uses of will.

B GRAMMAR PRACTICE Complete the statements and questions in the messages, using will or won't. Use contractions when possible.

1 Message for Ms. Yalmaz: Ms. Calloway called. back later this evening.
she / call

2 Message for Mr. Ballinger: at the Clayton Hotel until after 5:00.
your colleagues / not / be

3 Message for John Torrence: Your boss called. a recommendation for a nice restaurant for tonight.
he / need

4 Message from Mark Smith: us to the airport after the meeting?
who / take

5 Message for Ms. Harris: at the airport before 6:00.
your brother / not / arrive

6 Message from Janis Torres: at 3:00 tomorrow, London time.
the conference call / start

7 Message from Mrs. Park: come in to the office early tomorrow?
I / have to

8 Message for Ms. Grady: us tomorrow?
where / you / meet

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

1 PHONE MESSAGE

FOR: Judy Diller
 FROM: Mr. Ms.
 Mrs. Miss Pearl
 Please call Will call again
 Wants to see you Returned your call
 Message: He'll be ...

2 PHONE MESSAGE

FOR: Hank Pitt
 FROM: Mr. Ms.
 Mrs. Miss
 Please call Will call again
 Wants to see you Returned your call
 Message:

3 PHONE MESSAGE

FOR: Collin Mack
 FROM: Mr. Ms.
 Mrs. Miss
 Please call Will call again
 Wants to see you Returned your call
 Message:

4 PHONE MESSAGE

FOR: Patricia Carlton
 FROM: Mr. Ms.
 Mrs. Miss
 Please call Will call again
 Wants to see you Returned your call
 Message:

PRONUNCIATION Contractions with will

- A Notice that each contraction is one syllable. Read and listen. Then listen again and repeat.
- 1 I'll call back later.
 2 She'll be at the Frank Hotel.
 3 He'll bring his laptop to the meeting.
- 4 We'll need a taxi.
 5 You'll have to leave at 6:30.
 6 They'll meet you in twenty minutes.
- B Look at the message slips you wrote in Exercise C above. Read each message aloud, using the correct pronunciation of the contracted form of will.

NOVAUGHAN Leave and take a message

- A **FRAME YOUR IDEAS** On a separate sheet of paper, write four messages you could leave someone.

VIDEO

CONVERSATION ACTIVATOR With a partner, change the Conversation Model. Leave your own messages. Your partner completes the message slip. Then change roles.

A: Hello? I'd like to speak to
 B: I'll ring that room for you . . . I'm sorry. Would you like to leave a message?
 A: Yes. Please tell
 B: Is that all?
 A:

..... WHILE YOU WERE OUT ...
 FOR: _____

Mr. Ms. Mrs. Miss _____ called.
 Phone: _____
 Please call back
 Will call again
 Message: _____

DON'T STOP!

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

RECYCLE THIS LANGUAGE

How do you spell your last name?
 Could you please spell that for me?
 Could you please repeat that?
 What's your _____?

- C **CHANGE PARTNERS** Leave other messages.

Check into a hotel

GRAMMAR The real conditional

Conditional sentences express the results of actions or conditions

if clause (the condition) **result clause (the result)**
If the business center is still open: I'll check my e-mail

Real conditional sentences express factual or future results. When the result is future, use will in the result clause.

(A factual result: Use present tense in both clauses.)

If a hotel room has wireless Internet, guests don't have to go to a business center to check e-mail.

(A future result: Use present tense in the if clause and future with will in the result clause.)

If she checks in early, she'll get the room she wants.

Questions

If they don't have a non-smoking room, will you stay at a different hotel?

Where will you go if they don't have a room for tonight?

If there are no rental cars at the airport, what will they do?

Be careful!!

Never use will in the if clause.

If you hurry, you'll catch the shuttle. NOT If you ~~will~~ hurry, you'll catch the shuttle.

In conditional sentences, the clauses can be reversed with no change in meaning.

In writing, use a comma when the if clause comes first.

If the fitness center is still open, I'll go swimming.

I'll go swimming if the fitness center is still open.

GRAMMAR BOOSTER p. 130

- The real conditional: present and future; usage and common errors

UNDERSTAND THE GRAMMAR Write factual if the conditional sentence expresses a fact.

Write future if it expresses a future result

- 1 If you make your reservation in advance, you save a lot of money.
 - 4 We will call your room this evening if there are any messages.
 - 2 She'll miss the 11:00 shuttle if she doesn't check out early today.
 - 5 If you request a suite, you usually get free breakfasts.
 - 3 If a guest is in a hurry, a taxi is faster than the shuttle.
 - 6 You'll have to pay a daily fee if you want wireless service.

GRAMMAR PRACTICE Complete the real conditional statements and questions with correct forms of the verbs.

- 1 to order breakfast at the restaurant if
you / not / be able | you / not / hurry

2 If a suite on their next cruise, a lot more comfortable.
they / get | they / be

3 a room with a king-size bed if affordable?
you / reserve | it / be

4 me a hand if help with my luggage?
someone / give | I / need

5 Who if laundry service?
we / call | we / need

6 pay if wireless Internet service?
I / have to | I / use

7 If a rollaway bed, it to your room.
you / request | someone / bring

8 Where if to make copies?
she / go | she / need

- ▶ 209 Read and listen to someone checking into a hotel.

A: Hi. I'm checking in. The name's Baker.
 B: Let's see. That's a double for two nights. Non-smoking?
 A: That's right.
 B: May I have your credit card?
 A: Here you go. By the way, is the restaurant still open?
 B: It closes at 9:00. But if you hurry, you'll make it.
 A: Thanks.

- ▶ 210 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

- ▶ 211 LISTEN FOR DETAILS Listen to guests check into a hotel. Complete the information about what each guest needs.

	Room Type	Bed Type	Facilities
1		<input type="checkbox"/>	<input type="checkbox"/>
2		<input type="checkbox"/>	<input type="checkbox"/>
3		<input type="checkbox"/>	<input type="checkbox"/>
4		<input type="checkbox"/>	<input type="checkbox"/>



NOW YOU CAN

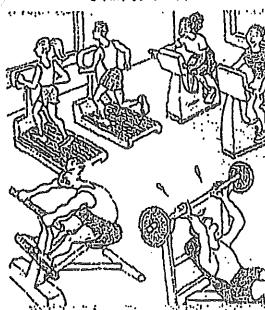
Check into a hotel



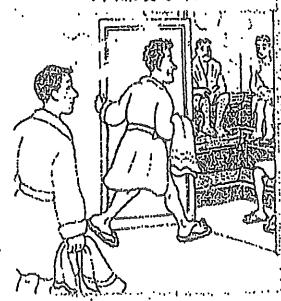
- A CONVERSATION ACTIVATOR With a partner, role-play checking into a hotel. Change the room and bed type, and ask about a hotel facility from the pictures. Then change roles.

A: Hi, I'm checking in. The name's
 B: Let's see. That's a for night(s). Non-smoking?
 A:
 B: May I have your credit card?
 A: Here you go. By the way, is the still open?
 B: It closes at But if you hurry, you'll make it.
 A:

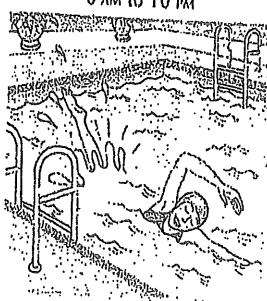
Fitness Center Hours
6 AM to 9 PM



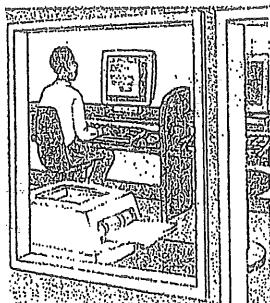
Sauna Hours
11 AM to 8 PM



Pool Hours
6 AM to 10 PM



Business Center Hours
9 AM to 5 PM



DON'T STOP!

- Ask about other services and facilities.

Gift Shop Hours
8 AM to 9 PM



- ▶ CHANGE PARTNERS Practice the conversation again. Discuss other room and bed types and hotel facilities.

GOAL

Request housekeeping services

BEFORE YOU LISTEN

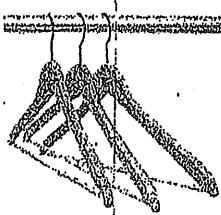
DICTATE
FLASH CARDS

- A ►212 VOCABULARY • Hotel room amenities and services Read and listen. Then listen again and repeat.

We need...



extra towels.



extra hangers.



skirt hangers.

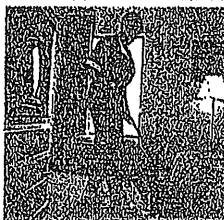
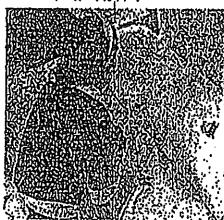
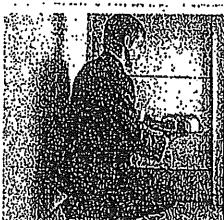


an iron.



a hair dryer.

Could someone...

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

- B EXPAND THE VOCABULARY Complete the statements and questions with other items you know. Then compare items with a partner.

- 1 We need extra ... glasses and coffee cups
- 2 We also need
- 3 Could someone pick up my ?
- 4 Could someone bring up ?
- 5 Could someone take away the ?

Ideas

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

LISTENING COMPREHENSION

- A ►213 LISTEN FOR MAIN IDEAS Decide if the guests are satisfied or not. Then explain your answers.

Room
586

- Satisfied
 Not satisfied

Room
587

- Satisfied
 Not satisfied

- B ►214 LISTEN FOR DETAILS Listen again and complete each statement.

Room
586

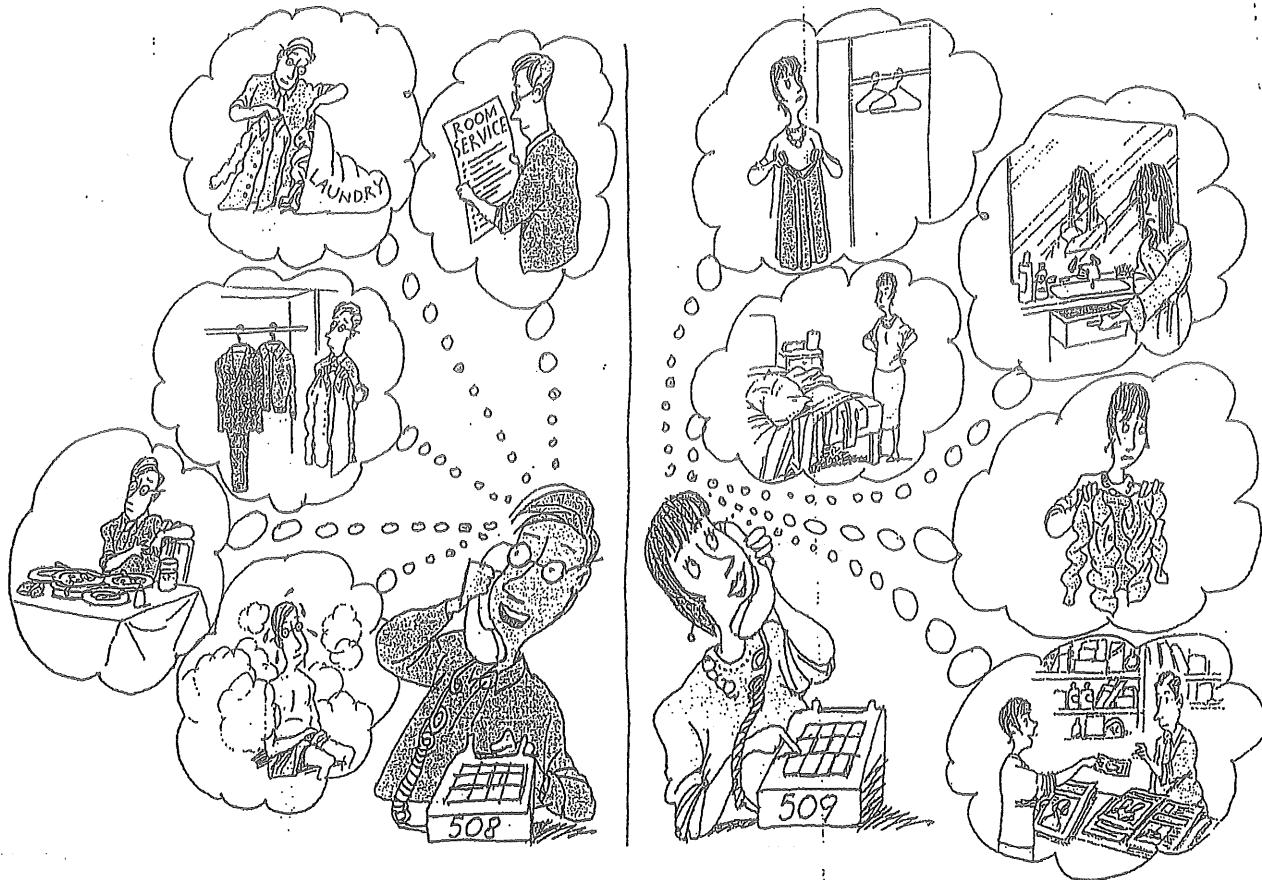
The guest wants someone to take away , bring up , and , and pick up

Room
587

The guest wants someone to the , bring up , and the

NOW YOU CAN**Request housekeeping services**

A PAIR WORK Look at the pictures. With a partner, discuss what you think each hotel guest is saying.



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

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

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

DON'T STOP!

- Complain about other problems.
- Ask about the hotel facilities and services.
- Leave a message for another hotel guest.

RECYCLE THIS LANGUAGE**Hotel staff**

Hello, [Gift Shop].
Is everything OK?
I'm sorry to hear that.
Let me check.
Certainly.
I'll be happy to help you
with that.

Hotel guest

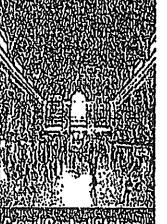
Is the [sauna] still open?
What time does the [business center]
close / open?
Could someone ___?
The ___ isn't / aren't working.
The ___ won't turn on.
I need _____.
I'd like to order [room service].
I'd like to leave a message for _____.
I'd like to...

READING VOCAB

EXPLORE YOUR IDEAS What do you think is the best way to get information about a hotel?

- | | | |
|---------------------------------------------------------------|---------------------------------------------------|--------------------------------------|
| <input type="checkbox"/> by word of mouth | <input type="checkbox"/> from a travel guide book | <input type="checkbox"/> other |
| <input type="checkbox"/> from an online hotel booking service | <input type="checkbox"/> from a travel agency | |

READING ►►►

 The Plaza Hotel Famous fountain	Flights	Hotels	Car Rentals	Sign in
<p>Our best picks for New York City</p> <ul style="list-style-type: none"> <input type="radio"/> \$ Budget <input type="radio"/> \$\$ Moderately priced <input type="radio"/> \$\$\$ Expensive <input type="radio"/> \$\$\$\$ Very expensive 				
<p></p> <p>The Plaza Hotel Famous fountain</p>				
<p> Broadway at Times Square Hotel Rockefeller Center</p>				
<p> YOTEL The Manhattan Skyline</p>				
<p> Casablanca Hotel Times Square</p>				
<p> For the budget minded</p>				
<p>Hotel Pennsylvania \$ A huge 1,700-room hotel and a great value. Traveling with your cat or dog? Pets are welcome.</p> <p>The Hotel Newton \$ Even though it's far from many of New York's most popular attractions, it features large clean rooms and wonderfully comfortable beds for a good night's sleep. Sorry, no pets.</p> <p>The Gershwin Hotel \$ Around the corner from the Empire State Building, this artistic 1903 historic hotel is just a short walk to Grand Central Station and the United Nations Building. Every room displays a famous artist's painting.</p>				

A DRAW CONCLUSIONS Complete each statement with the name of a hotel (or hotels) from the Reading. Then compare choices and reasons with a partner.

- 1 On his vacations, Carl Ryan, 43, likes to stay near the Theater District. If he stays at the *Broadway at Times Square Hotel* or the *Casablanca Hotel*, he'll be near the Theater District.
- 2 Stella Korman, 35, doesn't like the beds in most hotels. However, if she stays at , her room will definitely have a great bed.
- 3 Mark and Nancy Birdsall (22 and 21) are always online. If they stay at the , the Wi-Fi service is not only free, but it's really fast.
- 4 Lucy Lee, 36, will pay more for a hotel that is very comfortable and offers a lot of services. If she stays at , she'll be very happy.
- 5 Brenda Rey prefers hotels that are different and interesting. If she stays at , she'll find them different from other hotels.
- 6 James Kay always travels with his dog, Louie. If he stays at , Louie will have to stay home.

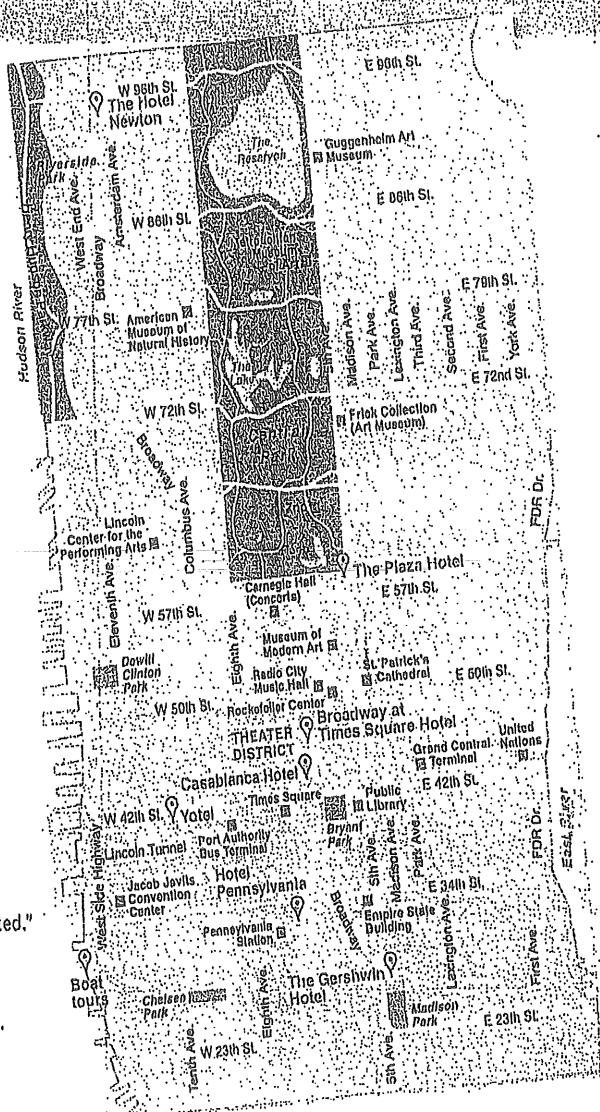
more
EXERCISES

B IDENTIFY SUPPORTING DETAILS Compare responses in Exercise A with a partner. If you disagree, explain why you chose a particular hotel.

CHOOSE Choose a hotel

A FRAME YOUR IDEAS What's important to you in choosing a hotel? Rate the following factors on a scale of 1 to 5.

	not important	very important
price	1 - 2 - 3 - 4 - 5	
room size	1 - 2 - 3 - 4 - 5	
cleanliness	1 - 2 - 3 - 4 - 5	
location	1 - 2 - 3 - 4 - 5	
service	1 - 2 - 3 - 4 - 5	
amenities	1 - 2 - 3 - 4 - 5	
atmosphere	1 - 2 - 3 - 4 - 5	



B PAIR WORK Find each hotel from the Reading on the map. Discuss the advantages and disadvantages of each. Then choose a hotel.

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

Text-mining (optional)
Find three words or phrases in the Reading that were new to you. Use them in your Pair Work.
For example: "conveniently located."

C SURVEY AND DISCUSSION Take a survey of how many classmates chose each hotel. Discuss and explain your choices.

Most of us chose the Hotel Newton because ...

REVIEW

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

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

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

B What hotel room or bed type should each guest ask for?

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

C Write real conditional statements and questions. Use the correct forms of the verbs and correct punctuation.

- 1 if / it / rain this morning / Mona / not go / to the beach
If it rains this morning, Mona won't go to the beach.
- 2 if / you / walk to the restaurant / you / be there in fifteen minutes
.....
- 3 Mr. Wang / get a better job / if / he / do well on the English test tomorrow
.....
- 4 what / Karl / do / if / the airline / cancels his flight
..... ?
- 5 if / you / not like / your room / who / you / call
..... ?

For additional language practice, see page 153.

WRITING

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

I would like to stay at the Hotel Casablanca.
Atmosphere is very important to me and ...

WRITING BOOSTER p. 145

- Avoiding sentence fragments with because or since
- Guidance for this writing exercise

TOP NOTCH POP • Lyrics p. 153

"Checking Out"

DIGITAL
SONG

DIGITAL
KARAOKE

ORAL REVIEW

PAIR WORK

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

Hello? Is this the front desk?

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

A: Front desk. Can I help you?

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

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

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



PHONE MESSAGE

FOR: _____

FROM: Mr. Ms. Mrs. Miss Please call Will call again Wants to see you Returned your call

Message: _____



THE BELMAR

DIRECTORY

Business Center	2
9:00 AM - 4:00 PM	
Gift Shop	1.lobby
9:00 AM - 9:00 PM	
Fitness Center	3
6:00 AM - 10:00 PM	
Spa	5
10:00 AM - 3:00 PM	
Belmar Café	12
8:00 AM - 11:00 PM	

NOW I CAN

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

COMMUNICATIONS

UNIT 4

Cars and Driving

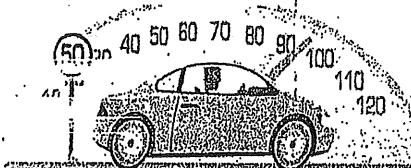
EXERCISE

Eight Habits of Bad Drivers

How many drivers in your city ...

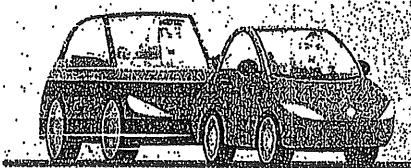
① speed?

none some most all



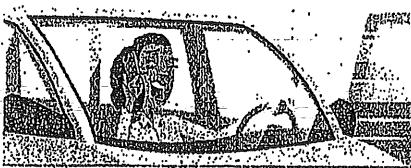
② tailgate?

none some most all



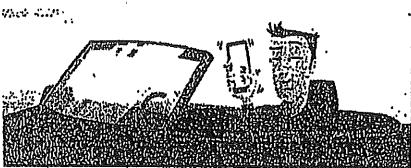
③ talk on the phone?

none some most all



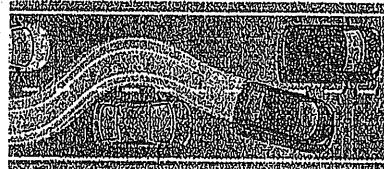
④ text while driving?

none some most all



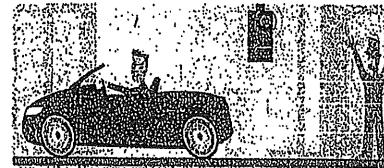
⑤ weave through traffic?

none some most all



⑥ don't stop at red lights?

none some most all



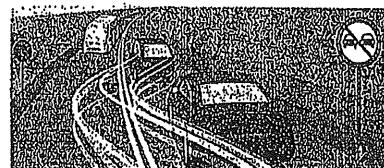
⑦ don't signal when turning?

none some most all



⑧ pass in a no-passing zone?

none some most all



FLASH CARDS

1219 VOCABULARY • Bad driving habits Read and listen.
Then listen again and repeat.

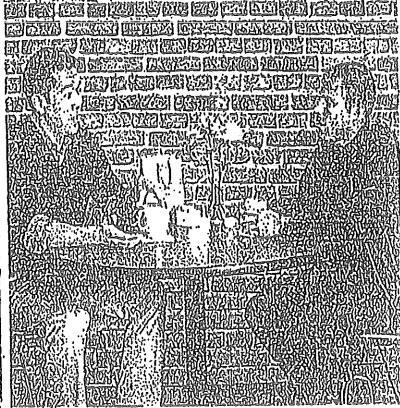
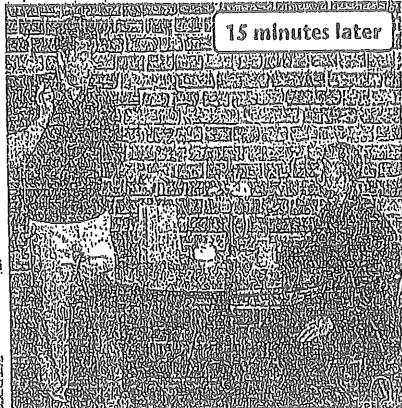
speed
tailgate
talk on the phone
text while driving
weave through traffic
not stop at red lights
not signal when turning
pass in a no-passing zone

B PAIR WORK. Compare surveys with a partner.
Discuss and explain your answers.

Some drivers in my city talk on the phone while they're driving. It's terrible. ☹

Lots of taxi drivers turn without signaling. I don't like that. ☹

C   **PHOTO STORY** Read and listen to a conversation between two friends.



Mason: Brad! Long time no see.

Brad: Mason! You're right. It has been a long time. How've you been?

Mason: I can't complain. What about you? How's the family?

Brad: Great! I was just going in here to pick up a present for Marissa. Tomorrow's our fifth anniversary.

Mason: Congratulations! ... Hey! Let's have a cup of coffee and catch up on old times. There's a nice coffee place right around the corner.

Brad: You won't believe what I just saw.

Mason: What?

Brad: This taxi was coming around the corner, and he hit a bus! Someone said the guy was texting while he was driving.

Mason: You've got to be kidding! Was anyone hurt?

Brad: I don't think so.

Mason: Thank goodness for that.

Brad: I just can't stop thinking about that accident.

Mason: I know. The driving in this city has always been bad, but now everyone's texting and talking on the phone instead of paying attention to the road.

Brad: You can say that again! You shouldn't multitask while you're driving a car.

D **FOCUS ON LANGUAGE** Match each numbered sentence with one of the quotations from the Photo Story.

1 I've been fine.

2 I totally agree with you.

3 I'm so happy for you!

4 I'm glad nothing terrible happened.

5 Really? That's unbelievable.

6 It's great to see you again.

a "Congratulations!"

b "I can't complain."

c "Long time no see."

d "Thank goodness for that."

e "You can say that again!"

f "You've got to be kidding!"

E **THINK AND EXPLAIN** Discuss with a partner.

1 What did Mason mean when he said, "Let's have a cup of coffee and catch up on old times."?

2 What did Brad mean when he said, "You shouldn't multitask while you're driving a car"?

SPEAKING

DISCUSSION Discuss an accident you know about. Answer the questions.

1. Have you ever seen an accident?
If so, go to question 2. If not, go to question 4.

2. Where was it?

3. What was the cause of the accident?

4. Describe an accident you've heard about or seen in the news.

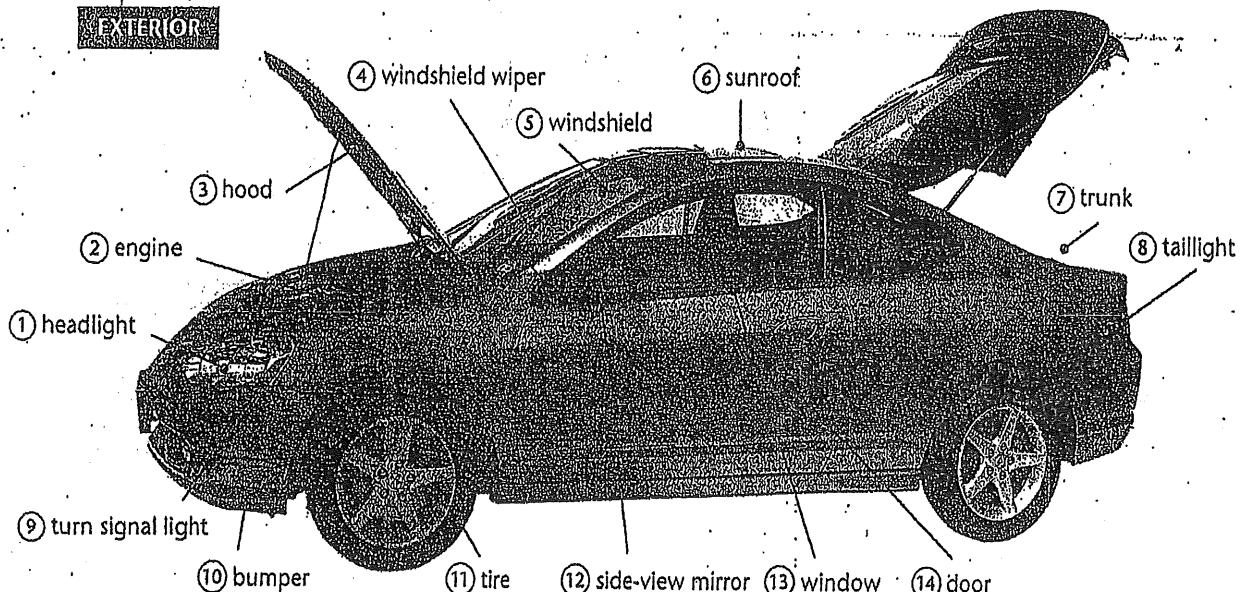
5. Where was it?

6. What was the cause of the accident?

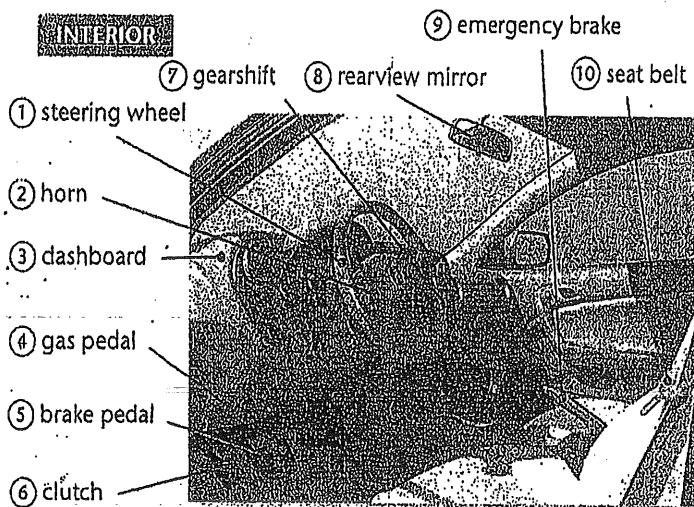
VOCABULARY Car parts

A 221 Read and listen. Then listen again and repeat.

EXTERIOR



INTERIOR



B PAIR WORK Take turns identifying the car part for each definition.

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

GRAMMAR The past continuous

The past continuous describes an activity that continued during a period of time in the past or at a specific time in the past.

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

'Were the headlights working? (Yes, they were. / No, they weren't.)
Who was driving your car at 10:00 last night?

Remember: The simple past tense describes a completed past action. Use when to combine a continuing past action with a completed action.

past continuous simple past tense
It was raining when she had the accident.

Form the past continuous with was or were and a present participle.

The other driver was speeding.

GRAMMAR BOOSTER p. 131

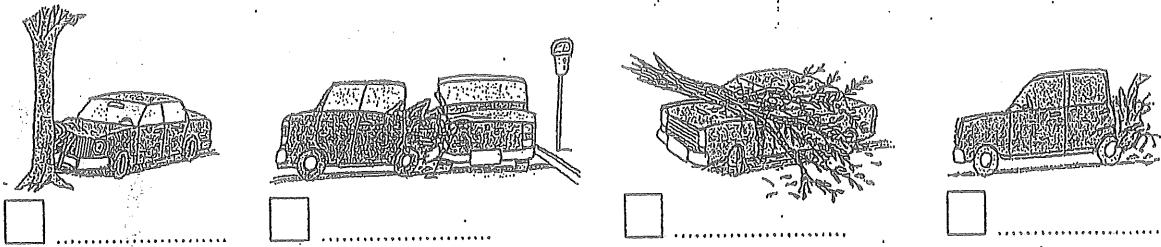
- The past continuous: other uses

A GRAMMAR PRACTICE Complete the paragraph with the past continuous and the simple past tense.

I an accident yesterday. I slowly and I'm
 1 have 2 drive
 sure I attention. But I for a phone call. When
 3 pay 4 wait
 the phone , I it. Suddenly, the car in front of me
 5 ring 6 answer
 , and I it. I certainly
 7 stop 8 hit 9 learn
 my lesson! Luckily, I when I the accident.
 10 not speed 11 have

B LISTEN TO ACTIVATE VOCABULARY Listen to the conversations about accidents.

Write the number of each conversation in the box under the picture. Then listen again and write the car part or parts that were damaged in each accident.

**CONVERSATION MODEL****A** Read and listen to a conversation about a car accident.

A: I had an accident.

B: I'm so sorry. Are you OK?

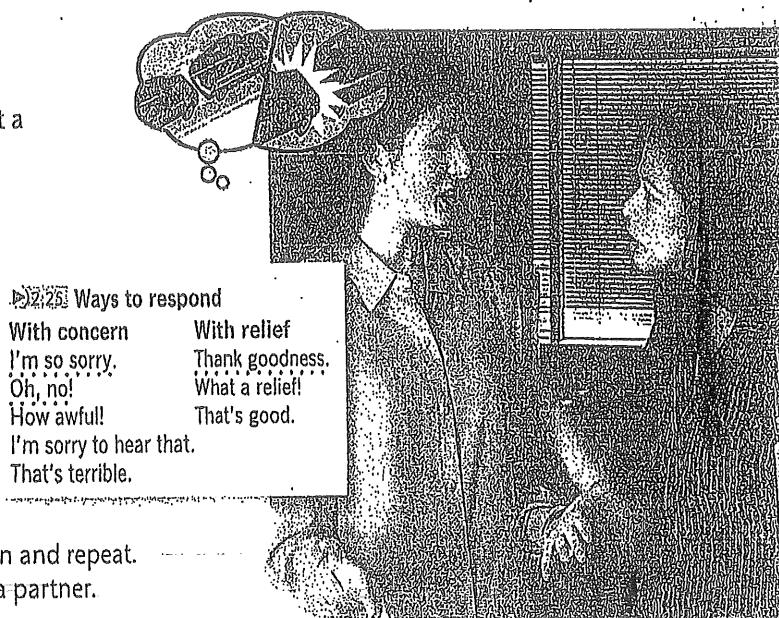
A: I'm fine. No one was hurt.

B: Thank goodness. How did it happen?

A: Well, the other driver was tailgating, and he hit my car.

B: Oh, no! Was there much damage?

A: No. I'll only have to replace a taillight.

 **Ways to respond**

With concern I'm so sorry.	With relief Thank goodness.
Oh, no!	What a relief!
How awful!	That's good.

I'm sorry to hear that.
That's terrible.

B **RHYTHM AND INTONATION** Listen again and repeat.

Then practice the Conversation Model with a partner.

NOW YOU CAN**Discuss a car accident****A** Write what the driver was doing. Use the past continuous.**B** **CONVERSATION ACTIVATOR** With a partner, change the Conversation Model, using the pictures. Then change roles.

A: I had an accident.

B: Are you OK?

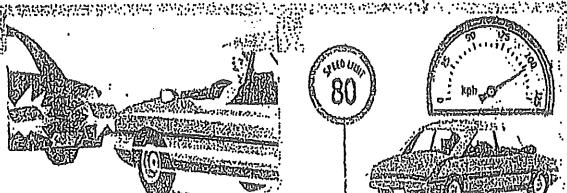
A:

B: How did it happen?

A: Well, , and hit my car.

B: Was there much damage?

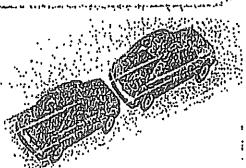
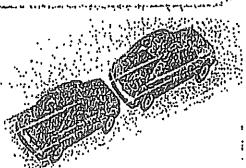
A:

C **CHANGE PARTNERS** Discuss other accidents.

The driver wasn't paying attention.

DON'T STOP!

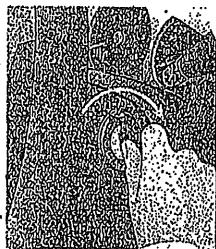
- Ask more questions about location, other damage, the other driver, etc.



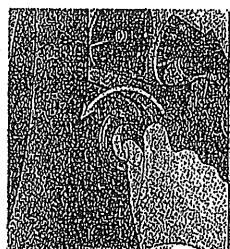
Describe a car problem

GRAMMAR Phrasal verbs for talking about cars

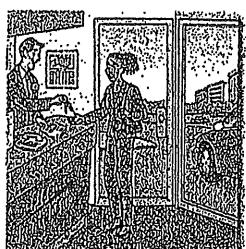
- 2.26 Read and listen. Then listen again and repeat.



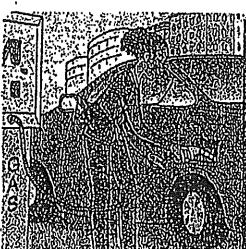
turn on



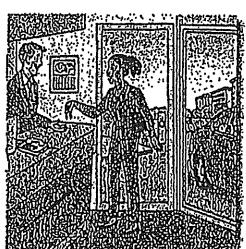
turn off



pick up



fill up



drop off

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

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

GRAMMAR Placement of direct objects with phrasal verbs

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

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

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

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

Be carefull! With a separable phrasal verb, if the direct object is a pronoun, it must come before the particle.

I'll drop it off. (NOT I'll drop-off it.)

Did you fill them up? (NOT Did you fill-up them?)

Where will they pick us up? (NOT Where will they pick-up us?)

GRAMMAR BOOSTER p. 131

• Nouns and pronouns: review

PRONUNCIATION Stress of particles in phrasal verbs

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

- 1 A: I'd like to pick up my car.
B: OK. What time can you pick it up?

- 2 A: They need to drop off the keys.
B: Great. When do they want to drop them off?

- B GRAMMAR / VOCABULARY PRACTICE Write statements or questions, placing the direct objects correctly. Then practice reading the sentences aloud with a partner. Use correct stress.

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

MORE
EXERCISES

CONVERSATION MODEL

- A  Read and listen to someone describing a car problem.

A: I'm dropping off my car.

B: Was everything OK?

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

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

A: No. That's it.

B: Is the gas tank full?

A: Yes. I just filled it up.

- B  RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

- C FIND THE GRAMMAR Find and underline two direct objects in the Conversation Model.



NOW YOU CAN

Describe a car problem

- A NOTEPADDING Write two or more possible car parts for each car problem.

won't open / close: the sunroof, the hood...

won't turn on / off:

(is / are) making a funny sound:

(isn't / aren't) working:

 VIDEO

- B CONVERSATION ACTIVATOR With a partner, change the Conversation Model. Report a problem with a car. Use your notepad for ideas. Then change roles and problems.

A: I'm dropping off my car.

B: Was everything OK?

A: Well, actually

B: Any other problems?

A:

- C CHANGE PARTNERS Describe other car problems.

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

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

RECYCLE THIS LANGUAGE

Oh, no!
How did it happen?
Is there any damage?
Was anyone hurt?

Yes, the [taillight]
is broken.
isn't working.
won't turn on / off.
is making a funny
sound.

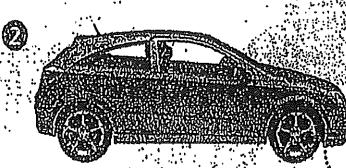
BEFORE YOU LISTEN

FLASH CARDS

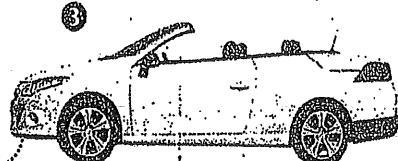
- 2:30 VOCABULARY • Car types Read and listen. Then listen again and repeat.



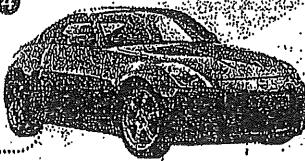
a full-size sedan



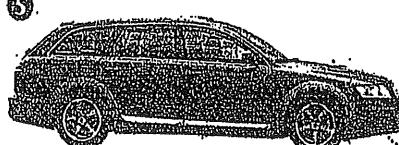
a compact car



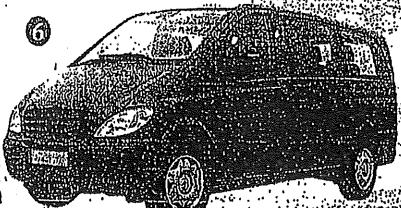
a convertible



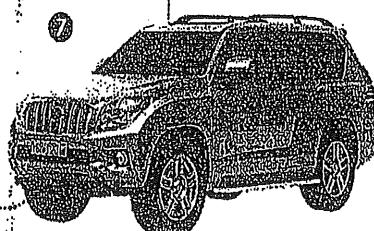
a sports car



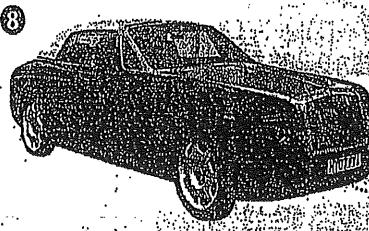
a station wagon



a minivan / a van



an SUV



a luxury car

- PAIR WORK Which car would you like to drive? Which car would you not like to drive? Discuss with a partner, using the Vocabulary.

I'd like to drive the luxury car because people will think I have a lot of money.

Really? I'd rather drive the convertible. It's really cool.

LISTENING COMPREHENSION

- 2:31 LISTEN FOR DETAILS Listen. Write the car type that the speakers discuss in each conversation.

1 2 3 4

- 2:32 LISTEN TO SUMMARIZE Listen again. Write a check mark if the caller rented a car. Then listen again. Write the reasons the other callers didn't rent a car.

<input type="checkbox"/> 1
<input type="checkbox"/> 2
<input type="checkbox"/> 3
<input type="checkbox"/> 4

- A PAIR WORK Read about each customer at Wheels Around the World, an international car rental company. Choose the best type of car for each person. Discuss reasons with your partner.

①



Customer Profile

Background: Ms. Potter is a businesswoman from Boston, in the U.S. She is flying to Dallas to attend a business meeting. She doesn't have a lot of luggage. She only needs a car for local travel around Dallas.



Car type:

Reason:

②



Customer Profile

Background: Mr. Lucena is a banker from Curitiba, Brazil. His son is getting married in Valparaiso, Chile. He wants to drive to Valparaiso from the airport in Santiago, Chile with his wife and their two other children for the wedding. They have a lot of clothes and presents for the wedding.



Car type:

Reason:

③



Customer Profile

Background: Ms. Park is a tourist from Busan, Korea, visiting western Australia with her cousin. They enjoy hiking and fishing, and they're planning a road trip through the Lake District. They plan to drive on some rough roads, so they want a car with four-wheel drive.



Car type:

Reason:

④



Customer Profile

Background: Dr. Andrade is from Pereira, Colombia. He's flying to an international medical conference in La Paz, Bolivia. He has invited three doctors to dinner and after-dinner entertainment. He likes to drive.



Car type:

Reason:

⑤



Customer Profile

Background: Ms. Kimura is a tourist from Osaka, Japan, visiting national parks and cities in the western part of the U.S. with her husband and their three children. They plan to do a lot of shopping, too.



Car type:

Reason:

B

- NOTEPADDING Plan a trip for which you need a rental car.

Destination	Pickup date	Drop off date	Number of companions	Activities

- C ROLE PLAY With a partner, role-play a phone call to Wheels Around the World to rent a car for the trip you planned on your notepad. Choose one of the car types from the Vocabulary on page 44. Discuss the trip and your needs. Then change roles.

RECYCLE THIS LANGUAGE

Agent

Hello, Wheels Around the World.
What kind of car [do you need / would you like]?
How many people are you traveling with?
When will you [pick up / drop off] the car?
Where will you drop off the car?
Would you rather rent [a full-sized sedan] or [an SUV]?

Caller

I'd like to make a reservation.
I'd like a [compact car].
I'd rather have a [van].
I'm traveling with [my husband].
It's a [business trip / vacation].
I [have / don't have] a lot of luggage.
Do you accept credit cards?



Discuss good and bad driving

FLASH CARDS

THE LONG WAY HOME

► 2:33 VOCABULARY • Driving behavior Read and listen. Then listen again and repeat.

Bad or aggressive drivers



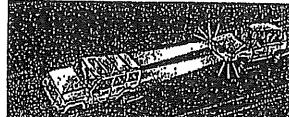
honk their horns



stare at other drivers



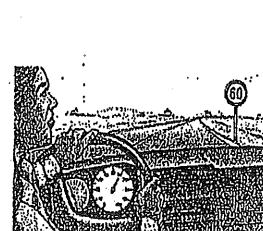
gesture at other drivers



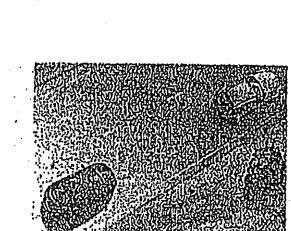
flash their lights at other drivers



pay attention



observe the speed limit



maintain a safe following distance

And don't forget...

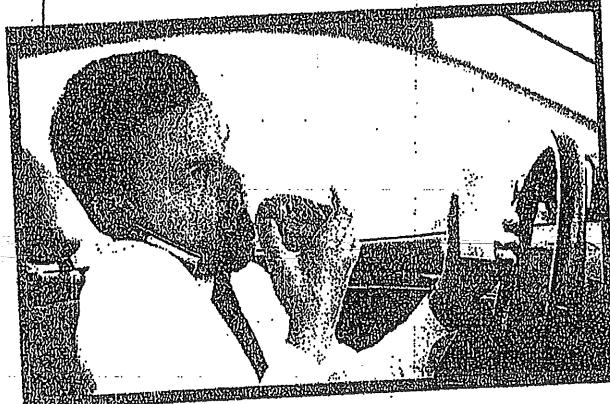
- speed
- tailgate
- talk on the phone
- text while driving
- weave through traffic
- not stop at stoplights
- not signal while turning
- pass in a no-passing zone

► 2:34 WARM-UP In your opinion, which of the bad and aggressive driving habits are the most dangerous? Why?

READING ► 2:34

FEATURE ARTICLE

Six Tips for Defensive Driving



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

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

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

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

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

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

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

A **UNDERSTAND FROM CONTEXT** Circle the correct word or phrase to complete each statement.

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

DIGITAL
MORE EXERCISES

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

NOW YOU CAN Discuss good and bad driving

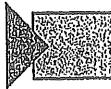
A **PAIR WORK** Complete the survey and then compare surveys with a partner.

How does the driving behavior of others affect you?

Rate each behavior on a scale of 1 to 3.

<input type="checkbox"/> Making rude gestures at others	1 = Doesn't bother me
<input type="checkbox"/> Honking excessively	2 = Annoys me
<input type="checkbox"/> Staring angrily at other drivers	3 = Makes me very angry
<input type="checkbox"/> Tailgating to make others go faster or get out of the way	
<input type="checkbox"/> Flashing lights to signal others to move to another lane	
<input type="checkbox"/> Weaving in and out of traffic	
<input type="checkbox"/> Driving too slowly	
<input type="checkbox"/> Cutting other drivers off	



 Total your score.

If your score is...

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

B **NOTEPADDING** Describe what good and bad drivers do. Use the Vocabulary.

Good drivers ...	Aggressive drivers ...
use their turn signals	flash their lights at others
... ,	... ,
... ,	... ,
... ,	... ,

DISCUSSION Discuss good and bad driving. What percentage of drivers do you think are bad or aggressive? Use your notepad for support.

Text-mining (optional)

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

For example: "slow down."

► 235 Listen to the conversations. Then complete the statements with words and phrases for bad or aggressive driving.

- 1 The other driver just them
 - 2 Jim's mother says he's
 - 3 The driver behind them is at them.
 - 4 The driver opened his window and at them.
 - 5 The driver is because he wants to pass.
 - 6 The driver is
 - 7 The driver is at them.
- Read each definition. Write the name of the car part.
- 1 a window on the top of the car:
.....
 - 4 a place where the driver can find information about speed and amount of gas:
 - 2 a part that stops the car:
.....
 - 5 a part that people wear to avoid injuries in an accident:
 - 3 a window the driver looks through to see the cars in front:
.....
 - 6 a part that prevents the car from moving when it's parked:

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

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

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

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

For additional language practice

TOP NOTCH POP • Lyrics p. 153
"Wheels around the World"

ORIGINAL SONG INSTRUMENTAL KARAOKE

WRITING BOOSTER

WRITING BOOSTER p. 146

- Connecting words and sentences:
And, In addition, Furthermore, and Therefore
- Guidance for this writing exercise

Write a short paragraph about the differences between good and bad drivers. Include language from pages 38, 44, and 46 in your paragraph.

ORAL REVIEW

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

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

PAIR WORK

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

A: We'd like to rent a car.

B: Certainly. What kind of a car do you need?

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

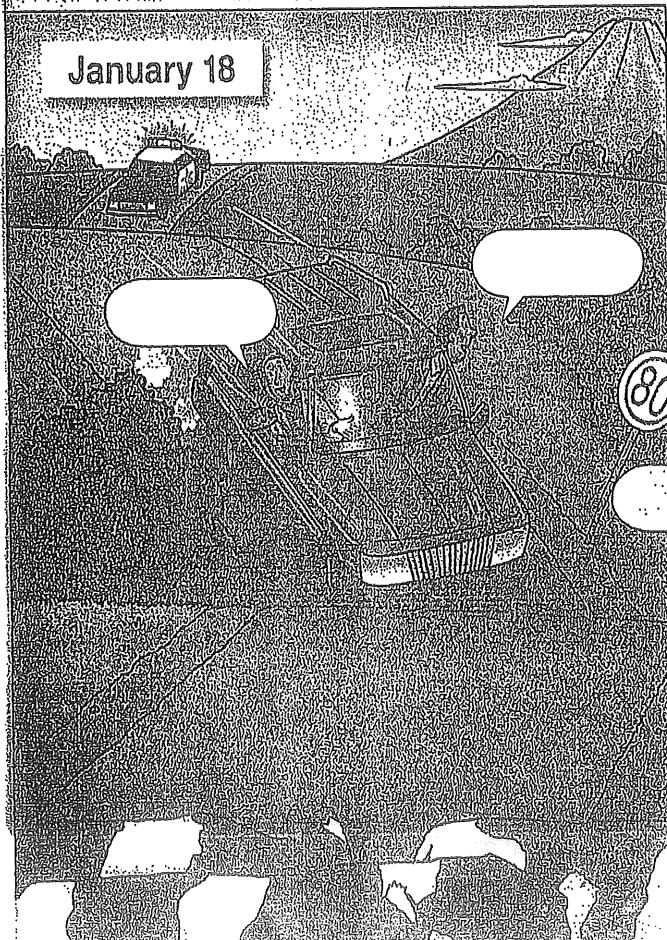
We had an accident. My husband was ...



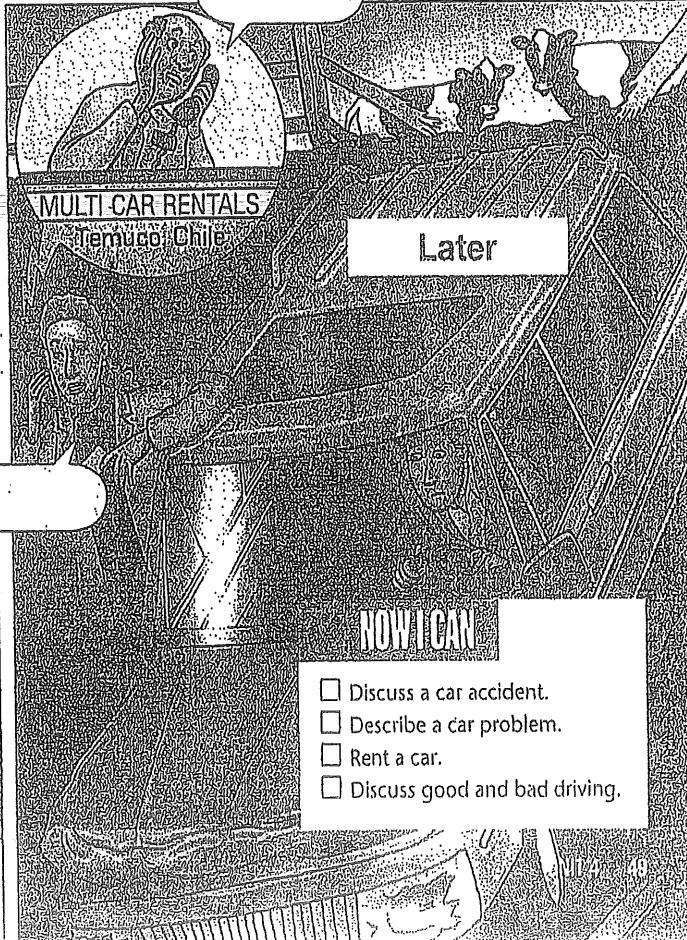
January 16



January 17



January 18



Later

NOW I CAN

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

COMMUNICATION GOALS

- 1 Ask for something in a store.
- 2 Make an appointment at a salon or spa.
- 3 Discuss ways to improve appearance.
- 4 Define the meaning of beauty.

UNIT

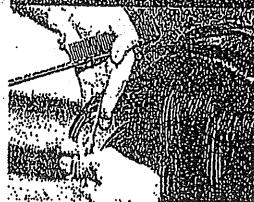
Personal Care and Appearance

EXERCISE

THE APEX SPA and FITNESS CENTER

For a better-looking—and better—you!

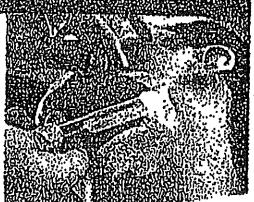
WORLD CLASS TOP NOTCH SALON SERVICES



haircuts



facials



shaves



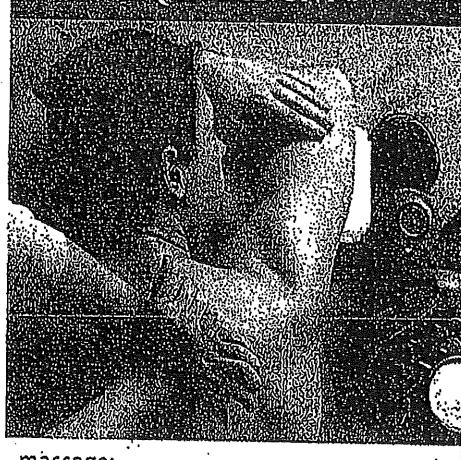
FULLY EQUIPPED SPA



manicures



pedicures



massage:
Swedish, therapeutic, or shiatsu

GROUP EXERCISE CLASSES



yoga ...



kickboxing ...

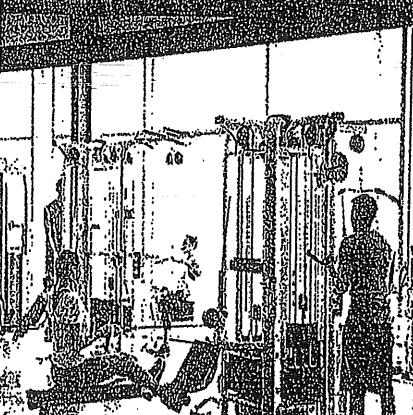


Pilates ...



spinning ... and more

STATE OF THE ART GYM



The latest in exercise equipment



Make an appointment
with our personal
trainers.

FORBES
FLASH
CARDS

3.02 VOCABULARY • Salon services

Read and listen. Then listen again and repeat.

a haircut

a facial

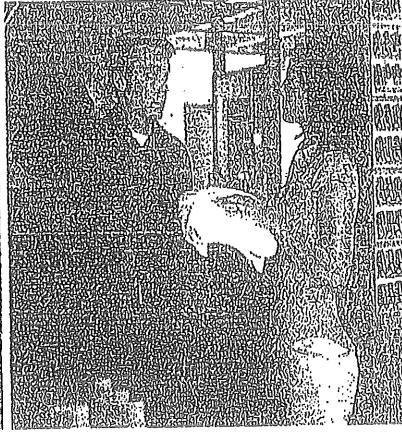
a shave

a manicure

a pedicure

PAIR WORK With a partner, discuss the Apex Club services. What are the advantages of combining exercise and fitness with spa and massage services in one club?

C 0303 PHOTO STORY Read and listen to a conversation in a spa salon.



Receptionist: Can I help you, sir?

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

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

Client: Terrific.

Receptionist: Let me show you to the dressing area.

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

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

Client: Not a problem. By the way, how much will the massage and haircut come to?

Receptionist: Let's see . . . it will be 110 euros in all.

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

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

D FOCUS ON LANGUAGE Answer the questions, using language from the Photo Story.

- 1 How does the client ask for a massage?
- 2 How does the receptionist indicate that the client can have a massage without an appointment?
- 3 How does the client ask about the price of a massage and a haircut?

- 4 What phrase does the receptionist use to tell the client the total cost of the salon services?
- 5 How does the client say "That's OK"?
- 6 What expression does the receptionist use to tell the client that the amount to tip is his decision?

SPEAKING

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

SERVICE	weekly	monthly	once in a while	never	I do this for myself
haircut	<input type="checkbox"/>				
facial	<input type="checkbox"/>				
shave	<input type="checkbox"/>				
manicure	<input type="checkbox"/>				
pedicure	<input type="checkbox"/>				
massage	<input type="checkbox"/>				

B PAIR WORK In your opinion, what is the value of each service? Compare opinions with a partner.

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

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

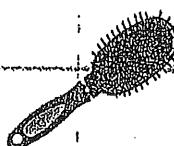
15 VOCABULARY Personal care products

▶ 3:04 Read and listen. Then listen again and repeat.

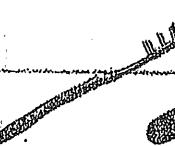
Count nouns:



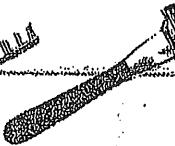
1 a comb



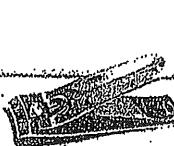
2 a brush



3 a toothbrush



4 a razor



5 a nail clipper



6 a nail file

Non-count nouns:



1 soap



2 deodorant



3 shaving cream



4 aftershave



11 makeup



14 eye shadow



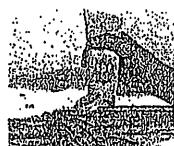
5 toothpaste



6 shampoo



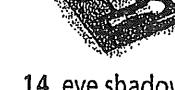
7 hairspray



8 sunscreen



12 lipstick



13 mascara



9 dental floss



10 hand and body lotion



15 face powder



16 nail polish

▶ 3:05 LISTEN TO INFER Listen and circle the kind of product each ad describes.

- 1 Spring Rain (shampoo / deodorant)
2 Rose (soap / nail polish)
3 Pro-Tect (sunscreen / hand and body lotion)

- 4 All Over (face powder / hand and body lotion)
5 Scrubbie (toothpaste / shaving cream)
6 Maximum Hold (hairspray / shampoo)

15 Quantifiers for indefinite quantities and amounts

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

some: affirmative statements

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

any: negative statements

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

some or any: questions

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

Use a lot of or lots of with both plural count nouns and non-count nouns in statements and questions. They have the same meaning.

That store has a lot of (or lots of) razors. They don't have a lot of (or lots of) sunscreen.
Do they have a lot of (or lots of) makeup?

Use many and much in negative statements.

many: with plural count nouns

much: with non-count nouns

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

GRAMMAR BOOSTER p. 132

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

GRAMMAR PRACTICE Complete the conversation between a husband and wife packing for a trip.

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

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

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

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

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

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

CONVERSATION MODEL

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

A: Excuse me. Where would I find sunscreen?

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

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

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

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

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

B **RHYTHM AND INTONATION** Listen again and repeat.
Then practice the Conversation Model with a partner.

C **FIND THE GRAMMAR** Find and underline the four quantifiers in the Conversation Model.

NOW YOU CAN

Ask for something in a store

VIDEO A **CONVERSATION ACTIVATOR** With a partner, use the store directory to change the Conversation Model. Use the Vocabulary and quantifiers. Then change roles.

A: Excuse me. Where would I find ?

B: ? Have a look in

A: Actually, I did, and there any.

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

A:

DON'T STOP!

- Ask about other personal care products.

RECYCLE THIS LANGUAGE

How much [is that aftershave / are those nail clippers]?
Can I get this [shampoo] in a larger / smaller size?
Can I get this lipstick in [black]?
Do you have any cheaper [razors]?



DIRECTORY

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

E **CHANGE PARTNERS** Practice the conversation again, asking for other products.

CONVERSATION MODEL

- A ►3:08 Read and listen to someone make an appointment for a haircut.

A: Hello. Classic Spa and Salon.

B: Hello. This is Monica Morgan. I'd like to make an appointment for a haircut.

A: When would you like to come in, Ms. Morgan?

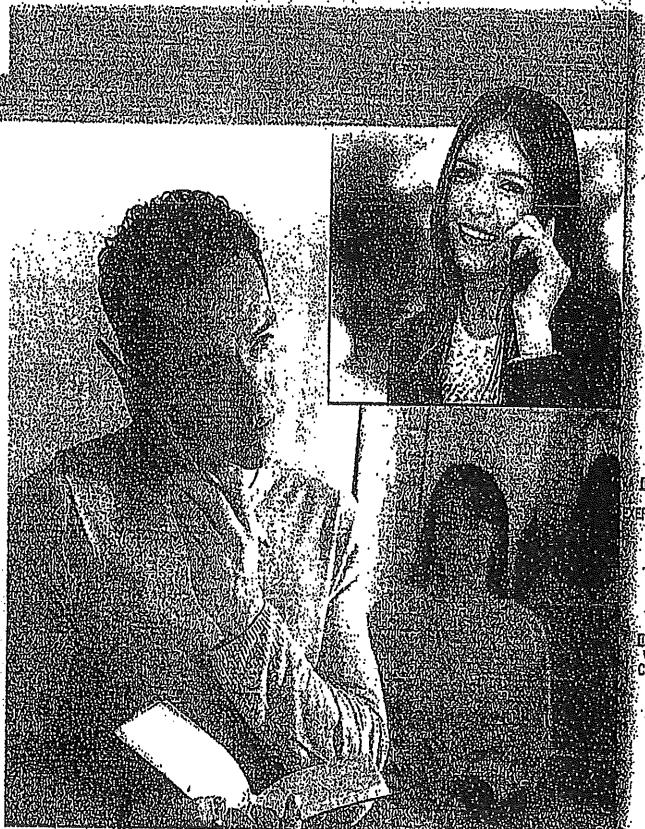
B: Today, if possible.

A: Let me check. . . . Sean has an opening at 2:00.

B: Actually, that's a little early for me. Is someone available after 4:00?

A: Yes. Yelena can see you then.

- B ►3:09 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

DIGITAL
MORE EXERCISESDIGITAL
VIDEO COACHDIGITAL
VIDEOGRAMMAR Indefinite pronouns: someone / no one / anyone

Someone, no one, and anyone are indefinite pronouns. Each refers to an unnamed person. Use indefinite pronouns when the identity of the person is unknown or unimportant.

Affirmative statements

Someone is available.
No one

Someone is waiting for the manicurist.
No one

I saw someone at the front desk.

Questions

Can anyone wash my hair?
someone

Is there anyone at the front desk?
someone

Did you see anyone waiting for a shave?
someone

Negative statements

There isn't anyone waiting.
I didn't see anyone at the salon.

Be careful!

Use anyone, not no one, with the

negative form of a verb.

I didn't speak to anyone.

NOT I didn't speak to no one.

GRAMMAR BOOSTER p. 133

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

- A ►3:10 LISTEN TO ACTIVATE VOCABULARY AND GRAMMAR Listen to the conversations. Complete each statement with someone or anyone and the salon service(s).

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

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

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

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

B GRAMMAR PRACTICE Complete each statement or question with someone, no one, or anyone. In some cases, more than one answer is correct.

- 1 There's someone (or no one) at the front desk.
2 They didn't tell it would be a long wait.
3 Did you see giving a manicure?
4 I didn't ask about the price.
5 There will be here to give you a pedicure in a few minutes.
6 can cut your hair at 12:30 if you can wait.
7 Please don't tell the price. It was very expensive!
- 8 called and left you this message while you were getting your shampoo.
9 There wasn't there when she called for an appointment.
10 I didn't speak to about the bad haircut.
11 told me the salon offers shiatsu massage now.
12 I don't have the nail file. I gave it to

MORE EXERCISES

PRONUNCIATION Pronunciation of unstressed vowels

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

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

- B Now practice saying the words on your own.

Now You Can

Make an appointment at a salon or spa

DIGITAL VIDEO

- A CONVERSATION ACTIVATOR With a partner, change the Conversation Model, using services and staff from the list. Then change roles.

A: Hello,
B: Hello. This is I'd like to make an appointment for
A: When would you like to come in, ?
B: if possible.
A: Let me check. has an opening at
B: Actually, that's a little for me. Is someone available ?
A: Yes. can see you then.

DON'T STOP!

- Ask about other services.
- Ask about prices and payment.



Is someone available on / at?
How much is [a pedicure]?
How long is [a massage]?
Can someone [wash my hair]?
I need [a shave].
Is the tip included?
Do you accept credit cards?

- B CHANGE PARTNERS Practice the conversation again, making an appointment for other services.



THE APEX
SPA and FITNESS CENTER

SERVICES

STAFF

haircut	Christopher/Diana
pedicure	Karin/Carlota
shave	Nick/Giorgio
manicure	Sonia/Marie
massage	Vladimir/Edouard
personal training	Igor/Betty

BEFORE YOU READ

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

READING PLAN

Cosmetic Surgery for everyone?

Contact Doctor Weiss at Personal Health Magazine: weiss@personalhealth.rx



Some people consider cosmetic surgery no more serious than visiting a spa or a salon. But others say, "I think I'll pass." They're aware that cosmetic surgery is, in fact, surgery, and surgery should never be taken lightly. Fitness editor Dr. Gail Weiss answers readers' questions about cosmetic surgery.

Dear Dr. Weiss:

I'm at my wits' end with my face. I have wrinkles and sun damage. I'm only 30, but I look 60. Do you think a face-lift is an option for me?

Josephine

Dear Josephine:

This popular and effective surgery lifts the face and the neck in one operation. But a face-lift is surgery, and afterwards you will have to stay home for a number of days. It takes time to recover. Before you decide to have a face-lift, ask your dermatologist or a cosmetic surgeon about a chemical peel. A chemical peel removes the top layer of skin and can improve the appearance of the skin without surgery. Compared to surgery, a half-hour visit to a dermatologist would be a piece of cake! Good luck!

Gail Weiss, M.D.

BEFORE surgery

AFTER surgery

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 bald guy. I need some advice.

Calvin

Dear Calvin:

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

Gail Weiss, M.D.

Dear Dr. Weiss:

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

Dawson

Dear Dawson:

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

Gail Weiss, M.D.

A PARAPHRASE Find and circle each underlined expression in the article. Then circle the correct word or phrase to complete each statement.

- 1 If you say I think I'll pass, you mean ("No, thanks" / "That's a great idea").
- 2 If you are at your wits' end about something, you are (happy / unhappy) about it.
- 3 It takes time to recover means that you (will / won't) feel better immediately.
- 4 Something that is a piece of cake is (easy / difficult).

B UNDERSTAND FROM CONTEXT With a partner, find these procedures in the Reading and write a definition for each one.

- | | |
|--------------------------|-------------------------|
| 1 liposuction | 3 a face-lift |
| 2 hair restoration | 4 a chemical peel |

- C CONFIRM CONTENT AND APPLY INFORMATION Complete the chart with information from the article. Then, with a partner, give your own advice for each person.

	Problem	Solution	Advice
Josephine			
Calvin			
Dawson			

DIGITAL
MORE
EXERCISES

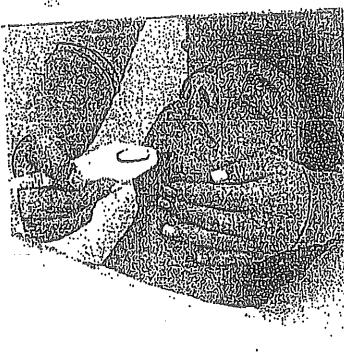
NOW YOU CAN

Discuss ways to improve appearance

- A FRAME YOUR IDEAS Take the opinion survey about ways to improve appearance.

How far would you go to improve your appearance?

Would you try ...



	definitely	maybe	probably not	absolutely not!
diet?	○	○	○	○
exercise?	○	○	○	○
massage?	○	○	○	○
hair restoration?	○	○	○	○
cosmetics and makeup?	○	○	○	○
facials?	○	○	○	○
face-lifts?	○	○	○	○
liposuction?	○	○	○	○
chemical peels?	○	○	○	○

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

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

Method	Advantage(s)	Disadvantage(s)
...

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

Text-mining (optional)

Find and underline three words or phrases in the Reading that were new to you. Use them in your Discussion. For example: "surgical procedures."

BEFORE YOU LISTEN

DIGITAL
FLASH CARDS

- A **VOCABULARY** • *Discussing beauty* Read and listen. Then listen again and repeat.

physical features skin, hair, body shape and size, eyes, nose, mouth, etc.

beauty the physical features most people of a particular culture consider good-looking

attractive having a beautiful or pleasing physical or facial appearance

unattractive the opposite of *attractive*

youth appearing young; the opposite of looking old

health the general condition of one's body and how healthy one is

- B **EXPLORE YOUR IDEAS** Write a statement or two describing, in your opinion, the characteristics of an attractive man or woman.

An attractive woman has long hair and dark eyes.

- C **PAIR WORK** Use your statements to talk about the physical features you consider attractive for men and women. Use the Vocabulary.

In my opinion, attractive people have ...

LISTENING COMPREHENSION

- A **LISTEN TO RECOGNIZE SOMEONE'S POINT OF VIEW** Listen to the interview. Check all of the statements that summarize Maya Prasad's and Ricardo Figueroa's ideas about beauty.



Maya Prasad

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



Ricardo Figueroa

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

- B **LISTEN TO TAKE NOTES** Listen and take notes about what Figueroa says about each of the qualities below. Then compare your notes with the class.

warmth:

patience:

goodness and kindness:

C DISCUSSION Talk about one or more of the questions.

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

NOW YOU CAN

Define the meaning of beauty

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

1 Outer beauty

She has beautiful skin.

Inner beauty

She looks warm and friendly.



1. Outer beauty

Inner beauty



2. Outer beauty

Inner beauty



3. Outer beauty

Inner beauty



4. Outer beauty

Inner beauty

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

C DISCUSSION Define the meaning of beauty.

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

REVIEW

A  3:16 Listen to the conversations. Infer what kind of product the people are discussing. Complete each statement.

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

B Complete each statement or question.

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

C Complete each statement about services at a salon or spa.

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

D Complete each conversation with the correct procedure.

- 1 A: I look so old! Look at my neck and my eyes.
B: Why don't you get (a massage / a facelift)?
- 2 A: My back and shoulders are sore from too much exercise.
B: They say (a chemical peel / a massage) can really help.
- 3 A: Look at this! I'm getting bald!
B: Have you thought about (liposuction / hair restoration)?

WRITING

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

WRITING BOOSTER p. 147

- Writing a formal letter
- Guidance for this writing exercise

For additional language practice

 TOP NOTCH POP • Lyrics p. 153
"Piece of Cake"

 DIGITAL SONG

 DIGITAL KARAOKE

ORAL REVIEW

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

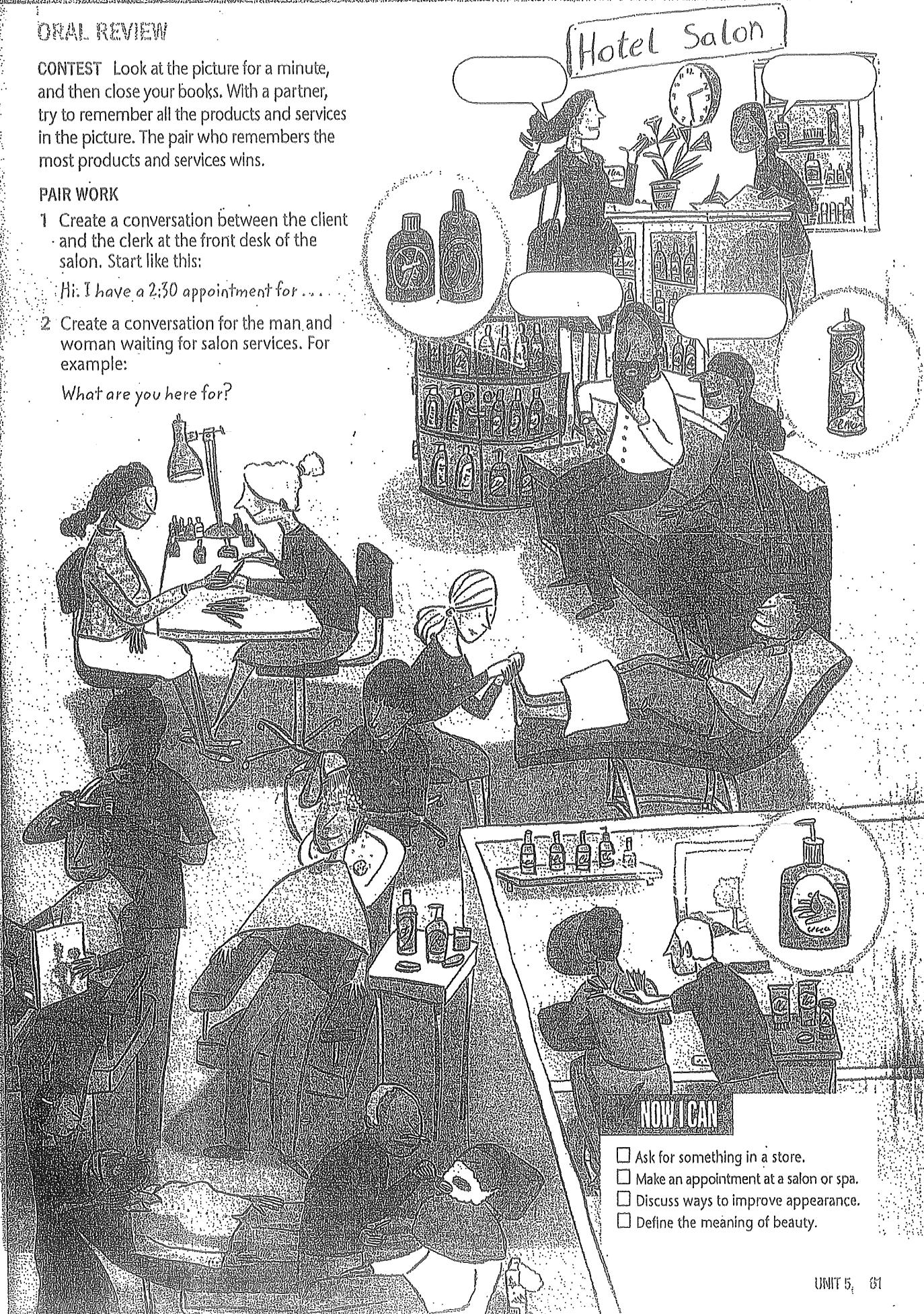
PAIR WORK

- 1 Create a conversation between the client and the clerk at the front desk of the salon. Start like this:

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

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

What are you here for?



- Ask for something in a store.
- Make an appointment at a salon or spa.
- Discuss ways to improve appearance.
- Define the meaning of beauty.

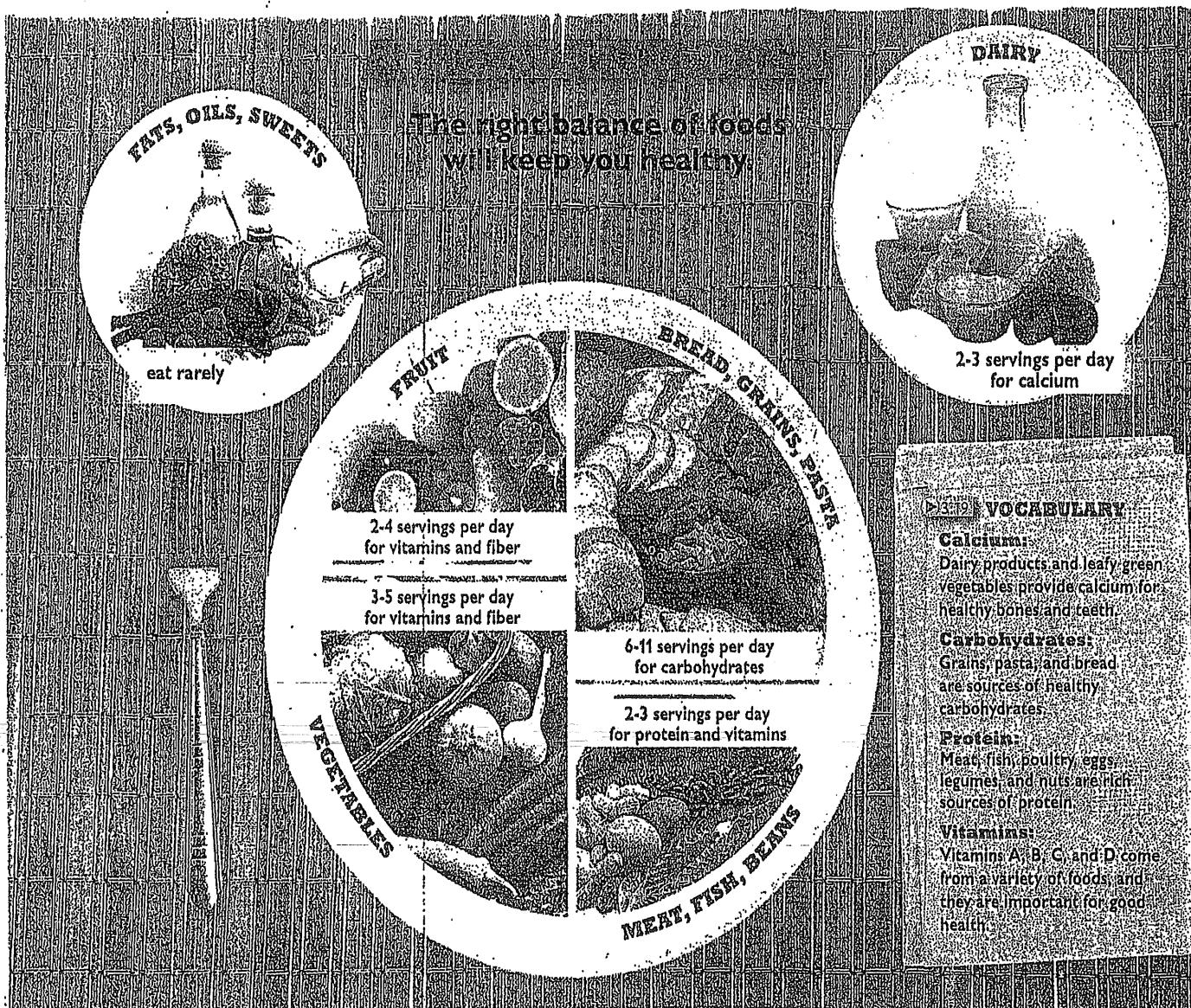
UNIT
6

Eating Well

PREVIEW

COMMUNICATIONS

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



WORD VOCABULARY

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 high sources of protein.

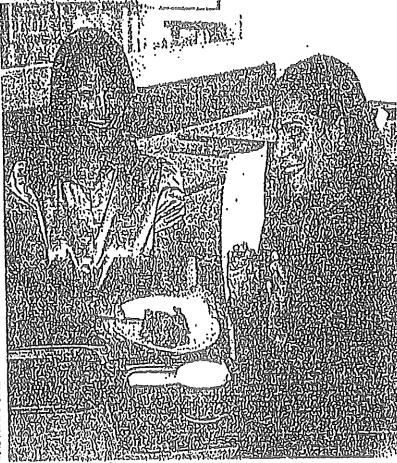
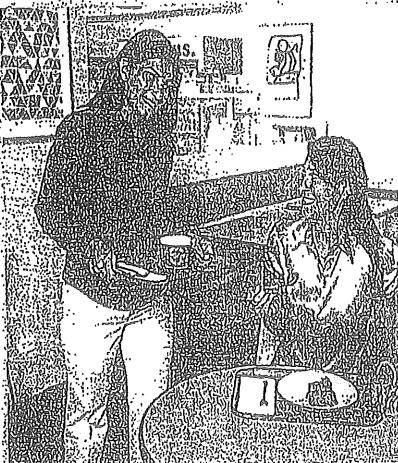
Vitamins:

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

- 1 Look at the suggestions above for eating a healthy diet. Do you think this diet is healthy? Why or why not?
- 2 Complete the chart about the foods you eat each day. Compare charts with a partner.
- 3 DISCUSSION How are the Healthy Diet suggestions different from your chart? Which do you think is a healthier diet? Explain.

1-3 servings today
4-5 servings today
6-7 servings today
8-9 servings today
More than 10 servings today

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.

SPEAKING

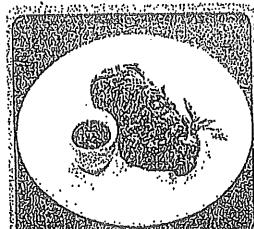
Read the descriptions of diets. Would you ever try any of them?
Why or why not?

 I don't believe in the Atkins Diet.
A lot of meat, eggs, and cheese doesn't sound like the right balance of foods for good health.



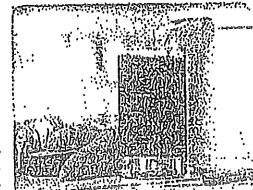
The Mushroom Diet
For weight loss
Replace lunch or dinner every day with a meal made mainly of mushroom dishes.

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
For weight loss
Eat high-protein foods such as meat, eggs, and cheese.
Avoid foods that are high in carbohydrates such as potatoes, bread, grains, and sugar.

The Juice Fast
For better health and prevention of disease.
Instead of food, drink four to six glasses of fresh vegetable and fruit juices for anywhere from three days to three weeks. Get plenty of rest and avoid exercise during the fast.



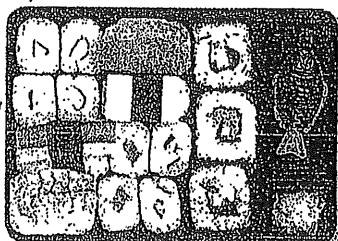
VOCABULARY Food passions

A 3.21 Read and listen. Then listen again and repeat.

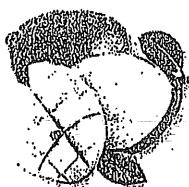


B 3.22 LISTEN TO ACTIVATE VOCABULARY Circle the correct words to complete each statement about the speakers' food passions.

- 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).



sushi



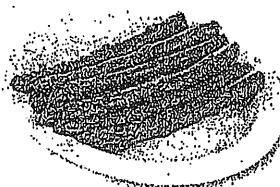
mangoes



pasta



Ice cream



asparagus

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 + the base form of a verb to describe things that were true in the past but are no longer true in the present.

- 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 No, I didn't.

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. 134

- 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 salad, but now she has salads several times a week.
- 9 (used to) I
- 10 (didn't use to) I

DIGITAL
MORE
EXERCISES

PRONUNCIATION Sound reduction: used to

▶ 3.24 Notice how the pronunciation of to in used to changes to /tə/ in natural speech. Read and listen. Then listen again and repeat. Practice the sentences on your own.

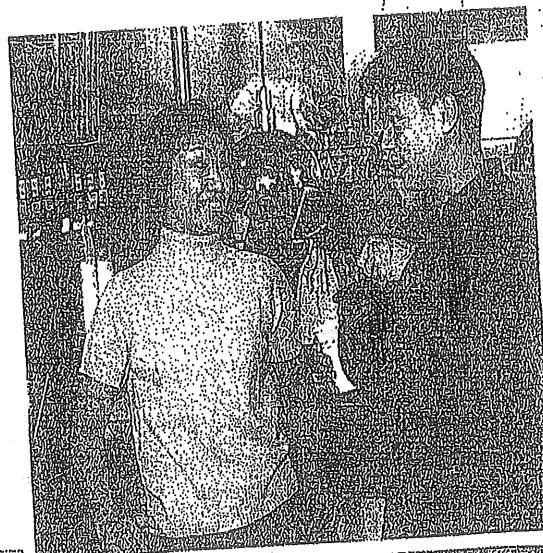
- 1 I used to be a big meat eater.
- 2 Jack used to like sweets.
- 3 Sally used to be crazy about fries.
- 4 They didn't use to like seafood.

CONVERSATION MODEL

- A ▶ 3.24 Read and listen to two people talking 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 drink it a lot. But recently I've cut back.
B: Well, I couldn't live without it.

- B ▶ 3.25 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.



NOW YOU CAN

Talk about food passions

- 1 NOTEPADDING Complete the notepad with foods you like and dislike.

DIGITAL
VIDEO

- 2 CONVERSATION ACTIVATOR With a partner, change the Conversation Model, exchanging information about your food passions. Talk about what you used to and didn't use to eat or drink. Use your notepad and the Vocabulary from page 64.

A: Are you a big ?

DON'T STOP!

B: What about you?

- Ask about more foods and drinks.

A:

- 3 CHANGE PARTNERS Talk about other food passions.

My food passions	
Foods I'm crazy about	Foods I can't stand

Foods I'm crazy about

Foods I can't stand

GOAL

Make an excuse to decline food

CONVERSATION MODEL

- A ► 326 Read and listen to a dinner guest make 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.

- B ► 327 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.



► 328 Variations

It's not a problem.

Don't worry.

I'm fine.

DIGITAL
MORE
EXERCISES

FLASH CARDS

VOCABULARY Excuses for not eating something

- A ► 329 Read and listen. Then listen again and repeat.



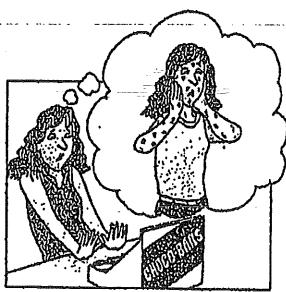
Coffee doesn't agree with me.



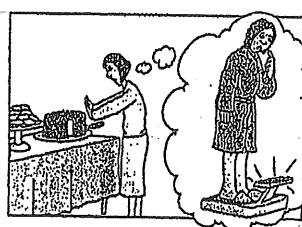
I'm on a diet.
I'm trying to lose weight.



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.

DIGITAL
VIDEO

- B ► 330 LISTEN TO ACTIVATE VOCABULARY 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. ♪

GRAMMAR Negative yes / no questions

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. He's trying the Atkins Diet.)
- 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, but I'm on a diet.)
- Hasn't he tried the chicken? (No. He's a vegetarian.)

GRAMMAR BOOSTER p. 135

- Negative yes / no questions: short answers

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 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.

DIGITAL
MORE
EXERCISES

WHAT 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.

DIGITAL
VIDEO

- B **CONVERSATION ACTIVATOR** With a partner, change the Conversation Model to role-play a dinner conversation. Use the photos to offer foods. Use your notepad to make excuses to decline that food. Then change roles. **OPTION:** Role-play a dinner conversation with more than one classmate.

A: Please help yourself.

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

A: Don't you eat ?

DON'T STOP!

B: Actually,

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

B: I'll have

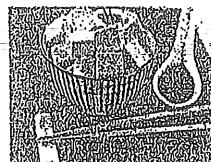
- Offer drinks and other foods.
- Talk about food passions.



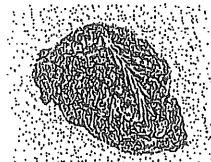
octopus



shellfish



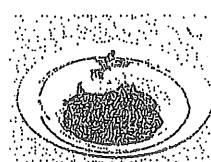
tofu



steak



broccoli



beets



chocolate

RECYCLE THIS LANGUAGE

be crazy about _____
be a big _____ eater / drinker
be a(n) _____ addict / lover

can't stand _____
be not crazy about _____
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 PASSAGE

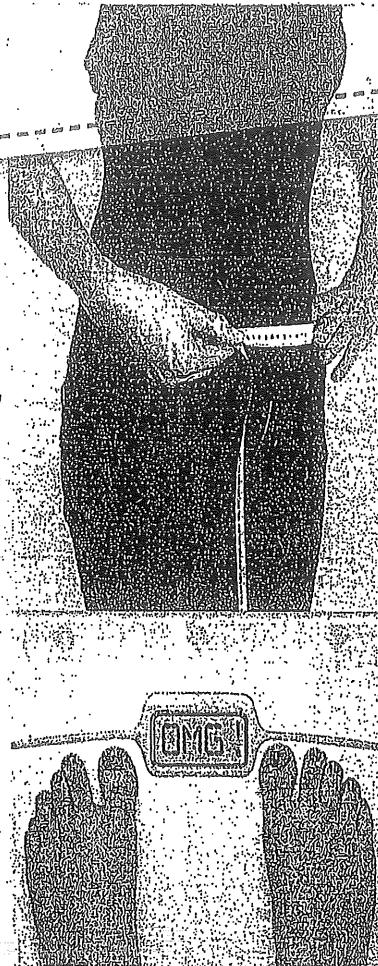
How Can It Be?

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.

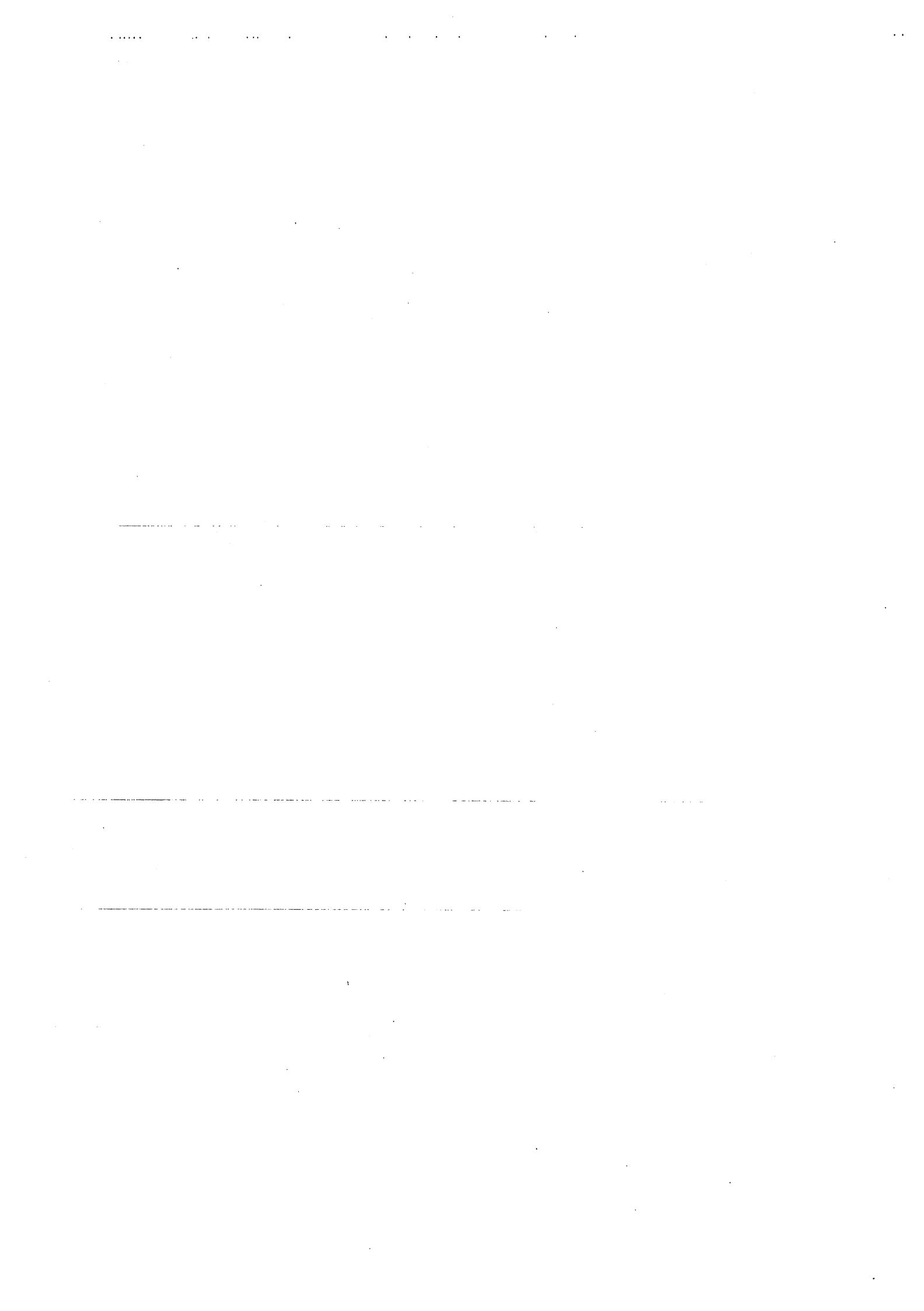
According to Dr. Joseph Mercola, who writes extensively about health issues, the French see eating as an important part of their lifestyle. They enjoy food and, therefore, spend a fairly long time at the table. In contrast, Americans see eating as something to do quickly as they squeeze meals between 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 argues that, by tradition, 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. In contrast, Americans tend to drive their cars to huge supermarkets to buy canned and frozen foods for the whole week.

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.



A UNDERSTAND FROM CONTEXT Use the context of the article to help you choose the same meaning as each underlined word or phrase.

- 1 Have you ever wondered why Americans struggle with watching their weight...
 a have an easy time b have a difficult time c don't care about
- 2 ... while the French, who consume all that rich food,
 a fatty, high-calorie food b low-fat, low-calorie food c expensive food
- 3 ... continue to stay thin?
 a worry about their weight b not become overweight c gain weight
- 4 Researchers concluded that the French tend to stop eating when they feel full.
 a like they can't eat any more b worried about their weight c hungry
- 5 ... the French see eating as an important part of their lifestyle.
 a personal care and appearance b culture or daily routine c meals



- B **SUMMARIZE** According to the article, why do the French stay thin while Americans gain weight? Write a four-sentence summary of the Reading. Then share your summary with the class.

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

- C **COMPARE AND CONTRAST** In your country, do people generally stay thin 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.

MORE EXERCISES



Discuss lifestyle changes

- A **FRAME YOUR IDEAS** Complete the lifestyle self-assessment.

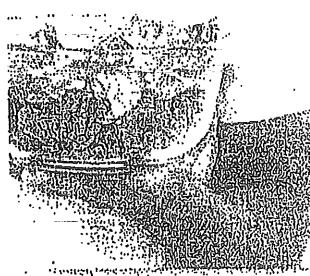


If so, what have you done?

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

Were you successful? Yes No

Why or why not? Explain. _____



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. _____

- B **CLASS SURVEY** On the board, summarize your class's lifestyles.

How many students . . .

- want to make some lifestyle changes?
- have gone on a diet to lose weight?
- have changed their diet to improve their health?
- 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. Too many people eat fast foods. They need to eat healthier food and exercise more.

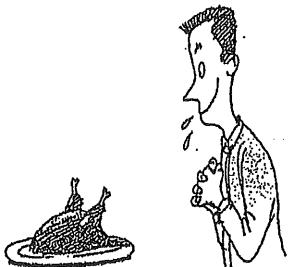
Text-mining (optional)

Find and underline three words or phrases in the Reading that were new to you. Use them in your Discussion. For example: "gain weight."

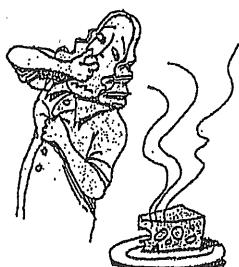
LISTEN AND LISTEN AGAIN

SOUND
FLASH
CARDS

▶ 3:32 VOCABULARY • Food descriptions • Read and listen. Then listen again and repeat.



It looks terrific.



It smells terrible.

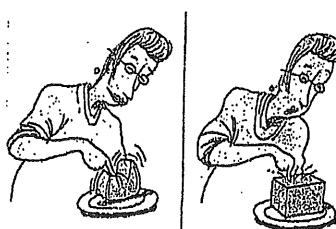


It tastes

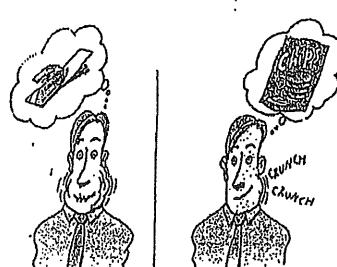
sweet.
spicy.
salty.
sour.



It smells like
It tastes like chicken.
It looks like



It's soft.
hard.



It's chewy.
crunchy.

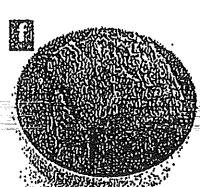
PAIR WORK Use the Vocabulary to describe foods you know.

Apples are crunchy.

LISTENING COMPREHENSION

▶ 3:33 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.

- 1 It's (crunchy / chewy / hard), and it tastes (salty / sweet / sour).
- 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 They're (crunchy / chewy / hard), and they taste (salty / sweet / spicy).



kim chee / Korea



cabbage



caviar / Russia



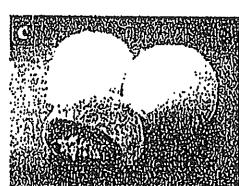
chapulines / Mexico



grasshopper



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:

Description:

What's in it?

1

Name of dish:

2

Description:

What's in it?

Name of dish:
Rain doughnuts

Description:
soft and sweet

What's in it?
flour, eggs, milk

Name of dish:

3

Description:

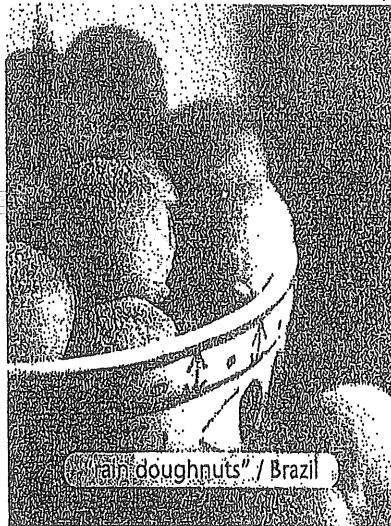
What's in it?

- B **PAIR WORK** Role-play a conversation in which one of you is a visitor to your country. Introduce and describe your dishes to the "visitor." Use the Vocabulary. For example:

Have you tried rain doughnuts?

No, I haven't. What are they like?

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



"rain doughnuts" / Brazil

RECYCLE THIS PAGE

Ask about the dish

What's in [it / them]?
Is it / Are they [spicy / sweet]?
How do you make [it / them]?
Is it / Are they [popular]?
Does it / Do they taste [salty]?

Comment on the dish

It sounds / they sound [great].
I'm crazy about ____.
I'm a big ____ eater.
I'm a(n) ____ [addict / lover].
I [used to / didn't use to] eat ____.
I don't care for ____.

I'm allergic to ____.
I'm avoiding ____.
____ [don't / doesn't] agree with me.
____ [is / are] against my religion.
I'm not much of a ____ [eater].
I'm [on a diet / trying to lose weight].



► 3:35 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 Now listen again and complete the statements.

The man doesn't care for

He would rather eat

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?"

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.

Write short descriptions of the following foods.

apples	bananas	carrots	grapefruit
ice cream	onions	squid	steak

Carrots are orange, and they're sweet and crunchy.

For additional language practice

► TOP NOTCH POP • Lyrics p. 154
"A Perfect Dish"

DIGITAL SONG

DIGITAL KARAOKE

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. 148

- Connecting Ideas:
subordinating conjunctions
- Guidance for this writing exercise

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

Bibim Bop • Korea

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

Chicken Mole • Mexico

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

Potato Soup • Colombia

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

CHALLENGE Choose a 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 _____?

Fried Tofu • China

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

Stuffed Rocoto Peppers • Peru

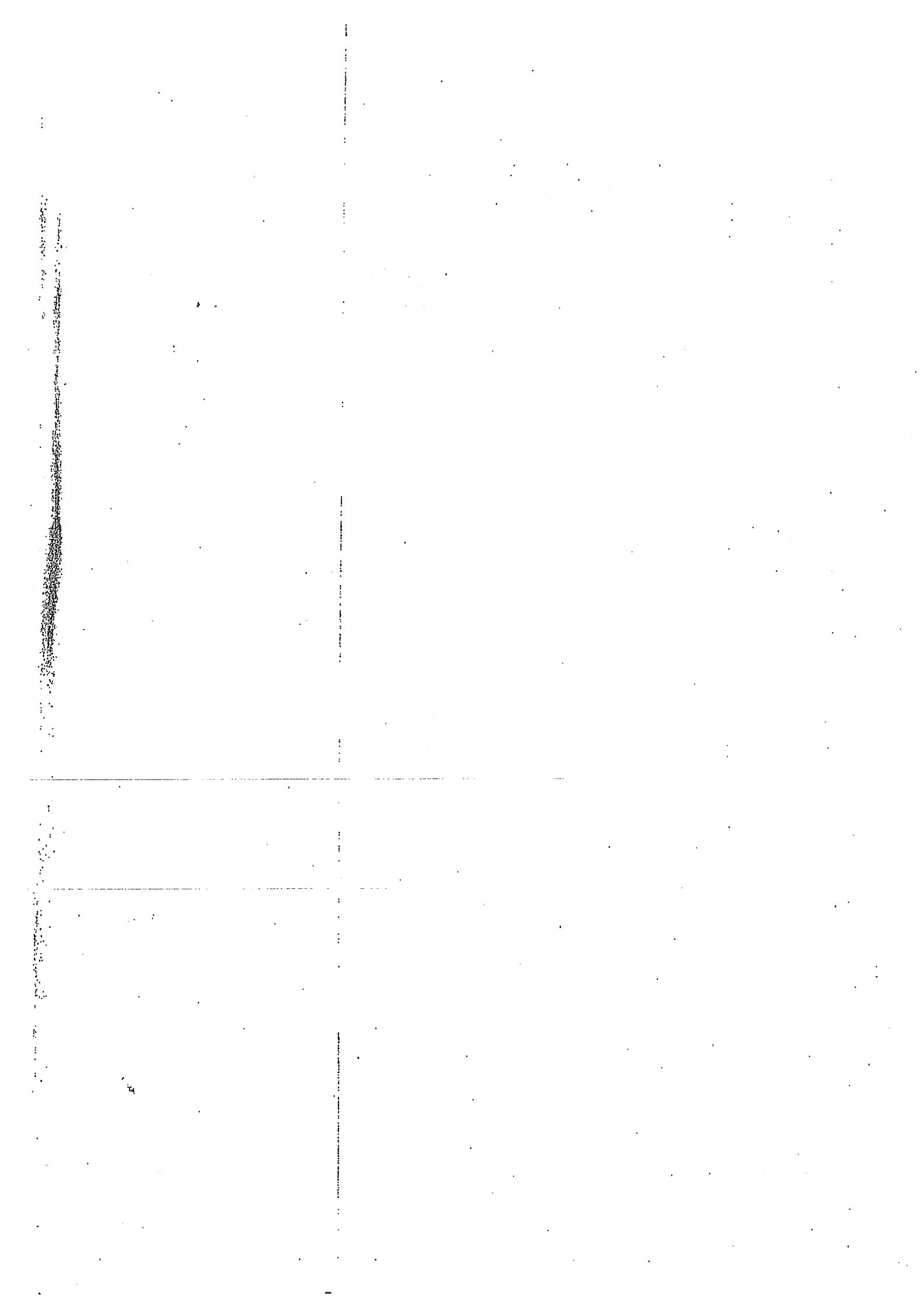
Ingredients: onions, garlic, ground beef, hard-boiled eggs, raisins, cheese, rocoto peppers, vegetable oil

Lobster Salad • Scotland

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

NOW CAN

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



Reference Charts

PRONUNCIATION TABLE

Vowels		Consonants			
Symbol	Key Words	Symbol	Key Words	Symbol	Key Words
i	beat, feed	p	pack, happy	z	zip, please, goes
r	bit, did	b	back, rubber	ʃ	ship, machine, station,
er	date, paid	t	tie	s	special, discussion
ɛ	bet, bed	d	die	ʒ	measure, vision
æ	bat, bad	k	came, key, quick	h	hot, who
a	box, odd, father	g	game, guest	m	men
ɔ	bought, dog	f	church, nature, watch	n	sun, know, pneumonia
ou	boat, road	dʒ	judge, general, major	ŋ	sung, ringing
ʊ	book, good	v	fan, photograph	w	wet, white
u	boot, food, flu	θ	van	l	light, long
ʌ	but, mud, mother	ð	thing, breath	r	right, wrong
ə	banana, among	s	then, breathe	y	yes
ər	shirt, murder	t	sip, city, psychology		
ar	bite, cry, buy, eye	t'	butter, bottle		
au	about, how	ɾ	button		
ɔɪ	voice, boy				
ɪə	deer				
ɛr	bare				
ɑr	bar				
ɔr	door				
ʊr	tour				

IRREGULAR VERBS

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

VERB TENSE REVIEW: PRESENT, PAST AND FUTURE

1 THE PRESENT OF BE

Statements

I	am	late.
You	are	
We		
They		
He	is	
She		
It		

2 THE SIMPLE PRESENT TENSE

Statements

I	speak English.
You	
We	
They	
He	
She	speaks English.

Yes / no questions

Do	I you we they	know them?
Does	he she	eat meat?

Short answers

Yes,	I you we they	do.	No;	I you we they	don't.
	he she it	does.		he she it	doesn't.

Information questions

What do	you we they	need?
When does	he she it	start?
Who	wants needs likes	this book?

3 THE PRESENT CONTINUOUS

Statements

I	am	watching TV.
You		
We	are	studying English.
They		
He		
She	is	
It		arriving now.

Yes / no questions

Am	I	am.	going too fast?
Are	you we they		
Is	he she it		

Short answers

Yes,	I	am.	I'm not. you aren't / you're not. he isn't / he's not. she isn't / she's not. it isn't / it's not. we aren't / we're not. they aren't / they're not.
	you	are,	
	he	is.	
	she		
	it		
	we	are.	
	they		

Information questions

What	are	you we they	doing?
When	is	he she it	leaving?
Where	am	I	staying tonight?
Who	is		driving?

4 THE PAST OF BE

Statements

I	was late.
He	
She	were early.
It	
We	
You	
They	

(The past of be—continued)

Yes / no questions

Was	I he she it	on time?
Were	we you they	in the same class?

Short answers

Yes,	I he she it	was.	No,	I he she it	wasn't.
	we you they	were.		we you they	weren't.

Information questions

Where	were	we? you? they?
When	was	he? she? it?
Who	were	they?
Who	was	he? she? it?

5 THE SIMPLE PAST TENSE

Many verbs are irregular in the simple past tense.
See the list of irregular verbs on page 123.

Statements

I You He She It We They	stopped working.	I You He She It We They	didn't start again.
-------------------------------------------	------------------	-------------------------------------------	---------------------

Yes / no questions

Did	I you he she it we they	make a good dinner?
-----	-------------------------------------------	---------------------

Short answers

Yes,	I you he she it we they	did.	No,	I you he she it we they	didn't.
	we they			we they	

Information questions

When did	I you he she it we they	read that?
Who	called?	

6 THE FUTURE WITH BE GOING TO

Statements

I'm You're He's She's It's We're They're	going to	be here soon.
------------------------------------------------------------	----------	---------------

I'm You're He's She's It's We're They're	not going to	be here soon.
------------------------------------------------------------	--------------	---------------

Yes / no questions

Are	I we they	going to want coffee?
Am	I	going to be late?
Is	he she it	going to arrive on time?

Short answers

Yes,	I	am.	No,	I'm not. you aren't / you're not. he isn't / he's not. she isn't / she's not. it isn't / it's not. we aren't / we're not. they aren't / they're not.
	you	are.		he she is. it we they are.

Information questions

What	are	I you we they	going to see?
When	is	he she it	going to shop?
Where	am	I	going to stay tomorrow?
Who	is		going to call?

Grammar Booster

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

UNIT 1 Lesson 1

The present perfect: information questions

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

What have you seen in Paris?

What (OR Which) countries have you visited?

Where has she gone scuba diving?

How have your parents been?

How many cities have you visited this week?

Who have you traveled with?

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

Who has traveled to Miami in the last two months?

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

1 what dishes / she / try / in Mérida

5 how / your children / be

2 who / you / invite / to the party

6 who / climb / Grouse Mountain

3 where / he / work / before

7 what / they / hear / about the new school

4 which movies / they / see

8 how many times / she / take / that class

UNIT 2 Lesson 2

The present perfect: use and placement of yet and already

Remember: Use yet or already in questions.

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

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

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

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

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

Be careful!

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

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

Don't use ever with yet or already.

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

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

1 (yet) Has she finished the homework?

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

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

4 (already) Has your father left?

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

1 I haven't had dinner.

3 They haven't called home.

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

4 We've finished our class.

~~The present perfect ever, never, and before~~

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

Have you ever made sushi?

Yes, I have. OR Yes, I've made sushi. NOT Yes, I've ever made sushi.

No, I never have. OR No, I've never made sushi.

You can also use before in negative statements with never.

I've never been to Thailand before.

In very informal speech, ever is sometimes used with never for strong emphasis. This meaning of ever is similar to "in my whole life."

I've never ever seen a Charlie Chaplin movie.

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

1 Have you ever gone on a cruise?

4 Have you ever met a famous person?

2 Have you ever tried Indian food?

5 Have you ever fallen in love?

3 Have you ever been to Hawaii?

6 Have you ever played golf?

UNIT 2 Lesson 1

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

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

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

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

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

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

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

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

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

- 1 The Pitts have lived in China since the late nineties.
- 2 Carmen has been living in Buenos Aires since last year.
- 3 I've visited Paris three times.
- 4 Ted has been visiting Paris since 2005.
- 5 We have eaten in that great Indian restaurant for years.
- 6 They've eaten in that Indian restaurant before.
- 7 My brother has been playing tennis for many years.
- 8 Min-ji has played tennis twice.

- B Complete each statement with the present perfect continuous.

- 1 Rio (play) at the Children's Classics Cinema every Saturday since 2010.
- 2 Robert (wait) in the ticket holders' line for a pretty long time.
- 3 People (worry about) violence in movies since the sixties.
- 4 I'..... (talk about) that movie for weeks.
- 5 We'..... (come) to this classics movie theater for two years.

Spelling rules for the present participle review

Add -ing to the base form of the verb

speak → speaking

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

have → having

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

C V C

s i t → sitting

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

flow → flowing

fix → fixing

pay → paying

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

con • trol → controlling BUT or • der → ordering

○ Write the present participle for these base forms.

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

UNIT 9 Lesson 2

Like, want, would like, would rather, review and expansion: common errors

Use like and want + a direct object to express likes, dislikes, and desires.

They like documentaries. We don't like science fiction.

She wants a ticket to the late show.

Use would like + a direct object to make a polite offer or a request.

A: Would you like tickets for Casablanca?

B: Yes, please. We'd like two tickets for the 8:00 show.

Use would like + an infinitive (to + base form) to make a polite offer or to express wants.

Would you like to stream a movie on your tablet?

Where would you like to go?

I'd like to download a movie onto my tablet.

She'd like to see a comedy.

Use would rather + a base form to express a preference for an activity.

A: Would you like to see the movie downtown or at the theater in the mall?

B: I'd rather see it at the mall.

Use than with would rather to contrast preferences.

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

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

Be careful!

Don't use a base form after would like.

My friends would like to meet in front of the theater. NOT My friends would like meet in front of the theater.

Don't use an infinitive after would rather.

We'd rather get tickets for the early show. NOT We'd rather to get tickets for the early show.

- A On a separate sheet of paper, write sentences and questions using these words and phrases.
- 1 They / would like / see / the Woody Allen film.
 - 2 What time / you / would rather / meet?
 - 3 Who / would like / order / eggs for breakfast?
 - 4 they / rather / Would / watch TV or go out?
 - 5 Jason / would like / have / a large container of popcorn.
 - 6 I'd rather / rent / a sci-fi film tonight.
 - 7 Her parents / rather / not / watch / anything too violent.
 - 8 Who'd rather / not / see / that silly animated film?
- B Correct the errors in these sentences.
- 1 I would rather to stay home than to go out.
 - 2 She would like buy a ticket to tonight's show.
 - 3 My friends would like download movies from the Internet.
 - 4 Would they rather to see an animated film than an action film?
 - 5 Do they rather see movies at home?
 - 6 Who would like go to the late show tonight?
 - 7 My husband likes two tickets to the concert.
- C On a separate sheet of paper, answer each question in a complete sentence, expressing your own preference.
- 1 What genre of movie do you usually like?
 - 2 What movie do you want to see this weekend?
 - 3 What would you like to have for dinner tonight?
 - 4 Would you rather see a comedy or a horror film?
 - 5 Would you like to rent a DVD or go to the movies?

UNIT 3 Lesson 1

Will vs be going to

Will and be going to

Use will or be going to for predictions about the future. The meaning is the same.

It'll rain tomorrow. = It's going to rain tomorrow.

Use be going to, NOT will, when you already have a plan for the future.

A: Are you going to come to class tomorrow?

B: No. I'm going to go to the beach instead. NOT No. I'll go to the beach instead.

Other uses of will

Use will, NOT be going to, to talk about the immediate future when you do not already have a plan.

Maybe I'll go to the beach this weekend. NOT Maybe I'm going to go to the beach this weekend.

Use will, NOT be going to, to express willingness.

I'll pay for Internet service, but I won't pay for the airport shuttle. (= I'm willing to pay for Internet service, but I'm not willing to pay for the airport shuttle.)

Can, should, and have to: future meaning

Can and should are modals and should never be used with will.

You can use can alone to express future possibility.

Tomorrow morning you can ask the hotel for a rollaway bed.

They can't go to the museum tomorrow. It's closed on Mondays.

You can use should alone to express future advice.

You should visit the Empire State Building next week. It's great.

However, you can use will with have to + a base form to express future obligation.

I'll have to leave the 2:00 meeting early.

We won't have to make a reservation at a restaurant tonight.

- A On a separate sheet of paper, write five sentences about your plans for the weekend, using be going to. Then write the sentences again, using will.

- B On a separate sheet of paper, write five sentences with will or won't for willingness on one of the following topics.

Topics

- kinds of exercise you're willing (or not willing) to do
- kinds of food you're willing (or not willing) to eat for breakfast
- kinds of clothes you're willing (or not willing) to wear

- C Complete the sentences, using will or won't with have to.

- 1 (she / have to / call) the office before 6:00.
- 2 (they / have to / reserve) their tickets by Monday.
- 3 (we / not have to / cancel) the meeting if Mr. Carson's flight is on time.
- 4 (I / have to / leave) a message for my boss.
- 5 (you / not have to / order) room service if you arrive before 10:00 P.M.
- 6 (we / have to / take) a taxi to the airport.

UNIT 2 Lesson 2

The real conditional present

Use the present real 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]

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

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

When (or Whenever) you heat water to 100 degrees, it boils.

- A On a separate sheet of paper, write present real 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 (repay) the money.

The real conditional future

Use the future real 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)

Remember: Use a comma when the if clause comes first. Don't use a comma when the if clause comes at the end of the sentence.

If I see him, I'll tell her. I'll tell her if I see him.

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

If I see him, I'll tell her. NOT If I will see him, I'll tell her. NOT If I'm going to see him, I'll tell her.

- B Circle the correct form to complete each future real 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?

C On a separate sheet of paper, complete each future real conditional sentence with true information. Use a comma when the if clause comes first.

- | | |
|---------------------------------------------|---------------------------------------------------|
| 1 If I live to be 100 ... | 4 If I go to my favorite restaurant next week ... |
| 2 My family will be angry if ... | 5 I'll buy a new smart phone if ... |
| 3 If I don't practice English every day ... | 6 If I need new shoes ... |

UNIT 1 Lesson 1

The past continuous expansion

The past continuous describes an action that was continuous until (and possibly after) the moment at which another action took place. The words when or while are often used in sentences that contrast continuing and completed actions.

He was talking on the phone when the storm began. (continuous action, then completed action)
While I was living in Chile, I got married. (continuous action, then completed action)

The past continuous also describes two continuing actions occurring in the same period of time.

While she was driving, her husband was reading the newspaper.
They were eating, and the music was playing.

A On a separate sheet of paper, use the prompts to write logical sentences. Use the past continuous and the simple past tense in each sentence!

- 1 She / take a test at school / when / she / hear the fire alarm
- 2 While I / talk to my mother on the phone / the TV show / start
- 3 Mr. Park / cook dinner / when / Mrs. Park / finish the laundry
- 4 Mr. Kemp / work in the garden / when / the rain / begin
- 5 While / Claudia / pick up / their rental car / Alex / call / their hotel
- 6 While / Nancy / shop at the grocery store / she / see / an old friend

UNIT 2 Lesson 2

Nouns and pronouns review

A noun is a word that names a person, a place, or a thing. Nouns are either common or proper.
A proper noun is capitalized.

common nouns: car, windshield, doctor, woman, father
proper nouns: Martin, Caracas, Carla's Restaurant

Two functions of nouns in sentences are subjects and direct objects. The subject performs the action of the verb. The object receives the action.

subject direct object
Carla's Restaurant serves breakfast all day long.

A pronoun is a word that represents or replaces a noun. Pronouns also function as subjects and direct objects.

subject pronouns: I, you, he, she, it, we, they
object pronouns: me, you, him, her, it, us, them
subject direct object
My parents drove the car to the airport.
They it

First, underline the subjects and circle the objects in these sentences. Then label each noun as either "common" or "proper." Finally, put a check (✓) above each pronoun.
(Note: Not every sentence contains a pronoun.)

proper common

Italians drive fast. cars.

- 1 We love big vans.
- 2 The children broke the side-view mirror.
- 3 Ms. Workman picked up the car this morning.
- 4 Rand loves sports cars, and his wife loves them, too.
- 5 A man driving a sports car hit our minivan.
- 6 I returned the rental car at the airport.
- 7 A-1 Rental Agency called me about the reservation.

UNITED Lesson 1

Some and any / few and many

Some and any are indefinite quantifiers. They indicate an indefinite number or amount.

There are some toothbrushes in aisle 2. (We don't know how many.)

They are buying some shaving cream. (We don't know how much.)

Could I get some nail files? (We're not asking for a specific number of nail files.)

Do they have any makeup in this store? (We're not asking specifically how much.)

Be careful to use some and any correctly with count and non-count nouns:

Some: with non-count nouns and plural count nouns in affirmative statements

non-count noun plural count noun

We need some sunscreen and some combs. They have some here.

Any: with non-count nouns and plural count nouns in negative statements

non-count noun plural count noun

A: She doesn't want any shampoo, and he doesn't need any nail clippers.

B: Good! We don't have to buy any, then. I'm out of cash.

Any or some: with count and non-count nouns in questions

Do they need any toothpaste or sunscreen for the trip?

Do we need any razors or toothbrushes?

Remember: Count nouns name things you can count individually. They have singular and plural forms (1 nail file, 3 combs). Non-count nouns name things you cannot count individually. They don't have plural forms. Use containers, quantifiers, and other modifiers to make non-count nouns countable.

a bottle of shampoo / aftershave

a tube of toothpaste / lipstick

a bar of soap

a can of hairspray / deodorant / shaving cream

250 milliliters of sunscreen

- A On a separate sheet of paper, change these sentences from affirmative to negative. Follow the example.

There is some shampoo in the shower. There isn't any shampoo in the shower.

1 There are some razors next to the sink.

2 We have some nail clippers.

3 They need some brushes for the children.

4 She's buying some mascara.

5 The manicurists need some new nail polish.

6 I want some sunscreen on my back.

7 There is some dental floss in aisle 4.

8 They need some deodorant for the trip.

- B Complete each sentence with some or any.

1 I don't need more hand lotion.

2 There isn't makeup in the bag.

3 We don't see scissors in the whole store.

4 They need soap to wash their hands.

5 It's too bad that there isn't toothpaste.

6 I don't see combs or brushes on those shelves.

7 I know I had nail files in my bag. Now I can't find them.

Too many, too much, and enough

The word **too** indicates a quantity that is excessive—more than someone wants or needs. Use **enough** to indicate that a quantity or amount is satisfactory.

Use **too many** and **not too many** for count nouns.

There are **too many** customers waiting in line.

Use **too much** and **not too much** for non-count nouns.

There's **too much** toothpaste on the toothbrush.

Use **enough** and **not enough** for both count and non-count nouns.

There's **enough** shampoo, but there aren't **enough** razors.

G Complete each sentence with **too many**, **too much**, or **enough**.

- 1 Let's do our nails. Do we have nail polish for both of us?
- 2 This shampoo has perfume. It smells awfull
- 3 It's not a good idea to buy fruit. We're not going to be home for a few days.
- 4 This menu has choices. I can't make up my mind.
- 5 Check the bathroom shelf to see if we have soap. Mom and Dad are coming to visit.
- 6 I don't like when there are brands. I can't decide which one to buy.
- 7 There's no way to get a haircut today. people had the same idea!
- 8 They don't want to spend money on makeup. They're trying to save money.

Comparative quantifiers: fewer and less

Use **fewer** for count nouns. Use **less** for non-count nouns.

The Cosmetique store has **fewer** brands of makeup than the Emporium.

There's **less** shampoo in this bottle than in that tube.

D Complete each sentence with **fewer** or **less**.

- 1 Which class has students—the early class or the late one?
- 2 The recipe calls for cheese than I thought.
- 3 It has ingredients, too.
- 4 Don't rent from Cars Plus. They have kinds of cars than International.
- 5 The Cineplus has movies this weekend than usual.
- 6 Is there body lotion in the small size or the economy size?

UNIT 2 Lesson 2

Indefinite pronouns: something, anything, everything, and nothing

Use **something**, **nothing**, or **everything** in affirmative statements.

There's **something** in this box.

Nothing can convince me to get a pedicure.

Everything is ready.

Use **anything** in negative statements.

There isn't **anything** in the fridge.

Use **something**, **anything**, or **everything** in yes / no questions.

Is there **something** we should talk about? Is **anything** wrong?

Do you have **everything** you need?

Nothing has the same meaning as **not anything**. Don't use **nothing** in negative statements.

There isn't **anything** in the fridge. = There's **nothing** in the fridge. NOT There isn't **nothing** in the fridge.

Choose the correct indefinite pronoun to complete each sentence.

- 1 I need to go to the store to buy (something / anything).
- 2 There is (something / anything) I can do to help.
- 3 There isn't (everything / anything) you can do to make yourself taller.
- 4 I went on the Internet to find (something / anything) about how to use sunscreen.
- 5 They have (something / anything) that helps you lose weight.
- 6 There's (anything / nothing) that can make you look young again.
- 7 They can't get (anything / nothing) to eat there after ten o'clock.

UNIT 6 Lesson 1

Use to / used to use and form

Use to and used to 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?

Note: 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 peppers.
I still don't today.

- 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.
- 2 Mr. and Mrs. Palmer used to go dancing every weekend.
- 3 Their grandmother used to put sugar in their orange juice.
- 4 Luke used to be very overweight.

- B On a separate sheet of paper, 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 in North America / wear pants, but now it's very common for them to wear them.

Be used to / get used to

Be used to + a noun phrase means to be accustomed to something. Compare use to / used to with be used to.

I didn't use to like spicy food. But now I do. (used to + base form)

I'm used to the noise now. But at first, it really bothered me. (be used to + a noun phrase)

Get used to + a noun phrase means to become accustomed to something.

You'll get used to the new menu 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 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 red meat, 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! With non-action verbs that don't describe repeated actions, use used to, not would.

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.

My friends and I used to hate baseball. NOT My friends and I would-hate baseball.

- 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.

UNIT 6 Lesson 2

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?

Yes, she is. / No, she isn't.

Do they have two sons?

Yes, they do. / No, they don't.

Don't they have two sons?

Yes, they do. / No, they don't.

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

- 1 A: Isn't Jeremy 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.

UNIT 1 Lesson 1

Gerunds and infinitives usage within sentences

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

Gerunds

Like nouns, gerunds can be subjects, subject complements, direct objects, and objects of prepositions.

- 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

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 these sentences. How is each used in the sentence? On the line next to each sentence, write S for subject, C for subject complement, DO for direct object, or OP for object of a preposition.

- 1 I enjoy watching old movies every night on TV.
..... 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.

UNIT 1 Lesson 2

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.

Writing Booster

The Writing Booster is optional. It is intended to teach students the conventions of written English. Each unit's Writing Booster is focused both on a skill and its application to the Writing exercise from the Unit Review page.

UNIT 1 Avoiding run-on sentences

An independent clause is a sentence with a subject and a verb.

subject verb

I saw a photo of the mountain.

It looked very high.

In writing, don't combine independent clauses without using a coordinating conjunction, such as and or but.

Run-on sentence I saw a photo of the mountain It looked very high.

Correct a run-on sentence by (a) using a period to separate it into two sentences, or (b) using a coordinating conjunction to combine the two independent clauses. A comma before the conjunction is optional.

✓ I saw a photo of the mountain. It looked very high.

✓ I saw a photo of the mountain, and it looked very high.

Be careful! Do not use a comma to combine independent clauses. Use a period to separate them.

Run-on sentence A new student arrived yesterday, he is from Santos.

✓ A new student arrived yesterday. He is from Santos.

Remember: A sentence begins with a capital letter and ends with a period.

A Write X if the item contains a run-on sentence. Write ✓ if the item is written correctly.

- 1 Ann is Canadian she doesn't speak French.
- 2 They're good students they work very hard.
- 3 My brother is a lawyer, he lives in Hong Kong.
- 4 Victor and Lisa came home late last night. They stayed up until 4:00 A.M.
- 5 Some people think cities are beautiful I don't agree.
- 6 I have been to three foreign countries, I have never been to the United States.
- 7 We haven't tried Polish food, but we have tried Hungarian food.
- 8 I have never been to the top of the Empire State Building in New York, I have been to the top of Taipei 101 in Taipei.
- 9 I visited Jeju in Korea, and it was really beautiful.

B On a separate sheet of paper, write each of the run-on sentences in Exercise A correctly.

C Guidance for the Writing Exercise (on page 12) After you write about your interesting experience, check carefully to see if you have written any run-on sentences. Use a period to separate the independent clauses, or use the coordinating conjunctions and or but to combine them.

UNIT 2 The paragraph

indent →

A paragraph is a group of sentences that relate to a topic or a theme. When your writing contains sections about a variety of topics, it is a good idea to divide it into separate paragraphs.

When there is more than one paragraph, it is customary, though not required, to include a **topic sentence** in each paragraph that summarizes or announces the main idea of the paragraph. The other sentences in the paragraph traditionally include details or facts that support the main idea. Using topic sentences makes paragraphs clearer and easier to understand.

In the writing model to the right, there are two paragraphs, each beginning with a topic sentence (highlighted in yellow).

In the first paragraph, the topic sentence informs us that the paragraph will contain details about violence in movies "before the 1960s."

In the second paragraph, the topic sentence informs us that the paragraph will shift focus. The word "Today" lets the reader know what the focus of the paragraph will be.

Without the topic sentences, the ideas would run together and be difficult to follow.

Remember: Indent the first word of each new paragraph so readers know that a new section of the writing is beginning.

a Choose a topic sentence for each paragraph.

1

_____ Some people are worried that viewing a lot of violence in movies and video games can be dangerous. They feel that it can make violence seem normal and can cause people to imitate the violent behavior, doing the same thing themselves. Other people disagree. They believe that showing violence is honest and can even be helpful.

- a Many people say violence in movies can be harmful.
- b People have different opinions about how violence can affect viewers.
- c People imitate violent behavior they see in movies.

2

_____ This 1967 Arthur Penn movie is about a real gang of violent bank robbers who terrorized the U.S. Southwest in the 1930s. Bonnie (Faye Dunaway), and Clyde (Warren Beatty), and their gang were believed to be responsible for thirteen deaths and many robberies before they were finally killed.

- a *Bonnie and Clyde* is based on a true story.
- b Arthur Penn is one of the most famous directors of the 1960s.
- c There were a lot of bank robberies in the 1930s.

3

_____ The U.S. documentary *Spellbound* visits the homes of eight finalists for the National Spelling Bee and then follows them to the finals in Washington, D.C. We get to know the kids and their families.

- a Spelling bees are popular in the U.S., and there have been a number of them in Washington.
- b The finals of the National Spelling Bee take place in Washington, D.C.
- c Some documentaries give us an intimate view of people and their lives.

Before the 1960s, most movies did not show much graphic violence. When fighting or shooting occurred on the screen, it was clean: Bang! You're dead! The victim fell to the ground and died, perhaps after speaking a few final words. The viewer never saw blood or suffering. But in the late 1960s, filmmakers such as Arthur Penn and Sam Peckinpah began making movies with more graphic violence, such as *Bonnie and Clyde* and *The Wild Bunch*. They believed that if audiences could see how truly horrible real violence was, people would be less violent in their own lives.

Today, special-effects technology has made it possible to create very realistic images of bloodshed and violence. Steven Prince, author of *Savage Cinema: Sam Peckinpah and the Rise of Ultraviolent Movies*, describes the difference between early movies and the movies of today: "... filmmakers can create any image that they can dream up." So, Prince believes, because of technology, movies today are more and more violent and bloody.

- B On a separate sheet of paper, write two paragraphs of three to five sentences each with details about the following topics. Make sure you have included a topic sentence for each paragraph that summarizes or announces the main idea of the paragraph.

Paragraph 1

The story of a time you (or others) were late to meet someone for an event

Paragraph 2

The story of what you (or the others) did after the event

- C Guidance for the Writing Exercise (on page 24) On the notepad, write notes about why some people think watching violence is harmful and why others think it isn't. Use your notes as a guide for your paragraphs about violence. Include a topic sentence for each paragraph to summarize the main ideas.

Harmful:

Not harmful:

UNIT 3 Avoiding sentence fragments with because or since

Remember: You can use the subordinating conjunctions because or since to give a reason. Because and since answer a Why question. A clause that begins with because or since is called a dependent clause. A dependent clause gives information about an independent clause.

— independent clause — — dependent clause —
I prefer the Hotel Casablanca because (or since) it looks very interesting.

A dependent clause with because or since can also come at the beginning of a sentence. If it comes first, use a comma.
Because it looks very interesting, I prefer the Hotel Casablanca.

In writing, a dependent clause alone is an error called a "sentence fragment." It is not a sentence because it does not express a complete idea.

Sentence fragment ✗ I prefer the Hotel Casablanca. Because it looks very interesting.

To correct a sentence fragment with because or since, make sure it is combined with an independent clause. Or rewrite the sentence without because or since to create an independent clause.

✓ I prefer the Hotel Casablanca because it looks very interesting.
✓ I prefer the Hotel Casablanca. It looks very interesting.

- A In the following paragraph, underline four sentence fragments with because or since.

When I was a child, I had three very important dreams. Because I was young, I thought they would all come true. The first one was that I wanted to be an architect. Because I loved modern buildings. Since I wanted to help people. The second dream was to be a doctor. The last one was to be a flight attendant. Since I liked to travel. Only one of my dreams became a reality. I am an architect today. Because I really love my job. I think it was really the right choice for me.

- B On a separate sheet of paper, write the paragraph again. Correct all the sentence fragments. Combine the dependent clauses with independent clauses to make complete sentences.
- C Guidance for the Writing Exercise (on page 36) In your paragraph about a hotel, include at least three reasons using because or since. Then check carefully to make sure that there are no sentence fragments.

UNIT 4 And, In addition, Furthermore, and Therefore

And

And connects two or more words in a series. Use commas to separate words when there are more than two in the series. (The last comma is optional.)

I'm concerned about aggressive and inattentive driving. (no comma: and connects two adjectives.)

Inattentive drivers sometimes eat and talk on their cell phones while they are driving. (no comma: and connects two verbs with the same subject.)

Gesturing, staring, and multitasking are three things aggressive drivers often do. (A comma is necessary: and connects more than two words in a series. The comma after staring is optional.)

And can also combine two separate complete sentences into one sentence. In the new sentence, the two original sentences are called "independent clauses." The comma is common but optional.

— complete sentence — complete sentence —

Aggressive drivers do many dangerous things. They cause a lot of crashes.

— independent clause — independent clause —

Aggressive drivers do many dangerous things, and they cause a lot of crashes.

C Insert commas where necessary or optional in the sentences.

- | | |
|----------------------------------------------|-----------------------------------------------------------|
| 1 She enjoys swimming hiking and fishing. | 4 Marianne and Sally are coming with us. |
| 2 I don't like SUVs and other large cars. | 5 I'm renting a car and I'm driving it to Chicago. |
| 3 We're traveling to France Italy and Spain. | 6 This agency has nice convertibles vans and sports cars. |

C On a separate sheet of paper, combine each pair of sentences into one sentence consisting of two independent clauses. Use and.

- 1 They made a call to a car rental company. They reserved a minivan for the weekend.
- 2 The left front headlight is broken. It won't turn on.
- 3 We rented a full-size sedan with a sunroof. We opened it because the weather was beautiful.
- 4 I hit the car in front of me. A passenger in the back seat was hurt.
- 5 You can drop the car off at nine o'clock. You can pick it up in the late afternoon.

In addition, Furthermore, and Therefore

Use In addition and Furthermore to add to the ideas in a previous sentence. In addition and Furthermore are approximately equal in meaning, but Furthermore is a little more formal. You can use both in the same writing to avoid repetition.

People should pay attention to their own driving. In addition, they should be aware of the driving of others.

I think defensive driving makes sense. Furthermore, it has been proven to reduce the number of accidents.

C Use therefore to introduce a result.

Ron has had a lot of accidents. Therefore, the rental company said he couldn't rent one of their cars.

Note: It's customary to use a comma after In addition, Furthermore, and Therefore.

C Complete the statements with In addition or Therefore.

- 1 The other driver was speeding. _____, she wasn't paying attention.
 - 2 No one was hurt. _____, we didn't have to go to the hospital after the crash.
 - 3 I was taking a business trip with a lot of equipment. _____, I rented a car with a lot of trunk space.
 - 4 They need to rent a minivan for their trip to Montreal. _____, they have to stay in a pet-friendly hotel because they plan to bring their pet dog.
- © Answer for the Writing Exercise (on page 48) In your paragraph about good and bad drivers, use And, In addition, Furthermore, and Therefore. Then check your paragraph carefully to see if you have used commas correctly.

UNIT 5 Conventions of formal letter writing

There aren't many rules for informal social communication such as e-mails, text messages, and handwritten social notes. There are, however, important rules and conventions for formal written communication, such as business letters, memos, and e-mails. For these, be sure to include the following elements:

- your address
- the recipient's name, position, and address
- the date
- a salutation
- a complimentary close
- your typewritten name and, in a letter or memo, your handwritten signature

Note: When business correspondence is an e-mail, it's not necessary to include addresses.

If you know the recipient's name, the salutation should use the following format: Dear [title + last name]. It's common in a formal letter to use a colon (:) after the name. In less formal letters, a comma is appropriate.

Dear Mr. Smith: Dear Marie,

If you don't know the recipient's name or gender, use this format:

Dear Sir or Madam: OR To whom it may concern:

Follow the layout and punctuation in the writing model to the right.

- A Think of a business, such as a hotel, a store, a salon, a gym, or a restaurant where you have received good service. On the notepad, write notes about the business.

Name of business:

Address:

Why you are happy with the service:

- B On a separate sheet of paper, write a letter of thanks to the manager of the business in Exercise A. Explain what you like about the service. Use your notes and the writing model above as a guide.

- C Guidance for the Writing Exercise (on page 60) Look at the letter that you chose from page 56. On the notepad below, list three methods that the writer could use to improve his or her appearance. Make notes of the advantages and disadvantages of each method. Then use your notes as a guide to help you write your response letter. Be sure to include your name and address, the date, a salutation, and a complimentary close in your letter.

Method	Advantages	Disadvantages
1.		
2.		
3.		

your address 657 Boulevard East
New Compton, Portunia
e-mail: fclasson@vmail.gr

date December 14, 2016

Manager
The Tipton Spa
Tipton Hotel
2200 Byway Street
Sylvania, Sorrento

} recipient's address

Dear Sir or Madam: } salutation

I'm writing to tell you that I was very happy with the service provided by the staff of the Tipton Spa when I was in Sylvania last week. The hair stylist gave me a wonderful haircut, and the masseur was really top notch. I particularly enjoyed the relaxing music that played over the public address system. Finally, the prices were fair, and I left the spa feeling great.

I want you to know that I am recommending the Tipton Spa to all my friends and have told them that they should visit you even if they are staying in another hotel or if they are in Sylvania for the day. In fact, I have told them that it's worth traveling to Sylvania just to visit the spa. Congratulations on such a wonderful spa.

Sincerely, } complimentary close
Francine Classon } signature
Francine Classon } typewritten name

Other common complimentary closes
Cordially,
Sincerely yours,
Best regards,

UNIT 6 Connecting ideas: subordinating conjunctions

A subordinating conjunction connects a dependent clause to an independent clause.

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 they knew fatty foods were unhealthy, people ate them anyway.

Though -

Remember: Use because or since to give a reason.

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.

- 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.

4 Guidelines for the Writing Exercise (on 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.