TOP NOTCH 1A

THIRD EDITION

with WORKBOOK

JOAN SASLOW
ALLEN ASCHER

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ALWAYS LEARNING

PEARSON

TOP NOTCH 1A

THIRD EDITION

ENGLISH FOR TODAY'S WORLD

with Workbook

JOAN SASLOW
ALLEN ASCHER

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

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LEARNING OBJECTIVES

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

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
UNIT 1 **Getting Acquainted** PAGE 2	• Meet someone new • Identify and describe people • Provide personal information • Introduce someone to a group	• Formal titles • Positive adjectives to describe people • Personal information • Countries and nationalities	• Information questions with be: Review • Contractions • Modification with adjectives: Review • Positive adjectives • Yes / no questions and short answers with be: Review **GRAMMAR BOOSTER** • Information questions with be: usage and form • Possessive nouns and adjectives • Verb be: usage and form • Short answers with be: common errors
UNIT 2 **Going Out** PAGE 14	• Accept or decline an invitation • Express locations and give directions • Make plans to see an event • Talk about musical tastes	• Music genres • Entertainment and cultural events • Locations and directions	• Prepositions of time and place; Questions with When, What time, and Where: Review • Contractions **GRAMMAR BOOSTER** • Prepositions of time and place: usage rules • Would like for preference: review and expansion
UNIT 3 **The Extended Family** PAGE 26	• Report news about relationships • Describe extended families • Compare people • Discuss family cultural traditions	• The extended family • Relationships and marital status • Other family relationships • Similarities and differences	• The simple present tense: Review • Spelling exceptions • Contractions • The simple present tense—information questions: Review **GRAMMAR BOOSTER** • The simple present tense: usage and form • Information questions in the simple present tense: form questions with who, common errors
UNIT 4 **Food and Restaurants** PAGE 38	• Ask for a restaurant recommendation • Order from a menu • Speak to a server and pay for a meal • Discuss food and health	• Parts of a meal • Categories of food • Degrees of hunger • Communicating with a waiter or waitress • Adjectives to describe the healthfulness of food	• There is and there are with count and non-count nouns; Anything and nothing • Definite article the **GRAMMAR BOOSTER** • Non-count nouns: expressing quantities • Some and any • Questions with How much and How many • Words that can be count nouns or non-count nouns • Plural count nouns: spelling rules • Non-count nouns: categories and verb agreement
UNIT 5 **Technology and You** PAGE 50	• Recommend a brand or model • Express sympathy for a problem • Complain when things don't work • Describe features of products	• Electronic devices • Replacing products • Positive descriptions • Collocations for using electronic devices • Activities • Ways to sympathize • Negative descriptions • Household appliances and machines • Ways to state a problem • Features of manufactured products	• The present continuous: Review **GRAMMAR BOOSTER** • The present continuous: spelling rules for the present participle • The present continuous: rules for forming statements • The present continuous: rules for forming questions

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CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING
• Begin responses with a question to confirm • Use Let's to suggest a course of action • Ask personal questions to indicate friendliness • Intensify an informal answer with sure	**Listening Skills** • Listen for details • Infer information **Pronunciation** • Intonation of questions	**Texts** • An enrollment form • Personal profiles • A photo story **Skills/strategies** • Infer information • Scan for facts	**Task** • Write a description of a classmate **WRITING BOOSTER** • Capitalization
• "Use Would you like to go?" to make an invitation • Repeat with rising intonation to confirm information • Provide reasons to decline an invitation • Use Too bad to express disappointment • Use Thanks, anyway to acknowledge an unsuccessful attempt to help	**Listening Skills** • Listen for key details • Draw conclusions • Listen for details • Listen for locations **Pronunciation** • Rising intonation to confirm information	**Texts** • A music website • An entertainment events page • Authentic interviews • A survey of musical tastes • A photo story **Skills/strategies** • Interpret maps and diagrams • Confirm content • Make personal comparisons	**Task** • Write about oneself and one's musical tastes **WRITING BOOSTER** • The sentence
• Use Actually to introduce a topic • Respond to good news with Congratulations! • Respond to bad news with I'm sorry to hear that • Use Thanks for asking to acknowledge an inquiry of concern • Use Well to introduce a lengthy reply • Ask follow-up questions to keep a conversation going	**Listening Skills** • Listen to classify • Listen to infer • Listen to identify similarities and differences • Listen to take notes • Listen for details **Pronunciation** • Linking sounds	**Texts** • Family tree diagrams • A self-help website • A survey about adult children • A photo story **Skills/strategies** • Interpret a diagram • Confirm facts • Infer information	**Task** • Make a Venn diagram • Compare two people in a family **WRITING BOOSTER** • Combining sentences with and or but
• Use Could you . . . ? to make a polite request • Use Sure to agree to a request • Clarify a request by asking for more specific information • Indicate a sudden thought with Actually • Use I'll have to order from a server • Increase politeness with please	**Listening Skills** • Listen to take notes • Listen to predict • Infer the location of a conversation **Pronunciation** • The before consonant and vowel sounds	**Texts** • Menus • A nutrition website • A photo story **Skills/strategies** • Interpret a map • Understand from context • Infer information	**Task** • Write a short article about food for a travel blog **WRITING BOOSTER** • Connecting words and ideas: and or in addition
• Use Hey or How's it going for an informal greeting • Use What about . . . ? to offer a suggestion • Use Really? to indicate surprise • Use You know to introduce a topic • Express sympathy when someone is frustrated	**Listening Skills** • Infer meaning • Listen to predict • Listen for details • Listen to classify **Pronunciation** • Intonation of questions	**Texts** • Newspaper advertisements • An online review for a product • A photo story **Skills/strategies** • Understand from context • Activate language from a text	**Task** • Write a review of a product **WRITING BOOSTER** • Placement of adjectives: before nouns and after the verb be

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	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
UNIT 6 **Staying in Shape** PAGE 62	• Plan an activity with someone • Talk about habitual activities and future plans • Discuss fitness and eating habits • Describe your routines	• Physical activities • Places for sports and exercise • Frequency adverbs	• Can and have to • The present continuous and the simple present tense: Review GRAMMAR BOOSTER • Can and have to: form and common errors • Can and have to: information questions • Can and be able to: present and past forms • The simple present tense: non-action verbs • The simple present tense: placement of frequency adverbs • Time expressions
UNIT 7 **On Vacation** PAGE 74	• Greet someone arriving from a trip • Ask about someone's vacation • Discuss vacation preferences • Describe good and bad vacation experiences	• Adjectives to describe trips • Intensifiers • Decline and accept help • Adjectives for vacations • Bad and good travel experiences	• The past tense of be: Review • Contractions • The simple past tense: Review • Regular and irregular verb forms GRAMMAR BOOSTER • The past tense of be: form • The simple past tense: spelling rules for regular verbs • The simple past tense: usage and form
UNIT 8 **Shopping for Clothes** PAGE 86	• Shop and pay for clothes • Ask for a different size or color • Navigate a mall or department store • Discuss clothing do's and don'ts	• Clothes and clothing departments • Types of clothing and shoes • Formal clothes • Clothing that comes in "pairs" • Store departments • Clothing sizes • Interior store locations and directions • Prepositions of interior location • Formality and appropriateness in clothing	• Uses of object pronouns • Subject and object pronouns • Comparative adjectives GRAMMAR BOOSTER • Direct objects: usage • Indirect objects: usage rules and common errors • Comparative adjectives: spelling rules
UNIT 9 **Taking Transportation** PAGE 98	• Discuss schedules and buy tickets • Book travel services • Understand airport announcements • Describe transportation problems	• Kinds of tickets and trips • Ways to express disappointment • Travel services • Airline passenger information • Some flight problems • Transportation problems • Means of transportation	• Modals should and could • Be going to + base form to express the future: Review GRAMMAR BOOSTER • Modals can, could, and should: meaning, form, and common errors • Expansion: future actions
UNIT 10 **Spending Money** PAGE 110	• Ask for a recommendation • Bargain for a lower price • Discuss showing appreciation for service • Describe where to get the best deals	• Financial terms • How to bargain • How to describe good and bad deals	• Superlative adjectives • Irregular forms • Too and enough GRAMMAR BOOSTER • Comparative and superlative adjectives: usage and form • Intensifiers very, really, and too

Countries and nationalities / Non-count nouns / Irregular verbs ..... **page 122**
Grammar Booster ..... **page 123**
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CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING
• Use Why don't we . . . ? to suggest an activity • Say Sorry, I can't to apologize for turning down an invitation • Provide a reason with have to to decline an invitation • Use Well, how about . . . ? to suggest an alternative • Use How come? to ask for a reason • Use a negative question to confirm information	**Listening Skills** • Listen to activate grammar • Listen for main ideas • Listen for details • Apply and personalize information **Pronunciation** • Can / can't • Third-person singular –s: Review	**Texts** • A bar graph • A fitness survey • A magazine article • A photo story **Skills/strategies** • Interpret a bar graph • Infer information • Summarize	**Task** • Write about one's exercise and health habits **WRITING BOOSTER** • Punctuation of statements and questions
• Say Welcome back! to indicate enthusiasm about someone's return from a trip • Acknowledge someone's interest with Actually • Decline an offer of assistance with It's OK. I'm fine. • Confirm that an offer is declined with Are you sure? • Use Absolutely to confirm a response • Show enthusiasm with No kidding! and Tell me more.	**Listening Skills** • Listen for main ideas • Listen for details • Infer meaning **Pronunciation** • The simple past tense ending: Regular verbs	**Texts** • Travel brochures • Personal travel stories • A vacation survey • A photo story **Skills/strategies** • Activate language from a text • Identify supporting details • Support an opinion • Draw conclusions	**Task** Write a guided essay about a vacation **WRITING BOOSTER** • Time order
• Use Excuse me to indicate you didn't understand or couldn't hear • Use Excuse me to begin a conversation with a clerk • Follow a question with more information for clarification • Acknowledge someone's assistance with Thanks for your help • Respond to gratitude with My pleasure	**Listening Skills** • Infer the appropriate location • Understand locations and directions **Pronunciation** • Contrastive stress for clarification	**Texts** • An online clothing catalogue • Simple and complex diagrams and plans • A travel article • A personal opinion survey • A photo story **Skills/strategies** • Identify supporting details • Paraphrase • Apply information	**Task** • Write a letter or e-mail explaining what clothes to pack **WRITING BOOSTER** • Connecting ideas with because and since
• Use I'm sorry to respond with disappointing information • Use Well to introduce an alternative • Use I hope so to politely respond to an offer of help • Use Let me check to buy time to get information	**Listening Skills** • Infer the type of travel service • Understand public announcements • Listen for details • Use reasoning to evaluate statements of fact **Pronunciation** • Intonation for offering alternatives	**Texts** • Transportation schedules • Public transportation tickets • Arrival and departure boards • Magazine and newspaper articles • A photo story **Skills/strategies** • Make decisions based on schedules and needs • Critical thinking	**Task** • Write about two different trips, one past trip and one future trip **WRITING BOOSTER** • The paragraph
• Use Well to connect an answer to an earlier question • Use How about . . . ? to make a financial offer • Use OK to indicate that an agreement has been reached	**Listening Skills** • Listen for key details • Listen for main ideas • Listen for details **Pronunciation** • Rising intonation for clarification	**Texts** • A travel guide • Product ads • A magazine article • Personal travel stories • A photo story **Skills/strategies** • Classify information • Draw conclusions • Apply information	**Task** • Write a guide to your city, including information on where to stay, visit, and shop **WRITING BOOSTER** • Connecting contradictory ideas: even though, however, on the other hand

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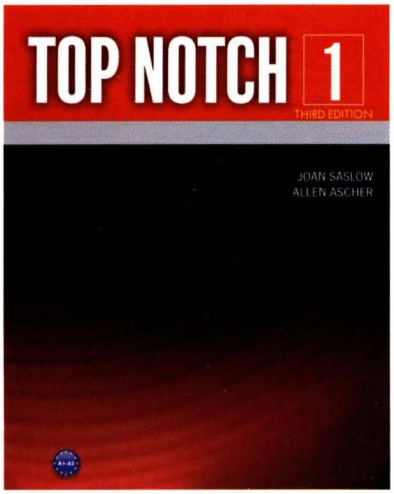
TO THE TEACHER

What is *Top Notch*?

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



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

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

The ***Top Notch*** course has two beginning levels—***Top Notch Fundamentals*** for true beginners and ***Top Notch 1*** for false beginners. ***Top Notch*** is benchmarked to the Global Scale of English and is tightly correlated to the Can-do Statements of the Common European Framework of Reference.

Each full level of ***Top Notch*** contains material for 60–90 hours of classroom instruction.

NEW This third edition of ***Top Notch*** includes these new features: Extra Grammar Exercises, digital full-color Vocabulary Flash Cards, Conversation Activator videos, and Pronunciation Coach videos.

Award-Winning Instructional Design*

Daily confirmation of progress

Each easy-to-follow two-page lesson begins with a clearly stated practical communication goal closely aligned to the Common European Framework's Can-do Statements. All activities are integrated with the goal, giving vocabulary and grammar meaning and purpose. *Now You Can* activities ensure that students achieve each goal and confirm their progress in every class session.

Explicit vocabulary and grammar

Clear captioned picture-dictionary illustrations with accompanying audio take the guesswork out of meaning and pronunciation. Grammar presentations containing both rules and examples clarify form, meaning, and use. The unique *Recycle this Language* feature continually puts known words and grammar in front of students' eyes as they communicate, to make sure language remains active.

High-frequency social language

Twenty memorable conversation models provide appealing natural social language that students can carry "in their pockets" for use in real life. Rigorous controlled and free discussion activities systematically stimulate recycling of social language, ensuring that it's not forgotten.

Linguistic and cultural fluency

Top Notch equips students to interact with people from different language backgrounds by including authentic accents on the audio. Conversation Models, Photo Stories, and cultural fluency activities prepare students for social interactions in English with people from unfamiliar cultures.

Active listening syllabus

All Vocabulary presentations, Pronunciation presentations, Conversation Models, Photo Stories, Listening Comprehension exercises, and Readings are recorded on the audio to help students develop good pronunciation, intonation, and auditory memory. In addition, approximately fifty carefully developed listening tasks at each level of ***Top Notch*** develop crucial listening comprehension skills such as listen for details, listen for main ideas, listen to activate vocabulary, listen to activate grammar, and listen to confirm information.

*We wish you and your students enjoyment and success with **Top Notch 1**.*
We wrote it for you.

Joan Saslow and Allen Ascher

* ***Top Notch*** is the recipient of the Association of Educational Publishers' *Distinguished Achievement Award.*

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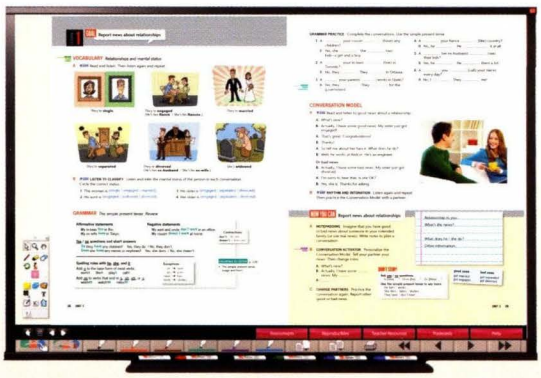
COMPONENTS

ActiveTeach

Maximize the impact of your ***Top Notch*** lessons. This digital tool provides an interactive classroom experience that can be used with or without an interactive whiteboard (IWB). It includes a full array of digital and printable features.

For class presentation . . .

- **NEW** Conversation Activator videos: increase students' confidence in oral communication
- **NEW** Pronunciation Coach videos: facilitate clear and fluent oral expression
- **NEW** Extra Grammar Exercises: ensure mastery of grammar
- **NEW** Digital Full-Color Vocabulary Flash Cards: accelerate retention of new vocabulary



For planning . . .

- A *Methods Handbook* for a communicative classroom
- Detailed timed lesson plans for each two-page lesson
- Complete answer keys, audio scripts, and video scripts

For extra support . . .

- Hundreds of extra printable activities, with teaching notes
- *Top Notch Pop* language exercises

For assessment . . .

- Ready-made unit and review achievement tests with options to edit, add, or delete items.

PLUS

- Clickable Audio: instant access to the complete classroom audio program
- *Top Notch Pop* Songs and Karaoke: original songs for additional language practice

Workbook

Lesson-by-lesson written exercises to accompany the Student's Book

Full-Course Placement Tests

Teacher's Edition and Lesson Planner

- Detailed interleaved lesson plans, language and culture notes, answer keys, and more
- Also accessible in digital form in the ActiveTeach

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ABOUT THE AUTHORS

Joan Saslow

Joan Saslow has taught in a variety of programs in South America and the United States. She is author or coauthor of a number of widely used courses, some of which are *Ready to Go, Workplace Plus, Literacy Plus,* and *Summit.* She is also author of *English in Context,* a series for reading science and technology. Ms. Saslow was the series director of *True Colors* and *True Voices.* She has participated in the English Language Specialist Program in the U.S. Department of State's Bureau of Educational and Cultural Affairs.

Allen Ascher

Allen Ascher has been a teacher and teacher trainer in China and the United States, as well as academic director of the intensive English program at Hunter College. Mr. Ascher has also been an ELT publisher and was responsible for publication and expansion of numerous well-known courses including *True Colors, NorthStar,* the *Longman TOEFL Preparation Series,* and the *Longman Academic Writing Series.* He is coauthor of *Summit,* and he wrote the "Teaching Speaking" module of *Teacher Development Interactive,* an online multimedia teacher-training program.

Ms. Saslow and Mr. Ascher are frequent presenters at professional conferences and have been coauthoring courses for teens, adults, and young adults since 2002.

AUTHORS' ACKNOWLEDGMENTS

The authors are indebted to these reviewers, who provided extensive and detailed feedback and suggestions for *Top Notch,* as well as the hundreds of teachers who completed surveys and participated in focus groups.

Manuel Wilson Alvarado Miles, Quito, Ecuador • **Shirley Ando,** Otemae University, Hyogo, Japan • **Vanessa de Andrade,** CCBEU Inter Americano, Curitiba, Brazil • **Miguel Arrazola,** CBA, Santa Cruz, Bolivia • **Mark Barta,** Proficiency School of English, São Paulo, Brazil • **Edwin Bello,** PROULEX, Guadalajara, Mexico • **Mary Blum,** CBA, Cochabamba, Bolivia • **María Elizabeth Boccia,** Proficiency School of English, São Paulo, Brazil • **Pamela Cristina Borja Baltán,** Quito, Ecuador • **Eliana Anabel L. Buccia,** AMICANA, Mendoza, Argentina • **José Humberto Calderón Díaz,** CALUSAC, Guatemala City, Guatemala • **María Teresa Calienes Csirke,** Idiomas Católica, Lima, Peru • **Esther María Carbo Morales,** Quito, Ecuador • **Jorge Washington Cárdenas Castillo,** Quito, Ecuador • **Eréndira Yadira Carrera García,** UVM Chapultepec, Mexico City, Mexico • **Viviane de Cássia Santos Carlini,** Spectrum Line, Pouso Alegre, Brazil • **Centro Colombo Americano,** Bogota, Colombia • **Guven Ciftci,** Fatih University, Istanbul, Turkey • **Diego Cisneros,** CBA, Tarija, Bolivia • **Paul Crook,** Meisei University, Tokyo, Japan • **Alejandra Díaz Loo,** El Cultural, Arequipa, Peru • **Jesús G. Díaz Osío,** Florida National College, Miami, USA • **María Eid Ceneviva,** CBA, Bolivia • **Amalia Elvira Rodríguez Espinoza De Los Monteros,** Guayaquil, Ecuador • **María Argelia Estrada Vásquez,** CALUSAC, Guatemala City, Guatemala • **John Fieldeldy,** College of Engineering, Nihon University, Aizuwakamatsu-shi, Japan • **Marleni Humbelina Flores Urízar,** CALUSAC, Guatemala City, Guatemala • **Gonzalo Fortune,** CBA, Sucre, Bolivia • **Andrea Fredricks,** Embassy CES, San Francisco, USA • **Irma Gallegos Peláez,** UVM Tlalpan, Mexico City, Mexico • **Alberto Gamarra,** CBA, Santa Cruz, Bolivia • **María Amparo García Peña,** ICPNA Cusco, Peru • **Amanda Gillis-Furutaka,** Kyoto Sangyo University, Kyoto, Japan • **Martha Angelina González Párraga,** Guayaquil, Ecuador • **Octavio Gorduno Ruiz** • **Ralph Grayson,** Idiomas Católica, Lima, Peru • **Murat Gultekin,** Fatih University, Istanbul, Turkey • **Oswaldo Gutiérrez,** PROULEX, Guadalajara, Mexico • **Ayaka Hashinishi,** Otemae University, Hyogo, Japan • **Alma Lorena Hernández de Armas,** CALUSAC, Guatemala City, Guatemala • **Kent Hill,** Seigakuin University, Saitama-ken, Japan • **Kayoko Hirao,** Nichii Gakkan Company, COCO Juku, Japan • **Jesse Huang,** National Central University, Taoyuan, Taiwan • **Eric Charles Jones,** Seoul University of Technology, Seoul, South Korea • **Jun-Chen Kuo,** Tajen University, Pingtung , Taiwan • **Susan Krieger,** Embassy CES, San Francisco, USA • **Ana María de la Torre Ugarte,** ICPNA Chiclayo, Peru • **Erin Lemaistre,** Chung-Ang University, Seoul, South Korea • **Eleanor S. Leu,** Soochow University, Taipei, Taiwan • **Yihui Li (Stella Li),** Fooyin University, Kaohsiung, Taiwan • **Chin-Fan Lin,** Shih Hsin University, Taipei, Taiwan • **Linda Lin,** Tatung Institute of Technology, Taiwan • **Kristen Lindblom,** Embassy CES, San Francisco, USA • **Patricio David López Logacho,** Quito, Ecuador • **Diego López Tasara,** Idiomas Católica, Lima, Peru • **Neil Macleod,** Kansai Gaidai University, Osaka, Japan • **Adriana Marcés,** Idiomas Católica, Lima, Peru • **Robyn McMurray,** Pusan National University, Busan, South Korea • **Paula Medina,** London Language Institute, London, Canada • **Juan Carlos Muñoz,** American School Way, Bogota, Colombia • **Noriko Mori,** Otemae University, Hyogo, Japan • **Adrián Esteban Narváez Pacheco,** Cuenca, Ecuador • **Tim Newfields,** Tokyo University Faculty of Economics, Tokyo, Japan • **Ana Cristina Ochoa,** CCBEU Inter Americano, Curitiba, Brazil • **Tania Elizabeth Ortega Santacruz,** Cuenca, Ecuador • **Martha Patricia Páez,** Quito, Ecuador • **María de Lourdes Pérez Valdespino,** Universidad del Valle de México, Mexico • **Wahrena Elizabeth Pfeister,** University of Suwon, Gyeonggi-Do, South Korea • **Wayne Allen Pfeister,** University of Suwon, Gyeonggi-Do, South Korea • **Andrea Rebonato,** CCBEU Inter Americano, Curitiba, Brazil • **Thomas Robb,** Kyoto Sangyo University, Kyoto, Japan • **Mehran Sabet,** Seigakuin University, Saitama-ken, Japan • **Majid Safadaran Mosazadeh,** ICPNA Chiclayo, Peru • **Timothy Samuelson,** BridgeEnglish, Denver, USA • **Héctor Sánchez,** PROULEX, Guadalajara, Mexico • **Mónica Alexandra Sánchez Escalante,** Quito, Ecuador • **Jorge Mauricio Sánchez Montalván,** Quito, Universidad Politécnica Salesiana (UPS), Ecuador • **Letícia Santos,** ICBEU Ibiá, Brazil • **Elena Sapp,** INTO Oregon State University, Corvallis, USA • **Robert Sheridan,** Otemae University, Hyogo, Japan • **John Eric Sherman,** Hong Ik University, Seoul, South Korea • **Brooks Slaybaugh,** Asia University, Tokyo, Japan • **João Vitor Soares,** NACC, São Paulo, Brazil • **Silvia Solares,** CBA, Sucre, Bolivia • **Chayawan Sonchaeng,** Delaware County Community College, Media, PA • **María Julia Suárez,** CBA, Cochabamba, Bolivia • **Elena Sudakova,** English Language Center, Kiev, Ukraine • **Richard Swingle,** Kansai Gaidai College, Osaka, Japan • **Blanca Luz Terrazas Zamora,** ICPNA Cusco, Peru • **Sandrine Ting,** St. John's University, New Taipei City, Taiwan • **Christian Juan Torres Medina,** Guayaquil, Ecuador • **Raquel Torrico,** CBA, Sucre, Bolivia • **Jessica Ueno,** Otemae University, Hyogo, Japan • **Ximena Vacaflor C.,** CBA, Tarija, Bolivia • **René Valdivia Pereira,** CBA, Santa Cruz, Bolivia • **Solange Lopes Vinagre Costa,** SENAC, São Paulo, Brazil • **Magno Alejandro Vivar Hurtado,** Cuenca, Ecuador • **Dr. Wen-hsien Yang,** National Kaohsiung Hospitality College, Kaohsiung, Taiwan • **Juan Zárate,** El Cultural, Arequipa, Peru

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COMMUNICATION GOALS

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

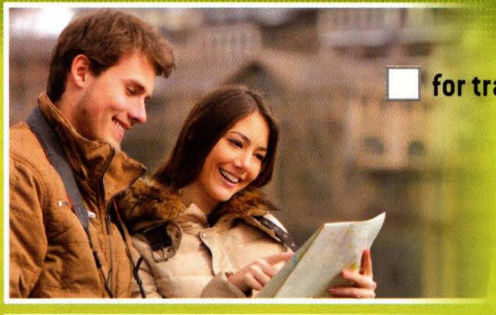
UNIT 1 Getting Acquainted

PREVIEW

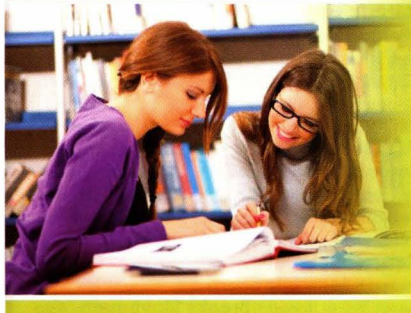
English and You!

Why are you learning English?

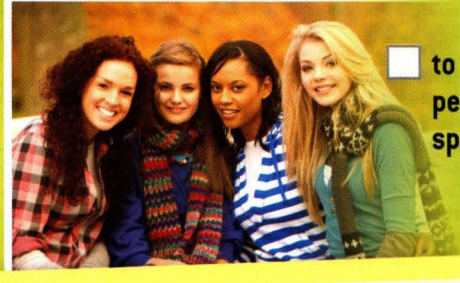
☐ for business



☐ for travel



☐ for my studies



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

☐ other: .....

Did You Know?

There are 2 billion (2,000,000,000) English speakers around the world. Fewer than twenty percent (20%) are native speakers of English.

Please complete the form.

Title: ☐ Mr. ☐ Mrs. ☐ Ms. ☐ Miss

Last/Family Name _____ First/Given Name _____

Nationality _____

Occupation _____

A **PAIR WORK** Why are you learning English? Compare reasons with a partner.

B **CLASS SURVEY** How many students in your class are studying English . . .

..... for business? ..... for their studies? ..... (other reasons)

..... for travel? ..... to get to know people?

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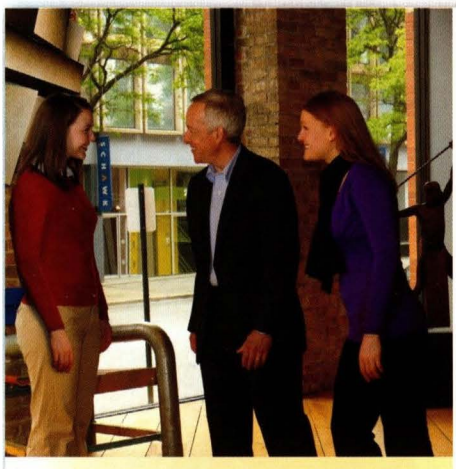
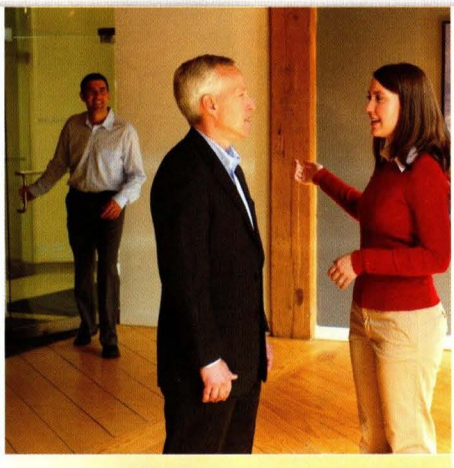
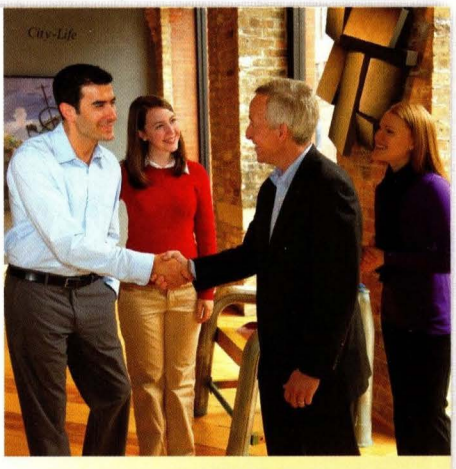
C ▶1:02 **PHOTO STORY** Read and listen to people getting acquainted.



Susan: I'll bet this is your dad.
Cara: Yes, it is. Dad, I'd like you to meet my friend, Susan Grant.
Sam: It's a pleasure to meet you, Susan. Samuel Pike.
Susan: Great to meet you, too. But please, everyone calls me by my nickname, Suzy.



Sam: And just call me Sam. So, what do you do, Suzy?
Susan: I'm a photographer . . . Oh, I'm sorry. There's my husband . . . Ted, over here!



Ted: Sorry I'm late.
Susan: Ted, this is Cara's dad.
Ted: Oh, how nice to meet you, Mr. Pike!
Sam: Likewise. But please call me Sam.

D **FOCUS ON LANGUAGE** Look at the underlined expressions in the Photo Story. With a partner, find:

1 two ways to introduce people.
2 three ways to greet new people.
3 three ways to tell others they can be informal.

▶1:03 **Formal titles**

Men	Women
Mr.	Ms. (married or single)
	Mrs. (married)
	Miss (single)

Use titles with family names, not given names.
Ms. Grant NOT ~~Ms. Suzy~~

Marital status

married = **single** =

SPEAKING

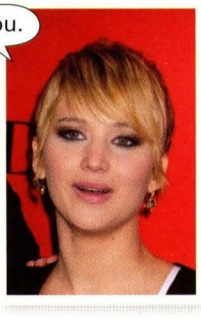
A Complete your response to each person. Write the correct formal titles.

Nice to meet you.

GIVEN NAME Marc
FAMILY NAME Anthony
OCCUPATION singer

1 Good to meet you, too, ... !
(Mr. Marc / Mr. Anthony / Ms. Anthony)

Good to meet you.



GIVEN NAME Jennifer
FAMILY NAME Lawrence
OCCUPATION actor

2 Nice to meet you, too, ... !
(Ms. Lawrence / Ms. Jennifer / Mr. Lawrence)

B **ROLE PLAY** Imagine your partner is a famous person. Introduce your partner to the class. Use formal titles.

"I'd like you to meet Bradley Cooper. Mr. Cooper is an actor."

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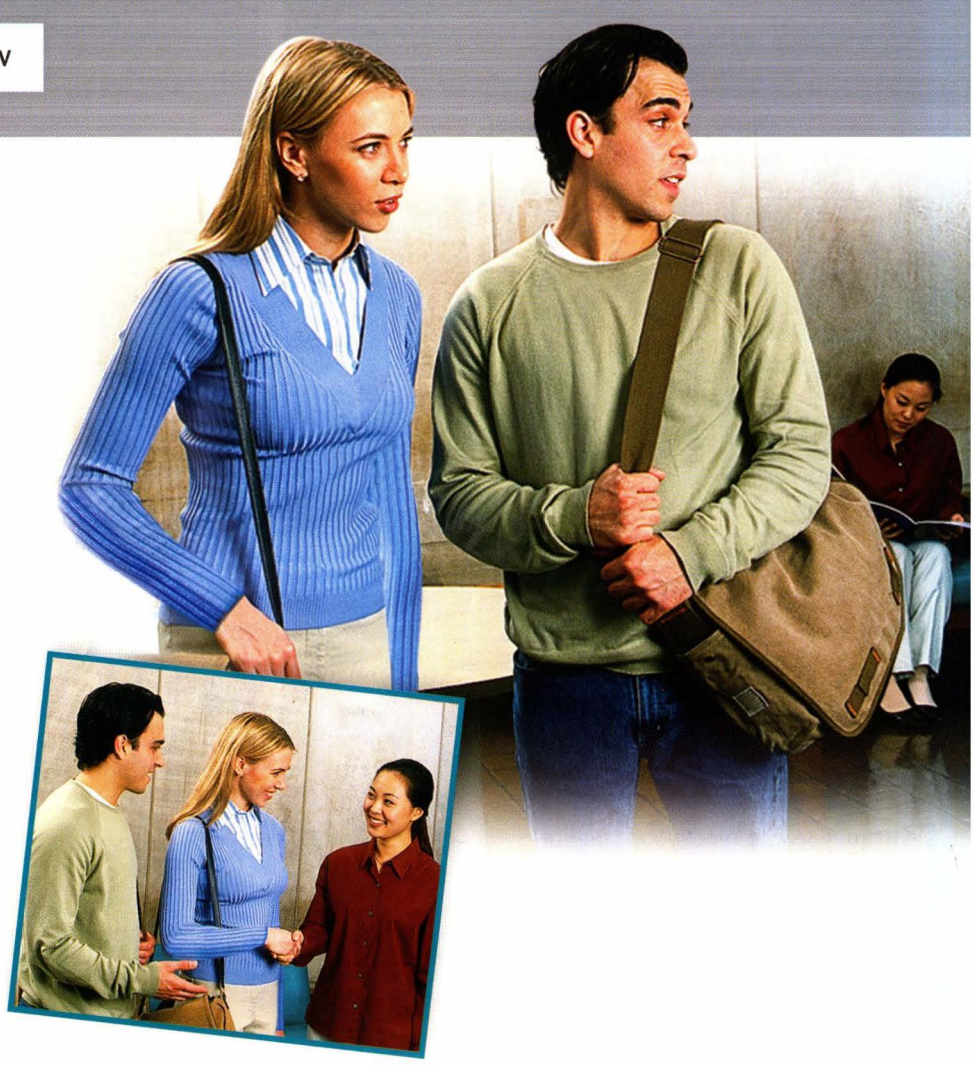
LESSON 1

GOAL Meet someone new



CONVERSATION MODEL

A ▶1:04 Read and listen to people meeting someone new.

A: Who's that?

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

A: Well, let's say hello.

. . .

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

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

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

C: New York.

B ▶1:05 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with two partners.

GRAMMAR *Information questions with be: Review*

Who's Ms. Nieto?	She's my teacher.
Who are they?	They're my classmates.
Where's she from?	She's from Seoul, Korea.
What city are you from?	We're from Los Angeles.
What's your occupation?	I'm an engineer.
What's his e-mail address?	It's ted@kr.com [say "ted at k-r-dot-com"].
What are their names?	Andrea and Steven.
How old is your brother?	He's twenty-six.
How old are they?	She's twelve, and her little sister is eight.

Contractions

Who's = Who is	**I'm** = I am	**you're** = you are
Where's = Where is	**he's** = he is	**we're** = we are
What's = What is	**she's** = she is	**they're** = they are
	it's = it is	

GRAMMAR BOOSTER p. 123
- Information questions with be: usage and form
- Possessive nouns and adjectives

A **GRAMMAR PRACTICE** Complete the conversations. Use contractions of the verb be when possible.

1 A: ..... that over there?
B: Oh, that's Hasna. ..... from Lebanon.
A: ..... she? She looks very young.
B: I think ..... twenty-five.

2 A: Your new neighbor's friendly!
..... his name?
B: His name's Francisco.
A: ..... he from?
B: El Salvador.

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3 A: ..... they?
B: I think ..... new students.
A: ..... their names?
B: Evan and Kim.

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

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

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

DIGITAL MORE EXERCISES

B GRAMMAR PRACTICE Write at least four information questions for your partner. Begin each question with a capital letter and end with a question mark.

What's your phone number?

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

C PAIR WORK Now ask your questions, and answer your partner's questions.

NOW YOU CAN Meet someone new

DIGITAL VIDEO

A CONVERSATION ACTIVATOR With two partners, personalize the Conversation Model. Imagine one of you is new to your school, office, or neighborhood. Meet that person. Then change roles.

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

DON'T STOP!
Ask more questions.
What city are you from?
What's your occupation?
Who's your teacher?

RECYCLE THIS LANGUAGE.

Introduce people	Greet new people	Shift to informality
This is __.	Great to meet you.	Everyone calls me __.
I'd like you to meet __.	How nice to meet you!	Please call me __.
	It's a pleasure to meet you.	Just call me __.

B CHANGE PARTNERS Practice the conversation again. Meet other people.

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GRAMMAR *Modification with adjectives: Review*

Adjectives describe nouns and pronouns. They can go after the verb be or before a noun.

Usain Bolt is **terrific**. He's a **terrific athlete** from Jamaica.
Tony Leung and Gong Li are **famous**. They're **famous actors** from China. They're **wonderful**.

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

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

▶1:06 Positive adjectives

beautiful	handsome
famous	terrific
fantastic	wonderful
great	

A GRAMMAR PRACTICE Combine each pair of sentences.

1. Chris Pine is an actor from the U.S. He's handsome.
2. Sam Smith is a singer from the U.K. He's fantastic.
3. Cheng Fei and Yao Jinnan are athletes from China. They're terrific.
4. Sebastião Salgado is a photographer from Brazil. He's great.
5. Alice Munro is a writer from Canada. She's famous.

Chris Pine is a handsome actor from the U.S.

DIGITAL MORE EXERCISES

B Now write three sentences about other famous people. Use an adjective before a noun.

CONVERSATION MODEL

A ▶1:07 Read and listen to someone identify and describe a person.

A: Hey. Who's David Garrett?
B: You don't know? For real?
A: No. Is he famous?
B: He sure is. He's a great musician.
A: Where's he from?
B: Germany.

B ▶1:08 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

GRAMMAR *Yes / no questions and short answers with be: Review*

Are you our teacher?	Yes, I **am**.	No, I'**m not**.
Is she Chinese?	Yes, she **is**.	No, she **isn't**. [No, she'**s not**.]
Is your nickname Josh?	Yes, it **is**.	No, it **isn't**. [No, it'**s not**.]
Are you and Tom students?	Yes, we **are**.	No, we **aren't**. [No, we'**re not**.]
Are they famous?	Yes, they **are**.	No, they **aren't**. [No, they'**re not**.]

Be careful!
Yes, I am. NOT ~~Yes, I'm~~.
Yes, she is. NOT ~~Yes, she's~~.

GRAMMAR BOOSTER p. 124
- Verb be: usage and form
- Short answers with be: common errors

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

B **GRAMMAR PRACTICE** Complete the questions and answers. Use contractions when possible.

1 A: ..... your father a teacher?
B: Yes, ...

2 A: ..... your son an athlete?
B: No, ... an artist.

3 A: ..... this your new address?
B: Yes, ...

4 A: Who ..... those new students?
..... from Canada?
B: No, ... I think ..... from the U.K.

5 A: That's a nice hat! ..... new?
B: No, ...

6 A: ..... you a musician?
B: Yes, ... a violinist.

DIGITAL MORE EXERCISES

PRONUNCIATION *Intonation of questions*

DIGITAL VIDEO COACH

A ▶1:09 Use rising intonation in yes / no questions. Use falling intonation in information questions. Read and listen. Then listen again and repeat.

Yes / no questions

Is she an architect?
Are they from Canada?

Information questions

What's her occupation?
Where are they from?

B **PAIR WORK** Write three yes / no questions and three information questions with be. Begin each question with a capital letter and end with a question mark. Then take turns practicing question intonation.

NOW YOU CAN Identify and describe people

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

DIGITAL VIDEO

B **CONVERSATION ACTIVATOR** With a partner, change the Conversation Model. Practice identifying and describing famous people. Use an adjective from the Grammar on page 6. Then change roles.

A: Hey. Who's ..... ?
B: You don't know? For real?
A: No. Is ..... famous?
B: ..... sure is. ..... 's a ..... .
A: Where ..... from?
B: ..... .

C **CHANGE PARTNERS** Practice the conversation again. Talk about other famous people. Use other adjectives.

Javier Bardem
actor (Spain)

Jeanne Gang
architect (U.S.)

Your own famous person

first name .....
last name .....
occupation .....
country .....
adjective to describe the person
.....

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BEFORE YOU LISTEN

DIGITAL FLASH CARDS

A ▶1:10 **VOCABULARY** • ***Personal information***
Read and listen. Then listen again and repeat.

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

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

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

▶1:11 **Countries and nationalities**

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

See page 122 for a more complete list.

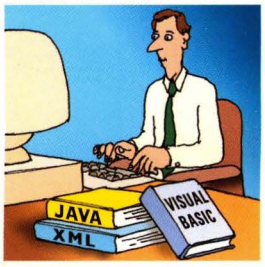
B **PAIR WORK** Ask your partner questions, using the Vocabulary.

"What's your birthplace?"

LISTENING COMPREHENSION

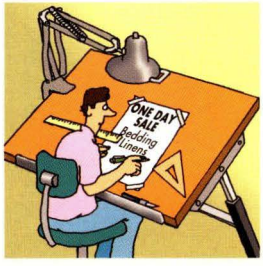
A ▶1:12 **LISTEN FOR DETAILS** Listen to each conversation and write each person's nationality and occupation. Then check yes or no to indicate whether the person has a nickname.

	Nationality	Occupation	Nickname?	
1			☐ yes	☐ no
2			☐ yes	☐ no
3			☐ yes	☐ no
4			☐ yes	☐ no



a computer programmer

an interpreter



a graphic designer

a salesperson

B ▶1:13 **LISTEN TO INFER** Now listen to each conversation again and complete each statement.

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

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

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

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

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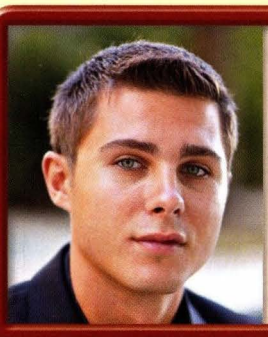
INFORMATION GAP

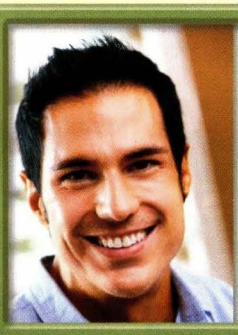
Partner A: Look at the top of the page.
Partner B: Turn your book and look at the bottom of the page.
Ask information questions with be and write the missing personal information.

PARTNER A

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



Name: Gordon Graham
Nickname: Gordy
Occupation: .....
Nationality: Australian
Hometown: Canberra
Birthplace: .....
Age: .....
E-mail: gordyg@umail.com.au



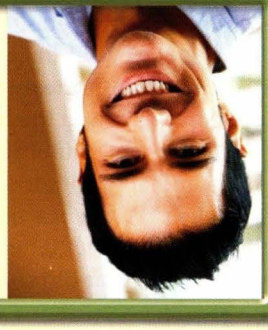
Name: .....
Nickname: .....
Occupation: salesperson
Nationality: .....
Age: 36
Hometown: .....
E-mail: beto.wilson@vmail.com.cl

Name: .....
Occupation: scientist
Age: .....
Nationality: Japanese
Hometown: Osaka
E-mail: .....

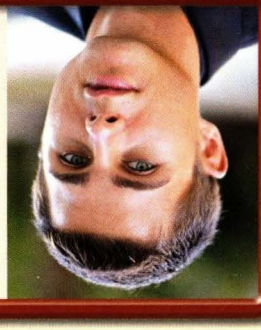
Name: Claire Beti
Occupation: .....
Age: 24
Nationality: .....
Hometown: .....
Birthplace: Cameroon
E-mail: claire.pokou@inet.com.fr

PARTNER B

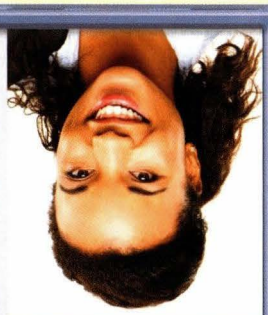
If you don't understand, ask:
Could you repeat that?
How do you spell that?



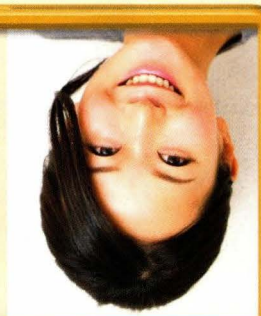
Name: Alberto Wilson
Nickname: Beto
Occupation: .....
Nationality: Chilean
Age: .....
Hometown: Santiago
E-mail: .....



Name: .....
Nickname: .....
Occupation: architect
Nationality: .....
Hometown: .....
Birthplace: Sydney
Age: 24
E-mail: .....



Name: .....
Occupation: writer
Age: .....
Nationality: French
Hometown: Paris
Birthplace: .....
E-mail: .....



Name: Miya Kato
Occupation: .....
Age: 30
Nationality: .....
Hometown: .....
E-mail: mkato@unet.com.jp

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BEFORE YOU READ

A **WARM-UP** In your life, where do you see or hear English?

B **PREVIEW** Before you read, search for the word English in the article. Then answer this question: How does each person use English?

READING ▶1:14

Who Uses English?

THIS IS MITSUHIKO TANAKA, a computer programmer at an international publishing company in Japan. He is originally from Sendai, but he works at his company's offices in Tokyo now, where he lives with his wife, Tomiko, and their young son, Hiro. "English is very important in our work. We use it to communicate with colleagues who speak many different languages at our offices all over the world," says Mr. Tanaka. "We also get visitors several times each year, so we use English for our meetings." At home, Mr. Tanaka gets new ideas about computing from websites in English on the Internet. He also uses his English in social media to keep in touch with friends all over the world.

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

THIS IS HAMZA ITANI, an executive assistant at a four-star hotel in Dubai, in the United Arab Emirates. Mr. Itani lives in Dubai now, but his hometown is the city of Beirut, in Lebanon. At his job in Dubai, he uses English every day. Business travelers and tourists from many different countries stay at the hotel, and English is the most common language they communicate in. "Sometimes our guests need a tour guide, and, if I'm not too busy, I use the opportunity to practice my English." When he's not at work. Mr. Itani enjoys watching English-language TV. "It helps me a lot!" he says. Mr. Itani is married and has a one-year-old son.

Source: Authentic interviews of real people

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A **INFER INFORMATION** Check all possible answers, according to the article.

1 Mr. Tanaka uses English . . .
- ☐ to teach classes.
- ☐ to watch TV.
- ☐ with colleagues.
- ☐ to use the Internet.

2 Ms. Marques uses English at work . . .
- ☐ in e-mails.
- ☐ in international phone calls.
- ☐ in meetings.
- ☐ in phone calls to other cities in Brazil.

3 Mr. Itani probably uses English with hotel guests from . . .
- ☐ Canada.
- ☐ Lebanon.
- ☐ Brazil.
- ☐ China.

DIGITAL MORE EXERCISES

B **SCAN FOR FACTS** Complete the information about the people.

	Mr. Tanaka	Ms. Marques	Mr. Itani
Occupation			
Lives in . . .			
Hometown			
Married?	☐ yes ☐ no	☐ yes ☐ no	☐ yes ☐ no

NOW YOU CAN Introduce someone to a group

A Read the information about each person. Then complete the two introductions.

Name: *Victoria Wang*
Nickname: *Vicky*
Occupation: *photographer*
Hometown: *Wuhan, China*
Birthplace: *(same)*
Age: *22*
Favorite actor: *Will Smith*
Favorite sport: *tennis*
Other: *lives in Shanghai*

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

Name: *Enrique Cruz*
Nickname: *Kiki*
Occupation: *pilot*
Hometown: *Veracruz, Mexico*
Birthplace: *Granada, Spain*
Age: *41*
Favorite actor: *Matt Damon*
Favorite sport: *soccer*
Other: *lives in Monterrey, Mexico*

Meet ..... . He's a ..... , and he lives in ..... . Everyone calls him ..... . His hometown is ..... , but actually he was born in ..... . His favorite actor is ..... , and his favorite sport is ..... . Mr. Cruz is ..... years old.

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

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

C **GROUP WORK** Introduce your partner to your classmates. Use the introductions in Exercise A for support.

RECYCLE THIS LANGUAGE.

This is __.
I'd like you to meet __.
Everyone calls [him / her] __.
[His / Her] nickname is __.
[His / Her] hometown is __.
[His / Her] favorite __ is __.

Text-mining (optional)
Find and underline three words or phrases in the Reading that were new to you. Use them in your Group Work.
For example: "is originally from."

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REVIEW

A ▶1:15 Listen to the conversations. Then listen again and write each person's occupation and nationality.

Australian
Brazilian
French
Polish

Name	Occupation	Nationality
1 George Detcheverry		
2 Sonia Pereira		
3 Mark Zaleski		
4 Marjorie Baxter		

B Complete each statement. Circle the correct word.

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

C Complete each conversation in your own way. (You don't need to give real information.)

1 "What city are you from?"
YOU .....

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

3 "Are you a teacher?"
YOU .....

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

5 YOU .....
"I'm a graphic designer."

6 YOU .....
"Great to meet you, too."

WRITING

Write a short description of the classmate you interviewed on page 11. Include the following information.

- first and last name
- age
- occupation
- hometown
- birthplace
- favorite actor / sport

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

WRITING BOOSTER p. 142
- Capitalization
- Guidance for this writing exercise

For additional language practice . . .
YORK TOP NOTCH POP • Lyrics p. 149
"It's Nice to Meet You"
DIGITAL SONG DIGITAL KARAOKE

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DIGITAL GAMES

ORAL REVIEW

CONTEST Form teams. Create questions for another team about Will Smith, using the verb be. (A team gets one point for each correct question and one point for each correct answer.) For example:

What's his nickname?

PAIR WORK

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

Who's Will Smith?

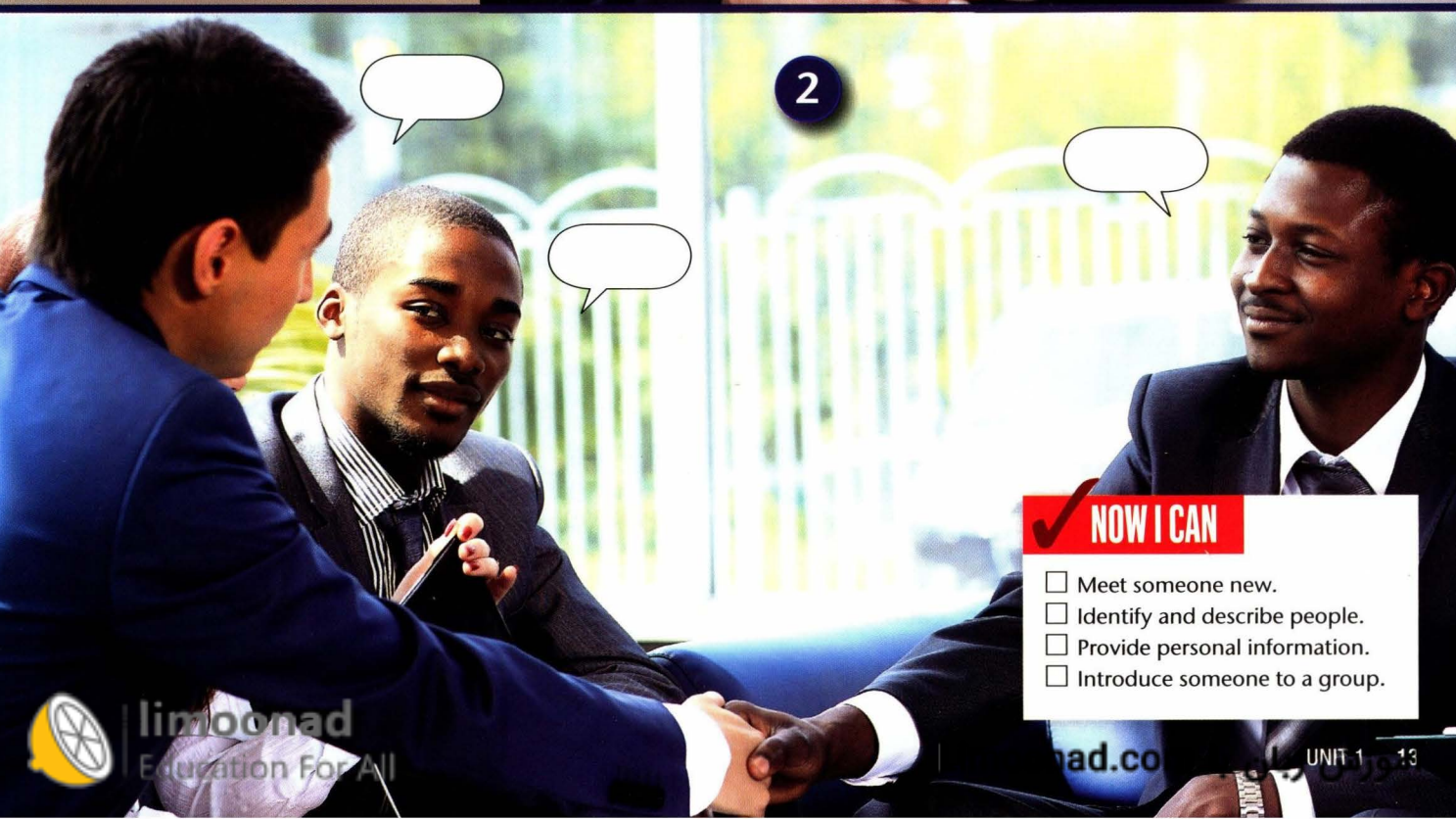
2 With a partner, invent personal information for the people in Picture 2. Then create a conversation.

Celebrity Screens
Web page of the rich and famous

Who is the real Will Smith?

Biography
real name: Willard Christopher Smith, Jr.
occupation: singer and actor
marital status: married
birth date: September 25, 1968
birthplace: Philadelphia, U.S.

Other information
favorite colors: red and black
favorite food: sweets
favorite actor: Harrison Ford



NOW I CAN

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

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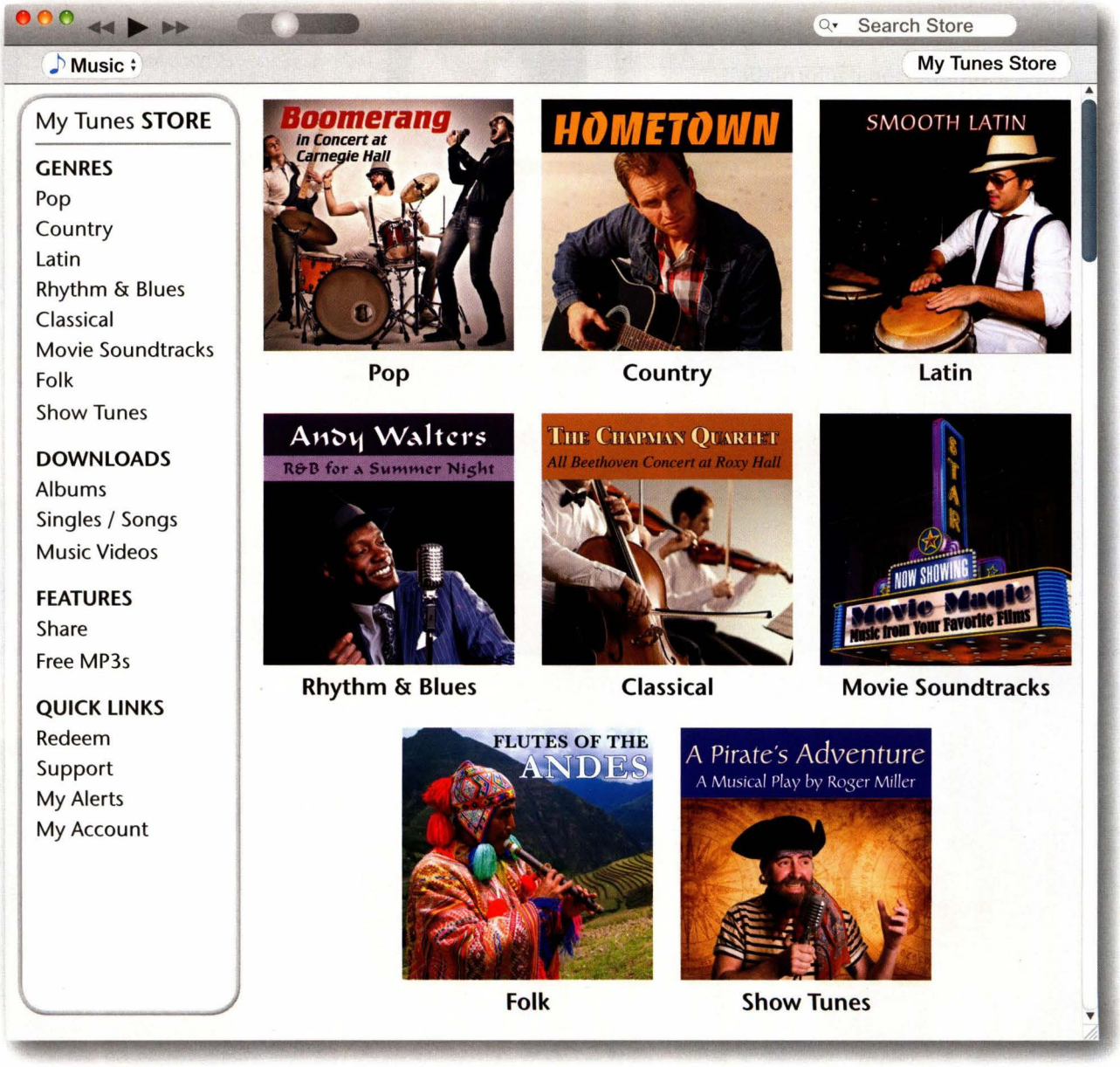
COMMUNICATION GOALS

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

UNIT 2 Going Out

PREVIEW



A Do you download a lot of music from the Internet? Why or why not?

DIGITAL FLASH CARDS

B ▶1:18 **VOCABULARY** • ***Genres*** Look at the web page. Then listen and repeat.

C **PAIR WORK** Which genres of music do you like? Are there genres that you hate? Tell your partner.

D **DISCUSSION** When you download music from the Internet, do you buy single songs or whole albums? Explain your answer.

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E ▶1:19 **PHOTO STORY** Read and listen to a conversation about music.

Meg: Hey. What's up?
Sara: Not much. Just downloading some new songs.
Meg: Downloading? That's not for me! Too much trouble! How about some live music tonight?
Sara: Sounds good. Where?

Meg: Klepto's playing at midnight at the Spot. Would you like to go?
Sara: At midnight? Sorry. That's past my bedtime.
Meg: Well, River T's there, too. They're playing at 8:00.
Sara: River T—the R&B group? Now that's more my style. I'm a real R&B fan.

Meg: Perfect! Meet you in front of the hall at 7:45?
Sara: See you there!

F **FOCUS ON LANGUAGE** Find and write an underlined word or expression from the Photo Story with the same meaning:

1 That's too late for me. .....
2 Great! .....
3 music in a concert .....
4 What are you doing? .....
5 I like that better. .....
6 I don't like that. .....

G **THINK AND EXPLAIN** Choose an answer. Use a quotation to explain your answer.

1 What's Sara doing?
   a getting music from the Internet
   b buying tickets for a concert on the Internet

> "Sara says, 'Just downloading some new songs.'"

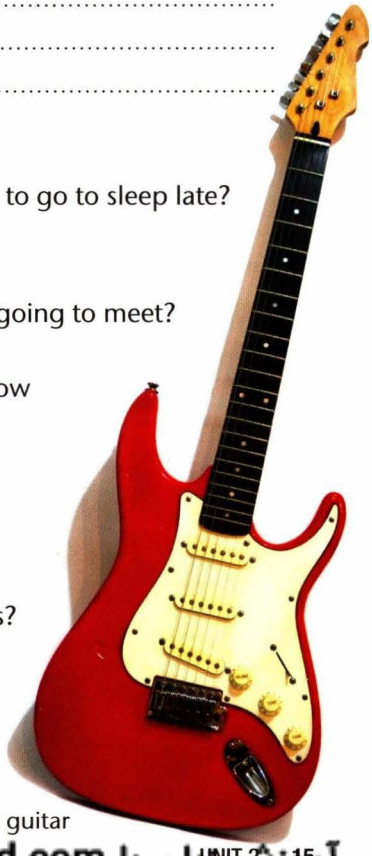
2 What does Meg want to do?
   a download music from the Internet
   b go to a concert
3 Which woman doesn't like to go to sleep late?
   a Sara
   b Meg
4 When and where are they going to meet?
   a at midnight at River T
   b at the hall before the show

SPEAKING

CLASS SURVEY What kinds of music do you like? Number the genres in order, making number 1 your favorite. Then survey the class. Which are the most popular genres in your class?

..... classical music
..... folk music
..... country
..... movie soundtracks
..... R&B
..... pop
..... Latin
..... show tunes
..... other

> "Who chose pop as their favorite?"



an electric guitar

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GOAL Accept or decline an invitation

CONVERSATION MODEL

A ▶1:20 Read and listen to an invitation to a movie.

A: Are you free on Saturday? *The Pilots* is at the Movie Center. Would you like to go?

B: *The Pilots*? I'd love to go. What time?

A: At noon.

B: Great! See you there.

To decline . . .

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

A: Too bad. Maybe some other time.

B ▶1:21 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

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

Prepositions of time

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

on	in	at
on Saturday	in March	at 8:30
on June 7th	in 2016	at midnight
on the 7th	in the summer	at noon
on Monday, May 3rd	in the morning	
on Tuesday morning	in ten minutes	

Prepositions of place

Where's the movie? It's . . .

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

Contractions

When's = When is
What time's = What time is
Where's = Where is

Be careful!

Don't contract are with When, What time, or Where.
Where are your parents?
NOT ~~Where're~~ your parents?

GRAMMAR BOOSTER p. 125
- Prepositions of time and place: usage rules
- Would like for preference: review and expansion

GRAMMAR PRACTICE Complete the message with prepositions of time and place.

Leslie Carter

Hi, Bonnie: Are you busy ..... Tuesday evening? There's a Latin concert ..... your neighborhood, right near your office ..... the Mellon Theater. Sounds like something really special with musicians from all over the world. It starts ..... 8:30. I'll be ..... work until 6:00, but I could meet you ..... 6:15 or 6:30 in front of the theater. We could have something to eat before the concert. What do you think? –LC

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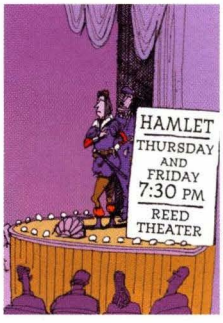
DIGITAL FLASH CARDS

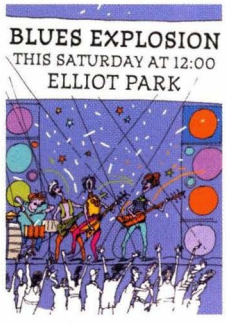
VOCABULARY *Entertainment and cultural events*

A ▶1:22 Read and listen. Then listen again and repeat.

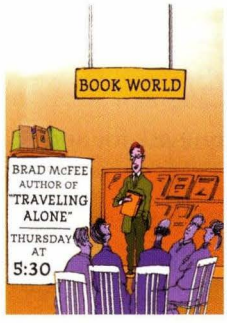
a movie / a film



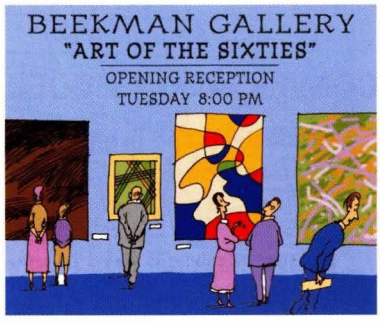
a play



a concert



a talk / a lecture



an art exhibit

B **PAIR WORK** Ask and answer questions about the events in the pictures above. Use When, Where, and What time.

"Where's the talk?"

"It's at Book World."

C ▶1:23 **LISTEN FOR DETAILS** Listen to the conversations. Match the event and the place.

..... **1** *Agamemnon*	**a** at the Cinema Center
..... **2** the Boston Symphony Orchestra	**b** at the City Nights Bookstore
..... **3** *Bus Stop*	**c** at the Theater in the Circle
..... **4** Nick Hornby	**d** at the Festival

D ▶1:24 **LISTEN TO DRAW CONCLUSIONS** Listen to the conversations again. Complete the chart.

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

NOW YOU CAN Accept or decline an invitation

DIGITAL VIDEO

A **CONVERSATION ACTIVATOR** With a partner, change the Conversation Model. Use these events or other events. Decide to accept or decline. Then change roles.

A: Are you free ..... ? ..... at ..... .
Would you like to go?
B: ..... . I'd love to go. ....

RECYCLE THIS LANGUAGE.

Sounds good.
Great!
Perfect!
That's past my bedtime.
That's not for me.
That's more my style.
Well, how about __?
See you there!

DON'T STOP!

If you decline, suggest a different event.

This week's Entertainment

MOVIES	***Red Sunset*** The Cine Lux, Sat./Sun. 8:55 P.M.
MUSIC	***The Soul Brothers*** The Supermarket, Fri. Midnight
TALKS	***John Grisham, writer*** Book Town, Mon. 8:00 P.M.
PLAYS	***Romeo and Juliet*** The Bridge Theater, Every night 7:30 P.M.

B **CHANGE PARTNERS** Practice the conversation again. Use different events.

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LESSON 2

GOAL Express locations and give directions

CONVERSATION MODEL

A ▶1:25 Read and listen to someone ask for and get directions.

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

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

A: Yes. It's 205 Holly Avenue.

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

A: Thank you!

Or if you don't know . . .

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

A: Thanks, anyway.

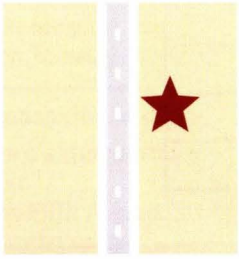
B ▶1:26 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

DIGITAL FLASH CARDS

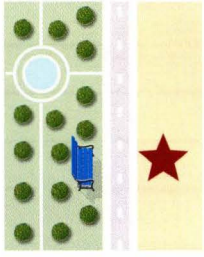
VOCABULARY *Locations and directions*

A ▶1:27 Read and listen. Then listen again and repeat.

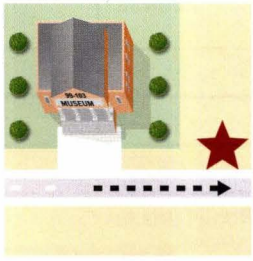
Locations **Where is (the) _____ ?**



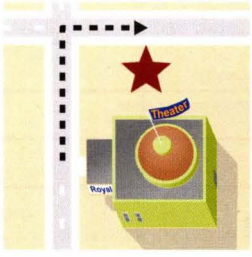
It's **on the right side** of the street.



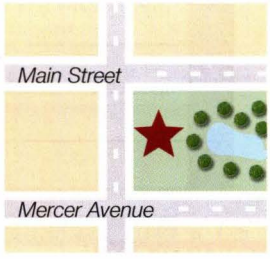
It's **across from** the park.



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

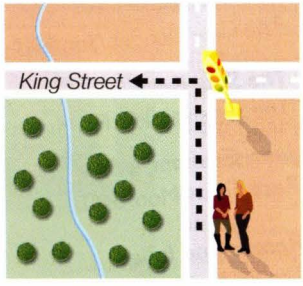


It's **around the corner from** the theater.

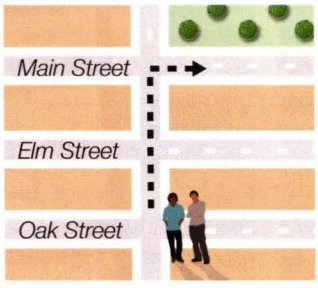


It's **between** Main (Street) **and** Mercer (Avenue).

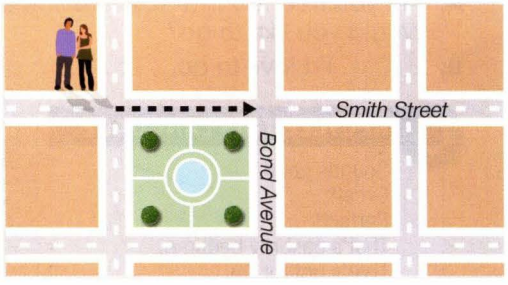
Directions **How do I get to (the) _____ ?**



Turn left at the corner / **at** the light / **on** King Street.



Go / Walk / Drive **two blocks and turn right**.



Go / Walk / Drive **to the corner of** Smith (Street) **and** Bond (Avenue).

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B ▶1:28 **LISTEN FOR LOCATIONS** Listen to the conversations about places. Write the number of each place in a box on the map. (Be careful: There are three places but seven boxes.)

C **PAIR WORK** Use the Vocabulary from page 18 to tell your partner where you live.

> "My house is on Grove Street between Dodd Street and Park Street."

DIGITAL VIDEO COACH

PRONUNCIATION *Rising intonation to confirm information*

A ▶1:29 Repeat information with rising intonation to be sure you understand. Read and listen. Then listen again and repeat.

1 A: Where's the library?
B: The library?

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

B **PAIR WORK** Talk about two other places. Practice confirming information with rising intonation.

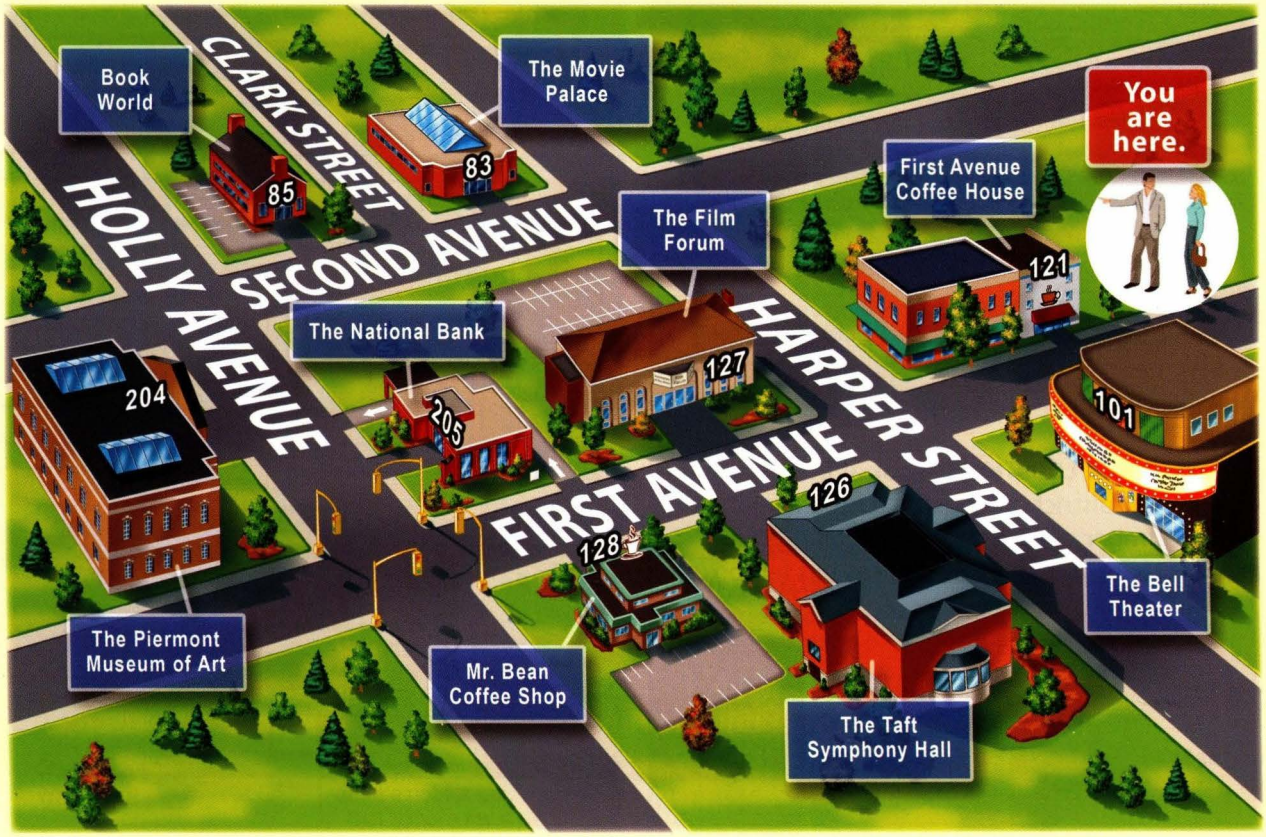
NOW YOU CAN Express locations and give directions

DIGITAL VIDEO

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

A: Excuse me. I'm looking for ..... .
B: ..... ? Do you know the address?
A: Yes. It's ..... .
B: Oh. ..... .

DON'T STOP!
Ask about other locations.



CHANGE PARTNERS Ask about other locations and give directions.

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GOAL Make plans to see an event

BEFORE YOU LISTEN

PREVIEW Look at the tickets below. Name two kinds of events you can go to at the Kingston Culturefest.

LISTENING COMPREHENSION

A ▶1:30 **LISTEN FOR DETAILS** Listen to people calling the Kingston Culturefest. Look at the tickets. Then listen again and complete the information in the boxes.

1

Culture fest KINGSTON
Classic Film Series
Date: May ____ **Time:** ____ P.M.
Location: Lamont Theater ____ 66th Street
Price: $ ____
Event: *Nice to Meet You* and *The 39 Steps*

2

Culture fest KINGSTON
Date: May ____ **Time:** ____ P.M.
Location: Natural History Museum at 110 Greenway
Price: free
Event: History of Latin Music Lecture/Concert
Seat: ____

Culture fest KINGSTON
Date: ____
Location: ____
Price: ____
Event: ____
Seat: ____

3

Culture fest KINGSTON
Date: May ____ **Time:** 7:30 P.M.
Location: Kingston Concert Hall
3600 Central Avenue
Event: Sheeran Pop Series
Price: $ ____ **Seat:** ____

Price: $ ____ **Seat:** ____

4

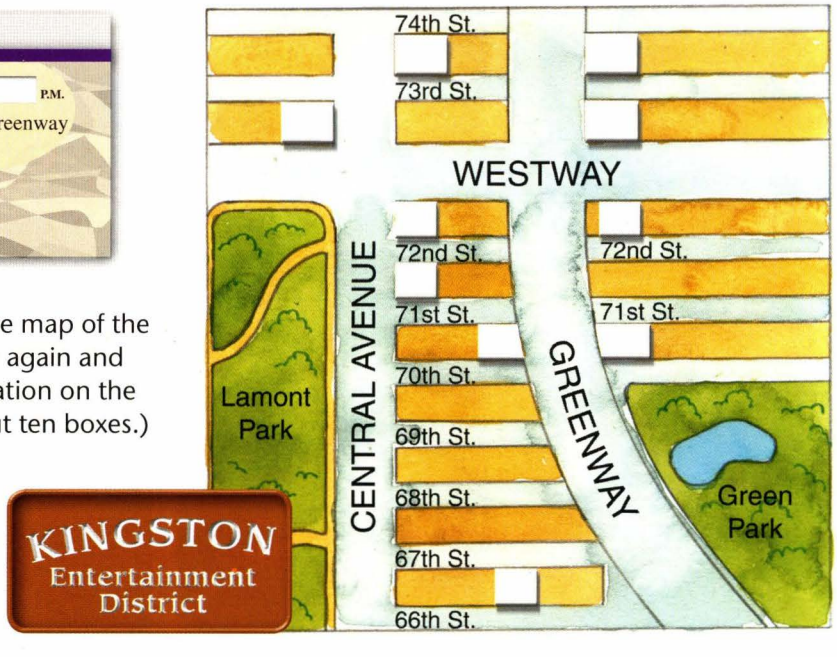
Culture fest KINGSTON
Date: May ____ **Time:** ____ P.M.
Location: Kingston Gallery ____
260 Central Avenue
Price: $ ____
Event: *The Lion King* **Seat:** 10a

Event: *The Lion King* **Seat:** 10b

5

Culture fest KINGSTON
Date: May 9 **Time:** ____ P.M.
Location: Kingston Gallery ____ at 109 Greenway
Price: $ ____
Event: Picasso: His Life and Art
Seat: 7G

B ▶1:31 **LISTEN FOR LOCATIONS** Look at the map of the entertainment district of Kingston. Listen again and write the number of each place in its location on the map. (Be careful: There are five places but ten boxes.)



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NOW YOU CAN Make plans to see an event

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

Event	Day / Date / Time	Place

Kingston Post

THIS WEEK at the KINGSTON Culture fest HIGHLIGHTS

MAY

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

FILM

Brother and sister directors **Fumiko** and **Daiki** Ito introduce their movie *Pop High School*, this year's International Teen Oscar winner for Best Movie.

Monday and Thursday 7:45 P.M.

Kingston Gallery 2

Member price: $5
General admission: $12
Special teen price: $5

THEATER

Andrew Lloyd Weber's classical musical

Cats

Lamont Theater

Tuesday to Friday 8:00 P.M.

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

"A Serious Play For Serious Theatergoers"

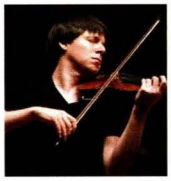
The Dentist's Chair

Kingston Gallery 2

Friday and Saturday 8:00 P.M.

CONCERTS

Joshua Bell, Violinist.



Bell will play Estrellita by Manuel María Ponce and Stravinsky's The Rite of Spring with the Mexico City Philharmonic Orchestra.

Kingston Concert Hall

Wednesday and Saturday: 8:00 P.M.

Sunday: 2:00 P.M. (matinee)
Tkts: $50 (students $25)

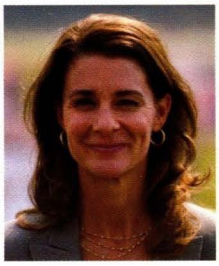
Bruno Mars

Singer songwriter Bruno Mars sings from his favorite album Earth to Mars, featuring "Just the Way You Are."

Kingston Gallery 2

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

TALKS/ LECTURES



Reinvent a Better World

Melinda Gates (of the Bill and Melinda Gates Foundation)

Tuesday 6:30 P.M. and 9:00 P.M.

Natural History Museum

Free!

B **PAIR WORK** Compare the events you want to see. Make plans to see one or more of the events together. Use the map on page 20.

RECYCLE THIS LANGUAGE.

Invite
Are you free / busy on __?
There's a [play] at __.
Would you like to go?

Ask for information
How about __?
What time's the __?
Where is the __?

Accept and decline
I'd love to go.
I'm a real __ fan.
See you at __.
I'd love to go, but __.
Maybe some other time.
That's past my bedtime.
I'm [not] a __ fan.
That's not for me.
That's more my style.

Locations / Directions
It's across from the __.
It's around the corner from the __.
It's on the __ side of the street.
It's between __ and __.
Turn left at __.
Go / Walk / Drive to __.

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GOAL Talk about musical tastes

BEFORE YOU READ

WARM-UP In what ways is music important to you?

READING ▶1:32

New Tab

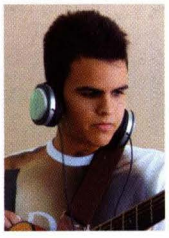
MUSIC REVIEWS NEWS BLOG SHOP Search:

Hot Topics: **Music in Your Life**

Wayne Seok Manager, Seoul, South Korea

I'm a big music fan. My favorite genre is R&B. I listen when I'm sad, when I'm happy, when I'm bored, when I'm relaxing . . . almost all the time. I actually don't download music because there are lots of good streaming services. It's so easy, and it doesn't cost much. I just click on an app on my smart phone and listen. I also love live music at big concerts because you can meet lots of other music lovers. Every summer I go to the Jisan Valley Festival near Seoul. It lasts 3 days, so we camp out there and have a lot of fun.

> REPLY ⊠RECOMMEND



Matheus Rocha High School Student, Fortaleza, Brazil

My favorite music might seem unusual for a sixteen-year-old guy. Unlike most of my friends, I enjoy older Brazilian music, especially from artists like Tom Jobim. I play the saxophone in the school band, and I'm a real fan of the American artists Grover Washington Junior and Kenny G. I can't imagine my life without music. I listen to music every day on my phone or on my computer. I'm very busy at school, so I listen mostly at home.

> REPLY ⊠RECOMMEND

Katherine Baldwin English Teacher, Madrid, Spain

I'm a real music lover, so I listen a lot. I even listen to music when I'm doing other things. I listen to quiet music while I prepare my classes, and I listen to exciting music when I exercise. If I don't, I get bored. At home, I listen on my computer: MP3s from my library or to online radio. Online radio is much better than regular radio because you can skip songs you don't like! I buy music online, too—singles, because I don't want to listen to 12 songs in a row by the same musician. You know what I hate? Big concerts in an arena where you can't see the musicians. I prefer shows in small halls.

> REPLY ⊠RECOMMEND

Source: Authentic interviews of real people

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A **CONFIRM CONTENT** Read the following statements. Circle T (true), F (false), or NI (no information) for each, based on information in the Reading. Explain your answer.

T F NI **1** Wayne Seok is a fan of live music.
T F NI **2** He doesn't like folk music.
T F NI **3** Matheus Rocha usually listens to music on CDs.
T F NI **4** His friends all like older Brazilian music.
T F NI **5** Katherine Baldwin doesn't like big concerts.
T F NI **6** She likes music videos.

DIGITAL MORE EXERCISES

B **MAKE PERSONAL COMPARISONS** Who are you like: Mr. Seok, Mr. Rocha, or Ms. Baldwin? Explain how.

> "I'm like Ms. Baldwin. I listen to music while I do other things."

NOW YOU CAN Talk about musical tastes

A **FRAME YOUR IDEAS** Fill out the survey about your musical tastes.

MUSIC IN YOUR LIFE — Take the Survey

1. Are you a music fan? ☐ yes ☐ no

2. What's your favorite kind of music?
☐ pop ☐ country ☐ Latin
☐ folk ☐ show tunes ☐ R&B
☐ classical ☐ movie soundtracks
☐ other _____

3. Who are your favorite singers? _____
musicians? _____
groups? _____

4. When do you listen to music?
☐ when I study ☐ when I exercise ☐ when I relax
☐ when I'm happy ☐ when I'm bored ☐ when I'm sad
☐ when I drive ☐ all the time ☐ when I work
☐ other _____

5. Do you go to concerts?
☐ often ☐ sometimes ☐ never
If so, what's your favorite kind of concert?
_____

6. How do you listen to music?
☐ on CDs ☐ on the Internet
☐ on the radio ☐ on music videos
☐ on MP3s ☐ on TV music channels
☐ on my phone ☐ other _____

7. How many songs are in your library? _____
How many albums? _____
What kinds of music? _____

B **PAIR WORK** Compare surveys with a partner. Summarize your answers on the notepad.

About me	About my partner
I'm a pop fan.	Her favorite music is pop, too.

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

> "My partner and I love music. We're real pop fans!"

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: "I'm a big music fan."

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REVIEW

A ▶1:33 Listen to the conversations about entertainment and cultural events. Complete the chart with the kind of event and the time of the event.

	Kind of event	Time of event
1		
2		
3		

B ▶1:34 Look at the chart and listen again. Circle the event if the person accepts the invitation.

C Complete each conversation, based on the picture.

1

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

2

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

3

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

4

A: Are you free ..... Monday evening? Dr. Benson is giving a ..... on the native plants of the desert. Do you want to go?
B: That depends. ..... time?
A: It's ..... 7:00.

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

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

.....

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

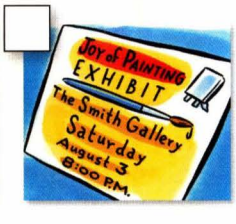
.....

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

.....

4 the corner / The house / is / around / the street / and across

.....



WRITING

Write at least five sentences about yourself and your tastes in music.

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

WRITING BOOSTER p. 142
- The sentence
- Guidance for this writing exercise

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ORAL REVIEW

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

PAIR WORK Create conversations for the two people.

1 Ask and answer questions about the ads. Use When, What time, and Where. For example:

Q: Where's the lecture?
A: It's . . .

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

The Journal News- October 22

Today's Entertainment

B16

The House on the Other Side of the Street

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

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

MOVIES

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

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

Do You Have Any Liquids?
Mama Cruz Rachel Weldon
CinePlex 2
5:25, 7:05, 9:30

PLAYS

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

MUSIC

Jamie Cullum
singer / songwriter
TODAY ONLY
City Limits Hall
9:30 P.M.

The China Philharmonic Orchestra with The Shanghai Opera House Chorus
Mozart's Requiem
Symphony Hall, 8:00 P.M.

OTHER EVENTS - Talks/Lectures

James M Cowan
A Plan for Everyday Life
Lecture, discussion, book signing
Books and Other Precious Things
[illegible] P.M.

NOW I CAN

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

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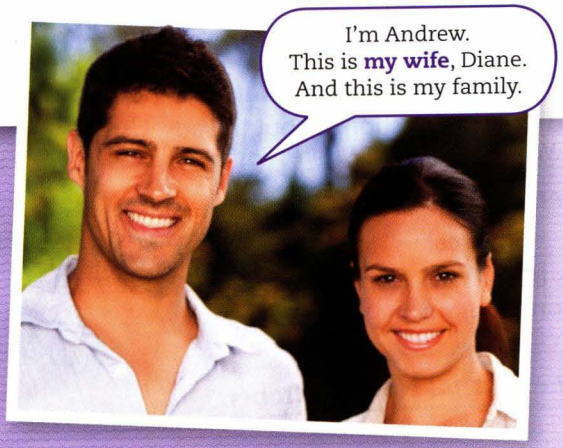
COMMUNICATION GOALS

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

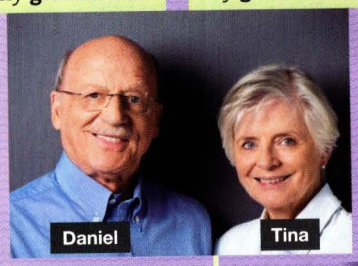
UNIT 3 The Extended Family

PREVIEW



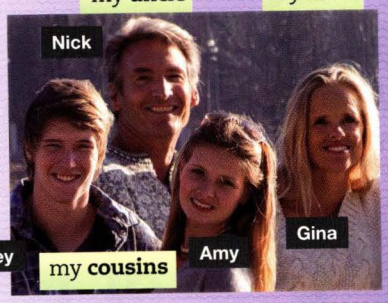
grandparents

my **grandfather** — my **grandmother**

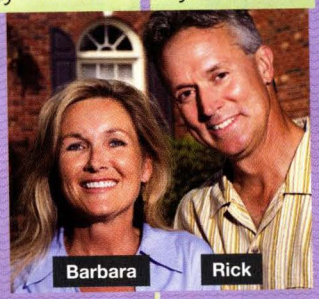


parents

my **uncle** — my **aunt** — my ..... — my .....

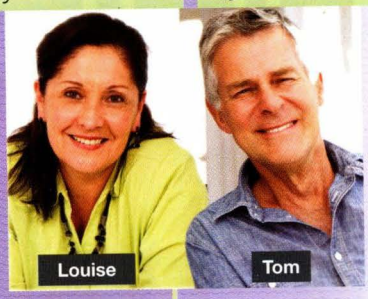


my **cousins**

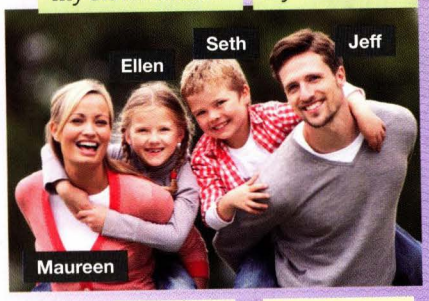


in-laws

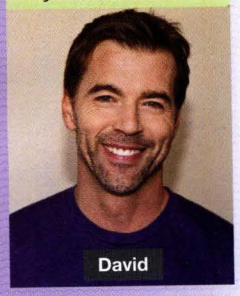
my **mother-in-law** — my **father-in-law**



my **sister-in-law** — my ..... — my .....



my **brother-in-law**



my **niece** — my **nephew** — my ..... — my .....

A **FAMILY VOCABULARY REVIEW** Look at Andrew's family photos. Write the six missing relationship words.

B ▶2:02 **VOCABULARY** • ***The Extended Family*** Listen and repeat.

C **PAIR WORK** Ask and answer questions about Andrew's relatives. Use Who.

"Who's Jeff's wife?"

"Who are Barbara and Rick?"

"Maureen."

"They're Diane's in-laws."

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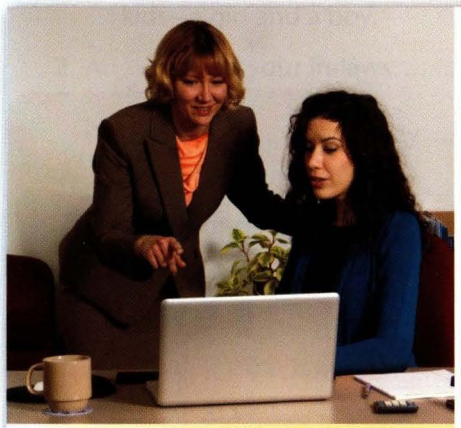
ENGLISH FOR TODAY'S WORLD
Understand English speakers from different language backgrounds.
Emma = Portuguese speaker

D ▶2:03 **PHOTO STORY** Read and listen to two women discussing family photos.



Emma: Who's that guy? Your brother?
Grace: No, that's my brother-in-law, Matthew. He's married to my older sister, Alexa. And this is their son, Aiden. He's adopted.*
Emma: Do they have any other children?
Grace: No, just the one. He's an only child.

Emma: Looks like they're having a great time in New York.
Grace: Actually, they live there.
Emma: They do? Wow! How often do you see them?
Grace: We get together about twice a year.

Emma: And what about these kids?
Grace: They're my younger sister's. Ariana's the girl. And these are her little brothers, Cole and Casey.
Emma: Cole and Casey look so much alike! Are they twins?*
Grace: They are. They all live in Vancouver, but we keep in touch on the Internet.

*adopted: Matthew and Alexa aren't Aiden's birth parents.

*twins: Cole and Casey were born at the same time.

E **THINK AND EXPLAIN** Check true or false, based on information from the Photo Story. Then explain each answer.

	true	false
1 Grace is Aiden's aunt.	☐	☐
2 Grace is Matthew's sister-in-law.	☐	☐
3 Matthew is Ariana's brother-in-law.	☐	☐
4 Alexa has one niece and three nephews.	☐	☐
5 Ariana, Cole, and Casey are Aiden's cousins.	☐	☐
6 Matthew and Alexa have two children.	☐	☐

"It's true. Aiden is her sister's son."

SPEAKING

A Complete the chart with information about your extended family. Write the number of people for each relationship.

I have . . .		
..... brother(s)	..... uncle(s)	..... cousin(s)
..... sister(s)	..... aunt(s)	..... brother(s)-in-law
..... nephew(s)	..... niece(s)	..... sister(s)-in-law

B **GROUP WORK** Compare charts with your classmates. Who in your class has a very large extended family?

"How many ___s do you have?"

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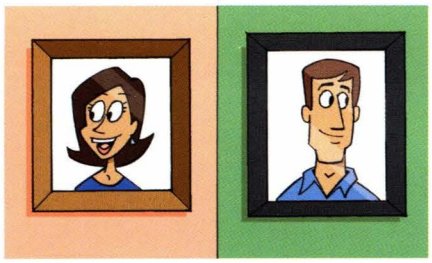
LESSON 1

GOAL Report news about relationships

DIGITAL FLASH CARDS

VOCABULARY *Relationships and marital status*

A ▶2:04 Read and listen. Then listen again and repeat.

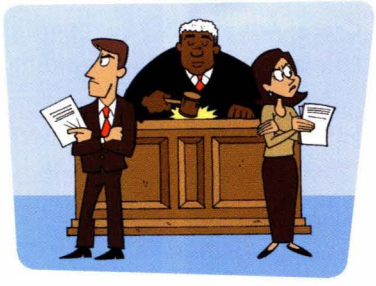


They're **single**.

They're **engaged**.
(He's her **fiancé**. / She's his **fiancée**.)

They're **married**.

They're **separated**.



They're **divorced**.
(He's her **ex-husband**. / She's his **ex-wife**.)

She's **widowed**.

B ▶2:05 **LISTEN TO CLASSIFY** Listen and infer the marital status of the person in each conversation. Circle the correct status.

1 The woman is (single / engaged / married).
2 His aunt is (engaged / widowed / divorced).
3 His sister is (engaged / separated / divorced).
4 Her sister is (engaged / separated / divorced).

GRAMMAR *The simple present tense: Review*

Affirmative statements

My in-laws **live** in Rio.
My ex-wife **lives** in Tokyo.

Negative statements

My aunt and uncle **don't work** in an office.
My cousin **doesn't work** at home.

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

Yes / no questions and short answers

Do they **have** any children? Yes, they do. / No, they don't.
Does she **have** any nieces or nephews? Yes, she does. / No, she doesn't.

Spelling rules with he, she, and it

Add -s to the base form of most verbs.
works likes plays calls

Add -es to verbs that end in -s, -sh, -ch, or -x.
washes watches relaxes

Exceptions:
do → does
go → goes
have → has
study → studies

GRAMMAR BOOSTER p. 126
• The simple present tense: usage and form

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GRAMMAR PRACTICE Complete the conversations. Use the simple present tense.

1 A: ..... your cousin ..... (have) any children?
B: Yes, she ..... . She ..... two kids—a girl and a boy.

2 A: ..... your in-laws ..... (live) in Toronto?
B: No, they ..... . They ..... in Ottawa.

3 A: ..... your parents ..... (work) in Quito?
B: Yes, they ..... . They ..... for the government.

4 A: ..... your fiancé ..... (like) country?
B: No, he ..... . He ..... it at all.

5 A: ..... her ex-husband ..... (see) their kids?
B: Yes, he ..... . He ..... them a lot.

6 A: ..... you ..... (call) your nieces every day?
B: No, I ..... . They ..... *me*!

DIGITAL MORE EXERCISES

CONVERSATION MODEL

A 2:06 Read and listen to good news about a relationship.

A: What's new?
B: Actually, I have some good news. My sister just got engaged!
A: That's great. Congratulations!
B: Thanks!
A: So tell me about her fiancé. What does he do?
B: Well, he works at Redcor. He's an engineer.

Or bad news . . .
B: Actually, I have some bad news. My sister just got divorced.
A: I'm sorry to hear that. Is she OK?
B: Yes, she is. Thanks for asking.

B 2:07 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

NOW YOU CAN Report news about relationships

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

Relationship to you:
What's the news?

What does he / she do?
Other information:

DIGITAL VIDEO **B** **CONVERSATION ACTIVATOR** Personalize the Conversation Model. Tell your partner your news. Then change roles.

A: What's new?
B: Actually, I have some ..... news. My ..... .
A: ....

C **CHANGE PARTNERS** Practice the conversation again. Report other good or bad news.

DON'T STOP!

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

good news	bad news
got married	got separated
got engaged	got divorced

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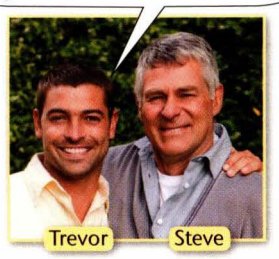
LESSON 2 **GOAL** Describe extended families

DIGITAL FLASH CARDS

VOCABULARY *Other family relationships*

A ▶2:08 Read and listen. Then listen again and repeat.

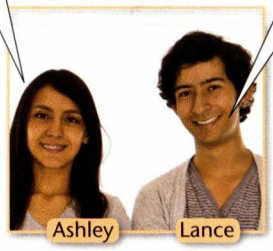
1 Steve is my **stepfather**. He's my mother's second husband.



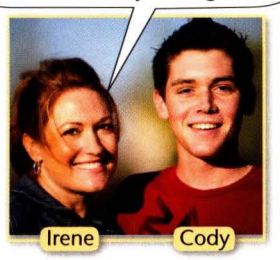
Julia is my **stepmother**. She's my father's second wife.

2 Lance is my **stepbrother**. His mother married my father.

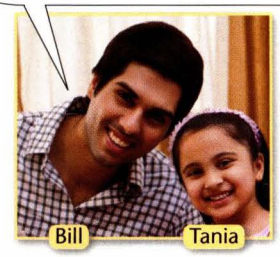
Ashley is my **stepsister**.



3 Cody is my **stepson**. I married his father three years ago.



Tania is my **stepdaughter**. I married her mother when Tania was three.



4 Darcy is my **half-sister**. We have the same mother, but different fathers.*

Jake is my **half-brother**.

*Half-brothers and half-sisters can also have the same father but different mothers.

B **PAIR WORK** Ask your partner to find people in the photos.

"Who's Cody's stepmother?"

"Cody's stepmother is Irene."

C ▶2:09 **LISTEN TO INFER** Listen to the speakers and infer the relationships. Use the Vocabulary to complete each statement. Listen again if necessary.

1 Her brother has three ..... .
2 Carol is his ..... .
3 She calls her ..... "Mom."
4 Leo is his ..... .
5 Hank is her ..... .

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

What **do** your in-laws **do**?
Where **do** their cousins **live**?
When **do** you **visit** your aunt?
Who **do** their stepchildren **live** with?
How often **do** you **call** your niece?
How many children **do** they **have**?

What **does** your sister-in-law **do**?
Where **does** your stepsister **live**?
When **does** your brother **visit** his niece?
Who **does** your stepdaughter **live** with?
How often **does** she **call** her nephew?
How many half-brothers **does** he **have**?

Be careful! Who as subject:
Who **lives** in Hong Kong?
NOT Who ~~does live~~ in Hong Kong?

GRAMMAR BOOSTER p. 127
Information questions in the simple present tense:
- Form
- Questions with Who
- Common errors

A **FIND THE GRAMMAR** Look at the Photo Story on page 27 again. Find and underline one information question in the simple present tense.

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B GRAMMAR PRACTICE Complete the conversations with the simple present tense.

1 A: ..... your sister ..... ?
B: She lives in Dublin.

2 A: ..... nieces and nephews ..... ?
B: Three. My sister ..... two girls—both adopted—and my brother ..... a stepson.

3 A: ..... stay with when you visit Los Angeles?
B: I ..... with my aunt and uncle.

4 A: ..... with your grandfather?
B: My half-sister Louise lives with him.

5 A: ..... your stepfather do?
B: He ..... in a restaurant. He's the chef and manager.

6 A: ..... your uncle work?
B: At the hospital around the corner.
A: ..... your aunt ..... there, too?
B: No, ...

DIGITAL MORE EXERCISES

CONVERSATION MODEL

A ▶2:10 Read and listen to people describing their families.

A: Do you come from a large family?
B: Not really. I have two brothers.
A: What about aunts and uncles?
B: Well, I have three aunts on my father's side. And on my mother's side, I have two aunts and three uncles.
A: That's pretty big!

B ▶2:11 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

NOW YOU CAN Describe extended families

A NOTEPADDING List your extended family relationships on the notepad.

On my father's side . . .	On my mother's side . . .

DIGITAL VIDEO

B CONVERSATION ACTIVATOR With a partner, use your notepads to personalize the Conversation Model. Describe your extended family. Then change roles.

A: Do you come from a large family?
B: ..... . I have ..... .
A: What about ..... ?
B: Well, I have ..... on my ..... 's side. And ..... .
A: ..... .

DON'T STOP!

Ask for more information.
Tell me about your [aunts / uncles / cousins].
What about your [sister-in-law]?
Does he ___? / Do they ___?
Is she / Are they [single]?

What ___?
Where ___?
When ___?
Who ___?
How old ___?
How often ___?
How many ___?

GROUP WORK Now tell your classmates about your partner's extended family.

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LESSON 3

GOAL Compare people

BEFORE YOU LISTEN

DIGITAL FLASH CARDS

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

How are you similar?

We **look alike**.

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

We **both** like pop music.

How are you different?

We **look different**.

We wear **different kinds of** clothes.

I like pop, **but** he likes classical.

B **PAIR WORK** Find similarities and differences between you and a partner. Write sentences describing the similarities and differences. Use the Vocabulary.

LISTENING COMPREHENSION

A ▶2:13 **LISTEN TO IDENTIFY SIMILARITIES AND DIFFERENCES** Listen to Lucille talk about herself and her sister, Laura. Check the statements that are true. Explain your answers.

Lucille and Laura . . .		
1	☐ look alike.	☐ look different.
2	☐ like the same kind of food.	☐ like different kinds of food.
3	☐ like the same kind of movies.	☐ like different kinds of movies.
4	☐ like the same kind of music.	☐ like different kinds of music.
5	☐ have the same number of kids.	☐ have different numbers of kids.
6	Lucille and Laura are ☐ twins.	☐ stepsisters. ☐ half-sisters.

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B ▶2:14 **LISTEN TO TAKE NOTES** Listen again for what Lucille says about these topics. On your notepad, use the Vocabulary to write sentences about how she and her sister are similar or different.

appearance *Lucille and Laura look alike.*	favorite colors
sports preferences	musical tastes
families	clothes

DIGITAL VIDEO COACH

PRONUNCIATION *Linking sounds*

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

/dʌʃi/
1 Does she have any stepchildren?

/dʌʃi/
2 How many stepchildren does she have?

/dʌzi/
3 Does he live near you?

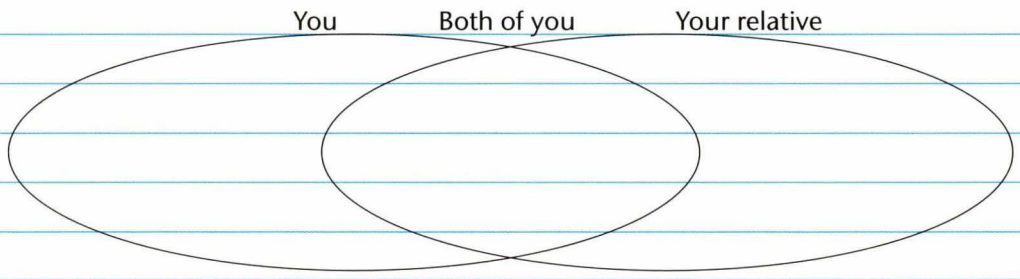
/dʌzi/
4 Where does he live?

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

NOW YOU CAN Compare people

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

The person's name: **Relationship to you:**



Ideas
- marital status
- occupation
- family relationships
- appearance
- clothing
- likes and dislikes
- abilities

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

RECYCLE THIS LANGUAGE.

Similarities and differences	For more information
How are you similar?	How about __?
How are you different?	Do you have any __?
Do you look alike?	How old __?
Do you both __?	What does your __ do?
Do you __ the same kind of __?	Where does your __ live?
Do you __ different kinds of __?	How many __ does your __ have?

"My cousin and I are both single."

"My uncle likes rock music, but my aunt likes classical."

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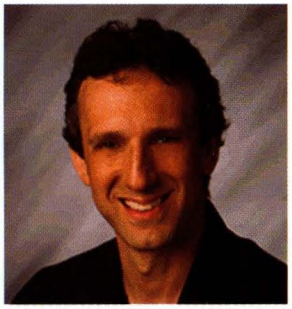
BEFORE YOU READ

WARM-UP In your opinion, how long should adult children live in their parents' homes?

READING ▶2:16

Ask Mr. Dad

http: www.mrdad.com



Do you have a question?
Ask Mr. Dad

Ask Mr. Dad With Armin Brott

Home | About Mr. Dad | Get Advice | Mr. Dad Blog | Reviews

When Adult Children Come Home

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

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

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

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

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

Source: www.mrdad.com

A CONFIRM FACTS Complete each statement.

1 The parents are worried because their daughter ..... .
   a wants to move into their home
   b wants to move away from their home
   c doesn't want to leave their home
   d doesn't want to come home

2 According to Armin Brott, most North Americans expect children to move out of their parents' home when they ..... .
   a reach the age of eighteen
   b finish college
   c find a job
   d get married

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B **INFER INFORMATION** Check all the correct answers, according to what Armin Brott says.

1 What are the reasons adult children are moving back home?

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

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

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

DIGITAL MORE EXERCISES

NOW YOU CAN Discuss family cultural traditions

A **FRAME YOUR IDEAS** Complete the survey about adult children in your country. Then compare answers with a partner.

Living At Home?

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

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

2 What are the reasons adult children usually leave home?

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

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

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

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

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

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

What's the same?	What's different?

C **GROUP WORK** Imagine you are speaking to a visitor to your country. Explain your country's family cultural traditions about adult children living at home. Use your notepad.

Text-mining (optional)
Find and underline three words or phrases in the Reading that were new to you. Use them in your Group Work.
For example: "household responsibilities."

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REVIEW

A ▶2:17 Listen to the people talk about their families. Check the box for family size for each speaker. Then listen again and write the number of children in each person's family.

		A big family	A small family	Number of children
1	Brenda	☐	☐	
2	Steven	☐	☐	
3	Leslie	☐	☐	
4	Jason	☐	☐	

B Complete the sentences with the correct word or phrase.

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

C Complete the questions. Use the simple present tense.

1 A: Where ..... ?
B: My brother? He lives in Cuzco, Peru.

2 A: What ..... ?
B: My sister? She's a nurse.

3 A: How many ..... ?
B: I have two sons and a daughter.

4 A: ..... ?
B: Cousins? Yes, I do. I have seven.

5 A: Where ..... ?
B: My brother? He lives near me.

6 A: ..... ?
B: Children? Yes. My sister has two daughters.

WRITING

Compare two people in your family. Write six statements about how they are similar and how they are different. Start like this:

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

WRITING BOOSTER p. 143
- Combining sentences with and or but
- Guidance for this writing exercise

For additional language practice . . .
YORK TOP NOTCH POP • Lyrics p. 149
"An Only Child"
DIGITAL SONG DIGITAL KARAOKE

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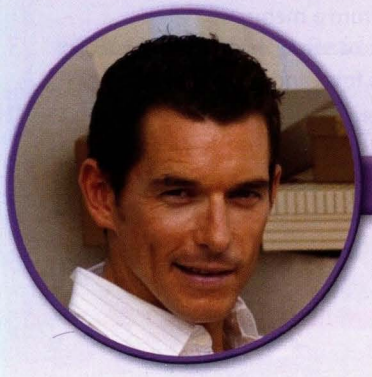
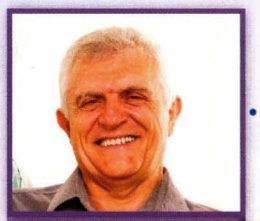


Dylan Elliot's Family

Anna Cooper
born 1960



Gabriel Elliot
1919–2007

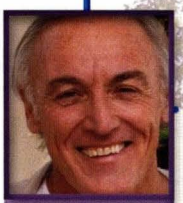
(divorced)

Alison Banks
1921–2000

Evan
born 2005

Brianna
born 2006

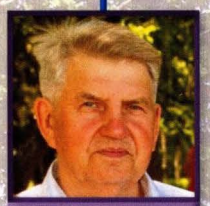
Megan Hawk
born 1969



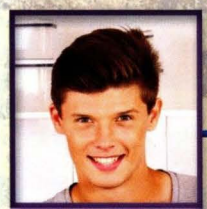
Luke
born 1946

(divorced)

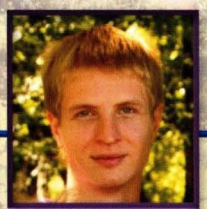
Jasmine Grey
born 1953



Nicholas
born 1947



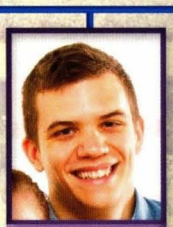
Nathan
born 1997



Matthew
born 2000

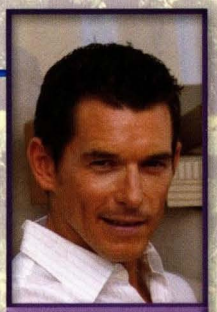
Jasmine
born 1973

Robert Hope
born 1970



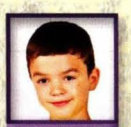
Tyler
born 1974

Victoria Janson
born 1982



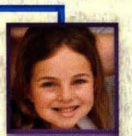
Dylan
born 1977

Natalie and Nicole
born 2001



Ryan
born 2006

Noah
born 2000



Ashley
born 2011

ORAL REVIEW

CONTEST Study the family tree. Who can answer this question first: How many sisters, brothers, half-sisters, and half-brothers do Dylan Elliot and Luke Elliot each have?

PAIR WORK Ask and answer questions about the family relationships. Use Who, What, When, and How many. For example:

Q: Who is Jasmine Grey?
A: She's . . .

GAME Choose one person's point of view. Describe "your extended family." Your partner guesses who you are. For example:

I am Luke Elliot's daughter, and my uncle is Nicholas.

NOW I CAN

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

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COMMUNICATION GOALS

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

UNIT 4 Food and Restaurants

PREVIEW

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

DIGITAL FLASH CARDS

B ▶ 2:20 **VOCABULARY** • ***Parts of a meal*** Listen and repeat.

C **PAIR WORK** Which foods on the menu do you like? Are there any foods you don't like? Compare ideas with a partner.

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

- an appetizer
- a salad
- an entrée (a main course)
- a dessert
- a beverage

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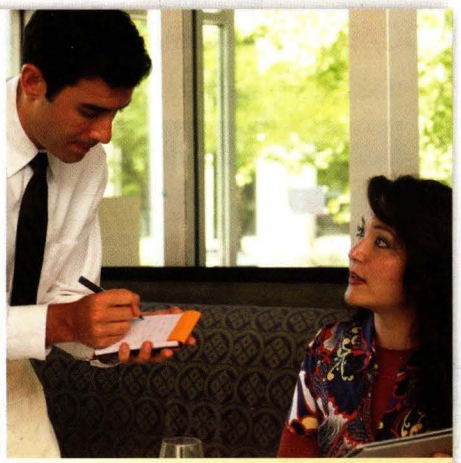
ENGLISH FOR TODAY'S WORLD
Understand English speakers from different language backgrounds.
Server = Portuguese speaker
Customer = Korean speaker

E ▶2:21 **PHOTO STORY** Read and listen to someone ordering food in a restaurant.

Server:* Are you ready to order? Or do you need some more time?
Customer: I'm ready, thanks. I think I'll start with the potato soup. Then I'll have the roast chicken. What does that come with?

Server: It comes with a salad. And there's also a choice of vegetables. Tonight we have carrots or grilled tomatoes.
Customer: I'd like the carrots, please. Or, on second thought, maybe I'll have the tomatoes.



Server: Certainly. And anything to drink?
Customer: I'd like sparkling water, please. No ice.

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

F **INFER MEANING** Check the correct answers, according to the Photo Story.

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

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

SPEAKING

A Practice ordering. First, use the menu from the World Café to complete the statements. Then read your statements to a partner. Your partner writes your order on his or her guest check.

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

B Now change roles. Listen to your partner's order and write it on your guest check.

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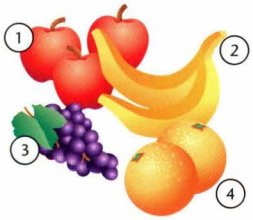
LESSON 1 **GOAL** Ask for a restaurant recommendation

DIGITAL FLASH CARDS

VOCABULARY *Categories of food*

A ▶2:22 Read and listen. Then listen again and repeat. Add another food to each category.

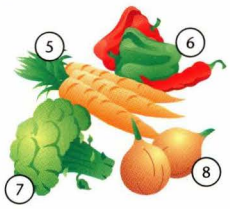
fruit



① apples ② bananas ③ grapes ④ oranges

mangoes .....

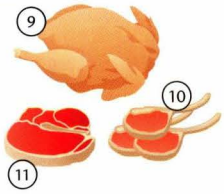
vegetables



⑤ carrots ⑥ peppers ⑦ broccoli ⑧ onions

.....

meat



⑨ chicken ⑩ lamb ⑪ beef

.....

seafood

⑫ fish ⑬ tuna ⑭ shrimp ⑮ salmon

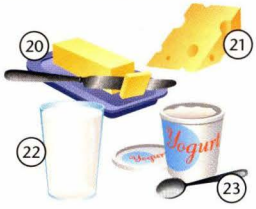
.....

grains

⑯ pasta ⑰ rice ⑱ noodles ⑲ bread

.....

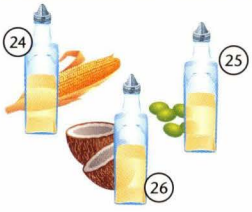
dairy products



⑳ butter ㉑ cheese ㉒ milk ㉓ yogurt

.....

oils



㉔ corn oil ㉕ olive oil ㉖ coconut oil

.....

sweets

㉗ candy ㉘ pie ㉙ cake ㉚ cookies

.....

B **EXPAND THE VOCABULARY** How many foods can you create? Use the Vocabulary. Follow the example.

1 orange **juice** apple juice, mango juice

2 tomato onion **salad** .....

3 apple **pie** .....

4 **grilled** fish .....

5 **fried** chicken .....

6 potato **soup** .....

GRAMMAR *There is / There are with count and non-count nouns; Anything and nothing*

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

There's (some) milk and an apple in the fridge.
There are (some) cookies in the kitchen.

There isn't any cheese.
There aren't any bananas.

Questions

Is there any (*or* some) pasta?
Are there any (*or* some) noodles?
What kind of fruit **is there** in this fruit salad?
How many eggs **are there** in the fridge?

Use Is there with anything and nothing.

Is there **anything** to eat? (No, there is **nothing**. OR No, there isn't **anything**.)

Remember:

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

Be careful!

Use nothing in affirmative statements.
Use anything in negative statements.
There is **nothing**. NOT There isn't ~~nothing~~.
There isn't **anything**. NOT There is ~~anything~~.

GRAMMAR BOOSTER p. 128

- Expressing quantities
- Some and any
- How much / how many
- Count and non-count nouns
- Spelling rules

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GRAMMAR PRACTICE Complete each statement or question with an affirmative or negative form of there is or there are.

1 ..... some fish in the fridge.
2 ..... onions in the salad.
3 ..... some cheese for my sandwich?
4 ..... any apple pies at the store?
5 ..... some orange juice for your breakfast.
6 ..... anything in the fridge?
7 ..... anything to eat in this house!
8 ..... any pasta for tonight's dinner.

DIGITAL MORE RCISES

CONVERSATION MODEL

A ▶2:23 Read and listen to someone asking for a restaurant recommendation.

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

B ▶2:24 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

▶2:25 **Degrees of hunger**
– not very hungry
+ really hungry
+++ starving

NOW YOU CAN Ask for a restaurant recommendation

DIGITAL VIDEO

A **CONVERSATION ACTIVATOR** With a partner, change the Conversation Model. Ask for a recommendation for today, tonight, dinner, breakfast, or lunch. Recommend a restaurant from the map. Then change roles.

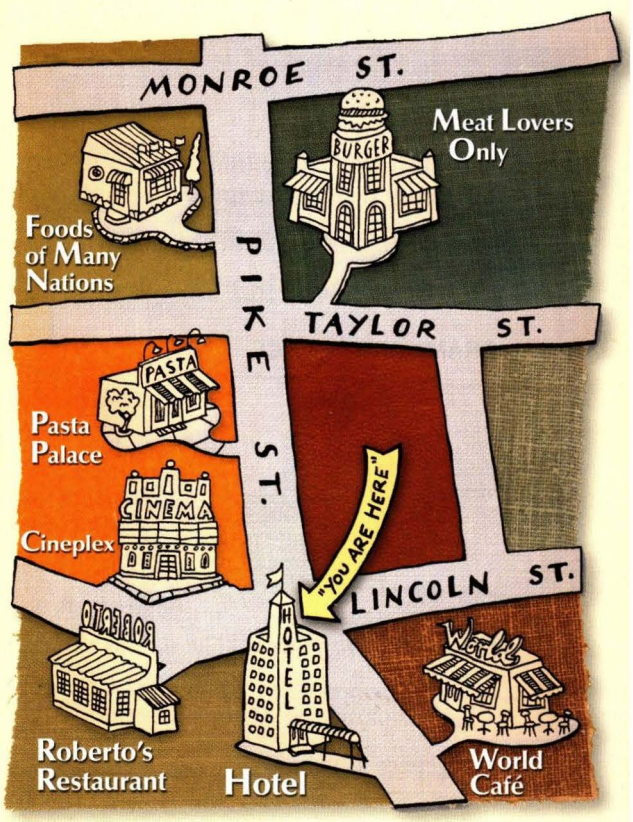
A: Could you recommend a restaurant for ..... ?
B: ..... . What are you in the mood for?
A: I don't know. Maybe ..... . I'm ..... .
B: Actually, there's a great place nearby. It's called ..... . Would you like directions?

DON'T STOP!
Use the map and give directions to the restaurant you recommended.

RECYCLE THIS LANGUAGE.

Locations

around the corner
across the street
across from [the] __
near [the] __
down the street from [the] __
between __ and __
on the __ side of the street



B **CHANGE PARTNERS** Practice the conversation again. Talk about other foods and restaurants.

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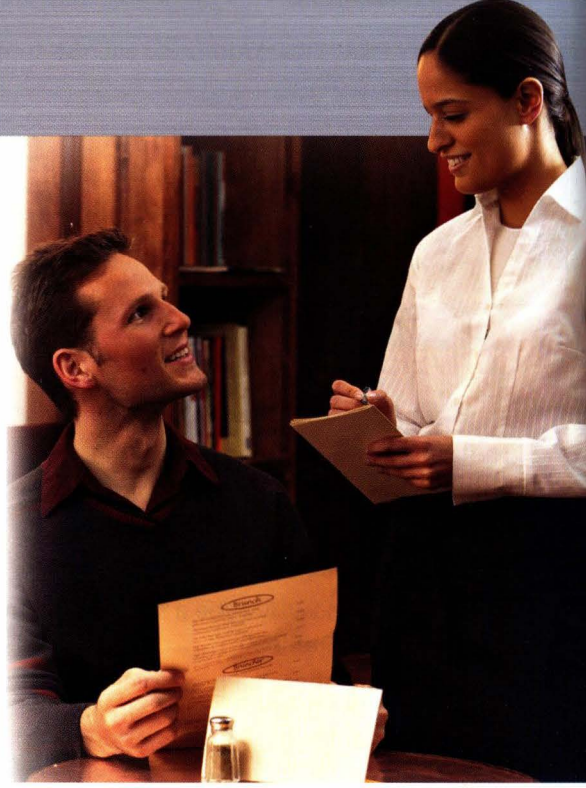

CONVERSATION MODEL

A ▶2:26 Read and listen to someone ordering dinner from a menu.

A: I'll have the pasta for my main course, please. What does that come with?
B: It comes with soup or a salad.
A: What kind of soup is there?
B: There's tomato soup or chicken soup.
A: I'd like the salad, please.
B: Certainly. And to drink?
A: Water, please.

B ▶2:27 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

GRAMMAR *Definite article the*

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

A: It comes with a salad.
B: OK. I'll have **the salad**.

Also use the to talk about something specific.

A: Would you like an appetizer? (not specific; general)
B: Yes. **The potato soup** sound delicious. (specific; they're on the menu)

A: I'm in the mood for seafood. (not specific; general)
B: Then I recommend **the grilled shrimp**. (specific; they're on the menu)

Remember:
Indefinite articles a and an:

a salad	**an** appetizer
a beverage	**an** entrée

GRAMMAR BOOSTER p. 130
- Non-count nouns: categories and verb agreement

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

1 "I think I'll start with the potato soup."
2 "Then I'll have the roast chicken."
3 "I'd like the carrots, please."
4 ". . . maybe I'll have the tomatoes."

B **GRAMMAR PRACTICE** Complete each conversation with a, an, or the.

1 A: What do you feel like eating tonight?
B: Well, ... seafood special sounds delicious.

2 A: I'm in the mood for ..... really spicy dish.
B: Well, what about ..... Thai chicken? Thai food is usually spicy.

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DIGITAL MORE EXERCISES

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

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

DIGITAL VIDEO COACH

PRONUNCIATION *The*

A ▶2:28 Compare the pronunciation of the before consonant and vowel sounds. Read and listen. Then listen again and repeat.

/ə/ **(before consonant sounds)**	/i/ **(before vowel sounds)**
the chicken	**the** orange juice
the soup	**the** onion soup
the juice	**the** apple juice
the hot appetizer	**the** appetizer
the fried eggs	**the** eggs

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

- ☑ the egg salad
- ☐ the apple cake
- ☐ the lentil soup
- ☐ the Chinese noodles
- ☐ the ice cream
- ☐ the olive oil
- ☐ the tomato sauce
- ☐ the chocolate milk
- ☐ the grilled fish

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

NOW YOU CAN Order from a menu

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

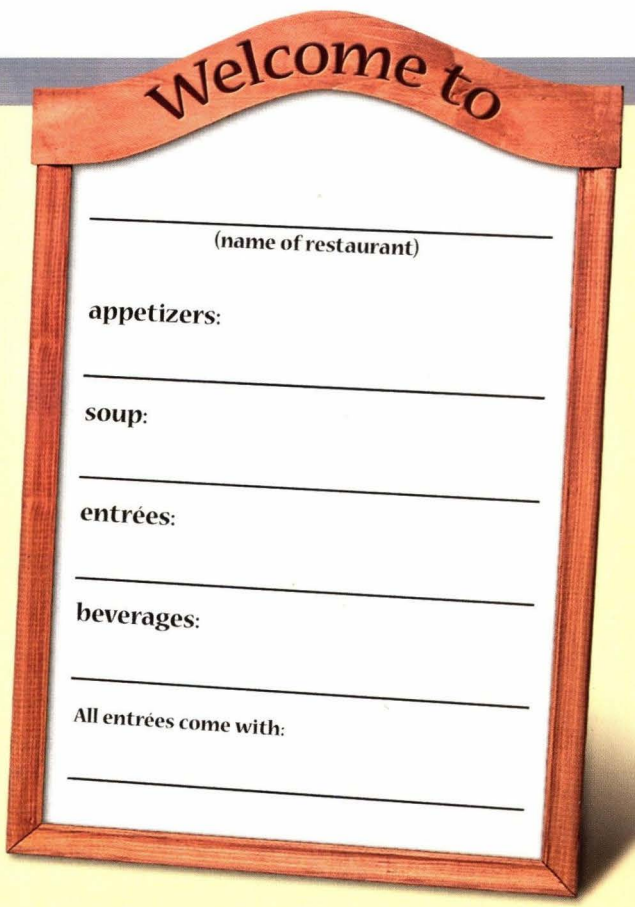
DIGITAL VIDEO

B **CONVERSATION ACTIVATOR** With a partner, change the Conversation Model, using your menu to order food. Pay attention to count and non-count nouns and definite and indefinite articles. Then change roles.

A: I'll have ..... for my main course, please. What does that come with?
B: It comes with ..... .
A: What kind of ..... is there?
B: ..... .
A: I'd like ..... , please.
B: Certainly. And to drink?
A: ..... , please.

DON'T STOP!
- Ask more questions.
- Order more food.
- Order a dessert.

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



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LESSON 3

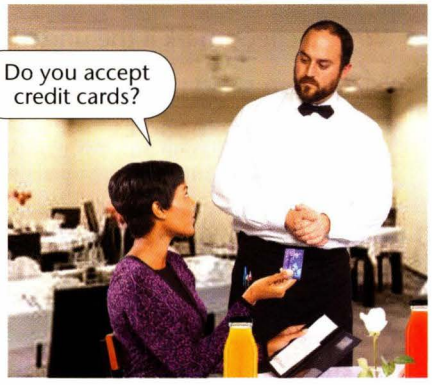
GOAL Speak to a server and pay for a meal

BEFORE YOU LISTEN

DIGITAL FLASH CARDS

▶2:29 **VOCABULARY** • ***Communicating with a waiter or waitress***

Read and listen. Then listen again and repeat.



LISTENING COMPREHENSION

A ▶2:30 **LISTEN TO PREDICT** Listen to the conversations in a restaurant. Then listen again and predict the next thing you think the customer will say to the server. Explain your answers.

1 ☐ We'll take the check, please.
☐ Do you accept credit cards?
☐ We're ready to order.

2 ☐ This isn't what I ordered.
☐ We're ready to order.
☐ Is the tip included?

3 ☐ No, thanks. We'll take the check, please.
☐ Is the tip included?
☐ Do you accept credit cards?

4 ☐ Excuse me! This isn't what I ordered.
☐ Excuse me! We're ready to order.
☐ Excuse me! We'll take the check, please.

5 ☐ Excuse me!
☐ We'll start with the seafood soup, please.
☐ We'll take the check, please.

B **PAIR WORK** Decide what to say to the server in each conversation. Then practice the conversation.

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

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

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

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

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

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

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

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

appetizer
soup
salad
main course
beverage
dessert

THE BISTRO

APPETIZERS

Chocolate cake Mini lamb pies Mixed grilled vegetables

SOUP

Spicy shrimp Chicken noodle Tomato

SALADS

Tomato pepper Green bean Pasta

ENTRÉES

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

Roast beef Fried fish Pasta with special sauce

CHOICE OF VEGETABLES:

Broccoli Grilled tomatoes Potatoes (any style)

BEVERAGES

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

DESSERTS

Ice cream sandwiches Carrot cake Mixed fruit salad Fruit and cheese plate

B **GROUP WORK** Form groups of diners at tables, with some students as servers. Discuss the menu. Ask the server questions about the food. Order and pay for the meal.

RECYCLE THIS LANGUAGE.

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

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

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

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

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BEFORE YOU READ

DIGITAL FLASH CARDS

A ▶2:31 **VOCABULARY** • ***Adjectives to describe the healthfulness of food***
Read and listen. Then listen again and repeat.

healthy is good for you
unhealthy is bad for you
fatty / high-fat contains a lot of oil
low-fat doesn't contain a lot of oil
salty contains a lot of salt
sweet contains a lot of sugar
high-calorie can make you fat or overweight
low-calorie is not going to make you fat

B **WARM-UP** Do you like to eat at fast-food restaurants? Is it possible to get healthy food there? Use the Vocabulary as you express your opinion.

READING ▶2:32

DID YOU KNOW?

Just one super-sized fast-food meal can have more calories than you should eat in an entire day!

These tips can help you eat healthy meals and maintain a healthy weight when eating out and when eating at home.

Maintain a healthy weight.

When you eat out . . .

Control your portions. Many people eat larger portions than they need, especially when eating away from home. Order something small. Or ask for a half-portion. If you do order a large meal, take half of it home or split it with someone else at the table. Sharing food is also less expensive.

Avoid unhealthy snacks such as pizza, candy, and fast food. When you do get fast food, skip the fries and other high-calorie, fatty, or salty options.

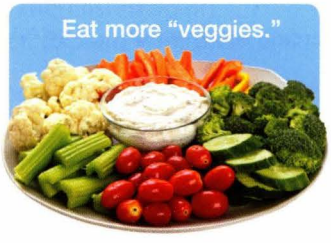
Skip the fries.

Choose healthy options. Grilled chicken and fish are low-fat and low-calorie. If you really want some fried food, remove the breading from the food so it won't have so many calories.

And at home . . .

Avoid eating in front of the TV. If you eat while you are doing other things, it's easy to lose track of how much you are eating.

Eat slowly. Let your brain get the message that your stomach is full. Your brain needs about twenty minutes before it gets that message. If you eat fast, you will eat more food.


Eat more "veggies."

QUICK TIPS

- Try to avoid high-calorie cookies and cake for dessert. If you love sweets, try low-fat frozen yogurt or fruit for dessert instead. Yogurt and fruit are both sweet and healthy.
- Avoid adding sugar to your food and drinks.

For more information about healthy eating, visit http://win.niddk.nih.gov

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A **UNDERSTAND FROM CONTEXT** Find the following words and phrases in the Reading and match them with their meanings. Then use the words to write your own sentences.

..... **1** "veggies"	**a** the amount you eat at one time
..... **2** "skip" or "avoid"	**b** not choose
..... **3** "portion"	**c** vegetables
..... **4** "split" or "share"	**d** choice
..... **5** "option"	**e** order one dish for two people

DIGITAL MORE EXERCISES

B **INFER INFORMATION** Which suggestions help you avoid eating too much fat? Which ones help you avoid eating too much sugar?

NOW YOU CAN Discuss food and health

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

"French fries are not healthy. They're too fatty."

"I agree."

☐ salad

☐ hot peppers

☐ pasta with sauce

☐ rice

☐ chicken

☐ pizza

☐ hamburgers

☐ french fries

nuts

chips

☐ snacks

☐ ice cream

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

Healthy foods	Unhealthy foods
oranges	*salty foods, like potato chips*

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

Text-mining (optional)
Find and underline three words or phrases in the Reading that were new to you. Use them in your Discussion.
For example: "a half-portion."

RECYCLE THIS LANGUAGE.

Categories of foods		Adjectives	Verbs
grains	meat	healthy / unhealthy	skip / avoid
seafood	sweets	good / bad for you	split / share
dairy products	fruit	high-calorie / low-calorie	
vegetables	oils	fatty / salty / sweet / spicy	

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REVIEW

A ▶2:33 Listen to the conversations. Where are the people? Circle at home or in a restaurant. Then predict what each person will say next. Listen again and complete the statements.

1 The man and woman are (at home / in a restaurant).
I think he's going to ask, "Does dessert ..... with my ..... ?"

2 Caroline and her mom are (at home / in a restaurant).
Her mom is probably going to say, "But Caroline, ... are really ..... ."

3 The man and woman are (at home / in a restaurant).
It's possible that he's going to say, " ..... the grilled ..... ."

4 The couple is (at home / in a restaurant).
It's possible that she's going to say, "Terrific! Let's ..... an omelette and a salad. I'm really ..... !"

B Write examples of foods for each category.

Spicy foods	Salty foods	Sweet foods	Fatty foods

C Write questions you can ask a waiter or a waitress. Begin each question with a capital letter and end with a question mark.

1 .....

2 .....

3 .....

4 .....

D Complete each sentence with an affirmative or negative form of there is or there are.

1 ..... too much pepper in the soup. It's too spicy.

2 Excuse me. I'm looking for a restaurant. ..... any good restaurants in the neighborhood?

3 ..... any low-fat desserts on the menu?

4 ..... an inexpensive restaurant nearby?

5 You should eat some fruit. ..... some nice oranges on the kitchen table.

6 ..... enough cheese in the fridge for two sandwiches. Let's go shopping.

7 I hope ..... too much sugar in the cake. Sugar isn't good for you.

8 I'm in the mood for soup. What kind of soup ..... on the menu?

WRITING

Write a short article for a travel blog about foods in your country.
Write at least five sentences, but write more if you can.

In my country we eat a lot of vegetables.
Vegetable soup is a very typical appetizer . . .

WRITING BOOSTER p. 143
- Connecting words or ideas: and and in addition
- Guidance for this writing exercise

For additional language practice . . .
YORK TOP NOTCH POP • Lyrics p. 149
"The World Café"
DIGITAL SONG DIGITAL KARAOKE

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At a hotel

1

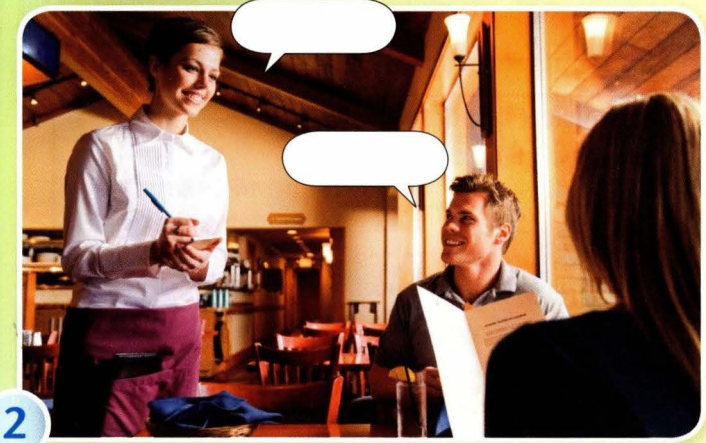
ORAL REVIEW

PAIR WORK Create conversations for the people in Pictures 1, 2, and 3. For example:

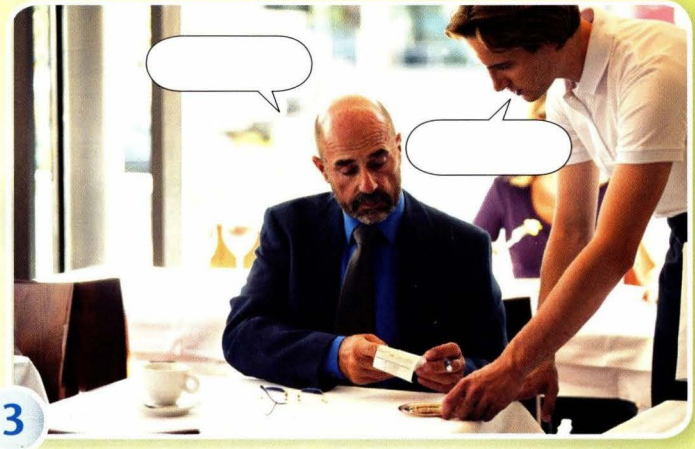
A: Can I help you?
B: Could you recommend a restaurant for . . . ?

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

At a restaurant



2



3

NOW I CAN

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

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COMMUNICATION GOALS

1 Recommend a brand or model.
2 Express sympathy for a problem.
3 Complain when things don't work.
4 Describe features of products.

UNIT 5 Technology and You

PREVIEW

AE AIRPORT ELECTRONICS
Your airport electronics center

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

Tablets
All major brands
All 25% off this week!

My Buddy 266T Portable GPS
With touch screen
Live traffic updates
$299.99

Simplex Supershot Digital Camera
10MP 3X optical zoom
Our price is too low to advertise!
Log on to airportelectronics.cox for price.

Sisters Multifunction Printer
Print, scan, copy, and fax documents **$629.99**

Laptop and Desktop Computers
All brands and models
Prices you won't believe!
Log on to airportelectronics.cox for sale price.

Smart phone and cell phone sale!
Top-selling smart phones: **$279.00**
Were $329–$425
The best in traditional cells
Reduced to **$59.99**

Ace Wireless Headphones
$99.99
Silvertone
At this price, you can afford to upgrade!
Buy the headphones and get a free pair of MP3 earbuds!

Boomerang HD C230 Webcam
$79.99

Blue Dot Bluetooth® Keyboard
$32.99
Reg $39.99
For all Bluetooth®-compatible tablets

Flash Drives
Whatever you call 'em (USB drives, pen drives, memory sticks, thumb drives . . .), we have 'em!
4GB **$9.99**
8GB **$17.99**
32GB **$34.99**
ALL BRANDS AT ONE LOW, LOW PRICE

Stryker 8900X Home Theater LCD Projector
Reg $2,699.99
Low, low price!
Log on to airportelectronics.cox for sale price.

Imitek Speakers
$29.99
USB 2.0
Super Special!

DIGITAL FLASH CARDS

A ▶3:02 **VOCABULARY** • ***Electronic devices*** Listen and repeat.

a tablet	a digital camera
a laptop (computer)	headphones
a desktop (computer)	earbuds
a keyboard	a projector
a GPS	a printer
a smart phone	a webcam
a cell phone	speakers
a flash drive	

B **PAIR WORK** Look at the ad. Tell your partner about a product you need and why you need it.

> "I need a webcam. I want to see my sister when we talk on the Internet."

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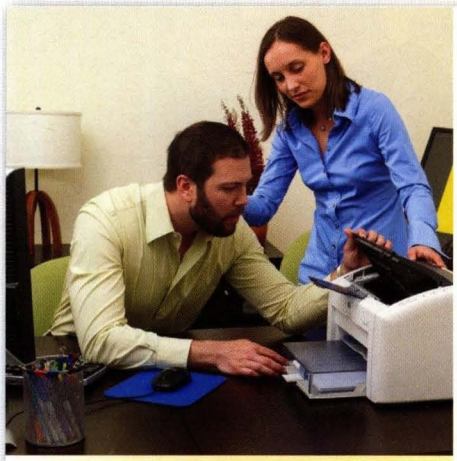
C ▶3:03 **PHOTO STORY** Read and listen to a conversation about a product that's not working.

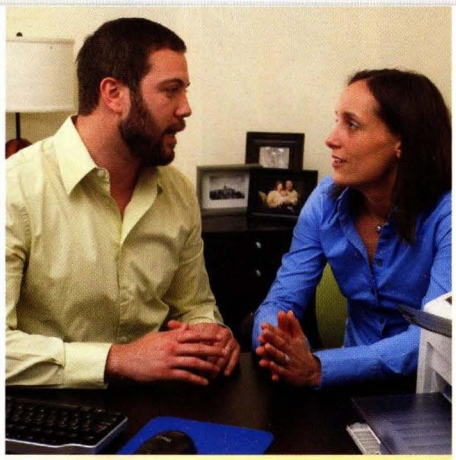


Don: This printer's driving me crazy! It's on the blink again.

Erin: What's wrong with it?

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

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

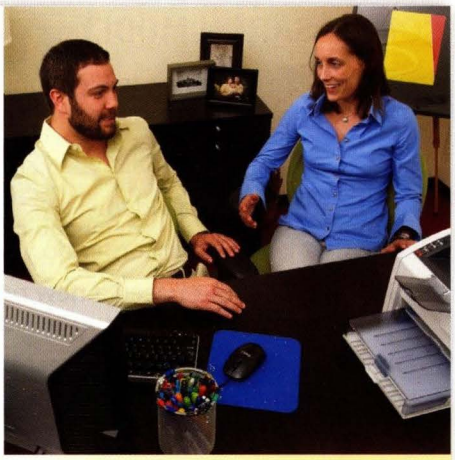


Don: Well, first off, the thing's an antique. It's ten years old.

Erin: OK. And . . . ?

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

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



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

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

D **FOCUS ON LANGUAGE** Find and underline the following statements in the Photo Story. Choose the statement that is closer in meaning to each one.

1 "This printer's driving me crazy!"
   a I love this printer!
   b I hate this printer!

2 "It's on the blink again."
   a The printer has a problem.
   b The printer is OK.

3 "It's an absolute lemon."
   a It's very bad.
   b It's very good.

4 " . . . the thing's an antique."
   a It's very new.
   b It's very old.

5 "Don't bother. It's not worth it."
   a I don't want to fix the printer.
   b I want to fix the printer.

6 ". . . you're ready for an upgrade."
   a You need a new printer.
   b Someone needs to fix your printer.

SPEAKING

A Read and listen to the words in Replacing products. Then choose three electronic products from the ad on page 50 you have but want to replace. Complete the chart with the name of the product and the reason you want to replace it.

▶3:04 **Replacing products**

broken doesn't work
obsolete hard to use because the technology is old
up-to-date uses new or recent technology
defective a new product with a problem

	Products	Why do you want to replace them?
1	My GPS.	It's broken.

	Products	Why do you want to replace them?
1		
2		
3		

B **DISCUSSION** Use your chart to discuss the products you need. Explain why you need to replace them.

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GOAL Recommend a brand or model

CONVERSATION MODEL

A ▶3:05 Read and listen to someone suggest a brand and a model.

A: Hey, Rachel. What are you doing?

B: I'm uploading a video.

A: What kind of camcorder do you have?

B: It's a Vista, but I need a new one. Mine's obsolete! Any suggestions?

A: What about the Alton? I hear the MX2 is great. And it's inexpensive.

B: Really?

A: You know, I'm going shopping at the mall after work. Would you like to come along?

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

a camcorder

B ▶3:06 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

GRAMMAR *The present continuous: Review*

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

Actions in progress	**Future plans**
A: What **are** you **doing** right now?	A: What **are** you **doing** tomorrow?
B: **I'm downloading** a song.	B: **I'm buying** a new camera.

Questions

Are you **looking** for a new printer? (Yes, I am. / No, I'm not.)
Are they **buying** a GPS? (Yes, they are. / No, they're not.)
Is he **using** his tablet? (Yes, he is. / No, he's not.)
Where **are** you **going**? (To Technoland.)
When **is** she **getting** a new laptop? (Next week.)
Who's **buying** a new keyboard? (My wife.)

GRAMMAR BOOSTER p. 130
The present continuous:
- Spelling rules
- Form and usage rules

A **FIND THE GRAMMAR** Find and underline three sentences with the present continuous in the Conversation Model.

B **UNDERSTAND THE GRAMMAR** Write now next to the sentences that describe an action in progress and future next to those that describe a future plan.

future **1** What are you doing this weekend?
..... **2** I'm busy this morning. I'm answering e-mails.
..... **3** He's leaving in ten minutes. Hurry!
..... **4** Josh isn't home. He's shopping for a laptop.
..... **5** They're eating with us on Friday.
..... **6** The printer's not working again.

DIGITAL MORE EXERCISES

DIGITAL VIDEO COACH

PRONUNCIATION *Intonation of questions*

▶3:08 Listen and check for rising or falling intonation. Then take turns saying each question with a partner.

☐ ☐ **1** What are you doing?
☐ ☐ **2** Are you buying a computer?
☐ ☐ **3** What time are you going?
☐ ☐ **4** Is she looking for a new printer?

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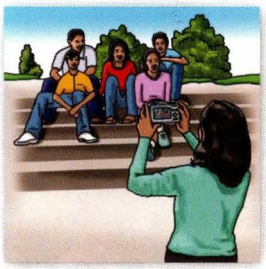
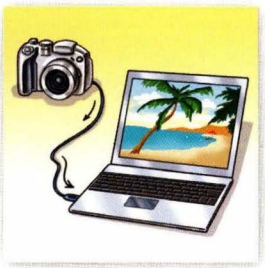
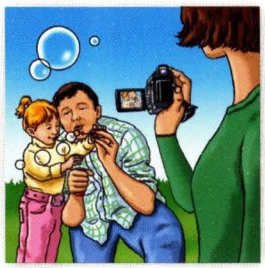
DIGITAL FLASH CARDS

VOCABULARY *Collocations for using electronic devices*

A ▶3:09 Read and listen. Then listen again and repeat.


take a picture / photo


upload a photo


make a video

scan a document

make a photocopy

B **VOCABULARY / GRAMMAR PRACTICE** Complete the conversations, using the present continuous and the names of electronic devices from the list.

camcorder
camera
laptop
photocopier / copier
scanner

1 A: What ..... (you / scan)?
B: The pictures for our presentation.
A: Great! Tell me when you finish. I need the ..... , too.

2 A: Hi, Tom. ..... (you / take) lots of pictures of Paris?
B: Oh, hi, Diane. Yes, I am. I'm using my new ..... .
A: E-mail me one of the Eiffel Tower, OK?

3 A: Hey, Melanie! What ..... (you / do) here?
B: I'm shopping for a new ..... .
A: Me, too! Our old one is broken, and ..... (I / make) a video of my daughter's birthday party next week.

4 A: Wow! My sister ..... (upload) some great pictures onto FaceSpace. Look! Here come some new ones.
B: Pass me your ..... so I can see.

5 A: Oh, no! I need 100 copies of the meeting agenda right away, and there's no time.
B: What's the problem?
A: Marie is at the ..... . She ..... (make) copies of the sales results.

NOW YOU CAN Recommend a brand or model

DIGITAL VIDEO

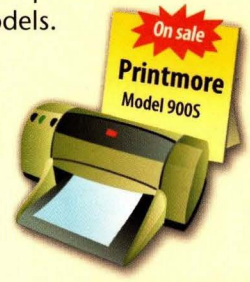
A **CONVERSATION ACTIVATOR** With a partner, change the Conversation Model. Use these ads or ones from a newspaper or online store. Change the activity and the adjective. Then change roles.

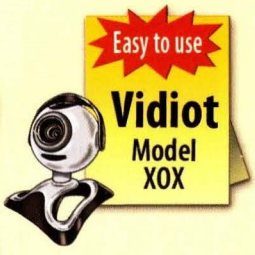
A: Hey, ... What are you doing?
B: I'm ..... .
A: What kind of ..... is that?
B: It's a ..... , but I really need a new one. This one's ..... . Any suggestions?
A: What about the ..... ? I hear the ..... is ..... . And it's ..... .
B: Really?
A: You know, I'm going shopping ..... . Would you like to come along?

DON'T STOP!

Accept or decline the invitation.
Great! I'd love to go.
I'd love to go, but ___.

B **CHANGE PARTNERS** Discuss other products and suggest other brands or models.





Activities
- listen to (an audiobook / music)
- scan (a document / a picture)
- print (instructions / a map)
- take pictures
- make a video
- upload (a photo /a video)

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LESSON 2

GOAL Express sympathy for a problem

CONVERSATION MODEL

A ▶3:10 Read and listen to people discussing a problem.

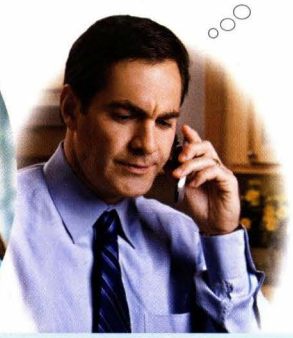
A: Hi, Ed. How's it going?

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

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

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

B ▶3:11 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.



▶3:12 **Ways to sympathize**

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

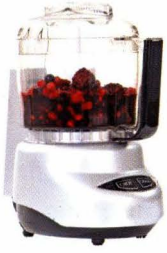
▶3:13 **Negative descriptions**

a piece of junk
pretty bad
terrible
awful
horrible
a lemon

DIGITAL FLASH CARDS

VOCABULARY *Household appliances and machines*

A ▶3:14 Read and listen. Then listen again and repeat.



1 a food processor

2 a hair dryer

3 a pressure cooker

4 a dishwasher

5 a coffee maker

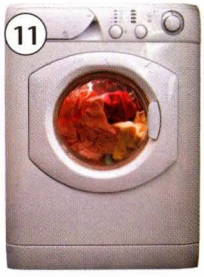
6 a rice cooker

7 a fan

8 a stove 9 an oven

10 a juicer

16 an air conditioner



11 a washing machine
12 a dryer

13 a blender

14 a refrigerator / a fridge
15 a freezer

17 a vacuum cleaner

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

For cleaning or washing	For food preparation	For cooking	For storage

C ▶ 3:15 **LISTEN TO PREDICT** Listen and write the name of the appliance. Then listen again and predict what the other person will say. Check the box.

1 appliance: .....
☐ Is it fixable?
☐ Sure. No problem.

2 appliance: .....
☐ It's an air conditioner.
☐ It's a Cool Wave.

3 appliance: .....
☐ It's not working?
☐ About thirty, I think.

4 appliance: .....
☐ Oops! Sorry about that.
☐ Sounds great!

5 appliance: .....
☐ Just use a little more water.
☐ I think the machine is defective.

6 appliance: .....
☐ Yeah. I'm so glad I bought it!
☐ I think it's time for an upgrade.

7 appliance: .....
☐ That's a shame. It's a lemon.
☐ Wow. That sounds great.

8 appliance: .....
☐ I'm sorry to hear that.
☐ Sure. Just a second.

NOW YOU CAN Express sympathy for a problem

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

	Product	Brand
1	a hair dryer	Beautiful Hair

	Product	Brand
1		
2		
3		
4		
5		

DIGITAL VIDEO **B** **CONVERSATION ACTIVATOR** With a partner, change the Conversation Model, using one of the products from your notepad. Express sympathy. Use the negative descriptions from page 54. Then change roles.

A: Hi, ... How's it going?
B: ..... . But my ..... 's not working again.
A: Again? ..... . What brand is it?
B: ..... . It's ..... .

DON'T STOP!
Say more about the product.

RECYCLE THIS LANGUAGE.
It's driving me crazy!
It's on the blink.
It's an absolute lemon.
The thing's an antique.
It's broken / obsolete / defective.

C **CHANGE PARTNERS** Practice the conversation again. Use another product from your notepad.

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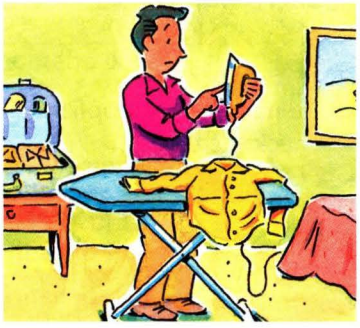
LESSON 3 **GOAL** Complain when things don't work

BEFORE YOU LISTEN

DIGITAL FLASH CARDS

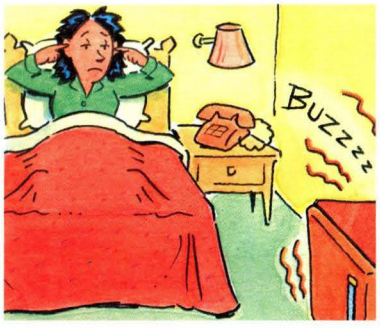
A ▶3:16 **VOCABULARY** • ***Ways to state a problem***
Read and listen. Then listen again and repeat.

The window **won't open / close**.



The iron **won't turn on**.

The air conditioner **won't turn off**.



The fridge is **making a funny sound**.

The toilet **won't flush**.

The sink **is clogged**.

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

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

LISTENING COMPREHENSION

A ▶3:17 **LISTEN FOR DETAILS** Listen to the conversations. Write the room number for each complaint. Then listen again and write another problem for each room, using the Vocabulary.

GUEST COMPLAINT LOG

ROOM	PROBLEM	OTHER PROBLEMS?
203	The toilet won't stop flushing.	
	The fridge isn't working.	
	The sink is clogged.	

B **DISCUSSION** Which problems on the guest complaint log are serious? Which are not serious? Explain your reasons.

> "It's serious when the sink is clogged. Water on the floor is very bad."

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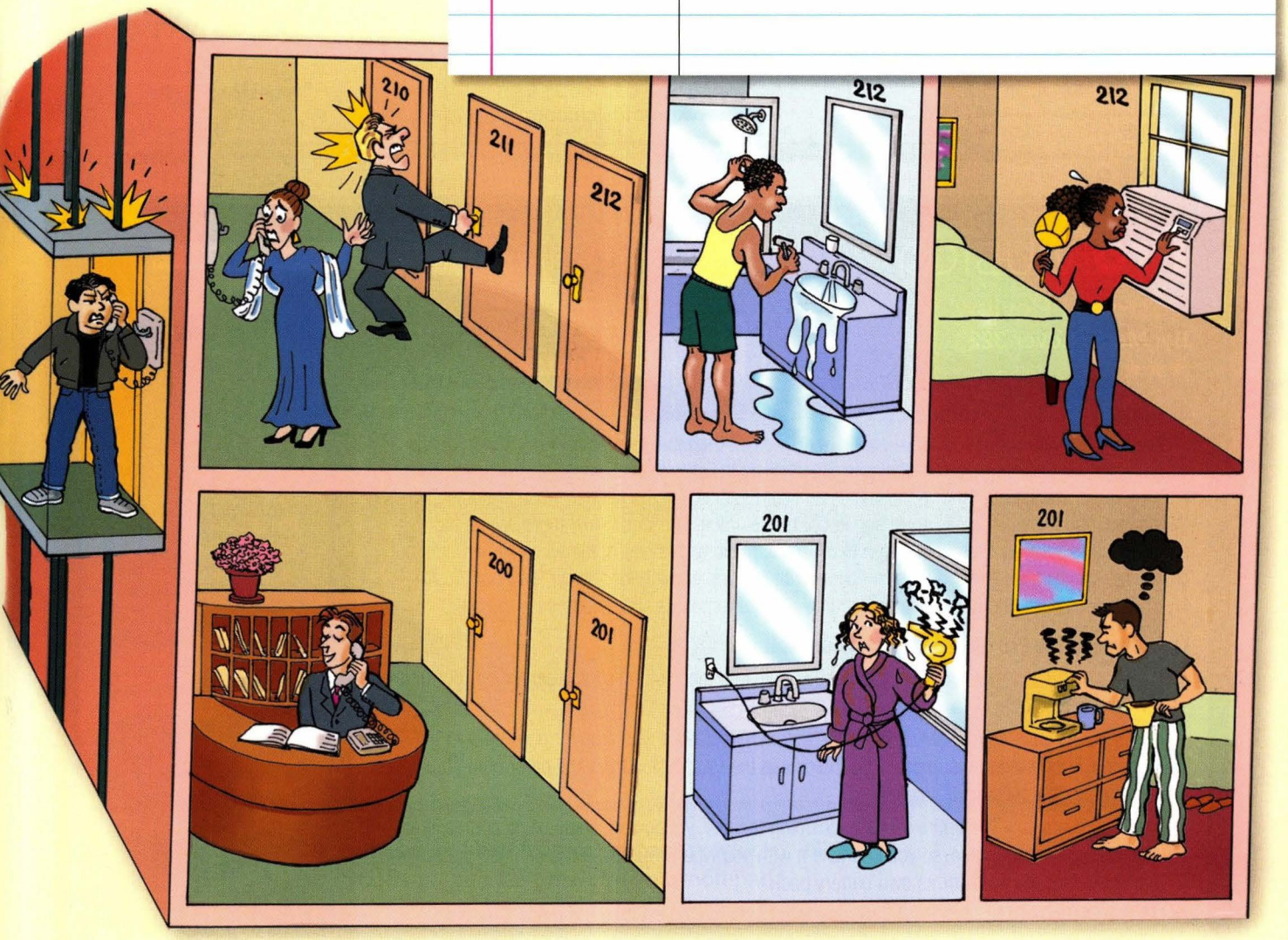
NOW YOU CAN Complain when things don't work

A **NOTEPADDING** Find all the problems in the hotel. Write the problems on the notepad.

Room / Place	Problem(s)



B **ROLE PLAY** Create conversations between the front desk clerk and the hotel guests about things that don't work.

"Hello. Front desk. Can I help you?"

"I'm in the elevator. It's not working and the doors won't open."

"I'll send someone right away."

RECYCLE THIS LANGUAGE.

Telephone language	State a problem	Respond
Hello?	___ won't open / close.	What's the problem?
This is room ___.	___ won't turn on / off.	I'm sorry to hear that.
Bye.	___ won't flush / stop flushing.	Oh, no!
	___ isn't working.	Well, that is a problem.
	___ is clogged.	
	___ is making a funny sound.	
	___ is driving me crazy.	
	___ is broken.	

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LESSON 4

GOAL Describe features of products

BEFORE YOU READ

WARM-UP What kinds of features are important to you in a new product?

READING ▶3:18

New Tab × www.promusica.com

ProMusica Home | Contact Us | Write a Review Search

Customer Review

By: Music Lover 322

★★★★★ 5 stars

Pro Musica

Very good!

I have a large family, and we all love music and listen all the time. Everyone likes different kinds of music, so we needed a system that permits all of us to listen to what we want, when we want, and where we want. With the Pro Musica, I can listen to opera in the kitchen while I'm doing the dishes, and my wife can listen to pop in her home office. The kids? Now there are no more arguments because each one can listen to different music with a pair of the wireless earbuds that come with the system. The Pro Musica comes with 6 pairs, enough for a large family of music lovers like us! The sound quality is spectacular, and the remote is simple and easy to use.

I recommend the Pro Musica for all these features:

- **IT'S CONVENIENT:** Everything you need is built into the system, so you can enjoy your music all from one source.
- **IT'S POPULAR:** All my friends love this system. I decided it was time for our family to get one, too. I understand that more households use the Pro Musica than any other home music system. So that tells me it's good!
- **IT'S PORTABLE:** The entire system, including the tiny, yet powerful, speakers, comes in a small, easy-to-carry case, so you can take it with you when you travel. You can use the system with standard electricity or its own battery pack.
- **IT'S AFFORDABLE:** One Pro Musica system costs much less than the many different electronic devices most people have in their houses now.
- **IT'S GUARANTEED:** Pro Musica promises that if you are unhappy with the system for any reason in the first year, you can return it for a full refund. How great is that?

Pro Musica carrying case ★★★★★

Easy-to-use remote ★★★★★

Pro Musica portable speakers ★★★★★

A **UNDERSTAND FROM CONTEXT** Choose one of the features to complete each statement.

1 A product that's easy to move from one place to another is ..... .

2 A product that's easy to use is ..... .

3 A product that you can send back to the store because you don't like it is ..... .

4 A product that a lot of people like and buy is ..... .

5 A product that doesn't cost too much for most people is ..... .

Features
convenient
popular
portable
affordable
guaranteed

B **ACTIVATE LANGUAGE FROM A TEXT** What is good about the Pro Musica? Use the features Vocabulary and your own ideas to explain your answer.

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C 3:19 **LISTEN TO CLASSIFY** Listen to the radio advertisements for some crazy gadgets. Check all the adjectives that describe each product.

gadget /ˈgædʒɪt/ n.
a small tool or machine that makes a particular job easier

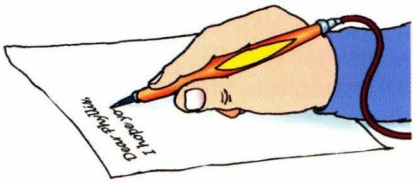
Longman Dictionary of American English

1 "The Sleeper"

☐ convenient ☐ popular
☐ portable ☐ affordable

2 "Cool as a Cucumber"

☐ convenient ☐ popular
☐ portable ☐ affordable



3 "The Scribbler"

☐ guaranteed ☐ convenient
☐ affordable ☐ popular

D 3:20 **PAIR WORK** Choose one of the three gadgets. Listen again and take notes. Then try to convince your partner to buy the product. Use the features Vocabulary from the Reading on page 58.

NOW YOU CAN Describe features of products

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

Product	Brand	Good or bad features
smart phone	Link	affordable / up-to-date
scanner	Blue Bird	obsolete / makes a funny sound

Product	Brand	Good or bad features

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

"I like the new Link smart phone. It's affordable and up-to-date."

"I don't recommend the Blue Bird scanner. It's obsolete."

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: "simple and easy to use."

RECYCLE THIS LANGUAGE.

Negative descriptions		Positive descriptions		Ways to sympathize
awful	terrible	great	guaranteed	I'm sorry to hear that.
broken	an antique	terrific	affordable	That's too bad.
defective	a lemon	awesome	convenient	That's a shame.
horrible	a piece of junk	fast	pretty good	Oh, no!
not fixable	drives me crazy	popular	up-to-date	Maybe it's fixable.
obsolete	won't start			You're ready for an upgrade.
on the blink	makes a funny sound			
slow	won't turn off			

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REVIEW

A ▶3:21 Listen to the conversations about problems with products and appliances. Write a sentence to describe each problem.

Example: The fan won't turn on.

1 .....

2 .....

3 .....

4 .....

B Complete each conversation with a question in the present continuous. (More than one question is possible.)

1 A: Where ..... tomorrow?
B: We're going to My Electronics World. Want to come along?

2 A: ..... you ..... a new camera?
B: Yes. Our old camera is obsolete. It's not digital.

3 A: When ..... ?
B: He's getting a smart phone for his birthday.

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

5 A: What ..... ?
B: Right now? We're eating dinner.

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

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

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

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

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

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

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

WRITING

Write a review of a product, appliance, or gadget that you use. It can be a good product or a bad one. You can give it 1–5 stars.

Star ratings
★ not so great
★★ OK
★★★ good
★★★★ very good
★★★★★ awesome

☆ ☆ ☆ ☆

I have a Hot Spot dishwasher and . . .

WRITING BOOSTER p. 144
- Placement of adjectives: before nouns and after the verb be
- Guidance for this writing exercise

For additional language practice . . .
♫ TOP NOTCH POP • Lyrics p. 149
"It's Not Working Again"
DIGITAL SONG DIGITAL KARAOKE

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Picture 1

ORAL REVIEW

CONTESTS

1 Form teams. Study the products in Pictures 1 and 2 for two minutes. Then close your books. With your team, make a list of what you saw. The team with the most correct words after one minute wins.

2 Form teams. Study the names and activities in Picture 1 for two minutes. Then close your books. Ask another team yes / no questions about the people, using the present continuous. (Teams get one point for each correct answer.) For example:

Q: Is Jane studying?
A: No, she isn't.

PAIR WORK

1 Point to the people in Picture 1. Ask and answer information questions, using the present continuous. For example:

Q: What's Jane doing?
A: She's listening to music.

2 Create a conversation for the people in Picture 2. For example:

A: The Disheroo is affordable. And it's guaranteed.
B: But they say it's a piece of junk. Let's get the Kitchenmax. It's expensive, but it's very popular.

Picture 2

Kleen Up
$60.00
Convenient and portable!

Blackmore
$449.99

Cool Rite
$429.99

Lane
$1,199.00
New!

Kitchenmax
$900.00
Popular!

Disheroo
$499.99
Guaranteed for 5 years!

NOW I CAN

- ☐ Recommend a brand or model.
- ☐ Express sympathy for a problem.
- ☐ Complain when things don't work.
- ☐ Describe features of products.

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Reference Charts

COUNTRIES AND NATIONALITIES

Argentina	Argentinean / Argentine	Guatemala	Guatemalan	Peru	Peruvian
Australia	Australian	Holland	Dutch	Poland	Polish
Belgium	Belgian	Honduras	Honduran	Portugal	Portuguese
Bolivia	Bolivian	Hungary	Hungarian	Russia	Russian
Brazil	Brazilian	India	Indian	Saudi Arabia	Saudi / Saudi Arabian
Canada	Canadian	Indonesia	Indonesian	Spain	Spanish
Chile	Chilean	Ireland	Irish	Sweden	Swedish
China	Chinese	Italy	Italian	Switzerland	Swiss
Colombia	Colombian	Japan	Japanese	Taiwan	Chinese
Costa Rica	Costa Rican	Korea	Korean	Thailand	Thai
Ecuador	Ecuadorian	Lebanon	Lebanese	Turkey	Turkish
Egypt	Egyptian	Malaysia	Malaysian	the United Kingdom	British
El Salvador	Salvadorean	Mexico	Mexican	the United States	American
France	French	Nicaragua	Nicaraguan	Uruguay	Uruguayan
Germany	German	Panama	Panamanian	Venezuela	Venezuelan
Greece	Greek	Paraguay	Paraguayan	Vietnam	Vietnamese

NON-COUNT NOUNS

This list is an at-a-glance reference to the non-count nouns used in *Top Notch 1*.

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

IRREGULAR VERBS

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

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TOP NOTCH 1A

Grammar Booster

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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*

Information questions with be: usage and form

Use Who to ask about people, What to ask about things, Where to ask about places, and How old to ask about age.

Singular nouns	Plural nouns
Who's your teacher?	Who are the new students?
What's your name?	What are their names?
Where's your father from?	Where are your classmates from?
How old is your sister?	How old are your children?

A Choose an answer for each question.

_____ 1 What's your name?	**a** Scotland, actually. She's British.
_____ 2 Where is she from?	**b** He's the CEO of BRC Incorporated.
_____ 3 Where's her father from?	**c** Kim's father? Seoul, I think.
_____ 4 Who is Bernard Udall?	**d** Eighteen and ten.
_____ 5 How old are your cousins?	**e** Ivan. But everyone calls me Vanya.

Possessive nouns and adjectives

Possessive nouns

Add 's to a name or a noun.
Where is Peter's father from? What's the teacher's name?

Add an apostrophe (') to plural nouns that end in -s.
What are the students' names?

Add 's to the name or noun that comes last in a list of two or more.
When is Sally and Hannah's class?

Possessive adjectives
Where's Chad's father from? → Where's his father from?
What's Sheila's last name? → What's her last name?
What's Lee and Ping's address? → What's their address?

I	→	my
you	→	your
he	→	his
she	→	her
it	→	its
we	→	our
they	→	their

B Complete each sentence with a possessive form of the noun.

1 ..... (Dean) father is an engineer.
2 What is ..... (Janec) e-mail address?
3 The book is ..... (Kayla).
4 ..... (Nicole and Kirstin) class is at eight.
5 What are your ..... (brothers) occupations?

C On a separate sheet of paper, write a question for each answer, using What and a possessive adjective.

1 My occupation? I'm a student. *What's your occupation?*
2 Lin and Ben's? It's 2 Bay Street.
3 His phone number? It's 21-66-55.
4 Dave's last name? It's Bourne.
5 Sandra's nickname? It's Sandy.
6 My e-mail address? It's acme4@ymail.com.
7 Ray's? His address is 456 Rue Noire.

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D Complete each sentence with a possessive adjective.

1 This is my sister. ..... husband is from Ecuador.
2 Robert is a new student here. ..... nickname is Bobby.
3 My friends live in London, but ..... hometown is in Scotland.
4 My husband and I live in Chicago, but ..... children don't.
5 I'd like you to meet ..... colleague Sam. He works with me at the bank.
6 I like that picture. ..... colors are very nice.

UNIT 1 *Lesson 2*

Verb be: usage and form

The verb be gives information about the subject of a sentence. The subject of a sentence can be a noun or a pronoun.

noun subject	pronoun subject
Our teacher is from the United States.	**She** is from the United States.
That school is new.	**It** is new.

Affirmative statements

There are three forms of the verb be in the present tense: am, is, and are.

I **am** a student.	He She It	**is** late.	You We They	**are** married.

Contracted forms

Contract be with subject nouns and pronouns. Use contractions in speaking and informal writing.

Robin is an artist. = **Robin's** an artist.
He is single. = **He's** single.
I am a student. = **I'm** a student.
You are on time. = **You're** on time.

Negative contractions

There are two ways to form negative contractions.

He's **not** Brazilian. = He **isn't** Brazilian.
They're **not** teachers. = They **aren't** teachers.

Note: There is only one way to contract I am not → I'm not.

Short answers with be: common errors

Don't use contractions with affirmative short answers to yes / no questions.

Are you a salesperson? Yes, I am. NOT ~~Yes, I'm~~.
Is he American? Yes, he is. NOT ~~Yes, he's~~.
Are they designers? Yes, they are. NOT ~~Yes, they're~~.

Note: It is also common to answer just with Yes or No.

Are you a salesperson? Yes.

A On a separate sheet of paper, rewrite the sentences, using contractions. Then practice saying each sentence aloud.

1 She is a writer.
2 They are managers.
3 I am a student.
4 Bart is from Australia.
5 My mother is late.
6 Your father is nice.

B On a separate sheet of paper, write a short answer for each question.

1 Is New York in Russia?
2 Are you a scientist?
3 Are Korea and Japan in Asia?
4 Is Italy a city?
5 Is it 3:00 right now?
6 Are you a student?
7 Are you Canadian?
8 Is your father a manager?
9 Is English difficult?

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Prepositions of time and place: usage rules

Time

Use on with the names of days or dates.

on Thursday	on Monday morning	on New Year's Day	on May 3rd
on the weekend	on Sundays	on a weekday	

Use in with periods of time (but not with names of days).

in 2008	in July	in [the] spring	in an hour
in the morning	in the 20th century	in the 1950s	in two weeks

Use at with specific moments in time.

at 9:00	at dawn	at noon
at sunrise	at dusk	at midnight

Place

Use on with the names of streets and specific physical locations.

on Main Street	on Smith Avenue	on the corner
on the street	on the right	on the left

Use in with the names of cities, countries, continents, and other large locations.

in the neighborhood	in the center of town	in Lima	in front of the school
in Korea	in Africa	in the ocean	

Use at for buildings and addresses.

at the theater	at the supermarket	at the bank
at the train station	at 10 Main Street	

Use at for general locations of activity.

at home	at work	at school

A Complete the sentences with on, in, or at.

1 **A:** When's the movie?
B: The movie is ..... Friday ..... 8:30.

2 **A:** Where is he?
B: He's not here right now. He's ..... work.

3 **A:** Where's his office?
B: It's ..... the center of town.

4 **A:** When was her mother born?
B: She was born ..... January 1.

5 **A:** When does the movie take place?
B: It takes place ..... the 19th century ..... Africa.

6 ..... the weekend, I'm going to the concert ..... the public library.

7 The park opens ..... 6:00 ..... the morning and closes ..... dusk.

8 Is the concert hall ..... Grove Street?

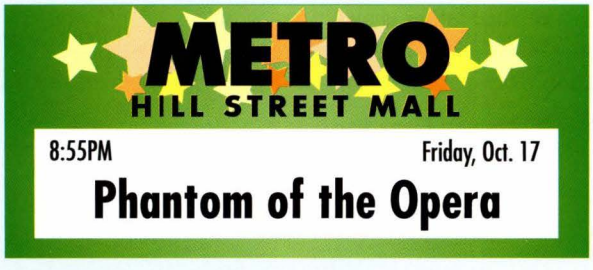
9 I think the theater is ..... the right side of the street.

10 Let's go to the evening show. The concert is outside, and the weather is really hot ..... the afternoon.

11 This concert occurs every second year ..... November.

12 I'll see you ..... Thursday morning in front of the theater, OK?

B Look at the tickets. On a separate sheet of paper, write questions with When or What time. Write a question with Where.



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Would like for preference: review and expansion

You can express a preference for an activity with would like to + a verb.

Statements

I'd like to go to the movies tonight.
She'd like to see a play.
They wouldn't like to be late.

Questions and answers

Would you like to go to the lecture with me?	Yes, I would. / No, I wouldn't.
Would your parents like to see this movie?	Yes, they would. / No, they wouldn't.
What would you like to download?	Some good Peruvian folk music.
Where would he like to go?	To the concert in the park.
When would they like to leave?	At about 9:00 in the morning.
Who would you like to invite to the concert?	All my friends.
BUT Who would like to go to a play tonight?	We would!

Remember: You can also use would like + a noun to state a preference:
I'd like coffee. / Would you like tea?

Contractions

I would like → I'd like
We would not like → We wouldn't like

Be careful! Don't contract would in affirmative short answers.
Would you like to listen to music? Yes, I would. NOT Yes, ~~I'd~~.

C Complete the conversations with would like to + a verb. Use contractions when possible.

1 **A:** ..... (see) *Frozen* this evening?
B: Sorry. No, I ..... I'm not an animated movie fan.

2 **A:** ..... (go) to the concert with us?
B: Yes, they ..... .

3 **A:** Who ..... (eat) dinner at Mario's Restaurant?
B: We ..... !

4 **A:** ..... you ..... (download) a music video?
B: Sounds good! Yes, I ..... .

5 **A:** What ..... your sister ..... (do) this afternoon after class?
B: She ..... (hang out) with her friends for an hour before dinner.

6 **A:** When ..... your teacher ..... (show) the video?
B: He ..... (show) the video tomorrow morning in class.

UNIT 3 *Lesson 1*

The simple present tense: usage and form

Usage

Use the simple present tense to talk about facts and habitual actions in the present.

facts	habitual actions
Josh speaks Spanish very well.	Josh speaks Spanish every day.
They work at Coffee Central.	They work late on Fridays.

Form

Add -s to the base form of the verb for third-person singular (he, she, or it).

I like Thai food.	He likes Peruvian food.
You study English.	She studies French.
They open at 6:00.	The store opens at 8:00.
We work at a café.	Marlene works at a school.

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Negative forms

Use don't (do not) or doesn't (does not) + the base form of a verb to make negative statements.

I **don't like** American food. He **doesn't like** Greek food.

Yes / no questions

Use do or does + the base form of a verb to form yes / no questions.

Do you **speak** Portuguese? **Does** she **speak** French? NOT Does she ~~speaks~~ French?

A Write negative statements.

1 Gwen likes classical music. (her sister) ..Her sister doesn't like classical music.....
2 The café closes at 6:00. (the bookstore) .....
3 Neal lives in Quito. (his sister) .....
4 Miles works in an office. (his brother) .....
5 I have a big family. (my husband) .....
6 My younger brother speaks Chinese. (I) .....
7 Kiko's nephew likes pop. (her niece) .....

B Write yes / no questions.

1 **A:** ..Does your sister live..... near you?
B: No, she doesn't. She lives in another city.
2 **A:** ..... drink coffee?
B: No, he doesn't. My brother drinks tea.
3 **A:** ..... children?
B: No. We don't have any yet.
4 **A:** ..... in Mexico?
B: No. My in-laws live in Chile.
5 **A:** ..... English?
B: Yes, she does. My niece speaks it well.
6 **A:** ..... work here?
B: Yes, they do. My cousins work downstairs.
7 **A:** ..... early?
B: No. The bookstore opens late.

UNIT 3 *Lesson 2*

Information questions in the simple present tense: form and common errors

Do and does

Use do or does + the base form of a verb to ask information questions.

Where **do** your in-laws **live**? Where **does** your sister-in-law **live**?
When **do** you **visit** your cousins? When **does** she **visit** her nieces?
How often **do** they **go** to class? How often **does** he **go** to class?

Questions with Who

Compare these questions with Who.

Who visits your aunt in Chicago? **My mother** does. (My mother = subject)
Who does your mother visit in Chicago? My mother visits **my aunt**. (my aunt = object)

Be careful! Don't use do or does with Who if the question is about the subject. Always use the third-person singular form to ask questions with Who about the subject.

Who **lives** here? NOT Who ~~does live~~ here? NOT Who ~~live~~ here?

How many

Be careful! Always use How many with plural nouns.

How many cousins do you have? NOT How many ~~cousin~~ do you have?

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Complete the information questions.

1 A: ..... your uncle .....?
B: He's a doctor.

2 A: ..... your in-laws .....?
B: They live in Seoul.

3 A: ..... cousins .....?
B: I have ten of them.

4 A: ..... your parents?
B: I visit them every weekend.

5 A: ..... your stepsister .....?
B: She lives across the street.

6 A: ..... speaks Russian?
B: My brother-in-law does.

7 A: ..... your niece ..... with?
B: She lives with my aunt.

8 A: ..... you .....?
B: I study late at night.

9 A: ..... has three kids?
B: My younger sister does.

10 A: ..... your older brother .....?
B: He studies in London.

UNIT 4 *Lesson 1*

Non-count nouns: expressing quantities

We can make many non-count nouns countable:
a slice of bread, a loaf of bread, three pieces of bread, two kinds of bread

The following phrases are used with non-count nouns in order to make them countable:
liquids: a glass of, two cups of, a liter of, six gallons of, a bottle of, a can of
solids: a cup of, a piece of, three slices of, a kilo of, a spoonful of

A Complete each statement with a countable quantity. (Note: More than one phrase of quantity may be possible.)

liquids

1 This soup is so creamy. It has two ..... milk in it.
2 She must be very thirsty. This is her third ..... water.
3 My car has a big gas tank. It holds ..... gas.

solids

4 I ate ..... cheese, and now I feel sick.
5 A club sandwich doesn't have two ..... bread. It has three ..... bread.
6 I like my tea sweet. Please put in ..... sugar.

Some and any

Use some and any to describe an indefinite number or amount.
There are some apples in the fridge. (Indefinite number: we don't know how many.)
Are there any oranges? (Indefinite number: no specific number being asked about.)
They are bringing us some coffee. (Indefinite amount: we don't know how much.)

Use some with non-count nouns and with plural count nouns in affirmative statements.
non-count noun **plural count noun**
We need some milk and some bananas.

Use any with non-count nouns and plural count nouns in negative statements.
non-count noun **plural count noun**
We don't want any cheese, and we don't need any apples.

Use any or some in questions with count and non-count nouns. There is no difference in meaning.
Do you need any cookies or butter? Do you need some cookies or butter?

B Change the sentences from affirmative to negative.

1 There is some coffee in the kitchen. ...There isn't any coffee in the kitchen.....
2 There are some onions on the table. .....
3 We have some cookies. .....
4 They need some onions for the soup. .....
5 She's buying some fruit at the market. .....

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6 The Reeds want some eggs for breakfast. .....
7 I want some butter on my sandwich. .....
8 There is some chicken in the fridge. .....
9 They need some cheese for the pasta. .....

C Complete each sentence with some or any.

1 I don't want ..... more coffee, thank you.
2 There isn't ..... salt in this soup.
3 We don't see ..... sandwiches on the menu.
4 They need ..... sugar for their tea.
5 The restaurant is making ..... pies for the party.
6 It's too bad that there isn't ..... soup.
7 I don't see ..... menus on those tables.
8 There are ..... eggs for the omelette.

Questions with How much and How many

Ask questions with How much for non-count nouns. Ask questions with How many for count nouns.

How much rice is in the soup?	Not much. Two cups.
How many eggs are in the fridge?	Not many. Three.

D Complete each question with How much or How many.

1 ..... bread do we need?
2 ..... salt did you put in the beef stew?
3 ..... hot pepper do you like?
4 ..... spoonfuls of sugar do you want in your tea?
5 ..... oil should I put in this salad?
6 ..... cheese is there in the fridge?
7 ..... slices of bread do you want?
8 ..... cups of coffee did you drink?

Words that can be count nouns or non-count nouns

Some nouns can be used as count or non-count nouns. The word is the same, but the meaning is different.

non-count use	count use
Chicken is delicious.	I bought two **chickens**.
Let's watch **TV**.	We have three **TVs** in our house.
The sun provides **light**.	It's too bright in here. Turn off one of the **lights**.

Some words can have a count sense or a non-count sense with only a slight difference in meaning.

I'm in the mood for **salad**. OR I'm in the mood for **a salad**.
I'd like **steak** for dinner. OR I'd like **a steak** for dinner.

Plural count nouns: spelling rules

Add -s to most nouns.

cup **cups** appetizer **appetizers** apple **apples**

If a noun ends in a consonant and -y, change the y to i and add -es.

cherry **cherries** berry **berries**

BUT: Do not change the y when the letter before the y is a vowel.

boy **boys**

Add -es to nouns that end in -ch, -o, -s, -sh, or -x.

lunch **lunches** radish **radishes** tomato **tomatoes**
box **boxes** glass **glasses**

E Write the plural form of each count noun.

1 pie .....
2 snack .....
3 cup .....
4 olive .....
5 spoonful .....
6 pear .....
7 french fry .....
8 sandwich .....
9 vegetable .....
10 potato .....

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UNIT 4 Lesson 2

Non-count nouns: categories and verb agreement

Non-count nouns are common in the following categories:

abstract ideas: health, advice, help, luck, fun
sports and activities: tennis, swimming, golf, basketball
illnesses: cancer, AIDS, diabetes, dengue
academic subjects: English, chemistry, art, mathematics
foods: rice, milk, sugar, coffee, fat

All non-count nouns require a singular verb.

Fat **isn't** good for you.
Mathematics **is** my favorite subject.

A Complete each sentence with the correct form of the verb.

1 Coffee ..... (be) my favorite beverage.
2 Rice ..... (be) very good for you, even when you are sick.
3 Mathematics ..... (create) problems for many students, but not for me!
4 Influenza ..... (cause) pain and fever.
5 Darkness ..... (frighten) some people, but I don't know why.
6 Medical advice ..... (help) people decide what to do about their health.

B Complete the sentences with a or an. If the noun is a non-count noun, write an ✗.

1 He has ..... diabetes.
2 She would like to eat ..... banana.
3 "..... apple a day keeps the doctor away."
4 Would you like ..... appetizer?
5 There's ..... egg on the shelf.
6 Does the restaurant serve ..... rice with the chicken?
7 He always gives ..... good advice.
8 My family loves ..... music.

UNIT 5 Lesson 1

The present continuous: spelling rules for the present participle

The present continuous consists of two parts: a form of be and a present participle of a verb.

To form a present participle, add -ing to the base form of a verb.

base form		present participle
talk	→	talking

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

leave → leaving

In verbs of one syllable, if the last three letters are a consonant-vowel-consonant* sequence, double the last consonant and then add -ing to the base form.

C V C
s i t → sitting

BUT: If the base form of the verb ends in -w, -x, or -y, don't double the final consonant.

blow → blowing
fix → fixing
say → saying

If a base form has more than one syllable and ends in a consonant-vowel-consonant sequence, double the last consonant only if the spoken stress is on the last syllable.

per - mit → permitting BUT or - der → ordering

* **Vowels** = a, e, i, o, u
* **Consonants** = b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z

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A Write the present participle for each base form. Follow the rules.

1 turn .....
2 rain .....
3 run .....
4 help .....
5 open .....
6 close .....
7 stop .....
8 exit .....
9 sit .....
10 eat .....
11 buy .....
12 mix .....
13 sew .....
14 listen .....
15 do .....
16 write .....
17 begin .....
18 use .....
19 change .....
20 be .....
21 have .....
22 put .....
23 go .....
24 pay .....

The present continuous: rules for forming statements

Remember to form the present continuous with be and a present participle of a verb.

Affirmative statements	Negative statements
I'm studying English.	I'm not studying French.
You're studying French.	You're not studying English.
He's reading a book.	He's not reading a newspaper.
She's reading a newspaper.	She's not reading a book.
We're watching TV.	We're not watching a DVD.
They're watching a video.	They're not watching TV.

B On a separate sheet of paper, change each affirmative statement to a negative statement. Use contractions.

1 She's going to the supermarket.
2 He's calling his wife this afternoon.
3 I'm cooking dinner tonight.
4 The Roberts are feeding their kids early.
5 Joel's taking the bus to the movies.
6 We're getting a new printer.

C Write answers to the questions in complete affirmative or negative statements. Use the present continuous and contractions.

1 Are you studying English this weekend? .....
2 When are you taking a vacation? .....
3 Is it raining now? .....
4 Where are you eating dinner tonight? .....
5 Are you listening to music now? .....
6 Who's making breakfast tomorrow? .....

The present continuous: rules for forming questions

Yes / no questions: Place a form of be before the subject of the sentence.

Is she watching TV?
Are you driving there?
Is Stu shopping?
Are we meeting this afternoon?
Are they talking on the phone?
Are Nan and Bert studying?

Information questions: Use question words to ask information questions.

When are you going?
What are you doing right now?
Who is he watching on TV?
How much are you paying for that computer?
Why are you buying that laptop?

Be careful! The word order changes when using Who to ask a question about the subject:
Who's talking on the phone? (John is.)

D Write a question in the present continuous to complete each conversation.

1 **A:** .....?
B: No. Luke's not watching TV right now.

2 **A:** .....?
B: Yes. She's working this morning.

3 **A:** .....?
B: I'm calling Janet Hammond.

4 **A:** .....?
B: She's coming home later tonight.

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TOP NOTCH 1A

Writing Booster

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Writing Booster

The Writing Booster is optional. It is intended to teach students the conventions of written English. Each unit's Writing Booster is focused both on a skill and its application to the Writing exercise from the Unit Review page.

UNIT 1

Capitalization

Use a capital letter to begin a sentence.
Meet my new classmate. Her first name is Sue.

Use a capital letter for:

cities / countries	I live in Beijing. He's from Colombia.
nationalities	They're Honduran.
languages	I speak Russian and Italian.
days and months	My birthday is on Tuesday, June 19th.
the pronoun I	My brother and I are students.
names and formal titles	I'd like you to meet Mr. Smith.

A On a separate sheet of paper, rewrite each sentence, using correct capitalization.

1. please say hello to julio cueva from lima, peru.
2. my friend mr. lee is a computer programmer from korea.
3. he is brazilian, and his birthday is in october.
4. my classmate ms. silva is twenty-six years old.
5. miss wang teaches chinese to college students.
6. this monday john met his friend mr. abe.
7. when i travel, i need to use english.

B **Guidance for the Writing Exercise (on page 12)** Answer the questions below when you write about your classmate. Add more information if you can. Make sure you use capital letters correctly.

- What's your classmate's name?
- Does your classmate have a nickname?
- How old is your classmate?
- What's your classmate's occupation?
- What is your classmate's hometown?
- Is your classmate's hometown his or her birthplace?
- Who's your classmate's favorite actor?
- What's your classmate's favorite sport?

UNIT 2

The sentence

In English, a sentence is a group of words that expresses a complete thought. A sentence has a subject and a verb. When you write a sentence, begin with a capital letter and end with a period.

subject	verb	subject	verb
The play	is great.	She	loves music.

A Circle the subject and underline the verb in each sentence.

1. Her children like folk music.
2. I don't like big concerts.
3. My best friend loves classical music.
4. Their favorite musician is Marc Anthony.
5. The play isn't very good.

B Write an ✗ next to the groups of words that are not sentences.

- ☐ 1 A theater fan.
- ☐ 2 The theater is down the street from the park.
- ☐ 3 And around the corner from the art gallery.
- ☐ 4 I listen to music in the shower.
- ☐ 5 Really upbeat concerts.
- ☐ 6 Downloading music.

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C **Guidance for the Writing Exercise (on page 24)** Use the ideas as a guide to help you write five sentences about your musical tastes. Begin each sentence with a capital letter and end each sentence with a period. Be sure to use a subject and a verb in each sentence.

Ideas
- your favorite music
- your favorite artist
- when you listen to music
- where you buy music

UNIT 3

Combining sentences with and or but

And
Use and to combine two sentences if you want to add information. It's common, but not necessary, to use a comma before and.
My cousin loves pop music, **and** he's a great singer.

But
Use but to combine two sentences if you want to show a difference or contrast. It's common, but not necessary, to use a comma before but.
My stepfather loves classical music, **but** I love pop.
My niece loves Latin music, **but** my nephew doesn't.

Be careful! In traditional formal writing, writers avoid beginning sentences with And or But.
Don't write: My cousin loves pop music. ~~And he's a great singer.~~
Don't write: My cousin loves pop music. ~~But I don't.~~

A On a separate sheet of paper, combine the sentences, using and.

1. My sister-in-law has long hair. She's very pretty.
2. My aunt is a computer programmer. Her husband is a teacher.
3. We look alike. We wear the same kind of clothes.
4. My cousin likes classical music. He loves Italian food.
5. We look very different. We like different music.

B On a separate sheet of paper, combine the sentences, using but.

1. My brother wears old clothes. I wear new clothes.
2. My sister has long hair. I have short hair.
3. My cousin lives near the airport. His parents don't.
4. I love pop music. My stepfather doesn't.
5. We look alike. We wear very different clothes.

C **Guidance for the Writing Exercise (on page 36)** Use the ideas to help you write the six statements comparing two people in your family. Use and or but to combine sentences.

Ideas
- appearance
- musical tastes
- food preferences
- clothing preferences
- birthplaces and hometowns
- marital status
- favorite colors

UNIT 4

Connecting words or ideas: and and in addition

And
Remember that and connects two sentences and makes them one sentence.
I like fruit, **and** I also like vegetables.

You can also use and to connect words in a series. Notice the use of the comma in the examples below.
I like apples, oranges, grapes, **and** other fruits.

Be careful! Don't use a comma when and connects only two words.
I like apples and oranges. NOT I like ~~apples, and oranges.~~

In addition
In addition connects the ideas in one sentence with the ideas in the next sentence. Use a comma after in addition.
I like fruit. **In addition,** I like vegetables.
I like apples and oranges. **In addition,** I like grapes and other fruits.

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A Connect the words and ideas with and or in addition.

1 The people eat a lot of vegetables in Spain, Italy, ... France.
2 In the U.S., many restaurants serve big portions. ..... , they serve a lot of fatty foods.
3 There are five or six great Italian restaurants near the hotel. ..... , there are two restaurants where the menu has dishes from Mexico, Thailand, India, ... even Indonesia!
4 She loves pasta, ... I want to invite her to my favorite Italian restaurant.
5 Raw carrots taste great, ... they're good for you.
6 This restaurant has great food. ..... , the service is excellent.
7 You can choose from six entrées on the menu, ... they all come with a choice of vegetables.
8 I usually order soup, salad, a main course, ... dessert.

B **Guidance for the Writing Exercise (on page 48)** Read the description of food in the United States. Use these paragraphs as a guide to help you write the article about the food of your country. Change the details so the sentences describe your food.

American food is more than burgers and pancakes. The best American food is regional. One regional specialty is fish chowder. Fish chowder is a delicious soup from the northeast coast. In Boston, fish chowder contains milk, and in New York it contains tomatoes. Fish chowder always contains Atlantic fish. In addition, fish chowder always contains some vegetables, such as onions, potatoes, peppers, or corn.

Another famous regional specialty of American cooking is barbecue. Barbecue comes from the center and south of the United States. Barbecue style is not always the same, but it always has meat and a spicy sauce. Americans are very proud of barbecue. Many restaurants claim that they have the only authentic barbecue. When you travel to the United States, be sure to try some regional specialties like fish chowder and barbecue.

UNIT 5

Placement of adjectives: before nouns and after the verb be

Adjectives are words that describe nouns and pronouns.

noun	pronoun
The old photocopier is obsolete.	It's also broken.

Adjectives come before nouns or after the verb be when the subject of a sentence is a noun or pronoun.

I have a new computer.
The computer is new. It's terrific.

Be careful! Adjectives don't come after nouns. Adjectives don't have plural forms.

new refrigerators
NOT ~~refrigerators new~~
NOT ~~news refrigerators~~

When two adjectives describe the same noun, connect them with and. When there are more than two, use commas.

The microwave is popular and convenient.
This camera is obsolete, broken, and defective.

Adjectives

affordable	good
awesome	great
awful	guaranteed
broken	new / old
convenient	obsolete
defective	popular
fast	terrible
fixable	terrific

Some adjectives are compound phrases.
This scanner is really up-to-date.
She bought an up-to-date camcorder.

A Circle the adjectives in each sentence.

1 My old printer is obsolete.
2 The XLM projector is easy to use. In addition, it's small and very portable.
3 Is your scanner fixable?
4 This terrible car is a lemon! It's awful.
5 Our new washing machine is both good and guaranteed.

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B On a separate sheet of paper, write sentences about five of the following electronic devices or about other ones. Use the Adjectives from page 144.

Products	
a smart phone	a desktop (computer)
a mobile / cell phone	a digital camera
a GPS	a TV
a tablet (computer)	a camcorder

My smart phone is very convenient.

C **Guidance for the Writing Exercise (on page 60)** Use your answers to the questions below as a guide to help you write the review of a product you use. Give your product 1–5 stars.

- What is it?
- What brand is it?
- What model is it?
- Is it a good product? Why or why not?
- What does it do?
- What adjectives describe it?
- Where do you use it?
- Is it working?
- Does it drive you crazy?
- How old is it?

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Top Notch Pop Lyrics

▶1:16–1:17 It's Nice To Meet You [Unit 1]

(CHORUS)
It's nice to meet you.
Good to meet you.
Pleasure to meet you.

What's your name?
My name is Mr. Johnson.
Please just call me Stan.
I'd like you to meet my wife, Mary Anne.

(CHORUS)

What do you do?
Actually, I'm a teacher
at the Children's Institute.
The little kids are really cute.
That sounds nice. Where are you from—
somewhere far or near?
As a matter of fact, Chicago is my
hometown.
Could you say that louder please?
How did you end up here?
My father was a salesman.
We moved all around.

(CHORUS)

Who is that?
Let me introduce you
to my new friend Eileen.
She's a chef and she's nineteen.

(CHORUS)

Good-bye. Take care.

▶2:18–2:19 An Only Child [Unit 3]

Let me see the photos of
your wife and family.
Who's that guy there, on the right,
next to the TV?
Is that your younger brother, John?
And who are those two?
Your sisters both look so alike.
Please tell me what they do.

(CHORUS)
I ask so many questions.
You just answer with a smile.
You have a large family,
but I am an only child.

How about your cousins now?
Please tell me something new.
Do they both play basketball?
You know that I do, too.

(CHORUS)

I don't have a brother,
but you have two or three.
You're all one big happy family.
I don't have a sister,
but you have older twins.
This is a game I can't ever win.
Do you have nieces and nephews,
and how many are there now?
Do they all like the same kinds of things?
Are they different somehow?

(CHORUS)

▶2:34–2:35 The World Café [Unit 4]

Is there something that you want?
Is there anything you need?
Have you made up your mind
what you want to eat?
Place your order now,
or do you need more time?
Why not start with some juice—
lemon, orange, or lime?
Some like it hot, some like it sweet,
some like it really spicy.
You may not like everything you eat,
but I think we're doing nicely.

(CHORUS)
I can understand every word you say.
Tonight we're speaking English at
The World Café.

I'll take the main course now.
I think I'll have the fish.
Does it come with the choice of another
dish?
Excuse me waiter, please—
I think I'm in the mood
for a little dessert, and the cake looks good.
Do you know? Are there any low-fat desserts
that we could try now?
I feel like having a bowl of fruit.
Do you have to say good-bye now?

(CHORUS)

Apples, oranges, cheese, and ham,
coffee, juice, milk, bread, and jam,
rice and beans, meat and potatoes,
eggs and ice cream,
grilled tomatoes—
That's the menu.
That's the list.
Is there anything I missed?

(CHORUS)

▶3:22–3:23 It's Not Working Again [Unit 5]

Hi. I'm calling on my cell phone.
I need a little help with a fax machine.
It's not working, and it's pretty bad.
I feel like I've been had, if you know
what I mean.
I'm coming to the store right now.
Can you show me how to use it?
The front lid won't open.
When my cat's around,
it squeaks and makes a funny sound.

(CHORUS)
It's not working again.
It's driving me crazy.
It's not working again.

I called yesterday, and a guy named Jack
said,
"I'm busy right now, can I call you back?"
He didn't even ask me what was wrong
with it.
He didn't want to hear the short and
long of it.
I just bought the thing yesterday,
and it won't turn on so please don't say,
"I'm sorry to hear that.
That's a shame.
That's too bad."
It's all a game.

(CHORUS)

I'm not looking for a laptop computer
or an X340 or a PDA.
Just tell me what's wrong with my fax
machine
so I can say good-bye and be on my way.
It won't send a copy of my document.
The paper goes through, and it comes
out bent.
On second thought, it's guaranteed.
I want my money back—that's what I need.

(CHORUS: 2 times)

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▶4:41–4:42 Anything Goes [Unit 8]

The shoe department's upstairs.
It's on the second floor.
Women's Casual is down the stairs,
there by the door.
This helpful store directory
shows every kind of clothes.
I look for the department where
it says anything goes.

(CHORUS)

At home and when I travel,
I always like to wear
pajamas in the daytime
with a blazer and a pair
of socks on my fingers
and gloves on my toes—
anything goes.

On the ground floor, there's a restaurant
and a photo studio,
so I take the escalator
down to the floor below.
There are turtlenecks and T-shirts.
There are cardigans and jeans
in every size and color.
They look comfortable and clean.

(CHORUS)

The salesperson says,
"Here you go.
Try it on.
That's not too bad.
Let me see if I can find you something
better."
Some people say that black clothes
are more flattering than white,
or they think that they look nicer
in the day or in the night.
Their clothes can't be too liberal
or too conservative.
If I love it, then I wear it.
That's the way I want to live.

(CHORUS)

▶5:21–5:22 Five Hundred Ways [Unit 9]

You could take the bus,
or you could take the train.
You could take the ferry,
or you could take a plane.
Baby, it's a small world,
when all is said and done.
We have so many options,
the question is, which one?

(CHORUS)

There are five hundred ways to get here.
What are you going to do?
You could get a one-way ticket to see me.
I'm waiting here for you.

You should really hurry.
When are you going to call
and make your reservation?
You could miss them all.
And do you know how long
you are going to stay?
You could come and be with me
forever and a day.

(CHORUS)

Follow me.
Follow me.
Yes, you can follow me.
You have my phone number,
and you have my address.
Tell me, are you coming on
the local or express?

(CHORUS)

▶5:39–5:40 Shopping for Souvenirs [Unit 10]

I go to the bank at a quarter to ten.
I pick up my cash from the ATM.
Here at the store, it won't be too hard
to take out a check or a credit card.
The bank has a good rate of exchange,
and everything here is in my price range.
The easiest part of this bargain hunt
is that I can afford anything I want.

(CHORUS)

Whenever I travel around the world,
I spend my money for two.
Shopping for souvenirs
helps me to be near you.

I try to decide how much I should pay
for the beautiful art I see on display.
To get a great deal, I can't be too nice.
It can't hurt to ask for a better price.

(CHORUS)

Yes, it's gorgeous, and I love it.
It's the biggest and the best,
though it might not be the cheapest.
How much is it—more than all the rest?
I'll pass on some good advice to you:
When you're in Rome, do as the Romans do.
A ten percent tip for the taxi fare
should be good enough when you're staying
there.

(CHORUS)

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Pronunciation Table

These are the pronunciation symbols used in *Top Notch 1*.

Vowels

Symbol	Key Words
i	b**ea**t, f**ee**d
ɪ	b**i**t, d**i**d
eɪ	d**a**te, p**ai**d
ɛ	b**e**t, b**e**d
æ	b**a**t, b**a**d
ɑ	b**o**x, **o**dd, f**a**ther
ɔ	b**ough**t, d**o**g
oʊ	b**oa**t, r**oa**d
ʊ	b**oo**k, g**oo**d
u	b**oo**t, f**oo**d, fl**u**
ʌ	b**u**t, m**u**d, m**o**ther
ə	b**a**nan**a**, **a**mong
ɚ	sh**ir**t, m**ur**d**er**
aɪ	b**i**te, cr**y**, b**uy**, **eye**
aʊ	ab**ou**t, h**ow**
ɔɪ	v**oi**ce, b**oy**
ɪr	d**eer**
ɛr	b**ar**e
ɑr	b**ar**
ɔr	d**oor**
ʊr	t**our**

Consonants

Symbol	Key Words	Symbol	Key Words
p	**p**ack, ha**pp**y	z	**z**ip, plea**s**e, goe**s**
b	**b**ack, ru**bb**er	ʃ	**sh**ip, ma**ch**ine, sta**t**ion, spe**c**ial, discu**ss**ion
t	**t**ie	ʒ	mea**s**ure, vi**s**ion
d	**d**ie	h	**h**ot, **wh**o
k	**c**ame, **k**ey, **qu**ick	m	**m**en
g	**g**ame, **g**uest	n	su**n**, **kn**ow, **pn**eumonia
tʃ	**ch**urch, na**t**ure, wa**tch**	ŋ	su**ng**, ri**ng**ing
dʒ	**j**u**dg**e, **g**eneral, ma**j**or	w	**w**et, **wh**ite
f	**f**an, **ph**otogra**ph**	l	**l**ight, **l**ong
v	**v**an	r	**r**ight, **wr**ong
θ	**th**ing, brea**th**	y	**y**es
ð	**th**en, brea**th**e		
s	**s**ip, **c**ity, **ps**ychology		
ṭ	bu**tt**er, bo**tt**le		
tˀ	bu**tt**on		

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TOP NOTCH 1A

THIRD EDITION

WORKBOOK

JOAN SASLOW
ALLEN ASCHER

with Barbara R. Denman and Julie C. Rouse

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UNIT 1

Getting Acquainted

PREVIEW

1 **Read about the famous person. Then check true, false, or no information, according to the website.**

Meet Lionel Messi!

BACK FORWARD STOP REFRESH

ADDRESS:

MEET LIONEL MESSI!

HOME

INFORMATION

NEWS

INTERVIEWS

SOCCER

ENGLAND

Given name:
Lionel

Family name:
Messi

Occupation:
athlete
(professional soccer player)

Nationality:
Argentinian

Date of birth:
June 24, 1987

Personal quote:
"My given name is Lionel, but my friends call me Leo."

	true	false	no information
1. His first name is Lionel.	☐	☐	☐
2. His last name is Leo.	☐	☐	☐
3. He is an actor.	☐	☐	☐
4. He is married.	☐	☐	☐
5. His nickname is Lionel.	☐	☐	☐

2 **Match the word or words with the same meaning. Draw a line.**

1. Nice to meet you.	a. not married
2. first name	b. given name
3. last name	c. It's a pleasure to meet you.
4. single	d. family name

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3 **Introduce Lionel Messi. Complete the quote. Use a formal title.**

"I'd like to introduce you to _____
_____."

4 **Complete the information. Write your name on the lines.**

Most Common Family Names

Country	Family Name
China	Li
France	Martin
Great Britain	Smith
India	Patel
Japan	Sato
Korea	Kim
Russia	Ivanov
Spain	Garcia
United States	Smith
Vietnam	Nguyen

LESSON 1

5 **Choose the correct response. Circle the letter.**

1. "Who's that?"
   a. Please call me Matt. b. Great to meet you. c. That's my brother, Ryan.
2. "My name's Sidney, and this is Sam."
   a. Hi. I'm Rachel. b. I think they're new. c. I'm from Australia.
3. "My name's Elizabeth, but everyone calls me Ellie."
   a. Let's say hello. b. It's a pleasure to meet you. c. I'd like you to meet Ellie.
4. "Where are you from?"
   a. London. b. Twenty-five. c. A student.

6 **Complete the information questions. Use contractions when possible.**

1. A: _____ that?
   B: That's Mr. Miller.
2. A: _____ her occupation?
   B: She's an artist.
3. A: Your son is very cute.
   _____ he?
   B: He's eight months old.
4. A: I'll send you an e-mail. _____
   your e-mail address?
   B: It's une-yoshiko@videotech.co.jp.
5. A: _____ Anil and Temel from?
   B: They're from Istanbul, I think.
6. A: _____ your new classmates?
   B: That's Marcos on the right and Paulo on the left.

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7 **Choose the correct response. Write the letter on the line.**

_____ 1. "How old is Michael?"	a. She's over there.
_____ 2. "Who's not here?"	b. They're from Germany.
_____ 3. "What are your occupations?"	c. He's three.
_____ 4. "Where are their friends from?"	d. Rachel isn't here.
_____ 5. "Where is Ava?"	e. Their names are Mr. Park and Ms. Kim.
_____ 6. "What city is he from?"	f. I'm a singer, and he's a student.
_____ 7. "Who are your teachers?"	g. He's from Tokyo.

8 **Look at the picture. Write a question for each answer.**

1. A: _____?
   B: They're my friends from computer class.
2. A: _____?
   B: Their names are Juan and Paloma.
3. A: _____?
   B: Spain.
4. A: _____?
   B: She's two years old.

9 **Answer the questions. Use your own words.**

1. "Who's your teacher?"

   YOU _____

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

   YOU _____

3. "How old are you?"

   YOU _____

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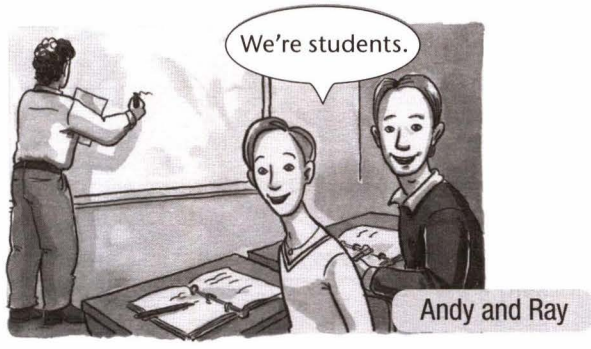
10 Unscramble the words to write sentences.

1. actor / wonderful / is / Suraj Sharma / a
   _____
2. fantastic / a / athlete / is / Lionel Messi
   _____
3. Juan Gabriel Vásquez / writer / is / great / a
   _____
4. are / musicians / The Gipsy Kings / excellent
   _____
5. terrific / is / Mary Berry / and presenter / a / baker
   _____
6. chef / a / Nobu Matsuhisa / famous / is
   _____

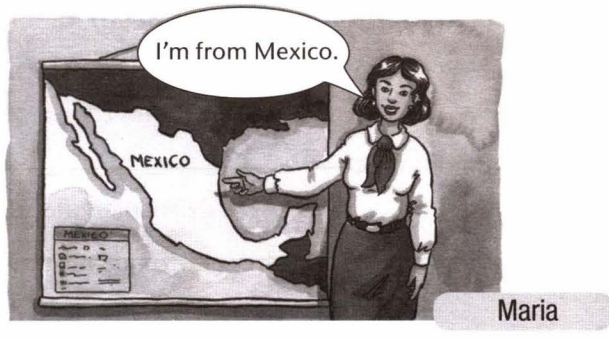
11 Look at the responses. Complete the yes / no questions with be.

1. **A:** _____ Stacey?
   B: No, I'm not. I'm Claire.
2. **A:** _____ English?
   B: No, they're not. They're Australian.
3. **A:** _____ a student here?
   B: Yes, he is. I think he's new.
4. **A:** _____ married?
   B: No, I'm not. I'm single.
5. **A:** _____ in the same class?
   B: Yes, we are.
6. **A:** _____ a good chef?
   B: She sure is.

12 Look at the picture. Write short answers about the people.



1. Are Andy and Ray students?
   Yes, they are.
2. Is John an athlete?
   _____



3. Is Maria from Venezuela?
   _____
4. Are Linda and Mike married?
   _____

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13 **CHALLENGE. Write yes / no questions with be about the people from Exercise 10.**

1. Suraj Sharma / in the movie *Life of Pi* _____
2. Lionel Messi / a soccer player _____
3. Juan Gabriel Vásquez / a Simón Bolívar Prize winner _____
4. The Gipsy Kings' songs / in French _____
5. Mary Berry / from the United Kingdom _____
6. Nobu Matsuhisa / sushi chef _____

Can you answer the questions? Write short answers. Use contractions when possible. If you don't know, guess.

1. Yes, he is.
2. _____
3. _____
4. _____
5. _____
6. _____

14 **Answer the questions. Use your own words.**

1. "Are you a good singer?" YOU _____
2. "Are you a good athlete?" YOU _____
3. "Are any of your friends or family members famous?" YOU _____

LESSONS 3 and 4

15 **Read about where the people are from. Guess their nationalities. Use yes / no questions.**

1. A: "My hometown is Vancouver."
   B: _____?
2. A: "I'm from Beijing."
   B: _____?
3. A: "I'm originally from London."
   B: _____?
4. A: "I'm actually from Istanbul."
   B: _____?

16 **Answer the questions. Use your own words.**

1. "What's your nationality?" YOU _____
2. "What's your birthplace?" YOU _____
3. "What's your hometown?" YOU _____
4. "What's your occupation?" YOU _____
5. "What's your nickname?" YOU _____

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17 **Read the letter and reply on an intercultural exchange website.**

Ask Allen—Advice for International Travelers

Favorites | History | Search

What's in a first name? In many countries, it's the last.

Dear Allen,

I have a problem. My name is Chinese. It's Zhang Yin. Zhang is my last name and Yin is my first name. In China, family names are first and given names are last. I'm a salesman and I often travel to English-speaking countries for business. When I fill out a personal information form in English, I write Yin in the box for first name and Zhang in the box for last name. Then people call me Yin Zhang. When I introduce myself as Zhang Yin, they call me Mr. Yin. So sometimes I say that my name is Yin Zhang. But I don't feel comfortable with that because that isn't my real name. What should I do?

Zhang Yin

Shanghai, China

Dear Yin,

In English-speaking countries, when you ask, "What's your name?" you always get the person's given name first and the family name last. In China, and in many Asian countries, including Japan and Korea, the family name is first and given name is second. To avoid confusion, try introducing yourself like this: "Hi. I'm Zhang Yin. My first name is Yin and my family name is Zhang. Please call me Mr. Zhang."

Allen

Now read the sentences. Check true, false, or no information.

	true	false	no information
1. Zhang Yin's nationality is Chinese.	☐	☐	☐
2. Zhang Yin's family name is Yin.	☐	☐	☐
3. Zhang Yin is a computer programmer.	☐	☐	☐
4. Zhang Yin is married.	☐	☐	☐
5. In China, you say a person's family name first.	☐	☐	☐

18 **Read the article "Who Uses English?" on page 10 of the Student's Book again. Answer the questions.**

EXTRA READING COMPREHENSION

1. What is Mr. Tanaka's wife's name? What is their son's name?

_____

2. What is Mr. Tanaka's first name?

_____

3. What is the nationality of Ms. Marques' company?

_____

4. How does Ms. Marques use English in her free time?

_____

5. How old is Mr. Itani's son?

_____

6. How does Mr. Itani practice English at home?

_____

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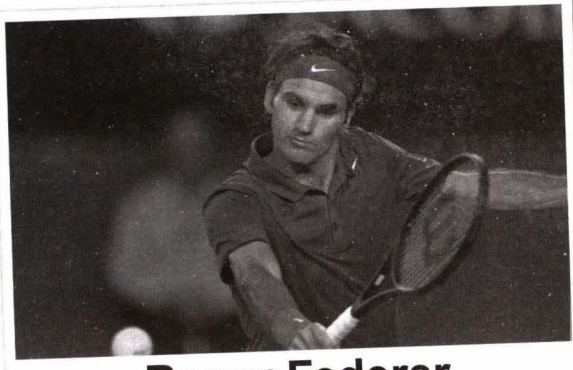
19 Read about a famous athlete.



Roger Federer

Name: Roger Federer
Nickname: Federer Express
Occupation: Professional athlete (tennis player)
Date of birth: August 8, 1981
Nationality: Swiss
Hometown: Basel, Switzerland
Now lives in: Wollerau, Switzerland
Interesting facts: He speaks Swiss-German, English, German, and French (also some Swedish and Italian). He is the father of twin girls born in 2009, and twin boys born in 2014. In his free time, he likes to play video games.

Now write a paragraph introducing Roger Federer. Use the paragraphs on page 11 of the Student's Book as a model.

GRAMMAR BOOSTER

A **Look at the responses. Write information questions. Use contractions when possible.**

1. A: What's your name?
   B: It's Margaret. But my nickname is Maggie.
2. A: _____
   B: My son? He's five.
3. A: _____
   B: I'm from Turkey.
4. A: _____
   B: They are my brothers. Their names are Ishaan and Mahin.
5. A: _____
   B: It's agarcia@ecotech.com. I check my work e-mail every day.

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B **Add apostrophes (') to the possessive nouns.**

1. My parents nationalities? My mom is Korean, and my dad is Irish.
2. Our teachers name is Mr. Springer.
3. Rosas hometown is Recife, in Brazil.
4. The salespersons wife is from Canada. Her English is excellent.
5. Adriana has two boys and a girl. Her sons birthplace is Quito, but her daughters birthplace is New York.

C **Complete each sentence with a possessive adjective from the box.**

my	your	his	her	our	their

1. Anya and Imogen are new students. _____ teacher is Mrs. Michaels.
2. Mr. Vidal is a computer programmer. _____ family lives in Paris.
3. Mrs. Ichikawa is from Tokyo. _____ nationality is Japanese.
4. Are you a photographer? _____ pictures are fantastic.
5. I'd like you to meet _____ brother James. He's a musician.
6. Lucy and I are in a computer class. _____ class is at 9 A.M.

D **Complete the conversations with words from the box.**

they	their	you	your	he	his	she	her	we	our

1. **A:** Who's that?
   B: That's Ajit's brother. _____ name is Raj.
   A: How old is _____?
   B: Twenty-three, I think.
2. **A:** Are _____ the new English teacher?
   B: Yes, I am.
   A: Hi, I'm Chung. What's _____ name?
   B: David Lane. But everyone calls me DJ.
3. **A:** These are my two sons.
   B: What are _____ names?
   A: Jack and Owen.
   B: Are _____ students?
   A: Yes, they are.
4. **A:** Hi, Ha-na.
   B: Hello, Su-ji. Are _____ classmates again?
   A: Yes, I think so. Is that _____ teacher over there?
   B: Yes. _____ name is Mrs. Kim.
   A: _____ looks very young!

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E **Complete the sentences. Use contractions.**

1. You don't know where Liverpool is? _____ in England.
2. My job is wonderful. _____ an interpreter, and I meet people from all over the world.
3. Ms. Kusefoglu's hometown is Konya. _____ Turkish.
4. His name is Mr. Yu. _____ a photographer.
5. Our children are James and Lily. _____ six and four years old.
6. Irina and I are from Moscow. _____ Russian.
7. She lives in São Paulo, but _____ Brazilian. She's from Argentina.
8. Chang is his family name. _____ his given name.

F **Answer the yes / no questions with short answers. Answer the information questions with complete sentences. Use contractions when possible.**

1. Is Lionel Messi American? _____
2. What is Mr. Messi's occupation? _____
3. Is Mr. Messi's nickname Leo? _____
4. Are you a fan of soccer? _____
5. Where is Roger Federer from? _____
6. Is Mr. Federer a father? _____
7. Are you a tennis player? _____
8. How old are Mr. Messi and Mr. Federer? _____

WRITING BOOSTER

A **Look at the personal information. Correct the capitalization.**

Name: marc anthony

Nickname: skinny

Date of birth: september 16, 1968

Occupation: singer, actor, songwriter

Hometown: new york city

Parents' Birthplace: puerto rico

Favorite music: Latin

Favorite singer: rubén blades

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B **Rewrite the following paragraph. Use correct capitalization.**

mia wasikowska is a famous australian actress. her date of birth is october 14, 1989. ms. wasikowska's birthplace is canberra, australia. now she lives outside of sydney. she can speak english with two different accents. this is great for her occupation. ms. wasikowska has a brother and a sister, kai and jess. her mother is from poland.

C **Write a short description of Marc Anthony. Use the information from Exercise A. Use the paragraph from Exercise B as a guide.**

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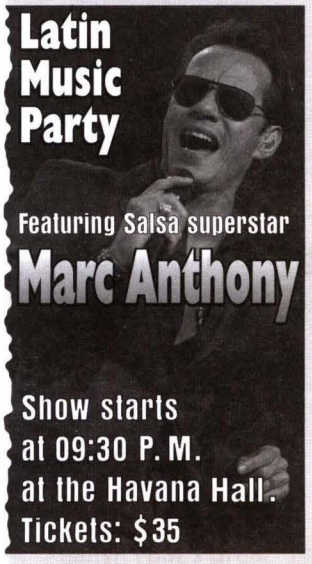
UNIT 2

Going Out

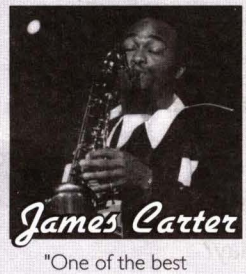
PREVIEW

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



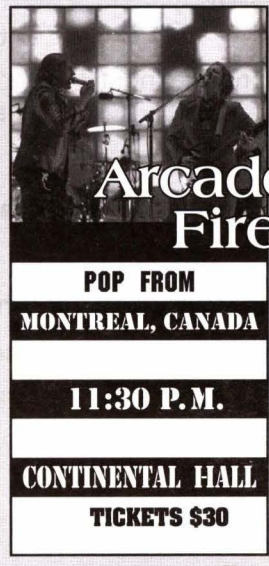
IN THE PARK

An afternoon with



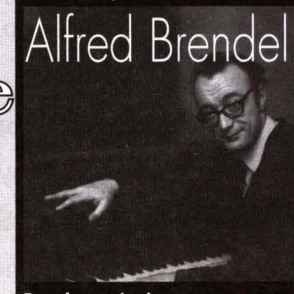
"One of the best saxophonists today!" (*The New York Times*)

Concert begins at 12:45 P. M. in Riverfront Park. Tickets are $23.



An evening of classical music with world-renowned classical pianist

Alfred Brendel



Beethoven's piano sonatas Nos. 8, 9, and 13. Performance begins at 8:00 P.M. at City Music Hall. Tickets are $60.

Who is playing?	What kind of music?	Where is it?	What time is the show?	How much are tickets?
Marc Anthony	Latin		09:30 P.M.	
James Carter		Riverfront Park		
				$30
	classical	City Music Hall		

2 **What's your style? Check Not for me or More my style.**

Kind of concert	Not for me	More my style
an afternoon concert in the park	☐	☐
a late night pop concert at a hall	☐	☐
a classical concert at a concert hall	☐	☐
live Latin music at a hall	☐	☐

What's past your bedtime?

Circle the times.

9:30 PM 10:30 PM 11:30 PM

12:30 AM 2:30 AM

3 **Complete the paragraph with kinds of music and concert times. Use your own words.**

I like _____ music, but _____ music isn't really my style. A concert at _____ is too late for me, but a concert at _____ is perfect.

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4 Choose the correct response. Circle the letter.

1. "What time's the show?"
   a. At the theater. b. On Thursday. c. At 8:30.
2. "I'm busy on Friday. Maybe some other time."
   a. How about Friday? b. Perfect! c. Too bad.
3. "Where's the concert?"
   a. In the park. b. In ten minutes. c. On August 2nd.
4. "Are you free on Sunday at noon? There's a great exhibit at Gallery Z."
   a. I'd love to go. b. That's past my bedtime. c. What time?

5 Put the conversation in order. Write the number on the line.

__1__ Are you busy on Saturday night?

_____ 10:00 P.M.? Well, I'd like to go, but that's past my bedtime.

_____ Really? Sounds great! What time's the play?

_____ *Mamma Mia!* is at the Community Theater.

_____ At 10:00 P.M. It's a late show.

_____ No, I'm not. Why?

_____ Too bad. Maybe some other time.

6 Complete the sentences with on, in, or at.

1. The movie theater is _____ Dewey Street.
2. The play is _____ noon, _____ the park.
3. Ana isn't here. She's _____ New York.
4. Her class is _____ the Cooper Music School. It's _____ the corner of 2nd and Park.
5. The talk is _____ 11:00 _____ the morning.
6. The Marc Anthony concert is _____ Friday, January 18th.
7. I can't talk right now. I'm _____ work. I'll call you when I get home.
8. Great! I'll meet you in front of the theater _____ twenty minutes.

7 Write questions with When, Where, or What time. Use contractions when possible.

1. A: When's the play_____? B: The play is on Wednesday.
2. A: _____? B: The concert is at 7:00.
3. A: _____? B: The school is on Saddle Avenue.
4. A: _____? B: Michael's at work.
5. A: _____? B: My class is on Monday morning.
6. A: _____? B: The exhibit is at the Art Center.
7. A: _____? B: The author's talk is at 7:30.

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8 **Answer the questions. Use your own words. Use in, on, or at.**

1. "Where is your school?"

   YOU _____

2. "What time is your English class?"

   YOU _____

3. "When are you free this week?"

   YOU _____

LESSON 2

9 **Choose the correct responses to complete the conversation. Write the letter on the line.**

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

B: _____ 1.

A: Yes. Is it around here?

B: _____ 2.

A: It's 610 Pine Street.

B: _____ 3.

A: Really? That's great. Thanks.

B: _____ 4.

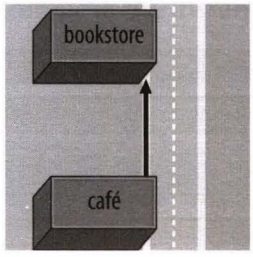
a. Well, Pine Street is right around the corner.

b. I think it is. Do you know the address?

c. No problem.

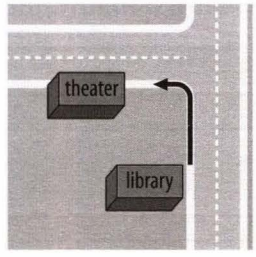
d. Palermo's? The Italian restaurant?

10 **Look at the pictures. Answer the questions.**



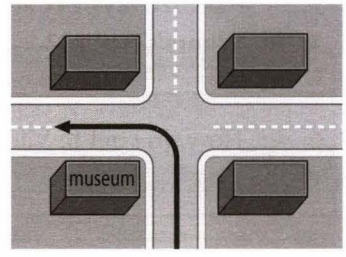
1. Where's the bookstore?

   It's down the street from the café.



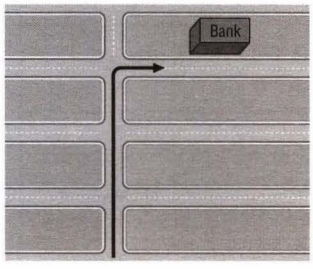
2. Where's the theater?

   _____



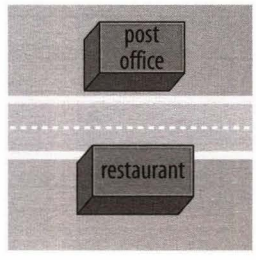
3. How do I get to the museum?

   _____



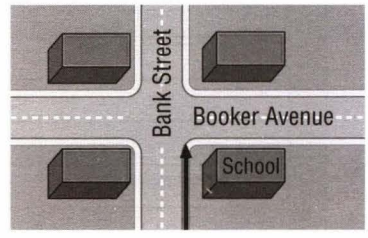
4. How do I get to the bank?

   _____



5. Where's the post office?

   _____



6. How do I get to the school?

   _____

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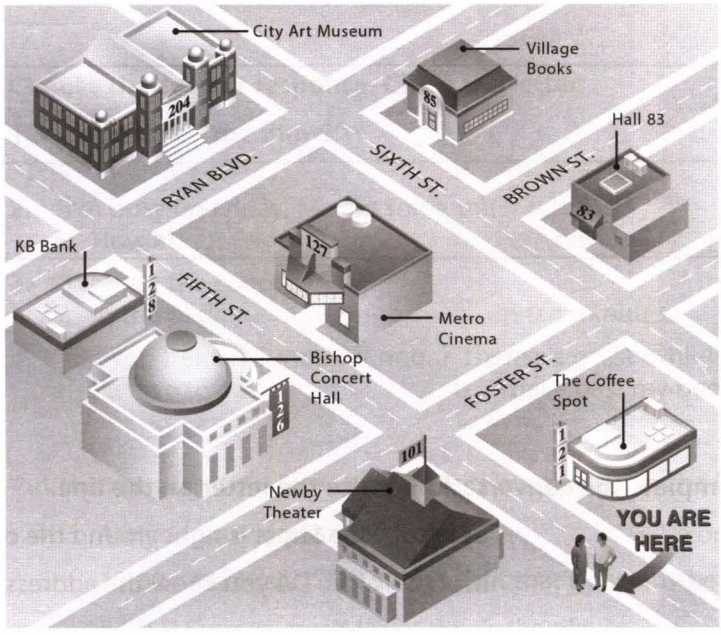
11 **Look at the map. Answer the questions.**



1. **A:** Where's the Metro Cinema?
   B: _____
2. **A:** How do I get to the City Art Museum?
   B: _____
3. **A:** Where's KB Bank?
   B: _____
4. **A:** How do I get to the Newby Theater?
   B: _____
5. **A:** Where's Hall 83?
   B: _____
6. **A:** How do I get to Village Books?
   B: _____

12 **CHALLENGE. Write directions from your home to your school or a place in your community.**

Start at: _____ (your address)

Go: _____

_____

_____

_____

_____

_____

End at: _____ (address of final destination)

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13 **Look at the festival events listing. Then answer the questions. Use in, on, or at, if possible.**

10th Annual Asian Folk Festival — **Events Listing**

Saturday, May 10th at the Park Arts Center in Rand Park

Time	Location	Event	
1:00 P.M.	Rand Park	Kite-Making Workshop	Children can make their own kite to fly in the park
3:00 P.M.	The Park Arts Theater	Japanese Play: Children's Kabuki Group	Watch middle school students from Kobe, Japan perform a traditional play
7:00 P.M.	The Rand Park Band Shell	Javanese Concert: Kiai Kanjeng Gamelan Orchestra	Hear music featuring drums, cymbals, and gongs from Java, Indonesia
6:00 P.M.	The Rand Park Band Shell	Korean Performance: "Bu-che Chum" Fan Troupe	See colorful Koreans from Suwon put on a beautiful performance
5:00 P.M. and 9:45 P.M.	The Park Arts Theater	Chinese Movie: *The Story of Lotus*	An adventure story set in the beautiful Wuyi mountains in Southern China

Plus try traditional Asian treats from China, Japan, Korea, and Indonesia. Food stalls will be open in the park from 12:00 to 8:00 P.M.

1. When's the Asian Folk Festival? _____
2. Where's the Japanese play? _____
3. What time is the Javanese concert? _____
4. Where's the Chinese movie? _____
5. What event is at 6:00 P.M.? _____

14 **Complete the instant messages with information from the Asian Folk Festival listing.**

Lara - Conversation

File Edit Actions Tools Help

Invite Send Files Webcam Audio Launch Site

To: **Lara** Lara@email.com

Peter says: Hi, Lara. Are you free on [ ] (1.)?
Lara says: Yes. Why?
Peter says: The Asian Folk Festival is at the [ ] (2.), in [ ] (3.).
Lara says: What kind of festival?
Peter says: An Asian culture festival. Let's see . . . There's a Chinese movie, a Japanese [ ] (4.), a Korean [ ] (5.), and a Javanese [ ] (6.).
Lara says: Really? Sounds like fun!
Peter says: I know you're a movie fan. Want to see the movie?
Lara says: OK. What time?
Peter says: There's an early show at [ ] (7.) and a late show at 9:45.
Lara says: Let's go to the early show—9:45 is past my bedtime!

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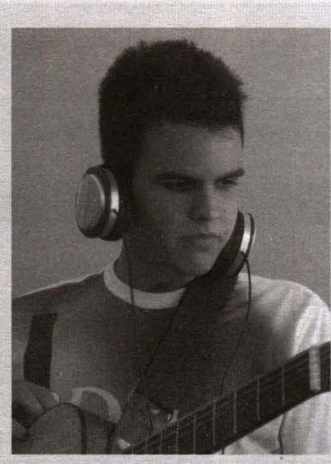
15 Read the interviews on page 22 of the Student's Book again. How would the people here answer questions about their musical tastes? Check all correct answers.

EXTRA READING COMPREHENSION

Wayne Seok

Do you go to concerts?
◯ yes ◯ no

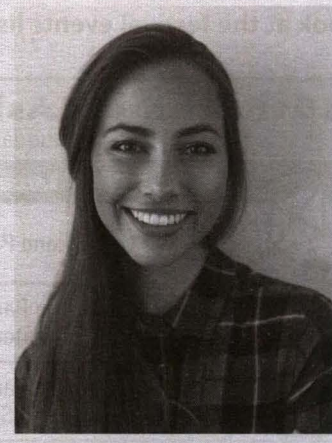
How do you listen to music?
◯ on CDs
◯ on the Internet
◯ on the radio
◯ on music videos
◯ on TV music channels
◯ on my phone



Matheus Rocha

Do you play in a band?
◯ yes ◯ no

What's your favorite kind of music?
◯ pop
◯ American
◯ R&B
◯ Brazilian
◯ classical
◯ country



Katherine Baldwin

Are you a music lover?
◯ yes ◯ no

When do you listen to music?
◯ when I read
◯ when I drive
◯ when I prepare classes
◯ when I eat
◯ when I check e-mail
◯ when I exercise

16 Complete the statements with words from the box, based on information from the interviews on page 22 of the Student's Book.

EXTRA READING COMPREHENSION

shows	American	computer	genre	MP3s	app

1. R&B is Mr. Seok's favorite music _____ .
2. Mr. Seok streams music with an _____ on his smart phone.
3. Mr. Rocha loves _____ artists.
4. Mr. Rocha listens to music on his phone or his _____ .
5. Ms. Baldwin listens to _____ or online radio.
6. Ms. Baldwin prefers _____ in small halls.

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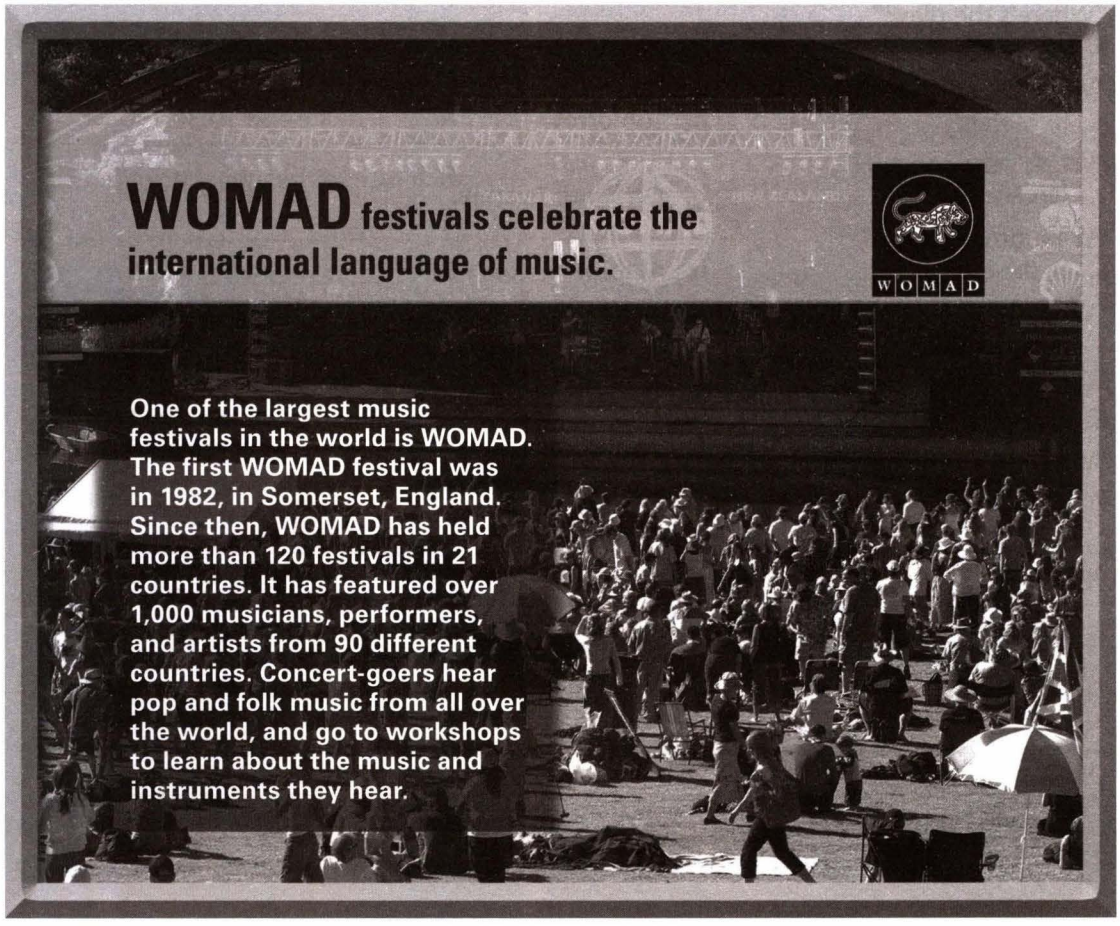
17 **Read about the WOMAD festival. Then check true, false, or no information.**



	true	false	no information
1. You can see a concert at the WOMAD festival.	☐	☐	☐
2. WOMAD is a classical music festival.	☐	☐	☐
3. WOMAD tickets cost $90.	☐	☐	☐
4. The musicians at WOMAD are from England.	☐	☐	☐

GRAMMAR BOOSTER

A **Complete the sentences. Write in, on, or at on the line.**

1. There are concerts _____ Saturday afternoons.
2. The bookstore is _____ my neighborhood.
3. My brother lives _____ Rome.
4. The lecture is _____ an art gallery.
5. I finish work _____ two hours.
6. I'm busy _____ the morning.
7. Chile is _____ South America.
8. My house is _____ Carmel Road.
9. The movie is over _____ midnight.
10. My parents got married _____ the 1980s.

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B **Choose the correct answer. Circle the letter.**

1. "Where's the play?"
   a. At The Grand Theater. b. At 7:30. c. In the evening.
2. "What time is the movie in the park?"
   a. In March. b. Tomorrow. c. At 10:30.
3. "When's the concert?"
   a. On Friday. b. On Ninth Avenue. c. At my school.
4. "What time is class?"
   a. In the evening. b. At 8:15. c. At the bank.
5. "Where's her meeting?"
   a. On Tuesday. b. At noon. c. At 44 South Street.
6. "When's the art exhibit?"
   a. In the center of town. b. In November. c. At the City Museum.
7. "What time's the talk?"
   a. September 21. b. Today. c. At 1 P.M.

C **Complete the event listings with prepositions of time and place. Write in, at, or on.**

Arts Week

VOL 1.

Band Plans Free Concert

The Swingtime Band's first free concert is ___at___ 1. 8 P.M. ____ 2. Monday. It's ____ 3. Grand Hall ____ 4. Wakefield Street ____ 5. downtown Wellington. Call 999-555-8443 for more information.

Miracle Worker at Victoria University

Victoria University presents the play *The Miracle Worker* ____ 6. 7:30 P.M. ____ 7. Friday and Saturday, 4/23—4/24, and ____ 8. 2:30 P.M. ____ 9. April 25. The performances are ____ 10. The Adam Concert Hall ____ 11. Kelburn Road.

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D **Complete the conversations. Write questions with When, Where, or What time. Complete the responses with a preposition.**

1. **A:** Where's the play ?
   B: The play is at The Landry Theater.
2. **A:** _____?
   B: I think the concert is _____ 8:30.
3. **A:** _____?
   B: The movie theater is _____ Park Road.
4. **A:** _____?
   B: The exhibit is _____ January and February.

E **Think of an event you'd love to go to. Answer the questions.**

1. What's the event?
   YOU _____
2. When's the event?
   YOU _____
3. What time's the event?
   YOU _____
4. Where's the event?
   YOU _____
5. Who can you invite?
   YOU _____
6. Pretend to invite someone. What do you say?
   YOU _____

WRITING BOOSTER

A **Circle the subject and underline the verb in each sentence.**

1. I love live music at concert halls.
2. U2 is a band from Dublin, Ireland.
3. Her parents aren't fans of pop music.
4. *Mamma Mia!* is her favorite musical.
5. My husband listens to music on his commute.
6. They download music from the Internet.

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B **Look at the music survey on page 23 of the Student's Book. Read the questions. Write your answers in complete sentences.**

1. Are you a music fan?

   YOU _____

2. What's your favorite kind of music?

   YOU _____

3. Who are your favorite singers?

   YOU _____

4. When do you listen to music?

   YOU _____

5. Do you go to concerts?

   YOU _____

6. How do you listen to music?

   YOU _____

7. How many songs are in your library?

   YOU _____

Now circle the subject and underline the verb in each of your sentences. Check that each sentence begins with a capital letter and ends with a period.

C **Look at the music survey on page 23 of the Student's Book. Ask a partner the questions. On a separate sheet of paper, write at least five sentences about your partner and his / her musical taste.**

My partner's name is . . .

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UNIT 3

The Extended Family

PREVIEW

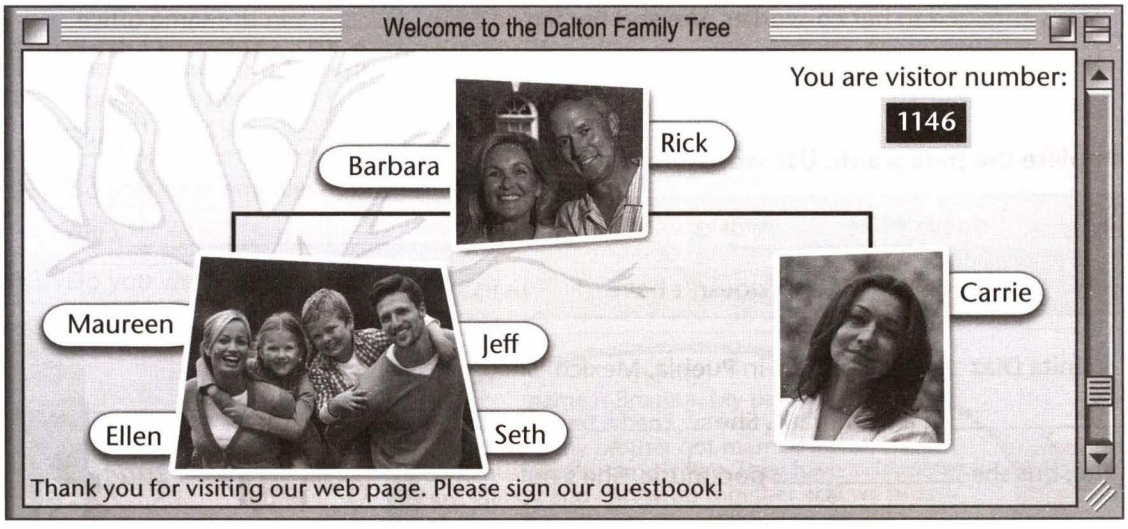
1 **Complete the chart. Use the Vocabulary from page 26 of the Student's Book.**

Family relationships		
Words for males	**Words for females**	**Words for males and females**
son	daughter	children

2 **Complete the sentences with the correct family relationship.**

1. My sister's son is my _____ .
2. My mother's parents are my _____ .
3. My mother's brother's son is my _____ .
4. My sister's _____ is my brother-in-law.
5. My brother's daughter is my _____ .
6. My wife's parents are my _____ .

3 **CHALLENGE. Look at the family tree website. Complete the sentences.**



1. Maureen is a daughter-in-law , a wife , a sister-in-law , and a mother .
2. Carrie is a _____ , a _____ , a _____ , and an _____ .
3. Seth is a _____ , a _____ , a _____ , and a _____ .
4. Rick is a _____ , a _____ , a _____ , and a _____ .

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4 **Complete the sentences. Use words from the box.**

twins	adopted	an only child

1. My cousin Karen doesn't have any brothers or sisters. She's _____ .
2. Maddie and her brother Thomas were born on the same day. They're _____ .
3. Jake's mom and dad aren't his birth parents. He's _____ .

LESSON 1

5 **Match the words with similar meanings. Write the letter on the line.**

_____ **1.** divorced	**a.** married but not living together
_____ **2.** single	**b.** ex-husband and ex-wife
_____ **3.** married	**c.** planning to get married
_____ **4.** engaged	**d.** not married
_____ **5.** separated	**e.** husband and wife
_____ **6.** widowed	**f.** husband or wife is dead

6 **Complete the sentences. Use <u>live</u>, <u>have</u>, or <u>work</u> in the simple present tense.**

1. She's married. She _____ in an apartment with her husband.
2. He's single. He _____ a wife.
3. My sister is separated. She _____ a husband, but they _____ in the same house.
4. She's engaged to her co-worker. She and her fiancé _____ in the same office.
5. Kevin is divorced. His two children _____ with his wife, but they visit him on weekends.

7 **Complete the paragraph. Use words from the box.**

likes	doesn't like	works	has
live	work	doesn't have	lives

Juanita Diaz _____ (1.) in Puebla, Mexico. She _____ (2.) in a restaurant. She _____ (3.) Latin music, but she _____ (4.) pop music. She's not really a pop fan. She _____ (5.) any children, but she _____ (6.) two nieces and one nephew. They _____ (7.) in Tampico with Juanita's sister, Maria. Maria and her husband Roberto _____ (8.) in a school. They are both teachers.

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8 **Write yes / no questions and give short answers.**

1. A: Do they live in New York?
   B: Yes, they do.
   (They live in New York.)
2. A: _____
   B: _____
   (Mr. Kelly has a large family.)
3. A: _____
   B: _____
   (They don't work in my building.)
4. A: _____
   B: _____
   (I speak English at work.)
5. A: _____
   B: _____
   (She lives with her parents.)
6. A: _____
   B: _____
   (We don't have any children.)
7. A: _____
   B: _____
   (My husband doesn't like show tunes.)
8. A: _____
   B: _____
   (I don't live with my sister.)

9 **Choose the correct response to complete the conversation. Write the letter on the line.**

A: ____ 1.
B: Actually, I have some good news and some bad news.
A: ____ 2.
B: My niece just got married.
A: ____ 3.
B: Thanks!
A: ____ 4.
B: My brother and sister-in-law just got separated.
A: ____ 5.

a. Really? That's fantastic.
b. What's new?
c. What's the good news?
d. Oh, no. I'm sorry to hear that.
e. What's the bad news?

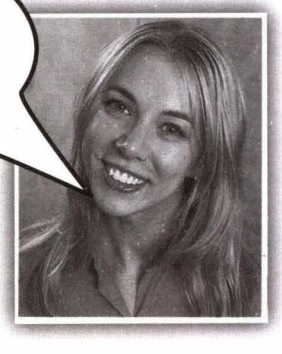
10 **Answer the questions. Use your own words.**

1. "Do you live near your parents?"
   YOU _____
2. "Do you have any nieces or nephews?"
   YOU _____
3. "Do you work? What do you do?"
   YOU _____

LESSON 2

11 **Read the information. Complete the statements.**

Hi. My name is Brianna. My parents got divorced when I was very young. After a few years, my mother got married again. Her second husband's name is Ray. They have a daughter, Gabby. Gabby and I grew up together and we're very close. My father just got remarried. His new wife, Katherine, has two young boys, Jess and Avery. It's fun having two little brothers. They live nearby, so sometimes I baby-sit for them.



1. Brianna is Ray's _____.
2. Gabby is Brianna's _____.
3. Katherine is Brianna's _____.
4. Brianna is Jess and Avery's _____.
5. Brianna's father is Jess and Avery's _____.

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12 **Complete the questions with do or does.**

1. Where _____ Aidan live?
2. When _____ you listen to music?
3. What _____ your half-brother do?
4. How often _____ you go to the movies?
5. What time _____ your husband go to work?
6. What _____ your friends call you?
7. How many brothers and sisters _____ you have?

13 **Choose the correct response. Write the letter on the line.**

_____ 1. "What does Alex do?"
_____ 2. "How many children does your sister have?"
_____ 3. "Where does your mother live?"
_____ 4. "How often do you call your stepsister?"
_____ 5. "What time do you get home from work?"
_____ 6. "When do you visit your grandmother?"
_____ 7. "What do you and your husband do?"

a. In Madrid with my half-sister.
b. At 6:30.
c. He works at a bookstore.
d. We talk on the phone every day.
e. She has three.
f. On Sunday afternoons.
g. We're both teachers.

14 **Look at the responses. Complete the questions.**

1. A: What does Nick do ?
   B: He's a computer programmer.
2. A: _____ your cousins _____ ?
   B: They live in Hong Kong.
3. A: _____ your mother _____ you?
   B: She visits me every year in May.
4. A: _____ concert tickets _____ ?
   B: I only have two.
5. A: _____ to school?
   B: We go at 8:30.
6. A: _____ a twin brother or sister?
   B: My friend Allison has a twin sister. Her name is Emma.

15 **Write a paragraph about someone in your family. Use these questions for ideas.**

- Who is it? What's his or her relationship to you?
- Where does he or she live?
- What does he or she do?
- Is he or she married or single?
- How many children (or brothers and sisters) does he or she have?
- How often / When do you see him or her?

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16 Complete the sentences. Use words from the box.

same	kind	different	both	alike	but

1. Robert and Peter wear dark suits to work. They wear the same _____ of clothes.
2. Megan eats salads for lunch. Frank eats cheeseburgers and french fries. They like _____ foods.
3. Elizabeth and her sister are identical twins. They look exactly _____.
4. Mike likes classical music, _____ Dave listens to pop and country.
5. My stepsister and I like the same music. We _____ download show tunes and movie soundtracks.
6. Joe and Ryan both eat at this restaurant a lot. They like the _____ kind of food.

17 Look at the pictures. Complete the sentences.

Mary

Ida

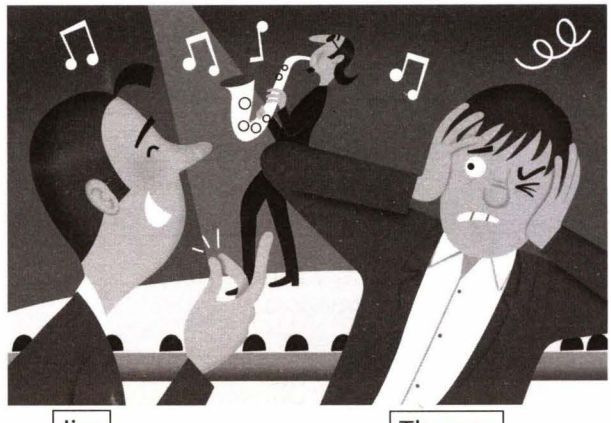
1. Mary and Ida _____ wear glasses.

Miki Jamie

2. Miki is a chef, _____ Jamie isn't.

Antonio Yoko

3. Antonio speaks English, but Yoko _____.



Jim Thomas

4. Jim is a big fan of saxophonists, but Thomas _____.

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18 **Look at the questions and answers. Write sentences comparing the two people.**

	Jane	Mark
Do you like pop concerts?	yes	no
Do you have an MP3 player?	yes	yes

1. Jane likes pop concerts, but Mark doesn't.
2. Jane and Mark both have MP3 players.

	Chris	Lola
Do you like coffee?	yes	yes
Do you eat a big breakfast?	yes	no

3. _____
4. _____

	Mia	Rose
Do you have a large family?	yes	no
Do you live near your parents?	no	yes

5. _____
6. _____

	Joon	Sam
Are you a student?	yes	no
Do you work?	yes	yes

7. _____
8. _____

19 **Choose four relatives. Write each person's name, relationship to you, and one similarity or difference.**

1. Name: _____ Relationship: _____
   Similarity / Difference: _____
   (Circle one.)
2. Name: _____ Relationship: _____
   Similarity / Difference: _____
   (Circle one.)
3. Name: _____ Relationship: _____
   Similarity / Difference: _____
   (Circle one.)
4. Name: _____ Relationship: _____
   Similarity / Difference: _____
   (Circle one.)

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20 Read the family advice column.

Ask Dr. Neaman: Advice for Families

Dear Dr. Neaman,

I just got engaged to a wonderful man. My fiancé, Jim, is widowed. He has two children from his first marriage. His son is eight and his daughter is five. I am divorced. I have one child—a three-year-old son—from my first marriage. I'm excited about my new family, but I'm a little worried, too. I know that relationships between stepparents and stepchildren can be difficult. What can I do to make sure my new blended family is happy together?

Eleanor D.

Mesa, Arizona

Hi, Eleanor,

First of all, congratulations on your engagement! There is one thing you should know—you are not alone. Blended families—in which at least one parent has a child from another marriage—are very common in the U.S. More than 65% of Americans belong to a blended family. In fact, there are 2,100 new blended families every day.

You are correct—starting a blended family can be difficult. Getting married is exciting for the parents. But children may feel unhappy about sharing their birth parent's love and attention. They may worry about their new family members. Will they have a good relationship with their new stepfather or stepmother? What will their new stepbrothers and stepsisters be like? Moving to a new home and school is also stressful. With more people living together, children may have less personal space.

The good news is that many blended families learn to love each other. The bad news? Creating a happy family takes hard work and a lot of time. Here are three important tips for new stepparents:

- Be realistic: Everything won't be perfect in the beginning. Expect that there will be some problems.
- Be patient: It may take years for a good relationship to develop. Give the children the time they need.
- Don't expect too much: Give your stepchildren your time, energy, and love, but don't expect anything in return for now.

Good luck!

Dr. Neaman

Dr. Gabrielle Neaman, Ph.D.
Family Counselor

Now read the sentences. Check true or false.

	true	false
1. Jim and his ex-wife are divorced.	☐	☐
2. Eleanor and Jim have a son.	☐	☐
3. In a blended family, at least one parent has a child from another marriage.	☐	☐
4. About 2,100 people in the U.S. live in blended families.	☐	☐
5. Children in a new blended family may feel worried about moving to a new home or school.	☐	☐
6. Eleanor may need a long time to develop a strong relationship with her stepchildren.	☐	☐

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21 **Look at the website on page 34 of the Student's Book again. What advice does "Mr. Dad" offer to worried parents of adult children living at home? Write Do or Don't on the line.**

EXTRA READING COMPREHENSION

_____ 1. Worry.

_____ 2. Help in any way you can.

_____ 3. Ask, "How long do you plan on staying?"

_____ 4. Treat your adult children like kids.

_____ 5. Tell them you understand.

_____ 6. Talk to them as adults.

_____ 7. Discuss paying for expenses and helping with chores.

GRAMMAR BOOSTER

A **Choose the correct response. Write the letter on the line.**

_____ 1. "Do you and your brothers play soccer together?"

_____ 2. "Does your stepbrother work in a restaurant?"

_____ 3. "Do your grandparents like music?"

_____ 4. "Does your aunt look like your mother?"

_____ 5. "Do you live near here?"

_____ 6. "Do I need a tie?"

a. No, he doesn't.

b. Yes, we do. All the time.

c. No, I don't.

d. Yes, they do. Very much.

e. No, she doesn't.

f. No, you don't.

B **Complete the conversations. Write short answers to the questions.**

1. A: Does he live in Sydney?
   B: No, he doesn't. He lives in Melbourne.
2. A: Do your friends like Chinese food?
   B: _____. They go to Chinese restaurants all the time.
3. A: Do you have a big family?
   B: _____. I have eight brothers and sisters.
4. A: Does your husband work in an office?
   B: _____. He's a musician.
5. A: Do we need to buy our tickets now?
   B: _____. We can buy our tickets on the train.

C **Complete the conversations. Write yes / no questions with the simple present tense.**

1. A: He doesn't like concerts.
   B: Does he like _____ art exhibits?
2. A: My sister-in-law doesn't eat meat.
   B: _____ fish?
3. A: My stepfather doesn't drink coffee.
   B: _____ tea?
4. A: I don't like pop music.
   B: _____ Latin?
5. A: I have two brothers and one sister.
   B: _____ any nieces and nephews?

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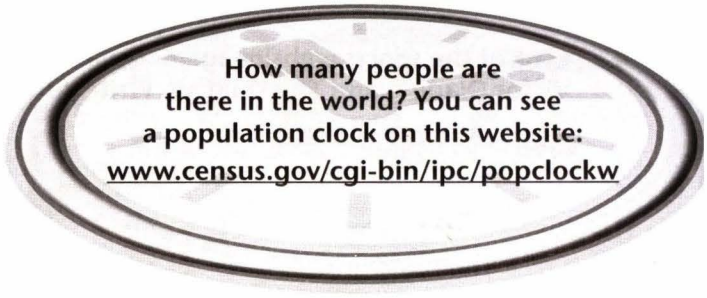
D **Look at the responses. Write information questions with the simple present tense.**

1. A: How many people do you have in your office ?
   B: In my office? About twenty or twenty-five people.
2. A: _____?
   B: Max? He works in London.
3. A: _____?
   B: They usually start work at 8:00.
4. A: _____?
   B: My mother. She calls me every night.
5. A: _____?
   B: The Perez family lives here.
6. A: _____?
   B: Mona? She only has one sister.
7. A: _____?
   B: He sees his cousins every summer.

E **Read each statement. Underline the subject and circle the object. Write two questions with who, one about the subject and one about the object.**

1. My son visits my parents once a month.
   a. Who visits your parents once a month ? My son.
   b. Who does your son visit once a month ? My parents.
2. My grandmother lives with my aunt.
   a. _____? My grandmother.
   b. _____? My aunt.
3. Nathaniel loves Beethoven.
   a. _____? Nathaniel.
   b. _____? Beethoven.
4. Elliot works for Mr. Kim.
   a. _____? Elliot.
   b. _____? Mr. Kim.



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WRITING BOOSTER

A **Look at the sports website. Complete each sentence with <u>and</u> or <u>but</u>.**

Oladipo vs. Duncan

Back | Forward | Stop | Refresh

Address:

Victor Oladipo vs. Tim Duncan

NICKNAME:
Sponge Bob

HEIGHT:
6 feet, 5 inches / 193 cm

WEIGHT:
215 pounds / 98 kg

DATE OF BIRTH:
May 4, 1992

NATIONALITY:
American [Mother–Nigerian; Father–West African]

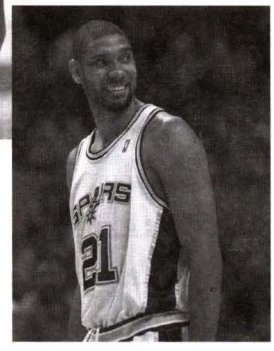
HOMETOWN:
Marlboro, Maryland, USA

OCCUPATION:
athlete, singer

FAMILY:
three sisters (one twin sister)

MARITAL STATUS:
single

MUSIC TASTE:
R&B, pop



NICKNAME:
Slam Dunkin, TD

HEIGHT:
6 feet, 11 inches / 211 cm

WEIGHT:
250 pounds / 113 kg

DATE OF BIRTH:
April 25, 1976

NATIONALITY:
American

HOMETOWN:
Saint Croix, US Virgin Islands

OCCUPATION:
athlete

FAMILY:
two sisters

MARITAL STATUS:
divorced, no children

MUSIC TASTE:
alternative

1. Victor Oladipo is tall, _____ he's a basketball player.
2. Victor Oladipo is an athlete, _____ he's a singer.
3. Mr. Duncan has two sisters, _____ Mr. Oladipo has three sisters.
4. Mr. Oladipo likes R&B music, _____ Mr. Duncan doesn't.
5. Mr. Oladipo _____ Mr. Duncan are single now.
6. Mr. Oladipo was born in the 90s, _____ Mr. Duncan was born in the 70s.

B **Look at the sports website again. On a separate sheet of paper, write a paragraph comparing Victor Oladipo and Tim Duncan. Write about how they are similar and how they are different.**

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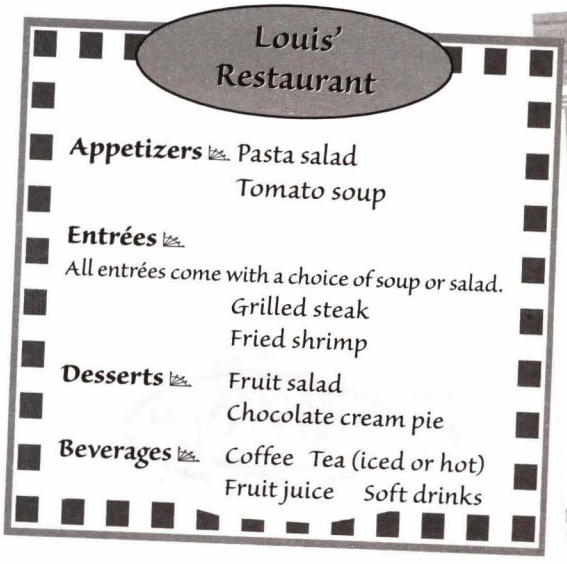
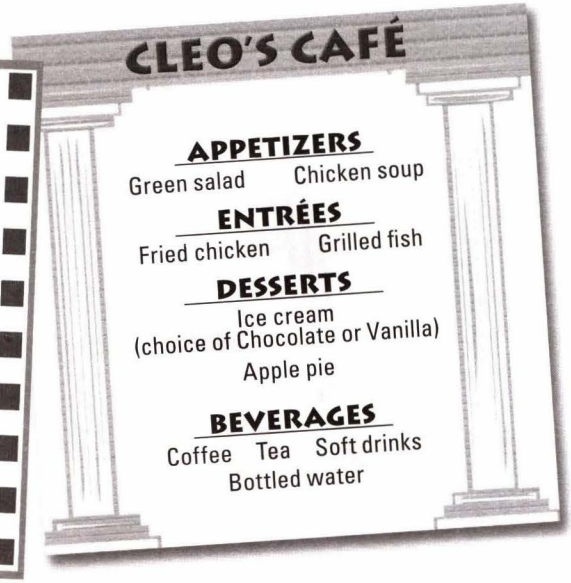
UNIT 4

Food and Restaurants

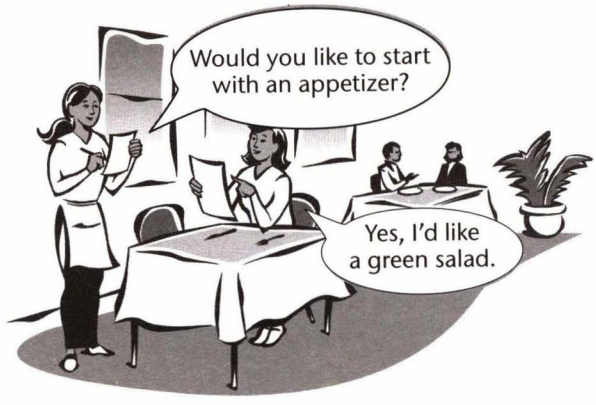
PREVIEW

1 **Look at the menus. Then read the conversations. Where are the customers eating? Write the name of the restaurant on the line.**

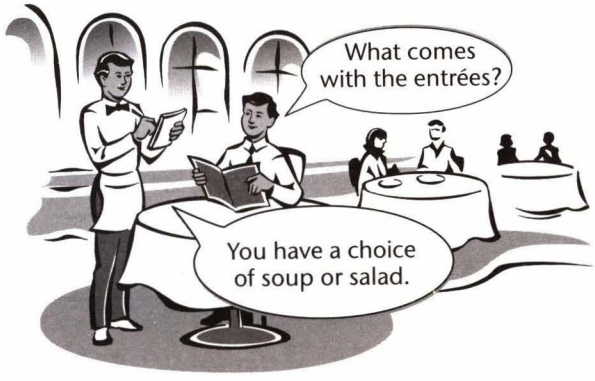




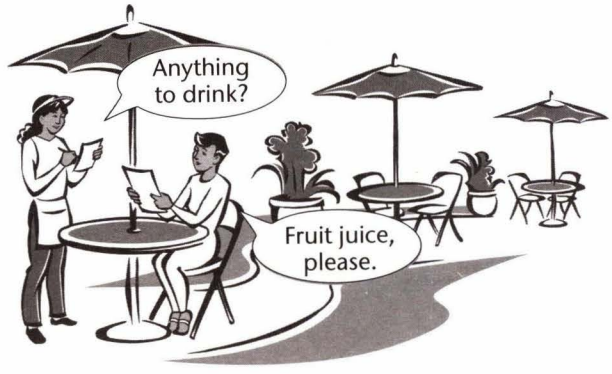
1. Cleo's Café



2. _____



3. _____



4. _____

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2 **Look at the menus in Exercise 1 again. Where will you eat? What food will you order?**

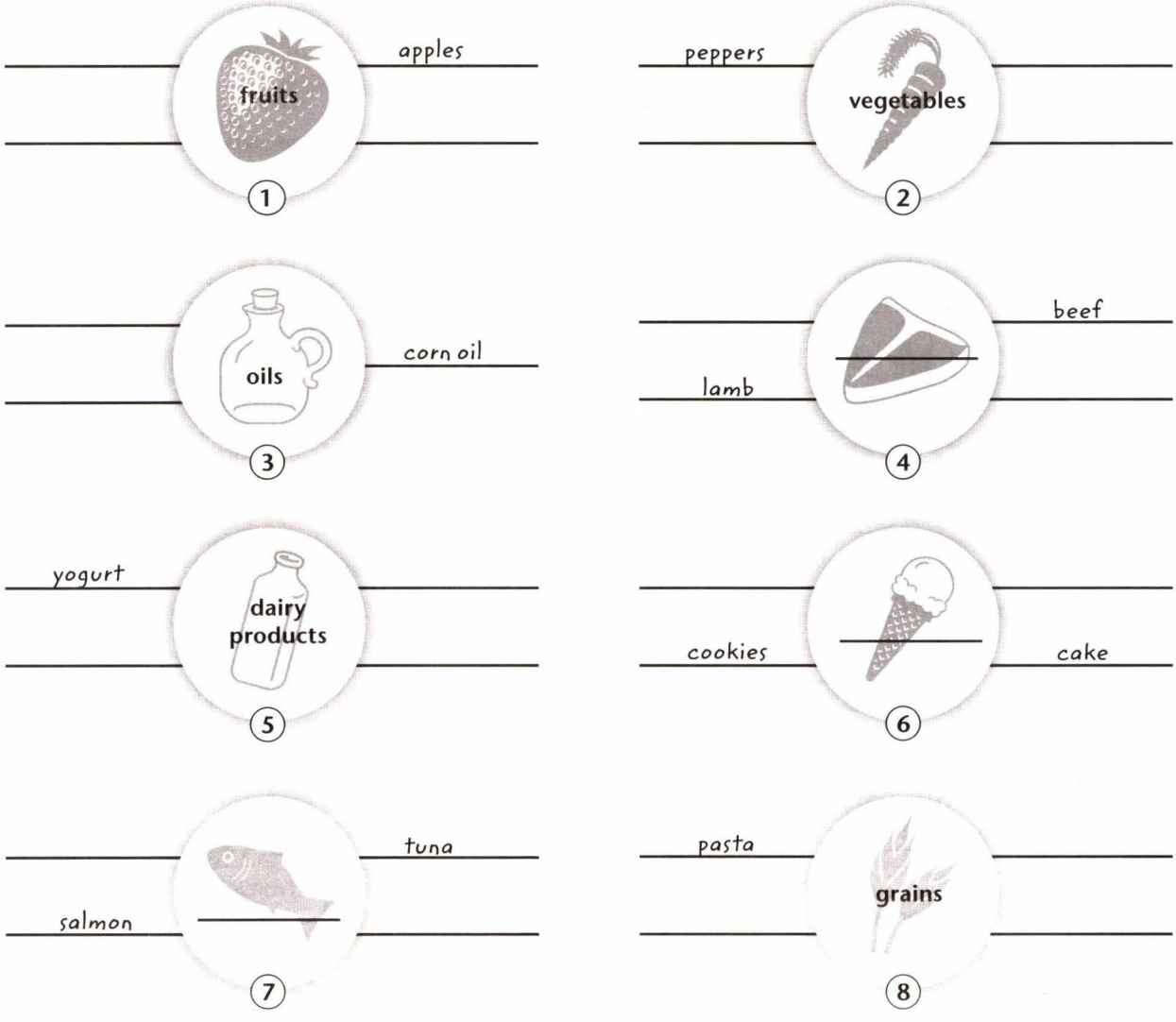
I'll eat at _____. I'll start with the _____. Then I'll have the _____. I'd like _____ to drink and _____ for dessert.

Now change your mind about one dish you ordered.

On second thoughts, maybe I'll have the _____ for _____.

LESSON 1

3 **Complete the word webs. Write food categories and foods on the lines.**



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4 **What's in the fridge? Look at the picture. Write sentences starting with There is / There isn't or There are / There aren't.**

Non-count nouns	
fish	lettuce
juice	milk
broccoli	cheese
yogurt	

Count nouns	
apple	carrot
banana	orange
egg	onion
grape	

5 **Think about your favorite dish at your favorite restaurant. What are the ingredients? Use There is / There are to write the ingredients you know. Use Is there / Are there to guess other ingredients.**

Dish: *Pad Thai* Restaurant: *Lemon Grass*
Location: *on the corner of First Avenue and Bank Street*
There's shrimp in the Pad Thai at Lemon Grass. Are there eggs?

Dish: Restaurant:
Location:

6 **Answer the questions. Use your own words.**

1. "Is there anything to eat in your fridge?"
   YOU _____
2. "How hungry are you right now?"
   YOU _____
3. "What restaurants in your area do you recommend?"
   YOU _____

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7 Match the statement on the left with the explanation on the right. Draw a line.

1. "All children's meals come with a drink and dessert."
2. "Does the grilled chicken come with a salad?"
3. "I think I'll start with the tomato soup."
4. "Anything to drink?"
5. "I need some more time."
6. "And what would you like for your main course?"

a. The customer is asking about the menu.

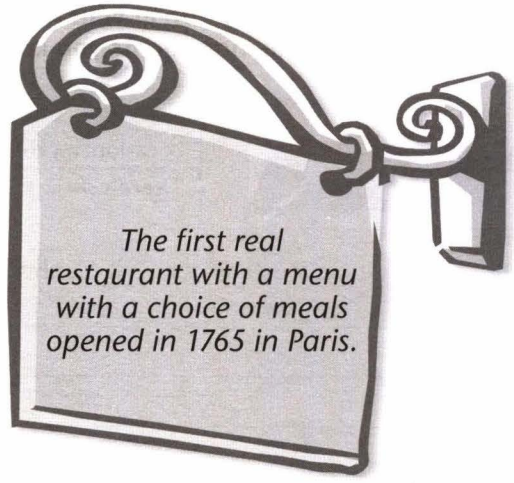
b. The server is explaining the menu.

c. The customer is not ready to order.

d. The server is taking a beverage order.

e. The customer is ordering an appetizer.

f. The server is taking the customer's entrée order.



8 Complete the conversations.

1. **A:** What do sandwiches _____?
   B: Potato chips or fresh fruit.
2. **A:** What _____ bread is there?
   B: White, wheat, or a croissant.
3. **A:** And anything _____?
   B: Sparkling water, please.
4. **A:** Would you like to try our famous chocolate cake?
   B: No, thanks. I'm not in the _____ dessert.

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9 **Complete the conversation with a, an, or the.**

Mary: Let's get _____ (1.) table.

Joan: OK. Let's see. How about _____ (2.) table by the window? It's available.

Mary: Perfect.

Server: Are you ready to order?

Joan: Yes, we are. Do you have _____ (3.) breakfast special?

Server: Yes, we do. We have _____ (4.) Continental Breakfast Special and _____ (5.) English Breakfast Special on _____ (6.) menu today.

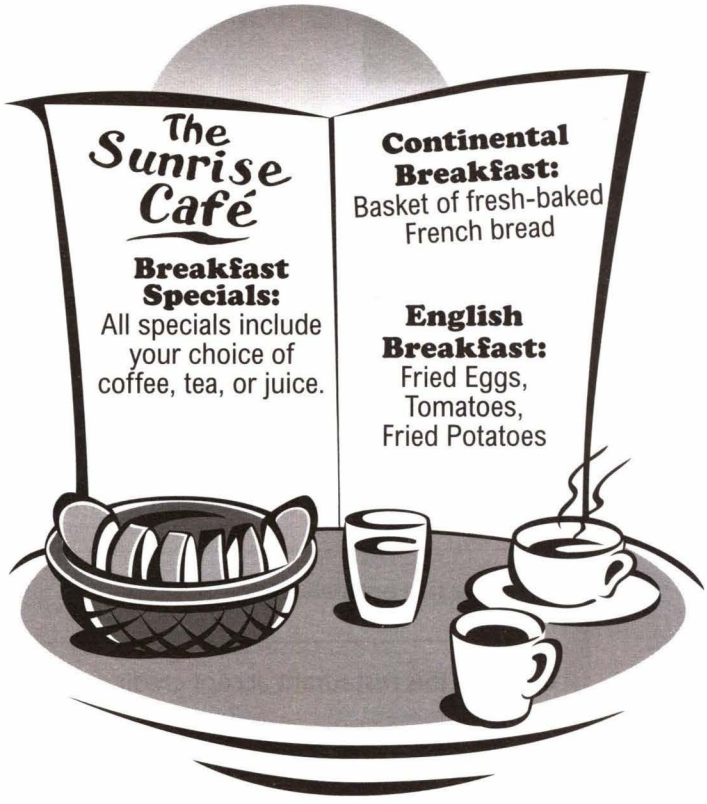
Joan: What does _____ (7.) Continental Breakfast Special come with?

Server: It comes with _____ (8.) choice of juice, tea, or coffee and _____ (9.) basket of fresh-baked French bread.

Joan: I think I'll have _____ (10.) English Breakfast Special with coffee, please.

Mary: I'll have the same, but without _____ (11.) coffee. I'll have _____ (12.) glass of juice instead.

Server: Certainly.



10 **Complete the sentences with a, an, or the.**

1. I'm in the mood for _____ cheeseburger.
2. _____ Caesar salad at Mario's is fantastic.
3. Is there _____ children's menu?
4. Would you like to start with _____ appetizer?
5. It's Elizabeth's birthday. Let's pick up _____ cake.
6. I recommend _____ curry chicken. It's delicious.
7. Are there eggs in _____ Chinese noodles?
8. For breakfast, I usually have coffee with milk and _____ banana.
9. _____ orange juice here is fresh-squeezed.

11 **Answer the questions. Use your own words. Use a, an, or the if needed.**

1. "Hungry? What are you in the mood for?"
   YOU _____
2. "What dish do you recommend at your favorite restaurant?"
   YOU _____
3. "What do you usually eat for breakfast?"
   YOU _____

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12 **Look at the menu. Then answer the questions with short answers.**

1. Does the pasta come with a salad?
   Yes, it does.
2. What kind of soup is there?
   _____
3. Is there any seafood on the menu?
   _____
4. Are there any healthy foods on the menu?
   _____
5. Is the fish entrée spicy?
   _____
6. Does this restaurant accept credit cards?
   _____
7. What kind of salad is there?
   _____

JACK'S RESTAURANT

SOUPS
Clam Chowder Chicken Vegetable

SALADS
Pasta Salad Mixed Green Salad

ENTRÉES
ALL ENTRÉES INCLUDE A CHOICE OF SOUP OR SALAD.
Teriyaki Steak with mashed potatoes
Vegetable Beef Stew with carrots, potatoes, and peas
Pasta with tomato sauce
Grilled Fish with garlic and red pepper sauce

LITE ENTRÉES
Low-Fat Baked Chicken with cottage cheese and fresh fruit
Vegetable Sandwich—sweet bell peppers, cucumbers, carrots, and mixed salad greens on pita bread

BEVERAGES
Bottled Water Soft Drinks Tea Coffee

= This is a hot dish!

SORRY, WE DO NOT ACCEPT CREDIT CARDS.

13 **Read the webpage on page 46 of the Student's Book again. Circle the healthier fast-food options.**

EXTRA READING COMPREHENSION

1. **a.** chicken	**b.** red meat
2. **a.** grilled	**b.** fried
3. **a.** food with breading	**b.** food without breading
4. **a.** regular-size portion	**b.** super-size portion
5. **a.** french fries	**b.** fruit cup or side salad
6. **a.** frozen yogurt or fruit ices	**b.** ice cream or cookies

Now answer the questions, according to the website.

1. What's unhealthy about breading?
   _____
2. Why is it a good idea to eat slowly?
   _____
3. What's unhealthy about french fries?
   _____
4. What's healthy about frozen yogurt or fruit ices?
   _____

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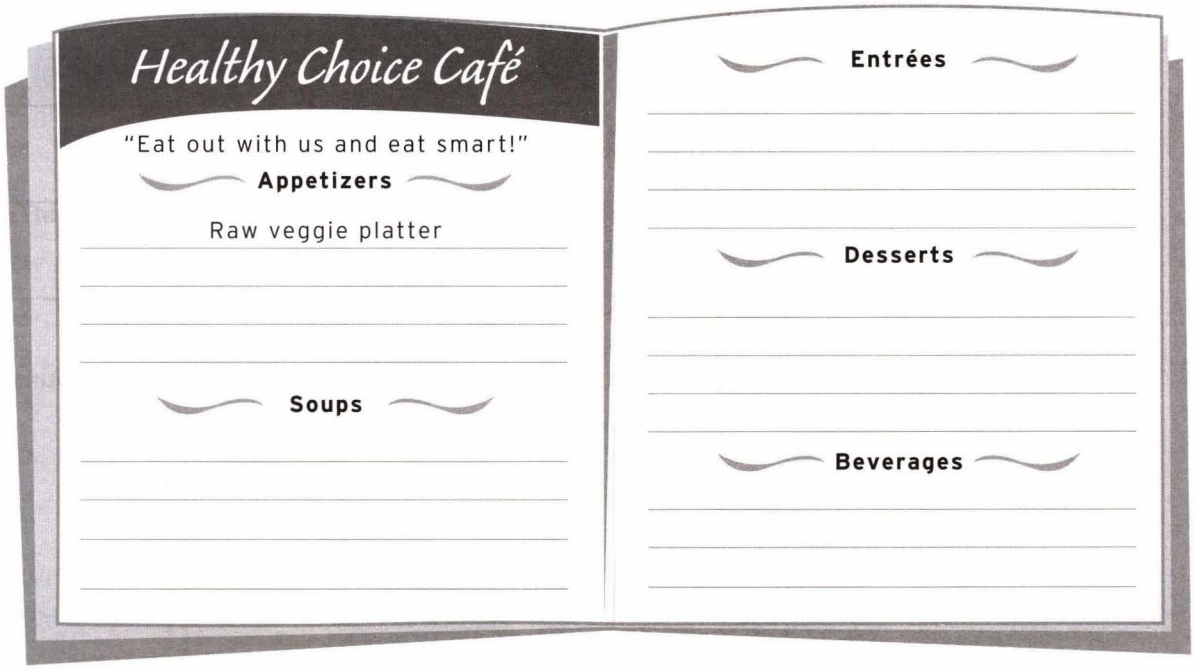
What will you order the next time you have fast food? Explain why.

14 Create a menu for the Healthy Choice Café. Write healthful foods that you like to eat under each menu category.


Healthy Choice Café
"Eat out with us and eat smart!"
Appetizers
Raw veggie platter
Soups
Entrées
Desserts
Beverages

GRAMMAR BOOSTER

A Complete the chart with nouns from the box.

~~music~~	~~apple~~	water	fun	banana	cheese	help	egg
cookie	carrot	sugar	fruit	bread	golf	onion	coffee

COUNT	NON-COUNT
apple	music

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B **Write How much or How many to complete the questions. Then answer each question, using a countable quantity. Use your own words.**

1. "_____ water do you drink in a day?"
   YOU _____
2. "_____ milk is in your refrigerator?"
   YOU _____
3. "_____ potato chips do you eat in a week?"
   YOU _____
4. "_____ bread do you buy every week?"
   YOU _____
5. "_____ onions do you use in a month?"
   YOU _____
6. "_____ sugar do you put in your coffee?"
   YOU _____

C **Complete the e-mail. Write a or an in front of count nouns or x in front of non-count nouns.**

Brad,

I need ____ (1.) help with dinner today. Can you go to the store and buy ____ (2.) liter of milk and ____ (3.) loaf of bread? We also need ____ (4.) onion or two, and ____ (5.) kilo of apples. Do you think we have ____ (6.) cheese? If not, please get ____ (7.) package of that, too. I'll see you at home after 5:00.

Tracy

D **Complete the conversations with some or any. For some items, more than one answer may be possible.**

1. **A:** Do you need _____ bread?
   B: No, thanks. I have _____.
2. **A:** Do they want _____ soup?
   B: No, they don't want _____ right now.
3. **A:** I don't have _____ water, and I'm so thirsty.
   B: Do you want _____ tea?
4. **A:** Does she need _____ help?
   B: She doesn't need _____ help. She needs _____ practice.

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WRITING BOOSTER

A **Connect the following words and ideas with and and in addition.**

1. Spanish paella is made with rice, seafood, meat, _____ vegetables.
2. A traditional Irish breakfast includes meat _____ fried eggs. _____, there are fried potatoes and tomatoes.
3. Pho is a soup from North Vietnam, _____ it's made with beef and rice noodles.
4. Guacamole is a Mexican appetizer made from avocadoes. _____ , it contains tomatoes, onions, lemon or lime juice, _____ salt.
5. Indian samosas are fried pastries, _____ they have a spicy filling of potatoes, peas, onions, _____ green chilis.

B **Think of a typical dish from your country. Answer the questions.**

1. What is the name of the dish? _____
2. What kind of dish is it (appetizer, entrée, side, etc.)? _____
3. What region of your country is it from? _____
4. What are the main ingredients? _____
5. Is it spicy, salty, or sweet? _____
6. Is it healthy? Why or why not? _____

C **Write a paragraph describing the dish from Exercise B.**
Use and and in addition when possible.

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UNIT 5

Technology and You

PREVIEW

1 **Look at the electronics on page 50 of the Student's Book. List the products in each category. Some products can be listed in more than one category.**

For listening to music	For watching movies	With your computer
headphones		
While driving	**While on vacation**	

2 **Complete the chart. Use electronic products from page 50 of the Student's Book.**

Products I have	Products I need / want	Products I can live without

3 **Now look at the Products I have column. Choose five products you listed and write them in the chart below. Explain why these products are necessary to you. Use the vocabulary and language from pages 50–51 of the Student's Book.**

	Products	Why necessary?
1.	laptop	I use it at work and at home . . .
2.		
3.		
4.		
5.		

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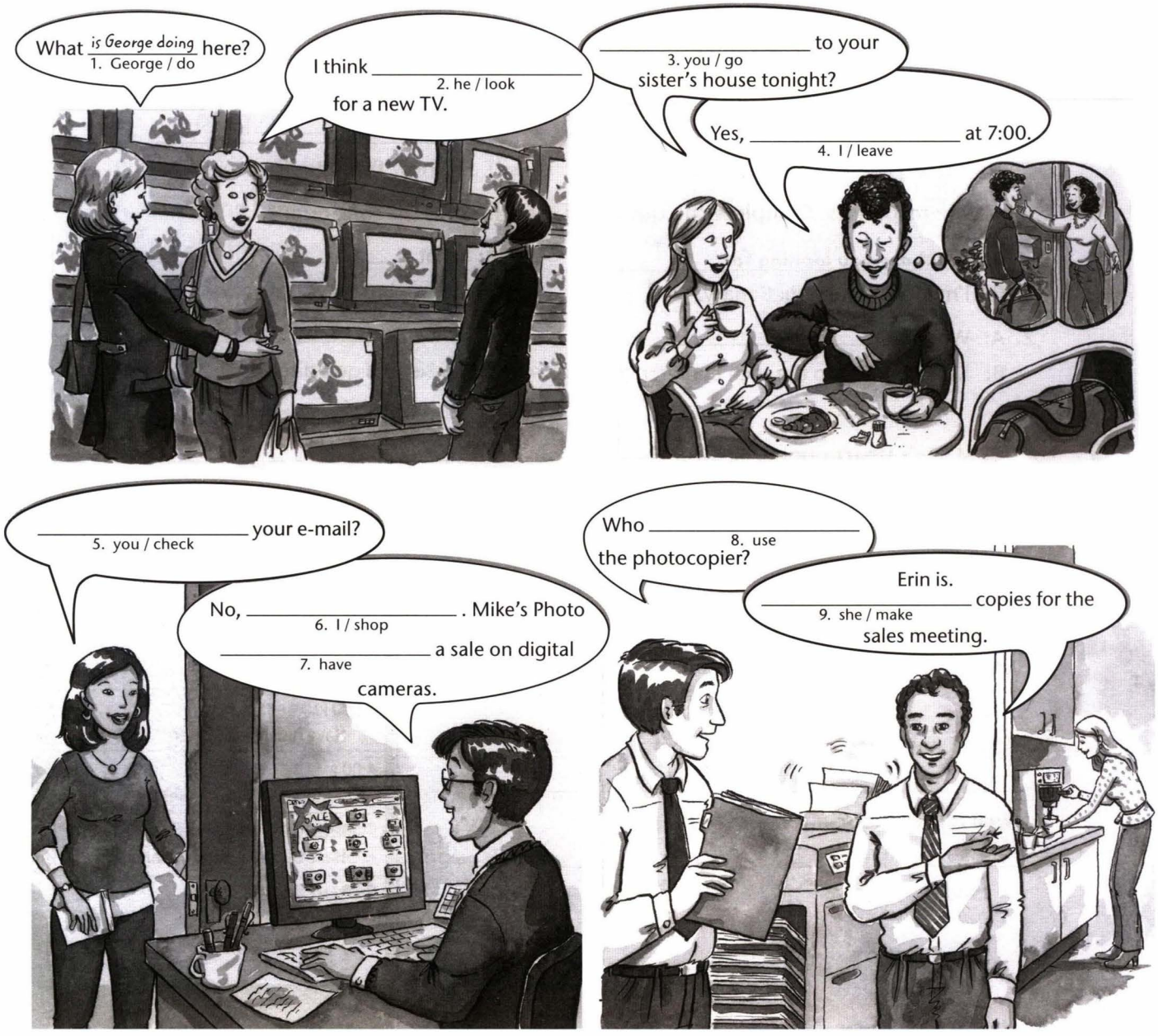
4 Choose the correct response. Circle the letter.

1. "I'm looking for a new cell phone. Do you have any suggestions?"
   a. What's wrong with it? b. Want to come along? c. How about a Global Mobile?
2. "What are you doing?"
   a. I'm looking for a camcorder. b. I'm ready for an upgrade. c. It's driving me crazy!
3. "I hear the new X-phone is awesome."
   a. Is it on the blink? b. Is it expensive? c. Is it a lemon?
4. "The photocopier isn't working."
   a. Are you online? b. Any suggestions? c. What's the problem?

5 Complete each conversation with the present continuous. Use contractions when possible.



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6 **Read the questions. Write answers starting with No. Use the information in parentheses. Use contractions when possible.**

1. Is he leaving at 10:30? (11:00)
   No, he isn't. He's leaving at 11:00.
2. Are they studying at the library? (look at the newspaper ads)
   _____
3. Are you shopping for a laptop? (a smart phone)
   _____
4. Is she going to the movie tonight? (tomorrow night)
   _____

7 **Write questions starting with Is or Are.**

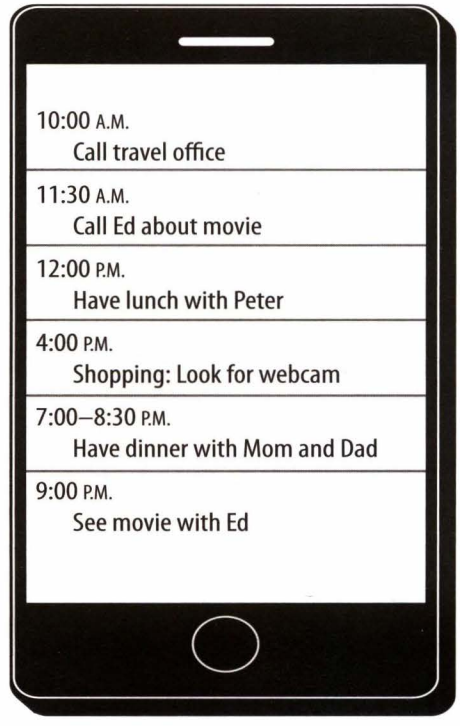
1. you / look for / a new tablet
   Are you looking for a new tablet?
2. he / check / e-mail / right now
   _____
3. they / buy / a scanner
   _____
4. Kate / work / today
   _____

8 **Look at the responses. Complete the questions. Use the present continuous.**

1. **A:** What are you looking for ?
   B: I'm looking for a dictionary.
2. **A:** Who _____?
   B: Matt is going to the tech conference.
3. **A:** What _____?
   B: I'm buying a new cell phone.
4. **A:** When _____?
   B: My sister is going to Dublin in September.

9 **Look at Maria's smart phone. Answer the questions about her schedule. Use the present continuous. Use contractions when possible.**

1. It's 12:15 P.M. What is Maria doing?
   _____
2. It's 4:00 P.M. Is Maria going shopping?
   _____
   What is she looking for?
   _____
3. It's 9:15 P.M. Is Maria eating dinner?
   _____
   What is she doing?
   _____



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10 **Answer the questions. Use your own words.**

1. "Are you using any electronic devices right now?"

   YOU _____

2. "What are you doing tonight?"

   YOU _____

3. "What about next weekend?"

   YOU _____

LESSON 2

11 **Complete the conversation. Use questions from the box.**

What's wrong with it?	How's it going?	Any suggestions?	What brand is it?

A: Hi, Barry. _____ 1.

B: OK, thanks. But my coffee maker's driving me crazy!

A: Not again! _____ 2.

B: I don't know. It just isn't working. That thing is a piece of junk!

A: That's too bad. _____ 3.

B: It's a Coffee Pal.

A: Sounds like you need a new coffee maker.

B: That's for sure. _____ 4.

A: Well, how about a Brewtech? The model I have is terrific.

B: Really? Thanks for the suggestion.

12 **Complete the responses. Use words from the box.**

hair dryer	blender	freezer	washing machine	fan	microwave

1. **A:** The juicer isn't working.
   B: Try the _____ .

2. **A:** The chicken is still not done. This oven is so slow!
   B: Let's put it in the _____ .

3. **A:** Are you ready to go to the Laundromat?
   B: Again? Too much trouble. I hear Appliance World is having a sale on _____s .

4. **A:** The air conditioner is on the blink again.
   B: Do we have a _____ ?

5. **A:** You look different.
   B: I look horrible! My _____ is broken! I'm going shopping for a new one at lunch.

6. **A:** Are we having these steaks tonight?
   B: No, they're for next week. Please put them in the _____ .

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13 **Write each response in a different way.**

1. **A:** What's wrong?
   B: My printer won't print.
   My printer's not working.

2. **A:** What do you think about Pell brand computers?
   B: Pell computers are great!
   _____

3. **A:** My TV isn't working. I can't watch the big game tonight.
   B: I'm sorry to hear that.
   _____

4. **A:** How's your new laptop?
   B: It's a piece of junk!
   _____

14 **Answer the questions. Use your own words.**

1. "Are you using any household appliances or machines right now?"
   YOU _____
2. "What household appliances and machines do you use every day?"
   YOU _____
3. "What household appliances and machines do you never use? Why?"
   YOU _____

LESSONS 3 and 4

15 **Look at the picture. Then complete the paragraph. Use the present continuous.**

It's a busy Monday morning at the office of Techco Inc. The company president, Ms. Cline, is answering (1. answer) her e-mail. She _____ (2. leave) tomorrow morning. She _____ (3. go) to Brazil for a sales meeting. Her assistant, Frank, _____ (4. scan) some documents right now, and he _____ (5. buy) Ms. Cline's airplane tickets online. Jim, a sales manager, _____ (6. use) the photocopier and the fax machine / printer. He _____ (7. make) copies of a report for the meeting and _____ (8. send) a fax to Ms. Cline's hotel. Jeff and Aliza also work for Techco. They _____ (9. clean) the break room and _____ (10. make) coffee.

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16 **Look at the picture. Find all of the problems in the office. Write a short paragraph about the problems.**

The employees at Techno are having problems . . .

17 **Think about the features of products you have or know about. Write one product for each adjective. Explain your answers.**

1. guaranteed: blender
   I can return it if I don't like it.
2. portable: _____
3. affordable: _____
4. obsolete: _____
5. popular: _____
6. convenient: _____

18 **Read the advertisement on page 58 of the Student's Book again. Then check true, false, or no information.**

EXTRA READING COMPREHENSION

	true	false	no information
1. The Pro Musica comes with 5 pairs of earbuds.	☐	☐	☐
2. With the Pro Musica, you don't need a radio.	☐	☐	☐
3. Family members can listen to different music at the same time.	☐	☐	☐
4. The Pro Musica comes with its own battery pack.	☐	☐	☐
5. You have to plug the speakers into the Pro Musica.	☐	☐	☐
6. It's easy to download music onto the Pro Musica.	☐	☐	☐

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19 **Read the article about a new app.**

Presenting The Easy Shopper

Do you love to cook but hate to shop? How much time do you spend every day in the supermarket? How many ingredients do you forget to buy? Well, now you can simplify shopping with The Easy Shopper app for your phone.

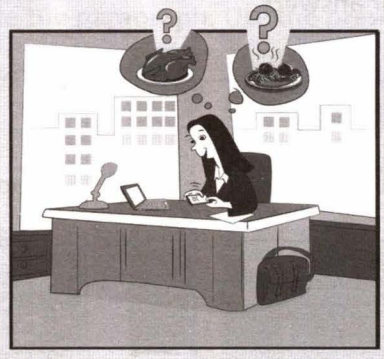
To use The Easy Shopper, you simply enter the name of the dishes you want to cook into your phone, and we do the hard work. You can choose a big dinner with appetizers, entrées, desserts, and beverages. Or if you're not very hungry, make a smaller meal just for you—maybe a delicious salad or sandwich. The Easy Shopper figures out what ingredients you need to cook this meal and sends the information to a supermarket. The app then gives you two or three different recipes for each dish. The supermarket collects and boxes your ingredients, and your groceries are waiting for you in only ONE HOUR. Finally, you go home and use Easy Shopper's recipes to cook your meal!

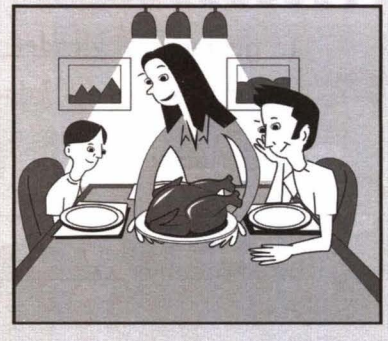
No more waiting in supermarket checkout lines. All you have to do is go to an Easy Shopper pick-up location at your supermarket, and we put all your groceries in your car. Just enter the following information in The Easy Shopper:

- What do you feel like eating tonight? Are you in the mood for seafood? Beef? Noodles?
- How hungry are you? Are you starving? Or just a little hungry?
- How many people are you cooking for?
- Are you on any special diet—low-salt or low-fat, for example?

The Easy Shopper costs only $29.99 a month, and we accept all major credit cards. You save both time and money with The Easy Shopper. No more buying ingredients that you never use or spending hours in the supermarket. And if there's a mistake in your order, it's free—yes, FREE! We promise 100% satisfaction!

Hundreds of people are signing up for The Easy Shopper! Ask your friends and neighbors! They'll tell you how great it is. Don't spend another boring evening waiting in line at the supermarket. Get The Easy Shopper today!





Now read the article again. According to the information in the article, which adjectives describe The Easy Shopper? For the adjectives you check, find words in the text to support your answers.

- ☑ convenient *groceries are waiting for you in one hour; no more waiting in lines*
- ☐ guaranteed _____
- ☐ affordable _____
- ☐ portable _____
- ☐ popular _____

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Do you think that The Easy Shopper is a good app? Would you buy The Easy Shopper today? Explain your answers.

GRAMMAR BOOSTER

A **Change each statement from the simple present tense to the present continuous. Use contractions.**

1. I eat breakfast every morning. I'm eating breakfast _____ now.
2. My mother buys a newspaper every day. _____ now.
3. They walk to school every day. _____ now.
4. It rains all the time in the summer. _____ now.
5. He runs in the park every afternoon. _____ now.
6. We close the store at 5 P.M. _____ now.
7. He writes the report on Fridays. _____ now.

B **Write negative statements. Use the words in parentheses.**

1. He's going to school now. He's not working _____. (work)
2. Sonia and Leo are drinking water. _____. (tea)
3. Ted is writing a letter. _____. (do homework)
4. You're talking a lot. _____. (listen)
5. I'm reading a magazine. _____. (a book)
6. We're eating at my house. _____. (a restaurant)
7. The printer is making a noise. _____. (print)

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C **Choose the correct response. Write the letter on the line.**

_____	1. "Are you going to work now?"	a.	A new rice cooker.
_____	2. "Is he studying for an English test?"	b.	No, he's not.
_____	3. "What is Tina shopping for?"	c.	Yes, I am.
_____	4. "Are they listening to classical music?"	d.	In an hour.
_____	5. "When is he leaving work?"	e.	Yuko and Miyumi.
_____	6. "Who's watching TV?"	f.	No, they aren't. It's folk.

D **Unscramble the words to write questions. Use the present continuous.**

1. go / to the store / who *Who is going to the store?* _____
2. they / play soccer / where _____
3. Sam / eat / what _____
4. when / Lidia / come home _____
5. my computer / why / use / you _____
6. pay for / you / that / how much / laptop _____

WRITING BOOSTER

A **Rewrite the sentences. Use a form of <u>have</u>. Place the adjective before the noun.**

1. My GPS is new. *I have a new GPS.* _____
2. My food processor is convenient. _____
3. Our desktop computer is obsolete. _____
4. Her smart phone is awesome. _____
5. Their laptop is fast. _____
6. His speakers are portable. _____

B **Write one sentence. Connect the adjectives with <u>and</u>.**

1. This digital camera is broken. It's also out-of-date.
   This digital camera is broken and out-of-date. _____
2. I hear Econotech scanners are good. They're affordable, too.
   _____
3. Microwaves are fast, and they are convenient.
   _____
4. These coffee makers are expensive, but they are guaranteed.
   _____
5. I'm looking for an up-to-date smart phone. And I'd like it to be small.
   _____

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C **Look at the ad. Then write short answers to the questions.**

1. What is it? _____
2. What brand is it? _____
3. What model is it? _____
4. What does it do? _____
5. What adjectives describe it? _____
6. Where do you use it? _____
7. Is it a good product? Why or why not? _____

D **Write a paragraph describing the product from Exercise C.**

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Student Book

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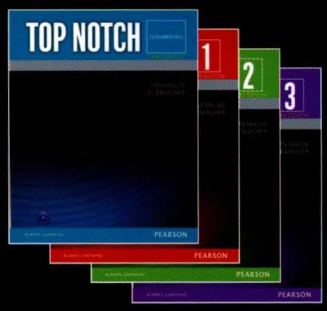

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