TOP NOTCH 1B

THIRD EDITION

with WORKBOOK

JOAN SASLOW
ALLEN ASCHER

ALWAYS LEARNING

PEARSON

TOP NOTCH 1B

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 132**
Writing Booster ..... **page 145**
***Top Notch Pop* Lyrics** ..... **page 149**
Pronunciation Table ..... **page 151**

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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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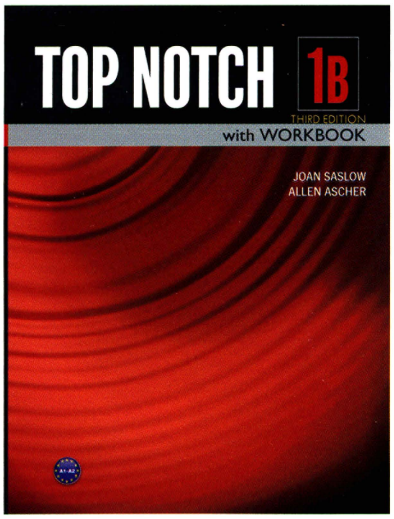
TO THE TEACHER

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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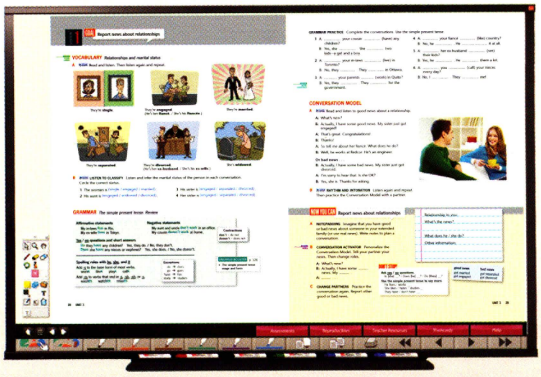
ActiveTeach

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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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.

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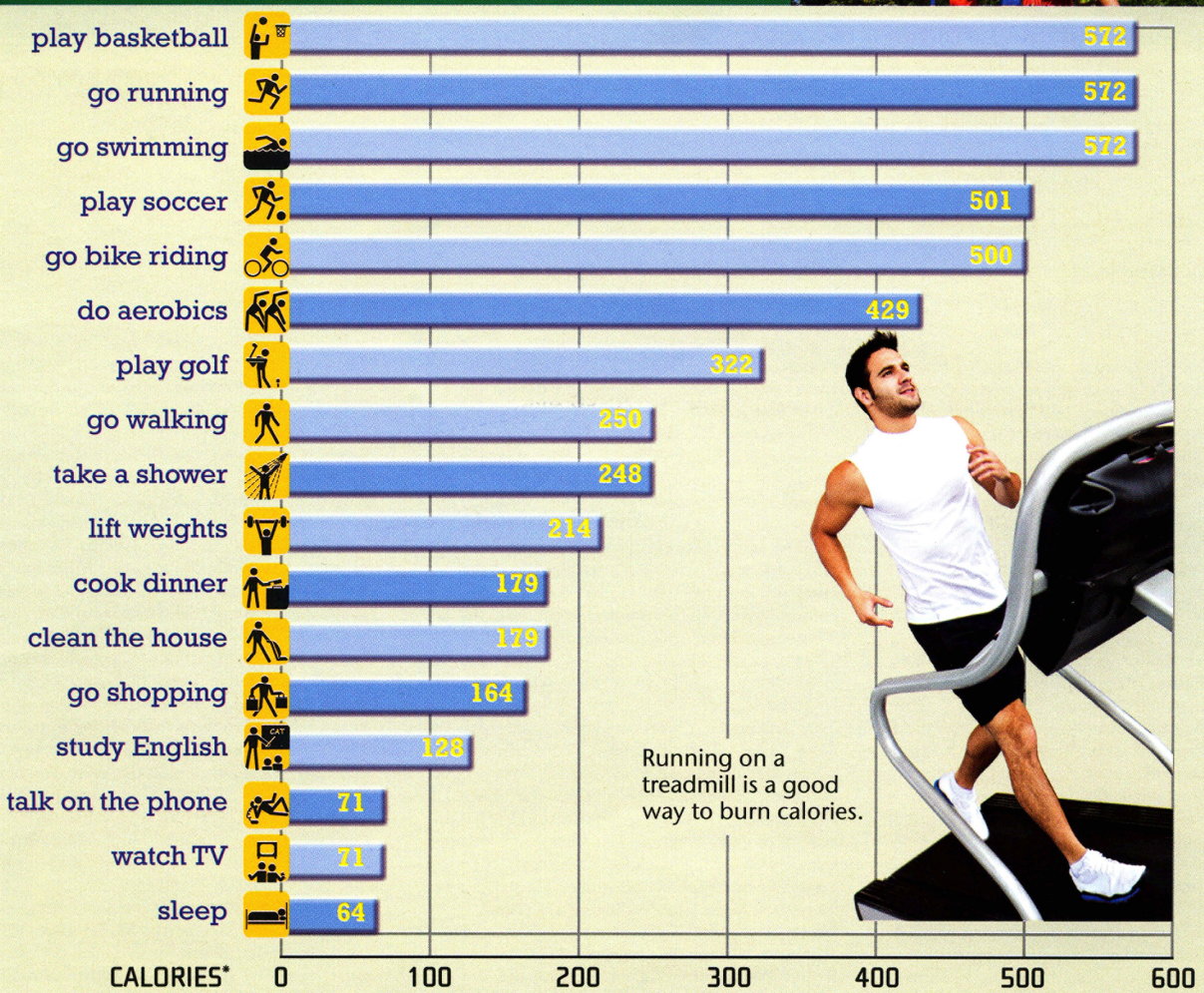
COMMUNICATION GOALS

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

UNIT 6 Staying in Shape

PREVIEW

How many calories can you burn in one hour?



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

*Based on a person weighing 150 pounds / 68.2 kilograms

DIGITAL FLASH CARDS

A 3:24 **VOCABULARY** • ***Activities*** Look at the graph. Then listen and repeat.

B **CLASS SURVEY** According to the graph, approximately how many calories do you burn every day? Find out who in your class burns more than 1,500 calories a day.

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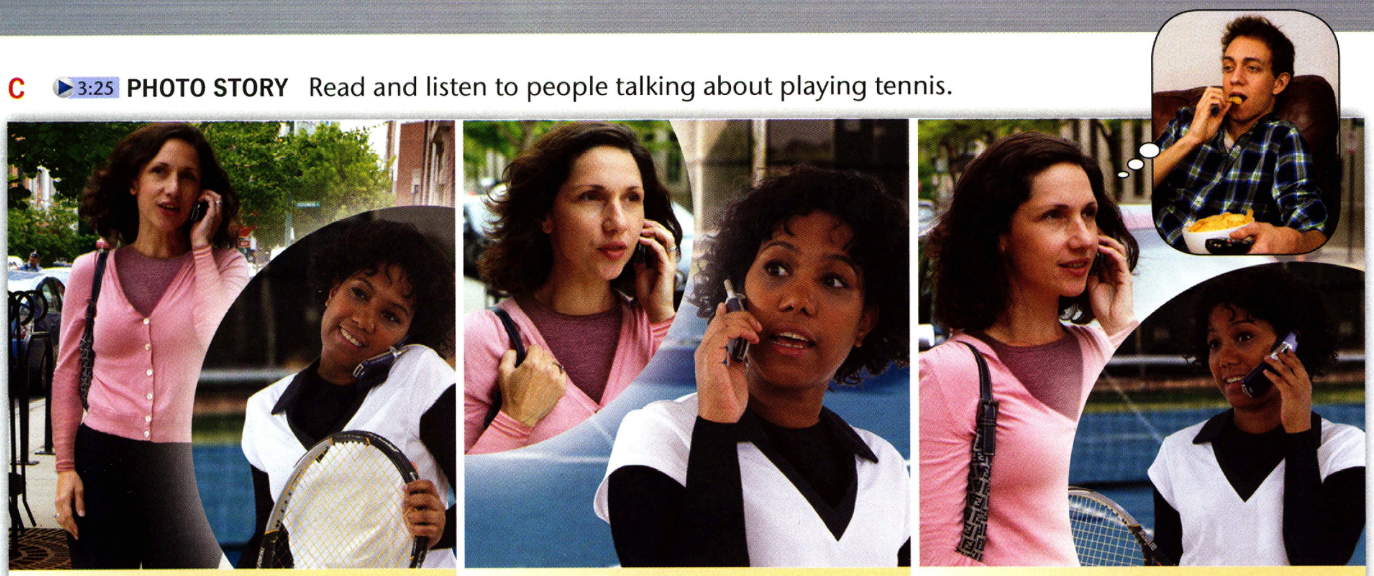
C ▶3:25 **PHOTO STORY** Read and listen to people talking about playing tennis.



Lynn: Hi, Joy! What are you up to?
Joy: Lynn! How are you? I'm playing tennis, actually. In the park.
Lynn: You play tennis? I didn't know that.
Joy: I do. About three times a week. Do you play?

Lynn: Not as much as I'd like to.
Joy: Well, why don't we meet at the park on Saturday?
Lynn: This coming Saturday? Sorry, I can't. I have to work. What about Sunday?
Joy: Perfect. Hey, how about your husband? Can he come, too?

Lynn: Ken? No way. He's a total couch potato. He just watches TV and eats junk food. He's so out of shape.
Joy: Too bad. My husband's crazy about tennis.
Lynn: Listen. I'm on my way home right now. Let's talk tomorrow. OK?
Joy: Terrific.

D **FOCUS ON LANGUAGE** Look at the underlined expressions in the Photo Story. Use the context to help you choose the correct meaning of the following sentences.

1 What are you up to?
   a What are you doing?
   b Where are you going?

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

3 My husband is really out of shape.
   a My husband doesn't exercise.
   b My husband exercises a lot.

4 I'm crazy about tennis.
   a I hate tennis.
   b I love tennis.

5 I'm on my way to the park.
   a I'm going to the park right now.
   b I'm going to go to the park this afternoon.

SPEAKING

A **PERSONALIZE** Look at the activities on page 62. List the activities you do . . .

every day	every weekend	once a week	almost never	never

B **PAIR WORK** Compare activities with a partner.

"What do you do every weekend?"

"Me? I go shopping."

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GRAMMAR *Can and have to*

can

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

We **can stay** out late tonight. There are no classes tomorrow morning.
I'm too busy this afternoon. I **can't play** golf.
Mona **can meet** us at the park, but her husband **can't**.

Questions

Can you **go** running tomorrow at 3:00? (Yes, I can. / No, I can't.)

Remember: Can + base form also expresses ability.
We **can speak** English.
They **can't play** piano.

---

have to

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

I | **have to** / **don't have to** | **work** late tonight.

She | **has to** / **doesn't have to** | **meet** her cousin at the airport at 3:00.

Questions

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

Usage: When declining an invitation, use have to to provide a reason.
Sorry, I **can't**. I **have to work** late.

GRAMMAR BOOSTER p. 132
Can and have to:
- Form and common errors
- Information questions

Can and be able to: present and past forms

A FIND THE GRAMMAR Look at the Photo Story on page 63 again. Find one statement using can't to decline an invitation. Find one example of have to to provide a reason. Find one question using can for possibility.

B GRAMMAR PRACTICE Read the sentences carefully. Then complete each sentence with can or a form of have to.

1 I'd like to go out tonight, but we have a test tomorrow. I ..... (study) .

2 Audrey ..... (not / meet) us for lunch today. She ..... (help) her boss write a report.

3 Good news! I ..... (not / work) late tonight. We ..... (go running) together at 6:00.

4 My sister ..... (not / go shopping) at the mall today. She ..... (go) to the doctor.

5 Henry ..... (go) to Toronto next week, so he ..... (not / play) golf with us.

6 Sorry, I ..... (not / go) to aerobics class tonight. I ..... (meet) with my boss.

DIGITAL MORE EXERCISES

C GRAMMAR PRACTICE Write three questions using can and three questions using a form of have to. Then practice asking and answering the questions with a partner.

DIGITAL VIDEO COACH

PRONUNCIATION *Can / can't*

A ▶3:26 Read and listen to the pronunciation and stress of can and can't. Then listen again and repeat.

/kən/ I can **call** you today. /kænt/ I **can't** call you tomorrow.

B ▶3:27 Listen to the statements and check can or can't. Then listen again and repeat each statement.

1	☐ can	☐ can't	3	☐ can	☐ can't	5	☐ can	☐ can't
2	☐ can	☐ can't	4	☐ can	☐ can't	6	☐ can	☐ can't

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CONVERSATION MODEL

A 3:28 Read and listen to two people planning an activity together.

A: Hey, Gary. Why don't we go running sometime?
B: Great idea. When's good for you?
A: Friday morning at 9:00?
B: Sorry, I can't. I have to work on Friday.
A: Well, how about Sunday afternoon at 2:00?
B: That's good for me. See you then.

B 3:29 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

NOW YOU CAN Plan an activity with someone

DIGITAL VIDEO **A** **NOTEPADDING** Write your schedule for this weekend in the daily planner. (Use page 62 for ideas.)

	Friday	Saturday	Sunday
9:00	go running	visit Mom	

Daily Planner

	Friday	Saturday	Sunday
9:00			
11:00			
1:00			
3:00			
5:00			
7:00			

B **CONVERSATION ACTIVATOR** Now personalize the Conversation Model with a partner, using your daily planners. Suggest an activity, a day, and a time. Then change roles.

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

DON'T STOP!

- Suggest other times and activities.
- Discuss where to meet.

C **CHANGE PARTNERS** Practice the conversation again. Plan other activities. Use your daily planner to respond.

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LESSON 2

GOAL Talk about habitual activities and plans

DIGITAL FLASH CARDS

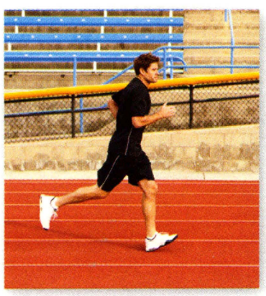
VOCABULARY *Places for sports and exercise*

A 3:30 Read and listen. Then listen again and repeat.

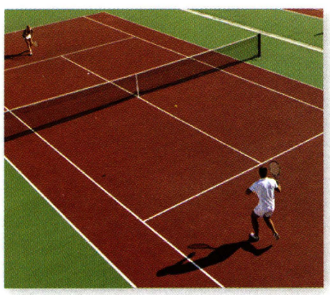
a pool

an athletic field

a golf course

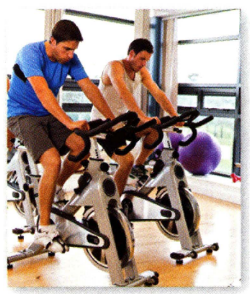


a track



a tennis court

a park



a gym

B **PAIR WORK** Tell your partner what you do at these places.

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

GRAMMAR *The present continuous and the simple present tense: Review*

The present continuous
(for actions in progress and future plans)

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

Questions

Are you going running tomorrow?
What time are you playing tennis today?

The simple present tense
(for frequency, habits, and routines)

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

Questions

Do you always play golf on Saturdays?
How often do you lift weights?

3:31 **Frequency adverbs**

100%	always
	almost always
	usually / often / generally
	sometimes / occasionally
	hardly ever
0%	never

Be careful!

Don't use the present continuous with frequency adverbs.
Don't say: ~~She's never playing~~ tennis.

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

GRAMMAR BOOSTER p. 133

The simple present tense:
- Non-action verbs
- Placement of frequency adverbs
- Time expressions

A **VOCABULARY / GRAMMAR PRACTICE** Tell a partner how frequently you play sports or exercise at the places from the Vocabulary.

> "I almost always go to my gym on Fridays."

> "There's a pool near my house, but I hardly ever go swimming there."

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B GRAMMAR PRACTICE Complete the sentences. Use the simple present tense or the present continuous.

1 Brian can't answer the phone right now.
..... (he / study) .

2 How often ..... (she / go) walking?

3 ..... (we / play) tennis this weekend.

4 ..... (he / lift) weights three times a week.

5 ..... (they / make) lunch. Can they call you back?

6 How often ..... (you / clean) the house?

7 ..... (I / do) aerobics every day.

8 ..... (she / go) shopping tonight.

DIGITAL MORE EXERCISES

C ▶3:32 **LISTEN TO ACTIVATE GRAMMAR** Listen to the conversations. Circle the frequency adverb that best completes each statement.

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

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

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

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

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

CONVERSATION MODEL

A ▶3:33 Read and listen to two people talking about habitual activities and future plans.

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

B ▶3:34 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

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

NOW YOU CAN Talk about habitual activities and plans

DIGITAL VIDEO

A CONVERSATION ACTIVATOR With a partner, change the Conversation Model, using a different place from the Vocabulary. Then change roles.

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

DON'T STOP!

Say more about your activities.
I'm going to the gym. I have an aerobics class.
I'm going to the park. I'm playing tennis with my friend Julie.

Invite your partner to do something.
Why don't we ___ sometime?

B CHANGE PARTNERS Practice the conversation again. Use a different place and plan.

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BEFORE YOU LISTEN

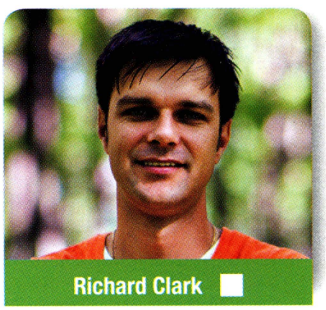
WARM-UP In your opinion, is it important for people to stay in shape? Why? What do people have to do to stay in shape?

LISTENING COMPREHENSION

A 3:35 **LISTEN FOR MAIN IDEAS** Listen to people talk about their fitness and eating habits. Check the box next to the name if the person exercises regularly.

Mark Newell ☐

Rika Oinuma ☐


Richard Clark ☐

B 3:36 **LISTEN FOR DETAILS** Now listen again and check each person's habits.

	Mark	Rika	Richard
1 goes to a gym	☐	☐	☐
2 takes exercise classes	☐	☐	☐
3 exercises outside	☐	☐	☐
4 avoids grains	☐	☐	☐
5 avoids desserts	☐	☐	☐
6 avoids fatty foods	☐	☐	☐
7 eats smaller portions	☐	☐	☐
8 eats a lot of seafood	☐	☐	☐
9 eats slowly	☐	☐	☐

C **DISCUSSION**

1 In your opinion, which of the three people have good fitness and eating habits? Explain.

2 Whose habits are like your own? Explain.

DIGITAL VIDEO COACH

PRONUNCIATION *Third-person singular -s: Review*

A 3:37 Read and listen to the three third-person singular endings. Then listen again and repeat.

/s/	/z/	/ɪz/
sleeps	goes	watches
eats	plays	exercises
works	avoids	munches

B **PAIR WORK** Take turns making statements about the three people's habits. Use the information in the chart in Listening Comprehension Exercise B. Pay attention to third-person singular endings.

"Rika exercises outside every day."

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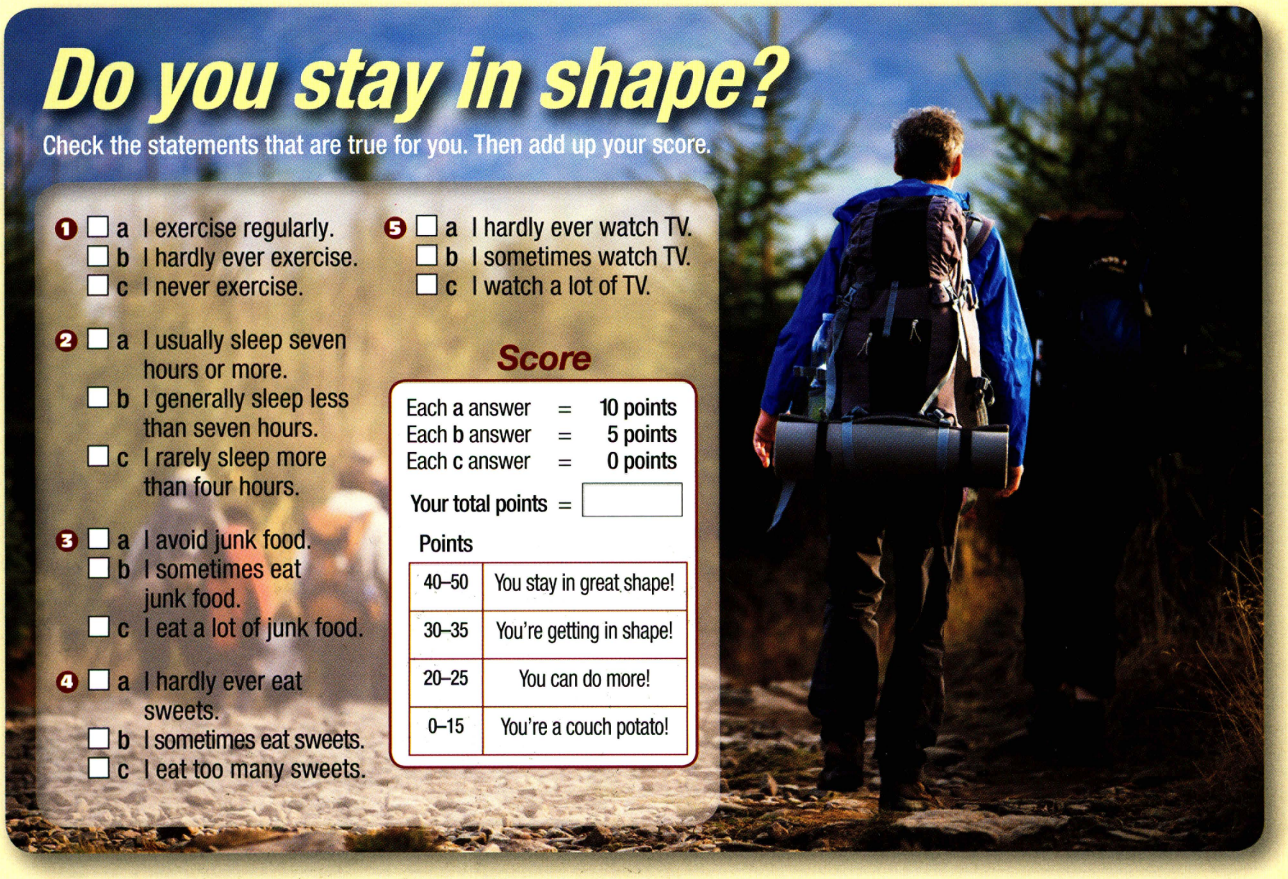
NOW YOU CAN Discuss fitness and eating habits

A **FRAME YOUR IDEAS** Take the health survey.



B **PAIR WORK** Compare your survey answers and scores.

C **GROUP WORK** Walk around the classroom and ask questions. Write names and take notes on the chart.

DON'T STOP!

Ask for more information:
Why are you out of shape?
What junk foods do you eat?
Where do you exercise?

Find someone who . . .	Name	Other information
stays in great shape.	Toni	goes running every day

Find someone who . . .	Name	Other information
stays in great shape.		
is out of shape.		
eats a lot of junk food.		
avoids sweets.		
avoids fatty foods.		
never sleeps more than four hours.		

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

> "Toni stays in great shape. She goes running every day."

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BEFORE YOU READ

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

READING 3:38

When You Think You Can't...

Mark Zupan

When he was eighteen years old, a terrible accident made Mark Zupan a quadriplegic and changed his life forever. At first, he could hardly move his arms or legs normally. However, after a lot of hard work, he was able to use his arms to move his wheelchair, and he could even stand for a short time and take a few slow steps. Zupan—or Zup to his friends—became a quad rugby champion, helping his team win a gold medal in the Paralympic Games. "I dream about running all the time," he says, "but you can't live in the past."

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

Zupan became a quad rugby champion.

Hamilton was attacked by a tiger shark when she was thirteen.

Bethany Hamilton

At the age of thirteen, surfer Bethany Hamilton had a dream. She wanted to be a champion in her sport. But she lost her left arm when she was attacked by a shark. A month later, she was surfing again.

Today, she's a professional competitive surfer. Because she can only use one arm, she has to use her legs more to help her go in the right direction. Hamilton practices every day at the beach. She has a prosthetic arm, but she rarely uses it, and never when she's surfing.

Hamilton often appears on TV. She wants to help other people follow their dreams, even when they face great difficulties. "People can do whatever they want if they just set their hearts to it, and just never give up."

In 2011, Hollywood made a movie about her experience. Bethany has a happy life and got married in 2013.

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A **INFER INFORMATION** Complete the paragraph about Mark Zupan. Use can, can't, or has to.

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

B **SUMMARIZE** First, complete the paragraph about Bethany Hamilton. Use the simple present tense or the present continuous. Then write a similar paragraph, summarizing Mark Zupan's routines.

When she surfs, Hamilton ..... (1 use) her legs to help her go in the right direction. She ..... (2 have) a prosthetic arm, but she hardly ever ..... (3 wear) it. She ..... (4 compete) regularly with the world's top professional women surfers. In the photo on page 70, she ..... (5 compete) against other surfers with two arms. She ..... (6 wear) a T-shirt and ..... (7 stand) on her surfboard. Hamilton ..... (8 want) to help other people with difficult experiences follow their dreams.

DIGITAL MORE EXERCISES

NOW YOU CAN Describe your routines

A **NOTEPADDING** Write some notes about your daily routines.

List some things you usually do . . .	List some things you . . .
• in the morning.	• can't do every day. Explain why.
• in the afternoon.	• have to do every day. Explain why.
• in the evening.	• don't have to do every day. Explain why.

B **PAIR WORK** Interview your partner about his or her daily routines. Then describe your partner's daily routines to your classmates.

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

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REVIEW

A 3:39 Listen to the conversations. Check the statements that are true.

1 ☐ He doesn't exercise regularly.
☐ He avoids junk food.
☐ He never watches TV.

2 ☐ She's in great shape.
☐ She hardly ever goes swimming.
☐ She exercises regularly.

3 ☐ He exercises regularly.
☐ He has to be careful about calories.
☐ He can eat everything he wants.

4 ☐ Dave Heeley can't use his legs.
☐ Dave Heeley can't see.
☐ Dave Heeley doesn't need help.

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

an athletic field
a gym
a park

I can play . . .

C Change each statement to a yes / no question. Begin each question with a capital letter and end with a question mark.

1 You have to go home early. Do you have to go home early?
2 Magda has to see a doctor this afternoon. .....
3 Jonah can meet us at the mall at 6:00. .....
4 I have to exercise every day. .....
5 My friends can come to the park after school. .....
6 Your husband has to work late tonight. .....
7 Lance's sisters have to avoid sweets. .....

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

1 How often do you go to English class?
YOU .....
2 What do you usually do on weekends?
YOU .....
3 What are you doing this weekend?
YOU .....

WRITING

Describe your exercise and health habits.

I'm not in very good shape, but I exercise three times a week now. I'm also very careful about the foods I eat . . .

WRITING BOOSTER p. 145
- Punctuation of statements and questions
- Guidance for this writing exercise

For additional language practice . . .
♫ YORK TOP NOTCH POP • Lyrics p. 150
"A Typical Day"
DIGITAL SONG DIGITAL KARAOKE

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DIGITAL GAMES

ORAL REVIEW

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

Q: How often does Andy eat junk food?
A: Hardly ever.

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

A: Karen is having breakfast with her mom at nine on Saturday.
B: That's not right. They're having breakfast at ten.

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

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

NOW I CAN

- ☐ Plan an activity with someone.
- ☐ Talk about habitual activities and plans.
- ☐ Discuss fitness and eating habits.
- ☐ Describe my routines.

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COMMUNICATION GOALS

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

UNIT 7 On Vacation

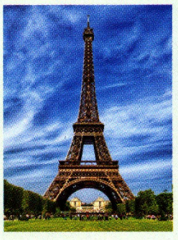
PREVIEW

Travel Specials **Guaranteed** Your money refunded if your flight or cruise is canceled.

10 Days **TOUR EUROPE**

- Fly to London on July 15.
- Fly back home from London on July 25.

See a play in London's West End or visit the British Museum.



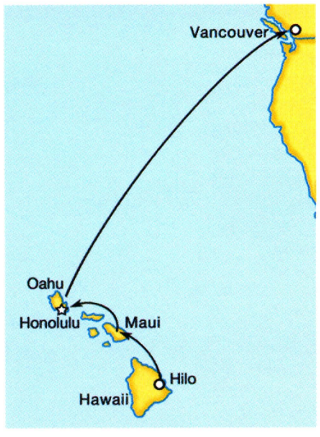
In Paris, visit the Eiffel Tower and enjoy France's excellent food.

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

Go to a concert in Vienna and enjoy the city's famous desserts.

11 Nights ***Hawaiian Cruise***

- Leave from Vancouver, Canada on July 15.
- Fly back home from Honolulu on July 26.



On board the ship . . .
Swim in a beautiful heated pool. Eat in one of many fantastic restaurants. And at night, see a popular movie or a show . . .

In Hawaii . . .
Go snorkeling in Oahu.

Walk along the scenic black sand beaches of Hilo and enjoy Hawaii's natural beauty.

A **PAIR WORK** Look at the two travel ads. Complete the chart by writing tour or cruise. Then discuss your answers with a partner.

In your opinion, which travel special would be good for someone who likes . . .		
history? _____	family activities? _____	entertainment? _____
culture? _____	physical activities? _____	good food? _____

B **DISCUSSION** Which vacation would you like to take? Why?

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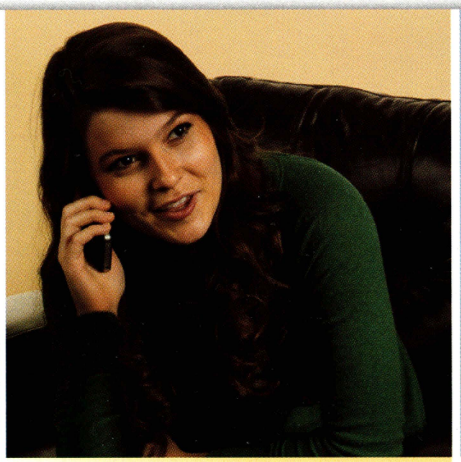
C ▶4:02 **PHOTO STORY** Read and listen to a phone call from someone returning from a trip.

Kate: Hi, Nancy. We're home!
Nancy: Kate! When did you get back?
Kate: Late last night.
Nancy: So, did you have a good time?
Kate: It was fantastic! Phil and I really needed a vacation!



Nancy: So, tell me all about your cruise!
Kate: Well, the ship was huge. And they had everything: incredible food, entertainment, family activities . . . There were always lots of things to do.
Nancy: And what was Hawaii like?
Kate: Hawaii? Just awesome! The beaches were really beautiful.
Nancy: Cool!

Kate: And in Maui we went windsurfing, and in Oahu, we went snorkeling. But most of the time we just sat on the beach and enjoyed the view.
Nancy: Now that's *my* kind of vacation!
Kate: I can't wait for the next one.
Nancy: Well, welcome home.

D **FOCUS ON LANGUAGE** Look at the underlined words and expressions in the Photo Story. Find:

1 an expression that means "come home." .....
2 four adjectives that mean "great." .....

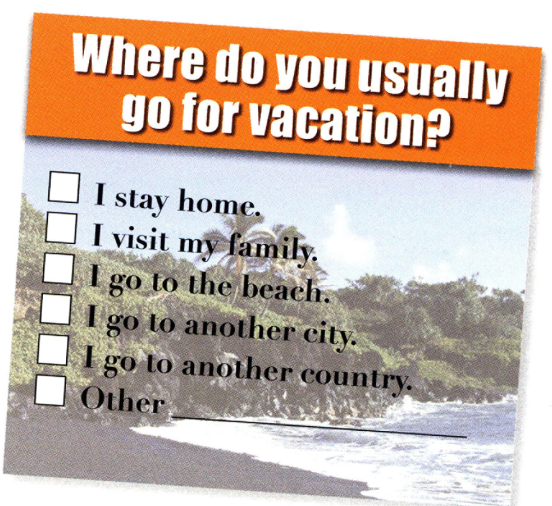
E **THINK AND EXPLAIN** Complete the statements.

1 When Nancy says, "Now that's *my* kind of vacation!" she means ..... .
2 When Kate says, "I can't wait for the next one," she means ..... .

F **PERSONALIZATION** Which part of Kate's vacation is *your* kind of vacation? Explain your reasons.

SPEAKING

PAIR WORK Complete the questionnaire. Then tell your partner what you usually do on your vacations. Ask about your partner's vacations.



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GOAL Greet someone arriving from a trip

GRAMMAR *The past tense of be: Review*

Statements

I He She It	was wasn't	on vacation.
We You They	were weren't	on vacation.

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

Questions

Was your flight late? (Yes, it was. / No, it wasn't.)
Were there lots of people on the train? (Yes, there were. / No, there weren't.)

Where **was** your brother yesterday? (At the Smith Museum.)
When **were** you in Seoul? (Last month.)
Who **was** with you on the train? (My friend.)
Who **were** your parents with? (My grandfather.)

How **was** the food at the airport? (It wasn't very good.)
How **were** the activities on your cruise? (They were great.)
How long **was** the tour? (It was three hours.)
How long **were** you on the bus? (For two hours.)

GRAMMAR BOOSTER p. 135
• The past tense of be: form

A FIND THE GRAMMAR Look at the Photo Story on page 75. Find five examples of the past tense of be.

B GRAMMAR PRACTICE Complete the conversations, using was, were, wasn't, or weren't.

1 A: Welcome back! How ..... the drive?
B: Not great. There ..... too many buses.
A: Too bad. ..... you alone?
B: No, I ..... . My brother ..... with me.

2 A: How long ..... your flight?
B: Six hours. But it ..... OK. The flight attendants ..... very nice.
A: Good. ..... there a lot of passengers?
B: No, there ..... .

3 A: Where ..... you last Thursday?
B: I ..... in London.
A: No kidding! Who ..... with you?
B: My cousin. He ..... in London, too.
A: So how long ..... you there?
B: We ..... in London for four days.

4 A: When ..... Kayla on vacation?
B: Actually, she and her husband ..... in Hawaii two weeks ago.
A: Wow! ..... they on a cruise?
B: Yes. They ..... . It ..... a six-day cruise.

DIGITAL MORE EXERCISES

DIGITAL FLASH CARDS

VOCABULARY *Adjectives to describe trips; intensifiers*

A 4:03 Read and listen. Then listen again and repeat.

Our bus trip was so **scary**.

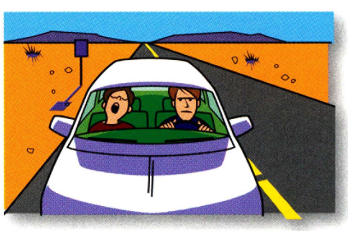
The flight was very **bumpy**.

It was really **short**. / It was really **long**.

4:04 **Intensifiers**
so
very
really
pretty
quite
kind of

Our train trip was pretty **scenic**.

It was quite **comfortable**.



The drive was kind of **boring**.

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B **PAIR WORK** Use the adjectives from the Vocabulary to describe a trip you took. Use different intensifiers.

> "Last year, I went to a small town in the mountains. The bus trip was **really bumpy**."

CONVERSATION MODEL

A ▶4:05 Read and listen to someone greeting a person arriving from a trip.

A: Welcome back!
B: Thanks.
A: So, how was the flight?
B: It was pretty comfortable, actually.
A: That's good! Hey, can I give you a hand?
B: It's OK. I'm fine.
A: Are you sure?
B: Absolutely. Thanks!

▶4:07

Decline help	Accept help
It's OK. I'm fine.	Thank you!
No, thanks. I'm OK.	That's really nice!

B ▶4:06 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

NOW YOU CAN Greet someone arriving from a trip

DIGITAL VIDEO

A **CONVERSATION ACTIVATOR** With a partner, change the Conversation Model, using a different adjective and intensifier and the past tense of be. Accept or decline help. Then change roles.

A: Welcome back!
B: ..... .
A: So, how was the ..... ?
B: It was ..... , actually.
A: That's ..... ! Hey, can I give you a hand?
B: ....

Responses

comfortable, scenic, short	That's good!
boring, bumpy, scary, long	That's too bad!

DON'T STOP!

Ask your partner other questions about the trip.
Were there a lot of people on the __?
How long was the __?

B **CHANGE PARTNERS** Practice the conversation again. Greet someone arriving from another type of trip. Ask more questions.

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LESSON 2

GOAL Ask about someone's vacation

CONVERSATION MODEL

A 4:08 Read and listen to someone describing a vacation.

A: Were you on vacation?

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

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

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

A: That sounds nice. Tell me more.

B 4:09 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

GRAMMAR *The simple past tense: Review*

I He / She / It We / You / They	**arrived** at three. **didn't arrive** until six.

Did he **have** a good time? (Yes, he did. / No, he didn't.)
Did they **get** back late? (Yes, they did. / No, they didn't.)

Where **did** she **go**? (She went to Italy.)
When **did** his flight **leave**? (At 6:45.)
What **did** you **do** every day? (We visited museums.)
How many countries **did** they **see**? (Three.)
Who **did** you **go** with? (I went with my sister.)

BUT Who **went** with you? (My sister went with me.)

Regular verbs: spelling

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

4:10 **Some irregular verbs**

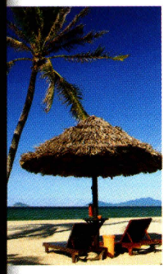
buy	**bought**	get	**got**	sleep	**slept**
do	**did**	go	**went**	spend	**spent**
drink	**drank**	have	**had**	swim	**swam**
eat	**ate**	leave	**left**	take	**took**
find	**found**	see	**saw**		
fly	**flew**	sit	**sat**		

See page 122 for a more complete list.

GRAMMAR BOOSTER p. 135
- The simple past tense: more on spelling, usage, and form

A **FIND THE GRAMMAR** Look at the Photo Story on page 75 again. Circle all verbs in the simple past tense. Which are irregular verbs?

B **GRAMMAR PRACTICE** Complete Ida's post with past forms of the verbs.



Ida Graham

Greetings! We ..... (1 fly) here yesterday evening, and I ..... (2 sleep) the whole flight. I ..... (3 need) that! We ..... (4 take) a taxi from the airport to our hotel and ..... (5 find) a nice restaurant for a late dinner. Early this morning, we ..... (6 swim) in the pool. For breakfast, we ..... (7 have) some local dishes and ..... (8 drink) some fantastic fruit juice. Then, before noon, we ..... (9 walk) along the beach. We ..... (10 see) people selling coconuts right from the trees, but we ..... (11 not / try) any. When we ..... (12 get) back to the hotel, we ..... (13 eat) lunch. In the afternoon, we ..... (14 go) shopping and ..... (15 buy) some cool things. We ..... (16 do) a lot on this trip, and we ..... (17 have) a great time! So what ..... (18 you / do) while I ..... (19 be) on vacation?

DIGITAL MORE EXERCISES

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C **PAIR WORK** Write five questions about Ida's vacation, using the simple past tense. Then practice asking and answering your questions with a partner.

"What did Ida do on the flight?"

"She slept."

D **GRAMMAR PRACTICE** Imagine that you just got back from one of the vacations on page 74. Write at least five sentences describing what you did, using the simple past tense.

DIGITAL MORE EXERCISES

We left Vancouver on July 15. . . .

DIGITAL VIDEO COACH PRONUNCIATION *The simple past tense ending: Regular verbs*

A ▶4:11 Look at the chart and listen to the pronunciation of the simple past tense ending -ed. Then listen again and repeat. Practice saying each word on your own.

/d/	/t/	/ɪd/
played	cooked	wait·ed
rained	watched	need·ed
studied	introduced	visit·ed

Be careful!
played = /pleɪd/ NOT ~~/pleɪ·ɪd/~~
cooked = /kʊkt/ NOT ~~/kʊk·ɪd/~~
BUT waited = /weɪ·tɪd/

B ▶4:12 Listen to the verbs. Circle the -ed ending you hear.

1 tried	/d/	/t/	/ɪd/	**3** needed	/d/	/t/	/ɪd/	**5** changed	/d/	/t/	/ɪd/
2 walked	/d/	/t/	/ɪd/	**4** checked	/d/	/t/	/ɪd/	**6** wanted	/d/	/t/	/ɪd/

NOW YOU CAN Ask about someone's vacation

DIGITAL VIDEO

A **CONVERSATION ACTIVATOR** With a partner, change the Conversation Model, using the vacation ads or your own ideas. Then change roles.

A: Were you on vacation?
B: Yes, I was. I ..... .
A: No kidding! Did you have a good time?
B: ..... . I ..... and ..... .
A: That sounds ..... . Tell me more.

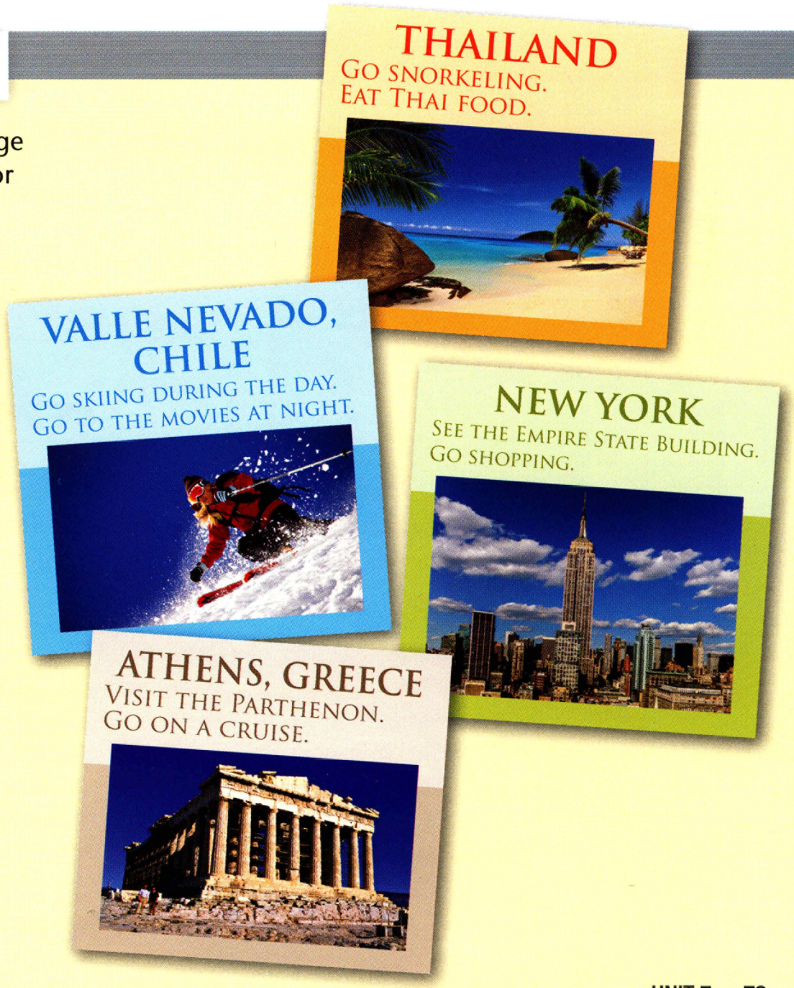
DON'T STOP!

- Tell your partner more about your vacation.
- Ask and answer more questions, using the simple past tense.
  Did you ___? Where ___?
  What ___? When ___?

RECYCLE THIS LANGUAGE.

incredible	terrific	awesome
fantastic	wonderful	cool
great	perfect	nice

B **CHANGE PARTNERS** Practice the conversation again, using a different vacation.



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LESSON 3

GOAL Discuss vacation preferences

BEFORE YOU READ

DIGITAL FLASH CARDS

A ▶4:13 **VOCABULARY** • ***Adjectives for vacations*** Read and listen. Then listen again and repeat.

It was **relaxing**.

It was **exciting**.

It was **interesting**.

It was **unusual**.

Also remember:
awesome
beautiful
boring
cool
excellent
famous
fantastic
great
incredible
nice
perfect
scenic
terrific
wonderful

B **PAIR WORK** Use the Vocabulary to describe one of your vacations. Use intensifiers from page 76 in your description.

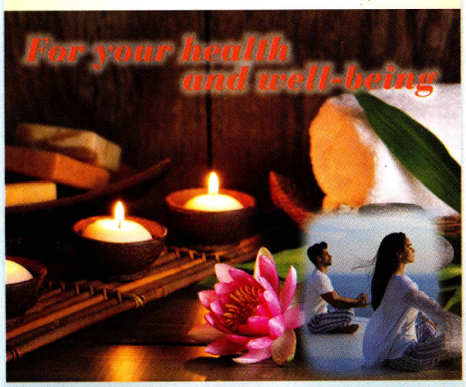
"Last year, I went to the beach. It was **so relaxing** and . . ."

READING ▶4:14

Now that's MY kind of vacation!

Our clients share their favorite destinations among our popular vacation packages.

Vacation 1

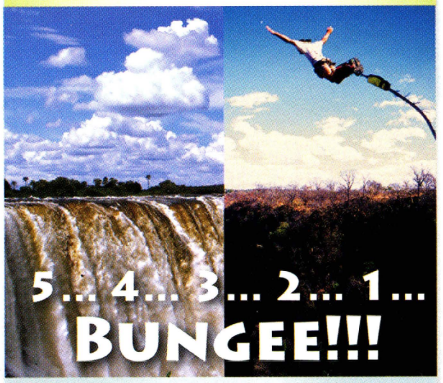


The perfect getaway—the Bagus Jati spa and hotel in Bali, Indonesia

"At home, we work really hard, and we needed some time off. Our spa vacation to Bali was perfect! They really took care of us. My wife and I enjoyed excellent healthy meals and some interesting workshops on healthy living and meditation. It was so quiet there! For exercise, we went swimming and bike riding. I'm going back again next year!"

—Jason K. (Seattle, U.S.)

Vacation 2



Do you dare? A total adventure at Victoria Falls

"What a brilliant vacation! Located on the Zambezi River on the border between Zambia and Zimbabwe, the Victoria Falls are fantastic. You can't believe how big they are—absolutely huge! The idea of bungee jumping there was really scary. But then I tried it, and it was so exciting. I want to do it again! If you like adventure, this is the place to go."

—Paula B. (Dartford, U.K.)

Vacation 3

Learn about another culture and help the world.

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

—Arturo Manuel R. (Monterrey, Mexico)

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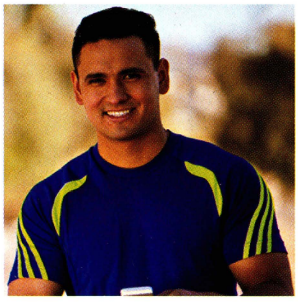
A **SUPPORT AN OPINION** Write check marks for the adjectives that, in your opinion, describe each vacation from the Reading. (Or add your own adjectives.) Explain your reasons.

> "I think Vacation 1 is really boring because . . ."

	exciting	relaxing	unusual	interesting	scenic	boring	other adjectives
Vacation 1							
Vacation 2							
Vacation 3							

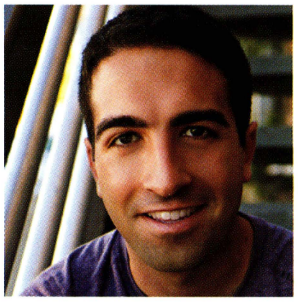
B **DRAW CONCLUSIONS** Choose one or more vacations from page 80 for each person. Explain why.

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



"I love all kinds of sports and physical activities."

"I like to go to places where other people don't go."



"I need a vacation where I don't have to do *anything*."

DIGITAL MORE EXERCISES

NOW YOU CAN Discuss vacation preferences

A **FRAME YOUR IDEAS** Complete the questionnaire. Then compare answers with a partner.

Need a Vacation? Check all your preferences:

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

I prefer vacations that are . . .

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

I like vacations with . . .

- ☐ lots of history and culture
- ☐ natural beauty
- ☐ sports and physical activities
- ☐ family activities
- ☐ great entertainment
- ☐ people who speak my language
- ☐ top-notch hotels
- ☐ great food
- ☐ warm weather
- ☐ scenic beaches
- ☐ friendly people
- ☐ other _____

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

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

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: "time off."

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LESSON 4

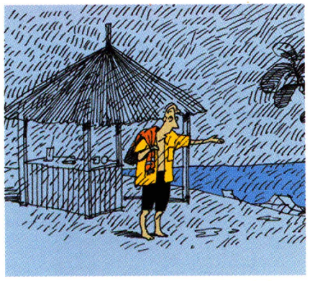
GOAL Describe vacation experiences

BEFORE YOU LISTEN

DIGITAL FLASH CARDS

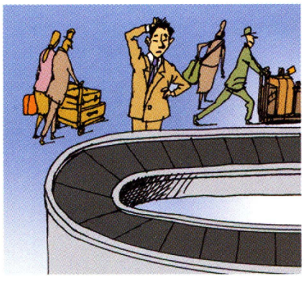
A 4:15 **VOCABULARY** • ***Bad and good travel experiences*** Read and listen. Then listen again and repeat.

Bad experiences



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

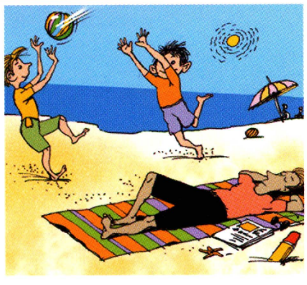
The people were so **unfriendly.** / **cold.**



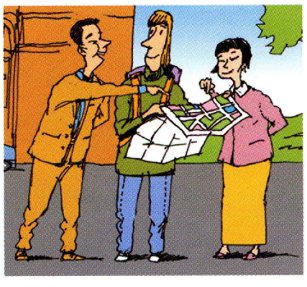
They lost my luggage.

Someone stole my wallet.

Good experiences

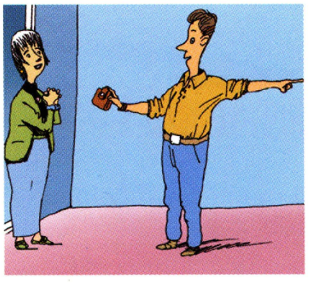


The weather was **amazing.** / **fantastic.** / **terrific.** / **wonderful.**



The people were so **friendly.** / **warm.**

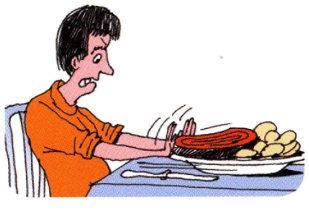
They found my luggage.



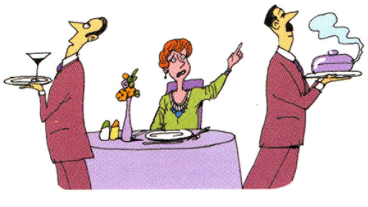
Someone returned my wallet.

B Look at the pictures. Complete the sentences.

1 *Someone stole* my purse.

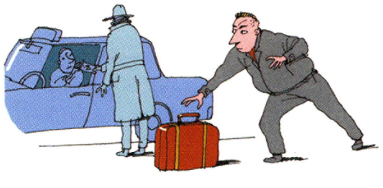


2 The food ..... .



3 The waiters ..... .

4 The entertainment ..... .



5 ..... my luggage.

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LISTENING COMPREHENSION

A 4:16 **LISTEN FOR MAIN IDEAS** Listen to the conversations. Check whether, at the end of the vacation, the person had a good experience or a bad one.

1 ☐ a good experience ☐ a bad experience
2 ☐ a good experience ☐ a bad experience
3 ☐ a good experience ☐ a bad experience
4 ☐ a good experience ☐ a bad experience

B 4:17 **LISTEN FOR DETAILS** Listen again and complete the statements about each vacation.

1 The food was (very good / really awful).
The room was (OK / pretty bad).
The entertainment was (really bad / amazing).

2 The hotel was (terrible / terrific).
Someone stole their (car / luggage).
Miami was (horrible / wonderful).

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

4 The food was (fantastic / pretty bad).
The people were (cold / nice).
The vacation was too (short / long).

NOW YOU CAN Describe vacation experiences

A **NOTEPADDING** Make a list of some of your good and bad vacation experiences.

Good experiences	Bad experiences
I went to Bangkok, and the people were really friendly.	When I went to Los Angeles, they lost my luggage.

Good experiences	Bad experiences

Ideas for topics
- your luggage / wallet / laptop / phone
- the trip / flight / train / bus
- the weather
- the food
- the hotel / front desk clerk / server
- the activities / shopping
- the entertainment
- the airport / museum / beach

B **PAIR WORK** Now tell your partner about the good and bad vacation experiences on your notepad. Ask questions about your partner's experiences.

RECYCLE THIS LANGUAGE.

Ask	Respond	Describe
How was the __?	That's [good / great / fantastic / wonderful]!	I had a [wonderful] time.
How long was __?	No kidding!	The [flight] was __.
What did you __?	Oh, no!	The __ drove me crazy.
When did you __?	That's too bad.	The __ didn't work.
Where did you __?	I'm sorry to hear that.	I was in the mood for __, but __.
Tell me about __.		They didn't accept credit cards.

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REVIEW

A 4:18 Listen to each person describe a good or bad vacation experience. Write the number of the speaker next to the type of trip he or she took.

☐ a drive ☐ a train trip ☐ a flight ☐ a beach vacation

B 4:19 Listen again. Circle the adjective that best describes each experience.

1 Her trip was very (short / scary / scenic).
2 His trip was quite (scary / unusual / relaxing).
3 Her trip was pretty (short / scary / boring).
4 His trip was really (short / scenic / boring).

C Complete each information question, using the simple past tense.

1 A: ..... on vacation?
B: We went to Greece.
2 A: ..... stay there?
B: Two weeks.
3 A: ..... every day?
B: We walked along the beach and enjoyed the sun.
4 A: ..... get back home?
B: Last night.

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

1 (we / buy) ..... a lot of fantastic things on our vacation.
2 (where / you / eat) ..... dinner every night?
3 (we / sleep) ..... right on the beach. (it / be) ..... so relaxing.
4 (my sister / get back) ..... last weekend. (she / have) ..... a terrific time.
5 (my friend / eat) ..... some fantastic food on her trip to Hong Kong.
6 (when / she / arrive) ..... at the hotel?
7 (I / have) ..... a terrible time. (the people / be) ..... quite unfriendly.
8 (we / see) ..... an interesting play in London. And (it / be) ..... pretty inexpensive.
9 (my wife and I / go running) ..... every morning on the beach during our vacation.
10 (my brother / meet) ..... some unusual people on his trip.

WRITING

Write about a vacation you took. Answer the questions.

- When did you go?
- Where did you go?
- How long did you stay?
- How was the trip?
- How was the weather?
- What did you do?
- Did you have a good time?

WRITING BOOSTER p. 146
- Time order
- Guidance for this writing exercise

In 2014, I went on a great trip to . . .

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DIGITAL GAMES

ORAL REVIEW

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

ROLE PLAY Create a conversation for the two women on February 5. Start like this:

Were you on vacation?

PAIR WORK Choose one of the vacation pictures. Create a conversation for the people. Start with one of these, or your own idea:

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

NOW I CAN

- ☐ Greet someone arriving from a trip.
- ☐ Ask about someone's vacation.
- ☐ Discuss vacation preferences.
- ☐ Describe vacation experiences.

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COMMUNICATION GOALS

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

UNIT 8 Shopping for Clothes

PREVIEW

DIGITAL FLASH CARDS

A ▶4:22 **VOCABULARY** • ***Clothes and clothing departments***
Look at the online catalogue. Then listen and repeat.

B **DISCUSSION** What are the advantages and disadvantages of buying clothes online?

> "If you buy clothes online, you don't have to leave home. It's really convenient!"

> "But if you don't like something, you have to go to the post office to send it back to the store. That's inconvenient."

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ENGLISH FOR TODAY'S WORLD
Understand English speakers from different language backgrounds.
Shopper = Chinese speaker
Clerk = Russian speaker

C ▶4:23 **PHOTO STORY** Read and listen to a conversation between a clerk and a customer about a sweater the customer wants to buy.

Shopper: Excuse me. How much is that V-neck?
Clerk: This red one? It's $55.
Shopper: That's not too bad. And it's really nice.

Shopper: Could I get it in a larger size?
Clerk: Here you go. This one's a medium. Would you like to try it on?

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

D **THINK AND EXPLAIN** Complete each statement. Then explain your answer.

1 The shopper wants to know the ..... of the sweater.
ⓐ price **b** size
How do you know? The shopper says,
" How much is that V-neck? "

2 The shopper asks the clerk for another ..... .
a color **b** size
How do you know? The shopper says,
" ..... "

3 The clerk brings the shopper a different ..... .
a size **b** color
How do you know? The clerk says,
" ..... "

4 The sweater is for ..... .
a the shopper **b** a different person
How do you know? The shopper says,
" ..... "

E **FOCUS ON LANGUAGE** Complete each statement with a quotation from the Photo Story.

1 The shopper says, " ..... " to get the clerk's attention.
2 The shopper says, " ..... " to say that the price of the sweater is OK.
3 The clerk says, " ..... " when she gives the shopper the second sweater.

SPEAKING

DISCUSSION What's important to you when you choose a clothing store or website? Complete the chart. Then compare charts with your classmates. Explain your reasons.

	Not important	Important	Very important
Prices	○	○	○
Brands	○	○	○
Selection	○	○	○
Service	○	○	○

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DIGITAL FLASH CARDS

VOCABULARY *Types of clothing and shoes*

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

Also: Formal clothes
a dress
a skirt
a suit
a tie

casual clothes

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

sweaters and jackets

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

shoes

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

B **PAIR WORK** Tell your partner what you're wearing today.

> "I'm wearing black jeans and a white turtleneck today."

GRAMMAR *Uses of object pronouns*

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

As direct objects

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

In prepositional phrases

prepositional phrase (with nouns)		prepositional phrase (with pronouns)
We gave the loafers **to the clerk.**	→	We gave the loafers **to him.**
Is he buying a blazer **for his wife?**	→	Is he buying a blazer **for her?**

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

We gave **the V-neck to the clerk.** NOT We gave ~~to the clerk the V-neck~~.
He's buying **it for her.** NOT He's buying ~~for her it~~.

GRAMMAR BOOSTER p. 136
• Direct and indirect objects: usage

A **GRAMMAR PRACTICE** Complete each conversation, using the correct object pronouns.

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

2 A: Don't you love these cool windbreakers?
B: Yes, I really love ..... . And they're so cheap!

3 A: Should I buy this crewneck over here?
B: It's too expensive. Don't buy ..... .

4 A: I love this T-shirt. I'm buying ..... for Dad.
B: Don't buy it for ..... . Dad hates black clothes.

5 A: Does your daughter want this cardigan?
B: Yes, she definitely wants ..... . But she needs a size large. This one is too small.
A: I'm sure you can get ..... for ..... in large. Ask the clerk.

6 A: Did you want that blue polo shirt, sir?
B: Yes, thanks. I'd like to buy ..... . Could you gift wrap ..... for ....., please?

DIGITAL MORE EXERCISES

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B GRAMMAR PRACTICE Unscramble the words and phrases to write statements.

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

DIGITAL MORE EXERCISES

CONVERSATION MODEL

A 4:25 Read and listen to someone paying for clothes.

A: I'll take these polo shirts, please.
B: Certainly. How would you like to pay for them?
A: Excuse me?
B: Cash or credit?
A: Credit, please. And could you gift wrap them for me?
B: Of course!

4:27 Responses
Of course!
Absolutely!
Definitely!
OK.
Sure.
Certainly.

B 4:26 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

C FIND THE GRAMMAR Find and circle all the object pronouns in the Conversation Model and in the Photo Story on page 87. How many did you find in each place?

NOW YOU CAN Shop and pay for clothes

DIGITAL VIDEO

A CONVERSATION ACTIVATOR Choose clothing from the pictures. (Or choose from the online store on page 86.) Then, with a partner, change the Conversation Model, using the clothes you chose. Use the correct object pronouns. Then change roles.

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

DON'T STOP!

Before you pay, talk about other clothes.
I love this / these __!
Ask about prices.
How much is / are __?

B CHANGE PARTNERS Create another conversation. Use different clothes

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GOAL Ask for a different size or color

DIGITAL FLASH CARDS

VOCABULARY *Clothing that comes in "pairs"*

A ▶4:28 Read and listen. Then listen again and repeat.

(a pair of) **gloves**

(a pair of) **tights**

(a pair of) **pajamas**

(a pair of) **jeans**

(a pair of) **shorts**

(a pair of) **pants**

(a pair of) **boxers**

(a pair of) **briefs**

(a pair of) **socks**

(a pair of) **shoes**

B ▶4:29 **LISTEN TO INFER** Listen to the conversations. Complete each statement with the name of a clothing department.

1 She should go to ..... .
2 She should go to ..... .
3 She got them in ..... .
4 They're in ..... .

Departments
Men's underwear
Athletic wear
Outerwear
Sleepwear
Hosiery

GRAMMAR *Comparative adjectives*

Use comparative adjectives to compare two people, places, things, or ideas.

more = ↑
less = ↓

Do you have these pants in a **larger** size? This pair is a little tight.
I need shoes that are **more comfortable**. These are very small.
Do you have a pair of **less expensive** gloves? These are just too expensive.

Use than after the adjective when you compare two people, places, or things.

That suit is **nicer than** the one I'm wearing.
These gloves are **more expensive than** the other pair.

The crewneck is nice, but the cardigan is **nicer**.

▶4:30 **Spelling rules**

+ er	+ r	+ ier	consonant + er
small → smaller	large → larger	heavy → heavier	big → bigger
cheap → cheaper	loose → looser	pretty → prettier	hot → hotter

BUT use more or less with adjectives that have two or more syllables and don't end in -y.

more expensive / less comfortable

▶4:31 **Irregular forms**
good → **better**
bad → **worse**

GRAMMAR BOOSTER p. 137
• Comparative adjectives: spelling rules

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A GRAMMAR / VOCABULARY PRACTICE Write the opposite of each comparative adjective. More than one correct answer may be possible.

1 smaller larger
2 taller .....
3 lighter .....
4 tighter .....
5 more expensive .....
6 less popular .....

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

1 A: Don't take those pajamas to Hawaii! It's ..... (hot) it is here. Take something ..... (light).
B: Good idea.

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

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

4 A: I just love these pajamas, but I wish they were ..... (warm).
B: Well, these blue ones look warm. Blue is a really flattering color for you, and they're much ..... (expensive).

DIGITAL MORE EXERCISES

CONVERSATION MODEL

A ▶4:32 Read and listen to someone asking for a different size.

A: Excuse me. Do you have these gloves in a smaller size? I need a medium.
B: Yes, we do. Here you go.
A: Thanks.
B: Would you like to take them?
A: Yes, please. Thanks for your help.
B: My pleasure.

Sizes

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

B ▶4:33 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

NOW YOU CAN Ask for a different size or color

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

I'd like to buy:

DIGITAL VIDEO

B CONVERSATION ACTIVATOR With a partner, personalize the Conversation Model. Use your list of clothes. Ask for a different size or color. Then change roles.

A: Excuse me. Do you have ..... in ..... ?
B: Yes, we do. Here you go.
A: Thanks.
B: Would you like to take ..... ?
A: ..... . Thanks for your help.
B: ..... .

DON'T STOP!

- Ask about other clothes, sizes, and colors.
- Pay for the clothes.

C CHANGE PARTNERS Ask about other types of clothes.

RECYCLE THIS LANGUAGE.

Do you have __ in . . .
a smaller / larger size?
a darker / lighter color?
[black]?
size [10]?
How much is / are __?
How would you like to pay for __?
Cash or credit?

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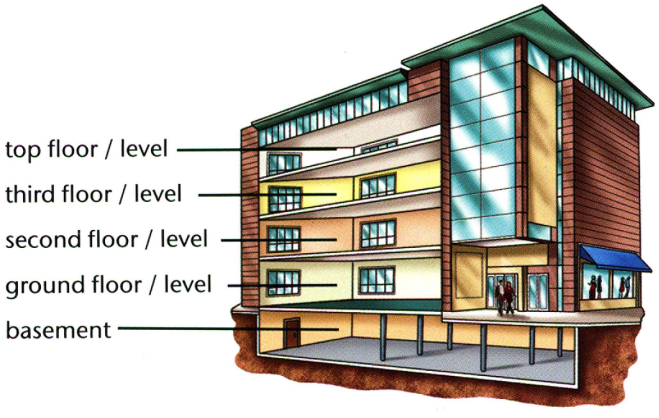
LESSON 3

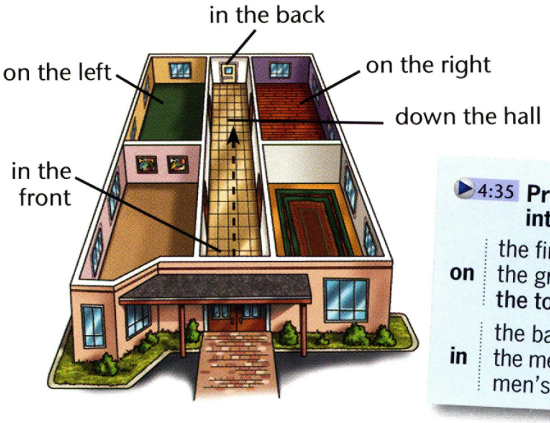
GOAL Navigate a mall or department store

BEFORE YOU LISTEN

DIGITAL FLASH CARDS

▶4:34 **VOCABULARY** • ***Interior locations and directions*** Read and listen. Then listen again and repeat.

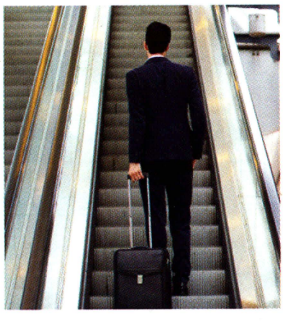




▶4:35 **Prepositions of interior location**

on	the first level the ground floor **the top floor**
in	the basement the men's casual department men's casual

down = ↓
up = ↑



take / go down / go up — the escalator

take / go down / go up — the stairs

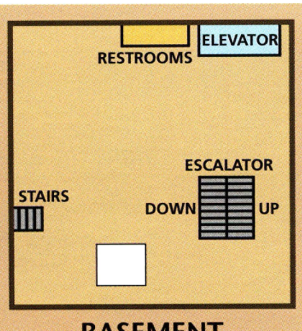
take the elevator

LISTENING COMPREHENSION

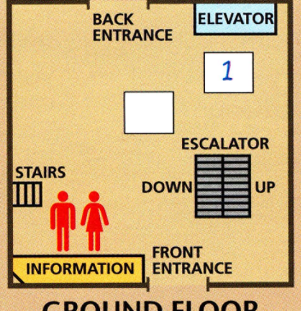
A ▶4:36 **UNDERSTAND LOCATIONS AND DIRECTIONS** Listen to directions in a department store. Write the number of each location in the white boxes on the floor diagrams.

DIRECTORY

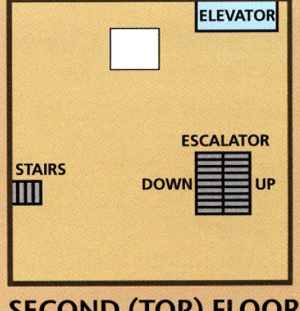
1 Men's casual
2 Children's shoes
3 Coffee shop
4 Accessories



BASEMENT



GROUND FLOOR



SECOND (TOP) FLOOR

B **PAIR WORK** Take turns asking for and giving directions to any of the locations.

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DIGITAL VIDEO COACH

PRONUNCIATION *Contrastive stress for clarification*

A 4:37 Read and listen. Then listen again and repeat.

A: The shoe department is upstairs, on the third floor.

B: Excuse me? The first floor?

A: No. It's on the third floor.

B **PAIR WORK** Now practice the conversation with a partner.

NOW YOU CAN Navigate a mall or department store

A **NOTEPADDING** Choose five departments from the store directory and write one thing you'd like to get in each department.

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

Department	I'd like . . .

STORE DIRECTORY

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

B **REVIEW AND RECYCLE LANGUAGE** Prepare for the role play. Write the four topics below on a separate sheet of paper. With a partner, make a list of language you know for each topic.

1 Ask for directions.

2 Describe store locations.

3 Ask for a size, color, etc.

4 Pay for things.

1	Ask for directions
	Excuse me. I'm looking for the hosiery department.

C **ROLE PLAY** Using the floor plan, role-play a conversation between the shopper and the clerk at the information desk. Use your notepad from Exercise A. Use your vocabulary lists from Exercise B. Then change partners, roles, and items you'd like to buy.

"Excuse me. I'm looking for . . ."

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LESSON 4

GOAL Discuss clothing do's and don'ts

BEFORE YOU READ

DIGITAL FLASH CARDS

▶4:38 **VOCABULARY** • ***Formality and appropriateness*** Read and listen to each pair of antonyms. Then listen again and repeat.

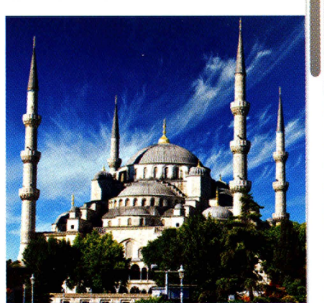
Formality	Appropriateness	Strictness
formal for special events when casual clothes are not OK	**appropriate** socially correct	**liberal** without many rules for appropriate dress
informal for everyday events when casual clothes are OK	**inappropriate** socially incorrect	**conservative** with more rules for appropriate dress

READING ▶4:39

Last-Minute Travel Deals | Packing Tips | Cultural Information | Health and Safety | About Us

TRAVEL SMART

OK. You're planning a foreign trip. After you get your passport, reservations, and tickets, it's time to think about clothes. Clothing customs can vary from very liberal to quite conservative. Compare clothing do's and don'ts in two popular destinations.



Istanbul: the Blue Mosque

Turkey

Pack light clothing for the heat. Even though most tourists wear T-shirts and shorts, Turkish people usually wear more modest clothes: dresses or blouses with sleeves for women, and short-sleeved shirts and long pants for men. For tourists visiting Turkey's beautiful historic places, casual comfortable clothing is fine for men and women. If you visit a mosque, however, the dress code is stricter, and shorts are definitely inappropriate for both men and women. Women must cover their knees, shoulders, and head, and men must cover their knees and shoulders. Everyone must remove his or her shoes. On Turkey's beaches, on the other hand, anything goes for tourists. Shorts, T-shirts, and sandals or flip-flops are normal for both Turkish people and foreigners.

Flip-flops are popular summer shoes almost everywhere.

The United States

In some countries, people consider sleeveless blouses inappropriate. However in the U.S., it's always OK for women to go sleeveless.

United States weather in July differs by region. A good rule of thumb is to check an Internet weather site to be sure. The dress code is generally liberal, so it's common in the warmer months for Americans of both sexes to wear T-shirts, shorts, and sandals or flip-flops on the street and in informal settings. But young people frequently wear some pretty wild clothes! The dress code, however, is definitely *not* anything goes in schools, formal restaurants, or religious institutions. There, more conservative clothes and shoes are appropriate, with women wearing skirts, dresses, or nice pants with a sweater or a blouse. But even in more formal places like offices, women never have to cover their arms. For men, in formal settings, a suit and tie or a nice shirt and a blazer are always appropriate.

In the U.S., young people's style is often "anything goes."

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A IDENTIFY SUPPORTING DETAILS Circle T (true) or F (false). Explain each of your responses.

T F **1** It's appropriate to wear shorts in Turkish mosques.

T F **2** The dress code for tourists is pretty liberal on Turkish beaches.

T F **3** Clothing customs in Turkey are "anything goes" for everyone.

T F **4** The United States is very conservative about clothes.

T F **5** It's appropriate for young Americans to wear wild clothes in religious institutions.

T F **6** Flip-flops are inappropriate in formal restaurants in the United States.

B PARAPHRASE What are the main differences in the dress codes of Turkey and the United States? Use the Vocabulary from page 94 in your description.

C APPLY INFORMATION Imagine you are going on a trip to New York in June, when the weather is warm or hot during the day and cool at night. You want to go to nice restaurants and visit historic places and parks. Plan your clothes for a one-week visit. Be specific. Explain your choices.

> "I'm taking two or three pairs of shorts. It's really warm in the summer there, and it's OK to wear casual clothes in New York. . . ."

DIGITAL MORE EXERCISES

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

A FRAME YOUR IDEAS Take the opinion survey.

What's Your Personal Dress Code?

Check agree or disagree.	agree	disagree
It's appropriate for men to wear shorts on the street.	○	○
It's inappropriate for women to wear shorts on the street.	○	○
It's appropriate for men to wear sandals in an office.	○	○
It's important for men to wear ties in an office.	○	○
It's inappropriate for men to wear sleeveless T-shirts in a restaurant.	○	○
It's appropriate for women to wear short skirts or shorts in a religious institution.	○	○

How Would You Rate Yourself?

○ Conservative ○ Liberal ○ "Anything Goes!"

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

in offices:

in formal restaurants:

in casual social settings:

in religious institutions:

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

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

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REVIEW

A 4:40 Listen to the conversations. Use the context to infer which department the people are in. Listen more than once if necessary.

1 .....
2 .....
3 .....
4 .....
5 .....

Departments
Shoes
Bags and Accessories
Hosiery
Outerwear
Sleepwear
Electronics

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

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

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

Travel & Clothing

When you travel, think carefully about the clothes you pack. As far as color is concerned, ... (1 dark) colors are usually ..... (2 practical). For ..... (3 cool) destinations, a blazer can be ..... (4 convenient) a windbreaker or cardigan because you can wear it in ..... (5 conservative) settings such as offices and ..... (6 formal) restaurants. For travel to ..... (7 hot) areas of the world, ... (8 light) clothes are ..... (9 comfortable) ..... (10 heavy) ones.

D Rewrite each sentence. Change the underlined prepositional and noun phrases to object pronouns.

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

WRITING

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

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

WRITING BOOSTER p. 146
- Connecting ideas with because and since
- Guidance for this writing exercise

For additional language practice . . .
♫ YORK TOP NOTCH POP • Lyrics p. 150
"Anything Goes"
DIGITAL SONG DIGITAL KARAOKE

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ORAL REVIEW

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

PAIR WORK With a partner, make comparisons about the clothes. For example:

Blazers are more formal than windbreakers.

ROLE PLAY Look at the directory. Create conversations for the following people:

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

NOW I CAN

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

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COMMUNICATION GOALS

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

UNIT 9 Taking Transportation

PREVIEW

BUSES FROM LIMA TO NAZCA

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

BEIJING to SHANGHAI

Train No.	Depart	Arrive	Travel Time	Air conditioning
D31	11:05	20:49	0d 09h 44m	✓
1461	14:42	12:49	0d 22h 07m	✗
Z21	19:32	07:00	0d 11h 28m	✓
Z13	19:38	07:06	0d 11h 28m	✓
Z7	19:44	07:12	0d 11h 28m	✓

OSAKA (Itami) to TOKYO (Haneda)

Flight No.	Departure	Arrival	Frequency	Aircraft Type
22	07:10	08:15	DAILY	ER10
4	07:30	08:35	DAILY	ER10
26	08:30	09:35	DAILY	ER10
30	10:30	11:35	DAILY	ER10
34	11:30	12:35	DAILY	ER10

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

1 It's now 10:00 A.M. When is the next bus to Nazca?
2 When is the next non-stop bus to Nazca?
3 How much time does it take to get from Beijing to Shanghai on train 1461?
4 Which train is faster, train 1461 or train D31?
5 What time does flight 26 depart for Tokyo? When does it arrive?

B **PAIR WORK** Ask your partner more questions about each schedule.

"How long is the flight from Osaka to Tokyo?"

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

C 5:02 **PHOTO STORY** Read and listen to a conversation between two people trying to catch a flight.

Marcos: Excuse me. Do you speak English?
Roger: Actually I'm French. But, yes.
Marcos: Thank goodness! I'm looking for Terminal 2.
Roger: No problem. I'm on my way there now. Just follow me.

Roger: So where are you flying today?
Marcos: Manila. Then I'm connecting to a flight home.
Roger: Well, that's a coincidence. I'm catching a flight to Manila, too. Flight 56?
Marcos: Yes. But we should hurry. The plane's boarding in fifteen minutes.

Roger: And where is home?
Marcos: Brazil. São Paulo.
Roger: No kidding! I'm going to go to São Paulo next week!
Marcos: Really? What a small world!

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

1 I'm taking a plane to . . . .
2 Let's walk faster. .....
3 I'm taking another flight to . . . .

E **THINK AND EXPLAIN** Circle T (true), F (false), or NI (no information). Then explain each answer.

T F NI **1** Flight 56 leaves from Terminal 2.
T F NI **2** Roger lives in France.
T F NI **3** Roger and Marcos are both flying to Manila.
T F NI **4** Marcos is staying in Manila.
T F NI **5** Roger is staying in Manila.
T F NI **6** The two men get to the flight on time.

SPEAKING

PAIR WORK Complete the chart with the means of transportation you prefer for each occasion. Then discuss your choices with a partner.

RECYCLE THIS LANGUAGE.

popular	cheap
convenient	scenic
affordable	boring
comfortable	long
expensive	short
relaxing	scary

To school or work | bus | affordable, convenient, I can read or work.

	Means of transportation	Reason
To school or work		
To social events on weekends		
For travel in my country		
For travel outside of my country		

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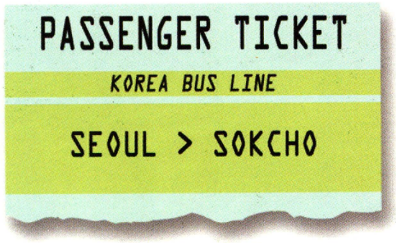
GOAL Discuss schedules and buy tickets

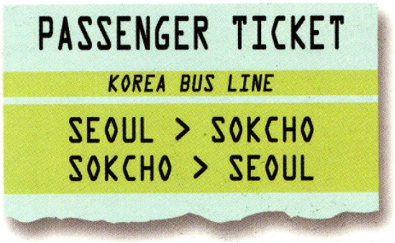
DIGITAL FLASH CARDS

VOCABULARY *Kinds of tickets and trips*

A ▶5:03 Read and listen. Then listen again and repeat.



a one-way ticket



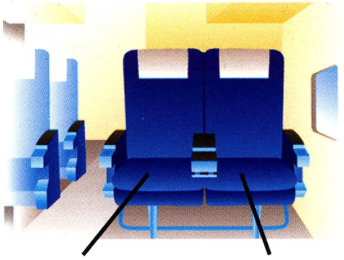
a round-trip ticket

JAPAN RAIL	Kodama (local)	Nozomi (express)
Tokyo	10:13	10:20
Odawara	10:30	–
Atami	11:00	–
Maibara	13:39	–
Kyoto	14:04	12:38

the local the express

a direct flight

a non-stop flight



an aisle seat a window seat

B Complete the conversations with phrases from the Vocabulary.

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

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

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

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

GRAMMAR *Modals should and could*

should

Use should and the base form of a verb to give advice or to make a strong suggestion.

You **shouldn't take** that flight. You **should take** the non-stop.
Should they **take** the bus? (Yes, they should. / No, they shouldn't.)
When **should** we **leave**? (Before 2:00.)

could

Use could and the base form of a verb to offer alternatives or to make a weak suggestion.

The express bus is full, but you **could take** the local.
Could I **take** the 2:20? (Yes, you could. / No, you couldn't.)

GRAMMAR BOOSTER p. 138
- Modals can, could, and should: meaning, form, and common errors

A **GRAMMAR PRACTICE** Complete each statement or question with a form of should or could and the base form.

1 ..... the express. The local arrives too late.
he / take

2 They said ..... two aisle seats or an aisle and a window seat.
we / have

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3 ..... a one-way ticket. It's much more expensive each way.
you / not get

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

DIGITAL MORE EXERCISES

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

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

"They could take the 7:30 express."

"No. That train doesn't stop in Oak Plains."

Blue numbers = express trains

Penn Station	Northway	Oak Plains	Carmel
7:15	7:50	8:30	9:00
7:25	-----	8:25	8:55
7:30	-----	-----	8:55
7:30	8:05	8:45	9:15
7:50	8:25	9:05	9:35

CONVERSATION MODEL

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

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

5:06 **Ways to express disappointment**
Too bad.
What a shame.
Oh, no!

B 5:05 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

NOW YOU CAN Discuss schedules and buy tickets

DIGITAL VIDEO

A **CONVERSATION ACTIVATOR** Choose a place on the train departure board. Imagine it is now 7:15. With a partner, change the Conversation Model, based on where you want to go. Express disappointment. Then change roles.

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

DON'T STOP!
- Discuss the price of tickets.
- Ask whether the train is a local or an express.
- Ask for the kind of seat you'd like.

DEPARTURES 07:15 AM

TO	DEPARTS	TRACK
WASHINGTON	06:55	6
BALTIMORE	07:03	9
NEWARK	07:12	19
WASHINGTON	08:23	8
BALTIMORE	08:26	9
NEWARK	08:31	18

B **CHANGE PARTNERS** Practice the conversation again, using the bus, train, and flight schedules on page 98. Discuss other departures.

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GRAMMAR *Be going to* + base form to express the future: Review

I'm going to take the bus to New York. I'm not going to fly.
She's going to eat at the airport. She's not (or She isn't) going to eat at home.
We're going to take a taxi into town. We're not (or We aren't) going to drive.

Questions

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

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

Remember: The present continuous is also often used to express future plans.
Next week, **I'm taking** the bus to New York.

GRAMMAR BOOSTER p. 139
• Expansion: future actions

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

1 ..... (they / not buy) tickets for the express.
2 When ..... (she / leave) for the airport?
3 ..... (you / ask for) an aisle seat?
4 Who ..... (take) him to the train station?
5 Who ..... (he / call) in Chicago?
6 Where ..... (Dad / be) when I arrive?

DIGITAL MORE EXERCISES

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

Here's my travel information: I (1 go to leaving / 'm going to leave) Mexico City at 4:45 P.M. on Atlas Airlines flight 6702, and I'm arriving in Chicago at 9:50 P.M. Mara's flight (2 is going to get there / going to get there) ten minutes later, so we (3 're go meeting / 're going to meet) at the taxi stand downstairs. That's too late for you to come to the airport, so we can take the express bus from O'Hare to the city. Mara (4 goes to spend / is going to spend) the night at our apartment. Her flight to Tokyo isn't leaving until the next day, and she and I (5 are going to spend / going to spend) the whole day shopping!

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

"What are you going to do on your next trip?"

DIGITAL FLASH CARDS

VOCABULARY *Travel services*

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

a rental car

a taxi

a limousine / a limo

a hotel reservation

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B ▶5:08 **LISTEN TO INFER** Listen to the conversations. Then listen again and complete each sentence with be going to and infer the name of a travel service.

1 He ..... (reserve) ..... for her.

2 The tourist ..... (need) ..... in Seoul.

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

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

CONVERSATION MODEL

A ▶5:09 Read and listen to a conversation between a travel agent and a business traveler.

A: Hello. Baker Travel. Can I help you?

B: I hope so. I'm going to need a car in Dubai.

A: Certainly. What date are you arriving?

B: April 6th.

A: And what time?

B: Let me check . . . 5:45 P.M.

B ▶5:10 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

C **FIND THE GRAMMAR** Find and underline two ways that A and B express future plans in the Conversation Model.

NOW YOU CAN Book travel services

DIGITAL VIDEO COACH

A **CONVERSATION ACTIVATOR** With a partner, change the Conversation Model. Book a rental car, a taxi, or a limousine. Use the tickets for arrival information. Then change roles.

A: Hello. Can I help you?

B: I hope so. I'm going to need ..... in ..... .

A: ..... . What date are you arriving?

B: ..... .

A: And what time?

B: Let me check . . . .

DON'T STOP!

Book additional services.
I'm also going to need [a hotel reservation].

B **CHANGE PARTNERS** Make your own flight, bus, or train ticket. Then practice the conversation again, using your ticket.

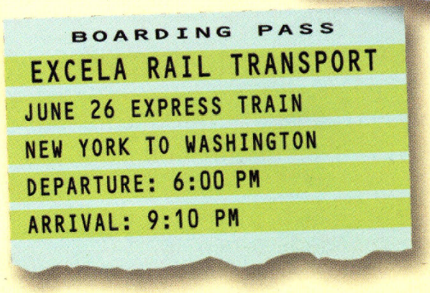
Your Ticket

From .....

To .....

Date .....

Departs ..... Arrives .....



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LESSON 3

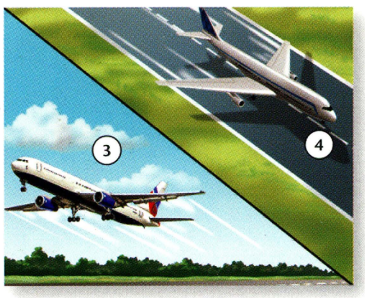
GOAL Understand airport announcements

BEFORE YOU LISTEN

DIGITAL FLASH CARDS

A ▶5:11 **VOCABULARY** • ***Airline passenger information*** Read and listen. Then listen again and repeat.

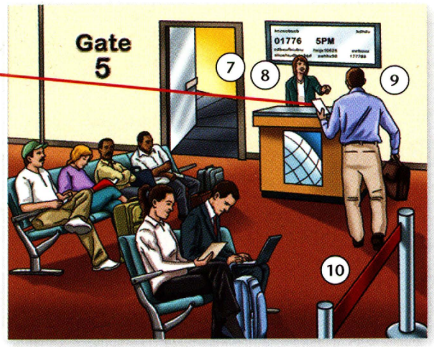
① depart ② arrive



③ take off ④ land

⑤ go through security

⑥ a boarding pass



⑦ the gate ⑧ an agent
⑨ a passenger ⑩ the departure lounge

▶5:12 **Some flight problems**

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

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

Rapid Air pre-flight instructions

When you ..... (1) at the airport, you should take your luggage to the check-in counter and get your ..... (2). Then you can ..... (3), where ..... (4) have to put all their hand luggage on the belt. From there you should go to the ..... (5) your plane is departing from. If you are early and your plane isn't at the gate, just have a seat in the ..... (6). When they call your flight, you can show your boarding pass to the ..... (7) and get on the plane. Be sure to turn off your phone before your plane ..... (8) from the gate. Enjoy the takeoff, and have a good flight!

LISTENING COMPREHENSION

A ▶5:13 **LISTEN FOR DETAILS** Listen to the announcements. Write the flight information.

1 flight number: .....
2 original departure gate: .....
3 final departure gate: .....
4 final departure time: .....

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B 5:14 **LISTEN TO UNDERSTAND ANNOUNCEMENTS** Listen again and check the travel problems.

- ☐ a delay
- ☐ a cancellation
- ☐ an overbooked flight
- ☐ a gate change
- ☐ a security problem
- ☐ a mechanical problem

DIGITAL VIDEO COACH

PRONUNCIATION *Intonation for offering alternatives*

A 5:15 Listen to the rhythm and intonation of alternatives. Then listen again and repeat.

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

2 They could wait or reserve a later flight.

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

B Now practice saying each sentence on your own.

NOW YOU CAN Understand airport announcements

A 5:16 Read and listen to the announcement by the gate agent. Make sure you understand the details.

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

B **PAIR WORK** Imagine that you and your partner are business travelers. You have tickets on flight 58. Here is the situation:

- The time is now 16:35.
- You're on your way to an important dinner in São Paulo at 20:30.
- The flight takes about two hours gate to gate.

Look at the departure schedule and discuss your alternatives.

DEPARTURES

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

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

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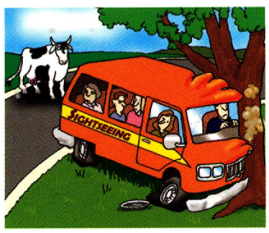
LESSON 4

GOAL Describe transportation problems

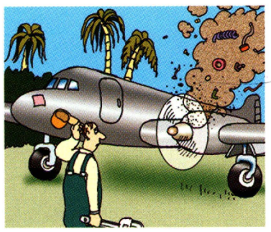
BEFORE YOU READ

DIGITAL FLASH CARDS

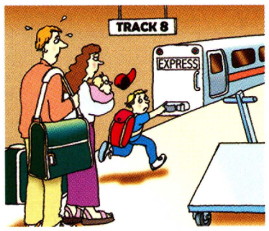
A ▶5:17 **VOCABULARY** • ***Transportation problems*** Read and listen. Then listen again and repeat.



We **had an accident.**

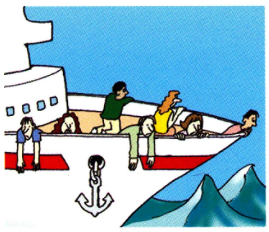


We **had mechanical problems.**



We **missed** our **train.**

We **got bumped from the flight.**



We **got seasick.**

Also:
carsick
airsick

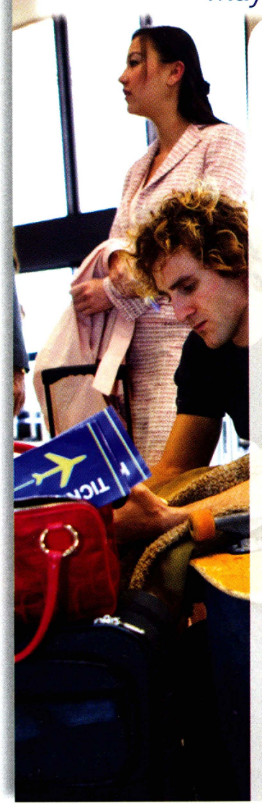
B ▶5:18 **LISTEN TO ACTIVATE VOCABULARY** Listen and complete each statement with the Vocabulary.

1 They ..... .
2 They ..... .
3 They ..... .
4 They ..... .
5 They ..... .

READING ▶5:19

GOT BUMPED FROM A FLIGHT?

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



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

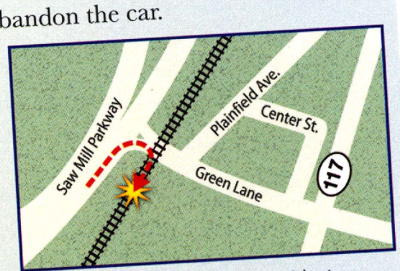
Getting bumped isn't always a bad thing, however. There is a growing number of passengers who feel lucky if their flight is overbooked. Why? Because airlines have to provide bumped passengers with cash, free flights, hotels, and/or meals to compensate them for their inconvenience.

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

Driver blames GPS for train crash

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

In a statement to the police, the man said he was driving north with his son on the Saw Mill Parkway at about 8 P.M. They planned to go to a restaurant on Route 117.



The location of last night's accident

Following the instructions from his GPS unit, he exited the parkway at Green Lane. But then, instead of driving to Route 117 and turning right there, he made a very wrong turn. He turned right at the railroad tracks. The man and his son tried to move the car off the tracks, but they couldn't. Shortly afterward, a Metro-North commuter train hit Mr. Carter's car. Luckily, there were no deaths or injuries. Police say that drivers need to pay attention to the road, not the GPS unit.

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

1 Why do you think airlines overbook flights?
2 Are there some advantages of getting bumped from a flight? What are they?
3 What are some advantages of GPS systems? What are some disadvantages?
4 Do you prefer GPS systems, online maps with instructions, or paper maps? Explain.

DIGITAL MORE EXERCISES

NOW YOU CAN Describe transportation problems

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

☐ bus

☐ train

☐ taxi

☐ limousine

☐ ferry

☐ ship

☐ airplane

☐ helicopter

☐ other .....

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

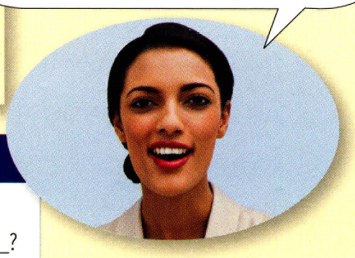
> "When was the last time you took a train?"

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

means of transportation:
month, day, or year of trip:
destination:
problems:

D **GROUP WORK** Now tell your story to your classmates. Describe your transportation problems. Ask them questions about their problems.

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



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: "no-shows."

RECYCLE THIS LANGUAGE.

Problems		Responses
The __ was terrible.	Someone stole my __.	What was wrong with the __?
The __ were unfriendly.	The __ drove me crazy.	I'm sorry to hear that.
They canceled my __.	The [flight] was bumpy / scary.	That's a shame / too bad.
The __ didn't work.	The [drive] was long / boring.	Oh, no!
They lost my __.		

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REVIEW

A ▶5:20 It's 7:26 A.M. now. Listen as you look at the departure board. Then listen again and use reasoning to determine if each statement is true or false. Circle T (true) or F (false).

T F **1** They could take the 8:31.

T F **2** They should take the 8:25.

T F **3** They're going to Boston.

T F **4** They're both going to take the train to Washington.

T F **5** He usually takes the 7:25.

T F **6** They should hurry.

DEPARTURES 7:26 A.M.

TO	DEPARTS	TRACK
WASHINGTON	7:10	6
BOSTON	7:22	9
PHILADELPHIA	7:25	19
WASHINGTON	8:25	8
BOSTON	8:26	24
PHILADELPHIA	8:31	18

B Complete each statement with a correct word or phrase.

1 It's important to make a ..... early because it can be difficult to find a room after you arrive.

2 When your whole family is going to the airport together, you can reserve a ..... . It's usually very comfortable and has space for all of your luggage.

3 It can be convenient to book a ..... if you want to drive but can't bring your own car.

4 Do you think I could take the ..... train? I know it's much faster, but I'm not sure it stops at my station on weekends.

5 My husband always gets an ..... seat. He likes to get up and walk around on long flights.

6 I hope it's a ..... flight. I get really scared every time the plane takes off or lands.

7 It's not a non-stop, but it's a ..... flight. You don't have to change planes, but the plane stops twice.

8 Are you kidding? The flight was ..... ? That was the last flight! Just ten minutes ago they said it was here and ready to board!

9 The airline ..... the flight, and when I got to the gate, the agent said another passenger had my seat. I had such bad luck!

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

A: On Saturday, ... (1 we / leave) for Cancún.

B: Really? ..... (2 you / book) a rental car there? There are some great places to explore.

A: No. I think ..... (3 we / stay) on the beach and rest. By the way, where ..... (4 you and Margo / go) for your vacation?

B: I'm not sure. But ..... (5 I / travel) to Bangkok on business next month, and ..... (6 I / take) a few days off to go sightseeing. I hear it's great.

For additional language practice . . .
♫ YORK TOP NOTCH POP • Lyrics p. 150
"Five Hundred Ways"
DIGITAL SONG DIGITAL KARAOKE

WRITING

Write two paragraphs—one about your most recent trip and one about your next trip. In the first paragraph, describe the transportation you took and write about any problems you had. In the second paragraph, write about the transportation you plan to take. Use be going to.

WRITING BOOSTER p. 147
• The paragraph
• Guidance for this writing exercise

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DIGITAL GAMES

ORAL REVIEW

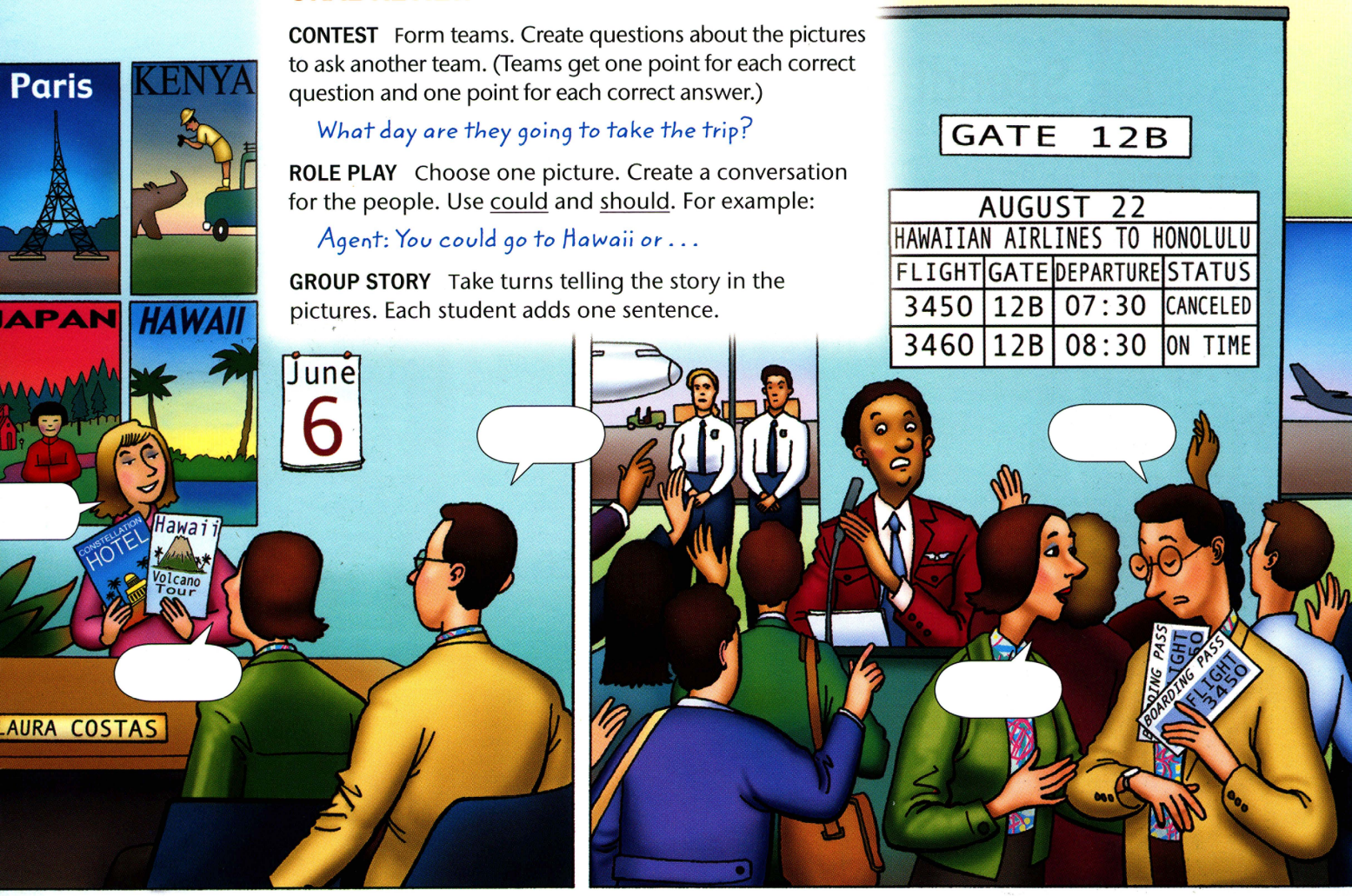
CONTEST Form teams. Create questions about the pictures to ask another team. (Teams get one point for each correct question and one point for each correct answer.)

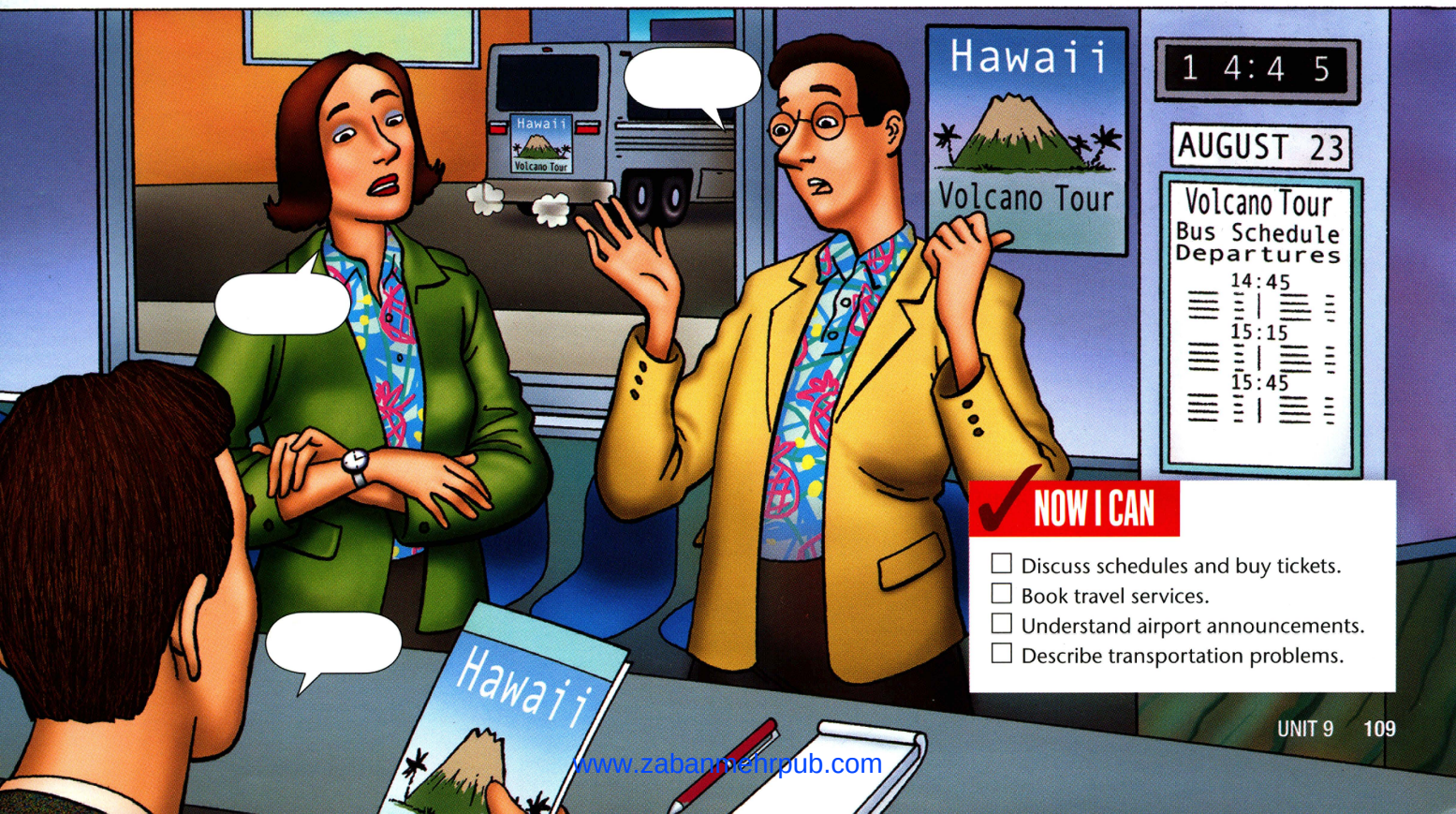
What day are they going to take the trip?

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

Agent: You could go to Hawaii or . . .

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





NOW I CAN

- ☐ Discuss schedules and buy tickets.
- ☐ Book travel services.
- ☐ Understand airport announcements.
- ☐ Describe transportation problems.

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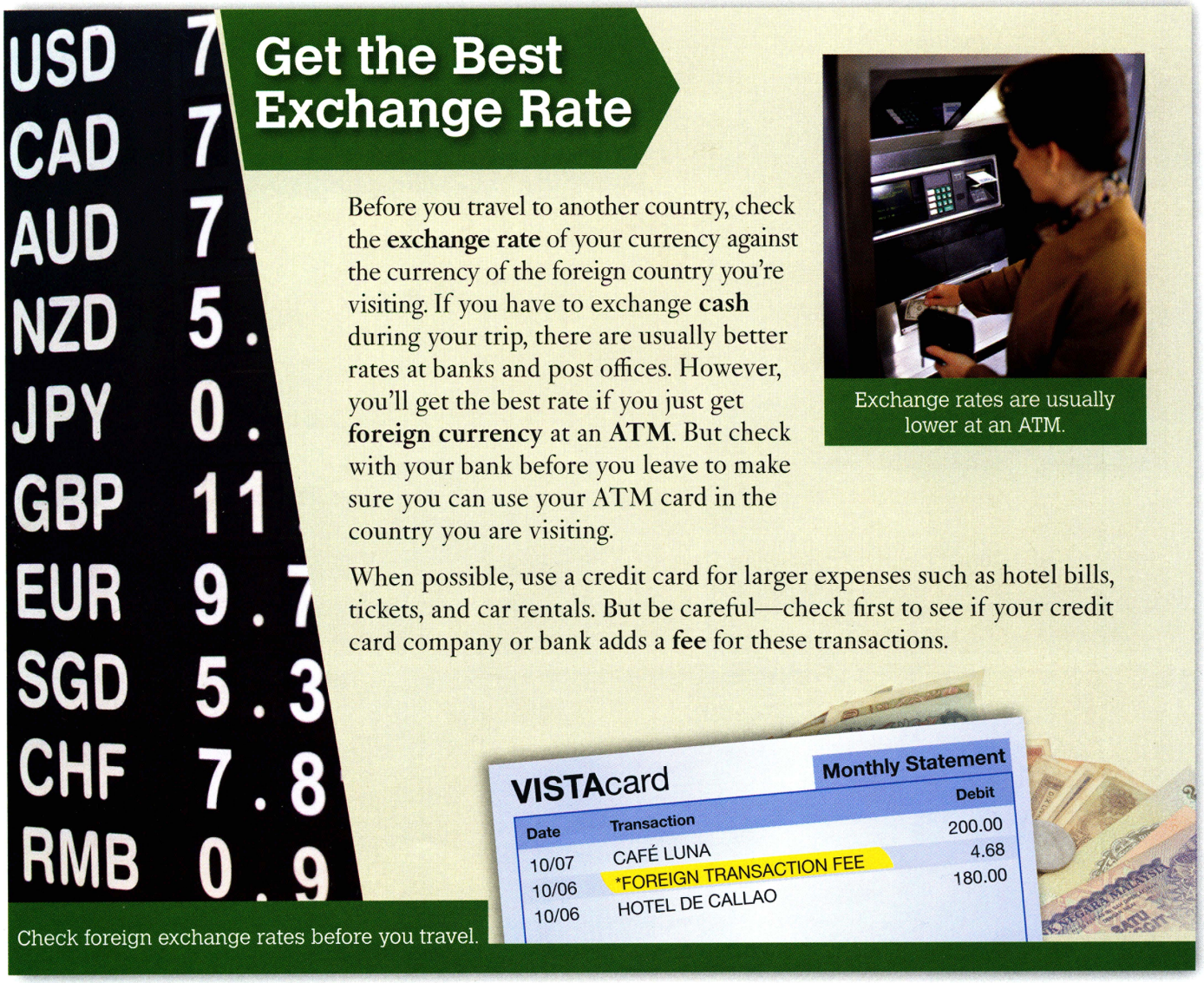
COMMUNICATION GOALS

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

UNIT 10 Spending Money

PREVIEW



Check foreign exchange rates before you travel.

Get the Best Exchange Rate

Exchange rates are usually lower at an ATM.

Before you travel to another country, check the **exchange rate** of your currency against the currency of the foreign country you're visiting. If you have to exchange **cash** during your trip, there are usually better rates at banks and post offices. However, you'll get the best rate if you just get **foreign currency** at an **ATM**. But check with your bank before you leave to make sure you can use your ATM card in the country you are visiting.

When possible, use a credit card for larger expenses such as hotel bills, tickets, and car rentals. But be careful—check first to see if your credit card company or bank adds a **fee** for these transactions.

A 5:23 **VOCABULARY** • ***Financial terms***
Listen and repeat.

an exchange rate
cash
foreign currency
an ATM
a fee

B **PAIR WORK** Ask and answer the questions.

1 Do you—or does anyone you know—ever exchange money for foreign currency? When? How?
2 When do people generally use cash? When do they usually use credit cards?

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

C 5:24 **PHOTO STORY** Read and listen to people shopping for souvenirs.

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

Pat: I'll bet they do. Let's go in here. They have some really nice stuff. And I want to get some souvenirs of our trip.

Jenn: Great!

Pat: Hey, what do you think of this?

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

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

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

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

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

Clerk: Forty euros.

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

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

D **FOCUS ON LANGUAGE** Find an underlined statement in the Photo Story with the same meaning as each of the following:

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

SPEAKING

PAIR WORK Complete the chart with your opinions of the advantages and disadvantages of credit cards and cash. Then discuss your ideas with a partner.

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

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GRAMMAR *Superlative adjectives*

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

Which projector is **the cheapest** of these three? (the + an adjective + est)
Which brands are **the most** (or **least**) **popular** in your store? (the most / least + an adjective)

▶5:26 **Irregular forms**
good → better (than) → **the best**
bad → worse (than) → **the worst**

the most = ↑
the least = ↓

▶5:25

adjective	comparative	superlative	adjective	comparative	superlative
cheap	cheaper (than)	**the cheapest**	comfortable	more / less comfortable (than)	**the most / least comfortable**
nice	nicer (than)	**the nicest**	portable	more / less portable (than)	**the most / least portable**
easy	easier (than)	**the easiest**	difficult	more / less difficult (than)	**the most / least difficult**
big	bigger (than)	**the biggest**	expensive	more / less expensive (than)	**the most / least expensive**

GRAMMAR BOOSTER p. 140
- Comparatives and superlatives: usage and form

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

1 The V5 is ..... (new) vacuum cleaner model from Zorax.
2 The Blendex is very inexpensive. It's ..... (cheap) blender we sell.
3 Compared to our other washing machines, the Laundrex 300 is ..... (easy to use).
4 The Focus C50 is ..... (popular) digital camera we sell.
5 The Vista PX is ..... (light) webcam you can buy.
6 Our customers say the My Juice 500 is ..... (practical) juicer available today.
7 You'll like the Morning Brew coffeemaker. It's ..... (difficult) to use.
8 If you don't want to spend a lot, the View Master is ..... (expensive) projector you can buy.
9 The Impress 400 isn't ..... (expensive) projector we have, but it is the best.

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

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

DIGITAL MORE EXERCISES

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CONVERSATION MODEL

A 5:27 Read and listen to someone asking for a recommendation.

A: I'm looking for a pressure cooker. Which is the least expensive?

B: The Steam 2000. But it's not the best. How much do you want to spend?

A: No more than $100.

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

A: Great! Could I have a look?

B 5:28 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

NOW YOU CAN Ask for a recommendation

DIGITAL VIDEO

A **CONVERSATION ACTIVATOR** With a partner, change the Conversation Model. Use superlative adjectives. Use the ads, or your own real ads, to ask for a recommendation. Then change roles.

A: I'm looking for ..... . Which is the ..... ?
B: The ..... . But it's not the ..... . How much do you want to spend?
A: No more than ..... .
B: Well, ...
A: ..... .

DON'T STOP!

Continue the conversation.

I'm also looking for [a coffeemaker].
Tell me about the [Brew King].

Do you accept credit cards?
Is there an ATM nearby?

I think I'll take the [Power X].

B **CHANGE PARTNERS** Ask for a recommendation for another type of product.

C **EXTENSION** Bring in newspaper ads for similar products. Use both comparative and superlative adjectives to discuss them.

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LESSON 2

GOAL Bargain for a lower price

CONVERSATION MODEL

A 5:29 Read and listen to someone bargaining for a lower price.

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

B 5:30 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

GRAMMAR *Too* and *enough*

When something is not satisfactory, use:

too + an adjective		not + adjective + enough
Those rugs are **too small**.	OR	Those rugs aren't **big enough**.
That camera is **too heavy**.	OR	That camera isn't **light enough**.

When something is satisfactory, use an adjective + enough.

This coffeemaker is **small enough**. I'll take it.

Be careful!
Don't say: This coffeemaker is ~~enough small~~.

GRAMMAR BOOSTER p. 141
- Usage: very, really, and too

GRAMMAR PRACTICE Read the conversations between customers and salespeople. Then complete each conversation. Use too or enough and an adjective from the list.

Adjectives
big
cheap
expensive
fast
heavy
light
quiet
slow
small

1 A: My photocopier is ..... . I'm ready for an upgrade!
B: OK. I have several models that are very fast. How much do you want to spend?

2 A: These jeans aren't ..... . They're very uncomfortable.
B: I'm so sorry. Let me get you a larger size. Here you go.

3 A: I like these portable speakers, but they really aren't ..... for travel.
B: Then check out this pair. They're lighter, and you can have them for $20.

4 A: Are you sure this microwave is ..... ? I'm a pretty busy guy.
B: Absolutely. The X11 is our fastest model. And I can give you a great price.

5 A: How about this fan? Listen. It's very quiet.
B: That's definitely ..... for my bedroom. And it's very affordable. I'll take it.

6 A: This jacket is a real bargain, sir. It's only $692.
B: $692? That's ..... . I don't want to spend that much.

DIGITAL MORE EXERCISES

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DIGITAL VIDEO COACH

PRONUNCIATION *Rising intonation for clarification*

A ▶5:31 Use rising intonation to ask for clarification. Read and listen. Then listen again and repeat.

1 A: Could I have a look at those bowls?
B: These small ones?
A: No, the big ones.

2 A: How much is that vase?
B: This green one?
A: That's right.

B **PAIR WORK** Place pairs of objects on your desk. Ask to have a look, and practice using rising intonation to ask for clarification.

"Could I have a look at those sunglasses?"

"These brown ones?"

DIGITAL FLASH CARDS

VOCABULARY *How to bargain*

A ▶5:32 Read and listen. Then listen again and repeat.

Buyer's language

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

Seller's language

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

B ▶5:33 **LISTEN FOR DETAILS** Listen to people bargain. Complete each statement with the amount they agreed on and the type of item.

1 The buyer pays ..... for the ..... .
2 The buyer pays ..... for the ..... .
3 The buyer pays ..... for the ..... .
4 The buyer pays ..... for the ..... .

NOW YOU CAN Bargain for a lower price

DIGITAL VIDEO

A **CONVERSATION ACTIVATOR** With a partner, imagine that you are in a place where bargaining is common. One of you is the buyer, and the other is the seller. Use the Vocabulary and the photos, or your own ideas. Then change roles. Start like this:

A: How much do you want for ..... ?

DON'T STOP!

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

B **CHANGE PARTNERS** Create a new conversation. Bargain for the other items.

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LESSON 3

GOAL Discuss showing appreciation for service

BEFORE YOU READ

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

READING 5:34

When Should I Tip?

It's the question every traveler asks.

In some countries around the world, you never have to tip. But in most countries—at least 180 of them—tipping is customary, and the rules can be quite complicated.

Restaurants

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

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

Taxis

In the U.S. and Canada, taxi drivers expect a tip of 15% of the taxi fare. However, in South America and many European countries, you don't usually tip taxi drivers. Instead, you can round off the fare and say, "Keep the change." (For example, if the fare is 3.80 euros, you just round it off to 4 euros.)

FOR YOUR INFORMATION
Never tip in these countries:

Japan
Korea
Malaysia
New Zealand
Singapore
Thailand
United Arab Emirates
Vietnam

Hotels

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

So check the Internet for information on tipping customs before you travel. And remember: You *never* have to tip if the service is terrible.

A CLASSIFY Circle <u>two</u> answers to each question, according to information in the Reading. Then explain.

1 In which countries is tipping customary?
a Thailand **b** New Zealand **c** Australia **d** Austria

2 In which countries do they almost always add a service charge to restaurant bills?
a France **b** the U.S. **c** Germany **d** United Arab Emirates

3 Who expects a U.S. $1 or $2 tip in most countries where tipping is customary?
a hotel clerks **b** hotel porters **c** hotel housekeepers **d** taxi drivers

4 In which countries should you never leave a tip on the table?
a the U.S. **b** Japan **c** Germany **d** Australia

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B **DRAW CONCLUSIONS** Read each person's question. Give advice, according to the Reading. Underline the place in the Reading where you can find the information.

"My class is flying to a sports event in Canberra, Australia, next week. I have two large bags. **If a porter helps me, how much should I tip?**"

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

"I'm going to New Zealand. I'm staying in a nice hotel for about six days. **How much should I tip the housekeeper?**"

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

DIGITAL MORE EXERCISES

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

NOW YOU CAN Discuss showing appreciation for service

A **FRAME YOUR IDEAS** How have you shown appreciation to someone for good service? Complete the questionnaire. Then tell a partner about your experiences.

- ☐ I left a tip.
- ☐ I gave a gift.
- ☐ I said "Thank you."
- ☐ I wrote a "thank-you" note.
- ☐ I sent an e-mail to the manager.
- ☐ Other: _____

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

B **NOTEPADDING** With a partner, write suggestions to a visitor to your country for how to show appreciation for good service. What should you do or say? Use your questionnaire above for examples.

Restaurant servers:

Taxi drivers:

Hotel housekeepers:

Hotel luggage porters:

Airport luggage porters:

Other:

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

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

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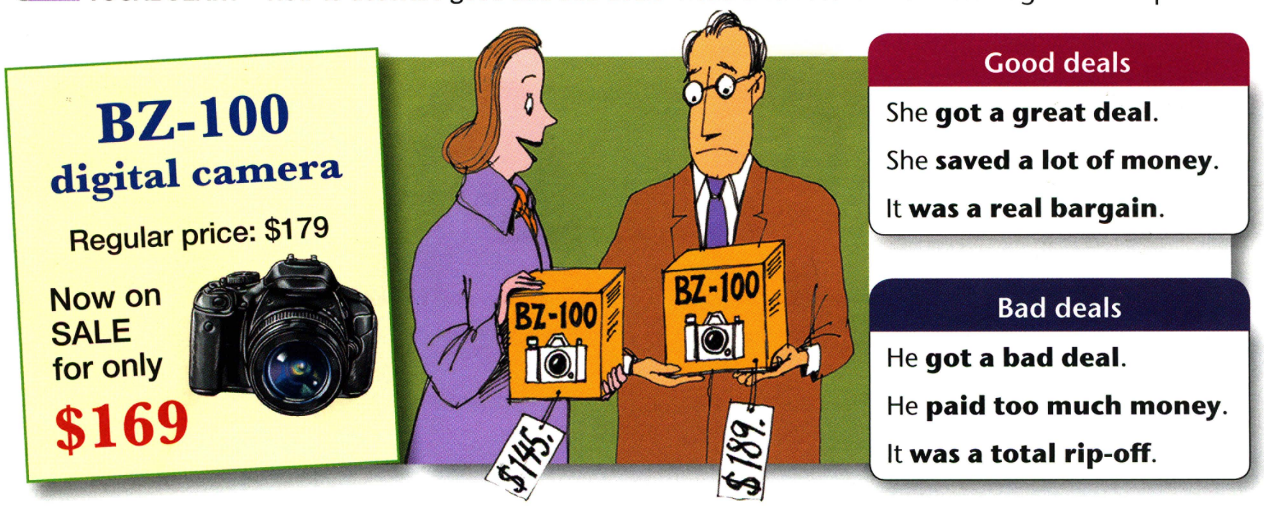
LESSON 4

GOAL Describe where to get the best deals

BEFORE YOU LISTEN

DIGITAL FLASH CARDS

A 5:35 **VOCABULARY** • ***How to describe good and bad deals*** Read and listen. Then listen again and repeat.



Good deals

She **got a great deal**.

She **saved a lot of money**.

It **was a real bargain**.

Bad deals

He **got a bad deal**.

He **paid too much money**.

It **was a total rip-off**.

B **ACTIVATE NEW VOCABULARY** Read about two shopping experiences. With a partner, write a two-sentence summary of each story, using the Vocabulary.

On my last business trip, I wanted to buy a handmade rug. So I went to a store that had some really nice stuff. I found a beautiful one, but the asking price was too high: US $900. I'm not very good at bargaining, but I figured it couldn't hurt to ask. So I said, "I can go as high as $350." We bargained for a long time, but the merchant didn't come down in price. Finally, we shook hands, and I turned to leave the store. The merchant was very surprised, and he stopped me. I thought the handshake meant "Sorry. That's too low." But it really meant "It's a deal." So I bought it for $350.

When I was on vacation, I decided to look for an antique vase. I found a beautiful blue and white one from the sixteenth century. I bargained with the salesperson about the price, and she came way down for me. I was almost out of cash, but I bought it. It was a bit more than I wanted to spend, but I really liked it. Later, a friend told me that the "antiques" in these shops aren't really antiques—they're actually new! I guess I paid too much, but it's still a nice souvenir of my trip.

LISTENING COMPREHENSION

A 5:36 **LISTEN FOR MAIN IDEAS** Listen to the conversations about shopping. Then listen again and complete the chart.

	What did the shopper buy?	Did the shopper get a good price?	
1		☐ yes	☐ no
2		☐ yes	☐ no
3		☐ yes	☐ no
4		☐ yes	☐ no

B 5:37 **LISTEN FOR DETAILS** Listen again. Write the price each person paid.

1 ..... euros 2 ..... pounds 3 ..... dollars 4 ..... pesos

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NOW YOU CAN Describe where to get the best deals

A **NOTEPADDING** Complete the chart with notes about places in your city or town. Include an example or a reason for each opinion you write.

Where can you buy . . .

the most unusual gifts?
The West Market has the coolest gifts! You can find anything there. And you can bargain for lower prices. I always love shopping there.

What are . . .	
the best restaurants?	the most expensive department stores?
the nicest hotels?	the most unusual markets?
Where can you buy . . .	
the best fruits and vegetables?	the least expensive clothes?
the coolest electronic products?	the most unusual gifts?

B **DISCUSSION** Compare your notes about places in your city or town and discuss where you can get the best deals.

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REVIEW

A 5:38 Listen to each conversation. Write the item that the people are talking about. Indicate whether the item is satisfactory (✓) or not satisfactory (✗) to the customer. Then listen again and circle the adjectives that the salesperson uses to describe the product.

	They're talking about . . .	Satisfactory?	Adjectives
1		☐	light / fast / cheap
2		☐	light / warm / beautiful
3		☐	tall / beautiful / affordable
4		☐	light / easy to use / affordable

B Complete the sentences.

1 If you're out of cash and the bank is closed, you can get money from ..... .

2 If there's a service charge on your check, you probably don't need to leave ..... .

3 In some places, you can ..... for a lower price.

4 Before you travel to a foreign country, you should check the .... of your currency and the currency of the place you're traveling to.

5 I got a real ..... . I saved a lot of money.

6 It was a total ..... . I paid too much money.

C Rewrite each sentence, using too or enough. For example:

That vase is too heavy. That vase isn't light enough.

1 Those cameras aren't cheap enough.

2 This printer is too slow.

3 The inside of the fridge isn't cool enough.

4 That restaurant is too noisy.

5 My flat screen TV isn't big enough.

6 Those pants aren't long enough.

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

1 The stores in Old Town have the most interesting gifts.

1

2

WRITING

Write a guide to the best places for a visitor to your city or town to stay in, visit, and shop.

Ideas

hotels theaters
stores neighborhoods
museums stadiums

WRITING BOOSTER p. 148
- Connecting contradictory ideas
- Guidance for this writing exercise

For additional language practice . . .
TOP NOTCH POP • Lyrics p. 150
"Shopping for Souvenirs"
DIGITAL SONG DIGITAL KARAOKE

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ORAL REVIEW

CONTEST Form teams. Create false statements about the products. Another team corrects the statements. (One point for each correction.) For example:

A: The EasyPix 500 is the lightest camera.
B: No. The CoolRay 6 is the lightest one.

ROLE PLAY Create conversations for the people.

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

NOW I CAN

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

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

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TOP NOTCH 1B

Grammar Booster

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Can and Have to: form and common errors

Be careful!

It **has to close** at 4:00.
NOT ~~It has to closes.~~
NOT ~~It has to closing.~~

Does he **have to go**?
NOT ~~Does he have to goes?~~
NOT ~~Does he has to go?~~

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

She **can play** golf very well.
NOT ~~She can plays.~~
NOT ~~She can to play.~~

Can he **play** tennis?
NOT ~~Can he plays?~~
NOT ~~Can he to play?~~

There are three negative forms of can.

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

Remember:

I / You / They / We **have to go** to class at 9:00.

She / He **has to go** to class at 8:00.

A Correct the sentences.

1 Can they ~~coming~~ come to the movie next week?
2 My mother-in-law have to go shopping this afternoon.
3 My cousin can't plays soccer tomorrow.
4 Does he has to meet his niece at the airport?
5 We're going to the beach this weekend, but I no can swim.
6 Alex can to go out for dinner tonight.
7 She doesn't have to working late tomorrow.
She cans go out for dinner.
8 Can he visits his in-laws next weekend?
9 You have to filling out an application for your English class.
10 Do we have to studying now? We're watching TV.

Can and have to: information questions

Can

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

Have to

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

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

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

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B Complete the questions, using the cues and can.

1 A: ..... basketball? (where / I / play)
B: Try the school. It isn't far.

2 A: ..... dinner? (when / we / have)
B: How about tomorrow night?

3 A: ..... walking? (where / I / go)
B: You can go to the park. It's very nice.

4 A: ..... ? (how often / you / exercise)
B: Not as much as I'd like to. I'm too busy.

5 A: ..... breakfast? (who / make)
B: What about Bill? He wakes up early.

6 A: ..... with about classes? (who / I / speak)
B: The receptionist can help you.

C Complete the questions and answers, using a form of have to.

1 A: ..... he ..... (do) tomorrow?
B: He ..... (go) to class.

2 A: ..... she ..... (call) the office?
B: She ..... (call) every morning.

3 A: ..... he ..... (go) to the airport?
B: He ..... (leave) here at 3:00.

4 A: ..... they ..... (send) the form to?
B: They can't send it. They ..... (take) it to the office.

5 A: ..... you ..... (meet) after class?
B: I ..... (meet) my sister. We're going to the movies.

6 A: ..... (help) the teacher after class?
B: Chris and Tania. They ..... (clean) the board.

Can and be able to: present and past forms

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

I **can play** the violin. = I **'m able to play** the violin. (ability)
Bill **can meet** you at six. = Bill **is able to meet** you at six. (possibility)
He **can't swim**. = He **isn't able to swim**. (ability)
They **can't call** this afternoon. = They **aren't able to call** this afternoon. (possibility)

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

When I was four I **could ride a bike** (or **was able to ride a bike**).
They **could speak** (or **were able to speak**) French before they were ten.
She **couldn't be** (or **wasn't able to be**) there yesterday because she had a meeting.
We **couldn't understand** (or **weren't able to understand**) the directions.

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

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

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

1 She can swim very well.
2 They can't ride a bicycle.
3 I can't finish this report today.
4 George can meet you at the airport.
5 Lucy can't take the bus to the mall.
6 We can call you before the meeting.

E On a separate sheet of paper, change the statements from the present to the past. More than one correct answer may be possible.

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

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The simple present tense: non-action verbs

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

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

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

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

Some non-action verbs

be	miss
have	need
know	see
like	understand
love	want

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

Hi Keith,

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

Maggie

The simple present tense: placement of frequency adverbs

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

I am usually at the pool on Saturdays.
I usually go to the pool on Saturdays.

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

Sometimes I go to the mall on Saturdays.
I go to the pool occasionally.

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

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

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

Hank usually doesn't go running on the weekend.
Hank doesn't usually go running on the weekend.

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

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

Be careful! Use the frequency adverb never or not + ever to form the negative. Don't use never with a negative verb.

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

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Time expressions

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

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

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

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

Some time expressions

every week
every other day
once a month
twice a year
three times a week

Other expressions

once in a while
a lot

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

1 She plays usually golf on Sunday.
2 They go to the park hardly ever.
3 I always am hungry in the afternoon.
4 We once in a while have eggs for breakfast.
5 Penny doesn't never exercise.
6 Never I go swimming at night.
7 Vivian doesn't drink always coffee.
8 Corey and I play twice a week tennis together.
9 We go often bike riding in the afternoon.
10 She is every day late for class.

UNIT 7 *Lesson 1*

The past tense of be: form

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

I was in Rome yesterday. They were in Paris.
She wasn't on time. They weren't early.

Begin yes / no questions with Was or Were.

Was your flight late? Were you late?

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

How long was your vacation? How many people were there?
Where was your passport? Where were your tickets?

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

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

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

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

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

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

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

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

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

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The simple past tense: spelling rules for regular verbs

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

For verbs ending in -e or -ie, add -d.
smile → smiled tie → tied

For one-syllable verbs ending in one vowel + one consonant, double the consonant and add -ed.
stop → stopped plan → planned

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

If the second syllable is stressed, double the consonant and add -ed.
pre • fer → preferred

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

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

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

A Write the simple past tense form of the verbs.

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

B Write the simple past tense form of these irregular verbs.

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

The simple past tense: usage and form

Use the simple past tense to talk about completed actions in the past.
My grandparents **went** to Paris in April.
Last year, we **played** tennis and **did** aerobics every day.

Negative forms

Use didn't + the base form of a verb.
He **didn't go** out last weekend. NOT He didn't ~~went~~ out last weekend.
They **didn't have** a good time. NOT They didn't ~~had~~ a good time.

Questions

Begin yes / no questions with Did. Use the base form of the verb.
Did you **go** swimming every day? NOT Did you ~~went~~ swimming every day?

Begin information questions with a question word followed by did. Use the base form of the verb.
Where **did** you **go** shopping? When **did** he **arrive**? What **did** they **eat** every day?

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

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

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

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

UNIT 8 *Lesson 1*

Direct objects: usage

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

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

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

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

Indirect objects: usage rules and common errors

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

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

Be careful! When a sentence contains a prepositional phrase and a direct object, the direct object comes first.

Mindy wrote a letter to her parents. NOT Mindy wrote ~~to her parents a letter~~.

When a sentence contains a direct object and an indirect object, the indirect object comes first.

Mindy wrote them a letter. NOT Mindy wrote ~~a letter them~~.

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

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

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

1 They never buy me dinner. (for)
They never buy dinner for me.
2 He always gives me the check. (to)
3 I sent my colleagues the tickets. (to)
4 His friend showed him the check for dinner. (to)
5 She'd like to get her mother a book. (for)

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

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

UNIT 8 *Lesson 2*

Comparative adjectives: spelling rules

Add -er to one-syllable adjectives. If the adjective ends in -e add -r.
tight → tighter loose → looser

If an adjective ends in (or is) a consonant-vowel-consonant sequence, double the final consonant before adding -er.
hot → hotter

For most adjectives that end in -y, change the y to i and add -er.
pretty → prettier busy → busier

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

When comparing two people or things that are both in the sentence, use than when the second person or thing is mentioned.
She's less practical than her sister. The weather is warmer there than here.

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

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

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

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

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Modals can, could, and should: meaning, form, and common errors

Meaning

Use can to express ability or possibility.

Jerome **can** speak Korean. I **can** be there before 8:00.

Use could to offer an alternative or to make a weak suggestion.

They **could** see an old movie like *Titanic*, or they **could** go to something new.
You **could** eat a healthier diet.

Use should to give advice, to make a strong suggestion, or to express criticism.

You **should** think before you speak.

Form

Modals are followed by the base form of the main verb of the sentence, except in short answers to questions.

You **can eat** at a lot of good restaurants in this neighborhood.
Who **should read** this? They **should**.
Can you **see** the moon tonight? Yes, I **can**.

Use not between the modal and the base form.

You shouldn't stay at the Galaxy Hotel. They can't take the express.

In yes / no questions, the modal precedes the subject of the sentence. In information questions, the question word precedes the modal.

Yes / no questions	Information questions
Should I buy a round-trip ticket?	**When should** they leave?
Can we make the 1:05 flight?	**Why should** they go?
Could she take an express train?	**Which** trains **could** I take?
	Who could they call?

BUT: Note the word order when Who is the subject.

Who can give me the information? (The travel agent can.)

Common errors

Never add -s to the third-person singular form of modals.

He **should buy** a ticket in advance. NOT ~~He shoulds buy~~ a ticket in advance.

Never use to between modals and the base form.

You **could take** the train or the bus. NOT You ~~could to take~~ the train or the bus.

Circle the correct phrases to complete the sentences.

1 Who (should buy / should to buy) the tickets?
2 Where (I can find / can I find) a hotel?
3 You (could to walk / could walk) or (take / taking) the bus.
4 (I should to call / Should I call) you when I arrive?
5 We (can to not take / can't take) the bus; it left.
6 When (should you giving / should you give) the agent your boarding pass?
7 Which trains (can get / can getting) me there soon?

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Expansion: future actions

There are four ways to express future actions, using present forms.

Be going to

Be going to + base form usually expresses a future plan or certain knowledge about the future.

I'm going to spend my summer in Africa. She's going to get a rental car when she arrives.
It's going to rain tomorrow.

The present continuous

The present continuous can also express a future plan.

We're traveling tonight. They aren't wearing formal clothes to the wedding.
I'm not eating at home tomorrow.

The simple present tense

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

This Monday, the express leaves at noon. The flight arrives at 9:00 tonight.

The present of be

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

The wedding is on Sunday.

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

1 The bus ..... at 11:00. It ..... at 8:00.

2 **A:** When ..... the flight .....?
B: It ..... at 23:30.

3 **A:** What time ..... the train ..... in Beijing?
B: At 10:20 P.M.

4 **A:** ..... the train ..... at 7:00?
B: Yes, it does.

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

1 What are your plans for your next vacation?

2 What are you going to do this weekend?

3 What are you doing this evening?

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Comparative and superlative adjectives: usage and form

Usage

Comparative adjectives compare two people, places, or things. Use than when the second item is mentioned.

Mexico City is larger than Los Angeles.
Compared with Los Angeles, Mexico City is larger.

Housing in New York is more expensive than in Lima.
Compared with Lima, housing is more expensive in New York.

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

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

Be careful! Use the with superlative adjectives.

Don't say: Mexico City is ~~largest~~.

Form

adjective	comparative adjective	superlative adjective
cheap	cheaper (than)	the cheapest
expensive	more expensive (than)	the most expensive
practical	less practical (than)	the least practical

Superlative adjectives: spelling rules

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

cheap → the cheapest
loose → the loosest

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

hot → the hottest

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

pretty → the prettiest
busy → the busiest

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

Car trips are the least expensive vacations.
Cruises are the most relaxing vacations.

A Write *both* the comparative and superlative form of each adjective.

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

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

1 That dinner was ..... (delicious) meal we had on our vacation.
2 The Caribbean cruise is ..... (relaxing) of our vacation packages.
3 The Honsu X24 is a good camera, but the Cashio is ..... (easy) to use.
4 We have several models, but I'd say the R300 is ..... (popular).
5 I like that rug, but I think this one is ..... (beautiful).
6 Our vacation in Brazil was ..... (nice) our vacation in Italy last year.
7 All three stoves look good. But which one is ..... (easy) to use?
8 I like both the J12, the Summit, and the Pro tablets, but which one's ..... (small)?
9 Which of these three plates do you think is ..... (pretty)?
10 I can't decide if I should read this book or that one. Which one is ..... (interesting)?

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Intensifiers very, really, and too

Intensifiers make the meaning of adjectives stronger.
Very and really have the same meaning. They can intensify adjectives with a positive or negative meaning.
That restaurant is **really** (or **very**) **good**. I want to go there.
That movie is **really** (or **very**) **scary**. I don't want to see it.

Too also makes the meaning of adjectives stronger. But too expresses the idea of "more than enough." Too usually has a negative meaning.
That movie is **too long**. I don't want to see it.
This restaurant is **too expensive**. I'm not going to eat here.

Be careful! Don't use too to intensify adjectives with a positive meaning. Use very and really.
This camera is **very affordable!** NOT This camera is ~~too affordable~~!

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

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

B Complete each conversation, using too or enough.

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

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TOP NOTCH 1B

Writing Booster

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UNIT 6

Punctuation of statements and questions

Use a period at the end of a statement.
I go to the gym every morning.

Use a question mark at the end of a question.
What do I do to stay in shape?

Use an exclamation point at the end of a sentence if you want to indicate that something is funny or surprising.
The truth is I'm a couch potato!

period = .
question mark = ?
exclamation point = !
comma = ,

Remember:
Use commas to connect more than two ideas in a series.
I go to the gym, go running in the park, and go bike riding every weekend.

It's common, but not necessary, to use a comma before and or but when you connect two ideas.
I eat well, but I don't exercise.

A On a separate sheet of paper, rewrite each statement or question, using correct punctuation. Remember to begin each one with a capital letter.

1 I really don't have time to exercise
2 do you get enough sleep every night
3 my friends think I exercise a lot but I don't
4 we go running bike riding and swimming in the summer
5 my father never eats sweets but I do
6 what do I do on weekends
7 my younger brothers eat junk food watch TV and stay up late every night
8 am I a couch potato

B **Guidance for the Writing Exercise (on page 72)** Use the Ideas to write three questions with "I." Use these questions to introduce each topic in your description of your exercise and health habits. Be sure to check all your sentences and questions for correct punctuation.

What foods do I eat? I usually eat healthy foods during the week, but . . .

Ideas
- the foods you eat
- the foods you avoid
- your exercise routine

UNIT 7

Time order

Use a time clause in a sentence to show the order of events.
We visited the old part of town after we had lunch.
We checked into our hotel before we had lunch.

You can begin a sentence with a time clause. Most writers use a comma when the time clause comes first.
After we had lunch, we visited the old part of town.
Before we had lunch, we checked into our hotel.

Use transition signals to show time order in a paragraph. Use First to begin a series and Finally to end one. Use Then, Next, and After that to indicate a series of events. Commas are optional.
First, we checked in to our hotel. After we had lunch, we visited the old part of town and took pictures. Then, we went to the beach and lay in the sun for a while. Next, we played golf. After that, we went shopping and bought a rug. Finally, we went back to our hotel.

A On a separate sheet of paper, use the cues to write sentences. Begin each sentence with a time clause.

1 (before) First we had lunch. Then we went to the beach.
Before we went to the beach, we had lunch
2 (after) First we visited Rome. Then we went to Venice.
3 (before) First they went snorkeling. After that, they had lunch.
4 (after) He arrived in Miami on Saturday. Then he looked for a hotel.
5 (before) I spent three days in Mexico City. Next I flew to Cancún.
6 (after) She got back from the airport. After that, she called her mother.
7 (before) The weather was beautiful. Then it rained.

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B On a separate sheet of paper, rewrite the paragraph, using time-order transition words.

> Let me tell you about my trip. I flew from New York to London, and I spent two days there. I took the train through the Chunnel to Paris. Paris was amazing. I got a car and drove to Rome. It was a long drive, but it was really scenic. I took a boat to the island of Sardinia. It was very beautiful. I flew back to London and back home to New York.

C **Guidance for the Writing Exercise (on page 84)** Write sentences describing your vacation in the order that the events happened. Then use your sentences to write your paragraph, using time clauses and time-order transition words.

UNIT 8

Connecting ideas with because and since

A clause with because or since presents a reason. There's no difference in meaning between because and since in the following sentences.

I'm going to Paris because I love French food.
He's not wearing a jacket since it's really warm today.

In speaking, it's OK to answer a question using only a clause with because or since.

A: Why are you wearing jeans?
B: Because it's a really casual restaurant.

In writing, however, a clause beginning with because or since is not a sentence; it's an incomplete thought. To make the thought complete, connect the clause beginning with because or since to a sentence.

I wear jeans at that restaurant because it is a really casual restaurant.

A clause with because or since can come at the beginning or the end of the sentence. When it comes at the beginning, use a comma. It's good writing style to vary placement so all sentences don't sound the same.

I eat vegetables every day because they are healthy.
Because they are healthy, I eat vegetables every day.

Remember:
In English, a sentence is a group of words containing a subject and a verb. It expresses a complete thought.

A On a separate sheet of paper, connect and rewrite the sentences, using clauses with either because or since. **Be careful!** Make sure the clause with because or since presents a reason.

1. I'm wearing a sweater. I feel cold.
2. She called her brother. It was his birthday.
3. He bought a blue blazer. He needed it for a business trip.
4. They didn't have a ticket for the concert. They stayed home.
5. Our printer is broken. We have to get a new one.

B On a separate sheet of paper, answer each question with a complete sentence containing a clause with because or since.

1. Why do you like Latin music?
   I like Latin music because it is happy music.
2. Why are you studying English?
3. Why is a clothing store better than a clothing website?
4. Why do people like malls?
5. Why are running shoes more comfortable than formal shoes?

C **Guidance for the Writing Exercise (on page 96)** Write a list of at least five clothing do's and don'ts for appropriate dress in your country. Explain the reasons for the tips, using because and since. Use your sentences as a guide to help you write your letter or e-mail.

Don't wear jeans to formal restaurants because people here usually wear smart clothes to go out.

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The paragraph

A paragraph is a group of sentences that relate to a topic or a theme. When your writing contains information about a variety of topics, it is convenient to divide your writing into separate paragraphs.

Traditionally, **the first word of a paragraph is indented**. (Sometimes new paragraphs, especially in books, are not indented. Instead, a separation is made by leaving a blank line space, as follows.)

In the writing model to the right, the first paragraph is about the U.S., and the second paragraph is about Tanzania. Dividing the writing into two paragraphs makes it easier to read and understand.

Clothing customs in different countries

Clothing customs in the United States are generally liberal, although in some places people dress more formally than in others. For example, in casual social settings, the dress code is almost "anything goes," and, in the summer, it's not unusual for people to go to nice restaurants in shorts and sandals. In offices and formal restaurants, though, people generally dress more conservatively in all seasons of the year.

Far away in East Africa, on the other hand, clothing customs are much more conservative, especially for women. Women should keep their shoulders covered, even in hot weather, and sleeveless shirts are always inappropriate. Skirts and pants should go to below the knees. In cities, and for business, a lightweight suit is appropriate for both men and women.

blank line space

A Write a check mark in the place or places where a new paragraph could or should start. Then, on a separate sheet of paper, copy the paragraphs, indenting each one.

Famous families

Jackie Chan is a movie star and singer from Hong Kong. His wife, Joan Lin, is an actress from Taiwan. They have a son, JC Chan. He's a singer and actor in the United States. Another famous family is the Williams family. Venus and Serena Williams are famous tennis players. Their mother's name is Oracene Price. Their father, Richard Williams, was their coach. Still another famous family is the Fernández family from Mexico. Vicente and Alejandro are father and son. They are both singers, and they are famous all over Latin America.

B **Guidance for the Writing Exercise (on page 108)** Use the Ideas and your answers to the questions below as a guide to help you write your two paragraphs.

Ideas

A trip to visit friends or relatives	A trip to and from school
A trip to and from work	A vacation

Paragraph 1

Begin your paragraph with an opening statement, such as: Last month, I went to ___.

- Where did you go?
- What kind of transportation did you take?
- Were there any transportation problems? If so, what were they?
- When did you leave?
- Who did you travel with?
- What did you do when you were there?
- When did you get back?

Paragraph 2

Begin your next paragraph with an opening statement, such as: On my next trip, . . .

- Where are you going to go?
- What kind of transportation are you going to take?
- Do you think you are going to have transportation problems on your next trip? Why or why not?
- When are you leaving?
- Who are you traveling with?
- What are you going to do when you are there?
- When are you getting back?

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UNIT 10

Connecting contradictory ideas: even though, however, on the other hand

Use even though to connect contradictory ideas in a sentence. (A comma is optional before even though when it comes at the end of the sentence.)

Bee Flowers is the most popular shop in town **even though it's quite expensive**.
You can bargain for low prices at Marty's, **even though the service isn't very friendly**.

Always use a comma if the clause that begins with even though comes first.

Even though it's quite expensive, Bee Flowers is the most popular shop in town.
Even though the service isn't very friendly, you can bargain for low prices at Marty's.

Use however or on the other hand at the beginning of a sentence to connect contradictory ideas from one sentence to another. Use a comma.

You can bargain for low prices at Marty's. **However,** the service isn't very friendly.
Bee Flowers is quite expensive. **On the other hand,** it's the most popular shop in town.

Be careful! Don't use however or on the other hand to combine clauses in a sentence.

Don't write: You can bargain for low prices at Marty's, ~~however the service isn't very friendly~~.

A On a separate sheet of paper, combine each pair of sentences into one sentence, using even though to begin each one.

1 You can find some good deals at the Savoy Hotel. Their rooms are the most expensive in town.
2 You can bargain for really low prices at the Old Market. It isn't the prettiest place to shop.
3 The Philcov X30 is easy to use and not too expensive. It isn't the most popular camera.
4 The prices of smart phones are getting lower every year. They can still be very expensive.
5 The Samson camcorder is the most professional camera you can buy. It isn't the lightest.

B Now rewrite the sentences, using however or on the other hand.

C **Guidance for the Writing Exercise (on page 120)** Write at least six sentences about places to shop in your town or city. Use even though, however, and on the other hand. Use your sentences to help you write your guide.

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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**are**
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		
d	**d**ie	ʒ	mea**s**ure, vi**s**ion
k	**c**ame, **k**ey, **qu**ick	h	**h**ot, **wh**o
g	**g**ame, **g**uest	m	**m**en
tʃ	**ch**urch, na**t**ure, wa**tch**	n	su**n**, **kn**ow, **pn**eumonia
dʒ	**j**u**dg**e, **g**eneral, ma**j**or	ŋ	su**ng**, ri**ng**ing
f	**f**an, **ph**otogra**ph**	w	**w**et, **wh**ite
v	**v**an	l	**l**ight, **l**ong
θ	**th**ing, brea**th**	r	**r**ight, **wr**ong
ð	**th**en, brea**th**e	y	**y**es
s	**s**ip, **c**ity, **ps**ychology		
ɾ	bu**tt**er, bo**tt**le		
t̚	bu**tt**on		

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TOP NOTCH 1B

THIRD EDITION

WORKBOOK

JOAN SASLOW
ALLEN ASCHER

with Barbara R. Denman and Julie C. Rouse

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UNIT 6

Staying in Shape

PREVIEW

1 **Look at the pictures. Name each activity. Write the letter on the line.**

_____ 1. swimming
_____ 2. walking
_____ 3. doing aerobics
_____ 4. playing soccer
_____ 5. cooking dinner
_____ 6. running
_____ 7. lifting weights
_____ 8. sleeping

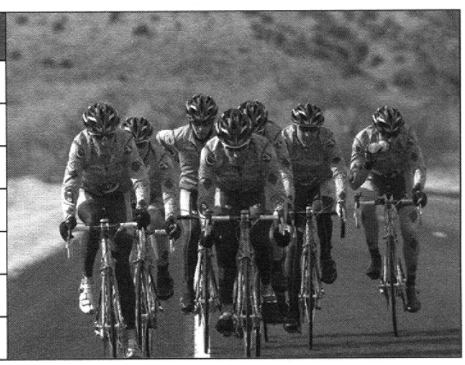
2 **Choose the correct response. Write the letter on the line.**

1. Kate has football class on Mondays. She goes to football _____ .
2. The first thing I do in the morning is drink coffee. I drink coffee _____ .
3. I play basketball, but not as much as I'd like to. I _____ play.
4. Anna's husband does all the cooking. Anna _____ cooks.
5. Jim and Dean always play golf on Saturday or Sunday. They play golf _____ .

a. almost never
b. every weekend
c. never
d. every day
e. once a week

3 **How often do you do these activities? Complete the chart.**

Activity	How often?
ride a bike	
eat in a restaurant	
shop for clothes	
shop for food	
watch TV	
clean your house	
exercise	



4 **Answer the questions. Use your own words.**

1. "What are you up to?"
   YOU _____
2. "Are you in shape or out of shape?"
   YOU _____
3. "What are you crazy about?"
   YOU _____

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5 **Complete the sentences. Use have to or has to.**

1. I _____ go to class this morning. Do you have my textbook?
2. She can sleep late tomorrow. She doesn't _____ work until 10:30.
3. My brother isn't healthy. He _____ exercise more.
4. They don't _____ pick us up at the train station. We can take a taxi.
5. Pete _____ buy a new digital camera. His old one isn't working.
6. Do you _____ work next Saturday?
7. We _____ finish our report before the next sales meeting.

6 **Write sentences. Use words from each box.**

I My parents My teacher My friend My boss My brother	+	has to don't have to can can't have to doesn't have to
+		work late on Friday. play tennis this weekend. go to school. study English. go shopping this weekend. cook dinner tonight. sleep late tomorrow morning.

1. My brother doesn't have to study English.
2. _____
3. _____
4. _____
5. _____

7 **Look at the responses. Write questions with can or have to.**

1. **A:** (Gail / speak Polish) Can Gail speak Polish _____?
   B: No. She speaks English and French.
2. **A:** (you / play basketball tonight) _____?
   B: Sure. I'm not busy.
3. **A:** (you / meet your brother at the airport) _____?
   B: No, I don't. He's taking a bus.
4. **A:** (I / call you tomorrow) _____?
   B: OK. That would be great.
5. **A:** (Frank / buy a new printer) _____?
   B: No. He fixed his old one.
6. **A:** (they / take the exam on Friday) _____?
   B: Yes, they do. They're studying tonight.

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8 **Look at Paula's daily planner. Answer the questions about her schedule.**

Daily Planner

	FRIDAY	SATURDAY	SUNDAY
9:00	Arrive at the office	English class	
11:00			
1:00	Sales meeting	Lunch with Dad	Clean the house
3:00			
5:00	Leave the office	Shop for a new cell phone	Cook dinner
7:00	Do aerobics		See a movie with Sara

1. Can Paula go running Saturday morning at 9:00?
   No, she can't. She has to study English.
2. What does Paula have to do on Sunday afternoon?
   _____
3. Does Paula have to work on Friday?
   _____
4. Why can't Paula do aerobics Sunday night at 7:30?
   _____
5. Can Paula sleep late on Sunday morning?
   _____

9 **Choose the correct response. Circle the letter.**

1. "Why don't we go bike riding this weekend?"
   a. Too bad. **b.** Sounds good. **c.** Don't bother.
2. "I'd love to go walking with you sometime."
   a. When's good for you? **b.** Want to come along? **c.** What are you up to?
3. "When's good for you?"
   a. Sorry, I can't. **b.** How about Thursday? **c.** Once a week.
4. "Saturday at noon is perfect."
   a. I'm sorry to hear that. **b.** Well, how about Sunday? **c.** Great. See you then.

LESSON 2

10 **Complete the sentences with places from the box.**

gym	athletic field	pool	court	track	course

1. The school _____ is used for a lot of different sports. Students play football and soccer in the fall and baseball in the spring.
2. You can take an aerobics class or use exercise machines at a _____ .
3. The hotel has a tennis _____ and an 18-hole golf _____ .
4. On Fridays, there are water aerobics classes in the swimming _____ .
5. You can go running or walking on a _____ .

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11 **Look at Dave's activity schedule for September. Then complete the sentences. Circle the letter.**

Dave's Activity Schedule — *September*

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 lift weights at the gym 5:30 PM	2	3 play basketball 7:00 PM	4 lift weights at the gym 5:30 PM	5 study English 8:45 PM	6 lift weights at the gym 5:30 PM
7 clean the house 10:00 AM	8 lift weights at the gym 5:30 PM	9 lift weights at the gym 5:30 PM	10 play basketball 7:00 PM	11 lift weights at the gym 5:30 PM	12 study English 8:45 PM	13 go running at the track 12:00 PM
14 clean the house 10:00 AM	15 go running at the track 7:00 PM	16 lift weights at the gym 5:30 PM	17 play basketball 7:00 PM	18 lift weights at the gym 5:30 PM	19	20 lift weights at the gym 10:00 AM play golf 3:00 PM
21 clean the house 10:00 AM lift weights at the gym 1:00 PM	22 lift weights at the gym 5:30 PM	23 lift weights at the gym 5:30 PM	24 play basketball 7:00 PM	25 lift weights at the gym 5:30 PM	26 study English 8:45 PM	27 go bike riding 5:00 PM
28 clean the house 10:00 AM	29 lift weights at the gym 5:30 PM	30				

1. Dave _____ goes bike riding.
   a. hardly ever **b.** never **c.** always
2. Dave _____ cleans the house on Sundays.
   a. always **b.** sometimes **c.** never
3. Dave lifts weights _____.
   a. once a week **b.** at least three times a week **c.** every day
4. Dave plays basketball _____.
   a. on Tuesdays **b.** on Wednesdays **c.** on weekends
5. Dave usually lifts weights _____.
   a. in the evening **b.** in the morning **c.** in the afternoon
6. Dave _____ goes running.
   a. once a month **b.** every weekend **c.** almost never

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12 **Write sentences about your own activities.**

Examples: I eat in a restaurant every weekend.
I almost never ride a bike.

1. _____
2. _____
3. _____
4. _____
5. _____

13 **Look at the responses. Complete the questions. Use the simple present tense.**

1. **A:** How often does Jim play tennis _____?
   B: Jim almost never plays tennis.
2. **A:** How often _____?
   B: I go walking every day.
3. **A:** When _____?
   B: I usually cook dinner at 7:00.
4. **A:** When _____?
   B: They go walking on Friday afternoons.
5. **A:** Where _____?
   B: We do aerobics at the gym.
6. **A:** Where _____?
   B: Kyle plays soccer at the athletic field.

14 **Write sentences. Use the simple present tense or the present continuous.**

1. Charlie / usually / play golf / on weekends
   Charlie usually plays golf on weekends.
2. Adam / talk on the phone / right now
   _____
3. My stepbrother / hardly ever / clean the house
   _____
4. We / go walking / this afternoon
   _____
5. I / sleep late / tomorrow morning
   _____
6. Cindy / go swimming / twice a week
   _____
7. Deanna / almost always / watch TV / on weeknights
   _____
8. They / work late / next Tuesday
   _____

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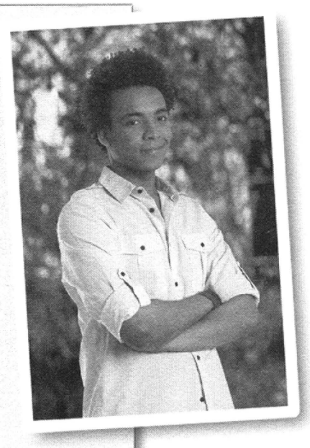
15 **Choose the correct response. Write the letter on the line.**

_____	1. "How often do you do aerobics?"	a.	Because I'm too busy.
_____	2. "Where are you off to?"	b.	No, I'm not. I'm watching TV.
_____	3. "How often do you go swimming?"	c.	I go to the gym once a week.
_____	4. "When do you go walking?	d.	I hardly ever go to the pool.
_____	5. "How come you're not going running tonight?"	e.	On Friday afternoons.
_____	6. "Are you studying right now?"	f.	I'm meeting my sister at the pool in 15 minutes.

LESSONS 3 and 4

16 **Read the letters to a health magazine advice column.**

Dear In-Shape,



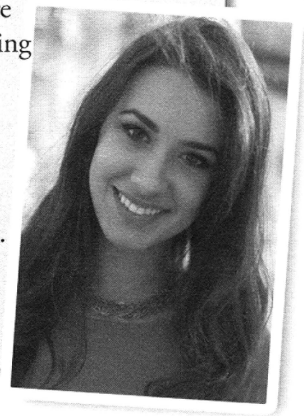
I have two health questions for you. I'm an athlete. I play baseball for my university team, and I go running every day. I exercise all the time. I think I'm in terrific shape, but I'm worried that I exercise too much. That's my first question—how much exercise is too much?

My second question is about my diet. I try to eat healthy. I hardly ever eat pizza, fast food, or other snacks. I never drink soft drinks. But I have one really bad habit: I have a sweet tooth! I eat too much chocolate, candy, cake, and ice cream. How can I cut down on sweets?

—Ron Miller

Dear In-Shape,

I need some exercise advice! I don't feel very healthy. I get tired just walking from my house to my car! My doctor said that I have to exercise more. I'm sure that she's right. I should get out of the house more often. My husband goes running every day, but I never go running with him. I'm a couch potato. My big activity is watching movies—I watch a movie just about every night. Unfortunately, you don't burn many calories watching TV!



By the way, the problem is not my diet. I generally try to eat foods that are good for me, like fish, vegetables, and fruit. I avoid snacks, and I almost never eat sweets!

—Nina Hunter

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Now read the letters on page 55 again. Complete the chart about Ron's and Nina's diet and exercise habits. Check the boxes.

	Ron Miller	Nina Hunter
is in shape	☐	☐
is out of shape	☐	☐
eats junk food	☐	☐
avoids sweets	☐	☐
is crazy about sweets	☐	☐

17 Read the sentences about Ron and Nina. Check true, false, or no information.

	true	false	no information
1. Ron doesn't have time to exercise.	☐	☐	☐
2. Ron generally avoids junk food.	☐	☐	☐
3. Ron usually drinks a lot of water.	☐	☐	☐
4. Nina never eats fish.	☐	☐	☐
5. Nina doesn't exercise regularly.	☐	☐	☐
6. Nina doesn't eat healthy foods.	☐	☐	☐

18 Are you in shape? Do you have a healthy diet? Explain your answers.

I don't have a healthy diet. I almost never eat vegetables . . .

19 Read the articles on page 70 of the Student's Book again. Answer the questions.

EXTRA READING COMPREHENSION

1. Why can't Mark Zupan move his arms and legs normally? _____
2. What is Zupan's nickname? _____
3. What sport does he play? _____
4. What does he do to stay in shape? _____
5. What does he do in his free time? _____
6. What is Bethany Hamilton's sport? _____

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7. How did Hamilton lose her arm? _____
8. What does she do when she's not surfing? _____
9. What is her advice? _____

GRAMMAR BOOSTER

A **Rewrite each sentence. Use can or can't.**

1. Eric is going surfing this weekend.
   Eric can go surfing this weekend.
2. Tana and Glenn aren't playing golf on Sunday.
   _____
3. Are we sleeping late tomorrow?
   _____
4. My stepsister isn't going to the movies with us.
   _____

B **Rewrite each sentence. Use have to or don't have to.**

1. We're cleaning the house on Saturday.
   We have to clean the house on Saturday.
2. Are the salespeople working late tonight?
   _____
3. Kelly and Caroline are studying for the test tomorrow.
   _____
4. We're not buying a new printer.
   _____

C **Look at the responses. Write information questions with can.**

1. **A:** *Where can I go running* _____?
   B: Well, you can run in the park.
2. **A:** _____?
   B: I think she can come after class, but I'm not sure.
3. **A:** _____?
   B: Three. I speak Spanish, English, and Japanese.
4. **A:** _____?
   B: I can meet you at 9:30.
5. **A:** _____?
   B: Not very often. Golf is so expensive around here.

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D **Look at the responses. Write information questions with have to.**

1. **A:** How often do you have to _____ see your doctor?
   B: Not very often. Just once a year.
2. **A:** _____ meet the client tomorrow?
   B: I have to meet him at the airport.
3. **A:** _____ pick up the car?
   B: You have to pick it up before 5:00. They close early today.
4. **A:** _____ work late tonight?
   B: Because she has a big meeting tomorrow.
5. **A:** _____ get at the supermarket?
   B: We need to get some chicken and broccoli for dinner tonight.

E **Complete the sentences. Circle the letter.**

1. I _____ about lunch. What do you want?
   a. think **b.** am thinking **c.** thinks
2. He _____ her very much now.
   a. love **b.** is loving **c.** loves
3. Michelle can't come to the phone. She _____.
   a. sleep **b.** sleeping **c.** is sleeping
4. They _____ the chef at that restaurant.
   a. are knowing **b.** know **c.** am knowing
5. We _____ some soup for dinner. Would you like some?
   a. am having **b.** has **c.** are having

F **Unscramble the words to write sentences in the simple present tense.**

1. she / a lot / swimming / not / go
   She doesn't go swimming a lot.
2. walk / Joel / to school / sometimes
   _____
3. always / my sisters / on the weekend / me / call
   _____
4. every day / meet / not / their / class
   _____
5. cook dinner / not / usually / on Friday nights / I
   _____
6. they / three times a week / play tennis / generally
   _____

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WRITING BOOSTER

A **Correct the capitalization and punctuation in the sentences.**

1. I'm crazy about basketball, soccer, and golf.
2. my stepbrother burns more than 3000 calories a day
3. sometimes i have a candy bar for lunch
4. how often do you exercise
5. max hates to play sports but he loves to watch sports on tv
6. what do you generally eat for breakfast
7. they have to clean the house go shopping and study on weekends
8. is there a park a track or an athletic field near your home
9. rose avoids red meat junk food soda and sweets
10. how many hours do you usually sleep

B **Choose two questions from Exercise A. Rewrite the questions with correct capitalization and punctuation and write your own answers. Explain your answers.**

Q:

A:

Q:

A:

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UNIT 7 On Vacation

PREVIEW

1 **Match the activities for Dublin, Ireland, with the types of interests. Write the letter on the line.**

_____ **1.** play golf on an island in Dublin Bay	**a.** history
_____ **2.** enjoy fresh, local seafood	**b.** entertainment
_____ **3.** see the 1,200-year-old Book of Kells at Trinity College	**c.** physical activities
_____ **4.** visit the Dublin Zoo in Phoenix Park	**d.** good food
_____ **5.** watch a performance of traditional Irish music	**e.** family activities

2 **What do you like to do on vacation? Number the boxes in order, making number 1 your favorite.**

_____ take pictures	_____ swim	_____ go snorkeling
_____ go shopping	_____ lie in the sun	_____ walk around and explore
_____ eat in restaurants	_____ watch movies or shows	_____ go to concerts
_____ visit museums	_____ walk on the beach	_____ play golf

3 **In your country, where would you go on vacation for . . .**

good food and entertainment?	**history and culture?**
family activities?	**physical activities?**

Trinity College in Dublin, Ireland

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4 Complete the conversations. Write the best response on the lines. Use sentences from the box.

I'm fine, thanks.	That's too bad.	It was pretty long and boring.
Well, that's good.	Not too bad, actually.	

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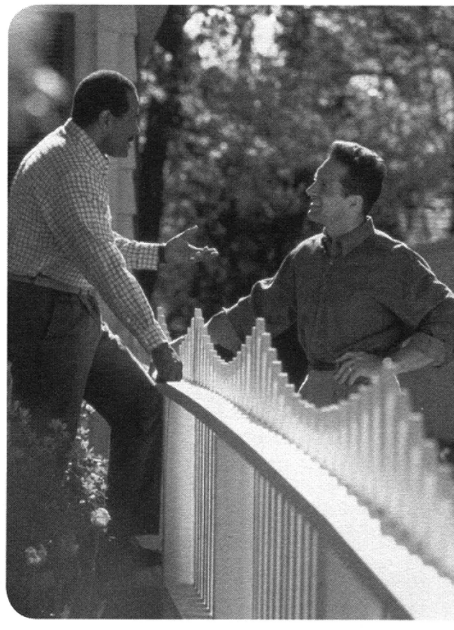
5 **Write statements. Use the words in parentheses and was, were, wasn't, or weren't.**

1. (The cruise / terrific) The cruise was terrific.
2. (The shops / quite nice) _____
3. (Our room / really small) _____
4. (There / not / many family activities) _____
5. (There / a lot of friendly people) _____
6. (The flight / not / very long) _____

6 **Write yes / no questions and short answers. Use the past tense of be.**

1. **A:** (your / bus trip / long) Was your bus trip long ?
   B: No, it wasn't . It was less than an hour.
2. **A:** (the movie theater / open) _____ ?
   B: Yes, _____ . They had a late show.
3. **A:** (the weather / good) _____ ?
   B: No, _____ . It rained every day.
4. **A:** (there / a movie / on your flight) _____ ?
   B: No, _____ . It was so boring!
5. **A:** (there / many people / on the train) _____ ?
   B: Yes, _____ . We had to stand.

7 **Complete the conversation with information questions. Use the past tense of be.**



A: Hey, Marty. _____ ?
1. Where / you / last weekend

B: My wife and I took a little vacation.

A: Really? _____ ?
2. How / it

B: Too short! But we stayed at a great resort.

A: Oh yeah? _____ ?
3. Where / the resort

B: Over in Wroxton. We drove up Friday night.

A: Wroxton? That's rather far. _____ ?
4. How long / the drive

B: About three and a half hours. There wasn't any traffic.

A: Nice! _____ ?
5. And / how / the weather

B: Actually, the weather was quite good. Only rained once!

A: Sounds wonderful. _____ ?
6. How long / you / there

B: Just three days. We didn't want to come home!

8 **Answer the questions. Use your own words.**

1. "When was your last trip?" (YOU) _____
2. "How was the trip?" (YOU) _____
3. "How was the weather?" (YOU) _____

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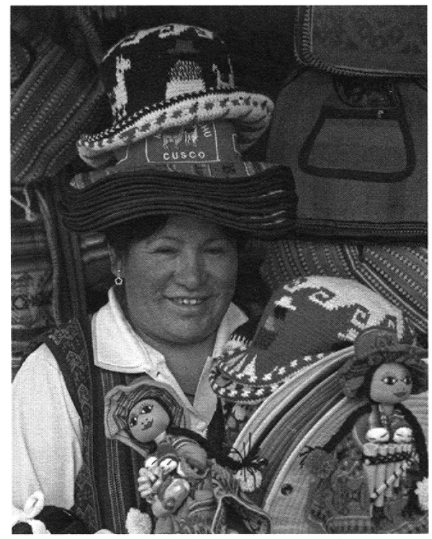
9 **Complete the chart with the present or simple past tense.**

	Present tense	Simple past tense
1.	call	
2.		arrived
3.		studied
4.	get	
5.	stop	

	Present tense	Simple past tense
6.		went
7.	buy	
8.	do	
9.	leave	
10.		ate

10 **Complete the sentences with the simple past tense.**

1. I _____ (buy) some nice souvenirs, but I _____ (not spend) a lot of money.
2. We _____ (fly) to Montreal, but we _____ (take) the train back.
3. We _____ (have) a great time at the baseball game! The kids _____ (eat) sandwiches and _____ (drink) soda, and they _____ (watch) the game, too—a little!
4. I _____ (leave) on Friday night. I _____ (get) back at noon on Sunday.



11 **Read the responses. Write questions in the simple past tense, using the words in parentheses. Use question words when necessary.**

1. **A:** (you / eat) *Where did you eat* _____?
   B: We ate at a Japanese restaurant.
2. **A:** (you / go with) _____?
   B: I went with Janine.
3. **A:** (you / like / the art exhibit) _____?
   B: No, I didn't. It was kind of boring.
4. **A:** (you / leave) _____?
   B: We left on Tuesday morning.
5. **A:** (she / buy) _____?
   B: She bought some T-shirts.
6. **A:** (he / play tennis) _____?
   B: He played at the courts at his hotel.
7. **A:** (you / stay) _____?
   B: We stayed a little over a month.

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12 **Choose the correct responses to complete the conversation. Write the letter on the line.**

A: Hi, Emily. I didn't see you at the gym last week.

B: _____ 1.

A: Really? Where did you go?

B: _____ 2.

A: No kidding! How was it?

B: _____ 3.

A: That sounds incredible. Did you and your husband get to go out?

B: _____ 4.

a. We visited my sister in California and took the kids to Disneyland.

b. Yes, we did. My sister baby-sat, and we ate at some really nice restaurants.

c. I didn't go. We were on vacation.

d. Fantastic. The kids had so much fun.

13 **Answer the questions. Use your own words.**

1. "Where did you go on your last vacation?"

   YOU _____

2. "Did you have a good time?"

   YOU _____

3. "What did you do?"

   YOU _____

LESSONS 3 and 4

14 **Read the vacation reviews on page 80 of the Student's Book again. Circle T for true or F for false about each statement. Find words in the text to support your answers.**

EXTRA READING COMPREHENSION

(T) F 1. The spa vacation in Bali was relaxing.
. . . on healthy living and meditation. It was so quiet there!

T F 2. The Victoria Falls vacation was boring.
_____

T F 3. Jason K. and his wife are not going back to Bali again.
_____

T F 4. Paula B. didn't think Victoria Falls was awesome.
_____

T F 5. There wasn't time for shopping on Arturo Manuel R.'s trip.
_____

T F 6. Jason K. and his wife enjoyed healthy food in Bali.
_____

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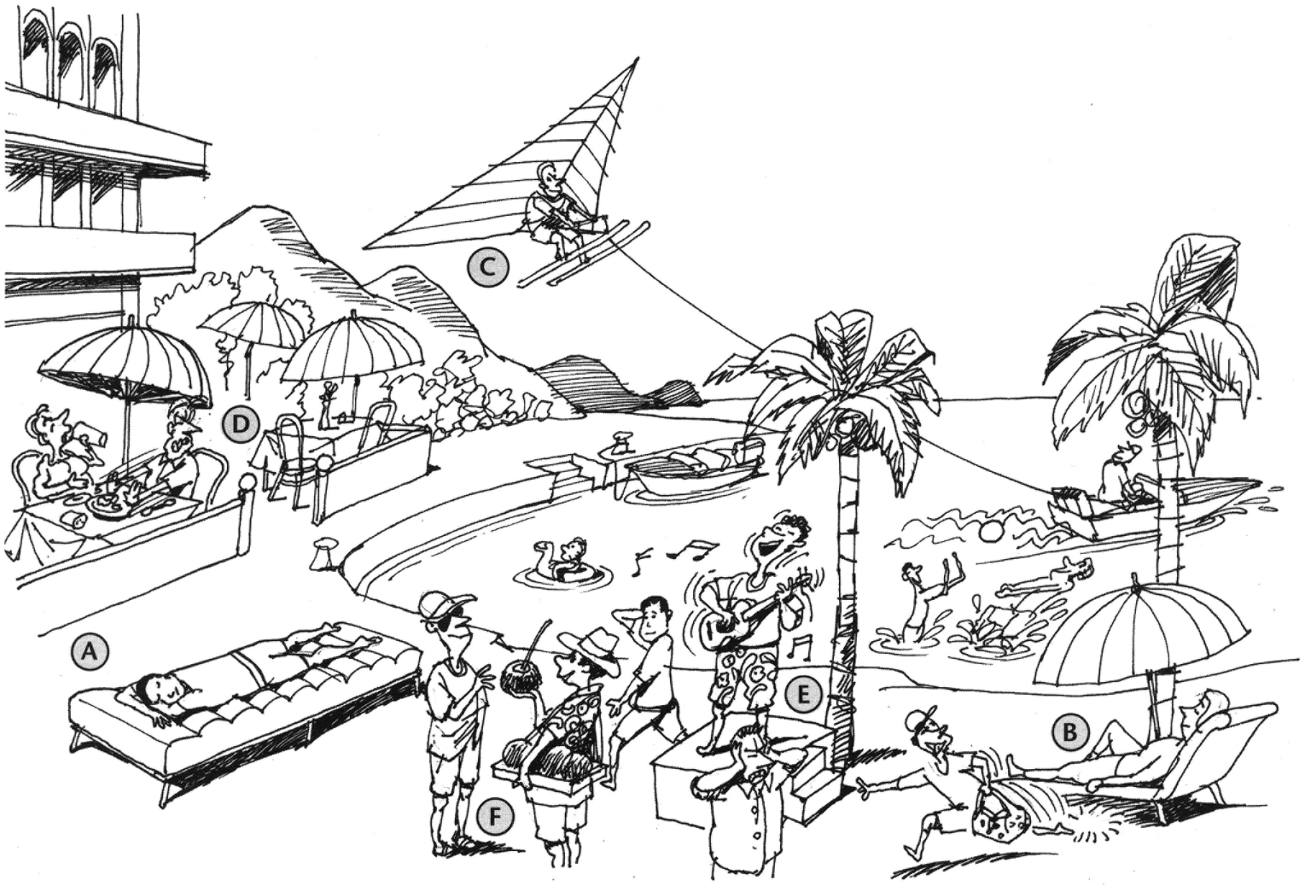
15 **Look at the vacation picture.**



Now read the statements. Who is speaking? Match each statement to a person in the picture. Write the letter on the line.

We ate at the hotel restaurant. The food was awful.

1. ____

I was very tired, so I decided to sunbathe and relax

4. ____

Someone stole my bag! I lost all of my money and my passport.

2. ____

The entertainment was terrible. They only had one musician—and he needed guitar lessons!

5. ____

I went parasailing. A boat pulled me up high in the air. It was really exciting!

3. ____

The local beverages were terrific. I had a drink made of coconut milk every day at the beach.

6. ____

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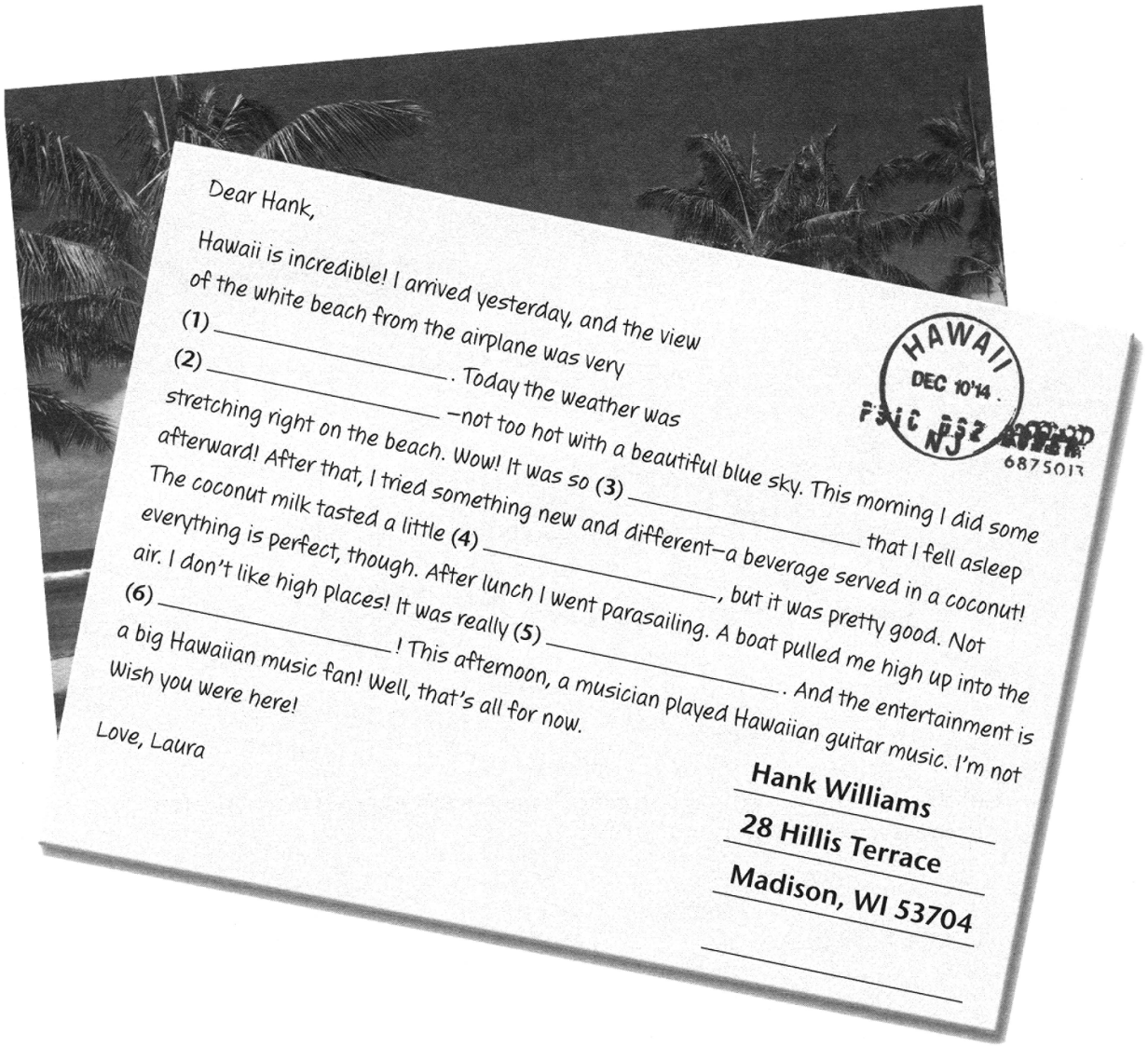
16 Complete the vacation postcard. Use adjectives from the box.

scary	relaxing	perfect	terrible	scenic	unusual



GRAMMAR BOOSTER

A Choose the correct response. Write the letter on the line.

_____	1. "How was your vacation?"	a. No, it wasn't. It rained all week.
_____	2. "Where did you go?"	b. Terrific. It was so much fun.
_____	3. "How long were you there?"	c. Jamaica.
_____	4. "Was the weather good?"	d. Yes, there were. We were busy all the time.
_____	5. "How were the rooms?"	e. Yes, it was good. But a little spicy.
_____	6. "Were there a lot of things to do?"	f. Just a week.
_____	7. "Was the food OK?"	g. Clean and comfortable.

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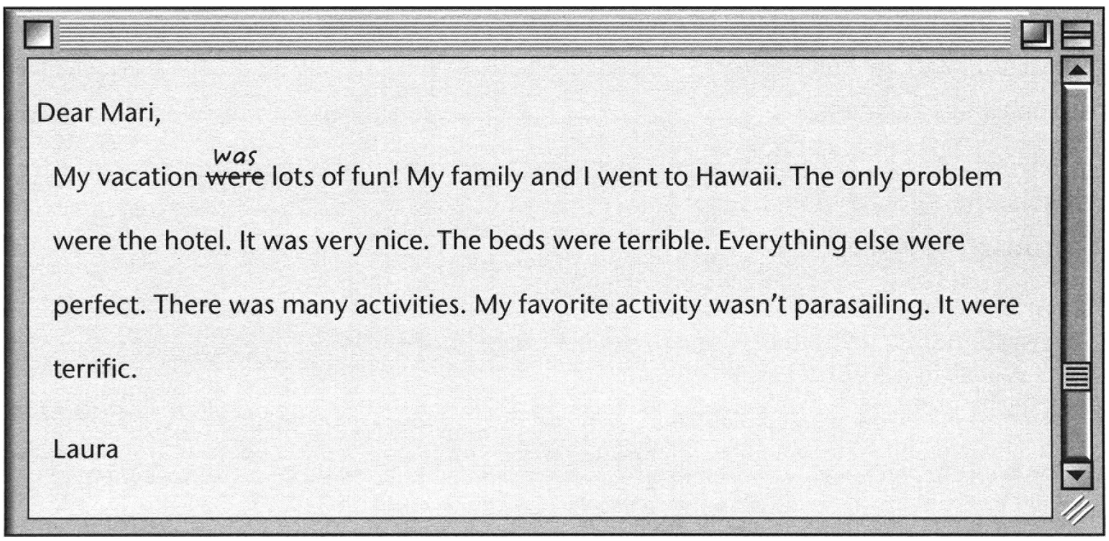
B **Correct the errors in the e-mail message.**



Dear Mari,

My vacation ~~were~~ was lots of fun! My family and I went to Hawaii. The only problem were the hotel. It was very nice. The beds were terrible. Everything else were perfect. There was many activities. My favorite activity wasn't parasailing. It were terrific.

Laura

C **Write questions with the past tense of <u>be</u>. Then answer the questions with complete sentences. Use your own words.**

1. when / your last vacation _____?
   YOU _____
2. it / long _____?
   YOU _____
3. the hotel / nice _____?
   YOU _____
4. how / the weather _____?
   YOU _____
5. how many / people / with you _____?
   YOU _____

D **Complete the paragraph. Use the simple past tense of words from the box. Some words can be used more than once.**

drink	stop	travel	take	shop	watch	be	walk

In January, I _____ (1.) to Morocco with my friend Nan. We explored the narrow streets of the medieval medina in Marrakech. The medina is closed to traffic. So, there _____ (2.) no cars, but there _____ (3.) a lot of donkeys. We _____ (4.) for hours and _____ (5.) often to look at the beautiful carpets for sale. We _____ (6.) for inexpensive leather goods, _____ (7.) mint tea, and _____ (8.) street performers. We wandered all afternoon. We got lost, and then we _____ (9.) a taxi back to our hotel.

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E **Rewrite the sentences. Use the simple past tense and a past time expression.**

1. We go to the beach every year. We went to the beach last year.
2. The weather isn't very nice today. _____
3. We don't stay in a hotel. _____
4. I often cook fish at the beach. _____
5. Everyone has a good time. _____
6. What do you do in the summer? _____

F **Read the statements. Write questions to ask for more information, using the words in parentheses.**

1. **A:** She bought a new printer. **B:** Why did she buy a new printer ? (why)
2. **A:** She went on vacation. **B:** _____ ? (where)
3. **A:** They went to the gym. **B:** _____ ? (when)
4. **A:** I visited some friends. **B:** _____ ? (who)
5. **A:** He spent a lot of money. **B:** _____ ? (how much)

WRITING BOOSTER

A **Read the sentences about Amy's weekend trip to Chicago with her friends.**

1. They all flew to Chicago and met at the airport.
2. They checked into their hotel downtown and got dressed to go out.
3. They saw the musical *Jersey Boys*.
4. On Saturday, they went to the gym.
5. They went shopping on Michigan Avenue.
6. They had a delicious steak dinner at a nice restaurant.
7. They listened to music at an uptown hall.
8. They went walking.
9. They said good-bye and returned home on Sunday.

B **On a separate sheet of paper, write a paragraph about Amy's trip. Use time clauses and time-order transition words.**

Let me tell you about Amy's trip to Chicago with her friends. First, . . .

The Top 10 Most Visited Tourist Attractions in the World

1. Times Square—New York City (U.S.)
2. National Mall & Memorial Parks—Washington, D.C. (U.S.)
3. Disney World's Magic Kingdom—Orlando, Florida (U.S.)
4. Trafalgar Square—London (U.K.)
5. Disneyland Park—Anaheim, California (U.S.)
6. Niagara Falls—Canada and U.S.
7. Fisherman's Wharf—San Francisco, California (U.S.)
8. Tokyo Disneyland—Tokyo (Japan)
9. Notre Dame Cathedral—Paris (France)
10. Disneyland—Paris (France)

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UNIT 8

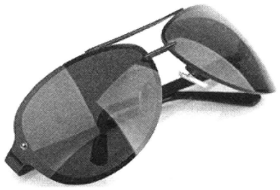
Shopping for Clothes

PREVIEW

1 **Label each clothing item with the correct department. Use words from the box. Write the letter on the line.**

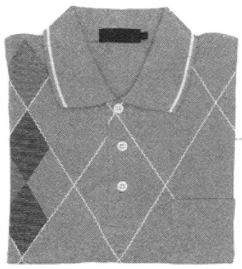
a. Sleepwear	c. Outerwear
b. Athletic Wear	d. Bags & Accessories

_____ 1. coats



_____ 2. sunglasses

_____ 3. slippers



_____ 4. golf shirts

2 **What's important to these customers when they shop for footwear? Write price, selection, or service on the line.**

I always shop at Dalton's Department Store because the clerks are really helpful. They always help me find the right size and even offer to gift wrap!

1. _____

I'm a student so I don't have a lot of money. I shop at Shoe Outlet because they always have a big sale. The shoes I'm wearing now were 50% off!

2. _____

Jake's Footwear is the best! They have more than 200 different kinds of footwear—boots, sandals, running shoes . . . I like to have a lot of choices when I shop.

3. _____

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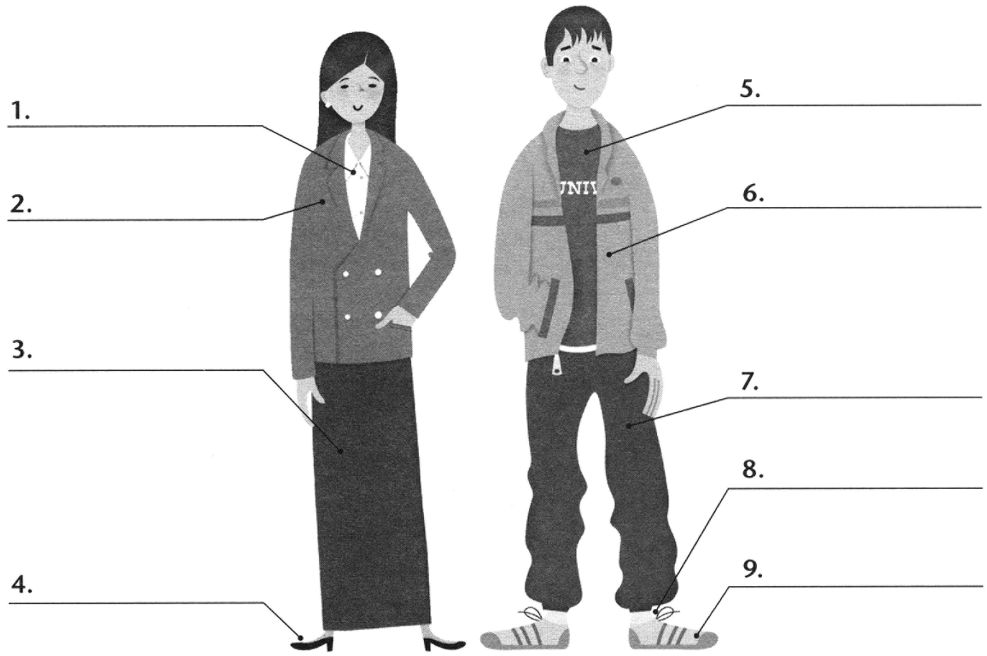
3 Label the clothing items in the picture. Use words from the box.

pumps
running shoes
a sweatshirt
a blazer
a shirt
a windbreaker
a skirt
socks
sweatpants



4 What's your style? Complete the chart with the clothing and shoes you usually wear.

At home	At work	At school	To go out

5 Complete the conversations. Use object pronouns from the box. Pronouns can be used more than once.

me	you	him	her	it	us	them

1. **A:** Are your sisters going to the party?
   B: I hope so. I invited _____ .
2. **A:** This sweatshirt is really old.
   B: That's OK. I wear _____ to exercise.
3. **A:** Did you meet Ms. Jacobs?
   B: Yes, I met _____ this morning.
4. **A:** When can I call you?
   B: Let's see. Call _____ tomorrow. I'll be home all day.
5. **A:** I didn't see you and Emma at the concert.
   B: You didn't see _____ ? We were right near the stage.
6. **A:** I'll take the sandals.
   B: Great. Would you like me to gift wrap _____ for _____ ?
7. **A:** These pants are too small.
   B: Give _____ to your brother.
   A: I can't give _____ to _____ . He wears a size 36!

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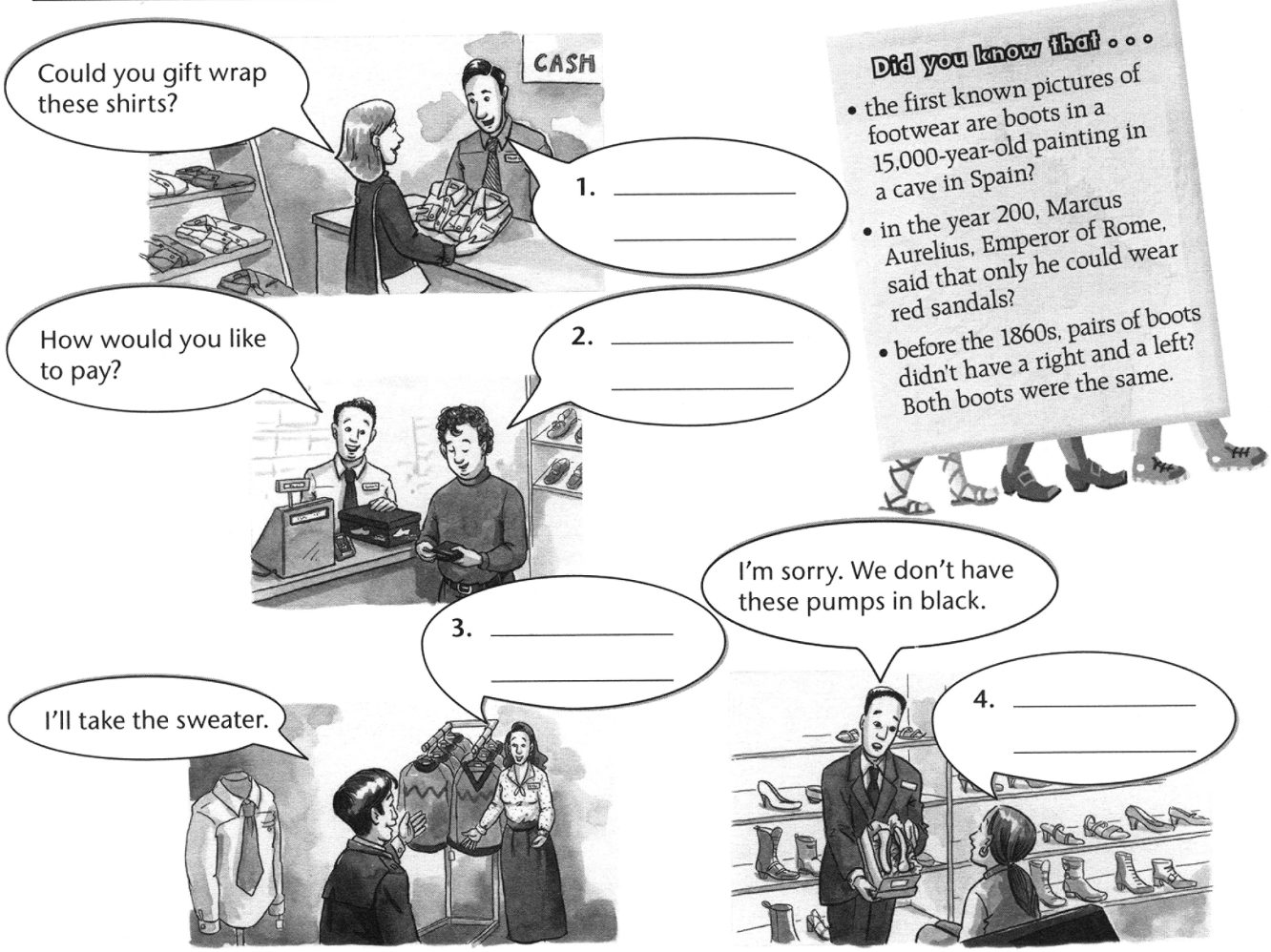
6 **Complete the conversations. Use sentences from the box.**

Credit, please.	That's too bad.	Certainly.	The V-neck or the crew neck?



Did you know that . . .

- the first known pictures of footwear are boots in a 15,000-year-old painting in a cave in Spain?
- in the year 200, Marcus Aurelius, Emperor of Rome, said that only he could wear red sandals?
- before the 1860s, pairs of boots didn't have a right and a left? Both boots were the same.

LESSON 2

7 **Complete the chart with words from the box. Write the comparative form of each adjective in the correct column.**

loose	spicy	hot	sweet	comfortable
tall	bad	important	thin	young
friendly	healthy	nice	fat	convenient

1. (+) -r	2. (+) -er	3. (–) -y (+) -ier	4. double the final consonant (+) -er	5. more	6. irregular forms
larger	smaller	heavier	bigger	more expensive	better
					X
X					X

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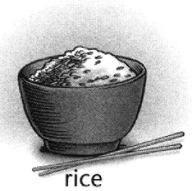
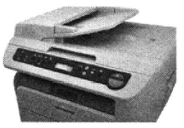
8 **Compare the items in the pictures. Write sentences with comparative adjectives. Use words from the box or your own words.**

spicy	salty	expensive	portable	young
old	cheap	fast	healthy	large
big	small	comfortable	good	convenient

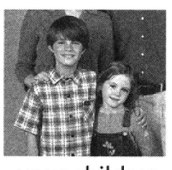
1. chili peppers
 rice

Chili peppers are spicier than rice.

2. a desktop
a laptop

3. a hair dryer
 a photocopier

4. running shoes
pumps

5. your grandparents
 your children

6. a salad
french fries

7. a microwave
an oven

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9 **Choose the correct response. Circle the letter.**

1. "Do you have this in a medium?"
   a. Thanks. **b.** Here you go. **c.** Yes, please.
2. "How much are these pajamas?"
   a. The Dreams brand ones? **b.** That's not too bad. **c.** These are a large.
3. "Can I try it on?"
   a. Yes, we do. **b.** No, thanks. **c.** Of course!
4. "Thank you for wrapping them for me."
   a. They're $75. **b.** My pleasure. **c.** Yes, please.

10 **Look at the store ad. Then complete the sentences. Use the information in the ad or your own words.**

1. The Comfort brand boots are _____ than the Downtown boots.
2. The Big City Footwear store has the Arctic brand boots in brown and _____ .
3. The Downtown brand boots are _____ than the Arctic brand boots.
4. The Arctic brand boots are _____ than the Comfort brand boots.
5. The Big City Footwear store has the Downtown brand boots in sizes _____ .

11 **Complete the sentences. Use your own ideas and the cues in parentheses.**

1. _____ is more expensive than _____ . (two clothing stores)
2. _____ is better than _____ . (two restaurants)
3. _____ is more popular than _____ . (two music genres)
4. _____ is warmer than _____ . (two travel destinations)
5. _____ is more exciting than _____ . (two physical activities)

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LESSONS 3 and 4

12 **Look at the store floor plan. Start at the Information desk. Follow the directions. Where are you? Write the name of the department on the line.**

1. That's on this floor. Walk to the back of the store. It's on the left side, just past Hosiery.

   Where are you?

   _____

2. Take the elevator to the second floor. Turn left when you get off. Then turn right at Men's Outerwear. It's between Men's Outerwear and Men's Underwear.

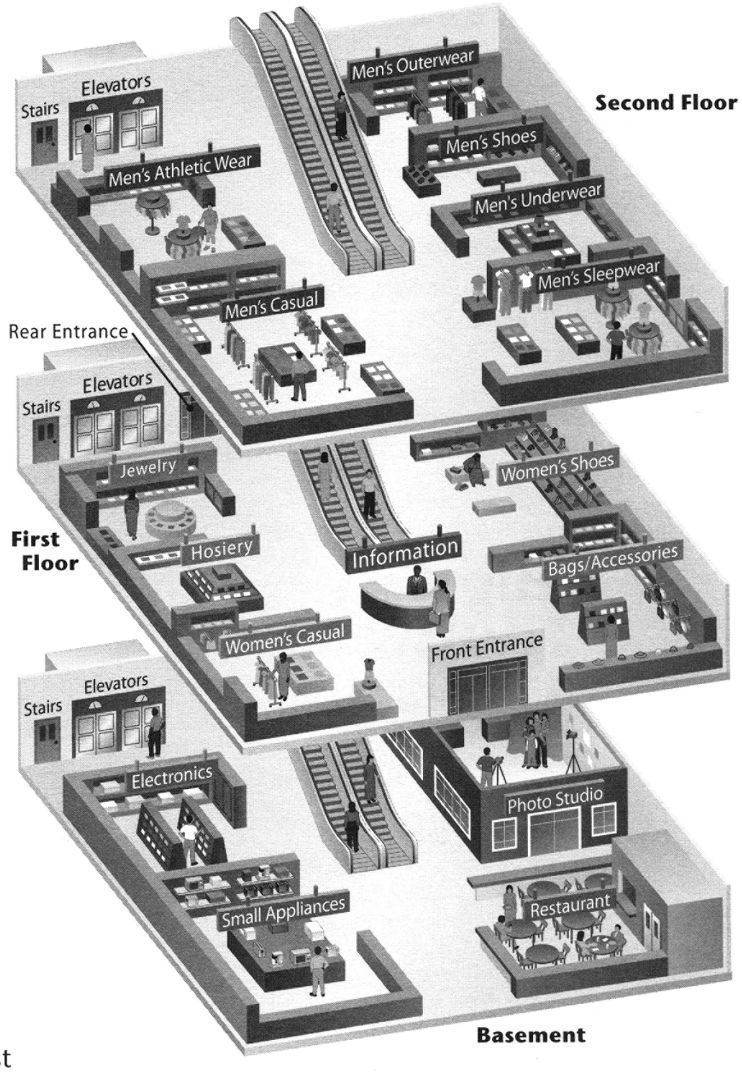
   Where are you?

   _____

3. Go down the escalator to the basement and walk to the front of the store. You'll see it on the right.

   Where are you?

   _____



13 **Match the descriptions with similar meanings. Write the letter on the line.**

_____ 1. informal	**a.** modest
_____ 2. liberal	**b.** casual
_____ 3. conservative	**c.** appropriate for an office
_____ 4. professional	**d.** "anything goes"

14 **Read the travel blog on page 94 of the Student's Book again. What clothing is appropriate for women traveling in Turkey? What about in the United States? Choose one of these countries and complete the chart of do's and don'ts.**

EXTRA READING COMPREHENSION

Country: _____

Do's	Don'ts

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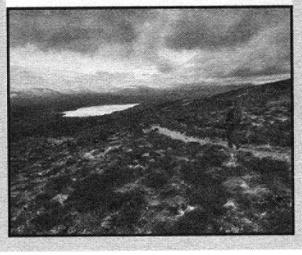
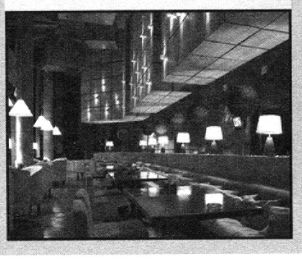
15 Choose one of the travel destinations below. What clothing will you pack for the trip? Make a list. Include any shoes, outerwear, casual, formal, smart, or comfortable clothes you will need.

Go skiing in the Swiss Alps.

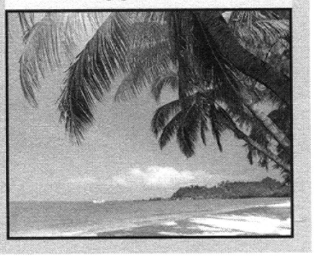
Go hiking in the Cairngorms, Scotland.



Have dinner at an expensive restaurant in Paris, France.



Go swimming on Boracay Island, Philippines.



GRAMMAR BOOSTER

A **Write questions to ask for more information. Use object pronouns and the words in parentheses.**

1. A: I take my grandmother to the same restaurant every week.
   B: *Where do you take her* ? (where)
2. A: She washes her car a lot.
   B: _____? (when)
3. A: He eats sandwiches for lunch.
   B: _____? (how often)
4. A: Monica meets her friend for coffee every day.
   B: _____? (what time)

B **Write sentences in two ways, using the words indicated. Add prepositions if necessary.**

1. the address / give / her
   Give her the address.
   Give the address to her.
2. Tina / gifts / him / buys
   _____
   _____
3. the teacher / homework / us / gave
   _____
   _____
4. the waiters / them / their lunch / served
   _____
   _____
5. Ann / a shirt / her son / bought
   _____
   _____
6. the clerk / me / a smaller size / found
   _____
   _____

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C **Complete the sentences with words from the box. Use the comparative form.**

relaxing	healthy	comfortable	nice	warm	fast	big

1. A turtleneck is _____ than a V-neck.
2. Flats are _____ than pumps.
3. Athletic fields are usually _____ than tennis courts.
4. Salads are _____ than fries.
5. The expensive suit isn't _____ than the inexpensive one. It's just more expensive.
6. I don't like to fly, but it's _____ than taking the train.
7. A spa vacation is _____ than a business trip.

D **Answer the questions in complete sentences. Use your own words.**

1. "Which is easier—speaking or writing in English?"
   YOU _____
2. "Where are you happier—at home or on vacation?"
   YOU _____
3. "Which is more interesting—shopping for clothes or shopping for electronics?"
   YOU _____

WRITING BOOSTER

A **Check the sentence with the clearer meaning.**

1. ☐ We're going to a restaurant since we don't have any food at home.
   ☐ We don't have any food at home since we're going to a restaurant.
2. ☐ We're going to the beach because I packed my swimsuit.
   ☐ I packed my swimsuit because we're going to the beach.
3. ☐ Because we're shopping for a new one, our computer is obsolete.
   ☐ Because our computer is obsolete, we're shopping for a new one.
4. ☐ Since he didn't have cash, he used his credit card.
   ☐ Since he used his credit card, he didn't have cash.

B **Answer each of the following questions with a complete sentence containing a clause with <u>because</u> or <u>since</u>. Use your own words.**

Example: Do you like shopping for clothes online?
I don't like shopping for clothes online because I can't try them on.

1. "Do you like going to concerts?"
   YOU _____
2. "Which is better—a large family or a small family?"
   YOU _____
3. "Do you like eating at home or eating in a restaurant?"
   YOU _____
4. "When you go on vacation, do you like going to big cities or small towns?"
   YOU _____

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UNIT 9 Taking Transportation

PREVIEW

1 **Look at the departure schedule and the clock. Read the statements. Check true or false.**

	true	false
1. The next flight to Porto Alegre is at 5:50 P.M.	☐	☐
2. Flight 902 to São Luis is leaving from Gate G4.	☐	☐
3. The flight to Caracas is delayed.	☐	☐
4. Flight number 267 is going to Belo Horizonte.	☐	☐
5. Passengers traveling to Rio de Janeiro on Flight 89 should hurry.	☐	☐
6. Flight 60 to São Paulo is late.	☐	☐

2 **Choose the correct response. Write the letter on the line.**

_____ 1. "Oh, no! The bus is leaving in four minutes."	a. Thank goodness.
_____ 2. "Good news. Our flight is on time."	b. No, I'm connecting to Quito.
_____ 3. "I'm looking for Gate C4."	c. What a coincidence!
_____ 4. "Is this your final destination?"	d. Yes. Let's look for track 6.
_____ 5. "I'm catching a flight to Barcelona, too."	e. It's down this hall, on the right.
_____ 6. "We're catching the 8:27 train, right?"	f. We should hurry!

LESSON 1

3 **Answer the questions in complete sentences.**

1. Which is faster—the local or the express?

   _____

2. Which is more scenic—an aisle seat or a window seat?

   _____

3. Which is more convenient—a direct flight or a non-stop flight?

   _____

4. Which is less expensive—a one-way ticket or a round-trip ticket?

   _____

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4 **Complete each sentence or question. Use could or should and the base form of the verb.**

1. Want my advice? _____ (You / take) the express. _____ (You / take) the local, but it takes thirty minutes longer.
2. _____ (You / hurry)! _____ (You / make) the 7:30!
3. _____ (She / buy) round-trip tickets. They are cheaper than two one-way tickets, and she won't have to wait in another ticket line.
4. _____ (We / take) an aisle seat in the rear of the plane or a window seat in the front. What do you think? Which seats _____ (we / take)?
5. The flight is delayed. _____ (We / be) late for the meeting. _____ (we / call) the office?
6. No, _____ (they / not / get) a direct flight. They have to change planes in Anchorage.

5 **Put the conversation in order. Write the number on the line.**

_____ Let's see. The local leaves from track 23, lower level.
1 Can I help you?
_____ Oh, no! What should we do?
_____ That's not too bad. What's the track number?
_____ Yes. Can we still make the 10:05 express to Antwerp?
_____ I'm sorry. You missed it.
_____ Thanks very much.
_____ Well, you could take a local train. There's one at 11:05.

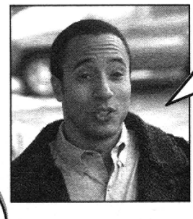
6 **Look at the schedules. Which train should the people take? Write your advice on the line.**

Metropolitan Railroad

	Local	Express	Local
White Plains	7:25	8:22	9:05
Scarsdale	7:42	-	9:22
Bronxville	8:05	-	9:40
Harlem 125th St.	8:24	-	9:59
Grand Central—New York City	8:30	8:59	10:06

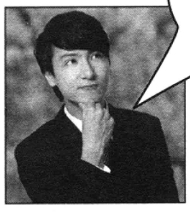
I live in White Plains. I need a train that will arrive in New York City around 9:00 A.M. Could I take the 8:22 express?

1. Yes, you could take the 8:22.



I live in White Plains. I'm meeting my boss at Grand Central Station at 8:45 A.M., and I can't be late. Which train should I take?

2. _____



I live in Scarsdale. I need to shop for a new laptop in New York City. Most computer stores open at 10:00 A.M. What time should I be at the Scarsdale train station?

3. _____

I'm in White Plains. I want to go to Bronxville. Could I take an express train? I want to get there quickly.

4. _____

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7 **What are your plans for today? Check the things you're going to do. Add your own activities.**

☐ call a friend	☐ check my e-mail	☐ go shopping	☐ study
☐ exercise	☐ clean my house	☐ take the bus	☐ cook

☐ other _____

8 **Now write sentences about your plans for today. Use the future tense with <u>be going to</u>.**

I'm going to call a friend tonight after work.

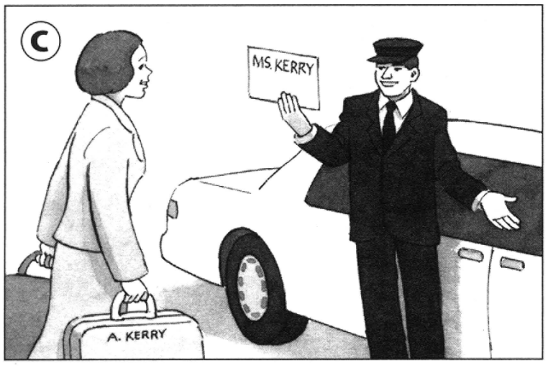
9 **What are they going to do? Write the letter on the line.**

_____ **1.** She's going to make a reservation.

_____ **2.** He's going to arrive at 8:45.

_____ **3.** She's going to take a limo.

_____ **4.** He's not going to take a taxi.



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10 **Read the response. Complete each question with be going to.**

1. **A:** Where *is Paul going to meet us* _____?
   B: Paul's going to meet us at the airport café.
2. **A:** Who _____?
   B: I think Gretchen is going to buy the tickets.
3. **A:** When _____?
   B: I'm going to pack tonight.
4. **A:** What time _____?
   B: They're going to arrive at 5:50 P.M.
5. **A:** _____ our connecting flight?
   B: Yes, we'll make it.

Did you know?

The world's longest direct run train (without changing trains) is 10,214 km, from Moscow, Russia, to Pyongyang, North Korea. One train a week takes this route. The trip takes almost eight days!

11 **Complete the conversation. Use words from the box.**

limousine	going	should	late	check	arriving	reservation	rental

A: What time are we _____ (1.) in Copenhagen?
B: Pretty _____ (2.). Around 10:30 P.M.
A: What about a hotel?
B: I'm going to make a _____ (3.) online.
A: Great. And are we _____ (4.) to need a taxi to the hotel?
B: There's a _____ (5.) from the airport, or we could get a _____ (6.) car.
A: They're expensive. We _____ (7.) save our money. Is there a train?
B: Let me _____ (8.) . . .

LESSONS 3 and 4

12 **Complete the conversation. Use words from the box.**

gate	make	check	land	delayed	depart
go through security		departure lounge		boarding passes	

1. **Passenger A:** Do we need to check in?
   Passenger B: No, we don't. I printed our _____ (1.) online, and we're not checking any luggage.
   Passenger A: OK. Let's check a monitor for our _____ (2.) number, and then we should _____ (3.).

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2. **Passenger:** Excuse me. Is Flight 68 going to _____ (4.) on time?
Agent: No, I'm sorry. The flight is _____ (5.). Have a seat in the _____ (6.).
We'll make an announcement when we're ready for boarding.

3. **Passenger:** Excuse me. What time are we going to _____ (7.)?
Flight Attendant: Let me _____ (8.) . . . Our new arrival time is 8:23.
Passenger: 8:23? My connecting flight is at 8:40. Can I still _____ (9.) it?

13 **Read Bettine's blog entry.**

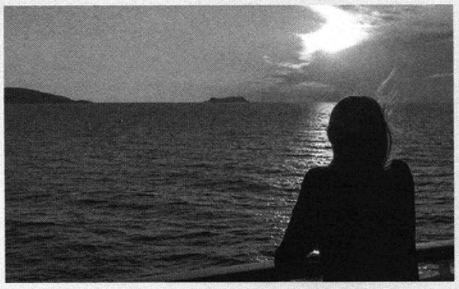
Bettine's Blog
Transportation Troubles posted May 12

Hi, everybody! Well, I'm back from my trip. Last week my husband and I flew to Boston, took a cruise ship to Quebec, took a bus to Montreal, and then flew home. Sounds like a dream vacation, right? Unfortunately my dream turned into a nightmare!

You won't believe what happened. First, our flight was delayed. The airplane had mechanical problems. We waited at the gate for two hours. After we finally took off, I closed my eyes for a nap, but sleeping was impossible. There was a terrible storm, and the flight was bumpy. It was pretty scary! I tried to watch a movie to stay calm, but the entertainment system wasn't working. The movie didn't have any sound.

The plane landed in Boston at 4:00 P.M.—three hours late. Our cruise ship was supposed to depart at 4:30! I ran to a taxi. My face was bright red from running as I gave the directions to the driver. "Please hurry," I added. Luckily, we arrived just in time. We didn't miss the ship!

I stood on the ship's deck and enjoyed the scenic views. However, the awful weather continued. I got seasick. Earlier, my face turned red from running.



On the deck, I turned green from the ship's motion. I was seasick the whole cruise!

What else could go wrong? A lot! Our bus to Montreal had an accident. No one was hurt, but we were delayed for an hour. Two days later, our flight home was overbooked. We got bumped from the plane and had to wait for the next flight.

As you can guess, I'm very happy to be home. However, I still have one big problem. The airline lost my luggage! Most of my clothing was in my bags, so now I have nothing to wear.

Are you looking for a relaxing vacation? Then I, Bettine, have some advice for you—you should stay home!

Now read the sentences. Check true or false.

	true	false
1. Bettine's flight to Boston was delayed because of mechanical problems.	☐	☐
2. Bettine was late, and she missed her cruise ship.	☐	☐
3. The weather on Bettine's cruise was terrific.	☐	☐
4. Bettine's bus to Montreal had an accident.	☐	☐
5. Bettine got airsick on her flight home.	☐	☐
6. Bettine thinks that traveling is relaxing.	☐	☐

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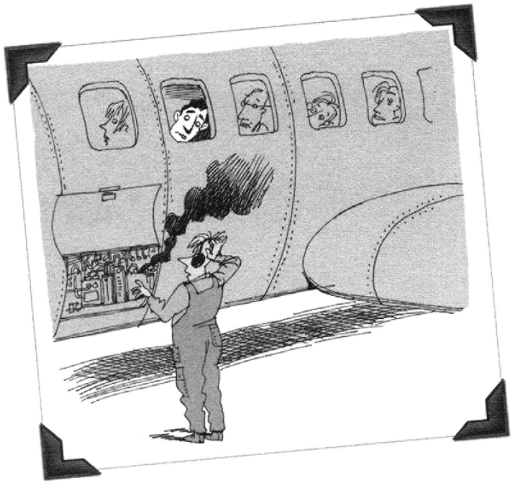
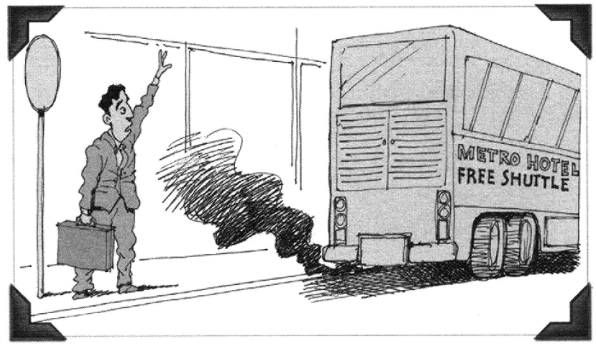
14 Look at the pictures of Joe Kelly's trip. Then read the statements. Check true or false.





	true	false
1. His flight was on time.	☐	☐
2. He sat in an aisle seat.	☐	☐
3. His plane had mechanical problems.	☐	☐
4. He missed the hotel shuttle bus.	☐	☐
5. He drove a rental car to the hotel.	☐	☐

15 Write a short paragraph about Joe Kelly's trip.

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16 **Read the article "Got bumped from a flight?" on page 106 of the Student's Book again. Match words and phrases from the article with their meanings.**

EXTRA READING COMPREHENSION

_____ 1. overbook	a. have to get off the plane because there aren't enough seats
_____ 2. "no-shows"	b. someone who offers to get off an overbooked flight
_____ 3. get bumped	c. get off the plane
_____ 4. volunteer	d. sell too many tickets for a flight
_____ 5. perks	e. benefits like cash, free flights, hotels, and meals
_____ 6. deplane	f. people who have tickets but don't appear for a flight

17 **Read the articles on page 106 of the Student's Book again. Answer the questions.**

EXTRA READING COMPREHENSION

1. Why do airlines overbook flights?

_____

2. What do airlines give bumped passengers?

_____

3. Why did Mr. Carter turn onto the train tracks?

_____

4. Were Mr. Carter and his son in the car when the train hit it?

_____

5. What advice do the police officers give?

_____

GRAMMAR BOOSTER

A **Read the questions and statements. Correct the mistakes.**

1. You should ~~to go~~ go to track 57.
2. Where could he to get a train to Paris?
3. Rebecca can't takes a flight to Tokyo.
4. When we should leave?
5. How late can he to board?
6. He shoulds choose an aisle seat.

B **Read the questions. Complete the responses.**

1. **A:** Should she take the local?
   B: No, she shouldn't. It's too slow.
2. **A:** Can he bring food on the flight?
   B: Yes, _____.
3. **A:** Could I take the number 3 train?
   B: Yes, _____. It will take you to the right station.
4. **A:** Can we get seats together?
   B: No, _____. I'm sorry. We only have a few seats left.
5. **A:** Should they get a rental car?
   B: Yes, _____. It's more convenient.

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C **Rewrite the sentences. Use a different way to express future actions. There may be more than one correct answer.**

1. I'm studying all day tomorrow.

   _____

2. I'm going to run three miles on Saturday.

   _____

3. The train departs in twenty minutes.

   _____

4. The test is going to be next week.

   _____

5. The ship is going to arrive in Halifax tomorrow morning.

   _____

WRITING BOOSTER

A **Think about two vacation destinations you know of and could recommend to others. Complete the chart.**

	Destination 1	Destination 2
Where?		
How to get there?		
What time of year?		
What to see / do?		
What to bring?		
Where / What to eat?		
How long to stay?		

B **On a separate sheet of paper, write two paragraphs about the vacation destinations you recommend. Give advice and suggest alternatives or possibilities. Use <u>should</u> and <u>could</u>. Start the first paragraph like this.**

I recommend _____ as your next vacation destination. . . .

Start the second paragraph like this:

Another good destination for your next vacation is _____ . . .

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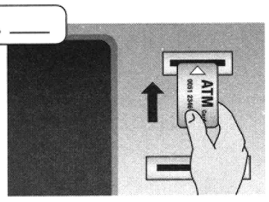
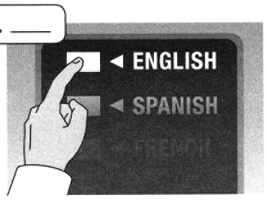
UNIT 10 Spending Money

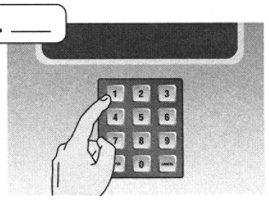
PREVIEW

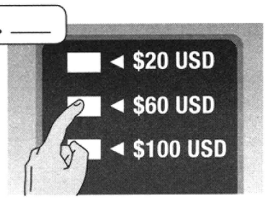
a. Take your ATM card.
b. Enter the amount of cash you want.
c. Take your cash.
d. Put your ATM card in the card slot.
e. Choose your language.
f. Enter your Personal Identification Number (PIN).

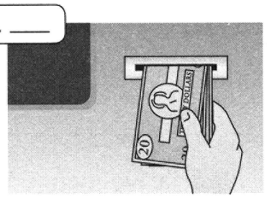
1 **How do you use an ATM machine? Look at the pictures below. Match each picture with an instruction from the box.**

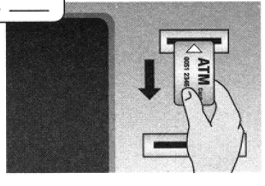
1. ___ 

2. ___ 

3. ___ 

4. ___ 

5. ___ 

6. ___ 

2 **Match the financial terms with their definitions. Write the letter on the line.**

____ 1. an ATM	a. money from another country
____ 2. cash	b. the value of one currency compared to another
____ 3. foreign currency	c. a machine that you use to get money from your bank account
____ 4. a currency exchange	d. extra charges
____ 5. an exchange rate	e. money in the form of bills or coins (not checks, credit cards, etc.)
____ 6. a fee	f. buying or selling money from another country

3 **Answer the questions. Use your own words.**

1. "What shop in your city has really nice things?"
   YOU _____
2. "Are things in this shop usually affordable or more than you want to spend?"
   YOU _____
3. "Is it OK to bargain for a lower price in this shop?"
   YOU _____
4. "In your city, where is it OK to bargain?"
   YOU _____
5. "Are you good at bargaining?"
   YOU _____

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4 **Look at the chart from a digital camera buying guide.**

COMPARE DIGITAL CAMERAS

Brand / Model	Price	Ease of Use	Size	Weight
Diego Mini 3000	US$239	••	c	35 g (1.2 oz)
Honshu B100	US$209	•••	p	283 g (9.9 oz)
Honshu X24	US$139	•	s	180 g (6.3 oz)
Prego 5	US$299	••••	s	135 g (4.7 oz)
Vision 2.0	US$449	•••	s	224 g (7.9 oz)

KEY

- •••• very easy
- ••• pretty easy
- •• a little difficult
- • difficult
- c ..... compact (small size, can fit in a shirt pocket)
- s ..... standard (medium size, similar to a point and shoot camera)
- p ..... professional (large size, similar to a 35mm camera)

Now write questions with Which. Use the superlative form of the adjectives from the box. For some items, it may be possible to write more than one question.

expensive	light	portable	easy to use	cheap	heavy	difficult to use

1. **A:** *Which camera is the most expensive* _____?
   B: The Vision 2.0.
2. **A:** _____?
   B: The Honshu X24.
3. **A:** _____?
   B: The Diego Mini 3000.
4. **A:** _____?
   B: The Prego 5.
5. **A:** _____?
   B: The Honshu B100.

5 **Read each person's statement. For each shopper, recommend a digital camera from the buying guide in Exercise 4. Give a reason for your advice.**

"I need a new camera. The one I have now is too heavy. I really want a camera that I can carry in my jacket pocket."

1. (YOU) _____

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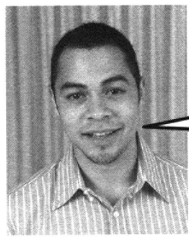
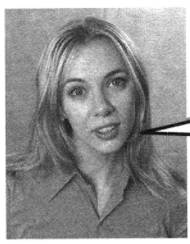


"I'm looking for a digital camera for my mother. She isn't good with electronics, so it must be very easy to use. What do you recommend?"

2. YOU _____



"I'd like to have a look at your least expensive digital camera. I can't spend more that $150. Do you have anything in my price range?"

3. YOU _____

6 **Choose the correct response. Circle the letter.**

1. "This camera isn't in my price range."
   a. How much can you spend?
   b. Would you like to take it?
   c. Can I have a look?
2. "Why is this smart phone the best?"
   a. It's the heaviest.
   b. It's the fastest.
   c. It's the most difficult to use.
3. "I can't spend more than $200."
   a. Have a look at our best model.
   b. How would you like to pay for it?
   c. Let me show you something in your price range.
4. "Can I have a look?"
   a. Certainly.
   b. Really?
   c. Excuse me.

7 **Complete the conversation. Write the letter on the line.**

A: Can I help you?

B: _____ 1.

A: OK. Which one are you interested in?

B: _____ 2.

A: The Muze HD. It's the most popular.

B: _____ 3.

A: What about the XTunes? It's pretty good, and it's more affordable.

B: _____ 4.

A: No. And the sound is great.

B: _____ 5.

A: And how would you like to pay for it?

B: _____ 6.

a. Actually, that's a little out of my price range.
b. Cash, please.
c. Yes, please. I'm looking for an MP3 player for my son.
d. Is it difficult to use?
e. OK. I'll take the XTunes.
f. I don't know. What do you recommend?

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LESSON 2

8 **Complete the sentences. Use too or enough and the adjective.**

1. I'm not going to read that book. It's _____ (boring).
2. Sirena shouldn't travel alone. She isn't _____ (old).
3. I don't want to buy anything in that shop. The people were _____ (unfriendly).
4. Talia likes the red rug, but it's _____ (big) for her living room.
5. I love this belt, but it isn't _____ (long). I need a bigger size.
6. Are your shoes _____ (comfortable)? We're going to do a lot of walking.
7. We wanted to bargain for a lower price, but it was _____ (difficult).

9 **Complete the conversations. Use words from the box.**

too	deal	much	all	low
more	have	bowl	enough	give

A: This _____ (1.) is gorgeous. I'd love to get it for my sister.
B: It's nice. And it's small _____ (2.) to take in your suitcase.
A: I'm going to ask about the price. I hope it's not _____ (3.) expensive.

• • •

A: I'm interested in this bowl. How _____ (4.) do you want for it?
C: This one is $60.
A: That's _____ (5.) than I want to spend.
C: I could go as _____ (6.) as $50.
A: I can _____ (7.) you $30 for it.
C: You can _____ (8.) it for $40. That's a bargain.
A: _____ (9.) I have is $35.
C: OK. It's a _____ (10.).

LESSONS 3 and 4

10 **Choose the correct response. Write the letter on the line.**

_____ 1. "$650! I paid $429 for the same camcorder yesterday!"
_____ 2. "How much did you pay for that vase?"
_____ 3. "Should I try to get a better price?"
_____ 4. "I saved a lot of money on this DVD player. It was only $79."
_____ 5. "Here you are, sir. The Atlas Hotel. That's $8.50."

a. It can't hurt to ask.
b. What a total rip-off!
c. Thanks. Keep the change.
d. What a great deal!
e. Only $20. It was a real bargain.

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11 **Read the article about bargaining customs around the world. Then read the statements. Check true or false.**

Can you give me a better price?

Bargaining Customs around the World

Bargaining customs are very different around the world. Few would go shopping in another country without knowing the exchange rate. However, many travelers don't learn anything about the local shopping customs of the place they are visiting before spending money. Understanding when it's OK to bargain can save you a lot of money and make your shopping experience much more enjoyable.

In some countries, bargaining is an important part of the shopping culture. In others, bargaining is not done at all. Here's a bargaining guide for some countries around the world:

Morocco: Bargaining is always expected in the shopping markets. Here bargaining is more than just getting the best price. If you go into a shop and agree to the first price a seller offers, the seller may not be happy. For Moroccans, bargaining is a form of entertainment; it's a game of skill, a little bit of acting, and it's a chance to chat about the weather, business, and family. So be sure to have fun and try to get a better price!

New York City: Bargaining is not the custom here. Shop clerks can almost never give you a lower price. However, some hotels may give you a lower rate during the less popular times of year. It can't hurt to ask.

Tahiti: Bargaining is not appropriate in the South Pacific. In fact, it is considered disrespectful to ask for a better price. In the food markets, sellers will even take their fruits and vegetables back home with them, rather than give a discount!

	true	false
1. Bargaining customs are similar around the world.	☐	☐
2. Generally, market sellers in Morocco love to bargain.	☐	☐
3. In New York City, it's OK to bargain for a cheaper hotel room.	☐	☐
4. It can't hurt to ask a fruit seller in Tahiti for a lower price.	☐	☐

12 **Read the article on page 116 of the Student's Book again. Then check true or false, according to the article.**

EXTRA READING COMPREHENSION

	true	false
1. Tipping is expected in all countries.	☐	☐
2. In U.S. restaurants, a 10% tip is usually enough.	☐	☐
3. In some European countries, you should hand the tip to the waiter.	☐	☐
4. In Germany, you should leave the tip on the table.	☐	☐
5. For a taxi fare of 9.50 pesos in Buenos Aires, give the driver 10 pesos.	☐	☐
6. Australian porters expect a bigger tip than porters in other countries.	☐	☐
7. Tip Japanese porters about US$1 per bag.	☐	☐
8. You should never leave a tip for the housekeeper.	☐	☐

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13 **Write a short paragraph about bargaining in your own country. What items do people bargain for? What items do people never bargain for?**

GRAMMAR BOOSTER

A **Complete the chart.**

	Adjective	Comparative form	Superlative form
1.	beautiful		
2.			the most intelligent
3.	big		
4.		more convenient	
5.	busy		
6.			the fastest
7.		safer	
8.	noisy		

B **Complete the conversations with the comparative or the superlative form of the adjective in parentheses.**

1. **A:** Which one of these three sweaters do you think is *the prettiest* (pretty)?
   B: The blue one. The other two are not attractive at all.
2. **A:** How do you like the book?
   B: I don't like it. It's _____ (bad) than the one we read last month.
3. **A:** Did you enjoy Australia?
   B: Yes. I think it's one of _____ (interesting) places in the world.
4. **A:** Who is _____ (good) at baseball, you or your brother?
   B: Well, I'm a _____ (fast) base runner, but my brother is a _____ (powerful) hitter. Actually, my dad is _____ (good) player in the family. He was a star player in college.
5. **A:** Which one of the two laptops is _____ (popular)?
   B: Well, the X102 is _____ (cheap) model in the store. But I actually recommend the X200. It's a little _____ (expensive) than the X102, but much _____ (light).

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C **Answer the questions. Use too or enough and the adjective in parentheses.**

1. **A:** Why didn't you buy the tablet?
   B: (expensive) _____ . I need to save money this month.
2. **A:** Is the food too spicy?
   B: (spicy) _____ . I'm going to ask for more hot sauce!
3. **A:** What's wrong with these shoes?
   B: I can't wear them. (uncomfortable) _____ .
4. **A:** Why don't you like the apartment?
   B: (noisy) _____ . I'm looking for a quiet neighborhood.
5. **A:** Why don't you take the train instead of flying?
   B: (fast) _____ . I have to get there as soon as possible.
6. **A:** Do you want to go to a pop concert?
   B: Thanks for asking, but I'm not a pop music fan. (boring) _____ .

WRITING BOOSTER

A **Rewrite each pair of sentences, using the words in parentheses.**

1. This rug is a good deal. It's a bit more than I want to spend. (However)
   This rug is a good deal. However, it's a bit more than I want to spend.
2. The Trekker jacket is very warm. It's the lightest one. (even though)
   _____
3. Our new coffee maker is not the most expensive. It makes the best coffee. (However)
   _____
4. Half Moon Café has the best food in town. It's very expensive. (On the other hand)
   _____
5. This is last year's model. The clerk won't give me a lower price. (Even though)
   _____

B **Write sentences about the advantages and disadvantages of credit cards and cash. Use the chart on page 111 of the Student's Book. Use Even though, However, and On the other hand.**

1. Credit cards: _____
   _____
2. Cash: _____
   _____

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C **Choose three topics from the list. For each topic, compare their advantages and disadvantages. Use Even though, However, and On the other hand.**

listening to music at home / going to a concert
large family / small family
smart phones / regular cell phones
conservative clothes / wild clothes
air travel / train travel

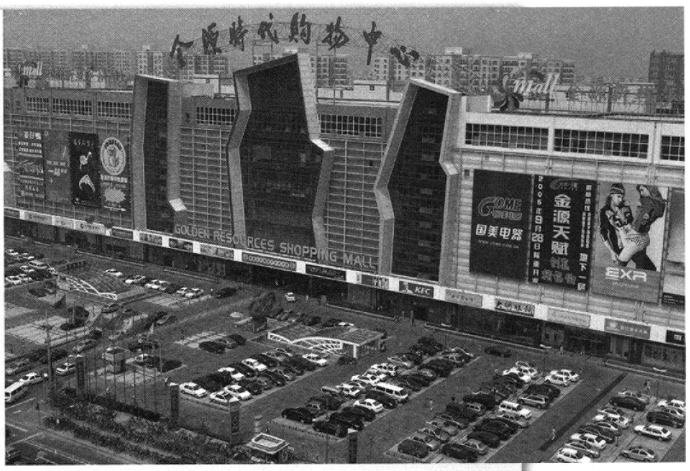
Listening to music at home is more relaxing. On the other hand, going to a concert is more exciting.

1.

2.

3.

Which continent is home to the world's biggest shopping malls?



It's not North America. Only one of the world's ten largest malls is in the U.S. Built in 1969, the Eastwood Mall Complex in Youngstown, Ohio, is the ninth largest mall. Similarly, one Canadian mall made the top-ten list. The West Edmonton Mall in Alberta, built in 1981, is number six.

Europe's biggest mall—fifth on the list of the world's largest—is newer. It was built in 2005. It's located in Istanbul, Turkey.

The continent with the biggest, newest, and most exciting malls is Asia. Seven of the world's ten largest shopping malls are in Asia. The two largest are in China and opened in 2005 and 2004. The New South China Mall in Dongguan has 1500 stores and 7.1 million square feet of retail space. The Golden Resources Mall in Beijing—also called "The Great Mall of China"—has 50,000 visitors every day. Enormous malls in the Philippines, Dubai, and Malaysia have roller coasters, ice-skating rinks, water parks, aquariums, and bowling alleys.

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Student Book

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