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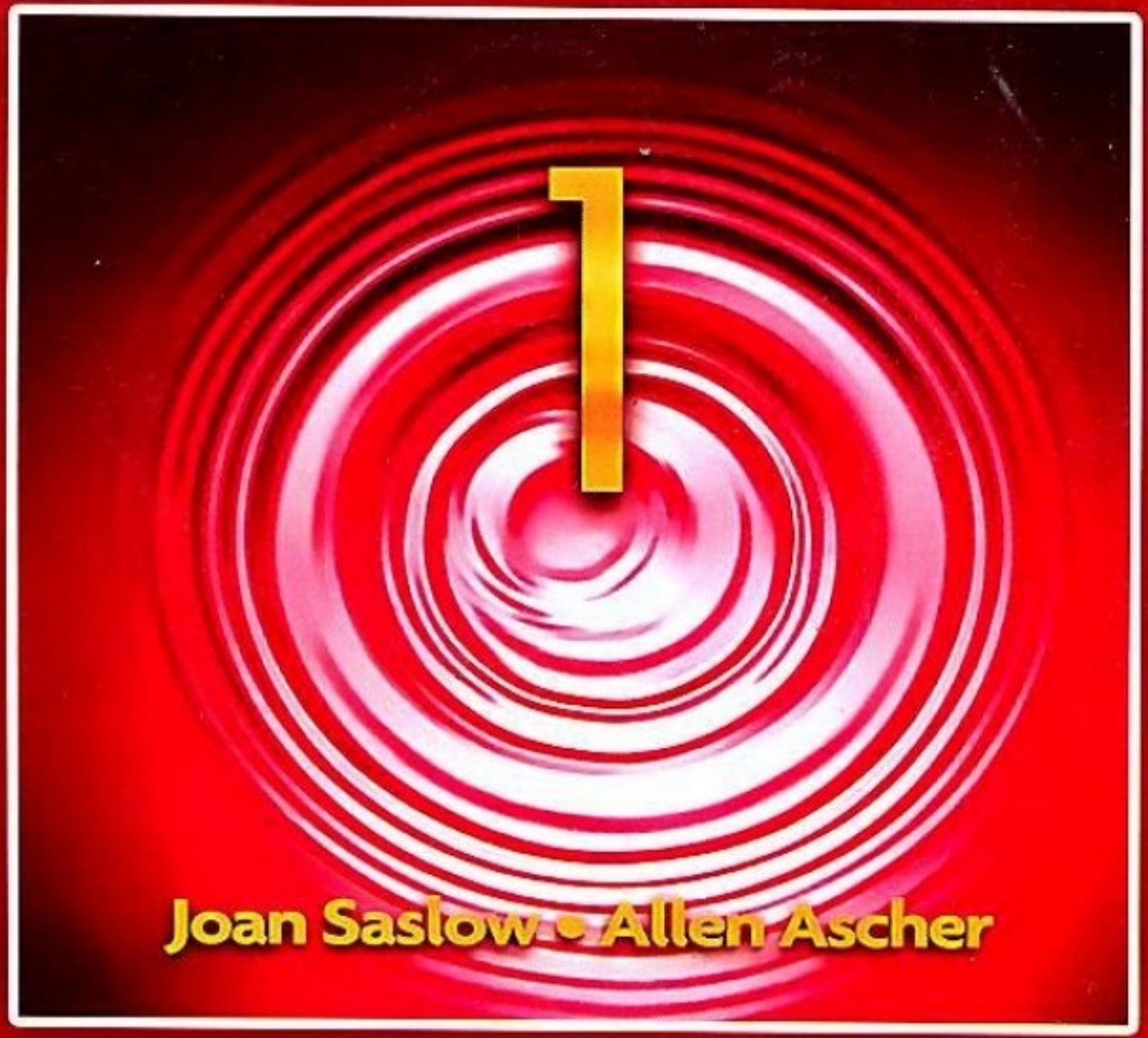
Teacher's Edition
and Lesson planner
with ActiveTeach

SECOND EDITION

TOP NOTCH



PEARSON Longman

iWB

A1-A2

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About the Authors

Joan Saslow

Joan Saslow has taught in a variety of programs in South America and the United States. She is author of a number of multi-level integrated-skills courses for adults and young adults: *Ready to Go: Language, Lifeskills, and Civics; Workplace Plus: Living and Working in English;* and of *Literacy Plus.* She is also author of *English in Context: Reading Comprehension for Science and Technology.* Ms. Saslow was the series director of *True Colors* and *True Voices.* She participates in the English Language Specialist Program in the U.S. Department of State's Bureau of Educational and Cultural Affairs.

Allen Ascher

Allen Ascher has been a teacher and a teacher trainer in China and the United States and taught in the TESOL Certificate Program at the New School in New York. He was also academic director of the International English Language Institute at Hunter College. Mr. Ascher is author of the "Teaching Speaking" module of *Teacher Development Interactive,* an online multimedia teacher-training program, and of *Think about Editing: A Grammar Editing Guide for ESL.*

Both Ms. Saslow and Mr. Ascher are frequent and popular speakers at professional conferences and international gatherings of EFL and ESL teachers.

Authors' Acknowledgments

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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.

Unit	Communication Goals	Vocabulary	Grammar
1 Getting Acquainted page 2	• Meet someone new • Identify and describe people • Provide personal information • Introduce someone to a group	• Usage of formal titles • Positive adjectives to describe people • Personal information • Countries and nationalities	• Information questions with be (review and common errors) • Modification with adjectives (review • Yes / no questions and short answers with be (review) **GRAMMAR BOOSTER** • Be: usage and form (review) • Be: common errors • Possessive nouns and adjectives (review)
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) **GRAMMAR BOOSTER** • Prepositions of time and place: usage
3 The Extended Family page 26	• Report news about relationships • Describe extended families • Compare people • Discuss family cultural traditions	• Extended family relationships • Marital status • Relatives by marriage • Describing similarities and differences	• The simple present tense (review) ◦ Affirmative and negative statements ◦ Yes / no questions ◦ Information questions ◦ Common errors **GRAMMAR BOOSTER** • The simple present tense: ◦ Usage, form, common errors ◦ Questions with Who
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 and drink • 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: common errors • Definite article the: usage **GRAMMAR BOOSTER** • Non-count nouns: usage, expressing quantities • How much / How many • Count nouns: Spelling rules • Some and any
5 Technology and You page 50	• Suggest a brand or model • Express frustration and sympathy • Describe features of products • Complain when things don't work	• Electronic products • Household appliances and machines • Features of manufactured products • Ways to state a problem • Ways to sympathize • Positive and negative adjectives	• The present continuous (review): ◦ Actions in progress and future plans ▫ Statements and questions **GRAMMAR BOOSTER** • The present continuous: form an spelling rules

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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 Really? to express enthusiasm • Provide reasons to decline an invitation • Use Too bad to express disappointment • Repeat with rising intonation to confirm information • Use Thanks, anyway to acknowledge an unsuccessful attempt to help	**Listening Skills:** • Infer a speaker's intention • Listen for main ideas • 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 • Identify supporting details • Make personal comparisons	**Task:** • Write a short personal essay about 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:** • Infer information • Understand key details • Identify similarities and differences • Listen to take notes • Listen for main ideas • Listen for details **Pronunciation:** • Blending sounds	**Texts:** • Family tree diagrams • A self-help website • A cultural-information survey • 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 • Infer the location of a conversation • Listen to predict **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 newsletter **WRITING BOOSTER** • Connecting words and ideas: and, 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:** • Listen to predict • Infer meaning • Listen for details **Pronunciation:** • Intonation of questions	**Texts:** • Newspaper advertisements • A magazine ad for a new product • A photo story **Skills/strategies:** • Understand from context • Activate language from a text	**Task:** • Write a paragraph describing a product **WRITING BOOSTER** • Placement of adjectives

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Unit	Communication Goals	Vocabulary	Grammar
6 **Staying in Shape** page 62	• Plan an activity with someone • Talk about habitual activities • Discuss fitness and eating habits • Describe someone's routines	• Physical activities • Places for physical activities • Frequency adverbs: expansion	• Can and have to: meaning, form, and usage • The present continuous and the simple present tense (review) • The present continuous: common errors **GRAMMAR BOOSTER** • Non-action verbs • Frequency adverbs: common errors • Time expressions • More on can and have to
7 **On Vacation** page 74	• Greet someone arriving from a trip • Ask about someone's vacation • Discuss vacation preferences • Describe good and bad travel experiences	• Adjectives to describe trips and vacations • Intensifiers • Ways to describe good and bad travel experiences	• The past tense of be (review): statements and questions • The simple past tense (review): statements and questions • Regular and irregular verb forms **GRAMMAR BOOSTER** • The past tense of be: explanation of form • The simple past tense: more on spelling, usage, and form
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	• Clothing departments • Types of clothing and shoes • Clothing that comes in "pairs" • Interior store locations and directions • Formality and appropriateness in clothing	• Uses of object pronouns • Object pronouns: common errors • Comparative adjectives **GRAMMAR BOOSTER** • Direct and indirect objects: usage rules • Spelling rules for comparative adjectives
9 **Taking Transportation** page 98	• Discuss schedules and buy tickets • Book travel services • Understand airport announcements • Describe transportation problems	• Kinds of tickets and trips • Travel services • Airline passenger information • Flight problems • Transportation problems • Means of public transportation	• Modals should and could: statements and questions • Be going to to express the future: review and expansion **GRAMMAR BOOSTER** • Modals: form, meaning, common errors • Expansion: future actions
10 **Shopping Smart** 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 • Too and enough: usage and common errors **GRAMMAR BOOSTER** • Superlative adjectives: usage and form • Comparatives (review) • Usage: very, really, and too

Countries and nationalities / Non-count nouns / Irregular verbs ..... page 122
Grammar Booster ..... page 123
Writing Booster ..... page 142

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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:** • Infer meaning • Infer information • Listen for main ideas • Listen for details • Apply and personalize information **Pronunciation:** • Can / can't • The third-person singular -s	**Texts:** • A bar graph • A fitness survey • A magazine article • A photo story **Skills/strategies:** • Interpret a bar graph • Infer information • Summarize	**Task:** • Write an interview about health and exercise 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 That'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 • Draw conclusions • Identify supporting details	**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 • Infer the locations of conversations • Understand locations and directions **Pronunciation:** • Contrastive stress for clarification	**Texts:** • A clothing catalogue • Simple and complex diagrams and plans • A travel blog • A personal opinion survey • A photo story **Skills/strategies:** • Paraphrase • Identify supporting details • Apply information	**Task:** • Write an e-mail or letter 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 stating alternatives	**Texts:** • Transportation schedules • Public transportation tickets • Arrival and departure boards • Newspaper articles • A photo story **Skills/strategies:** • Make decisions based on schedules and needs • Critical thinking	**Task:** • Write two paragraphs about trips **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 details • Listen for main ideas **Pronunciation:** • Rising intonation for clarification	**Texts:** • A travel guide • A magazine article • Personal travel stories • A photo story **Skills/strategies:** • 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 six-level* communicative course that prepares adults and young adults to interact successfully and confidently with both native and non-native speakers of English.

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

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

The *Top Notch* course has two beginning levels: *Top Notch* Fundamentals for true beginners and *Top Notch* 1 for false beginners.

Each full level of *Top Notch* contains enough material for 60 to 90 hours of classroom instruction. A wide choice of supplementary components makes it easy to tailor *Top Notch* to the needs of your classes.

**Summit* 1 and *Summit* 2 are the titles of the fifth and sixth levels of the *Top Notch* course. All Student's Books are available in split editions with bound-in workbooks.

The *Top Notch* instructional design

Daily confirmation of progress

Each easy-to-follow two-page lesson begins with a clearly stated communication goal. All lesson activities are integrated with the goal and systematically build toward a final speaking activity in which students demonstrate achievement of the goal. "Can-do" statements in each unit ensure students' awareness of the continuum of their progress.

A purposeful conversation syllabus

Memorable conversation models provide essential and practical social language that students can carry "in their pockets" for use in real life. Guided conversation pair work enables students to modify, personalize, and extend each model so they can use it to communicate their own thoughts and needs. Free discussion activities are carefully crafted so students can continually retrieve and use the language from the models. All conversation models are informed by the Longman Corpus of Spoken American English.

An emphasis on cultural fluency

Recognizing that English is a global language, *Top Notch* actively equips students to interact socially with people from a variety of cultures and deliberately prepares them to understand accented speakers from diverse language backgrounds.

Intensive vocabulary development

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

A dynamic approach to grammar

An explicit grammar syllabus is supported by charts containing clear grammar rules, relevant examples, and explanations of meaning and use. Numerous grammar exercises provide focused practice, and grammar usage is continually activated in communication exercises that illustrate the grammar being learned.

A dedicated pronunciation syllabus

Focused pronunciation, rhythm, and intonation practice is included in each unit, providing application of each pronunciation point to the target language of the unit and facilitating comprehensible pronunciation.

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ActiveBook

Top Notch

Top Notch 1 ActiveBook

Contents

More Practice

- Learning Objectives
- Unit 1: Getting Acquainted
- Unit 2: Going Out
- Unit 3: The Extended Family
- Unit 4: Food and Restaurants
- Unit 5: Technology and You
- Unit 6: Staying in Shape
- Unit 7: On Vacation
- Unit 8: Shopping for Clothes
- Unit 9: Taking Transportation
- Unit 10: Shopping Smart
- Reference Charts
- Grammar Booster
- Writing Booster
- Top Notch Pop Lyrics

A Digital Student's Book
(with complete audio)

Unit 5 Technology and You Grammar and Vocabulary A Sorting

Drag **each statement or question** into the correct category.

Yes, I am. | My sister is. | What are you

Michelle isn't here. She's shopping.

He's leaving at 5:00 p.m. today. | No, we're not. | Where are you going this afte

Actions in progress	Future plans	Short
Rose is making coffee in the kitchen.	Mr. and Mrs. Fennel are leaving tomorrow.	

Interactive practice (with daily activity records)

- Extra listening and reading comprehension
- Record-yourself speaking
- Grammar and vocabulary practice
- Games and puzzles
- *Top Notch Pop* and karaoke

NAME: _____ DATE: _____

Unit Study Guide
(Unit 5)

Self-Check Write a checkmark ✔ next to the ... Student's Book to find and ...

Printable test preparation and review

GRAMMAR

☐ The present continuous (page 52)

VOCABULARY

Electronics, machines, and appliances

☐ air conditioner
☐ blender
☐ camcorder
☐ cell phone / mobile phone
☐ coffee maker
☐ desktop [computer]
☐ digital camera
☐ dishwasher
☐ dryer
☐ DVD player
☐ earphone
☐ fan
☐ fax machine
☐ flash drive
☐ speaker
☐ stove
☐ vacuum cleaner
☐ washing machine

Negative descriptions of products

☐ a lemon
☐ a piece of junk
☐ an antique
☐ awful
☐ broken
☐ defective
☐ horrible
☐ not fixable
☐ obsolete
☐ pretty bad
☐ slow

Positive descriptions of products

☐ affordable
☐ awesome
☐ convenient
☐ fast
☐ fixable
☐ great
☐ guaranteed
☐ popular
☐ portable
☐ pretty good
☐ terrific
☐ up-to-date

SOCIAL LANGUAGE

☐ [I'm] ready for an ...

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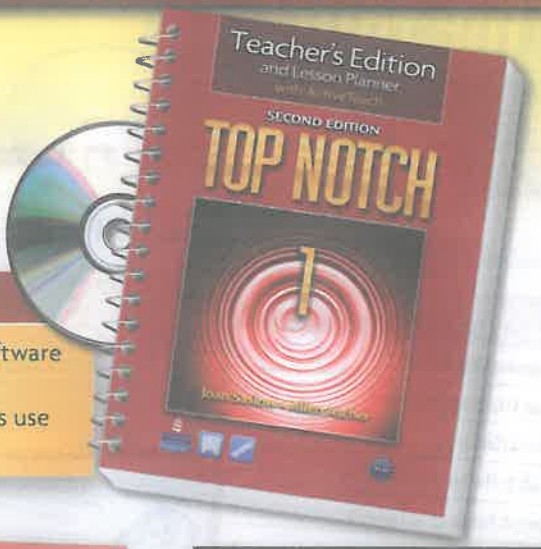
The Teacher's Edition and Lesson Planner

Includes:

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



ActiveTeach

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

Top Notch TV

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

The Digital Student's Book

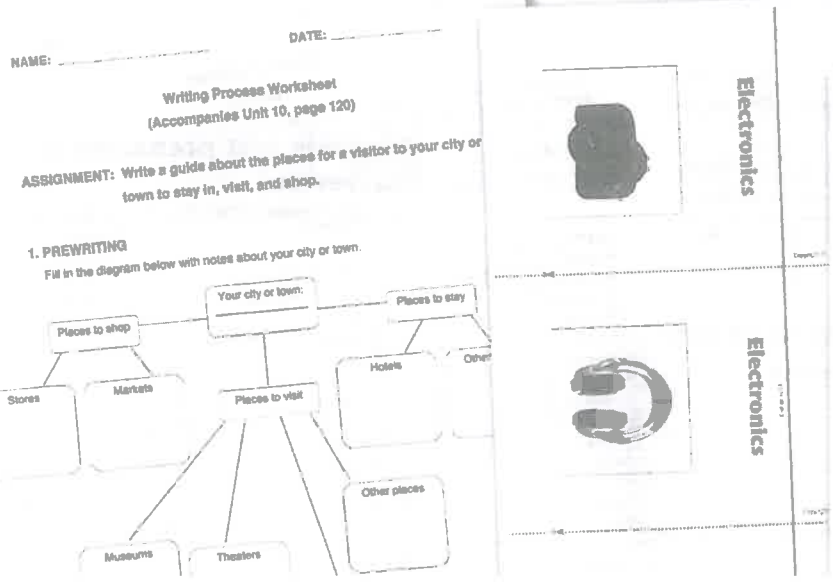
With zoom, write, highlight, save and other IWB tools.

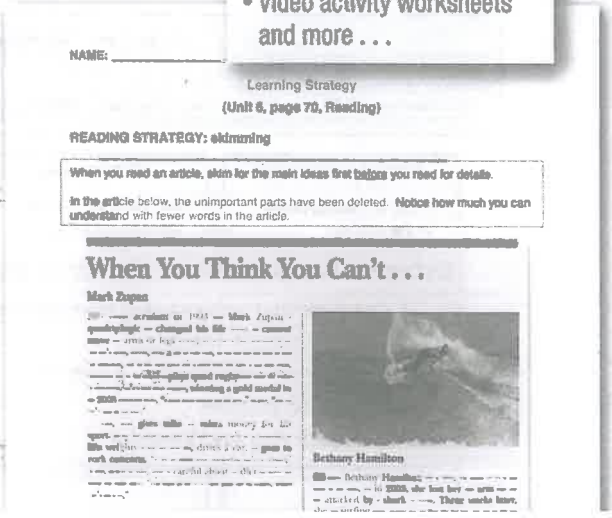
Printable Extension Activities

Including:

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

and more . . .





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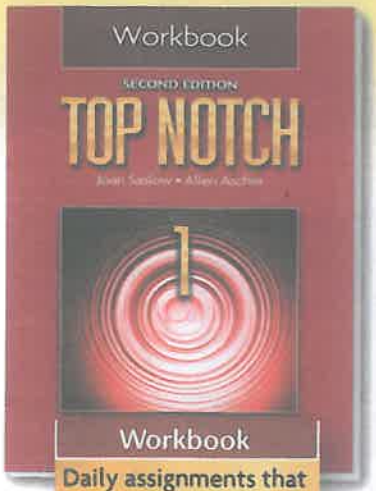
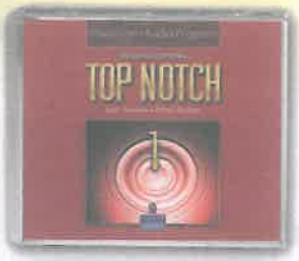
Other components



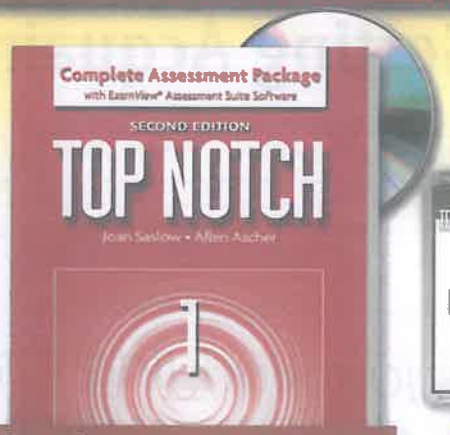
Workbook

Daily assignments that reinforce each lesson.



Classroom Audio Program

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

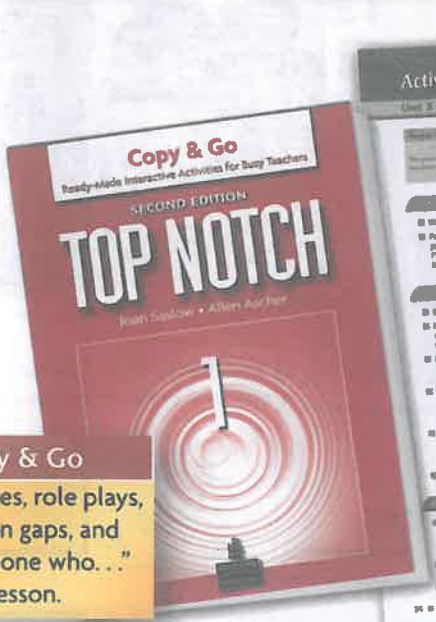


Complete Assessment Package

Ready-made achievement tests. Software provides option to edit, delete, or add items.

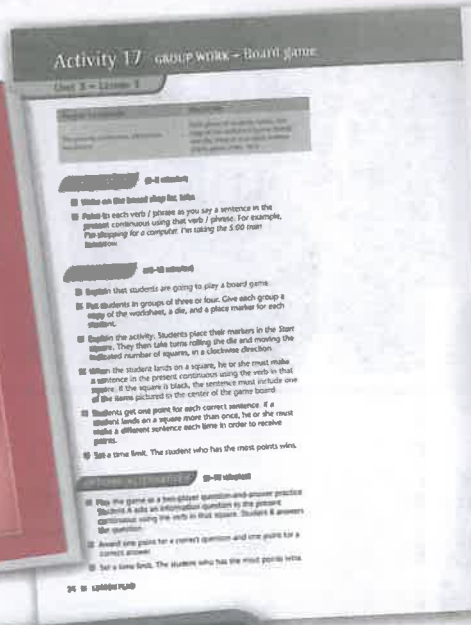
Full-Course Placement Tests

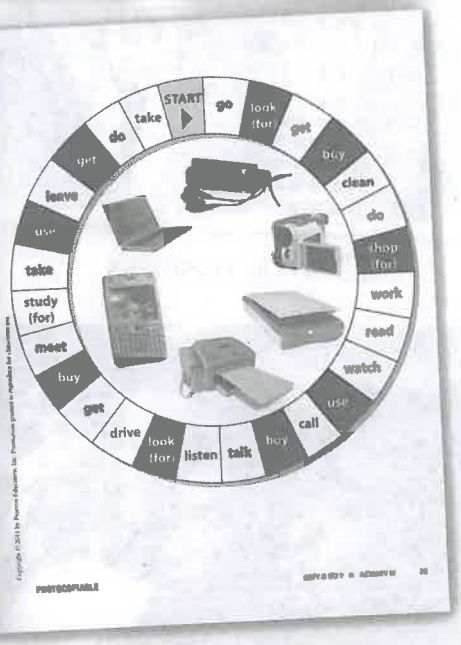
Choose printable or online version.

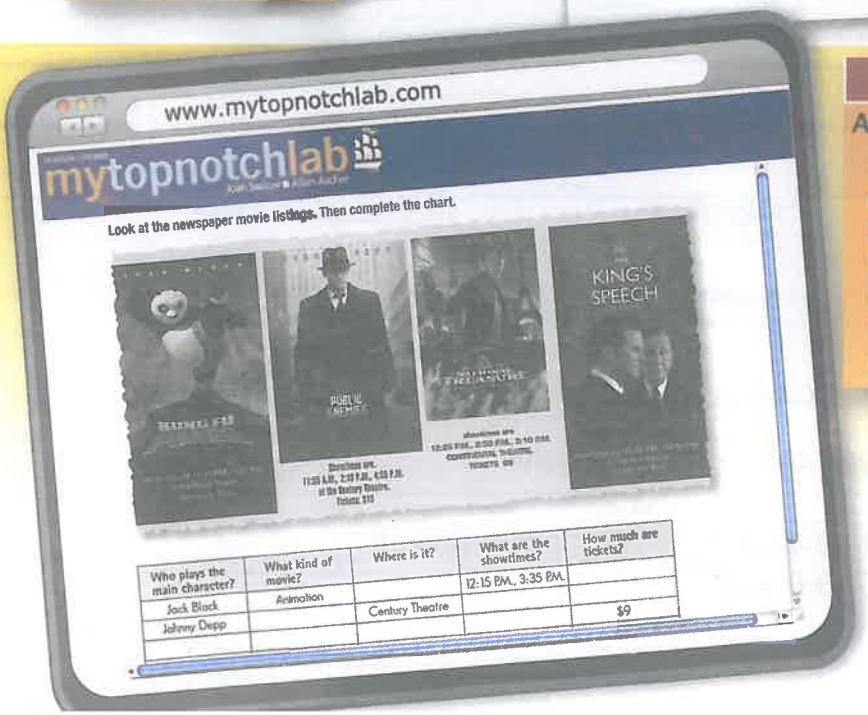


Copy & Go

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







MyTopNotchLab

An optional online learning tool with:

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

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UNIT 1

Getting Acquainted

Preview

GOALS After Unit 1, you will be able

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

Why are you studying English?

☐ to do business

☐ to study

☐ to travel

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

☐ other:

Did You Know?
In 2016, there will be 2 billion English speakers around the world. -from ***English Next*** (British Council)

Please complete the form.

Title: ☐ Mr. ☐ Mrs. ☐ Ms. ☐ Miss

Last/Family Name

First/Given Name

Nationality

Occupation

A Pair work Why are you studying English? Compare reasons with a partner.

B Class survey How many students in your class are studying English . . .

.....to do business?	.....to study?	.....(other reasons)
.....to get to know people?	.....to travel?	

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UNIT 1

Getting Acquainted

Preview

How to plan a *Top Notch* lesson

The teaching suggestions for each two-page lesson add up to a total teaching time of 45–60 minutes. Your actual teaching time will vary from the times suggested, according to your needs, your schedule, and the needs of your class.

Activities labeled "Option" are additional to the 45–60 minutes, and the estimated teaching time for each is noted with the activity.

In addition, you will see other optional extensions to the material on the Student's Book page. These of course will also increase the time allotted to the lesson:

ActiveTeach Multimedia Disc An extension activity from the *ActiveTeach Multimedia Disc* in the back of this Teacher's Edition

GRAMMAR BOOSTER An optional feature at the end of the Student's Book

WRITING BOOSTER An optional feature at the end of the Student's Book

EXTRAS (optional) Available supplementary components to support the lesson

These optional activities can be assigned as homework or class work. They come from the Workbook, Copy & Go, Top Notch TV, and the Complete Assessment Package.

Oral Progress Assessment and ***Top Notch* Project**

At the end of each unit there is also an optional oral progress assessment and Top Notch project. Time for these activities depends on the size of your class.

The Top Notch authors strongly encourage you to view these lesson plans and accompanying options and extensions as a menu of possibilities in creating the best lesson plan for you. You may wish to construct your lesson entirely without the options and extensions, or to extend the lesson to do all possible activities. The suggested teaching times are provided to help you do that.

Before Exercise A, give students a few minutes of silent time to observe the questionnaire and personal information form.

Language and culture

FYI: Language and culture notes are provided to offer students enrichment or more information about language and/or culture. Their use is optional.

- Forms generally ask for a person's family name first and given name second because family names are used to keep records. However, we always refer to the *family name* as the *last name* and the *given name* as the *first name*.
- In many Asian countries, the family name comes first, but it is still referred to in English as the person's *last name*.

LESSON PLAN

A Pair work

Suggested teaching time:	10 minutes	Your actual teaching time:	

- To model this activity, write your full name, including a title, on the board; for example, *Ms. Susan Miller* (Here and throughout, substitute real names and information for examples provided.)
- Label and talk about each part of your name: *[Susan] is my first name. My parents chose that name. [Miller] is my family name. Everyone in my family and my father's family has the name Miller.*
- Tell the class where you are from and what you do; for example, *I am from Australia. I am a teacher.* Then write on the board:
  Nationality: Australian *Occupation: Teacher*
- Have students fill in the chart with their own information. Tell students who don't work to write *student* as their occupation on the form.
- Point out the Did You Know? fact above the form. Write the number 2 billion on the board (2,000,000,000). Then ask *How many students are there in this class?* Add the number of students to the large number on the board. For example: 2,000,000,025.
- Read each reason for studying English aloud. For the fifth option, *other reasons*, brainstorm ideas from students and write them on the board. For example:
  People speak English everywhere.
  I like English music.
  It's a beautiful language.
  I want to visit my sister in New York City.
- Have students compare their answers in pairs.

FYI: Some students will want to give more than one reason for studying English. Let them check two or three reasons and then circle their number 1 reason for studying English.

B Class survey

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Ask *How many of you are studying English to do business? How many are studying English to travel?* etc. Tell students to raise their hands when they hear the reason(s) they checked. Write the names of students under each reason.
- Circle the most popular reason and discuss; for example, ask *Where do you want to travel?* or *What do you study?* Elicit short answers. If students have difficulty, ask *yes/no* questions (*Do you want to travel to Paris? Do you study computers?*) and have students say *Yes* or *No*.

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LESSON PLAN

FYI: All recorded material is indicated with the following icon 🔊. CD track numbers for all recorded material can be found on the Student's Book pages, above this icon. For example, 1:02 indicates that the recording is located on CD 1, track 2.

C 🔊 Photo story

Suggested teaching time:	10 minutes	Your actual teaching time:	

- To warm up, ask:
  How many people are in the photos? (Four.)
  How many are men? (Two.)
  How many are women? (Two.)
- After students read and listen to the conversation, check comprehension. Ask:
  In the first photo, what's the man's name? (Samuel Pike.)
  What's his first (or given) name? (Samuel.)
  What's his last (or family) name? (Pike.)
  What is Cara's friend's name? (Susan Grant.)
  What's her nickname? (Suzy.)
  What's her occupation? (Photographer.)
  Is Suzy married or single? (Married.)
  What's her husband's first name? (Ted.)

Language and culture

- A *nickname* is a shorter form of someone's real name, usually given by friends or family. The following are two English names and their most common nicknames:
  Elizabeth: Liz, Beth, Betsy William: Billy, Will

LEN From the Longman Corpus: *Good to meet you* and *Pleased to meet you* are also common ways to greet someone, but *Nice to meet you* is by far the most frequent of the three in spoken American English.

D Focus on language

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- To make sure the class understands the word *formal*, say *Ted calls Samuel Pike* "Mr. Pike." *Mr. Pike says* "Please call me Sam." *He doesn't want to be formal.*
- Have students identify the underlined expressions in the Photo Story by taking turns reading them aloud.
- After students find the answers with a partner, review with the class. Write the answers on the board so students see a list of the key expressions in this dialogue. For example:

Introducing Someone	Meeting Someone	Not Being Formal with Someone
I'd like to introduce you to ___ This is ___	It's a pleasure to meet you. Great to meet you. How nice to meet you.	Everyone calls me ___ Just call me ___ Please call me ___

🔊 Formal titles

- Make sure students understand the difference in pronunciation between *Ms.* (/mɪz/) and *Miss* (/mɪs/).
- Write your title with your first name and your title with your last name on the board. Ask *Which is correct?* Then cross out your title with your first name. Make sure students understand that a title is used with a full name (first and last name) or with just the family (last) name, but never with just the first name.
- Ask *Are you a man or a woman? Are you married or single?* Have students determine which title to use with their family names. Female students will have a choice of titles (see the language and culture note below).

Option: **[+5 minutes]** Explain other titles students may come across. (*Dr.* [doctor], *Prof.* [professor], etc.)

Language and culture

- In some English-speaking countries, some women prefer the title *Ms.* because it does not draw attention to whether they are married or single. Use *Ms.* when you don't know if a woman is married or when you don't know which title she prefers.
- When meeting someone for the first time, you should use a title and last name if the person is older or if you are in a professional / formal situation. If you're not sure, address the person formally. First names are commonly used in many English-speaking countries, but when speaking English with people from non-English-speaking countries, follow the customs of that particular country.

E Complete your response . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	

- Before students complete the exercise, read the lines in the speech balloons aloud to the class.
- To review, have volunteer pairs read the completed exchanges aloud.

Option: **[+5 minutes]** For further practice, have all the students write their names in large print on a folded piece of paper and place it in front of them so other students can read it. On the board, refer to the phrases in the *Not Being Formal with Someone* column in the chart from Exercise D. Then walk around the classroom and introduce several students. Use the student's title and family name. Say *Class, this is Mr. / Ms. / Mrs. / Miss [family name].* Prompt the student to reply with one of the phrases and his or her own information (*Just call me [first name or nickname]*).

F Role play

Suggested teaching time:	8–12 minutes	Your actual teaching time:	

- Have students brainstorm the names of famous people. Write their ideas on the board. Students can refer to the list as they do the role play.
- Have the class respond to each introduction with one of the phrases from the Photo Story. You can refer them to the phrases in the *Meeting Someone* column in the chart from Exercise D.

EXTRAS (optional)

- **Workbook: Exercises 1–4**

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C 1:02 Photo story Read and listen to people getting to know each other.

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

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

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

1:03 **Formal titles**

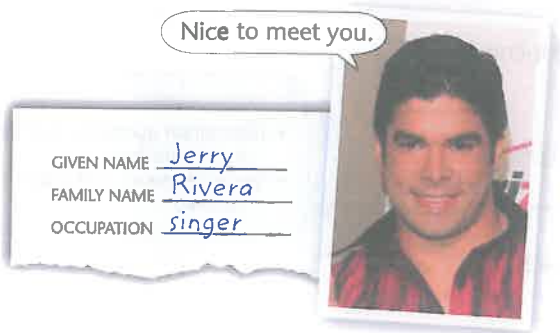
Men	Women
Mr.	Ms. (married or single)
	Mrs. (married)
	Miss (single)

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

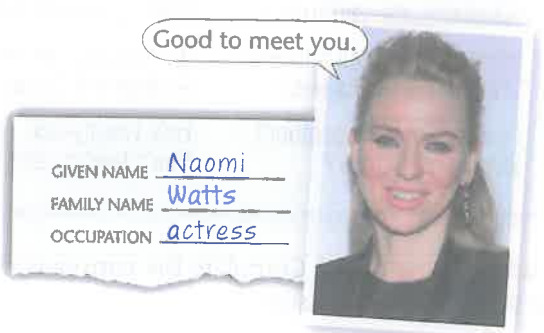
D Focus on language Look at the underlined expressions in the Photo Story. With a partner, find:

1 two expressions you can use when you introduce people.
I'd like to introduce you to ...; This is ...
2 three expressions you can use when you meet someone.
It's a pleasure to meet you; Great to meet you; How nice to meet you.
3 three expressions you can use when you don't want to be formal.
Everyone calls me ...; Just call me ...; Please call me ...

E Complete your response to each person.



1 Nice to meet you, too, ...
a Mr. Jerry
(b) Mr. Rivera
c Ms. Rivera



2 Good to meet you, too, ...
(a) Ms. Watts
b Ms. Naomi
c Mr. Watts

F Role play Imagine your partner is a famous person. Introduce your partner to the class. Use formal titles.

"I'd like you to meet Jerry Rivera. Mr. Rivera is a singer."

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LESSON 1

GOAL Meet someone new

CONVERSATION MODEL

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

A: Who's that?
B: Over there? I think she's new.
A: Well, let's say hello.
. . .
B: Good morning. I'm Alex, and this is Lauren.
C: Hi. My name's Kathryn Gao. But everyone calls me Kate.
A: Great to meet you, Kate. Where are you from?
C: New York.

B 1:05 **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with two partners.

GRAMMAR *Information questions with be: Review*

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

Contractions

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

GRAMMAR BOOSTER ▸ p. 123

- *Information questions with be: usage and form*
- *Possessive nouns and adjectives (review)*

A Grammar practice Complete the conversations. Use contractions of the verb be when possible.

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

2 A: Your new neighbor seems nice. .....What's..... his name?
B: His ....name's.... Ricardo.
A: .....Where's..... he from?
B: Guatemala.

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CONVERSATION MODEL

A Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

These conversation strategies are implicit in the model:
- Begin responses with a question to confirm.
- Use Let's to suggest a course of action.
- Ask personal questions to indicate friendliness.

- To make sure students understand *that* and *over there*, indicate different students who are sitting far away from you. Ask the class *Who's that?* To clarify, gesture toward a student and say *Over there.*
- Point out that Alex and Kathryn introduce themselves. They say "I'm Alex" and "My name's Kathryn Gao." To introduce a third person, Alex says "This is Lauren."
- After students read and listen, ask them to underline the names. (Alex, Lauren, Kate) Then have students read again and label the people in the photo.
- For comprehension, ask *yes / no* questions:
  Is she Lauren? [point to the woman in the red shirt] (No.)
  Is he Alex? [point to the man standing] (Yes.)
  Is Lauren from New York? (No.)
  Is Kate from New York? (Yes.)

B Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Have students repeat each line chorally. Make sure students:
  - use falling intonation in *Who's that?* and rising intonation in *Over there?*
  - pause after *Well.*

GRAMMAR

Suggested teaching time:	7–10 minutes	Your actual teaching time:	

- Review the examples. Practice the meanings of *Who, What, Where,* and *How old.* Call out a person, thing, place, or age. The class responds with the appropriate question word; for example, call out *Kate* and the class responds *Who.* For *What,* you can call out a name, title, nationality, or occupation.

Option: [+5 minutes] To contrast *'s* in these contractions with those used in possessives, review possessive nouns and possessive adjectives. (A review of possessive nouns and adjectives can be found in the Grammar Booster on p. 123.)
- Pick up a student's book and say *[Jenna]'s book.* Then write on the board: *[Jenna]'s book.*
- Walk around the room, picking up items from different students' desks. Have the class use the possessive to tell you whom the item belongs to.
- Have students look at where you wrote *[Jenna]'s book* on the board. Cross out the possessive noun and write *his* or *her* in its place.
- Repeat some of the possessive nouns used previously to identify students' belongings. Elicit possessive adjectives in their place; for example, say *[Michael]'s book* and elicit *his book* from the class.
- Pick up an item belonging to you. Say *the teacher's [book].* Elicit *your book* from the class. Say *the students' classroom* and elicit *our classroom.*
- Point out that for separate possessions, add *'s* to each name; for example, *Those are John's and Tina's cars.* When there is only one possession belonging to two or more people, the *'s* only goes with the second or last person. *This is Marie and Robert's house.*

Language and culture
- There is a special vocabulary for saying e-mail addresses: @ is *at*; the period is called *dot.* For example, for the e-mail address Mary21@skyline.com, you say "Mary twenty-one at skyline dot com."

From the Longman Corpus: In spoken American English, the contractions *who's, what's, where's,* and *that's* are used more than seven times as often as *who is, what is, where is,* and *that is.*

Option: GRAMMAR BOOSTER (Teaching notes p. T123)

ActiveTeach Multimedia Disc • Inductive Grammar Charts

A Grammar practice

Suggested teaching time:	4–6 minutes	Your actual teaching time:	

- Have students check their answers with a partner. Then review as a class. For each item, have different students read the roles of A and B.

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B Grammar practice

Suggested teaching time:	3–5 minutes	Your actual teaching time:	

- Review question words from page 4 with students.

Language and culture

- In some cultures, asking a person's age is considered impolite. It's typically OK to ask a child or young person *How old are you?*

C Pair work

Suggested teaching time:	3–5 minutes	Your actual teaching time:	

- To model the activity, have volunteers ask you information questions with *be*. Write a few of the questions on the board and then answer with complete sentences. Your students might ask:
  Who are your friends?
  What's your e-mail address?
  Where are you from?
  How old are you?

Option: **[+5 minutes]** To help students ask more questions with *Who*, introduce or review the word *favorite*. Students can ask *Who's your favorite teacher / singer / actress (actor) / athlete / artist?*

NOW YOU CAN Meet someone new

A Role play

Suggested teaching time:	12–15 minutes	Your actual teaching time:	

- Model the conversation with a student. Play the role of B. Act out the conversation. Take the student playing the role of A over to meet the classmate he or she indicates.
- Be sure to reinforce the use of the conversation strategies; for example, have students ask personal questions to indicate friendliness. Ask the class for ideas about how to continue the conversation; for example, students can ask *What city are you from? What's your occupation?*
- Have students practice the conversation, switching roles so that students have the chance to play A, B, and C.
- To enable students to move around the room more easily, you may want to have the class stand to introduce themselves to someone new.
- Give students a few minutes to skim the *word posts* (language in the Recycle box). For more information on wordposting, see the Actively Developing Free Expression section of the Introduction. Encourage students to use all the language in the Recycle box. Have them check off each question or phrase as they use it. Point out that students can also use the language for self-introductions: *I'm [Tania]* and *My name is [Tania]*.

ActiveTeach Multimedia Disc
- **Conversation Pair Work Cards**
- **Learning Strategies**

B Change partners

Suggested teaching time:	12–15 minutes	Your actual teaching time:	

- Make sure students switch roles when they change partners so they practice all parts of the conversation.

EXTRAS (optional)

- **Workbook: Exercises 5–9**
- **Copy & Go: Activity 1**

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3 A: ...Who are.... they?
B: I think ...they're.... new students.
A: ...What are.... their names?
B: Mieko and Rika.

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

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

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

B Grammar practice Write at least four information questions for your partner.
Answers will vary, but may include the following:

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

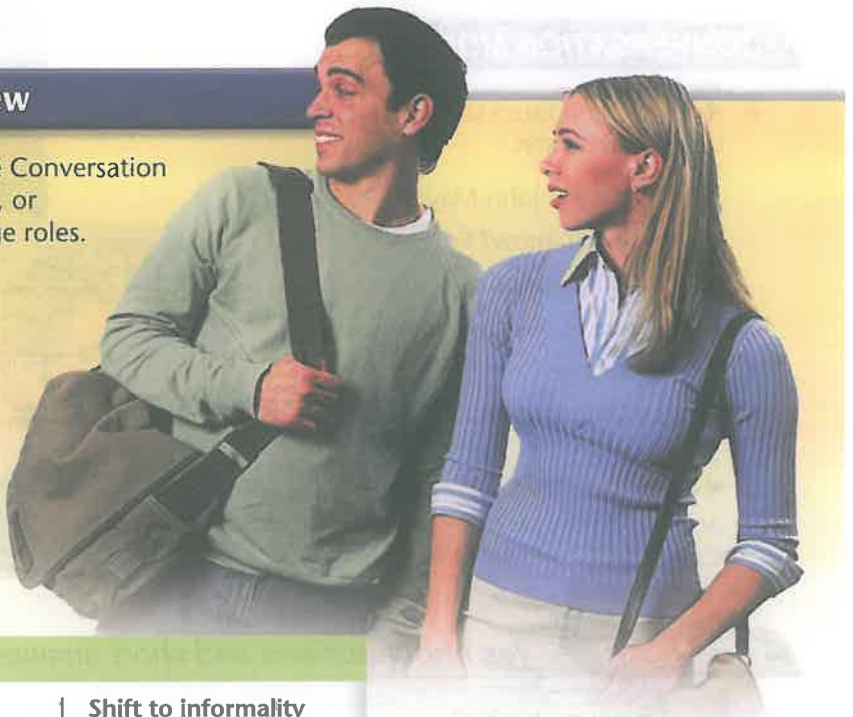
What's your phone number?
Where are you from?
How old are you?
What's your last name?
What's your occupation?

C Pair work Now ask and answer your questions.

NOW YOU CAN Meet someone new

A Role play With two partners, personalize the Conversation Model. One of you is new to your class, office, or neighborhood. Meet that person. Then change roles.

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



Be sure to recycle this language.

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

B Change partners Practice the conversation again. Meet other people.

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LESSON 2

GOAL Identify and describe people

GRAMMAR *Modification with adjectives: Review*

Adjectives describe nouns and pronouns. They can go after the verb be or before a noun.
Alejandro Sanz is **handsome**. He's a **handsome singer** from Spain.
Tony Leung and Gong Li are **famous**. They're **famous actors** from China.

Use an article before an adjective that modifies a singular noun.
He's a great musician. NOT ~~He's great musician.~~

Positive adjectives
beautiful
great
excellent
famous
handsome
wonderful
fantastic
terrific

A Grammar practice On a separate sheet of paper, combine each pair of sentences.

Amy Tan is a writer. She's wonderful.
She's a wonderful writer.

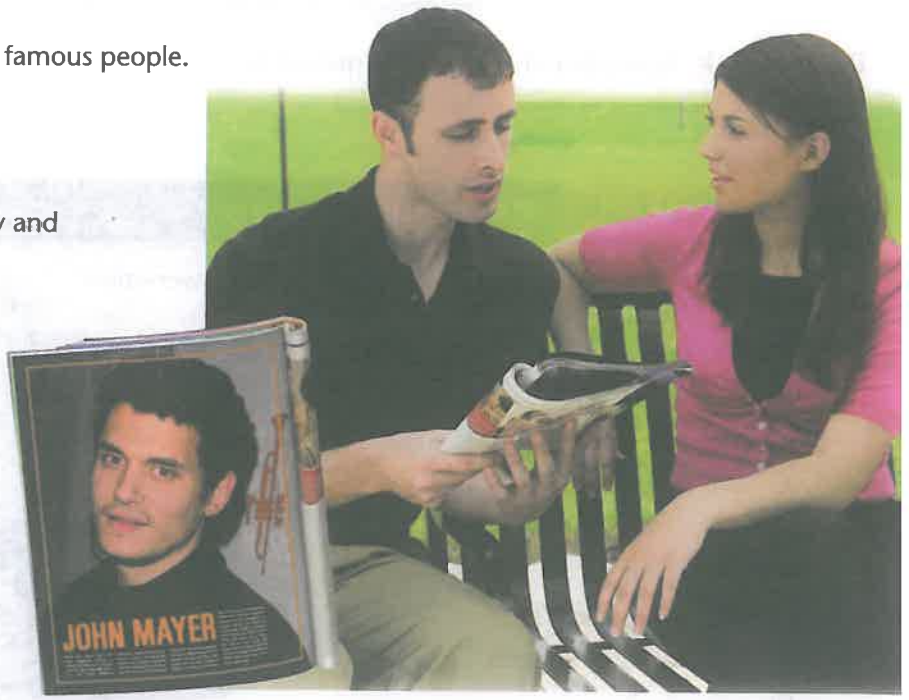
1 Juan Luis Guerra is a singer. He's fantastic.
He's a fantastic singer.
2 Penélope Cruz is an actress. She's wonderful.
She's a wonderful actress.
3 Zhong Biao is an artist. He's excellent.
He's an excellent artist.
4 Alice Waters is a chef. She's famous.
She's a famous chef.
5 Eric Clapton and Jeff Beck are musicians.
They're great. They're great musicians.

B Now write three sentences about other famous people.

CONVERSATION MODEL

A 1:06 Read and listen to someone identify and describe a person.

A: Hey. Who's John Mayer?
B: You don't know? For real?
A: No. Is he famous?
B: He sure is. He's a great musician.
A: Where's he from?
B: The United States.



B 1:07 **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.

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

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

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

GRAMMAR BOOSTER ▸ p. 124
- *Yes / no questions: usage and form*
- *Common errors*

Lessonpagedownload.ir

GRAMMAR

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Write a sentence on the board about one of the famous people on page 3; for example,
  Naomi Watts is famous. She's a famous actress.
- Underline the adjective in each sentence. Ask the class *What other adjectives describe Naomi Watts? Is she handsome?* (No.) *Is she beautiful?* (Yes.) Erase *famous* and write *beautiful* in the sentence.
- Write an example on the board: *Jerry Rivera is a singer.* Underline *a* and tell students that it is an article. Then write: *Jerry Rivera is a terrific singer.* and underline *a* again. Say, *The article stays when I add an adjective.*

Language and culture

- The positive adjective *brilliant* is very common in informal British English. It has a general positive meaning. In American English, when used to describe people, it always means, *very intelligent*.

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A Grammar practice

Suggested teaching time:	2–3 minutes	Your actual teaching time:	

- After students complete the exercise, have them check their answers with a partner.

Option: [+5 minutes] To extend this practice, ask students *Who are other famous people?* Write the names on the board with their occupations and appropriate adjectives. For example:
Edward Pattinson: actor / handsome
Haruki Murakami: writer / excellent
Justin Bieber: singer / wonderful
Have students take turns saying complete sentences with *be*; for example, *Edward Pattinson is a handsome actor.*

B Now write three sentences . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	

- Before students write, brainstorm the names and occupations of famous people. Write the list on the board.
- Have students read their sentences to a partner.

Option: [+10 minutes] Challenge students by having them write three sentences about one famous person. Students then read their sentences to the class and the class guesses who the famous person is. For example:
She is a wonderful actress.
She is from Spain.
Her fiance is Javier Bardem.
(Penélope Cruz)

CONVERSATION MODEL

A Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

This conversation strategy is implicit in the model:
- Intensify an informal answer with sure.

- Before listening to the conversation, have students look at the main photo. Point to the magazine photo of John Mayer and say *They are talking about that man.*

B Rhythm and Intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Have students repeat each line chorally. Make sure students:
  - use falling intonation in *Who's John Mayer?* and *Where's he from?*
  - use rising intonation in *You don't know? For real?* and *Is he famous?*
  - stress *sure* in *He sure is.*

GRAMMAR

Suggested teaching time:	6–8 minutes	Your actual teaching time:	

- On the board, write affirmative simple present tense statements with *be* about the famous people in Exercise A; for example, for Amy Tan: *She is a writer.*
- Demonstrate how to make the statements into questions. *Is she a writer?*
- Tell students that *yes / no* questions are usually answered with short answers. (*Yes, I am.* or *No, I'm not.*) Ask a few students *Are you [Name]? Are you married / single? Are you a/an [occupation]? Are you from [city / neighborhood]?*
- Then indicate a classmate and ask students a few third-person *yes / no* questions with *be*. (*Is she [Helga]? Is Helga a teacher?*)
- Remind students that there are two ways to contract *is* and *are* in negative sentences (*isn't* or *'s not, aren't* or *'re not*). Both ways are equally acceptable.

Option: [+10 minutes] Bring in photos of famous people. Ask *yes / no* questions with *be* about the people.
Is she married / single?
Is she a/an [artist]?
Is she [Japanese]? or *Is she from [Japan]?*
Prompt students to answer with the appropriate short answers (*Yes, he / she is. No, he / she isn't*).

Option: GRAMMAR BOOSTER (Teaching notes p. T124)

ActiveTeach Multimedia Disc • Inductive Grammar Charts

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LESSON PLAN

A Find the grammar

Suggested teaching time:	1–2 minutes	Your actual teaching time:	

- Have two students read the Conversation Model on page 6 aloud as the rest of the class listens along and underlines the two information questions and the one *yes / no* question.

FYI: There are two additional questions in the dialogue (*You don't know? For real?*) that do not use *be*.

B Grammar practice

Suggested teaching time:	2–3 minutes	Your actual teaching time:	

- Remind students to capitalize the first letter of the first word when the answer comes at the beginning of a sentence, as in items 1, 2, 3, 4, and 6.

PRONUNCIATION

A Use rising intonation . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Before students listen, read the four items aloud. Model rising and falling intonation between the *yes / no* questions and the information questions. Write some examples on the board, using arrows to indicate rising and falling intonation.

Option: [+5 minutes] For more practice, read the questions in the Grammar box on page 4 with falling intonation. Have students repeat. Then read the questions in the Grammar box on page 6 with rising intonation. Have students repeat.

B Pair work

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Brainstorm some questions with the class aloud. Then have students work in pairs to write their questions and ask them with correct intonation.

Option: [+15 minutes] For additional practice, divide the class into two teams, an X team and an O team. Draw a tic-tac-toe grid on the board and write in the answers to *yes / no* and information questions. In teams, have students ask questions for the answers in the tic-tac-toe grid. Every time they ask a correct question, the team can draw their mark (*X* or *O*) in the box. The team to get three of their marks in a row horizontally, vertically, or diagonally, wins. For example:

Yes, she is.	I am from China.	No, he's not.
They are students.	Yes, he is.	My name is Hong.
He is a teacher.	I'm 21 years old.	No, she's not.

Team 1: Is Frank from Canada? (No, he's not.)
Team 2: What's your name? (My name is Hong.)

ActiveTeach Multimedia Disc • Pronunciation Activities

NOW YOU CAN Identify and describe people

A Look at the famous people . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	

- Read the names and information about the famous people aloud. Then ask, *Who is another famous person? Where is [he] from? What is [his] occupation?* Get several ideas from students to illustrate how many choices they have. Then point to the box and say *Write about one famous person.*

B Pair work

Suggested teaching time:	8–12 minutes	Your actual teaching time:	

- Model the conversation with a student. Play the role of A.
- Ask the class for ideas about how the conversation can continue. Write the ideas on the board. For example:
  What's [his] occupation?
  How old is [he]?
  Is [he] a good [singer]?
  Is [he] married?
- Be sure to reinforce the use of the conversation strategy; for example, have students use emphatic stress on *sure* and *is*.

ActiveTeach Multimedia Disc • Conversation Pair Work Cards

C Change partners

Suggested teaching time:	8–12 minutes	Your actual teaching time:	

- Have all students play both roles so they can both ask and answer questions.

EXTRAS (optional)

- **Workbook: Exercises 10–14**
- **Copy & Go: Activity 2**

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A Find the grammar Find two information questions and one yes / no question with be in the Conversation Model on page 6. Information questions: Who's John Mayer? Where's he from?
Yes / No question: Is he famous?

B Grammar practice Complete the questions and answers. Use contractions when possible.

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

2 A: ....Is..... your son an athlete?
B: No, ...he isn't..... . ....He's.... an artist.

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

4 A: Who ....are..... those new students?
.....Are they.... from Canada?
B: No, ...they aren't..... . I think ....they're.... from the U.K.

5 A: That's a nice hat! ....Is it.... new?
B: No, ...it isn't..... .

6 A: ....Are.... you a musician?
B: Yes, ...I am..... . ....I'm..... a violinist.

PRONUNCIATION *Intonation of questions*

1:08

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

1 Is this his e-mail address?
2 Are they from Canada?
3 What's his e-mail address?
4 Where are they from?

B Pair work Write three yes / no questions and three information questions with be. Then take turns practicing question intonation.

NOW YOU CAN Identify and describe people

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

B Pair work Use the information about the people. Change the Conversation Model to practice asking for and providing information about each person. Use your own adjective. Then change roles.

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

C Change partners Practice the conversation again. Talk about other famous people.

Javier Bardem
actor (Spain)

Kitaro
musician (Japan)

Patricia Yeo
chef (U.S.)

Your own famous person

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

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LESSON 3

GOAL Provide personal information

BEFORE YOU LISTEN

A 1:09 **Vocabulary** • *Personal information* Read and listen. Then listen again and repeat.

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

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

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

1:10 **Countries and nationalities**

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

See page 122 for a more complete list.

B **Pair work** Ask your partner questions, using the Vocabulary.

"What's your birthplace?"

LISTENING COMPREHENSION

A 1:11 **Listen for details** Listen to each conversation and write each person's nationality and occupation. Then check yes or no to indicate whether the person has a nickname.

	Nationality	Occupation	Nickname?
1	Turkish	computer programmer	☐ yes ☑ no
2	Japanese	graphic designer	☑ yes ☐ no
3	Argentinean	interpreter	☐ yes ☑ no
4	Canadian	salesperson	☑ yes ☐ no

a computer programmer

an interpreter

a graphic designer

a salesperson

B 1:12 **Infer information** Now listen to each conversation again and complete each statement.

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

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

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

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

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BEFORE YOU LISTEN

A Vocabulary

Suggested teaching time:	5 minutes	Your actual teaching time:	

- If possible, show students a world map. Call out the countries mentioned in this section and have students locate them on the map.
- Model the Vocabulary before listening by talking about yourself. Say *I was born in ___. ___ is my **birthplace**. I grew up in ___. ___ is my **hometown**. I am from ___. My **nationality** is ___.*

Countries and nationalities

- After students listen to the audio, have them use a world map to look up countries and nationalities in their region of the world, if possible. Model the pronunciation of the new words and have students listen and repeat.

Language and culture

- *A hometown,* where a person grew up, can also mean *the place a person chooses as "home."*
- *The U.K.* stands for the *United Kingdom.* It includes England, Northern Ireland, Scotland, and Wales. People from any part of the U.K. are *British.* Citizens of the U.K. can also be referred to as *English* (England), *Irish* (Northern Ireland), *Scottish* (Scotland), and *Welsh* (Wales).

ActiveTeach Multimedia Disc • **Vocabulary Flash Cards**

B Pair work

Suggested teaching time:	2–3 minutes	Your actual teaching time:	

- On the board, write questions students can ask each other; for example, *What's your [birthplace]?*

Option: **[+10 minutes]** To create a survey activity, you can draw the following chart on the board or print out a copy for each student from the *ActiveTeach Multimedia Disc.* Have students complete the chart.

Name (first and last)	Birthplace	Hometown	Other information:

ActiveTeach Multimedia Disc • **Graphic Organizers**

LISTENING COMPREHENSION

A Listen for details

Suggested teaching time:	10–14 minutes	Your actual teaching time:	

- Before listening to the conversations, read the occupations aloud. Have students repeat.

FYI: Each item in this exercise corresponds to a conversation; for example, item 1 is for Conversation 1.

AUDIOSCRIPT

CONVERSATION 1 [M = Turkish]
F: Mr. Yilmaz.
M: Please call me Serhat.
F: OK, Serhat . . . Is that your nickname?
M: No, it's my first name. I don't have a nickname.
F: Tell me, what's your nationality?
M: I'm Turkish, actually. I live in the capital, Ankara. But my hometown is Izmir. That's a really beautiful city on the Mediterranean coast.
F: And what do you do?
M: I'm a computer programmer.

CONVERSATION 2 [F = Japanese]
M: Good evening.
F: Good evening.
M: It's . . . Keiko Nakamura?
F: That's right. But all my friends call me KK.
M: So tell me, Ms. Nakamura, what do you do?
F: I'm a graphic designer, actually.
M: How interesting. And where are you from?
F: Well I'm from Japan. I live in Tokyo, but I'm originally from Osaka. I was born there.

CONVERSATION 3 [F = Spanish]
M: We're talking with . . . Pilar . . . Rodríguez.
F: That's right. Pilar.
M: Pilar Rodríguez. No nickname, Pilar?
F: No. Just Pilar.
M: OK. So, you live in Uruguay, right?
F: Well, I live there now, in Montevideo. But I'm actually from Buenos Aires . . . in Argentina.
M: And what do you do, Ms. Rodríguez?
F: I'm an interpreter. I work for the Uruguayan government, actually.
M: Do you travel for your job?
F: I do. A lot. I often go to Buenos Aires . . . Brasilia . . . Santiago, Chile . . .

CONVERSATION 4 [M = Canadian]
F: So your name is Anthony Harris.
M: That's right. But most people call me by my nickname, Tony. So it's Tony Harris.
F: Mr. Harris, tell me what you do for a living.
M: I'm a salesperson. I work at a large electronics store in Chicago, in the United States.
F: So you're American?
M: Actually, no. I'm from Toronto, Canada. But I've been in Chicago for over ten years.
F: So Canada is really home for you?
M: That's right.

B Infer information

Suggested teaching time:	8–10 minutes	Your actual teaching time:	

- Make sure students understand the meaning of *originally,* say Originally *means* in the beginning; *for example, John's birthplace is Albany, New York. Now he lives in Florida. John is* originally *from New York.*

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NOW YOU CAN Provide personal information

Suggested teaching time:	20–28 minutes	Your actual teaching time:	

- Partner B in each pair should turn his or her book upside down. Have students cover the bottom of the page with a sheet of paper so that they are looking only at their half.
- To identify whom they are talking about, students first use a name or possessive noun; for example, *Where is Richard Anderson from? What's Lucia's occupation?*
- When it's clear whom they are asking about, students use a personal pronoun or possessive adjective; for example, *How old is he? What's his e-mail address?*
- To check their answers, partners take turns talking about the people; for example, Partner A talks about Richard Anderson. He or she says, "His name is Richard Anderson. He's a photographer. He's British." (*or,* "He's from the U.K.") "He's twenty-two. His e-mail address is randy@umail.com.uk."

EXTRAS (optional)

- **Copy & Go: Activity 3**

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NOW YOU CAN Provide personal information

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

PARTNER A

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

Name: Richard Anderson
Nickname: Rick
Occupation: photographer
Nationality: British
Birthplace: Liverpool
Age: 24
E-mail: randy@umail.com.uk

Name: Lucia Alberti
Occupation: writer
Age: 26
Nationality: Italian
Hometown: Rome
E-mail: alberti.lucia@inet.com.it

Name: Riko Ohira
Occupation: manager
Age: 42
Nationality: Japanese
Hometown: Kyoto
E-mail: rohira@unet.com.jp

Name: Francisco Pastor
Nickname: Paco
Occupation: graphic designer
Nationality: Venezuelan
Age: 31
Hometown: Maracaibo
E-mail: fp52@vmail.com.ve

PARTNER B

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

Name: Richard Anderson
Nickname: Rick
Occupation: photographer
Nationality: British
Birthplace: Liverpool
Age: 24
E-mail: randy@umail.com.uk

Name: Riko Ohira
Occupation: manager
Age: 42
Nationality: Japanese
Hometown: Kyoto
E-mail: rohira@unet.com.jp

Name: Lucia Alberti
Occupation: writer
Age: 26
Nationality: Italian
Hometown: Rome
E-mail: alberti.lucia@ciao.com.it

Name: Francisco Pastor
Nickname: Paco
Occupation: graphic designer
Nationality: Venezuelan
Age: 31
Hometown: Maracaibo
E-mail: fp52@vmail.com.ve

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LESSON 4

GOAL Introduce someone to a group

BEFORE YOU READ

A Warm-up In your life, where do you see or hear English?

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

READING

1:13

Who Uses English?

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

This is Yuan Yong Jing, his wife, Zheng Yang, and their son, Yuan Bao. They live in Beijing, China. Mr. Yuan, a manager, is originally from Weihai, a small seaside city in Shandong Province. His wife is a teacher, and their son is a middle-school student. "Our company provides tour guides to foreign businesspeople who visit China, so English is very important for my work," he says. At home, Mr. Yuan enjoys watching English-language TV and listening to English-language radio.

Meet Marcus Stolze, an information technology researcher. Mr. Stolze lives with his wife, Thérèse, and children, Lena and Jan, in Rüti, a small town in Switzerland. Mr. Stolze is originally from Brilon, Germany. Thérèse is an English teacher and speaks four languages. Their children are also multilingual. "At work, we use English a lot because we communicate with people who speak many different languages," he says. "Also, most good books on computing are in English," he adds.

Source: Authentic interviews of real people

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BEFORE YOU READ

A Warm-up

Suggested teaching time:	1–2 minutes	Your actual teaching time:	

- Have students answer the question in small groups. Students should be expected to provide the places they see and hear English; for example, *the Internet, the airport, the radio, movies.*

B Preview

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Give students a 30-second limit to do this search activity to make sure they don't slow down and read every word.
- Have students circle the word *English* every time they see it as they scan the text.
- Ask the class *How many times did you see* English *in the reading?* (9)
- Have volunteers share their answers with the class.

READING

Suggested teaching time:	12–15 minutes	Your actual teaching time:	

- After students read the interviews silently, have them close their books. On the board, write *Ms. Marques, Mr. Yuan,* and *Mr. Stolze.*
- Then read the following sentences. Ask students to identify who the person is.
  This person has one child. (Mr. Yuan.)
  This person isn't married. (Ms. Marques.)
  This person's hometown is Weihei. (Mr. Yuan.)
  This person's nationality is German. (Mr. Stolze.)
  This person's birthplace is Curitiba. (Ms. Marques.)
  This person's children are multilingual. (Mr. Stolze.)

Option: **[+5 minutes]** To challenge students, have them close their books and listen to audio of the interviews before reading them. After each interview, ask students what they remember about each person. Say *Who's Marcus Stolze?* Write what the class remembers about him under his name; for example, *He's German. He lives in Switzerland. He is an information technology researcher.* Then have students open their books and check the information in the Reading.

ActiveTeach Multimedia Disc
- **Extra Reading Comprehension Questions**
- **Learning Strategies**

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LESSON PLAN

A Infer information

Suggested teaching time:	4–5 minutes	Your actual teaching time:	

- After students read the text on page 10 silently, have them close their books. Ask *Where does Ms. Marques speak English?* (At work.) *Where does Mr. Yuan speak English?* (At work.) *Where does Mr. Stolze speak English?* (At work, maybe at home.)
- As students complete the exercise, have them underline supporting evidence of their answers in the text.

B Scan for facts

Suggested teaching time:	5–7 minutes	Your actual teaching time:	

- To prepare, go over the information students need to look for. Have students look at the chart. Say *What's the person's occupation? What city does the person live in now? Where's the person from? / What's his or her hometown? Is this person married?* Students should not say the answers to these questions at this point.
- Have students underline this information as they read. After students read, have them use the underlined information to fill in the chart.
- To review, have students read their answers aloud in complete sentences; for example, *Ms. Marques is a financial manager. She lives in Curitiba, Brazil. Her hometown is Curitiba. She isn't married. She's single.*

NOW YOU CAN Introduce someone to a group

A Read the information . . .

Suggested teaching time:	5–6 minutes	Your actual teaching time:	

- After students read the information silently, ask:
  What's Ms. Hsu's occupation? (Office assistant.)
  How old is she? (27)
  What's her favorite sport? (Swimming.)
  What's her hometown? (Chia-yi, Taiwan.)
  What's Mr. Méndez's occupation? (Market researcher.)
  What's his birthplace? (Equatorial Guinea.)
  What's his nickname? (Tonio.)
  Where does he live? (New York.)
- After students compare their answers in pairs, have two student volunteers read their completed paragraphs.

B Notepadding

Suggested teaching time:	6–8 minutes	Your actual teaching time:	

- To model the activity, have the class interview you. Write the notepad list from page 11 on the board. Have different volunteers ask you questions; for example, *What's your name? What's your nickname? What's your occupation? What's your hometown? What's your birthplace? How old are you?* (You can say *I'd rather not say.*) *Who's your favorite actor? What's your favorite sport?* Another student writes the information on the board. Leave this information on the board to use in Exercise C.
- To extend the activity, ask other questions. Possible questions include:
  Are you married?
  What is your husband's / wife's name?
  What is your husband's / wife's occupation?

C Group work

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- To model the activity, have students look at the information you wrote on the board. Ask volunteers to use this information to introduce you to the class.
- To encourage students to use the language in the Recycle box, write the phrases on the board. Before each student introduces his or her partner to the class, indicate which phrases you would like him or her to use in the introduction. Vary phrases for each student.

Option: **[+5 minutes]** To challenge students, tell them to listen carefully during the introductions and take notes. When all the introductions are over, ask them questions about their classmates; for example:
Who's from [name of town]?
Who's a / an [occupation]?
Who was born in [name of town]?
How old is [name of student]?
What is [name of student]'s favorite sport?
Who is originally from [name of town]?
Is [name of student] married?
Is [name of student] from [name of town]?

EXTRAS (optional)

- **Workbook: Exercises 15–19**
- **Copy & Go: Activity 4**

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A Infer information Complete each statement.

1 ..... are in English at Ms. Marques's company in Brazil.
a E-mails
b Meetings
c Phone calls
(d) E-mails, meetings, and calls

2 In his work, Mr. Yuan uses English ..... .
a to teach classes
(b) to help businesspeople
c to watch TV
d to listen to the radio

3 Mr. Stolze probably uses English with people from ..... .
a the United States
b Switzerland
c the United Kingdom
(d) all over the world

B Scan for facts Complete the information about the people.

	Ms. Marques	Mr. Yuan	Mr. Stolze
Occupation	financial manager	manager	information technology reseacher
Lives in . . .	Curitiba, Brazil	Beijing, China	Rüti, Switzerland
Hometown	Curitiba	Weihai	Brilon, Germany
Married?	☐ yes ☑ no	☑ yes ☐ no	☑ yes ☐ no

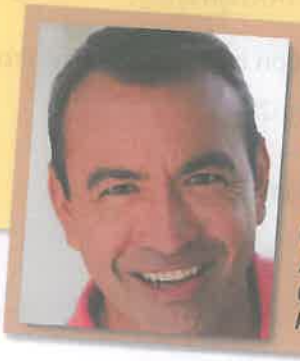
On your *ActiveBook* Self-Study Disc:
Extra Reading Comprehension Questions

NOW YOU CAN Introduce someone to a group

A Read the information about each person. Then complete the two paragraphs below.

Name: Evelyne Hsu
Nickname: Effie
Occupation: office assistant
Hometown: Chia-yi, Taiwan
Birthplace: same
Age: 27
Favorite actor: Tony Leung
Favorite sport: swimming
Other: lives in Kaohsiung

This is ..... Evelyne Hsu ....., but everyone calls her ..... Effie ..... . She's ..... 27 ..... years old and she's an ..... office assistant ..... . Ms. ..... Hsu ..... lives in ..... Kaohsiung ....., but she is originally from a city called ..... Chia-yi ..... . Her favorite actor is ..... Tony Leung ....., and her favorite sport is ..... swimming ..... .



Name: José Antonio Méndez
Nickname: Tonio
Occupation: market researcher
Hometown: Celanova, a small town in Spain
Birthplace: Equatorial Guinea (in Africa)
Age: 48
Other: lives in New York, has two children

Meet ..... José Antonio Méndez ..... . He's a ..... market researcher ....., and he lives in ..... New York ..... . Everyone calls him ..... Tonio ..... . He's originally from ..... Celanova, Spain or Spain ....., but actually he was born in ..... Equatorial Guinea or Africa ..... . Mr. Méndez is ..... 48 ..... years old, and he has ..... two children ..... .

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

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

C Group work Introduce your partner to your classmates.

Be sure to recycle this language.

This is ___ .
I'd like you to meet ___ .
I'd like to introduce you to ___ .
Everyone calls her / him ___ .
His / her nickname is ___ .
___ is originally from ___ .
His / her hometown is ___ .
His / her favorite ___ is ___ .

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Review

More Practice
ActiveBook Self-Study Disc
grammar · vocabulary · listening
reading · speaking · pronunciation

A 1:14 **Listening comprehension** Listen to the conversations. Then listen again and write each person's occupation and nationality.

	Name	Occupation	Nationality
1	George Detcheverry	manager	French
2	Sonia Pereira	artist	Brazilian
3	Mark Zaleski	interpreter	Polish
4	Marjorie Baxter	office assistant	Australian

Polish Brazilian
French Australian

B Complete each statement.

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

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

1 "What city are you from?"
YOU ..... .
2 "What's your e-mail address?"
YOU ..... .
3 "Are you a teacher?"
YOU ..... .
4 YOU ..... ?
"I'm from Canada."
5 YOU ..... ?
"I'm a graphic designer."
6 YOU ..... .
"Great to meet you, too."

D **Writing** On a separate sheet of paper, write a short description of the classmate you interviewed on page 11. Include the following information.

- first and last name
- age
- occupation
- hometown
- birthplace

1:15/1:16 *Top Notch Pop* "It's Nice to Meet You"

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

WRITING BOOSTER ▸ p. 142
- *Capitalization*
- *Guidance for Exercise D*

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Review

A Listening comprehension

Suggested teaching time:	4–5 minutes	Your actual teaching time:	

- Review answers as a class. Have students give answers in complete sentences. (George Detcheverry is a manager. He is French.)

Option: **[+ 3 minutes]** Challenge your students by asking questions such as *Where's Marseilles?* (In France.) *Where's São Paulo?* (In Brazil.) *Who lives in Miami?* (Mark Zaleski.)

Language and culture

- Asking *What do you do?* is more common than *What's your occupation?*

AUDIOSCRIPT

CONVERSATION 1
F: Is that man over there David Egan?
M: No, that's George Detcheverry. David's not here today.
F: Who's George Detcheverry?
M: He's the new manager.
F: Really? Where's he from?
M: He's from Marseilles—in France.

CONVERSATION 2
M1: Who's that over there?
M2: Her name's Sonia Pereira.
M1: What does she do?
M2: They say she's an artist.
M1: Is she from around here?
M2: No. She's from São Paulo.
M1: Oh, so she's from Brazil.

CONVERSATION 3 [M = Polish]
F: Are you from around here?
M: No. I live in Miami, actually. The name's Mark. Mark Zaleski.
F: Hi, Mark. I'm Lyla. What do you do?
M: I'm an interpreter. I work for SBT.
F: You're not from Miami originally, though, are you?
M: As a matter of fact, I was born and raised in Warsaw, the capital of Poland.

CONVERSATION 4
M: Is that Marjorie Baxter?
F: Yes, it is.
M: I heard she's the new office assistant.
F: That's right.
M: Is it true she's from Australia?
F: That's what I hear.

B Complete each statement.

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students complete the exercise independently. Review answers as a class.

C Complete each conversation . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To check their work, have students practice the conversations with a partner. Have them practice the conversations twice so that both partners can read their answers.

D Writing

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Tell students to use the notes they took in Exercise B Notepadding on page 11.

Option: **[+10 minutes]** Have students write about themselves instead.

Option: WRITING BOOSTER (Teaching notes p. T142)

ActiveTeach Multimedia Disc • **Writing Process Worksheets**

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ORAL REVIEW

Before the first activity, give students a few minutes of silent time to explore the pictures and become familiar with them.

Pair work 1

Suggested teaching time:	5–6 minutes	Your actual teaching time:	

- As a class, create names for the people in the picture who are engaged in conversation.

Option: **[+5 minutes]** Guessing game. Have volunteers act out one of their conversations in front of the class. Have students listen and guess which conversation in the picture is being portrayed.

Option: **[+5 minutes]** Writing activity. Have students write their conversations in dialogue form.

Possible responses . . .*

(The pair at the top)
A: Who's that? **B:** You don't know. For real? **A:** No. Is he famous? **B:** Yes. He's Ricky Martin. He's a great singer and actor. **A:** Where's he from? **B:** He's from Puerto Rico. **A:** How old is he? **B:** He's ___ years old. **A:** Is he married? **B:** No, he's not.

(The three people at the bottom of the page)
A: Hi. My name's ___. This is ___. **B:** Nice to meet you. My name is ___. Everyone calls me ___. **C:** Great to meet you, too. **A:** Where are you from? **B:** I'm from ___. Where are you from? **A:** I'm from ___ and ___ is from ___. **C:** Are you a student? **B:** Yes I am. I'm also a/an ___. And you? **C:** I'm a ___ and a student.

*Here and throughout this Teacher's Edition, possible responses provide a sample of the quantity and quality of response students have been prepared for. *Actual* responses will vary.

Pair work 2

Suggested teaching time:	8–12 minutes	Your actual teaching time:	

- Model this activity. Point to one person in the picture and ask questions about the person. For example:
  What her [last name]?
  Is she [married]?
  Where's she from?
  What's her [hometown]?
  How old is she?
  What's her [favorite food]?
  Who's her favorite [actor]?

Possible responses . . .

This is Isabelle. Everyone calls her Belle. She's from Paris, France. She was born in a small town in France. She's a great musician. Her favorite food is Chinese food. Her favorite actress is Naomi Watts. She's single.

Contest

Suggested teaching time:	8–12 minutes	Your actual teaching time:	

- Have students read the web page. Ask:
  What's Ricky Martin's real name? (Enrique Martín Morales.)
  What's his occupation? (He's a singer and actor.)
  Is he married? (No, he's not.)
  Where is he from? (Puerto Rico.)
  What's his favorite food? (Cuban and Italian.)
  Who's his favorite actor? (Robert De Niro.)

Option: Oral Progress Assessment

Use the illustration on page 13 for an oral test. Ask the following questions about Ricky Martin. Tell students to answer in complete sentences.

What's his last name?
What's his occupation?
Is he single?
Where's he from?
How old is he?
What's his favorite food?
Who's his favorite actor?

Evaluate students on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.

ActiveTeach Multimedia Disc • Oral Progress Assessment Charts

Option: *Top Notch* Project

Create a class newsletter with photos to introduce classmates to each other.

Idea: Students can change the first sentence of the description of their classmates (from Exercise D Writing, page 12) for inclusion in a class newsletter. Have students change *My partner's first name is* ___ to *This is* ___ or *Meet* ___.

EXTRAS (optional)

- Complete Assessment Package
- Weblinks for Teachers: pearsonlongman.com/topnotch/

And on your ActiveTeach Multimedia Disc:
- Just for Fun
- Top Notch Pop Song Activities
- Top Notch TV Video Program and Activity Worksheets
- Supplementary Pronunciation Lessons
- Audioscripts
- Unit Study Guides

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ORAL REVIEW

Pair work

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

Who's Ricky Martin?

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

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

What's his nickname?

NOW I CAN...

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

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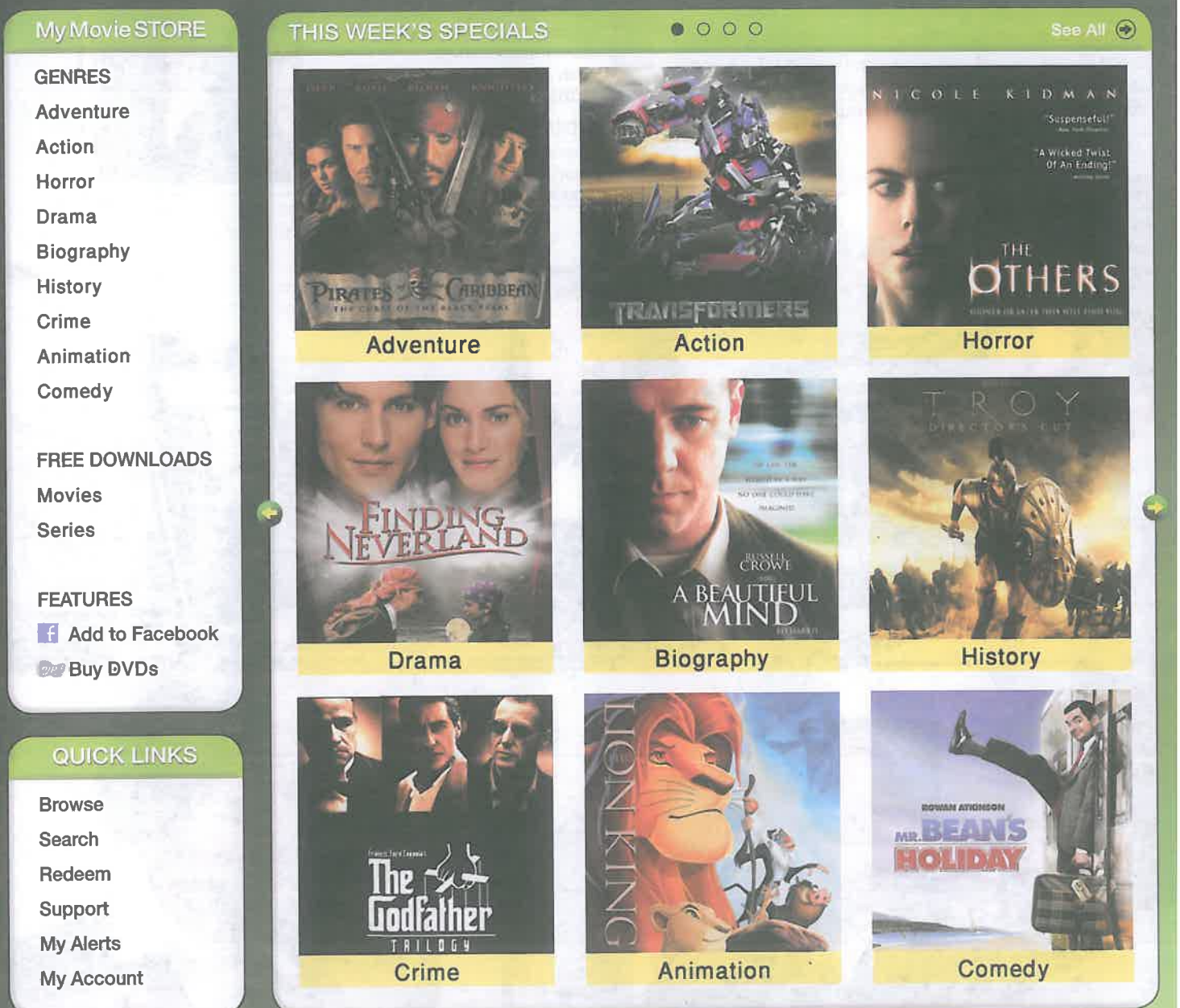
UNIT 2

Going Out

Preview

GOALS After Unit 2, you will be able

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



A Look at the online movie store site. Do you download movies from the Internet? Why or why not?

B 1:17 **Vocabulary** • *Genres* Listen and repeat.

C Pair work Tell your partner what you would click on first. Explain why.

D Discussion Which is better—buying a DVD in a store or downloading movies from the Internet? Explain your answer.

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UNIT 2

Going Out

Preview

Before Exercise A, give students a few minutes of silent time to observe the online movie store site.

A Look at the online movie store site . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Explain that *download* means *to transfer a file from the Internet to your own computer.*
- Ask students, *Which movies or actors on this website do you know?*
- After they answer the questions in pairs, ask various students *Do you download movies from the Internet? Which websites do you use to download movies?*

B Vocabulary

Suggested teaching time:	2 minutes	Your actual teaching time:	

- After students listen and repeat, ask:
  Does Rowan Atkinson play in horror movies? (No, he doesn't.)
  What genre does he play? (Comedy.)
  Does Johnny Depp play in adventure movies? (Yes, he does.)
  What genre is the lion king? (Animation.)

Option: [+10 minutes] Extend the activity by bringing in samples of these movie genres. You can also ask students to bring in samples of their favorite movie. Have the class watch the movie samples and identify their genres.

C Pair work

Suggested teaching time:	1–2 minutes	Your actual teaching time:	

- Read the direction lines aloud to the class. Illustrate the meaning of *click on* by miming clicking on a computer mouse.
- Model a response to the prompt, for example, *I would click on this one [pointing to The Others]. I like horror movies. The others is great.*
- To review, ask individual students *Which movie would you like to have?*

D Discussion

Suggested teaching time:	6–8 minutes	Your actual teaching time:	

- Pair students with classmates who share the same opinion and have them discuss the reasons for their opinions. Or if possible, put students into small groups where at least one group member has a different opinion from the others.
- Then have students make a list of reasons to support their opinions.

Option: [+5 minutes] As an alternative, draw the following graphic organizer on the board (without the answers). Write students' ideas in the chart as they discuss the question as a class, or print out the graphic organizer from the *ActiveTeach Multimedia Disc* and have students complete it in small groups.

	+ (advantages)	– (disadvantages)
Buying a DVD in a store	I can play the DVD at home. A DVD is a nice gift.	I might lose the DVD. The DVDs are too big.
Downloading movies from the Internet	It's easy. I can buy separate movies. I don't carry DVDs with me.	It's easy to spend a lot of money on the Internet. I need a DVD player.

ActiveTeach Multimedia Disc • Graphic Organizers

LESSON PLAN

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LESSON PLAN

E Photo story

Suggested teaching time:	8–10 minutes	Your actual teaching time:	

- For a warm-up, ask *Do you go out to watch movies? Where do you go? What kind of movies do you like to watch?*
- To check understanding, ask students to support their answers to these questions with references from the Photo Story:
  Does Sara want to see The Dark Knight? (Yes. She says *Now that's more my style.*)
  Is she going to see Meg at 7:45? (Yes.)
  What is Sarah doing? (Downloading movies.)
  Does Meg like downloading movies? (No.)
  Is Sarah going to see The Notebook? (No.)
  Why not? (It's past her bedtime.)
- To make sure the meaning of *fan* is clear, say *Sara is an R&B fan. She likes R&B.*

F Focus on language

Suggested teaching time:	8–10 minutes	Your actual teaching time:	

- Model the activity for the class. On the board write item 1, *That's too late for me.* Ask students to look at all of the underlined phrases and choose one that means the same thing. Have a volunteer read both phrases aloud.

Option: **[+5 minutes]** Challenge your students by having them cover Exercise F and look only at the Photo Story conversation. Read the phrases from Exercise F aloud and out of order and have students say the matching phrases in the conversation.

G Think and explain

Suggested teaching time:	5–8 minutes	Your actual teaching time:	

- Review answers with the class. Say *Sara says, "Just downloading some new movies."* Ask *What's Sara doing?* (a getting movies from the Internet)
- As you review each item, ask *What does she say in the conversation?* Have volunteers share their answers. (2 Meg asks, "How about some new movies at the cinema tonight?" 3 Sara says, "Sorry. That's past my bedtime." 4 Meg asks, "Meet you in front of the theatre at 7:45?")

H What kinds of movie genre . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Write the numbers 1–9 on the board. Explain that 1 is for your favorite movie genre and 9 is for the movie genre you don't like.
- To check understanding, write *comedy* on the board and add the number 1 next to it. Say *Comedy is my favorite!*

  Make sure students understand what *adventure* and *horror* are. Ask *Who stars in adventure movies?* (Johnny Depp.) *Who stars in horror movies?* (Nicole Kidman.)

I Class survey

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Before discussing as a class, put students in small groups to compare choices. Write on the board:
  I like ___.
  I don't like ___.
  How about you?

Option: **[+5–10 minutes]** Draw the following bar graph organizer on the board (without the Xs) and have students copy it, or print it out from the *ActiveTeach Multimedia Disc* and distribute to students. As students find out their classmates' favorite movie genre, mark an *X* in one box for each student response. Have students talk to classmates and then compare their bar graphs in groups. If you have a large class, divide the class into groups and complete the graphs separately.

Bar Graph: What is your favorite kind of movie?

			X					
			X					
			X					
		X	X					
X		X	X			X		
X		X	X			X	X	X
comedy	animation	horror	crime	drama	action	adventure	biography	other:

ActiveTeach Multimedia Disc • Graphic Organizers

EXTRAS (optional)

- Workbook: Exercises 1–3

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E Photo story Read and listen to a conversation about movies.

1:18

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

Meg: The Notebook is playing at midnight at the Empire. Would you like to go?
Sara: At midnight? Sorry. That's past my bedtime.
Meg: Well, there's also The Dark Knight. That's playing at 8:00
Sara: The Dark Knight? Now that's more my style. I'm a real action movie fan.

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

F Focus on language Choose the underlined word or expression from the Photo Story with the same meaning:

1 That's too late for me. That's past my bedtime.
2 Great! Perfect!
3 being shown playing
4 What are you doing? What's up?
5 I like that better. That's more my style.
6 I don't like that. That's not for me.

G Think and explain Choose an answer. Use a quotation to explain your answer.

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

"Sara says, 'Just downloading some new movies.'"

2 What does Meg want to do?
a download movies from the Internet
(b) go to the cinema

3 Which woman doesn't like to go to sleep late?
(a) Sara
b Meg

4 When and where are they going to meet?
a at midnight at the theatre
(b) at the Empire before the show

H What kind of movies do you like? Number these movie genres in order, making number 1 your favorite.

..... action ..... drama ..... comedy
..... adventure ..... crime ..... history
..... horror ..... animation ..... other .....

I Class survey Compare your choices. Which genres do most classmates like?

"Who chose animation as their favorite?"

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LESSON 1

GOAL Accept or decline an invitation

CONVERSATION MODEL

A 1:19 Read and listen to an invitation to a movie.

A: Are you free on Saturday? *Batman* is at the Movie Center.
B: Really? I'd love to go. What time?
A: At noon.

To decline . . .

B: Really? I'd love to go, but I'm busy on Saturday.
A: Too bad. Maybe some other time.

B 1:20 **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.

GRAMMAR

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

Prepositions of time

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

on	in	at
on Saturday	in March	at 8:30
on June 7th	in 2009	at noon
on Monday, May 3rd	in the summer	at midnight
on Tuesday morning	in the morning	
	in ten minutes	

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

Prepositions of place

Where's the play? It's . . .

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

GRAMMAR BOOSTER ▸ p. 125
• *Prepositions of time and place: usage*

Grammar practice Complete the e-mail message with prepositions of time and place.

From:	jjlove@meltdown.net
To:	bonnie@vmail.com
Subject:	Pop concert

Hi, Bonnie: Are you busy **on** Tuesday evening? There's a pop concert right near your office **at** the Mellon Exhibit Space. Sounds like something really special with performers from all over the world. It starts **at** 8:30. I'll be **at** work until 6:00, but I could meet you **at** 6:15 or 6:30 **on** the corner of Grand and Crane. We could have something to eat before the concert. What do you think? —JJ

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CONVERSATION MODEL

A Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

These conversation strategies are implicit in the model:
- Use Really? to express enthusiasm.
- Provide reasons to decline an invitation.
- Use Too bad to express disappointment.

- After students read and listen, ask:
  What's the name of the movie? (Batman.)
  Where's the movie? (At the Movie Center.)
  When's the movie? (On Saturday, at noon.)
- Point out that there are two models (one for accepting an invitation and one for declining an invitation). Pause after each one and ask *Can she go to the movie?* (Model 1: Yes; Model 2: No)

Language and culture
- In most English-speaking countries, it is polite to provide a reason when declining a social invitation.
- The word *free* can have two different meanings.
  - On page 14, *Free Downloads* means that the downloads don't cost any money.
  - In the question on page 16, *Are you free on Saturday?*, *free* means *not busy.*

B Rhythm and Intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Have students repeat each line chorally. Make sure students:
  - use rising intonation in *Are you free on Friday?* and *Really?*
  - use falling intonation in *What time?*

GRAMMAR

Suggested teaching time:	8–12 minutes	Your actual teaching time:	

- Review the contracted question words *When's, What time's,* and *Where's.* Read each contraction and have students repeat.
- To model the use of prepositions of time and place, talk about when and where your class meets; for example:
  Our class is ***on*** *[Mondays and Wednesdays].*
  It's ***in*** *[the afternoon].*
  It's ***at*** *[3:30].*
  Our class is ***at*** *[name of your school].*
  Our school is ***on*** *[name of street].*
  Our school is ***in*** *[name of city or town].*
- Be sure to substitute your own information in the brackets above.

Language and culture
- In American English, *in ten minutes* means *ten minutes from now.* In British English, it's more common to say *in ten minutes' time. In ten minutes* can also mean *in a period of ten minutes,* as in "It's so easy, you can do it in ten minutes."
- *On the corner* is more common usage, but when specifying the streets, one can also say *at the corner [of Grand and Crane].*

LCN **From the Longman Corpus:** A common error for English learners is to use *in* with days of the weeks and *on* with months.

Option: **[+10 minutes]** To extend the activity, bring information to class about a couple of events in your community. Write the information on the board; for example:
What: Vivaldi concert
When: Saturday, 7:30 P.M.
Where: Town Hall, Water Street, Pacific City
Have students write sentences about the place and time of each event. For example, *The Vivaldi concert is on Saturday. It's at 7:30.*

Option: GRAMMAR BOOSTER (Teaching notes p. T125)

ActiveTeach Multimedia Disc • **Inductive Grammar Charts**

Grammar practice

Suggested teaching time:	4–6 minutes	Your actual teaching time:	

- To check students' understanding of the e-mail message, ask:
  When's the concert? (On Tuesday evening.)
  What time? (At 8:30.)
  Where's the concert? (At the Mellon Exhibit Space.)
  What kind of music is it? (Pop.)
  When can they meet? (At 6:15 or 6:30.)
  Where can they meet? (On the corner of Grand and Crane.)
- To review, have students read the e-mail message aloud in pairs.

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LESSON PLAN

VOCABULARY

A Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

- After students repeat, check comprehension. Ask:
  Is Blues Explosion a movie? (No, it's not.)
  Is Hamlet a play? (Yes, it is.)
  Is the lecture on Tuesday? (No, it's not.)
- In the illustration for a *movie*, point out the place where tickets are sold. Say *This is the box office.* Write the word on the board.

Language and culture
- *Film* is more common than *movie* in British English.
- In British English, *theater* is spelled *theatre*.

Option: [+10 minutes] Extend the activity by bringing in a local entertainment listing from a newspaper or website. Write the following questions on the board:
What movie would you love to see?
What play would you love to see?
What concert would you love to see?
What talk would you love to go to?
What art exhibit would you love to see?
Have students write answers to the questions, and then ask and answer the questions with a partner.

ActiveTeach Multimedia Disc • Vocabulary Flash Cards

B Pair work

Suggested teaching time:	2–3 minutes	Your actual teaching time:	

- While students ask and answer questions, listen for correct use of prepositions of time and place.
- If necessary, review common errors students made.

Language and culture
- *The* is used with proper names of theaters, galleries, and museums: *at the Film Forum, at the Reed Theater, at the Beekman Gallery. The* is generally not used with proper names of parks or stores: *at Elliot Park, at Book World.*

C Listening comprehension

Suggested teaching time:	6–8 minutes	Your actual teaching time:	

- Before listening, have students look at the chart. Ask *What information are you listening for?* (The kind of event, the time of the event, and whether the person wants to go.)

AUDIOSCRIPT

CONVERSATION 1 [F = British English]
M: Are you free on Sunday at 11:30? Nick Hornby's going to be at the City Nights Bookstore.
F: Nick Hornby? I love his books. What's he doing there?
M: Giving a talk about his novel *Slam.* Want to go?
F: Absolutely.

CONVERSATION 2
F1: What's playing at the Cinema Center?
F2: There's an old Marilyn Monroe movie showing at 7:10—*Bus Stop.* Interested?
F1: Not really. I'm not a Marilyn Monroe fan.

CONVERSATION 3
M: Oh, look. *Agamemnon* is at the Theater in the Circle.
F: What's *Agamemnon*?
M: It's a famous Greek play. It's great. There's a performance tonight at eight o'clock. Do you want to go?
F: At eight? Maybe.

CONVERSATION 4 [M = Spanish]
M1: I'm in the mood for a good concert. What's playing at the Festival?
M2: The Boston Symphony Orchestra. They're doing Beethoven's Fifth tonight.
M1: That sounds great. What time?
M2: At 7:45. Let's do it.
M1: Well, it's 6:30 now. Meet you there in an hour?

D Listen to the conversations again . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students read the options in both columns first.

NOW YOU CAN Accept or decline an invitation

A Pair work

Suggested teaching time:	7–10 minutes	Your actual teaching time:	

FYI: When *the* is necessary with a place name, it is included in the list of place names.
- For a warm-up, ask *Which event do you want to go to?*
- Have students notice the abbreviations of the days.

Don't stop! Extend the conversation. If Student B at first declines Student A's invitation, A can say *What about . . . ?* and suggest another event or day.
- Be sure to reinforce the use of the conversation strategies; for example, make sure students use *Really?* with enthusiasm and *Too bad* with disappointment.
- Remind students to use the language in the Recycle box.

ActiveTeach Multimedia Disc • Conversation Pair Work Cards

B Change partners

Suggested teaching time:	7–10 minutes	Your actual teaching time:	

- Be sure that all students have the chance to accept and decline an invitation.

EXTRAS (optional)
- Workbook: Exercises 4–8
- Copy & Go: Activity 5

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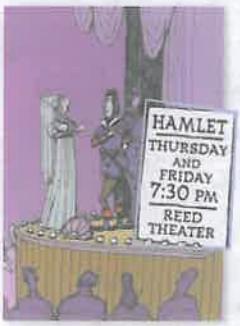
VOCABULARY *Entertainment and cultural events*

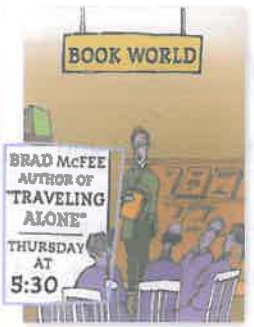
A 1:21 Read and listen. Then listen again and repeat.

a movie / a film

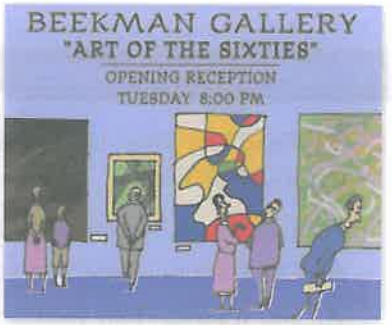


a play

a concert



a talk / a lecture



an art exhibit

B Pair work Ask and answer questions about the events in the pictures above. Use When, Where, and What time.

"Where's the talk?"

"It's at Book World."

C 1:22 **Listening comprehension** Listen to the conversations and complete the chart.

	Kind of event	Time of event	Does the person want to go? (Write yes, no, or maybe.)
1	a talk	11:30	yes
2	a movie	7:10	no
3	a play	8:00	maybe
4	a concert	7:45	yes

D 1:23 Listen to the conversations again. Match the event and the place.

…c… 1 *Agamemnon*
…d… 2 the Boston Symphony Orchestra
…a… 3 *Bus Stop*
…b… 4 Nick Hornby

a at the Cinema Center
b at the City Nights Bookstore
c at the Theater in the Circle
d at the Festival

NOW YOU CAN Accept or decline an invitation

A Pair work Change the Conversation Model. Use these events or other events. Decide to accept or decline. Then change roles.

A: Are you free .....? ..... is at ..... .
B: Really? . . .

Don't stop!
If you decline, suggest a different event.

Be sure to recycle this language.

That's past my bedtime.
That's not for me.
That's more my style.

This Week's Entertainment

MOVIES *Red Sunset*
The Cine Lux, Sat./Sun. 8:55 P.M.

MUSIC *The Soul Brothers*
The Supermarket, Fri. Midnight

TALKS *John Grisham, writer*
Book Town, Mon. 8:00 P.M.

PLAYS *Romeo and Juliet*
The Bridge Theater, Every night 7:30 P.M.

B Change partners Practice the conversation again. Use different events.

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LESSON 2

GOAL Express locations and give directions

CONVERSATION MODEL

A 1:24 Read and listen to someone asking for and getting directions.

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

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

A: Yes. It's 205 Holly Avenue.

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

Or if you don't know . . .

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

A: Thanks, anyway.

B 1:25 **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.

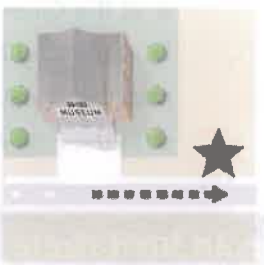
VOCABULARY *Locations and directions*

A 1:26 Read and listen. Then listen again and repeat.

Locations **Where is the _____ ?**

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

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

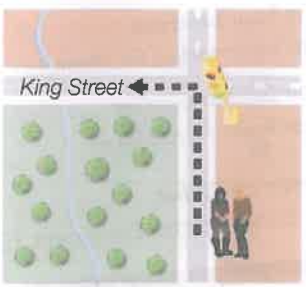


It's **down the street from** the museum.

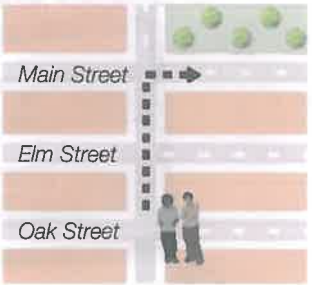
It's **around the corner from** the theater.

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

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



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



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

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

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CONVERSATION MODEL

A Read and listen . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	

These conversation strategies are implicit in the model:
- Repeat with rising intonation to confirm information.
- Use Thanks, anyway to acknowledge an unsuccessful attempt to help.

- After students read and listen, ask *What's the address of the National Bank?* (205 Holly Avenue.) Say *The National Bank is on Holly Avenue.* Then point to the pair in the photograph and ask *Are they on Holly Avenue?* (No.)
- Draw a map on the board, similar to the one below. Have students read the conversation again. Ask a volunteer to come to the board and draw the National Bank on the map.

- Draw a dashed line with an arrow along the route to the National Bank on the board map so students become familiar with the same convention used in the textbook.

Language and culture
- An alternate way to say *right around the corner* is *just around the corner.*
- *Thanks, anyway* is a way to say *thank you* to a person who tries to help but is unable to.

LCN **From the Longman Corpus:** Some people say *Pardon me* when trying to get someone's attention, but *Excuse me* is more than six times as common in spoken American English.

B Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Have students repeat each line chorally. Make sure students:
  - pause after *Excuse me, Yes,* and *Oh.*
  - use rising intonation for *The National Bank?* and *Do you know the address?*
  - pause after *It's right around the corner* and *I'm sorry.*

VOCABULARY

A Read and listen . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	

- After students listen and repeat, review their understanding of the Vocabulary.
  - To review locations Vocabulary, ask:
    Where is our school?
    What's across from our school?
    What's down the street from our school?
    What's around the corner from our school?
  - To review directions Vocabulary, write the following language on the board:
    Turn left / right at the corner.
    Turn left / right on ___ street.
    Go / Walk / Drive ___ blocks.
    Go / Walk / Drive to ___.
- Then ask students for directions to a place nearby (a store, bus stop, park). *From school, how do I get to the ___?*

Language and culture
- There are variations in the way people describe locations. For example, *on the corner of Smith and Bond* can also be stated as *on the corner of Smith Street and Bond Street* or *on the corner of Smith and Bond Streets. Between Main Street and Mercer Avenue* can also be stated as *between Main and Mercer.*

ActiveTeach Multimedia Disc
- Vocabulary Flash Cards
- Learning Strategies

AUDIOSCRIPT for page T19 (B Listening comprehension)

CONVERSATION 1
M: Excuse me. I'm looking for the City Center. Do you know where that is?
F: The City Center? Let me think . . . Oh, sure. Go straight down this street.
M: Pacific Street?
F: That's right. Then turn right on Atlantic.
M: Right on Atlantic . . .
F: Then, go to the corner of Indian and Atlantic. The City Center is on the right side of the street. You can't miss it.
M: Thanks!

CONVERSATION 2
F1: Excuse me. I'm looking for the Art Museum.
F2: Actually, I'm not from around here. But I think that's it right across the street.
F1: Oh, right! I see it now. Thanks!

CONVERSATION 3
M: Ma'am? Excuse me. I'm looking for the Cluny Theater.
F: The Cluny Theater? Do you know the address?
M: Yes. It's 600 Hudson Street.
F: 600 Hudson Street? Oh, yeah! I know where that is. Walk straight down Bay one block. Then turn left on Adriatic. Walk to the corner of Hudson and turn left. It's right there on the corner.

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LESSON PLAN

B Listening comprehension

Suggested teaching time:	7–10 minutes	Your actual teaching time:	

- Point out the blank boxes and street names on the map.

Option: **[+10 minutes]** Extend the activity by adding three more locations (number them 4, 5, and 6) to the map in your Teacher's Edition (do not show the students). On the board, write:

4. The University Bookstore
5. The Cinema Center
6. The City Art Gallery

Tell students that they will fill in the numbers for three more locations on their maps (the University Bookstore, the Cinema Center, and the City Art Gallery). Then have them ask you about the locations of the additional places written on the board; for example:

Student: *Where's the University Bookstore?*
Teacher: *The University Bookstore? It's on the corner of Bay and Adriatic. Walk one block down Bay Street. It's on the left side of the street, on the corner.*

AUDIOSCRIPT See page T18.

C Pair work

Suggested teaching time:	2–4 minutes	Your actual teaching time:	

- Model the activity by describing a location; for example, *Our school is on ___, between ___ and ___.*

Option: **[+5 minutes]** Extend the activity by describing the locations of familiar places or landmarks in your town and having students guess the places you describe. To give more details, use the other expressions of location; for example, *It's down the street from our school. It's across the street from the coffee shop.*

PRONUNCIATION

A Repeat information . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

- For further practice, write questions about location on the board and have pairs ask and repeat with rising intonation; for example:
  Where's the park? (The park?)
  How do I get to Town Bank? (Town Bank?)
  I'm looking for the West Museum. (The West Museum?)

B Pair work

Suggested teaching time:	2–4 minutes	Your actual teaching time:	

- Ask students about the places on the map in Exercise B. Have students repeat each place name with rising intonation to confirm the information and give the location; for example:
  Teacher: *Where's the Cluny Theater?*
  Student: *The Cluny Theater? It's on Hudson Street.*

ActiveTeach Multimedia Disc • Pronunciation Activities

NOW YOU CAN Express locations and give directions

A Pair work

Suggested teaching time:	12–16 minutes	Your actual teaching time:	

FYI: When *the* is necessary, it is included in the list of place names.

- For a warm-up, have students look at the map. Ask *What city is this?* (Piermont) Have students locate the two people on the map. Say *You are here.*
- To ask for directions, students can say *Where's ___?* or *I'm looking for ___* or *How do I get to ___?*
- Be sure to reinforce the use of the conversation strategies; for example, make sure students use *I'm sorry,* and *Thanks, anyway* with appropriate friendliness.

Don't stop! Extend the conversation. Have pairs ask for and give directions to four different places.

ActiveTeach Multimedia Disc • Conversation Pair Work Cards

B Change partners

Suggested teaching time:	12–16 minutes	Your actual teaching time:	

- Circulate around the room listening to students' conversations. Make note of any errors you hear. At the end of the activity, write some errors on the board and have the class correct them.

EXTRAS (optional)

- **Workbook: Exercises 9–12**
- **Copy & Go: Activity 6**

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B **Listening comprehension** Listen to the conversations and write the number of each place the people talk about on the map. (Be careful: There are three places but seven boxes.)

C **Pair work** Use the vocabulary of location to tell your partner where you live.

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

PRONUNCIATION *Rising intonation to confirm information*

1:28

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

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

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

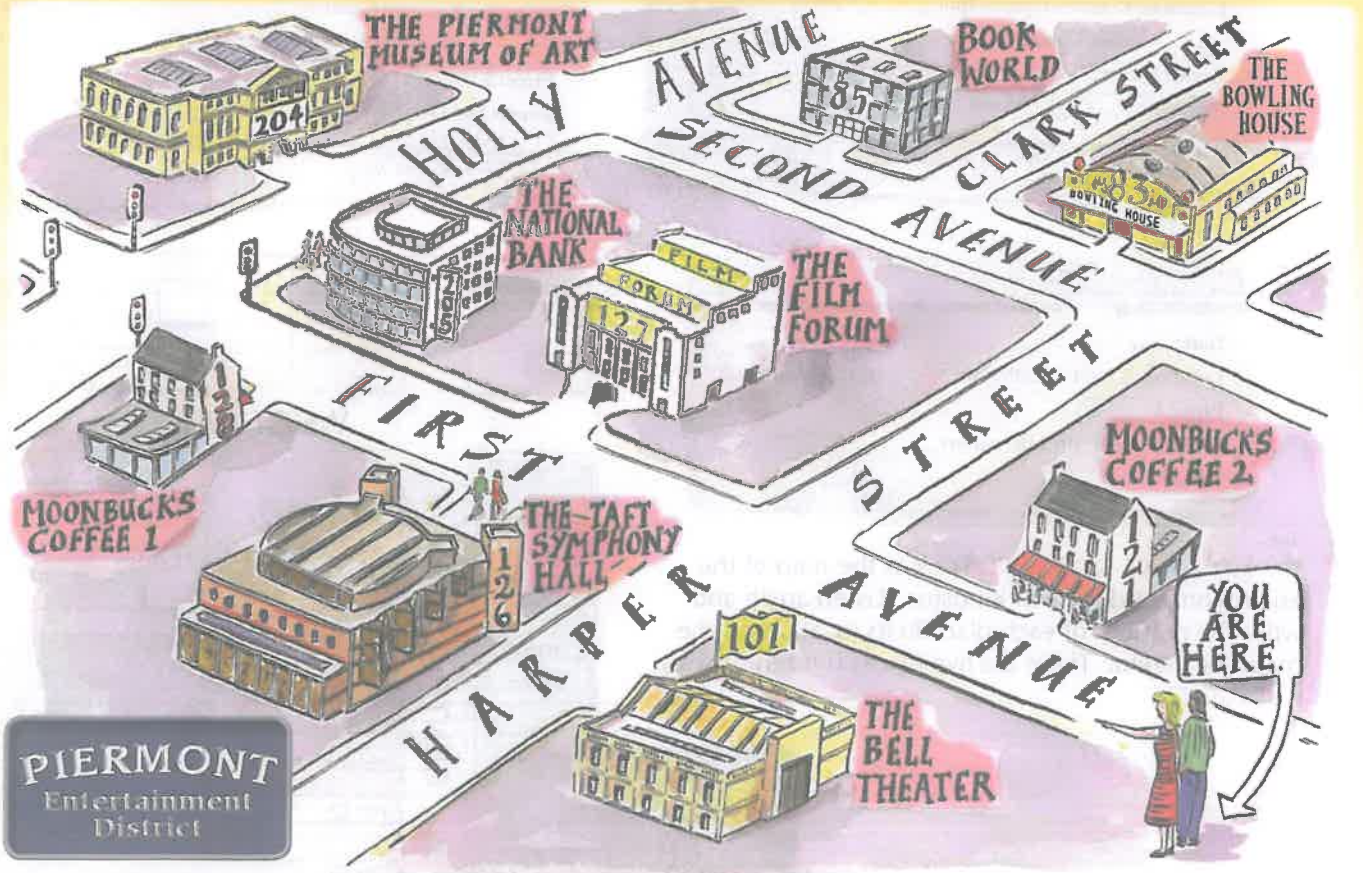
B **Pair work** Talk about two other places to practice confirming information.

NOW YOU CAN Express locations and give directions

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

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

Don't stop!
Ask about other locations.



B **Change partners** Ask about other locations and give directions.

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LESSON 3

GOAL Make plans to see an event

BEFORE YOU LISTEN

Preview Look at the tickets below. What kinds of events are included in the Kingston Culturefest?

LISTENING COMPREHENSION

A 1:29 **Listen for details** Listen to people calling the Kingston Culturefest. Look at the tickets. Then listen again and complete the information in the boxes.

1

Culture fest KINGSTON

Classic Film Series

Date: May 6 **Time:** 7:00 P.M.

Location: Lamont Theater 1175 66th Street

Price: $ 10.00

Event: *Nice to Meet You* and *The 39 Steps*

2

Culture fest KINGSTON

Date: May 11 **Time:** 2:00 P.M.

Location: Natural History Museum at 110 Greenway

Price: free

Event: History of Latin Music Lecture/Concert

Seat: 10E

Seat: 11E

3

Culture fest KINGSTON

Date: May 10 **Time:** 7:30 P.M.

Location: Kingston Concert Hall
3600 Central Avenue

Event: The Eagles country Series

Price: $ 18.00 **Seat:** 201

Price: $ 18.00 **Seat:** 202

4

Culture fest KINGSTON

Date: May 12 **Time:** 2:30 P.M.

Location: Kingston Gallery 2
260 Central Avenue

Price: $ 50.00

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

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

5

Culture fest KINGSTON

Date: May 9 **Time:** 8:00 P.M.

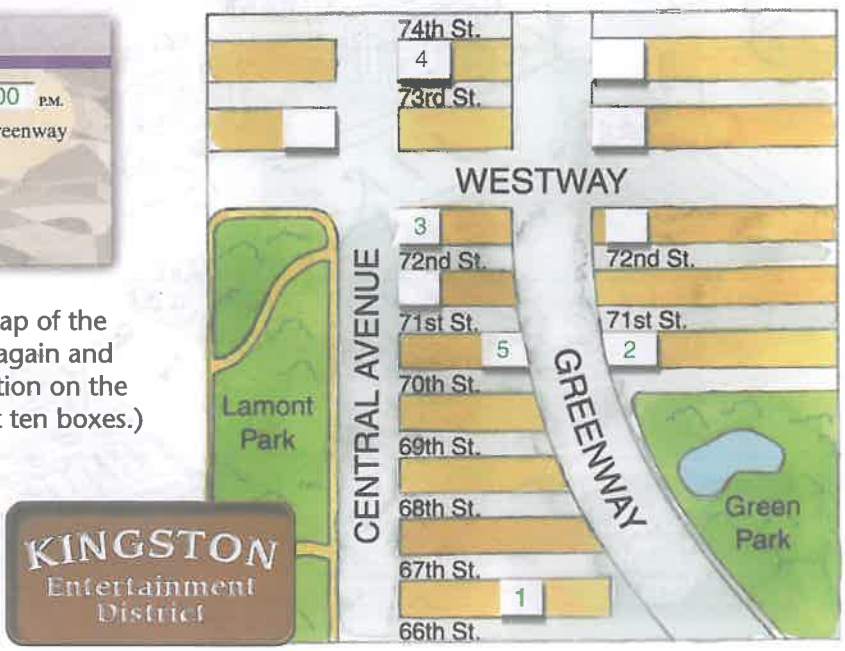
Location: Kingston Gallery 1 at 109 Greenway

Price: $ 36.00

Event: Picasso: His Life and Art

Seat: 7G

B 1:30 **Listen for locations** Look at the map of the entertainment district of Kingston. Listen again and write the number of each place in its location on the map. (Be careful: There are five places but ten boxes.)



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BEFORE YOU LISTEN

Preview

Suggested teaching time:	1–2 minutes	Your actual teaching time:	

- Write students' answers to the question on the board. These are the words they will need in the next activity.
- If necessary, refer students to the Entertainment and cultural events Vocabulary on page 17.

LISTENING COMPREHENSION

A Listen for details

Suggested teaching time:	11–16 minutes	Your actual teaching time:	

- Before students listen and complete the missing information, ask a few questions about each event:
  1 *What two movies are playing at the Lamont Theater?* (*Nice to Meet You* and *The 39 Steps.*)
  Where is the Lamont Theater? (On 66th Street.)
  2 *Where is the History of Latin Music concert and lecture?* (At the National History Museum.)
  What's the price? (It's free.)
  3 *Where is the Kingston Concert Hall?* (At 3600 Central Avenue.)
  What event will take place there? (The Eagles country concert.)
  4 *Where is Kingston Gallery 2?* (At 260 Central Avenue.)
  What event will take place there? (*The Lion King.*)
  5 *When is the Picasso lecture?* (May 9.)
  Where is it? (At Kingston Gallery 1.)
- After students complete the information, ask a few questions about each event; for example:
  Where is the lecture on Picasso? (It's at Kingston Gallery 1.)
  When is the History of Latin Music Lecture and Concert? (It's at 2:00.)
  How much are the balcony tickets to Elton John's concert? (They are $18.00.)
  When do the movies start at the Lamont Theater? (At 7:00.)

AUDIOSCRIPT

CONVERSATION 1 [F2 = Chinese]
F1: Kingston Culturefest. This is Amy.
F2: Yes, hello. Can you tell me where the Classic Film Series is playing?
F1: Certainly. It's at the Lamont Theater. Do you know where that is?
F2: Actually no. Could you give me the address and directions?
F1: Sure. It's at 1175 66th Street. Between Central Avenue and Greenway.
F2: Thanks. The movies all start at 7:00, right?
F1: That's right. Every night at 7:00.
F2: And one more question. What's playing tonight?
F1: Hmm. Tonight. That's May 6. You're in luck! Tonight there's a double feature: *Nice to Meet You* and *The 39 Steps.* Two movies for the price of one: $10.00!

CONVERSATION 2 [M = French]
F: Good morning. Kingston CultureFest. This is Amy. May I help you?
M: Yes, thanks. I'm interested in the History of Latin Music lecture and concert on May 11. That's at the Natural History Museum, isn't it?
F: Yes, that's right. 110 Greenway, right across the street from Green Park. In the large auditorium.
M: Are there still some seats available?
F: Let me check . . . Yes. I have some seats available for the matinee. Would you like orchestra or balcony?
M: What's the difference in price?
F: Actually those tickets are free. If you just give me your name you can pick them up at the museum box office a half hour before the talk.
M: They're free? That's great! I thought they would be really expensive! In that case, I'll take the orchestra seats.
F: Fine. Those seats will be in row E, seats 10 and 11.
M: 10 and 11 E?
F: Yes, that's right.
M: My name's David Duclos. Oh. And what time's the matinee?
F: 2:00.

AUDIOSCRIPT continues on page T21.

B Listen for locations

Suggested teaching time:	11–16 minutes	Your actual teaching time:	

- Before listening, have students look at the map and answer these questions:
  What streets do you see? (Central Avenue, Greenway, Westway, 66th to 74th Streets.)
  Which park is on Greenway? (Green Park.)
  Which park is on Central Avenue? (Lamont Park.)

Option: **[+5 minutes]** Extend the activity by having students describe the locations of the events to a partner. To model the activity, say *The Classic Film Series is at the Lamont Theater. Where's the theater?* (It's on 66th Street.)
Possible descriptions:
The Eagles country concert: It is at the Kingston Concert Hall. It's on Central Avenue. It's across from Lamont Park.
Picasso Lecture (His Life and Art): It's at Kingston Gallery 1. The address is 109 Greenway. It's between 70th and 71st street.
History of Latin Music lecture and concert: The address is 110 Greenway. It's across the street from Green Park.
The Lion King: The play is at Kingston Gallery 2. It's on Central Avenue. It is between 73rd and 74th.
Classic Film Series: It's at 1175 67th Street. It's between Central Avenue and Greenway.

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AUDIOSCRIPT Continued, for page T20 (A Listen for details)

CONVERSATION 3 [M = American]

F: Good evening. This is the Kingston CultureFest Box Office. How can I help you?
M: Hello. I need two tickets to the Eagles country concert.
F: Which day?
M: Friday the tenth, please. That show's at 7:30, right?
F: Right. We have orchestra seats at $25.00 and balcony seats at $18.00. Which would you prefer?
M: I'll take the balcony. Are they good seats?
F: All the seats at Kingston Concert Hall are good, but I'll check for you, sir . . . Yes, those are front row in the center, seats 201 and 202. I think you'll be very happy with them.
M: Great. By the way, just to be sure. What's the address?
F: 3600 Central Avenue. Across from the park.
M: I'm confused. Green Park?
F: No. Lamont Park.
M: Oh. I know where that is . . . between 71st and 72nd.
F: No. You're thinking of the Sports Complex. The Kingston Concert Hall is on the corner of Westway.
M: Thanks. Let me give you my name . . .

CONVERSATION 4 [F2 = British English]

F1: Kingston CultureFest. Can I help you?
F2: Yes. I need two tickets to *The Lion King*. I just love that play.
F1: I do, too. It's a classic. Which day would you like to see it?
F2: Saturday the 11th.
F1: Hmm. Ooh. I'm sorry. Saturday's sold out. What about Sunday?
F2: OK. Is that playing at the Lamont Theater?
F1: No, it's not. It's at Kingston Gallery 2. There's a really big theater inside.
F2: Fine. Where exactly is Gallery 2?
F1: It's on Central Avenue. It takes the whole block between 73rd and 74th. On Sunday, the show's a matinee. It starts at 2:30. All seats are $50.00 . . .

CONVERSATION 5 [M = Arabic]

F: Hello. CultureFest.
M: Hi. I'd like to order a ticket for the Picasso lecture.
F: Certainly. Which day, please?
M: Thursday, if that's possible. And how much are the tickets?
F: Let's see. Yes. I've got space on Thursday. All seats are $36.00.
M: Let me just confirm the time. That's at 8:30, correct?
F: Actually it's at 8:00 on Thursdays.
M: And the lecture is at Kingston Gallery 2?
F: No. It's at Gallery 1. That's on Greenway, across from the Natural History Museum.
M: Between 70th and 71st?
F: Right.

NOW YOU CAN Make plans to see an event

A Notepadding

Suggested teaching time:	10–12 minutes	Your actual teaching time:	

- After students look at the event listings, ask:
  Where is The Dentist's Chair *playing?* (Kingston Gallery 2.)
  Which play is funny? (Barefoot in the Park.)
  What is the title of Al Gore's lecture? (Global Warming: How It Changes Our World.)
  When are the two lectures on Roman and Greek art? (Monday and Thursday at 7:45 P.M.)
  What kind of music does Justin Bieber sing? (*Pop.*)
- Remind students to look at all the events for the week of May 6–12 on both pages 20 and 21 when they choose which events they want to attend.

Option: **[+10 minutes]** Have students use the event listings on pages 20 and 21 to practice prepositions. For each event, students write sentences with *in*, *on*, and *at*; for example:
Barefoot in the Park *is at the Lamont Theater.*
Lamont Theater is on 66th Street.
The play is on Tuesday, Wednesday, Thursday, and Friday evenings.
The play is at 8:00 in the evening.
These events take place in May.

B Pair work

Suggested teaching time:	12–14 minutes	Your actual teaching time:	

- Remind students to use the conversation strategies they learned in Lessons 1 and 2.
- Encourage students to use all the language in the Recycle box. Have them check-off each question or phrase as they use it.
- Model the activity with a more confident student. Have the student invite you to an event. Ask questions about the kind of event, date, time, etc. Decline the invitation. Encourage the student to offer an alternative.

Option: **[+15 minutes]** As an alternative, have students make plans to go to a Saturday event with one partner and then make plans to go to a Sunday event with a different partner.

Option: **[+10 minutes]** Challenge students by asking them to bring in local entertainment listings. Students then practice the conversation using these listings. Note that the listings do not have to be in English. The local listings serve as a prompt for students' conversations.

EXTRAS (optional)

- **Copy & Go: Activity 7**

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NOW YOU CAN Make plans to see an event

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

Event	Day / Date / Time	Place

Kingston Post

THIS WEEK at the **KINGSTON Culture fest** HIGHLIGHTS

MAY

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

THEATER

Neil Simon's classic comedy
Barefoot in the Park
Lamont Theater

Tuesday to Friday 8:00 P.M.
Tkts: Balcony from $65
Orchestra from $85

The Indian Ink Theatre Company
The Dentist's Chair

"*A Serious Play For Serious Theatergoers*"

Kingston Gallery 2
Friday and Saturday 8:00 P.M.

TALKS / LECTURES

Global Warming: How It Changes Our World

Al Gore (former vice president of the U.S. and winner of the Nobel Prize)
Tuesday 6:30 P.M. and 9:00 P.M.
Natural History Museum
Free!

GALLERY TALK
The History of Art
Series of Six Lectures
This week: Greek and Roman art with art exhibit included.
Janetta Rebold Benton

Monday and Thursday 7:45 P.M.
Kingston Gallery 2
Members' price: $5.00
General admission: $12.00

CONCERTS

***Vanessa-Mae,* violinist**
Vanessa-Mae will play the Tchaikovsky Violin Concerto in D Major with the New York Philharmonic Orchestra
Also: Johann Sebastian Bach's *Toccata and Fugue in D Minor*

Kingston Concert Hall
Wednesday and Saturday: 8:00 P.M.
Sunday: 2:00 P.M. (matinee)
Tkts: $50 (students $25)

POP GALLERY
Justin **Bieber**
Singer, songwriter, actor sings from his new album, *My World 2.0*, featuring "Baby"

Kingston Gallery 2
Tuesday, Wednesday, and Friday 10:00 P.M.
late show: **12:30 A.M.** Tkts: $23

B Pair work Compare the events you'd like to see. Make plans to see one or more of the events together. Use the map on page 20.

Be sure to recycle this language.

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

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

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

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

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LESSON 4

GOAL Talk about tastes in movies

BEFORE YOU READ

A Warm-up In what ways are movies important to you?

B Preview Read the question at the beginning of the article and the first sentence in each answer. What do you think "taste in movies" means?

READING

1:31

What are your tastes in movies?

▶ My favorite genre is Action. I love Action movies. I've seen Iron Man a hundred times. It was awesome. I also like to watch movies while I travel. I always load my iPad with lots of movies and carry it with me. At home, I like the movie channels on TV. I also enjoy TV series and often search for them on the internet.

Damir Rudic
Systems administrator, IT, Banja Luka City, Bosnia and Herzegovina

▶ I'm a big movie fan. I'm into all kinds of movies—drama, comedy, action—you name it. When I'm really stressed out, classical movies help me relax. I also like to watch "oldies", most of all musical ones. In the past, I collected DVDs, but now I just buy movies on the Internet. It's really convenient because you don't have to change DVDs! I just download the files onto my laptop.

Moon-Jeong Curie Lim
Marketing manager, Seoul, Korea

▶ I watch movies at theatres and at home after work. I've got plenty of time to watch movies because instead of hanging out with my friends, I invite them over to watch movies with me. I love to watch adventure movies at theatres but sometimes I prefer DVDs because the sound quality is better. I download movies and pay a few dollars per movie as well.

Adam Klagsbrun
Sales representative, New York, USA

Source: Authentic interviews of real people

www.iran-archive.com

BEFORE YOU READ

A Warm-up

Suggested teaching time:	1–2 minutes	Your actual teaching time:	

- To model the activity, answer the question yourself. Tell students what kind of movies do you watch, when you watch movie, and why it is important; for example: *Movies are important in my life. I watch movies at home to help me relax, and I watch movies in the theatre to keep me entertained. I like action movies, and I love drama movies.*
- Ask *yes / no* questions to get students to say more; for example:
  Do you watch movies at home? At your friends? At the theatre?
  Do you watch movies in the morning? In the afternoon?

B Preview

Suggested teaching time:	2 minutes	Your actual teaching time:	

- On the board, write the title question: *What are your favorite movie genre?* Say *What are movie genres? Read the first sentence in each paragraph and tell me what you think.* (Movie tastes are musical preferences.)

READING

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- After students read, have them read again. Ask students to underline the kinds of movie genre the people like. (Damir Rudic: action ; Moon-Jeong Curie Lim: drama, comedy, action; and Adam Klagsbrun: adventure.)

Option: **[+10 minutes]** To extend the activity, have students listen to audio of the interviews and note the rhythm and stress of the speakers. Have them underline the words the speakers stress. Have volunteers read the interviews aloud.

Option: **[+10 minutes]** To extend the activity, draw the following chart on the board (without the answers) or print out one for each student from the *ActiveTeach Multimedia Disc*. As a class, fill in the information about Damir Rudic. Have students complete the information for Moon-Jeong Curie Lim and Adam Klagsbrun.

	Mr. Rudic	Ms. Lim	Mr. Klagsbrun
Occupation	system administrator, IT	marketing manager	sales representative
Lives in	Banja Luka City, Bosnia and Herzegovina	Seoul, Korea	New York, USA
Favorite movie genre	action	drama comedy action	adventure
Way to watch movies	i Pad TV and the internet	laptop	DVDs theatre

ActiveTeach Multimedia Disc
- Graphic Organizers
- Extra Reading Comprehension Questions
- Learning Strategies

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LESSON PLAN

A Identify supporting details

Suggested teaching time:	6 minutes	Your actual teaching time:	

- Have students underline the information that supports their answers.
- Review the answers as a class. Then ask:
  When does Mr. Rudic watch movies? (When he travels and when he's at home.)
  Why does Ms. Lim like to buy movies on the, internet? (Because you don't have to change DVDs.)
  Where does Mr. Klagsbrun watch movies? (At home and the theatre.)

Option: **[+5 minutes]** Challenge students with these additional questions:
Who watches movies most often? (Mr. Klagsbrun. He watches movies in theatres and at home with his friends.)
Who likes to watch movies while travelling? (Mr. Rudic. He loads his iPad with lots of movies.)

Who likes many different kinds of movies? (Ms. Lim. She likes drama, comedy and action.)

B Make personal comparisons

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Model the activity. Tell the class which person you are most like; for example, *I'm like Ms. Lim. I like all kinds of music.*

Language and culture
- To *like* something means you enjoy it or think it's nice. To *be like* someone else means the two people are similar in some way.

NOW YOU CAN Talk about movie genres tastes

A Frame your ideas

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Before completing the survey, have students take turns reading the questions aloud to the class. Correct any pronunciation errors.
- After students complete the survey, review by asking each question to a different student.

Option: **[+5 minutes]** To extend the activity, read the second question (*What's your favorite kind of movie genre?*) aloud. On the board, list some possible responses (adventure, action, horror, drama, biography, history, crime, animation, comedy, and other). Ask students if they have other kinds of movie genres to add to the list. As you read down the list of choices, have students raise their hands when they hear their favorite kinds of movie genre. Record the number of students next to each kind of movie genre. See which movie genre is most popular in your class.

B Pair work

Suggested teaching time:	6–10 minutes	Your actual teaching time:	

- Students can make an *x*, or some other mark, on their surveys to note their partner's responses.
- Before they summarize their interviews, remind students of the different expressions with *be* from this unit. Write the following language on the board:
  I'm a big [kind of movie] fan.
  I'm into [kind of movie].
  My favorite movie is [kind of music].
  [Kind of movie] is not for me.
  [Kind of movie] is more my style.

FYI: The simple present tense is presented in Unit 3, but stronger false beginners may be able to write sentences in the simple present tense. For example:
I watch ___.
I watch movies when I ___.
I like to watch ___.
I watch movies at ___.
I own ___ DVDs.

C Discussion

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

Text-mining: Have students write their text-mining examples on the board. *For example:

My favorite genre is ___.	I also like to watch ___.
I'm into ___.	I also like to watch ___.
I love ___.	I load my iPad with ___.
I love to see ___.	I buy ___.
I prefer ___.	

*Follow the same procedure with students' text-mining examples in other units.

- Model the language by saying *I'm [a comedy] fan. What about you?* Keep asking individual students until you find someone who is also [a comedy] fan. Then say *We're both [comedy] fans.* Write it on the board.
- Do the same with a few other questions; for example, *I go to the theatre. Do you go to the theatre? ... We both go to the theatre*
- Each pair tells the class something they have in common and something different from each other; for example: *My partner and I are both animation fans. I love theatres. My partner loves cartoons.*

EXTRAS (optional)

- **Workbook: Exercises 13–17**
- **Copy & Go: Activity 8**

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A Identify supporting details Read the interviews again. Circle T for true or F for false about each statement. Find details in the text to support your answers.

(T) F 1 Mr. Rudic likes TV series. He says: "I also enjoy TV series..."

T (F) 2 Mr. Rudic only watches movies at home. He says: "I love action movies... I also like to watch movies when I travel."

T (F) 3 Ms. Lim buys lots of DVDs in stores. She says: "... now I just buy movies on the Internet."

T (F) 4 Mr. Klagsbrun always prefers movie theatres to DVDs. He says: "I prefer DVDs because the sound quality is better."

B Make personal comparisons Who are you like: Mr. Rudic, Ms. Lim, or Mr. Klagsbrun? Explain how.

> "I'm like Adam Klagsbrun. I invite my friends over to watch movies."

NOW YOU CAN Talk about movie genres

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

A Frame your ideas Fill out the survey about your movie genres.

MOVIES IN YOUR LIFE TAKE THE SURVEY!

1. Are you a movie fan?
○ yes ○ no

2. What's your favorite movie genre?
○ action ○ horror ○ animation
○ adventure ○ drama ○ crime
○ comedy ○ musical ○ other .....

3. Who are your favorite actors?
.....
.....
Why? .....
.....

4. When do you watch movies?
○ when I'm alone ○ when I'm bored
○ when I'm with friends ○ all the time
○ other .....

5. Do you go to movie theatres?
○ often ○ sometimes ○ never
If so, where's your favorite movie theatre?
.....

6. How do you watch movies?
○ on DVDs ○ on the Internet
○ on TV ○ on VHS
○ on laptop ○ on iPad
○ other .....

7. How many DVDs do you own?
○ none ○ 1–50 ○ 50–100 ○ 100–200
○ more than 200
What types of movies? .....
.....

B Pair work Compare surveys with a partner. Summarize your answers and your partner's answers on the notepad.

About me	About my partner
I'm a comedy fan.	Her favorite movie genre is comedy, too.

C Discussion Now use the notepad to tell the class about your movie tastes.

> "My partner and I are really into movies. We're both comedy fans."

Text-mining (optional)
Underline language in the Reading on page 22 to use in the Discussion. For example: "I'm into ____."

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Review

A 1:32 **Listening comprehension** Listen to the conversations about entertainment and cultural events. Complete the chart with the kind of event and the time of the event.

	Kind of event	Time of event
1	movie	10:00
2	art exhibit	7:00-9:00
3	play	8:00

B 1:33 Look at the chart and listen again. Circle the event if the person accepts the invitation.

C Complete each conversation, based on the picture.

1

A: There's a great ...play... at the City Theater.
B: ..When / What time.. 's the show?
A: Eight o'clock.

2

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

3

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

4

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

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

Answers may vary slightly, but include the following:

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

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

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

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

E **Writing** On a separate sheet of paper, write at least five sentences about yourself and your tastes in movies.

My name is Kazu Sato. I'm from Nagoya. I'm a fan of action movies. I love Jackie Chan...

WRITING BOOSTER ▸ p. 142
- *The sentence*
- *Guidance for Exercise E*

1:34/1:35 **Top Notch Pop** "Going Out"

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Review

A Listening comprehension

Suggested teaching time:	4–6 minutes	Your actual teaching time:	

- Before listening to the conversations, have students look at the chart. Point out that they need to listen for the kind of event and the time of the event.
- After students complete the chart, review the information with these questions:
  What's at PFX? (A movie.)
  What kind of movie is it? (Comedy.)
  What time's the movie? (At 10:00.)
  What's at the Clark Street Gallery? (An art exhibit.)
  What time's the reception? (From 7:00 to 9:00.)
  What's Twelfth Night? (A play.)
  What time's the play? (At 8:00.)

AUDIOSCRIPT

CONVERSATION 1
F: I feel like watching a movie
M: Like what?
F: How about a comedy? There's a great movie at PFX.
M: Who is starring in it?
F: Jim Carrey
M: Oh yeah? What time's the movie?
F: Ten o'clock.
M: Hmm. You know, on second thought, that's past my bedtime. I have to work tomorrow!

CONVERSATION 2 [F = Japanese]
M: Hey. There's a reception at the Clark Street Gallery for their new exhibit.
F: Really? Who's the artist?
M: Martin Yu.
F: Martin Yu? I love his flower photos.
M: Me too. What do you think?
F: What time's the reception?
M: From seven to nine.
F: Let's go!

CONVERSATION 3
F: What are you doing tonight?
M: Nothing much. Why?
F: Well, I've got an extra ticket to *Twelfth Night*.
M: *Twelfth Night*? Isn't that a play by Shakespeare?
F: Yup. Want to go?
M: Sounds like fun! What time?
F: Eight o'clock. At the Stage Theater.
M: Great. I'll meet you there . . . in front of the box office.

B Look at the chart . . .

Suggested teaching time:	2–4 minutes	Your actual teaching time:	

- After students listen, ask *Which person doesn't accept the invitation?* (Conversation 1.)
  Why does he decline? (It's too late at night.)

C Complete each conversation . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Make sure students spend a minute looking at the pictures before they complete the conversations.

Option: **[+5 minutes]** Ask students about their tastes; for example:
What is your favorite movie of this year?
What's your favorite DVD / play / music band?
Where do you go to hear lectures?
Where do you go to see art exhibits / plays / concerts?

D Unscramble the following sentences . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Give students a minute to look at the pictures before they unscramble the sentences.
- Point out that the first word of each sentence has an uppercase letter.

E Writing

	15 utes	Your actual teaching time:	

- To model the activity, talk about your tastes in movies.
- Write the following on the board. Have the students copy the list and make notes before they begin the writing task.
  Your favorite kind of movie:
  Kind of movie you're not really into:
  Movies / actors you're a fan of:
  When you watch movies:
  Theatres you go to:

Option: WRITING BOOSTER (Teaching notes p. T142)

ActiveTeach Multimedia Disc • Writing Process Worksheets

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ORAL REVIEW

Before the first activity, give students a few minutes of silent time to explore the pictures and become familiar with them.

Contest

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students read the advertisements. Ask:
  When's the movie Do You Have Any Liquids? (It's at 5:25, 7:05, and 9:30.)
  Where's the play? (It's at the Hill Street Theater.)
  What time's the lecture? (It's at 6:45 P.M.)
  When's the Mozart concert? (It's at 8:00 P.M.)
  Where is Lionel Richie performing? (At the City Limits Pop Club.)
  What time's the play? (It's at 8:30 P.M.)
- Divide the class into small teams. Give the students exactly one minute to study the ads and then close their books. The teams have only three minutes to write everything down. Circulate to check their items.

Pair work 1

Suggested teaching time:	7–10 minutes	Your actual teaching time:	

- Have students open their books for this activity.
- Write the question words on the board to remind students of all the questions they can ask:
  Where's . . .
  When's . . .
  What time's . . .

Possible responses . . .

Where's *The House on the Other Side of the Street?* (It's at the Plaza Theater.)
What time's the movie? (It's at 10:25 P.M. and 1:00 A.M.)
Where's *Do You Have Any Liquids?* (It's at the Cineplex 2.)
What time's the movie? (It's at 5:25, 7:05, and 9:30.)
Where's Lionel Richie? (She's at the City Limits Pop Club.)
What time is her concert? (It's at 9:30.)
Where's the classical concert? (It's at Symphony Hall.)
When's Mozart's *Requiem?* (It's at 8:00.)
When's *Wicked?* (It's at 8:30.)
Where is the Hill Street Theater? (It's on North Main. It's at 660 North Main.)
What time's the lecture? (It's at 6:45.)
Where's Books and Other Precious Things? (It's on Jackson Street. It's at 400 Jackson Street.)

Pair work 2

Suggested teaching time:	7–10 minutes	Your actual teaching time:	

- Before students practice with a partner, draw the following chart on the board. Have students copy it and write each event on one side of the chart.

I'd love to go.	*That's not for me.*

- Refer students to the language in the Recycle box on page 21 for support.

Possible responses . . .

A: Do you want to see a movie tonight? *The House on the Other Side of Street* is at the Plaza Theater. **B:** I'm not really into movies. **A:** What about *Do You Have Any Liquids?* **B:** That's more my style! **A:** There's a show at 9:30. **B:** Oh! I'm sorry. That's past my bedtime. **A:** There's a show at 7:05. **B:** Perfect!

A: Lionel Richie is singing tonight at the City Limits Pop Club. **B:** I'm not really into pop music. I like classical. **A:** Well, what about The China Philharmonic Orchestra and The Shanghai Opera House Chorus? **B:** Great! What time is the concert? **A:** At 8:00.

Option: [+10 minutes] Challenge students to compete to produce the longest conversation.

Option: [+10 minutes] For a different approach, divide students into small groups. One group begins by saying a word or sentence about the picture, and each group follows by saying something more. Groups that can no longer say anything are eliminated until only one group remains.

Option: Oral Progress Assessment

Use the illustration on page 25 for an oral test. Have students ask you five questions about one of the events. For example:

Student: *Where is the movie* The House on the Other Side of the Street?
Teacher: *It's at the Plaza Theater.*

Evaluate students on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.

ActiveTeach Multimedia Disc • Oral Progress Assessment Charts

Option: *Top Notch* Project

Make copies of the entertainment page of a local newspaper. (It doesn't need to be in English.) Have students choose one event and write a short note or e-mail message inviting a classmate to the event. They should describe the event, date(s), location, price, etc.

Idea: Students exchange notes or send their e-mail messages and respond to their classmates' invitations.

EXTRAS (optional)

- **Complete Assessment Package**
- **Weblinks for Teachers: pearsonlongman.com/topnotch/**

And on your ActiveTeach Multimedia Disc:
Just for Fun
Top Notch Pop Song Activities
Top Notch TV Video Program and Activity Worksheets
Supplementary Pronunciation Lessons
Audioscripts
Unit Study Guides

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ORAL REVIEW

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

Pair work Create conversations for the two people.

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

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

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

The Journal News- October 22

Today's Entertainment

B16

The House on the Other Side of the Street

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

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

MOVIES

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

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

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

PLAYS

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

MUSIC

Lionel Richie
singer / songwriter
TODAY ONLY
City Limits Pop Club
9:30 P.M.

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

OTHER EVENTS - Talks/Lectures

James M Cowan
A Plan for Everyday Life
Lecture, discussion, book signing
Books and Other Precious Things
400 Jackson Street 6:45 P.M.

NOW I CAN...

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

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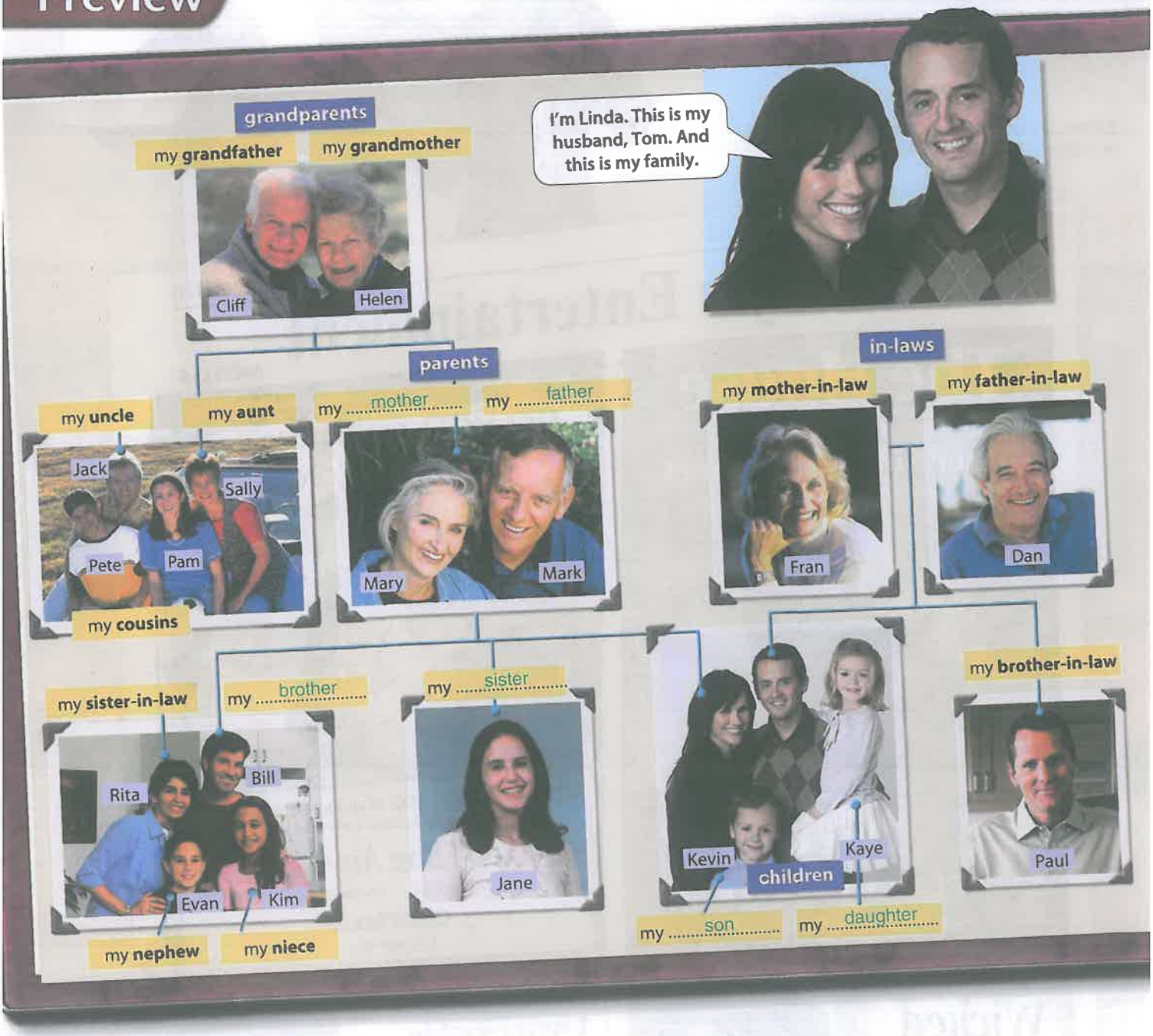
UNIT 3

The Extended Family

Preview

GOALS After Unit 3, you will be able

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



A Look at Linda's photo album. Fill in the missing words in the yellow boxes.

B 2:02 **Vocabulary** • *The extended family*
Listen and repeat.

C Pair work Ask and answer questions about Linda's relatives. Use Who.

"Who's Bill's wife?"
"Rita."
"Who are Mary and Mark?"
"They're Tom's in-laws."

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UNIT 3

The Extended Family

Preview

LESSON PLAN

Before Exercise A, give students a few minutes of silent time to observe the photo album.

A Look at Linda's photo album . . .

Suggested teaching time:	10–14 minutes	Your actual teaching time:	

- For a warm-up, ask the class *Do you have photos of your family? Do you keep your photos in a photo album?*
- Make sure students understand the family relationships in the photo album. Say *The lines connect the parents and their children.*
- To support lower-level students, write the words they need to complete this exercise on the board.
  mother, father, sister, brother, son, daughter
- Check students' answers by asking:
  What's Linda's mother's name? (Mary.)
  What's Linda's father's name? (Mark.)
  What's her daughter's name? (Kaye.)
  What's her son's name? (Kevin.)
  What's her sister's name? (Jane.)
  What's her brother's name? (Bill.)

B Vocabulary

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Make sure the meaning of *in-law* is clear. Point to the pictures and say *Tom and Linda are married. Dan is Tom's father, so Dan is Linda's father-in-law. Bill and Rita are married. Bill is Linda's brother, so Rita is Linda's sister-in-law.*
- Make sure students understand the meaning of *extended family.* Pointing, say *Linda has a brother, a sister, parents, a husband, and two children. This is her immediate family. Her grandparents, uncle and aunt, niece and nephew, and in-laws are her extended family.*
- After students listen and repeat the family relationships, pronounce the names and have students repeat.
- Check comprehension by asking a few *yes / no* questions with be about Linda's family; for example:
  Is Mark Linda's father? (Yes, he is.)
  Is Jane Linda's daughter? (No, she's not.)
  Is Fran Linda's mother-in-law? (Yes, she is.)
  Is Fran Tom's mother? (Yes, she is.)

Option: [+5 minutes] Using the photo album, introduce other vocabulary for family relationships, such as granddaughter, grandson, daughter-in-law, son-in-law, great-grandmother, and great-grandfather. For example, say *Linda is Fran and Dan's daughter-in-law. Tom is Mary and Mark's son-in-law.*

Language and culture

- We refer to a spouse's cousins and aunts / uncles as *my wife's cousin* or *my husband's aunt.* A *great-grandmother* and *great-grandfather* are the grandparents of one of your parents. A *great-granddaughter* and *great-grandson* are the children of one of your grandchildren. A *great great-grandmother* is the mother of your great-grandmother. *Sibling* is another way to refer to your brother or sister.

ActiveTeach Multimedia Disc • Vocabulary Flash Cards

C Pair work

Suggested teaching time:	3 minutes	Your actual teaching time:	

- To support lower-level students, write the structure of the Pair Work questions on the board like this:
  Who's ___'s ___?
  Who are ___ and ___?

Option: [+5 minutes] Extend the activity by having students ask for the names of Linda's family members; for example, *What's her sister's name?* (Jane.)

Option: [+5 minutes] To challenge students, ask questions about Tom's family:
Who is Tom's father-in-law? (Mark.)
Who is Tom's brother-in-law? (Bill.)
Who is Tom's brother? (Paul.)
Who is Tom's father? (Dan.)
Who is Tom's niece? (Kim.)

Option: [+10 minutes] Extend the activity by having students write about Linda's family. Students choose one of Linda's family members. Students write three sentences about how that family member is related to other family members; for example, *Kaye is Kevin's sister. She's Jane's niece. She's Evan's cousin.*

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LESSON PLAN

D Photo story

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Make sure students understand the words *younger* and *older*. Have students look at the photo album on page 26. Point to Linda's children. Say *Kevin is Kaye's older brother. Kaye is Kevin's younger sister.* Then say *Look at Linda and at her sister Jane. How old do you think Linda is? How old do you think Jane is? Who's older?* (Linda.) *Who's younger?* (Jane.)
- Before students read and listen, have them look at the photos. Point to the woman on the left. Say *This is Anna.* Point to the second woman. Say *This is Jane.* Ask *What are they looking at?* (A photo album.)
- After students read and listen, ask *Who are the people in Jane's photos?* (Her brother-in-law and her nephew in New York, her niece and two nephews in Hong Kong.) *Does Jane have a younger sister?* (Yes.)

Language and culture

- The word *kids* means *children*. It is used only in informal spoken language but is very commonly used. When we say two people *look alike*, it means that they are similar in some way. (I have blond hair. My sister has blond hair. We *look alike*.) When we say *looks like*, it means *it seems*. (They are smiling and laughing in the photo. It *looks like* they are having fun.)
- Many English learners make the mistake of saying *He's the only child* instead of *He's an only child*.

LCN **From the Longman Corpus:** Native speakers are about twenty times more likely to use the word *guy* than English learners (non-native speakers typically use the word *man*). The word *guy* is used quite often in informal American English.

E Think and explain

Suggested teaching time:	6–10 minutes	Your actual teaching time:	

- Have students complete the exercise independently.
- Ask these additional comprehension questions:
  Who is adopted? (Michael.)
  Where does Jane's older sister live? (In New York.)
  Who are twins? (Nick and Alex.)
  Where does her younger sister live? (In Hong Kong.)
- Review answers and explanations as a class. (2 Michael is an only child. 3 Laura is Jane's older sister. 4 She only mentions her two sisters. 5 She has one niece—Vicky—and three nephews—Michael, Nick, and Alex. 6 They are Jane's niece and nephews.)

F Complete the chart . . .

Suggested teaching time:	7–10 minutes	Your actual teaching time:	

- Before students start the activity, ask the class *Do you have a big family? How many people are in your family? Do you have a large extended family?*

G Group work

Suggested teaching time:	6–10 minutes	Your actual teaching time:	

- Model the activity with an advanced student; for example:
  Teacher: *How many brothers do you have?*
  Student: *Two. How about you?*
  Teacher: *I have one brother, but I have two sisters. How many sisters do you have?*
- After students compare in groups, ask the class *Which students have large extended families? Which students have small extended families?* Make two lists on the board.

EXTRAS (optional)

- **Workbook: Exercises 1–4**

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D Photo story Read and listen to two women discussing family photos. 2:03

Anna: Who's that guy? Your brother?

Jane: No, that's my brother-in-law, David. He's married to my older sister, Laura. And this is their son, Michael. He's adopted.*

Anna: Do they have any other children?

Jane: Just the one. He's an only child.

Anna: Looks like they're having a great time in New York.

Jane: Actually, they live there.

Anna: They do? Wow! How often do you see them?

Jane: About twice a year.

Anna: And what about these kids?

Jane: They're my younger sister's. Vicky's the girl. And these are her little brothers, Nick and Alex.

Anna: Nick and Alex look so much alike! Are they twins?*

Jane: They are. My sister and her kids all live in Hong Kong.

*adopted: David and Laura aren't Michael's birth parents.

*twins: Nick and Alex were born at the same time.

E Think and explain Check true, false, or no info.
Then explain each answer, using information from the Photo Story.

	true	false	no info
1 David is the husband of Anna's older sister.	☐	☑	☐
2 David and Laura have two children.	☐	☑	☐
3 Jane is Laura's younger sister.	☑	☐	☐
4 Jane doesn't have any brothers.	☐	☐	☑
5 Jane has two nieces and one nephew.	☐	☑	☐
6 Vicky, Nick, and Alex are Jane's cousins.	☐	☑	☐

"He's Jane's brother-in-law, not Anna's."

F Complete the chart with information about your extended family.
Write the number of people in each category.

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

G Group work Compare charts with your classmates.
Who in your class has a very large extended family?

"How many ___s do you have?"

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LESSON 1

GOAL Report news about relationships

VOCABULARY *Relationships and marital status*

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

They're **single.**

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

They're **married.**

They're **separated.**

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

She's **widowed.**

B 2:05 **Listening comprehension** Listen to the conversations. Circle the word that completes each statement.

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

GRAMMAR *The simple present tense: Review*

Affirmative statements

I **live** in Rio.
I **have** two children.
I **work** in a school.

Claire **lives** in Tokyo.
She **has** one daughter.
She **works** in an office.

Negative statements

I **don't live** in Lima.
I **don't have** any children.

Paul **doesn't live** in Seoul.
He **doesn't have** a son.

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

Yes / no questions and short answers

Do you **have** any cousins?
Yes, I **do**. / No, I **don't**.

Do they **work** nearby?
Yes, they **do**. / No, they **don't**.

Does she **have** any children?
Yes, she **does**. / No, she **doesn't**.

Does he **work** nearby?
Yes, he **does**. / No, he **doesn't**.

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

language-download.ir

VOCABULARY

A Read and listen . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	

- After students read and listen, have them use the Vocabulary to describe their own family members. They can write sentences or tell a partner. Model the activity by writing a sentence about one of your family members on the board. For example, *My brother is single. My aunt and uncle are separated.* Some examples of what students may write are as follows:
  My sister is single.
  My brother is married.
  My uncle is divorced.
  My grandmother is widowed.
  My cousin is engaged.

ActiveTeach Multimedia Disc • **Vocabulary Flash Cards**

B Listening comprehension

Suggested teaching time:	4–7 minutes	Your actual teaching time:	

- Point out that item 1 is about the woman who is speaking in the conversation. You may want to model this item for the class.

AUDIOSCRIPT

CONVERSATION 1
M: Who are these people in the picture?
F: That older couple? Those are my in-laws.
M: Of course! They look just like Larry.
F: Yeah, they do.

CONVERSATION 2
F: These two are a cute couple! Who are they?
M: That's my aunt . . . and that's her ex-husband.
F: Her ex-husband?
M: Yeah. They're not married anymore.

CONVERSATION 3
F: Is that your sister?
M: Yes, it is.
F: And who's that guy? Her husband?
M: Not yet. That's her fiancé!
F: Oh, how nice!

CONVERSATION 4 [M = Russian; F = Australian English]
M: Who's that in this picture?
F: That's my sister and her husband.
M: Nice-looking couple.
F: Yeah. They WERE a nice-looking couple. They're thinking about getting divorced.
M: Oh, that's too bad.
F: Yeah. She's living with my parents right now.

GRAMMAR

Suggested teaching time:	7–10 minutes	Your actual teaching time:	

Affirmative statements

- Emphasize adding *-s* to the base form of the verb for third-person singular. Ask *Where do you live?* Students should answer in the first person; for example, *I live in ___.* Then write on the board *___ lives in ___.* Continue until you have statements about several students on the board.
- Point out that we say *I have,* but *he / she / it has* (not *haves*).

Negative statements

- On the board, write the following verbs:
  live, have, work, study, speak, like, look like
- Make a negative statement about yourself, using one of the verbs from the board; for example, *I don't speak French.* Ask a volunteer to change your statement to the third person. (*[Teacher's name] doesn't speak French.*) Have the same student then make a negative statement and have another student change the statement to the third person. Continue until all students have participated.

Option: **[+5 minutes]** For more practice with affirmative statements, ask students to write three simple present tense statements about themselves; for example, *I have two sisters. I live in [Nagoya]. I study English.* Then have students write three simple present tense statements about a family member; for example, *My sister, [Anna], has three kids. She lives in [Taipei]. She's an artist.* Make sure students notice the *-s* in the third-person singular form.

Option: **[+10 minutes]** For practice with *yes / no* questions and short answers, write the questionnaire below on the board. On a sheet of paper, students answer the questions with *Yes, I do* or *No, I don't.* Students then switch papers and tell the class or another pair about their partners. Alternatively, students can write about their partners.

Questionnaire
1. *Do you have a big family?*
2. *Do you have any children?*
3. *Do you have lots of photos of your family?*

Language and culture
- In British English, *have* and *has* are *have got* and *has got.* For example, *I've got two sisters.* In informal spoken American English, this usage is also very common.

Option: GRAMMAR BOOSTER (Teaching notes p. T126)

ActiveTeach Multimedia Disc • **Inductive Grammar Charts**

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Grammar practice

Suggested teaching time:	3–6 minutes	Your actual teaching time:	

- Point out that *do* and *don't* are used with *I, you, we,* and *they. Does* and *doesn't* are used with *he* and *she.*

CONVERSATION MODEL

A Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

These conversation strategies are implicit in the model:
- 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.

- Point out there are two conversations: the first one is about reporting and reacting to good news and the second one is about reporting and reacting to bad news.
- After students read and listen to the two models, ask *What is the good news?* (Her sister got engaged.) *What is the bad news?* (Her sister got divorced.)

Language and culture
- *Get* has many meanings in English and is part of many idioms. With the past participles *engaged, married, separated,* and *divorced, get* expresses the act of divorcing, marrying, etc.

B Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	

- After students listen again and repeat, have them underline the questions in the conversation. Ask them what kind of intonation they should use with each question. Make sure they remember to use rising intonation with *yes / no* questions and falling intonation with information questions.
- Have students repeat each line chorally. Make sure students:
  - pause after *Actually* and *Well.*
  - say *Congratulations!* with enthusiasm.
  - say *I'm sorry to hear that* with concern.

NOW YOU CAN Report news about relationships

A Notepadding

Suggested teaching time:	4–6 minutes	Your actual teaching time:	

- To model the notepadding activity, say *I'm going to talk about my brother. He just got engaged. He lives in [Mexico City]. He is a teacher. His fiancée is from [Ecuador].* As you speak write the information on the board; for example:

  Relationship: My brother Marcos
  News: He got engaged.
  Lives in: Mexico City
  Occupation: Teacher
  Other: Fiancée from Ecuador

B Pair work

Suggested teaching time:	10–12 minutes	Your actual teaching time:	

- To model the conversation with a more confident student, play the role of Student B and use the information you wrote on the board.
- Be sure to reinforce the use of the conversation strategies; for example, have students say *Congratulations!* with enthusiasm to respond to good news.

Don't stop! Extend the conversation. Before students begin their conversations, brainstorm with the class more questions students can ask one another from the Don't stop! box. Write the questions on the board; for example:

Is he / she married?
Is he / she single?
Does he / she have any children?
Does he / she live in ___?

ActiveTeach Multimedia Disc • Conversation Pair Work Cards

C Change partners

Suggested teaching time:	10–12 minutes	Your actual teaching time:	

- Say *What is other good or bad news you can report?* Have students write notes about two other pieces of good or bad news.

Option: [+5 minutes] To extend the activity, ask a few students to tell the class about their partner's news.

EXTRAS (optional)
- Workbook: Exercises 5–10
- Copy & Go: Activity 9

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Grammar practice Complete the questions and answers. Use the simple present tense.

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

2 (live) A: Do your grandparents live in Sydney?
B: No, they don't. They live in Ottawa.

3 (work) A: Does your father work in Quito?
B: Yes, he does. He works for the government.

4 (like) A: Does your cousin like opera?
B: No, he doesn't. He doesn't like it at all.

CONVERSATION MODEL

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

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

Or bad news . . .

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

B 2:07 **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.

NOW YOU CAN Report news about relationships

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

Relationship to you:
What's the news?
Where does he / she live?
What does he / she do?
Other information:

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

B Pair work Personalize the Conversation Model to tell your partner your news. Then change roles.

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

Don't stop!
- Ask yes / no questions.
  Is [she] ___? / Does [he] ___? / Do [they] ___?
- Use the simple present tense to say more.
  He lives ___. They have ___.
  She works ___. They don't have ___.

C Change partners Report other good or bad news.

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LESSON 2

GOAL Describe extended families

VOCABULARY *Other family relationships*

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

1
Barry is my **stepfather**. He's my mother's second husband.
Gina is my **stepmother**. She's my father's second wife.

2
Jim is my **stepbrother**. His mother married my father.
Kayla is my **stepsister**.

3
Carl is my **stepson**. I married his father three years ago.
Tina is my **stepdaughter**. I married her mother when Tina was five.

4
Dana is my **half-sister**. We have the same mother, but different fathers.*
Rob's my **half-brother**.

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

B Pair work Ask your partner to find people in the photos.

"Who's Carl's stepmother?"
"Carl's stepmother is Gail."

C 2:09 **Listening comprehension** Listen to the speakers and infer the relationships. Use the Vocabulary to complete each statement. Listen again if necessary.

1 Her brother has three stepdaughters.
2 Carol is his stepsister.
3 She calls her stepmother "Mom."
4 Leo is his stepson.
5 Hank is her half-brother.

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

What **do** your in-laws **do**?
Where **do** their grandparents **live**?
When **do** you **visit** your aunt?
How often **do** you **call** your nephew?
How many cousins **do** they **have**?

What **does** your sister-in-law **do**?
Where **does** your niece **live**?
When **does** he **visit** his aunt?
How often **does** she **call** her nephew?
How many cousins **does** he **have**?

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

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

A Find the grammar Look at the Photo Story on page 27 again. Find one information question in the simple present tense.
How often do you see them? (Note: Students may answer "Who's that guy?" However, the present tense of *be* is not generally referred to as *the simple present tense*, but *the present of be*.)

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VOCABULARY

A Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

- To check students' comprehension, ask *Do half-brothers have the same birth mother or birth father?* (Yes.) *Do stepbrothers have the same birth mother or birth father?* (No.)

Language and culture

- *Stepbrother* and *half-brother* are both compound nouns, but they are written in different ways. Some compound nouns are written together as one word; for example, *stepmother* or *stepfather*. Other compound nouns are written with a hyphen between the two words; for example, *half-brother* or *half-sister*. There is no rule to explain why some words go together and others are separated by a hyphen. The best way to find out how to write a compound noun is to look it up in the dictionary.

ActiveTeach Multimedia Disc • Vocabulary Flash Cards

B Pair work

Suggested teaching time:	2–3 minutes	Your actual teaching time:	

- Have pairs check-off each name as they use it in a question. Each student should ask six questions.

Option: **[+5 minutes]** To support lower-level students you can brainstorm the Pair Work questions as a class and write them on the board. These are possible questions:

Who is Barry's stepson?
Who is Tina's stepfather?
Who is Gina's stepdaughter?
Who is Rob's half-sister?
Who is Dana's half-brother?

C Listening comprehension

Suggested teaching time:	3–5 minutes	Your actual teaching time:	

- Have students read the sentences before they listen to the conversations.

Language and culture

- In the U.S. and Canada, children usually call their mothers "Mom" or "Mum" and their fathers "Dad." In some families, stepchildren call their stepmothers "Mom" and their stepfathers "Dad." In other families, children call their stepparents by their first name; for example, in Vocabulary Exercise A, Zack calls his stepfather "Barry."

AUDIOSCRIPT

SPEAKER 1
F: Well, after a few years my brother finally got married again. His new wife is really nice. She has three daughters and I know he loves them a lot.

SPEAKER 2
M: Carol and I are very close. Her mom married my dad when I was about seven. So we really grew up together.

SPEAKER 3
F: My parents got divorced when I was only three. After a few years, my father married again. We don't live together, but I call his new wife "mom."

SPEAKER 4 [M = Jamaican English]
M: Leo's a great kid. I'm really glad I married his mother. The three of us are really happy together.

SPEAKER 5
F: Hank and I have the same father. My mom is his stepmother. HIS mother is MY father's ex-wife.

GRAMMAR

Suggested teaching time:	7–10 minutes	Your actual teaching time:	

- To make it clear how to form information questions in the simple present tense, write the following headings on the board:

question word(s) + do / does + subject + base form of verb

- Write the first few questions from the Grammar box on the board, putting each part of the sentence under the appropriate heading.
- After reviewing the examples in the Grammar box, ask each information question to a different student; for example, *Where do your grandparents live?*

Option: **[+2 minutes]** To practice *do* vs. *does* with the question *What do you do?* do a quick drill. Call out a subject and have the class respond with *do* or *does* in a question; for example:

you (What do you do?); *they* (What do they do?); *your daughter* (What does she do?); *his parents* (What do they do?); *her mother-in-law* (What does she do?); *Tom* (What does he do?); *Tom and Linda* (What do they do?); *his ex-wife* (What does she do?)

Option: **[+10 minutes]** For more practice, write the following questions on the board:

What do you do?
Where do you live?
When do you study English?
What time do you go to bed?
How many languages do you speak?
How often do you see your brothers and sisters?

In pairs, have students ask and answer the questions in complete sentences. Then have them write sentences about their partners, using their partner's answers; for example, *My partner works with children. She lives in . . .*, etc.

Option: GRAMMAR BOOSTER (Teaching notes p. T127)

ActiveTeach Multimedia Disc • Inductive Grammar Charts

A Find the grammar

Suggested teaching time:	1–2 minutes	Your actual teaching time:	

- Have students underline all information questions in the Photo Story on page 27.

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LESSON PLAN

B Grammar practice

Suggested teaching time:	2–4 minutes	Your actual teaching time:	

- Point out that students will need to write more than one word in some of the spaces.
- To check their work, have students read each conversation aloud with a partner.

CONVERSATION MODEL

A Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

These conversation strategies are implicit in the model:
- Use Well to introduce a lengthy reply.
- Ask follow-up questions to keep a conversation going.

- To set the context of this conversation, remind the class of the information they learned when they talked about their extended families in Exercise G on page 27.
- To make sure students understand what *On my [mother's / father's] side* means, say *On my father's side* means *in my father's family. On my mother's side* means *in my mother's family.*
- After students read and listen, point to the man in the photo. Ask:
  How many brothers does he have? (Two.)
  How many sisters does he have? (None.)
  How many aunts and uncles does he have? (Eight.)

B Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	

Language and culture
- In some cultures it is not polite to ask about other people's families. However, in English-speaking countries, it is. In fact, it is expected in friendly conversation.

- Have students repeat each line chorally. Make sure students:
  - pause briefly after *Well.*
  - accurately imitate the intonation for *That's pretty big!*

NOW YOU CAN Describe extended families

A Notepadding

Suggested teaching time:	4–6 minutes	Your actual teaching time:	

- As a class, review the relationships students will list on their notepads (aunts, uncles, cousins, nieces, nephews).

B Pair work

Suggested teaching time:	10-12 minutes	Your actual teaching time:	

- Be sure to reinforce the use of the conversation strategies; for example, ask *What information can you ask about with* What about . . . ?

Don't stop! Before students begin their conversations, brainstorm more questions students can ask one another from the Don't stop! box. Write the questions on the board; for example:
Is he / she single?
What does he / she do?
Where do they live?
When do you see them?
Who lives here in [name of city]?
How often do you see your [cousins]?
How many children does he /she have?

Option: **[+5 minutes]** To provide feedback to students on their usage of the simple present tense, circulate throughout the class and listen in. Take note of any errors. When students have finished, review some of the most common errors you heard during their conversations. Have students correct the errors on the board or orally.

ActiveTeach Multimedia Disc
- Conversation Pair Work Cards
- Learning Strategies

C Extension

Suggested teaching time:	10–12 minutes	Your actual teaching time:	

- Give students a few minutes to write notes about their partner's family before they speak to the class. They may want to check with their partners to make sure their information is accurate.

Option: **[+5 minutes]** For a different approach, have students form small groups of two pairs each and then tell the group members about their partner's family.

EXTRAS (optional)
- Workbook: Exercises 11–15
- Copy & Go: Activity 10

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B Grammar practice Complete the conversations with the simple present tense.

1 A: ...How many... nieces and nephews ...do you have...?
B: Three. My sister ...has... two girls, and my brother ...has... a boy.

2 A: My stepfather ...works... in a restaurant.
B: Really? ...What does... he ...do...?
A: He's the chef and manager.

3 A: My sister ...lives... with her family in Dublin.
B: Dublin? ...How many... kids ...does... she have?
A: I have two nephews, both adopted.

4 A: ...Where do... your cousins live?
B: One ...lives... in Thailand. And the other ...lives... in Norway.
A: Wow! ...How often do... you see them?
B: They come home once a year.

5 A: Where ...does... your uncle ...work...?
B: He ...works... at the hospital around the corner.
A: ...Does... your aunt ...work... there, too?
B: No, ...she doesn't... . She's a homemaker.

CONVERSATION MODEL

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

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

B 2:11 **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.

NOW YOU CAN Describe extended families

A Notepadding List your extended family relationships on the notepad.

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

B Pair work Personalize the Conversation Model. Then change roles.

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

Don't stop! Ask for more information.
Tell me about your [aunts].
Does she ___? / Do they ___?
Is she / Are they [single]?

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

C Extension Now tell your classmates about your partner's family.

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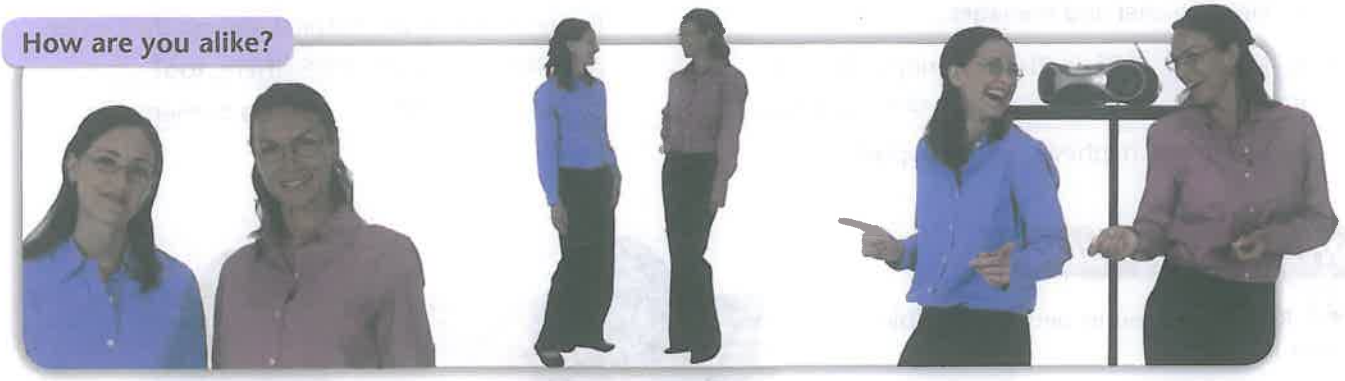
LESSON 3

GOAL Compare people

BEFORE YOU LISTEN

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

How are you alike?



We look { **alike.** / **the same.** }

We wear **similar** / We like **the same kind of** } clothes.

{ **We both** / **Both of us** } like pop music.

How are you different?

We { **don't look alike.** / **look different.** }

We wear / We like } **different** clothes.

I like trance music, **but** { he likes classical. / he doesn't. }

B Pair work Find three similarities and three differences between you and your partner. On a separate sheet of paper, write six sentences describing the similarities and differences.

LISTENING COMPREHENSION

A 2:13 **Identify similarities and differences** Listen to Lucille Kennedy talk about herself and her sister, Laura. Check the statements that are true. Explain your answers.

Lucille and Laura . . .		
1	☑ look alike.	☐ look different.
2	☑ like the same food.	☐ like different food.
3	☑ like the same kinds of movies.	☐ like different kinds of movies.
4	☑ sometimes wear the same clothes.	☐ never wear the same clothes.
5	☐ like the same music.	☑ like different music.
6	☑ have the same number of kids.	☐ have different numbers of kids.
7	Lucille and Laura are ☑ twins.	☐ stepsisters. ☐ half-sisters.

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BEFORE YOU LISTEN

A Vocabulary

Suggested teaching time:	2 minutes	Your actual teaching time:	

- As a class, give names to the four people pictured; for example, *Krista, Jane, Alexander, and Joe.* Ask:
  Does [Krista] like pop music? (Yes, she does.)
  Does [Jane] like pop music? (Yes, she does.)
  Does [Alexander] like trance music? (No, he doesn't.)
  Does [Joe] like trance music? (Yes, he does.)
  What kind of music does [Alexander] like? (He likes classical.)

Language and culture

- To *be like [someone]* means that you are very similar: *I am like him. She is like me.* To *look like [someone]* is another way to say two people look alike.

ActiveTeach Multimedia Disc • Vocabulary Flash Cards

B Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Model this conversation with a more confident student in the class. Ask questions about the student's family and musical tastes; for example:
  Teacher: *How many brothers and sisters do you have?*
  Student: *I have two sisters. What about you?*
  Teacher: *I have one brother. Do you like classical music?*
  Student: *Yes, I do.*
  Teacher: *I do, too!*
- Then write on the board: *We both like hip-hop music.*

Option: **[+5 minutes]** To support lower-level students, ask the class to brainstorm questions they would ask to find out about similarities and differences. (Do you like [classical music]? How many cousins do you have? Do you like to play basketball? Do you have children?) Write their ideas on the board. Encourage students to refer to these questions for support as they do the Pair Work activity.

Option: **[+10 minutes]** For a different approach, have students find one thing they have in common with five people in the class. Have students pair up and ask each other questions until they find one way in which they are alike. They write a sentence and then move on to ask and answer questions with another classmate.

LISTENING COMPREHENSION

A Identify similarities and differences

Suggested teaching time:	14–16 minutes	Your actual teaching time:	

- Have students look at Exercise A, Vocabulary. Point to the first picture under *How are you alike?* Say *They both wear glasses.* Then point to the third picture under *How are you different?* Ask *Do they like the same kind of music?* (No). Point and say *He likes trance music, but he doesn't.*
- To help students prepare for the listening task, have them read the list of statements before listening to the interview.
- The first time through, have students listen only for how Lucille and her sister Laura are alike. The second time, have students listen for how Lucille and Laura are different.

AUDIOSCRIPT

M: We're talking today with Lucille Kennedy, who comes from a family of three kids and . . . Lucille, I hear you have a younger brother . . .
F: Right. Five years younger.
M: And a sister.
F: That's right.
M: And you and your sister are twins. Is that right?
F: Right. She was born eight minutes before me. I was the little one.
M: Well, tell us a bit about your sister. What's her name, by the way?
F: Her name's Laura.
M: Laura! So, Lucille. Do you both look alike?
F: We do, actually. A lot of people can't tell us apart.
M: Really.
F: But I wear glasses all the time. She only wears them for reading.
M: I see. Some people say twins like the same things. Is that true for you two?
F: Well, we both LOVE Mexican food. We always have the same thing when we go to restaurants. And let's see . . . we like the same kinds of movies.
M: Anything else?
F: Well, this is kind of funny. Sometimes we each buy almost the same clothes. Not because we want to. It just happens by accident. I go to visit her and she's wearing the same shirt I am. It's always a surprise.
M: So how are you different from each other?
F: Let's see . . . her favorite color is green; mine's blue . . . She loves football and I love baseball . . . I could go on and on.
M: Well, how about musical tastes?
F: Oh yeah. I love classical music. But she really prefers pop. I actually play the piano, but she doesn't play any musical instrument.
M: And how about your own marriages and families? Are they similar in any way?
F: Well, we both have two kids. I've got a boy and a girl. She's got two boys. But our husbands are completely different . . . Not at all alike.
M: Really! Well, thank you, Lucille Kennedy, for talking with us today about you and your twin sister.
F: Thank YOU. That was fun!

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LESSON PLAN

B Listen to take notes

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Tell the class *We are going to listen one more time. This time take notes about Laura and Lucille's favorite colors, their musical tastes, their sports preferences, and their families.*

Option: **[+5 minutes]** To provide a little more support, you can draw the following graphic organizer (without the answers) on the board, or print a blank version from the *ActiveTeach Multimedia Disc* and have students complete it as they listen.

	Laura	Lucille
Favorite colors	green	blue
Musical tastes	pop	classical
Sports preferences	football	baseball
Families	two boys	a boy and a girl

ActiveTeach Multimedia Disc • Graphic Organizers

Language and culture

- In the notepad example sentence: *Laura's favorite color is green, but Lucille's is blue,* the word *Lucille's* is acting as a noun substitute. It means *Lucille's favorite color.*

PRONUNCIATION

A Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Be sure students listen one time before they listen and repeat the sentences.

B Now practice . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

- To be better able to hear their own voices, have students cover one ear as they practice pronouncing the sentences.

Option: **[+5 minutes]** To extend the practice blending sounds, have students read the questions aloud in the Grammar boxes on pages 28 and 30.

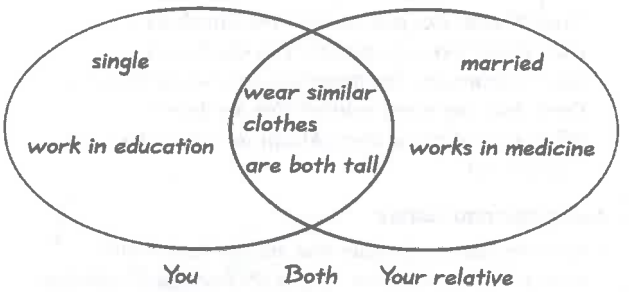
ActiveTeach Multimedia Disc • Pronunciation Activities

NOW YOU CAN Compare people

A Notepadding

Suggested teaching time:	5–8 minutes	Your actual teaching time:	

- Model the activity by comparing yourself to one of your family members. Copy the Venn diagram on the board, filling in your information; for example:



- To make students aware of the items in the Ideas box, have them check off each idea as they use it in their Venn diagrams.

B Pair work

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Model the activity with a more confident student. Tell something about the family member you wrote about on the board.
- In their conversations, students should focus on the family member they wrote about in Notepadding. If students have photos of their relatives with them, have them show the photos to their partners. If students stop talking, tell them to ask and answer questions about other members of their partner's family.
- To encourage students to use as much language from the Recycle box as possible, have students check off the phrases as they use them. Make note of the students who were able to use most of the phrases in the Pair Work activity.

Option: **[+5 minutes]** To extend the activity, have students write sentences comparing themselves to the relative from the Notepadding activity.

EXTRAS (optional)

- **Copy & Go: Activity 11**

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B 2:14 **Listen to take notes** Listen again for what Lucille says about these topics. On your notepad, use the Vocabulary to write sentences about how she and her sister are different.

favorite colors *They like different colors. Lucille likes ...*

favorite colors Laura's favorite color is green, but Lucille's is blue.	**sports preferences** Laura loves football, but Lucille loves baseball.
musical tastes Laura likes pop music, but Lucille likes classical.	**families** Laura has two boys, but Lucille has a boy and girl.

PRONUNCIATION *Blending sounds*

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

1 Does she /dʌʃi/ have any stepchildren?
2 How many stepchildren does she /dʌʃi/ have?
3 Does he /dʌzi/ live near you?
4 Where does he /dʌzi/ live?

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

NOW YOU CAN Compare people

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

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

You | Both of you | Your relative

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

B Pair work Tell your partner about you and your relative. Use your notepad. Then compare other people in your families.

> "My cousin and I are both single."

Be sure to recycle this language.

Similarities and differences
How are you alike?
How are you different?
Do you look alike?
Do you both ___ ?
Do you ___ the same ___ ?

For more information
How about ___ ?
Do you have any ___ ?
How old ___ ?
What does your ___ do?
Where does your ___ live?
How many ___ does your ___ have?

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LESSON 4

GOAL Discuss family cultural traditions

BEFORE YOU READ

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

READING

2:16

Ask Mr. Dad with Armin Brott

Home | About "Ask Mr. Dad" | Ask a Question | About Armin Brott | Visit mrdad.com

When Adult Children Come Home

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

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

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

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

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

Ask Mr. Dad your question at askmrdad.com.

Source: mrdad.com

A Confirm facts Complete each statement.

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

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

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BEFORE YOU READ

Warm-up

Suggested teaching time:	1–2 minutes	Your actual teaching time:	

- Model the activity by answering the question yourself; for example, *I think adult children should leave their parents' home when they get married.*
- Ask *What do you think? When should an adult child leave home?* Write students' ideas on the board to generate discussion.

READING

Suggested teaching time:	15–18 minutes	Your actual teaching time:	

- Say *This is an advice website. When people have family problems, they can write Mr. Dad and ask for advice.*
- Have students look at the website. Ask *What is Mr. Dad's real name?* (Armin Brott.)
- Tell students *When you're reading something for the first time, it's helpful to read for general information first.* Write on the board *What is the problem? What does Armin Brott suggest?*

Option: **[+5 minutes]** As an alternate approach based on listening, begin by having students close their books and listen to the question on the audio. Ask *What advice would you give?* Then have students listen to the response and say whether or not they agree with the advice.

ActiveTeach Multimedia Disc
- **Extra Reading Comprehension Questions**
- **Learning Strategies**

A Confirm facts

Suggested teaching time:	3–5 minutes	Your actual teaching time:	

- Have students open their books and complete the exercise on their own. Then have students read the website again to check their answers.
- Now have students read the article again more carefully. Ask:
  Why does the daughter plan to move back home? (She doesn't have a job.)
  Did the parents expect their oldest daughter to return home? (No.)
  Do many adult children return home in the U.S.? (Yes, today more adults are returning home to live.)
  Does Mr. Dad think it will be a difficult situation for the parents? (Yes.)
  Does Mr. Dad think it will be a difficult situation for the daughter? (Yes.)

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B Infer information

Suggested teaching time:	3–5 minutes	Your actual teaching time:	

- As students complete the exercise, have them underline the corresponding information in the text. The words are not exactly the same, so students have to think about the meaning of the text.

Option: **[+5 minutes]** To challenge students, have them read all the suggestions in item 2. Ask *Which ones do you agree with? Why?*

Option: **[+5 minutes]** To extend the activity, say *Think about the daughter. What should she do when she moves back home? What can she do to have a good relationship with her parents?* Have students discuss their ideas in pairs and then share their ideas with the class.

NOW YOU CAN Discuss family cultural traditions

A Frame your ideas

Suggested teaching time:	3–5 minutes	Your actual teaching time:	

- Say *Think about this (or your) country when you answer these questions.*
- After students compare answers with a partner, have pairs write something in the *Other* category for items 2–4.

B Notepadding

Suggested teaching time:	8–10 minutes	Your actual teaching time:	

- To help students contrast the two sets of information, have them go back to the survey in Exercise A and respond again to the questions with a different color pen. This time they should think about what the website says about families in North America. Now students have two sets of information they can compare easily. For example:

Same	Different
Parents are very happy when adult children are home.	*Children leave at 18.*
Adult children help with the chores.	*Children go away to study.*

Option: **[+5 minutes]** To challenge students, have them write complete sentences about the differences between North American cultural traditions and their cultural traditions. For example:

In North America, adult children usually leave home at age 18, but in this / my country children usually leave at age 25.

In North America, adult children leave home to study, but in this / my country adult children leave home when they get married.

C Group work

Suggested teaching time:	12–15 minutes	Your actual teaching time:	

- Remind students to use their responses in the survey to guide them when they speak.
- Give students a limit of two minutes speaking time each.

Text-mining: Have students write their Text-mining examples on the board. Encourage students to use the expressions in their discussions. Check them off as they are used.

Option: **[+10 minutes]** Divide the class in half. Assign one half to prepare a talk about adult children living at home in North America and the other half to prepare a talk about the same subject in their own country. Then pair students one from each group so that, in pairs, Student A speaks about North America and Student B talks about the home country.

EXTRAS (optional)

- **Workbook: Exercises 16–22**
- **Copy & Go: Activity 12**

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B Infer information Check all the correct answers, according to what Armin Brott says.

1 Check the reasons adult children are moving back home.
- ☑ They don't have jobs.
- ☑ They get divorced.
- ☑ They can't afford housing.
- ☐ They feel good about living with their parents.
- ☐ They want to depend on their parents.

2 What are Mr. Brott's suggestions to the father?
- ☐ to sell his house and go traveling
- ☑ to discuss chores at home
- ☐ to ask his daughter to find a job
- ☑ to try to understand his daughter
- ☑ to not worry too much about his daughter

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

NOW YOU CAN Discuss family cultural traditions

A Frame your ideas Complete the survey about adult children in your country. Then compare answers with a partner.

Living At Home?

1 At what age do children usually leave home in your country?
- ☐ between 18 and 20
- ☐ between 21 and 25
- ☐ between 26 and 30
- ☐ over 30
- ☐ It depends on their marital status.

2 What are the reasons adult children usually leave home?
- ☐ They get a job.
- ☐ They get married.
- ☐ They go away to study.
- ☐ They don't want to depend on their parents.
- ☐ Other _____

3 How do parents feel when their adult children are living at home?
- ☐ They're very happy.
- ☐ They're very worried.
- ☐ They don't think about it.
- ☐ They don't want them to stay.
- ☐ Other _____

4 What do adult children usually do when they live at home?
- ☐ They help with the chores.
- ☐ They help pay for expenses.
- ☐ They look for a job.
- ☐ They look for a new place to live.
- ☐ Other _____

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

What's the same? What's different?

C Group work Now imagine that you are speaking to a visitor to your country. Explain the family cultural traditions in your country about adult children living at home.

Text-mining (optional)
Underline language in the Reading on page 34 to use in the Group Work. For example:
"Most parents are happy when . . ."

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Review

More Practice
ActiveBook Self-Study Disc
grammar · vocabulary · listening
reading · speaking · pronunciation

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

		A big family	A small family	Number of children
1	Brenda	☐	☑	1
2	Steven	☑	☐	8
3	Leslie	☑	☐	6
4	Jason	☐	☑	2

B Complete the sentences with the correct word or phrase.

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

C Complete the questions. Use the simple present tense.

1 A: Where does your brother live?
B: My brother lives in Cuzco, Peru.
2 A: What does your sister do?
B: My sister's a nurse.
3 A: How many children do you have?
B: I have two sons and a daughter.
4 A: Do you have any cousins?
B: Cousins? Yes, I do. I have seven.
5 A: Where does your brother live?
B: My brother lives near me.
6 A: Does your sister have any children?
B: Children? Yes. My sister has two daughters.

2:18/2:19 **Top Notch Pop** "An Only Child"

D Writing On a separate sheet of paper, compare two people in your family. Write about how they are similar and how they are different.

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

WRITING BOOSTER ▸ p. 143
- Combining sentences with *and* or *but*
- Guidance for Exercise D

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Review

A Listening comprehension

Suggested teaching time:	4–7 minutes	Your actual teaching time:	

- For the first listening, have students cover the third column *Number of children*, so they focus on the main idea (big family or small family) first.

Option: [+5 minutes] To extend the activity, have students listen a third time and answer this question you write on the board:

Is the speaker happy with the size of his/her family?
Yes No Not enough information

AUDIOSCRIPT

SPEAKER 1
F: My name's Brenda. My parents, George and Nancy McCann, live in Houston. My father's an engineer and my mom's a homemaker. I'm actually an only child, so when I was a kid I sometimes really wanted to have lots of brothers and sisters. But I was pretty lucky. I had lots of friends . . . and my parents loved me. So it was OK. And now I'm an engineer like my dad.

SPEAKER 2 [M = Canadian English]
M: You want my name first? OK. Steven Bartmeyer. I'm 22. Let's see . . . well . . . Growing up, I actually always wanted to be an only child. It was sometimes a little crowded around the house with seven brothers and sisters . . . I'm the baby in the family. But my mom and dad were great.

SPEAKER 3
F: Leslie Green here. You want to hear about my family? OK, let me think. Well, there's uh . . . sorry, there's a bunch of us . . . Maya, Ricky, and me, I'm in the middle . . . Walter, Sandra, and . . . Andrew. There, that's everyone. But you know something—we have a lot of fun. We're a happy family.

SPEAKER 4 [M = U.S. regional]
M: Hi. I'm Jason. Jason Sanders. I have a younger brother, Gus. That's it. He's a manager over at PBM. Actually, he lives in Vancouver now, so I don't see him very much. What else . . . Well . . . my father's retired—he stopped working two years ago. And my mom, she still works. She's a professor.

B Complete the sentences . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To review, have students read their answers aloud.

C Complete the questions . . .

Suggested teaching time:	6–8 minutes	Your actual teaching time:	

- To remind students how to form questions in the simple present, have them quickly review the Grammar boxes on pages 28 and 30.
- To review answers, have students who finish early write the questions on the board. Sometimes students will not notice errors they make with *do / does* and the base form. By putting the answers on the board, students can carefully check their answers.

D Writing

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Brainstorm with the class ways to compare two relatives; for example:
  marital status
  occupation
  appearance
  clothing
  likes and dislikes
  abilities
- If helpful, have students write one paragraph about how their two relatives are similar and one paragraph about how they are different.

Option: [+10 minutes] Students can use a Venn diagram to brainstorm the similarities and difference between their two relatives. Draw a Venn diagram on the board for students to copy. For example:

Option: WRITING BOOSTER (Teaching notes p. T143)

ActiveTeach Multimedia Disc • Writing Process Worksheets

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LESSON PLAN

ORAL REVIEW

Before the first activity, give students a few minutes of silent time to explore the family tree and become familiar with it.

Contest

Suggested teaching time:	5 minutes	Your actual teaching time:	

- On the board, write *Michael Douglas*. Ask *Who is he?* (He's an actor.)
- Preview the family tree. Make sure students understand the family relationships.
- Ask these comprehension questions:
  Who is Michail Douglas's father? (Kirk Douglas.)
  Who is his mother? (Diana Dill.)
  Who is his stepmother? (Anne Douglas.)
  How many children did his father have? (Four.)
- Point out that to make *Douglas* possessive, you add *'s* /iz/: *Douglas's*. Pronounce it and have students repeat.
- Read the question aloud so that all students hear it at the same time. The first student to answer it correctly wins.

Possible responses . . .

Michael Douglas has one brother. He has two half-brothers.

Chatherine Zeta-Jones has two brothers.

Option: [+5 minutes] Extend the activity. Point to two people in the picture and have students explain their relationship. For example:
Teacher: *[points to Anne Douglas and Michael Douglas]*
Student: *Stepmother and stepson.*

Pair work

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- To prepare, have the class think of some questions. Write them on the board:
  Who is Cameron's stepmother?
  What are the names of Michael's children?
  What is the name of Michael's first wife?
  What does Diana Dill do?
  How many half brothers does Michael Douglas have?
  When was Catherin Zeta-Jones born?

Option: [+15 minutes] To play a game, divide the class into groups of four. Split each group into two teams. For five minutes, have each pair work together to write twenty questions about the family tree. Then have the pairs take turns asking and answering their questions. Each correct answer gets a point. If the pair cannot answer the question in 15 seconds, the team who asks the question gets a point.

Game

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Model the activity. Describe the Douglas family from one person's view and then ask *Who am I?* For example:
  Teacher: *Kirk Douglas is my father. Michael is my older brother. Who am I?*
  Student: *Joel Douglas.*

Option: [+10 minutes] For a different approach, have students write three sentences about one person in the family tree. Students then pass the sentences to a partner who must write the name of the person described.

Possible responses . . .

I don't wear glasses. I am an actor. My brother is Joel. My father is famous. Both of us like to act. I have two half-brothers. (Michael Douglas)

My ex-wife is Diana Dill. I am married. I have four children. My son and I have the same occupation.

Option: Oral Progress Assessment

Use the family tree on page 37 for an oral test. Have students compare two members of the Iglesias family. For example:
Dylan Michael and Carys are brother and sister, but they don't look alike. Dylan has blond hair, but Carys has black hair.

Evaluate students on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.

ActiveTeach Multimedia Disc • Oral Progress Assessment Charts

Option: *Top Notch* Project
Have students create a family scrapbook with photos from home and written descriptions of their relatives. Have students tell the class about their families.

Idea: Write the questions that follow on the board. Say *Use the questions on the board for ideas.*
What are their names?
How old are they?
Where do they work? / What do they do?
Where do they live?
Are they married, single, divorced, or widowed?
Do they have any children?
Who do they look like?
What do they like?

EXTRAS (optional)

- **Complete Assessment Package**
- **Weblinks for Teachers:** pearsonlongman.com/topnotch/

And on your ActiveTeach Multimedia Disc:
Just for Fun
Top Notch Pop Song Activities
Top Notch TV Video Program and Activity Worksheets
Supplementary Pronunciation Lessons
Audioscripts
Unit Study Guides

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ORAL REVIEW

Contest Study the family tree. Who can answer this question first: How many sisters, brothers, half-sisters, and half-brothers do Michael Douglas and Catherine Zeta-Jones each have?

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

Q: Who is Diana Dill? A: She's . . .

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

I am David Jones's son, and my brother is Lyndon.

The Douglas Family

Anne Douglas

Kirk Douglas
actor

divorced

Diana Dill
actress

David Jones

Pat Jones

Peter

Eric

Joel

Michael Douglas
actor
birthday: Sept. 25

Catherine Zeta-Jones
actress
birthday: Sept. 25

David

Lyndon

Diandra Douglas
producer

divorced

Cameron
actor

Dylan Michael

Carys

NOW I CAN...

- ☐
- ☐
- ☐
- ☐

SOURCE: www.michaeldouglas.com

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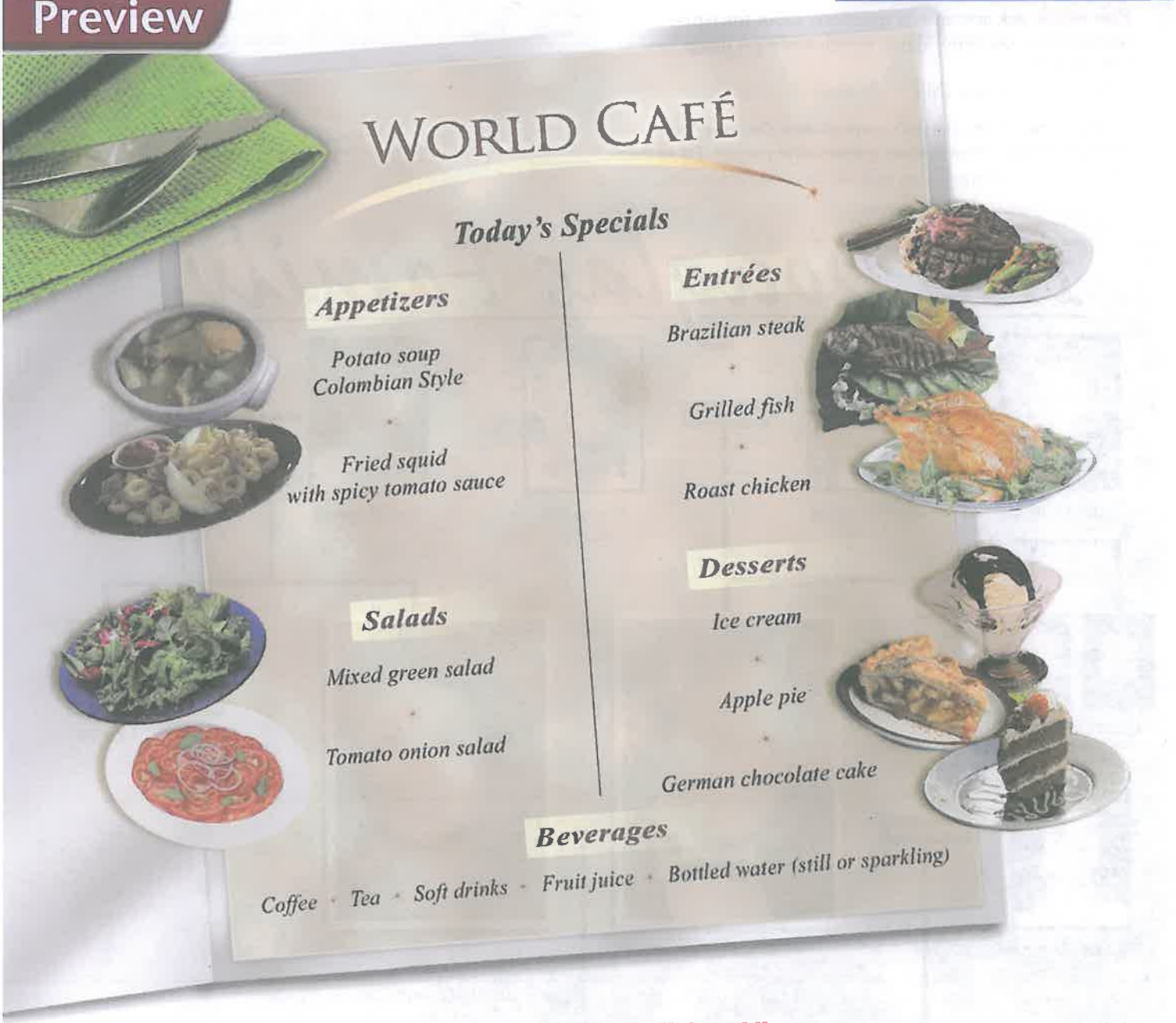
UNIT 4

Food and Restaurants

GOALS After Unit 4, you will be able to

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

Preview



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

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

C **Pair work** Which foods on the menu would you like to order? Are there any foods you wouldn't like to order? Compare tastes with a partner.

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

an appetizer

a salad

an entrée (main course)

a dessert

a beverage

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UNIT 4

Food and Restaurants

Preview

LESSON PLAN

Before Exercise A, give students a few minutes of silent time to observe the menu.

A Read the menu . . .

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Ask students *What's the name of the restaurant?* (World Café.)
- Review the names of each pictured menu item as a class. Point out that beverages are not pictured.
- To familiarize students with new vocabulary, have them circle new words and ask you questions about them. To help students formulate questions write the following on the board:
  What is ___?
  What are ___?
- Point to the photos to help explain your answers. (Every food item has a corresponding photo.)
- Make sure students understand the word *spicy*. Say *Spicy food has a strong taste. It feels hot in your mouth.* Ask:
  What kinds of food are spicy?
  Do you like spicy food?
  What is a spicy dish that you like?
- To check students' understanding of the beverages, ask questions such as:
  Do you like coffee or tea?
  Do you drink soft drinks?
  What's your favorite soft drink?
  What type of fruit juice do you like?
  Do you like still or sparkling water?

Option: **[+5 minutes]** Challenge your students by asking them to find three words on the menu that describe how the food is prepared (fried, grilled, roast[ed]). Some students may be able to explain the meaning of each (fried = *cooked in hot oil*; grilled = *cooked on a hot surface, such as a pan*; roast[ed] = *cooked in a hot, dry oven*).

Language and culture

- Soft drinks are carbonated nonalcoholic beverages. Depending on where a person is from, there are variations of the term *soft drinks*. Some are: *soda, pop, soda pop*. In British English they are called *fizzy drinks*. Bottled water with bubbles is called *sparkling water*. It's also sometimes called *seltzer* or *club soda*.

B Vocabulary

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Have students point to the words on the menu as they hear them.

Language and culture

- Each category of the menu (appetizer, salad, entrée, etc.) is called a *course*. The word *entrée* occasionally means *first course*, but in this context it means *main course*. The meaning varies according to the country or region in which the restaurant is located.

ActiveTeach Multimedia Disc • **Vocabulary Flash Cards**

C Pair work

Suggested teaching time:	2–3 minutes	Your actual teaching time:	

- Write a few model sentences on the board to guide the students' conversations. For example:
  A: I'd like the ___. What about you?
  B: I'd like the ___ but I wouldn't like the ___.
- After students speak with their partners, have several pairs report to the class. Possible responses: *We both like ice cream. / Both of us like ice cream. He likes fish, but I don't.* Note: Students practiced language for comparing in Unit 3, page 32.

D Notepadding

Suggested teaching time:	7 minutes	Your actual teaching time:	

- Students may name dishes that don't have an English equivalent. That is OK at this point in the unit. The purpose of this exercise is for them to categorize foods they know according to this new *course* vocabulary.

Option: **[+5 minutes]** For additional practice, call out the names of dishes from the students' home country and have them decide in what category the dish fits.

Option: **[+5–10 minutes]** To expand the activity, have students work in pairs to plan a menu for a delicious dinner with one food item for each category, which they then present to the class. For example:
appetizer: fish soup
salad: tomato salad
entrée: grilled chicken
dessert: chocolate ice cream
beverage: water and then coffee with dessert

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E Photo story

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Before students read and listen to the conversation, have them look at the photos for a few moments. Ask *Where are they?* (In a restaurant.) *What's the man's occupation?* (He's a waiter.) *What is the woman doing?* (She's ordering food from the menu.)
- After students read and listen, ask *Does the customer order an appetizer?* (Yes, she does.) *What appetizer does she order?* (She orders potato soup.) Continue in a similar manner for each course.
- Have students listen to the conversation again. Tell students to circle three items the customer orders from the menu on page 38. Students should circle potato soup, roast chicken, and sparkling water.

Language and culture

- *Anything to drink?* is short for *Would you like anything to drink?*

LEN **From the Longman Corpus: When ordering food or drinks, *I'll have the . . .* is almost three times more common than *I'd like the . . .* in spoken American English.**

ENGLISH FOR TODAY'S WORLD The oval at the top of this page, titled "English for Today's World," indicates that one or both of the speakers in the Photo Story is not a "native speaker" of English. Remind students that in today's world, they must learn to understand both a variety of standard and regional spoken "native" accents as well as "non-native" accents because most English speakers in the world are not native-speakers of the language. Language backgrounds are shown in a footnote so you can point them out to students.

FYI: The subtitle of the *Top Notch* series is *English for Today's World*. This is in recognition of the fact that English is a language for communication between people from a variety of language backgrounds.

F Infer meaning

Suggested teaching time:	3–5 minutes	Your actual teaching time:	

- Have students cover the menu on page 38 with a piece of paper and try to answer item 1.

Option: **[+2 minutes]** Ask *What do entrées come with at your favorite restaurant?*

G Focus on language

Suggested teaching time:	5–8 minutes	Your actual teaching time:	

- Have students independently complete the statements with their food choices.
- For items 3, 4, and 5, be sure students choose an entrée, dessert, and beverage.

Option: **[+5 minutes]** Have students also complete the statements using their favorite foods that are not found on the menu on page 38.

H Pair work

Suggested teaching time:	6–10 minutes	Your actual teaching time:	

- Model the pronunciation of the phrases and have students repeat.
- To model the activity, ask a more confident student *Are you ready to order?* As you listen to the student's order, take notes on the board. For example:
  fried squid
  mixed green salad
  Brazilian steak
  German chocolate cake
  soft drink

FYI: This activity focuses on the language for ordering dishes and listening for the Vocabulary in the menu. Students may want to do a full role play between a waiter and a diner, but explain that everyone will practice role plays between waiters and diners later in the unit.

EXTRAS (optional)

- **Workbook: Exercises 1, 2**

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E Photo story Read and listen to someone ordering food in a restaurant.

2:21

ENGLISH FOR TODAY'S WORLD
connecting people from different cultures and language backgrounds

Server:* Are you ready to order? Or do you need some more time?

Customer: I'm ready, thanks. I think I'll start with the potato soup. Then I'll have the roast chicken. What does that come with?

Server: It comes with a salad. And there's also a choice of vegetables. Tonight we have carrots or grilled tomatoes.

Customer: I'd like the carrots, please. Or, on second thought, maybe I'll have the tomatoes.

Server: Certainly. And anything to drink?

Customer: I'd like sparkling water, please. No ice.

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

Server: Portuguese speaker

F Infer meaning Check the correct answers.

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

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

G Focus on language Use the menu from the World Café. Complete each statement.

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

H Pair work Read your statements to a partner. Your partner writes your order on the notepad. Then listen to and write your partner's statements.

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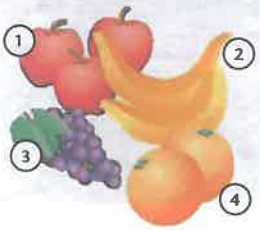
LESSON 1

GOAL Ask for a restaurant recommendation

VOCABULARY *Categories of food*

A 2:22 Read and listen. Then listen again and repeat. Add another food to each category.
Answers will vary, but may include the following:

fruit

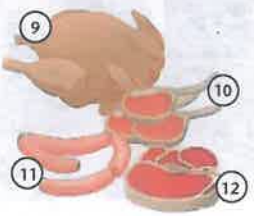


(1) apples (2) bananas
(3) grapes (4) oranges
mangoes

vegetables

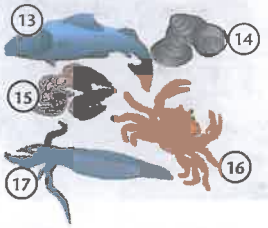
(5) carrots (6) peppers
(7) broccoli (8) onions
spinach

meat



(9) chicken (10) lamb
(11) sausage (12) beef
turkey

seafood



(13) fish (14) clams
(15) shrimp (16) crab
(17) squid lobster

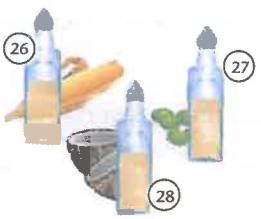
grains

(18) pasta (19) rice
(20) noodles (21) bread
cereal

dairy products

(22) butter (23) cheese
(24) milk (25) yogurt
cream

oils



(26) corn oil (27) olive oil
(28) coconut oil
sesame oil

sweets

(29) candy (30) pie
(31) cake (32) cookies
ice cream

B **Expand the vocabulary** How many foods can you create? Combine foods. Follow the example.
Answers will vary, but may include the following:

1 orange **juice** apple juice, mango juice
2 tomato onion **salad** spinach salad, fruit salad
3 apple **pie** cherry pie, banana pie
4 **grilled** fish grilled chicken, grilled sausage
5 **fried** squid fried chicken, fried clams
6 potato **soup** onion soup, chicken soup

GRAMMAR *There is and there are with count and non-count nouns*

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

There's milk and an apple in the fridge.
There are oranges, too. But there aren't any vegetables.

Use there is with anything and nothing.

Is there anything to eat? (No, there is nothing.)
NOT ~~Are there~~ anything to eat?

GRAMMAR BOOSTER ▸ p. 127
- *More on non-count nouns*
- *Expressing quantities*
- *How much / how many*
- *Spelling rules*

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

See page 122 for a more complete list of non-count nouns.

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VOCABULARY

A Read and listen . . .

Suggested teaching time:	4 minutes	Your actual teaching time:	

- Before students read and listen to the categories of food, have them cover the words under the pictures with a sheet of paper so that they are looking only at the pictures. With a partner, have students name as many of the pictured foods as they can.
- After students complete the activity, write the categories of food on the board. Elicit from the class examples of additional foods for each category, and list them under the appropriate category on the board. Have students write down any food words that are new to them, creating individualized vocabulary lists.

Language and culture

- In British English, *candy, cookies, french fries,* and *chips* are called *sweets, biscuits, chips,* and *crisps* respectively. In American English, *biscuits* are a kind of small bread.

B Expand the vocabulary

Suggested teaching time:	4–7 minutes	Your actual teaching time:	

- To maximize the potential of this activity, review answers as a class. Write all of the students' ideas on the board.
- Have students add new vocabulary items to their individualized vocabulary lists.

Option: **[+10 minutes]** Have students plan their meals for tomorrow. Draw the following graphic organizer on the board (without the answers) or print out the graphic organizer from the *ActiveTeach Multimedia Disc.* Have students fill in a plan for each meal, writing the foods in the appropriate row according to the category they belong to. After students complete their charts, have them share their food plans in pairs. For example, *For breakfast tomorrow, I'll have a banana, bread, and yogurt. What about you?*

	Breakfast	Lunch	Dinner	Snacks
fruit				
vegetable				
meat				
seafood				
grains				
dairy products				
sweets				

ActiveTeach Multimedia Disc
- Graphic Organizers
- Vocabulary Flash Cards
- Learning Strategies

GRAMMAR

Suggested teaching time:	8–12 minutes	Your actual teaching time:	

- Have students look at the foods in the vocabulary presentation. Point out that the words that are in plural form are *count nouns* and the others are *non-count nouns.* Then have students read the first two points of the Remember note in the Grammar box.
- Have students make a list of five foods that are in their own refrigerators right now. On the board, draw a two-column chart with the headings *Count Nouns* and *Non-count Nouns.* Ask individual students *What's in your fridge?* and have them tell you one food from their list. Ask whether the food is a count or a non-count noun before writing it in the chart.
- Have students use their lists to write sentences with *there is* and *there are*; for example, *There are tomatoes in my fridge. There is / There's orange juice in my fridge.*
- When students finish, they can use their sentences to ask and answer *Is there anything to eat?* with several classmates and check each other's work at the same time; for example, *Is there anything to eat? There are tomatoes.*
- Have students list five foods that are not in their refrigerators right now and then write sentences with *there isn't* and *there aren't.* Point out that with plural nouns and non-count nouns, it's necessary to use *any* before the noun in negative sentences; for example, *There aren't any tomatoes* or *There isn't any orange juice.*

FYI: *Some* and *any* are taught in the Grammar Booster. Students do not need *some* to complete this lesson successfully.

Language and culture

- The word *fridge* is a shortened form of the word *refrigerator.* It is used only in informal spoken language but is very common.

Option: GRAMMAR BOOSTER (Teaching notes p. T127)

ActiveTeach Multimedia Disc • Inductive Grammar Charts

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LESSON PLAN

Grammar practice

Suggested teaching time:	3–5 minutes	Your actual teaching time:	

- *Eggs, sugar,* and *lettuce* are new food words that appear in the exercise. Discuss whether they are count (eggs) or non-count (sugar, lettuce) nouns, and add them to the chart on the board.
- Have students check answers with a partner, or review as a class.

Language and culture

LCN **From the Longman Corpus:** Learners often use *there are* incorrectly, such as before a list of items. For example, *There are a banana, an apple, and bread.*

CONVERSATION MODEL

A Read and listen . . .

Suggested teaching time:	4 minutes	Your actual teaching time:	

These conversation strategies are implicit in the model:
- 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.

- Make sure students understand the meaning of *in the mood for.* Say *Right now I would like to eat sweets. I'm in the mood for sweets.* Then write on the board:
  A: What are you in the mood for?
  B: I'm in the mood for ____.
- Have students ask and answer the question with several classmates.
- After students read and listen, ask comprehension questions:
  Is he very hungry? (No.)
  What does he want to eat? (A sandwich.)
  Is there a good place to eat nearby? (Yes.)
  What's the name of the restaurant? (Tom's.)

Degrees of hunger

- Practice the phrases for expressing degrees of hunger. Say *I'm hungry. Are you?* Call on a few students to answer *Yes, I'm starving.* or *Yes, I'm really hungry.* or *No, I'm not very hungry.*

B Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Have students repeat each line chorally. Make sure students:
  - use rising intonation with *Could you recommend a restaurant for this evening?* and *Would you like directions?*
  - use falling intonation with *What are you in the mood for?*
  - pause after *Sure.*

NOW YOU CAN Ask for a restaurant recommendation

A Pair work

Suggested teaching time:	10–13 minutes	Your actual teaching time:	

- Have students look at the restaurant names on the map on page 41. Ask *What kind of food do you think they serve?*
- Have students look at the map. Say *We are in the hotel. Where is the World Café?* (It's across the street.) *Where is Roberto's Restaurant?* (It's around the corner.) Continue asking about other places on the map. Note: This is a review of the language for giving directions from Unit 2, page 18.
- Be sure to reinforce the use of the conversation strategies; for example, remind students to use appropriate intonation to make a polite request with *Could you . . . ?*

Don't stop! Extend the conversation. Encourage students to continue the conversation by giving and clarifying directions with language from the Recycle box. Students can ask for clarification by repeating the directions with a rising intonation. For example:

B: Would you like directions?
A: Sure.
B: It's on Pike Street. It's on the left side, down the street from the Pasta Palace.
A: On the left?
B: That's right.

- Model the activity with a more confident student. Play the role of Student B. Give directions to the place you recommend.

ActiveTeach Multimedia Disc • Conversation Pair Work Cards

B Change partners

Suggested teaching time:	10–13 minutes	Your actual teaching time:	

- Have students take turns playing the roles of Student A and Student B.
- Ask volunteers to present their conversations to the class.

EXTRAS (optional)

- **Workbook: Exercises 3–6**
- **Copy & Go: Activity 13**

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Grammar practice Complete each statement or question with a form of there is or there are.

1 ..... Are there ..... apples in the fridge?
2 ..... Are there ..... any cookies?
3 ..... Is there ..... anything to eat in this house? I'm hungry.
4 ..... There are ..... eggs in the fridge. We could make an omelet.
5 I don't think ..... there are ..... any vegetables on the menu.
6 ..... There's ..... too much sugar in this coffee.
7 ..... Is there ..... enough lettuce to make a salad?
8 ..... Is there ..... any of that great cheese? I feel like having a grilled cheese sandwich.

CONVERSATION MODEL

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

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

B 2:24 **Rhythm and intonation** Listen and repeat. Then practice the Conversation Model with a partner.

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

NOW YOU CAN Ask for a restaurant recommendation

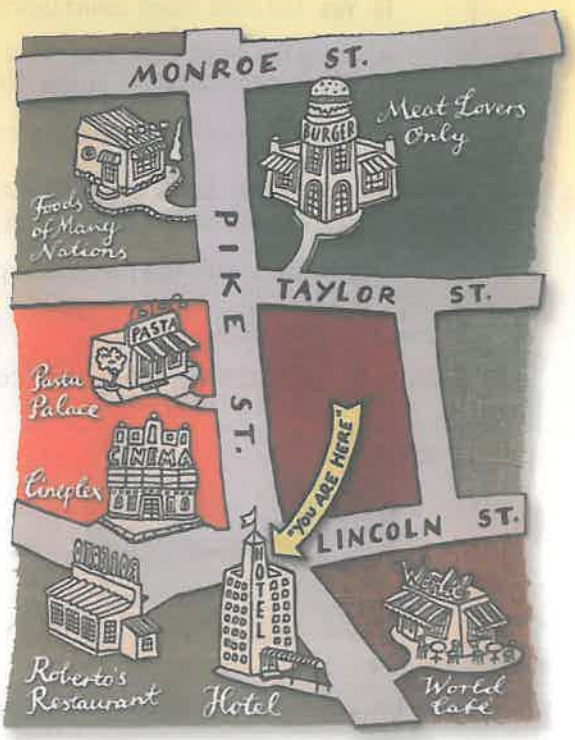
A Pair work Change the Conversation Model. Ask for a recommendation for today, tonight, dinner, breakfast, or lunch. Recommend a restaurant from the map. Then change roles.

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

Don't stop! Use the map and give directions to the restaurant you recommended.

Be sure to recycle this language.

Locations	
around the corner	down the street from the ___
across the street	between ___ and ___
across from the ___	on the ___ side of the street



B Change partners Practice the conversation again. Talk about other foods and restaurants.

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LESSON 2

GOAL Order from a menu

CONVERSATION MODEL

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

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

B 2:27 **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.

GRAMMAR *Definite article the*

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

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

Also use the to talk about something specific.

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

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

Remember:
The indefinite articles are a and an.

a salad	an appetizer
a beverage	an entrée

GRAMMAR BOOSTER ▸ p. 129
• *Some and any*

A Find the grammar Look at the Photo Story on page 39 again. Explain why the customer uses the definite article the in the following sentences.

1 "I think I'll start with the potato soup." — specific; it's on the menu
2 "Then I'll have the roast chicken." — specific; it's on the menu
3 "I'd like the carrots, please." — named a second time
4 " . . . maybe I'll have the tomatoes." — named a second time

B Grammar practice Complete each conversation with a, an, or the.

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

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

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CONVERSATION MODEL

A Read and listen . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	

These conversation strategies are implicit in the model:
- Use I'll have to order from a server.
- Increase politeness with please.

- Before they listen, have students look at the picture. Ask *Where are they?* (In a restaurant.) *What is the man looking at?* (A menu.) *What is he doing?* (He's ordering food.)
- Check comprehension using the notepad on page 38. Have students copy the course names onto a sheet of paper and then close their books. Play the conversation two times. The first time, instruct students to place a checkmark next to the courses the customer orders (salad, main course, beverage). The second time, have them write what he orders (Main course: pasta; beverage: water).

Option: **[+10 minutes]** On the board, write the lines from the conversation in random order, numbering them from 1 to 7. Have students try to determine who says each line. On a sheet of paper, have students number from 1 to 7 and write either *customer* or *waitress* for each item.

Language and culture

LCN **From the Longman Corpus:** *Kind of* (in *What kind of soup is there?*) is much more common than *type of* in both spoken and written American English and is almost always used when talking about food or drinks.

B Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Have students repeat each line chorally. Make sure students:
  - use falling intonation on *What does that come with?* and *What kind of soup is there?*
  - use rising intonation with *And to drink?*
  - accurately imitate the intonation of these sentences: *It comes with soup or a salad* and *There's tomato soup or chicken soup.* Students should use rising intonation before *or* and falling intonation after *or.*

GRAMMAR

Suggested teaching time:	6–10 minutes	Your actual teaching time:	

- Have students read the examples in the Grammar box.
- Make sure students understand that:
  - the first time a singular (count) noun is mentioned, we use the article *a* or *an*.
  - the first time a plural noun or a non-count noun is used, no article is used.
  - the second time a noun (singular or plural or a non-count noun) is mentioned, use *the*.
  - when talking about something specific, use *the*.
- Have students read the soup and appetizer specials from the menu on page 38. Ask each student *What would you like?* Prompt them to answer in a complete sentence and use *the* before their choices; for example, *I'd like the seafood salad.*

Option: **[+10 minutes]** For a challenge in groups that are ready, draw on the board the inside of a refrigerator with three shelves (a rectangle with three horizontal lines). Make the drawing as large as possible. Label the shelves *top shelf, middle shelf, bottom shelf.* Say *Tell me what to put on the shelves in the fridge.* Have students direct you to draw different foods and beverages. *(Put an onion on the top shelf. Put some milk on the bottom shelf.)* Tell students to use *a / an* with singular nouns and *some* with non-count or plural nouns. After a few items are in the refrigerator, say *You can also tell me to move something that is already in the fridge.* Erase and redraw items according to students' directions. Make sure they use *the* when telling you to move an item; for example, *Move the milk to the top shelf.* With pencil and paper, students can do the same activity with a partner.

Option: GRAMMAR BOOSTER (Teaching notes p. T129)

ActiveTeach Multimedia Disc • Inductive Grammar Charts

A Find the grammar

Suggested teaching time:	2–3 minutes	Your actual teaching time:	

- Have students number the two rules of *the* in the Grammar box on page 42: 1) to name something a second time; and 2) to talk about something specific. Have students indicate the rule for each example of *the* in this exercise.

B Grammar practice

Suggested teaching time:	3–5 minutes	Your actual teaching time:	

- After students complete the exercise, have them check their answers by reading each conversation in pairs. Ask volunteers to present one of the conversations to the class.
- For all instances of *the*, have students indicate the rule from the grammar chart.

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PRONUNCIATION

A Compare the pronunciation . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Before students listen, have them look at the two lists of words. Ask *How are the words in the first list alike?* (They all start with consonants.) Then do the same for the second list. (They all start with vowel sounds.) Explain that *the* is pronounced differently before consonants and vowel sounds. If necessary, explain the terms *consonant* and *vowel*. A consonant is any letter in the English alphabet except *a*, *e*, *i*, *o*, and *u*, which are vowels.

B Write a check mark . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	

- Review answers by saying each item aloud and having students raise their hand when the underlined word begins with a vowel sound. By reading the phrases aloud, you are modeling the pronunciation for the next activity.

C Pair work

Suggested teaching time:	1–2 minutes	Your actual teaching time:	

- Circulate as students practice the pronunciation, and correct as needed.

Option: **[+2 minutes]** For further practice, call out food choices and have individual students indicate which one they want with the correct pronunciation. For example:
Teacher: *Today we have onion salad or green salad.*
Student 1: *I'll have the green salad.*
Possible food choices include: *onion bread or olive bread; egg sandwich or steak sandwich; ice cream or pie; entrée or appetizer; spicy noodles or Italian pasta; fried clams or fried squid; candy or chocolate.*

ActiveTeach Multimedia Disc • Pronunciation Activities

NOW YOU CAN Order from a menu

A With a partner . . .

Suggested teaching time:	4–6 minutes	Your actual teaching time:	

- Have students work in pairs to create a restaurant. Encourage them to refer to the previous pages for food vocabulary.

B Pair work

Suggested teaching time:	10–12 minutes	Your actual teaching time:	

- Model the activity with a more confident student. Look at a student's menu. Play the role of Student A. In Student A's second line, use *appetizers* instead of *soup* and emphasize *are* in *What kind of appetizers are there?*
- As a class, brainstorm responses other than *Certainly* for Student B's last line, such as *OK, Sure, Great, Absolutely.*
- In pairs, students practice ordering from their menus. Have students change roles to practice both parts.
- Be sure to reinforce the use of the conversation strategies; for example, have students use appropriate politeness and body language to order and take the order.

Don't stop! Extend the conversation. Encourage students to continue the conversation by ordering an appetizer or soup and a dessert.

Option: **[+5 minutes]** Have pairs trade menus with another pair and practice the conversation again.

ActiveTeach Multimedia Disc • Conversation Pair Work Cards

C Extension

Suggested teaching time:	10–12 minutes	Your actual teaching time:	

- You may choose to assign this activity for the following class. Download and print a few menus from the Internet in case students forget, or are not able, to bring a menu to class.

FYI: It is OK if students bring in menus in languages other than English. The menus serve as speaking prompts for the role play.

EXTRAS (optional)

- **Workbook: Exercises 7–11**
- **Copy & Go: Activity 14**

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

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

PRONUNCIATION *The*

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

/ə/ (before consonant sounds)
the chicken
the soup
the juice
the hot appetizer
the fried eggs

/i/ (before vowel sounds)
the orange juice
the onion soup
the apple juice
the appetizer
the eggs

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

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

C Pair work Now take turns saying each phrase. Be sure to use the correct pronunciation of the.

NOW YOU CAN Order from a menu

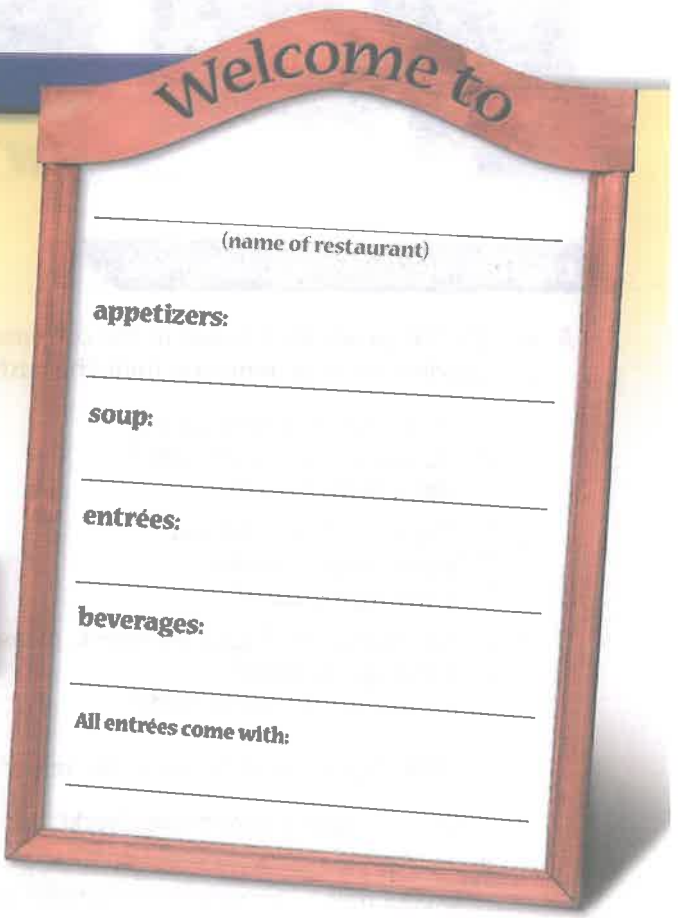
A With a partner, invent a restaurant. Give your restaurant a name. Write foods on the menu. Include two or more choices for each category.

B Pair work Use your menu to order food. Pay attention to count and non-count nouns and definite and indefinite articles. Then change roles.

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

Don't stop!
- Order an appetizer or a soup.
- Order dessert.

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



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LESSON 3

GOAL Speak to a server and pay for a meal

BEFORE YOU LISTEN

2:29 **Vocabulary** • *Communicating with a waiter or waitress*

Read and listen. Then listen again and repeat.

LISTENING COMPREHENSION

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

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

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

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

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

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

B Pair work Decide what to say to the server in each conversation. Then practice the conversation.

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

2 A: Oh, no! They brought us onion soup. We ordered the tomato soup.
B: You're right. Excuse me! This isn't what I ordered.

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BEFORE YOU LISTEN

Vocabulary

Suggested teaching time:	2 minutes	Your actual teaching time:	

- To check students' understanding, ask (for *We're ready to order.*) *Do they know what they want to eat?* (Yes.); (for *I'm sorry. This isn't what I ordered.*) *Does she want to eat this?* (No.); (for *We'll take the check, please.*) *Are they finished with their meal?* (Yes.); (for *Do you accept credit cards?*) *Do they want to pay with cash?* (No.)

Language and culture

- In most countries around the world people leave a tip for the server, but in some countries, particularly in Asia, tipping is not customary.

- Tell students to think about their favorite restaurants. Ask questions about the restaurants:
  What is the name of the restaurant? Where is it?
  What do you usually order?
  Is the tip included in the check?
  How much do you usually give for a tip?
  Do they accept credit cards?

Language and culture

LCN **From the Longman Corpus:** In restaurants and bars, some people refer to *the check* and some people refer to *the bill.* They are equally common in spoken American English.

ActiveTeach Multimedia Disc
- **Vocabulary Flash Cards**
- **Learning Strategies**

LISTENING COMPREHENSION

A Listen to predict

Suggested teaching time:	11–15 minutes	Your actual teaching time:	

- Tell students that they will listen to conversations between people in a restaurant (server, customers). Play the conversations twice.
- Before students listen the second time, have them read the answer choices.
- After students complete the exercise, have them explain their choices. If they need support, have them listen a third time, pausing after each conversation. Ask a few questions about the conversation. For example, for Conversation 1, ask *Do they have the check or do they need the check? Was their meal expensive? What does the customer want to know?*

AUDIOSCRIPT

CONVERSATION 1
M1: Can you believe this check?
M2: What do you mean?
M1: Look! This is more than I earn in a week!
M2: Oh, my gosh! I don't have that kind of cash on me.

CONVERSATION 2 [F1 = Australian English]
F1: What are you in the mood for?
F2: Something fast. I don't have much time.
F1: Well, why don't you order soup? They have your favorite, black bean.
F2: Good idea. That won't take long.

CONVERSATION 3
M: Excuse me. Are you finished with your meal?
F: Yes, thanks. It was delicious.
M: Would you care for some dessert or some coffee? Or an after-dinner drink?

CONVERSATION 4 [F1 = Arabic]
F1: Oh, no! Where's the waiter? I wanted the pasta salad.
F2: What salad is that?
F1: I'm not sure. It looks like a seafood salad. Oh, there he is!

CONVERSATION 5 [M = British English]
M: Good evening. I'm John, and I'll be your server. Would you like to hear about tonight's specials?
F: Actually, no thanks. We're ready to order.
M: Certainly.

B Pair work

Suggested teaching time:	6–10 minutes	Your actual teaching time:	

- Point out that students will complete these dialogues with the vocabulary they learned at the top of page 44.
- Review answers as a class. Have pairs of students act out the conversations.

Option: **[+10 minutes]** Challenge your students by having them create a response for the waiter in each conversation. For example:

1. Server: Yes, we do.
2. Server: I'm very sorry. I'll take that to the kitchen and bring you the tomato soup.
3. Server: No, we don't.
4. Server: Certainly. I'll bring you the check right now.
5. Server: No, it isn't.
6. Server: OK. What would you like?

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LESSON PLAN

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

A Notepadding

Suggested teaching time:	8–11 minutes	Your actual teaching time:	

- Have students work individually to choose their courses.

FYI: Students know most of the words in this menu, although the words have been combined in different ways. If students have difficulty, read each item aloud and have students go back to the menu on page 38 and the food vocabulary on page 40 to help them understand the dishes.

B Group work

Suggested teaching time:	18–22 minutes	Your actual teaching time:	

- To prepare students for the activity, review key language for discussing a menu and ordering and paying for food from Preview and Lessons 1 and 2.
- Put students into groups of three. Have students practice discussing the menu, ordering, and paying. Each person in the group should take a turn playing the role of server.
- Remind students to refer to the Recycle box to support them in their role play.
- Have volunteers present their role play to the class.

Option: **[+5 minutes]** For a different approach, tell each group to create their own menu. Then have groups exchange menus and practice discussing and ordering from the menus and paying for their meals.

Option: **[+5 minutes]** Provide a listening task for the class while others perform their role plays. Have students copy the notepad on page 45. As they listen to their classmates perform, have them write down what each classmate orders. Have students check their work with a partner.

EXTRAS (optional)

- **Copy & Go: Activity 15**

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3 A: Oh, no! I left my money at home.
B: Excuse me! Do you accept credit cards?

4 A: We can't order dessert. We don't have time.
B: Right. Excuse me! We'll take the check, please.

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

6 A: Where's the waitress? I'm starving.
B: Excuse me! We're ready to order.

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

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

- appetizer
- soup
- salad
- main course
- beverage
- dessert

Parkview Restaurant

Appetizers
Crab cakes
Mini cheese pies
Mixed grilled vegetables

Soup
Spicy shrimp
Chicken and rice
French onion

Salads
Tomato pepper
Green bean
Carrot

Entrées
Roast beef
Fried fish
Pasta with clam sauce
Choice of Vegetables: Broccoli, Grilled tomatoes, Potatoes (any style)

Desserts
Ice cream sandwiches
Banana cake
Chocolate pie
Mixed fruit salad
Fruit and cheese plate

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

B Group work Now form groups of diners and servers at tables. Discuss the menu. Speak to the server. Order and pay for the meal.

Be sure to recycle this language.

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

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

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

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

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LESSON 4

GOAL Discuss food and health

BEFORE YOU READ

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

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

B Warm-up Do you like to eat at fast-food restaurants? Is it possible to get healthy food there? Use the Vocabulary.

READING

2:32

File Edit View History Bookmarks Tools Help

Get Smart! Eating on the go

Home | Eating on the go

Eat more "veggies."

We know a daily diet of fast food can be bad for us. But fast food is quick and easy, and when we're on the go, it's sometimes a necessary choice. So here are some tips for fast-food fans:

- **Choose the chicken.** Have chicken rather than red meat. When in doubt, order the grilled chicken—not the fried.
- **Go light on the sauce.** Mayo, salad dressings, and other sauces are loaded with calories. Cut down on them, or cut them out altogether!

Cut down on mayo.

Skip the fries.

- **Fill up on veggies.** Ask for tomato, lettuce, onion, or other veggies on your sandwich. These low-calorie choices can help you avoid fries and other high-calorie options.
- **Go for the regular size,** not the extra-large. Super-size portions can super-size YOU.
- **Skip the sides entirely.** Eating a burger by itself is often enough. If you need a side order of something, consider a fruit cup or a side salad, instead of those fatty, salty french fries. Most fast-food restaurants offer those healthy options now.

Get a side salad.

- **Finally, treat yourself.** When you just have to have something sweet, opt for some delicious low-fat frozen yogurt or fruit ices rather than ice cream or cookies. You won't miss the calories a bit!

Source: fruitsandveggiesmatter.gov

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BEFORE YOU READ

A Vocabulary

Suggested teaching time:	3 minutes	Your actual teaching time:	

Language and culture

- *Healthful* is the more traditional way to describe foods; *healthy* is more traditional for describing a person's health. It is more common today, however, to hear *healthy* for both meanings.

- On the board, draw a two-column chart with the headings *Healthy* and *Not healthy*. Before students read or listen to the vocabulary, ask *What foods are good for your body? What foods are not good for your body?* Record students' answers on the chart.
- Have students read the definitions and examples. Then discuss the Vocabulary as a class. For each Vocabulary item, ask a question:
  Do you usually eat healthy foods?
  What is your favorite unhealthy dish?
  What is your favorite fatty food?
  Do you like salty food?
  Do you eat sweets every day?
  What is a popular high-calorie dish?
  What is your favorite low-calorie dish?

ActiveTeach Multimedia Disc • **Vocabulary Flash Cards**

B Warm-up

Suggested teaching time:	2–3 minutes	Your actual teaching time:	

- Before students read the questions, have them name several popular fast-food restaurants and some of their most popular dishes. Write their ideas on the board.
- In pairs, have students discuss the questions and talk about the dishes you listed on the board.
- Follow-up by asking questions about the dishes, for example:
  Which dish is high-calorie?
  Which dish is low-calorie?
  Which dish is sweet?
  Which dish is salty?
  Which dish is very unhealthy?
  Which dish is healthy?
  Which dish do you like the most? Why?
  Can you get healthy food at a fast-food restaurant?

READING

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Have students read the article silently.
- To check comprehension, ask:
  Which is better for you, chicken or red meat? (Chicken.)
  Which is better for you, grilled or fried food? (Grilled food.)
  Do sauces, such as mayo, have a lot of calories? (Yes.)
  Do vegetables have a lot of calories? (No.)
  Is a meat sandwich usually enough food for a person? (Yes.)
  Do fast-food restaurants offer vegetable side dishes? (Many of them do.)
- For each tip, ask students if it is something they already do. For example:
  Do you order chicken often? Do you eat grilled meat or fried meat?
  Do you put mayonnaise on your food?
  Do you choose healthy side orders at fast food restaurants?
  Do you ever order the large or super-size portions?
  Do you ever order a side order of salad or fruit instead of fries?
  Do you like frozen yogurt?

Language and culture

- *Mayo* is an informal word for *mayonnaise*, which is made of eggs and oil.
- *French fries* are fried potatoes.
- *Super-size* portions are extra-extra large.

Option: **[+5 minutes]** To extend the activity, have students listen to the audio. Pause after each phrase in red to have students listen and repeat, imitating the intonation. Do this with other phrases from the reading in which you think students might have a problem pronouncing or imitating the intonation.

ActiveTeach Multimedia Disc • **Extra Reading Comprehension Questions** • **Learning Strategies**

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LESSON PLAN

A Understand from context

Suggested teaching time:	5–6 minutes	Your actual teaching time:	

- Have students read the words and phrases. Tell students to find and circle these words and phrases in the Reading on page 46.
- Review the answers as a class.
- Have students compare and correct their sentences in pairs. Circulate to help with corrections.

B Infer information

Suggested teaching time:	5–6 minutes	Your actual teaching time:	

- Have students complete the exercise with a partner.
- Share responses as a class. Have volunteers explain how the tips can help cut down on calories, fat, salt, or sugar.

Option: **[+10 minutes]** Have students look for healthy eating tips on the Internet or in newspapers or magazines. Encourage students to bring in what they find and share it with the class.

NOW YOU CAN Discuss food and health

A Frame your ideas

Suggested teaching time:	5–6 minutes	Your actual teaching time:	

- For each food students marked with an *X*, ask them *Why is the food unhealthy?* (It's high in calories / fat / salt / sugar.)
- Have students compare answers and discuss any different answers they have. Students may disagree about which foods are healthy (see the language and culture note that follows).

Language and culture

- People in different places around the world have different ideas about healthy eating. Some people count calories. They try to eat small portions and choose foods that are low in sugar and fat. Other people follow a low-fat, high-fiber diet (avoid fatty foods and eat a lot of grains, fruits, and vegetables). Some people have diets that are high in protein and low in carbohydrates. These people eat a lot of meat, seafood, and nuts. They don't eat much bread, rice, pasta, noodles, or even many high-carbohydrate fruits and vegetables.

B Notepadding

Suggested teaching time:	5–6 minutes	Your actual teaching time:	

- Model the activity. Write the two categories on the board. Write several examples from the unit in each category. For example:

Healthy	*Unhealthy*
rice	*ice cream*
salad	*french fries*

- Have students write their lists on a separate piece of paper so they can write more items.
- If students need ideas for their lists, tell them to look at the menus on pages 38 and 45. They can also review the Vocabulary on page 40.

C Discussion

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Model the activity by giving a few tips yourself. For example:
  Eat grilled seafood. It's healthy.
  Avoid fried food.
- Have students discuss in groups of three or four.
- Circulate around the classroom and remind students to use the language from the Recycle box. Have them put a check mark next to the words and phrases as they use them in their discussion.
- Have groups report at least one food tip from their discussions.

Text-mining: Have students share their Text-mining examples and use them to create new statements with a partner.

Option: **[+10 minutes]** For more discussion, write some statements about healthful eating on the board. Have students tell you whether they agree or disagree and why. For example:

Olive oil is good for you.
Butter is not good for you.
Milk is good for you.
Fruit is very sweet. You don't need to eat other sweets.
Red meat is bad for you.
Seafood is good for you.
Tea is good for you.

EXTRAS (optional)

- **Workbook: Exercises 12–14**
- **Copy & Go: Activity 16**

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A Understand from context Find the following words and phrases in the Reading and match them with their meanings. Then, on a separate sheet of paper, use the words to write your own sentences.

...c... 1 "veggies"	**a** the amount you eat at one time
...e... 2 "side order"	**b** not choose
...f... 3 "go for"	**c** vegetables
...b... 4 "skip" or "avoid"	**d** choice
...a... 5 "portion"	**e** something you eat with your main course
...d... 6 "option"	**f** choose

B Infer information Which tips on the website can help you cut down on calories? fat? salt? sugar? Explain how.

On your *ActiveBook* Self-Study Disk:
Extra Reading Comprehension Questions

NOW YOU CAN Discuss food and health

A Frame your ideas Write a ✓ next to the foods you think are healthy. Write an X next to the foods you think are not. Then discuss your answers with a partner. Explain why some of the foods are unhealthy.

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

"I agree."

☐ rice

☐ french fries

☐ hot peppers

☐ ice cream

☐ snacks: nuts, chips

☐ chicken

☐ salad

☐ pasta with sauce

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

Healthy foods	Unhealthy foods
oranges	salty foods, like potato chips

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

Text-mining (optional)
Underline more language in the Reading on page 46 to use in the Discussion. For example:
"Have ___ rather than ___."

Be sure to recycle this language.

Categories of foods		Adjectives	Verbs
grains	meat	healthy / unhealthy	skip / avoid / cut out
seafood	sweets	good / bad for you	go light on / cut down on
dairy products	fruit	high-calorie / low-calorie	fill up on
vegetables	oils	fatty / salty / sweet / spicy	

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Review

More Practice
ActiveBook Self-Study Disc
grammar · vocabulary · listening
reading · speaking · pronunciation

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

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

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

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

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

B Write examples of foods for each description below.
Answers will vary, but may include the following:

Spicy foods	Salty foods	Sweet foods	Fatty foods
spicy shrimp	fries	ice cream	fries
Thai chicken	chips	pie	fried chicken
hot peppers		cake	nuts
		cookies	cheese

C Write four questions you can ask a waiter or a waitress.
Answers will vary, but may include the following:

1 What does that come whit?
2 What kind of soup is there?
3 Do you accept credit cards?
4 Is the tip included?

2:34/2:35 **Top Notch Pop** "The World Café"

D Complete each sentence with a form of there is or there are.

1 ....There's.... too much pepper in the soup.
2 I hope ....there is.... not too much sugar in the cake. Sugar isn't good for you.
3 Excuse me. I'm looking for a restaurant. ....Are there.... any good restaurants in the neighborhood?
4 ....Are there.... any low-fat desserts on the menu?
5 ....Is there.... an inexpensive restaurant nearby?
6 You should eat some fruit. ....There are.... some nice oranges on the kitchen table.
7 ....Is there.... enough cheese in the fridge for two sandwiches?
8 I'm in the mood for soup. What kind of soup ....is there.... on the menu?

E **Writing** On a separate sheet of paper, write a short article for a travel newsletter. Write at least five sentences about foods in your country. Write more if you can.

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

WRITING BOOSTER ▸ p. 143
- *Connecting words and ideas: and, in addition*
- *Guidance for Exercise E*

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Review

A Listening comprehension

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Before students listen, ask *What words would you use or hear when talking about food in a restaurant?* (menu, appetizer, entree, "I'll have," check) *What words would you use or hear when talking about food at home?* (fridge, kitchen, cook)
- Tell students that they will first listen for whether the people are at home or in a restaurant.
- Have students read the second part of each item (fill-in sentences). Play the audio a second time.
- Review answers as a class.

AUDIOSCRIPT

CONVERSATION 1 [M = U.S. regional]
M: I feel like something sweet. Do you think the price of the entrée includes dessert?
F: The menu doesn't say. Just ask.

CONVERSATION 2
F1: Mom, there's nothing in this fridge but veggies.
F2: Oh, Caroline. What's wrong with veggies? They're so good for you.
F1: But I feel like eating something really fatty and salty—like fries!

CONVERSATION 3 [F = U.S. regional]
F: What do you feel like eating?
M: Actually I feel like seafood tonight.
F: Well, there's a fried squid appetizer and grilled fish for a main course.

CONVERSATION 4
F: Is there anything good to eat?
M: You bet there is. There's cheese, eggs, butter, and some really nice lettuce.

B Write examples of foods . . .

Suggested teaching time:	4–5 minutes	Your actual teaching time:	

- Have students work individually and then compare their charts.

Option: **[+2 minutes]** To extend the activity, have students put a check mark next to the foods in the chart they like and an *X* next to the foods they don't like.

Option: **[+5 minutes]** Review the words in the chart by calling out a category and have students take turns saying an item in that category. Every student must name a different item. Stop when no one can add any new items to the category. Then call out another category.

C Write four questions . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	

- Have students share their questions with the class.
- Some possible questions are:
  What does the entrée come with?
  What kind of soup is there?
  Is the [Thai chicken] spicy?
  Do you accept credit cards?
  Is the tip included?

Option: **[+2 minutes]** Have students practice asking and answering their questions with a partner.

D Complete each sentence . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	

- Explain that students will use *there is, there are, is there,* or *are there.*
- If students have trouble, have them underline the noun in each sentence. (pepper, sugar, restaurants, desserts, restaurant, oranges, cheese, soup) Make sure students know if the noun is not plural, the answer is *there is* (or *is there,* if the sentence is a question).
- Remind students to use a capital letter to start a sentence.

E Writing

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Before students write, generate ideas. Ask *What is the food like in this country?* Write students' ideas on the board.

Option: WRITING BOOSTER (Teaching notes p. T143)

ActiveTeach Multimedia Disc • Writing Process Worksheets

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LESSON PLAN

ORAL REVIEW

Before the first activity, give students a few minutes of silent time to explore the pictures and become familiar with them.

Pair work

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- For a warm up, ask (for photo #1) *Where are they?* (In a hotel.); *What are they looking at?* (A list of restaurants nearby.); *Does the woman know where she is going to eat?* (No.) (for photo #2) *Where are they?* (In a restaurant.); *Who is ready to order?* (The two people at the table.); (for photo #3) *Who are the two people?* (A diner and a server.)
- Have students create conversations for photo 1, 2, or 3.

Option: [+10 minutes] Writing activity. Have students write their conversations in dialogue form.

Option: [+10 minutes] Guessing game. Have students act out one of their conversations. Other students guess which people in the picture are being portrayed.

Possible responses . . .

(Picture 1)
A: Could you recommend a restaurant for this evening? **B:** Sure. What are you in the mood for? **A:** I don't know. Maybe some seafood. I'm really hungry. **B:** Actually, there's a great place nearby. It's called *By the Sea*. Would you like directions? **A:** Sure. **B:** It's down the street from the Cineplex. It's across from the park. **A:** Thanks!

(Picture 2)
Man: Excuse me! We're ready to order. **Server:** Certainly. What would you like? **Man:** We'll have the crab cakes and rice. Does that come with anything? **Server:** Certainly. It comes with soup or salad. **Man:** The salad, please. **Server:** OK. And to drink? **Man:** Tea and sparkling water.

(Picture 3)
Server: Here's your check, sir. **Man:** Thanks. Is the tip included? **Server:** No, it isn't. **Man:** OK. Do you accept credit cards? **Server:** Certainly, sir.

Contest

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Divide the class into small teams. Give the students four minutes to study the pictures, identify food items, and write their sentences.
- The teacher judges whether the sentence is correct. Every sentence must be about a different food.

Possible responses . . .

There's fish. There's pasta. There's a steak. There's water.	There's bread. There's shrimp. There are entrées. There is a salad.

Option: [+10 minutes] In pairs, one student closes his or her book while the other looks at the photos. The student with the closed book asks the other student questions and writes the foods. (Is there any bread?) The student looking at the picture answers *Yes, there is / are.* or *No, there isn't / aren't.*

Option: [+10 minutes] In pairs, have students write five true / false statements with *There is* or *There are* about the picture. One pair reads their statements to another pair, who says *True* or *False*. For example, *There is a salad in the picture. (True.) There are two servers in the picture. (False. There aren't two servers in the picture. There is one server in the picture.)*

Option: Oral Progress Assessment

Use the photos on page 49 for an oral test. Have students point to people and items in the illustration and make six statements. For example, students could say *There are customers in the restaurant. They're ordering food.* Evaluate students on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.

ActiveTeach Multimedia Disc • Oral Progress Assessment Charts

Option: *Top Notch* Project

Have groups of students create a presentation about a traditional dish. They can use magazine pictures, photos, or real objects. They should describe what's in it, when people eat it, how it tastes, how it is made, etc.

Idea: Each group presents its dish to the class without telling the name of the dish. The class guesses what dish the group is describing.

EXTRAS (optional)

- **Complete Assessment Package**
- **Weblinks for Teachers:** pearsonlongman.com/topnotch/

And on your ActiveTeach Multimedia Disc:
Just for Fun
Top Notch Pop Song Activities
Top Notch TV Video Program and Activity Worksheets
Supplementary Pronunciation Lessons
Audioscripts
Unit Study Guides

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ORAL REVIEW

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

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

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

NOW I CAN...

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

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UNIT 5

Technology and You

GOALS After Unit 5, you will be able

1. Suggest a brand or model.
2. Express frustration and sympathy.
3. Describe features of products.
4. Complain when things don't work.

Preview

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

AE AIRPORT ELECTRONICS Your airport electronics center

Laptop and Desktop Computers
All brands and models
Prices you won't believe!

Blue Dot Bluetooth® Earphone

$32.99
Reg $39.99
For any Bluetooth® v2.0 compatible device

My Buddy 266T Portable GPS
with touch screen
free live traffic updates
$299.99

Arch K2R Blu-ray Disc/DVD Player
$279.00

Was $399.00
Save $120.00

Flash Drives, USB Drives, Pen Drives, Memory Sticks, Thumb Drives . . .
Whatever you call 'em, we have 'em!

1GB $3.99 2GB $6.99
4GB $12.99
ALL BRANDS AT ONE LOW, LOW PRICE

Simplex Supershot Digital Camera
10MP 3X optical zoom

Log on to airportelectronics.com for price.
Our price is too low to advertise!

Glimpko Stereo Headphones

$99.99
Micro Black
At this price, you can afford to upgrade!
Buy the headphones and get a free pair of MP3 earbuds!

Stryker 8900X Home Theater LCD Projector
Reg $2,699.99

Log on to airportelectronics.com for sale price.
Low, low price!

Doby 8GB Video MP3 Player
$299.00

Sedgewick ML-506 Camcorder
$499.00

Imitek Speakers
$29.99

USB 2.0
Super Special!

A 3:02 **Vocabulary** • *Electronics* Listen and repeat.

a laptop (computer)	a digital camera
a desktop (computer)	headphones
an earphone	a projector
a GPS	an MP3 player
a DVD player	a camcorder
a flash drive	speakers

B **Discussion** Choose a product from the ad that you would like in order to replace an old one. Discuss the reasons. Use this vocabulary or your own ideas.

3:03 **Replacing products**

broken doesn't work
obsolete hard to use because the technology is old
up-to-date uses new or recent technology
defective not good; badly designed and/or manufactured

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UNIT 5

Technology and You

Preview

LESSON PLAN

Before Exercise A, give students a few minutes of silent time to observe the ad.

A Vocabulary

Suggested teaching time:	5–7 minutes	Your actual teaching time:	

- After students listen and repeat, have them listen a second time and circle the words in the ad as they hear them. Pause after each item to allow students time to find it in the ad.
- Ask the class questions about the electronics in the ad. For example:
  Which products do you use in a car?
  Which products do you use at home?
  Which products can you carry with you?
  Which products are for listening to music?
  Which products are for watching movies?
  Which products do you use with a computer?

Option: **[+5–10 minutes]** Ask for volunteers to act out using different electronics from the ad. The class guesses the product.

Active Teach Multimedia Disc • Vocabulary Flash Cards

B Discussion

Suggested teaching time:	5–8 minutes	Your actual teaching time:	

- Have students read the definitions in the box for Replacing Products Vocabulary and then listen to the audio.
- Ask these questions, using the Vocabulary. Begin by saying *Think about the electronics you have now:*
  Are any of your products broken?
  Are any of your products obsolete?
  Are any of your products defective?
  Which products would you like to replace?
- To model the discussion, talk about an electronic product you would like to replace. For example, *I'd like to get a GPS. I use maps. They are hard to read while driving and they are not up-to-date.*

Option: **[+10 minutes]** Bring in some catalogs that sell electronics for students to look at. You can also have students look at electronic products online. Have students look for one product that they think is good. In small groups, have students talk about why they would like to have the product.

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C Photo story

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Before students read and listen, ask questions about the first photo. Point to the man. Ask *What's the man looking at?* (A printer.) *Is he happy?* (No.)
- After students read and listen, say the following statements. Have students say whether they are true or false:
  The printer isn't working. (True.)
  The printer is new. (False.)
  The printer is wireless. (False.)
  The printer is up-to-date. (False.)
  They are going to shop for a new printer. (True.)

Language and culture

- If something is called a *lemon*, it means that it has a lot of problems and doesn't work correctly. The term is most frequently used to describe a car.

D Focus on language

Suggested teaching time:	10 minutes	Your actual teaching time:	

- To clarify that all the phrases in Exercise D are from the Photo Story conversation, have students underline the phrases in the Photo Story.
- After students check their answers in pairs, model the pronunciation of each phrase with emphatic stress and intonation on the negative words and have students repeat.

Option: **[+5 minutes]** To expand the activity, ask *What electronics do you use that drive you crazy?*

E Pair work

Suggested teaching time:	15–20 minutes	Your actual teaching time:	

- To model the activity, write a list of your most essential electronics. Write them in order of importance and then explain your reasons to the class. For example:
  1. *laptop (I use it for work and when I travel.)*
  2. *GPS (I'm lost without it.)*
  3. *MP3 player (I like to listen to music when I run.)*
  4. *flash drive (I can bring my work home and I don't have to take my laptop.)*
  5. *headphones (I don't like to drive people crazy with my music.)*

Option: **[+5 minutes]** For a challenge, ask students to add other electronics they believe are necessary but are not on page 50, for example, *cell phone / mobile phone, TV,* or *radio.* Students can find other electronic devices by looking ahead in this unit.

Language and culture

- Some students may ask why it says *an MP3* instead of *a MP3*. You use *a* before words that start with a consonant sound and *an* before words that start with a vowel sound. To pronounce *MP3*, we make a vowel sound /em/, even though the letter is a consonant. For the same reasons we say *an LCD* (ell-see-dee). The following acronyms start with consonant sounds: *a GPS, a DVD,* and *a CD.*

EXTRAS (optional)

- **Workbook: Exercises 1–3**

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C Photo story

3:04 Read and listen to a conversation about a product that's not working.

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

Erin: What's wrong with it?

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

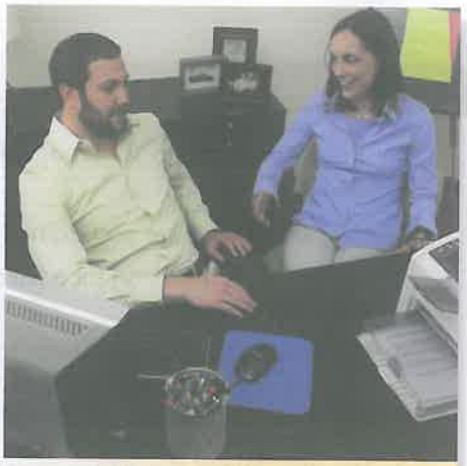
Erin: No, seriously, what's the problem?

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

Erin: OK. And . . . ?

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

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



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

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

D Focus on language

Find the following sentences and phrases in the Photo Story. Choose the statement that is closer in meaning to each sentence.

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

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

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

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

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

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

E Pair work

Make a list of five electronic products that are necessary for your life. Put them in order from most important (1) to least important (5). Compare lists with a partner. Explain why each product is necessary for you.

"I can't live without a laptop. I use it at work and at home . . ."

	Product	Why necessary?
1		
2		
3		
4		
5		

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LESSON 1

GOAL Suggest a brand or model

CONVERSATION MODEL

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

A: Hey, Lisa. What are you doing?

B: I'm online. I'm looking for a flat screen TV. Any suggestions?

A: What about a Clarion? I hear the LP 10 is great. And it's inexpensive.

B: Really?

A: Yes. You know, I'm going shopping later. Would you like to come along?

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

B 3:06 **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.

GRAMMAR *The present continuous: Review*

I	are shopping.	He	is shopping.
You	aren't shopping.	She	isn't shopping.
We			
They			

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

Actions in progress
A: What are you doing right now?
B: I'm looking for a laptop.

Future plans
A: What are you doing tomorrow?
B: I'm buying a digital camera.

Questions
Are you looking for a cell phone? (Yes, I am. / No, I'm not.)
Are they buying a GPS? (Yes, they are. / No, they're not.)
Is he using the computer? (Yes, he is. / No, he's not.)
Where are you going? (To Technoland.)
Who's buying the new cell phone? (My wife.)

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

Understand the grammar Write now next to the statements or questions where the present continuous describes an action in progress. Write future next to those that describe a future plan.

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

PRONUNCIATION *Intonation of questions*

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

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

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CONVERSATION MODEL

A Read and listen . . .

Suggested teaching time:	4 minutes	Your actual teaching time:	

These conversation strategies are implicit in the model:
- Use Hey for an informal greeting.
- Use What about . . .? to offer a suggestion.
- Use Really? to indicate surprise.
- Use You know . . . to introduce a topic.

- Before students read and listen, ask *Where do you think they are?* (In an office.)
- After students read and listen, ask:
  What does Lisa want to buy? (A flat screen TV.)
  What kind of TV does he recommend? (A Clarion LP 10.)
  Is it expensive? (No.)
  Is he going shopping later? (Yes.)

Positive descriptions

- Point out that:
  - *great, terrific,* and *awesome* mean *very good.*
  - *pretty good* is not as strong as the other positive descriptions.
- Explain that Clarion is a *brand* and that LP10 is a *model,* and that brands have different models. Ask *What brands do you think are good?* Have students list one brand they think is *awesome* and one brand they think is *pretty good* for the following kinds of products: TVs, cell phones, cameras, laptops.

Language and culture

From the Longman Corpus: *Cheap* is used about six times more frequently in spoken American English than *inexpensive.* Both mean *not expensive,* but *cheap* can also mean that something is not of good quality.

B Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Have students repeat each line chorally. Make sure students:
  - use rising intonation on *Any suggestions?* and *Really?*
  - use falling intonation on *What about a Clarion?*
  - use correct intonation on *Hey, Lisa!*

GRAMMAR

Suggested teaching time:	8–10 minutes	Your actual teaching time:	

- Have students find three examples of the present continuous in the Conversation Model (What are you doing? I'm looking for a flat screen TV. I'm going shopping later.) Ask *Which expresses a future plan?* (I'm going shopping later.)
- On the board, write *Actions in progress now.* Ask *What is Lisa doing in this picture?* (She's looking for a laptop. She's talking to her co-worker.) Then ask *What are we doing right now?* Write their answers on the board under the heading.
- On the board, write the heading *Future plans.* Ask several students *What are you doing tomorrow?* Write students' responses under the heading.

Option: **[+5 minutes]** Have students write about what they think their family members are doing right now. Have students write sentences in the present continuous. For example:

My brother is sleeping. My mother is working. My father is driving. My grandmother is shopping.

Have a few volunteers share their sentences with the class.

Option: GRAMMAR BOOSTER (Teaching notes p. T130)

ActiveTeach Multimedia Disc • Inductive Grammar Charts

Understand the grammar

Suggested teaching time:	2–4 minutes	Your actual teaching time:	

- Have students circle any words that tell them whether the item is an action in progress (now) or a future plan (future). (1 this weekend 2 this morning 3 in ten minutes 5 on Friday; **Note:** There is nothing to underline in items 4 or 6.)

Option: **[+5 minutes]** Ask students *What are you doing this weekend?* Students can make notes and then talk to a partner, or they can write complete sentences.

PRONUNCIATION

Listen and check . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Model rising and falling intonation. Say

  Is your laptop a Pell? What brand is your laptop?
- Have students repeat each question, practicing the correct intonation.
- After students complete the activity, ask *Do yes / no questions have rising or falling intonation?* (Rising intonation.); *Do information questions have rising or falling intonation?* (Falling intonation.)

Option: **[+5 minutes]** For more practice, write the following questions on the board and have students practice them in pairs.

What are you thinking about?
When are you leaving class?
Are we speaking too fast?
Am I speaking too loud?

ActiveTeach Multimedia Disc • Pronunciation Activities

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LESSON PLAN

VOCABULARY

A Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Ask *Which of these electronic products do you own? Which do you use often?*

Option: **[+5 minutes]** With a partner, have students talk about which electronic items they have and what brands they are; for example:

Possible responses . . .
A: Do you have a smart phone? **B:** Yes, I do.
A: What brand is it? **B:** It's a Nextco.

ActiveTeach Multimedia Disc • **Vocabulary Flash Cards**

B Integrated practice

Suggested teaching time:	5–8 minutes	Your actual teaching time:	

- To review, have students read the completed conversations aloud with a partner. Remind students to use the proper intonation for the questions:
  Rising intonation for:
  Is Marian going to Electronica tomorrow?
  Can I use your [flash drive / memory stick / thumb drive / USB drive / pen drive]?
  Is it possible to use your [camcorder / camera] for my children's birthday party?
  Falling intonation for:
  Why is Ann getting a smart phone?
  What are your parents watching?
- Have students check their spelling of the present participles. With *use* and *prepare*, students need to drop the *-e* before adding *-ing* (*using, preparing*). With *shop* and *get*, they need to double the last letter (*shopping, getting*) before adding *-ing*. If necessary, have students review the spelling rules on page 130 (in the Grammar Booster).

Option: **[+5 minutes]** Have students identify which items are actions in progress (3, 4, and 6) and which are future actions (1 and 5). Note that item 2 could be either.

NOW YOU CAN Suggest a brand or model

A Pair work

Suggested teaching time:	10–14 minutes	Your actual teaching time:	

- Have students identify the electronics in the illustration (MP3 player, laptop, flat screen TV, smart phone, printer, cell phone / mobile phone, camcorder).
- Model the activity with a student. Play the role of B.
- Be sure to reinforce the use of the conversation strategies; for example, make sure students smile and sound friendly when they say "Hey."

Don't stop! Extend the conversation. Review the language from Unit 2 in the Recycle box. Encourage students to accept or decline the invitation and to make alternative plans.

ActiveTeach Multimedia Disc • **Conversation Pair Work Cards**

B Change partners

Suggested teaching time:	10–14 minutes	Your actual teaching time:	

- Circulate around the room and make sure students are using the language in the Recycle box.
- When all pairs are finished with their conversations, ask individual students *What product does your partner suggest? Are you going shopping together?*

EXTRAS (optional)

- **Workbook: Exercises 4–10**
- **Copy & Go: Activity 17**

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VOCABULARY More electronics

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

a smart phone

a cell phone / a mobile phone

a scanner

a photocopier

a fax machine

B Integrated practice Complete each conversation with an electronic product from pages 50–53 and the present continuous.

1 A: ..Is Marian going.. (Marian / go) to Electronica tomorrow?
B: Yes. ..She's shopping.. (she / shop) for a new ..MP3 player.. . The old one is broken, and she listens to music while she's exercising.

2 A: Why ..is Ann getting.. (Ann / get) a ..smart phone..?
B: She sends a lot of e-mails to her friends, and ..her old one isn't working.. (her old one / not work).

3 A: Can I use your ..flash drive..?
B: Sure. But just a minute. Right now ..I'm using.. (I / use) it to move a file from my laptop to my desktop.

4 A: ..Sue is preparing.. (Sue / prepare) a new presentation, and she wants to use these pictures.
B: She's welcome to use my ..scanner.. . It's really great.

5 A: Is it possible to use your ..camcorder.. for my son's birthday party?
B: Sure. What day? ..I'm using.. (I / use) it tomorrow at the school play. After that, you can have it.

6 A: What ..are your parents watching.. (your parents / watch)?
B: A music video. Now that they have a ..DVD player.., they watch all day!

NOW YOU CAN Suggest a brand or model

A Pair work Change the Conversation Model, using these ads or ads from a newspaper or online store. Then change roles.

A: I'm looking for ..... . Any suggestions?
B: What about ..... ? I hear the ..... is ..... . And it's ..... .
A: Really?
B: Yes. You know, I'm going shopping ..... . Would you like to come along?

Be sure to recycle this language.

Are you free ___?
I'd love to go, but I ___.
I'm sorry, but I'm not free ___.

Don't stop!
Accept or decline the invitation.

B Change partners Discuss other products and suggest other brands or models.

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LESSON 2

GOAL Express frustration and sympathy

CONVERSATION MODEL

A 3:10 Read and listen to people expressing frustration and sympathy.

A: Hi, Ed. How's it going?
B: Fine, thanks. But my microwave's not working again.
A: Again? I'm sorry to hear that. What brand is it?
B: A Quickpoint. It's a piece of junk.

B 3:11 **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.

3:12 **Ways to sympathize**
I'm sorry to hear that.
That's too bad.
That's a shame.
Oh, no!

3:13 **Negative descriptions**
a piece of junk
pretty bad
terrible
awful
horrible
a lemon

VOCABULARY *Household appliances and machines*

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

1 a food processor

2 a hair dryer

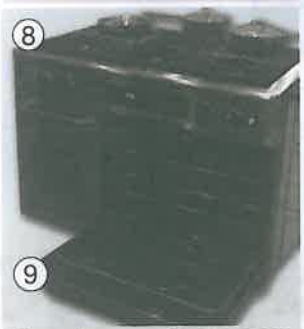
3 a pressure cooker

4 a dishwasher

5 a coffee maker

6 a rice cooker

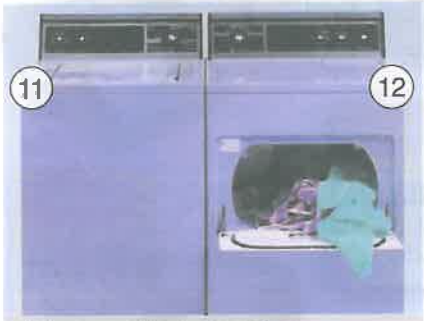
7 a fan


8 a stove 9 an oven

10 a juicer

14 a freezer
15 a refrigerator / a fridge

16 an air-conditioner


11 a washing machine
12 a dryer

13 a blender

17 a vacuum cleaner

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CONVERSATION MODEL

A Read and listen . . .

Suggested teaching time:	4 minutes	Your actual teaching time:	

These conversation strategies are implicit in the model:
- Use How's it going? for an informal greeting.
- Express sympathy when someone is frustrated.

- Before students read and listen, ask questions about the picture. Ask *What are they doing?* (They're talking on the phone.) Point to the man and ask *What is he thinking about?* (A microwave.) *Does he look happy?* (No, he doesn't.)
- After students read and listen, ask:
  What's wrong with Ed's microwave? (It's not working.)
  What brand is his microwave? (Quickpoint.)
  Is Quickpoint a good brand? (No, it's not.)

Language and culture
- *How's it going? How are you?* and *How are you doing?* are similar to *hello* or *hi* in English. English speakers respond to these questions as greetings, not as actual questions. They usually answer *Fine, thanks* or *Not so good* automatically. They don't usually give long explanations of how they are doing.

From the Longman Corpus: *How's it going?* is a popular and informal way to greet someone in spoken American English. However, *How are you?* is twelve times more common.

Ways to sympathize

Negative descriptions

- Point out that:
  - *terrible, horrible,* and *awful* mean *very bad.*
  - *a piece of junk* and *a lemon* are both words to describe something that's not useful. *A piece of junk* is usually bad because it's old or very inexpensive. *A lemon* can be a new machine or a good brand, but it has a lot of problems.
  - *pretty bad* is strong, but not as strong as the other negative descriptions.

Option: **[+5 minutes]** To expand the activity, students can talk about any bad machines or electronics they have; for example, *I have a car. It's a [Monsoon Sport]. It's ten years old. It's a piece of junk.*

B Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Have students repeat each line chorally. Make sure they:
  - use falling intonation in *How's it going?* and *What brand is it?*
  - accurately imitate the intonation of *I'm sorry to hear that* and *It's a piece of junk.*

VOCABULARY

A Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

- After students listen and repeat, ask a few students *Do you have a [coffee maker]?* If the students say *Yes,* ask some follow-up questions such as:
  What brand is it?
  Is it a good product?
  Does it work?
  How old is it?
  Was it expensive or inexpensive?

Language and culture
- In British English, a vacuum cleaner is called *a hoover,* and a stove is called *a cooker.*

ActiveTeach Multimedia Disc
- Vocabulary Flash Cards
- Learning Strategies

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LESSON PLAN

B Classify the vocabulary . . .

Suggested teaching time:	5–8 minutes	Your actual teaching time:	

- Point to the four columns in the Student's Book and say each heading aloud.
- To model the activity, say *A stove. What is a stove for?* (For cooking.) Write *a stove* under the correct column in your book and have students do the same.
- Some of the appliances and machines do not fit into the categories perfectly. This creates an opportunity for student discussion.
  - Some students may put *a coffee maker* in two categories: *cooking* and *food preparation.*
  - *A fan, an air-conditioner,* and *a hair dryer* do not have a category in this activity. Ask students *What are fans and air-conditioners for?* (To help you stay cool. / be comfortable in hot weather.) *What's a hair dryer for?* (To dry hair.)

Option: **[+ 10 minutes]** To expand the activity, have students use a dictionary to add other appliances they use in their homes. For example, *a toaster, a space heater, an electric blanket, an air purifier, a humidifier, a steam mop,* etc.

C Listen to predict

Suggested teaching time:	7–10 minutes	Your actual teaching time:	

- When listening the first time, have students cover the two prediction options for each item so they can focus on the name of the appliance.

AUDIOSCRIPT

SPEAKER 1 [F = U.S. regional]
F: Oh, my gosh. My parents are coming in a half hour and I don't have enough clean dishes for all of us at the table. The machine is on the blink. Can you wash some by hand?

SPEAKER 2 [M = Japanese]
M: Ahh. It's like an oven outside and it's so nice and cool in here! And what a small machine. What brand is it?

SPEAKER 3
M: I need to heat up this coffee. How many seconds should I give it?

SPEAKER 4
F: Matt! What happened? Everything is warm in this thing. Just look at this ice cream! Did you leave the door open?

SPEAKER 5 [M = Portuguese]
M: Am I doing something wrong? Taste this! It tastes like water. And why isn't it hot . . . or black!?

SPEAKER 6
F: That shirt looks so nice and clean. All the chocolate is gone. That machine is absolutely top notch!

SPEAKER 7 [M = Spanish]
M: Whew! It's hot today! Let's make a nice cool drink. What do you think? I'll just put some sugar, lemon juice, and ice in this thing. It'll be ready in an instant!

SPEAKER 8 [F = U.S. regional]
F: Oh, no! Look at the time. Your parents are coming in fifteen minutes. I can make a soup really fast. Can you get that thing out of the closet for me? It makes a nice soup in a half hour. A regular pot takes all day.

NOW YOU CAN Express frustration and sympathy

A Notepadding

Suggested teaching time:	5–6 minutes	Your actual teaching time:	

- Students can write about real products or any of the products that are on pages 50, 51, 53, and 54.
- Tell students to think about household products or electronics in their home that don't work well. Give a few examples yourself: *My [HomeLife juicer] is on the blink.*

B Pair work

Suggested teaching time:	10–14 minutes	Your actual teaching time:	

- To model the conversation, role-play with a more confident student. Play the role of B.
- As students practice, circulate and listen. Make sure B uses *'s* when he or she says *But my [microwave]'s not working.*
- Be sure to reinforce the use of the conversation strategies; for example, make sure students express sympathy with appropriate tone and body language.

ActiveTeach Multimedia Disc • Conversation Pair Work Cards

C Change partners

Suggested teaching time:	10–14 minutes	Your actual teaching time:	

- Encourage students to ask other questions to lengthen their conversations. For example:
  What model is it?
  Is it fixable?
  Is it defective?
  Is it obsolete?
  Are you getting a new one?
- Have students give suggestions about good brands and models to replace the broken products they are describing. They can refer to the Conversation Model on page 52.

EXTRAS (optional)

- **Workbook: Exercises 11–14**
- **Copy & Go: Activity 18**

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

For cleaning or washing	For food preparation	For cooking	For storage
a dishwasher	a food processor	a pressure cooker	a freezer
a washing machine	a juicer	a rice cooker	a refrigerator / a fridge
a dryer	a coffee maker	a stove	
a vacuum cleaner	a blender	an oven	

3:15

C **Listen to predict** Listen and write the name of the appliance. Then listen again and predict what the other person will say. Check the box.

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

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

3 appliance: microwave
☐ It's not working? That's a shame.
☑ About thirty, I think.

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

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

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

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

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

NOW YOU CAN Express frustration and sympathy

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

	Product	Brand
1	a hair dryer	Beautiful Hair
2		
3		
4		
5		

B **Pair work** Change the Conversation Model. Use your own products and brands. Express frustration and sympathy. Use the negative descriptions vocabulary from page 54. Then change roles.

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

C **Change partners** Express frustration about other products and brands.

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LESSON 3

GOAL Describe features of products

BEFORE YOU READ

Warm-up What kinds of features are important to you in a new product?

READING

3:16

PRO MUSICA

More than a radio, more than a CD player, more than an MP3 player—the Pro Musica is the first complete music system for your entire life. The innovative, all-in-one Pro Musica fills all the rooms of your house with beautiful music from just one source.

It replaces everything else you listen to. MP3 players, radios, and CD players are a thing of the past. And the whole family can be listening to their favorite music in every room at the same time.

Listen with the portable wireless speakers or on your innovative wireless earbuds. You and your spouse can even be listening to two different things in the very same room at the same time. The sky's the limit!

And even better—you can take the Pro Musica's remote and wireless speakers with you anywhere—to the office, to your friend's house for a party, or even to the beach. Play anything, anywhere.

The Pro Musica wireless remote—Battery operated and easy to use.

The Pro Musica wireless speakers—Place them anywhere.

The Pro Musica wireless earbuds—Move around as you listen.

FEATURES

- **IT'S CONVENIENT.** Everything you need is built into the system so you can enjoy your music all from one source—and with only one simple-to-use remote control.
- **IT'S POPULAR.** The Pro Musica is now used by more households than any other home music system.
- **IT'S PORTABLE.** The remote is small and easy to carry. It comes with its own battery pack, so you can take it with you anywhere.
- **IT'S AFFORDABLE.** One Pro Musica system costs much less than the many CD players, radios, etc. that most people have to buy to have music in their lives.
- **IT'S GUARANTEED.** Use Pro Musica for a full year. If for any reason you are unhappy with the product, just return it for a full refund.

A Understand from context Choose one of the features to complete each statement.

1 A product that's easy to move from one place to another is ....portable.... .
2 A product that's easy to use is ....convenient.... .
3 A product that you can send back to the store because you don't like it is ....guaranteed.... .
4 A product that a lot of people like and buy is ....popular.... .
5 A product that doesn't cost too much for most people is ....affordable.... .

Features
guaranteed
popular
portable
affordable
convenient

B Activate language from a text Would you buy the Pro Musica? Explain your answer. Use the features vocabulary and your own ideas.

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BEFORE YOU READ

Warm-up

Suggested teaching time:	1–2 minutes	Your actual teaching time:	

- To help students focus their answers, name a kind of product. For example, *What kinds of features are important to you in a new computer? How about a new washing machine? How about a new music system?*

READING

	10–15 minutes	Your actual teaching time:	

- After students read, ask comprehension questions about the product:
  Is Pro Musica . . .
  easy or difficult to use? (Easy to use.)
  large or small? (Small.)
  inexpensive or expensive? (Inexpensive.)
  What does Pro Musica do? (It plays music.)
  What is special about Pro Musica? (It plays different kinds of music at the same time.)
- Have students read through the article and place a check mark next to the features that they feel are the most important to them.

Option: **[+5 minutes]** Have students listen to the audio of the ad with their books closed. Pause after each feature at the bottom of the reading (It's convenient; It's popular; etc.)and have students repeat using proper intonation and pronunciation.

Option: **[+5 minutes]** Extend the activity by asking *Do you think Pro Musica is better than an MP3 player? Why or why not?* Have pairs explain their answers.

ActiveTeach Multimedia Disc
- **Extra Reading Compehension Questions**
- **Learning Strategies**

A Understand from context

Suggested teaching time:	5–6 minutes	Your actual teaching time:	

- Draw students' attention to the adjectives in the Features box to the right of the exercise. Point out that these features are in bold type at the bottom of the ad. Have students circle these words in the ad.
- To help students complete the exercise, have them underline words in the reading that define each adjective. For example:
  convenient: everything you need is built in, simple-to-use remote control
  popular: used by more households than . . .
  portable: small and easy to carry, take it with you anywhere
  affordable: costs much less
  guaranteed: just return it for a full refund

Option: **[+3 minutes]** Write the sentences that follow on the board. Have students complete the sentences with a household appliance or electronic product.

___ *are convenient.*
___ *are popular right now.*
___ *are portable.*
___ *are affordable now.*
___ *are usually guaranteed for one year.*

B Activate language from a text

- Write model language for the discussion on the board:
  I'd buy the Pro Musica because it's ___.
  I wouldn't buy the Pro Musica because it's ___.

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C Listening comprehension

Suggested teaching time:	6 minutes	Your actual teaching time:	

- To prepare students, tell them to listen for the adjectives *convenient, popular, portable, affordable,* and *guaranteed.* Tell students to also listen for words that mean the same thing, such as: convenient (*easy and fast*); portable (*small, take it anywhere*); guaranteed (*money back*).

AUDIOSCRIPT

ADVERTISEMENT 1

F: Having trouble sleeping? Thinking about taking sleeping pills? Try *The Sleeper!* Our portable CD player plays relaxing sounds of nature to help you fall asleep. But you'll have to move fast! This popular gadget is on everybody's gift list for the holidays.

ADVERTISEMENT 2

M: Are you considering air-conditioning your home or office? Stop! Before spending all that money, ask to see *Cool as a Cucumber,* the amazing portable affordable air-conditioner you WEAR! Yes, you heard right. You wear *Cool as a Cucumber* around your neck. And it's so small you can take it anywhere—to the beach, to the office, even on the bus! So stay cool with *Cool as a Cucumber.*

ADVERTISEMENT 3

F: Be the first person in your school or office to have *The Scribbler*—the world's first electronic pencil. Just plug the convenient *Scribbler* into any outlet and start writing: notes, ideas, plans, lists, memos. Makes writing so easy and fast, you'll save hours every day! And it's guaranteed for a full year. If you don't love your *Scribbler,* we'll give you your money back! No questions asked.

D Pair work

Suggested teaching time:	7–8 minutes	Your actual teaching time:	

- Model the activity by trying to sell Pro Musica (the product on page 56) to the class. You can say *Pro Musica is awesome. It's convenient. You can listen to the music you want to hear. It's portable. You can take it anywhere. It's affordable. You save money because you never need to buy another music product. And it's guaranteed. You get your money back if you do not like it.*

Option: **[+10 minutes]** To expand the activity, have pairs of students create their own gadgets and then describe them to the class. The descriptions must answer two questions: *What's the gadget for? What are its features?*

NOW YOU CAN Describe features of products

A Notepadding

Suggested teaching time:	4–5 minutes	Your actual teaching time:	

- Ask students to close their books.
- To remind students of all the possibilities, have the class brainstorm the names of all the appliances, electronic products, and gadgets they learned in this unit.
- To remind students of good and bad features, have them brainstorm the language they can use to talk about features of a product. Write students' ideas on the board.

B Discussion

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Write the following model language on the board:

I recommend the ____.
You should buy the ____.
I hear the ____ is great.
What about the ____?
My recommendation is the ____.
I don't recommend the ____.
You shouldn't buy the ____.
I hear the ____ is terrible.

- Do this activity in large groups or as a class.
- Remind students to refer to the Recycle box to support them during their discussions. Have students check off each word or phrase as they use it.

Option: **[+3 minutes]** Take a poll. Write on the board the names of products students recommended. Have students raise their hands for the one they would like to have. Tell students they can only choose one of the products.

EXTRAS (optional)

- **Copy & Go: Activity 19**

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C 3:17 **Listening comprehension** Listen to the radio advertisements for some crazy gadgets. Check all the adjectives that describe each product.

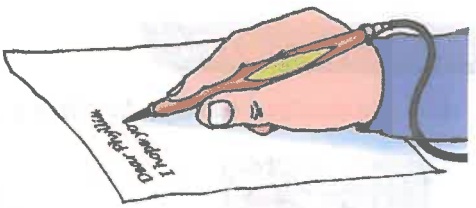
gadget /'gædʒɪt/ n.
a small tool or machine that makes a particular job easier
Longman Dictionary of American English

1 "The Sleeper"

☐ convenient ☑ popular
☑ portable ☐ affordable

2 "Cool as a Cucumber"

☐ convenient ☐ popular
☑ portable ☑ affordable



3 "The Scribbler"

☑ guaranteed ☑ convenient
☐ affordable ☐ popular

D 3:18 **Pair work** Choose one of the three gadgets. Listen again and take notes on a separate sheet of paper. Then try to convince your partner to buy the product. Use the features vocabulary from the Reading on page 56.

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

NOW YOU CAN Describe features of products

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

Product	Brand	Features
scanner	Blue Bird	obsolete
MP3 player	Vista	affordable / up-to-date

Product	Brand	Features

B Discussion Describe the features of your products. Tell your classmates about all the good and bad features.

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

"You should buy the new Vista MP3 player. It's affordable and up-to-date."

Be sure to recycle this language.

Negative descriptions
awful
broken
defective
horrible
not fixable
obsolete
on the blink
slow
terrible
an antique
a lemon
a piece of junk
drives me crazy

Positive descriptions
great
terrific
awesome
fast
popular
guaranteed
affordable
convenient
pretty good
up-to-date

Ways to sympathize
I'm sorry to hear that.
That's too bad.
That's a shame.
Oh, no!
Maybe it's fixable.
You're ready for an upgrade.

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LESSON 4

GOAL Complain when things don't work

BEFORE YOU LISTEN

A 3:19 **Vocabulary** • ***Ways to state a problem*** Read and listen. Then listen again and repeat.

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

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

The air-conditioning **won't turn off.**

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

The toilet **won't flush.**

The sink **is clogged.**

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

Answers will vary, but may include the following:

1 won't open or close. door, freezer, pressure cooker, washing machine

2 won't turn on or off. fan, coffee maker, hair dryer, juicer

3 make a funny sound. vacuum, blender, dishwasher, air-conditioner

LISTENING COMPREHENSION

A 3:20 **Listen for details** Listen to the conversations. Write the room number for each complaint. Then listen again and write another problem for each room.

GUEST COMPLAINT LOG

ROOM	PROBLEM	OTHER PROBLEMS?
203	*The toilet won't stop flushing.*	The TV won't turn on.
608	*The fridge isn't working.*	The fridge door won't close.
732	*The sink is clogged.*	The hair dryerwon't turn on.
1517	The air-conditioning won't turn off.	The coffee maker is making a funny sound.

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BEFORE YOU LISTEN

A Vocabulary

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Say *Use* won't *to describe a problem with something. When something isn't working, say what it won't do. For example, The printer won't print; the cell phone won't turn on; the microwave won't heat food.*

FYI: *Will* and *won't* are taught as grammar in Student's Book 2 where the future with *will* is presented. The expressions taught here are treated as lexical chunks. Students do not need to have learned the future to understand or use this vocabulary.

- Have students label *the window, the iron, the air-conditioner, the fridge, the toilet,* and *the sink* in each picture.
- Use a door to demonstrate *open* and *close*. Use a light switch to demonstrate *turn on* and *turn off*.

Language and culture

- The air-conditioning is the system that makes the air in a room cool. The machine or piece of equipment that creates air-conditioning is called *an air-conditioner*. *Fridge* is an abbreviation for *refrigerator*.

ActiveTeach Multimedia Disc • **Vocabulary Flash Cards**

B Write the names . . .

Suggested teaching time:	4–8 minutes	Your actual teaching time:	

- Have students brainstorm in pairs or small groups and then share their ideas with the class.

Option: **[+5 minutes]** To extend the activity, call out items from this unit and have students decide which categories they belong to. For example:

Won't open or close	Won't turn on or off	Make a funny sound
window	fax machine	fax machine
door	scanner	door
dishwasher	washing machine	dishwasher
washing machine	dryer	washing machine
dryer	hair dryer	dryer
food processor	juicer	hair dryer
refrigerator	vacuum cleaner	juicer
freezer	a coffee maker	food processor
pressure cooker	refrigerator	vacuum cleaner
	freezer	a coffee maker
	photocopier	refrigerator
	air-conditioner	freezer
	blender	photocopier
	cell phone	air-conditioner
		blender

LISTENING COMPREHENSION

A Listen for details

Suggested teaching time:	15–18 minutes	Your actual teaching time:	

- Point to the Guest Complaint Log and say *In this hotel, when guests in a hotel complain about a problem, the front desk clerk writes it in the complaint log.*
- Tell students that the conversations are not in order. Tell them to listen for the problem and then write the room number.
- Have students listen a second time and write the additional problem in each room.

AUDIOSCRIPT

CONVERSATION 1 [M = Spanish]
F: Front desk.
M: This is Mr. Ramos. There's a serious problem with my room.
F: I'm sorry to hear that. What is it?
M: It's the toilet. It won't stop flushing.
F: It won't STOP flushing?
M: Yes, that's right. And it's making a lot of noise.
F: Any other problems, Mr. Ramos?
M: Actually, yes. The TV won't turn on.
F: Oh, my goodness. What room are you in?
N: Uh . . . 203.

CONVERSATION 2 [M = Arabic]
M: Front desk. This is Ahmed.
F: Yes. This is Mrs. Johnson in 732. I have an emergency.
M: What kind of emergency?
F: It's the sink in the bathroom. It's clogged and there's water all over the floor. And that's not all. The hair dryer won't turn on.
M: I'm so sorry. Don't worry, Mrs. Johnson. I'll send a plumber and an electrician right away. I'm sure they're both fixable.

CONVERSATION 3 [M1 = British English]
M1: Front desk. How can I help you?
M2: This is Mr. Prentice in room 1517. I have a problem.
M1: Yes, Mr. Prentice. What seems to be the problem?
M2: It's the air-conditioning. It's freezing in here.
M1: Have you tried shutting if off?
M2: Of course. That's why I'm calling you.
M1: I'm so sorry, Mr. Prentice. Is there anything else we can help you with today?
M2: Actually, yes. The coffee maker is making a funny sound.
M1: We'll take care of everything. Don't worry.

CONVERSATION 4 [F2 = Korean]
F1: Front desk. Marlene speaking. How may I direct your call?
F2: This is Ms. Lee in room 608.
F1: Excuse me. What room did you say you were in?
F2: 608.
F1: Certainly. How can I help you?
F2: There's a problem with my fridge.
F1: Not working?
F2: Yes, that's right. Everything's warm. And the fridge door won't close.
F1: I'm sorry. I'll have someone look at it right away.

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LESSON PLAN

B Discussion

Suggested teaching time:	3–5 minutes	Your actual teaching time:	

- As a warm-up, write the headings *Serious* and *Not serious* on the board. Tell students to look at the Vocabulary in Exercise A again. Have students say whether the problem is serious or not serious. Write the problem under the appropriate heading.
- Ask students to give a simple explanation for why they think the problem belongs in that column.
- Have students discuss the problems in the Guest Complaint Log in pairs or small groups.

Option: **[+3 minutes]** Have students mark the eight problems in the Guest Complaint Log from 1–8, with *1* being the most serious.

NOW YOU CAN Complain when things don't work

A Notepadding

Suggested teaching time:	6–9 minutes	Your actual teaching time:	

- On the board, write the titles from the notepad (*Room or place* / *Problem*).
- To model the activity, identify a problem as a class. Point to the woman with the hair dryer. Ask *What room is she in?* (201) Write the room number on the board. Then ask *What's the problem?* (The hair dryer is making a funny sound.) Write the problem on the board.
- After students write the problems on the notepad, ask about the other problems in the hotel. For example, *What's another problem?*

FYI: Only three hotel rooms and the elevator have problems. All should fit on the notepad. Students might be confused because the hotel room pictures also include bathrooms.

Option: **[+5 minutes]** Students can create more problems. Say *This is a terrible hotel. What problems do other guests have?* Write students' ideas on the board. For example:

The fridge isn't working.
The bed is broken.
The window won't open.
The iron won't turn on.
The air-conditioning won't turn off.
The TV won't turn on.
The bathroom door won't open.
The window won't close.

FYI: Leave these ideas on the board to provide additional ideas for students in the following Pair Work exercise.

B Pair work

Suggested teaching time:	15–18 minutes	Your actual teaching time:	

- Have pairs use their notepads to create telephone conversations.
- Have partners take turns playing the roles of the front desk clerk and the guest. Remind students to refer to the Recycle box to support them while creating their conversations.

Option: **[+10 minutes]** After each conversation, have students pair up with a different classmate and practice a new conversation with a different problem.

EXTRAS (optional)

- **Workbook: Exercises 15–19**
- **Copy & Go: Activity 20**

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

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

NOW YOU CAN Complain when things don't work

A Notepadding Find and circle all the problems in the hotel. Write the problems on the notepad.

Room / place	Problem(s)
211	The door won't open.
212	The sink is clogged. The air-conditioner won't turn on.
elevator	It isn't working.
201	The hair dryer is making a funny sound. The coffee maker isn't working.

B Pair work Create conversations between the hotel guests and the front desk clerk. Based on the pictures, complain about things that don't work.

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

"I'm in the elevator. It's not working."

"I'll send someone right away."

Be sure to recycle this language.

Telephone language
Hello?
This is room ___.
Can I call you back?
Bye.

State a problem
___ won't open / close.
___ won't turn on / off.
___ won't flush / stop flushing.
___ isn't working.
___ is clogged.
___ is making a funny sound.
___ is driving me crazy.

Respond
What's the problem?
I'm sorry to hear that.
Oh, no!
Well, that is a problem.

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Review

More Practice
ActiveBook Self-Study Disc
grammar · vocabulary · listening
reading · speaking · pronunciation

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

Example: The fan won't turn on.

1 The smart phone isn't working.
2 The laptop is making a funny sound.
3 The air-conditioner won't turn on.
4 The microwave door won't close.

3:22/3:23 *Top Notch Pop* "It's Not Working Again"

B Complete each conversation with a question in the present continuous. (It's possible to write more than one question.)

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

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

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

4 A: What are you doing tomorrow?
B: Tomorrow? We're fixing our old printer.

5 A: What are you doing right now?
B: Right now? We're eating dinner.

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

1 This new toilet is (defective) / portable). It doesn't flush.
2 I think my TV is (affordable / (broken)). I hope it's fixable.
3 Your computer is probably (obsolete) / up-to-date). You should get a new one.
4 This scanner is really a piece of junk. I think we should get (an upgrade) / a lemon).

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

Answers will vary, but may include the following:

Machines that are:						
Portable	Popular	Convenient	Affordable	Good for communication	Good for entertainment	Good for cooking
MP3 player camcorder laptop flash drive	dishwasher juicer MP3 player	smart phone laptop camcorder	cell phone MP3 player speakers	earphone smart phone fax machine	MP3 player DVD player projector	stove oven pressure cooker rice cooker

E **Writing** On a separate sheet of paper, write a paragraph describing a product, appliance, or gadget that you use. It can be a good product or a bad one.

I have a Hot Spot dishwasher and . . .

WRITING BOOSTER ▸ p. 144
- *Placement of adjectives*
- *Guidance for Exercise E*

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Review

A Listening comprehension

Suggested teaching time:	3–5 minutes	Your actual teaching time:	

- Play the audio twice. The first time, ask *What's the product?* The second time, ask *What's the problem?*

AUDIOSCRIPT

CONVERSATION 1 [F, M = U.S. regional]
F: This thing is such a lemon!
M: What thing?
F: My smart phone. It's not working. They should call it a dumb phone!

CONVERSATION 2
M: My laptop's driving me crazy!
F: Why?
M: It makes this funny sound every time I turn it on.

CONVERSATION 3
F1: It's so hot in here.
F2: Well, no wonder. The air-conditioner is off.
F1: I know. It won't turn on.

CONVERSATION 4 [M = Russian]
M: This coffee is still cold.
F: Heat it up in the microwave.
M: I tried. But the microwave door won't close.
F: Again? That thing is a total piece of junk!

B Complete each conversation . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Remind students to place the verb *be* before the subject.
- Have students write a check mark next to the sentences that have a future meaning (items 1, 3, and 4). Item 2 could have a future meaning. Students can express their opinion about whether it does or doesn't.

C Complete each statement . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To review, have different students read each completed sentence aloud.

Option: **[+5 minutes]** Have students write sentences with the vocabulary items they did not circle.

D Classify products . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Review the names of products, gadgets, and appliances students learned in this unit. For example:

air-conditioner
blender
cell phone / mobile phone
coffee maker
digital camera
dishwasher
dryer
DVD player
fan
flash drive
food processor
freezer
GPS
hair dryer
headphones
headset
iron
juicer
LCD projector
memory card
memory stick
oven
pen drive
photocopier
pressure cooker
printer
refrigerator
rice cooker
scanner
smart phone
speakers
stove
thumb drive
USB drive
vacuum cleaner
video player
washing machine

- Have students compare their charts in pairs and then share their ideas with the class.

E Writing

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- To help students get started, write the following questions on the board:
  What is it?
  What is it for?
  What brand is it?
  What model is it?
  What are its features?
  Is it a good product? Why or why not?
  What adjectives describe it?
  Is it working?
  Does it drive you crazy?
  How old is it?
  Is it guaranteed?
- Ask students to answer the questions before they write.

Option: WRITING BOOSTER (Teaching notes p. T144)

ActiveTeach Multimedia Disc • Writing Process Worksheets

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ORAL REVIEW

Before the first activity, give students a few minutes of silent time to explore the pictures and become familiar with them.

Contest

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- While students study the pictures, have them draw a circle around all the appliances and gadgets in the pictures. Then have them close their books.
- Keep your book open and check each team's answers.

Possible **responses . . .**

Is there a . . .

hairdryer?	oven?	fax machine?
pressure cooker?	refrigerator?	speaker?
microwave?	flat screen TV?	vacuum cleaner?
coffee maker?	DVD player?	air-conditioner?
food processor?	MP3 player?	printer?
stove?	dishwasher?	desktop computer?

Option: [+5 minutes] To simplify the activity, have students in pairs point to and identify the different appliances and gadgets they see in the pictures. You can also have students do the activity in reverse: One student says a product and the other points to the appropriate product in the picture.

Pair work

Suggested teaching time:	4–5 minutes	Your actual teaching time:	

- Have pairs take turns asking and answering questions.

Possible **responses . . .**

(Picture 1)
What's she doing? (She's cooking.) What's she doing? (She's complaining about her hair dryer.)

(Picture 2)
Is the man reading? (No, he isn't.) What's he doing? (He's doing housework.)

(Picture 3)
What's he doing? (Listening to music.)

(Picture 4)
What are they doing? (They're talking about cameras.)

Option: [+10 minutes] Competition. Divide the class into groups of four. One group begins by saying a word or sentence in the present continuous about the pictures, and each other group follows by saying something more. Groups that can no longer say anything are eliminated until only one group remains.

Option: [+5 minutes] Challenge students by having them write about the problem with the vacuum cleaner or the hair dryer in the first person. For example, *My new hair dryer's not working. It's driving me crazy. It's a good brand, but it's just a lemon! I'm taking it back to the store tomorrow.*

Pair work

Suggested teaching time:	8–10 minutes	Your actual teaching time:	

- Help students identify the topic of each conversation in pictures 1, 2, and 4. Point to each set of speakers and ask the class *What are they talking about?* (1: the hair dryer; 2: the vacuum cleaner; 4: a new digital camera)

Possible **responses . . .**

(Picture 1)
A: This hair dryer is driving me crazy! **B:** What's wrong?
A: It won't turn on. It's a piece of junk. **B:** I'm sure it's fixable.

(Picture 2)
A: Hello? **B:** Hi Jim. This is Ted. How's it going? **A:** Fine, thanks. But my vacuum cleaner is driving me crazy.
B: Again? What's the problem? **A:** It's making funny noises and it won't turn off! **B:** Oh, no!

(Picture 4)
A: Hey, what are you doing? **B:** I'm looking for a new camera online. Our camera is obsolete. Any suggestions?
A: What about the Techno 100? I hear it's affordable.
B: Yes, but is it any good? This one is great and it's guaranteed for five years. **A:** But it's too expensive!

Option: [+10 minutes] Role-play. Have students write the conversations in dialogue form and then role-play their conversation in front of the class.

Option: Oral Progress Assessment

Use the photos on page 61 for an oral test. Ask students questions about the pictures, such as *What's wrong with the vacuum cleaner? Who's listening to music?* Evaluate students on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.

ActiveTeach Multimedia Disc • Oral Progress Assessment Charts

Option: *Top Notch* Project

Have students write and design ads for products. They should include drawings or photographs. Have groups answer these questions:

What does it do?
When do you use it?
Why is it a good product?

Idea: Have groups choose one or two good products from the charts they completed on page 57, or ask groups to look at the ads on pages 50 and 56 before they design their own ads. You may also want to bring in a flyer from an electronics store.

EXTRAS (optional)

- Complete Assessment Package
- Weblinks for Teachers: pearsonlongman.com/topnotch/

And on your ActiveTeach Multimedia Disc:

- Just for Fun
- Top Notch Pop Song Activities
- Top Notch TV Video Program and Activity Worksheets
- Supplementary Pronunciation Lessons
- Audioscripts
- Unit Study Guides

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ORAL REVIEW

Contest Form teams. Study the pictures for two minutes. Then close your books. Ask another team questions about each picture. (One point for each correct answer.) For example:

Q: Is there a hair dryer in the kitchen?
A: Yes, there is.

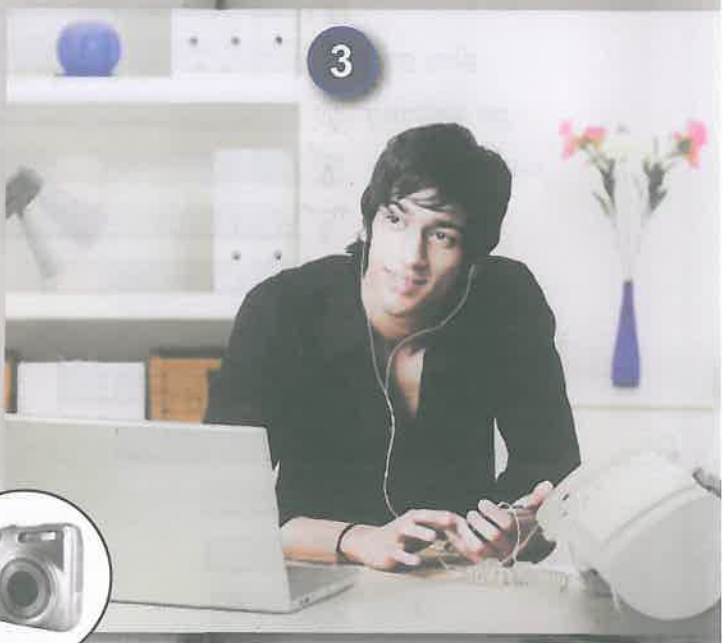
Pair work

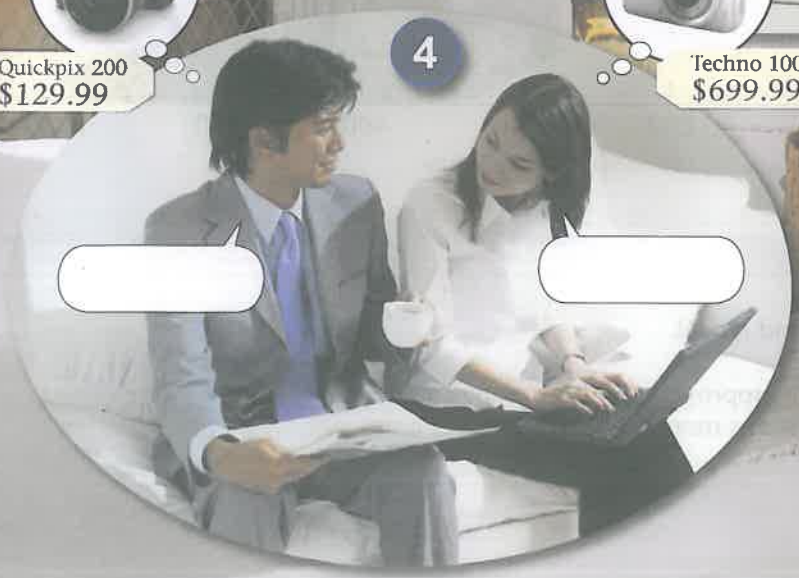
1 Point at the people and ask and answer questions. Use the present continuous. For example:

Q: What's he doing?
A: He's listening to music on his MP3 player.

2 Create conversations for the people in Pictures 1, 2, and 4. For example:

A: The vacuum cleaner's not working again.
B: Again? I'm sure it's fixable.





NOW I CAN...

- ☐ Suggest a brand or model.
- ☐ Express frustration and sympathy.
- ☐ Describe features of products.
- ☐ Complain when things don't work.

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UNIT 6

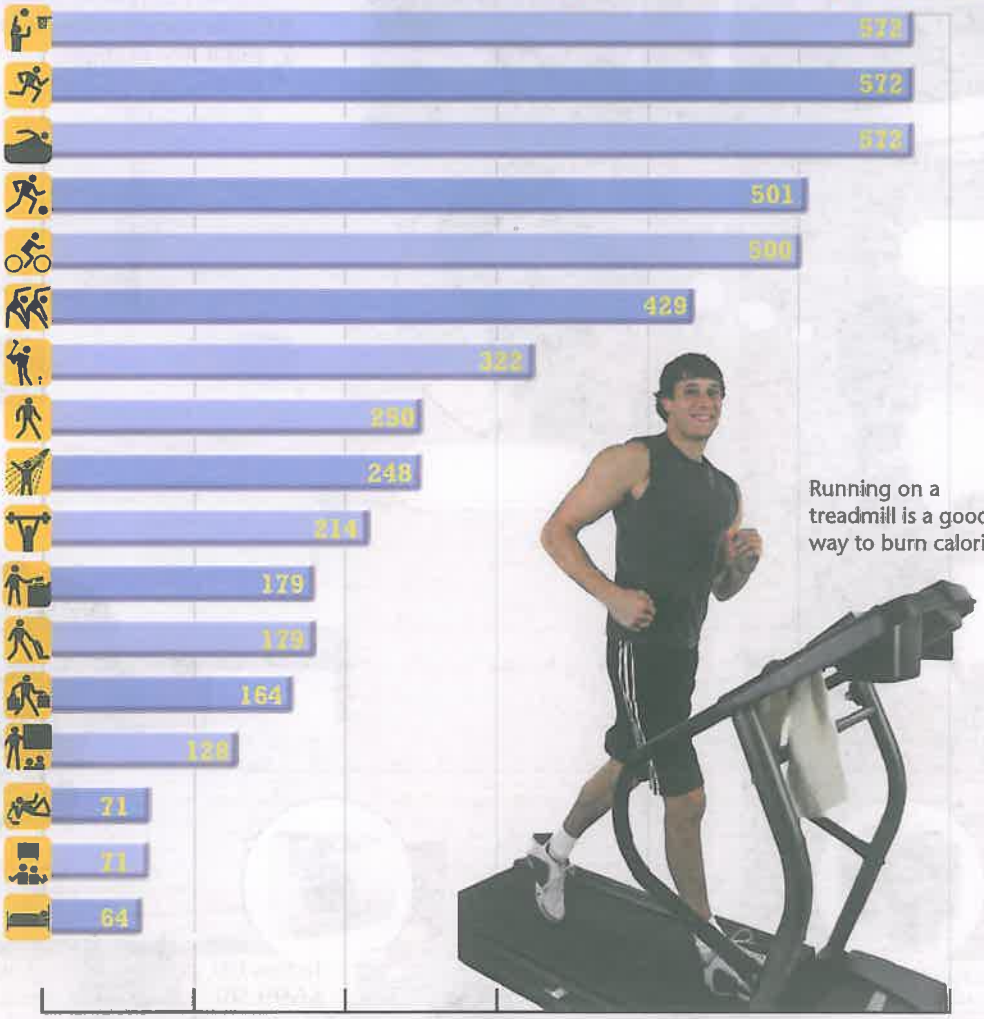
Staying in Shape

Preview

GOALS After Unit 6, you will be abl

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

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

Source: msnbc.com

A 3:24 **Vocabulary** • ***Activities*** 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 1500 calories a day.

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UNIT 6

Staying in Shape

Preview

Before Exercise A, give students a few minutes of silent time to observe the graph.

FYI: These calorie charts are based on a calorie calculator from an authentic source. You and your students may be surprised at some of the information. You may want to ask your students if they are surprised.

A Vocabulary

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Have students listen and repeat one time without reading, and then listen and repeat as they read along.

Option: **[+ 10 minutes]** To practice the Vocabulary, have a volunteer act out one of the activities. The class guesses what the student is doing. To make a guess, students should use the present continuous; for example, *Are you cleaning the house? Are you going swimming?* The student who guesses correctly then acts out a different activity.

ActiveTeach Multimedia Disc • **Vocabulary Flash Cards**

B Class survey

Suggested teaching time:	10 minutes	Your actual teaching time:	

Language and culture

- In British English, *soccer* is called *football*. In American English, football is a different game, which is called *American football* in British English.

- Have students put a check mark next to the activities they do every day or most days.
- Looking at the check marks on the graph, have students add up the number of calories they usually burn in a day. Tell students that if they do an activity for more than one hour, they should multiply the number of calories burned by the number of hours they engage in the activity; for example, if a student rides his or her bike two hours every day, then that student burns 1,000 calories (500 × 2).
- Give students three minutes to circulate around the classroom and ask their classmates *How many calories do you burn every day?*
- Ask *Who burns more than 1,500 calories a day?* Have students raise their hands in response.

Option: **[+ 10 minutes]** Ask *What can you do to burn more calories?* Have students make a weekly exercise plan. For example:

Monday	Wednesday	Friday	Saturday
7:00–8:00 A.M.	6:00–8:00 P.M.	7:00–8:00 A.M.	10:00–11:30 A.M.
go running	play soccer	go running	go bike riding

Option: **[+ 10 minutes]** Take a poll to find out the most popular activities. On the board, write down the activities from the graph. Ask *Who likes to go walking? Who likes to go shopping?* Continue in the same manner for all the physical and everyday activities listed. Students raise their hands when they hear the activities they do. Count the number of students who respond to each item and write the number next to the activity name on the board.

Option: **[+ 5–10 minutes]** Draw the following bar graph organizer on the board (without the Xs) and have students copy it, or print it out from the *ActiveTeach Multimedia Disc* and distribute to students. As students find out their classmates' favorite kind of exercise, they can mark an *X* in one box for each student response. Have students talk to classmates and then compare their bar graphs in groups. If you have a large class, divide the class into smaller groups and complete the graphs separately.

Bar Graph: What is your favorite kind of exercise?									
	X						X		
	X						X		
X	X	X	X			X	X		
X	X	X	X			X	X	X	
play basketball	go running	go swimming	play soccer	go bike riding	do aerobics	play golf	go dancing	go walking	other:

ActiveTeach Multimedia Disc • **Graphic Organizers**

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C Photo story

Suggested teaching time:	10–14 minutes	Your actual teaching time:	

- After students read and listen, ask some comprehension questions:
  Where's Joy? (She's in the park.)
  How often does Joy play tennis? (She plays three times a week.)
  Does Lynn play tennis? (Yes, she does.)
  Does Lynn's husband, Ken, play tennis? (No, he doesn't.)
  Why not? (He's a couch potato. He just watches TV and eats junk food.)
  Does Joy's husband play tennis? (Yes, he does.)
  Does he like tennis a lot or a little? (A lot. He's crazy about tennis.)

Language and culture

- A *couch potato* is someone who spends a lot of time sitting and watching television and who doesn't really exercise a lot.

From the Longman Corpus: English learners almost always use *crazy about* to talk about something they really like. Native speakers are more likely to say they are *not crazy about* something to indicate they don't particularly like it.

Option: **[+ 5 minutes]** To challenge students, ask the following questions:
Who's burning a lot of calories today? (Joy.)
Why? (Because she's playing tennis.)
Who's not burning a lot of calories today? (Ken.)
Why? (Because he's watching TV.)

D Focus on language

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Remind students to look back at the Photo Story for help understanding the phrases in Exercise D.
- Have students check their answers by reading each item with a partner.

Option: **[+ 10 minutes]** Write the following questions on the board:
Are you a couch potato?
Do you know any couch potatoes?
What are you crazy about?
What are your family members crazy about?
First, model the activity by answering the questions yourself. (I'm not a couch potato. My sister, Kristen, is a couch potato. I'm crazy about soccer. My father is crazy about basketball.) Then have students discuss in small groups.

E Personalize

Suggested teaching time:	10–12 minutes	Your actual teaching time:	

- To make sure students understand the frequency terms, draw the chart on the board and fill in the first row yourself. Explain how often you do each activity. For example:
  I take a shower every day—Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, and Sunday.
  I play golf every weekend—every Saturday or Sunday.
  I clean the house once a week—every Friday.
  I play tennis once in a while—maybe once a month.
  I never do aerobics. I don't like aerobics.
- Students can use the activities on page 62 and their own activities to complete the chart.
- Read the activities on the board aloud and have students repeat.

Option: **[+ 5 minutes]** Introduce the terms *once a week, twice a week,* and *three times a week.*

F Pair work

Suggested teaching time:	8–12 minutes	Your actual teaching time:	

- Point out that time expressions go at the end of the sentence; for example, *I go swimming every Saturday. I talk on the phone every day. Never* goes before verbs in the simple present tense; for example, *I never play golf.*
- Encourage students to come up with other activities. Write any new activities on the board.
- To review, ask a few students *What do you do every day? What do you do every weekend?* etc.

EXTRAS (optional)

- **Workbook: Exercises 1–4**

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C Photo story Read and listen to people talking about playing tennis.

3:25

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 make a date to play sometime?

Lynn: That would be great.

Joy: Hey, how about your husband? Would he like to come, too?

Lynn: No way. Ken's a real 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 next week. 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.

E Personalize Review time expressions. Look at page 62. List the activities you do . . .

every day	every weekend	once a week	once in a while	never

F Pair work Compare activities with a partner.

"What do you do every weekend?"

"Me? I go shopping."

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LESSON 1

GOAL Plan an activity with someone

GRAMMAR *Can* and *have to*

can

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

I can go out for dinner tonight. I don't have class in the morning.
I can't play golf today. I'm too busy.
She can meet us at the park, but her husband can't.
Can you go running tomorrow at three? (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.

She { has to / doesn't have to } meet her cousin at the airport.

They { have to / don't have to } work late tonight.

Do you have to work tomorrow? (Yes, I do. / No, I don't.)
Does he have to go to class? (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. 131

Can and have to:
- *Form and common errors*
- *Information questions*

Can and be able to:
- *Present and past forms*

A Grammar practice Read the sentences carefully. Then complete each sentence with can or have to.

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

2 Audrey ..... (not / meet) can't meet ..... us for lunch today. She ..... (help) has to help ..... her boss write a report.

3 Good news! I ..... (not / work) don't have to work ..... late tonight. We ..... (go running) can go running ..... together at 6:00.

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

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

B Pair work On a separate sheet of paper, write three questions using can and three questions using have to. Then practice asking and answering the questions with a partner.

PRONUNCIATION *Can* / *can't*

A 3:26 Listen to the pronunciation and stress of can and can't in sentences. Then listen again and repeat.

I can call you today.
/kən/

I can't call you tomorrow.
/kænt/

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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GRAMMAR

Suggested teaching time:	8–12 minutes	Your actual teaching time:	

can: possibility

- Say *Imagine that I am new to [your town]. Answer my questions about possible places to go for different activities.* Then ask:
  Where can I go shopping?
  Where can I go swimming?
  Where can I play tennis?
  Where can I eat good seafood?
  Where can I buy a smart phone?
  Where can I see a play?
- Remind students that *can* has several meanings in English. It also expresses *ability*. Say *I can speak English, but I can't speak [Arabic].* Ask students several questions with *can*, talking about ability. For example:
  Can you play golf?
  Can you cook?
  Can you speak [Russian]?
  Can you order and pay for a meal in English?

have to: obligation

- Tell the class what your obligations are this week: *I have to teach on Monday, Wednesday, and Friday. I have to clean the house. I have to cook dinner for my in-laws on Sunday.*
- On the board, write *What do you have to do this week?* In pairs, students ask each other about their obligations.
- Have each student tell the class about one of their partner's obligations; for example, *[Gerry] has to work every day this week.*
- Put the two grammar points together. Say to a student *Can you go shopping on [the day and time your next class meets]?* The student should answer *No, I can't.* Ask *Why not?* (I have to come to class.) Ask other students other questions, such as:
  Can you stay late after class?
  Can you go out tonight?
  Can you come early to class next week?

Language and culture

- Many native English speakers pronounce the *v* in *have to* as an *f*, so it sounds like /hæf/ to.

Option: **GRAMMAR BOOSTER** (Teaching notes p. T131)

ActiveTeach Multimedia Disc • **Inductive Grammar Charts**

A Grammar practice

Suggested teaching time:	5–6 minutes	Your actual teaching time:	

- To review answers, ask different students to read each sentence aloud.

B Pair work

Suggested teaching time:	3–4 minutes	Your actual teaching time:	

- Remind students that *can* is a modal (also sometimes called a *helping* or *auxiliary*) verb and never uses *do* in questions. Also, be sure that students do not follow *can* with an infinitive; for example, *Can you ~~to~~ play tennis?*

PRONUNCIATION

A Listen to the pronunciation . . .

Suggested teaching time:	1–2 minutes	Your actual teaching time:	

- After students listen and repeat, have them practice the pronunciation and stress of *can* and *can't* by reading the sentences in the Grammar box on page 64 aloud.

B Listen to the statements . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

- If students have a hard time distinguishing between *can* and *can't*, reverse the steps; have students first repeat the statement and then check the correct box.

Option: **[+ 5 minutes]** Extend the activity. Read several sentences aloud and have students raise their hands if they hear *can*.
I can work this weekend.
You can stay as long as you like.
She can't meet us tonight.
He can't work late tonight.
We can go now.
They can't meet us here at 7:00.

Option: **[+ 5 minutes]** Have students tell a partner three things they can do and three things they can't do, using the correct pronunciation and stress of *can* and *can't*. For example:
I can speak Swahili. I can't speak Russian.
I can play golf. I can't play basketball.
I can cook Italian food. I can't cook French food.

ActiveTeach Multimedia Disc • **Pronunciation Activities**

AUDIOSCRIPT

1 I can play the guitar.
2 I can't cook.
3 I can't play tennis at ten.
4 I can play tennis at six-thirty.
5 I can go swimming on Saturday.
6 I can't go swimming on Sunday.

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LESSON PLAN

CONVERSATION MODEL

A Read and listen . . .

Suggested teaching time:	1–2 minutes	Your actual teaching time:	

These conversation strategies are implicit in the model:
- 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.

- After students read and listen, ask:
  What are the two men planning to do? (They're planning to go bike riding.)
  Is Phil free to play basketball tomorrow at 3:00? (No, he isn't.)
  Why not? What's he doing at that time? (He's meeting his sister at the airport.)
  Is he free to play Sunday afternoon at 2:00? (Yes, he is.)
- Point out that *Why don't we . . . ?* is similar to *Do you want to . . . ?*

Language and culture
- In English-speaking countries, it's always more polite to provide a reason for declining an invitation. (*Sorry, I can't. I have to meet my sister at the airport.*)
- *That sounds fine* is an acceptance of the invitation.

B Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Have students repeat chorally. Make sure they:
  - use falling intonation for *Why don't we go bike riding sometime? When's good for you?* and *How about Sunday afternoon at 2:00?*
  - use rising intonation for *Tomorrow at 3:00?* This is a shortened version of *Is tomorrow at 3:00 OK?*
  - pause after *Sorry, I can't.*
  - pay special attention to stress and rhythm of the sentence *I have to meet my sister at the airport* with primary stress on *have, sister,* and *airport.*

NOW YOU CAN Plan an activity with someone

A Write your schedule . . .

Suggested teaching time:	3–6 minutes	Your actual teaching time:	

- Remind students to include some activities they *have to do* this weekend; for example, work, visit family, go food shopping, clean the house, study English, meet someone at the airport.
- Tell students to leave some boxes blank.
- To review the completed schedules, ask students about their plans for the weekend: *What are you doing on [Saturday] at [1:00]?* Include questions with: *morning, afternoon, evening,* and *night;* for example, *What are you doing on Sunday morning? What are you doing Friday evening at 7:00?*

B Pair work

Suggested teaching time:	10–12 minutes	Your actual teaching time:	

- Have students consult their daily planners as they make plans with their partners.
- To agree on an activity or on a time and place, students can say:

Great!	*Sure.*
Perfect.	*That sounds good / great / fine.*
See you then.	*That would be great.*
I'd love to go.	

- You may want to remind students of other language for declining an invitation, such as:
  I'd love to go, but . . .
  Maybe some other time.
  Thanks, anyway.
- Be sure to reinforce the use of the conversation strategies; for example, invite several students to do something with *Why don't we . . . ?* Each time, decline with *Sorry, I can't. I have to . . .*

Don't stop! Extend the conversation. Encourage students to continue the conversation by talking about where to meet. Write model language on the board. For example:

Let's meet . . .
in front of [my house / the restaurant
on [Fifth] Street.
on the corner or [Main Street] and [1st Avenue].
in the park.
at [the bus stop / your house].

Language and culture
- In British English, *schedule* is pronounced /'ʃedju:l/. In American English it is pronounced /'skedʒʊl/.

ActiveTeach Multimedia Disc • Conversation Pair Work Cards

C Change partners

Suggested teaching time:	10–12 minutes	Your actual teaching time:	

- To review, ask a few students to tell you about their plans. Your students can say *[David] and I are [going bike riding] on [Saturday] at [9:00].*

EXTRAS (optional)

- Workbook: Exercises 5–9
- Copy & Go: Activity 21

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CONVERSATION MODEL

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

A: Hey, Phil. Why don't we go bike riding sometime?

B: Great idea. When's good for you?

A: Tomorrow at 3:00?

B: Sorry, I can't. I have to meet my sister at the airport.

A: Well, how about Sunday afternoon at 2:00?

B: That sounds fine. 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

A Write your schedule for this weekend in the daily planner.

	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 Pair work Now change the Conversation Model, using your daily planner. 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!

- Make more excuses using can't and have to.
- Suggest other activities you can do together. (Use page 62 for ideas.)
- Discuss where to meet.

C Change partners Plan other activities. Use your daily planner to respond.

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LESSON 2

GOAL Talk about habitual activities

VOCABULARY *Places for physical activities*

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

a park

a gym

a track

a pool

an athletic field

a golf course

a tennis court

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.

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.

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
- *Non-action verbs*
- *Placement of frequency adverbs*
- *Time expressions*

3:31 **Frequency adverbs**

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

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VOCABULARY

A Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

- After students listen and repeat, ask them to name one activity you can do in each place; for example, *You can go walking in the park.*
- Ask students about the names of places they go in their communities. Ask:
  Do you ever go to the park? Which park do you go to?
  Do you go to a gym? Which gym do you go to?
  Do you ever go to a pool? Which pool do you go to? etc.

Language and culture

- A *gym* can be a building with weights, other exercise equipment, and rooms for aerobics and other exercise classes (also called a *health club* or *fitness center*). A *gym* can also be a building for indoor sports, such as basketball (also called a *gymnasium*).

ActiveTeach Multimedia Disc • Vocabulary Flash Cards • Learning Strategies

B Pair work

Suggested teaching time:	2 minutes	Your actual teaching time:	

- For a warm-up, ask students *What kinds of activities can you do at each place?*
- For higher-level students, you may want to point out some common prepositions used with places.
  You can go walking **in** a park.
  You can go running **in** a park.
  You can go running **at** a track.
  You can go running **in** a gym.
  You can go swimming **in** a pool
  You can play soccer **on** an athletic field.
  You can play golf **on** a golf course.
  You can play tennis **on** a tennis court.

GRAMMAR

Suggested teaching time:	10–12 minutes	Your actual teaching time:	

Frequency adverbs

- After students read the information in the Grammar box, read the frequency adverbs aloud and have students repeat.
- To practice the frequency adverbs, write on the board the list of activities that follows. Have students tell a partner how often they do each activity—*always, almost always, usually, never,* etc. Point out that frequency adverbs should be placed before verbs in the simple present tense. (I *always* eat breakfast.)
  eat breakfast
  read the newspaper in the morning
  cook dinner
  watch TV in the evening
  go out on Saturday nights
  sleep late on weekends
  order dessert in restaurants
  listen to music when I study
  drink coffee in the afternoon
  take a shower at night
- Point out that frequency adverbs (*usually, never,* etc.) come before a verb in the simple present tense but that time words (*right now, this weekend, today,* etc.) usually go at the end of the sentence.
- On the board, write the headings *present continuous* and *simple present tense.* Ask the class *When do you use the simple present tense? When do you use the present continuous?* List students' responses under the appropriate heading.

present continuous	simple present tense
actions in progress	frequency
future plans	habits
	routines
	with have, want, need, or like

- In pairs, have students write an example sentence for each item on the list. Your students might write:
  present continuous
  actions in progress: *We're writing sentences right now.*
  future plans: *We're playing soccer after class.*
  simple present tense
  frequency: *We almost always go shopping once a week.*
  habits: *Anna never eats junk food or sweets.*
  routines: *Elizabeth goes walking every day at 4:00 P.M.*
  with *have, want, need,* or *like*: *I don't like seafood.*
- Point out that it's becoming common in casual conversations to use the present continuous with *have, want, need,* or *like*; for example, *I'm liking it.*

Option: **[+ 5 minutes]** Have students tell a partner *how often* or *when* they go to each place in Exercise A. Circulate and check that students are using the simple present tense (I go . . .), placing frequency adverbs before *go* (I hardly ever go . . .), and placing time expressions at the end of the sentence. (I go to the gym twice a week.)

Language and culture

LCN **From the Longman Corpus:** A common error for English learners is to place *always* incorrectly, by saying or writing something such as *I go always to the gym.* Also, learners often misspell this word as *allways* or *all ways.*

Option: GRAMMAR BOOSTER (Teaching notes p. T133)

ActiveTeach Multimedia Disc • Inductive Grammar Charts

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A Grammar practice

Suggested teaching time:	7–8 minutes	Your actual teaching time:	

- Have students underline any frequency words or time expressions in the sentences that indicate whether to use the simple present tense or the present continuous.

B Listening comprehension

Suggested teaching time:	4–6 minutes	Your actual teaching time:	

- Have students read the items before listening.

AUDIOSCRIPT

CONVERSATION 1
M: Do you play golf?
F: Once in a while.
M: Like how often?
F: Oh, I get to the golf course maybe . . . oh twice a year.
M: That's all?

CONVERSATION 2
F: So how often do you get to the gym?
M: A few times a week.
F: Oh yeah? That's pretty good.
M: Yeah. Usually three times a week. But once in a while, four.

CONVERSATION 3 [M = British English]
M: Why don't we get together and play tennis sometime?
F: That would be great. I play at the tennis courts in the park all the time.
M: Really? We should definitely play there then.

CONVERSATION 4
F: Well, I'm off to the pool. Want to come?
M: Me? I don't think so.
F: Come on. You can burn some calories.
M: No way. Swimming's not for me.

CONVERSATION 5
M: What are you doing this afternoon?
F: Nothing special. Why?
M: You want to go bike riding?
F: Did you know I'm a big bike riding fan?
M: Actually, no, I didn't.
F: It's true. I ride my bike every weekend—rain or shine.
M: That's great!

CONVERSATION MODEL

A Read and listen . . .

Suggested teaching time:	1–2 minutes	Your actual teaching time:	

These conversation strategies are implicit in the model:
- Use How come? to ask for a reason.
- Use a negative question to confirm information.

- Ask *When does Nancy usually go to the gym?* (On the weekend.) *Why is Nancy going to the gym today?* (Because she's going to the beach this weekend.)

B Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Point out that *usually* is stressed. Have students read the sentence aloud, stressing the frequency adverb.
- Have students repeat each line chorally. Make sure they:
  - use rising intonation with *Really?* and *Don't you usually go there on weekends?*
  - use falling intonation with *Where are you off to?* and *How come?*

C Find the grammar

Suggested teaching time:	1–2 minutes	Your actual teaching time:	

- Have students decide which example of the present continuous is about an action in progress now and which one is about future plans.

NOW YOU CAN Talk about habitual activities

A Pair work

Suggested teaching time:	8–12 minutes	Your actual teaching time:	

- Make sure that students use the simple present tense after *usually*. Make sure they use the present continuous to talk about a future action in the last blank.
- Be sure to reinforce the use of the conversation strategies; for example, be sure students show interest as they use a negative question to confirm information.

Don't stop! Extend the conversation. Remind students to express interest by asking follow-up questions. For example: *When do you usually go to [the gym]? How often do you go to [the park]? Where do you [go bike riding]? Which [beach] are you going to? Who(m) are you going with?*

Language and culture
- While grammatically incorrect, using *who* in place of *whom* is very common in spoken English.

ActiveTeach Multimedia Disc • Conversation Pair Work Cards

B Change partners

Suggested teaching time:	8–12 minutes	Your actual teaching time:	

- Pair students up with classmates they don't usually talk to in class. Make sure students play both A and B roles.

EXTRAS (optional)

- Workbook: Exercises 10–15
- Copy & Go: Activity 22

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A Grammar practice Complete the sentences. Use the simple present tense or the present continuous.

1 Brian can't answer the phone right now. He's studying (He / study).
2 How often does she go (she / go) walking?
3 We're playing (We / play) tennis this weekend.
4 He lifts (He / lift) weights three times a week.
5 They're making (They / make) lunch. Can they call you back?
6 How often do you clean (you / clean) the house?
7 I do (I / do) aerobics every day.
8 She's going (She / go) shopping tonight.

B 3:32 **Listening comprehension** 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.

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? I'm going to the beach.

NOW YOU CAN Talk about habitual activities

A Pair work Now change the Conversation Model, using places from the Vocabulary or other places. 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 on .....?
B: Yes. But not this ..... .
A: How come?
B: Because ..... I'm ..... .

Don't stop!
- Ask about the activities your partner does. What do you do at the ___?
- Invite your partner to do something. Why don't we ___ sometime?

B Change partners Practice the conversation again. Use a different place and activity.

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LESSON 3

GOAL Discuss fitness and eating habits

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 talking about their fitness and eating habits. Check the box if the person exercises regularly.

☑ Jessica Miller

☑ Juan Reyneri

☐ Naomi Sato

B 3:36 **Listen for details** Now listen again and circle the words that complete the statements.

Jessica Miller (walks / runs / swims) to stay in shape. She tries to avoid (fatty / salty / spicy) foods. She likes desserts, but she avoids (candy / chocolate / cookies). She always drinks a lot of (soda / juice / water).

To stay in shape, Juan Reyneri goes running and (does aerobics / lifts weights / goes swimming). He eats five or six (small / medium / large) meals each day. He usually avoids sodas and (chips / sweets / fries). He (often / occasionally / never) eats junk food.

Naomi Sato sometimes goes (walking / running / swimming). She doesn't have much time to (cook / exercise / eat). She eats (fish / meat / vegetables) once a week and lots of (soup / candy / salads).

C Discussion

1 Which of the people above do you think are in shape or out of shape? Explain.

2 Whose fitness and eating habits are like your own? Explain.

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 reading the statements in Exercise B. Listen for details, practicing third-person singular endings.

Lesson 3 edownload.ir

LESSON PLAN

BEFORE YOU LISTEN

Warm-up

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Model a response to the warm-up question; for example, *In my opinion it is important to stay in shape. People have to walk more every day and eat more vegetables.*
- You can ask additional questions, such as *What kind of food do people have to eat to stay in shape? What kind of exercise do people have to do to stay in shape?*

Language and culture

LCN **From the Longman Corpus:** *In shape* is most often used in the following phrases: *get in shape, keep in shape,* and *stay in shape.*

LISTENING COMPREHENSION

A Listen for main ideas

Suggested teaching time:	6 minutes	Your actual teaching time:	

- To make sure students understand the new terms *(junk food, avoid, and sweet tooth)*, say and ask:
  Junk food is not healthy because it has lots of oil or sugar. What are some junk foods? (french fries, potato chips, soft drinks, candy)
  If you avoid candy, do you eat candy? (No.)
  If you have a sweet tooth, do you like sweets? (Yes.)
- Write this question on the board: *Does this person exercise regularly?* Have students cover the statements on page 68 and look only at the photo and name as they listen the first time. Then have students check the box if the answer to the question is *yes*.

Language and culture

- *To pig out* is to eat a lot of food, especially food that is bad for you (*junk food*).

AUDIOSCRIPT See page T69.

B Listen for details

Suggested teaching time:	6 minutes	Your actual teaching time:	

- Have students read the statements and listen again.
- To review as a class, have several students read the completed statements aloud.

C Discussion

Suggested teaching time:	4–6 minutes	Your actual teaching time:	

- Model the first response; for example, *I think Jessica Miller is in shape because she runs every day and she eats very healthy food.*

ActiveTeach Multimedia Disc • Learning Strategies

PRONUNCIATION

A Read and listen . . .

Suggested teaching time:	1–2 minutes	Your actual teaching time:	

- Point out that the verbs in the third column have an extra syllable in their third-person singular form.

Language and culture

- When you add an *-s* to words that end with unvoiced sounds /f/, /k/, /p/, and /t/, they have an /s/ sound. When you add an *-s* to words that end in voiced sounds (all vowels, *b, g, l, m, n, r, v,* and *z*), they have a /z/ sound. You add *-es* to all words that end in *ch, sh, ss, x,* and *zz*. The *-es* gives the word an extra syllable.

Option: [+ 5 minutes] Draw the following chart on the board (without the answers). Call out verbs in the third-person singular and have students write them in the correct column.

/s/	/z/	/ɪz/
walks	runs	watches
likes	stays	washes
drinks	avoids	fixes
eats	goes	misses
sleeps	does	
talks	plays	
meets	cleans	
makes		

B Pair work

Suggested teaching time:	2–3 minutes	Your actual teaching time:	

- Circulate to make sure students pronounce the third-person singular correctly.

Option: [+ 5–10 minutes] To practice pronouncing the third-person singular *-s*, have pairs also read the statements with the incorrect alternatives.

ActiveTeach Multimedia Disc • Pronunciation Activities

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LESSON PLAN

AUDIOSCRIPT for page T68 (A Listen for main ideas)

JESSICA MILLER

F: I'm Jessica Miller. I run a lot to stay in shape—about five days a week, for about 45 minutes to . . . oh . . . I'd say an hour and a half for each run. I do that all year round—winter and summer. I try to eat well, too. I eat a lot of greens . . . and a lot of fruit . . . I don't each much meat . . . and I try to avoid fried foods—or foods that are high in fat—as much as possible. But the truth is, with all the running I do, I can pretty much eat anything I want. I always eat breakfast—I never skip it. I think it's an important meal. I like desserts, but I generally avoid candy. Except for chocolate. But if I do eat chocolate, it has to be GOOD chocolate. Oh, and I drink lots of water. Never soda. But lots of water. .

JUAN REYNERI

M: I'm Juan Reyneri. What do I do to stay in shape? As far as exercise goes, I go to the gym and lift weights on Mondays, Wednesdays, and Fridays. And then I run on Tuesdays, Thursdays, and Saturdays. I also try to eat right. I actually eat five or six small simple meals each day, rather than two or three big ones. So you'll always see me munching on something. I generally avoid sodas and sweets, and I drink a large glass of water with each meal. I eat pretty healthy food six days a week and then on Sundays I pig out on junk food—pizza, burgers, ice cream—just about anything I want.

NAOMI SATO

F: Hi. Naomi Sato here . . . Exercise? Well, the truth is I generally don't exercise at all. Occasionally I go for walks with my daughters, but not that often. You know, I'd like to get a lot more exercise, but I really don't have time for it. As far as eating goes, I try to eat right. We eat salmon or some other kind of fish at least once a week and we eat lots of salads. We try to eat fruits and vegetables every day. Luckily my daughters love vegetables, especially broccoli. And unfortunately, I have a sweet tooth—I love cookies. I make cookies with my daughters every weekend.

NOW YOU CAN Discuss fitness and eating habits

A Frame your ideas

Suggested teaching time:	3–5 minutes	Your actual teaching time:	

- Using the scoring chart on the right side of the survey, have students determine the point value for each of their answers and then add up their scores.

B Pair work

Suggested teaching time:	5–8 minutes	Your actual teaching time:	

- To model elaborating on each answer, talk about your answers to the first few survey questions; for example, *I go to the gym every morning at 8:00 A.M. I lift weights and run. I sometimes don't get enough sleep. I have a two-month-old daughter.* Encourage students to elaborate on their answers.

C Group work

Suggested teaching time:	8–10 minutes	Your actual teaching time:	

- Write the first item from the chart on the board. Then write *Are you . . . ?* Elicit the class's help in changing the first item to a question. Then write *Are you in great shape?* Repeat with another question; for example, *Do you eat a lot of junk food?*
- To model the activity, ask the question to different students until you get a positive response. When a student answers *Yes, I am,* write his or her name next to the first item.
- Remind students that they can ask their classmates *How do you spell your first name?*

Don't stop! Extend the conversation. Encourage students to ask each other questions to elaborate on their answers. Some questions students can ask include *What kind of exercise do you do? Where do you [play basketball]? How often do you [swim]? Why do you never sleep more than four hours?* Circulate as students ask questions. Make sure they are not using the third-person singular *-s* when they ask their classmates questions.

D Discussion

Suggested teaching time:	8–12 minutes	Your actual teaching time:	

- Have several students tell the class about one of their classmates.

Option: **[+ 10 minutes]** Give students a minute to review their charts. Then have them close their books. Have volunteers tell the class what they remember about one of their classmates; for example, *Charles eats a lot of junk food.* To confirm that the student remembered correctly, check with the student talked about; for example, *Charles, do you eat a lot of junk food?*

EXTRAS (optional)

- **Copy & Go: Activity 23**

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NOW YOU CAN Discuss fitness and eating habits

A Frame your ideas Take the health survey.

Are you in shape?

Check the statements that are true for you. Then add up your score.

1. ☐ a I exercise regularly.
   ☐ b I hardly ever exercise.
   ☐ c I never exercise.
2. ☐ a I always sleep six hours or more.
   ☐ b I usually sleep five hours or more.
   ☐ c I never sleep more than four hours.
3. ☐ a I avoid junk food.
   ☐ b I sometimes eat junk food.
   ☐ c I eat a lot of junk food.
4. ☐ a I hardly ever eat sweets.
   ☐ b I sometimes eat sweets.
   ☐ c I eat too many sweets.
5. ☐ a I hardly ever watch TV.
   ☐ b I sometimes watch TV.
   ☐ c I watch a lot of TV.

Score

Each **a** answer = **10 points**
Each **b** answer = **5 points**
Each **c** answer = **0 points**

Total points = ____

Points	
40–50	You're in great shape!
30–35	Not bad!
20–25	You can do more!
0–15	You're a couch potato!

B Pair work Compare your answers and scores on the survey.

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
is in great shape.	Dan	goes running every day

Find someone who . . .	Name	Other information
is **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.

"Dan is in great shape. He goes running every day."

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LESSON 4

GOAL Describe someone's routines

BEFORE YOU READ

Preview Look only at the titles, 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

A terrible accident in 1993 made Mark Zupan a quadriplegic and changed his life forever. He cannot move his arms or legs normally, and he has to take medication so his legs don't shake. However, after a lot of hard work, he can now use his arms to move his wheelchair, and he can even stand for a short time and take a few slow steps. Zupan—or Zup to his friends—plays quad rugby—a sport for people in wheelchairs. He's a quad rugby champion, winning a gold medal in the 2008 Paralympic Games. "I dream about running all the time," he says, "but you can't live in the past."

Today, Zupan gives talks and raises money for his sport. Anyone who spends time with him forgets that he's in a wheelchair. He lifts weights at the gym every day. "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."

The 2005 movie *Murderball* made Zupan a star.

Bethany Hamilton

Surfer Bethany Hamilton had a dream. She wanted to be a champion in her sport. But in 2003, she lost her left arm when she was attacked by a shark in Hawaii. Three weeks later, she was surfing again. Because she can only use one arm, she has to use her legs more to help her go in the right direction. She's a strong competitive surfer, winning first place in 2005 in the NSSA National Championships. She appears on TV and writes books about her experience.

Hamilton 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 . . . Just go out there and do it," she says.

Hamilton was attacked by a tiger shark in 2003.

Sources: *Gimp,* HarperCollins, 2006 and cnn.com

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BEFORE YOU READ

Preview

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Have students look at the pictures and read the captions. Ask *What's different about this surfboard? What happened?*
- If necessary, explain the meaning of *wheelchair.*

READING

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Explain that *quad rugby* is short for *quadriplegic rugby. Quadriplegics* cannot move their arms and legs. *Paraplegics* cannot use their legs. Zupan can use his arms, but he does not have normal movement.
- Have students read the articles independently.
- Then have students read the articles again. Pause after each article and ask comprehension questions. Encourage students to find and read the answers from the text:

  Mark Zupan

  When did Mark Zupan have his accident? (In 1993.)
  What's wrong with Mr. Zupan? (He can't move his arms or legs normally.)
  What sport does Mr. Zupan play? (Quad rugby.)
  What does Mr. Zupan do every day? (He lifts weights.)
  How does he stay in shape? (He is careful about his diet and avoids unhealthy and fatty foods.)

  Bethany Hamilton

  What sport does Bethany Hamilton do? (Surfing.)
  When did Ms. Hamilton lose her left arm? (In 2003.)
  What animal attacked her? (A shark.)
  How does she tell people about her experiences? (She appears on TV and writes books.)

Option: **[+ 5 minutes]** If you wish to include the audio, have students read silently while they listen to the paragraphs.

Option: **[+ 10 minutes]** Have students make a list of all the things these people do. Following are examples of what your students can write:

He plays quad rugby.
He gives talks.
He raises money for his sport.
He lifts weights.
He drives a car.
He goes to rock concerts.
He avoids fatty foods.

She surfs.
She appears on TV.
She writes books.
She helps other people.

ActiveTeach Multimedia Disc
- Extra Reading Comprehension Questions
- Learning Strategies

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LESSON PLAN

A Infer information

Suggested teaching time:	5–7 minutes	Your actual teaching time:	

- Remind students that *can* indicates both possibility and ability.
- Have students review their answers in pairs by reading the sentences aloud. Circulate to check their pronunciation of *can* and *can't*.

B Summarize

Suggested teaching time:	6–10 minutes	Your actual teaching time:	

- Remind students that some verbs are not usually used in the present continuous; for example, item 7: *want*.

NOW YOU CAN Describe someone's routines

A Notepadding

Suggested teaching time:	8–10 minutes	Your actual teaching time:	

- To model the exercise, tell students about things you usually do in the morning, afternoon, and evening. Explain things you can't do every day; for example, *I can't go to the gym every day because I don't have time.* Explain things you have to do every day; for example, *I drink coffee every morning. I can't start my day without coffee.* Explain one thing you don't have to do every day; for example, *I don't have to cook every day because sometimes I go to a restaurant.*
- Have students complete the notepad independently.

B Pair work

Suggested teaching time:	6–8 minutes	Your actual teaching time:	

- To help students with their interview questions, write some questions on the board for students to follow:

What are some things you usually do in the morning / afternoon / evening?

What are things you [*can't do every day? / have to do every day? / don't have to do every day?*] *Why?*

- Encourage students to ask follow-up questions. For example:

Do you exercise in the morning?
Do you usually eat breakfast?
When do you wake up?
Where do you [go bike riding]?

Option: **[+ 5 minutes]** When students finish interviewing their partners, have them write notes about their partners' routines. Then they can show the notes to their partners to make sure they remembered the information correctly. This will help prepare them for the next activity.

C Group work

Suggested teaching time:	8 minutes	Your actual teaching time:	

- Have students take turns telling their groups about their partner's routines.

Option: **[+ 10 minutes]** Have students tell the class about one interesting routine their partners have. Take notes and then follow up with questions for the students about their classmates. For example:

Who wakes up at 5:00?
Who studies English every morning?
Who runs every day?
Who has to drink coffee or he can't wake up?
Who doesn't have to wake up early?
Who can't sleep six hours because her baby wakes her up?

Option: **[+ 10 minutes]** Have students write an article about their routines or their partners' routines.

EXTRAS (optional)

- **Workbook: Exercises 16–19**
- **Copy & Go: Activity 24**

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A Infer information Complete the paragraph about Mark Zupan. Use can, can't, or has to.

Zupan ...has to (1)... spend most of his time in a wheelchair, but he ...can (2)... stand up or take a few steps for a short time. He ...can't (3)... go walking or running, but he ...can (4)... play quad rugby. He ...has to (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 ...can (6)... lift weights. He ...can (7)... drive a car using his feet, but he ...can't (8)... use his hands. A lot of people think quadriplegics ...can't (9)... do anything, but Zupan proves that they ...can (10)... .

B Summarize First, complete the paragraph about Hamilton. Use the simple present tense or the present continuous. Then on a separate sheet of paper, write a similar paragraph, summarizing Mark Zupan's routines.

When she surfs, Hamilton ...uses (1 use)... her legs to help her go in the right direction. She ...competes (2 compete)... regularly with the world's top woman surfers, and sometimes she ...wins (3 win)... . In the photo on page 70, she ...'s standing (4 stand)... next to her surfboard, and she ...'s smiling (5 smile)... because she ...'s surfing (6 surf)... again now. Hamilton ...wants (7 want)... to help other people with difficult experiences follow their dreams.

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

NOW YOU CAN Describe someone's 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.

"What are some things you usually do in the morning?"

C Group work Now 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

More Practice
ActiveBook Self-Study Disc
grammar · vocabulary · listening
reading · speaking · pronunciation

A 3:39 **Listening comprehension** 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 jogging.
☐ She exercises regularly.

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

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

B What activities can you do in these places? Write sentences with can.
Answers will vary, but may include the following:

an athletic field	I can play . . . soccer. I can play football. I can play baseball.
a gym	I can lift weights. I can do aerobics. I can exercise.
a park	I can go walking. I can go running. I can ride a bike.

C Choose the best response.

1 "Why don't we go swimming tomorrow?"
a Well, have a great time. (b) Sorry, I can't. I have to work.

2 "Why don't we meet at 8:00?"
a Great! When's good for you? (b) Sure. Sounds great.

3 "What are you up to?"
a I can't. I have to meet my sister. (b) I'm having dinner.

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

3:40/3:41 **Top Notch Pop** "A Typical Day"

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 .....

E **Writing** On a separate sheet of paper, write an interview in which someone asks you about your exercise and health habits.

Q: What do you do to stay in shape?
A: Well, I run every morning and I lift weights.
Q: Where do you usually . . . ?

WRITING BOOSTER ▸ p. 145
- Punctuation of statements and questions
- Guidance for Exercise E

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Review

A Listening comprehension

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have students read the options before they listen.

AUDIOSCRIPT

CONVERSATION 1 [M = Spanish]
F: Hey, why don't we go running together sometime?
M: Good idea. I need to burn some calories.
F: What do you mean? You're in pretty good shape.
M: Well, I eat way too much junk food. And after work I just sit around and watch TV. I think I need to start exercising again.
F: Then let's start tomorrow!

CONVERSATION 2
F: Fred! What are you doing here?
M: Angela! What a surprise! I never see you here. Do you come to the park often?
F: I'm afraid not. This is my first time in months.
M: So you don't jog regularly?
F: You know me. I'm basically a couch potato. But everyone has to change sometime, right?

CONVERSATION 3
F: So what do you do to stay in shape?
M: Not much, actually. I'm just one of those people who can eat and eat and never get fat.
F: I wish I could do that! If I'm not careful about the calories, I'm in big trouble.
M: Don't you do anything to stay in shape?
F: Me? No way.

CONVERSATION 4
F: Did you read about this blind athlete, Dave Heeley?
M: No. What does he do?
F: He's a runner. He runs in marathons all over the world.
M: How can he do that if he can't see?
F: Well, he has to get help from another runner who can see. But from what I hear, the other runner has to work really hard to keep up with him!

B What activities can you do . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	

- Tell students to write at least three sentences for each place. A variety of answers are possible. Students can use activities from page 62 or their own activities.
- Have students share their sentences in pairs.

C Choose the best response.

Suggested teaching time:	2–3 minutes	Your actual teaching time:	

- Have students check their answers by reading the conversations with a partner.

D Answer the questions . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	

- Make sure students use the simple present tense for items 1 and 2, and the present continuous for item 3.
- To review, have students take turns reading the questions and their answers with a partner.

E Writing

Suggested teaching time:	15–20 minutes	Your actual teaching time:	

- To get started, brainstorm interview questions with the class and write them on the board. For example:
  What do you do to stay in shape?
  Do you go to a gym?
  Where do you usually exercise?
  Do you eat junk food?
  What foods do you avoid?
  How often do you exercise?
  How much TV do you watch?
- Encourage students to use the frequency adverbs on page 66. Remind students to use the simple present tense.

Option: **[+ 20 minutes]** Have students interview a classmate and then write a summary of their partner's exercise and health habits.

Option: WRITING BOOSTER (Teaching notes p. T145)

ActiveTeach Multimedia Disc • **Writing Process Worksheets**

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ORAL REVIEW

Before the first activity, give students a few minutes of silent time to explore the picture and become familiar with it.

Contest

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Ask *What are Karen and Andy doing in the pictures?* Students can answer:

Andy's playing soccer.
He's lifting weights.
He's playing tennis.
He's going bike riding.
He's eating.
Karen's exercising.
She's running.
She's eating.
She's shopping.
She's swimming.
She's sleeping late.

- Give teams time to write questions with *how often.*
- Help students decide if questions and answers are correct.

Option: **[+ 5 minutes]** To extend the activity, have students work in pairs and ask their partners how often they do the activities in the pictures. For example: A: *How often do you play soccer?* B: *I hardly ever play soccer. How about you?*

Pair work

Suggested teaching time:	4 minutes	Your actual teaching time:	

- Give students time to read the planners. Ask:
  When is Andy eating breakfast on Saturday? (At 9:00.)
  Who is Andy meeting at the airport? (His Dad.)
  What is Andy doing at 11:00 on Sunday? (The laundry.)
  Where is Karen going on Sunday morning? (The pool.)
  What is Karen doing with Diane at 12:00 on Saturday? (She's eating lunch with Diane.)

Option: **[+ 5 minutes]** Challenge your students by reading some statements and having students decide if they are true or false. If a statement is false, the student should correct it. For example:

Teacher: *Karen's eating lunch with Diane.*
Student A: *True.*
Teacher: *Karen's going to the pool on Saturday morning.*
Student B: *False. She's going to the pool on Sunday.*

Option: **[+ 10 minutes]** In pairs, students write six true / false statements about Karen and Andy, using the planners. Divide the class into groups of four. One pair reads their statements to the other pair, who says *True* or *False*. Students correct false statements.

A: *Karen is not exercising on Saturday morning.*
B: *True.*
A: *Andy is eating breakfast with Karen on Sunday morning.*
B: *False. He's eating breakfast with his Dad.*

Role play

Suggested teaching time:	4–5 minutes	Your actual teaching time:	

- Review the language students have learned to make plans and extend and decline invitations:

Making plans:
Why don't we [go bike riding]?
Are you free at [10:00] on [Sunday morning]?
Would you like to [play tennis] with me?
When's good for you?
How about [Sunday at 10:00]?

Saying you're not free:
Sorry, I can't. I have to [have breakfast with my Mom].
I'd love to go, but I'm busy. I have to [study].

Possible responses...

A: Hey Andy. Where are you off to? **B:** Hi Diane. I'm eating breakfast with Craig. Where are you going? **A:** I'm going to my Mom's house. **B:** Why don't we go bike riding sometime? **A:** Sure. I'd love to. When's good for you? **B:** Sunday morning at 9:00? **A:** I'm sorry I can't. I'm eating breakfast with my Dad. How about at 12:00? **B:** Sorry, I can't. I'm eating lunch with my friend Pat. How about after lunch? At 2:00? **A:** Sure! That's perfect! Let's meet in front of the park. **B:** Sound great! See you then.

Option: Oral Progress Assessment

Use the illustration for an oral test. Point to the people and ask present continuous questions, such as *What is she doing right now?* Students should make statements using the present continuous. Evaluate students on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.

ActiveTeach Multimedia Disc • Oral Progress Assessment Charts

Option: *Top Notch* Project

Have groups of students design a poster with five important health habits.

Idea: Students vote on the five most important habits. Each student can vote only five times. Circle the five habits with the most votes.

- Some examples of good health habits are:

Exercise regularly.
Avoid junk food / sweets.
Get enough sleep.
Eat a lot of fruits and vegetables.
Eat small meals.
Drink a lot of water.
Eat fish often.

EXTRAS (optional)

- Complete Assessment Package
- Weblinks for Teachers: pearsonlongman.com/topnotch/

And on your ActiveTeach Multimedia Disc:
Just for Fun
Top Notch Pop Song Activities
Top Notch TV Video Program and Activity Worksheets
Supplementary Pronunciation Lessons
Audioscripts
Unit Study Guides

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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.

Pair work 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 . . .

Andy

sometimes / after work

three times a week

sometimes / Sunday morning

on weekends

hardly ever

Karen

twice a week

every morning

always

twice a month

usually / on weekends

sometimes / on weekends

ANDY'S PLANNER

Sat	
9	breakfast with Craig
10	
11	meet Dad at airport
12	
Sun	
9	breakfast with Dad
10	
11	do laundry
12	

KAREN'S PLANNER

Sat	
9	
10	breakfast with Mom
11	
12	lunch with Diane
Sun	
9	
10	meet Diane at pool
11	
12	lunch with Pat

NOW I CAN...

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

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UNIT 7

On Vacation

Preview

GOALS After Unit 7, you will be able

1. Greet someone arriving from a trip.
2. Ask about someone's vacation.
3. Discuss vacation preferences.
4. Describe good and bad travel experie

TRAVEL SPECIALS *Guaranteed! Your money refunded if your flight or cruise is canceled.*

Tour Europe in 10 days

Fly to London on July 15.

Take pictures at London's Buckingham Palace.

Visit the Eiffel Tower in Paris and ride a boat on the Seine.

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

See Barcelona's beautiful Guell Park

Enjoy Vienna's famous desserts. Walk along the old Berlin Wall.

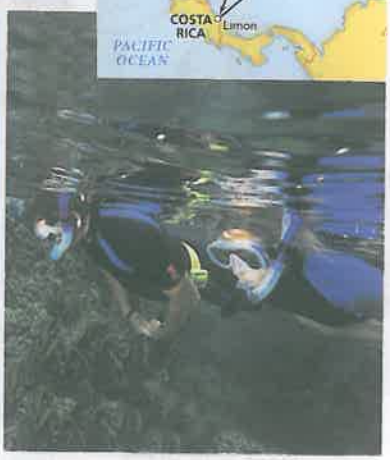
Fly back home on July 25.

10-night Caribbean Cruise

Leave from Miami on July 15.

Swim in our heated pool ... or just lie in the sun all day. Eat in our excellent restaurants. And at night, watch a movie or a show ...

Go windsurfing in Montego Bay.



Go snorkeling in Cozumel. Explore a beautiful beach in Costa Rica.

Return to Miami on July 25.

A Pair work 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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UNIT 7

On Vacation

Preview

LESSON PLAN

Before Exercise A, give students a few minutes of silent time to observe the brochures.

Language and culture

- The guard in the first photo is called a *Beefeater.* Beefeaters guard the palace in London where the Queen of England lives.
- The Eiffel Tower is located in Paris, France.
- The Seine River is in Paris, France.
- The Coliseum is a ruin from Roman times. It is located in Rome, Italy.
- The Berlin Wall is the wall that divided the German city of Berlin into two states from 1961 to 1990.

Option: **[+ 5 minutes]** Ask questions about the ads:
Where is Buckingham Palace? (In London.)
Where is Guell Park? (In Barcelona.)
What is the city of Vienna famous for? (Its desserts.)
Where is a good place to go windsurfing? (Montego Bay, Jamaica.)
Where can you go snorkeling with dolphins? (Cozumel, Mexico.)

A Pair work

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Ask students:
  What cities does the tour visit in Europe?
  What activities can you do on the tour of Europe?
  What countries does the cruise visit in the Caribbean?
  What activities can you do on the Caribbean cruise?

Option: **[+ 5 minutes]** Challenge your students. Have them compare answers by mentioning what they like to do and suggesting vacations to each other. For example:
A: *I need a vacation. I like history and culture. Any suggestions?*
B: *What about Italy? You can see the Coliseum and visit St. Mark's Square.*

Language and culture

- In British English, a *vacation* is called a *holiday.* In American English, a *holiday* is a day of celebration and/or commemoration of an event.

B Discussion

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To model an answer to the question, say *I'd like to take the Caribbean Cruise. I like physical activities. I like to swim and go watch a movie.*

Option: **[+ 5 minutes]** Ask more questions to compare the two vacations. For example:
Which vacation is better in July?
Which vacation is better in January?
Which vacation is more fun for teenagers?
Which vacation is more fun for families with young children?

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C Photo story

Suggested teaching time:	10–12 minutes	Your actual teaching time:	

- After students read and listen, ask:
  When did Cindy come home from her trip? (Yesterday.)
  How was her trip? (Great.)
  How was the weather? (Perfect.)
  How was the food? (Incredible.)
  Did she go windsurfing? (Yes.)
  Did she go shopping? (No.)
  Did she go snorkeling? (Yes.)

Language and culture

LCN **From the Longman Corpus:** *Get back* is less formal than *return* and is used more frequently in spoken American English.

D Focus on language

Suggested teaching time:	2–4 minutes	Your actual teaching time:	

- Model the pronunciation of the underlined expressions. Have students repeat after you.
- To review, have students read their phrases aloud.

Language and culture

- In this context, *incredible* means *very good*. However, it can also mean *too strange to believe* or *very difficult to believe* and have a negative meaning. For example:
  A: *The flight was delayed five hours, and they lost our luggage.*
  B: *Incredible!*
- *Cool* has several different meanings. As a casual expression, it means *very good;* for example, *The cruise was cool.* In the Photo story, *cool* means *That's great news,* or *I'm glad to hear that.* However, when talking about temperature, *cool* means *a little cold;* for example, *The days were warm and the evenings were cool.*

E Think and explain

Suggested teaching time:	5–7 minutes	Your actual teaching time:	

- To review, have students compare their answers in pairs as you circulate to answer any questions.

Option: **[+ 5 minutes]** To personalize these new expressions, ask follow-up questions; for example:
What is <u>your kind of vacation</u>? (I travel. I do nothing. I see my friends.)
What is something you <u>can't wait for</u>? (The weekend, summer vacation, the next song by [Alicia Keys], basketball season, etc.)

F Discussion

Suggested teaching time:	8–10 minutes	Your actual teaching time:	

- Have students take notes before discussing.
- Encourage students to explain their opinions.

G Pair work

Suggested teaching time:	10–12 minutes	Your actual teaching time:	

- Tell students that they can check more than one box.

Option: **[+ 5 minutes]** For further discussion, show a world map and ask students *Where would you like to go for vacation?* Have students talk about places they would like to visit and why.

EXTRAS (optional)

- **Workbook: Exercises 1–3**

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C Photo story

4:02 Read and listen to a phone call from someone returning from a trip.

Cindy: Hi, Rick. I'm home!

Rick: Cindy! When did you get back?

Cindy: Just yesterday.

Rick: And did you have a good time?

Cindy: I just loved it. I really needed a vacation!

Rick: So, tell me all about your cruise!

Cindy: Well, the people were really great. The food was incredible. And the weather was perfect.

Rick: And what did you do all day?

Cindy: Plenty. In Montego Bay, I went windsurfing. And I had a lot of fun snorkeling in Cozumel.

Rick: Cool!

Cindy: But most of the time I just enjoyed the sun and did absolutely nothing!

Rick: Now that's my kind of vacation!

Cindy: I can't wait for the next one.

Rick: Well, welcome home.

D Focus on language

Look at the underlined words and expressions in the Photo Story.

1 Find an expression that means "come home."
get back .

2 Find three words that mean "very good."
incredible
perfect
cool

E Think and explain

Complete the statements.

Answers will vary, but may include the following:

1 When Rick says, "Now that's my kind of vacation!" he means that is the kind of vacation he likes .

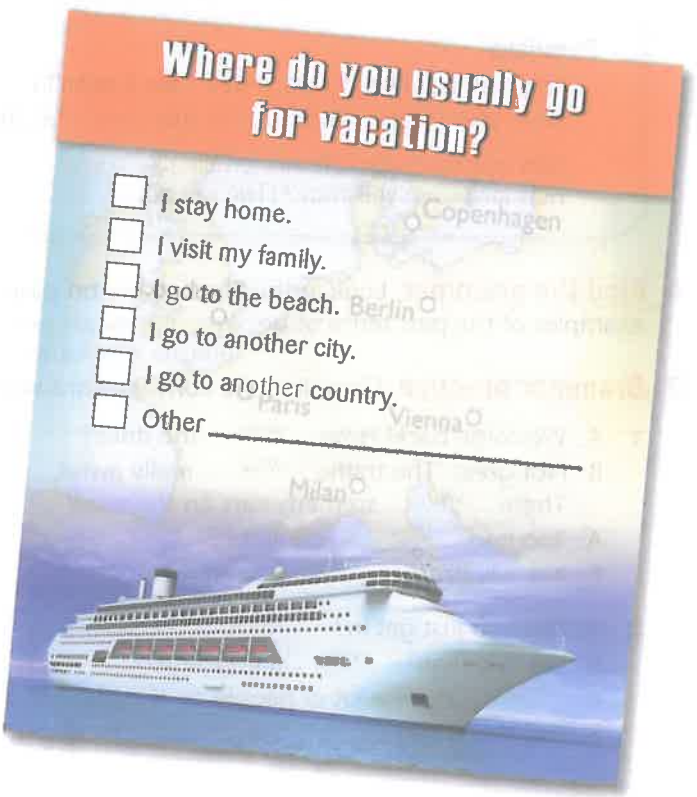
2 When Cindy says, "I can't wait for the next one," she means she wants to do it again .

F Discussion

Which part of Cindy's vacation is "your kind of vacation"?

G 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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LESSON 1

GOAL Greet someone arriving from a trip

CONVERSATION MODEL

A 4:03 Read and listen to someone greeting a person arriving from a trip.

A: Welcome back!
B: Thanks.
A: So, how was the flight?
B: Pretty nice, actually.
A: That's good. Can I give you a hand?
B: That's OK. I'm fine.
A: Are you sure?
B: Absolutely. Thanks!

B 4:04 **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.

GRAMMAR *The past tense of be: Review*

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

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

Questions

Was your flight long? (Yes, it was. / No, it wasn't.)
Were your friends with you? (Yes, they were. / No, they weren't.)

How was the traffic? (It was terrible.)
How long were you away? (Two weeks.)

GRAMMAR BOOSTER ▸ p. 134
• *The past tense of be: form*

A Find the grammar Look at the Photo Story on page 75. Find three examples of the past tense of be. Well, the people were really great; The food was incredible; And the weather was perfect.

B Grammar practice Complete the conversations with the affirmative or negative past tense of be.

1 A: Welcome back! How ...was... the drive?
B: Not great. The traffic ...was... really awful. There ...were... so many cars on the road!
A: Too bad. ...Were... you alone?
B: No. My brother ...was... with me.

2 A: Did you just get in?
B: Yes. My flight ...was... a little late.
A: ...Were... there a lot of people on the plane?
B: No, there ...weren't... .

3 A: Where ...were... you last week?
B: We ...were... on a cruise.
A: Really? How ...was... it?
B: It ...was... pretty short. Only three days!

4 A: So, how ...was... your parents' trip?
B: Actually, it ...wasn't... too great.
A: What happened?
B: Their train ...was... four hours late, so they ...were... really tired.

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CONVERSATION MODEL

A Read and listen . . .

Suggested teaching time:	1–2 minutes	Your actual teaching time:	

These conversation strategies are implicit in the model:
- 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 That's OK. I'm fine.
- Confirm that an offer is declined with Are you sure?
- Use Absolutely to confirm a response.

- Have students look at the photo. Ask *Where are the people?* (In an airport.) *What are they doing?* (Greeting each other and talking.)

Language and culture
- *Pretty* is a common spoken intensifier, but it is not used in formal writing. It means *quite* or *kind of.*
- *That's OK, I'm fine* is a more polite way to turn down an offer of help than *No, thanks.*
- In English-speaking countries, it is common to offer help two times. It's traditional to stop offering help after someone has declined assistance twice.

LCN **From the Longman Corpus:** This use of *I'm fine* to decline help from someone is very common in spoken American English and is often used by customers when declining assistance from sales clerks.

B Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Have students repeat each line chorally. Make sure they:
  - use rising intonation with *Can I give you a hand?* and *Are you sure?*
  - use falling intonation with *So, how was the flight?*
  - accurately imitate the intonation of *That's good.*

GRAMMAR

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- After students read the information in the Grammar box, ask *How is the weather today?* Write a sentence with *is* and an adjective on the board: *Today the weather is [nice].* Then ask *How was the weather yesterday?* Write a sentence with *was* and an adjective on the board: *Yesterday the weather was [terrible].* Ask *What is the past tense of is?* (Was.) *What is the past tense of are?* (Were.)
- Model the pronunciation of the contractions *wasn't* and *weren't.* Have students repeat after you.
- Make sure students understand when to use *There was* and *There were.* Ask the class to turn to page 61 and look at the Oral Review picture for Unit 5 again. Have them study the picture for 30 seconds and then close their books. Ask *What was there in the picture?* Have students answer in complete sentences. Write a few of their sentences on the board. Write singular examples in one column and plural examples in another. For example:

Singular	Plural
There was a flat-screen TV.	There were two women in the kitchen.
There was a vacuum cleaner.	There were phones.

Option: GRAMMAR BOOSTER (Teaching notes p. T134)

ActiveTeach Multimedia Disc • Inductive Grammar Charts

A Find the grammar

Suggested teaching time:	1–2 minutes	Your actual teaching time:	

- Point out that the Photo Story has several examples of other past tense verbs; students are only looking for the verb *be.*

B Grammar practice

Suggested teaching time:	7–9 minutes	Your actual teaching time:	

- Write on the board *My flight was a little late.* Then ask *What's the subject?* (flight) *Is* flight *singular or plural?* (singular) *Do you use was or were?* (was)
- Have students underline the subjects for each item before they complete the statements and questions. (1 drive, traffic, cars, you, my brother; 2 flight, people; 3 you, We, it, it; 4 trip, it, train, they)
- To check their work, students read the conversations with a partner.

Option: **[+ 5 minutes]** For further practice, have students describe a vacation they took.
- Write on the board:

amazing	terrific	pretty bad
incredible	great	terrible
awesome	pretty good	awful

- Have students use the adjectives on the board and the past tense of *be* to describe a trip they took; for example, *The food was incredible. The weather was terrible. The trip was short. The activities were cool.*
- Then have students use *There was* and *There were* to write a few more sentences about the vacation they described in the optional activity above. For example:
  There was a great museum.
  There was a beautiful beach.
  There were incredible restaurants.
  There were lots of activities.

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LESSON PLAN

VOCABULARY

A Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

- After students listen and repeat, point out the *intensifiers* with each Vocabulary word. They have similar meanings, but some are stronger than others. Point out that *really, so,* and *very* are stronger in meaning.

Option: **(+ 5 minutes)** Read the definitions that follow. Have students identify the adjective that's defined.

with beautiful views all around (scenic)
making you feel afraid or nervous that something bad might happen (scary)
not interesting or fun (boring)
jumping and moving a lot (bumpy)
nice to sit in (comfortable)

ActiveTeach Multimedia Disc • Vocabulary Flash Cards

B Pair work

Suggested teaching time:	2 minutes	Your actual teaching time:	

- To prepare students for the activity, ask:
  Was your last trip a flight, a drive, a cruise, a train trip, or a bus trip?
  Was it comfortable?
  Was it scenic?
  Was it boring?
  Was it bumpy?
  Was it scary?
  Was it short or long?
- Students can answer *Yes, it was. / No, it wasn't.* or *It was short / long.*
- Give students a few minutes to think about a trip they took and write down some notes. Then have students talk in pairs about their trips.

NOW YOU CAN Greet someone arriving from a trip

A Pair work

Suggested teaching time:	10–13 minutes	Your actual teaching time:	

- Model the activity with a more confident student.
- Point out how to respond to the positive adjectives with *That's good!* and to the negative adjectives with *That's too bad!* Practice first by asking students to respond to your statements with the appropriate response.
  T: *It was pretty scenic.* S: *That's good!*
  T: *It was kind of long.* S: *That's too bad!*
- Be sure to reinforce the use of the conversation strategies; for example, be sure students show gratitude while confirming their response declining assistance.

Don't stop! Extend the conversation. Encourage students to ask more questions about their partners' trips. As a class, brainstorm some questions. For example:

Was your drive long / short?
Was your trip bumpy?
Were your friends with you?
Were there many stops?
Was the food good?
How was the weather?
Was it scenic?
Was it boring?

ActiveTeach Multimedia Disc • Conversation Pair Work Cards

B Change partners

Suggested teaching time:	10–13 minutes	Your actual teaching time:	

- To review, ask a few students to tell you about their partners' trips. Your students can say *[David]'s trip was pretty bad. The trip was kind of long. The food was terrible. The flight was not very comfortable.*

EXTRAS (optional)

- Workbook: Exercises 4–8
- Copy & Go: Activity 25

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VOCABULARY *Adjectives to describe trips*

4:05

A Read and listen. Then listen again and repeat.

It was so **comfortable.**

It was quite **scenic.**

It was really **boring.**

It was kind of **bumpy.**

It was pretty **scary.**

It was rather **short.** / It was very **long.**

Intensifiers
so
pretty
really
quite
very
kind of
rather

B Pair work Use the adjectives and intensifiers in the Vocabulary to describe a trip you took.

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

Types of trips
a flight
a drive
a [bus / train] trip
a cruise

NOW YOU CAN Greet someone arriving from a trip

A Pair work Greet someone arriving from a trip. Change the Conversation Model, using the adjectives and intensifiers and the past tense of be. Then change roles.

A: Welcome back!
B: ..... .
A: So, how was the .....?
B: ....., actually.
A: That's ..... . 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 Greet someone arriving from another type of trip. Use other adjectives from the Vocabulary. Ask more questions.

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LESSON 2

GOAL Ask about someone's vacation

GRAMMAR The simple past tense: Review

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

Did he **have** a good time? (Yes, he did.)
Did they **cancel** your flight? (No, they didn't.)

Where **did** you **go**? (We went to Italy.)
When **did** they **get back**? (On Tuesday.)
What **did** she **do** every day? (She visited museums.)
How many countries **did** you **see**? (Three.)

Regular verbs: spelling

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

4:06 **Some irregular verbs**

buy	bought	find	found	leave	left	sleep	slept
come	came	fly	flew	lose	lost	spend	spent
do	did	get	got	meet	met	steal	stole
drink	drank	go	went	ride	rode	swim	swam
eat	ate	have	had	see	saw	take	took

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.
Circle all the verbs in the simple past tense. Which are irregular verbs?

B Grammar practice Complete Joan's postcard with past forms of the verbs.

Dear Angela,

We're here! The flight ___was___ (1 be) nice, and it ___wasn't___ (2 not / be) too long. I ___slept___ (3 sleep) the whole time. Yesterday, we ___went___ (4 go) swimming. We ___ate___ (5 eat) fresh seafood and ___drank___ (6 drink) coconut milk from coconuts right off the trees. In the evening, we ___had___ (7 have) a wonderful dinner. The service ___was___ (8 be) great, and the waiters ___were___ (9 be) really nice. After the meal, a music band ___played___ (10 play), and we ___met___ (11 meet) some very nice people at the next table. We ___didn't leave___ (12 not / leave) until after midnight. We ___had___ (13 have) such a good time! This morning, we ___walked___ (14 walk) into town and ___bought___ (15 buy) postcards. More later!

Joan

Angela Meyer
55 White Street
Belleville, NY 10514
USA

C Pair work Write five questions about Joan's vacation, using the simple past tense.
Then practice asking and answering your questions with a partner.
Answers will vary, but may include the following:
Example:

1 Did she have a good flight?
2 What did they do yesterday?
3 Did they have a nice dinner?
4 When did they leave the restaurant?
5 What did they do this morning?

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GRAMMAR

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- After students read the main section of the Grammar box, have them read the lists of regular and irregular verbs. Then model the words and have students repeat.
- Have students look at the spelling rules for regular past tense verbs. Explain that you change the *y* to *i* when the verb ends with a consonant + *y*. You do not change the *y* when the verb ends in vowel + *y*. For example:

  study → studied play → played
  try → tried enjoy → enjoyed
  apply → applied stay → stayed

- Have students look back at the list of activities on page 62. Have them make an *X* next to the activities they did yesterday. Then have students write a sentence with each activity. For example:

  I slept until 9:00 A.M. yesterday.
  I read yesterday afternoon.
  I talked on the phone yesterday.
  I went walking.

- Students can use the same list of activities to ask and answer simple past tense *yes / no* questions with a partner. For example:

  Did you sleep late yesterday?
  Did you watch TV yesterday?
  Did you play golf yesterday?

- Students answer *Yes, I did* or *No, I didn't.*
- To review, ask a few *yes / no* questions such as the ones above. When a student answers *Yes, I did*, follow up with an information question. For example:

  How long did you sleep?
  What did you watch?
  Who did you talk to?
  Where did you go shopping?
  When did you take a shower?

Some irregular verbs

- Have students listen and repeat.

Language and culture

- *Read* (/rid/) is an irregular verb. The past tense of *read* is *read* (/red/). The spelling is the same, but the pronunciation is different.

Option: GRAMMAR BOOSTER (Teaching notes p. T135)

ActiveTeach Multimedia Disc • Inductive Grammar Charts

A Find the grammar

Suggested teaching time:	2–4 minutes	Your actual teaching time:	

- Have students draw two columns on a sheet of paper with *Regular verbs* as one heading and *Irregular verbs* as the second heading. After students circle the verbs in the Photo Story, have them write the verbs in the correct column. They may need to refer to the Grammar box to decide if a verb is regular or irregular. For example:

Regular verbs	*Irregular verbs*
loved	did-get
needed	did-have
enjoyed	were
	was (x2)
	did-do
	went
	had

B Grammar practice

Suggested teaching time:	5–7 minutes	Your actual teaching time:	

- To check their work, students read the postcard aloud to a partner. Ask a few questions about Joan's vacation:

  What did she eat?
  What did she drink?
  What did she do?
  What did she buy?

Option: **[+ 10 minutes]** Challenge your students. Have them think about their last vacations. With a partner, have them ask and answer questions. You may want to have the class first brainstorm questions to ask. Your students can ask:

Where did you go?
What did you do?
Who did you meet?
What did you eat?
What did you drink?
Did you have a good time?

C Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Point out that the questions can be *yes / no* questions *(Did you . . . ?)* or information questions *(What / Where / When did you . . . ?)*.
- Remind students to use the base form of the verb with *did*.
- To check their work, have students read the questions with a partner.

Option: **[+ 5 minutes]** Extend the activity by having pairs create answers to the questions. Review answers as a class.

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D Grammar practice

Suggested teaching time:	4 minutes	Your actual teaching time:	

- Brainstorm possible sentences with the class before students begin to write. You might want to use the brochure on page 74 for ideas.

PRONUNCIATION

Listen to the pronunciation . . .

Suggested teaching time:	1–2 minutes	Your actual teaching time:	

- If helpful, explain that *-ed* is pronounced as:
  - /d/ after voiced sounds. The voiced sounds are /b/, /g/, /z/, /v/, /ʒ/, /ʤ/, /m/, /n/, /ŋ/, /l/, /r/, and /ð/. With voiced sounds, you feel a vibration when you put your hand on your throat and say them.
  - /t/ after the voiceless sounds /p/, /k/, /s/, /f/, /ʃ/, /ʧ/, and /θ/. With voiceless sounds, there's no vibration when you put your hand on your throat and say them.
  - /ɪd/ after /t/ and /d/. Point out that when you pronounce these endings, you split the word before /d/ or /t/ so that the ending begins with a consonant: visi/ted, nee/ded, wai/ted.

FYI: See the pronunciation chart in the Unit Study Guides folder on the *ActiveTeach Multimedia Disc.*

Option: **[+ 10 minutes]** On a sheet of paper, have students make three columns with the headings /d/, /t/, and /ɪd/. Read the words from the chart below in random order. Students listen for which ending is being used and write the word in the correct column.

/d/	/t/	/ɪd/
cleaned	packed	wanted
arrived	walked	needed
changed	liked	waited
called	watched	lifted
stayed	missed	avoided
enjoyed	stopped	visited

ActiveTeach Multimedia Disc • Pronunciation Activities

CONVERSATION MODEL

A Read and listen . . .

Suggested teaching time:	1–2 minutes	Your actual teaching time:	

This conversation strategy is implicit in the model:
- Show enthusiasm with No kidding! and Tell me more.

- Point to the woman in the photo. Say *She's describing her vacation. Do you think she had a good time?* (Yes.)
- After students read and listen, ask:
  Where did she go on vacation? (Paris.)
  How was the trip? (Fantastic.)
  Where did she stay? (In a nice hotel.)
  Was the food good? (Yes.)

B Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Have students repeat chorally. Make sure they:
  - use emphatic stress on *kid* in *No kidding!*
  - pause after *Fantastic.*

NOW YOU CAN Ask about someone's vacation

A Pair work

Suggested teaching time:	10–12 minutes	Your actual teaching time:	

- Have students look at the travel posters. Ask questions about each location. For example:
  What can you do in Perth, Australia? (Go surfing, play on the beach.)
  Where are the Great Pyramids? (In Egypt.)

Language and culture
- A *Broadway play* is a big production play on or near the famous street called Broadway in New York City.

- Be sure to reinforce the use of the conversation strategy; for example, be sure students express *No kidding!* and *Tell me more* with enthusiasm.

Don't stop! Extend the conversation. Brainstorm with students other questions they can ask each other. Write their ideas on the board. For example:
Did you visit [the Pyramids]?
Did you [take pictures / go shopping]?
What did you do every day?
Where did you go?
When did you get back?

- Model the conversation with a more confident student. Play the role of Student A. For example:
  T: *Were you on vacation?*
  S: *Yes, I was. I went to New York.*
  T: *You're kidding! Did you have a good time?*
  S: *Yes! I went shopping and saw a Broadway play.*
  T: *That sounds great. Tell me more. What play did you see?*

ActiveTeach Multimedia Disc • Conversation Pair Work Cards

B Change partners

Suggested teaching time:	10–12 minutes	Your actual teaching time:	

- After their conversations, review by asking a few students to tell you about their partners' vacations.

Option: **[+ 5 minutes]** Have students write several sentences about their partners' vacations.

EXTRAS (optional)

- **Workbook: Exercises 9–13**
- **Copy & Go: Activity 26**

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D Grammar practice Imagine that you just got back from one of the vacations on page 74. On a separate sheet of paper, write at least five sentences describing what you did, using the simple past tense.

We left Miami on July 15. . . .

PRONUNCIATION *The simple past tense ending: Regular verbs*

4:07 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	watched	visited
rained	cooked	needed
called	stopped	waited

Be careful!
rained = /reɪnd/ NOT /reɪnɪd/
watched = /watʃt/ NOT /watʃɪd/

CONVERSATION MODEL

4:08 **A** 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.

4:09 **B Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.

NOW YOU CAN Ask about someone's vacation

A Pair work Change the Conversation Model, using the vacation ads and positive adjectives. Then change roles.

A: Were you on vacation?
B: Yes, I was. I ..... .
A: .....! Did you have a good time?
B: ..... . I ..... and ..... .
A: That sounds ..... . Tell me more.

Positive adjectives

incredible	terrific
fantastic	wonderful
great	perfect

Don't stop! Ask and answer more questions, using the simple past tense.

Did you ___? Where ___?
What ___? When ___?

B Change partners Practice the conversation again about a different vacation.

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LESSON 3

GOAL Discuss vacation preferences

BEFORE YOU READ

A 4:10 **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:
boring fantastic
cool scenic

B **Pair work** Use the Vocabulary to describe one of your vacations.

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

READING

4:11

World Traveler *Did you have a good time?*

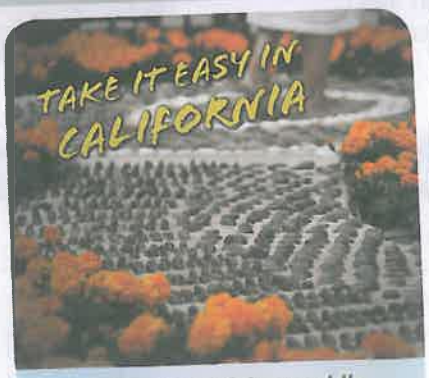
Our readers share their experiences on our most popular vacation packages.

Go skiing and snowboarding in Valle Nevado

Just 60 kilometers / 37 miles from Santiago

"We just got back! There was nothing but sun and snow, but there was plenty to do. Every morning, we went skiing in the cool weather of Valle Nevado. We swam every day in a heated pool and worked out in an incredible gym. The shopping was terrific! And there were so many great restaurants to choose from. Oh, and I almost forgot…the views of the Andes Mountains were amazing!"

—Alison Nack, Montreal, Canada



Enjoy some of the world's top spas

Luxury and service at prices you can afford

"Back home, we work very hard, and we really needed a vacation. The staff at the spa knew just how to take care of us. My wife and I walked through Asian gardens and swam in a beautiful pool. We also enjoyed excellent healthy meals every day. We loved our spa vacation in Southern California. It was really hard to go back home!"

—Kenji Watanabe, Nagoya, Japan

Learn about another culture and help the world

No experience necessary

"My vacation in Tajikistan lasted twenty-six days, and we helped to build new homes for ten of those days. 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 really well. In the end we felt really good. I'd definitely do it again!"

—Arturo Manuel Reyes, Monterrey, Mexico

Sources: skitotal.com; seamountain.com; habitat.org

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BEFORE YOU READ

A Vocabulary

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Have students look back at the travel ads on pages 74 and 79. Ask which vacations look *relaxing*, *exciting*, *interesting*, or *unusual*.
- Ask *Which adjective means the opposite of both* exciting *and* interesting? (boring)

Language and culture

From the Longman Corpus: *Exciting* is one of the 2,000 most frequent words in spoken American English. *Interesting* is one of the 1,000 most frequent words.

ActiveTeach Multimedia Disc • Vocabulary Flash Cards

B Pair work

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Give students a couple of minutes to think about a relaxing / exciting / interesting / unusual vacation they had and write down some notes about what they did on the vacation.

Option: **[+ 5 minutes]** Extend the activity by matching students up with new partners. Have students tell their new partners about their original partners' vacation.

READING

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Have students look at the photos. Ask *Which vacation looks relaxing? Which vacation looks exciting? Which vacation looks interesting? Which vacation looks unusual?*
- If possible, have students locate the three different vacation destinations on a world map before they read.
- After students read all of the experiences, have them read them again. After each experience ask the following questions:

Valle Nevado
Where did they go? (Valle Nevado in the Andes Mountains.)
What did they do? (They went skiing. They swam. They worked out. They went shopping. They ate in restaurants.)
Did they have a good time? (Yes.)
Was it scenic? (Yes.)

California
Where did they go? (To a spa in California.)
What did they do? (They walked through gardens and went swimming. They ate healthful food.)
Did they have a good time? (Yes.)
Was it relaxing? (Yes.)

Tajikistan
Where did they go? (To Tajikistan.)
What did they do? (They helped build new homes. They went sightseeing. They bought souvenirs.)
Did they have a good time? (Yes.)
How long was the vacation? (26 days.)
Was it interesting? (Yes.)

- To relate the Reading to students' own lives, ask questions such as:
  Do you ever go snowboarding? Do you want to? Why or why not?
  Do you ever go to spas? Is it relaxing?
  Do you ever do volunteer work? What do you do?

Language and culture

- A *souvenir* is an object you keep to remind you of a special occasion or place you have visited.

Option: **[+ 10 minutes]** To extend the activity, have students listen to audio of the Reading. Pause after every few statements and have students repeat, imitating the intonation and pronunciation of the speaker.

Option: **[+ 10 minutes]** Draw the following chart on the board (without the verb phrases) and have students copy it. For each vacation package, have students find and list the activities.

Valle Nevado	*Spa in California*	*Global Village Project*
go skiing	go walking	help build new homes
go snowboarding	go swimming	go sightseeing
go skiing	eat healthful food	buy souvenirs
swim		get to know the other volunteers
work out		
go shopping		
eat in restaurants		

ActiveTeach Multimedia Disc • Extra Reading Comprehension Questions
• Learning Strategies

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LESSON PLAN

A Activate language from a text

Suggested teaching time:	4–5 minutes	Your actual teaching time:	

- Have students underline the three phrases in the Reading.
- Ask students which of the expressions on page 81 means:
  We had many activities. (There was plenty to do.)
  I didn't want to end the vacation. (It was really hard to come back home.)
  I want to take that kind of vacation again. (I'd definitely do it again.)
- Give students a couple of minutes to think about a vacation they can describe with these phrases.

B Draw conclusions

Suggested teaching time:	6–8 minutes	Your actual teaching time:	

- Have students decide with their partners which vacation is best for each person pictured. Have students write the vacation they choose above the person's photo.
- Your students will probably assign the vacations in this order: Global Village Project, Adventures in Chile, Global Village Project, Take It Easy in California. If students have other ideas, encourage them to explain their answers.

C Identify supporting details

Suggested teaching time:	2 minutes	Your actual teaching time:	

- To model the activity, tell the class about your travel interests and which vacation you would like best; for example, you might say *I like interesting vacations. I like to meet new people. The Global Village Project is a good vacation for me.*
- Ask several students to read their travel interests aloud, leaving out their vacation choices. Have the class guess which vacation they chose.

NOW YOU CAN Discuss vacation preferences

A Frame your ideas

Suggested teaching time:	8–10 minutes	Your actual teaching time:	

- Point out that students can check more than one box for the vacation preference part of the survey.
- To make sure students understand *nature* and *wildlife*, ask for examples of each. For *nature*, your students might say *trees, plants, rivers,* etc. For *wildlife*, your students might say *birds, elephants, zebras, giraffes,* etc.

B Discussion

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- In small groups, have students compare their answers: *I like interesting and inexpensive vacations. What about you?*

Possible responses . . .

A: I prefer vacations that are scenic and inexpensive. I like vacations with nature and wildlife. **B:** That's not for me! I like exciting vacations. I like to do sports and physical activities. I like to travel and meet new people. What about you? **C:** I prefer relaxing vacations. I'm happy with warm weather and a beautiful beach. I like swimming too! **D:** I like to go to top-notch hotels. I like entertainment, good food, and lots of history and culture. That's why I go on vacation once a year. It's expensive!

Option: **[+ 10 minutes]** To extend the activity, have students write about their vacation preferences.

EXTRAS (optional)

- **Copy & Go: Activity 27**

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A Activate language from a text Find the expressions below in the Reading. Then use them to talk about a vacation you took.

- "There was plenty to do."
- "It was really hard to come back home."
- "I'd definitely do it again."

"In 2004 I went on a cruise. There was plenty to do. I went swimming and . . ."

B Draw conclusions Choose a vacation package from page 80 for each person. Explain your reasons.

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

"I love sports. I always like to do something new and exciting."

"I like to go to places where other people don't go—off the beaten path."

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

C Identify supporting details Now choose one of the vacations for yourself. Explain why you chose it. Use the Vocabulary on page 80.

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

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
- ☐ nature and wildlife
- ☐ sports and physical activities
- ☐ family activities
- ☐ great entertainment
- ☐ people who speak my language
- ☐ top-notch hotels
- ☐ great food
- ☐ warm weather
- ☐ beautiful 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.

"For me, warm weather and great entertainment are pretty important."

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LESSON 4

GOAL Describe good and bad travel experiences

BEFORE YOU LISTEN

A 4:12 **Vocabulary** • *Bad and good travel experiences* Read and listen. Then listen again and repeat.

Bad experiences

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

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

They lost my luggage.

Someone stole my wallet.

Good experiences

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

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

They found my luggage.

Someone returned my wallet.

B Look at the pictures. Complete the sentences.
Answers will vary, but may include the following:

1 Someone stole my purse.

2 The food was terrible.

3 The waiters were unfriendly.

4 The entertainment was horrible.

5 someone stole my luggage.

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BEFORE YOU LISTEN

A Vocabulary

Suggested teaching time:	2–3 minutes	Your actual teaching time:	

- Point out to students that the first two Vocabulary items in each category use the simple past tense of *be* and the bottom four use the simple past tense of regular and irregular verbs.
- Have students look at the sentences and the Grammar box on page 78. Ask:
  What is the present tense form of stole? (steal)
  What is the present tense form of lost? (lose)
  What is the present tense form of found? (find)

FYI: *Awful, horrible,* and *terrible* have the same meaning. *Pretty bad* isn't as harsh as the other three words. *Warm* and *cold* can be used to describe how friendly people are.

ActiveTeach Multimedia Disc • **Vocabulary Flash Cards**

B Look at the pictures . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Tell students to complete the sentences with the Vocabulary from Exercise A. There is more than one correct answer to items 2, 3, and 4.

Option: **[+ 10 minutes]** For a challenge, ask pairs of students to talk about a time one of these bad things happened to them; for example, *One time, someone stole my purse. I was downtown. I was sitting outside at a nice restaurant. I put my purse on the chair next to me. A man walked by and took the purse. I went to the police station, but we never found my purse.*

AUDIOSCRIPT **for page T83 (A Listen for main ideas)**

CONVERSATION 1
M: Martha! You're back!
F: Yeah.
M: So tell me about your cruise!
F: Well, there isn't much to tell.
M: What do you mean?
F: Well, I didn't really have a very good time.
M: Oh, I'm sorry to hear that.
F: What can I say . . . The food was horrible.
M: Oh, no.
F: My room was too small. And the entertainment was terrible.
M: Sorry to hear that.
F: Well, I'll never do that again.
M: I don't blame you.

CONVERSATION 2 [M = French]
F: Do anything special over vacation?
M: Yeah, we took the kids to Disney World!
F: No kidding! How was that?
M: It was fantastic! And the hotel was just perfect. Great food, nice people . . . But you won't believe what happened.
F: What?
M: Well, we got a car and drove there from Miami.
F: Yeah?
M: On our second day there, someone stole the car!
F: No!
M: Yeah! We couldn't believe it. But it was no big deal. We had to fill out a lot of forms . . . and they found it the next day.
F: Wow!
M: But believe me, it didn't stop us from having a great time at Disney World. It was just amazing.

CONVERSATION 3
F: Matt! You look great! When did you get back from vacation?
M: Just yesterday.
F: So tell me about your trip! How was it?
M: Don't ask.
F: What do you mean?
M: Everything went wrong. When I got there, I found out that they lost my luggage. When I asked about it, the people were very unfriendly. They didn't help me at all.
F: Oh, no.
M: Two days with no clean clothes! It was a very bad start.
F: Too bad. How did the rest of your vacation go?
M: Well, the hotel was beautiful. I had a great room. But on the third day, someone stole my laptop.
F: Oh, no!
M: It was pretty hard to have a good time after that.

CONVERSATION 4
F: Hey, I'm back.
M: Hey, how was your vacation?
F: OK.
M: OK? Did you have a good time?
F: Yeah.
M: Was the food good?
F: It was wonderful.
M: How were the people? Warm . . . friendly?
F: They were great.
M: So, no problems?
F: Not really.
M: Then why do you look so unhappy?
F: It was too short.

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LESSON PLAN

LISTENING COMPREHENSION

A Listen for main ideas

Suggested teaching time:	8–12 minutes	Your actual teaching time:	

- Say *Listen to the conversations. Some people had good and bad experiences on their vacations. You have to decide if the vacation was good or bad in general.*

AUDIOSCRIPT See page T82.

B Listen for details

Suggested teaching time:	8–12 minutes	Your actual teaching time:	

- Have students read the options before they listen to the conversations.

Option: **[+ 10 minutes]** Draw the following chart on the board (without the answers) and have students copy it, or print it out from the *ActiveTeach Multimedia Disc* and distribute to students. Have students listen a third time and take notes on what experiences were good and bad for each vacationer.

	Good Experiences	Bad Experiences
Conversation 1	X	food entertainment room
Conversation 2	hotel food people	someone stole car
Conversation 3	hotel room	luggage people no clean clothes someone stole laptop
Conversation 4	food people	X

ActiveTeach Multimedia Disc
- Graphic Organizers
- Learning Strategies

NOW YOU CAN Describe good and bad travel experiences

A Notepadding

Suggested teaching time:	12–15 minutes	Your actual teaching time:	

- To model the activity, talk about different vacations you took. Write your experiences on the board. For example:

Good experiences	Bad experiences
I went to London. I saw a fantastic play.	I went to New York. They lost my luggage on the flight.

FYI: If you have younger learners who do not have many travel experiences, they can talk about family members' experiences instead. Or they can use their imagination.

Option: **[+ 5 minutes]** Have students think about one travel experience and all of the good and bad things that happened during that trip. Have them write their experiences on a separate sheet of paper; for example, *I flew to Tokyo. The hotel was really nice. The weather was really bad. It rained every day.* etc.

B Pair work

Suggested teaching time:	12–15 minutes	Your actual teaching time:	

- Have students ask questions about each other's vacations. To model the conversation, ask a student about a vacation experience. Ask several questions. For example:

T: *Tell me about a vacation you had.*
S: *Well, I went to Miami in 2009.*
T: *How was it?*
S: *It was great! I met a lot of interesting people.*
T: *Did you go to the beach?*
S: *Yes. The beaches were beautiful. The water was so warm!*
T: *That's great! How long did you stay?*
S: *Ten days.*
T: *No kidding!* etc.

- To be sure students are aware that the Recycle box can provide support by reminding them of language they know, have students write a checkmark next to each phrase or question as they use it.

Possible responses . . .

A: In the summer of 2010 I went to Europe for ten days. **B:** What did you do? **A:** I went to Paris and London. **B:** How was it? **A:** Paris was wonderful. The food was amazing. **B:** Did you go to museums? **A:** Yes, we did. We went to a lot of museums and restaurants. I also saw the Eiffel Tower. **B:** Wow! How was the hotel? **A:** It was pretty nice. The people were very friendly.

B: Tell me about London. **A:** Well, it was pretty bad. The hotel was terrible. The weather was awful. The food was horrible. **B:** Too bad! Did you see a play? **A:** Actually we did. That was fun. We saw *The Lion King*. It was great! **B:** That sounds good. **A:** And the shopping was good, too. You can buy anything in London!

EXTRAS (optional)

- **Workbook: Exercises 14–16**
- **Copy & Go: Activity 28**

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LISTENING COMPREHENSION

A 4:13 **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	3	☐ a good experience	☑ a bad experience
2	☑ a good experience	☐ a bad experience	4	☑ a good experience	☐ a bad experience

B 4:14 **Listen for details** Listen again and complete the statements about each vacation.

1 The food was really (good / bad).
The room was (great / terrible).
The entertainment was really (good / bad).

2 The hotel was (terrible / terrific).
Someone stole their (luggage / car).
Disney World 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 (great / awful).
The people were (cold / nice).
The vacation was too (short / long).

NOW YOU CAN Describe good and bad travel experiences

A Notepadding Make a list of some of your good and bad travel 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
- the trip
- the weather
- the food
- the service
- the hotels
- the people
- the activities
- your luggage

B Pair work Now tell your partner about the good and bad travel experiences you listed. Ask questions about your partner's experiences.

Be sure to recycle this language.

Ask
How was the ___ ?
What did you ___ ?
When did you ___ ?
How many ___ did you ___ ?
Tell me about ___ .

Respond
That's good.
That's great!
No kidding!
Oh, no!
That's too bad.
I'm sorry to hear that.

Describe
I had a ___ time.
The [flight] was ___ .
The ___ drove me crazy.
The ___ didn't work.
I was in the mood for ___ , but ___ .
They didn't accept credit cards.

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Review

More Practice
ActiveBook Self-Study Disc
grammar • vocabulary • listening
reading • speaking • pronunciation

A 4:15 **Listening comprehension** Listen to each person describing a travel experience. Write the number of the speaker in the box for the type of trip he or she took.

[3] a drive [4] a train trip [1] a flight [2] a beach vacation

B 4:16 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 conversation with a question in the simple past tense.

1 A: Where did you go on vacation?
B: We went to Greece.
2 A: How long did you stay there?
B: Two weeks.
3 A: What did you do every day?
B: We walked along the beach and enjoyed the sun.
4 A: When did you get back home?
B: Last night.

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

1 (we / buy) We bought a lot of fantastic things on our vacation.
2 (where / you / eat) Where did you eat dinner last night?
3 (we / sleep) We slept right on the beach. (it / be) It was so relaxing.
4 (my sister / get back) My sister got back last weekend. (she / have) She had an amazing time.
5 (my friend / eat) My friend ate some rather good food on her trip to Hong Kong.
6 (when / she / arrive) When did she arrive at the hotel?
7 (I / have) I had a terrible time. (the people / be) The people were quite unfriendly.
8 (we / see) We saw an interesting play in London. And (it / be) it was pretty inexpensive.
9 (my wife and I / go running) My wife and I went running every morning on the beach during our vacation.
10 (my brother / meet) My brother met some unusual people on his trip.

E **Writing** On a separate sheet of paper, write about a vacation you took. Answer these questions.

- Where did you go?
- How was the travel?
- How was the weather?
- What did you do?
- Did you have a good time?

WRITING BOOSTER ▸ p. 145
- *Time order*
- *Guidance for Exercise E*

In 2010, I went on a great trip to . . .

4:17/4:18 ***Top Notch Pop*** "My Dream Vacation"

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Review

A Listening comprehension

Suggested teaching time:	4–5 minutes	Your actual teaching time:	

- Have students read the options before they listen to the audio.

AUDIOSCRIPT

1 [F = Russian]
F: You want to hear about my flight? Oh, it was terrible. First of all, there was a terrible storm. Everyone was afraid, including me. The children were crying. I was frightened we weren't going to arrive at all! I never want to go on a flight like that again!

2 [M = French]
M: The weather was just wonderful. It was warm and sunny every day. In the morning we went swimming and sat in the sun. We had very nice lunches which we ate right at the beach. After lunch we slept for about an hour, and then we went shopping or walked around the town. In the evening, we just walked along the beach and watched the sun go down.

3 [F = Australian English]
F: Let's see. I left my house about four. I drove up the coast and it was really scenic. There really was no traffic, so it went pretty fast. I got there about, oh, I guess by 5:15. I really thought the trip was going to take at least two hours. Not bad at all.

4 [M = Korean]
M: Well, we took the train there this time instead of flying. The trip was long, but very nice. We had big windows so we could see everything. The mountains were just beautiful, especially in the early morning and late afternoon. And for part of the trip, we could actually see the ocean. I loved it. Just beautiful.

B Listen again . . .

Suggested teaching time:	4–5 minutes	Your actual teaching time:	

- To check answers as a class, have several students read the correct sentences aloud to the class.

Option: **[+ 5 minutes]** For a challenge, ask *What other adjective can describe each travel experience?* (1 terrible, 2 wonderful, 3 scenic, 4 long)

Option: **[+ 5–10 minutes]** For a challenge, ask students to describe a *scary, relaxing, short,* or *scenic* trip they took. Students can write about the trip or tell a partner or small group.

C Complete each conversation . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

- If necessary, refer students to the Grammar boxes on pages 76 and 78.
- To check their work, students read the conversations with a partner.

FYI: In items 1 and 3, students must supply the verb. In items 2 and 4, the verb is provided.

D Complete each statement . . .

Suggested teaching time:	4–5 minutes	Your actual teaching time:	

- If helpful, refer students to page 78 and the list of irregular verbs on page 122.

E Writing

Suggested teaching time:	15–20 minutes	Your actual teaching time:	

- To stimulate their writing, tell students to look at the list of ideas and Recycle box in the Now You Can activity on page 83.

Option: WRITING BOOSTER (Teaching notes p. T145)

ActiveTeach Multimedia Disc • **Writing Process Worksheets**

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ORAL REVIEW

Before the first activity, give students a few minutes of silent time to explore the pictures and become familiar with them.

Contest

Suggested teaching time:	5–7 minutes	Your actual teaching time:	

- Point to the pictures for January 15. Ask *Did they have a good trip?* (No, they didn't.) Point to the pictures for January 17–22. Ask *Did they have a good time on their vacation?* (Yes, they did.)
- Make sure students try to use all of the possibilities in each picture before they go to the next one.
- If your class is large, split the class into several teams and have them all compete against each other.

Possible responses . . .

The flight was long.	I went swimming.
The flight wasn't comfortable.	We played golf.
The people were friendly.	There was great entertainment.
Someone stole our luggage.	It was so relaxing.
	We walked on the beach.

Option: [+ 5 minutes] To extend the activity, have students ask questions about each picture.

Option: [+ 5 minutes] In pairs, have students close their books and take turns retelling the events of the vacation.

Option: [+ 10 minutes] Working in pairs, students write three true statements and three false statements about the picture; for example, *The flight was terrific.* (False.) Regroup students into groups of four. With books closed, each pair reads their statements aloud to the other pair, who must decide which sentences are true and which are false.

Role play

Suggested teaching time:	7–10 minutes	Your actual teaching time:	

- Students create a conversation for the two women. To get them started, ask a few questions. For example: *Who went on a vacation? When did she go? How was the flight?*

Possible responses . . .

A: Were you on vacation? **B:** Yes, I was. I went to Florida. **A:** No kidding! When did you get back? **B:** Yesterday. **A:** Did you have a good time? **B:** Well, we had a really nice time, but the flight was long and bumpy. It was pretty scary. And then someone stole our luggage! **A:** Oh no! I'm sorry to hear that. How was the weather? **B:** Incredible! I went swimming every day. We also played golf and went walking on the beach. It was so scenic. **A:** Was it relaxing? **B:** Yes, but it wasn't boring. There was plenty to do. We had a lot of fun.

Pair work

Suggested teaching time:	4–6 minutes	Your actual teaching time:	

- Before students work in pairs, brainstorm with the class one possible conversation.

Option: [+ 10 minutes] Have students write the conversation in dialogue form and then role-play their conversation in front of the class. Classmates can identify the scene on page 85 that the students are enacting.

Option: Oral Progress Assessment

Use the illustrations for an oral test. Have students point to and say something about the things that happened on the woman's vacation; for example (pointing to the third picture on the top line), *Someone stole her luggage.* Evaluate students on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.

ActiveTeach Multimedia Disc • Oral Progress Assessment Charts

Option: *Top Notch* Project

Bring in travel ads for the class. In small groups, have students choose a vacation and create a presentation for the class about it.

Idea: Write the questions that follow on the board. Once groups choose an ad, have them read and discuss answers to the questions.

Why does this vacation look good to you?
Is it good for people who like nature and wildlife, history and culture, family activities, or physical activities?
What are the activities you can do?
How do you get there? Is it a flight, a drive, a cruise, or a train or bus trip?
Is the vacation more relaxing, exciting, interesting, or unusual?

Idea: After all the presentations, the class votes on the best vacation.

EXTRAS (optional)

- Complete **Assessment Package**
- Weblinks **for Teachers:** pearsonlongman.com/topnotch/

And on your ActiveTeach Multimedia Disc:

Just for Fun
Top Notch Pop Song Activities
Top Notch TV Video Program and Activity Worksheets
Supplementary Pronunciation Lessons
Audioscripts
Unit Study Guides

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ORAL REVIEW

Contest Form two teams. Each team takes turns making a statement about the vacation, using the simple 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. Start with one of these, or your own idea:

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

January 15

January 17-22

February 5

NOW I CAN...

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

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UNIT 8

Shopping for Clothes

Preview

GOALS After Unit 8, you will be able to

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.

Lannie Trainor CATALOGUE

Visit us online for seasonal clothing at: **LannieTrainor.com,** or call us toll-free at 1-800-555-7800

OUTERWEAR pages 4–7

jackets sweaters gloves

UNDERWEAR & LINGERIE pages 16–19

men's boxers panties

HOSIERY pages 8–11

socks tights pantyhose

BAGS & ACCESSORIES pages 20–21

purses belts

SLEEPWEAR pages 12–15

men's and women's pajamas women's nightgowns bathrobes

ATHLETIC WEAR pages 22–25

running shoes shorts running pants

"Excellent selection! No one has more brands than Lannie Trainor."
Anita López
San Juan, Puerto Rico

"Lannie Trainor provides great service! Every product arrives in great condition. You can return anything you don't like, no questions asked."
Rebecca Gladstone
Saint Paul, Minnesota U.S.A.

"Very affordable. I love those low, low prices. I saved a bundle of money."
Walter Weller
Frankfurt, Germany

A 4:19 **Vocabulary** • *Clothing departments* Listen and repeat.

B Discussion What clothes are good to buy from a catalogue? What do you like to buy from a store? Why?

"I like to buy running shoes from a store because I want to be sure the size is right."

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UNIT 8

Shopping for Clothes

Preview

Before Exercise A, give students a few minutes of silent time to observe the catalogue page.

A Vocabulary

Suggested teaching time:	8–10 minutes	Your actual teaching time:	

- Ask students a few general questions about the catalogue. For example:
  What's the name of the store? (Lannie Trainor.)
  What can you buy? (Clothes, shoes, bags, etc.)
  Does this store have a website? (Yes.)
- Have students listen and repeat.
- Point to the customer comments at the bottom of the catalogue. Explain that *selection* means *many different brands, styles, sizes, colors, etc., from which a customer can choose. Service* is the help that the clerks give you. *Affordable* means *it has a low price.*
- To explain *lingerie*, point to the photo of men's boxers. Say *This is underwear. This is clothing you wear under your clothes. It's men's underwear. Lingerie is women's underwear (bras and panties).*
- Ask questions about the different parts of the catalogue:
  You need some clothes to exercise at the gym. Which pages do you go to? (22–25)
  The weather is cold now. You need a jacket. Which pages do you go to? (4–7)
  You need some warm socks. Which pages do you go to? (8–11)
  You want to get your mother a new bathrobe. Which pages do you go to? (12–15)
  You need a new bag. Which pages do you go to? (20–21)

Language and culture

- A number of clothing items have different names in American English and British English. For example:

American English	British English
sweater	jumper
purse	handbag
panties	knickers

ActiveTeach Multimedia Disc • Vocabulary Flash Cards

B Discussion

Suggested teaching time:	8–10 minutes	Your actual teaching time:	

- In small groups, have students write a list of items they prefer to buy at a store and items they prefer to buy from catalogues or websites and reasons for each.

Option: **[+5 minutes]** For further conversation, ask students *Which are your favorite stores for outerwear? How about for underwear and lingerie? Bags and accessories? Sleepwear? Athletic wear?*

Option: **[+5 minutes]** Ask students *What are some popular websites for clothes?* Have each group decide on the website they think is best. Write the Web address on the board. Read each site, and have students raise their hands once for their favorites.

Option: **[+5 minutes]** To test students' understanding of the Vocabulary, have them close their books. Call out several items and have students identify the clothing department the items belong to. For example:
jackets, gloves (Outerwear)
boxers, panties (Underwear)
pantyhose, tights (Hosiery)
pajamas, bathrobes (Sleepwear)
running shoes, pants (Athletic wear)
purse, belt (Bags and accessories)

LESSON PLAN

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C Photo story

Suggested teaching time:	8–12 minutes	Your actual teaching time:	

- Have students look at the photos. Ask *Where are the women?* (At a clothing store.)
- Point to the woman on the right. Ask *What's her occupation?* (She's a clerk.)
- After students read and listen, ask:
  What does the shopper want to buy? (A V-neck [sweater].)
  What color is it? (Red.)
  What size is it? / Is it a small, a medium, or a large? (A medium.)
  What's the price? How much is it? ($55)
  Who is the sweater for? (Her sister.)
  Is it a gift? (Yes.)
- If helpful, demonstrate the meaning of *V-neck*. Draw two simple sweaters on the board. On one, draw an opening for the neck in the shape of the letter V. Label it *V-neck*. On the other, draw a small circular opening for the neck. Label it *crewneck*. Ask a few students *Do you prefer V-necks or crewnecks?*
- Have students label the photo in the thought balloon *gift wrap*.

Language and culture

- Variations in clothing sizes, colors, and styles always use the preposition *in*; for example, *Do you have this shirt in a darker color? In a large? In size 40 (or in a 40)?*

LEN **From the Longman Corpus:** *Would you be nice enough* and *Would you be kind enough* have the same meaning, but English learners almost always use *kind enough*. Students should be encouraged to vary their speech.

D Think and explain

Suggested teaching time:	6 minutes	Your actual teaching time:	

- Have students underline the three expressions in the conversation and then copy them into the exercise.

Option: [+5 minutes] For a challenge, ask some analytical-thinking questions:
Do you agree with the shopper? Is $55 not too bad for a sweater? Or do you think $55 is expensive?*
If the second sweater is a larger size, what size was the first sweater? (A small.)

E Focus on language

Suggested teaching time:	2–4 minutes	Your actual teaching time:	

- If students have difficulty, you could write the three expressions on the board (out of order) and then ask students to identify which is correct for items 1, 2, and 3.

F Personalize

Suggested teaching time:	1–3 minutes	Your actual teaching time:	

- Ask *Are prices important to you when you decide where to go shopping? How important?*
- You may want to clarify the meanings of *brand* (manufacturer of the clothes), *selection* (how many different items and styles are available), and *service* (the help that clerks give you).
- Students complete the chart by filling in one of the circles in each row.

G Discussion

Suggested teaching time:	12–15 minutes	Your actual teaching time:	

- With a partner, have students compare their charts.
- Possible responses: *Prices are very important to me. Brands are not important to me.*
- After students compare their opinions, ask a few students *What's most important to you—prices, brands, selection, or service?*

Option: [+10 minutes] Students take a survey and complete a bar graph. Draw the following chart on the board (without the *X*s) and have students copy it, or print it out from the *ActiveTeach Multimedia Disc* and distribute to students. Have students take a poll to find out which factor is most important to their classmates. As students find out what is most important to their classmates, they can mark an *X* in one box for each student response. Have students talk to classmates and then compare their bar graphs in groups. If you have a large class, divide the class into groups and complete the graphs separately. To model the activity, ask a student *What is very important to you when you choose a place to shop for clothes? Prices, brands, selection, or service? Choose only one.*

Bar graph: What is very important to you when you choose a place to shop for clothes? Choose only one.			
	X		
	X		
	X	X	
X	X	X	
X	X	X	X
Prices	Brands	Selection	Service

ActiveTeach Multimedia Disc • Graphic Organizers

EXTRAS (optional)

- **Workbook: Exercises 1, 2**

* In *Top Notch*, where U.S. dollars are given, you may wish to substitute prices in more familiar local currency.

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C Photo story

4:20 Read and listen to a conversation between a clerk and a customer about a sweater the customer wants to buy.

ENGLISH FOR TODAY'S WORLD
connecting people from different cultures and language backgrounds

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!

Shopper: Chinese speaker; Clerk: Russian speaker

D Think and explain

Complete each statement. Then explain your answer.

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

2 She asks the clerk for ..... .
a another color (b) another size
How do you know? The shopper says,
"Could I get it in a larger size?"

3 The clerk brings the shopper a ..... .
(a) different size b different color
How do you know? The clerk says,
"This one's a medium."

4 The sweater is ..... .
a for the shopper (b) for a different person
How do you know? The shopper says,
"It's a present for my sister."

E Focus on language

Complete each statement with a quotation from the Photo Story.

1 The shopper says, "Excuse me." to get the clerk's attention.
2 The shopper says, "That's not too bad." to say that the price of the sweater is OK.
3 The clerk says, "Here you go." when she gives the shopper the second sweater.

F Personalize

What's important to you when you shop for clothes? Complete the chart.

	Not important	Important	Very important
Prices			
Brands			
Selection			
Service			

G Discussion

Compare charts with your classmates. Explain your reasons.

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LESSON 1

GOAL Shop and pay for clothes

VOCABULARY *Types of clothing and shoes*

4:21 Read and listen. Then listen again and repeat.

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

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)		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 V-neck **to Jane.**	→	We gave the V-neck **to her.**
He's buying a blazer **for his wife.**	→	He's 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 hat to Jane.** NOT We gave ~~to Jane the hat~~.
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 First, underline the direct object in each sentence. Then complete each conversation, replacing the direct object noun or noun phrase with an object pronoun.

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

2 A: Don't you love these cool windbreakers?
B: Yes, I really love ...them... .

3 A: Should I buy this crewneck over here?
B: No, don't buy ...it... .

4 A: Did you see the blue polo shirts?
B: Yes, I saw ...them... on that rack.

5 A: Does your daughter want this cardigan?
B: Yes, she wants ...it... .

6 A: Who did she give the old jacket to?
B: She gave ...it... to me.

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VOCABULARY

Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Have students look at the casual clothes. To help establish the meaning of *casual*, ask:
  Do you wear casual clothes . . .
  to the park?
  to the movies, concerts, plays?
  to work?
  to school?
  to restaurants?
- Students can answer *Yes, I do* or *No, I don't* or with a frequency adverb. (Yes, usually.)
- If someone is wearing a sweater, ask the class *Who's wearing a sweater today?* Then ask about the types of sweaters those students are wearing; for example, *OK, [Judy] is wearing a sweater. Is it a crewneck, a cardigan, a turtleneck, or a V-neck?*
- Ask several students *What type of shoes are you wearing today?*

Option: **[+5 minutes]** Ask the class *Who's wearing [jeans] today?* Choose one student who raises his or her hand. Using language your students know, describe everything that student is wearing; for example, you could say *[Tim] is wearing jeans, a polo shirt, and oxfords.* Next, have that student describe what another classmate is wearing. Continue until several students have had a chance to participate.

ActiveTeach Multimedia Disc • **Vocabulary Flash Cards**

GRAMMAR

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- After students read the information in the Grammar box, have them go back to the Photo Story on page 87 and underline the seven instances of the word *it*. Have students decide in which three instances *it* functions as a *subject pronoun* and in which four instances *it* functions as an *object pronoun*.
- To practice object pronouns in prepositional phrases, hand a book to a student and say *Who did I give the book to?* Then have students answer with the object pronouns. (*You gave the book to [him].*) Have this student pass the book to a classmate. Ask *Who did [he] give the book to?* (*[He] gave the book to [her].*) Add variations so students have to use different pronouns; for example, have a student give a book to two classmates and say *She gave the book to them.*
- Continue until several students have had a chance to participate and students have used a variety of object pronouns.

Option: GRAMMAR BOOSTER (Teaching notes p. T136)

ActiveTeach Multimedia Disc • **Inductive Grammar Charts**

A Grammar practice

Suggested teaching time:	4–6 minutes	Your actual teaching time:	

- To model the exercise on the board, write *A: I like her shoes. Do you?* Invite a student to come up to the board and underline the direct object in the sentence (shoes). Write the response *B: Yes, I like ___, too.* Invite another student to fill in the blank (them).

Option: **[+5 minutes]** To get students to hear and use object pronouns in quick succession, challenge students with a quick transformation drill. Say a short sentence and call on students to respond, using an object pronoun and changing the subject. Repeat the exercise, using a different object each time. For example:

T: *I'm teaching you.*	**S:** *You're teaching us.*
T: *You're listening to me.*	**S:** *We're listening to you.*
T: *I like the red jacket.*	**S:** *You like it.*
T: *I want the running shoes.*	**S:** *You want them.*
T: *I don't need the green T-shirt.*	**S:** *You don't need it.*
T: *I'm buying the flats for [Lisa].*	**S:** *You're buying them for her.*
T: *I'm buying the black shirt for [Paul].*	**S:** *You're buying it for him.*

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B Grammar practice

Suggested teaching time:	4–5 minutes	Your actual teaching time:	

- Copy item 1 on the board. Point to the subject *I* and write the word on the board. Then point to the verb *am buying* and write it after the word *I*. Have the class finish the sentence by putting the remaining words in order.
- Remind students that the prepositional phrases come last. If helpful, have students circle the prepositional phrases before they write out the sentences.

CONVERSATION MODEL

A Read and listen . . .

Suggested teaching time:	1–2 minutes	Your actual teaching time:	

This conversation strategy is implicit in the model:
- Use Excuse me to indicate you didn't understand or couldn't hear.

- To set the scene for the conversation, ask *Are they in the men's clothing department or the women's clothing department?* (The men's clothing department.)
- After students read and listen, ask:
  What is the shopper buying? (Polo shirts.)
  How is he paying? (Charge.)
  Are the shirts for him? (No, they're a gift.)
- To demonstrate *cash* and *charge*, hold up paper money and say *cash*, and hold up a credit card and say *charge*.
- Point out that *absolutely* is an enthusiastic way to say *yes*.
- Ask a few students *Do you usually pay cash for clothes, or do you charge them?*
- To clarify the two different uses of *Excuse me*, ask *What's the difference between* Excuse me *in the Photo Story on page 87 and* Excuse me? *in this Conversation Model?* (The first is to get the clerk's attention. The second is to ask for clarification.)

Language and culture

LCN **From the Longman Corpus:** *Certainly* is more formal than *sure* or *OK* and is often used by service people such as salesclerks, waiters, and waitresses.

B Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Point out that in this conversation *Excuse me?* is used to ask for clarification or repetition. In this situation, *Excuse me?* has rising intonation. Read Student A's second line aloud and have students repeat.
- Have students repeat each line chorally. Make sure they:
  - use falling intonation with *How would you like to pay for them?*
  - use rising intonation with *And could you gift wrap them for me?*
  - use rising intonation on *cash* and falling intonation on *charge* with *Cash or charge?*

C Find the grammar

Suggested teaching time:	1–2 minutes	Your actual teaching time:	

- There are two instances of the object pronoun *them* in the Conversation Model.
- The phrase *Excuse me* also contains the direct object *me*. Because it is a social chunk of language, don't expect all your students to notice it.

NOW YOU CAN Shop and pay for clothes

A Look at the Vocabulary . . .

Suggested teaching time:	1–2 minutes	Your actual teaching time:	

- Have students choose an item of clothing from the Vocabulary on page 88 or the catalogue on page 86.

B Pair work

Suggested teaching time:	10–12 minutes	Your actual teaching time:	

- Reinforce the use of the conversation strategy; for example, be sure students look inquisitive and use rising intonation on *Excuse me* to indicate that they didn't understand or couldn't hear. [Note: Falling intonation is used more frequently with *Excuse me* when interrupting someone or approaching someone to ask for information.]
- If you printed out Vocabulary Flash Cards from the *ActiveTeach Multimedia Disc* for the Vocabulary on page 88, hand them out again. Students can use them as prompts for their conversations.

Don't stop! Extend the conversation. Suggest some other questions students can ask, such as *How much are those [shirts]? Could I get [this shirt]in a [larger size]? Would you like to try it on?*

- As students practice their conversations, circulate and check that their object pronouns match the item of clothing they chose.

ActiveTeach Multimedia Disc • **Conversation Pair Work Cards**

C Change partners

Suggested teaching time:	10–12 minutes	Your actual teaching time:	

- Make sure students play both roles so they both ask and answer questions.

Option: [+10 minutes] Have students role-play their conversations in front of the class.

EXTRAS (optional)

- **Workbook: Exercises 3–6**
- **Copy & Go: Activity 29**

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B Grammar practice Unscramble the words and phrases to write statements.

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

CONVERSATION MODEL

4:22

A Read and listen to a conversation in which someone is 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 charge?
A: Charge, please. And could you gift wrap them for me?
B: Absolutely.

4:23

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

C Find the grammar Find and circle all the object pronouns in the Conversation Model.

NOW YOU CAN Shop and pay for clothes

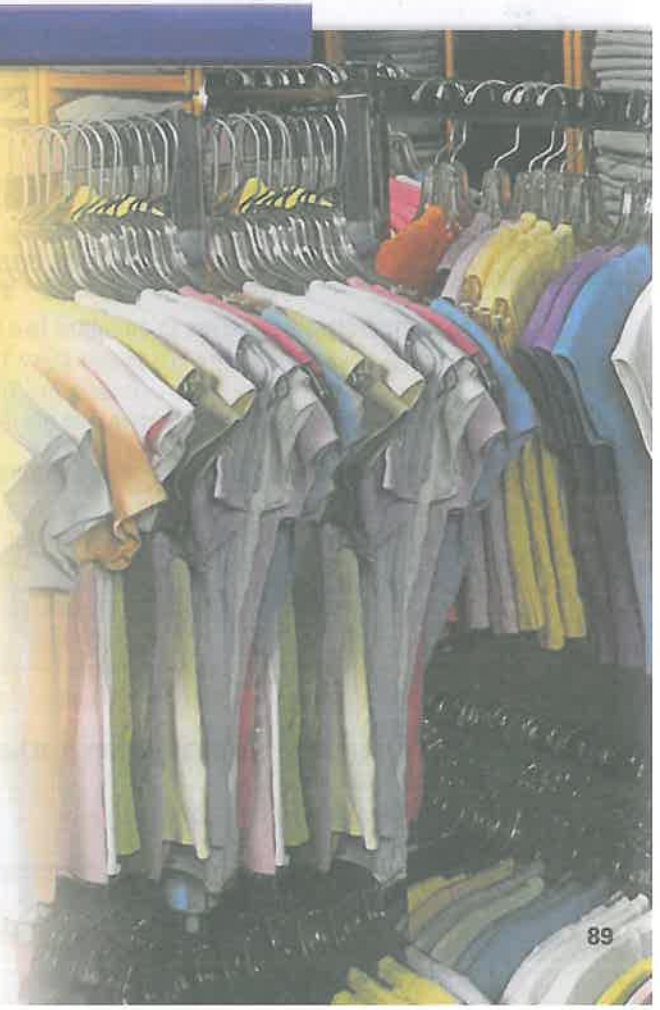
A Look at the Vocabulary on page 88, and look back at the clothing catalogue on page 86. Choose three items of clothing you'd like to buy for yourself or as gifts.

B Pair work Change the Conversation Model to buy one of the things 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 charge?
A: ....., please. And could you gift wrap ..... for me?
B: ..... .

Don't stop!
Before you pay, ask about other clothing.

C Change partners Create another conversation. Use different articles of clothing.



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LESSON 2

GOAL Ask for a different size or color

VOCABULARY *Clothing that comes in "pairs"*

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

(a pair of) **gloves**

(a pair of) **pantyhose** (a pair of) **tights**

(a pair of) **panties**

(a pair of) **pajamas**

(a pair of) **shorts**

(a pair of) **pants**

(a pair of) **boxers** (a pair of) **briefs**

(a pair of) **socks**

B 4:25 **Listening comprehension** Listen to the conversations. Infer the department each shopper should go to.

1 She should go to ..... Outerwear .....

2 She should go to ..... Sleepwear .....

3 She got them in ..... Hosiery .....

4 They're in ..... Men's underwear .....

Departments
Men's underwear
Athletic wear
Outerwear
Lingerie
Sleepwear
Hosiery

GRAMMAR *Comparative adjectives*

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

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 items.

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

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

Irregular forms
good → better
bad → worse

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

more expensive / less comfortable

GRAMMAR BOOSTER ▸ p. 137
• *Comparative adjectives: spelling rules*

Lesson Page download.ir

LESSON 2

LESSON PLAN

VOCABULARY

A Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Explain that *a pair* is two of something; for example, *a pair of gloves* (two gloves) or *a pair of socks* (two socks).

Language and culture

- Some things are called *a pair* even though they are really only one item. Usually this is because they are made of two similar parts; for example, pantyhose, tights, pants, panties, boxers, briefs, and shorts all have two legs.
- In British English, a bathrobe is called *a dressing gown*, pants are called *trousers*, and *pajamas* is spelled *pyjamas*.

Option: **[+5 minutes]** For a challenge, ask *Why do you think pajamas are described as a pair?* (Maybe because they have two legs; Maybe because there are two parts, a top and a bottom.) *Why do you think underwear is described as a pair?* (Maybe because they have openings for two legs.)

ActiveTeach Multimedia Disc • Vocabulary Flash Cards • Learning Strategies

B Listening comprehension

Suggested teaching time:	4–6 minutes	Your actual teaching time:	

- Have students look at page 86. Ask:
  Which department would you find socks, pantyhose, and tights in? (Hosiery.)
  Which department would you find gloves in? (Outerwear.)
  Which department are pajamas in? (Sleepwear.)

Language and culture

- A *directory* is a listing with names and locations of all the departments or offices in a building. It is usually located near the entrance or near an elevator or escalator.

AUDIOSCRIPT

CONVERSATION 1
F1: Do you see a store directory?
F2: Yes. It's right over here. What do you need?
F1: I need a pair of nice warm gloves for my sister.

CONVERSATION 2
M: These pajamas aren't comfortable. They're too small.
F: Would you like me to get you a couple of new pairs when I go shopping?
M: That'd be great. Thanks!

CONVERSATION 3
F: Look at these great tights. They have pictures of animals on them. Don't you just love them?
M: Not particularly. They're a little wild for my taste.
F: Well, if you really don't like them, I'll take them back to the store.

CONVERSATION 4 [M1 = Indian]
M1: Can I help you sir?
M2: Yes. I'm looking for boxers. I only see briefs.
M1: They're right over here. Just follow me.
M2: Thanks! I need a pair in extra large.

GRAMMAR

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Ask questions using comparatives. Have students answer in complete sentences:
  Which are longer, shorts or pants? (Pants are longer than shorts.)
  Which are heavier, pantyhose or tights? (Tights are heavier than pantyhose.)
  Which are looser, boxers or briefs? (Boxers are looser than briefs.)
  Which are warmer, pajamas or boxers? (Pajamas are warmer than boxers.)
  Which are more comfortable, socks or pantyhose? (Socks are more comfortable than pantyhose.)
- Give students some adjectives that are similar in form to the examples in the Grammar box. Ask the class how to change them to comparatives. For example:
  long (Add *-er.*)
  fat (Double the *-t* and add *-er.*)
  nice (Add *-r.*)
  popular (Use *more* or *less.*)
  ugly (Change the *-y* to *i* and add *-er.*)

Language and culture

From the Longman Corpus: A common error for English learners is to use *more* with comparative adjectives that end in *-er*, such as *more cheaper* and *more bigger*.

Option: GRAMMAR BOOSTER (Teaching notes p. T137)

ActiveTeach Multimedia Disc • Inductive Grammar Charts

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LESSON PLAN

A Grammar practice

Suggested teaching time:	2–3 minutes	Your actual teaching time:	

- Have students brainstorm the opposites for each adjective. Write students' ideas on the board. (For some items there is more than one possibility.) *tall (short) light (heavy or dark) tight (loose) more expensive (less expensive) less popular (more popular)*

Option: **[+10 minutes]** To practice the formation of comparative adjectives, have students change adjectives from previous units into the comparative. For example: boring (more boring), bumpy (bumpier), cold (colder), cool (cooler), exciting (more exciting), friendly (friendlier), horrible (more horrible), interesting (more interesting), long (longer), relaxing (more relaxing), scary (scarier), scenic (more scenic), unusual (more unusual), warm (warmer).

B Complete each conversation . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	

FYI: When something is *flattering*, it makes you look attractive.

- Before students start, remind them to use *than* after the adjective when comparing two items in the same sentence.

Option: **[+10 minutes]** Practice comparative sentences with a transformation drill. Write on the board *This shirt is cheaper than that shirt.* Then say the adjective *large* and elicit from the class *This shirt is larger than that shirt.* Then point to a student and say *comfortable.* Elicit the sentence *This shirt is more / less comfortable than that shirt,* etc.

CONVERSATION MODEL

A Read and listen . . .

Suggested teaching time:	1–2 minutes	Your actual teaching time:	

These conversation strategies are implicit in the model:
- 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.

- Before students read and listen, ask:
  What department are they in? (Bags and accessories.)
  Which one do you think is the clerk? (The woman.)
- After students listen and read, ask:
  What is the shopper looking for? (Gloves.)
  What size does he need? (Medium.)
  Does he buy them? (Yes.)

Language and culture

- *Here you go* is almost always said while handing something to a person; for example, the clerk says *Here you go* as she hands the gloves to the shopper.
- In English-speaking countries, it is appropriate and polite to say *please* when accepting an offer; for example, **A:** *Would you like to take them?* **B:** *Yes, please.*

B Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Point out that in this conversation *Excuse me* is used to ask for help or initiate a conversation. Here, *Excuse me* has falling intonation.
- Have students repeat each line chorally. Make sure they:
  - use falling intonation with *Excuse me.*
  - use rising intonation with *Do you have these gloves in a smaller size?* and *Would you like to take them?*

NOW YOU CAN Ask for a different size or color

A Notepadding

Suggested teaching time:	1–3 minutes	Your actual teaching time:	

- Refer students back to the Vocabulary on pages 88 and 90 if they need help coming up with items for the list.

B Pair work

Suggested teaching time:	10–12 minutes	Your actual teaching time:	

- Remind students to use *this* with singular items (*this jacket*) and *these* with plural items (*these bathrobes*). Point out that *these* is used with all clothing described as a pair (*these pants*).
- Reinforce the use of the conversation strategies; for example, be sure students show friendly enthusiasm when saying *My pleasure.*

Don't stop! Extend the conversation. Encourage students to continue the conversation by asking for more items and then paying for them. Student B can also offer an alternative; for example, *We also have these [gloves] in [red].*

ActiveTeach Multimedia Disc • Conversation Pair Work Cards

C Change partners

Suggested teaching time:	10–12 minutes	Your actual teaching time:	

- To review, ask a few students *What did your partner buy?*

EXTRAS (optional)

- **Workbook:** Exercises 7–11
- **Copy & Go:** Activity 30

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A Grammar practice Write the opposite of each comparative adjective.

1 smaller ...larger....
2 taller .....shorter.....
3 lighter ...heavier....
4 tighter ....looser....
5 more expensive cheaper / less expensive
6 less popular ..... more popular .....

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

1 A: I just love these pajamas, but I wish they were .....warmer..... (warm).
B: What about these? Blue is a really flattering color for you, and they're much .....less expensive..... (expensive).

2 A: Don't take that nightgown to Hawaii! It's .....hotter than..... (hot) it is here. Take something .....lighter..... (light).
B: Good idea.

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

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

CONVERSATION MODEL

A 4:26 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 4:27 **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:

B Pair work Change the Conversation Model. Use comparatives and 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 to see other clothes.
- Pay for the clothes.

Ideas
in a smaller size
in a larger size
in a darker / lighter color
in [black, white, etc.]
in size [10, 34, etc.]

C Change partners Ask about other types of clothes.

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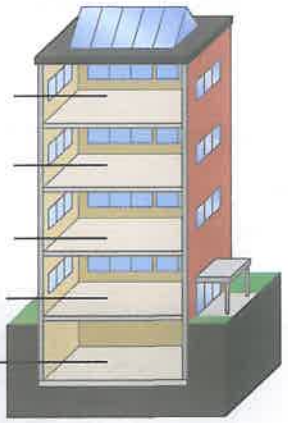
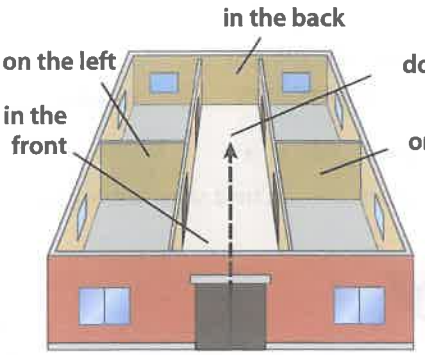
LESSON 3

GOAL Navigate a mall or department store

BEFORE YOU LISTEN

4:28 **Vocabulary** • *Interior locations and directions* Read and listen. Then listen again and repeat.





4:29 **Prepositions of interior location**

on
- the first level
- the ground floor
- the top floor

in
- the basement
- lingerie

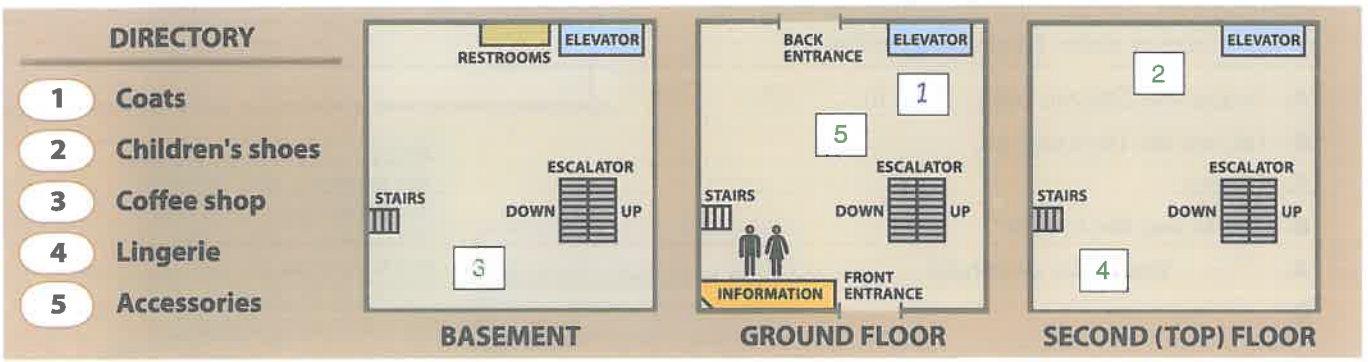
take / go up / go down } the escalator

take / go up / go down } the stairs

take the elevator

LISTENING COMPREHENSION

4:30 **A 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.



B Pair work Take turns asking for and giving directions to any of the locations.

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BEFORE YOU LISTEN

Vocabulary

Suggested teaching time:	2 minutes	Your actual teaching time:	

- After students listen and repeat, ask what the two floors between the top floor and the ground floor are called. (Third floor; second floor.) Review ordinal numbers so students will be able to give directions in a multi-story building.
- To personalize the Vocabulary, ask *What floor is our classroom on? Who's sitting in the front of the classroom? Who's sitting in the back of the classroom?*

Option: **[+5 minutes]** Have students write directions to your classroom from your building's entrance. Students who live in apartment buildings can write directions from the building's entrance to their apartments.

Language and culture

- In the U.K., the first floor is always called *the ground floor.* The next floor up is called *the first floor.* In the U.S. and Canada, the first floor may be called *the ground floor* or *the first floor.* The next floor up is called *the second floor.*
- *Floor* is more common in multi-story buildings; *level* is more common in malls.
- In British English, an elevator is called *a lift.*

LCN **From the Longman Corpus:** A common error for English learners is to say *in the [top / ground] floor* and *on the basement.*

ActiveTeach Multimedia Disc • **Vocabulary Flash Cards**

LISTENING COMPREHENSION

A Understand locations and directions

Suggested teaching time:	13–15 minutes	Your actual teaching time:	

- Before students listen to the conversations, tell them that they are looking at a diagram of a department store.
- Ask students the following questions and have them point to the items on the diagram as they answer.
  Where's the information desk? (On the ground floor, on the left.)
  Where is the elevator? (In the back.)
  Where is the escalator on each floor? (On the right.)
- Students start at the information desk. The places are talked about in the conversations in the same order as they are listed in the directory.

Language and culture

- The adverb *right* in ***right*** *in front of the elevators* and *it's* ***right*** *there* means *exactly.*

AUDIOSCRIPT

LOCATION 1 [M = Spanish]
M: Where are the coats?
F: Right here on the ground floor. The coat department is in the back of the store, right in front of the elevators.
M: Back of the store? Thanks. Oh. And the restrooms?
F: In the basement, near the elevators.
M: Thanks!
F: No problem.

LOCATION 2 [M = Indian]
F: Yes, sir. How can I help you?
M: I'm looking for the shoe department.
F: Men's or women's?
M: Children's, actually.
F: The children's department is upstairs. Take the escalator to the second floor and walk to the back of the store. It's right there. You'll see it.

LOCATION 3 [M = U.S. regional]
M: Excuse me. Where's the restaurant?
F: There are two restaurants, sir. There's a coffee shop and a self-service buffet.
M: The coffee shop.
F: That's downstairs in the basement.
M: How do I get there?
F: Just take the escalator and turn right when you get off.

LOCATION 4
M: Excuse me, ma'am. Where is the lingerie department? I'd like to buy something special for my wife.
F: The lingerie department is on the top floor, in the front of the store. Just go up the stairs and turn right.

LOCATION 5
F1: I'm looking for purses.
F2: Purses? They're in accessories.
F1: Where's that, please?
F2: Go straight down the hall. It's just after you pass the escalators.
F1: Thanks!

B Pair work

Suggested teaching time:	5–8 minutes	Your actual teaching time:	

- Have students take turns asking for and giving directions from the information desk to the places on the diagrams.

Possible responses . . .

A: Excuse me. Where's the coffee shop? **B:** The coffee shop is downstairs in the basement. **A:** How do I get there? **B:** Just go down the stairs and turn right. **A:** Thanks.

A: Excuse me. Where are the coats? **B:** They're here on the ground floor. The coat department is in the back of the store, in front of the elevators. **A:** Thank you.

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LESSON PLAN

PRONUNCIATION

A Read and listen . . .

Suggested teaching time:	1–2 minutes	Your actual teaching time:	

- After students read, listen, and repeat, ask *Which words are said louder?* (*First* and *third* in the last two lines.) *Why are they said louder?* (Because B doesn't understand where the shoe department is; B is checking that she heard right, and A is correcting her.)

B Pair work

Suggested teaching time:	1–2 minutes	Your actual teaching time:	

- Circulate around the room monitoring students' conversations as they practice using contrastive stress for clarification.

Option: **[+5 minutes]** For further practice, ask students about the locations of places in the diagram on page 92 and then ask for clarification. Use contrastive stress. For example:

T: *Where are the restrooms?*
S: *They're in the basement, next to the elevator.*
T: *Next to the escalator?*
S: *No. Next to the elevator.*

ActiveTeach Multimedia Disc • Pronunciation Activities

NOW YOU CAN Navigate a mall or department store

A Notepadding

Suggested teaching time:	5–6 minutes	Your actual teaching time:	

- Refer students back to the Vocabulary for clothing and shoes on pages 88 and 90 if they need help coming up with items for a list. For electronics and appliances, review the vocabulary from Unit 5.

B Wordposting

Suggested teaching time:	8–10 minutes	Your actual teaching time:	

- After students work in pairs to brainstorm the language for each category, ask them to share their ideas with the class. Write their ideas on the board. Possible wordposts are:

Ask for directions
Where's the ___?
Where are the ___?
I'm looking for ___.

Give directions and state locations
Go up the escalator / stairs.
Go down the escalator / stairs.
Go / Walk down the hall.
Turn left / right.
It's on the top floor / third floor / second floor / ground floor.
It's in the basement.
It's on the left / right.
It's in the back / front.
It's down the hall.
Take the escalator / stairs / elevator.
It's across from the ___.
It's between ___ and ___.

Ask for a size, color, etc.
Do you have this / these ___ in a smaller / larger size?
Do you have this / these ___ in a darker / lighter color?
Do you have this / these ___ in size small / medium / large / extra large / extra extra large?

Pay for things
How would you like to pay for it?
Cash or charge?
I'll take this [shirt]/ these [shirts].

C Role play

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Give students several minutes to study the diagram. Have students locate the information desk, the escalators, the elevators, and the stairs.
- To model the activity, ask a more confident student where to find an item; for example, *Excuse me. Where are the coffee makers?* When the student answers, ask for clarification. Use contrastive stress.

Possible responses...

A: Excuse me. I'm looking for jackets. **B:** Men's or women's? **A:** Men's. **B:** The men's outerwear department is on the second floor, in the back of the store. Take the escalator up and then turn right. **A:** Take the escalator up and turn left? **B:** No. Turn right. **A:** Thank you. **B:** My pleasure.

Option: **[+5 minutes]** Without saying the name of the department, have students give directions to a partner from the information desk to a place in the store. Partners follow the directions and see if they end up in the correct place.

Option: **[+10 minutes]** Working in pairs, students write three true statements and three false statements about the diagram; for example, *The men's shoe department is on the ground floor.* (False.) Regroup students into groups of four. Each pair reads their statements aloud to the other pair, who must decide which sentences are true and which are false. Students should correct false statements.

EXTRAS (optional)

- Copy & Go: Activity 31

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PRONUNCIATION *Contrastive stress for clarification*

A 4:31 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 . . .

B Wordposting Put the four categories below on a separate sheet of paper. With a partner, make a list of language you know for each category.

1 Ask for directions
2 Give directions and state locations
3 Ask for a size, color, etc.
4 Pay for things

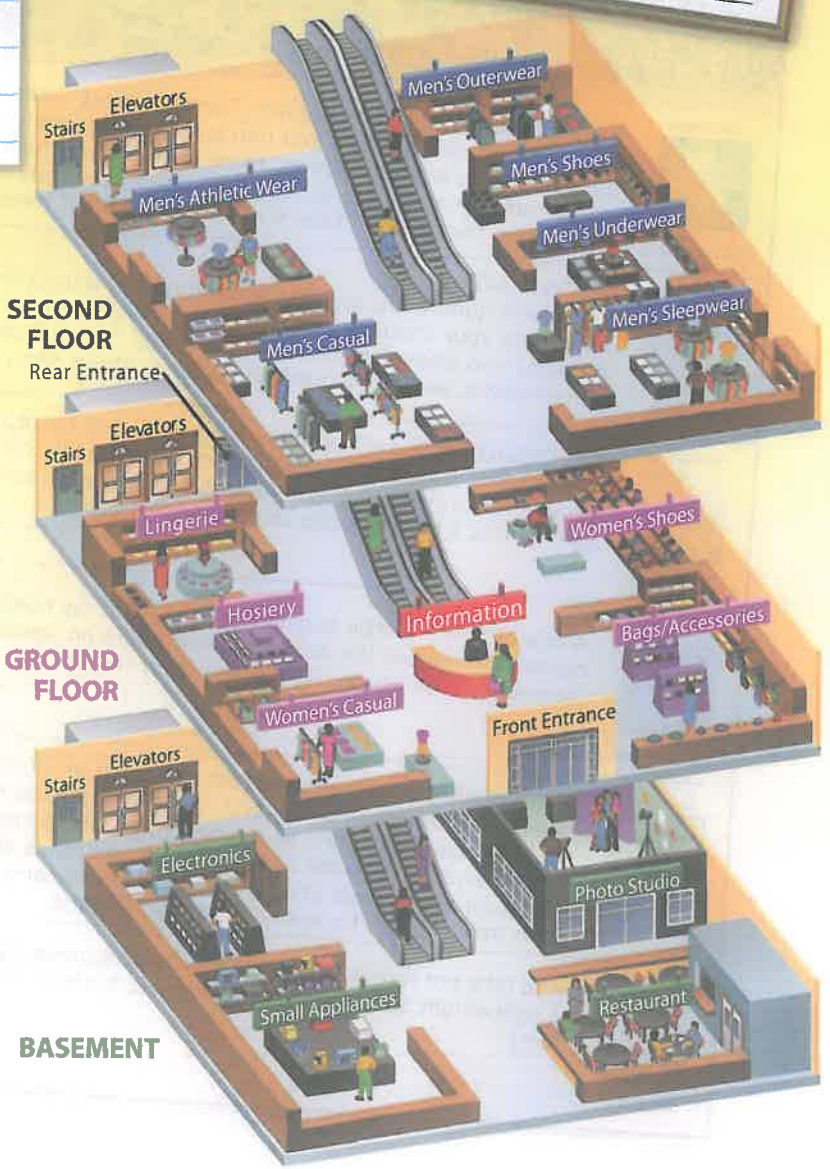
1	Ask for directions
	I'm looking for the hosiery department.

C Role play Navigate the department store, using the floor plan. Create a conversation between the shopper and the person at the information desk. Use your notepad and your wordposts. Then change partners, roles, and items.

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

STORE DIRECTORY

Bags and Accessories	Ground Floor
Electronics	Basement
Hosiery	Ground Floor
Lingerie	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



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LESSON 4

GOAL Discuss clothing do's and don'ts

BEFORE YOU READ

4:32

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

4:33

The Savvy Voyager

go new search reply login join

Travelin'Girl posted by:
Hello! Traveling to Dar es Salaam, Tanzania next week and I need some info on clothing do's and don'ts. I'm in Holland right now where the dress code is pretty liberal, more liberal than where I come from in Germany. The attitude is "anything goes," and they wear some pretty open things here! How strict are the "rules" there?

Jillian25 posted by:
Hi, Travelin'Girl,
I go there quite a bit, and my general rule of thumb for East Africa is to keep your shoulders covered and to wear below-the-knee pants or skirts—no sleeveless shirts or tank tops. The culture is pretty conservative, and women dress modestly. Don't show too much skin.

TallPaul posted by:
OK, Jillian25. But it's incredibly hot and humid there, just about all year round. Travelin'Girl should pack for the heat: cotton blouses (in light colors); casual, comfortable, light pants; sandals. She didn't say—is this a business trip or pleasure?

Travelin'Girl posted by:
A mix of both—a little business in Dar (with my husband), then a quick safari to see the animals. Then I plan on spending at least one weekend at the beach. What's the story there?

Jillian25 posted by:
There really are no hard and fast rules, but in tourist areas like beaches, it's more informal and relaxed, and most modest clothing is OK. A bathing suit's fine at the beach, as long as it's not too revealing. But in general, in towns near the coast, the rules are stricter and it's inappropriate to wear shorts or miniskirts, so carry a piece of cotton cloth that you can fix easily around your waist.

TallPaul posted by:
And let's not forget your husband. For business and formal meetings, a lightweight suit is always appropriate for both of you (and a tie for him).

Tanzanian woman in modest dress

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BEFORE YOU READ

Vocabulary

Suggested teaching time:	2–3 minutes	Your actual teaching time:	

FYI: Here, *dress* means *clothing of a particular type or for a particular occasion*, not women's clothing; *liberal* and *conservative* also describe attitudes on a broad range of topics, such as politics, economics, and social behavior.

- Have students brainstorm examples of clothes that are: *formal* (a jacket and tie, a suit, a tuxedo, pumps); *casual* (jeans, a windbreaker, sandals); *liberal* (short skirt); *conservative* (long skirt).
- Draw two columns on the board with the headings *appropriate* and *inappropriate*. Ask *What is appropriate to wear to English class? What is inappropriate to wear to English class?* Write students' ideas in the correct column on the board. Then explain that all the ideas in the appropriate clothing column are *do's* and all of the items in the inappropriate column are *don'ts*; for example, *Wear long pants. Don't wear boxers and sandals.*

Option: **[+10 minutes]** Have students look through magazines for examples of *formal, informal, liberal, conservative, appropriate,* and *inappropriate* (in their opinion) clothing.

Language and culture

- *Do's* and *don'ts* are the advice someone gives a person. *Do's* are things a person should do and *don'ts* are things a person shouldn't do.

ActiveTeach Multimedia Disc • Vocabulary Flash Cards

READING

Suggested teaching time:	12–15 minutes	Your actual teaching time:	

- If helpful, demonstrate the meaning of *sleeveless shirt* and *tank top*. Draw a long-sleeved shirt on the board. Say *These are sleeves.* Then erase the sleeves and say *This is a sleeveless shirt.* Then draw a tank top, which is a sleeveless shirt with narrow straps over the shoulders. Ask a few students *Do you ever wear sleeveless shirts or tank tops? Where?*

Option: **[+10 minutes]** Make sure students have understood *liberal* and *modest* from the context of the article. (*Liberal* clothing is different, unusual, strange; *modest* clothing covers your body.) Have pairs write descriptions of a liberal outfit and a modest outfit. (An *outfit* is all the clothes worn together at the same time.) For example:

liberal	*modest*
a T-shirt	*a turtleneck*
boxers	*a blazer*
tights	*pants*
boots	*socks*
lots of accessories	*oxfords*

Have pairs choose clothes from the list to make an outfit. Then have the class say whether the outfit is *wild* or *modest*.

Option: **[+5 minutes]** If you wish to include the audio, have students read silently while they listen. Play the audio again, and pause after each blog entry. Have small groups of students repeat, imitating the pronunciation and intonation of the speaker on the audio.

Language and culture

- A *hard and fast rule* is a rule that is easy to understand and always the same. When there are *no hard and fast rules*, there are no established rules.
- *Light* can be used both to describe the weight of a material (light weight) or the color (pale).

ActiveTeach Multimedia Disc • Extra Reading Comprehension Questions • Learning Strategies

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A Paraphrase

Suggested teaching time:	2–3 minutes	Your actual teaching time:	

- In pairs, have students write a list of clothing do's and don'ts in Tanzania. For example:

Do's
- *Cover your shoulders.*
- *Wear below-the-knees pants and skirts.*
- *Dress modestly.*
- *Pack cotton blouses.*
- *Wear casual, light pants and sandals.*
- *Wear a modest bathing suit to the beach.*
- *Carry a piece of cloth to wear around your waist.*
- *Wear a suit to business meetings.*

Don'ts
- *Don't wear sleeveless shirts or tank tops.*
- *Don't show too much skin.*
- *Don't wear a bathing suit that is too revealing.*
- *Don't wear shorts or miniskirts.*

B Identify supporting details

[illegible]	7 minutes	Your actual teaching time:	

- To help students understand this kind of exercise, tell them to find and underline the information in the text that supports their answers. When they cannot find the information in the text, they know it belongs in the *no information* column.
- Have students review their answers in pairs.

C Apply information

Suggested teaching time:	7 minutes	Your actual teaching time:	

- Give students five minutes to write their packing lists. Then put them in pairs to compare their choices.

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

A Frame your ideas

Suggested teaching time:	2–5 minutes	Your actual teaching time:	

- Read the first statement aloud. Say *If you have the same opinion, check* agree. *If you have a different opinion, check* disagree.
- Have students complete this survey individually so they answer according to their own personal opinions. Then have them compare their opinions in pairs.

Option: **[+10 minutes]** To review answers, take a poll. Read each question aloud to the class. Have students raise their hands (first students who agree, then students who disagree). On the board, write the total number of students who agree and the total number of students who disagree for each statement. Discuss the results by asking students to explain their answers.

B Notepadding

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Make sure students understand the three different settings listed. Ask:
  What is an example of a formal restaurant? (*Students name a known formal restaurant.*)
  What is an example of a casual social setting? (A friend's house, a classmate's party, a fast-food restaurant.)
  What is an example of a religious institution? (A church, a mosque, a temple, a synagogue.)
- Remind students they don't need to use the word *do* when they write their do's; for example, we say *Wear nice pants and a blazer* not *Do wear nice pants and a blazer.*
- If appropriate, students can write a separate set of do's and don'ts for men and women.

C Group work

Suggested teaching time:	8–10 minutes	Your actual teaching time:	

- Have students compare their notepads. Each student in a group reads his or her do's and don'ts for each place. Students may want to add to their own do's and don'ts as they discuss.

Text-mining: Have students share their Text-mining examples and use them to create new statements with a partner.

Option: **[+10 minutes]** Regroup students. Each student reads the lists aloud to the group, who must decide which items are do's and which are don'ts.

EXTRAS (optional)

- **Workbook: Exercises 12–15**
- **Copy & Go: Activity 32**

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A Paraphrase Explain in your own words what clothing is appropriate in Tanzania, according to the blog.

Answers will vary.

B Identify supporting details Check true, false, or no info. Explain the reason why you chose each answer.

		true	false	no info
1	"Jillian25" says she is a travel agent.	☐	☐	☑
2	"Travelin'Girl" wants to dress appropriately in Tanzania.	☑	☐	☐
3	"Travelin'Girl" is traveling alone.	☐	☑	☐
4	Dar is in East Africa.	☑	☐	☐
5	"Travelin'Girl" and her husband have children.	☐	☐	☑
6	Women are expected to dress conservatively in Tanzania.	☑	☐	☐

C Apply information Imagine you are going on the same trip as "Travelin'Girl." Plan your clothes for a one-week visit to Tanzania. Be specific. Explain your choices.

> "I think I'll take three pairs of shorts because this is a vacation and I plan to spend most of my time at the beach . . ."

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

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

A Frame your ideas Take the opinion survey.

WHAT'S YOUR PERSONAL DRESS CODE?

Check agree or disagree.	agree	disagree
It's OK for men to wear shorts on the street.	☐	☐
It's OK for women to wear skirts on the street.	☐	☐
It's OK to wear sandals in an office.	☐	☐
It's important for men to wear ties in an office.	☐	☐
It's OK for men to wear sleeveless T-shirts in a restaurant.	☐	☐
It's OK for women to wear revealing clothes 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 and 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)
Underline language in the Reading on page 94 to use in the Group Work. For example:
"My general rule of thumb is . . ."

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Review

More Practice
ActiveBook Self-Study Disc
grammar • vocabulary • listening
reading • speaking • pronunciation

A 4:34 **Listening comprehension** Listen to the conversations. Use the context to infer which department the people are in. Listen more than once if necessary.

1 Shoes
2 Outerwear
3 Bags and Accessories
4 Hosiery
5 Sleepwear

Departments
Shoes
Bags and Accessories
Hosiery
Outerwear
Sleepwear
Lingerie
Electronics

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

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

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

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

4:35/4:36 **Top Notch Pop** "Anything Goes"

D Rewrite each sentence. Change the direct and indirect object nouns 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. They sent them to them.
3 How is she paying Robert for the clothes? How is she paying him for them?
4 When are we buying the gift for Marie? When are we buying it for her?

E **Writing** Imagine that you have a friend from another country who is coming to visit you. 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.

WRITING BOOSTER ▸ p. 146
- Connecting ideas with because and since
- Guidance for Exercise E

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

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Review

A Listening comprehension

Suggested teaching time:	3–5 minutes	Your actual teaching time:	

- Say *Listen to the shoppers and clerks in a department store. Write the name of the department they are in.* To review, have volunteers read their answers aloud.

AUDIOSCRIPT

CONVERSATION 1
F: Can you help me?
M: Certainly, ma'am.
F: Do you have these pumps in a smaller size? They're a little large.

CONVERSATION 2
M: Excuse me. I'm looking for a windbreaker.
F: Certainly. Is a light windbreaker OK?
M: Yes, thanks. We're going to Tanzania. They say it's incredibly hot there this time of year, but very windy.

CONVERSATION 3 [F1 = Russian]
F1: Excuse me. Where are the less expensive purses?
F2: Just over there, across from the belts.

CONVERSATION 4
M: Do you think you could gift wrap these tights for me? They're a present for my daughter.
F: I'm sorry, but I can't. We don't gift wrap in this department. But if you go to the service desk, they can help you with that.

CONVERSATION 5 [F = British English]
F: I just love this nightgown, but my husband says pink isn't a good color for me. Do you have it in black?
M: I think we do. What size, madam?
F: Extra large, please.

B Complete the chart . . .

Suggested teaching time:	4–6 minutes	Your actual teaching time:	

- Explain that *occasion* means *event* here.
- Have students compare their answers with a partner.

C Complete the travel article . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	

- Be sure students have spelled *hotter* and *heavier* correctly.

Option: **[+5 minutes]** To check their work, students read the paragraph aloud to a partner.

D Rewrite each sentence . . .

Suggested teaching time:	4 minutes	Your actual teaching time:	

- Have students underline the direct- and indirect-object nouns and noun phrases in the sentences before they rewrite.

E Writing

Suggested teaching time:	15–20 minutes	Your actual teaching time:	

- Write the following questions on the board:
  Is your friend a man or a woman?
  Is your friend coming for business and / or tourism?
  When is your friend coming? What season will it be?
- After students answer the questions, have them make a list of what to pack. Remind them to use the adjectives to describe the items of clothing they're packing.
- Have students use their answers to the questions and their lists to write a letter or e-mail.

Option: WRITING BOOSTER (Teaching notes p. T146)

ActiveTeach Multimedia Disc • **Writing Process Worksheets**

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ORAL REVIEW

Before the first activity, give students a few minutes of silent time to explore the picture and become familiar with it.

Contest

Suggested teaching time:	4–5 minutes	Your actual teaching time:	

- Divide the class into small teams. Set a time limit of three minutes for the activity.
- After students compare answers in pairs, review on the board as a class.

Option: [+5 minutes] Have students study the picture for one minute and then close their books. In small groups, have them write the names of clothing they remember.

Option: [+10 minutes] Divide the class into groups of four. One group begins by saying a word or sentence about the picture and each group follows by saying something more. Groups that can no longer say anything are eliminated until only one group remains.

Pair work

Suggested teaching time:	4–5 minutes	Your actual teaching time:	

- On the board, brainstorm adjectives students can use for this activity. For example:

dark	*small*	*warm*
light	*cheap*	*comfortable*
heavy	*expensive*	*convenient*
formal	*loose*	*pretty*
informal	*tight*	*appropriate*
conservative	*short*	*inappropriate*
liberal	*long*	
large	*practical*	

- To help students get started, ask a couple of questions such as *Which are more formal, pumps or flats?* (Pumps.)

Possible responses . . .

The blazer is heavier than the windbreaker.
The turtleneck is warmer than the V-neck.
The coats are longer than the jackets.
The jeans are more casual than the pants.
The loafers are more comfortable than the pumps.
The gray purse is more practical than the pink purse.

Role play

Suggested teaching time:	8–10 minutes	Your actual teaching time:	

- Point out that there are two separate conversations at the information desk: one between the female shopper and the female clerk; and the other between the male shopper and the male clerk.

Option: [+15 minutes] In pairs, have students write their conversations in dialogue form. Each pair then writes each line of their conversation on a slip of paper, mixes up the order of the slips, and gives them to another pair. The other pair must then put the conversation back in the correct order.

Possible responses . . .

(The shopper with two children and the female clerk at the information desk)
A: Excuse me. I'm looking for the children's department. **B:** The electronics department? **A:** No. The children's department. **B:** Oh. It's on the third floor. You can take the elevator. **A:** Thanks.

(The male shopper and the male clerk at the information desk)
A: Excuse me. Where's the men's department? **B:** The women's department? **A:** No. The men's department. **B:** Right here on the ground floor. Go through the entrance there. It's there on the right next to the escalators. **A:** Thank you.

(The clerk and the customer paying for clothes)
A: I'll take this pink shirt. **B:** Would you like to try it on first? **A:** No, thanks. It's for my daughter. **B:** How would you like to pay for it? **A:** Charge, please. And could you gift wrap it for me? **B:** I'm sorry. We don't gift wrap in this department, but you can take it to the gift wrap department.

(The customer and the clerk talking about the jackets)
A: Excuse me. Do you have this blazer in a smaller size? **B:** Yes, we do. Here you go. This one is size 36. See if it's better. **A:** Yes, it's fine. How much is it? **B:** It's $75. **A:** That's not too bad. **B:** Would you like to take it? **A:** Yes, please. Thanks for your help. **B:** My pleasure.

Option: Oral Progress Assessment

Use the illustration for an oral test. Have students point to and make three comparisons about items in the picture; for example, students could say *The windbreakers are shorter than the blazers.* Evaluate students on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.

ActiveTeach Multimedia Disc • Oral Progress Assessment Charts

Option: *Top Notch* Project

In small groups, students write a short entry about this country to the travel blog on page 94. Have students use their surveys, their notepads, and the blog for ideas.

Idea: Brainstorm on the board adjectives to describe clothing. For example:

tight	*heavy*	*formal*	*comfortable*
loose	*conservative*	*modest*	*practical*
light	*liberal*	*casual*	

EXTRAS (optional)

- **Complete Assessment Package**
- **Weblinks for Teachers:** pearsonlongman.com/topnotch/

And on your ActiveTeach Multimedia Disc:
Just for Fun
Top Notch Pop Song Activities
Top Notch TV Video Program and Activity Worksheets
Supplementary Pronunciation Lessons
Audioscripts
Unit Study Guides

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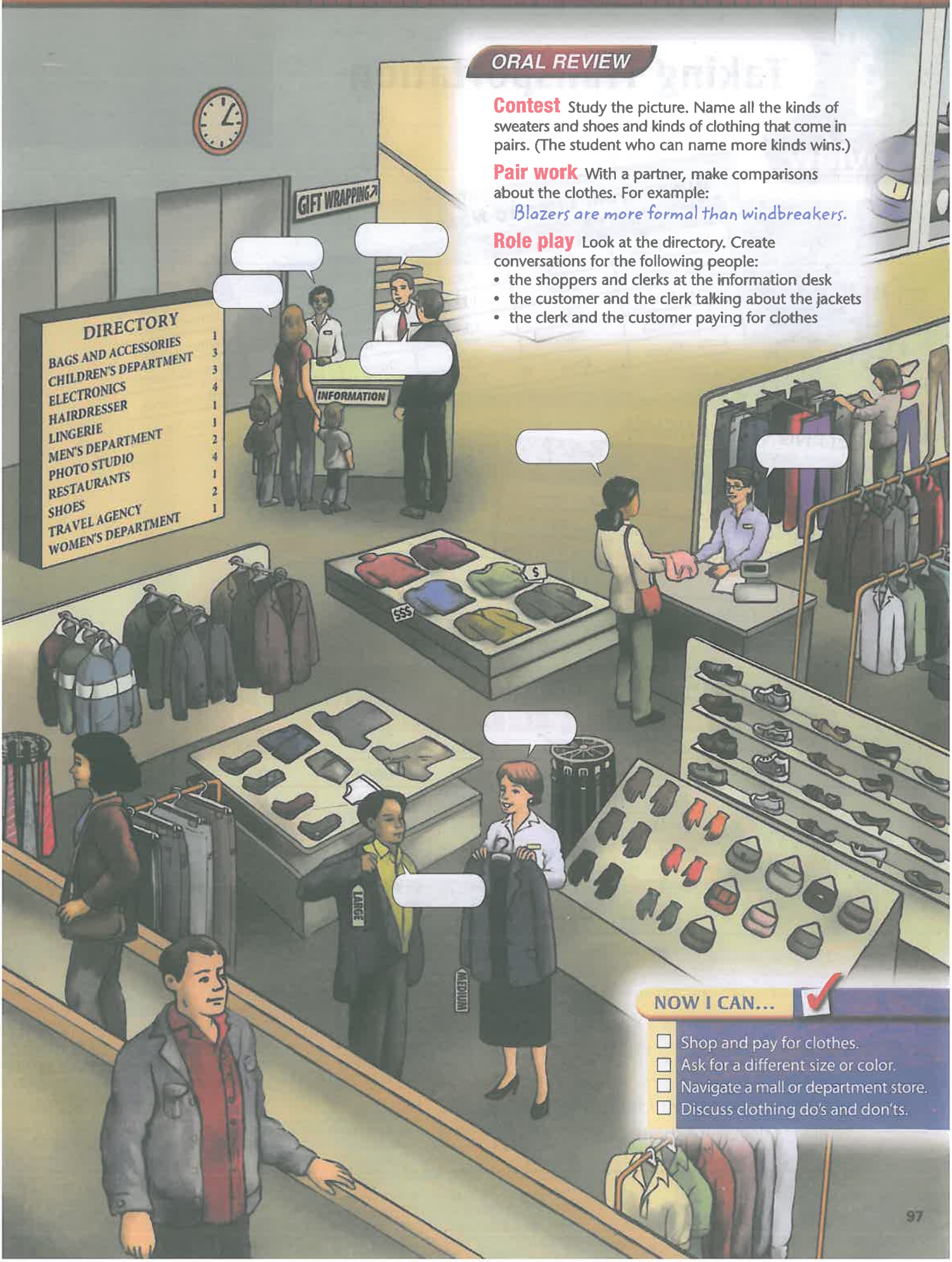

ORAL REVIEW

Contest Study the picture. Name all the kinds of sweaters and shoes and kinds of clothing that come in pairs. (The student who can name more 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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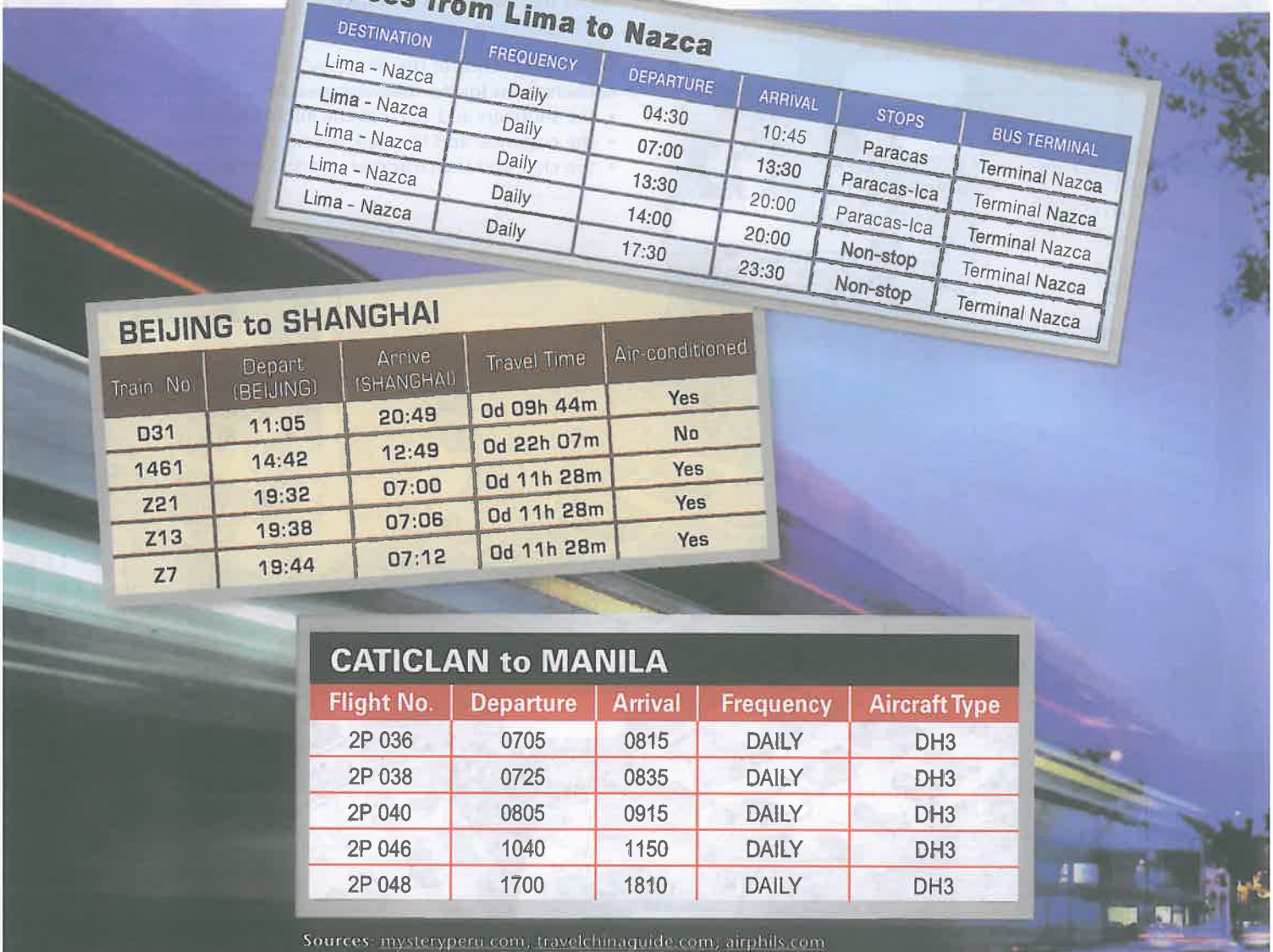
UNIT 9

Taking Transportation

GOALS After Unit 9, you will be able

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

Preview



Buses from Lima to Nazca

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

BEIJING to SHANGHAI

Train No.	Depart (BEIJING)	Arrive (SHANGHAI)	Travel Time	Air-conditioned
D31	11:05	20:49	0d 09h 44m	Yes
1461	14:42	12:49	0d 22h 07m	No
Z21	19:32	07:00	0d 11h 28m	Yes
Z13	19:38	07:06	0d 11h 28m	Yes
Z7	19:44	07:12	0d 11h 28m	Yes

CATICLAN to MANILA

Flight No.	Departure	Arrival	Frequency	Aircraft Type
2P 036	0705	0815	DAILY	DH3
2P 038	0725	0835	DAILY	DH3
2P 040	0805	0915	DAILY	DH3
2P 046	1040	1150	DAILY	DH3
2P 048	1700	1810	DAILY	DH3

Sources: mysteryperu.com, travelchinaguide.com, airphils.com

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

1. It's now 10:00 A.M. When is the next bus to Nazca? 13:30
2. And when is the next non-stop bus to Nazca? 17:30
3. How much time does it take to get from Beijing to Shanghai on train 1461? 22 hours, 7 minutes
4. Which train is faster, train 1461 or train D31? D31

What time does flight 2P 046 depart for Manila? When does it arrive? 10:40, 11:50

B Pair work Ask your partner more questions about each schedule.

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UNIT 9

Taking Transportation

Preview

LESSON PLAN

Before Exercise A, give students a few minutes of silent time to observe the schedules.

A Use the schedules . . .

Suggested teaching time:	7–10 minutes	Your actual teaching time:	

Language and culture

- A 12-hour clock with A.M. and P.M. is typically used in the U.S. and Canada. Use of the 24-hour clock, often referred to as *military time*, is more prevalent worldwide, especially in more official settings such as airports and train / bus stations.

- If possible, have the class look at a world map. Ask the following questions and have students locate the countries and cities on the map:
  Where are Lima and Nazca? (Peru.)
  Where are Beijing and Shanghai? (China.)
  Where are Caticlan and Manila? (The Philippines.)
- Have students check their answers with a partner.

Option: **[+5 minutes]** To extend the activity, ask additional questions. For example:
How much time does it take to get from Lima to Nazca on a non-stop bus? (Six hours.)
How many buses leave for Nazca in the afternoon? (Three.)
It's 10:00. When is the next train to Shanghai? (11:05.)
What time does the Z21 train leave Beijing? (19:32 or 7:32 P.M.)
If you want to get to Shanghai in less than 12 hours, which train should you NOT take? (1461.)
It's 9:30. Which flights have already left Caticlan? (Flights 2P 036, 2P 038, and 2P 040.)
Which flight leaves at 5:00 P.M.? (Flight 2P 048.)

B Pair work

Suggested teaching time:	5–7 minutes	Your actual teaching time:	

- Write the following question words on the board to prompt students:
  What time . . . ?
  When . . . ?
  Which train / bus / flight . . . ?
  How much time . . . ?

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C Photo story

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Before students read and listen, have them look at the photos. Ask *Where are the men?* (At an airport.)
- After students read and listen, ask comprehension questions such as:
  Where are they both going? (To Manila.)
  What flight are they taking? (Flight 56.)
  When is it boarding? (In 15 minutes.)
  Where is Robert from? (France.)
  Is Marcos from the Philippines? (No, he isn't. He's from Brazil.)
  Where is Robert going next week? (Brazil.)

Language and culture

- The expression *What a small world!* is used to express surprise when people meet by coincidence or have surprising similarities.

D Focus on language

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Point out the underlined phrases in the Photo Story.
- Review answers as a class.

Option: **[+5 minutes]** To focus further on the language in the Photo Story, read the explanations below. Have students supply the line from the conversation that means the same thing as the explanation.

Marcos is happy he found someone who speaks English. He says . . . (Thank goodness!)
Marcos is looking for Terminal 2. Robert is going there. He says . . . (That's where I'm going. Just follow me.)
Roger wants to know where Marcos is from. He asks . . . (And where is home?)
Marcos is Brazilian. Roger is going to Brazil next week. This is a coincidence. They are both surprised. Marcos says . . . (What a small world!)

E Think and explain

Suggested teaching time:	8–10 minutes	Your actual teaching time:	

- Tell students to find and underline the information in the text that supports their answers. When they cannot find the information in the text, they know it is a *no information* (NI) answer.
- Have students explain their answers in pairs.

Language and culture

Catch a flight means *take a flight.* It sometimes implies that there's a danger of missing it.

F Pair work

Suggested teaching time:	12–15 minutes	Your actual teaching time:	

- Brainstorm means of transportation on the board; for example, *on foot (walking), bicycle, bus, car, subway, boat, train, taxi, airplane.*
- Refer students to the Recycle box and remind them to use the adjectives they learned in Units 5 and 7.
- To model the activity, say *I walk to school and work. It's relaxing.*

Option: **[+10 minutes]** To discuss the advantages and disadvantages of each means of transportation, draw the following chart on the board (without the comments) and have students copy it, or print it out from the *ActiveTeach Multimedia Disc* and distribute to students. In small groups, have students discuss what they like and dislike about the different means of transportation.

	Driving to school or work	Flying for vacations in my country	Riding a bus for vacations in my country
Advantages	convenient comfortable	fast	scenic cheap
Disadvantages	hard to park	expensive not scenic	slow

ActiveTeach Multimedia Disc • Graphic Organizers

EXTRAS (optional)

- **Workbook: Exercises 1, 2**

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C Photo story

5:02

Read and listen to a conversation between two people trying to catch a flight.

ENGLISH FOR TODAY'S WORLD
connecting people from different cultures **and** language backgrounds

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. That's where I'm going. 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 on my way to Manila, too. Flight 56?
Marcos: Yes. But we should hurry. It'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!

Marcos: Portuguese speaker; Roger: French speaker

D Focus on language

Find an underlined phrase or sentence in the Photo Story that has the same meaning as:

1 I'm traveling to . . .
I'm on my way to . . .

2 Let's walk faster.
We should hurry.

3 I'm changing to . . .
I'm connecting 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 catch the flight.

F Pair work

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

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 vacations in my country		
For vacations outside of my country		

Be sure to recycle this language.

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

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LESSON 1

GOAL Discuss schedules and buy tickets

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 words and phrases from the Vocabulary.

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

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

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

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

GRAMMAR *Modals should and could*

should

Use should and the base form of a verb to give advice.

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 suggest or ask about alternatives or possibilities.

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: form and meaning*
- *Common errors*

A Grammar practice Complete each statement or question with should or could and the base form.

1 ...He should take... the express. The local arrives too late.
He / take

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

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VOCABULARY

A Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

- After students listen and repeat, point to the Japan Rail schedule and ask *Which train makes stops, a local or an express?* (A local.) *Which one is faster?* (An express.)
- Point to the Air China flight signs and ask *Which flight makes stops, a direct flight or a non-stop flight?* (A direct flight.) *Which one is faster?* (A non-stop flight.)
- To personalize the Vocabulary, have students think about the last flight they (or someone they know) took. Ask:
  Did you have a one-way or a round-trip ticket?
  Was it a direct or a non-stop flight?
  Did you have to change planes?
  Did you have an aisle or a window seat?
- Then ask:
  What about your last train trip?
  Did you have a one-way or a round-trip ticket?
  Did you take a local or an express?
  Did you have an aisle or a window seat?
- Have students use the Vocabulary to talk about their last airplane and train trips.

Language and culture

- Airlines distinguish between non-stop and direct flights, though the general public tends to use them interchangeably. A direct flight makes an intermediary stop where some passengers get off the plane while others remain. New passengers may get on the plane at this stop.

ActiveTeach Multimedia Disc • Vocabulary Flash Cards • Learning Strategies

B Complete the conversations . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	

- To check their work, students read the completed conversations with a partner.

Language and culture

- In British English, a one-way ticket is called a *single* and a round-trip is a *return*.

GRAMMAR

Suggested teaching time:	13–15 minutes	Your actual teaching time:	

should

- To demonstrate that *should* is used for asking for and giving advice, students look again at the train schedule from Beijing to Shanghai on page 98. Ask *Should I take the 1461 or the Z21? Why?* Write students' answers on the board with *should*; for example, *You should take the Z21 because it is faster. You should take the 1461 because it's more scenic.*

could

- Say to the class *How many different ways could I travel to [Istanbul]?* Elicit suggestions from the class and write them on the board. Write students' answers on the board with *could*. Students' answers should begin with, *You could . . .*

Possible responses . . .

You could take a train.
You could fly.
You could take a boat.
You could drive.

Option: [+5 minutes] Have students give each other advice about vacation destinations.

Option: [+5 minutes] For further practice, give students different travel problems and ask for their advice. Some possible travel problems:
I lost my passport.
Someone stole my purse.
The airline lost my luggage.
I missed my flight.

Language and culture

LEN **From the Longman Corpus:** *Could* and *should* are two of the 1,000 most frequent words in both written and spoken American English.

Option: GRAMMAR BOOSTER (Teaching notes p. T138)

ActiveTeach Multimedia Disc • Inductive Grammar Charts

A Grammar practice

Suggested teaching time:	2–3 minutes	Your actual teaching time:	

- Before students work on the exercise, write on the board:
  _____ *a round-trip ticket.*
  She / buy
- Then write incorrect sentences on the board. Have students circle the problem with each answer.
  She shoulds buy a round-trip ticket.
  She should buys a round-trip ticket.
  She should buying a round-trip ticket.
  She should to buy a round-trip ticket.
- Elicit the correct answer from the class and write it on the board. (*She should buy . . .*)
- Have students change the same statement into a question and write it on the board. (*Should she buy a round-trip ticket?*) Then have them make it negative and write it on the board. (*She shouldn't buy a round-trip ticket.*)

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B Pair work

Suggested teaching time:	3–5 minutes	Your actual teaching time:	

- Give students a minute to study the train schedule. Ask a few comprehension questions. For example:
  When does the 7:15 train arrive in Northway? in Oak Plains? in Carmel?
  Which trains stop in Oak Plains?
  Which train is non-stop to Carmel?
- If students are uncertain when to use *could* or *should*, say *Use could when you are talking about what is possible. Use should when you are talking about what is better.* For example:
  "I could take the 7:30." It is possible.
  "I should take the 7:25." It is faster. It's the better choice.

CONVERSATION MODEL

A Read and listen . . .

Suggested teaching time:	1–2 minutes	Your actual teaching time:	

These conversation strategies are implicit in the model:
- Use I'm sorry to respond with disappointing information.
- Use Well to introduce an alternative.

- Have students look at the photo. Ask *What time is it?* (5:17 / 17:17) Point to the woman behind the desk and ask *What is her occupation?* (She's a ticket clerk.)
- After students read and listen, ask:
  Where does he want to go? (To Montreal.)
  Can he take the 5:12 bus? (No.)
  Why not? (It left at 5:12. It's 5:17 now.)
  When's the next bus? (At 5:30.)
  How long does he have to wait? (12 minutes.)
- Tell students that *ago* is used to show how far back in the past something happened. To make sure students understand its use, say *It's 5:17 now. The bus left at 5:12. The bus left five minutes ago.*
- Ask *When did we come to class?* Have students use *ago* in their response; for example, *We came to class forty minutes ago.* Ask individual students *When did you start studying English?* Example response: *Two years ago.*

Language and culture
- *To make a bus* means *to get on the bus before it leaves.* The phrase is often used with *can*; for example, **A:** *Can I make the 5:10 train?* **B:** *No, but you can make the 5:20 train. You still have eight minutes.*
- It's common in spoken English to reduce noun phrases; for example, the ticket clerk says *the 5:30* instead of *the 5:30 bus.*

B Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Have students repeat chorally. Make sure they:
  - emphasize *could* in *Well, you could take the 5:30.*
  - use rising intonation in *one way* and falling intonation in *round trip.*

NOW YOU CAN Discuss schedules and buy tickets

A Pair work

Suggested teaching time:	10–14 minutes	Your actual teaching time:	

- Have students look at the departure board. Ask *What time is it?* (7:15 A.M.)
- Point out that Student A is playing the role of a customer. Student B is a ticket clerk.
- Be sure to reinforce the use of the conversation strategies; for example, have students practice using *well* to introduce alternatives: *Well, you could wait for the next express.*

Don't stop! Extend the conversation. Remind students of other language they can use in these conversations. For example:
How much is the ticket?
Does the train make stops? / Is it a local or express?
Can I have an [aisle] seat?
What track is it leaving from?

ActiveTeach Multimedia Disc • Conversation Pair Work Cards

B Change partners

Suggested teaching time:	10–14 minutes	Your actual teaching time:	

- To ensure that students vary who they talk to in Pair Work activities, pair them up with someone who shares the same birthday month.
- Tell students to vary their conversations.

EXTRAS (optional)

- **Workbook: Exercises 3–6**
- **Copy & Go: Activity 33**

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3 You should get ..... a round-trip ticket. That way you won't have to wait in line twice.
You / get

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

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

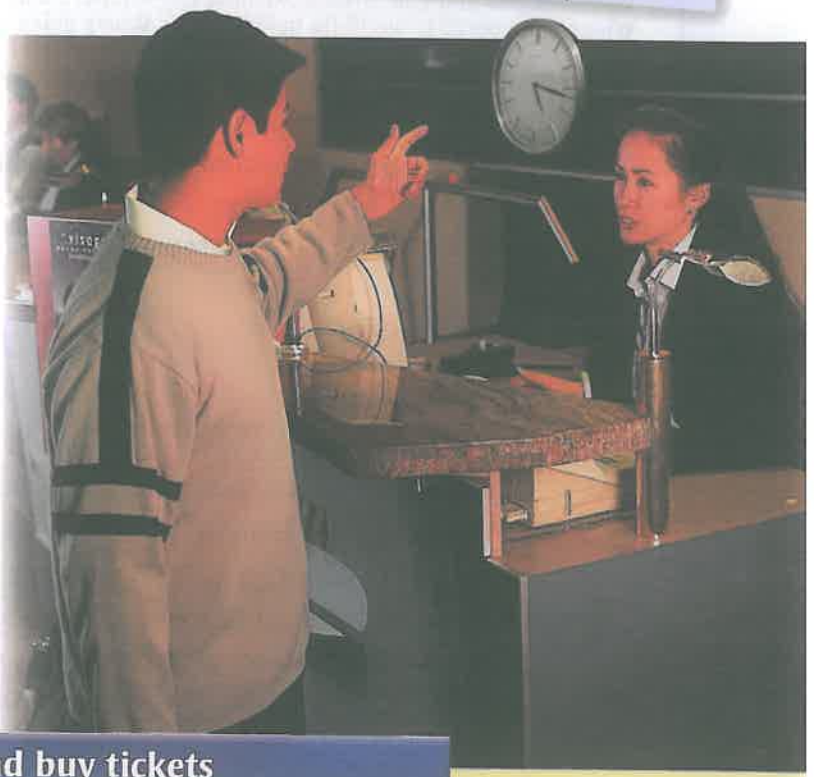
B Pair work Two coworkers are at Penn Station, and they work in Oak Plains. It's 7:20 A.M. They have to arrive in Oak Plains for work at 9:00. Use the schedule to discuss all the possible choices. Use could and should. Explain your choices.

"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.

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

A Pair work Use the train departure board. Imagine it is now 7:15. Change the Conversation Model, based on where you want to go. 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 makes stops.
- Ask for the kind of seat you'd like.

B Change partners Practice the conversation again. Discuss other departures.

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LESSON 2

GOAL Book travel services

GRAMMAR *Be going to to express the future: Review*

	base form	
I'm going to	rent a car	in New York.
She's going to	eat	at the airport.
We're going to	take a taxi	into town.

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 lobby.)
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.
I'm renting a car in New York **next week.**

GRAMMAR BOOSTER ▸ p. 138
• *Expansion: future actions*

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

1 They're going to buy (they / buy) tickets for the express.
2 When is she going to leave (she / leave) for the airport?
3 Are you going to ask for (you / ask for) an aisle seat?
4 Who 's going to take (take) him to the train station?

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

Here's my travel information: I (1 leaving / 'm leaving) Mexico City at 4:45 P.M. on Atlas Airlines flight 6702. The flight (2 is arriving / arriving) in Chicago at 9:50 P.M. Mara's flight (3 going to get in / is getting in) ten minutes later, so we (4 're meeting / meeting) at the baggage claim. That's too late for you to pick me up, so I (5 'm going to take / take) a limo from O'Hare. Mara (6 goes to / is going to) come along and (7 spend / spending) the night with us. Her flight to Tokyo (8 not leaving / isn't leaving) until the next day.

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 vacation?"

VOCABULARY *Travel services*

A 5:06 Read and listen. Then listen again and repeat.

a rental car

a taxi

a limousine / a limo

a hotel reservation

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GRAMMAR

Suggested teaching time:	10 minutes	Your actual teaching time:	

- To be sure students understand the concept of "future," draw the following timeline on the board:

- After students read the information in the Grammar box, ask *What are your future plans?* On the board, write:
  Tonight . . .
  Tomorrow . . .
  This weekend . . .
  Next week . . .
  Next month . . .
  Have students use *be going to* to write statements about their future activities. (Tomorrow, I'm going to play soccer.)
- Ask *What are you going to do [tonight]?* Have several students read their sentences aloud. Check that students use the correct form of *be going to* with the base form of a verb.

Language and culture

- In casual conversation, *going to* in the future with *be going to* is often pronounced "gonna." However, in written English, the words are always spelled *going to*.
- The simple present tense is often used for the future when discussing travel dates, schedules, and times; for example, *We arrive next week.*

Option: GRAMMAR BOOSTER (Teaching notes p. T138)

ActiveTeach Multimedia Disc • Inductive Grammar Charts

A Grammar practice

Suggested teaching time:	1–3 minutes	Your actual teaching time:	

- Write incorrect sentences on the board. Have students circle the problem with each.
  He going to buy a ticket.
  He's going buy a ticket.
  Hes going to buy a ticket.
  Is he going to buy a ticket.
- Elicit the correct sentences from the class and write them on the board. (*He's going to buy a ticket. / Is he going to buy a ticket?*)

Option: [+5 minutes] On a sheet of paper, have students rewrite the sentences, using the present continuous. (1 They're buying . . . 2 . . . is she leaving . . . ? 3 Are you asking for . . . ? 4 . . . is taking . . . ?)

B Complete the e-mail . . .

Suggested teaching time:	3–6 minutes	Your actual teaching time:	

- To check their work, students read the e-mail aloud to a partner.

Option: [+5 minutes] Write the following on the board:
place of departure:
airline:
flight number:
departure time:
destination:
arrival time:
Have students find the travel information in the e-mail. Ask volunteers to come up and write in the correct answers. (Mexico City, Atlas Airlines, 6702, 4:45 P.M., Chicago, 9:50 P.M.)

Option: [+5 minutes] Ask the class:
What time is Mara's flight going to arrive? (10:00 P.M.)
What's the name of the airport in Chicago? (O'Hare.)
Is Mara going to stay in Chicago for long? (No. She's flying to Tokyo the next day.)

C Pair work

Suggested teaching time:	2–3 minutes	Your actual teaching time:	

- Have the class brainstorm questions they can ask one another. For example:
  What are you going to do tonight / this weekend / next summer?
  What are you going to eat for dinner tonight?
  Where are going to go on your next vacation?
  What kind of job are you going to have in five years?

VOCABULARY

A Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Explain that *a rental car* is a car you pay to use for a short time.
- To personalize the Vocabulary, ask:
  What about your last vacation?
  Where did you go?
  Did you use a rental car?
  Did you use a taxi?
  Did you use a limousine?
  Did you have a hotel reservation?

Language and culture

- In informal speech, limousines are often called *limos*. An airport limousine is usually reserved in advance.

From the Longman Corpus: Some words are frequently used together with *reservation*. Phrases include *have a reservation, make a reservation,* and *get a reservation.*

ActiveTeach Multimedia Disc • Vocabulary Flash Cards

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LESSON PLAN

B Listening comprehension

Suggested teaching time:	3–6 minutes	Your actual teaching time:	

- Ask where Bogota, Seoul, New York, and Montevideo are. (Colombia, South Korea, the United States, and Uruguay) If possible, show students where each country is on a world map.

Option: **[+10 minutes]** Draw the following chart on the board (without the answers) and have students copy it, or print it out from the *ActiveTeach Multimedia Disc* and distribute. Have students listen again and fill in the chart.

	Where?	What date?	What time?
1	Bogota	October 6	No information
2	Seoul	October 4	No information
3	New York	October 3	11:30 PM
4	Montevideo	October 4	8:00 AM

ActiveTeach Multimedia Disc • Graphic Organizers

AUDIOSCRIPT

CONVERSATION 1 [F = Spanish]
M: Good morning. How can we assist you today?
F: I'm flying to Bogota on October 6th, and I need a limousine.
M: Certainly. For you alone?
F: No. I'll be traveling with my three children. We'll have lots of luggage.
M: That's no problem. I can book you a limo with a large trunk for the luggage. Are you going to need a hotel reservation in Bogota?
F: No, thank you. Bogota is my home.

CONVERSATION 2 [M2 = U.S. regional]
M1: Yes, sir. Can I help you with something?
M2: I hope so. I'm arriving in Seoul on October 4th, and I need a hotel reservation. I'm very concerned because I don't speak any Korean.
M1: Don't be concerned, sir. The hotel staff all speak English.

CONVERSATION 3 [F = Chinese]
F: Excuse me. I need some help with a rental car reservation overseas.
M: Yes, of course. Please have a seat. I'll be right with you . . . Now, ma'am. Where do you need that car?
F: In New York, at John F. Kennedy airport. I arrive on the third.
M: Of October?
F: Yes, at 11:30 P.M. Is that too late to get a car?
M: Certainly not. Nothing's too late in New York!

CONVERSATION 4 [M2 = Eastern European]
M1: Excuse me. Do you work here?
M2: Yes, sir. How can I assist you this afternoon?
M1: I'm arriving in Montevideo from Porto Alegre on October 4th at 8:00 in the morning. I have a reservation at the Hotel del Centro. I'll need either a taxi or a limousine. Are there limousines from the airport to the hotel?
M2: Let me check . . . Actually no. You'll need to take a taxi.
M1: Is it possible to make a reservation? I have a lunch meeting and I want to be sure I don't have to wait for the taxi. Is that possible?
M2: Anything is possible. If you'll just give me a moment, I'll go online to see what the options are.

CONVERSATION MODEL

A Read and listen . . .

Suggested teaching time:	1–2 minutes	Your actual teaching time:	

These conversation strategies are implicit in the model:
- Use I hope so to politely respond to an offer of help.
- Use Let me check to buy time to get information.

- After students read and listen, ask *Where is B going?* (Dubai.) *When is B arriving in Dubai?* (On April 6th.) *What does B need?* (A rental car.)

Option: **[+2 minutes]** Elicit three ways to express B's arrival date and time. (He's going to arrive in Dubai on April 6th at 5:45. He's arriving in Dubai on April 6th at 5:45. He arrives in Dubai on April 6th at 5:45.)

B Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Have students repeat chorally. Make sure they:
  - stress *hope* in *I hope so.*
  - use rising intonation with *Can I help you?*

C Find the grammar

Suggested teaching time:	1–2 minutes	Your actual teaching time:	

- Review answers as a class.

NOW YOU CAN Book travel services

A Pair work

Suggested teaching time:	10–12 minutes	Your actual teaching time:	

- Ask questions about the tickets. For each ticket, ask:
  What's the form of transportation? (Flight, bus, train.)
  What's the destination? (Cuzco, Sokcho, Washington.)
  What's the arrival date? (April 11, August 13, June 26.)
  What's the arrival time? (19:15 / 7:15 P.M., 11:55, 9:10 P.M.)

Don't stop! Extend the conversation. Have the class brainstorm other services they might need; for example, a hotel reservation, a rental car, a limo, a taxi.

- Reinforce the conversation strategies: make sure students say *I hope so* in a friendly manner.

ActiveTeach Multimedia Disc • Conversation Pair Work Cards

B Change partners

Suggested teaching time:	10–12 minutes	Your actual teaching time:	

- Give students a few minutes to create their own tickets.

EXTRAS (optional)

- **Workbook: Exercises 7–11**
- **Copy & Go: Activity 34**

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B 5:07 **Listening comprehension** 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 ...'s going to reserve... (reserve) a ...limo... for her.

2 The tourist ...'s going to need... (need) a ...hotel reservation... in Seoul.

3 She ...'s going to get... (get) a ...rental car... at John F. Kennedy Airport.

4 The agent ...'s going to check... (check) to see if he can reserve a ...taxi... for the tourist.

CONVERSATION MODEL

A 5:08 Read and listen to a conversation between a travel agent and a 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 5:09 **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.

C Find the grammar Find and circle two ways that A and B express future plans in the Conversation Model.

NOW YOU CAN Book travel services

A Pair work Change the Conversation Model. Book one of the travel services from the Vocabulary. Use the tickets for arrival information. Then change roles.

A: Hello. Can I help you?
B: ..... . I'm going to need ..... in ..... .
A: ..... . What date are you arriving?
B: ..... .
A: And what time?
B: Let me check . . . .

Don't stop!
Ask for additional services.

"I'm also going to need a hotel reservation."

B Change partners Make your own flight, bus, or train tickets. Then practice the conversation again, using your tickets.

Your ticket

From _____
To _____
Date _____
Departs _____ Arrives _____

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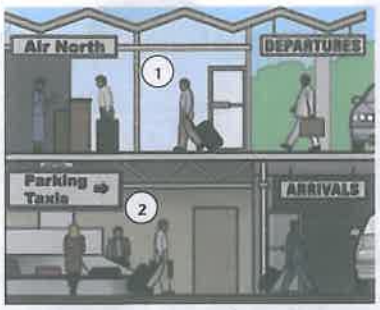
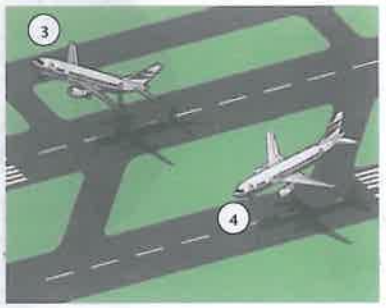
LESSON 3

GOAL Understand airport announcements

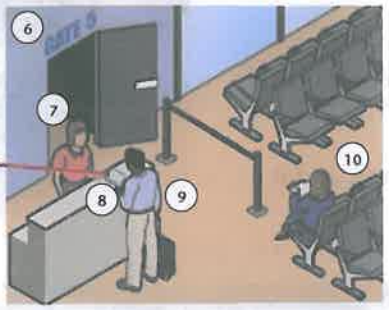
BEFORE YOU LISTEN

A 5:10 **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) the gate (7) an agent
(8) a boarding pass (9) a passenger
(10) the departure lounge

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 will depart late.
- The flight is **canceled.** The passengers have to find another flight.

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

When you ..... arrive (1) ..... at the airport, you should take your luggage to the check-in counter and get your ..... boarding pass (2) ..... . Then you can ..... go through security (3) ....., where ..... passengers (4) ..... have to put all their hand luggage on the belt. From there you should go to the ..... gate (5) ..... your plane is departing from. If you are early and your plane hasn't landed or arrived at the gate, just have a seat in the ..... departure lounge (6) ..... . When your flight is called, you can show your boarding pass to the ..... agent (7) ..... and get on the plane. Be sure to turn off all electronic devices and put on your seat belt before your plane ..... departs (8) ..... from the gate. Enjoy the takeoff, and have a good flight!

LISTENING COMPREHENSION

A 5:11 **Understand public announcements** Listen to the announcements. Check the travel problems.

- ☑ a delay
- ☐ a cancellation
- ☐ an overbooking
- ☑ a gate change
- ☐ a security problem
- ☑ a mechanical problem

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BEFORE YOU LISTEN

A Vocabulary

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Have students point to each numbered item as they listen to the audio.

Option: **[+5 minutes]** To check comprehension, after students have listened and repeated the Vocabulary, give the definitions that follow. Have students supply the correct Vocabulary word or phrase:

- *The traveler on the plane is a . . .* (a passenger)
- *If a passenger is leaving, he or she is . . .* (departing)
- *When the plane leaves the ground, it . . .* (takes off)
- *When the plane comes down from the air and touches ground, it . . .* (lands)
- *The person who takes your boarding pass when you get on an airplane is an . . .* (agent)
- *When the airline says a flight is not going to depart, the flight is . . .* (canceled)
- *When there are more passengers than seats on the plane, the plane is. . . .* (overbooked)
- *The place where passengers walk through machines to check their carry-on luggage is . . .* (security)
- *The place everyone waits before getting on the plane is the . . .* (departure lounge)
- *The ticket you show the agent to get on the plane is a . . .* (a boarding pass)
- *When the flight departs later than the time on the schedule, the flight is . . .* (delayed)

ActiveTeach Multimedia Disc • Vocabulary Flash Cards

B Use the Vocabulary . . .

Suggested teaching time:	6 minutes	Your actual teaching time:	

- Make sure students write *passengers* in the plural form for item 4.

Option: **[+5 minutes]** In groups of four, have students demonstrate the pre-flight instructions. One student narrates as the other three students mime the actions. Invite one or two groups to present the demonstration to the class.

LISTENING COMPREHENSION

A Understand public announcements

Suggested teaching time:	6–8 minutes	Your actual teaching time:	

- When you review, ask *Was there a delay? Was there a cancellation?* etc. Students answer *Yes, there was,* or *No, there wasn't.*

AUDIOSCRIPT

[F, M = Spanish]

F: Lanca Airlines, flight 692, with service to Antofagasta, Chile, and continuing service to Santiago, is now ready for boarding through gate 26B. Passengers with boarding passes should pass through security and proceed immediately to the gate.

F: This is a gate change for Lanca Airlines, flight 692, with service to Antofagasta, Chile, and Santiago. The new gate is gate 16C. This is a gate change for Lanca Airlines, flight 692, with service to Antofagasta, Chile, and Santiago. The new gate is gate 16C.

M: This is an announcement for passengers on Lanca Airlines flight 692 with service to Santigo with an intermediate stop in Antofagasta. Ladies and gentlemen, please take your seats. The captain informs me that there is a mechanical problem, and the new departure time will be at 7:00. If you are traveling on flight 692, please take your seat. The flight has been delayed. The new departure time is 7:00. We're sorry for the delay.

M: Ladies and gentlemen, Lanca Airlines, flight 692 to Antofagasta, with continuing service to Santiago is now available for boarding through gate 16C. Passengers requiring assistance or with small children will be boarded first. We're now ready to board passengers in the Wide World Alliance or those passengers with first-class or business-class boarding passes. Have a good flight!

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B Listen for details

Suggested teaching time:	6–8 minutes	Your actual teaching time:	

- After students complete the exercise, ask *Is flight 692 direct or non-stop?* (Direct.)

PRONUNCIATION

A Listen to the rhythm . . .

Suggested teaching time:	1–2 minutes	Your actual teaching time:	

- Point out how intonation rises on the first of two alternatives and falls on the second.

Option: **[+10 minutes]** Have partners plan a trip together. They suggest alternatives to each other, practicing the correct rhythm and intonation. To make the activity more interesting, students can choose from the alternatives their partner suggests. (I'd like to go to Europe.)

B Now practice saying . . .

Suggested teaching time:	1–2 minutes	Your actual teaching time:	

- If students have a difficult time focusing on their own speech production, tell them to plug one ear as they speak. They will be able to hear themselves better.

ActiveTeach Multimedia Disc • **Pronunciation Activities**

NOW YOU CAN Understand airport announcements

A Read the announcement . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	

- Read the announcement aloud, or have students read it independently.
- Remind students that when something is overbooked, there are more passengers than seats. The airline sold too many tickets.
- To check comprehension, ask:
  What's the problem with the flight? (It's overbooked.)
  What does the airline want someone to do? (Take a later flight.)
  What do you get if you volunteer to take a later flight? (A free round-trip ticket for another flight.)

Option: **[+5 minutes]** Have students find and circle the word *volunteer* in each speech balloon. Ask what part of speech *volunteer* is in each context. (It's a noun in the first balloon, a verb in the second.) Ask *How many volunteers does the airline need?* (Two.) *Would you like to volunteer? Why or why not?*

B Pair work

Suggested teaching time:	10–12 minutes	Your actual teaching time:	

- Ask the following questions and elicit answers from the class. Write the answers on the board:
  What time is flight 58 going to depart? (17:25)
  When's the next flight to São Paulo? (17:50)
  What time does it arrive? (19:50)
  What time is your very important dinner? (20:30)
- Remind students to practice the correct rhythm and intonation when they state alternatives.
- Remind students of language for discussing plans. Write the following on the board:
  What should we do?
  We should ___.
  We could ___.
  What about ___?
  Can we make the ___?

C Discussion

ted me:	10–15 minutes	Your actual teaching time:	

- Ask individual students *What are you going to do?* and *What's your partner going to do?* To encourage students to say more, ask *Why?*

Possible responses . . .

I'm going to take flight 58. I have to be on time for the dinner. My partner's going to volunteer. He wants a free ticket. He's going to go to Rio in February.

EXTRAS (optional)

- **Copy & Go: Activity 35**

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B 5:12 **Listen for details** Listen again and write the flight information.

1 flight number: ...692....
2 original departure gate: ...26B...
3 final departure gate: ...16C...
4 final departure time: ...7:00...

PRONUNCIATION *Intonation for stating alternatives*

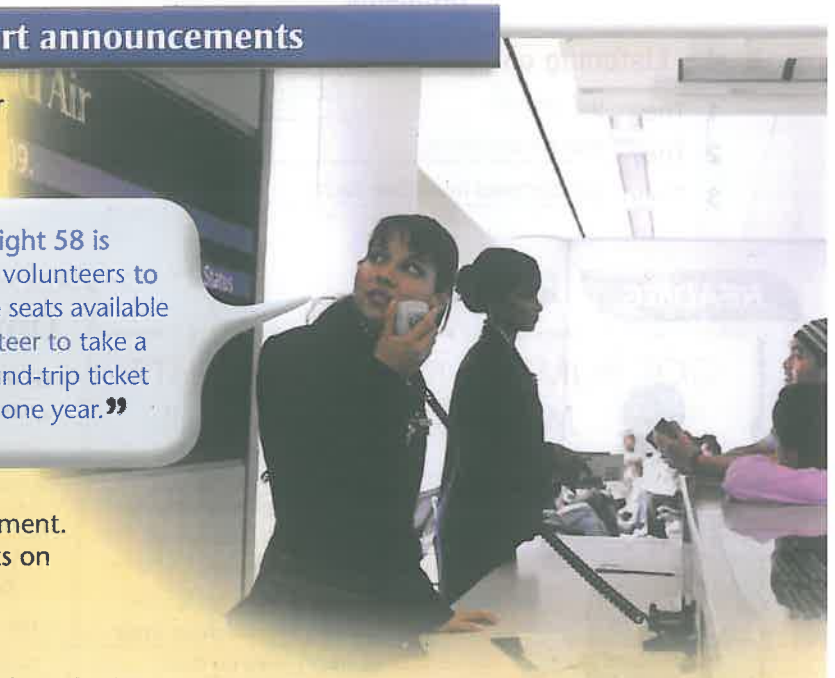
A 5:13 Listen to the rhythm and intonation of alternatives. Then listen again and repeat.

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 Read the announcement by the gate agent for Rapid Air flight 58 from Brasilia to São Paulo. Make sure you understand the details.



"Good afternoon, ladies and gentlemen. Flight 58 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 Now act on the airport announcement. Imagine that you and your partner have tickets on flight 58. First read the situation:

- The time is now 16:35.
- You have a very important dinner in São Paulo at 20:30.
- The flight takes about two hours gate to gate.

Then 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

A 5:14 **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 5:15 **Listening comprehension** Listen and complete each statement with the Vocabulary.

1 They got seasick.
2 They had an accident.
3 They got bumped from their flight.
4 They had mechanical problems.
5 They missed their flight.

READING

5:16

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!

Source: Adapted from airconsumer.ost.gov

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. 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.

The location of last night's accident

Source: Adapted from news articles in lohud.com

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BEFORE YOU READ

A Vocabulary

Suggested teaching time:	2 minutes	Your actual teaching time:	

- After students read and repeat, ask *Did you ever have one of these problems? What happened?*

Language and culture

- If travelers *get bumped from a flight*, it means *they lost their seat on this flight* (usually due to overbooking). *To get seasick* means *to feel very nauseated because of movement of a boat or ship.* Someone who gets sick because of the motion on a plane is said to be *airsick*. *Carsick* means *to get sick because of the motion of a car.*

ActiveTeach Multimedia Disc • **Vocabulary Flash Cards**

B Listening comprehension

Suggested teaching time:	4–6 minutes	Your actual teaching time:	

- When you review, have students check that they used the correct possessive adjective, *their*, in item 5.

Option: **[+5 minutes]** Have students listen again for the means of transportation in each conversation. (1 ship; 2 limo; 3 airplane; 4 train; 5 airplane)

AUDIOSCRIPT

CONVERSATION 1 [F1 = British English]
F1: You'll never believe what happened on our holiday.
F2: What?
F1: Well, we took this great cruise, but the weather was really bad. The sea was so rough, it was even hard to walk.
F2: Oh, no! What bad luck. Well, was the food good at least?
F1: Food? Are you kidding? We couldn't eat a thing. We felt awful!

CONVERSATION 2
F: How was the trip with your family?
M: It ended well. But it started badly.
F: What do you mean?
M: Well, the airport limo hit a bus.
F: Did anyone get hurt?
M: No. But it was really scary.

CONVERSATION 3 [M = Portuguese; F = Indian]
M: How was your trip?
F: Pretty good, except for one thing.
M: What was that?
F: Well, they overbooked our flight, and we couldn't get on.
M: What do you mean, they overbooked your flight? You had tickets, didn't you?
F: Yes. But so did two hundred other people. There were only a hundred and ten seats on the plane.
M: Oh, no! So what happened?
F: Well, it turned out OK. They put us on a later flight, but we got in too late for the party.

CONVERSATION 4
M1: What time does your parents' train arrive?
M2: Well, it was supposed to arrive at five, but they called to say it was late.
M1: How come? What happened?
M2: I'm not sure . . . something about the doors on the train. I think they wouldn't close. But they fixed it. They're just late.

CONVERSATION 5
F: What are you doing home?
M: There was a ton of traffic and we got to the airport five minutes late. Unfortunately, the flight left on time.
F: Well, that WAS bad luck! Most flights leave late. What are you going to do?
M: It's OK. We're going to take the first flight out in the morning.

READING

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Have students read the first article only. Ask:
  What is a "no-show"? (A person with reservations who doesn't show up for the flight.)
  Why do some people get bumped from their flight? (Because there are more passengers on the flight than seats on the plane.)
  What do airlines do to help the bumped passengers? (They give them cash, free flights, hotels, and/or meals.)
- Now have students read the second article. Ask:
  Why did the man take a wrong turn? (The GPS said "turn.")
  Why did the man and his son leave the car on the train tracks? (They couldn't move it.)
  Was anyone hurt in the accident? (No.)

Option: **[+5 minutes]** If you wish to include the audio, have students listen with their books closed before they read the articles.

Option: **[+5 minutes]** Have students read the articles again and use the context to explain the following words or sentences.

Article 1: perks (things that are given for free, such as cash, flights, hotel rooms, and / or meals); deplane (get off a flight)
Article 2: abandon the car (leave the car behind); There were no injuries. (No one was hurt.)

ActiveTeach Multimedia Disc • **Extra Reading Comprehension Questions** • **Learning Strategies**

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Critical thinking

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask students to explain their answers.

NOW YOU CAN Describe transportation problems

A Check all the means of transportation . . .

Suggested teaching time:	2–5 minutes	Your actual teaching time:	

- If helpful, explain that a *ferry* is a boat that takes people across a river or a narrow area of water. Give an example. You can say *Many tourists in Europe take a ferry from England to France;* or better still, give an example of a local ferry.

B Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To model the activity, look at a student's notepad and say *[Jan] took a ferry. Where did you take the ferry, [Jan]?* Make sure students note that the past tense of *take* is *took.*
- Point out that to ask about airplane trips, it is more natural to say *Where did you fly?* than *Where did you take the airplane?* Ask *What is the past tense of fly?* (Flew.)

Option: **[+5 minutes]** Have students walk around and find one classmate who took each means of transportation. For each means of transportation, have students write a sentence about a classmate. Have them write eight sentences, similar to this: *[Iris] took [a bus] to [Mexico City].*

C Notepadding

Suggested teaching time:	5–7 minutes	Your actual teaching time:	

- Write the headings from the notepad on the board. To model the activity, write notes on the board about a trip when you had transportation problems.

D Group work

Suggested teaching time:	12–15 minutes	Your actual teaching time:	

- Use your notepad to tell your students about your trip. Talk about the information that is on the notepad, but also give more information and details.
- Have the class ask you a few questions about your trip.
- Give students a few minutes to think about how to tell their stories.
- After students in each group tell their stories, have classmates ask at least two questions.
- To encourage students to talk more, have them check off each problem and response in the Recycle box as they use it. Encourage students to check off every item.

Option: **[+15 minutes]** Have students use their notepads to write their stories. Encourage them to include more information and details. Have volunteers read their stories to the class.

EXTRAS (optional)

- **Workbook: Exercises 12–17**
- **Copy & Go: Activity 36**

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Critical thinking Based on the Reading and your own ideas, discuss the following topics.

1 Why do you think people with confirmed reservations become "no-shows"?
2 What are some advantages of getting bumped? Would you volunteer to get off an overbooked flight? Explain.
3 What are some advantages of GPS systems? What are some disadvantages?
4 Do you prefer GPS systems or paper maps? Explain.

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

NOW YOU CAN Describe transportation problems

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

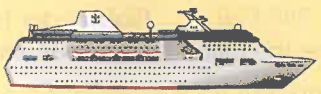
☐ bus

☐ 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:
bad memories:

D Group work Now tell your story to your classmates. Describe your transportation problems. Ask them questions about their problems.

Be sure to recycle this language.

Problems

The ___ was terrible.
The ___ were unfriendly.
They canceled my ___ .
The ___ didn't work.
They lost my ___ .
Someone stole my ___ .
The ___ drove me crazy.
The [flight] was bumpy / scary.
The [drive] was long / boring.

Responses

What was wrong with the ___ ?
I'm sorry to hear that.
That's a shame / too bad.

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Review

More Practice
ActiveBook Self-Study Disc
grammar · vocabulary · listening
reading · speaking · pronunciation

A 5:17 **Listening comprehension** 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).

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

(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.

B Complete each statement with a correct word or phrase.

1 It's important to make a ..... hotel reservation ..... 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 ..... limousine ..... . It's usually very comfortable and has space for all of your luggage.
3 It can be convenient to use a ..... rental car ..... if you want to drive but can't bring your own car.
4 Do you think I should take the ..... express ..... 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 aisle ..... seat. He likes to get up and walk around on long flights.
6 I hope it's a ..... non-stop ..... flight. I get really scared every time the plane takes off or lands.
7 It's not a non-stop, but it's a ..... direct ..... flight. You don't have to change planes, but the plane stops twice.
8 Are you kidding? They ..... cancelled ..... it? That was the last flight! Just ten minutes ago they said it was here and ready to board!
9 The airline ..... overbooked ..... the flight, and when I got to the gate, the agent said another passenger had my seat. I had such bad luck!

5:18/5:19 ***Top Notch Pop*** "Five Hundred Ways"

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

A: On Saturday, ... we're going to leave (1 we / leave) ..... for Cancún.
B: Really? ..... Are you going to rent (2 you / rent) ..... a car there? There are some great places to explore.
A: No. I think ..... we're going to stay (3 we / stay) ..... on the beach and rest. By the way, where ..... are you and Margo going to go (4 you and Margo / go) ..... for your vacation?
B: I'm not sure. But ..... I'm going to travel (5 I / travel) ..... to Bangkok on business next month, and ..... I'm going to take (6 I / take) ..... a few days off to go sightseeing. I hear it's great.

D **Writing** On a separate sheet of paper, 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 Exercise D*

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A Listening comprehension

Suggested teaching time:	5–6 minutes	Your actual teaching time:	

- Give students a minute to look at the Departures schedule. Ask a few comprehension questions to prepare them for the conversations:
  What time is it? (7:26.)
  What times do the Philadelphia trains depart? (7:25 and 8:31.)
  What track does the early train to Philadelphia depart from? (19.)
  Which train leaves from track 8? (The Washington train.)
  What times do the Boston trains depart? (7:22 and 8:26.)
  Which train left at 7:10? (The Washington train.)
- Have students read each item before they listen to each conversation.
- Point out that item 1 is for Conversation 1, item 2 is for Conversation 2, etc.

Option: **[+5 minutes]** Have students correct the false statements and make them true.

AUDIOSCRIPT

CONVERSATION 1 [F = U.S. regional]
F: Oh, my God! Look at the time. It's almost 7:30!
M: We are definitely going to miss the train!
F: Absolutely. Track 19 is all the way on the other side of the station!

CONVERSATION 2
F: Do you think we can still make the train?
M: I don't know. It's already 7:26. The schedule says it leaves at 7:25.
F: Yeah. I guess we missed it.

CONVERSATION 3
M: Oh, no! The train left 16 minutes ago. What should we do?
F: Have breakfast! The next one's going to leave in an hour.

CONVERSATION 4 [F = Spanish; M = Chinese]
F: Excuse me, sir?
M: Yes?
F: I'm looking for track 8.
M: No problem. That's where I'm going. Just follow me.

CONVERSATION 5 [M1 = U.S. regional]
M1: Hey! What are YOU doing here?! Do you usually take the 8:31?
M2: Actually, no. I got up late and then I had a problem with my car. So I missed my train. Now I'm going to be late for a meeting.

CONVERSATION 6
F: What time is it?
M: Let me check . . . 7:26.
F: Do you think we can still make the early train to Boston?
M: Are you kidding?

B Complete each statement . . .

Suggested teaching time:	2–4 minutes	Your actual teaching time:	

- To provide support for this exercise, brainstorm new vocabulary from this unit on the board.

Option: **[+5 minutes]** Ask some questions:
What do you prefer, an aisle seat or a window seat?
Which is more convenient, a rental car or a taxi?
Which is more expensive, a round-trip ticket or a one-way ticket?

C Complete the conversation . . .

Suggested teaching time:	2–4 minutes	Your actual teaching time:	

- To check their work, students read the conversation with a partner.

D Writing

Suggested teaching time:	15–20 minutes	Your actual teaching time:	

- Have students write notes about the two trips. Tell them to think about where they went or are going to go and the means of transportation, the kinds of tickets and trips, and travel services used.

Option: ***WRITING BOOSTER*** (Teaching notes p. T147)

ActiveTeach Multimedia Disc • **Writing Process Worksheets**

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ORAL REVIEW

Before the first activity, give students a few minutes of silent time to explore the pictures and become familiar with them.

Contest

Suggested teaching time:	8 minutes	Your actual teaching time:	

- Have the class name the husband and wife before they begin. Use the names for all the activities on this page.
- Ask some questions about the pictures:
  What are they doing on June 6th? (Planning a vacation.)
  Where do they decide to go? (Hawaii.)
  What's the date in the picture at the top right? (August 22nd.)
  What happened to Flight 3450? (It was canceled.)
  What happened in Hawaii? (They missed the bus.)
  What could they do? (They could take the 15:15 or 15:45.)

Possible responses . . .

When did they go to the travel agent? (On June 6th.)
What is the name of the travel agent? (Laura Costas.)
Which vacation did they choose? (Hawaii.)
What flight did they get tickets for? (Flight 3450.)
What was the problem with the flight? (It was canceled.)
What did they do? (They took the next flight at 8:30.)
What happened the next day? (They missed their bus.)
Where did the bus go? (On a Volcano tour.)

Role play

Suggested teaching time:	8 minutes	Your actual teaching time:	

- Encourage students to use language from Unit 7.

Possible responses . . .

(June 6th)
Travel agent: How can I help you? **Wife:** We need a vacation. Where should we go? **Travel agent:** Well, what do you like? Do you like history and culture, or nature and wildlife? **Husband:** We like nature. We like warm wether and nice beaches, too. **Travel agent:** You could go to Hawaii. It's scenic and relaxing. **Wife:** What do you think? Should we go to Hawaii? **Husband:** Sure, let's go.

(August 22nd)
Wife: Oh, no! They canceled our flight. **Husband:** What should we do? **Wife:** Well, we could take a later flight. **Husband:** What time's the next flight? **Wife:** At 8:30. Flight 3460. It leaves from the same gate. **Husband:** OK. We have to wait one hour. We could have dinner. **Wife:** Good idea.

(August 23rd)
Wife: Can we make the 14:45 bus? **Tour bus agent:** No, I'm sorry. It left. **Husband:** Oh, no! We missed our bus. What should we do? **Tour bus agent:** Well, you could take the 15:15 bus. It leaves in 30 minutes.

Option: [+10 minutes] Have volunteers act out their conversations in front of the class.

Option: [+10 minutes] In pairs, have students write their conversations in dialogue form. Each pair writes each line of the conversation on a slip of paper, mixes up the order of the slips, and gives them to another pair who puts the conversation back in the correct order.

Group story

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Tell students to try to talk about all the possibilities in one picture before they go on to the next.

Option: [+10 minutes] After the class tells the story, have students work individually to write it out.

Possible responses . . .

On June 6th, Martha and George Benson went to a travel agent. The travel agent's name was Laura Costas. She showed them different vacations. They talked about different trips. They liked the trip to Hawaii. They booked a flight and a volcano tour in Hawaii. On August 22nd, they went to the airport. There was a problem. The airline canceled their flight. Martha and George took the next flight. On August 23rd, they arrived at 14:45 for their tour. The bus left at 14:45. They just missed their bus. They had to wait for the next bus at 15:15.

Option: Oral Progress Assessment

Use the illustrations for an oral test. Have students ask you questions about the pictures, using *should* or *could*; for example, the student could point to the bus schedule in the last frame and ask *What bus should they take?* You could answer *They should take the 15:15 bus.* Evaluate students on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.

ActiveTeach Multimedia Disc • Oral Progress Assessment Charts

Option: *Top Notch* Project

Have small groups plan a trip using real schedules and travel services and present the information to the class.

Idea: Have students use the Internet to find the following (if students don't have easy access to the Internet, they can visit a travel agency or look at travel books): a means of transportation, a departure time, an arrival time, the cost of the transportation, a hotel or other accommodations, transportation at their destinations (rental car, taxi, limo, public transportation, etc.)

FYI: Websites in students' native language are OK, too, as long as the information students report is in English.

EXTRAS (optional)

- Complete Assessment Package
- Weblinks for Teachers: pearsonlongman.com/topnotch/

And on your ActiveTeach Multimedia Disc:
Just for Fun
Top Notch Pop Song Activities
Top Notch TV Video Program and Activity Worksheets
Supplementary Pronunciation Lessons
Audioscripts
Unit Study Guides

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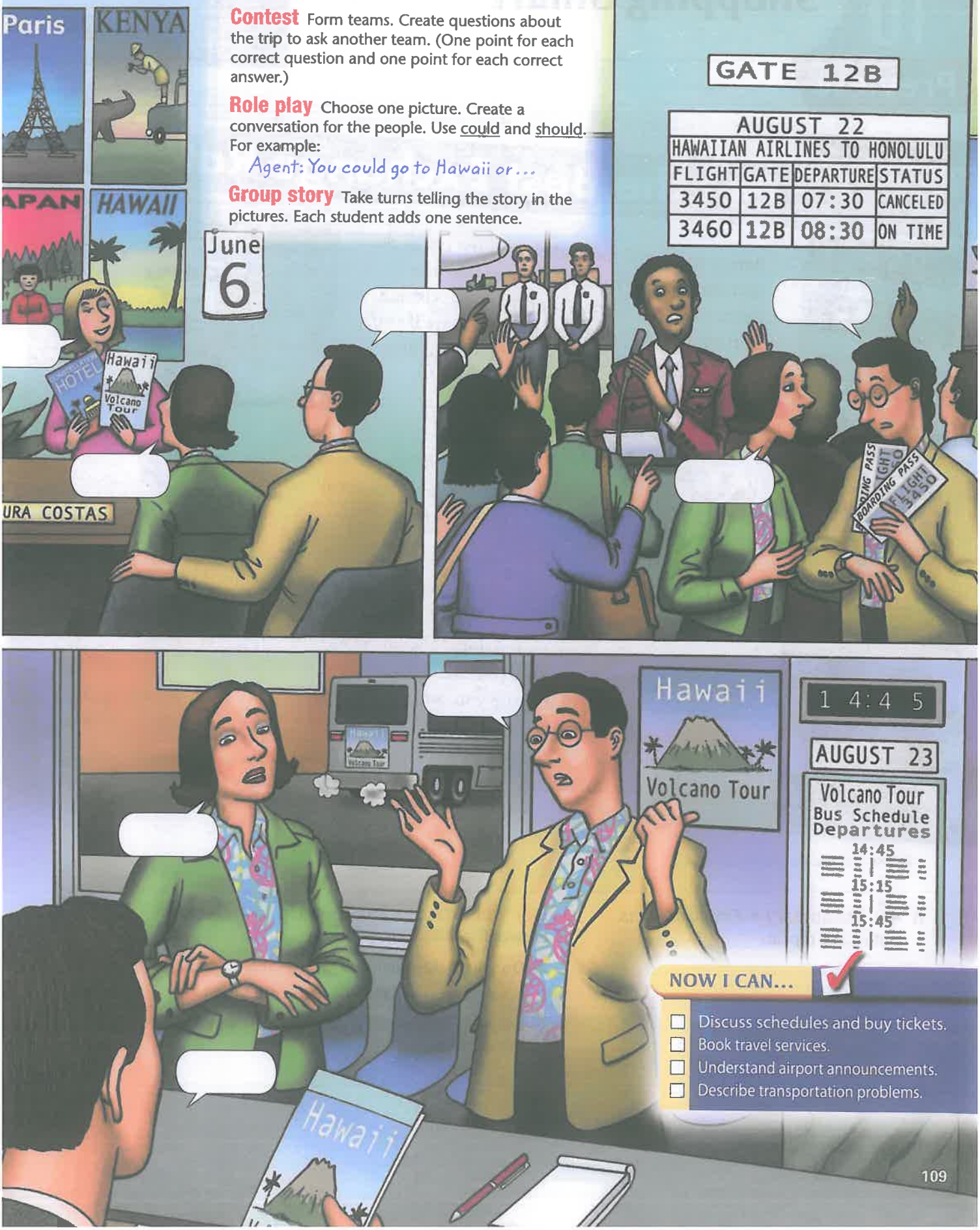
ORAL REVIEW

Contest Form teams. Create questions about the trip to ask another team. (One point for each correct question and one point for each correct answer.)

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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UNIT 10

Shopping Smart

Preview

GOALS After Unit 10, you will be able

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

Get the Best Exchange Rate

Before you travel to another country, check the exchange rate of your currency against the currency of the foreign country you're visiting. During your trip, you'll get the best rate if you buy foreign currency with an ATM card or a credit card.

However, if you have to exchange cash, the best rates are usually at banks and post offices.

When possible, use a credit card for larger expenses such as hotel bills, tickets, and car rentals. But be careful—many credit card companies now add fees for these transactions. Use an ATM card for your daily cash needs. But check with your bank before you leave to make sure you can use your card in the country you are visiting. Also ask if they charge extra for using your card there.

VISTAcard — Monthly Statement

Date	Transaction	Debit
10/07	CAFÉ LUNA	200.00
10/06	*FOREIGN TRANSACTION FEE	4.68
10/06	HOTEL DE CALLAO	180.00

Source: independentraveler.com

A 5:20 **Vocabulary** • *Financial terms*
Listen and repeat.

an ATM
cash
foreign currency
a currency exchange
an exchange rate
a fee

B Pair work Discuss your spending habits. Ask and answer the following questions.

1. Do you make purchases with a credit card? When?
2. What do you usually buy with cash?
3. Do you ever exchange money for foreign currency? When? How?

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UNIT 10

Shopping Smart

Preview

Before Exercise A, give students a few minutes of silent time to observe the web page.

A Vocabulary

Suggested teaching time:	10–12 minutes	Your actual teaching time:	

- Before listening, ask students a few warm-up questions:
  Do you travel to other countries?
  How do you pay for things when you travel?
  Do you use a credit card?
  Do you use the country's money?
  How do you exchange your money for the country's money?
- Have students locate *ATM, cash, foreign currency, exchange rate,* and *fee* in the text and underline them.
- Now have students listen to the vocabulary and repeat. Tell students to point to the images of *exchange rates,* an *ATM card, cash, foreign currency,* and *a fee.*
- To make sure students understand the vocabulary, ask:
  What should you do before you travel to another country? (Find out the exchange rate.)
  How do you get the best exchange rate? (With an ATM card or credit card.)
  What should you do if you want to exchange cash? (Go to a bank or post office.)
  Do many credit card companies charge fees for foreign transactions? (Yes.)
  Do all ATM cards work in all countries? (No.)
  Do all banks charge an extra fee when you use their ATM cards in foreign countries? (No, but some do.)

Option: **[+5 minutes]** To extend the activity, ask *Do you agree with the advice in the article? Is there anything you want to add?*

Language and culture

- An ATM is called a *cashpoint* in British English and a *bank machine* in Canadian English.

ActiveTeach Multimedia Disc • Vocabulary Flash Cards

B Pair work

Suggested teaching time:	8–10 minutes	Your actual teaching time:	

- Students discuss these questions in pairs or small groups.

Option: **[+5 minutes]** Have students close their books. Say *You're going on a trip to [the U.S.]. What should you do before you go? What should you bring with you?* Possible answers are:
I should find out the exchange rate.
I should bring credit cards and my ATM card.
I should exchange cash at banks or post offices.
I should use my credit card to pay for larger expenses.

Option: **[+10 minutes]** If possible, have students bring to class any examples of foreign currencies they have at home. In small groups, students can show each other the various currencies and compare their shapes and sizes. Students can also explain how they got the money and ask and answer questions about their travels.

LESSON PLAN

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C Photo story

Suggested teaching time:	8–10 minutes	Your actual teaching time:	

- Have students look at the photos. Ask *What are the women doing?* (Shopping.) *What are the women looking at in the second picture?* (A bowl.)
- After students read and listen, ask:
  What does Jenn want to buy? (A gift for her mother.)
  What's the problem? (She doesn't have much cash.)
  Does she have a credit card? (Yes.)
  Does Jenn like the bowl Pat shows her? (Yes.)
  What's the problem with it? (It's expensive.)
  What does Pat say she should do? (Ask for a better price.)
  What does the clerk show her? (A more affordable bowl.)
  How much does it cost? (30 euros.)
  Do they accept credit cards? (No.)

Language and culture

From the Longman Corpus: *Accept credit cards* is more frequently used than *take credit cards*, even though the verb *take* is much more common than the verb *accept*. In spoken American English, the word *gorgeous* is used to describe things much more often than it is used to describe people.

D Focus on language

Suggested teaching time:	3–5 minutes	Your actual teaching time:	

- To personalize some of the new terms, ask or say:
  What do you do when you are out of cash?
  Tell the class about a store in your area that has really nice stuff.
  What do you do when you want something, but it's a bit more than you wanted to spend?
  Have you ever bargained for a better price?

Option: **[+10 minutes]** For a class discussion about bargaining, ask *Do you ever bargain for better prices? Are you good at bargaining? Where do people usually bargain? Can you bargain in a department store? How about in a small shop?*

E Discussion

Suggested teaching time:	6–8 minutes	Your actual teaching time:	

- Have students discuss first in groups of three or four. Then discuss as a class.

F Pair work

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Make sure students understand that *advantages of* means *good things about* and *disadvantages of* means *bad things about*. Ask *What are the good things about credit cards? What are the bad things about credit cards?*
- Have students write their ideas individually and then share their opinions with a partner.

Option: **[+5 minutes]** For further discussion, ask *What advice do you have for a person coming to visit your country? Should the person bring credit cards? Should the person carry cash? Should the person try to bargain? Where should the person exchange currencies?*

EXTRAS (optional)

- **Workbook: Exercises 1–3**

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C 5:21 Photo story Read and listen to people shopping for souvenirs.

ENGLISH FOR TODAY'S WORLD
connecting people from different cultures and language backgrounds

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.
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: Well, the lowest I could go is 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.

Clerk: Italian speaker

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. ...It's a bit more than I want to spend.
2 This shop sells good things. ...They have some really nice stuff.
3 I'll sell it to you for . . . ...The lowest I could go is . . .
4 I don't know how to ask for a lower price. ...I'm not very good at bargaining.
5 I don't have much money. ...I'm almost out of cash.
6 Don't be afraid to bargain. ...It can't hurt to ask.
7 Here's a cheaper one. ...Let me show you something more affordable.

E Discussion Are you good at bargaining? How do you get a good price when you go shopping?

F Pair work Complete the chart with your own 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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LESSON 1

GOAL Ask for a recommendation

GRAMMAR *Superlative adjectives*

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

Which projector is **the cheapest** of these three?
Which brands are **the most popular** in your store?

adjective	comparative	superlative
cheap	cheaper (than)	the cheapest
nice	nicer (than)	the nicest
easy	easier (than)	the easiest
big	bigger (than)	the biggest

adjective	comparative	superlative
comfortable	more comfortable (than)	the most comfortable
portable	more portable (than)	the most portable
difficult	less difficult (than)	the least difficult
expensive	less expensive (than)	the least expensive

Irregular forms
good → better (than) → **the best**
bad → worse (than) → **the worst**

GRAMMAR BOOSTER ▸ p. 139
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 Aptex is ..... (new) the newest ..... of our MP3 players.
2 The Focus C20 is very inexpensive. It's ..... (cheap) the cheapest ..... digital camera we sell.
3 Compared to our other camcorders, the Manko 210 is ..... (easy to use) the easiest to use ..... .
4 The Focus C50 is ..... (popular) the most popular ..... digital camera we sell.
5 The Vista PX is ..... (light) the lightest ..... camcorder you can buy.
6 Our customers say the iSong is ..... (practical) the most practical ..... MP3 player available today.
7 You'll like the Manko 230 MP3 player. It's ..... (difficult) the least difficult ..... to use.
8 If you don't want to spend a lot, the Raxx is ..... (expensive) the least expensive ..... camcorder you can buy.
9 If you want the best but don't care about cost, the Vista LS is ..... (expensive) the most expensive ..... camcorder we have.

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

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GRAMMAR

Suggested teaching time:	10 minutes	Your actual teaching time:	

- After students read the information in the Grammar box, ask:
  Which is warmer, a cardigan or a blazer?
  Which is the warmest, a cardigan, a blazer, or a coat?
  Which is more expensive, a bus trip or a flight?
  Which is the most expensive, a bus trip, a flight, or a cruise?
  Which is better, [Mexican food] or [Thai food]?
  Which is the best, [Mexican food], [Thai food], or [Indian food]?
- Explain that comparative adjectives are used to compare two people, places, or things. Superlative adjectives are used to compare three or more people, places, or things. Point out that students should use *the* with superlative adjectives (*the largest*).
- Ask *What's the difference between the adjectives on the left side of the box and the ones on the right side of the box?* (The adjectives on the right are longer / have more syllables.)

Option: **[+10 minutes]** Practice superlative sentences with a transformation drill. Write on the board *This one is the nicest.* Say the adjective *cheap* and elicit from the class the sentence *This one is the cheapest.* Then point to a student and say *small.* Elicit the sentence *This one is the smallest.* In this manner, continue to elicit superlative sentences by prompting students with adjectives.

Option: GRAMMAR BOOSTER (Teaching notes p. T139)

ActiveTeach Multimedia Disc • Inductive Grammar Charts

A Grammar practice

Suggested teaching time:	3–6 minutes	Your actual teaching time:	

- To remind students of the vocabulary they learned in Unit 5, write the following items on the board. *MP3 player, digital camera, camcorder.* Ask:
  Which one plays music? (The MP3 player.)
  Which one records videos? (The camcorder.)
  Which one takes photos? (The digital camera.)
- Have students check their spelling of *easiest* in item 3.

Option: **[+5 minutes]** As a class, brainstorm names of popular electronic products on the board; for example, *smart phone, MP3 player, laptop,* etc. Ask:
Which electronic product do you think is generally . . .
the most expensive?
the cheapest?
the most convenient?
the most popular?
the biggest?
the smallest?
the easiest to use?
the most difficult to use?

B Complete the conversations . . .

Suggested teaching time:	3–6 minutes	Your actual teaching time:	

- To check their work, students read the conversations with a partner.

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CONVERSATION MODEL

A Read and listen . . .

Suggested teaching time:	1–2 minutes	Your actual teaching time:	

This conversation strategy is implicit in the model:
- Use Well to connect an answer to an earlier question.

- Have students look at the photo. Ask:
  Where are the women? (In an electronics store.)
  What are the women looking at? (A camera.)
  Which one is the clerk? (The woman on the right.)
  Which one is the shopper? (The woman on the left.)
- After students read and listen, ask:
  What is the woman shopping for? (A digital camera.)
  Is the B100 expensive or inexpensive? (Inexpensive.)
  Is it very good? (No.)
  Are there good digital cameras for less than 250? (Yes.)
- Make sure students understand *in your price range.* Ask *How much can the shopper spend?* (No more than 250.) Say *So any camera that costs less than 250 is in her price range. Is a camera that costs 400 in her price range?* (No.)

Language and culture
- When the currency is understood, it is common just to say a number, such as *two hundred fifty* or *two-fifty.* Feel free to substitute a price in a currency familiar to your students.

From the Longman Corpus: *Take a look* is more common than *have a look* in American English, but both are acceptable.

B Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Have students find and circle *least* and *best* in the Conversation Model. Make sure students stress *least* and *best.*
- Ask students to underline the questions in the conversation and identify if they have falling or rising intonation.

NOW YOU CAN Ask for a recommendation

A Pair work

Suggested teaching time:	10–12 minutes	Your actual teaching time:	

- Ask *What electronic products do you see in the ads?* (digital cameras, MP3 players, camcorders) For each ad, you can ask the following questions:
  What are the brand names?
  What are the models?
  What's good about the ___?
  How much does the ___ cost?
  Which ___ is the cheapest?
  Which ___ is the easiest to use?
  Which ___ is the most popular?
  Which ___ is the most expensive?

Don't stop! Extend the conversation. Encourage students to continue the conversation by asking for more items, comparing them, and then paying for them.

Option: **[+5 minutes]** Bring in ads for electronic products, or ask students to bring them in. Have students use the ads to practice the conversation.

ActiveTeach Multimedia Disc • Conversation Pair Work Cards

B Change partners

Suggested teaching time:	10–12 minutes	Your actual teaching time:	

- To review, ask a few students *What product does your partner recommend?* Your students can say *[Elsa] recommends the Power X Music Master because it is the newest and easiest to use.*

C Extension

Suggested teaching time:	6–10 minutes	Your actual teaching time:	

FYI: It's OK if the ads are not in English. Students can use the information to discuss the ads in English.

- To prepare students for the activity, call on individual students to make statements about their ads. For example, *I like these three digital cameras, but this one is the cheapest.*

EXTRAS (optional)

- **Workbook: Exercises 4–7**
- **Copy & Go: Activity 37**

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CONVERSATION MODEL

A 5:22 Read and listen to someone asking for a recommendation.

A: I'm looking for a digital camera. Which is the least expensive?

B: The B100. But it's not the best. How much can you spend?

A: No more than 250.

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

A: Great! Can I have a look?

B 5:23 **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.

NOW YOU CAN Ask for a recommendation

A Pair work Change the Conversation Model. Use the ads, or other real ads, to ask for a recommendation. Use superlative adjectives. Then change roles.

Ideas
- nice
- popular
- light
- practical
- easy to use

A: I'm looking for ..... . Which is the .....?

B: The ..... . But it's not the ..... . How much can you spend?

A: No more than ..... .

B: Well, ...

A: ..... .

Don't stop! Continue the conversation.

I'm also looking for [an MP3 player].
Tell me about [the Prego 5].

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

I think I'll take the [X23].
Could you gift wrap it for me?

B Change partners Ask about other electronic products.

C Extension Bring in newspaper ads for electronic and other 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 5:24 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 5:25 **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.

GRAMMAR *Too and enough*

When something is not satisfactory:

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:

This MP3 player is **small enough.** I'll take it.

Be careful!

Don't say: This MP3 player is ~~enough small~~.

GRAMMAR BOOSTER ▸ p. 140

• *Usage: too, really, and very*

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

1 A: Are you sure this microwave is ..... fast enough ..... ? I'm a pretty busy guy.
B: Absolutely. The X11 is our fastest model.

2 A: These shoes aren't ..... big enough ..... . They're very uncomfortable.
B: I'm so sorry. Let me get you a bigger size.

3 A: My photocopier is ..... too noisy ..... . It's driving me crazy!
B: Then let me show you a model that's quieter.

4 A: I bought these portable speakers last week, but they really aren't ..... light enough ..... for travel.
B: Don't worry. You can exchange them for another pair that's not so heavy.

5 A: How about this MP3 player? It's pretty small.
B: That's definitely ..... small enough ..... . I'll take it.

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

Adjectives
slow
fast
cheap
expensive
quiet
noisy
small
big
light
heavy

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CONVERSATION MODEL

A Read and listen . . .

Suggested teaching time:	1–2 minutes	Your actual teaching time:	

These conversation strategies are implicit in the model:
- Use How about . . . ? to make a financial offer.
- Use OK to indicate that an agreement has been reached.

- Have students look at the photo. Ask:
  Where are the men? (In a store.)
  What are the men looking at? (Rugs, carpets.)
  Which one is the salesperson? (The man on the right.)
  Which one is the shopper? (The one on the left.)
- After students read and listen, ask:
  What is the original / first price for the rug? (300.)
  How much does the shopper say he can pay? (200.)
  What is the final price for the rug? (225.)
  What did the shopper do? (He bargained for a lower price.)

Language and culture
- The acceptability of bargaining varies around the world. In some cultures, bargaining is expected and a merchant never expects the customer to accept the first price. In others, bargaining is very limited or discouraged altogether.
- In discussions about money, the currency name is often dropped since it's understood.

B Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Have students repeat each line chorally. Make sure they:
  - use falling intonation with *How much do you want for that rug?* and *How about 225?*
  - use rising intonation with *This one?* (a shortened form of *Do you mean this one?*) Make sure students put stress on *this.*
  - emphasize *that* and *big* in *No, that one's not big enough* and *other* in *The other one.*

GRAMMAR

Suggested teaching time:	8–12 minutes	Your actual teaching time:	

- After students read the information in the Grammar box, have them look at the Conversation Model again. Ask *What was the problem with the first rug?* (It wasn't big enough.) Have students underline *not big enough* in the model. Then have students change *not big enough* to a phrase with *too* that has the same meaning. (Too small.) Have students read the first three lines of the new conversation with a partner.
- Draw a sad face on the board. Next to it write:
  too + an adjective
  not + an adjective + enough
- Draw a happy face on the board. Next to it write:
  an adjective + enough
- Say *Think of something you own that you don't like. Why don't you like it? Write a sentence with too or not enough.* Ask a few students to read their sentences. Your students can say *My car is too old. It's not quiet enough.*
- Say *Think of something you own that you like. Why do you like it? Write a sentence with enough.* Ask a few students to read their sentences. Your students can say *My computer is fast enough.*

Option: GRAMMAR BOOSTER (Teaching notes p. T140)

ActiveTeach Multimedia Disc • Inductive Grammar Charts

Grammar practice

Suggested teaching time:	5–7 minutes	Your actual teaching time:	

- If helpful, explain that *noisy* means *loud.* It's the opposite of *quiet.* To make sure students understand, ask *What are some places that are noisy?* (Concerts, cafeterias, basketball games.)
- To check their work, students read the conversations with a partner.

AUDIOSCRIPT for page T115 (B Listening comprehension)

CONVERSATION 1 [M = Spanish; F = Russian]
M: How much do you want for that vase?
F: The green one? You can have it for thirty-five.
M: Thirty-five? That's more than I want to spend.
F: Well, I can go as low as thirty. But that's it.
M: OK, it's a deal.

CONVERSATION 2 [F = Jamaican English; M = Arabic]
F: That's a nice chair. Would you take seventy-five for it?
M: This one?
F: No, that one's too big. The smaller one.
M: You can have it for ninety.
F: How about eighty?
M: Sorry. I can't go lower than ninety.
F: Are you sure?
M: Sorry.
F: OK. It's a deal. Is there an ATM nearby?

CONVERSATION 3 [M = Japanese; F = Portuguese]
M: How much is that bowl?
F: The big one?
M: That's right.
F: How much do you want to spend?
M: I can give you twenty for it.
F: How about twenty-five?
M: Sorry. All I have is twenty.
F: There's an ATM right around the corner.
M: There is? OK. It's a deal.

CONVERSATION 4 [F = Australian English; M = Russian]
F: How much do you want for that bag?
M: Ninety-five.
F: Ninety-five? I can give you seventy.
M: Sorry. That's not enough. I can't go lower than ninety.
F: Well, all I have is eighty.
M: How about eighty-five?
F: Sorry. All I have is eighty.
M: It's a very nice bag.
F: It really is . . . I can give you cash.
M: Cash? . . . Well, OK. It's a deal.

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PRONUNCIATION

A Listen to . . .

Suggested teaching time:	1–2 minutes	Your actual teaching time:	

- To make sure students are using the correct intonation, have them listen and repeat in small groups. Encourage students to listen to their group members' intonation and point out incorrect intonation.

B Pair work

Suggested teaching time:	1–2 minutes	Your actual teaching time:	

- Have pairs of students find two of each of any of the following small objects: keys, phones, pens, pencils, paper clips, reading glasses, sunglasses, or MP3 players. Have students put these objects on their desks and then practice their conversations.

Option: **[+10 minutes]** Bring in clothing or electronics catalogs, or ask students to bring them in. Have students practice using rising intonation to confirm the subject by asking about items in the catalog; for example, **A:** *Do you like that jacket?* **B:** *The black one?* **A:** *Yes.* **B:** *I like it a lot.*

ActiveTeach Multimedia Disc • Pronunciation Activities

VOCABULARY

A Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Before students listen, have them underline the questions and decide whether each one has rising or falling intonation.

Option: **[+10 minutes]** After students listen and repeat, have pairs use the bargaining language to write a conversation between a seller and a buyer. Ask a couple of pairs to perform their conversations for the class.

ActiveTeach Multimedia Disc • Vocabulary Flash Cards

B Listening comprehension

Suggested teaching time:	5–7 minutes	Your actual teaching time:	

- Play each conversation twice so students can get all the information they need to complete each statement.

AUDIOSCRIPT See page T114.

NOW YOU CAN Bargain for a lower price

A Role play

Suggested teaching time:	10–12 minutes	Your actual teaching time:	

- Have students name all of the objects they see in the photos; for example, *hat, purse, sweater, DVD player,* and *microwave oven.*
- Tell students to point and use rising intonation when they say *This one?*
- Be sure to reinforce the use of the conversation strategies; for example, make sure students use appropriate body language as they bargain over the price.

Don't stop! Extend the conversation. Write some adjectives on the board that students can use with *too* and *enough* and in the superlative form. For example: *light / dark, light / heavy, large / small, cheap / expensive, fast / slow, practical, warm, comfortable, convenient, new*

- To model the conversation, point to an item on the page and ask a more confident student *How much do you want for that [hat]?*

FYI: Students can use a currency of their own choice to give prices.

ActiveTeach Multimedia Disc • Conversation Pair Work Cards • Learning Strategies

B Change partners

Suggested teaching time:	10–12 minutes	Your actual teaching time:	

- Make sure students choose another item to bargain for.

Option: **[+15 minutes]** Turn the classroom into a marketplace. Have students put small objects on their desks (such as sunglasses, purses, pens) for "sale." Half the class sells the goods and the other half are the buyers. The buyers walk around the classroom and bargain for goods. Then have the two groups switch roles.

EXTRAS (optional)

- Workbook: Exercises 8, 9
- Copy & Go: Activity 38

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PRONUNCIATION *Rising intonation for clarification*

A 5:26 Listen to how rising intonation is used to ask for clarification. 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 some 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?"

VOCABULARY *How to bargain*

A 5:27 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 5:28 **Listening comprehension** Listen to people bargaining. Complete each statement with the amount they agreed on and the item bought.

1 The buyer pays ...30... for the ...vase... .

2 The buyer pays ...90... for the ...chair... .

3 The buyer pays ...25... for the ...bowl... .

4 The buyer pays ...80... for the ...bag... .

NOW YOU CAN Bargain for a lower price

A Role play 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, etc.**
- Use too and enough.
- Use superlatives.

B Change partners Bargain for one of 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

5:29

When Should I Tip?

It's the question every traveler asks.

In some countries around the world, tipping isn't customary. But there are at least 180 countries where travelers need to know the rules. In some places, like China, where tipping was not the custom in the past, that's changing. In most other countries, tipping is customary—but 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!

And if that's not complicated enough, think about this: In some countries, like Italy and Venezuela, restaurants add a service charge to the bill, but an additional 5 to 10% tip is still expected!

Taxis

In the U.S. and Canada, you always tip taxi drivers 15% of the taxi fare. However, in South America and many European countries, you don't usually tip them. Instead, you can round off the fare and say, "Keep the change."

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 will be fine. You can also leave about US $1 to $2 a day for the maid who cleans your hotel room.

So what should travelers do? Check the Internet for information on tipping customs before you leave. As the famous saying goes, "When in Rome, do as the Romans do." But remember: You never have to tip if the service is terrible.

FOR YOUR INFORMATION

Never tip in these countries:

Japan	Singapore
Korea	Thailand
Malaysia	United Arab Emirates
New Zealand	Vietnam

Information source: cnn.com

Language download.ir

BEFORE YOU READ

Warm-up

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Check students' understanding of *appreciation* from the context. Ask *If you have good service, what do you want to say to the person who served you?* (Thank you.) Say *To show appreciation is to express thanks.*
- To make sure students understand *custom*, say *A custom is the way a group of people do things. This article is about the different ways people give tips for good service. Why is it important to understand the customs of other countries?*

READING

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- After students read, ask *Where is tipping not customary?* (Japan, Korea, Malaysia, New Zealand, Singapore, Thailand, United Arab Emirates, and Vietnam.)
- To make sure students understand the phrase *round off the fare,* write the following taxi fares / prices on the board. Round off the first fare. Ask students to round off the other fares. Substitute local currency for these dollar amounts:
  $4.75 ($5)
  $6.50 ($7)
  $3.40 ($4)
- Ask the following comprehension questions:
  How much do you tip a waiter in the U.S.? (15–20% of the check.) *In Italy?* (5–10% of the check.) *In most other countries?* (About 10% of the check.)
  How do you tip a waiter in the U.S.? (Leave the tip on the table.) *in Austria?* (Hand it directly to the server.)
  How much do you tip a taxi driver in Canada? (15%.) *In South America?* (Round off the fare.)
  How much do you tip a porter in Australia? (About AUS $3 per bag.) *In most other countries?* (About US $1 per bag.)
  How much do you tip a hotel maid in most countries? (About US $1 to US $2 a day.)
- Elicit the meaning of the expression *When in Rome, do as the Romans do!* (When you're visiting another country or city, you should act like the local people do.)

Language and culture

- Another word for *maid* is *housekeeper; chambermaid* is also used. When the person who cleans the room is male, that person is referred to as a *housekeeper.*

Option: **[+5 minutes]** If you wish to include the audio, have students read along silently while they listen.

Option: **[+10 minutes]** Have students write examples of *When in Rome, do as the Romans do* for your city. Students can write their own sentences or they can complete the following statements:

When you're in [your city], you should eat . . .
When you're in [your city], you should drink . . .
When you're in [your city], you should wear . . .
When you're in [your city], you should play . . .
When you're in [your city], you should listen to . . .
When you're in [your city], you should watch . . .
When you're in [your city], you should read . . .
When you're in [your city], you should go to . . .
When you're in [your city], you should . . .

ActiveTeach Multimedia Disc
- Extra Reading Comprehension Questions
- Learning Strategies

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LESSON PLAN

A Draw conclusions

Suggested teaching time:	6–10 minutes	Your actual teaching time:	

- Have students read the people's questions independently and then identify the country and the service for each one. (Poland, maid; U.S., restaurant server; Australia, porter; Canada, taxi)
- Give students several minutes to find the relevant information in the Reading and underline it and take notes.
- With a partner, have students take turns reading the people's questions and giving advice.

Possible responses . . .

You should tip the maid US $6–12.
You should look at the bill. If there's a service charge, don't leave a tip. If there's not a service charge, leave US $60–$80.
You should tip the porter AUS $9.
You should pay the taxi driver CAN $6.45.

B Apply information

Suggested teaching time:	6–8 minutes	Your actual teaching time:	

- To model the activity, say *I am going out to go out to dinner in Rome. It will cost about 200 euros. How much do I tip?* (10–20 euros in addition to the service charge.)
- Have students work in small groups to decide how much to tip in the various situations they describe.

NOW YOU CAN Discuss showing appreciation for service

A Frame your ideas

Suggested teaching time:	3–5 minutes	Your actual teaching time:	

- On the board, brainstorm other ways to show appreciation, besides tipping.
- After students check their responses, see what the most popular ways to show appreciation are. Read each item. Have students raise their hands if they checked it. Note the most popular way to express appreciation.

B Notepadding

Suggested teaching time:	8 minutes	Your actual teaching time:	

- Students can use *should* or the imperative to write their tipping rules or to explain how to show appreciation for good service.

C Discussion

Suggested teaching time:	10–12 minutes	Your actual teaching time:	

- Students can make changes to the rules from their notepads based on their discussions with classmates. If their rules are different, they can also discuss the reason why their rules are different.

Text-mining: Have students share their Text-mining examples and use them to create new statements with a partner.

EXTRAS (optional)

- **Copy & Go: Activity 39**

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A Draw conclusions Read each person's question. Give advice, according to the Reading. Then find the place in the Reading where the information comes from.

"I'm going to Warsaw, Poland. I'm staying in a nice hotel for about six days. How much should I tip the maid?"

"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 flying to Melbourne, Australia, next week. I have three large bags. If a porter helps me, how much should I tip?"

"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?"

B Apply information Imagine that you are visiting one of the countries in the Reading. Describe a situation in a restaurant, a hotel, or a taxi. Your classmates decide how much to tip.

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

NOW YOU CAN Discuss showing appreciation for service

A Frame your ideas Check the ways you have shown appreciation to someone for good service. Then tell a partner about some of them.

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

"Last year, I went to a restaurant where 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. If tipping is customary, explain how much to tip.

Restaurant servers:

Taxi drivers:

Hotel maids:

Baggage porters:

Hairdressers:

Office assistants:

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)
Underline language in the Reading on page 116 to use in the Discussion. For example:
"[Restaurant servers] expect a tip of…"

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LESSON 4

GOAL Describe where to get the best deals

BEFORE YOU LISTEN

A 5:30 **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 Discussion Read about two shopping experiences. Do you think either of the people got a good deal? Use the Vocabulary.

I was in Saudi Arabia on business, and I wanted to buy a rug. I found a beautiful one, but the asking price was too high: US $900. I said I could go as high as $350. We bargained for a long time, but the merchant wouldn't come down in price. Finally, we shook hands. When I turned to leave the store, he was very surprised. I thought the handshake meant "Sorry. That's too low." But it really meant "It's a deal." So I went back in and bought it.

When I was in Shanghai, I decided to look for some antique pottery. I found a beautiful blue and white vase from the sixteenth-century Ming Dynasty. We bargained about the price, and the salesperson came way down for me. So of course I bought it. It was 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!

LISTENING COMPREHENSION

A 5:31 **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	a vase	☑ yes	☐ no
2	a camcorder	☐ yes	☑ no
3	a DVD player	☐ yes	☑ no
4	a sweater	☑ yes	☐ no

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BEFORE YOU LISTEN

A Vocabulary

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Before students listen and repeat, have them look at the pictures. Ask:
  What is the BZ-100? (a [digital] camera.)
  How much did the woman pay for the BZ-100? ($145.)
  How much did the man pay for the BZ-100? ($189.)
  Who got the better price? (The woman.)
  Who got the worse price? (The man.)
- To make sure students understand *saved*, *a deal*, and *a rip-off*, have students look at the picture. Ask:
  What is the regular price for the BZ-100? ($189)
  How much did the woman pay? ($145)
  So how much did she save? ($44)
  - Point to the woman in the picture. Say *She paid a low price. She got a great deal.*
  - Then point to the man in the picture. Say *He paid a high price. He paid too much money. It was a rip-off.*

Option: **[+5 minutes]** Give high, low, and fair prices for electronics or other items. Have the class say whether the price is *a rip-off*, *a great deal*, or *a good price.*

Language and culture

- Students should be careful with *What a rip-off!* It is very informal and can be rude in certain situations; for example, it's not OK to say *What a rip-off!* directly to a salesperson. It is more appropriate for complaining at a later time to a friend about a bad purchase.

LGVI **From the Longman Corpus:** The noun *rip-off* is used much more frequently in spoken rather than written American English.

ActiveTeach Multimedia Disc • **Vocabulary Flash Cards**

B Discussion

Suggested teaching time:	2–4 minutes	Your actual teaching time:	

- After students read independently, ask:
  What did the first shopper buy? (A rug.)
  Where did he buy it? (In Saudi Arabia.)
  Did he bargain? (Yes, he did.)
  In Saudi Arabia, when a salesperson shakes your hand, what does it mean? (That he or she agrees to your price.)
  Did the shopper understand this? (No.)
  What did the second shopper buy? (A vase.)
  Where did she buy it? (Shanghai.)
  Did she bargain? (Yes.)
  Was her vase antique? (No.)
- After students discuss their reactions in pairs, ask the class *Did he get a good deal? Why? Why not? Did she get a good deal? Why? Why not?*

Option: **[+5 minutes]** To discuss the custom of hand shaking, say *In the first story there was a misunderstanding about hand shaking. Think about your country. In what situations do people shake hands?*

Option: **[+10 minutes]** For a challenge, have students create a conversation between the shopper and the salesperson in one of the two stories and perform it for the class.

LISTENING COMPREHENSION

A Listen for main ideas

Suggested teaching time:	8–10 minutes	Your actual teaching time:	

- To introduce the activity, say *These are conversations about shopping. Some of the shoppers got good deals and some didn't.*
- Have students listen to the conversations twice. First they listen for the items bought and then they listen for whether or not the shoppers got a good price.

AUDIOSCRIPT

CONVERSATION 1
M: I just got some gifts for my family. Look.
F: Nice! Hey, I love this vase. How much did you pay for it?
M: Twenty euros. It's really nice, isn't it?
F: That's all? It's beautiful. I'd say you got a real bargain.
M: You think so?
F: Definitely. I'll bet it's worth a lot more than that.

CONVERSATION 2
F: Look. I got a really great price on this camcorder.
M: Oh yeah? What did you pay for it?
F: Only four hundred pounds!
M: Four hundred? Wow. I hate to tell you this, but I think you paid way too much.
F: You do?
M: A camcorder like that one should cost a lot less. I'm sorry.
F: What a rip-off! I'm going to take it back.

CONVERSATION 3
M: Guess what? I just saved a ton of money on this DVD player.
F: How did you do that?
M: They were having a sale. A hundred dollars off.
F: That sounds great! So what did you pay for it?
M: One-fifty.
F: Oh-oh.
M: What?
F: I just saw an ad for that same player for one twenty.
M: Oh. I guess I got a bad deal.

CONVERSATION 4 [M = Korean]
F: Look at this great souvenir I bought.
M: Let me see . . . What a beautiful sweater! Looks expensive!
F: Well, it wasn't. I only paid eighteen thousand pesos!
M: No kidding! What a great deal. It looks much more expensive than that.
F: Maybe I'll buy another one.

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LESSON PLAN

B Listen for details

Suggested teaching time:	6–8 minutes	Your actual teaching time:	

- Have students check answers with a partner.
- To review as a class, write answers on the board.

NOW YOU CAN Describe where to get the best deals

A Notepadding

	2–4 minutes	Your actual teaching time:	

- Say *Have you ever bargained for a lower price? Was it a good experience or a bad experience? What happened?* If students have never bargained, they can write notes about some other good or bad shopping experiences.
- To model the activity, talk about a time you had a really good shopping experience; for example, *I bought a [purse] at [a street market] in [Italy]. The seller wanted [50 euros] but I bargained with him. I paid only [30 euros].*

B Group work

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Have students use their notepads to tell the story to their partners. They can also use the experiences on page 118 as models.
- To review, ask students to report to the class about their partners' experiences.

Text-mining: Have students share their Text-mining examples and use them to create new statements with a partner.

Possible responses...

Two summers ago, I went to Morocco with a friend. I saw a beautiful vase. The saleswoman wanted CAN $60. That wasn't in my price range. I only had $40 cash. I offered her $30. She said $35. Then I said $33. She agreed. I got the vase for $33. I saved $27. What a great deal!

Option: **[+15 minutes]** Students write about their shopping experiences.

C Frame your ideas

Suggested teaching time:	5–7 minutes	Your actual teaching time:	

- Ask the first question to the whole class *What is the best restaurant?* Elicit opinions. When students give their opinions, ask *Why?*
- Have pairs discuss the questions and note at least two local places for each one. Students should also talk about why they think each place is the best, nicest, etc.

D Discussion

	10–15 minutes	Your actual teaching time:	

- Point out that students can say *I agree* or *I disagree* and then give their own opinions.

Option: **[+10 minutes]** Take a class poll. Write the ten categories (best restaurant, nicest hotel, etc.) as headings on the board. Have students write their choices under the headings. Remind students to look at the places already listed and not write the same place twice. Then read the places listed. Have students vote for one place in each category by raising their hands.

EXTRAS (optional)

- **Workbook: Exercises 10–13**
- **Copy & Go: Activity 40**

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B Listen for details Listen again. Write the price each person paid.

1 ..20.. euros 2 ..400.. pounds 3 ..150.. dollars 4 18,000 pesos

NOW YOU CAN Describe where to get the best deals

A Notepadding Write notes about a good or bad shopping experience you have had.

What did you buy?

Where did you buy it?

Did you bargain?

How much did you pay?

B Group work Now describe your shopping experience to your classmates. Use your notepad.

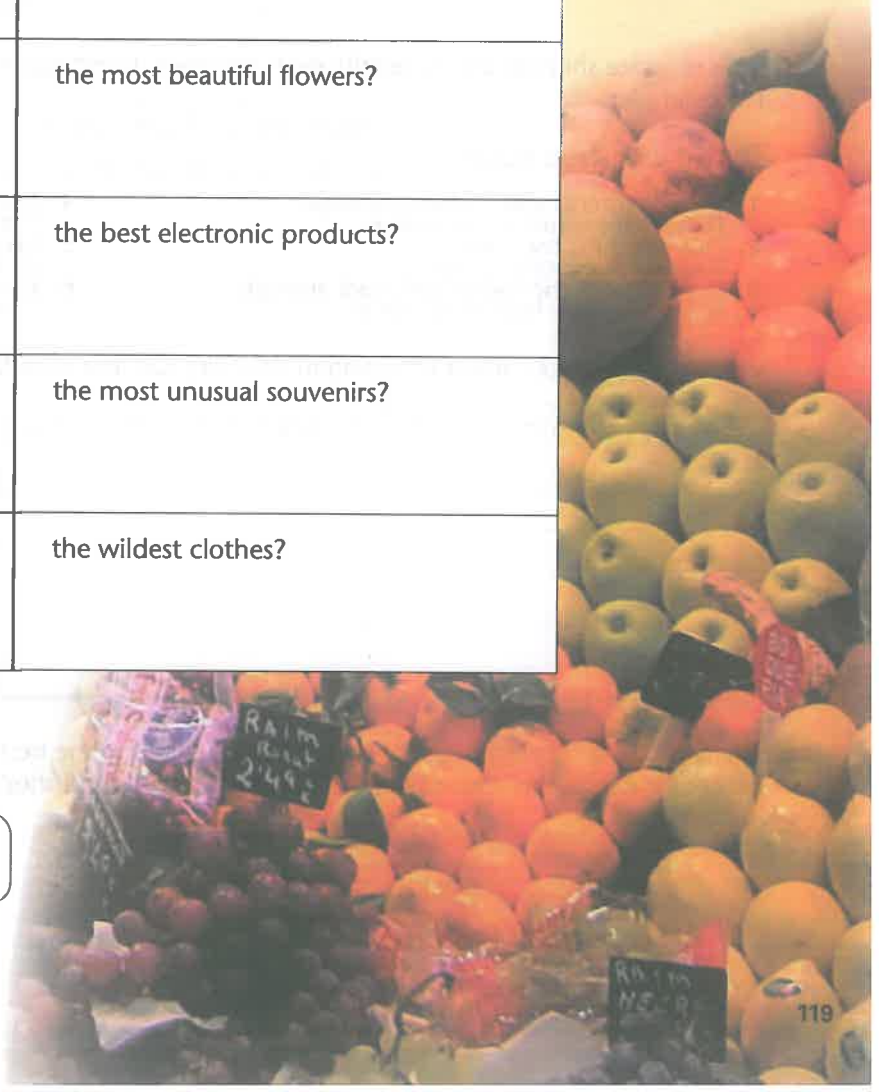
Text-mining (optional)
Underline language in the stories in Exercise B on page 118 to use in the Group Work. For example:
"We bargained for a long time . . ."

C Frame your ideas Complete the chart with places in your city or town.

What are . . .	Where can you buy . . .
the best restaurants?	the least expensive fruits and vegetables?
the nicest hotels?	the most beautiful flowers?
the most expensive department stores?	the best electronic products?
the most unusual markets?	the most unusual souvenirs?
the most interesting museums?	the wildest clothes?

D Discussion Where should people go in your city or town for the best deals?

"The fruits and vegetables at the North Market are the freshest in town."



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Review

More Practice
ActiveBook Self-Study Disc
grammar · vocabulary · listening
reading · speaking · pronunciation

A 5:33 **Listening comprehension** Listen to each conversation. Write the item that the people are talking about. Indicate whether the item is satisfactory (✓) or unsatisfactory (✗) 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	laptops	✗	(light) / (fast) / cheap
2	jackets	✓	light / (warm) / beautiful
3	vases	✗	tall / (beautiful) / affordable
4	camcorder	✗	(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 ..... an ATM ..... .
2 If there's a service charge on the bill, you probably don't need to leave ..... a tip ..... .
3 In some places, you can ..... bargain ..... for a lower price.
4 Before you go overseas, you should check the ..... exchange rate ..... of your currency and the currency of the place you're traveling.
5 It was a real ..... bargain ..... . I saved a lot of money.
6 It was a total ..... rip-off ..... . I paid too much money.

C On a separate sheet of paper, 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.
Those cameras are too expensive.
2 This printer is too slow.
This printer isn't fast enough.
3 The inside of the fridge isn't cool enough.
The inside of the fridge is too warm.
4 That restaurant is too noisy.
That resturant isn't quiet enough.
5 My flat screen TV isn't big enough.
My flat screen is too small.
6 Those pants aren't long enough.
Those pants are too short.

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

The stores in Old Town have the most interesting gifts.

1
2

5:34/5:35 **Top Notch Pop** "Shopping for Souvenirs"

E **Writing** On a separate sheet of paper, write a guide to the best places for a visitor to your city or town to stay in, visit, and shop.

Ideas
hotels, stores, museums, theaters, neighborhoods, stadiums

WRITING BOOSTER ▸ p. 148
- *Connecting contradictory ideas*
- *Guidance for Exercise E*

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Review

A Listening comprehension

Suggested teaching time: 6–8 minutes	Your actual teaching time:

- Explain that *satisfactory* means that the person is happy with the item and *unsatisfactory* means that the person is not happy with the item.

Option: [+5 minutes] For a challenge, have students listen again and write the problem with the three items that are not satisfactory. Have students use *too* + adjective or *not* + adjective + *enough* to express the problem. (Answers: 1 too expensive / not cheap enough; 3 too tall, too big / not small enough; 4 too heavy)

AUDIOSCRIPT

CONVERSATION 1 [F = Russian]
M: Can I help you, ma'am?
F: Yes. I'm looking for a new laptop.
M: Well, the iCon is the lightest and the fastest laptop we carry right now.
F: It's nice, but it's a bit more than I want to spend.
M: Well, I can show you something more affordable, but it won't be the best.

CONVERSATION 2 [M = British English]
F: Can I help you, sir?
M: I think so. Can I have a look at that jacket?
F: You mean the blue one?
M: No, the one next to it.
F: Oh, nice choice. Here you go.
M: Is it a medium?
F: Yes, it is. And it's the warmest jacket we have.
M: Really?
F: And it's also our least expensive.
M: Hmm . . . OK, I'll take it.

CONVERSATION 3 [F = Japanese]
F: I'm looking for a nice vase.
M: Well, we have some very beautiful vases right here. Would you like to have a closer look at any of them?
F: Hmm . . . Those are a little too big, I think. Do you have any smaller ones?
M: Sorry, ma'am. These are the smallest vases we have, I'm afraid.
F: Well, they are beautiful. Can I take a look at the blue one?
M: Of course. Here you go.
F: It's really nice. But I want to put it on my bookshelf, and I'm afraid it's just too tall.

CONVERSATION 4 [M = Korean; F = U.S. regional]
M: Let me show you the Jayco X30. If you're looking for a camcorder that's easy to use, this one's the best.
F: Well, I don't know.
M: It's also very affordable.
F: Well, I guess that's good.
M: And it's the lightest model you can buy. Here. Hold it yourself.
F: You call this light? This is way too heavy for me. What other models do you have?

B Complete the sentences.

Suggested teaching time: 3–5 minutes	Your actual teaching time:

- If students need help, refer them to pages 110 and 118, or write a word bank on the board. Add an extra word to the word bank for the challenge. For example:

a tip	*cash* (extra word)
an ATM	*rip-off*
bargain	*exchange rate*

C On a separate sheet . . .

Suggested teaching time: 4–5 minutes	Your actual teaching time:

- If necessary, ask students the opposites of *cheap, slow, cool, noisy, big,* and *long* before they begin work on the exercise. (expensive, fast, warm, quiet, small, short)

D Write two sentences . . .

Suggested teaching time: 3–4 minutes	Your actual teaching time:

- Students can look back at Exercise C on page 119 for ideas.

Option: [+5 minutes] Have students read their sentences to a partner. Partners say whether they agree or disagree with each sentence.

E Writing

Suggested teaching time: 15–20 minutes	Your actual teaching time:

- Say *Write about the stores you listed in Exercise D, but also write about our city's hotels, museums, theaters, and neighborhoods. You can write a short paragraph for each topic.*

Option: WRITING BOOSTER (Teaching notes p. T148)

ActiveTeach Multimedia Disc • **Writing Process Worksheets**

LESSON PLAN

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ORAL REVIEW

Before the first activity, give students a few minutes of silent time to explore the picture and become familiar with it.

Contest

Suggested teaching time:	8–10 minutes	Your actual teaching time:	

- After students observe silently, ask:
  What are the names of the two stores? (Al's Electronics and Gifts 'N Things.)
  What kinds of electronics are on sale at Al's Electronics? (Digital cameras, LCD projectors, flat screen TVs.)
  Who is the salesclerk at Al's? (The woman.)
  Who is the salesclerk at Gifts 'N Things? (The man.)
  What do you see in the gift store? (Sunglasses, gloves, belts, purses, plates, bowls, sweaters, lamps, statues.)
- To model the activity, point to the CoolRay 6 digital camera in the ad. Say *The CoolRay 6 is the fastest camera at Al's.* Elicit the correction *No, the Basik XT is the fastest.*
- Give each team five minutes to write false statements about the products before they begin the contest.

Language and culture

- Native speakers of English often reduce the pronunciation of *and* to an /n/ sound. Sometimes this sound is written informally as *'n* as in *Gifts 'N Things.*

Option: [+10 minutes] Before the contest, have students look at the picture for 20 seconds and then close their books. In teams, have students state one sentence about the picture. If the sentence is true, the team gets a point. If the team says something that is not true (for example, *There's an ATM in the picture*) they do not get a point. Each team can make only one sentence at a time. Each sentence can be used only once.

Option: [+10 minutes] Have pairs of students write true and false statements about the products. Regroup students into groups of four. Each pair reads their statements aloud to the other pair, who must decide which sentences are true and which are false.

Possible responses . . .

Team 1: The Dazio 420 is the brightest LCD projector.
Team 2: That's not true. The Manna T-20 is the brightest LCD projector. The Cloud 9 is the most portable flat screen TV.
Team 1: No, the Runex is the most portable. The Washburn is the loudest TV.
Team 2: False. The Cloud 9 is the loudest.

Role play

Suggested teaching time:	6–8 minutes	Your actual teaching time:	

- Have students work in pairs to create a conversation for the people at Al's Electronics.
- Then have students change partners and create a conversation for the people at Gifts 'N Things.

Possible responses . . .

(Al's Electronics)
Shopper: I'm looking for a digital camera. Which is the least expensive? **Salesperson:** The Easy Pix is the cheapest, but it's not the best. How much can you spend? **Shopper:** No more than $250. **Salesperson:** Well, we have a very good one on sale for only $220. **Shopper:** Can I have a look? **Salesperson:** Certainly. This is the CoolRay 6. It is the thinnest camera we have, and it's the easiest to use.

(Gifts 'N Things)
Salesperson: Can I help you? **Shopper:** I'm looking for a gift for my sister. **Salesperson:** How about a handbag? **Shopper:** Sure. How much do you want for that handbag? **Salesperson:** This one? **Shopper:** No, that's too big. The other one. It's gorgeous. **Salesperson:** $200. **Shopper:** That's a lot more than I want to spend. I can give you $100. **Salesperson:** How about $150? **Shopper:** OK. It's a deal.

Option: [+10 minutes] Invite student volunteers to present their conversations to the class.

Option: [+10 minutes] Have students write a story about one of the shoppers' experiences, modeled after the stories on page 118.

Option: Oral Progress Assessment

Use the illustration for an oral test. Divide the class into pairs. Have each pair select two people in the illustration and then role-play asking and answering questions; for example, *A: How much is that LCD projector? B: $9,899. A: That's a lot more than I want to spend. How much is the cheapest LCD? B: $949, but it's not the best.* Evaluate students on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.

ActiveTeach Multimedia Disc • Oral Progress Assessment Charts

Option: *Top Notch* Project

Have pairs create a presentation of tips for a traveler to their country about how to show appreciation for good service.

Idea: Students should use their notepads from page 117 to write about their country's tipping customs. After students write about tipping customs in your country, they can look at a travel guide for your country and compare their rules and advice with the book's.

Idea: Have students research tipping customs in a country they plan to visit or would like to visit and present on that topic.

EXTRAS (optional)

- **Complete Assessment Package**
- **Weblinks for Teachers:** pearsonlongman.com/topnotch/

And on your ActiveTeach Multimedia Disc:
Just for Fun
Top Notch Pop Song Activities
Top Notch TV Video Program and Activity Worksheets
Supplementary Pronunciation Lessons
Audioscripts
Unit Study Guides

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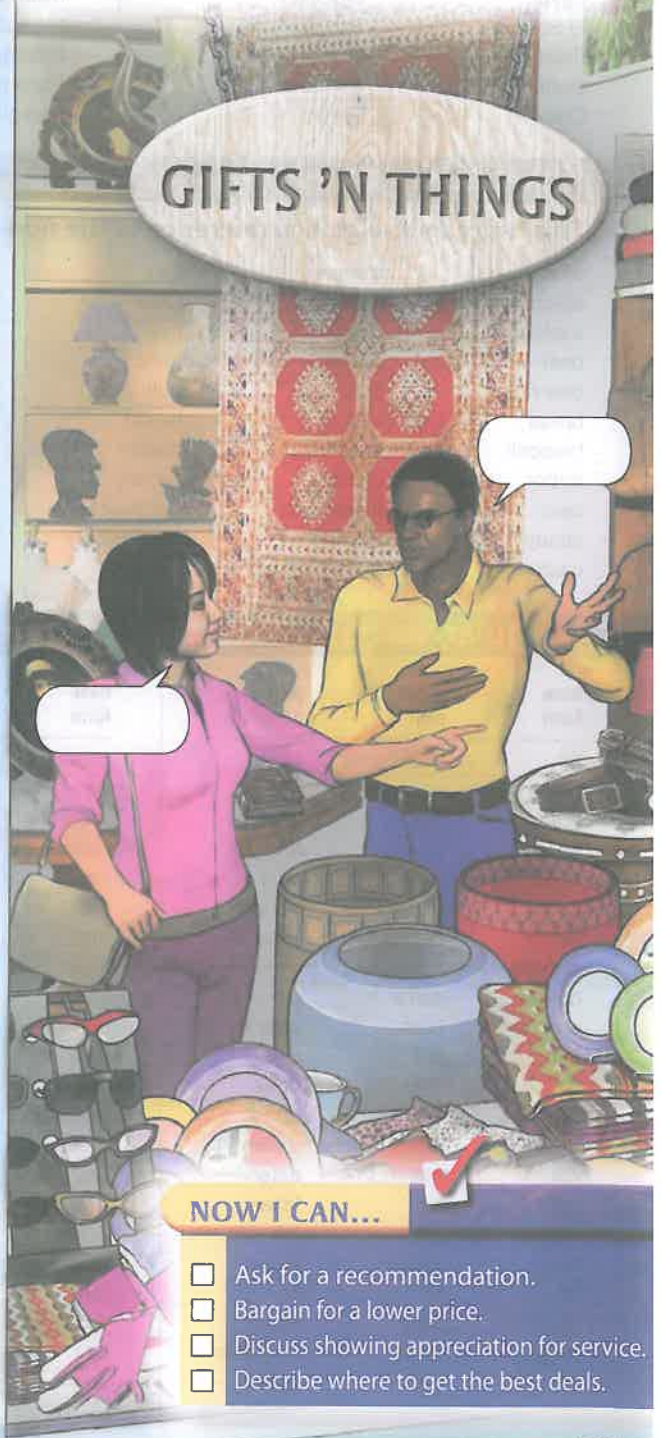
ORAL REVIEW

Contest Form teams. Create false statements about the products. Another team corrects the statements. (Teams get one point for each statement they correct.) For example:

There's a sale on camcorders today.

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

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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PTE | PEARSON TEST OF ENGLISH Academic

PEARSON

Test preparation that develops real English skills

As educators we spend a lot of time and energy preparing students for the rigors of study or work in an English-speaking setting. We design our courses and choose our materials carefully in order to teach the strategies that students will need to communicate effectively in English. However, when it comes to assessing their English skills, we realize that many high-stakes tests are simply a means to an end in which students dedicate valuable time to passing the test without developing real English skills.

There is a new academic test of English that matches our efforts in the classroom, Pearson Test of English Academic (PTE Academic), already recognized by institutions around the world and the UK Border Agency, it is endorsed by, and is the preferred English language test of GMAC®.

Why are educators so excited about the new test? This state-of-the-art test breaks many of the barriers in testing, but the key concern to teachers is that it truly helps students to become effective communicators in English.

"PTE Academic score data on the enabling language skills such as fluency, grammar, vocabulary and pronunciation, gives us a great tool to assess the language abilities of incoming MBA applicants to ensure they can interact at the levels expected in a small, experienced group of professionals on the Ashridge MBA program."

Amy Armstrong, Director of Marketing
Ashridge Business School

Relevant tasks
Comprising 20 different and often innovative items types, PTE Academic assesses the communicative skills of Listening, Reading, Speaking and Writing in a great number of ways. It assesses a range of enabling skills; grammar, oral fluency, pronunciation, spelling, vocabulary and written discourse to create a detailed profile of test takers' strengths and weaknesses.

Many of the 20 item types integrate these communicative and enabling skills to provide a real-life measure of a test taker's ability to deal with academic English language in communication.

International English
PTE Academic reflects the international world in which we live. Measures are taken to ensure that the material in the test is representative of international academic English. Not only are test development professionals based in several regions, including the United Kingdom, Australia, and the United States, but test items are internationally cross-validated to ensure that there is no regional bias.

Targeted preparation for test takers
A variety of dedicated test preparation materials are available for test takers. These include:

- Two fully-scored online practice tests with same-day score reporting, providing an authentic predictor of official PTE Academic test performance
- An unscored online practice test with sample answers
- a free PTE Academic Tutorial providing an overview of the test, instruction on each item type that the test taker will encounter and tips on how to navigate through the test
- The *Official Guide to PTE Academic* providing detailed information on administration, descriptions of all item types, analysis of sample answers, test-taking strategies and a wealth of practice items on the accompanying CD-ROM

The skills that students acquire in preparing for PTE Academic will serve them greatly once they arrive at their higher education institutions, or professional and government organizations.

"As we evaluate candidates, PTE Academic will give us an important tool for measuring their ability to study in an academic environment where English is the primary language of instruction."

Randall Sawyer, Director of Admissions
Cornell University, The Johnson School

For free PTE Academic teaching resources visit www.pearsonpte.com/success

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Grammar Booster

Note about the Grammar Booster

Many will elect to do the Grammar Booster as self-study. However, if you choose to use the Grammar Booster with the classroom activity instead, teaching notes are included here.

UNIT 1 *Lesson 1*

Information questions with be: usage and form

Suggested teaching time:	5–7 minutes	Your actual teaching time:	

- Direct students' attention to the questions in the box and have them study the examples.
- On the board, write the following answers to information questions. In pairs, have students create an information question with *be* for each answer. For example:
  Yao Ming. (What's his name? / Who is he?)
  He's a basketball player. (What's his occupation?)
  Chinese. (What's his nationality?)
  Shanghai, China. (Where's he from?)
  The Little Giant. (What's his nickname?)

Option: **[+7 minutes]** For additional practice, play a game. Have pairs create a set of answers for a famous person. Each pair joins another pair to make a group of four. One pair asks questions with *be* to try to guess the identity of the famous person. They cannot ask what the person's name is.

Option: **[+7 minutes]** For additional practice, cut out photos of famous couples from a magazine, or have students bring in photos. Give one photo to each small group of students. Have students write information questions with *be* about the couple; for example, *Who are they? What are their occupations? Where are they from? How old are they?* Each group takes a turn coming to the front of the room to show the photo and ask the class their questions.

A Choose an answer . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

- To review answers, have pairs of students take turns asking and answering the questions.

Possessive nouns and adjectives

Suggested teaching time:	5–7 minutes	Your actual teaching time:	

- Direct students' attention to the rules in the box. Have students study the examples.
- To focus on the second rule for possessive nouns, write the following sentences on the board and elicit or point out that the first sentence refers to one friend. The second sentence refers to two friends.
  My friend's name is Maria.
  My friends' names are Maria and Steven.
- To explain the third rule, write the following sentences on the board. Point out the placement of the apostrophe for possession when something belongs to more than one person. *What are Lee's and Gan's addresses?* Say *They do not live together. Lee's address is 121 Main Street. Gan's address is 40 Elm Street.* Then write *What's Lee and Gan's address?* Say *They live together. They have the same address. Their address is 10 Oak Street.*
- Point out the correspondence between the subject pronouns (*I, you, he, she, it, we, they*) and the possessive adjectives (*my, your, his, her, its, our, their*).

B Complete each sentence . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To review, have students write the answers on the board. Confirm the use of apostrophes and answer questions as needed.

Option: **[+3 minutes]** To challenge students, have them say the sentences aloud, replacing the possessive nouns with possessive adjectives. (1 His father is an engineer. 2 What is his e-mail address? 3 [Note that this sentence needs to add the word *book* after the possessive adjective.] The book is her book. 4 Their class is at eight. 5 What are their occupations?)

C On a separate sheet of paper, . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Before students complete the exercise, have them circle the possessive nouns and adjectives in the sentences. (1 Lin and Ben's; 2 His; 3 Dave's; 4 Sandra's; 5 My; 6 Ray's)
- For the sentences with possessive nouns, have students note the corresponding possessive adjective; for example, Lin and Ben's = *their.*
- Have students complete the exercise. To check their work, have students take turns asking and answering the questions with a partner.

Option: **[+3 minutes]** To challenge students, write sentences on the board and have them say in which sentences *'s = is.* Possible sentences: *Ben's address is 2 Bay Street.* (possessive) *It's the house on the corner.* (is) *Who's Sandy?* (is) *Where's Dave?* (is) *What's Dave's last name?* (is / possessive) *Nicole and Sean's car is old.* (possessive) *Nicole's not old.* (is)

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Grammar Booster

The Grammar Booster is optional. It is not required for the achievement tests in the *Top Notch Complete Assessment Package*. If you use the Grammar Booster, there are extra exercises in the Workbook in a separate labeled Grammar Booster section.

UNIT 1 *Lesson 1*

Information questions with be: usage and form

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

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

A Choose an answer for each question.

e 1 What's your name?
a 2 Where is she from?
c 3 Where's her father from?
b 4 Who is Bernard Udall?
d 5 How old are your cousins?

a Scotland, actually. She's British.
b He's the CEO of BRC Incorporated.
c Kim's father? Seoul, I think.
d Eighteen and ten.
e Ivan. But everyone calls me Vanya.

Possessive nouns and adjectives

Possessive nouns

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

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

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

Possessive adjectives

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

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

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

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

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

My occupation? I'm a student. What's your occupation?

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

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D Complete each sentence with a possessive adjective.

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

UNIT 1 *Lesson 2*

Verb be: usage and form

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

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

Affirmative statements

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

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

Contracted forms

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

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

Negative contractions

There are two ways to form negative contractions.

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

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

Short answers with be: common errors

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

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

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

Are you a salesperson? Yes.

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

1 She is an actress. She's an actress.
2 They are managers. They're managers.
3 I am a student. I'm a student.
4 Bart is from Australia. Bart's from Australia.
5 My mother is late. My mother's late.
6 Your father is nice. Your father's nice.

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

1 Is New York in Russia? No, it isn't.
2 Are you a scientist? Yes, I am. *or* No, I'm not.
3 Are Korea and Japan in Asia? Yes, they are.
4 Is Italy a city? No, it isn't.
5 Is it 3:00 right now? Yes, it is. *or* No, it isn't.
6 Are you a student? Yes, I am.
7 Are you Canadian? No, I'm not. *or* Yes, I am.
8 Is your father a manager? No, he isn't. *or* Yes, he is.
9 Is English difficult? No, it isn't. *or* Yes, it is.

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D Complete each sentence . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Complete the first and second sentence with the class. Write on the board: *This is my sister. ___ husband is from Ecuador.* Ask *What is the possessive adjective for sister? (Her).* Write *Her* in the blank and draw an arrow between *Her* and *sister.*
- Repeat with the second sentence in the exercise to make sure students understand. *What is the possessive adjective for Robert?* (His.)
- Have students complete and correct their sentences in pairs. Circulate around the room to answer questions as needed.

UNIT 1 *Lesson 2*

Verb be: usage and form

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have a volunteer read the first rule in the box. Call on other students to read the example sentences.
- Confirm understanding of the meaning of *subject* of a sentence. Write these sentences on the board:
  Anna is a painter.
  She is from Mexico.
  Ask students to identify the subject of the sentences. (Anna / She.) Write other sentences with noun and pronoun subjects for students to identify.

Option: **[+5 minutes]** To check understanding of *noun* and *pronoun* and practice further, ask *Is Anna a proper noun, a pronoun, or a noun?* (A proper noun.) Then ask about *She.* (A pronoun.) Ask students to create sentences about their classmates, first by using their classmates' names (proper nouns), then adding information by using a pronoun.

Affirmative statements

- Have a volunteer read the information about affirmative statements. Ask another to read the example sentences.
- Read the subject pronouns and forms of *be* aloud and have students repeat. Say *I am, you are, he is, she is, it is, we are, they are.* Call out different subjects (proper nouns, pronouns, and nouns) and have students respond with the correct form of *be*; for example, say *we* (are), *Meryl Streep* (is), *the students* (are), *I* (am).

Contracted forms

- Have students read the information about contracted forms of *be.*
- Call on a student to read aloud the contracted forms of *be* in the examples and have the rest of the class repeat.

Option: **[+5 minutes]** To extend the presentation of contractions, write sentences on the board and have students change them by using contractions. Possible sentences:
He is Chinese. (He's Chinese.)
I am hungry. (I'm hungry.)
She is a teacher. (She's a teacher.)
You are in my class. (You're in my class.)
It is 3:00. (It's 3:00.)
They are my friends. (They're my friends.)
We are late. (We're late.)

Negative contractions

- Have students read the information about negative contractions independently.
- On the board, write: *Scarlett Johansson is American. She ___ Chinese.* Ask for two different ways to complete the sentence. ('s not / isn't)
- Write example sentences for other pronouns and check comprehension of *be* + negative formation.

Short answers with be: common errors

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Direct attention to the box. Have students study the rules and examples.
- Point out that contractions are used in negative short answers with *be.*

Option: **[+2 minutes]** For an extension of the presentation, ask *yes / no* questions with *be* and call on students to give short answers. Be sure students do not use contractions in affirmative responses; for example, *Is [Luis] a doctor?* (Yes, he is. / No, he isn't.) *Are you cold?* (Yes, I am. / No, I'm not.) *Is this lesson easy?* (Yes, it is. / No, it isn't.)

A On a separate sheet of paper, . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Have students review answers in small groups and take turns saying each sentence aloud.
- Circulate around the class to offer help as needed.

B On a separate sheet of paper, . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	

- Encourage students to write the full short answer; for example, *Yes, I am. / No, I'm not.*
- Have students take turns asking and answering the questions with a partner.
- To review, have volunteers write the short answers on the board. Note that some answers may vary.

Option: **[+5 minutes]** To extend the practice, have students write a true statement to clarify each negative response in the exercise; for example, for item 1, the answer is *No, it isn't.* Elicit from students: *It's in the United States.*

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LESSON PLAN

UNIT 2 *Lesson 1*

Prepositions of time and place: usage rules

Suggested teaching time:	5 minutes	Your actual teaching time:	

Time

- Have students read the information about prepositions of time independently.
- To practice, call out specific moments in time, periods of time, days, and dates in random order. Ask the class to respond with the correct preposition and the time that you called out; for example, if you say *August*, the class says *in August*. Possible prompts: *Saturday* (on), *midnight* (at), *4 o'clock* (at), *2005* (in), *January* (in), *March 28* (on), *Monday morning* (on), *spring* (in), *the morning* (in).

Place

- Have students read the information about prepositions of place independently.
- To practice, call out specific physical locations and names of streets, larger locations, cities, countries, continents, and interior locations in random order. Ask the class to respond with the correct preposition and the place that you called out. Possible prompts: *the bookstore* (at), *Moscow* (in), *Canada* (in), *the art exhibit* (at), *New Street* (on), *Fifth Avenue* (on), Asia (in), *the library* (at), *the left side of the street* (on), *the classroom* (in).

FYI: The preposition *at* is generally used for a specific location (*at home, at 50 Main Street, at the bookstore, at the new English School*). The preposition *in* is used to express the idea of "inside a building" (*in an apartment, in a house, in an office*). However, it is common to see and hear both "I work at a bank" and "I work in a bank."

A Complete the following sentences . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	

- After students complete the exercise, have them take turns reading the sentences aloud with a partner.

Option: **[+5 minutes]** To extend the practice, draw the following charts on the board (without the answers). Have students copy and complete the charts with the times and places from the exercise.

Prepositions of time	*in:* the 19th century, the afternoon, November, the morning
	on: Friday, the weekend, January 1, Thursday morning
	at: 8:30, 6:00, dusk

Prepositions of place	*in:* the center of town, Africa
	on: Grove Street, the right side of the street
	at: the public library, work

Option: **[+5 minutes]** To extend practice, have students use the prepositions, times, and places in the charts to create their own sentences; for example, *Our English class is in the afternoon.*

B Look at the tickets . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	

- Elicit an example of each type of question and answer, and write them on the board. Possible questions:
  When is "Phantom of the Opera"? On Friday.
  What time is the concert? At midnight.
  Where is the play? At the Metro Hill Street Mall.
- Be sure students understand that *when* asks about a day, date, or clock time; *what time* asks only about clock time; and *where* asks about a location or place.
- To review questions, have students compare their questions in pairs, or ask for volunteers to write their questions on the board.

Answers to Exercise B
Questions will vary. Possible questions include:
Where is Phantom of the Opera?
When is Phantom of the Opera?
What time is Phantom of the Opera?
What time is the Electric Mayhem concert?
When is the concert?
Where is the concert?
Where is The Cat Club?

Option: **[+7 minutes]** To extend the practice of prepositions, draw the following chart (without the answers) on the board. Have volunteers respond with the times and places only and write the answers on the board, leaving enough room for students to write the prepositions. Then call on students to come up to the board and write *in, at,* or *on* before each time or place listed on the board.

	Phantom of the Opera	Electric Mayhem
When?	on Friday on October 17	on Saturday on October 23
What time?	at 8:55 P.M.	at midnight at 12:00
Where?	at the Metro Hill Street Mall	at The Cat Club

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Prepositions of time and place: usage rules

Time

Use on with the names of days or dates.

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

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

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

Use at with specific moments in time.

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

Place

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

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

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

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

Use at for buildings and addresses.

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

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

1 When's the movie? The movie is __on__ Friday __at__ 8:30.
2 __On__ the weekend, I'm going to the concert __at__ the public library.
3 Where is he? He's not here right now. He's __at__ work.
4 Where's his office? It's __in__ the center of town.
5 When was her mother born? She was born __on__ January 1.
6 When does the movie take place? It takes place __in__ the 19th century __in__ Africa.
7 The park opens __at__ 6:00 __in__ the morning and closes __at__ dusk.
8 Is the concert hall __on__ Grove Street?
9 I think the theater is __on__ the right side of the street.
10 Let's go to the evening show. The concert is outside, and the weather is really hot __in__ the afternoon.
11 This concert occurs every second year __in__ November.
12 I'll see you __on__ Thursday morning in front of the theater, OK?

B Look at the tickets. On a separate sheet of paper, write questions with When or What time. Write a question with Where. See page T125 for answers.

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The simple present tense: usage and form

Usage

Use the simple present tense to talk about facts and habitual actions in the present.

facts	habitual actions
Josh speaks Spanish very well.	Josh speaks Spanish every day.
They work at Coffee Central.	They work late on Fridays.

Form

Add -s to the base form of the verb for third-person singular (he, she, or it).

I like Thai food.	He likes Peruvian food.
You study English.	She studies French.
They open at 6:00.	The store opens at 8:00.
We work at a café.	Marlene works at a school.

Negative forms

Use don't (do not) and doesn't (does not) + the base form of a verb to make negative statements.

I don't like American food.	He doesn't like Greek food.

Yes / no questions

Use do or does + the base form of a verb to form yes / no questions.

Do you speak Portuguese? Does she speak French? NOT Does she ~~speaks~~ French?

A Write negative statements. Follow the example.

Gwen likes classical music. (Her sister) Her sister doesn't like classical music.

1 The café closes at 6:00. (The bookstore) The bookstore doesn't close at 6:00.

2 Neal lives in Quito. (His sister) His sister doesn't live in Quito.

3 Miles works in an office. (His brother) His brother doesn't work in an office.

4 I have a big family. (My husband) My husband doesn't have a big family.

5 My younger brother speaks Chinese. (I) I don't speak Chinese.

6 Kiko's nephew likes pop music. (Her niece) Her niece doesn't like pop music.

B Write yes / no questions. Follow the example.

A: Does your sister live near you? B: No, she doesn't. She lives in another city.

1 A: Does your brother drink coffee?
B: No, he doesn't. My brother drinks tea.

2 A: Do you have [any] children?
B: No, we don't have any yet.

3 A: Do your in-laws live in Mexico?
B: No, my in-laws live in Chile.

4 A: Does our niece speak English?
B: Yes, she does. My niece speaks it well.

5 A: Do your cousins work here?
B: Yes, they do. My cousins work downstairs.

6 A: Does the bookstore open early?
B: No. The bookstore opens late.

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UNIT 3 *Lesson 1*

The simple present tense: usage and form

Suggested teaching time:	7–10 minutes	Your actual teaching time:	

Usage

- Have students read the information about usage independently.
- Use the simple present to tell the class about your typical weekday; for example, *I wake up at 7:00 a.m. I go home at 5:00 p.m. I go to work at 8:00 a.m. I eat dinner at 7:00 p.m. I eat lunch at 12:30 p.m. I go to bed at 11:00 p.m.*
- Have pairs take turns describing their typical weekday to a partner.
- With a new partner, have students discuss facts about themselves, such as where they live, what languages they speak, or how many brothers and sisters they have.

Form

- Direct students' attention to the section on form.
- Remind students that the simple present form of the third person singular (he, she, it, the store, Marlene) adds *-s* to the base form of the verb. To make this clear, write the following on the board and circle the *s* in *lives*.

  I / you / we / they — *live*
  he / she / it — *lives*

- In some cases, the addition of the *-s* changes the spelling of the verb, as in *studies, washes*. Ask students for other verbs they know with this spelling change.

Negative forms

- Have a student read the rule for negative forms aloud. Have another student read the examples.
- To make the rule clear, write the following on the board:

  I / you / we / they — *don't live*
  he / she / it — *doesn't live*

  Ask *How many forms are there for the negative of the simple present?* (2.) *What are they? (Don't / doesn't.) When do you use* doesn't? (With *he, she, it.*) *When do you use* don't? (With all other pronouns.)
- Point out that in third-person singular, there is no *-s* on the main verb (the verb after *do / don't / does / doesn't*); for example, *She doesn't like Mexican food.* (NOT *She doesn't likes Mexican food.*)

Yes / no questions

- Have students read about *yes / no* questions independently.
- To make the rule clear, write the following on the board:

  Do (I, you, we, they) live in . . . ?
  Does (he, she, it) live in . . . ?
  (NOT Does (he, she, it) lives in . . . ?)

  Explain that for *yes / no* questions in the simple present tense, *do* or *does* is used before the subject.

Option: **[+5–10 minutes]** As an extension, draw the chart below on the board and have students copy it. To model the activity, choose a student and write his or her name in the first box. Ask the student *Do you like basketball?* etc. Write a check mark for each *yes* answer. Have students walk around the room asking their classmates questions and filling in their charts. To review, have each student tell the class about another student's likes and dislikes.

	basketball	Italian food	pop music	art exhibits	coffee	horror movies
Martin		X		X	X	

A Write negative statements . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Model the first sentence. Write the following on the board: *Her sister doesn't like classical music.* Be sure students understand the task.
- To review, call on volunteers to read their answers to the class. Call on other volunteers to write the negative sentences on the board.

Option: **[+3 minutes]** To extend the practice, have students make the positive sentences in the exercise negative, and the negative sentences positive; for example, **1** Gwen doesn't like classical music. Her sister likes classical music. **2** The café doesn't close at 6:00. The bookstore closes at 6:00.

B Write yes / no questions . . .

	5 minutes	Your actual teaching time:	

- Before students complete the exercise, have them look at the answers to the questions and circle the subjects. (**1** he / My brother; **2** we; **3** my in-laws; **4** she / My niece; **5** they / My cousins; **6** The bookstore)
- Tell students to remember to:
  - decide whether to use *Do* or *Does;* for example, *does* goes with *he / My brother.*
  - change the subject pronoun or possessive adjective if necessary; for example, *my brother* to *your brother.*
  - use the base form of the main verb; for example, *drink.*
- To check their work, have students take turns asking and answering the questions with a partner.
- Circulate and make sure students have correctly formed the questions.

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LESSON PLAN

UNIT 3 *Lesson 1*

Information questions in the . . .

Suggested teaching time:	10 minutes	Your actual teaching time:	

Do and *does*

- Direct attention to *Do* and *does*.
- To review *yes / no* questions in the simple present, have students ask you questions about your family; for example, *Do your parents live with you? Do you have any brothers or sisters? Do they live in your town? Do you have aunts and uncles?*
- Write *What, Where, When,* and *How often* on the board. Have the class use the question words to ask you about your family members; for example, *Where do your parents live? How often do you visit your parents? What does your [brother] do?*

Questions with *who*

- Direct attention to *Questions with who*.
- Be sure students understand the difference between the subject and object of the sentence. Write **S** or **O** above the correct words. For example:
  My mother teaches young children. [*My mother* = S / *young children* = O]
  My brother lives with my parents. [*My brother* = S / *my parents* = O]
  His wife likes French designers. [*His wife* = S / *French designers* = O]
- Direct students' attention to the explanation of *who* in the box. Remind students that *who* asks about people. The verb with *who* is always in the third-person singular form.
- Have students ask questions about the subjects and objects on the board; for example, say *Ask a question using* your mother. (Who does your mother teach?) *Ask a question using* the children. (Who teaches young children?)

How many

- Direct attention to the explanation of *how many* in the box.
- To check understanding of the use of plural nouns with *how many*, write several correct and incorrect sentences on the board. Ask students to identify the incorrect ones, identify the problem, and say how to correct them. Be sure to erase the incorrect forms and write the correct forms instead. Possible sentences:
  How many children do you have? (Correct.)
  How many class does she take? (Incorrect. Needs plural *classes*.)
  How many city are there in the U.S? (Incorrect. Needs plural *cities*.)
  How many instruments do you play? (Correct.)
  How many language does he speak? (Incorrect. Needs plural *languages*.)

Option: **[+5 minutes]** To extend the practice, have students choose their own family members— both individuals and couples—and write their names and relationships on a slip of paper. They can also make up family members if they prefer not to use their own. Students exchange slips and take turns asking information questions about each other's family members. Circulate and check that students are forming their questions correctly.

Complete the information questions.

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Before students complete the exercise, have them look at the answers to the questions. Ask students to note whether each answer tells *what, where, when, how many,* or *who*. Review with the class.
- Remind students to look at the subjects to decide whether to use *do* or *does*.
- To check their work, have students take turns asking and answering the questions with a partner.

UNIT 4 *Lesson 1*

Non-count nouns: categories . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students read the information in the box independently.
- Have students form small groups. Assign each group one of the five categories. Groups write sentences with non-count nouns in their category. Students can use the non-count nouns listed or their own non-count nouns. The non-count nouns should be the subject of the sentences.
- One student from each group writes one of the group's sentences on the board. Have students read their sentences aloud and make any necessary corrections with the class. For each sentence, ask what the category is and what the verb is. Check that the verb is singular. Possible sentences:
  Good health is very important. (Abstract ideas.)
  Golf is difficult. (Sports and activities.)
  Cancer kills many people. (Illnesses.)
  English is my favorite class. (Academic subjects.)
  Many people drink coffee. (Foods.)

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Information questions in the simple present tense: form and common errors

Do and does

Use do or does + the base form of a verb to ask information questions.

Where do your in-laws live?	Where does your sister live?
When do you visit your parents?	When does she visit her parents?
How often do they go to class?	How often does he go to class?

Questions with who

Compare these questions with who.

	subject
Who visits your cousin in Chicago?	My mother does.
	object
Who does your mother visit in Chicago?	My mother visits my cousin.

Be careful! Don't use do or does with Who if the question is about the subject. Always use the third-person singular form to ask questions with Who about the subject.

Who lives here? NOT Who ~~does live~~ here? NOT Who ~~live~~ here?

How many

Be careful! Always use How many with plural nouns.

How many cousins do you have? NOT How many ~~cousin~~ do you have?

Complete the information questions.

1 What does your father do? He's a doctor.
2 Where do your in-laws live? They live in Seoul.
3 How many cousins do you have? I have ten of them.
4 How often do you visit your parents? I visit them every weekend.
5 Where does your sister live? She lives across the street.
6 Who speaks Russian? My brother-in-law does.
7 Who does your aunt live with? She lives with my cousin.
8 When do you study? I study late at night.
9 Who has three kids? My sister does.
10 Where does your older brother study? He studies in London.

Non-count nouns: categories and verb agreement

Non-count nouns are common in the following categories:

abstract ideas: health, advice, help, luck, fun
sports and activities: tennis, swimming, golf, basketball
illnesses: cancer, AIDS, diabetes, dengue
academic subjects: English, chemistry, art, mathematics
foods: rice, milk, sugar, coffee, fat

All non-count nouns require a singular verb.

Fat isn't good for you.
Mathematics is my favorite subject.

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A Complete each sentence with the correct form of the verb.

1 Coffee ___is___ (be) my favorite beverage.
2 Rice ___is___ (be) very good for you, even when you are sick.
3 Mathematics ___creates___ (create) problems for many students, but not for me!
4 Influenza ___causes___ (cause) pain and fever.
5 Darkness ___frightens___ (frighten) some people, but I don't know why.
6 Medical advice ___helps___ (help) people decide what to do about their health.

B Complete the following sentences with a or an. If the noun is a non-count noun, write an X.

1 He has ___X___ diabetes.
2 She would like to eat ___a___ banana.
3 "___An___ apple a day keeps the doctor away."
4 Would you like ___an___ appetizer?
5 There's ___an___ egg on the shelf.
6 Does the restaurant serve ___X___ rice with the chicken?
7 He always gives ___X___ good advice.
8 My family loves ___X___ music.

Non-count nouns: expressing quantities

We can make many non-count nouns countable:
a slice of bread, **a loaf of** bread, **three pieces of** bread, **two kinds of** bread

The following phrases are used with non-count nouns in order to make them countable:
liquids: a glass of, two cups of, a liter of, six gallons of, a bottle of, a can of
solids: a cup of, a piece of, three slices of, a kilo of, a spoonful of

C On a separate sheet of paper, complete each statement with a countable quantity. (Note: More than one phrase of quantity may be possible.) Answers will vary.

liquids

1 This soup is so creamy. It has two ___cups of___ milk in it.
2 She must be very thirsty. This is her third ___glass of___ water.
3 My car has a big gas tank. It holds ___eighteen gallons___ gas.

solids

4 I ate ___three pieces of___ cheese and now I feel sick.
5 A club sandwich doesn't have two ___slices of___ bread. It has three ___slices of___ bread.
6 I like my tea sweet. Please put in ___three spoonfuls of___ sugar.

Questions with How much and How many

Ask questions with How much for non-count nouns. Ask questions with How many for count nouns.

How much rice is in the soup? Not much. Two cups.
How many eggs are in the fridge? Not many. Three.

D Complete each question with How much or How many.

1 ___How much___ bread do we need?
2 ___How much___ salt did you put in the beef stew?
3 ___How much___ hot pepper do you like?
4 ___How many___ spoonfuls of sugar do you want in your tea?
5 ___How much___ oil should I put in this salad?
6 ___How much___ cheese is there in the fridge?
7 ___How many___ slices of bread do you want?
8 ___How many___ cups of coffee did you drink?

Words that can be count nouns or non-count nouns

Some nouns can be used as count or non-count nouns. The word is the same, but the meaning is different.

non-count use	count use
Chicken is delicious.	I bought two **chickens**.
Let's watch **TV**.	We have three **TVs** in our house.
The sun provides **light**.	It's too bright **in** here. Turn **off one of the lights**.

Some words can have a count sense or a non-count sense without any real difference in meaning.
I'm **in** the mood for **salad**. OR I'm **in** the mood for a **salad**.
I'd like **steak** for dinner. OR I'd like a **steak** for dinner.

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A Complete each sentence . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Remind students to use the third-person singular forms of the verbs in parentheses.
- After students complete the exercise, call on volunteers to read their answers to the class.

Option: **[+3 minutes]** To personalize the activity, have students complete the following sentences with their own non-count nouns. Call on volunteers to share their answers with the class.

___ is my favorite beverage.
___ is very good for you.
___ isn't good for you.
___ is my favorite subject.
___ is my favorite sport.

B Complete the following sentences . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	

- Prepare students for the exercise by reminding them to use *an* before count nouns that begin with a vowel sound and *a* before count nouns that begin with a consonant sound.
- Remind students that non-count nouns do not use *a* or *an*.
- After students complete the exercise, call on volunteers to read their answers to the class.

Non-count nouns: expressing quantities

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Have students read the information in the box independently.
- If possible, bring in objects or pictures to make the meaning of the countable phrases clear; for example, bring in a loaf of bread. Hold it up and say *bread*. Then say *a loaf of bread*. Next, count the slices of bread. Say *one slice of bread, two slices of bread*, etc. Break apart some bread and say *a piece of bread*. Continue to show and count several pieces of bread. Show pictures of different kinds of bread. Say *[three] kinds of bread*.

C On a separate sheet of paper, . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	

- Before students complete the exercise, have them circle the non-count noun that comes after the answer space in each item; for example, *milk, water, gas*.
- When students complete the exercise, review with the class. Call on volunteers to read their sentences. Elicit a couple of possible responses for each item.

Option: **[+5 minutes]** To challenge students, have them write a description of "The Perfect Sandwich"; for example, *The perfect sandwich has two slices of bread. It has two pieces of chicken and three slices of cheese. It has lettuce, but it doesn't have tomatoes.* Have students vote on the best sandwich.

Questions with How much and How many

Suggested teaching time:	3–5 minutes	Your actual teaching time:	

- Have students read the information in the box independently.
- Write the following on the board (without the answers):
  ___ *students are in this class?* (How many)
  ___ *glasses of water do you drink every day?* (How many)
  ___ *sugar do you put in your coffee?* (How much)
  ___ *bread do you buy every week?* (How much)
  ___ *cousins do you have?* (How many)
  ___ *cheese do you put on your sandwiches?* (How much)
  ___ *TV do you watch?* (How much)

  Have volunteers complete the questions on the board with *How much* or *How many*. Then have them answer the questions in pairs.
- Circulate around the class and make sure students understand the use of these question words.

D Complete each question . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Before students complete the exercise, have them look at the nouns that follow each answer space.
- Ask *Which are count nouns?* (4 spoonfuls; 7 slices; 8 cups) *Which do you use with count nouns;* how much *or* how many? (How many.) *Which do you use with non-count nouns?* (How much.)
- To confirm answers after students complete the exercise, have students take turns reading the questions with a partner.

Words that can be count nouns or . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	

- Have students read the information in the box independently.
- Read each example aloud. First read the non-count use, then the count use. When you read the count use, draw a simple picture on the board. Draw two chickens, three TVs, and a lamp. After you read each count example, point to the picture(s) and count. Explain that in each example the non-count use is general and the count use refers to specific objects.

FYI: In informal speech, some non-count nouns may be used as count nouns; for example, *I'd like two teas and two waters* means *I'd like two cups of tea and two glasses of water. I'd like a coffee* means *I'd like a cup of coffee. I'd like two sugars* means *I'd like two packets or cubes of sugar.*

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Plural count nouns: spelling rules

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Have students read the information in the box independently.
- Pronounce the plural forms under each rule and have students repeat.

E Write the plural form . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	

- After students complete the exercise, have volunteers write the plural forms on the board.

Option: **[+5 minutes]** To challenge students, have them write the headings /ɪz/, /s/, and /z/ on a sheet of paper. Pronounce each of these plural sounds and ask students to repeat. Then read each word out of order. Have students listen and write the word under the appropriate heading. Review with the class. Then have students use their lists to practice pronouncing the plural nouns with a partner.

/ɪz/	/s/	/z/
sandwiches	cups	clams
peaches	snacks	olives
	carrots	spoonfuls
		pears
		vegetables
		potatoes

UNIT 4 Lesson 2

Some and any

Suggested teaching time:	5–7 minutes	Your actual teaching time:	

- Call on a student to read the first point in the box. Call on other students to read the example sentences.
- Ask volunteers to read the second point in the box and the example. Continue in this way until all points and examples are read.
- To confirm understanding of the use of *some* and *any*, draw a chart on the board with the following headings (without the answers). Fill in the answers as students provide them. Then have volunteers make affirmative and negative sentences and questions.

	Affirmative	Negative	Question
Count nouns and non-count nouns	some	any	some / any

A Change the following sentences . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	

- Before students complete the exercise, review the negative forms of present tenses:
  There is / There are → There isn't / There aren't
  We have / He has → We don't have / He doesn't have
  She's buying / They're buying → She's not buying / They're not buying
- After students complete the exercise, call on volunteers to read the negative sentences aloud.

B Complete each sentence . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

- To check their work, have students read the completed sentences with a partner.

Option: **[+5 minutes]** For extended practice, have students imagine the sentences are answers to *yes / no* questions. Have students write the *yes / no* questions; for example, *Do you want (any / some) more coffee? Is there (some / any) salt in this soup? Do you see (some / any) sandwiches on the menu?* Have students compare their answers in groups.

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Plural count nouns: spelling rules

Add -s to most nouns.

cup cups appetizer appetizers apple apples

If a noun ends in a consonant and -y, change the y to i and add -es.

cherry cherries berry berries

BUT: Do not change the y when the letter before the y is a vowel.

boy boys

Add -es to nouns that end in -ch, -o, -s, -sh, -x, or -z.

lunch lunches radish radishes tomato tomatoes
box boxes glass glasses

E Write the plural form of the following count nouns.

1 clam clams
2 snack snacks
3 cup cups
4 olive olives
5 spoonful spoonfuls
6 pear pears
7 french fry french fries
8 sandwich sandwiches
9 vegetable vegetables
10 potato potatoes

UNIT 4 *Lesson 2*

Some and any

Use some and any to describe an indefinite number or amount.

There are some apples in the fridge. (Indefinite number: we don't know how many.)
Are there any oranges? (Indefinite number: no specific number being asked about.)
They are bringing us some coffee. (Indefinite amount: we don't know how much.)

Use some with non-count nouns and with plural count nouns in affirmative statements.

non-count noun plural count noun
We need some milk and some bananas.

Use any with non-count nouns and plural count nouns in negative statements.

non-count noun plural count noun
We don't want any cheese, and we don't need any apples.

Use any or some in questions with count and non-count nouns. There is no difference in meaning.

Do you need any cookies or butter? Do you need some cookies or butter?

A Change the following sentences from affirmative to negative. Follow the example.

There is some coffee in the kitchen. There isn't any coffee in the kitchen.

1 There are some onions on the table. There aren't any onions on the table.
2 We have some cookies. We don't have any cookies.
3 They need some onions for the soup. They don't need any onions for the soup.
4 She's buying some fruit at the market. She's not / She isn't buying any fruit at the market.
5 The Reeds want some eggs for breakfast. The Reeds don't want any eggs for breakfast.
6 I want some butter on my sandwich. I don't want any butter on my sandwich.
7 There is some chicken in the fridge. There isn't any chicken in the fridge.
8 They need some cheese for the pasta. They don't need any cheese for the pasta.

B Complete each sentence with some or any.

1 I don't want any more coffee, thank you.
2 There isn't any salt in this soup.
3 We don't see any sandwiches on the menu.
4 They need some sugar for their tea.
5 The restaurant is making some pies for the party.
6 It's too bad that there isn't any soup.
7 I don't see any menus on those tables.
8 There are some eggs for the omelette.

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The present continuous: spelling rules for the present participle

The present continuous consists of two parts: a form of be and a present participle of a verb.
To form a present participle, add -ing to the base form of a verb.

base form		present participle
talk	→	talking

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

leave → leaving

In verbs of one syllable, if the last three letters are a consonant-vowel-consonant* sequence, double the last consonant and then add -ing to the base form.

C V C
s i t → sitting

BUT: If the base form of the verb ends in -w, -x, or -y, don't double the final consonant.

blow → **blowing**
fix → **fixing**
say → **saying**

If a base form has more than one syllable and ends in a consonant-vowel-consonant sequence, double the last consonant only if the spoken stress is on the last syllable.

per - mit → permitting BUT or - der → ordering

* **Vowels** = a, e, i, o, u
* **Consonants** = b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z

A Write the present participle for each of the following base forms. Follow the rules.

1 turn	turning	7 stop	stopping	13 sew	sweing	19 change	changing
2 rain	raining	8 exit	exiting	14 listen	listening	20 be	being
3 run	running	9 sit	sitting	15 do	doing	21 have	having
4 help	helping	10 eat	eating	16 write	writing	22 put	putting
5 open	opening	11 buy	buying	17 begin	beginning	23 go	going
6 close	closing	12 mix	mixing	18 use	using	24 pay	paying

The present continuous: rules for forming statements

Remember to form the present continuous with be and a present participle of a verb.

affirmative statements	negative statements
I'm studying English.	I'm not studying French.
You're studying French.	You're not studying English.
He's reading a book.	He's not reading a newspaper.
She's reading a newspaper.	She's not reading a book.
We're watching TV.	We're not watching a DVD.
They're watching a video.	They're not watching TV.

B On a separate sheet of paper, change each affirmative statement to a negative statement. Use contractions.

1 She's going to the supermarket.
She's not going to the supermarket.
2 He's calling his wife this afternoon.
He's not calling his wife this afternoon.
3 I'm cooking dinner tonight.
I'm not cooking dinner tonight.
4 The Roberts are feeding their kids early.
The Roberts are not feeding their kids early.
5 Joel's taking the bus to the movies.
Joel's not taking the bust to the movies.
6 We're getting a new printer.
We're not geting a new printer.

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UNIT 5 *Lesson 1*

The present continuous: spelling rules for . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students read the spelling rules.
- To confirm students' understanding of the rules, write the following on the board: *talk, take, hit, mow, sit, bake, mix.* Call on students to write the present participle form of each verb (talking, taking, hitting, mowing, sitting, baking, mixing). Be sure students have correctly dropped the *-e* in *taking* and doubled the consonant in *hitting*. Explain the meaning of any unknown words.
- Continue confirming students' understanding by writing the following words on the board: *begin, open, permit, order*. Ask students to look at the last three letters in each word and elicit that they end in consonant, vowel, consonant (g=consonant, i=vowel, n=consonant; p=consonant, e=vowel, n=consonant, etc.). Direct students' attention to the side box with the consonants and vowels listed and remind students to use it as a reference if needed.
- Say *permit* and *order* aloud, exaggerating the stressed syllables (perMIT, ORder). Have students repeat the words, focusing on the proper stress. Ask which word has stress on the last syllable (permit). Point out the double consonant in *permitting* and read the last rule in the box aloud.

A Write the present participle . . .

Suggested teaching time:	5–7 minutes	Your actual teaching time:	

- Read the list of verbs aloud. Have students circle the verbs that have more than one syllable (**5** open; **8** exit; **14** listen; **17** begin).
- Draw a chart on the board with example words for each spelling rule across the top of the chart as below (without the answers). Have students copy the chart on a separate sheet of paper. As students complete the exercise, have them write each present participle under the example that follows the same spelling rule.
- Review with the class. Complete the chart on the board to confirm answers. Point out that the present participle of *be* is *being*.

talking	leaving	sitting	blowing / fixing / saying	permitting	ordering
turning	closing	running	buying	beginning	opening
raining	writing	stopping	mixing		exiting
helping	using	putting	sewing		listening
eating	changing		paying		
being	having				
doing					
going					

The present continuous: rules for forming . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Have students read the information in the box independently.
- Review the forms of *be* with the various pronouns, if necessary: *I'm / I'm not; you're / you're not; he's / he's not,* etc.

B On a separate sheet of paper, . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	

- Circulate around the class as students complete the exercise. Be sure students use the negative correctly.
- After students complete the exercise, call on volunteers to read their answers to the class.

Option: **[+3 minutes]** To challenge students, have them work in small groups to talk about things they are doing or not doing today, this afternoon, tomorrow, or right now. Remind them to use the present continuous.

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C Write answers to the following questions . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	

- After students complete the exercise, review with the class. Read the first question and call on a student to answer. The student answers, then reads the next question and calls on another student to answer. Continue until all the questions are answered.
- Allow for a variety of answers as long as they correctly include the present continuous affirmative and negative.

Option: **[+7 minutes]** To extend practice, have students walk around the classroom asking questions to three different students. Then call on students to tell one thing they learned about each of the three students they spoke with. Correct the use of present continuous as needed.

The present continuous: rules for . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	

Yes / no questions

- Have students read the rule for *yes / no* questions independently.
- Ask different students to read the examples aloud.
- To check understanding, write several affirmative sentences on the board. Possible sentences:
  She is watching TV.
  You are driving to school today.
  They are coming to dinner at 8:00.
  Ask students which words need to be changed to make each statement a question.
- Ask students to say the questions as you erase the subject and verb and rewrite them on the board. Be sure to also replace the period with a question mark.
  Is she watching TV?
  Are you driving to school today?
  Are they coming to dinner at 8:00?

Information questions

- Have students read the rule and examples for information questions independently.
- Remind students that *Why* asks about reasons, *Who* can ask about the subject or the object, and *How much* asks for information about a non-count noun.

Option: **[+3 minutes]** To practice, have pairs ask *yes / no* questions about present or future activities, and then ask for additional information with information questions. Model an example with a more confident student. For example:

Teacher: *Are you studying Russian this year?*
Student: *No, I'm not studying Russian.*
Teacher: *What are you studying?*
Student: *I'm studying English, of course.*
Teacher: *Where are you studying?*
Student: *I'm studying at the language center.*

D Write a question . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	

- Before students complete the exercise, tell them to circle the subjects in the responses to help them identify which pronoun they should use.
- Remind students about the meaning of contractions: *'m = am; 're = are; 's = is.*
- Ask *Which items are responses to* yes / no *questions?* (1 and 2.) *Which are responses to information questions?* (3 and 4.)
- To check their work, have students take turns asking and answering the questions with a partner. Note that there may be multiple correct questions.

UNIT 6 Lesson 1

Can and have to: form and common errors

Suggested teaching time:	5–7 minutes	Your actual teaching time:	

- Have students read the information in the box independently.
- Have five students write a sentence on the board about something they *can* or *can't do*. Have five other students write a sentence on the board about something they *have to* or *don't have to do*. Students should write their names next to their sentences.
- With the class, make any necessary corrections to the sentences on the board.
- To reinforce that the base form is used after *can / can't* (that is, *-s* is not added to the main verb in the third-person singular after *can / can't*), have students rewrite the sentences on the board in the third person. For example:
  I can sing. → *Julia can sing.*

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C **Write answers to the following questions in complete affirmative or negative statements. Use the present continuous and contractions.** Answers will vary, but may include:

1 Are you studying English this weekend? No, I'm not studying English this weekend.
2 When are you taking a vacation? I'm taking a vacation in the summer.
3 Is it raining now? No, it's not raining now.
4 Where are you eating dinner tonight? I'm eating dinner at home tonight.
5 Are you listening to music now? Yes, I'm listening to music now.
6 Who's making breakfast tomorrow? My friend is making breakfast tomorrow.

The present continuous: rules for forming questions

Yes / no questions: Place a form of be before the subject of the sentence. (Invert the subject and verb be.)

Is she watching TV?
Are you driving there?
Is Stu shopping?
Are we meeting this afternoon?
Are they talking on the phone?
Are Nan and Bert studying?

Information questions: Use question words to ask information questions. (Invert the subject and verb be.)

When are you going?
What are you doing right now?
Who is he watching on TV?
How much are you paying for that computer?
Why are you buying that laptop?

Be careful with Who when asking a question about the subject:
Who's talking on the phone? (John is.)

D **Write a question in the present continuous to complete each conversation.**

1. A: Is Luke watching TV right now?
   B: No. Luke's not watching TV right now.
2. A: Is she working this morning?
   B: Yes, She's working this morning.
3. A: Who are your calling?
   B: I'm calling Janet Hammond.
4. A: When is she coming home?
   B: She's coming home later tonight.

UNIT 6 *Lesson 1*

Can and have to: form and common errors

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

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

Can he play tennis?
NOT ~~Cans he play?~~
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.

Use have to or has to with the base form of a verb.

I / You / They / We } have to go to class at 9:00.
She / He } has to go to class at 8:00.

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?~~

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A Correct the following sentences.

1 Can they ~~coming~~ come to the movie next week?
2 My mother-in-law ~~have~~ has to go shopping this afternoon.
3 My cousin can't ~~plays~~ play soccer tomorrow.
4 Does he ~~has~~ have to meet his niece at the airport?
5 We're going to the beach this weekend, but I no ~~can~~ can't swim.
6 Alex can ~~to~~ go out for dinner tonight.
7 She doesn't have to ~~working~~ work late tomorrow.
8 She ~~cans~~ can go out for dinner.
9 Can he ~~visits~~ visit his in-laws next weekend?
10 You have to ~~filling~~ fill out an application for your English class.
11 Do we have to ~~studying~~ study 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** they **visit** on the weekend? They can visit **their cousins**. (object)
Who **do** you **have to call**? I have to call **my boss**. (object)
Who **can visit** his cousin on the weekend? **John** can. (subject)
Who **has to write** the report? **My boss** does. (subject)

B Complete the questions, using the cues and can.

1 A: Where can I play basketball around here? (Where / I / play)
B: Try the school. It isn't far.
2 A: When can we have dinner together? (When / we / have)
B: How about tomorrow night?
3 A: I need some fresh air. Where can I go walking? (Where / I / go)
B: You can go to the park. It's very nice.
4 A: How often can you study English? (How often / you / study)
B: Not as much as I'd like to. I'm too busy.
5 A: Who can make breakfast tomorrow morning? (Who / make)
B: What about Bill? He always wakes up early.
6 A: Whe can I speak with about English classes? (Who / I / speak)
B: The receptionist can help you.

C Complete the questions and answers, using have to or has to.

1 A: What does he have to do (do) tomorrow?
B: He has to go (go) to class.
2 A: When does she have to call (call) the office?
B: She has to call (call) every morning.
3 A: When does he have to go (go) to the airport?
B: He has to leave (leave) here at 3:00.
4 A: Where / Who do they have to send (send) the form to?
B: They can't send it. They have to take (take) it to the office.
5 A: Who do you have to meet (meet) after class?
B: I have to meet (meet) my sister. We're going to the movies.
6 A: Who has to help (help) the teacher after class?
B: Chris and Tania. They have to clean (clean) the board.

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A Correct the following . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	

- Be sure students understand that the sentences are not correct. Model the first sentence with the class. Ask *Why is this sentence incorrect?* (*Can* is followed by the base form of the main verb. In this sentence, the *-ing* form of *come*, the present participle *coming*, is incorrect.)
- Review with the class. Ask for volunteers to read the corrected sentences while other volunteers write the corrections on the board.

Can and have to: information questions

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students read the examples with *can* to themselves.
- Ask a few volunteers to read the example sentences for *have to* aloud.
- Direct attention to the Be Careful! note. Note the use of *Who* instead of *Whom* in *Who do you have to call?* The use of *whom* is considered very formal; *who* is more common in spoken English.
- Remind students that in information questions with *have to*, a form of *do* (*do, does, don't, doesn't*) is used.
- To check understanding, have students work in pairs to create four information questions with *can* and four information questions with *have to*, using question words *what, when, how often*, and *where*.
- Have volunteers write their sentences on the board.

B Complete the questions . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	

- Model the first item with the class. Be sure students understand how to use the cues to complete the questions.
- Have students role-play the conversations to check their work.

C Complete the questions and answers . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Remind students to use the correct form of *do* in their questions.
- To check their work, have students take turns reading the questions and responses with a partner.

Option: **[+5 minutes]** To extend the practice, write the following list of obligations on the board. Students tell a partner which ones they have to do and which ones they don't have to do this week. Then each student tells the class one thing his or her partner *has to do* and one thing his or her partner *doesn't have to do.*

go to class
go shopping
study English
work
make dinner
go running
clean the house

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LESSON PLAN

Can and be able to: present and past forms

Suggested teaching time:	5–7 minutes	Your actual teaching time:	

Be able to

- Have students read the information about *be able to* in the box independently.
- Have one student read the sentences with *can* aloud. Have another student read the corresponding sentences with *be able to* aloud.
- To be sure students understand the form, draw the following chart (without answers) on the board and ask students to help you complete it. Write the correct forms in the chart as students say them.

Can	Be able to
I *can* swim.	I *am able to* swim.
You / We / They *can swim*.	You / We / They *are able to swim*.
He / She / It *can swim*.	He / She / It *is able to swim*.

- Call on students to make the sentences negative; for example, *I can't swim. I'm not able to swim. You can't swim. You aren't able to swim. You're not able to swim.*, etc.

Could or *was / were able to*

- Have students read the information for *could* and *was / were able to* and the Be Careful! note.
- Ask one student to read an example sentence with *could*. Ask a more confident student to read the same example sentence with *was / were able to*. For example:
  A: *When I was four, I could swim.*
  B: *When I was four, I was able to swim.*

D On a separate sheet of paper, . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Have students look at the chart on the board for help as they complete the exercise.
- To check their work, have students compare answers with a partner. Help students if they do not have the same responses.

E On a separate sheet of paper, . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	

- Remind students that *he, she,* and *it* require *was* in the past form of *be*. Ask them what form is required for *I, you, we, they.* (Were.)
- Complete the first and second items with the class to be sure they understand when to use *could* and when to use *was / were able to.*
- To check their work, call on students to read their sentences aloud.

UNIT 6 Lesson 2

The simple present tense: non-action verbs

Suggested teaching time:	5–7 minutes	Your actual teaching time:	

- Have students read the information in the box independently.
- Explain that non-action verbs are verbs that express feelings, behaviors, senses, etc.
- Write the non-action verbs from the box on the board. Pronounce each one and have students repeat.
- Ask for volunteers to use one of the verbs from the list to say something about themselves; for example, *I love classical music.* Write the sentence and the student's name on the board next to the sentence. Elicit one sentence for each of the verbs. Review the meaning of any unfamiliar verbs.
- Play a memory game. Give students about 30 seconds to review the sentences on the board. Then erase the sentences. Have students tell a partner as much as they can remember about their classmates. Circulate and make sure students add the third-person singular -s to the verbs. (*[Jesse] loves classical music.*) Have students confirm which statements are correct.
- To make sure students understand how some non-action verbs have action and non-action meanings, have them complete the following sentences:
  I have . . . (a car.)
  I'm having . . . (pasta for dinner.)
  I think . . . (Canada is beautiful.)
  I'm thinking about . . . (my next vacation.)

A Complete the letter . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

- To review, ask a volunteer to read the letter aloud.

FYI: While most non-action verbs are not usually used in the present continuous, exceptions to this rule can be heard in spoken English; for example, *I'm loving this movie. = I'm enjoying this movie. You're being silly. = You're acting silly. You're seeing things. = You're imagining things.*

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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)
They can't call this afternoon. = They aren't able to call this afternoon. (possibility)
He can't fix cars. = He isn't able to fix cars. (ability)

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

When I was four I could swim (or was able to swim).
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 following sentences.**

1 She can swim very well.
She is able to swim very well.
2 They can't ride a bicycle.
They aren't able to ride a bicycle.
3 George can meet you at the airport.
George is able to meet you at the airport.
4 Lucy can't take the bus to the mall.
Lucy isn't able to take the bus to the mall.

E **On a separate sheet of paper, change the following statements from the present to the past.**

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

UNIT 6 *Lesson 2*

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 letter. Use the simple present tense or the present continuous form of the verbs.**

Dear Keith,

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

Maggie

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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! Don't use never with a negative verb. Use the frequency adverb ever.
I never eat sweets. OR I don't ever eat sweets. NOT I ~~don't never~~ eat sweets.

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 these sentences correctly.

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

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?

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The simple present tense: placement of . . .

Suggested teaching time:	7–10 minutes	Your actual teaching time:	

- Have students read the information in the box independently. Write the following lists of verbs and frequency expressions on the board. Have students write five sentences about their own habits and activities, using one word from each list. Model one or two sentences about yourself; for example, *I always eat lunch at school. I never drink coffee.*

Verb	Frequency adverb
be	always
play	almost always
go	usually / often / generally
eat	sometimes / occasionally
exercise	hardly ever / not ever
drink	never / not ever

- Have students read their sentences aloud in small groups. The group checks for correct word order in all sentences. Circulate as students read their sentences, offering help as needed.
- Have students rewrite any sentences that can be written correctly in a different order.

Time expressions

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Call on a student to read the first point in the box. Ask another student to read the example sentences.
- Do the same for the second point and the example sentences in the box.
- Read the time expressions aloud and have students repeat.

Option: **[+3 minutes]** An alternative way to introduce time expressions is to bring a calendar to class. Talk about yourself, using the time expressions and pointing to the calendar; for example, *I teach English every other day.* Point to the days on the calendar. Ask students to come and point to the calendar and say something about their own habits and routines. Remind students that the simple present tense is used to tell or ask about habits, customs, regular occurrences, routines, or facts.

B On a separate sheet of paper, . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To review, ask volunteers to read the corrected sentences aloud.

Option: **[+5 minutes]** To challenge students, have them number the eight rules in the two boxes, including the Be Careful! rules. As students rewrite each sentence, have them note the number of the rule they used to correct the sentence. Do item 1 with the class. Elicit the correct sentence (She usually plays golf on Sunday.) and then the number of the appropriate rule. (Number 1.) (**2** 1; **3** 1; **4** 7; **5** 6; **6** 3; **7** 1; **8** 7; **9** 1, 2; **10** 7)

UNIT 7 Lesson 1

The past tense of be: form

Suggested teaching time:	5–7 minutes	Your actual teaching time:	

- Ask a volunteer to read the first rule in the box. Call on other students to read the example sentences.
- Write the following on the board:

she / he / it	*was / wasn't*
you / we / they	*were / weren't*

- Tell students that *wasn't* is the contraction for *was* and *not*. Ask what *weren't* is. (The contraction for *were* and *not*.) Remind students that the contraction is commonly used in negative statements and short answers, in speaking, and in writing.
- Ask the class what past time expressions they know. Write them on the board. For example:

last night	*last summer*
last weekend	*last year*
last month	*in 2000*

- Call on a student to read the second rule in the box. Ask other volunteers to read the example questions.
- Do the same for the third rule and example questions.
- To check understanding, write the following two sentences on the board:
  My dinner was terrific.
  Their passports were on the table.
- Ask two students to change the sentences to *yes / no* questions. Write the questions on the board.
  Was your dinner terrific?
  Were their passports on the table?
- Ask two students to create an information question for each sentence. Write the questions on the board.
  How was your dinner?
  Where were their passports?

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A Complete the conversations . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students check their work by role-playing the conversations with a partner.

B On a separate sheet of paper, . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	

- Encourage students to use past time expressions.
- Before students begin, remind them to use a capital letter to begin each question as well as a question mark at the end. Model the first item with the class. Write the sentences on the board and circle the capital letter and the question mark.
- To check their work, have students read the sentences aloud.

UNIT 7 *Lesson 2*

The simple past tense: spelling rules for . . .

ted ne:	5 minutes	Your actual teaching time:	

- Have students read the rules and examples independently.
- Direct students' attention to the list of irregular verbs on page 122. Help them understand the meaning of verbs that are unfamiliar to them.

A On a separate sheet of paper, . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Read the list of words. Have students put a check mark next to the verbs that have two syllables. (1 return; 7 travel; 8 arrive; 11 offer; 12 hurry)
- Have students look at the verbs that are checked and circle the ones that end in a vowel + consonant (travel, offer). Pronounce these two verbs again. Have students underline the syllable that is stressed (travel, offer).
- Have students number the rules in the Grammar Box from 1 to 7 (including the Be Careful! note).
- Then have students find the rule that determines how to spell each word in the simple past tense.
- Have students compare to check their answers.

B On a separate sheet of paper, . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students write as many of the simple past tense irregular forms as they can without referring to the list on page 122.
- Have students look at the list to check their work and fill in any forms they didn't know.

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

1 A: Were you out of town last week?
B: No, I wasn't. Why?
A: Well, you weren't at work all week.

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

3 A: So was your vacation OK?
B: Well, actually it wasn't. The food was terrible and there were too many people.

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

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

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

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

1 your / vacation / very long
Was your vacation very long?

2 your luggage / where
Where was your luggage?

3 the drive / comfortable
Was the drive comfortable?

4 you / on the morning flight
Were you on the morning flight?

5 your friends / late
Were your friends late?

6 there / a lot of people / on the train
Were there a lot of people on the train?

UNIT 7 *Lesson 2*

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 On a separate sheet of paper, write the simple past tense form of the following verbs.

1 return returned
2 like liked
3 change changed
4 cry cried
5 try tried
6 stay stayed
7 travel traveled
8 arrive arrived
9 rain rained
10 wait waited
11 offer offered
12 hurry hurried

B On a separate sheet of paper, write the simple past tense form of these irregular verbs.

1 eat ate
2 drink drank
3 swim swam
4 go went
5 write wrote
6 meet met
7 run ran
8 begin began
9 buy bought
10 read read
11 pay paid
12 understand understood

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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.
I didn't sleep all night.
2 We went swimming.
We didn't go swimming.
3 She ate a lot of food.
She didn't eat a lot of food.
4 They drank a lot of coffee.
They didn't drink a lot of coffee.
5 We had dinner at eight.
We didn't have dinner at eight.
6 He bought postcards.
He didn't buy postcards.

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
Where did you go on vacation last summer?
2 you / from vacation / get back / when
When did you get back from vacation?
3 they / a good flight / have
Did they have a good flight?
4 in London / you / do / what
What did you do in London?
5 your parents / their trip / enjoy
Did your parents enjoy their trip?
6 stay / how long / in Paris / Alicia
How long did Alicia stay in Paris?

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 following 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 both a direct object and an indirect object, the indirect object always comes first. The direct object CANNOT be a pronoun.

Mindy wrote **her parents a letter**. NOT Mindy wrote ~~a letter her parents~~. NOT Mindy wrote her parents ~~it~~.
Mindy wrote **them a letter**. NOT Mindy wrote ~~a letter them~~. NOT Mindy wrote them ~~it~~.

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The simple past tense: usage and form

Suggested teaching time:	7–10 minutes	Your actual teaching time:	

- Read the first rule in the box aloud. Ask a student to read the examples.
- Ask students to talk about what they did last year, using correct past tense verbs.

Negative forms

- Have students read the information in the box about negative forms and study the examples.
- To check understanding, ask the following questions and write the answers on the board:
  What is the negative form of do / does? (*don't / doesn't*)
  What is the negative form of did? (*didn't*)
  What form of the main verb follows don't, doesn't, *and* didn't? (*the base form*)
  Write some forms on the board and have students use a check mark or an X to identify which ones are base forms and which are not. For example:

going ✗	*has* ✗	*have* ✓	*to buy* ✗
went ✗	*had* ✗	*eat* ✓	*buy* ✓
go ✓	*having* ✗		

- Have students create negative sentences. On the board, begin a sentence and ask students to create negative sentences; for example, *Last summer, my family went on vacation together. We ___.* Possible answers: *didn't go to the beach; didn't have a good time; didn't eat well; didn't buy souvenirs.*

Questions

- Call on a student to read the first rule under Questions and ask another student to read the example question.
- Call on another volunteer to read the second rule and ask another student to read the example questions.
- To check understanding, write the two examples from the beginning of this presentation box on the board:
  My grandparents went to Paris in April.
  Last year, we played tennis and did aerobics every day.
  Ask the class to change the sentences to *yes / no* questions and write them on the board. Underline the verbs.
  Did your grandparents go to Paris?
  Did you play tennis and do aerobics every day?
  Ask the class to create an information question for each sentence and write it on the board. Underline the question words and the verbs.
  Where did your grandparents go?
  What did you do every day?

C On a separate sheet of paper, . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	

- Ask students to underline the past tense verbs in the sentences.
- As a reminder to use the base form of the verb, call on students to tell you the base form of each of the verbs in the sentences and write them on the board. (**1** sleep; **2** go; **3** eat; **4** drink; **5** have; **6** buy)
- To check their work, have students show and read their sentences to a partner.

D On a separate sheet of paper, . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	

- Have students scan the exercise and underline any question words. Ask students which sentences are information questions. (**1** Where; **2** When; **4** What; **6** How long)
- Model the first sentence with the class. (*Where did you go on vacation last summer?*)
- To check their work, call on students to read the sentences aloud.

UNIT 8 *Lesson 1*

Direct objects: usage

Suggested teaching time:	1–2 minutes	Your actual teaching time:	

- Have students read the information in the box independently.
- Read the two examples aloud. Ask *What do I like?* (Spicy food.) *What does Anne wear?* (Dark clothes.)
- Explain that the direct objects answer the question *What?*

Option: **[+5–7 minutes]** For more practice, have students write their own sentences following the subject + verb + direct object pattern. Suggest that students use the verbs *like, love, have, want, need.* Ask several volunteers to write a sentence on the board. Have different volunteers come to the board to underline the subjects and circle the direct objects in the sentences.

A Underline the subjects . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	

- Remind students that the subject and object can be nouns as well as pronouns.
- Review the answers with the class.
- Have students look at the underlined subjects. Ask *Are there any subject pronouns?* (Yes.) *What are they?* (I, you, you.) *What are the noun subjects?* (Stacey, Many people, Sanford and Gloria, Marianne.)
- Have students look at the circled direct objects. Ask *Are there any object pronouns?* (No. The direct objects are all nouns.) *What are the object pronouns?* (A bathrobe, outerwear, red shoes, shorts, this store, your credit card, a pair of warm pajamas.)
- Permit students to circle the direct object alone or the direct object phrase; for example, in item 3, allow students to circle *shoes* or *red shoes.*

Indirect objects: usage rules and common errors

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students read the information in the box independently.
- Ask students to identify the direct object in each example sentence (the gloves, the sweater, a letter).

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LESSON PLAN

B On a separate sheet of paper, . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	

- Before students complete the exercise, have them underline the prepositional phrase in each sentence that acts as an indirect object. (1 to her father; 2 to our children; 3 to us; 4 to me)
- Review with the class. Have volunteers read the rewritten sentences.

C On a separate sheet of paper, . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	

- Before students complete the exercise, have them underline the indirect object(s) in each sentence. (1 me; 2 my colleagues; 3 him; 4 her mother)
- Review with the class. Have volunteers read the rewritten sentences.

D On a separate sheet of paper, . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	

- Before students complete the exercise, have them circle the direct object in each sentence. (1 breakfast; 2 the truth; 3 lunch; 4 flowers)
- Remind students that the prepositional phrase goes after the direct object; the indirect object alone goes before the direct object.
- To review, have volunteers read their answers.

Option: **[+5 minutes]** For a challenge, tell students to imagine they have won a contest at a local department store. They can buy four gifts and spend any amount of money.

- Have students write sentences about what they are buying and for whom. Have students use prepositional phrases in their sentences; for example, *I'm buying a DVD player for my parents.*
- Then have students rewrite their sentences using the other pattern—the indirect object first; for example, *I'm buying my parents a DVD player.*
- Finally, have students rewrite their sentences using an object pronoun in place of the indirect object noun; for example, *I'm buying them a DVD player.*

UNIT 8 *Lesson 2*

Compare adjectives: spelling rules

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Have students read the information in the box independently.
- Be sure students understand what is meant by *syllable.* Read the words in the examples in the box and some from the exercise. Ask students to hold up fingers indicating the number of syllables in the words; for example, *tight* (1 syllable), *hot* (1 syllable), *pretty* (2 syllables), *affordable* (4 syllables), *convenient* (3 syllables), *conservative* (4 syllables), *tall* (1 syllable).

A On a separate sheet of paper, . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	

- Ask students to read the list of adjectives and identify any they do not understand. Help explain the meaning of those words to the class.
- To help students listen to syllables, read or ask students to read the adjectives aloud before they begin the exercise.
- Review with the class. Pronounce each of the comparative forms on the chart and have students repeat.

Option: **[+3 minutes]** For additional practice, have students write sentences using the comparative adjectives from the exercise; for example, *Flats are more comfortable than pumps.* Have students volunteer to read their sentences to the class.

B Complete each sentence . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	

- After students complete the exercise, call on volunteers to read the sentences aloud.

Option: **[+5 minutes]** To extend the lesson, have students add the comparative adjectives from this exercise to the chart they made in Exercise A. Ask *Which comparative is irregular and doesn't have a place on the chart?* (Better.)

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

She buys clothes for them. She buys them clothes.

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

They never buy me dinner. They never buy dinner for me.

1 He always gives me the check. (to)
He always gives the check to me.
2 I sent my colleagues the tickets. (to)
I sent the tickets to my colleagues.
3 His friend showed him the check for dinner. (to)
His friend showed the check for dinner to him
4 She'd like to get her mother a book. (for)
She'd like to get a book for her mother.

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

They sent it on Monday. (to me) They sent it to me on Monday.

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

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 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 things that are both in the sentence, use than before the second thing.
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 following adjectives.**

1 tall — taller
2 sunny — sunnier
3 comfortable — more comfortable
4 heavy — heavier
5 light — lighter
6 clean — cleaner
7 bad — worse
8 late — later
9 sad — sadder
10 fatty — fattier
11 salty — saltier
12 sweet — sweeter
13 spicy — spicier
14 healthy — healthier
15 cute — cuter
16 short — shorter
17 popular — more popular
18 red — redder
19 conservative — more conservative
20 interesting — more interesting

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

1 I like the pink purse. It's much ___nicer___ (nice).
2 Low-fat milk is not bad, but no-fat milk is ___better___ (good).
3 France is ___smaller than___ (small) Russia.
4 Women's shoes are usually ___more expensive than___ (expensive) men's shoes.
5 It's hot during the day, but it's ___cooler___ (cool) at night.
6 He's a lot ___taller than___ (tall) his brother.
7 This projector is a lot ___more popular___ (popular), but it's ___less affordable___ (affordable).
8 They're much ___more liberal___ (liberal) about clothing rules at the beach.
9 It's usually ___sunnier___ (sunny) in the morning before the rain begins.
10 French fries are ___fattier___ (fatty) and ___saltier than___ (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 suggest 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 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?

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. We aren't wearing formal clothes to the wedding.
We aren't eating at home tomorrow.

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UNIT 9 Lesson 1

Modals can, could, and should: meaning, . . .

Suggested teaching time:	10 minutes	Your actual teaching time:	

Meaning

- Read each rule under Meaning and ask a student to read the examples aloud.

FYI: Modals are also called *auxiliary verbs*. They come before main verbs and change the meaning of the verb in some way.

Form

- Have students read the three rules and examples under Form independently.
- With the class, create 3–5 affirmative sentences for each of the three modals: *can, could, should*; for example, *Marina can play the guitar.*
- Have the class create a negative sentence for *can* and *should*; for example, *Eric can't come to class on Friday.*
- Direct attention to the note about *Who* in the box. Write on the board:

  Who could they call? They could call the travel agent.
- Ask students how this example is different from the one in the box.
- Have the class add a *yes / no* and information question; for example, *Can we have a party for our last class? Who can speak three languages?*
- Direct attention to the Common errors.

Circle the correct phrases . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	

- To review, call on volunteers to read their answers aloud.

UNIT 9 Lesson 2

Expansion: future actions

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Call on a student to read the rule for *Be going to* in the box.
- Ask another student to read the example sentences.
- Continue in this manner until all four ways to express future actions and their corresponding examples have been read. (Note that this presentation box continues on page 139.)
- To confirm understanding, write the four headings on the board:

  be going to
  the present continuous
  the simple present
  the present of be
- Have students write a future statement for each heading and then have volunteers share their examples with the class.

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LESSON PLAN

A Read the arrival and departure schedules . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	

- Have students look at the schedules. Ask about the form of transportation for each. (Bus, flight / airplane, train.) Point out that the schedules show future departure and arrival times.
- If students are not sure which verbs to use, refer them back to the list of motion verbs in the presentation box under *The simple present tense* heading.
- To review, have volunteers read their answers to the class. Check that students include the third-person singular *-s* in the statements and use the base form of the verb in the questions.

B On a separate sheet of paper, . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Remind students that they can express their future plans in more than one way.
- Write your own response to item 1 on the board; for example, *I'm visiting my sister in London.*
- Ask a volunteer to change it to another form; for example, *I'm going to visit my sister in London.*
- After students complete the exercise, elicit a response to each question.

Option: **[+5 minutes]** To extend the practice, have pairs take turns asking and answering the questions. Then ask for volunteers to share information about their classmates with the class. Be sure students use the correct form of the verb.

UNIT 10 *Lesson 1*

Comparative and superlative adjectives: . . .

Suggested teaching time:	10 minutes	Your actual teaching time:	

Usage

- Have a student read the first rule about comparative adjectives aloud and ask another student to read the examples.
- To confirm understanding, elicit more examples of comparative sentences from the class and write them on the board.
- Ask a volunteer to read the second rule about superlative adjectives aloud and have another volunteer read the example sentence.
- Direct students' attention to the Be careful! box.
- To confirm understanding, write on the board:
  Computer (Price: $800)
  Sweater (Price: $40)
  Hair dryer (Price: $25)
- Ask students to write two sentences about the items. Tell them to use a comparative adjective in one sentence and a superlative adjective in the other. For example, *The hair dryer is cheaper than the sweater. The computer is the most expensive.*
- Ask several students to read one of their sentences. After each sentence, ask whether a comparative or a superlative adjective was used.

Form and Superlative adjectives: spelling

- Give students several minutes to read the two sections on form and spelling.
- While students are studying the rules, write the following on the board:
  A cat is ___, a tiger is ___, but a cheetah is ___ (fast)
  A car is ___, but a truck is ___ a car. A train is ___ (heavy)
  A chair is ___ a bench. But a sofa is ___ (comfortable)
- Have students copy and complete the sentences on the board, using comparative and superlative adjectives.
- While students are completing the sentences, ask three volunteers to come up and complete the sentences on the board. (A cat is fast, a tiger is faster, but a cheetah is the fastest. A car is heavy, but a truck is heavier than a car. A train is the heaviest. A chair is more comfortable than a bench. But a sofa is the most comfortable.)
- Review answers with the class.

* You may wish to use local currency.

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The simple present tense

The simple present tense can express a future action, especially 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. Answers may vary.

1 The bus ___arrives___ at 11:00. It ___departs___ at 8:00.

2 When ___does___ the flight ___depart___?
It ___departs___ at 23:30.

3 What time ___does___ the train ___arrive___ in Beijing? At 10:20 P.M.

4 ___Does___ the train ___leave___ at 7:00? Yes, it does.

B On a separate sheet of paper, answer each of the following 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?

UNIT 10 *Lesson 1*

Comparative and superlative adjectives: usage and form

Usage

Comparative adjectives compare two people, places, or things. Use than if the second item is mentioned right after the adjective.

Mexico City is larger than Los Angeles. Housing in New York is more expensive than in Lima.
Compared with Los Angeles, Mexico City is larger. 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

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 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.

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A **Write both the comparative and superlative form of each of the following adjectives.**
NOTE: Less can be used instead of more; least can be used instead of most.

		comparative	superlative			comparative	superlative
1	tall	taller	the tallest	10	interesting	more interesting	the most interesting
2	easy	easier	the easiest	11	conservative	more conservative	the most conservative
3	liberal	more liberal	the most liberal	12	light	lighter	the lightest
4	heavy	heavier	the heaviest	13	casual	more casual	the most casual
5	unusual	more unusual	the most unusual	14	comfortable	more comfortable	the most comfortable
6	pretty	prettier	the prettiest	15	relaxing	more relaxing	the most relaxing
7	exciting	more exciting	the most exciting	16	long	longer	the longest
8	wild	wilder	the wildest	17	short	shorter	the shortest
9	informal	more informal	the most informalv	18	scary	scarier	the scariest

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

1 That dinner was the most delicious (delicious) meal we had on our vacation.
2 This scanner is definitely better than the (good) other one.
3 The Caribbean cruise is the most relaxing (relaxing) of our vacation packages.
4 The Honsu X24 is a good camera, but the Cashio is easier (easy) to use.
5 We have several brands, but I'd say the R300 is the most popular (popular).
6 Sunday was the worst (bad) day of our vacation.
7 I like that rug, but I think this one is more beautiful (beautiful).
8 Our vacation in Brazil was nicer than (nice) our vacation in Italy last year.
9 There are so many brands to choose from. Which brand is the best (good)?
10 All three cameras look good. But which one is the easiest (easy) to use?
11 I like both the J12 and the Pro MP3 players, but which one's smaller (small)?
12 Which of these three plates do you think is the prettiest (pretty)?
13 I can't decide if I should read this book or that one. Which one is more interesting (interesting)?

UNIT 10 *Lesson 2*

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~~!

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A Write both the comparative . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	

- In the presentation chart on page 139:
  - Have students number the rules for spelling superlative adjectives 1 through 4.
  - Ask students to say the number of the rule that explains each answer. (1 1; 2 3; 3 4; 4 3; 5 4; 6 3; 7 4; 8 1; 9 4; 10 4; 11 4; 12 1; 13 4; 14 4; 15 4; 16 1; 17 1; 18 3)

B Complete each sentence . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	

- Remind students that sentences that compare two things use a comparative adjective, and that superlatives are used to compare more than two things.
- Point out that after students decide whether the sentence needs a comparative or a superlative adjective, they have to determine its correct form.
- To review, ask volunteers to read the sentences aloud.

UNIT 10 *Lesson 2*

Intensifiers very, really, and too

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Have students read the information in the box independently.
- Be sure students know that intensifiers come before the adjective.
- Direct attention to the Be Careful! note. To confirm their understanding of adjectives with positive meaning, ask students to identify some adjectives that can and some that cannot be used with *too*; for example, *expensive* (yes), *inexpensive* (generally no), *beautiful* (no), *ugly* (yes), *scary* (yes), *sweet* (yes), *interesting* (no).

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A Complete each sentence . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	

- Before students complete the exercise, point out that more than one answer is possible for each item.
- Review with the class. Elicit more than one answer for each item.
- Point out that the only sentences that can accept *too* are items 2, 3, 7, and 8. Read the possible answers for these items aloud: *too unhealthy, too expensive, too slow, too tight.* Emphasize that these all have negative meaning.

B Complete each conversation . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	

- To remind students about the use of *too* and *enough*, on the board, write:

satisfactory	not satisfactory
adjective + enough	too + adjective
not + adjective + enough	

- To check their work, have students read the conversations with a partner.

FYI: A negative sentence with *too* expresses that something is satisfactory; for example, *It's not too sweet* means that it's just right.

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A Complete each sentence with too, really, or very and your own adjective.
Answers may vary.

1 Beach vacations are ___reallly fun___. I love them.
2 French fries are ___too fatty___. You shouldn't eat them every day.
3 A cruise is ___too expensive___. I don't have enough money to take one.
4 They say this movie is ___very exciting___. I want to see it.
5 This book is ___very interesting___. You should read it.
6 English is ___really useful___. People are learning it all over the world.
7 This printer is ___really slow___. I need to replace it.
8 These pants are ___too tight___. 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 enough___ (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 enough___ (big).
3 A: Did you buy a microwave yesterday?
B: I looked at some. But they were ___too expensive___ (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 enough___ (good).
5 A: You never eat dessert?
B: No. Desserts are ___too sweet___ (sweet) for me.
6 A: How was your vacation?
B: To tell the truth, it just wasn't ___relaxing enough___ (relaxing).
7 A: How's that soup? Is it ___too hot___ (hot)?
B: No, it's fine. Thanks.
8 A: Would you like more ice in your water?
B: Yes, please. It isn't ___cold enough___ (cold).

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Writing Booster

The Writing Booster is optional. It is intended to teach students the conventions of written English. Each unit's Writing Booster is focused both on a skill and its application to the Writing Exercise from the Unit Review page.

UNIT 1 *Capitalization*

Use a capital letter to begin a sentence.
It's a pleasure to introduce my classmate.

Use a capital letter for:

cities / countries	I live in Beijing. He's from Colombia.
nationalities	They're Honduran.
languages	I speak Russian and Italian.
days and months	My birthday is on Tuesday, June 19th.
with the word I	My brother and I are students.
formal titles and names	I'd like you to meet Mr. Smith.

A On a separate sheet of paper, rewrite each sentence, using correct capitalization.

1 please say hello to julio cueva from peru.
2 my friend mr. lee is a computer programmer from korea.
3 he is brazilian, and his birthday is in october.
4 my classmate ms. silva is twenty-six years old.
5 miss wang teaches chinese to college students.
6 this monday john met his friend mr. abe.
7 when i travel, i need to use english.

B Guidance for Writing (page 12) Ask a classmate the questions below. Use the answers as a guide for your writing. Add more information if you can. Make sure you use capital letters correctly.

- What's your partner's name?
- Does your partner have a nickname?
- How old is your partner?
- What's your partner's occupation?
- What is your partner's hometown?
- Is your partner's hometown his or her birthplace?
- What's your partner's favorite actor?
- What's your partner's favorite sport?

UNIT 2 *The sentence*

In English, a sentence is a group of words that expresses a thought. A sentence has a subject and a verb. When you write a sentence, begin with a capital letter and end with a period.

subject	verb	subject	verb
The play	is great.	She	loves music.

A Circle the subject and underline the verb in each sentence.

1 (Her children) like folk music.
2 (I) prefer CDs to cassettes.
3 (My friend) loves classical music.
4 (Their favorite musician) is Beck.
5 (The play) isn't very good.

B Write an X next to the words or groups of words that are not sentences.

- [X] 1 A theater fan.
- [ ] 2 The theater is down the street from the park.
- [X] 3 And around the corner from the art gallery.
- [ ] 4 I listen to music in the shower.
- [X] 5 Really loud concerts.
- [X] 6 Downloading music.

C Guidance for Writing (page 24) Use the ideas as a guide to help you write five sentences about your musical tastes. Begin each sentence with a capital letter and end each sentence with a period. Be sure to use a subject and a verb in each sentence.

Ideas
- your favorite music
- your favorite artist
- when you listen to music
- where you buy music
- how many CDs you own

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Writing Booster

Note about the Writing Booster

These teaching notes and suggested teaching times are provided if you choose to use the Writing Booster in class.

UNIT 1 *Capitalization*

Suggested teaching time:	20 minutes	Your actual teaching time:	

- Direct students' attention to the rules and examples. Be sure they understand the meaning of *capital letter*. Begin by having students circle all the capital letters in the examples, and then compare circled letters with a partner.
- Review the categories in the presentation by asking for more examples. Write them on the board and underline the capital letters. For example:
  cities/countries: *Mexico City, San Francisco, New York, The United States, Peru, Indonesia*
  nationalities: *British, Colombian, Chinese*
  languages: *English, Portuguese*
  days and months: *Monday, Wednesday, January, February, March*
  formal titles and names: *Mrs. Jones, Dr. Hernández, Professor Lee, Jim, Sylvia*

FYI: All proper nouns are capitalized in English. Common nouns are not.

FYI: In text messaging, e-mails, blogs, and personal notes, capitalization is often avoided in an effort to write more quickly. It is still required in academic writing, formal letters, and standard writing, however.

A On a separate sheet of paper, . . .

- Model the first sentence. Have a student write it on the board. *Please say hello to Julio Cueva from Peru.*
- Have students say which rules apply to this sentence. (Begin a sentence with a capital letter; use a capital letter for names; use a capital letter for countries.)
- Have students complete the exercise. Encourage students to refer to the rules.
- To check their work, have students write the sentences on the board.

Option: **[+3 minutes]** To build awareness, have students identify the rule that applies to each correction.

Option: **[+5 minutes]** To extend practice, bring in a short article from a magazine, newspaper, or website. Have students circle the capital letters and try to identify rules that could apply. Be sure to bring in an article that exemplifies the accurate use of capitalization.

B Guidance for Writing (page 12)

- Prepare students by asking questions similar to the ones in this exercise. Have students write the answers about themselves on a separate sheet of paper. Possible questions: *What's your name? Do you have a nickname? What is it? When were you born? What is your hometown? Where were you born? Who's your favorite actor or actress? What languages do you speak?* Have volunteers write the answers on the board and correct any errors in capitalization.
- Have students work in pairs to answer the questions in the book.
- Remind students to pay attention to capitalization.

UNIT 2 *The sentence*

Suggested teaching time:	20 minutes	Your actual teaching time:	

- Have a volunteer read the rule in the presentation.
- Call on another student to read the example sentences.
- To confirm students' understanding of the meanings of *subject* and *verb*, write the following items on the board. Have students identify subjects and verbs, or add the missing words.
  I study at the library. [*I* = subject; *study* = verb]
  The students in the museum. [missing verb = *are*]
  She home. [missing verb = *is / is going*]
  Are very smart. [missing subject = *they / we / you*]

A Circle the subject . . .

- Have students confirm answers with a partner.

B Write an X . . .

- To review with the class, have students say which items are not sentences.
- Have students offer suggestions to make them sentences, and write the correct suggestions on the board. Possible answers: **1** I'm a theater fan. **2** It's down the street and around the corner from the art gallery. **5** I don't like really loud concerts. **6** He is downloading music now.
- Point out the words that are capitalized in the corrected sentences. Remind students that the first word in a sentence is always capitalized.

C Guidance for Writing (page 24)

- Before students write, point out the list of ideas. Have them talk about their ideas in pairs and make notes to help them as they write their sentences.
- Remind students to pay attention to subjects, verbs, and periods in each sentence. Encourage them to use the sentences on the board and the rules in the presentation to guide them.

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LESSON PLAN

UNIT 3 *Combining sentences with and or but*

Suggested teaching time:	20 minutes	Your actual teaching time:	

- To confirm that students understand the difference between *and* and *but*, write several short sentences on the board and ask students to combine them, using *and* or *but*. Possible sentences;
  I love classical music. I really don't like Mozart.
  (I love classical music, but I really don't like Mozart.)
  My friend called last night. She told me good news.
  (My friend called last night, and she told me good news.)
  My brother eats a lot of french fries. They're not good for him.
  (My brother eats a lot of french fries, but they're not good for him.)
  I like country. My friend likes folk music.
  (I like country, but my friend likes folk music.)
  We went to Osaka. We stayed at a hotel.
  (We went to Osaka, and we stayed at a hotel.)

A On a separate sheet of paper, . . .

- Model the first sentence. Write the two sentences and the combined sentence on the board. Point out the change in capitalization and punctuation and the additional word in the combined sentence. For example:
  My sister-in-law has long hair. She's very pretty. → *My sister-in-law has long hair, and she's very pretty.*
  Ask students to tell you what the three changes are and write them on the board:
  period → comma *S → s* *and (added)*
- After students complete the exercise, have them take turns reading the sentences aloud with a partner.

B On a separate sheet of paper, . . .

- Model the first sentence with the class. Write the two sentences and the combined sentence on the board. Point out the changes in the combined sentence. For example:
  My brother wears old clothes. I wear new clothes. →
  Ask students to tell you what the two changes are and write them on the board:
  period → comma *but (added)*
  Ask *Why is I capitalized? It isn't the beginning of the* sentence. (Because *I* is always capitalized.)

Option: **[+5 minutes]** To extend the lesson, remind students that there is usually a pause after a comma when you are reading aloud. Read the answers from Exercise B aloud and have students repeat after you; for example, *My brother wears old clothes, [pause] but I wear new clothes.*

C Guidance for Writing (page 36)

- Before students write, direct their attention to the list of ideas. Have them brainstorm ideas in pairs and make notes to help them as they write.
- Remind students to check their punctuation and capitalization.

UNIT 4 *Connecting words and ideas with . . .*

Suggested teaching time:	30 minutes	Your actual teaching time:	

- Have students read the rules and examples.
- Direct attention to the Be careful! note.
- Point out that *and* is used with a list of things (Italian, Mexican, **and** French) and to combine two sentences into one (I enjoy Italian restaurants, **and** I enjoy . . .).
- Point out that *In addition* begins a new sentence.
- To confirm understanding, write sentences on the board to practice the use of *and* and *in addition*. For example:
  1 *I enjoy Italian, Mexican, ___ French restaurants.*
  2 *I enjoy Italian restaurants. ___ I also enjoy Mexican ___ French restaurants.*
  3 *I enjoy Italian restaurants. ___ I enjoy Mexican ___ French restaurants.*
  Ask students to complete the sentences with *and* or *in addition*. (1 and; 2 and / and; 3 In addition / and)
- Circle the commas in the sentences. Point out that in item 3 there is no comma after *Mexican* because the list includes only two things (Mexican and French restaurants).
- Have students make up new sentences for 1, 2, and 3 on the board with information about things they enjoy. Ask for volunteers to write the sentences on the board. Check for the use of *and*, *in addition*, and punctuation.

FYI: Although *and* and *in addition* both add information, *in addition* is more formal. It is used less frequently than *and* in casual writing and speaking.

FYI: The final comma in a series is optional. The example of multiple commas in the presentation could also be written, *I like apples, oranges, grapes and other fruits.*

A Connect the following . . .

- After students complete the exercise, have them take turns reading the sentences aloud with a partner.

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UNIT 3 *Combining sentences with and or but*

And

Use and to combine two sentences if you want to add information. It's common, but not necessary, to use a comma before and.

My cousin loves pop music, **and** she's a great performer.

But

Use but to combine two sentences if you want to show a difference or contrast. It's common, but not necessary, to use a comma before but.

My cousin loves pop music, **but** I love classical.
My cousin loves pop music, **but** I don't.

Be careful! In traditional formal writing, writers avoid beginning sentences with And or But.

Don't write: My cousin loves pop music. ~~And she's a great performer.~~
Don't write: My cousin loves pop music. ~~But I don't.~~

A On a separate sheet of paper, combine these sentences, using and.
(NOTE: The comma before and is optional.)

1 My sister-in-law has long hair. She's very pretty.
My sister-in-law has long hair, and she's very pretty.
2 My aunt is a computer programmer. Her husband is a teacher.
My aunt is a computer programmer, and her husband is a teacher.
3 We look alike. We wear the same clothes.
We look alike, and we wear the same clothes.
4 My cousin likes classical music. He loves Italian food.
My cousin likes classical music, and he loves Italian food.
5 We look completely different. We like different kinds of music.
We look completely different, and we like different kinds of music.

B On a separate sheet of paper, combine these sentences, using but.
(NOTE: The comma before but is optional.)

1 My brother wears old clothes. I wear new clothes.
My brother wears old clothes, but I wear new clothes.
2 My sister has long hair. I have short hair.
My sister has long hair, but I have short hair.
3 My cousin lives near the airport. His parents don't.
My cousin lives near the airport, but his parents don't.
4 I love country music. My stepfather doesn't.
I love country music, but my stepfather doesn't.
5 We look alike. We wear completely different clothes.
We look alike, but we wear completely different clothes.

C Guidance for Writing (page 36) Use the ideas to help you write six statements comparing two people in your family. Use and or but to combine sentences.

Ideas
- appearance
- musical tastes
- food preferences
- clothing preferences
- birthplaces and hometowns
- marital status
- favorite colors

UNIT 4 *Connecting words and ideas with and or in addition*

And

Remember that and connects two sentences and makes them one sentence.

I like fruit, **and** I also like vegetables.

You can also use and to connect words in a series. Notice the use of the comma in the examples below.

I like apples, oranges, grapes, **and** other fruits.

Be careful! Don't use a comma when and connects only two words.

I like apples and oranges. NOT ~~I like apples, and oranges~~.

In addition

In addition connects the ideas in one sentence with the ideas in the next sentence. Use a comma after in addition.

I like fruit. **In addition,** I like vegetables.
I like apples and oranges. **In addition,** I like grapes and other fruits.

A Connect the following words and ideas with and or in addition.

1 The people eat a lot of vegetables in Spain, Italy, ___and___ France.
2 In the U.S., many restaurants serve big portions. ___In addition___, there are a lot of fatty foods.
3 There are five or six great Italian restaurants near the hotel. ___In addition___, there are two restaurants where the menu has dishes from Mexico, Thailand, India, ___and___ even Indonesia!
4 She loves pasta, ___and___ I want to invite her to my favorite Italian restaurant.
5 Raw carrots taste great, ___and___ they're good for you.
6 This restaurant has great food. ___In addition___, the service is excellent.
7 You can choose from six entrées on the menu, ___and___ they all come with a choice of vegetable.
8 I usually order soup, salad, a main course, ___and___ dessert.

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B Guidance for Writing (page 48) Read the description of food in the United States. Use these paragraphs as a guide to help you write about the food of your country. Change the details so the sentences describe your food.

American food is more than hamburgers, hot dogs, and pancakes. The best American food is regional. One regional specialty is clam chowder. Clam chowder is a delicious soup from the northeast coast. In Boston, clam chowder contains milk, and in New York it contains tomatoes. Clam chowder always contains Atlantic clams. In addition, clam chowder always contains some vegetables, such as onions, potatoes, peppers, or corn.

Another famous regional specialty of American cooking is barbecue. Barbecue comes from the center and south of the United States. Barbecue style is not always the same, but it always has meat and a spicy sauce. Americans are very proud of barbecue. Many restaurants claim that they have the only authentic barbecue. When you travel to the United States, be sure to try some regional specialties like clam chowder and barbecue.

UNIT 5 *Placement of adjectives: before nouns and after the verb be*

Adjectives are words that describe nouns and pronouns.

noun pronoun
The old photocopier is obsolete. It's also broken.

Adjectives come before nouns or after the verb be when the subject of a sentence is a noun or pronoun.
I have a new computer.
The computer is new. It's terrific.

Be careful! Adjectives don't come after nouns. Adjectives don't have plural forms.
new refrigerators
NOT ~~refrigerators new~~
NOT ~~news~~ refrigerators

When two adjectives describe the same noun, connect them with and.
When there are more than two, use commas.
The microwave is popular and convenient.
This camera is obsolete, broken, and defective.

Adjectives

broken	fast
obsolete	popular
defective	guaranteed
terrible	affordable
awful	convenient
great	good
terrific	fixable
awesome	

Some adjectives are compound phrases.
This scanner is really up-to-date.
She bought an out-of-date camcorder.

A Circle the adjectives in each sentence.

1 My (old) printer is (obsolete).
2 This MP3 is very (convenient). And it's (portable), too.
3 Is your scanner (fixable)?
4 This (terrible) car is a lemon! It's (awful).
5 Our (new) washing machine is both (good) and (guaranteed).

B On a separate sheet of paper, write sentences about five of the following products. Use the adjectives from the chart above.

Products

a smart phone	a digital camera
a mobile / cell phone	a TV
a GPS	a camcorder
a laptop (computer)	A DVD player
a desktop (computer)	

Smart phones are very convenient.

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B Guidance for Writing (page 48)

- Before students write, have them read the paragraph and underline the examples of *and, but,* and *in addition.*
- Ask students these questions:
  What is this reading about? (Two types of regional American food.)
  What is regional food? (Food from a special or local area.)
  What is the regional food in this reading? (Clam chowder / barbecue.)
  What are some of the ingredients in clam chowder? (Clams, milk, tomatoes.)
  What are two regional foods you know?
- Have students describe to the class several regional foods they know. Write some key words from their descriptions on the board.
- Encourage students to use the words on the board to make sentences that use *and, but,* and *in addition.*

UNIT 5 *Placement of adjectives: before . . .*

Suggested teaching time:	20–30 minutes	Your actual teaching time:	

- Read the first description of adjectives in the presentation. Have a student read the highlighted adjectives.
- Be sure students understand the meanings of *noun* and *pronoun.* To confirm understanding, have students skim the paragraphs at the top of page 144 (Exercise B) to find nouns and say them aloud. As they do, write the nouns on the board. Do the same for pronouns. Leave the words on the board.
- Read the next rule in the presentation. Have a student read the examples.
- Point out that adjectives also come after other verbs, such as *feel, seem, become,* etc. (I feel sick. This seems clear. It's becoming difficult.) These verbs are often referred to as "linking verbs."
- On the board, write a list of adjectives from the same reading; for example, *spicy, American, regional, delicious, authentic, proud.* Ask volunteers to come to the board and create sentences with *be* and the adjectives, nouns, and pronouns. Check for correct placement of adjectives; for example, *This soup is delicious. Regional foods are popular.*
- Continue by asking students to write more sentences with the adjectives, nouns, and pronouns, and other (non-linking) verbs; for example, *People love regional food. I make delicious soup.*
- Have students read the rest of the rules independently and study the examples.
- Direct students' attention to the Adjectives box and explain any unfamiliar words.

A Circle the adjectives . . .

- To check answers, call on students to read aloud the adjectives they circled.

B On a separate sheet of paper . . .

- When students have completed the exercise, have them read their sentences to each other in small groups.
- Circulate while students are reading their sentences and correct any errors.

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C Guidance for Writing (page 60)

- Give students several minutes to think about products they use. Have them name some products as you write them on the board.
- Have students read the questions in the exercise. Encourage them to use the products on the board or other products they use.
- Be sure to encourage students to use adjectives to describe the products.

UNIT 6 *Punctuation of statements and questions*

Suggested teaching time:	20–30 minutes	Your actual teaching time:	

- Have students read the rules and examples independently.

FYI: For humor or emphasis in informal writing, some writers add several question marks or exclamation points at the end of a sentence; for example, *I miss you so much!!* *He said what???* However, this is not standard use of punctuation and should be avoided in more formal writing.

A Rewrite each statement . . .

- For item 3, placing a comma after *a lot* is optional.
- To review their answers, have students work in pairs or ask for volunteers to write their sentences on the board.

B Guidance for Writing (page 72)

- Have pairs of students brainstorm questions for the ideas in the box.
- Encourage students to think of other ideas to guide their questions about fitness and eating habits.
- Be sure students check and correct their capitalization and punctuation.

Option: **[+ 5 minutes]** To extend the practice, have pairs of students exchange written questions and write answers to their partner's questions, using correct punctuation and capitalization.

UNIT 7 *Time order*

Suggested teaching time:	20–30 minutes	Your actual teaching time:	

- Have students read the rules and examples independently.
- To confirm understanding, write an outline of a paragraph in time order on the board. For example:
  Today was a busy day. First, ___
  After I ___, I ___.
  Then, ___. Before ___, I ___.
  Next, ___. Finally, I came to class and here I am!
  Ask for volunteers to use this outline as a guide to describe their day.

A On a separate sheet of paper, . . .

- Write the example on the board: *Before we went to the beach, we had lunch.* Point out the punctuation used when combining two sentences with *before* and *after*.
- After students complete the exercise, have them compare answers.

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C Guidance for Writing (page 60) **Use your answers to the following questions as a guide to help you write a paragraph about a product you use.**

- What is it?
- What brand is it?
- What model is it?
- Is it a good product? Why or why not?
- What does it do?
- What adjectives describe it?
- Where do you use it?
- Is it working?
- Does it drive you crazy?
- How old is it?

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 you 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!

. (a period)
? (a question mark)
! (an exclamation point)
, (a comma)

Remember:
Use commas to connect more than two ideas in a series.
I go to the gym, run in the park, and go bike riding every weekend.

A **Rewrite each statement or question, using correct punctuation. Remember to begin each with a capital letter.**

1 she doesn't have time to exercise. S
2 do you get enough sleep every night? D
3 my friends think I exercise a lot, but I don't. M
4 we go running, bike riding, and swimming in the summer. W
5 my father never eats sweets. M
6 what do you do on weekends? W
7 they eat junk food, watch TV, and stay up late every night. T
8 are you a couch potato? A

B **Guidance for Writing (page 72)** **Use the ideas as a guide to help you write six questions about fitness and eating habits for your interview.**

Ideas
- favorite activities
- exercise routines
- foods you eat
- foods you avoid
- what you can or can't do

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. Follow the example.**

(before) First we had lunch. Then we went to the beach. *Before we went to the beach, we had lunch.*

1 (after) First we visited Rome. Then we went to Venice.
After we visited Rome, we went to Venice.
2 (before) First they went snorkeling. After that, they had lunch.
Before they had lunch, they went snorkeling.
3 (after) He arrived in Miami on Saturday. Then he looked for a hotel.
After he arrived in Miami on Saturday, he looked for a hotel.
4 (before) I spent three days in Mexico City. Next I flew to Cancún.
Before I flew to Cancún, I spent three days in Mexico City.
5 (after) She got back from the airport. After that, she called her mother.
After she got back from the airport, she called her mother.
6 (before) The weather was beautiful. Then it rained.
Before it rained, the weather was beautiful.

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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. It was very interesting, 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 Writing (page 84)** **Write sentences describing your vacation in the order that the events happened. Then use them to write your paragraph, using time clauses and time-order transition words.**

UNIT 8 *Connecting ideas with because and since*

Clauses with because and since present reasons. 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 he left it in the restaurant.**

In speaking, it's OK to answer a question using just 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. Connect the clause beginning with because or since to a sentence to make the thought complete.

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 the sentences, using clauses with either because or since. Be careful! make sure the clause with because or since presents a reason.** Answers will vary.

1 I'm wearing a sweater. I feel cold.
I'm wearing a sweater because I feel cold.
2 She called her brother. It was his birthday.
She called her brother since it was his birthday.
3 He bought a blue blazer. He needed it for a business trip.
He bought a blue blazer because he needed it for a business trip.
4 They didn't have a ticket for the concert. They stayed home.
Since they didn't have a ticket for the concert, they stayed home.
5 Our DVD player is broken. We have to get a new one.
Because our DVD player is broken, we have to get a new one.

B **On a separate sheet of paper, answer each of the following questions with a complete sentence containing a clause with because or since. Follow the example.**

Why do you like pop music? I like pop music because it is happy music.

1 Why are you studying English?
2 Why is a clothes store better than a clothes website?
3 Why do people like malls?
4 Why are running shoes more comfortable than formal shoes?

C **Guidance for Writing (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 nice restaurants because people think they're inappropriate.

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B On a separate sheet of paper, . . .

- Before students rewrite the paragraph, have them number the events in the order they took place. (1 I flew from New York to London. 2 I took the train through the Chunnel to Paris. 3 I got a car and drove to Rome. 4 I took a boat to the island of Sardinia. 5 I flew back to London and back home to New York.)
- Have students look at the events and decide which time order words and phrases to use to introduce each event.
- To check answers, have pairs of students compare their paragraphs. Help resolve differences of opinion.

C Guidance for Writing (page 84)

- Encourage students to use the paragraph in Exercise B as a model for their own paragraph.

UNIT 8 *Connecting ideas with because and since*

Suggested teaching time:	20–30 minutes	Your actual teaching time:	

- Have volunteers take turns reading the rules and the examples in the presentation.
- Direct attention to the Remember box.
- To confirm understanding, write *Why* questions on the board. Elicit responses from students. For example:
  Why are you eating a lot of vegetables?
  (Because they're healthy.)
  Why are you wearing a suit?
  (Because I have an interview.)
  Why are all your dresses red?
  (Because it's my favorite color.)
  Why do you shop at TB Max?
  (Because it isn't expensive.)
- Have students use the responses to the *Why* questions to write complete sentences beginning with *because* or *since*. Have students read the sentences they wrote aloud. For example:
  Because they're healthy, I'm eating a lot of vegetables.
  Because I have an interview, I'm wearing a suit.
  Since red is my favorite color, all my dresses are red.
  Since it isn't expensive, I shop at TB Max.
- Have other students come to the board and rewrite each sentence with the order of the clauses reversed; for example:
  I'm eating a lot of vegetables because they are healthy.
  I'm wearing a suit because I have an interview.
  All my dresses are red since red is my favorite color.
  I shop at TB Max since it isn't expensive.
  Be sure to correct punctuation errors.
- Be sure students understand that clauses with *since* and *because* answer the question *why*.

FYI: A *clause* is a group of words that includes a subject and a verb. *Independent clauses* are complete sentences. *Dependent clauses* begin with words such as *because* and *since* and are not complete sentences. Clauses with *because* and *since* explain the reason for the idea in the independent clause. When a dependent clause comes before an independent clause, a comma is necessary to separate the two clauses.

FYI: *Because* is used much more frequently than *since* in informal writing and speaking.

A On a separate sheet of paper, . . .

- Before students begin the exercise, read the last rule of the presentation aloud as a reminder of correct punctuation.
- To check answers, have pairs of students compare their sentences. Help resolve differences of opinion.

Option: **[+5 minutes]** To prepare students to recognize the reason clause, have students read each item in the exercise. Ask *Which sentence explains the reason?* (1 I feel cold. 2 It was his birthday. 3 He needed it for a business trip. 4 They didn't have a ticket for the concert. 5 Our DVD is broken.)

B On a separate sheet of paper . . .

- Have students read the third rule in the Presentation. Remind students to answer the questions with complete sentences.
- To check their work, have partners take turns asking and answering the questions.

C Guidance for Writing (page 96)

- In small groups, have students brainstorm a list of clothing do's and don'ts and make notes.
- Encourage students to use their notes as a guide as they write the tips.

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LESSON PLAN

UNIT 9 *The paragraph*

Suggested teaching time:	20–30 minutes	Your actual teaching time:	

- Have students read the presentation independently.
- Have a student volunteer to read the title and the first paragraph about clothing customs in Holland aloud.
- Have another student read the second paragraph about Thailand aloud.

Option: **[+5 minutes]** To challenge students, have them identify the main and supporting ideas in each paragraph and make a simple outline with informally written notes on the board. For example:

Clothing customs in Holland	*Clothing customs in Thailand*
Young people wear wild clothes *Anything goes*	*conservative dress* *light but modest clothing and shoes that aren't too open*

Point out that outlining a paragraph before writing is a useful guide. It helps organize the important ideas and keeps the writing on topic.

A Write a check mark ✓ . . .

- To prepare students to rewrite the paragraphs, have them read *Famous families* independently.
- Ask *How many famous families are mentioned?* (Three.) *Who are they?* (Jackie Chan's family / the Williams family / the Fernández family.) *After the information about Jackie Chan, how is each new family introduced?* (Another famous family / Still another famous family.)
- Remind students that each family is a new topic.
- To check their work, have students compare their paragraphs. Resolve any differences of opinion.

B Guidance for Writing (page 108)

- Before students begin to write, have them read the questions. Ask the following questions:
  What are you going to write about? What is the theme? (Past and future trips.)
  What is the first paragraph about? (A trip I took.)
  What is the second paragraph about? (A trip I am going to take.)

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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 below.)

In the writing model to the right, the first paragraph is about Holland and the second is about Thailand. Dividing the writing into two paragraphs makes it easier to read and understand.

Clothing customs in different countries

Holland has a northern climate, so depending on the time of year you're visiting, pack lighter or heavier clothes. One thing people notice about Holland is the way young people dress. Their dress code is "anything goes," so it's not unusual to see some pretty liberal clothes there.

On the other hand, if you're visiting Thailand from May to September, pack for the heat. Thailand is generally conservative when it comes to clothing, but at Thailand's magnificent temples, the rules about clothing, and especially shoes, are very strict. If your shoes are too open, they are considered disrespectful, and you will have to change to more modest ones. So be prepared with light but modest clothing and shoes for your Thailand trip.

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 student 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, is their manager.✓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 Writing (page 108) Use your answers to the questions below as a guide to help you write your paragraphs.** See page T148 for answers.

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?
- 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?
- 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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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 really 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 really low prices at Marty's.

Use however and 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 really 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 really 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. Then rewrite your sentences, 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.
You can find some good deals at the Savoy Hotel, even though 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.
You can bargain for really low prices at the Old Market, even though 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.
The Philcov X30 is easy to use and not expensive, even though it isn't the most popular camera.
4 The prices of flat screen TVs are getting lower every year. They can still be very expensive.
The prices of flat screen TVs are getting lower every year, even though they can still be very expensive.
5 The Samson camcorder is the most professional camera you can buy. It isn't the lightest.
The Samson camcorder is the most professional camera you can buy, even though it isn't the lightest.

B Now, on a separate sheet of paper, write the sentences again, using however or on the other hand.

C Guidance for Writing (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 as a guide to help you write your guide.

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UNIT 10 *Connecting contradictory ideas: . . .*

Suggested teaching time:	20–30 minutes	Your actual teaching time:	

- Have a volunteer read the first rule in the presentation aloud.
- To confirm understanding of *even though*, have students read the examples independently. Then ask *What are the opposite ideas, or the ideas that contrast in these sentences?* (Possible answers: Bee Flowers is expensive [that's bad], but it's popular [that's good]. Marty's has low prices [that's good], but the service isn't friendly [that's bad].)
- Have a volunteer read the second rule aloud.
- Ask two volunteers to come to the board and write the examples with *even though* with the order of the clauses reversed. Point out that when the clauses are reversed the comma is optional. Remind students that when the clause with *even though* comes first, the comma is obligatory.
- To clarify, write the following on the board:
  [Idea A] even though [Idea B].
  Even though [Idea B] [Idea A].
  [Idea A]. However [Idea B].
  [Idea A]. On the other hand [Idea B].
  Explain to the class that these phrases are missing commas. Ask volunteers to come to the board and place commas where necessary.

FYI: Another way of writing sentences with *however* is to join the two sentences with a semicolon; for example, *Bee Flowers is quite expensive; however, it is the most popular shop in town.*

A On a separate sheet of paper, . . .

- Model the two ways to write the first item on the board.
- Encourage students to refer to the models (from the procedure above) on the board as they complete the exercise.
- Have pairs of students check their answers.

B Now, on a separate sheet of paper, . . .

- Model the two ways to write the first item on the board.
- Encourage students to refer to the models on the board as they complete the exercise.
- Have pairs of students check their answers. Resolve any differences of opinion.

Answers for Exercise B
Answers will vary, but may include the following:
1 You can find some good deals at the Savoy Hotel. However, their rooms are the most expensive in town.
2 You can bargain for really low prices at the Old Market. On the other hand, it isn't the prettiest place to shop.
3 The Philcov X30 is easy to use and not expensive. However, it isn't the most popular camera.
4 The prices of flat screen TVs are getting lower every year. However, they can still be very expensive.
5 The Samson camcorder is the most professional camera you can buy. On the other hand, it isn't the lightest.

C Guidance for Writing (page 120)

- Have students work in small groups to brainstorm places to shop. Have them make notes about the places, what the places offer that is good, and what the disadvantages of shopping there are.
- Encourage students to use their notes as a guide as they write their sentences.
- Be sure students use *even though*, *however*, and *on the other hand* to connect contradictory ideas.

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For some general guidelines on using the *Top Notch TV* sitcom and interviews, see the Teaching Ideas document in the *Top Notch TV* Activity Worksheets folder on the ActiveTeach Multimedia Disc. **Note:** The Answer Keys provide answers to the Activity Worksheet exercises from the ActiveTeach Multimedia Disc.

UNIT 1

Sitcom: *Introduce me!*

Social language

- Introduce someone
- Exchange personal information
- Shift to informality

Grammar

- Verb *be*

SCENE 1

PREVIEW

- Write this question on the board: *What's your occupation?* Next to the question, write these prompts: *I'm a* _____. *I'm an* _____. Ask random students the question. Write two of the answers to complete the prompts on the board.
- Have students name additional occupations they know and write them on the board.
- Add these words from the video episode: *client, receptionist, travel agent.* Elicit or discuss their meanings.

REVIEW

- Ask comprehension questions. Play the video episode again if necessary.
  Who comes in with Mr. Evans? (Giorgio Moretti)
  Who meets Giorgio Moretti first—Cheryl or Marie? (Marie)
  What's Marie's occupation? (a receptionist)
  Where is Marie from? (Paris)
  Where is Giorgio Moretti from? (Italy)
  Who introduces Cheryl to Giorgio Moretti? (Marie)
  Is Cheryl the office manager? (yes)
  Is Giorgio Moretti an actor or a singer? (a singer)
  Is Bob a travel agent or a tour guide? (a travel agent)
  Who sings a Giorgio Moretti song? (Paul)
  Does Mr. Evans know Giorgio Moretti's occupation? (no)

EXTENSION

Oral work

- Group work: role play. Tell the class to say out loud the expressions for introductions they hear in the video episode. *(I'd like you to meet. . . . It's very nice to meet you. What's your name? I'm. . . . She's / He's from. . . .)* You may want to play this part of the video again. Write the expressions on the board.

  Divide the class into groups of three. Have the groups role-play this situation: Mr. Evans introduces Marie to Giorgio Moretti.
- Pair work. Pair students. Have students in each pair take turns asking each other *yes / no* and information questions with *be* about the different characters in the video episode. If the answer is no, the student answering should give the correct information. For example:
  A: Is Bob a tour guide?
  B: No, he isn't. He's a travel agent. Who's the office manager?
  A: Cheryl. Is . . . ?

Written work

- Pair work. Pair students. Have each pair write five false sentences about the characters in the video episode. Remind students to use only the verb *be.* For example, *Giorgio Moretti is an actor. He's from London.* Then have pairs exchange sentences with another pair and correct the information in each other's sentences to make them true.

VIDEO SCRIPT

Giorgio Moretti, a famous Italian singer, visits Top Notch Travel Agency and causes a sensation.

Mr. Evans: Well, it happens in some countries, but usually not over here. So, you're from Italy?
Mr. Moretti: Yes, I **am**.
Mr. Evans: And you**'re** traveling to Tokyo?
Mr. Moretti: Yes.
Mr. Evans: Well, welcome to Top Notch Travel Agency. Let me introduce you to my staff. Then we'll talk about Tokyo. Marie, I'd like you to meet . . .
Marie: Giorgio Moretti!
Mr. Evans: Oh, you know him.
Mr. Evans: Marie **is** our receptionist. She**'s** from Paris. Mr. Moretti **is** a new client. He**'s** from Italy.

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Cheryl: Giorgio Moretti! Giorgio Moretti! That's Giorgio Moretti!
Mr. Evans: Yes, I know. He's a new client. He's from Italy.
Cheryl: Introduce me! Introduce me!
Marie: Oh, yes. This **is** . . .
Cheryl: Cheryl!
Marie: Cheryl! Yes. Cheryl. She's our . . .
Cheryl: Office manager.
Cheryl: Bob! Bob! Come meet Giorgio Moretti!
Bob: Hey, Giorgio Moretti! Hey, man, how **are** you? I'm Bob, but everyone calls me Roberto.
Mr. Evans: Bob **is** a travel agent. *(to Bob)* Who calls you "Roberto"?
Paul: Giorgio Moretti!
Mr. Evans: Paul **is** a tour guide.
Paul: *Good-bye. So long. Take it easy. It's nice to meet you, but I must be gone. Good-bye. So long, Signorina. It's nice to know you, but I'm traveling on.*
Mr. Evans: So, Mr. Moretti, what **is** your occupation?
All: He's a singer!
Mr. Evans: Everyone knows that.

ANSWER KEY

A. 1. e 2. c 3. d 4. b 5. a
B. 1. an office manager 2. a tour guide 3. a receptionist 4. a singer 5. a travel agent
C. 1. False 2. True 3. False 4. True 5. True 6. False

SCENE 2

PREVIEW

- Ask individual students:
  What's your name?
  What's your occupation?
  Where are you from?
  How old are you?
  Are you married?
  What's your phone number?

  Tell students they don't have to give true information if they don't want to.

REVIEW

- Ask comprehension questions. Play the video episode again if necessary.
  Who asks Giorgio Moretti for his information? (Marie)
  Is Giorgio Moretti famous? (yes)
  How old is Giorgio Moretti? (thirty-two)
  Is Giorgio Moretti married or single? (single)
  Is Marie happy that Giorgio Moretti is single? (yes)
  What does Giorgio Moretti give Marie? (his information or his phone number)
  Is Marie happy that she has Giorgio Moretti's phone number? (yes)

EXTENSION

Oral work

- Pair work: role play. Have students work in pairs to role-play an interview between Marie and Mr. Moretti. Tell "Marie" to ask "Mr. Moretti" *yes / no* and information questions, using the information from the video episode.

Written work

- Pair work. Pair students. Have students in each pair write three *yes / no* questions and three information questions with *be* about Giorgio Moretti. For example, *Where is Giorgio Moretti from? Is he married?* Then have pairs exchange questions with another pair and write short answers for each other's questions.
- Using the information from the video episode, tell students to write a short paragraph (a biography) about Giorgio Moretti.

VIDEO SCRIPT

Marie gets Giorgio Moretti's personal information.

Mr. Evans: Mr. Moretti, Marie has some questions for you. Then let's talk about Tokyo.
Marie: OK. Let's see. Name: Giorgio Moretti. Occupation: Singer. Famous singer. Great and famous singer. Nationality: Italian. Age: Thirty-two? Married?
Mr. Moretti: No.
Marie: Single. Phone number?
Mr. Moretti: This **is** my information.
Mr. Evans: Everything OK? Come with me, Mr. Moretti.
Mr. Moretti: Thank you, Marie.
Marie: I have Giorgio Moretti's phone number.

ANSWER KEY

A. LAST NAME Moretti
FIRST NAME Giorgio
OCCUPATION Singer
NATIONALITY Italian
AGE Thirty-two
B. 1. questions 2. single 3. age 4. phone number 5. Mr. Evans's
C. 1. False 2. True 3. True 4. False

Top Notch Pop and Karaoke: *It's Nice to Meet You*

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UNIT 2

Sitcom: *There's a great movie playing at the Glenwood.*

Social language

- Discuss likes and dislikes
- Give and get directions

Grammar

- Prepositions of time and place
- Verb *be*

SCENE 1

PREVIEW

- Pre-teach the word *opera (a musical play in which the words are sung rather than spoken)*. Ask the class if any of them have been to an opera or have seen one on TV.
- Write these events on the board:
  Movies Concerts Plays Operas

  Tell students to give examples for each. Then ask the class: *Who is a fan of movies? Of concerts? Of plays? Of operas?* Tell students to raise their hands if they like the event or events you ask about. Count the number of raised hands for each and write the number in each column.

REVIEW

- Ask comprehension questions. Play the video episode again if necessary. Remind students to take notes of the events each character would like to go to.
  Who wants to go to the movies this weekend? (Bob)
  Do his friends want to go to the movies? (no)
  Who wants to go to a rock concert? (Paul)
  Does Cheryl want to see a play? (yes)
  Does Marie want to go to an opera? (yes)
  What is Conversations with Food*? (a play)*
  Are the tickets for the opera expensive? (yes)
  Who says there's a good French film to see? (the waitress)
  Does Bob want to see the French film? (no)
  Are Bob and his friends going to see the French film? (yes)

EXTENSION

Oral work

- Discussion. Review the events Bob and each of his friends want to see. Write these on the board:

Event	Yes	No
Blue City rock concert	*Paul*	*Cheryl, Marie*
The play Conversations with Food	*Cheryl*	*Paul, Marie*
The opera Carmen	*Marie*	*Cheryl, Paul*
The French film	*Marie, Cheryl, Paul*	*Bob (but will go anyway)*

Discuss with the class the reason each person gives for not wanting to see the event or events. Then ask students these questions: *Which of the four events would you like to see? Which would you not see? Why not?*

Written work

- Pair work. Pair students. Have each pair write information questions about the events listed on the board. Tell them to ask *where, what time,* and *when* questions. Then have pairs exchange questions with another pair and write answers for each other's questions.
- Group work. Divide the class into groups of three. Tell each group to write a newspaper listing for the events listed on the board. Tell them to include the place and time for each event.

LANGUAGE NOTES: When Paul says, "a rock concert sounds better to me," he means that he would prefer a rock concert.

You're kidding is another way of saying *You're joking.*

Whoa! is an exclamation of surprise.

VIDEO SCRIPT

In the café, Bob, Cheryl, Marie, and Paul make plans for the weekend.

Bob: Do you guys want to go out this weekend? There's a great movie playing at the Glenwood.

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Paul: A rock concert sounds better to me.
Cheryl: I'd love to see a play.
Marie: How about an opera?
Bob: OK. There's a rock concert Saturday night **at** 8:00 P.M. Blue City is playing.
Paul: Blue City. I love them! Sounds good.
Cheryl: Not my style.
Marie: I don't like rock.
Bob: OK. There's a play tonight **at** midnight **at** the Second Avenue Theater. It's called *Conversations with Food.*
Cheryl: Sounds great!
Marie: **At** midnight? That's way past my bedtime.
Paul: No, thanks.
Bob: OK. *Carmen* is playing **at** the City Opera. 8:00 P.M.
Marie: Great! How much **are** the tickets? You're kidding!
Paul: Whoa!
Cheryl: No way.
Bob: Great! It's a movie then! *A Time To Run* is playing **at** the Glenwood **at** 7:00 P.M.
Waitress: *A Time To Run?* Oh, don't go to that. It's just awful.
Bob: OK. How about *You Only Live Once*? It's playing **at** the Kendall, also **at** 7:00 P.M.
Waitress: It's terrible.
Bob: *An Actor's Life?*
Waitress: Please.
Bob: *Anna Goes Home?*
Waitress: No.
Bob: *The Left Side of the Street?*
Waitress: I think there **are** no more tickets.
Bob: So what's a good movie to see?
Waitress: There's a French film playing **at** the Bijou **at** 8:00 P.M.
Bob: I'm not a French film fan.
Waitress: It's a film about an opera singer . . .
Marie: Perfect!
Waitress: And a rock star . . .
Paul: Great!
Waitress: Who meet at a play.
Cheryl: Wonderful! Thank you.
Bob: Yeah. Thanks a lot.
Waitress: You're very welcome.
Cheryl: It'll be fun, Bob.

ANSWER KEY

A. 1. Bob 2. Marie 3. Paul 4. Cheryl
B. 1. a rock band 2. a play 3. an opera 4. a movie
C. 1. b 2. c. 3. a 4. b

SCENE 2

PREVIEW

- Ask the class *Do you ask for directions?* Then ask *Do you give good directions?* Finally, ask these questions: *Who does not like to give directions? Why don't you like to give directions?*

REVIEW

- Ask comprehension questions. Play the video episode again if necessary.
  What place is the woman looking for? (the Rose Cinema)
  Who gives the woman directions—Paul or Bob? (Paul)
  Does the woman understand Paul's directions? (no)
  Does Paul know where the Rose Cinema is? (no)
  Who tells Paul where the Rose Cinema is? (Marie)
  Where is the Rose Cinema? (across the street)

EXTENSION

Oral work

- Discussion. Point out that while Paul is giving directions, Marie asks him to come closer and says something to him. Ask *What do you think Marie says to Paul?* Also point out that Bob laughs when he says to Paul, "And you're a tour guide?" Ask *Why does he laugh? (Because as a tour guide, Paul should give good directions.)*
- Group work: role play. Divide the class into groups of three. Give each group a copy of Paul's directions. Assign the roles of tourist, Paul, and Marie. Have them role-play the scene where the tourist asks Paul for directions.

Written work

- Pair work. Pair students and have each pair write a new dialogue in which Paul gives the tourist the correct directions right away.
- Pair work. Pair students. Have each pair choose a destination in the area around the school. Tell them to write directions from the school to that place.

VIDEO SCRIPT

A tourist enters the café and asks Paul for directions.

Bob: But I'm not a French film fan.
Tourist: Excuse me. I'm looking for the Rose Cinema.
Paul: The Rose Cinema. Let's see. That's **on** the corner of Market Street and Park Street. Or **is** it

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Third and Grand? No, I think it's **on** Market between First and Second Avenue. OK. So. Go around the corner. Walk three blocks, no, five blocks to Harper Street. Turn left. Sorry. Right. Go another two blocks. No. Yes. Two blocks. To Fourth Avenue. Take a right. Yes. Walk about five blocks to Market Street. Go right again. Go straight two more blocks. The cinema **is** on your right. No. Sorry. Your left.
Marie: Paul.
Paul: What? *(Marie whispers in Paul's ear.)* You're looking for the Rose Cinema.
Tourist: Yes.
Paul: Go across the street.
Tourist: And?
Paul: It's across the street.
Tourist: Thank you.
Bob: And you**'re** a tour guide?

ANSWER KEY

A. 1. False 2. True 3. False 4. False 5. True
B. *Paul says the following directions:*
That's on the corner of Market Street and Park Street.
It's on Market between First and Second Avenue.
Go around the corner.
Go straight two more blocks.
The cinema is on your right.
C. 1. c 2. a 3. b 4. b 5. c

Interview: *Are you a music fan?*

PREVIEW

- Write the word *music* on the board. Ask students to name different kinds of music—for example, *Latin, classical, rock, jazz.* Ask them which of these kinds of music they listen to.

REVIEW

- Ask comprehension questions. Play the video segment again if necessary. Remind students to take note of the names of the people being interviewed (the interviewees) and what kinds of music they listen to.
What kinds of music do the people in the interview listen to? (classic rock, rock and roll, hip-hop, classical, jazz)
Where do they listen to music? (at home, in the office, in the car)
Who goes to the opera? (Martin)

EXTENSION

Oral work

- Group work: interviews. Divide the class into two groups. If you have a large class, divide the class into groups of five or six. On the board, write the questions the interviewer asks:
What kinds of music do you like?
When do you listen to music?
Where do you listen to music?
Designate an interviewer for each group. Tell the interviewer to interview his or her group members, using the questions on the board. After the interview, invite the interviewers to share with the class the answers their group members gave to the questions.
- Group work. Divide the class into small groups or keep the same groups. Have each group talk about the music they listen to, whose music they like (the group or singer), and why they like the group or singer.

Written work

- Pair work. As a class, recall the names of the interviewees. Write them on the board *(Ian, Natalie, Martin, Mauro).* Pair students and have each pair choose one of the four people in the video segment. Have each pair write three more questions about music for the person they choose. They may include the questions the interviewer asks the other people.
- Pair work. Pair students. Tell each pair to write *yes / no* and information questions about the four people interviewed. Then have pairs exchange questions with another pair and write their answers to the questions.

LANGUAGE NOTES: When the interviewer asks Ian, "Are you a music fan?" Ian responds, "Depending on the music." Ian means he is a fan of some kinds of music.

As a matter of fact is an expression that means *actually* or *in fact.*

A few hundred is about two or three hundred.

Wow! is an expression of surprise.

CULTURE NOTE: *Classic rock* refers to U.S., Canadian, and British rock and roll bands and singers that performed from the mid- to late-1960s until the mid-1970s.

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VIDEO SCRIPT

Interviewer: Are you a music fan?
Ian: Depending on the music, yeah.
Interviewer: So what kinds of music do you like?
Ian: I like classic rock.
Natalie: Hmm . . . I like to see what's new. I like rock and roll and hip-hop and things like that.
Martin: I like classical and jazz.
Interviewer: When do you usually listen to music?
Natalie: I listen to music whenever I'm waking up in the morning and getting ready and also whenever I'm getting ready to go out in the evening. So I always listen to music.
Interviewer: So how often do you listen to music?
Ian: Um . . . At least twice a day.
Interviewer: And where are you when you listen to music?
Ian: In my office or in the car.
Interviewer: Do you go to concerts?
Martin: Yes, sometimes.
Interviewer: And what concerts do you like to go to?
Martin: Um . . . Classical music and opera.
Interviewer: Do you have a lot of CDs or cassettes?
Mauro: Yes, quite a lot.
Interviewer: Could you tell me a little bit about the types of music you have?
Mauro: Well, I like . . . you know, rock and roll music and I like American music as a matter of fact.
Natalie: I don't own very many CDs, but my husband owns lots of CDs, so I listen to his instead.
Interviewer: Approximately how many CDs do you have?
Martin: A few hundred.
Interviewer: Wow, that's a lot.

ANSWER KEY

A. classic rock, classical, rock and roll, hip-hop, jazz, opera
B. 1. a 2. b 3. b 4. a
C. 1. c 2. a 3. b 4. b 5. c

Top Notch Pop and Karaoke: *Going Out*

UNIT 3

Sitcom: *My family is coming in one hour!*

Social language

- Discuss families
- Describe people

Grammar

- The simple present tense

SCENE 1

PREVIEW

- On the board, write these family relationships: *brother, sister, uncle, aunt, cousin, niece, nephew, mother-in-law, father-in-law, sister-in-law, brother-in-law.* Review their meanings. Ask students *Do you have a large or a small family?* Then ask *How many brothers and sisters do you have? Do you have any uncles or aunts? How many uncles do you have? How many aunts?*

REVIEW

- Ask comprehension questions. Play the video episode again if necessary.
  What does Cheryl show Bob—family pictures or vacation pictures? (family pictures)
  Does Bob know Cheryl's family members who are coming? (no)
  Does Cheryl have a large family? (yes)
  How many family members are coming? (eighteen)
  Is Bob happy that Cheryl's family is coming? (no)
  Is Cheryl happy that Bob doesn't know her family? (no)

EXTENSION

Oral work

- Pair work. Pair students. Have students in each pair take turns asking each other *yes / no* and information questions about different members of Cheryl's family. For example, *What does Cheryl's brother do? Is he married? How many kids does he have?*
- Pair work: role play. Write these names on the board: *Eddie, Aunt Judy.* Pair students. Tell students they will be playing the roles of Bob and Mrs. Morris, Cheryl's mother. Have students in each pair choose the role they want to play and have

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them role-play this situation: *Bob is preparing to meet the rest of Cheryl's family. He is asking Mrs. Morris questions about Eddie and Aunt Judy.*

Written work

- Pair work. Pair students. Have each pair write affirmative and negative sentences about Cheryl's family. For example, *Cheryl has a large family. She doesn't live with them.*
- Group work. Divide the class into groups of three. Tell each group to write a summary of the episode.

LANGUAGE NOTE: *To pay attention* means to listen to and follow what someone is saying.

VIDEO SCRIPT

In Cheryl's apartment, Cheryl prepares Bob to meet her family members.

Bob: That's your cousin Teddy. He's a waiter. He's single, and he **likes** rock music.
Cheryl: It's my brother Eddie. He's a doctor. He**'s got** a wife and two kids, and he **likes** classical music. How about this one?
Bob: I **don't know.** A cousin?
Cheryl: No.
Bob: Your brother?
Cheryl: No!
Bob: An uncle?
Cheryl: It's my aunt Judy!
Bob: Sorry, Mrs. Morris. *(to Cheryl)* She **looks** like your uncle.
Cheryl: Tell me something about her.
Bob: She's an architect.
Cheryl: Artist.
Bob: Married.
Cheryl: Divorced.
Bob: Two kids. Three kids. Four kids? Five kids?!
Cheryl: No kids. Only eight more. Here's an easy one.
Bob: I **don't know.**
Cheryl: It's my father!
Bob: I **know** who your father is! Why are you showing me photos of your father?
Cheryl: My family is coming in one hour. Now pay attention.
Bob: Why **do** you **have** such a large family?
Cheryl: It's not that large.
Bob: Not that large? You **have** six brothers and sisters, fourteen aunts and uncles—who **knows** how many cousins, nieces, and nephews! I'd say that's a large family.
Cheryl: They're not all coming over.
Bob: No, just eighteen of them.
Cheryl: I'm sorry, honey. I just **want** them to like you. You're doing fine.
Bob: OK. I'm OK. Your cousin John?

ANSWER KEY

A. 1. True 2. False 3. False 4. False 5. True 6. False
B. 1. classical 2. married 3. divorced 4. no 5. fourteen
C. 1. d 2. b 3. a 4. c

SCENE 2

PREVIEW

- Ask individual students these questions:
  Do you have . . .
  in-laws?
  cousins?
  nephews?
  nieces?
  Do you know where these relatives live?
  Do you know their occupations?
  Do you know their likes and dislikes?

REVIEW

- Ask comprehension questions. Play the video episode again if necessary.
  Does Bob give the correct information about Ernie and David? (yes)
  Who is Ernie? (Cheryl's brother-in-law)
  Who is David? (Cheryl's nephew)
  Are Cheryl and Mrs. Morris happy that Bob now knows a lot about the family? (yes)
  What does Mrs. Morris ask Bob to do—clean the counter or wash the dishes? (clean the counter)
  Where does he go at the end of the episode? (to the bathroom)

EXTENSION

Oral work

- Pair work: role play. Pair students. Tell students they will role-play Bob and David in this situation: *Bob meets David at a party. Bob knows David is Cheryl's nephew, but that's all he knows. He asks David questions.* Remind students to ask questions about David's information in the video episode.
- On small pieces of paper, write these family relationships: *grandmother, grandfather, mother, father, sister, brother, uncle, aunt, cousin, niece, nephew, husband, wife, son, daughter, mother-in-law, father-in- law, sister-in-law, brother-in-law.* Fold the pieces of paper and have students pick one each. Tell them that they should describe the relative they pick. For example, if a student picks a piece of paper that says "grandmother," he or she should describe his or her grandmother. If a student picks "nephew," for example, and he or she doesn't have a nephew, this student should put back that paper and pick another one. If necessary, play the part of the episode with Bob's description of Ernie and tell students to use that as a model.

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Written work

- Pair work. Pair students with the same partner they worked with in the oral activity above. Tell them to write down the conversation they had in the oral activity.
- Tell students to write about the relative they described orally in the previous activity.

VIDEO SCRIPT

Bob seems to be doing nicely describing Cheryl's family members until something happens.

Bob: That's your sister's husband Ernie. They **live** on Park Street. Two kids—Elizabeth is twelve years old, and Katie is eight. Ernie's an architect. He **likes** baseball, basketball, and the movies.
Cheryl: Wow! One more.
Bob: Your nephew David. His nickname is Dave. He **lives** on King Street. He's single, and he's a student. He **loves** to travel. He **likes** jazz, and . . . he **doesn't like** fish.
Cheryl: You're amazing!
Mother: Very nice!
Cheryl: Oh, it's almost 6:00!
Mother: Bob, would you wipe off the counter?
Bob: I'll be in the bathroom for a while.
Cheryl: Bob! Hello, everyone! Come on in!

ANSWER KEY

A. 1. c 2. b 3. a 4. b 5. c
B. 1. Ernie 2. Elizabeth 3. Katie 4. David 5. Cheryl
C. 1. don't live 2. have 3. are not 4. is not 5. likes

Interview: *How are you alike?*

PREVIEW

- Ask individual students *Do you have brothers and sisters? Do you have a brother or a sister who is very much like you? How are you similar? Do you have one who's very different from you? How are you different?*

REVIEW

- Ask comprehension questions. Play the video segment again if necessary. Remind students to take note of the names of the people being interviewed.
  Do Chris and his sister look alike? (yes)
  What does Chris like—sports or the arts? (sports)
  Does Deepti like to spend her money? (yes)
  How are Angelique and her brother alike? (They both like the same food and the same movies, and they listen to the same music.)
  Does Stephan come from a large family? (no)
  Whose home is "like a train station"—Vanessa's or Stephan's? (Vanessa's)
  Why? (Because family members go in and out, and it's very noisy.)

EXTENSION

Oral work

- Discussion. Write the names *Chris, Deepti,* and *Angelique* on the board. Have students discuss each person's similarities and differences with his or her siblings. For example, *Chris and his sister look alike.*
- Ask students *What disadvantages of a large family does Vanessa talk about?* Write the answers on the board *(hectic, noisy, crowded; people always going in and out; never have time alone; have to go out to be alone).* Play that part of the video segment again if necessary. Elicit or explain the meanings of *hectic* and *crowded.* Ask students for other disadvantages of a large family. Then ask *Are there any advantages of having a large family? What are they?*

Written work

- Pair work. Pair students. Tell each pair to choose one of the five interviewees. Tell them to write three more interview questions for the interviewee they choose. Then have pairs exchange questions with another pair. Tell the other pair to pretend they're the interviewee and have them answer the interview questions.
- Pair work. Pair students. Have each pair write down what Stephan says are the two advantages of having a small family. Then tell them to add one more advantage that they can think of. Bring the class together and have students share their answers.

LANGUAGE NOTES: *Apart from* means *except for.*

The arts include topics like music, dance, art, literature, and so on.

Angelique says, "We listen to the same music *pretty much.*" *Pretty much* means *more or less.*

Funds are money needed in order to do something.

Hectic means that there's a lot going on at once.

OOPS! Angelique says, "Me and my brother." In formal English, "My brother and I," is considered grammatically correct. But *Me and . . .* is extremely common in spoken informal English.

Stephan says, "There's more funds." He means to say, "There are more funds" because *funds* is a plural noun.

Vanessa says, "There's always people going in and out." She means to say, "There are always people going in and out" because *people* is a plural noun here.

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VIDEO SCRIPT

Interviewer: How would you compare yourself with your sister? How are you alike and how are you different? For example, do you like the same kind of music or the same kind of foods?

Chris: Well, we do look alike, but apart from that we're very different. She likes the arts, and I'm more interested in sports.

Deepti: Well, I would say, first of all, that my sister is much better with money than I am. Um . . . She, you know, she can save whereas I like to spend.

Angelique: Me and my brother are quite different. I'm much more talkative and he's much more shy. But other than that, I mean, we grew up in the same house, so we love the same food and we listen to the same music pretty much, and we like the same movies. Whenever I go back home, I always watch movies with him and stuff so . . .

Interviewer: In general, which do you think is better—a small family or a large family?

Stephan: Speaking from personal experience, I would prefer to have a small family like I do. I feel that parents have more time to spend with their children. There's more funds for each child. At the same time I can see how a large family could be fun, having a lot of brothers and sisters and large family occasions.

Interviewer: So what are the disadvantages of a big family?

Vanessa: Um . . . It's very hectic. It's very noisy. It's like a train station—there's always people going in and out. So you can never have time alone, and, you know, when I do want time alone, I'll have to go out, out of the house to jog, do something. So it's very, very crowded, noisy, in and out.

ANSWER KEY

A. 1. d, f 2. b 3. a, c, e

B. 1. True 2. False 3. False 4. True 5. False 6. True

C. 1. train station 2. fun 3. out of the house 4. time 5. small

Top Notch Pop and Karaoke: *An Only Child*

UNIT 4

Sitcom: *What's in the salad?*

Social language

- State preferences in food
- Give advice
- Order a meal
- Ask for the check

Grammar

- Count and non-count nouns
- Definite and indefinite articles

SCENE 1

PREVIEW

- Ask the class these questions:
  Do you like to eat in restaurants?
  What kinds of food do you usually order?
  Do you usually eat healthy foods in restaurants?
  Do you ask your server a lot of questions about the foods on the menu?

REVIEW

- Ask comprehension questions. Play the video episode again if necessary. Remind students to take note of Cheryl's problems with the different foods on the menu.
  What does Cheryl do before ordering? (She asks a lot of questions.)
  Why does she decide not to order the lamb after all? (It has salt on it.)
  Why doesn't she order the fish? (The sauce has too much dairy.)
  What does she finally order? (a large salad)
  What does she order to drink? (water)
  What do Marie, Bob, and Paul order? (the special)

EXTENSION

Oral work

- Group work: discussion. Divide the class into groups of three. Write these questions on the board for students to discuss in groups:
  When you're ordering in a restaurant, are you more like Cheryl or are you more like her three friends? How?
  How do you decide which food to order?
  Do you usually order the special?
  What do you do when you can't decide what to order? Do you ask the server for suggestions, or do you order the same foods your friends order?
- Pair work. Pair students. Point out that Cheryl's friends ordered the special. Tell each pair to make

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up a special for a restaurant menu. Tell them to include an appetizer, a main course, and a dessert. Then invite each pair to present their special to the class, and have their classmates give their reactions. Tell the class to also say if the special is healthy or not.

Written work

- Pair work. Have the class name the different foods Cheryl and the waitress talk about. Then pair students and have them write sentences describing these foods. For example, *The tomato salad has a lot of olive oil.*
- Pair work. Pair students and have each pair write affirmative and negative sentences about Cheryl's eating habits. Write this sentence on the board to help students begin: *Cheryl does not eat . . . She prefers . . .*

VIDEO SCRIPT

Bob, Marie, Cheryl, and Paul order dinner in the café.

Waitress: Are you ready to order?
Bob: We are.
Cheryl: Excuse me, I have **a question**.
Waitress: Yes?
Cheryl: I'm in the mood for **lamb**, but **the sauce** looks too fatty. Could I order **the lamb** without **the sauce**?
Waitress: Sure.
Cheryl: What does it come with?
Waitress: French **fries**.
Cheryl: I don't like fried food. Could I have **a** grilled **vegetable** instead?
Waitress: I think we have grilled **peppers**.
Cheryl: Perfect.
Waitress: Would you like to start with **an appetizer**?
Cheryl: Is there **oil** on **the tomato salad**?
Waitress: There's a lot of olive **oil**, yes.
Cheryl: Could I get it without **the oil**?
Waitress: Mmm . . . hmm. But it won't taste very good.
Cheryl: Then I'll just have **a** mixed green **salad**.
Waitress: *(to Marie)* And you?
Cheryl: I'm sorry, I have another question. Is there **salt** on **the lamb**?
Waitress: It's cooked with **salt** and **pepper**, yes.
Cheryl: I don't want a lot of **salt**. I think I'll have **the fish** instead. What's in **the sauce**?
Waitress: **Lemon, butter, milk** . . .
Cheryl: Oh, that's too much dairy. Maybe I'll have **a** large **salad** for my entrée and no appetizer. What's in **the salad**?
Waitress: **Lettuce, carrots, peppers, onions, egg** . . .
Cheryl: No **egg**, please.
Waitress: Salad. No **egg**. Anything to drink?
Cheryl: Just **water**, please.
Waitress: *(to Marie)* And for you?
Marie: I'll have **the special**.
Bob: **The special**.
Paul: **The special**.
Waitress: Great.
Cheryl: Could I ask you another question?
Bob, Marie, Paul: No!

ANSWER KEY

A. 1. b 2. a 3. a 4. b
B. 1. pepper, salt 2. olive oil 3. lemon, butter 4. carrots, egg
C. 1. b 2. c 3. a 4. c 5. b

SCENE 2

PREVIEW

- Write the word *dessert* on the board. Invite students to name their favorite desserts. Write them on the board. Ask students these questions: *Do you like desserts? Do you eat a lot of desserts? Do you want to know how many calories there are in desserts or in other foods you eat?*

REVIEW

- Ask comprehension questions. Play the video episode again if necessary.
  Who doesn't have any dessert? (Cheryl)
  Why doesn't she have any dessert? (because desserts have a lot of calories)
  Does Marie want to know how many calories there are in her dessert? (no)
  What does Paul say he'll eat for snacks and for breakfast, lunch, and dinner? (He's going to eat vegetables for snacks; potato chips and cookies for breakfast, lunch, and dinner.)
  Is Paul really going to do these things? (no)
  Who's trying to get the check? (Bob)
  Does the waitress see him? (no)

EXTENSION

Oral work

- Discussion. Write these headings on the board: *Lunch, Dinner, Snacks.* Have students name foods they eat for each category. Write them in the appropriate columns. Ask individual students *Which of these foods do you eat a lot of? Which ones are high in calories? Which ones are high in fat? Should we eat only healthy foods? Should snacks always be healthy?*
- Group work. Divide the class into groups of three or four. Have each group talk about the snacks

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offered in the school cafeteria and discuss if these foods are healthy or not. Then have each group suggest snack foods they would like to have in the school cafeteria. Invite the groups to share their suggestions with the class.

Written work

- Pair work. Pair students and have each pair write *yes / no* and information questions about the video episode. Then have pairs exchange questions with another pair and answer each other's questions.
- Pair work. Pair students again or have the same pairs work together and tell them to write a summary of the video episode. Remind them to use affirmative and negative statements.

VIDEO SCRIPT

After dinner, Cheryl, Paul, and Marie discuss healthy diets while Bob tries to get the check.

Paul: This is delicious!
Marie: Amazing!
Bob: Cheryl, don't you want to try it?
Cheryl: No, thanks. Too many calories. And we need to go.
Bob: I'll ask for **the check**.
Marie: I love dessert!
Cheryl: Do you know how many calories are in that **cake**?
Marie: No. And don't tell me.
Cheryl: Or how much fat was in your **steak** and your fried **shrimp**? Or how much **salt** was on your french **fries**?
Paul: Do you want us to just eat raw **vegetables**?
Cheryl: **Vegetables** are good. Or how about smaller portions? And no dessert?
Marie: No dessert?!
Cheryl: You need to take care of your body! Eat healthy food—have **vegetables** for snacks instead of **potato chips** and **cookies**.
Paul: You're right. Tomorrow, I'm eating lots of **vegetables**.
Cheryl: Really?
Paul: For snacks. And I'm having **potato chips**, **cookies** for breakfast, lunch, and dinner.
Cheryl: You're terrible. *(to Bob)* What are you doing?
Bob: I'm trying to get **the check**! Finally. *(to Marie)* Do you want that?

ANSWER KEY

A. 1. False 2. False 3. True 4. True 5. False
B. *Cheryl talks about these health tips:*
Don't eat dessert.
Don't eat potato chips.
Don't eat foods with a lot of calories.
Eat small portions.
Eat vegetables for snacks.
C. 1. dessert 2. cake 3. french fries 4. vegetables 5. cookies

Interview: *Do you eat healthy foods?*

PREVIEW

- Create two columns on the board with these headings: *Healthy foods* and *Unhealthy foods*. Have students name foods for each column. Then ask individual students *Which foods do you eat more often?*

REVIEW

- Ask comprehension questions. Play the video segment again if necessary. Remind students to pay attention to the foods the people talk about.
  What examples of healthy foods does Jessica name? (salad, vegetables, fruits)
  What examples of unhealthy foods does Maiko name? (fast foods, potato chips, soda)
  According to Matt, what's a good breakfast? (an egg, no butter, a little salt and pepper, wheat toast)
  Does Jessica say you should never eat sweets? (no)

EXTENSION

Oral work

- Group work: interviews. Divide the class into groups of three or four. Designate an interviewer for each group. Write this question on the board: *What would you recommend for a good breakfast?* Have the interviewers interview each group member using the question on the board. Tell the interviewers to share the answers with the class.
- Do a class survey. Write these headings on the board: *Healthy eaters* and *Not-so-healthy eaters*. Ask students to raise their hands after each of these questions: *Who are healthy eaters in this class? Who are not?* Write the number of raised hands for each column. Ask those who say they are healthy eaters these questions: *What foods do you usually eat? What foods do you avoid?* Ask those who say they are unhealthy eaters these questions: *Why do you say you're a not-so-healthy eater? What foods do you usually eat?*

Written work

- On the board, write *an ideal diet*. Then have students list foods they think are part of an ideal diet. Circulate and help students with spelling. Then pair students and have them share their lists with each other.
- Have each student write a personal questionnaire about food. Tell students they can use ideas for

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questions from the video segment. Then pair students and have them answer each other's questionnaire.

LANGUAGE NOTE: An *ideal diet* is "the best" kind of diet.

OOPS! Cortyan says *potato, vegetables,* and *chicken* when asked what is an ideal diet. The correct form to use is *potatoes,* the plural form.

Cortyan also says *carrot, pepper,* and *bean* (singular form) when she names the vegetables she likes to cook. She means to say *carrots, peppers,* and *beans* (plural form).

Jessica says, "You can eat sweet foods if you don't eat too much." She means *too many* because *foods* is a plural noun in this case.

VIDEO SCRIPT

Interviewer: In your opinion, what is healthy food?
Jessica: I think like a lot of green things like salad and vegetables and fruits are very healthy.
Interviewer: What foods would you consider unhealthy?
Maiko: Um . . . Those fast foods, potato chips, um . . . sodas.
Interviewer: So do you try to eat healthy foods?
Lorayn: I try to eat healthy foods, yes. I don't always succeed, but I try and eat healthy foods.
Interviewer: What's an ideal diet in your opinion?
Cortyan: Well, I would say like, potato, vegetables, chicken.
Interviewer: So, for example, what might you recommend for a good breakfast?
Matt: A good breakfast would probably be . . . an egg, no butter, a little salt and pepper, and maybe a piece of white toast . . . wheat toast, excuse me.
Interviewer: So, for example, for dinner tonight, what are you thinking about for dinner tonight?
Cortyan: OK, I may do a chicken, broccoli, maybe stir-fry, which consists of a lot of vegetables like broccoli, carrot, pepper, bean, string beans—those are the things that I love to cook.
Interviewer: How about spicy foods? Are spicy foods OK to eat?
Matt: Yes. I'm not a big fan of spicy foods, but I think they're OK to eat.
Interviewer: How about sweet foods?
Jessica: Sweet foods? You can eat sweet foods if you don't eat too much.

ANSWER KEY

A. 1. fruit, vegetables 2. soda, chips 3. potatoes, chicken 4. an egg, wheat toast
B. 1. False 2. True 3. True 4. False 5. True
C. 1. salad 2. vegetables 3. fruits 4. potato chips 5. sodas

Top Notch Pop and Karaoke: *The World Café*

UNIT 5

Sitcom: *Where are the tickets?*

Social language

- Express frustration
- Make suggestions

Grammar

- The present continuous for actions in progress and in the future

SCENE 1

PREVIEW

- Write the word *technology* on the board. Tell students to name different electronic products. Write them on the board. Then ask these questions:
  Which of these products do you use a lot?
  Which of them works well?
  Which of these products often drives you crazy?

REVIEW

- Ask comprehension questions. Play the video episode again if necessary.
  What's Marie doing? (She's printing the tickets.)
  Is Marie happy with the printer? (no)
  What's wrong with the printer? (It's very slow.)
  When does Mr. Evans need the tickets? (now)
  When is the client coming—today or tomorrow? (today)
  What brand does Mr. Evans like? (CompRight)
  What brand is the printer at the office? (Print-OK)

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EXTENSION

Oral work

- Group work: role play. Divide the class into groups of three. Have each member in the group choose one character to play. Tell students in each group to role-play the episode.
- Group work: role play. Write this question on the board: *What will happen next?* Divide the class into groups of three (or keep students in the same groups). Tell students they're going to make their own ending to the episode. Play the part of the episode where Cheryl says, "We need the tickets now. Do something!" Point to the question on the board and tell the students to continue the conversation and give their own ending to the episode.

Written work

- Pair work. Pair students. Have each pair write *yes / no* and information questions about the episode. Then have each pair exchange questions with another pair and answer each other's questions.
- Group work. Divide the class into groups of five or six. Give each group a sheet of paper. Tell them that they will write a summary of the episode on this sheet of paper, with each group member contributing a sentence to create the summary. Write this first sentence on the board: *Marie is printing tickets for a client.* Tell the groups to start their summary with this sentence. Choose the first student to write the next sentence and have him or her pass the piece of paper on to the next student until everyone in the group has written a sentence.

CULTURE NOTE: When Marie hits the printer, Bob says, "Easy there, Jackie Chan." Jackie Chan, an international action star from Hong Kong, is famous for martial arts.

VIDEO SCRIPT

In the office, Bob, Marie, and Cheryl wait impatiently for a slow printer to print out tickets.

Bob: Where are the tickets?
Marie: They**'re printing**. OK?
Bob: Mr. Evans needs them right now! The client **is coming** in five minutes!
Marie: This printer **is driving** me crazy. It's so slow.
Bob: Try blowing on it.
Marie: What? Really?
Bob: Try it. Now tap the sides. Just try it. Now rub this side gently.
Marie: Does this really work?
Cheryl: Where are the tickets?
Bob: They**'re printing**. OK?
Cheryl: Mr. Evans needs them now! The client **is coming** in four minutes!
Bob: Easy there, Jackie Chan.
Marie: We need a new printer. **Aren't** we **getting** a new printer?
Cheryl: You**'re buying** the new printer, aren't you?
Bob: This *is* the new printer.
Cheryl: This piece of junk is new?
Bob: Well . . . It's new . . . to us.
Cheryl: This is an old printer?
Bob: Just a little old.
Marie: What kind is it? Is it a CompRight? Mr. Evans says always buy a CompRight.
Bob: It's a Print-OK.
Marie: A Print-OK?! What's a Print-OK?! *(to Cheryl)* Do you know that brand?
Bob: It's a good brand and very . . . inexpensive.
Cheryl: We need the tickets now. Do something!

ANSWER KEY

A. 1. Marie 2. Mr. Evans 3. Bob 4. Cheryl
B. 1. False 2. False 3. True 4. False 5. False
C. 1. are printing 2. is not coming 3. is driving 4. is not buying

SCENE 2

PREVIEW

- Ask the class this question: *What are some problems people can have with machines?* (For example, *a computer won't work; DVD player has no sound; cell phones won't work in some areas or inside buildings.*) Then ask *Are you good with machines?*

REVIEW

- Ask comprehension questions. Play the video episode again if necessary.
  Who asks for the tickets at the beginning of this episode? (Paul)
  Does Cheryl ask Paul for help with the printer? (no)
  What happens when Paul touches the printer? (It stops printing.)
  How many tickets does Cheryl give Mr. Evans? (nine)
  How many tickets does Mr. Evans need? (ten)
  What does Mr. Evans ask Cheryl to do? (print the last ticket on Mr. Lee's printer)

EXTENSION

Oral work

- Group work: role play. Divide the class into groups of four. Tell students in each group to choose which characters to play: Bob, Paul, Cheryl, or Mr. Evans. Tell them to create a conversation around this situation: *It's five o'clock in the afternoon, and Paul is still sitting where they left him at the end of the episode.*

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- Group work: role play. Create new groups of three. Have the groups make up another work situation where Cheryl and Bob don't want Paul to help solve a problem with a machine. First, tell students to choose a machine. Then have them create a conversation about it. This time, Paul fixes the machine.

Written work

- Have students write four sentences about the video episode using the present continuous—two sentences should focus on actions in progress now, and two sentences should focus on future actions. For example, *They are printing tickets. The client is coming soon.*
- Pair work. Have students work in pairs to write six information questions about the characters in the video episode. Then have each pair exchange questions with another pair and write answers to each other's questions.

VIDEO SCRIPT

Paul enters the office and tries to help with the printer.

Paul: Where are the tickets?
Cheryl: They**'re printing**. OK?
Paul: The client **is coming** up in one minute.
Cheryl: The printer's a little slow today.
Paul: Can I help?
Cheryl: Stop!
Paul: What?
Cheryl: Don't come near this printer.
Paul: What's the problem?
Bob: You know machines don't work when you're around.
Paul: That's not true.
Cheryl: **Is** your laptop **working**?
Paul: No, it won't turn on.
Cheryl: **Is** your cell phone **working**?
Paul: No, it's a lemon.
Cheryl: **Is** your PDA **working**?
Paul: No, but . . .
Cheryl: Stay away!
Paul: Come on!
Cheryl: Paul. We need these tickets right away. We**'re printing** the last ticket. Please. Do not come near this printer.
Paul: The printer won't stop working just because . . .
Cheryl, Bob: Argh!
Paul: What?!
Mr. Evans: The client is here! Where are the tickets?
Cheryl: Right here, sir.
Mr. Evans: Thank you. There are only nine. Where's the last one?
Bob: Right here, sir.
Mr. Evans: Thank you. What?
Cheryl: The printer **isn't working**.
Paul: What?!
Mr. Evans: Go across the hall to Mr. Lee's office. Ask to print one ticket on his printer. *(to Paul)* Not you. You**'re sitting** here until all the tickets are printed.

ANSWER KEY

A. 1. b 2. b 3. a
B. 1. False 2. False 3. True 4. True 5. True
C. 1. printer 2. machines 3. laptop 4. cell phone

Top Notch Pop and Karaoke: *It's Not Working Again*

UNIT 6

Sitcom: *I'm getting in shape.*

Social language

- Describe routines
- Suggest an activity
- Provide an excuse

Grammar

- *Can / have to*
- The simple present tense and the present continuous
- Frequency adverbs
- Time expressions

SCENE 1

PREVIEW

- Write different physical activities on strips of paper—for example, *swimming, dancing, biking, basketball, lifting weights, running*. Fold the pieces of paper. Tell students that they are going to act out some physical activities. Call on volunteer students and have each one pick a piece of paper and act out the activity written on it. Have the class guess what each person is doing.

REVIEW

- Ask comprehension questions. Play the video episode again if necessary.
  Where is Bob? (at the office or at work)
  What is he doing? (He's exercising.)

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Who tells Bob to go exercise somewhere else? (Paul)
Where does Marie tell Bob to go? (to a gym, the park, outside, his home)
Who tells Bob to exercise later and work now? (Mr. Evans)
Does Bob start to do his work? (no)

EXTENSION

Oral work

- Discussion. Ask the class *Why do you think Bob is exercising in the office?* Write students' answers on the board. Ask follow-up questions to the students' answers. For example, if one of the answers is "because he doesn't want to work right now," ask *What do some people do in the office or in class when they're bored?* (Discuss or elicit the meaning of *bored.*) *What do you do when you're not in the mood to work or to study?*
- Pair work. Pair students and have them ask and answer questions about the video episode.

Written work

- Play the last section of the video episode where Bob is sitting at his own desk. Have students write sentences describing what Bob is doing. For example, *Bob is sitting at his desk.*
- Pair work. Have students watch the beginning of the episode where Bob and Paul are talking, but with the sound off. Have students work in pairs to write a dialogue between Bob and Paul. Invite volunteers to read their dialogues to the class.

VIDEO SCRIPT

Bob exercises in the office.

Paul: What **are** you **doing**?
Bob: **I'm exercising**.
Paul: **Don't** you **have** some work to do?
Bob: I **am working**. **I'm working** and **exercising**.
Paul: What work **are** you **doing**?
Bob: **I'm thinking**.
Paul: About what?
Bob: About ideas for Mrs. Beatty's vacation.
Paul: And what **are** you **thinking**?
Bob: Beach vacation.
Paul: I **have to finish** this. **Can** you **go** exercise somewhere else?
Bob: No problem.
Marie: What **are** you **doing**?
Bob: **I'm getting** in shape.
Marie: Why **are** you **doing** that here? Why **don't** you **go** to a gym? Or the park? Or outside? Or home?
Bob: I **don't have** time to go to the gym.
Marie: I **can't work** when you **do** that. **Can** you **go** over there?
Bob: No problem.
Mr. Evans: Bob?
Bob: Huh?
Mr. Evans: What **are** you **doing**?
Bob: **I'm . . . working**.
Mr. Evans: Then why **are** you **running**?
Bob: To get in shape. Running **burns** a lot of calories.
Mr. Evans: Exercise later. Work now, please.
Bob: Yes, sir.

ANSWER KEY

A. 1. b 2. c 3. c 4. b
B. 1. doing 2. exercising 3. working 4. working 5. exercising 6. doing 7. thinking
C.

Mr. Evans:	Exercise later. Work now, please.	5
Bob:	I'm . . . working.	2
Mr. Evans:	Then why are you running?	3
Bob:	Yes, sir.	6
Mr. Evans:	What are you doing?	1
Bob:	To get in shape. Running burns a lot of calories.	4

SCENE 2

PREVIEW

- Ask individual students *Do you lift weights?* Then ask *What do you do to stay in shape?* Write their answers on the board. Elicit more examples of activities that people do to get in shape.

REVIEW

- Ask comprehension questions. Play the video episode again if necessary.
  What does Bob do to stay in shape? (He lifts weights and he goes running.)
  What does Marie do to stay in shape? (She goes running, does aerobics, plays tennis or golf, and goes bike riding.)
  Marie invites Bob to do something after work. What does she invite him to do? (go running)
  Does Bob say yes? What excuse does he give? (No. He says he is meeting a friend for dinner.)

EXTENSION

Oral work

- Discussion. On the board, write *You have to lift weights to really stay in shape.* Then ask *Do you agree with Bob? What else can you do to stay in shape?* Write students' answers on the board—for example, *exercise two or three times a week, play sports, eat healthy foods.* Then ask individual students *Do you do any of these to stay in shape? Which ones do you do? Which ones don't you do?*

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- Game. On the board, write *Where does Marie run?* Discuss Marie's running route with the class. Then divide the class into groups of four or five. Have the groups play a game where each member tries to do one better than the previous student. Decide on the member to start and explain the mechanics for the game: *First student says, "I run to (name of place) and back." The second student adds another lap. "I run to (name of place), and then to (another place), and then back."* Each student adds a line to the previous statement to make each utterance longer and longer, each trying to outdo the previous one.

Written work

- Pair work. Pair students and have them write sentences describing what Marie does to stay in shape.
- Pair work. Pair students and have them write a dialogue about this situation: *Bob is eating a cake, but he's doing it as though he is lifting weights as in the video episode. Just as he is bringing a piece of cake to his mouth, Mr. Evans comes in and sees him.* Tell them to start the dialogue with Mr. Evans asking *What are you doing?*

VIDEO SCRIPT

Bob and Marie discuss their exercise routines.

Mr. Evans: **I'm meeting** a client at the café for lunch, Marie.
Marie: OK.
Bob: So, what **do** you **do** to stay in shape?
Marie: I **generally go** running **in the morning**. I **do** aerobics **two nights a week**. I **always play** tennis or golf **on the weekends**. And I **usually go** bike riding **every Sunday**, if the weather is good.
Bob: You **don't lift** weights?
Marie: No.
Bob: You **have to lift** weights to really stay in shape.
Marie: I **don't like** to go to a gym.
Bob: You **don't have to go** to a gym to lift weights. You **can lift** weights anywhere. Like this. Or this. Or even this. Maybe not that.
Marie: Thanks for the suggestions.
Bob: Hey, why **don't** we **go** running together **sometime**?
Marie: OK. Where **do** you **run**?
Bob: To the park . . . and back.
Marie: Oh.
Bob: Where **do** you **run**?
Marie: To the park, and then to the market, then to Symphony Hall, then to Harper Street, then to the library, then to the theater. And then back.
Bob: Oh.
Marie: So **do** you **want** to go running after work **today**?
Bob: Gotta meet a friend for dinner.
Marie: **Some other time**, then.
Bob: Yeah, sure.
Marie: Hey, **can** you **answer** the phones for a while? I **have to go** to the post office, and you're the only one here.
Bob: No problem.

ANSWER KEY

A. 1. a 2. a 3. b 4. a 5. a
B. 1. in the morning 2. two nights a week 3. on the weekends 4. every Sunday
C. 1. have to 2. don't have to 3. can

Interview: *Do you like to exercise?*

PREVIEW

- Ask students these questions: *Who is an exercise fan? Who hates to exercise? Do you know someone who's a couch potato?* Write *Tai Chi* on the board. Elicit or explain what *Tai Chi* is. *(Tai Chi is a Chinese form of physical exercise.)*

REVIEW

- Ask comprehension questions. Play the video segment again if necessary. Remind students to take note of what each person does for exercise and how often he or she exercises.
  What do the people in the interview say they do for exercise? (run or walk in the park, go to the pool and walk in the water, do Tai Chi)
  Who's not a fan of exercise? (Martin)
  Who hates to exercise? (Rita)
  How often does Martin do Tai Chi? (once a week)

EXTENSION

Oral work

- Pair work. Write the names *Rob, Herb,* and *Blanche* on the board. Pair students and have students in each pair take turns asking each other questions with *Where* and *How often*. For example, *Where does Rob run? How often does he go running?*
- Group work. Divide the class into groups of four or five. Have each group choose an interviewer. Tell the interviewer in each group to ask the group members whether they exercise, the activities they do, and how often they do them. Write these questions on the board and tell the interviewers to use these questions as well as to add their own:
  Do you exercise?
  What do you do to exercise?
  Where do you exercise?
  How often do you exercise?

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Written work

- Pair work. Pair students. Have each pair write questions about the people in the video segment. Then have pairs exchange questions with another pair and write answers for each other's questions.
- Write the sentence *I am like* _____ on the board. Tell students to choose one of the interviewees they are most like and write sentences explaining their exercise habits.

LANGUAGE NOTES: *Quite a number of* means *a lot of.*

When Herb says *eighties,* he means *people who are eighty years old.*

VIDEO SCRIPT

Interviewer: Are you an exercise fan?
Rob: Yes. I love to run. I run in the morning before I work, and I run on Saturdays and Sundays along the river and through the park.
Interviewer: Are you a fan of exercise?
Martin: Not really.
Interviewer: So Rita, would you consider yourself a couch potato?
Rita: No, I'm not a couch potato. Absolutely not. I just . . . I hate to exercise.
Interviewer: So do you actually have a routine that you follow?
Herb: Every day, yes. We go out . . . I go to the park and meet people who are in my age group. They are eighty, sixty, seventy. We have quite a number of eighties and one ninety-year-old. And we either walk or we run for about three and a half miles.
Blanche: And I go to the park when I'm not . . . no, three days a week I go to the pool and walk in the water, and the rest of the time I go to the park and walk.
Interviewer: How often do you do Tai Chi?
Martin: About once a week.
Interviewer: So do you feel exercise is important?
Martin: Yes, I think it's important.
Interviewer: But not enough to do it more often than once a week?
Martin: Well, to be honest, I'm very lazy. That's why. I wish I could do more exercise. Maybe I should, starting from today.

ANSWER KEY

A. 1. run 2. 'm not 3. walk 4. run 5. go 6. walk
B. 1. Rob 2. Rita 3. Herb 4. Blanche 5. Martin
C. 1. b 2. a 3. b 4. a

Top Notch Pop and Karaoke: *A Typical Day*

UNIT 7

Sitcom: *How was your vacation?*

Social language

- Describe a vacation
- Report travel problems

Grammar

- The past tense of *be*
- The simple past tense

SCENE 1

PREVIEW

- Ask students these questions: *When was your last vacation? Did you go anywhere? Where did you go? Was it a good vacation or a bad vacation? Why was it good / bad?*

REVIEW

- Ask comprehension questions. Play the video episode again if necessary. Remind students to take note of Mr. Rashid's answers to Marie's questions.
  Did Mr. Rashid say he had a wonderful vacation? (yes)
  Did he have a good flight? (no)
  Did he have nice weather? (no)
  What was the weather like? (rainy)
  Did he like the hotel? (no)
  Was the food good? (no)
  Why not? (It was too salty.)
  What happened when he went shopping? (Someone stole his wallet.)
  Was his flight home OK? (No. It was canceled.)
  So why did Mr. Rashid say his vacation was good? (because he met a woman)

EXTENSION

Oral work

- Discussion. As a class, review the problems Mr. Rashid had during his vacation. Write them on the board. (*His flight was bumpy. The weather was terrible. His room was next to a noisy café. The food was salty, and the waiters were unfriendly. Someone stole his wallet. They canceled his flight.*) Ask students *Did you have any of these problems during your vacation? Explain what happened.*

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- Pair work: role play. Pair students. Tell them they are going to role-play Marie and Mr. Rashid. Play the video episode again. Tell students to notice Mr. Rashid's face and voice. Ask *Does he look sad or happy? (He looks happy.)* Have students role-play the scene between Mr. Rashid and Marie. Remind students playing Mr. Rashid's role to make sure they have a happy face and voice, just like Mr. Rashid on the video.

Written work

- Have students write a paragraph summarizing Mr. Rashid's vacation. Write this beginning sentence on the board and tell students they may begin their paragraph this way: *Mr. Rashid had a lot of problems on his vacation. First, his flight . . .*
- Pair work. Divide the class into two groups. Then pair students in each group. Tell one group to write a dialogue about this situation: *Marie talks to another client who had a lot of problems on his or her vacation.* Tell the second group to write a dialogue about this situation: *Marie talks to a client who had a wonderful vacation.* Invite volunteers from each group to role-play their dialogues in front of the class.

VIDEO SCRIPT

In the office, Mr. Rashid describes a recent vacation to Marie.

Marie: Hello, Mr. Rashid! How **was** your vacation?
Mr. Rashid: It **was** wonderful!
Marie: I'm so happy to hear that. **Was** your flight OK?
Mr. Rashid: No, pretty bad, actually. It **was** so bumpy. It **was** very scary.
Marie: That's too bad. **Did** you **have** nice weather after you **arrived**?
Mr. Rashid: No, the weather **was** terrible. Very rainy. I actually never **saw** the sun.
Marie: That's awful! So what **did** you **do**?
Mr. Rashid: I **stayed** inside the hotel.
Marie: **Was** the hotel room nice?
Mr. Rashid: The room **was** fine, but it **was** right next to the café, and the music **was** very loud. I **didn't sleep** much.
Marie: I'll bet the food **was** great.
Mr. Rashid: No. It **was** too salty for me, and the waiters **were** very unfriendly.
Marie: **Did** you **go** shopping at all?
Mr. Rashid: A little bit—until someone **stole** my wallet. After that I **stayed** in the hotel and **read** a book.
Marie: **Was** the flight home OK?
Mr. Rashid: Actually, they **canceled** my flight. I **had to** stay for two more days.
Marie: That's terrible! But Mr. Rashid, you **said** that your vacation **was** wonderful.
Mr. Rashid: Ah! Yes, I **did**. And it ***was*** wonderful. I **met** a very nice person—a woman actually. Her name is Basma. She's from Lebanon, just like me, but she lives here. I'm seeing her tonight. So, yes, it **was** a wonderful vacation.
Marie: That's great, Mr. Rashid.

ANSWER KEY

A. 1. b 2. a 3. a 4. b
B. 1. wonderful 2. bumpy 3. rainy 4. salty 5. unfriendly 6. nice
C. 1. Did (you) have 2. was 3. saw 4. did (you) do 5. stayed 6. Was 7. was 8. was 9. was 10. didn't sleep

SCENE 2

PREVIEW

- Ask students these questions: *What's your favorite vacation? Describe it. Did you go on a vacation where everything went wrong? What were the problems? Describe them.*

REVIEW

- Ask comprehension questions. Play the video episode again if necessary. Tell students to take note of the problems Marie, Cheryl, and Bob had during their vacation.
  What happened during Cheryl's vacation last year? (Someone stole her car.)
  Did Marie get sick on a cruise? (yes)
  Who went to Disney World? (Bob)
  What happened during Bob's vacation in Disney World? (Someone stole his map.)
  What was Marie's favorite vacation? (her vacation in the Caribbean)
  What was Cheryl's favorite vacation? (her trip to China)
  Where did Bob go on his favorite vacation? (He went to the beach.)
  What did Bob do there? (He ate shrimp.)
  Does Bob like to travel? (no)

EXTENSION

Oral work

- Discussion. Ask the class these questions: *Who do you think had the most exciting vacation—Marie, Cheryl, or Bob? Do you think Bob had a great vacation? Explain your answer.*

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- Group work. Divide the class into groups of three. Tell students in each group to describe their best and worst vacations.

Written work

- Group work. Divide the class into groups of three. Tell students in each group to choose either Cheryl, Marie, or Bob to write about. Tell them to imagine themselves as that person and have them write a paragraph about this person's vacation. Tell them to use the information in the video episode and add more of their own. Then have the groups exchange paragraphs with another group, making sure each one gets the same person they wrote about.
- Have students write a short paragraph describing their worst or their favorite vacation.

VIDEO SCRIPT

Marie, Cheryl, and Bob describe their worst and favorite vacations.

Mr. Evans: Mr. Rashid! Welcome back. Come, tell me about your vacation.
Marie: What a terrible vacation Mr. Rashid **had**.
Cheryl: Oh. You know, on my vacation last year someone **stole** my car. That **was** a horrible vacation.
Marie: I **went** on a cruise and there **was** an outbreak of illness. I **was** in my room for a week. That **was** a really bad vacation.
Bob: I **went** to Disney World and someone **stole** my map.
Marie: That's your worst vacation?
Bob: It **took** ten minutes to get another map.
Cheryl: All right, what **was** your favorite vacation?
Marie: I **spent** two weeks in the Caribbean last year, diving, snorkeling, and swimming with dolphins. It **was** amazing.
Cheryl: I **went** to China a few years ago. It **was** incredible. The people there **were** so friendly, and everyone **wanted** to practice their English with me.
Bob: I **went** to the beach and **ate** shrimp.
Marie: That's your best vacation?
Bob: I really like shrimp.
Marie: Bob, you need to go on more exciting vacations.
Bob: I don't like exciting vacations. In fact, I don't like to travel very much.
Marie: Then why do you work in a travel agency?
Bob: It's across the street from my apartment, so I don't have to travel far to go to work.

ANSWER KEY

A. 1. *a cruise:* Marie, worst vacation 2. *the beach:* Bob, favorite vacation 3. *China:* Cheryl, favorite vacation 4. *Disney World:* Bob, worst vacation 5. *the Caribbean:* Marie, favorite vacation
B. 1. c 2. b 3. b 4. a
C. 1. went 2. stole 3. took 4. spent 5. wanted

Top Notch Pop and Karaoke: *My Dream Vacation*

UNIT 8

Sitcom: *Which dress do you like better?*

Social language

- Offer an alternative
- Express likes and dislikes

Grammar

- Comparative adjectives
- Object pronouns

SCENE 1

PREVIEW

- Write these events on the board: *Boss's birthday party* and *Friend's birthday party.* Ask the class this question: *What clothing do you think is appropriate for each event?* Write students' answers in the appropriate columns.

REVIEW

- Ask comprehension questions. Play the video episode again if necessary. Remind students to take note of the clothes Bob likes more.
  What are Marie and Cheryl doing? (They're looking at clothes.)
  What's Bob doing? (He's reading and eating.)
  Who has a party tomorrow? (Mr. Evans)
  Does Bob know there's a party tomorrow? (no)
  Does he want to choose the clothes for Marie and Cheryl? (no)

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Why does he choose anyway? (because Cheryl tells him to)
Whose clothes does Bob like more—Cheryl's or Marie's? (Marie's)
Is Cheryl happy with Bob's choices? (no)
Why not? (because Bob chose Marie's clothes, not hers)

EXTENSION

Oral work

- Discussion. Ask these questions: *Does Bob want to give his opinions about Marie's and Cheryl's clothes? (no) Why not? (He will have problems if he does.) Do you sometimes say you like something even when you don't? Give an example from your experience.*
- Write these headings on the board: *Marie's clothes* and *Cheryl's clothes.* Tell the class to name each piece of clothing that Cheryl and Marie show to Bob and write them in the appropriate column. Remind the class to also say the color of the items—for example, *red skirt, black shoes, blue dress.* Play that part of the episode again where Marie and Cheryl show Bob each of their clothes. Then have students share their opinions about Marie's and Cheryl's clothes. Are the students' opinions the same as Bob's?

Written work

- Pair work. Pair students and have each pair write true and false statements about the video episode. Tell pairs to exchange sentences with another pair and write *True* or *False* after each statement. Tell them to correct the wrong information in the false statements to make them true. Have the students who wrote the statements correct the answers.
- Pair work. Pair students again or have them work with the same partner. Write this question on the board: *What do you think Marie and Cheryl are wearing to the party?* Have each pair write sentences describing which clothes and shoes they think Marie and Cheryl are wearing to the party. Then tell them to compare their choices with another pair. Tell them to give reasons for their choices.

VIDEO SCRIPT

In Cheryl's apartment, Cheryl and Marie ask Bob to comment on their new clothes.

Marie: That is so cute.
Cheryl: Thank **you**. I love that color. Bob, what do you think of our new clothes—for the party tomorrow?
Bob: There's a party tomorrow?
Cheryl: It's Mr. Evans's birthday. Remember?
Bob: Oh, right. Am I going?
Cheryl: Yes, you are.
Bob: OK.
Cheryl: So tell **us** what you think of our new clothes.
Bob: All those clothes are for one party?
Cheryl: No. We have to decide what to wear. What do you think of these blouses?
Bob: They're very flattering.
Marie: Which one do you like **more**?
Bob: What do you mean?
Cheryl: Which one do you prefer?
Bob: I like **them** both the same.
Marie: No, you don't. You're just saying that. You need to have an opinion. You have to choose.
Bob: No, no, no. I'm not doing that.
Cheryl: Bob, please. Help **us** decide what to wear.
Bob: OK.
Marie: Which skirt do you like?
Bob: The red one.
Cheryl: Great. That's not so hard, is it? Which shoes look **better**?
Bob: Those.
Marie: Which sweater do you prefer?
Bob: I like the purple one.
Cheryl: Bob, you like Marie's clothes **more** than mine.
Bob: No, I don't. That's not true!
Cheryl: Then which dress do you prefer?
Bob: That one!
Cheryl: This is Marie's dress, too! What's wrong with my clothes?
Bob: Nothing! Nothing! I like your clothes. I like Marie's clothes. I like everything. I like all dresses and all sweaters and all skirts and all shoes!
Cheryl: Who asked **you** anyway?
Bob: You did.

ANSWER KEY

A. 1. b 2. c 3. a 4. c 5. a
B. 1. b 2. b 3. b
C. 1. The red skirt is nicer than the black skirt.
2. The brown shoes are more flattering than the black shoes.
3. The purple sweater is nicer than the red sweater.
4. The black dress is prettier than the blue dress.

SCENE 2

PREVIEW

- Call on individual students to describe the clothes they are wearing. Remind them to include the colors. For example, *I'm wearing a white shirt, black*

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pants, and black shoes. Then ask these questions: *Do you usually wear these kinds of clothes? What do you prefer to wear every day? Would you wear a T-shirt and jeans to a birthday party?*

REVIEW

- Ask comprehension questions. Play the video episode again if necessary.
  What does Bob want to wear to the party? (a T-shirt and jeans)
  What does Cheryl want Bob to wear? (something nicer)
  Does Bob like the first pair of pants Cheryl shows him? (no)
  Does Bob like any of the clothes Cheryl shows him? (no)
  In the end, what is Bob wearing to the party? (a T-shirt and jeans)

EXTENSION

Oral work

- Pair work: role play. Have students work in pairs to role-play this situation: *Cheryl shows Bob some clothes. After looking at all the clothes Cheryl has for him, Bob actually likes and chooses a pair of pants and one of the shirts.*
- Discussion. Write these words on the board: *Party, School,* and *Office.* Discuss with the class what kinds of clothes are appropriate for each occasion.

Written work

- Have students write sentences comparing the different shirts and pants that Cheryl shows Bob. Tell students to refer to them by color. For example, *The yellow pants are looser than the gray pants.*
- Tell each student to choose a person—a classmate, a friend, or a family member. Have each student write sentences comparing the clothes he or she and the chosen person have and like. Write these beginning sentences on the board: _____ *(name of person) and I are very different. He or she is not into clothes. I have more clothes than he or she has. I like.... My clothes....* Remind students to use comparative adjectives whenever they can.

CULTURE NOTE: Cheryl says she's taking the clothes back to the store because Bob doesn't like any of them. In some countries, such as the United States and Canada, you can return items to the stores where you bought them. Make sure you bring the receipt and that the item still has the price tag on it. It is common to buy clothes or shoes, try them on at home, and then bring them back to the store if you don't want them.

VIDEO SCRIPT

Cheryl shows Bob the new clothes she got for him.

Cheryl: So what are you going to wear to the party tomorrow night?
Bob: A T-shirt and jeans.
Cheryl: A T-shirt and jeans? No way. You have to wear something **nicer**.
Bob: I don't have anything **nicer**.
Cheryl: You do now.
Bob: All that's for **me**?
Cheryl: What do you think of these?
Bob: Do you have anything **looser**?
Cheryl: Yep.
Bob: Too wild for **me**. Anything else?
Cheryl: Here you go.
Bob: I don't know. Those look pretty warm. Something **cooler** would be good.
Cheryl: Why don't we look at shirts?
Bob: Not bad. But it's pretty conservative, isn't it?
Cheryl: I love this one.
Bob: That doesn't look very comfortable.
Cheryl: Try this.
Bob: That looks a little cheap. Do you have anything **more expensive**?
Cheryl: That's it. I'm taking **it** all back to the store.
Bob: But what am I wearing tomorrow?
Cheryl: Just wear a T-shirt and jeans.

ANSWER KEY

A. T-shirt, pants, shirt, jeans
B. 1. d 2. c 3. b 4. a 5. e
C. 1. nicer 2. looser 3. cooler 4. more expensive

Top Notch Pop and Karaoke: *Anything Goes*

UNIT 9

Sitcom: *Is that an express donkey?*

Social language

- Suggest alternatives
- Book travel arrangements
- Discuss plans

Grammar

- *Could / should*
- *Be going to* for the future

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SCENE 1

PREVIEW

- Write the heading *Ways to travel* on the board. Have students name different modes of transportation—for example, *plane, train, ship*. Ask students *What's your favorite way to travel? What's your least favorite? Why?*

REVIEW

- Ask comprehension questions. Play the video episode again if necessary. Tell students to take note of the kinds of transportation Cheryl talks about with Mrs. Beatty.
  What kind of trip is Mrs. Beatty taking? (a safari trip)
  Where is she flying to first? (Johannesburg, South Africa)
  Does she want a window or an aisle seat? (window)
  Where is Mrs. Beatty's hotel? (on an island)
  Is she taking a boat or a plane to get to the hotel? (a boat)
  Are there cars on the island? (no)
  What will take her luggage to her hotel? (a donkey)

EXTENSION

Oral work

- Group work. Divide the class into groups of three. Play the video episode again and have students discuss Mrs. Beatty's route and the transportation options for each place. Draw this diagram on the board and have students use it as a guide during their discussion.
  by plane to Johannesburg → by _____ to _____ → by _____ to _____ → by _____ to _____ → by _____ to island hotel
- Group work. Divide the class into groups of three or keep the same groups as above. Have each group create a travel route to this city for Mrs. Beatty, following the diagram on the board.

Written work

- Have students write sentences describing the travel route Mrs. Beatty chooses. Refer students to the diagram on the board.
- Pair work. Pair students and have each pair write true and false statements about the video episode. Tell students to exchange sentences with another pair and write *True* or *False* after each statement. Tell them to correct the wrong information in the false statements to make them true. Have the students who wrote the statements correct the answers.

VIDEO SCRIPT

In the office, Cheryl arranges a safari trip for Mrs. Beatty.

Cheryl: So, Mrs. Beatty, we **should talk** about your safari trip to Botswana.
Mrs. Beatty: I'm so excited! My first time in Africa!
Cheryl: You**'re going to be** flying into Johannesburg, South Africa. Would you like a window or an aisle?
Mrs. Beatty: A window. I want to see everything!
Cheryl: In Johannesburg you **should take** a taxi or a limo to your hotel. The next day you **could fly** or you **could take** a train to Francistown in Botswana.
Mrs. Beatty: Is it an express train?
Cheryl: Yes.
Mrs. Beatty: I'll take the train. I'd like to see the country.
Cheryl: Great. Then after you see Francistown, you can take a small plane or a bus to the Okavanga Delta.
Mrs. Beatty: How small is the airplane?
Cheryl: It's pretty small.
Mrs. Beatty: I'll take the bus. Is it an express bus?
Cheryl: I think so. When you get to Gumare, you**'re going to be** taking a boat to your hotel.
Mrs. Beatty: A boat?
Cheryl: The hotel is on an island. When you get to the island, a man with a donkey can take your luggage to the hotel.
Mrs. Beatty: A donkey?
Cheryl: There are no cars on the island.
Mrs. Beatty: Is it an express donkey?
Cheryl: I think it's probably a local donkey. Of course, if you don't want the donkey, you **could take** a small plane—it goes straight to the hotel.
Mrs. Beatty: I think I **should take** the donkey. Donkeys never have mechanical problems, right?
Cheryl: Right.

ANSWER KEY

A. airplane, boat, bus, limo, taxi, donkey, train
B. 1. a window 2. take the train 3. a bus 4. a boat 5. a donkey 6. the donkey
C. 1. should talk 2. should take 3. could fly, could take 4. could take

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SCENE 2

PREVIEW

- Write the phrase *transportation problems* on the board. Ask students to name some common transportation problems: *mechanical problems, accidents, miss a train / plane / bus, late bus / train / plane.* Ask individual students *Did you experience any of these transportation problems before? Describe your experience.*

REVIEW

- Ask comprehension questions. Play the video episode again if necessary. Tell students to take note of Paul's transportation problems.
  - *Did Paul go on the safari in the Okavanga Delta before? (yes)*
  - *Did he take the train-bus-boat-donkey route? (yes)*
  - *Did his trip go well? (no)*
  - *What happened to the plane? (It had mechanical problems.)*
  - *What happened to the bus? (It had an accident.)*
  - *Did Paul like the boat ride? (No. He got seasick.)*
  - *What happened to him when he rode the donkey? (He got bumped.)*
  - *Does Paul recommend the trip? (yes)*
  - *Does Mrs. Beatty want to go to Africa after talking to Paul? (no)*
  - *Where does she want to go in the end? (to Paris)*

EXTENSION

Oral work

- Discussion. Point out Mrs. Beatty's last question to Cheryl: *How much is a ticket to Paris?* Ask students these questions:
  - *Why does Mrs. Beatty ask Cheryl about Paris?*
  - *Why does she now want to go to Paris?*
  - *Which trip do you think would be more exciting—the trip to Paris or to Botswana? Explain your answer.*
  - *Paul had a lot of transportation problems during his safari trip, but he enjoyed the trip. Why do you think he enjoyed it?*
  - *Are you more like Paul or Mrs. Beatty? How?*
- Group work: role play. Divide the class into groups of three. Tell students to role-play Paul, Cheryl, and Mrs. Beatty. Tell them to role-play this situation: *Paul talks to Mrs. Beatty and tells her that she should go ahead on the safari trip.* Before the role play, tell the group members to discuss what Mrs. Beatty should do and help her decide which trip to take.

Written work

- Have students write a paragraph about Paul's transportation problems on the safari.
- Group work. Have each group write the dialogue for the situation they role-played in the oral activity. Then have each group exchange and compare dialogues.

VIDEO SCRIPT

Paul describes his safari trip to Mrs. Beatty.

Paul: Hello, Mrs. Beatty!
Mrs. Beatty: Why, hello, Paul.
Paul: Where are you traveling to now?
Cheryl: Mrs. Beatty is going on a safari in the Okavanga Delta in Botswana.
Paul: Nice. Are you flying in or are you taking the train-bus-boat-donkey route?
Mrs. Beatty: **I'm going to be** taking the donkey.
Paul: I did that once myself.
Cheryl: You did?
Mrs. Beatty: Was it very exciting?
Paul: Oh, it was. On the way there the plane had mechanical problems.
Mrs. Beatty: That sounds scary.
Paul: We got in late and I missed the train to Francistown, so I decided to take a bus. But I got on the local bus by mistake.
Mrs. Beatty: I don't like local buses.
Paul: Then the bus had an accident. So I rented a car, but it broke down.
Mrs. Beatty: Oh, dear!
Paul: I got to Gumare two days late. Then I got seasick on the boat to the island.
Mrs. Beatty: Oh, my! Did you have any problems with the donkey?
Paul: I got bumped from the donkey.
Mrs. Beatty: You mean they overbooked the donkey?
Paul: No. I mean the donkey bumped me off the road to the hotel. But it was a very exciting trip. You'll love Africa.
Cheryl: So. Any questions, Mrs. Beatty?
Mrs. Beatty: Just one. How much is a ticket to Paris?

ANSWER KEY

A. bus, car, airplane, boat, donkey
B. 1. True 2. True 3. False 4. False 5. True 6. False 7. False 8. True
C. 1. had mechanical problems 2. missed the train 3. had an accident 4. got seasick 5. got bumped

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Interview: *Are you a frequent flyer?*

PREVIEW

- Ask individual students this question: *Do you fly frequently?* If they answer yes, ask *Do you fly for business or for pleasure?*

REVIEW

- Ask comprehension questions. Play the video segment again if necessary. Remind students to take note of the names of the people.
  Does Lisa travel frequently? (yes)
  Does San travel frequently for pleasure or for her job? (for her job)
  Does Christiane prefer an aisle seat or a window seat? (an aisle seat)
  Where does Joe prefer to sit? (window seat in the back of the plane)
  Did San miss a flight in the past? (yes)
  Where did Christiane get stuck when she traveled to the United States? (London airport)
  How long did she have to wait? (ten hours)

EXTENSION

Oral work

- Pair work. Pair students and have them take turns retelling Christiane's travel nightmare. For example, the first student starts this way: *Christiane had to fly from Austria to the United States.* The other student then says, *But she got stuck. . . .* The first student then adds what happens next, and so on, until the paragraph is complete.
- Group work. Divide students into groups of three. Have them share their own travel nightmares if they have any.

Written work

- Pair work. Pair students and have them write true and false statements about the interviewees. Tell students to exchange sentences with another pair and write *True* or *False* after each statement. Tell them to correct the wrong information in the false statements to make them true. Have the students who wrote the statements correct the answers.
- Group work. Divide students into groups of three or four. Tell each group to create a story about one of San's travel nightmares. For example, *San missed a flight when she was in a foreign country.* Tell them to imagine San's situation and write a story about it. Then have the groups exchange stories and give their comments on the story.

OOPS! Christiane says that she got stuck "in London airport." The correct phrase to use is *at the London airport.*

VIDEO SCRIPT

Interviewer: Do you fly frequently?
Lisa: Yes, I fly maybe twice a month.
Interviewer: Do you fly frequently?
San: I do, yes. I travel a lot with my job, so I'm always on an airplane.
Interviewer: What kind of a seat do you request when you fly?
Christiane: I always want to sit at the aisle, so I can stretch my legs.
Joe: I prefer to sit in the back of the plane in a window seat.
Lisa: I always get a window seat.
Interviewer: Why?
Lisa: I like to sleep, and I need something to lean up against.
Interviewer: So, have you had any problems with traveling in terms of delayed flights? Missing flights? Anything like that?
San: Yes, I have. I've missed a flight. Flights have been canceled. They've been delayed. I've had to either go home, or if it's in a city that . . . where I'm not from, I've had to get a hotel.
Interviewer: So could you tell me your worst airplane travel nightmare?
Christiane: Yes. When I had to fly from Austria to America, I got stuck in London airport and had to wait ten hours for a flight that got postponed—first canceled then postponed. And all the stores were closed, and all we could do was just sleep on benches and on the floor and try to find food. That was not very good, so it was not a good experience.
Interviewer: That sounds awful.
Christiane: Yes, it was awful.

ANSWER KEY

A. 1. b 2. b 3. c 4. a
B. 1. *Joe:* Window 2. *Lisa:* Window 3. *Christiane:* Aisle
C. 1. True 2. False 3. False 4. True 5. False

Top Notch Pop and Karaoke: *Five Hundred Ways*

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UNIT 10

Sitcom: *How much do you want?*

Social language

- Bargain for lower price
- Accept an offer

Grammar

- Superlative adjectives
- *Enough*

SCENE 1

PREVIEW

- Ask students these questions: *Do you like to bargain? Are you good at bargaining?*

REVIEW

- Ask comprehension questions. Play the video episode again if necessary.
  Who wants to sell his digital camera? (Bob)
  Does Paul want to buy Bob's camera? (yes)
  How much does Bob want for the camera? ($250)
  Does Paul think $250 is a good price? (no)
  Does Marie think it's a good price? (yes)
  Why? (because the same camera costs $300 at a store)
  What is Paul's first offer? ($200)
  What final price does Bob ask for? ($223)
  What does Marie do so both Paul and Bob get what they want? (She adds one dollar to Paul's final offer.)

EXTENSION

Oral work

- Discussion. Ask the class these questions: *Do you think Paul is good at bargaining? Do you think Bob is? What about Marie? Are you more like Paul, Bob, or Marie?* Invite students to share bargaining experiences.
- Pair work: role play. Pair students. Tell students to role-play Bob and Marie in this situation: *Bob is selling his camera, and Marie wants to buy it.* Before students begin the role play, ask students this question: *Do you think Marie will bargain as hard as Paul does in the video episode?*

Written work

- Pair work. Have students work in pairs to write six questions about the video episode. Then have pairs exchange questions with another pair and write answers to each other's questions.
- Pair work. Have students work in pairs to write a summary of the video episode. To help students begin, write on the board: *Bob wants to sell his digital camera, and Paul wants to buy it. Bob wants $250 for it, but Paul. . . .* If necessary, play the video episode again to help students remember the episode.

VIDEO SCRIPT

Marie and Paul are having dinner in the café when Bob walks in with a digital camera that he wants to sell. Paul bargains with Bob for the camera.

Marie: Hey, here comes Bob.
Paul: Yeah. He wants to sell me his digital camera.
Bob: Hi. How was dinner?
Marie: Great. What do you have there?
Bob: The **best** digital camera money can buy.
Marie: Paul, that's the same camera you looked . . .
Paul: Why are you selling it?
Bob: I have two. Cheryl gave me another one for my birthday.
Paul: It's not bad. How much do you want?
Bob: Two hundred and fifty dollars.
Marie: Wow! That's a great . . .
Paul: That's more than I want to pay.
Marie: But that's less than . . .
Paul: I can give you $200 for it.
Bob: No. I need at least $245.
Paul: Sorry, all I have is $210.
Marie: There's an ATM right . . .
Bob: I could go as low as $230, but that's it.
Paul: Sorry. Thanks anyway.
Bob: All right. I'll sell it to somebody else.
Marie: What are you doing? You almost bought that camera yesterday for three hundred dollars!
Paul: You don't know how to bargain, do you?
Marie: Bargain? Of course I know how to bargain. *You* don't know how to bargain. You could buy that camera for two hundred and thirty dollars, but now it's gone!
Bob: All right. You can have it for $225.
Paul: $220.
Bob: $224.
Paul: $221.
Bob: $223.
Paul: $222. Not a dollar more.
Bob: I'm not selling this for less than two hundred and twenty-three dollars.
Marie: Here! Here's one dollar! Now you both get what you want.
Paul: It's a deal! I'll get some money from the ATM.
Bob: Great!
Paul: You said I don't know how to bargain.

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ANSWER KEY

A. 1. True 2. False 3. True 4. True 5. False
B. 1. e 2. a 3. b 4. f 5. d 6. c
C. 1. b 2. c 3. c 4. b

SCENE 2

PREVIEW

- Ask the class these questions: *Are tipping rules the same in all countries? What are some differences?*

REVIEW

- Ask comprehension questions. Play the video episode again if necessary.
  Where are Paul and Marie? (They're at a restaurant.)
  Who is paying for dinner—Paul or Marie? (Paul)
  What percent tip does Paul leave? (10%)
  What does Marie say about Paul's tip? (It's not enough.)
  What does Paul think? (It's enough.)
  What percent does Marie think they should leave? (15%)
  Was Paul happy with the food and the service? (yes)
  What does Marie do when Paul isn't looking? (She leaves extra money for the tip.)
  What does Paul try to do when Marie isn't looking? (He tries to take the money.)
  Why doesn't he take the money? (because the waitress sees him)

EXTENSION

Oral work

- Discussion. Write these numbers on the board: $5, $50, 15%, 10%. As a class, discuss the cost of the meal and Paul's tip. Ask these questions: *How much tip does Marie say they should give the waitress? Do you think it's too much? Do you agree with Paul or Marie? Are you more like Paul or like Marie when it comes to giving tips? Do you think giving tips is a good practice? Explain your answer.*
- Pair work: role play. Pair students. Tell students to imagine that Marie and Paul just finished a meal in a restaurant with poor service and bad food. Have them role-play a conversation about the tip.

Written work

- Have students write affirmative and negative sentences about the situation and the characters in the video episode.
- Pair work. Pair students. Play the last part of the video episode where Paul notices that Marie leaves extra money. Have each pair write a dialogue about this scene: *Marie leaves an extra tip for the waitress. Paul sees her.* Tell them to end the episode their own way.

VIDEO SCRIPT

After dinner, Paul and Marie argue about tipping.

Paul: Thanks.
Marie: Thanks for dinner.
Paul: My pleasure. I saved a lot of money on the camera.
Marie: Should I leave the tip?
Paul: No, I'll put it on the credit card.
Marie: Five dollars? That's not **enough**.
Paul: Sure it is.
Marie: The bill was fifty dollars. That's only 10%!
Paul: So?
Marie: Didn't you like the food?
Paul: It was good.
Marie: Was there a problem with the service?
Paul: No.
Marie: Then you need to leave at least 15%.
Paul: No, I don't.
Marie: Paul, we come here all the time. The waitress gives us great service because we usually tip well.
Paul: I always leave 10%.
Waitress: Have a nice evening.
Marie: We're not quite ready.
Waitress: No problem.
Paul: Look, I'm paying tonight, so I get to decide how much to tip.
Marie: Oh, all right. Hey, isn't that Mr. Evans over there?
Paul: Where?
Marie: Never mind. It's someone else. Shall we go?
Waitress: Thank you very much!
Paul: You're welcome.

ANSWER KEY

A. 1. True 2. False 3. False 4. False 5. True 6. False 7. True
B. 1. dinner 2. camera 3. tip 4. credit card
C. 1. $5 2. $50, 10% 3. 15% 4. 10%

Top Notch Pop and Karaoke: *Shopping for Souvenirs*