

# TOP NOTCH

## 2

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Language

مرجع آموزش زبان ایرانیان



Joan Saslow ■ Allen Ascher

- 1 Get acquainted with someone
- 2 Greet a visitor to your country
- 3 Explain local customs
- 4 Ask about a person's experience

**TOPIC PREVIEW.** Look at the pictures. Do any of the pictures show behavior that would be unusual or strange in your country?

## Customs Around the World

### Greetings



bow



shake hands



kiss



hug

### Exchanging business cards



with two hands



with one hand

### Addressing people



use first names



use last names

### Small talk



ask about salary



ask about age



ask about family

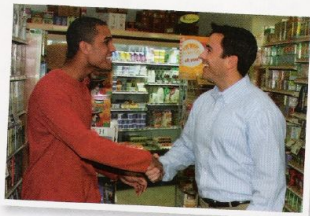
### DISCUSSION.

1. How do you prefer to greet and address people?
2. How do you prefer to exchange business cards?
3. When you meet someone new, which subjects are OK to talk about?
 

<input type="checkbox"/> the weather	<input type="checkbox"/> your age	<input type="checkbox"/> your salary	<input type="checkbox"/> your family
<input type="checkbox"/> your job	<input type="checkbox"/> your religion	<input type="checkbox"/> your home	<input type="checkbox"/> other: _____



**SOUND BITES.** Read along silently as you listen to a natural conversation.



ED: You look familiar. Have we met before?

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

ED: Aren't you from Australia, or something like that?

KEITH: As a matter of fact, I am. Keith Lowe.

ED: Ed Santos. I think we met at Jack Bailey's house two weeks ago.

KEITH: Oh, that's right! Now I remember. You're Jack's colleague. What have you been up to?

ED: Not much.



**PAIR WORK.** Discuss which of the following statements could be true, based on information in the conversation. Explain your decisions.

1. Ed and Keith are friends.
2. Ed is a businessman.
3. Keith is from another country.
4. Ed and Keith met at a party.
5. Ed and Keith both know Jack Bailey.
6. Jack Bailey is Ed's boss.



Sydney Opera House / Australia

## WHAT ABOUT YOU?

Which advice would you give a visitor to your country about how to behave?  
Which advice do you agree with? Which do you disagree with?

It's OK to shake hands, but don't hug people!

Please don't exchange business cards with one hand!

Never ask about a person's age or salary!

Don't address people by their first names.

Don't ask questions about a person's family.

## Get Reacquainted with Someone

CONVERSATION  
MODEL

Read and listen.

- A: Audrey, have you met Hanah?  
 B: No, I haven't.  
 A: Hanah, I'd like you to meet Audrey.  
 C: Hi, Audrey. You look familiar. I think we've met before.  
 B: Really? When?  
 C: Last month. You were at my sister Nicole's party.  
 B: Oh, that's right! How have you been?



Rhythm and intonation practice



## GRAMMAR. The present perfect

Use the present perfect to talk about an indefinite time in the past.

Use the simple past tense to talk about a definite time in the past.

present perfect

I've met Bill twice.

[indefinite time: We don't know when.]

simple past tense

We met in 1999 and in 2004.

[definite time: We know when.]

Form the present perfect with have and the past participle form of a verb.Have you had lunch?

Yes, I have. / No, I haven't.

Has she seen that new movie?

Yes, she has. / No, she hasn't.

## Regular verbs

The past participle form is the same as the simple past tense form.

simple past tense

cooked

past participle

cooked

## Irregular verbs

Look at the list of irregular verbs. For a complete list of irregular past participle forms, see Appendix, page 126.

PAGE G1  
For more ...

## Contractions

've eaten = have eaten

's eaten = has eaten

haven't eaten = have not eaten

hasn't eaten = has not eaten

## Irregular verbs

base form	simple past tense	past participle
be	was / were	been
eat	ate	eaten
go	went	gone
have	had	had
hear	heard	heard
meet	met	met
see	saw	seen
speak	spoke	spoken
take	took	taken
write	wrote	written



## Complete each conversation with the present perfect.

- (see) A: Have you \_\_\_\_\_ that new Johnny Depp movie?
- (visit) A: Has she \_\_\_\_\_ Hong Kong?
- (meet) A: Have you and Mary \_\_\_\_\_ your new neighbors?
- (write) A: Has your aunt \_\_\_\_\_ any more letters?
- (hear) A: Have your friends \_\_\_\_\_ Sting's new CD?

B: Yes, \_\_\_\_\_.

B: No, \_\_\_\_\_.

B: Yes, \_\_\_\_\_.

B: No, \_\_\_\_\_.

B: Yes, \_\_\_\_\_.



Use the present perfect or the simple past tense to complete the conversations.

1. A: Have you seen the Taj Mahal?  
B: Yes, I have. I visit India in 2002. The Taj Mahal be fantastic.
2. A: Has the new restaurant opened?  
B: No. It open / not. Maybe next week.
3. A: Have you eaten dinner?  
B: No, I haven't. But I eat a big lunch only two hours ago.
4. A: Have they bought their tickets?  
B: I think so. They go to the travel agency last week.
5. A: Have you met the new teacher?  
B: No. The class start / not.
6. A: Has your daughter been to Europe?  
B: Well, she go to the U.K. last year. But she be / not to any other countries.

## CONVERSATION PAIR WORK

Introduce classmates. If you think you've met before, get reacquainted. Or use the pictures to role-play where you may have met. Start like this:

- A: \_\_\_\_\_, have you met \_\_\_\_\_?  
B: \_\_\_\_\_ ...  
C: \_\_\_\_\_ ...



at a friend's house



at a theater



at a gym



in a class



at an art exhibition

## Greet a Visitor to Your Country

## CONVERSATION MODEL Read and listen.

- A: Welcome to Rio. Have you ever been here before?  
 B: No. It's my first time. But yesterday I went to Sugarloaf. It was really beautiful.  
 A: That's great. Have you tried feijoada yet?  
 B: Feijoada? No, I haven't. What's that?  
 A: It's a famous Brazilian dish. I think you'll like it.

## Rhythm and intonation practice

Sugarloaf,  
Rio de Janeiro

Feijoada

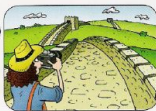
## VOCABULARY. Tourist activities around the world. Listen and practice.



climb Mt. Fuji

go sightseeing  
in New Yorkgo to the top of  
the Eiffel Tower

try Korean food

take a tour of  
the Tower of Londontake pictures of  
the Great WallB What have you done? Use the vocabulary.

I've climbed...

I've gone sightseeing in...

C GRAMMAR. The present perfect with yet, already, ever, and beforeUse yet at the end of questions in the present perfect to ask about recent experiences.Have you seen the Pyramids yet? Has she tried Thai food yet?Use already in affirmative statements. Use yet in negative statements.I've already tried sushi. But I haven't tried sashimi yet.Use ever and before in questions to ask about someone's life experiences.Has Helen ever been to London? Has she been to London before?Have you ever eaten feijoada? Have you ever eaten feijoada before?PAGES G2-G3  
For more ...

**Use the words to write statements or questions in the present perfect.**

1. you / go sightseeing / in London / before \_\_\_\_\_?
2. she / already / try / Guatemalan food \_\_\_\_\_.
3. they / ever / be / to Buenos Aires \_\_\_\_\_?
4. we / not take a tour of / Prague / yet \_\_\_\_\_.
5. she / go to the top of / the Empire State Building / yet \_\_\_\_\_?

**LISTENING COMPREHENSION.** Listen and complete the questions in the present perfect. Then listen again and check yes or no to answer each question.

- |   | yes                      | no                       |
|---|--------------------------|--------------------------|
| 1. Has she _____ the Great Pyramids yet?    | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Has he _____ in Kyoto yet?               | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Has she _____ ceviche yet?               | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Has he _____ the Pyramid of the Sun yet? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Has she _____ the Forbidden City yet?    | <input type="checkbox"/> | <input type="checkbox"/> |



The Great Pyramids / Egypt



A temple in Kyoto / Japan



ceviche / Peru



The Pyramid of the Sun / Mexico City



The Forbidden City / Beijing, China

**PAIR WORK.** Write five questions to ask about your partner's life experiences. Write answers to your partner's questions about your life experiences.

Have you ever been to Europe?

Yes, I have. I've been to Germany.

## CONVERSATION PAIR WORK

Write a list of places to see and things to do in this city or town. Then role-play a conversation with a visitor here.

A: Welcome to \_\_\_\_\_. Have you ever been here before?

B: \_\_\_\_\_.

A: Really? Have you \_\_\_\_\_?

B: Well, \_\_\_\_\_.

Continue the conversation in your own way.

Places to see:

Things to do:

## Explain Local Customs

**A** **READING WARM-UP.** Which gestures do people use in your country?



**B** **READING.** Read the article about gestures around the world. In your opinion, how are gestures different from speech?

# Body Talk!



by Kelly Garbo

To communicate well with people of other countries, you must learn to speak well, right? Yes, but speaking isn't everything. Some experts say only thirty percent of communication comes from talking. Your gestures and other non-verbal actions matter, too.

But in different cultures, the same action can have different meanings. When you have to meet someone from a different culture, be prepared. Do you know what kind of gestures and customs are appropriate?

Let's look at shaking hands. North Americans like a firm handshake. But the French prefer a light, short handshake. If you shake a French person's hand the North American way, he or she may not like it. People in Eastern

SOURCE: [www.bellaonline.com](http://www.bellaonline.com)

European countries and some Latino cultures prefer shorter handshakes, too. Hugging after shaking hands is also a common introduction there. Don't be surprised if a Brazilian gives you a hug. If you misinterpret gestures of introduction, your friendship may get off on the wrong foot!

Everyone around the world knows the "OK" hand gesture, don't they? But in Spain, parts of South America, and Eastern Europe, the OK sign is considered rude. And if you go shopping in Japan, it means you'd like your change in coins instead of bills. In France, making the OK sign means "zero" or that something is worthless. So check before you use the OK sign to be sure it's OK!

Understanding even a few key gestures from different cultures can make you a better communicator. So next time you travel, try being culturally sensitive. Find out the local gesture and let your body talk.



North Americans like a firm handshake.

**C** **Check the statements that are true, according to Kelly Garbo. Explain why.**

- ☐ 1. Seventy percent of communication comes from non-verbal actions.
- ☐ 2. If you don't speak someone's language, it's always safe to use gestures.
- ☐ 3. French people generally don't like firm handshakes.
- ☐ 4. Brazilians never shake hands.
- ☐ 5. Japanese people think the OK sign is rude.

**D** **DISCUSSION.** Have you ever been surprised by someone's gestures or non-verbal actions? What was the gesture? What happened?

**STEP 1. PAIR WORK.** Read the tips about customs around the world.  
Discuss which ones you've never heard of before.



**In the U.S.A.**, you should call to explain if you're going to be more than 15 minutes late for a party, lunch, or dinner.



**In Taiwan**, you should cover your mouth when you're using a toothpick.



**In Thailand**, you should never touch a person, even a child, on the head.



**In Saudi Arabia**, avoid asking personal questions about a person's family.



**In the U.K.**, it is better not to ask people personal questions, about where they live, how much money they make, or what they do.



**In Japan**, you should take off your shoes before entering someone's home.



**In Russia**, wearing a coat in a public building or putting it on a chair in a restaurant is considered rude.



**In Ecuador**, open a gift immediately and thank the person who gave it to you.

**STEP 2. GROUP WORK.** Choose a topic. On your notepad, write some rules for how to behave in your country.

Topic: \_\_\_\_\_

Rules: \_\_\_\_\_

Are there special rules for women? \_\_\_\_\_

Are there special rules for children? \_\_\_\_\_

### Topics

- how to meet and greet new people
- how to behave when you visit someone's home
- how to behave in a restaurant

**STEP 3. DISCUSSION.** Compare your notes with those of the other groups.  
Does everyone agree?

## Ask about a Person's Experiences

- A** **LISTENING COMPREHENSION.** Listen to the game show *Once in a Lifetime*. Check if the contestants answered yes or no to the host's questions.

Have you ever...	Suzy		Bill	
	yes	no	yes	no
1. been to South America?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. been to China?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. flown in an airplane?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. driven a bus?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. bought a digital camera?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. visited Chicago?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Once in a Lifetime*  
with  
**Pete Sosa**

Have you ever...?

**Pete Sosa**

**Suzy**

**Bill**

- B** **Now listen again and answer the questions.**

- Where does Suzy live? Where does Bill live?
- What does Suzy do? What does Bill do?
- Where has Suzy been in South America?
- Where has Suzy flown in an airplane?

- C** **DISCUSSION.** How would you answer each of the questions from the game show?

- D** **PRONUNCIATION. Negative contractions.** Notice how the /t/ sound of the negative contraction "disappears." Listen and repeat.

- We haven't visited Rio.
- They haven't been to Asia.
- He hasn't met his new boss.
- She hasn't eaten dinner yet.

# TOP NOTCH

## INTERACTION • Getting to know you

**STEP 1. PAIR WORK.** Take the survey. Check the experiences you've had and compare your answers with your partner's. Discuss the details of each experience.

**1. Have you ever tried...?**



☐ snake



☐ octopus



☐ guinea pig



☐ Swiss cheese

**2. Have you ever been to...?**



☐ Moscow



☐ Shanghai



☐ Istanbul



☐ Honolulu

**3. Have you ever gone...?**



☐ hang gliding



☐ sailing



☐ horseback riding



☐ snorkeling

### How many boxes did you check?

9-12

Daredevil

Your life is just too exciting!

5-8

Go-getter

You're a real adventurer!

1-4

Fence-sitter

You're ready for more!

0

Scaredy-cat

You really should do something new!

**STEP 2. WRITING.** Write about an experience from the survey. Or write about what you've never done, but would like to do.

**STEP 3.** Walk around the room and ask your classmates questions. Complete the chart.

Find someone who has ...	Name	What this person has done ...
1. lived in another country.		
2. met a famous person.		
3. learned to play an instrument.		
4. eaten something unusual.		
5. done something dangerous.		

**STEP 4. GROUP WORK.** Choose a classmate from the chart. Introduce that person to your class.

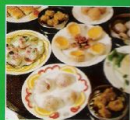
“This is Sylvia. She's learned to play two instruments: the piano and the guitar.”

# UNIT 1 CHECKPOINT

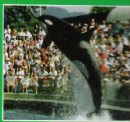
**A** **LISTENING COMPREHENSION.** Listen to the conversation with a tourist in Vancouver. Check **yes** or **no**.

Has she...

- |  | yes                      | no                       |
|--|--------------------------|--------------------------|
| 1. been to the Vancouver Aquarium yet?         | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. been to the top of Grouse Mountain?         | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. visited Gastown yet?                        | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. tried dim sum yet?                          | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. gone to the top of the Harbor Center Tower? | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. seen the Capilano Suspension Bridge yet?    | <input type="checkbox"/> | <input type="checkbox"/> |



dim sum



the Vancouver Aquarium

**B** Use the pictures to write questions. Don't use the same verb more than once. Use the present perfect with **ever** or **before**.

Example: *Have you ever visited the Korean Folk Village in Yong-in, Korea?*

- \_\_\_\_\_?
- \_\_\_\_\_?
- \_\_\_\_\_?
- \_\_\_\_\_?



Thai food



Mount Aconcagua / Argentina



London / U.K.



Korean Folk Village / Yong-in, Korea



The Tower of Pisa / Italy

**C** **WRITING.** On a separate sheet of paper, write a paragraph introducing yourself to your class. Tell about some unusual experiences you've had.

My name is Lee. I've never been to London, but...

**TOP NOTCH SONG**  
"Greetings and Small Talk"  
Lyrics on last book page.

**TOP NOTCH PROJECT**  
Write a guide for a visitor to this country. Include tips to explain how to behave and how NOT to behave.

**TOP NOTCH WEBSITE**  
For Unit 1 online activities, visit the *Top Notch* Companion Website at [www.longman.com/topnotch](http://www.longman.com/topnotch)

Dear David,  
Here I am in  
Europe. I've been  
to three countries  
already. I've tried



## UNIT WRAP-UP

- **Social Language.** Create conversations for the tourists.  
*Welcome to Paris. Have you been here before?*
- **Writing.** Write a postcard from a tourist in the picture. Describe the things you have done.

David Linder

330 West Pike Street

Vancouver, B.C.

CANADA V5K 2M8



### ✓ Now I can ...

- ☐ get reacquainted with someone.
- ☐ greet a visitor to my country.
- ☐ explain local customs.
- ☐ ask about a person's experiences.

# Movies and Entertainment

- 1 Apologize for lateness
- 2 Discuss preferences
- 3 Compare tastes in movies
- 4 Discuss the effect of violence on



**TOPIC PREVIEW.** Do you rent videos or DVDs? Read the descriptions of two popular films in a movie catalog.

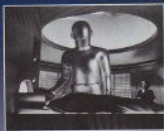
## The Movie Lover's Catalog

**I**f you love movies, you absolutely **MUST** have our catalog. It's the largest source of movies on video available in the world today. From the classics of the 30s to musicals of the Golden Age of Hollywood—and everything since—you can't beat The Movie Lover's Catalog. We have a new and expanded inventory of international films, Japanese animations, drama, comedies—even classic and current TV shows!

### Frida [DVD] (2002)

Mexican painter Frida Kahlo's life is brought to the screen by director Julie Taymor and producer/star Salma Hayek. Kahlo's story is traced from her teens all the way through her complex relationship with painter husband Diego Rivera (Alfred Molina). Kahlo's search for her own identity in her paintings is covered in vivid color and with great sensitivity. Ashley Judd, Antonio Banderas, Geoffrey Rush, and Edward Norton also star.

**DIRECTOR:** Julie Taymor **CATEGORY:** Drama



### The Day the Earth Stood Still [VHS] (1951)

All sci-fi drama buffs will want to own this classic sci-fi drama with a message. Michael Rennie stars as Klaatu, a visitor from the stars who arrives on Earth with his robot companion, Gort. Klaatu's mission is to warn mankind about the danger of nuclear warfare. Patricia Neal, Sam Jaffe, Billy Gray also star; Robert Wise directs.

**DIRECTOR:** Robert Wise **CATEGORY:** Sci-Fi & Fantasy  
Also available on DVD



### DISCUSSION.

1. Where would you rather see a movie: at home or in the theater? Why?
2. Have you ever seen *Frida* or *The Day the Earth Stood Still*? Which movie would you rather rent? Explain your choice.



**SOUND BITES.** Read along silently as you listen to a natural conversation.



**LISA:** You're going to love this theater. You can see all the things you missed.

**DAN:** I'm really in the mood for a good classic movie. And on a big screen!

**LISA:** Much better than on the tube.

**DAN:** You know, I never saw *Frida*. Did you?

**LISA:** No. I missed it.

**DAN:** They say it was great. How about it?

**LISA:** Actually, I'd rather see something else.... Hey! They're showing *Dracula*!

**DAN:** Deal!

**D** Check the statements that are true. Explain your answers.

- |   |  |
|---|--|
| <input type="checkbox"/> 1. The theater shows old movies.                             | <input type="checkbox"/> 3. Lisa has already seen <i>Frida</i> .     |
| <input type="checkbox"/> 2. Dan prefers to rent a video rather than go to the movies. | <input type="checkbox"/> 4. Dan's not in the mood for <i>Frida</i> . |
|   | <input type="checkbox"/> 5. They decide to see <i>Dracula</i> .      |

**E** IN OTHER WORDS. With a partner, restate each statement in your own words.

- |  |                   |
|--|-------------------|
| 1. "I'm in the mood for a good classic movie." | 3. "I missed it." |
| 2. "Much better than on the tube."             | 4. "Deal!"        |

## WHAT ABOUT YOU?

**PAIR WORK.** Check the genres you like best. Then discuss movies that you've seen in each genre.



☐ comedy



☐ musical



☐ drama



☐ action



☐ science fiction ("sci-fi")

## Apologize for Lateness

# CONVERSATION MODEL

Read and listen.

- A: Sorry I'm late. Have you been here long?  
 B: For about 10 minutes. Not too bad.  
 A: I'm sorry. I got stuck in traffic.  
 B: The 8:00 show for *The Train* is sold out, so I got tickets for *High Flyer*. I hope that's OK.  
 A: That's fine. They say it's hilarious. How much do I owe?  
 B: Nothing. It's on me.  
 A: Well, thanks. Next time it's my treat.

## Rhythm and intonation practice



## GRAMMAR. The present perfect: additional uses

Use **since** with a time or date in the past.

How long have you lived here? I've lived here **since 2001**.

Use **for** to describe a period of time.

How long have you lived here? I've lived here **for five years**.

Other uses:

with **always**: I've **always** wanted to see *Gone with the Wind*.

with ordinals, the superlative, or **only**: This is **the third time** I've seen *Frida*. It's **the best** movie I've ever seen. My husband has **only** seen it once.

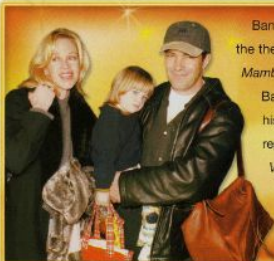
with **lately** / **recently**, **just**: Have you seen a good movie **lately**? Yes. I've **just** seen *Seabiscuit*.

with **still**, **so far**: You **still** haven't seen *Chicago*? I've seen it three times **so far**!



PAGES G3-G4  
For more ...

## Complete the biography of Spanish actor Antonio Banderas. Use **for** or **since**.



Banderas has acted \_\_\_\_\_ more than 20 years. He has worked in the theater \_\_\_\_\_ 1982, and he has acted in films \_\_\_\_\_ 1992. *The Mambo Kings Sing Songs of Love* was his first film in English, but Banderas didn't speak English at that time, and he had to read his script phonetically. Banderas has had an international reputation \_\_\_\_\_ 1988, when he appeared in *Women on the Verge of a Nervous Breakdown*. Banderas met his wife, Melanie Griffith, on the set of *Two Much*, and they have been married \_\_\_\_\_ over eight years. \_\_\_\_\_ their daughter, Stella, was born, they have lived in Los Angeles and Spain.

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

1. Is there a movie you've always wanted to see?
2. Have you seen any good movies recently?
3. What's the best movie you've ever seen?
4. What's the worst movie you've ever seen?
5. How many movies have you seen so far this month?

"I've always wanted to see Hitchcock's *The Birds*."

**PRONUNCIATION.** Reduction of /h/. Notice how the /h/ sound "disappears." Listen and repeat.

1. How long have you lived here?
2. Where have you worked?
3. When did he leave?
4. What's her name?

**VOCABULARY.** Some explanations for being late. Listen and practice.



I got stuck in traffic.



I missed the bus.



I couldn't get a taxi.



I couldn't find a parking space.

**Write two other explanations for being late.**

## CONVERSATION PAIR WORK

Apologize for being late meeting a friend at the movies. Provide an explanation. Then, together, use the schedule to decide on a movie to see. Start like this:

A: Sorry I'm late. Have you been here long?

B: For \_\_\_\_\_.

War of the Planets	7:30	9:35	[7:30 sold out]
Love Me in Lima	7:45	10:20	midnight
Kitten Story	8:00	11:00	[8:00 sold out]
Better Late Than Never	7:50	10:10	

## Discuss Preferences

CONVERSATION  
MODEL

Read and listen.

A: What would you rather see—a comedy or a musical?

B: It doesn't matter to me.

A: Well, what do you think of Madonna?

B: Actually, not much.

A: For real? She's my favorite movie star.

B: Not mine.

A: Well, that's what makes the world go 'round!



Rhythm and intonation practice



VOCABULARY. Movie genres. Listen and practice.



an action film



a horror film



a science-fiction film



an animated film



a comedy



a documentary



a drama



a musical

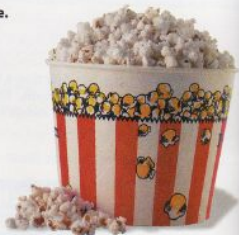


PAIR WORK. Compare your favorite movies for each genre.



LISTENING COMPREHENSION. Listen to the movie reviews and recommendations. Then use the movie genre vocabulary to complete the chart.

Movie title	Genre	Recommended?	
		yes	no
Hot Dog			
First Things First			
Aqua-technia			
The Wolf Children			



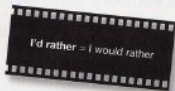
DISCUSSION. Which movies sound good to you? Listen again if necessary. Explain.

## E GRAMMAR. Would rather

State preferences with would rather / would rather not and the base form of a verb.

I'd **rather rent** a movie than go to the theater.

He'd **rather not see** a comedy tonight.



### Questions

Would you **rather** see *Star Wars* or *Frida*?

Which **would** they **rather** see—a comedy or a drama?

Would you like to rent a movie? Actually, we'd **rather not**. We're too busy.

## F Complete each conversation with would rather or would rather not.

1. "I'd love to see a good movie tonight."

**YOU** Actually, I'd rather stay home.

2. "I'm in the mood for a horror film."

**YOU** Actually, \_\_\_\_\_.

3. "Why don't we get tickets for the late show?"

**YOU** Actually, \_\_\_\_\_.

4. "Ben told me you wanted to rent a movie."

**YOU** Actually, \_\_\_\_\_.

5. "Would you like to see a comedy?"

**YOU** Actually, \_\_\_\_\_.

6. "How about some Italian food after the movie?"

**YOU** Actually, \_\_\_\_\_.

## CONVERSATION PAIR WORK

Make a list of your favorite movies and movie stars.  
Then choose a movie to see. Use the guide, or  
create a new conversation.

A: What would you rather see: \_\_\_\_\_ or \_\_\_\_\_?

B: It doesn't matter to me.

A: Well, what do you think of \_\_\_\_\_?

B: Actually, \_\_\_\_\_.

A: \_\_\_\_\_.

Continue the conversation in your own way.

My favorite movies:

My favorite movie stars:

# Compare Tastes in Movies

## A VOCABULARY. Adjectives to describe movies. Listen and practice.

**funny:** something that makes you laugh

**romantic:** about love

**boring:** not interesting

**weird:** very strange or unusual, in a negative way

**violent:** containing a lot of fighting and killing

**unforgettable:** something that you will always remember

**silly:** not serious; almost stupid

## B PAIR WORK. Write a movie you know for each adjective. Compare your choices.

a funny movie:	a violent movie:
a romantic movie:	an unforgettable movie:
a boring movie:	a silly movie:
a weird movie:	

## C LISTENING COMPREHENSION. Listen carefully to a conversation between two people reading movie reviews from the newspaper. Choose the adjective from the vocabulary that best represents their opinions.



romantic



## D Listen again. Which movies do they like? Which movies do they think are bad?

# TOP NOTCH

## INTERACTION • Movie reviews

**STEP 1. PAIR WORK.** Read the capsule movie reviews of four classic movies.  
Use would rather to talk about which movie you'd like to see. Explain why.

### BEND IT LIKE BECKHAM

★ ★ ★ 1/2 (PG-13, 112 minutes). An Indian girl (Parminder K. Nagra) living in London wants to play pro soccer, but her traditional Sikh parents want her to marry a nice Indian boy. Just about the perfect teenage coming-of-age comedy.

### Finding Nemo

★ ★ ★ ★ (G, 101 minutes). A little clown fish gets lost, and his dad and another fish team up to find him. Visually beautiful, an adventure for kids plus a humorous level adults will appreciate.

### The Heart of Me

★ ★ ★ (R, 96 minutes). Helena Bonham Carter stars as a woman who has the misfortune to fall in love with the husband (Paul Bettany) of her sister (Olivia Williams). Portrays London society, circa 1940.

### Spellbound

★ ★ ★ (Unrated, suitable for all, 95 minutes). This Oscar-nominated U.S. documentary visits the homes of eight finalists for the National Spelling Bee, and then follows them to the finals in Washington. We get to know the kids and their families.

Source: Roger Ebert's One-Minute Reviews in the *Chicago Sun-Times*

**STEP 2. On your notepad, make notes about two movies you've seen recently.**

Title:
Genre:
Stars:
What is the movie about?
Adjectives:

Title:
Genre:
Stars:
What is the movie about?
Adjectives:

**STEP 3. DISCUSSION.** Talk about movies you've seen recently.

"Was it good?"

"Do you recommend it?"

"What kind of movie was it?"

"What was it about?"

"Who was in it?"

## Discuss the Effect of Violence on Viewers

**A READING WARM-UP.** Are violent movies good entertainment, or can they be dangerous?

**B READING.** Read the article about violence in movies. Which opinions do you agree with?

# Can Violent Movies Be Dangerous?

**B**efore the 1960s, most movies did not show much graphic violence. When fighting or shooting occurred on the screen, it was clean: Bang! You're dead! The victim fell to the ground and died, perhaps after speaking a few final words. The viewer never saw blood or suffering. But in the late '60s, filmmakers Arthur Penn and Sam Peckinpah began making movies with more graphic violence, such as *Bonnie and Clyde* and *The Wild Bunch*. They believed that if audiences could see how truly horrible real violence

was, people would be less violent in their own lives.

Today, special effects technology has made it possible to create very realistic images of bloodshed and violence. Steven Prince, author of *Savage Cinema: Sam Peckinpah and the Rise of Ultraviolent Movies*, describes the difference between early movies and the movies of today "...filmmakers can create any image that they can dream up." So, Prince believes, because of the technology, movies today have become more and more violent and bloody.

Some people are worried that viewing a lot of violence in movies and video games can be dangerous. They feel that it can make violence seem normal and can cause people to imitate the violent behavior, to do the same thing themselves. Other people disagree. They believe that showing violence is honest and can even be helpful.

One popular filmmaker asks why violent images on the screen



are a problem since we live in such a violent world. "Just open any newspaper," he says. "Any newspaper is much more violent. And those are true stories about what happens in real life. Or open any history book and read about what happens when a people are conquered."

"There's so much violence right now," says a well-known European actress. "And maybe this is the way that filmmakers speak against violence: by making violent movies."



**C Check the statements that are true, according to the article.**

- ☐ 1. Movies have always been very violent.
- ☐ 2. Graphic violence has been common since *Bonnie and Clyde* and *The Wild Bunch*.
- ☐ 3. Peckinpah and Penn thought that violence on the screen can never be good.
- ☐ 4. Peckinpah and Penn thought that violent movies would make people behave more violently in their own lives.
- ☐ 5. Everyone agrees that graphic violence on the movie screen is OK.

**D PAIR WORK.** With a partner, find a statement in the article to support each of your answers in Exercise C.

**STEP 1.** Complete the chart with films and television shows you know. Rate the level of violence from 0 to 3, with 3 being the most violent.

TITLE	MEDIUM	LEVEL OF VIOLENCE
Bonnie and Clyde	film	2

0 = not violent  
 2 = violent

1 = somewhat violent  
 3 = ultra violent

**STEP 2. PAIR WORK.** On your notepad, make notes about the most violent film or show on your chart. Tell your partner about it.

Title:
What's it about?
Is it dangerous for some viewers?
Why? Why not?

### STEP 3. DISCUSSION.

- Have movies become more violent in your lifetime? What are some examples of very violent movies?
- Do people imitate the behavior they see in the movies? Can movies make people violent? Who should not see violent movies?
- Can violence in other media, such as books and newspapers, also be dangerous?

“I think *Bonnie and Clyde* is dangerous **because** when some people see it, it's possible that they will rob banks too.”

“I disagree. Movies are not dangerous.”

“I feel some movies are too dangerous for children.”

“I agree. Children imitate everything.”

**STEP 4. WRITING.** Write a short article expressing your opinion about violence in movies and on TV.

## UNIT 2 CHECKPOINT

- A** **LISTENING COMPREHENSION.** Listen carefully to the conversations about movies. Decide which adjective best represents each speaker's opinion.

1. *Mediterranean Moon* is \_\_\_\_\_.
2. *The Violinist* was \_\_\_\_\_.
3. *The Good Catch* was \_\_\_\_\_.
4. *My Neighbors on Neptune* is \_\_\_\_\_.
5. *Plants of the Kalahari* is \_\_\_\_\_.
6. *Animal Opera* is \_\_\_\_\_.
7. *Crazy Horse* was \_\_\_\_\_.

unforgettable  
boring  
silly  
weird  
funny  
romantic  
violent

- B** Read the DVD box labels. Then write the genre of each movie.



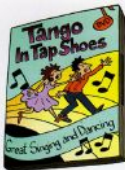
1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_

- C** Write your own response to each statement or question.

1. "Sorry I'm late."

**YOU** \_\_\_\_\_

4. "You bought the tickets? How much do I owe?"

**YOU** \_\_\_\_\_

2. "How long have you been here?"

**YOU** \_\_\_\_\_

5. "Next time it's my treat."

**YOU** \_\_\_\_\_

3. "I rented *Murder at Midnight*. I hope that's OK."

**YOU** \_\_\_\_\_

- D** Complete each statement or question with **for** or **since**.

1. That film has played at the Metroplex \_\_\_\_\_ two weeks.
2. *The Talking Parrot* has been available on DVD \_\_\_\_\_ last Tuesday.
3. I've loved the movies \_\_\_\_\_ I was a child.
4. Have you been here \_\_\_\_\_ more than an hour?

**TOP NOTCH SONG**  
"Better Late Than Never"  
Lyrics on last book page.

**TOP NOTCH PROJECT**  
Create a movie review page with your class. Write reviews about good and bad movies.

**TOP NOTCH WEBSITE**  
For Unit 2 online activities, visit the Top Notch Companion Website at [www.longman.com/topnotch](http://www.longman.com/topnotch).

# Cult of Blood    Love in Paradise    Ticket to the Moon

7:20 9:00 midnight  
(sold out)

7:15 9:45

8:00 10:00

## UNIT WRAP-UP

- **Social language.** Create conversations for the people.

*A: How long have you been here?*

*B: About 20 minutes.*

- **Writing.** Write about the picture.

*A man and woman are looking at the movie posters...*



### Now I can ...

- ☐ apologize for lateness.
- ☐ discuss preferences.
- ☐ compare tastes in movies.
- ☐ discuss the effect of violence on viewers.

## Staying at Hotels

## UNIT GOALS

- 1 Leave and take a message
- 2 Check in
- 3 Request housekeeping services
- 4 Choose a hotel

**TOPIC PREVIEW.** Look at the hotel bill. How many nights did the guest stay at the hotel?

**Hotel del Mundo**  
 How do you feel about it? (Write your name)

Mr. Soo-Jin Hong  
 Paradise Apt. #106-011  
 Myungil-dong, Gangdong-gu  
 Seoul, Korea 134-750

ROOM 1102  
 ARRIVAL 19/01/08  
 DEPARTURE 25/01/08  
 TIME 15:22

DATE	REFERENCE	DESCRIPTION	AMOUNT
19/01	08608	Limpousine	12.00
19/01	00:08:22	Overseas Call #1102	2.60
19/01		Room #1102	76.00
20/01	00:00:10	Local Call #1102	.25
20/01		Coffee Shop	7.90
20/01	180364	Internet access 16 mins.	3.00
20/01	130354	Internet access 16 mins.	3.00
20/01		Room #1102	76.00
21/01	12:00:00	Photocopies	47.83
21/01		Minibar #1102	2.86
21/01		Coffee Shop	5.50
21/01	00:00:08	Local Call #1102	.26
21/01		Room #1102	76.00
21/01	00:00:04	Local Call #1102	.25
22/01	00:31:10	Overseas Call #1102	12.90
22/01		Room #1102	76.00
23/01		Minibar #1102	5.00
23/01		Coffee Shop	8.94
23/01	00:30:40	Overseas Call #1102	12.60
23/01		Room #1102	76.00
24/01		Minibar #1102	1.00
24/01		Room #1102	75.00
24/01		Coffee Shop	5.10
25/01	08608	Limpousine	19.00
<b>BALANCE</b>			<b>804.67 (Euro)</b>
<b>TOTAL INCLUDING VAT*</b>			<b>846.48 (Euro)</b>
GUEST SIGNATURE		<i>Soo-Jin Hong</i>	

\*VAT=Value Added Tax

**DISCUSSION.**

1. How much did the guest pay in Euros for the total bill, including tax?
2. How many phone calls did the guest make? How many times did the guest use the Internet?
3. What other services did the guest use?

**OPTION:** Check the newspaper or the Internet to convert Euros to your local currency.



**D** **SOUND BITES.** Read along silently as you listen to a conversation in a hotel in Spain.



**GUEST:** Good morning. I'm checking out.  
Here's my key card.

**CLERK:** Was your stay satisfactory?

**GUEST:** Yes. Very nice, thanks.

**CLERK:** Did you have anything from the minibar last night?

**GUEST:** Yes. Two bottles of spring water.



**CLERK:** And will you be putting this on your Vista card?

**GUEST:** Yes, I will.

**CLERK:** Here you go, ma'am. Thank you for staying with us. Will you need a taxi?

**GUEST:** Yes, please.

**E** **Check the statements that are true. Explain your answers.**

- |  |  |
|--|--|
| <input type="checkbox"/> 1. The guest is leaving the hotel.  | <input type="checkbox"/> 3. The guest pays cash.               |
| <input type="checkbox"/> 2. The guest asks for spring water. | <input type="checkbox"/> 4. The guest is going to the airport. |

## WHAT ABOUT YOU?

Which hotel services would you use?



☐ room service



☐ laundry



It's 6:00 a.m.

☐ wake-up service



☐ minibar



☐ shoe shine



☐ babysitting



☐ Internet connection



☐ airport shuttle



☐ bell service



☐ photocopying

☐ other \_\_\_\_\_

# Leave and Take a Message

## CONVERSATION MODEL Read and listen.

- A: Hello? I'd like to speak to Anne Smith.  
She's a guest.
- B: I'll ring that room for you.
- ...
- B: I'm sorry. She's not answering. Would you like to leave a message?
- A: Yes. Please tell her Tim Klein called. I'll meet her at the hotel at three this afternoon.
- B: Is that all?
- A: Yes, thanks.

## Rhythm and intonation practice



### Some messages

Please tell her I'll call back later.  
Please tell her I'll be at the Clayton Hotel until 5:00.  
Please tell her I'll be at 22-56-838.

## GRAMMAR. The future with will

Use **will** and the base form of a verb to talk about the future.

She'll **be** back in an hour. OK. I'll **call** her later.

### Negative statements

I **won't call** before noon.

### Questions

**Will** you **come** at 6:00? Yes, I will. / No, I won't.

When **will** Gary **arrive**? At 10:00.

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

I'm **going to** leave a message.

We're **meeting** at 3:00.

They **arrive** tomorrow.

I'll = I will  
I won't = I will not



PAGE 65  
For more ...

## B Rewrite the following future statements and questions, using **will**.

- I'm going to call her later today. I'll call her later today
- She's going to stop at the front desk first. \_\_\_\_\_
- My uncle is meeting my father at the airport. \_\_\_\_\_
- What time does the tour group get back? \_\_\_\_\_?
- When are they going to make a reservation? \_\_\_\_\_?
- Where is your grandmother staying in Madrid? \_\_\_\_\_?

- LISTENING COMPREHENSION.** Listen to the phone messages. Complete each message slip, according to the information you hear.

### IMPORTANT MESSAGE

FOR: Judy Diller

☒ Mr. / ☐ Ms. / ☐ Mrs. / ☐ Miss Marc Pearl

Phone number: \_\_\_\_\_

- ☐ Telephoned ☐ Please call  
☐ Came to see you ☐ Will call again  
☐ Wants to see you ☐ Returned your call

Message: \_\_\_\_\_



### PHONE MESSAGE

FOR: Hank Pitt

☐ Mr. / ☒ Ms. / ☐ Mrs. / ☐ Miss \_\_\_\_\_

Phone: \_\_\_\_\_

- ☐ Please call ☐ Will call again  
☐ Wants to see you ☐ Returned your call

Message: \_\_\_\_\_

### A Message For You

FOR: Collin Mack

☐ Mr. / ☒ Ms. / ☐ Mrs. / ☐ Miss \_\_\_\_\_

Phone: \_\_\_\_\_

- ☐ Called ☐ Please call back  
☐ Came to see you ☐ Will call back  
☐ Wants to meet ☐ Returned your call

Message: \_\_\_\_\_

WHILE YOU WERE OUT...

FOR: Patricia Cariton

☒ Mr. / ☐ Ms. / ☐ Mrs. / ☐ Miss \_\_\_\_\_ called.

Phone: \_\_\_\_\_

- ☐ Please call back  
☐ Will call again

Message: \_\_\_\_\_

- PRONUNCIATION.** Contractions with will. Notice that each contraction is one syllable. Listen and repeat.

- I'll call back later.
- She'll be at the Clayton Hotel.
- He'll use his credit card.
- We'll need a limousine.
- You'll get the bill in the mail.
- They'll meet you at 6:00.



### CONVERSATION PAIR WORK

**Role-play a phone call. Take a message on the message pad.**

- A: Hello? I'd like to speak to \_\_\_\_\_.  
 B: I'm sorry. \_\_\_\_\_. Would you like to leave a message?  
 A: Yes. \_\_\_\_\_

**Continue the conversation in your own way.**

WHILE YOU WERE OUT ...

FOR: \_\_\_\_\_ called.

☐ Mr. / ☐ Ms. / ☐ Mrs. / ☐ Miss \_\_\_\_\_

Phone: \_\_\_\_\_

- ☐ Please call back  
☐ Will call again

Message: \_\_\_\_\_

## Check in

 **CONVERSATION MODEL** Read and listen.

- A: Hi. I'm checking in. The name's Baker.  
 B: Let's see. That's one double for two nights. Non-smoking?  
 A: That's right.  
 B: How do you want to pay?  
 A: Here's my card. By the way, is the restaurant still open?  
 B: Actually, you'd better hurry. It closes at 9:00.

 **Rhythm and intonation practice**

 **VOCABULARY. Hotel room features.**  
 Listen and practice.



# **B** **LISTENING COMPREHENSION.** Listen carefully to the conversations.

Write the hotel room features the guest needs. Listen again and check your answers.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

# **C** **GRAMMAR. Had better**

Use **had better** to warn someone about a possible negative result.

You'd **better** hurry! You'll be late.

She'd **better** make a reservation soon. That hotel is very popular.

## **Negative statements**

We'd **better not** be late.

**Note:** The contraction 'd **better** is almost always used in spoken English.



PAGES G6-G7  
For more ...

# **D** **Complete each conversation with had better or had better not. Use contractions.**

1. **A:** Is the museum very far from here?  
**B:** Yes, it is. You \_\_\_\_\_ take a taxi.
2. **A:** When does the meeting begin?  
**B:** Two o'clock sharp. We \_\_\_\_\_ be late.
3. **A:** It looks like rain.  
**B:** Well, you \_\_\_\_\_ walk. Take the bus instead.
4. **A:** It's already 9:30! I'm starving.  
**B:** Well, the restaurant closes at 10:30.  
We \_\_\_\_\_ hurry.

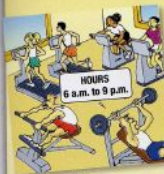
## **CONVERSATION PAIR WORK**

**Role-play checking in. Discuss the room features you want.  
Ask about the hotel facilities in the pictures.**

**A:** Hi. I'm checking in. The name's \_\_\_\_\_.

**B:** \_\_\_\_\_

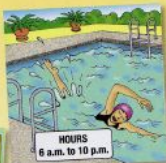
**Continue the conversation in your own way.**



fitness center



sauna



pool



business center



gift shop

## Request Housekeeping Services



**VOCABULARY.** Hotel room amenities and services. Listen and practice.

We need ...



extra towels.



extra hangers.



skirt hangers.



an iron.



a hair dryer.

Could someone ...



make up the room?



turn down the beds?



pick up the laundry?



bring up a newspaper?



take away the dishes?



**LISTENING COMPREHENSION.** Listen to the two phone conversations with the hotel staff. Then listen again and check the hotel services or items each guest is requesting.

### Room 586

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> turn down the beds | <input type="checkbox"/> take away the dishes | <input type="checkbox"/> bring extra hangers |
| <input type="checkbox"/> bring an iron      | <input type="checkbox"/> pick up the laundry  | <input type="checkbox"/> bring a hair dryer  |
| <input type="checkbox"/> bring extra towels | <input type="checkbox"/> bring skirt hangers  | <input type="checkbox"/> make up the room    |

### Room 587

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> turn down the beds | <input type="checkbox"/> take away the dishes | <input type="checkbox"/> bring extra hangers |
| <input type="checkbox"/> bring an iron      | <input type="checkbox"/> pick up the laundry  | <input type="checkbox"/> bring a hair dryer  |
| <input type="checkbox"/> bring extra towels | <input type="checkbox"/> bring skirt hangers  | <input type="checkbox"/> make up the room    |

# TOP NOTCH

## INTERACTION • I'll take care of that right away!

**STEP 1. PAIR WORK.** Choose a guest. Tell your partner what the guest is saying.



**STEP 2.** Role-play telephone conversations between one of the guests and a hotel front desk clerk. Use the pictures or other ideas.

### NEED HELP?

Here's language you already know:

#### Hotel Guest

We need \_\_\_\_  
 Could someone \_\_\_\_?  
 Is the \_\_\_\_ still open?  
 What time does the \_\_\_\_ close?  
 I'd like \_\_\_\_.  
 I'd like to \_\_\_\_.  
 That would be great.

#### Front Desk Clerk

Can I help you?  
 What's the problem?  
 I'm sorry to hear that.  
 How is / was the \_\_\_\_?  
 Let me check.  
 Certainly.  
 You'd better hurry.

## Choose a Hotel

**A READING WARM-UP.** What is the most important factor for you in choosing a hotel—price, location, etc.?

**B READING.** Read the hotel guide for New York City. Which hotel sounds attractive to you?

*New York City has some of the best hotels in the world—and, believe it or not, some are not too expensive. But here are our picks for "the best of the best."*

\$\$\$\$ Very expensive  
 \$\$\$ Expensive  
 \$\$ Moderately priced  
 \$ Budget

**Most famous hotel****The Plaza Hotel \$\$\$**

768 Fifth Ave. (at 59th St.)  
 800 441-1414  
 805 rooms



Located at the southeast corner of New York's fabulous Central Park, The Plaza is as near as it gets to the best shopping along New York's famous Fifth Avenue. This 1907 hotel, with its beautiful fountain, is a famous location in many popular movies and books. Movie stars and the rich love to get married there. **4 restaurants, excellent full-service spa and health club, concierge and ticket desk, car-rental desk, business center, 24-hour room service, babysitting, laundry**

**Best service at a low price****The Broadway Inn \$**

264 W. 46th St. (at Eighth Ave.)  
 800 826-6300  
 41 rooms

Impeccably clean and very comfortable, this hotel is a real winner. Suites can be a great deal—with sofa, microwave, mini-fridge and lots of closet space. Located right in the noisy Theater District, the hotel is peaceful and quiet inside. Best of all are the attentive staff who work hard to make their guests happy. There is a special phone number in case guests have questions while they're out sightseeing. Note: This four-story hotel has no elevators.

**2 restaurants next door, concierge, fax and copy service**

**Most interesting hotel****Hotel Chelsea \$**

222 W. 23rd St. (between Seventh and Eighth Aves.) 212 243-3700  
 400 rooms, 100 available to travelers



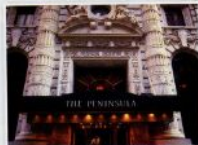
If you're looking for the usual hotel comforts, go elsewhere. But if you're looking for atmosphere—the New York of artists, actors, and writers—this is the only place to stay. Well-known novels and plays were written here. And artists

and writers live here even today. This 1884 Victorian hotel has beautiful cast-iron balconies and a busy lobby filled with artwork. Rooms are simple, but generally large. Everything is clean, but don't expect new. Not all rooms have air-conditioning. There's no room service, but the staff will be happy to help you order from local restaurants or take your clothes to the cleaners.

**Restaurant, bell service, lounge**

**Best health club****The Peninsula-New York \$\$\$**

700 Fifth Ave. (at 55th St.)  
 800 262-9467  
 241 rooms



The Peninsula Hotel is a place to see. Every room is high-tech with remote controls for lighting, music, TV, and air-conditioning—even in the bathroom! As a matter of fact, the huge marble bathrooms may be the most beautiful in New York City. Wonderful food service and a very helpful concierge desk ("We'll do anything guests ask, as long as it's legal."), and one of the biggest and best spa and health clubs on the roof, make this quite a hotel. **Valet parking, 2 restaurants, lounge, tri-level rooftop health club and spa with heated pool, exercise classes, whirlpool, sauna, and sundek, 24-hour concierge, business center, 24-hour room service, in-room massage, babysitting, laundry service**

SOURCE: Adapted from Frommer's New York City 2003

**For the budget-minded**  
**The Habitat Hotel \$**

130 E. 57th St. (at Lexington Ave.)

Built in 1999, offers inexpensive—but small—rooms with style. Near shopping.

**The Hotel Newton \$**

2528 Broadway (between 94th and 95th Sts.)

A nice inexpensive hotel. Large rooms, firm beds, and very clean.

**The Lucerne \$\$**

201 W. 79th St. (at Amsterdam Ave.)

Want comfort and service without paying high prices? Large rooms. Great for kids.

**Casablanca Hotel \$\$**

147 W. 43rd St.

Free breakfast, coffee, tea, and cookies all day. Free passes to a nearby health club. Small rooms. Unusual Moroccan theme.

**TOP NOTCH INTERACTION**

*The best of the best!*

**STEP 1.** How important are these factors for you in choosing a hotel? Rate these on a scale of 1 to 5. Compare your answers with a partner's.

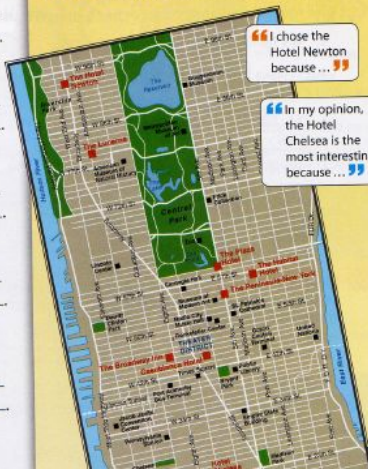
	not important		very important		
price	1	2	3	4	5
room size	1	2	3	4	5
cleanliness	1	2	3	4	5
location	1	2	3	4	5
service	1	2	3	4	5
amenities	1	2	3	4	5
atmosphere	1	2	3	4	5

**PAIR WORK.** Use the hotel listings to complete each statement. Explain your answers.

- Stella Meyer is 70 years old. She likes to travel, but she has some difficulty with stairs. She'd better not stay at \_\_\_\_\_.
- Carl Ryan loves to see plays and musicals. He should stay at \_\_\_\_\_.
- Mark and Nancy Birdsall are traveling with their kids. They'd better stay at \_\_\_\_\_.
- Lucy Lee loves a hotel that is very comfortable. She'd better not stay at \_\_\_\_\_.
- Burt and Susan Rey are very active. They run and exercise every day. They should stay at \_\_\_\_\_.

**STEP 2. PAIR WORK.** Look at all the hotel listings and the map of New York. Choose a hotel. Discuss the advantages and disadvantages of the hotels.

**STEP 3.** Tell your class about the hotel you chose.



# UNIT 3 CHECKPOINT

- A** **LISTENING COMPREHENSION.** Listen carefully to the conversations. Then listen again and check the hotel service or services each person needs.

	room service	laundry service	shoe shine service	wake-up service	extra hangers	extra towels	make up room
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- B** What hotel room feature should each guest ask for? Explain your answers.

- Ms. Gladstone is traveling alone. She doesn't need much space. a single room
- Mr. and Mrs. Moore are checking into a single room. Their twelve-year-old daughter is with them. \_\_\_\_\_
- Donald Lattanzio is very big and tall. He needs a good night's sleep for an important meeting tomorrow. \_\_\_\_\_
- Nicole Miller plans to have several meetings with her colleagues. She'd rather not leave the hotel. \_\_\_\_\_
- Paul Preston's company wants him to save some money by sharing a room with a colleague. \_\_\_\_\_

- C** Give warnings with **had better** or **had better not**. Use contractions.

- "It's raining. I'm going outside." **YOU** You'd better take an umbrella.
- "It takes Janet 30 minutes to walk to school. Class begins in 15 minutes." **YOU** \_\_\_\_\_
- "My father is arriving at the airport at 6:00. It's almost 5:30 now." **YOU** \_\_\_\_\_
- "We're having an English test tomorrow." **YOU** \_\_\_\_\_
- "I haven't had a vacation in two years." **YOU** \_\_\_\_\_

- D** **WRITING.** Choose one of the hotels from the guide on pages 34–35 and write why you would like to stay there. Or write real information about a hotel you have stayed at.

Last summer my family and I stayed in a little hotel at the beach. The hotel was near the ...

## TOP NOTCH PROJECT

Where would you like to go for vacation? Use the Internet or a travel guide to find a hotel there. Write the advantages and disadvantage of the hotel.

## TOP NOTCH WEBSITE

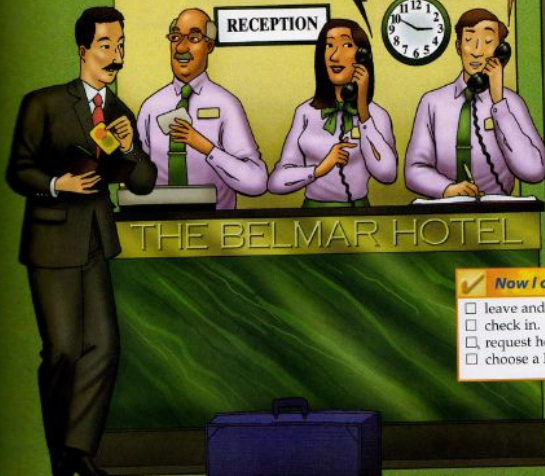
For Unit 3 online activities, visit the Top Notch Companion Website at [www.longman.com/topnotch](http://www.longman.com/topnotch)

## UNIT WRAP-UP

- **Social language.** Create conversations for the people.
- **Grammar.** Ask questions with will about the picture. Answer the questions.
- **Writing.** Write a description about the hotel for a hotel guide book.



BELL DESK



### DIRECTORY

<b>BUSINESS CENTER</b> 9:00 A.M. – 4:00 P.M.	2
<b>GIFT SHOP</b> 9:00 A.M. – 9:00 P.M.	Lobby
<b>FITNESS CENTER</b> 6:00 A.M. – 10:00 P.M.	3
<b>SPA</b> 10:00 A.M. – 3:00 P.M.	5
<b>SCYTOP RESTAURANT</b> 8:00 A.M. – 11:00 P.M.	12

### ✓ Now I can ...

- ☐ leave and take messages.
- ☐ check in.
- ☐ request housekeeping services.
- ☐ choose a hotel.

## Cars and Driving

## UNIT GOALS

- 1 Describe an accident
- 2 Get service at a service station
- 3 Rent a car
- 4 Understand international driving



**TOPIC PREVIEW.** Read the e-mail. Explain what it's for.

# YOOTUR Travel & Yachting

HOME

FEATURES

DESTINATIONS

PACKAGES

RENTAL



Address

Attach

Save

Print

Send

Subject: RE: rental car for German trip

Hello Mr. Koji Oinuma,

Thanks for your visit to our website and for your car rental request. We would like to offer:

Car type: B CATEGORY (Fiat Siena or Renault Clio)

Date / place of delivery: August 3rd / Frankfurt

Date / place of return: August 14th / Frankfurt

Duration of rental: 11 days

Daily rate: 39 Euros

TOTAL: 429 Euros

Price covers:

- Unlimited miles / km
- Insurance
- V.A.T. and local taxes

Please check the following information to confirm your credit card information:

Credit Card Type: VISTA

Expiration: 07/07

Credit Card No.: 002 000 001 34

Issuing bank: Globalbank

We have charged your card 86 Euros (20% of total) to reserve your car.

The balance will be charged upon pickup.

Best regards,

Wolfgang Bauer

YOOTUR Travel & Yachting

Frankfurt, Germany

Tel: +49-69-4218002

Fax: +49-69-4212270

<http://www.Yootur.com>



**DISCUSSION.** How long does Mr. Oinuma need the car for?

How much will it cost per day? How much does he pay for the reservation?



**SOUND BITES.** Read along silently as you listen to a conversation in a car rental agency in Germany.



**RENTER:** Good morning. Koji Oinuma. I have a reservation.

**AGENT:** Certainly, sir. Just a moment... Oh, yes. We were expecting you. An air-conditioned Clio. Is that with automatic transmission, or manual?

**RENTER:** Either way.

**AGENT:** I'll need to see your driver's license and a major credit card.



**RENTER:** Here you go.

**AGENT:** I have you returning the car on August 14?

**RENTER:** That's correct.

**AGENT:** And will that be here at the airport?

**RENTER:** Yes. At about 4 p.m. Is that OK?

**AGENT:** That'll be fine. Here are the keys. The car's right outside.

**D** Read the conversation again. Check the statements that are true. Explain each response.

- ☐ 1. The car rental agent knew Mr. Oinuma was coming for a car.
- ☐ 2. Mr. Oinuma needs to show the agent his passport.
- ☐ 3. The conversation is in an airport.
- ☐ 4. Mr. Oinuma will return the car on August 14 in the morning.
- ☐ 5. Mr. Oinuma pays for the car rental with a credit card.

## WHAT ABOUT YOU?

Choose a place you'd like to go, a travel date, and a car you'd like to rent. Fill out the online rental request for yourself.

**PAIR WORK.** Tell your partner where you're going. Did you select the same car?



Rent-a-Car Booking / Request

Pickup City or Airport:

Return City or Airport:

Car Type:

Pickup Date: (D/M/Y)

Return Date: (D/M/Y)

**SEARCH NOW**

## Describe an Accident

**CONVERSATION MODEL** Read and listen.

- A: I had an accident.  
 B: I'm so sorry. Are you OK?  
 A: I'm fine. No one was hurt.  
 B: Thank goodness. How did it happen?  
 A: Well, the other driver was tailgating, and he hit my car.  
 B: Oh, no! Was there much damage?  
 A: No. I'll only have to replace a taillight.

**Rhythm and intonation practice**



**Ways to show concern**  
 Oh, no!  
 I'm so sorry.  
 How awful!  
 I'm sorry to hear that.

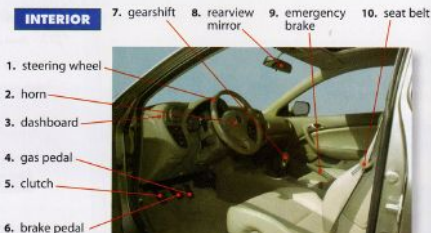


**VOCABULARY. Car parts.**  
 Listen and practice.

**EXTERIOR**



**INTERIOR**



## B GRAMMAR. The past continuous

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

What **were** you **doing** last night at eight? I **was watching** TV.

**Was** the car **making** that noise this morning? Yes, it was. / No, it wasn't.

The past continuous shows an action that continued during a period of time in the past.  
The simple past tense shows an action that occurred and then ended.

past continuous

simple past tense

I **was going** too fast when I **had** the accident.



PAGE 67  
For more ...

## C Complete the paragraph with the past continuous or the simple past tense.

I \_\_\_\_\_ an accident on the way to work. I \_\_\_\_\_ slowly and  
 I thought I \_\_\_\_\_ attention. The problem was that I \_\_\_\_\_ an  
 important phone call. When the cell phone \_\_\_\_\_, I just \_\_\_\_\_ it.  
 All of a sudden, the car in front of me \_\_\_\_\_, and I \_\_\_\_\_ it.  
 I certainly \_\_\_\_\_ my lesson. Luckily, I \_\_\_\_\_ a seat belt when  
 I \_\_\_\_\_ the accident.

## D LISTENING COMPREHENSION. Listen and write the number of the conversation for each picture. Then listen again to check your work.



## CONVERSATION PAIR WORK

Role-play a conversation about an accident.  
Use the pictures or your **own** ideas.  
Start like this:

A: I had an accident.

B: \_\_\_\_\_. How did it happen?

A: \_\_\_\_\_

B: Was there much damage?

A: \_\_\_\_\_



speeding



not paying attention



tailgating



talking on a cell phone

## Get Service at a Service Station

### CONVERSATION MODEL

Read and listen.

- A: Fill it up, please, with regular.  
 B: Yes, sir. Anything else?  
 A: My turn signal isn't working. Can you fix it?  
 B: Yes, we can. Can you drop the car off tomorrow morning at about 9:00?  
 A: Sure. What time can I pick it up?  
 B: How about noon?  
 A: Terrific. I'll see you at 9:00.

#### Rhythm and intonation practice

#### VOCABULARY. Some phrasal verbs.

Listen and practice.

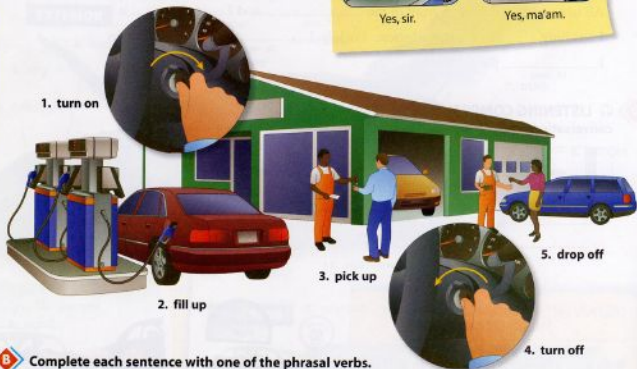
#### Polite address



Yes, sir.



Yes, ma'am.



#### Complete each sentence with one of the phrasal verbs.

- I need gas. Can you please \_\_\_\_\_?  
drop it off / fill it up
- It's raining, and the windshield wipers are broken. I can't \_\_\_\_\_.  
turn them on / turn them off
- The car is ready. Can you \_\_\_\_\_ today at 5:00?  
drop it off / pick it up
- We can do the service on Tuesday. Please \_\_\_\_\_ early.  
drop it off / pick it up
- What's wrong with these headlights? I can't \_\_\_\_\_.  
fill them up / turn them off

## C GRAMMAR. Direct object placement with phrasal verbs

Phrasal verbs contain a main verb and a particle (a preposition or adverb) that together have their own meaning.

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

With certain phrasal verbs, direct object nouns can come before or after the particle.

I'll drop off **the car**. OR I'll drop **the car** off.

Direct object pronouns, however, must come before the particle.

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

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

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



PAGE 68  
For more ...

## D PRONUNCIATION. Stress of particles in phrasal verbs. Notice the change in stress when an object pronoun comes before the particle. Listen and repeat.

1. A: I'd like to **drop off** the car.

B: OK. What time can you **drop it off**?

2. A: They need to **pick up** the keys.

B: Great. When do they want to **pick them up**?

## E Unscramble the words to write statements or questions. Then read the sentences aloud.

1. The taillights aren't working. (can't / I / on / them / turn) \_\_\_\_\_.
2. The car needs service. (off / drop / service station / at / the / I'll / it) \_\_\_\_\_.
3. It's too cold for air conditioning. (switch / Which / off / it / turns) \_\_\_\_\_?
4. Thanks for fixing the car. (it / pick / What time / I / can / up) \_\_\_\_\_?
5. The car is almost out of gas. (up / Please / fill / it) \_\_\_\_\_.

## CONVERSATION PAIR WORK

Practice asking for service and repairs.  
Review the vocabulary on page 40.

A: Fill it up, please, with regular.

B: \_\_\_\_\_. Anything else?

A: \_\_\_\_\_. Can you \_\_\_\_\_?

B: \_\_\_\_\_.

Continue the conversation in your own way.



### Some ideas...

- won't turn on / turn off
- won't open / close
- (is) making a funny sound
- (is) not working
- (is) stuck

## Rent a Car



**VOCABULARY.** Types of cars. Listen and practice.



a sedan



a station wagon



a van



a convertible



an SUV



a sports car



a luxury car



a compact car



a full-size car



**PAIR WORK.** Choose the best kind of car for each person.  
Discuss your reasons with your partner.



1

Mr. Taylor is a businessman from Geneva, Switzerland, attending a business meeting in Kota Kinabalu, Malaysia. He doesn't have a lot of luggage. He only needs the car for local travel.

car type: a compact car

reason: He's traveling alone and doesn't need a large car.



3

Mr. Soo is a tourist from Korea, visiting western Australia with his brother. They enjoy hiking and fishing, and they're planning a road trip through the lake district. They plan to drive on some rough roads, so they want a car with four-wheel drive.

car type: \_\_\_\_\_

reason: \_\_\_\_\_



2

Ms. Peres is a banker from Porto Alegre, Brazil. Her daughter is getting married in Puebla, Mexico. She wants to drive there from Mexico City with her husband and two other children for the wedding. They have a lot of clothes and presents for the wedding.

car type: \_\_\_\_\_

reason: \_\_\_\_\_



4

Ms. Montez is a tourist from Veracruz, Mexico, visiting national parks and cities in the U.S. with her husband and their five children. They plan to do a lot of shopping.

car type: \_\_\_\_\_

reason: \_\_\_\_\_



5

Dr. Sato is from Osaka, Japan. He's traveling to an international medical meeting in Buenos Aires, Argentina. He has to invite three doctors to dinner and after-dinner entertainment. He likes to drive.

car type: \_\_\_\_\_

reason: \_\_\_\_\_

**LISTENING COMPREHENSION.** Listen to the phone conversations.  
Did the caller rent the car?

If so, what kind? [or]

If not, why not?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**TOP NOTCH INTERACTION • Let's rent a car!**

**STEP 1.** On your notepad, plan a trip for which you need a rental car.

destination	pickup date	drop-off date	number of companions	activities

**STEP 2. ROLE PLAY.** Choose one or both situations for your trip:

- A telephone call to a car rental agency. Discuss car types, explain your needs, and rent a car for your trip.
- A telephone call to a car rental agency after an accident. Report the accident. Say what you were doing when you had the accident. Discuss repairs.

**NEED HELP?** Here's language you already know:

**Offer help**

How can I help you?  
Certainly, sir / ma'am.  
When will you drop off /  
pick up the car?  
That'll be fine.

**Rent a car**

I'd like a [compact car].  
I need a car with  
[automatic / manual]  
transmission.

**Describe damage**

The \_\_\_\_ is / are broken.  
The \_\_\_\_ is / are not working.  
The \_\_\_\_ won't open / close /  
turn on / turn off.  
The \_\_\_\_ is stuck.

**Express concern**

How did it happen?  
Oh, no!  
How awful!  
I'm so sorry.  
I'm sorry to hear that.  
Thank goodness!

**Discuss the accident**

Was there much damage?  
I / The other driver was  
[speeding].  
I hit another car.  
Another car hit me.  
No one was hurt.



## Understand International Driving Rules

- A READING WARM-UP.** Are you a good driver? If you don't drive a car, would you like to learn?
- B READING.** Read the article about driving a car abroad. Do you think this information is important?

### TIPS ON DRIVING ABROAD



It can be difficult to drive in another country. First, driving rules and laws differ from country to country. So do road signs. And, people in different countries drive on opposite sides of the road! Here are some tips on driving abroad.

First, obtain an International Driving Permit (IDP). Most countries accept this permit. It's easy to get an IDP. Just enter "International Driving Permit" in any Internet search engine and you will get the information you need.

Once you have the IDP, carry your own driver's license with you any time you drive outside your own country.

If possible, get a copy of the foreign country's rules before you begin driving in that country. An excellent source of information is a car rental company in the foreign country.

**Be aware:**

- Some countries have a minimum and maximum driving age.
- Some countries have penalties for drivers and/or passengers who don't wear a seat belt. Always "buckle up."
- Many countries require you to honk your horn before going around a sharp corner or to flash your lights before passing.
- If the drivers in the country you are visiting drive on the opposite side of the road from your own country, it may be a good idea to practice driving in a quiet area before attempting to drive in heavy traffic.

And a word about road signs: in general, the color red on an international road sign signals negative information, such as a warning or prohibition, whereas blue is positive. Simply put, blue says do, red says don't.

SOURCE: <http://travel.state.gov>

### See how many international road signs you know.

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| <input type="checkbox"/> 2 SLIPPERY ROAD  |  | 1   |   |   |   |
| <input type="checkbox"/> MINIMUM SPEED  |   |   |   |   |   |
| <input type="checkbox"/> MAXIMUM SPEED [SPEED LIMIT]                              |  | 2   |   |   |   |
| <input type="checkbox"/> NO PASSING   |   |   |   |   |   |
| <input type="checkbox"/> DANGER   |  | 3   |   |   |   |
| <input type="checkbox"/> PEDESTRIAN CROSSING                                      |   |   |   |   |   |
| <input type="checkbox"/> NO ENTRY   |  | 4   |   |   |   |
| <input type="checkbox"/> PARKING AREA   |   |   |   |   |   |
| <input type="checkbox"/> NO STOPPING  |  | 5   |   |   |   |
| <input type="checkbox"/> NO PARKING   |   |   |   |   |   |
|  |  |  |  | 6 |  |
| 10  | 9   | 8   | 7   |   |   |

Answers: 1. NO ENTRY 2. SLIPPERY ROAD 3. PEDESTRIAN CROSSING 4. DANGER 5. NO STOPPING 6. NO PARKING 7. PARKING AREA 8. MINIMUM SPEED 9. MAXIMUM SPEED 10. NO PASSING

SOURCE: <http://www.ideamerge.com>

- C Check all the statements that are true, according to the article.**  
Explain your responses.

- ☐ 1. It's difficult to get an international driving permit to drive in another country.
- ☐ 2. You should always carry your driver's license when you drive in another country.
- ☐ 3. Foreign car rental companies can tell you local driving rules.
- ☐ 4. It's never necessary to wear a seat belt outside of your own country.
- ☐ 5. The color of a road sign can help you understand what it means.

- D DISCUSSION.** Discuss the difficulties of driving abroad. What should you do before the trip?

## TOP NOTCH INTERACTION • What makes a good driver?

**STEP 1. PAIR WORK.** With your partner, complete the survey about bad driving practices. (If you don't drive, answer the questions about someone you know.)

Do you ...



☐ speed?



☐ tailgate?



☐ honk your horn unnecessarily?



☐ cut off other drivers?



☐ talk on a cell phone when you drive?



☐ not pay attention?



☐ not stop at stop signs?



☐ not signal?



☐ flash your lights at other drivers?



☐ weave through traffic?

Score one point for each check.

**ACCIDENT  
PROBABILITY**

POINTS

0-1

2-4

5-7

8-10

ALMOST 0%

100%

**STEP 2. PAIR WORK.** Discuss do's and don'ts for drivers. Make a list on your notepad. Compare your list with other classmates' lists.

**STEP 3. WRITING.** On a separate sheet of paper, write about good drivers and bad drivers. Use your notepad and the survey for support.

do:

buckle up

don't:

tailgate

Good drivers know the driving rules and laws. They always stop...

## UNIT 4 CHECKPOINT

- A** **LISTENING COMPREHENSION.** Listen carefully to the people renting cars. Write the number of the conversation below the kind of car they want.



- B** Choose a response to each statement or question.

- "Was there any damage?"  
a. Yes. He was tailgating.      b. Yes. The taillights are broken.
- "Fill it up, please."  
a. Sure. What time can I pick it up?      b. Sure. Anything else?
- "No one was hurt."  
a. I'm so sorry to hear that.      b. Thank goodness.
- "I was talking on my cell phone, and I hit another car."  
a. Oh, no!      b. Was he speeding?

- C** Complete each statement about cars.

- A small, fast car is a sports car.
- When you drive too fast, you are \_\_\_\_\_.
- The light that indicates the direction you want to turn is the \_\_\_\_\_.
- The lights on the front of the car are the \_\_\_\_\_.
- If you want to check the engine, you have to open the \_\_\_\_\_.
- When you want to stop or slow the car, step on the \_\_\_\_\_.

- D** Complete each statement or question with the past continuous or the simple past tense.

- I speed, and I have an accident.
- The other driver \_\_\_\_\_ a seat belt, and she not stop at the stop sign.
- She \_\_\_\_\_ on a cell phone and \_\_\_\_\_ not pay attention.
- Who drive when the accident happen?
- Where \_\_\_\_\_ they \_\_\_\_\_ go when the phone \_\_\_\_\_ ring?

**TOP NOTCH SONG**  
"Wheels Around the World"  
Lyrics on last book page.

**TOP NOTCH PROJECT**  
Research car accidents in your local newspaper or on the Internet. Describe an accident to your class.

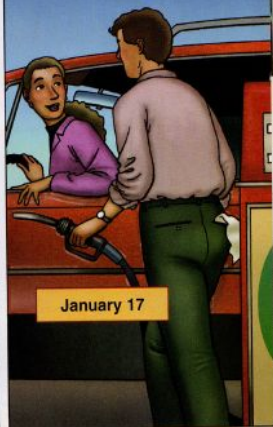
**TOP NOTCH WEBSITE**  
For Unit 4 online activities, visit the Top Notch Companion Website at [www.longman.com/topnotch](http://www.longman.com/topnotch).

## UNIT WRAP-UP

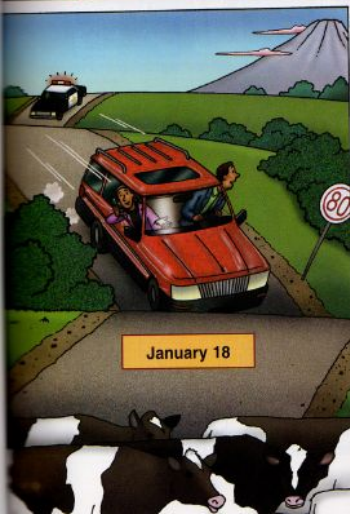
- **Narration.** Tell a story, using the pictures.
- **Social language.** Create conversations for the people.
- **Writing.** Describe the accident and its causes.



January 16



January 17



January 18



Later



Now I can ...

- ☐ describe an accident.
- ☐ get service at a service station,
- ☐ rent a car.
- ☐ understand international driving rules.

- 1 Ask for something you can't find
- 2 Request salon services
- 3 Schedule and pay for personal care
- 4 Discuss ways to improve appearance

## Personal Care and Appearance

**TOPIC PREVIEW.** Which of these products do you buy regularly? Where do you buy them: in a drugstore, a cosmetics store, online, or someplace else?



**PAIR WORK.** With your partner, classify the products and write them in the chart.

Hair care	Tooth care	Skin care	Shaving	Makeup	Medicine
shampoo					



**C** **SOUND BITES.** Read along silently as you listen to a conversation at a meeting in Brazil.



**MIEKO:** Hey, Noor. I need to pick up a few things on the way back to the hotel. Feel like stopping at a cosmetics store? We could get some of that makeup these gorgeous Brazilians wear.

**NOOR:** I'd like to, but I think I'll pass. I don't have much time today. I'm expecting an important call from Kuala Lumpur in a few minutes.



**MIEKO:** No problem. I'll just go myself. But wish me luck. I'm sure no one speaks Japanese!

**NOOR:** Don't worry. Most people speak some English. You'll be fine.

**MIEKO:** I guess. In any case, the store's self-service. It'll be a piece of cake!

**NOOR:** See you back at the hotel.

**D** **Read the conversation again. Correct the following false statements.**

1. Mieko is going to shop in a store in the hotel.
2. Noor can't go with Mieko because she has to call Kuala Lumpur.
3. Noor is worried that no one speaks Japanese.

**E** **UNDERSTANDING MEANING FROM CONTEXT.** Complete each statement, according to the conversations.

1. When Noor says, "I think I'll pass," she means \_\_\_\_.
2. When Noor says, "You'll be fine," she means \_\_\_\_.
3. When Mieko says, "It'll be a piece of cake," she means \_\_\_\_.



## WHAT ABOUT YOU?

Complete the chart about the things you buy and your reasons.

Product	What brand?	Reason
shampoo		
soap		
toothpaste		

**DISCUSSION.** On the board, write a list of all the shampoo, soap, and toothpaste brands your classmates use. Do you all agree on which brands are the best?

## Ask for Something You Can't Find

## CONVERSATION MODEL Read and listen.

- A: Excuse me. Where would I find toothpaste?  
 B: Toothpaste? Have a look in aisle two.  
 A: Actually, I did and there wasn't any.  
 B: I'm sorry. Let me get you some from the back.  
 A: Thanks so much.

## Rhythm and intonation practice

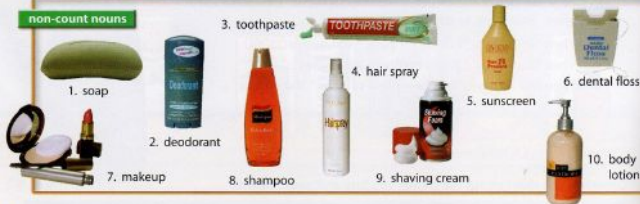


## VOCABULARY. Personal care products. Listen and practice.

## count nouns



## non-count nouns



## LISTENING COMPREHENSION. Listen carefully to the ads for personal care products. Choose the kind of product it is. Then listen again and check your work.

- |                |                                      |  |
|----------------|--------------------------------------|--|
| 1. Spring Rain | <input type="checkbox"/> shampoo     | <input type="checkbox"/> deodorant     |
| 2. Rose        | <input type="checkbox"/> soap        | <input type="checkbox"/> conditioner   |
| 3. Pro-Tect    | <input type="checkbox"/> hand cream  | <input type="checkbox"/> sunscreen     |
| 4. All Over    | <input type="checkbox"/> body lotion | <input type="checkbox"/> soap          |
| 5. Scrubie     | <input type="checkbox"/> toothpaste  | <input type="checkbox"/> shaving cream |

## C GRAMMAR. Count and non-count nouns: indefinite quantities and amounts

### Some and any

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

Use **some** in affirmative statements.

We bought **some** nail files. Now we have **some**.

They need **some** soap. We have **some**.

Use **some** or **any** in questions.

Do you want **some** shampoo? OR Do you want **any** shampoo?

Use **any** in negative statements.

I don't have **any** razors, and I don't want **any**.

We don't want **any** deodorant. We don't need **any**.

### A lot of, many, and much

Use **a lot of** with both count and non-count nouns in statements and questions.

That store has **a lot of** razors. They don't have **a lot of** nail files. Do they have **a lot of** lotion?

Use **many** and **much** in negative statements.

Use **many** with count nouns.

They don't have **many** brands of makeup.

Use **much** with non-count nouns.

The store doesn't have **much** toothpaste.



PAGES 68-69  
For more ...

## D Complete the conversation between a husband and a wife getting ready for a family trip.

DANA: Do we have \_\_\_\_\_ shampoo?

1. any / many

NEIL: Yes. We have \_\_\_\_\_ shampoo.

2. many / a lot of

DANA: And Maggie uses \_\_\_\_\_ conditioner. Is there \_\_\_\_\_?

3. much / a lot of

4. many / any

NEIL: No. There isn't \_\_\_\_\_ conditioner. And we don't have \_\_\_\_\_

5. some / any

6. much / many

toothpaste, either. I can pick \_\_\_\_\_ up on my way home.

7. some / any

DANA: Hey, Adam's shaving now. Does he need \_\_\_\_\_ razor blades?

8. any / much

What about \_\_\_\_\_ aftershave lotion?

9. some / many

NEIL: He doesn't shave every day. He can use mine.

## CONVERSATION PAIR WORK

Role-play shopping for personal care products. Use the directory.

A: Excuse me. Where would I find \_\_\_\_\_?

B: \_\_\_\_\_? Have a look in aisle \_\_\_\_\_.

A: Actually, \_\_\_\_\_.

B: \_\_\_\_\_.

Continue the conversation. Ask about other personal care products.

### Cosmetics Plus Directory

	aisle
Hair Care	3
Tooth Care	4
Skin Care	2
Nail Care	2
Makeup	2
Cold and Flu Medicine	1
Shaving Supplies	1

## Request Salon Services

### CONVERSATION MODEL

Read and listen.

- A: I'm Linda Court. I have a two o'clock appointment for a haircut with Sean.  
 B: Hello, Ms. Court. Sean's running a little late. Can I get you some coffee or tea?  
 A: No, thanks. Can I get a manicure in the meantime?  
 B: Yes, but it'll be a few minutes. There's someone ahead of you.

### Rhythm and intonation practice

### VOCABULARY. Salon services.

Listen and practice.



### GRAMMAR. Someone / anyone

Use **someone** in affirmative statements.  
 There's **someone** ahead of you.

Use **anyone** in negative statements.  
 There isn't **anyone** waiting.

Use **someone** or **anyone** in questions.  
 Can **someone** wash my hair?  
 Can **anyone** give me a manicure?



PAGE G10  
For more ...



### Complete each statement or question with **someone** or **anyone**.

- There's \_\_\_\_\_ at the front desk.
- They didn't tell \_\_\_\_\_ that it would be a long wait.
- Did you see \_\_\_\_\_ giving a manicure?
- I don't have the scissors. I gave them to \_\_\_\_\_.
- There will be \_\_\_\_\_ here to give you a pedicure in a few minutes, if you can wait.

- Please don't tell \_\_\_\_\_ the price. It was very expensive!
- Did you tell \_\_\_\_\_ how long you've been waiting?
- \_\_\_\_\_ called and left you this message while you were getting your shampoo.
- Please give this list of services to \_\_\_\_\_ to check.
- There wasn't \_\_\_\_\_ there when she called for an appointment.
- \_\_\_\_\_ told me to wait a few minutes.
- I didn't ask \_\_\_\_\_ about the price.

**D** **LISTENING COMPREHENSION.** Listen carefully to the conversations. Check the service(s) each client wants.



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

**E** **PRONUNCIATION.** Vowel reduction to /ə/. The vowel in an unstressed syllable is often reduced to /ə/. Listen and repeat.

1. ma ni cure  
/ə/

2. pe di cure  
/ə/

3. me di cine  
/ə/

4. de o do rant  
/ə/

## CONVERSATION PAIR WORK

Role-play requesting salon services. Use the list.  
Start like this:

A: I'm \_\_\_\_\_. I have \_\_\_\_\_ appointment for a \_\_\_\_\_ with \_\_\_\_\_.

B: Hello, \_\_\_\_\_. \_\_\_\_\_'s running a little late.  
Can I get you some \_\_\_\_\_?

A: \_\_\_\_\_

Continue the role play in your own way.

## UNISEX SALON

Services Staff

shampoo Lisa / Olga  
haircut Judy / Christopher / Bruce  
manicure Sonia / Natasha  
pedicure Karin  
shave Nick

## Schedule and Pay for Personal Care



**VOCABULARY.** Schedule and pay for personal care.  
Listen and practice.



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



How long will I have to wait?



How much do you charge  
for a massage?



Is it customary to leave a tip?



Can I charge it to my room?



I'm sorry. I have to cancel  
my appointment.



**Complete each conversation. Use the expressions from the vocabulary and your own ideas.**

- A: \_\_\_\_\_?

B: Let me check the price list.
- A: \_\_\_\_\_?

B: Well, you're in luck. A customer just canceled his appointment.
- A: \_\_\_\_\_?

B: Certainly. What's your room number?
- A: \_\_\_\_\_?

B: About 35 minutes. Is that OK?
- A: \_\_\_\_\_?

B: Yes, it is. Most people give about 10 percent.



**LISTENING COMPREHENSION.** Listen to the conversations in a salon.  
Check what each client asks about. Then listen again and explain to a partner  
what happened.

- |  |  |
|--|--|
| 1. <input type="checkbox"/> getting a massage      | b. <input type="checkbox"/> getting a manicure             |
| 2. <input type="checkbox"/> waiting for a manicure | b. <input type="checkbox"/> paying for a manicure          |
| 3. <input type="checkbox"/> getting a haircut      | b. <input type="checkbox"/> charging a haircut to her room |
| 4. <input type="checkbox"/> tipping someone        | b. <input type="checkbox"/> getting a shampoo              |



# TOP NOTCH

## INTERACTION • Pamper yourself!

**ROLE PLAY.** Look at the date book of the Finis Terra Hotel. Role-play conversations to request services, schedule appointments, and ask about payment.

SATURDAY, JULY 10 192/174

### Finis Terra HOTEL & SPA

	Spa facial	Deluxe manicure	Full massage	Neck and shoulder massage	Pedicure and foot massage
	Katya	Lucille	Tom	Kevin Ms. Cruz	May
9 00	Mr. Santos				
9 15					Mr. Loyola
9 30					
9 45	Ms. Pleva	Mr. Brucker			
10 00					
10 15			Mr. Ju		
10 30					
10 45	Ms. Kumar				
11 00					Ms. Joon
11 15					
11 30		Ms. Gomez			
11 45					
12 00					
12 15					
12 30				Ms. Benson	
12 45					
1 00	Mr. Dialo				
1 15					
1 30					
1 45					
2 00					
2 15					
2 30					

**NEED HELP?** Here's language you already know:

#### Payment

How much do you charge for \_\_\_\_?  
Can I charge it to my room?  
Is it customary to leave a tip?

#### Client

Can I get a \_\_\_\_?  
Would it be possible to get a \_\_\_\_?  
How long will I have to wait?  
Can I get a \_\_\_\_ in the meantime?  
I'm \_\_\_\_ I have \_\_\_\_ appointment for a \_\_\_\_ with \_\_\_\_

#### Salon's Staff

It'll be a few minutes.  
There's someone ahead of you.  
You're in luck.  
[She's] running a little late.  
Can I get you [some tea]?

JULY 11 192/175

## Discuss Ways to Improve Appearance

**A READING WARM-UP.** What are some things people can do to improve their appearance?

**B READING.** Read the magazine article about cosmetic surgery. Do you think people should consider these solutions to their problems?

# Cosmetic surgery—Q&A

**C**osmetic surgeons have made great progress in restoring normal appearance by repairing injuries and removing scars from burns and other injuries. More and more, however, many people with the necessary financial resources have chosen cosmetic surgery—an expensive option—to improve their appearance. Gail Weiss, *Fitness and Health Magazine's* medical editor, answers readers' questions about cosmetic surgery.

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

Dawson

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

Gail Weiss, M.D.

Dear Dr. Weiss:  
I'm a 24-year-old man who is already losing his hair! Dr. Weiss, I'm looking for a wife and I'm afraid no woman will want to marry a 25-year-old baldie! I need some advice.

Calvin

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

Gail Weiss, M.D.

Dear Dr. Weiss:  
Can anyone help me with my problem? I have too much hair on my body and I'm sick and tired of shaving. It's so embarrassing.

Cassandra

Dear Cassandra:  
Before you call a cosmetic surgeon for hair removal, try a depilatory cream. Depilatories are available in any drugstore and they remove hair easily and safely in your own home. Why don't you give that a try first?

Gail Weiss, M.D.

**BEFORE** cosmetic surgery      **AFTER** cosmetic surgery



Dear Dr. Weiss:  
I'm at my wits' end with my face. I have wrinkles and sun damage. I'm only 30, but I look 50. Do you think a face-lift is an option for me?

Josephine

Dear Josephine:  
Both men and women of all ages request this popular and effective surgery. It lifts the face and the neck in one operation and has excellent results. But this is surgery, and afterwards you will have to stay at home for a number of days. It takes time to recover. And you may have to do it again after a number of years. Before you decide to have a face-lift, ask your dermatologist or a cosmetic surgeon about a chemical peel. A chemical peel removes the top layer of skin and can improve the appearance of the skin without surgery. Good luck!

Gail Weiss, M.D.

**INFORMATION SOURCE:**  
American Academy of Cosmetic Surgery  
<http://www.cosmeticsurgery.org>

**PAIR WORK.** Complete the chart with information from the article. Explain your answers.

	Problem	Dr. Weiss's advice
Dawson	<i>overweight</i>	<i>diet first</i>
Calvin		
Cassandra		
Josephine		

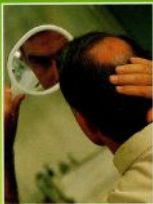
## TOP NOTCH

### INTERACTION • Would you ever get a face-lift?

**STEP 1.** Take the personal opinion survey about ways to improve appearance.

## Would you try...?

	definitely	maybe	probably not	absolutely not!
diet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
exercise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
massage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
creams and lotions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
hair removal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
hair restoration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
makeup	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
facials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
face-lifts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
liposuction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
chemical peels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**STEP 2. PAIR WORK.** Choose one method you would try and one method you would not try. On the notepad, write advantages and disadvantages. Compare your notepad with a partner's.

method	advantage(s)	disadvantage(s)
I would try diet.	free, safe	hard to do!

**STEP 3. DISCUSSION.** What's the best way to improve appearance?

**STEP 4. WRITING.** Write a letter to Dr. Weiss. Then exchange letters with your partner and write a response.

# UNIT 5 CHECKPOINT



**LISTENING COMPREHENSION.** Listen carefully to the conversations.  
Complete the statements.

- Hawaii Bronzer is a brand of \_\_\_\_\_.
- Swan is a brand of \_\_\_\_\_.
- Truly You is a brand of \_\_\_\_\_.
- Mountain Fresh is a brand of \_\_\_\_\_.
- Silk 'n' Satin is a brand of \_\_\_\_\_.



**Give advice to each person.**

- "My nails are a mess!"  
**YOU** You should get a manicure.
- "Just look at my hair! What should I do?"  
**YOU** \_\_\_\_\_
- "Oh, my aching back! I played tennis and then I cleaned the house."  
**YOU** \_\_\_\_\_



**Complete each statement or question.**

- There aren't \_\_\_\_\_ customers in the store right now.  
*many / much*
- Do they have \_\_\_\_\_ good shampoo at the spa?  
*any / many*
- Your sister doesn't want \_\_\_\_\_ conditioner.  
*some / any*
- You don't have \_\_\_\_\_ makeup in the bathroom.  
*much / some*
- My son uses \_\_\_\_\_ razor blades.  
*any / a lot of*
- It's not good to give children \_\_\_\_\_ cough medicine.  
*some / a lot of*



**Choose a response to each question.**

- "Facials are two for the price of one. Feel like getting a facial with me?"  
a. It's not customary to tip.      b. I think I'll pass.
- "Can I get a manicure in the meantime?"  
a. Actually, we don't have many.      b. Certainly. Right over there.
- "How much do you charge for a shave and a haircut?"  
a. You can charge it to your room.      b. I'm not sure. Let me check.



**WRITING.** On a separate sheet of paper, write about a personal care product you like. What does it do for you? Why do you buy it?

I've used Scrubbie Toothpaste since I was a child. First of
all, it tastes great. It's also a very popular...

## TOP NOTCH PROJECT

Bring in ads for cosmetics and makeup. What do the ads say they can do to improve appearance? Make a bulletin board of products.

## TOP NOTCH WEBSITE

For Unit 5 online activities, visit the Top Notch Companion Website at [www.longman.com/topnotch](http://www.longman.com/topnotch).

Medicine	1	Hair Care	3
Makeup	2	Shaving	3
Nail Care	2	Skin Care	4
Tooth Care	2		

## UNIT WRAP-UP

- Vocabulary.** Name the personal care products you see. Make a list of other products you think you can find in the store.  
*There's a lot of makeup in the store.*
- Grammar.** Make statements with some, any, many, much, and a lot of.
- Social language.** Go shopping. Ask the clerk for products.



Aisle 2

Aisle 3

### Now I can ...

- ☐ ask for something I can't find.
- ☐ request salon services.
- ☐ schedule and pay for personal care.
- ☐ discuss ways to improve appearance.

## Eating Well

## UNIT GOALS

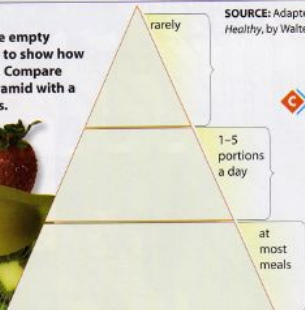
- 1 Make an excuse to decline food
- 2 Talk about food passions
- 3 Discuss lifestyle changes
- 4 Describe unique foods

**A TOPIC PREVIEW.** Look at the Healthy-Eating Pyramid that suggests daily eating habits to avoid heart disease. Is there anything in the pyramid that you never eat?



**SOURCE:** Adapted from *Eat, Drink, and Be Healthy*, by Walter C. Willet, M.D.

**B** Fill in the empty pyramid to show how you eat. Compare your pyramid with a partner's.



**C DISCUSSION.** How is the Healthy-Eating Pyramid different from how you eat? Do you think the Healthy-Eating Pyramid gives good advice?



**D** **SOUND BITES.** Read along silently as you listen to a natural conversation.



IRIS: What in the world are you eating?

TERRI: Chocolate cake. But don't tell anyone, OK?

IRIS: But aren't you on a diet?

TERRI: I used to be. Not anymore.

IRIS: What happened?

TERRI: To tell you the truth, it was just too much trouble.

TERRI: Want to try some?

IRIS: Well, I would. But I'm on a diet.

TERRI: You? I don't believe it! Don't you always have dessert?

IRIS: I used to. Not anymore.

TERRI: Are you sure? You only live once!

**E** **Check the statements that are true, according to the conversation.**  
**Explain your answers.**

- |   |  |
|---|--|
| <input type="checkbox"/> 1. Iris doesn't eat sweets now.  | <input type="checkbox"/> 4. Terri doesn't want any cake.     |
| <input type="checkbox"/> 2. Terri doesn't eat sweets now. | <input type="checkbox"/> 5. Iris changed her eating habits.  |
| <input type="checkbox"/> 3. Iris doesn't want any cake.   | <input type="checkbox"/> 6. Terri changed her eating habits. |



## WHAT ABOUT YOU?

Make a list of foods you can eat if...

you're trying to lose weight.

you're trying to gain weight.



# Make an Excuse to Decline Food

## CONVERSATION MODEL Read and listen.

A: Everything's ready. Why don't we sit down?

B: This food looks great!

C: It really smells delicious.

...

A: Please help yourself.

C: Thanks. But I'll pass on the chicken.

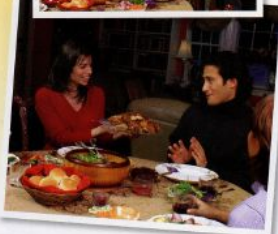
A: Don't you eat chicken?

C: Actually, no. I'm a vegetarian.

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

C: Don't worry about it. It's not a problem.

## Rhythm and intonation practice



## VOCABULARY. Excuses for not eating something. Listen and practice.



I don't care for broccoli.



Coffee doesn't agree with me.



I'm a vegetarian.



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



I'm avoiding sugar.



I'm allergic to chocolate.

## LISTENING COMPREHENSION. Listen carefully to each conversation. Write the letter to complete each statement. Then listen again to check your work.

- |                  |                                 |
|------------------|---------------------------------|
| _____ 1. Cindy   | a. is a vegetarian.             |
| _____ 2. Frankie | b. is avoiding salt and oil.    |
| _____ 3. Marie   | c. is trying to lose weight.    |
| _____ 4. Susan   | d. is allergic to strawberries. |
| _____ 5. George  | e. doesn't care for fish.       |

## C GRAMMAR. Negative yes / no questions and Why don't...?

Use negative yes / no questions...

- to check information you think is true.

Isn't Jane a vegetarian?

Yes, she is.

Don't they have two sons?

No, they don't. They have three.

- when you want someone to agree with you.

Don't you love Italian food?

Yes. It's delicious.

Wasn't that a terrible dinner?

Actually, I disagree. I liked it.

- to express surprise.

Aren't you going to have cake?

I'm sorry. I'm on a diet.

Hasn't he finished eating yet?

I know. Kevin's a very slow eater.

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

Why don't you have some more cake?

Thanks.

Why don't we go out to eat?

Good idea.



PAGES G10-G11  
For more ...

## D Complete each negative yes / no question.

1. A: \_\_\_\_\_ you allergic to seafood?

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

2. A: \_\_\_\_\_ you like your salad?

B: Not really. It was too spicy for me.

3. A: \_\_\_\_\_ that dinner last night delicious?

B: It was fantastic!

4. A: \_\_\_\_\_ you already made roast chicken this week?

B: Yes. Don't you like it?

## CONVERSATION PAIR WORK

Role-play a dinner with friends. Use the pictures and make excuses to decline food.

A: Why don't you help yourself?

B: Thanks. But I'll pass on \_\_\_\_\_.

A: Don't you \_\_\_\_\_?

B: \_\_\_\_\_.

Continue the conversation in your own way.

**DISCUSSION.** Are there any foods you won't eat? Why not?



chocolates



sardines



shellfish



tofu



steak



noodles



fries

## Talk about Food Passions

### CONVERSATION MODEL

Read and listen.

- A: Have you tried the coffee? It's terrific!  
 B: No, thanks. Are you a big coffee drinker?  
 A: Definitely. I'm crazy about coffee. What about you?  
 B: I used to have it a lot. But I've been cutting back.  
 A: Well, I couldn't live without it.

### Rhythm and intonation practice

### VOCABULARY. Food passions. Listen and practice.



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



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

### LISTENING COMPREHENSION. Listen carefully to each speaker and check the statements that are true. Then listen again to check your work.

- |  |   |
|--|---|
| 1. a. <input type="checkbox"/> She's crazy about sushi.        | b. <input type="checkbox"/> She can't stand sushi.        |
| 2. a. <input type="checkbox"/> He's not crazy about asparagus. | b. <input type="checkbox"/> He loves asparagus.           |
| 3. a. <input type="checkbox"/> She's a mango lover.            | b. <input type="checkbox"/> She doesn't care for mangoes. |
| 4. a. <input type="checkbox"/> He's a big pasta eater.         | b. <input type="checkbox"/> He isn't crazy about pasta.   |
| 5. a. <input type="checkbox"/> She can't stand ice cream.      | b. <input type="checkbox"/> She's an ice cream addict.    |



sushi



asparagus



mangoes



pasta



ice cream

### PAIR WORK. Use the vocabulary to tell your partner about your food passions.



## GRAMMAR. Used to

Use used to and the base form of a verb for habitual actions in the past that are not true now.

My daughter used to love candy. But now she doesn't care for it.

I didn't use to eat vegetables. But now I'm crazy about them.

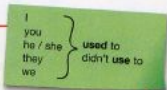
### Questions and answers

Didn't Mary use to avoid sweets?

Yes, she did. / No, she didn't.

What did you use to eat for breakfast?

Eggs and sausage. But not anymore.



PAGE G12  
For more ...



## PRONUNCIATION. Used to. Notice how /tu/ often reduces to /tə/ in used to. Listen and repeat.

1. I used to eat fatty foods.

3. Sally used to be a vegetarian.

2. Jack used to like sweets.

4. I used to like seafood.



## Complete each sentence logically with used to or didn't use to.

1. Tom \_\_\_\_\_ eat a lot of fatty foods. But now he avoids them.

2. Carol \_\_\_\_\_ hate fish. But now she's crazy about it.

3. Arthur \_\_\_\_\_ have vegetables. But now he has them all the time.

4. Victor \_\_\_\_\_ drink a lot of coffee. But now he doesn't care for it very much.

5. Nancy \_\_\_\_\_ eat many sweets. But now she does.

6. Fran \_\_\_\_\_ go out to restaurants a lot. But now she eats at home more often.



## PAIR WORK. Ask your partner questions about things he or she used to do but doesn't do now.

## CONVERSATION PAIR WORK

Complete the chart with foods you like and dislike. Then role-play a dinner party conversation about food passions with a partner. Use the guide, or create a new conversation.

A: Have you tried the \_\_\_\_\_? \_\_\_\_\_ terrific!

B: No, thanks. Are you \_\_\_\_\_?

A: \_\_\_\_\_. What about you?

B: \_\_\_\_\_

Continue the conversation in your own way.

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

## Discuss Lifestyle Changes



**READING WARM-UP.** Do you think people's eating habits are better or worse than they used to be?



**READING.** Read the article. Use the glossary for new words.

## Changing Lifestyles Contribute to Obesity

Seth Mydans, *The New York Times*

Around the world, more than one billion adults are overweight, and at least 300 million of these are classified as obese. While this used to be a problem primarily in the West, the number of obese Asians has been increasing dramatically. Obesity is spreading throughout Asia, especially among children, as people move to big cities, where they eat fattier fast foods and live a more sedentary lifestyle.

"We spoil him," says Warisa Waid, a teacher in Bangkok, Thailand, of her 11-year-old son, Saharat. "We don't care if it is good or bad; we just feed him whatever he wants." She adds, "He spends most of his time in front of the TV, playing video games and watching cartoons."

When Saharat was younger, he was small for his age. "His father's family believes that being skinny is bad, so they kept telling me, 'Why don't you

feed your kid more?'" and, "What's wrong with him?" His grandparents give him fast food, pizza, and all that." She adds, "He loves deep-fried stuff, and he doesn't eat vegetables at all."

In Asian cities, processed foods and fast foods rich with sugar and saturated fats are often the most available and the cheapest. At the same time, people are getting less physical exercise. Dr. Augusto D. Litonjua of the Philippines blames what he calls "malling," which he defines as spending the day in shopping malls and eating at fast-food restaurants.

Milk, ice cream, cookies, soft drinks, and potato chips—once all foreign foods—are as common in many parts of Asia now as in the West. People are eating more meat and eggs and less rice and vegetables. In the last two decades, Thais have doubled their annual intake of sugar.

SOURCE: Adapted by permission from *The New York Times*

The World Health Organization (WHO) reports that 6 out of 10 death in the region are due to diseases that may be linked to obesity—hear attacks, stroke, diabetes, hypertension and some forms of cancer.

### GLOSSARY

**sedentary** not active

**processed foods** foods that are not fresh; e.g., frozen or canned

**heart attack** sudden damage to the heart because the blood flow is blocked

**stroke** damage caused when an artery in the brain stops working

**diabetes** a disease in which there is too much sugar in the blood

**hypertension** high blood pressure

**cancer** a disease which produces a growth that can cause death



**Check the statements that are true, according to the article. Explain your answers.**

- ☐ 1. Obesity is a new health problem in Asia.
- ☐ 2. Saharat Waid is on a diet now.
- ☐ 3. Many Asians are going to exercise classes in malls.
- ☐ 4. Asians are eating foods today that they didn't use to eat.
- ☐ 5. Obesity is not a serious problem.



### DISCUSSION.

1. How are people's lifestyles in your city similar to those described in the article? How are they different?
2. What advice would you give Warisa Waid?



**STEP 1. GROUP WORK.** Complete the class survey and discuss the results.

### Lifestyle Survey

1. How many students have ever tried some kind of a diet to lose weight? What diets have they tried?

No. of students \_\_\_\_\_

**Examples**

- ☐ ate less food
- ☐ avoided desserts
- ☐ avoided fatty foods
- ☐ other \_\_\_\_\_

2. How many students have changed the way they eat to avoid illness? How?

No. of students \_\_\_\_\_

**Examples**

- ☐ don't eat sugar
- ☐ don't eat fast foods
- ☐ eat whole grains
- ☐ other \_\_\_\_\_

3. How many students lead an active, non-sedentary lifestyle? What do they do?

No. of students \_\_\_\_\_

**Examples**

- ☐ work out in a gym
- ☐ play sports
- ☐ walk or run
- ☐ other \_\_\_\_\_

Total number of students in the class

**STEP 2. PAIR WORK.** On your notepad, write some positive and negative lifestyle changes you have made in your life. Then compare your notes with a partner's. Talk about how your eating and exercise habits have changed in your life.

“I didn't use to go to a gym, but now I do. That was a positive change.”

Some positive changes	Some negative changes

**STEP 3. DISCUSSION.** How have most people's eating and exercise habits changed over the last 20 years?

“People are eating a lot more fast foods. I don't think that's a good thing.”

**STEP 4. WRITING.** Write about how people's lifestyles have changed for the better or worse.

## Describe Unique Foods

**VOCABULARY.** Food descriptions. Listen and practice.



It looks terrific.



It smells terrible.



It tastes

sweet,  
spicy,  
salty,  
sour.



It smells like  
It tastes like  
It looks like

chicken.



It's

soft.  
hard.



It's

chewy.  
crunchy.

**LISTENING COMPREHENSION.** First, listen to descriptions of foods from around the world and write the letter of each food. Then listen again and use the vocabulary to complete each description.

- ☒ 1. It's chewy, and it tastes sweet.  
☐ 2. It tastes \_\_\_\_\_, and it's \_\_\_\_\_.  
☐ 3. It's \_\_\_\_\_, and it tastes \_\_\_\_\_.

- ☐ 4. It tastes \_\_\_\_\_. Some think it looks \_\_\_\_\_.  
☐ 5. It tastes \_\_\_\_\_, and it smells \_\_\_\_\_.  
☐ 6. They're \_\_\_\_\_, and they're \_\_\_\_\_.



kim chee / Korea



cabbage



chapulines / Mexico



grasshopper



mochi / Japan



Vegemite® / Australia



Jelly-O® / United States



cho tofu / China

# TOP NOTCH

## INTERACTION • Does it taste good?

**STEP 1.** Choose three foods that you would like to serve a visitor to your country.  
Write notes about each food.

<b>Name of food:</b> <u>fried cheese balls</u>	<b>Name of food:</b> _____	<b>Name of food:</b> _____	<b>Name of food:</b> _____
<b>Description:</b> <u>salty, chewy</u>	<b>Description:</b> _____	<b>Description:</b> _____	<b>Description:</b> _____
<b>What's in it?</b> <u>cheese, flour, oil</u>	<b>What's in it?</b> _____	<b>What's in it?</b> _____	<b>What's in it?</b> _____

**STEP 2. GROUP WORK.** In small groups, role-play a dinner party.  
One student plays the role of the host. The others are the guests.

**NEED HELP?** Here's language you already know:

 <p><b>Host</b></p> <p>Everything's ready. Why don't we sit down? Please help yourself. Would you like some ____? Why don't you have some more ____? Don't you eat / drink ____?</p>	 <p><b>Guest</b></p> <p>What's in it? Is it [spicy]? I'm a ____ addict / lover. I'm a big ____ eater / drinker. I'm crazy about ____. I don't care for ____. I'm a vegetarian. I'm allergic to ____. ____ doesn't agree with me. I'm avoiding ____.</p>	 <p><b>Guest</b></p> <p>The ____ is / are terrific. I'm trying to lose weight. / I'm on a diet. I'll pass on the ____. I used to eat ____ but not anymore.</p> 
---	---	--

**STEP 3. WRITING.** Write a description of one of the dishes at your dinner party.  
Use the questions as a guide.

Is it an appetizer? An entrée? A dessert?  
When do people eat it? Every day? On holidays?  
When was the first time you tried it?

# UNIT 6 CHECKPOINT

## A LISTENING COMPREHENSION. Listen and check the foods that each person likes and dislikes.

	shrimp	clams	fish	steak	pasta	chicken	carrots
1. He's crazy about ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He doesn't care for ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. She's crazy about ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
She doesn't care for ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## B Complete a negative yes / no question for each situation.

- You see a woman on the street. You're pretty sure she's Joan Chen, the famous Chinese actress. You go up to her and ask her: " Aren't you Joan Chen?"
- You are walking with a friend. You're pretty sure you see Michael Jordan, the famous basketball player, walking across the street. You ask your friend: " \_\_\_\_\_ Michael Jordan?"
- You and your friend went out for dinner. Unfortunately, the meal was very bad. After you leave, you say to your friend: " \_\_\_\_\_ the food awful?"
- You and your friend enjoyed a day at the park yesterday. You thought the weather was really beautiful. You say to your friend: " \_\_\_\_\_ the weather beautiful?"
- Your new classmate is eating lunch at 3:00 p.m. You are surprised because it's so late. You say to your classmate: " \_\_\_\_\_ lunch yet?"

## C Write five sentences about things you did or didn't do when you were younger. Use used to or didn't used to.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## D Describe the following foods in your own way.

Example: carrots They're orange and they're sweet and crunchy.

- squid (or octopus) \_\_\_\_\_
- ice cream \_\_\_\_\_
- bananas \_\_\_\_\_
- cabbage \_\_\_\_\_
- steak \_\_\_\_\_

### TOP NOTCH PROJECT

Find articles about food and health in your local newspapers or magazines. Discuss them with your class.

### TOP NOTCH WEBSITE

For Unit 6 online activities, visit the Top Notch Companion Website at [www.longman.com/topnotch](http://www.longman.com/topnotch).

## UNIT WRAP-UP

- **Grammar.** Write five negative yes / no questions.  
*Doesn't the chicken look delicious?*
- **Social language.** Look at the dishes and the ingredients. Then role-play conversations with a partner about the food.

# International Buffet

## TODAY'S SELECTIONS

### "Caramel Apple" / United States



#### Ingredients:

apples, butter,  
brown sugar,  
nuts

### "Beef and Broccoli" / China



#### Ingredients:

beef, red  
peppers,  
peanut oil,  
garlic, broccoli,  
onions,  
mushrooms

### "Rain Doughnuts" / Brazil



#### Ingredients:

flour, milk,  
eggs, sugar,  
oil

### "Bi Bim Bop" / Korea



#### Ingredients:

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

### "Pad Thai" / Thailand



#### Ingredients:

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

### "Arepas" / Venezuela



#### Ingredients:

corn flour,  
salt, white  
cheese, oil

### "Chicken Mole" / Mexico



#### Ingredients:

chicken, salt,  
vegetable oil,  
onions, garlic,  
tomatoes,  
chocolate

### ✓ Now I can ...

- ☐ make an excuse to decline food.
- ☐ talk about food passions.
- ☐ discuss lifestyle changes.
- ☐ describe unique foods.



## Psychology and Personality

## UNIT GOALS

- 1 Discuss color preferences
- 2 Cheer someone up
- 3 Determine your personality type
- 4 Discuss the impact of birth order on personality



**TOPIC PREVIEW.** Is color important to you? Do colors have meanings? Take the color survey.



Please let us know what you think about color! Eight easy questions! There are no wrong answers. Use the color chart. You can use the same color more than once!

- 1 Which is your favorite color? \_\_\_\_\_
- 2 Which is your least favorite color? \_\_\_\_\_
- 3 Which color do you associate with happiness? \_\_\_\_\_
- 4 Which color do you associate with purity? \_\_\_\_\_
- 5 Which color do you associate with good luck? \_\_\_\_\_
- 6 Which color do you associate with death? \_\_\_\_\_
- 7 Which color do you associate with power? \_\_\_\_\_
- 8 Which color or color combinations are bad luck? \_\_\_\_\_

SOURCE: Adapted from the Color Matters® Global Color Survey <http://express.colorcom.com>



**DISCUSSION.** Where do you think color preferences come from: our culture or our own individual tastes?



**SOUND BITES.** Read along silently as you listen to a natural conversation.



**TRACY:** So what do you feel like doing after dinner?  
**SARAH:** I don't know. You decide. I'm kind of down in the dumps.



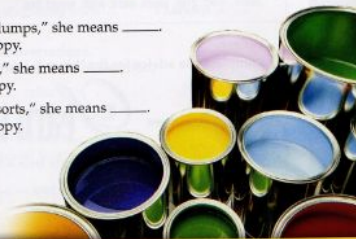
**TRACY:** You do look a little blue. Something wrong?  
**SARAH:** Nothing I can put my finger on. I guess I'm just feeling a little out of sorts since I got back from vacation.  
**TRACY:** Maybe a nice dinner will cheer you up.

**UNDERSTAND MEANING FROM CONTEXT.** Complete each statement, according to the conversation.

- When Sarah says she's "kind of down in the dumps," she means \_\_\_\_\_.  
 a. She's feeling sad.      b. She's feeling happy.
- When Tracy tells Sarah she looks "a little blue," she means \_\_\_\_\_.  
 a. Sarah looks sad.      b. Sarah looks happy.
- When Sarah says she's feeling "a little out of sorts," she means \_\_\_\_\_.  
 a. She's feeling sad.      b. She's feeling happy.

**PAIR WORK.** Answer the questions together.

- What's Sarah's problem?
- What does Tracy suggest?



## WHAT ABOUT YOU?

Answer each question. Then compare your answers with a partner's.

- What makes you feel blue? \_\_\_\_\_
- What cheers you up when you're down in the dumps? \_\_\_\_\_
- What do you do to help a friend who's feeling down? \_\_\_\_\_

## Discuss Color Preferences

## CONVERSATION MODEL Read and listen.

- A: You know, I'd like to repaint the kitchen.  
 B: OK. What color?  
 A: How about gray?  
 B: Well, I don't mind repainting it, but gray's out of the question.  
 A: Why? What's wrong with gray?  
 B: It's boring.  
 A: Really? To me, gray's calm, not boring.

## Rhythm and intonation practice

## GRAMMAR. Gerunds and infinitives after certain verbs

## Gerunds

She enjoys **painting**.  
 They discussed **going** on vacation.

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

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

## Infinitives

He wants **to paint** the bedroom red.  
 I decided **to exercise** more often.

**Gerund:** an -ing form of a verb  
 (painting)

**Infinitive:** to + a base form  
 (to paint)



PAGES G13-G14  
 For more ...

## B Complete the advice for the "blues." Use gerunds and infinitives.

## Learn to be your own best friend!



Everybody feels a little blue from time to time. If you 1. not feel like / talk about it and you 2. dislike / read advice books, here are some helpful hints. First of all, 3. decide / take care of your health. 4. Avoid / drink coffee and alcohol. Exercise can be very helpful. If you 5. choose / exercise, I 6. suggest / go with a friend you 7. enjoy / laugh with. 8. Be sure / eat right and, importantly, 9. be sure / get lots of sleep. If you 10. would like / take a day off from work and you 11. want / go to the movies or 12. plan / take a walk in the park, just do it. 13. Learn / cheer yourself up. You can be your own best friend! Oh, and a final note: Everybody finds certain colors "happy." Try to wear the colors you find most cheerful.

**C** **PRONUNCIATION.** Reduction of to in infinitive phrases. Notice how unstressed to reduces to /tə/. Listen and repeat.

1. I decided **to repaint** the bedroom.
2. She needs **to get** lots of sleep.
3. We plan **to drive** downtown tomorrow.
4. I know you'd like **to travel** more.

**D** **VOCABULARY.** Adjectives of emotion. Listen and practice.

**positive emotions**



a **happy** event



an **exciting** game



a **cheerful** scene



a **calm** child

**negative emotions**



a **sad** occasion



a **depressing** day



a **disgusting** scene



a **nervous** person

**E** **LISTENING COMPREHENSION.** Listen to the conversations. Then complete each statement with the color and the adjective of emotion.

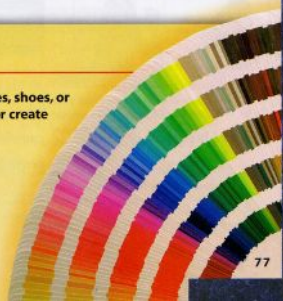
1. He thinks \_\_\_\_\_ is a \_\_\_\_\_ color.
2. She thinks the \_\_\_\_\_ suit will be \_\_\_\_\_.
3. He thinks the \_\_\_\_\_ chair will make him \_\_\_\_\_.
4. She doesn't like \_\_\_\_\_ shoes. She thinks they're \_\_\_\_\_.

**CONVERSATION  
PAIR WORK**

Discuss repainting a room or buying a new car, new clothes, shoes, or something else. Compare tastes in color. Use the guide, or create a new conversation.

- A: You know, I'd like to \_\_\_\_\_.  
 B: \_\_\_\_\_. What color?  
 A: How about \_\_\_\_?  
 B: \_\_\_\_\_.

Continue the conversation in your **own** way.



# Cheer Someone Up

## CONVERSATION MODEL Read and listen.

- A: You look down. What's up?  
 B: Oh, nothing serious. I'm just tired of the same old grind.  
 But thanks for asking.  
 A: I know what you mean. I'm tired of working, too.  
 How about going to a movie?  
 B: Great idea. Let's go!

## Rhythm and intonation practice

## GRAMMAR. Gerunds after prepositions

You can use a gerund as the object of a preposition.

	preposition	object
We can go to a movie instead	of	watching TV.
Thanks	for	asking.
They believe	in	being honest.

Don't use an infinitive as the object of a preposition.

(NOT We can go to a movie instead of to watch TV.)

adjective + preposition  
 angry about    afraid of  
 excited about    sick / tired of  
 happy / sad about    bored with

verb + preposition  
 complain about    apologize for  
 talk about    believe in  
 worry about    object to



PAGE G14  
For more ...

## Complete the descriptions of Ted and Nicole with prepositions and gerunds.



Ted is an extrovert. Like most extroverts, he's direct. And he's honest; he believes \_\_\_\_\_ the truth.  
 1. tell



At his job, he works with other people and he never complains \_\_\_\_\_ long hours. He doesn't worry \_\_\_\_\_ work on weekends or holidays.  
 2. work  
 3. have to



He has a few fears, though. Most of all, he's afraid \_\_\_\_\_  
 4. fly



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



Right now, she's bored  
\_\_\_\_\_ a student, and  
she's sick and tired \_\_\_\_\_  
so many long reports and  
\_\_\_\_\_ exams every few  
weeks! She's angry \_\_\_\_\_  
spend so much time in front of  
a computer.



But she's excited \_\_\_\_\_ on  
vacation. Unlike Ted, she's not  
at all afraid \_\_\_\_\_!

**PAIR WORK.** Fill out the form for yourself, using  
gerunds. Then share information with a partner.

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

Right now, what are you ...

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

## CONVERSATION PAIR WORK

Role-play cheering someone up. Use the guide and  
suggestions, or create a new conversation.

A: You look \_\_\_\_\_. What's up?

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

A: I know what you mean. \_\_\_\_\_


B: \_\_\_\_\_




### Suggestions ...

- Why don't we [go for a walk]?
- Maybe a [vacation] would cheer you up.
- Would you like me to [make you some soup]?
- How about some [ice cream]? That always makes me feel better!
- Your own suggestion

## Determine Your Personality Type

- A**  **LISTENING COMPREHENSION.** Listen to the discussion between a professor and his students. What's the subject of the conversation?



- B**  Listen again and check the statements that are true, according to the professor.

- ☐ 1. Not everyone has a personality.
- ☐ 2. A person's personality includes the usual behavior, thoughts, and emotions of that person.
- ☐ 3. Emotions and thoughts are the same thing.
- ☐ 4. The word "emotion" is similar in meaning to the word "feeling."
- ☐ 5. The people in a family almost always have similar personalities.
- ☐ 6. Personality comes only from the environment.

- C** Match each word with an explanation from the discussion. Listen again, if necessary, to check your answers.

- |                          |   |
|--------------------------|---|
| _____ 1. personality     | a. everything you learn from: family, culture, and life experiences |
| _____ 2. thoughts        | b. another word for genetics in discussing personality              |
| _____ 3. emotions        | c. traits that come from the parents                                |
| _____ 4. genetics        | d. feelings, such as love, anger, fear, and hate                    |
| _____ 5. the environment | e. a person's pattern or style of behavior                          |
| _____ 6. nature          | f. memories, wishes, and plans                                      |
| _____ 7. nurture         | g. another word for environment in discussing personality           |

- D** **DISCUSSION.** Where do you think you got your personality—more from "nature" or more from "nurture"?

## TOP NOTCH

### INTERACTION • Introvert or extrovert?

**STEP 1. Determine your personality type.** Find out if you are an introvert or an extrovert by completing the following survey.

#### ARE YOU AN INTROVERT OR AN EXTROVERT?

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

##### Extroverts tend to:

1. ☐ enjoy being in a group.
2. ☐ need to interact with others.
3. ☐ be active.
4. ☐ be interested in events.
5. ☐ sometimes talk without thinking.
6. ☐ be easy to "understand."
7. ☐ know many people a little.
8. ☐ talk.
9. ☐ seek excitement.
10. ☐ say what they mean.

##### Introverts tend to:

- ☐ enjoy being alone.
- ☐ avoid interacting unnecessarily.
- ☐ be quiet.
- ☐ be interested in feelings.
- ☐ usually think without talking.
- ☐ be hard to know.
- ☐ know few people, but well.
- ☐ listen.
- ☐ seek peace.
- ☐ keep their ideas to themselves.

Total extrovert selections ☐

Total introvert selections ☐

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



SOURCE: Excerpted and adapted from "Discover your personality type" [www.win.net](http://www.win.net)

**STEP 2. GROUP WORK.** Talk about the personality traits you checked.

Find a real example from your life to explain.

“I’m an extrovert. I like to sing for people and act in plays.”

**STEP 3. WRITING.** Write about your own personality. Talk about your personality traits. Explain whether you are an introvert or an extrovert. Give examples and reasons.

I'm an extrovert, just like my father. I am talkative, open and honest, and I dislike being alone. I have a lot of friends, and I love going out with them in a large group...

## Discuss the Impact of Birth Order on Personality

- A** **READING WARM-UP.** Do you think the first child in a family has different personality traits from children who are born later?

- B** **READING.** Read the article. Which description sounds like *your* personality?

# Birth Order RELATIONSHIPS

When did you arrive in your family? Are you the oldest child, a middle child, or the "baby"? Birth order may not be the most important factor in personality development, but we can make some generalizations.

### If you're the OLDEST, you're probably:

- successful.
- conservative.
- self-critical—always feeling you could do better.
- able to enjoy the company of older people.



Parents often expect a lot from the first child. They often push them to succeed. The first child often has to grow up very fast.



### If you're a MIDDLE child, you're probably:

- the one with the most friends.
- the silent rebel against the family's values.



Middle children often feel less important than their older or younger siblings.

### If you're the YOUNGEST child, you're probably:

- a show-off who enjoys the limelight.
- often the family clown, making everyone laugh.
- both charming and a rebel—lovable one minute and breaking rules the next.
- creative in art, music, and other ways.



The youngest child often has the longest childhood.



SOURCE: Theresa M. Campbell [www.suite101.com](http://www.suite101.com)

- C** Find these words in the article. Then complete each statement with one of the words.

clown  
values  
self-critical  
creative  
charming  
rebel  
sibling

1. Another word for a brother or a sister is a \_\_\_\_\_.
2. The cultural rules within each family are its \_\_\_\_\_.
3. Another word for lovable is \_\_\_\_\_.
4. People who feel they should "do better" are \_\_\_\_\_.
5. A person who doesn't follow the rules is a \_\_\_\_\_.
6. Artists, musical composers, and writers are \_\_\_\_\_.
7. A person who enjoys making other people laugh is a \_\_\_\_\_.

- D** **DISCUSSION.** In families you know, are the descriptions in the article generally true? Give examples to support your opinion.

## TOP NOTCH

### INTERACTION • First child, middle child, or youngest child?

#### STEP 1. Fill out the checklist for yourself.

##### 1. Your birth position in your family:

- ☐ I am the first child or the only child in the family.
- ☐ I am a middle child.
- ☐ I am the youngest child in the family.

##### 2. Your personality traits:

- ☐ I am self-critical.
- ☐ I am conservative.
- ☐ I am a silent rebel against my family's values.
- ☐ I have a lot of friends.
- ☐ I feel less important than my older or younger siblings.
- ☐ I am a show-off who enjoys the limelight.
- ☐ I am charming and a rebel at the same time.
- ☐ I am the family clown.
- ☐ I am creative.



#### STEP 2. GROUP WORK. Form three groups of students, according to your birth positions:

- group 1: first or only children
- group 2: middle children
- group 3: youngest children ["the babies"]

Compare your checklists with other members of your group. Do you share the same personality traits?

#### STEP 3. First children are often the most successful in life. On your notepad, write one or more reasons why you think this happens. Some possibilities: nature, nurture, parents.


#### STEP 4. DISCUSSION. How does birth order affect a person's chances for success in life? Can someone's personality change?

# UNIT 7 CHECKPOINT

**A** **LISTENING COMPREHENSION.** Listen to the conversations. Then complete each statement with one or more of the adjectives.

1. She prefers \_\_\_\_\_ music.
2. He finds the weather \_\_\_\_\_.
3. She's expecting her vacation to be \_\_\_\_\_.
4. She thinks white is \_\_\_\_\_.

happy	sad
exciting	depressing
cheerful	boring
calm	disgusting

**B** Write your own response.

1. "I'm feeling really down in the dumps."  
**YOU** \_\_\_\_\_
2. "Anything I can do?"  
**YOU** \_\_\_\_\_
3. "She's tired of the same old grind."  
**YOU** \_\_\_\_\_
4. "What's wrong?"  
**YOU** \_\_\_\_\_

**TOP NOTCH SONG**  
"The Colors of Love"  
Lyrics on last book page.

**TOP NOTCH PROJECT**  
Make a list of well-known people you consider very successful. Find information about the size of their families and where each person was in the birth order of his or her family.

**TOP NOTCH WEBSITE**  
For Unit 7 online activities, visit the *Top Notch* Companion Website at [www.longman.com/topnotch](http://www.longman.com/topnotch).

**C** Complete each statement with the correct preposition.

Extroverts don't worry 1. talking in public. They believe 2. being honest, and they get bored 3. being alone. They may talk 4. staying home and reading a book, but when they do, they complain 5. having no one to talk to. They object 6. being by themselves.

about
in
to
with

**D** Complete each statement. Choose the best answer.

1. John is such an (extrovert / introvert). He loves being around other people.
2. Our usual pattern of behavior is our (genetics / personality).
3. Another word for characteristics is (nurture / traits).
4. Many people believe that (self-criticism / birth order) affects personality development.
5. The nature-nurture controversy is an argument about the origin of the (environment / personality).

**E** **WRITING.** Write about the personality of a person you know well. Include some or all of the following words and expressions in your description.

- self-critical
- creative
- an introvert
- a rebel
- conservative
- an extrovert
- a clown

## UNIT WRAP-UP

- **Narration.** Tell a story, using the pictures.
- **Social language.** Create conversations for the wife and husband.
- **Writing.** Write about the family at the beach. Describe the personalities of the children.



✓ **Now I can ...**

- ☐ discuss color preferences.
- ☐ cheer someone up.
- ☐ determine my personality type.
- ☐ discuss the impact of birth order on personality.

## Enjoying the Arts

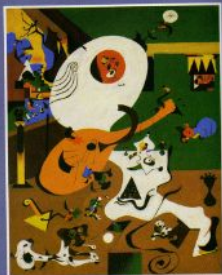
## UNIT GOALS

- 1 Recommend a museum
- 2 Describe an object
- 3 Talk about how art fits in your life
- 4 Discuss your favorite artists

**A TOPIC PREVIEW.** Which of these pieces of art have you seen before? Are you familiar with the artists?



*The Great Wave of Kanagawa* / print (woodcut)  
artist: Katsushika Hokusai, Japan (around 1830)



*Dutch Interior I* / oil painting  
artist: Joan Miró, Spain (1928)

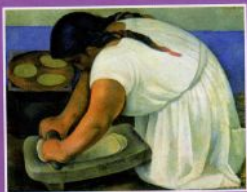
36 1/8" x 28 3/4" / Mrs. Siegel Guggenheim Fund, 1963 (1943). ©2004 Museum of Modern Art, New York. Licensed by Scala Art Resources, NY.



*White Flower on Red Earth, #1* / oil painting  
artist: Georgia O'Keeffe, U.S.A. (1943)

**B** Which of these pieces of art do you like the best? Why?

“I love the Georgia O'Keeffe.  
I love nature, and the colors of the  
painting are very exciting.”



*The Grinder* / oil painting  
artist: Diego Rivera, Mexico (1926)

Rivera, Diego (1886-1957). *The Grinder* (La molendón). 1926. Oil on canvas, 28 7/16 x 48 1/16 in. Museo Nacional de Arte Moderno, Instituto Nacional de Bellas Artes, Mexico City, D.F., Mexico. (c) Banco de México Diego Rivera & Frida Kahlo Museums Trust, Av. Ciro de Maza No. 3, Col. Centro, Del Cuadrante 04500, Mexico, D.F. Reproducción autorizada by the Instituto Nacional de Bellas Artes y Literatura. Courtesy of Art Resources, NY.



**C** **SOUND BITES.** Read along silently as you listen to a natural conversation.



**JOE:** This print's sort of interesting. It says it was painted in 1903. I kind of like it.

**EMMA:** Is it a Picasso?

**JOE:** Yes, it is. It would look nice over my desk.

**EMMA:** Don't you find it a little too dark?

**JOE:** No. I think it's just right.



**EMMA:** Hey, what about this Warhol? What do you think?

**JOE:** I don't know. I'm not really too crazy about his stuff.

**EMMA:** Just look at the colors!

**JOE:** I guess I'm not into really bright colors. I prefer the Picasso.

**EMMA:** To each his own.

**D** **Classify the statements. Check the ones that indicate likes. Write an "X" for the ones that indicate dislikes.**

- ☐ 1. This print's sort of interesting.  
☐ 2. I kind of like it.  
☐ 3. Don't you find it a little too dark?

- ☐ 4. I think it's just right.  
☐ 5. I'm not really too crazy about his stuff.  
☐ 6. I'm not into really bright colors.

## WHAT ABOUT YOU?

What kinds of art do you prefer?



☐ painting



☐ drawing



☐ photography



☐ sculpture



☐ fashion



☐ film



☐ pottery

☐ other \_\_\_\_\_

## Recommend a Museum



## CONVERSATION

## MODEL

Read and listen.

- A: Be sure not to miss the Prado Museum while you're in Madrid.  
 B: Really? Why's that?  
 A: Well, for one thing, *Las Meninas* is kept there.  
 B: No kidding! I've always wanted to see that.  
 A: They have a great collection of paintings. You'll love it.  
 B: Thanks for the suggestion!



Rhythm and intonation practice



*Las Meninas*,  
by Diego Velázquez



## GRAMMAR. The passive voice

The focus of a sentence is different in the active voice and the passive voice.

**Active voice:** Picasso **Painted** *Guernica* in 1937.

**Passive voice:** *Guernica* **was painted by** Picasso in 1937.

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

	be	past participle	
These vases	were	made	in the sixteenth century.
The <i>Mona Lisa</i>	is	kept	at the Louvre in Paris.

Use a **by** phrase to identify who performed an action.

This dress was designed  
by Donatella Versace.



PAGES G15-G16  
For more ...



## Change these sentences from the active to the passive voice.

- Leonardo da Vinci made this drawing.  
This drawing was made by Leonardo da Vinci.
- Imogen Cunningham took that photograph in 1903.  
\_\_\_\_\_
- Vincent Van Gogh painted *The Starry Night* in 1889.  
\_\_\_\_\_
- Federico Fellini directed the film *La Strada* in 1954.  
\_\_\_\_\_
- Katsushika Hokusai made that print over a century ago.  
\_\_\_\_\_

**PRONUNCIATION.** Emphatic stress. Emphasize primary stress syllables to show enthusiasm. Listen and repeat.

1. No KIDDing!
2. You'll LOVE it!
3. That's PERFect!
4. How INteresting!

## CONVERSATION PAIR WORK

Recommend a museum. Use the guide and the pictures, or create a new conversation about museums you know.

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

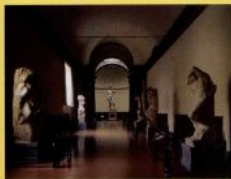
B: Really? Why's that?

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

B: \_\_\_\_\_.

A: They have a great collection of \_\_\_\_\_.

B: \_\_\_\_\_.



The Accademia Gallery /  
Florence, Italy

Six million visitors a year!  
Famous for its collection of  
sculptures by Michelangelo!



David,  
by Michelangelo



The National Palace Museum /  
Taipei, Taiwan

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



Travelers Among Mountains  
and Streams,  
by Fan K'uan



The Louvre Museum / Paris, France

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



Mona Lisa,  
by Leonardo da Vinci

## Describe an Object

## CONVERSATION MODEL Read and listen.

- A: Excuse me. What's this figure made of?  
 B: Wood. It's handmade.  
 A: Really? Where was it made?  
 B: Mexico. What do you think of it?  
 A: It's *fantastic*.

## Rhythm and intonation practice

positive adjectives  
 fantastic  
 gorgeous  
 wonderful  
 cool (very informal)

## VOCABULARY. Materials. Listen and practice.



glass



silver



gold



clay



wood



stone



cloth

## PAIR WORK. Point to one of the objects. Ask and answer questions about materials.



▲ an English chair



▲ an Egyptian figure

What's the English chair made of?

It's made of wood.



▲ an Italian vase



▲ a Mexican bowl



▲ a Spanish bag



▲ a Japanese figure

## C GRAMMAR. The passive voice: questions

### Yes / no questions

Were these wood bowls **made** in Africa?

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

Was this stone figure **carved** by the Incas?

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

### Information questions

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

In Brazil.

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

It was painted in the 1960s.

What **are** these clay bowls **used** for?

They're used for cooking.

How **was** it **made**?

All by hand.



PAGE G17  
For more ...

## D Unscramble the words to write questions.

- were / Where / carved / those / wood figures \_\_\_\_\_?
- made / were / those / dolls / How \_\_\_\_\_?
- Was / painted / that / clay bowl / by hand \_\_\_\_\_?
- was / taken / When / that / photograph \_\_\_\_\_?

## E Write an information question for each statement.

- How were the glass figures made? The glass figures were made by hand.
- \_\_\_\_\_ The pottery is used for carrying water.
- \_\_\_\_\_ The gold figure was made hundreds of years ago.
- \_\_\_\_\_ The wood chairs were built in Venezuela.
- \_\_\_\_\_ The bowl was made by machine.

## CONVERSATION PAIR WORK

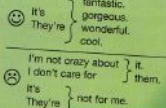
Discuss the art objects. Use the guide, or create a new conversation.

- A: What \_\_\_\_\_ made of?  
B: \_\_\_\_\_  
A: Really? Where \_\_\_\_\_ made?  
B: \_\_\_\_\_. What do you think of \_\_\_\_\_?  
A: \_\_\_\_\_

Continue the conversation in your **own** way.



▲ dolls from Guatemala



◀ a vase  
from  
Korea



◀ a figure  
from  
Peru



◀ a vase  
from  
France



◀ a figure  
from Peru



◀ a figure  
from New  
Zealand

## Talk about How Art Fits in Your Life

**A READING WARM-UP.** Is art an important part of your life?  
Do you think artistic talent is genetic?

**B READING.** *Top Notch* interviewed two people about the role of art in their lives.

# LIVING WITH ART



In 1982, Lynn Contrucci bought a beautiful piece of jewelry from Mali, in West Africa. She liked the piece so much that she began to study African art in order to understand it better. She was selling her house at the time, and she had some money to spend—so she started to collect African art. Since then, it has become a passion. She has collected nearly 300 pieces, including figures and masks. “I’m an addict now! My family thinks I’m crazy,” she jokes. Even her windows and bed are decorated with beautiful African cloth. Some pieces are given as gifts to family and friends, or they are sold just to make room for more. In 1990, she began to get interested in Chinese jade figures and Tibetan paintings. More recently, she began collecting Haitian paintings. “My home is a mixture of art from all these places,” she says.

Ms. Contrucci says it is like bringing people into her home. “Each piece has a special meaning. They are my friends.”



Yu Gan is an artist from a family of talented artists. He began painting at the age of seven and never stopped. His father, Yu Heng, is known internationally for his dramatic traditional paintings, calligraphy, and poetry. His brother, Yu Ping, is a sculptor and painter. His sister, Yu Fan, is both a pianist and an artist. His wife, Yan Liu, is a fashion design artist, and his son, Kuai—who has shown strong artistic talent since the age of three—wants to be a filmmaker.

Mr. Yu paints in an abstract style that combines, as he puts it, “the best traditions of Western and Eastern art.” Like traditional Chinese artists, he is inspired by images from nature—earth and water.

Like Western artists, he works with oil paint to express his feelings. He hopes to influence young Chinese with his art. “Today, they turn away from all things Chinese and love all things Western. I want them to understand that they can take the best from both worlds.” Mr. Yu has a website at [www.eChinaArt.com](http://www.eChinaArt.com), which was created to promote art by Chinese artists worldwide.

“I am totally captivated by art,” says Mr. Yu. “I can’t imagine life without it.”



Yu Gan's son,  
Kuai (above)

Yu Gan's  
father, (left)



**SOURCE:** Authentic *Top Notch* Interviews

## DISCUSSION.

1. Why does Lynn Contrucci's family think she's crazy? Do you think she is?
2. What does Yu Gan mean when he says, "I am totally captivated by art"? Are you?
3. Which best describes you? Explain your answer.
  - a. I collect art.
  - b. I make art.
  - c. I appreciate art.
  - d. I don't care about art.

## TOP NOTCH

### INTERACTION • Is art important in your life?

**STEP 1. PAIR WORK.** Answer the questions with a partner. Explain each answer.

1. Do you or does anyone in your family have artistic talent?
2. Do you have any friends with artistic talent?
3. How often do you visit art museums or galleries?
4. Do you decorate your home with art objects?

**STEP 2.** On your notepad, write notes about some art that decorates your home.

piece	notes
wood figure	made in Santos/small, has bright colors/helps me remember my vacation

piece	notes

**STEP 3. GROUP WORK.** Tell your class about the art that decorates your home. Use your notepad for support.

**NEED HELP?** Here's language you already know:

#### Likes and dislikes

I'm into \_\_\_\_\_.  
I'm crazy about \_\_\_\_\_.  
I don't care for \_\_\_\_\_.  
I can't stand \_\_\_\_\_.  
I prefer \_\_\_\_\_.

#### Descriptions

{They're} called ["worry beads"].  
[It's] made of [wood].  
[They were] made by [children].

#### Questions

What [is it] used for?  
Where [are they] from?  
When [was it] made?  
How [were they] made?



# Discuss Your Favorite Artists

## A VOCABULARY. How to describe influences. Listen and practice.

- |                  |  |
|------------------|--|
| be inspired by   | She is <b>inspired by</b> nature. She tries to copy nature's beauty in her paintings.                            |
| be influenced by | He <b>was influenced by</b> the Mexican muralist Diego Rivera's art. Their paintings often have the same themes. |
| be interested in | He has always <b>been interested in</b> men's fashion. He reads about the newest designs in magazines.           |
| be fascinated by | She's <b>fascinated by</b> the films of Ingmar Bergman, the Swedish director. She watches them again and again.  |
| be moved by      | She is really <b>moved by</b> Sebastião Salgado's photographs. His images of children sometimes make her cry.    |

## B WHAT ABOUT YOU? What are you interested in? Inspired by? Fascinated by?

## C LISTENING COMPREHENSION. Listen to the biography of Vincent Van Gogh. In your opinion, did he have an interesting life? Listen again and check T (true) or F (false).

### PART 1

- | T  | F                        |
|--|--------------------------|
| <input type="checkbox"/>   | <input type="checkbox"/> |
| 1. Van Gogh studied art as a child.                                |                          |
| <input type="checkbox"/>   | <input type="checkbox"/> |
| 2. In Paris, Van Gogh was influenced by the work of other artists. |                          |
| <input type="checkbox"/>   | <input type="checkbox"/> |
| 3. Van Gogh didn't care for Japanese art.                          |                          |

### PART 2

- | T   | F                        |
|---|--------------------------|
| <input type="checkbox"/>  | <input type="checkbox"/> |
| 4. In Arles, Van Gogh was inspired by the colors of the French countryside. |                          |
| <input type="checkbox"/>  | <input type="checkbox"/> |
| 5. Before Van Gogh died, his brother came from Paris to be with him.        |                          |
| <input type="checkbox"/>  | <input type="checkbox"/> |
| 6. Many of his paintings were sold when he lived in Arles.                  |                          |

Zundert—the small village in Holland where Van Gogh was born



Self-portrait with Cut-off Ear and Bandage, by Van Gogh



The town of Arles in southern France



Vase with Fourteen Sunflowers, by Van Gogh

# TOP NOTCH

## INTERACTION • I'm really into Picasso!

**STEP 1.** Look at some famous artists. Add your own favorites. Then write notes about your favorite artists on the notepad.



Auguste René Rodin, sculptor (France)

Ang Lee, director (Taiwan)

Donatella Versace, designer (Italy)

Sebastião Salgado, photographer (Brazil)

Mary Cassatt, painter (USA)

Frank Gehry, architect (Canada)

Your favorite artists

	artist's name	type of artist	I like this artist because ...
1.			
2.			
3.			

**STEP 2. GROUP WORK.** Discuss your favorite artists. Tell your class why you like them.



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



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



“I love Ang Lee. His films are very interesting. My favorite is *Crouching Tiger, Hidden Dragon*.”

# UNIT 8 CHECKPOINT

**A** **LISTENING COMPREHENSION.** Listen to the conversations.  
Write the letter of the piece of art they are talking about.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_



**B** Change these sentences from the active to the passive voice.

- Akira Kurosawa directed *The Hidden Fortress*.  
\_\_\_\_\_
- Henri Matisse made the print *Icarus* in 1947.  
\_\_\_\_\_
- Cesar Pelli designed the Petronas Towers in Kuala Lumpur.  
\_\_\_\_\_
- Ansel Adams took that photograph of Boulder Dam in 1942.  
\_\_\_\_\_
- Auguste Rodin made *The Thinker* in 1880.  
\_\_\_\_\_

**C** Add materials to the lists. Explain your answers.

materials that can break easily

glass  
\_\_\_\_\_  
\_\_\_\_\_

materials that are heavy

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

materials that are expensive

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**D** Complete the statements.

- The art of designing clothes is called \_\_\_\_\_.
- The art of taking pictures with a camera is called \_\_\_\_\_.
- The art of carving figures from wood or other materials is called \_\_\_\_\_.
- Pottery is usually made of \_\_\_\_\_.
- A lot of jewelry is made of \_\_\_\_\_ or \_\_\_\_\_.

**E** **WRITING.** On a separate sheet of paper, write about a piece of art that you like in your home or at a museum. What does it look like? How does it make you feel? Is it important to you? Why?

**TOP NOTCH SONG**  
"To Each His Own"  
Lyrics on last book page.

**TOP NOTCH PROJECT**  
Research information on the life of an artist you like. Write a short biography.

**TOP NOTCH WEBSITE**  
For Unit 8 online activities, visit the Top Notch Companion Website at [www.longman.com/topnotch](http://www.longman.com/topnotch).

## UNIT WRAP-UP

- **Discussion.** Talk about the pieces of art you like, and why.
- **Grammar.** Make statements in the passive voice about the art.
- **Social language.** Create conversations for the people.

## THE GREAT MUSEUMS OF LONDON

### THE NATIONAL GALLERY



One of the greatest collections of European paintings in the world.



*The Arnolfini Marriage*,  
by Jan van Eyck (1434)

### THE VICTORIA AND ALBERT MUSEUM



The greatest museum of decorative art in the world. A permanent collection of fashion, sculpture, ceramics, glass, silver and jewelry, furniture, photography, and paintings.



*The Luck of Edenhall*,  
Syria, 13th century

### THE TATE GALLERY



The best of British art and a major new gallery of modern art.



*Mustard on White*,  
by Roy Lichtenstein (1963)

### THE BRITISH MUSEUM



Best known for its exhibits of art from ancient Egypt, Greece, and Rome.



*Discus thrower*, Rome,  
5th century B.C.E.



### Now I can ...

- ☐ recommend a museum.
- ☐ describe an object.
- ☐ talk about how art fits in my life.
- ☐ discuss my favorite artists.

# Living with Computers

## Unit Goals

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

**TOPIC PREVIEW.** Look at the electronics store website. Which of these computer accessories do you already have? Which would you like to have?

[Shop by Departments](#)  
[Weekly Specials](#)  
[Computers](#)  
[Computer Accessories](#)  
[Software](#)  
[Photo](#)  
[Video](#)  
[Audio](#)  
[Appliances](#)  
[Entertainment](#)

## allthecoolstuff.com

WHAT THE FUTURE HAS IN STORE FOR YOU!

[HOME](#)
[my order](#)
[account](#)
[login](#)
[view cart](#)

**CHECK OUT OUR NEW MODELS!**



[monitors](#)



[microphones and headsets](#)



[speakers](#)



[CD drives](#)

**NEED A NEW MOUSE? CHECK OUT OUR PRICES!**



[keyboards and mice](#)

**NEW GAMES AVAILABLE**



[games and joysticks](#)

**CHECK OUT OUR NEW UPDATES!**



[software](#)

**DISCUSSION.** Where do you get the latest information on computer and other electronics products? What are the advantages of shopping for these products online?

**SOUND BITES.** Read along silently as you listen to an instant message "conversation."

ron22: Hey, Deb. Are you there?  
 dpike: Hi, Ron. I'm surfing the net. Just log on?  
 ron22: Yup. Am I interrupting you?  
 dpike: Not at all. Just fooling around. What are you up to?  
 ron22: I logged on to send you some pictures.  
 dpike: Great! What of?  
 ron22: Photos of my trip!!!  
 dpike: Cool! Can't wait to download them.



a few minutes later ...

dpike: Hi Ron, still there?  
 ron22: Still here. Just deleting junk mail. Get the pix?  
 dpike: Yes. They took FOREVER to download!  
 ron22: Sorry about that.  
 dpike: It's OK. They're awesome.  
 > )  
 ron22: I knew you'd like them. Gotta go! Later!  
 dpike: See ya.

**D** Deb and Ron shortened sentences in their instant messages. Complete their statements with the words in the box.

I'm    Did you    I    See you    They're    Are you

- "\_\_\_\_\_ just log on?"
- "\_\_\_\_\_ just fooling around."
- "\_\_\_\_\_ photos of my trip!!!"
- "\_\_\_\_\_ can't wait to download them."
- "\_\_\_\_\_ still there?"
- "\_\_\_\_\_ later!"

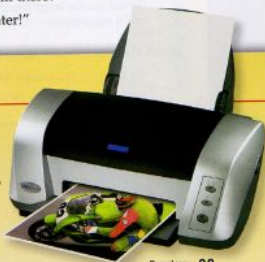
**WHAT ABOUT YOU?**

Check yes, no, or not sure.

Do you know what to do if:

- you get an instant message?
- your printer won't print?
- you can't get on the Internet?
- your computer crashes?

	yes	no	not sure
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# Recommend a Better Deal

## CONVERSATION MODEL Read and listen.

- A: I'm thinking about getting a new monitor.  
 B: Oh, yeah? What kind?  
 A: Everyone says I should get a Macro.  
 B: Well, I've heard that the Panatel is as good as the Macro, but it costs a lot less.  
 A: Really? I'll check it out.

### Rhythm and intonation practice



## GRAMMAR. Comparisons with as ... as

### Similarity

Use **as ... as** to say that two things are equal or the same.  
 Use the adverb **just** for emphasis.

The F30 has **as many new features as** the LX.

The new monitor is **just as good as** the old one.

Use the adverb **almost** to say two things are very similar, but not exactly the same.

The X20 is **almost as good as** the X15. But it's a little slower.

### Difference

Use **not as ... as** to say that two things are different.  
 Use the adverb **quite** when the difference is very small.

My new air conditioner **isn't as noisy as** the old one.

The F30 **doesn't cost quite as much as** the LX.

Use the adverb **nearly** to say that there's a big difference.

Our old monitor **wasn't nearly as big as** the new one. The new one is much bigger.

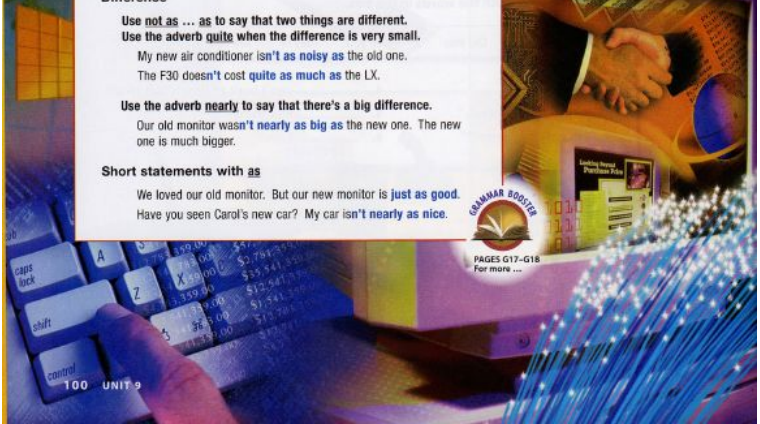
### Short statements with as

We loved our old monitor. But our new monitor is **just as good**.

Have you seen Carol's new car? My car **isn't nearly as nice**.



PAGES G17-G18  
For more ...



**B** Read the statements. Write sentences with **as ... as**. Use the adverbs.

- The Macro computer game is easy to use. The Spartica computer game is also easy to use.  
(just) \_\_\_\_\_
- The new RCO keyboard is popular. The one from Digitek is popular too.  
(just) \_\_\_\_\_
- The C50 monitor is large. The C30 monitor is a little larger than the C50 monitor.  
(almost) \_\_\_\_\_
- Hampton's new laptop has many new features. Jackson's new laptop also has many new features.  
(just) \_\_\_\_\_
- The PBS speakers are powerful. The CCV speakers are much more powerful.  
(not / nearly) \_\_\_\_\_
- The Panex digital camera costs US\$330. The RDP digital camera costs US\$360.  
(not / quite) \_\_\_\_\_

**C** **PRONUNCIATION.** Stress in **as ... as** phrases. Listen and repeat.

- The new laptop is **as fast as** the old one.
- The old monitor was **just as large as** the new one.
- My new keyboard isn't **nearly as nice as** the old one.



**CONVERSATION**  
**PAIR WORK**

**Student A:** choose a product from *Buyer's Friend Magazine*.  
**Student B:** recommend a better deal from *Electronics Guide Magazine*.

Use the guide, or create a new conversation.

**A:** I'm thinking about getting a new \_\_\_\_\_.

**B:** \_\_\_\_\_? What kind?

**A:** Everyone says I should get a \_\_\_\_\_.

**B:** Well, I've heard that the \_\_\_\_\_.

**A:** Really? I'll check it out.

**BUYER'S FRIEND Magazine**

*Our recommendations!*

■ Mott Optical Mouse	very good	US\$25
■ Mott X16 Keyboard	very comfortable	US\$19
■ Mott Super Web Camera	easy to use	US\$256
■ Mott Z30 Monitor	17 inches	US\$260

**ElectronicsGUIDE** magazine

<b>Rico PF Mouse</b>	very good	US\$20
<b>Rico P30 Keyboard</b>	very comfortable	US\$15
<b>Rico Ultra Web Camera</b>	easy to use	US\$200
<b>Rico PH1 Monitor</b>	20 inches	US\$260

**YOUR BEST BUY!**

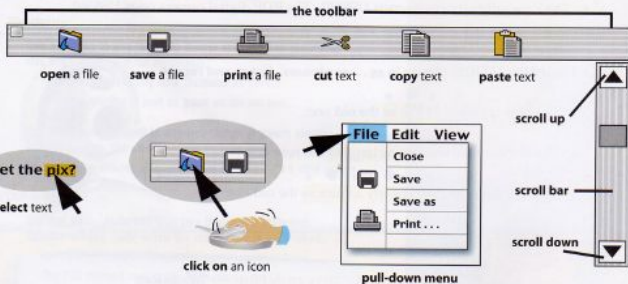
# Troubleshoot a Problem

## CONVERSATION MODEL Read and listen.

- A: Eugene, could you take a look at this?  
 B: Sure. What's the problem?  
 A: Well, I clicked on the toolbar to save a file and the computer crashed.  
 B: Why don't you try restarting? That sometimes works.  
 A: OK. I'll give that a try.

### Rhythm and intonation practice

## VOCABULARY. Computer commands. Listen and practice.



## LISTENING COMPREHENSION. Listen carefully and check the command(s) the person wants to use.

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

## C GRAMMAR. The infinitive of purpose

The following two sentences have the same meaning.

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

Use an infinitive to express a purpose.

I put the cursor on the pull-down menu **to close** the file.

Put the cursor on the toolbar **to choose** a command.

You can use short answers with infinitives to answer questions about purpose.

Why did you click on that icon? **To save** the file before I close it.

Why did you click on that word? **To select** it so I can copy it.



PAGES G18-G19  
For more ...

## D PAIR WORK. Look at Pat's To-Do List. Ask and answer questions. Use the infinitive of purpose.

“Why is Pat going to talk to her boss?”

“To ask for a vacation day.”

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

1. You can click on the print icon...
2. Put the cursor on the pull-down menu...
3. I bought a new scanner...
4. I e-mailed my friend...
5. I logged on to the Internet...



## CONVERSATION PAIR WORK

Ask for help with a computer problem. Use the guide, or create a new conversation.

A: \_\_\_\_\_, could you take a look at this?

B: Sure. \_\_\_\_\_?

A: Well, I \_\_\_\_\_ and \_\_\_\_\_

B: Why don't you \_\_\_\_\_?

A: \_\_\_\_\_

Continue the conversation in your own way.



### Some ideas...

- The computer crashed.
- The printer won't print.
- The file won't open.
- your own idea

**A VOCABULARY.** Things to do on the Internet. Listen and practice.


1. surf the Internet



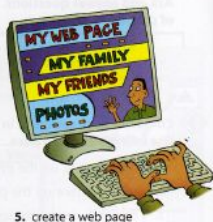
2. join a chat room



3. send an attachment



4. scan pictures



5. create a web page

**B LISTENING COMPREHENSION.** Listen to the people talk about how they use their computers. Check each person's activities.


	Dave Grant	Cecilia Rivas	Michael Teoh	Isabelle Dewar
surfs the Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sends instant messages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
scans pictures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
downloads files	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
has joined a chat room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
has created a website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
has sent an attachment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# TOP NOTCH

## INTERACTION • Are you a computer addict?

**STEP 1.** Complete the consumer information card about your own computer use.

1. I use a computer ☐ for work, ☐ for fun,  
☐ for study, ☐ I never use a computer.
2. I use a computer ☐ to surf the Internet, ☐ to send e-mail,  
☐ to send instant messages, ☐ to write reports,  
☐ to keep in touch with people, ☐ to join chat rooms,  
☐ to download music files, ☐ to download pictures,  
☐ to create websites, ☐ other \_\_\_\_\_
3. I spend \_\_\_\_\_ hours a week on a computer.  
☐ 0-10 ☐ 11-20 ☐ 21-30 ☐ 31-40 ☐ 41-50 ☐ over 50
4. Compared to other people I know,  
☐ I don't spend nearly as much time on a computer as they do.  
☐ I spend just as much time on a computer as they do.  
☐ I spend WAY too much time on a computer.  
☐ you could say I'm a computer addict.
5. ☐ People come to me for help when they have computer trouble.  
They consider me an expert.

FIRST CLASS MAIL  
 NO POSTAGE  
 NECESSARY

**STEP 2. GROUP WORK.** Walk around your classroom and ask your classmates questions. Write their names on the chart.

Find someone who ...	Name
1. is a computer expert.	
2. is a computer addict.	
3. is afraid of computers.	
4. uses the Internet to meet new people.	
5. uses the Internet to avoid people.	

**STEP 3.** Tell your class about your classmates and how they use the computer.

## Discuss the Social Impact of the Internet

- A READING WARM-UP.** What kinds of problems have you had with the Internet? What kinds of problems with the Internet have you heard about on the news?

- B READING.** Read the articles about some serious problems with the Internet. Which do you think is the most serious?



### China Computers Face Virus Epidemic

Four out of five computers in China, the world's largest computer and Internet market, have been affected by computer viruses, according to a report in the official state news service, China Daily. "Only 16 percent of computer users reported they were free from any viruses in their computers," reports researcher, Zhang Jian. Viruses sent through the Internet are destroying information and causing too many computers to crash, the China Daily said.

SOURCE: [cnn.com](http://cnn.com)

### Another Hacker Hits Microsoft

One week after Microsoft reported that a hacker had gotten into its computer networks, another hacker said he entered the company's web servers on Friday. The hacker, using the name Dimitri, logged on to several of Microsoft's web servers and downloaded files containing confidential company information. A Microsoft spokesperson said, "There is always a possibility that hackers can get into a company's computer network.... There are bad people out there who will try to do bad things."

SOURCE: [archive.infonet.com](http://archive.infonet.com)

### Internet Fraud Grows Worldwide

You can buy almost anything online. But did you know you could use the Internet to buy stolen credit card numbers? Internet fraud is a growing international problem. There are people out there who will buy your credit card numbers to purchase things online and have them sent to their homes. "We have people on staff constantly watching this kind of activity all over the world," said Jeff King of CyberSource, a company that manages online billing. "It definitely keeps you very busy."

SOURCE: [internetnews.com](http://internetnews.com)

### Police Look for Internet Predator

Carla White was a popular 13-year-old and a good student. But she was also meeting strangers on the Internet. Last May, Carla was found strangled to death, and police believe she met her killer online. "I can't believe she's dead," said one of her classmates. "How could anyone do this to her?" Police chief Martin Beck warns, "Parents need to know that when their children visit chat rooms, there are Internet predators out there who may want to hurt them."

SOURCE: [usatoday.com](http://usatoday.com)



Based on the articles, predict the person who would make each of these statements. Explain your answer.

- |  |  |
|--|--|
| <p>_____ 1. "Kids should be very careful on the Internet. It's very scary."</p> <p>_____ 2. "Our company needs better ways to protect our files from people outside."</p> <p>_____ 3. "It's costing our company a lot of time and money to make sure customers are billed correctly."</p> <p>_____ 4. "There are still too many computers in this country that may crash."</p> | <p>a. Martin Beck, police chief</p> <p>b. Zhang Jian, researcher</p> <p>c. Jeff King, CyberSource</p> <p>d. A Microsoft spokesperson</p> |
|--|--|

## TOP NOTCH INTERACTION • *Life in cyberspace*

**STEP 1.** Read the beginning of an article about the social impact of the Internet.



Computers have changed people's lives, and in most cases for the better. However, you have to balance the benefits with the problems—for every benefit there is also a bad side. On the good side, information is available to everyone quickly and easily through the Internet. On the bad side, not all information you find on the Internet is true. You have to check carefully before you can believe all that you read.

**STEP 2. PAIR WORK.** Discuss some of the benefits and problems of computers and the Internet. Talk about your own experiences and things you have heard or read about in the news. Make a list of them on your notepad.

Benefits	Problems
You can meet new people online.	Bad people use the Internet, too.

Benefits	Problems

**STEP 3. GROUP WORK.** Discuss the benefits and problems of computers and the Internet. Compare notes and write a list of benefits and problems on the board.

**STEP 4. WRITING.** Write a short article about the social impact of computers and the Internet. Include information about the benefits and problems.

## UNIT 9 CHECKPOINT

**A** **LISTENING COMPREHENSION.** Listen to the conversations. Choose the words that best describe each product. Then listen again to check your answers.

- The C40 Monitor is \_\_\_\_\_ the Z8 Monitor.  
a. the same as                      b. larger than                      c. smaller than
- The Hip Web Camera is \_\_\_\_\_ the Pentac Web Camera.  
a. the same as                      b. cheaper than                      c. more expensive than
- Mundite's new CD drive is \_\_\_\_\_ Mundite's old CD drive.  
a. the same as                      b. faster than                      c. slower than
- Play Zone's computer game is \_\_\_\_\_ New World's game.  
a. the same as                      b. less fun than                      c. more fun than

**B** Write a response to each statement in your own way.

- "Gotta go! Later!"  
**YOU** \_\_\_\_\_
- "I clicked on save and my computer crashed."  
**YOU** \_\_\_\_\_
- "I'm thinking about getting a new computer."  
**YOU** \_\_\_\_\_

**C** Answer each question in your own way, using an infinitive of purpose.

- Why do people join chat rooms? \_\_\_\_\_
- Why do people e-mail their friends? \_\_\_\_\_
- Why do people surf the Internet? \_\_\_\_\_
- Why do people visit electronics store websites? \_\_\_\_\_
- Why are you studying English? \_\_\_\_\_

**D** Complete the following statements.

- If you want to print a document, click on the print \_\_\_\_\_.
- To read more text on your screen, use the scroll \_\_\_\_\_ to scroll down.
- If you want to see what other things you can do, click on the \_\_\_\_\_ menu.
- When you're finished working on a document, don't forget to \_\_\_\_\_ it before you close the file.

**E** **WRITING.** Write about how you use a computer. Talk about how often you use it and what you do with it. Or write about someone you know who uses a computer.

### TOP NOTCH PROJECT

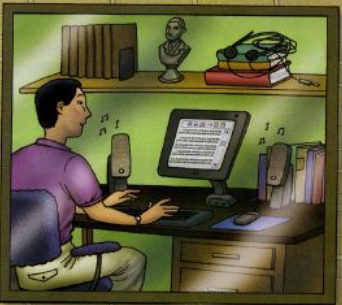
Find articles in your local newspapers and magazines about computer or Internet benefits or problems. Tell your class about them.

### TOP NOTCH WEBSITE

For Unit 9 online activities, visit the *Top Notch* Companion Website at [www.longman.com/topnotch](http://www.longman.com/topnotch).

## UNIT WRAP-UP

- **Vocabulary.** Name the computer parts and accessories.
- **Grammar.** Write statements using the infinitive of purpose.
- **Social language.** Create conversations for the people.



### ✓ Now I can ...

- ☐ recommend a better deal.
- ☐ troubleshoot a problem.
- ☐ describe how people use computers.
- ☐ discuss the social impact of the Internet.

# UNIT 10

## Ethics and Values

### UNIT GOALS

- 1 Return someone else's property
- 2 Discuss ethical choices
- 3 Express personal values
- 4 Discuss honesty

**TOPIC PREVIEW.** Study the situations. What do you think each person should do?

This box has the wrong price.

What should he do?



What should she do?

Uh-oh.  
Someone forgot  
that watch.



What should she do?



I think this total  
is wrong.

Guest Check		TABLE NO.	SECTION	SERVICE	DATE
1	shrimp cocktail	9	50		
1	tomato bisque	4	50		
1	garden salad	6	75		
1	sirloin	10	95		
1	bottle sparkling water	5	00		
1	espresso	2	50		
TOTAL				22	20
GUEST RECEIPT					
NAME		ROOM NO.		DATE	
JANE DOE - Call Again					
GUEST RECEIPT		TABLE NO.		DATE	
		2651			

What should he do?

But I only  
ordered one!



**DISCUSSION.** Have you ever had a similar experience to any of these situations? What did you do?

### INVOICE

1 nylon windbreaker U.S. \$ 52.00  
TOTAL \$ 52.00



**SOUND BITES.** Read along silently as you listen to a natural conversation.

MATT: I'm going to get a tattoo.

PAUL: Your parents would let you do that?

MATT: Are you kidding? If I asked them, they'd just say no.

PAUL: You mean you're not going to tell them?

MATT: I'd have to be nuts to ask them. But, there's nothing wrong with tattoos. Everybody has them.

PAUL: Maybe... Matt, I hate to say this, but I think you're making a mistake. You should get permission. If you don't, I'm sure you'll be sorry.

MATT: OK. I'll give it some thought.



**PAIR WORK.** With a partner, find the answers to these questions in the conversation.

1. What mistake does Paul think Matt is making?
2. Why won't Matt ask his parents for permission?
3. Do you agree or disagree with Paul? Explain your answer.

**WHAT ABOUT YOU?**

In your opinion, what should teenagers have to get permission for? Write **yes**, **no**, or **it depends**. Explain.



1. getting a tattoo:



2. using makeup:



3. changing hairstyles:



4. face or body piercing:



5. coming home late:


**DISCUSSION.** Do teenagers and their parents usually have the same ideas about getting permission? Support your opinion with examples from real life.

## Return Someone Else's Property

 CONVERSATION  
MODEL Read and listen.

- A: Excuse me. I think you forgot something.  
 B: I did?  
 A: Isn't this jacket hers?  
 B: Oh, you're right. It is. Thanks so much.  
 A: My pleasure.

 Rhythm and intonation  
practice

 Acknowledging thanks  
 My pleasure.  
 You're welcome.  
 Don't mention it.  
 No problem.  
 Not at all.  
 Sure! (very informal)

 GRAMMAR. Possessive pronouns

Use possessive pronouns in place of nouns.

That coat is my coat. = That coat is **mine**.

Which coat is your coat? = Which coat is **yours**?

Don't use a noun after a possessive pronoun.

These shoes are **mine**. NOT They're mine shoes.

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

 Rewrite the following sentences. Substitute possessive pronouns for the highlighted phrases.

- Those gloves are **my gloves**. Those gloves are mine
- That is **her coat**. \_\_\_\_\_
- The books on that table are **Daniel's books**. \_\_\_\_\_
- Their car and **our car** are parked on the same street. \_\_\_\_\_
- Are those my tickets or **her tickets**? \_\_\_\_\_?
- The white house is **my mother's house**. \_\_\_\_\_
- Is this painting **your painting** or **her brother's painting**? \_\_\_\_\_?

**Complete the following statements and questions. Choose the right answer.**

1. A: Whose umbrella is this, \_\_\_\_\_ or \_\_\_\_\_?  
B: I'm not sure. Ask them if it's \_\_\_\_\_.
2. A: Who is stricter? Your parents or Jerome's?  
B: \_\_\_\_\_, I think. \_\_\_\_\_ parents aren't strict at all.
3. A: Is this \_\_\_\_\_ suitcase?  
B: No, I already have \_\_\_\_\_ suitcase, so this one can't be \_\_\_\_\_.
4. A: I found this bracelet on the bus. Is it \_\_\_\_\_?  
B: No, it's \_\_\_\_\_ bracelet. I'm so happy someone found it!
5. A: Is that \_\_\_\_\_ car?  
B: No, \_\_\_\_\_ is the black one over there.
6. A: Where should we meet? At \_\_\_\_\_ house or \_\_\_\_\_?  
B: Neither. Let's meet at \_\_\_\_\_ office.

**CONVERSATION  
PAIR WORK**

Collect personal items to use in the pair work, or use the pictures. In pairs or groups of three, return something that belongs to someone else. Start like this:

- A: Excuse me. I think you forgot something.  
B: I did?  
A: \_\_\_\_\_?  
B: \_\_\_\_\_.



## Discuss Ethical Choices

 CONVERSATION  
MODEL Read and listen.

- A: Look at this. They didn't charge us for the desserts.  
 B: Really? We'd better tell the waiter.  
 A: You think so?  
 B: Absolutely. If we didn't tell him, it would be wrong.

 Rhythm and intonation practice

 Confirming responses  
 Absolutely.  
 Definitely.  
 Of course.  
 Sure.

 GRAMMAR. Factual and unreal conditional sentences: meaning

## Factual conditionals: present

If I **eat** too much, I **gain** weight.

If you **speak** English, you **can speak** to people all over the world.

## Factual conditionals: future

If I **ask** my parents for permission, they **ll say** no.

If they **tell** me getting a tattoo is wrong, I **won't get** one.

## Unreal conditionals: present

If I **spoke** Greek, I **would apply** for that job. (unreal: I don't speak Greek, so I won't apply for the job.)

If her parents **knew** about her tattoo, they **would be** angry. (unreal: They don't know, so they are not angry.)

 GRAMMAR. Unreal conditional sentences: form

Use the simple past tense in the **if** clause. For the verb **be**, always use **were**. Use **would** and a base form in the result clause.

<b>if</b> clause (unreal condition)	<b>result</b> clause (unreal result)
If Paul <b>pierced</b> his ears,	his father <b>would be</b> angry.

If Marie <b>were</b> 21,	she <b>would pierce</b> her ears.
--------------------------	-----------------------------------

Don't use **would** in the **if** clause.

If I **found** a wallet, I would return it. NOT If I **would find** a wallet, I would return it.

**Questions**  
 Would you ask your parents  
 if you wanted a tattoo?  
 What would you do if you  
 were 21?

 Read the following conditional sentences. Check the ones that describe an unreal condition (a condition that does not exist).

- |   |  |
|---|--|
| <input type="checkbox"/> 1. If we eat in a restaurant, I'll pay the bill.         | <input type="checkbox"/> 4. If I were you, I'd tell the truth.   |
| <input type="checkbox"/> 2. If you get a haircut, you can charge it to your room. | <input type="checkbox"/> 5. If they find valuable things on the street, they always try to find the owner. |
| <input type="checkbox"/> 3. If he came home really late, his parents would worry. | <input type="checkbox"/> 6. If they sent me the wrong coat, I would return it.                             |

**D** Complete each unreal conditional sentence with the correct form of the verb.

- If I have tickets, I go to the concert at the mall.
- If his father get angry, he take off the earrings.
- If the check be not correct, she not pay it.
- If they receive the wrong package, they call the mail-order company.
- If I know the best place to get my ears pierced, I go there.

**E** **PRONUNCIATION.** Assimilation of sounds. Notice how /d/ + /y/ becomes /dz/. Listen and repeat.

- What **would you** do if you found a wallet on the street?
- What **would you** do if the waiter didn't charge you for the dessert?
- Who **would you** call if you were sick?
- Where **would you** go if you wanted a great meal?

**F** **VOCABULARY.** Some moral dilemmas: Listen and practice.



They didn't charge us for the cake.



They undercharged me.



They gave me too much change.



They gave me more than I ordered.

**CONVERSATION**  
**PAIR WORK**

Discuss ethical choices. Use the guide and the situations, or use your own ideas.

- A: Look. \_\_\_\_\_  
 B: \_\_\_\_\_? We'd better \_\_\_\_\_  
 A: You think so?  
 B: \_\_\_\_\_. If we \_\_\_\_\_.

You see an expensive suit with a mistake on the price tag. The suit should cost twice as much.

You see money on the floor near a man who is putting his wallet into his pocket. You are pretty sure the money fell out of his wallet.

You look at the check for a restaurant meal. They didn't charge you enough.

## Express Personal Values

- A** **LISTENING COMPREHENSION.** Listen to the conversations.  
Check true (T) or false (F).

- |    | T   | F  |
|----|---|--|
| 1. | <input type="checkbox"/> <input type="checkbox"/> | <p>a. Beth thinks it's OK for Luke to wear an earring to the office.</p> <p>b. Luke agrees with Beth.</p>      |
| 2. | <input type="checkbox"/> <input type="checkbox"/> | <p>a. Celia's husband has a tattoo.</p> <p>b. Celia's husband likes Celia's tattoo.</p>                        |
| 3. | <input type="checkbox"/> <input type="checkbox"/> | <p>a. His daughter married a lawyer.</p> <p>b. He wants his daughter to stay home and have children.</p>       |
| 4. | <input type="checkbox"/> <input type="checkbox"/> | <p>a. Kate's dad likes the way Kate is dressed.</p> <p>b. Kate's dad thinks girls don't have to be modest.</p> |

- B** Read the following quotations from the conversations.  
Then choose the correct definition for the underlined word or phrase. Listen again if necessary.

- "But lots of people are old-fashioned, and they don't think men should wear earrings."
  - have ideas from the past
  - don't like traditions
- "What a double standard!"
  - the same rules for all people
  - different rules for different people
- "That's a little sexist, if you ask me!"
  - the idea that men and women are not equal
  - the idea that men and women are equal
- "But modesty is very important for girls."
  - wearing clothes that cover their bodies
  - wearing clothes that show their bodies



- C** **PAIR WORK.** Think of an example for each word or phrase.  
Write your ideas in the chart. Share your ideas with a partner.

“A lot of people think it's OK for men to wear shorts, but not for women.”

old-fashioned

a double standard

sexist

modesty

**STEP 1.** Fill out the Values Self-Test. Then discuss with your partner.

## VALUES SELF-TEST

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

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

Explain \_\_\_\_\_

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

Explain \_\_\_\_\_

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

Explain \_\_\_\_\_

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

Explain \_\_\_\_\_

**STEP 2. DISCUSSION.** Discuss one or more of the following questions. Give reasons and examples.

1. Is it sometimes OK to have a double standard for men and women?
2. Can people be sexist when they talk about men, or only about women?
3. Are old-fashioned ideas usually better or worse than modern ideas?

**STEP 3. WRITING.** On a separate sheet of paper, write your ideas about modesty and personal appearance. How should men dress? How should women dress?

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



## Discuss Honesty

- A READING WARM-UP.** Do you know what a lost-and-found is? Is there one in your city or town? Where?

- B READING.** Read the article about the Tokyo lost-and-found.

# Tokyo Lost-and-Found

## KEEPS EYE ON GOODS

TOKYO—If it can be lost on the streets of Tokyo, it can be found in the city's cavernous lost-and-found center, where everything from diamond rings to dentures and millions of dollars in stray cash await their rightful, if forgetful, owners. On any given day, about 800,000 items pack the four-story warehouse, with 8,000 new ones trucked in every morning for an annual haul of



Everything from diamond rings to dentures...

220,000 articles of clothing, 30,000 mobile phones, 18,000 eyeglasses, and 17,000 wallets.

"I'm not surprised anymore by what people lose," says custodian Nobuo Hasuda as he walks along the paths between wheelchairs, snowshoes, motorcycle



...30,000 mobile phones, 18,000 eyeglasses, and 17,000 wallets...

helmets, and trumpets. There are file cabinets labeled "Mobile Phones: April," "Wallets: March," and "Eyeglasses: February."

Last year, about 1.62 million articles passed through the center, making it possibly the world's biggest lost-and-found. About 250 hopefuls visit each day to see if their lost keys, briefcases, and billfolds are there.

Typical of a country obsessed with order and detail, every item is scrupulously labeled with time and place

of recovery, then computer archived—no matter how seemingly trivial. One Good Samaritan turned in a phone card worth only 42 cents. It's now tagged and waiting in a drawer cluttered with half-used train passes.



...wheelchairs, snowshoes, motorcycle helmets, and trumpets...

SOURCE: The Daily Mail [www.dailymailnews.com](http://www.dailymailnews.com)

- C Answer the following questions.**

1. Have you ever found something you lost at a lost-and-found?
2. Would you take something you found to a lost-and-found?

- D PAIR WORK.** Which of these articles would you take to a lost-and-found? Which ones would you not take there? Explain your answers.

- |                      |                   |                     |
|----------------------|-------------------|---------------------|
| a diamond ring       | a set of dentures | a cell phone        |
| a pair of eyeglasses | a wallet          | a wheelchair        |
| a snowshoe           | a trumpet         | a motorcycle helmet |

- E DISCUSSION.** What do most people do when they find something valuable? Do you think most people are honest?

## TOP NOTCH INTERACTION • What would YOU do?

**STEP 1. Look at the situations. Answer the questions on the notepads.**

**Situation:** You find a wallet full of cash.



What could you do?

What should you do?

What would you do?

What would most people do?

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



What could you do?

What should you do?

What would you do?

What would most people do?

**Situation:** The cashier undercharges you.



What could you do?

What should you do?

What would you do?

What would most people do?

**Situation:** You find cash near an ATM.



What could you do?

What should you do?

What would you do?

What would most people do?

**STEP 2. DISCUSSION. Discuss what you wrote about each situation.**

**Would you do what most people would do?**

“If I found the wallet, I would call the person on the phone. It would be wrong to keep the money.”

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

# UNIT 10 CHECKPOINT



**LISTENING COMPREHENSION.** Listen to the conversations and check the statements that are true.

- ☐ John doesn't think his grandmother is too old for a tattoo.  
☐ John has a double standard.
- ☐ Jessica and her mother are discussing Jessica's rules.  
☐ Jessica thinks her mother is sexist.
- ☐ Emily and Robert are discussing right and wrong.  
☐ The waiter charged Emily and Robert too much for their dinner.



## TOP NOTCH PROJECT

To help visitors understand appropriate appearance in your country, find pictures in magazines or newspapers that depict appropriate and inappropriate appearance. Make a do's and don'ts book.



## TOP NOTCH WEBSITE

For Unit 10 online activities, visit the Top Notch Companion Website at [www.longman.com/topnotch](http://www.longman.com/topnotch).



**Rewrite sentences with possessive pronouns.**

- Those shoes belong to my daughter. They're hers
- That coat belongs to my son. \_\_\_\_\_
- The house across the street is my parents' house. \_\_\_\_\_
- These coins are my husband's and mine. \_\_\_\_\_
- The table over there is your table. \_\_\_\_\_



**Complete each conditional sentence. Use your own words.**

- If the weather is bad this weekend, \_\_\_\_\_.
- If \_\_\_\_\_, I'll go out to eat tonight.
- If I found your wallet, \_\_\_\_\_.
- If \_\_\_\_\_, I always call home.
- If I had a new car, \_\_\_\_\_.



**What would you do? Write an unreal conditional sentence beginning with If.**

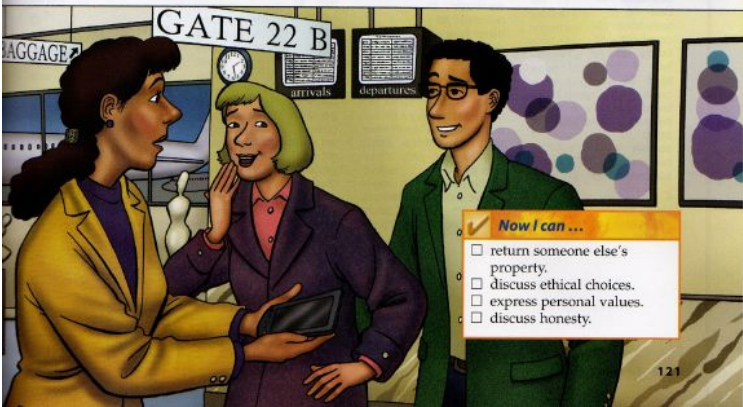
- You have two sandwiches for lunch, but they only charge you for one.  
If \_\_\_\_\_
- You pay for a newspaper that costs one dollar with a five-dollar bill.  
The merchant gives you nine dollars change.  
If \_\_\_\_\_
- You order a PDA from a mail-order company. You see that there are two PDAs and a cell phone in the box.  
If \_\_\_\_\_



**WRITING.** On a separate sheet of paper, write a story about a time you or someone else had to make an ethical choice.

## UNIT WRAP-UP

- Narration. Tell a story, using the pictures.
- Grammar. Write what you would do in this situation.
- Social language. Create conversations for the people.



### ✓ Now I can ...

- ☐ return someone else's property.
- ☐ discuss ethical choices.
- ☐ express personal values.
- ☐ discuss honesty.

## Alphabetical word list

This is an alphabetical list of all productive vocabulary in the **Top Notch 2** units. The numbers refer to the page on which the word first appears or is defined. When a word has two meanings, both are in the list.

### A

a lot of 53  
accident 40  
action film 18  
addict 66  
address people 2  
afraid of 78  
agree 23  
air-conditioned 39  
airport shuttle 27  
aisle 52  
allergic to 64  
almost 100  
already 7  
always 16  
angry about 78  
animated film 18  
any 53  
anyone 54  
apologize for 78  
appointment 54  
art exhibition 5  
as 100  
asparagus 65  
automatic transmission 39  
avoid 64

### B

babysitting 27  
before 7  
believe in 78  
bell service 27  
birth order 82  
blue 75  
body lotion 52  
bored with 78  
boring 20  
bow 2  
bowl 90  
brake 40  
brand 51  
bring up (a newspaper) 32  
brush 52  
bumper 40  
business card 2  
business center 31

### C

calm 77  
can't stand 66

CD drive 98  
cell phone 118  
charge 115  
charming 82  
cheer (someone) up 75  
cheerful 77  
chewy 70  
chocolate 65  
clay 90  
click on (an icon) 102  
climb 6  
cloth 90  
clown 82  
clutch 40  
comb 52  
comedy 18  
compact car 44  
complain about 78  
convertible 44  
cool 90  
copy text 102  
cosmetic surgery 58  
crash 102  
crazy about 66  
create a web page 104  
creative 82  
crunchy 70  
cut off other drivers 47  
cut text 102

### D

damage 40  
dashboard 40  
definitely 66  
dental floss 52  
dentures (a set of) 118  
deodorant 52  
depressing 77  
diamond ring 118  
disagree 23  
disgusting 77  
documentary 18  
don't agree with me 64  
don't care for 64  
door (car) 40  
double room 30  
double standard 116  
down 75  
down in the dumps 75

download 99  
drama 18  
drawing 87  
driver's license 39  
drop off 42

### E

emergency brake 40  
emotions 80  
engine 40  
environment 80  
ever 7  
exchange 2  
excited about 78  
exciting 77  
extra 32  
extrovert 81  
eyeglasses (a pair of) 118

### F

facial 56  
familiar 4  
fantastic 90  
fascinated by 94  
fashion 87  
feel 23  
figure 90  
fill up 42  
film 87  
fitness center 31  
flash lights 47  
for 16  
fries 65  
full-size car 44  
funny 20

### G

game 98  
gas pedal 40  
gearshift 40  
genetics 80  
gesture 8  
get stuck in traffic 17  
gift shop 31  
glass 90  
go sightseeing 6  
go to the top of 6  
gold 90  
gorgeous 90

greetings 2  
gym 5

### H

had better 31  
hair care 50  
hair spray 52  
hair dryer 32  
haircut 54  
hanger 32  
happy 77  
happy about 78  
hard 70  
headlight 40  
headset 98  
hers 112  
his 112  
honk 47  
hood 40  
horn 40  
horror film 18  
hug 2

### I

ice cream 65  
icon 102  
influenced by 94  
inspired by 94  
instant message 99  
interested in 94  
Internet connection 27  
introvert 81  
iron 32

### J

join a chat room 104  
joystick 98  
just 16

### K

keyboard 98  
king-size bed 30  
kiss 2

### L

last name 2  
late 16  
lately 16  
laundry 27  
lifestyle 65  
look (like) 70

use weight 64  
just-and-found 118  
luxury car 44

**A**  
a'am 40  
take up the room 32  
takeup 52  
tango 65  
tanicure 54  
manual transmission 39  
tany 53  
massage 56  
medicine 50  
message 28  
microphone 98  
mine 112  
minibar 27  
miss (the bus) 17  
modesty 116  
monitor 98  
motorcycle helmet 118  
mouse 98  
loved by 94  
much 53  
museum 89  
musical 18

**I**  
ail care 53  
ail clipper 52  
all file 52  
ature 80  
early 100  
arvous 77  
bodie 65  
bt pay attention 41  
bt signal 47  
bt stop 47  
rture 80

**I**  
bject to 78  
d-fashioned 116  
a diet 64  
nly 16  
pen a file 102  
nion 111  
rs 112  
it of sorts 75  
ve 16

ainting 87  
arking space 17  
asta 65  
aste text 102

pedicure 54  
permission 111  
personality 80  
photocopying 27  
photography 87  
pick up 42  
pick up the laundry 32  
pool 31  
pottery 87  
print a file 102  
pull-down menu 102

**Q**  
queen-size bed 30  
quite 100

**R**  
razor 52  
razor blade 52  
rearview mirror 40  
rebel 82  
recently 16  
reservation 39  
road sign 46  
rollaway bed 30  
romantic 20  
room service 27

**S**  
sad 77  
sad about 78  
salty 70  
sardine 65  
sauna 31  
save a file 102  
scan pictures 104  
science fiction film (sci-fi) 18  
scissors (a pair of) 52  
scroll bar 102  
scroll down 102  
scroll up 102  
sculpture 87  
seat belt 40  
sedan 44  
select text 102  
self-critical 82  
send an attachment 104  
send e-mails 105  
sexist 116  
shake hands 2  
shampoo (product) 52  
shampoo (service) 54  
shave 54  
shaving 50  
shaving cream 52  
shellfish 65

shoe shine 27  
shower cap 52  
sibling 82  
sick of 78  
side-view mirror 40  
signal 40  
silly 20  
silver 90  
since 16  
single room 30  
sir 40  
skin care 50  
skirt hanger 32  
small talk 2  
smell (like) 70  
smoking/non-smoking 30  
snowshoe 118  
so far 16  
soap 52  
soft 70  
software 98  
some 53  
someone 54  
sour 70  
speaker 98  
speed 41  
spicy 70  
sports car 44  
station wagon 44  
steak 65  
steering wheel 40  
still 16  
stone 90  
suite 30  
sunscreen 52  
surf the Internet 104  
sushi 65  
SUV 44  
sweet 70

**T**  
tailgate 41  
tailight 40  
take a tour of 6  
take away the dishes 32  
take pictures of 6  
talk about 78  
talk on a cell phone 41  
taste (like) 70  
tattoo 111  
terrific 66  
theater 5  
theirs 112  
thermometer 52  
think 23  
thoughts 80

tip 56  
tire 40  
tired of 78  
tofu 65  
tool bar 102  
tooth care 50  
toothbrush 52  
toothpaste 52  
towel 32  
traffic 17  
treat 16  
trumpet 118  
trunk 40  
try 6  
turn down the beds 32  
turn off 42  
turn on 42  
twin bed 30

**U**  
undercharge 115  
unforgettable 20  
used to 67

**V**  
values 82  
van 44  
vase 90  
vegetarian 64  
violence 22  
violent 20

**W**  
wake-up service 27  
wallet 118  
weave through traffic 47  
weird 20  
wheelchair 118  
why don't 65  
will 28  
window (car) 40  
windshield 40  
windshield wiper 40  
wonderful 90  
wood 90  
worry about 78  
would rather 19  
wrong 111

**Y**  
yet 7  
yours 112

## Social language list

This is a unit-by-unit list of all the productive social language from **Top Notch 2**.

### Unit 1

You look familiar.  
Have we met before?  
I don't think so.  
I'm not from around here.  
As a matter of fact, I am.  
Oh, that's right! Now I remember.

What have you been up to?  
Not much.  
[Audrey], have you met [Hanah]?  
[Hanah], I'd like you to meet [Audrey].  
I think we've met before.  
Good to see you again.

Welcome to [Rio].  
Have you ever been here before?  
No. It's my first time.  
Have you tried [feijoadá] yet?  
I think you'll like it.

### Unit 2

You're going to love [this theater].  
I'm really in the mood for [a good classic movie].  
I missed it.  
They say it's [great].  
Actually, I'd rather see something else.  
Deal!  
Sorry I'm late. Have you been here long?  
For about [10] minutes. Not too bad.  
I got stuck in traffic.  
I missed the bus.

I couldn't get a taxi.  
I couldn't find a parking space.  
The [8:00] show for [The Train] is sold out.  
How much do I owe?  
Nothing. It's on me.  
Next time it's my treat.  
I've always wanted to see [Hitchcock's The Birds].  
What would you rather see—a [comedy] or a [musical]?  
It doesn't matter to me.

What do you think of [Madonna]?  
Actually, not much.  
For real? (to express surprise)  
That's what makes the world go 'round!  
Who was in it?  
What was it about?  
What kind of movie was it?  
Was it good?  
Do you recommend it?  
I agree / disagree.

### Unit 3

I'm checking out.  
Was your stay satisfactory?  
Will you be putting this on your [Vista card]?  
Thank you for staying with us.  
I'd like to speak to [Anne Smith].  
I'll ring that room for you.

He's / She's not answering.  
Would you like to leave a message?  
Please tell him [Tim Klein] called.  
Please tell her I'll call back later.  
Please tell him I'll be [at the Clayton Hotel] until [5:00].  
Please tell her I'll be at [22-56-838] Is that all?

I'm checking in. The name's [Smith].  
How do you want to pay?  
By the way, is the [restaurant] still open?  
Actually, you'd better hurry.

### Unit 4

I have a reservation.  
We were expecting you.  
I'll need to see your [driver's license and a major credit card].  
That's correct.  
That'll be fine.  
I had an accident.  
How awful.  
Oh no!  
I'm sorry to hear that.  
I'm so sorry. Are you OK?  
No one was hurt.

Thank goodness. How did it happen?  
[The other driver] was [speeding].  
I hit another car. / Another car hit me.  
Was there much damage?  
I'll only have to replace [a taillight].  
Fill it up, please, with [regular].  
Yes, sir / ma'am.  
Anything else?  
My [turn signal] isn't working. Can you fix it?  
Can you drop the car off [tomorrow morning] at about [9:00]?

What time can I pick it up?  
How's [noon]?  
Terrific. I'll see you at [9:00].  
[My headlight] won't turn on / turn off.  
[My car trunk] won't open / close.  
[My engine] is making a funny sound.  
[My headlight] isn't working.  
[My car window] is stuck.

### Unit 5

I need to pick up a few things on the way back to [the hotel].  
Feel like stopping at [a cosmetics store] with me?  
I'd like to, but I think I'll pass.  
I don't have much time today.  
It'll be a piece of cake.  
Where would I find [toothpaste]?  
Have a look in [aisle 2].

Actually, I did and there wasn't any.  
Let me get you some from the back.  
I have [a two o'clock] appointment for a [haircut] with [Sean].  
[Sean] is running a little late.  
Can I get you some [coffee] or [tea]?  
Can I get a [manicure] in the meantime?  
Yes, but it'll be a few minutes.  
There's someone ahead of you.

Would it be possible to get a [facial]?  
I don't have an appointment.  
How long will I have to wait?  
How much do you charge for a [massage]?  
Is it customary to leave a tip?  
Can I charge it to my room?  
I'm sorry. I have to cancel my appointment.

## Unit 6

What in the world are you [eating]?  
I used to be. Not anymore.  
To tell you the truth, it was just too much trouble.

Want to try some?

You only live once.

Everything's ready. Why don't we [sit down]?

This [food] looks great!

It really smells delicious.

Please help yourself.

Thanks. But I'll pass on the [chicken].

Don't you eat [chicken]?

I'm on a diet.

I'm trying to lose weight.

I'm avoiding [sugar].

I'm a vegetarian.

I'm allergic to [chocolate].

[Coffee] doesn't agree with me.

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

Don't worry about it. It's not a problem.

I used to have it a lot. But I've been cutting back.

I couldn't live without it.

I'm [not] crazy about [seafood].

I'm a big [meat] eater / [coffee] drinker.

I'm a [chocolate] addict / [pizza] lover.

I can't stand [fish].

I don't care for [steak].

I'm not much of a [pizza] eater / [coffee] lover.

## Unit 7

What do you feel like doing after dinner?

I'm kind of down in the dumps.

You [do] look a little blue. Something wrong?

Nothing I can put my finger on.

I guess I'm just feeling a little out of sorts.

Maybe [a nice dinner] will cheer you up.

Why don't we [go for a walk]?

Would you like me to [make you some soup]?

How about some [ice cream]? That always makes me feel better.

How about [gray]? (to talk about color preference)

[Gray]'s out of the question.

What's wrong with [gray]?

You look down. What's up?

Oh, nothing serious.

I'm just tired of the same old grind.

But thanks for asking.

I know what you mean.

## Unit 8

This [print]'s sort of interesting.

I kind of like it.

It would look nice [over my desk].

Don't you find it a little too [dark]?

I guess I'm not really into [bright colors].

To each his own.

Be sure not to miss [the Prado Museum] while you're in [Madrid].

Really? Why's that?

Well, for one thing, [Las Meninas] is [kept] there.

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

Thanks for the suggestion.

What's this [figure] made of?

Wood. It's handmade.

What is it used for?

When were they made?

How were they made?

What do you think of it?

I'm not crazy about it / them.

I don't care for it / them.

It's not for me.

They're fantastic / gorgeous / wonderful / cool.

## Unit 9

Am I interrupting you?

[I'm] just fooling around.

What are you up to?

I logged on to [send you some pictures].

Cool!

[I] can't wait to [download them].

I'm thinking about getting [a new monitor].

Oh, yeah? What kind?

Everyone says I should get [a Macro].

Well, I've heard that the [Panate] is as [good] as the [Macro].

Really? I'll check it out.

[Eugene], could you take a look at this?

Sure. What's the problem?

Why don't you try [restarting]?

OK, I'll give that a try.

## Unit 10

Your parents would let you do that?

Are you kidding?

I'd have to be nuts to [ask them].

There's nothing wrong with [tattoos].

Everybody has [them].

I hate to say this, but I think you're making a mistake.

You should get permission. If you don't, I'm sure you'll be sorry.

I'll give it some thought.

Excuse me, I think you forgot something.

My pleasure.

You're welcome.

Don't mention it.

Not at all.

Sure. (to acknowledge thanks)

They didn't charge us for the [desserts].

They undercharged me.

They gave me too much change.

They gave me more than I ordered.

You think so?

Absolutely.

Definitely.

Of course.

Sure. (to express certainty)

## Pronunciation table

These are the pronunciation symbols used in **Top Notch 2**.

Vowels				Consonants			
Symbol	Key Word	Symbol	Key Word	Symbol	Key Word	Symbol	Key Word
i	beat, feed	ə	banana, among	p	pack, happy	z	zip, please, goes
ɪ	bit, did	ʌ	shirt, murder	b	back, rubber	ʃ	ship, machine,
eɪ	date, paid	aɪ	bite, cry, buy, eye	t	tie		station,
ɛ	bet, bed	əʊ	about, how	d	die		special, discussion
æ	bat, bad	ɔɪ	voice, boy	k	came, key, quick	ʒ	measure, vision
ɑ	box, odd, father	ɪr	deer	g	game, guest	h	hot, who
ɔ	bought, dog	ɛr	bare	ʃ	church, nature,	m	men
oʊ	boat, road	ɑr	bar		watch	n	sun, know,
u	book, good	ɔr	door	dʒ	judge, general,		pneumonia
ʊ	boot, food, flu	ʊr	tour		major	ŋ	sung, ringing
ʌ	but, mud, mother			f	fan, photograph	w	wet, white
				v	van	l	light, long
				θ	thing, breath	r	right, wrong
				ð	then, breathe	y	yes
				s	sip, city,	t	butter, bottle
					psychology	tʃ	button

## Irregular verbs

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

## Verb tense review: present, past, and future

### 1 THE PRESENT OF BE

#### Statements

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

### 2 THE SIMPLE PRESENT TENSE

#### Statements

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

#### Yes / no questions

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

#### Short answers

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

#### Information questions

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

### 3 THE PRESENT CONTINUOUS

#### Statements

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

#### Yes / no questions

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

#### Short answers

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

#### Information questions

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

### 4 THE PAST OF BE

#### Statements

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

**Yes / no questions**

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

**Short answers**

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

**Information questions**

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

**5 THE SIMPLE PAST TENSE**

Many verbs are irregular in the simple past tense.  
See the list of irregular verbs on page 126.

**Statements**

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

**Yes / no questions**

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

**Short answers**

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

**Information questions**

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

**6 THE FUTURE WITH BE GOING TO****Statements**

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

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

**Yes / no questions**

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

**Short answers**

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

**Information questions**

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

# GRAMMAR BOOSTER

The Grammar Booster is optional. It provides more explanation and practice, as well as additional grammar concepts.

## UNIT 1 Lesson 1

### A Complete the sentences with the present perfect or the simple past tense.

I <sup>1. live</sup> \_\_\_\_\_ in São Paulo, Brazil all my life. However, I <sup>2. be</sup> \_\_\_\_\_ to a lot of other places too. I <sup>3. fly</sup> \_\_\_\_\_ to Europe three times. In 1999, I <sup>4. go</sup> \_\_\_\_\_ to Amsterdam, Vienna, and Prague. It <sup>5. be</sup> \_\_\_\_\_ a wonderful trip. I <sup>6. visit</sup> \_\_\_\_\_ Europe again in 2000 and 2003. On that trip, I <sup>7. climb</sup> \_\_\_\_\_ the Eiffel Tower in Paris, <sup>8. go</sup> \_\_\_\_\_ sightseeing in London, and <sup>9. see</sup> \_\_\_\_\_ a bullfight in Madrid. Of course, I <sup>10. travel</sup> \_\_\_\_\_ all over Latin America too. In 2004, I <sup>11. tour</sup> \_\_\_\_\_ the United States and Canada for the first time. I <sup>12. be / not</sup> \_\_\_\_\_ to Asia, but I'd really like to go.

### The present perfect: information questions with What or Which and a noun

Use What or Which and the present perfect to ask for information about an indefinite time in the past.

What (OR Which) languages **have** you studied?

What (OR Which) countries **have** you visited?

What (OR Which) dishes **have** you tried?

### B Use the topics to write questions with What or Which in the present perfect. Then write answers to the questions in your own way.

1. (big cities) What big cities have you visited \_\_\_\_\_?

Answer: \_\_\_\_\_

2. (new songs) \_\_\_\_\_?

Answer: \_\_\_\_\_

3. (restaurants) \_\_\_\_\_?

Answer: \_\_\_\_\_

4. (airlines) \_\_\_\_\_?

Answer: \_\_\_\_\_

5. (movies) \_\_\_\_\_?

Answer: \_\_\_\_\_

## UNIT 1 Lesson 2

### The present perfect: use and placement of yet and already

Use yet in present perfect questions and negative statements. Put yet at the end of the sentence.

questions

Have you read the book yet?

negative statements

I haven't read the book yet.

Use already in present perfect questions and affirmative statements. Put already before the main verb or at the end of the sentence.

questions

Have you already read the book?

OR Have you read the book already?

affirmative statements

I've already read the book.

OR I've read the book already.

#### BE CAREFUL!

Don't use yet in present perfect affirmative statements.

DON'T SAY Yes, I've read the book yet.

Don't use already in present perfect negative statements.

DON'T SAY No, I haven't already read the book.



Rewrite each statement or question with already or yet.

- (yet) Has she finished the book? \_\_\_\_\_?
- (yet) They haven't seen the movie. \_\_\_\_\_
- (already) We've tried wild rice several times. \_\_\_\_\_
- (already) Has your father left \_\_\_\_\_?



Rewrite each sentence with already or yet.

- I haven't had dinner. \_\_\_\_\_
- She's been to London, Berlin, and Rome. \_\_\_\_\_
- They haven't called home. \_\_\_\_\_
- We've finished our class. \_\_\_\_\_

### The present perfect: ever, never, and before

Use ever in questions. Do not use ever in affirmative statements.

Have you ever made sushi?

Yes, I have. OR Yes, I've made it.

(NOT Yes, I've ever made it.)

Use never in negative short answers and statements.

Have you ever made sushi?

No, I never have.

OR No, I've never made sushi.

You can use before with or without ever and never in present perfect sentences and questions.

I've been to South Africa before.

I've never tried ceviche before.

Have you ever made chocolate cake before?

In very informal speech, ever is sometimes used to strongly emphasize never. The meaning of ever is similar to "in my whole life."

I've never ever made sushi!

**C** Answer the questions, using real information. If the answer is yes, write when this happened.

1. Have you ever gone on a cruise? \_\_\_\_\_
2. Have you ever tried Indian food? \_\_\_\_\_
3. Have you ever been to Hawaii? \_\_\_\_\_
4. Have you ever met a famous person? \_\_\_\_\_
5. Have you ever gone scuba diving? \_\_\_\_\_

## UNIT 2 Lesson 1

### The present perfect and the present perfect continuous: unfinished actions

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

1. the present perfect with since: Use since with a stated start time in the past.  
I've lived here since 2001. (2001 is the stated start time. I still live here.)
2. the present perfect with for: Use for to describe the period of time from its start until the present.  
I've lived here for five years. (Emphasis is on the five-year period. I still live here.)
3. the present perfect continuous with for and since: Form the present perfect continuous with the present perfect of be and a present participle.  
I've been living here since 2001. OR I've been living here for five years.

### **A** Complete each statement with the present perfect continuous.

1. *Seabiscuit* \_\_\_\_\_ play at the Park Lane Classic Cinema since April.
2. Robert \_\_\_\_\_ wait in the ticket holders' line for a pretty long time.
3. People \_\_\_\_\_ worry about violence in movies since the sixties.
4. I \_\_\_\_\_ talk about that movie with everyone for weeks.
5. We \_\_\_\_\_ come to this movie theater for two years.

### **B** Read the sentences. Check if the sentence describes an unfinished (continuous) action. Then rewrite those sentences in the present perfect continuous.

- ☐ 1. The Grants have lived in Buenos Aires since the late seventies.
- ☐ 2. Their friends have already visited them.
- ☐ 3. We have waited to see you for three years.
- ☐ 4. This is the first time I've visited Paris.
- ☐ 5. We have eaten in that great Indian restaurant for years.
- ☐ 6. Has she ever met your teacher?
- ☐ 7. How long have you studied Chinese?
- ☐ 8. My children have just come back from the movies.

### Spelling rules for the present participle

Add **-ing** to the base form of the verb.

speak → speaking

If the base form ends in a silent **-e**, drop the **-e** and add **-ing**.

have → having

In verbs of one syllable, if the last three letters are a consonant-vowel-consonant (C-V-C) series, double the last consonant and then add **-ing**.

C V C

s i t → sitting

**BE CAREFUL!** Don't double the last consonant in words that end in **-w**, **-x**, or **-y**.

flow → flowing

fix → fixing

pay → paying

In verbs of more than one syllable that end in a consonant-vowel-consonant series, double the last consonant only if the stress is on the last syllable.

control → controlling

BUT order → ordering



Write the present participle for the following base forms.

1. find \_\_\_\_\_

12. speak \_\_\_\_\_

23. eat \_\_\_\_\_

2. be \_\_\_\_\_

13. hear \_\_\_\_\_

24. pay \_\_\_\_\_

3. lose \_\_\_\_\_

14. let \_\_\_\_\_

25. stand \_\_\_\_\_

4. put \_\_\_\_\_

15. come \_\_\_\_\_

26. think \_\_\_\_\_

5. get \_\_\_\_\_

16. leave \_\_\_\_\_

27. buy \_\_\_\_\_

6. say \_\_\_\_\_

17. drive \_\_\_\_\_

28. see \_\_\_\_\_

7. write \_\_\_\_\_

18. meet \_\_\_\_\_

29. begin \_\_\_\_\_

8. go \_\_\_\_\_

19. blow \_\_\_\_\_

30. tell \_\_\_\_\_

9. make \_\_\_\_\_

20. give \_\_\_\_\_

31. bring \_\_\_\_\_

10. fix \_\_\_\_\_

21. run \_\_\_\_\_

32. take \_\_\_\_\_

11. know \_\_\_\_\_

22. forget \_\_\_\_\_

## UNIT 3 Lesson 1

### Will and be going to

Use **will** or **be going to** for predictions about the future. The meaning is the same.

It'll rain tomorrow.

It's going to rain tomorrow.

Use **be going to** when you already have a plan for the future.

A: Are you **going to come** to class tomorrow?

B: No, I'm **going to go** to the beach instead.

Use **will** to talk about the immediate future when you do not already have a plan.

Maybe I'll **go** to the beach this weekend.

Use **will** for willingness.

I'll **eat** meat, but I **won't eat** vegetables.



Write five sentences about your plans for this weekend.

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Write five sentences using **will** for willingness on one of the following topics:  
types of exercise you are willing to do; types of food you are willing to eat for breakfast; types of clothes you are NOT willing to wear.

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## UNIT 3 Lesson 2

### Degrees of obligation

#### have to / must

Use **have to** (OR **have got to**) or **must**\* to express obligation. These modals suggest there is no other choice of action available.

Students **must** take this exam to graduate.

If you want to arrive before 8:00, you **have to** (OR **have got to**) take the 6:00 train.

#### had better

Use **had better** to mean there is a consequence for not doing something.

You'd **better** make a reservation. The hotel is very popular.

#### be supposed to

Use **be supposed to** to mean that other people expect you to take this action.

We're **supposed to** check out by twelve, but I think we can get a late checkout if we ask.

#### should / ought to†

Use **should** or **ought to** to state an opinion or give advice.

You **should** (OR **ought to**) stay at the Milton Hotel. It's close to town and very good.

#### could

Use **could** to suggest an alternative action.

They **could** stay at the Festival Hotel if there are no rooms at the Milton.

### BE CAREFUL!

In the negative, **must not** (OR **mustn't**) expresses a prohibition.

You **must not** smoke here. = Don't smoke here.

However, **don't have to** expresses a lack of obligation.

You **don't have to** show your passport to cash a check.\*

\* **Must** is very formal and is likely to be used by a person in authority (a teacher to students, for example). **Have got to** is often used in spoken English with the same meaning as **have to**.

† **Ought to** has the same meaning as **should**, but is slightly less formal. Don't use **ought to** in questions or negative statements.



**Choose the sentence closer in meaning to each numbered statement or question.**

- Do you think the Milton Hotel is a good place to stay?
  - Do you think I should stay at the Milton?
  - Do you think I have to stay at the Milton?
- If you don't have your luggage ticket, the bellman won't give you your luggage.
  - You could give the bellman the ticket.
  - You must give the bellman the ticket.
- They don't accept credit cards in this hotel. They only accept cash.
  - You have to pay with cash.
  - You'd better pay with cash.

4. When I made the reservation, I asked for a suite.
- They mustn't give me a suite.
  - They're supposed to give me a suite.
5. Don't wear shorts in the restaurant.
- You must not wear shorts in the restaurant.
  - You don't have to wear shorts in the restaurant.

## UNIT 4 Lesson 1

### The past continuous: uses

The past continuous describes an action that was continuous until (and possibly after) the moment at which another action took place. The words **when** or **while** are often used with the past continuous.

He **was talking** on the phone when the storm began.  
While I **was living** in Chile, I got married.

The past continuous also describes two continuing actions occurring in the same period of time.

While she **was driving**, her husband **was reading** the newspaper.  
They **were eating**, and the music **was playing**.

The past continuous is also used when we report someone else's words.

They said, "We are arriving at three o'clock." → They said they **were arriving** at three o'clock.

### A Write questions with the past continuous.

- YOU** \_\_\_\_\_?  
"She was taking a test at school."
- YOU** \_\_\_\_\_?  
"I was talking to my mother on the phone."
- YOU** \_\_\_\_\_?  
"Mr. Kemp was driving."
- YOU** \_\_\_\_\_?  
"At three o'clock? The teacher was teaching an art class."
- YOU** \_\_\_\_\_?  
"I'm not sure. I think they were cooking."

## UNIT 4 Lesson 2

### Direct objects

Verbs are either transitive or intransitive. Transitive verbs have direct objects. In English sentences, direct object nouns and pronouns come after the verb.

I love **my car**. She bought **new tires**. They painted **it**.

Many phrasal verbs are called "separable" because the direct object can come before or after the particle.

They **dropped off** their car. They **dropped** their car **off**.

**BUT:** When the direct object is a pronoun, it must come before the particle.

They **dropped** it **off**. NOT They dropped-off it.

subject pronouns	object pronouns
I	me
you	you
he	him
she	her
it	it
we	us
they	them



### Complete the conversations with phrasal verbs and object pronouns.

- A: Can I drop the car off early?  
B: Yes, you can \_\_\_\_\_ before nine o'clock.
- A: Don't forget to fill the car up with gas and get oil.  
B: Don't worry. I'll \_\_\_\_\_ after English class.
- A: I don't know which switch turns on the headlights.  
B: \_\_\_\_\_ with this switch.
- A: How do I turn the air-conditioning off? It's freezing in here.  
B: The air-conditioning? You can \_\_\_\_\_ with that switch over there.
- A: I need to pick the car up soon. What time will it be ready?  
B: Let's see. It'll be ready at 4:00. Please \_\_\_\_\_ then.

## UNIT 5 Lesson 1

### Non-count nouns: containers, quantifiers, and other modifiers

**REMEMBER:** Count nouns name things you can count individually. They have singular and plural forms. Non-count nouns name things you cannot count individually. They don't have plural forms.

Containers, quantifiers, and other modifiers make non-count nouns countable.

**two kilos of rice**      **three cups of coffee**

The following is a list of common containers and quantifiers:

a kilo	a gallon	a carton	a bottle	a cup
a gram	a liter	a package	a jar	a spoonful
a pound	a bag	a container	a tube	a slice
an ounce	a box	a can	a bar	a loaf



**Make each of these non-count nouns countable. Use quantifiers or container words.**

1. rice \_\_\_\_\_
2. chocolate \_\_\_\_\_
3. milk \_\_\_\_\_
4. toothpaste \_\_\_\_\_
5. shampoo \_\_\_\_\_
6. shaving cream \_\_\_\_\_
7. body lotion \_\_\_\_\_

**Too many, too much, and enough**

The word **too** indicates a quantity that is excessive—more than someone wants or needs. Use **enough** to say if something is satisfactory.

Use **too many** (and **not too many**) for count nouns.

There are **too many customers** waiting in line.

Use **too much** (and **not too much**) for non-count nouns.

There's **too much toothpaste** on the toothbrush.

Use **enough** (and **not enough**) for both count and non-count nouns.

There's **enough shampoo**, but there aren't **enough razors**.



**Complete each sentence with too many, too much, or enough.**

1. Let's make a nice dessert. Do we have \_\_\_\_\_ milk in the fridge?
2. This coffee has \_\_\_\_\_ sugar. It's awful.
3. It's not a good idea to buy \_\_\_\_\_ fruit. We're not going to be home for a few days.
4. This menu has \_\_\_\_\_ choices. I can't make up my mind.
5. Check the bathroom shelf to see if we have \_\_\_\_\_ soap. Mom and Dad are coming to visit.
6. I don't like when there are \_\_\_\_\_ brands. I can't decide which one to buy.
7. There's no way to get a haircut today. \_\_\_\_\_ people had the same idea!
8. I don't have \_\_\_\_\_ gas in the car for a long trip. Could you please get some when you go out?
9. They don't want to spend \_\_\_\_\_ money on their vacation. They're going camping.

## UNIT 5 Lesson 2

**Indefinite pronouns: something, anything, and nothing**

**Use something in affirmative statements.**

There's **something** in this box.

**Use anything in negative statements.**

There **isn't anything** in the fridge.

**Use something or anything in yes / no questions.**

Is there **something** we should talk about? Is **anything** wrong?

**Nothing is the equivalent of not anything. Don't use nothing in negative statements.**

There **isn't anything** in the fridge. = There's **nothing** in the fridge.

NOT There **isn't nothing** in the fridge.



**Choose the correct indefinite pronoun to complete each sentence.**

- I need to go to the store to buy something / anything.
- There is something / anything I can do to help.
- There isn't something / anything you can do to make yourself taller.
- A skin doctor can tell you something / anything about how to use sunscreen.
- They have something / anything that helps you lose weight.
- My dentist recommended something / anything to whiten my teeth.
- There's anything / nothing that can make you look young again.
- They can't get anything / nothing to eat there after ten o'clock.

## UNIT 6 Lesson 1

**Negative yes / no questions: short answers**

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

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

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



**Read the information. Answer the negative question with a short answer.**

1. (Hank is not a lawyer.)

A: Isn't Hank a lawyer? B: \_\_\_\_\_

2. (Bob has two younger brothers and an older sister.)

A: Doesn't Bob have two younger brothers and an older sister? B: \_\_\_\_\_

3. (You have never been to Siberia.)

A: Haven't you been to Siberia before? B: \_\_\_\_\_

4. (You're learning English right now.)

A: Aren't you learning English right now? B: \_\_\_\_\_

5. (Nancy didn't go to the movie theater last night.)

A: Wasn't Nancy at the movie theater last night? B: \_\_\_\_\_

**Why don't ...? / Why doesn't ...?**

**Make suggestions with Why don't ...? or Why doesn't ...?**

A: It's cold.

B: **Why don't** you put on a sweater?

A: The play's at 8:00.

B: **Why don't** we leave early?

A: My daughter has a toothache.

B: **Why doesn't** she see a dentist?



**Write a suggestion with Why don't ...? or Why doesn't ...? for each situation.**

1. "I'm not feeling well."

**YOU** \_\_\_\_\_

2. "I'm in the mood for seafood."

**YOU** \_\_\_\_\_

3. "My teacher works very hard. He hasn't taken a vacation for a long time."

**YOU** \_\_\_\_\_

4. "My neighbor can't open her door. The key is stuck."

**YOU** \_\_\_\_\_

5. "It's such a beautiful day. I don't want to stay indoors."

**YOU** \_\_\_\_\_

## UNIT 6 Lesson 2

### Used to: form

In questions and negative statements, used to becomes use to.

When you were a kid, did you use to like vegetables?

When I was a kid, I didn't use to like vegetables. I only used to like candy.

### A Write a yes / no question for each statement.

1. I used to go running every day.

Did you use to go running every day?

2. There used to be a large tree in front of my house.

3. Mr. and Mrs. Palmer used to go dancing every weekend.

4. My grandmother used to put sugar in our orange juice.

5. Luke used to be very heavy.

### B On a separate sheet of paper, write each sentence with a negative or affirmative form of used to.

1. Jason and Trish / get lots of exercise, but now they go swimming every day.
2. There / be a movie theater on Smith Street, but now there isn't.
3. Nobody / worry about fatty foods, but now most people do.
4. English / be an international language, but now everyone uses English to communicate around the world.
5. Women / wear pants, but now it's very common.

## UNIT 7 Lesson 1

### Gerunds and infinitives

A gerund (an **-ing** form of a verb) functions as a noun. Gerunds can be subjects, objects, or subject complements.

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

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

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

My favorite activity is **painting**. (subject complement)

An infinitive (**to + the base form of a verb**) also functions as a noun.

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

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

The only thing he likes is **to paint**. (subject complement)

### Underline the gerunds and circle the infinitives in the following sentences.

1. I love watching DVDs, and I like to sing too.
2. Avoiding sweets makes a healthy change in your diet.
3. The most important thing I do is cooking dinner for my children.
4. What's the point of inviting her to the movies?
5. They're always angry about our leaving the lights on late.
6. Last year I devoted myself to studying English.

### Gerunds and infinitives after certain verbs

**Certain verbs are followed by gerunds:**

avoid, can't help, can't stand, consider, discuss, dislike, enjoy, feel like, finish,  
(don't) mind, practice, quit, suggest.

**Certain verbs are followed by infinitives:**

agree, be sure, choose, decide, expect, hope, learn, need, plan, promise, refuse,  
seem, want, wish, would like.

**Other verbs can be followed by either a gerund or an infinitive:**

begin, continue, hate, like, love, prefer, start.



**Complete each sentence with a gerund or an infinitive.**

Let me tell you something about my husband. He enjoys \_\_\_\_\_ early and \_\_\_\_\_ in the park. He doesn't mind \_\_\_\_\_, even when the weather is bad. On the mornings when he doesn't feel like \_\_\_\_\_, he sleeps late. One day, I would like \_\_\_\_\_ him when he exercises.

I actually prefer \_\_\_\_\_ to bed late, and I love \_\_\_\_\_ until midnight. But now I plan \_\_\_\_\_ that habit. From tomorrow on, I want \_\_\_\_\_ to sleep early, even though I hate \_\_\_\_\_ that. We talked about it, and I agreed \_\_\_\_\_ my daily routine and \_\_\_\_\_ running with him for one week.

## UNIT 7 Lesson 2

### Negative gerunds

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

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

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



**Complete the following paragraph with affirmative and negative gerunds.**

I really want to do something to improve my appearance and lose weight. First of all, I'm sick of \_\_\_\_\_ able to fit into my clothes. I want to go on a diet, but I'm afraid of \_\_\_\_\_ hungry all the time. I can't complain about \_\_\_\_\_ in shape because right now I spend every afternoon \_\_\_\_\_ my bike. However, I do worry about \_\_\_\_\_ enough energy to exercise if I've had a few days of \_\_\_\_\_ enough to eat.

## UNIT 8 Lesson 1

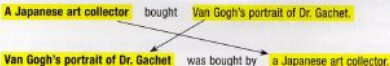
### The passive voice: form

Many sentences can be written in both active voice or passive voice. Form the passive voice with a form of **be** and the past participle of the verb.

	ACTIVE VOICE	PASSIVE VOICE
<i>simple present tense</i>	Art collectors <b>buy</b> famous paintings all over the world.	Famous paintings <b>are bought</b> by art collectors all over the world.
<i>present continuous</i>	The Film Center <b>is showing</b> Kurosawa's films.	Kurosawa's films <b>are being shown</b> at the Film Center.
<i>present perfect</i>	World leaders <b>have bought</b> Yu Hung's paintings.	Yu Hung's paintings <b>have been bought</b> by world leaders.
<i>simple past tense</i>	I.M. Pei <b>designed</b> the Grand Pyramid at the Louvre.	The Grand Pyramid at the Louvre <b>was designed</b> by I.M. Pei.
<i>past continuous</i>	Last year, the museum <b>was selling</b> copies of Monet's paintings.	Last year, copies of Monet's paintings <b>were being sold</b> by the museum.
<i>future with will</i>	Ang Lee <b>will direct</b> a new film next year.	A new film <b>will be directed</b> by Ang Lee next year.
<i>future with be going to</i>	The Tate Gallery <b>is going to show</b> Van Gogh's <i>Sunflowers</i> next month.	Van Gogh's <i>Sunflowers</i> <b>is going to be shown</b> at the Tate Gallery next month.

### The passive voice: use

The active voice focuses on the "doer" of the action. Use the passive voice to focus on the "receiver" of the action.



Use the passive voice when:

- the person or thing doing the action is not known or not important.  
Ceramic pottery **is made** in many parts of the world.
- the person or thing doing the action is clear from context.  
Frida Kahlo did a lot of painting after her accident. A number of her self-portraits **were painted** at that time.

### The by phrase

Use a **by** phrase in passive voice sentences when it is important to know who is performing an action.

- The *Mona Lisa* was painted **by Leonardo Da Vinci**. (important)  
This stone carving was found (by someone) in Costa Rica. (not important)

### The passive voice: intransitive verbs

Intransitive verbs don't have objects. With intransitive verbs, there is no "receiver" of an action. For that reason, intransitive verbs are not used in the passive voice.

John **arrives** tomorrow. Janet **came** to the party. We **live** in an apartment.

#### Some common intransitive verbs:

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

**A** On a separate sheet of paper, rewrite the sentences that have transitive verbs, changing them from the active voice into the passive voice.

1. Pedro Almodóvar is directing a new film about women.
2. A Canadian art collector has bought two of Michelangelo's drawings.
3. Someone stole Edvard Munch's painting *The Scream* in 2004.
4. The painter Georgia O'Keeffe lived in the southwestern part of the United States for many years.
5. The Van Gogh Museum in Amsterdam will send *Sunflowers* on tour.
6. The British Museum has bought some new sculptures for its ancient Roman collection.
7. The Metropolitan Museum of Art is going to open a new gallery next year.

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

1. Someone actually stole the *Mona Lisa* in 1911.
2. Paloma Picasso designed these pieces of jewelry. \*
3. People built great pyramids throughout Central America during the height of the Mayan civilization.
4. Someone will repair the sculpture when it gets old.
5. People have paid millions of U.S. dollars for Van Gogh's paintings.
6. Hmong people from Laos made this colorful cloth.

## UNIT 8 Lesson 2

### The passive voice: questions

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

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

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

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

## UNIT 9 Lesson 1

### Comparison with adjectives: review

#### Comparatives

Use comparatives to show how two things are different in degree.

My laptop is **lighter than** John's (is).

#### Superlatives

Use superlatives to show how one thing is different from two or more other things.

The M12, LX, and Pell monitors are all good monitors. But the Pell is **the best**.

#### as ... as

Use **as ... as** to show that two things are equal. Use the negative form to show that two things are different.

The new X12 monitor is **as big as** the old X10 model. (They're the same size.)

The Perk monitor is **not as big as** the X12. (They're of different sizes.)

**A** Each sentence has one error. Correct the error.

1. The Ortman headset isn't as clearer as the Pike headset.
2. My old laptop didn't have as many problems than my new laptop.
3. I checked out the three top brands, and the Piston was definitely the better.
4. Maxwell's web camera is much more expensive as their digital camera.
5. Of all the monitors I looked at, the X60 is definitely larger.

**As ... as with adverbs**

Adverbs often give information about verbs

My phone works **well**.      My printer prints **fast**.

Many adjectives can be changed to adverbs by adding **-ly**.

loud → loudly	bad → badly
poor → poorly	quiet → quietly
quick → quickly	slow → slowly

You can use **as ... as** with many adverbs.

My new phone works **as well as** my old one.  
The Macro laptop doesn't run **as slowly as** the Pell laptop.

**B** Read the statements. On a separate sheet of paper, write sentences with **as ... as**.

1. My brother's MP3 player downloads quickly. My MP3 player also downloads quickly.
2. My new computer doesn't log on slowly. My old computer logs on slowly.
3. Your scanner works well. My scanner also works well.
4. The Rico printer prints quickly. The Grant printer doesn't print quickly.
5. The Pax CD drive doesn't run quietly. The Rico CD drive runs quietly.

**UNIT 9 Lesson 2**

**Expressing purpose with in order to**

You can use **in order to** to express purpose. The following three sentences have the same meaning:

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



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

1. I joined a chat room to meet new people.
2. Jason surfs the Internet to find interesting websites.
3. Alison is instant messaging her friend Nancy to invite her for dinner.
4. They always print their files to read them.
5. I never use the pull-down menu to open a file.

#### Expressing purpose with **for**

You can use **for** to express purpose. Use **for** before a noun.

She e-mailed me **for some advice**.

They shop online **for electronics products**.

Never use **for** before an infinitive of purpose.

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



Complete each sentence with **for** or **to**.

1. My friend Jay e-mailed me \_\_\_\_\_ say he's getting married.
2. Matt created a web page \_\_\_\_\_ keep in touch with his family and friends.
3. I went online \_\_\_\_\_ find a new keyboard.
4. Jane shops online \_\_\_\_\_ clothing.
5. When Gina's computer crashed, her brother came to her apartment \_\_\_\_\_ help her.
6. Sometimes I use my computer \_\_\_\_\_ download music.
7. I designed a new home page \_\_\_\_\_ my company.
8. We both log on to the Internet \_\_\_\_\_ information.

## UNIT 10 Lesson 2

#### Conditional sentences: meaning

Conditional sentences express a result of an action. They usually have an **if** clause and a result clause.

##### if clause (the condition)

If I eat dinner at home,

If they speak Dutch to the taxi driver,

If they had more money,

##### result clause

I don't eat too much.

he won't understand.

they would take a trip.



### Underline the result clause in each of the following sentences.

1. If the weather is good, I exercise outside.
2. I'm not happy if I don't get enough sleep.
3. If they were extroverts, they would talk more.
4. The students will start on Monday if they get their books in time.

#### Conditional sentences: present factual

Use the present factual conditional to talk about general and scientific facts. Use the simple present tense or the present tense of **be** in both clauses.

If it **rains**, flights **are** delayed. (general fact)

If you **heat** water to 100 degrees, it **boils**. (scientific fact)



### Complete each present factual conditional sentence.

1. Water freeze if you lower its temperature below 0 degrees.
2. If I see something on the ground in the street, I return it to the owner.
3. She go on vacation in August if she not have too much work.
4. He run in the park if the weather be dry.

#### Conditional sentences: future factual

Use the future factual conditional to talk about what will happen in the future under certain conditions. Use the simple present tense in the **if** clause. Use the future with **will** or **be going to** in the result clause.

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

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

Don't use a future form in the **if** clause.

If I **see** him, I'll tell him. NOT If I **will** see him, I'll tell him.

NOT If I **'m going to** see him, I'll tell him.



### Choose the correct form to complete each future factual conditional sentence.

1. If they like / will like the movie, they see / will see it again.
2. I 'm going to talk / talk to her if she does / 's going to do that again.
3. If you buy / are going to buy some eggs, I make / 'll make you an omelet tonight.
4. If they see / will see her tomorrow, they drive / 'll drive her home.
5. Are you going to study / Do you study Italian if they offer / will offer it next year?

### Conditional sentences: present unreal

Use the present unreal conditional to talk about unreal conditions and their results. Use the simple past tense in the **if** clause. For the verb **be**, always use **were**. Use **would** and a base form in the result clause.

If I **had** black shoes, I **would wear** them. (But I don't have black shoes: unreal condition, unreal result.)

If I **were** a teacher, I **would teach** French. (But I'm not a teacher: unreal condition, unreal result.)

Don't use **would** in the **if** clause.

If I **knew** his name, I would tell you. NOT if I ~~would know~~ his name, I would tell you.



**Complete each present unreal conditional sentence. Use your own ideas.**

1. If I lived to be 100, \_\_\_\_\_
2. My family would be angry if \_\_\_\_\_
3. If I didn't study English, \_\_\_\_\_
4. If I went to my favorite restaurant, \_\_\_\_\_
5. If I were a child again, \_\_\_\_\_
6. The English class would be better if \_\_\_\_\_

### Conditional sentences: order of clauses

In all conditional sentences, the clauses can be reversed with no change in meaning. In writing, use a comma between the clauses **when the if clause comes first**.

If you don't return the bracelet, you'll feel bad.

You'll feel bad if you don't return the bracelet.



**On a separate sheet of paper, rewrite all the sentences in exercises A–D, reversing the clauses and using commas where necessary.**

# TOP NOTCH POP LYRICS

## Greetings and Small Talk [Unit 1]

You look so familiar. Have we met before?  
I don't think you're from around here.  
It might have been two weeks ago, but I'm not sure.  
Has it been a month or a year?  
I have a funny feeling that I've met you twice.  
That's what they call *déjà vu*.  
You were saying something friendly, trying to be nice,  
and now you're being friendly too.  
One look, one word.  
It's the friendliest sound that I've ever heard.  
Thanks for your greeting,  
I'm glad this meeting occurred.

### (CHORUS)

Greetings and small talk  
make the world go round.  
On every winding road I've walked,  
this is what I've found.  
Have you written any letters to your friends  
back home?  
Have you had a chance to do that?  
Have you spoken to your family on the telephone?  
Have you taken time for a chat?  
Bow down, shake hands.  
Do whatever you do in your native land.  
I'll be happy to greet you  
in any way that you understand.

### (CHORUS)

Have you seen the latest movie out of  
Hollywood?  
Have you read about it yet?  
If you haven't eaten dinner, are you in the mood  
for a meal you won't forget?  
Bow down, shake hands.  
Do whatever you do in your native land.  
I'll be happy to greet you  
in any way that you understand.

### (CHORUS)

## Better Late Than Never [Unit 2]

Where have you been? I've waited for you.  
I'd rather not say how long.  
The movie began one hour ago.  
How did you get the time all wrong?  
Well, I got stuck in traffic, and when I arrived,  
I couldn't find a parking place.  
Did you buy the tickets? You're kidding—for real?  
Let me pay you back, in that case.

### (CHORUS)

Sorry I'm late.  
I know you've waited here forever.  
How long has it been?  
It's always better late than never.  
When that kind of movie comes to the big screen,  
it always attracts a crowd.  
And I've always wanted to see it with you,  
but it looks like we've missed it now.  
I know what you're saying, but actually,  
I would rather watch a video.  
So why don't we rent it and bring it back home?  
Let's get in the car and go.

### (CHORUS)

Didn't you mention, when we made our plans,  
that you've seen this movie recently?  
It sounds so dramatic, and I'm so upset.  
I'd rather see a comedy!  
Well, which comedy do you recommend?  
It really doesn't matter to me.  
I still haven't seen *The World and a Day*.  
I've heard that one is pretty funny.

### (CHORUS)

## Wheels around the World [Unit 4]

Was I going too fast  
or a little too slow?  
I was looking out the window,  
and I just don't know.  
I must have turned the steering wheel  
a little too far  
when I drove into the bumper  
of that luxury car.  
Oh no!  
How awful!  
What a terrible day!  
I'm sorry to hear that.  
Are you OK?

### (CHORUS)

Wheels around the World  
are waiting here with your car.  
Pick it up.  
Turn it on.  
Play the radio.  
Wheels around the World—  
"helping you to go far."  
You can drive anywhere.  
Buckle up and go.  
Did I hit the red sedan,  
or did it hit me?  
I was talking on the cell phone  
in my SUV.  
Nothing was broken,  
and no one was hurt,  
but I did spill some coffee  
on my favorite shirt.  
Oh no!  
Thank goodness  
you're still alive!  
I'm so happy that  
you survived.

### (CHORUS)

What were you doing when you hit that tree?  
I was racing down the mountain, and the  
brakes failed me.  
How did it happen? Was the road still wet?  
Well, there might have been a danger sign,  
but I forgot.  
The hood popped open and the door fell off.  
The headlights blinked and the engine  
coughed.  
The side-view mirror had a terrible crack.  
The gearshift broke. Can I bring the car back?  
Oh no!  
Thank goodness  
you're still alive!  
I'm so happy that  
you survived.

### (CHORUS)

## The Colors of Love [Unit 7]

Are you sick and tired of working hard day  
and night?  
Do you like to look at the world in shades of  
black and white?  
Your life can still be everything that you were  
dreaming of.  
Just take a look around you and see all the  
colors of love.  
You wake up every morning and go through  
the same old grind.  
You don't know how the light at the window  
could be so unkind.  
If blue is the color that you choose when the  
road is rough,  
you know you really need to believe in the  
colors of love.

### (CHORUS)

The colors of love  
are as beautiful as a rainbow.  
The colors of love  
shine on everyone in the world.  
Are negative thoughts and emotions painful  
to express?  
They're just tiny drops in the ocean of  
happiness.  
And these are the feelings you must learn to  
rise above.  
Your whole life is a picture you paint with the  
colors of love.

### (CHORUS)

## To Each His Own [Unit 8]

He doesn't care for Dali.  
The colors are too bright.  
He says that Picasso  
got everything just right.  
She can't stand the movies  
that are filmed in Hollywood.  
She likes *Almodóvar*.  
She thinks he's really good.  
He's inspired by everything  
she thinks is second-rate.  
She's moved and fascinated  
by the things he loves to hate.  
He's crazy about art that only  
turns her heart to stone.  
I guess that's why they say  
to each his own.  
He likes pencil drawings.  
She prefers photographs.  
He takes her to the art museum,  
but she just laughs and laughs.  
He loves the *Da Vinci*  
that's hanging by the door.  
She prefers the modern art  
that's lying on the floor.  
"No kidding! You'll love it. Just wait and see.  
It's perfect in every way."  
She shakes her head. "It's not for me.  
It's much too old and gray."  
She thinks he has the worst taste  
that the world has ever known.  
I guess that's why they say  
to each his own.  
But when it's time to say good-bye,  
they both feel so alone.  
I guess that's why they say  
to each his own.



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