

THIRD EDITION

TOP NOTCH 1A

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With Workbook



JOAN SASLOW
ALLEN ASCHER

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THIRD EDITION

TOP NOTCH 1A

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ENGLISH FOR TODAY'S WORLD

with
WORKBOOK

JOAN SASLOW
ALLEN ASCHER

این مجموعه با لوگوی مرجع زبان ایرانیان
به صورت نشر برخط و حامل به ثبت رسیده است.
کپی برداری از آن خلاف قانون، شرع و اخلاق است و شامل پیگرد خواهد شد.

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

ABOUT THE AUTHORS

Joan Saslow www.irLanguage.com

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

Allen Ascher

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

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

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Manuel Wilson Alvarado Miles, Quito, Ecuador • **Shirley Ando**, Otemae University, Hyogo, Japan • **Vanessa de Andrade**, CCBEU Inter Americano, Curitiba, Brazil • **Miguel Arrozola**, CBA, Santa Cruz, Bolivia • **Mark Barta**, Proficiency School of English, São Paulo, Brazil • **Edwin Bello**, PROULEX, Guadalajara, Mexico • **Mary Blum**, CBA, Cochabamba, Bolivia • **María Elizabeth Boccia**, Proficiency School of English, São Paulo, Brazil • **Pamela Cristina Borja Baltán**, Quito, Ecuador • **Eliana Anabel L. Buccia**, AMICANA, Mendoza, Argentina • **José Humberto Calderón Díaz**, CALUSAC, Guatemala City, Guatemala • **María Teresa Calienes Csirke**, Idiomas Católica, Lima, Peru • **Esther María Carbo Morales**, Quito, Ecuador • **Jorge Washington Cárdenas Castillo**, Quito, Ecuador • **Eréndira Yadira Carrera García**, UVM Chapultepec, Mexico City, Mexico • **Viviane de Cássia Santos Carlini**, Spectrum Line, Pouso Alegre, Brazil • **Centro Colombo Americano**, Bogotá, Colombia • **Guven Ciftci**, Fatih University, Istanbul, Turkey • **Diego Cisneros**, CBA, Tarija, Bolivia • **Paul Crook**, Meisei University, Tokyo, Japan • **Alejandra Díaz Loo**, El Cultural, Arequipa, Peru • **Jesús G. Díaz Osío**, Florida National College, Miami, USA • **María Eid Ceneviva**, CBA, Bolivia • **Amalia Elvira Rodríguez Espinoza De Los Monteros**, Guayaquil, Ecuador • **María Argelia Estrada Vásquez**, CALUSAC, Guatemala City, Guatemala • **John Fieldeldy**, College of Engineering, Nihon University, Aizuwakamatsu-shi, Japan • **Marleni Humbelina Flores Urizar**, CALUSAC, Guatemala City, Guatemala • **Gonzalo Fortune**, CBA, Sucre, Bolivia • **Andrea Fredricks**, Embassy CES, San Francisco, USA • **Irma Gallegos Peláez**, UVM Tlalpan, Mexico City, Mexico • **Alberto Gamarra**, CBA, Santa Cruz, Bolivia • **María Amparo García Peña**, ICPNA Cusco, Peru • **Amanda Gillis-Furutaka**, Kyoto Sangyo University, Kyoto, Japan • **Martha Angelina González**

Párraga, Guayaquil, Ecuador • **Octavio Gorduno Ruiz** • **Ralph Grayson**, Idiomas Católica, Lima, Peru • **Murat Gültekin**, Fatih University, Istanbul, Turkey • **Oswaldo Gutiérrez**, PROULEX, Guadalajara, Mexico • **Ayaka Hashinishi**, Otemae University, Hyogo, Japan • **Alma Lorena Hernández de Armas**, CALUSAC, Guatemala City, Guatemala • **Kent Hill**, Seigakuin University, Saitama-ken, Japan • **Kayoko Hirao**, Nichii Gakkan Company, COCO Juku, Japan • **Jesse Huang**, National Central University, Taoyuan, Taiwan • **Eric Charles Jones**, Seoul University of Technology, Seoul, South Korea • **Jun-Chen Kuo**, Tajen University, Pingtung, Taiwan • **Susan Krieger**, Embassy CES, San Francisco, USA • **Ana María de la Torre Ugarte**, ICPNA Chiclayo, Peru • **Erin Lemaistre**, Chung-Ang University, Seoul, South Korea • **Eleanor S. Leu**, Soochow University, Taipei, Taiwan • **Yihui Li (Stella Li)**, Fooyin University, Kaohsiung, Taiwan • **Chin-Fan Lin**, Shih Hsin University, Taipei, Taiwan • **Linda Lin**, Tatung Institute of Technology, Taiwan • **Kristen Lindblom**, Embassy CES, San Francisco, USA • **Patricio David López Logacho**, Quito, Ecuador • **Diego López Tasara**, Idiomas Católica, Lima, Peru • **Neil Macleod**, Kansai Gaidai University, Osaka, Japan • **Adriana Marcés**, Idiomas Católica, Lima, Peru • **Robyn McMurray**, Pusan National University, Busan, South Korea • **Paula Medina**, London Language Institute, London, Canada • **Juan Carlos Muñoz**, American School Way, Bogotá, Colombia • **Noriko Mori**, Otemae University, Hyogo, Japan • **Adrián Esteban Narváez Pacheco**, Cuenca, Ecuador • **Tim Newfields**, Tokyo University Faculty of Economics, Tokyo, Japan • **Ana Cristina Ochoa**, CCBEU Inter Americano, Curitiba, Brazil • **Tania Elizabeth Ortega Santacruz**, Cuenca, Ecuador • **Martha Patricia Páez**, Quito, Ecuador • **María de Lourdes Pérez Valdespino**, Universidad del Valle de México, Mexico • **Wahrena Elizabeth Pfeister**,

University of Suwon, Gyeonggi-Do, South Korea • **Wayne Allen Pfeister**, University of Suwon, Gyeonggi-Do, South Korea • **Andrea Rebonato**, CCBEU Inter Americano, Curitiba, Brazil • **Thomas Robb**, Kyoto Sangyo University, Kyoto, Japan • **Mehran Sabet**, Seigakuin University, Saitama-ken, Japan • **Majid Safadaran Mosazadeh**, ICPNA Chiclayo, Peru • **Timothy Samuelson**, BridgeEnglish, Denver, USA • **Héctor Sánchez**, PROULEX, Guadalajara, Mexico • **Mónica Alexandra Sánchez Escalante**, Quito, Ecuador • **Jorge Mauricio Sánchez Montalván**, Quito, Universidad Politécnica Salesiana (UPS), Ecuador • **Leticia Santos**, ICPNA Ibiá, Brazil • **Elena Sapp**, INTO Oregon State University, Corvallis, USA • **Robert Sheridan**, Otemae University, Hyogo, Japan • **John Eric Sherman**, Hong Ik University, Seoul, South Korea • **Brooks Slaybaugh**, Asia University, Tokyo, Japan • **João Vitor Soares**, NACC, São Paulo, Brazil • **Silvia Solares**, CBA, Sucre, Bolivia • **Chayawan Sonchaeng**, Delaware County Community College, Media, PA • **María Julia Suárez**, CBA, Cochabamba, Bolivia • **Elena Sudakova**, English Language Center, Kiev, Ukraine • **Richard Swingle**, Kansai Gaidai College, Osaka, Japan • **Blanca Luz Terrazas Zamora**, ICPNA Cusco, Peru • **Sandrine Ting**, St. John's University, New Taipei City, Taiwan • **Christian Juan Torres Medina**, Guayaquil, Ecuador • **Raquel Torrico**, CBA, Sucre, Bolivia • **Jessica Ueno**, Otemae University, Hyogo, Japan • **Ximena Vacafior C.**, CBA, Tarija, Bolivia • **René Valdivia Pereira**, CBA, Santa Cruz, Bolivia • **Solange Lopes Vinagre Costa**, SENAC, São Paulo, Brazil • **Magno Alejandro Viver Hurtado**, Cuenca, Ecuador • **Dr. Wen-hsien Yang**, National Kaohsiung Hospitality College, Kaohsiung, Taiwan • **Juan Zárate**, El Cultural, Arequipa, Peru

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LEARNING OBJECTIVES

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

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
UNIT 1 Getting Acquainted	<ul style="list-style-type: none"> Meet someone new Identify and describe people Provide personal information Introduce someone to a group 	<ul style="list-style-type: none"> Formal titles Positive adjectives to describe people Personal information Countries and nationalities 	<ul style="list-style-type: none"> Information questions with <u>be</u>: Review Contractions Modification with adjectives: Review Positive adjectives <u>Yes / no</u> questions and short answers with <u>be</u>: Review <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> Information questions with <u>be</u>: usage and form Possessive nouns and adjectives Verb <u>be</u>: usage and form Short answers with <u>be</u>: common errors
UNIT 2 Going Out	<ul style="list-style-type: none"> Accept or decline an invitation Express locations and give directions Make plans to see an event Talk about musical tastes 	<ul style="list-style-type: none"> Music genres Entertainment and cultural events Locations and directions 	<ul style="list-style-type: none"> Prepositions of time and place; Questions with <u>When</u>, <u>What time</u>, and <u>Where</u>: Review Contractions <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> Prepositions of time and place: usage rules <u>Would like</u> for preference: review and expansion
UNIT 3 The Extended Family	<ul style="list-style-type: none"> Report news about relationships Describe extended families Compare people Discuss family cultural traditions 	<ul style="list-style-type: none"> The extended family Relationships and marital status Other family relationships Similarities and differences 	<ul style="list-style-type: none"> The simple present tense: Review Spelling exceptions Contractions The simple present tense—information questions: Review <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> The simple present tense: usage and form Information questions in the simple present tense: form questions with <u>who</u>, common errors
UNIT 4 Food and Restaurants	<ul style="list-style-type: none"> Ask for a restaurant recommendation Order from a menu Speak to a server and pay for a meal Discuss food and health 	<ul style="list-style-type: none"> Parts of a meal Categories of food Degrees of hunger Communicating with a waiter or waitress Adjectives to describe the healthfulness of food 	<ul style="list-style-type: none"> <u>There is</u> and <u>there are</u> with count and non-count nouns; <u>Anything and nothing</u> Definite article <u>the</u> <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> Non-count nouns: expressing quantities <u>Some</u> and <u>any</u> Questions with <u>How much</u> and <u>How many</u> Words that can be count nouns or non-count nouns Plural count nouns: spelling rules Non-count nouns: categories and verb agreement
UNIT 5 Technology and You	<ul style="list-style-type: none"> Recommend a brand or model Express sympathy for a problem Complain when things don't work Describe features of products 	<ul style="list-style-type: none"> Electronic devices Replacing products Positive descriptions Collocations for using electronic devices Activities Ways to sympathize Negative descriptions Household appliances and machines Ways to state a problem Features of manufactured products 	<ul style="list-style-type: none"> The present continuous: Review <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> The present continuous: spelling rules for the present participle The present continuous: rules for forming statements The present continuous: rules for forming questions

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING
<ul style="list-style-type: none"> Begin responses with a question to confirm Use Let's to suggest a course of action Ask personal questions to indicate friendliness Intensify an informal answer with <u>sure</u> 	Listening Skills <ul style="list-style-type: none"> Listen for details Infer information Pronunciation <ul style="list-style-type: none"> Intonation of questions 	Texts <ul style="list-style-type: none"> An enrollment form Personal profiles A photo story Skills/strategies <ul style="list-style-type: none"> Infer information Scan for facts 	Task <ul style="list-style-type: none"> Write a description of a classmate WRITING BOOSTER <ul style="list-style-type: none"> Capitalization
<ul style="list-style-type: none"> "Use <u>Would you like to go?</u>" to make an invitation Repeat with rising intonation to confirm information Provide reasons to decline an invitation Use <u>Too bad</u> to express disappointment Use <u>Thanks, anyway</u> to acknowledge an unsuccessful attempt to help 	Listening Skills <ul style="list-style-type: none"> Listen for key details Draw conclusions Listen for details Listen for locations Pronunciation <ul style="list-style-type: none"> Rising intonation to confirm information 	Texts <ul style="list-style-type: none"> A music website An entertainment events page Authentic interviews A survey of musical tastes A photo story Skills/strategies <ul style="list-style-type: none"> Interpret maps and diagrams Confirm content Make personal comparisons 	Task <ul style="list-style-type: none"> Write about oneself and one's musical tastes WRITING BOOSTER <ul style="list-style-type: none"> The sentence
<ul style="list-style-type: none"> Use <u>Actually</u> to introduce a topic Respond to good news with <u>Congratulations!</u> Respond to bad news with I'm sorry to hear that Use <u>Thanks for asking</u> to acknowledge an inquiry of concern Use <u>Well</u> to introduce a lengthy reply Ask follow-up questions to keep a conversation going 	Listening Skills <ul style="list-style-type: none"> Listen to classify Listen to infer Listen to identify similarities and differences Listen to take notes Listen for details Pronunciation <ul style="list-style-type: none"> Linking sounds 	Texts <ul style="list-style-type: none"> Family tree diagrams A self-help website A survey about adult children A photo story Skills/strategies <ul style="list-style-type: none"> Interpret a diagram Confirm facts Infer information 	Task <ul style="list-style-type: none"> Make a Venn diagram Compare two people in a family WRITING BOOSTER <ul style="list-style-type: none"> Combining sentences with <u>and</u> or <u>but</u>
<ul style="list-style-type: none"> Use <u>Could you . . . ?</u> to make a polite request Use <u>Sure</u> to agree to a request Clarify a request by asking for more specific information Indicate a sudden thought with <u>Actually</u> Use <u>I'll have</u> to order from a server Increase politeness with <u>please</u> 	Listening Skills <ul style="list-style-type: none"> Listen to take notes Listen to predict Infer the location of a conversation Pronunciation <ul style="list-style-type: none"> <u>The</u> before consonant and vowel sounds 	Texts <ul style="list-style-type: none"> Menus A nutrition website A photo story Skills/strategies <ul style="list-style-type: none"> Interpret a map Understand from context Infer information 	Task <ul style="list-style-type: none"> Write a short article about food for a travel blog WRITING BOOSTER <ul style="list-style-type: none"> Connecting words and ideas: <u>and</u> or <u>in addition</u>
<ul style="list-style-type: none"> Use <u>Hey</u> or <u>How's it going</u> for an informal greeting Use <u>What about . . . ?</u> to offer a suggestion Use <u>Really?</u> to indicate surprise Use <u>You know</u> to introduce a topic Express sympathy when someone is frustrated 	Listening Skills <ul style="list-style-type: none"> Infer meaning Listen to predict Listen for details Listen to classify Pronunciation <ul style="list-style-type: none"> Intonation of questions 	Texts <ul style="list-style-type: none"> Newspaper advertisements An online review for a product A photo story Skills/strategies <ul style="list-style-type: none"> Understand from context Activate language from a text 	Task <ul style="list-style-type: none"> Write a review of a product WRITING BOOSTER <ul style="list-style-type: none"> Placement of adjectives: before nouns and after the verb <u>be</u>

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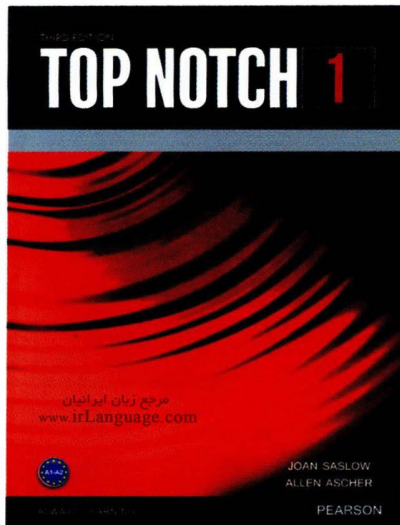
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TO THE TEACHER

What is *Top Notch*?

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



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

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

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

Each full level of *Top Notch* contains material for 60–90 hours of classroom instruction. In addition, the entire course can be tailored to blended learning with an integrated online component, *MyEnglishLab*.

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

* *Summit 1* and *Summit 2* are the titles of the 5th and 6th levels of the *Top Notch* course.

Award-Winning Instructional Design*

Daily confirmation of progress

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

Explicit vocabulary and grammar

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

High-frequency social language

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

Linguistic and cultural fluency

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

Active listening syllabus

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

We wish you and your students enjoyment and success with Top Notch 1.

We wrote it for you.

Joan Saslow and Allen Ascher

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

COMMUNICATION GOALS

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

UNIT

1

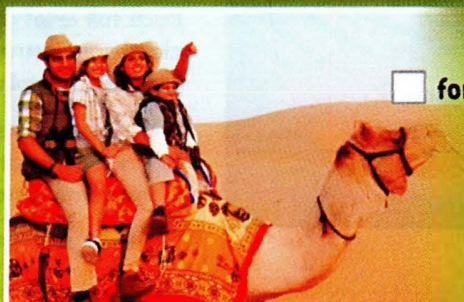
Getting Acquainted

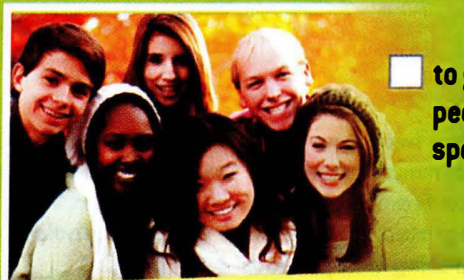
PREVIEW

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English and You!

Why are you learning English?


☐ for business

☐ for travel

☐ for my studies

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

☐ other:

Did You Know?

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

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Please complete the form.

Title: ☐ Mr. ☐ Mrs. ☐ Ms. ☐ Miss

Last/Family Name

First/Given Name

Nationality

Occupation

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

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

..... for business? for their studies? (other reasons)
 for travel? to get to know people?

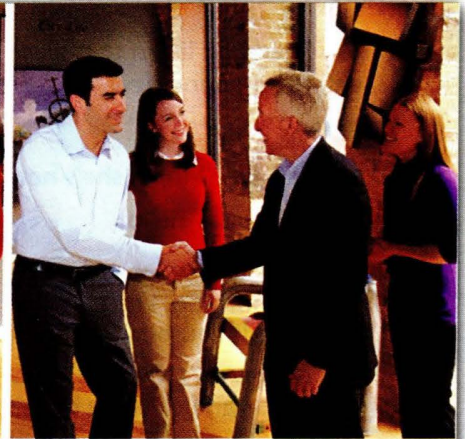
C ▶ 1:02 **PHOTO STORY** Read and listen to people getting acquainted.



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



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



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

- D FOCUS ON LANGUAGE** Look at the underlined expressions in the Photo Story. With a partner, find:
- 1 two ways to introduce people.
 - 2 three ways to greet new people.
 - 3 three ways to tell others they can be informal.

▶ 1:03 **Formal titles**

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

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

Marital status

married = single =

SPEAKING

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

Nice to meet you.

GIVEN NAME Marc
 FAMILY NAME Anthony
 OCCUPATION singer



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

Good to meet you.

GIVEN NAME Jennifer
 FAMILY NAME Lawrence
 OCCUPATION actor



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

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

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

CONVERSATION MODEL

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

A: Who's that?

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

A: Well, let's say hello.

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

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

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

C: New York.

B ▶ 1:05 RHYTHM AND INTONATION

Listen again and repeat. Then practice the Conversation Model with a partner.

GRAMMAR Information questions with be: Review

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Who's Ms. Nieto?

Who are they?

Where's she from?

What city are you from?

What's your occupation?

What's his e-mail address?

What are their names?

How old is your brother?

How old are they?

She's my teacher.

They're my classmates.

She's from Seoul, Korea.

We're from Los Angeles.

I'm an engineer.

It's ted@kr.com [say "ted at k-r-dot-com"].

Andrea and Steven.

He's twenty-six.

She's twelve, and her little sister is eight.

Who's = Who is

Where's = Where is

What's = What is

Contractions

I'm = I am

he's = he is

she's = she is

it's = it is

you're = you are

we're = we are

they're = they are

GRAMMAR BOOSTER p. 123

- Information questions with be: usage and form
- Possessive nouns and adjectives

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

1 A: that over there?

B: Oh, that's Hasna. from Lebanon.

A: she? She looks very young.

B: I think twenty-five.

2 A: Your new neighbor's good-looking!
..... his name?

B: His name's Francisco.

A: he from?

B: El Salvador.

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

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

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

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

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

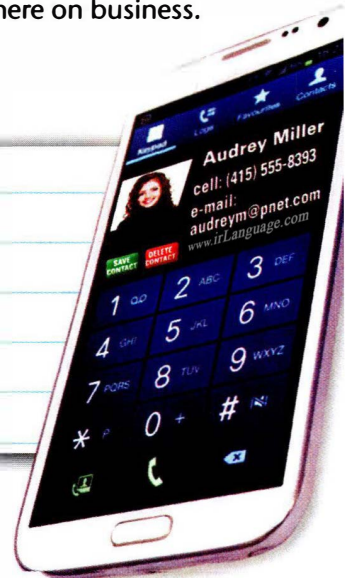
Ideas

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

What's your phone number?

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

**NOW YOU CAN****Meet someone new**

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DIGITAL
VIDEO

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

A: Who ?
B: Over there? I think new.
A: Well, let's say hello.

...

B: I'm , and this is

C: My name's

A: Where are you from?

C:

DON'T STOP!**Ask more questions.**

What city are you from?
What's your occupation?
Who's your teacher?

**RECYCLE THIS LANGUAGE.****Introduce people**

This is ____.
I'd like you to meet ____.

Greet new people

Great to meet you.
How nice to meet you!
It's a pleasure to meet you.

Shift to informality

Everyone calls me ____.
Please call me ____.
Just call me ____.

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

GRAMMAR Modification with adjectives: Review

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

Usain Bolt is **terrific**. He's a **terrific athlete** from Jamaica.

Tony Leung and Gong Li are **famous**. They're **famous actors** from China. They're **wonderful**.

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

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

▶ 1:06 Positive adjectives

beautiful
famous
fantastic
great

handsome
terrific
wonderful

A GRAMMAR PRACTICE Combine each pair of sentences.

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

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

B Now write three sentences about other famous people. Use an adjective before a noun.**CONVERSATION MODEL****A** ▶ 1:07 Read and listen to someone identify and describe a person.

A: Hey. Who's Lucia Micarelli?

B: You don't know? For real?

A: No. Is she famous?

B: She sure is. She's a great musician.

A: Where's she from?

B: The United States.

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

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

Are you our teacher?

Yes, I **am**.

No, I'm **not**.

Is she Chinese?

Yes, she **is**.

No, she **isn't**. [No, she's **not**.]

Is your nickname Josh?

Yes, it **is**.

No, it **isn't**. [No, it's **not**.]

Are you and Tom students?

Yes, we **are**.

No, we **aren't**. [No, we're **not**.]

Are they famous?

Yes, they **are**.

No, they **aren't**. [No, they're **not**.]

Be careful!

Yes, I am. NOT ~~Yes, I'm.~~

Yes, she is. NOT ~~Yes, she's.~~

GRAMMAR BOOSTER p. 124

- Verb **be**: usage and form
- Short answers with **be**: common errors

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

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

1 A: your father a teacher?

B: Yes,

2 A: your son an athlete?

B: No, an artist.

3 A: this your new address?

B: Yes,

4 A: Who those new students?

..... from Canada?

B: No, I think from the U.K.

5 A: That's a nice hat! new?

B: No,

6 A: you a musician?

B: Yes, a violinist.

DIGITAL
MORE
EXERCISES

DIGITAL
VIDEO
COACH

PRONUNCIATION Intonation of questions

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

Yes / no questions

Is she an architect?

Are they from Canada?

Information questions

What's her occupation?

Where are they from?

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

NOW YOU CAN

Identify and describe people

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

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

A: Hey. Who's ?

B: You don't know? For real?

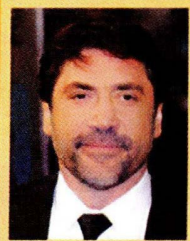
A: No. Is famous?

B: sure is. 's a

A: Where from?

B:

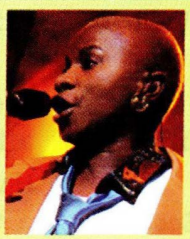
C CHANGE PARTNERS Practice the conversation again. Talk about other famous people. Use other adjective.



Javier Bardem
actor (Spain)



Jeanne Gang
architect (U.S.)



Angélique Kidjo
singer (Benin)

Your own famous person

first name

last name

occupation

country

adjective to describe the person

BEFORE YOU LISTEN

DIGITAL
FLASH
CARDS

A ► 1:10 VOCABULARY • Personal information

Read and listen. Then listen again and repeat.

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

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

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

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

“ What's your birthplace? ”

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► 1:11 Countries and nationalities

Country

I'm from Japan.

She's from China.

She's from Canada.

They're from Argentina.

He's from the U.K.

We're from Turkey.

Nationality

I'm Japanese.

She's Chinese.

She's Canadian.

They're Argentinean.

He's British.

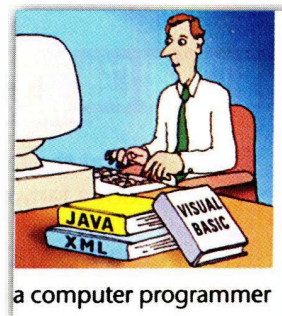
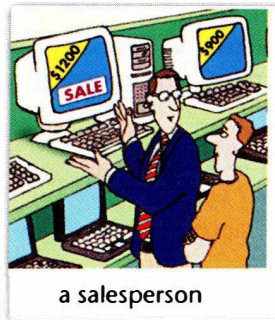
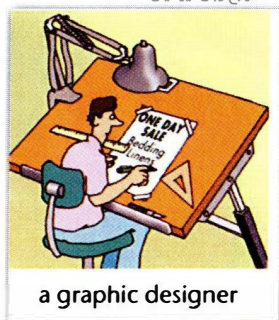
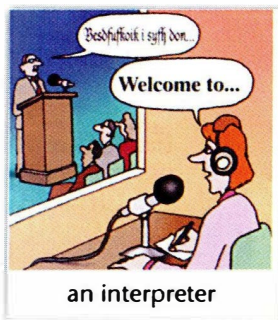
We're Turkish.

See page 122 for a more complete list.

LISTENING COMPREHENSION

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

	Nationality	Occupation	Nickname?	
1			<input type="checkbox"/> yes	<input type="checkbox"/> no
2			<input type="checkbox"/> yes	<input type="checkbox"/> no
3			<input type="checkbox"/> yes	<input type="checkbox"/> no
4			<input type="checkbox"/> yes	<input type="checkbox"/> no



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

irLanguage.com

1 He grew up in

a Ankara b London c Izmir

2 Her birthplace is

a Osaka b Tokyo c Seoul

3 She's originally from

a Buenos Aires b Montevideo c Santiago

4 His hometown is

a Chicago b Toronto c New York

INFORMATION GAP

Partner A: Look at the top of the page.

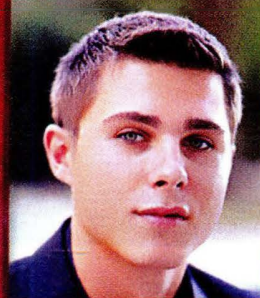
Partner B: Turn your book and look at the bottom of the page.

Ask information questions with be and write the missing personal information.

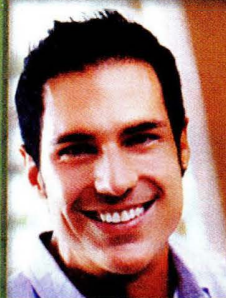
PARTNER A

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

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



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



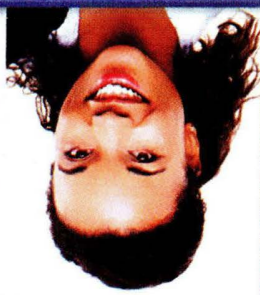
Name:
Occupation: scientist
Age:
Nationality: Japanese
Hometown: Osaka
E-mail:



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

www.irLanguage.com

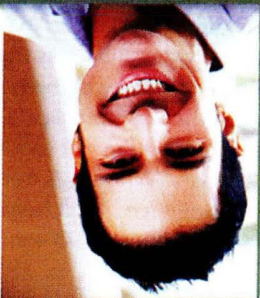
Name:
Occupation: writer
Age:
Nationality: French
Hometown: Paris
Birthplace:
E-mail:



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



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



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



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

PARTNER B

BEFORE YOU READ

- A WARM-UP** In your life, where do you see or hear English?
- B PREVIEW** Before you read, search for the word English in the article. Then answer this question: How does each person use English?

READING ▶ 1:14

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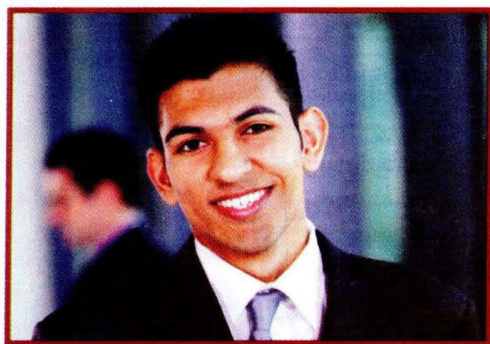
Who Uses English?



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



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



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

Source: Authentic interviews of real people

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

- 1 Mr. Tanaka uses English . . .
 - ☐ to teach classes.
 - ☐ to watch TV.
 - ☐ with colleagues.
 - ☐ to use the Internet.
- 2 Ms. Marques uses English at work . . .
 - ☐ in e-mails.
 - ☐ in international phone calls.
 - ☐ in meetings.
 - ☐ in phone calls to other cities in Brazil.
- 3 Mr. Itani probably uses English with hotel guests from . . .
 - ☐ Canada.
 - ☐ Lebanon.
 - ☐ Brazil.
 - ☐ China.

OPTIONAL
MORE
EXERCISES

B SCAN FOR FACTS Complete the information about the people.

	Mr. Tanaka	Ms. Marques	Mr. Itani
Occupation			
Lives in . . .			
Hometown			
Married?	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no

NOW YOU CAN

Introduce someone to a group

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www.IrLanguage.com

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



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

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



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

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

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

Name: _____

Nickname: _____

Occupation: _____

Hometown: _____

Birthplace: _____

Age: _____

Favorite actor: _____

Favorite sport: _____

Other: _____

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



RECYCLE THIS LANGUAGE.

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

Text-mining (optional)

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

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REVIEW

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

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

Australian
Brazilian

French
Polish

- B** Complete each statement. Circle the correct word.

- We're from (China / Chinese).
- He's (Australia / Australian).
- She's from (Italy / Italian).
- My friend is (Uruguay / Uruguayan).
- We're from (Japan / Japanese).
- They're (Chile / Chilean).
- My neighbors are from (Korea / Korean).
- We're (Mexico / Mexican).

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

1 "What city are you from?"

YOU

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

YOU

3 "Are you a teacher?"

YOU

4 YOU

"I'm from Canada."

5 YOU

"I'm a graphic designer."

6 YOU

"Great to meet you, too."



WRITING

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

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

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

WRITING BOOSTER p. 142

- Capitalization
- Guidance for this writing exercise

For additional language practice...

TOP NOTCH POP • Lyrics p. 149
"It's Nice to Meet You"

DIGITAL
SONG

DIGITAL
KARAOKE

ORAL REVIEW

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

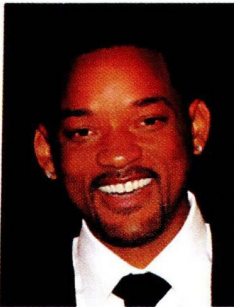
What's his nickname?

PAIR WORK

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

Who's Will Smith?

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



Celebrity Screens
Web page of the rich and famous

Who is the real Will Smith?

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

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

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NOW I CAN

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

UNIT

2

Going Out

COMMUNICATION GOALS

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

PREVIEW

The screenshot shows a web browser window with the address bar displaying 'www.irLanguage.com'. The page title is 'My Tunes STORE'. On the left, there is a sidebar with navigation links under 'GENRES', 'DOWNLOADS', 'FEATURES', and 'QUICK LINKS'. The main content area displays a grid of music albums with their covers and genre labels.

My Tunes STORE

GENRES

- Rock / Pop
- Hip-Hop
- Jazz
- Salsa
- Rhythm & Blues
- Classical
- Movie Soundtracks
- Folk
- Show Tunes

DOWNLOADS

- Albums
- Singles / Songs
- Music Videos

FEATURES

- Share
- Free MP3s

QUICK LINKS

- Redeem
- Support
- My Alerts
- My Account

Albums and Genres:

- Boomerang** In Concert at Carnegie Hall (Rock / Pop)
- UPTOWN** (Hip-Hop)
- Jazz Greats Volume 1:** Louis Armstrong / John Coltrane (Jazz)
- LATIN DANCE PARTY Salsa 2016** (Salsa)
- 1962 RHYTHM & BLUES** (Rhythm & Blues)
- THE CHAPMAN QUARTET** All Beethoven Concert at Roxy Hall (Classical)
- Movie Magic** Music from Your Favorite Films (Movie Soundtracks)
- FLUTES OF THE ANDES** (Folk)
- A Pirate's Romance** A Musical Play by Roger Miller (Show Tunes)

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

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

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

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

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

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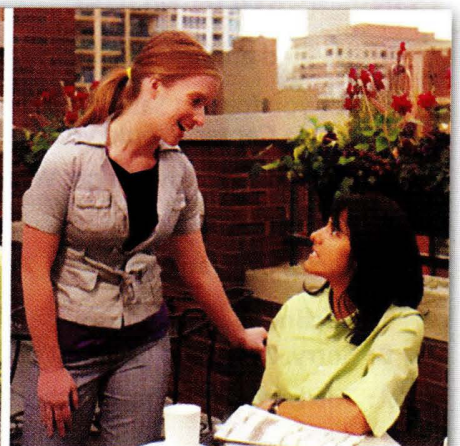


Meg: Hey. What's up?
Sara: Not much. Just downloading some new songs.
Meg: Downloading? That's not for me! Too much trouble! How about some live music tonight?
Sara: Sounds good. Where?

www.irLanguage.com



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



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

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

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

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

- | | |
|---|---|
| 1 What's Sara doing?
a getting music from the Internet
b buying tickets for a concert on the Internet | 3 Which woman doesn't like to go to sleep late?
a Sara
b Meg |
| 2 What does Meg want to do?
a download music from the Internet
b go to a concert | 4 When and where are they going to meet?
a at midnight at River T
b at the club before the show |

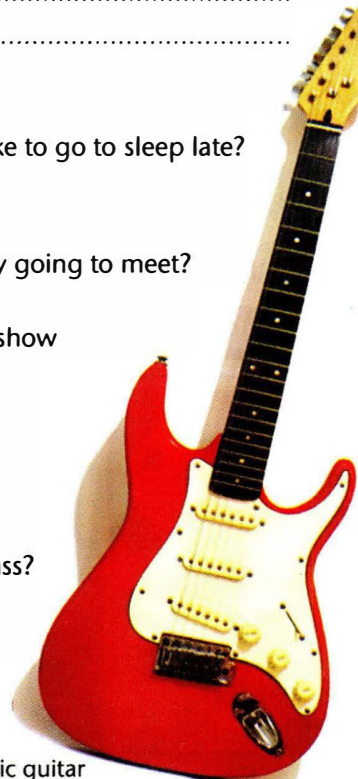
“Sara says, 'Just downloading some new songs.'”

SPEAKING

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

- | | | |
|-------------------------|--|------------------|
| classical music | jazz | salsa |
| folk music | R & B | show tunes |
| hip-hop | rock / pop | other |
| movie soundtracks | “ Who chose hip-hop as their favorite? ” | |

an electric guitar



CONVERSATION MODEL

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

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

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

A: At noon.

B: Great! See you there.

To decline . . .

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

A: Too bad. Maybe some other time.



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

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

Prepositions of time

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

on

on Saturday

on June 7th

on the 7th

on Monday, May 3rd

on Tuesday morning

in

in March

in 2016

in the summer

in the morning

in ten minutes

at

at 8:30

at midnight

at noon

Contractions

When's = When is

What time's = What time is

Where's = Where is

Be careful!

Don't contract are with When, What time, or Where.

Where are your parents?

NOT ~~Where're~~ your parents?

Prepositions of place

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

on

on Fifth Avenue

on the corner

on the street

on the left

in

in Mexico

in Tokyo

in the park

in the neighborhood

at

at the Film Forum

at work

at school

at the art gallery

GRAMMAR BOOSTER p. 125

- Prepositions of time and place: usage rules
- Would like for preference: review and expansion

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

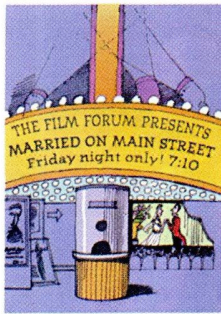
Leslie Carter

www.irLanguage.com

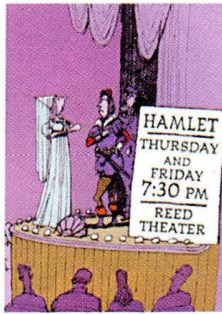


Hi, Bonnie: Are you busy Tuesday evening?
There's a salsa concert your neighborhood,
right near your office the Mellon Theater.
Sounds like something really special with dancers
from all over the world. It starts 8:30. I'll
be work until 6:00, but I could meet you
..... 6:15 or 6:30 in front of the theater.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

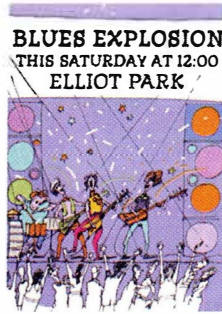
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VOCABULARY Entertainment and cultural events**A** ▶ 1:22 Read and listen. Then listen again and repeat.

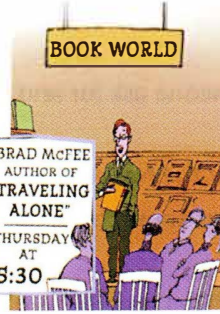
a movie / a film



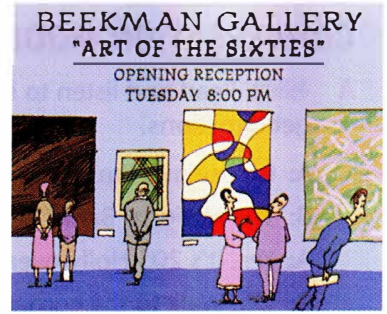
a play



a concert



a talk / a lecture



an art exhibit

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

“ Where’s the talk? ”

“ It’s at Book World. ”

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

..... 2 the Boston Symphony Orchestra

..... 3 *Bus Stop*

..... 4 Nick Hornby

a at the Cinema Center

b at the City Nights Bookstore

c at the Theater in the Circle

d at the Festival

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

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

NOW YOU CAN

Accept or decline an invitation

A CONVERSATION ACTIVATOR With a partner, change the Conversation Model. Use these events or other events. Decide to accept or decline. Then change roles.A: Are you free ? at
Would you like to go?

B: I'd love to go.

DON'T STOP!

If you decline, suggest a different event.

**RECYCLE THIS LANGUAGE.**

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

This week's Entertainment**MOVIES**

Red Sunset
The Cine Lux, Sat./Sun. 8:55 PM.

MUSIC

The Soul Brothers
The Supermarket, Fri. Midnight

TALKS

John Grisham, writer
Book Town, Mon. 8:00 PM.

PLAYS

Romeo and Juliet
The Bridge Theater, Every night 7:30 PM.

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

CONVERSATION MODEL

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

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

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

A: Yes. It's 205 Holly Avenue.

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

A: Thank you!

Or if you don't know . . .

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

A: Thanks, anyway.

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






DIGITAL
FLASH
CARDS

VOCABULARY Locations and directions

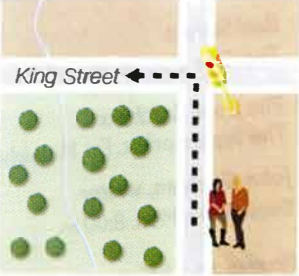
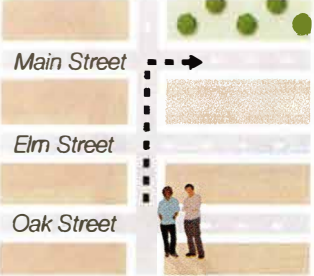
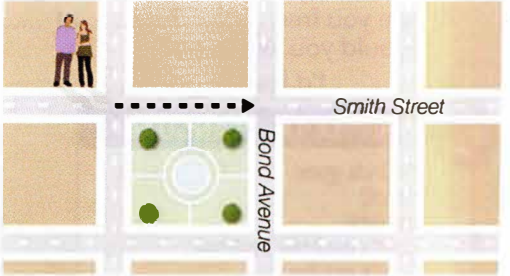
A ▶ 1:27 Read and listen. Then listen again and repeat.

مرجع زبان ایرانیان

Locations Where is (the) ____ ?

				
It's on the right side of the street.	It's across from the park.	It's down the street from the museum.	It's around the corner from the theater.	It's between Main (Street) and Mercer (Avenue).

Directions How do I get to (the) ____ ?

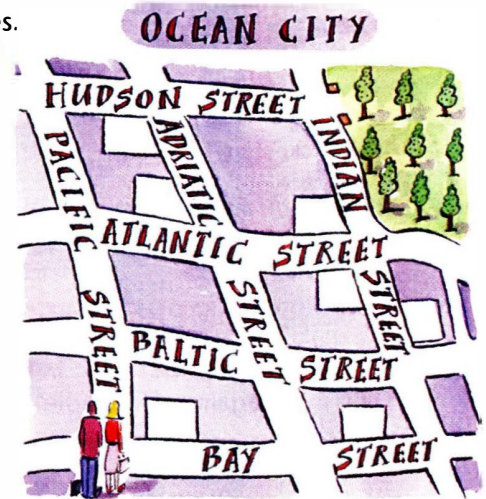
		
Turn left at the corner / at the light / on King Street.	Go / Walk / Drive two blocks and turn right.	Go / Walk / Drive to the corner of Smith (Street) and Bond (Avenue).

www.irLanguage.com

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

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

“ My house is on Grove Street between ”
Dodd Street and Park Street.



DIGITAL
VIDEO
COACH

PRONUNCIATION *Rising intonation to confirm information*

- A** ▶ 1:29 Repeat information with rising intonation to be sure you understand. Read and listen. Then listen again and repeat.
- 1 A: Where's the library? 2 A: Let's meet at the mall.
B: The library? B: The mall?

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

NOW YOU CAN Express locations and give directions

DIGITAL
VIDEO

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

A: Excuse me. I'm looking for

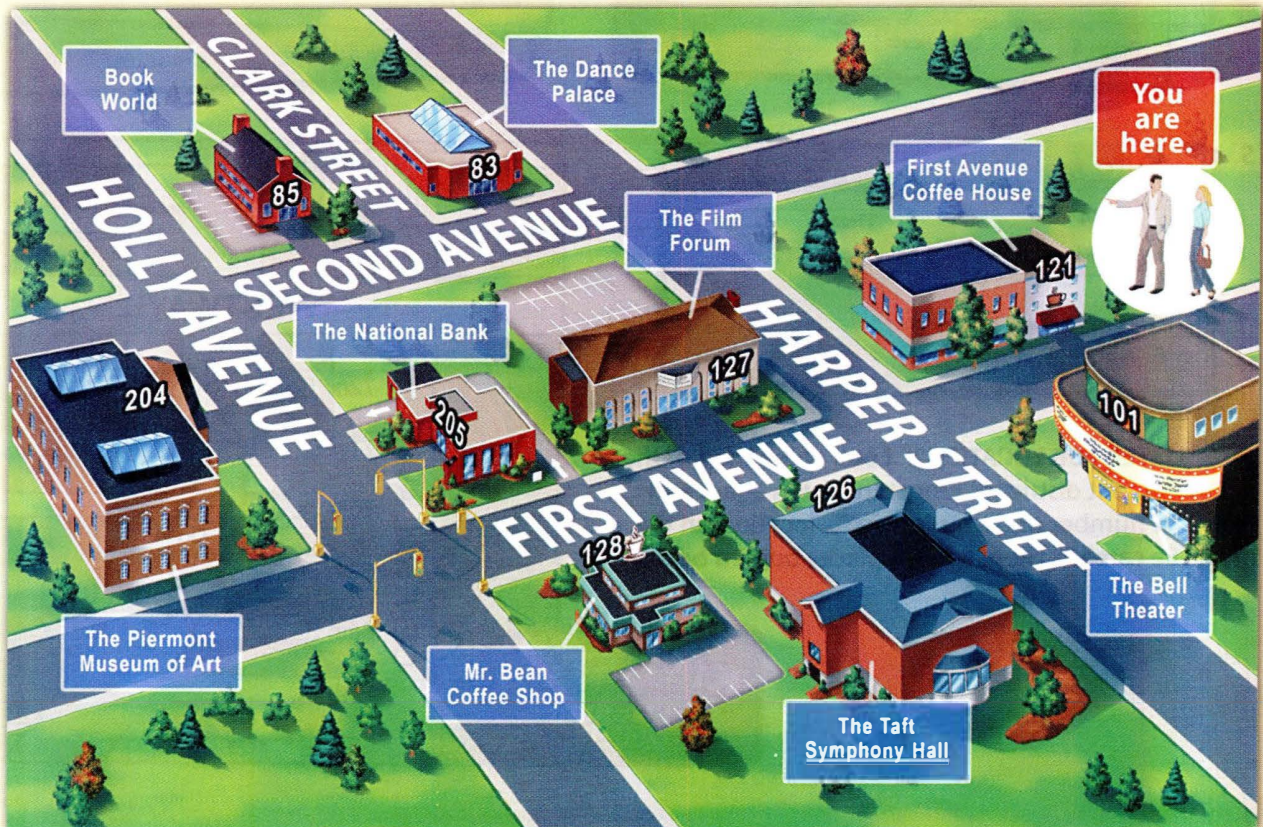
B: ? Do you know the address?

A: Yes. It's

B: Oh.

DON'T STOP!

Ask about other locations.



- B CHANGE PARTNERS** Ask about other locations and give directions.

BEFORE YOU LISTEN

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

LISTENING COMPREHENSION

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

1

Culture fest
KINGSTON

Classic Film Series

Date: May Time: P.M.

Location: Lamont Theater 66th Street

Price: \$

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

2

Culture fest
KINGSTON

Date: May Time: P.M.

Location: Natural History Museum at 110 Greenway

Price: free

Event: History of Latin Music Lecture/Concert

Seat:

3

Culture fest
KINGSTON

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

Location: Kingston Concert Hall
3600 Central Avenue

Event: Ludacris Hip-Hop Series

Price: \$ Seat:

4

Culture fest
KINGSTON

Date: May Time: P.M.

Location: Kingston Gallery
260 Central Avenue

Price: \$ Seat: 10a

Event: *The Lion King*

5

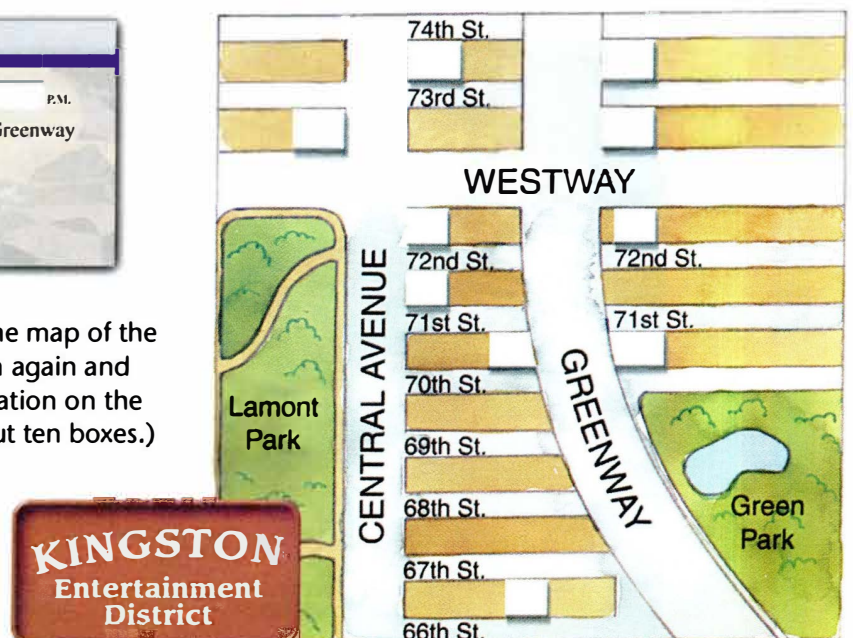
Culture fest
KINGSTON

Date: May 9 Time: P.M.

Location: Kingston Gallery at 109 Greenway

Price: \$ Seat: 7G

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



NOW YOU CAN Make plans to see an event

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

Event	Day / Date / Time	Place

Kingston Post

THIS WEEK
at the

KINGSTON Culture fest

HIGHLIGHTS

MAY

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

FILM



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

Monday and Thursday
7:45 P.M.

[Kingston Gallery 2](#)

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

THEATER



**Andrew Lloyd Weber's
classical musical
Cats**

[Lamont Theater](#)

Tuesday to Friday 8:00 P.M.

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



“A Serious Play
For Serious
Theatergoers”

The Dentist's Chair

[Kingston Gallery 2](#)

Friday and Saturday 8:00 P.M.

CONCERTS

**Joshua Bell,
Violinist.**

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

[Kingston Concert Hall](#)

Wednesday and Saturday:
8:00 P.M.

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

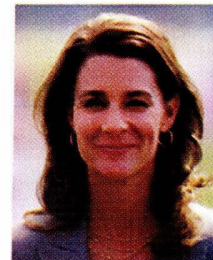
Bruno Mars

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

[Kingston Gallery 2](#)

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

TALKS/ LECTURES



**Reinvent a
Better World**

Melinda Gates (of the
Bill and Melinda
Gates Foundation)

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

[Natural History
Museum](#)

Free!

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



RECYCLE THIS LANGUAGE.

Invite

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

Ask for information

How about ___?
What time's the ___?
Where is the ___?

Accept and decline

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

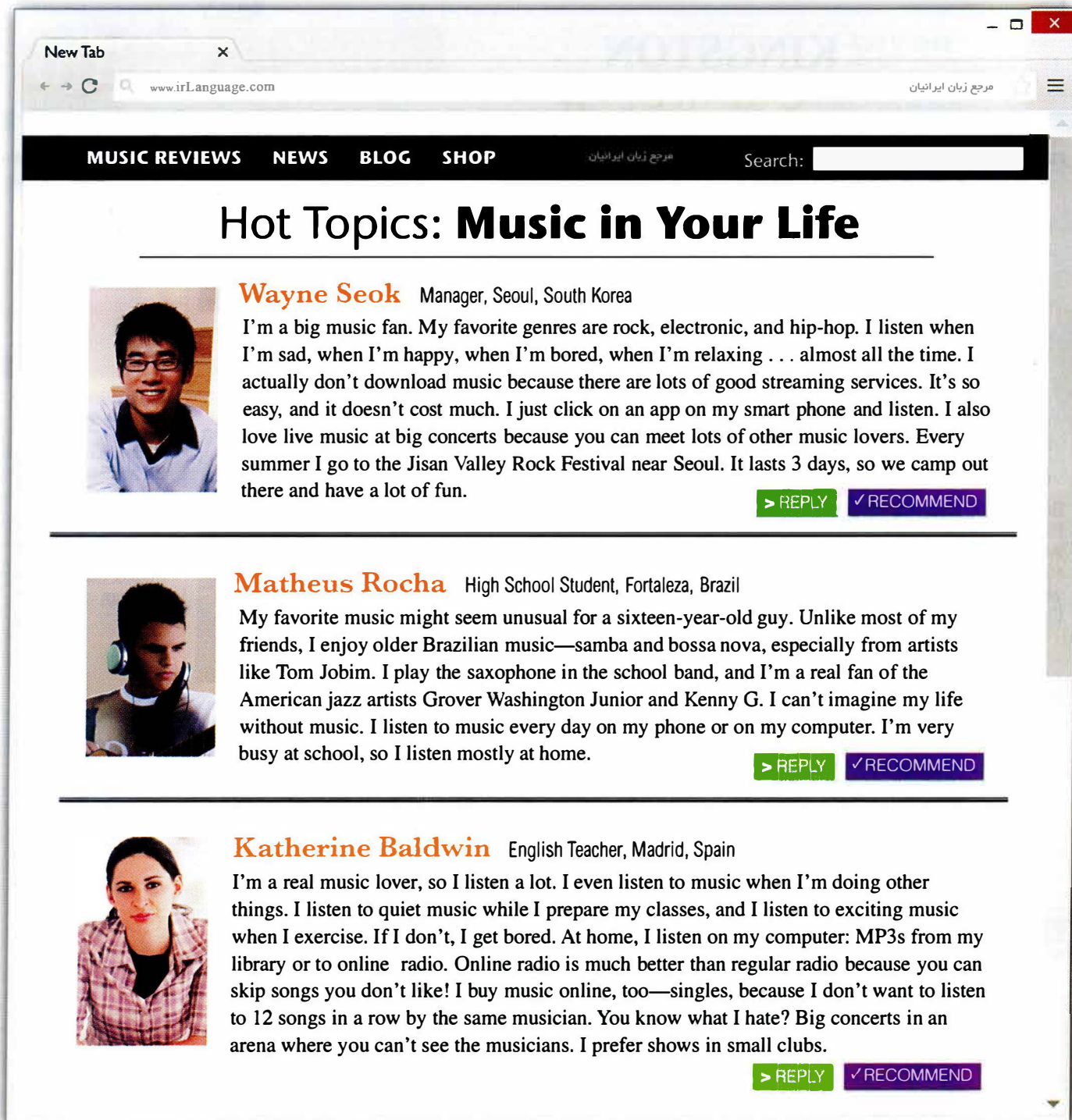
Locations / Directions

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

BEFORE YOU READ

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

READING ▶ 1:32



The screenshot shows a web browser window with the URL www.irLanguage.com. The page has a navigation bar with links for MUSIC REVIEWS, NEWS, BLOG, and SHOP. Below the navigation bar is a search bar. The main content area is titled 'Hot Topics: Music in Your Life' and features three user profiles, each with a photo, name, location, and a paragraph about their music preferences. Each profile also has 'REPLY' and 'RECOMMEND' buttons.

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

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

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

Source: Authentic interviews of real people

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

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

DIGITAL
MORE
EXERCISES

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

“ I'm like Ms. Baldwin. I listen to music while I do other things. ”

NOW YOU CAN Talk about musical tastes

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

MUSIC IN YOUR LIFE

Take the Survey

- Are you a music fan? ☐ yes ☐ no
- What's your favorite kind of music?
☐ rock / pop ☐ classical ☐ movie soundtracks
☐ jazz ☐ hip-hop ☐ salsa
☐ folk ☐ show tunes ☐ R & B
☐ other _____
- Who are your favorite singers? _____
 musicians? _____
 groups? _____
- When do you listen to music?
☐ when I study ☐ when I exercise ☐ when I relax
☐ when I'm happy ☐ when I'm bored ☐ when I'm sad
☐ when I drive ☐ all the time ☐ when I work
☐ other _____
- Do you go to concerts?
☐ often ☐ sometimes ☐ never
 If so, what's your favorite kind of concert?

- How do you listen to music?
☐ on CDs ☐ on the Internet
☐ on the radio ☐ on music videos
☐ on MP3s ☐ on TV music channels
☐ on my phone ☐ other _____
- How many songs are in your library? _____
 How many albums? _____
 What kinds of music? _____

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

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

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

“ My partner and I love music. ”
 We're real hip-hop fans!

Text-mining (optional)

Find and underline three words or phrases in the Reading that were new to you. Use them in your Discussion.
 For example: “I'm a big music fan.”

REVIEW

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

	Kind of event	Time of event
1		
2		
3		

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

C Complete each conversation, based on the picture.



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



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



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



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

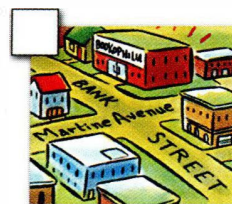
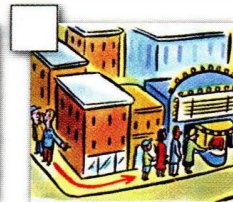
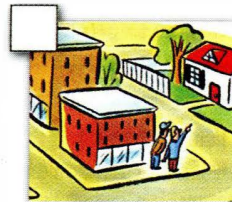
D Unscramble the sentences. Then match the sentences with the pictures. Write the number on the picture.

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

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

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

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



WRITING

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

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

WRITING BOOSTER p. 142

- The sentence
- Guidance for this writing exercise

For additional language practice ...

TOP NOTCH POP • Lyrics p. 149
"Going Out"
DIGITAL SONG DIGITAL KARAOKE

ORAL REVIEW

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

PAIR WORK Create conversations for the two people.

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

Q: *Where's the lecture?*

A: *It's...*

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



The Journal News- October 22

www.irLanguage.com

Today's Entertainment

B16

The House on the Other Side of the Street



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

PLAZA THEATER

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

PLAYS

مرجع زبان ایرانیان

Wicked

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



OTHER EVENTS - Talks/Lectures

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

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

MOVIES

DO YOU HAVE ANY
WATER IN THAT BOTTLE?



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

Do You Have Any Liquids?

Mama Cruz Rachel Weldon

CinePlex 2

5:25, 7:05, 9:30

MUSIC

Nora Jones
singer / songwriter

TODAY ONLY
City Limits jazz Club
9:30 P.M.

NOW I CAN

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

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