

THIRD EDITION

TOP NOTCH 2A

مرجع زبان ایرانیان

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With Workbook

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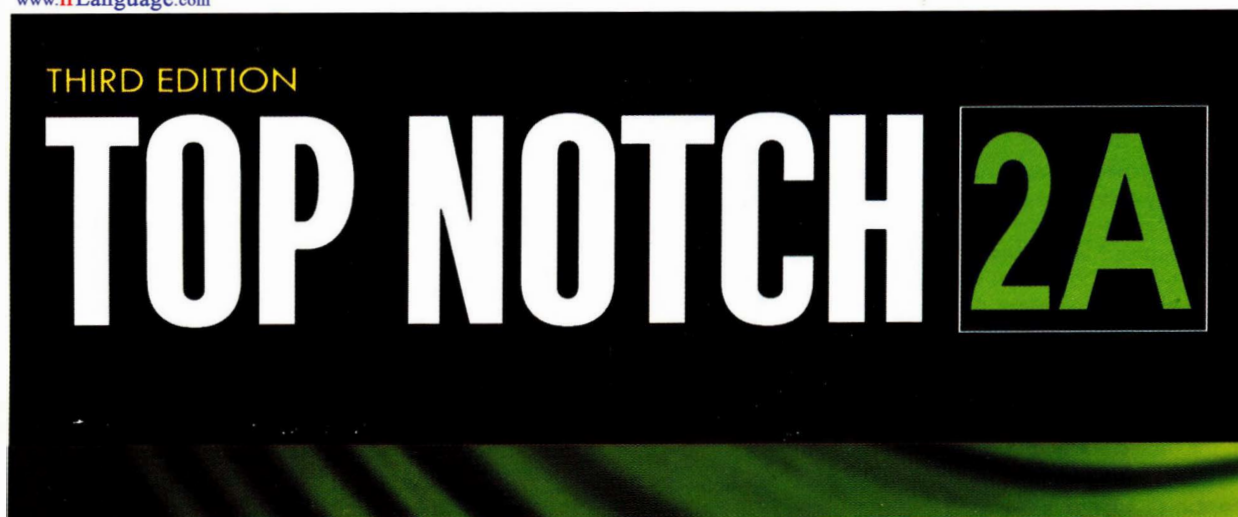


JOAN SASLOW
ALLEN ASCHER

ALWAYS LEARNING



PEARSON



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

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

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LEARNING OBJECTIVES

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
UNIT 1 Getting Acquainted	<ul style="list-style-type: none"> • Get acquainted with someone • Greet a visitor to your country • Discuss gestures and customs • Describe an interesting experience 	<ul style="list-style-type: none"> • Tourist activities • The hand • Participial adjectives 	<ul style="list-style-type: none"> • The present perfect <ul style="list-style-type: none"> ◦ Statements and <u>yes</u> / <u>no</u> questions ◦ Form and usage ◦ Past participles of irregular verbs ◦ With <u>already</u>, <u>yet</u>, <u>ever</u>, <u>before</u>, and <u>never</u> GRAMMAR BOOSTER <ul style="list-style-type: none"> • The present perfect <ul style="list-style-type: none"> ◦ Information questions ◦ <u>Yet</u> and <u>already</u>: expansion, common errors ◦ <u>Ever</u>, <u>never</u>, and <u>before</u>: use and placement
UNIT 2 Going to the Movies	<ul style="list-style-type: none"> • Apologize for being late • Discuss preferences for movie genres • Describe and recommend movies • Discuss effects of movie violence on viewers 	<ul style="list-style-type: none"> • Explanations for being late • Movie genres • Adjectives to describe movies 	<ul style="list-style-type: none"> • The present perfect <ul style="list-style-type: none"> ◦ With <u>for</u> and <u>since</u> ◦ Other uses • Wants and preferences: <u>would like</u> and <u>would rather</u> <ul style="list-style-type: none"> ◦ Form and usage ◦ Statements, questions, and answers GRAMMAR BOOSTER <ul style="list-style-type: none"> • The present perfect continuous • The present participle: spelling • Expressing preferences: review, expansion, and common errors
UNIT 3 Staying in Hotels	<ul style="list-style-type: none"> • Leave and take a message • Check into a hotel • Request housekeeping services • Choose a hotel 	<ul style="list-style-type: none"> • Hotel room types and kinds of beds • Hotel room amenities and services 	<ul style="list-style-type: none"> • The future with <u>will</u> <ul style="list-style-type: none"> ◦ Form and usage ◦ Statements and questions ◦ Contractions • The real conditional <ul style="list-style-type: none"> ◦ Form and usage ◦ Statements and questions GRAMMAR BOOSTER <ul style="list-style-type: none"> • <u>Will</u>: expansion • <u>Can</u>, <u>should</u>, and <u>have to</u>: future meaning • The real conditional: factual and future; usage and common errors
UNIT 4 Cars and Driving	<ul style="list-style-type: none"> • Discuss a car accident • Describe a car problem • Rent a car • Discuss good and bad driving 	<ul style="list-style-type: none"> • Bad driving habits • Car parts • Ways to respond (with concern / relief) • Phrasal verbs for talking about cars • Car types • Driving behavior 	<ul style="list-style-type: none"> • The past continuous <ul style="list-style-type: none"> ◦ Form and usage ◦ Vs. the simple past tense • Direct objects with phrasal verbs GRAMMAR BOOSTER <ul style="list-style-type: none"> • The past continuous: other uses • Nouns and pronouns: review
UNIT 5 Personal Care and Appearance	<ul style="list-style-type: none"> • Ask for something in a store • Make an appointment at a salon or spa • Discuss ways to improve appearance • Define the meaning of beauty 	<ul style="list-style-type: none"> • Salon services • Personal care products • Discussing beauty 	<ul style="list-style-type: none"> • Indefinite quantities and amounts <ul style="list-style-type: none"> ◦ <u>Some</u> and <u>any</u> ◦ <u>A lot of</u> / <u>lots of</u>, <u>many</u>, and <u>much</u> • Indefinite pronouns: <u>someone</u> / <u>no one</u> / <u>anyone</u> GRAMMAR BOOSTER <ul style="list-style-type: none"> • <u>Some</u> and <u>any</u>: indefiniteness • <u>Too many</u>, <u>too much</u>, and <u>enough</u> • Comparative quantifiers <u>fewer</u> and <u>less</u> • Indefinite pronouns: <u>something</u>, <u>anything</u>, and <u>nothing</u>

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING
<ul style="list-style-type: none"> Use "I don't think so." to soften a negative answer Say "I know!" to exclaim that you've discovered an answer Use "Welcome to ____" to greet someone in a new place Say "That's great." to acknowledge someone's positive experience 	Listening Skills <ul style="list-style-type: none"> Listen to classify Listen for details Pronunciation <ul style="list-style-type: none"> Sound reduction in the present perfect 	Texts <ul style="list-style-type: none"> A poster about world customs A magazine article about non-verbal communication A travel poster A photo story Skills/strategies <ul style="list-style-type: none"> Identify supporting details Relate to personal experience 	Task <ul style="list-style-type: none"> Write a description of an interesting experience WRITING BOOSTER <ul style="list-style-type: none"> Avoiding run-on sentences
<ul style="list-style-type: none"> Apologize and provide a reason when late Say "That's fine." to reassure Offer to repay someone with "How much do I owe?" Use "What would you rather do . . . ?" to ask about preference Softened a negative response with "To tell you the truth, . . ." 	Listening Skills <ul style="list-style-type: none"> Listen for main ideas Listen to infer Dictation Pronunciation <ul style="list-style-type: none"> Reduction of h 	Texts <ul style="list-style-type: none"> A movie website Movie reviews A textbook excerpt about violence in movies A photo story Skills/strategies <ul style="list-style-type: none"> Understand from context Confirm content Evaluate ideas 	Task <ul style="list-style-type: none"> Write an essay about violence in movies and on TV WRITING BOOSTER <ul style="list-style-type: none"> Paragraphs Topic sentences
<ul style="list-style-type: none"> Say "Would you like to leave a message?" if someone isn't available Say "Let's see." to indicate you're checking information Make a formal, polite request with "May I ____?" Say "Here you go." when handing someone something Use "By the way, . . ." to introduce new information 	Listening Skills <ul style="list-style-type: none"> Listen to take phone messages Listen for main ideas Listen for details Pronunciation <ul style="list-style-type: none"> Contractions with <u>will</u> 	Texts <ul style="list-style-type: none"> Phone message slips A hotel website A city map A photo story Skills/strategies <ul style="list-style-type: none"> Draw conclusions Identify supporting details Interpret a map 	Task <ul style="list-style-type: none"> Write a paragraph explaining the reasons for choosing a hotel WRITING BOOSTER <ul style="list-style-type: none"> Avoiding sentence fragments with <u>because</u> or <u>since</u>
<ul style="list-style-type: none"> Express concern about another's condition after an accident Express relief when hearing all is OK Use "only" to minimize the seriousness of a situation Use "actually" to soften negative information Empathize with "I'm sorry to hear that." 	Listening Skills <ul style="list-style-type: none"> Listen for details Listen to summarize Pronunciation <ul style="list-style-type: none"> Stress of particles in phrasal verbs 	Texts <ul style="list-style-type: none"> A questionnaire about bad driving habits Rental car customer profiles A feature article about defensive driving A driving behavior survey A photo story Skills/strategies <ul style="list-style-type: none"> Understand from context Critical thinking 	Task <ul style="list-style-type: none"> Write a paragraph comparing good and bad drivers WRITING BOOSTER <ul style="list-style-type: none"> Connecting words and sentences: <u>and</u>, <u>in addition</u>, <u>furthermore</u>, and <u>therefore</u>
<ul style="list-style-type: none"> Use "Excuse me." to initiate a conversation with a salesperson Confirm information by repeating it with rising intonation Use "No problem." to show you don't mind an inconvenience Use "Let me check" to ask someone to wait while you confirm information 	Listening Skills <ul style="list-style-type: none"> Listen to recognize someone's point of view Listen to take notes Pronunciation <ul style="list-style-type: none"> Pronunciation of unstressed vowels 	Texts <ul style="list-style-type: none"> A spa and fitness center advertisement A health advice column A photo story Skills/strategies <ul style="list-style-type: none"> Paraphrase Understand from context Confirm content Apply information 	Task <ul style="list-style-type: none"> Write a letter on how to improve appearance WRITING BOOSTER <ul style="list-style-type: none"> Writing a formal letter

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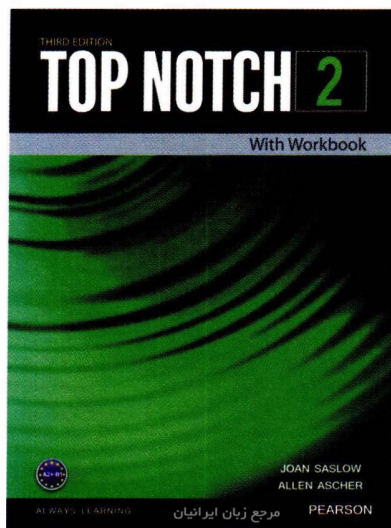
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TO THE TEACHER

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.

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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 2***.
We wrote it for you.*

Joan Saslow and Allen Ascher

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

Grammar Readiness

SELF-CHECK

The Grammar Readiness Self-Check is optional. Complete the exercises to confirm that you know this grammar previously taught in *Top Notch*.

THE SIMPLE PRESENT TENSE AND THE PRESENT CONTINUOUS

A PRACTICE Choose the correct verb or verb phrase.

- 1 We (take / are taking) a trip to California this weekend.
- 2 The flight (arrives / is arriving) now. That's great because the flights in this airport usually (arrive / are arriving) late.
- 3 Please drive slower! You (go / are going) too fast!
- 4 (Does it rain / Is it raining) often in March?
- 5 Brandon (goes / is going) skiing on his next vacation.
- 6 We (like / are liking) milk in both coffee and tea.

B USE THE GRAMMAR Complete each statement with the simple present tense or the present continuous.

- 1 In my family, we usually
- 2 Next weekend, I

BE GOING TO + BASE FORM FOR THE FUTURE

A PRACTICE Complete the conversations with be going to. Use contractions.

- 1 A: What (they / do) after English class?
B: They (go) out to eat.
- 2 A: I (need) a rental car in Chicago.
B: (you / make) a reservation online?
- 3 A: Who (you / call) when your plane lands?
B: My wife. She (wait) for my call in the airport café.
- 4 A: What (you / do) when you get to New York?
B: The first thing (we / do) is eat!
- 5 A: Who (be) at the meeting?
B: My colleagues from the office. And my boss (come), too.

B USE THE GRAMMAR Write your own question and answer, using be going to + a base form.

Q:

.....

A:

.....

CAN, HAVE TO, COULD, AND SHOULD: MEANING AND FORM

A PRACTICE Choose the correct phrases.

- 1 We a reservation if we want a good room.
a couldn't make b should make c should making
- 2 Susan doesn't have to wear formal clothes to the office. She jeans.
a can't wear b can wearing c can wear
- 3 Dan can't go shopping this afternoon. He drive his children to school.
a have to b has to c doesn't have to
- 4 They just missed the 3:12 express bus, but they the 3:14 local because it arrives too late. They should take a taxi.
a could take b shouldn't to take c shouldn't take
- 5 The class has to end on time so the students the bus to the party.
a can take b can to take c can't take
- 6 I can sleep late tomorrow. I go to the office.
a have to b don't have to c doesn't have to

B USE THE GRAMMAR Write one statement with both can and have to. Write one statement with either should or could.

- 1
- 2

OBJECT PRONOUNS

A PRACTICE Rewrite each sentence, correcting the error.

- 1 Please call about it us.
- 2 She's buying for you it.
- 3 The brown shoes? She doesn't like on him them.
- 4 He wrote for her it.
- 5 They're giving to them it.

B USE THE GRAMMAR Rewrite each sentence, changing the two nouns to object pronouns.

- 1 I gave my sister the present yesterday.
- 2 The clerk gift-wrapped the sweaters for John.

COMPARATIVE ADJECTIVES

A PRACTICE Complete each sentence with the comparative form of the adjective.

- 1 I think very cold weather is (bad) than very hot weather.
- 2 A tablet is (convenient) than a laptop.

- 3 A T-shirt is (comfortable) than a sweatshirt in hot weather.
- 4 The clothes in a department store are usually (affordable) than ones in a small neighborhood store.
- 5 Orange juice is (good) for your health than orange soda.
- 6 Rio is pretty hot in the summer, but Salvador is (hot).
- 7 If you're getting dressed for the office, you should wear a (long) skirt.

B USE THE GRAMMAR Write your own two sentences, using one of these adjectives in comparative form in each sentence: cheap, popular, near, fast.

- 1
- 2

SUPERLATIVE ADJECTIVES

A PRACTICE Write statements with the superlative form of each adjective. irLanguage.com

- 1 old The oldest person in the world is 124 years old.
- 2 good
- 3 funny
- 4 appropriate
- 5 unusual
- 6 large
- 7 beautiful
- 8 short
- 9 interesting
- 10 crazy

B USE THE GRAMMAR Write one statement about yourself, using a superlative adjective.

.....

THE SIMPLE PAST TENSE: STATEMENTS

A PRACTICE Complete the paragraph with the simple past tense.

Chris (1 go) to New York at the end of the school year. His flight (2 get in) late, so he (3 take) a taxi directly to his hotel and (4 eat) something fast at the hotel café. Chris (5 have) tickets to a Broadway show, and he (6 not have) time to eat at a regular restaurant. Just before the show, he (7 meet) his friends in front of the theater. He really (8 love) the show. After the show, he (9 buy) a book about it. His friends (10 say) good night, and Chris (11 walk) back to the hotel, (12 drink) a big glass of cold juice, (13 go) to bed, and (14 sleep) for 10 hours.

B USE THE GRAMMAR Write four statements about what you did yesterday. Use one of these verbs in each statement: go, get dressed, eat, come home

- 1
- 2
- 3
- 4

THE SIMPLE PAST TENSE: YES / NO QUESTIONS

A PRACTICE Change each statement to a yes / no question.

- 1 Phil lost his luggage on the flight.
- 2 They drove too fast.
- 3 She wrote a letter to her uncle.
- 4 They found a wallet on the street.
- 5 Claire's husband spent a lot of money at the mall.
- 6 Ms. Carter taught her children to play the piano.

B USE THE GRAMMAR Write three yes / no questions. Use each of these verbs: bring, speak, break.

- 1
- 2
- 3

THE SIMPLE PAST TENSE: INFORMATION QUESTIONS

A PRACTICE Complete each conversation with an information question in the simple past tense.

- 1 A: Chinese?
B: I studied in Shanghai.
- 2 A: your husband?
B: I met him two years ago.
- 3 A: about the problem?
B: I called my daughter. She always knows what to do.
- 4 A: your car?
B: My brother-in-law bought it. He needed a new car.
- 5 A: in Mexico?
B: My parents lived there for more than ten years.

B USE THE GRAMMAR Write two information questions in the simple past tense, one with How and one with What.

- 1
- 2

COMMUNICATION GOALS

- 1 Get reacquainted with someone.
- 2 Greet a visitor to your country.
- 3 Discuss gestures and customs.
- 4 Describe an interesting experience.

UNIT

1

Getting Acquainted

PREVIEW

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CUSTOMS AROUND THE WORLD

Greetings

People greet each other differently around the world.



Some people bow.

Some people kiss once.
Some kiss twice.

Some shake hands.



And some hug.

Exchanging Business Cards

People have different customs for exchanging business cards around the world.



Some customs are very formal. People always use two hands and look at the card carefully.



Other customs are informal. People accept a card with one hand and quickly put it in a pocket.

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Getting Acquainted

What about small talk—the topics people talk about when they don't know each other well?



In some places, it's not polite to ask people about how much money they make or how old they are. But in other places, people think those topics are appropriate.

A PAIR WORK In your opinion, is there a right way and a wrong way to greet people? Explain.

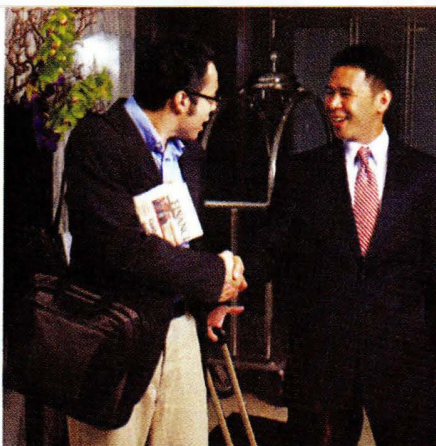
B DISCUSSION In your country, are there any topics people should avoid during small talk? What about the topics below?

- the weather
- someone's job
- someone's religion
- someone's family
- someone's home
- (other) ____

C ▶ 1:02 **PHOTO STORY** Read and listen to two people meeting in a hotel lobby.



Leon: You look familiar. Haven't we met somewhere before?
Taka: I don't think so. I'm not from around here.
Leon: I know! Aren't you from Japan? I'm sure we met at the IT conference last week.
Taka: Of course! You're from Mexico, right?



Leon: That's right. I'm sorry. I've forgotten your name.
Taka: Kamura Takashi. But you can call me Taka.
Leon: Hi, Taka. Leon Prieto. Please call me Leon. So, what have you been up to since the conference?
Taka: Not much. Actually, I'm on my way to the airport now. I'm flying back home.



Leon: Hey, we should keep in touch. Here's my card. The conference is in Acapulco next year and I could show you around.
Taka: That would be great. I hear Acapulco's beautiful.
Leon: It was nice to see you again, Taka.
Taka: You, too.

D FOCUS ON LANGUAGE Find the underlined expression in the Photo Story that matches each explanation.

- 1 You say this when you want to offer to introduce someone to a new place.
- 2 You say this to suggest that someone call or e-mail you in the future.
- 3 You say this when you're not sure if you know someone, but you think you might.
- 4 You say this when you want to ask about someone's recent activities.

E THINK AND EXPLAIN Answer the questions, according to the Photo Story. Explain your answers.

- 1 Why does Leon begin speaking with Taka?
- 2 Has Taka been busy since the conference?
- 3 Why does Leon give Taka his business card?
- 4 What does Leon offer to do at the next conference?

“ Because he thinks he knows Taka. He says, ‘You look familiar.’ ”

SPEAKING

PAIR WORK With a partner, discuss and write advice for visitors about how to behave in your country. Then share your advice with the class.

“ Questions like *How old are you?* and *How much money do you make?* aren't polite. You shouldn't ask them. ”

“ Don't exchange business cards with one hand! Always use two hands. ”

Your advice

1
2
3

GRAMMAR The present perfect

Use the present perfect to talk about an indefinite time in the past.
Form the present perfect with **have** or **has** and a past participle.

Affirmative and negative statements

We **'ve** met them.
We **haven't** met them.

She **'s** called him.
She **hasn't** called him.

Yes / no questions

A: Have you met them?

A: Has she called him?

B: Yes, we have. / No, we haven't.

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

Remember: Use the simple past tense to talk about a definite or specific time.

present perfect: indefinite time

I've met Bill twice.

simple past tense: definite time

We met in 1999 and again in 2004.

Contractions

've met = have met

haven't met = have not met

's met = has met

hasn't met = has not met

For regular verbs, the past participle form is the same as the simple past form.

open → opened

study → studied

Irregular verbs

base form	simple past	past participle
be	was / were	been
come	came	come
do	did	done
eat	ate	eaten
fall	fell	fallen
go	went	gone
have	had	had
make	made	made
meet	met	met
see	saw	seen
speak	spoke	spoken
take	took	taken
write	wrote	written

For more irregular verb forms, see page 123.

GRAMMAR BOOSTER p. 126

- The present perfect: information questions

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A Choose the correct form to complete each sentence.

- We've the 2:00 express train many times.
a take b took c taken
- I had breakfast at 9:00, but I haven't lunch.
a have b had c having
- Alison has to the mall.
a went b gone c go
- My younger brother has home from work.
a come b came c comes
- They posted some messages yesterday, but they haven't anything about their trip.
a written b write c wrote


B PAIR WORK Complete the conversations with the present perfect or the simple past tense. Then practice the conversations with a partner.

- A: our new teacher?
Jake / meet
B: Yes, He her in the office this morning.
meet
- A: to this class before?
they / be
B: No, They're new at this school.
- A: in the new school restaurant?
you / eat
B: No, Is it good?
- A: with the school director?
your classmates / speak
B: Yes, They with her yesterday.
speak
- A: the new language lab?
Beth / see
B: No, But she the library.
see

C GRAMMAR PRACTICE Complete the message with the present perfect or the simple past tense.

New Tab
x
— □ ×

About
Friends
Photos
Videos



Kuai Yu
Status: single
Hometown: Shanghai
Current city: Vancouver

New message October 6 6:00 PM

Hello, Mr. Kemper:

Remember me? I'm Kuai, your former student! I still think about your wonderful English classes in Shanghai. This morning, I (1 **decide**) to send you a message to say hello. We (2 **not see**) each other in a long time—not since you went back home to New York. I hope I can visit you there some day! So let me tell you what I've been up to. In 2013, I (3 **come**) to Canada for my studies, and I'm living in Vancouver right now. I (4 **fall**) in love with this city—it's really beautiful! I (5 **visit**) a lot of places in the U.S. I (6 **be**) to Seattle, Portland, San Francisco, and Los Angeles. Last September, I (7 **go**) back home to Shanghai to visit my parents. Do you think my English is better now? I think I (8 **learn**) how to use the present perfect, finally! Let's keep in touch. If you come to Vancouver, I'd love to show you around.

Your student, Kuai

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CONVERSATION MODEL

- A** ▶ 1:03 Read and listen to people getting reacquainted.
- 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. Have we met before?
 B: I don't think so.
 C: I know! Last month. You were at my sister Nicole's party.
 B: Oh, that's right! How have you been?
- B** ▶ 1:04 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.



DIGITAL
VIDEO
COACH

PRONUNCIATION Sound reduction in the present perfect

- A** ▶ 1:05 Listen to how the sound /t/ of the negative contraction "disappears" in natural speech. Then listen again and repeat.
- 1 I **haven't** been to that class. 3 They **haven't** taken the test.
 2 He **hasn't** met his new teacher. 4 She **hasn't** heard the news.
- B** Now practice saying the sentences on your own.

NOW YOU CAN Get reacquainted with someone

DIGITAL
VIDEO

CONVERSATION ACTIVATOR With two other students, practice making introductions and getting reacquainted. Use your own names and the present perfect. Then change roles.

- A: , have you met ?
 B: No, I haven't.
 A: , I'd like you to meet
 C: You look familiar. Have we met before?
 B:

DON'T STOP!

- Say how you have been.
- Say more about the time you met.
- Introduce other classmates.

Ideas

You met ...

- at a party
- at a meeting
- at a friend's house
- in another class
- (your own idea) _____

CONVERSATION MODEL

A ▶ 1:06 Read and listen to someone greeting a visitor.

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

B: No, it's my first time. But yesterday I went to the Forbidden Palace. It was fantastic!

A: That's great. Have you tried Beijing duck yet?

B: Beijing duck? No, I haven't. What's that?

A: It's a famous Chinese dish. I think you'll like it.

B ▶ 1:07 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

The Forbidden Palace



Beijing duck



DIGITAL FLASH CARDS

VOCABULARY Tourist activities around the world

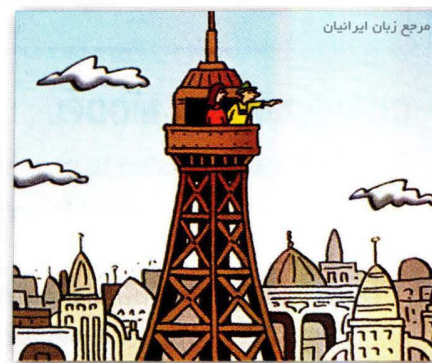
A ▶ 1:08 Read and listen. Then listen again and repeat.



climb Mt. Fuji



go sightseeing in New York



go to the top of the Eiffel Tower



try Korean food



take a tour of the Tower of London



take pictures of the Great Wall

B PAIR WORK Use the Vocabulary to say what you have and haven't done.

“ I've climbed two famous mountains. ”

“ I haven't tried Indian food. ”

GRAMMAR The present perfect: already, yet, ever, before, and never

Use ever or before in yes / no questions about life experiences.

Have you ever eaten Indian food?

Has he been to Paris before?

Use yet or already in yes / no questions about recent experiences.

Have you toured Quito yet?

Has she already been to the top of the Eiffel Tower?

In affirmative and negative statements

We've already seen the Great Wall.

They have never visited Mexico.

He's been to New York before.

We haven't tried Beijing duck yet.

They haven't ever visited Mexico.

He hasn't been to Boston before.

Always place before and yet at the end of statements and questions.

Be careful!

I have never (OR haven't ever) been there.
NOT I haven't never been there.

GRAMMAR BOOSTER p. 126

- Yet and already: expansion, common errors
- Ever, never, and before: use and placement

A GRAMMAR PRACTICE 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)

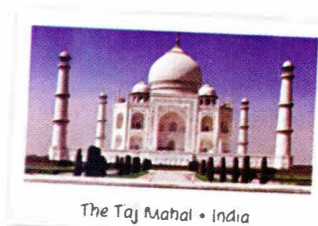
B ▶ 1:09 LISTEN TO ACTIVATE GRAMMAR Listen and complete the questions, using the Vocabulary. Then listen again and complete the short answers.

Questions

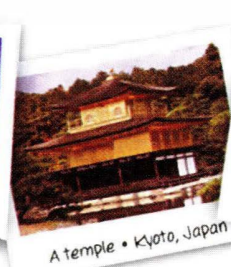
- 1 Has she of the Taj Mahal yet?
- 2 Has he in Kyoto yet?
- 3 Has she ever ceviche?
- 4 Has he already the Pyramid of the Sun?
- 5 Has she ever to Rio de Janeiro before?
- 6 Has she of Sugarloaf yet?

Short Answers

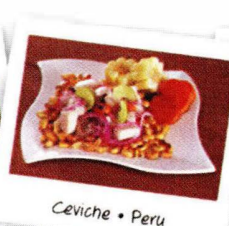
-, she
-, he
-, she
-, he
-, she
-, she



The Taj Mahal • India



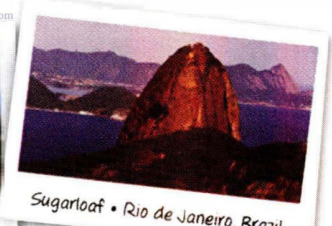
A temple • Kyoto, Japan



Ceviche • Peru



The Pyramid of the Sun • Mexico City



Sugarloaf • Rio de Janeiro, Brazil

C Write five questions about tourist activities in your city or country. Use yet, already, ever, and before.

- 1
- 2
- 3
- 4
- 5

Have you ever tried our seafood dishes?

DIGITAL
MORE
EXERCISES

NOW YOU CAN

Greet a visitor to your country

A NOTEPADDING On the notepad, write at least five activities for a tourist in your city or country.

DIGITAL
VIDEO

B CONVERSATION ACTIVATOR With a partner, change the Conversation Model to greet a visitor to your country. Use the present perfect. Suggest tourist activities in your city. Use your notepad. Then change roles.

A: Welcome to Have you ever been here before?

B: No, it's my first time. But yesterday I

A: Have you yet?

B: **DON'T STOP!**

- Ask about other places and tourist activities.

Activity	Description
try Beijing duck	It's a famous Chinese dish.

Activity	Description

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C CHANGE PARTNERS Practice the conversation again, asking about other tourist activities on your notepad.

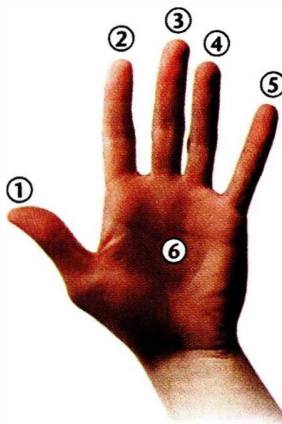
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BEFORE YOU READ

DIGITAL
FLASH
CARDS▶ 1:10 VOCABULARY • *The hand* Read and listen.

Then listen again and repeat.

- | | |
|-----------------|----------|
| 1 thumb | 5 pinkie |
| 2 index finger | 6 palm |
| 3 middle finger | 7 fist |
| 4 ring finger | |



READING ▶ 1:11

We talked to June Galloway about her book,
Get off on the Right Foot: Don't Let the Wrong Gesture Ruin Your Day.



English is the world's international language. But in your book, you've focused on non-verbal communication. Why is that so important?

Well, gestures and other body language can have different meanings in different places. Something that you think is friendly or polite could come across as very rude in another culture. I've described many of these customs and cultural differences so my readers don't get off on the wrong foot when they meet people from places where the culture differs from their own.

Can greeting someone in the wrong way really lead to misunderstanding?

In some cases, yes. The firm handshake a North American expects may seem quite aggressive in other places. And a light handshake—which is normal in some countries—may seem unfriendly to a North American.

In what ways can hand gestures lead to misunderstanding?

Well, as an example, we assume all people indicate the numbers one to ten with their fingers the same way. But in fact, they don't. While North Americans usually use an index finger for

"one," most Europeans use a thumb. North Americans extend all ten fingers for "ten." However, Chinese indicate the numbers one to ten all on one hand. For example, an extended thumb and pinkie means "six," and a fist means "ten." Imagine how confusing this can be when you're trying to communicate quantities and prices with your hands!

What other gestures can cause confusion?

Take the gesture for "come here," for example. In North America, people gesture with the palm up. Well, in southern Europe, that gesture means "good-bye"! And in many Asian countries, the palm-up gesture is considered rude. Instead, people there gesture with the palm down.

I've heard that, in Japan, pointing with the index finger is not polite. Is that right?

Yes. Japanese prefer to point with the palm open and facing up.

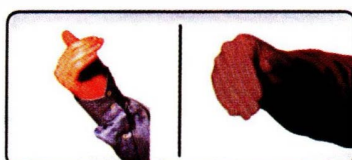
Surely there must be some gestures used everywhere, right? What about the thumbs-up sign for "great"?

Sorry. That's extremely rude in Australia and the Middle East. This is why it's so important to be aware of these cultural differences.

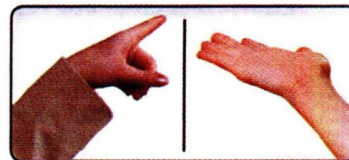
What gesture do you use . . .



. . . for the number six?



. . . for "Come here": palm up or down?



. . . for pointing? Do you use your index finger or an open palm?

A IDENTIFY SUPPORTING DETAILS Check the statements that are true, according to the article. Write *X* next to the statements that are not true. Explain your answers.

- ☐ 1 In most of Europe, a thumb and an index finger mean "two."
- ☐ 2 In North America, a thumb and a pinkie mean "two."
- ☐ 3 Japanese point at pictures with an open palm facing up.
- ☐ 4 To be friendly, North Americans greet others with a light handshake.
- ☐ 5 Everyone uses the thumbs-up sign for "that's good."

True. Galloway says most Europeans begin with the thumb. So the index finger is the next finger after that.

B RELATE TO PERSONAL EXPERIENCE Discuss the questions.

Have you ever been surprised by someone's gestures or body language on TV, in the movies, or in real life? What did you see? What do you think the action meant? Why were you surprised?

DIGITAL
MORE
EXERCISES

NOW YOU CAN Discuss gestures and customs

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A PAIR WORK Read the travel tips about gestures and customs around the world. Compare your own gestures and customs with those described. Do any of them seem strange or rude?

Travel Tips ✈

If someone gives you a gift, thank the person and open it right away. (Ecuador)

When a visitor is leaving your home, you should walk with that person out the door. (Korea)

If you are going to be more than 15 minutes late for a party, lunch, or dinner, you should call to explain. (United States)

To gesture that something is good, hold your hand up, palm facing out, and slowly bring all your fingers to the thumb. (Turkey)

If you want to get a server's attention, it's more polite to use eye contact rather than hand gestures. (Kenya)

When greeting people, older people should always be greeted first. (Mongolia)

Before you enter someone's home, you should take off your shoes. (Ukraine)

B NOTEPADDING With a partner, choose a topic and discuss your country's customs. Then write notes about your country on the notepad.

Topic: *showing respect for older people.*

Customs: *It's not polite to disagree with an older person.*

Topic:

Customs:

Are the rules the same for both men and women? How about for young people or older people? Explain.

Topics

- showing respect to older people
- do's and don'ts for gestures
- topics for polite small talk
- invitations
- visiting someone's home
- giving gifts
- offering or refusing food
- touching or not touching
- (your own topic) ____

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: "body language."

C DISCUSSION Tell your classmates about the customs you described on your notepad. Does everyone agree?

BEFORE YOU LISTEN

DIGITAL
FLASH
CARDSA ▶ 1:12 VOCABULARY • *Participial adjectives* Read and listen. Then listen again and repeat.

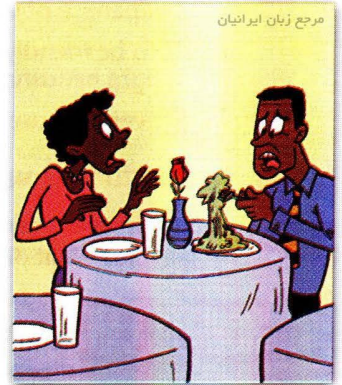
The safari was **fascinating**.
(They were **fascinated**.)



The ski trip was **thrilling**.
(They were **thrilled**.)



The sky-dive was **frightening**.
(They were **frightened**.)



The food was **disgusting**.
(They were **disgusted**.)

B Write lists of things you think are fascinating, thrilling, frightening, or disgusting.

C PAIR WORK Compare your lists.

“I’ve never eaten snails. I think they’re disgusting!”

“Really? I’ve tried them, and I wasn’t disgusted at all. They’re good!”



LISTENING COMPREHENSION

A ▶ 1:13 LISTEN TO CLASSIFY Listen to the three interviews. Then listen again and write the number of the speaker described by each statement.

- 3 a travels to have thrilling experiences
 b describes differences in body language
 c was disgusted by something
 d is fascinated by other cultures
 e tries to be polite
 f does things that other people think are frightening



B ▶ 1:14 **LISTEN FOR DETAILS** Listen again and answer the questions in complete sentences.

1 Nancy Sullivan

- a How many countries has she visited?
b What did she notice about gestures in India?

2 Andrew Barlow

- c What did the people in the village do to thank him?
d Why did he eat something he didn't want to?

3 Mieko Nakamura

- e What has she done twice?
f How did she get to "the top of the world"?

NOW YOU CAN

Describe an interesting experience

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A NOTEPADDING Answer the questions. Explain what happened. Write as many details as you can.

Have you ever been someplace that was really fascinating?

Have you ever eaten something that was really strange or disgusting?

Have you ever done something that was really thrilling or frightening?

B PAIR WORK Ask your partner about the experiences on his or her notepad.

DON'T STOP!

- Ask more questions.
- Ask about other experiences: "Have you ever . . ."



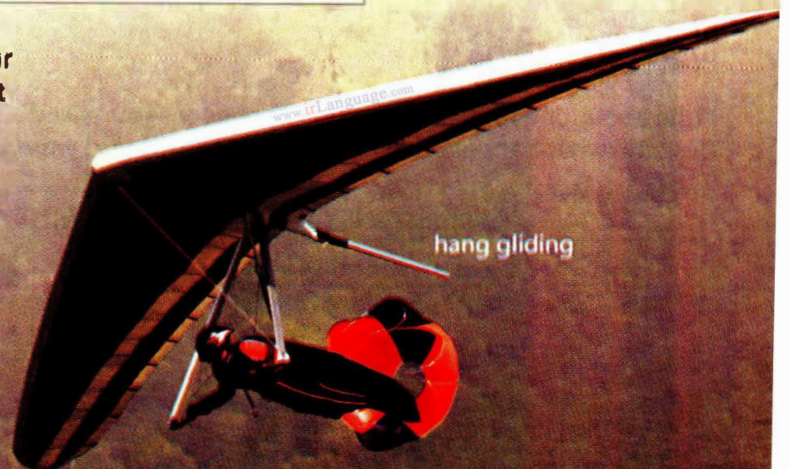
RECYCLE THIS LANGUAGE.

climb [a mountain]
go sightseeing in [Italy]
go to the top of [the Eiffel Tower]
try [snails]
take a tour of [New York]
take pictures of [the Taj Mahal]

C GROUP WORK Choose one of the experiences your partner told you about. Tell your classmates about your partner's experience.

“ My partner went hang gliding last year.
She was frightened, but it was really thrilling. ”

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REVIEW

- A** ▶ 1:15 Listen to the conversation with a tourist in Vancouver and check Yes or No. Then listen again and write the answers to the questions, using yet or already.

Has she...

- 1 been to the Vancouver Aquarium?
- 2 visited Gastown?
- 3 been to the top of Grouse Mountain?
- 4 seen the Capilano Suspension Bridge?
- 5 tried dim sum?
- 6 gone to the top of the Harbour Centre Tower?

Yes No

<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Yes. She's already been to the aquarium.

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



- 1
- 2

- 3
- 4

- C** Write sentences about the topics. Use the present perfect.

- 1 tall buildings you've been to the top of
- 2 cities or countries you've visited

1 *I've been to the top of the Taipei 101 Building.*

- 3 foods you've tried
- 4 mountains or high places you've climbed

WRITING

Write about one of the interesting experiences you talked about in Lesson 4. Describe what happened, where you were, who you were with, and how you felt.

I've had a few frightening experiences in my life.

Last year, I was on vacation in ...

WRITING BOOSTER p. 143

- Avoiding run-on sentences
- Guidance for this writing exercise

For additional language practice ...

♪ **TOP NOTCH POP** • Lyrics p. 153
"Greetings and Small Talk"

DIGITAL
SONG

DIGITAL
KARAOKE

ORAL REVIEW

PAIR WORK

- 1 Create a conversation for the man and woman in photo 1. Imagine the man is welcoming the woman to his city. Choose one of the cities in the travel brochure.

Welcome to Paris. Have you been here before?

- 2 Create a conversation for the three people in photo 2. Imagine they get reacquainted during a tour of Europe.

A: Have you met ___?

B: Actually, you look familiar. Have we met before?

C: Yes, I think we have. We were at the ...

- 3 Look at the brochure and imagine that you are on one of these tours. Ask and answer questions, using the present perfect.

Have you tried tapas yet?

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1

2

Tour Europe

SPAIN

FRANCE

ITALY

THE U.K.

RUSSIA

Madrid, Spain



The Prado Museum



Tapas

London, the U.K.



The Millennium Wheel



Carnaby Street

Paris, France

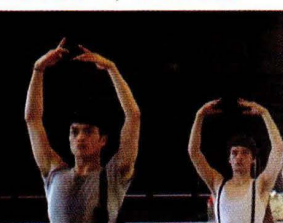


The Eiffel Tower



Tour boat on the Seine River

Moscow, Russia



Borscht

Rome, Italy



The Colosseum



Gelato

NOW I CAN

- ☐ Get reacquainted with someone.
- ☐ Greet a visitor to my country.
- ☐ Discuss gestures and customs.
- ☐ Describe an interesting experience.

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- 1 Apologize for being late.
- 2 Discuss preferences for movie genres.
- 3 Describe and recommend movies.
- 4 Discuss effects of violence on viewers.

UNIT

2

Going to the Movies

PREVIEW

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Log In | Your account | Help

WebFlicks Stream to watch instantly or add disc to your wish list

Leonardo DiCaprio

Click on  to preview movies.



Titanic 3D 1997 (3D 2012)

194 minutes

This 1997 blockbuster disaster movie (11 Oscars!) is the true story of the ill fated ocean liner *Titanic*. But it's also a 194-minute love story. Rose (Kate Winslet), an unhappy young woman, falls in love with Jack (DiCaprio), a poor artist who gives her life meaning. The scenes of the sinking of the magnificent *Titanic* are truly frightening. An epic classic romance!

Genre: Romantic drama, disaster



Stream

Add disc to your wish list



Blood Diamond 2006

143 minutes

DiCaprio stars as an ex-criminal involved in the violent diamond trade during the 1999 civil war in Sierra Leone. He joins up with a fisherman (Djimon Hounsou) to try to find a pink diamond that they think can change both of their lives. This thrilling action movie will keep you sitting on the edge of your seat.

Genre: Action, drama



Stream

Add disc to your wish list



The Great Gatsby 2013

143 minutes

This beautiful adaptation of F. Scott Fitzgerald's fascinating 1925 novel of the same name tells the story of neighbors from the fictional town of West Egg on New York's Long Island in the summer of 1922. The main character, a mysterious millionaire, Jay Gatsby (DiCaprio), falls in love with the beautiful Daisy Buchanan (Carey Mulligan), but the story ends in tragedy.

Genre: Romantic drama



Stream

Add disc to your wish list

More DiCaprio movies

BY GENRE

comedy crime
drama romance
action disaster

BY TITLE

[The Man in the Iron Mask \(1998\)](#)
[The Beach \(2000\)](#)
[Gangs of New York \(2002\)](#)
[Catch Me If You Can \(2002\)](#)


[The Aviator \(2004\)](#)
[The Departed \(2006\)](#)
[Body of Lies \(2008\)](#)

[Shutter Island \(2010\)](#)
[Inception \(2010\)](#)
[The Wolf of Wall Street \(2013\)](#)

A PAIR WORK Did you see any of these DiCaprio movies when they were in the theater? If so, tell your partner about them. If not, is there one you would like to see now? Explain why.

B DISCUSSION Where do you like to see movies: at home or in a movie theater? Explain your reasons.

C ▶ 1:18 PHOTO STORY Read and listen to a conversation at a movie theater.



Anna: So, what are you in the mood for? They've got a bunch of great classic movies tonight.

Peter: They sure do. Hey, you're a big DiCaprio fan. I missed *Gangs of New York* when it was playing. Have you ever seen it?

Anna: Nope, I haven't. I've heard it's pretty violent. Frankly, I just can't take all that fighting.

Peter: Yeah. It is supposed to be pretty bloody. . . . What else?

Anna: Well, there's *Ice Age*. They say it's spectacular. What do you think?

Peter: Hmm. To tell you the truth, I can't stand animated films. Sorry. I've just never liked them. I think I'd rather see something . . .

Peter: Hey! What about *Casablanca*?

Anna: *Casablanca*? Now you're talking! And by the way, it's my treat. You paid last time. What do you say?

Peter: It's a deal! I'll get the popcorn.

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D FOCUS ON LANGUAGE Find underlined words or phrases in the Photo Story that have almost the same meaning as the ones below.

- | | | |
|-----------------------|----------------------------------|------------------------|
| 1 "I'll pay." | 3 "To tell you the truth, . . ." | 5 "I didn't see . . ." |
| 2 "really don't like" | 4 "a lot of" | 6 "They say . . ." |

E INFER MEANING With a partner, discuss, find, and underline . . .

- 1 a noun that has the same meaning as "movie."
- 2 two different adjectives that are related to "fighting" or "killing."
- 3 an adjective that means "really great."

F THINK AND EXPLAIN First answer each question. Then explain your answer with a quotation from the Photo Story.

- | | |
|--|--|
| <p>1 What actor does Anna like? <u>Leonardo DiCaprio</u>...
How do you know?
<u>Peter says, "Hey, you're a big DiCaprio fan."</u></p> <p>2 Did Anna see <i>Gangs of New York</i>?
How do you know?
.....</p> | <p>3 What movie does Anna suggest?
How do you know?
.....</p> <p>4 Who is going to pay for the popcorn?
How do you know?
.....</p> |
|--|--|

SPEAKING

PAIR WORK Make a list of movies playing in your town. Which movies would you like to see? Which movies would you not like to see? Give reasons for your answers.

GRAMMAR The present perfect: for and since; Other uses of the present perfect

Use for and since to describe periods of time that began in the past. Use for to describe a length of time. Use since with a specific time or date in the past.

How long have you been here? I've been here for ten minutes. (a length of time)
I've been here for many years. (a length of time)
I've been here since eight o'clock. (a specific time in the past)

Other uses:

- with always: I've always wanted to see *Car Planet*.
- with ordinals and superlatives: This is the third time I've seen *Ping Pong*. It's the best movie I've ever seen.
- with lately, recently, or just: Have you seen a good movie recently (or lately)? I've just seen *The Beach*—what a great movie!
- with still or so far: You still haven't seen *Tomato Babies*? I've seen it three times so far!

Be careful!

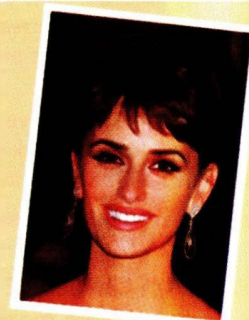
They've lived here since 2013.
NOT They've lived here since five years.

GRAMMAR BOOSTER p. 127

- The present perfect continuous: unfinished actions
- Spelling rules for the present participle: review, common errors

A GRAMMAR PRACTICE Choose the correct words to complete the paragraph.

I've been a big fan of Penélope Cruz (1 for / since) more than twenty years. I've followed her career (2 since / so far) I was in high school. That means I've watched every movie she's made (3 for / since) 1993, except for *Vicky Cristina Barcelona*. I (4 yet / still) haven't seen that one, but I plan to see it soon. I've (5 still / always) loved Penélope's work. I've (6 since / always) been the first person in line at the theater when her movies open. Of the movies Penélope has made (7 lately / always), the most interesting ones to me are *To Rome with Love* and *I'm So Excited*. I think they're the (8 best / just) movies she's made (9 so far / still). I've (10 always / already) seen them twice!

**B PAIR WORK** Take turns asking and answering the questions. Use the present perfect in all 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?
- 6 Is there a classic movie that you still haven't seen?

DIGITAL
MORE
EXERCISESDIGITAL
FLASH
CARDS**VOCABULARY** Explanations for being late**A** ▶ 1:19 Read and listen. Then listen again and repeat.

I overslept.



I missed the bus.



I couldn't get a taxi.



I couldn't find a parking space.



I got stuck in traffic.

B PAIR WORK Think of two other explanations for being late.

- C ▶ 1:20 LISTEN TO ACTIVATE VOCABULARY** Listen to the conversations. Complete the sentences, inferring the information and using the Vocabulary.

- 1 Ted's late because he
- 2 Maude probably
- 3 They're going to be late because they
- 4 First they Then they probably



PRONUNCIATION Reduction of h

▶ 1:21 Notice how the sound /h/ often disappears in natural speech. Read and listen. Then listen again and repeat.

- 1 How **long have** you waited?
- 2 **Where have** you been?
- 3 What **has he** read about the film?
- 4 When **did he** buy the tickets?
- 5 **What's her** favorite movie?
- 6 **Who's his** favorite star?

CONVERSATION MODEL

- A ▶ 1:22** Read and listen to someone apologize for being late.

A: Have you been here long?
 B: For about ten minutes.
 A: Sorry I'm late. I got stuck in traffic. Did you get tickets?
 B: Yes. But the 8:00 show for *The Love Boat* is sold out. I got tickets for *Paradise Island*. I hope that's OK.
 A: That's fine. How much do I owe?
 B: Nothing. It's on me.
 A: Well, thanks! Next time it's my treat.

- B ▶ 1:23 RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.



NOW YOU CAN Apologize for being late

- A** Add four more movies to the showtimes.



- B CONVERSATION ACTIVATOR** With a partner, personalize the Conversation Model with your movies and explanations. Then change roles.

A: Have you been here long?
 B: For
 A: Sorry I'm late. I Did you get tickets?
 B: Yes. But I hope that's OK.
 A:

DON'T STOP!

- Say more about the movie.
- Offer to pay.
- Discuss what to do after the show.



RECYCLE THIS LANGUAGE.

[*Titanic 3*] is sold out.
 We missed ____.
 It started ____ minutes ago.
 I've already seen ____.
 That's past my bedtime!
 I'm not a [Naomi Watts] fan.

I've heard [it's spectacular].
 They say [it's pretty violent].
 How much do I owe?
 It's on me.
 It's my treat.

Stuck in Traffic	7:00	9:00	11:00
	7:30	9:35	[7:30 sold out]
	7:45	10:20	midnight
	8:00	11:00	[8:00 sold out]
	7:50	10:10	

- C CHANGE PARTNERS** Practice the conversation again, making other changes.

VOCABULARY Movie genres

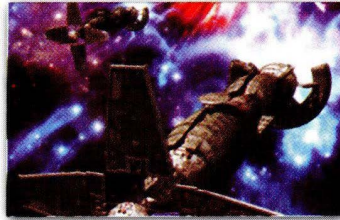
A ▶ 1:24 Read and listen. Then listen again and repeat.



an action film



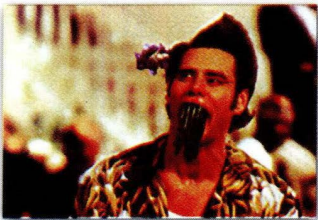
a horror film



a science-fiction film



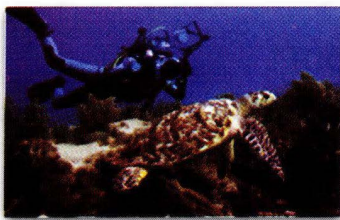
an animated film



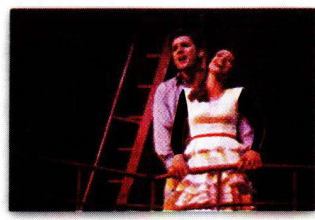
a comedy



a drama



a documentary



a musical

B PAIR WORK Compare your favorite movies for each genre.

My favorite animated film is *Frozen*.

C ▶ 1:25 LISTEN TO INFER Listen and write the genre for each movie in the chart. Then circle the movie if the people decided to see it.

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

Movie	Genre
1 <i>The Bottom of the Sea</i>	
2 <i>Tango in Tap Shoes</i>	
3 <i>The Ant Who Wouldn't Die</i>	
4 <i>Chickens Never Wear Shoes</i>	
5 <i>Goldilocks Grows Up</i>	
6 <i>The Equalizer</i>	
7 <i>Twelve Angry Women</i>	
8 <i>City Under the Sea</i>	

GRAMMAR Ways to express wants and preferences

Would like

Use **would like** + an infinitive (**to** + a base form) to politely express or ask about wants.

I'd like to go to the movies.
 Would she like to see *The Dancer*?
 What would your friends like to do?

I
She
We
They
'd like to see a comedy.

Be careful!

Would you rather see *Titanic*? Yes, I **would**.
 NOT Yes, I ~~would~~ rather.
 Would they like to go out tonight? Yes, **they would**.
 NOT Yes, they ~~would~~ like.
 Would your parents like to go to the early show?
 Yes, **they would**. NOT Yes, ~~they'd~~.

Would rather

Use **would rather** + a base form to express or ask about a preference between two or more activities.

Would your children **rather see** an animated film or an action film?
 What would you rather do: go to a movie or a play?
 She'd rather see a less violent film than *Gangs of New York*.

I
He
We
They
'd rather see a drama.

Use **would rather not** + a base form to express a negative preference.

We'd rather not watch TV tonight.

Yes / no questions

Would you like to see a documentary?
 Would they rather stay home?

short answers

Yes, I would. / No, I wouldn't.
 Yes, they would. / No, they wouldn't.
 OR No, they'd rather not.

GRAMMAR BOOSTER p. 128

- Expressing preferences: review, expansion, and common errors.

A GRAMMAR PRACTICE Complete the conversations about wants and preferences.

- 1 A: (I like / I'd like) to see *Star Wars X* again. Would you? It's at the CineMax.
B: Actually, (I'd rather. / I'd rather not.) Let's stay home.
- 2 A: (Do you like / Would you like) to stream something on TV?
B: Yes, (I'd like. / I would.)
- 3 A: What would you rather (see / to see): a science fiction film or a comedy?
B: Me? (I'd rather / I rather) see a science fiction movie.
- 4 A: There's a musical and a horror movie on TV. (Would / Does) your husband rather see the horror movie?
B: Yes, (he would rather. / he would.)
- 5 A: My sister (would like to / would like) go to the movies on Friday.
B: Great. (I would / I would like), too.

B PAIR WORK Use would like and would rather to ask your partner about movies he or she would like to see and his or her preferences.

DIGITAL
MORE
EXERCISES

“ Would you like to see *Boomerang*? ”

“ What would you rather see: a documentary or a drama? ”

CONVERSATION MODEL

A ▶ 1:26 Read and listen to people discussing their movie preferences.

- A: What would you rather do: stay home and stream a movie or go to the theater?
B: I'd rather go out. Is that OK?
A: Sure! . . . Would you rather see *Horror City* or *Love in Paris*?
B: Are you kidding? I can't stand horror movies, and to tell you the truth, I'm not that big on love stories.
A: Well, how about a documentary? *The Great Wall of China* is playing, too. I've heard it's great.
B: That works for me!

B ▶ 1:27 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner. irLanguage.com



▶ 1:28 Ways to agree on a plan

That works for me.
It's a deal!
Great idea!

NOW YOU CAN Discuss preferences for movie genres

DIGITAL
VIDEO

A CONVERSATION ACTIVATOR Write the names of some movies. With a partner, change the Conversation Model, using your own movies. Then change roles.

- A: What would you rather do: stay home and stream a movie or go to the theater?
B: I'd rather Is that OK?
A: Would you rather see or ?
B: Are you kidding? I can't stand , and to tell you the truth, I
A: Well, how about ?

DON'T STOP!

- Say more about the movies and express more movie preferences.

B CHANGE PARTNERS Change the conversation again, using different movies.



RECYCLE THIS LANGUAGE.

I don't like / hate / love ____s.
Have you ever seen ____?
I missed it.
Frankly, ____.

I'm not that big on ____s.
I've heard / They say it's
[fascinating, thrilling,
frightening, disgusting].

BEFORE YOU LISTEN

DIGITAL
FLASH
CARDSA ►1:29 VOCABULARY • *Adjectives to describe movies* Read and listen. Then listen again and repeat.**funny** something that makes you laugh**hilarious** very, very funny**silly** not serious; almost stupid**boring** not interesting**weird** very strange or unusual, in a negative way**unforgettable** something you are going to remember**romantic** about love**thought-provoking** something that makes you think**violent** bloody; with a lot of fighting and killing

B PAIR WORK Write the title of a movie for each adjective. Then tell your partner about your choices.

a funny movie	
a hilarious movie	
a silly movie	
a boring movie	
a weird movie	
an unforgettable movie	
a romantic movie	
a thought-provoking movie	
a violent movie	

LISTENING COMPREHENSION

A ►1:30 LISTEN FOR MAIN IDEAS Listen to the movie reviewer. Write a check next to the movies he recommends, and write an X next to the ones he doesn't.

1 ☐ Popcorn 2 ☐ The Vacation 3 ☐ Aquamundo 4 ☐ Wolf Babies

B ►1:31 LISTEN TO INFER Listen carefully to each movie review again. Based on the reviewer's opinion, circle one or more adjectives to describe each movie.

1 Popcorn (weird / funny / boring)

3 Aquamundo (boring / violent / thought-provoking)

2 The Vacation (romantic / violent / unforgettable)

4 Wolf Babies (violent / boring / hilarious)

C ►1:32 LISTENING: DICTATION Listen to the following excerpts from the reviews. Complete each statement, based on what you hear.

POPCORN ★

- ① First up is *Popcorn*, a new starring David Bodine and Judy Crabbe. ② Unfortunately, *Popcorn* is a complete waste of

THE VACATION ★ ★ ★ ★ ★

- ③ Our next film, *The Vacation*, is a well-acted and ④ I highly wonderful

AQUAMUNDO ★ ★ ★

- ⑤ *Aquamundo* is no film; it's based on real scientific research. ⑥ A film. Don't

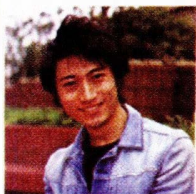
WOLF BABIES ★ ★ ★

- ⑦ Adults will find the story , but children won't forget these , scary scenes for a long time.

- A PAIR WORK** Read the short movie reviews and choose the movie you think sounds the most interesting. Then compare movie choices. Explain your reasons.

WHAT'S YOUR ALL-TIME FAVORITE MOVIE?

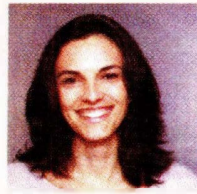
Phil Ito Toronto, CANADA



I've just seen *Tootsie*. What a great movie—perhaps one of the most hilarious romantic comedies of all time. Before I saw the movie, I thought the plot sounded both weird and silly, but it wasn't. Dustin Hoffman stars as out-of-work actor

Michael Dorsey, who dresses as a woman to get a part on a TV drama. But problems begin when he falls in love with his co-star, Jessica Lange, who doesn't know Michael is a man. If you want a good laugh, be sure to see this funny, funny film!

Angela Teixeira Fortaleza, BRAZIL



When someone says that documentaries are boring, I say, "You have to see *Grizzly Man*," one of the most thought-provoking documentaries of all time. This 2005 movie by German director Werner Herzog tells the true story of the life and death of Timothy Treadwell, who lived for 13 years among bears in the

Alaska wilderness. Treadwell believed that he could live near bears without danger. In the end, however, Treadwell and his girlfriend are killed by bears. Even if you would rather avoid violence, go to see *Grizzly Man* because there is no actual violence on screen.

Rebecca Lane



I've just seen *Casablanca* for the hundredth time. It's the most romantic movie in the world, and there's no movie I would rather see. Humphrey Bogart and Ingrid Bergman star as former lovers who meet after many years. They're still in love and have to make some difficult choices. The ending is unforgettable and always makes me cry. This movie was made in 1942, but it's always "new." I guess that's what makes it a classic.

Rebecca Lane Miami, USA



- B NOTEPADDING** Write notes about a movie you've seen recently. (It's OK if you don't have all the information.)

Title of film:
Genre: <i>Genre</i>
Stars:
Director or producer:
Adjectives that describe the movie:
What the movie is about:

- C GROUP WORK** Describe and recommend the movies on your notepads. Use adjectives from the Vocabulary and other adjectives you know.

DON'T STOP!

- Ask questions.



RECYCLE THIS LANGUAGE.

Questions

Was it [funny / silly / scary]?
Who was in it?
What kind of movie was it?
Do you recommend it?
What was it about?

More adjectives

thrilling	exciting
fascinating	great
frightening	interesting
disgusting	bloody
scary	unusual
popular	terrific
awful	pretty good

Text-mining (optional)

Look at the reviews in Exercise A. Find and underline three words or phrases that were new to you. Use them in your Group Work. For example: "falls in love with . . ."

BEFORE YOU READ

WARM-UP At what age do you think it's safe to permit children to see violent movies and TV shows? Explain.

READING ▶ 1:33

Can Violent Movies or TV Programs Harm Children?

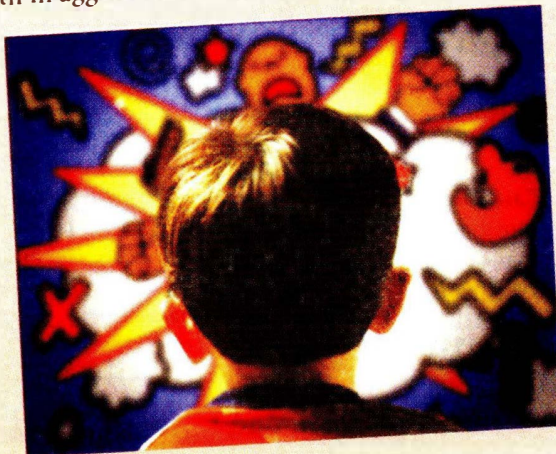
Many people say that children have become more aggressive in recent years—that is, they are more likely to fight with their friends, sisters, and brothers. A number of scientific studies have reported that watching violence can, in fact, cause a growth in aggression. According to the research, two kinds of programs and movies encourage aggressive behavior in young children more than others: (1) realistic violent action programs and movies, and (2) violent cartoons.

One disturbing conclusion is that the effects of violent viewing last for many years. One study showed that children who watched violent TV programs when they were 8 years old were more likely to behave aggressively at age 18. Furthermore, as adults they were more likely to be convicted of violent crimes, such as child abuse and murder.

Studies have also demonstrated that watching violent movies and TV shows can affect children's attitudes towards violence in the world around them. Children

who watch a lot of fighting and bloodshed tend to find it "normal" and may accept more violence in society. They may even begin to commit violent acts themselves.

Very often, characters in movies and on television who commit violent crimes are not sorry for their actions and don't face consequences or punishment. When children see fictional characters who are criminals like these, they learn that doing bad things is OK. For children, who are growing and developing, this is a bad message. It's important for them to see that our society doesn't tolerate crime.



So what can we do? With young children, we have the power to control the TV programs and movies they watch, so we can protect them from seeing any violence at all. However, with older children it's impossible to completely prevent their exposure to violence. But we can try to limit the number of hours they spend watching it. And when children have seen a violent film or TV show, it's important to discuss it with them, to help them understand that violence is not a normal part of life.

A UNDERSTAND FROM CONTEXT Circle the correct word or phrase to complete each statement, according to the information in the article.

- 1 (A realistic / An aggressive) person is someone who is likely to fight with others.
- 2 Scientific studies have reported that some kinds of movies and TV programs can (limit / encourage) aggressive behavior.
- 3 One kind of violent crime is (murder / bad behavior).
- 4 A word that means almost the same thing as hurt is (help / harm).
- 5 It's difficult to (permit / prevent) older children from seeing any violence on TV and in movies.
- 6 Research has suggested that (a consequence / an advantage) of watching violent films is aggressive behavior.

B CONFIRM CONTENT Discuss the questions, using the information in the article. Then share your answers with the class.

- 1 According to the article, what are some ways that viewing violence can affect children?
- 2 What kinds of programs and movies are most harmful?
- 3 According to the article, some studies show that viewing violence can have effects that last for many years. What are some of these long-term effects?
- 4 What bad "message" can come from violent programs and movies?
- 5 What suggestions does the article make to help parents prevent the bad effects of violent TV programs and movies in very young children? In older children?

DIGITAL
MORE
EXERCISES

C EVALUATE IDEAS Do you agree with the article that "violence is not a normal part of life"? Explain your answer.

NOW YOU CAN Discuss effects of violence on viewers

مرجع زبان ایرانیان

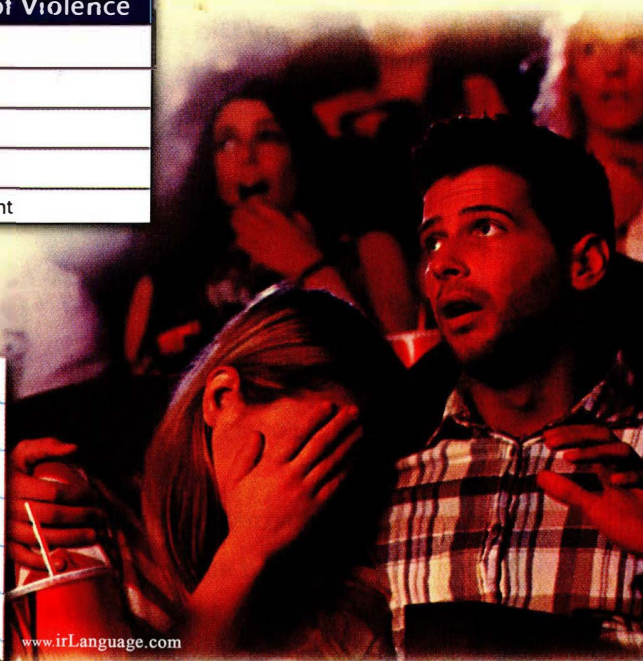
A Complete the chart with three films or television shows you know. Rate the level of violence from 0 to 3, with 3 being the most violent.

Title	Medium	Level of Violence
<i>The Dark Knight Rises</i>	film	2

0 = not violent, 1 = somewhat violent, 2 = violent, 3 = ultra violent

B NOTEPADDING Write notes about the most violent film or TV show on your chart.

Should children see it? Why? / Why not?
Is it OK for adults to see it? Why? / Why not?



C DISCUSSION Discuss the effects of violence on viewers. Use the information from your notepad to help you express your ideas. Here are some questions to consider in your discussion:

- In your opinion, are there some people who should not see violent movies? If so, who?
- Is the effect of viewing violence the same in children and adults?
- Does violence encourage adults to behave aggressively?

“ I think violent movies can make people violent. They see violence, and they go out and do the same thing they see in the movie. ”

“ I agree . . . ”

“ I disagree. I feel that . . . ”

Text-mining (optional)

Find and underline three words or phrases in the Reading that were new to you. Use them in your Discussion.
For example: "a bad message."

REVIEW

A ▶ 1:34 Listen to the conversation about movies. Check the correct description of each movie.

- | | | |
|---|--|--|
| <p>1</p>  <ul style="list-style-type: none"> <input type="checkbox"/> a romantic film <input type="checkbox"/> a documentary about Brazil <input type="checkbox"/> a horror movie | <p>2</p>  <ul style="list-style-type: none"> <input type="checkbox"/> an animated police story <input type="checkbox"/> a weird love story <input type="checkbox"/> an unforgettable comedy | <p>3</p>  <ul style="list-style-type: none"> <input type="checkbox"/> an unforgettable movie <input type="checkbox"/> a weird police story <input type="checkbox"/> an animated children's film |
| <p>4</p>  <ul style="list-style-type: none"> <input type="checkbox"/> a documentary about cooking ham <input type="checkbox"/> a musical tragedy <input type="checkbox"/> a silly comedy | <p>5</p>  <ul style="list-style-type: none"> <input type="checkbox"/> a documentary <input type="checkbox"/> a movie only for adults <input type="checkbox"/> an animated musical | <p>6</p>  <ul style="list-style-type: none"> <input type="checkbox"/> a comedy <input type="checkbox"/> an animated film <input type="checkbox"/> a drama |

B Complete the conversations. Choose the correct verbs and adverbial expressions, and write the movie genres.

1 A: (Have you seen / Did you see) a good (just / lately)?

B: To tell you the truth, no. But last night (we've seen / we saw) a great



3 A: Sally is such a fan. How long (has she waited / did she wait) for this film to come out on DVD?

B: She's waited (for / since) at least six months.



2 A: How many times (have they seen / did they see) War of the Worlds?

B: That remake of the old movie? I think (they saw it / they've seen it) twice (still / so far).



4 A: I (didn't see / haven't seen) a as good as Twelve Angry Men.

B: Really? I (lately / still) (didn't see / haven't seen) it.



C 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 to stream online last Tuesday.
- 3 I've loved animated movies I was a child.
- 4 Have you been here more than an hour?
- 5 I've been a fan of science fiction movies over thirty years.
- 6 I've been in the ticket line 6:30!

For additional language practice ...

TOP NOTCH POP • Lyrics p. 153
"Better Late Than Never"

DIGITAL SONG DIGITAL KARAOKE

WRITING

Write two paragraphs about violence in movies and on TV. Explain why some people think it's harmful and why others think it isn't.

WRITING BOOSTER p. 144

- Paragraphs
- Topic sentences
- Guidance for this writing exercise

ORAL REVIEW

PAIR WORK

- 1 With a partner, guess the genre of the three movies. Imagine what the movies are about and choose actors to star in the movies. Present your ideas to the class. Use the following as a model.

We think "Love in Paradise" is a romantic movie. It's about a man and a woman who meet and fall in love in Hawaii.

- 2 Create a conversation for one of the couples. Say as much as you can. For example:

It's 7:30. Did we miss "Love in Paradise"?

SOLD
OUT**Cult of Blood**

7:20 9:00 Midnight

Love in Paradise

7:15 9:45

Ticket to the Moon

8:00 10:00



✓ **NOW I CAN**

www.irLanguage.com

- ☐ Apologize for being late.
- ☐ Discuss preferences for movie genres.
- ☐ Describe and recommend movies.
- ☐ Discuss effects of violence on viewers.