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TOP NOTCH

2A

THIRD EDITION

with WORKBOOK

JOAN SASLOW
ALLEN ASCHER



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TOP NOTCH

2A

THIRD EDITION

ENGLISH FOR TODAY'S WORLD

with Workbook

JOAN SASLOW
ALLEN ASCHER



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

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	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
<p>UNIT 1</p> <p>Getting Acquainted</p> <p>PAGE 2</p>	<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 / no</u> questions ◦ Form and usage ◦ Past participles of irregular verbs ◦ With <u>already, yet, ever, before, and never</u> <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • The present perfect <ul style="list-style-type: none"> ◦ Information questions ◦ <u>Yet and already</u>: expansion, common errors ◦ <u>Ever, never, and before</u>: use and placement
<p>UNIT 2</p> <p>Going to the Movies</p> <p>PAGE 14</p>	<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 and 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 <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • The present perfect continuous • The present participle: spelling • Expressing preferences: review, expansion, and common errors
<p>UNIT 3</p> <p>Staying in Hotels</p> <p>PAGE 26</p>	<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 <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • <u>Will</u>: expansion • <u>Can, should, and have to</u>: future meaning • The real conditional: factual and future; usage and common errors
<p>UNIT 4</p> <p>Cars and Driving</p> <p>PAGE 38</p>	<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 <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • The past continuous: other uses • Nouns and pronouns: review
<p>UNIT 5</p> <p>Personal Care and Appearance</p> <p>PAGE 50</p>	<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 and any</u> ◦ <u>A lot of / lots of, many, and much</u> • Indefinite pronouns: <u>someone / no one / anyone</u> <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • <u>Some and any</u>: indefiniteness • <u>Too many, too much, and enough</u> • Comparative quantifiers <u>fewer</u> and <u>less</u> • Indefinite pronouns: <u>something, anything, and 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 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen to classify Listen for details <p>Pronunciation</p> <ul style="list-style-type: none"> Sound reduction in the present perfect 	<p>Texts</p> <ul style="list-style-type: none"> A poster about world customs A magazine article about non-verbal communication A travel poster A photo story <p>Skills/strategies</p> <ul style="list-style-type: none"> Identify supporting details Relate to personal experience 	<p>Task</p> <ul style="list-style-type: none"> Write a description of an interesting experience <p>WRITING BOOSTER</p> <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 Soften a negative response with "To tell you the truth, . . ." 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen for main ideas Listen to infer Dictation <p>Pronunciation</p> <ul style="list-style-type: none"> Reduction of h 	<p>Texts</p> <ul style="list-style-type: none"> A movie website Movie reviews A textbook excerpt about violence in movies A photo story <p>Skills/strategies</p> <ul style="list-style-type: none"> Understand from context Confirm content Evaluate ideas 	<p>Task</p> <ul style="list-style-type: none"> Write an essay about violence in movies and on TV <p>WRITING BOOSTER</p> <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 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen to take phone messages Listen for main ideas Listen for details <p>Pronunciation</p> <ul style="list-style-type: none"> Contractions with <u>will</u> 	<p>Texts</p> <ul style="list-style-type: none"> Phone message slips A hotel website A city map A photo story <p>Skills/strategies</p> <ul style="list-style-type: none"> Draw conclusions Identify supporting details Interpret a map 	<p>Task</p> <ul style="list-style-type: none"> Write a paragraph explaining the reasons for choosing a hotel <p>WRITING BOOSTER</p> <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." 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen for details Listen to summarize <p>Pronunciation</p> <ul style="list-style-type: none"> Stress of particles in phrasal verbs 	<p>Texts</p> <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 <p>Skills/strategies</p> <ul style="list-style-type: none"> Understand from context Critical thinking 	<p>Task</p> <ul style="list-style-type: none"> Write a paragraph comparing good and bad drivers <p>WRITING BOOSTER</p> <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 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen to recognize someone's point of view Listen to take notes <p>Pronunciation</p> <ul style="list-style-type: none"> Pronunciation of unstressed vowels 	<p>Texts</p> <ul style="list-style-type: none"> A spa and fitness center advertisement A health advice column A photo story <p>Skills/strategies</p> <ul style="list-style-type: none"> Paraphrase Understand from context Confirm content Apply information 	<p>Task</p> <ul style="list-style-type: none"> Write a letter on how to improve appearance <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Writing a formal letter

UNIT
6

Eating Well

PAGE 62

- Talk about food passions
- Make an excuse to decline food
- Discuss lifestyle changes
- Describe local dishes

- Nutrition terminology
- Food passions
- Excuses for not eating something
- Food descriptions

- Use to / used to
- Negative yes / no questions

GRAMMAR BOOSTER

- Use to / used to: use and form, common errors
- Be used to vs. get used to
- Repeated actions in the past: would + base form, common errors
- Negative yes / no questions: short answers

UNIT
7

About Personality

PAGE 74

- Get to know a new friend
- Cheer someone up
- Discuss personality and its origin
- Examine the impact of birth order on personality

- Positive and negative adjectives
- Terms to discuss psychology and personality

- Gerunds and infinitives
- Gerunds as objects of prepositions

GRAMMAR BOOSTER

- Gerunds and infinitives: other uses
- Negative gerunds

UNIT
8

The Arts

PAGE 86

- Recommend a museum
- Ask about and describe objects
- Talk about artistic talent
- Discuss your favorite artists

- Kinds of art
- Adjectives to describe art
- Objects, handicrafts, and materials
- Passive participial phrases

- The passive voice
 - Form, meaning, and usage
 - Statements and questions

GRAMMAR BOOSTER

- Transitive and intransitive verbs
- The passive voice: other tenses
- Yes / no questions in the passive voice: other tenses

UNIT
9

Living in Cyberspace

PAGE 98

- Troubleshoot a problem
- Compare product features
- Describe how you use the Internet
- Discuss the impact of the Internet

- Ways to reassure someone
- The computer screen, components, and commands
- Internet activities

- The infinitive of purpose
- Comparisons with as . . . as
 - Meaning and usage
 - Just, almost, not quite, not nearly

GRAMMAR BOOSTER

- Expressing purpose with in order to and for
- As . . . as to compare adverbs
- Comparatives / superlatives: review
- Comparison with adverbs

UNIT
10

Ethics and Values

PAGE 110

- Discuss ethical choices
- Return someone else's property
- Express personal values
- Discuss acts of kindness and honesty

- Idioms
- Situations that require an ethical choice
- Acknowledging thanks
- Personal values

- The unreal conditional
 - Form, usage, common errors
- Possessive pronouns / Whose
 - Form, usage, common errors

GRAMMAR BOOSTER

- should, ought to, had better
- have to, must, be supposed to
- Possessive nouns: review and expansion
- Pronouns: summary

Grammar Readiness Self-Check	page x
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Grammar Booster	page 126
Writing Booster	page 143
Top Notch Pop Lyrics	page 153

- Provide an emphatic affirmative response with "Definitely."
- Offer food with "Please help yourself."
- Acknowledge someone's efforts by saying something positive
- Soften the rejection of an offer with "I'll pass on the ____."
- Use a negative question to express surprise
- Use "It's not a problem." to downplay inconvenience

- Listening Skills**
- Listen for details
 - Listen to personalize
- Pronunciation**
- Sound reduction: used to

- Texts**
- A food guide
 - Descriptions of types of diets
 - A magazine article about eating habits
 - A lifestyle survey
 - Menu ingredients
 - A photo story
- Skills/strategies**
- Understand from context
 - Summarize
 - Compare and contrast

- Task**
- Write a persuasive paragraph about the differences in present-day and past diets
- WRITING BOOSTER**
- Connecting ideas: subordinating conjunctions

- Clarify an earlier question with "Well, for example, . . ."
- Buy time to think with "Let's see."
- Use auxiliary do to emphasize a verb
- Thank someone for showing interest.
- Offer empathy with "I know what you mean."

- Listening Skills**
- Listen for main ideas
 - Listen for specific information
 - Classify information
 - Infer information
- Pronunciation**
- Reduction of to in infinitives

- Texts**
- A pop psychology website
 - A textbook excerpt about the nature / nurture controversy
 - Personality surveys
 - A photo story
- Skills/strategies**
- Understand vocabulary from context
 - Make personal comparisons

- Task**
- Write an essay describing someone's personality
- WRITING BOOSTER**
- Parallel structure

- Say "Be sure not to miss ____" to emphasize the importance of an action
- Introduce the first aspect of an opinion with "For one thing, . . ."
- Express enthusiasm for what someone has said with "No kidding!"
- Invite someone's opinion with "What do you think of ____?"

- Listening Skills**
- Understand from context
 - Listen to take notes
 - Infer point of view
- Pronunciation**
- Emphatic stress

- Texts**
- Museum descriptions
 - A book excerpt about the origin of artistic talent
 - An artistic survey
 - A photo story
- Skills/strategies**
- Recognize the main idea
 - Identify supporting details
 - Paraphrase

- Task**
- Write a detailed description of a decorative object
- WRITING BOOSTER**
- Providing supporting details

- Ask for assistance with "Could you take a look at ____?"
- Introduce an explanation with "Well, . . ."
- Make a suggestion with "Why don't you try ____ing?"
- Express interest informally with "Oh, yeah?"
- Use "Everyone says . . ." to introduce a popular opinion
- Say "Well, I've heard ____." to support a point of view

- Listening Skills**
- Listen for the main idea
 - Listen for details
- Pronunciation**
- Stress in as . . . as phrases

- Texts**
- A social network website
 - An internet user survey
 - Newspaper clippings about the Internet
 - A photo story
- Skills/strategies**
- Understand from context
 - Relate to personal experience

- Task**
- Write an essay evaluating the benefits and problems of the Internet
- WRITING BOOSTER**
- Organizing ideas

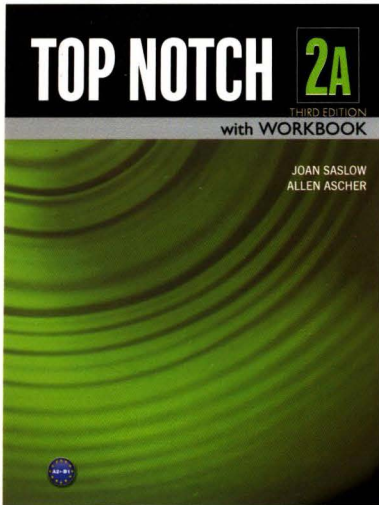
- Say "You think so?" to reconfirm someone's opinion
- Provide an emphatic affirmative response with "Absolutely."
- Acknowledge thanks with "Don't mention it."

- Listening Skills**
- Listen to infer information
 - Listen for main ideas
 - Understand vocabulary from context
 - Support ideas with details
- Pronunciation**
- Blending of d + y in would you

- Texts**
- A personal values self-test
 - Print and online news stories about kindness and honesty
 - A photo story
- Skills/strategies**
- Summarize
 - Interpret information
 - Relate to personal experience

- Task**
- Write an essay about someone's personal choice
- WRITING BOOSTER**
- Introducing conflicting ideas: On the one hand; On the other hand

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



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

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

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

Each full level of **Top Notch** contains material for 60–90 hours of classroom instruction.

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

Award-Winning Instructional Design*

Daily confirmation of progress

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

Explicit vocabulary and grammar

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

High-frequency social language

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

Linguistic and cultural fluency

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

Active listening syllabus

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

*We wish you and your students enjoyment
and success with **Top Notch 2**.*

We wrote it for you.

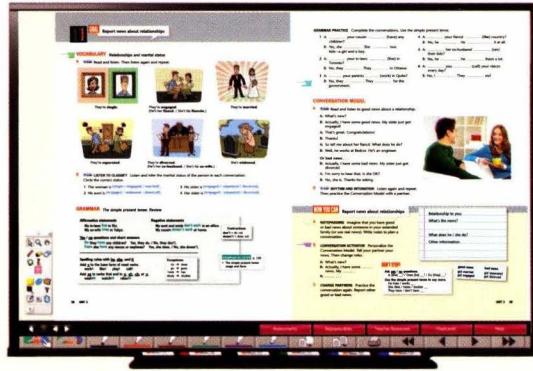
* **Top Notch** is the recipient of the Association of Educational Publishers' Distinguished Achievement Award.

ActiveTeach



Maximize the impact of your **Top Notch** lessons. This digital tool provides an interactive classroom experience that can be used with or without an interactive whiteboard (IWB). It includes a full array of digital and printable features.

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-  **NEW** Conversation
Activator videos: increase students' confidence in oral communication
-  **NEW** Pronunciation Coach
videos: facilitate clear and fluent oral expression
-  **NEW** Extra Grammar
Exercises: ensure mastery of grammar
-  **NEW** Digital Full-Color Vocabulary
Flash Cards: accelerate retention of new vocabulary



PLUS

-  Clickable Audio: instant access to the complete classroom audio program
-  *Top Notch Pop* Songs and Karaoke: original songs for additional language practice

Workbook

Lesson-by-lesson written exercises to accompany the Student's Book

Full-Course Placement Tests

Teacher's Edition and Lesson Planner

- Detailed interleaved lesson plans, language and culture notes, answer keys, and more
- Also accessible in digital form in the ActiveTeach

For planning . . .

- A *Methods Handbook* for a communicative classroom
- Detailed timed lesson plans for each two-page lesson
- Complete answer keys, audio scripts, and video scripts

For extra support . . .

- Hundreds of extra printable activities, with teaching notes
- *Top Notch Pop* language exercises

For assessment . . .

- Ready-made unit and review achievement tests with options to edit, add, or delete items.

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.

- 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 Leave and take a message.
- 2 Check into a hotel.
- 3 Request housekeeping services.
- 4 Choose a hotel.

UNIT

3

Staying in Hotels



PREVIEW

www.topnotchtravel.com


Top Notch Travel Flights **Hotels** Car Rentals Sign in

Where are you going? Find a Hotel Online Reservations


Date of arrival Date of departure

Number of guests: Adults Children


Choose room type smoking non-smoking



single




double




suite


Choose type of bed




twin



queen-size



king-size



rollaway

Choose hotel services and facilities

- free airport shuttle
- in-room minibar
- business center
- fitness / exercise center
- wireless Internet service
- 24-hour room service
- laundry service
- wake-up service
- pool and sauna
- gift shop
- shoeshine service
- bell / luggage service

DIGITAL FLASH CARDS

A ▶ 2:02 **VOCABULARY • Hotel room types and kinds of beds** Read and listen. Then listen again and repeat.

- | | | |
|-----------------|----------------------|--------------------|
| 1 a single room | 4 a smoking room | 7 a queen-size bed |
| 2 a double room | 5 a non-smoking room | 8 a king-size bed |
| 3 a suite | 6 a twin bed | 9 a rollaway bed |

B PAIR WORK Have you—or has someone you know—ever stayed at a hotel? Tell your partner about it, using the Vocabulary and the facilities from the website.

ENGLISH FOR TODAY'S WORLD

Understand English speakers from different language backgrounds.

Guest = Korean speaker

C ▶ 2:03 **PHOTO STORY** Read and listen to someone checking out of a hotel.



Guest: Good morning. I'm checking out of Room 604.

Clerk: I'll be happy to help you with that. Was your stay satisfactory?

Guest: Yes. Very nice. Thanks.

Clerk: Did you have anything from the minibar last night?

Guest: Just a bottle of water.

Clerk: OK. Let me add that to your bill.



Clerk: And would you like to put this on your Vista card?

Guest: Yes, I would, please. By the way, I need to go to the airport.

Clerk: Certainly. If you're in a hurry, I'll call you a taxi. But if you'd rather take the free airport shuttle, there's one leaving in twenty minutes.

Guest: Great. I'll take the shuttle. Why pay for a taxi? And that'll give me time to pick up a few things at the gift shop before I leave.



Clerk: No problem. I'll ask the bellman to give you a hand with your luggage. He'll let you know when the shuttle's here.

Guest: Thanks so much.

Clerk: You're welcome. Have a safe trip, and we hope to see you again.

D FOCUS ON LANGUAGE Find underlined words and phrases in the Photo Story with the same meaning.

- 1 pay with 2 help 3 leaving 4 OK 5 don't have much time

E THINK AND EXPLAIN Explain why each statement is false, using information from the Photo Story.

- 1 The guest is staying for a few more days. 3 The guest pays the bill in cash.
 2 The guest has complaints about the hotel. 4 The shuttle is arriving in an hour.

SPEAKING

Match each picture with a hotel service from the list. Which services are important to you? Explain why.



▶ 2:04 **Hotel services**

- airport shuttle
- bell service
- laundry service
- minibar
- room service
- shoeshine service
- wake-up service

1 2 3 4



“ Wake-up service is important to me. When I travel for business, we usually have very early meetings. ”

5 6 7

CONVERSATION MODEL

A ▶2:05 Read and listen to someone leaving a message.

A: Hello? I'd like to speak to Anne Smith. She's a guest.

B: I'll ring that room for you . . . I'm sorry. She's not answering. Would you like to leave a message?

A: Yes. Please tell her Tim Klein called. I'll meet her at the hotel at three this afternoon.

B: Is that all?

A: Yes, thanks.

B ▶2:06 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.



GRAMMAR The future with will

You can use will or won't + a base form to talk about the future.

Affirmative statements

He **will call** back tomorrow.

Negative statements

We **won't be** at the hotel this afternoon.

Questions

Will she **meet** us at the restaurant?

Yes, she will. / No, she won't.

Will they **take** a taxi to the hotel?

Yes, they will. / No, they won't.

When **will** the shuttle **arrive**? (In about ten minutes.)

What **will** you **do** in New York? (Visit the Empire State Building.)

Where **will** they **go** on their next vacation? (Probably Los Angeles.)

Who **will** Ana **call** when she arrives? (She'll call the front desk.)

BUT

Who **will call** the front desk? (Ana will.)

Contractions

will = 'll

will not = won't

Remember: You can also talk about the future with be going to, the present continuous, or the simple present tense.
I'm **going to call** again at 4:00.
They're **meeting** at noon at the hotel.
She **arrives** on PanAir Flight 24 tonight.

GRAMMAR BOOSTER p. 129

- Will: expansion
Will and be going to
other uses of will
- Can, should, and have to: future meaning

A **FIND THE GRAMMAR** Look at the Conversation Model again. Circle two uses of will.

B **GRAMMAR PRACTICE** Complete the statements and questions in the messages, using will or won't. Use contractions when possible.

1 Message for Ms. Yalmaz: Ms. Calloway called. back later this evening.

she / call

2 Message for Mr. Ballinger: at the Clayton Hotel until after 5:00.

your colleagues / not / be

3 Message for John Torrence: Your boss called. a recommendation for a nice restaurant for tonight.

he / need

4 Message from Mark Smith: us to the airport after the meeting?

who / take

5 Message for Ms. Harris: at the airport before 6:00.

your brother / not / arrive

6 Message from Janis Torres: at 3:00 tomorrow, London time.

the conference call / start

7 Message from Mrs. Park: come in to the office early tomorrow?

I / have to

8 Message for Ms. Grady: us tomorrow?

where / you / meet

C ▶ 2:07 **LISTEN FOR DETAILS** Listen to the phone messages. Then listen again and complete each message slip, according to the information you hear. Use the future with will in each message.

1 📞 **PHONE MESSAGE**
 FOR: Judy Diller
 FROM: Mr. Ms.
 Mrs. Miss Pearl
 Please call Will call again
 Wants to see you Returned your call
 Message: He'll be...

2 📞 **PHONE MESSAGE**
 FOR: Hank Pitt
 FROM: Mr. Ms.
 Mrs. Miss _____
 Please call Will call again
 Wants to see you Returned your call
 Message: _____

3 📞 **PHONE MESSAGE**
 FOR: Collin Mack
 FROM: Mr. Ms.
 Mrs. Miss _____
 Please call Will call again
 Wants to see you Returned your call
 Message: _____

4 📞 **PHONE MESSAGE**
 FOR: Patricia Carlton
 FROM: Mr. Ms.
 Mrs. Miss _____
 Please call Will call again
 Wants to see you Returned your call
 Message: _____

DIGITAL VIDEO COACH

PRONUNCIATION Contractions with will

A ▶ 2:08 Notice that each contraction is one syllable. Read and listen. Then listen again and repeat.

- 1 **I'll** call back later.
- 2 **She'll** be at the Frank Hotel.
- 3 **He'll** bring his laptop to the meeting.
- 4 **We'll** need a taxi.
- 5 **You'll** have to leave at 6:30.
- 6 **They'll** meet you in twenty minutes.

B Look at the message slips you wrote in Exercise C above. Read each message aloud, using the correct pronunciation of the contracted form of will.

NOW YOU CAN Leave and take a message

A **FRAME YOUR IDEAS** On a separate sheet of paper, write four messages you could leave someone.

B **CONVERSATION ACTIVATOR** With a partner, change the Conversation Model. Leave your own messages. Your partner completes the message slip. Then change roles.

- A: Hello? I'd like to speak to
- B: I'll ring that room for you . . . I'm sorry.
 Would you like to leave a message?
- A: Yes. Please tell
- B: Is that all?
- A:

DON'T STOP!

- Leave another message.
- Confirm that you've understood the message correctly.
- Ask for more information.



RECYCLE THIS LANGUAGE.

How do you spell your last name?
 Could you please spell that for me?
 Could you please repeat that?
 What's your ___?

WHILE YOU WERE OUT ...
 FOR: _____
 Mr. Ms. Mrs. Miss _____ called.
 Phone: _____
 Please call back
 Will call again
 Message: _____

C **CHANGE PARTNERS** Leave other messages.

CONVERSATION MODEL

- A** ▶2:09 Read and listen to someone checking into a hotel.
- A: Hi. I'm checking in. The name's Baker.
- B: Let's see. That's a double for two nights. Non-smoking?
- A: That's right.
- B: May I have your credit card?
- A: Here you go. By the way, is the restaurant still open?
- B: It closes at 9:00. But if you hurry, you'll make it.
- A: Thanks.

- B** ▶2:10 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

- C** ▶2:11 **LISTEN FOR DETAILS** Listen to guests check into a hotel. Complete the information about what each guest needs.

	Type of bed(s)	Non-smoking room?	Bell service?
1		<input type="checkbox"/>	<input type="checkbox"/>
2		<input type="checkbox"/>	<input type="checkbox"/>
3		<input type="checkbox"/>	<input type="checkbox"/>
4		<input type="checkbox"/>	<input type="checkbox"/>



NOW YOU CAN Check into a hotel

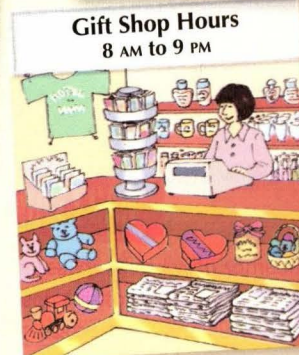
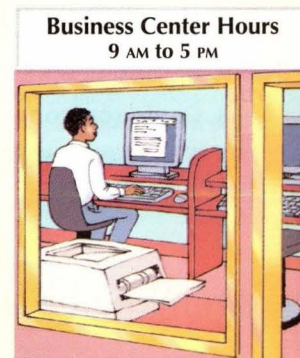
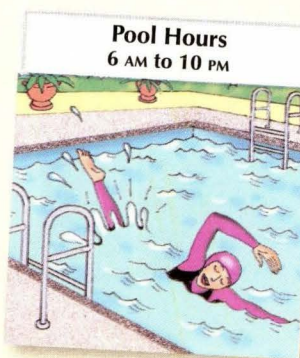
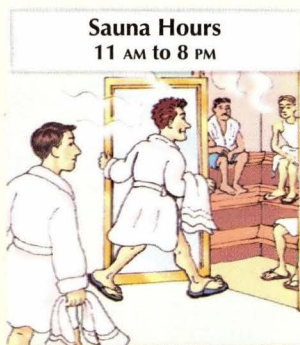
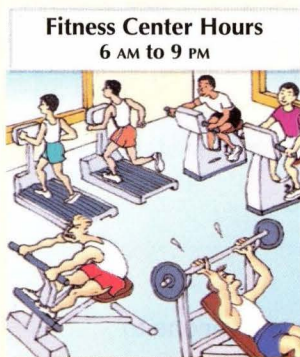
DIGITAL VIDEO

- A** **CONVERSATION ACTIVATOR** With a partner, role-play checking into a hotel. Change the room and bed type, and ask about a hotel facility from the pictures. Then change roles.

- A: Hi, I'm checking in. The name's
- B: Let's see. That's a for night(s). Non-smoking?
- A:
- B: May I have your credit card?
- A: Here you go. By the way, is the still open?
- B: It closes at But if you hurry, you'll make it.
- A:

DON'T STOP!

- Ask about other services and facilities.



- B** **CHANGE PARTNERS** Practice the conversation again. Discuss other room and bed types and hotel facilities.

BEFORE YOU LISTEN

DIGITAL FLASH CARDS

A ▶2:12 **VOCABULARY** • *Hotel room amenities and services* Read and listen. Then listen again and repeat.

We need. . .



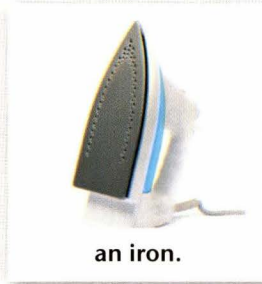
extra towels.



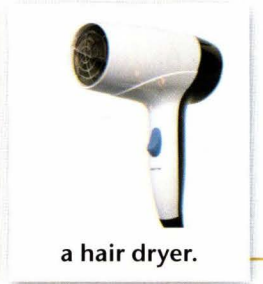
extra hangers.



skirt hangers.



an iron.



a hair dryer.

Could someone. . .



make up the room?



turn down the beds?



pick up the laundry?



bring up a newspaper?



take away the dishes?

B EXPAND THE VOCABULARY Complete the statements and questions with other items you know. Then compare items with a partner.

- 1 We need extra glasses and coffee cups .
- 2 We also need
- 3 Could someone pick up my ?
- 4 Could someone bring up ?
- 5 Could someone take away the ?

Ideas

- dirty towels
- breakfast / lunch / dinner
- bags / luggage
- a coffee maker
- a rollaway bed
- laundry bags
- (your own idea) _____

LISTENING COMPREHENSION

A ▶2:13 **LISTEN FOR MAIN IDEAS** Decide if the guests are satisfied or not. Then explain your answers.

Room 586 Satisfied Not satisfied

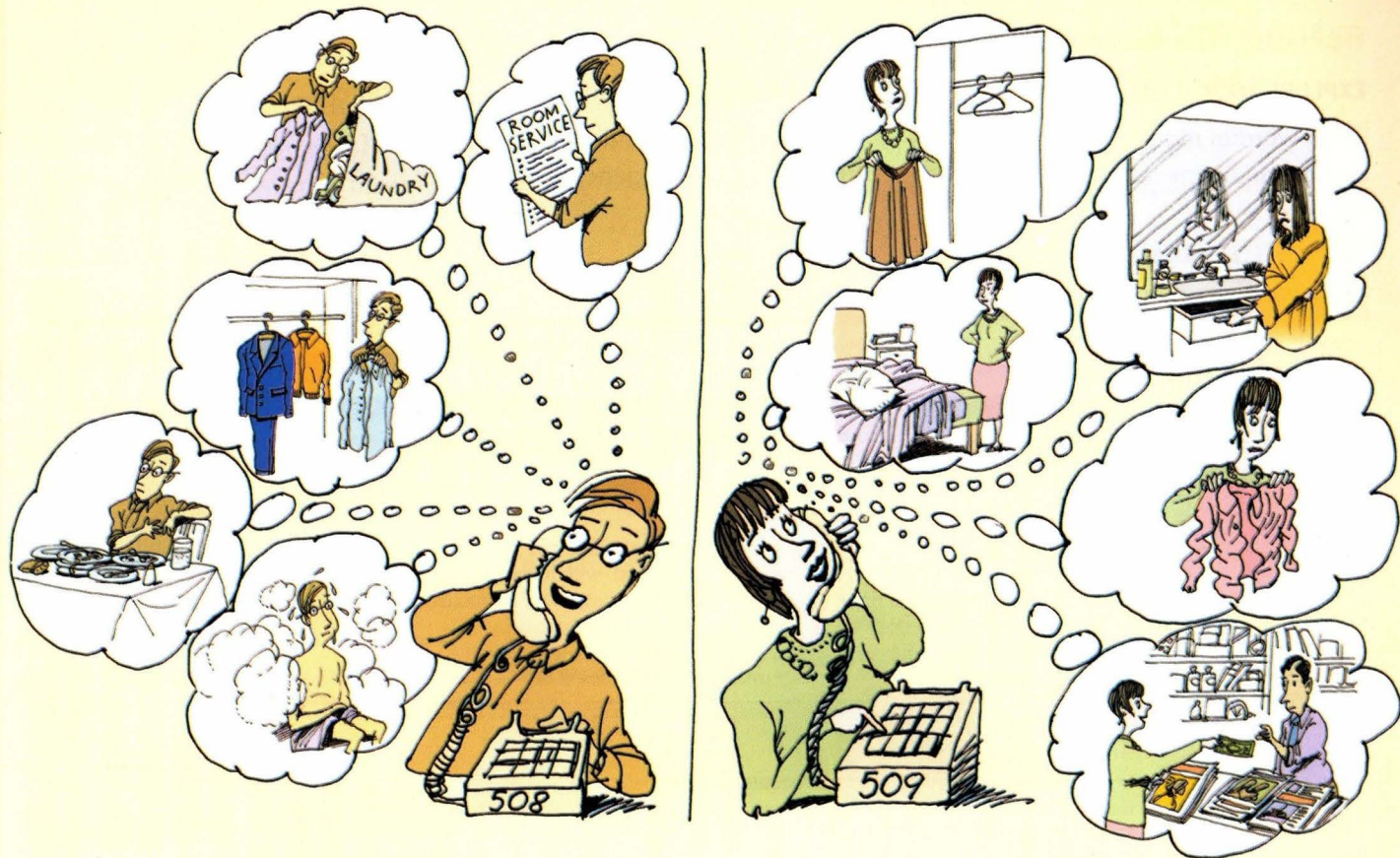
Room 587 Satisfied Not satisfied

B ▶2:14 **LISTEN FOR DETAILS** Listen again and complete each statement.

Room 586 The guest wants someone to take away, bring up, and, and pick up

Room 587 The guest wants someone to the, bring up, and the

A PAIR WORK Look at the pictures. With a partner, discuss what you think each hotel guest is saying.



B PAIR WORK Role-play a telephone conversation between one of the guests and hotel staff. Use your ideas from Exercise A. Then change roles. Start like this:

A: Hello. Room Service. How can I help you?

B: Hi, I'd like to order...

DON'T STOP!

- Complain about other problems.
- Ask about the hotel facilities and services.
- Leave a message for another hotel guest.

RECYCLE THIS LANGUAGE.

Hotel staff

Hello, [Gift Shop].
Is everything OK?
I'm sorry to hear that.
Let me check.
Certainly.
I'll be happy to help you with that.

Hotel guest

Is the [sauna] still open?
What time does the [business center] close / open?
Could someone ___?
The ___ isn't / aren't working.
The ___ won't turn on.
I need ___.
I'd like to order [room service].
I'd like to leave a message for ___.

BEFORE YOU READ

EXPLORE YOUR IDEAS What do you think is the best way to get information about a hotel?

- by word of mouth
- from a travel guide book
- other
- from an online hotel booking service
- from a travel agency

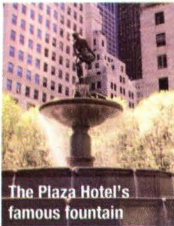
READING ▶ 2:15

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Flights
Hotels
Car Rentals
Sign in

Our best picks for New York City

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



The Plaza Hotel's famous fountain

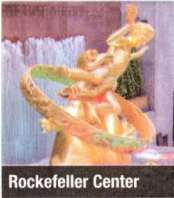
The Plaza Hotel \$\$\$\$

Located just across from New York's fabulous Central Park, this is as near as it gets to the best shopping along New York's famous Fifth Avenue. This 1907 hotel, with its beautiful fountain, is a famous location in many popular movies and books. Rub shoulders with the rich and famous. Attentive hotel staff available on every floor—service doesn't get much better than this!

Amenities: 4 restaurants • full-service spa and health club • concierge
• business center • 24-hour room service • twice-daily housekeeping service

Most famous

More Info



Rockefeller Center


Times Square Hotel \$\$

In a great location—next to Times Square and the best musicals and plays, this convenient hotel is two blocks from the subway, ten minutes from Rockefeller Center, and ten blocks from the Museum of Modern Art.

Amenities: 24-hour business center • 24-hour front desk • fitness center
• free Wi-Fi • wake-up service

Most convenient

More Info



The Manhattan Skyline

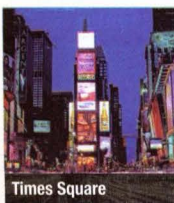
YOTEL \$\$\$

Popular with young travelers, this very cool high-tech hotel, located only two blocks from the Port Authority bus station, offers automatic electronic check-in and robot bell service! A kitchen on every floor offers free hot drinks and a way to prepare your own food. And super-strong Wi-Fi service makes connecting to the Internet fast and headache-free. Enjoy Yotel's Latin-Asian restaurant and entertainment, or hang out at New York's largest roof garden.

Amenities: 24-hour front desk • laundry • currency exchange • tour desk • ATM
• concierge service • fitness center • free Wi-Fi

Most high-tech

More Info



Times Square


Casablanca Hotel \$\$

Conveniently located near Times Square and more than fifty restaurants and two major museums, this award-winning hotel has lots of atmosphere—it's decorated in a colorful authentic Moroccan style. Its friendly, helpful staff make your stay an experience you won't forget, and it's also surprisingly affordable!

Amenities: 24-hour front desk • free Wi-Fi • free passes to nearby health club • free breakfast
• free coffee, tea, cookies, and fruit all day • Italian restaurant on first floor

Most unusual

More Info



Grand Central Station

For the budget minded

Hotel Pennsylvania \$
A huge 1,700-room hotel and a great value.

The Hotel Newton \$
Even though it's far from many of New York's most popular attractions, it features large clean rooms and wonderfully comfortable beds for a good night's sleep.

The Gershwin Hotel \$
Around the corner from the Empire State Building, this artistic 1903 historic hotel is just a short walk to Grand Central Station and the United Nations Building. Every room displays a famous artist's painting.

More Info

34 UNIT 3

www.papyruspub.com

A DRAW CONCLUSIONS Complete each statement with the name of a hotel (or hotels) from the Reading. Then compare choices and reasons with a partner.

- On his vacations, Carl Ryan, 43, likes to stay near the Theater District. If he stays at the Times Square Hotel or the Casablanca Hotel, he'll be near the Theater District.
- Stella Korman, 35, doesn't like the beds in most hotels. However, if she stays at _____, her room will definitely have a great bed.
- Mark and Nancy Birdsall (22 and 21) are always online. If they stay at the _____, the Wi-Fi service is not only free, but it's really fast.
- Lucy Lee, 36, will pay more for a hotel that is very comfortable and offers a lot of services. If she stays at _____, she'll be very happy.
- Brenda Rey prefers hotels that are different and interesting. If she stays at _____, she'll find them different from other hotels.

B IDENTIFY SUPPORTING DETAILS Compare responses in Exercise A with a partner. If you disagree, explain why you chose a particular hotel.

NOW YOU CAN Choose a hotel

A FRAME YOUR IDEAS What's important to you in choosing a hotel? Rate the following factors on a scale of 1 to 5.

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

B PAIR WORK Find each hotel from the Reading on the map. Discuss the advantages and disadvantages of each. Then choose a hotel.

“ The Casablanca Hotel sounds like it has a lot of atmosphere. It's affordable, and the location is good. ”

Text-mining (optional)
Find three words or phrases in the Reading that were new to you. Use them in your Pair Work.
For example: “conveniently located.”

C SURVEY AND DISCUSSION Take a survey of how many classmates chose each hotel. Discuss and explain your choices.

“ Most of us chose the Hotel Newton because . . . ”



REVIEW

A ▶ 2:16 Listen to the phone conversations in a hotel. Then listen again and complete each statement, using words from the box.

bell	room	dinner	hangers	make up the room
laundry	shoeshine	towels	wake-up	turn down the beds

- 1 She wants someone to bring up She also needs service.
- 2 He needs service, and he wants someone to bring up extra
- 3 She wants someone to, and she wants someone to bring up extra
- 4 He needs service and service.

B What hotel room or bed type should each guest ask for?

- 1 Ms. Gleason is traveling alone. She doesn't need much space. *a single room*
- 2 Mr. and Mrs. Vanite and their twelve-year-old son Boris are checking into a room with one king-size bed.
- 3 Mike Krause plans to use his room for business meetings with important customers.
- 4 George Nack is a big man, and he's very tall. He needs a good night's sleep for an important meeting tomorrow.
- 5 Paul Krohn's company wants him to save some money by sharing a room with a colleague.

C Write real conditional statements and questions. Use the correct forms of the verbs and correct punctuation.

- 1 if / it / rain this morning / Mona / not go / to the beach
If it rains this morning, Mona won't go to the beach.
- 2 if / you / walk to the restaurant / you / be there in fifteen minutes
.....
- 3 Mr. Wang / get a better job / if / he / do well on the English test tomorrow
.....
- 4 what / Karl / do / if / the airline / cancels his flight
..... ?
- 5 if / you / not like / your room / who / you / call
..... ?

WRITING

Write a paragraph about the hotel you chose in Lesson 4. Explain why you would like to stay there. What are its advantages and disadvantages?

*I would like to stay at the Hotel Casablanca.
Atmosphere is very important to me and...*

WRITING BOOSTER p. 145

- Avoiding sentence fragments with because or since
- Guidance for this writing exercise

For additional language practice ...

TOP NOTCH POP • Lyrics p. 153
"Checking Out"

DIGITAL SONG DIGITAL KARAOKE

ORAL REVIEW

PAIR WORK

- 1 Create a conversation between the hotel guest in Room 816 and the woman at the front desk. Ask for hotel services or complain about a problem. Start like this:
Hello? Is this the front desk?
- 2 Create a conversation between the man at the front desk and the caller. Use *will*. Complete the message slip. Start like this:
A: Front desk. Can I help you?
B: Yes, thanks. I'd like to leave a message for ...
- 3 Create a conversation between the two men at the front desk. Check into or check out of the hotel. Discuss hotel amenities, services, and schedules. Start like this:
Hi. I'm checking in. The name's

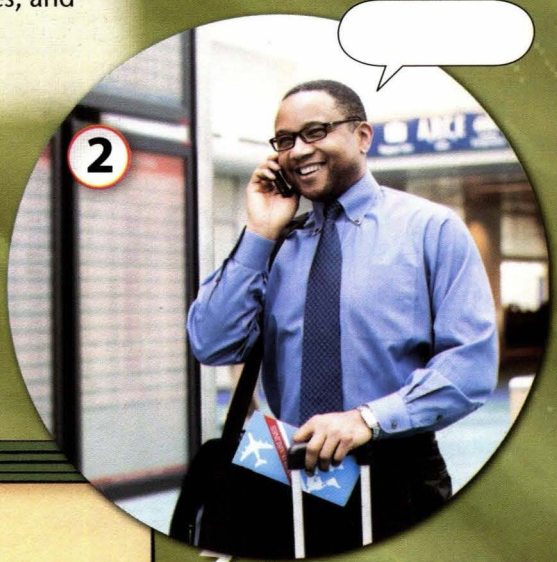
PHONE MESSAGE

FOR: _____

FROM: Mr. Ms.
 Mrs. Miss

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

Message: _____



THE BELMAR

DIRECTORY

Business Center	2
9:00 AM – 4:00 PM	
Gift Shop	Lobby
9:00 AM – 9:00 PM	
Fitness Center	3
6:00 AM – 10:00 PM	
Spa	5
10:00 AM – 3:00 PM	
Belmar Café	12
8:00 AM – 11:00 PM	

NOW I CAN

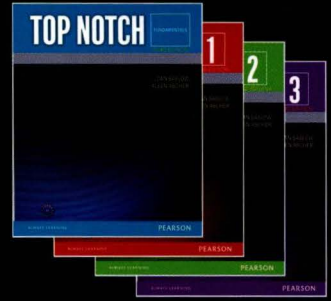
- Leave and take a message.
- Check into a hotel.
- Request housekeeping services.
- Choose a hotel.

TOP NOTCH

2A

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