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TOP NOTCH



THIRD EDITION

with WORKBOOK

JOAN SASLOW
ALLEN ASCHER



ALWAYS LEARNING

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PEARSON



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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LEARNING OBJECTIVES

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
<p>UNIT 1</p> <p>Getting Acquainted</p> <p>PAGE 2</p>	<ul style="list-style-type: none"> • Get reacquainted 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 and 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 and less</u> • Indefinite pronouns: <u>something, anything, and nothing</u>

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
UNIT 6 Eating Well PAGE 62	<ul style="list-style-type: none"> • Talk about food passions • Make an excuse to decline food • Discuss lifestyle changes • Describe local dishes 	<ul style="list-style-type: none"> • Nutrition terminology • Food passions • Excuses for not eating something • Food descriptions 	<ul style="list-style-type: none"> • Use <u>to / used to</u> • Negative <u>yes / no</u> questions <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Use <u>to / used to</u>: use and form, common errors • <u>Be used to</u> vs. <u>get used to</u> • Repeated actions in the past: <u>would</u> + base form, common errors • Negative <u>yes / no</u> questions: short answers
UNIT 7 About Personality PAGE 74	<ul style="list-style-type: none"> • Get to know a new friend • Cheer someone up • Discuss personality and its origin • Examine the impact of birth order on personality 	<ul style="list-style-type: none"> • Positive and negative adjectives • Terms to discuss psychology and personality 	<ul style="list-style-type: none"> • Gerunds and infinitives • Gerunds as objects of prepositions <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Gerunds and infinitives: other uses • Negative gerunds
UNIT 8 The Arts PAGE 86	<ul style="list-style-type: none"> • Recommend a museum • Ask about and describe objects • Talk about artistic talent • Discuss your favorite artists 	<ul style="list-style-type: none"> • Kinds of art • Adjectives to describe art • Objects, handicrafts, and materials • Passive participial phrases 	<ul style="list-style-type: none"> • The passive voice <ul style="list-style-type: none"> ◦ Form, meaning, and usage ◦ Statements and questions <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Transitive and intransitive verbs • The passive voice: other tenses • <u>Yes / no</u> questions in the passive voice: other tenses
UNIT 9 Living in Cyberspace PAGE 98	<ul style="list-style-type: none"> • Troubleshoot a problem • Compare product features • Describe how you use the Internet • Discuss the impact of the Internet 	<ul style="list-style-type: none"> • Ways to reassure someone • The computer screen, components, and commands • Internet activities 	<ul style="list-style-type: none"> • The infinitive of purpose • Comparisons with <u>as . . . as</u> <ul style="list-style-type: none"> ◦ Meaning and usage ◦ <u>Just, almost, not quite, not nearly</u> <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Expressing purpose with <u>in order to</u> and <u>for</u> • <u>As . . . as</u> to compare adverbs • Comparatives / superlatives: review • Comparison with adverbs
UNIT 10 Ethics and Values PAGE 110	<ul style="list-style-type: none"> • Discuss ethical choices • Return someone else's property • Express personal values • Discuss acts of kindness and honesty 	<ul style="list-style-type: none"> • Idioms • Situations that require an ethical choice • Acknowledging thanks • Personal values 	<ul style="list-style-type: none"> • The unreal conditional <ul style="list-style-type: none"> ◦ Form, usage, common errors • Possessive pronouns / <u>Whose</u> <ul style="list-style-type: none"> ◦ Form, usage, common errors <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • <u>should, ought to, had better</u> • <u>have to, must, be supposed to</u> • Possessive nouns: review and expansion • Pronouns: summary

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Grammar Booster page 134

Writing Booster page 148

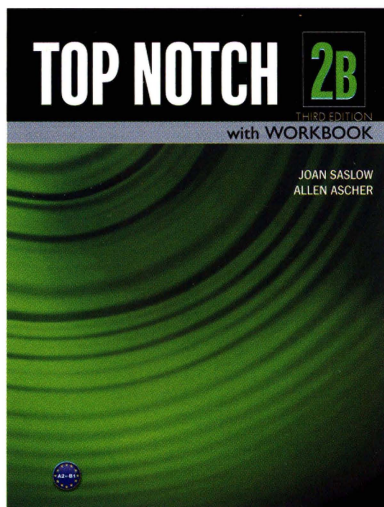
Top Notch Pop Lyrics page 153

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

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING
<ul style="list-style-type: none"> • 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 	<p>Listening Skills</p> <ul style="list-style-type: none"> • Listen for details • Listen to personalize <p>Pronunciation</p> <ul style="list-style-type: none"> • Sound reduction: <u>used to</u> 	<p>Texts</p> <ul style="list-style-type: none"> • A food guide • Descriptions of types of diets • A magazine article about eating habits • A lifestyle survey • Menu ingredients • A photo story <p>Skills/strategies</p> <ul style="list-style-type: none"> • Understand from context • Summarize • Compare and contrast 	<p>Task</p> <ul style="list-style-type: none"> • Write a persuasive paragraph about the differences in present-day and past diets <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> • Connecting ideas: subordinating conjunctions
<ul style="list-style-type: none"> • Clarify an earlier question with “Well, for example, . . .” • Buy time to think with “Let’s see.” • Use auxiliary <u>do</u> to emphasize a verb • Thank someone for showing interest. • Offer empathy with “I know what you mean.” 	<p>Listening Skills</p> <ul style="list-style-type: none"> • Listen for main ideas • Listen for specific information • Classify information • Infer information <p>Pronunciation</p> <ul style="list-style-type: none"> • Reduction of <u>to</u> in infinitives 	<p>Texts</p> <ul style="list-style-type: none"> • A pop psychology website • A textbook excerpt about the nature / nurture controversy • Personality surveys • A photo story <p>Skills/strategies</p> <ul style="list-style-type: none"> • Understand vocabulary from context • Make personal comparisons 	<p>Task</p> <ul style="list-style-type: none"> • Write an essay describing someone’s personality <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> • Parallel structure
<ul style="list-style-type: none"> • 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 ____?” 	<p>Listening Skills</p> <ul style="list-style-type: none"> • Understand from context • Listen to take notes • Infer point of view <p>Pronunciation</p> <ul style="list-style-type: none"> • Emphatic stress 	<p>Texts</p> <ul style="list-style-type: none"> • Museum descriptions • A book excerpt about the origin of artistic talent • An artistic survey • A photo story <p>Skills/strategies</p> <ul style="list-style-type: none"> • Recognize the main idea • Identify supporting details • Paraphrase 	<p>Task</p> <ul style="list-style-type: none"> • Write a detailed description of a decorative object <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> • Providing supporting details
<ul style="list-style-type: none"> • 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 	<p>Listening Skills</p> <ul style="list-style-type: none"> • Listen for the main idea • Listen for details <p>Pronunciation</p> <ul style="list-style-type: none"> • Stress in <u>as . . . as</u> phrases 	<p>Texts</p> <ul style="list-style-type: none"> • A social network website • An internet user survey • Newspaper clippings about the Internet • A photo story <p>Skills/strategies</p> <ul style="list-style-type: none"> • Understand from context • Relate to personal experience 	<p>Task</p> <ul style="list-style-type: none"> • Write an essay evaluating the benefits and problems of the Internet <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> • Organizing ideas
<ul style="list-style-type: none"> • Say “You think so?” to reconfirm someone’s opinion • Provide an emphatic affirmative response with “Absolutely.” • Acknowledge thanks with “Don’t mention it.” 	<p>Listening Skills</p> <ul style="list-style-type: none"> • Listen to infer information • Listen for main ideas • Understand vocabulary from context • Support ideas with details <p>Pronunciation</p> <ul style="list-style-type: none"> • Blending of <u>d + y</u> in <u>would you</u> 	<p>Texts</p> <ul style="list-style-type: none"> • A personal values self-test • Print and online news stories about kindness and honesty • A photo story <p>Skills/strategies</p> <ul style="list-style-type: none"> • Summarize • Interpret information • Relate to personal experience 	<p>Task</p> <ul style="list-style-type: none"> • Write an essay about someone’s personal choice <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> • Introducing conflicting ideas: <u>On the one hand; On the other hand</u>

TO THE TEACHER

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.





Joan Saslow and Allen Ascher

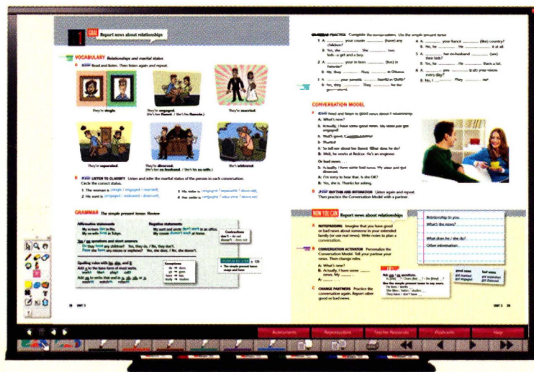
* ***Top Notch*** is the recipient of the Association of Educational Publishers' Distinguished Achievement Award.

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.

For class presentation . . .

-  **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

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.

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



COMMUNICATION GOALS

- 1 Talk about food passions.
- 2 Make an excuse to decline food.
- 3 Discuss lifestyle changes.
- 4 Describe local dishes.

UNIT

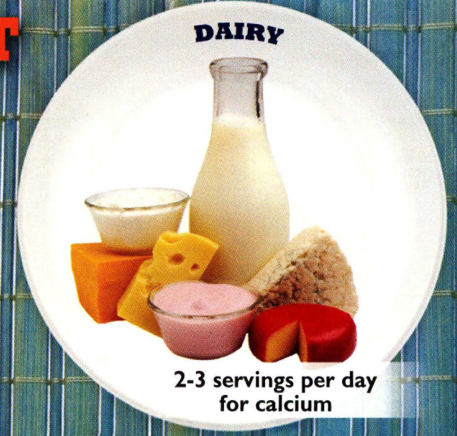
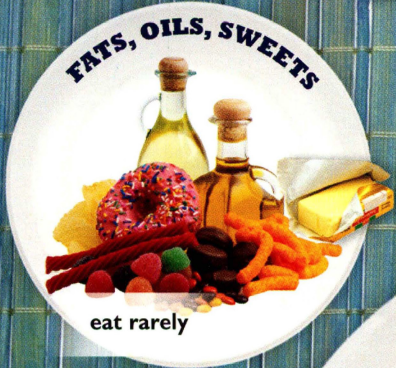
6

Eating Well

PREVIEW

A HEALTHY DIET

The right balance of foods will keep you healthy.



3:19 VOCABULARY

Calcium: Dairy products and leafy green vegetables provide calcium for healthy bones and teeth.

Carbohydrates: Grains, pasta, and bread are sources of healthy carbohydrates.

Protein: Meat, fish, poultry, eggs, legumes, and nuts are rich sources of protein.

Vitamins: Vitamins A, B, C, and D come from a variety of foods, and they are important for good health.

- A** Look at the suggestions above for eating a healthy diet. Do you think this diet is healthy? Why or why not?
- B** Complete the chart about the foods you eat each day. Compare charts with a partner.
- C DISCUSSION** How are the Healthy Diet suggestions different from your chart? Which do you think is a healthier diet? Explain.

2-3 servings a day
3-5 servings a day
More than 5 servings a day

D 3:20 **PHOTO STORY** Read and listen to people talking about food choices.



Rita: Didn't you tell me you were avoiding sweets?
Joy: I couldn't resist! I had a craving for chocolate.
Rita: Well, I have to admit it looks pretty good. How many calories are in that thing anyway?

Joy: I have no idea. Want to try some?
Rita: Thanks. But I think I'd better pass. I'm avoiding carbs.*
Joy: You? I don't believe it. You never used to turn down chocolate!
Rita: I know. But I'm watching my weight now.

Joy: Come on! It's really good.
Rita: OK. Maybe just a bite.
Joy: Hey, you only live once!

*carbs (informal) = carbohydrates

E FOCUS ON LANGUAGE Find an underlined sentence or phrase in the Photo Story with the same meaning as each of the following.

- | | |
|---------------------------------------|---------------------------|
| 1 I don't know. | 5 I really wanted . . . |
| 2 I should say no. | 6 I agree . . . |
| 3 I couldn't stop myself. | 7 say no to |
| 4 I'm trying not to get heavier. | 8 I'll try a little. |

SPEAKING

Read the descriptions of diets. Would you ever try any of them? Why or why not?

“ I don't believe in the Atkins Diet. A lot of meat, eggs, and cheese doesn't sound like the right balance of foods for good health. ”



The Mushroom Diet
For weight loss.
 Replace lunch or dinner every day—for two weeks—with a mushroom dish.

The Vegan Diet
For better health and prevention of disease.
 Avoid all animal products, including dairy and eggs. Eat lots of grains, beans, vegetables, and fruits.



The Atkins Diet
For weight loss.
 Eat high-protein foods such as meat, eggs, and cheese. Avoid foods that are high in carbohydrates, such as potatoes, bread, grains, and sugar.

The Juice Fast
For better health and prevention of disease.
 Instead of food, drink four to six glasses of fresh vegetable and fruit juices for anywhere from three days to three weeks. Get plenty of rest and avoid exercise during the fast.



DIGITAL FLASH CARDS

VOCABULARY Food passions

A ▶ 3:21 Read and listen. Then listen again and repeat.



B ▶ 3:22 LISTEN TO ACTIVATE VOCABULARY Circle the correct words to complete each statement about the speakers' food passions.

- 1 She (is crazy about / doesn't care for) sushi.
- 2 He (loves / can't stand) asparagus.
- 3 She (is a mango lover / doesn't care for mangoes).
- 4 He (is a big pasta eater / isn't crazy about pasta).
- 5 She (is an ice cream addict / can't stand ice cream).



sushi



mangoes



pasta



ice cream



asparagus

C PAIR WORK Tell your partner about some of your food passions.

“ I'm really a seafood lover, but I'm not crazy about salmon. ”

GRAMMAR Use to / used to

Use **use to** and **used to** + the base form of a verb to describe things that were true in the past but are no longer true in the present.

I **used to be** crazy about candy, but now I don't care for it.
She **didn't use to eat** cheese, but now she has it all the time.

Did you **use to eat** a lot of fatty foods? Yes, I did. OR Yes, I used to.
No, I didn't. OR No, I didn't use to.

What **did you use to have** for breakfast? (Eggs and sausage. But not anymore.)
Why **did you use to eat** so much? (Because I didn't use to worry about my health.)

Be careful!

They **used to** ... BUT They didn't **use to** ...
Did they **use to** ... ?

GRAMMAR BOOSTER p. 134

- 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

GRAMMAR PRACTICE Use the context to help you complete each sentence with used to or didn't use to. Then write two sentences about yourself.

- 1 Gary go out to eat a lot, but now he eats at home more often.
- 2 Nina eat a lot of pasta, but now she does.
- 3 Vinnie drink a lot of coffee, but now he's a coffee addict.
- 4 Anton eat a lot of vegetables, but now he doesn't.
- 5 Cate hate seafood, but now she's crazy about fish.
- 6 Ted eat a lot of fatty foods, but now he avoids them.
- 7 Burt drink a lot of water, but now he has several glasses a day.
- 8 May like salad, but now she has salads several times a week.
- 9 (used to) I
- 10 (didn't use to) I

DIGITAL MORE EXERCISES

PRONUNCIATION Sound reduction: used to

▶ 3:23 Notice how the pronunciation of to in used to changes to /tə/ in natural speech. Read and listen. Then listen again and repeat. Practice the sentences on your own.

- 1 I **used to** be a big meat eater.
- 2 Jack **used to** like sweets.
- 3 Sally **used to** be crazy about fries.
- 4 They didn't **use to** like seafood.

CONVERSATION MODEL

- A ▶ 3:24 Read and listen to two people talking about their food passions.
 - A: Are you a big coffee drinker?
 - B: Definitely. I'm crazy about coffee. What about you?
 - A: I used to drink it a lot. But recently I've cut back.
 - B: Well, I couldn't live without it.

- B ▶ 3:25 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.



NOW YOU CAN Talk about food passions

- A **NOTE PADDING** Complete the notepad with foods you like and dislike.
- B **CONVERSATION ACTIVATOR** With a partner, change the Conversation Model, exchanging information about your food passions. Talk about what you used to and didn't use to eat or drink. Use your notepad and the Vocabulary from page 64.
 - A: Are you a big ?
 - B: What about you?
 - A:
- C **CHANGE PARTNERS** Talk about other food passions.

DON'T STOP!
• Ask about more foods and drinks.

My food passions	
Foods I'm crazy about	Foods I can't stand

DIGITAL VIDEO



CONVERSATION MODEL

A ▶ 3:26 Read and listen to a dinner guest make an excuse to decline food.

A: Please help yourself.

B: Everything looks great! But I'll pass on the chicken.

A: Don't you eat chicken?

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

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

B: It's not a problem. I'll have something else.

B ▶ 3:27 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.



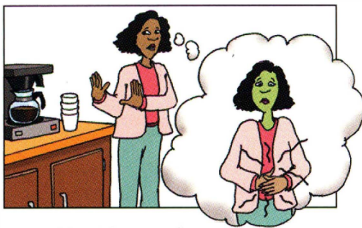
▶ 3:28 **Variations**

It's not a problem.
Don't worry.
I'm fine.

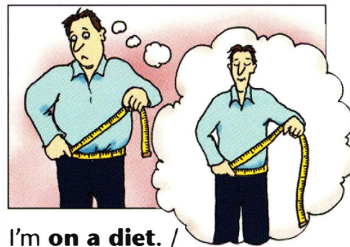
DIGITAL
FLASH
CARDS

VOCABULARY Excuses for not eating something

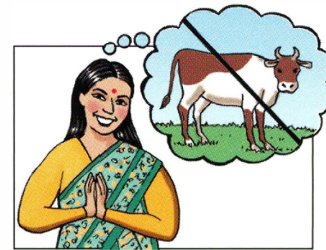
A ▶ 3:29 Read and listen. Then listen again and repeat.



Coffee **doesn't**
agree with me.



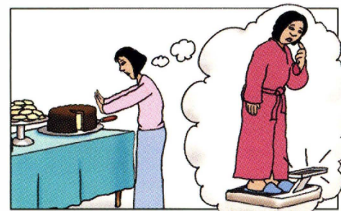
I'm **on a diet.** /
I'm **trying to lose weight.**



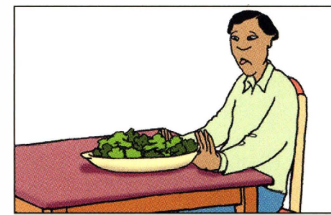
I don't eat beef.
It's **against my religion.**



I'm **allergic to** chocolate.



I'm **avoiding** sugar.



I **don't care for** broccoli.

B ▶ 3:30 **LISTEN TO ACTIVATE VOCABULARY** Listen to each conversation. Write the letter to complete each statement. Then listen again to check your work.

- 1 Cindy ... a is a vegetarian.
 2 Frankie ... b is avoiding fatty, salty foods.
 3 Marie ... c is trying to lose weight.
 4 Susan ... d is allergic to something.
 5 George ... e doesn't care for seafood.

C PAIR WORK Talk about foods or drinks you avoid. Explain why.

“ I usually don't eat fried foods.
I'm trying to lose weight. ”

Use negative yes / no questions . . .

- to confirm information you think is true.
Isn't Jane a vegetarian? (Yes, she is.)
Didn't he go on a diet last week? (Yes. He's trying the Atkins Diet.)
- when you want someone to agree with you.
Don't you love Italian food? (Yes, it's delicious!)
Wasn't that a terrible dinner? (Actually, no. I thought it was good.)
- to express surprise.
Aren't you going to have cake? (I'm sorry, but I'm on a diet.)
Hasn't he tried the chicken? (No. He's a vegetarian.)

GRAMMAR BOOSTER p. 135

- Negative yes / no questions: short answers

GRAMMAR PRACTICE Complete each negative yes / no question.

- | | |
|---|---|
| 1 A: you allergic to tomatoes?
B: Me? No. You're thinking of my brother. | 4 A:
B: Yes. But it's driving him crazy. |
| 2 A: that lunch yesterday delicious?
B: It was fantastic! | 5 A: asparagus disgusting?
B: Actually, I like it. |
| 3 A: we already have steak this week?
B: Yes, we did. | 6 A: you like your pasta?
B: Actually, it was a little too spicy for me. |

DIGITAL MORE EXERCISES

NOW YOU CAN Make an excuse to decline food

A NOTEPADDING Look at the photos. On a separate sheet of paper, use the Vocabulary to write an excuse to decline each food.

B CONVERSATION ACTIVATOR With a partner, change the Conversation Model to role-play a dinner conversation. Use the photos to offer foods. Use your notepad to make excuses to decline that food. Then change roles. **OPTION:** Role-play a dinner conversation with more than one classmate.

- A: Please help yourself.
 B: Everything looks ! But I'll pass on the
 A: Don't you eat ?
 B: Actually,
 A: I'm sorry. I didn't know that.
 B: I'll have

DON'T STOP!

- Offer drinks and other foods.
- Talk about food passions.



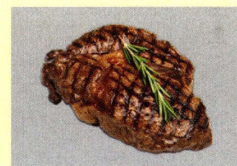
octopus



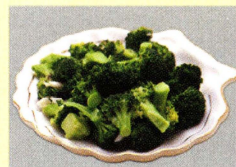
shellfish



tofu



steak



broccoli



beets



RECYCLE THIS LANGUAGE.

- | | |
|------------------------------|------------------------|
| be crazy about ___ | can't stand ___ |
| be a big ___ eater / drinker | be not crazy about ___ |
| be a(n) ___ addict / lover | not care for ___ |

C CHANGE PARTNERS Practice the conversation again.



chocolate

BEFORE YOU READ

EXPLORE YOUR IDEAS Do you think people's eating habits are better or worse than they used to be? Explain with examples.

READING ▶ 3:31

How Can It Be?

Americans gain weight . . . while the French stay thin

Have you ever wondered why Americans struggle with watching their weight, while the French, who consume all that rich food—the bread, the cheese, and the heavy sauces—continue to stay thin? Now a report from Cornell University suggests a possible answer. A study of almost 300 participants from France and the U.S. provides clues about how lifestyle and decisions about eating may affect weight. Researchers concluded that the French tend to stop eating when they feel full. However, Americans tend to stop when their plate is completely empty, or they have reached the end of their favorite TV show.

According to Dr. Joseph Mercola, who writes extensively about health issues, the French see eating as an important part of their lifestyle. They enjoy food and, therefore, spend a fairly long time at the table. In contrast, Americans see eating as something to do quickly as they squeeze meals between the other activities of the day. Mercola believes Americans have lost the ability to sense when they are actually full. So they keep eating long after the French would have stopped. In addition, he argues that, by tradition, the French tend to shop daily, walking to small shops and farmers' markets where they have a choice of fresh fruits, vegetables, and eggs as well as high-quality meats and cheeses for each meal. In contrast, Americans tend to drive their cars to huge supermarkets to buy canned and frozen foods for the whole week.

Despite all these differences, new reports show that recent lifestyle changes may be affecting French eating habits. Today, the rate of obesity—or extreme overweight—among adults is only 6%. However, as American fast-food restaurants gain acceptance, and the young turn their backs on older traditions, the obesity rate among French children has reached 17%—and is growing.



A UNDERSTAND FROM CONTEXT Use the context of the article to help you choose the same meaning as each underlined word or phrase.

- Have you ever wondered why Americans struggle with watching their weight . . .
 - have an easy time
 - have a difficult time
 - don't care about
- . . . while the French, who consume all that rich food, . . .
 - fatty, high-calorie food
 - low-fat, low-calorie food
 - expensive food
- . . . continue to stay thin?
 - worry about their weight
 - not become overweight
 - gain weight
- Researchers concluded that the French tend to stop eating when they feel full.
 - like they can't eat any more
 - worried about their weight
 - hungry
- . . . the French see eating as an important part of their lifestyle.
 - personal care and appearance
 - culture or daily routine
 - meals

B SUMMARIZE According to the article, why do the French stay thin while Americans gain weight? Write a four-sentence summary of the Reading. Then share your summary with the class.

Compared to Americans, the French stay thin because . . .


C COMPARE AND CONTRAST In your country, do people generally stay thin or do they struggle with watching their weight? Are lifestyles in your country closer to those of France or the U.S., as described in the article?

“ I think people here are more like people in France. They like to eat, but they don’t gain weight easily. ”

DIGITAL
MORE
EXERCISES

NOW YOU CAN Discuss lifestyle changes

A FRAME YOUR IDEAS Complete the lifestyle self-assessment.



1 Have you ever changed the way you eat in order to lose weight? yes no

If so, what have you done?

ate less food **Were you successful?** yes no

cut back on desserts **Why or why not? Explain.** _____

avoided fatty foods _____

other (explain) _____

2 Have you ever changed the way you eat in order to avoid illness? yes no

If so, what changes have you made?

stopped eating fast foods **Were you successful?** yes no

started eating whole grains **Why or why not? Explain.** _____

started eating more vegetables _____

other (explain) _____

3 Have you ever tried to lead a more active lifestyle? yes no

If so, what have you done?

started working out in a gym **Were you successful?** yes no

started running or walking **Why or why not? Explain.** _____

started playing sports _____

other (explain) _____

B CLASS SURVEY On the board, summarize your class’s lifestyles.

C DISCUSSION How do you think your classmates compare to most people in your country? Are they generally healthier or less healthy? What do you think people need to do to have a healthy lifestyle?

How many students . . .

- want to make some lifestyle changes?
- have gone on a diet to lose weight?
- have changed their diet to improve their health?
- have been successful with a diet?
- lead an active lifestyle?

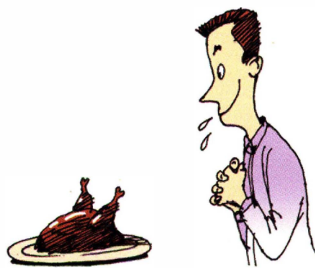
“ I think my classmates are healthier than most people in this country. Too many people eat fast foods. They need to eat healthier food and exercise more. ”

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: “gain weight.”

BEFORE YOU LISTEN

DIGITAL FLASH CARDS

A ▶ 3:32 VOCABULARY • Food descriptions Read and listen. Then listen again and repeat.



It looks terrific.



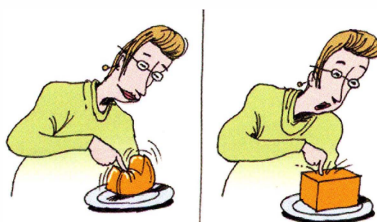
It smells terrible.



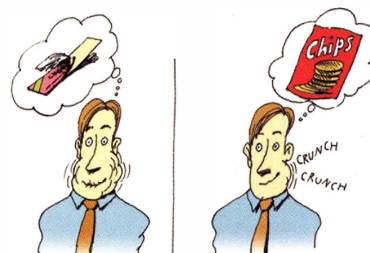
It tastes { sweet. spicy. salty. sour.



It smells like
It tastes like
It looks like } chicken.



It's { soft. hard.



It's { chewy. crunchy.

B PAIR WORK Use the Vocabulary to describe foods you know.

“ Apples are crunchy. ”

LISTENING COMPREHENSION

A ▶ 3:33 LISTEN FOR DETAILS First, listen to the descriptions of foods from around the world and write the letter of each food. Then listen again and choose the Vocabulary that completes each description.

- 1 It's (crunchy / chewy / hard), and it tastes (salty / sweet / sour).
- 2 It tastes (salty / sweet / spicy), and it's (soft / hard / crunchy).
- 3 It's (soft / chewy / crunchy), and it tastes (salty / sweet / spicy).
- 4 It tastes (salty / sweet / spicy). Some think it (tastes / smells / looks) awful.
- 5 It (smells / tastes / looks) great, and it (smells / tastes / looks) awful.
- 6 They're (crunchy / chewy / hard), and they taste (salty / sweet / spicy).



chapulines / Mexico



grasshopper



cho dofu / China



mochi / Japan



Jell-O® / United States



kim chee / Korea



cabbage



caviar / Russia

- B **▶ 3:34 LISTEN TO PERSONALIZE** Listen again. After each food, discuss with a partner whether you would like to try that food. Explain why or why not.

NOW YOU CAN Describe local dishes

- A **FRAME YOUR IDEAS** Choose three local dishes that you would recommend to a visitor to your country. Write notes about each.

Name of dish:
Rain doughnuts
Description:
soft and sweet
What's in it?
flour, eggs, milk

Name of dish:

Description:

What's in it?

1

Name of dish:

Description:

What's in it?

2

Name of dish:

Description:

What's in it?

3

- B **PAIR WORK** Role-play a conversation in which one of you is a visitor to your country. Introduce and describe your dishes to the "visitor." Use the Vocabulary. For example:

“ Have you tried rain doughnuts? ”

“ No, I haven't. What are they like? ”

“ Well, they're soft. And they taste sweet . . . ”



“rain doughnuts” / Brazil

RECYCLE THIS LANGUAGE.

Ask about the dish

What's in [it / them]?
Is it / Are they [spicy / sweet]?
How do you make [it / them]?
Is it / Are they [popular]?
Does it / Do they taste [salty]?

Comment on the dish

It sounds / they sound [great].
I'm crazy about ____.
I'm a big ____ eater.
I'm a(n) ____ [addict / lover].
I [used to / didn't use to] eat ____.
I don't care for ____.

I'm allergic to ____.
I'm avoiding ____.
____ [don't / doesn't] agree with me.
____ [is / are] against my religion.
I'm not much of a ____ [eater].
I'm [on a diet / trying to lose weight].

REVIEW

A ▶ 3:35 Listen to the conversation in a restaurant. Cross out the foods that the speakers don't mention.

beef and broccoli	chicken	noodles	pasta
pizza	salmon	shrimp	steak

B ▶ 3:36 Now listen again and complete the statements.

The man doesn't care for

He would rather eat

C Complete the negative yes / no question for each situation.

- The weather today is sunny and beautiful. You turn to your friend and say: "..... the weather fantastic?"
- You've just finished dinner. It was a terrible meal. As you leave, you say to your friend: "..... that meal awful?"
- You're sightseeing in China. From your tour bus window you see a long wall in the distance. You say to the person sitting next to you: "..... that the Great Wall?"
- You're surprised to see your friend eating breakfast at 11:30. You say: "..... you breakfast yet?"
- You see a man on the street. You're pretty sure it's Sam Smith, the singer. You go up to him and ask: "..... you Sam Smith?"

D Write five sentences about things you used to or didn't use to do or think when you were younger. For example:

I didn't use to like coffee when I was younger.

E Write short descriptions of the following foods.

apples	bananas	carrots	grapefruit
ice cream	onions	steak	

Carrots are orange, and they're sweet and crunchy.

For additional language practice...

TOP NOTCH POP • Lyrics p. 154
"A Perfect Dish"

DIGITAL SONG DIGITAL KARAOKE

WRITING

Write a paragraph on the following topic: Do you think people are eating healthier or less healthy foods than they used to? Give examples to support your opinion.

*I think people are eating a lot of unhealthy foods today.
People used to eat a lot of fresh foods. However, lately...*

WRITING BOOSTER p. 148

- Connecting ideas: subordinating conjunctions
- Guidance for this writing exercise

International Buffet

Today's Selections

ORAL REVIEW

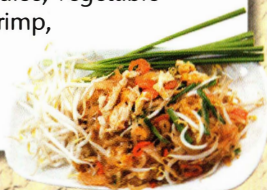
CHALLENGE Choose a dish and study the photo and the ingredients for one minute. Then close your book. Describe the dish.

PAIR WORK

- 1 Create a conversation for the man and woman in which they look at the foods and talk about their food passions. For example:
Have you tried Pad Thai? It's terrific!
- 2 Create a conversation in which the man or the woman suggests and offers foods. The other makes excuses. Start like this:
A: Would you like some ___?
B: Actually, ___.
- 3 Choose a dish and create a conversation between someone from that country and a visitor. For example:
Have you ever tried ___?

Pad Thai • Thailand

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



Bi Bim Bop • Korea

Ingredients: rice, beef, soy sauce, sesame oil, garlic, black pepper, salt, eggs, lettuce, rice, hot peppers



Chicken Mole • Mexico

Ingredients: chicken, salt, vegetable oil, onions, garlic, tomatoes, chocolate, hot peppers



Potato Soup • Colombia

Ingredients: chicken, three kinds of potatoes, corn, avocados



Tabouleh Salad • Lebanon

Ingredients: parsley, mint, onions, tomatoes, salt, black pepper, cracked wheat, lemon juice, olive oil



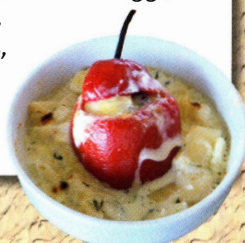
Pot Stickers • China

Ingredients: flour, cabbage, beef, green onions, sesame oil, salt



Stuffed Rocoto Peppers • Peru

Ingredients: onions, garlic, ground beef, hard-boiled eggs, raisins, cheese, rocoto peppers, vegetable oil



NOW I CAN

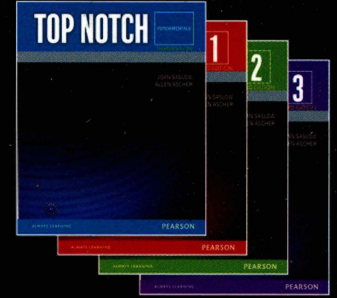
- Talk about food passions.
- Make an excuse to decline food.
- Discuss lifestyle changes.
- Describe local dishes.

TOP NOTCH

2B

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