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SECOND EDITION

TOP NOTCH

with ActiveBook

2B

Joan Saslow • Allen Ascher



PEARSON
Longman



eBOOK



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Learning Objectives

Unit	Communication Goals	Vocabulary	Grammar
1 Greetings and Small Talk page 2	<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 • Participial adjectives to describe experiences 	<ul style="list-style-type: none"> • The present perfect <ul style="list-style-type: none"> ◦ Statements and <u>yes</u> / <u>no</u> questions ◦ Form and usage ◦ Past participles of irregular verbs ◦ With <u>already</u>, <u>yet</u>, <u>ever</u>, and <u>before</u> ◦ Common errors <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • The present perfect <ul style="list-style-type: none"> ◦ Past participles: regular and irregular ◦ Questions with <u>What</u> or <u>Which</u> ◦ <u>Yet</u> and <u>already</u>: expansion ◦ <u>Ever</u>, <u>never</u>, and <u>before</u> ◦ Common errors
2 Movies and Entertainment page 14	<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 • Phrases to describe preferences • Adjectives to describe movies 	<ul style="list-style-type: none"> • The present perfect <ul style="list-style-type: none"> ◦ With <u>for</u> and <u>since</u> ◦ Other uses • <u>Would rather</u> + base form ◦ Form and usage ◦ Statements, questions, and answers ◦ Common errors <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • The present perfect continuous • The present participle: spelling • Expressing preferences: review
3 Staying in Hotels page 26	<ul style="list-style-type: none"> • Check into a hotel • Leave and take a telephone message • Request hotel housekeeping services • Choose hotels and explain reasons for choices 	<ul style="list-style-type: none"> • Hotel room types and features • Hotel services • Hotel room amenities and services 	<ul style="list-style-type: none"> • <u>Had better</u> <ul style="list-style-type: none"> ◦ Usage ◦ Vs. <u>should</u> ◦ Contractions • The future with <u>will</u> <ul style="list-style-type: none"> ◦ Form and usage ◦ Contractions <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Obligation: <u>have to</u> / <u>must</u> • Suggestions and advice: <u>could</u> / <u>should</u> / <u>ought to</u> / <u>had better</u> • Expectation: <u>be supposed to</u> • <u>Will</u>: other uses; vs. <u>be going to</u>
4 Cars and Driving page 38	<ul style="list-style-type: none"> • Describe a car accident • Report a problem with a car • Rent a car • Discuss good and bad driving 	<ul style="list-style-type: none"> • Car types • Car parts • Ways to show concern • Causes of car accidents • Phrasal verbs for talking about cars • Aggressive 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
5 Personal Care and Appearance page 50	<ul style="list-style-type: none"> • Ask for something in a store • Request salon services • Discuss ways to improve one's appearance • Define and discuss the meaning of beauty 	<ul style="list-style-type: none"> • Salon services • Personal care products • Ways to discuss beauty 	<ul style="list-style-type: none"> • Indefinite quantities and amounts <ul style="list-style-type: none"> ◦ <u>Some</u> and <u>any</u> ◦ <u>A lot of</u>, <u>many</u>, and <u>much</u> • Indefinite pronouns: <u>someone</u> / <u>no one</u> / <u>anyone</u> <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • <u>Some</u> and <u>any</u>: indefiniteness • <u>Too many</u>, <u>too much</u>, and <u>enough</u> • Indefinite pronouns: <u>something</u>, <u>anything</u>, and <u>nothing</u>

Conversation Strategies	Listening/ Pronunciation	Reading	Writing
<ul style="list-style-type: none"> Use "I don't think so." to soften a negative answer Say "I know!" to exclaim that you've discovered an answer Use "Welcome to ____." to greet someone to 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 associate 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 customs A magazine article about non-verbal communication A geographical map A photo story <p>Skills/Strategies:</p> <ul style="list-style-type: none"> Identify supporting details Personalize information 	<p>Task:</p> <ul style="list-style-type: none"> Write a description of a fascinating, strange, thrilling, or frightening 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 say to ____?" to propose an idea 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 meaning Dictation <p>Pronunciation:</p> <ul style="list-style-type: none"> Reduction of <u>h</u> 	<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"> 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 "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 Say "Would you like to leave a message?" if someone isn't available 	<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"> A hotel website Phone message slips A hotel guide book 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 to summarize Listen to infer outcomes Listen for main ideas <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 rental car brochure Rental car case studies 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 "Not at all." to show you don't mind an inconvenience 	<p>Listening Skills:</p> <ul style="list-style-type: none"> Listen to summarize 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 hotel spa advertisement A health advice column A photo story <p>Skills/Strategies:</p> <ul style="list-style-type: none"> Predict 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	Communication Goals	Vocabulary	Grammar
6 Eating Well page 62	<ul style="list-style-type: none"> • Talk about food passions • Make an excuse to decline food • Discuss lifestyle changes you have made • 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 to / used to • Negative <u>yes</u> / <u>no</u> questions • Offers and suggestions with <u>Why don't ... ?</u> <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Use to / used to: expansion <ul style="list-style-type: none"> ◦ Be used to vs. get used to ◦ Would + base form • More about negative <u>yes</u> / <u>no</u> questions; <u>Why don't ... ?</u>
7 About Personality page 74	<ul style="list-style-type: none"> • Get to know someone's likes and dislikes • 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 as direct objects • Gerunds as objects of prepositions <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Gerunds and infinitives: other functions • Negative gerunds
8 The Arts page 86	<ul style="list-style-type: none"> • Recommend a museum • Ask about and describe art objects • Talk about artistic talent and where it comes from • Discuss your favorite artists and the reasons you like them 	<ul style="list-style-type: none"> • Kinds of art • Positive adjectives • Materials and objects • Describing how art affects us 	<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: form in all tenses
9 Living with Computers page 98	<ul style="list-style-type: none"> • Troubleshoot computer problems • Recommend a better deal • Describe how you use computers • Discuss the social impact of the Internet 	<ul style="list-style-type: none"> • Computer parts • Ways to reassure someone • Computer terms 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</u>, <u>almost</u>, <u>quite</u>, <u>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
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"> • Ways to confirm a response • Ethical choices • Ways to acknowledge thanks • Personal values 	<ul style="list-style-type: none"> • The real and 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"> • Present and future factual conditionals: usage and common errors • Order of clauses: punctuation • Possessive nouns: review and expansion • Pronouns: summary

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Writing Booster.....	page 144
Top Notch Pop Lyrics.....	page 149
ActiveBook Self-Study Disc.....	Inside back cover

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>use to</u> / <u>used to</u> 	<p>Texts:</p> <ul style="list-style-type: none"> • A healthy eating pyramid • 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 • Synthesize 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"> • Support reasoning with details • Understand 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"> • Infer meaning • Listen for the main idea • Listen for details <p>Pronunciation:</p> <ul style="list-style-type: none"> • Stress in <u>as</u> ... <u>as</u> phrases 	<p>Texts:</p> <ul style="list-style-type: none"> • A computer troubleshooting website • A computer 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 • Listen to apply new vocabulary • Support reasoning with details <p>Pronunciation:</p> <ul style="list-style-type: none"> • Assimilation of <u>d</u> + <u>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"> • Predict • Infer meaning • 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

To the Teacher

What is *Top Notch*?

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

The goal of the *Top Notch* course 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.

Each full level of *Top Notch* contains enough material for 60 to 90 hours of classroom instruction. A wide choice of supplementary components makes it easy to tailor *Top Notch* to the needs of your classes.

**Summit 1* and *Summit 2* are the titles of the fifth and sixth levels of the *Top Notch* course. All Student's Books are available in split editions with bound-in workbooks.

The *Top Notch* instructional design

Daily confirmation of progress

Each easy-to-follow two-page lesson begins with a clearly stated communication goal. All lesson activities are integrated with the goal and systematically build toward a final speaking activity in which students demonstrate achievement of the goal. "Can-do" statements in each unit ensure students' awareness of the continuum of their progress.

A purposeful conversation syllabus

Memorable conversation models provide essential and practical social language that students can carry "in their pockets" for use in real life. Guided conversation pair work enables students to modify, personalize, and extend each model so they can use it to communicate their own thoughts and needs. Free discussion activities are carefully crafted so students can continually retrieve and use the language from the models. All conversation models are informed by the Longman Corpus of Spoken American English.

An emphasis on cultural fluency

Recognizing that English is a global language, *Top Notch* actively equips students to interact socially with people from a variety of cultures and deliberately prepares them to understand accented speakers from diverse language backgrounds.

Intensive vocabulary development

Students actively work with a rich vocabulary of high-frequency words, collocations, and expressions in all units of the Student's Book. Clear illustrations and definitions clarify meaning and provide support for independent study, review, and test preparation. Systematic recycling promotes smooth and continued acquisition of vocabulary from the beginning to the advanced levels of the course.

A dynamic approach to grammar

An explicit grammar syllabus is supported by charts containing clear grammar rules, relevant examples, and explanations of meaning and use. Numerous grammar exercises provide focused practice, and grammar usage is continually activated in communication exercises that illustrate the grammar being learned.

A dedicated pronunciation syllabus

Focused pronunciation, rhythm, and intonation practice is included in each unit, providing application of each pronunciation point to the target language of the unit and facilitating comprehensible pronunciation.

UNIT
6

Eating Well

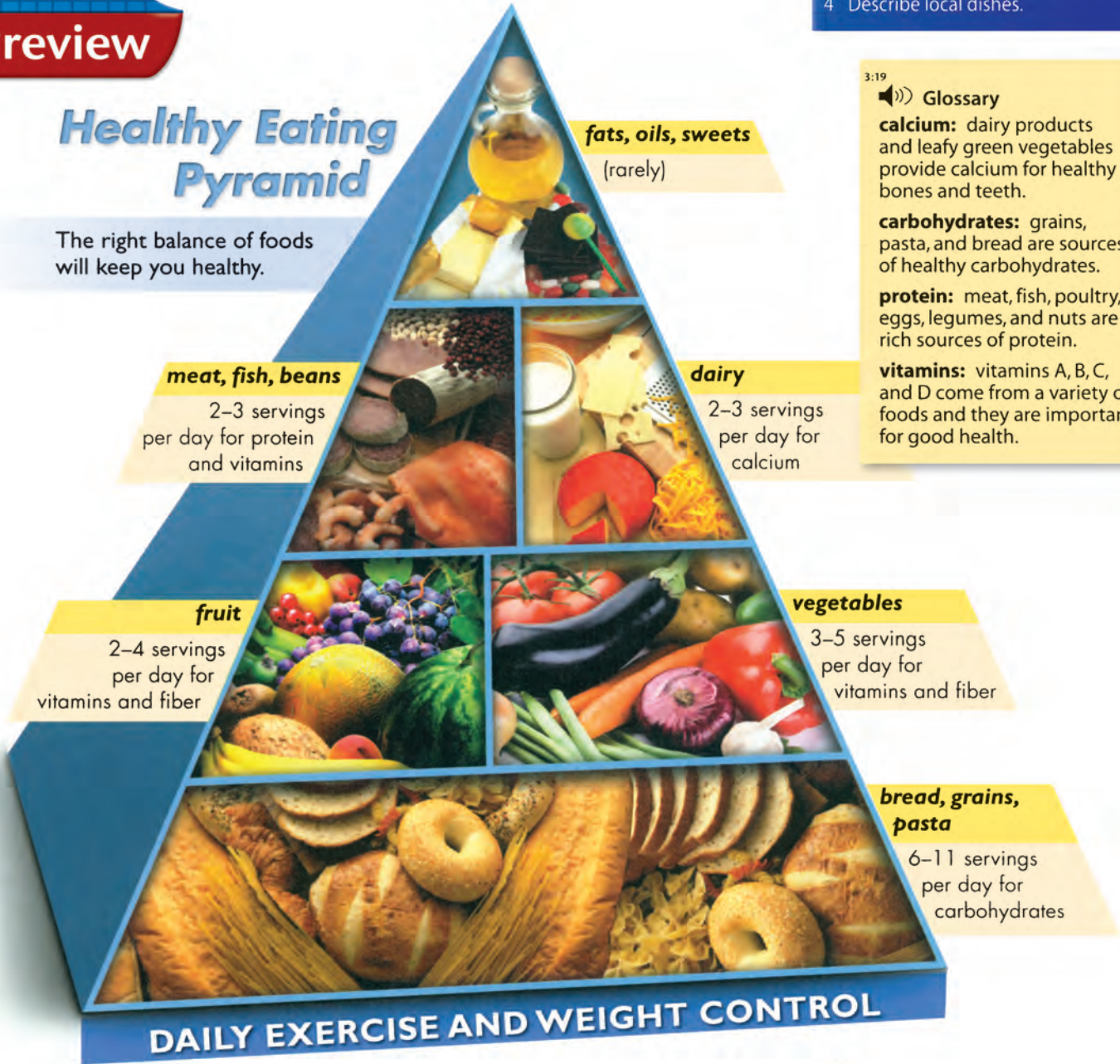
GOALS After Un

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

Preview

Healthy Eating Pyramid

The right balance of foods will keep you healthy.



3:19

Glossary

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 healthy eating pyramid above. Do you think it gives good advice? Explain.
- B** Complete your own food pyramid to show how you eat. Compare pyramids with a partner.
- C Discussion** How is the Healthy Eating Pyramid different from your pyramid? Which do you think is a healthier diet? Explain.



D  **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. |

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

The High-Fiber Diet

For maintaining better health, preventing disease, and watching weight. Eat anything you want. Be sure to consume 25 to 40 grams of fiber per day from grains, fruits, beans, and vegetables.

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

A high-protein, low-carbohydrate weight-loss diet. Eat foods such as meat, eggs, and cheese that are high in protein and fat. Avoid foods that are high in carbohydrates, such as starchy vegetables, bread, grains, sugar, and dairy products (except cheese, cream, and butter).

The Low-Fat Diet

For weight loss and the prevention of disease. Cut back fat to 20 to 30 percent of daily calories. Limit cholesterol in food to less than 300 mg per day (about the amount in one large egg).



VOCABULARY

Food passions

A ^{3:21} Read and listen. Then listen again and repeat.



B ^{3:22} **Listening comprehension** 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).



C Pair work Tell your partner about some of your food passions.

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

GRAMMAR

Use to / used to

Use **use to** and **used to** and the base form of a verb for habitual actions in the past that no longer occur.

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. 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. 130

- **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



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3 Complete the statements with phrases from the box.







I'd better pass I have no idea I'm watching my weight
I have to admit I couldn't resist

- I'm on a low-fat diet because _____.
- The pasta looks delicious, but _____. I'm on the Atkins diet.
- I usually avoid animal products, but _____ the ice cream they served for dessert. I just had to have it!
- _____ how much fat is in this cheeseburger—and I don't want to know. I just want to enjoy it!
- Eating a low-fat, high-fiber diet hasn't been easy, but _____ I look and feel better as a result.

LESSON 1

4 Look at the pictures. What do you think the people are saying? Write sentences about the people and their food passions. Use the words and phrases from the box.


addict big ____ eater can't stand crazy about don't care for love

<p>1. <i>I'm crazy about asparagus.</i></p>	<p>2. _____</p>	<p>3. _____</p>
		
<p>4. _____</p>	<p>5. _____</p>	<p>6. _____</p>
		

5

Read about Kate's food passions. Then complete each sentence with used to or didn't use to and the verb.

When I was a kid, I loved sweets. I think I ate about five cookies a day! When I was a teenager, I started eating a lot of meat. I had steaks and fries almost every day. I didn't care for vegetables or fruit. Then on my 20th birthday, I decided I needed a change, so I became a vegetarian. These days I eat meat again, but I avoid fatty foods and sugar. I've lost a lot of weight and I feel much better.



Kate

1. Kate _____ eat a lot of sweets, but now she avoids sugar.
2. When she was a teenager, she _____ have fatty foods.
3. Before she turned 20, she _____ like vegetables.
4. She _____ be a vegetarian, but now she eats meat.
5. Kate _____ take care of herself, but now she eats well.

LESSON 2

6

Choose the correct response. Write the letter on the line.

- | | |
|---|--|
| 1. _____ "Please help yourself." | a. Actually, I've been cutting back. |
| 2. _____ "I'll pass on the chocolates." | b. Thanks. Everything smells so good. |
| 3. _____ "Don't you eat chicken?" | c. It's not a problem. |
| 4. _____ "I'm sorry. I didn't know you were on a diet." | d. Don't you eat sweets?" |
| 5. _____ "I'm a coffee addict. What about you?" | e. Actually, no. It's against my religion. |

7

Complete the statements with a food or drink to describe your own food preferences.

1. I'm not crazy about _____.
2. I'm avoiding _____.
3. I don't care for _____.
4. I'm not much of a _____ drinker.
5. _____ doesn't / don't agree with me.

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