

THIRD EDITION

TOP NOTCH

FUNDAMENTALS



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ALLEN ASCHER

COMMUNICATION GOALS

- 1 Introduce yourself.
- 2 Greet people.
- 3 Say good-bye.

Welcome to *Top Notch!*

GOAL Introduce yourself

- 1 ▶ 1:02 CONVERSATION MODEL Read and listen.



A: Hi. I'm Martin.
B: Hi, Martin. I'm Ben.



A: Nice to meet you, Ben.
B: Nice to meet you, too.

- 2 ▶ 1:03 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

NOW YOU CAN Introduce yourself

PAIR WORK Now introduce yourself to your classmates.

▶ 1:04 Greetings

Hi.
Hello.
I'm [Lisa].



▶ 1:05 Responses

Nice to meet you.
Glad to meet you.
It's a pleasure to meet you.

GOAL Greet people

1 ▶ 1:06 **CONVERSATION MODEL** Read and listen.

A: Hi, Len. How are you?
B: Fine, thanks. And you?
A: I'm fine.

2 ▶ 1:07 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

3 ▶ 1:08 **VOCABULARY** • *More greetings* Read and listen. Then listen again and repeat.



1 Good morning.



2 Good afternoon.



3 Good evening.



NOW YOU CAN Greet people

PAIR WORK Now greet your classmates.

▶ 1:09 **Greetings**

How are you?
How's everything?
How's it going?



▶ 1:10 **Responses**

😊 Fine. / I'm fine.
Great.
😐 Not bad.
So-so.

GOAL Say good-bye

1 ▶ 1:11 **CONVERSATION MODEL** Read and listen.

A: Good-bye, Charlotte.

B: Good-bye, Emily.

A: See you tomorrow.

B: OK. See you!

2 ▶ 1:12 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.



NOW YOU CAN Say good-bye

PAIR WORK Now say good-bye to your classmates.

▶ 1:13 **Ways to say good-bye**

Good-bye.
Bye.
See you later.
Take care.



NOW I CAN

- Introduce myself.
- Greet people.
- Say good-bye.

COMMUNICATION GOALS

- 1 Tell a classmate your occupation.
- 2 Identify your classmates.
- 3 Spell names.

UNIT 1

Names and Occupations

LESSON 1

GOAL Tell a classmate your occupation

VOCABULARY BOOSTER

More occupations • p. 125



DIGITAL FLASH CARDS

1 **VOCABULARY** • Occupations Read and listen. Then listen again and repeat.



1 a teacher



2 a student



3 an architect



4 an actor



5 an athlete



6 a musician



7 an artist



8 a banker



9 a singer



10 a flight attendant

2 **PAIR WORK** Say the name of an occupation. Your partner points (☞) to the picture.

3 **GRAMMAR** • Verb **be**: singular statements / Contractions

Affirmative statements / Contractions

I **am** Ann. / I'm Ann.

You **are** an architect. / You're an architect.

He **is** a teacher. / He's a teacher.

She **is** a singer. / She's a singer.

Negative statements / Contractions

I **am not** Jen. / I'm not Jen.

You **are not** an artist. / You're not an artist. / You **aren't** an artist.

He **is not** a student. / He's not a student. / He **isn't** a student.

She **is not** a banker. / She's not a banker. / She **isn't** a banker.

Articles **a / an**

a teacher

an actor

4 **GRAMMAR PRACTICE** Write the article a or an for each occupation.

- 1 I'm architect. 3 He's not banker. 5 She is singer.
 2 She's student. 4 He is musician. 6 I'm not athlete.

5 **PAIR WORK** Point to the people on page 4. Say *He's* _____ or *She's* _____.

“ He's a teacher. ”

“ She's a flight attendant. ”

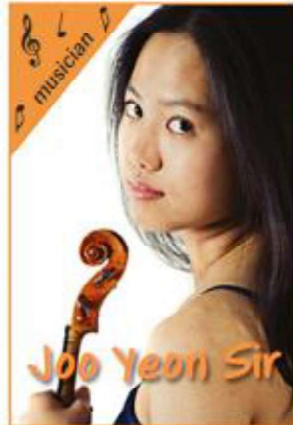
6 **VOCABULARY / GRAMMAR PRACTICE** Read the names and occupations. Write affirmative and negative statements.



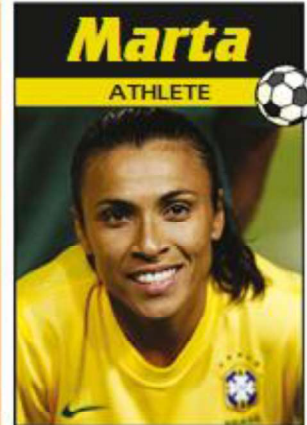
Orlando Bloom actor



LUIS MIGUEL
SINGER



Joo Yeon Sir
musician



Marta
ATHLETE

- 1 Orlando Bloom *is an actor. He's not a singer.*
 2 Luis Miguel

- 3 Joo Yeon Sir
 4 Marta

DIGITAL
NOTE
EXERCISES

NOW YOU CAN Tell a classmate your occupation

1 ▶ 1:35 **CONVERSATION MODEL** Read and listen.

- A: What do you do?
 B: I'm an architect. And you?
 A: I'm a banker.

2 ▶ 1:36 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

3 **CONVERSATION ACTIVATOR** With a partner, personalize the conversation. Use your own occupations.

- A: What do you do?
 B: I'm And you?
 A: I'm

4 **CHANGE PARTNERS** Tell another classmate your occupation.



LESSON 2

GOAL Identify your classmates

FLASH
FLASH
CARDS

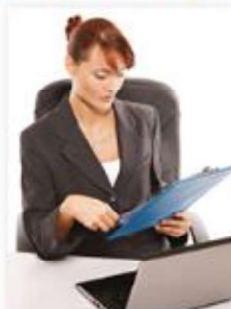
1 **VOCABULARY** • *More occupations* Read and listen. Then listen again and repeat.



1 She's a chef.



2 He's a writer.



3 She's a manager.



4 She's a scientist.



5 He's a doctor.



6 She's an engineer.



7 He's a photographer.



8 He's a pilot.

2 **GRAMMAR** • *Singular and plural nouns / Be: plural statements*

Singular nouns	Plural nouns
a chef	2 chefs
an athlete	3 athletes

Subject pronouns	
Singular	Plural
I	we
you	you
he	they
she	

Affirmative statements / Contractions

We **are** photographers. / We're photographers.
You **are** scientists. / You're scientists.
They **are** writers. / They're writers.

Negative statements / Contractions

We **are not** chefs. / We're **not** chefs. / We **aren't** chefs.
You **are not** pilots. / You're **not** pilots. / You **aren't** pilots.
They **are not** artists. / They're **not** artists. / They **aren't** artists.

3 **GRAMMAR PRACTICE** Complete each statement with a singular or plural form of **be**.

- 1 I a writer. 3 We doctors. 5 We managers.
2 She not a pilot. 4 They not scientists.

4 **VOCABULARY / GRAMMAR PRACTICE** Circle the correct word or words to complete each statement.

- 1 I am (an artist / artists / artist). 3 She is (banker / a banker / bankers).
2 We are (a flight attendant / flight attendants / flight attendant). 4 They are (a writer / writers / writer).

FLASH
MORE
EXERCISES

5 GRAMMAR • **Be: yes / no questions and short answers**

Yes / no questions

Are you
Is he an architect?
Is Tanya

Are you
Are they musicians?
Are Ted and Jane

Short answers

Yes, I am. No, I'm not.
Yes, he is. No, he's not.
Yes, she is. No, she's not.
Yes, we are. No, we're not.
Yes, they are. No, they're not.



Be careful!

Yes, I am. NOT Yes, I'm.
Yes, she is. NOT Yes, she's.
Yes, we are. NOT Yes, we're.

6 GRAMMAR PRACTICE Complete the conversations. Use contractions when possible.

- | | |
|---|--|
| 1 A: <u>Are</u> they Abby and Jonah?
B: Yes, | 4 A: a chef?
B: Yes, I |
| 2 A: Hanna a scientist?
B: No, she'..... a doctor. | 5 A: he Evan?
B: No, not. He'..... Michael. |
| 3 A: you Rachel and Philip?
B: No, we'..... Judith and Jack. | 6 A: Tim an actor?
B: No, he'..... a teacher. |

More Exercises

7 PAIR WORK Practice the conversations from Exercise 6.

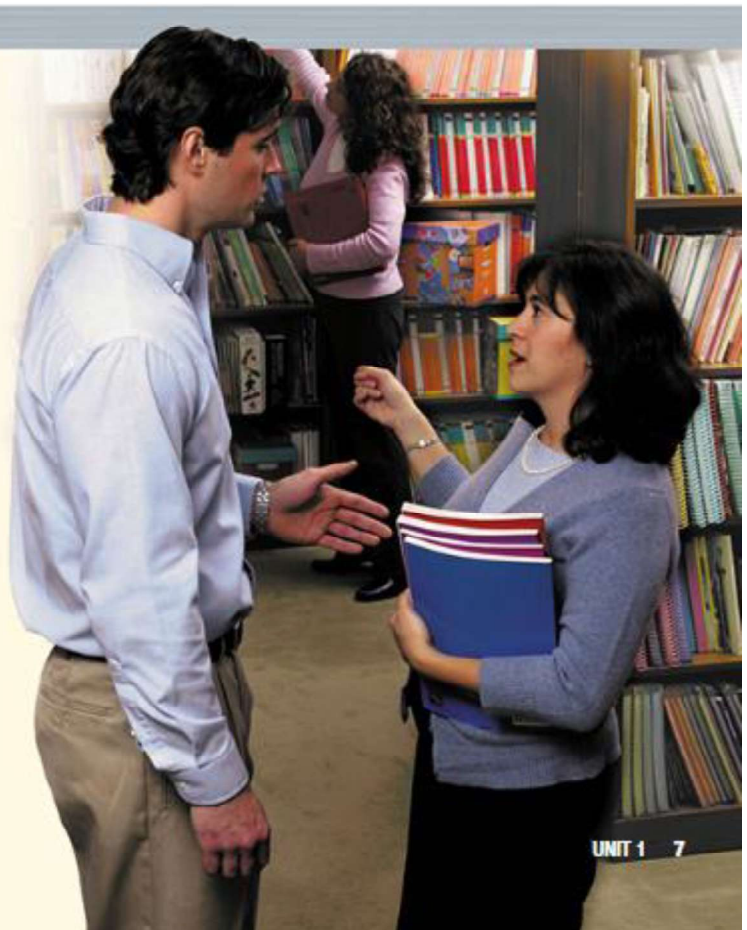
8 PAIR WORK Ask your partner two questions. Answer your partner's questions.

“ Are you an artist? ”

“ Yes, I am. ”

NOW YOU CAN Identify your classmates

- ▶ 1-18 CONVERSATION MODEL Read and listen.
A: Excuse me. Are you Marie?
B: No, I'm not. I'm Laura. That's Marie.
A: Where?
B: Right over there.
A: Thank you.
B: You're welcome.
- ▶ 1-19 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.
- CONVERSATION ACTIVATOR With a partner, personalize the conversation. Use real names. Then change roles.
A: Excuse me. Are you ?
B: No, I'm not. I'm That's
A: Where?
B: Right over there.
A: Thank you.
B: You're welcome.
- CHANGE PARTNERS Identify other classmates.





1 ▶ 1:20 VOCABULARY • *The alphabet* Read and listen. Then listen again and repeat.



2 ▶ 1:21 LISTENING COMPREHENSION Listen. Circle the letter you hear.

- | | | | | | | | | | |
|---|-----|---|-----|---|-----|----|-----|----|-----|
| 1 | A K | 4 | U O | 7 | F X | 10 | J G | 13 | D G |
| 2 | B E | 5 | B Z | 8 | X S | 11 | L N | 14 | H K |
| 3 | M N | 6 | T C | 9 | Z V | 12 | K J | 15 | P E |

3 PAIR WORK Read 10 letters aloud to your partner. Point to the letters you hear.



4 ▶ 1:22 LISTENING COMPREHENSION Listen. Circle the correct spelling. Then spell each name aloud.

1	Green	Greene	Grin
2	Leigh	Lee	Li
3	Katharine	Katherine	Catharine

5 ▶ 1:23 LISTENING COMPREHENSION Listen to the conversations. Write the names.

-
-
-

6 GRAMMAR • *Proper nouns and common nouns*

Proper nouns

The names of people and places are proper nouns. Use a capital letter to begin a proper noun.

Melanie Pepper New Delhi Nicaragua

Common nouns

Other nouns are common nouns. Use a lowercase letter to begin a common noun.

morning doctor student

Capital letters
A B C
Lowercase letters
a b c

7 GRAMMAR PRACTICE Circle the proper nouns. Underline the common nouns.

- 1 Mary Chase 3 name 5 partners
2 letter 4 France 6 alphabet

8 GRAMMAR PRACTICE Check the common nouns. Capitalize the proper nouns.

- 1 Marie 3 sarah browne 5 canada 7 letter
 2 partner 4 teacher 6 noun 8 grammar

DIGITAL
MORE
EXERCISES

9 ▶ 1:24 PRONUNCIATION • Syllables Read and listen. Then listen again and repeat.

1 syllable	2 syllables	3 syllables	4 syllables
chef	bank • er	ar • chi • tect	pho • tog • ra • pher

10 ▶ 1:25 PAIR WORK First, take turns saying each word. Write the number of syllables. Then listen to check your work.

- 1 teacher 3 vocabulary 5 occupation
2 students 4 alphabet 6 they're

NOW YOU CAN Spell names

1 ▶ 1:26 CONVERSATION MODEL Read and listen.

- A: Hello. I'm John Bello.
B: Excuse me?
A: John Bello.
B: How do you spell that?
A: B-E-L-L-O.
B: Thanks!

2 ▶ 1:27 RHYTHM AND INTONATION

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

3 CONVERSATION ACTIVATOR

With a partner, personalize the conversation. Use real names. Then change roles.

- A: Hello. I'm
B: Excuse me?
A:
B: How do you spell that?
A:
B: Thanks!

DON'T STOP!

Ask about occupations:
What do you do?

4 CHANGE PARTNERS

Personalize the conversation again.



EXTENSION

- 1 **▶ 1-28 LISTENING COMPREHENSION** Listen to the conversations. Write the number of each conversation in the correct box.



- 2 **▶ 1-29 LISTENING COMPREHENSION** Listen to the conversations. Complete the information.

NAME	Occupation
------	------------

Available for charters

John

PILOT

Licensed Insured

john@airtaxi.com

World Language Institute

Lorraine Clare 1-800-555-6788

English

- 3 **PAIR WORK** Choose a famous person. Write that person's information on the form. Then play the role of that person and introduce "yourself" to your partner.

NAME:
OCCUPATION:

“Hi. I'm [Bradley Cooper]. I'm [an actor]. And you?”

- 4 **VOCABULARY / GRAMMAR PRACTICE** Answer the questions about four famous people. Use subject pronouns and contractions.



Idris Elba
actor



Paulina Aguirre
singer



Zheng Jie
athlete



Mario Vargas Llosa
writer

- 1 Is Idris Elba an actor or a singer?
He's an actor.
- 2 Is Paulina Aguirre a singer?
- 3 Is Zheng Jie a teacher?
- 4 Are Zheng Jie and Mario Vargas Llosa scientists?
- 5 Is Mario Vargas Llosa an actor?
- 6 Is Zheng Jie an athlete or a writer?

- 5 **PERSONAL RESPONSES** Write responses with real information.

- 1 "Hi. I'm Art Potter."
YOU
- 2 "Are you a teacher?"
YOU

- 3 "What do you do?"
YOU
- 4 "Thank you."
YOU

GRAMMAR BOOSTER

Unit 1 review • p. 135

For additional language practice...

TOP NOTCH POP • Lyrics p. 150
"What Do You Do?"

DIGITAL SONG

DIGITAL KARAOKE



POINT Name the occupations in the pictures. For example:
She's an artist.

- PAIR WORK**
- 1 Ask and answer questions about the people. For example:
Is John a photographer? Yes, he is.
 - 2 Create conversations for the people. For example:
Hi. I'm ____.

WRITING Write affirmative and negative statements about the people in the picture. For example:

Rose is an artist. She's not an architect.

WRITING BOOSTER p. 146
 Guidance for this writing exercise



- NOW I CAN**
- Tell a classmate my occupation.
 - Identify my classmates.
 - Spell names.

COMMUNICATION GOALS

- 1 Introduce people.
- 2 Tell someone your first and last name.
- 3 Get someone's contact information.

UNIT 2 About People

LESSON 1 GOAL Introduce people

DIGITAL FLASH CARDS

- 1 ▶ 1:32 VOCABULARY • Relationships Read and listen. Then listen again and repeat.



1 a classmate



2 a friend



3 a neighbor



4 a boss



5 a colleague



VOCABULARY BOOSTER

More relationships • p. 126

- 2 GRAMMAR • Possessive nouns and adjectives



Possessive nouns

Al Smith is **Kate's** boss.
Larry's colleague is Teresa.
We are **Sara and Todd's** neighbors.
I am **Ms. Tan's** student.
We are **Marty's** classmates.

Possessive adjectives

He is **her** boss.
Teresa is **his** colleague.
We are **their** neighbors.
She is **my** teacher.
Marty is **our** classmate.

Subject pronouns	Possessive adjectives
I	→ my
you	→ your
he	→ his
she	→ her
we	→ our
they	→ their

- 3 GRAMMAR PRACTICE Circle the correct word or words to complete each sentence.

- 1 Mr. Thomas is (my / I) boss.
- 2 Is Mrs. Cory (you / your) teacher?
- 3 Is (she / her) Dr. Kim?
- 4 Are (they / their) Connie and Sam?
- 5 Are (your / you) Barry's friend?

- 6 He's (my / I) colleague.
- 7 Mr. Benson is (Alec / Alec's) neighbor.
- 8 Jake is (Ms. Rose / Ms. Rose's) student.
- 9 (He's / His) an architect.
- 10 (Kyle / Kyle's) and Ray's classmate is Gail.

DIGITAL MORE EXERCISES

- 4 PAIR WORK Tell a classmate about at least three of your relationships. Use the Vocabulary.

“ Jerry is my classmate. Ted and Jan Keyes are my neighbors. ”

5 ▶ 1:33 LISTENING COMPREHENSION Listen to the conversations. Write the relationships.

- 1 Bruce is her 3 Mr. Grant is her 5 Carlos is his
 2 Patty is his 4 Rob is her

6 GRAMMAR • **Be from** / Questions with **Where**



I'm from Miami.

Are you **from** Paraguay?

Yes, I am. / No, I'm not.

Is she **from** Moscow?

Yes, she is. / No, she's not.

Where **are** you **from**?

We're **from** Bangkok.

Where's she **from**?

She's **from** Canada.

Be careful!

Are you from Spain?

Yes, I am. NOT Yes, I ~~am~~ from.

Contractions

Where is → **Where's**

Where are NOT ~~Where're~~

7 GRAMMAR PRACTICE Complete the conversations with **be from**. Use contractions when possible.

- 1 A: *Where's* your neighbor ?
 B: She Canada.
- 2 A: they ?
 B: Paris.
- 3 A: Mr. Tanaka ?
 B: Japan.
- 4 A: your boss ?
 B: He Fortaleza.
- 5 A: you and your friend ?
 B: Busan.
- 6 A: Pat's colleagues ?
 B: Russia.

Digital
MORE
EXERCISES

NOW YOU CAN Introduce people

1 ▶ 1:34 CONVERSATION MODEL Read and listen.

- A: Tom, this is Paula. Paula's my classmate.
 B: Hi, Paula.
 C: Hi, Tom. Nice to meet you.
 B: Nice to meet you, too.

2 ▶ 1:35 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with two other students.

3 CONVERSATION ACTIVATOR Personalize the conversation with two other students. Use your own names. Then change roles.

- A: , this is 's my
 B: Hi,
 C: Hi, Nice to meet you.
 B: Nice to meet you, too.

DON'T STOP!

Ask questions.







RECYCLE THIS LANGUAGE.

Where are you from?
 What do you do?

4 CHANGE PARTNERS Introduce other classmates.



1 ▶ 1:36 VOCABULARY • Titles and names Read and listen. Then listen again and repeat.

Titles				
1 Mr.	✓		✓	
2 Mrs.				✓
3 Miss		✓		
4 Ms.		✓		✓



Mr. Brendan Hu Mrs. Lisa Hu
5 first name 6 last name

Be careful!
Mr. Brendan Hu OR Mr. Hu
Mrs. Lisa Hu OR Mrs. Hu
NOT ~~Mr. Brendan~~
NOT ~~Mrs. Lisa~~

VOCABULARY BOOSTER

More titles • p. 128

2 PAIR WORK Introduce yourself to a classmate. Use a title and your last name.

“ Hi. I’m Mr. Wilson. ”

“ Nice to meet you, Mr. Wilson. ”

3 ▶ 1:37 LISTENING COMPREHENSION Listen. Circle the correct information. Then listen again and check your answers.

1 


Mr.
 Mrs.
 Miss first name last name
 Ms.

2 

Mr.
 Mrs.
 Miss first name last name
 Ms.

3 

Mr.
 Mrs.
 Miss first name last name
 Ms.


4 

Mr.
 Mrs.
 Miss first name last name
 Ms.

Mr.
 Mrs.
 Miss first name last name
 Ms.

5 

Mr.
 Mrs.
 Miss first name last name
 Ms.

6 

Mr.
 Mrs.
 Miss first name last name
 Ms.

Mr.
 Mrs.
 Miss first name last name
 Ms.

4 VOCABULARY PRACTICE Fill out the forms. Check the correct titles.

You:

Mr. Mrs. Miss Ms.

first name last name

A classmate:

Mr. _____

Mrs. first name

Miss _____

Ms. last name

Your teacher:

Mr. Mrs. Miss Ms.

first name last name

NOW YOU CAN Tell someone your first and last name

1 **1-38 CONVERSATION MODEL** Read and listen.



A: What's your last name, please?
 B: Fava.
 A: And your first name?
 B: My first name? Bob.

A: Thank you, Mr. Fava.
 B: You're welcome.

2 **1-39 RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

3 **CONVERSATION ACTIVATOR** With a partner, personalize the conversation. Use your own names. Write your partner's information on the form. Then change roles.

A: What's your last name, please?
 B:
 A: And your first name?
 B: My first name?
 A: Thank you,
 B: You're welcome.

DON'T STOP!
 Ask more questions.

Mr. _____

Mrs. first name last name

Miss _____

Ms. _____

RECYCLE THIS LANGUAGE.

How do you spell that?
 What do you do?
 Where are you from?

4 **CHANGE PARTNERS** Personalize the conversation again.

DIGITAL
FLASH
CARDS

1 **1:40** **VOCABULARY** • Numbers 0–20 Read and listen. Then listen again and repeat.

0 zero	7 seven	14 fourteen
1 one	8 eight	15 fifteen
2 two	9 nine	16 sixteen
3 three	10 ten	17 seventeen
4 four	11 eleven	18 eighteen
5 five	12 twelve	19 nineteen
6 six	13 thirteen	20 twenty

2 **PAIR WORK** Read a number aloud from the picture. Your partner writes the number on a separate piece of paper.



3 **GRAMMAR** • **Be:** information questions with **What**

What's his name?	(Mark Crandall.)
What's his last name?	(Crandall.)
What's Ellen's address?	(18 Main Street.)
What's her e-mail address?	(Dover14@hipnet.com.)
What's her occupation?	(She's a writer.)
What's their phone number?	(835-555-0037.)
What are their first names?	(Luis and Samuel.)

What is → What's

How to say e-mail addresses and phone numbers:
Say "dover fourteen at hipnet dot com."
Say "oh" for zero: 0037 = "oh-oh-three-seven."

DIGITAL
VIDEO
COACH

4 **1:41** **PRONUNCIATION** • Stress in two-word pairs Read and listen. Then listen again and repeat.

• •	• • •	• • • •
first name	phone number	e-mail address

5 **1:42** **LISTENING COMPREHENSION** Listen to the conversations. Write the information. Then listen again and check your work.

NAME	PHONE NUMBER	E-MAIL
Valerie Peterson	-----	-----@-----
Mathilda	-----	
Quinn	-----	-----@-----
Joseph	-----	

6 VOCABULARY / GRAMMAR PRACTICE Complete the questions.



1 A: *What's his* address?
B: 11 Main Street.



2 A: phone number?
B: 22-63-140.



3 A: address?
B: 18 Bank Street.



4 A: phone number?
B: 878-456-0055.



5 A: e-mail address?
B: It's sgast@mp.net.



6 A: phone number?
B: 44-78-35.

DIGITAL
MORE
EXERCISES

NOW YOU CAN Get someone's contact information

1 ▶ 1:43 CONVERSATION MODEL Read and listen.

A: What's your name?
B: Dave Mitchell.
A: And what's your phone number?
B: 523-6620.
A: 523-6620?
B: That's right.

2 ▶ 1:44 RHYTHM AND INTONATION Listen again and repeat.

3 CONVERSATION ACTIVATOR With a partner, personalize the conversation. Write your partner's answers on a separate sheet of paper. Then change roles.

A: What's your ?
B:
A: And what's your ?
B:
A: ?
B: That's right.

DON'T STOP!

Continue the conversation.
Ask more questions.



RECYCLE THIS LANGUAGE.

first name / last name
address / e-mail address
Thank you.
You're welcome.
Nice to meet you.
Good-bye.

4 CHANGE PARTNERS Get other classmates' contact information.



EXTENSION

1 **READING** Read about six famous people. Where are they from?

This is Nadia Santini. Where is Ms. Santini from? She's from Italy. And what's her occupation? She's a chef.

This is Chris Botti, from the U.S. What's his occupation? He's a musician.

This is Li Na. She's from China. What's Ms. Li's occupation? She's an athlete.

This is Vincent Lam. Mr. Lam has two occupations. He's a doctor and a writer. He's from Canada.

This is Diana Haddad. What's her occupation? Ms. Haddad is a singer. She's from Lebanon.

This is Sophie Okonedo. Ms. Okonedo is from the U.K. What's her occupation? She's an actor.

DIGITAL
MORE
EXERCISES

2 **PAIR WORK** Ask and answer questions about people in the Reading. Use the verb be.

“ Is Nadia Santini a doctor? ”

“ Is Vincent Lam from the United States? ”

“ Where's Ms. Okonedo from? ”

3 **SPEAKING** point to the people in the photos. Ask your partner questions about their contact information.

 <p>Peter Matson</p> <p>22 Bank St. pmatson@ccc.com</p>	 <p>Lisa Kim</p> <p>25-61-0078 lisa.kim@hipnet.com</p>	 <p>Fran Green Bill Green</p> <p>34-67-9899 13 Quinn St.</p>
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GRAMMAR BOOSTER

Unit 2 review • p. 136

For additional language practice ...

TOP NOTCH POP • Lyrics p. 150
“Excuse Me, Please”

DIGITAL
SONG

DIGITAL
KARAOKE

PERSONAL INFORMATION

First name:	Last name:
Address:	
Phone:	e-mail:



PAIR WORK

1 Create a conversation for the people in Photo 1. Complete the form with your partner's information. Start like this:

What's your ...?

2 Create a conversation for the people in Photo 2. Introduce the man and the woman. Start like this:

This is ... He's my ...

WRITING Write sentences about your relationships. For example:

*Nancy is my friend. She's a student. Her last name is Lee. She's from Vancouver.
Ryan is my colleague. He's a ...*

WRITING BOOSTER p. 148

Guidance for this writing exercise



NOW I CAN

- Introduce people.
- Tell someone my first and last name.
- Get someone's contact information.

COMMUNICATION GOALS

- 1 Talk about locations.
- 2 Discuss how to get places.
- 3 Discuss transportation.

UNIT 3 Places and How to Get There

LESSON 1 GOAL Talk about locations

DIGITAL FLASH CARDS

- 1 ▶ 1:48 **VOCABULARY** • *Places in the neighborhood* Read and listen. Then listen again and repeat.



1 a pharmacy



2 a restaurant



3 a bank



4 a school



5 a newsstand



6 a bookstore

- 2 ▶ 1:49 **LISTENING COMPREHENSION** Listen. Write the places you hear.

- 1 3
2 4

- 3 **PAIR WORK** Say the name of a place. Your partner writes the word.

DIGITAL FLASH CARDS

- 4 ▶ 1:50 **VOCABULARY** • *Locations* Read and listen. Then listen again and repeat.



1 across the street



2 down the street



3 around the corner



4 on the left



5 on the right



6 next to the bank



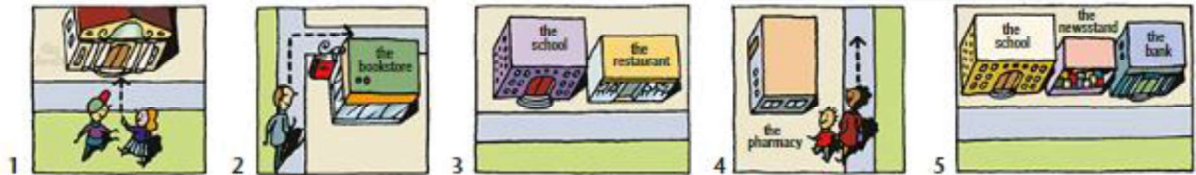
7 between the bookstore and the bank

VOCABULARY BOOSTER

More places • p. 126



5 **PAIR WORK** Take turns making statements about the places.



☛ The bank is across the street. ☛

6 **GRAMMAR** • **Be:** Questions with Where / Subject pronoun it

Ask questions with Where for locations.

Where's the restaurant?

Use it to replace the names of places.

It's down the street. (It = the restaurant)

Contractions
Where is → Where's
It is → It's

DIGITAL
MORE
EXERCISES

8 ▶ 1:51 **PRONUNCIATION** • *Falling intonation for questions with Where* Read and listen. Then listen again and repeat.

1 Where is it?

2 Where's the bank?

3 Where's the school?

4 Where's the newsstand?

7 **GRAMMAR PRACTICE** Read the sentences. Write questions and answers. Answer with It's.

1 The pharmacy is across the street.

A: Where's the pharmacy..... ?

B: It's across the street.....

2 Billy's Restaurant is around the corner.

A: ?

B:

3 The newsstand is on the left.

A: ?

B:

4 The bookstore is next to the school.

A: ?

B:

NOW YOU CAN Talk about locations

1 ▶ 1:52 **CONVERSATION MODEL**

Read and listen.

A: Excuse me. Where's the bank?

B: The bank? It's around the corner.

A: Thanks!

B: You're welcome.

2 ▶ 1:53 **RHYTHM AND INTONATION**

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

3 **CONVERSATION ACTIVATOR**

With a partner, change the conversation. Find the people on the map. Talk about the location of the places. Then change roles.

A: Excuse me. Where's the ?

B: ? It's

A: Thanks!

B: You're welcome.

DON'T STOP!

Ask about another location.

4 **CHANGE PARTNERS** Ask about other locations.



Flash
CARDS

1 ▶ 1:54 **VOCABULARY** • Ways to get places Read and listen. Then listen again and repeat.



1 walk



2 drive



3 take a taxi



4 take the train



5 take the bus

2 **GRAMMAR** • The imperative

Use imperatives to give instructions and directions.

Affirmative imperatives

Drive [to the bank].

Take the bus [to the pharmacy].

Negative imperatives

Don't walk.

Don't take the train.

Don't = Do not



3 **VOCABULARY / GRAMMAR PRACTICE** Follow the directions.

Partner A: Read a direction.

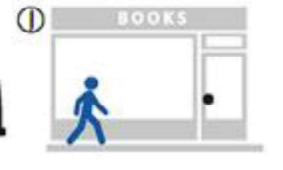
Partner B: Say the letter of the correct picture.

- 1 Walk to the bookstore.
- 2 Don't drive to the restaurant.
- 3 Take the bus to the bank.
- 4 Don't walk to the pharmacy.
- 5 Drive down the street.

Partner B: Read a direction.

Partner A: Say the letter of the correct picture.

- 6 Take the bus down the street.
- 7 Don't take the bus to the bank.
- 8 Walk to the bank.
- 9 Take a taxi to the restaurant.
- 10 Drive to the pharmacy.



DIGITAL
MORE
EXERCISES

4 ▶ 1:55 LISTENING COMPREHENSION Listen. Write the directions. Use an affirmative and a negative imperative.

- 1 *Take the bus. Don't drive.* 3 5
 2 4

NOW YOU CAN Discuss how to get places

1 ▶ 1:56 CONVERSATION MODEL Read and listen.

- A: Can I walk to the bookstore?
 B: The bookstore? Sure.
 A: And what about the school?
 B: The school? Don't walk. Drive.
 A: OK. Thanks!

2 ▶ 1:57 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

3 CONVERSATION ACTIVATOR With a partner, change the conversation, using the photos. Ask how to get to places in the neighborhood. Then change roles.

- A: Can I walk to the ?
 B: The ? Sure.
 A: And what about the ?
 B: The ? Don't walk.
 A: OK. Thanks!

DON'T STOP!

Talk about locations.

RECYCLE THIS LANGUAGE.

Where is it?

- across the street.
 down the street.
 It's around the corner.
 next to the ____
 between the ____ and the ____.



4 CHANGE PARTNERS Ask about more places.

DIGITAL FLASH CARDS

1 ▶ 1:58 **VOCABULARY** • Means of transportation Read and listen. Then listen again and repeat.



1 a car



2 a bicycle



3 a moped



4 a subway



5 a motorcycle

Also remember:
a bus
a train
a taxi

2 **PAIR WORK** Take turns. Spell a vocabulary word aloud. Your partner writes the word.

3 **GRAMMAR** • By to express means



by taxi



by bicycyle



by motorcycyle

4 ▶ 1:59 **LISTENING COMPREHENSION** Listen. Circle the means of transportation you hear.



DIGITAL MORE EXERCISES

5 ▶ 1:60 **VOCABULARY • Destinations** Read and listen. Then listen again and repeat.



1 go to work



2 go home



3 go to school

6 ▶ 1:61 **LISTENING COMPREHENSION** Listen. Use a by phrase to write the means of transportation. Then check the box for work, home, or school.

Means of transportation				
1	by car	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NOW YOU CAN Discuss transportation

1 ▶ 1:62 **CONVERSATION MODEL**
Read and listen.

A: How do you go to school?
B: By subway. What about you?
A: Me? I walk.

2 ▶ 1:63 **RHYTHM AND INTONATION**
Listen again and repeat. Then practice the Conversation Model with a partner.

3 **CONVERSATION ACTIVATOR**
With a partner, personalize the conversation. Ask about work, school, and home. Then change roles.

A: How do you go ?
B: What about you?
A: Me?

4 **CHANGE PARTNERS** Personalize the conversation again.



EXTENSION

1 ▶ 1:64 **READING** Read about how people go to work and school.



1 I'm Mark Jackson. I'm an architect. My office is down the street from my home. I can walk to work. I'm lucky!



3 I'm Min Park, and I'm a doctor from Miami. I go to work by train. I take the train home, too.



4 I'm Matt Carson, and this is my teacher, Mr. Green. My school is right around the corner from my home, so I walk to school with my friends. We walk home together, too.



2 I'm a manager of a bank. My name is Laura Blake. I go to work by car with my neighbor from across the street, Brad Lane. We're colleagues at the bank.

5 I'm Art Green. I'm Matt's teacher. Can I walk to school? No way! My home is not around the corner from the school. I take the bus to and from school.

2 **PAIR WORK** Ask and answer the questions.

- 1 Is Mark Jackson a doctor?
- 2 Is Brad Lane Laura Blake's friend or her colleague?
- 3 Is Mr. Lane Ms. Blake's neighbor?
- 4 Is Matt Carson a student?
- 5 What is Matt's teacher's name?
- 6 Is Dr. Park from Miami?
- 7 Where is Mark Jackson's office?
- 8 Your own question:

“ Is Min Park a banker? ”

“ No, she's not. She's a doctor. ”

3 **GROUP WORK** On the board, make a map of places near your school. Write the names of the places. Then take turns describing the locations of the places.



RECYCLE THIS LANGUAGE.

Where's the [pharmacy]?	Walk. Don't [drive].
It's _____.	Go by [bus].
Can I [walk] to the [restaurant]?	Don't go by [train].
Take / Don't take the [bus].	

GRAMMAR BOOSTER

Unit 3 review • p. 137



CONTEST Study the picture for one minute. Then close your books. Who can remember all of the locations? For example:

The school is down the street.

PAIR WORK Create conversations for the people. For example:

A: *How do you go to work?*

B: *By bus.*

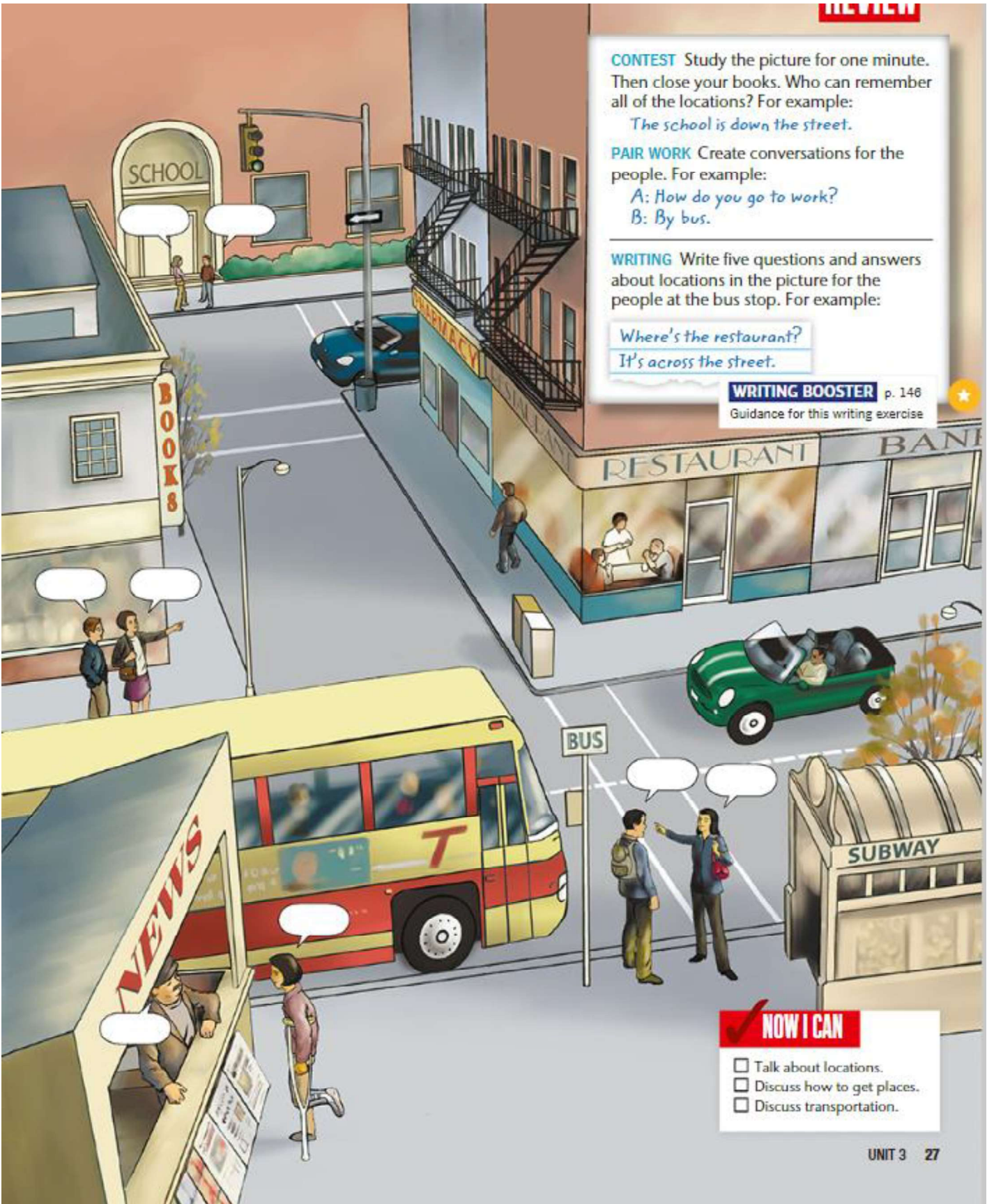
WRITING Write five questions and answers about locations in the picture for the people at the bus stop. For example:

Where's the restaurant?

It's across the street.

WRITING BOOSTER p. 146

Guidance for this writing exercise



NOW I CAN

- Talk about locations.
- Discuss how to get places.
- Discuss transportation.

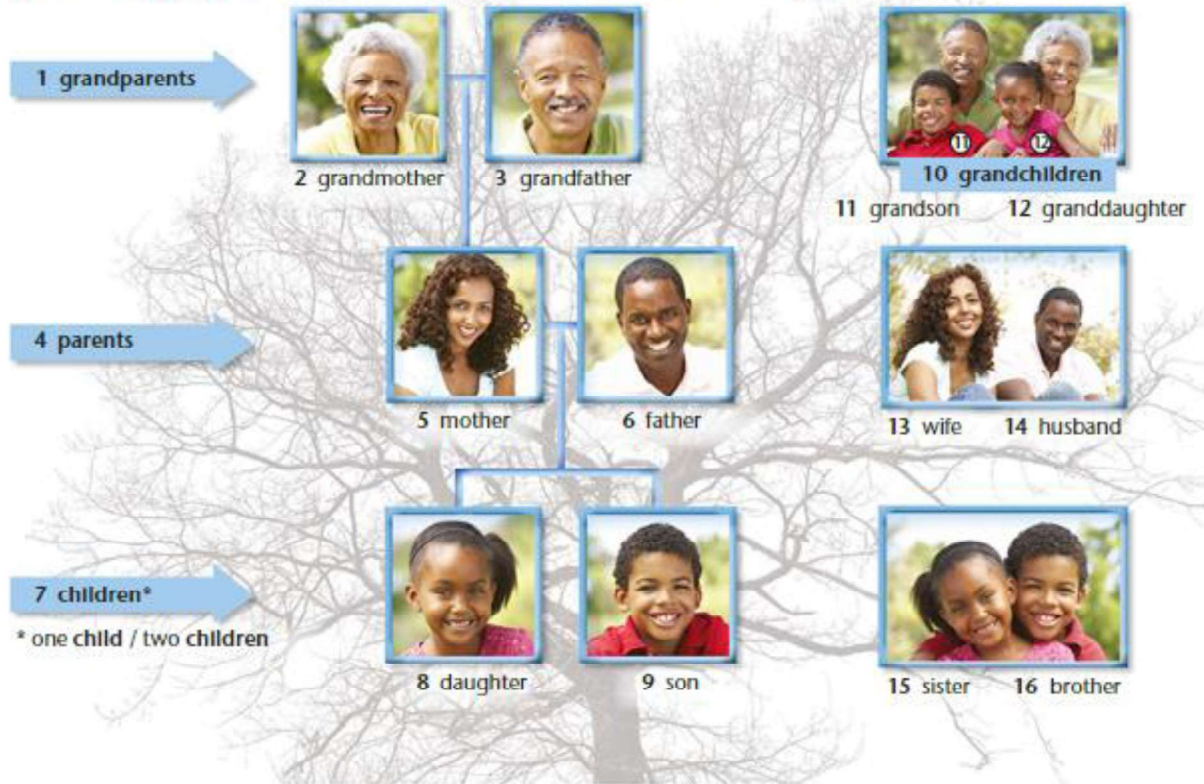
UNIT 4 Family

COMMUNICATION GOALS

- 1 Identify people in your family.
- 2 Describe your relatives.
- 3 Talk about your family.

LESSON 1 GOAL Identify people in your family

1 ▶ 2:02 **VOCABULARY** • Family relationships Read and listen. Then listen again and repeat.



2 **PAIR WORK** Point to two people in the family. Describe their relationship.

“ She’s his daughter. ”

3 ▶ 2:03 **LISTENING COMPREHENSION** Listen to a man identify people in his family. Check the correct photo.

1			2			3		
	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
4			5			6		
	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

4 GRAMMAR • Be: questions with Who

Who is he? (He's my dad.*)
Who's Louise? (She's my mom.*)

Who are they? (They're my sisters.)
Who are Nina and Jan? (They're my daughters.)

Contractions

Who is → Who's

Be careful!

Who are NOT ~~Who're~~

* mom and dad = informal for mother and father

5 GRAMMAR PRACTICE Write questions. Use Who's or Who are and he, she, or they.

1 A: ..Who's he..... ?

B: He's my grandfather.

2 A: ?

B: She's my mother.

3 A: ?

B: He's Mr. Fine's grandson.

4 A: ?

B: They're Pat's grandparents.

5 A: ?

B: She's Ed's wife.

6 A: ?

B: They're my brother and sister.

DIGITAL
MORE
EXERCISES

NOW YOU CAN Identify people in your family

1 ▶ 2:04 CONVERSATION MODEL Read and listen.

A: Who's that?

B: That's my father.

A: And who are they?

B: They're my sisters, Mindy and Jen.

2 ▶ 2:05 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

3 CONVERSATION ACTIVATOR Bring in photos of the people in your family (OR write their names). With a partner, personalize the conversation. Then change roles.

A: Who's that?

B: That's

A: And ?

B:

DON'T STOP!

Talk about occupations.
Ask more questions.



RECYCLE THIS LANGUAGE.

He's / She's [an engineer].
They're [architects].
What's his / her name?
What are their names?
How do you spell that?

4 CHANGE PARTNERS Personalize the conversation again.



FLASH CARDS

- 1 ▶ 2:06 **VOCABULARY** • Adjectives to describe people
Read and listen. Then listen again and repeat.

VOCABULARY BOOSTER
More adjectives • p. 127



1 short 2 tall



3 old 4 young



5 pretty



6 handsome

7 good-looking



8 cute

- 2 **GRAMMAR** • Be with adjectives / Adverbs very and so

Describe people with a form of be and an adjective.

She's **pretty**.

He's **handsome**.

They're **good-looking**.

Your children are **cute**.

The adverbs very and so make adjectives stronger.

They're **very good-looking**.

He's **very handsome**.

She's **so pretty**.

Your children are **so cute**.

very = !
so = !!!

“ Gina and Deborah
are very pretty. ”

- 3 **PAIR WORK** Use the Vocabulary to describe people in your class.

- 4 ▶ 2:07 **LISTENING COMPREHENSION** Listen to the conversations.
Circle the adjective that describes each person.

1 Her husband is (handsome / tall / old).

2 His daughter is (tall / good-looking / cute).

3 Her brothers are (tall / good-looking / young).

4 His son is (tall / good-looking / short).

5 Her father is (tall / old / short).

6 His sisters are (tall / good-looking / short).

- 5 **VOCABULARY / GRAMMAR PRACTICE** Look at the photos. Complete each sentence with a form of be and an adjective.



1 Your sisters
so



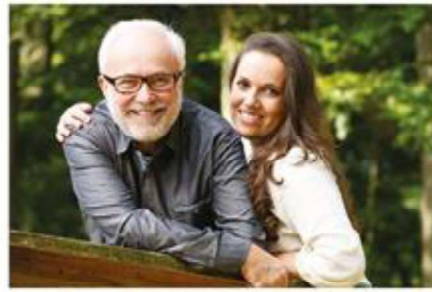
2 Your daughter
so



3 Our grandfather
very



4 Her boyfriend
very



5 His wife so
..... !



6 Her brother
very

ORAL
EXERCISES

6 **VOCABULARY / GRAMMAR PRACTICE** Write three sentences about people in your family. Use adjectives and the adverbs very or so to describe the people.

- 1
- 2
- 3

My mother is very tall.

NOW YOU CAN Describe your relatives

1 ▶ 2:08 **CONVERSATION MODEL** Read and listen.

- A: Tell me about your father.
- B: Well, he's a doctor. And he's very tall.
- A: And how about your mother?
- B: She's an engineer. She's very pretty.

2 ▶ 2:09 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

3 **CONVERSATION ACTIVATOR** With a partner, personalize the conversation. Describe your relatives. Then change roles.

- A: Tell me about your
- B: Well, And
- A: And how about your ?
- B:

DON'T STOP!

Ask about other people in your partner's family.

4 **CHANGE PARTNERS** Ask about other classmates' relatives.



1 GRAMMAR • Verb *have* / *has*: affirmative statements

I
You
We
They

have a brother.

He
She

has three sisters.



2 GRAMMAR PRACTICE Complete the sentences. Use *have* or *has*. Then complete the sentence about your own family.

- | | |
|--------------------------------------|--------------------------------------|
| 1 Mark two brothers. | 5 Carl and Anna two children. |
| 2 Mrs. Stevens five grandsons. | 6 She five sisters. |
| 3 They a granddaughter. | 7 They no brothers or sisters. |
| 4 We twelve grandchildren. | YOU I |

OPEN MORE EXERCISES

3 2:10 VOCABULARY • Numbers 21–101 Read and listen. Then listen again and repeat.

21	twenty-one	25	twenty-five	29	twenty-nine	40	forty	80	eighty
22	twenty-two	26	twenty-six	30	thirty	50	fifty	90	ninety
23	twenty-three	27	twenty-seven	31	thirty-one	60	sixty	100	one hundred
24	twenty-four	28	twenty-eight	32	thirty-two	70	seventy	101	one hundred one

OPEN VIDEO COACH

4 2:11 PRONUNCIATION • Numbers Listen and repeat. Then practice saying the numbers on your own.


13 • 30	17 • 70
14 • 40	18 • 80
15 • 50	19 • 90
16 • 60	

5 PAIR WORK Take turns saying a number from the chart. Your partner circles the number.

23	45	40	18	94	21	20	14
58	102	43	89	90	44	53	13
30	19	60	99	22	50	52	100
15	47	33	54	17	66	77	70
64	78	95	80	87	101	1	31

6 GRAMMAR • *Be*: questions with How old

<p>How old is</p>	<p>he? she? your sister?</p>	<p>(He's nineteen years old.) (She's thirty-three.) (She's twenty.)</p>
<p>How old are</p>	<p>they? your parents?</p>	<p>(They're twenty-nine.) (They're fifty and fifty-two.)</p>



7 GRAMMAR PRACTICE Complete the questions. Use How old is or How old are.

- | | |
|---------------------------|--------------------------|
| 1 your sister? | 4 Helen's husband? |
| 2 Matt's parents? | 5 her children? |
| 3 your grandfather? | 6 his son? |

DO MORE EXERCISES

NOW YOU CAN Talk about your family

1 ▶ 2:32 CONVERSATION MODEL Read and listen.

- A: I have one brother and two sisters.
 B: Really? How old is your brother?
 A: Twenty.
 B: And your sisters?
 A: Eighteen and twenty-two.

2 ▶ 2:33 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

3 CONVERSATION ACTIVATOR With a partner, personalize the conversation. Talk about your own family. Then change roles.

- A: I have
 B: Really? How old ?
 A:
 B: And your ?
 A:

DON'T STOP!

Ask more questions.

RECYCLE THIS LANGUAGE.

Tell me about your [mother].
 And your [father]?
 How about your [grandparents]?
 What's his / her name?
 What are their names?
 What's his / her occupation?
 What are their occupations?

4 CHANGE PARTNERS Personalize the conversation again.



EXTENSION

1 **▶ 2:14 READING** Read about some famous actors and their families and friends.

Who Are They?



This is **Gael García Bernal**, on the left, with his good friend, **Diego Luna**, on the right. Mr. García Bernal is a famous actor from Mexico. His parents, Patricia Bernal and José Ángel García, are actors, too. He has one sister and two brothers. Mr. Luna is also an actor. Many people think they are both very handsome.



Dakota Fanning is a movie actor. Her younger sister, **Elle**, is also an actor in movies. They are from the United States, and they are both very pretty. Their father, Steven Fanning, is a salesman, and their mother, Heather Joy, is an athlete. Dakota and Elle are also students.



Meet **Jay Chou**, a famous singer from Taiwan. He is also an excellent musician and an actor. His parents are both teachers. Mr. Chou has no brothers or sisters. His girlfriend is **Hannah Quinlivan**. Her father is from Australia, and her mother is from Taiwan. Her Chinese name is Kun Ling. She is very young and pretty.

2 **READING COMPREHENSION** Read about the people again. Complete the sentences.

- 1 Gael García Bernal is Diego Luna's
- 2 Patricia Bernal, José Ángel García, and Diego Luna are all
- 3 Heather Joy is Steven Fanning's
- 4 Elle Fanning is Heather Joy's
- 5 Mr. Chou's is good-looking.
- 6 Jay Chou's parents have one

3 **PAIR WORK** Interview your partner. Complete the notepad with information about your partner's family.

Relative's name	Relationship	Age	Occupation	Description
Doug	brother	14	student	He's very tall.

4 **GROUP WORK** Now tell your classmates about your partner's family.

“ Doug is Laura's brother. He's 14. ... ”

GRAMMAR BOOSTER

Unit 4 review • p. 137

For additional language practice...

TOP NOTCH POP • Lyrics p. 150
“Tell Me All About It”

DIGITAL SONG

DIGITAL KARAOKE

PAIR WORK

1 Ask and answer questions about the people in the two photos. For example:

A: Who's Ellen?

B: She's Natalie's mother.

A: Is Mia Ellen's daughter?

B: No, she's not. She's her...

2 Take turns making statements about the family relationships. For example:

Matt has two children. Nora is his daughter.

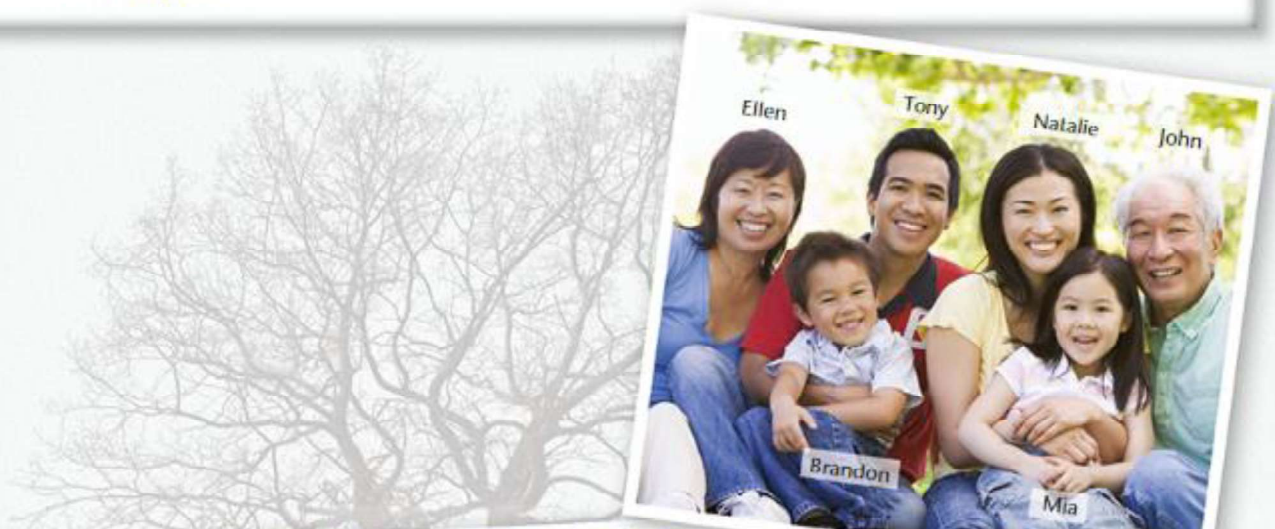
DESCRIPTION Choose a photo. Use adjectives to describe the people in each family. For example:

Mia is very cute.

WRITING Choose two of your relatives. Write sentences about them. For example:

My sister is 24 years old. She's short and good-looking. She's an architect. Her name is...

WRITING BOOSTER p.147
Guidance for this writing exercise



NOW I CAN

- Identify people in my family.
- Describe my relatives.
- Talk about my family.

COMMUNICATION GOALS

- 1 Confirm that you're on time.
- 2 Talk about the time of an event.
- 3 Ask about birthdays.

UNIT 5 Events and Times

LESSON 1 GOAL Confirm that you're on time

DIGITAL
FLASH
CARDS

- 1 ▶ 2:17 **VOCABULARY** • What time is it? Read and listen. Then listen again and repeat.



1 It's one o'clock.



2 It's one fifteen. OR
It's a quarter after one.



3 It's one twenty. OR
It's twenty after one.



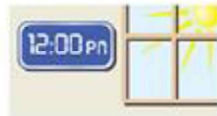
4 It's one thirty. OR
It's half past one.



5 It's one forty. OR
It's twenty to two.



6 It's one forty-five. OR
It's a quarter to two.



7 It's noon.



8 It's midnight.

0:00 to 11:59 = A.M.
12:00 to 23:59 = P.M.

Say "eight A.M."
or "eight P.M."



DIGITAL
VIDEO
COACH

- 2 ▶ 2:18 **PRONUNCIATION** • Sentence rhythm Read and listen.
Then listen again and repeat.

1 It's **TEN** after **FIVE**. 2 It's **TWENTY** to **ONE**. 3 It's a **QUARTER** to **TWO**.

- 3 **PRONUNCIATION PRACTICE** Read the times in the Vocabulary aloud again.
Pay attention to sentence rhythm.

- 4 **PAIR WORK** Look at the map. Ask your partner about times around the world. Say each time two ways.

“ What time is it
in Vancouver? ”

“ It's nine forty A.M.
It's twenty to ten. ”



5 ▶ 2:19 **VOCABULARY** • Early, on time, and late Read and listen. Then listen again and repeat.



1 She's early.



2 They're on time.



3 He's late.

NOW YOU CAN Confirm that you're on time

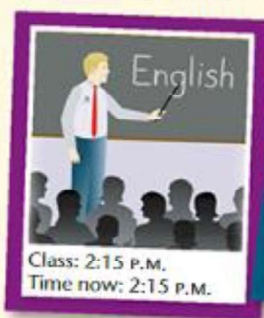
1 ▶ 2:20 **CONVERSATION MODEL** Read and listen.

A: What time is the meeting?
 B: 10:00.
 A: Uh-oh. Am I late?
 B: No, you're not. It's five to ten.
 A: Five to ten?
 B: That's right. You're early.

2 ▶ 2:21 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

3 **CONVERSATION ACTIVATOR** With a partner, change the conversation. Use the pictures and the times. Then change roles.

A: What time is the ?
 B:
 A: Uh-oh. Am I late?
 B: It's
 A: ?
 B: That's right. You're



4 **CHANGE PARTNERS** Change the conversation again.



VOCABULARY BOOSTER

More events • p. 127



1

▶ 2:22 VOCABULARY • Events Read and listen. Then listen again and repeat.



1 a party



2 a dance



3 a game



4 a dinner



5 a movie



6 a concert

2 ▶ 2:23 LISTENING COMPREHENSION Listen to the conversations about events.

Write the event and circle the time.

1 (7:15 / 7:45)

4 (12:00 A.M. / 12:00 P.M.)

2 (8:00 / 9:00)

5 (9:15 / 9:50)

3 (3:30 / 3:15)

6 (12:00 A.M. / 12:00 P.M.)

3 ▶ 2:24 VOCABULARY • Days of the week Read and listen. Then listen again and repeat.

WEEKDAYS					THE WEEKEND	
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

4 GRAMMAR • Be: questions about time / Prepositions at and on

What time is it? (It's) five twenty.
 What time's the party? (It's) at nine thirty.
 What day is the concert? (It's) on Saturday.
 When's the dance? (It's) at ten o'clock.
 (It's) on Friday at 10:00 P.M.

Contractions

What time is → What time's
 What day is → What day's
 When is → When's

Be careful!

What time is it? NOT What time's it?
 When is it? NOT When's it?

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

1 A: When the party?
B: It's 11:00 P.M.

3 A: What the concert?
B: It's 8:30.

5 A: the dance?
B: It's Friday at 9:00.

2 A: day's the game?
B: It's Saturday.

4 A: What the dinner?
B: It's Tuesday.

6 A: What the class?
B: It's noon.

DO MORE EXERCISES

6 ▶ 2-25 **LISTENING COMPREHENSION** Listen to the conversation. Write the events on the calendar.

Monday	5:30	Thursday	5:30		
	6:30		6:30		
	7:00		7:00 meeting		
Tuesday	7:15	Friday	7:15		
	5:30		5:30		
	6:30		6:30		
Wednesday	7:00	Saturday	7:00	Sunday	5:30
	7:15		7:15		6:30
	5:30		5:30		7:00
	6:30		6:30		7:15

NOW YOU CAN Talk about the time of an event

1 ▶ 2-26 **CONVERSATION MODEL** Read and listen.

A: Look. There's a dance on Wednesday.
B: Great! What time?
A: 10:30. At Pat's Restaurant.
B: Really? Let's meet at 10:15.

2 ▶ 2-27 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

3 **CONVERSATION ACTIVATOR** With a partner, change the conversation. Ask about an event. Use these events or your own events. Then change roles.

A: Look. There's a on
B: Great! What time?
A: At
B: Really? Let's meet at



4 **CHANGE PARTNERS** Talk about different events.

Flash
Cards

1 ▶ 2:28 VOCABULARY • Ordinal numbers Read and listen. Then listen again and repeat.

1st first	2nd second	3rd third	4th fourth	5th fifth
6th sixth	7th seventh	8th eighth	9th ninth	10th tenth
11th eleventh	12th twelfth	13th thirteenth	14th fourteenth	15th fifteenth
16th sixteenth	17th seventeenth	18th eighteenth	19th nineteenth	20th twentieth
21st twenty-first	22nd twenty-second	30th thirtieth	40th fortieth	50th fiftieth

2 PAIR WORK Say a number. Your partner says the ordinal number.

“ three ”

3 ▶ 2:29 VOCABULARY • Months of the year Read and listen. Then listen again and repeat.

“ third ”

January	February	March	April	May	June
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
July	August	September	October	November	December
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

4 ▶ 2:30 LISTENING COMPREHENSION Listen to the dates. Circle the dates on the calendar.

5 PAIR WORK Say a date from the calendar. Your partner writes the date.

“ July thirty-first ”

July 31st

6 GRAMMAR • Prepositions in, on, and at for dates and times: summary

When's the party?	It's in January.
When's the dance?	It's on January 15 th .
When's the dinner?	It's on the 12 th .
What day's the meeting?	It's on Tuesday.
What time's the movie?	It's at noon.
What time's the dance?	It's at 8:30.

Be careful!
 in the morning
 in the afternoon
 in the evening
 BUT at night



The concert's **on** August 12th.

7 GRAMMAR PRACTICE Complete the sentences. Use in, on, or at.

- The concert is July 14th 3:00 the afternoon.
- The dinner is December the 6th.
- The party is midnight Saturday.
- The movie is November 1st 8:30 P.M.
- The game is Wednesday noon.
- The meeting is at the State Bank 11:00 the morning July 18th.

EXERCISES
 MORE
 EXERCISES

NOW YOU CAN Ask about birthdays

1 ▶ 2:31 CONVERSATION MODEL Read and listen.

A: When's your birthday?
 B: On July 15th. When's your birthday?
 A: My birthday's in November. On the 13th.

2 ▶ 2:32 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

3 CONVERSATION ACTIVATOR With a partner, personalize the conversation.

A: When's your birthday?
 B: When's your birthday?
 A: My birthday's

DON'T STOP!

Ask your partner questions about other people's birthdays. Complete the chart.

- brother's birthday:
- sister's birthday:
- mother's birthday:
- father's birthday:
- grandmother's birthday:
- grandfather's birthday:

▶ 2:33 On someone's birthday say:

“ Happy birthday! ” “ Thank you! ”

4 CHANGE PARTNERS Ask about other people's birthdays.



EXTENSION

1 2:34 **READING** Read the announcements. What are the events this week?

The Daily Express

Events for the week of June 20th



PARTY

June 21st is Sally Neufield's birthday!

90 years old, and so young!

When: Tuesday, June 21st, 7:00 P.M.

Where: Chuck's Café, around the corner from the bank. Don't be late!

MOVIE

English actor Peter Sellers in *The Party*

An oldie but goodie!

Friday, June 24th at 8:30 P.M.

At the New School
58 Post Street





DANCE

Both young and old are welcome!

Where: Casey's Restaurant, on Main Street, next to the Mrs. Books Bookstore

When: Saturday, June 25th at 8:30 P.M.

MEETING

Bank Managers Association

Thursday, June 23rd, from 9:00 A.M. to 2:00 P.M.

At Family Bank
58 New Street

Between Kim's Newsstand and Carson's Bookstore





GAME

Volleyball!

Sunday, June 26th 2:00 P.M.

Branfield School on Fitch Avenue, between 1st Street and 2nd Street

2 **READING COMPREHENSION** Correct all the mistakes. Use information from the Reading.

- The dance is at half past ~~five~~ ^{eight}.
- The movie is at 8:30 A.M.
- The meeting is at 2:00 P.M.
- The birthday party is at midnight.
- The birthday party is on the 22nd.
- The dance is at the bookstore.
- The meeting is at the New School.
- The party is at Casey's restaurant.
- Branfield School is between a newsstand and a bookstore.
- The game is on Saturday.

3 **GROUP WORK** Ask about classmates' birthdays. Complete the chart.


Capricorn
Dec. 22 - Jan. 20


Aquarius
Jan. 21 - Feb. 19


Pisces
Feb. 20 - Mar. 20


Aries
Mar. 21 - Apr. 20


Taurus
Apr. 21 - May 21


Sagittarius
Nov. 22 - Dec. 21


Gemini
May 22 - Jun. 21


Scorpio
Oct. 23 - Nov. 21


Libra
Sep. 23 - Oct. 22


Virgo
Aug. 24 - Sep. 22


Leo
Jul. 23 - Aug. 23


Cancer
Jun. 22 - Jul. 22

Name	Birthday	Zodiac Sign

GRAMMAR BOOSTER

Unit 5 review • p. 138

For additional language practice...

TOP NOTCH POP • Lyrics p. 160
"Let's Make a Date"

DIGITAL SONG

DIGITAL KARAOKE

PAIR WORK Create conversations for the people.

1 Talk about the events. For example:

Look. *There's a ___...*

2 Confirm that you are on time for an event. For example:

What time's the ___?

CONTEST Study the events for one minute. Then close your books. Who can remember all the times, dates, and locations? For example:

There's a ___ on ___ at ___.

WRITING Write five sentences about the events or ones in your town. For example:

There's a dinner on Friday, May 20th at ...

WRITING BOOSTER p. 147
Guidance for this writing exercise



DINNER

When:
Friday, May 20th (8:30 P.M.)

Where:
My French Restaurant

Between the 13th Street School and the Corner Pharmacy

BASKETBALL GAME

Sunday, May 22, noon
At the Twelfth Night School

"Evening" in Concert!

When:
10:30 P.M., Tuesday, May 24

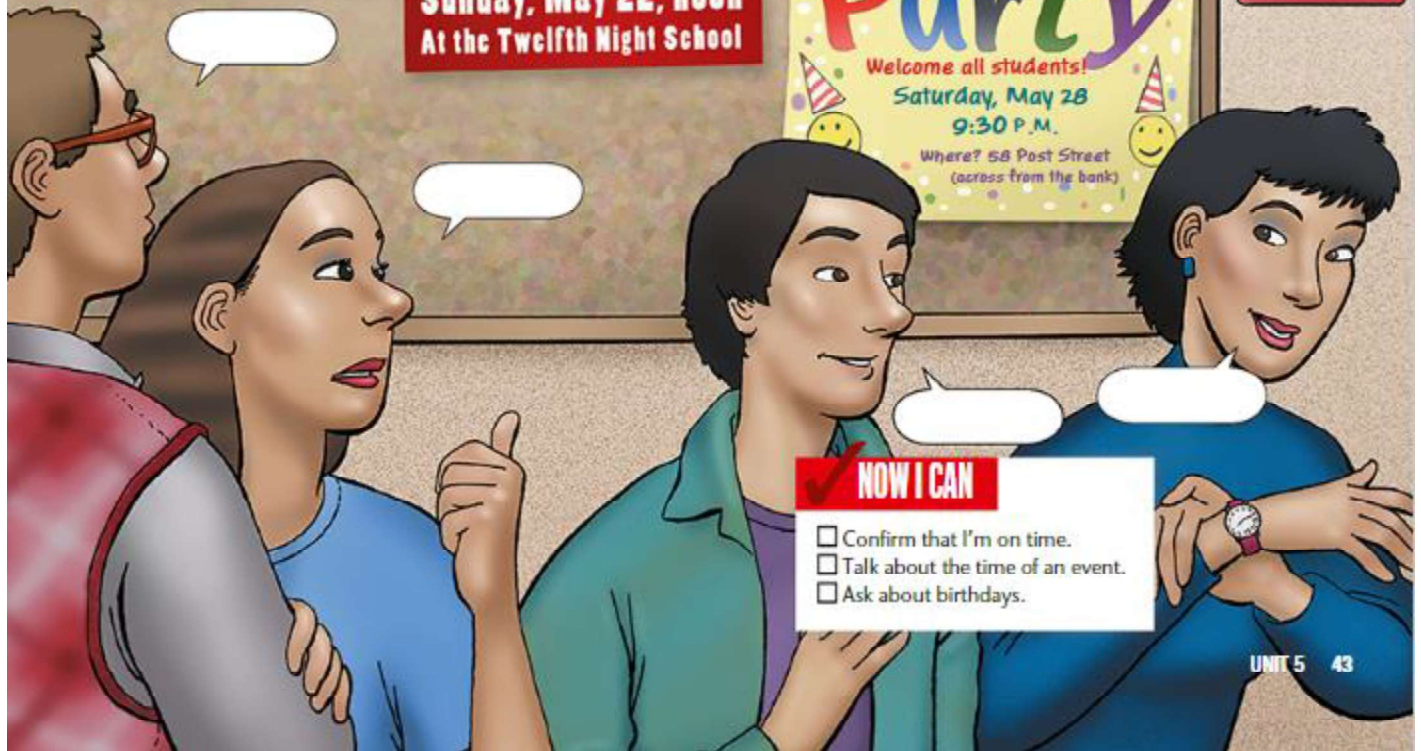
Where: Paul's Books (Next to UMS Bank)

Party

Welcome all students!

Saturday, May 28
9:30 P.M.

Where? 58 Post Street (across from the bank)



NOW I CAN

- Confirm that I'm on time.
- Talk about the time of an event.
- Ask about birthdays.

COMMUNICATION GOALS

- 1 Give and accept a compliment.
- 2 Ask for colors and sizes.
- 3 Describe clothes.

UNIT 6 Clothes

LESSON 1 GOAL Give and accept a compliment

VOCABULARY BOOSTER

More clothes • p. 128

DIGITAL FLASH CARDS 1 ▶ 2:37 VOCABULARY • Clothes Read and listen. Then listen again and repeat.



* Pants is a plural noun. Use are, not is, with pants.

DIGITAL VIDEO COACH 2 ▶ 2:38 PRONUNCIATION • Plural nouns Read and listen. Then listen again and repeat.

1 (/s/) shirts = shirt/s/ jackets = jacket/s/	2 (/z/) shoes = shoe/z/ sweaters = sweater/z/	3 (/ɪz/) blouses = blouse/ɪz/ dresses = dress/ɪz/
---	---	---

3 GRAMMAR • Demonstratives this, that, these, those



4 VOCABULARY / GRAMMAR PRACTICE Look at the pictures. Write this, that, these, or those and the name of the clothes.





5



6



7



8

5 GRAMMAR • The simple present tense: affirmative statements with like, want, need, and have



Tina **likes** these shoes.



She **wants** that shirt.



Rob **needs** a book.



Now he **has** a book.

I	like	those sweaters.
You	want	
We	need	
They	have	
Sara and Jim		

He	likes	those sweaters, too.
She	wants	
Cassie	needs	
Ivan	has	

For he, she, and it, add -s to the base form.

like	→	likes
want	→	wants
need	→	needs
BUT: have	→	has

6 GRAMMAR PRACTICE Complete each statement with the correct form of the verb.

1 I your tie.
like / likes

4 Peter that jacket.
have / has

2 My friends this suit.
want / wants

5 We our dresses.
like / likes

3 Janet this skirt.
need / needs

6 Sue and Tara those suits.
want / wants

DIGITAL
AUDIO
EXERCISES

NOW YOU CAN Give and accept a compliment

1 ▶ 2:39 CONVERSATION MODEL Read and listen.

A: I really like that dress.

B: Really?

A: Yes. And I like those shoes, too!

B: Thank you!

A: You're welcome.

2 ▶ 2:40 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

3 CONVERSATION ACTIVATOR Personalize the conversation. Compliment your partner on his or her clothes and shoes. Then change roles.

A: I really like

B: Really?

A: Yes. And I like, too!

B:!

A: You're welcome.

DON'T STOP!















Talk about other clothes.

4 CHANGE PARTNERS Compliment other classmates' clothes.



OPEN FLASH CARDS

1 ▶ 2:41 VOCABULARY • Colors and sizes Read and listen. Then listen again and repeat.

COLORS					SIZES			
						11 small		12 medium
1 white	2 gray	3 black	4 red	5 orange		13 large		14 extra large
								
6 yellow	7 green	8 blue	9 purple	10 brown				

2 PAIR WORK Make two statements about your clothes.

“ My shoes are brown.
My shirt is medium. ”

3 GRAMMAR • The simple present tense: negative statements and yes / no questions with like, want, need, and have

Negative statements

I	don't want	extra large.	He	doesn't like	red shirts.
You	don't need		She	doesn't need	
They	don't have			doesn't have	

Contractions
do not → don't
does not → doesn't

Yes / no questions

Do	you	want	the suit in large?	Yes,	I	do.	No,	I	don't.
	they	need			we			we	
		have			they			they	
Does	he	like	those shoes in black?	Yes,	he	does.	No,	he	doesn't.
	she	need			she			she	
		have							

4 GRAMMAR PRACTICE Complete the sentences with the correct form of the verb. Use contractions.

1 A: ...Do... your children ...have... sweaters for school?

B: My daughter ...does..., but my son ...doesn't...

2 A: ...need... your husband ...need... a black tie?

B: No, he ...has... He ...has... two black ties.

3 A: I ...need... a blue suit for work. ...need... you ...need... one too?

B: Yes, I ...do...

4 A: ...like... you ...like... that green shirt?

B: Actually, no, I ...do not like...

5 A: We ...do not like... the clothes in this store.

B: Really? That's too bad. We ...do not like...


6 A: ...have... you ...have... this black jacket in size 34?

B: No, I'm sorry. We ...do not have...


DIGITAL MORE EXERCISES

5 ▶ 2:42 LISTENING COMPREHENSION Listen to the conversations about clothes. Check each statement T (true) or F (false). Then listen again and circle the color.


T F


1 They like the dress. 


2 He needs shoes. 

3 Matt needs a suit for work. 

T F

4 He needs a tie. 

5 She needs the sweater in small. 

6 They don't have his size. 

NOW YOU CAN Ask for colors and sizes

1 ▶ 2:43 CONVERSATION MODEL Read and listen.

A: Do you have this sweater in green?

B: Yes, we do.

A: Great. And my husband needs a shirt.

Do you have that shirt in large?

B: No, I'm sorry. We don't.

A: That's too bad.



2 ▶ 2:44 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

3 CONVERSATION ACTIVATOR With a partner, change the conversation. Ask for colors and sizes of clothes for you and a relative. Use the pictures. Then change roles.

A: Do you have in ?

B:

A: And my needs
Do you have in ?

B:

A:

4 CHANGE PARTNERS Practice the conversation again. Ask about other clothes.



DIGITAL FLASH CARDS

1 2:45 VOCABULARY • Opposite adjectives to describe clothes Read and listen. Then listen again and repeat.



1 new



2 old



3 dirty



4 clean



5 loose



6 tight



7 cheap



8 expensive



9 long



10 short

2 GRAMMAR • Adjective placement

Adjectives come before the nouns they describe.

a long skirt tight shoes a red and black tie

Adjectives don't change.

a clean shirt / clean shirts NOT ~~cleans~~ shirts

Place very before adjectives.

The skirt is very long. It's a very long skirt.

Be careful!

It's a long skirt.

NOT It's a skirt-long.

3 PAIR WORK Look at your classmates. Take turns describing their clothes.

“ Allen has new shoes ”

“ Joe's shoes are old. He needs new shoes. ”

4 GRAMMAR PRACTICE Write two descriptions for each picture. Follow the model.



1 The ...blouses... are ...clean...
They're ...clean blouses...



3 The are very
They're very



2 The is
It's

DIGITAL MORE EXERCISES

5 GRAMMAR • The simple present tense: questions with What, What color, What size, Why, and Which / One and ones

Use a question word and do or does to ask information questions in the simple present tense.
 What do you need? (A blue and white tie.) What does she want? (New shoes.)

Use because to answer questions with Why.
 Why do they want that suit? (Because it's nice.) Why does he like this tie? (Because it's green.)

Use What color and What size to ask about color and size.
 What color do you want? (Black.) What size does he need? (Extra large.)

Use Which to ask about choice. Answer with one or ones.
 Which sweater do you want? (The blue one.) Which shoes does she like? (The black ones.)

6 GRAMMAR PRACTICE Complete the conversations in your own words. Then practice with a partner.

- | | |
|---|---|
| <p>1 A: Which skirt?
 B: The one.</p> <p>2 A: What?
 B:</p> <p>3 A: What color shoes?
 B:</p> | <p>4 A: Why new shoes?
 B:</p> <p>5 A: Which shirts?
 B: The ones.</p> <p>6 A: What size shoes?
 B:</p> |
|---|---|

DO MORE EXERCISES

NOW YOU CAN Describe clothes

1 ▶ 2:46 CONVERSATION MODEL Read and listen.

- A: What do you think of this jacket?
 B: I think it's nice. What about you?
 A: Well, it's nice, but it's a little tight.
 B: Let's keep looking.

2 ▶ 2:47 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.



3 CONVERSATION ACTIVATOR With a partner, change the conversation. Use different clothes and problems. Then change roles.

- A: What do you think of ?
 B: I think nice. What about you?
 A: Well, nice, but a little
 B: Let's keep looking.

RECYCLE THIS LANGUAGE.		
Clothes		Problems
shirt	pants	expensive
sweater	skirt	tight
dress	jacket	loose
tie	shoes	long
		short

4 CHANGE PARTNERS Talk about different clothes and problems.



EXTENSION

1 **2-48 READING** Read the advertisement from today's newspaper. Which clothes do you like?

Smith and Company

TODAY ONLY!
**1/2 Price
Sale**

A Great Clothes Store!
Men's and Women's Clothes
All stores open until midnight

**Low, Low
Prices!**



*Blue at Main Street store only.



* White not available at South Street Station location.



Many more shoe styles available.

Other sale items today: Children's jackets and shoes
STORE LOCATIONS: 62 MAIN STREET, THE UPTOWN MALL, AND SOUTH STREET STATION

2 **READING COMPREHENSION** Read the statements about the advertisement. Check True or False.

	True	False		True	False
1 The sale is every day this week.	<input type="checkbox"/>	<input type="checkbox"/>	4 White blouses are on sale at two locations.	<input type="checkbox"/>	<input type="checkbox"/>
2 The store has three locations.	<input type="checkbox"/>	<input type="checkbox"/>	5 All locations have blue sweaters.	<input type="checkbox"/>	<input type="checkbox"/>
3 Smith and Company is a clothes store.	<input type="checkbox"/>	<input type="checkbox"/>	6 Smith and Company doesn't have children's shoes.	<input type="checkbox"/>	<input type="checkbox"/>

3 **PAIR WORK** Discuss the sale at Smith and Company. Use the advertisement.

“ What do you need? ”

“ I need a white blouse, and my sister needs shoes for school. Let's go to Smith and Company. They have a great sale. ”

RECYCLE THIS LANGUAGE.

Do you want ___ ?
Do you like this / that ___ ?
Do you need [a gray tie]?
What do you need / like / want / have?
Which ___ do you ___ ?
Why do you ___ these / those ___ ?

GRAMMAR BOOSTER

Unit 6 review • p. 139





GAME Describe people's clothes. Your partner points to the picture. For example: *He has a yellow shirt.*

PAIR WORK

- 1 Create conversations for the people in the store. For example:
A: Do you want these pants? B: No, I don't.
- 2 Point to the picture. Ask and answer questions. Use this / that / these / those and like, want, need, and have. For example:
A: Do you like these shoes? B: Yes, I do.

WRITING Write about clothes you need, you want, and you like, and about clothes you have or don't have. For example:

I need a new white blouse. My old blouse is a little tight. I want red shoes and a long skirt...

WRITING BOOSTER p. 147

Guidance for this writing exercise



NOW I CAN

- Give and accept a compliment.
- Ask for colors and sizes.
- Describe clothes.

COMMUNICATION GOALS

- 1 Talk about morning and evening activities.
- 2 Describe what you do in your free time.
- 3 Discuss household chores.

UNIT 7 Activities

LESSON 1 GOAL Talk about morning and evening activities

1 **3:02 VOCABULARY** • Daily activities at home Read and listen. Then listen again and repeat.



1 get up



2 get dressed



3 brush my teeth



4 comb / brush my hair



5 shave



6 put on makeup



7 eat breakfast



8 come home



9 make dinner



10 study



11 watch TV



12 get undressed



13 take a shower / a bath



14 go to bed

2 **PAIR WORK** Tell your partner about your daily activities.

“ I eat lunch at 12:00. ”

3 **GRAMMAR** • The simple present tense: spelling rules with he, she, and it

Add **-s** to the base form of most verbs.
gets shaves combs

Add **-es** to verbs that end in **-s**, **-sh**, **-ch**, or **-x**.
brushes watches

Remember:
do → does
go → goes
have → has
study → studies

3:03 Meals
breakfast
lunch
dinner

4 **VOCABULARY / GRAMMAR PRACTICE** Complete the statements. Use the simple present tense.

1 Ed up at 6:00, but his wife, Amy, up at 7:00.

2 Amy breakfast at 7:30 A.M., but Ed breakfast at 6:30.

3 After breakfast, Ed, and Amy on makeup.

4 Ed and Amy TV in the evening.

5 Amy to bed at 10:00 P.M., but Ed to bed at 11:00.

6 Amy dinner on weekdays, and Ed dinner on weekends.

7 Ed a shower in the morning, but Amy a bath.

8 They both their teeth in the morning and the evening.

DIGITAL MORE EXERCISES

5 **GRAMMAR** • The simple present tense: questions with When and What time

When **do** you **take** a shower? (In the morning.)
What time **does** she **get** up? (Before 7:00 A.M.)

before 8:00



after 8:00



6 **GRAMMAR PRACTICE** Write five questions about Ed and Amy. Answer your partner's questions aloud.

1 When does Ed shave?

He shaves after breakfast.

DIGITAL MORE EXERCISES

NOW YOU CAN Talk about morning and evening activities

1 ▶ 3:04 **CONVERSATION MODEL** Read and listen.

A: Are you a morning person or an evening person?

B: Me? I'm definitely an evening person.

A: And why do you say that?

B: Well, I get up after ten in the morning. And I go to bed after two. What about you?

A: I'm a morning person. I get up before six.

2 ▶ 3:05 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

3 **CONVERSATION ACTIVATOR** With a partner, personalize the conversation. Use your own information.

A: Are you a morning person or an evening person?

B: Me? I'm definitely

A: And why do you say that?

B: Well, I What about you?

A: I'm I

DON'T STOP!

Ask more questions.



RECYCLE THIS LANGUAGE.

When do you ____?

What time do you ____?

What about your [parents]?

4 **CHANGE PARTNERS** Personalize the conversation again.

5 **CLASS SURVEY** Find out how many students are morning people and how many are evening people.



FLASH CARDS

1 **VOCABULARY** • Leisure activities Read and listen. Then listen again and repeat.



1 exercise



2 take a nap



3 listen to music



4 read



5 play soccer



6 check e-mail



7 go out for dinner



8 go to the movies



9 go dancing



10 visit friends

2 **VOCABULARY / GRAMMAR PRACTICE** Write six questions for a classmate about his or her leisure activities. Use When or What time and the simple present tense.

1 When do you visit friends?

1	4
2	5
3	6

3 **GRAMMAR** • The simple present tense: frequency adverbs

100% ↑ I **always** play soccer on Saturday.
I **usually** check e-mail in the evening.
I **sometimes** go dancing on weekends.
0% ↓ I **never** take a nap in the afternoon.

Be careful!
Place the frequency adverb before the verb in the simple present tense.
Don't say: I ~~play~~-always soccer.
He ~~checks~~-usually e-mail.

4 **PAIR WORK** Now use your questions from Exercise 2 to ask your partner about leisure activities. Use frequency adverbs and time expressions in your answers.

“ When do you visit friends? ”

“ I usually visit friends on Saturday. ”

5 **GRAMMAR PRACTICE** On a separate sheet of paper, write sentences about your partner from your conversation in Exercise 4.

Scott usually visits friends on Saturday.

6 **GROUP WORK** Tell the class about your partner's activities.

NOW YOU CAN Describe what you do in your free time

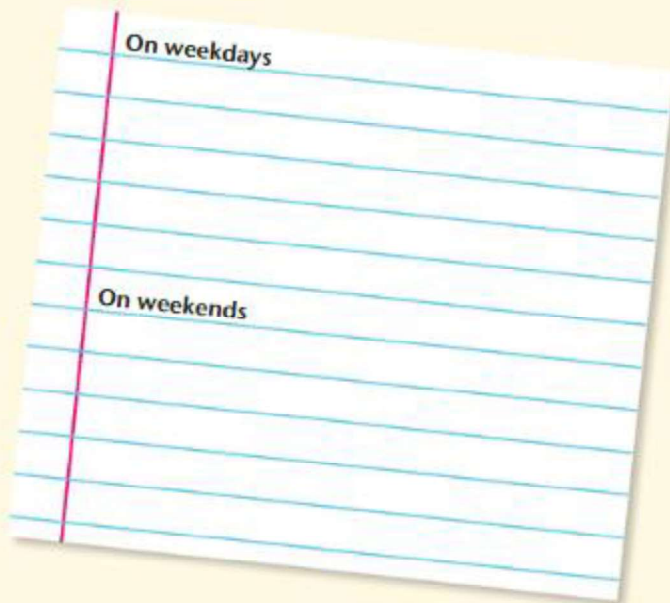
1 ▶ 3:07 **CONVERSATION MODEL** Read and listen.

- A: What's your typical day like?
- B: Well, I usually go to work at 9:00, and I come home at 6:00.
- A: And what do you do in your free time?
- B: I sometimes read or watch TV. What about you?
- A: Pretty much the same.

2 ▶ 3:08 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

3 **CONVERSATION ACTIVATOR** On the notepad, write your typical daily activities. Then, with a partner, personalize the conversation.

- A: What's your typical day like?
- B: Well, I
- A: And what do you do in your free time?
- B: What about you?
- A:



DON'T STOP!

Ask about other times and days.

RECYCLE THIS LANGUAGE.

- on [Friday]
- in the morning
- in the afternoon
- in the evening
- at night

4 **CHANGE PARTNERS** Personalize the conversation again.

VOCABULARY BOOSTER

More household chores • p. 128



FLASH CARDS

1 **3:09 VOCABULARY** • Household chores Read and listen. Then listen again and repeat.



1 wash the dishes



2 clean the house



3 do the laundry



4 take out the garbage



5 go shopping

2 **GRAMMAR** • The simple present tense: questions with How often / Other time expressions

How often **do** you **take** out the garbage?
I take out the garbage **every day**.

M	T	W	T	F	S	S
✓	✓	✓	✓	✓	✓	✓

How often **does** she **go** shopping?
She goes shopping **on Saturdays**.

M	T	W	T	F	S	S
					✓	
					✓	

Other time expressions
once a week
twice a week
three times a week

M	T	W	T	F	S	S
✓						
	✓		✓			
	✓		✓	✓		

Also

- once a year
- twice a day
- three times a month
- every weekend
- every Friday

3 **PAIR WORK** Ask and answer questions about chores. Use How often.

“ How often do you go shopping? ”

VIDEO COACH

4 **3:10 PRONUNCIATION** • Third-person singular verb endings Read and listen. Then listen again and repeat.

“ Twice a week. ”

1 /s/	2 /z/	3 /ɪz/
takes = take/s/	cleans = clean/z/	washes = wash/ɪz/
visits = visit/s/	does = doe/z/	practices = practice/ɪz/
eats = eat/s/	plays = play/z/	exercises = exercise/ɪz/

MORE EXERCISES

5 **VOCABULARY / GRAMMAR PRACTICE** Tell your class how often your partner from Exercise 3 does household chores. Practice pronunciation of third-person verb endings.

“ John goes shopping twice a week. ”

6 **GRAMMAR** • The simple present tense: questions with Who as subject






Who **washes** the dishes in your family? I do. / My sister does.
We do. / My grandparents do.

Be careful!

Always use a third-person singular verb when who is the subject.
Don't say: Who **wash** the dishes?

Don't use **do** or **does** when who is the subject.
Don't say: Who **does-wash** the dishes?

- 7 **▶ 3:11 LISTENING COMPREHENSION** Listen to the conversations and the questions with Who. Check the chores each person does.

						
1	She...					
	Her husband...	✓				
	Her son...					
	Her daughter...					
2	He...					
	His brother...					
	His sister...					
3	She...					
	Her husband...					
4	He...					
	His wife...					
	His son...					

- 8 **GRAMMAR PRACTICE** With a partner, ask and answer questions about the people in Exercise 7.

“ In Conversation 1, who washes the dishes? ”

“ Her husband does. ”

DIGITAL
MODE
EXERCISES

NOW YOU CAN Discuss household chores

- 1 **▶ 3:12 CONVERSATION MODEL** Read and listen.
- A: So how often do you do the laundry?
 B: About twice a week. How about you?
 A: Me? I never do the laundry. Could I ask another question?
 B: Sure.
 A: Who cleans the house?
 B: Oh, that's my brother's job.

- 2 **▶ 3:13 RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

- 3 **CONVERSATION ACTIVATOR** With a partner, personalize the conversation. Then change roles.

A: So how often do you ?
 B: How about you?
 A: Me? Could I ask another question?
 B:
 A: Who ?
 B: Oh, that's job.

DON'T STOP!

Ask about other chores.



- 4 **CHANGE PARTNERS** Ask another classmate about household chores.
- 5 **GROUP WORK** Tell your classmates about your partner's household chores.

EXTENSION

- 1 **3:14** **READING** Read the article. Do you like housework?

Don't like household chores? These robots help! ▶

How often do you clean your house? Once a week? Twice a month? Never? Well, these two robots clean the house for you. The iRobot Roomba® turns right or left, and vacuums while you watch TV or exercise. Take a nap, and the house is clean when you get up. And if you want to wash the floor, the iRobot Scooba® washes the floor for you. The Scooba moves around corners and washes the floor while you listen to music or check your e-mail. Now that's help with household chores!



The iRobot Roomba vacuums.



The Scooba washes floors.



ASIMO carries a tray.

And who is this? Meet ASIMO, a robot from the Honda Motor Company. ASIMO doesn't clean the house. It doesn't wash dishes or take out the garbage. But ASIMO walks, climbs stairs, carries things, and pushes things. ASIMO talks, answers questions, and follows directions. Ask, "What's your name?" and ASIMO says, "I'm ASIMO." Say "turn left" or "turn right," and ASIMO turns. ASIMO also greets people. Some people think ASIMO is very cute.



ASIMO climbs stairs...



and pushes things.

- 2 **READING COMPREHENSION** Complete each statement. Circle the correct verb.

- 1 The Roomba (washes / vacuums / carries things).
- 2 The Scooba (washes / vacuums / carries things).
- 3 The Roomba and the Scooba (answer questions / talk / turn).
- 4 ASIMO (cleans / washes the floor / greets people).
- 5 ASIMO doesn't (clean things / carry things / talk).
- 6 ASIMO also (vacuums / takes out the garbage / climbs stairs).
- 7 ASIMO (asks / answers / repeats) questions.
- 8 (The Roomba / The Scooba / ASIMO) pushes things.

- 3 **DISCUSSION** Which robots do you like? Do you want any of them? Why?

“ I want the Roomba because it cleans the house. ”

GRAMMAR BOOSTER

Unit 7 review • p. 139

For additional language practice ...

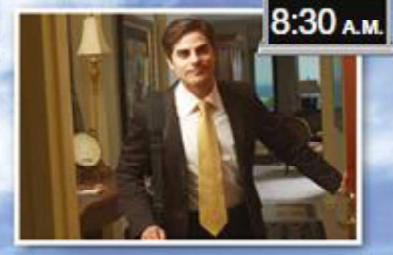
TOP NOTCH POP • Lyrics p. 150
"On the Weekend"

DIGITAL SONG

DIGITAL KARAOKE

Jack's Typical Day

Morning



Evening



CONTEST Study the photos for one minute. Then close your books. Who remembers all Jack's activities?

PAIR WORK Create a conversation for Jack and a friend. Start like this:

*Jack, are you a morning person or an evening person? OR
What's your typical day like?*

TRUE OR FALSE? Make statements about Jack's activities. Your partner says True or False. Take turns. For example:

*A: Jack usually takes a shower in the evening.
B: False. He takes a shower in the morning.*

WRITING Write about your typical week. Use adverbs of frequency and time expressions. For example:

In the morning, I usually eat breakfast at 7:00. Then I...

WRITING BOOSTER p.148 Guidance for this writing exercise

NOW I CAN

- Talk about morning and evening activities.
- Describe what I do in my free time.
- Discuss household chores.

Units 1–7 REVIEW

- 1 **3:17 LISTENING COMPREHENSION** Listen to the conversations. Check each statement T (true) or F (false). Then listen again and check your work.

T F

- 1 The woman is a manager.
 2 His father is a doctor.
 3 Her sister is an architect.

T F

- 4 His brother is a student.
 5 Her grandparents are artists.
 6 The woman in the photo is his neighbor.

- 2 **PAIR WORK** Ask and answer questions about places on the maps.

“Where’s ___?”

“It’s ___.”



- 3 **GRAMMAR PRACTICE** Complete each sentence with in, on, or at.

- 1 The movie is Friday 8:00.
 2 The meeting is June 6th the morning.
 3 The party is Saturday midnight.
 4 The dinner is April.
 5 The dance is 8:00 P.M. Friday.

- 4 **GRAMMAR PRACTICE** Complete the sentences with this, that, these, or those.



- 1 I want pants.



- 2 I like jackets.



- 3 I like suit.



- 4 I want tie.

- 5 **PAIR WORK**

Partner A: Ask these questions.

Partner B: Read the correct response to each question aloud.

- 1 Does he have grandchildren?
 a Yes, he has two sons.
 b Yes, he does.
 2 Where’s the pharmacy?
 a Don’t walk. Take the bus.
 b It’s around the corner.
 3 Are we late?
 a Yes. It’s 10:00.
 b Yes, you’re early.

Partner B: Ask these questions.

Partner A: Read the correct response to each question aloud.

- 4 When’s the dance?
 a On Saturday.
 b At the school.
 5 Do you like this suit?
 a Yes, it is.
 b Yes, I do.
 6 How do you go to work?
 a I walk.
 b Walk.

6 **PAIR WORK** Write your own response to each person. Then practice your conversations with a partner.

1  **YOU** *Nice to meet you*

2  **YOU**

3  **YOU**

4  **YOU**

5  **YOU**

6  **YOU**

7 **GRAMMAR PRACTICE** Look at the pictures. Write an imperative for each.

1  *Walk* to the bank.

2  to work.

3  to the pharmacy.

4  to the restaurant.

5  to school.

6  to the bookstore.

8 **CONVERSATION PRACTICE** With a partner, exchange real information about your families. Start like this:

“ Tell me about your family. ”

Ideas

Ask about names.
Ask about ages.

Ask about occupations.
Describe people.



- 9 ▶ 3-18 LISTENING COMPREHENSION Listen to the conversations. Answer the questions. Then listen again and check your work.

1 What's her phone number?	It's _____.
2 What's his last name?	It's _____.
3 How old is his son?	He's _____ years old.
4 What's the address?	It's _____ West 12 th Street.
5 What time is it?	It's 2: _____.

- 10 GRAMMAR PRACTICE Circle the correct word or words to complete each statement or question.

- | | |
|--|--|
| 1 Is he (your / you) husband? | 4 (Our / We) birthdays are in May. |
| 2 Is she (their / they) granddaughter? | 5 How do you spell (her / she) name? |
| 3 (Her / His) name is Mr. Grant. | 6 I'm (Ms. Bell / Ms. Bell's) student. |

- 11 VOCABULARY / GRAMMAR PRACTICE Write a question for each response.

- | | |
|---|--|
| 1 A: ?
B: No. She's a student. | 5 A: ?
B: It's 34 Bank Street. |
| 2 A: ?
B: I'm an architect. | 6 A: ?
B: The newsstand is around the corner. |
| 3 A: ?
B: The bank is across the street. | 7 A: ?
B: My birthday? In February. |
| 4 A: ?
B: It's 9:45. | 8 A: ?
B: They're my sisters. |

- 12 PAIR WORK

Partner A: Ask these questions.

Partner B: Read the correct response to each question aloud.

- Does Jack have a large family?
a Yes, I do.
b Yes, he does.
- Does her father shave every morning?
a Yes, he is.
b No, he doesn't.
- Is Ms. Wang his English teacher?
a Yes, he is.
b Yes, she is.

Partner B: Ask these questions.

Partner A: Read the correct response to each question aloud.

- Does she like red shoes?
a No, she doesn't.
b Yes, I do.
- Does he need a new tie?
a Yes, he does.
b Yes, I do.
- Does she always clean the house on Sunday?
a Yes, she is.
b Yes, she does.

- 13 GRAMMAR PRACTICE Circle the correct verb to complete each sentence.

- | | |
|-----------------------------------|--|
| 1 We (am / are) friends. | 4 (Do / Does) she (want / wants) new shoes? |
| 2 They (has / have) two children. | 5 Why (do / does) they (need / needs) new shoes? |
| 3 Who (has / have) a blue suit? | 6 (Is / Are) we on time? |

14 **GRAMMAR PRACTICE** Complete the statements with verbs in the simple present tense.

- 1 I usually TV in the evening, but my brother to music.
- 2 We sometimes the house and the laundry in the morning.
- 3 After dinner, I always the dishes, and my wife out the garbage.
- 4 My neighbors never shopping on weekdays.
- 5 My sister always to bed before 10:00 P.M., but I usually e-mail at 10:00.
- 6 My grandfather always a nap in the afternoon.

15 **VOCABULARY / GRAMMAR PRACTICE** Answer the questions. Use frequency adverbs or time expressions. Then tell your classmates about your activities.

1 *I usually go shopping on weekends.*

- 1 What do you do on weekends?
- 2 What do you do after breakfast?
- 3 What do you do after work or school?
- 4 What do you do at night before you go to bed?

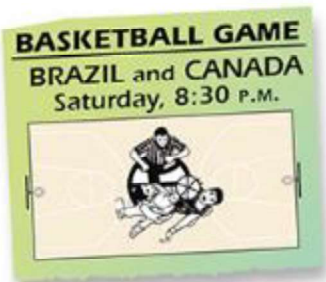
16 **CONVERSATION PRACTICE** With a partner, talk about the times of events. Use the pictures or your own ideas. Start like this:

“ Look. There’s a _____ on _____ . ”

RECYCLE THIS LANGUAGE.

Really?
 What time?
 Let’s go!
 Good idea.

across the street
 down the street
 around the corner



Other events
 a meeting
 a party
 a dance
 a dinner
 (your own idea)

COMMUNICATION GOALS

- 1 Describe your neighborhood.
- 2 Ask about someone's home.
- 3 Talk about furniture and appliances.

UNIT 8 Home and Neighborhood

LESSON 1 GOAL Describe your neighborhood

DIGITAL FLASH CARDS

1 ▶ 3:19 **VOCABULARY** • Buildings Read and listen. Then listen again and repeat.



2 **GRAMMAR** • The simple present tense: questions with Where / Prepositions of place

Questions with WhereWhere **do** you **live**?Where **do** your parents **live**?Where **does** he **work**?Where **does** your mother **work**?**Prepositions of place****in**She lives **in** an apartment.They live **in** a house.I work **in** an office.**at**I live **at** 50 Main Street.He works **at** a bookstore.They study **at** the Brooke School.**on**Her house is **on** Bank Street.We go to school **on** 34th Avenue.I work **on** the tenth floor.

3 **GRAMMAR PRACTICE** Complete the conversations. Use the simple present tense and prepositions of place.

1 **A:** Where your sister
B: She lives an apartment.3 **A:** Where your neighbor
B: She works a bookstore.2 **A:** Where you English?**B:** We study the school around the corner.4 **A:** Where your parents
B: They live 58 Gray Street.

DIGITAL MORE EXERCISES

DIGITAL VIDEO COACH

4 ▶ 3:20 **PRONUNCIATION** • Linking sounds Read and listen. Then listen and repeat.

1 It's **on** the second floor.2 She **works in** an office.3 He **lives in** an apartment.4 My apartment **has a** balcony.

5 **VOCABULARY / GRAMMAR PRACTICE** With a partner, ask and answer questions with Where. Use the simple present tense.

“ Where do you live? ”

DIGITAL FLASH CARDS

6 ▶ 3:21 **VOCABULARY** • *Places in the neighborhood* Read and listen. Then listen again and repeat.

“ I live on Main Street. ”



1 a bus station



2 a train station



3 a stadium

▶ 3:22 **Preposition near**

The train station is **near** the bus station. It's right across the street.



4 a park



5 a mall



6 a museum



7 an airport



8 a hospital

NOW YOU CAN Describe your neighborhood

1 ▶ 3:23 **CONVERSATION MODEL** Read and listen.

- A: Do you live far from here?
- B: No. About fifteen minutes by bus.
- A: And is the neighborhood nice?
- B: Yes, it is. My apartment is near a park and a mall.
- A: Really? My apartment is next to an airport.

2 ▶ 3:24 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

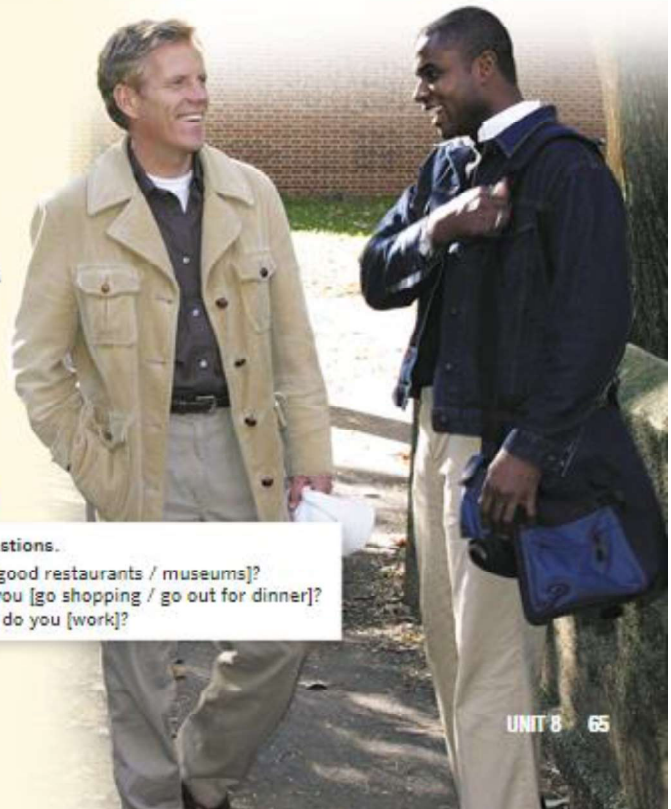
3 **CONVERSATION ACTIVATOR** With a partner, personalize the conversation.

- A: Do you live far from here?
- B:
- A: And is the neighborhood nice?
- B:, it
- A: Really? My is

4 **CHANGE PARTNERS** Ask about another classmate's neighborhood.

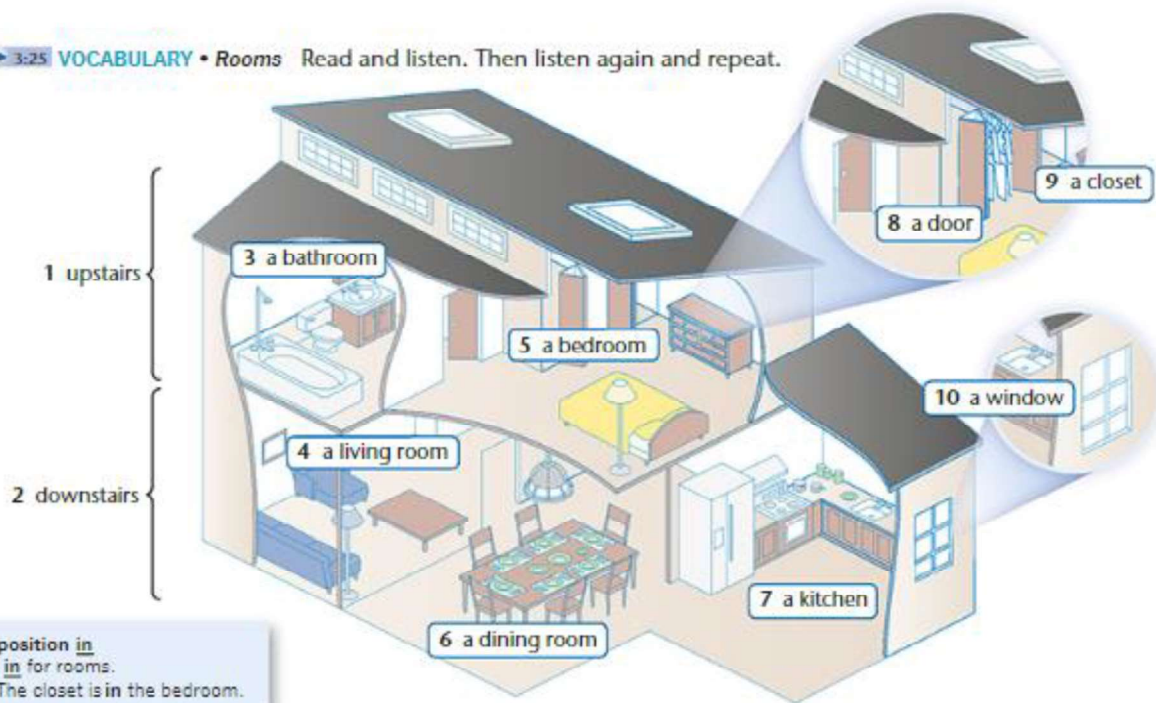
DON'T STOP!

- Ask more questions.
- Are there [good restaurants / museums]?
- Where do you [go shopping / go out for dinner]?
- And where do you [work]?



DIGITAL FLASH CARDS

1 3:25 VOCABULARY • Rooms Read and listen. Then listen again and repeat.



Preposition in
Use **in** for rooms.
The closet is **in** the bedroom.

“ My apartment has one large bedroom and two small bedrooms. ”

2 PAIR WORK Tell your partner about the rooms in your home.

3 GRAMMAR • There is and There are / Questions with How many

There is and There are

Use **There is** with singular nouns. Use **There are** with plural nouns.

There's a small bedroom downstairs.

There's a large closet and two windows.

There's no kitchen.

There are three large bedrooms upstairs.

There are two windows and a large closet.

There are no elevators.

Is there a balcony? Yes, **there is**.
No, **there isn't**.

Are there closets? Yes, **there are**.
No, **there aren't**.

Be careful!

There is → **There's**
BUT Yes, there is NOT ~~Yes, there's~~.
There are NOT ~~There're~~

How many

Ask questions about quantity with **How many**. Always use a plural noun with **How many**.

How many bathrooms **are there**? (There are two.)

How many bedrooms **do you have**? (We have three.)

4 GRAMMAR PRACTICE Complete the sentences. Use **there's**, **there are**, **is there**, or **are there**.

1 How many closets **are there** in the house?

2 a small bedroom downstairs.

3 a balcony on the second floor?

4 an elevator and two stairways.

5 a garden next to her house.

6 two bedrooms upstairs.

7 a park near my apartment.

8 How many windows ?

DIGITAL MORE EXERCISES

- 5 **GRAMMAR PRACTICE** Write ten sentences about your house or apartment. Use There is and There are.

There's a small bathroom next to my bedroom.

- Ideas**
- number of rooms
 - size of rooms
 - location of rooms

- 6 ▶ 3:26 **LISTENING COMPREHENSION** Listen to the conversations. Check the best house or apartment for each person.

http://www.homeawayfromhome.com

Home Away from Home

Live in a house or apartment overseas for 1 to 6 months!
Call Us at 1-800-555-9038

<p>1. Paris</p> <p><input type="checkbox"/> A two-bedroom house with a large kitchen</p> <p><input type="checkbox"/> A one-bedroom apartment with a small kitchen</p>	<p>3. Tokyo</p> <p><input type="checkbox"/> A one-bedroom apartment with a large kitchen</p> <p><input type="checkbox"/> A one-bedroom apartment with a large closet</p>
<p>2. Buenos Aires</p> <p><input type="checkbox"/> A two-bedroom house with three bathrooms</p> <p><input type="checkbox"/> A two-bedroom house with two bathrooms</p>	<p>4. Montreal</p> <p><input type="checkbox"/> A two-bedroom house with a small garden</p> <p><input type="checkbox"/> A two-bedroom apartment with a balcony</p>

NOW YOU CAN Ask about someone's home

- 1 ▶ 3:27 **CONVERSATION MODEL** Read and listen.

A: Do you live in a house or an apartment?
 B: An apartment.
 A: What's it like?
 B: Well, there are three large bedrooms, and it has a large kitchen.
 A: Sounds nice!

- 2 ▶ 3:28 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

- 3 **CONVERSATION ACTIVATOR** With a partner, personalize the conversation. Describe your house or apartment. Then change roles.

A: Do you live in a house or an apartment?
 B:
 A: What's it like?
 B: Well,
 A: Sounds nice!

- 4 **CHANGE PARTNERS** Talk about another classmate's home.



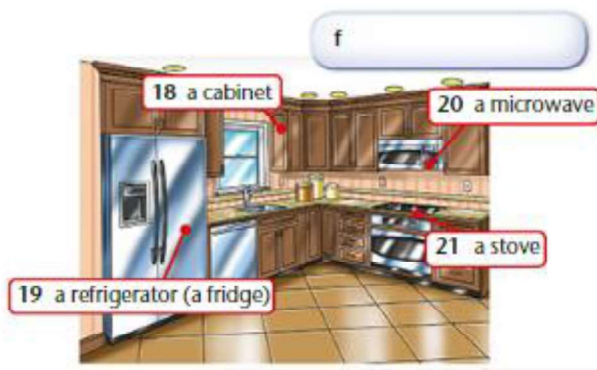
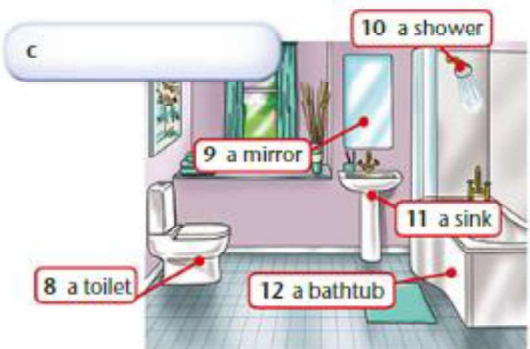
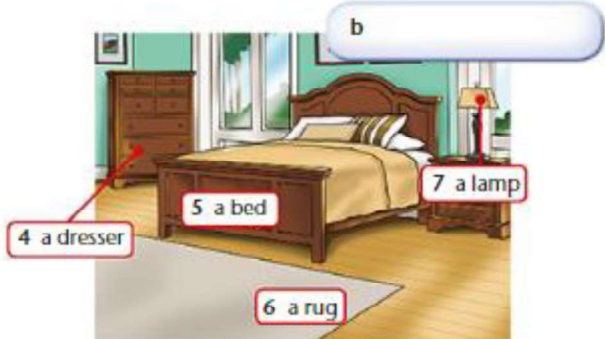
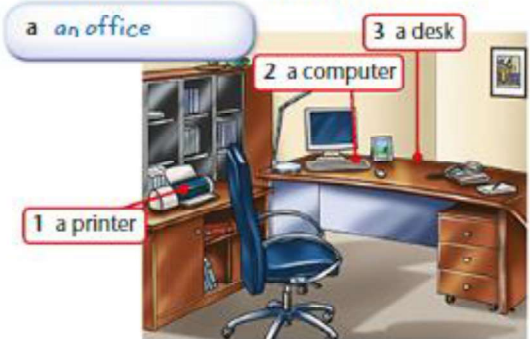
DON'T STOP!

Ask more questions.

Is there ___? / Are there ___?
 How many ___ are there?
 Does your [house] have [a garage]?

FLASH CARDS

1 ▶ 3:29 **VOCABULARY** • Furniture and appliances First write the name of each room (a–f). Then read and listen. Listen again and repeat.



VOCABULARY BOOSTER
More home and office vocabulary • p. 129



2 ▶ 3:30 **LISTENING COMPREHENSION** Listen to the comments about furniture and appliances. Look at the pictures in the Vocabulary. Write the correct room.

- 1 It's in the
- 2 It's in the
- 3 It's in the
- 4 It's in the
- 5 They're in the
- 6 It's in the

- 3 **PAIR WORK** Ask your partner about the furniture and appliances in his or her home.

“ What’s in your living room? ”

“ My living room has a sofa and two chairs, and there’s a large bookcase. ”

NOW YOU CAN Talk about furniture and appliances

- 1 ▶ 3:31 **CONVERSATION MODEL** Read and listen.

A: This is a nice sofa. What do you think?
 B: Actually, I think it’s beautiful.
 A: And what about this lamp?
 B: I don’t know. I’m not sure.

▶ 3:33
 Positive and negative adjectives

☺	☹
beautiful	ugly
nice	awful
great	terrible

- 2 ▶ 3:32 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

- 3 **CONVERSATION ACTIVATOR** Change the conversation. Ask your partner’s opinion about the furniture and appliances in the pictures. (Or use your own pictures.) Then change roles.

A: This is a nice What do you think?
 B: Actually, I think it’s
 A: And what about this ?
 B:

DON'T STOP!

Ask about other furniture and appliances.

RECYCLE THIS LANGUAGE.

I like this ____ .
 I don't like this ____ .
 Really?
 What about you?




- 4 **CHANGE PARTNERS** Practice the conversation again.

EXTENSION

- 1 **3:34** **READING** Read about where people live. Who lives in a house? Who lives in an apartment?

Where Do You Live?




Jeewhan Yoon

I'm Jeewhan Yoon from the city of Busan, in Korea. My wife and I live in a small house with two floors and a garage. There are two bedrooms, a living room, a small kitchen, and one bathroom.

My favorite room is the living room. There's a big sofa, and I usually read there. We also watch movies on TV in the living room.

One thing I don't like: we don't have a garden.




Tina Williams

I'm Tina Williams, and I'm from Seattle, in the United States. I live in a small white house with a two-car garage.

Downstairs, there's a living room, a dining room, and a nice large kitchen with large windows and a view of the garden. There are two bedrooms and one bathroom upstairs. There's also a very small office—my favorite room. I study there.

It's small, but I love my house!



Eduardo Calero

My name is Eduardo Calero, and I live in Caracas, Venezuela. My family has a really nice apartment on the eighth floor. There's an elevator, of course, and there's a garage on the first floor.

We have three bedrooms and two bathrooms. My brother and I have our own rooms. The kitchen is small, but it has beautiful new appliances. The living room is my favorite room, though, because it has a fantastic view of the city of Caracas.

- 2 **READING COMPREHENSION** Check the descriptions that match each person's home.

	Jeewhan Yoon	Tina Williams	Eduardo Calero
three bedrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
two bathrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a small kitchen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
no office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
no garden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a two-car garage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
an elevator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 3 **PAIR WORK** Compare your home with the homes in the Reading.

“ Tina's kitchen has a view of the garden, but my house doesn't have a garden. ”

“ Eduardo lives in an apartment. I live in an apartment, too. His apartment has two bathrooms, but my apartment has one. ”

GRAMMAR BOOSTER

Unit 8 review • p. 140

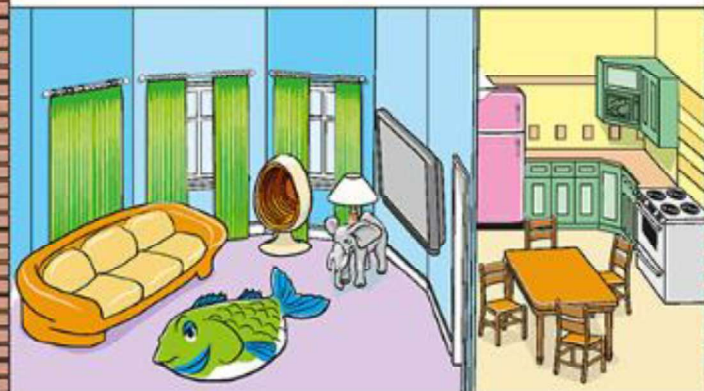
For additional language practice...

TOP NOTCH POP • Lyrics p. 150
“Home Is Where the Heart Is”

DIGITAL SONG

DIGITAL KARAOKE

Partner A's Picture



INFO GAP Find everything that's different in the two pictures. Ask questions. For example:

How many — are there? Is there —?
Does the — have —? Are there —?

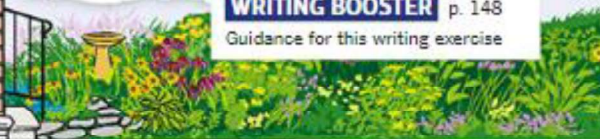
PAIR WORK

- Express your opinions about the houses, the furniture, and the appliances. For example:
A: What do you think of —?
B: I think it's really nice. What about you?
- Your partner closes his or her book. You describe one of the houses. Your partner draws a picture of the house. For example:
Upstairs, there are two small bedrooms and a small bathroom.

WRITING Compare your home with one of the homes in the Reading on page 70. For example:

Ms. Williams's house has two bedrooms upstairs, but my...

WRITING BOOSTER p. 148
Guidance for this writing exercise



Partner B's Picture



NOW I CAN

- Describe my neighborhood.
- Ask about someone's home.
- Talk about furniture and appliances.

COMMUNICATION GOALS

- 1 Describe today's weather.
- 2 Discuss plans.
- 3 Ask about people's activities.

UNIT 9 Activities and Plans

LESSON 1 GOAL Describe today's weather

VOCABULARY BOOSTER

More weather vocabulary • p. 130



FLASH CARDS

- 1 ▶ 3-37 **VOCABULARY** • Weather expressions Read and listen. Then listen again and repeat.

HOW'S THE WEATHER?



1 It's sunny.



2 It's cloudy.



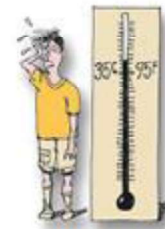
3 It's windy.



4 It's raining.



5 It's snowing.



6 It's hot.



7 It's cold.



8 It's warm.



9 It's cool.

- 2 ▶ 3-38 **LISTENING COMPREHENSION**

Listen to the weather reports. Check the correct word for each city. Then listen again and write the temperatures. Finally, listen again and describe the weather.

City	Hot	Warm	Cool	Cold	What's the temperature?	How's the weather?
1 Cali	✓				35°	It's sunny.
2 Madrid						
3 Seoul						
4 Dubai						
5 Montreal						

- 3 **GRAMMAR** • The present continuous: statements

The present continuous expresses actions in progress now. Use a form of **be** and a present participle.

Affirmative

I'm **wearing** a sweater.
You're **shaving**.
She's **taking** a bath.
It's **raining**.
We're **watching** TV.
They're **exercising**.

Negative

I'm **not wearing** a jacket.
You're **not making** lunch. [OR You **aren't making** lunch.]
She's **not taking** a shower. [OR She **isn't taking** a shower.]
It's **not snowing**. [OR It **isn't snowing**.]
We're **not reading**. [OR We **aren't reading**.]
They're **not taking** a nap. [OR They **aren't taking** a nap.]

Present participles

wear → **wearing**
study → **studying**
exercise → **exercising**

Some others:

doing, listening, reading,
working, meeting, getting

4 GRAMMAR • The present continuous: yes / no questions

Are you eating right now?	Yes, I am. / No, I'm not.
Is she taking the bus?	Yes, she is. / No, she's not. [OR No, she isn't.]
Is it raining ?	Yes, it is. / No, it's not. [OR No, it isn't.]
Are they walking ?	Yes, they are. / No, they're not. [OR No, they aren't.]

5 GRAMMAR PRACTICE Complete each statement, question, or short answer with the present continuous. Use contractions.

- now, and a nice, warm sweater.
It / snow I / wear
- ? Yes, he his textbook.
he / study He / read
- dinner right now. late at the office.
Dad / not make He / work
-, and a shower.
Jerome / exercise Ann / take
- TV. to music.
The children / not watch They / listen
- this morning? No. It's cloudy and windy, but it
it / rain not rain
- in the office right now? Yes,
they / meet

ESSENTIAL MORE EXERCISES

NOW YOU CAN Describe today's weather

1 3:39 CONVERSATION MODEL Read and listen.

- A:** Hi, Molly. Jonathan.
B: Hey, Jonathan. Where are you?
A: I'm calling from Vancouver.
 How's the weather there in São Paulo?
B: Today? Awful! It's raining and cold.
A: No kidding! It's hot and sunny here.

bad 😞
Awful!
Terrible!
good 😊
Nice!
Great!
Beautiful!



2 3:40 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

3 CONVERSATION ACTIVATOR With a partner, change the conversation. Choose two cities. Role-play a conversation about the weather there. (Option: Find the weather report in the newspaper, on TV, or online.) Then change roles.

- A:** Hi,
B:, Where are you?
A: I'm calling from
 How's the weather there in?
B: Today? It's
A: No kidding! It's here.

DON'T STOP! Tell your partner what you're wearing.
 I'm wearing ____
 I'm not wearing ____.

4 CHANGE PARTNERS Describe the weather in other places.

1 **VOCABULARY** • Present and future time expressions Read and listen. Then listen again and repeat.

2 **GRAMMAR** • The present continuous with present and future time expressions

Actions in the present	Future plans
Are you watching TV right now ?	I'm buying shoes tomorrow .
I'm not studying English this year .	They're cleaning the house this weekend , not today.
She's working at home this week .	Janet's meeting Bill at 5:00 this afternoon .

3 **GRAMMAR PRACTICE** Read Marissa Miller's date book for this week. Then complete the paragraph. Use the present continuous.



Today is Monday, and right now it's raining.

It's windy and cold, so Marissa is staying ¹.....

home. But later she has plans. She ²

her mom at the mall, and in the afternoon, she

..... ³ the laundry—a good plan for a rainy

day! What about the rest of the week? Tomorrow,

she ⁴, and at 5:30, she ⁵

Sandy at the City Bookstore. The day after

tomorrow, she ⁶, and she

..... ⁷ her dad at 1:00. Then, at 3:30 on Thursday afternoon, she ⁸ to Chinese class.

Later she ⁹ her brother James at Rossini's Restaurant. On Friday, Marissa ¹⁰ from

9:00 to 12:00. After work, she and Colin ¹¹ dinner together at his house. On Saturday, Marissa

..... ¹² in the park with Sarah. That evening, she and Scott ¹³ to a concert. On Sunday,

she ¹⁴ for her driving test and ¹⁵ the kitchen.

- 4 **PAIR WORK** Ask your partner yes / no questions about Marissa's schedule. Use the present continuous. Answer your partner's questions.

👉 Is Marissa exercising on Tuesday? 👉

NOW YOU CAN Discuss plans

- 1 ▶ 3:42 **CONVERSATION MODEL** Read and listen.
 A: What beautiful weather! It's so sunny and warm!
 B: It really is! . . . So, Kate, are you doing anything special this weekend?
 A: Well, on Saturday, I'm meeting Pam in the park.
 B: Do you want to get together on Sunday?
 A: Sure! Call me Sunday morning, OK?
- 2 ▶ 3:43 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.
- 3 **PLAN YOUR CONVERSATION** Fill in the date book for this week. Write your activities and the times.



VIDEO

- 4 **CONVERSATION ACTIVATOR** With a partner, personalize the conversation with real information from your date books. Describe the weather today and use the time expressions for your plans. Then change roles.
- A: What weather! It's so !
 B: It really is! . . . So,, are you doing anything special?
 A: Well,, I'm
 B: Do you want to get together ?
 A: Sure! Call me, OK?

DON'T STOP!

Ask about plans for other days of the week.



RECYCLE THIS LANGUAGE.

Time expressions
 on [Friday]
 this [afternoon]
 in the [evening]
 tomorrow
 the day after tomorrow

Adjectives for weather
 bad good
 awful nice
 terrible great
 ugly beautiful

Describe the weather
 It's so [cloudy / windy]!
 And it's so [hot / cold / cool]!
 And it's [raining / snowing]!

- 5 **CHANGE PARTNERS** Discuss other plans.

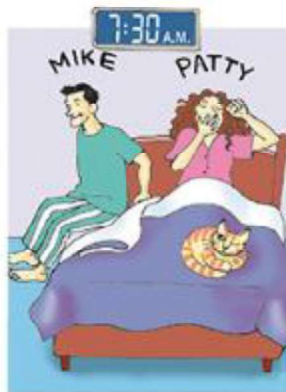
1 **GRAMMAR** • The present continuous: information questions

What **is** she **watching**? (A TV program.) What **are** you **doing**? (We're checking e-mail.)
 Where **is** he **driving**? (To work.) Where **are** they **going**? (They're going to the movies.)
BUT: Note the different word order when **who** is the subject.
 Who **is working**? (Ben.)

2 **PAIR WORK** Ask and answer questions about Mike and Patty. Use the present continuous and **What**, **Where**, and **Who**.

“ It's 8:20. What's Mike doing? ”

“ He's eating breakfast. ”



3 **PRONUNCIATION** • Intonation of questions Use rising intonation for **yes / no** questions. Use falling intonation for information questions. Read and listen. Then listen again and repeat.

Yes /no questions

- 1 Are you eating?
- 2 Is he walking?
- 3 Are they watching a movie?
- 4 Is her family at home?
- 5 Are you a teacher?

Information questions

- What are you eating?
 Where is he walking?
 Who's watching a movie?
 Where is her family at home?
 What do you do?

4 **GRAMMAR** • The present participle: spelling rules

base form	→	present participle	base form	→	present participle
talk	→	talking	make	→	making
read	→	reading	take	→	taking
watch	→	watching	come	→	coming
Remember:					
shop	→	shopping	get	→	getting
			put	→	putting

5 **GRAMMAR PRACTICE** Write the present participle of each base form.

- | | | |
|---------------|--------------|----------------|
| 1 check | 3 wash | 5 drive |
| 2 write | 4 go | 6 get up |

6 **▶ 3:45 LISTENING COMPREHENSION** Listen. Complete each statement in the present continuous.

- | | |
|----------------|-----------------|
| 1 Sara's | 4 Paul's |
| 2 Dan's | 5 Marla's |
| 3 Eva's | |

NOW YOU CAN Ask about people's activities

1 **▶ 3:46 CONVERSATION MODEL** Read and listen.

- A: Hello?
 B: Hi, Grace. This is Jessica. What are you doing?
 A: Well, actually, I'm doing the laundry right now.
 B: Oh, I'm sorry. Should I call you back later?
 A: Yes, thanks. Talk to you later. Bye.
 B: Bye.

2 **▶ 3:47 RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

3 **CONVERSATION ACTIVATOR** With a partner, personalize the conversation. Use your own names. Use the pictures or use your own activities. Then change roles.

- A: Hello?
 B: Hi, This is What are you doing?
 A: Well, actually, I right now.
 B: Oh, I'm sorry. Should I call you back later?
 A: Yes, thanks. Talk to you later. Bye.
 B:

DON'T STOP!

Talk about a time to call back.
 Call me at 3:00.
 Call me tonight.



4 **CHANGE PARTNERS** Ask and talk about other activities.

EXTENSION

1 **READING** Look at today's weather forecast.



2 **READING COMPREHENSION** Complete the chart for December 16th weather, according to the forecast in the Reading.

	in the morning	in the afternoon	in the evening
sunny	Guadalajara and Miami		
cloudy			
windy			
snowy			
rainy			
hot			
warm			
cold			
cool			

3 **READING COMPREHENSION** Look at the sunrise and sunset times. Answer the questions.

- Which cities have sunrises before 7:30?
- Which cities have sunsets before 5:00?

4 **VOCABULARY / GRAMMAR GAME** Team 1 mimes an activity. Team 2 asks questions. Use the activities from the box.

- comb your hair
- drive
- exercise
- talk on the phone
- get dressed
- take a shower
- read
- watch TV
- go to bed
- brush your teeth
- wash the dishes
- take out the garbage
- check e-mail
- listen to music
- put on makeup

Are you putting on makeup?


GRAMMAR BOOSTER
Unit 9 review • p. 141



PAIR WORK Create telephone conversations for Sam and Debbie on Thursday and on Saturday. Ask about activities and plans. Ask about the weather. For example:
This afternoon I'm going shopping. Then tonight I'm ...

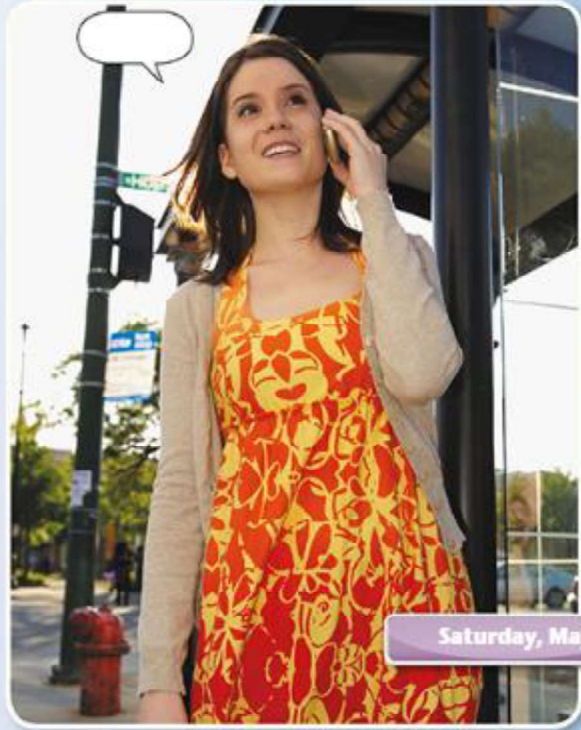
WRITING Write five sentences about your plans for this week. Use the present continuous. For example:

I'm going out for dinner on Saturday.

WRITING BOOSTER p. 148 
 Guidance for this writing exercise



Thursday, May 5, 1:20 p.m.



Saturday, May 7, 6:30 p.m.



NOW I CAN

- Describe today's weather.
- Discuss plans.
- Ask about people's activities.

COMMUNICATION GOALS

- 1 Discuss ingredients for a recipe.
- 2 Offer and ask for foods.
- 3 Invite someone to join you at the table.

UNIT 10 Food

LESSON 1 GOAL Discuss Ingredients for a recipe

DIGITAL FLASH CARDS

- 1 ▶ 4:02 **VOCABULARY** • *Foods: count nouns* Read and listen. Then listen again and repeat.



1 an egg



2 an onion



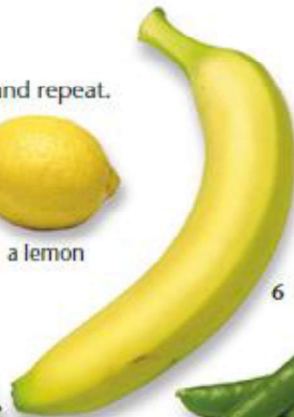
3 an apple



4 an orange



5 a lemon



6 a banana



7 a tomato



8 a potato



9 a pepper



10 beans



11 peas

VOCABULARY BOOSTER

More vegetables and fruits • p. 131



- 2 ▶ 4:03 **LISTENING COMPREHENSION** Listen to the conversations. Check the foods you hear in each conversation.

1		✓					✓	✓
2								
3								
4								
5								

- 3 **PAIR WORK** Which foods do you like? Tell your partner. Compare your likes and dislikes.

“ I don't like bananas, but I really like apples. ”

- 4 **GRAMMAR** • How many / Are there any

Use How many and Are there any with plural nouns.

How many onions are there? (Ten or twelve.)

How many apples are there in the refrigerator? (I'm not sure. Maybe two.)

Are there any lemons? (Yes, there are. OR Yes. There are three.)

(No, there aren't. OR No. There aren't any.)

DIGITAL
FLASH
CARDS

- 5 ▶ 4:04 **VOCABULARY** • *Places to keep food in a kitchen* Read and listen. Then listen again and repeat.



1 in the fridge (in the refrigerator)



2 on the shelf



3 on the counter

DIGITAL
MORE
EXERCISES

- 6 **PAIR WORK** Ask and answer questions about the Vocabulary pictures. Use How many and Are there any.

“ How many potatoes
are there on the shelf? ”

“ There are three. ”

NOW YOU CAN Discuss Ingredients for a recipe

- 1 ▶ 4:05 **CONVERSATION MODEL** Read and listen.
- A: How about some green bean salad?
B: Green bean salad? That sounds delicious! I love green beans.
A: Are there any beans in the fridge?
B: Yes, there are.
A: And do we have any onions?
B: I'm not sure. I'll check.
- 2 ▶ 4:06 **RHYTHM AND INTONATION** Listen again and repeat.
Then practice the Conversation Model with a partner.
- 3 **CONVERSATION ACTIVATOR** With a partner, change the conversation. Use the recipes. Then change roles. Start like this:
- A: How about some ?
B:? That sounds delicious! I love
A: Are there any ?
B:

Continue with the other ingredients in the recipe.

RECYCLE THIS LANGUAGE.

We need [onions].	And how about — ?
We don't have [eggs].	Uh-oh.
I really like [beans].	I don't know.
I don't like [peas].	Sounds nice.

- 4 **CHANGE PARTNERS** Discuss another recipe.

Green Bean Salad

Ingredients:
beans
peas
onions



Fruit Salad

Ingredients:
apples
bananas
oranges



Tomato Potato Soup

Ingredients:
tomatoes
potatoes
onions



Potato Pancakes

Ingredients:
potatoes
onions
eggs



Stuffed Peppers

Ingredients:
peppers
tomatoes
onions



DON'T STOP!

Talk about what you need,
want, have, and like.

FLASH CARDS

1 4:07 VOCABULARY • Drinks and foods: non-count nouns Read and listen. Then listen again and repeat.

DRINKS



1 water



2 coffee



3 tea



4 juice



5 milk



6 soda

FOODS



7 bread



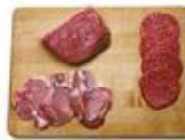
8 pasta



9 rice



10 cheese



11 meat



12 chicken



13 fish



14 oil



15 butter



16 sugar



17 salt



18 pepper

2 VOCABULARY PRACTICE Which foods from the Vocabulary do you like? Discuss with your classmates.

“ I like cheese. ”

“ Me too! Cheese is my favorite food! ”

“ Not me. I really don't like cheese. ”

3 GRAMMAR • Count nouns and non-count nouns

Count nouns name things you can count. They can be singular or plural.

I want **an apple**.

I like **bananas**.

We have **three tomatoes** on the shelf.

Non-count nouns name things you cannot count. They are not singular or plural.

I don't eat **sugar**.

Rice is good for you.

Pasta is my favorite food.

Be careful!

• Use singular verbs with non-count nouns.

Rice is good for you.
NOT Rice **are** good for you.

• Don't use **-s** or **a / an** with non-count nouns.

rice NOT a-rice
NOT two-rices

- 4 **GRAMMAR PRACTICE** Complete the chart. Be careful! Make your count nouns plural. But don't make your non-count nouns plural. Then compare with a partner.

I eat	pasta, peas . . .
I don't eat	
I drink	
I don't drink	

- 5 **GRAMMAR** • *How much / Is there any*

Use **How much** and **Is there any** to ask about non-count nouns.

How much bread does she want? (NOT ~~How many~~ bread does she want?)

How much milk is there? (NOT ~~How many~~ milk is there?)

Is there any butter? Yes, there is. / No, there isn't. OR No. There isn't any.

Remember:

Use **How many** with plural count nouns.

How many apples are there?

NOT ~~How much~~ apples are there?

- 6 ▶ 4:08 **VOCABULARY** • *Containers and quantities* Read and listen. Then listen again and repeat.



1 a box of pasta



2 a loaf of bread



3 a bottle of juice



4 a can of soda



5 a bag of onions

- 7 **GRAMMAR PRACTICE** Complete each question with **How much** or **How many**.

1 loaves of bread do you need?

2 bags of potatoes do we have?

3 cheese is there in the fridge?

4 sugar do you want in your tea?

5 eggs are there for the potato pancakes?

6 cans of tomatoes are there on the shelf?

NOW YOU CAN Offer and ask for foods

- 1 ▶ 4:09 **CONVERSATION MODEL** Read and listen.

A: Would you like coffee or tea?

B: I'd like coffee, please. Thanks.

A: And would you like sugar?

B: No, thanks.

A: Please pass the butter.

B: Here you go.

- 2 ▶ 4:10 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

- 3 **CONVERSATION ACTIVATOR** With a partner, change the conversation. Use other foods and drinks. Then change roles.

A: Would you like or ?

B: I'd like, please. Thanks.

A: And would you like ?

B:

A: Please pass the

B: Here you go.

- 4 **CHANGE PARTNERS** Change the conversation again.



1 **GRAMMAR** • The simple present tense and the present continuous

Remember: Use the simple present tense with verbs have, want, need, and like.

I like coffee. NOT I'm liking coffee.

Use the simple present tense to describe habitual actions and with frequency adverbs.

I cook dinner every day.
I never eat eggs for breakfast.

Use the present continuous for actions in progress right now.

We're making dinner now.
She's studying English this year.

Be careful!

Don't say: We ~~cook~~ dinner now.
Don't say: I ~~am-cooking~~ dinner every day.

2 **GRAMMAR PRACTICE** Complete each statement or question with the simple present tense or the present continuous.

- Who lunch in the kitchen right now?
eat
- Where he usually lunch—at home or at the office?
eat
- They a lot of sugar in their tea.
not like
- We the kitchen every day.
clean
- Elaine and Joe aren't here. They to work.
drive
- Why six cans of tomatoes?
you / need
- tomato soup for lunch?
you / make
- to work tomorrow?
she / go
- How many boxes of rice?
he / want
- I a bottle of juice in the fridge.
not have
- I can't talk right now. I
study

3 **GRAMMAR PRACTICE** Look at Suzanne and her weekly schedule. Then write about Suzanne. What is she doing right now? What does she do at other times? Use the present continuous and the simple present tense.

May	May
10 Monday Teach English [intermediate] at SCS: 10:00 A.M.	Thursday 13 Work at home 8:00-12:00 Teach English [beginning] at Bank Street School: 4:00-6:00
11 Tuesday Work at home 8:00-12:00 Teach English [beginning] at Bank Street School: 4:00-6:00	Friday 14 Study Chinese
12 Wednesday Teach English [intermediate] at SCS: 10:00 A.M.	Saturday 15 Laundry / shopping
	Sunday 16 Cook for Mom and Dad

Suzanne is listening to music right now. She teaches English on Mondays, Tuesdays...

4 **PAIR WORK** Ask and answer questions about Suzanne's activities. Use the simple present tense and the present continuous.

- “ Does Suzanne teach English? ”
- “ Yes, she does. ”
- “ What's Suzanne doing right now? ”
- “ She's listening to music. ”



- 5 ▶ 4:11 **PRONUNCIATION** • *Vowel sounds* Read and listen to the words in each group. Then listen again and repeat.

1 /i/	2 /ɪ/	3 /eɪ/	4 /ɛ/	5 /æ/
see	six	late	pepper	apple
tea	fish	potato	red	jacket
street	this	train	lemon	has

- 6 **PAIR WORK** Read aloud a word from the Pronunciation chart. Your partner says another word from the same group.



NOW YOU CAN Invite someone to join you at the table

- 1 ▶ 4:12 **CONVERSATION MODEL** Read and listen.

A: Hi, Alison. Nice to see you!
 B: You too, Rita. Do you come here often?
 A: Yes, I do. Would you like to join me?
 B: Sure. What are you drinking?
 A: Lemonade.
 B: Mmm. Sounds good.

- 2 ▶ 4:13 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

- 3 **CONVERSATION ACTIVATOR** With a partner, personalize the conversation. Use your own name and your own foods or drinks or use the pictures. Then change roles.

A: Hi, Nice to see you!
 B: You, too, Do you come here often?
 A: Yes, I do. Would you like to join me?
 B: Sure. What are you ?
 A:
 B: Mmm. Sounds good.

DON'T STOP!
 Offer foods and drinks.

RECYCLE THIS LANGUAGE.
 Would you like [coffee]?
 Yes, thanks. / No, thanks.

- 4 **CHANGE PARTNERS** Invite another classmate to join you.



EXTENSION

1 **4:14** **READING** Read a recipe with only three ingredients.

Hungarian Cabbage and Noodles

Ingredients
 1 large head of green cabbage
 1/2 cup unsalted butter
 11 ounces (700 grams) of egg noodles

1. Cut the cabbage into small slices.
2. Put the cabbage into a large bowl and add salt.
3. Put the cabbage into the refrigerator overnight.
4. The next day, drain the cabbage.
5. Melt the butter in a large pan.
6. Sauté the cabbage until it is light brown and very soft (30-40 minutes).
7. Cook the noodles and drain them. Mix them with the cabbage. Add lots of black pepper.

Source: Adapted from *Recipes 1-2-3* by Rozanne Gold (New York: Viking, 1997)

4:15 **Cooking verbs**



2 **READING COMPREHENSION** Answer the questions. Compare your answers with a partner.

- 1 How many ingredients does the recipe have?
- 2 What are the ingredients?
- 3 Is there any butter or oil in the recipe?

DIGITAL
IMAGE
EXERCISES

3 **4:16** **LISTENING COMPREHENSION** Listen to the radio cooking program. Write the correct quantity next to each ingredient. Then listen again and number the pictures in the correct order. Listen again and check your work.

Pasta with Garlic and Olive Oil

Ingredients:
 ___ cloves of garlic
 ___ tablespoons of olive oil
 ___ box of pasta



4 **SPEAKING PRACTICE** Tell a partner what you eat for each meal.

“ My favorite food for breakfast is eggs. ”

GRAMMAR BOOSTER

Unit 10 review • p. 142

For additional language practice...

TOP NOTCH POP • Lyrics p. 150
 “Fruit Salad, Baby”

DIGITAL
SONG

DIGITAL
KARAOKE



Monday / Wednesday / Friday

Michael: do laundry
(Monday only)

Sylvia: go shopping

Sylvia: cook dinner

Tuesday / Thursday / Saturday

Sylvia: take out the garbage

Michael: go shopping and cook
dinner

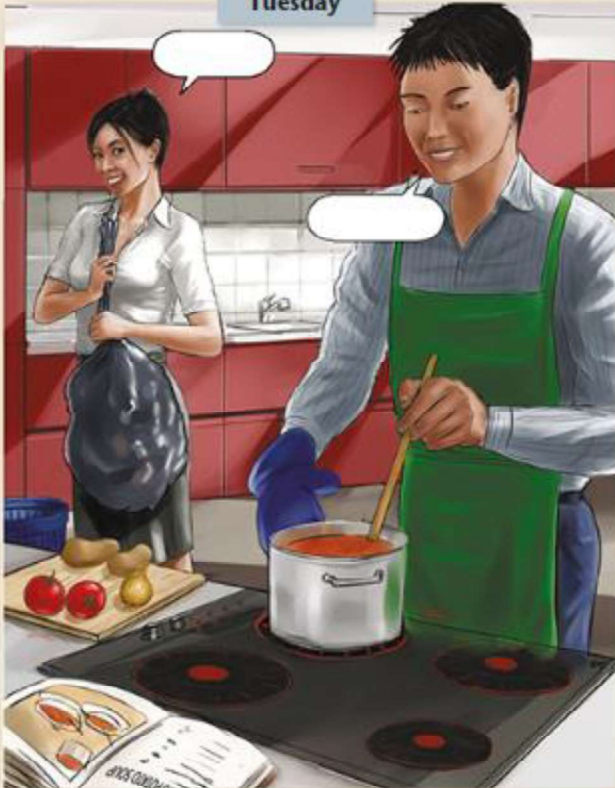
Sunday

No Chores!

Monday



Tuesday



Friday



NOW I CAN

- Discuss ingredients for a recipe.
- Offer and ask for foods.
- Invite someone to join me at the table.

MEMORY GAME Look at the pictures for one minute. Then close your books and say all the foods and drinks you remember. Use count and non-count nouns correctly.

DESCRIPTION Use the schedule and the pictures to describe Michael and Sylvia's activities and habitual actions. Use the present continuous and the simple present tense. For example:

It's Tuesday. Michael is cooking dinner. Sylvia cooks dinner on Mondays.

PAIR WORK

1 Ask and answer questions about the pictures. Use **How many** and **How much**. Answer with **There is** and **There are**. For example:

A: How many boxes of pasta are there on the counter?

B: There are two.

2 Create conversations for Michael and Sylvia in the three pictures. For example:

A: Would you like peas?

B: Yes, please. And please pass the salt.

WRITING Write about what you eat on a typical day. Start like this:

For breakfast I eat...

WRITING BOOSTER p. 148

Guidance for this writing exercise

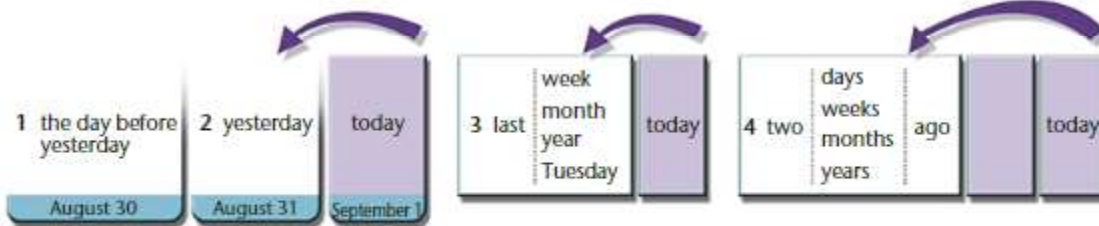
COMMUNICATION GOALS

- 1 Tell someone about an event.
- 2 Describe your past activities.
- 3 Talk about your weekend.

UNIT 11 Past Events

LESSON 1 GOAL Tell someone about an event

- 1 **4:19 VOCABULARY** • Describing times before today Read and listen. Then listen again and repeat.



- 2 **4:21 LISTENING COMPREHENSION** Listen and circle the year.

- 1 1913 / 1930 3 1967 / 1976
2 2016 / 2060 4 2001 / 2021

- 3 **PAIR WORK** Choose five of the following years. Say a year to your partner. Your partner circles the year.

4:20 Years, decades, and centuries

- 1900 = nineteen hundred
1901 = nineteen oh one
2000 = two thousand
2001 = two thousand one
2010 = twenty ten / two thousand ten
1990 to 1999 = the (nineteen) nineties
1901 to 2000 = the twentieth century
2001 to 2100 = the twenty-first century



- 4 **GRAMMAR** • The past tense of be: statements and questions; there was / there were

Statements

Singular

I **was** at school yesterday.
He **wasn't** at school yesterday.
She **wasn't** at school yesterday.

There was a concert last night.

Questions

Singular

Was it cloudy yesterday?
(Yes, it was. / No, it wasn't.)
Was there a game at the stadium?
(Yes, there was. / No, there wasn't.)

Where **was** the party last night?
When **was** she in Italy?
Who **was** at the party?

Plural

We **were** at home.
You **were** at home.
They **weren't** at home.

There were two movies last weekend.

Plural

Were you at the party last night?
(Yes, we were. / No, we weren't.)
Were there students at the meeting?
(Yes, there were. / No, there weren't.)

Where **were** they last weekend?
When **were** you at the bookstore?
Who **were** those students?"

Contractions

was not → **wasn't**
were not → **weren't**

- 5 **GRAMMAR PRACTICE** With a partner, take turns asking and answering the questions about the calendar. Today is April 20.

- 1 What day was yesterday?
- 2 What day was six days ago?
- 3 What day was one month ago?
- 4 What day was the day before yesterday?
- 5 What were the dates of last Saturday and Sunday?
- 6 What day was two months ago?

“ Yesterday was April 19th. ”

APRIL						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

- 6 **4:22 LISTENING COMPREHENSION** Listen to the conversations about events. Then listen again and circle the correct day or month.

- 1 If today is Sunday, then the party was on (Saturday / Friday / Thursday).
- 2 If this is January, then their birthdays were in (February / December / January).
- 3 If today is Friday, then the game was on (Monday / Thursday / Wednesday).

NOW YOU CAN Tell someone about an event

- 1 **4:23 CONVERSATION MODEL** Read and listen.

A: Where were you last night?
 B: What time?
 A: At about 8:00.
 B: I was at home. Why?
 A: Because there was a great party at Celia's house.
 B: There was? Too bad I wasn't there!

- 2 **4:24 RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

- 3 **CONVERSATION ACTIVATOR** Make a list of places for an event in your city or town. Use the pictures for kinds of events. With a partner, change the conversation, using your events. Then change roles.

A: Where were you ?
 B: What time?
 A: At about
 B: I was at Why?
 A: Because there was a at
 B: There was? Too bad I wasn't there!



- 4 **CHANGE PARTNERS** Talk about other events and places.



1 GRAMMAR • The simple past tense: statements

Use the past tense form for affirmative statements. Use **didn't** + the base form for negative statements.

Affirmative	Negative
I	I
You	You
She liked the movie.	She didn't like the concert.
We	We
They	They

Form: regular verbs
 Add **-ed** to the base form.
 If the base form ends in **-e**, add **-d**.
 call → called like → liked
BUT: study → studied
 shop → shopped

Irregular verbs

Use the past tense form of irregular verbs in affirmative statements. In negative statements, use **didn't** + the base form.

I **went** to a party. BUT I **didn't go** to the movies.
 We **made** dinner. BUT We **didn't make** breakfast.

▶ 4:25 Irregular verbs (Also see page 124.)

buy → bought	eat → ate	read → read
come → came	get → got	say → said
cut → cut	go → went	see → saw
do → did	have → had	take → took
drink → drank	make → made	think → thought
drive → drove	put → put	write → wrote

2 ▶ 4:26 PRONUNCIATION • The regular simple past tense ending Listen. Then listen again and repeat.

1 /d/	2 /t/	3 /ɪd/
listened = listen/d/	liked = like/t/	wanted = want/ɪd/
exercised = exercise/d/	washed = wash/t/	needed = need/ɪd/

3 GRAMMAR PRACTICE Complete the e-mail. Use the simple past tense and the past tense of **be**.

< INBOX (12) ^ v

Hi, Lucille: Yesterday was a really nice day. I early, my teeth, breakfast, and my house—all before 8:30. Then I until noon. After lunch, I to the weather report, and the weather warm. I all my grandchildren here. They here in the afternoon. We together for a while, and then the younger children a nap. The older ones to the park and soccer. At the end of the day, I dinner for all the children. They the dinner because it was pasta. The kids everything and more! Great day!

Brian

4 GRAMMAR • The simple past tense: questions

Question forms are the same with regular and irregular verbs.

Did	I you he she we they	watch TV last night? see a movie?	Yes, No,	I you he she we they	did. didn't.
------------	-------------------------------------	--------------------------------------	-------------	-------------------------------------	-------------------------------

- Where **did** you **go** last weekend?
 What time **did** they **go** out to dinner?
 What **did** your friend **watch** on TV?
 How many cups of coffee **did** she **drink**?
 Who **did** they **see** yesterday?

Be careful!

Remember: Word order changes when **Who** is the subject of the sentence:

Who went to the mall this morning? (We did.)

5 GRAMMAR PRACTICE Complete the conversations, using the simple past tense.

1 A: Where on Saturday?

B: to the movies..... a good family movie.

A: out to eat afterwards?

B: Yes, we Indonesian food. a lot of pepper.

A: But peppery food.

B: Actually, a little and it was good.

2 A: out the garbage this morning?

B: Actually, Laura

A: And the laundry?

B: I'm not sure. But I think the laundry this morning, too.

A: That's great, but any household chores?

B: Me? Last week all the chores: shopping, and home early, and dinner every night.

... DIGITAL
MORE
EXERCISES

NOW YOU CAN Describe your past activities

1 ▶ 4:27 CONVERSATION MODEL Read and listen.

- A: So what did you do yesterday?
 B: Well, I got up at seven, I made breakfast, and then I went to work.
 A: What about after work? Did you do anything special?
 B: Not really. I just made dinner and watched a movie.

2 ▶ 4:28 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

3 CONVERSATION ACTIVATOR With a partner, personalize the conversation. Describe your past activities. Then change roles.

- A: So what did you do ?
 B: Well, I , and then I
 A: What about ? Did you do anything special?
 B:

4 CHANGE PARTNERS Ask about other past activities.



DON'T STOP!

Ask more questions.

- Did you [wash the dishes]?
- Who [took out the garbage]?
- When did you [go to the movies]?

Ideas

- household chores
- leisure activities
- entertainment events

VOCABULARY BOOSTER

More outdoor activities • p. 132



1 **VOCABULARY** • Outdoor activities Read and listen. Then listen again and repeat.



1 go to the beach



2 go running



3 go bike riding



4 go for a walk



5 go swimming



6 go for a drive

2 **PAIR WORK** Ask and answer questions with When and How often and the Vocabulary. Use the simple present tense.

“ How often do you go to the beach? ”

“ I go about once a month. ”

3 **LISTENING COMPREHENSION** Listen to the conversations. Then check the correct picture to complete each statement.

1 Rosalie went ____.



2 She's going ____.



3 They're going ____.



4 He went ____.



NOW YOU CAN Talk about your weekend

1 ▶ 4:31 **CONVERSATION MODEL** Read and listen.

A: Did you have a good weekend?

B: Let me think . . . Oh, yeah. I had a great weekend.

A: What did you do?

B: Well, on Saturday, my friends and I went bike riding and to a movie. Then on Sunday, I went for a drive. What about you?

A: Well, on Saturday, the weather was great, so I went for a walk. And on Sunday, my family and I went to the beach.

2 ▶ 4:32 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

3 **NOTEPADDING** On the notepad, write what you did on the weekend.

On Saturday

On Sunday



4 **CONVERSATION ACTIVATOR** With a partner, personalize the conversation. Use your own information and the simple past tense.

A: Did you have a good weekend?

B: Let me think . . . Oh, yeah. I

A: What did you do?

B: Well, Then What about you?

A: Well, on, the weather was, so I And on Sunday,

5 **CHANGE PARTNERS** Talk about more weekend activities.

DON'T STOP!

Ask your partner more questions.

RECYCLE THIS LANGUAGE.


Really?
Did you do anything special?
What time did you come home?
Is [the beach] far from here?
Do you [go swimming] often?
How often do you [go bike riding]?

EXTENSION

1 4:33 **READING** Read about what people did last weekend.

fz FriendsZone 🔍 🏠 ✉


What did you do last weekend?



Gaby Pérez **Location: Mexico**

My husband and I live in Guadalajara, in the Mexican state of Jalisco. We love the beach, so last Friday we got up early and drove to Puerto Vallarta, about three and a half hours from home. The drive was nice, and we sang as we drove. On Friday night we had a great dinner at a wonderful fish restaurant. Then we got up early on Saturday, and because the weather was great, we went to the beach before breakfast! Sunday was pretty much the same. What a great weekend!


Comment



Kwan-Jin Park **Location: Korea**

I'm a university student from Korea, but this month I'm visiting my aunt and uncle and my cousins in Baltimore, in the U.S. state of Maryland. Last weekend, we went to New York. On Friday, we wanted to go to an American restaurant and then to an outdoor concert. But the weather was really bad—it rained, and it was so cold! We didn't go to the concert. We ate in the hotel, and we watched the concert on TV! But on Saturday and Sunday, the weather was beautiful, so we went to Central Park and saw a play outdoors. We ate right there in the park, and we had a great, great time. I loved New York.


Comment



Paul Martin **Location: Canada**

Last weekend was actually pretty nice. I live in Montreal, in the Canadian province of Quebec. I invited my friends here, and we went for a walk in the Old City. We ate delicious food at a great restaurant. On Saturday, my girlfriend came here from Quebec City. We went dancing, and we stayed out so late. Here's a great picture. On Sunday, we went to the movies and to the mall. We bought new clothes. Montreal has some wonderful stores.

Comment



2 **READING COMPREHENSION** Write one yes / no question and one information question about Gaby, Kwan-Jin, and Paul. Then answer a partner's questions.

	Yes / no questions	Information questions
Gaby		
Kwan-Jin		
Paul		

Ideas

Was [Gaby] in ...
 Did [Kwan-Jin] ...
 Where was ...
 Where did ...
 What did ...
 Who was with ...
 When did ...
 What did ...

last weekend?
 last Sunday?
 on Saturday?
 on Friday night?

3 **SPEAKING / GRAMMAR PRACTICE** Ask your partner questions about an activity in the past. Then tell your classmates about the activity. Use past-time expressions.

GRAMMAR BOOSTER

Unit 11 review • p. 143

For additional language practice ...

TOP NOTCH POP • Lyrics p. 150
 "My Favorite Day"

DIGITAL SONG **DIGITAL KARAOKE**



VERB GAME Form two teams. Look at the pictures for one minute. Then close your books. Each team makes a list of all the actions in the pictures. The team with the most actions wins. For example:
watch TV do the laundry

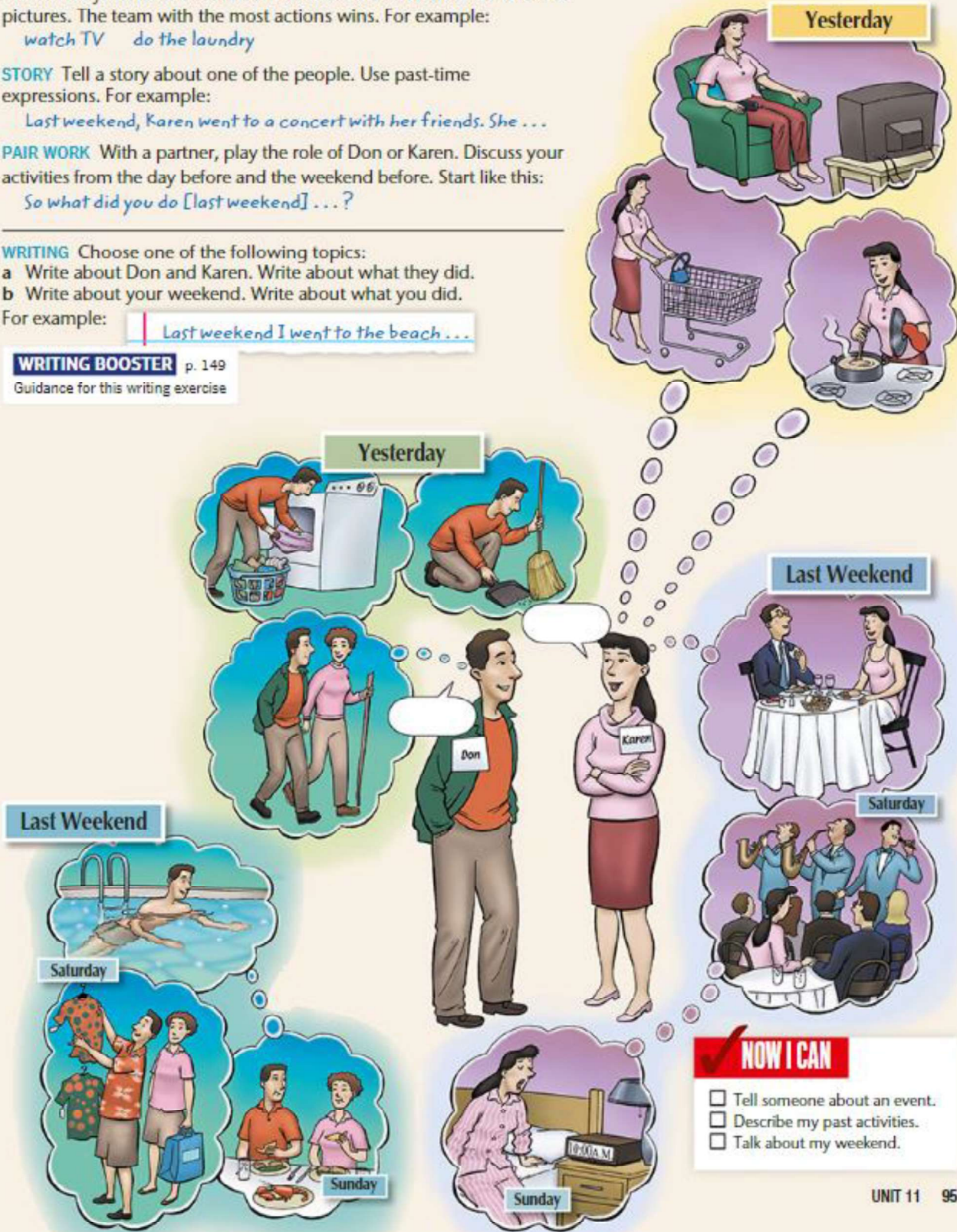
STORY Tell a story about one of the people. Use past-time expressions. For example:

Last weekend, Karen went to a concert with her friends. She ...

PAIR WORK With a partner, play the role of Don or Karen. Discuss your activities from the day before and the weekend before. Start like this:
So what did you do [last weekend] ... ?

WRITING Choose one of the following topics:
a Write about Don and Karen. Write about what they did.
b Write about your weekend. Write about what you did.
 For example: *Last weekend I went to the beach ...*

WRITING BOOSTER p. 149
 Guidance for this writing exercise



✓ NOW I CAN

- Tell someone about an event.
- Describe my past activities.
- Talk about my weekend.

COMMUNICATION GOALS

- 1 Describe appearance.
- 2 Show concern about an injury.
- 3 Suggest a remedy.

UNIT 12 Appearance and Health

LESSON 1 GOAL Describe appearance

DIGITAL FLASH CARDS

- 1 ▶ 4:36 **VOCABULARY** • Adjectives to describe hair Read and listen. Then listen again and repeat.

1 black	2 brown	3 red	4 blonde	5 gray	6 white	
7 dark			8 light			
9 straight	10 wavy	11 curly	12 long	13 short		

14 He's bald.

15 He has a mustache.

16 He has a beard.

17 He wears glasses.

DIGITAL FLASH CARDS

- 2 ▶ 4:37 **VOCABULARY** • The face Read and listen. Then listen again and repeat.

1 eye

2 eyebrow

3 eyelashes

4 nose

5 ear

6 mouth

7 teeth

8 chin

9 brown eyes

10 blue eyes

11 green eyes

two teeth BUT one tooth

- 3 ▶ 4:38 **LISTENING COMPREHENSION** Listen to the descriptions. Write the number of the conversation in the circle.



4 GRAMMAR • Describing people with be and have

With be

Her eyes are blue.
Their hair is gray.
Her eyelashes are long and dark.

With have

She has blue eyes.
They have gray hair.
She has long, dark eyelashes.

Remember:

Adjectives come before the nouns they describe.
She has blue eyes. NOT She has eyes-blue.

Adjectives are never plural.

She has blue eyes. NOT She has blues eyes.
Her eyes are blue. NOT Her eyes are blues.

5 GRAMMAR PRACTICE Complete each sentence with the correct form of be or have.

- 1 A: What does your brother look like?
B: Well, he a mustache and wavy hair.
And he wears glasses.
- 2 A: What does your mother look like?
B: Her hair curly and black.
- 3 A: What does her father look like?
B: He a short, gray beard.

- 4 A: What does his grandmother look like?
B: She curly, gray hair and beautiful eyes.
- 5 A: What does his sister look like?
B: His sister? Her hair long and pretty!
- 6 A: What do your brothers look like?
B: They straight, black hair, and they wear glasses.

NOW YOU CAN Describe appearance

1 ▶ 4:39 CONVERSATION MODEL Read and listen.

- A: Who's that? She looks familiar.
B: Who?
A: The woman with the long, dark hair.
B: Oh, that's Ivete Sangalo.
She's a singer from Brazil.
A: No kidding!



Ivete Sangalo
singer (Brazil)



Andrea Bocelli
singer (Italy)

2 ▶ 4:40 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

3 CONVERSATION ACTIVATOR With a partner, change the conversation. Talk about the people in the photos. (OR use your own photos.) Then change roles.

- A: Who's that? looks familiar.
B: Who?
A: The with the
B: Oh, that's 's from
A: No kidding!



Amy Adams
actor (U.S.)



Emeli Sandé
singer (U.K.)

DON'T STOP!

Say more about the person's appearance.



RECYCLE THIS LANGUAGE.

He's so [good-looking / handsome / old].
She's very [pretty / young / tall].
Her hair is so [wavy / pretty / short].
His eyes are very [blue / dark].



Chris Hemsworth
actor (Australia)

4 CHANGE PARTNERS Talk about other people.

DIGITAL FLASH CARDS

1 ▶ 4:41 VOCABULARY • Parts of the body Read and listen. Then listen again and repeat.

1 head

2 chest

3 stomach

4 hip

5 knee

6 ankle

7 neck

8 shoulder

9 back

10 arm

11 leg

12 hand

13 finger

14 fingernail

15 foot

16 toe

17 toenail

two feet BUT one foot

VOCABULARY BOOSTER ★
More parts of the body • p. 132

2 GAME / VOCABULARY PRACTICE Follow a classmate's directions. If you make a mistake, sit down.



▶ 4:43 base form	past form
burn	→ burned
hurt	→ hurt
cut	→ cut
break	→ broke
fall	→ fell

DIGITAL FLASH CARDS

3 ▶ 4:42 VOCABULARY • Accidents and injuries Read and listen. Then listen again and repeat.

1 He **burned** his finger.

2 She **hurt** her back.

3 She **cut** her hand.

4 He **broke** his arm.

5 He **fell** down.

4 ▶ 4:44 **LISTENING COMPREHENSION** Listen to the conversations. Write each injury. Then listen again and check your work.

- | | |
|-----------------------------------|-------------|
| 1 She <u>burned her arm</u> | 4 He |
| 2 He | 5 She |
| 3 She | 6 He |

VIDEO COACH

5 ▶ 4:45 **PRONUNCIATION** • More vowel sounds Read and listen. Then listen again and repeat. Then practice saying the words on your own.

1 /u/	2 /ʊ/	3 /oʊ/	4 /ɔ/	5 /ɑ/
tooth	should	nose	awful	blonde
blue	good	toe	fall	hot
food	foot	broke	long	wash

NOW YOU CAN Show concern about an Injury

1 ▶ 4:46 **CONVERSATION MODEL** Read and listen.

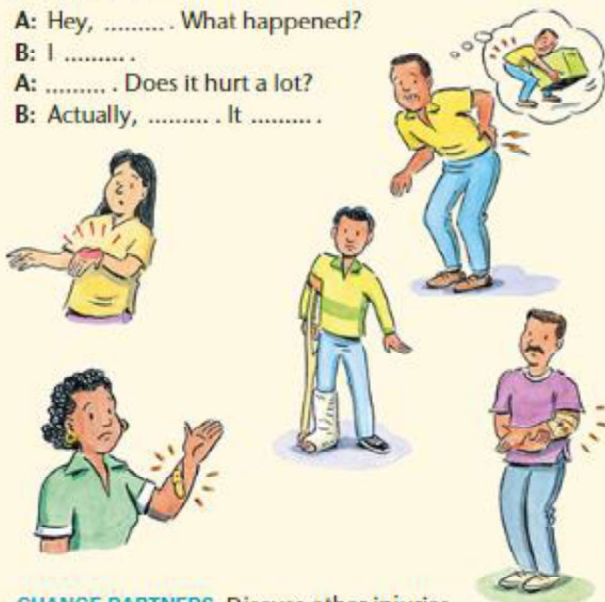
- A: Hey, Evan. What happened?
 B: I broke my ankle.
 A: I'm sorry to hear that. Does it hurt a lot?
 B: Actually, no. It doesn't.

▶ 4:48
Ways to express concern
 I'm sorry to hear that.
 Oh, no.
 That's too bad.

2 ▶ 4:47 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

3 **CONVERSATION ACTIVATOR** With a partner, change the conversation. Use the pictures for ideas. Then change roles.

- A: Hey, What happened?
 B: I
 A: Does it hurt a lot?
 B: Actually, It



4 **CHANGE PARTNERS** Discuss other injuries.

DIGITAL FLASH CARDS

1 ▶ 4:49 **VOCABULARY** • *Ailments* Read and listen. Then listen again and repeat.

I don't feel well. I have ...



1 a headache



2 a stomachache



3 an earache



4 a toothache



5 a backache



6 a cold



7 a sore throat



8 a fever



9 a cough



10 a runny nose

2 **VOCABULARY PRACTICE** Tell your partner about a time you had an ailment. Use the Vocabulary.

“ I had a headache last week. ”

“ Really? I never have headaches. ”

DIGITAL FLASH CARDS

3 ▶ 4:50 **VOCABULARY** • *Remedies* Read and listen. Then listen again and repeat.



1 take something



2 lie down



3 have some tea



4 see a doctor / see a dentist

4 **GRAMMAR** • *Should* + base form for suggestions

Use **should** with the base form of a verb.

I
You
He
She
We
They

should take something.
shouldn't go to work.



You **should** see a doctor.



He **shouldn't** go to school today.



- 5 ▶ 4:51 **LISTENING COMPREHENSION** Listen to the conversations. Check the correct ailments. Then complete the suggestion for a remedy each person gives. Use should.

	a cold	a fever	a headache	a stomachache	a sore throat	a backache	a toothache	Remedy
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	She <i>should take something</i> .
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	He
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	She
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	He
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	She
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	He

- 6 **VOCABULARY / GRAMMAR PRACTICE** Work with a partner. Listen to your partner's ailments. Suggest remedies. Use should or shouldn't.

Partner A's ailments

- I have a backache.
- I don't feel well. I think I have a fever.
- My son doesn't feel well. He has a cough.

Partner B's ailments

- I have a bad toothache.
- I have a sore throat.
- My wife feels really bad. She has a stomachache.

DIGITAL
MORE
EXERCISES

NOW YOU CAN Suggest a remedy

- 1 ▶ 4:52 **CONVERSATION MODEL** Read and listen.

A: I don't feel well.
 B: What's wrong?
 A: I have a headache.
 B: Oh, that's too bad. You really should take something.
 A: Good idea. Thanks.
 B: I hope you feel better.

▶ 4:54
Ways to say you're sick
 I don't feel well.
 I feel terrible.
 I don't feel so good.

- 2 ▶ 4:53 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

- 3 **CONVERSATION ACTIVATOR** With a partner, change the conversation. Suggest a remedy with should. Then change roles.

A:
 B: What's wrong?
 A:
 B: You really
 A: Thanks.
 B: I hope you feel better.

DON'T STOP!

Give other advice, using should or shouldn't.

Ideas
 ✓ go to bed X go to class
 ✓ take a nap X exercise

- 4 **CHANGE PARTNERS** Discuss other ailments.



EXTENSION

- 1 **4:55** **READING** Look at the photos and read the descriptions. Do you know these famous people?

Johnny Depp



John Christopher Depp is an actor from the U.S., famous as "Johnny Depp." Depp's father was an engineer, and his mother worked in a restaurant. Before he was an actor, he was a rock musician. On a trip to Los Angeles, he met the actor Nicholas Cage. Cage gave Depp some advice: he should be an actor. Today, Depp is famous around the world for his movies.



He changes his style a lot for different movie parts. Sometimes his hair is short. Sometimes he wears glasses and has long hair. And sometimes he doesn't shave and has a mustache and a beard. Many people think he is very handsome—and a very good actor. Depp has two children, Lily-Rose and Jack.

Shakira



Shakira Isabel Mebarak Ripoll is a singer and songwriter from Barranquilla, Colombia. Her father's family came from Lebanon, so she often listened and danced to traditional Arab music. In 1996 Shakira's Spanish-language album *Pies Descalzos* made her famous all over Latin America and Spain, and she became a star. In 2001, she recorded her first songs in English on the album *Laundry Service*. Today, Shakira is a TV star too, and she is famous all over the world. When Shakira was young, she had long black hair. Later, she changed her hair style to long and blonde. But her fans think she is beautiful in any style.



- 2 **READING COMPREHENSION** Answer the questions. Write the person.

Johnny Depp	Depp's father	Shakira	Nicholas Cage
Depp's children	Depp's mother	Shakira's grandparents	

- 1 Who acts in movies?
 2 Who is a grandmother?
 3 Who is from Lebanon?
 4 Whose father was a musician?
 5 Who gave good advice?
 6 Who was an engineer?

- 3 **PAIR WORK** Partner A describes Shakira in her two pictures. Partner B describes Johnny Depp in his two pictures. Which pictures do you like?

“ I like Shakira in the first picture. She has... ”

“ I like short, wavy hair on men. ”

- 5 **GROUP WORK** Describe someone in your class. Your classmates guess who it is.

“ She's short and very good-looking. She has long hair and brown eyes. She's wearing a white blouse and a blue skirt. ”

GRAMMAR BOOSTER

Unit 12 review • p. 143





GAME Play in groups of three. Partner A: Describe a person's ailment or injury. Partners B and C: Who can point to the picture first?
For example: *He has a headache.*

PAIR WORK

- 1 Describe a person. Your partner points to the picture.
For example: *He has brown hair.*
- 2 Suggest a remedy. Your partner points to the picture.
For example: *She should see a doctor.*
- 3 Create a conversation for each situation. Start like this:
What happened? OR *I feel terrible.*

WRITING Describe someone you know. Use the vocabulary from this unit and from Unit 4. For example:

My friend Sam is very handsome.

He has short, curly hair...

WRITING BOOSTER p. 149

Guidance for this writing exercise



NOW I CAN

- Describe appearance.
- Show concern about an injury.
- Suggest a remedy.

UNIT 13 Abilities and Requests

COMMUNICATION GOALS

- 1 Discuss your abilities.
- 2 Politely decline an invitation.
- 3 Ask for and agree to do a favor.

LESSON 1 GOAL Discuss your abilities

VOCABULARY BOOSTER

More musical instruments • p. 133

DIGITAL FLASH CARDS

1 ▶ 5:02 VOCABULARY • Abilities Read and listen. Then listen again and repeat.



1 sing



2 dance



3 swim



4 play the guitar / the violin



5 ski



6 cook



7 sew



8 knit



9 draw



10 paint



11 drive



12 fix things

▶ 5:03 Adverbs well and badly



Tom sings well.



Ryan sings badly.

2 VOCABULARY PRACTICE Write three things you do well and three things you do badly.

	1 I sing well.	1 I dance badly.
1		
2		
3		

3 PAIR WORK Tell your partner about your abilities. Use your sentences from Vocabulary Practice with and and but.

“ I sing well, **but** I dance badly. ”

“ I draw well, **and** I paint well, too. ”

4 GROUP WORK Tell your class about some of your partner's abilities.

“ Ann sings well, **but** she dances badly. She plays the guitar, **and** she plays the violin, too. ”

5 GRAMMAR • Can and can't for ability

To talk about ability, use can or can't and the base form of a verb.



Carrie can play the guitar.



Josie can't cook.

Questions

Can you play the guitar?
Can he speak English?

Short answers

Yes, I can. / No, I can't.
Yes, he can. / No, he can't.

Use can or can't with well to indicate degree of ability.
She can play the guitar, but she can't play well.

can't = can not = cannot

6 GRAMMAR PRACTICE Complete each conversation with can or can't and the base form of a verb.

1 A: you the guitar?

B: Yes, I But I don't play well.

2 A: Gwen well?

B: Yes, she She swims very well.

3 A: your brother?

B: My brother? No. He cook at all.

4 A: Gloria English well?

B: No, she She needs this class.

5 A: your mother?

B: Yes. She knits very well.

6 A: your sisters?

B: Yes. They go skiing every weekend.

DIGITAL
MORE
EXERCISES

NOW YOU CAN Discuss your abilities

1 ▶ 5:04 CONVERSATION MODEL Read and listen.

A: Can you draw?

B: Actually, yes, I can. Can you?

A: No, I can't.

B: Really? That's too bad.

▶ 5:06 Ways to respond

A: I can draw. | A: I can't draw.

B: That's great! | B: That's too bad.

2 ▶ 5:05 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

3 CONVERSATION ACTIVATOR With a partner, personalize the conversation. Discuss your abilities. Then change roles.

A: Can you?

B: Actually, , I Can you?

A: , I

B: Really? That's

DON'T STOP!

Ask more questions. Say more about your abilities.



4 CHANGE PARTNERS Discuss other abilities.



RECYCLE THIS LANGUAGE.

What do you [draw]? I draw [people].
How often do you [ski]? I ski [every weekend].
Where do you [sing]? I sing [in the shower].

DIGITAL FLASH CARDS

1 **VOCABULARY** • *Reasons for not doing something* Read and listen. Then listen again and repeat.



1 She's busy.



2 They're not hungry.



3 She's full.



4 He's tired.



5 It's early.



6 It's late.

2 **PAIR WORK** Tell your partner about a time you were busy, tired, or full.

3 **GRAMMAR** • Too + adjective

Too makes an adjective stronger. It usually gives it a negative meaning.

- I'm too busy. I can't talk right now.
- I'm too tired. Let's not go to the movies.
- It's too late. I should go to bed.

“ Last week, I worked late every day. I was so tired. ”

Be careful!
Don't use too with a positive adjective.
She's so pretty!
NOT She's too-pretty!

4 **GRAMMAR PRACTICE** Complete each sentence. Use too and an adjective.



1 I don't want these shoes.
They're



2 It's today.
She can't go swimming.



3 I'm
I can't read right now.



4 He doesn't want that shirt.
It's



5 I can't talk right now.
I'm



6 It's for a movie.
We should go to bed.

DIGITAL MORE EXERCISES

NOW YOU CAN Politely decline an invitation

- 1 ▶ 5:08 **CONVERSATION MODEL** Read and listen.

A: Hey, Sue. Let's go to a movie.

B: I'm really sorry, Paul, but I'm too busy.

A: That's OK. Maybe some other time.

- 2 ▶ 5:09 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

- 3 **CONVERSATION ACTIVATOR** With a partner, change the conversation. Suggest a different activity. Use the Vocabulary and the photos (or your own ideas). Then change roles.

A: Hey, Let's go

B: I'm really sorry,, but

A: That's OK. Maybe some other time.

DON'T STOP!

Suggest another day or time.

RECYCLE THIS LANGUAGE.

How about [tomorrow / this weekend / this evening / at 8:00]?

Sounds great! / OK!

I'm not hungry.

I'm too [tired / busy / full].

It's too [early / late].

It's too [windy / hot / cold / rainy] today.



- 4 **CHANGE PARTNERS** Suggest other activities and give other reasons.

1 GRAMMAR • Polite requests with Could you + base form

Use Could you and the base form of a verb to make a request.

Could you wash the dishes?

Use please to make a request more polite.

Could you please wash the dishes?

DIGITAL FLASH CARDS

2 5:10 VOCABULARY • Favors Read and listen. Then listen again and repeat.

1 Could you please **help me**?



2 Could you please **open** the window?



Also: open the door / refrigerator

3 Could you please **close** the door?



Also: close the window / microwave

4 Could you please **turn on** the light?



Also: turn on the stove / computer

5 Could you please **turn off** the TV?



Also: turn off the microwave / light

6 Could you please **hand me** my glasses?



Also: hand me my sweater / book

3 VOCABULARY / GRAMMAR PRACTICE Complete the polite requests. Use Could you please. Use the Vocabulary and other verbs you know.

- 1 It's a little hot in here. Could you please open the window?
- 2 I have a headache. the TV?
- 3 my jacket? I'm going for a walk.
- 4 I'm going to bed. the computer?
- 5 I want to read a book. my glasses?
- 6 shopping? We need milk.
- 7 I'm busy right now. the garbage?
- 8 Let's watch a movie. the TV?

DIGITAL MORE EXERCISES

4 ▶ 5:11 LISTENING COMPREHENSION Listen to the conversations. Then complete each request.

- 1 Could you close the window , please?
- 2 Could you ?
- 3 Could you please ?
- 4 Could you please ?
- 5 Could you ?



5 ▶ 5:12 PRONUNCIATION • Blending of sounds: Could you . . . Read and listen. Then listen again and repeat.

/ˈkʊdʒu/

- 1 **Could you** please open the window?
- 2 **Could you** please close the door?

6 VOCABULARY / PRONUNCIATION PRACTICE Look again at the Vocabulary. With a partner, take turns reading the requests aloud. Pay attention to blending of sounds in Could you.

NOW YOU CAN Ask for and agree to do a favor

1 ▶ 5:13 CONVERSATION MODEL Read and listen.

- A: Could you do me a favor?
 B: Of course.
 A: It's very cold. Could you please close the window?
 B: Sure. No problem.

▶ 5:15 Ways to agree to a request
 Sure.
 No problem.
 Of course.
 My pleasure.
 OK.

2 ▶ 5:14 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

3 CONVERSATION ACTIVATOR With a partner, change the conversation. Ask for a different favor. Then change roles.

- A: Could you do me a favor?
 B:
 A: Could you please ?
 B:

DON'T STOP!

Ask for more favors:
 Could you please ____ too?



RECYCLE THIS LANGUAGE.

It's very [hot / windy]. I'm so [tired / hungry].
 I'm making lunch. I'm very busy right now.
 I'm going to bed.

4 CHANGE PARTNERS Ask for other favors.

Ideas for favors

- | | |
|-------------------|----------------------|
| turn on the ____ | help me |
| turn off the ____ | do the laundry |
| open the ____ | make dinner |
| close the ____ | take out the garbage |
| hand me my ____ | wash the dishes |
| | clean the house |



EXTENSION

1 5:16 **READING** Read the article.

From Infant to Toddler

At birth, an infant cannot do anything alone. But before the age of two, a baby learns many things.

Between 1 and 3 months a baby can ...

- turn her head or smile when her mother or father speaks.
- roll over.
- cry when she's hungry, thirsty, or afraid.
- see colors.

Between 3 and 6 months a baby can ...

- laugh and make an "m" sound.
- reach for things.
- look at his own hands and feet.
- sit with help.

Between 6 and 12 months a baby can ...

- crawl and stand.
- sit without help and pick up small things.
- say some words.

Between 1 and 2 years a baby can ...

- throw things.
- say "no."
- play next to other children.
- walk.

2 **READING COMPREHENSION** Write a checkmark (✓) for the things that five-month-old babies can do, according to the article. Write an X for the things they can't do.

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> smile | <input type="checkbox"/> say some words | <input type="checkbox"/> crawl and stand | <input type="checkbox"/> throw things |
| <input type="checkbox"/> pick up small things | <input type="checkbox"/> walk | <input type="checkbox"/> reach for things | <input type="checkbox"/> sit without help |
| <input type="checkbox"/> see colors | <input type="checkbox"/> roll over | <input type="checkbox"/> laugh | |

DIGITAL MORE EXERCISES

3 **ACTIVATE GRAMMAR** Use the grammar. Complete the sentences about what a baby cannot do.

At one month, a baby can't crawl.

1 At two months,
2 At five months,
3 At eleven months,
4 At sixteen months,

4 **GROUP WORK** Discuss things children can and can't do at other ages.

“ At three, a child can't ride a bicycle. But at eight, a child can do some household chores. ”

GRAMMAR BOOSTER
Unit 13 review • p. 144

For additional language practice ...

TOP NOTCH POP • Lyrics p. 150
"She Can't Play Guitar"

DIGITAL SONG DIGITAL KARAOKE



Apartment 3A

PAIR WORK

- 1 Create conversations for the people.
A: Let's ____ . B: I'm really sorry, but...
- 2 Ask and answer questions with **Can** about the people in Apartments 2A and 2B. For example:
Can she ____? / Can he ____?

GAME Make true and false statements about the picture. For example:

- A: The girl in Apartment 2A is opening the window.
- B: That's false. She's closing the window.

STORY Create a story about what is happening in the apartment building. Start like this:

It's 9:30. In Apartment 2B, a boy is playing the violin ...

WRITING Describe some things people can and can't do when they are 80 years old. For example:

At eighty, some people can't drive, but my grandfather can.

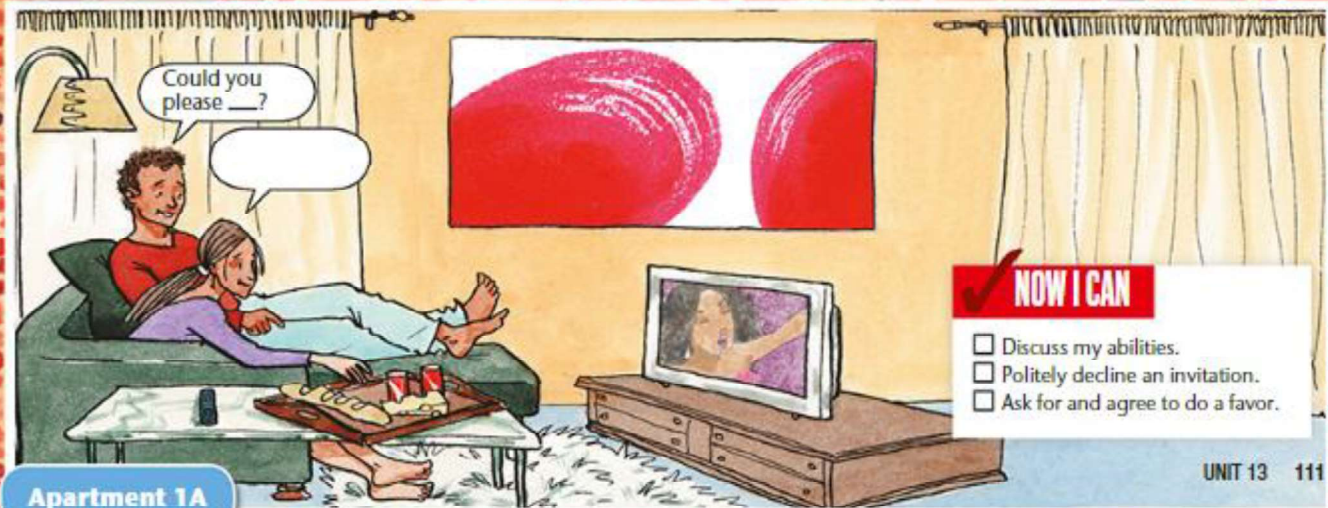
WRITING BOOSTER p. 149
Guidance for this writing exercise



Apartment 2A



Apartment 2B



Apartment 1A

NOW I CAN

- Discuss my abilities.
- Politely decline an invitation.
- Ask for and agree to do a favor.

COMMUNICATION GOALS

- 1 Get to know someone's life story.
- 2 Discuss plans.
- 3 Share your dreams for the future.

UNIT 14 Life Events and Plans

LESSON 1 GOAL Get to know someone's life story

DIGITAL FLASH CARDS

- 1 ▶ 5:19 **VOCABULARY** • *Some life events* Read and listen. Then listen again and repeat.



1 be born



2 grow up



3 go to school



4 move



5 study



6 graduate

VIDEO COACH

- 2 ▶ 5:20 **PRONUNCIATION** • *Diphthongs* Listen and repeat.

1 /aɪ/	2 /aʊ/	3 /ɔɪ/
my	how	boy
l	noun	oil
tie	town	boil

- 3 **PRONUNCIATION PRACTICE** Look at the Vocabulary pictures. Ask and answer the questions out loud with a partner. Use the correct pronunciation of the diphthongs.

- 1 What's the boy's first name?
- 2 What's his last name?
- 3 What school did he go to?
- 4 What university did he graduate from?

- 4 ▶ 5:21 **LISTENING COMPREHENSION** Listen to the conversation about Graciela Boyd's life story. Which statement about Graciela's life is true?

- She was born in Boston and lives there now. She was born in London and lives in Boston now. She was born in Costa Rica and lives in Boston now.

- 5 ▶ 5:22 Listen again. Circle the correct word or words to complete each statement. If necessary, listen again.

- 1 Graciela's mother is from (Costa Rica / Boston).
- 2 Graciela was born in (Costa Rica / London).
- 3 Her father is (American / British).
- 4 Graciela's mother is a/an (Spanish / English) teacher.
- 5 Graciela grew up in (London / Boston).
- 6 In May, Graciela is graduating from (the university / medical school).

- 6 **PAIR WORK** Use the questions to interview your partner. Then tell the class about your partner.

- 1 When and where were you born? What about other people in your family?
- 2 Where did you grow up? What about other people in your family?

7 ▶ 5:23 **VOCABULARY** • Academic subjects Read and listen.
Then listen again and repeat.

VOCABULARY BOOSTER

More academic subjects • p. 134



1 law



2 medicine



3 psychology



6 engineering



7 mathematics / math



4 business



5 education



8 information technology



9 nursing



10 architecture

NOW YOU CAN Get to know someone's life story

1 ▶ 5:24 **CONVERSATION MODEL** Read and listen.

- A: Where were you born?
 B: Here. In Houston.
 A: And did you grow up here?
 B: Yes, I did. And you?
 A: I was born in Lima.
 B: Did you grow up there?
 A: Actually, no. I grew up in New York.

2 ▶ 5:25 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

3 **CONVERSATION ACTIVATOR** With a partner, personalize the conversation with real information.

- A: Where were you born?
 B:
 A: And did you grow up?
 B: And you?
 A: I was born in
 B: Did you grow up?
 A:

DON'T STOP!

Ask and answer more questions.

**RECYCLE THIS LANGUAGE.**

What do you do?
 What are you studying?
 [or What did you study?]
 Did you graduate?
 How often did you move?



DIGITAL FLASH CARDS

1 ▶ 5:26 VOCABULARY • More leisure activities Read and listen. Then listen again and repeat.

VOCABULARY BOOSTER

More leisure activities • p. 134



1 travel



2 go camping



3 go fishing



4 relax



5 hang out with friends



6 sleep late



7 do nothing

Also remember:

- check e-mail
- exercise
- go dancing
- go out for dinner
- go running
- go to the beach
- go to the movies
- listen to music
- paint
- play soccer
- read
- take a nap
- visit friends

2 ▶ 5:27 LISTENING COMPREHENSION Listen to the phone calls. Complete each sentence with the present continuous form of one of the words or phrases from the Vocabulary.

- 1 Charlie is *doing nothing*
- 2 Rachel's
- 3 They're on Saturday.
- 4 Barbara's
- 5 Harvey's family is

3 GRAMMAR • Be going to + base form

Use be going to + base form to express future plans.

I'm
You're
He's
She's
We're
They're

going to relax this weekend.

I'm
You're
He's
She's
We're
They're

not going to go camping this weekend.

Contractions

is not going / 's not going / isn't going
are not going / 're not going / aren't going

Yes / no questions

- Are you going to sleep late tomorrow? Yes, I am. / No, I'm not.
Is she going to travel to Europe? Yes, she is. / No, she isn't.
Are we going to be on time? Yes, we are. / No, we aren't.

4 **GRAMMAR PRACTICE** Write sentences about future plans with be going to.

- 1 you / eat in a restaurant / this weekend? *Are you going to eat in a restaurant this weekend?*
- 2 They / go to the movies / tonight.
- 3 I / hang out with my parents / at the beach.
- 4 he / relax / tomorrow?
- 5 she / go fishing / with you?
- 6 we / exercise / on Saturday?
- 7 they / move?
- 8 Jeff and Joan / study / architecture.
- 9 She / graduate / in May.

DIGITAL
MORE
EXERCISES

NOW YOU CAN Discuss plans

1 ▶ 5:28 **CONVERSATION MODEL** Read and listen.

- A: Any plans for the weekend?
 B: Not really. I'm just going to hang out with friends. And you?
 A: Actually, I'm going to go camping.

2 ▶ 5:29 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

3 **CONVERSATION ACTIVATOR** With a partner, personalize the conversation. Use the Vocabulary or the pictures below and be going to.

- A: Any plans for ?
 B: I'm And you?
 A: Actually, I'm

DON'T STOP!

Ask about other times. Ask more questions with be going to.



RECYCLE THIS LANGUAGE.

Are you going to ____ [tonight / tomorrow / next week / after class]?
 How about [next weekend / the day after tomorrow]?



4 **CHANGE PARTNERS** Ask another classmate about his or her plans.

DIGITAL FLASH CARDS

1 ▶ 5:30 VOCABULARY • Some dreams for the future Read and listen. Then listen again and repeat.



1 I'd like to **get married**.



2 I'd like to **have children**.



3 I'd like to **retire**.



4 I'd like to **change careers**.



5 I'd like to **travel**.



6 I'd like to **make a lot of money**.



7 I'd like to **give money to charity**.



8 I'd like to **live a long life**.

2 ▶ 5:31 LISTENING COMPREHENSION Listen and complete each sentence with the Vocabulary.

- | | |
|--|-----------------------|
| 1 She'd like to <u>...get married...</u> | 5 She'd like to |
| 2 He'd like to | 6 She'd like to |
| 3 She'd like to | 7 He'd like to |
| 4 He'd like to | 8 She'd like to |

3 ACTIVATE VOCABULARY Complete the survey by checking the boxes for your dreams for the future.

In the next two years, I'd like to...

- | | | |
|---|---|--|
| <input type="checkbox"/> get married | <input type="checkbox"/> study a new language | <input type="checkbox"/> change careers |
| <input type="checkbox"/> graduate | <input type="checkbox"/> write a book | <input type="checkbox"/> retire |
| <input type="checkbox"/> travel | <input type="checkbox"/> make a lot of money | <input type="checkbox"/> paint my living room |
| <input type="checkbox"/> have children | <input type="checkbox"/> give money to charity | <input type="checkbox"/> buy a new refrigerator |
| <input type="checkbox"/> move to a new country | <input type="checkbox"/> learn to play a musical instrument | <input type="checkbox"/> OTHER <u>I'd like to...</u> |
| <input type="checkbox"/> move to a new city | <input type="checkbox"/> get a new car | _____ |
| <input type="checkbox"/> move to a new apartment or a new house | <input type="checkbox"/> meet a good-looking man | _____ |
| | <input type="checkbox"/> meet a good-looking woman | _____ |

- 4 **VOCABULARY PRACTICE** On the notepad, write three of your dreams from the survey on page 116.

I'd like to move to a new city.

- 5 **PAIR WORK** Compare surveys with a partner. Ask and answer questions.

“ I'd like to write a book.
What about you? ”

“ Me? I'd like to change careers! ”

NOW YOU CAN Share your dreams for the future

- 1 ▶ 5:32 **CONVERSATION MODEL** Read and listen.

A: So what are your dreams for the future?
B: Well, I'd like to get married and have children. What about you?
A: Me? Actually, I'd like to study art.
B: Really? That's great.

- 2 ▶ 5:33 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

- 3 **CONVERSATION ACTIVATOR** With a partner, personalize the conversation. Use the Vocabulary from page 116 and real information.

A: So what are your dreams for the future?
B: Well, I'd like to What about you?
A: Me? Actually, I'd like to
B: Really? That's great.

DON'T STOP!

Talk about other plans.



RECYCLE THIS LANGUAGE.

Really?
No kidding!
Sounds nice. / Sounds good.

- 4 **CHANGE PARTNERS** Ask another classmate what he or she would like to do.



EXTENSION

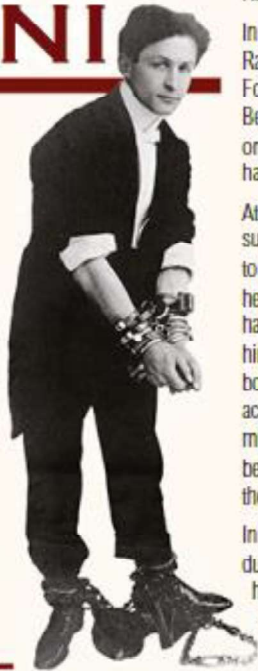
1 **5:34** **READING** Read about Harry Houdini, a famous escape artist.

The Amazing HOUDINI

Harry Houdini was born Ehrich Weisz in Budapest, Hungary, on March 24, 1874. He came from a large family. He had six siblings—five brothers and one sister.

At the age of four, Ehrich moved with his family to the United States, first to Appleton, Wisconsin, and then later to New York City.

The family was poor, and young Ehrich didn't get an education and never graduated from school. Instead, he worked to help the family. Ehrich and his brother Theo were interested in magic, and at the age of seventeen, Ehrich began his career as a magician. He changed his name to Houdini, after the name of a



famous French magician, Robert Houdin.

In 1893, Houdini married Beatrice Raymond, whom he called Bess. For the rest of Houdini's career, Bess worked as his assistant on stage. The couple didn't have children.

At first, Houdini wasn't very successful. But in 1899, he started to do "escape acts," in which he escaped from chains and handcuffs. People came to see him escape from chains and boxes underwater. In one famous act, Houdini escaped from a large milk can filled with milk. Houdini became rich and famous all over the world.

In 1926, Houdini was sick during a performance. After the show, he went to the hospital. But it was too late—Harry Houdini died at the young age of 52.



2 **READING COMPREHENSION** Answer the questions in complete sentences.

- 1 What was Houdini's original name?
- 2 Where was he born?
- 3 When did his family move?
- 4 Where did they move?
- 5 Did Houdini graduate from a university?
- 6 Did Houdini get married?
- 7 What was his wife's name?
- 8 Did the Houdinis have children?
- 9 When did Houdini die?

10 **Challenge:** Do you want to know more about Houdini? Write three information questions about Houdini. Example:

Why did Houdini's family move to the United States?

GRAMMAR BOOSTER

Unit 14 review • p. 145

For additional language practice...

TOP NOTCH POP • Lyrics p. 150
"I Wasn't Born Yesterday"

DIGITAL SONG

DIGITAL KARAOKE

3 **PAIR WORK** Tell your partner your life story. Ask your partner questions about his or her story.



Miranda Lewis
Born August 3, 1993
San Antonio (U.S.)



1995–2008
Miranda's house
Atlanta (U.S.)



Next year she'd like...



In three years she'd like...

May 12, 2013
Millerton State Business College
Las Vegas (U.S.)



Miranda today
Los Angeles (U.S.)



PAIR WORK Ask and answer questions about Miranda Lewis's life. Ask about her plans and her dreams for the future. For example:

Where was Miranda born?

TELL A STORY Tell the story of Miranda's life. Talk about the past, the present, and the future. What did she do? What is she doing now? What would she like to do? Start like this:

Miranda was born in 1993. She grew up in ...

WRITING Write the story of your own life and about your plans and dreams for the future. Include a picture or pictures if possible. For example:

I was born in Madrid in 1986. I grew up in ...

WRITING BOOSTER p. 149
Guidance for this writing exercise



NOW I CAN

- Get to know someone's life story.
- Discuss plans.
- Share my dreams for the future.

Units 8–14 REVIEW

1 **▶ 5-37 LISTENING COMPREHENSION** Listen to the conversations. Check the picture that answers each question.

1 Where does he live?



a



b

2 Where does he work?



a



b

3 Where does she work?



a



b

4 Where does she teach?



a



b

5 Where does she work?



a



b

6 Where does his daughter work?

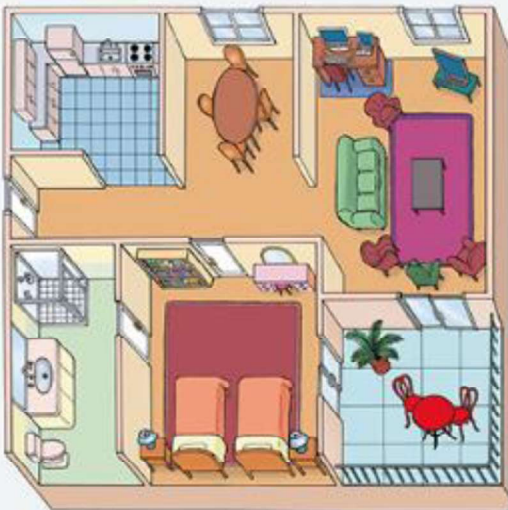


a



b

2 **VOCABULARY / GRAMMAR PRACTICE** Complete the e-mail about Anna's new apartment. Use there's and there are and the names of furniture and appliances.



My new apartment!

Hey, Mel: I have this great furnished apartment. It has everything! The has a nice big stove and four There's a dining room with a and four Next to the dining room a large living room with a green And four chairs: great for hanging out with my friends and watching There's no office, but there's a in the living room. And I love the bedroom. It has a for all my books. There are two and two blue Very nice! There's even a beautiful balcony next to the bedroom, with a little and two The bathroom is the only room that isn't perfect. a shower but no

- 3 **GRAMMAR PRACTICE** Write questions about home and work. Use What, Where, Is there, and Are there. Answer the questions with true information.

Your questions		Your answers	
1	Is there a closet in your bedroom?	1	Yes, there is.
2		2	
3		3	
4		4	
5		5	
6		6	

- 4 **GRAMMAR PRACTICE** Complete the conversations with the correct forms of the verbs.

1 **A:** Where Jill last weekend?

B: I'm not sure. I know she to go camping.

A: Maybe she camping, then.

2 **A:** Are you going to go to the beach today?

B: No way. We there yesterday. We an awful time.

A: Why? What wrong?

B: The water really dirty, so I swimming.

3 **A:** Where you this morning?

B: Me? I running.

A: Did Sheri with you?

B: No. She to class.

4 **A:** you yesterday?

B: No, I Yesterday I sick.

A: I'm sorry you a fever?

B: Yes, I

- 5 **CONVERSATION PRACTICE** Use the questions you wrote in Grammar Practice 3. Exchange real information about where you live and work. Start like this:

“What's your apartment like?”

Ideas

- the location of your home, school, and workplace
- the places in your neighborhood
- the description of your home



6 GRAMMAR PRACTICE Complete the telephone conversations with the present continuous or the simple present tense.

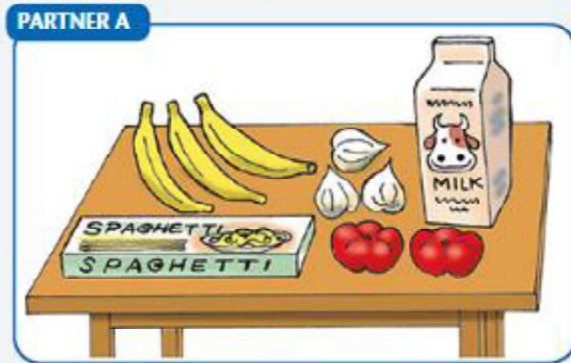
1 A: Hello?
B: Hi, Sid. Ann..... ?
you / sleep
A: No, I'm not..... breakfast.
I / make
B: breakfast?
you / usually / make
A: Actually, often.
I / not cook
 But for a test.
Gwen / study

2 A: Hello?
B: Hi, Bonnie..... for food.
I / shop
 anything from the store?
you / need
A: Actually, yes..... a salad for
 dinner and any tomatoes.
I / make
I / not have
B: No problem..... those
They / sell
 beautiful tomatoes from Mexico right now.
A: Great! those tomatoes.
I / like

3 A: Hello?
B: Hi, Liz. Where are you?
A: right now. Can I
I / drive
 call you back?
B: Sure..... my office
you have
 number? today.
I / work

4 A: Hello?
B: Hi, Stan. What time
you / get up
 on Saturdays?
A: Why that now?
you / ask
 It's only Thursday!
B: Because her driving
Maria / take
 test at 8:30, and a ride to
she / need
 the test.

7 PAIR WORK Partner A: Look at your picture. Partner B: Turn your book and look at your picture. Ask questions about the foods on the table.



“ Are there any apples on your table? ”
 “ No, there aren't. ”



8 GRAMMAR PRACTICE Write questions to complete each conversation.


1 A: ?
B: I usually eat lunch at the office.
2 A: ?
B: Dana and Eric? They went to Colorado.
3 A: ?
B: Milk? We need two large containers.
4 A: ?
B: Sally teaches math.
5 A: ?
B: Madhur was born in India.


6 A: ?
B: No, I can't. I sing very badly.
7 A: ?
B: No. I'm not going to graduate this year.
8 A: ?
B: She broke her leg.
9 A: ?
B: Oh, that's Scarlett Johansson, the actress.
10 A: ?
B: Yes. My parents can speak Arabic, but I can't.

9 **5:38 LISTENING COMPREHENSION** Listen to the conversations. Check Past, Present, or Future. Then listen again and check your work.


	Past	Present	Future
1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


10 **VOCABULARY / GRAMMAR PRACTICE** Express sympathy to each person. Make suggestions with should and shouldn't.


1  I have a terrible headache.
YOU *I'm so sorry* You
should take something


2  My husband is making lunch and he burned his hand!
YOU He

3  My brother and I have stomachaches. I think we ate something bad.
YOU You

4  My wife has a terrible backache!
YOU She

5  I didn't sleep last night. I feel terrible!
YOU You

6  My son has an earache and a fever. He's only eighteen months old.
YOU He

7  My grandfather fell down and broke his arm!
YOU He

11 **CONVERSATION PRACTICE** Discuss relatives and friends. Start like this:

- Ideas**
- Appearance
 - Studies
 - Abilities
 - Life events
 - Dreams for the future

“ Tell me about your mother. Where was she born? ”

RECYCLE THIS LANGUAGE.

And your [father]?
Really?
No kidding.



Reference Charts

COUNTRIES AND NATIONALITIES

Argentina	Argentinean / Argentine	Guatemala	Guatemalan	Peru	Peruvian
Australia	Australian	Holland	Dutch	Poland	Polish
Belgium	Belgian	Honduras	Honduran	Portugal	Portuguese
Bolivia	Bolivian	Hungary	Hungarian	Russia	Russian
Brazil	Brazilian	India	Indian	Saudi Arabia	Saudi / Saudi Arabian
Canada	Canadian	Indonesia	Indonesian	Spain	Spanish
Chile	Chilean	Ireland	Irish	Sweden	Swedish
China	Chinese	Italy	Italian	Switzerland	Swiss
Colombia	Colombian	Japan	Japanese	Taiwan	Chinese
Costa Rica	Costa Rican	Korea	Korean	Thailand	Thai
Ecuador	Ecuadorian	Lebanon	Lebanese	Turkey	Turkish
Egypt	Egyptian	Malaysia	Malaysian	the United Kingdom	British
El Salvador	Salvadorean	Mexico	Mexican	the United States	American
France	French	Nicaragua	Nicaraguan	Uruguay	Uruguayan
Germany	German	Panama	Panamanian	Venezuela	Venezuelan
Greece	Greek	Paraguay	Paraguayan	Vietnam	Vietnamese

NUMBERS 100 TO 1,000,000,000

100	one hundred	1,000	one thousand	10,000	ten thousand	1,000,000	one million
500	five hundred	5,000	five thousand	100,000	one hundred thousand	1,000,000,000	one billion

IRREGULAR VERBS

This is an alphabetical list of all irregular verbs in the *Top Notch Fundamentals* units.

base form	simple past	base form	simple past	base form	simple past
be	was / were	get	got	say	said
break	broke	give	gave	see	saw
bring	brought	go	went	sing	sang
buy	bought	grow	grew	sit	sat
choose	chose	hang out	hung out	sleep	slept
come	came	have	had	stand	stood
cut	cut	hear	heard	swim	swam
do	did	hurt	hurt	take	took
draw	drew	lie	lay	teach	taught
drink	drank	make	made	tell	told
drive	drove	meet	met	think	thought
eat	ate	put	put	throw	threw
fall	fell	read	read	wear	wore
feel	felt	ride	rode	write	wrote
find	found				

PRONUNCIATION TABLE

These are the pronunciation symbols used in *Top Notch Fundamentals*.

Vowels				Consonants			
Symbol	Key Words	Symbol	Key Words	Symbol	Key Words	Symbol	Key Words
i	feed	ɔ	banana, around	p	park, happy	t	butter, bottle
ɪ	did	ə	shirt, birthday	b	back, cabbage	t'	button
eɪ	date, table	ʊ	cry, eye	t	tie	ʃ	she, station,
ɛ	bed, neck	əʊ	about, how	d	die		special, discussion
æ	bad, hand	ɔɪ	boy	k	came, kitchen, quarter	ɜ	leisure
ʊ	box, father	ɪr	here, near	g	game, go	h	hot, who
ɔ	wash	ɛr	chair	ɟ	chicken, watch	m	men
oo	comb, post	ʊr	guitar, are	dʒ	jacket, orange	n	sun, know
u	book, good	ɔr	door, chore	f	face, photographer	ŋ	sung, singer
u	boot, food, student	ɔr	tour	v	vacation	w	week, white
ʌ	but, mother			θ	thing, math	l	light, long
				ð	then, that	r	rain, writer
				s	city, psychology	y	yes, use, music
				z	please, goes		

Vocabulary Booster

UNIT 1

▶ 5:39 MORE OCCUPATIONS



1 an accountant



2 a bank teller



3 an electrician



4 a florist



5 a gardener



6 a grocery clerk



7 a hairdresser



8 a mechanic



9 a pharmacist



10 a professor



11 a reporter



12 a salesperson



13 a travel agent



14 a secretary



15 a server / a waiter



16 a nurse



17 a lawyer

Write five statements about the pictures.

Use He or She and the verb be.

For example:

She's an accountant.

UNIT 2

▶ 5:40 MORE RELATIONSHIPS



1 a supervisor
2 an employee



3 teammates

▶ 5:41 MORE TITLES



1 Doctor [Smith]
or Dr. [Smith]



2 Professor [Brown]



3 Captain [Jones]

Write two more statements about the photos in More Relationships, using He's or She's and possessive adjectives.
For example: *He's her supervisor.*

UNIT 3

▶ 5:42 MORE PLACES IN THE NEIGHBORHOOD



1 a clothes store



2 an electronics store



3 a fire station



4 a police station



5 a shoe store



6 a toy store



7 a dry cleaners



8 a gas station



9 a hotel



10 a supermarket



11 a convenience store



12 a travel agency



13 a post office



14 a taxi stand

Write five questions about the places.

For example:

*Where's the clothes store?
Can I walk to the hotel?*

UNIT 4

▶ 5:43 MORE ADJECTIVES TO DESCRIBE PEOPLE



1 slim / thin



2 heavy



3 skinny



4 muscular

Write a sentence for each photo. Use a form of be and the adverb very or so.

For example:

She's very _____.

UNIT 5

▶ 5:44 MORE EVENTS



1 a ballet



2 an opera



3 an exhibition



4 a football game



5 a volleyball game



6 a baseball game



7 a play



8 a speech / a talk

On a separate sheet of paper, write five statements about the events. Use your own times, days, and dates.

For example:

There's a ballet on Tuesday, June 15 at 6:00 P.M.

UNIT 6

▶ 5:45 MORE CLOTHES



1 swimsuits / bathing suits



2 a bathrobe



3 a coat
4 boots



5 a hat



6 jeans



7 a nightgown



8 an umbrella
9 a raincoat



10 sandals



11 pajamas



12 a T-shirt
13 shorts



14 pantyhose



15 socks



16 underwear

Write five questions and answers about the colors of the clothes and shoes.

For example:

*What color are the boots?
They're brown.*

UNIT 7

▶ 5:46 MORE HOUSEHOLD CHORES



1 dust



2 sweep



3 mop



4 vacuum

Who does these chores in your house? Write four statements, using the simple present tense and frequency adverbs or time expressions.
For example: *I usually dust once a week.*

UNIT 8

► 5:47 MORE HOME AND OFFICE VOCABULARY



- 1 a roof
- 2 a fence
- 3 a driveway



- 7 a pillow
- 8 a sheet
- 9 a blanket



- 10 a shower curtain
- 11 a bath mat



12 a faucet



13 towels



14 a medicine cabinet



6 a fire escape



- 15 toothpaste
- 16 a toothbrush



- 17 a burner
- 18 an oven



19 a dishwasher



20 a coffee maker



- 21 a ladle
- 22 a pot



23 a food processor



- 24 a napkin
- 25 a place mat
- 26 a glass



- 27 a fork
- 28 a knife
- 29 a tablespoon / a soup spoon
- 30 a teaspoon



- 31 a plate
- 32 a bowl
- 33 a cup
- 34 a saucer



35 a filing cabinet



36 a fax machine

Write five statements. Use the Vocabulary.

For example:

My apartment has a fire escape.

I have blue plates and bowls in my cabinets.

UNIT 9

▶ 5:48 MORE WEATHER VOCABULARY



1 a thunderstorm



2 a snowstorm



3 a hurricane



4 a tornado

▶ 5:49 THE FOUR SEASONS



1 spring



2 summer



3 fall / autumn



4 winter

Write four statements about the weather and seasons pictures.
For example: *It's not raining.*

UNIT 10

▶ 5:50 MORE VEGETABLES



1 carrots
2 brussels sprouts



3 leeks



4 cabbage
5 broccoli
6 cauliflower



7 lettuce



8 corn
9 peas
10 asparagus



11 cucumbers



12 an eggplant



13 beans



14 celery



15 garlic

▶ 5:51 MORE FRUITS



1 a grapefruit
2 a lime



3 a pineapple
4 grapes



5 a pear



6 an apricot
7 a peach



8 a strawberry



9 a raspberry



10 an avocado
11 a papaya
12 a mango
13 a kiwi



14 a watermelon



15 raisins
16 figs
17 prunes
18 dates



Write five statements about the fruits and vegetables you and your family like.
For example: *I like avocados. My sister doesn't like avocados.*

UNIT 11

5:52 MORE OUTDOOR ACTIVITIES



1 go horseback riding



2 go sailing



3 play golf



4 go rollerblading



5 go snorkeling



6 go rock climbing



7 go ice skating

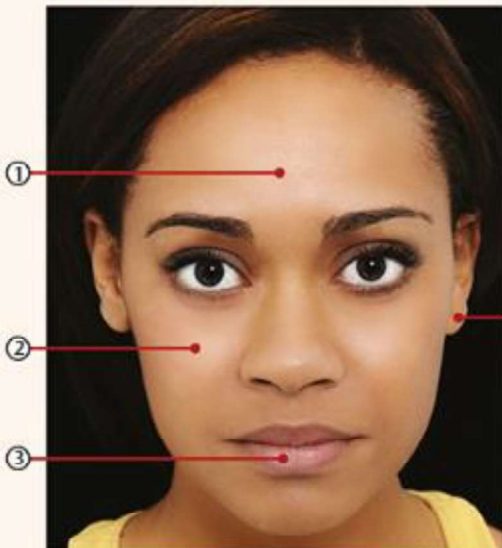


8 go windsurfing

Write five sentences to describe the photos.
Use the simple past tense.
For example: *She went horseback riding.*

UNIT 12

5:53 MORE PARTS OF THE BODY



- 1 forehead
- 2 cheek
- 3 lip
- 4 earlobe



5 tongue

- 6 elbow
- 7 thigh
- 8 calf



Describe one of the people. Write three statements. Use the Vocabulary from Unit 12.
For example: *She has straight brown hair.*

UNIT 13

▶ 5:54 MORE MUSICAL INSTRUMENTS



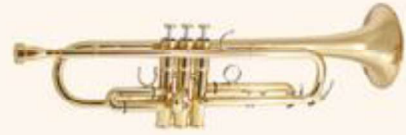
1 a cello



2 a piano



3 a tuba



4 a trumpet



5 a trombone



6 a flute



7 a clarinet



8 a saxophone



9 a xylophone



10 a recorder



11 an accordion



12 drums

Write four statements with the Vocabulary. Use can / can't and the adverbs well and badly.

For example:

My sister can play the piano well.

My father plays the accordion badly.

UNIT 14

▶ 5:55 MORE ACADEMIC SUBJECTS



1 art



2 drama



3 science



4 biology



5 chemistry



6 history

▶ 5:56 MORE LEISURE ACTIVITIES



1 go skiing



2 go hiking



3 play



4 garden



5 go on a cruise



6 get a manicure

Write four statements, using **I'd like to** or **be going to** and the Unit 14 Vocabulary. Include time expressions.

For example:

I'd like to study fine art in the future.

I'm not going to go on a cruise this year.

Grammar Booster

The Grammar Booster is optional. It contains extra practice of each unit's grammar.

UNIT 1

- Write each sentence again. Use a contraction.
 - He is an engineer. *He's an engineer.*
 - We are teachers.
 - No, we are not.
 - They are not artists.
 - I am a student.
 - She is a chef.
- Write the indefinite article *a* or *an* for each occupation.
 - a* chef
 - actor
 - banker
 - musician
 - scientist
 - architect
 - photographer
- Complete each sentence with the correct subject pronoun.
 - Mary is a student. *She* is a student.
 - Ben is a student, too. is a student, too.
 - My name is Nora. am an artist.
 - Your occupation is doctor. are a doctor.
 - Jane and Jason are scientists. are scientists.
- Write a question for each answer.
 - A: *Are you musicians?* ?
B: Yes, we are. We're musicians.
 - A: ?
B: No, they're not teachers. They're scientists.
 - A: ?
B: Yes. Ann is a doctor.
 - A: ?
B: No. Ellen is an architect. She's not a writer.
 - A: ?
B: Yes, I'm a pilot.
 - A: ?
B: No. We're not flight attendants. We're pilots.
- Write six proper nouns and six common nouns. Use capital and lowercase letters correctly.

Proper nouns	Common nouns
1 <i>New York City</i>	7 <i>a city</i>
2	8
3	9
4	10
5	11
6	12

UNIT 2

1 Write the correct possessive adjectives.

- 1 Miss Kim is Mr. Smith's student. Mr. Smith is *her* teacher.
- 2 Mr. Smith is Miss Kim's teacher. Miss Kim is student.
- 3 Mrs. Krauss is John's teacher. Mrs. Krauss is teacher.
- 4 John is Mrs. Krauss's student. John is student.
- 5 Are colleagues from Japan? No, they aren't. My colleagues are from South Korea.
- 6 Mr. Bello is teacher. I am student.
- 7 Jake is not Mrs. Roy's student. He's boss!
- 8 Mr. Gee is not Jim and Sue's teacher. He's doctor.

2 Complete the sentences about the people. Use He's from, She's from, or They're from.

- 1 Ms. Tomiko Matsuda: *She's from* Hamamatsu, Japan.
- 2 Miss Berta Soliz: Monterrey, Mexico.
- 3 Mr. and Mrs. Franz Heidelberg: Berlin, Germany.
- 4 Mr. George Crandall: Victoria, Canada.
- 5 Ms. Mary Mellon: Melbourne, Australia.
- 6 Mr. Jake Hild and Ms. Betty Parker: Los Angeles, U.S.
- 7 Mr. Cui Jing Wen: Wuhan, China.
- 8 Ms. Noor Bahjat: Cairo, Egypt.

3 Complete the questions. Begin each question with a capital letter.

- 1 *What's* your name?
- 2 are you from?
- 3 his e-mail address?
- 4 she a student?
- 5 her phone number?
- 6 they colleagues?
- 7 he from China?
- 8 their first names?

4 Complete each question with the correct possessive adjective.

- 1 A: What's *your* name?
B: I'm Mrs. Barker.
- 2 A: What's last name?
B: My last name is Lane.
- 3 A: What's address?
B: Mr. Marsh's address is 10 Main Street.
- 4 A: What's e-mail address?
B: Ms. Down's e-mail address? It's down5@unet.com.
- 5 A: What are first names?
B: They're Gary and Rita.
- 6 A: What's phone number?
B: Miss Gu's number is 555-0237.

UNIT 3

1 Write the sentences with contractions.

- 1 Where is the pharmacy? *Where's the pharmacy?*
- 2 It is down the street.
- 3 It is not on the right.
- 4 What is your name?
- 5 What is your e-mail address?
- 6 She is an architect.
- 7 I am a teacher.
- 8 You are my friend.
- 9 He is her neighbor.
- 10 They are my classmates.

2 Complete each sentence with an affirmative or a negative imperative. Begin each sentence with a capital letter.

- 1 Take the bus to the restaurant. *Don't walk.*
- 2 Don't walk. the bus to the bank.
- 3 to the restaurant. It's right over there, on the right.
- 4 a taxi to the bank. It's across the street.

3 Complete the questions and answers. Use subject pronouns and use contractions when possible.

- 1 A: *Where's* the pharmacy?
B: The pharmacy? across the street.
- 2 A: the newsstand?
B: down the street on the right.
- 3 A: I to the restaurant?
B: No, don't walk. a taxi.
- 4 A: do you go to school?
B: Me? I go motorcycle.

UNIT 4

1 Write questions. Use Who's or Who are and he, she, or they.

- 1 A: *Who's he* ?
B: He's my grandfather.
- 2 A: ?
B: She's my mother.
- 3 A: ?
B: He's Mr. Ginn's grandson.
- 4 A: ?
B: They're Ms. Breslin's grandparents.
- 5 A: ?
B: She's Sam's wife.
- 6 A: ?
B: They're his wife and son.

2 Unscramble the words and write sentences. Use is or are. Begin each sentence with a capital letter.

- 1 so / father / my / handsome *My father is so handsome.*
- 2 brother / very / her / short
- 3 grandchildren / cute / neighbor's / so / my
- 4 his / tall / not / sister / very
- 5 grandfather / very / old / my / not
- 6 girlfriend / pretty / so / brother's / my

3 Complete the sentences. Use have or has.

- 1 I *have* two brothers.
- 2 She one child.
- 3 They four grandchildren.
- 4 We six children.
- 5 You ten brothers and sisters!
- 6 He three sisters.

4 Complete the questions. Use How old is or How old are.

- 1 *How old are* your children?
- 2 his son?
- 3 her grandchildren?
- 4 Nancy's sisters?
- 5 Matt's daughter?
- 6 their grandmother?

UNIT 5

1 Write a question for each answer. Use What time, What day, or When. Use a question mark (?).

- 1 *What time is it?* It's 6:30.
- 2 The party is at ten o'clock.
- 3 The dinner is on Friday.
- 4 The dance is at 11:30 on Saturday.
- 5 The concert is in May.
- 6 The meeting is at noon.
- 7 It's a quarter to two.
- 8 The movie is on Wednesday.

2 Complete each sentence with in, on, or at.

- 1 The concert is *in* March.
- 2 The dinner is Friday 6:00.
- 3 The party is April 4th 9:00.
- 4 The movie is 3:00 P.M. Tuesday.
- 5 The game is noon Monday.
- 6 The meeting is August 10th 9:00 A.M.

UNIT 6

1 Complete each sentence with the correct form of the verb.

- 1 They have nice ties at this store.
have
- 2 She want a long blue skirt for the party.
want
- 3 I like my shoes.
like
- 4 We not have clean shirts.
not have
- 5 Our children not need blue pants for school.
not need
- 6 she / like short skirts?
she / like
- 7 your wife / need new shoes?
your wife / need
- 8 I / need a suit for work?
I / need
- 9 Why she / like those old shoes?
she / like
- 10 Which shirt you / want for tomorrow?
you / want
- 11 they / have this sweater in extra large?
they / have

2 Choose this, that, these, or those.

- 1 I like (this / these) red sweaters.
- 2 I don't like (this / these) skirt. It's too long.
- 3 Why do you want (that / those) black pants?
- 4 (That / These) skirt is great for the school concert.

3 Answer each question with true answers. Begin each answer with a capital letter. End with a period (.)

- 1 What clothes do you need?
- 2 Do you need new shoes?
- 3 Do you have a long skirt?
- 4 Do you like pink shirts?
- 5 Do you have a loose sweater?
- 6 Do you like expensive clothes?

UNIT 7

1 Write the third-person singular form of each verb.

- | | |
|-----------------------|-----------------|
| 1 shave <u>shaves</u> | 13 come |
| 2 brush | 14 change |
| 3 go | 15 make |
| 4 have | 16 get |
| 5 study | 17 comb |
| 6 do | 18 put |
| 7 take | 19 eat |
| 8 play | 20 watch |
| 9 exercise | 21 clean |
| 10 visit | 22 read |
| 11 practice | 23 check |
| 12 wash | 24 listen |

2 Complete each question with do or does.

- 1 When do you go shopping?
- 2 What time she make dinner?
- 3 How often they clean the house?
- 4 What time your son come home?
- 5 How often your parents go out for dinner?
- 6 What time you go to bed?
- 7 When our teacher check e-mail?
- 8 How often Alex do the laundry?

3 Unscramble the words and write sentences in the simple present tense. Begin each sentence with a capital letter. End with a period (.).

- 1 usually / on weekends / go shopping / she She usually goes shopping on weekends.
- 2 go dancing / my sisters / on Fridays / sometimes
- 3 in the morning / never / check e-mail / I
- 4 always / my daughter / to work / take the bus
- 5 we / to school / walk / never
- 6 sometimes / my brother / after work / visit his friends

4 Complete each response with do or does.

- 1 Who takes out the garbage in your house? My daughter does.
- 2 Who washes the dishes in your family? I
- 3 Who makes dinner? My parents
- 4 Who does the laundry in your house? My brother
- 5 Who watches TV before dinner? My granddaughter
- 6 Who takes a bath in the evening? My sister

UNIT 8

1 Write questions with Where. Use a question mark (?).

- 1 your grandparents / live Where do your grandparents live?
- 2 John's friend / go shopping
- 3 her brother / study English
- 4 you / eat breakfast
- 5 they / listen to music
- 6 Rob and Nancy / exercise
- 7 his mother / work
- 8 your brother / do the laundry

2 Complete the statements with in, on, at, or to.

- 1 His house is on Barker Street.
- 2 They work the tenth floor.
- 3 Ms. Cruz takes the train work.
- 4 It's 18 Spencer Street.
- 5 Jack studies French the BTI Institute.
- 6 Mr. Klein works the hospital.
- 7 Ms. Anderson's office is the fifth floor.
- 8 Jason's sister works 5 Main Street.

3 Complete each sentence with There's or There are.

- 1 There's a movie at noon.
- 2 a concert at 2:00 and a game at 3:00.
- 3 a bank on the corner of Main and 12th Street.
- 4 two apartment buildings across the street.
- 5 bookstores nearby.
- 6 a pharmacy and a newsstand around the corner.
- 7 two dressers in the bedroom.
- 8 three elevators in the Smith Building.

4 Write questions with Is there or Are there. Use a question mark (?).

- 1 a dance / this weekend Is there a dance this weekend?
- 2 three meetings / this week
- 3 a bank / nearby
- 4 how many / games / this afternoon
- 5 how many / pharmacies / on 3rd Avenue
- 6 how many / parties / this month

UNIT 9

1 Write the present participle of the following base forms.

- | | |
|-----------------------------|-----------------|
| 1 rain <u>raining</u> | 15 come |
| 2 snow | 16 wear |
| 3 watch | 17 shop |
| 4 eat | 18 go |
| 5 take | 19 study |
| 6 drive | 20 listen |
| 7 check | 21 wash |
| 8 make | 22 play |
| 9 do | 23 read |
| 10 exercise | 24 clean |
| 11 shave | 25 work |
| 12 put | 26 write |
| 13 comb | 27 talk |
| 14 brush | 28 buy |

2 Check (✓) the sentences that indicate a future plan.

- 1 On Tuesday I'm working at home.
- 2 I'm watching TV right now.
- 3 Is Marina taking a shower?
- 4 Where is she going tomorrow night?
- 5 Jen's eating dinner.
- 6 I'm driving to the mall this afternoon.
- 7 I'm studying Arabic this year. My teacher is very good.
- 8 Who's making dinner on Saturday?

3 Complete each conversation with the present continuous.

- 1 A: What are you doing ?
what / you / do
- B: my hair.
I / wash
- 2 A: ?
where / she / drive
- B: to the bookstore.
she / go
- 3 A: the bus?
why / he / take
- B: Because
it / rain
- 4 A: at home tonight?
we / eat
- B: No. out for dinner.
we / go
- 5 A: a dress to the party?
Maya / wear
- B: No. a dress. pants.
she / not wear she / wear

UNIT 10

1 Complete each question with How much or How many.

- 1 How much sugar do you want in your coffee?
- 2 onions do you need for the potato pancakes?
- 3 cans of coffee are there on the shelf?
- 4 meat do you eat every day?
- 5 loaves of bread do we need for dinner?
- 6 pepper would you like in your chicken salad?
- 7 bottles of oil does she need from the store?
- 8 eggs do you eat every week?
- 9 oranges are there? I want to make orange juice.
- 10 pasta would you like?

2 Choose the correct word or phrase to complete each statement. Circle the letter.

- 1 I English every day.
 a am studying **b study**
- 2 We usually the bus to work.
 a are taking b take
- 3 Annemarie the kitchen now.
 a is cleaning b cleans
- 4 He really lemonade.
 a is liking b likes
- 5 This store beautiful clothes.
 a is having b has
- 6 On Wednesdays I dinner for my parents.
 a am cooking b cook
- 7 They never coffee.
 a are drinking b drink
- 8 Our children TV on weekdays.
 a are watching b don't watch

2 Complete each sentence with should and a verb from the box.

- 1 It's your birthday. You should go out for dinner!
- 2 I'm sorry you have a toothache. You a dentist.
- 3 There's a movie on TV tonight. We it.
- 4 You have a cold? You today.
- 5 We have tomatoes, potatoes, and onions. We tomato potato soup for dinner tonight!
- 6 Pam's taking a shower right now. You back later.
- 7 Martin has a headache. He soccer tonight.
- 8 It's time for bed. You undressed.

call
(not) exercise
go
watch
make
(not) play
see
get

UNIT 13

1 Write sentences with the simple present tense and the adverbs well or badly. Begin each sentence with a capital letter. End with a period (.).

- 1 my father / sing / really well My father sings really well.
- 2 my mother / cook French food / well
- 3 my grandfather / play the guitar / badly
- 4 my grandmother / sew clothes / very well
- 5 my sister / knit sweaters / well
- 6 my friend / draw pictures / really well
- 7 I / play the violin / badly

2 Answer each question with true information. Use short answers with can or can't. Begin each answer with a capital letter. End with a period (.).

- 1 Can you play the piano?
- 2 Can you ski?
- 3 Can your parents sing well?
- 4 Can your friends speak English?
- 5 Can you draw?
- 6 Can your father fix things?

3 Complete each sentence. Use too and an adjective.



1 I need a new dress. This dress is too old

2 This skirt is I want a short skirt.



3 His shirt is He needs size small.



4 I don't want that suit. It's

5 He needs size medium. This shirt is



UNIT 14

1 Answer the following questions with true information. Use be going to. Begin each answer with a capital letter. End with a period (.).

- 1 Are your classmates going to study tonight?
- 2 Are you going to relax this weekend?
- 3 Are you going to exercise today?
- 4 Are you going to make dinner tonight?
- 5 Are you going to move in the next two years?
- 6 Are you going to check your e-mail today?
- 7 Are you going to hang out with your friends or family this weekend?

2 Write a question with be going to for each answer. Don't use the verb do. Begin each question with a capital letter. End with a question mark (?).

- 1 *Are you going to go to the movies tonight?* Yes. I'm going to go to the movies tonight.
- 2 Yes. They're going to eat in a restaurant after the concert.
- 3 Yes. Carla's brother is going to go fishing with her.
- 4 Yes. I'm going to go to work tomorrow.
- 5 No. He's not going to graduate this year.
- 6 Yes. They're going to take the bus to school.

Writing Booster

The Writing Booster is optional. It gives guidance for the writing task on the last page of each unit.

UNIT 1

Guided Writing Practice Look at the picture on page 11. Answer the questions, based on the picture. Write five sentences.

- Is Martin a flight attendant?
- Is he a musician?
- Is Tim a musician?
- Is he a manager?
- Is Marie a flight attendant?

Example: *No. He's not a flight attendant.*

1	
2	
3	
4	
5	

UNIT 2

Guided Writing Practice Write sentences about your relationships.

Example: Write about a friend: *Ryan is my friend. He's a student, too. His last name is Grant.*

1	Write about a friend:
2	Write about a classmate:
3	Write about a neighbor:
4	Write about a boss, colleague, or teacher:

UNIT 3

Guided Writing Practice Look at the picture on page 27. Write five questions and answers, based on the picture.

Example: Q: *Where's the bank?*

A: *It's next to the restaurant.*

Q: *Is the bank next to the ...*

A: *No, it isn't. It's ...*

1	Q:	
	A:	
2	Q:	
	A:	
3	Q:	
	A:	
4	Q:	
	A:	
5	Q:	
	A:	

UNIT 4

Guided Writing Practice Choose two relatives. Write about each person. Answer some of these questions.

- How old is [he / she]?
- Is [he / she] tall or short?
- Is [he / she] old or young?
- Is [he / she] good-looking? cute?
- What's [his / her] occupation?

Example: *My sister is 24 years old. She's short and good-looking. She's an architect.*

1	
2	

UNIT 5

Guided Writing Practice Look at the event announcements on pages 42 and 43. Choose five events. Write sentences about the events below.

Example: The birthday party: *The birthday party is at Chuck's Café. Chuck's Café is around the corner from the bank.*

The movie
The meeting
The dance
The volleyball game
The basketball game
The dinner
The "Evening" concert
The "welcome" party

UNIT 6

Guided Writing Practice Answer some or all of the following questions. Put the sentences together to write about clothes you need, you want, and you like, and about clothes you have or don't have.

- Do you want new clothes? Why?
- Do you need new clothes? Why?
- What clothes do you need?
- What size do you need?
- What colors do you like?

Example:

I need new clothes! I need a sweater, and I need new shoes, too. I want a white sweater and black shoes. Why? My white sweater is old and my black shoes are dirty. I need the sweater in large and the shoes in size 40.

UNIT 7

Guided Writing Practice Answer the questions about your typical week. Use time expressions and frequency adverbs.

- What do you do in the morning?
- What do you do in the afternoon?
- What do you do in the evening?
- What do you do on Saturdays and Sundays?

Example: *In the morning, I usually get up at 7:00. Then I...*

UNIT 8

Guided Writing Practice Choose one of the homes in the Reading on page 70. Write the features of that home and your home in the chart.

On a separate sheet of paper, compare the two homes in the chart. Use and and but.

Example:

Eduardo's home is an apartment, and I live in an apartment, too. There's an elevator in his building, but we don't have an elevator. In his apartment, there are...

	his or her home	my home
Is it a house or apartment?		
How many bedrooms are there?		
How many bathrooms are there?		
Is the kitchen small or large?		
Is there an office?		
Is there a garage or an elevator?		
Is there a garden?		
Is there a view?		
Other features?		

UNIT 9

Guided Writing Practice Write answers to some or all of the following questions about your plans for the week. Use time expressions.

- What are you doing right now?
- What are you doing this evening?
- What are you doing tomorrow?
- Are you doing anything special this weekend?
- What are you doing on Saturday and Sunday?

Example:

Right now, I'm writing about my plans for the week. This evening, I'm checking e-mail and...

UNIT 10

Guided Writing Practice Answer some or all of the questions to help you write what you eat on a typical day. Use frequency adverbs sometimes, usually, and always. Use time expressions every day, once a week, twice a week, etc.

- What do you eat for breakfast on weekdays?
- What do you eat for breakfast on weekends?
- What time do you usually eat your meals?
- Do you eat after school or work?
- How many times a week (or month) do you go out for dinner?

Example: *On weekdays, I usually eat breakfast at 9:00. I always eat bread and eggs, and...*

UNIT 11

Guided Writing Practice Write about your weekend. Use past time expressions. Answer some or all of the questions to guide your writing.

- Did you have a good time last weekend?
- How was the weather?
- What did you do on Friday night?
- What did you do on Saturday?
- What did you do on Sunday?

Example: *Last weekend, I had a great time . . .*

UNIT 12

Guided Writing Practice Choose a person you want to describe. On a separate sheet of paper, answer the questions in your description.

- Who is this person?
- How old is the person?
- Is he or she tall or short?
- Is he or she good-looking?
- What color is his or her hair?
- Is it short or long? Straight, wavy, or curly?
- What color are his or her eyes?
- Does he or she wear glasses?

Example:

Mary Blake is my classmate, and she is twenty years old. She's very tall and pretty, and . . .

UNIT 13

Guided Writing Practice What can people do when they are eighty years old? Complete the chart. Then use the information from the chart to write about the topic. Write on a separate sheet of paper. Write as much as you can.

Example: *Old people can't do some things, but sometimes they can . . .*

	Yes, they can.	They can sometimes.	No, they can't.
work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cook meals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
live on the second floor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
get dressed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
take a shower or bath	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
clean the house	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
exercise / go running / go bike riding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
drive a car	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
go dancing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

UNIT 14

Guided Writing Practice Write the story of your own life. Then write your plans and dreams for the future. Answer some or all of the following questions in your story. Write on a separate sheet of paper. Write as much as you can.

- Where were you born?
- Where do you live now?
- Where did you grow up?
- What school did you go to?
- What did you study? (Or what are you studying now?)
- Did you graduate?
- What are your dreams for the future? (Write *I'd like . . .*)

Example: *I was born on September 3rd, 1999 in . . .*

Top Notch Pop Lyrics

1:30/1:31 What Do You Do? [Unit 1]

(CHORUS)

**What do you do?
What do you do?**

I'm a student.
You're a teacher.
She's a doctor.
He's a nurse.
What about you?
What do you do?
I'm a florist.
You're a gardener.
He's a waiter.
She's a chef.
Do-do-do-do...
That's what we do.
It's nice to meet you.
What's your name?
Can you spell that, please?
Thank you.
Yes, it's nice to meet you, too.

(CHORUS)

We are artists and musicians,
architects, and electricians.
How about you?
What do you do?
We are bankers,
we are dentists,
engineers, and flight attendants.
Do-do-do-do...
That's what we do.
Hi, I'm Linda. Are you John?
No, he's right over there.
Excuse me. Thank you very much.
Good-bye.
Do-do-do-do...
Do-do-do-do...
Do-do-do-do...
Do-do-do-do...

1:46/1:47 Excuse Me, Please [Unit 2]

(CHORUS)

Excuse me—please excuse me.

What's your number?

What's your name?

**I would love to get to know you,
and I hope you feel the same.**

I'll give you my e-mail address.
Write to me at my dot-com.
You can send a note in English
so I'll know
who it came from.
Excuse me—please excuse me.
Was that 0078?
Well, I think the class is starting,
and I don't
want to be late.

But it's really nice to meet you.
I'll be seeing you again.
Just call me on my cell phone
when you're looking for a friend

(CHORUS)

So welcome to the classroom.
There's a seat right over there.
I'm sorry, but you're sitting in
our teacher's favorite chair!
Excuse me—please excuse me.
What's your number?
What's your name?

2:15/2:16 Tell Me All About It [Unit 4]

Tell me about your father.

He's a doctor and he's very tall.
And how about your mother?
She's a lawyer. That's her picture on
the wall.

Tell me about your brother.
He's an actor, and he's twenty-three.
And how about your sister?
She's an artist. Don't you think she looks
like me?

(CHORUS)

**Tell me about your family—
who they are and what they do.
Tell me all about it.**

It's so nice to talk with you.

Tell me about your family.
I have a brother and a sister, too.
And what about your parents?
Dad's a teacher, and my mother's eyes
are blue.

(CHORUS)

Who's the pretty girl in that photograph?
That one's me!
You look so cute!

Oh, that picture makes me laugh!
And who are the people there, right below
that one?

Let me see ... that's my mom and dad.
They both look very young.

(CHORUS)

Tell me all about it.
Tell me all about it.

2:35/2:36 Let's Make a Date [Unit 5]

It's early in the evening—
8:15 P.M.

Here in New York City
a summer night begins.
I take the bus at seven
down the street from City Hall.
I walk around the corner
when I get your call.

(CHORUS)

Let's make a date.

Let's celebrate.

Let's have a great time out.

Let's meet in the Village
on Second Avenue
next to the museum there.
What time is good for you?
It's a quarter after seven.
There's a very good new show
weekdays at the theater.
Would you like to go?

(CHORUS)

Sounds great. What time's the show?

The first one is at eight.
And when's the second one?
The second show's too late.
OK, how do I get there?
The trains don't run at night.
No problem. Take a taxi.
The place is on the right.
Uh-oh! Are we late?
No, we're right on time.
It's 7:58.

Don't worry. We'll be fine!

(CHORUS)

3:15/3:16 On the Weekend [Unit 7]

(CHORUS)

**On the weekend,
when we go out,
there is always so much joy and laughter.
On the weekend,
we never think about
the days that come before and after.**

He gets up every morning.
Without warning, the bedside clock rings
the alarm.

So he gets dressed—
he does his best to be on time.
He combs his hair, goes down the stairs,
and makes some breakfast.
A bite to eat, and he feels fine.

Yes, he's on his way
to one more working day.

(CHORUS)

On Thursday night,
when he comes home from work,
he gets undressed, and if his room's a mess,
he cleans the house. Sometimes he takes
a rest.

Maybe he cooks something delicious,
and when he's done
he washes all the pots and dishes,
then goes to bed.
He knows the weekend's just ahead.

(CHORUS)

▶ 3:35/3:36 **Home Is Where the Heart Is** [Unit 8]

There's a house for everyone
with a garden in the sun.
There's a stairway to the stars.
Where is this house?
It isn't far.

(CHORUS)

**Home is where the heart is.
Home is where the heart is.**

She lives on the second floor.
There are flowers at her front door.
There's a window with a breeze.
Love and kindness are the keys.

(CHORUS)

There's a room with a view of the sea.
Would you like to go there with me?

(CHORUS)

▶ 4:17/4:18 **Fruit Salad, Baby** [Unit 10]

You never eat eggs for breakfast.
You don't drink coffee or tea.
I always end up cooking for you
when you're here with me.
I want to make something delicious,
'cause I like you a lot.

I'm checking my refrigerator,
and this is what I've got:

(CHORUS)

**How about a fruit salad, baby—
apples, oranges, bananas too?
Well, here you go now, honey.
Good food coming up for me and you.**

Are there any cans or bottles
or boxes on the shelf?
I put my dishes on the counter.
I mix everything well.

(CHORUS)

Chop and drain it.
Slice and dice it.
Mix and serve
with an ounce of love.
Pass your glass.
What are you drinking?
Tell me what dish
I am thinking of?

(CHORUS)

▶ 4:34/4:35 **My Favorite Day** [Unit 11]

Last night we walked together.
It seems so long ago.
And we just talked and talked.
Where did the time go?
We saw the moonlit ocean
across the sandy beach.
The waves of summer fell,
barely out of reach.

(CHORUS)

**Yes, that was then,
and this is now,
and all I do is think about
yesterday,
my favorite day of the week.**

When I woke up this morning,
my feelings were so strong.
I put my pen to paper,
and I wrote this song.
I'm glad I got to know you.

You really made me smile.
My heart belonged to you
for a little while.

(CHORUS)

It was wonderful to be with you.
We had so much to say.
It was awful when we waved good-bye.
Why did it end that way?

(CHORUS)

▶ 5:17/5:18 **She Can't Play Guitar** [Unit 13]

She can paint a pretty picture.
She can draw well every day.
She can dance and she can sing,
but she can't play guitar.
She can sew a dress so nicely,
and she does it beautifully.
She can knit a hundred sweaters,
but she can't play guitar.

(CHORUS)

**And now it's too late.
She thinks it's too hard.
Her happy smile fades,
'cause she can't play guitar.**

She can drive around the city.
She can fix a broken car.
She can be a great mechanic,
but she can't play guitar.

(CHORUS)

And she says,
"Could you please help me?
When did you learn?
Was it hard? Not at all?
Are my hands too small?"
She can cook a meal so nicely
in the kitchen, and there are
lots of things that she does well,
but she can't play guitar.

(CHORUS)

▶ 5:35/5:36 **I Wasn't Born Yesterday** [Unit 14]

I went to school and learned the lessons
of the human heart.
I got an education in
psychology and art.
It doesn't matter what you say.
I know the silly games you play.

(CHORUS)

**I wasn't born yesterday.
I wasn't born yesterday.**

Well, pretty soon I graduated
with a good degree.
It took some time to understand
the way you treated me,
and it's too great a price to pay.
I've had enough, and anyway,

(CHORUS)

So you think I'd like to marry you
and be your pretty wife?
Well, that's too bad, I'm sorry, now.
Grow up and get a life!
It doesn't matter what you say.
I know the silly games you play.

(CHORUS)

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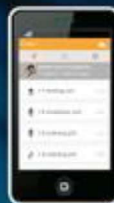
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