THIRD EDITION

# TOP NOTCH

FUNDAMENTALS

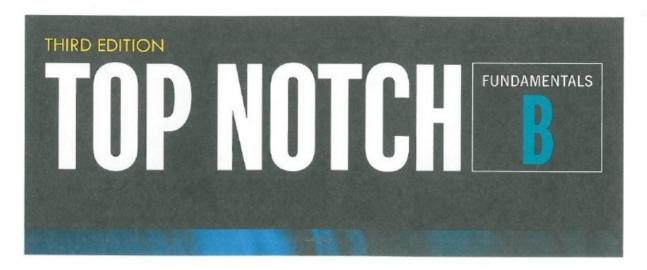
with WORKBOOK



JOAN SASLOW ALLEN ASCHER

ALWAYS LEARNING

**PEARSON** 



## **ENGLISH FOR TODAY'S WORLD**

with Workbook

JOAN SASLOW ALLEN ASCHER

With Top Notch Pop Songs and Karaoke by Rob Morsberger

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**LEARNING OBJECTIVES**Top Notch Fundamentals is designed for true beginning students or for students needing the support of a very low-level beginning course. No prior knowledge of English is assumed or necessary.

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
James and Occupations AGE 4	Tell a classmate your occupation     Identify your classmates     Spell names	Occupations     The alphabet      VOCABULARY BOOSTER     More occupations	Verb be: Singular and plural statements, contractions Yes / no questions and short answers Common errors Subject pronouns Articles a / an Nouns: Singular and plural / Common and proper GRAMMAR BOOSTER Extra practice
about People	Introduce people     Tell someone your first and last name     Get someone's contact information	Relationships (non-family) Titles First and last names Numbers 0–20 VOCABULARY BOOSTER More relationships / More titles	Possessive nouns and adjectives     Be from / Questions with Where, common errors     Verb be: information questions with What  GRAMMAR BOOSTER Extra practice
Places and low to Get Phere	Talk about locations     Discuss how to get places     Discuss transportation	Places in the neighborhood Locations Ways to get places Means of transportation Destinations  VOCABULARY BOOSTER More places	Verb be: questions with Where Subject pronoun it The imperative By to express means of transportation GRAMMAR BOOSTER Extra practice
amily AGE 28	Identify people in your family     Describe your relatives     Talk about your family	Family relationships     Adjectives to describe people     Numbers 21–101     VOCABULARY BOOSTER     More adjectives	Verb be: Questions with Who and common errors With adjectives Questions with How old Adverbs very and so Verb have / has: affirmative statements  GRAMMAR BOOSTER Extra practice
vents and imes	Confirm that you're on time Talk about the time of an event Ask about birthdays	What time is it? Early, on time, late Events Days of the week Ordinal numbers Months of the year VOCABULARY BOOSTER More events	Verb <u>be</u> : questions about time     Prepositions <u>in</u> , <u>on</u> , and <u>at</u> for dates and times     Contractions and common errors  GRAMMAR BOOSTER Extra practice
Clothes	Give and accept a compliment     Ask for colors and sizes     Describe clothes	Clothes Colors and sizes Opposite adjectives to describe clothes  VOCABULARY BOOSTER More clothes	Demonstratives this, that, these, those     The simple present tense: like, want, need, and have:     Affirmative and negative statements     Questions and short answers     Spelling rules and contractions     Adjective placement and common errors     One and ones  GRAMMAR BOOSTER Extra practice
• Talk about morning and evening activities • Describe what you do in your free time • Discuss household chores  PAGE 52  Units 1—7  Review  PAGE 60		Daily activities at home Leisure activities Household chores  VOCABULARY BOOSTER More household chores	The simple present tense:  Third-person singular spelling rules Questions with When and What time Questions with How often, time expressions Questions with Who as subject, common errors Frequency adverbs and time expressions: Usage, placement, and common errors  GRAMMAR BOOSTER Extra practice

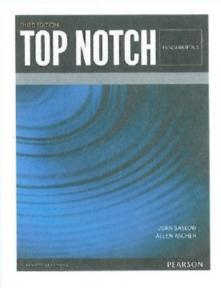
CO	NVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING / WRITING
• Us • Us • Us did	se And you? to show interest in another person se Excuse me to initiate a conversation se Excuse me? to indicate you haven't heard or do't understand se Thanks! to acknowledge someone's complying tha request	Listening Tasks Circle the letter you hear Identify correct spelling of names Write the name you hear spelled Identify the correct occupation Write the missing information: names and occupations  Pronunciation Syllables	Reading Text  Simple forms and business cards  Writing Task  Write affirmative and negative statements about people in a picture  WRITING BOOSTER Guided writing practice
an  Us  Be ad  Re	entify someone's relationship to you when making introduction se too to reciprocate a greeting sign a question with And to indicate you want ditional information speat part of a question to clarify speat information to confirm se You're welcome to formally acknowledge thanks	Listening Tasks Complete statements about relationships Circle the correct information Fill in names, phone numbers, and e-mail addresses you hear Pronunciation Stress in two-word pairs Listening Tasks	Reading Text  Short descriptions of famous people, their occupations, and countries of origin  Writing Task  Write sentences about your relationships  WRITING BOOSTER Guided writing practice  Reading Texts
<ul><li>Us</li></ul>	e <u>OK</u> to acknowledge advice e <u>What about you?</u> to show interest in another rson	Write the places you hear Write the directions you hear, using affirmative and negative imperatives Circle the means of transportation Write by phrases, check destinations you hear  Pronunciation Falling intonation for questions with Where	Simple maps and diagrams Introductions of people, their relationships and occupations, where they live, and how they get to work  Writing Task Write questions and answers about the places in a complex picture  WRITING BOOSTER Guided writing practice
<ul><li>Us at</li><li>Us ar</li><li>Us</li></ul>	e And to shift the topic e Tell me about to invite someone to talk about opic e Well, to indicate you are deciding how to begin esponse e And how about? to ask for more information e Really? to show interest or mild surprise	Listening Tasks Identify the picture of a relative being described Choose the adjective that describes the people mentioned in a conversation Pronunciation Number contrasts	Reading Texts  A family tree  A magazine article about famous actors and their families  Writing Task  Writing Task  Guided writing practice
<ul><li>Use</li><li>Off</li></ul>	e <u>Uh-oh</u> to indicate you may have made a mistake e <u>Look</u> to focus someone's attention on something e <u>Great!</u> to show enthusiasm for an idea fer someone best wishes on his or her birthday spond to a person's birthday wishes	Listening Tasks  Identify events and circle the correct times  Write the events you hear in a date book  Circle the dates you hear  Pronunciation  Sentence rhythm	Reading Texts  A world map with time zones  Events posters  Newspaper announcements  A zodiac calendar  Writing Task  Write about events at your school or in your city  WRITING BOOSTER Guided writing practice
Apointe     Use     Use	knowledge a compliment with <u>Thank you</u> clogize with <u>I'm sorry</u> when expressing disappointing commation a <u>That's too bad</u> to express disappointment be <u>What about you?</u> to ask for someone's opinion be <u>Well</u> to soften a strong opinion	Listening Tasks  Confirm details about clothes  Determine colors of garments  Pronunciation  Plural nouns	Reading Texts  • A sales flyer from a department store  Writing Task  • Write sentences about the clothes you have, need, want, and like  WRITING BOOSTER Guided writing practice
• Use • Use • Use • Use • Use • Use	Me? to give yourself time to think of a personal ponse  e Well to introduce a lengthy response  e What about you? to ask for parallel information  e So to introduce a conversation topic  e How about you? to ask for parallel information  y Sure to indicate a willingness to answer  gin a response to an unexpected question with Oh	Listening Task  • Match chores to the people who performed them  Pronunciation  • Third-person singular verb endings	Reading Text  • A review of housekeeping robots  Writing Task  • Describe your typical week, using adverbs of frequency and time expressions  WRITING BOOSTER Guided writing practice

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
Home and Neighborhood	Describe your neighborhood     Ask about someone's home     Talk about furniture and appliances	Buildings     Places in the neighborhood     Rooms     Furniture and appliances     VOCABULARY BOOSTER     More home and office vocabulary	The simple present tense: Questions with Where, prepositions of place There is and there are: Statements and yes / no questions Contractions and common errors Questions with How many  GRAMMAR BOOSTER Extra practice
Activities and Plans	<ul> <li>Describe today's weather</li> <li>Discuss plans</li> <li>Ask about people's activities</li> </ul>	Weather expressions     Present and future time expressions      VOCABULARY BOOSTER     More weather vocabulary / seasons	The present continuous: Statements: form and usage Yes / no questions Information questions For future plans The present participle: spelling rules  GRAMMAR BOOSTER Extra practice
Food PAGE 80	Discuss ingredients for a recipe     Offer and ask for foods     Invite someone to join you at the table	Foods and drinks     Places to keep food in a kitchen     Containers and quantities     Cooking verbs     VOCABULARY BOOSTER     More vegetables and fruits	How much / Are there any     Count nouns and non-count nouns     How much / Is there any  GRAMMAR BOOSTER Extra practice
Past Events PAGE 88	Tell someone about an event Describe your past activities Talk about your weekend  Talk about your weekend	Past-time expressions     Outdoor activities     VOCABULARY BOOSTER     More outdoor activities	The past tense of be; There was / there were: Statements, questions, and contractions The simple past tense Regular verbs, irregular verbs Statements, questions, and short answers  GRAMMAR BOOSTER Extra practice
Appearance and Health	Describe appearance     Show concern about an injury     Suggest a remedy	Adjectives to describe hair     The face     Parts of the body     Accidents and injuries     Ailments, remedies  VOCABULARY BOOSTER     More parts of the body	Describing people with <u>be</u> and <u>have</u> Should + base form for suggestions  GRAMMAR GOOSTER Extra practice
Abilities and Requests	Discuss your abilities     Politely decline an invitation     Ask for and agree to do a favor	Abilities     Adverbs well and badly     Reasons for not doing something     Favors  VOCABULARY BOOSTER     More musical instruments	Can and can't for ability     Too + adjective, common errors     Polite requests with Could you + base form  GRAMMAR BOOSTER Extra practice
Life Events and Plans PAGE 112 Units 8–14 Review	Get to know someone's life story     Discuss plans     Share your dreams for the future	Some life events     Academic subjects     More leisure activities     Some dreams for the future      VOCABULARY BOOSTER     More academic subjects     More leisure activities	Be going to + base form  GRAMMAR BOOSTER Extra practice

CON	VERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING / WRITING
addit  Use !  Use !  Resp  Use .  Resp  Use .  Say !	n a question with <u>And</u> to indicate you want tional information  Really? to introduce contradictory information  Well to indicate you are deciding how to begin sponse and positively to a description with <u>Sounds nice!</u> Actually to introduce an opinion that might rise <u>don't know. I'm not sure</u> to avoid making a direct tive statement	Listening Tasks Determine the best house or apartment for clients of a real estate company Complete statements about locations of furniture and appliances Pronunciation Linking sounds	Reading Texts  House and apartment rental listings  Descriptions of people and their homes  Writing Task  Compare and contrast your home with other homes  WRITING BOOSTER Guided writing practice
Say 1 Use 3 Answ Ident Use 1 Say 0 Say 1	Hi and Hey to greet people informally No kidding! to show surprise So to introduce a conversation topic wer the phone with Hello? tify yourself with This is on the phone Well, actually to begin an excuse Oh, I'm sorry after interrupting Talk to you later to indicate the end of a phone ersation	Listening Tasks  Determine weather and temperatures in cities in a weather report  Complete statements about people's activities, using the present continuous  Pronunciation  Rising and falling intonation of yes / no and information questions	Reading Texts  A daily planner  The weather forecast for four cities  Writing Task  Write about plans for the week, using the present continuous  WRITING BOOSTER Guided writing practice
some Decli Use F Say F	"Il check to indicate you'll get information for cone ne an offer politely with No, thanks Please pass the to ask for something at the table here you go as you offer something lice to see you to greet someone you already know you too to repeat a greeting politely	Listening Task  Identify the foods discussed in conversations  Pronunciation  Vowel sounds: /i/, /ɪ/, /eɪ/, /ɛ/, /æ/	Reading Texts  Recipe cards  A weekly schedule  Writing Task  Write about what you eat in a typical day  WRITING BOOSTER Guided writing practice
<ul> <li>Use ½</li> <li>Use a</li> <li>Use ji</li> <li>Say L</li> <li>Say C</li> </ul>	Why? to ask for a clearer explanation What about? to ask for more information Indouble question to clarify ust to minimize the importance of an action Let me think to gain time to answer Oh yeah to indicate you just remembered thing	Listening Tasks  Circle the year you hear Infer the correct day or month Choose activities mentioned in conversations  Pronunciation Simple past tense regular verb endings	Reading Text  • A blog in which people describe what they did the previous weekend  Writing Task  • Write about the activities of two people, based on a complex picture  • Write about your weekend and what you did  WRITING BOOSTER Guided writing practice
Say N Say I That's Use A Use V Response	On to indicate you've understood to kidding to show surprise m sorry to hear that, Oh, no, and so too bad to express sympathy actually to introduce an opinion that might surprise What's wrong? to ask about an illness eally to intensify advice with should and to good advice with Good idea thope you feel better when someone feels sick	Listening Tasks  Identify the people described in conversations  Complete statements about injuries Identify the ailments and remedies suggested in conversations  Pronunciation  More vowel sounds	Reading Text  • A magazine article about two celebrities  Writing Task  • Write a description of someone you know  WRITING BOOSTER Guided writing practice
<ul> <li>Use R</li> <li>Sugge</li> <li>Polite sorry</li> <li>Accep</li> <li>Use S</li> </ul>	actually to give information    Really? to show surprise or interest     Set a shared course of action with Let's     If y decline a suggestion with I'm really     Set a refusal with Maybe some other time     Set a refusal with Maybe in to agree to someone's     Set for a favor	Listening Task  Complete requests for favors  Pronunciation  Blending of sounds: Could you	Reading Text  • An article about infant-toddler development  Writing Task  • Describe things people can and can't do when they get old  WRITING BOOSTER Guided writing practice
<ul><li>Use N</li><li>Ask W</li></ul>	nd you? to show interest in another person ot really to soften a negative response //hat about you? to extend the conversation /ell and Actually to explain or clarify	Listening Tasks  Choose correct statements  Circle correct words or phrases  Complete statements about activities, using the present continuous  Infer people's wishes for the future  Pronunciation  Diphthongs	Reading Text  • A short biography of Harry Houdini  Writing Task  • Write your own illustrated life story, including plans and dreams for the future  WRITING BOOSTER Guided writing practice
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## TO THE TEACHER

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



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

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

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

Each full level of **Top Notch** contains material for 60–90 hours of classroom instruction. In addition, the entire course can be tailored to blended learning with an integrated online component, *MyEnglishLab*.

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

\* Summit 1 and Summit 2 are the titles of the 5th and 6th levels of the Top Notch course.

## **Award-Winning Instructional Design\***

#### Daily confirmation of progress

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

#### True-beginner vocabulary and grammar

Clear captioned picture-dictionary illustrations with accompanying audio take the guesswork out of meaning and pronunciation. Grammar presentations clarify form, meaning, and use. The unique Recycle this Language feature continually puts known words and grammar in front of students' eyes as they communicate, to make sure language remains active. A new Writing Booster in the back of the Student's Book provides guided writing practice that incorporates vocabulary and grammar from the unit.

#### Authentic social language

Even beginning students should learn appealing natural social language. Forty-two memorable Conversation Models provide lively controlled conversation practice that ensures enthusiasm and motivation.

#### Active listening syllabus

All Vocabulary presentations, Pronunciation presentations, Conversation Models, Listening Comprehension exercises, and Readings are recorded on the audio, ensuring that students develop good pronunciation, intonation, and auditory memory. In addition, approximately fifty tasks specifically developed for beginning learners develop fundamental comprehension skills.

We wish you and your students enjoyment and success with **Top Notch Fundamentals.** We wrote it for you.

Joan Saslow and Allen Ascher

<sup>\*</sup> Top Notch is the recipient of the Association of Educational Publishers' Distinguished Achievement Award.

## COMPONENTS

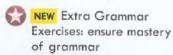
#### **ActiveTeach**

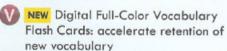
Maximize the impact of your *Top Notch* lessons. This digital tool provides an interactive classroom experience that can be used with or without an interactive whiteboard (IWB). It includes a full array of digital and printable features.

#### For class presentation . . .









#### PLUS

- Clickable Audio: instant access to the complete classroom audio program
- Top Notch TV Video Program: a hilarious sitcom and authentic on-the-street interviews
- Top Notch Pop Songs and Karaoke: original songs for additional language practice



#### For planning . . .

- A Methods Handbook for a communicative classroom
- Detailed timed lesson plans for each two-page lesson
- · Top Notch TV teaching notes
- Complete answer keys, audio scripts, and video scripts

#### For extra support . . .

- Hundreds of extra printable activities, with teaching notes
- Top Notch Pop language exercises
- · Top Notch TV activity worksheets

#### For assessment . . .

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

## MyEnglishLab

An optional online learning tool



- NEW Grammar Coach videos plus the Pronunciation Coach videos, and Digital Vocabulary Flash Cards
- NEW Immediate meaningful feedback on wrong answers
- NEW Remedial grammar exercises
- Interactive practice of all material presented in the course
- Grade reports that display performance and time on task
- Auto-graded achievement tests

#### Workbook

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

# Full-Course Placement Tests

Choose printable or online version

## Classroom Audio Program

- A set of Audio CDs, as an alternative to the clickable audio in the ActiveTeach
- Contains a variety of authentic regional and non-native accents to build comprehension of diverse English speakers
- NEW The entire audio program is available for students at www.english.com/topnotch3e. The mobile app Top Notch Go allows access anytime, anywhere and lets students practice at their own pace.

## Teacher's Edition and Lesson Planner

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

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

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#### **COMMUNICATION GOALS**

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



# **Home and Neighborhood**





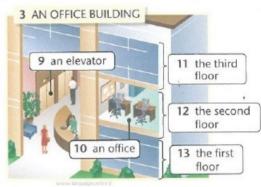
Describe your neighborhood



▶ 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 Where**

Where 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.

www.languagecentre.ir

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.

2 A: Where ...... you ..... English?

B: We study ..... the school around the corner.

3 A: Where ...... your neighbor .....?

B: She works ...... a bookstore.

4 A: Where ...... your parents .....?

B: They live ...... 58 Gray Street.





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

1 It's on the second floor.

3 He lives in an apartment.

2 She works in an office.

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? 77



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







2 a train station



3 a stadium





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

#### Describe your neighborhood

- ▶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.
- ▶3:24 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.
- CONVERSATION ACTIVATOR With a partner, personalize the conversation.
  - A: Do you live far from here?
  - B: .....
  - A: And is the neighborhood nice?
  - B: ...... it ...... My ..... is .......
  - A: Really? My ..... is .......
- CHANGE PARTNERS Ask about another classmate's neighborhood.

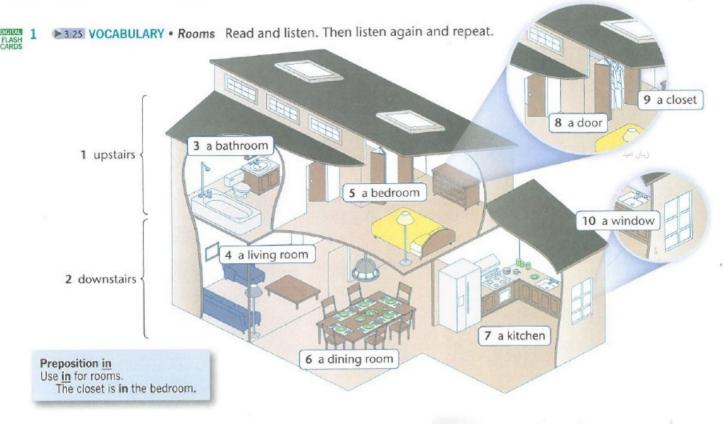


DON'T STOP!

Ask more questions.

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





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

My apartment has one large bedroom and two small bedrooms.

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.

Is there a balcony?

Yes, there is. No, there isn't. There are three large bedrooms upstairs.

There are two windows and a large closet.

There are no elevators.

Are there closets?

Yes, there are. No. there aren't.

#### How many

Ask questions about quantity with <u>How many</u>. Always use a plural noun with <u>How many</u>.

How many bathrooms are there? (There are two.)
How many bedrooms do you have? (We have three.)

#### Be careful!

There is → There's

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

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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 .....?



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.

- · number of rooms
- · size of rooms
- · location of rooms
- ▶3:26 LISTENING COMPREHENSION Listen to the conversations. Check the best house or apartment for each person.



NOW YOU CAN Ask about someone's home

- ▶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 13:28 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.



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



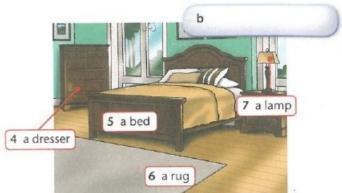
Ask more questions.

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



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

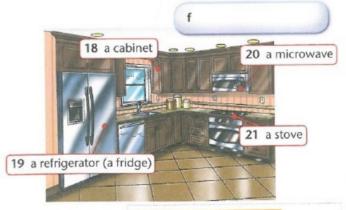












**VOCABULARY BOOSTER** 

More home and office vocabulary . p. 129

- 2 E3:30 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 ......

My living room has a sofa and two chairs, and there's a large bookcase.

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# 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.
- 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.

▶ 3:33

beautiful

nice

great

Positive and negative adjectives

ugly

awful

terrible

#### RECYCLE THIS LANGUAGE.

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







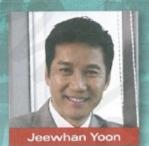


4 CHANGE PARTNERS Practice the conversation again.

## **EXTENSION**

1 P3:34 READING Read about where people live. Who lives in a house? Who lives in an apartment?

# Where Do You Live?



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.

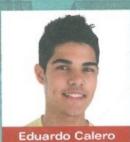
One thing I don't like: we don't have a garden.



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!



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.

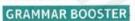
	Jeewhan Yoon	Tina Williams	Eduardo Calero
three bedrooms			
two bathrooms			
a small kitchen			
no office			
no garden			
a two-car garage			
an elevator			

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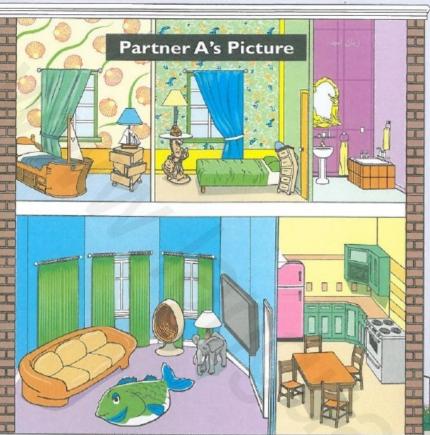


Eduardo lives in an apartment. I live in an apartment, too. His apartment has two bathrooms, but my apartment has one. 77



Unit 8 review . p. 140





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

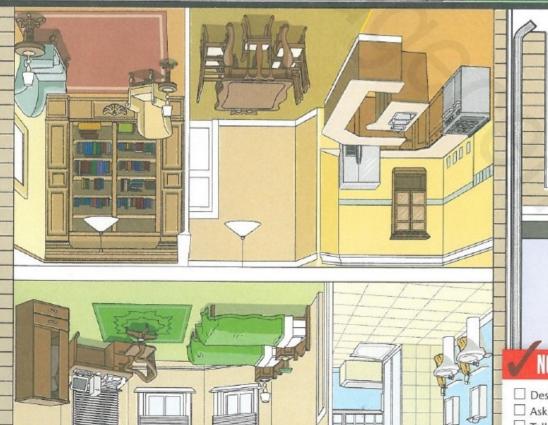
- 1 Express your opinions about the houses, the furniture, and the appliances. For example: A: What do you think of \_? B: I think it's really nice. What about you?
- 2 Your partner closes his or her book. You describe one of the houses. Your partner draws a picture of the house. For example: Upstairs, 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**

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



# **Activities and Plans**





Describe today's weather

#### **VOCABULARY BOOSTER**

More weather vocabulary • p. 130



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	1				35°	It's sunny.
2	Madrid						
3	Seoul						
4	Dubai						
5	Montreal						

3 GRAMMAR • The present continuous: statements

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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

#### GRAMMAR . The present continuous: yes / no questions

Are you eating right now? Is she taking the bus? Is it raining? Are they walking?

Yes, I am. / No. I'm not. Yes, she is. / No, she's not. [OR No, she isn't.] Yes, it is. / No, it's not. [OR No, it isn't.] 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.

2	? Yes, he
3	
	, and
5	
6	it /rain not rain
7	they / meet in the office right now? Yes,

bad ®

Awful!

Terrible!

good @

Beautiful!

Nice! Great!



## NOW YOU CAN Describe today's weather

- ▶ 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.
- ▶ 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!

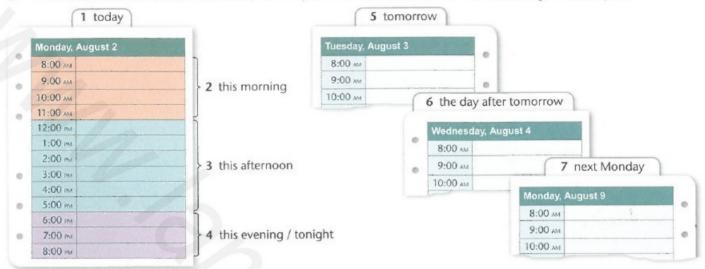
Tell your partner what you're wearing.

I'm wearing I'm not wearing \_

CHANGE PARTNERS Describe the weather in other places.



1 > 3.41 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

Are you watching TV right now? I'm not studying English this year. She's working at home this week.

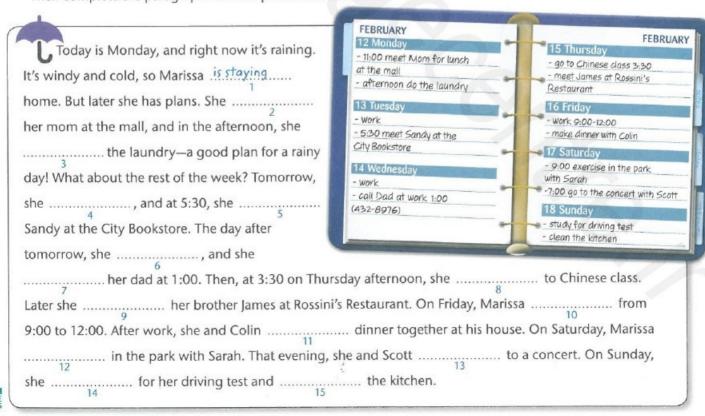
#### **Future plans**

I'm buying shoes tomorrow.

They're cleaning the house this weekend, not today.

Janet's meeting Bill at 5:00 this afternoon.

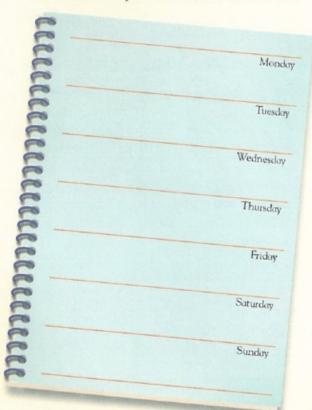
3 GRAMMAR PRACTICE Read Marissa Miller's date book for this week. Then complete the paragraph. Use the present continuous.



74

#### Discuss plans

- ▶ 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?
- ▶3:43 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.
- PLAN YOUR CONVERSATION Fill in the date book for this week. Write your activities and the times.





- 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 ......!
  - 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 beautiful ugly

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

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

What is she watching? (A TV program.) Where is he driving? (To work.)

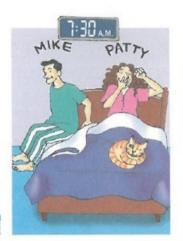
What are you doing? (We're checking e-mail.)
Where are they going? (They're going to the movies.)

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.

44 It's 8:20. What's Mike doing? 77

44 He's eating breakfast. 77











...

▶3:44 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?

What do you do?

#### 4 GRAMMAR . The present participle: spelling rules

watching

base form present participle base form present participle
talk → talking make → making
read → reading take → taking

come

Remember:

watch

shop → shopping

get → getting

put → putting

coming

5	GRAMMAR PRACTICE Write th	e present parti	ciple of each base	form.	
	1 check			5 drive	
	2 write	4 go		6 get up	
6	▶3:45 LISTENING COMPREHEN	ISION Listen. Co	omplete each stat	ement in the present o	continuous.
	1 Sara's				
	2 Dan's		5 Marla's		
	3 Eva's				
			Control of the Contro		
M	OW YOU CAN Ask about pe	ople's activit	ies		3 8 30
7					(CO)
1	▶3:46 CONVERSATION MODEL	Read and lister	٦.		
	A: Hello?				
	B: Hi, Grace. This is Jessica. W		•	· \ a a	
	A: Well, actually, I'm doing the				
	B: Oh, I'm sorry. Should I cal		?		
	A: Yes, thanks. Talk to you lat B: Bye.	er. bye.			
	b. byc.			The same of the sa	
2	▶ 3:47 RHYTHM AND INTONATION				Assessment of the last of the
	Then practice the Conversation	on Model with	a partner.	70	
3	CONVERSATION ACTIVATOR W	ith a partner p	ersonalize the		
	conversation. Use your own i				
	use your own activities. Then			1 3 3 5 1	
	A: Hello?				
	B: Hi, This is	What are you do	oing?	A STATE OF THE PARTY OF THE PAR	
	A: Well, actually, I righ				
	B: Oh, I'm sorry. Should I cal	I you back later	?		

MORE EXERCISES

Call me at 3:00. Call me tonight. 4 CHANGE PARTNERS Ask and talk about other activities.

A: Yes, thanks. Talk to you later. Bye.

DON'T STOP!

Talk about a time to call back.

B: ......

# **EXTENSION**

▶ 3:48 READING Look at today's weather forecast.



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	The Park Park Park		
hot			
warm			
cold			
cool			

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

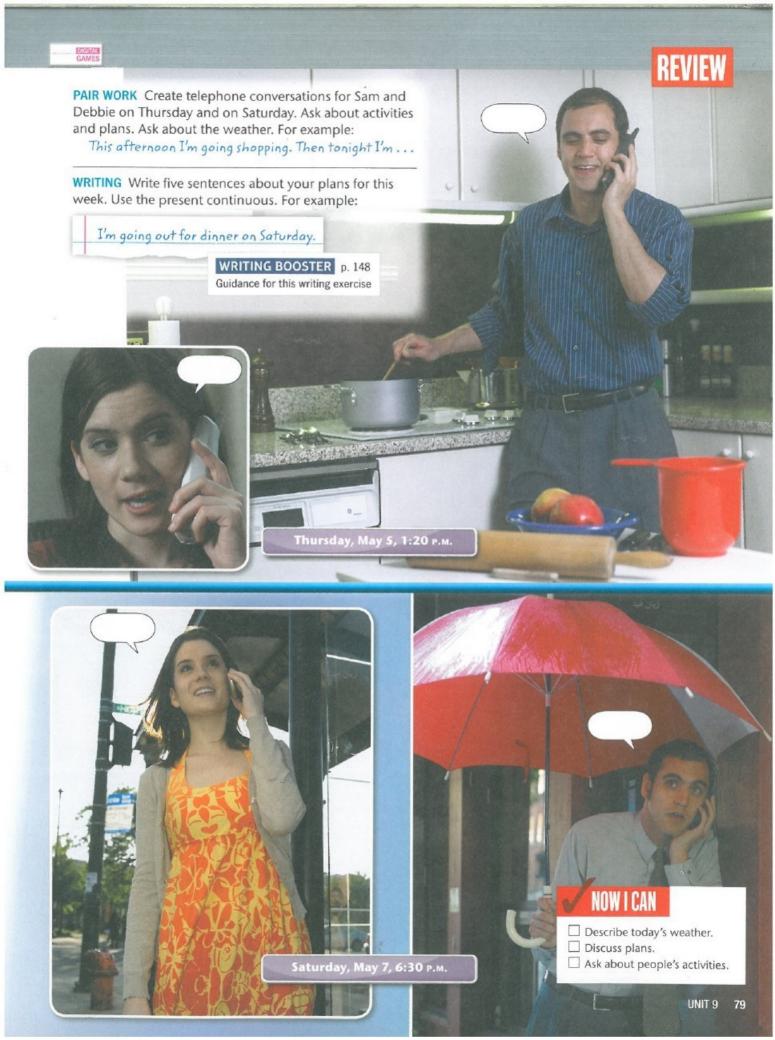
1 Which cities have sunrises before 7:30? .....

2 Which cities have sunsets before 5:00? .....

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



GRAMMAR BOOSTER Unit 9 review • p. 141



## **COMMUNICATION GOALS**

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





GOAL

Discuss ingredients for a recipe

LASH ARDS

▶4.02 VOCABULARY • Foods: count nouns Read and listen. Then listen again and repeat.





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



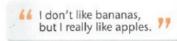
VOCABULARY BOOSTER

More vegetables and fruits • p. 131

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

	366		<b>S</b>	29	4		
1		1				1	1
2						-	
3							
4							
5							

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



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.)

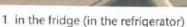
Are there any lemons? (Yes, there are. OR Yes. There are three.)

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

FLASH

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







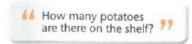
2 on the shelf



3 on the counter



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



There are three. 77

## NOW YOU CAN Discuss ingredients for a recipe

- ▶ 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.
- ▶ 4:06 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.



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]. We don't have [eggs]. I really like [beans]. I don't like [peas].

And how about \_\_\_ ? Uh-oh. I don't know.

Sounds nice.

CHANGE PARTNERS Discuss another recipe.

#### DON'T STOP!

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





▶ 4.07 VOCABULARY • Drinks and foods: non-count nouns Read and listen. Then listen again and repeat.





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



GRAMMAR . Count nouns and non-count nouns

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

Count nouns name things you can count. They can be singular or plural. I want an apple.

l like bananas. We have three tomatoes on the shelf. 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

**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.

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

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?

▶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?



#### Offer and ask for foods

- ▶ 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 A:10 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.
- 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.
- CHANGE PARTNERS Change the conversation again.







#### 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 eook 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.

- 1 Who ...... lunch in the kitchen right now?
- 2 Where ..... he usually ..... lunch-at home or at the office?
- They ..... a lot of sugar in their tea.
- We ..... the kitchen every day. clean
- 5 Elaine and Joe aren't here. They ..... to work.
- 6 Why ...... six cans of tomatoes? ..... tomato soup for lunch?
- 7 ..... to work tomorrow? she / go

you / make

- 8 How many boxes of rice .....?
- 1 ...... a bottle of juice in the fridge. not have
- 10 I can't talk right now. I ......

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.



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

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







66 She's listening to music. 77

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

	- 11		7.	
1 /i/	2 /I/	3 /eɪ/	4 /٤/	5 /æ/
see	six	late	pepper	apple
tea	fish	potato	red	jacket
street	this	train	lemon	has

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

44 fish 77

44 six 77

NOW YOU CAN Invite someone to join you at the table

- 1 P 4:12 CONVERSATION MODEL Read and listen.
  - A: Hi, Alison. Nice to see you!
  - B: You too, Rita. Do you come here
  - 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.

CHANGE PARTNERS Invite another classmate to join you.



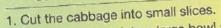
## **EXTENSION**

1 P4:14 READING Read a recipe with only three ingredients.

## Hungarian Cabbage and Noodles

#### Ingredients

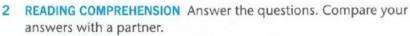
- 1 large head of green cabbage
- 1/2 cup unsalted butter
- 11 ounces (700 grams) of egg noodles



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

ew York: Viking, 1997)

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



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











4 drain

6 sauté

7 cook





▶ 4:15 Cooking verbs

3 put

5 melt

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

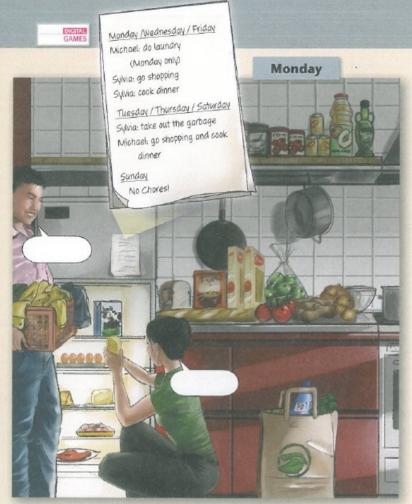
44 My favorite food for breakfast is eggs. 77

GRAMMAR BOOSTER Unit 10 review • p. 142









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 <u>How many</u> and <u>How much</u>. Answer with <u>There is</u> and <u>There are</u>. 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:

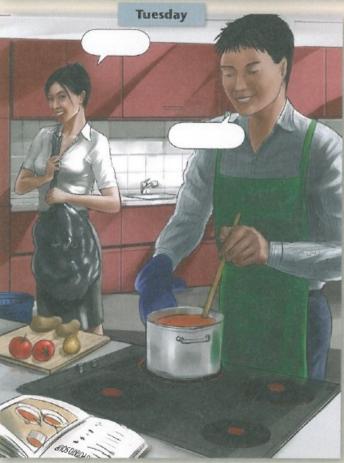
A: Would you like peas?

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**

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



# **Past Events**

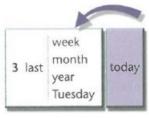


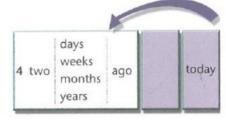


Tell someone about an event

1 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

Contractions

were not → weren't

was not → wasn't

 2008
 1914
 1910
 1809
 1955
 1800

 1998
 1814
 1615
 2016
 1922
 2012

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

#### Statements

#### Singular

He was 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 You Were 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?"

- GRAMMAR PRACTICE With a partner, take turns asking and answering the questions about the calendar. Today is April 20.
  - 1 What day was yesterday?

44 Yesterday was April 19th. "

- 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?

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).

#### APRII Tues Wed Thurs Fri Sat 1 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

## NOW YOU CAN Tell someone about an event

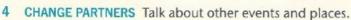
- ▶ 4:23 CONVERSATION MODEL Read and listen.
  - A: Where were you last night?
  - B: What time?
  - A: At about 8:00.
  - B: I was at home. Why?
  - A: Because there was a great party at Celia's house.
  - B: There was? Too bad I wasn't there!
- ▶ 4:24 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.
- 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!





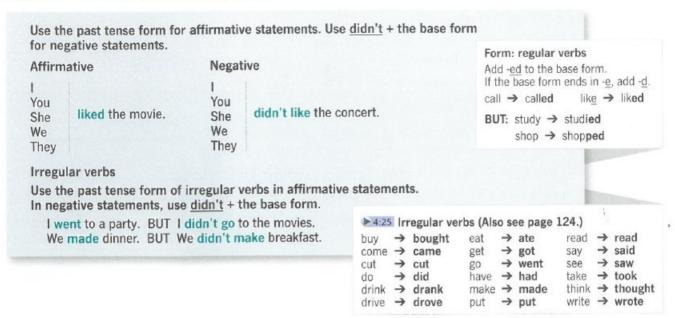






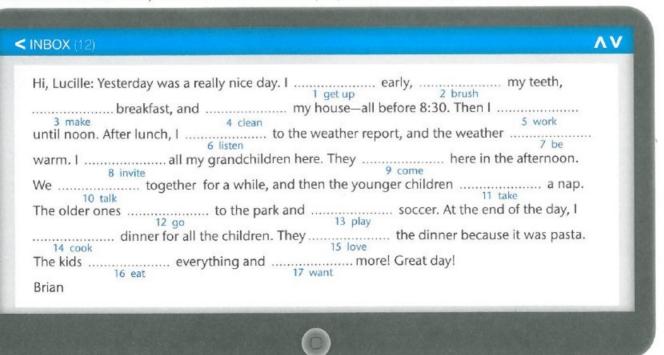


#### 1 GRAMMAR • The simple past tense: statements



#### 2 PRONUNCIATION • The regular simple past tense ending Listen. Then listen again and repeat.

#### 3 GRAMMAR PRACTICE Complete the e-mail. Use the simple past tense and the past tense of be.



4 GRAMMAR • The simple past tense: questions

Question forms are the same with regular and irregular verbs.

you you watch TV last night? did. he Yes, he Did she see a movie? didn't. she we WA they they

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	1 your family / go	on	Saturday?
			, , , , ,		

B: ...... to the movies. ...... a 2 We/go 3 we/see good family movie.

A: ..... out to eat afterwards?

B: Yes, we \_\_\_\_\_\_\_\_\_ 5 6 We / eat Indonesian food. \_\_\_\_\_\_\_ a lot of pepper.

B: Actually, ...... a little and

10 he / eat
..... it was good.

11 he / say

2	A:	12 who / take	out the	garbage	this	morning?
---	----	---------------	---------	---------	------	----------

B: Actually, Laura .....

A: And ...... the laundry?

B: I'm not sure. But I think ...... the

15 Laura / do
laundry this morning, too.

A: That's great, but ...... any household chores?

D. Mic. Edge Week all the choice	B:	Me?	Last week	*****************	all	the	chores
----------------------------------	----	-----	-----------	-------------------	-----	-----	--------

shopping, and home
18 1/go 19 1/come
early, and dinner every night.



## 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 A: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.



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



▶4:29 VOCABULARY • Outdoor activities Read and listen. Then listen again and repeat.

#### **VOCABULARY BOOSTER**

More outdoor activities • p. 132



1 go to the beach



2 go running



3 go bike riding



4 go for a walk

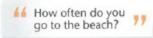


5 go swimming



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.



I go about once a month.

3 MA:30 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

- ▶ 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.
- ▶ 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



- 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.

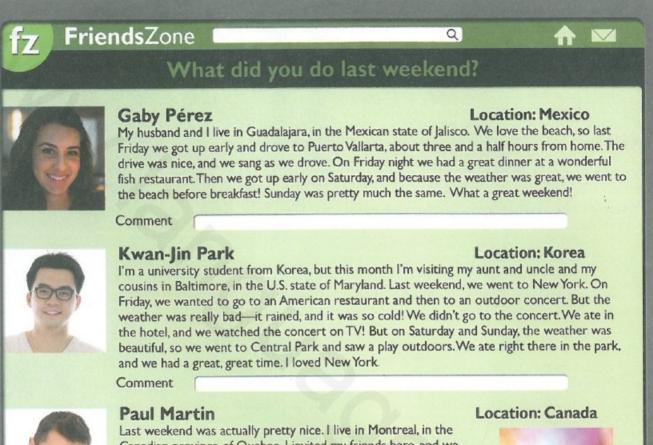


#### RECYCLE THIS LANGUAGE.

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**

▶ 4:33 READING Read about what people did last weekend.



Comment

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.



**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



Yesterday

**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.

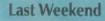
For example:

Last weekend I went to the beach ..

Yesterday

WRITING BOOSTER p. 149
Guidance for this writing exercise











- 1 Describe appearance.
- 2 Show concern about an injury.
- 3 Suggest a remedy.



## **Appearance and Health**





Describe appearance



▶4:36 VOCABULARY • Adjectives to describe hair Read and listen. Then listen again and repeat.

4 blonde









3 red





5 gray















9 straight



10 wavy



11 curly



12 long

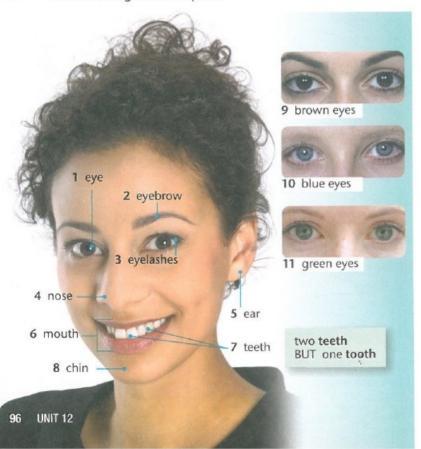


13 short





▶ 4:37 VOCABULARY • The face Read and listen. Then listen again and repeat.



▶ 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 <u>be</u> 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!
- 2 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!

#### 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].

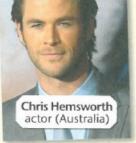
4 CHANGE PARTNERS Talk about other people.







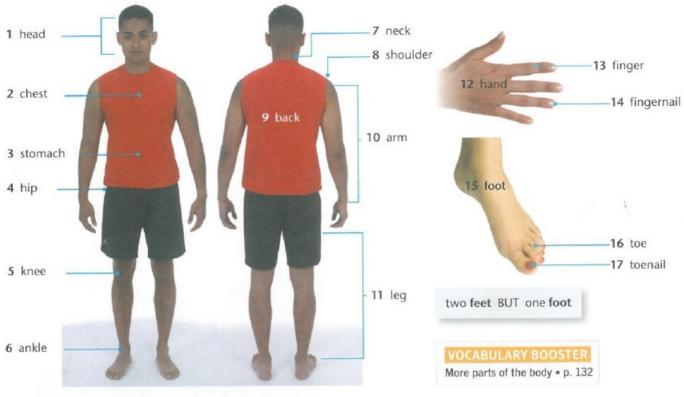








▶ 4:41 VOCABULARY • Parts of the body Read and listen. Then listen again and repeat.



GAME / VOCABULARY PRACTICE Follow a classmate's directions. If you make a mistake, sit down.





▶4:42 VOCABULARY • Accidents and injuries Read and listen. Then listen again and repeat.



his finger.



2 She hurt her back.



3 She cut her hand.





his arm.



5 He fell down.

4 He broke

	and it is a south to the company of					Annual Control of the last of
				***************************************		
1	▶ 4:44 LISTENING CO			conversations. Wr	te each injury.	
	Then listen again an					
				He		
	2 He			She		
	J 5/16	•••••••••••••••••••••••••••••••••••••••		не		
5	Then practice south	N • More vowel	sounds Rea	d and listen. Then	isten again and	d repeat.
	Then practice saying	the words on	your own.			
	1/u/ 2/v/	3 /00/	4/5/	5/0/		
	tooth shou	ld nose	awful	blonde		
	blue good	toe	fall	hot		
	food foot	broke	long	wash		
	► 4:46 CONVERSATION	MODEL Read	and listen.	▶ 4.48	1	
	A: Hey, Evan. What h		and listen.	▶ 4:48 Ways to express		
	B: I broke my ankle.	iapperieu:		concern		
	A: I'm sorry to hear		rt a lot?	I'm sorry to hear that. Oh, no.	ABA	是
	B: Actually, no. It do	esn't.		That's too bad.	96	1 3
2	► 4:47 RHYTHM AND I	NTONATION List	en again an	d		
	repeat. Then practice with a partner.	e the Conversat	ion Model		MA II	-
	Titel a pareller.					
	CONVERSATION ACTIV	ATOR With a pa	artner, chan	ge		
3	CONVERSATION ACTIVE the conversation. Us change roles.	ATOR With a page the pictures for	artner, chan or ideas. The	ge		1774
	the conversation. Us	e the pictures fo	or ideas. The	ge		
	the conversation. Us change roles. A: Hey, What B: I	e the pictures for t happened?	artner, chan or ideas. The	ge		
	the conversation. Us change roles.  A: Hey, What  B: I  A: Does it hu	t happened?	or ideas. The	ge		
	the conversation. Us change roles. A: Hey, What B: I	t happened?	or ideas. The	ge en		



FLASH CARDS ▶ 4:49 VOCABULARY • Ailments Read and listen. Then listen again and repeat.



2 VOCABULARY PRACTICE Tell your partner about a time you had an ailment. Use the Vocabulary.



46 Really? I never have headaches. 77

FLASH CARDS ▶ 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



5 LISTENING COMPREHENSION Listen to the conversations. Check the correct ailments. Then complete the suggestion for a remedy each person gives. Use <u>should</u>.

	a cold	a fever	a headache	a stomachache	a sore throat	a backache	a toothache	Remedy
1								She should take something.
2								Не
3								She
4								Не
5								She
6								Не

6 VOCABULARY / GRAMMAR PRACTICE Work with a partner. Listen to your partner's ailments. Suggest remedies. Use <u>should</u> or <u>shouldn't</u>.

#### Partner A's ailments

- 1 I have a backache.
- 2 I don't feel well. I think I have a fever.
- 3 My son doesn't feel well. He has a cough.

#### Partner B's ailments

- 1 I have a bad toothache.
- 2 I have a sore throat.
- 3 My wife feels really bad. She has a stomachache.

#### NOW YOU CAN

#### Suggest a remedy

- 1 MAISZ 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 M4.53 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 <u>should</u>. Then change roles.

- A: ......
- B: What's wrong?
- A: .....
- **B:** ...... You really ......
- A: ..... Thanks.
- B: I hope you feel better.

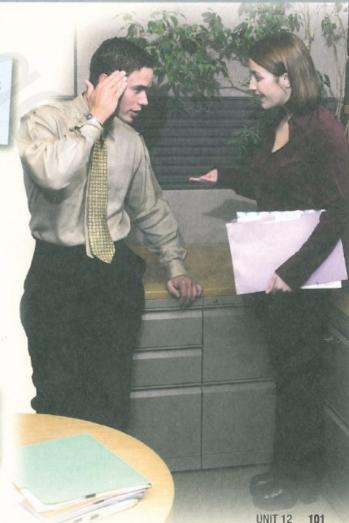
#### DON'T STOP!

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 P4:55 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

# 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

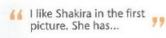
fans think she is beautiful in any style.

2 READING COMPREHENSION Answer the questions. Write the person.

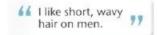
children, Lily-Rose and Jack

Johnny DeppDepp's fatherShakiraNicholas CageDepp's childrenDepp's motherShakira's grandparents

- 1 Who acts in movies?.....
- 2 Who is a grandmother?.....
- 3 Who is from Lebanon?.....
- PAIR WORK Partner A describes Shakira in her two pictures. Partner B describes Johnny Depp in his two pictures. Which pictures do you like?



- 4 Whose father was a musician? .....
- 5 Who gave good advice?.....
- 6 Who was an engineer?.....
- 4 DISCUSSION What kind of hair is good-looking for women? What kind of hair is good-looking for 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.





**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



#### COMMUNICATION GOALS

- Discuss your abilities.
- 2 Politely decline an invitation.
- 3 Ask for and agree to do a favor.



## **Abilities and Requests**





Discuss your abilities



▶ 5:02 VOCABULARY • Abilities Read and listen. Then listen again and repeat.











2 dance



3 swim



4 play the guitar / the violin



5 ski



6 cook



7 sew



8 knit



9 draw



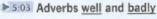
10 paint



11 drive



12 fix things







Tom sings well.

Ryan sings badly.

2 VOCABULARY PRACTICE Write three things you do well and three things you do badly.

- 3 PAIR WORK Tell your partner about your abilities. Use your sentences from Vocabulary Practice with <u>and</u> and <u>but</u>.
  - I sing well, **but**I dance badly.

I draw well, and paint well, too.

- 4 GROUP WORK Tell your class about some of your partner's abilities.
  - 44 Ann sings well, but she dances badly. She plays the guitar, and she plays the violin, too.

#### GRAMMAR . Can and can't for ability

To talk about ability, use can or can't and the base form of a verb.







Josie can't cook.

**Ouestions** 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

www.languagecentre.ir

6	GRAMMAR PRACTICE Complete each conversation with	n can or can't and the base form of a verb.
	1 A: you the guitar?	4 A: Gloria English well
	B: Yes, I But I don't play well.	B: No, she She needs this class.
	2 A: Gwenwell?	5 A: your mother?
	B: Yes, she She swims very well.	B: Yes. She knits very well.
	3 A: your brother?	6 A: your sisters?
	B: My brother? No. He cook at all.	B: Yes. They go skiing every weekend



## Discuss your abilities

- ▶ 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: ..........
  - B: Really? That's ......

Ask more questions. Say

more about your abilities.



#### RECYCLE THIS LANGUAGE.

What do you [draw]? How often do you [ski]? Where do you [sing]?

I draw [people]. I ski [every weekend]. I sing [in the shower].



CHANGE PARTNERS Discuss other abilities.





▶ 5:07 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.

PAIR WORK Tell your partner about a time you were busy, tired, or full.

44 Last week, I worked late every day. I was so tired.



GRAMMAR • Too + adjective 3

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.

Be careful!

Don't use too with a positive adjective.

> She's so pretty! NOT She's too pretty!

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.



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## 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.



**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.

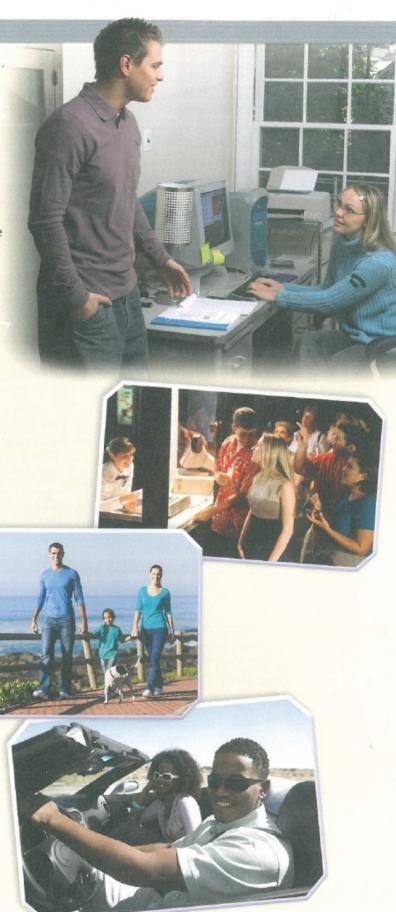


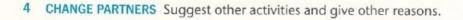
#### RECYCLE THIS LANGUAGE.

How about [tomorrow / this weekend / this evening / at 6:00]? 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.









#### 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?

#### ▶ 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

#### VOCABULARY / GRAMMAR PRACTICE Complete the polite requests. Use <u>Could you please</u>. Use the Vocabulary and other verbs you know.

here. Could you please open the window?	1 It's a litt	1
he the TV?	2 I have a	2
my jacket? I'm going for a walk.	3	3
d the computer?	4 I'm goi	4
book my glasses?	5 I want t	5
shopping? We need milk.	6	6
now the garbage?	7 I'm bus	7
ovie. the TV?	8 Let's wa	8



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-		The state of the s
4	► 5:11 LISTENING COMPREHENSION Listen to the	conversations. Then complete each request
-	1 Could you close the Window	
	2 Could you	
	3 Could you please	
	4 Could you please	
	5 Could you	
	5 Codia you	
5		<u>d you</u> Read and listen. Then listen
	again and repeat.	
	/ˈkʊʤu/ 1 Could you please open the window?	
	2 Could you please close the door?	
6	VOCABULARY / PRONUNCIATION PRACTICE Look a	gain at the Vocabulary. With a partner, take turns
	reading the requests aloud. Pay attention to bler	nding of sounds in <u>Could you</u> .
TIV	NOW YOU CAN	
N	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?	5:15 Ways to agree
		to a request
	close the window?	No problem.
		Of course. My pleasure.
2		OK.
	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?	A STATE OF THE PARTY OF THE PAR
	B:	
	A:?  B:?	
	DOU I SIDE:	
	Ask for more favors:  Could you please, too?	
	obaid you picuso, 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.	

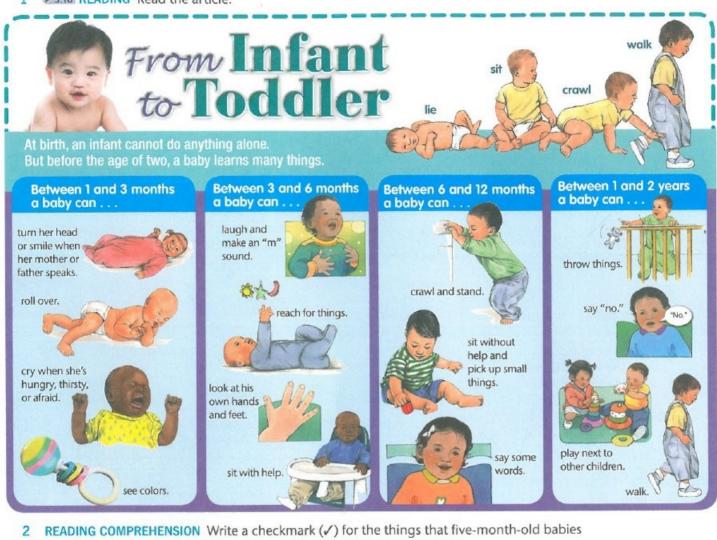
4 CHANGE PARTNERS Ask for other favors.

#### Ideas for favors

turn on the \_\_\_ turn off the \_\_ open the \_\_ close the \_\_ hand me my \_\_ help me do the laundry make dinner take out the garbage wash the dishes clean the house

## **EXTENSION**

1 > 5:16 READING Read the article.

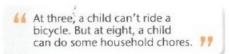


can do, according to the	e article. Write an 🗴 for t	he things they can't do.	
□ smile	☐ say some words	☐ crawl and stand	☐ throw things
☐ pick up small things	□walk	$\square$ reach for things	☐ sit without help
☐ see colors	□ roll over	□ laugh	

3 ACTIVATE GRAMMAR Use the grammar. Complete the sentences about what a baby <u>cannot</u> 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.



GRAMMAR BOOSTER Unit 13 review • p. 144



#### Let's \_\_\_



#### PAIR WORK

- 1 Create conversations for the people.

  A: Let's ... B: I'm really sorry, but...
- 2 Ask and answer questions with <u>Can</u> 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









► 5:26 VOCABULARY • More leisure activities Read and listen.

Then listen again and repeat.

#### **VOCABULARY BOOSTE**

More leisure activities • p. 134









1 travel

2 go camping

3 go fishing

4 relax







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

5 hang out with friends

6 sleep late

7 do nothing

# 2 Estate 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	going to relax this weekend.	I'm You're He's She's We're They're
	Sound to town	W

#### Contractions

is not going / 's not going / isn't going are not going / 're not going / aren't going

not going to go camping this weekend.

#### Yes / no questions

Are you going to sleep late tomorrow? Is she going to travel to Europe? Are we going to be on time?

Yes, I am. / No, I'm not. Yes, she is. / No, she isn't. 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   / 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.....



## 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.



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 ......



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]?















▶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 com	plete each sentence with the Vocabulary.
	1 She'd like toget married	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

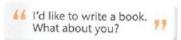
3 A

ACTIVATE VOCABULARY Complete the	ne survey by checking the boxes for your	dreams for the future.
In the next two years, I'	d like to	
☐ get married	study a new language	☐ change careers
☐ graduate	☐ write a book	retire
☐ travel	☐ make a lot of money	paint my living room
☐ have children	give money to charity	☐ buy a new refrigerator
move to a new country	☐ learn to play a musical instrument	OTHER I'd like to
move to a new city	☐ get a new car	
move to a new apartment	☐ meet a good-looking man	
or a new house	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.



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 \$\int 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**

▶ 5:34 READING Read about Harry Houdini, a famous escape artist.

## The Amazing HOUDIN

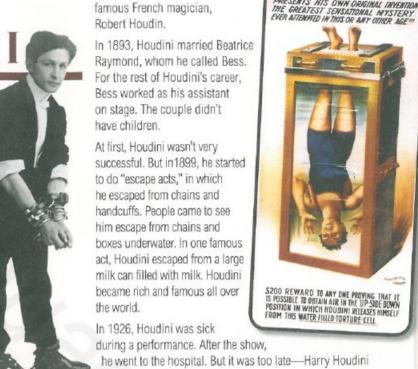
Harry Houdini was born Ehrich Weisz in Budapest, Hungary, on March 24, 1874. He came from a large family. He had six siblings-five brothers and one sister.

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



during a performance. After the show, died at the young age of 52.



2	READING	COMPREHENSION	Answer	the questions	in comp	lete 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?

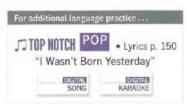
10 Challenge: Do you want to know more about Houdini? Write three information questions about Houdini. Example:

Why did Houdini's family move to the United States?

PAIR WORK Tell your partner your life story. Ask your partner questions about his or her story.

#### GRAMMAR BOOSTER

Unit 14 review . p. 145







San Antonio (U.S.)

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





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.)

## 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?





3 Where does she work?





5 Where does she work?





2 Where does he work?





4 Where does she teach?





6 Where does his daughter work?





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
	room with a and four
Next to the dini	ng room a large living room
	And four chairs: great
for hanging out	with my friends and watching
There's no office	, but there's a in the
	d I love the bedroom. It has a for
all my books. Th	nere are two and two blue
12	oom, with a little and two
	The bathroom is the only room that isn't perfect.
15	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 be ..... swimming.

- A: D B: N
- 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:



#### Ideas

not go

- 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?

    - A: No, I'm not. breakfast.
    - B: \_\_\_\_\_\_ breakfast?
    - 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?

    - B: No problem. ..... those

      They / sell
      beautiful tomatoes from Mexico right now.
    - A: Great! those tomatoes.
- 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.

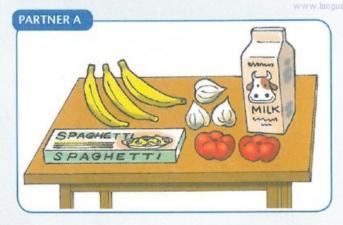
- 3 A: Hello?
  - B: Hi, Liz. Where are you?
  - A: \_\_\_\_\_\_ right now. Can I

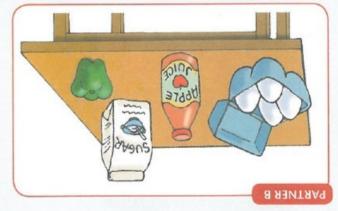
    I / drive

    call you back?
- 4 A: Hello?
  - B: Hi, Stan. What time ......you / get up on Saturdays?
  - A: Why \_\_\_\_\_\_ that now?

    It's only Thursday!
  - B: Because her driving test at 8:30, and she / need the test.
- Are there any apples on your table?







- 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 LISTENING COMPREHENSION Listen to the conversations. Check Past, Present, or Future. Then listen again and check your work.

	Past	Present	Fúture
1			
2			
3			
4			
5			
6			

10 VOCABULARY / GRAMMAR PRACTICE Express sympathy to each person. Make suggestions with should and shouldn't.



2	My husband is making lunch and he burned his hand!
	YOU He
4	My wife has a terrible backache!
	YOU
6	My son has an earache and a fever. He's only eighteen months old.
	YOU



#### Ideas

- Appearance
- Studies
- Abilities
- · Life events
- Dreams for the future

66	Tell me about your mother.
	Where was she born?



And your [father]? Really? No kidding.



## **Reference Charts**

#### **COUNTRIES AND NATIONALITIES**

Augontino	Avantings / Asserting	Guatemala	Guatemalan	Peru	Peruvian
Argentina	Argentinean / Argentine				
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

	one hundred five hundred		one thousand five thousand		ten thousand one hundred thousand	1,000,000 1,000,000,000	one million one billion
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#### **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	Э	banana, around	р	park, happy	ţ	butter, bottle
I	did	ð.	shirt, birthday	ь	back, cabbage	ť	button
eı	date, table	aı	cry, eye	t	tie	ſ	she, station,
3	bed, neck	au	about, how	d	die		special, discussion
æ	bad, hand	IC	boy	k	came, kitchen, quarter	3	leisure
a	box, father	ır	here, near	g	game, go	h	hot, who
э	wash	ET	chair	ţſ	chicken, watch	m	men
OU	comb, post	ar	quitar, are	ďЗ	jacket, orange	n	sun, know
υ	book, good	or	door, chore	f	face, photographer	ŋ	sung, singer
u	boot, food, student	Ur	tour	v	vacation	w	week, white
Λ	but, mother			θ	thing, math	1	light, long
	W. Trans.			ð	then, that	r	rain, writer
				s	city, psychology	У	yes, use, music
				Z	please, goes		•

# TOP NOTCH

FUNDAMENTALS

B

**Vocabulary Booster** 

## UNIT

#### ▶ 5:47 MORE HOME AND **OFFICE VOCABULARY**



a roof

- 2 a fence
- 3 a driveway



4 an intercom

5 a doorbell



6 a fire escape



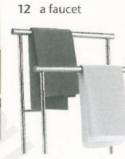
7 a pillow

- 8 a sheet
- 9 a blanket



10 a shower curtain

11 a bath mat



13 towels



15 toothpaste



16 a toothbrush



17 a burner 18 an oven



19 a dishwasher



20 a coffee maker



14 a medicine cabinet

21 a ladle 22 a pot



23 a food processor



24 a napkin 25 a place mat 26 a glass



35 a filing cabinet



36 a fax machine



27 a fork 28 a knife

- a tablespoon / a soup spoon
- 30 a teaspoon



31 a plate 32 a bowl

33 a cup 34 a saucer



For example:

My apartment has a fire escape. I have blue plates and bowls in my cabinets.

## UNIT 🖁

#### ▶ 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.



For example: I like avocadoes. My sister doesn't like avocadoes.

#### ▶ 5.52 MORE OUTDOOR ACTIVITIES



1, go horseback riding



2 go sailing



3 play golf



4 go rollerblading





For example: She went horseback riding.



go rock climbing



7 go ice skating



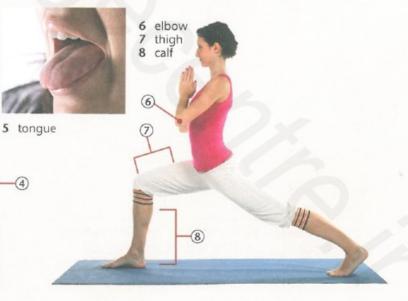
8 go windsurfing

#### UNIT 12

#### ▶ 5:53 MORE PARTS OF THE BODY



- forehead
- 2 cheek
- 3 lip
- 4 earlobe



Describe one of the people. Write three statements. Use the Vocabulary from Unit 12.

For example: She has straight brown hair.

#### UNIT 🔢

#### ▶5:54 MORE MUSICAL INSTRUMENTS



Write four statements with the Vocabulary. Use  $\underline{can}$  /  $\underline{can't}$  and the adverbs  $\underline{well}$  and  $\underline{badly}$ . For example:

My sister can play the piano well. My father plays the accordion badly.

#### ▶ 5:55 MORE ACADEMIC SUBJECTS







2 drama



3 science



4 biology

1 art



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.

# TOP NOTCH

FUNDAMENTALS

**Grammar Booster** 

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 Barker Street.
	2 They work the tenth floor.
	3 Ms. Cruz takes the train work.
	4 It's
	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 <u>There's</u> or <u>There are</u> .
	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	
	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

W	rite the present participle of the following base forms		
1	rain raining	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		read
10	exercise	24	clean
11	shave	25	work
12	put	26	write
13	comb	27	talk
14	brush	28	buy
Ch	eck (🗸) the sentences that indicate a future plan.		
1	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	d.
	8 Who's making dinner on Saturday?		
-			
	mplete each conversation with the present continuo	us.	
1	A: What are you doing ? what / you / do		
	B: my hair.		
2	A:? where / she / drive		
	B: to the books	store	2.
3	A: the bus? why / he / take		
	B: Because		
4	it / rain  A:	night	1?
	B: No out for we / go  A: a dress to the		
	A: a dress to th		
	B: No a dress.		she / wear pants.

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.

	am studying (	ish every day. <b>b</b> study	-	This storea is having	beautiful clothes. b has
		the bus to work. b take	6	On Wednesdays I a am cooking	dinner for my parents. b cook
100	nnemarie is cleaning	b cleans	7	They nevera are drinking	coffee. b drink
	e really is liking	lemonade. b likes	8	Our childrena are watching	TV on weekdays. b don't watch

#### UNIT 👖

1 (	Complete	the	conversations	with	the	past	tense	of	be.
-----	----------	-----	---------------	------	-----	------	-------	----	-----

1	A:	Where Paul and Jackie last night?
	B:	I don't know, but they here.
2	A:	she at school yesterday?
	B:	No. She at home.
3	A:	When you in Italy? Last year?
	B:	Last year? No, we in Italy last year.
		We there in 2012.
4	A:	What time the movie?
	B:	It at 7:00.
5	A:	your parents at home at 10:00 last night?
	B:	No. They at a play.
6	A:	Who at work on Monday?
	B:	Barry and Anne But I

- 2 First complete each question. Use the simple past tense. Then write a true answer. Begin each answer with a capital letter. End with a period (.).
  - 1 Did you 90 to work yesterday?

YOU

2 What time ...... you ...... dinner?

YOU

3 What ...... you ...... for breakfast?

YOU

4 Who ..... breakfast with you?

YOU

5 What ...... you ...... this week?

YOU

#### UNIT 1/2

1 Write (a) a sentence with be and (b) a sentence with have. Use a period (.)

1 Kate / hair / long / straight

a Kate's hair is long and straight.

b Kate has long straight hair.

2 George / short / black / hair

a

b ......

- 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

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 (.).
	20 6 11 11 11

1	my father / sing / 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 .....
- 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?
- Complete each sentence. Use too and an adjective.



1 I need a new dress. This dress is too old







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 1

1	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 <u>be going to</u> for each answer. Don't use the verb <u>do</u> . 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
	3

# TOP NOTCH

**FUNDAMENTALS** 

B

**Writing Booster** 



**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 <u>and</u> and <u>but</u>.

#### 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

**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?

Ex	a	m	p	le

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 . . .

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

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?

What color is his or her hair?

How old is the person?

Is he or she tall or short? Is he or she good-looking?

What color are his or her eyes?

Mary Blake is my classmate, and Is it short or long? Straight, wavy, or curly? she is twenty years old. She's very tall and pretty, and ... Does he or she wear glasses?

#### UNIT

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			
cook meals			
live on the second floor			
get dressed			
take a shower or bath			
clean the house			
exercise / go running / go bike riding			
drive a car			
go dancing			
other			

Example:

#### UNIT 1

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? What did you study? (Or what are you studying now?)

Where do you live now? Did you graduate?

Where did you grow up? What are your dreams for the future? (Write I'd like . . .)

What school did you go to?

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-

6:15 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.

Let's make a date.

next to the museum there.

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?

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?

Don't worry. We'll be fine!

(CHORUS)

when we go out,

there is always so much joy and laughter.

On the weekend,

the days that come before and after.

He gets up every morning.

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.

#### (CHORUS)

when he comes home from work,

he gets undressed, and if his room's a mess,

and when he's done

then goes to bed.

He knows the weekend's just ahead.

#### (CHORUS)

(CHORUS)

Let's celebrate.

Let's have a great time out.

Let's meet in the Village

on Second Avenue

What time is good for you?

It's a quarter after seven.

There's a very good new show

The second show's too late.

No, we're right on time.

It's 7:58.

▶ 3:15/3:16 On the Weekend [Unit 7] (CHORUS)

On the weekend,

we never think about

Without warning, the bedside clock rings

the alarm.

So he gets dressed-

Yes, he's on his way to one more working day.

On Thursday night,

he cleans the house. Sometimes he takes

a rest. Maybe he cooks something delicious,

he washes all the pots and dishes,

#### ►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)

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.

And now it's too late. She thinks it's too hard.

#### (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)

# THIRD EDITION TOP NOTE B FUNDAMENTALS B

#### WORKBOOK

JOAN SASLOW ALLEN ASCHER

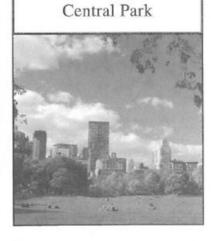
with Julie C. Rouse

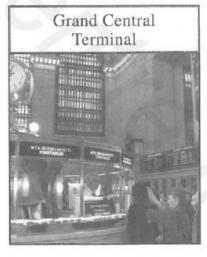
# Home and Neighborhood

#### LESSON

- 1 Complete the conversations. Use prepositions of place and the verb be or the simple present tense.
  - 1. A: Where \_\_\_\_\_\_\_ you \_\_\_\_\_\_?
    - B: We live \_\_\_\_\_\_ an apartment.
  - 2. A: \_\_\_\_\_\_ your building have an elevator?
    - B: No, but it's OK. I live \_\_\_\_\_ the first floor.
  - 3. A: \_\_\_\_\_\_ you a student?
    - B: Yes, I study \_\_\_\_\_\_ the English School.
  - 4. A: \_\_\_\_\_\_ you \_\_\_\_\_\_ near the school?
    - B: Yes. I live \_\_\_\_\_Third Avenue.
  - - B: I work \_\_\_\_\_\_ an office. I'm a manager.
  - 6. A: Where \_\_\_\_\_\_ your son work?
    - B: He \_\_\_\_\_ Center Restaurant. He's a chef.
  - 7. A: \_\_\_\_\_\_ he \_\_\_\_\_\_ near the restaurant?
    - B: No, he lives \_\_\_\_\_\_ Bank Street.
- 2 Look at the pictures of places in New York City. What is the place? Write a sentence.

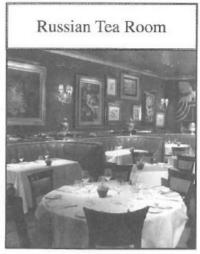
# Metropolitan Museum of Art

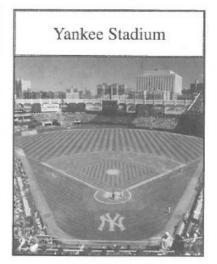




- 1. It's a museum
  - 2.
- 3. \_\_\_\_\_





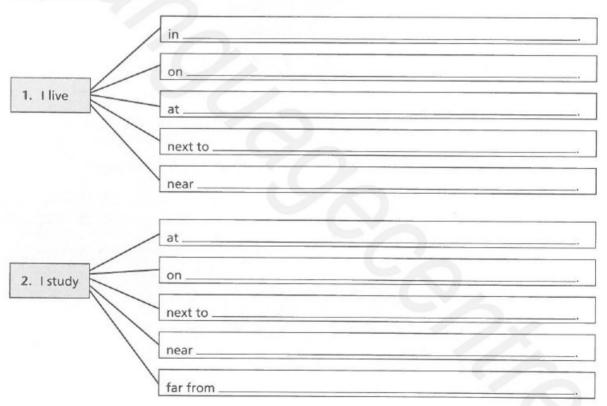


4. \_\_\_\_

5.

6. \_\_\_\_\_

#### 3 Complete the charts.



4 Answer the questions with real information.

Example: Is the airport far from your school? Yes. About 45 minutes by bus

- 1. Is the mall far from your school? \_\_
- 2. Is the bus station far from your school? \_\_\_
- 3. Is the hospital far from your school? \_

## LESSON 2

5 Look at the floor plans for two apartments. What are they like? Write sentences with There's and There are.



- There's one large bedroom
- 3. \_\_\_\_\_\_ 4. \_\_\_\_
- Bedroom Bedroom Bath Dining Room Kitchen Bedroom Closet

  Bedroom Closet

  Bath Dining Room Kitchen Bedroom Room Closet
- 6. There are three bedrooms
  7.
- 8. \_\_\_\_\_
- 9.
- 6 Complete the information about your home.

Circle one:	How many do you have in your home?
house apartment	bathroom(s) bedroom(s) closet(s)
Check v the rooms	Check  ✓ yes or no. Does your home have
in your home.	yes no
	a garden?
kitchen	a garage?
living room	a balcony?
dining room	a large kitchen?
bedroom(s)	a second floor?
	a large closet?

Davis	Overseas for a Call us at 1	-800-555-9038 n
<ul> <li>A two-bedroom house with a</li> </ul>	larne kitchen	A two-bedroom house with a small garden
A one-bedroom apartment w		A two-bedroom apartment with a balcony
. Buenos Aires		5.
A two-bedroom house with the second sec	hree bathrooms	
A two-bedroom house with to	wo bathrooms	
. Tokyo		
A one-bedroom apartment w	ith a large kitchen	
apartition to		
• A one-bedroom apartment wook at Exercise 7 again.	Circle the house	or apartment you like. Describe the home.
A one-bedroom apartment w	Circle the house	
• A one-bedroom apartment wook at Exercise 7 again.	Circle the house	
• A one-bedroom apartment wook at Exercise 7 again. Frite complete sentences ample: It's a house. It	Circle the house of the control of t	are two bedrooms
• A one-bedroom apartment wook at Exercise 7 again. Frite complete sentences ample: It's a house. It	Circle the house of the control of t	
• A one-bedroom apartment wook at Exercise 7 again. Trite complete sentences ample: It's a house. It	Circle the house of the control of t	ouse or apartment. Use <u>Is there</u> , <u>Are there</u> , or <u>Hov</u>
• A one-bedroom apartment wook at Exercise 7 again. Frite complete sentences ample: It's a house. It	Circle the house of the control of t	ouse or apartment. Use <u>Is there</u> , <u>Are there</u> , or <u>Hov</u>
• A one-bedroom apartment wook at Exercise 7 again. Trite complete sentences cample: It's a house. It	Circle the house of the control of t	ouse or apartment. Use <u>Is there</u> , <u>Are there</u> , or <u>Hov</u>
• A one-bedroom apartment wook at Exercise 7 again. rite complete sentences ample: It's a house. It	Circle the house of the control of t	ouse or apartment. Use <u>Is there</u> , <u>Are there</u> , or <u>Hov</u>
• A one-bedroom apartment wook at Exercise 7 again. The complete sentences ample: It's a house. It is a house of the complete two questions to the complete	Circle the house of the second of the house	ouse or apartment. Use <u>Is there</u> , <u>Are there</u> , or <u>Hov</u>

9

10 Label the furniture on the website.



11 Complete the conversation. Give your opinion about the furniture in Exercise 10.

1.	"This	is a	great	desk.	What	do	you	think?"
	YOU	1						

2. "I like this bookcase, too. What about you?"

(YOU)

3. "Look at this lamp. Do you think it's nice?"

YOU

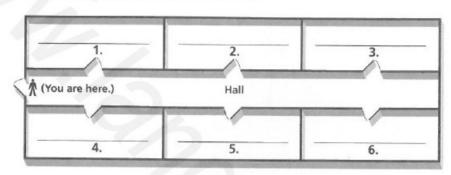
4. "What do you think of this chair?"

YOU

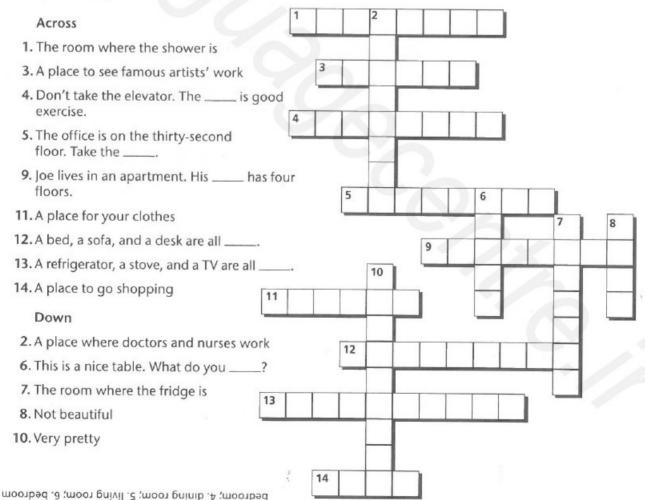
12 Describe one room in your home.



- 1 A RIDDLE FOR YOU! Read the clues. Look at the map. Then write the names of the rooms in Paul and Paula's apartment.
  - · The living room is between their bedroom and the dining room.
  - The bathroom is near the living room. It's right across the hall.
  - · The kitchen is next to the bathroom, on the left.
  - · Their daughter's bedroom is near their bedroom. It's right across the hall.
  - · The dining room is not the first room.



2 Complete the puzzle.



# **Activities and Plans**

#### LESSON

1 How's the weather? Is it hot, cold, warm, or cool?



1.\_\_\_\_\_



2.\_\_\_\_\_



3.\_\_\_\_\_



4. \_\_\_\_\_

2 Look at the pictures. What are the people doing right now? Write sentences in the present continuous.



1. She's brushing her teeth



2.



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_

#### 3 Look at the pictures. Answer the questions. Use a short answer and the present continuous.



1. Is he taking a bath?

No, he isn't. He's taking a shower



2. Is she reading?



3. Are they listening to music?



4. Is she wearing a dress?



- 5. Is it snowing?
- 4 Where's Andrea? What's she doing? Match the rooms with Andrea's activities.
  - 1. \_\_\_\_ She's in the kitchen.
- a. She's going to bed.
- 2. \_\_\_\_ She's in the bedroom.
- b. She's checking e-mail.
- 3. \_\_\_\_ She's in the bathroom.
- c. She's eating dinner with her family.
- 4. \_\_\_\_ She's in the dining room.
- d. She's reading on the sofa.
- 5. \_\_\_\_ She's in the office.
- e. She's brushing her teeth.
- 6. \_\_\_\_ She's in the living room.
- f. She's making breakfast.



1. right now:	4. the day after tomorrow:	
2. today:		
	6. this year:	
Answer the questi	ons in the present continuous.	
	oing today?	
	oing tonight?	
	oing tomorrow?	
	oing tomorrow evening?	
	oing this weekend?	1
chatsalot21:		F
	Message	
chatsalot21:	Hi. I'm in Los Angeles. I'm working here this week. Where are you?	
chatsalot21:	What are you doing?	
TOTAL CONTRACTOR		
: chatsalot21:	How's the weather there?	
chatsalot21:	How's the weather there?  The weather is beautiful here! It's warm and sunny. Hey, are you doing anything special this weekend?	
:	The weather is beautiful here! It's warm and sunny. Hey, are you	
chatsalot21:	The weather is beautiful here! It's warm and sunny. Hey, are you doing anything special this weekend?  I'm playing soccer on Saturday morning. Do you want to get together	777
chatsalot21: chatsalot21:	The weather is beautiful here! It's warm and sunny. Hey, are you doing anything special this weekend?  I'm playing soccer on Saturday morning. Do you want to get together	
chatsalot21: chatsalot21:	The weather is beautiful here! It's warm and sunny. Hey, are you doing anything special this weekend?  I'm playing soccer on Saturday morning. Do you want to get together on Saturday afternoon?	
chatsalot21: chatsalot21:	The weather is beautiful here! It's warm and sunny. Hey, are you doing anything special this weekend?  I'm playing soccer on Saturday morning. Do you want to get together on Saturday afternoon?	

# LESSON 3

9 Look at the Ryan family's living room. Then read the answers and write questions about the family's activities. Use the present continuous.

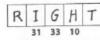


1. Where's the grandfather taking a	nap	?	On the sofa.
2		?	Washing the dishes.
3		?	They're going to a concert.
4		?	The son is.
5		?	An apple.
6		?	She's playing in the chair.
3. What are you doing?			
<ul><li>3. What are you doing?</li><li>4. How's the weather?</li><li>5. What are you wearing?</li></ul>			
<ul><li>3. What are you doing?</li><li>4. How's the weather?</li><li>5. What are you wearing?</li></ul>		2	
<ol> <li>What are you doing?</li> <li>How's the weather?</li> <li>What are you wearing?</li> <li>Write the present participles.</li> <li>take</li> </ol>	6.	do	
<ol> <li>What are you doing?</li> <li>How's the weather?</li> <li>What are you wearing?</li> <li>Write the present participles.</li> <li>take</li> <li>play</li> </ol>	6.	do	
<ol> <li>What are you doing?</li> <li>How's the weather?</li> <li>What are you wearing?</li> <li>Write the present participles.</li> </ol>	6. 7. 8.	do drive call	

1 First, unscramble the letters of the time expressions. Then write the correct letters in the numbered boxes to complete the puzzle.

Time expressions







2. YOADT



3. NTTOHGI



4. TISH NMRINGO





5. TSHI NATRONFEO





20

6. HITS GENNIVE

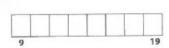




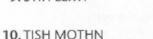
7. OMTORWOR







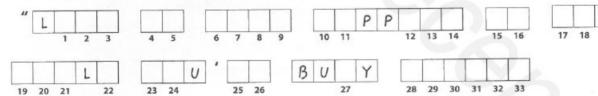
9. STIH EEKW





11 17

#### Puzzle





—John Lennon, singer and musician (U.K.)

- 2 TAKE A GUESS! Match the weather and the places.
  - 1. \_\_\_\_ Number 1 hot place in the world
  - 2. \_\_\_\_ Number 1 cold place in the world
  - 3. \_\_\_\_ Number 1 rainy place in the world
  - 4. \_\_\_\_ Number 1 snowy place in the world
  - 5. \_\_\_\_ Number 1 sunny place in the world
  - 6. \_\_\_\_ Number 1 cloudy place in the world

- a. Plateau Station, Antarctica
- b. Eastern Sahara Desert, Africa
- c. Ben Nevis, Scotland
- d. Mount Baker, Washington, U.S.A.
- e. Cherrapunji, India
- f. Dallol, Ethiopia

# UNIT 10 Food

#### LESSON

	anoc	bananas eggs	mato	mons	ppers	ratoe
	0	9	5 %	le,	ă d	9
l like						
I don't like						
I have in my kitchen		-				
Ineed						
I eat every day						
I sometimes eat						
I never eat						

2 Look at the recipe.

#### Ingredients:

3 potatoes

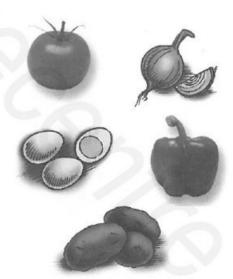
6 eggs

1 small tomato

1/2 an onion

1/2 a pepper





#### Now answer the questions.

- Are there any potatoes in the omelet? \_\_\_\_\_\_
- 2. How many eggs are there in the omelet?
- 3. Are there any onions? \_\_\_\_\_\_\_
- 4. How many tomatoes are there in the omelet? \_\_\_\_\_\_\_.
- 5. Which ingredients do you have for this recipe?
- 6. Which ingredients do you need? \_

2		
573	3. days / this month:	
4	4. sweaters / your closet:	
-		
0	on 2	
		and the said and desirable
	Count or non-count? Write <u>a</u> , <u>an</u> , or <u>X</u> before ea	9 cheese
	2 rice 6 sugar	11 juice
	3 banana	
	Do you keep these foods in the fridge? On the  I keep soup, pasta, and sugar on the shelf.	juice bread milk rice butter eggs oil tomatoes tea
	1	
	2	
	3	
	3	
	3	
	3	ntences.
	34	ntences.
	34 What color is it? What color are they? Write se	· · · · · · · · · · · · · · · · · · ·

#### 7 Label the pictures.



1. a loaf of bread



2.



3.



4. \_\_\_\_\_



5. \_\_\_\_\_

8 Write five sentences. Use words or phrases from each box.

How many How much Is there any Are there any meat
juice
oranges
sugar
bananas
onions
bread
cans of soup

in the fridge?
are there on the counter?
do we have?
is there?
on the shelf?
do you want?
are there?
in the kitchen?

1	Are there any oranges in the fridge?
2	
3	
4	
5	
6	

#### 9 Look at the picture.



1. A:	peppers are there?	В:
2. A:	water is in the fridge?	В:
3. A:	bags of beans are there?	В:
4. A:	soda is there?	В:
Then answer the	re in Exercise 9 again. Complete th questions cheese in the fridge?	ne questions with <u>Are there any</u> or <u>Is th</u>
	eggs?	B:
	juice?	В:
	butter?	В:
1. "Would you li	nt for dinner? Answer the question: ke tomato soup or onion soup?"	
1. "Would you li  YOU  2. "Would you li		
1. "Would you li  YOU  2. "Would you li  YOU  3. "Would you li	ke tomato soup or onion soup?" ke chicken or meat?"	

YOU

5. "And then would you like an apple or an orange?"

# LESSON 3

12	Co	nplete each sentence. Circle the letter.	
	1.	Robert his e-mail every day.  a. check b. checks c. is checking	
	2.	Theresa the laundry on Mondays. a. do b. does c. is doing	
	3.	Lucas and Nate aren't at home. They soccer in the park.  a. play b. plays c. are playing	
	4.	I chicken with peppers for dinner. Would you like to join me? a. make b. makes c. am making	
	5.	Mr. and Mrs. Juster usually meat. a. doesn't eat	
13	Co	nplete the conversations. Use the simple present tense or the present continuous.	
		A: What right now?  B: Chicken soup.	
	2.	A: milk in his coffee?  B: No, he doesn't. But he would like sugar.	
	3.	A: What in the fridge?  B: Soda, cheese, and an apple.	
		A: I a dress to the party. How about you?	
		3: I never dresses.	
	Э.	A: on Saturdays?  3: Yes, usually. But this Saturday he soccer.	
	6.	A: Where lunch on Tuesdays?	
		3: At Eli's Café. But today we to City Bistro for my boss's birthday.	

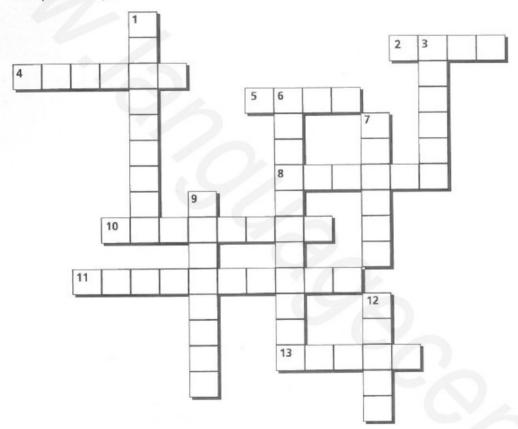
#### 1 A RIDDLE FOR YOU!

George, Helen, and Steve are drinking coffee. Bart, Karen, and Dave are drinking soda. Is Ellie drinking coffee or soda?

(Hint: Look at the letters in each drink.)

Answer:

#### 2 Complete the puzzle.



#### Across

- 2. A \_\_\_\_ of bread
- 4. Salt and \_\_\_\_\_.
- 5. In Asia, people eat a lot of \_\_\_\_\_
- 8. Directions for cooking something
- 10. You make this drink with lemons, water, and sugar.
- 11. A box, a bottle, a bag, and a can are all \_\_\_\_\_.
- 13. I like coffee with milk and \_\_\_\_\_.

#### Down

- 1. The place for milk: \_\_\_\_\_
- 3. Would you like apple juice, \_\_\_\_ juice, or tomato juice?
- 6. The foods in a recipe
- 7. Water, tea, and soda are all \_\_\_\_\_.
- 9. In the omelet, there are three \_\_\_\_\_.
- 12. Peppers, peas, and \_\_\_\_\_ are green.

Riddle Answer: Ellie is drinking coffee.

## LESSON 1

you at school yesterday? How the weather last week? there milk in your refrigerator th What your first e-mail address? . When your birthday?	I was at home					
three days ago:	8. last year: 9. five years ago: Then answer the questions.  I was at home  nis morning?					
che week ago:	9. five years ago:  Then answer the questions.  I was at home  inis morning?					
the day before yesterday:  nplete the questions with was or were. The were you last night at 9:00? you at school yesterday? the weather last week? there milk in your refrigerator the weather your first e-mail address? when your birthday? they old you in 2005?	Then answer the questions.  I was at home  inis morning?					
were you last night at 9:00? you at school yesterday? the weather last week? there milk in your refrigerator the weather your first e-mail address?  When your birthday? thow old you in 2005?	Then answer the questions.  I was at home  inis morning?					
Where <u>were</u> you last night at 9:00? you at school yesterday? How the weather last week? there milk in your refrigerator the What your first e-mail address? When your birthday? How old you in 2005?	I was at home					
you at school yesterday? How the weather last week? there milk in your refrigerator the What your first e-mail address? When your birthday? How old you in 2005?	nis morning?					
the weather last week? there milk in your refrigerator th  What your first e-mail address?  When your birthday?  How old you in 2005?	nis morning?					
there milk in your refrigerator th  What your first e-mail address? .  When your birthday?  How old you in 2005?	nis morning?					
What your first e-mail address? . When your birthday? How old you in 2005?						
When your birthday? How old you in 2005?						
How old you in 2005?						
	twentieth century?					
Look at the list of events from <u>last week</u> .						
Special Events a	at The Hill School					
Monday: Afternoon Concert Tuesday: Teachers' Dinner Wednesday: Volleyball Game: Tea Thursday: Breakfast for Students Friday: Movie Saturday: Movie (afternoon) / Dan Sunday: Exercise Classes						
All events are free. Check the school's website for p	places and times.					
	Monday: Afternoon Concert Tuesday: Teachers' Dinner Wednesday: Volleyball Game: Tea Thursday: Breakfast for Students Friday: Movie Saturday: Movie (afternoon) / Dar Sunday: Exercise Classes All events are free.					

## LESSON 2

4 Complete the paragraph. Use the simple past tense forms of the verbs in the box. Use each verb only once.

ha	oot	put	buy	come	get
be	eat	put	buy	come	ger
see	not exercise	drive	go	take	not read

Amy home late	last night. She and her	colleagues a movie	after work.
After the movie, they3	_ out for dinner. This r	morning Amy up at	8:00. She
usually gets up at 7:00. She	a shower and	got dressed by 8:15. She usually	takes the bus
to work, but today she6	In the car, she	on her makeup and	a
banana for breakfast. She9	, and she	the newspaper. But Amy	only
five minutes late to work! Later, sh	ne a cup o	of coffee at a restaurant near her o	ffice building.

5 Write five sentences about your activities this morning. Look at the pictures for ideas.



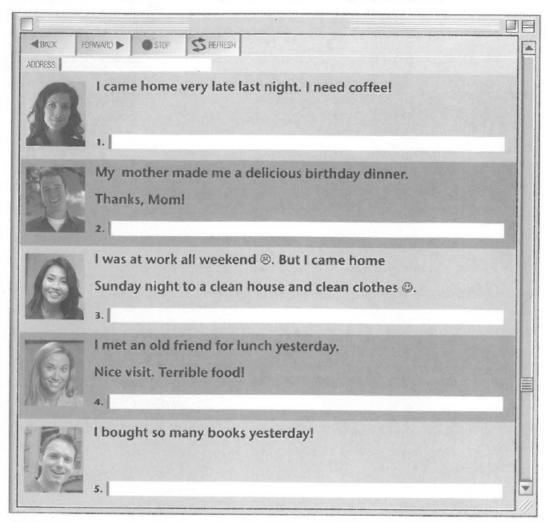








6 Read the status updates. Ask a question. Use the simple past tense.



## LESSON 3

Which	activities do you like	? Numbe	r the activities from 1 to 6 in the order you like to do them.
	go to the beach		go running
	go swimming		go bike riding
	go for a walk		go for a drive
about y	yesterday, last week,	and two	nctivities didn't you do? Write three sentences weeks ago.
			week .
1			
2			
			•

#### 8 Write three things you did last weekend. Write three things you didn't do.







			_				
W	h	3	÷	1	di	ıd	*
V V		а	u.		u	w	۰

1. \_\_\_\_\_

2.

3.

What I didn't do:

1. \_\_\_\_\_

2. \_\_\_\_\_

. \_\_\_\_

#### 9 Complete the conversation. Write questions in the simple past tense.





- 1. A: \_\_\_\_\_\_
  - B: Actually, I had a great weekend.
- 2. A: \_\_\_\_\_?
  - B: I went to the beach.
- 3. A: \_\_\_\_\_\_?
  - B: It was sunny and warm.
- 4. A: \_\_\_\_\_?
  - B: Some friends from school.
- 5. A: \_\_\_\_\_?
  - **B:** We went swimming and bike riding.



#### 10 Choose the correct responses to complete the conversation. Write the letter on the line.



		THE RESIDENCE OF THE PARTY OF T		
1.	A:	: Hi. How's it going?	a.	There was a great concert at the stadium.
	B:		b.	So what did you do on Saturday?
2.	A:	Friday night? Let me think	c.	Not bad. Hey, where were you on Friday night?
	B:	Oh, yeah, I went shopping. Why?	d. e.	and any aning
3.		There was? Too bad I wasn't there!		special on Sunday?
4.	A:	Well, I exercised, I did the laundry, and then I studied.		
	B:			
5.		Actually, I had a great day on Sunday. The weather was beautiful, so I went bike riding at the beach.		
	B:			
A	٩ns	wer the questions. Use the simple past ter	ise.	
		Who did you talk to first today?		
				t?

11

7. Where did you live five years ago? \_\_\_

8. How often did you watch TV last week? \_

Where is the only place (Hint: Think of a book		yeste	erda	y alw	ays	JOINE	25 411	ler u	Juay	£	
Answer:		_									
WORD FIND. Look a Then write the simp	cross ( le past	(→) a	and o	dowi	n (↓) of th	. Cir	cle t verb	he b	ase n the	forn e line	ns of 2
	Т	Н	1	N	K	С	U	Т	Е	Т	G
	Т	Α	K	E	S	E	E	C	Α	W	E
	Т	C	0	M	E	C	C	Α	T	S	Т
	Т	E	L	1	K	Ε	Т	U	E	Α	1
	Н	Ν	C	Е	Н	Α	V	E	V	Y	Υ
	V	U	Т	D	R	1	V	E	0	C	Α
	S	Т	U	D	Υ	E	D	R	1	N	K
	W	R	I	Т	E	M	Α	K	E	Α	T
	Е	S	C	L	E	Α	Ν	P	L	Α	Υ
	Е	X	E	R	C	1	S	E	В	U	Y
	W	Α	Т	C	Н	R	E	Α	D	L	Α

## Appearance and Health

## LESSON

- Check the adjectives that describe you.
  - 1. My hair
    - □ black
- □ blonde
- ☐ straight
- ☐ short

- □ brown
- □ gray □ white
- □ wavy □ curly
- □ long □ bald

- □ red 2. My eyes
  - □ brown
- □ blue
- □ green
- Describe a family member, a friend, or a colleague. Fill in the chart.

	Hair		
Color	Straight, wavy, or curly	Long, short, or bald	Eye color
blonde	straight	short	blue
		Color Straight, wavy, or curly	Color Straight, wavy, Long, short, or curly or bald

Write the parts of the face.

eyebrow eye eyelashes ear	nose mouth chin hair	0			5.	
1.			30	1	7.	
2.		13			8.	
3.			13			
4.			1	TH		
			1			

1			
2.			
3			
Look at Exercise 2 again. Use the about a family member, a friend	or a colleague.		
Example: My brother has blue	yes		
1.			
2.			
3			
			1
Choose three famous people to	Here's pretty handso good-locute	me tall	
	s handsome. He has lon eyes are brown. He's a	ng, wavy, brown hair. n actor from the United State	٠۶.
			5.
His			· S.
His			75.
			25.

## LESSON 2

7 Write the parts of the body. Use words from the box.

hand	arm	neck
head	foot	leg
shoulder	knee	stomach
hip	chest	ankle

1.	41043	7.
2.		8.
3.		9.
4.		10.
5.		11.
6.	60	12.

8 What happened? Write a sentence about each picture.



1. She burned her h	and	
2		 
3		
4		
5		
Now complete the cor	nversation.	
6. A:		?
B: I hurt my arm.		
7. A:		?
B: Actually, yes. It o	loes.	

## LESSON 3

9 Check the remedies for each ailment.

	take something have some see a doctor see a derivet got to school don't eat						
a cold							
a fever							
a sore throat							
a stomachache							1
a backache							
a toothache							

10	<ul><li>Think about an ailment you had. Then answer the questions.</li><li>What was wrong?</li><li>What did you do?</li></ul>	Be careful!  Lie is irregular in the simple past tense:				
	2. What did you do.	lie (down) → lay (down)				
11	Your friend Brendan is going out with a colleague tonight. He wants your advice. Answer his questions.					
	1. Brendan: "We're going to the movies. What should we see?"  YOU					
	2. Brendan: "After the movie, we're going out for dinner. Where should we go?"					
	3. Brendan: "Should I talk about work?"  (You)					
	4. Brendan: "What should I wear?"					

#### JUST FOR

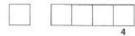
#### **FUN**

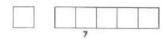
1 First, unscramble the letters of the ailments. Then write the correct letters in the numbered boxes to complete the puzzle below.

#### Ailments

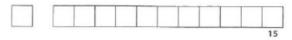
1	ONT	FLEE	LLEW
	UNI	CLEF	LLEVY



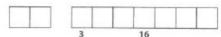


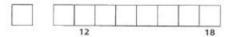


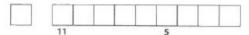


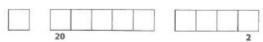




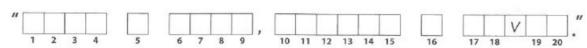






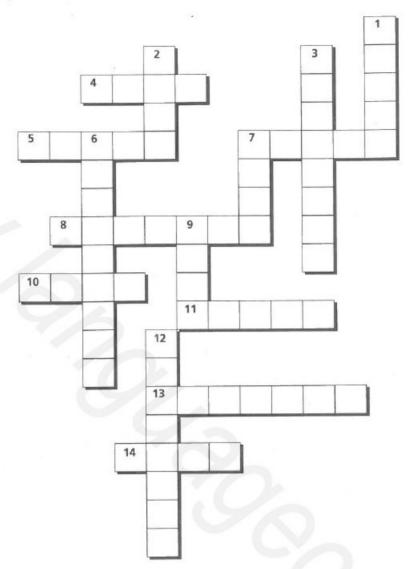


#### Puzzle



-An old saying

#### 2 Complete the puzzle.



#### Across

- 4. It's between your hip and your ankle.
- 5. Hair on a man's chin
- 7. They're white. They're in your mouth.
- 8. They're on your hands. You have ten.
- 10. Parts of the body for shoes
- 11. Not long
- 13. It's between your hips and your chest.
- 14. Doesn't have hair

#### Down

- 1. It's between your nose and your chin.
- 2. Part of the body for a hat
- 3. Take something, lie down, and have some tea are all \_\_\_\_\_.
- **6.** Burn your finger, cut your hand, and fall down are all \_\_\_\_\_.
- 7. They're on your feet. You have ten.
- 9. What you use to see
- 12. Hair between a man's nose and mouth

# Abilities and Requests

## LESSON 1

1. My teacher:  2. My friend: 3. My neighbor: 4. My colleague:  1. She can play the guitar 2.  2.  Complete the conversations with can or can't and the base form of a verb.  1. A:		Example: My sister: Rose knits well	
2. My reighbor:  4. My colleague:  Look at the pictures. Write a sentence with can or can't.  She can play the guitar  2.  Complete the conversations with can or can't and the base form of a verb.  1. A:			
3. My neighbor:  4. My colleague:  Look at the pictures. Write a sentence with can or can't.  1. She can play the guitar  2. Complete the conversations with can or can't and the base form of a verb.  1. A:			
4. My colleague:  Look at the pictures. Write a sentence with can or can't.  She can play the guitar  2.  Complete the conversations with can or can't and the base form of a verb.  1. A:			
Complete the conversations with can or can't and the base form of a verb.  1. A:			
Complete the conversations with can or can't and the base form of a verb.  1. A:	L	Look at the pictures. Write a sentence with can or can't.	
Complete the conversations with can or can't and the base form of a verb.  1. A:			
Complete the conversations with <u>can</u> or <u>can't</u> and the base form of a verb.  1. A:	1	. She can play the guitar . 2.	
Complete the conversations with <u>can</u> or <u>can't</u> and the base form of a verb.  1. A:			7
1. A:		The state of the s	
1. A:	3	4	
B: No. I fix cars but not computers.  3. A: you ?  B: Yes, I can paint, but not very well.  4. A: your sister ?  B: No. She sew, but she knit.			
B: Yes, I can paint, but not very well.  4. A:		Complete the conversations with <u>can</u> or <u>can't</u> and the base form of a verb.  I. A: you English?	
B: No. She sew, but she knit.	1	Complete the conversations with <u>can</u> or <u>can't</u> and the base form of a verb.  I. A: you English?  B: Oh, yes, and I Spanish, too.  C. A: you my computer?	
	1	Complete the conversations with can or can't and the base form of a verb.  I. A: you English?  B: Oh, yes, and I Spanish, too.  C. A: you my computer?  B: No.   fix cars but not computers.  S. A: you ?	
). A: Volir prothers the violin/	1 3	Complete the conversations with can or can't and the base form of a verb.  I. A:	

4 Which occupation is good for you? Take the Top Notch Abilities and Interests Survey.

		Do very well	Do well	Do OK	Do badly	Can't do
1.	paint					
2.	draw	0	0	0		0
3.	dance					
4.	swim			0		
5.	drive					
6.	play the violin	0				
7.	ski					
8.	fix a car					
9.	cook				9	
0.	sing	0				
		Lik	e a lot	Like	Like a little	Don't like
1	an to concerts	Lik	e a lot	Like	Like a little	Don't like
1.	go to concerts	Lik	e a lot	Like	Like a little	Don't like
1. 2. 3.	go to museums	Lik	e a lot	Like	Like a little	Don't like
2.	go to museums listen to music		e a lot	Like	Like a little	Don't like
2.	go to museums		e a lot	Like	Like a little	Don't like
2. 3. 4.	go to museums listen to music make dinner for exercise		e a lot	Like	Like a little	Don't like
2. 3. 4. 5.	go to museums listen to music make dinner for		e a lot	Like	Like a little	Don't like

RESULTS  Look at your answers What do you do very	s. well? What do you like to do a lot?
Can you cook well? Do you like to make dinner for friends?	Maybe you should be a chef.
Can you sing, dance, play the violin (guitar, piano, other instruments). Do you like to go to concerts and listen to music?	Maybe you should be a singer or musician.
Can you swim and ski? Do you like to exercise and go running and bike riding?	Maybe you should be an athlete.
Can you draw and paint? Do you like to go to museums?	Maybe you should be an artist.
Can you drive and fix a car? Do you like to go for a drive?	Maybe you should be a mechanic.

According to the survey, what should you be? \_\_

- 5 Describe your abilities. Complete the sentences.
  - 1. | \_\_\_\_\_ well, but I \_\_\_\_\_ badly.
  - 2. I can \_\_\_\_\_\_, but not very well.
  - 3. I can't \_\_\_\_\_\_ at all.
  - 4. I wish I could \_\_\_\_\_\_.



6 Write sentences with too and an adjective.



1. She can't drive.

She's too young



2. She can't watch TV.



3. You can't wear that shirt.



4. He doesn't want that suit.



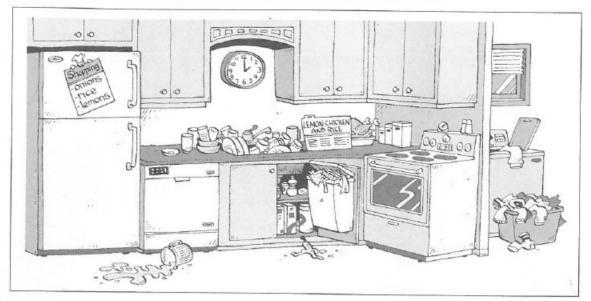
5. We can't go bike riding today.



6. She can't drink this coffee.

Co	mplete the							
	busy	tired	full	early	late		nungry	
1.				t home at n	nidnigl	nt and	got up at 5:00 for wo	rk.
2.					s now.	It's		
3.				black bean	soup,	pasta	vith chicken, and brea	id.
4.	You get up	at 5:30 ev	ery day fo	r work? Tha	t's very	y	!	
5.			er tonight	. I had a late	e lunch	ı toda	, and I'm not very	
6.							colleague's birthday	party,
De	ecline the	invitations	. Give rea	sons.				
2.	"I'm going	g out for lui	nch. Woul	d you like to	join n			
3.								
4.								
010	3							
Ma	atch the pi	roblems wi	ith the rec	quests. Wri	te the	letter	on the line.	
1.	I'm	cold.			a.	Could	you please do the laur	idry?
2.	I ne	ed to check	k my e-ma	il.	b.	Could	you please close the w	vindow?
					c.	Coulc	you please turn on the	computer?
3.	It's	too hot.					) P	. compater.
	It's		y clean clo	othes.	d.	Coul	you please go shopp	
4.		n't have an	•	othes.				ing?
	1. 2. 3. 4. 5. 6. D. 1. 3. 4. O.N. M. 1. 2.	busy  1. I went to a I'm so  2. I'm really so I'm going  3. That lunch Now I'm  4. You get up  5. I don't wa  6. Today I hat and my so I had a h	busy tired  1. I went to a party last I'm so  2. I'm really sorry, but I I'm going home and going and I'm  4. You get up at 5:30 ev going have three mand my son's soccer going have three mand my son's soccer going for a drive."  2. "I'm going out for lung going out for lung going out for lung going out for lung going home and movie good.  4. "Let's go to the park. good.  4. "Let's go to the park. good.  A good going out for lung going going home and going out for lung going out for lung going out for lung going out for lung going home and going going out for lung going out for lung going out for lung going going out for lung going	1. I went to a party last night. I go I'm so	busy tired full early  1. I went to a party last night. I got home at n I'm so  2. I'm really sorry, but I can't go to the movie I'm going home and going to bed.  3. That lunch was delicious! I had black bean Now I'm  4. You get up at 5:30 every day for work? That is a late  5. I don't want any dinner tonight. I had a late  6. Today I have three meetings, lunch with m and my son's soccer game. I'm very  Decline the invitations. Give reasons.  1. "Let's go for a drive."  1. "I'm going out for lunch. Would you like to you  3. "How about a movie tonight? There's a she you  4. "Let's go to the park."  1. "Tou  ON 3  Match the problems with the requests. Wri  1 I'm cold.  2 I need to check my e-mail.	busy tired full early late  1. I went to a party last night. I got home at midnight i'm so	1. I went to a party last night. I got home at midnight and I'm so	busy tired full early late hungry  1. I went to a party last night. I got home at midnight and got up at 5:00 for work of the movies now. It's

#### 10 Mrs. Cole's boss is coming for dinner at 6:00. But look at the house!



#### Help Mrs. Cole ask her husband to help. Write requests with could you

Could you please take out	the garbage	

#### 11 Choose the correct response. Circle the letter.

- 1. Can you sing?
  - a. No. I sing very badly.
- b. I'm sorry, but I'm busy.
- 2. Could you wash the dishes?
  - a. My pleasure.
- b. Yes, I do.
- c. No, thanks.

- 3. Let's go out for dinner.

  - a. I'm sorry to hear that. b. I'm sorry, but I'm busy.
- c. I'd like fish, please.

c. No, thank you. I'm full.

- 4. Could you do me a favor?
  - a. Of course.
- b. That's too bad.
- c. Really?

- 5. Could you please turn off the TV?
  - a. Sounds great.
- b. Sure. No problem.
- c. Maybe some other time.

1	What can they	do? Match the	famous people	with their al	oilities. H	low many	do you	u know?
---	---------------	---------------	---------------	---------------	-------------	----------	--------	---------

- 1. \_\_\_\_ Beyoncé
- 2. \_\_\_\_\_Joo Yeon Sir
- 3. \_\_\_\_\_ J.K. Rowling
- 4. \_\_\_\_ Mikhail Baryshnikov
- 5. \_\_\_\_ Jacques Pepin
- 6. \_\_\_\_ Serena Williams
- 7. \_\_\_\_ Michael Schumacher
- 8. \_\_\_\_ Michael Phelps

- a. She can write.
- b. He can dance.
- c. She can sing.
- d. He can drive.
- e. She can play tennis.
- f. He can cook.
- g. He can swim.
- h. She can play the violin.

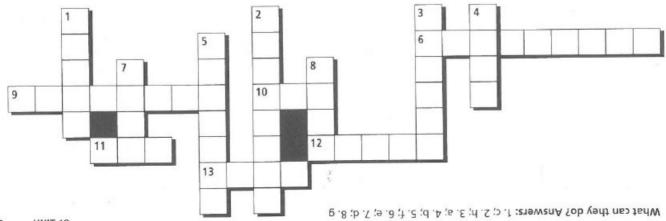
#### 2 Complete the puzzle.

#### Across

- 6. Play the guitar, swim, and drive are all \_\_\_\_\_
- 9. A baby can do this at three months.
- 10. Make clothes
- 11. You can do this when there's snow.
- 12.1 can't today. \_\_\_\_ some other time.
- 13. Not hungry

#### Down

- 1. Not well
- 2. These shoes are size 35. She needs a 37. They're \_\_\_\_\_
- 3. I'm cold. Could you please \_\_\_\_ my sweater?
- 4. Shakira can do this.
- 5. I'm going to bed. Could you please \_\_\_\_ the light?
- 7. Make dinner
- 8. You can do this at the beach.

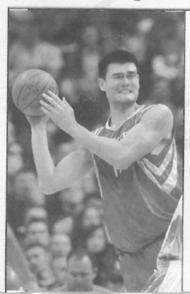


## 4 Life Events and Plans

## LESSON

1 Read about Yao Ming's life.

### Yao Ming's Life Story



Yao Ming was born on September 12, 1980. He grew up in a small apartment in Shanghai, China, with his parents. They were both basketball players, too—and tall! Their son is 2.26 meters (7 feet 5 inches). Yao doesn't have any brothers or sisters. When he was about nine, he went to the Youth Sports School in Shanghai. In China, he played for the Shanghai Sharks.

In 2002, Yao moved to the United States to play professional basketball. He played for the Houston Rockets. When Yao first moved to Houston, he lived with his mother. Yao's mother cooked Chinese food for him, did the laundry, and cleaned their four-bedroom house. Yao Ming retired from basketball in 2011.

#### Now look at the answers and write questions.

- 1. A: \_\_\_\_\_\_?
  2. A: \_\_\_\_\_\_?
  3. A: \_\_\_\_\_?
  4. A: \_\_\_\_\_?
  5. A: \_\_\_\_\_?
- B: On September 12, 1980.
- B: In Shanghai, China.
- B: At the Youth Sports School.
- B: In 2002.
- B: In 2011.

#### 2 For each academic subject, write an occupation.

architecture:
 business:
 medicine:
 education:
 engineering:

3	Get to know a famou Internet, books, and	us person's life story. Choose I other sources for informatio	e a famous person. Answer the questions. Use the on.								
	1. Person's name:										
	2. When was he / sh	e born?									
	3. Where was he / sh	3. Where was he / she born?									
	4. Where did he / sh	e grow up?									
	5. What school did h	ne / she go to?									
	6. What did he / she	study?									
	7. Did he / she grad	uate? When?									
	8. What does he / sh	ne do now?									
	2										
ESS	son Z										
Δ	What are you going	to do this summer? Check t	he boxes.								
7	□ travel	□ relax	□ exercise								
	☐ go camping	☐ sleep late	□ work								
	☐ go fishing		☐ go to school								
	☐ go bike riding		□ move								
	go to the beach	☐ go for walks	☐ go swimming								
5	Now write to a frie	nd about your plans. Write s	entences with <u>be going to</u> .								
	-90										
	- Andrews	and the second second									
6	Answer the question	ons about your future plans v	with <u>be going to</u> .								
	1. What are you go	ing to do tonight?									
	3. What are you go	oing to do tomorrow night?									
	4. What are you go	oing to do the day after tomor	row?								

1.	A: Rachel has a toothache.	
	B: Is she going to see a dentist	
2.	A: Jack doesn't feel well.	
	B:	
3.	A: I'm making chicken with rice, but there isn't any rice on the shelf.	
	B:	_99_
4.	A: Anthony is going to travel to Europe.	
	B:	
5.	A: I don't have a clean shirt for work tomorrow.	
	B:	
6.	A: Julia is going to study medicine.	
	B:	
7.	A: We don't have any plans this weekend.	
	B:	

## LESSON 3

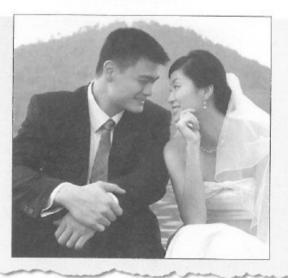
8 Read about more events in Yao Ming's life.

Now answer the questions

#### What's Next for Yao Ming?

In 2007, Yao Ming got married. His wife's name is Ye Li. Like Yao, she is tall (1.9 meters / 6 feet 3 inches) and a professional basketball player. She played for China in the 2004 Summer Olympics. Yao and Ye met in 1999 when they were teenagers. They were married in a small ceremony in Shanghai on August 6, 2007. They had a daughter in 2010.

On May 12, 2008, there was a terrible earthquake in Sichuan Province, China. Yao and his wife started the Yao Foundation to help children in Sichuan. Yao's foundation is building new schools in Sichuan. Yao and Ye hope their foundation can also help children in other parts of China and in the U.S. The Yao Foundation also wants to help stop people from killing elephants and selling the ivory.



1.	What happened on August 6, 2007?
2.	What happened on May 12, 2008?
3.	What is the Yao Foundation doing now?

4.	4. What is the Yao Foundation going to do in the future?	

9 What would you like to do in your life? Write four sentences. Use the pictures and the verbs in the box for ideas.





move	have children	meet
study	go	see
graduate	learn	buy
get married	travel	visit

	4	1	or HEART
Austr	alia Airline	S (B) AINE	97Å
Austr 10 X	entractive the	nervan	The state of the s
-الن	W. W.	T	

Example:	Iwould	like to travel	to Australia
examole:			

- 1. \_\_\_\_\_\_
- 2. \_\_\_\_\_\_
- 3. \_\_\_\_\_
- 10 Write two information questions with would like to ask each person.



I would like to get married.

- 1. When would you like to get married ?
- 2. \_\_\_\_\_



- 3. \_\_\_\_\_?
- 4. \_\_\_\_\_



- 5. \_\_\_\_\_?
- 6. \_\_\_\_\_

- A reporter from your school newspaper wants to write an article about you. Answer her questions about yourself.
  - 1. When were you born? 2. Where were you born? 3. Where did you grow up? 4. What do you do? 5. What are you studying now? 6. What do you usually do on weekends? 7. What would you like to do in the next five years?





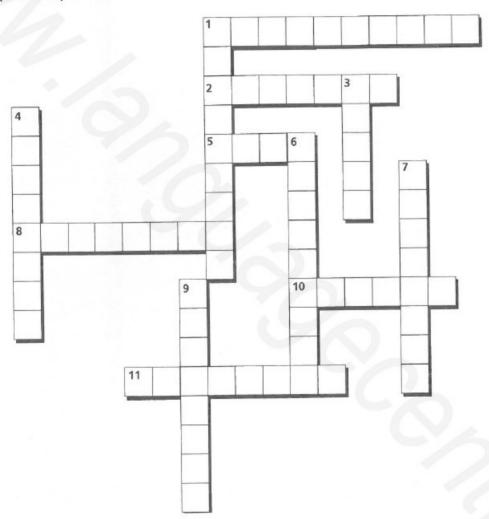


#### 1 A RIDDLE FOR YOU!

When asked how old she was, Suzie answered, "In two years I'm going to be twice as old as I was five years ago." How old is she now?

- a. Twelve.
- b. Seven.
- c. Fourteen.

#### Complete the puzzle.



#### Across

- 1. Become husband and wife
- 2. Occupations
- 5. Go to live in a new home
- 8. Sons and daughters
- 10. Visit new cities
- 11. What future doctors study

#### Down

- 1. Sleep outdoors
- 3. On weekends, I don't want to do anything. I just want to \_\_\_\_\_.
- 4. Houdini's occupation
- 6. What future teachers study
- Architecture, psychology, and law are all academic \_\_\_\_\_.
- 9. Complete school

## Units 8–14 REVIEW

Ans	wer the questions.	
1.	Where do you live?	
2.	What's your home like?	
3.	How's the weather today?	
4.	What are you doing this weekend?	1
5.	What do you have in your fridge?	
6.	What did you do last weekend?	
7.	What do you look like?	
8.	What can you do well?	
9.	Where were you born?	
10.	What would you like to do in the future?	
Com	plete the sentences. Use the correct verb form.	
	go running every day.	
<b>2.</b> A	lex to work right now.	
3. V	Ve dinner for some friends last night.	
4. 1.	relax this weekend.	

#### 3 Read about Andrea Bocelli.

He's an opera singer from Italy, but people of all ages listen to his music. He sings beautifully and is famous all over the world. He has wavy, gray hair. His name is Andrea Bocelli.

Bocelli was born on September 22, 1958, in Tuscany. He grew up on his family's farm. He started singing for family members when he was about three years old. When he was six, he learned to play the piano. He can also play the flute and



the saxophone. At the age of twelve, he had a soccer accident, and now he can't see. Bocelli graduated from the University of Pisa. He studied law, but he worked for only one year as a lawyer.

What was next for Andrea Bocelli? He started to study opera. His teacher was the famous singer Franco Corelli. In the evenings, he sang in piano bars to pay for his opera singing lessons. During this time, he got married. He and his first wife, Enrica, had two children, Amos and Matteo. In 1992, Luciano Pavarotti listened to a tape of Bocelli singing. That was the beginning of Bocelli's very successful career in music. Between 1994 and 2010, he made about 23 albums.

Bocelli lives in a pink house on the beach in Forte dei Marmi, Tuscany, not far from where he grew up. Bocelli studies music and practices singing for two hours or more every day. He travels a lot for his job. But he doesn't like to travel. He writes, too. He wrote a book about his life story, *The Music of Silence*. In his free time, he reads and cooks Italian food.

To	write this article, a reporter interviewed Andrea Bocelli. Answer the reporter's questions for Boce
1.	Reporter: Where were you born?  Bocelli: I was barn in Tuscany
2.	Reporter: And did you grow up there?  Bocelli:
3.	Reporter: What did you study?  Bocelli:
4.	Reporter: Can you play any musical instruments?  Bocelli:
5.	Reporter: When did you learn to play the piano?  Bocelli:
6.	Reporter: Tell me about your family.  Bocelli:
7.	Reporter: Where do you live now?  Bocelli:
8.	Reporter: What's your typical day like?  Bocelli:
9.	Reporter: What do you do in your free time?

1. was born	→ beborn	6	>
2	>		>
3	>		→
4	>		→
5	>		<b>→</b>
ONAL VOC	ABULARY BOOSTE	D ACTIVITIES	
	you have in your home. The	n write which room	they are in.
			\$
	abinet		
4. ☐ shower cur	tain		
5. dishwasher			
6. $\square$ coffee maker			
o. 🗆 conee mak			
COST SELECTION OF	ssor		
<ol> <li>7. ☐ food proce</li> <li>8. ☐ fax machin</li> </ol>	e		
<ul><li>7.  food proce</li><li>8.  fax machin</li><li>Go shopping for</li><li>Example: sheets:</li></ul>	your home. What colors do y  I want gray sheets		
<ul><li>7.  food proce</li><li>8.  fax machin</li><li>Go shopping for</li><li>Example: sheets:</li></ul>	your home. What colors do y		
7.  food proce 8.  fax machin Go shopping for Example: sheets: 1. sheets:	your home. What colors do y  I want gray sheets		
7.  food proce 8.  fax machin Go shopping for Example: sheets: 1. sheets: 2. blanket:	your home. What colors do y I want gray sheets		
7.  food proce 8.  fax machin Go shopping for Example: sheets: 1. sheets: 2. blanket: 3. bath mat:	ssor e your home. What colors do y I want gray sheets		
7.  food proce 8.  fax machin Go shopping for Example: sheets: 1. sheets: 2. blanket: 3. bath mat: 4. towels:	your home. What colors do y I want gray sheets		
7.  food proce 8.  fax machin  Go shopping for  Example: sheets: 1. sheets: 2. blanket: 3. bath mat: 4. towels: 5. place mats:	your home. What colors do y I want gray sheets		
7.  food proce 8.  fax machin Go shopping for Example: sheets: 1. sheets: 2. blanket: 3. bath mat: 4. towels: 5. place mats: 6. plates:	your home. What colors do y I want gray sheets		
7.  food proce 8.  fax machin Go shopping for Example: sheets: 1. sheets: 2. blanket: 3. bath mat: 4. towels: 5. place mats: 6. plates:	your home. What colors do y I want gray sheets		
7.  food proce 8.  fax machin Go shopping for Example: sheets: 1. sheets: 2. blanket: 3. bath mat: 4. towels: 5. place mats: 6. plates:	your home. What colors do y I want gray sheets		
7.  food proce 8.  fax machin Go shopping for Example: sheets: 1. sheets: 2. blanket: 3. bath mat: 4. towels: 5. place mats: 6. plates: Circle the season with	your home. What colors do y I want gray sheets  s where you live. Then complete you live.		the months and the weath
7.  food proce 8.  fax machin Go shopping for Example: sheets: 1. sheets: 2. blanket: 3. bath mat: 4. towels: 5. place mats: 6. plates: Circle the season will Seasons	your home. What colors do y I want gray sheets  s where you live. Then complete you live.		the months and the weath
7.  food proce 8.  fax machin  Go shopping for Example: sheets: 1. sheets: 2. blanket: 3. bath mat: 4. towels: 5. place mats: 6. plates: Circle the season will Seasons Spring	your home. What colors do y I want gray sheets  s where you live. Then complete you live.		the months and the weath

		_Salad			
	Ingredients:				
	cle the word or grapefruit	phrase that is different	rent. Iemon	tangerine	
	fork	glass	teaspoon	knife	
	go sailing	go snorkeling	go windsurfing	go rock climbing	
	elbow	forehead	cheek	lip	
	saxophone	flute	trumpet	drums	
	biology	drama	medicine	chemistry	
<b>CI</b>		that you do Thor	circle vour favorite a	rtivity	
Cn			circle your favorite a		
		nbing go hi	3	_ go snorkeling	
-	_	ding go ice	3	_ garden	
_	play golf	go sa	iling	_ play soccer	
_	go skiing	go ho	orseback riding	get a manicure	
No	ow answer the	questions.			
1.	How often do	you do your favorite a	activity?		
	Where do you do your favorite activity?Are you doing your favorite activity this month? When?				