

THIRD EDITION

TOP NOTCH

FUNDAMENTALS

B

ENGLISH FOR TODAY'S WORLD

with Workbook

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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
UNIT 1 Names and Occupations PAGE 4	<ul style="list-style-type: none"> Tell a classmate your occupation Identify your classmates Spell names 	<ul style="list-style-type: none"> Occupations The alphabet VOCABULARY BOOSTER <ul style="list-style-type: none"> More occupations 	<ul style="list-style-type: none"> Verb <u>be</u>: <ul style="list-style-type: none"> Singular and plural statements, contractions Yes / no questions and short answers Common errors Subject pronouns Articles <u>a</u> / <u>an</u> Nouns: <ul style="list-style-type: none"> Singular and plural / Common and proper GRAMMAR BOOSTER Extra practice
UNIT 2 About People PAGE 12	<ul style="list-style-type: none"> Introduce people Tell someone your first and last name Get someone's contact information 	<ul style="list-style-type: none"> Relationships (non-family) Titles First and last names Numbers 0–20 VOCABULARY BOOSTER <ul style="list-style-type: none"> More relationships / More titles 	<ul style="list-style-type: none"> Possessive nouns and adjectives <u>Be from</u> / Questions with <u>Where</u>, common errors Verb <u>be</u>: information questions with <u>What</u> GRAMMAR BOOSTER Extra practice
UNIT 3 Places and How to Get There PAGE 20	<ul style="list-style-type: none"> Talk about locations Discuss how to get places Discuss transportation 	<ul style="list-style-type: none"> Places in the neighborhood Locations Ways to get places Means of transportation Destinations VOCABULARY BOOSTER <ul style="list-style-type: none"> More places 	<ul style="list-style-type: none"> Verb <u>be</u>: questions with <u>Where</u> Subject pronoun <u>it</u> The imperative <u>By</u> to express means of transportation GRAMMAR BOOSTER Extra practice
UNIT 4 Family PAGE 28	<ul style="list-style-type: none"> Identify people in your family Describe your relatives Talk about your family 	<ul style="list-style-type: none"> Family relationships Adjectives to describe people Numbers 21–101 VOCABULARY BOOSTER <ul style="list-style-type: none"> More adjectives 	<ul style="list-style-type: none"> Verb <u>be</u>: <ul style="list-style-type: none"> Questions with <u>Who</u> and common errors With adjectives Questions with <u>How old</u> Adverbs <u>very</u> and <u>so</u> Verb <u>have</u> / <u>has</u>: affirmative statements GRAMMAR BOOSTER Extra practice
UNIT 5 Events and Times PAGE 36	<ul style="list-style-type: none"> Confirm that you're on time Talk about the time of an event Ask about birthdays 	<ul style="list-style-type: none"> What time is it? <u>Early</u>, <u>on time</u>, <u>late</u> Events Days of the week Ordinal numbers Months of the year VOCABULARY BOOSTER <ul style="list-style-type: none"> More events 	<ul style="list-style-type: none"> 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
UNIT 6 Clothes PAGE 44	<ul style="list-style-type: none"> Give and accept a compliment Ask for colors and sizes Describe clothes 	<ul style="list-style-type: none"> Clothes Colors and sizes Opposite adjectives to describe clothes VOCABULARY BOOSTER <ul style="list-style-type: none"> More clothes 	<ul style="list-style-type: none"> Demonstratives <u>this</u>, <u>that</u>, <u>these</u>, <u>those</u> The simple present tense: <u>like</u>, <u>want</u>, <u>need</u>, and <u>have</u>: <ul style="list-style-type: none"> Affirmative and negative statements Questions and short answers Spelling rules and contractions Adjective placement and common errors <u>One</u> and <u>ones</u> GRAMMAR BOOSTER Extra practice
UNIT 7 Activities PAGE 52 Units 1–7 Review PAGE 60	<ul style="list-style-type: none"> Talk about morning and evening activities Describe what you do in your free time Discuss household chores 	<ul style="list-style-type: none"> Daily activities at home Leisure activities Household chores VOCABULARY BOOSTER <ul style="list-style-type: none"> More household chores 	<ul style="list-style-type: none"> The simple present tense: <ul style="list-style-type: none"> Third-person singular spelling rules Questions with <u>When</u> and <u>What time</u> Questions with <u>How often</u>, time expressions Questions with <u>Who</u> as subject, common errors Frequency adverbs and time expressions: <ul style="list-style-type: none"> Usage, placement, and common errors GRAMMAR BOOSTER Extra practice

CONVERSATION STRATEGIES

- Use And you? to show interest in another person
- Use Excuse me to initiate a conversation
- Use Excuse me? to indicate you haven't heard or didn't understand
- Use Thanks! to acknowledge someone's complying with a request

LISTENING / PRONUNCIATION

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 / WRITING

Reading Text

- Simple forms and business cards

Writing Task

- Write affirmative and negative statements about people in a picture

WRITING BOOSTER Guided writing practice

- Identify someone's relationship to you when making an introduction
- Use too to reciprocate a greeting
- Begin a question with And to indicate you want additional information
- Repeat part of a question to clarify
- Repeat information to confirm

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

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

- Use You're welcome to formally acknowledge thanks
- Use OK to acknowledge advice
- Use What about you? to show interest in another person

Listening Tasks

- 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

Reading Texts

- 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

- Use And to shift the topic
- Use Tell me about to invite someone to talk about a topic
- Use Well, to indicate you are deciding how to begin a response
- Use And how about? to ask for more information
- Use 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

- Write a description of the people in your family

WRITING BOOSTER Guided writing practice

- Use Uh-oh to indicate you may have made a mistake
- Use Look to focus someone's attention on something
- Use Great! to show enthusiasm for an idea
- Offer someone best wishes on his or her birthday
- Respond 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

- Acknowledge a compliment with Thank you
- Apologize with I'm sorry when expressing disappointing information
- Use That's too bad to express disappointment
- Use What about you? to ask for someone's opinion
- Use Well 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

- Say Me? to give yourself time to think of a personal response
- Use Well to introduce a lengthy response
- Use What about you? to ask for parallel information
- Use So to introduce a conversation topic
- Use How about you? to ask for parallel information
- Say Sure to indicate a willingness to answer
- Begin 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
UNIT 8 Home and Neighborhood PAGE 64	<ul style="list-style-type: none"> Describe your neighborhood Ask about someone's home Talk about furniture and appliances 	<ul style="list-style-type: none"> Buildings Places in the neighborhood Rooms Furniture and appliances VOCABULARY BOOSTER <ul style="list-style-type: none"> More home and office vocabulary 	<ul style="list-style-type: none"> The simple present tense: <ul style="list-style-type: none"> Questions with <u>Where</u>, prepositions of place <u>There is</u> and <u>there are</u>: <ul style="list-style-type: none"> Statements and <u>yes / no</u> questions Contractions and common errors Questions with <u>How many</u> GRAMMAR BOOSTER Extra practice
UNIT 9 Activities and Plans PAGE 72	<ul style="list-style-type: none"> Describe today's weather Discuss plans Ask about people's activities 	<ul style="list-style-type: none"> Weather expressions Present and future time expressions VOCABULARY BOOSTER <ul style="list-style-type: none"> More weather vocabulary / seasons 	<ul style="list-style-type: none"> The present continuous: <ul style="list-style-type: none"> Statements: form and usage <u>Yes / no</u> questions Information questions For future plans The present participle: spelling rules GRAMMAR BOOSTER Extra practice
UNIT 10 Food PAGE 80	<ul style="list-style-type: none"> Discuss ingredients for a recipe Offer and ask for foods Invite someone to join you at the table 	<ul style="list-style-type: none"> Foods and drinks Places to keep food in a kitchen Containers and quantities Cooking verbs VOCABULARY BOOSTER <ul style="list-style-type: none"> More vegetables and fruits 	<ul style="list-style-type: none"> <u>How much / Are there any</u> Count nouns and non-count nouns <u>How much / Is there any</u> GRAMMAR BOOSTER Extra practice
UNIT 11 Past Events PAGE 88	<ul style="list-style-type: none"> Tell someone about an event Describe your past activities Talk about your weekend 	<ul style="list-style-type: none"> Past-time expressions Outdoor activities VOCABULARY BOOSTER <ul style="list-style-type: none"> More outdoor activities 	<ul style="list-style-type: none"> The past tense of <u>be</u>: <u>There was / there were</u>: <ul style="list-style-type: none"> Statements, questions, and contractions The simple past tense <ul style="list-style-type: none"> Regular verbs, irregular verbs Statements, questions, and short answers GRAMMAR BOOSTER Extra practice
UNIT 12 Appearance and Health PAGE 96	<ul style="list-style-type: none"> Describe appearance Show concern about an injury Suggest a remedy 	<ul style="list-style-type: none"> Adjectives to describe hair The face Parts of the body Accidents and injuries Ailments, remedies VOCABULARY BOOSTER <ul style="list-style-type: none"> More parts of the body 	<ul style="list-style-type: none"> Describing people with <u>be</u> and <u>have</u> <u>Should</u> + base form for suggestions GRAMMAR BOOSTER Extra practice
UNIT 13 Abilities and Requests PAGE 104	<ul style="list-style-type: none"> Discuss your abilities Politely decline an invitation Ask for and agree to do a favor 	<ul style="list-style-type: none"> Abilities Adverbs <u>well</u> and <u>badly</u> Reasons for not doing something Favors VOCABULARY BOOSTER <ul style="list-style-type: none"> More musical instruments 	<ul style="list-style-type: none"> <u>Can</u> and <u>can't</u> for ability <u>Too</u> + adjective, common errors Polite requests with <u>Could you</u> + base form GRAMMAR BOOSTER Extra practice
UNIT 14 Life Events and Plans PAGE 112 Units 8–14 Review PAGE 120	<ul style="list-style-type: none"> Get to know someone's life story Discuss plans Share your dreams for the future 	<ul style="list-style-type: none"> Some life events Academic subjects More leisure activities Some dreams for the future VOCABULARY BOOSTER <ul style="list-style-type: none"> More academic subjects More leisure activities 	<ul style="list-style-type: none"> <u>Be going to</u> + base form GRAMMAR BOOSTER Extra practice

CONVERSATION STRATEGIES

- Begin a question with **And** to indicate you want additional information
- Use **Really?** to introduce contradictory information
- Use **Well** to indicate you are deciding how to begin a response
- Respond positively to a description with **Sounds nice!**
- Use **Actually** to introduce an opinion that might surprise
- Say **I don't know. I'm not sure** to avoid making a direct negative statement

- Use **Hi** and **Hey** to greet people informally
- Say **No kidding!** to show surprise
- Use **So** to introduce a conversation topic
- Answer the phone with **Hello?**
- Identify yourself with **This is** on the phone
- Use **Well, actually** to begin an excuse
- Say **Oh, I'm sorry** after interrupting
- Say **Talk to you later** to indicate the end of a phone conversation

- Say **I'll check** to indicate you'll get information for someone
- Decline an offer politely with **No, thanks**
- Use **Please pass the** to ask for something at the table
- Say **Here you go** as you offer something
- Say **Nice to see you** to greet someone you already know
- Use **You too** to repeat a greeting politely

- Ask **Why?** to ask for a clearer explanation
- Use **What about?** to ask for more information
- Use a double question to clarify
- Use **just** to minimize the importance of an action
- Say **Let me think** to gain time to answer
- Say **Oh yeah** to indicate you just remembered something

- Use **Oh** to indicate you've understood
- Say **No kidding** to show surprise
- Say **I'm sorry to hear that. Oh, no, and That's too bad** to express sympathy
- Use **Actually** to introduce an opinion that might surprise
- Use **What's wrong?** to ask about an illness
- Use **really** to intensify advice with **should**
- Respond to good advice with **Good idea**
- Say **I hope you feel better** when someone feels sick

- Use **Actually** to give information
- Use **Really?** to show surprise or interest
- Suggest a shared course of action with **Let's**
- Politely decline a suggestion with **I'm really sorry but** and a reason
- Accept a refusal with **Maybe some other time**
- Use **Sure** and **No problem** to agree to someone's request for a favor

- Use **And you?** to show interest in another person
- Use **Not really** to soften a negative response
- Ask **What about you?** to extend the conversation
- Use **Well** and **Actually** to explain or clarify

LISTENING / PRONUNCIATION

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

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

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Listening Task

- Identify the foods discussed in conversations

Pronunciation

- Vowel sounds: /i/, /ɪ/, /eɪ/, /ɛ/, /æ/

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

Listening Tasks

- Identify the people described in conversations
- Complete statements about injuries
- Identify the ailments and remedies suggested in conversations

Pronunciation

- More vowel sounds

Listening Task

- Complete requests for favors

Pronunciation

- Blending of sounds: **Could you**

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 / WRITING

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

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

Reading Texts

- Recipe cards
- A weekly schedule

Writing Task

- Write about what you eat in a typical day

WRITING BOOSTER Guided writing practice

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

Reading Text

- A magazine article about two celebrities

Writing Task

- Write a description of someone you know

WRITING BOOSTER Guided writing practice

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

Reading Text

- A short biography of Harry Houdini

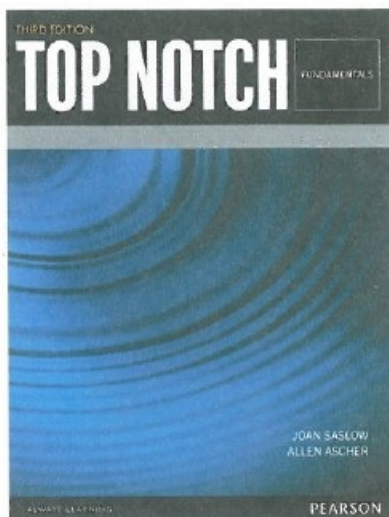
Writing Task

- Write your own illustrated life story, including plans and dreams for the future

WRITING BOOSTER Guided writing practice

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

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

ActiveTeach

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

For class presentation . . .

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

PLUS

- Clickable Audio: instant access to the complete classroom audio program
- **Top Notch 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 . . .

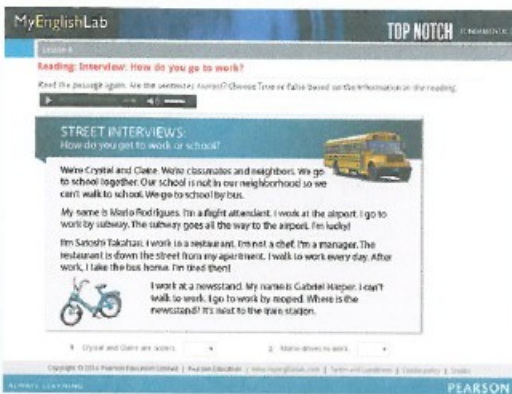
- Hundreds of extra printable activities, with teaching notes
- **Top Notch Pop** language exercises
- **Top Notch TV** activity worksheets

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

For more information: www.pearsonelt.com/topnotch3e

ABOUT THE AUTHORS

Joan Saslow

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.

Allen Ascher

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Ms. Saslow and Mr. Ascher are frequent presenters at professional conferences and have been coauthoring courses for teens, adults, and young adults since 2002.

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COMMUNICATION GOALS

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

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

1 A HOUSE



2 AN APARTMENT BUILDING



3 AN OFFICE BUILDING

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

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

1 A: Where your sister?
B: She lives an apartment.

3 A: Where your neighbor?
B: She works a bookstore.

2 A: Where you English?
B: We study the school around the corner.

4 A: Where your parents?
B: They live 58 Gray Street.

4 **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? ”

DIGITAL
FLASH
CARDS

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

“ I live on Main Street. ”



1 a bus station



2 a train station



3 a stadium

▶ 3:22 **Preposition near**



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



4 a park



5 a mall



6 a museum



7 an airport



8 a hospital

NOW YOU CAN Describe your neighborhood

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

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

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

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

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

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

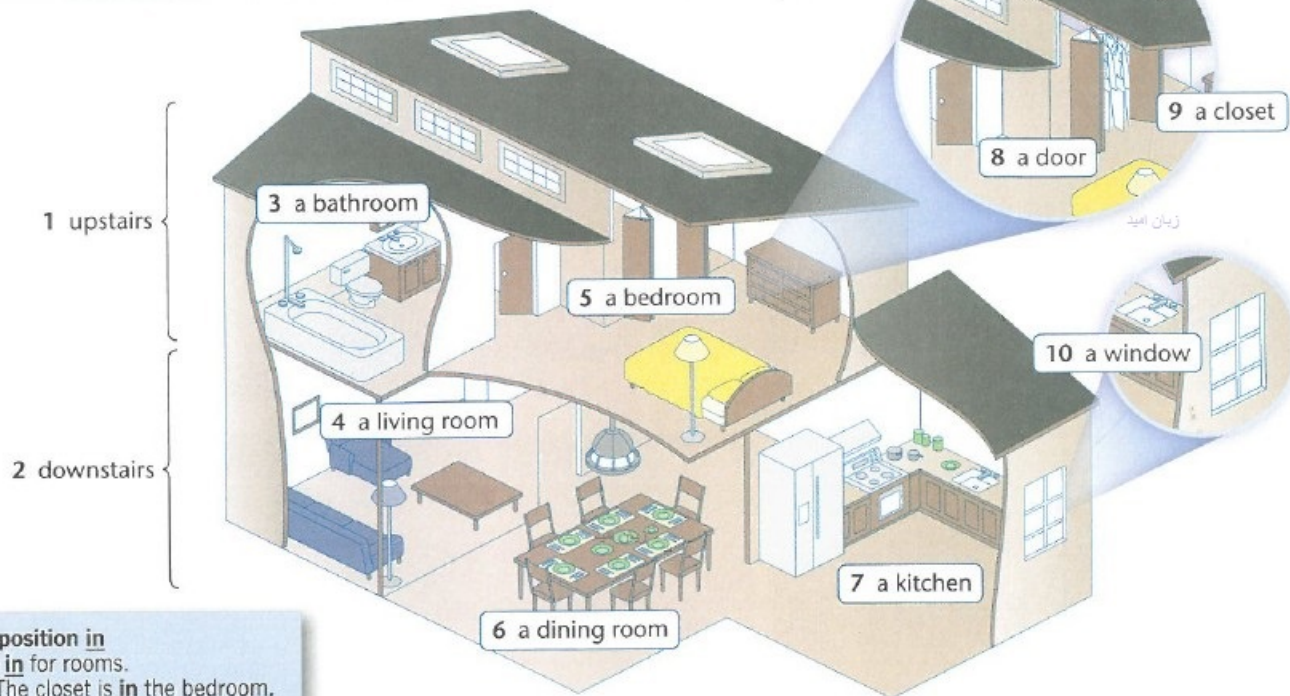
DON'T STOP!

Ask more questions.

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



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

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

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

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

3 GRAMMAR • There is and There are / Questions with How manyThere is and There areUse There is with singular nouns. Use There are with plural nouns.**There's** a small bedroom downstairs.**There's** a large closet and two windows.**There's** no kitchen.**There are** three large bedrooms upstairs.**There are** two windows and a large closet.**There are** no elevators.

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

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

How manyAsk questions about quantity with How many. Always use a plural noun with How many.**How many** bathrooms **are there**? (There are two.)**How many** bedrooms **do you have**? (We have three.)**Be careful!**There is → **There's**BUT Yes, there is. NOT Yes, **there's**.There are NOT **There're**www.languagecentre.ir4 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.

Ideas

- number of rooms
- size of rooms
- location of rooms

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

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

NOW YOU CAN Ask about someone's home

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

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

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

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

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

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



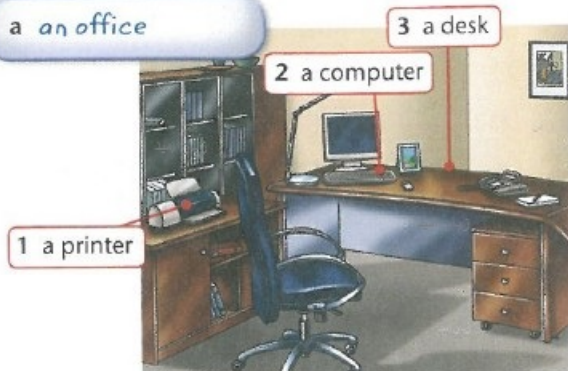
DON'T STOP!

Ask more questions.

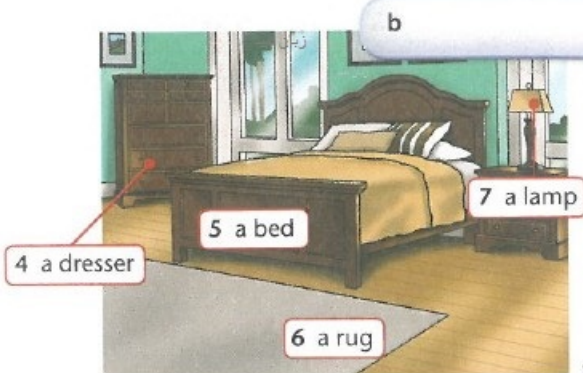
Is there ____? / Are there ____?
 How many ____ are there?
 Does your [house] have [a garage]?

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

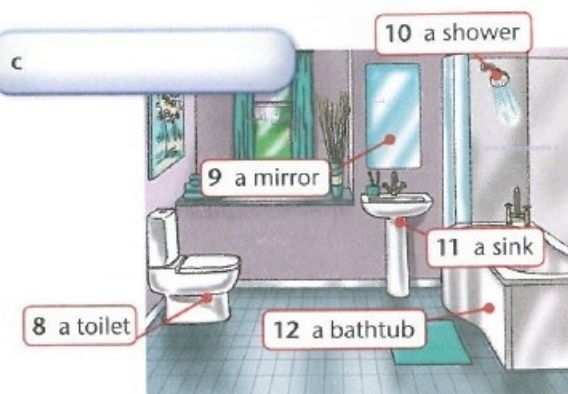
a an office



b



c



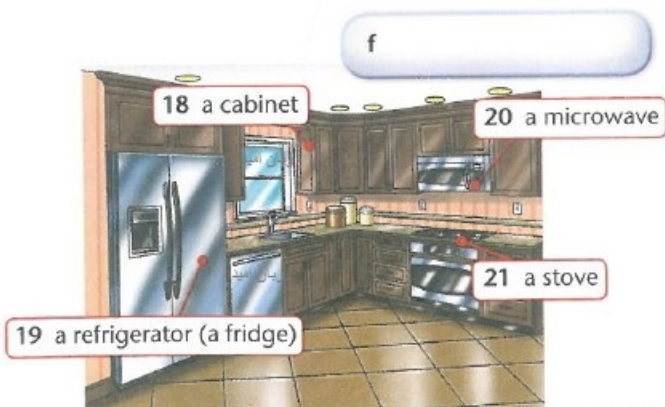
d



e



f

**VOCABULARY BOOSTER**

More home and office vocabulary • p. 129

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

- 1 It's in the
- 2 It's in the
- 3 It's in the

- 4 It's in the
- 5 They're in the
- 6 It's in the

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

“ What’s in your living room? ”

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

NOW YOU CAN Talk about furniture and appliances

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

A: This is a nice sofa. What do you think?

B: Actually, I think it’s beautiful.

A: And what about this lamp?

B: I don’t know. I’m not sure.

▶ 3:33
Positive and negative adjectives

😊	😞
beautiful	ugly
nice	awful
great	terrible

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

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

A: This is a nice What do you think?

B: Actually, I think it’s

A: And what about this ?

B:

DON'T STOP!

Ask about other furniture and appliances.



RECYCLE THIS LANGUAGE.

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



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

EXTENSION

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

Where Do You Live?



Jeewhan Yoon

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

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

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

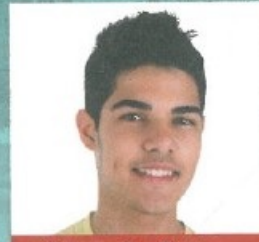


Tina Williams

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

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

It's small, but I love my house!



Eduardo Calero

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

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

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

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

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

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

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

GRAMMAR BOOSTER

Unit 8 review • p. 140

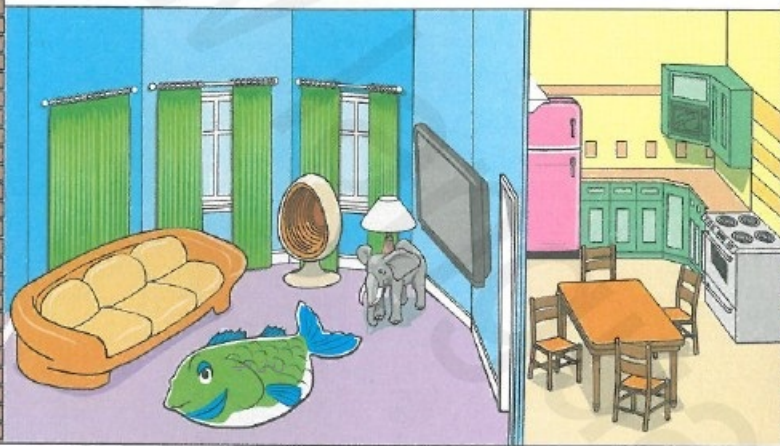
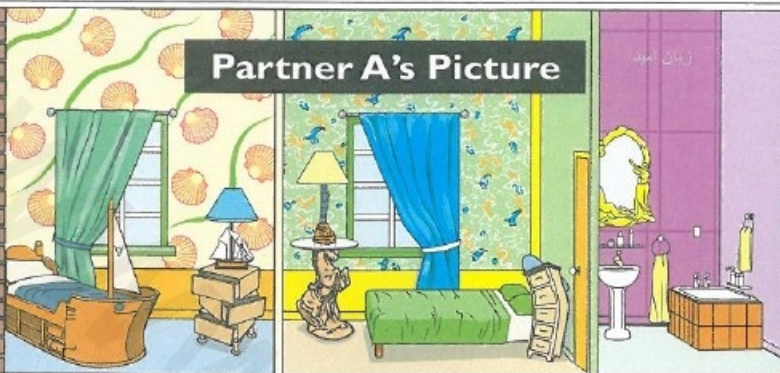
For additional language practice...

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

DIGITAL
SONG

DIGITAL
KARAOKE

Partner A's Picture



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

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

PAIR WORK

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.

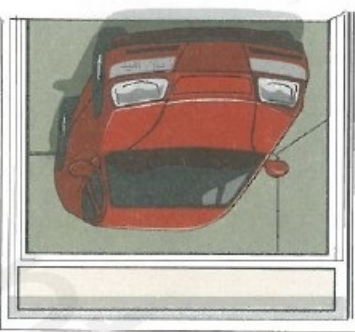
WRITING Compare your home with one of the homes in the Reading on page 70. For example:

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

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

UNIT

9

Activities and Plans

LESSON 1

GOAL

Describe today's weather

VOCABULARY BOOSTER

More weather vocabulary • p. 130

- 1 **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 **LISTENING COMPREHENSION**

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

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

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

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

Affirmative

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

Negative

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

Present participles

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

Some others:

doing, listening, reading, working, meeting, getting

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4 GRAMMAR • The present continuous: yes / no questions

Are you **eating** right now?

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

Is she **taking** the bus?

Yes, she is. / No, she's not. [OR No, she isn't.]

Is it **raining**?

Yes, it is. / No, it's not. [OR No, it isn't.]

Are they **walking**?

Yes, they are. / No, they're not. [OR No, they aren't.]

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

1 now, and a nice, warm sweater.
It / snow I / wear

2 ? Yes, he his textbook.
he / study He / read

3 dinner right now. late at the office.
Dad / not make He / work

4 , and a shower.
Jerome / exercise Ann / take

5 TV. to music.
The children / not watch They / listen

6 this morning? No. It's cloudy and windy, but it
it / rain not rain

7 in the office right now? Yes,
they / meet

DISTAL
MORE
EXERCISES

NOW YOU CAN Describe today's weather

1 ▶ 3:39 CONVERSATION MODEL Read and listen.

A: Hi, Molly. Jonathan.

B: Hey, Jonathan. Where are you?

A: I'm calling from Vancouver.

How's the weather there in São Paulo?

B: Today? Awful! It's raining and cold.

A: No kidding! It's hot and sunny here.

bad ☹️

Awful!

Terrible!

good 😊

Nice!

Great!

Beautiful!

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

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

A: Hi,

B: , Where are you?

A: I'm calling from

How's the weather there in ?

B: Today? It's

A: No kidding! It's here.

DON'T STOP!

Tell your partner what you're wearing.

I'm wearing ____.

I'm not wearing ____.



4 CHANGE PARTNERS Describe the weather in other places.

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

1 today

Monday, August 2	
8:00 AM	
9:00 AM	
10:00 AM	
11:00 AM	
12:00 PM	
1:00 PM	
2:00 PM	
3:00 PM	
4:00 PM	
5:00 PM	
6:00 PM	
7:00 PM	
8:00 PM	

5 tomorrow

Tuesday, August 3	
8:00 AM	
9:00 AM	
10:00 AM	

6 the day after tomorrow

Wednesday, August 4	
8:00 AM	
9:00 AM	
10:00 AM	

7 next Monday

Monday, August 9	
8:00 AM	
9:00 AM	
10:00 AM	

2 this morning

3 this afternoon

4 this evening / tonight

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.



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

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

home. But later she has plans. She 2

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

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

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

she 4, and at 5:30, she 5

Sandy at the City Bookstore. The day after

tomorrow, she 6, and she

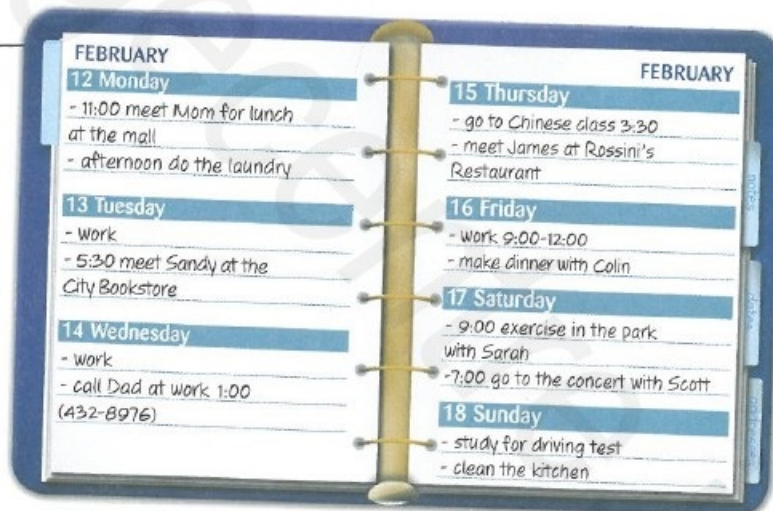
..... her dad at 1:00. Then, at 3:30 on Thursday afternoon, she 8 to Chinese class.

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

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

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

she 14 for her driving test and 15 the kitchen.

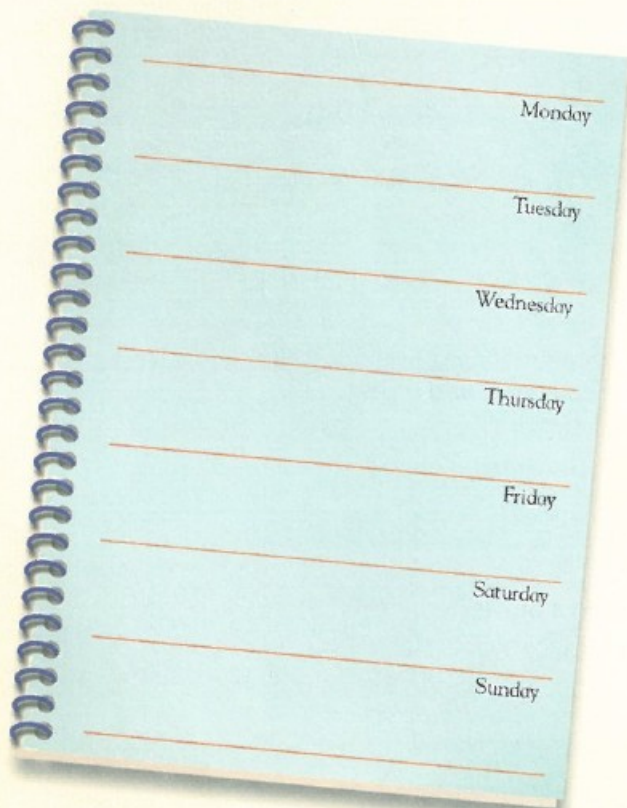


- 4 **PAIR WORK** Ask your partner yes / no questions about Marissa's schedule. Use the present continuous. Answer your partner's questions.

“ Is Marissa exercising on Tuesday? ”

NOW YOU CAN Discuss plans

- ▶ 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.



DIGITAL VIDEO

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

DON'T STOP!

Ask about plans for other days of the week.



RECYCLE THIS LANGUAGE.

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

Adjectives for weather
 bad good
 awful nice
 terrible great
 ugly beautiful

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

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

1 GRAMMAR • The present continuous: information questions

What **is** she **watching**? (A TV program.)

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.

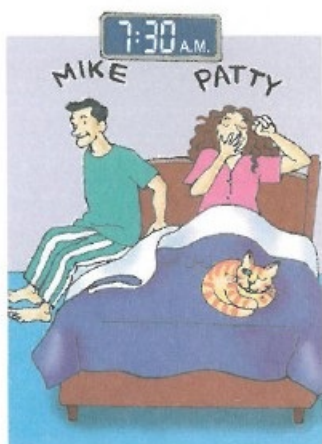
Who **is working**? (Ben.)

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

“ It's 8:20. What's Mike doing? ”

“ He's eating breakfast. ”

3 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

base form present participle
talk → **talk**ing
read → **read**ing
watch → **watch**ing

base form present participle
make → **mak**ing
take → **tak**ing
come → **com**ing

Remember:

shop → **shop**ping

get → **get**ting

put → **put**ting

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

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

6 LISTENING COMPREHENSION Listen. Complete each statement in the present continuous.

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

NOW YOU CAN Ask about people's activities

1 CONVERSATION MODEL Read and listen.

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

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

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

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

DON'T STOP!

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



4 CHANGE PARTNERS Ask and talk about other activities.

EXTENSION

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



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

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

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

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

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

comb your hair
drive
exercise
talk on the phone
get dressed
take a shower
read
watch TV

go to bed
brush your teeth
wash the dishes
take out the garbage

check e-mail
listen to music
put on makeup

Are you putting on makeup?



GRAMMAR BOOSTER

Unit 9 review • p. 141

PAIR WORK Create telephone conversations for Sam and Debbie on Thursday and on Saturday. Ask about activities and plans. Ask about the weather. For example:

This afternoon I'm going shopping. Then tonight I'm...

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

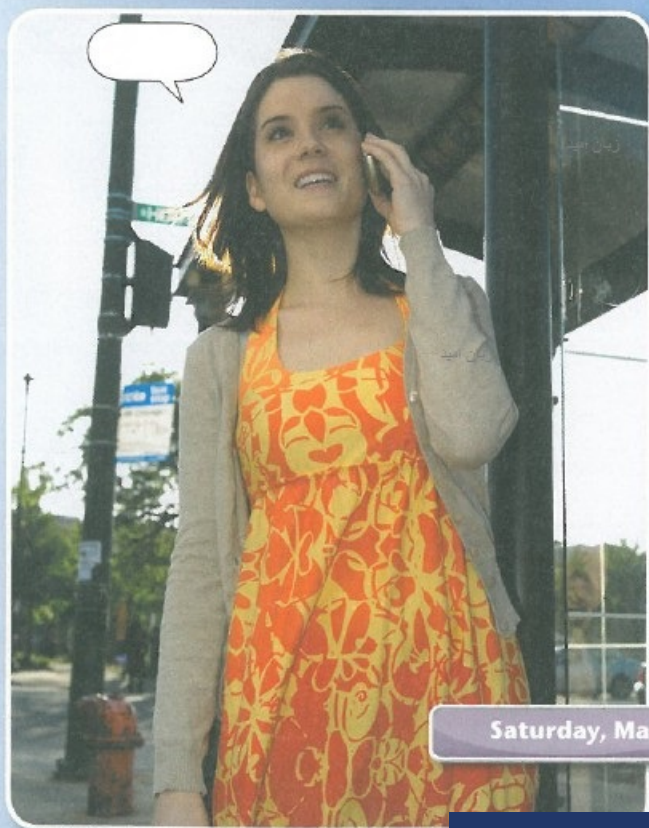
I'm going out for dinner on Saturday.

WRITING BOOSTER p. 148

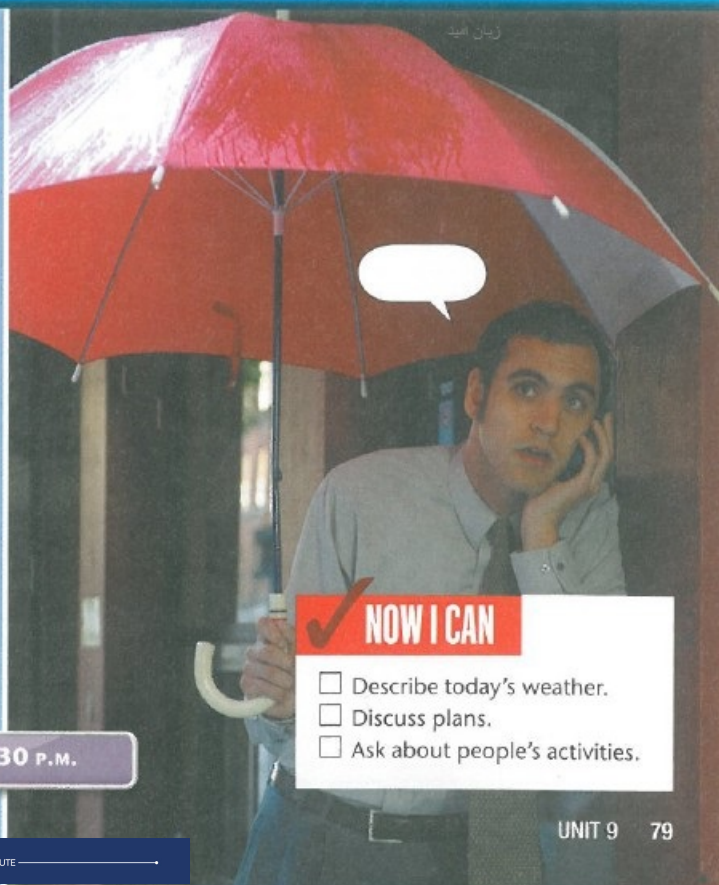
Guidance for this writing exercise



Thursday, May 5, 1:20 P.M.



Saturday, May 7, 6:30 P.M.



NOW I CAN

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

UNIT 10 Food

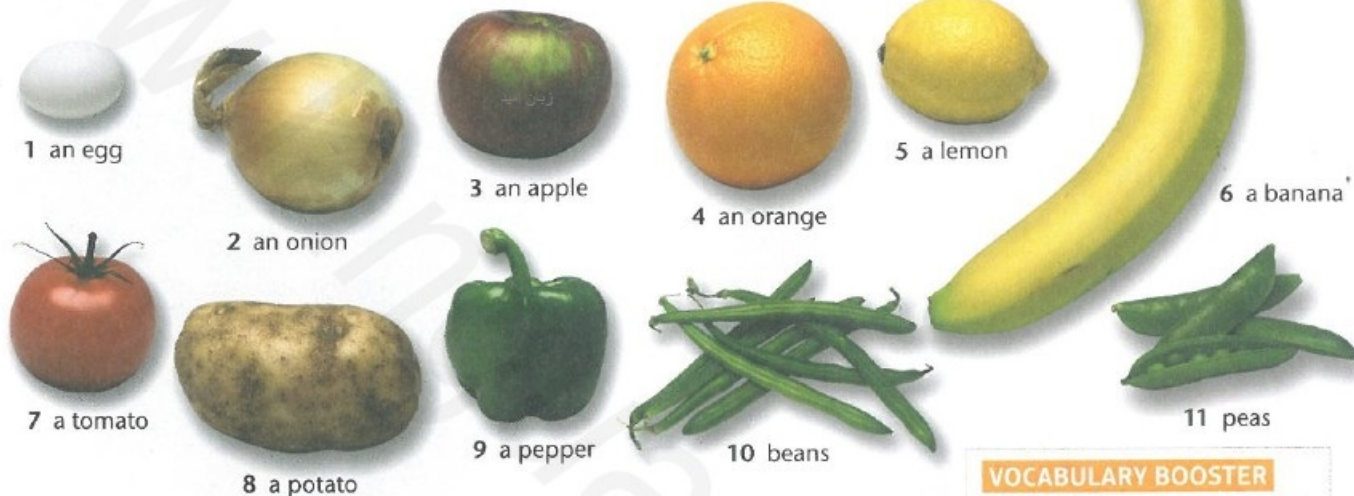
COMMUNICATION GOALS

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

LESSON 1 GOAL Discuss ingredients for a recipe

DIGITAL
FLASH
CARDS









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



VOCABULARY BOOSTER

More vegetables and fruits • p. 131

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

								
1		✓					✓	✓
2								
3								
4								
5								

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

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

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

Use How many and Are there any with plural nouns.

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

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

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

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

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



1 in the fridge (in the refrigerator)



2 on the shelf



3 on the counter

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

“ How many potatoes are there on the shelf? ”

“ There are three. ”

NOW YOU CAN Discuss ingredients for a recipe

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

Continue with the other ingredients in the recipe.

DON'T STOP!

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

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.

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

Green Bean Salad

Ingredients:
beans
peas
onions



Fruit Salad

Ingredients:
apples
bananas
oranges



Tomato Potato Soup

Ingredients:
tomatoes
potatoes
onions



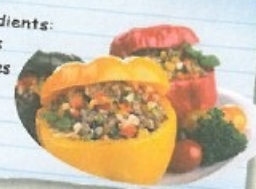
Potato Pancakes

Ingredients:
potatoes
onions
eggs



Stuffed Peppers

Ingredients:
peppers
tomatoes
onions



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

DRINKS



1 water



2 coffee



3 tea



4 juice



5 milk



6 soda

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FOODS



7 bread



8 pasta



9 rice



10 cheese



11 meat



12 chicken



13 fish



14 oil



15 butter



16 sugar



17 salt



18 pepper

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

“ I like cheese. ”

“ Me too! Cheese is my favorite food! ”

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

3 GRAMMAR • Count nouns and non-count nouns

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

I want **an apple**.

I like **bananas**.

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

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

I don't eat **sugar**.

Rice is good for you.

Pasta is my favorite food.

Be careful!

- Use singular verbs with non-count nouns.

Rice is good for you.

NOT Rice are good for you.

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

rice NOT a-rice

NOT two-rices

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

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

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

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

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

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

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

Remember:

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

How many apples are there?

NOT ~~How much~~ apples are there?

- 6 **VOCABULARY** • *Containers and quantities* Read and listen. Then listen again and repeat.



1 a box of pasta



2 a loaf of bread



3 a bottle of juice



4 a can of soda



5 a bag of onions

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

1 loaves of bread do you need?

2 bags of potatoes do we have?

3 cheese is there in the fridge?

4 sugar do you want in your tea?

5 eggs are there for the potato pancakes?

6 cans of tomatoes are there on the shelf?

NOW YOU CAN Offer and ask for foods

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

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

A: Would you like or?

B: I'd like, please. Thanks.

A: And would you like?

B:

A: Please pass the

B: Here you go.

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



1 GRAMMAR • The simple present tense and the present continuous

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

I **like** coffee. NOT I'm **liking** coffee.

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

I **cook** dinner every day.

I never **eat** eggs for breakfast.

Use the present continuous for actions in progress right now.

We're **making** dinner now.

She's **studying** English this year.

Be careful!

Don't say: We **cook** dinner now.

Don't say: I **am cooking** dinner every day.

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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?
eat

2 Where he usually lunch—at home or at the office?
eat

3 They a lot of sugar in their tea.
not like

4 We the kitchen every day.
clean

5 Elaine and Joe aren't here. They to work.
drive

6 Why six cans of tomatoes?
you / need

..... tomato soup for lunch?
you / make

7 to work tomorrow?
she / go

8 How many boxes of rice?
he / want

9 I a bottle of juice in the fridge.
not have

10 I can't talk right now. I
study

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



May

10 Monday

Teach English [intermediate]
at SCS: 10:00 A.M.

11 Tuesday

Work at home 8:00-12:00
Teach English [beginning] at Bank
Street School: 4:00-6:00

12 Wednesday

Teach English [intermediate]
at SCS: 10:00 A.M.

May

Thursday 13

Work at home 8:00-12:00
Teach English [beginning] at Bank
Street School: 4:00-6:00

Friday 14

Study Chinese

Saturday 15

Laundry / shopping

Sunday 16

Cook for Mom and Dad

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

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

“ Does Suzanne
teach English? ”

“ Yes, she does. ”

“ What's Suzanne
doing right now? ”

“ She's listening to music. ”

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

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

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

fish

six

NOW YOU CAN Invite someone to join you at the table

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

A: Hi, Alison. Nice to see you!

B: You too, Rita. Do you come here often?

A: Yes, I do. Would you like to join me?

B: Sure. What are you drinking?

A: Lemonade.

B: Mmm. Sounds good.

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

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

A: Hi, Nice to see you!

B: You, too, Do you come here often?

A: Yes, I do. Would you like to join me?

B: Sure. What are you?

A:

B: Mmm. Sounds good.

DON'T STOP!

Offer foods and drinks.



RECYCLE THIS LANGUAGE.

Would you like [coffee]?

Yes, thanks. / No, thanks.

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



EXTENSION

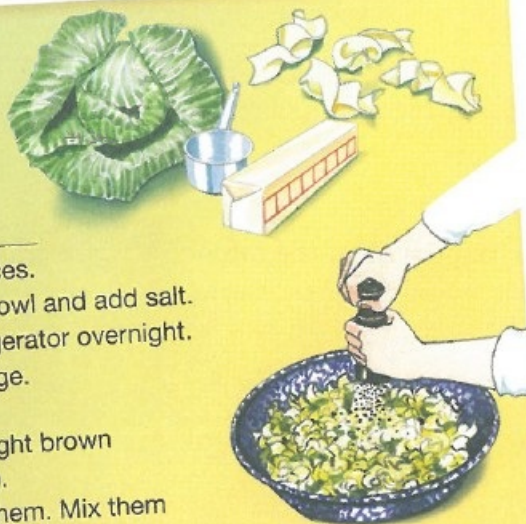
- 1 ▶4:14 **READING** Read a recipe with only three ingredients.

Hungarian Cabbage and Noodles

Ingredients

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

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



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

- ▶4:15 **Cooking verbs**



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

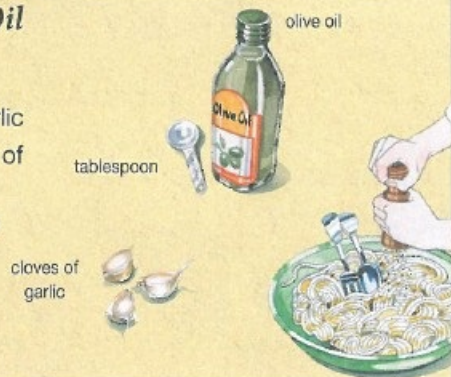
- 1 How many ingredients does the recipe have?
- 2 What are the ingredients?
- 3 Is there any butter or oil in the recipe?

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

Pasta with Garlic and Olive Oil

Ingredients:

- ___ cloves of garlic
- ___ tablespoons of olive oil
- ___ box of pasta



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

“ My favorite food for breakfast is eggs. ”

GRAMMAR BOOSTER

Unit 10 review • p. 142

For additional language practice...

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

DIGITAL
SONG

DIGITAL
KARAOKE

Monday / Wednesday / Friday

Michael: do laundry

(Monday only)

Sylvia: go shopping

Sylvia: cook dinner

Tuesday / Thursday / Saturday

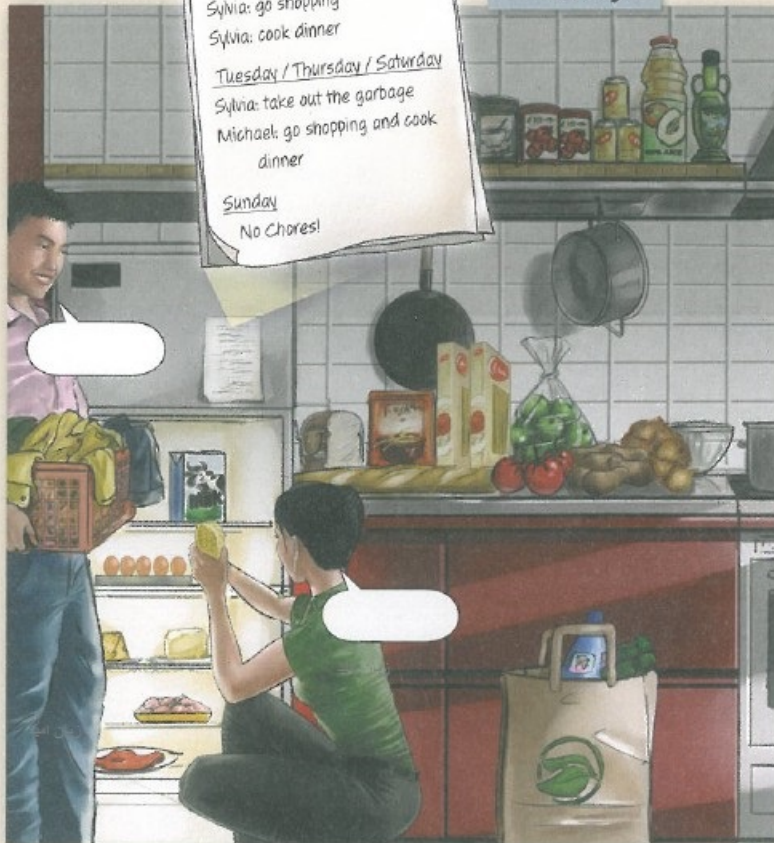
Sylvia: take out the garbage

Michael: go shopping and cook dinner

Sunday

No Chores!

Monday



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

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

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

PAIR WORK

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

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

B: There are two.

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

A: Would you like peas?

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

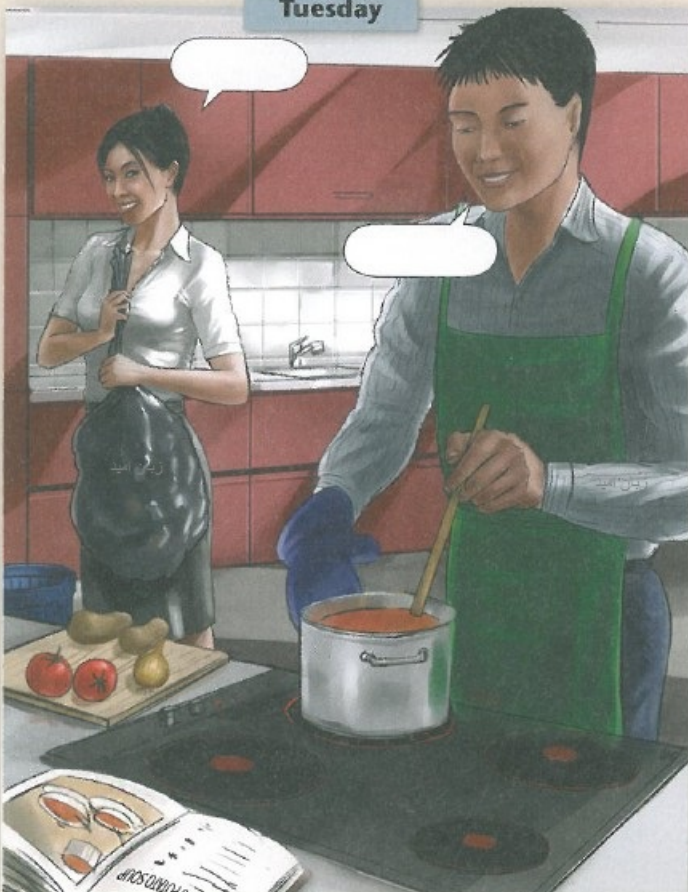
WRITING Write about what you eat on a typical day. Start like this:

For breakfast I eat...

WRITING BOOSTER p. 148

Guidance for this writing exercise

Tuesday



Friday



NOW I CAN

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

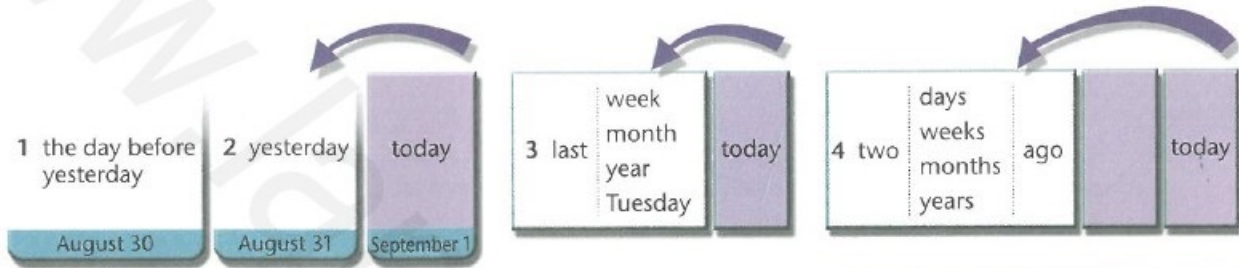
COMMUNICATION GOALS

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

UNIT 11 Past Events

LESSON 1 GOAL Tell someone about an event

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



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

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

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



▶ 4:20 Years, decades, and centuries

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

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

Statements

Singular

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

There was a concert last night.

Questions

Singular

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

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

Plural

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

There were two movies last weekend.

Plural

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

Where **were** they last weekend?
When **were** you at the bookstore?
Who **were** those students?"

Contractions

was not → **wasn't**
were not → **weren't**

- 5 **GRAMMAR PRACTICE** With a partner, take turns asking and answering the questions about the calendar. Today is April 20.

- 1 What day was yesterday?
- 2 What day was six days ago?
- 3 What day was one month ago?
- 4 What day was the day before yesterday?
- 5 What were the dates of last Saturday and Sunday?
- 6 What day was two months ago?

“ Yesterday was April 19th. ”

APRIL						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

- 6 ▶4:22 **LISTENING COMPREHENSION** Listen to the conversations about events. Then listen again and circle the correct day or month.

- 1 If today is Sunday, then the party was on (Saturday / Friday / Thursday).
- 2 If this is January, then their birthdays were in (February / December / January).
- 3 If today is Friday, then the game was on (Monday / Thursday / Wednesday).

NOW YOU CAN Tell someone about an event

- 1 ▶4:23 **CONVERSATION MODEL** Read and listen.

A: Where were you last night?
 B: What time?
 A: At about 8:00.
 B: I was at home. Why?
 A: Because there was a great party at Celia's house.
 B: There was? Too bad I wasn't there!

- 2 ▶4:24 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

- 3 **CONVERSATION ACTIVATOR** Make a list of places for an event in your city or town. Use the pictures for kinds of events. With a partner, change the conversation, using your events. Then change roles.

A: Where were you?
 B: What time?
 A: At about
 B: I was at Why?
 A: Because there was a at
 B: There was? Too bad I wasn't there!



- 4 **CHANGE PARTNERS** Talk about other events and places.

1 GRAMMAR • The simple past tense: statements

Use the past tense form for affirmative statements. Use **didn't** + the base form for negative statements.

Affirmative

I
You
She **liked** the movie.
We
They

Negative

I
You
She **didn't like** the concert.
We
They

Form: regular verbs

Add **-ed** to the base form.

If the base form ends in **-e**, add **-d**.

call → called like → liked

BUT: study → studied

shop → shopped

Irregular verbs

Use the past tense form of irregular verbs in affirmative statements.

In negative statements, use **didn't** + the base form.

I **went** to a party. **BUT** I **didn't go** to the movies.
We **made** dinner. **BUT** We **didn't make** breakfast.

▶ 4:25 Irregular verbs (Also see page 124.)

buy → bought	eat → ate	read → read
come → came	get → got	say → said
cut → cut	go → went	see → saw
do → did	have → had	take → took
drink → drank	make → made	think → thought
drive → drove	put → put	write → wrote

2 ▶ 4:26 PRONUNCIATION • The regular simple past tense ending Listen. Then listen again and repeat.

1 /d/

listened = listen/d/

exercised = exercise/d/

2 /t/

liked = like/t/

washed = wash/t/

3 /ɪd/

wanted = want/ɪd/

needed = need/ɪd/

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

< INBOX (12)

AV

Hi, Lucille: Yesterday was a really nice day. I early, my teeth,
 breakfast, and my house—all before 8:30. Then I
 until noon. After lunch, I to the weather report, and the weather
 warm. I all my grandchildren here. They here in the afternoon.
 We together for a while, and then the younger children a nap.
 The older ones to the park and soccer. At the end of the day, I
 dinner for all the children. They the dinner because it was pasta.
 The kids everything and more! Great day!
 Brian

4 GRAMMAR • The simple past tense: questions

Question forms are the same with regular and irregular verbs.

Did	I you he she we they	watch TV last night? see a movie?	Yes, No,	I you he she we they	did. didn't.
-----	-------------------------------------	--------------------------------------	-------------	-------------------------------------	-----------------

Where **did** you **go** last weekend?
What time **did** they **go** out to dinner?
What **did** your friend **watch** on TV?
How many cups of coffee **did** she **drink**?
Who **did** they **see** yesterday?

Be careful!

Remember: Word order changes when **Who** is the subject of the sentence:

Who went to the mall this morning? (We did.)

5 GRAMMAR PRACTICE Complete the conversations, using the simple past tense.

1 A: Where on Saturday?

1 your family / go

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

A: out to eat afterwards?

4 you / go

B: Yes, we
5 6 We / eat
Indonesian food. a lot of pepper.
7 It / have

A: But
8 I / think 9 your husband / not like
peppery food.

B: Actually, a little and

10 he / eat

..... it was good.

11 he / say

2 A: out the garbage this morning?

12 who / take

B: Actually, Laura

A: And the laundry?

13 14 who / do

B: I'm not sure. But I think the
15 Laura / do
laundry this morning, too.

A: That's great, but any household
16 you / do
chores?

B: Me? Last week all the chores:

17 I / do

..... shopping, and home

18 I / go

19 I / come

early, and dinner every night.

20 I / make

NOW YOU CAN Describe your past activities

1 ▶ 4:27 CONVERSATION MODEL Read and listen.

A: So what did you do yesterday?

B: Well, I got up at seven, I made breakfast, and then I went to work.

A: What about after work? Did you do anything special?

B: Not really. I just made dinner and watched a movie.

2 ▶ 4:28 RHYTHM AND INTONATION Listen again and repeat.
Then practice the Conversation Model with a partner.

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

A: So what did you do ?

B: Well, I, and then I

A: What about ? Did you do anything special?

B:

4 CHANGE PARTNERS Ask about other past activities.

DON'T STOP!

Ask more questions.

Did you [wash the dishes]?

Who [took out the garbage]?

When did you [go to the movies]?

Ideas

- household chores
- leisure activities
- entertainment events

VOCABULARY BOOSTER

More outdoor activities • p. 132

DIGITAL
FLASH
CARDS

1 4:29 VOCABULARY • Outdoor activities Read and listen. Then listen again and repeat.



1 go to the beach



2 go running



3 go bike riding



4 go for a walk



5 go swimming



6 go for a drive

2 PAIR WORK Ask and answer questions with When and How often and the Vocabulary. Use the simple present tense.

“ How often do you go to the beach? ”

“ I go about once a month. ”

3 4:30 LISTENING COMPREHENSION Listen to the conversations. Then check the correct picture to complete each statement.

1 Rosalie went ____.

a ☐b ☐

2 She's going ____.

a ☐b ☐

3 They're going ____.

a ☐b ☐

4 He went ____.

a ☐b ☐

NOW YOU CAN Talk about your weekend

1 ▶ 4:31 CONVERSATION MODEL Read and listen.

A: Did you have a good weekend?

B: Let me think. . . Oh, yeah. I had a great weekend.

A: What did you do?

B: Well, on Saturday, my friends and I went bike riding and to a movie. Then on Sunday, I went for a drive. What about you?

A: Well, on Saturday, the weather was great, so I went for a walk. And on Sunday, my family and I went to the beach.

2 ▶ 4:32 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

3 NOTEADDING On the notepad, write what you did on the weekend.

On Saturday

On Sunday

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4 CONVERSATION ACTIVATOR With a partner, personalize the conversation. Use your own information and the simple past tense.

A: Did you have a good weekend?

B: Let me think . . . Oh, yeah. I

A: What did you do?

B: Well, Then What about you?

A: Well, on, the weather was, so I And on Sunday,

5 CHANGE PARTNERS Talk about more weekend activities.

DON'T STOP!

Ask your partner more questions.



RECYCLE THIS LANGUAGE.

Really?

Did you do anything special?


What time did you come home?

Is [the beach] far from here?



Do you [go swimming] often?

How often do you [go bike riding]?


1 4:33 **READING** Read about what people did last weekend.



FriendsZone

What did you do last weekend?




Gaby Pérez

My husband and I live in Guadalajara, in the Mexican state of Jalisco. We love the beach, so last Friday we got up early and drove to Puerto Vallarta, about three and a half hours from home. The drive was nice, and we sang as we drove. On Friday night we had a great dinner at a wonderful fish restaurant. Then we got up early on Saturday, and because the weather was great, we went to the beach before breakfast! Sunday was pretty much the same. What a great weekend!

Location: Mexico

Comment




Kwan-Jin Park

I'm a university student from Korea, but this month I'm visiting my aunt and uncle and my cousins in Baltimore, in the U.S. state of Maryland. Last weekend, we went to New York. On Friday, we wanted to go to an American restaurant and then to an outdoor concert. But the weather was really bad—it rained, and it was so cold! We didn't go to the concert. We ate in the hotel, and we watched the concert on TV! But on Saturday and Sunday, the weather was beautiful, so we went to Central Park and saw a play outdoors. We ate right there in the park, and we had a great, great time. I loved New York.

Location: Korea

Comment



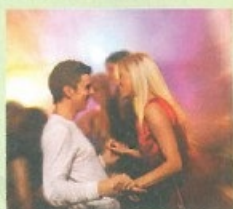
Paul Martin

Last weekend was actually pretty nice. I live in Montreal, in the Canadian province of Quebec. I invited my friends here, and we went for a walk in the Old City. We ate delicious food at a great restaurant. On Saturday, my girlfriend came here from Quebec City. We went dancing, and we stayed out so late. Here's a great picture. On Sunday, we went to the movies and to the mall. We bought new clothes. Montreal has some wonderful stores.

Location: Canada

Comment

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2 **READING COMPREHENSION** Write one yes / no question and one information question about Gaby, Kwan-Jin, and Paul. Then answer a partner's questions.

	Yes / no questions	Information questions
Gaby		
Kwan-Jin		
Paul		

Ideas

Was [Gaby] in . . .
 Did [Kwan-Jin] . . .
 Where was . . .
 Where did . . .
 What did . . .
 Who was with . . .
 When did . . .
 What did . . .


last weekend?
 last Sunday?
 on Saturday?
 on Friday night?


3 **SPEAKING / GRAMMAR PRACTICE** Ask your partner questions about an activity in the past. Then tell your classmates about the activity. Use past-time expressions.


GRAMMAR BOOSTER

Unit 11 review • p. 143

For additional language practice . . .

 **TOP NOTCH POP** • Lyrics p. 150
 "My Favorite Day"

 **DIGITAL SONG**

 **DIGITAL KARAOKE**

94 UNIT 11

MELAL LANGUAGE INSTITUTE

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:

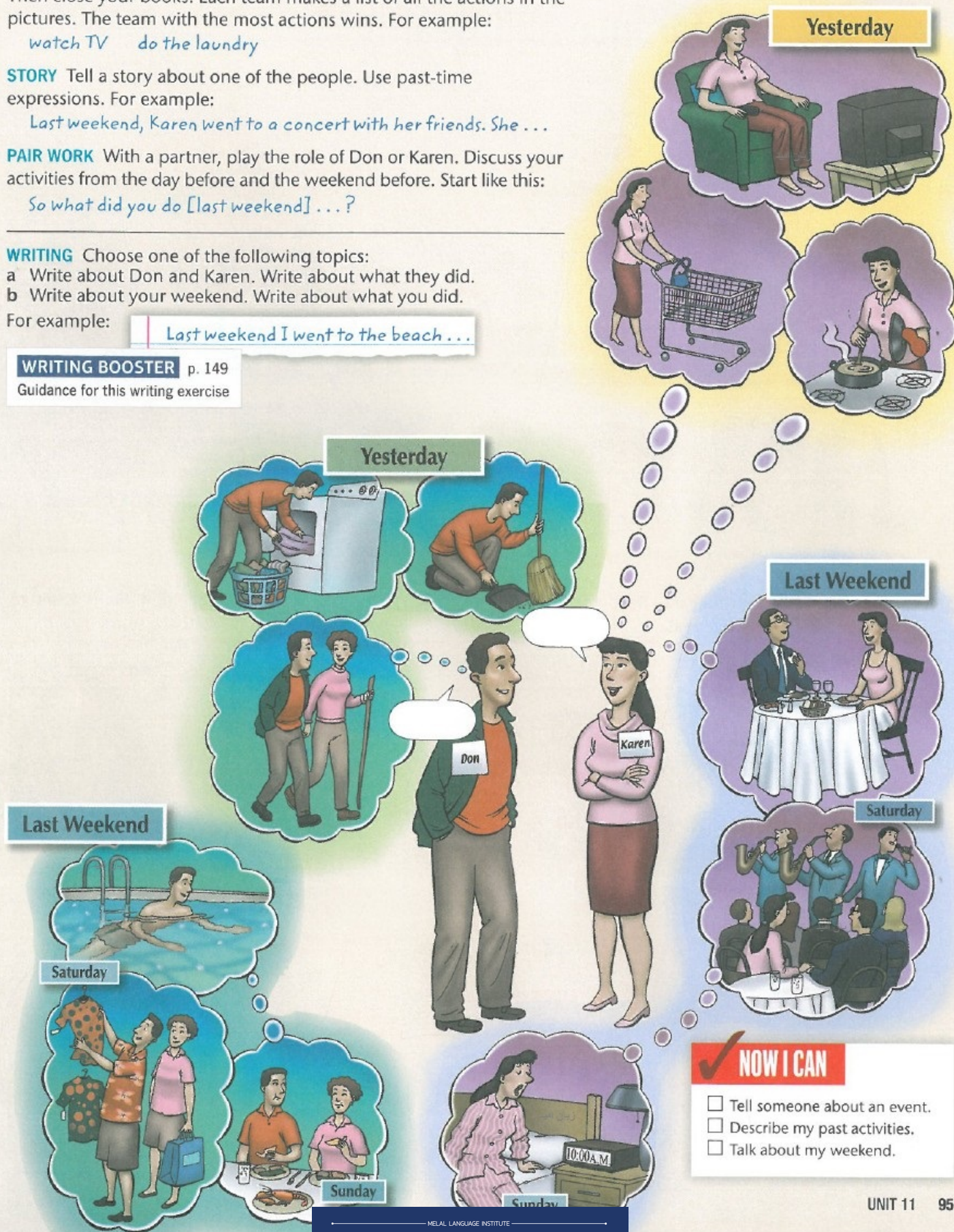
- Write about Don and Karen. Write about what they did.
- Write about your weekend. Write about what you did.

For example:

Last weekend I went to the beach ...

WRITING BOOSTER p. 149

Guidance for this writing exercise



COMMUNICATION GOALS

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

UNIT

12

Appearance and Health

LESSON

1

GOAL

Describe appearance

DIGITAL
FLASH
CARDS

- 1 ▶ 4:36 **VOCABULARY** • *Adjectives to describe hair* Read and listen. Then listen again and repeat.

1 black



2 brown



3 red



4 blonde



5 gray



6 white



7 dark

8 light



9 straight



10 wavy



11 curly



12 long



13 short

14 He's bald.

15 He has a mustache.

16 He has a beard.

17 He wears glasses.



DIGITAL
FLASH
CARDS

- 2 ▶ 4:37 **VOCABULARY** • *The face* Read and listen. Then listen again and repeat.

1 eye

2 eyebrow

3 eyelashes

4 nose

6 mouth

8 chin

5 ear

7 teeth



9 brown eyes



10 blue eyes



11 green eyes

two teeth
BUT one tooth

- 3 ▶ 4:38 **LISTENING COMPREHENSION** Listen to the descriptions. Write the number of the conversation in the circle.



4 GRAMMAR • Describing people with be and have

With be

Her **eyes** are **blue**.
Their **hair** is **gray**.
Her **eyelashes** are **long and dark**.

With have

She has **blue eyes**.
They have **gray hair**.
She has **long, dark eyelashes**.

Remember:

Adjectives come before the nouns they describe.
She has blue eyes. NOT She has eyes blue.

Adjectives are never plural.

She has blue eyes. NOT She has blues eyes.
Her eyes are blue. NOT Her eyes are blues.

5 GRAMMAR PRACTICE Complete each sentence with the correct form of be or have.

- 1 A: What does your brother look like?
B: Well, he a mustache and wavy hair.
And he wears glasses.
- 2 A: What does your mother look like?
B: Her hair curly and black.
- 3 A: What does her father look like?
B: He a short, gray beard.
- 4 A: What does his grandmother look like?
B: She curly, gray hair and beautiful eyes.
- 5 A: What does his sister look like?
B: His sister? Her hair long and pretty!
- 6 A: What do your brothers look like?
B: They straight, black hair, and they wear glasses.

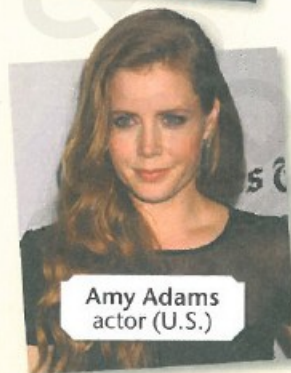
NOW YOU CAN Describe appearance

1 ▶ 4:39 CONVERSATION MODEL Read and listen.

- A: Who's that? She looks familiar.
B: Who?
A: The woman with the long, dark hair.
B: Oh, that's Ivete Sangalo.
She's a singer from Brazil.
A: No kidding!



2 ▶ 4:40 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.



3 CONVERSATION ACTIVATOR With a partner, change the conversation. Talk about the people in the photos. (OR use your own photos.) Then change roles.

- A: Who's that? looks familiar.
B: Who?
A: The with the
B: Oh, that's 's from
A: No kidding!



DON'T STOP!

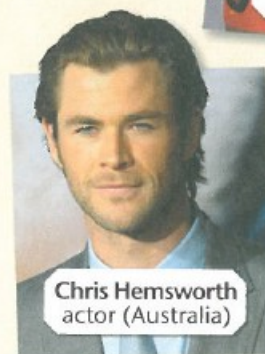
Say more about the person's appearance.



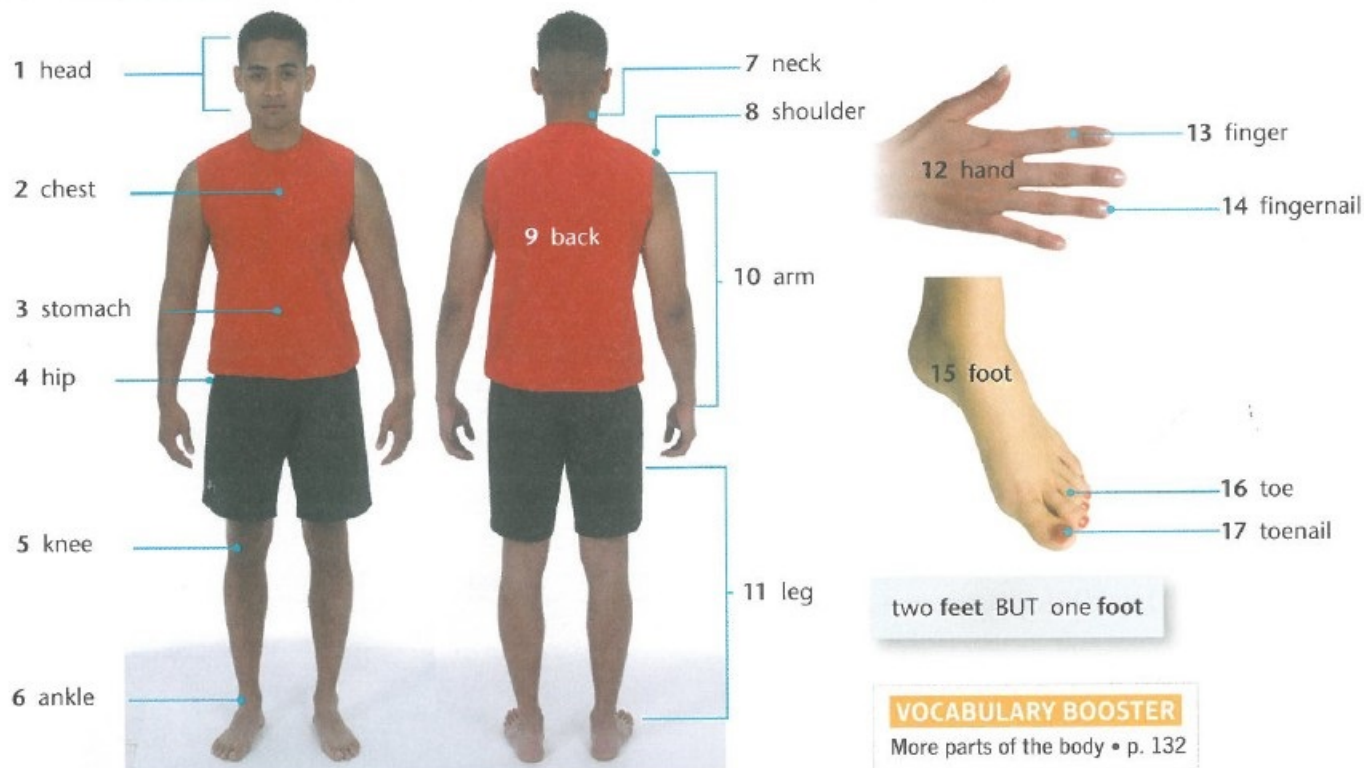
RECYCLE THIS LANGUAGE.

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.



1 ▶ 4:41 **VOCABULARY** • *Parts of the body* Read and listen. Then listen again and repeat.



VOCABULARY BOOSTER

More parts of the body • p. 132

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



▶ 4:43 base form	past form
burn	→ burned
hurt	→ hurt
cut	→ cut
break	→ broke
fall	→ fell

3 ▶ 4:42 **VOCABULARY** • *Accidents and injuries* Read and listen. Then listen again and repeat.



1 He **burned** his finger.



2 She **hurt** her back.



3 She **cut** her hand.



4 He **broke** his arm.



5 He **fell** down.

- 4 ▶ 4:44 **LISTENING COMPREHENSION** Listen to the conversations. Write each injury. Then listen again and check your work.

1 She burned her arm
 2 He
 3 She

4 He
 5 She
 6 He

DIGITAL
VIDEO
COACH

- 5 ▶ 4:45 **PRONUNCIATION • More vowel sounds** Read and listen. Then listen again and repeat. Then practice saying the words on your own.

1 /u/	2 /ʊ/	3 /oʊ/	4 /ɔ/	5 /ɑ/
tooth	should	nose	awful	blonde
blue	good	toe	fall	hot
food	foot	broke	long	wash

NOW YOU CAN Show concern about an injury

- 1 ▶ 4:46 **CONVERSATION MODEL** Read and listen.

A: Hey, Evan. What happened?

B: I broke my ankle.

A: I'm sorry to hear that. Does it hurt a lot?

B: Actually, no. It doesn't.

▶ 4:48

Ways to express concern

I'm sorry to hear that.
 Oh, no.
 That's too bad.

- 2 ▶ 4:47 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

- 3 **CONVERSATION ACTIVATOR** With a partner, change the conversation. Use the pictures for ideas. Then change roles.

A: Hey, What happened?

B: I

A: Does it hurt a lot?

B: Actually, It



- 4 **CHANGE PARTNERS** Discuss other injuries.

1 ▶ 4:49 **VOCABULARY** • Ailments Read and listen. Then listen again and repeat.

I don't feel well. I have ...



1 a headache



2 a stomachache



3 an earache



4 a toothache



5 a backache



6 a cold



7 a sore throat



8 a fever



9 a cough



10 a runny nose

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

“ I had a headache last week. ”

“ Really? I never have headaches. ”

3 ▶ 4:50 **VOCABULARY** • Remedies Read and listen. Then listen again and repeat.



1 take something



2 lie down



3 have some tea



4 see a doctor / see a dentist

4 **GRAMMAR** • Should + base form for suggestions

Use should with the base form of a verb.

I
You
He
She
We
They

should take something.
shouldn't go to work.



You should
see a doctor.



He shouldn't go
to school today.



- 5 ▶ 4:51 **LISTENING COMPREHENSION** Listen to the conversations. Check the correct ailments. Then complete the suggestion for a remedy each person gives. Use should.

	a cold	a fever	a headache	a stomachache	a sore throat	a backache	a toothache	Remedy
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	She <i>should take something</i> .
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	He
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	She
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	He
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	She
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	He

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

Partner A's ailments

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

Partner B's ailments

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

NOW YOU CAN Suggest a remedy

- 1 ▶ 4:52 **CONVERSATION MODEL** Read and listen.

- A: I don't feel well.
 B: What's wrong?
 A: I have a headache.
 B: Oh, that's too bad. You really should take something.
 A: Good idea. Thanks.
 B: I hope you feel better.

▶ 4:54
Ways to say you're sick
 I don't feel well.
 I feel terrible.
 I don't feel so good.

- 2 ▶ 4:53 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

- 3 **CONVERSATION ACTIVATOR** With a partner, change the conversation. Suggest a remedy with should. Then change roles.

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

DON'T STOP!

Give other advice, using should or shouldn't.

Ideas

- ✓ go to bed ✗ go to class
 ✓ take a nap ✗ exercise

- 4 **CHANGE PARTNERS** Discuss other ailments.



EXTENSION

- 1 **READING** Look at the photos and read the descriptions. Do you know these famous people?

Johnny Depp

John Christopher Depp is an actor from the U.S., famous as "Johnny Depp." Depp's father was an engineer, and his mother worked in a restaurant. Before he was an actor, he was a rock musician. On a trip to Los Angeles, he met the actor Nicholas Cage. Cage gave Depp some advice: he should be an actor. Today, Depp is famous around the world for his movies.

He changes his style a lot for different movie parts. Sometimes his hair is short. Sometimes he wears glasses and has long hair. And sometimes he doesn't shave and has a mustache and a beard. Many people think he is very handsome—and a very good actor. Depp has two children, Lily-Rose and Jack.

Shakira

Shakira Isabel Mebarak Ripoll is a singer and songwriter from Barranquilla, Colombia. Her father's family came from Lebanon, so she often listened and danced to traditional Arab music. In 1996 Shakira's Spanish-language album *Pies Descalzos* made her famous all over Latin America and Spain, and she became a star. In 2001, she recorded her first songs in English on the album *Laundry Service*. Today, Shakira is a TV star too, and she is famous all over the world. When Shakira was young, she had long black hair. Later, she changed her hair style to long and blonde. But her fans think she is beautiful in any style.

- 2 **READING COMPREHENSION** Answer the questions. Write the person.

Johnny Depp
Depp's children

Depp's father
Depp's mother

Shakira
Shakira's grandparents

Nicholas Cage

- 1 Who acts in movies?
- 2 Who is a grandmother?
- 3 Who is from Lebanon?
- 4 Whose father was a musician?
- 5 Who gave good advice?
- 6 Who was an engineer?

- 3 **PAIR WORK** Partner A describes Shakira in her two pictures. Partner B describes Johnny Depp in his two pictures. Which pictures do you like?

“ I like Shakira in the first picture. She has... ”

“ I like short, wavy hair on men. ”

- 5 **GROUP WORK** Describe someone in your class. Your classmates guess who it is.

“ She's short and very good-looking. She has long hair and brown eyes. She's wearing a white blouse and a blue skirt. ”

GRAMMAR BOOSTER

Unit 12 review • p. 143



GAME Play in groups of three. Partner A: Describe a person's ailment or injury. Partners B and C: Who can point to the picture first?

For example: *He has a headache.*

PAIR WORK

- 1 Describe a person. Your partner points to the picture.
For example: *He has brown hair.*
- 2 Suggest a remedy. Your partner points to the picture.
For example: *She should see a doctor.*
- 3 Create a conversation for each situation. Start like this:
What happened? OR *I feel terrible.*

WRITING Describe someone you know. Use the vocabulary from this unit and from Unit 4. For example:

My friend Sam is very handsome.

He has short, curly hair...

WRITING BOOSTER p. 149

Guidance for this writing exercise



NOW I CAN

- ☐ Describe appearance.
- ☐ Show concern about an injury.
- ☐ Suggest a remedy.

COMMUNICATION GOALS

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

UNIT

13

Abilities and Requests

LESSON 1

GOAL

Discuss your abilities

VOCABULARY BOOSTER

More musical instruments • p. 133

1 ▶ 5:02 **VOCABULARY • Abilities** Read and listen. Then listen again and repeat.



1 sing



2 dance



3 swim



4 play the guitar / the violin



5 ski



6 cook



7 sew



8 knit



9 draw



10 paint



11 drive



12 fix things

▶ 5:03 **Adverbs well and badly**



Tom sings well.



Ryan sings badly.

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

1 I sing well.

1 I dance badly.

1

1

2

2

3

3

3 PAIR WORK Tell your partner about your abilities. Use your sentences from Vocabulary Practice with and and but.

“ I sing well, **but** I dance badly. ”

“ I draw well, **and** I paint well, too. ”

4 GROUP WORK Tell your class about some of your partner's abilities.

“ Ann sings well, **but** she dances badly. She plays the guitar, **and** she plays the violin, too. ”

5 GRAMMAR • Can and can't for ability

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



Carrie **can** play the guitar.



Josie **can't** cook.

Questions

Can you **play** the guitar?
Can he **speak** English?

Short answers

Yes, I **can**. / No, I **can't**.
Yes, he **can**. / No, he **can't**.

Use **can** or **can't** with **well** to indicate degree of ability.
She can play the guitar, but she can't play **well**.

can't = can not = cannot

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6 GRAMMAR PRACTICE Complete each conversation with **can** or **can't** and the base form of a verb.

1 A: you the guitar?

B: Yes, I But I don't play well.

2 A: Gwen well?

B: Yes, she She swims very well.

3 A: your brother?

B: My brother? No. He cook at all.

4 A: Gloria English well?

B: No, she She needs this class.

5 A: your mother?

B: Yes. She knits very well.

6 A: your sisters?

B: Yes. They go skiing every weekend.

NOW YOU CAN Discuss your abilities

1 ▶ 5:04 CONVERSATION MODEL Read and listen.

A: Can you draw?

B: Actually, yes, I can. Can you?

A: No, I can't.

B: Really? That's too bad.

▶ 5:06 Ways to respond

A: I can draw. A: I can't draw.

B: That's great! B: That's too bad.

2 ▶ 5:05 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

3 CONVERSATION ACTIVATOR With a partner, personalize the conversation. Discuss your abilities. Then change roles.

A: Can you?

B: Actually,, I Can you?

A:, I

B: Really? That's

DON'T STOP!

Ask more questions. Say more about your abilities.



4 CHANGE PARTNERS Discuss other abilities.



RECYCLE THIS LANGUAGE.

What do you [draw]? I draw [people].
How often do you [ski]? I ski [every weekend].
Where do you [sing]? I sing [in the shower].

- 1 ▶ 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.

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

- 3 **GRAMMAR** • Too + adjective

Too makes an adjective stronger. It usually gives it a negative meaning.

I'm too busy. I can't talk right now.

I'm too tired. Let's not go to the movies.

It's too late. I should go to bed.

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

Be careful!

Don't use too with a positive adjective.

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

- 4 **GRAMMAR PRACTICE** Complete each sentence. Use too and an adjective.



- 1 I don't want these shoes.
They're



- 2 It's today.
She can't go swimming.



- 3 I'm
I can't read right now.



- 4 He doesn't want that shirt.
It's



- 5 I can't talk right now.
I'm



- 6 It's for a movie.
We should go to bed.

NOW YOU CAN Politely decline an invitation

1 ▶ 5:08 CONVERSATION MODEL Read and listen.

A: Hey, Sue. Let's go to a movie.

B: I'm really sorry, Paul, but I'm too busy.

A: That's OK. Maybe some other time.

2 ▶ 5:09 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

3 CONVERSATION ACTIVATOR With a partner, change the conversation. Suggest a different activity. Use the Vocabulary and the photos (or your own ideas). Then change roles.

A: Hey, Let's go

B: I'm really sorry,, but

A: That's OK. Maybe some other time.

DON'T STOP!

Suggest another day or time.

RECYCLE THIS LANGUAGE.

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

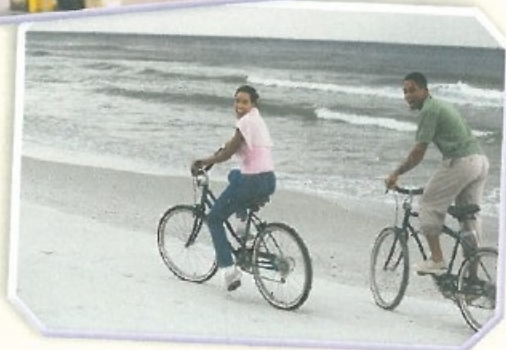
Sounds great! / OK!

I'm not hungry.

I'm too [tired / busy / full].

It's too [early / late].

It's too [windy / hot / cold / rainy] today.



4 CHANGE PARTNERS Suggest other activities and give other reasons.

1 GRAMMAR • Polite requests with Could you + base form

Use Could you and the base form of a verb to make a request.

Could you wash the dishes?

Use please to make a request more polite.

Could you please wash the dishes?

DIGITAL
FLASH
CARDS**2** ▶ 5:10 **VOCABULARY** • Favors Read and listen. Then listen again and repeat.

1 Could you please **help me**?



2 Could you please **open** the window?



Also: open the door / refrigerator

3 Could you please **close** the door?



Also: close the window / microwave

4 Could you please **turn on** the light?



Also: turn on the stove / computer

5 Could you please **turn off** the TV?



Also: turn off the microwave / light

6 Could you please **hand me** my glasses?



Also: hand me my sweater / book

3 VOCABULARY / GRAMMAR PRACTICE Complete the polite requests. Use Could you please. Use the Vocabulary and other verbs you know.

- 1 It's a little hot in here. Could you please open the window?
- 2 I have a headache. the TV?
- 3 my jacket? I'm going for a walk.
- 4 I'm going to bed. the computer?
- 5 I want to read a book. my glasses?
- 6 shopping? We need milk.
- 7 I'm busy right now. the garbage?
- 8 Let's watch a movie. the TV?

4 ▶ 5:11 **LISTENING COMPREHENSION** Listen to the conversations. Then complete each request.

- 1 Could you close the window , please?
- 2 Could you ?
- 3 Could you please ?
- 4 Could you please ?
- 5 Could you ?

DIGITAL
VIDEO
COACH

5 ▶ 5:12 **PRONUNCIATION** • *Blending of sounds: Could you . . .* Read and listen. Then listen again and repeat.

/ˈkʊdju/

- 1 **Could you** please open the window?
- 2 **Could you** please close the door?

6 **VOCABULARY / PRONUNCIATION PRACTICE** Look again at the Vocabulary. With a partner, take turns reading the requests aloud. Pay attention to blending of sounds in Could you.

NOW YOU CAN Ask for and agree to do a favor

1 ▶ 5:13 **CONVERSATION MODEL** Read and listen.

- A: Could you do me a favor?
 B: Of course.
 A: It's very cold. Could you please close the window?
 B: Sure. No problem.

▶ 5:15 **Ways to agree to a request**

Sure.
 No problem.
 Of course.
 My pleasure.
 OK.

2 ▶ 5:14 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

3 **CONVERSATION ACTIVATOR** With a partner, change the conversation. Ask for a different favor. Then change roles.

- A: Could you do me a favor?
 B:
 A: Could you please ?
 B:

DON'T STOP!

Ask for more favors:
 Could you please ____, too?



RECYCLE THIS LANGUAGE.


It's very [hot / windy]. I'm so [tired / hungry].
 I'm making lunch. I'm very busy right now.
 I'm going to bed.

4 **CHANGE PARTNERS** Ask for other favors.


Ideas for favors

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


1 ▶ 5:16 READING Read the article.



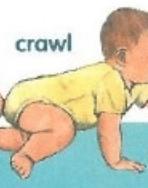
From Infant to Toddler




lie



sit






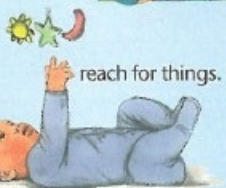


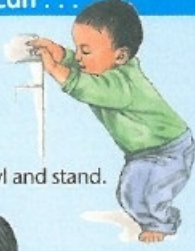


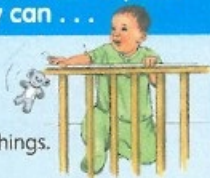





crawl



walk

At birth, an infant cannot do anything alone. But before the age of two, a baby learns many things.

Between 1 and 3 months a baby can ...	Between 3 and 6 months a baby can ...	Between 6 and 12 months a baby can ...	Between 1 and 2 years a baby can ...
<p>turn her head or smile when her mother or father speaks.</p>  <p>roll over.</p>  <p>cry when she's hungry, thirsty, or afraid.</p>  <p>see colors.</p> 	<p>laugh and make an "m" sound.</p>  <p>reach for things.</p>  <p>look at his own hands and feet.</p>  <p>sit with help.</p> 	<p>crawl and stand.</p>  <p>sit without help and pick up small things.</p>  <p>say some words.</p> 	<p>throw things.</p>  <p>say "no."</p>  <p>play next to other children.</p>  <p>walk.</p> 

2 READING COMPREHENSION Write a checkmark (✓) for the things that five-month-old babies can do, according to the article. Write an X for the things they can't do.

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> smile | <input type="checkbox"/> say some words | <input type="checkbox"/> crawl and stand | <input type="checkbox"/> throw things |
| <input type="checkbox"/> pick up small things | <input type="checkbox"/> walk | <input type="checkbox"/> reach for things | <input type="checkbox"/> sit without help |
| <input type="checkbox"/> see colors | <input type="checkbox"/> roll over | <input type="checkbox"/> laugh | |

3 ACTIVATE GRAMMAR Use the grammar. Complete the sentences about what a baby cannot do.

At one month, a baby can't crawl.

- 1 At two months,
- 2 At five months,
- 3 At eleven months,
- 4 At sixteen months,

4 GROUP WORK Discuss things children can and can't do at other ages.

“At three, a child can't ride a bicycle. But at eight, a child can do some household chores.”

GRAMMAR BOOSTER

Unit 13 review • p. 144

For additional language practice ...

TOP NOTCH POP • Lyrics p. 150

“She Can't Play Guitar”

DIGITAL
SONG

DIGITAL
KARAOKE

Let's ____.



Apartment 3A

PAIR WORK

- 1 Create conversations for the people.
A: Let's ____ B: I'm really sorry, but...
- 2 Ask and answer questions with Can about the people in Apartments 2A and 2B. For example:
Can she ____? / Can he ____?

GAME Make true and false statements about the picture. For example:

- A: The girl in Apartment 2A is opening the window.
B: That's false. She's closing the window.

STORY Create a story about what is happening in the apartment building. Start like this:

It's 9:30. In Apartment 2B, a boy is playing the violin...

WRITING Describe some things people can and can't do when they are 80 years old. For example:

At eighty, some people
can't drive, but my
grandfather can.

WRITING BOOSTER p. 149

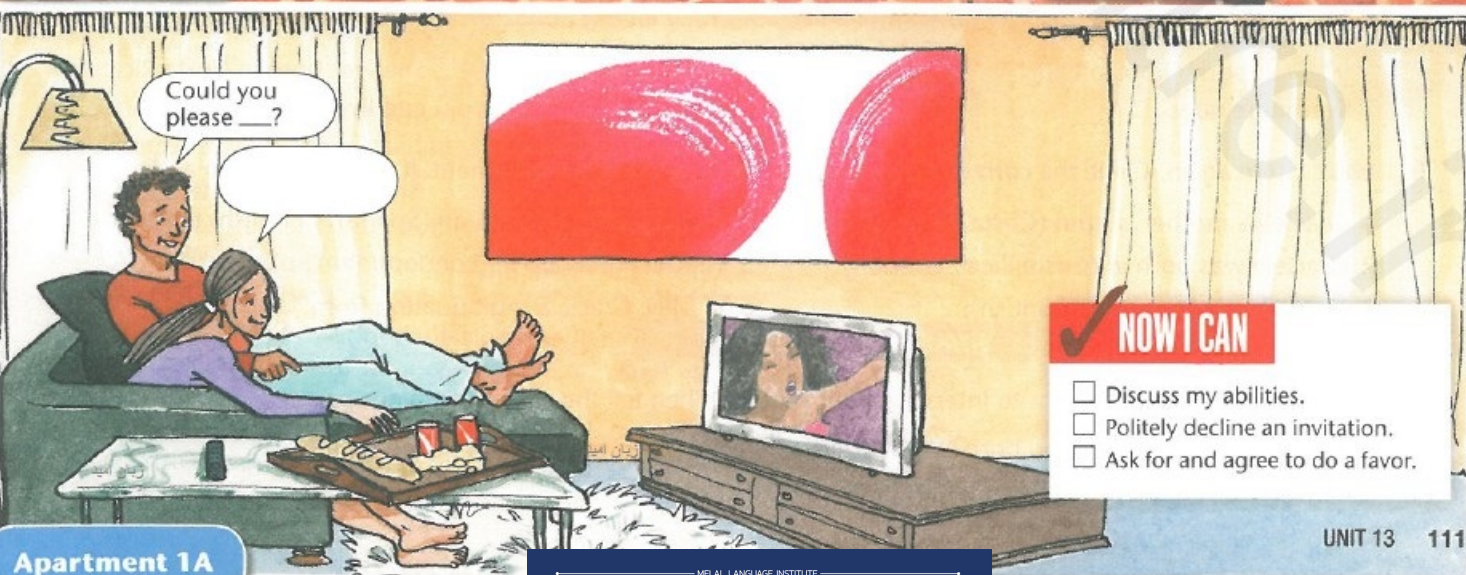
Guidance for this writing exercise



Apartment 2A



Apartment 2B



Apartment 1A

NOW I CAN

- ☐ Discuss my abilities.
- ☐ Politely decline an invitation.
- ☐ Ask for and agree to do a favor.

- 1 ▶ 5:26 **VOCABULARY** • *More leisure activities* Read and listen.
Then listen again and repeat.



1 travel



2 go camping



3 go fishing



4 relax



5 hang out with friends



6 sleep late



7 do nothing

VOCABULARY BOOSTER

More leisure activities • p. 134

Also remember:

check e-mail
exercise
go dancing
go out for dinner
go running
go to the beach
go to the movies
listen to music
paint
play soccer
read
take a nap
visit friends

- 2 ▶ 5:27 **LISTENING COMPREHENSION** Listen to the phone calls. Complete each sentence with the present continuous form of one of the words or phrases from the Vocabulary.

- Charlie is doing nothing.
- Rachel's
- They're on Saturday.
- Barbara's
- Harvey's family is

3 **GRAMMAR** • *Be going to + base form*Use **be going to** + base form to express future plans.

I'm

You're

He's

She's

We're

They're

going to relax this weekend.

I'm

You're

He's

She's

We're

They're

not going to go camping this weekend.

Contractions

is not going / 's not going / isn't going

are not going / 're not going / aren't going

Yes / no questionsAre 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 I / hang out with my parents / at the beach.
- 4 he / relax / tomorrow?
- 5 she / go fishing / with you?
- 6 we / exercise / on Saturday?
- 7 they / move?
- 8 Jeff and Joan / study / architecture.
- 9 She / graduate / in May.

NOW YOU CAN Discuss plans

1 ▶ 5:28 **CONVERSATION MODEL** Read and listen.

- A: Any plans for the weekend?
 B: Not really. I'm just going to hang out with friends. And you?
 A: Actually, I'm going to go camping.

2 ▶ 5:29 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

3 **CONVERSATION ACTIVATOR** With a partner, personalize the conversation. Use the Vocabulary or the pictures below and be going to.

- A: Any plans for ?
 B: I'm And you?
 A: Actually, I'm

DON'T STOP!

Ask about other times. Ask more questions with be going to.



RECYCLE THIS LANGUAGE.

Are you going to ____ [tonight / tomorrow / next week / after class]?
 How about [next weekend / the day after tomorrow]?



4 **CHANGE PARTNERS** Ask another classmate about his or her plans.

1 ▶ 5:30 VOCABULARY • Some dreams for the future Read and listen. Then listen again and repeat.

1 I'd like to **get married**.2 I'd like to **have children**.3 I'd like to **retire**.4 I'd like to **change careers**.5 I'd like to **travel**.6 I'd like to **make a lot of money**.7 I'd like to **give money to charity**.8 I'd like to **live a long life**.

2 ▶ 5:31 LISTENING COMPREHENSION Listen and complete each sentence with the Vocabulary.

- | | |
|------------------------------------|-----------------------|
| 1 She'd like to <u>get married</u> | 5 She'd like to |
| 2 He'd like to | 6 She'd like to |
| 3 She'd like to | 7 He'd like to |
| 4 He'd like to | 8 She'd like to |

3 ACTIVATE VOCABULARY Complete the survey by checking the boxes for your dreams for the future.

In the next two years, I'd like to...

- | | | |
|---|---|--|
| <input type="checkbox"/> get married | <input type="checkbox"/> study a new language | <input type="checkbox"/> change careers |
| <input type="checkbox"/> graduate | <input type="checkbox"/> write a book | <input type="checkbox"/> retire |
| <input type="checkbox"/> travel | <input type="checkbox"/> make a lot of money | <input type="checkbox"/> paint my living room |
| <input type="checkbox"/> have children | <input type="checkbox"/> give money to charity | <input type="checkbox"/> buy a new refrigerator |
| <input type="checkbox"/> move to a new country | <input type="checkbox"/> learn to play a musical instrument | <input type="checkbox"/> OTHER <u>I'd like to...</u> |
| <input type="checkbox"/> move to a new city | <input type="checkbox"/> get a new car | _____ |
| <input type="checkbox"/> move to a new apartment or a new house | <input type="checkbox"/> meet a good-looking man | _____ |
| | <input type="checkbox"/> meet a good-looking woman | _____ |

- 4 **VOCABULARY PRACTICE** On the notepad, write three of your dreams from the survey on page 116.

I'd like to move to a new city.

- 5 **PAIR WORK** Compare surveys with a partner. Ask and answer questions.

“ I'd like to write a book.
What about you? ”

“ Me? I'd like to change careers! ”

NOW YOU CAN Share your dreams for the future

- 1 ▶ 5:32 **CONVERSATION MODEL** Read and listen.

A: So what are your dreams for the future?

B: Well, I'd like to get married and have children. What about you?

A: Me? Actually, I'd like to study art.

B: Really? That's great.

- 2 ▶ 5:33 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

- 3 **CONVERSATION ACTIVATOR** With a partner, personalize the conversation. Use the Vocabulary from page 116 and real information.

A: So what are your dreams for the future?

B: Well, I'd like to What about you?

A: Me? Actually, I'd like to

B: Really? That's great.

DON'T STOP!

Talk about other plans.



RECYCLE THIS LANGUAGE.

Really?

No kidding!

Sounds nice. / Sounds good.

- 4 **CHANGE PARTNERS** Ask another classmate what he or she would like to do.



- 1 **5:34 READING** Read about Harry Houdini, a famous escape artist.

The Amazing HOUDINI

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

At the age of four, Ehrich moved with his family to the United States, first to Appleton, Wisconsin, and then later to New York City.

The family was poor, and young Ehrich didn't get an education and never graduated from school. Instead, he worked to help the family. Ehrich and his brother Theo were interested in magic, and at the age of seventeen, Ehrich began his career as a magician. He changed his name to Houdini, after the name of a



famous French magician, Robert Houdin.

In 1893, Houdini married Beatrice Raymond, whom he called Bess. For the rest of Houdini's career, Bess worked as his assistant on stage. The couple didn't have children.

At first, Houdini wasn't very successful. But in 1899, he started to do "escape acts," in which he escaped from chains and handcuffs. People came to see him escape from chains and boxes underwater. In one famous act, Houdini escaped from a large milk can filled with milk. Houdini became rich and famous all over the world.

In 1926, Houdini was sick during a performance. After the show, he went to the hospital. But it was too late—Harry Houdini died at the young age of 52.



- 2 **READING COMPREHENSION** Answer the questions in complete sentences.

- 1 What was Houdini's original name?
- 2 Where was he born?
- 3 When did his family move?
- 4 Where did they move?
- 5 Did Houdini graduate from a university?
- 6 Did Houdini get married?
- 7 What was his wife's name?
- 8 Did the Houdinis have children?
- 9 When did Houdini die?
- 10 **Challenge:** Do you want to know more about Houdini? Write three information questions about Houdini. Example:

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

GRAMMAR BOOSTER

Unit 14 review • p. 145

For additional language practice ...

TOP NOTCH POP • Lyrics p. 150
"I Wasn't Born Yesterday"

DIGITAL
SONG

DIGITAL
KARAOKE



Miranda Lewis
Born August 3, 1993
San Antonio (U.S.)



1995–2008
Miranda's house
Atlanta (U.S.)



Next year she'd like...



In three years she'd like...

May 12, 2013
Millerton State Business College
Las Vegas (U.S.)



Miranda today
Los Angeles (U.S.)

PAIR WORK Ask and answer questions about Miranda Lewis's life. Ask about her plans and her dreams for the future. For example:

Where was Miranda born?

TELL A STORY Tell the story of Miranda's life. Talk about the past, the present, and the future. What did she do? What is she doing now? What would she like to do? Start like this:

Miranda was born in 1993. She grew up in ...

WRITING Write the story of your own life and about your plans and dreams for the future. Include a picture or pictures if possible. For example:

I was born in Madrid in 1986. I grew up in ...

WRITING BOOSTER p. 149
Guidance for this writing exercise



NOW I CAN

- ☐ Get to know someone's life story.
- ☐ Discuss plans.
- ☐ Share my dreams for the future.

Units 8–14 REVIEW

1 ▶ 5:37 **LISTENING COMPREHENSION** Listen to the conversations. Check the picture that answers each question.

1 Where does he live?



a ☐



b ☐

2 Where does he work?



a ☐



b ☐

3 Where does she work?



a ☐



b ☐

4 Where does she teach?



a ☐



b ☐

5 Where does she work?



a ☐



b ☐

6 Where does his daughter work?

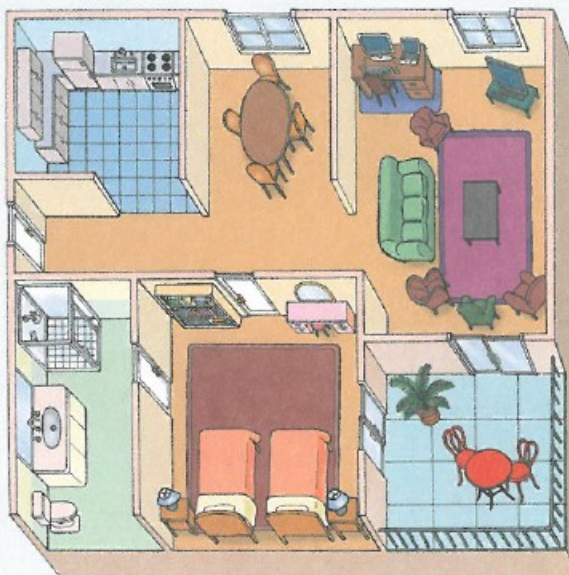


a ☐



b ☐

2 **VOCABULARY / GRAMMAR PRACTICE** Complete the e-mail about Anna's new apartment. Use there's and there are and the names of furniture and appliances.



My new apartment!

Hey, Mel: I have this great furnished apartment. It has everything! The has a nice big stove and four There's a dining room with a and four Next to the dining room a large living room with a green And four chairs: great for hanging out with my friends and watching There's no office, but there's a in the living room. And I love the bedroom. It has a for all my books. There are two and two blue Very nice! There's even a beautiful balcony next to the bedroom, with a little and two The bathroom is the only room that isn't perfect. a shower but no

- 3 **GRAMMAR PRACTICE** Write questions about home and work. Use What, Where, Is there, and Are there. Answer the questions with true information.

Your questions		Your answers	
1	Is there a closet in your bedroom?	1	Yes, there is.
2		2	
3		3	
4		4	
5		5	
6		6	

- 4 **GRAMMAR PRACTICE** Complete the conversations with the correct forms of the verbs.

1 A: Where Jill last weekend?

B: I'm not sure. I know she to go
camping.

A: Maybe she camping, then.

2 A: Are you going to go to the beach today?

B: No way. We there yesterday.
We an awful time.

A: Why? What wrong?

B: The water really dirty, so I
..... swimming.

3 A: Where you this morning?

B: Me? I running.

A: Did Sheri with you?

B: No. She to class.

4 A: you yesterday?

B: No, I Yesterday I sick.

A: I'm sorry. you a fever?

B: Yes, I

- 5 **CONVERSATION PRACTICE** Use the questions you wrote in Grammar Practice 3. Exchange real information about where you live and work. Start like this:

“What's your apartment like?”

Ideas

- the location of your home, school, and workplace
- the places in your neighborhood
- the description of your home



6 GRAMMAR PRACTICE Complete the telephone conversations with the present continuous or the simple present tense.

- 1 A: Hello?
 B: Hi, Sid. Ann.? *you / sleep*
 A: No, I'm not. breakfast. *I / make*
 B: breakfast? *you / usually / make*
 A: Actually, often. *I / not cook*
 But for a test. *Gwen / study*

- 2 A: Hello?
 B: Hi, Bonnie. for food. *I / shop*
 anything from the store? *you / need*
 A: Actually, yes. a salad for dinner and any tomatoes. *I / make*
 B: No problem. those beautiful tomatoes from Mexico right now. *They / sell*
 A: Great! those tomatoes. *I / like*

- 3 A: Hello?
 B: Hi, Liz. Where are you?
 A: right now. Can I call you back? *I / drive*
 B: Sure. my office number? today. *you have*
I / work

- 4 A: Hello?
 B: Hi, Stan. What time on Saturdays? *you / get up*
 A: Why that now? *you / ask*
 It's only Thursday!
 B: Because her driving test at 8:30, and a ride to the test. *Maria / take*
she / need

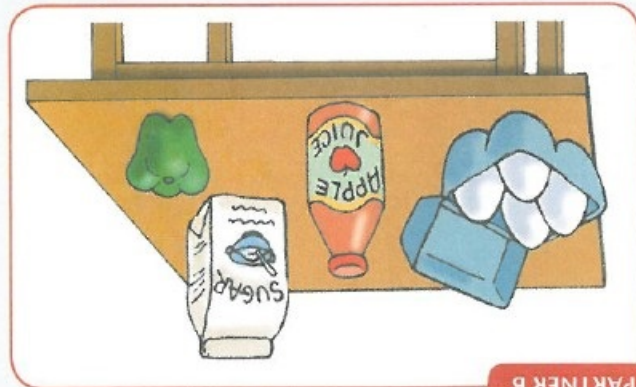
7 PAIR WORK Partner A: Look at your picture. Partner B: Turn your book and look at your picture. Ask questions about the foods on the table.

PARTNER A



“Are there any apples on your table?”

“No, there aren't.”



PARTNER B


8 GRAMMAR PRACTICE Write questions to complete each conversation.


- 1 A:?
 B: I usually eat lunch at the office.
 2 A:?
 B: Dana and Eric? They went to Colorado.
 3 A:?
 B: Milk? We need two large containers.
 4 A:?
 B: Sally teaches math.
 5 A:?
 B: Madhur was born in India.
 6 A:?
 B: No, I can't. I sing very badly.
 7 A:?
 B: No. I'm not going to graduate this year.
 8 A:?
 B: She broke her leg.
 9 A:?
 B: Oh, that's Scarlett Johansson, the actress.
 10 A:?
 B: Yes. My parents can speak Arabic, but I can't.


- 9 **▶ 5:38 LISTENING COMPREHENSION** Listen to the conversations. Check Past, Present, or Future. Then listen again and check your work.


	Past	Present	Future
1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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


1  I have a terrible headache.
YOU *I'm so sorry.* You *should take something*


2  My husband is making lunch and he burned his hand!
YOU He

3  My brother and I have stomachaches. I think we ate something bad.
YOU You

4  My wife has a terrible backache!
YOU She

5  I didn't sleep last night. I feel terrible!
YOU You

6  My son has an earache and a fever. He's only eighteen months old.
YOU He

7  My grandfather fell down and broke his arm!
YOU He

- 11 **CONVERSATION PRACTICE** Discuss relatives and friends. Start like this:

Ideas

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

“ Tell me about your mother. Where was she born? ”

RECYCLE THIS LANGUAGE.

And your [father]?
Really?
No kidding.



Reference Charts

COUNTRIES AND NATIONALITIES

Argentina	Argentinean / Argentine	Guatemala	Guatemalan	Peru	Peruvian
Australia	Australian	Holland	Dutch	Poland	Polish
Belgium	Belgian	Honduras	Honduran	Portugal	Portuguese
Bolivia	Bolivian	Hungary	Hungarian	Russia	Russian
Brazil	Brazilian	India	Indian	Saudi Arabia	Saudi / Saudi Arabian
Canada	Canadian	Indonesia	Indonesian	Spain	Spanish
Chile	Chilean	Ireland	Irish	Sweden	Swedish
China	Chinese	Italy	Italian	Switzerland	Swiss
Colombia	Colombian	Japan	Japanese	Taiwan	Chinese
Costa Rica	Costa Rican	Korea	Korean	Thailand	Thai
Ecuador	Ecuadorian	Lebanon	Lebanese	Turkey	Turkish
Egypt	Egyptian	Malaysia	Malaysian	the United Kingdom	British
El Salvador	Salvadorean	Mexico	Mexican	the United States	American
France	French	Nicaragua	Nicaraguan	Uruguay	Uruguayan
Germany	German	Panama	Panamanian	Venezuela	Venezuelan
Greece	Greek	Paraguay	Paraguayan	Vietnam	Vietnamese

NUMBERS 100 TO 1,000,000,000

100	one hundred	1,000	one thousand	10,000	ten thousand	1,000,000	one million
500	five hundred	5,000	five thousand	100,000	one hundred thousand	1,000,000,000	one billion

IRREGULAR VERBS

This is an alphabetical list of all irregular verbs in the *Top Notch Fundamentals* units.

base form	simple past	base form	simple past	base form	simple past
be	was / were	get	got	say	said
break	broke	give	gave	see	saw
bring	brought	go	went	sing	sang
buy	bought	grow	grew	sit	sat
choose	chose	hang out	hung out	sleep	slept
come	came	have	had	stand	stood
cut	cut	hear	heard	swim	swam
do	did	hurt	hurt	take	took
draw	drew	lie	lay	teach	taught
drink	drank	make	made	tell	told
drive	drove	meet	met	think	thought
eat	ate	put	put	throw	threw
fall	fell	read	read	wear	wore
feel	felt	ride	rode	write	wrote
find	found				

PRONUNCIATION TABLE

These are the pronunciation symbols used in *Top Notch Fundamentals*.

Vowels				Consonants			
Symbol	Key Words	Symbol	Key Words	Symbol	Key Words	Symbol	Key Words
i	feed	ə	banana, around	p	park, happy	t	butter, bottle
ɪ	did	æ	shirt, birthday	b	back, cabbage	tʃ	button
eɪ	date, table	aɪ	cry, eye	t	tie	ʃ	she, station,
ɛ	bed, neck	aʊ	about, how	d	die		special, discussion
æ	bad, hand	ɔɪ	boy	k	came, kitchen, quarter	ʒ	leisure
ɑ	box, father	ɪr	here, near	g	game, go	h	hot, who
ɔ	wash	ɛr	chair	tʃ	chicken, watch	m	men
oʊ	comb, post	ɑr	guitar, are	dʒ	jacket, orange	n	sun, know
u	book, good	ɔr	door, chore	f	face, photographer	ŋ	sung, singer
u	boot, food, student	ʊr	tour	v	vacation	w	week, white
ʌ	but, mother			θ	thing, math	l	light, long
				ð	then, that	r	rain, writer
				s	city, psychology	y	yes, use, music
				z	please, goes		

TOP NOTCH

FUNDAMENTALS

B

Vocabulary Booster

UNIT 8

▶ 5:47 MORE HOME AND OFFICE VOCABULARY



- 1 a roof
- 2 a fence
- 3 a driveway



4 an intercom



5 a doorbell



6 a fire escape



12 a faucet



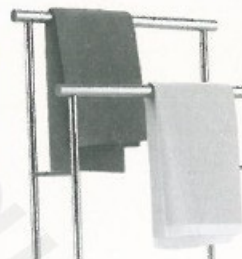
14 a medicine cabinet



- 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



- 21 a ladle
- 22 a pot



23 a food processor



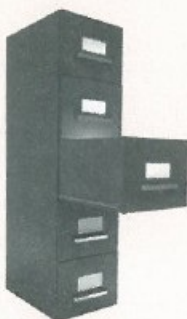
- 24 a napkin
- 25 a place mat
- 26 a glass



- 27 a fork
- 28 a knife
- 29 a tablespoon / a soup spoon
- 30 a teaspoon



- 31 a plate
- 32 a bowl
- 33 a cup
- 34 a saucer



35 a filing cabinet



36 a fax machine

Write five statements. Use the Vocabulary.

For example:

My apartment has a fire escape.

I have blue plates and bowls in my cabinets.

UNIT 9

▶ 5:48 MORE WEATHER VOCABULARY



1 a thunderstorm



2 a snowstorm



3 a hurricane



4 a tornado

▶ 5:49 THE FOUR SEASONS



1 spring



2 summer



3 fall / autumn



4 winter

Write four statements about the weather and seasons pictures.
For example: *It's not raining.*

UNIT 10

▶ 5:50 MORE VEGETABLES



1 carrots
2 brussels sprouts



3 leeks



4 cabbage
5 broccoli
6 cauliflower



7 lettuce



8 corn
9 peas
10 asparagus



11 cucumbers



12 an eggplant



13 beans



14 celery



15 garlic

▶ 5:51 MORE FRUITS



1 a grapefruit
2 a lime



3 a pineapple
4 grapes



5 a pear



6 an apricot
7 a peach



8 a strawberry



9 a raspberry



10 an avocado
11 a papaya
12 a mango
13 a kiwi



14 a watermelon



15 raisins
16 figs
17 prunes
18 dates



Write five statements about the fruits and vegetables you and your family like.
For example: *I like avocados. My sister doesn't like avocados.*

UNIT 11

▶ 5:52 MORE OUTDOOR ACTIVITIES



1 go horseback riding



2 go sailing



3 play golf



4 go rollerblading



5 go snorkeling

Write five sentences to describe the photos.
Use the simple past tense.

For example: *She went horseback riding.*



6 go rock climbing



7 go ice skating



8 go windsurfing

UNIT 12

▶ 5:53 MORE PARTS OF THE BODY

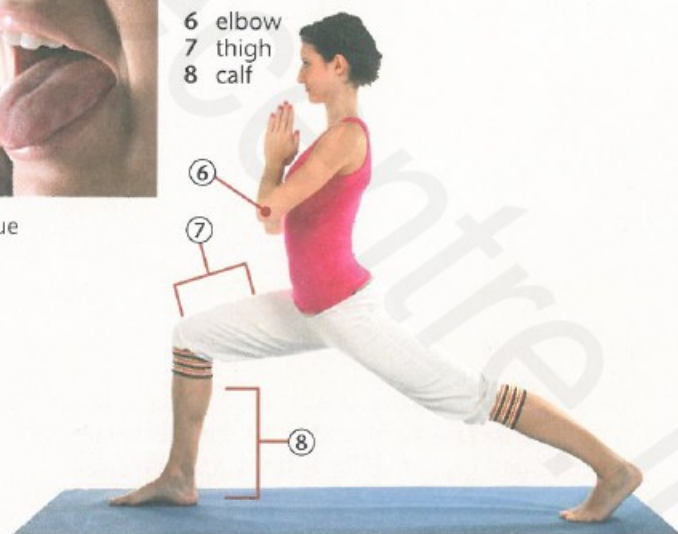


- 1 forehead
- 2 cheek
- 3 lip
- 4 earlobe



5 tongue

- 6 elbow
- 7 thigh
- 8 calf



Describe one of the people. Write three statements. Use the Vocabulary from Unit 12.
For example: *She has straight brown hair.*



1 a cello



2 a piano



3 a tuba



4 a trumpet



5 a trombone



6 a flute



7 a clarinet



8 a saxophone



9 a xylophone



10 a recorder



11 an accordion



12 drums

Write four statements with the Vocabulary. Use can / can't and the adverbs well and badly.

For example:

My sister can play the piano well.

My father plays the accordion badly.

UNIT 14

▶ 5.55 MORE ACADEMIC SUBJECTS



1 art



2 drama



3 science



4 biology



5 chemistry



6 history

▶ 5.56 MORE LEISURE ACTIVITIES



1 go skiing



2 go hiking



3 play



4 garden



5 go on a cruise



6 get a manicure

Write four statements, using I'd like to or be going to and the Unit 14 Vocabulary. Include time expressions.

For example:

I'd like to study fine art in the future.

I'm not going to go on a cruise this year.

TOP NOTCH

FUNDAMENTALS

B

Grammar Booster

UNIT 8

1 Write questions with Where. Use a question mark (?).

- 1 your grandparents / live Where do your grandparents live?
- 2 John's friend / go shopping
- 3 her brother / study English
- 4 you / eat breakfast
- 5 they / listen to music
- 6 Rob and Nancy / exercise
- 7 his mother / work
- 8 your brother / do the laundry

2 Complete the statements with in, on, at, or to.

- 1 His house is on Barker Street.
- 2 They work the tenth floor.
- 3 Ms. Cruz takes the train work.
- 4 It's 18 Spencer Street.
- 5 Jack studies French the BTI Institute.
- 6 Mr. Klein works the hospital.
- 7 Ms. Anderson's office is the fifth floor.
- 8 Jason's sister works 5 Main Street.

3 Complete each sentence with There's or There are.

- 1 There's a movie at noon.
- 2 a concert at 2:00 and a game at 3:00.
- 3 a bank on the corner of Main and 12th Street.
- 4 two apartment buildings across the street.
- 5 bookstores nearby.
- 6 a pharmacy and a newsstand around the corner.
- 7 two dressers in the bedroom.
- 8 three elevators in the Smith Building.

4 Write questions with Is there or Are there. Use a question mark (?).

- 1 a dance / this weekend Is there a dance this weekend?
- 2 three meetings / this week
- 3 a bank / nearby
- 4 how many / games / this afternoon
- 5 how many / pharmacies / on 3rd Avenue
- 6 how many / parties / this month

UNIT 9

1 Write the present participle of the following base forms.

- | | |
|-----------------------|-----------|
| 1 rain <i>raining</i> | 15 come |
| 2 snow | 16 wear |
| 3 watch | 17 shop |
| 4 eat | 18 go |
| 5 take | 19 study |
| 6 drive | 20 listen |
| 7 check | 21 wash |
| 8 make | 22 play |
| 9 do | 23 read |
| 10 exercise | 24 clean |
| 11 shave | 25 work |
| 12 put | 26 write |
| 13 comb | 27 talk |
| 14 brush | 28 buy |

2 Check (✓) the sentences that indicate a future plan.

- ☒ 1 On Tuesday I'm working at home.
- ☐ 2 I'm watching TV right now.
- ☐ 3 Is Marina taking a shower?
- ☐ 4 Where is she going tomorrow night?
- ☐ 5 Jen's eating dinner.
- ☐ 6 I'm driving to the mall this afternoon.
- ☐ 7 I'm studying Arabic this year. My teacher is very good.
- ☐ 8 Who's making dinner on Saturday?

3 Complete each conversation with the present continuous.

- 1 A: *What are you doing* ?
what / you / do
B: my hair.
I / wash
- 2 A: ?
where / she / drive
B: to the bookstore.
she / go
- 3 A: the bus?
why / he / take
B: Because
it / rain
- 4 A: at home tonight?
we / eat
B: No. out for dinner.
we / go
- 5 A: a dress to the party?
Maya / wear
B: No. a dress. pants.
she / not wear she / wear

UNIT 10

1 Complete each question with How much or How many:

- 1 How much sugar do you want in your coffee?
- 2 onions do you need for the potato pancakes?
- 3 cans of coffee are there on the shelf?
- 4 meat do you eat every day?
- 5 loaves of bread do we need for dinner?
- 6 pepper would you like in your chicken salad?
- 7 bottles of oil does she need from the store?
- 8 eggs do you eat every week?
- 9 oranges are there? I want to make orange juice.
- 10 pasta would you like?

2 Choose the correct word or phrase to complete each statement. Circle the letter.

- | | |
|---|--|
| 1 I English every day.
a am studying b study | 5 This store beautiful clothes.
a is having b has |
| 2 We usually the bus to work.
a are taking b take | 6 On Wednesdays I dinner for my parents.
a am cooking b cook |
| 3 Annemarie the kitchen now.
a is cleaning b cleans | 7 They never coffee.
a are drinking b drink |
| 4 He really lemonade.
a is liking b likes | 8 Our children TV on weekdays.
a are watching b don't watch |

UNIT 11

1 Complete the conversations with the past tense of be.

- 1 A: Where were 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 go 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 12

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

3 Harry / long / curly / hair a
b

4 Mary / eyes / blue a
b

5 Adam / beard / gray a
b

6 Amy / pretty / eyes a
b

2 Complete each sentence with should and a verb from the box.

- It's your birthday. You should go out for dinner!
- I'm sorry you have a toothache. You a dentist.
- There's a movie on TV tonight. We it.
- You have a cold? You today.
- We have tomatoes, potatoes, and onions. We tomato potato soup for dinner tonight!
- Pam's taking a shower right now. You back later.
- Martin has a headache. He soccer tonight.
- It's time for bed. You undressed.

call
(not) exercise
go
watch
make
(not) play
see
get

UNIT 13

1 Write sentences with the simple present tense and the adverbs well or badly. Begin each sentence with a capital letter. End with a period (.).

- 1 my father / sing / really well ... My father sings really well.
- 2 my mother / cook French food / well
- 3 my grandfather / play the guitar / badly
- 4 my grandmother / sew clothes / very well
- 5 my sister / knit sweaters / well
- 6 my friend / draw pictures / really well
- 7 I / play the violin / badly

2 Answer each question with true information. Use short answers with can or can't. Begin each answer with a capital letter. End with a period (.).

- 1 Can you play the piano?
- 2 Can you ski?
- 3 Can your parents sing well?
- 4 Can your friends speak English?
- 5 Can you draw?
- 6 Can your father fix things?

3 Complete each sentence. Use too and an adjective.



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

2 This skirt is I want a short skirt.



3 His shirt is He needs size small.



4 I don't want that suit. It's

5 He needs size medium. This shirt is



UNIT 14

1 Answer the following questions with true information. Use be going to. Begin each answer with a capital letter. End with a period (.).

- 1 Are your classmates going to study tonight?
- 2 Are you going to relax this weekend?
- 3 Are you going to exercise today?
- 4 Are you going to make dinner tonight?
- 5 Are you going to move in the next two years?
- 6 Are you going to check your e-mail today?
- 7 Are you going to hang out with your friends or family this weekend?

2 Write a question with be going to for each answer. Don't use the verb do. Begin each question with a capital letter. End with a question mark (?).

- 1 Are you going to go to the movies tonight? Yes. I'm going to go to the movies tonight.
- 2 Yes. They're going to eat in a restaurant after the concert.
- 3 Yes. Carla's brother is going to go fishing with her.
- 4 Yes. I'm going to go to work tomorrow.
- 5 No. He's not going to graduate this year.
- 6 Yes. They're going to take the bus to school.

TOP NOTCH

FUNDAMENTALS

B

Writing Booster

UNIT 8

Guided Writing Practice Choose one of the homes in the Reading on page 70. Write the features of that home and your home in the chart.

On a separate sheet of paper, compare the two homes in the chart. Use and and but.

Example:

Eduardo's home is an apartment, and I live in an apartment, too. There's an elevator in his building, but we don't have an elevator. In his apartment, there are ...

	his or her home	my home
Is it a house or apartment?		
How many bedrooms are there?		
How many bathrooms are there?		
Is the kitchen small or large?		
Is there an office?		
Is there a garage or an elevator?		
Is there a garden?		
Is there a view?		
Other features?		

UNIT 9

Guided Writing Practice Write answers to some or all of the following questions about your plans for the week. Use time expressions.

- What are you doing right now?
- What are you doing this evening?
- What are you doing tomorrow?
- Are you doing anything special this weekend?
- What are you doing on Saturday and Sunday?

Example:

Right now, I'm writing about my plans for the week. This evening, I'm checking e-mail and ...

UNIT 10

Guided Writing Practice Answer some or all of the questions to help you write what you eat on a typical day. Use frequency adverbs sometimes, usually, and always. Use time expressions every day, once a week, twice a week, etc.

- What do you eat for breakfast on weekdays?
- What do you eat for breakfast on weekends?
- What time do you usually eat your meals?
- Do you eat after school or work?
- How many times a week (or month) do you go out for dinner?

Example: *On weekdays, I usually eat breakfast at 9:00. I always eat bread and eggs, and ...*

UNIT 11

Guided Writing Practice Write about your weekend. Use past time expressions. Answer some or all of the questions to guide your writing.

Did you have a good time last weekend?

How was the weather?

What did you do on Friday night?

What did you do on Saturday?

What did you do on Sunday?

Example: *Last weekend, I had a great time . . .*

UNIT 12

Guided Writing Practice Choose a person you want to describe. On a separate sheet of paper, answer the questions in your description.

Who is this person?

How old is the person?

Is he or she tall or short?

Is he or she good-looking?

What color is his or her hair?

Is it short or long? Straight, wavy, or curly?

What color are his or her eyes?

Does he or she wear glasses?

Example:

Mary Blake is my classmate, and she is twenty years old. She's very tall and pretty, and . . .

UNIT 13

Guided Writing Practice What can people do when they are eighty years old? Complete the chart. Then use the information from the chart to write about the topic. Write on a separate sheet of paper. Write as much as you can.

Example: *Old people can't do some things, but sometimes they can . . .*

	Yes, they can.	They can sometimes.	No, they can't.
work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cook meals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
live on the second floor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
get dressed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
take a shower or bath	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
clean the house	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
exercise / go running / go bike riding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
drive a car	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
go dancing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

UNIT 14

Guided Writing Practice Write the story of your own life. Then write your plans and dreams for the future. Answer some or all of the following questions in your story. Write on a separate sheet of paper. Write as much as you can.

Where were you born?

Where do you live now?

Where did you grow up?

What school did you go to?

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

Did you graduate?

What are your dreams for the future? (Write *I'd like . . .*)

Example: *I was born on September 3rd, 1999 in . . .*



Top Notch Pop Lyrics

▶ 1:30/1:31 What Do You Do? [Unit 1]

(CHORUS)

**What do you do?
What do you do?**

I'm a student.
You're a teacher.
She's a doctor.
He's a nurse.
What about you?
What do you do?
I'm a florist.
You're a gardener.
He's a waiter.
She's a chef.
Do-do-do-do...
That's what we do.
It's nice to meet you.
What's your name?
Can you spell that, please?
Thank you.
Yes, it's nice to meet you, too.

(CHORUS)

We are artists and musicians,
architects, and electricians.
How about you?
What do you do?
We are bankers,
we are dentists,
engineers, and flight attendants.
Do-do-do-do...
That's what we do.
Hi, I'm Linda. Are you John?
No, he's right over there.
Excuse me. Thank you very much.
Good-bye.
Do-do-do-do...
Do-do-do-do...
Do-do-do-do...
Do-do-do-do...

▶ 1:46/1:47 Excuse Me, Please [Unit 2]

(CHORUS)

**Excuse me—please excuse me.
What's your number?
What's your name?
I would love to get to know you,
and I hope you feel the same.**

I'll give you my e-mail address.
Write to me at my dot-com.
You can send a note in English
so I'll know
who it came from.
Excuse me—please excuse me.
Was that 0078?
Well, I think the class is starting,
and I don't
want to be late.

But it's really nice to meet you.
I'll be seeing you again.
Just call me on my cell phone
when you're looking for a friend.

(CHORUS)

So welcome to the classroom.
There's a seat right over there.
I'm sorry, but you're sitting in
our teacher's favorite chair!
Excuse me—please excuse me.
What's your number?
What's your name?

▶ 2:15/2:16 Tell Me All About It [Unit 4]

Tell me about your father.
He's a doctor and he's very tall.
And how about your mother?
She's a lawyer. That's her picture on
the wall.
Tell me about your brother.
He's an actor, and he's twenty-three.
And how about your sister?
She's an artist. Don't you think she looks
like me?

(CHORUS)

**Tell me about your family—
who they are and what they do.
Tell me all about it.
It's so nice to talk with you.**

Tell me about your family.
I have a brother and a sister, too.
And what about your parents?
Dad's a teacher, and my mother's eyes
are blue.

(CHORUS)

Who's the pretty girl in that photograph?
That one's me!
You look so cute!
Oh, that picture makes me laugh!
And who are the people there, right below
that one?
Let me see ... that's my mom and dad.
They both look very young.

(CHORUS)

Tell me all about it.
Tell me all about it.

▶ 2:35/2:36 Let's Make a Date [Unit 5]

It's early in the evening—
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.

(CHORUS)

**Let's make a date.
Let's celebrate.
Let's have a great time out.**

Let's meet in the Village
on Second Avenue
next to the museum there.
What time is good for you?
It's a quarter after seven.
There's a very good new show
weekdays at the theater.
Would you like to go?

(CHORUS)

Sounds great. What time's the show?
The first one is at eight.
And when's the second one?
The second show's too late.
OK, how do I get there?
The trains don't run at night.
No problem. Take a taxi.
The place is on the right.
Uh-oh! Are we late?
No, we're right on time.
It's 7:58.
Don't worry. We'll be fine!

(CHORUS)

▶ 3:15/3:16 On the Weekend [Unit 7]

(CHORUS)

**On the weekend,
when we go out,
there is always so much joy and laughter.
On the weekend,
we never think about
the days that come before and after.**

He gets up every morning.
Without warning, the bedside clock rings
the alarm.
So he gets dressed—
he does his best to be on time.
He combs his hair, goes down the stairs,
and makes some breakfast.
A bite to eat, and he feels fine.
Yes, he's on his way
to one more working day.

(CHORUS)

On Thursday night,
when he comes home from work,
he gets undressed, and if his room's a mess,
he cleans the house. Sometimes he takes
a rest.
Maybe he cooks something delicious,
and when he's done
he washes all the pots and dishes,
then goes to bed.
He knows the weekend's just ahead.

(CHORUS)

▶ 3:35/3:36 **Home Is Where the Heart Is** [Unit 8]

There's a house for everyone
with a garden in the sun.
There's a stairway to the stars.
Where is this house?
It isn't far.

(CHORUS)

**Home is where the heart is.
Home is where the heart is.**

She lives on the second floor.
There are flowers at her front door.
There's a window with a breeze.
Love and kindness are the keys.

(CHORUS)

There's a room with a view of the sea.
Would you like to go there with me?

(CHORUS)

▶ 4:17/4:18 **Fruit Salad, Baby** [Unit 10]

You never eat eggs for breakfast.
You don't drink coffee or tea.
I always end up cooking for you
when you're here with me.
I want to make something delicious,
'cause I like you a lot.
I'm checking my refrigerator,
and this is what I've got:

(CHORUS)

**How about a fruit salad, baby—
apples, oranges, bananas too?
Well, here you go now, honey.
Good food coming up for me and you.**

Are there any cans or bottles
or boxes on the shelf?
I put my dishes on the counter.
I mix everything well.

(CHORUS)

Chop and drain it.
Slice and dice it.
Mix and serve
with an ounce of love.
Pass your glass.
What are you drinking?
Tell me what dish
I am thinking of?

(CHORUS)

▶ 4:34/4:35 **My Favorite Day** [Unit 11]

Last night we walked together.
It seems so long ago.
And we just talked and talked.
Where did the time go?
We saw the moonlit ocean
across the sandy beach.
The waves of summer fell,
barely out of reach.

(CHORUS)

**Yes, that was then,
and this is now,
and all I do is think about
yesterday,
my favorite day of the week.**

When I woke up this morning,
my feelings were so strong.
I put my pen to paper,
and I wrote this song.
I'm glad I got to know you.
You really made me smile.
My heart belonged to you
for a little while.

(CHORUS)

It was wonderful to be with you.
We had so much to say.
It was awful when we waved good-bye.
Why did it end that way?

(CHORUS)

▶ 5:17/5:18 **She Can't Play Guitar** [Unit 13]

She can paint a pretty picture.
She can draw well every day.
She can dance and she can sing,
but she can't play guitar.
She can sew a dress so nicely,
and she does it beautifully.
She can knit a hundred sweaters,
but she can't play guitar.

(CHORUS)

**And now it's too late.
She thinks it's too hard.
Her happy smile fades,
'cause she can't play guitar.**

She can drive around the city.
She can fix a broken car.
She can be a great mechanic,
but she can't play guitar.

(CHORUS)

And she says,
"Could you please help me?
When did you learn?
Was it hard? Not at all?
Are my hands too small?"
She can cook a meal so nicely
in the kitchen, and there are
lots of things that she does well,
but she can't play guitar.

(CHORUS)

▶ 5:35/5:36 **I Wasn't Born Yesterday** [Unit 14]

I went to school and learned the lessons
of the human heart.
I got an education in
psychology and art.
It doesn't matter what you say.
I know the silly games you play.

(CHORUS)

**I wasn't born yesterday.
I wasn't born yesterday.**

Well, pretty soon I graduated
with a good degree.
It took some time to understand
the way you treated me,
and it's too great a price to pay.
I've had enough, and anyway,

(CHORUS)

So you think I'd like to marry you
and be your pretty wife?
Well, that's too bad, I'm sorry, now.
Grow up and get a life!
It doesn't matter what you say.
I know the silly games you play.

(CHORUS)

THIRD EDITION

TOP NOTCH

FUNDAMENTALS

B

WORKBOOK

JOAN SASLOW
ALLEN ASCHER

with Julie C. Rouse

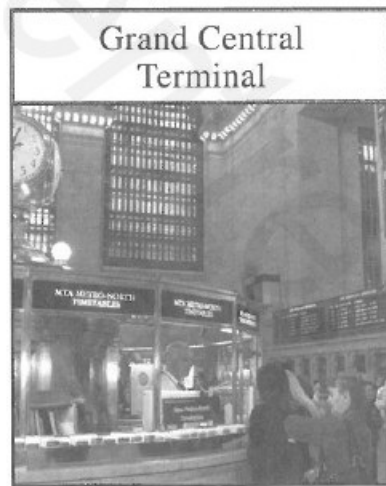
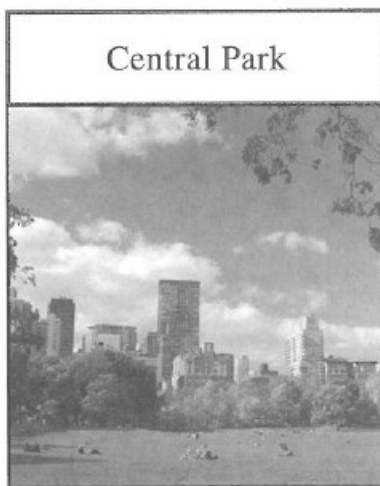
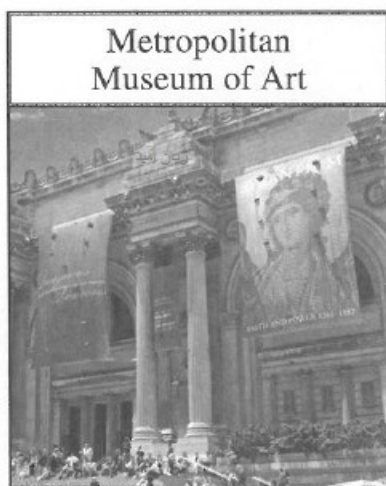
Home and Neighborhood

LESSON 1

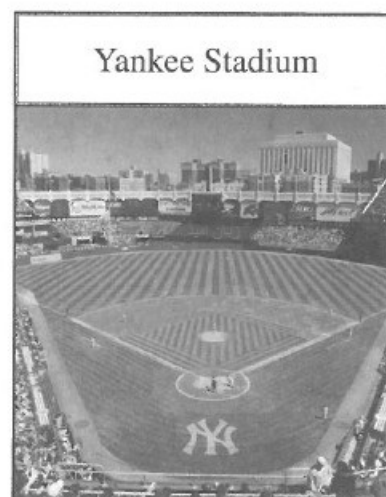
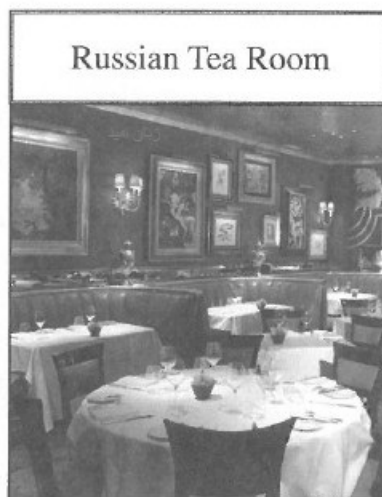
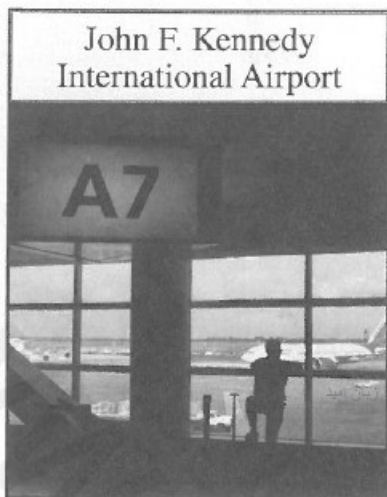
1 Complete the conversations. Use prepositions of place and the verb be or the simple present tense.

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.
5. A: Where _____ you _____?
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.



1. It's a museum 2. _____ 3. _____



4. _____ 5. _____ 6. _____

3 Complete the charts.

1. I live	in _____
	on _____
	at _____
	next to _____
	near _____
2. I study	at _____
	on _____
	next to _____
	near _____
	far from _____

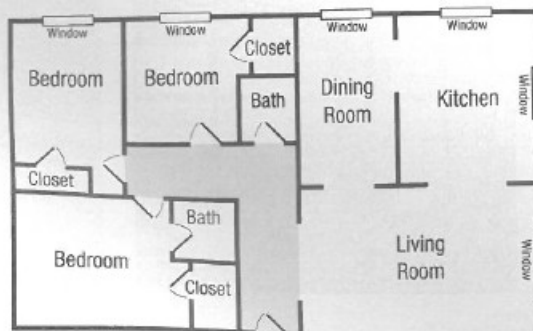
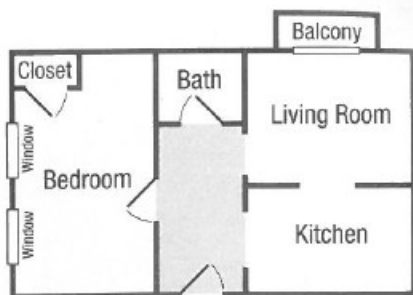
4 Answer the questions with real information.

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

- Is the mall far from your school? _____
- Is the bus station far from your school? _____
- 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.



1. There's one large bedroom
2. _____
3. _____
4. _____
5. _____

6. There are three bedrooms
7. _____
8. _____
9. _____
10. _____

- 6 Complete the information about your home.

1 Circle one:

house
apartment

2 Check ☒ the rooms in your home.

- ☐ kitchen
☐ living room
☐ dining room
☐ bedroom(s)

3 How many do you have in your home?

bathroom(s) _____ bedroom(s) _____ closet(s) _____

4 Check ☒ yes or no. Does your home have ...

	yes	no
a garden?	<input type="checkbox"/>	<input type="checkbox"/>
a garage?	<input type="checkbox"/>	<input type="checkbox"/>
a balcony?	<input type="checkbox"/>	<input type="checkbox"/>
a large kitchen?	<input type="checkbox"/>	<input type="checkbox"/>
a second floor?	<input type="checkbox"/>	<input type="checkbox"/>
a large closet?	<input type="checkbox"/>	<input type="checkbox"/>

- 7 Add your city to the list. Describe your home and the home of someone you know.

Home Away from Home

Live in a house or apartment overseas for 1 to 6 months!

Call us at 1-800-555-9038



1. Paris

- A two-bedroom house with a large kitchen
- A one-bedroom apartment with a small kitchen

2. Buenos Aires

- A two-bedroom house with three bathrooms
- A two-bedroom house with two bathrooms

3. Tokyo

- A one-bedroom apartment with a large kitchen
- A one-bedroom apartment with a large closet

4. Montreal

- A two-bedroom house with a small garden
- A two-bedroom apartment with a balcony

5. _____

- _____
- _____
- _____

- 8 Look at Exercise 7 again. Circle the house or apartment you like. Describe the home. Write complete sentences.

Example: It's a house. It's in Paris. There are two bedrooms...

Now write two questions to ask about the house or apartment. Use Is there, Are there, or How many.

1. _____?
2. _____?

LESSON 3

- 9 What new furniture or appliances do you want for your home? Make a list of four items that you want.

Example: a new sofa for the living room

1. _____
2. _____
3. _____
4. _____

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 _____

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

YOU _____

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

YOU _____

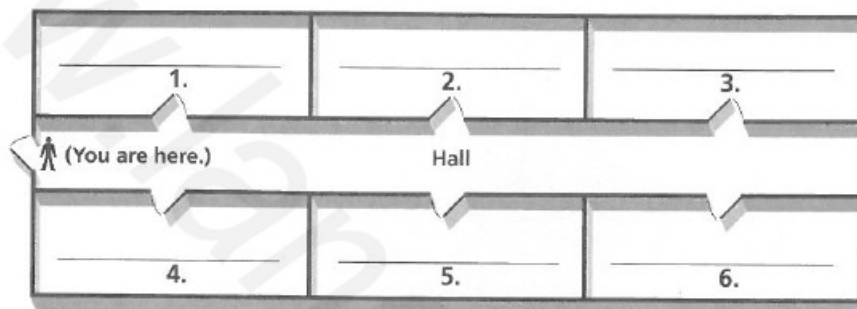
4. "What do you think of this chair?"

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.



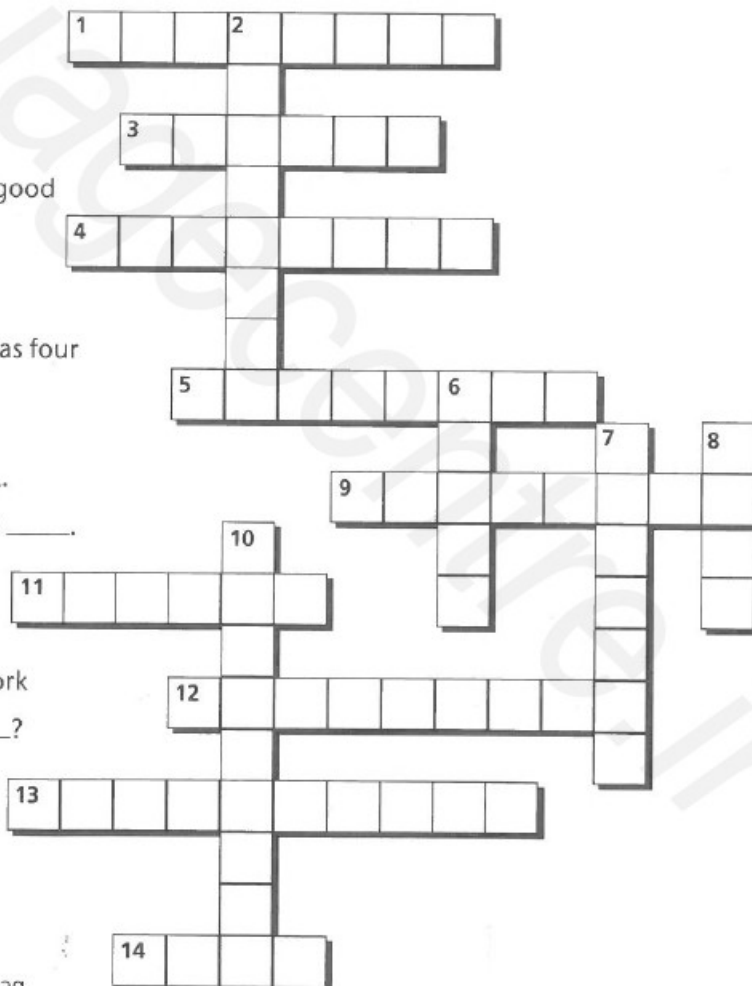
2 Complete the puzzle.

Across

- The room where the shower is
- A place to see famous artists' work
- Don't take the elevator. The _____ is good exercise.
- The office is on the thirty-second floor. Take the _____.
- Joe lives in an apartment. His _____ has four floors.
- A place for your clothes
- A bed, a sofa, and a desk are all _____.
- A refrigerator, a stove, and a TV are all _____.
- A place to go shopping

Down

- A place where doctors and nurses work
- This is a nice table. What do you _____?
- The room where the fridge is
- Not beautiful
- Very pretty



Riddle Answers: 1. kitchen; 2. bathroom; 3. daughter's bedroom; 4. dining room; 5. living room; 6. bedroom

LESSON 1

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. |

LESSON 2

5 Write the time, date, month, or year.

1. right now: _____
2. today: _____
3. tomorrow: _____
4. the day after tomorrow: _____
5. this month: _____
6. this year: _____

6 Answer the questions in the present continuous.

1. What are you doing today? _____
2. What are you doing tonight? _____
3. What are you doing tomorrow? _____
4. What are you doing tomorrow evening? _____
5. What are you doing this weekend? _____

7 Respond to the instant messages with your own information. Create your own screen name.

Message

chatsalot21:

Hi. I'm in Los Angeles. I'm working here this week. Where are you?

_____:

chatsalot21:

What are you doing?

_____:

chatsalot21:

How's the weather there?

_____:

chatsalot21:

The weather is beautiful here! It's warm and sunny. Hey, are you doing anything special this weekend?

_____:

chatsalot21:

I'm playing soccer on Saturday morning. Do you want to get together on Saturday afternoon?

_____:

8 Write your plans for next week. Write sentences in the present continuous.

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.

- 10 Imagine a very nice day. Answer the questions in complete sentences.

1. Where are you? _____
2. Who's with you? _____
3. What are you doing? _____
4. How's the weather? _____
5. What are you wearing? _____

- 11 Write the present participles.

- | | |
|-------------------|-----------------------|
| 1. take _____ | 6. do _____ |
| 2. play _____ | 7. drive _____ |
| 3. study _____ | 8. call _____ |
| 4. exercise _____ | 9. go _____ |
| 5. eat _____ | 10. get dressed _____ |

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

Time expressions

1. GITHR ONW

R I G H T N O W
31 33 10 18

2. YOADT

16 8 23

3. NTOHGI

24 13 7

4. TISH NMRINGO

36 5 25 21

5. TSHI NATRONFEO

27 39 2 22 38 32 34

6. HITS GENNIVE

41 3 26

7. OMTORWOR

35 28 6

8. TEH YDA TFREA
TOOWORM

12 11 17 29 37 9 19

9. STIH EEKW

15 1 30

10. TISH MOTHN

4 14 40 20

Puzzle

" L 1 2 3 4 5 6 7 8 9 10 11 P P 12 13 14 15 16 17 18 U

19 20 21 L 22 23 24 U 25 26 B U Y 27 28 29 30 31 32 33

34 35 36 37 38 P L 39 40 41 "

—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 | a. Plateau Station, Antarctica |
| 2. ____ Number 1 cold place in the world | b. Eastern Sahara Desert, Africa |
| 3. ____ Number 1 rainy place in the world | c. Ben Nevis, Scotland |
| 4. ____ Number 1 snowy place in the world | d. Mount Baker, Washington, U.S.A. |
| 5. ____ Number 1 sunny place in the world | e. Cherrapunji, India |
| 6. ____ Number 1 cloudy place in the world | f. Dallol, Ethiopia |

UNIT 10 Food

LESSON 1

1 Complete the chart. Check the boxes.

	oranges	bananas	eggs	tomatoes	apples	lemons	peas	peppers	potatoes	beans	onions
I like											
I don't like											
I have in my kitchen											
I need											
I eat every day											
I sometimes eat											
I never eat											

2 Look at the recipe.

Ingredients:

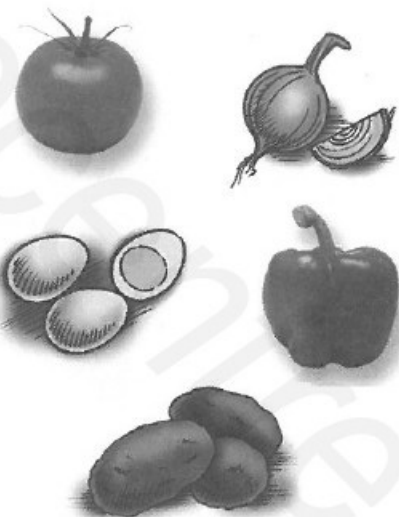
3 potatoes

6 eggs

1 small tomato

1/2 an onion

1/2 a pepper



Now answer the questions.

- Are there any potatoes in the omelet? _____
- How many eggs are there in the omelet? _____
- Are there any onions? _____
- How many tomatoes are there in the omelet? _____
- Which ingredients do you have for this recipe? _____
- Which ingredients do you need? _____

3 Write questions with How many. Then answer the questions.

1. students / your English class: How many students are there in your English class _____?
2. people / your family: _____?
3. days / this month: _____?
4. sweaters / your closet: _____?
5. bathrooms / your home: _____?

LESSON 2

4 Count or non-count? Write a, an, or X before each food or drink.

- | | | |
|----------------|---------------|----------------|
| 1. ____ tea | 5. ____ egg | 9. ____ cheese |
| 2. ____ rice | 6. ____ sugar | 10. ____ lemon |
| 3. ____ banana | 7. ____ oil | 11. ____ juice |
| 4. ____ meat | 8. ____ apple | 12. ____ onion |

5 Do you keep these foods in the fridge? On the shelf? On the counter? Write four sentences.



I keep soup, pasta, and sugar on the shelf.

juice	bread	milk
rice	butter	eggs
oil	tomatoes	tea

1. _____
2. _____
3. _____
4. _____

6 What color is it? What color are they? Write sentences.

1. milk: Milk is white _____.
2. eggs: _____.
3. butter: _____.
4. orange juice: _____.
5. tomatoes: _____.
6. coffee: _____.

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.



Complete the questions with How much or How many. Then answer the questions.

1. A: _____ peppers are there? B: _____.
2. A: _____ water is in the fridge? B: _____.
3. A: _____ bags of beans are there? B: _____.
4. A: _____ soda is there? B: _____.

10 Look at the picture in Exercise 9 again. Complete the questions with Are there any or Is there any. Then answer the questions.

1. A: _____ cheese in the fridge? B: _____.
2. A: _____ eggs? B: _____.
3. A: _____ juice? B: _____.
4. A: _____ butter? B: _____.

11 What do you want for dinner? Answer the questions in a restaurant.

1. "Would you like tomato soup or onion soup?"
YOU _____.
2. "Would you like chicken or meat?"
YOU _____.
3. "Would you like potatoes or brown rice?"
YOU _____.
4. "Would you like coffee or tea later?"
YOU _____.
5. "And then would you like an apple or an orange?"
YOU _____.



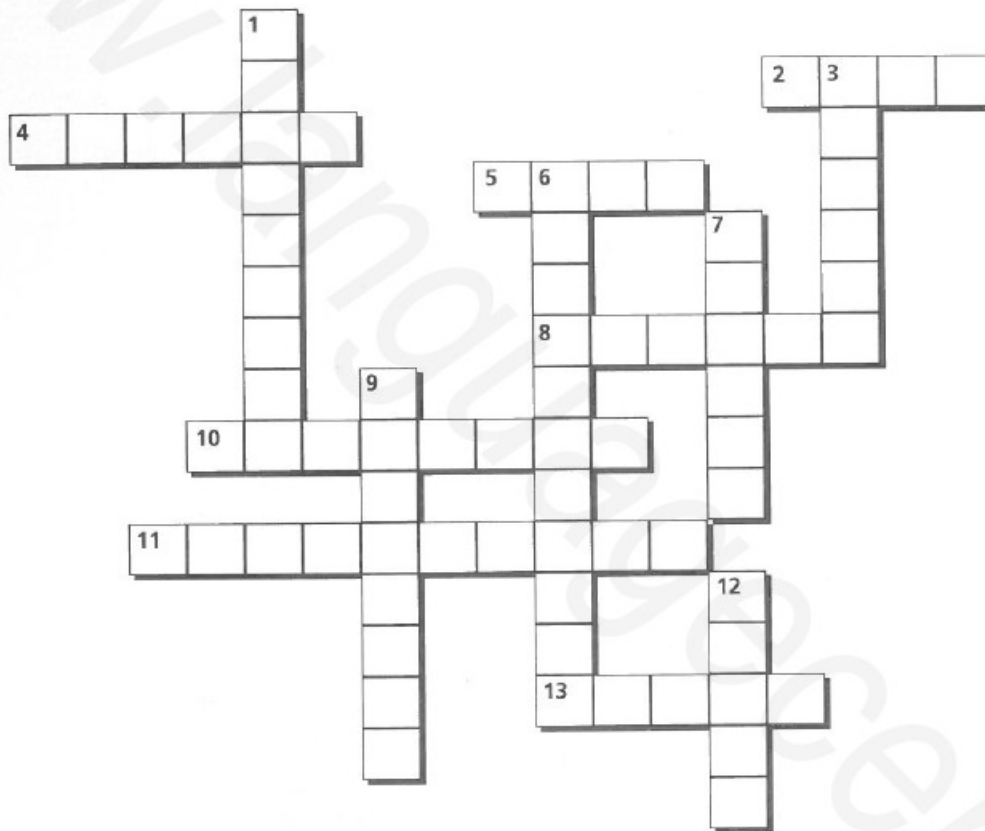
1 A RIDDLE FOR YOU!

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

1 Write the date, month, or year.

1. yesterday: _____
2. last Wednesday: _____
3. three days ago: _____
4. one week ago: _____
5. the day before yesterday: _____
6. last month: _____
7. two months ago: _____
8. last year: _____
9. five years ago: _____

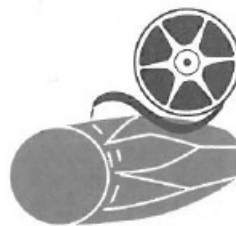
2 Complete the questions with was or were. Then answer the questions.

1. Where were you last night at 9:00? I was at home
2. _____ you at school yesterday? _____
3. How _____ the weather last week? _____
4. _____ there milk in your refrigerator this morning? _____
5. What _____ your first e-mail address? _____
6. When _____ your birthday? _____
7. How old _____ you in 2005? _____
8. Who _____ a famous person from the twentieth century? _____

3 Look at the list of events from last week.

Special Events at The Hill School

Monday: Afternoon Concert
Tuesday: Teachers' Dinner
Wednesday: Volleyball Game: Teachers vs. Students
Thursday: Breakfast for Students
Friday: Movie
Saturday: Movie (afternoon) / Dance (evening)
Sunday: Exercise Classes



All events are free.
 Check the school's website for places and times.

Now write sentences about the events. Use There was or There were.

1. _____
2. _____
3. _____
4. _____

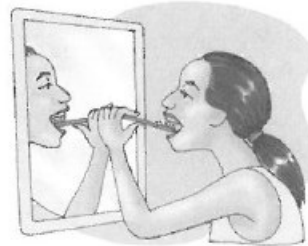
LESSON 2

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

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

Amy _____₁ home late last night. She and her colleagues _____₂ a movie after work. After the movie, they _____₃ out for dinner. This morning Amy _____₄ up at 8:00. She usually gets up at 7:00. She _____₅ a shower and got dressed by 8:15. She usually takes the bus to work, but today she _____₆. In the car, she _____₇ on her makeup and _____₈ a banana for breakfast. She _____₉, and she _____₁₀ the newspaper. But Amy _____₁₁ only five minutes late to work! Later, she _____₁₂ a cup of coffee at a restaurant near her office 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.

1. _____

2. _____

3. _____

4. _____

5. _____

LESSON 3

7 Which activities do you like? Number 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 |

Which activities did you do? Which activities didn't you do? Write three sentences about yesterday, last week, and two weeks ago.

Examples: I went to the beach yesterday _____

I didn't go bike riding last week _____

1. _____
2. _____
3. _____

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



What I did:

1. _____
2. _____
3. _____

What I didn't do:

1. _____
2. _____
3. _____

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.



1. A: Hi. How's it going?
B: _____
 2. A: Friday night? Let me think . . .
Oh, yeah, I went shopping. Why?
B: _____
 3. A: There was? Too bad I wasn't there!
B: _____
 4. A: Well, I exercised, I did the laundry,
and then I studied.
B: _____
 5. A: Actually, I had a great day on Sunday.
The weather was beautiful, so I went
bike riding at the beach.
B: _____
- a. There was a great concert at the stadium.
 - b. So what did you do on Saturday?
 - c. Not bad. Hey, where were you on Friday night?
 - d. Now that sounds nice!
 - e. What about Sunday? Did you do anything special on Sunday?

11 Answer the questions. Use the simple past tense.

1. Who did you talk to first today? _____
2. What did you do the day before yesterday? _____
3. What time did you come home last Saturday night? _____
4. Did you do anything special last weekend? _____
5. Did you have a good day yesterday? _____
6. How many books did you read last month? _____
7. Where did you live five years ago? _____
8. How often did you watch TV last week? _____

1 A RIDDLE FOR YOU!

Where is the only place that yesterday always comes after today?

(Hint: Think of a book.)

Answer: _____

2 WORD FIND. Look across (→) and down (↓). Circle the base forms of 21 verbs. Then write the simple past tense forms of those verbs on the lines.

T	H	I	N	K	C	U	T	E	T	G
T	A	K	E	S	E	E	C	A	W	E
T	C	O	M	E	C	C	A	T	S	T
T	E	L	I	K	E	T	U	E	A	I
H	N	C	E	H	A	V	E	V	Y	Y
V	U	T	D	R	I	V	E	O	C	A
S	T	U	D	Y	E	D	R	I	N	K
W	R	I	T	E	M	A	K	E	A	T
E	S	C	L	E	A	N	P	L	A	Y
E	X	E	R	C	I	S	E	B	U	Y
W	A	T	C	H	R	E	A	D	L	A

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

LESSON 1

1 Check the adjectives that describe you.

1. My hair

- | | | | |
|--------------------------------|---------------------------------|-----------------------------------|--------------------------------|
| <input type="checkbox"/> black | <input type="checkbox"/> blonde | <input type="checkbox"/> straight | <input type="checkbox"/> short |
| <input type="checkbox"/> brown | <input type="checkbox"/> gray | <input type="checkbox"/> wavy | <input type="checkbox"/> long |
| <input type="checkbox"/> red | <input type="checkbox"/> white | <input type="checkbox"/> curly | <input type="checkbox"/> bald |

2. My eyes

- | | | |
|--------------------------------|-------------------------------|--------------------------------|
| <input type="checkbox"/> brown | <input type="checkbox"/> blue | <input type="checkbox"/> green |
|--------------------------------|-------------------------------|--------------------------------|

2 Describe a family member, a friend, or a colleague. Fill in the chart.

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

3 Write the parts of the face.

eyebrow	nose
eye	mouth
eyelashes	chin
ear	hair



- 4 Look at Exercise 1 again. Use the information to write sentences with be about yourself.

Example: My hair is brown

1. _____
2. _____
3. _____

- 5 Look at Exercise 2 again. Use the information to write sentences with have about a family member, a friend, or a colleague.

Example: My brother has blue eyes

1. _____
2. _____
3. _____

- 6 Choose three famous people to describe.

Here's language you already know:

pretty	short
handsome	tall
good-looking	old
cute	young

1. Johnny Depp : He's handsome. He has long, wavy, brown hair.
His eyes are brown. He's an actor from the United States.
2. _____ : _____
3. _____ : _____
4. _____ : _____

LESSON 2

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

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



8 What happened? Write a sentence about each picture.



1. She burned her hand
2. _____
3. _____
4. _____
5. _____

Now complete the conversation.

6. A: _____?
- B: I hurt my arm.
7. A: _____?
- B: Actually, yes. It does.

LESSON 3

9 Check the remedies for each ailment.

	take something	lie down	have some tea	see a doctor	see a dentist	don't go to work or school	eat	don't eat
a cold								
a fever								
a sore throat								
a stomachache								
a backache								
a toothache								

10 Think about an ailment you had. Then answer the questions.

1. What was wrong? _____
2. What did you do? _____

Be careful!
Lie is irregular in the simple past tense:
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?"

YOU _____

3. Brendan: "Should I talk about work?"

YOU _____

4. Brendan: "What should I wear?"

YOU _____

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 ELEF LLEW

N	O	T
---	---	---

F	E	E	L
---	---	---	---

W	E	L	L
---	---	---	---

17 19 8
2. A ODL C

--

--	--	--	--

4
3. A UOCHG

--

--	--	--	--	--

7
4. A RESO OTARHT

--

--	--	--	--

--	--	--	--	--	--

10 13
5. A SOACHHCAETM

--

--	--	--	--	--	--	--	--	--	--	--

15
6. A EEVFR

--

--	--	--	--	--

1 14
7. A AADEECHH

--

--	--	--	--	--	--	--	--

9 6
8. NA REAHEAC

--	--

--	--	--	--	--	--	--	--

3 16
9. A KCABEACH

--

--	--	--	--	--	--	--	--	--

12 18
10. A OOTTHCHEA

--

--	--	--	--	--	--	--	--	--

11 5
11. A YNURN SEON

--

--	--	--	--	--

--	--	--	--	--

20 2

Puzzle

"

--	--	--	--

--

--	--	--	--

 ,

--	--	--	--	--	--

--

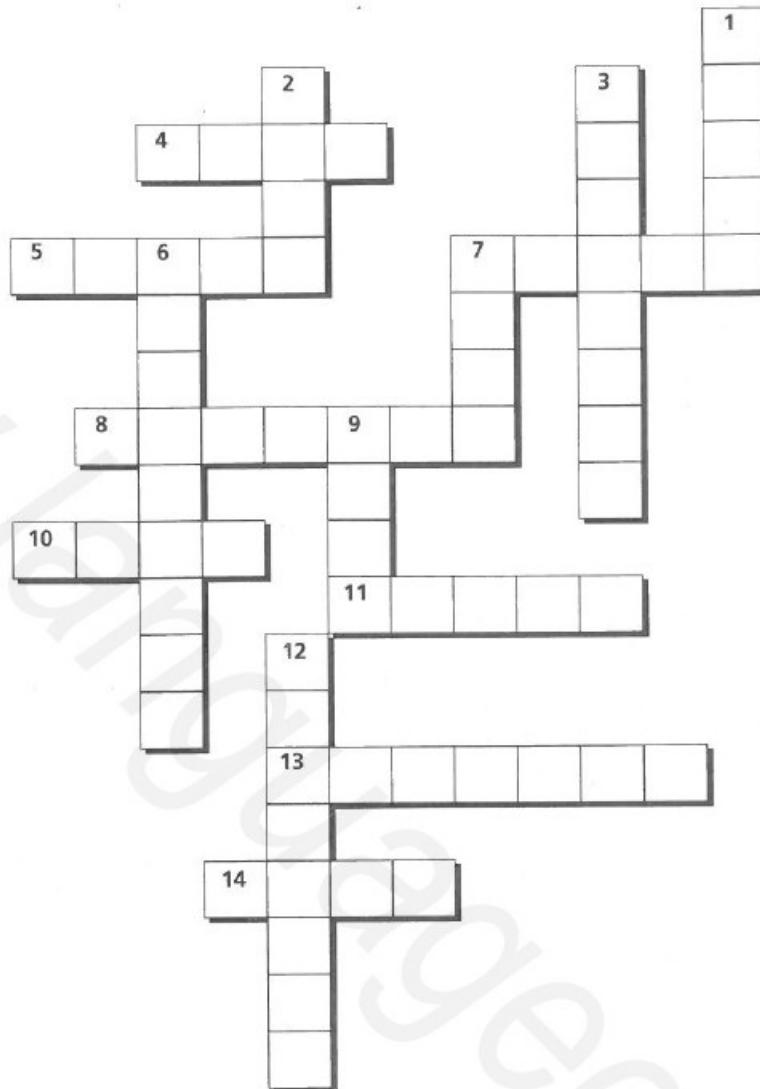
		V		
--	--	---	--	--

 "

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

—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

LESSON 1

- 1 Write about four different people's abilities. Write sentences with well or badly.

Example: My sister: Rose knits well

1. My teacher: _____
2. My friend: _____
3. My neighbor: _____
4. My colleague: _____

- 2 Look at the pictures. Write a sentence with can or can't.



1. She can play the guitar



2. _____



3. _____



4. _____

- 3 Complete the conversations with can or can't and the base form of a verb.

1. A: _____ you _____ English?
B: Oh, yes, and I _____ Spanish, too.
2. A: _____ you _____ my computer?
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.
5. A: _____ your brothers _____ the violin?
B: No, but they _____ the guitar.

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

Top Notch Abilities and Interests Survey

		Do very well	Do well	Do OK	Do badly	Can't do
ABILITIES	1. paint	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2. draw	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	3. dance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	4. swim	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	5. drive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	6. play the violin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	7. ski	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	8. fix a car	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	9. cook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	10. sing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

		Like a lot	Like	Like a little	Don't like
INTERESTS	1. go to concerts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2. go to museums	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	3. listen to music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	4. make dinner for friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	5. exercise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	6. go running	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	7. go bike riding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	8. go for a drive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

RESULTS

Look at your answers.

What do you do very 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. I _____ well, but I _____ badly.
2. I can _____, but not very well.
3. I can't _____ at all.
4. I wish I could _____.

LESSON 2

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.

7 Complete the sentences with adjectives from the box.

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.
I'm so _____.
2. I'm really sorry, but I can't go to the movies now. It's _____.
I'm going home and going to bed.
3. That lunch was delicious! I had black bean soup, pasta with chicken, and bread.
Now I'm _____.
4. You get up at 5:30 every day for work? That's very _____!
5. I don't want any dinner tonight. I had a late lunch today, and I'm not very _____.
6. Today I have three meetings, lunch with my manager, a colleague's birthday party, and my son's soccer game. I'm very _____.

8 Decline the invitations. Give reasons.

1. "Let's go for a drive."
YOU _____.
2. "I'm going out for lunch. Would you like to join me?"
YOU _____.
3. "How about a movie tonight? There's a show at 10:00."
YOU _____.
4. "Let's go to the park."
YOU _____.

LESSON 3

9 Match the problems with the requests. Write the letter on the line.

- | | |
|--|---|
| 1. _____ I'm cold. | a. Could you please do the laundry? |
| 2. _____ I need to check my e-mail. | b. Could you please close the window? |
| 3. _____ It's too hot. | c. Could you please turn on the computer? |
| 4. _____ I don't have any clean clothes. | d. Could you please go shopping? |
| 5. _____ I can't read this. | e. Could you please open the window? |
| 6. _____ There isn't any milk. | f. Could you please hand me my glasses? |

- 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.

1. Could you please take out the garbage _____?
2. _____?
3. _____?
4. _____?
5. _____?

- 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. c. No, thanks.
2. Could you wash the dishes?
a. My pleasure. b. Yes, I do. c. No, thank you. I'm full.
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.
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 abilities. How many do you know?

- | | |
|------------------------------|-----------------------------|
| 1. _____ Beyoncé | a. She can write. |
| 2. _____ Joo Yeon Sir | b. He can dance. |
| 3. _____ J.K. Rowling | c. She can sing. |
| 4. _____ Mikhail Baryshnikov | d. He can drive. |
| 5. _____ Jacques Pepin | e. She can play tennis. |
| 6. _____ Serena Williams | f. He can cook. |
| 7. _____ Michael Schumacher | g. He can swim. |
| 8. _____ Michael Phelps | h. She can play the violin. |

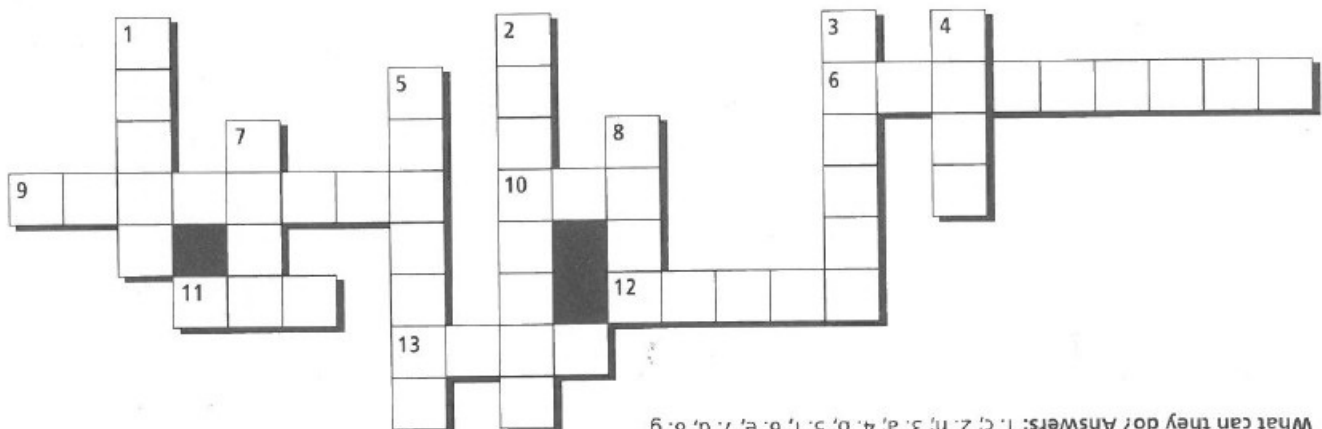
2 Complete the puzzle.

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. I 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.

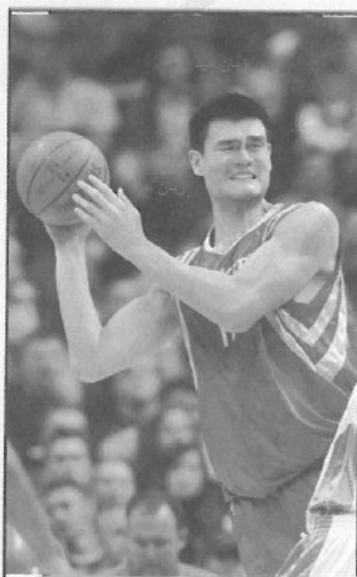


What can they do? Answers: 1. c; 2. h; 3. a; 4. b; 5. f; 6. e; 7. d; 8. g

LESSON 1

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: _____?

B: On September 12, 1980.

2. A: _____?

B: In Shanghai, China.

3. A: _____?

B: At the Youth Sports School.

4. A: _____?

B: In 2002.

5. A: _____?

B: In 2011.

2 For each academic subject, write an occupation.

1. architecture: _____

2. business: _____

3. medicine: _____

4. education: _____

5. engineering: _____

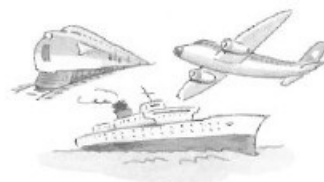
3 Get to know a famous person's life story. Choose a famous person. Answer the questions. Use the Internet, books, and other sources for information.

1. Person's name: _____
2. When was he / she born? _____
3. Where was he / she born? _____
4. Where did he / she grow up? _____
5. What school did he / she go to? _____
6. What did he / she study? _____
7. Did he / she graduate? When? _____
8. What does he / she do now? _____

LESSON 2

4 What are you going to do this summer? Check the boxes.

- | | | |
|--|--|---------------------------------------|
| <input type="checkbox"/> travel | <input type="checkbox"/> relax | <input type="checkbox"/> exercise |
| <input type="checkbox"/> go camping | <input type="checkbox"/> sleep late | <input type="checkbox"/> work |
| <input type="checkbox"/> go fishing | <input type="checkbox"/> do nothing | <input type="checkbox"/> go to school |
| <input type="checkbox"/> go bike riding | <input type="checkbox"/> hang out with friends | <input type="checkbox"/> move |
| <input type="checkbox"/> go to the beach | <input type="checkbox"/> go for walks | <input type="checkbox"/> go swimming |



5 Now write to a friend about your plans. Write sentences with **be going to**.

6 Answer the questions about your future plans with **be going to**.

1. What are you going to do tonight? _____
2. What are you going to do tomorrow? _____
3. What are you going to do tomorrow night? _____
4. What are you going to do the day after tomorrow? _____

7 Read the sentences. Ask yes / no questions with be going to.

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: _____ ?
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: _____ ?

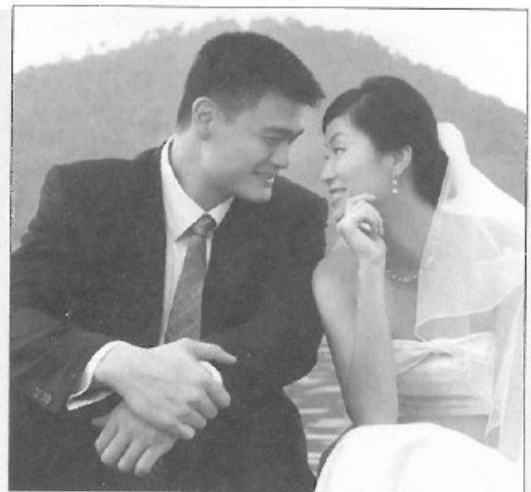
LESSON 3

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

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.



Now answer the questions.

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

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

Example: I would like to travel to Australia

1. _____
2. _____
3. _____
4. _____

- 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. _____?



I would like to have children.

3. _____?
4. _____?



I would like to change careers.

5. _____?
6. _____?

- 11 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?

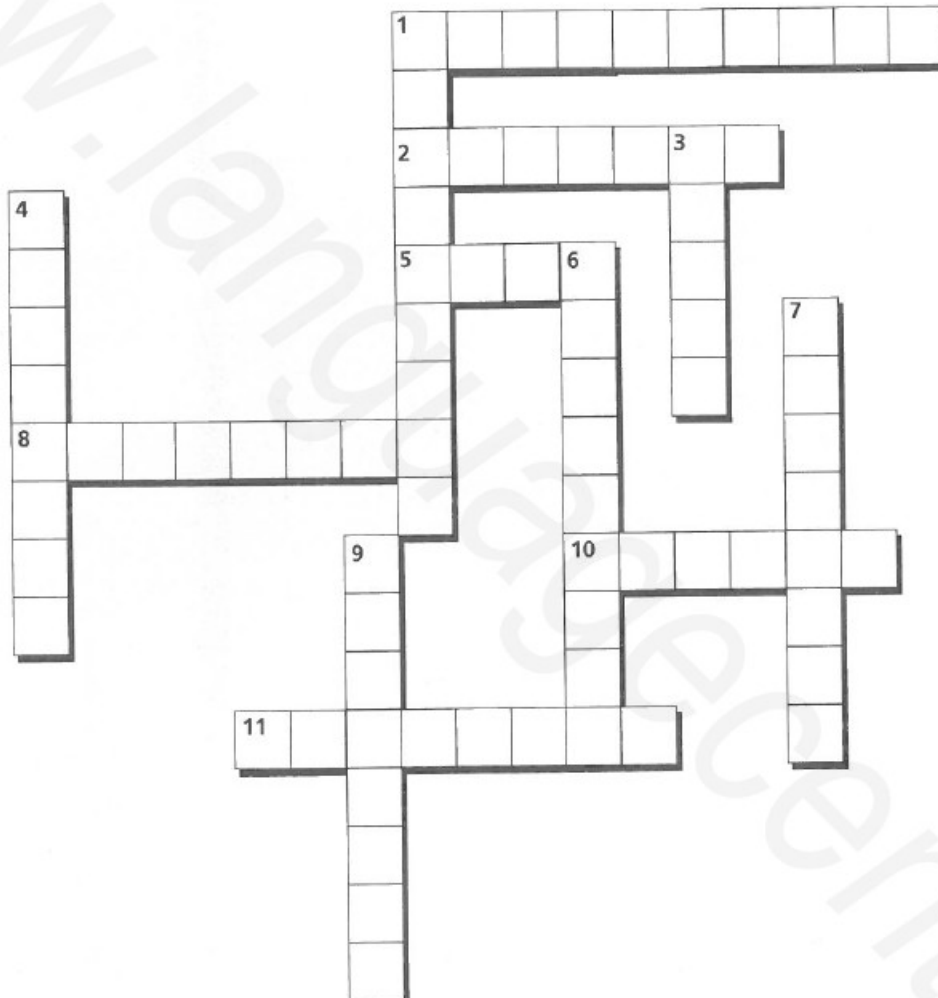


1 A RIDDLE FOR YOU!

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.

2 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
7. Architecture, psychology, and law are all academic ____.
9. Complete school

Units 8–14 REVIEW

1 Answer 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?

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?

2 Complete the sentences. Use the correct verb form.

1. Diane _____ **go running** every day.
2. Alex _____ **drive** to work right now.
3. We _____ **cook** dinner for some friends last night.
4. I _____ **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.

4 To write this article, a reporter interviewed Andrea Bocelli. Answer the reporter's questions for Bocelli.

1. Reporter: Where were you born?

Bocelli: I was born 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?

Bocelli: _____

- 5 Look again at the article in Exercise 3. Circle all 21 simple past tense verbs or past-tense forms of be in the article. Write 10 of these verbs on the lines. Then write the base form of the 10 verbs.

- | | |
|-------------------------------------|-------------------|
| 1. <u>was born</u> → <u>be born</u> | 6. _____ → _____ |
| 2. _____ → _____ | 7. _____ → _____ |
| 3. _____ → _____ | 8. _____ → _____ |
| 4. _____ → _____ | 9. _____ → _____ |
| 5. _____ → _____ | 10. _____ → _____ |

OPTIONAL VOCABULARY BOOSTER ACTIVITIES

- 1 Check the items you have in your home. Then write which room they are in.

1. ☐ intercom _____
2. ☐ fire escape _____
3. ☐ medicine cabinet _____
4. ☐ shower curtain _____
5. ☐ dishwasher _____
6. ☐ coffee maker _____
7. ☐ food processor _____
8. ☐ fax machine _____

- 2 Go shopping for your home. What colors do you want? Write sentences.

Example: sheets: I want gray sheets

1. sheets: _____
2. blanket: _____
3. bath mat: _____
4. towels: _____
5. place mats: _____
6. plates: _____

- 3 Circle the seasons where you live. Then complete the chart. Write the months and the weather in each season where you live.

Seasons	Months	Weather
Spring		
Summer		
Fall		
Winter		

- 4 Make a fruit or vegetable salad. Write the ingredients on the recipe card.

_____ Salad

Ingredients:

- 5 Circle the word or phrase that is different.

- | | | | |
|---------------|---------------|----------------|------------------|
| 1. grapefruit | peach | lemon | tangerine |
| 2. fork | glass | teaspoon | knife |
| 3. go sailing | go snorkeling | go windsurfing | go rock climbing |
| 4. elbow | forehead | cheek | lip |
| 5. saxophone | flute | trumpet | drums |
| 6. biology | drama | medicine | chemistry |

- 6 Check the activities that you do. Then circle your favorite activity.

- | | | |
|------------------------|---------------------------|----------------------|
| _____ go rock climbing | _____ go hiking | _____ go snorkeling |
| _____ go rollerblading | _____ go ice skating | _____ garden |
| _____ play golf | _____ go sailing | _____ play soccer |
| _____ go skiing | _____ go horseback riding | _____ get a manicure |

Now answer the questions.

1. How often do you do your favorite activity? _____
2. Where do you do your favorite activity? _____
3. Are you doing your favorite activity this month? When? _____

4. Did you do your favorite activity last month? When? _____

5. Which activity do you wish you could do? _____