SECOND EDITION

with ActiveBook

FUNDAMENTALS

Joan Saslow Allen Ascher





PEARSON

SECOND EDITION

English for Today's World

FUNDAMENTALS

Joan Saslow • Allen Ascher

With Top Notch Pop Songs and Karaoke by Rob Morsberger

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.

Unit	Communication Goals	Vocabulary	Grammar
Names and Occupations page 4	 Tell a classmate your occupation Identify your classmates Spell names 	Occupations The alphabet VOCABULARY BOOSTER More occupations	Verb be: Singular and plural statements, contractions Yes / no questions and short answers Common errors Subject pronouns Articles a / an Nouns: Singular and plural / Common and proper GRAMMAR BOOSTER • Extra practice
About People	Introduce people Tell someone your first and last name Get someone's contact information	Relationships (non-family) Titles First and last names Numbers 0–20 VOCABULARY BOOSTER More relationships	Possessive nouns and adjectives Be from / Questions with Where, common errors Verb be: information questions with What GRAMMAR BOOSTER Extra practice
Places and How to Get There	Talk about locations Discuss how to get places Discuss transportation	Places in the neighborhood Locations Ways to get places Means of transportation Destinations VOCABULARY BOOSTER More places	Verb be; questions with Where Subject pronoun it The imperative By to express means of transportation GRAMMAR BOOSTER • Extra practice
4 Family Dage 28	Identify people in your family Describe your relatives Talk about your family	Family relationships Adjectives to describe people Numbers 21–101 VOCABULARY BOOSTER More adjectives	Verb be: Questions with Who and common errors With adjectives Questions with How old Adverbs very and so Verb have / has: affirmative statements GRAMMAR BOOSTER • Extra practice
Events and Fimes page 36	Confirm that you're on time Talk about the time of an event Ask about birthdays	What time is it? Early, on time, late Events Days of the week Ordinal numbers Months of the year VOCABULARY BOOSTER More events	Verb be: questions about time Prepositions in, on, and at for dates and times Common errors GRAMMAR BOOSTER • Extra practice
Glothes Dage 44	Give and accept a compliment Ask for colors and sizes Describe clothes	Clothes Colors and sizes Opposite adjectives to describe clothes VOCABULARY BOOSTER More clothes	Demonstratives this, that, these, those The simple present tense: like, want, need, and have: Affirmative and negative statements Questions and short answers Spelling rules and contractions Adjective placement and common errors One and ones GRAMMAR BOOSTER • Extra practice
Activities page 52 Units 1-7 Review page 60	Talk about morning and evening activities Describe what you do in your free time Discuss household chores	Daily activities at home Leisure activities Household chores VOCABULARY BOOSTER More household chores	The simple present tense: Third-person singular spelling rules Questions with When and What time Questions with How often, time expressions Questions with Who as subject, common errors Frequency adverbs and time expressions: Usage, placement, and common errors GRAMMAR BOOSTER • Extra practice

Conversation Strategies	Listening / Pronunciation	Reading / Writing
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 task: Circle the letter you hear Identify correct spelling of names Write the name you hear spelled Identify the correct occupation Write the missing information: names and occupations Pronunciation: Syllables	Reading Text: Simple forms and business cards Writing Task: Write affirmative and negative statements about people in a picture
 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 task: 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
 Use <u>You're welcome</u> to formally acknowledge thanks Use <u>OK</u> to acknowledge advice Use <u>What about you?</u> to show interest in another person 	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
Use Well, to indicate one is deciding how to begin a response Use And how about? to ask for more information Use Really? to show interest or mild surprise	Listening task: 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
Use <u>Uh-oh</u> to indicate you may have made a mistake Use <u>Look</u> to focus someone's attention on something Use <u>Great!</u> to show enthusiasm for an idea Offer someone best wishes on his or her birthday	Listening task: 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 Conversations A zodiac calendar Writing Task: Write about events at your school or in your city
 Acknowledge a compliment with <u>Thank you</u> Apologize with <u>I'm sorry</u> when expressing disappointing information Use <u>That's too bad</u> to express disappointment Use <u>What about you?</u> to ask for someone's opinion Use <u>Well</u> to soften a strong opinion 	Listening task: Confirm details about clothes Determine colors of garments Pronunciation: Plural endings	Reading Text: • A sales flyer from a department store Writing Task: • Write sentences about the clothes you have, need, want, and like
 Say Me? to give yourself time to think of a personal response Use Well to introduce a lengthy response 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 Tasks: • Write five sentences about robots • Describe your typical week, using adverbs of frequency and time expressions

Unit	Communication Goals	Vocabulary	Grammar
Home and Neighborhood	Describe your neighborhood Ask about someone's home Talk about furniture and appliances	Types of buildings Places in the neighborhood Rooms Furniture and appliances VOCABULARY BOOSTER More home and office vocabulary	The simple present tense: Questions with Where, prepositions of place There is and there are: Statements and yes / no questions Contractions and common errors Questions with How many GRAMMAR BOOSTER • Extra practice
Activities and Plans age 72	Describe today's weather Ask about people's activities Discuss plans	Weather expressions Present and future time expressions VOCABULARY BOOSTER More weather vocabulary	The present continuous: Statements: form and usage Yes / no questions Information questions For future plans The present participle: spelling rules GRAMMAR BOOSTER Extra practice
Ood age 80	Discuss ingredients for a recipe Offer and ask for foods Invite someone to join you at the table	Places to keep food in a kitchen Containers and quantities Cooking verbs VOCABULARY BOOSTER More vegetables and fruits	Count nouns and non-count nouns: Meaning, form, and common errors Count nouns: How many / Are there any Non-count nouns: How much / Is there any The simple present tense and the present continuous: usage and common errors GRAMMAR BOOSTER Extra practice
Past Events page 88	Tell someone about a past event Describe past activities Talk about outdoor activities	Past-time expressions Outdoor activities VOCABULARY BOOSTER More outdoor activities	The past tense of be: Statements, questions, and contractions The simple past tense Regular verbs, irregular verbs Statements, questions, and short answers GRAMMAR BOOSTER Extra practice
12 Appearance and Health	Describe appearance Show concern about an injury Suggest a remedy	Adjectives to describe hair The face Parts of the body Accidents and injuries Ailments, remedies VOCABULARY BOOSTER More parts of the body	Describing people with be and have Should + base form for advice GRAMMAR BOOSTER • Extra practice
Modelities and Requests age 104	Express a wish Politely decline an invitation Ask for and agree to do a favor	Abilities Adverbs well and badly Reasons for not doing something Favors VOCABULARY BOOSTER More musical instruments	Can and can't for ability Too + adjective, common errors Polite requests with Could you + base form GRAMMAR BOOSTER Extra practice
ife Events and Plans	Get to know someone's life story Discuss plans Express wishes for the future	Some life events Academic subjects Leisure activities Life cycle events VOCABULARY BOOSTER More academic subjects More leisure activities	Be going to + base form Would like + infinitive: Statements Questions Short answers Contractions GRAMMAR BOOSTER • Extra practice
Jnits 8–14 Review page 120		more moure occurred	
ocabulary Booster			erbs / Pronunciation tablepage 125 page 126 page 136

Reading Texts: Say Lidon't know. I'm not sure to avoid making a direct negative statement about locations of furniture and appliances	Conversation Strategies	Listening / Pronunciation	Reading / Writing
 Say No. kidding! to show surprise Answer the phone with Helia? Identify yourself with This.is	information Respond positively to a description with Sounds nicel Use Actually to introduce an opinion that might surprise Say I don't know, I'm not sure to avoid making •	Determine the best house or apartment for clients of a real estate company Complete statements about locations of furniture and appliances ronunciation:	 House and apartment rental listings Descriptions of people and their homes
 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 Here you go as 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 about7 to ask for more information Use just to minimize the importance of an action of use a double question to clarify Say Let me think to gain time to answer say Oh, yeah to indicate you just remembered something Use Qh to indicate you've understood Say I m sorry to hear that, Oh, no, and That's too bad to express sympathy Use What's wrong? to ask about an illness Use really to intensify advice with Sould Respond to good advice with Good idea Say I hope you feel better when someone feels sick Use But to introduce contrasting information Suggest a shared course of action with I meally 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 Well to explain or clarify Use mphatic stress on and to indicate two answers 	Say No kidding! to show surprise 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	Determine weather and temperatures in cities in a weather report Complete statements about people's activities, using the present continuous ronunciation: Rising and falling intonation of yes / no and	 A daily planner A newspaper column about activities in a town
 Use What about? to ask for more information Use just to minimize the importance of an action Use a double question to clarify Say Let me think to gain time to answer Say Oh yeah to indicate you've understood Say My mean to indicate you've understood Say My man to indicate you've understood Say I'm sorry to hear that, Ob, no, and That's too bad to express sympathy 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 I wish I could, to express a wish Use But to introduce contrasting information 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 Suge and No problem to agree to someone's request for a favor Use Not really to soften a negative response Akk What do you mean? to request clarification Use Well to explain or clarify Use emphatic stress on and to indicate two answers Circle correct words or phrases Circle correct words or phrases Complete statements about activities, using the present continuous Infer people's wishes for the future and complete statements, using would like 	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	Identify the foods discussed in conversations ronunciation:	Recipe cards A weekly schedule Writing Task: Write about what you eat in a typical
 Say I'm sorry to hear that, Oh, no, and That's too bad to express sympathy 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 I wish I could, to express a wish Use But to introduce contrasting information 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 Not really to soften a negative response Ask What do you mean? to request clarification Use Well to explain or clarify Use emphatic stress on and to indicate two answers Infer people's wishes for the future and complete statements, using would like Identify the people described in conversations Complete statements about injuries Identify the eigher statements about injuries Identify the people described in conversations Complete statements about injuries Identify the people described in conversations Writing Task: 	Use What about? to ask for more information Use just to minimize the importance of an action Use a double question to clarify Say Let me think to gain time to answer Say Oh yeah to indicate you just remembered	Circle the year you hear Infer the correct day or month Choose activities mentioned in conversations ronunciation:	 A blog in which people describe what they did the previous weekend Writing Tasks: Write about the activities of two people based on a complex picture Write about your weekend and what
 Use <u>But</u> to introduce contrasting information Suggest a shared course of action with <u>Let's</u> Politely decline a suggestion with <u>I'm really sorry but</u> and a reason Accept a refusal with <u>Maybe some other time</u> Use <u>Sure</u> and <u>No problem</u> to agree to someone's request for a favor Use <u>Not really</u> to soften a negative response Ask <u>What do you mean?</u> to request clarification Use <u>Well</u> to explain or clarify Use emphatic stress on and to indicate two answers Circle correct words or phrases Complete statements about activities, using the present continuous Infer people's wishes for the future and complete statements, using <u>would like</u> A journal article about development Writing Task: A short biography of writing Task: Write your own illustre including plans and w future 	Say I'm sorry to hear that, Oh, no, and That's too bad to express sympathy 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	Identify the people described in conversations Complete statements about injuries Identify the ailments and remedies suggested in conversations ronunciation	 A magazine article about two celebritie Writing Task: Write a description of someone you
 Ask What do you mean? to request clarification Use Well to explain or clarify Use emphatic stress on and to indicate two answers Circle correct words or phrases Complete statements about activities, using the present continuous Infer people's wishes for the future and complete statements, using would like A short biography of Writing Task: Write your own illustrated including plans and of future 	Use <u>But</u> to introduce contrasting information Suggest a shared course of action with <u>Let's</u> Politely decline a suggestion with <u>I'm really</u> sorry but and a reason Accept a refusal with <u>Maybe some other time</u> Use <u>Sure</u> and <u>No problem</u> to agree to	Complete requests for favors ronunciation	 A journal article about infant-toddler development
Diphthongs	Ask What do you mean? to request clarification Use Well to explain or clarify Use emphatic stress on and to indicate two answers	Choose correct statements Circle correct words or phrases Complete statements about activities, using the present continuous Infer people's wishes for the future and complete statements, using would like	 A short biography of Harry Houdini Writing Task: Write your own illustrated life story, including plans and wishes for the
Top Notch Pop Lyrics			

To the Teacher

What is Top Notch?

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

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

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

The *Top Notch* course has two beginning levels: *Top Notch* Fundamentals for true beginners and *Top Notch* 1 for false beginners.

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

*Summit 1 and Summit 2 are the titles of the fifth and sixth levels of the Top Notch course.

All Student's Books are available in split editions with bound-in workbooks.

The Top Notch instructional design

Daily confirmation of progress

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

A purposeful conversation syllabus

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

An emphasis on cultural fluency

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

Intensive vocabulary development

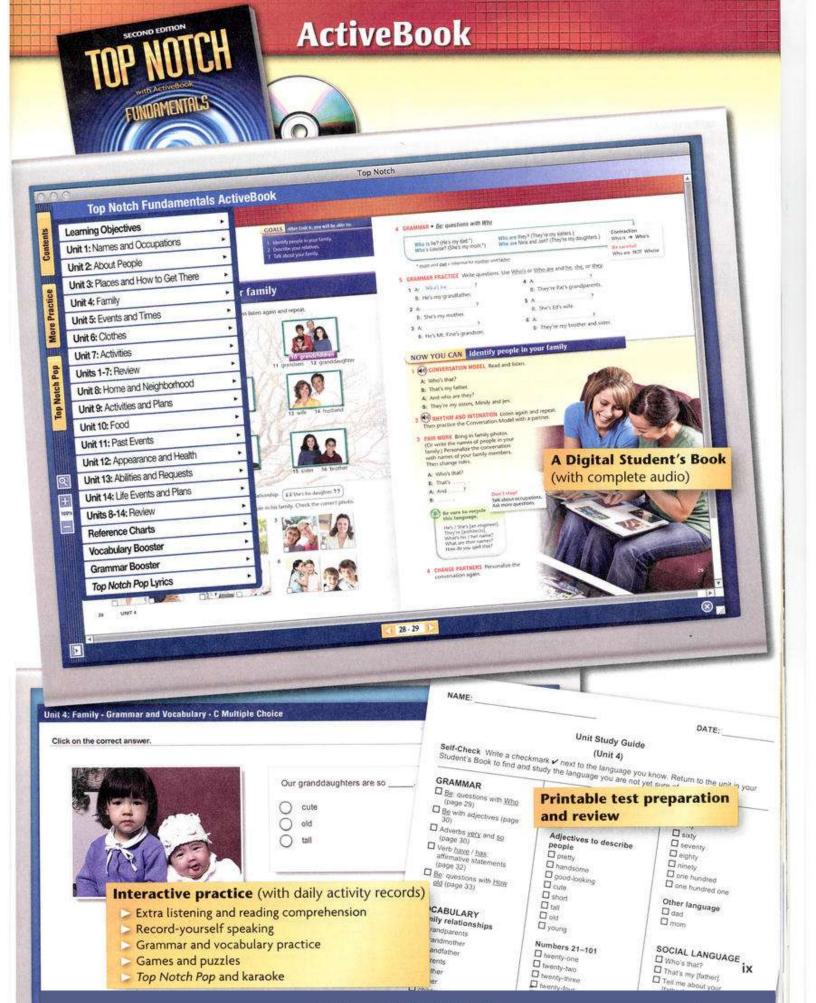
Students actively work with a rich vocabulary of high-frequency words, collocations, and expressions in all units of the Student's Book. Clear illustrations and definitions clarify meaning and provide support for independent study, review, and test preparation. Systematic recycling promotes smooth and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

A dynamic approach to grammar

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

A dedicated pronunciation syllabus

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



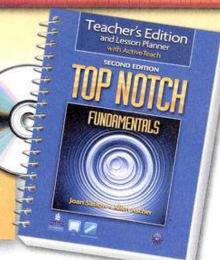
The Teacher's Edition and Lesson Planner

Includes:

- A bound-in Methods Handbook for professional development
- Detailed lesson plans with suggested teaching times
- Language, culture, and corpus notes
- Student's Book and Workbook answer keys
- Audioscripts
- Top Notch TV teaching notes

ActiveTeach

- A Digital Student's Book with interactive whiteboard (IWB) software
- Instantly accessible audio and Top Notch TV video
- Interactive exercises from the Student's ActiveBook for in-class use
- A complete menu of printable extension activities





Top Notch TV

A hilarious situation comedy, authentic unrehearsed on-the-street interviews. and Top Notch Pop karaoke.



The Digital Student's Book

With zoom, write, highlight, save and other IWB tools.



Including:

- · Writing process worksheets
- · Vocabulary flashcards
- · Learning strategies
- · Graphic organizers
- · Pronunciation activities
- · Video activity worksheets and more . . .

Learning Strategy (Unit 7, page 58, Reading)

READING STRATEGY: taking notes

Take notes about key details to help you understand a reading

As you read the article on page 58, use the simple present to write what each

The (Robot Roomba	(Street for Fruits)
The iRobot Scooba	
ASIMO -	

DATE: NAME

Writing Process Worksheet

(Accompanies Unit 6, page 51)

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

1. PREWRITING

Think about your clothes. Then fill in the chart.

What are the cli	othes you		have?	don't have
need?	want?	like?	Title street	restatos
White struck	162 14115	DIM BANG		district.
		1		
	1			

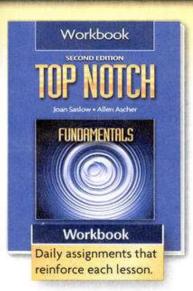
2. WRITING

Write about clothes you need, you want, you like, and clothes you have or don't have. Use the information from Step 1. Add more information if you can



Adjectives to

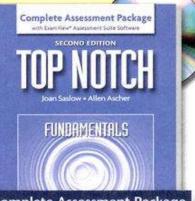
Other components





Classroom **Audio Program**

Includes a variety of authentic regional and non-native accents.



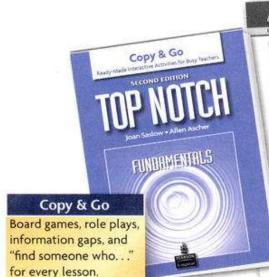
Complete Assessment Package

Ready-made achievement tests. Software provides option to edit, delete, or add items.

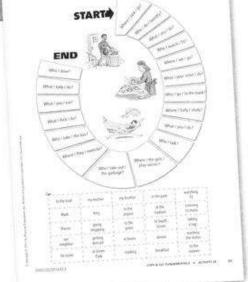


Full-Course Placement Tests

Choose printable or online version.



Activity 26 GROUP WORK - BOARD



www.mytopnotchlab.com mytopnotchlab 🏝 FUNDAMENTALS Read about Madonna. Then choose all of the correct answers to the questions. er. She's also an actor nd she's a writer, too. ons) Her books for children are picture books. e name of her new book is The English Roses, Stadonni is the oritor, but she's eet the artist. The artist is Jeffrey What are Madonna's occupations?

photographer

MyTopNotchLab

An optional online learning tool with:

- An interactive Top Notch Workbook
- Speaking and writing activities
- Pop-up grammar help
- Student's Book Grammar Booster exercises
- Top Notch TV with extensive viewing activities
- Automatically-graded achievement tests
- Easy course management and record-keeping

xi

Welcome to Top Notch!

GOALS After this unit, you will be able to:

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

GOAL

Introduce yourself

(a) CONVERSATION MODEL Read and listen.



A: Hi, I'm Martin.

B: Hi, Martin. I'm Ben.

A: Nice to meet you, Ben.

B: Nice to meet you, too.

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

NOW YOU CAN Introduce yourself

PAIR WORK Now introduce yourself to your classmates.





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

GOAL Greet people

1 d) CONVERSATION MODEL Read and listen.

A: Hi, Len. How are you?

B: Fine, thanks. And you?

A: I'm fine.

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

3 ◀ N VOCABULARY • More greetings Read and listen. Then listen again and repeat.

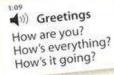


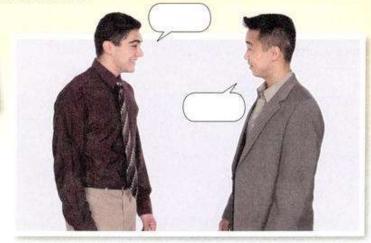




NOW YOU CAN Greet people

PAIR WORK Now greet your classmates.



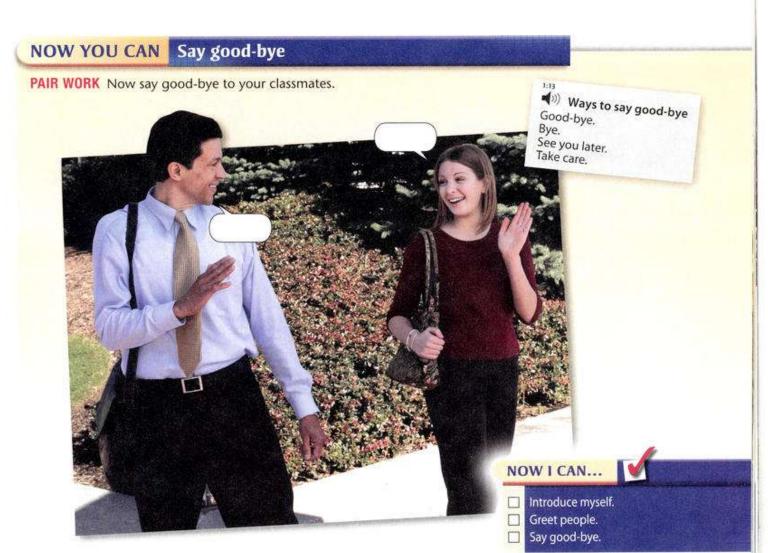


Responses ⊕ Fine. / I'm fine. Great. ⊕ ∫ Not bad. So-so.

GOAL Say good-bye

- 1 (III) CONVERSATION MODEL Read and listen.
 - A: Good-bye, Charlotte.
 - B: Good-bye, Emily.
 - A: See you tomorrow.
 - B: OK. See you!
- 2 (1) RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.





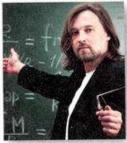
- 1 Tell a classmate your occupation.
- 2 Identify your classmates.
- 3 Spell names.

LESSON 1

GOAL

Tell a classmate your occupation

1 (a)) VOCABULARY • Occupations Read and listen. Then listen again and repeat.







2 a student



3 an architect



4 an actor



5 an athlete



6 a musician



7 an artist



8 a banker



9 a singer



10 a flight attendant

Articles a / an a teacher

an actor

VOCABULARY BOOSTER

More occupations • p. 126

- 2 PAIR WORK Say the name of an occupation. Your partner points () to the picture.
- 3 GRAMMAR Verb be: singular statements / Contractions

Affirmative statements / Contractions

Lam Ann. / I'm Ann.

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

He is a teacher. / He's a teacher. She is a singer. / She's a singer. Negative statements / Contractions

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

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

He is not a student. / He's not a student. / He isn't a student. She is not a banker. / She's not a banker. / She isn't a banker.

4 UNIT 1

4 GRAMMAR PRACTICE Write the a	article a c	or an t	or each	occupation
--------------------------------	-------------	---------	---------	------------

- 1architect3banker5singer2student4musician6athlete
- 5 PAIR WORK Point to the people on page 4. Say He's ___ or She's ___ .

66 He's a teacher. 55

6 INTEGRATED PRACTICE Read the names and occupations. Write affirmative and negative statements.









- 1 Matt Damon He's an actor. He's not an architect.
- 2 Carlos Vives
- 3 Hee-Young Lim
- 4 Constantina Tomescu

NOW YOU CAN Tell a classmate your occupation

- 1 ()) CONVERSATION MODEL Read and listen.
 - A: What do you do?
 - B: I'm an architect. And you?
 - A: I'm a banker.
- 2 (a) RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.
- 3 PAIR WORK Personalize the conversation. Use your own occupations.
 - A: What do you do?
 - B: I'm And you?
 - A: I'm
- 4 CHANGE PARTNERS Tell another classmate your occupation.



GOAL

Identify your classmates

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







2 He's a writer.



3 She's a manager.



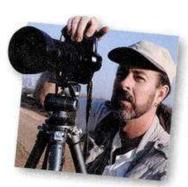
4 She's a scientist.



5 He's a doctor.



6 She's an engineer.



7 He's a photographer.



8 He's a pilot.

Subject pronouns

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

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

Negative statements / Contractions

Singular Plural we you you he they

Affirmative statements / Contractions We are photographers. / We're photographers. You are scientists. / You're scientists.

They are writers. / They're writers.

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

- 3 GRAMMAR PRACTICE Complete each statement with a singular or plural form of be.
 - 1 | a writer.
- 3 We doctors.
- 5 We managers.

- 2 She not a pilot.
- 4 They not scientists.
- 4 INTEGRATED PRACTICE (Circle) the correct word or words to complete each statement.
 - 1 I am (an artist / artists / artist).

- 3 She is (banker / a banker / bankers).
- 2 We are (a flight attendant / flight attendants / flight attendant).
- 4 They are (a writer / writers / writer).

UNIT 1

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

Yes / no questions Are you Is he Is Tanya an architect?	Short answers Yes, I am. Yes, { he she } is.	No, I'm not. No, { he's she's } not.
Are you Are they Are Ted and Jane musicians?	Yes, $\left\{ egin{array}{l} \mbox{we} \\ \mbox{they} \end{array} \right\}$ are.	No, { we're they're } not.



Be careful!

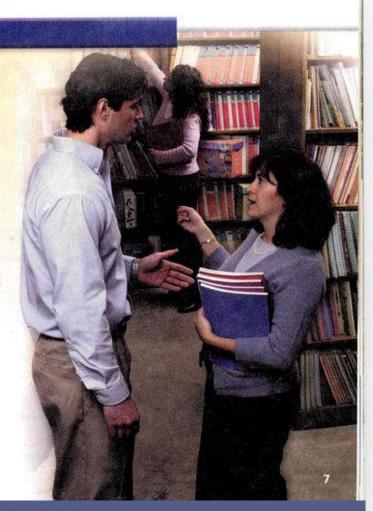
Yes, I am. NOT Yes, I'm.
Yes, she is. NOT Yes, she's.
Yes, we are. NOT Yes, we're.

- 6 GRAMMAR PRACTICE Complete the conversations. Use contractions when possible.
- 4 A: _____ a chef?
 B: Yes, I _____.
 5 A: _____ he Evan?
 B: No, ____ not. He'. ____ Michael.
 6 A: Is _____ Tim?
 B: _____ , he'. ____ He's Louis.
- 7 PAIR WORK Practice the conversations from Exercise 6.
- 8 PAIR WORK Ask your partner two questions. Answer your partner's questions.

€ € Yes, I am. 9	66 Are	you an artist? 🧦
		€ € Yes, I am. 55

NOW YOU CAN Identify your classmates

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



GOAL

Spell names

1 🕩 VOCABULARY • The alphabet Read and listen. Then listen again and repeat.

NI	20	○ F	-	1111		
$ \setminus $	JP	Qk	3	$\bigvee\bigvee$	XY	
			Y	Y Y Y		No.

12 K

1	Α	K	4	U	0	7	F	Х	10	J	G	13	D	G
2	В	Е	5	В	Z	8	Х	S	11	L	N	14	Н	K

9 Z V

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

6 T C

L	W	V	G	S
J	C	F	Y	Q
P	X	B	K	H
R	M	U	0	N
	T	A	D	Z

4 (3) LISTENING COMPREHENSION Listen. Circle the correct spelling. Then spell each name aloud.

E

15

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

5 (a) LISTENING COMPREHENSION Listen to the conversations. Write the names, 2 3

GRAMMAR . Proper nouns and common nouns

Capital letters ABC

Proper nouns

The names of people and places are proper nouns. Use a capital letter to begin a proper noun. Melanie Pepper New Delhi Nicaragua

Lowercase letters abc

Common nouns

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

7	GRAMMAR PRACT	CE Circle the pro	per nouns. <u>Und</u>	rline the	e common no	uns.		
	1 Mary Chase	3 name		5 partr	iers			
	2 letter	4 France	9	6 alpha	nbet			
8	GRAMMAR PRACT	ICE Check ☑ the	common nouns.	Capitali	ze the proper	nouns.		
	☐ 1 prarie	□ 3 sar.	ah browne	5 cana	da	☐ 7 letter		
	☑ 2 partner	□ 4 tea	cher 🗆	6 noun	ROTAN-A	☐ 8 grammar	Mr.	
9	PRONUNCIATIO	N • Syllables Re	ad and listen. Th	en lister	again and re	peat.		
	1 syllable	2 syllables	3 syllables		4 syllables			
	chef	bank • er	ar • chi • tect	pho	• tog • ra •	pher		
10	Then listen to chec 1 teacher 2 students	k your work. 3 vocat	ing each word. V oulary bet	5 occu	number of sy pation			
N	OW YOU CAN	Spell nam	es		Cas da		National Conference of the Con	
2	A: Hello. I'm John B: Excuse me? A: John Bello. B: How do you sp A: B-E-L-L-O. B: Thanks! DIEST OF THE SECOND STAND STA	Dell that? INTONATION epeat. Then ersation ner. Inalize the your own ge roles.	and listen.					

4 CHANGE PARTNERS Personalize the conversation again.

Extension



grammar · vocabulary · listening reading · speaking · pronunciation

AND DESCRIPTION OF THE PARTY OF

LISTENING COMPREHENSION Listen to the conversations. Write the number of the conversation in the boxes.









2 (1) LISTENING COMPREHENSION Listen to the conversations. Complete the information.



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





NAME:
OCCUPATION:

66 Hi. I'm Sean Penn. I'm an actor. And you? 55

4 INTEGRATED PRACTICE Answer the questions about four famous people. Use subject pronouns and contractions.



Denzel Washington actor



Tania Libertad



Se Ri Pak athlete



Gabriel Garcia Mårquez writer

GRAMMAR BOOSTER

Extra practice • p.136

- 1 Is Denzel Washington an actor or a singer? He's an actor.
- 2 What's Tania Libertad's occupation?
- 3 Is Se Ri Pak a teacher?
- 4 Are Se Ri Pak and Gabriel García Márquez scientists?
- 5 What's Gabriel García Márquez's occupation?
- 6 Is Se Ri Pak an athlete?

5 PERSONAL RESPONSES Write responses with real information.

1 "Hi. I'm Art Potter."

YOU

2 "Are you a teacher?"

3 "What do you do?"

4 "Thank you."

10 UNIT 1





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

LESSON 1

GOAL

Introduce people

www. VOCABULARY • Relationships Read and listen. Then listen again and repeat.



1 a classmate



2 a friend



3 a neighbor



4 a boss



5 a colleague

More relationships • p. 127

2 GRAMMAR • Possessive nouns and adjectives

Possessive nouns

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

Possessive adjectives

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



Ms. Ellis is Joe's teacher. Joe is her student,

Subject Possessive pronouns adjectives my VOU your he she her our they their

3

- 3 GRAMMAR PRACTICE Circle the correct word or words to complete each sentence.
 - 1 Mr. Thomas is (my / I) boss.
 - 2 Is Mrs. Cory (you / your) teacher?
 - 3 Is (she / her) Dr. Kim?
 - 4 Are (they / their) Connie and Sam?
 - 5 Are (your / you) Barry's friend?
- 4 PAIR WORK Tell a classmate about at least three of your relationships. Use the Vocabulary.
- 6 He's (my / I) colleague.
- 7 Mr. Bello is (Alec / Alec's) neighbor.
- 8 Jake is (Ms. Rose / Ms. Rose's) student.
- 9 (He's / His) an architect.
- 10 (Kyle / Kyle's) and Ray's new classmate is Gail.

Jan Keyes are my neighbors. "

5	1:33 ■ (1) LISTENING COMPREHENSION	Listen to the conversations. Write the relationships.			
	1 Bruce is her	3 Mr. Grant is her			
	2 Patty is his	4 Rob is her			
6	GRAMMAR • Be from / Questions	vith Where			

I'm from Toronto.

Are you from Paraguay? Is she from Moscow?

Where are you from? Where's she from?

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

We're from Bangkok. She's from Canada.

Be careful! Are you from Spain? Yes, I am. NOT Yes, I'm from.

Contractions Where is → Where's Where are NOT Where're

7 G	MMAR PRACTICE Complete the conversations with be from. Use contractions when possible.				
1	A: Where's your neighbor?	3 A: your boss	?		
	B: She Canada.	B: He Fortaleza.			
2	A:?	4 A: you and your f	riend?		
	B: Paris.	B: Pusan.			

NOW YOU CAN Introduce people

- 1 (*) CONVERSATION MODEL Read and listen.
 - A: Tom, this is Paula. Paula's my classmate.
 - B: Hi, Paula.
 - C: Hi, Tom. Nice to meet you.
 - B: Nice to meet you, too.
- 2 (1) RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.
- 3 GROUP WORK Personalize the conversation. Introduce classmates. Use your own names. Then change roles.
 - A:, this is's my
 - B: Hi,
 - C: Hi, Nice to meet you.
 - B: Nice to meet you, too.



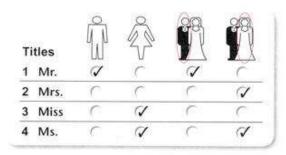
Be sure to recycle this language.

Don't stop! Ask questions. Where are you from? What do you do?

4 CHANGE PARTNERS Introduce other classmates.



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





Mr. Charles Lee
5 first name

Mrs. Vivian Lee
6 last name

VOCABULARY BOOSTER

More titles • p. 127

Be careful!

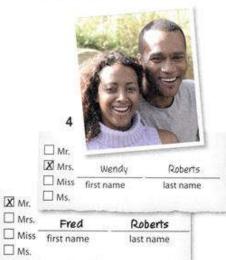
Mr. Charles Lee OR Mr. Lee Mrs. Vivian Lee OR Mrs. Lee NOT Mr. Charles NOT Mrs. Vivian

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



3 (*) LISTENING COMPREHENSION Listen. Circle the correct information. Then listen again and check your answers.

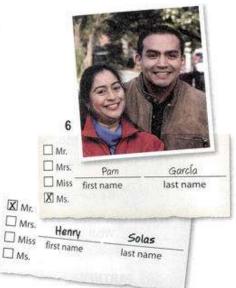












You:	A classmate:
Mr. Mrs. Miss Ms.	□ Mc □
	☐ Mrs. first name
first name last name	□ Misə
***	☐ Ms. last name
Your teacher:	Company of the Compan
□ Mr. □ Mrs. □ Miss □ Ms.	
first name last name	
WALLEY TO SEE STATE OF THE SECOND SEC	
Tell someone y Toll someone y Toll someone y Toll someone y Toll someone y	***************************************
A: What's your last name, please?	A: Thank you, Mr. Fava.
A: What's your last name, please? B: Fava.	A: Thank you, Mr. Fava. B: You're welcome.
B: Fava.	
B: Fava. A: And your first name? B: My first name? Bob.	B: You're welcome.
B: Fava. A: And your first name? B: My first name? Bob.	B: You're welcome.
B: Fava. A: And your first name? B: My first name? Bob. N	B: You're welcome. ain and repeat. th a partner.
B: Fava. A: And your first name? B: My first name? Bob.	B: You're welcome. ain and repeat. th a partner. Use your own names. Mr.
B: Fava. A: And your first name? B: My first name? Bob.	B: You're welcome. ain and repeat. th a partner. Use your own names, rm. Then change roles. Mr. Mrs.
B: Fava. A: And your first name? B: My first name? Bob.	B: You're welcome. ain and repeat. th a partner. Use your own names, Mr. rm. Then change roles. Mr. Mrs.
B: Fava. A: And your first name? B: My first name? Bob.	B: You're welcome. ain and repeat. th a partner. Use your own names, rm. Then change roles. Mr. Mrs. Mrs. Miss first name last n
B: Fava. A: And your first name? B: My first name? Bob.	B: You're welcome. ain and repeat. th a partner. Use your own names, rm. Then change roles. Mr. Mrs. Mrs. Miss first name last n
B: Fava. A: And your first name? B: My first name? Bob. A: My first name? Bob. A: MYTHM AND INTONATION Listen aga Then practice the Conversation Model with PAIR WORK Personalize the conversation. Write your partner's information on the for A: What's your last name, please? B:	B: You're welcome. ain and repeat. th a partner. Use your own names, rm. Then change roles. Mrs. Miss first name last n. Ms. Be sure to recycle this language.
B: Fava. A: And your first name? B: My first name? Bob. A: My first name? Bob. A: MYTHM AND INTONATION Listen aga Then practice the Conversation Model with PAIR WORK Personalize the conversation. Write your partner's information on the for A: What's your last name, please? B:	B: You're welcome. ain and repeat. th a partner. Use your own names, rm. Then change roles. Mrs. Miss first name last n. Ms. Be sure to recycle this language.

3

GOAL

Get someone's contact information

- √ VOCABULARY Numbers 0 20 Read and listen. Then listen again and repeat.

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



3 GRAMMAR • Be: information questions with What

What's his name? What's his last name? What's Ellen's address? What's her e-mail address?

What's their phone number?

What are their first names?

(Mark Crandall.) (Crandall.) (18 Main Street.) (Dover14@hipnet.com.) (835-555-0037.)

(Luis and Samuel.)

What is -> What's

How to say e-mail addresses and phone numbers:

Say "dover fourteen at hipnet dot com." Say "oh" for zero: 0037 = "oh-oh-three-seven."

PRONUNCIATION • Stress in two-word pairs Read and listen. Then listen again and repeat.

eighteen

nineteen

■ 11		
first name	phone num ber	e-mail address

ISTENING COMPREHENSION Listen to the conversations. Write the information. Then listen again and check your work.

500		NAME	PHONE NUMBER	E-MAIL
1	Valerie	Peterson		@
2	Mathilda		'	
3		Quinn		
1	Joseph			Sman Self-risk

6 INTEGRATED PRACTICE Complete the questions.



1 A: What's his address?

B: 11 Main Street.



.....phone number?

B: 878-456-0055.



phone number?

B: 22-63-140.



e-mail address?

B: It's sgast@mp.net.



3 A: address?

B: 18 Bank Street.



phone number?

B: 44-78-35.

NOW YOU CAN Get someone's contact information

- 1 (a) CONVERSATION MODEL Read and listen.
 - A: What's your name?
 - B: Dave Mitchell.
 - A: And what's your phone number?
 - B: 523-6620.
 - A: 523-6620?
 - B: That's right.
- N RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.
- 3 PAIR WORK Personalize the conversation. Write your partner's answers on a separate sheet of paper. Then change roles.

A: What's your?

B:

A: And what's your phone number?

B:

A:?

B: That's right.



Continue the conversation. Ask more questions.



Be sure to recycle this language.

first name / last name address / e-mail address

Thank you. You're welcome. Nice to meet you. Good-bye.

4 CHANGE PARTNERS Get other classmates' contact information.

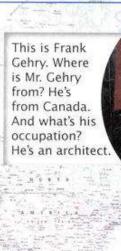
Extension

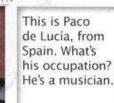


ActiveBook Self-Study Disc

grammar · vocabulary · listening reading - speaking - pronunciation

NEADING Read about six famous people. Where are they from?







This is Maria Sharapova. She's from Russia. What's Ms. Sharapova's occupation? She's an athlete.



This is John Travolta. Mr. Travolta has two occupations. He's an actor and a pilot. He's from the United States.



This is Angélique Kidjo. What's her occupation? Ms. Kidjo is a singer. She's from Benin.



This is Banana Yoshimoto. Ms. Yoshimoto is from Japan. What's her occupation? She's a writer.



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

6 € Is Frank Gehry a doctor? ""

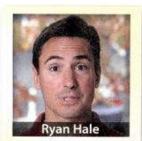
6 € Is Maria Sharapova from the United States? "

On your ActiveBook Self-Study Disc: Extra Reading Comprehension Questions

GRAMMAR BOOSTER

🅯 🖟 Where's Mr. Travolta from? 🧦

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



a 12 Bank St. e rhale@ccc.com



33-55-0078 e nchin@hipnet.com



34-67-9899 13 Quinn St. Extra practice • p.137

1:46/1:47 Top Notch Pop "Excuse Me, Please" Lyrics p. 147

Review

PERSONAL INFORMATION

First name:

Last name:

Address:

Phone:

e-mail:



PAIR WORK

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

What's your _ ?

2 Create a conversation for the people in the second picture. Introduce the two women. Start like this:

This is __. She's my __.

WRITING Write sentences about your relationships. For example:

Nancy Lee is my friend. She's from Vancouver. She's a...



NOW I CAN...



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

5 F

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

LESSON 1

GOAL

Talk about locations

VOCABULARY • Places in the neighborhood Read and listen. Then listen again and repeat.



1 a pharmacy



2 a restaurant



3 a bank



4 a school



5 a newsstand



6 a bookstore

VOCABULARY BOOSTER More places • p. 127

2	4)))	LISTENING	COMPREHENSION	Listen. Write the places you l	near.
---	--------------	-----------	---------------	--------------------------------	-------

- 3 1 4
- 3 PAIR WORK Say the name of a place. Your partner writes the word.
- 4 (1) VOCABULARY Locations Read and listen. Then listen again and repeat.



1 across the street



2 down the street



3 around





the corner 5 on the right



6 next to the bank

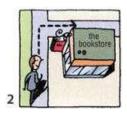


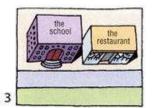
7 between the bookstore and the bank

5 PAIR WORK Take turns making statements about the location of the places.

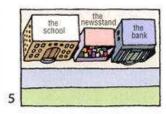
66 The bank is across the street. 99











6 GRAMMAR • Be: questions with Where / Subject pronoun it

Ask questions with $\underline{\textbf{Where}}$ for locations.

Where's the restaurant?

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

Use it to replace the names of places.

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

7 (a) PRONUNCIATION • Falling intonation for questions with Where Read and listen. Then listen again and repeat.

- 1 Where is it?
- 2 Where's the bank?
- 3 Where's the school?
- 4 Where's the newsstand?

NOW YOU CAN Talk about locations

- 1 (3) CONVERSATION MODEL Read and listen.
 - A: Excuse me. Where's the bank?
 - B: The bank? It's around the corner.
 - A: Thanks!
 - B: You're welcome.
 - 1:53
- 2

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

- 3 PAIR WORK Find the people on the map. Talk about the location of places on the map. Then change roles.
 - A: Excuse me. Where's the?
 - B:? It's
 - A: Thanks!
 - B: You're welcome.
- 4 CHANGE PARTNERS Ask about other locations.



GOAL

Discuss how to get places

1 WOCABULARY • Ways to get places Read and listen. Then listen again and repeat.











1 walk

2 drive

3 take a taxi

4 take the train

5 take the bus

2 GRAMMAR • The imperative

Use imperatives to give instructions and directions.

Affirmative imperatives

Drive [to the bank].

Take the bus [to the pharmacy].

Negative imperatives Don't walk. Don't take the train.

Do not → Don't



3 INTEGRATED PRACTICE Follow the directions.

Partner A: Read a direction.

Partner B: Say the letter of the correct picture.

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

Partner B: Read a direction.

Partner A: Say the letter of the correct picture.

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









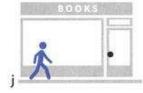












4	LISTENING COMPREHENSION	Listen. Write the directions. Use an	affirmative and a negative imperative.
	1 Take the bus. Don't drive.	3	5

NOW YOU CAN	Discuss how	to get places
-------------	-------------	---------------

- 1 (iii) CONVERSATION MODEL Read and listen.
 - A: Can I walk to the bookstore?
 - B: The bookstore? Sure.
 - A: And what about the school?
 - B: The school? Don't walk, Drive.
 - A: OK. Thanks!

- NHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.
- 3 PAIR WORK Change the model. Use the photos below. Ask how to get to places in the neighborhood. Then change roles.
 - A: Can I walk to the?
 - **B**: The?
 - A: And what about the?
 - B: The? Don't
 - A: OK. Thanks!

Don't stop! Ask about locations.



Where is it?

across the street. down the street. It's around the corner.

next to the ___. between the __ and the _













4 CHANGE PARTNERS Discuss more places.



www VOCABULARY • Means of transportation Read and listen. Then listen again and repeat.

1:58

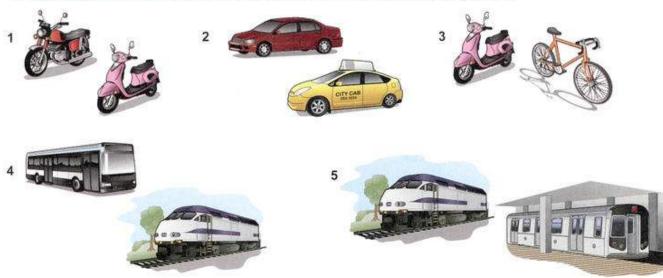


- 2 PAIR WORK Take turns. Spell a Vocabulary word aloud. Your partner writes the word.
- 3 GRAMMAR By to express means



NC

4 ◀ » LISTENING COMPREHENSION Listen. Circle the means of transportation you hear.



UNIT 3

24

4 CHANGE PARTNERS Personalize the

conversation again.

Extension

More Practice

ActiveBook Self-Study Disc

grammar - vocabulary - listening reading - speaking - pronunciation

1 4)) READING Read about how people go to work and school.

I'm Kim Lee. I'm an engineer. I'm lucky. I can walk to work. My office is around the corner from my home.



I'm Jennie Beck. I'm a writer from New York. I go to work by subway. I take the subway home, too.



I'm a doctor. My name is Jasper White. I go to work by train, and I go home by car with my colleague, Dr. Randall Marshall. He's a neighbor down the street from my home.



I'm Katie Simpson, and this is my teacher, Ms. Clark. I'm a student. My school is right next to my home. I walk to school with my friends. We walk home together, too.

I'm Hillary Clark. I'm Katie's teacher, but my home is not next to our school. Can I walk to school? Definitely not! I take the bus to school, and I go home by train.



2 PAIR WORK Ask and answer the questions.

😘 Is Jennie Beck a teacher? 🎵

€ € No, she's not. She's a writer. 🥫

- 1 Is Jasper White a doctor?
- 2 Is Randall Marshall Dr. White's friend or his colleague?
- 3 Is Dr. Marshall Dr. White's neighbor?
- 4 Is Katie Simpson a teacher?
- 5 What is Katie's teacher's name?
- 6 Is their school next to Ms. Clark's home?
- 7 Where is Kim Lee's office?
- 8 Your own question:

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



Be sure to recycle this language.

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

On your ActiveBook Self-Study Disc: Extra Reading Comprehension Questions

Extra practice • p. 138

4



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

LESSON 1

GOAL

Identify people in your family

▼) **VOCABULARY** • *Family relationships* Read and listen. Then listen again and repeat.





2 grandmother



3 grandfather



11 grandson 12 granddaughter

4 parents



5 mother



6 father



13 wife 14 husband

7 children'



8 daughter



9 son



15 sister 16 brother

- * one child / two children
- 2 PAIR WORK Point to two people in the family. Describe their relationship.

6 € She's his daughter. ""

(iii) LISTENING COMPREHENSION Listen to a man identify people in his family. Check the correct photo.

























UNIT 4

4 GRAMMAR • Be: questions with Who

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

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

Contraction
Who is → Who's

Be careful!

Who are NOT Who're

* mom and dad = informal for mother and father

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

NOW YOU CAN Identify people in your family

- 1 (3) CONVERSATION MODEL Read and listen.
 - A: Who's that?
 - B: That's my father.
 - A: And who are they?
 - B: They're my sisters, Mindy and Jen.
- 2 (3)) RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.
- 3 PAIR WORK Bring in family photos. (Or write the names of people in your family.) Personalize the conversation with names of your family members. Then change roles.
 - A: Who's that?
 - B: That's
 - A: And?
 - B:

Don't stop!

Talk about occupations. Ask more questions.



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

4 CHANGE PARTNERS Personalize the conversation again.



▼ VOCABULARY • Adjectives to describe people Read and listen. Then listen again and repeat.

More adjectives • p. 128



1 pretty



2 handsome

3 good-looking



4 cute



5 short



7 old

8 young

6 11

îr

3

2 GRAMMAR • Be with adjectives / Adverbs very and so

Describe people with a form of be and an adjective.

She's pretty. He's handsome. They're good-looking. Your children are cute.

The adverbs very and so make adjectives stronger.

They're very good-looking. He's very handsome.

She's so pretty!

Your children are so cute!

PAIR WORK Use the Vocabulary to describe two people in your class.

> are very pretty. "

ISTENING COMPREHENSION Listen to the conversations.

Circle the adjective that describes each person.

- 1 Her husband is (handsome / tall / old).
- 2 His daughter is (tall / good-looking / cute).
- 3 Her brothers are (tall / good-looking / young).
- 4 His son is (tall / good-looking / short).
- 5 Her father is (tall / old / short).
- 6 His sisters are (tall / good-looking / short).

5 INTEGRATED PRACTICE Look at the pictures. Complete each sentence with

a form of be and an adjective.



1 Your sisters SO



2 Your daughter so!



3 Our grandfather very

30 UNIT 4







- 4 His girlfriendvery
- 5 His wife!
- 6 Your brother so tall. And his colleague very
- 6 INTEGRATED PRACTICE Write three sentences about people in your family. Use adjectives and the adverbs very or so to describe the people.

My brother is very tall.

NOW YOU CAN Describe your relatives

- 1 (1) CONVERSATION MODEL Read and listen.
 - A: Tell me about your father.
 - B: Well, he's a doctor. And he's very tall.
 - A: And how about your mother?
 - B: She's a scientist. She's very pretty.
- 2 (a)») RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.
- 3 PAIR WORK Personalize the conversation. Describe your relatives. Then change roles.
 - A: Tell me about your
 - B: Well, And
 - A: And how about your?
 - B:

Don't stop!

Ask about other people in your partner's family.

4 CHANGE PARTNERS Ask about other classmates' relatives.



GOAL

Talk about your family

1 GRAMMAR • Verb have / has: affirmative statements

 $\left.\begin{array}{c} I\\ You\\ We\\ They \end{array}\right\} \text{have a brother.} \quad \left.\begin{array}{c} He\\ She \end{array}\right\} \text{has three sisters.}$



2 GRAMMAR PRACTICE Complete the sentences. Use <u>have</u> or <u>has</u>. Then complete the sentence about your own family.

- 5 Carl and Anna two children.
- **6** She five sisters.

7 They no brothers or sisters.

YOU

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

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

4 (*)) PRONUNCIATION • Numbers Listen and repeat. Then practice saying the numbers on your own.

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

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

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

6 GRAMMAR • Be: questions with How old

How old is he? she? your sister?

He's nineteen years old. She's thirty-three. She's twenty.

How old are

they? your parents? They're twenty-nine. They're fifty and fifty-two.



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

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

NOW YOU CAN Talk about your family

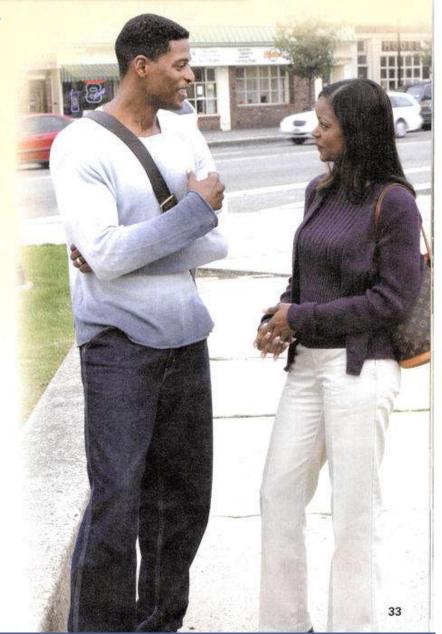
- 1 (3) CONVERSATION MODEL Read and listen.
 - A: I have one brother and two sisters.
 - B: Really? How old is your brother?
 - A: Twenty.
 - B: And your sisters?
 - A: Eighteen and twenty-two.
- 2 ◀») RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.
- 3 PAIR WORK Personalize the conversation. Talk about your own family. Then change roles.
 - A: I have
 - B: Really? How old?
 - A:
 - B: And your?
 - A:

Don't stop! Ask more questions.

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

4 CHANGE PARTNERS

Personalize the conversation again.



grammar - vocabulary - listening reading - speaking - pronunciation

1 (iii) READING Read about some famous actors and their families and friends.

Who Are They?



This is Jackie Chan.
Mr. Chan is an actor and a singer from Hong Kong.
His wife is Joan Lin. She is an actress from Taiwan. Her Chinese name is Lin Feng-Jiao. They have a son, JC Chan. He's an actor and a singer, too.



This is Abigail Breslin. She's an actress from the United States. She's very young, and she's a movie star, too. She has two brothers, Ryan and Spencer. Spencer is also an actor. Miss Breslin lives with her parents, Michael and Kim Breslin, in New York. Her grandparents, Catherine and Lynn Blecker, say she's very cute in her movies.



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

	2	READING COMPREHENSION	Read about the people again. Complete the sentence	s.
--	---	-----------------------	--	----

- 3 Abigail Breslin's is an actor.
- 4 Miss Breslin is Lynn Blecker's
- 6 Patricia Bernal, José Ángel García, and Diego Luna are

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

Relative's name Relationship Age Occupation

On your ActiveBook Self-Study Disc: Extra Reading Comprehension Questions

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

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

66 Doug is Laura's brother. He's 14. . . . 99



GRAMMAR BOOSTER Extra practice • p. 138

Review

PAIR WORK

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

A: Who's Meg?

B: She's Sue's mother.

A: Is Dora Meg's daughter?

B: No, she's not.

2 Take turns making statements about the family relationships. For example: Mike has two children. Pia is his daughter.

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

Pia is very cute.

WRITING Write ten sentences to describe the people in <u>your</u> family. For example:

My grandparents are very good-looking.





5 1

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

LESSON 1

GOAL

Confirm that you're on time

NOCABULARY • What time is it? Read and listen. Then listen again and repeat.



1 It's one o'clock.



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



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



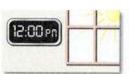
4 It's one thirty. It's half past one.



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



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



7 It's noon.



8 It's midnight.



- 2 PRONUNCIATION Sentence rhythm Read and listen. Then listen again and repeat.
 - 1 It's TEN after FIVE.
- 2 It's TWENty to ONE.
- 3 It's a QUARter to TWO.
- 3 PRONUNCIATION PRACTICE Read the times in the Vocabulary aloud again. Pay attention to sentence rhythm.
- 4 PAIR WORK Look at the map. Ask your partner about times around the world. Say each time two ways.
- in Vancouver? " ■ It's nine forty A.M. It's twenty to ten. "



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







2 They're on time.



3 He's late.



4 CHANGE PARTNERS Change the model again.

class: 2:15 p.m.

train: 2:30 P.M.

bus: 2:00 P.M.

More events • p. 128

5 G

1

1 (www.vocabulary • Events Read and listen. Then listen again and repeat.



1 a party



2 a dance



3 a game



4 a dinner



5 a movie



6 a concert

2 (3) LISTENING COMPREHENSION Listen to the conversations about events. Write the event and circle the time.

1 (7:15 / 7:45)

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

2 (8:00 / 9:00)

5(9:15 / 9:50)

(3:30 / 3:15)

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

wocabulary • Days of the week Read and listen. Then listen again and repeat.

The state of the s	F- //3/2011 0/11-00	NAME OF TAXABLE PARTY.			THE WE	EVEND
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

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

What time is it? What time's the party? What day is the concert?

(It's) five twenty. (It's) at nine thirty.

(It's) on Saturday.

When's the dance?

(It's) at ten o'clock. (It's) on Friday at 10:00 P.M. Contractions

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

Be careful!

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

3

5	GRAMMAR PRACTICE	Complete the questions and	answers
---	-------------------------	----------------------------	---------

1 A: When the party?	3 A: What is the concert?	5 A: is the dance?
В: It's 11:00 р.м.	B: It's 8:30.	B: It's Friday at 9:00.
2 A: day is the game?	4 A: What is the dinner?	6 A: What is the class?
B: It's Saturday.	B: It's Tuesday.	B: It's noon.

6 4)) LISTENING COMPREHENSION Listen to the conversation. Write the events on the calendar.

	5:30		5:30		
day	6:30	£ 6	6:30		
Monday	7:00	Thursday	7:00	meeting	
	7:15		7:15		
1950	5:30		5:30		
Tuesday	6:30	A P	6:30		
rues	7:00	Friday	7:00		
-	7:15	4	7:15		
^	5:30	7	5:30		5:30
sda	6:30	ag ès	6:30	day	6:30
Wednesday	7:00	Saturday	7:00	Sunday	7:00
N	7:15	and a second	7:15		7:15

NOW YOU CAN Talk about the time of an event

- 1 (3) CONVERSATION MODEL Read and listen.
 - A: Look. There's a dance on Wednesday.
 - B: Great! What time?
 - A: 10:30. At Pat's Restaurant.
 - B: Really? Let's meet at 10:15.
- 2 (iii) RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.
- 3 PAIR WORK Change the model. Ask your partner about an event. Use these events or your own events. Then change roles.
 - A: Look. There's a on
 - B: Great! What time?
 - A: At
 - B: Really? Let's meet at



4 CHANGE PARTNERS Talk about different events.



7 G

1 2

3

GOAL

Ask about birthdays

1 🜒 VOCABULARY • Ordinal numbers Read and listen. Then listen again and repeat.



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



3 **\(\psi\)**) **VOCABULARY** • *Months of the year* Read and listen. Then listen again and repeat.

		Ja	ทน	ary					et	oru	ar	4				M	ar	ch			1		W.	le.	11			6			Vla	v		100		-	MA.	UR	e		8
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	Т	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4							1							1			1	2	3	4	5					1	2	3	1	2	3	4	5	6	7
5	6	7	8	9	10	11	2	3	4	5	6	7	8	2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14
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20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25		1300
27	28	29	30	31			24 31	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31		23 30	24	25	26	27	28	29	28					000	7

4 ◆ ⇒ LISTENING COMPREHENSION Listen to the dates. Circle the dates on the calendar.

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



40 UNIT 5

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

When's the party? When's the meeting? When's the dance? When's the dinner? What time's the movie? What time's the dance?

In January. On Tuesday. On January 15th. On the 12th. At noon. At 8:30.

Be careful!

in the morning in the afternoon in the evening BUT at night



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

1	The concert is	July	14 th	3:00	the afternoon.
---	----------------	------	------------------	------	----------------

- 2 The dinner is December the 6th.
- 3 The party is midnight Saturday.
- 4 The movie is November 1st 8:30 P.M.
- 5 The game is Wednesday noon.

NOW YOU CAN Ask about birthdays

1 ()) CONVERSATION MODEL Read and listen.

A: When's your birthday?

B: On July 15th. When's yours?

A: My birthday's in November, On the 13th.

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

3 PAIR WORK Personalize the conversation with your own birthdays.

A: When's your birthday?

B: When's yours?

A: My birthday's

Don't stop!

Ask questions to complete the chart.

brother's birthday:

sister's birthday:

mother's birthday:

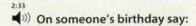
father's birthday:

grandmother's birthday:

grandfather's birthday:

4 CHANGE PARTNERS Ask about other people's birthdays.





6 € Thank you! ""

PAIR

peopl 1 Talk

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Friday Wher

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Betwee and the

eve



- 1 A: Hey, it's Alec's birthday on June 1st.
 - B: Really? That's on Friday.
 - A: That's right. And there's a party.
 - B: Great! Where?
 - A: At the New School, right around the corner.
 - B: What time?
 - A: 11:30.



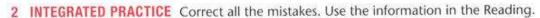
- 2 A: There's a dance tomorrow at 10:30.
 - B: Hey, let's go! Where is it?
 - A: At Casey's Restaurant.
 - B: Is that next to the bookstore?
 - A: That's right.



- A: There's a movie tonight at 8:00.
 - B: Really? What movie?
 - A: The Party, with Peter Sellers.
 - B: The English actor?
 - A: Right.
 - B: That's an old movie!
- A: Yes, but it's good. Let's go. OK?



- A: Where is the meeting?
 - B: At United Bank.
 - A: Can we walk there?
 - B: No, let's go by taxi.
 - A: Are we late?
 - B: No. The meeting's at 10:00. It's only 9:30.



- 1 The dance is at half past nine.
- 2 The movie is at 8:00 A.M.
- 3 The meeting is at half past ten.
- 4 The birthday party is at midnight.
- 5 Alec's birthday is in July.

- 6 The dance is at the bookstore.
- 7 The meeting is at the New School.
- 8 Alec's party is at United Bank.
- 9 United Bank is around the corner.
- 10 Peter Sellers is an English singer.

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

On your ActiveBook Self-Study Disc: Extra Reading Comprehension Questions



Capricorn Dec. 22 - Jan. 20



Aquarius Jan. 21-Feb. 19



Pisces Feb. 20 - Mar. 20



Mar. 21 - Apr. 20



Taurus Apr. 21- May 21

GRAMMAR BOOSTER

Extra practice • p. 139



Birthday

Zodiac Sign



Sagittarius Nov. 22 - Dec. 21



Scorpio Oct. 23 - Nov. 21



Libra Sep. 23 - Oct. 22



Aug. 24 - Sep. 22



Jul. 23 - Aug. 23



Gemini

May 22 - Jun. 21

Cancer Jun. 22 - Jul. 22



Lyrics p. 147

42 UNIT 5

Review

PAIR WORK Create conversations for the people.

1 Talk about the events. For example: Look. There's a _____

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

What time's the _?

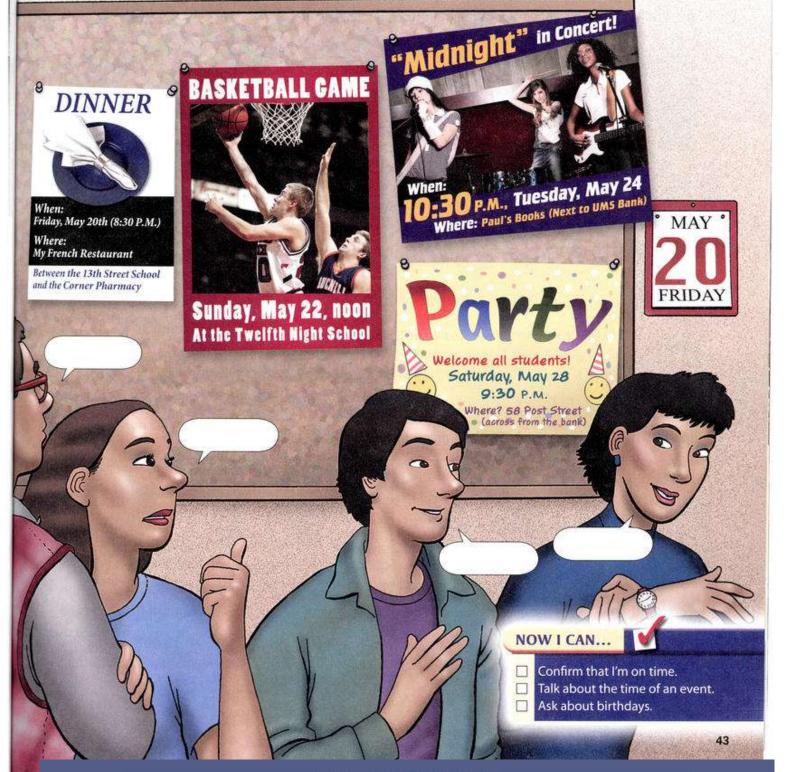
CONTEST Study the events for one minute. Then close your books. Who can remember all the times, dates, and locations? For example:

There's a _ on _ at _.

WRITING Write five sentences about events at your school or in your city. For example:

There's a concert on Friday at ...





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

LESSON 1

GOAL

Give and accept a compliment

OCABULARY BOOSTER

5

3

More clothes . p. 129

1 (www.vocabulary • Clothes Read and listen. Then listen again and repeat.



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

2 (*)) PRONUNCIATION • Plurals Read and listen. Then listen again and repeat.

1 /s/ shirts = shirt/s/ 2 /z/ shoes = shoe/z/ 3 /IZ/ blouses = blouse/IZ/ jackets = jacket/s/ sweaters = sweater/z/ dresses = dress/IZ/

3 GRAMMAR • Demonstratives this, that, these, those



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



44 UNIT 6









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





Tina likes these shoes.

Lisa wants that shirt.





Rob needs a book.

Now he has a book.

like want those sweaters. need They have Sara and Jim

likes He She wants Cassie needs Ivan has

those sweaters, too.

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

want -> wants need -> needs

BUT: have → has

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

- 1 I ... your tie.
- 2 My friends want / wants this suit, 5 We like / likes our dresses.
- 3 Janet need / needs this skirt.
- 4 Peter that jacket.
- 6 Sue and Tara want/wants those suits.

NOW YOU CAN Give and accept a compliment

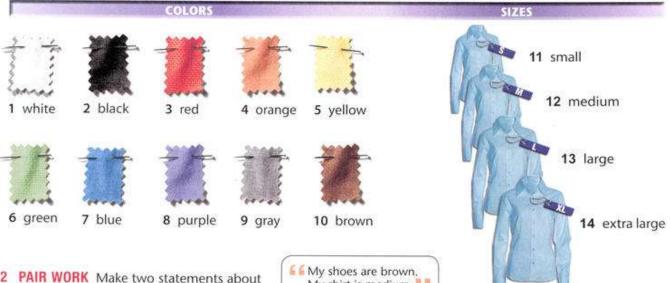
- 1 ()) CONVERSATION MODEL Read and listen.
 - A: I like that dress.
 - B: Thank you.
 - A: You're welcome.
- 2 NHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.
- 3 PAIR WORK Personalize the conversation. Compliment your classmates on their clothes and shoes. Then change roles.
 - A: I like
 - B:
 - A: You're welcome.
- 4 CHANGE PARTNERS Compliment other classmates' clothes.



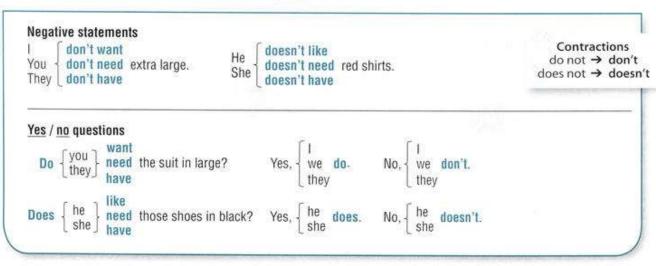
GOAL

Ask for colors and sizes

VOCABULARY • Colors and sizes Read and listen. Then listen again and repeat.



- 2 PAIR WORK Make two statements about your clothes.
- My shirt is medium. ""
- 3 GRAMMAR The simple present tense: negative statements and yes / no questions with like, want, need, and have



- 4 GRAMMAR PRACTICE Complete the sentences with the correct form of the verb. Use contractions.
 - 1 A: Do your children have sweaters for school?
 - B: My daughter does , but my son doesn't .
 - 2 A: your husband a black tie?
 - B: No, he He two black ties.
 - 3 A: I you need one too?
 - B: Yes, I

- 4 A: _____ you ____ that green
 - B: Actually, no, I
- 5 A: We the clothes in this store.
 - B: Really, that's too bad. We
- 6 A: you this black jacket in size 34?
 - B: No, I'm sorry. We

TF

TF.

TF:

NOW

1))

A: B: '



2 (1) repe

3 PAIR and: Use t

A: C

B: ... A: ...

E

B: ... A:

CHAP convi

5	**** LISTENING COMPREHENSION statement, circle T (true) or F (false			
	T F 1 They like the dress.	I II I	F	4 He needs a tie.
	T F 2 He needs shoes.	1 T	F	5 She needs the sweater in small.
	T F 3 Matt needs a suit for work	## # T	F	6 They don't have his size.
No.			CHO.	
1	NOW YOU CAN Ask for	colors and sizes		
1	A: Do you have this sweater in B: Yes, we do.			A: Great. And my husband needs a shirt. Do you have that shirt in large? B: No, I'm sorry. We don't. A: That's too bad.
2	RHYTHM AND INTONATION repeat. Then practice the Conve		artn	ner.
3	PAIR WORK Now change the mand sizes of clothes for you and Use the pictures. Then change now have in	a member of your fami oles. .?	ly.	
4	CHANGE PARTNERS Practice the conversation again. Ask about o		Sall Sall	

47

2

3

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3

GOAL

Describe clothes

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



8 expensive

7 cheap

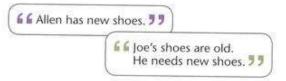
2 GRAMMAR • Adjective placement

Adjectives come before the nouns they describe. a long skirt tight shoes a red and black tie Adjectives don't change. a clean shirt / clean shirts NOT cleans shirts.

Be careful!

It's a long skirt. NOT It's a skirt long.

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



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



5	GRAMMAR •	The simple	present tense:	questions wit	th What,	Why,	and Which /	One and ones
---	-----------	------------	----------------	---------------	----------	------	-------------	--------------

Use a question word and do or does to ask information questions in the simple present tense.

What do you need? (A blue and white tie.)

What does she want? (New shoes.)

4 Δ· \/\/b\/

Use because to answer questions with Why.

Why do they want that suit? (Because it's nice.)

Why does he like this tie? (Because it's green.)

Use Which to ask about choice. Answer with one or ones.

Which sweater do you want? (The blue one.)

Which shoes does she like? (The black ones.)

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

1	A:	Which skirt she / want
	B:	The one.
2	A:	Whatyour friend / need
	B:	***************************************
3	A:	What color shoesyou / like
	B:	

you / want
B:
A: Which shirts?
B: The ones.
A: What size shoes?

new choos?

NOW YOU CAN Describe clothes

- 1 (a) CONVERSATION MODEL Read and listen.
 - A: What do you think of this jacket?
 - B: I think it's nice. What about you?
 - A: Well, it's nice, but it's a little tight.
 - B: Let's keep looking.
- 2 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.
- 3 PAIR WORK Now change the model. Use different clothes. Use different problems. Then change roles.
 - A: What do you think of?
 - B: I think nice. What about you?
 - A: Well, nice, but a little
 - B: Let's keep looking.



Clothes		Problems
shirt	pants	expensive
sweater	skirt	tight
dress	jacket	loose
tie	shoes	long
		short



4 CHANGE PARTNERS Talk about different clothes and problems.

Extension



ActiveBook Self-Study Disc

grammar · vocabulary · listening reading · speaking · pronunciation

2:48

1 NEADING Read the advertisement from today's newspaper. Which clothes do you like?

TODAY ONLY! 1/2 Price Sale EMP

THE EMPORIUM A Great Clothes Store!

Low, Low Prices! MEN'S & WOMEN'S CLOTHES

ALL STORES OPEN UNTIL MIDNIGHT



Blue at King Street store only.



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

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

		True	Fals
1	The sale is every day this week.		
2	The store has three locations.		
3	The Emporium is a clothes store.		
4	White blouses are on sale at		

		True	False
5	All locations have blue sweaters.		
6	The Emporium doesn't have		

On your ActiveBook Self-Study Disc:

Extra Reading Comprehension Questions

3 PAIR WORK Discuss the sale at the Emporium. Use the advertisement.



Be sure to recycle this language.

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

children's shoes.

6 I need a white blouse for work, and my children need shoes for school. Let's go to the Emporium. They have a great sale.

GRAMMAR BOOSTER

Extra practice • p. 140

Review



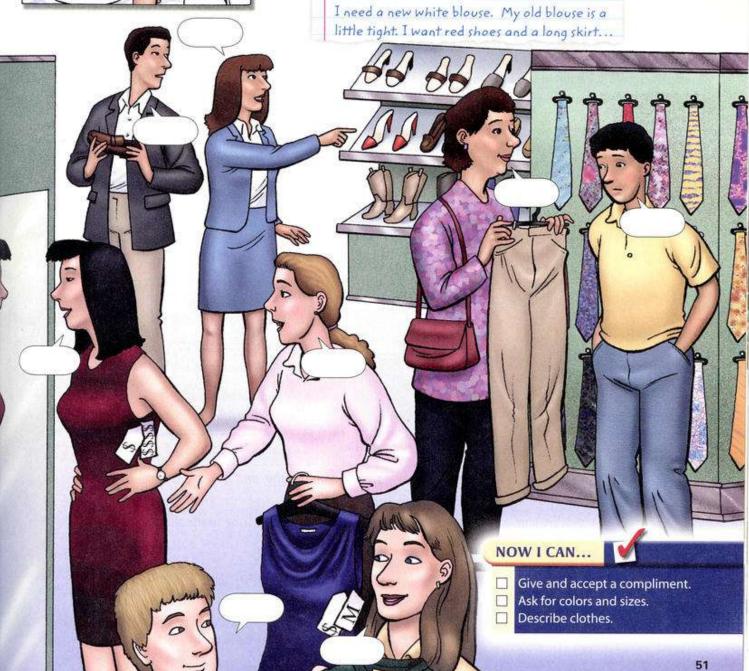
GAME Describe people's clothes. Your partner points to the picture. For example:

He has a yellow shirt.

PAIR WORK

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

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



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

LESSON 1

Talk about morning and evening activities GOAL

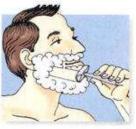
▼33) **VOCABULARY** • *Daily activities at home* Read and listen. Then listen again and repeat.











1 get up

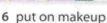
2 get dressed

3 brush my teeth

4 comb / brush my hair

5 shave







7 eat breakfast



8 come home



9 make dinner



10 study



11 watch TV



12 get undressed



13 take a shower / a bath



14 go to bed

- 2 PAIR WORK Tell your partner about your daily activities.
- 661 eat lunch at 12:00, 55
- 3 GRAMMAR The simple present tense: spelling rules with he, she, and it

(n) Meals breakfast lunch dinner

Add -s to the base form of most verbs

gets shaves combs

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

brushes watches

Remember:

do → does

go → goes have → has

study → studies

MILLIAN .		
4 (GRAMMAR PRACTICE Complete the statements. Use the simple present tense.	
	1 Tom up at 6:00, but his wife, Kate, get up at 7:00. 5 Kate to bed at 10:00 P.M., but Tom to bed at 11:00.	
1	2 Kate breakfast at 7:30 A.M., but Tom breakfast at 6:30. 6 Kate make dinner on weekdays, and Tom dinner on weekdays, and Tom make	
3	3 After breakfast, Tom and Kate 7 Tom a shower in the morning, but Kate take a bath.	
4	4 Tom and Kate	
5 6	GRAMMAR • The simple present tense: questions with When and What time	
	When do you take a shower? (In the morning.) What time does she get up? (Before 7:00 A.M.)	
V	GRAMMAR PRACTICE On a separate sheet of paper, write five questions about Tom and Kate in Exercise 4. Then listen to and answer a classmate's questions aloud.	
N	NOW YOU CAN Talk about morning and evening activities	
	(ii) CONVERSATION MODEL Read and listen.	
	A: Are you a morning person or an evening person? B: Me? I'm definitely an evening person.	
	A: And why do you say that?	
	B: Well, I get up after ten in the morning. And I go to bed after two. What about you?	
	A: I'm a morning person. I get up before six.	1
2	*(*)) RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.	THE REAL PROPERTY.
3	PAIR WORK Personalize the conversation. Use your own information.	
	A: Are you a morning person or an evening person?	
	B: Me? I'm definitely	
	A: And why do you say that? Ask more questions.	
	B: Well, I What about you? Be sure to recycle this language.	
	A: I'm? When do you?	
	CHANGE PARTNERS Personalize the conversation again. What time do you ? What about your [parents]?	
5	CLASS SURVEY Find out how many students are morning people and how many are evening people. 53	という。

NOV

A: B:

A:

B:

A:

an M

or cc A B A

GOAL

Describe what you do in your free time

1 •(v) VOCABULARY • Leisure activities Read and listen. Then listen again and repeat.



THE STATE OF THE S





1 exercise

2 take a nap

3 listen to music

4 read



5 play soccer



6 check e-mail



7 go out for dinner



8 go to the movies



9 go dancing



10 visit friends

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

nse. 1 When do you visit friends?
4
5
6

3 GRAMMAR • The simple present tense: frequency adverbs



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

Be careful!

Place the frequency adverb before the verb in the simple present tense.

Don't say: I play always soccer. He checks usually e-mail.

4 PAIR WORK Now use your questions from Exercise 2 to ask your partner about leisure activities. Use frequency adverbs and time expressions in your answers. € € When do you visit friends? "> "

€ € I usually visit friends on Saturday. ""

5 GRAMMAR PRACTICE Write sentences about your partner from Exercise 4 on a separate sheet of paper.

Scott usually visits friends on Saturday.

NOW YOU CAN Describe what you do in your free time

1 (3) CONVERSATION MODEL Read and listen.

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

- 2 (3) RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.
- 3 PAIR WORK Write your typical daily activities on the notepad. Then personalize the conversation with your own information.
 - A: What's your typical day like?
 - B: Well, I
 - A: And what do you do in your free time?
 - B: What about you?
 - A:

Don't stop!

Ask about other times and days.



Be sure to recycle this language.

Time expressions

in the morning in the afternoon in the evening

at night on [Friday]

- CHANGE PARTNERS Personalize the conversation again.
- 5 GROUP WORK Tell the class about your partner's activities.



On weekdays

On weekends

GOAL

Discuss household chores

More household chores . p. 129

VOCABULARY • Household chores Read and listen. Then listen again and repeat.



1 wash the dishes



3 do the laundry



5 go shopping

2 clean the house

4 take out the garbage

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

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

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

Other time expressions

once a week twice a week three times a week



1

Also

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

3 PAIR WORK Ask and answer questions about how often you do household chores.

6 € How often do you go shopping? >>

6 € Twice a week. ""

PRONUNCIATION • Third-person singular verb endings Read and listen. Then listen again and repeat,

1

1 /s/ 2 /2/ 3 /IZ/ cleans = clean/z/takes = take/s/ washes = wash/iz/checks = check/s/ does = doe/z/practices = practice/1z/ makes = make/s/plays = play/z/exercises = exercise/12/

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

twice a week. "

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

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

Always use a third-person singular verb when who is the subject.

Don't say: Who clean the house?

Don't use do or does when who is the subject.

Don't say: Who does clean the house?

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GRAI quest

NOV

A: B:

A: B:

A: B:

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A: B:

A

B:

A B

7 W LISTENING COMPREHENSION Listen to the conversations and the questions with Who. Check the chores each person does.

				100		CHORES
1	She	C			0	
	Her husband		0		(0
	Her son					
	Her daughter	C	0			
2	He		(((
	His brother		((
	His sister				((
3	She		0	((
	Her husband	C	(-	C	C	(
4	He		((
	His wife				((
	His son		(

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

← Her husband does, ララ

NOW YOU CAN Discuss household chores

- 1 (3) CONVERSATION MODEL Read and listen.
 - A: So how often do you do the laundry?
 - B: About twice a week. How about you?
 - A: Me? I never do the laundry. Could I ask another question?
 - B: Sure.
 - A: Who cleans the house?
 - B: Oh, that's my brother's job.
- 2
 NHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner. Then change roles.
- 3 PAIR WORK Personalize the conversation.
 - A: So how often do you?
 - B: How about you?
 - A: Me? Could I ask another question?
 - B:
 - A: Who?

Don't stop!

Ask about other chores.

B: Oh, that's 's job.



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

Extension



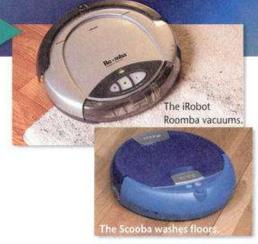
grammar - vocabulary - listening reading - speaking - pronunciation

1 (1) READING Read the article. Do you like housework?

Don't like household chores?

These robots help!

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





nd who is this? Meet ASIMO, a robot from the Honda Motor Company. ASIMO doesn't clean the house. It doesn't wash dishes or take out the garbage. But ASIMO walks and carries things. Say "turn left" or "turn right," and ASIMO turns.

o one wants to mow the lawn. But the L200 Evolution lawn mower mows the lawn for you. Tell the robot what time you want to mow. How about midnight, after you go to bed? It mows the lawn while you sleep. How about in the afternoon? It mows the lawn while you go out for lunch or go shopping.



Sources: www.irobot.com, world.honda.com/ASIMO, www.robotlawnmowers.ie

- 2 READING COMPREHENSION Complete each statement. Circle the correct verb.
 - 1 The Roomba (washes / vacuums /mows).
 - 2 The Scooba (washes / vacuums / mows).
 - 3 The Roomba and the Scooba (wash / clean / vacuum).
- 3 INTEGRATED PRACTICE On a separate sheet of paper, write five sentences about the robots. Use the simple present tense.
- **DISCUSSION** Which robots do you like? Do you want any of them? Why?

it cleans the house. "

On your ActiveBook Self-Study Disc: Extra Reading Comprehension Questions

- 4 The L200 Evolution (washes / mows / cleans).
- 5 ASIMO (washes / mows / walks).

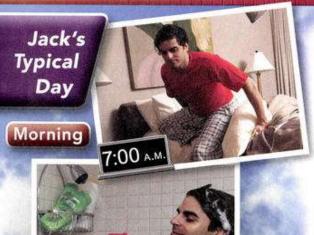
GRAMMAR BOOSTER

Extra practice • p. 140



Lyrics p. 147





7:10 A.M.

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

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

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

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

A: Jack usually takes a shower in the evening.

B: False. He takes a shower in the morning.

WRITING Describe <u>your</u> typical week. Use adverbs of frequency and time expressions. For example:

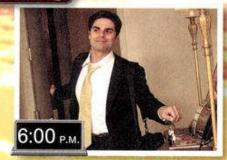
I exercise every weekend.

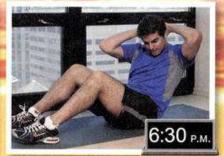




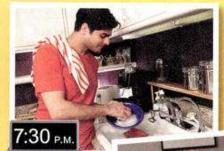


Evening

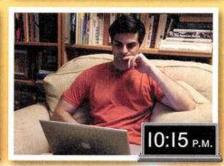












NOW I CAN...



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

Units 1-7 Review

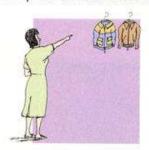
statement T (true) or F (false). The	n listen	to a let	and check your work.
T F	31	F	
☐ ☐ 1 She's a manager.			4 He's a student.
☐ ☐ 2 He's a doctor.			5 They're artists.
☐ ☐ 3 She's an architect.			6 She's his neighbor.
KNOOL BANK BANK BANK	BANK		STAURANT NEWSSTAND NEWSSTAND

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



morning.

1 I want





4 The dinner is April.

5 The dance is 8:00 P.M. Friday.

3 I like suit.



4 I want tie.

5 PAIR WORK

Partner A: Ask these questions. Partner B: Read the correct response to each question aloud.

2 The meeting is June 6th the

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

Partner B: Ask these questions. Partner A: Read the correct response to each question aloud.

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

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

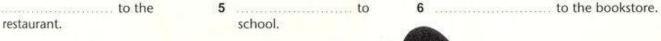


7 GRAMMAR PRACTICE Look at the pictures. Write an imperative for each.





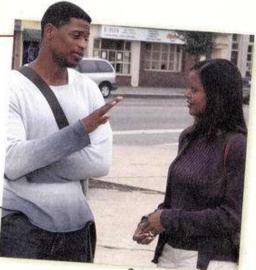




8 CONVERSATION PRACTICE With a partner, exchange real information about your families. Start like this:

€ € Tell me about your family. ""

Ideas
Ask about names. Ask about occupations.
Ask about ages. Describe people.



9	◄ ★ ★ When the comparison of the c		sations. Answer the questions.			
	1 What's her phone number?	It's	,			
	2 What's his last name?	It's				
	3 How old is his son?	1. 100.00 (200.200)				
	4 What's the address?	It's West 1	2 th Street.			
	5 What time is it?	It's 2:				
10	GRAMMAR PRACTICE Circle the c	orrect word or word	Is to complete each statement or question.			
	1 Is he (your / you) husband?		4 (Our / We) birthdays are in May.			
	2 Is she (their / they) granddaugh	ter?	5 How do you spell (her / she) name?			
	3 (Her / His) name is Mr. Grant.		6 I'm (Ms. Bell / Ms. Bell's) student.			
1	I INTEGRATED PRACTICE Write a q	uestion for each resp	ponse.			
	1 A:	?	5 A:?			
	B: No. She's a student.		B: It's 34 Bank Street.			
	2 A:		6 A:?			
	B: I'm an architect.		B: The newsstand is around the corner.			
	3 A:	?	7 A:?			
	B: The bank is across the street.		B: My birthday? In February.			
	4 A:	?	8 A:?			
	B: It's 9:45.		B: They're my sisters.			
1	2 PAIR WORK					
	Partner A: Ask these questions. Par correct response to each question a		Partner B: Ask these questions. Partner A: Read the correct response to each question aloud.			
	Does Jack have a large family?a Yes, I do.b Yes, he does.		4 Does she like red shoes? a No, she doesn't. b Yes, I do.			
	 2 Does her father shave every mo a Yes, he is. b No, he doesn't. 	rning?	5 Does he need a new tie? a Yes, he does. b Yes, I do.			
	3 Is Ms. Wang his English teachera Yes, he is.b Yes, she is.	?	6 Does she always clean the house on Sunday?a Yes, she is.b Yes, she does.			
13	3 GRAMMAR PRACTICE Circle the c	orrect verb to comp	lete each sentence.			
	1 We (am / are) friends.		4 (Do / Does) she (want / wants) new shoes?			
	2 They (has / have) two children.		5 Why (do / does) they (need / needs) new shoes?			
	3 Who (has / have) a blue suit?		6 (Is / Are) we on time?			

€

15 |

16

B

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

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

15 INTEGRATED PRACTICE On a separate sheet of paper, answer the questions. Use frequency adverbs or time expressions. Then tell your classmates about your activities.

6 My grandfather always a nap in the afternoon.

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



Home and Neighborhood

GOALS After Unit 8, you will be able

5 IN

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

LESSON 1

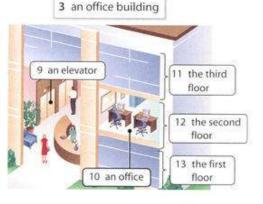
GOAL

Describe your neighborhood

1 (1) VOCABULARY • Buildings Read and listen. Then listen again and repeat.







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

Questions with Where

Where do your parents live?

Where does he 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 the bookstore.

They study at the new English School.

on

Her house is on Bank Street. We go to school on 34th Avenue. I work on the tenth floor.

- 3 GRAMMAR PRACTICE Complete the conversations. Use prepositions of place and the verb be or the simple present tense.
 - 1 A: Where your sister's apartment?
 - B: Her apartment Green Street.
 - 2 A: Where you English?
 - B: We study the school around the corner.
- 3 A: your neighbor a bank?
 - B: No. She works _____ a bookstore.
- 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 First Avenue.
- 3 He lives in an apartment.
- 2 She works at home.

4 My friend studies at home.

64 UNIT 8

5 INTEGRATED PRACTICE Ask and answer questions with Where about your partner's relatives. Practice linking sounds in your answers.

66 Where does your father work?

6 🕬 VOCABULARY • Places in the neighborhood Read and listen. Then listen again and repeat.





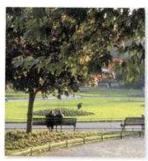


2 a train station



3 a stadium





4 a park



5 a mall



6 a museum



7 an airport



8 a hospital

Describe your neighborhood

NOW YOU CAN

- 1 (w) 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 (w) RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.
- 3 PAIR WORK Personalize the conversation.
 - A: Do you 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!

Describe more places in your neighborhood. Ask questions with Where.

Where do you [go shopping]? Where do you [go out for dinner]?

5 GRAN about

> 3:26 **◄**>>> **L** Chec

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2. B

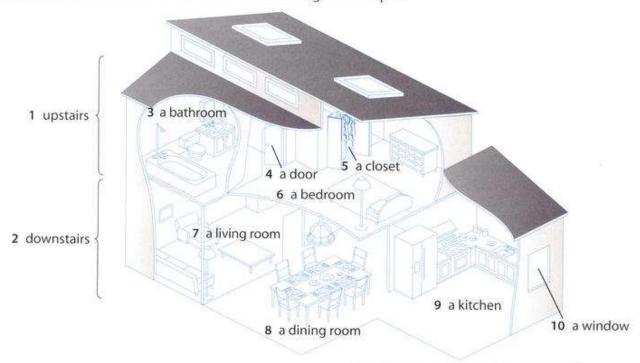
NO!

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1 (a) VOCABULARY • Rooms Read and listen. Then listen again and repeat.



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

6 € My apartment has one large bedroom and two small bedrooms. ""

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

70.0			-	
Iner	21 9	and	There	210
11161	G Ia	anu	1111516	arr

Use there is with singular nouns. Use there are with plural nouns.

There's a small bedroom downstairs.
There's a large closet and two windows.
There's no kitchen.

Voc. those

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

There are three large bedrooms upstairs.
There are two windows and a large closet.

There are no elevators.

Are there closets?

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

Be careful!

there is > there's

Yes, there is. NOT Yes, there's.

BUT there are NOT there're

How many

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

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

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

- 1 How many closets are there in the house?
- 2 a small bedroom downstairs.
- 3 a balcony on the second floor?
- 4 an elevator and two stairways.
- 5 a garden next to her house.
- 6 two bedrooms upstairs.
- 7 a park near my apartment.
- 8 How many windows?

66 UNIT 8

5 GRAMMAR PRACTICE On a separate sheet of paper, write ten sentences about your house or apartment. Use <u>There is</u> and <u>There are</u>.

There's a small bathroom next to my bedroom.

Ideas

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

6 **I**N LISTENING COMPREHENSION Listen to the conversations. Check the best house or apartment for each person.



NOW YOU CAN Ask about someone's home

- 1 (3) 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 (**)) RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.
- 3 PAIR WORK Personalize the conversation. Describe your house or apartment to your partner. Then change roles.
 - A: Do you live in a house or an apartment?
 - B:
 - A: What's it like?
 - /hat's it like? Ask mo
 - B: Well,
 - A: Sounds nice!
- Don't stop!
- Ask more questions.
- Is there ___?
- Are there ___?
- How many ___?
- 4 CHANGE PARTNERS Talk about another classmate's home.



NO

B:

B:

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ap

A

B: A

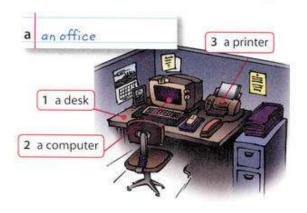
B:

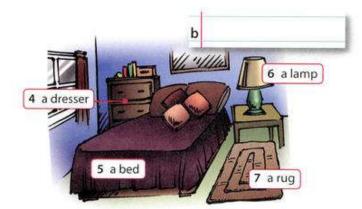
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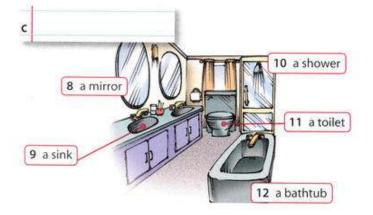
GOAL

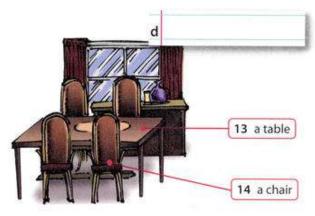
Talk about furniture and appliances

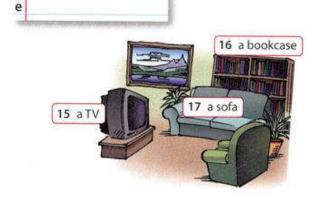
VOCABULARY • Furniture and appliances First write the name of each room (a-f). Then read and listen. Listen again and repeat.

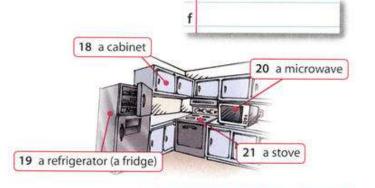












VOCABULARY BOOSTER More home and office vocabulary • p. 130

2 (3) 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	 	(3)5V + 2 - 4 + 5	 	

4 It's in the

- 2 It's in the

- 3 It's in the

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



Extension



grammar · vocabulary · listening reading · speaking · pronunciation

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

Where Do You Live?



My name is Ana Karina Espinel. I live in Cumbaya, Ecuador. My family has a very nice house with a two-car garage. It has a big, beautiful garden.

Downstairs there is a large living room, a dining room, and a large kitchen. Upstairs there are four bedrooms. And we have a lot of bathrooms—five in all!

My mother also has an office upstairs. We love our house.



I'm Cem Korcan and I'm from Turkey. I live in a three-bedroom apartment in Istanbul. The building has a garage and a big garden.

I have one bathroom, a big living room, and a small kitchen. There's no dining room. It's a small apartment, but that's OK.

My favorite room is the living room. It has a beautiful view of Istanbul and the sea.



I'm Soon-Ju Cho, from Korea. I'm a bank assistant. I live in a small house with my husband, Sun-Yoon Jong. We have three floors and a garage. There are two bedrooms, a small living room, a small kitchen, a dining room, and one bathroom.

My favorite room is the living room because it has a TV! I really want a garden, but unfortunately, we don't have one.

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

	Ana Karina Espinel	Cem Korcan	Soon-Ju Cho
four bedrooms			Service Line
five bathrooms			Bland Tons
a small kitchen			
no dining room			
no garden			
a garage			
an office			

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

6 6 I like Ms. Espinel's house. There's a big garden. My house doesn't have a garden. 55

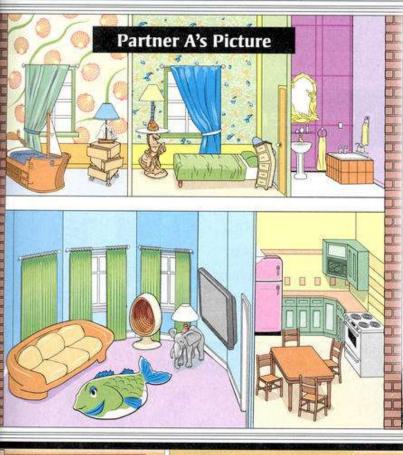
Mr. Korcan lives in an apartment, I live in an apartment, too. His apartment has one bathroom, but my apartment has two. "" On your ActiveBook Self-Study Disc: Extra Reading Comprehension Questions

GRAMMAR BOOSTER

Extra practice • p. 141

Top Notch Pop
"Home Is Where the Heart Is" Lyrics p. 148

Review



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 houses on this page. For example:

This house has two bedrooms upstairs,

but my house has ...



Activities and Plans

GOALS After Unit 9, you will be able to:

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

LESSON 1

GOAL

Describe today's weather

More weather vocabulary • p. 131

(iii) 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.



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7 It's cold.



8 It's warm.

9 It's cool.

2 ISTENING COMPREHENSION

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

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

3 GRAMMAR • The present continuous: statements

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

Affirmative

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

Negative

I'm not eating.

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

72 UNIT 9

GRAMMAR • The present continuous: yes / no questions

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

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

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

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

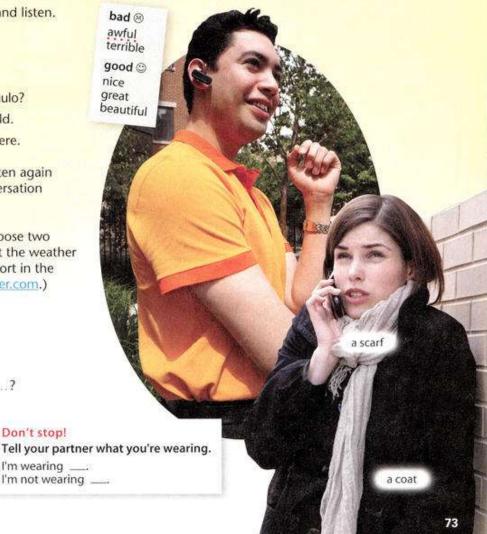
Yes, they are. / No, they're not. [OR No, they aren't.]

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

1	now, and a nice, warm sweater.
2	? Yes, he his textbook.
3	Dad / not make dinner right now. He / work late at the office.
4	jerome / exercise , and , a shower.
5	The children / not watch TV. They / listen to music.
6	this morning? No. It's cloudy and windy, but it
7	they / meet in the office right now? Yes,

NOW YOU CAN Describe today's weather

- 1 (1) 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.
- 2 (1) RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.
- 3 PAIR WORK Change the model. Choose two cities. Role-play a conversation about the weather there. (Option: Find the weather report in the newspaper. Or log onto www.weather.com.) 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.
- 4 CHANGE PARTNERS Describe the weather in other places.



Don't stop!

I'm wearing _

GOAL

Ask about people's activities

1 GRAMMAR • The present continuous: information questions

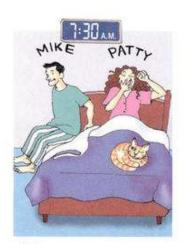
What is she wearing? (A long black skirt.) Where is he driving? (To work.) Where are they going? (They're going to the movies.)

BUT: Note the different word order when who is the subject.

Who is working? (Ben.)

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

66 It's 8:20. What's Mike doing? 55









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3 N PRONUNCIATION • Rising and falling intonation 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 base form present participle talk talking make making read reading take taking watch → watching come \rightarrow coming Remember: shop → shopping get → getting put → putting

74 UNIT 9

GRAMMAR PRACTICE Write	the present pa	rticiple of each bas	e form	١.
1 read	3 wash		5	drive
2 write	4 go	(100)(100)(100)	6	get up
di) LISTENING COMPREHEN continuous.	SION Listen. C	omplete each state	ement	in the present
1 Sara's	F.F. F. A. F. F	4 Paul's		0.111)***********
2 Dan's		5 Marla'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.

- 3:44 2 (***) RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.
- 3 PAIR WORK Role-play a telephone call. Use your own names. Use the pictures or use your own activities. Then change roles.
 - A: Hello?

B: Bye.

- 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.





4 CHANGE PARTNERS Ask and talk about other activities.

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A:

B:

B:

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GOAL

Discuss plans

1 • VOCABULARY • More time expressions Read and listen. Then listen again and repeat.



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

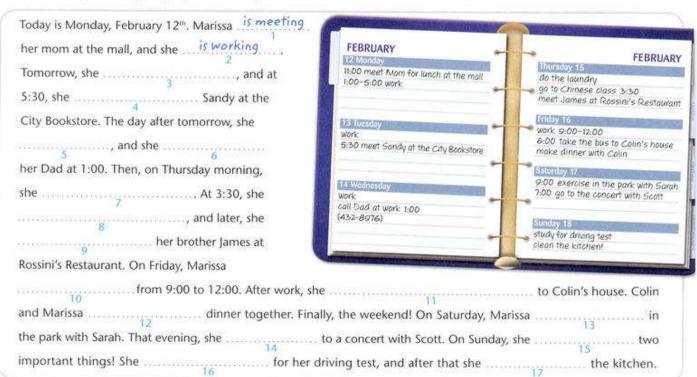
Actions in the present

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

Future plans

I'm buying shoes tomorrow.
They're cleaning the house on Friday, 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.



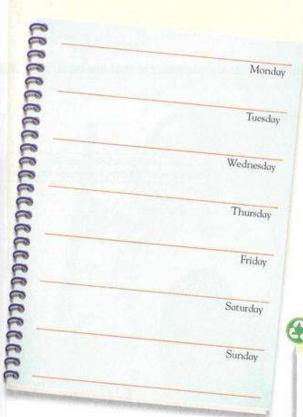
4 PAIR WORK Ask your partner three yes / no questions and three information questions about Marissa's schedule. Use the present continuous. Answer your partner's questions.

≤ Is Marissa exercising on Tuesday?
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Where is she making dinner on Friday?
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NOW YOU CAN Discuss plans

- 1 (1) CONVERSATION MODEL Read and listen.
 - A: So what are you doing this weekend?
 - B: I'm not sure. What about you?
 - A: Well, on Saturday, if the weather is good, I'm meeting Pam in the park.
 - B: Do you want to get together on Sunday? I'm not doing anything special.
 - A: Sure! Call me Sunday morning.
- 2 (**)) RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.
- 3 PLAN YOUR CONVERSATION Fill in the date book for this week. Write your activities and the times.





- 4 PAIR WORK Use the date book to personalize the conversation with real information. Then change roles.
 - A: So what are you doing?
 - B: What about you?
 - A: Well, on
 - B: Do you want to get together?
 I'm not doing anything special.
 - A:! Call me

Don't stop!

Ask about plans for other days of the week.

Be sure to recycle this language.

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

snowing if it's hot / cold windy sunny Ways to agree Sure!

OK! Good idea!

5 CHANGE PARTNERS Discuss other plans.

Extension



grammar · vocabulary · listening reading · speaking · pronunciation

Hi,!

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Samantha Keyes

NEADING Read the newspaper column.

What's going on in Compton Beach? Around Town with Samantha Keyes

Singer Luncheonette is

singing all this week at the Cadillac Café Restaurant and Concert Space. She has some great new songs, so run, don't walk, to the Cadillac Café if you want a seat for one of the weekend shows.

having a half-price sale for the first 100 customers at the Templeton Mall.

On Saturday morning, Vin Blackwell, who usually teaches exercise classes for Hollywood movie stars, is speaking about exercises you can do at work, school, and the mall. Blackwell isn't very young, but he exercises morning, noon, and night. Whether you're a morning person or an evening person, he has something right for you.

Shh! Don't tell anyone, but the Elegance Hair Salon is

salon in the Plaza Hotel, but this weekend only, they're

having a special event this weekend at the Templeton

Mall. Elegance usually washes and cuts hair at their

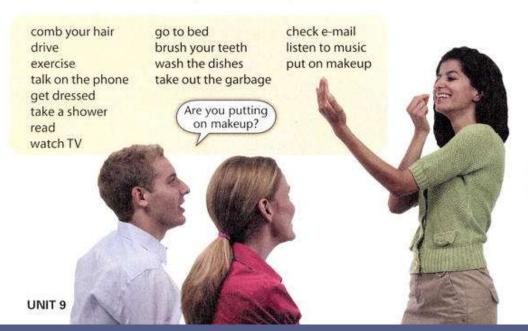


The French movie I Have No Life is playing Friday and Saturday at the Seymour Movie theater on Old Town Road, next to the Town Square Shopping Center. There are two shows: the early show starts at 8:20, and the late show is at 11:45.

- 2 READING COMPREHENSION Check the statements that are true. Correct the statements that are not true.
 - 1 Samantha Keyes is a singer.
 - ☐ 2 I Have No Life is playing at the Town Square Shopping Center.
 - ☐ 3 Elegance Hair Salon's usual address is the Plaza Hotel.
 - 4 Vin Blackwell is a movie star.
 - ☐ 5 Mr. Blackwell only exercises on Saturdays.

On your ActiveBook Self-Study Disc: Extra Reading Comprehension Questions

3 GAME Team 1 mimes an activity. Team 2 asks questions. Use the activities from the box.



GRAMMAR BOOSTER

Extra practice • p.142



GOALS After Unit 10, you will be able to:

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

LESSON 1

Discuss ingredients for a recipe GOAL

♦)) **VOCABULARY** • *Foods: count nouns* Read and listen. Then listen again and repeat.











5 a lemon

6 a banana

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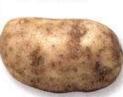
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8 a potato

2 an onion







11 peas

OCABULARY BOOSTER

More vegetables and fruits • p. 132

LISTENING COMPREHENSION Listen to the conversations. Check the foods you hear in each conversation.

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1	-0	1	<i>p</i> -			1	1
2	AL MA						
3	133/11/1				RLIE.		
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3 PAIR WORK Which foods do you like? Tell your partner. Compare your likes and dislikes.

I really like apples. "

4 GRAMMAR . How many / Are there any

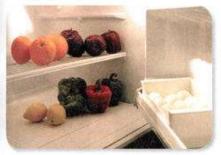
Use How many and Are there any with plural nouns.

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 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.

on the shelf? "" fig. 15

NOW YOU CAN Discuss ingredients for a recipe,

- 1 (3) CONVERSATION MODEL Read and listen.
 - A: How about some green bean salad?
 - B: Green bean salad? That sounds delicious! I love green beans.
 - A: Are there any beans in the fridge?
 - B: Yes, there are.
 - A: And do we have any onions?
 - B: I'm not sure. I'll check.

4:06

- 2 4) RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.
- 3 PAIR WORK Change the model. 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.



Be sure to recycle this language.

Don't stop!

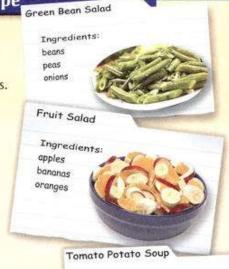
Talk about what you need, want, have, and like.

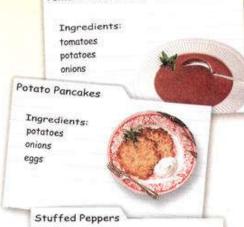
We need ____.
I like ____.

What do you think? Sounds great.

| We don't have ___ | I don't like ___ .

4 CHANGE PARTNERS Discuss another recipe.







Offer and ask for foods

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





2 GROUP WORK Which foods from the Vocabulary do you like? Discuss with your classmates.



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 can not count. They are not singular or plural.

I don't eat sugar. Rice is good for you. Cheese 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.

water NOT a water NOT waters

- 4 GRAMMAR PRACTICE Complete the chart. Be careful! Make the count nouns plural. Then compare with a partner.
- 5 GRAMMAR How much / Is there any

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

Use How much 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 <u>How many</u> with plural count nouns. **How many apples** are there? NOT How much apples are there?

6 40 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 t

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 PAIR WORK Change the model. 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.



Don't stop! Offer other foods and drinks.

4 CHANGE PARTNERS Change the model again.

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GOAL

Invite someone to join you at the table

1 GRAMMAR • The simple present tense and the present continuous

Remember: Use the simple present tense with verbs $\underline{\text{have}}$, $\underline{\text{want}}$, $\underline{\text{need}}$, and $\underline{\text{like}}$.

I like coffee. NOT I'm liking coffee.

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

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

Use the present continuous for actions in progress right now.

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

Be careful!

Don't say: We cook dinner now.

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

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

1 W	/ho	lunch in the	kitchen	right	now?
-----	-----	--------------	---------	-------	------

- 2 Where he usually lunch—at home or at the office?
- 3 They a lot of sugar in their tea.
- 4 We the kitchen every day.
- 5 Elaine and Joe aren't here. They drive to work.
- 6 Why six cans of tomatoes?

 you / need tomato soup for lunch?
- 7 to work tomorrow?

 8 How many boxes of rice?
- 9 I a bottle of juice in the fridge.

3 GRAMMAR PRACTICE Look at Suzanne and her weekly schedule. On a separate sheet of paper, write about Suzanne. What is she doing right now? What does she do at other times? Use the present continuous and the simple present tense.



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

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



f What's Suzanne doing right now? ""

6 She's listening to music. ""

84

UNIT 10

5 No PRONUNCIATION • Vowel sounds Read and listen. Then listen again and repeat.

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

6 PAIR WORK Read a word from Pronunciation aloud. On a separate sheet of paper, your partner writes the word.

NOW YOU CAN Invite someone to join you at the table

- 1 (*) 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 (*)** RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.
- 3 PAIR WORK Change the model. Use your own name and your own foods or drinks or use the pictures. Then change roles.
 - A: Hi, Nice to see you!

 - A: Yes, I do. Would you like to join me?
 - B:?
 - A:
 - B: Mmm. Sounds good.

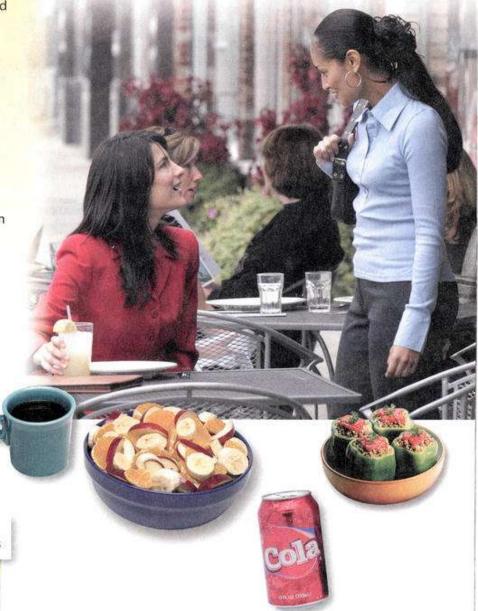
Don't stop!

Offer other foods and drinks

Be sure to recycle this language.

Would you like ___ ? Sure. / No thanks.

4 CHANGE PARTNERS Invite another classmate to join you.



Extension



More Practice

ActiveBook Self-Study Disc

(ii) Cooking verbs

grammar - vocabulary - listening reading - speaking - pronunciation

1 (3) 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.
- Melt the butter in a large pan.
- Sauté the cabbage until it is light brown and very soft (30-40 minutes).
- Cook the noodles and drain them. Mix them with the cabbage. Add lots of black pepper.

es.
owl and add salt.



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

2 READING COMPREHENSION Answer the questions.

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

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.

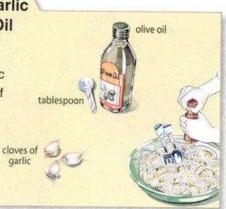


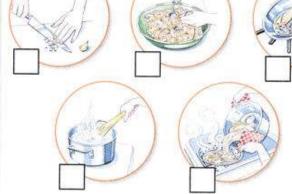
On your ActiveBook Self-Study Disc: Extra Reading Comprehension Questions

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.

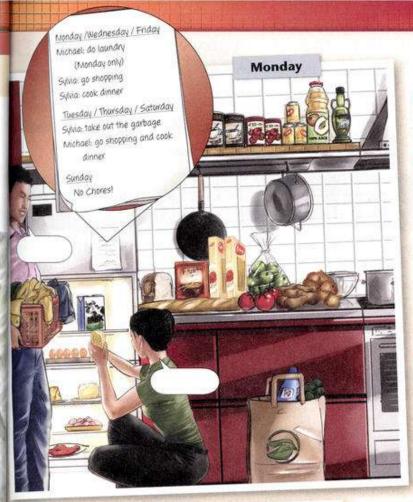


Extra practice • p. 143



" Lyrics p. 148

Review



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.

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?

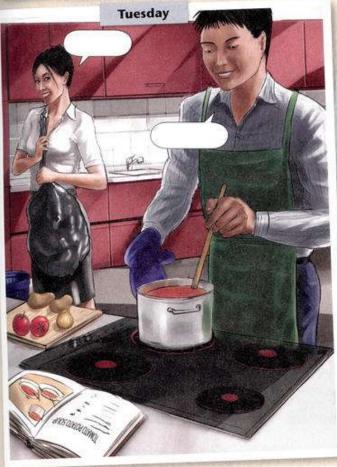
B: Yes, please. And please pass the salt.

DESCRIPTION Describe the 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 Monday.

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

For breakfast I eat ...





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- 1 Tell someone about a past event.
- 2 Describe past activities.
- 3 Talk about outdoor activities.

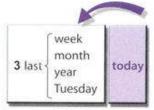
LESSON 1

GOAL

Tell someone about a past event

VOCABULARY • Describing times before today Read and listen. Then listen again and repeat.







★® LISTENING COMPREHENSION Listen and circle the year you hear.

1 1913 / 1930

3 1967 / 1976

2 2016 / 2060

4 2001 / 2021

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

(3)) Years, decades, and centuries 1900 = nineteen hundred 1901 = nineteen oh one

2001 = two thousand one

2010 = two thousand ten / twenty 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

at school yesterday. wasn't

We were You at home. weren't They

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

It was cloudy yesterday.

There was a concert last night.

There were two movies last weekend.

Was he at work yesterday? Where was the party last night? When was she in Italy?

Were they students in the eighties? Where were they last weekend? When were you at the bookstore?

BUT: When who is the subject:

Who was at the party? (Adam was.)

- 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?

€ Yesterday was April 19th. "

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

6	4 (1))	LISTENING	COMPRE	HENSION	Listen to the conversations about	t
	ever	nts. Then lis	ten again	and circl	e 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).

Sun	Mon	Tues	Wed	Thurs	Frī	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				

NOW YOU CAN Tell someone about a past event

- 1 (ii) 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 (3) RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.
- 3 PAIR WORK Make a list of places for an event in your town. Or use the pictures of events. Then change the model. Then change roles.
 - A: Where were you?
 - B: What time?
 - A: At about
 - B: I was at Why?
 - A: Because there was at
 - B: There was? Too bad I wasn't there!







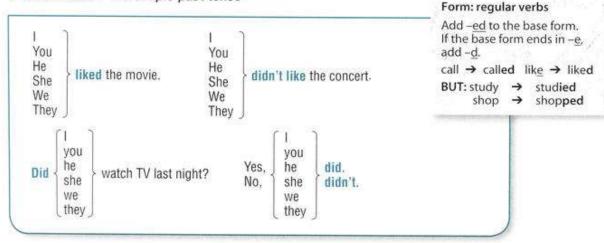
4 CHANGE PARTNERS Talk about other events and places.



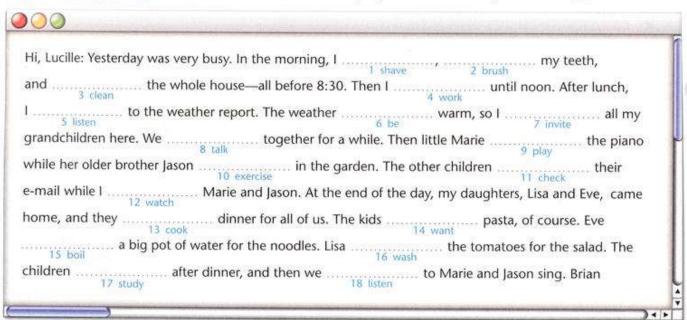
GOAL

Describe past activities

1 GRAMMAR • The simple past tense



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



3 GRAMMAR • The simple past tense: information questions

```
Irregular verbs (Also see page 125.)
What did you do last weekend?
                                           buy → bought
                                                              eat
                                                                               read → read
Where did you go?
                                            come → came
                                                                    → got
                                                              get
                                                                               say
When did he get home last night?
                                            cut
                                                                    → went
                                                              go
                                                                               see
How many cups of coffee did she drink?
                                                              have → had
                                                                               take
                                                                                     → took
                                            drink → drank
                                                              make → made
                                                                               think → thought
How often did you take a nap?
                                            drive → drove
                                                              put
                                                                    → put
                                                                               write → wrote
Who did they see yesterday?
```

BUT: The word order changes when Who is the subject:

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

UNIT 11

90

li:

5 🕬 GRAN

Conversa

A: Where

B:2

a goo

B: Yes, v

food.

A: But pepp

B: He d

really

NOW

4:27 (1)) C

A: S

B: V

A: V S

B: 1

4:28

and

PAI Des

A:

B:

A:

B:

4 CH

pa

4 • PRONUNCIATION • The simple past tense ending Listen. Then listen again and repeat.

 1 /d/
 2 /t/
 3 /id/

 listened = listen/d/
 liked = like/t/
 wanted = want/id/

 exercised = exercise/d/
 washed = wash/t/
 needed = need/id/

5 (s) GRAMMAR PRACTICE Complete the conversations. Use verbs in the simple past tense.

Conversation 1

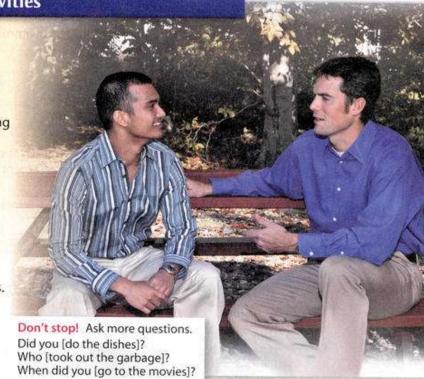
- B: He doesn't usually like peppery food, but

 10 he / eat a little. Actually, 11 he / say really likes Indonesian food.

Conversation 2

NOW YOU CAN Describe past activities

- 1 () 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 (3)) RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.
- 3 PAIR WORK 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.



Ideas

- household chores
- leisure activities
- entertainment events

■ 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.

€ 6 How often do you_ go to the beach? "

LISTENING COMPREHENSION Listen to the conversations. Then check the correct picture to complete each statement.

1 Rosalie went





3 They're going _





2 She's going ___ .



4 He went ___ .



NOV

A:

B:

A: B:

ar

y:

5

NOW YOU CAN Talk about outdoor activities

- 1 N CONVERSATION MODEL Read and listen.
 - A: Did you have a good weekend?
 - B: Let me think. . . . Oh, yeah. We had a great weekend.
 - A: What did you do?
 - B: Well, on Saturday we went bike riding and to a movie. Then on Sunday, we went for a drive. What about you?
 - A: Well, the weather was great, so we went for a walk on Saturday. And on Sunday we went to the beach.
- RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.
- 3 NOTEPADDING On the notepad, write what you did on the weekend.



On Saturday

On Sunday

- 4 PAIR WORK Personalize the conversation.
 Use your own information.
 - A: Did you have a good weekend?
 - B: Let me think.
 - A: What did you do?
 - B: Well, Then What about you?
 - A: Well, the weather was, so we on Saturday. And on Sunday we
- 5 CHANGE PARTNERS Talk about more activities.

Don't stop!

Ask your partner more questions in the simple past tense. Ask about other times in the past.



Be sure to recycle this language.

Past-time expressions last week yesterday the day before yesterday last month last [Wednesday] a [week] ago Adjectives good nice great bad awful terrible

Extension



grammar · vocabulary · listening reading · speaking · pronunciation

Then pictur

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PAIR

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write was a wraph write was a wraph write was a write



2 READING COMPREHENSION Write one <u>yes/no</u> question and one information question about Rafaela, Jeremy, and Clifford. Then answer a partner's questions. On your ActiveBook Self-Study Disc: Extra Reading Comprehension Questions

GRAMMAR BOOSTER

Extra practice • p. 144

Yes / no questio	Information questions
Rafaela	
Jeremy	
Clifford	

Ideas

Where were you (or Where did you go) last ___ ?
What did you do?
Who were you with?
When ___ ?
What ___ ?

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

*34-4:35 **Top Notch Pop** "My Favorite Day" Lyrics p. 148

UNIT 11

94



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

LESSON 1

GOAL

Describe appearance

VOCABULARY • Adjectives to describe hair Read and listen. Then listen again and repeat.



7 dark

8 light



9 straight 10 wavy



11 curly



12 long



13 short 14 bald

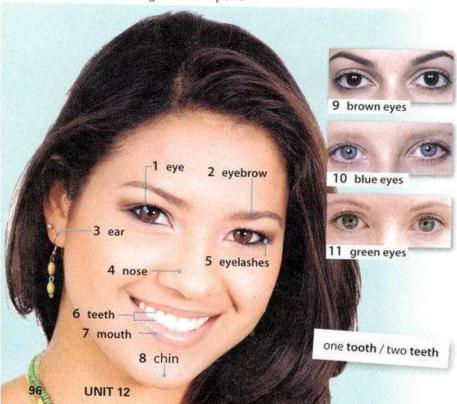




15 a mustache

16 a beard

■ VOCABULARY • The face Read and listen. Then listen again and repeat.



3 **◄** □ LISTENING COMPREHENSION Listen to the descriptions. Write the number of the conversation in the circle.







5 (

2

2

3

5 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.

- 6 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.
 - 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.

NOW YOU CAN Describe appearance

- 1 (w) 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 lvete Sangalo. She's a singer from Brazil.
 - A: No kidding!
- 4:40
- 2 (***) RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.
- 3 PAIR WORK 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!
- 4 CHANGE PARTNERS Talk about other people.

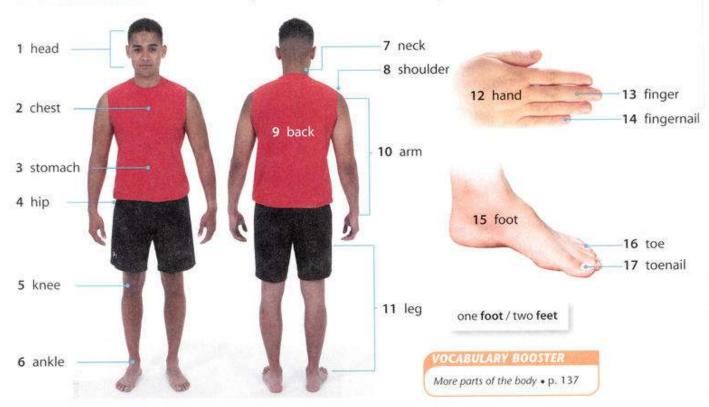


Julia Roberts • actress (the U.S.)

GOAL

Show concern about an injury

1 🜒 VOCABULARY • Parts of the body Read and listen. Then listen again and repeat.



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



VOCABULARY • Accidents and injuries Read and listen. Then listen again and repeat.



1 He burned his finger.



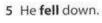
2 She hurt her back.



3 She cut her hand.



4 He broke his arm.



UNIT 12 98

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NO

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3

Then listen ag	G COMPREHENSION ain and check you	ON Listen to the c	onversations. Wr	ite each injury.	
	d her arm				

PRONUNC Then practice	CIATION • More vo saying the words	owel sounds Read			
1 /u/	2 /0/	3 /00/	4 /5/	5 /a/	
tooth	should	nose	awful	blonde	
blue	good	toe	fall	hot	
food	foot	broke	long	wash)
A: Hey, Eva	RSATION MODEL				(w) Ways to express concern I'm sorry to hear that. Oh, no. That's too bad.
B: I broke n	my ankle.				CONTRACTOR OF STREET
	to hear that. Doe	es it hurt?			
The state of the s	no. It doesn't.				
	M AND INTONATION practice the Conternation of the Content of the C		nd III		
PAIR WORK for ideas. Th	Change the mod en change roles.	el. Use the picture	s		
A: Hey,	What happer	ned?			
B: 1					
A:	Does it hurt?	- 009			
B: Actually,	It				
CHANGE PAI	RTNERS Discuss of	other injuries			

Partne
1 I ha
2 I do
3 My

NOW

A: 1

B: \

A: | B: |

A: | B: |

(i)) The

PAH

A: .

B: \

B: .

A: .

B: 1

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 PAIR WORK Tell your partner about a time you had an ailment. Use the Vocabulary.

661 had a headache last week. ""

€ € Really? I never have headaches. ""

3 • VOCABULARY • Remedies Read and listen. Then listen again and repeat.



1 take something



2 lie down



3 have some tea



4 see a doctor / a dentist

4 GRAMMAR • Should + base form for advice

Use $\underline{\text{should}}$ with the base form of a verb. I Y_{OU}

He She We They

should take something. shouldn't go to work.

You should see a doctor.



4 CHA

100

UNIT 12

	LISTENING COMPREHENSION Listen to the conversations. Check the ailment. Then write the remedy. Use should or shouldn't.								
	a cold	a fever	a head	ache	nachache a sore	a throat	kache a to	onhache	
1								She should take something.	
2								He	
3								She	
4	0							He	
5								She	
6								He	
1	GRAMMAR PRACTICE Partner A: Read items 1–3. Partner B, suggest a remedy. Partner B: Read items 4–6. Partner A, suggest a remedy. Use should or shouldn't. 1 I have a backache. 4 I have a bad toothache. 2 I don't feel well. I think I have a fever. 5 I have a sore throat. 6 My wife feels really bad. She has a stomachache.								
1 452 1 400 A: B: A: B: A: B: Th	I don't fe What's w I have a l Oh, that' should ta Good ide I hope yo RHYTHM en practic	RSATION More et well. vrong? headache. 's too bad.' ake something. Thanks. but feel betto AND INTO the the Conviction	You really ing. er. DNATION L ersation M	d and lister 4:54 4:54 I don't lister lidon't listen agailodel with	n. ays to say you feel well, rrible. feel so good n and repe a partner.	i.			
	What's w	rong?							
		ou really							
	B:								
B:	I hope yo	ou feel bette	using Ideas go to	should or s	o class	ce,			
4 CH	IANGE PAI	rtners di	scuss othe	r ailments.	6			101	

Extension



More Practice

ActiveBook Self-Study Disc grammar . vocabulary . listening

reading - speaking - pronunciation

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



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 Arabic music, In 1995, at the age of 22, 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 famous all over the world. Shakira was always beautiful, with long, straight, black hair. In 2001, she changed her hair style to long, curly, and blonde. But her fans love her in any hair style.





William Bradley Pitt is an actor from the U.S., famous as "Brad Pitt." He and the actress Angelina Jolie have six children. In 1985, Brad Pitt moved to Los Angeles to study acting. He began acting on TV in 1987, but soon after, he became famous in movies. With his short, straight, blonde hair and blue eyes, many people think he is very handsome. But when he isn't acting and he wants to relax, he sometimes grows his hair long. Or he doesn't shave and wears a beard. Then he doesn't look familiar to people—they don't know he's Brad Pitt, the actor.

- 2 READING COMPREHENSION Answer the questions.
 - 1 Who sings in Spanish and English?
 - 2 Who has six children?
 - 3 Who is from Lebanon?
- 4 Where is Shakira from?
- 5 What color are Brad Pitt's eyes?
- 6 What does Pitt do when he isn't acting?
- PAIR WORK Partner A describes Shakira in her two pictures. Partner B describes Brad Pitt in his two pictures. Which pictures do you like?

In the first picture,
Shakira has... 33

On your ActiveBook Self-Study Disc: Extra Reading Comprehension Questions

4 DISCUSSION What kind of hair is good-looking for women? What kind of hair is good-looking for men?

filike long, wavy hair on women. 9 9

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

> 6 She's short and very good-looking. She has long hair and brown eyes. She's wearing a white blouse and a blue skirt.

Extra practice • p. 144

102 UNIT 12

Review



She should see a doctor. 3 Create a conversation for each situation. Start like this: I feel terrible. OR What happened?

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

> My friend Sue is very pretty. She has short, curly hair ...





Suggest a remedy.

5 GR

an

1

2

3

2

3

LESSON 1

GOAL

Express a wish

1 🕩 VOCABULARY • Abilities Read and listen. Then listen again and repeat.









1 sing

2 dance

3 play the guitar / the violin









4 swim

5 ski

6 cook

7 sew

8 knit









VOCABULARY BOOSTER

More musical instruments • p. 134

9 draw

10 paint

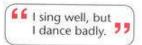
11 drive

12 fix things

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

	1 I sing well. I dance badly.	
	1 3	the state of the s
1	4	
2	5	
3	6	

3 PAIR WORK Tell your partner about your abilities. Use well and badly.



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

66	Ann sings well, but
	she dances badly. ""

104

UNIT 13

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







He can't cook.

Questions

Can you play the guitar? Can he speak English?

Short answers

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

Use can or can't with well to indicate degree of ability.

She can play the guitar, but she can't play well.

can't = can not = cannot

- 6 GRAMMAR PRACTICE Complete each conversation with can or can't and the base form of a verb.
 - 1 A: you the guitar? 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.
- - B: Yes. They go skiing every weekend.

Express a wish NOW YOU CAN

- 1 (a) CONVERSATION MODEL Read and listen.
 - A: I wish I could draw. Can you?
 - B: Yes, I can.
 - A: Really?
 - B: I draw a lot. But not very well.
- 2 NHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.
- 3 PAIR WORK Personalize the conversation. Express a wish and ask about your partner's abilities. Then change roles.

 - B:
- Don't stop!
- A: Really?
- Ask more questions. Say more
- about your abilities.



- Be sure to recycle this language.
- What do you [draw]? When do you [ski]? Where do you [sing]?
- I draw [people].
- I ski [every weekend]. I sing [in the shower].



4 CHANGE PARTNERS Express other wishes.

Politely decline an invitation GOAL

▼)> **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.

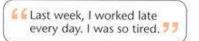


5 It's early.



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.

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 too expensive .



She can't go swimming.



I can't read right now.



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



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



I don't want to watch a movie.

106 **UNIT 13**

NOW YOU CAN Politely decline an invitation

- 1 (1) CONVERSATION MODEL Read and listen.
 - A: Let's go to a movie.
 - B: I'm really sorry, but I'm too busy.
 - A: That's too bad. Maybe some other time.
- 2 (*)) RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.
- 3 PAIR WORK Change the model. Suggest a different activity. Use the vocabulary and the photos (or your own ideas). Then change roles.
 - A: Let's go
 - B: I'm really sorry, but
 - A: Maybe some other time.

Don't stop!

Suggest another activity.

Accept or decline the invitation.



Be sure to recycle this language.

How about ___ ? Sounds great. OK. [go] for a drive [go] bike riding

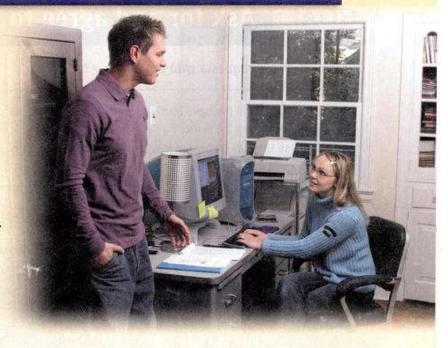
[go] for a walk



to a restaurant



to the beach





to a game



to the park



to a concert

4 CHANGE PARTNERS Suggest other activities and give other reasons.

GOAL

Ask for and agree to do a favor

1 GRAMMAR Polite requests with Could you + base form

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

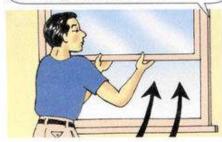
Could you wash the dishes?

Use please to make a request more polite.

Could you please wash the dishes?

(a) VOCABULARY • Favors Read and listen. Then listen again and repeat.

1 Could you please open the window?



Also: open the door open the refrigerator

2 Could you please close the door?



Also: close the window close the microwave door

3 Could you please turn on the light?

ea

1 2

3 4



Also: turn on the stove turn on the computer

4 Could you please turn off the TV?



Also: turn off the microwave turn off the light

5 Could you please hand me my glasses?



Also: hand me my sweater hand me my book

6 Could you please help me?



Also: give me a hand

the TV?

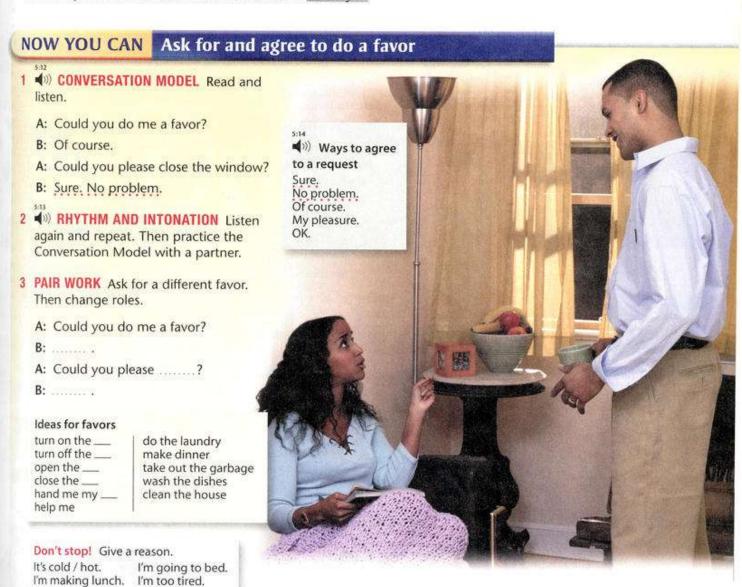
INTEGRATED PRACTICE Complete the polite requests. Use Could you please. Use the Vocabulary and other verbs you know.

8 Let's watch a movie.

1 It's a little hot in here the window
2 I have a headache
3 I'm going shopping my jacket
4 I'm going to bed. the computer
5 I want to read a book. the lamp
6shopping? We need mill
7 I'm making dinner right now out the garbage

4	4 (1) LISTENING COMPREHENSION Listen to the each request.	conversations. Then complete
	1 Could you close the window	, please?
	2 Could you	?
	3 Could you please	
	4 Could you please	?
	5 Could you	?
5	5 → PRONUNCIATION • Assimilation of sounds: again and repeat.	
	/ˈkuʤu/	/ˈkʊʤu/
	1 Could you please open the window? 2	Could you please close the door?

6 INTEGRATED PRACTICE Look again at the Vocabulary. Choose three requests to read aloud. Pay attention to assimilation of sounds in <u>Could you</u>.



4 CHANGE PARTNERS Ask for other favors.

Extension

grammar - vocabulary - listening reading - speaking - pronunciation

9:30

Aparti

NEADING Read the article.

From infant to toddler...

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



Between 1 and 3 months a baby can...

turn her head or smile when her mother or father speaks.



cry when she's hungry,

thirsty, or afraid.



Between 3 and 6 months a baby can...



sit with help. reach for things.

look at his own hands and feet.

laugh and make an "m" sound.

Between 6 and 12 months a baby can...











Between 1 and 2 years a baby can...





play next to other children.

2 READING COMPREHENSION Write ✓ for the things that five-month-old babies can do, according to the article. Write x for the things they can't do.

- ☐ smile ☐ say some words ☐ pick up small things
 - □ walk ☐ roll over
- ☐ crawl and stand reach for things

☐ laugh

- ☐ throw things ☐ sit without help

3 INTEGRATED PRACTICE Complete the sentences about what a baby cannot do.

On your ActiveBook Self-Study Disc: **Extra Reading Comprehension Questions**

At one month, a baby can't crawl. At two months, 2 At five months, 3 At eleven months,



GRAMMAR BOOSTER

Extra practice • p.145

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

can't ride a bicycle. ""

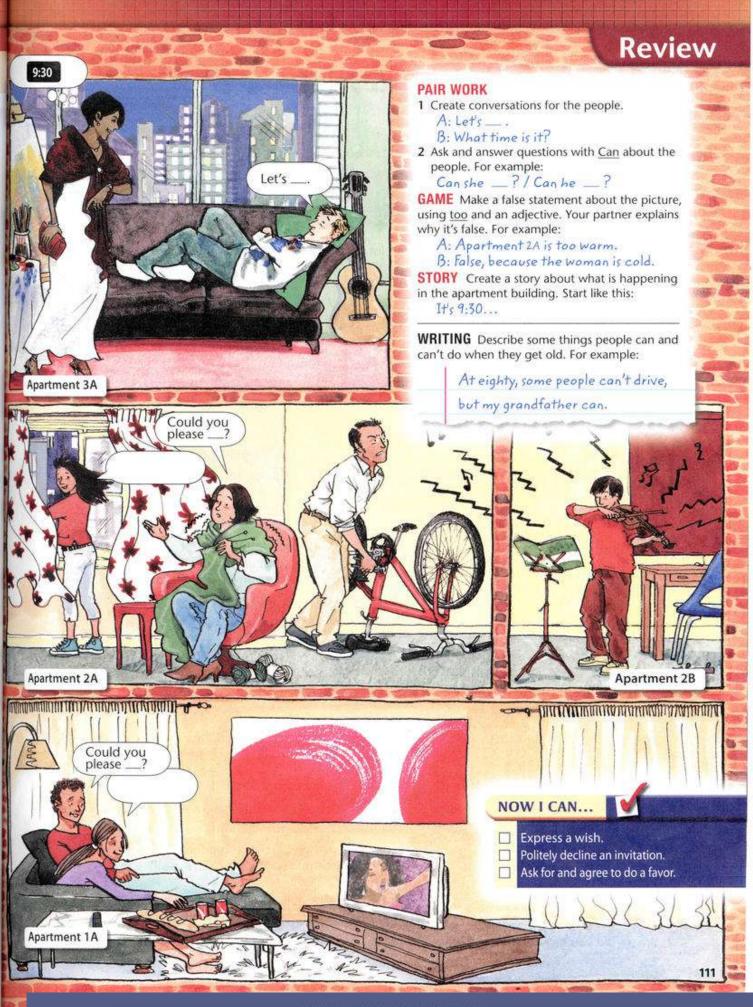
 At eight years, a child can do some household chores. 3 3

110

UNIT 13

4 At sixteen months,

see colors



5:21 (1)) !

Ther

B

B

B

A

re

B

В

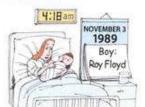
- 1 Get to know someone's life story.
- 2 Discuss plans.
- 3 Express wishes for the future.

LESSON 1

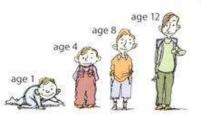
GOAL

Get to know someone's life story

1 VOCABULARY • Some life events Read and listen. Then listen again and repeat.



1 be born



2 grow up



3 go to school



4 move



5 study



6 graduate

2 ♠>>> PRONUNCIATION • Diphthongs Listen and repeat.

1 /ai/	2 /aʊ/	3 / 51/
my	how	boy
1	noun	oil
tie	town	boil

- 3 PRONUNCIATION PRACTICE Look at the Vocabulary pictures. Ask and answer the questions out loud with a partner. Use the correct pronunciation of the diphthongs.
 - 1 What's the boy's first name?
 - 2 What's his last name?
 - 3 What school did he go to?
 - 4 What university did he graduate from?
- 4 N LISTENING COMPREHENSION Listen to the conversation about Graciela Boyd's life story. Which statement about Graciela's life is true?
 - ☐ She was born in Boston and lives there now.
- ☐ She was born in London and lives in Boston now.
- ☐ She was born in Costa Rica and lives in Boston now.
- Listen again. Circle the correct word or words to complete each statement. If necessary, listen again.
- 1 Graciela's mother is from (Costa Rica / Boston).
- 2 Graciela was born in (Costa Rica / London).
- 3 Her father is (American / British).
- 4 Graciela's mother is a/an (Spanish / English) teacher.
- 5 Graciela grew up in (London / Boston).
- 6 In May, Graciela is graduating from (the university / medical school).
- 5 PAIR WORK Use the questions to interview your partner. Then tell the class about your partner.
 - 1 When and where were you born? What about other people in your family?
 - 2 Where did you grow up? What about other people in your family?
- 112 UNIT 14

6 • VOCABULARY • Academic subjects Read and listen.
Then listen again and repeat.

More academic subjects • p. 135



1 architecture



2 medicine



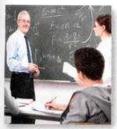
3 psychology



4 business



5 education



6 mathematics / math



7 information technology



8 nursing



9 engineering



10 law

NOW YOU CAN Get to know someone's life story

- 1 (1) CONVERSATION MODEL Read and listen.
 - A: Where were you born?
 - B: Here. In New York.
 - A: And did you grow up here?
 - B: Yes, I did. And you?
 - A: I was born in Brasilia.
 - B: Did you grow up there?
 - A: Actually, no. I grew up in Toronto.
- 2 N RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.
- PAIR WORK Personalize the conversation with real information.

Don't stop!

Ask and answer more questions.

A: Where were you born?

A: And did you grow up?

B: And you?

A: I was born in

B: Did you grow up?

A:

(F) 1

Be sure to recycle this language.

What do you do? What are you studying [or What did you study]? Did you graduate?

4 CHANGE PARTNERS Get to know another classmate's life story.

www VOCABULARY • More leisure activities Read and listen. Then listen again and repeat.









1 travel

2 go camping

3 go fishing

4 relax

GI

2 3

NO

3







7 do nothing

Also remember check e-mail

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

- 5 hang out with friends
- 6 sleep late
- LISTENING COMPREHENSION Listen to the cell phone calls. Complete each sentence with the present continuous form of one of the words or phrases in the Vocabulary.
 - 1 Charlie's doing nothing 2 Rachel's

 - 4 Barbara's
 - 5 Harvey's family is
- 3 GRAMMAR Be going to + base form

Use be going to + base form to express future plans.

I'm You're He's She's We're They're

going to relax this weekend.

I'm You're He's She's We're They're Contractions

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

not going to go camping this weekend.

Yes / no questions

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

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

4	GRAMMAR PRACTICE Write sentences about future plans with be going to.						
	1 you / eat in a restaurant / this weekend? Are you going to eat in a restaurant this weekend?						

4	They /	go	to	the	movies /	tonight.		2010/06	2001/06/6	A (A (A (A) A (A) A (A) A	
2	4 4 4		337	50%		The State of	J	38			

3	1/	hang	out	with	my	parents	1	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 ()) 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 NHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.
- 3 PAIR WORK 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.



Be sure to recycle this language. next week

after class Are you going to ___ ?







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



Express wishes for the future

▼ * VOCABULARY • Life cycle events** Read and listen. Then listen again and repeat.









1 get married

2 have children

3 retire

4 change careers

2 GRAMMAR • Would like + infinitive: statements and yes/no questions



Use would like + an infinitive to express your wishes for the future.

infintive

She'd like to study art. They wouldn't like to have children. Contractions

would like → 'd like would not like -> wouldn't like

Yes / no questions

Would you like to change careers? Would they like to get married?

Yes, I would. / No, I wouldn't. Yes, they would. / No, they wouldn't.

3	◆ ⇒ ⇒ ⇒ ⇒ ⇒ ⇒ ⇒ ⇒ ⇒ ⇒ ⇒ ⇒ ⇒ ⇒ ⇒ ⇒ ⇒ ⇒	en to each person. Then complete each sentence
	with would like. Use the infinitive form	of a word or phrase from the Vocabulary.
	1 She would like to get married	2 Sho

	Sile	A SECTION OF	Jan Mail 188	
2	He			

2	He			
/	HP			

4 INTEGRATED PRACTICE Complete the survey. Then, on a separate sheet of paper, write statements about yourself, using would like and wouldn't like + infinitives.

In the next two years, would you like to...

Ц	get married?
	1

study a new language?

meet a	Scorpic	?
--------	---------	---

graduate?	,

write a book?

paint your living room		pair	t your	living	room
------------------------	--	------	--------	--------	------

		have	chi	ldren?
--	--	------	-----	--------

learn to play a musical instrument?

☐ buy a	new refr	igerator
---------	----------	----------

move to a new country	ry?	count	new	a	to	move		
-----------------------	-----	-------	-----	---	----	------	--	--

get a new car?

	-					
23	100	OT	LIED	71.4	Pet.	Jack .
	1 (23		HER	1.4	like	to
	_	~ "		-	11177	

Ц	move	to a	new	city

	76.70	900	

	move	to a	new	city!
-				

meet a good-looking man?

 _	_	 _	 =

-	move	toai	ievv	city:
n	movo	to 2 .	20141	anart.

or a new house?

meet a good-looking woman?

. 1	1	-
6		U
		24

5 PAIR thing

6 GRAM

Wha Whe Whe Who

BUT: Who

5 W

6 W

NO

A: B:

> A: B:

A:

ar

M PA 3

Us re

A B:

A B:

- 5 PAIR WORK Ask your partner questions from the survey in Exercise 4. Would you both like to do the same things? Or would you like to do different things?
- GRAMMAR Would like + infinitive: information questions

What would you like to study? (Business.) When would they like to retire? (In June.) Where would he like to go next weekend? (To the movies.) Who would you like to marry? (Elena.)

BUT: Note the difference in word order when Who is the subject:

Who would like to study Italian? (I would!)

- 7 INTEGRATED PRACTICE Write information questions with would like, using the cues.
 - 1 Where / you / get married . Where would you like to get married?
 - 2 What / their children / study
 - 3 What / her husband / do
 - 4 When / your parents / move
 - 5 Who / her daughter / marry
 - 6 Who / change careers

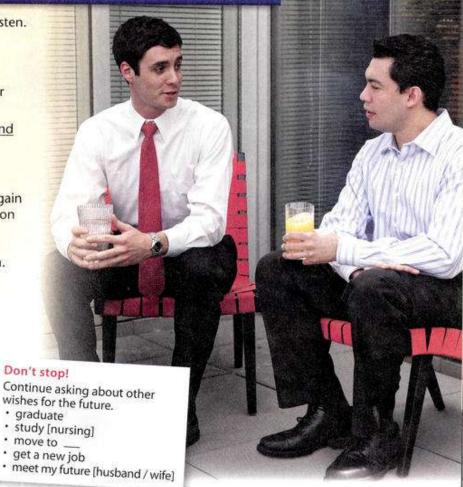
Express wishes for the future NOW YOU CAN

- 1 (1) CONVERSATION MODEL Read and listen.
 - A: So what's next for you, Shawn?
 - B: What do you mean?
 - A: Well, would you like to get married or have children?
 - B: Actually, yes. I'd like to get married and have children. What about you?
 - A: Me? Actually, I'd like to study art.
- 2 (1) RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.
- 3 PAIR WORK Personalize the conversation. Use the Vocabulary from page 116 and real information.
 - A: So what's next for you,?
 - B: What do you mean?
 - A: Well, would you like to?
 - What about you?
 - A: Me? Actually, I'd like to

Don't stop!

wishes for the future.

- · graduate
- · move to .



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

Extension



grammar . vocabulary . listening reading - speaking - pronunciation

Laur Born 1 Nev

Next 1

1 ◀፡

N READING Read about Harry Houdini, a famous escape artist.

The A Mazin

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.



Information source: http://www.apl.org

On your ActiveBook Self-Study Disc: **Extra Reading Comprehension Questions**

2	READING COMPREHENSION	Answer the questions i	
	complete sentences.	The state of the s	

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: What would you like to know more about? On a separate sheet of paper, write three information questions. Example:

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

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

GRAMMAR BOOSTER

Extra practice • p. 146

Top Notch Pop "I Wasn't Born Yesterday" Lyrics p. 148

118

UNIT 14





PAIR WORK Ask and answer questions about Lauren's life. Ask about her plans and her wishes for the future. For example:

Where was Lauren born?

TELL A STORY Tell the story of Lauren Denmark'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:

Lauren was born in 1990. She grew up in ...

WRITING On a separate sheet of paper, write the story of your own life. Then write your plans and wishes for the future. Include a picture or pictures if possible. For example:

I was born in Madrid in 1987. I grew up in ...

May 21, 2010 Barton College of Engineering Los Angeles (U.S.)



1992–2006 Lauren's house Chicago (U.S.)



In three years she'd like...





Get to know someone's life story. Discuss plans.

Express wishes for the future.

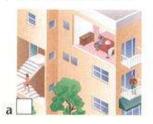
119

Today

San Francisco (U.S.)

Units 8 –14 Review

- 1 (1) LISTENING COMPREHENSION Listen to the conversations. Check the picture that answers each question.
 - 1 Where does he live?





3 Where does she work?





5 Where does she work?





2 Where does he work?





3 GR/ Are

GR.

2

5 CO Us Gr rea yo

4 Where does she teach?



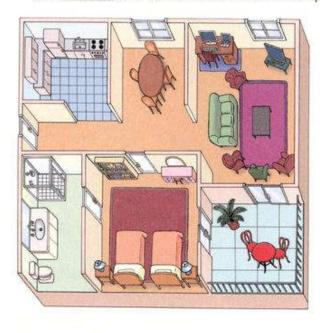


6 Where does his daughter work?





2 INTEGRATED PRACTICE Complete the e-mail about Anna's new apartment. Use there's and there are, and the names of furniture and appliances.



9 00	ш	My new apartmen	nt!	
Hey, Mel: I ha	we this great	furnished apartment.	It has everything!	
There's a dini Next to the di a green hanging out v	ng room with ning room oith my frien	has a nice big stove it a	and four	oom with eat for here's no
I love the bed two nice! There's e	room. It has	a	for all my boo bedroom, with a	ks. There are Very little
the only room	that isn't pe	f two	a shower b	out no

3 GRAMMAR PRACTICE Write questions about home and work. Use What, Where, Is there, and Are there. Ask your partner the questions. Write your partner's answers.

Your questions	Your answers
	1
2	2
3	3
1	4
5	5
i .	6

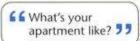
- 4 GRAMMAR PRACTICE Complete the conversations with the correct forms of the verbs.
 - - A: Maybe she camping, then.
 - 2 A: Would you like to go to the beach?
 - B: No way. We there yesterday.

 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:



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 simp	ole present tense.

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

B:	you / usually / make breakfast?
A:	Actually, often.
	But for a test.
A:	Hello?
B:	Hi, Bonnie. for food.
	anything from the store?
A:	Actually yes. a salad for
	dinner and any tomatoes.
B:	No problem those
	beautiful tomatoes from Mexico right now.
A:	Great! those tomatoes.

3	A:	Hello?
	B:	Hi, Liz. Where are you?
	A:	right now. Can call you back?
	B:	Sure my office
		number? today.
4	A:	Hello?
	В:	Hi, Stan. What time
	A:	Why that now!
	B:	Because her driving
		test at 8:30, anda ride to
		the test.

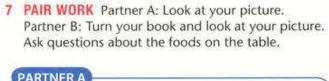
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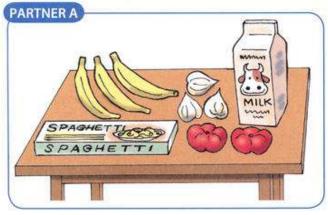
1

2

3

11 (







66 No, there aren't. "

6 6 Are there any

apples on your table? ""

8 INTEGRATED PRACTICE Write questions to complete each conversation.

A:
B: I usually eat lunch at the office.
A:?
B: Dana and Eric? They went to Colorado.
A:?
B: Milk? We need two large containers.
A:?
B: Sally teaches math.
A:
B: Madhur was born in India.

N. A. S. S.	
6	A:?
	B: I'd like to study architecture.
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 Juliette Binoche, the actress.
10	A:?
	B: Yes, my parents can speak Arabic, but I can't.

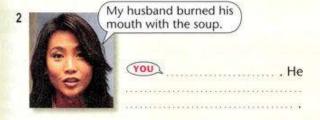
122 Units 8-14 Review

	Past	Present	Future
1			
2			
3			
4			
5			
6			

10 INTEGRATED 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				

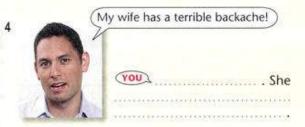












11 CONVERSATION PRACTICE Discuss relatives and friends. Start like this:

Ideas

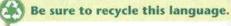
11

1?

9

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

Fell me about your mother.
Where was she born?



Tell me about ____ . 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. The page number refers to the page on which the base form of the verb first appears.

base form	simple past	page	base form	simple past	page	base form	simple past	page
oe .	was / were	4	get	got	52	say	said	90
oreak	broke	98	go	went	25	see	saw	85
ouy	bought	76	grow	grew	112	sing	sang	104
an	could	23	hang out	hung out	114	sleep	slept	114
come	came	52	have	had	32	study	studied	52
out	cut	98	hurt	hurt	98	swim	swam	104
io	did	52	lie	lay	100	take	took	22
fraw	drew	104	make	made	52	teach	taught	84
drink	drank	85	meet	met	1	tell	told	88
drive	drove	22	put	put	52	think	thought	90
eat	ate	52	read	read	54	wear	wore	72
fall	fell	98	ride	rode	92	write	wrote	5
feel	felt	100	107900000			100/0039		

Pronunciation table

These are the pronunciation symbols used in Top Notch Fundamentals.

Vowels				Consonants				
Symbol	Key Words	Symbol	Key Words	Symbol	Key Words	Symbol	Key Words	
i	feed	э	banana, around	p	park, happy	Ţ	butter, bottle	
1	did	3.	shirt, birthday	b	back, cabbage	t -1.	button	
eı	date, table	aı	cry, eye	t	tie	ſ	she, station,	
	bed, neck	au	about, how	d	die		special, discussion	
æ	bad, hand	31	boy	k	came, kitchen, quarter	3	leisure	
e æ a	box, father	ır	here, near	g	game, go	h	hot, who	
0	wash	er	chair	ý	chicken, watch	m	men	
ou	comb, post	ar	guitar, are	ds	jacket, orange	n	sun, know	
U	book, good	or	door, chore	f	face, photographer	ŋ	sung, singer	
u	boot, food, student	or	tour	v	vacation	w	week, white	
٨	but, mother	(500)		θ	thing, math	1	light, long	
((0))	500			ð	then, that	Г	rain, writer	
				S	city, psychology	У	yes, use, music	

please, goes

Vocabulary Booster

UNIT 1

5-37

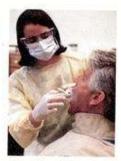
More occupations



1 an accountant



2 a bank teller



3 a dentist



4 an electrician



5 a florist



6 a gardener



7 a grocery clerk



8 a hairdresser



9 a mechanic



10 a pharmacist



11 a professor



12 a reporter



13 a salesperson



14 a travel agent



15 a secretary



16 a waiter



17 a nurse



18 a lawyer

On a separate sheet of paper, write five statements about the pictures. Use <u>He</u> or <u>She</u> and the verb <u>be</u>. For example: <u>He's an accountant</u>.

13 a

UNIT 2

s:38 (i)) **Mo**t

> 2 an On a :

For ex

UNIT 3

(m) Mo

More relationships

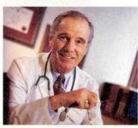


1 a supervisor 2 an employee



3 a teammate

s:39 **d**∋) More titles



1 Doctor [Smith] or Dr. [Smith]



2 Professor [Brown]



3 Captain [Jones]

On a separate sheet of paper, write three statements about the photos, using <u>He's</u> or <u>She's</u> and possessive adjectives. For example: <u>She's her supervisor</u>.

UNIT 3

More places in the neighborhood



1 a clothing store



2 an electronics store



3 a fire station



4 a police station



5 a shoe store



6 a toy store



7 a video store



8 a dry cleaners



9 a gas station



10 a hotel



11 a supermarket



12 a convenience store



13 a travel agency



14 a post office



15 a taxi stand

On a separate sheet of paper, write five questions about the places. For example:

Where's the clothing store? Can I walk to the hotel?



1 slim / thin



2 muscular



3 heavy

UNIT 6

5:43 (1)) Mor



1 bath

swin

8 ani

UNIT

40) M

1 du

Who usin For

UNIT 5

5:42 **◄**3)) More events



1 an exhibition



2 an opera

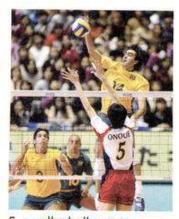


On a separate sheet of paper, write a sentence for each photo. Use a form of <u>be</u> and the adverb <u>very</u> or <u>so</u>. For example: <u>He's very</u> ___.

3 a ballet



4 a football game



5 a volleyball game



6 a baseball game



7 a play



8 a speech

On a separate sheet of paper, write five statements about the events. Use your own times and dates. For example: There's an exhibition on Tuesday, June 15.



UNIT 7

More household chores



1 dust 2 sweep



3 mop







4 vacuum

Who does these chores in your house? On a separate sheet of paper, write four statements, using the simple present tense and frequency adverbs or time expressions. For example: I usually dust once a week.



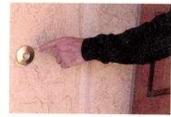
1 a fence

2 a driveway

7 a pillow

3 a roof





5 a doorbell



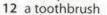
4 an intercom

8 a blanket 9 a sheet



10 a medicine cabinet

11 toothpaste





UNIT 9

(I) Mo

3 a

■)) Se

3 fi Or

Fo

6 a fire escape



13 a shower curtain 14 a bath mat



15 towels



16 a faucet



20 a coffee maker



21 a ladle 22 a pot



23 a food processo



17 a burner 18 an oven



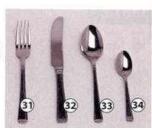
19 a dishwasher



24 a napkin 25 a place mat 26 a glass



27 a bowl 29 a cup 28 a plate 30 a saucer



31 a fork

32 a knife

33 a tablespoon / a soup spoon

34 a teaspoon



35 a filing cabinet



36 a fax machine

On a separate sheet of paper, write five statements. Use the Vocabulary. For example:

My apartment has a fire escape. There's no shower curtain in my bathroom.

130

Vocabulary Booster

More weather vocabulary



1 a thunderstorm



2 a snowstorm



3 a hurricane



4 a tornado





1 spring



2 summer



3 fall / autumn



4 winter

On a separate sheet of paper, write four statements about the pictures. For example: It's not raining.

UNIT 10

5:48

More vegetables



- 1 carrots
- 2 cabbage
- 3 broccoli
- 4 cauliflower
- 5 leeks
- 6 cucumbers
- 7 brussels sprouts



8 corn

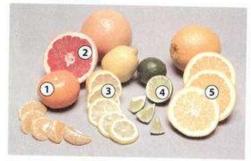


- 9 lettuce
- 10 asparagus
- an eggplant
- 12 beans
- 13 peas
- 14 celery



15 garlic

More fruits



- 1 a tangerine
- 2 a grapefruit
- 3 a lemon
- 4 a lime
- 5 an orange



6 grapes

- 7 a pineapple
- 8 bananas





12 strawberries

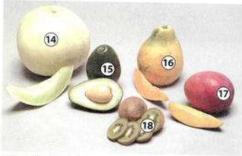




11 peaches



13 raspberries



14 a honeydew melon

- 15 an avocado
- 16 a papaya
- 17 a mango
- 18 a kiwi



19 a watermelon



20 raisins

- 21 figs
- 22 prunes
- 23 dates

On a separate sheet of paper, write five statements about the fruits and vegetables you and your family like. For example: I like lemons. My sister doesn't like lemons.

132 Vocabulary Booster UNIT 1

Mot (ob



1 go



5 go

On a five se Use th For ex

UNIT

5:51 (1)) Mc





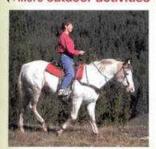
On a one

Use For €

UNIT 11

5:50

More outdoor activities



1 go horseback riding



2 go sailing



3 play golf

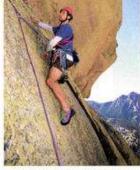


4 go rollerblading



5 go snorkeling

On a separate sheet of paper, write five sentences to describe the photos. Use the simple past tense. For example: They went sailing.



6 go rock climbing



7 go ice skating

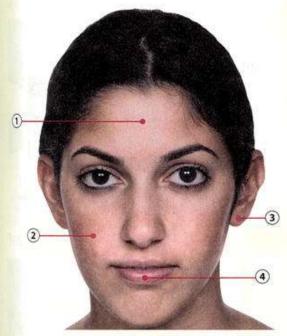


8 go windsurfing

UNIT 12

5.51

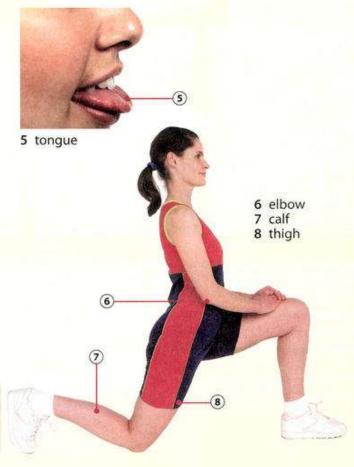
More parts of the body



- 1 forehead 2 cheek
- 3 earlobe 4 lip

On a separate sheet of paper, describe one of the people. Write three statements. Use the Vocabulary from Unit 12.

For example: She has straight, brown hair.



Vocabulary Booster



2 a piano







1 a cello





7 a clarinet



9 a saxophone



10 a xylophone



11 an accordion



.



12 drums

On a separate sheet of paper, write four statements with the Vocabulary. Use can / can't and the adverbs well and badly. For example:

My sister can play the piano.

My father plays the accordion well.

UNIT 14

5:53 (i)) More



1 biolo











5 go

134

5:53

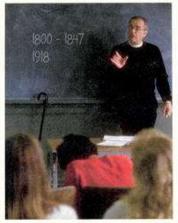
More academic subjects



1 biology



2 chemistry



3 history



4 fine art



5 drama

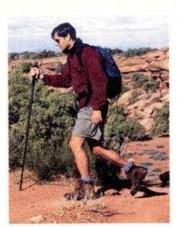


6 science

More leisure activities



1 go skiing



2 go hiking



3 play



4 garden



5 go on a cruise



6 get a manicure

On a separate sheet of paper, write four statements, using <u>I'd like to</u> or <u>be going to</u> and the 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.

1 Write 1 Mis

Mr.
 Mrs
 Joh
 Are
 Mr.
 Jah
 Mr.

2 Com
1 Ms
2 Mi:
3 Mr
4 Mr
5 Ms
6 Mt
7 Mt
8 Ms

3 Con 1 __ 2 __ 3 __

> 7 — 8 —

4 Cor 1 A B 2 A B 3 A B 4 A B 5 A E 6 A E

The Grammar Booster is optional. It contains extra practice of each unit's grammar.

UNIT 1

	Write each sentence again	Use a contraction.
	1 He is an engineer. He's o	an engineer.
2	Write the indefinite article	a or an for each occupation.
	1 chef	5 scientist
	2 actor	6 architect
	3 banker	7 photographer
	4 musician	, mars 3. spirot
3	Complete each sentence v	vith the correct subject pronoun.
	1 Mary is a student. She	
	2 Ben is a student, too.	
	My name is Nora Vour occupation is deater.	
	4 Your occupation is doctor.	
	5 Jane and Jason are scient	ists are scientists.
4	Write a question for each a	nswer.
	1 A: Are you musicians	
	B: Yes, we are. We're mus	
	2 A:	
	B: No, they're not teacher	
	3 A:	7
	B: Yes. Ann is a doctor.	
	4 A:	
	B: No. Ellen is a flight atter	
	5 A:	?
	B: Yes, I am a pilot.	
	6 A:B: No. We're not flight atte	?
5	Write six proper nouns and	six common nouns. Use capital and lowercase letters correctly.
	Proper nouns	Common nouns
	1	7
	2	8
	3	9
	4	10
	5	11

9.1	Write the correct possessive adjective	·s.
	1 Miss Kim is Mr. Smith's student. Mr. Sr	mith is <u>her</u> teacher.
	2 Mr. Smith is Miss Kim's teacher. Miss H	Kim is student.
	3 Mrs. Krauss is John's teacher. Mrs. Kra	auss is teacher.
	4 John is Mrs. Krauss's student. John is	student.
	5 Are colleagues from Japan?	No, they aren't. My colleagues are from Korea.
	6 Mr. Bello is teacher. I am	The state of the s
	7 Jake is not Mrs. Roy's student. He's _	boss!
	8 Mr. Gee is not Jim and Sue's teacher.	He's doctor.
2	Complete the sentences about the pe	ople. Use He's from, She's from, or They're from
	1 Ms. Tomiko Matsuda:	Hamamatsu, Japan.
	2 Miss Berta Soliz:	Monterrey, Mexico.
	3 Mr. and Mrs. Franz Heidelberg:	Berlin, Germany.
	4 Mr. George Crandall:	
	5 Ms. Mary Mellon:	
	6 Mr. Jake Hild and Ms. Betty Parker:	Los Angeles, US.
	7 Mr. Cui Jing Wen:	Wuhan, China.
	8 Ms. Noor Bahjat:	Cairo, Egypt.
3	Complete the questions.	
	1 your name?	
	2 are you from?	
	3 his e-mail address?	?"
	4 she a student?	
	5 her phone number	?
	6 they colleagues?	
	7 he from China?	
	8 their first names?	
4	Complete each question with the cor	rect possessive adjective.
	1 A: What's name?	
	B: I'm Mrs. Barker.	
	2 A: What's last name?	
	B: My last name is Crandall.	
	3 A: What's address?	
	B: Mr. Marsh's address is 10 Main Str	reet.
	4 A: What'se-mail address	
	B: Ms. Down's e-mail address? It's do	
	5 A: What are first names?	
	B: They're Gary and Rita.	2
	6 A: What's phone number B: Miss Gu's number is 555-0237.	4
	D. ITHOU GO O THURSDOI TO GOO VEGIT	

1 Where is the pharmacy? Where's the pharmacy? 2 It is down the street. 3 It is not on the right. 4 What is your name? 5 What is your e-mail address? 6 She is an architect. 7 I am a teacher. 8 You are my friend. 9 He is her neighbor. 10 They are my classmates. 2 Complete each sentence with an affirmative or a negative imperative. 1 the bus to the restaurant. walk. 2 the bus to the bank. 3 to the school. It's right over there, on the right. 4 take a taxi to the bank. It's across the street. 3 Complete the questions and answers. Use contractions when possible. 1 A: the pharmacy? B: The pharmacy? across the street. 2 A: the newsstand? B: down the street on the right. 3 A: I to the restaurant? B: No, don't walk there a taxi. 4 A: do you go to school? B: Me? I go motorcycle you?	
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7 I am a teacher. 8 You are my friend. 9 He is her neighbor. 10 They are my classmates. 2 Complete each sentence with an affirmative or a negative imperative. 1	
8 You are my friend. 9 He is her neighbor. 10 They are my classmates. 2 Complete each sentence with an affirmative or a negative imperative. 1	
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B: No, don't walk there a taxi. 4 A: do you go to school?	
4 A: do you go to school?	
B: Me? I go motorcycle you?	
UNIT 4	
1 Write questions. Use Who's or Who are and he, she, or they.	
1 A: Who's he ?	
B: He's my grandfather.	
2 A:?	
B: She's my mother.	
3 A:? B: He's Mr. Ginn's grandson.	
4 A:?	
B: They're Ms. Breslin's grandparents.	
5 A:?	
B: She's Sam's wife.	
6 A:?	
B: They're his wife and son.	

2 Unscrai 1 so / fi 2 brothi 3 grand 4 his / t 5 grand 6 girlfrii

3 Comple 1 I ____ 2 She _ 3 They 4 We _ 5 You _ 6 He _

4 Compl
1 ____
2 ___
3 ___
4 ___
5 ___
6 ___

UNIT 5

2 Comp 1 The 2 The 3 The 4 The 5 The 6 The

2 Unscramble the w	ords and write sentences. Use a form of be.
1 so / father / my / I	handsome My father is so handsome.
2 brother / very / he	er / short
3 grandchildren / cu	ute / neighbor's / so / my
	ster / very
	/ old / my / not
	so / brother's / my
Complete the sent	ences. Use <u>have</u> or <u>has</u> .
1 two	brothers.
2 She	one child.
3 They	four grandchildren.
4 We si	ix children.
5 You t	en brothers and sisters!
6 He th	iree sisters.
	Control of the Contro
	stions. Use <u>How old is</u> or <u>How old are</u> .
	your children?
2	
	her grandchildren?
	Nancy's sisters?
	Matt's daughter?
6	their grandmother?
NIT 5	
NATURE OF THE PROPERTY OF THE	
	r each answer. Use What time, What day, or When.
	It's six thirty.
	The party is at ten o'clock.
	The dinner is on Friday.
	The dance is at eleven thirty on Saturday.
	The concert is in May.
	The meeting is at noon.
	It's a quarter to two.
8	The movie is on Wednesday.
Complete each sen	ntence with <u>in, on,</u> or <u>at</u> .
1 The concert is	March.
2 The dinner is	Friday 6:00.
3 The party is	April 4 th 9:00.
4 The movie is	3:00 p.m Tuesday.
5 The game is	noon Monday.
6 The meeting is	August 10th 9:00 A.M.

1 They nice ties at this s	store.
2 She a long, blue skirt	
3 I my shoes.	707/2022 February 2
PSACROTAL CONTRACTOR C	
4 We clean shirts.	
5 Our children blue	e pants for school.
6 short skirt	=2
6 she / like short skirts	
7 new	shoes?
8 a suit for w	vork?
9 Why those	
10 Which shirtyou / want	
11 they / have this sweater	er in extra large?
57/1 CABUSE	
Answer each question.	
2 Do you need new shoes?	
3 Why do you need new shoes?	
5 Do you like pink shirts?	
7 Do you like ownership alastic of	
7 Do you like expensive clothes?	***
7 Do you like expensive clothes?	***
NIT 7	
NIT 7 Write the third-person singular form	of each verb.
Write the third-person singular form 1 shave _shaves	
Write the third-person singular form 1 shave _shaves 2 brush	of each verb.
Write the third-person singular form 1 shave _shaves 2 brush 3 go	of each verb. 13 come 14 change 15 make
Write the third-person singular form 1 shave _shaves 2 brush 3 go 4 have	13 come
Write the third-person singular form 1 shave	13 come
Write the third-person singular form 1 shave _shaves 2 brush 3 go 4 have 5 study 6 do	13 come
Write the third-person singular form 1 shave _shaves 2 brush 3 go 4 have 5 study 6 do 7 take	13 come
Write the third-person singular form 1 shave shaves 2 brush 3 go 4 have 5 study 6 do 7 take 8 play	13 come
Write the third-person singular form 1 shave _shaves 2 brush 3 go 4 have 5 study 6 do 7 take 8 play 9 exercise	13 come
Write the third-person singular form 1 shave shaves 2 brush 3 go 4 have 5 5 study 6 do 7 take 8 play 9 exercise 10 visit 1	13 come
Write the third-person singular form 1 shaveshaves 2 brush 3 go 4 have 5 study 6 do 7 take 8 play	13 come

1 Complete each sentence with the correct form of the verb.

1 yc 2 J 3 he 4 yc 5 th 6 R 7 h 8 y

2 Cor 1 H 2 T 3 N 4 It 5 J 6 N 7 + 8 5

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2	2 Complete each questi	on with do or does
	1 When you g	go shopping?
	2 What times	she make dinner?
	3 How oftent	they clean the house?
	4 What time	your son come home?
	5 How often	your parents go out for dinner?
	6 What timey	you go to bed?
	7 When our to	eacher check e-mail?
	8 How often	Alex do the laundry?
3	Unscramble the word	s and write sentences in the simple present tense.
	1 usually / on weekend	s / go shopping / she She usually goes shopping on weekends.
		ers / on Fridays / sometimes
	3 in the morning / neve	er / check e-mail / I
	4 always / my daughte	r/ to work / take the bus
	5 we / to school / walk	
	6 sometimes / my broti	her / after work / visit his friends
	Complete each respo	nse with <u>do</u> or <u>does</u> .
	1 Who takes out the ga	arbage in your house? My daughter
		nes in your family? I
		My parents
	4 Who does the laundr	y in your house? My brother
	5 Who watches TV before	ore dinner? My granddaughter
	6 Who takes a bath in	the evening? My sister
U	UNIT 8	
	Write questions with	Where.
	1 your grandparents / I	ive Where do your grandparents live?
	2 John's friend / go sho	
		nglish
	ALL SALES OF THE S	
	6 Rob and Nancy / exe	ercise
	7 his mother / work	
	8 your brother / do the	laundry
2	Complete the stateme	ents with in, on, at, or to.
	1 His house is B	Barker Street.
	2 They work the	
	3 Ms. Cruz takes the tr	
	4 It's 18 Spence	er Street.
		the BTI Institute.
	6 Mr. Klein works	
	7 Her office is th	
	8 She works 5 N	
		0.465 ALL 0005 ACC 0505

3 Complete eac	Complete each sentence with There's or There are.	
1	1 a movie at noon.	
2 a concert at 2:00 and a game at 3:00.		1 A: _
	a bank on the corner of Main and 12th Street.	B: _
4	4two apartment buildings across the street.	
	bookstores nearby.	2 A: _
6	a pharmacy and a newsstand around the corner.	B: _
	two dressers in the bedroom.	3 A: _
8	three elevators in the Smith Building.	B: E
4 Write question	ns with <u>Is there</u> or <u>Are there</u> .	9474706-015 57 Sec
1 a dance / this	s weekend Is there a dance this weekend?	4 A: _
2 three meeting	gs / this week	B: 1
3 a bank / near	by	a w
4 How many /	games / this afternoon	
	pharmacies / on 3 rd Avenue	
	parties / this month	
LINUTO		UNIT 10
UNIT 9		1 Com
1 Write the prese	ent participle of the following base forms.	1_
1 rain raining	15 come	2
2 snow	16 wear	3
3 watch	17 shop	4
4 eat	18 go	5
5 take	19 study	6
6 drive	20 listen	7 _
7 check	21 wash	8
8 make	22 play	9 _
9 do	23 read	10
10 exercise	24 clean	
11 shave	25 work	2 Cho
12 put	26 write	11_
13 comb	27 talk	а
14 brush	28 buy	2 W a
2 Check the sent	tences that indicate a future plan.	3 Ar
☐ 1 I'm watchi	ng TV right now.	a
2 Is Marina t	aking a shower?	4 H
3 On Tuesda	y I'm working at home.	а
	he going tomorrow night?	
☐ 5 Jen's eatin		
	to the mall this afternoon.	
	g Arabic this year. My teacher is very good.	
☐ 8 Who's mak		
M=N/88 WOOTSERS NAME		

B:	you / do	voir		
Where / she / drive B:	B: my n	iair.		
Where / she / drive She / go to the bookstore. A:	Δ-	7		
She / go A:	Where / she / drive			
the bus? Because	3: to th	e bookstore.		
Why / he / take 3: Because	PERMITS.	the bus?		
at home tonight? A:	Why / he / take	trie bus:		
at home tonight? We / go	3: Because			
we / eat 3: No a dress to the party? A: a dress				
a dress to the party? Maya wear	A: we / eat	_ at home tonight?		
A:	D. NIS	out for dinner.		
B: Noshe / not wear a dresspants. She / wear pants	We / go			
she / not wear a dress. She / wear pants. She / we	A:	a dress to the party	17	
she / not wear She / we and Sh		a dross	pants	
sugar do you want in your coffee? onions do you need for the potato pancakes? cans of coffee are there on the shelf? meat do you eat every day? loaves of bread do we need for dinner? pepper would you like in your chicken salad? bottles of oil does she need from the store? eggs do you eat every week? oranges are there? I want to make orange juice. pasta would you like? hoose the correct word or phrase to complete each statement. Circle the letter. I English every day. a am studying b study b take Annemarie the kitchen now. a is cleaning b cleans b control How many. sugar do you need for the potato pancakes? cans of coffee are there on the shelf? meat do you need for the potato pancakes? cans of coffee are there on the shelf? meat do you need for the potato pancakes? cans of coffee are there on the shelf? meat do you need for the potato pancakes? and shelf? and shelf? b cook They never coffee. a are drinking b drink B Our children on weekdays.	she / not wear	a diess.	She / wear	21.5
onions do you need for the potato pancakes? cans of coffee are there on the shelf? meat do you eat every day? loaves of bread do we need for dinner? pepper would you like in your chicken salad? bottles of oil does she need from the store? eggs do you eat every week? oranges are there? I want to make orange juice. pasta would you like? noose the correct word or phrase to complete each statement. Circle the letter. I English every day. a am studying b study b has We usually the bus to work. a are taking b take Annemarie the kitchen now. a is cleaning b cleans a re drinking b drink He really lemonade. 8 Our children on weekdays.	mplete each question with H	ow much or How m	any.	
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UNIT 11

_	omplete the con	versations with the past tense of be.
	A: Where	Paul and Jackie last night?
		out they here.
. /	A:	she at school yesterday?
		at home.
	A: When	you in Italy? Last year?
		, we in Italy last year.
		there in 2005.
		the movie?
	B: It	
	A:	your parents at home at 10:00 last night?
		at a play.
Í		at work on Monday?
	B: Barry and Ann	e, But I,
		go to work yesterday?
	What time	you dinner?
	YOU	make
	What	you for breakfast?
	YOU	
		R
	Who	breakfast with you?
	YOU	
	1804	
100	vvnat	you this week?
11.6	YOU	
	10	
	112	
N	rite sentences wi	ith be or have.
		straight Kate's hair is long and straight.
	The Second Control of the Second	V. 1040-014 - 0120-0140-0140-0140-0140-0140-0140-0140-
		olack / hair
		y / hair
		ue
	Adam / beard / m	ustache
		98

- 1 It's ye
- 2 1'm s
- 3 There
- 4 You l
- 5 We h
- toma 6 Pam
- 7 Mart
- 8 It's ti

UNIT 13

- 1 Write:
 - 1 my f
 - 2 my 1
 - 3 my
 - 4 my
 - 5 my
 - 6 my
 - 7 1/p
- 2 Answ
 - 1 Car
 - 2 Car
 - 3 Car
 - 4 Car
 - 5 Cai
 - 6 Ca
- 3 Com

Complete each sentence with should or shouldn'	t and a verb from the box.	call
1 It's your birthday. You	out for dinner!	(not) exercise
2 I'm sorry you have a toothache. You	a dentist.	go
3 There's a movie on TV tonight. We	it.	watch
4 You have a cold? You	today.	make
5 We have tomatoes, potatoes, and onions. We tomato potato soup for dinner tonight!		(not) play
6 Pam's taking a shower right now. You	back later.	see
7 Martin has a headache. He	soccer tonight.	get
8 It's time for bed. You	undressed.	
1 Write sentences with the simple present tense a 1 my father / sing / really well My father sings re	nd the adverbs <u>well</u> or <u>badly</u> .	
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		
7 I / play the violin / badly		
2 Answer each question. Use short answers with	can or can't.	
1 Can you play the piano?		
2 Can you ski?		
3 Can your parents sing well?		
4 Can your friends speak English?	(44)	
5 Can you draw?	(a)	
6 Can your father fix things?		
3 Complete each sentence. Use too and an adject	ctive.	
1 I need a new dress. This dress		



____. I want a short skirt.

2 This skirt is ___



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, using be going to.				
	1 Are your classmates going to study tonight?				
	2 Are you going to relax this weekend?				
	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 th	is weekend?			
2	Write a question with be going to for each answer. Do 1 Are you going to go to the movies tonight? 2	Yes. I'm going to go to the movies tonight. Yes. They're going to eat in a restaurant after the concert. Yes. Carla's brother is going to go fishing with her. Yes. I'm going to go to work tomorrow. No. He's not going to graduate this year.			
3	Write three <u>yes/no</u> interview questions for a new friend. Then write three information questions. Use <u>would like</u> + infinitive.				
	Would you like to study a new language?	What would you like to study?			

(III) What (CHORUS) What do yo What do y I'm a stude You're a te-She's a do He's a nurs What abou What do yo I'm a floris You're a ga He's a wai She's a ch Do-do-do-That's wha It's nice to What's yo Can you s Thank you Yes, it's ni (CHORUS) We are ar architects How abou What do We are ba we are d€ engineers Do-do-do That's wh Hi, I'm Li No, he's Excuse n Good-by Do-do-do Do-do-d

> Do-do-d 1:46 **■**3)) **Exc**

Do-do-d

(CHORUS Excuse What's) What's) I would and I ho

I'll give) Write to You can so I'll kn who it c Excuse

Was tha Well, I th and I do want to



Top Notch Pop Lyrics

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.

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...

rt.

(I) 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?

) 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 familywho 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.

(Unit 5] Let's Make a Date

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

(unit 7] On the Weekend

(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)

(1)) 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

(w)) 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)

(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?

4:34

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)

5:16

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)

5:3

■ I Wasn't Born Yesterday [Unit 14]

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

(CHORUS)

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

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

(CHORUS)

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

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