

SECOND EDITION

# TOP NOTCH

with ActiveBook

## FUNDAMENTALS

Joan Saslow • Allen Ascher



eBOOK



ALWAYS LEARNING

PEARSON

**SECOND EDITION**

# TOP NOTCH

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

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

**Listening task:**

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

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

**Listening 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
<b>8</b> <b>Home and Neighborhood</b> page 64	<ul style="list-style-type: none"> <li>Describe your neighborhood</li> <li>Ask about someone's home</li> <li>Talk about furniture and appliances</li> </ul>	<ul style="list-style-type: none"> <li>Types of buildings</li> <li>Places in the neighborhood</li> <li>Rooms</li> <li>Furniture and appliances</li> </ul> <p><b>VOCABULARY BOOSTER</b></p> <ul style="list-style-type: none"> <li>More home and office vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>The simple present tense:               <ul style="list-style-type: none"> <li>Questions with <u>Where</u>, prepositions of place</li> </ul> </li> <li><u>There is</u> and <u>there are</u>:               <ul style="list-style-type: none"> <li>Statements and <u>yes / no</u> questions</li> <li>Contractions and common errors</li> </ul> </li> <li>Questions with <u>How many</u></li> </ul> <p><b>GRAMMAR BOOSTER</b> • Extra practice</p>
<b>9</b> <b>Activities and Plans</b> page 72	<ul style="list-style-type: none"> <li>Describe today's weather</li> <li>Ask about people's activities</li> <li>Discuss plans</li> </ul>	<ul style="list-style-type: none"> <li>Weather expressions</li> <li>Present and future time expressions</li> </ul> <p><b>VOCABULARY BOOSTER</b></p> <ul style="list-style-type: none"> <li>More weather vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>The present continuous:               <ul style="list-style-type: none"> <li>Statements: form and usage</li> <li><u>Yes / no</u> questions</li> <li>Information questions</li> <li>For future plans</li> </ul> </li> <li>The present participle: spelling rules</li> </ul> <p><b>GRAMMAR BOOSTER</b> • Extra practice</p>
<b>10</b> <b>Food</b> page 80	<ul style="list-style-type: none"> <li>Discuss ingredients for a recipe</li> <li>Offer and ask for foods</li> <li>Invite someone to join you at the table</li> </ul>	<ul style="list-style-type: none"> <li>Foods and drinks</li> <li>Places to keep food in a kitchen</li> <li>Containers and quantities</li> <li>Cooking verbs</li> </ul> <p><b>VOCABULARY BOOSTER</b></p> <ul style="list-style-type: none"> <li>More vegetables and fruits</li> </ul>	<ul style="list-style-type: none"> <li>Count nouns and non-count nouns:               <ul style="list-style-type: none"> <li>Meaning, form, and common errors</li> </ul> </li> <li>Count nouns: <u>How many / Are there any</u></li> <li>Non-count nouns: <u>How much / Is there any</u></li> <li>The simple present tense and the present continuous: usage and common errors</li> </ul> <p><b>GRAMMAR BOOSTER</b> • Extra practice</p>
<b>11</b> <b>Past Events</b> page 88	<ul style="list-style-type: none"> <li>Tell someone about a past event</li> <li>Describe past activities</li> <li>Talk about outdoor activities</li> </ul>	<ul style="list-style-type: none"> <li>Past-time expressions</li> <li>Outdoor activities</li> </ul> <p><b>VOCABULARY BOOSTER</b></p> <ul style="list-style-type: none"> <li>More outdoor activities</li> </ul>	<ul style="list-style-type: none"> <li>The past tense of <u>be</u>:               <ul style="list-style-type: none"> <li>Statements, questions, and contractions</li> </ul> </li> <li>The simple past tense               <ul style="list-style-type: none"> <li>Regular verbs, irregular verbs</li> <li>Statements, questions, and short answers</li> </ul> </li> </ul> <p><b>GRAMMAR BOOSTER</b> • Extra practice</p>
<b>12</b> <b>Appearance and Health</b> page 96	<ul style="list-style-type: none"> <li>Describe appearance</li> <li>Show concern about an injury</li> <li>Suggest a remedy</li> </ul>	<ul style="list-style-type: none"> <li>Adjectives to describe hair</li> <li>The face</li> <li>Parts of the body</li> <li>Accidents and injuries</li> <li>Ailments, remedies</li> </ul> <p><b>VOCABULARY BOOSTER</b></p> <ul style="list-style-type: none"> <li>More parts of the body</li> </ul>	<ul style="list-style-type: none"> <li>Describing people with <u>be</u> and <u>have</u></li> <li><u>Should</u> + base form for advice</li> </ul> <p><b>GRAMMAR BOOSTER</b> • Extra practice</p>
<b>13</b> <b>Abilities and Requests</b> page 104	<ul style="list-style-type: none"> <li>Express a wish</li> <li>Politely decline an invitation</li> <li>Ask for and agree to do a favor</li> </ul>	<ul style="list-style-type: none"> <li>Abilities</li> <li>Adverbs <u>well</u> and <u>badly</u></li> <li>Reasons for not doing something</li> <li>Favors</li> </ul> <p><b>VOCABULARY BOOSTER</b></p> <ul style="list-style-type: none"> <li>More musical instruments</li> </ul>	<ul style="list-style-type: none"> <li><u>Can</u> and <u>can't</u> for ability</li> <li><u>Too</u> + adjective, common errors</li> <li>Polite requests with <u>Could you</u> + base form</li> </ul> <p><b>GRAMMAR BOOSTER</b> • Extra practice</p>
<b>14</b> <b>Life Events and Plans</b> page 112	<ul style="list-style-type: none"> <li>Get to know someone's life story</li> <li>Discuss plans</li> <li>Express wishes for the future</li> </ul>	<ul style="list-style-type: none"> <li>Some life events</li> <li>Academic subjects</li> <li>Leisure activities</li> <li>Life cycle events</li> </ul> <p><b>VOCABULARY BOOSTER</b></p> <ul style="list-style-type: none"> <li>More academic subjects</li> <li>More leisure activities</li> </ul>	<ul style="list-style-type: none"> <li><u>Be going to</u> + base form</li> <li><u>Would like</u> + infinitive:               <ul style="list-style-type: none"> <li>Statements</li> <li>Questions</li> <li>Short answers</li> <li>Contractions</li> </ul> </li> </ul> <p><b>GRAMMAR BOOSTER</b> • Extra practice</p>

Countries and nationalities / Numbers 100 to 1,000,000,000 / Irregular verbs / Pronunciation table ....	page 125
Vocabulary Booster .....	page 126
Grammar Booster .....	page 136

**Conversation Strategies****Listening / Pronunciation****Reading / Writing**

- Use Really? to introduce contradictory information
- Respond positively to a description with Sounds nice!
- Use Actually to introduce an opinion that might surprise
- Say I don't know. I'm not sure to avoid making a direct negative statement

**Listening task:**

- Determine the best house or apartment for clients of a real estate company
- Complete statements about locations of furniture and appliances

**Pronunciation:**

- Linking sounds

**Reading Texts:**

- House and apartment rental listings
- Descriptions of people and their homes

**Writing Task:**

- Compare and contrast your home with homes in a complex illustration

- Use Hi and Hey to greet people informally
- 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 phone conversation

**Listening task:**

- Determine weather and temperatures in cities in a weather report
- Complete statements about people's activities, using the present continuous

**Pronunciation:**

- Rising and falling intonation of yes / no and information questions

**Reading Texts:**

- A daily planner
- A newspaper column about activities in a town

**Writing Task:**

- Write about plans for the week, using the present continuous

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

**Listening task:**

- Identify the foods discussed in conversations

**Pronunciation:**

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

**Reading Texts:**

- Recipe cards
- A weekly schedule

**Writing Task:**

- Write about what you eat in a typical day

- Ask why? to ask for a clearer explanation
- 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 something

**Listening task:**

- Circle the year you hear
- Infer the correct day or month
- Choose activities mentioned in conversations

**Pronunciation:**

- Simple past tense regular verb endings

**Reading Text:**

- A blog in which people describe what they did the previous weekend

**Writing Tasks:**

- Write about the activities of two people, based on a complex picture
- Write about your weekend and what you did

- Use Oh 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 should
- Respond to good advice with Good idea
- Say I hope you feel better when someone feels sick

**Listening task:**

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

**Pronunciation**

- More vowel sounds

**Reading Text:**

- A magazine article about two celebrities

**Writing Task:**

- Write a description of someone you know

- 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

**Listening task:**

- Complete requests for favors

**Pronunciation**

- Assimilation of sounds: Could you

**Reading Text:**

- A journal article about infant-toddler development

**Writing Task:**

- Describe things people can and can't do when they get old

- 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

**Listening task:**

- 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

**Pronunciation**

- Diphthongs

**Reading Text:**

- A short biography of Harry Houdini

**Writing Task:**

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

## 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.





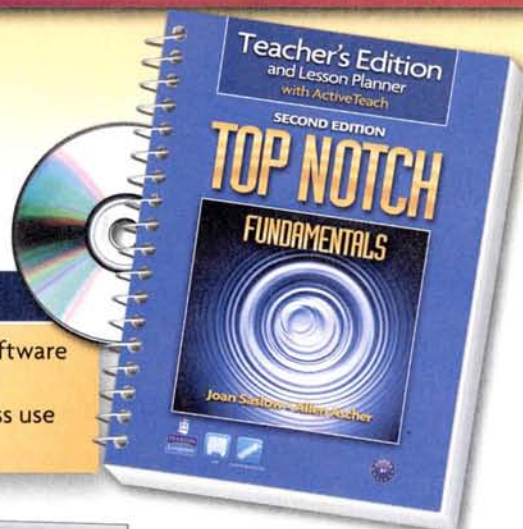
# The Teacher's Edition and Lesson Planner

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



**The Digital Student's Book**  
With zoom, write, highlight, save and other IWB tools.

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



## Printable Extension Activities

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

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**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.

need?	want?	like?	have?	don't have?
white shorts	jean jackets	leisure clothes	jean clothes	expensive clothes

**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.  
For example:

They are \_\_\_\_\_

**Adjectives to describe people**

The baby is \_\_\_\_\_

**Adjectives to describe people**

NAME: \_\_\_\_\_

**Learning Strategy**  
(Unit 7, page 58, Reading)

**READING STRATEGY: taking notes**

Take notes about key details to help you understand a reading.

**PRACTICE**  
As you read the article on page 58, use the simple present to write what each robot does or doesn't do.

The iRobot Roomba	cleans the floor
The iRobot Scooba	
ASIMO	
The i 200 Evolution	



# 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


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



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




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


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

## **NOW YOU CAN** Introduce yourself

**PAIR WORK** Now introduce yourself to your classmates.

**1:04**  **Greetings**  
Hi.  
Hello.  
I'm [Lisa].



**1:05**  **Responses**  
Nice to meet you.  
Glad to meet you.  
It's a pleasure to meet you.

## GOAL Greet people

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

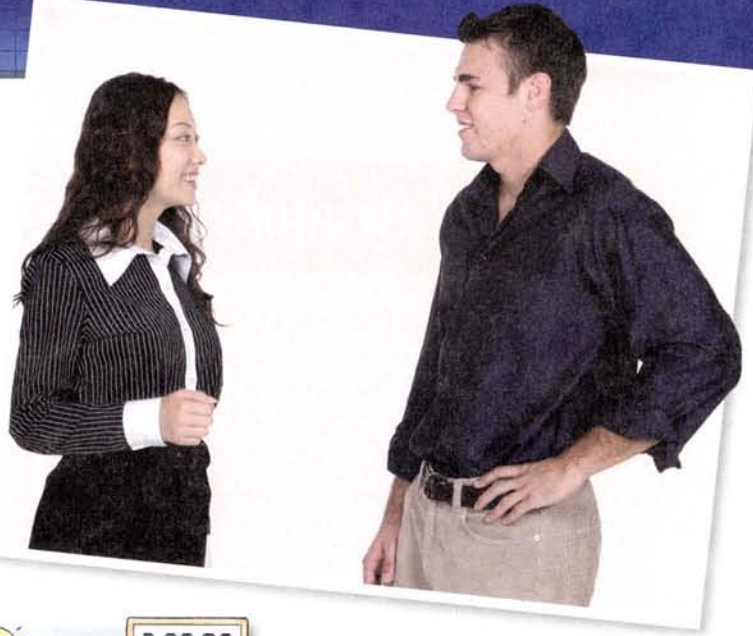
A: Hi, Len. How are you?

B: Fine, thanks. And you?

A: I'm fine.

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

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



1 Good morning.



2 Good afternoon.



3 Good evening.

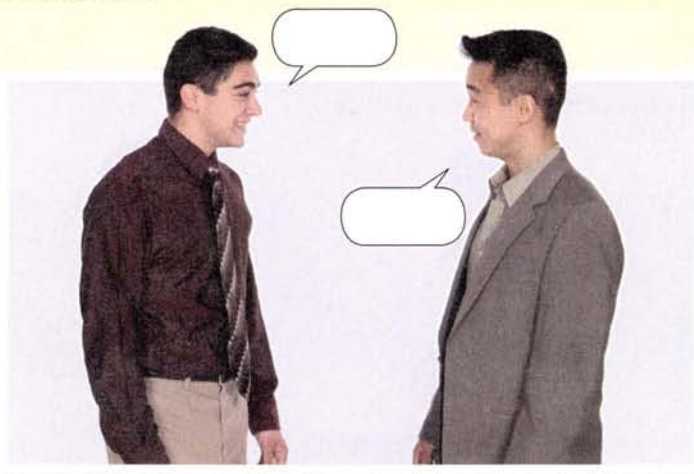


## NOW YOU CAN Greet people

**PAIR WORK** Now greet your classmates.

1:09

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



1:10

**Responses**  
 ☺ { Fine. / I'm fine.  
 Great.  
 ☹ { Not bad.  
 So-so.

## GOAL Say good-bye



**1** <sup>1:11</sup> **CONVERSATION MODEL** Read and listen.

A: Good-bye, Charlotte.

B: Good-bye, Emily.

A: See you tomorrow.

B: OK. See you!

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

## NOW YOU CAN Say good-bye

**PAIR WORK** Now say good-bye to your classmates.



<sup>1:13</sup>



**Ways to say good-bye**

Good-bye.

Bye.

See you later.

Take care.

### NOW I CAN...



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

# Names and Occupations

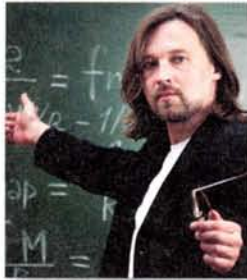
**GOALS** After Unit 1, you will be able to:

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

LESSON 1

## GOAL Tell a classmate your occupation

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



1 a teacher



2 a student



3 an architect



4 an actor



5 an athlete



6 a musician



7 an artist



8 a banker



9 a singer



10 a flight attendant

**VOCABULARY BOOSTER**

More occupations • p. 126

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

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

**Affirmative statements / Contractions**

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

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

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

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

**Negative statements / Contractions**

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

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

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

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

**Articles a / an**

a teacher

an actor

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

- 1 ..... architect      3 ..... banker      5 ..... singer  
 2 ..... student      4 ..... musician      6 ..... athlete

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

“He’s a teacher.”

“She’s a flight attendant.”

6 **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 **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.



1 She's a chef.



2 He's a writer.



3 She's a manager.



4 She's a scientist.



5 He's a doctor.



6 She's an engineer.



7 He's a photographer.



8 He's a pilot.

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

Singular nouns		Plural nouns		Subject pronouns	
				Singular	Plural
a chef		2 chefs		I	we
an athlete		3 athletes		you	you
				he	they
				she	

Affirmative statements / Contractions	Negative statements / Contractions
We <b>are</b> photographers. / We' <b>re</b> photographers.	We <b>are not</b> chefs. / We' <b>re not</b> chefs. / We <b>aren't</b> chefs.
You <b>are</b> scientists. / You' <b>re</b> scientists.	You <b>are not</b> pilots. / You' <b>re not</b> pilots. / You <b>aren't</b> pilots.
They <b>are</b> writers. / They' <b>re</b> writers.	They <b>are not</b> artists. / They' <b>re not</b> artists. / They <b>aren't</b> artists.

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

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

4 **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).



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

**Yes / no questions**

Are you }  
Is he } an architect?  
Is Tanya }

Are you }  
Are they } musicians?  
Are Ted and Jane }

**Short answers**

Yes, I **am**.

Yes, { he } **is**.  
          { she }

Yes, { we } **are**.  
          { they }

No, I'm **not**.

No, { he's } **not**.  
      { she's }

No, { we're } **not**.  
      { they're }



**Be careful!**

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

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

1 A: Are they Abby and Jonah?

B: Yes, .....

2 A: ..... she Hanna?

B: No, ..... Ella.

3 A: ..... you Rachel and Philip?

B: No, we'..... Judith and Jack.

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.

“Are you an artist?”

“Yes, I am.”

**NOW YOU CAN Identify your classmates**

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 **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 .....

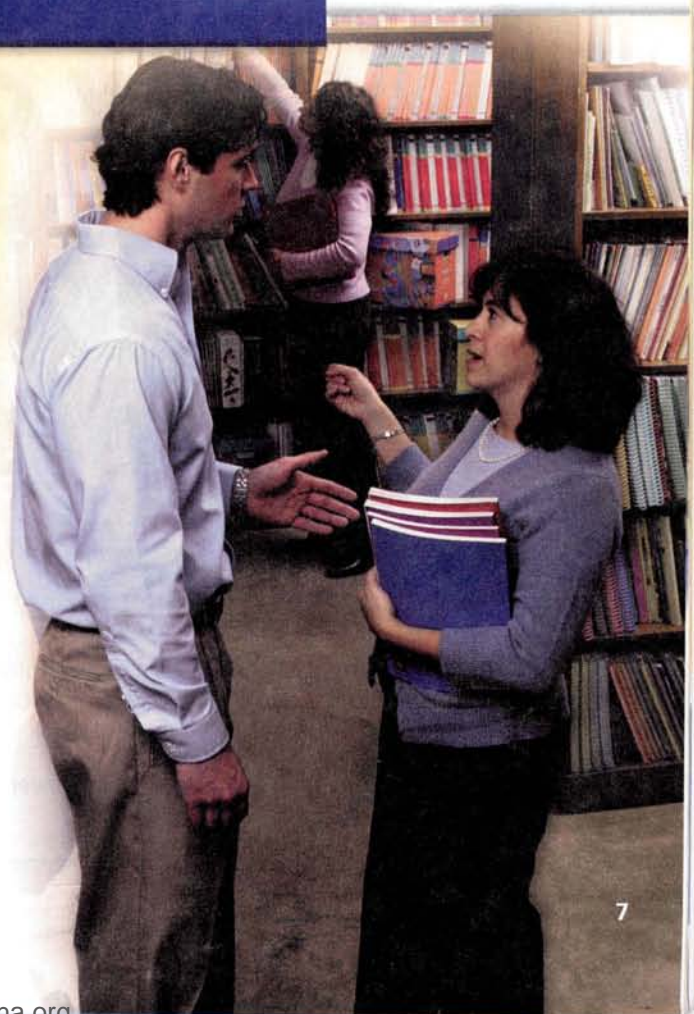
A: Where?

B: Right over there.

A: Thank you.

B: You're welcome.

4 CHANGE PARTNERS Identify other classmates.



**GOAL**

**Spell names**

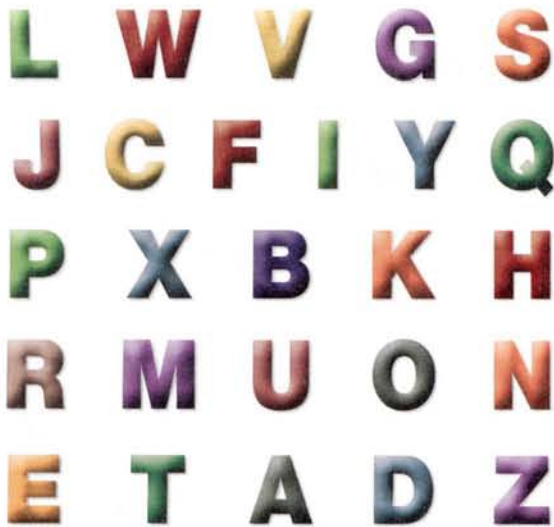
1 <sup>1:20</sup> **VOCABULARY** • *The alphabet* Read and listen. Then listen again and repeat.



2 <sup>1:21</sup> **LISTENING COMPREHENSION** Listen. Circle the letter you hear.

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

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



4 <sup>1:22</sup> **LISTENING COMPREHENSION** Listen. Circle the correct spelling. Then spell each name aloud.

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

5 <sup>1:23</sup> **LISTENING COMPREHENSION** Listen to the conversations. Write the names.

- 1 .....
- 2 .....
- 3 .....

6 **GRAMMAR** • *Proper nouns and common nouns*

**Proper nouns**

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

Melanie Pepper      New Delhi      Nicaragua

**Common nouns**

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

morning      doctor      student

**Capital letters**

A B C

**Lowercase letters**

a b c

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

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

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

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

**9 PRONUNCIATION** • *Syllables* Read and listen. Then listen again and repeat.

<b>1 syllable</b> chef	<b>2 syllables</b> bank • er	<b>3 syllables</b> ar • chi • tect	<b>4 syllables</b> pho • tog • ra • pher
---------------------------	---------------------------------	---------------------------------------	---

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

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

**NOW YOU CAN Spell names**

**1 CONVERSATION MODEL** Read and listen.

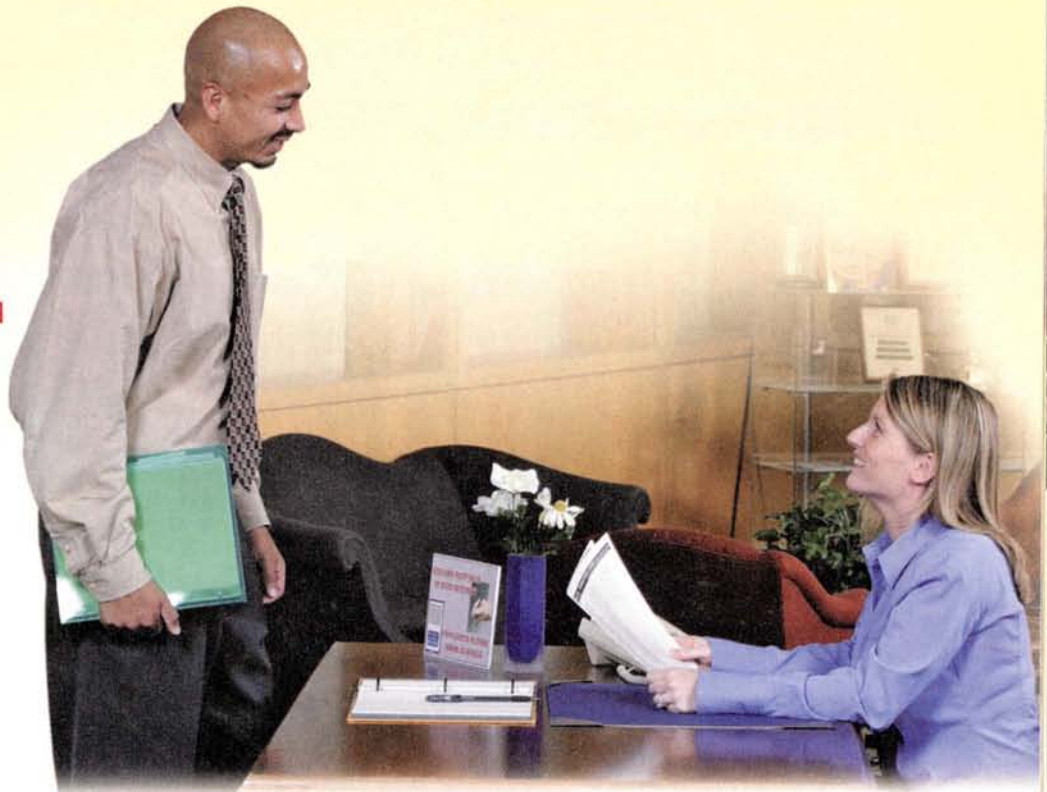
- A: Hello. I'm John Bello.
- B: Excuse me?
- A: John Bello.
- B: How do you spell that?
- A: B-E-L-L-O.
- B: Thanks!

**2 RHYTHM AND INTONATION**

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

**3 PAIR WORK** Personalize the conversation. Use your own name. Then change roles.

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



**Don't stop!**

Ask about occupations.

“What do you do?”

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

# Extension



More Practice

ActiveBook Self-Study Disc

grammar • vocabulary • listening  
reading • speaking • pronunciation

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










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

NAME	OCCUPATION
Porter	

Available for charters

John **PILOT**

Licensed Insured john@airtaxi.com

**World Language Institute**

Lorraine Clare 1-800-555-6788

English

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

NAME:
OCCUPATION:

“Hi. I'm Sean Penn. I'm an actor. And you?”

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



Denzel Washington  
actor



Tania Libertad  
singer



Se Ri Pak  
athlete



Gabriel García Márquez  
writer

### GRAMMAR BOOSTER

Extra practice • p. 136

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

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

1 "Hi. I'm Art Potter."

**YOU** .....

2 "Are you a teacher?"

**YOU** .....

3 "What do you do?"

**YOU** .....

4 "Thank you."

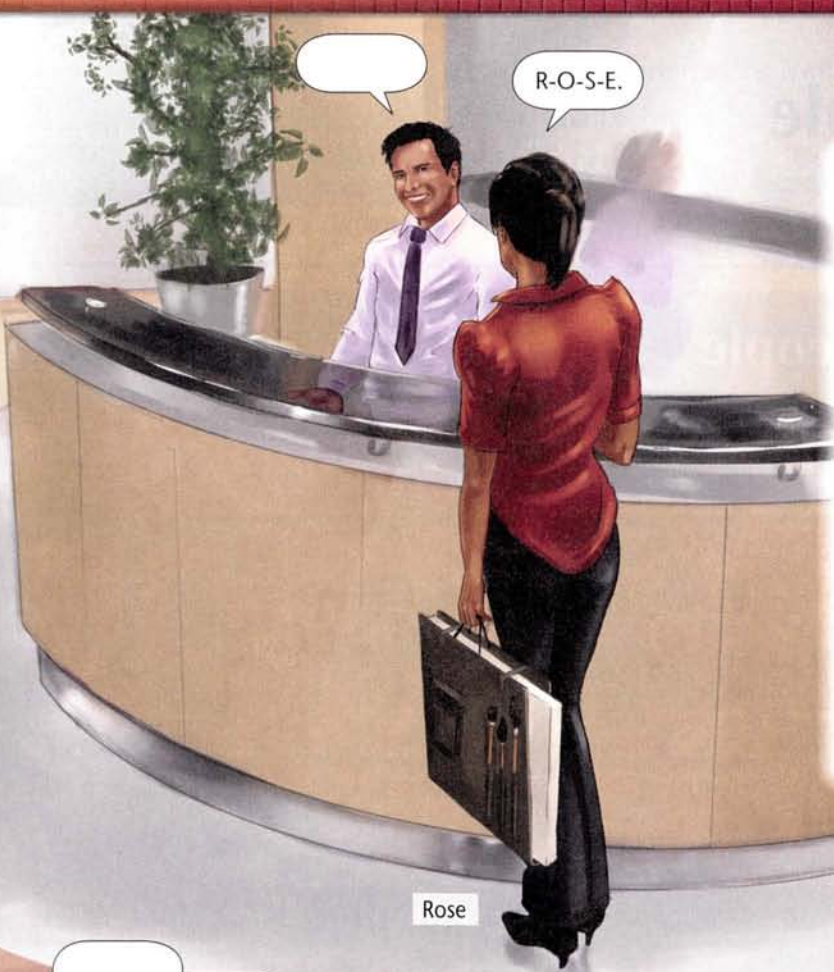
**YOU** .....



1:30/1:31

**Top Notch Pop**

"What Do You Do?" Lyrics p. 147



Rose

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

**PAIR WORK**

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

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

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



John  
Ben  
Matt

Tim

Martin

Marie

Ann

Emily

**NOW I CAN...**



- Tell a classmate my occupation.
- Identify my classmates.
- Spell names.

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

LESSON 1

## GOAL Introduce people

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



1 a classmate



2 a friend



3 a neighbor



4 a boss



5 a colleague

**VOCABULARY BOOSTER**

More relationships • p. 127

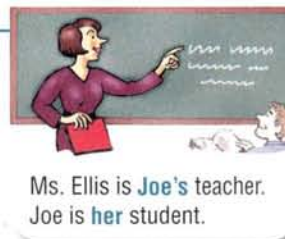
2 **GRAMMAR** • *Possessive nouns and adjectives*

**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.



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

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

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

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

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

1:33

5 **LISTENING COMPREHENSION** Listen to the conversations. Write the relationships.

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

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



**Are you from** Paraguay?      Yes, I am. / No, I'm not.  
**Is she from** Moscow?      Yes, she is. / No, she's not.

Where **are you from**?      **We're from** Bangkok.  
 Where's she **from**?      She's **from** Canada.

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

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

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

- 1 A: *Where's*... your neighbor .....
- 2 A: ..... they .....
- 3 A: ..... your boss .....
- 4 A: ..... you and your friend .....
- B: She ..... Canada.
- B: He ..... Fortaleza.
- 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 **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.







# GOAL Tell someone your first and last name

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

**VOCABULARY BOOSTER**

More titles • p. 127

Titles				
1 Mr.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2 Mrs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3 Miss	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Ms.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



Mr. Charles Lee      Mrs. Vivian Lee  
5 first name      6 last name

**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.

“Hi. I’m Mr. Wilson.”

“Nice to meet you, Mr. Wilson.”

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



1

Mr.  
 Mrs.  
 Miss  
 Ms.

Alex      Davis  
first name      last name



2

Mr.  
 Mrs.  
 Miss  
 Ms.

Nancy      Sullivan  
first name      last name



3

Mr.  
 Mrs.  
 Miss  
 Ms.

Frank      Sun  
first name      last name



4

Mr.  
 Mrs.  
 Miss  
 Ms.

Wendy      Roberts  
first name      last name



5

Mr.  
 Mrs.  
 Miss  
 Ms.

RITA      OLIVEIRA  
first name      last name



6

Mr.  
 Mrs.  
 Miss  
 Ms.

Pam      García  
first name      last name

Mr.  
 Mrs.  
 Miss  
 Ms.

Fred      Roberts  
first name      last name

Mr.  
 Mrs.  
 Miss  
 Ms.

Henry      Solas  
first name      last name



**4 VOCABULARY PRACTICE** Fill out the forms. Check or circle the correct titles.

You:

Mr.    Mrs.    Miss    Ms.

\_\_\_\_\_

first name                      last name

Your teacher:

Mr.    Mrs.    Miss    Ms.

\_\_\_\_\_

first name                      last name

A classmate:

Mr. \_\_\_\_\_

Mrs.                      first name

Miss \_\_\_\_\_

Ms.                              last name

**NOW YOU CAN** Tell someone your first and last name

1:38

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



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

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

1:39

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

**3 PAIR WORK** Personalize the conversation. Use your own names. Write your partner's information on the form. Then change roles.

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

Mr. \_\_\_\_\_

Mrs. \_\_\_\_\_

Miss                      first name                      last name

Ms. \_\_\_\_\_



**Be sure to recycle this language.**

**Don't stop!**  
 Ask more questions.

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

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

**GOAL**

**Get someone's contact information**

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

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

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



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

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

What is → What's

**How to say e-mail addresses and phone numbers:**

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

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

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

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

	NAME	PHONE NUMBER	E-MAIL
1	Valerie Peterson	_____	_____@_____
2	Mathilda	_____	_____@_____
3	_____ Quinn	_____	_____@_____
4	Joseph	_____	_____@_____

**6 INTEGRATED PRACTICE** Complete the questions.



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



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



3 A: ..... address?  
B: 18 Bank Street.



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



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



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

**NOW YOU CAN** Get someone's contact information

1 **CONVERSATION MODEL** Read and listen.

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

2 **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.

4 **CHANGE PARTNERS** Get other classmates' contact information.



**Don't stop!**  
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.

# Extension



More Practice

ActiveBook Self-Study Disc

grammar · vocabulary · listening  
reading · speaking · pronunciation

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

**1:45**

This is Frank Gehry. Where is Mr. Gehry from? He's from Canada. And what's his occupation? He's an architect.

This is Paco de Lucía, from Spain. What's his occupation? He's a musician.

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.

“Is Frank Gehry a doctor?”

“Is Maria Sharapova from the United States?”

“Where's Mr. Travolta from?”

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

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

<p><b>Ryan Hale</b></p> <p>12 Bank St. rhale@ccc.com</p>	<p><b>Norma Chin</b></p> <p>33-55-0078 nchin@hipnet.com</p>	<p><b>Fran Green Bill Green</b></p> <p>34-67-9899 13 Quinn St.</p>
--	---	--

## GRAMMAR BOOSTER

Extra practice • p.137



1:46/1:47

Top Notch Pop

“Excuse Me, Please” Lyrics p. 147

## 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.

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

LESSON 1

## GOAL Talk about locations

- 1:48  
**1** **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

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

- 1 ..... 3 .....  
2 ..... 4 .....

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

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



1 across the street



2 down the street



3 around the corner



4 on the left



5 on the right



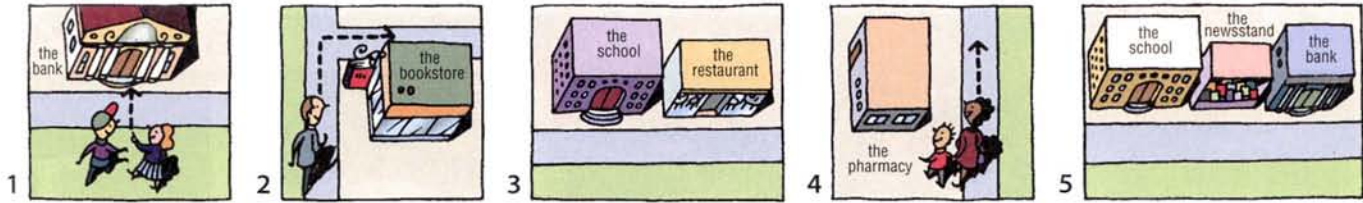
6 next to the bank



7 between the bookstore and the bank

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

“ The bank is across the street. ”



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

Ask questions with *Where* for locations.  
Where's the restaurant?

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 **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 **CONVERSATION MODEL** Read and listen.

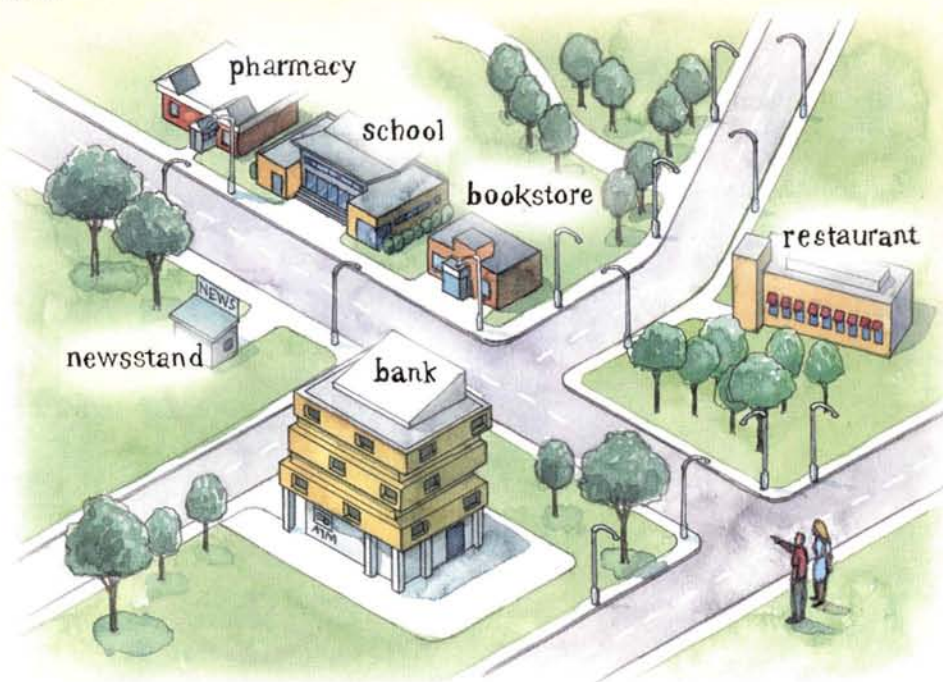
- A: Excuse me. Where's the bank?  
B: The bank? It's around the corner.  
A: Thanks!  
B: You're welcome.

2 **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 **VOCABULARY** • *Ways to get places* Read and listen. Then listen again and repeat.



1 walk



2 drive



3 take a taxi



4 take the train



5 take the bus

2 **GRAMMAR** • *The imperative*

Use imperatives to give instructions and directions.

**Affirmative imperatives**

**Drive** [to the bank].

**Take** the bus [to the pharmacy].

**Negative imperatives**

**Don't walk.**

**Don't take** the train.

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 .....  
 2 .....      4 .....

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

**1 CONVERSATION MODEL** Read and listen.

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

**2 RHYTHM 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.

**Be sure to recycle this language.**

Where is it?  
 It's {  
   across the street.  
   down the street.  
   around the corner.  
   next to the \_\_\_\_.  
   between the \_\_\_\_ and the \_\_\_\_.



**4 CHANGE PARTNERS** Discuss more places.

# GOAL Discuss transportation

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



1 a car



2 a bicycle



3 a moped



4 a subway



5 a motorcycle

**Also remember:**  
a bus  
a train  
a taxi

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

**3 GRAMMAR** • *By to express means*



by taxi



by bicycle



by motorcycle

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



1:60

5 **VOCABULARY** • *Destinations* Read and listen. Then listen again and repeat.



1 go to work



2 go home



3 go to school

1:61

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



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

## NOW YOU CAN Discuss transportation

1:62

1 **CONVERSATION MODEL** Read and listen.

A: How do you go to school?

B: By subway. What about you?

A: Me? I walk.

1:63

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

3 **PAIR WORK** Personalize the conversation. Ask about work, school, and home. Answer with a by phrase. Then change roles.

A: How do you go ..... ?

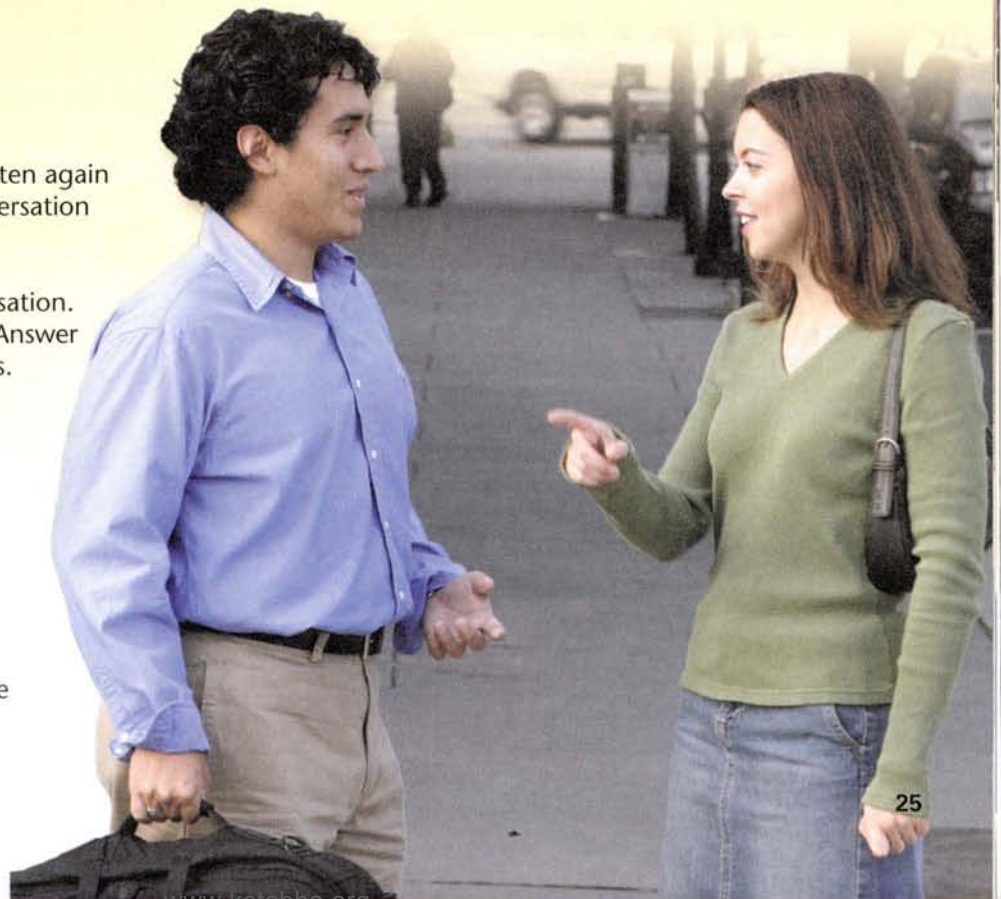
B: ..... . What about you?

A: Me? I ..... .

**Don't stop!**

Ask about other places.

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



# Extension



More Practice

ActiveBook Self-Study Disc

grammar • vocabulary • listening  
reading • speaking • pronunciation

1 **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.

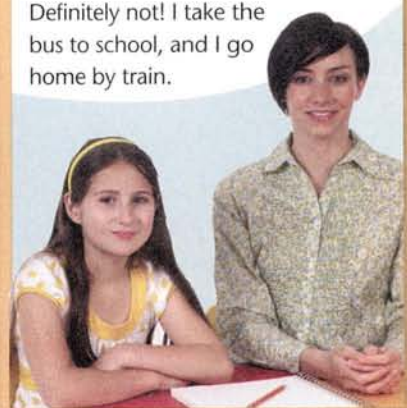


**I'm a doctor.** My name is Jasper White. I go to work by train, and I go home by car with my colleague, Dr. Randall Marshall. He's a neighbor down the street from my home.



**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. ”

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

- 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.

## GRAMMAR BOOSTER

Extra practice • p. 138



**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.

# Review

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

*The school is down the street.*

**PAIR WORK** Create conversations for the people. For example:

*A: How do you go to work?*

*B: By bus.*

**WRITING** Write five questions and answers about the places in the picture. For example:

*Where's the restaurant?*

*It's across the street.*



## NOW I CAN...



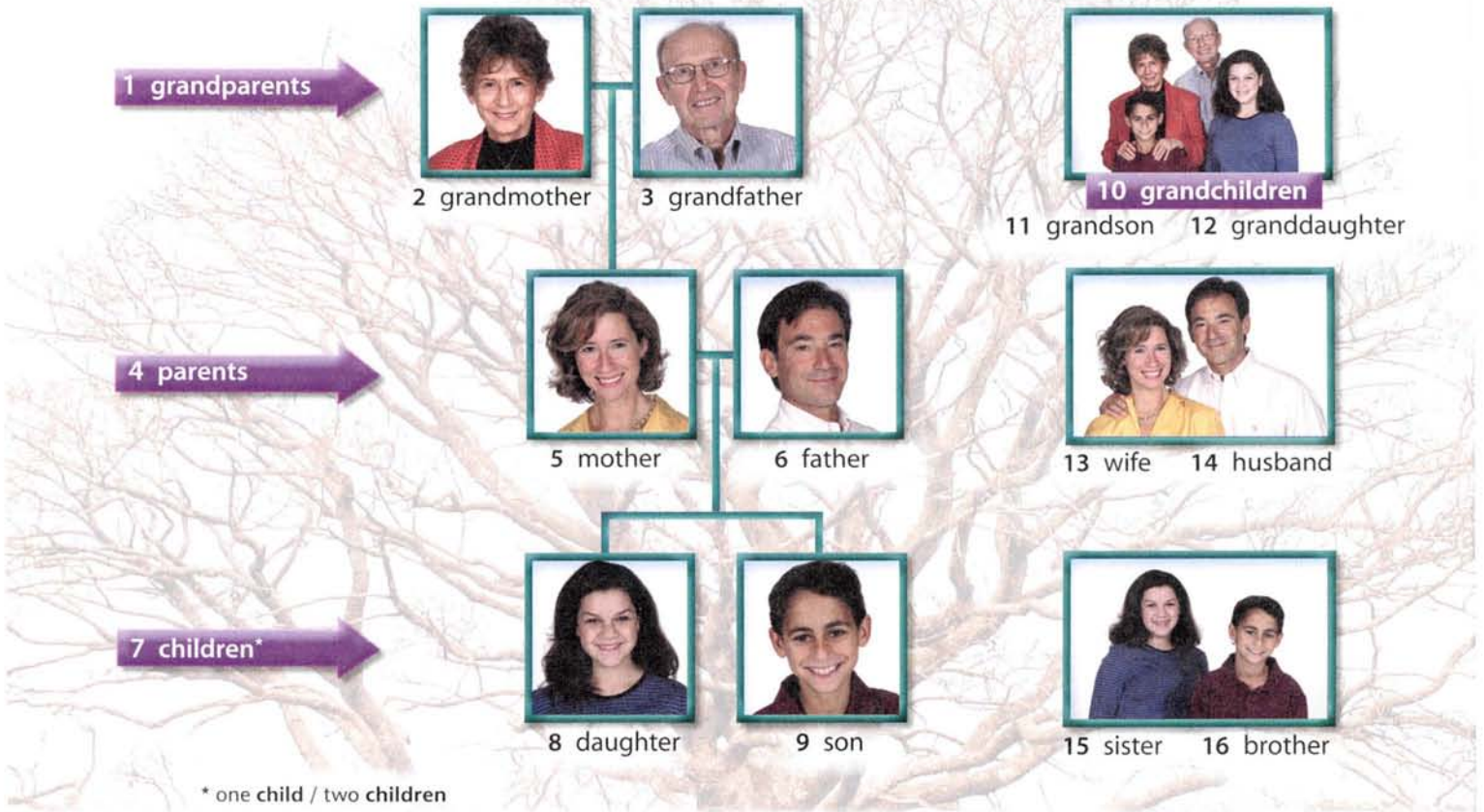
- Talk about locations.
- Discuss how to get places.
- Discuss transportation.

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

LESSON 1

## GOAL Identify people in your family

1 <sup>2:02</sup> **VOCABULARY** • *Family relationships* Read and listen. Then listen again and repeat.



2 **PAIR WORK** Point to two people in the family. Describe their relationship. “ She’s his daughter. ”

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



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.

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

B: He's my grandfather.

2 A: .....

B: She's my mother.

3 A: .....

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

4 A: .....

B: They're Pat's grandparents.

5 A: .....

B: She's Ed's wife.

6 A: .....

B: They're my brother and sister.

NOW YOU CAN Identify people in your family

1 **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 **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.

**Be sure to recycle this language.**

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

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



# GOAL Describe your relatives

**VOCABULARY BOOSTER**

More adjectives • p. 128

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



1 pretty



2 handsome

3 good-looking



4 cute



5 short 6 tall



7 old 8 young

**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!**

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

“Gina and Deborah are very pretty.”

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

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

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

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

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

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

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

**5 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 .....





4 His girlfriend .....  
very .....



5 His wife ..... so .....



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** <sup>2:08</sup> **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** <sup>2:09</sup> **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

I }  
 You } **have** a brother.  
 We }  
 They }

He }  
 She } **has** three sisters.



I **have** one son and one daughter.

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

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

**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





1 **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 sentences.

- Jackie Chan is JC Chan's .....
- ..... is Lin Feng-Jiao's husband.
- Abigail Breslin's ..... is an actor.
- Miss Breslin is Lynn Blecker's .....
- Gael García Bernal is Diego Luna's .....
- 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.

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

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

### GRAMMAR BOOSTER

Extra practice • p. 138

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

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



2:15/2:16

**Top Notch Pop**

“Tell Me All About It” Lyrics p. 147

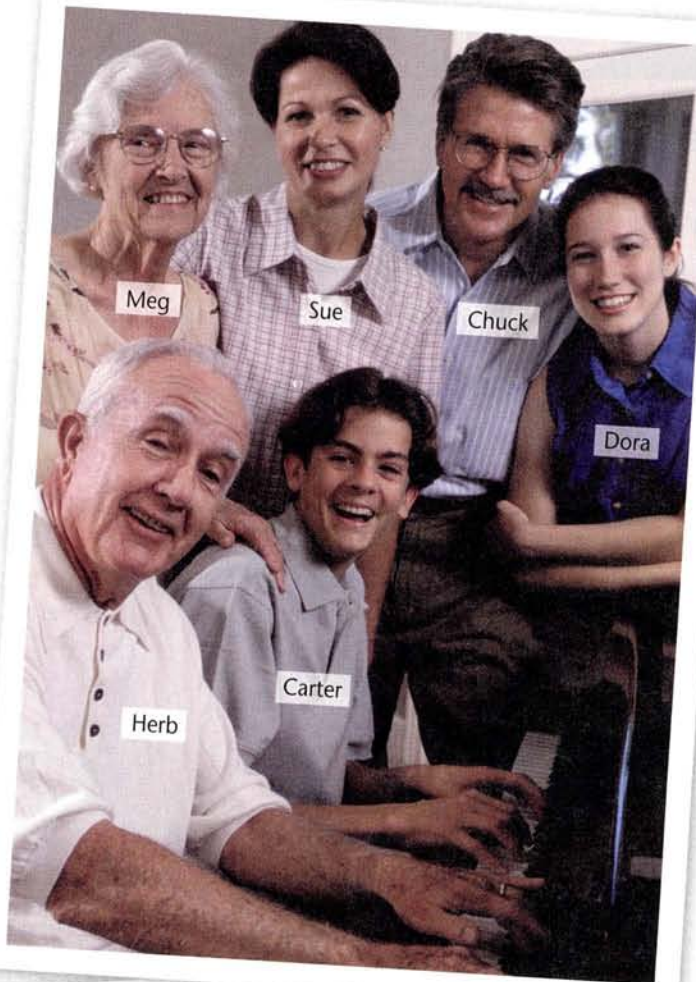
## PAIR WORK

- 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 your family. For example:

*My grandparents are very good-looking.*



## NOW I CAN...



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

- 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

**1** <sup>2:17</sup> **VOCABULARY** • *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.



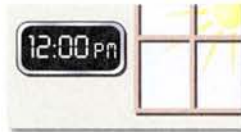
4 It's one thirty.  
It's half past one.



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.

24:00 → 11:59 = A.M.  
12:00 → 23:59 = P.M.

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



**2** <sup>2:18</sup> **PRONUNCIATION** • *Sentence rhythm* Read and listen. Then listen again and repeat.

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

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

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

“What time is it in Vancouver?”

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



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



1 She's early.



2 They're on time.



3 He's late.

**NOW YOU CAN** Confirm that you're on time

2:20

1 **CONVERSATION MODEL** Read and listen.

A: What time is the meeting?

B: 10:00.

A: Uh-oh. Am I late?

B: No, you're not. It's five to ten.

A: Five to ten?

B: That's right. You're early.

2:21

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

3 **PAIR WORK** It's 2:15 P.M. now. Change the model. Use the pictures. Then change roles.

A: What time is the .....?

B: .....

A: Uh-oh. Am I late?

B: ..... It's .....

A: .....?

B: That's right. You're .....



class: 2:15 P.M.



train: 2:30 P.M.



bus: 2:00 P.M.

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

# GOAL Talk about the time of an event

**VOCABULARY BOOSTER**

More events • p. 128

1 **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 **LISTENING COMPREHENSION** Listen to the conversations about events. Write the event and circle the time.

- |                       |                                   |
|-----------------------|-----------------------------------|
| 1 ..... (7:15 / 7:45) | 4 ..... (12:00 A.M. / 12:00 P.M.) |
| 2 ..... (8:00 / 9:00) | 5 ..... (9:15 / 9:50)             |
| 3 ..... (3:30 / 3:15) | 6 ..... (12:00 A.M. / 12:00 P.M.) |

3 **VOCABULARY • Days of the week** Read and listen. Then listen again and repeat.

WEEKDAYS					THE WEEKEND	
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

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

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

**Contractions**  
 What time is → What time's  
 When is → When's

**Be careful!**  
 What time is it? NOT What time's it?  
 When is it? NOT When's it?



**5 GRAMMAR PRACTICE** Complete the questions and answers.

1 A: When ..... the party?

B: It's ..... 11:00 P.M.

2 A: ..... day is the game?

B: It's ..... Saturday.

3 A: What ..... is the concert?

B: It's ..... 8:30.

4 A: What ..... is the dinner?

B: It's ..... Tuesday.

5 A: ..... is the dance?

B: It's ..... Friday at 9:00.

6 A: What ..... is the class?

B: It's ..... noon.

2:25

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

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

**NOW YOU CAN** Talk about the time of an event

2:26

**1 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.

2:27

**2 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.

# GOAL Ask about birthdays

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

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

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



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

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

2:30 **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.



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 15<sup>th</sup>.  
**On** the 12<sup>th</sup>.  
**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<sup>th</sup> ..... 3:00 ..... the afternoon.
- 2 The dinner is ..... December ..... the 6<sup>th</sup>.
- 3 The party is ..... midnight ..... Saturday.
- 4 The movie is ..... November 1<sup>st</sup> ..... 8:30 P.M.
- 5 The game is ..... Wednesday ..... noon.
- 6 The meeting is at the State Bank ..... 11:00 ..... the morning ..... July 18<sup>th</sup>.

**NOW YOU CAN** Ask about birthdays

2:31 **1** **CONVERSATION MODEL** Read and listen.

A: When's your birthday?  
 B: On July 15<sup>th</sup>. When's yours?  
 A: My birthday's in November. On the 13<sup>th</sup>.

2:32 **2** **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.

2:33 **On someone's birthday say:**

“Happy birthday!”

“Thank you!”

# Extension

More Practice

ActiveBook Self-Study Disc

grammar · vocabulary · listening  
reading · speaking · pronunciation

2:34  
**1 READING** Read the conversations. What are the events?



**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.



**3 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?



**4 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.

**2 INTEGRATED PRACTICE** Correct all the mistakes. Use the information in the Reading.

- 1 The dance is at half past ~~nine~~<sup>ten</sup>.
- 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

**GRAMMAR BOOSTER**

Extra practice • p. 139



**Capricorn**  
Dec. 22 – Jan. 20



**Aquarius**  
Jan. 21 – Feb. 19



**Pisces**  
Feb. 20 – Mar. 20



**Aries**  
Mar. 21 – Apr. 20



**Taurus**  
Apr. 21 – May 21



**Sagittarius**  
Nov. 22 – Dec. 21



**Gemini**  
May 22 – Jun. 21



**Scorpio**  
Oct. 23 – Nov. 21



**Libra**  
Sep. 23 – Oct. 22



**Virgo**  
Aug. 24 – Sep. 22



**Leo**  
Jul. 23 – Aug. 23



**Cancer**  
Jun. 22 – Jul. 22

Name	Birthday	Zodiac Sign



2:35/2:36

**Top Notch Pop**

"Let's Make a Date" Lyrics p. 147

**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...*



**DINNER**

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

**Where:**  
My French Restaurant

Between the 13th Street School and the Corner Pharmacy

**BASKETBALL GAME**

**Sunday, May 22, noon**  
At the Twelfth Night School

**"Midnight" in Concert!**

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

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

**Party**

Welcome all students!

**Saturday, May 28**  
9:30 P.M.

Where? 58 Post Street  
(across from the bank)



**NOW I CAN...**



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


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

## LESSON 1


### GOAL Give and accept a compliment

**VOCABULARY BOOSTER**

More clothes • p. 129

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



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

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

- |  |  |  |
|--|--|--|
| 1 /s/ shirts = shirt/s/<br>jackets = jacket/s/ | 2 /z/ shoes = shoe/z/<br>sweaters = sweater/z/ | 3 /ɪz/ blouses = blouse/ɪz/<br>dresses = dress/ɪz/ |
|--|--|--|

**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.



1 those jackets



2 .....



3 .....



4 .....



5



6



7



8

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



Tina **likes** these shoes.



Lisa **wants** that shirt.

I	} <b>like</b> <b>want</b> <b>need</b> <b>have</b>	} those sweaters.
You		
We		
They		
Sara and Jim		

He	} <b>likes</b> <b>wants</b> <b>needs</b> <b>has</b>	} those sweaters, too.
She		
Cassie		
Ivan		



Rob **needs** a book.



Now he **has** a book.

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

like → likes

want → wants

need → needs

BUT: have → has

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

1 I like / likes your tie.

2 My friends want / wants this suit.

3 Janet need / needs this skirt.

4 Peter have / has that jacket.

5 We like / likes our dresses.

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** **RHYTHM 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

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

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

2 **PAIR WORK** Make two statements about your clothes.

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

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

**Negative statements**

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

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

---

**Yes / no questions**

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

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

- |  |   |
|--|---|
| 1 A: ... Do ... your children ... have ... sweaters for school?<br>B: My daughter ... does ..., but my son ... doesn't ... | 4 A: ... you ... like ... that green shirt?<br>B: Actually, no, I ...               |
| 2 A: ... your husband ... a black tie?<br>B: No, he ... He ... need ... have ... two black ties.                           | 5 A: We ... the clothes in this store.<br>B: Really, that's too bad. We ...         |
| 3 A: I ... a blue suit for work. ... you ... one too?<br>B: Yes, I ...   | 6 A: ... you ... have ... this black jacket in size 34?<br>B: No, I'm sorry. We ... |

5 2:42 L stater T F T F T F

**NOW**

1 2:43 A: B:


2 2:44 repe


3 PAIR and : Use t A: D B: ... A: ... B: ... A: ...

4 CHAN conv




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


T F 1 They like the dress. 

T F 4 He needs a tie. 

T F 2 He needs shoes. 

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. 

## NOW YOU CAN Ask for colors and sizes

2:43  
**1 CONVERSATION MODEL** Read and listen.

A: Do you have this sweater in green?

B: Yes, we do.

A: Great. And my husband needs a shirt.  
 Do you have that shirt in large?

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

A: That's too bad.



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

**3 PAIR WORK** Now change the model. Ask for colors and sizes of clothes for you and a member of your family. Use the pictures. Then change roles.

A: Do you have ..... in .....?

B: .....

A: ..... And my ..... needs .....  
 Do you have ..... in .....?

B: .....

A: .....

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



# GOAL Describe clothes

2:45

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



1 new



2 old



3 dirty



4 clean



5 loose



6 tight



7 cheap



8 expensive



9 long



10 short

2 **GRAMMAR** • *Adjective placement*

Adjectives come before the nouns they describe.  
a **long** skirt    **tight** shoes    a **red** and **black** tie

Adjectives don't change.  
a **clean** shirt / **clean** shirts NOT cleans shirts.

**Be careful!**  
It's a **long skirt**. NOT It's a skirt-long.

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

“Allen has new shoes.”

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

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



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



2 The \_\_\_\_\_ is \_\_\_\_\_.  
It's \_\_\_\_\_.



3 The \_\_\_\_\_ are \_\_\_\_\_.  
They're \_\_\_\_\_.





2:48

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

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

**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.



White not available at South Street Station location.

Many more styles available.



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

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 \_\_\_?

“What do you need?”

“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



**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?*

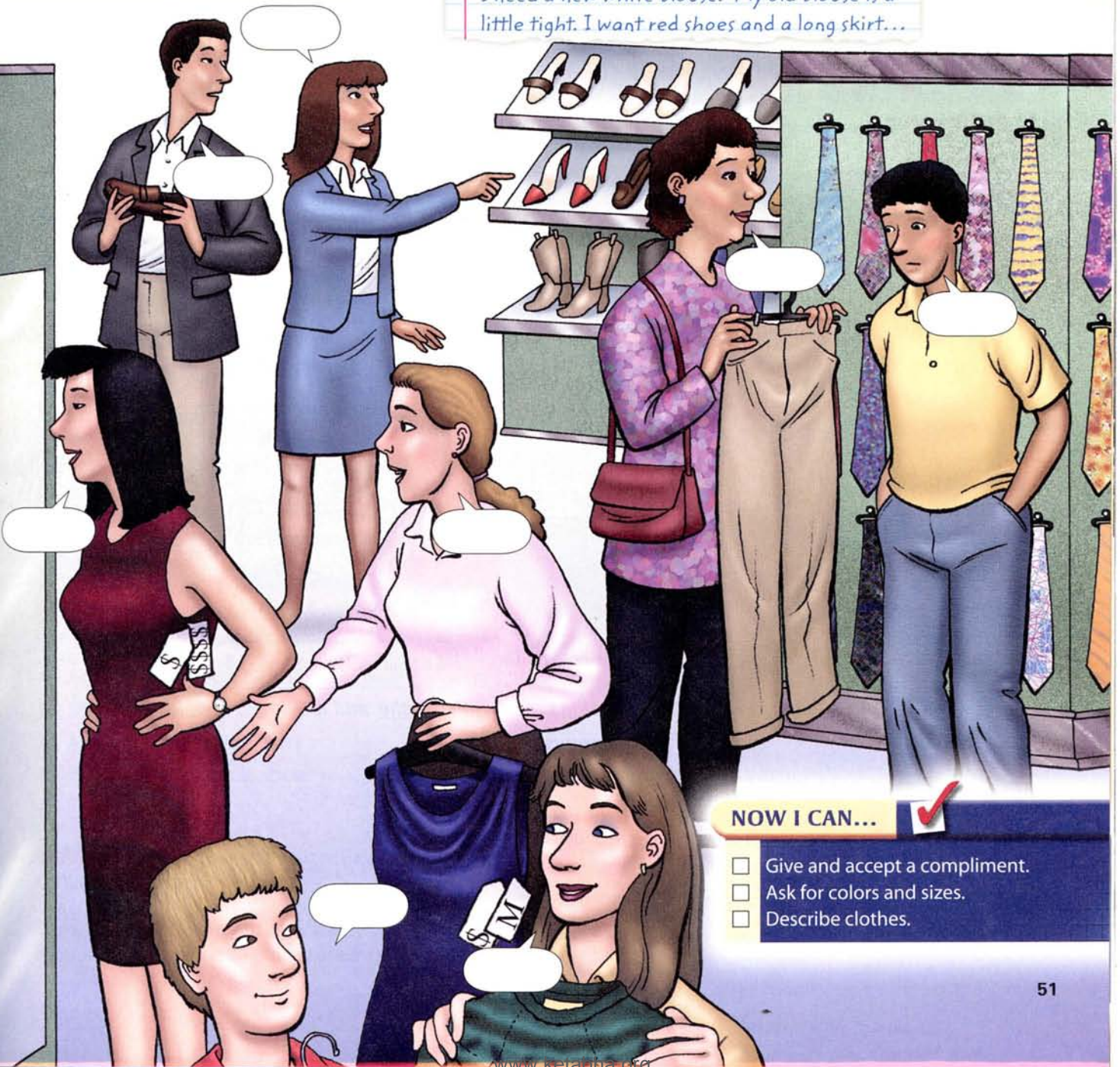
2 Create conversations for the people. For example:

*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:

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



**NOW I CAN...**



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

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

4 GF  
1  
2  
3  
4  
5 GF  
6 GF  
wr  
Th  
NO  
1  
2  
3  
4  
5

LESSON 1

## GOAL Talk about morning and evening activities

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



1 get up



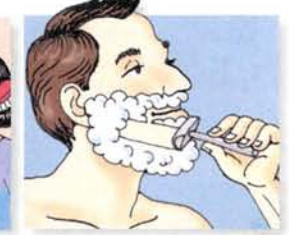
2 get dressed



3 brush my teeth



4 comb / brush my hair



5 shave



6 put on makeup



7 eat breakfast



8 come home



9 make dinner



10 study



11 watch TV



12 get undressed



13 take a shower / a bath



14 go to bed

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

“I eat lunch at 12:00.”

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

<sup>3:03</sup> **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

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

- 1 Tom <sup>get</sup> up at 6:00, but his wife, Kate, <sup>get</sup> up at 7:00.
- 2 Kate <sup>eat</sup> breakfast at 7:30 A.M., but Tom <sup>eat</sup> breakfast at 6:30.
- 3 After breakfast, Tom <sup>shave</sup>, and Kate <sup>put</sup> on makeup.
- 4 Tom and Kate <sup>watch</sup> TV in the evening.
- 5 Kate <sup>go</sup> to bed at 10:00 P.M., but Tom <sup>go</sup> to bed at 11:00.
- 6 Kate <sup>make</sup> dinner on weekdays, and Tom <sup>make</sup> dinner on weekends.
- 7 Tom <sup>take</sup> a shower in the morning, but Kate <sup>take</sup> a bath.
- 8 Tom and Kate <sup>brush</sup> their teeth in the morning and in the evening.

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

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

before 8:00



after 8:00



**6 GRAMMAR PRACTICE** 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.

1 What time does Kate get up?

“ She gets up at 7:00. ”

**NOW YOU CAN** Talk about morning and evening activities

**1 CONVERSATION MODEL** Read and listen.

- A: Are you a morning person or an evening person?  
 B: Me? I'm definitely an evening person.  
 A: And why do you say that?  
 B: Well, I get up after ten in the morning. And I go to bed after two. What about you?  
 A: I'm a morning person. I get up before six.

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

**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?  
 B: Well, I ..... What about you?  
 A: I'm ..... I .....

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

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



**Don't stop!**  
 Ask more questions.



**Be sure to recycle this language.**

When do you \_\_\_?  
 What time do you \_\_\_?  
 What about your [parents]?

# GOAL Describe what you do in your free time

3:06 **1** **VOCABULARY** • *Leisure activities* Read and listen. Then listen again and repeat.



1 exercise



2 take a nap



3 listen to music



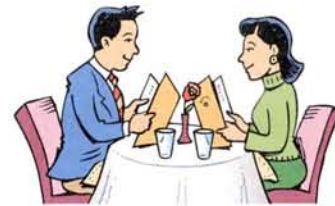
4 read



5 play soccer



6 check e-mail



7 go out for dinner



8 go to the movies



9 go dancing



10 visit friends

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

1 When do you visit friends?

1

4

2

5

3

6

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

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

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

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

“When do you visit friends?”

“I usually visit friends on Saturday.”





5 **GRAMMAR PRACTICE** 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 **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 **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: .....

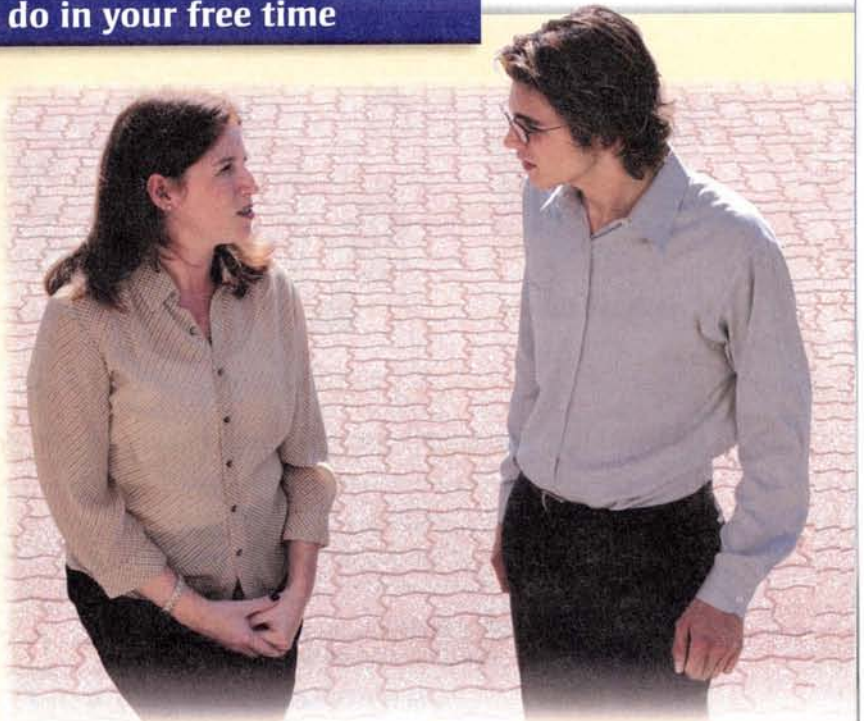
**Don't stop!**  
Ask about other times and days.

**Be sure to recycle this language.**

Time expressions  
in the morning | at night  
in the afternoon | on [Friday]  
in the evening

4 **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

VOCABULARY BOOSTER

More household chores • p. 129

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



1 wash the dishes



2 clean the house



3 do the laundry



4 take out the garbage



5 go shopping

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

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

M	T	W	T	F	S	S
✓	✓	✓	✓	✓	✓	✓

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

M	T	W	T	F	S	S
					✓	

Other time expressions

- once a week
- twice a week
- three times a week

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

Also

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

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

“How often do you go shopping?”

“Twice a week.”

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

1 /s/

- takes = take/s/
- checks = check/s/
- makes = make/s/

2 /z/

- cleans = clean/z/
- does = doe/z/
- plays = play/z/

3 /ɪz/

- washes = wash/ɪz/
- practices = practice/ɪz/
- exercises = exercise/ɪz/

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

“John goes shopping twice a week.”

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

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

**Be careful!**

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

Don't say: Who ~~clean~~ the house?

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

Don't say: Who ~~does clean~~ the house?

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



1	She...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Her husband...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Her son...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Her daughter...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	He...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	His brother...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	His sister...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	She...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Her husband...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	He...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	His wife...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	His son...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

“ In Conversation 1, who washes the dishes? ”

“ Her husband does. ”

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

**NOW YOU CAN Discuss household chores**

**1** **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** **RHYTHM 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 .....?
- B: Oh, that's ..... 's job.

**Don't stop!**  
Ask about other chores.



**4 CHANGE PARTNERS** Ask another classmate about household chores.

**5 GROUP WORK** Tell your classmates about your partner's household chores.



1 <sup>3:14</sup> **READING** Read the article. Do you like housework?

## Don't like household chores?

### These robots help!

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



The iRobot Roomba vacuums.



The Scooba washes floors.



ASIMO carries a tray.

**A**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.

**N**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.



The L200 mows lawns.

Sources: [www.irobot.com](http://www.irobot.com), [world.honda.com/ASIMO](http://world.honda.com/ASIMO), [www.robotlawnmowers.ie](http://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.

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

“I want the Roomba because 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*).

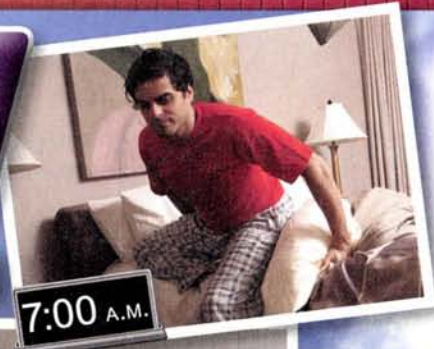
#### GRAMMAR BOOSTER

Extra practice • p. 140

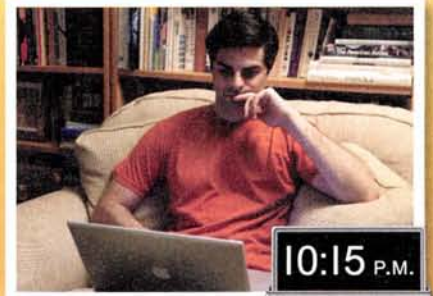
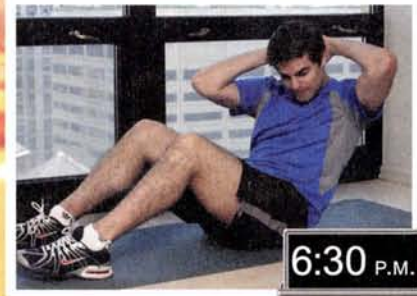


## Jack's Typical Day

### Morning



### Evening



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

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

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

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

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

**WRITING** Describe your typical week. Use adverbs of frequency and time expressions. For example:

*I exercise every weekend.*

### NOW I CAN...



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

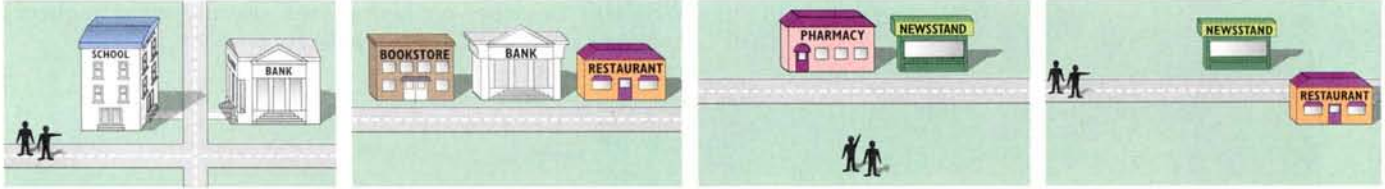
# Units 1–7 Review

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

- |                          |                          |                              |                              |                          |
|--------------------------|--------------------------|------------------------------|------------------------------|--------------------------|
| <b>T</b>                 | <b>F</b>                 |                              | <b>T</b>                     | <b>F</b>                 |
| <input type="checkbox"/> | <input type="checkbox"/> | <b>1</b> She's a manager.    | <input type="checkbox"/>     | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <b>2</b> He's a doctor.      | <input type="checkbox"/>     | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <b>3</b> She's an architect. | <input type="checkbox"/>     | <input type="checkbox"/> |
|                          |                          |                              | <input type="checkbox"/>     | <input type="checkbox"/> |
|                          |                          |                              | <b>4</b> He's a student.     |                          |
|                          |                          |                              | <input type="checkbox"/>     | <input type="checkbox"/> |
|                          |                          |                              | <b>5</b> They're artists.    |                          |
|                          |                          |                              | <input type="checkbox"/>     | <input type="checkbox"/> |
|                          |                          |                              | <b>6</b> She's his neighbor. |                          |

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

“Where's \_\_\_?” “It's \_\_\_.”



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

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

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



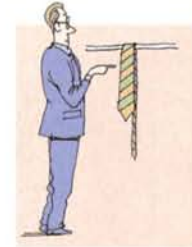
**1** I want ..... pants.



**2** I like ..... jackets.



**3** I like ..... suit.



**4** I want ..... tie.

**5 PAIR WORK**

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

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

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

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

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

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

4  **YOU** .....




2  **YOU** .....




5  **YOU** .....

3  **YOU** .....

6  **YOU** .....

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

1  *Walk* ..... to the bank.    2  ..... to work.    3  ..... to the pharmacy.

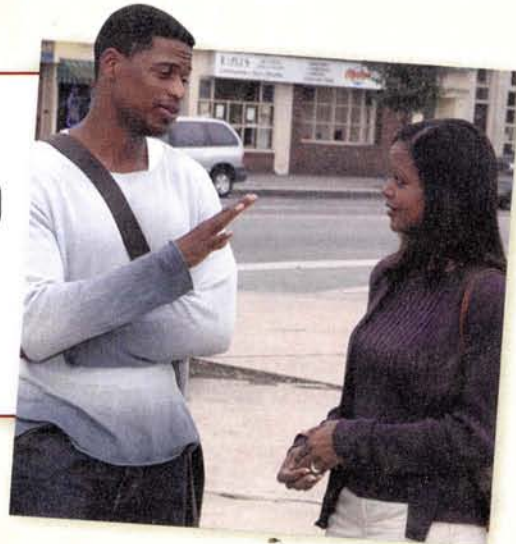
4  ..... to the restaurant.    5  ..... to school.    6  ..... to the bookstore.


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

“Tell me about your family.”

**Ideas**

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



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

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

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

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

- 11 INTEGRATED PRACTICE** Write a question for each response.

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

**12 PAIR WORK**

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

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

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

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

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

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



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

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

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

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

1 I usually go shopping on weekends.

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

“Look. There’s a \_\_\_ on \_\_\_.”



**Be sure to recycle this language.**

Really?  
 What time?  
 Let’s go!  
 Good idea.  
 across the street  
 down the street  
 around the corner



**BASKETBALL GAME**  
**BRAZIL and CANADA**  
 Saturday, 8:30 P.M.



**WEEKEND CONCERT**

**THE TOKYO STRINGS**



SUNDAY, 3:30 P.M.

**ENGLISH MOVIE FESTIVAL**

**About a Boy**  
 starring  
**Hugh Grant**  
 THURSDAY, 6:00



**Other events**  
 a meeting  
 a party  
 a dance  
 a dinner  
 your own idea \_\_\_

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

LESSON 1

## GOAL Describe your neighborhood

**1** <sup>3:19</sup> **VOCABULARY** • *Buildings* Read and listen. Then listen again and repeat.



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

**Questions with Where**

Where **do** {you / 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** 34<sup>th</sup> 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.

3 A: ..... your neighbor ..... a bank?  
B: No. She works ..... a bookstore.

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

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

**4** <sup>3:20</sup> **PRONUNCIATION** • *Linking sounds* Read and listen. Then listen and repeat.

1 It's **on** First Avenue.  
2 She **works at** home.

3 He **lives in** an apartment.  
4 My friend **studies at** home.

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

“Where does your father work?”

“He works at a bank.”

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



1 a bus station



2 a train station



3 a stadium

3:22 **Preposition near**



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



4 a park



5 a mall



6 a museum



7 an airport



8 a hospital

## NOW YOU CAN Describe your neighborhood

**1 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!

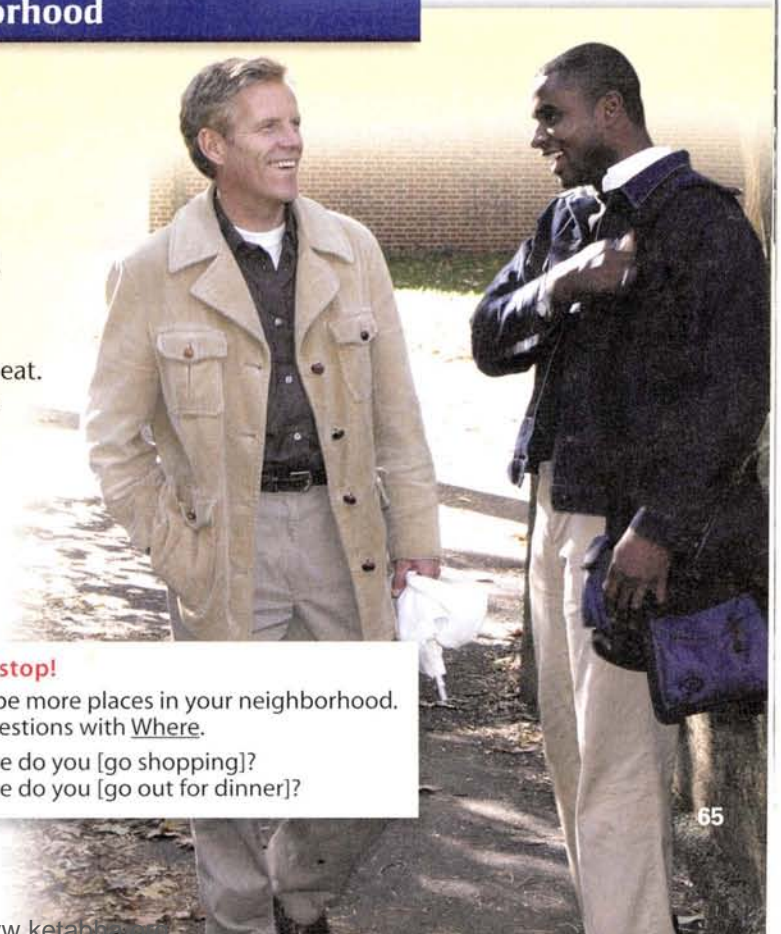
**2 RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

**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 .....

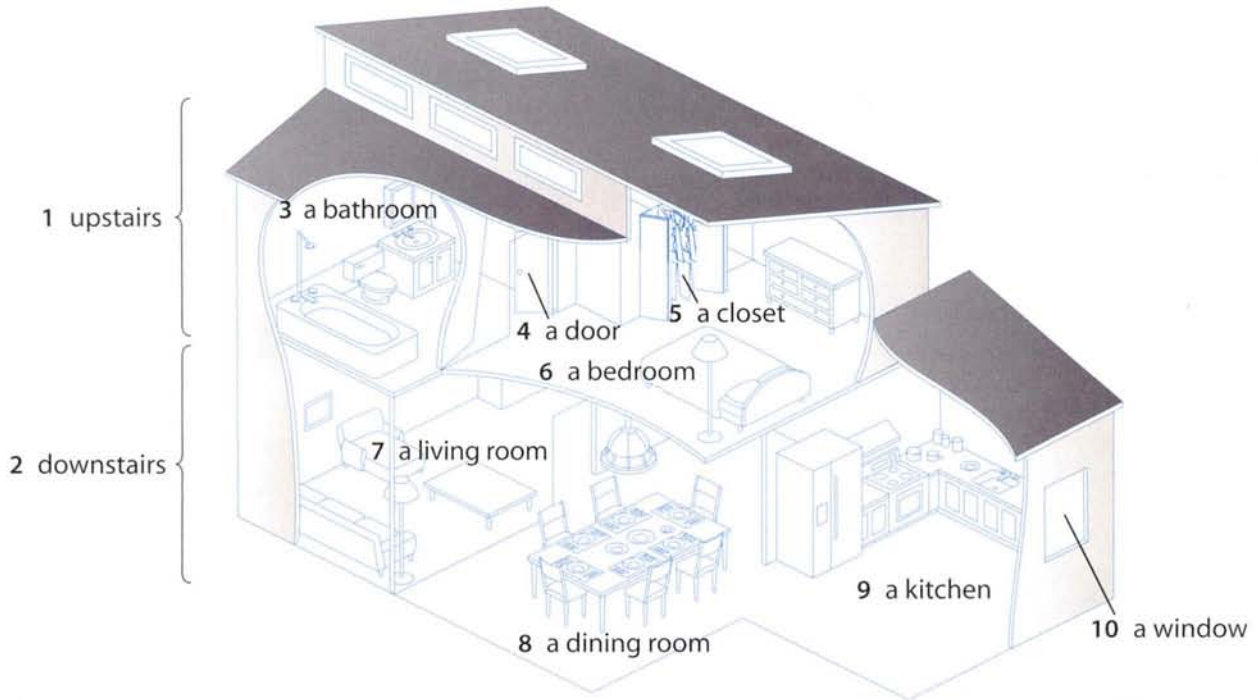
**4 CHANGE PARTNERS** Ask about another classmate's neighborhood.

**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]?



# GOAL Ask about someone's home

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



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

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

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

**There is and There are**

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

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

- There are** three large bedrooms upstairs.
- There are** two windows and a large closet.
- There are** no elevators.

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

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

there is → **there's**  
BUT there are NOT **there're**

**Be careful!**  
Yes, there is.  
NOT Yes, there's.

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

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

*There's a small bathroom next to my bedroom.*

**Ideas**

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

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

http://www.homeawayfromhome.com

## Home Away from Home

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

Call us at 1-800-555-9038

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

**NOW YOU CAN Ask about someone's home**

**1 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?  
 B: Well, .....  
 A: Sounds nice!

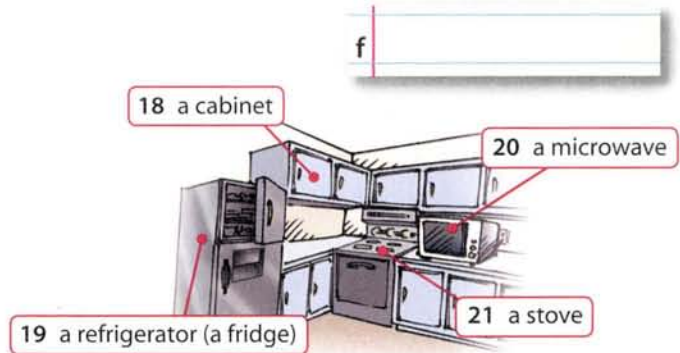
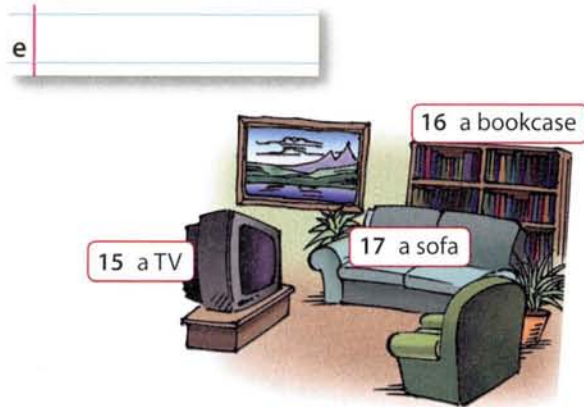
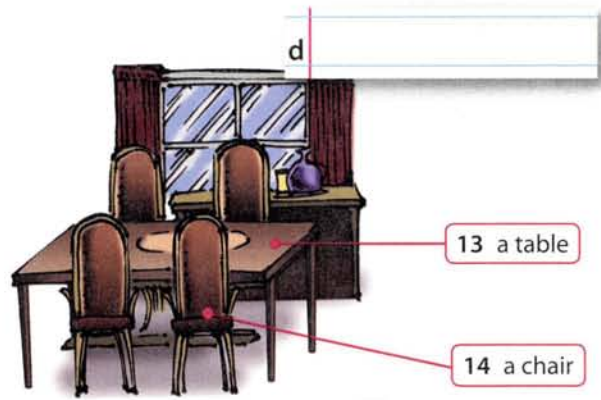
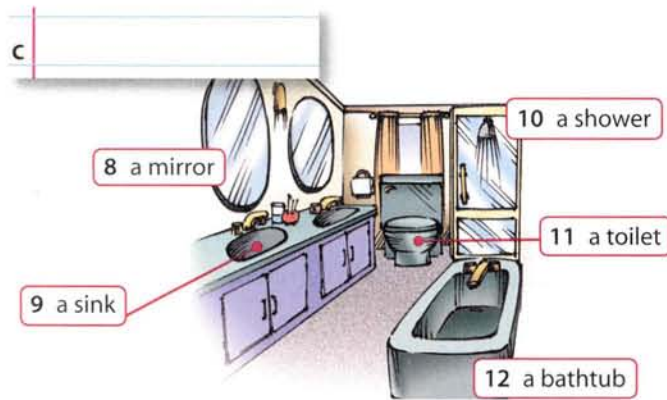
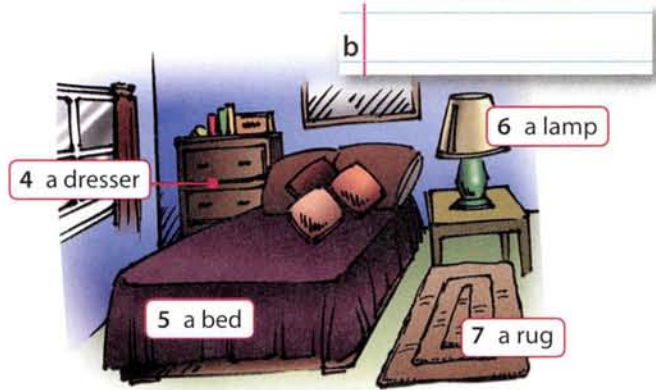
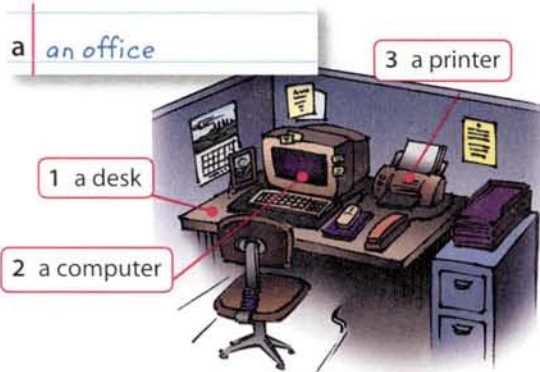
**Don't stop!**  
 Ask more questions.  
 Is there \_\_\_?  
 Are there \_\_\_?  
 How many \_\_\_?

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



# GOAL Talk about furniture and appliances

3:29 **1** **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

3:30 **2** **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 ..... | 4 It's in the ..... |
| 2 It's in the ..... | 5 It's in the ..... |
| 3 It's in the ..... | 6 It's in the ..... |



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

“What’s in your living room?”

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

## NOW YOU CAN Talk about furniture and appliances

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

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

B: Actually, I think it’s beautiful.

A: And what about this lamp?

B: I don’t know. I’m not sure.

3:32 **2** **RHYTHM AND INTONATION**

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

3 **PAIR WORK** Change the model. Ask your partner’s opinion about the furniture and appliances in the pictures. (Or use your own pictures.) Then change roles.

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

B: Actually, I think it’s .....

A: And what about this .....

B: .....

3:33 **Positive and negative adjectives**

☺	beautiful	☹	ugly
☺	nice	☹	awful
☺	great	☹	terrible




**Don’t stop!**  
Ask about other furniture and appliances.

**Be sure to recycle this language.**

I like this \_\_\_\_ .  
I don’t like this \_\_\_\_ .



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

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

## Where Do You Live?

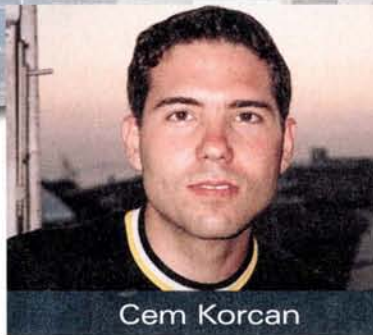


Ana Karina Espinel

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.



Cem Korcan

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.



Soon-Ju Cho

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
five bathrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a small kitchen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
no dining room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
no garden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a garage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
an office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

“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



3:35-3:36

### Top Notch Pop

“Home Is Where the Heart Is” Lyrics p. 148



## Partner A's Picture



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

How many \_\_\_ are there? Is there \_\_\_?  
Does the \_\_\_ have \_\_\_? Are there \_\_\_?

### PAIR WORK

1 Express your opinions about the houses, the furniture, and the appliances. For example:

A: What do you think of \_\_\_?

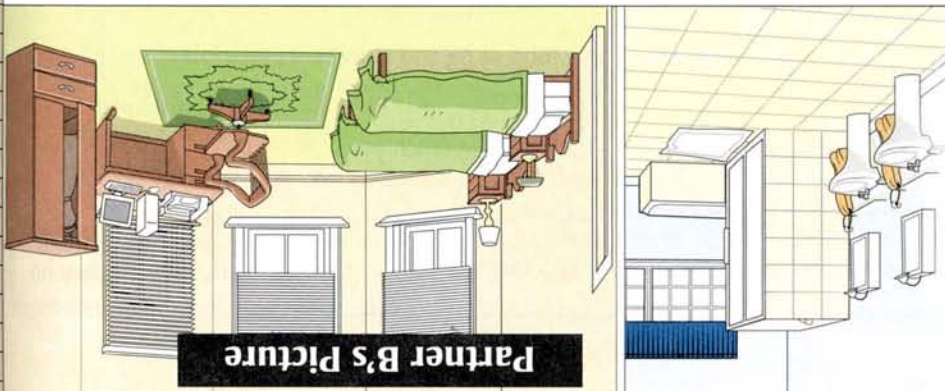
B: I think it's really nice. What about you?

2 Your partner closes his or her book. You describe one of the houses. Your partner draws a picture of the house. For example:

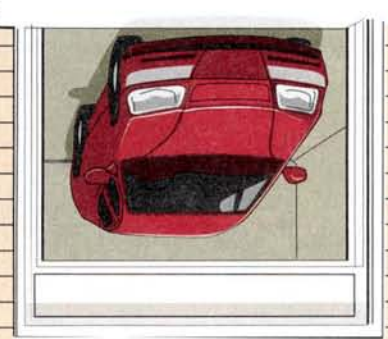
Upstairs, there are two small bedrooms and a small bathroom.

**WRITING** Compare your home with one of the houses on this page. For example:

This house has two bedrooms upstairs,  
but my house has...



## Partner B's Picture



### NOW I CAN...

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

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

LESSON 1

## GOAL Describe today's weather

**VOCABULARY BOOSTER**

More weather vocabulary • p. 131

**1** **VOCABULARY** • *Weather expressions* Read and listen. Then listen again and repeat.

HOW'S THE WEATHER?



1 It's sunny.



2 It's cloudy.



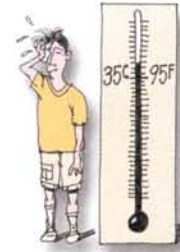
3 It's windy.



4 It's raining.



5 It's snowing.



6 It's hot.



7 It's cold.



8 It's warm.



9 It's cool.

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

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

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

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

**Affirmative**

- I'm 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

4 GRAMMAR • The present continuous: yes / no questions

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

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

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

NOW YOU CAN Describe today's weather

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.

bad ☹️  
awful  
terrible  
good 😊  
nice  
great  
beautiful

2 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](http://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!**  
Tell your partner what you're wearing.  
I'm wearing \_\_\_\_.  
I'm not wearing \_\_\_\_.



# GOAL Ask about people's activities

## 1 GRAMMAR • The present continuous: information questions

What **is** she **wearing**? (A long black skirt.)      What **are** you **doing**? (We're checking e-mail.)  
 Where **is** he **driving**? (To work.)                  Where **are** they **going**? (They're going to the movies.)

**BUT:** Note the different word order when **who** is the subject.  
 Who **is working**? (Ben.)

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

“It’s 8:20. What’s Mike doing?”

“He’s eating breakfast.”



## 3 PRONUNCIATION • 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

- 1 What are you eating?
- 2 Where is he walking?
- 3 Who’s watching a movie?
- 4 Where is her family?
- 5 What do you do?

## 4 GRAMMAR • The present participle: spelling rules

base form	present participle	base form	present participle
talk	→ talking	make	→ making
read	→ reading	take	→ taking
watch	→ watching	come	→ coming

**Remember:**

shop → shopping      get → getting      put → putting

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

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

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

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

**NOW YOU CAN Ask about people's activities**

**1 CONVERSATION MODEL** Read and listen.

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

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

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



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

# GOAL Discuss plans

4 PAIR  
three  
the p

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

1 today

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

5 tomorrow

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

6 the day after tomorrow

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

7 next Monday

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

2 this morning

3 this afternoon

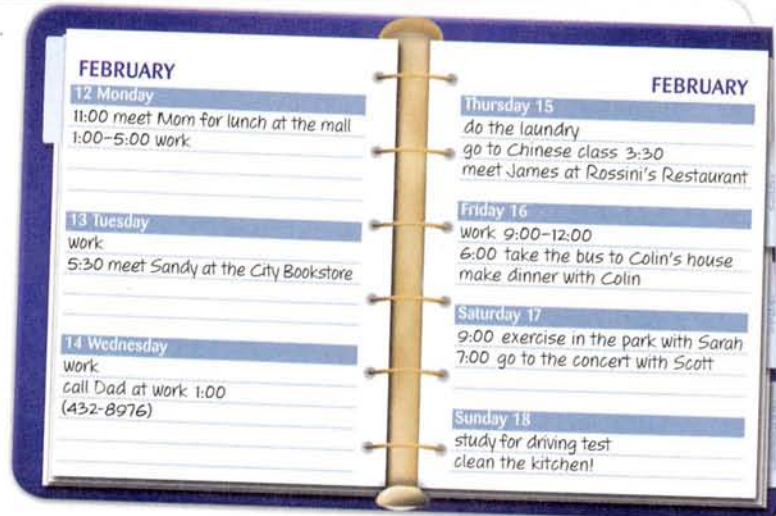
4 this evening / tonight

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

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

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

Today is Monday, February 12<sup>th</sup>. Marissa is meeting 1 her mom at the mall, and she is working 2 Tomorrow, she ..... 3, and at 5:30, she ..... 4 Sandy at the City Bookstore. The day after tomorrow, she ..... 5, and she ..... 6 her Dad at 1:00. Then, on Thursday morning, she ..... 7 At 3:30, she ..... 8, and later, she ..... 9 her brother James at Rossini's Restaurant. On Friday, Marissa ..... 10 from 9:00 to 12:00. After work, she ..... 11 to Colin's house. Colin and Marissa ..... 12 dinner together. Finally, the weekend! On Saturday, Marissa ..... 13 in the park with Sarah. That evening, she ..... 14 to a concert with Scott. On Sunday, she ..... 15 two important things! She ..... 16 for her driving test, and after that she ..... 17 the kitchen.



NOV

1 3:46

A:

B:

A:

B:

A:

2 3:47

an

M:

3 PL

da

an

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?”

“Where is she making dinner on Friday?”

## NOW YOU CAN Discuss plans

3:46  
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.

3:47  
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.

Monday  
Tuesday  
Wednesday  
Thursday  
Friday  
Saturday  
Sunday



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

if it's { raining  
snowing  
hot / cold  
windy  
sunny

#### Ways to agree

Sure!  
OK!  
Good idea!

5 **CHANGE PARTNERS** Discuss other plans.



3:48 **1 READING** Read the newspaper column.



Samantha Keyes

## 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.

Shh! Don't tell anyone, but the Elegance Hair Salon is having a special event this weekend at the Templeton Mall. Elegance usually washes and cuts hair at their salon in the Plaza Hotel, but this weekend only, they're 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.

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.

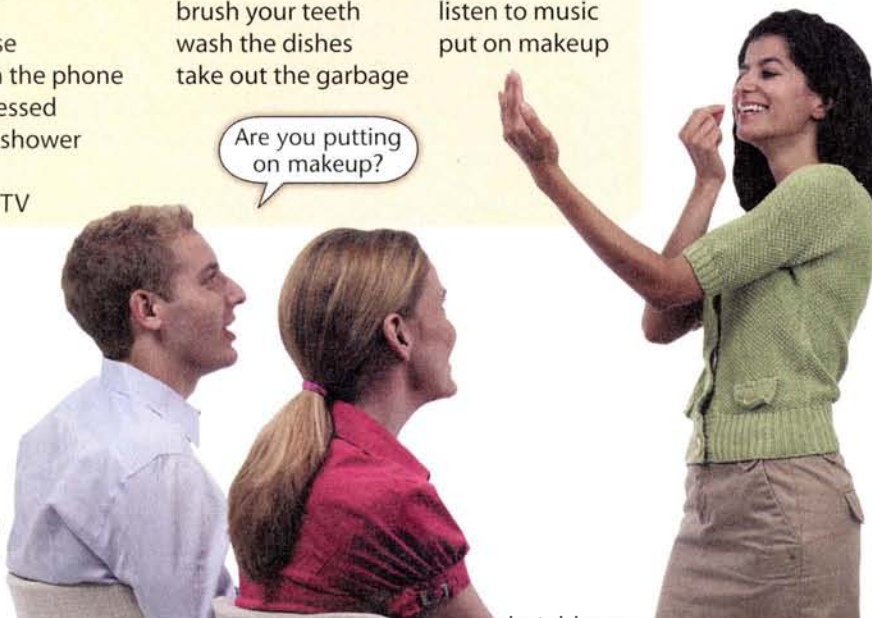
- 1 Samantha Keyes is a singer.
- 2 *I Have No Life* is playing at the Town Square Shopping Center.
- 3 Elegance Hair Salon's usual address is the Plaza Hotel.
- 4 Vin Blackwell is a movie star.
- 5 Mr. Blackwell only exercises on Saturdays.

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.

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

Are you putting on makeup?



**GRAMMAR BOOSTER**

Extra practice • p.142



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

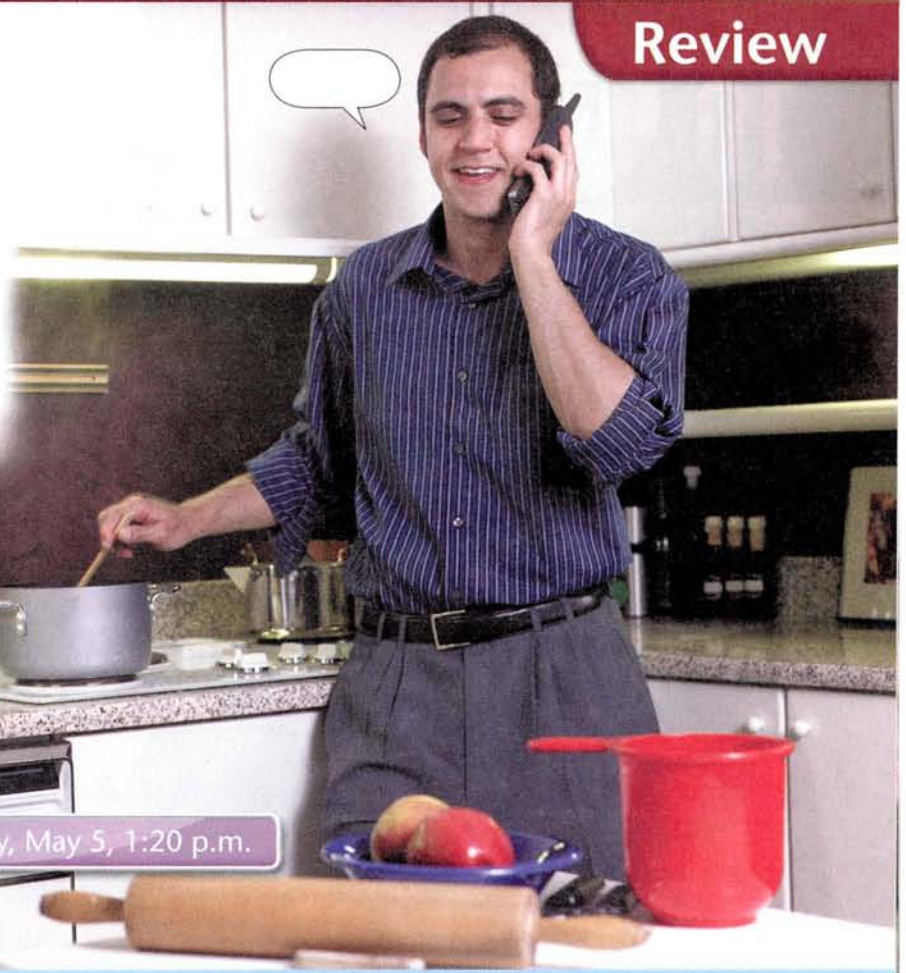
*Hi, Sam. This is Debbie. I'm calling from ...*

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

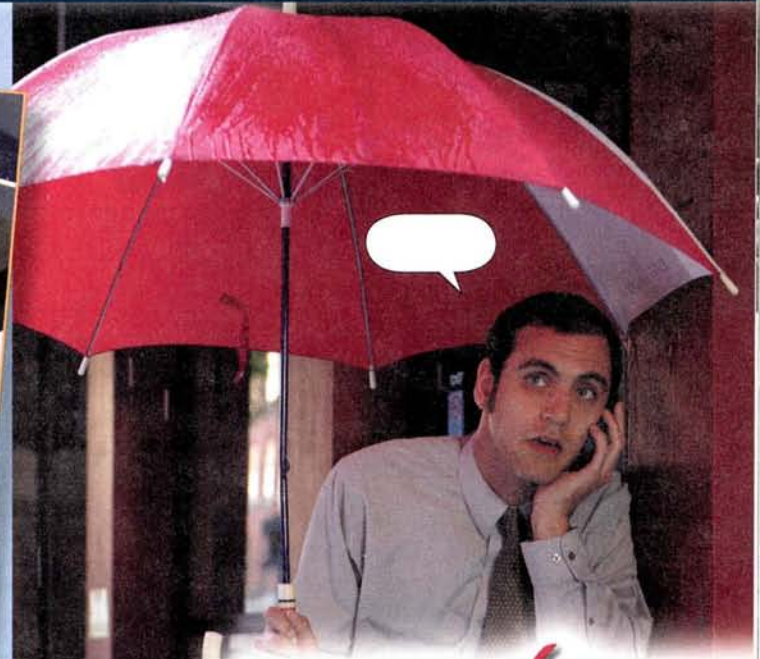
*I'm going out for dinner on Saturday.*



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



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



### NOW I CAN...



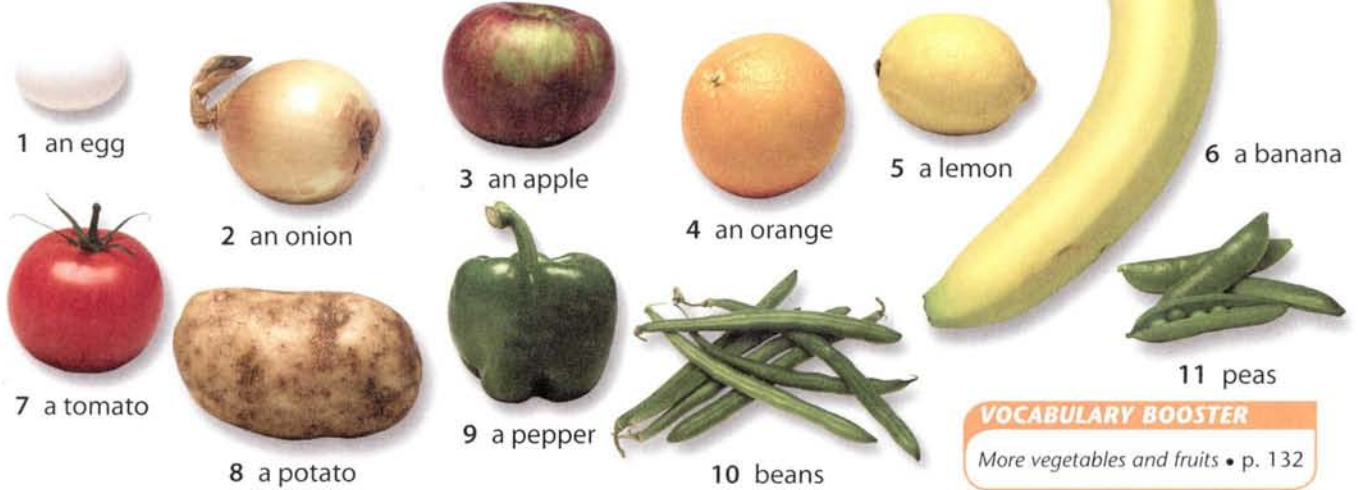
- Describe today's weather.
- Ask about people's activities.
- Discuss plans.

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

LESSON 1

GOAL Discuss ingredients for a recipe

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



VOCABULARY BOOSTER

More vegetables and fruits • p. 132

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

1		✓					✓	✓
2								
3								
4								
5								

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

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

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

Use **How many** and **Are there any** with plural nouns.

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

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

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

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

4:04  
**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.

“How many potatoes are there on the shelf?”

“There are three.”

## NOW YOU CAN Discuss ingredients for a recipe

4:05  
**1 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 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 \_\_\_\_ .

We don't have \_\_\_\_ .  
 I don't like \_\_\_\_ .

What do you think?  
 Sounds great.

**4 CHANGE PARTNERS** Discuss another recipe.

**Green Bean Salad**

Ingredients:  
 beans  
 peas  
 onions



**Fruit Salad**

Ingredients:  
 apples  
 bananas  
 oranges



**Tomato Potato Soup**

Ingredients:  
 tomatoes  
 potatoes  
 onions



**Potato Pancakes**

Ingredients:  
 potatoes  
 onions  
 eggs



**Stuffed Peppers**

Ingredients:  
 peppers  
 tomatoes  
 onions



# GOAL Offer and ask for foods

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

### Drinks



1 water



2 coffee



3 tea



4 juice



5 milk



6 soda

### Foods



7 bread



8 pasta



9 rice



10 cheese



11 meat



12 chicken



13 fish



14 oil



15 butter



16 sugar



17 salt



18 pepper

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

“I like cheese.”

“Not me. I really don't like cheese.”

“Me too! Cheese is my favorite food!”

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.

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

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

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 **How many** with plural count nouns.  
**How many apples** are there?  
NOT ~~How much~~ apples are there?

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



1 a box of pasta



2 a loaf of bread



3 a bottle of juice



4 a can of soda



5 a bag of onions

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

1 ..... loaves of bread do you need?

2 ..... bags of potatoes do we have?

3 ..... cheese is there in the fridge?

4 ..... sugar do you want in your tea?

5 ..... eggs are there for the potato pancakes?

6 ..... cans of tomatoes are there on the shelf?

## NOW YOU CAN Offer and ask for foods

1 **CONVERSATION MODEL** Read and listen.

A: Would you like coffee or tea?

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

A: And would you like sugar?

B: No, thanks.

A: Please pass the butter.

B: Here you go.

2 **RHYTHM AND INTONATION**

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

3 **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.



# 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 **have**, **want**, **need**, and **like**.

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

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

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

Use the present continuous for actions in progress right now.

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

**Be careful!**

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

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

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

## 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.



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

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.

“Does Suzanne teach English?”

“Yes, she does.”

“What's Suzanne doing right now?”

“She's listening to music.”

5 **PRONUNCIATION** • *Vowel sounds* Read and listen. Then listen again and repeat.

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

6 **PAIR WORK** Read 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.

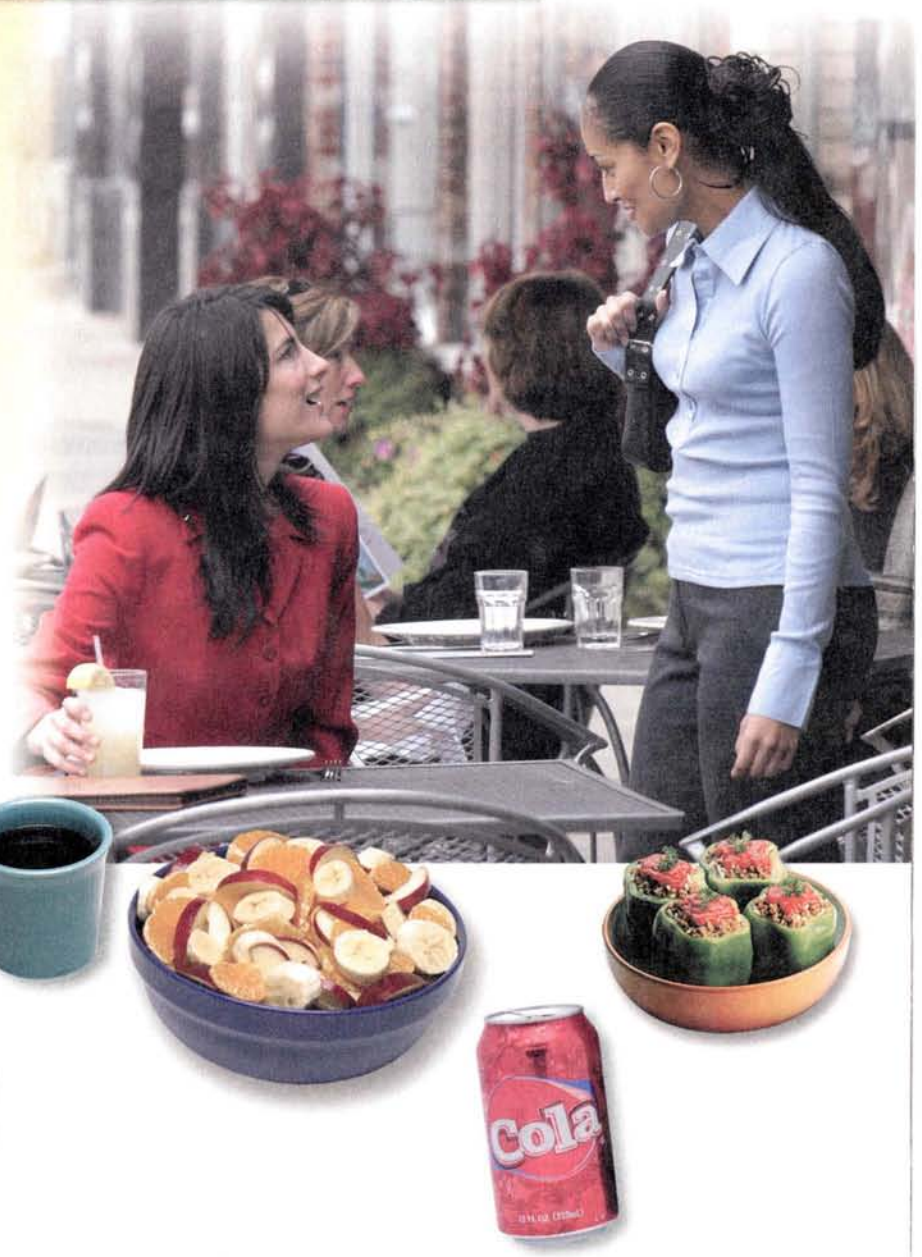
3 **PAIR WORK** Change the model. Use your own name and your own foods or drinks or use the pictures. Then change roles.

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

grammar • vocabulary • listening  
reading • speaking • pronunciation

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

## Hungarian Cabbage and Noodles

### Ingredients

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

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



4:15

### Cooking verbs



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?

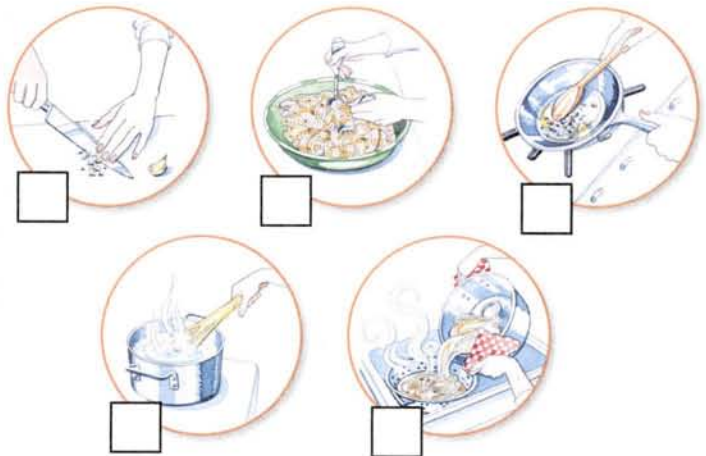
4:16 **3** **LISTENING COMPREHENSION** Listen to the radio cooking program. Write the correct quantity next to each ingredient. Then listen again and number the pictures in the correct order. Listen again and check your work.

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.”

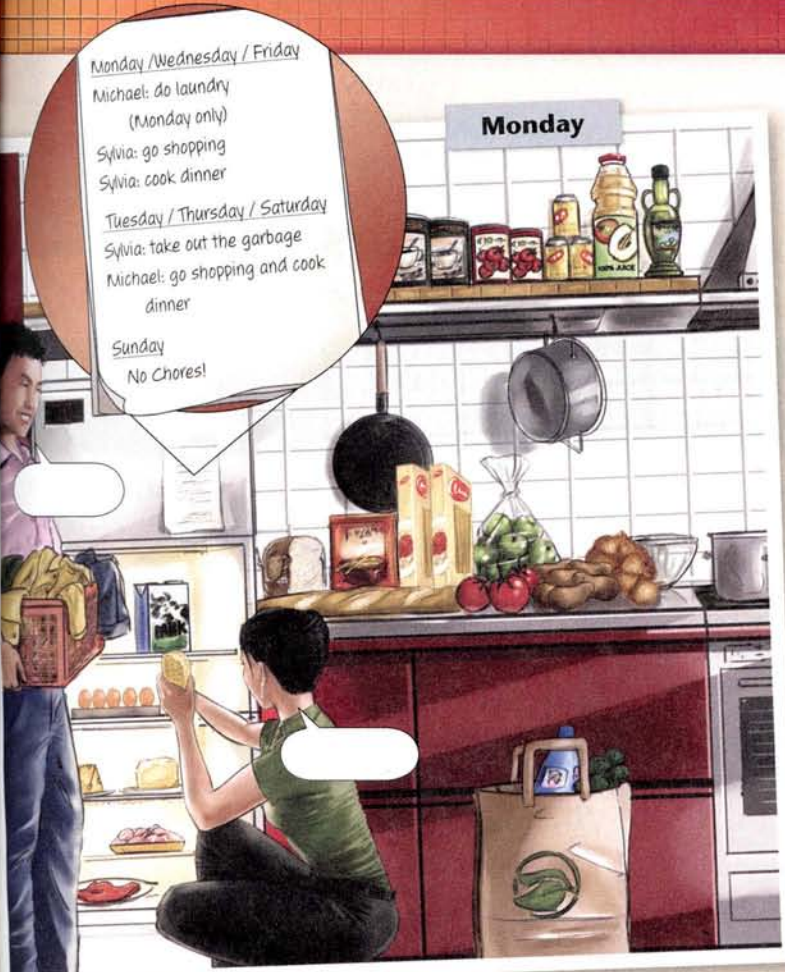
### GRAMMAR BOOSTER

Extra practice • p. 143



4:17/4:18  
**Top Notch Pop**  
“Fruit Salad, Baby” Lyrics p. 148





Monday / Wednesday / Friday

Michael: do laundry  
(Monday only)

Sylvia: go shopping  
Sylvia: cook dinner

Tuesday / Thursday / Saturday

Sylvia: take out the garbage  
Michael: go shopping and cook dinner

Sunday

No Chores!

**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?*

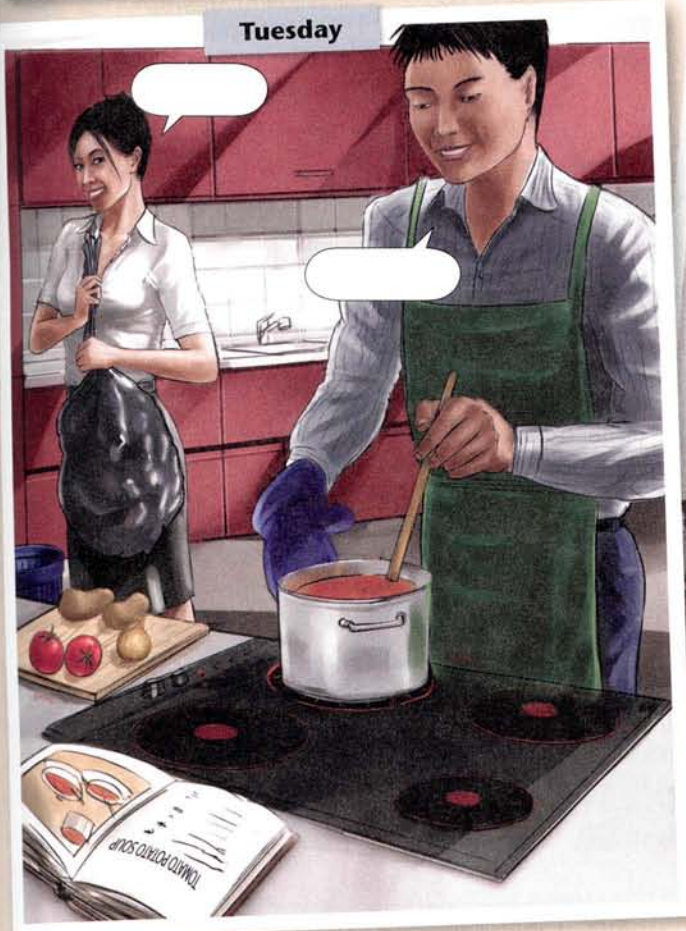
B: *Yes, please. And please pass the salt.*

**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...*



Tuesday



Friday

**NOW I CAN...**

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

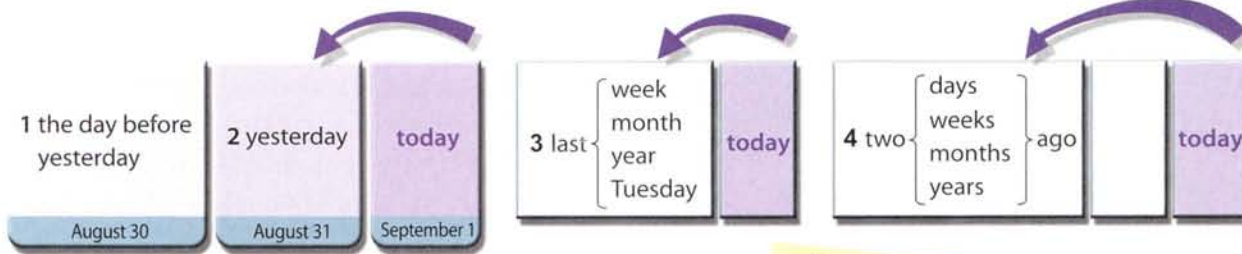
- 1 Tell someone about a past event.
- 2 Describe past activities.
- 3 Talk about outdoor activities.

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LESSON 1

## GOAL Tell someone about a past event

**1** <sup>4:19</sup> **VOCABULARY** • *Describing times before today* Read and listen. Then listen again and repeat.



**2** <sup>4:21</sup> **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.

2008	1914	1910	1809	1955	1800
1998	1814	1615	2016	1922	2012

<sup>4:20</sup> **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*

I He She	{ was wasn't }	at school yesterday.
We You They	{ were weren't }	at home.

**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.)

NO  
1  
2  
3

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

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

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

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

**NOW YOU CAN** Tell someone about a past event

**1 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 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*

I You He She We They	} liked the movie.	I You He She We They	} didn't like the concert.
I you he she we they		} watch TV last night?	

**Form: regular verbs**

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

call → called like → liked

**BUT:** study → studied  
shop → shopped

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

Hi, Lucille: Yesterday was very busy. In the morning, I <sup>1 shave</sup> , <sup>2 brush</sup> my teeth, and <sup>3 clean</sup> the whole house—all before 8:30. Then I <sup>4 work</sup> until noon. After lunch, I <sup>5 listen</sup> to the weather report. The weather <sup>6 be</sup> warm, so I <sup>7 invite</sup> all my grandchildren here. We <sup>8 talk</sup> together for a while. Then little Marie <sup>9 play</sup> the piano while her older brother Jason <sup>10 exercise</sup> in the garden. The other children <sup>11 check</sup> their e-mail while I <sup>12 watch</sup> Marie and Jason. At the end of the day, my daughters, Lisa and Eve, came home, and they <sup>13 cook</sup> dinner for all of us. The kids <sup>14 want</sup> pasta, of course. Eve <sup>15 boil</sup> a big pot of water for the noodles. Lisa <sup>16 wash</sup> the tomatoes for the salad. The children <sup>17 study</sup> after dinner, and then we <sup>18 listen</sup> to Marie and Jason sing. Brian

**3 GRAMMAR** • *The simple past tense: information questions*

What **did** you **do** last weekend?  
Where **did** you **go**?  
When **did** he **get** home last night?  
How many cups of coffee **did** she **drink**?  
How often **did** you **take** a nap?  
Who **did** they **see** yesterday?

**Irregular verbs** (Also see page 125.)

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

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

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

**5 GRAM**

Conversa

A: Where

B: .....

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A: .....

B: Yes, v

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A: But .

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B: He d

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**NOW**

4:27

**1 GRAM**

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**2 GRAM**

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

1 /d/  
listened = listen/d/  
exercised = exercise/d/

2 /t/  
liked = like/t/  
washed = wash/t/

3 /ɪd/  
wanted = want/ɪd/  
needed = need/ɪd/

5 **GRAMMAR PRACTICE** Complete the conversations. Use verbs in the simple past tense.

Conversation 1

A: Where ..... on Saturday?  
B: .....  
A: ..... out to eat afterwards?  
B: Yes, we ..... Indonesian food. .... a lot of pepper.  
A: But .....  
B: He doesn't usually like peppery food, but ..... a little. Actually, ..... he really likes Indonesian food.

Conversation 2

A: ..... out the garbage this morning?  
B: Actually, Laura .....  
A: And ..... the laundry?  
B: I'm not sure. But I think ..... the laundry this morning, too.  
A: That's great, but ..... any household chores?  
B: Me? Last week ..... all the chores: ..... shopping, and ..... home early, and ..... dinner every night.

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

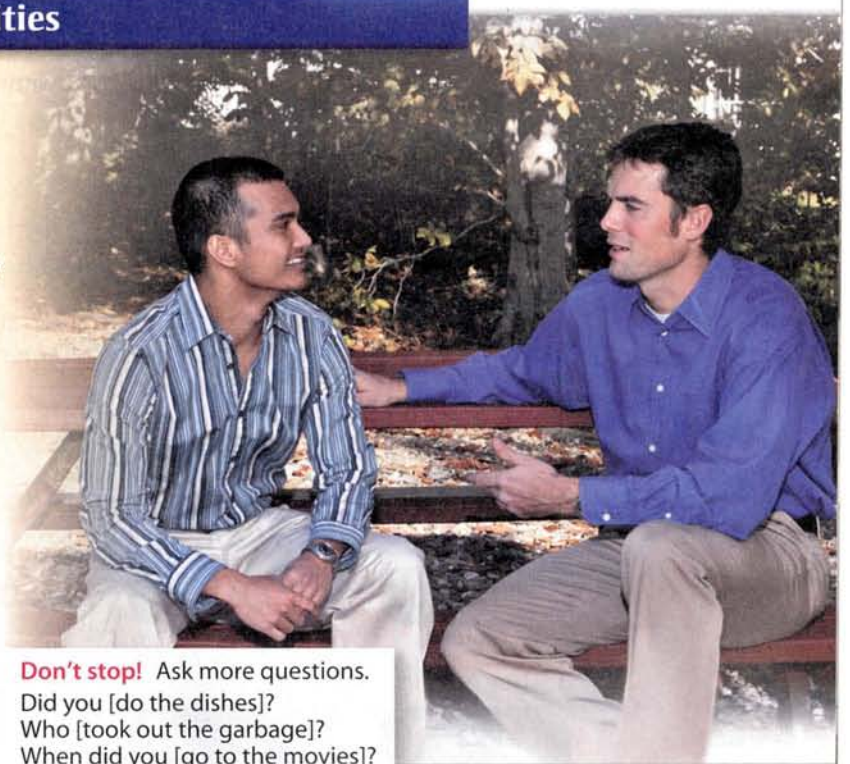
3 **PAIR WORK** Personalize the conversation. Describe your past activities. Then change roles.

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



**Don't stop!** Ask more questions.  
Did you [do the dishes]?  
Who [took out the garbage]?  
When did you [go to the movies]?

# GOAL Talk about outdoor activities

**VOCABULARY BOOSTER**

More outdoor activities • p. 133

**1** <sup>4:29</sup> **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.

“How often do you go to the beach?”

**3** <sup>4:30</sup> **LISTENING COMPREHENSION** Listen to the conversations. Then check the correct picture to complete each statement.

1 Rosalie went \_\_\_\_.



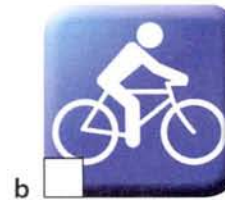
2 She's going \_\_\_\_.



3 They're going \_\_\_\_.



4 He went \_\_\_\_.



## NOW YOU CAN Talk about outdoor activities

**1** <sup>4:31</sup> **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.

**2** <sup>4:32</sup> **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

1 **READING** Read about what people did last weekend.


FaceTime
Inbox Home Account



**Rafaela** Mexico

That's a picture of my husband and me. We live in Mérida, on the Yucatán Peninsula. Last weekend we drove to the small port city of Sisal. The drive wasn't very long—it took only about one hour. In Sisal, we went to the beautiful beach. We ate fish at a wonderful outdoor restaurant. The weather was beautiful—warm and sunny. We went to bed early and got up early. We had a REALLY great time. Last weekend was my favorite weekend ever!


Comment



**Jeremy** Jamaica

Last weekend was awful! I went to New York because my mom and dad live there. I wanted to go to a concert and eat at a couple of good restaurants. But the weather was really bad—it rained, and it was so windy! There were no taxis, so we stayed in my parents' apartment and cooked and ate. The food was good, but it wasn't what we wanted. We watched old movies on TV. We didn't go to a concert. Next time, my parents are coming to Jamaica. It's always sunny here!

Comment



**Clifford** Canada

Well, I actually had a good time. My friends came to visit me on Friday, and we went out to eat at a terrific restaurant. On Saturday, I went for a walk alone in the park, and that evening, I went dancing at a really nice nightclub with my girlfriend. (We took the picture at the nightclub.) We stayed out really late—so late that we ate breakfast when we left the nightclub. Sunday? On Sunday, I slept all day.

Comment

2 **READING COMPREHENSION** Write one yes/no question and one information question about Rafaela, Jeremy, and Clifford. Then answer a partner's questions.

	Yes / no questions	Information questions
Rafaela		
Jeremy		
Clifford		

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

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

**GRAMMAR BOOSTER**

Extra practice • p. 144

**Ideas**

- Where were you (or Where did you go) last \_\_\_ ?
- What did you do?
- Who were you with?
- When \_\_\_ ?
- What \_\_\_ ?

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

**VERB**  
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**VERB GAME** Form two teams. Look at the pictures for one minute. Then close your books. Each team makes a list of all the actions in the pictures. The team with the most actions wins. For example:  
*watch TV do the laundry*

**STORY** Tell a story about one of the people. Use past-time expressions. For example:  
*Last weekend, Karen went to a concert with her friends. She ...*

**PAIR WORK** With a partner, play the role of Don or Karen. Discuss your activities from the day before and the weekend before. Start like this:  
*So what did you do [last weekend?] ...*

**WRITING** Choose one of the following topics:

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

For example:

*Last weekend I went to the beach ...*

**Yesterday**

**Yesterday**

**Last Weekend**

**Saturday**

**Sunday**

**Sunday**

**Last Weekend**

**Saturday**

**Sunday**

**Don**

**Karen**

**NOW I CAN...**

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

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

LESSON 1

## GOAL Describe appearance

1 <sup>4:36</sup> **VOCABULARY** • *Adjectives to describe hair* Read and listen. Then listen again and repeat.

- 1 black    2 brown    3 red    4 blonde    5 gray    6 white



7 dark

8 light



9 straight

10 wavy

11 curly

12 long

13 short

14 bald

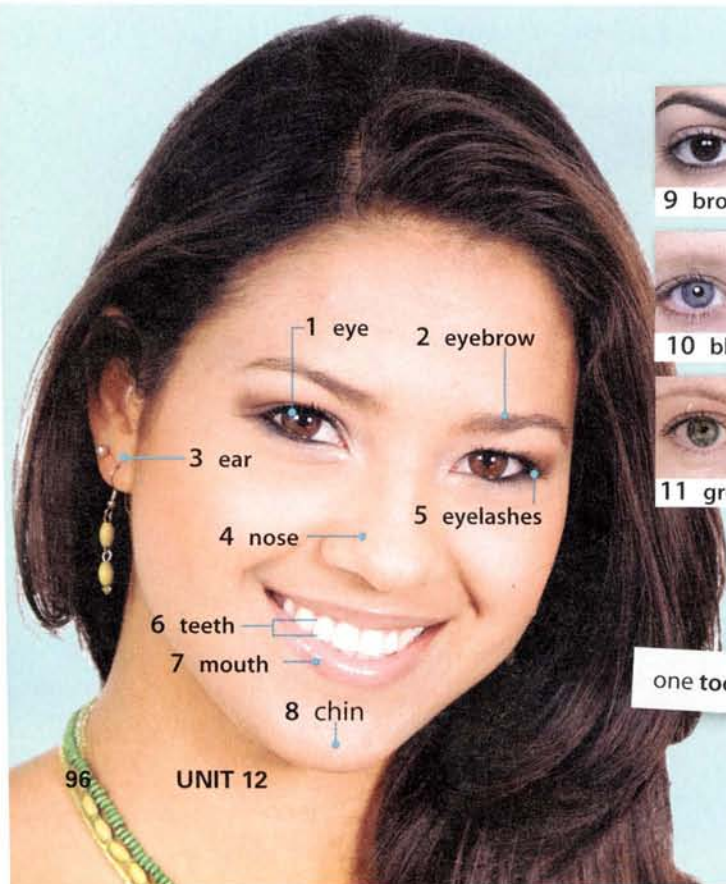


15 a mustache

16 a beard

2 <sup>4:37</sup> **VOCABULARY** • *The face* Read and listen. Then listen again and repeat.

3 <sup>4:38</sup> **LISTENING COMPREHENSION**  
Listen to the descriptions. Write the number of the conversation in the circle.



1 eye

2 eyebrow

3 ear

4 nose

6 teeth

7 mouth

8 chin



9 brown eyes



10 blue eyes



11 green eyes

one tooth / two teeth



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*.

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

**NOW YOU CAN Describe appearance**

1 **CONVERSATION MODEL** Read and listen.

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



Ivete Sangalo • singer (Brazil)

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



Andrea Bocelli • singer (Italy)

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!



Gérard Depardieu • actor (France)



I. M. Pei • architect (China)

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.

1 head

2 chest

3 stomach

4 hip

5 knee

6 ankle

7 neck

8 shoulder

9 back

10 arm

11 leg

12 hand

13 finger

14 fingernail

15 foot

16 toe

17 toenail

one foot / two feet

**VOCABULARY BOOSTER**  
More parts of the body • p. 137

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



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

4:43	<b>base form</b>	<b>past form</b>
	burn	→ burned
	hurt	→ hurt
	cut	→ cut
	break	→ broke
	fall	→ fell

1 He **burned** his finger.

2 She **hurt** her back.

3 She **cut** her hand.

4 He **broke** his arm.

5 He **fell** down.

4:44

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

- 1 She burned her arm . . . . .
- 2 He . . . . .
- 3 She . . . . .
- 4 He . . . . .
- 5 She . . . . .
- 6 He . . . . .

4:45

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

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

### NOW YOU CAN Show concern about an injury

4:46 **CONVERSATION MODEL** Read and listen.

A: Hey, Evan. What happened?  
 B: I broke my ankle.  
 A: I'm sorry to hear that. Does it hurt?  
 B: Actually, no. It doesn't.

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

3 **PAIR WORK** Change the model. Use the pictures for ideas. Then change roles.

A: Hey, . . . . . What happened?  
 B: I . . . . .  
 A: . . . . . Does it hurt?  
 B: Actually, . . . . . It . . . . .



4:48

**WAYS TO EXPRESS CONCERN**  
 I'm sorry to hear that.  
 Oh, no.  
 That's too bad.



4 **CHANGE PARTNERS** Discuss other injuries.

# GOAL Suggest a remedy

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

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



1 a headache



2 a stomachache



3 an earache



4 a toothache



5 a backache



6 a cold



7 a sore throat



8 a fever



9 a cough



10 a runny nose

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

“I had a headache last week.”

“Really? I never have headaches.”

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



1 take something



2 lie down



3 have some tea



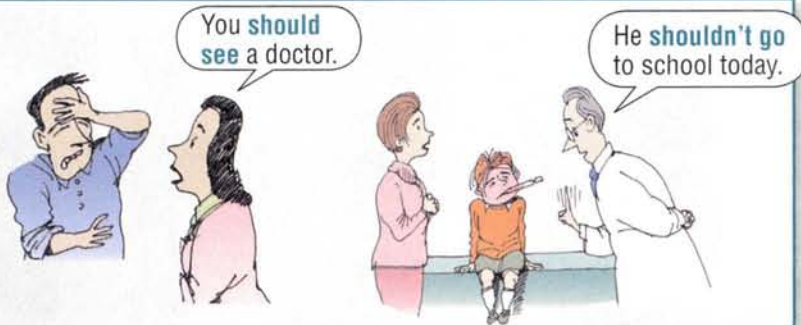
4 see a doctor / a dentist

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

Use **should** with the base form of a verb.

- I
- You
- He
- She
- We
- They

**should take** something.  
**shouldn't go** to work.



4:51 LI  
Then v

1  
2  
3  
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6 **GRAM**  
Partne

1 I ha  
2 I do  
3 My

**NOW**  
4:52  
1  
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The  
3 **PAIR**  
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4 **CHA**

4:51  
**5 LISTENING COMPREHENSION** Listen to the conversations. Check the ailment. Then write the remedy. Use should or shouldn't.

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

**6 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.                            |
| 3 My son doesn't feel well. He has a cough.  | 6 My wife feels really bad. She has a stomachache. |

**NOW YOU CAN Suggest a remedy**

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

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

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

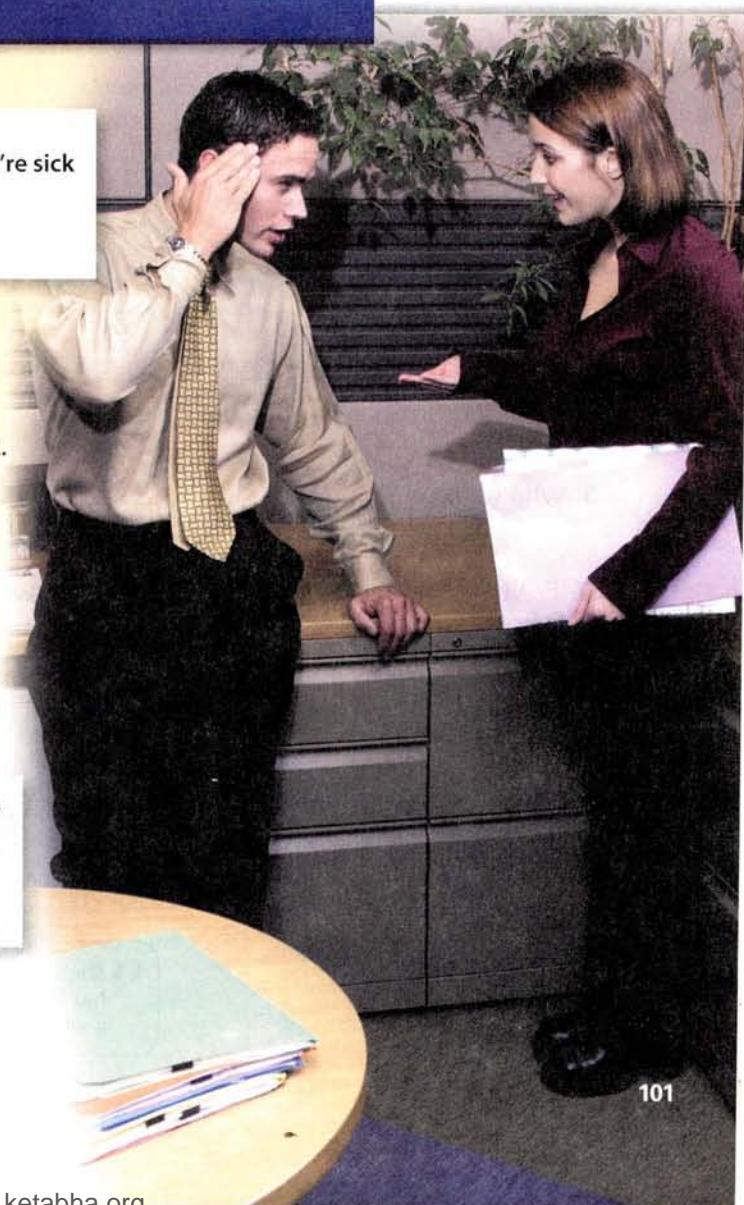
4:53  
**2 RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

**3 PAIR WORK** Personalize the model. Then change roles.

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

**Don't stop!** Give other advice, using should or shouldn't.  
**Ideas**  
 go to bed    go to class  
 take a nap    exercise

**4 CHANGE PARTNERS** Discuss other ailments.





4:55  
**1** **READING** Look at the photos and read the descriptions. Do you know these famous people?

## Shakira



Shakira Isabel Mebarak Ripoll is a singer and songwriter from Barranquilla, Colombia. Her father's family came from Lebanon, so she often listened and danced to traditional 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.

## Brad Pitt



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? .....

**3 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...”

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?

“I like long, wavy hair on women.”

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

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

### GRAMMAR BOOSTER

Extra practice • p. 144





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

*He has a headache.*

**PAIR WORK**

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



**NOW I CAN...**

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

- 1 Express a wish.
- 2 Politely decline an invitation.
- 3 Ask for and agree to do a favor.

LESSON 1

## GOAL Express a wish

1 <sup>5:02</sup> **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



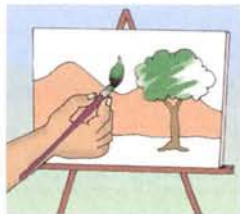
7 sew



8 knit



9 draw



10 paint



11 drive



12 fix things

**VOCABULARY BOOSTER**

More musical instruments • p. 134

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

1 I sing well. I dance badly.

1	4
2	5
3	6

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

“ I sing well, but I dance badly. ”

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

“ Ann sings well, but she dances badly. ”

5 GRAMMAR • *Can and can't for ability*

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



She **can** play the guitar.



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.

- |   |   |
|---|---|
| <p>1 A: ..... you ..... the guitar?<br/>B: Yes, I ..... . But I don't play well.</p> <p>2 A: ..... Gwen ..... well?<br/>B: Yes, she ..... . She swims very well.</p> <p>3 A: ..... your brother .....?<br/>B: My brother? No. He ..... cook at all.</p> | <p>4 A: ..... Gloria ..... English well?<br/>B: No, she ..... . She needs this class.</p> <p>5 A: ..... your mother .....?<br/>B: Yes. She knits very well.</p> <p>6 A: ..... your sisters .....?<br/>B: Yes. They go skiing every weekend.</p> |
|---|---|

**NOW YOU CAN** Express a wish

5:04 **1** **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.

5:05 **2** **RHYTHM 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.

- A: I wish I could ..... . Can you?  
B: .....  
A: Really?  
B: .....  
**Don't stop!**  
Ask more questions. Say more about your abilities.



**Be sure to recycle this language.**

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

**4 CHANGE PARTNERS** Express other wishes.

# GOAL Politely decline an invitation

1 **VOCABULARY** • *Reasons for not doing something* Read and listen. Then listen again and repeat.



1 She's busy.



2 They're not hungry.



3 She's full.



4 He's tired.



5 It's early.



6 It's late.

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

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

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**.



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



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



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




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



6 It's .....  
I don't want to watch a movie.

## NOW YOU CAN Politely decline an invitation

5:07  
**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.

5:08  
**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 game



to a restaurant



to the beach



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?

**2 VOCABULARY • Favors** Read and listen. Then listen again and repeat.

<p>1 Could you please <b>open</b> the window?</p>  <p>Also: open the door open the refrigerator</p>	<p>2 Could you please <b>close</b> the door?</p>  <p>Also: close the window close the microwave door</p>	<p>3 Could you please <b>turn on</b> the light?</p>  <p>Also: turn on the stove turn on the computer</p>
<p>4 Could you please <b>turn off</b> the TV?</p>  <p>Also: turn off the microwave turn off the light</p>	<p>5 Could you please <b>hand me</b> my glasses?</p>  <p>Also: hand me my sweater hand me my book</p>	<p>6 Could you please <b>help me</b>?</p>  <p>Also: give me a hand</p>

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

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

4 <sup>5:10</sup> **LISTENING COMPREHENSION** Listen to the conversations. Then complete each request.

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

5 <sup>5:11</sup> **PRONUNCIATION** • *Assimilation of sounds: Could you...?* Read and listen. Then listen again and repeat.

*/ˈkʊdʒu/*

*/ˈkʊdʒu/*

- 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 Could you.

### NOW YOU CAN Ask for and agree to do a favor

1 <sup>5:12</sup> **CONVERSATION MODEL** Read and listen.

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

<sup>5:14</sup> **Ways to agree to a request**  
 Sure.  
 No problem.  
 Of course.  
 My pleasure.  
 OK.

2 <sup>5:13</sup> **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

3 **PAIR WORK** Ask for a different favor. Then change roles.

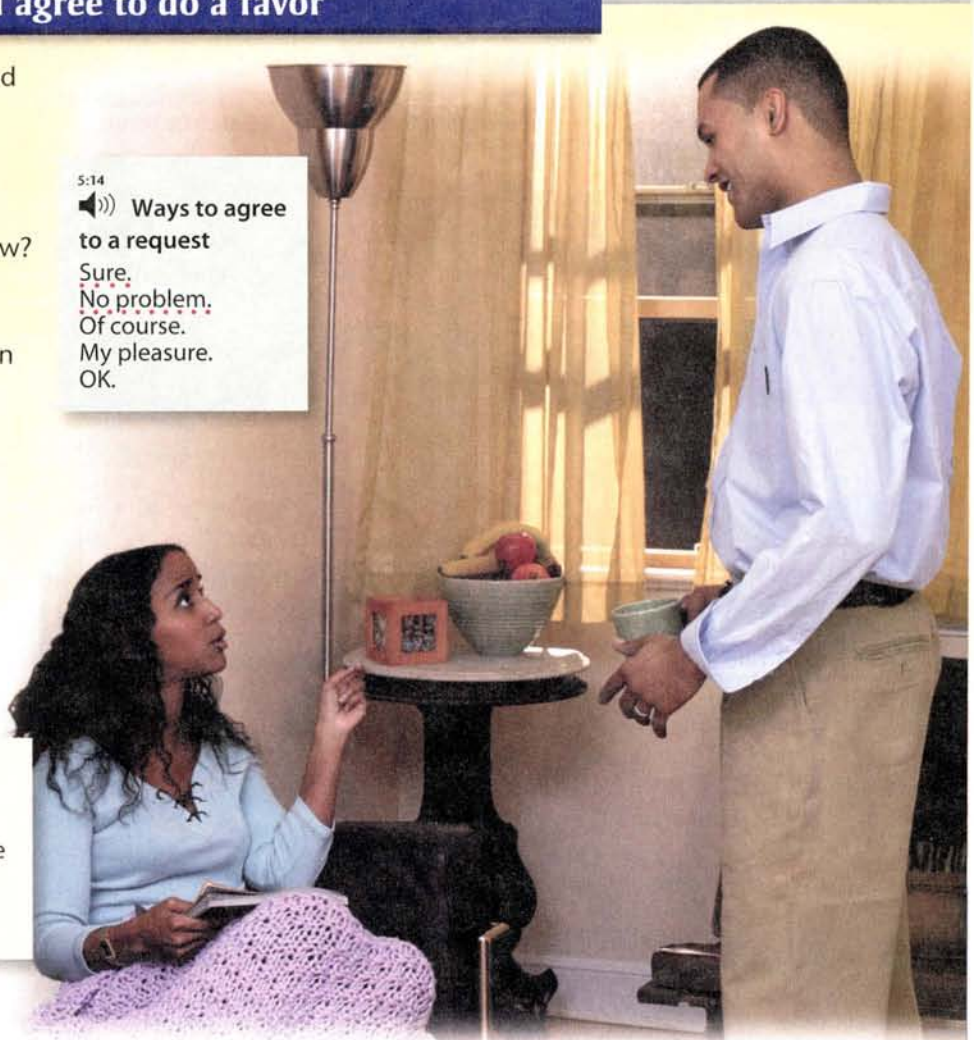
- A: Could you do me a favor?  
 B: .....  
 A: Could you please .....?  
 B: .....

**Ideas for favors**

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

**Don't stop!** Give a reason.

- |                   |                   |
|-------------------|-------------------|
| It's cold / hot.  | I'm going to bed. |
| I'm making lunch. | I'm too tired.    |



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

**1**  **READING** Read the article.

## From infant to toddler...

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



Between 1 and 3 months a baby can...



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



roll over.



cry when she's hungry, thirsty, or afraid.



see colors.

Between 3 and 6 months a baby can...



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...



crawl and stand.



sit without help and pick up small things.



say some words.

Between 1 and 2 years a baby can...



throw things.



say "no".



play next to other children.



walk.

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

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

**3 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.

1 At two months,

2 At five months,

3 At eleven months,

4 At sixteen months,

**GRAMMAR BOOSTER**

Extra practice • p.145



5:16/5:17

**Top Notch Pop**  
"She Can't Play Guitar"  
Lyrics p. 148

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

“ At three years, a child can't ride a bicycle. ”

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



9:30



Apartment 3A

## PAIR WORK

- 1 Create conversations for the people.  
A: Let's \_\_\_\_\_.  
B: What time is it?
- 2 Ask and answer questions with Can about the people. For example:  
Can she \_\_\_\_? / Can he \_\_\_\_?

**GAME** Make a false statement about the picture, using too and an adjective. Your partner explains why it's false. For example:

- A: Apartment 2A is too warm.  
B: False, because the woman is cold.

**STORY** Create a story about what is happening in the apartment building. Start like this:  
It's 9:30...

**WRITING** Describe some things people can and can't do when they get old. For example:

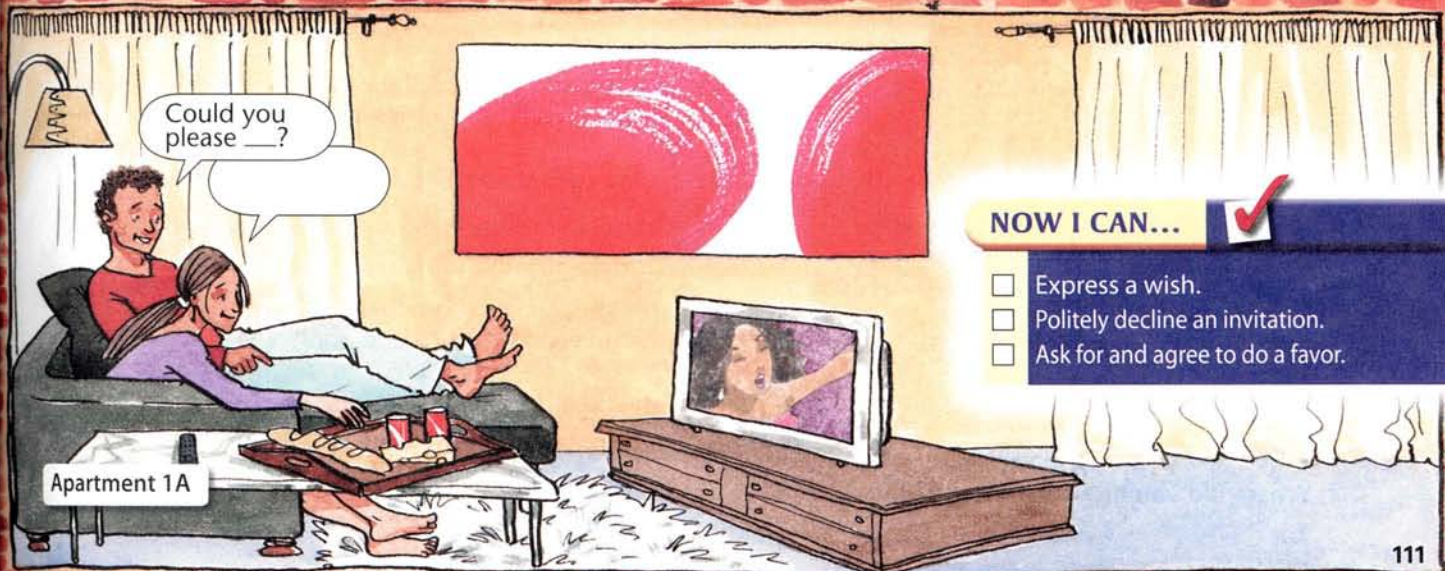
At eighty, some people can't drive,  
but my grandfather can.



Apartment 2A



Apartment 2B



Apartment 1A

## NOW I CAN...

- Express a wish.
- Politely decline an invitation.
- Ask for and agree to do a favor.

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

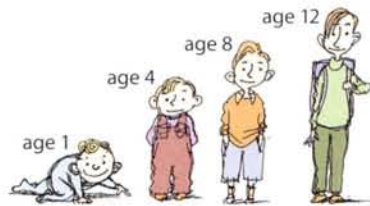
LESSON 1

## 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 /aɪ/	2 /aʊ/	3 /ɔɪ/
my	how	boy
lie	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 **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?

5:21  
**6**  **VOCABULARY** • *Academic subjects* Read and listen.  
 Then listen again and repeat.



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

5:22  
**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.

5:23  
**2**  **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

**3 PAIR WORK** Personalize the conversation with real information.

- A: Where were you born?  
 B: .....  
 A: And did you grow up .....?  
 B: ..... And you?  
 A: I was born in .....  
 B: Did you grow up .....?  
 A: .....

**Don't stop!**  
 Ask and answer more questions.



**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.



# GOAL Discuss plans

**VOCABULARY BOOSTER**

More leisure activities • p. 135

**1** <sup>5:24</sup> **VOCABULARY** • *More leisure activities* Read and listen. Then listen again and repeat.



1 travel



2 go camping



3 go fishing



4 relax



5 hang out with friends



6 sleep late



7 do nothing

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

**2** <sup>5:25</sup> **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 .....
- 3 They're .....
- 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 } **going to relax** this weekend.  
 She's }  
 We're }  
 They're }

I'm }  
 You're }  
 He's } **not going to go** camping this weekend.  
 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

**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.

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96  
97  
98  
99  
100

**4 GRAMMAR PRACTICE** Write sentences about future plans with be going to.

- 1 you / eat in a restaurant / this weekend? *Are you going to eat in a restaurant this weekend?*
- 2 They / go to the movies / tonight. ....
- 3 I / hang out with my parents / at the beach. ....
- 4 he / relax / tomorrow? ....
- 5 she / go fishing / with you? ....
- 6 we / exercise / on Saturday? ....
- 7 they / move? ....
- 8 Jeff and Joan / study / architecture. ....
- 9 She / graduate / in May. ....

**NOW YOU CAN Discuss plans**

**1 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 RHYTHM 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.

# GOAL Express wishes for the future

1 <sup>5:28</sup> **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*

We'd like to get married.



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

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?** Yes, I would. / No, I wouldn't.  
**Would they like to get married?** Yes, they would. / No, they wouldn't.

3 <sup>5:29</sup> **LISTENING COMPREHENSION** Listen 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 .....      3 She .....  
2 He .....      4 They .....

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...

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> get married?                            | <input type="checkbox"/> study a new language?               | <input type="checkbox"/> meet a Scorpio?             |
| <input type="checkbox"/> graduate?                               | <input type="checkbox"/> write a book?                       | <input type="checkbox"/> paint your living room?     |
| <input type="checkbox"/> have children?                          | <input type="checkbox"/> learn to play a musical instrument? | <input type="checkbox"/> buy a new refrigerator?     |
| <input type="checkbox"/> move to a new country?                  | <input type="checkbox"/> get a new car?                      | <input type="checkbox"/> OTHER <u>I'd like to...</u> |
| <input type="checkbox"/> move to a new city?                     | <input type="checkbox"/> meet a good-looking man?            | _____  |
| <input type="checkbox"/> move to a new apartment or a new house? | <input type="checkbox"/> meet a good-looking woman?          | _____  |

5 PAIR  
thing

6 GRAM

Who  
Who  
Who  
Who  
Who  
Who

7 INTE

1 W  
2 W  
3 W  
4 W  
5 W  
6 W

NOV

5:30

1

A:

B:

A:

B:

A:

5:31

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A:

B:

A:

B:

A

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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?

6 **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 .....

## NOW YOU CAN Express wishes for the future

5:30  
 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.

5:31  
 2 **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 .....?  
 B: Actually, ..... I'd like to .....  
 What about you?  
 A: Me? Actually, I'd like to .....

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

**Don't stop!**  
 Continue asking about other wishes for the future.

- graduate
- study [nursing]
- move to \_\_\_\_\_
- get a new job
- meet my future [husband / wife]





Laur  
Born  
New

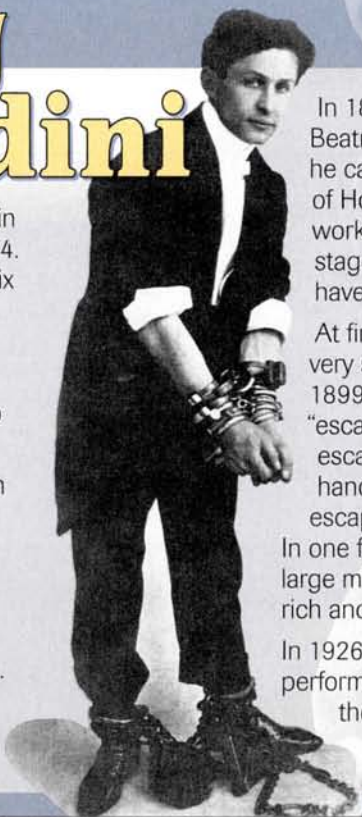
**1** <sup>5:32</sup> **READING** Read about Harry Houdini, a famous escape artist.

## The Amazing Houdini

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

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

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



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

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

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



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

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

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

- 1 What was Houdini's original name? .....
- 2 Where was he born? .....
- 3 When did his family move? .....
- 4 Where did they move? .....
- 5 Did Houdini graduate from a university? .....
- 6 Did Houdini get married? .....
- 7 What was his wife's name? .....
- 8 Did the Houdinis have children? .....
- 9 When did Houdini die? .....

**10 Challenge:** 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?*

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

**GRAMMAR BOOSTER**

Extra practice • p. 146



5:33/5:34

**Top Notch Pop**

"I Wasn't Born Yesterday"  
Lyrics p. 148

Next y

In thre



Lauren Denmark  
Born May 12, 1990  
New York (U.S.)



**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 ...*



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

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



Next year she'd like...



In three years she'd like...



Today  
San Francisco (U.S.)



## NOW I CAN...

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

# Units 8 – 14 Review

**1 LISTENING COMPREHENSION** Listen to the conversations. Check the picture that answers each question.

1 Where does he live?



2 Where does he work?



3 Where does she work?



4 Where does she teach?



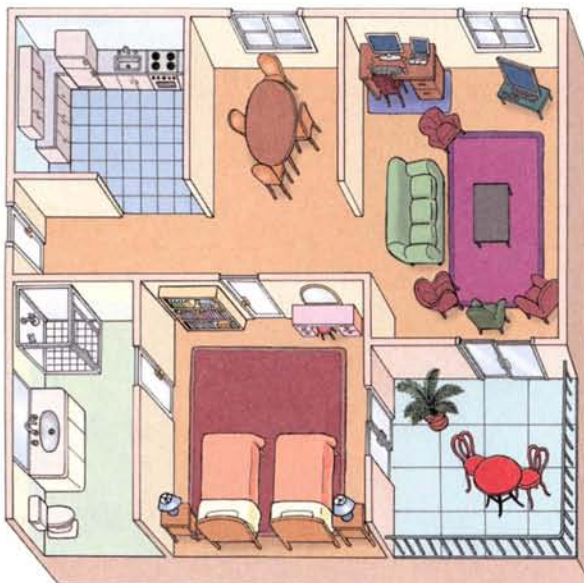
5 Where does she work?



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.



My new apartment!

Hey, Mel: I have this great furnished apartment. It has everything!  
 The ..... 1 ..... has a nice big stove and four ..... 2 .....  
 There's a dining room with a ..... 3 ..... and four ..... 4 .....  
 Next to the dining room ..... 5 ..... a large living room with  
 a green ..... 6 ..... And ..... 7 ..... four chairs: great for  
 hanging out with my friends and watching ..... 8 ..... There's no  
 office, but there's a ..... 9 ..... in the living room. And  
 I love the bedroom. It has a ..... 10 ..... for all my books. There are  
 two ..... 11 ..... and two blue ..... 12 ..... Very  
 nice! There's even a beautiful balcony next to the bedroom, with a little  
 ..... 13 ..... and two ..... 14 ..... The bathroom is  
 the only room that isn't perfect. .... 15 ..... a shower but no  
 ..... 16 .....

3 GR/ Are

4 GR/

1

2

5 CO

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Gr  
re  
yo

Id

**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		1	
2		2	
3		3	
4		4	
5		5	
6		6	

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

1 A: Where ..... Jill ..... last weekend?  
 B: I'm not sure. I know she <sup>go</sup> ..... to go camping.  
 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:

“What's your apartment like?”

**Ideas**

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



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

- 1 A: Hello?  
 B: Hi, Sid. Ann. .... you / sleep ?  
 A: No, I'm not. .... I / make breakfast.  
 B: .... you / usually / make breakfast?  
 A: Actually, .... I / not cook often.  
 But .... Gwen / study for a test.
- 2 A: Hello?  
 B: Hi, Bonnie. .... I / shop for food.  
 .... you / need anything from the store?  
 A: Actually yes. .... I / make a salad for dinner and .... I / not have any tomatoes.  
 B: No problem. .... They / sell those beautiful tomatoes from Mexico right now.  
 A: Great! .... I / like those tomatoes.

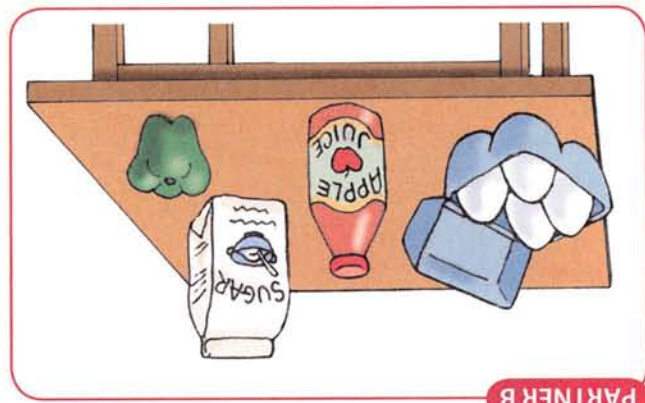
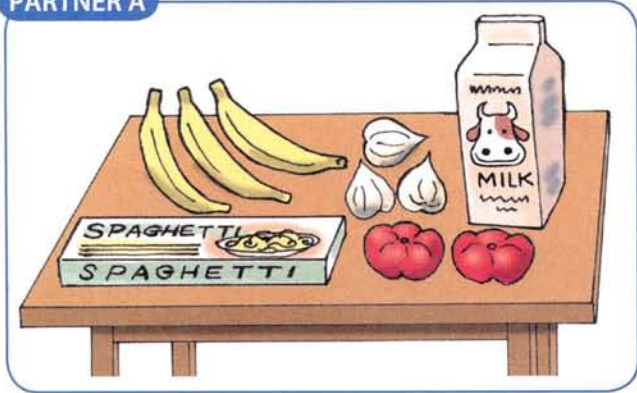
- 3 A: Hello?  
 B: Hi, Liz. Where are you?  
 A: .... I / drive right now. Can I call you back?  
 B: Sure. .... you have my office number? .... I / work today.
- 4 A: Hello?  
 B: Hi, Stan. What time .... you / get up on Saturdays?  
 A: Why .... you / ask that now? It's only Thursday!  
 B: Because .... Maria / take her driving test at 8:30, and .... she / need a ride to the test.

10 IN  
1  
2

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

“ Are there any apples on your table? ”  
“ No, there aren't. ”

PARTNER A



PARTNER B

3  
4

8 INTEGRATED PRACTICE Write questions to complete each conversation.


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

11 (

**9 LISTENING COMPREHENSION** Listen to the conversations. Check past, present, or future. Then listen again and check your work.

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

**10 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* .

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

**YOU** ..... . You .....

2  My husband burned his mouth with the soup.

**YOU** ..... . He .....

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


**YOU** ..... . He .....

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

**YOU** ..... . You .....

7  My grandfather fell down and broke his arm when the weather was bad.

**YOU** ..... . He .....

4  My wife has a terrible backache!

**YOU** ..... . She .....

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

**Ideas**

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

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

 **Be sure to recycle this language.**

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
be	was / were	4	get	got	52	say	said	90
break	broke	98	go	went	25	see	saw	85
buy	bought	76	grow	grew	112	sing	sang	104
can	could	23	hang out	hung out	114	sleep	slept	114
come	came	52	have	had	32	study	studied	52
cut	cut	98	hurt	hurt	98	swim	swam	104
do	did	52	lie	lay	100	take	took	22
draw	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						

## Pronunciation table

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

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

# 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 He or She and the verb be.  
For example: *He's an accountant.*

UNIT 3



1 a clown



5 a clown



9 a clown



13 a clown

UNIT 2

5:38

More relationships



1 a supervisor  
2 an employee



3 a teammate

5:39

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 He's or She's and possessive adjectives. For example: *She's her supervisor.*

UNIT 3

5:40

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?*



UNIT 4

5:41

More adjectives to describe people



1 slim / thin



2 muscular



3 heavy

On a separate sheet of paper, write a sentence for each photo. Use a form of be and the adverb very or so. For example: *He's very \_\_\_.*

UNIT 5

5:42

More events



1 an exhibition



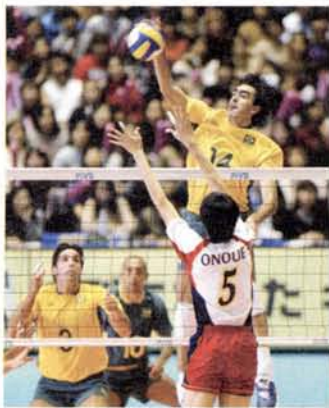
2 an opera



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 6

5:43

More



1 bath swimsuit



8 a night dress

UNIT

5:44

More



1 duet

Who  
using  
For

UNIT 6

5:43

More clothes



1 bathing suits / swimsuits



2 a bathrobe



3 boots



4 a coat



5 a hat



6 a shirt  
7 jeans



8 a nightgown



9 an umbrella  
10 a raincoat



11 sandals



12 pajamas



13 a T-shirt  
14 shorts



15 socks



16 pantyhose



17 underwear

On a separate sheet of paper, write five questions and answers about the colors of the clothes and shoes. For example:

*What color are the boots? They're brown.*

UNIT 7

5:44

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.*

5:45 **More home and office vocabulary**



1 a fence 2 a driveway 3 a roof



7 a pillow



15 towels



16 a faucet



17 a burner  
18 an oven



19 a dishwasher



24 a napkin  
25 a place mat  
26 a glass



35 a filing cabinet



36 a fax machine



4 an intercom 5 a doorbell



8 a blanket  
9 a sheet



10 a medicine cabinet  
11 toothpaste  
12 a toothbrush



6 a fire escape



13 a shower curtain  
14 a bath mat



20 a coffee maker



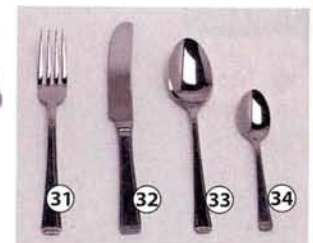
21 a ladle  
22 a pot



23 a food processor



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

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.*

5:46

More weather vocabulary



1 a thunderstorm



2 a snowstorm



3 a hurricane



4 a tornado

5:47

Seasons



1 spring



2 summer



3 fall / autumn

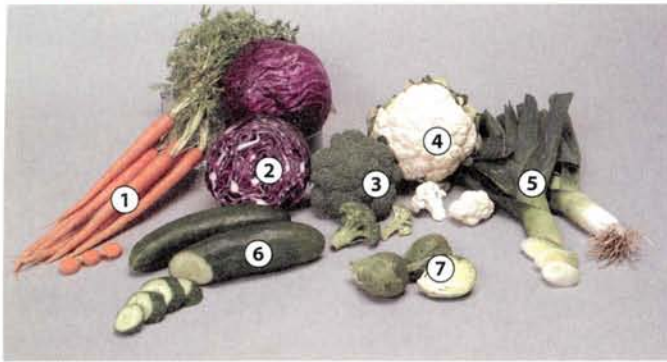


4 winter

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

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
- 11 an eggplant
- 12 beans
- 13 peas
- 14 celery



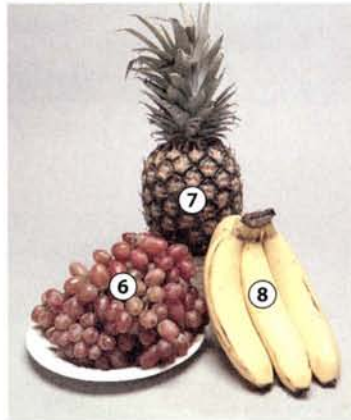
15 garlic

5:49

More fruits



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



- 6 grapes
- 7 a pineapple
- 8 bananas



9 a pear



10 apricots



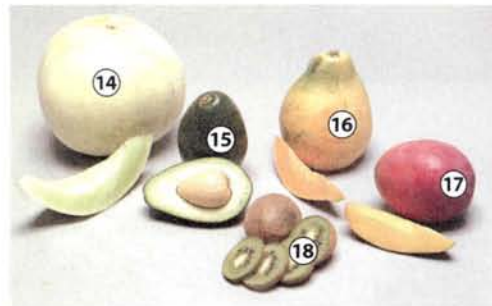
11 peaches



12 strawberries



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.*

5:50

More



1 go



5 go

On a  
five se  
Use th  
For ex

5:51

More

1

On a  
one  
Use  
For e

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

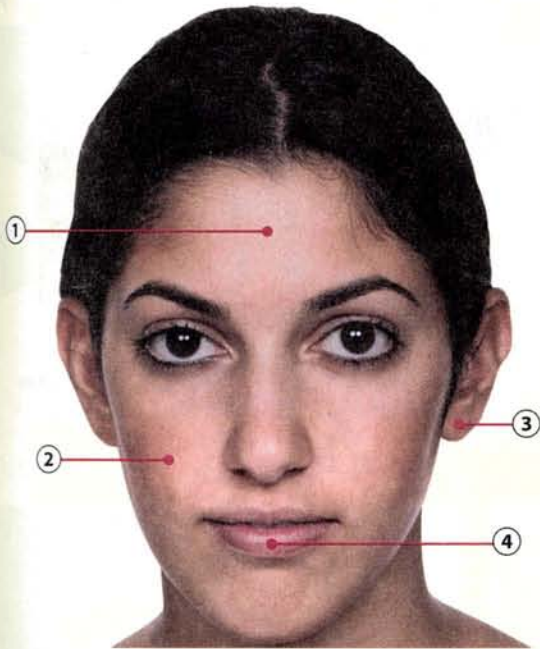


8 go windsurfing

UNIT 12

5-51

More parts of the body



1 forehead      3 earlobe  
2 cheek          4 lip



5 tongue



6 elbow  
7 calf  
8 thigh

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.*

More musical instruments



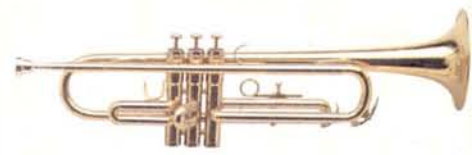
1 a cello



2 a piano



3 a tuba



4 a trumpet



5 a trombone



6 a flute



7 a clarinet



10 a xylophone



8 a recorder



9 a saxophone



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.*

More



1 biolo



3 histo

Mo



1 go



5 go

5:53

More academic subjects



1 biology



2 chemistry



3 history



4 fine art



5 drama



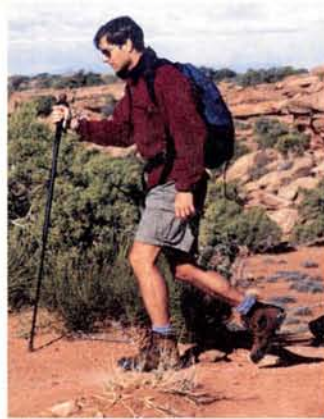
6 science

5:54

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 I'd like to or be going to 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.*



# Grammar Booster

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

## UNIT 1

### 1 Write each sentence again. Use a contraction.

- 1 He is an engineer. He's an engineer.
- 2 We are teachers. \_\_\_\_\_
- 3 No, we are not. \_\_\_\_\_
- 4 They are not artists. \_\_\_\_\_
- 5 I am a student. \_\_\_\_\_
- 6 She is a chef. \_\_\_\_\_

### 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 |                      |

### 3 Complete each sentence with the correct subject pronoun.

- 1 Mary is a student. She is a student.
- 2 Ben is a student, too. \_\_\_\_\_ is a student, too.
- 3 My name is Nora. \_\_\_\_\_ am an artist.
- 4 Your occupation is doctor. \_\_\_\_\_ are a doctor.
- 5 Jane and Jason are scientists. \_\_\_\_\_ are scientists.

### 4 Write a question for each answer.

- 1 A: Are you musicians \_\_\_\_\_ ?  
B: Yes, we are. We're musicians.
- 2 A: \_\_\_\_\_ ?  
B: No, they're not teachers. They're scientists.
- 3 A: \_\_\_\_\_ ?  
B: Yes. Ann is a doctor.
- 4 A: \_\_\_\_\_ ?  
B: No. Ellen is a flight attendant. She's not a writer.
- 5 A: \_\_\_\_\_ ?  
B: Yes. I am a pilot.
- 6 A: \_\_\_\_\_ ?  
B: No. We're not flight attendants. We're pilots.

### 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 _____     |
| 6 _____      | 12 _____     |

### 1 Write

- 1 Mis
- 2 Mr.
- 3 Mrs
- 4 Joh
- 5 Are
- 6 Mr.
- 7 Jak
- 8 Mr.

### 2 Com

- 1 Ms
- 2 Mi:
- 3 Mr
- 4 Mr
- 5 Ms
- 6 Mr
- 7 Mr
- 8 M:

### 3 Cor

- 1 \_
- 2 \_
- 3 \_
- 4 \_
- 5 \_
- 6 \_
- 7 \_
- 8 \_

### 4 Cor

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

**1 Write the correct possessive adjectives.**

- 1 Miss Kim is Mr. Smith's student. Mr. Smith is her teacher.
- 2 Mr. Smith is Miss Kim's teacher. Miss Kim is \_\_\_\_\_ student.
- 3 Mrs. Krauss is John's teacher. Mrs. Krauss is \_\_\_\_\_ teacher.
- 4 John is Mrs. Krauss's student. John is \_\_\_\_\_ student.
- 5 Are \_\_\_\_\_ colleagues from Japan? No, they aren't. My colleagues are from Korea.
- 6 Mr. Bello is \_\_\_\_\_ teacher. I am \_\_\_\_\_ student.
- 7 Jake is not Mrs. Roy's student. He's \_\_\_\_\_ boss!
- 8 Mr. Gee is not Jim and Sue's teacher. He's \_\_\_\_\_ doctor.

**2 Complete the sentences about the people. Use He's from, She's from, or They're from.**

- 1 Ms. Tomiko Matsuda: \_\_\_\_\_ Hamamatsu, Japan.
- 2 Miss Berta Soliz: \_\_\_\_\_ Monterrey, Mexico.
- 3 Mr. and Mrs. Franz Heidelberg: \_\_\_\_\_ Berlin, Germany.
- 4 Mr. George Crandall: \_\_\_\_\_ Victoria, Canada.
- 5 Ms. Mary Mellon: \_\_\_\_\_ Melbourne, Australia.
- 6 Mr. Jake Hild and Ms. Betty Parker: \_\_\_\_\_ Los Angeles, 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 correct 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 Street.
- 4 A: What's \_\_\_\_\_ e-mail address?  
B: Ms. Down's e-mail address? It's down5@unet.com.
- 5 A: What are \_\_\_\_\_ first names?  
B: They're Gary and Rita.
- 6 A: What's \_\_\_\_\_ phone number?  
B: Miss Gu's number is 555-0237.

## UNIT 3

### 1 Write the sentences with contractions.

- 1 Where is the pharmacy? *Where's the pharmacy?*
- 2 It is down the street. \_\_\_\_\_
- 3 It is not on the right. \_\_\_\_\_
- 4 What is your name? \_\_\_\_\_
- 5 What is your e-mail address? \_\_\_\_\_
- 6 She is an architect. \_\_\_\_\_
- 7 I am a teacher. \_\_\_\_\_
- 8 You are my friend. \_\_\_\_\_
- 9 He is her neighbor. \_\_\_\_\_
- 10 They are my classmates. \_\_\_\_\_

### 2 Complete each sentence with an affirmative or a negative imperative.

- 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?

## 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 Unscra

- 1 so / fa
- 2 brothr
- 3 grand
- 4 his / t
- 5 grand
- 6 girlfri

## 3 Compl

- 1 I \_\_\_\_\_
- 2 She \_\_\_\_\_
- 3 They \_\_\_\_\_
- 4 We \_\_\_\_\_
- 5 You \_\_\_\_\_
- 6 He \_\_\_\_\_

## 4 Compl

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

## UNIT 5

### 1 Write

- 1 *W/* \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_

### 2 Comp

- 1 The \_\_\_\_\_
- 2 The \_\_\_\_\_
- 3 The \_\_\_\_\_
- 4 The \_\_\_\_\_
- 5 The \_\_\_\_\_
- 6 The \_\_\_\_\_

**2 Unscramble the words and write sentences. Use a form of be.**

- 1 so / father / my / handsome My father is so handsome.  
2 brother / very / her / short \_\_\_\_\_  
3 grandchildren / cute / neighbor's / so / my \_\_\_\_\_  
4 his / tall / not / sister / very \_\_\_\_\_  
5 grandfather / very / old / my / not \_\_\_\_\_  
6 girlfriend / pretty / so / brother's / my \_\_\_\_\_

**3 Complete the sentences. Use have or has.**

- 1 I \_\_\_\_\_ two brothers.  
2 She \_\_\_\_\_ one child.  
3 They \_\_\_\_\_ four grandchildren.  
4 We \_\_\_\_\_ six children.  
5 You \_\_\_\_\_ ten brothers and sisters!  
6 He \_\_\_\_\_ three sisters.

**4 Complete the questions. Use How old is or How old are.**

- 1 \_\_\_\_\_ your children?  
2 \_\_\_\_\_ his son?  
3 \_\_\_\_\_ her grandchildren?  
4 \_\_\_\_\_ Nancy's sisters?  
5 \_\_\_\_\_ Matt's daughter?  
6 \_\_\_\_\_ their grandmother?

**UNIT 5**

**1 Write a question for each answer. Use What time, What day, or When.**

- 1 What time is it? It's six thirty.  
2 \_\_\_\_\_ The party is at ten o'clock.  
3 \_\_\_\_\_ The dinner is on Friday.  
4 \_\_\_\_\_ The dance is at eleven thirty on Saturday.  
5 \_\_\_\_\_ The concert is in May.  
6 \_\_\_\_\_ The meeting is at noon.  
7 \_\_\_\_\_ It's a quarter to two.  
8 \_\_\_\_\_ The movie is on Wednesday.

**2 Complete each sentence with in, on, or at.**

- 1 The concert is \_\_\_\_\_ March.  
2 The dinner is \_\_\_\_\_ Friday \_\_\_\_\_ 6:00.  
3 The party is \_\_\_\_\_ April 4<sup>th</sup> \_\_\_\_\_ 9:00.  
4 The movie is \_\_\_\_\_ 3:00 P.M. \_\_\_\_\_ Tuesday.  
5 The game is \_\_\_\_\_ noon \_\_\_\_\_ Monday.  
6 The meeting is \_\_\_\_\_ August 10<sup>th</sup> \_\_\_\_\_ 9:00 A.M.

## UNIT 6

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

- 1 They have nice ties at this store.
- 2 She want a long, blue skirt for the party.
- 3 I like my shoes.
- 4 We not have clean shirts.
- 5 Our children not need blue pants for school.
- 6 she / like short skirts?
- 7 your wife / need new shoes?
- 8 I / need a suit for work?
- 9 Why she / like those old shoes?
- 10 Which shirt you / want for tomorrow?
- 11 they / have this sweater in extra large?

### 2 Answer each question.

- 1 What clothes do you need? \_\_\_\_\_
- 2 Do you need new shoes? \_\_\_\_\_
- 3 Why do you need new shoes? \_\_\_\_\_
- 4 Do you have a long skirt? \_\_\_\_\_
- 5 Do you like pink shirts? \_\_\_\_\_
- 6 Do you have a loose sweater? \_\_\_\_\_
- 7 Do you like expensive clothes? \_\_\_\_\_

## UNIT 7

### 1 Write the third-person singular form of each verb.

- |                       |                 |
|-----------------------|-----------------|
| 1 shave <u>shaves</u> | 13 come _____   |
| 2 brush _____         | 14 change _____ |
| 3 go _____            | 15 make _____   |
| 4 have _____          | 16 get _____    |
| 5 study _____         | 17 comb _____   |
| 6 do _____            | 18 put _____    |
| 7 take _____          | 19 eat _____    |
| 8 play _____          | 20 watch _____  |
| 9 exercise _____      | 21 clean _____  |
| 10 visit _____        | 22 read _____   |
| 11 practice _____     | 23 check _____  |
| 12 wash _____         | 24 listen _____ |

## 2 Comp

- 1 Wh
- 2 Wh
- 3 Ho
- 4 Wh
- 5 Ho
- 6 Wh
- 7 Wh
- 8 Ho

## 3 Unsc

- 1 ust
- 2 go
- 3 in t
- 4 alv
- 5 we
- 6 so

## 4 Cor

- 1 Wl
- 2 Wl
- 3 W
- 4 W
- 5 W
- 6 W

## UNIT 8

### 1 Writ

- 1 yc
- 2 Je
- 3 he
- 4 yc
- 5 th
- 6 R
- 7 hi
- 8 ye

### 2 Coi

- 1 H
- 2 T
- 3 M
- 4 It
- 5 J
- 6 M
- 7 H
- 8 S

**2 Complete each question with do or does**

- 1 When \_\_\_\_\_ you go shopping?
- 2 What time \_\_\_\_\_ she make dinner?
- 3 How often \_\_\_\_\_ they clean the house?
- 4 What time \_\_\_\_\_ your son come home?
- 5 How often \_\_\_\_\_ your parents go out for dinner?
- 6 What time \_\_\_\_\_ you go to bed?
- 7 When \_\_\_\_\_ our teacher check e-mail?
- 8 How often \_\_\_\_\_ Alex do the laundry?

**3 Unscramble the words and write sentences in the simple present tense.**

- 1 usually / on weekends / go shopping / she She usually goes shopping on weekends.
- 2 go dancing / my sisters / on Fridays / sometimes \_\_\_\_\_
- 3 in the morning / never / check e-mail / I \_\_\_\_\_
- 4 always / my daughter / to work / take the bus \_\_\_\_\_
- 5 we / to school / walk / never \_\_\_\_\_
- 6 sometimes / my brother / after work / visit his friends \_\_\_\_\_

**4 Complete each response with do or does.**

- 1 Who takes out the garbage in your house? My daughter \_\_\_\_\_.
- 2 Who washes the dishes in your family? I \_\_\_\_\_.
- 3 Who makes dinner? My parents \_\_\_\_\_.
- 4 Who does the laundry in your house? My brother \_\_\_\_\_.
- 5 Who watches TV before dinner? My granddaughter \_\_\_\_\_.
- 6 Who takes a bath in the evening? My sister \_\_\_\_\_.

**UNIT 8**

**1 Write questions with Where.**

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

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

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

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

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

4 Write questions with **Is there** or **Are there**.

- 1 a dance / this weekend *Is there a dance this weekend?* \_\_\_\_\_
- 2 three meetings / this week \_\_\_\_\_
- 3 a bank / nearby \_\_\_\_\_
- 4 How many / games / this afternoon \_\_\_\_\_
- 5 How many / pharmacies / on 3<sup>rd</sup> Avenue \_\_\_\_\_
- 6 How many / parties / this month \_\_\_\_\_

- 1 A: \_  
B: \_
- 2 A: \_  
B: \_
- 3 A: \_  
B: E
- 4 A: \_  
B: M
- 5 A: \_  
B: I

UNIT 10

UNIT 9

1 Write the present participle of the following base forms.

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

- 1 Com
- 1 \_
- 2 \_
- 3 \_
- 4 \_
- 5 \_
- 6 \_
- 7 \_
- 8 \_
- 9 \_
- 10 \_

2 Check the sentences that indicate a future plan.

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

- 2 Cho
- 1 I \_  
a
- 2 W  
a
- 3 A  
a
- 4 H  
a

3 Complete each conversation with the present continuous.

1 A: What are you doing ?  
you / do

B: \_\_\_\_\_ my hair.  
I / wash

2 A: \_\_\_\_\_ ?  
Where / she / drive

B: \_\_\_\_\_ to the bookstore.  
She / go

3 A: \_\_\_\_\_ the bus?  
Why / he / take

B: Because \_\_\_\_\_ .  
it / rain

4 A: \_\_\_\_\_ at home tonight?  
we / eat

B: No. \_\_\_\_\_ out for dinner.  
We / go

5 A: \_\_\_\_\_ a dress to the party?  
Maya wear

B: No. \_\_\_\_\_ a dress. \_\_\_\_\_ pants.  
she / not wear      She / wear

UNIT 10

1 Complete each question with **How much** or **How many**.

- \_\_\_\_\_ 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?

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

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



## UNIT 11

### 1 Complete the conversations with the past tense of be.

- 1 A: Where \_\_\_\_\_ Paul and Jackie last night?  
B: I don't know, but they \_\_\_\_\_ here.
- 2 A: \_\_\_\_\_ she at school yesterday?  
B: No. She \_\_\_\_\_ at home.
- 3 A: When \_\_\_\_\_ you in Italy? Last year?  
B: Last year? No, we \_\_\_\_\_ in Italy last year.  
We \_\_\_\_\_ there in 2005.
- 4 A: What time \_\_\_\_\_ the movie?  
B: It \_\_\_\_\_ at 7:00.
- 5 A: \_\_\_\_\_ your parents at home at 10:00 last night?  
B: No. They \_\_\_\_\_ at a play.
- 6 A: Who \_\_\_\_\_ at work on Monday?  
B: Barry and Anne \_\_\_\_\_. But I \_\_\_\_\_.

### 2 First complete each question. Use the simple past tense. Then write an answer.

- 1 \_\_\_\_\_ you \_\_\_\_\_ to work yesterday?  
*go*  
**YOU** \_\_\_\_\_
- 2 What time \_\_\_\_\_ you \_\_\_\_\_ dinner?  
*make*  
**YOU** \_\_\_\_\_
- 3 What \_\_\_\_\_ you \_\_\_\_\_ for breakfast?  
*eat*  
**YOU** \_\_\_\_\_
- 4 Who \_\_\_\_\_ breakfast with you?  
*eat*  
**YOU** \_\_\_\_\_
- 5 What \_\_\_\_\_ you \_\_\_\_\_ this week?  
*buy*  
**YOU** \_\_\_\_\_

## UNIT 12

### 1 Write sentences with be or have.

- 1 Kate's / hair / long / straight *Kate's hair is long and straight.* \_\_\_\_\_
- 2 George / short / black / hair \_\_\_\_\_
- 3 Harry / long / curly / hair \_\_\_\_\_
- 4 Mary's / eyes / blue \_\_\_\_\_
- 5 Adam / beard / mustache \_\_\_\_\_
- 6 Amy / pretty / eyes \_\_\_\_\_

## 2 Compli

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

## UNIT 13

### 1 Write :

- 1 my f
- 2 my t
- 3 my !
- 4 my !
- 5 my !
- 6 my
- 7 I / p

### 2 Answ

- 1 Car
- 2 Car
- 3 Car
- 4 Car
- 5 Car
- 6 Ca

### 3 Com

2 Complete each sentence with **should** or **shouldn't** and a verb from the box.

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

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

UNIT 13

1 Write sentences with the simple present tense and the adverbs **well** or **badly**.

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

2 Answer each question. 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? \_\_\_\_\_
- 5 Can you draw? \_\_\_\_\_
- 6 Can your father fix things? \_\_\_\_\_

3 Complete each sentence. Use **too** and an adjective.



1 I need a new dress. This dress is \_\_\_\_\_.

2 This skirt is \_\_\_\_\_. I want a short skirt.





1:30

**What**

(CHORUS)

What do you  
What do you

I'm a student

You're a teacher

She's a doctor

He's a nurse

What about

What do you

I'm a florist

You're a gardener

He's a waiter

She's a chef

Do-do-do

That's what

It's nice to

What's your

Can you sing

Thank you

Yes, it's nice

(CHORUS)

We are architects

How about

What do you

We are bankers

We are dentists

engineers

Do-do-do

That's what

Hi, I'm Li

No, he's not

Excuse me

Good-bye

Do-do-do

Do-do-do

Do-do-do

Do-do-do

1:46

**Excuse**

(CHORUS)

Excuse me

What's your

What's your

I would like

and I hope

I'll give you

Write to me

You can call

so I'll know

who it is

Excuse me

Was that

Well, I think

and I don't

want to



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

**2 Write a question with be going to for each answer. Don't use the verb do.**

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

**3 Write three yes/no interview questions for a new friend. Then write three information questions.**

Use would like + infinitive.

Would you like to study a new language?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

What would you like to study?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



# Top Notch Pop Lyrics

1:30

## What Do You Do? [Unit 1]

(CHORUS)

What do you do?  
What do you do?

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

(CHORUS)

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

1:46

## Excuse Me, Please [Unit 2]

(CHORUS)

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

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

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

(CHORUS)

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

2:15

## Tell Me All About It [Unit 4]

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

(CHORUS)

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

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

(CHORUS)

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

(CHORUS)

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

2:35

## Let's Make a Date [Unit 5]

It's early in the evening—  
6:15 P.M.  
Here in New York City  
a summer night begins.  
I take the bus at seven  
down the street from City Hall.  
I walk around the corner  
when I get your call.

(CHORUS)

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

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

(CHORUS)

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

(CHORUS)

3:15

## On the Weekend [Unit 7]

(CHORUS)

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

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

(CHORUS)

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

(CHORUS)

3:35

**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

**Fruit Salad, Baby [Unit 10]**

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

**(CHORUS)**

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

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

**(CHORUS)**

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

**(CHORUS)**

4:34

**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)**

5:33

**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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