

THIRD EDITION

TOP NOTCH

FUNDAMENTALS

A

with WORKBOOK

ژيان اميد



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ALLEN ASCHER

ALWAYS LEARNING

PEARSON

THIRD EDITION

TOP NOTCH

FUNDAMENTALS

A

ENGLISH FOR TODAY'S WORLD
with Workbook

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ALLEN ASCHER

With *Top Notch Pop Songs and Karaoke*
by Rob Morsberger

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WORKBOOK

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LEARNING OBJECTIVES

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

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

CONVERSATION STRATEGIES

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

LISTENING / PRONUNCIATION

Listening Tasks

- Circle the letter you hear
- Identify correct spelling of names
- Write the name you hear spelled
- Identify the correct occupation
- Write the missing information: names and occupations

Pronunciation

- Syllables

READING / WRITING

Reading Text

- Simple forms and business cards

Writing Task

- Write affirmative and negative statements about people in a picture

WRITING BOOSTER Guided writing practice

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

Listening Tasks

- Complete statements about relationships
- Circle the correct information
- Fill in names, phone numbers, and e-mail addresses you hear

Pronunciation

- Stress in two-word pairs

Reading Text

- Short descriptions of famous people, their occupations, and countries of origin

Writing Task

- Write sentences about your relationships

WRITING BOOSTER Guided writing practice

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

Listening Tasks

- Write the places you hear
- Write the directions you hear, using affirmative and negative imperatives
- Circle the means of transportation
- Write by phrases, check destinations you hear

Pronunciation

- Falling intonation for questions with Where

Reading Texts

- Simple maps and diagrams
- Introductions of people, their relationships and occupations, where they live, and how they get to work

Writing Task

- Write questions and answers about the places in a complex picture

WRITING BOOSTER Guided writing practice

- Use And to shift the topic
- Use Tell me about to invite someone to talk about a topic
- Use Well to indicate you are deciding how to begin a response
- Use And how about? to ask for more information
- Use Really? to show interest or mild surprise

Listening Tasks

- Identify the picture of a relative being described
- Choose the adjective that describes the people mentioned in a conversation

Pronunciation

- Number contrasts

Reading Texts

- A family tree
- A magazine article about famous actors and their families

Writing Task

- Write a description of the people in your family

WRITING BOOSTER Guided writing practice

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

Listening Tasks

- Identify events and circle the correct times
- Write the events you hear in a date book
- Circle the dates you hear

Pronunciation

- Sentence rhythm

Reading Texts

- A world map with time zones
- Events posters
- Newspaper announcements
- A zodiac calendar

Writing Task

- Write about events at your school or in your city

WRITING BOOSTER Guided writing practice

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

Listening Tasks

- Confirm details about clothes
- Determine colors of garments

Pronunciation

- Plural nouns

Reading Texts

- A sales flyer from a department store

Writing Task

- Write sentences about the clothes you have, need, want, and like

WRITING BOOSTER Guided writing practice

- Say Me? to give yourself time to think of a personal response
- Use Well to introduce a lengthy response
- Use What about you? to ask for parallel information
- Use So to introduce a conversation topic
- Use How about you? to ask for parallel information
- Say Sure to indicate a willingness to answer
- Begin a response to an unexpected question with Oh

Listening Task

- Match chores to the people who performed them

Pronunciation

- Third-person singular verb endings

Reading Text

- A review of housekeeping robots

Writing Task

- Describe your typical week, using adverbs of frequency and time expressions

WRITING BOOSTER Guided writing practice

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

CONVERSATION STRATEGIES

LISTENING / PRONUNCIATION

READING / WRITING

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

Listening Tasks

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

Pronunciation

- Linking sounds

Reading Texts

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

Writing Task

- Compare and contrast your home with other homes

WRITING BOOSTER Guided writing practice

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

Listening Tasks

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

Pronunciation

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

Reading Texts

- A daily planner
- The weather forecast for four cities

Writing Task

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

WRITING BOOSTER Guided writing practice

- 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

WRITING BOOSTER Guided writing practice

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

Listening Tasks

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

Pronunciation

- Simple past tense regular verb endings

Reading Text

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

Writing Task

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

WRITING BOOSTER Guided writing practice

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

Listening Tasks

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

Pronunciation

- More vowel sounds

Reading Text

- A magazine article about two celebrities

Writing Task

- Write a description of someone you know

WRITING BOOSTER Guided writing practice

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

Listening Task

- Complete requests for favors

Pronunciation

- Blending of sounds: Could you

Reading Text

- An article about infant-toddler development

Writing Task

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

WRITING BOOSTER Guided writing practice

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

Listening Tasks

- Choose correct statements
- Circle correct words or phrases
- Complete statements about activities, using the present continuous
- Infer people's wishes for the future

Pronunciation

- Diphthongs

Reading Text

- A short biography of Harry Houdini

Writing Task

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

WRITING BOOSTER Guided writing practice

COMMUNICATION GOALS

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

Welcome to *Top Notch!*

GOAL Introduce yourself

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



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



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

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

NOW YOU CAN Introduce yourself

PAIR WORK Now introduce yourself to your classmates.

▶ 1:04 Greetings

Hi.
Hello.
I'm [Lisa].



▶ 1:05 Responses

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

GOAL Greet people

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

A: Hi, Len. How are you?

B: Fine, thanks. And you?

A: I'm fine.

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

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



1 Good morning.



2 Good afternoon.



3 Good evening.

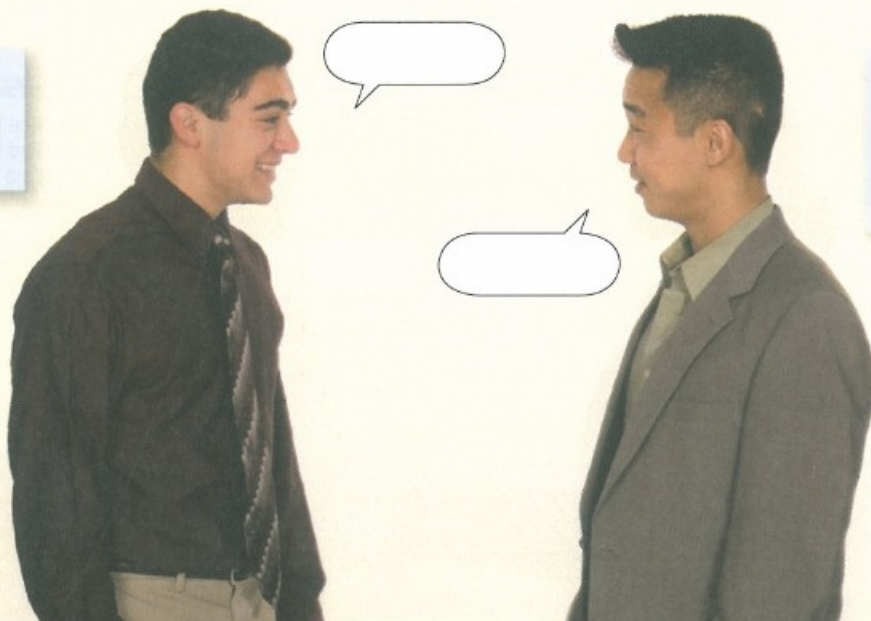


NOW YOU CAN Greet people

PAIR WORK Now greet your classmates.

▶ 1:09 **Greetings**

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



▶ 1:10 **Responses**

😊 Fine. / I'm fine.
Great.

😐 Not bad.
So-so.

GOAL Say good-bye

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

A: Good-bye, Charlotte.

B: Good-bye, Emily.

A: See you tomorrow.

B: OK. See you!

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



NOW YOU CAN Say good-bye

PAIR WORK Now say good-bye to your classmates.

▶ 1:13 **Ways to say good-bye**

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



NOW I CAN

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

COMMUNICATION GOALS

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

UNIT

1

Names and Occupations

LESSON 1

GOAL Tell a classmate your occupation

VOCABULARY BOOSTER

More occupations • p. 125

DIGITAL
FLASH
CARDS

- 1 ▶ 1:14 **VOCABULARY** • *Occupations* Read and listen. Then listen again and repeat.



1 a teacher



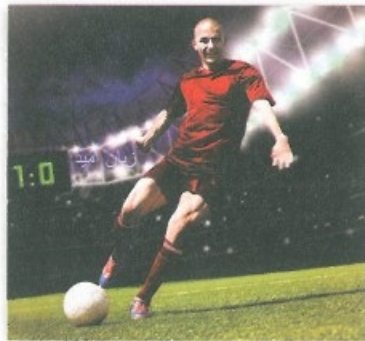
2 a student



3 an architect



4 an actor



5 an athlete



6 a musician



7 an artist



8 a banker



9 a singer



10 a flight attendant

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

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

Affirmative statements / Contractions

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

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

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

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

Negative statements / Contractions

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

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

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

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

Articles **a / an**

a teacher
an actor

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

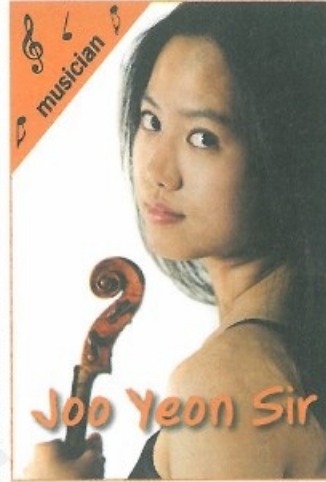
- 1 I'm architect. 3 He's not banker. 5 She is singer.
 2 She's student. 4 He is musician. 6 I'm not athlete.

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

“ He's a teacher. ”

“ She's a flight attendant. ”

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



- 1 Orlando Bloom is an actor. He's not a singer.
 2 Luis Miguel
 3 Joo Yeon Sir
 4 Marta

NOW YOU CAN Tell a classmate your occupation

1 ▶ 1:15 **CONVERSATION MODEL** Read and listen.

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

2 ▶ 1:16 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

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

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

4 CHANGE PARTNERS Tell another classmate your occupation.



DIGITAL FLASH CARDS

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



1 She's a chef.



2 He's a writer.



3 She's a manager.



4 She's a scientist.



5 He's a doctor.



6 She's an engineer.



7 He's a photographer.



8 He's a pilot.

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

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

| Subject pronouns | |
|------------------|--------|
| Singular | Plural |
| I | we |
| you | you |
| he | they |
| she | |

Affirmative statements / Contractions

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

Negative statements / Contractions

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

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

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

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

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

DIGITAL MORE EXERCISES

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

Yes / no questions

Are you
Is he an architect?
Is Tanya

Are you
Are they musicians?
Are Ted and Jane

Short answers

Yes, I **am**.

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: Hanna a scientist?

B: No, she'..... a doctor.

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: Tim an actor?

B: No, he'..... a teacher,

DIGITAL
MORE
EXERCISES

7 PAIR WORK Practice the conversations from Exercise 6.

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

“ Are you an artist? ”

“ Yes, I am. ”

NOW YOU CAN Identify your classmates

1 ▶ 1:18 CONVERSATION MODEL Read and listen.

A: Excuse me. Are you Marie?

B: No, I'm not. I'm Laura. That's Marie.

A: Where?

B: Right over there.

A: Thank you.

B: You're welcome.

2 ▶ 1:19 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

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

A: 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.



DIGITAL FLASH CARDS

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



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

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

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



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

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

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

-
-
-

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

Proper nouns

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

Melanie Pepper New Delhi Nicaragua

Common nouns

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

morning doctor student

Capital letters

A B C

Lowercase letters

a b c

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

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

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

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

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

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

10 **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 **CONVERSATION ACTIVATOR**

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

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

DON'T STOP!

Ask about occupations:
What do you do?

4 **CHANGE PARTNERS**

Personalize the conversation again.



EXTENSION

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



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

| | |
|--------|------------|
| NAME | OCCUPATION |
| Porter | |

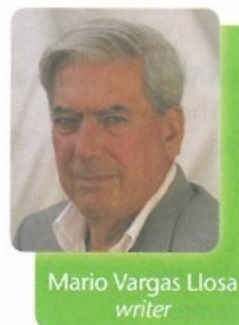


3 **PAIR WORK** Choose a famous person. Write that person's information on the form. Then play the role of that person and introduce "yourself" to your partner.

| |
|-------------|
| NAME: |
| OCCUPATION: |

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

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



1 Is Idris Elba an actor or a singer?
He's an actor.

2 Is Paulina Aguirre a singer?
.....

3 Is Zheng Jie a teacher?
.....

4 Are Zheng Jie and Mario Vargas Llosa scientists?
.....

5 Is Mario Vargas Llosa an actor?
.....

6 Is Zheng Jie an athlete or a writer?
.....

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

1 "Hi. I'm Art Potter."
YOU

2 "Are you a teacher?"
YOU

3 "What do you do?"
YOU

4 "Thank you."
YOU

GRAMMAR BOOSTER

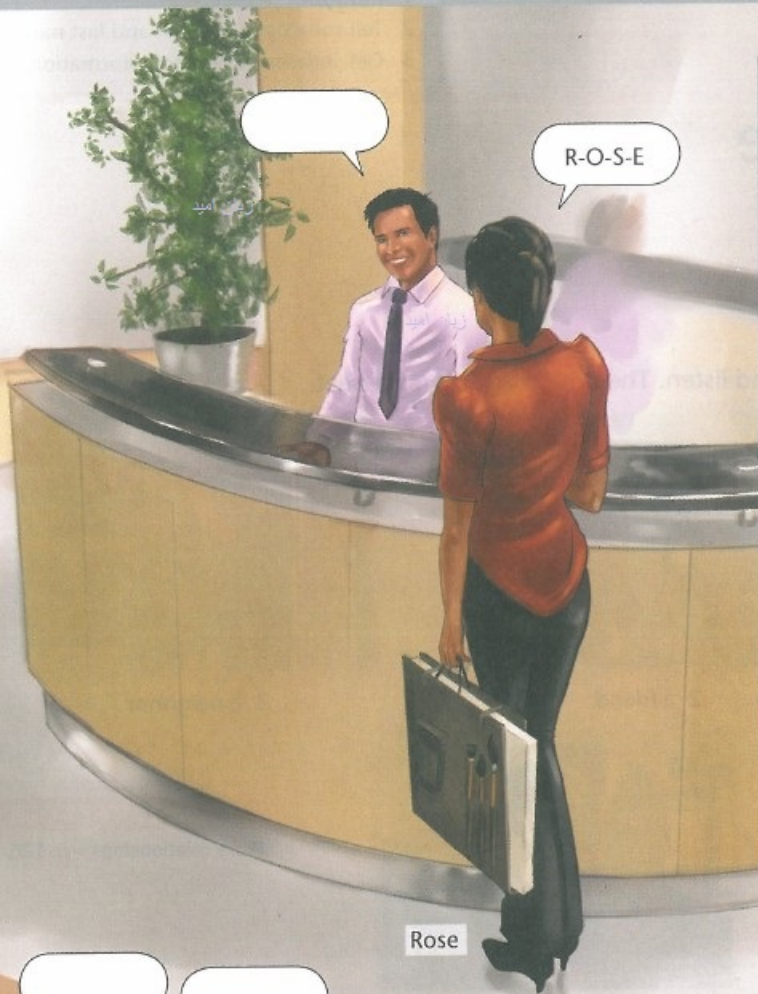
Unit 1 review • p. 135

For additional language practice ...

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

DIGITAL SONG

DIGITAL KARAOKE



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.

WRITING BOOSTER p. 146

Guidance for this writing exercise



John

Ben

Matt

Tim

Martin

Marie

Ann

Emily

NOW I CAN

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

COMMUNICATION GOALS

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

UNIT 2 About People

LESSON 1 GOAL Introduce people

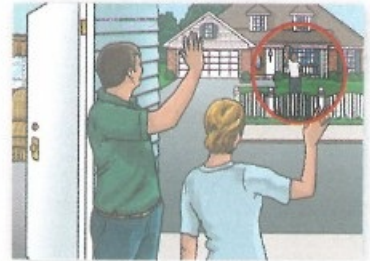
- 1 **1:32 VOCABULARY** • Relationships Read and listen. Then listen again and repeat.



1 a classmate



2 a friend



3 a neighbor



4 a boss



5 a colleague

VOCABULARY BOOSTER

More relationships • p. 126

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



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

Possessive nouns

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

Possessive adjectives

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

| Subject pronouns | Possessive adjectives |
|------------------|-----------------------|
|------------------|-----------------------|

| | |
|------|---------|
| I | → my |
| you | → your |
| he | → his |
| she | → her |
| we | → our |
| they | → their |

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

- 1 Mr. Thomas is (my / I) boss.
- 2 Is Mrs. Cory (you / your) teacher?
- 3 Is (she / her) Dr. Kim?
- 4 Are (they / their) Connie and Sam?
- 5 Are (your / you) Barry's friend?
- 6 He's (my / I) colleague.
- 7 Mr. Benson is (Alec / Alec's) neighbor.
- 8 Jake is (Ms. Rose / Ms. Rose's) student.
- 9 (He's / His) an architect.
- 10 (Kyle / Kyle's) and Ray's classmate is Gail.

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

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

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

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

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



I'm from Miami.

Are you **from** Paraguay?
 Is she **from** Moscow?
 Where **are** you **from**?
 Where's she **from**?

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

Yes, I am. / No, I'm not.
 Yes, she is. / No, she's not.
 We're **from** Bangkok.
 She's **from** Canada.

Contractions

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

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

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

NOW YOU CAN Introduce people

1 ▶ 1:34 **CONVERSATION MODEL** Read and listen.

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

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

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

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

DON'T STOP!
 Ask questions.





RECYCLE THIS LANGUAGE.

Where are you from?
 What do you do?

4 **CHANGE PARTNERS** Introduce other classmates.



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

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

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Mr. **Brendan Hu**
5 first name

Mrs. **Lisa Hu**
6 last name

Be careful!

Mr. Brendan Hu OR Mr. Hu
Mrs. Lisa Hu OR Mrs. Hu
NOT Mr.-Brendan
NOT Mrs.-Lisa

VOCABULARY BOOSTER

More titles • p. 126

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

“ Hi. I’m Mr. Wilson. ”

“ Nice to meet you, Mr. Wilson. ”

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



1

- Mr.
 - Mrs.
 - Miss
 - Ms.
- Craig** **Bryant**
first name last name



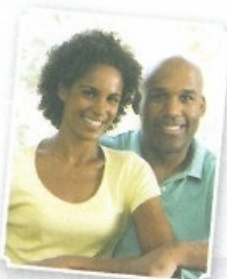
2

- Mr.
 - Mrs.
 - Miss
 - Ms.
- Brenda** **Corsun**
first name last name



3

- Mr.
 - Mrs.
 - Miss
 - Ms.
- Damian** **Bao**
first name last name



4

- Mr.
 - Mrs.
 - Miss
 - Ms.
- Carrie** **Davison**
first name last name



5

- Mr.
 - Mrs.
 - Miss
 - Ms.
- Teresa** **Waldner**
first name last name



6

- Mr.
 - Mrs.
 - Miss
 - Ms.
- Rita** **Bernal**
first name last name

- Mr.
 - Mrs.
 - Miss
 - Ms.
- Jamie** **Davison**
first name last name

- Mr.
 - Mrs.
 - Miss
 - Ms.
- Mauricio** **Escobar**
first name last name

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

You:

Mr. Mrs. Miss Ms.

_____ first name _____ last name

A classmate:

Mr. _____

Mrs. first name

Miss _____

Ms. last name

Your teacher:

Mr. Mrs. Miss Ms.

_____ first name _____ last name

NOW YOU CAN Tell someone your first and last name

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



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

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

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

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

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

DON'T STOP!
 Ask more questions.

Mr. _____

Mrs. first name _____ last name

Miss _____

Ms. _____

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RECYCLE THIS LANGUAGE.

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

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

DIGITAL FLASH CARDS

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

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

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



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

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

What is → **What's**

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

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DIGITAL VIDEO COACH

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

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

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

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

6 VOCABULARY / GRAMMAR PRACTICE Complete the questions.



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



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



3 A: address?
B: 18 Bank Street.



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



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



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

DIGITAL MORE EXERCISES

NOW YOU CAN Get someone's contact information

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

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

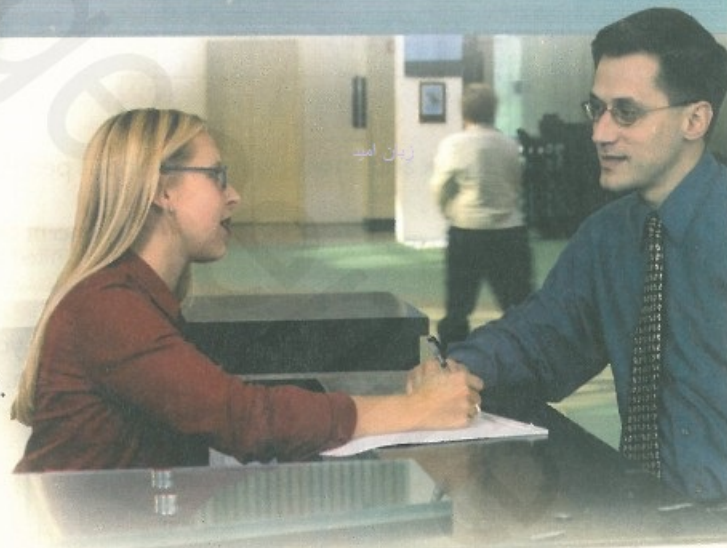
2 ▶ 1:44 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

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

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

DON'T STOP!

Continue the conversation.
Ask more questions.



RECYCLE THIS LANGUAGE.

first name / last name
address / e-mail address

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

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

EXTENSION

1 **1:45 READING** Read about six famous people. Where are they from?

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

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

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

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

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

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

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

“ Is Nadia Santini a doctor? ”

“ Is Vincent Lam from the United States? ”

“ Where's Ms. Okonedo from? ”

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



🏠 22 Bank St.
✉ pmatson@ccc.com



☎ 25-61-0078
✉ lisa.kim@hipnet.com



☎ 34-67-9899
🏠 13 Quinn St.

GRAMMAR BOOSTER

Unit 2 review • p. 136

For additional language practice ...

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

DIGITAL
SONG

DIGITAL
KARAOKE

PERSONAL INFORMATION

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

PAIR WORK

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

What's your ___?

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

This is ___. He's my ___.

WRITING Write sentences about your relationships. For example:

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

Ryan is my colleague. He's a ...

WRITING BOOSTER p. 146
Guidance for this writing exercise



NOW I CAN

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

COMMUNICATION GOALS

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

UNIT 3 Places and How to Get There

LESSON 1 GOAL Talk about locations

DIGITAL FLASH CARDS

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



1 a bank



2 a restaurant



3 a pharmacy



4 a school



5 a newsstand



6 a bookstore

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

- 1 3
2 4

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

DIGITAL FLASH CARDS

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



1 across the street



2 down the street



3 around the corner



4 on the left



5 on the right



6 next to the bank

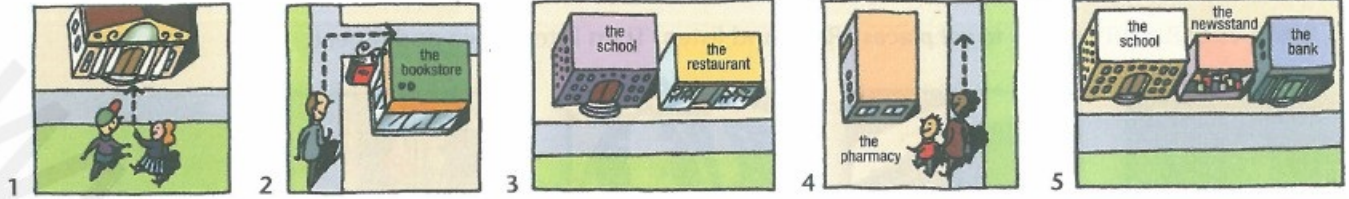


7 between the bookstore and the bank

VOCABULARY BOOSTER

More places • p. 126

5 PAIR WORK Take turns making statements about the places.



“ The bank is across the street. ”

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

Ask questions with Where for locations.

Where's the restaurant?

Use it to replace the names of places.

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

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

8 PRONUNCIATION • Falling intonation for questions with Where

Read and listen. Then listen again and repeat.

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

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

- 1 The pharmacy is across the street.
A: ... Where's the pharmacy ... ?
B: ... It's across the street ...
2 Billy's Restaurant is around the corner.
A: ?
B:
3 The newsstand is on the left.
A: ?
B:
4 The bookstore is next to the school.
A: ?
B:

NOW YOU CAN Talk about locations

1 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 CONVERSATION ACTIVATOR

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

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

DON'T STOP!
Ask about another location.



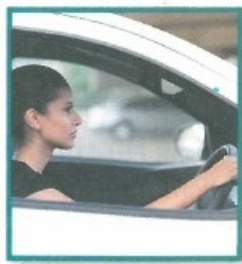
4 CHANGE PARTNERS Ask about other locations.

DIGITAL FLASH CARDS

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



1 walk



2 drive



3 take a taxi



4 take the train



5 take the bus

2 **GRAMMAR** • *The imperative*

Use imperatives to give instructions and directions.

Affirmative imperatives

Drive [to the bank].

Take the bus [to the pharmacy].

Negative imperatives

Don't walk.

Don't take the train.

Don't = Do not



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

Partner A: Read a direction.

Partner B: Say the letter of the correct picture.

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

Partner B: Read a direction.

Partner A: Say the letter of the correct picture.

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



DIGITAL MORE EXERCISES

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

1 Take the bus. Don't drive.

3

5

2

4

NOW YOU CAN Discuss how to get places

1 ▶ 1:56 CONVERSATION MODEL Read and listen.

A: Can I walk to the bookstore?

B: The bookstore? Sure.

A: And what about the school?

B: The school? Don't walk. Drive.

A: OK. Thanks!

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

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

A: Can I walk to the ?

B: The ? Sure.

A: And what about the ?

B: The ? Don't walk.

A: OK. Thanks!

DON'T STOP!

Talk about locations.



RECYCLE THIS LANGUAGE.

Where is it?

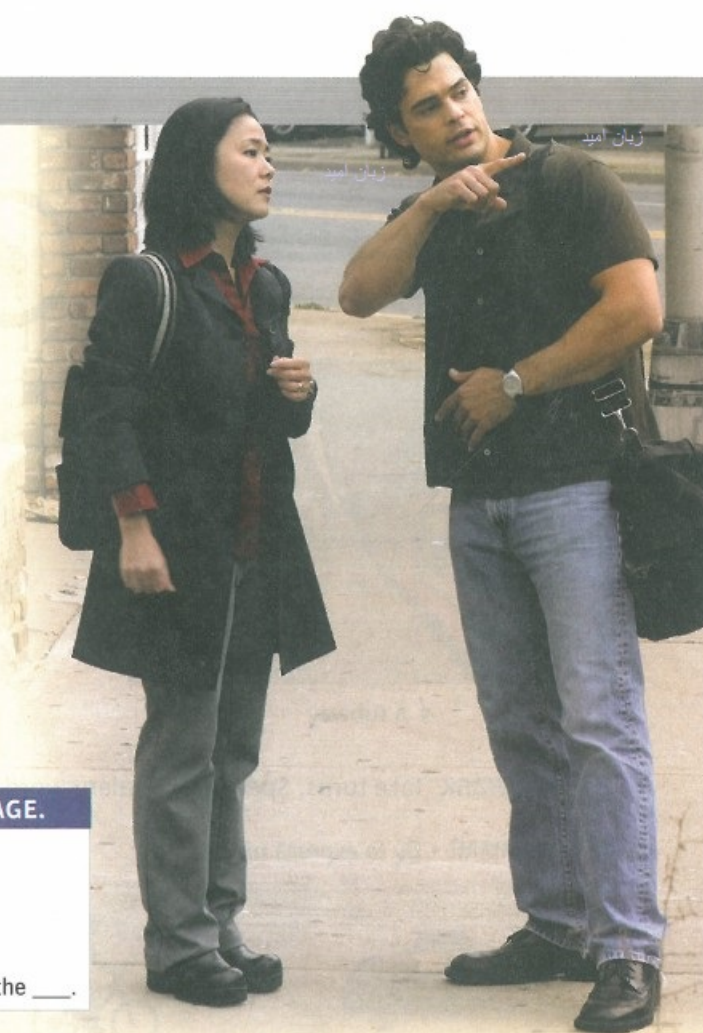
..... across the street.

..... down the street.

It's around the corner.

..... next to the

..... between the and the



4 CHANGE PARTNERS Ask about more places.

DIGITAL FLASH CARDS

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



1 a car



2 a bicycle



3 a moped



4 a subway

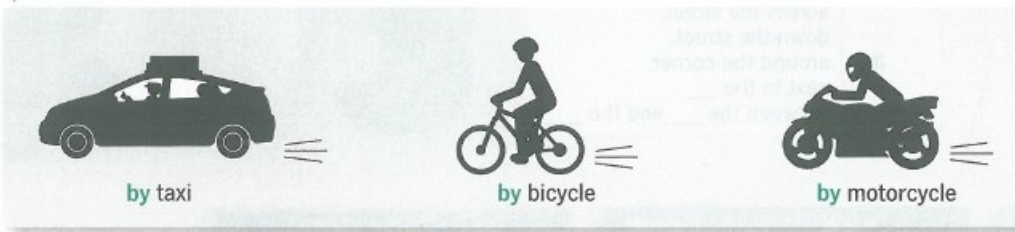


5 a motorcycle

Also remember:
a bus
a train
a taxi

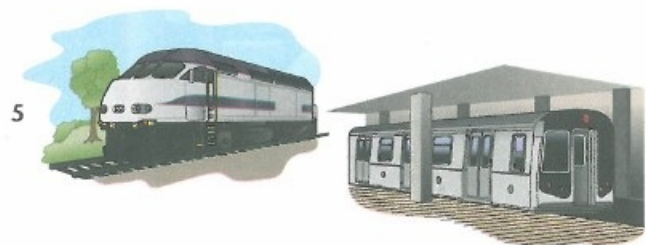
2 **PAIR WORK** Take turns. Spell a vocabulary word aloud. Your partner writes the word.

3 **GRAMMAR** • *By to express means*



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



DIGITAL MORE EXERCISES

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



1 go to work






2 go home



3 go to school

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

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

NOW YOU CAN Discuss transportation

1 ▶1:62 **CONVERSATION MODEL**

Read and listen.

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

2 ▶1:63 **RHYTHM AND INTONATION**

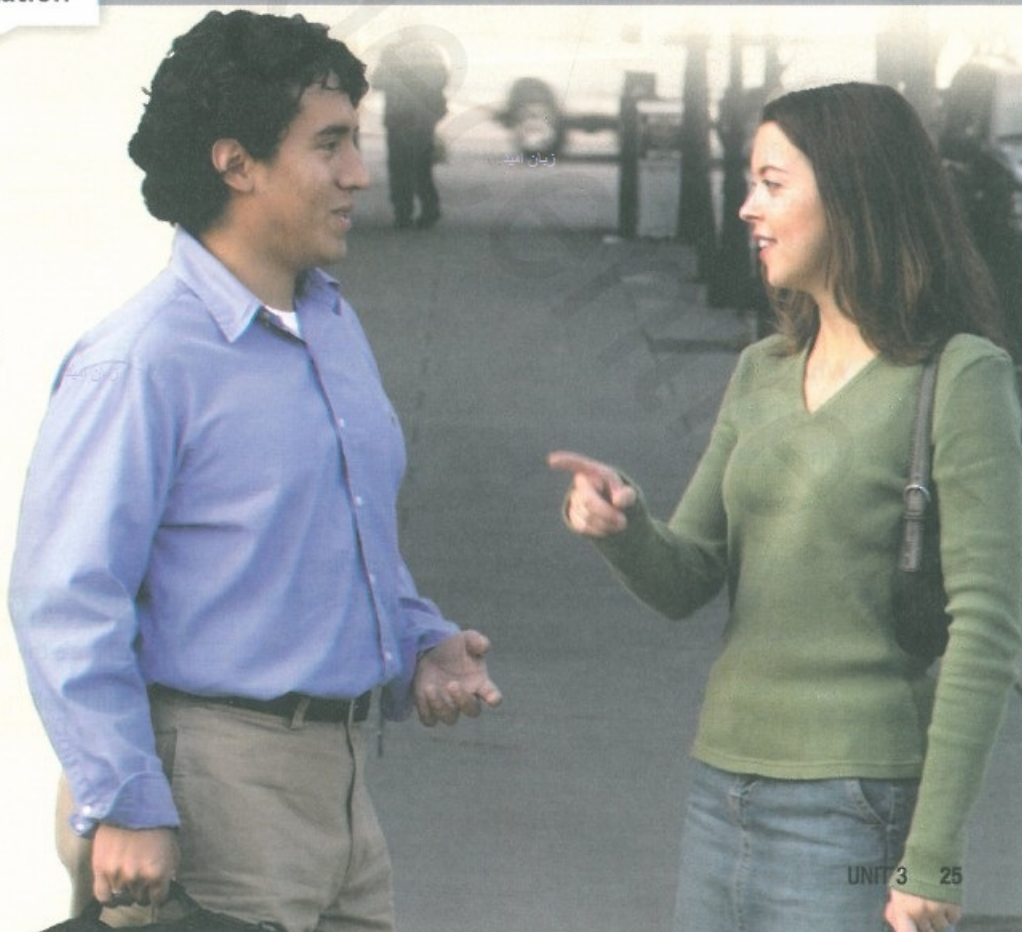
Listen again and repeat. Then practice the Conversation Model with a partner.

3 **CONVERSATION ACTIVATOR**

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

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

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



EXTENSION

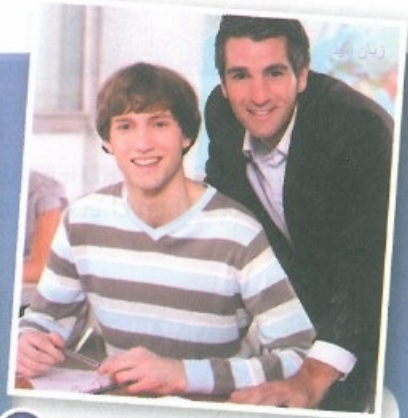
1 **▶ 1:64 READING** Read about how people go to work and school.



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



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



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

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

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



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

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

“ Is Min Park a banker? ”

“ No, she's not. She's a doctor. ”

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



RECYCLE THIS LANGUAGE.

Where's the [pharmacy]?
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].

GRAMMAR BOOSTER

Unit 3 review • p. 137

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

The school is down the street.

PAIR WORK Create conversations for the people. For example:

A: How do you go to work?

B: By bus.

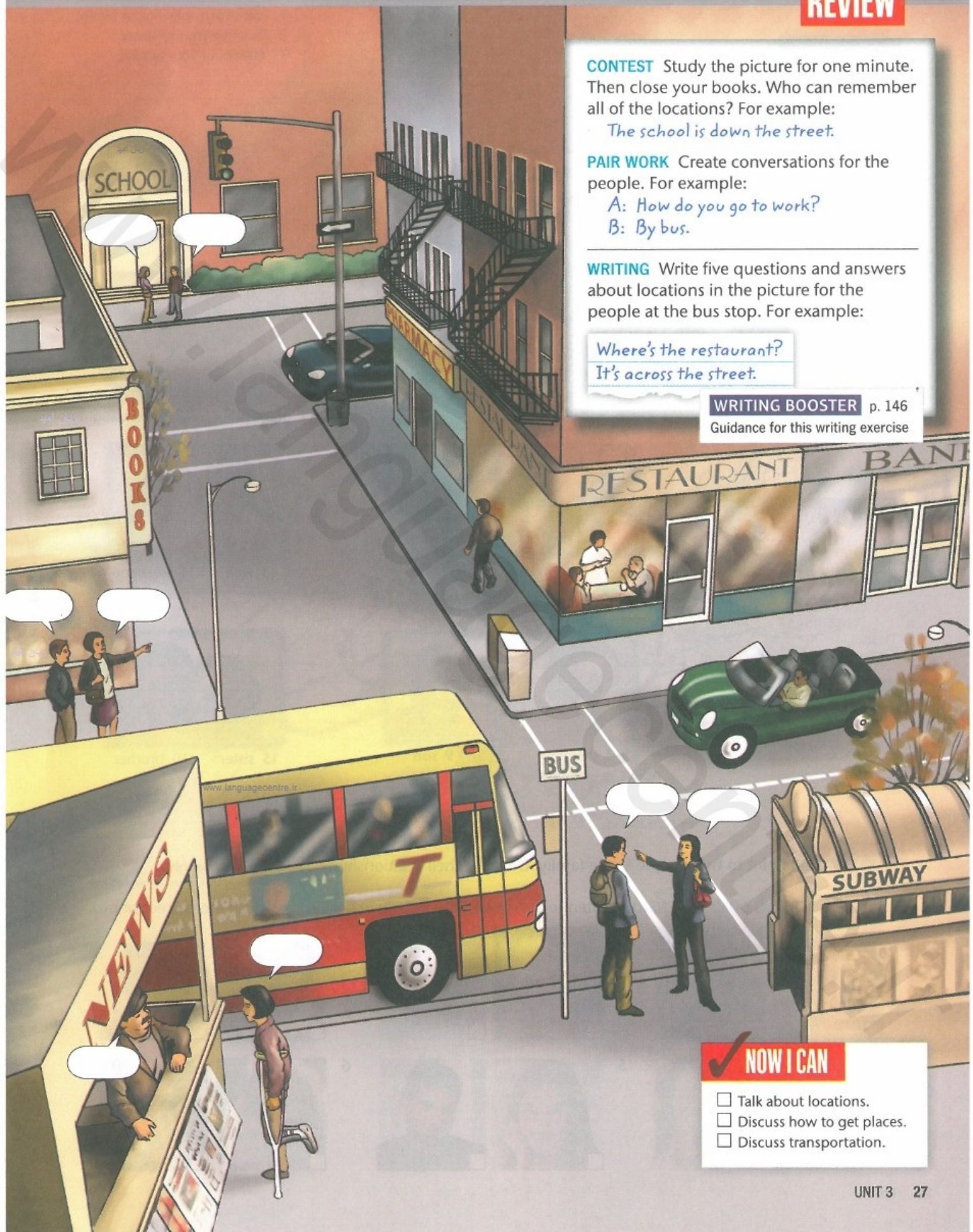
WRITING Write five questions and answers about locations in the picture for the people at the bus stop. For example:

Where's the restaurant?

It's across the street.

WRITING BOOSTER p. 146

Guidance for this writing exercise



NOW I CAN

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

COMMUNICATION GOALS

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

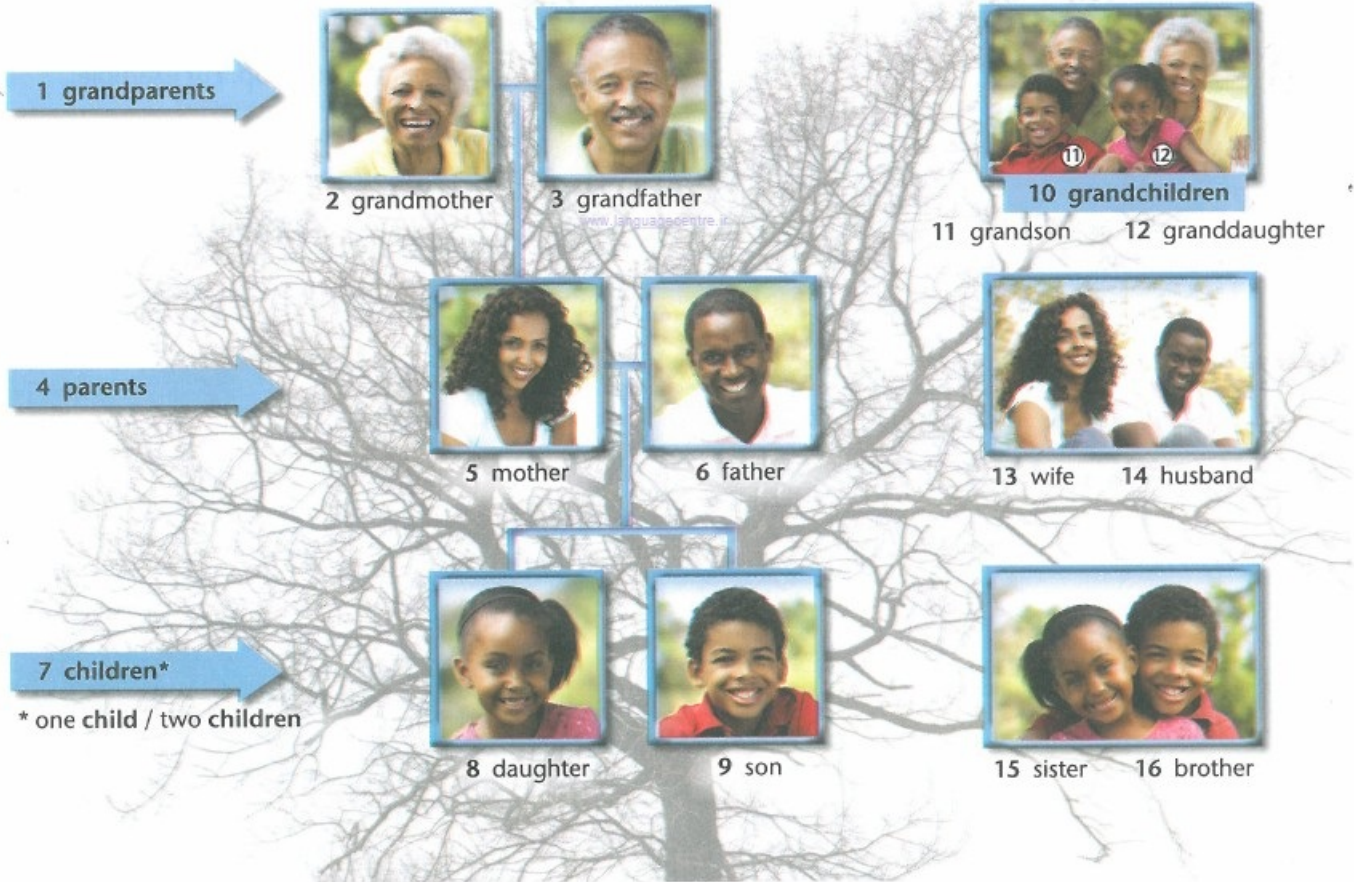
UNIT

4 Family

LESSON 1

GOAL Identify people in your family

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



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

“ She’s his daughter. ”

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

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

4 GRAMMAR • **Be**: questions with **Who**

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

Who's Louise? (She's my mom.*)

Who are they? (They're my sisters.)

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

Contractions

Who is → **Who's**

Be careful!

Who are NOT **Who're**

* mom and dad = informal for mother and father

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

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

B: He's my grandfather.

2 A:

B: She's my mother.

3 A:

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

4 A:

B: They're Pat's grandparents.

5 A:

B: She's Ed's wife.

6 A:

B: They're my brother and sister.

DIGITAL
MORE
EXERCISES

NOW YOU CAN Identify people in your family

1 ▶ 2:04 **CONVERSATION MODEL** Read and listen.

A: Who's that?

B: That's my father.

A: And who are they?

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

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

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

A: Who's that?

B: That's

A: And

B:

DON'T STOP!

Talk about occupations.
Ask more questions.



RECYCLE THIS LANGUAGE.

He's / She's [an engineer].

They're [architects].

What's his / her name?

What are their names?

How do you spell that?

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



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DIGITAL FLASH CARDS

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



1 short 2 tall



3 old 4 young



5 pretty



6 handsome

7 good-looking



8 cute

VOCABULARY BOOSTER

More adjectives • p. 127

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

Describe people with a form of **be** and an adjective.

She's **pretty**.
He's **handsome**.

They're **good-looking**.
Your children **are cute**.

The adverbs **very** and **so** make adjectives stronger.

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

She's **so pretty**.
Your children are **so cute**.

very = !
so = !!!

“ Gina and Deborah are very pretty. ”

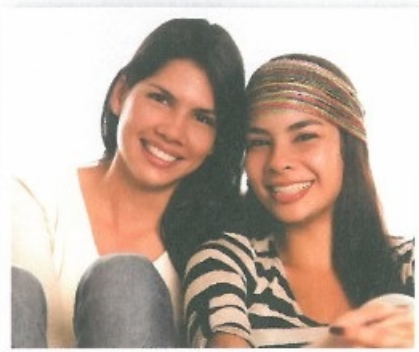
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- 4 ▶ 2:07 **LISTENING COMPREHENSION** Listen to the conversations.
Circle the adjective that describes each person.

- 1 Her husband is (handsome / tall / old).
2 His daughter is (tall / good-looking / cute).
3 Her brothers are (tall / good-looking / young).

- 4 His son is (tall / good-looking / short).
5 Her father is (tall / old / short).
6 His sisters are (tall / good-looking / short).

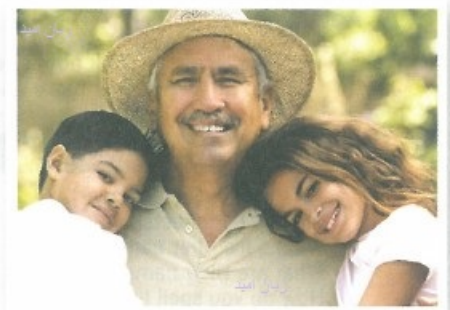
- 5 **VOCABULARY / GRAMMAR PRACTICE** Look at the photos. Complete each sentence with a form of **be** and an adjective.



1 Your sisters
so



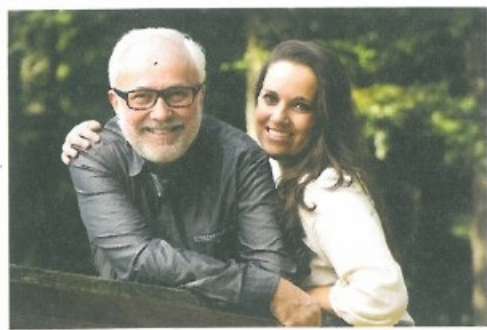
2 Your daughter
so



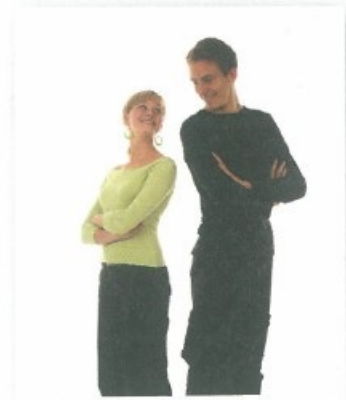
3 Our grandfather
very



4 Her boyfriend
very



5 His wife so
.....!



6 Her brother
very

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

- 1
- 2
- 3

My mother is very tall.

NOW YOU CAN Describe your relatives

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

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

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

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

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

DON'T STOP!

Ask about other people in your partner's family.

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



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

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

He
 She **has** three sisters.



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

- 1 Mark two brothers.
- 2 Mrs. Stevens 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 **2:10 VOCABULARY** • Numbers 21–101 Read and listen. Then listen again and repeat.

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

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

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

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

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

6 GRAMMAR • *Be*: questions with *How old*



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

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

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

DIGITAL MORE EXERCISES

NOW YOU CAN Talk about your family

1 2:12 CONVERSATION MODEL Read and listen.

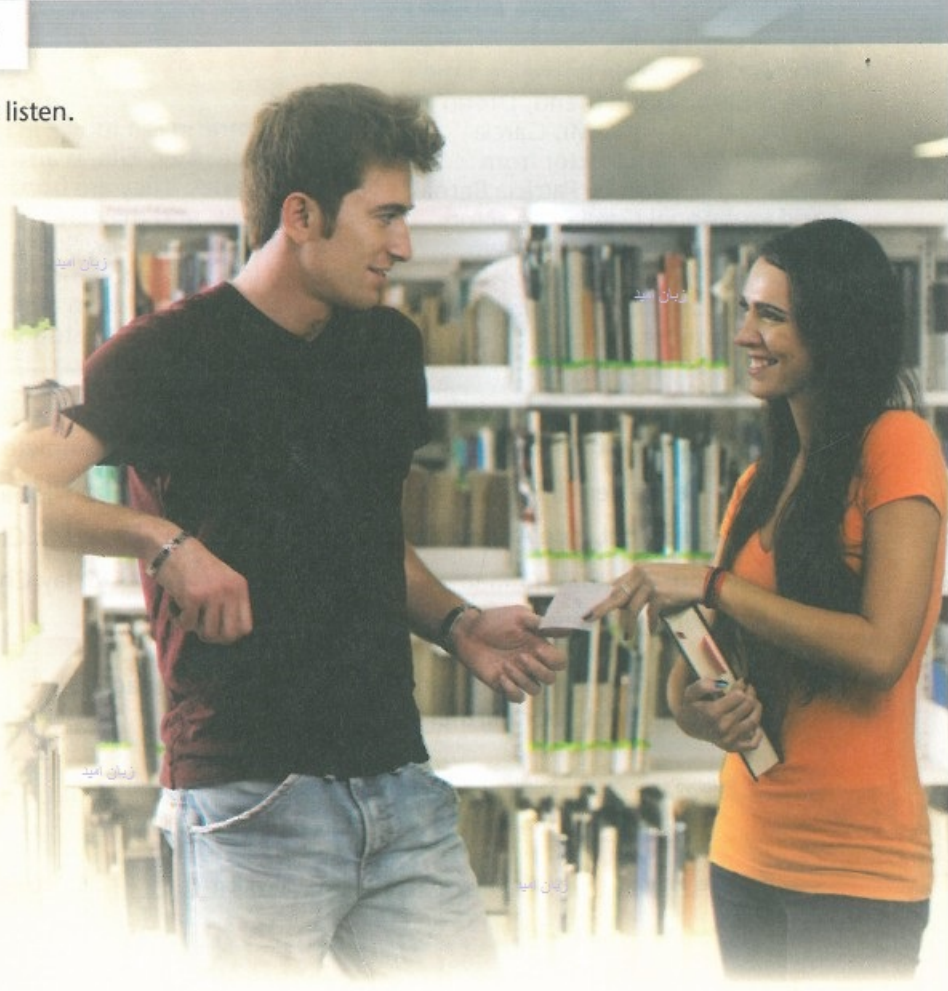
A: I have one brother and two sisters.
 B: Really? How old is your brother?
 A: Twenty.
 B: And your sisters?
 A: Eighteen and twenty-two.

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

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

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

DON'T STOP!
 Ask more questions.



RECYCLE THIS LANGUAGE.

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

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4 CHANGE PARTNERS Personalize the conversation again.

EXTENSION

1 **READING** Read about some famous actors and their families and friends.

Who Are They?



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



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



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

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

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

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

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

| Relative's name | Relationship | Age | Occupation | Description |
|-----------------|--------------|-----|------------|-------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

GRAMMAR BOOSTER

Unit 4 review • p. 137

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

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

For additional language practice . . .

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

DIGITAL SONG

DIGITAL KARAOKE

PAIR WORK

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

A: Who's Ellen?

B: She's Natalie's mother.

A: Is Mia Ellen's daughter?

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

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

Matt has two children. Nora is his daughter.

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

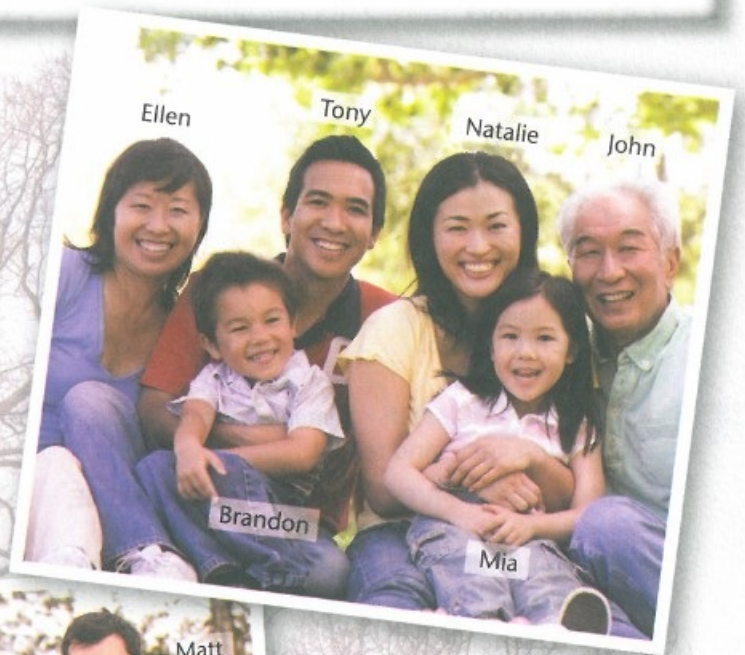
Mia is very cute.

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

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

WRITING BOOSTER p.147

Guidance for this writing exercise



 **NOW I CAN**

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

COMMUNICATION GOALS

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

UNIT

5

Events and Times

LESSON 1

GOAL Confirm that you're on time

DIGITAL FLASH CARDS

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



1 It's one o'clock.



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



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



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



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



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



7 It's noon.



8 It's midnight.

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

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



DIGITAL VIDEO COACH

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

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

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

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

“ What time is it in Vancouver? ”

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



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

1 She's early.



2 They're on time.



3 He's late.

NOW YOU CAN Confirm that you're on time1 ▶ 2:20 **CONVERSATION MODEL** Read and listen.

A: What time is the meeting?

B: 10:00.

A: Uh-oh. Am I late?

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

A: Five to ten?

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

2 ▶ 2:21 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.3 **CONVERSATION ACTIVATOR** With a partner, change the conversation. Use the pictures and the times. Then change roles.

A: What time is the ?

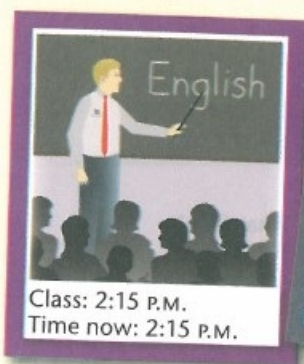
B:

A: Uh-oh. Am I late?

B: It's

A: ?

B: That's right. You're

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

VOCABULARY BOOSTER

More events • p. 127

DIGITAL FLASH CARDS

1 ▶ 2:22 **VOCABULARY** • **Events** Read and listen. Then listen again and repeat.



1 a party



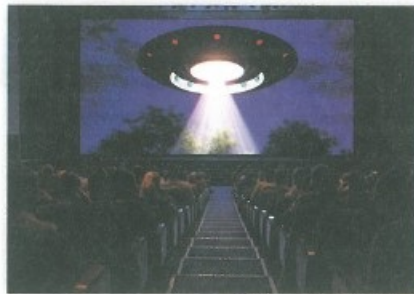
2 a dance



3 a game



4 a dinner



5 a movie



6 a concert

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

Write the event and circle the time.

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

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

| WEEKDAYS | | | | | THE WEEKEND | |
|----------|---------|-----------|----------|--------|-------------|--------|
| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
| | | | | | | |

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

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

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Contractions

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

Be careful!

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

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

- 1 A: When the party?
B: It's 11:00 P.M.
- 2 A: day's the game?
B: It's Saturday.

- 3 A: What the concert?
B: It's 8:30.
- 4 A: What the dinner?
B: It's Tuesday.

- 5 A: the dance?
B: It's Friday at 9:00.
- 6 A: What the class?
B: It's noon.

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

| | | | | | |
|-----------|------|----------|--------------|--------|------|
| Monday | 5:30 | Thursday | 5:30 | | |
| | 6:30 | | 6:30 | | |
| | 7:00 | | 7:00 meeting | | |
| | 7:15 | | 7:15 | | |
| Tuesday | 5:30 | Friday | 5:30 | | |
| | 6:30 | | 6:30 | | |
| | 7:00 | | 7:00 | | |
| | 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 |

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NOW YOU CAN Talk about the time of an event

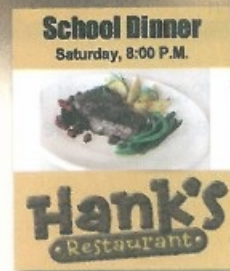
1 **2:26 CONVERSATION MODEL** Read and listen.

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

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

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

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



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

DIGITAL FLASH CARDS

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

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

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

“ three ”

“ third ”

3 ▶ 2:29 **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 |

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

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

“ July thirty-first ”

July 31st

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

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

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



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

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

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

NOW YOU CAN Ask about birthdays

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

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

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

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

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

DON'T STOP!

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

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

▶2:33 On someone's birthday say:

“ Happy birthday! ”

“ Thank you! ”

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4 **CHANGE PARTNERS** Ask about other people's birthdays.

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

The Daily Express Events for the week of June 20th



PARTY

June 21st is Sally Neufield's birthday!

90 years old, and so young!

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

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

MOVIE

English actor Peter Sellers in *The Party*

An oldie but goodie!

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

At the New School
58 Post Street



DANCE

Both young and old are welcome!

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

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

MEETING

Bank Managers Association

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

At Family Bank
58 New Street

Between Kim's Newsstand and Carson's Bookstore



GAME

Volleyball!

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

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

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

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

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



Capricorn
Dec. 22 – Jan. 20



Aquarius
Jan. 21 – Feb. 19



Pisces
Feb. 20 – Mar. 20



Aries
Mar. 21 – Apr. 20



Taurus
Apr. 21 – May 21



Sagittarius
Nov. 22 – Dec. 21

| Name | Birthday | Zodiac Sign |
|------|----------|-------------|
| | | |
| | | |
| | | |



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

GRAMMAR BOOSTER

Unit 5 review • p. 138

For additional language practice...

TOP NOTCH POP • Lyrics p. 150
"Let's Make a Date"

DIGITAL SONG

DIGITAL KARAOKE

PAIR WORK Create conversations for the people.

1 Talk about the events. For example:

Look. *There's a — ...*

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

What time's the — ?

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

There's a — on — at —.

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

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

WRITING BOOSTER p. 147

Guidance for this writing exercise



DINNER



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

Where:
My French Restaurant

Between the 13th Street School
and the Corner Pharmacy

BASKETBALL GAME



Sunday, May 22, noon
At the Twelfth Night School

"Evening" in Concert!



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

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

Party

Welcome all students!
Saturday, May 28
9:30 P.M.

Where? 58 Post Street
(across from the bank)



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NOW I CAN

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

COMMUNICATION GOALS

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

UNIT 6 Clothes

LESSON 1

GOAL Give and accept a compliment

VOCABULARY BOOSTER

More clothes • p. 128

1 2:37 **VOCABULARY** • *Clothes* Read and listen. Then listen again and repeat.



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

2 2:38 **PRONUNCIATION** • *Plural nouns* Read and listen. Then listen again and repeat.

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

3 **GRAMMAR** • *Demonstratives this, that, these, those*



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



1 those jackets



2



3



4



5



6



7

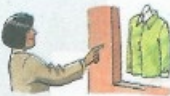


8

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



Tina **likes** these shoes.



She **wants** that shirt.



Rob **needs** a book.

Now he **has** a book.

| | | |
|--------------|--------------|----------------------|
| I | like | those sweaters. |
| You | want | |
| We | need | |
| They | have | |
| Sara and Jim | have | those sweaters, too. |
| He | likes | |
| She | wants | |
| Cassie | needs | |
| Ivan | has | |

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

like → **likes**
want → **wants**
need → **needs**

BUT: have → **has**

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

1 I your tie.
like / likes

4 Peter that jacket.
have / has

2 My friends this suit.
want / wants

5 We our dresses.
like / likes

3 Janet this skirt.
need / needs

6 Sue and Tara those suits.
want / wants

DIGITAL MORE EXERCISES

NOW YOU CAN Give and accept a compliment

1 ▶ 2:39 CONVERSATION MODEL Read and listen.

A: I really like that dress.

B: Really?

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

B: Thank you!

A: You're welcome.

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

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

A: I really like

B: Really?

A: Yes. And I like, too!

B:!

A: You're welcome.

DON'T STOP!















Talk about other clothes.

4 CHANGE PARTNERS Compliment other classmates' clothes.



DIGITAL FLASH CARDS

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

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

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

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

Yes / no questions

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

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

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

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

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

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

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

B: Yes, I ...

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

B: Actually, no, I ...

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

B: Really? That's too bad. We ...


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

B: No, I'm sorry. We ...

DIGITAL MORE EXERCISES

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

T F


1 They like the dress. 

2 He needs shoes. 

3 Matt needs a suit for work. 

T F

4 He needs a tie. 

5 She needs the sweater in small. 

6 They don't have his size. 

NOW YOU CAN Ask for colors and sizes

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

A: Do you have this sweater in green?

B: Yes, we do.

A: Great. And my husband needs a shirt.

Do you have that shirt in large?

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

A: That's too bad.



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

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

A: Do you have in ?

B:

A: And my needs
Do you have in ?

B:

A:

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



DIGITAL FLASH CARDS

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



1 new



2 old



3 dirty



4 clean



5 loose



6 tight



7 cheap



8 expensive



9 long



10 short

2 GRAMMAR • Adjective placement

Adjectives come before the nouns they describe.

a long skirt tight shoes a red and black tie

Adjectives don't change.

a clean shirt / clean shirts NOT cleans shirts

Place very before adjectives.

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

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

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

“ Allen has new shoes ”

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

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



1 Theblouses... areclean...
They'reclean blouses.....

3 The are very
They're very



2 The is
It's

DIGITAL MORE EXERCISES

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

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

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

What **does** she **want**? (New shoes.)

Use because to answer questions with Why.

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

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

Use What color and What size to ask about color and size.

What color **do** you **want**? (Black.)

What size **does** he **need**? (Extra large.)

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

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

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

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

1 A: Which skirt

B: The ^{she / want} one.

2 A: What

B: ^{your friend / need}

3 A: What color shoes

B: ^{you / like}

4 A: Why new shoes?

B: ^{you / want}

5 A: Which shirts

B: The ^{you / like} ones.

6 A: What size shoes

B: ^{you / need}

DIGITAL MORE EXERCISES

NOW YOU CAN Describe clothes

1 ▶ 2:46 CONVERSATION MODEL Read and listen.

A: What do you think of this jacket?

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

A: Well, it's nice, but it's a little tight.

B: Let's keep looking.

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

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

A: What do you think of ?

B: I think nice. What about you?

A: Well, nice, but a little

B: Let's keep looking.



RECYCLE THIS LANGUAGE.

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

4 CHANGE PARTNERS Talk about different clothes and problems.

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

Smith and Company

Low, Low Prices!

TODAY ONLY!
1/2 Price Sale



زبان اميد

*Blue at Main Street store only.

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



* White not available at South Street Station location.



زبان اميد

Many more shoe styles available.

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

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

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

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

👉 What do you need? 🗨️

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

RECYCLE THIS LANGUAGE.

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



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

PAIR WORK

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

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

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

WRITING BOOSTER p. 147

Guidance for this writing exercise



NOW I CAN

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

COMMUNICATION GOALS

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

UNIT 7 Activities

LESSON 1 GOAL Talk about morning and evening activities

DIGITAL FLASH CARDS

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



1 get up



2 get dressed



3 brush my teeth



4 comb / brush my hair



5 shave



6 put on makeup



7 eat breakfast



8 come home



9 make dinner



10 study



11 watch TV



12 get undressed



13 take a shower / a bath



14 go to bed

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

“ I eat lunch at 12:00. ”

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

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

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

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

3:03 **Meals**
breakfast
lunch
dinner

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

- Ed up at 6:00, but his wife, Amy, up at 7:00.
get *get*
- Amy breakfast at 7:30 A.M., but Ed breakfast at 6:30.
eat *eat*
- After breakfast, Ed, and Amy on makeup.
shave *put*
- Ed and Amy TV in the evening.
watch
- Amy to bed at 10:00 P.M., but Ed to bed at 11:00.
go *go*
- Amy dinner on weekdays, and Ed dinner on weekends.
make *make*
- Ed a shower in the morning, but Amy a bath.
take *take*
- They both their teeth in the morning and the evening.
brush

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



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

1 When does Ed shave?

He shaves after breakfast.

NOW YOU CAN Talk about morning and evening activities

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

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

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

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

- A: Are you a morning person or an evening person?
B: Me? I'm definitely
A: And why do you say that?
B: Well, I What about you?
A: I'm I.....

DON'T STOP!

Ask more questions.

4 CHANGE PARTNERS Personalize the conversation again.

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

RECYCLE THIS LANGUAGE.

When do you ___?
What time do you ___?
What about your [parents]?



DIGITAL FLASH CARDS

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



1 exercise



2 take a nap



3 listen to music



4 read



5 play soccer



6 check e-mail



7 go out for dinner



8 go to the movies



9 go dancing



10 visit friends

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

1 When do you visit friends?

| | |
|---|---|
| 1 | 4 |
| 2 | 5 |
| 3 | 6 |

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

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

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

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

“ When do you visit friends? ”

“ I usually visit friends on Saturday. ”

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

Scott usually visits friends on Saturday.

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

NOW YOU CAN Describe what you do in your free time

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

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

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

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

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

On weekdays

On weekends



DON'T STOP!

Ask about other times and days.



RECYCLE THIS LANGUAGE.

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

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

DIGITAL FLASH CARDS

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 chores. Use How often.

“ How often do you go shopping? ”

DIGITAL VIDEO COACH

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

“ Twice a week. ”

1 /s/
takes = take/s/
visits = visit/s/
eats = eat/s/

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

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

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DIGITAL MORE EXERCISES

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

“ John goes shopping twice a week. ”

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





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

Be careful!

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

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

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

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

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

“ In Conversation 1, who washes the dishes? ”

“ Her husband does. ”

NOW YOU CAN Discuss household chores

- 1 **▶ 3:12 CONVERSATION MODEL** Read and listen.

A: So how often do you do the laundry?
 B: About twice a week. How about you?
 A: Me? I never do the laundry. Could I ask another question?
 B: Sure.
 A: Who cleans the house?
 B: Oh, that's my brother's job.

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

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

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

DON'T STOP!
 Ask about other chores.

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

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



EXTENSION

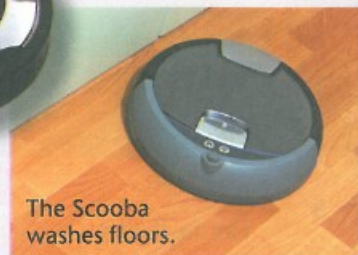
1 **3:14 READING** Read the article. Do you like housework?

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

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



The iRobot Roomba vacuums.



The Scooba washes floors.

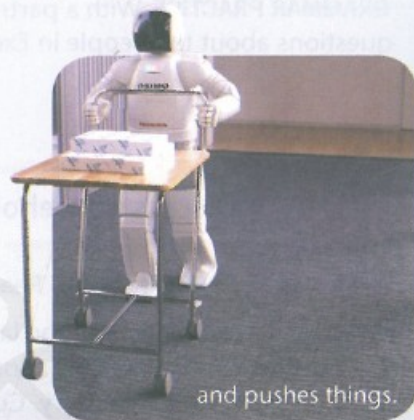


ASIMO carries a tray.

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



ASIMO climbs stairs...



and pushes things.

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

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

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

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

GRAMMAR BOOSTER

Unit 7 review • p. 139

For additional language practice . . .

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

DIGITAL
SONG

DIGITAL
KARAOKE

Jack's
Typical Day

Morning



7:00 A.M.



7:10 A.M.



7:45 A.M.



8:15 A.M.

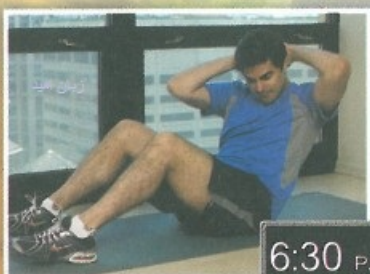


8:30 A.M.

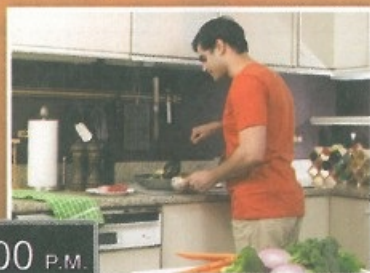
Evening



6:00 P.M.



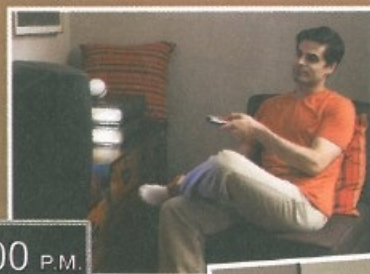
6:30 P.M.



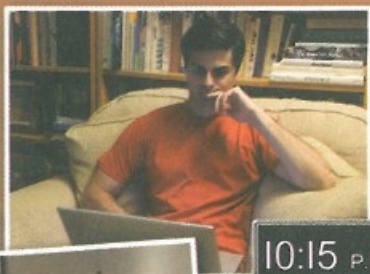
7:00 P.M.



7:30 P.M.



8:00 P.M.



10:15 P.M.



11:00 P.M.

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

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

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

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

A: Jack usually takes a shower in the evening.

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

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

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

WRITING BOOSTER p.148

Guidance for this writing exercise


NOW I CAN

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

Units 1–7 REVIEW

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

T F

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

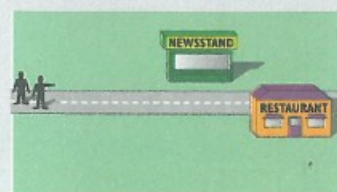
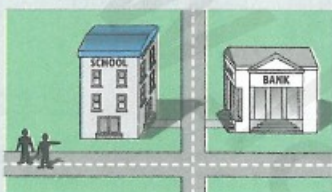
T F

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

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

“Where’s ___?”

“It’s ___.”



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

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

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



1 I want pants.



2 I like jackets.



3 I like suit.



4 I want tie.

5 **PAIR WORK**

Partner A: Ask these questions.

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







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

Partner B: Ask these questions.







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

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

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

| | |
|---|---|
| <p>1  YOU <i>Nice to meet you</i></p> | <p>2  YOU</p> |
| <p>3  YOU</p> | <p>4  YOU</p> |
| <p>5  YOU</p> | <p>6  YOU</p> |

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

| | | |
|---|---|--|
| <p>1  <i>Walk</i> to the bank.</p> | <p>2  to work.</p> | <p>3  to the pharmacy.</p> |
| <p>4  to the restaurant.</p> | <p>5  to school.</p> | <p>6  to the bookstore.</p> |

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

“ Tell me about your family. ”

- Ideas**
- | | |
|------------------|------------------------|
| Ask about names. | Ask about occupations. |
| Ask about ages. | Describe people. |



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

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

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

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

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

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

12 **PAIR WORK**

Partner A: Ask these questions.

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

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

Partner B: Ask these questions.

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

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

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

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

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

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

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

1 I usually go shopping on weekends.

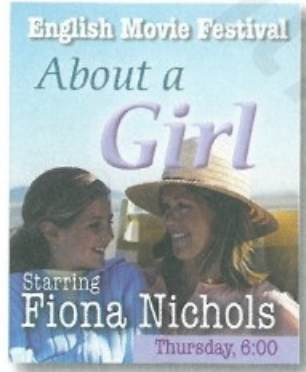
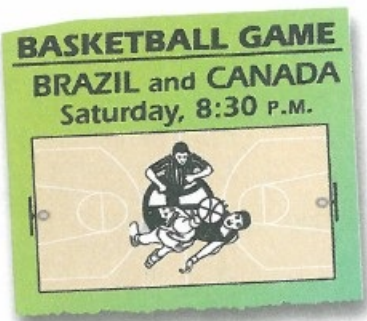
- 1 What do you do on weekends?
- 2 What do you do after breakfast?
- 3 What do you do after work or school?
- 4 What do you do at night before you go to bed?

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

“ Look. There’s a _____ on _____. ”

RECYCLE THIS LANGUAGE.

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



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

Reference Charts

COUNTRIES AND NATIONALITIES

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

NUMBERS 100 TO 1,000,000,000

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

IRREGULAR VERBS

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

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

PRONUNCIATION TABLE

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

| Vowels | | | | Consonants | | | |
|--------|---------------------|--------|-----------------|------------|------------------------|--------|---------------------|
| Symbol | Key Words | Symbol | Key Words | Symbol | Key Words | Symbol | Key Words |
| i | feed | ə | banana, around | p | park, happy | t | butter, bottle |
| ɪ | did | ɚ | shirt, birthday | b | back, cabbage | ɪ | button |
| eɪ | date, table | aɪ | cry, eye | t | tie | ʃ | she, station, |
| ɛ | bed, neck | au | 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 | ʃ | chicken, watch | m | men |
| oʊ | comb, post | ɑr | guitar, are | dʒ | jacket, orange | n | sun, know |
| ʊ | book, good | ɔr | door, chore | f | face, photographer | ŋ | sung, singer |
| u | boot, food, student | ʊr | tour | v | vacation | w | week, white |
| ʌ | but, mother | | | θ | thing, math | l | light, long |
| | | | | ð | then, that | r | rain, writer |
| | | | | s | city, psychology | y | yes, use, music |
| | | | | z | please, goes | | |

TOP NOTCH

FUNDAMENTALS

A

Vocabulary Booster

Vocabulary Booster

UNIT 1

▶ 5:39 MORE OCCUPATIONS



1 an accountant



2 a bank teller



3 an electrician



4 a florist



5 a gardener



6 a grocery clerk



7 a hairdresser



8 a mechanic



9 a pharmacist



10 a professor



11 a reporter



12 a salesperson



13 a travel agent



14 a secretary



15 a server / a waiter



16 a nurse



17 a lawyer

Write five statements about the pictures.
Use He or She and the verb be.

For example:

She's an accountant.

UNIT 2

▶ 5:40 MORE RELATIONSHIPS



- 1 a supervisor
2 an employee



- 3 teammates

▶ 5:41 MORE TITLES



- 1 Doctor [Smith]
or Dr. [Smith]



- 2 Professor [Brown]



- 3 Captain [Jones]

Write two more statements about the photos in More Relationships, using He's or She's and possessive adjectives.
For example: *He's her supervisor.*

UNIT 3

▶ 5:42 MORE PLACES IN THE NEIGHBORHOOD



- 1 a clothes store



- 2 an electronics store



- 3 a fire station



- 4 a police station



- 5 a shoe store



- 6 a toy store



- 7 a dry cleaners



- 8 a gas station



- 9 a hotel



- 10 a supermarket



- 11 a convenience store



- 12 a travel agency



- 13 a post office



- 14 a taxi stand

Write five questions about the places.
For example:
*Where's the clothes store?
Can I walk to the hotel?*

UNIT 4

5:43 MORE ADJECTIVES TO DESCRIBE PEOPLE



1 slim / thin



2 heavy



3 skinny



4 muscular

Write a sentence for each photo. Use a form of be and the adverb very or so.

For example:

She's very _____.

UNIT 5

5:44 MORE EVENTS



1 a ballet



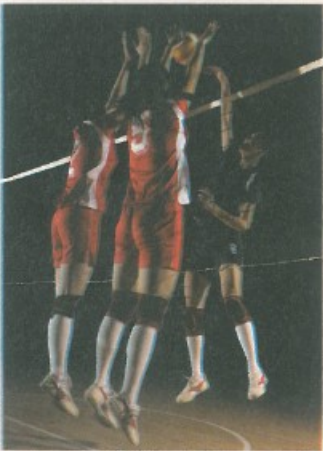
2 an opera



3 an exhibition



4 a football game



5 a volleyball game



6 a baseball game



7 a play



8 a speech / a talk

On a separate sheet of paper, write five statements about the events. Use your own times, days, and dates.

For example:

There's a ballet on Tuesday, June 15 at 6:00 P.M.

UNIT 6

▶ 5:45 MORE CLOTHES



1 swimsuits / bathing suits



2 a bathrobe



3 a coat
4 boots



5 a hat



6 jeans



7 a nightgown



8 an umbrella
9 a raincoat



10 sandals



11 pajamas



12 a T-shirt
13 shorts



14 pantyhose



15 socks



16 underwear

Write five questions and answers about the colors of the clothes and shoes.

For example:

*What color are the boots?
They're brown.*

UNIT 7

▶ 5:46 MORE HOUSEHOLD CHORES



1 dust



2 sweep



3 mop



4 vacuum

Who does these chores in your house? Write four statements, using the simple present tense and frequency adverbs or time expressions.

For example: *I usually dust once a week.*

TOP NOTCH

FUNDAMENTALS

A

Grammar Booster

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 <u>a</u> 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 an architect. She's not a writer.
- 5 A: ?
B: Yes, I'm 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

- 1 *New York City*
- 2
- 3
- 4
- 5
- 6

Common nouns

- 7 *a city*
- 8
- 9
- 10
- 11
- 12

UNIT 2

1 Write the correct possessive adjectives.

- 1 Miss Kim is Mr. Smith's student. Mr. Smith is *her* teacher.
- 2 Mr. Smith is Miss Kim's teacher. Miss Kim is student.
- 3 Mrs. Krauss is John's teacher. Mrs. Krauss is teacher.
- 4 John is Mrs. Krauss's student. John is student.
- 5 Are colleagues from Japan? No, they aren't. My colleagues are from South Korea.
- 6 Mr. Bello is teacher. I am student.
- 7 Jake is not Mrs. Roy's student. He's boss!
- 8 Mr. Gee is not Jim and Sue's teacher. He's doctor.

2 Complete the sentences about the people. Use He's from, She's from, or They're from.

- 1 Ms. Tomiko Matsuda: *She's from* Hamamatsu, Japan.
- 2 Miss Berta Soliz: Monterrey, Mexico.
- 3 Mr. and Mrs. Franz Heidelberg: Berlin, Germany.
- 4 Mr. George Crandall: Victoria, Canada.
- 5 Ms. Mary Mellon: Melbourne, Australia.
- 6 Mr. Jake Hild and Ms. Betty Parker: Los Angeles, U.S.
- 7 Mr. Cui Jing Wen: Wuhan, China.
- 8 Ms. Noor Bahjat: Cairo, Egypt.

3 Complete the questions. Begin each question with a capital letter.

- 1 *What's* your name?
- 2 are you from?
- 3 his e-mail address?
- 4 she a student?
- 5 her phone number?
- 6 they colleagues?
- 7 he from China?
- 8 their first names?

4 Complete each question with the correct possessive adjective.

- 1 A: What's *your* name?
B: I'm Mrs. Barker.
- 2 A: What's last name?
B: My last name is Lane.
- 3 A: What's address?
B: Mr. Marsh's address is 10 Main Street.
- 4 A: What's e-mail address?
B: Ms. Down's e-mail address? It's down5@unet.com.
- 5 A: What are first names?
B: They're Gary and Rita.
- 6 A: What's phone number?
B: Miss Gu's number is 555-0237.

UNIT 3

1 Write the sentences with contractions.

- 1 Where is the pharmacy? *Where's the pharmacy?*
- 2 It is down the street.
- 3 It is not on the right.
- 4 What is your name?
- 5 What is your e-mail address?
- 6 She is an architect.
- 7 I am a teacher.
- 8 You are my friend.
- 9 He is her neighbor.
- 10 They are my classmates.

2 Complete each sentence with an affirmative or a negative imperative. Begin each sentence with a capital letter.

- 1 Take the bus to the restaurant. *Don't walk.*
- 2 Don't walk. the bus to the bank.
- 3 to the restaurant. It's right over there, on the right.
- 4 a taxi to the bank. It's across the street.

3 Complete the questions and answers. Use subject pronouns and use contractions when possible.

- 1 A: *Where's* the pharmacy?
B: The pharmacy? across the street.
- 2 A: the newsstand?
B: down the street on the right.
- 3 A: I to the restaurant?
B: No, don't walk. a taxi.
- 4 A: do you go to school?
B: Me? I go motorcycle.

UNIT 4

1 Write questions. Use Who's or Who are and he, she, or they.

- 1 A: *Who's he* ?
B: He's my grandfather.
- 2 A: ?
B: She's my mother.
- 3 A: ?
B: He's Mr. Ginn's grandson.
- 4 A: ?
B: They're Ms. Breslin's grandparents.
- 5 A: ?
B: She's Sam's wife.
- 6 A: ?
B: They're his wife and son.

2 Unscramble the words and write sentences. Use is or are. Begin each sentence with a capital letter.

- 1 so / father / my / handsome *My father is so handsome.*
- 2 brother / very / her / short
- 3 grandchildren / cute / neighbor's / so / my
- 4 his / tall / not / sister / very
- 5 grandfather / very / old / my / not
- 6 girlfriend / pretty / so / brother's / my

3 Complete the sentences. Use have or has.

- 1 I *have* two brothers.
- 2 She one child.
- 3 They four grandchildren.
- 4 We six children.
- 5 You ten brothers and sisters!
- 6 He three sisters.

4 Complete the questions. Use How old is or How old are.

- 1 *How old are* your children?
- 2 his son?
- 3 her grandchildren?
- 4 Nancy's sisters?
- 5 Matt's daughter?
- 6 their grandmother?

UNIT 5

1 Write a question for each answer. Use What time, What day, or When. Use a question mark (?).

- 1 *What time is it?* It's 6:30.
- 2 The party is at ten o'clock.
- 3 The dinner is on Friday.
- 4 The dance is at 11:30 on Saturday.
- 5 The concert is in May.
- 6 The meeting is at noon.
- 7 It's a quarter to two.
- 8 The movie is on Wednesday.

2 Complete each sentence with in, on, or at.

- 1 The concert is *in* March.
- 2 The dinner is Friday 6:00.
- 3 The party is April 4th 9:00.
- 4 The movie is 3:00 P.M. Tuesday.
- 5 The game is noon Monday.
- 6 The meeting is August 10th 9:00 A.M.

UNIT 6

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

- 1 They have nice ties at this store.
have
- 2 She a long blue skirt for the party.
want
- 3 I my shoes.
like
- 4 We clean shirts.
not have
- 5 Our children blue pants for school.
not need
- 6 short skirts?
she / like
- 7 new shoes?
your wife / need
- 8 a suit for work?
I / need
- 9 Why those old shoes?
she / like
- 10 Which shirt for tomorrow?
you / want
- 11 this sweater in extra large?
they / have

2 Choose this, that, these, or those.

- 1 I like (this / these) red sweaters.
- 2 I don't like (this / these) skirt. It's too long.
- 3 Why do you want (that / those) black pants?
- 4 (That / These) skirt is great for the school concert.

3 Answer each question with true answers. Begin each answer with a capital letter. End with a period (.)

- 1 What clothes do you need?
- 2 Do you need new shoes?
- 3 Do you have a long skirt?
- 4 Do you like pink shirts?
- 5 Do you have a loose sweater?
- 6 Do you like expensive clothes?

UNIT 7

1 Write the third-person singular form of each verb.

- | | |
|-----------------------|-----------------|
| 1 shave <u>shaves</u> | 13 come |
| 2 brush | 14 change |
| 3 go | 15 make |
| 4 have | 16 get |
| 5 study | 17 comb |
| 6 do | 18 put |
| 7 take | 19 eat |
| 8 play | 20 watch |
| 9 exercise | 21 clean |
| 10 visit | 22 read |
| 11 practice | 23 check |
| 12 wash | 24 listen |

2 Complete each question with do or does.

- 1 When do..... you go shopping?
- 2 What time she make dinner?
- 3 How often they clean the house?
- 4 What time your son come home?
- 5 How often your parents go out for dinner?
- 6 What time you go to bed?
- 7 When our teacher check e-mail?
- 8 How often Alex do the laundry?

3 Unscramble the words and write sentences in the simple present tense. Begin each sentence with a capital letter. End with a period (.).

- 1 usually / on weekends / go shopping / she She usually goes shopping on weekends.
- 2 go dancing / my sisters / on Fridays / sometimes
- 3 in the morning / never / check e-mail / I
- 4 always / my daughter/ to work / take the bus
- 5 we / to school / walk / never
- 6 sometimes / my brother / after work / visit his friends

4 Complete each response with do or does.

- 1 Who takes out the garbage in your house? My daughter does.....
- 2 Who washes the dishes in your family? I
- 3 Who makes dinner? My parents
- 4 Who does the laundry in your house? My brother
- 5 Who watches TV before dinner? My granddaughter
- 6 Who takes a bath in the evening? My sister



TOP NOTCH

FUNDAMENTALS

A

Writing Booster

Writing Booster

The Writing Booster is optional. It gives guidance for the writing task on the last page of each unit.

UNIT 1

Guided Writing Practice Look at the picture on page 11. Answer the questions, based on the picture. Write five sentences.

- Is Martin a flight attendant?
- Is he a musician?
- Is Tim a musician?
- Is he a manager?
- Is Marie a flight attendant?

Example: *No. He's not a flight attendant.*

| | |
|---|--|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |

UNIT 2

Guided Writing Practice Write sentences about your relationships.

Example: Write about a friend: *Ryan is my friend. He's a student, too. His last name is Grant.*

| | |
|---|--|
| 1 | Write about a friend: |
| 2 | Write about a classmate: |
| 3 | Write about a neighbor: |
| 4 | Write about a boss, colleague, or teacher: |

UNIT 3

Guided Writing Practice Look at the picture on page 27. Write five questions and answers, based on the picture.

Example: Q: *Where's the bank?*

A: *It's next to the restaurant.*

Q: *Is the bank next to the ...*

A: *No, it isn't. It's ...*

| | | |
|---|----|--|
| 1 | Q: | |
| | A: | |
| 2 | Q: | |
| | A: | |
| 3 | Q: | |
| | A: | |
| 4 | Q: | |
| | A: | |
| 5 | Q: | |
| | A: | |

UNIT 4

Guided Writing Practice Choose two relatives. Write about each person.
Answer some of these questions.

- How old is [he / she]?
- Is [he / she] tall or short?
- Is [he / she] old or young?
- Is [he / she] good-looking? cute?
- What's [his / her] occupation?

Example: *My sister is 24 years old. She's short and good-looking. She's an architect.*

| | |
|---|--|
| 1 | |
| 2 | |

UNIT 5

Guided Writing Practice Look at the event announcements on pages 42 and 43.
Choose five events. Write sentences about the events below.

Example: The birthday party: *The birthday party is at Chuck's Café. Chuck's Café is around the corner from the bank.*

| | |
|-----------------------|--|
| The movie | |
| The meeting | |
| The dance | |
| The volleyball game | |
| The basketball game | |
| The dinner | |
| The "Evening" concert | |
| The "welcome" party | |

UNIT 6

Guided Writing Practice Answer some or all of the following questions. Put the sentences together to write about clothes you need, you want, and you like, and about clothes you have or don't have.

- Do you want new clothes? Why?
- Do you need new clothes? Why?

- What clothes do you need?
- What size do you need?

What colors do you like?

Example:

I need new clothes! I need a sweater, and I need new shoes, too. I want a white sweater and black shoes. Why? My white sweater is old and my black shoes are dirty. I need the sweater in large and the shoes in size 40.

| | |
|--|--|
| | |
| | |
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UNIT 7

Guided Writing Practice Answer the questions about your typical week. Use time expressions and frequency adverbs.

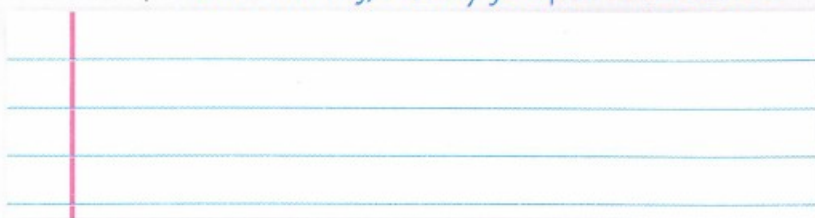
What do you do in the morning?

What do you do in the afternoon?

What do you do in the evening?

What do you do on Saturdays and Sundays?

Example: *In the morning, I usually get up at 7:00. Then I...*





Top Notch Pop Lyrics

▶ 1:30/1:31 What Do You Do? [Unit 1]

(CHORUS)

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

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

(CHORUS)

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

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

(CHORUS)

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

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

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

(CHORUS)

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

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

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

(CHORUS)

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

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

(CHORUS)

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

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

It's early in the evening—
6:15 P.M.
Here in New York City
a summer night begins.
I take the bus at seven
down the street from City Hall.
I walk around the corner
when I get your call.

(CHORUS)

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

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

(CHORUS)

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

(CHORUS)

▶ 3:15/3:16 On the Weekend [Unit 7]

(CHORUS)

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

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

(CHORUS)

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

(CHORUS)

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

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

(CHORUS)

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

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

(CHORUS)

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

(CHORUS)

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

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

(CHORUS)

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

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

(CHORUS)

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

(CHORUS)

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

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

(CHORUS)

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

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

(CHORUS)

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

(CHORUS)

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

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

(CHORUS)

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

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

(CHORUS)

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

(CHORUS)

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

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

(CHORUS)

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

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

(CHORUS)

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

(CHORUS)

THIRD EDITION

TOP NOTCH

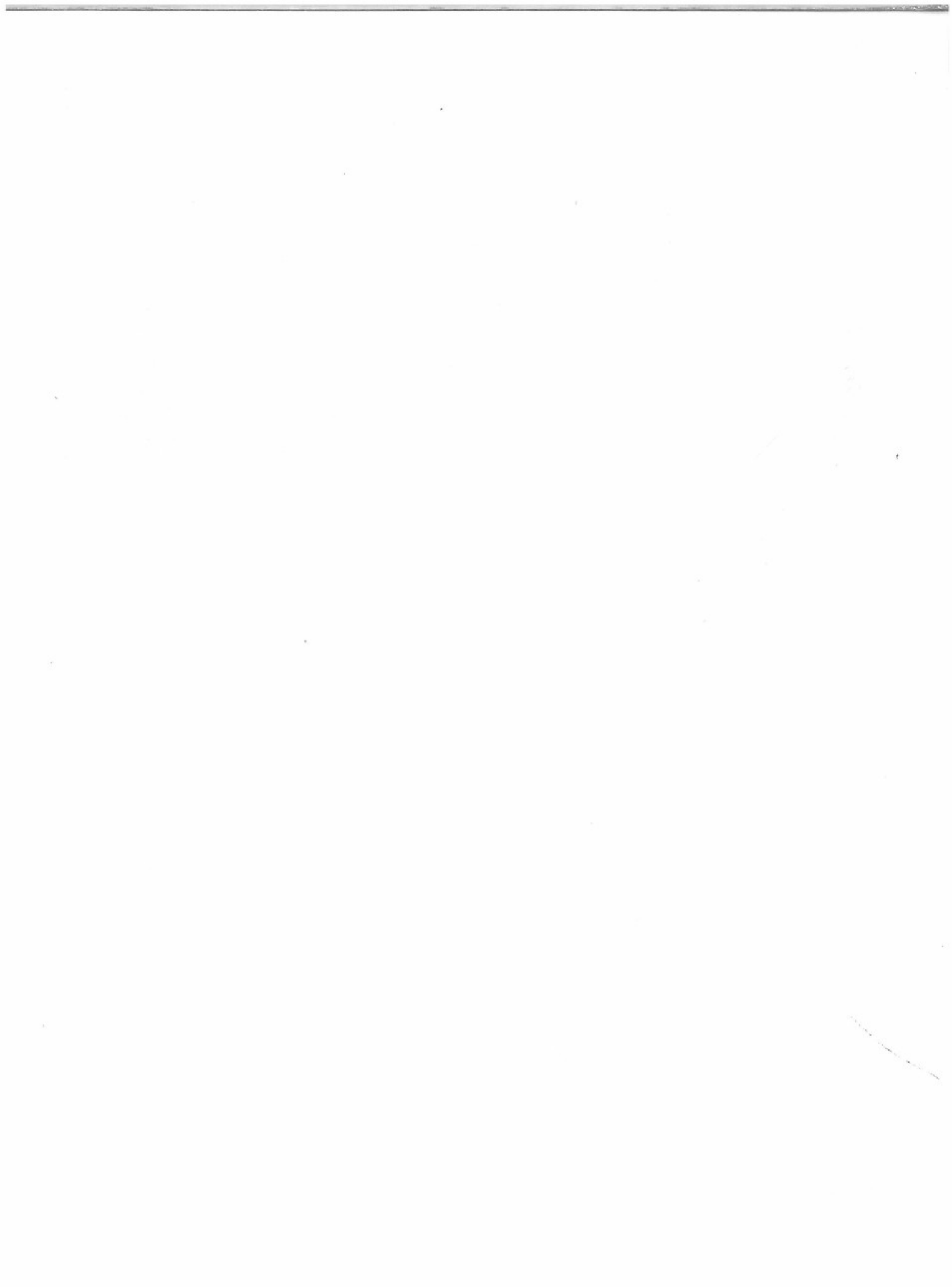
FUNDAMENTALS

A

WORKBOOK

JOAN SASLOW
ALLEN ASCHER

with Julie C. Rouse

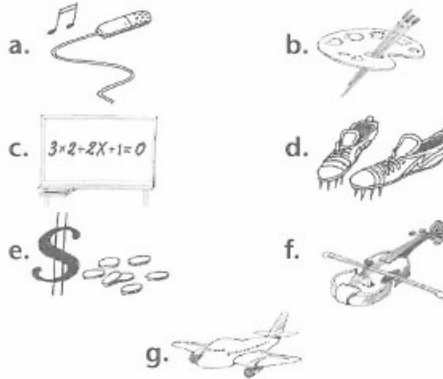


Names and Occupations

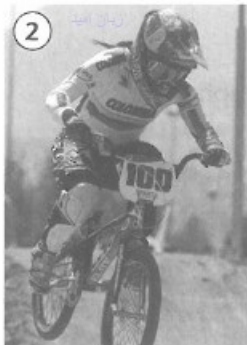
LESSON 1

1 Match the occupations with the pictures. Write the letter on the line.

1. ____ a teacher
2. ____ an artist
3. ____ an athlete
4. ____ a musician
5. ____ a flight attendant
6. ____ a banker
7. ____ a singer



2 FAMOUS PEOPLE. What are their occupations? Write sentences. Use contractions.



1. Frank Gehry: He's an architect
2. Mariana Pajón: _____
3. Shakira: _____
4. Orlando Bloom: _____

3 Complete the conversation between Joo Yeon Sir and Marta.

Joo Yeon Sir: Hi. I'm Joo Yeon.

Marta: Hi, _____.

Joo Yeon Sir: Nice to meet you, Marta.

Marta: _____.

Joo Yeon Sir: What do you do?

Marta: _____.
 _____?

Joo Yeon Sir: I'm a musician.



زبان اميد



LESSON 2

4 Match the occupations that go together. Write the letter on the line.

- | | |
|-----------------------|-----------------------|
| 1. <u>c</u> a singer | a. a student |
| 2. _____ a teacher | b. a flight attendant |
| 3. _____ an architect | c. a musician |
| 4. _____ a pilot | d. an engineer |

5 Circle the occupation that is different.

- | | | | |
|--------------|----------|----------|--------------|
| 1. scientist | engineer | chef | doctor |
| 2. singer | manager | actor | athlete |
| 3. banker | artist | musician | photographer |

6 Look at the people going to work. Write sentences about their occupations. Use contractions.



- | | |
|---------------------------|----------|
| 1. <u>She's an artist</u> | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

7 Complete the sentences with names.

1. _____ is a famous artist.
2. _____ is a famous musician.
3. _____ is a famous writer.
4. My favorite singer is _____.
5. My favorite actor is _____.
6. My favorite athlete is _____.

8 Read the list. Then look at the pictures and complete the conversations.

| Name | Occupation |
|-----------------|------------|
| Anna Madden | Pilot |
| Maggie Gill | Singer |
| Julia Santos | Doctor |
| Grace Lund | Scientist |
| Emily Parson | Student |
| Caroline Benson | Banker |
| Nicole Locke | Student |

Are you Maggie?

1. No, I'm not.
I'm Grace.

Are you Anna?

2. _____

Are you Caroline?

3. _____

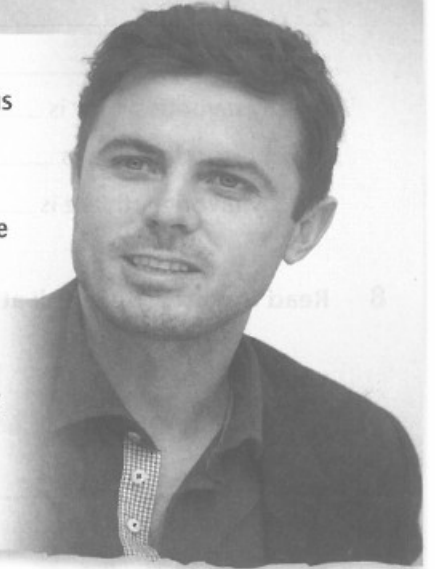
Are you Emily and Nicole?

4. _____

9 Read about Casey Affleck.



Casey Affleck is a famous actor. He's also a writer. And he's a director, too. Three occupations! The name of one of his movies is *Gone Baby Gone*. Casey Affleck is the main actor, but he's not the director. He is the director for *I'm Still Here*.



Now answer the questions. Check the boxes.

1. What are Casey Affleck's occupations?

- artist photographer director
 actor singer writer

2. In the movie *I'm Still Here*, Casey Affleck is the

- singer actor director

10 Circle the occupation that is not spelled correctly.

1. engineer doctor arkitect athlete
2. shef banker teacher singer
3. scientist fotographer musician manager
4. writer pilot actor flite attendant

Now write the words correctly.

5. _____
6. _____
7. _____
8. _____

LESSON 3

11 Rewrite the sentences. Capitalize the proper nouns.

1. john landry is a chef in paris.

2. isabel hunter is from canada. She's an architect.

3. alex quinn is a pilot. He's in tokyo today.

12 Write proper and common nouns. Capitalize the proper nouns.

1. Your name: _____

3. Your teacher's name: _____

2. Your occupation: _____

4. Orlando Bloom's occupation: _____

13 Read the occupations in the box. Count the syllables. Write each occupation in the correct place on the chart.



| | | | | |
|----------|--------------|-----------|--------|---------|
| athlete | chef | engineer | actor | manager |
| musician | photographer | scientist | singer | writer |

| 1 syllable | 2 syllables | 3 syllables | 4 syllables |
|------------|-------------|-------------|-------------|
| | | engineer | |
| | | | |
| | | | |
| | | | |

14 Choose the correct response. Circle the letter.

1. How are you?

a. I'm Samantha.

b. Great.

c. Take care.

2. What do you do?

a. I'm a manager.

b. Fine, thanks.

c. I'm Jim.

3. Are you Lucy?

a. Yes, she is.

b. OK. See you!

c. No, I'm not.

4. How do you spell that?

a. Right over there.

b. T-O-M-E-S-C-U.

c. I'm a writer. And you?

1 A RIDDLE FOR YOU!

Ms. Adams, Ms. Banks, Ms. Clark, and Ms. Dare have four different occupations—**engineer, architect, doctor, and scientist** (but NOT in that order).

Read the statements.

Ms. Adams and Ms. Clark are not doctors.

Ms. Banks and Ms. Clark are not scientists.

Ms. Clark and Ms. Dare are not architects.

Ms. Adams is not a scientist.

Now write an occupation for each person.

Ms. Adams: _____

Ms. Banks: _____

Ms. Clark: _____

Ms. Dare: _____

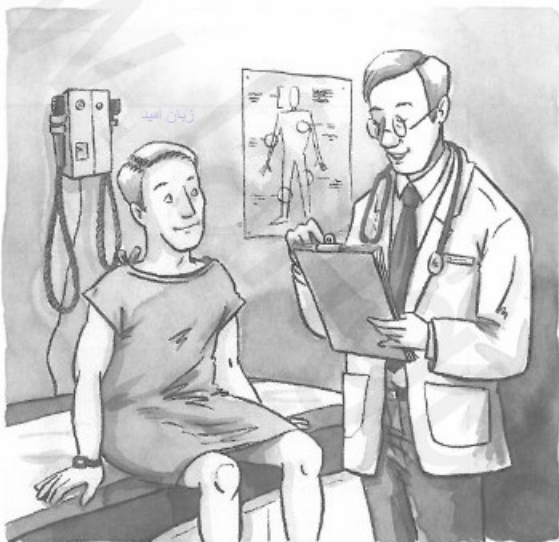
2 WORD FIND. Look across (→) and down (↓). Circle the eight occupations. Then write the occupations on the lines.

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| N | E | I | M | E | P | A | E | N | N | B | K | R | P | P | E |
| M | O | E | T | E | O | A | M | E | S | U | I | H | A | T | L |
| A | E | L | P | O | L | L | H | N | C | N | N | N | T | R | Y |
| N | T | W | E | S | A | A | S | A | I | H | H | R | R | L | I |
| A | O | R | H | T | E | T | T | R | E | T | E | T | E | N | C |
| G | K | I | E | N | P | H | E | S | N | A | H | N | E | S | A |
| E | N | T | P | C | R | L | A | M | T | R | E | N | S | R | E |
| R | T | E | A | E | A | E | I | N | I | N | N | E | R | N | U |
| K | A | R | A | S | H | T | A | A | S | E | R | E | R | A | T |
| O | A | T | N | Y | T | E | I | U | T | E | H | G | R | N | M |
| E | C | P | H | O | T | O | G | R | A | P | H | E | R | H | E |
| R | T | N | A | S | M | B | E | N | G | I | N | E | E | R | B |
| N | O | E | N | R | A | E | E | E | E | R | A | E | R | E | L |
| A | R | O | K | P | E | G | N | E | R | A | N | U | U | H | E |
| O | T | T | B | A | N | K | E | R | T | L | E | G | C | T | E |
| N | N | K | R | N | N | E | R | N | R | T | B | I | G | E | T |

Riddle Answers: Ms. Adams: architect; Ms. Banks: doctor; Ms. Clark: engineer; Ms. Dare: scientist

LESSON 1

1 Look at the pictures. Write possessive adjectives.



1. His doctor is Dr. Brown.



2. _____ teacher is Ms. Jalbert.

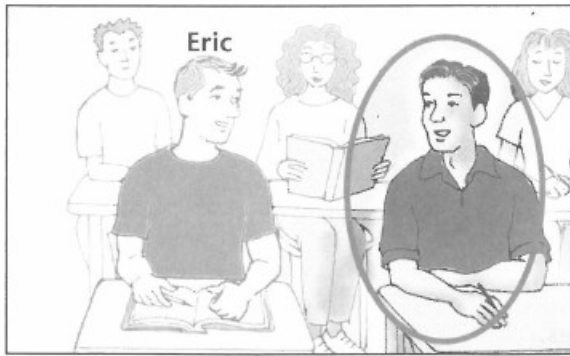


3. _____ boss is Mr. Lin.

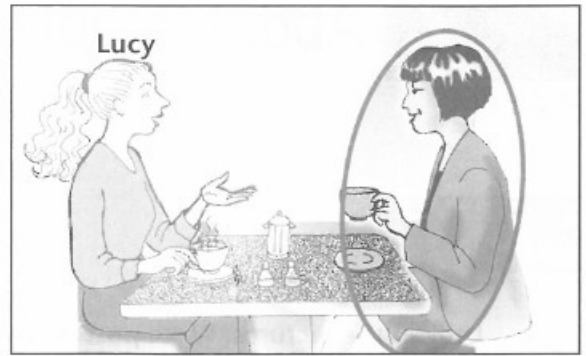


4. _____ neighbors are Mr. and Mrs. Rivera.

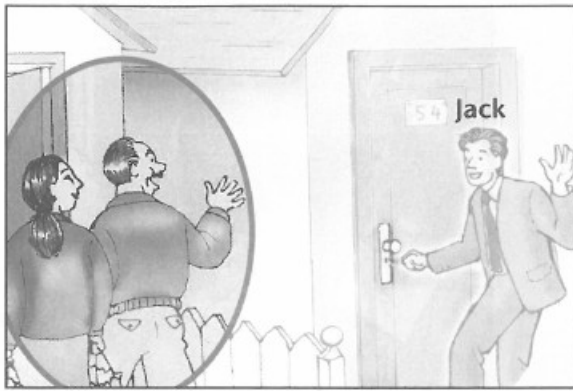
2 Look at the pictures. Complete the sentences about relationships. Use possessive nouns.



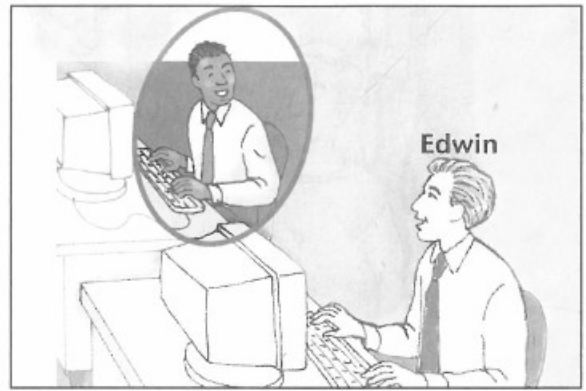
1. He is Eric's classmate.



2. She is _____.



3. They are _____.



4. He is _____.

3 Complete the sentences.

- Audrey is _____ classmate.
I / my
- We're _____ students.
Mr. Haber's / Mr. Haber
- Who is _____ manager?
you / your
- Ms. Miller and Mr. Sullivan are _____ colleagues.
our / we
- Are _____ your neighbors?
they / their
- Dr. Franklin isn't _____ doctor.
Bill / Bill's

4 Match the description and the relationship. Write the letter on the line.

- _____ Caleb and I are managers. Our company is Infotech.
Our boss is Mr. Jackson.
 - They're classmates.
 - We're colleagues.
 - They're neighbors.
 - We're friends.
- _____ Anna's address is 32 Arbor Street. Zoe's address is
34 Arbor Street.
- _____ Ryan and Josh are students in the same class.
Ms. Foster is their teacher.
- _____ Jessica and I are classmates. She's my neighbor, too.

5 Look at Joe's list and Amy's list for their party.



JOE'S LIST

- Kristin - friend
- Jeff - friend
- Robert and Julie - friends
- Mark - classmate
- Gary and Ann - neighbors

Amy's List

- Samantha - colleague*
- Peter - colleague*
- Katherine - boss*
- Gary and Ann - neighbors*
- Robert and Julie - friends*



Now write sentences about the people. Use possessive adjectives.

1. Peter: Peter is her colleague
2. Mark: _____
3. Gary and Ann: _____
4. Katherine: _____
5. Kristin: _____

6 YOUR RELATIONSHIPS. Complete the chart with names.

| Classmates or Colleagues | Neighbors | Friends |
|--------------------------|-----------|---------|
| | | |
| | | |
| | | |

7 Choose a friend and a classmate from Exercise 6. Introduce them. Complete the conversation.

1. You: _____, this is _____.
 _____'s my classmate.
2. Your friend: Hi, _____.
3. Your classmate: Hi, _____. Nice to meet you.
 Your friend: Nice to meet you, too.
 Your classmate: What do you do?
4. Your friend: I'm _____. And you?
5. Your classmate: I'm _____.
 Your friend: Where are you from?
6. Your classmate: I'm from _____.

LESSON 2

8 Fill out the form for a friend, a neighbor, or a colleague.

| | | |
|-------------------------------|-------------------|------------------|
| <input type="checkbox"/> Mr. | _____ | _____ |
| <input type="checkbox"/> Mrs. | _____ | _____ |
| <input type="checkbox"/> Miss | <i>first name</i> | <i>last name</i> |
| <input type="checkbox"/> Ms. | _____ | _____ |

Now complete the conversation between the person and a clerk.

1. Clerk: Hi. What's your last name, please?

_____:

2. Clerk: And your first name?

_____: My first name? _____

3. Clerk: How do you spell that?

_____:

4. Clerk: Thank you.

_____:

9 Complete the sentences. Use real names and relationships.

1. Mr. _____ is my _____.

2. Mr. and Mrs. _____ are my _____.

3. Ms. _____ is my _____.

4. Miss _____ is my _____.

LESSON 3

10 Complete the address book with information for three friends.

| 1 | 2 | 3 |
|-------------------------|-------------------------|-------------------------|
| Last name First name | Last name First name | Last name First name |
| Address | Address | Address |
| | | |
| Phone number | Phone number | Phone number |
| E-mail address | E-mail address | E-mail address |

11 Write the answers in words.

1. eleven + six = _____
2. nineteen - twelve = _____
3. three x five = _____
4. twenty ÷ two = _____

12 Look at the business cards. Read the responses. Then write questions with What's. Use possessive nouns or possessive adjectives.



1. A: What's Ms. Harrison's first name ? B: Kate.
2. A: What's her address ? B: 77 York St.
3. A: _____ ? B: jeff.silver@edi.com
4. A: _____ ? B: He's a manager.
5. A: _____ ? B: 0208 755 8050.
6. A: _____ ? B: 28 Manor Street.

13 Answer the questions. Use your own information.

1. What's your first name? _____
2. What's your last name? _____
3. What's your occupation? _____
4. What's your address? _____
5. What's your phone number? _____
6. What's your e-mail address? _____

1 TAKE A GUESS! Write the next number in words.

1. three, six, nine, twelve, fifteen, _____
2. one, two, four, eight, _____
3. twenty, one, nineteen, two, eighteen, three, _____

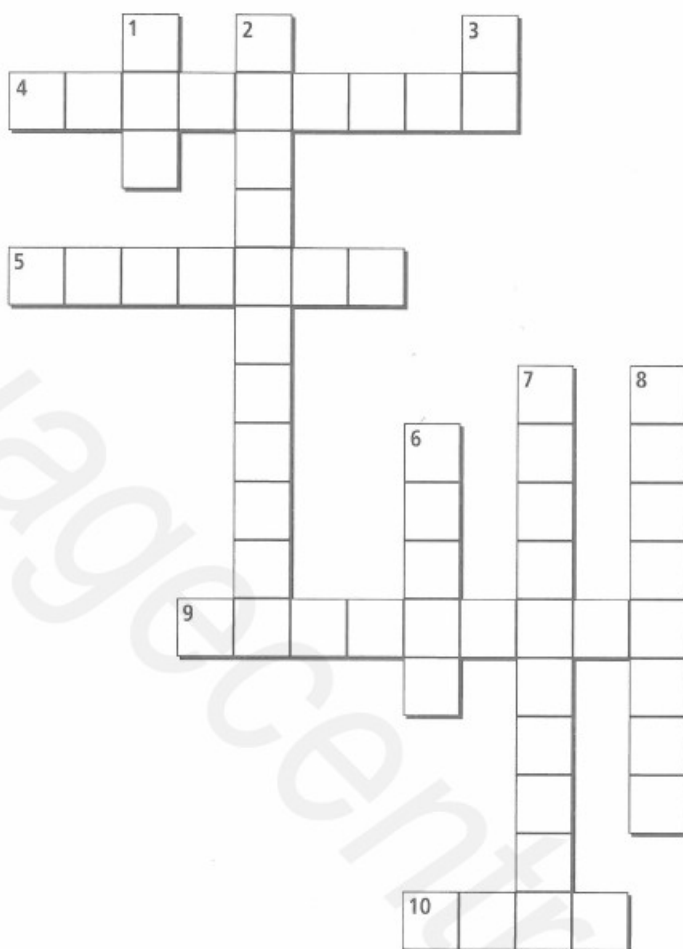
2 Complete the puzzle.

Across

4. We are _____. Our addresses are 15 and 17 Pine Street.
5. The Musée du Louvre's _____ is 99 Rue de Rivoli, Paris.
9. Frank Gehry's occupation
10. Her name is Linda Reid. Reid is her _____ name.

Down

1. Mr. Bryant is Andy's teacher. Andy is _____ student.
2. Their address is 11 Palm Street, and their _____ is (661) 555-4485.
3. Sophie Okonedá's title
6. Allison's _____ address is allie@mail.net.
7. Flight attendants and pilots are _____.
8. A=one, B=two, C=three, . . . N= _____



LESSON 1

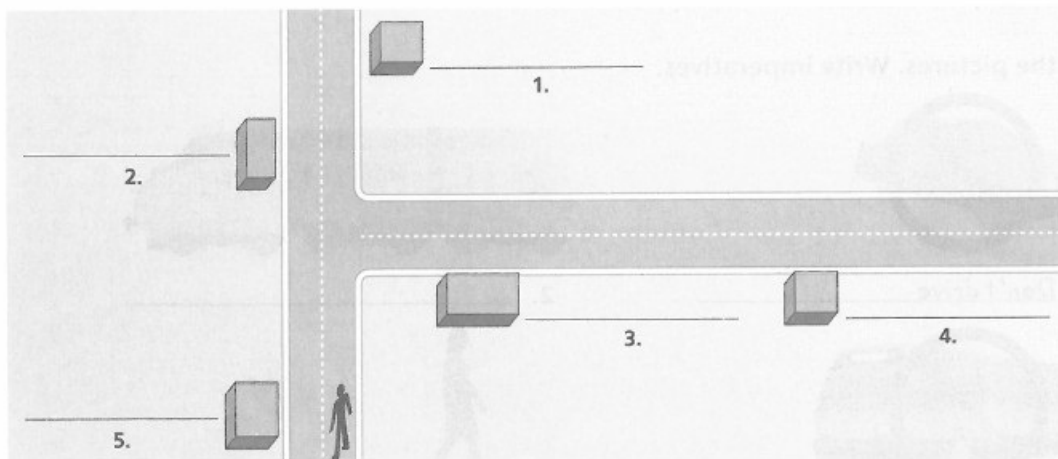
1 Write the names of places in your neighborhood.

1. a restaurant: _____
2. a bank: _____
3. a bookstore: _____
4. a pharmacy: _____
5. a school: _____



2 Read the directions. Label the places on the map.

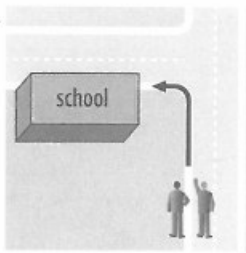
- The school is across the street.
- The bookstore is around the corner.
- The bank is next to the bookstore.
- The newsstand is down the street on the left.
- The pharmacy is down the street on the right.

3 Read the answers. Then complete the questions with Where's or What's.

- | | |
|---------------------------------------|--------------------------------------|
| 1. A: _____ the address? | B: 214 New Street. |
| 2. A: _____ the bookstore? | B: It's down the street on the left. |
| 3. A: _____ the pharmacy? | B: It's across the street. |
| 4. A: _____ Lisa's occupation? | B: She's a photographer. |
| 5. A: _____ his e-mail address? | B: Rob123@mail.net. |
| 6. A: _____ your friend's restaurant? | B: It's around the corner. |

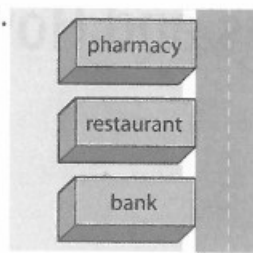
4 Look at the pictures. Write questions and answers. Follow the model.

1.



1. A: Where's the school?

3.



B: It's around the corner.

2. A: _____?

B: _____

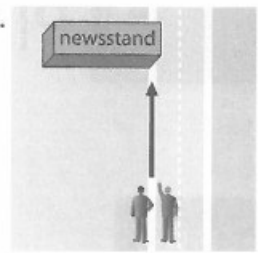
3. A: _____?

B: _____

4. A: _____?

B: _____

4.



LESSON 2

5 Complete the conversation. Tell a friend how to get to your school.

1. Your friend: Can I walk to the school?

YOU _____

2. Your friend: OK. And where is it?

YOU _____

3. Your friend: OK. Thanks!

YOU _____

6 Look at the pictures. Write imperatives.



1. Don't drive



2. _____



3. _____



4. _____



5. _____

7 Tell a new classmate how to go places from school. Use an affirmative and a negative imperative.

Example: to a bookstore: Take the bus. Don't walk.

1. to a bookstore: _____

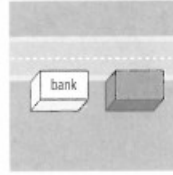
2. to a bank: _____

3. to a pharmacy: _____

4. to a restaurant: _____

8 Look at the pictures. Write a sentence with an imperative and a sentence about the location. Follow the model.

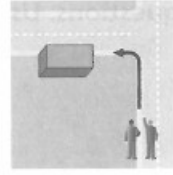
1.



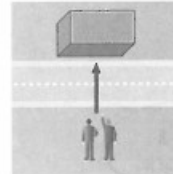
Take a taxi to the bookstore

It's next to the bank

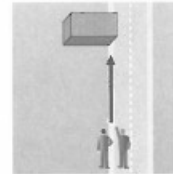
2.



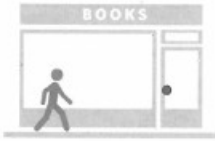
3.



4.



9 Look at the pictures. Write questions. Follow the model.



1. Can I walk to the bookstore _____?



2. _____?



3. _____?



4. _____?

LESSON 3

10 Look at the pictures. Answer the questions. Use a **by** phrase.



I take the subway home.

1. How does she go home?

By subway



I take a taxi to the bookstore.

2. How does he go to the bookstore?



We take a train to work.

3. How do they go to work?



I take a bus to school.

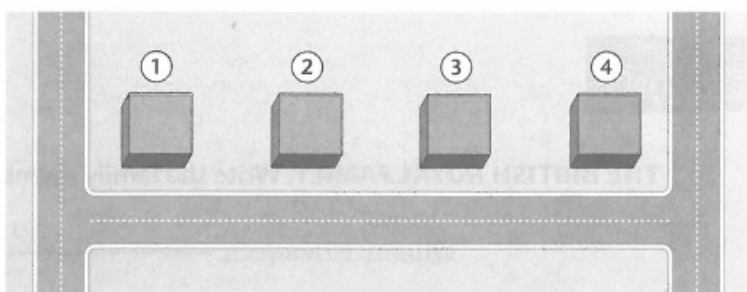
4. How does she go to school?

11 How do you go places? Read the sentences. Write **T** for sentences that are true for you and **F** for sentences that are false for you.

- | | |
|--|---|
| 1. _____ I go to school by bicycle. | 5. _____ I walk to the bookstore. |
| 2. _____ I take a taxi to restaurants. | 6. _____ I go to work by moped. |
| 3. _____ I go to work by train. | 7. _____ I take the subway to the bank. |
| 4. _____ I go home from school by bus. | |

1 A RIDDLE FOR YOU! Read the clues. Then write the places on the lines.

- The bookstore is between the restaurant and the pharmacy.
- The bank is not next to the bookstore.
- The restaurant is next to the bank.
- The pharmacy is not on the left.



- _____
- _____
- _____
- _____

2 WORD FIND. Look across (→) and down (↓). Circle the eight means of transportation. Then write the means of transportation on the lines.

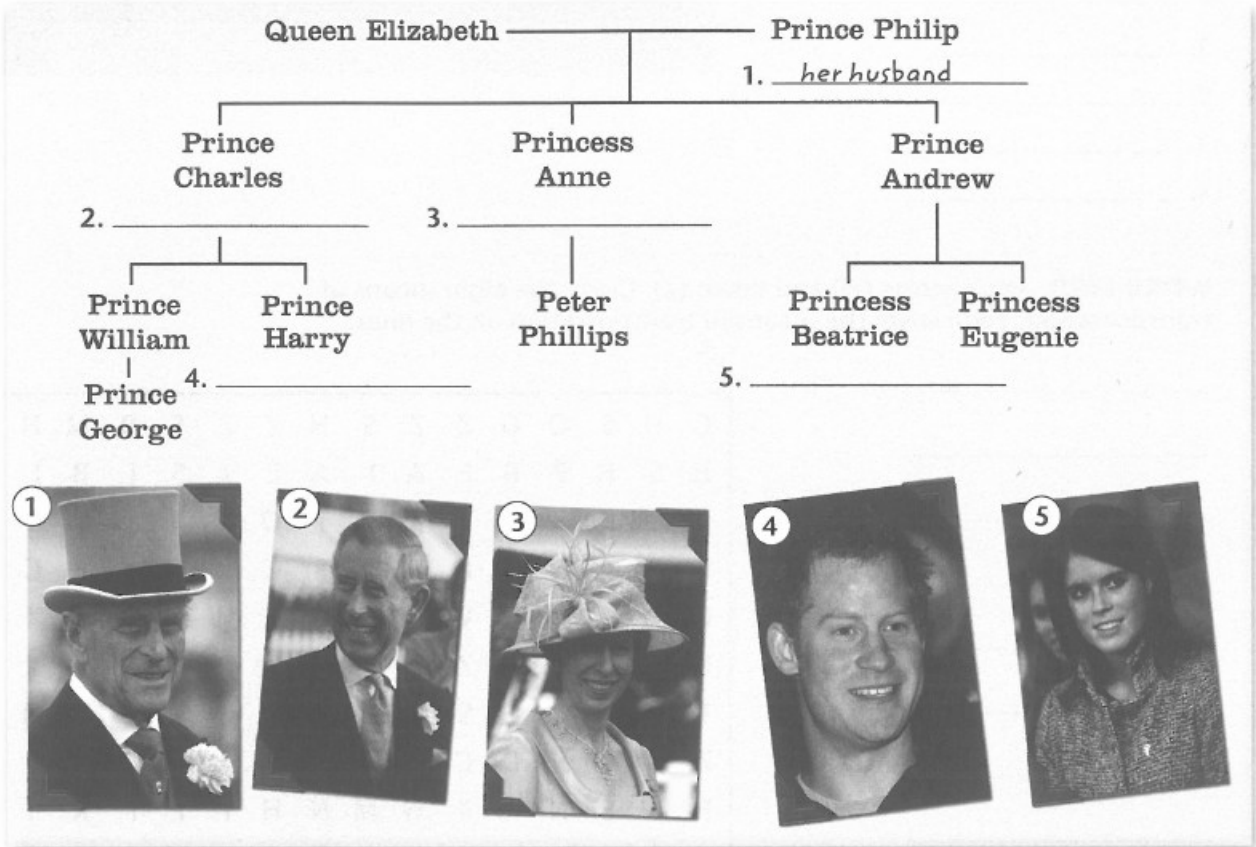
- _____
- _____
- _____
- _____
- _____
- _____
- _____



Riddle Answers: 1. bank; 2. restaurant; 3. bookstore; 4. pharmacy

LESSON 1

1 THE BRITISH ROYAL FAMILY. Write the family member's relationship to Queen Elizabeth on the line.



2 Look at Queen Elizabeth's family again. Complete the sentences.

1. Prince Harry is Prince William's _____.
2. Princess Anne is Peter Phillips's _____.
3. Queen Elizabeth and Prince Philip are Prince Andrew's _____.
4. Prince Charles is Prince George's _____.
5. Queen Elizabeth is Prince Philip's _____.
6. Prince William and Prince Harry are Prince Charles's _____.
7. Prince Andrew is Princess Eugenie's _____.
8. Queen Elizabeth is Peter Phillips's _____.
9. Princess Eugenie is Princess Beatrice's _____.
10. William, Harry, Peter, Beatrice, and Eugenie are Queen Elizabeth's _____.

3 Complete the conversation. Write What, Where, or Who.

1. Andrew: _____'s that?
Hannah: That's my brother.
2. Andrew: _____'s your brother's first name?
Hannah: Paul.
3. Andrew: _____'s your sister?
Hannah: She's right there, on the left.
4. Andrew: _____'s that?
Hannah: My grandmother.
5. Andrew: _____'s her last name?
Hannah: Connor.
6. Andrew: _____ are your parents?
Hannah: They're here, next to my grandmother.



4 Read the answers. Then write questions with Who.

- | | |
|---|---|
| 1. A: _____? B: They're my brothers. | 4. A: _____? B: They're my grandparents. |
| 2. A: _____? B: That's my husband. | 5. A: _____? B: She's my sister. |
| 3. A: _____? B: He's my father. | |

5 Answer the questions.

1. Who are you? _____
2. Who's your teacher? _____
3. Who are your classmates? (Name three.) _____

LESSON 2

6 Write the names of three relatives, friends, neighbors, or classmates. Then complete the chart.

| Name | Relationship | Age | Occupation | pretty | handsome | cute | short | tall | old | young |
|----------|--------------|-----|------------|--------|----------|------|-------|------|-----|-------|
| Michelle | sister | 26 | manager | ✓ | | | | ✓ | | ✓ |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |

7 Unscramble the words. Write sentences.

1. brother / tall / is / My / very _____
2. handsome, / He / too / very / is _____
3. your / Are / pretty / sisters _____?
4. is / daughter / young / Her _____
5. cute / so / is / She _____!

8 Describe your relatives. Write sentences.

LESSON 3

9 Look at the photos and read.

Hi, I'm Kate. There are five people in my family. I have two sisters. Their names are Megan and Jane. Jane and I are students. Megan is a doctor.



Hello. My name is Edgar. My wife's name is Anna. I'm an engineer, and she's an architect. We have two children. Riley is our son, and Reese is our daughter.



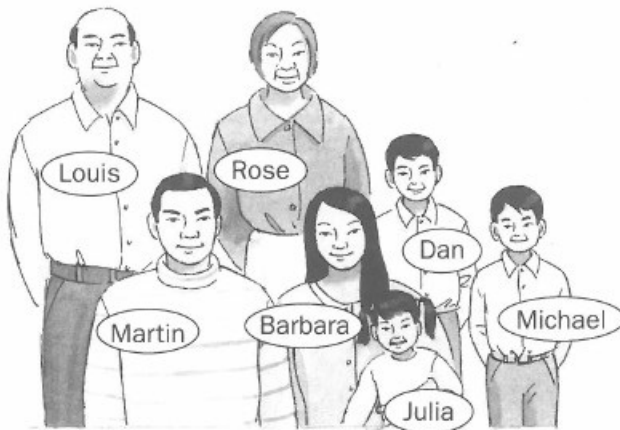
Hello. I'm George. My wife Carol and I are grandparents. We have three children and two grandchildren. Our granddaughter is Sophia. Our grandson is Jake.



Now answer the questions.

1. Who's Jake? He's George's grandson
2. Who's Anna? _____
3. Who's Jane? _____
4. Who are Riley and Reese? _____
5. Who are George and Carol? _____
6. Who's a doctor? _____

10 Look at the picture. Write sentences with have or has.



1. Julia: She has two brothers _____
2. Rose: _____
3. Barbara and Martin: _____
4. Dan and Michael: _____
5. Louis: _____

11 Write the next number in words.

1. twenty-one, twenty-eight, thirty-five, forty-two, _____
2. four, eight, sixteen, _____, sixty-four
3. ninety-nine, _____, seventy-five, sixty-three, fifty-one
4. ten, eleven, twenty-one, thirty-two, fifty-three, _____

12 Complete each sentence with have or has. Then choose the correct response. Circle the letter.

1. Matthew _____ two sisters.
a. How old is she? b. How old are they?
2. Mark and Jamie _____ a daughter.
a. How old is he? b. How old is she?
3. I _____ a brother and a sister.
a. How old is your brother? b. How old is my sister?
4. We _____ a son.
a. What's your name? b. What's his name?

1 A RIDDLE FOR YOU! Read the sentence. Then answer the question.

Brothers and sisters have I none, but that man's father is my father's son.
Who is "that man"? _____

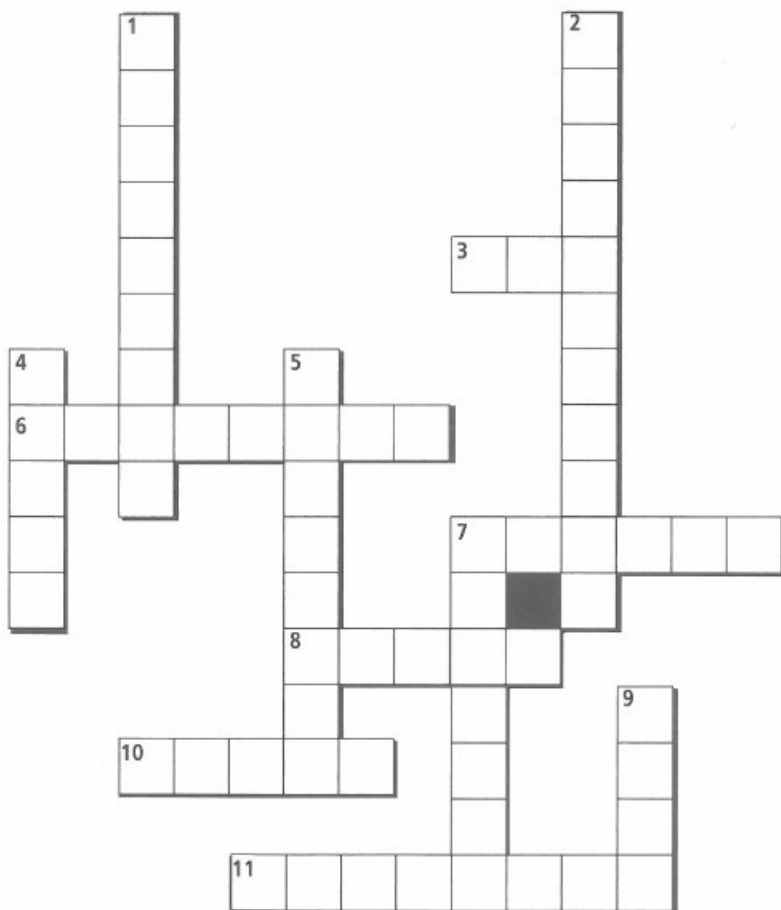
2 Complete the puzzle.

Across

3. Julie's grandmother is ninety-five. She's _____.
6. Sons and daughters
7. A good-looking woman is _____.
8. Not tall
10. Her grandchildren are very _____. They're one and three years old.
11. A good-looking man is _____.

Down

1. The English alphabet has _____ letters.
2. My father's mother is my _____.
4. Dakota Fanning's occupation
5. His daughter's son is his _____.
7. Mother and father
9. Heather Joy is Steven Fanning's _____.



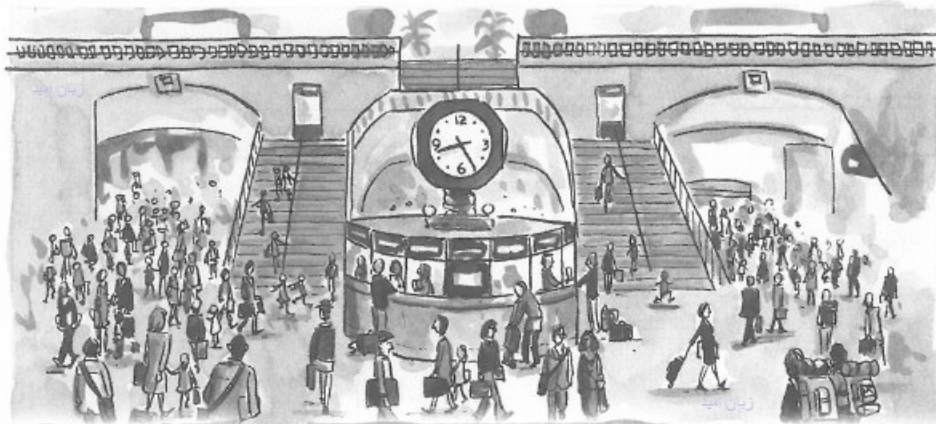
Riddle Answer: My son

LESSON 1

1 Match the times.

- | | |
|------------------------------------|---------------|
| 1. <u>c</u> It's half past ten. | a. 6:45 |
| 2. _____ It's four o'clock. | b. 8:55 |
| 3. _____ It's noon. | c. 10:30 |
| 4. _____ It's a quarter after two. | d. 12:00 P.M. |
| 5. _____ It's five to nine. | e. 4:00 |
| 6. _____ It's six ten. | f. 6:10 |
| 7. _____ It's a quarter to seven. | g. 12:00 A.M. |
| 8. _____ It's midnight. | h. 2:15 |

2 Look at the pictures. Are the people early, late, or on time? Write sentences.



1. _____



2. _____



3. _____

7 Look at the posters.



Now check true or false.

| | true | false |
|---------------------------------------|--------------------------|--------------------------|
| 1. The game is on Sunday. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The movie is at 7:10 on Wednesday. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The dinner is at half past seven. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The concert is at three o'clock. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The movie is at 3:40 on Saturday. | <input type="checkbox"/> | <input type="checkbox"/> |

8 Look at the posters in Exercise 7 again. Complete the questions and answers.

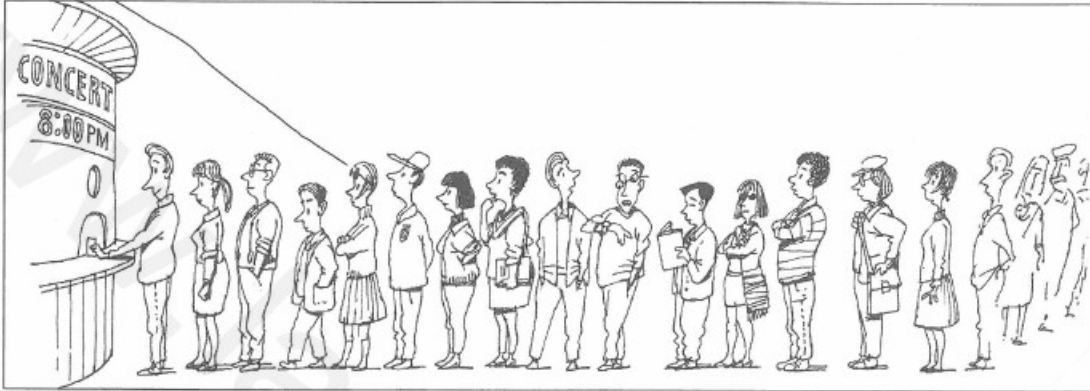
1. A: _____? B: It's _____ one o'clock.
2. A: _____? B: It's _____ Friday _____ a quarter to eight.
3. A: _____? B: It's _____ Thursday.
4. A: _____? B: It's _____ Sunday _____ 3:00.

9 Complete the conversation. Use the times and days on the posters in Exercise 7.

1. You: Hi, _____. How are you?
Your friend: Fine, thanks. And you?
2. You: _____. Look. There's a _____ on _____.
Your friend: Great! What time?
3. You: _____.
Your friend: OK. Let's meet at _____.

10 Match the ordinal numbers with the people. Draw lines.

fifth first ninth eleventh seventh thirteenth



second twelfth sixth eighth fourth fifteenth

11 Look at the pictures. Write the months for each type of weather where you live.

①



②



③



1. _____
2. _____
3. _____

12 Complete the sentences with an ordinal number or a month.

1. October is the _____ month of the year.
2. _____ is the fifth month of the year.
3. _____ is the second month of the year.
4. March is the _____ month of the year.
5. December is the _____ month of the year.
6. _____ is the eleventh month of the year.
7. June is the _____ month of the year.
8. _____ is the eighth month of the year.

13 Complete the conversations. Use the prepositions in, on, and at.



- | | |
|------------------------------------|--|
| 1. A: When's your birthday? | B: It's _____ March. It's _____ March 11 th . |
| 2. A: Am I late? | B: No, you're _____ time. |
| 3. A: What time is the party? | B: It's _____ 1:30. |
| 4. A: Is the game at 9:15 tonight? | B: No, it's _____ the afternoon, _____ 3:45. |
| 5. A: When's the dance? | B: _____ Saturday, _____ 8:00. |
| 6. A: What time's the movie? | B: It's _____ midnight. |
| 7. A: Is the dinner in January? | B: Yes, it's _____ the 19 th . |
| 8. A: There's a concert at 10:00. | B: _____ night or _____ the morning? |

14 Look at the invitation.

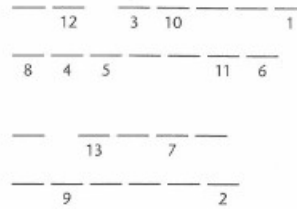


Now answer the questions. Write complete sentences.

1. What month is the party? It's in March
2. What date is the party? _____
3. What day is the party? _____
4. What time's the party? _____
5. Where's the restaurant? _____

1 Fill in the answers. Then look at the numbers under the lines. Write the letters in the puzzle.

1. A dinner, a dance, or a concert
2. The class is on weekdays—Mondays, Wednesdays, and _____.
3. An event with athletes
4. April is the _____ month of the year.



Puzzle

" _____ "

1 2 3 4 3 5 6 1 5 7 3 8 9 4 3 10 3 4 11 1 2 5 12 13

—Thomas Edison, inventor (U.S.)

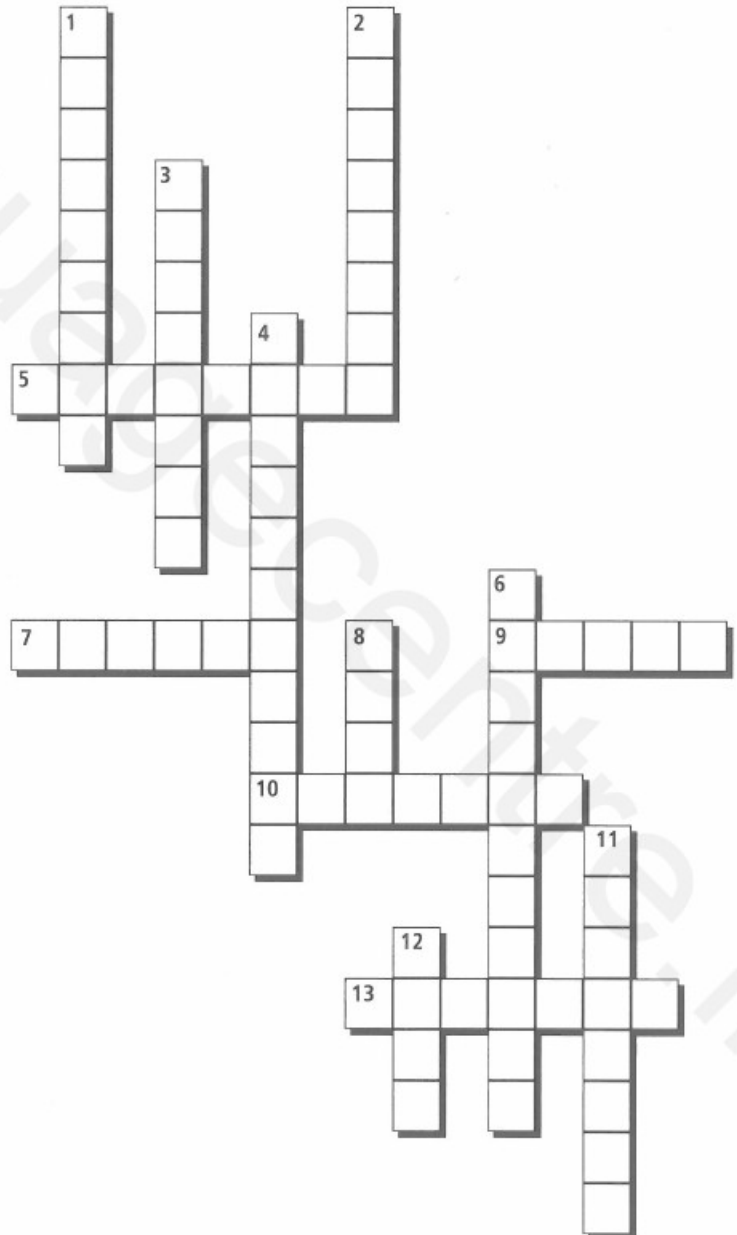
2 Complete the puzzle.

Across

5. This month has twenty-eight days.
7. Jana's birthday is March 12th. What's her sign?
9. The movie's at 10:15. It's a quarter to ten now. You're _____.
10. Good _____! (at 7:00 P.M.)
13. Good _____! (at 7:00 A.M.)

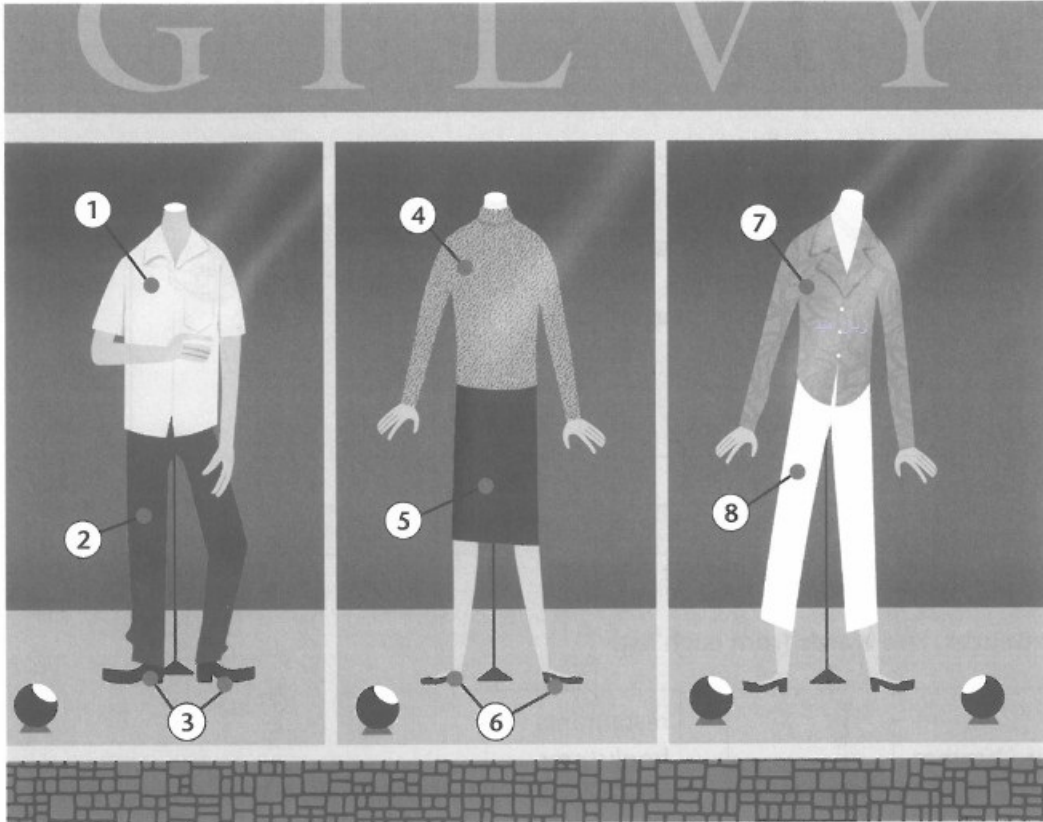
Down

1. The ninth month of the year
2. The fourth weekday
3. The first day of the weekend
4. Another way to say 10:30
6. Q is the _____ letter in the alphabet.
8. The baseball _____ is on Friday.
11. 12:00 A.M.
12. 12:00 P.M.



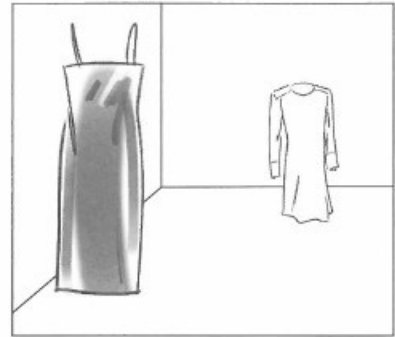
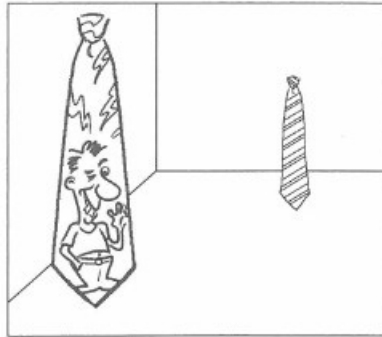
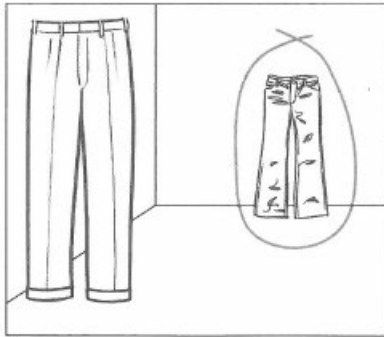
LESSON 1

1 Write the names of the clothes.

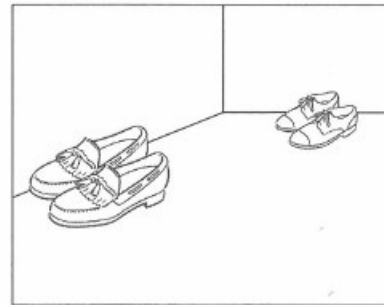
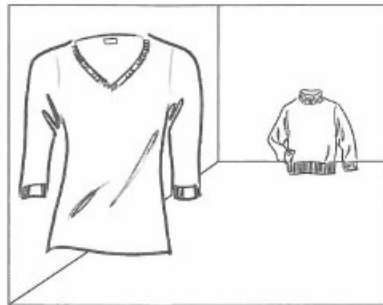


1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

2 Circle one of the clothing items in each picture. Write a sentence with I like and this, that, these or those.



Example: I like those pants. 1. _____ 2. _____



3. _____

4. _____

3 Write sentences. Use words from each list.

| | | | | |
|---|---|---------------|---|---|
| I My sister / brother My parents My classmates My neighbor My friends My friend and I My teacher | + | like likes | + | restaurants bookstores weekends motorcycles parties dances movies concerts |
|---|---|---------------|---|---|

1. My friends like parties _____
2. _____
3. _____
4. _____
5. _____

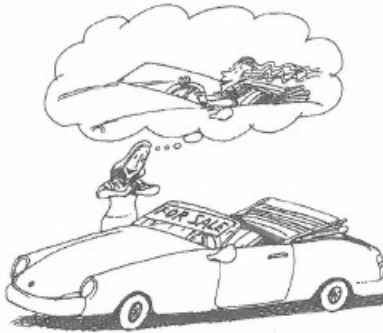
4 Look at the pictures. Complete the sentences. Use want, need, or have.



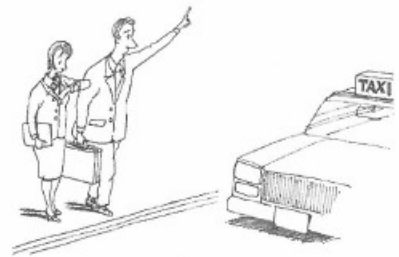
1. They have a daughter.



2. _____ a jacket.



3. _____ that car.



4. _____ a taxi.



5. _____ a moped.



6. _____ that tie.

5 Look at the pictures. Compliment each person on his or her clothes.

1. _____

2. _____

①



②



Clothes

LESSON 2

6 Complete the sentences about yourself. Use like or don't like.

Example: I don't like red jackets.

- _____ brown suits.
- _____ purple pants.
- _____ black sweaters.
- _____ white shoes.
- _____ blue shirts / blouses.

7 Complete the sentences. Write the simple present tense of the verb.

- My daughters _____ those dresses.
want
- Susan's friend _____ her skirt.
not like
- Michael and Steven _____ suits.
not have
- _____ you _____ a jacket?
have
- We _____ shoes for the party.
need
- _____ Anthony _____ this tie?
want
- _____ Ryan _____ large or extra large?
need
- They _____ this blouse in white.
not have

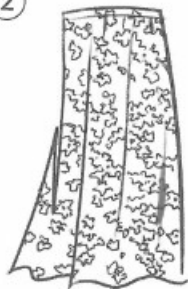
8 Look at the clothes. Write a question. Ask for the color or size in parentheses. Then complete the short answer.

①



(black)

②



(small)

③



(brown)

④



(large)

- Do you have these shoes in black _____ ? No, we don't _____ .
- _____ ? Yes, _____ .
- _____ ? Yes, _____ .
- _____ ? No, _____ .

LESSON 3

9 Write sentences about yourself. Use have / don't have, want / don't want, or need / don't need.

Example: expensive shoes: I don't need expensive shoes

1. a gray suit: _____
2. new pants: _____
3. a red sweater: _____
4. a white shirt / blouse: _____
5. a long jacket: _____

10 Read about Elena and Marina.

Elena and Marina are looking for new clothes. They're at Fashionistas, a new clothes store. They need clothes for work. Elena is a manager, and Marina is a musician. Elena's suit is old, and she needs a new one. She wants new shoes, too. Marina needs a black dress for a concert on Saturday.

Fashionistas has a black suit, a gray suit, a brown suit, and a red suit in Elena's size. She likes the gray suit. Fashionistas has a short dress and a long dress in black. Marina wants the short dress. The long dress is very expensive. Fashionistas doesn't have shoes. Elena says, "Look! There's a shoe store across the street."

Now read the answers. Then write questions. Use Why, What, or Which.

1. A: _____? B: Because her suit is old.
2. A: _____? B: A suit and shoes.
3. A: _____? B: A black dress.
4. A: _____? B: The gray suit.
5. A: _____? B: The short dress.

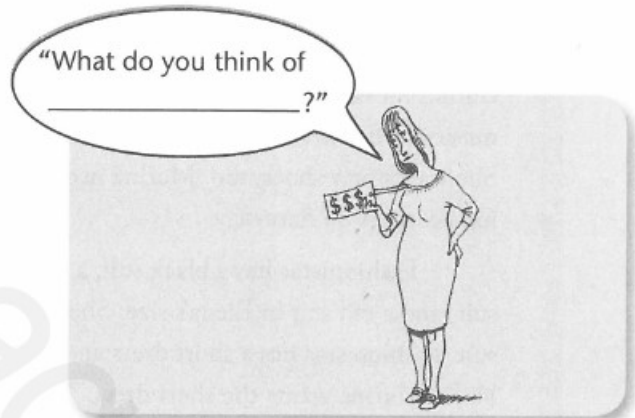
11 Plan your clothes for next week. Write on the calendar.

| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|-----------------|---------|-----------|----------|--------|----------|--------|
| gray pants | | | | | | |
| black sweater | | | | | | |
| new black shoes | | | | | | |

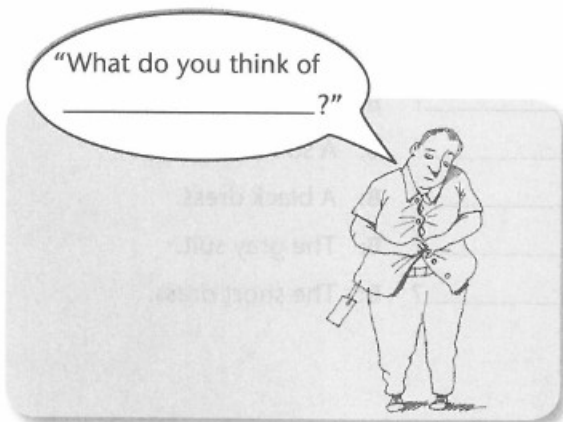
12 Look at the pictures. Complete the questions and the answers.



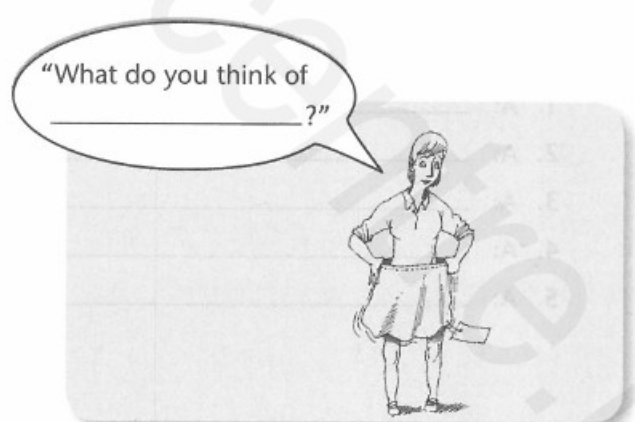
1. YOU _____



2. YOU _____



3. YOU _____



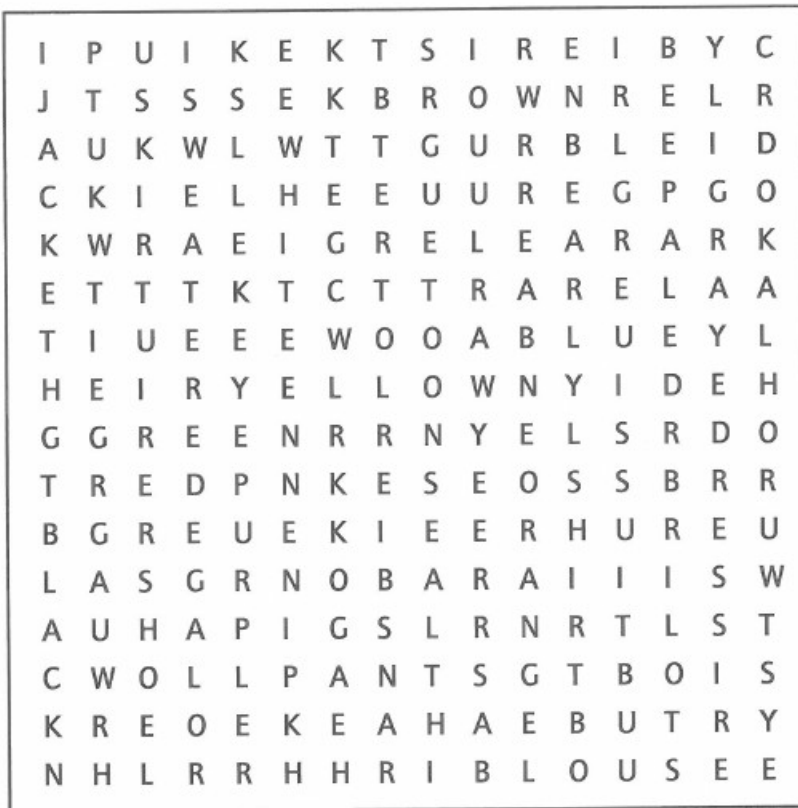
4. YOU _____

JUST FOR FUN

1 TAKE A GUESS! Match the numbers with the letters to make these colors.

- | | |
|----------------|--------------------|
| 1. ____ green | a. red and green |
| 2. ____ orange | b. yellow and blue |
| 3. ____ purple | c. yellow and red |
| 4. ____ brown | d. black and white |
| 5. ____ gray | e. blue and red |

2 WORD FIND. Look across (→) and down (↓). Circle the ten clothes and the ten colors. Then write the clothes and colors on the lines.



Clothes

Colors

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

LESSON 1

1 Put your morning activities in order. Write ordinal numbers (1st, 2nd, ...) on the lines. Write an **X** next to the activities you don't do.

- _____ take a shower / bath
- _____ eat breakfast
- _____ put on makeup
- _____ get up
- _____ shave
- _____ get dressed
- _____ brush my teeth
- _____ comb / brush my hair

Choose your first three morning activities. What time do you do them?

Example: I get up at 7:00

1. _____
2. _____
3. _____

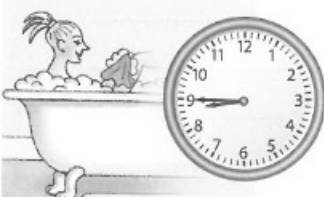
2 Look at the activities and the times. Write sentences in the simple present tense.



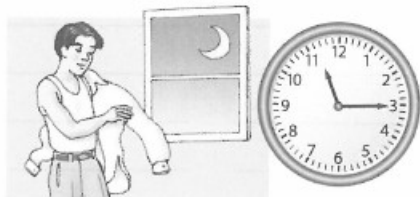
1. She comes home at 6:30



2. _____



3. _____



4. _____

3 Write the name of a family member or friend. Check his or her activities.

Name: _____

- | | |
|--|--|
| <input type="checkbox"/> takes a shower in the evening | <input type="checkbox"/> studies after dinner |
| <input type="checkbox"/> takes a shower in the morning | <input type="checkbox"/> watches TV after dinner |
| <input type="checkbox"/> doesn't eat breakfast | <input type="checkbox"/> gets up early on weekends |
| <input type="checkbox"/> eats a large breakfast | <input type="checkbox"/> gets up late on weekends |

Now write sentences about this person.

4 Look at the responses. Write questions with When or What time.

- A: When does Karina take a shower ?
B: Karina takes a shower in the morning.
- A: _____ ?
B: Robert goes to bed after midnight. He's an evening person.
- A: _____ ?
B: My children? They watch TV on weekends, in the morning.
- A: _____ ?
B: I study after dinner.
- A: _____ ?
B: Julia gets up at 5:00 A.M. on weekdays.
- A: _____ ?
B: They come home early—before 5:00 P.M.

5 Complete the conversation.



Are you a morning person or an evening person?

1. YOU _____



And why do you say that?

2. YOU _____

LESSON 2

6 On a typical weekday, do you . . . ? Check always, usually, sometimes, or never.

| | always | usually | sometimes | never |
|--------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. eat breakfast | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. watch TV in the evening | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. take a shower at night | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. read after 10:00 P.M. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. exercise in the morning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. take a nap in the afternoon | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. go out for lunch | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

On a typical weekend, do you . . . ? Check always, usually, sometimes, or never.

| | always | usually | sometimes | never |
|----------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. visit friends | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. go dancing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. study | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. go to the movies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. play soccer | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. check e-mail | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. go out for dinner | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

7 Look at your answers in Exercise 6. Write five sentences about your activities. Follow the model.

Example: On weekdays, I usually exercise in the morning

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

8 Think about the leisure activities of family members and friends. Complete the chart.

| Name / Relationship | Activity | Time expression | Frequency |
|---------------------|------------|------------------|-----------|
| grandfather | take a nap | in the afternoon | usually |
| | | | |
| | | | |
| | | | |
| | | | |

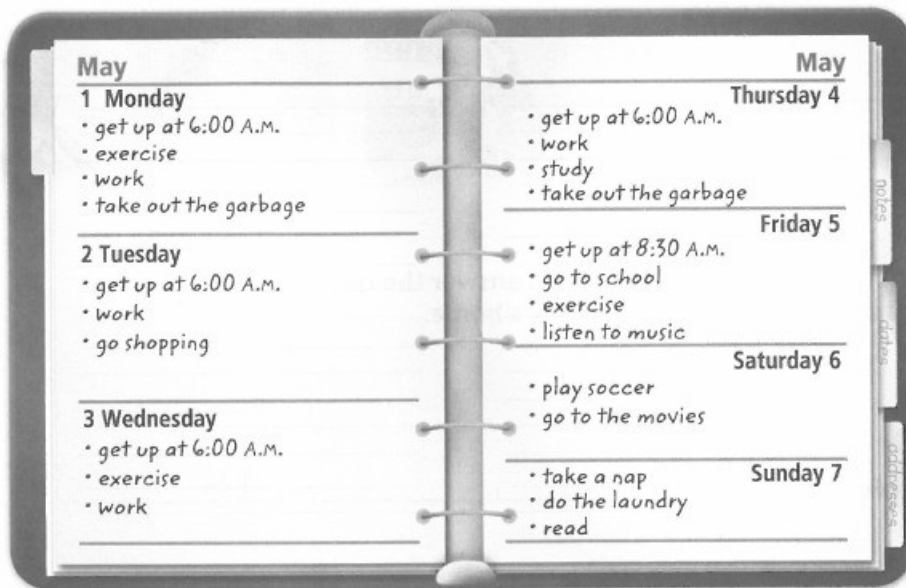
Now write sentences about what your family members and friends do in their free time. Use your chart.

Example: My grandfather usually takes a nap in the afternoon _____.

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

LESSON 3

9 Look at Larry's weekly schedule.



Now write questions with **How often** and complete the answers.

1. A: How often does Larry go to school _____?
- B: He _____ once a week.
2. A: _____?
- B: He _____ twice a week.
3. A: _____?
- B: He _____ three times a week.
4. A: _____?
- B: He _____ four times a week.

10 Look at Larry's schedule in Exercise 9 again. Answer the questions.

1. When does Larry work? _____
2. When does he go to school? _____
3. What's his typical day like? _____
4. What time does he get up on Fridays? _____
5. What does he do in his free time? _____

11 Look at the pictures. Then write sentences about the household chores Mr. and Mrs. Rand do.

Mr. Rand

1. _____
2. _____



Mrs. Rand

3. _____
4. _____
5. _____



12 Write a question with Who for each picture. Then answer the questions with information about your home or your family's home.



Example: Who does the laundry _____? I do _____.



1. _____?



2. _____?



3. _____?



4. _____?

1 A RIDDLE FOR YOU!

What comes once in an afternoon, twice in a week, but never in a day or month?

(Hint: It comes once in the alphabet.)

Answer: _____

2 WORD FIND. Look across (→) and down (↓). Circle fourteen activities. Then write the activities in the correct column.

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

Chores / Work activities

Leisure activities

Riddle Answer: the letter e

Units 1–7 REVIEW

1 Circle the word or phrase that is different.

- | | | | |
|--------------------|----------------|---------------|------------------|
| 1. athlete | classmate | neighbor | colleague |
| 2. doctor | engineer | pharmacy | scientist |
| 3. last name | weekend | address | phone number |
| 4. subway | moped | train | game |
| 5. brother | daughter | wife | grandmother |
| 6. tall | new | handsome | young |
| 7. concert | party | restaurant | movie |
| 8. skirt | blouse | dress | tie |
| 9. listen to music | do the laundry | visit friends | go to the movies |
| 10. get up | shave | come home | eat breakfast |

2 Read the ad for an event.



Now write a question for each answer.

- A: _____?
B: A soccer game.
- A: _____?
B: The Sports Center.
- A: _____?
B: At one o'clock.
- A: _____?
B: On Saturday, May 15th.

3 Read about Salma Hayek.

This is Salma Hayek. She's an actor. She's from Mexico, but her name is Arabic. Her father's family is from Lebanon. Her mother is Mexican. Her father is a businessman, and her mother is an opera singer. She has one brother, Sami Hayek. Salma Hayek's birthday is September 2, 1966. She's a Virgo. She is short and very pretty. In September 2007, Hayek became a mother. She and her husband have a daughter. Her name is Valentina Paloma.

Salma Hayek's 2002 movie *Frida* is not an old movie, but it's already a classic. It is the winner of two Academy Awards—for music and for makeup. The movie is about the famous Mexican artist Frida Kahlo. Hayek is Frida in the movie. Alfred Molina is her husband, the artist Diego Rivera. Many of Hayek's friends are in the movie. The acting is great. The colors, art, clothes, and music in *Frida* are beautiful.


زبان ايبك



Now answer the questions.

1. What does Salma Hayek do? _____
2. Is she from Lebanon? _____
3. Does Hayek have brothers and sisters? _____
4. When is her birthday? _____
5. How old is she? _____
6. Is she tall? _____
7. How old is her daughter? _____
8. What is her daughter's first name? _____

4 Compare Frida Kahlo and Salma Hayek. Complete the chart. Use the reading in Exercise 3.

| |  Frida Kahlo |  Salma Hayek |
|------------------------------|---|---|
| Occupation | artist | |
| Nationality | from Mexico | |
| Nationality of father | from Germany | |
| Nationality of mother | from Mexico | |
| Brothers and sisters | 3 sisters, no brothers | |
| Birthday | July 6, 1907 | |

2 Look at the pictures. Write answers to the questions. Remember to capitalize proper nouns.



1. What is the grocery clerk's name? His name is Sam
2. What is the pharmacist's name? _____
3. What is the waiter's name? _____
4. What is the travel agent's first name? _____
5. What is the professor's last name? _____

3 Answer a friend's questions about your neighborhood.

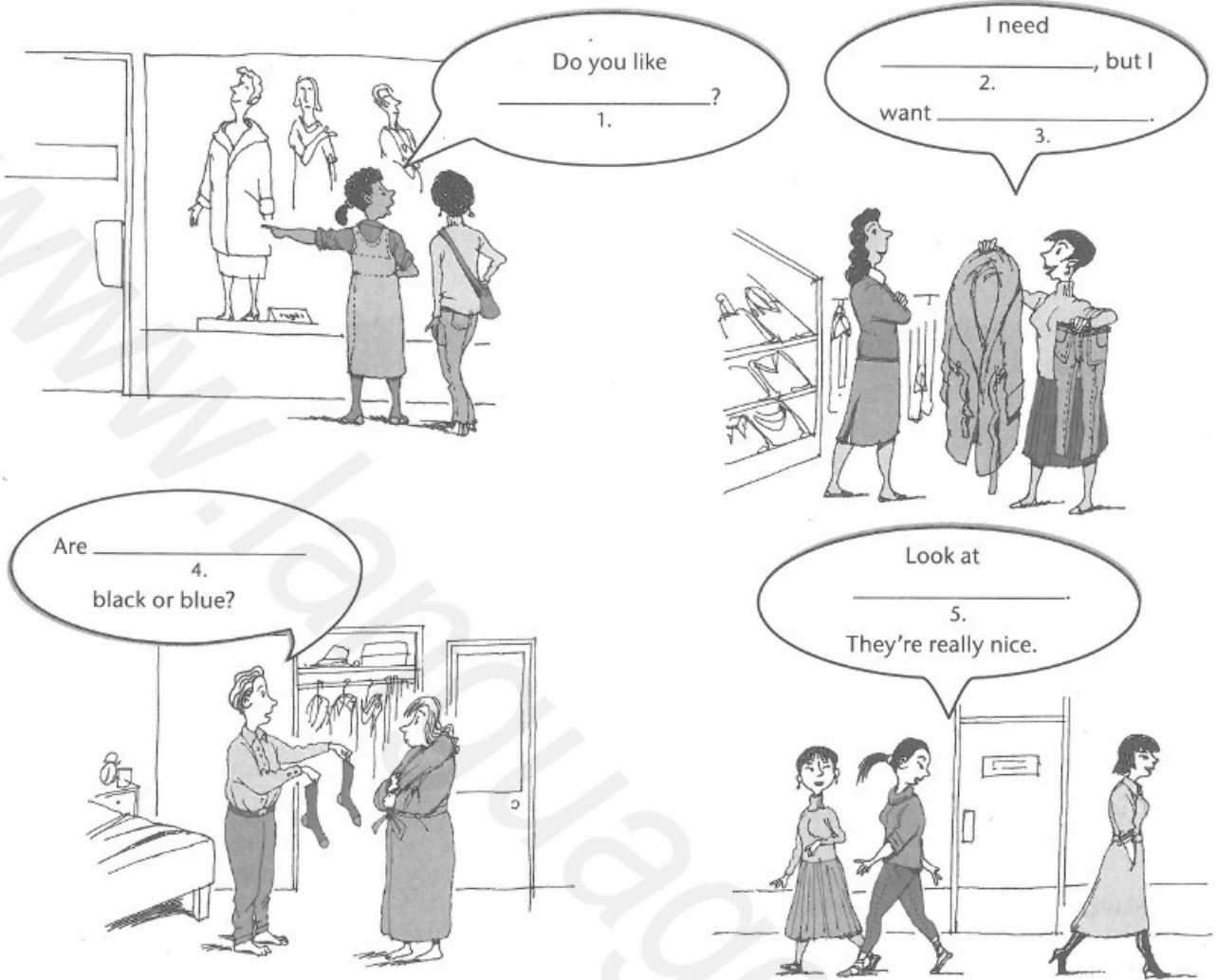


1. How do you go to the supermarket? _____
2. Can I walk to the dry cleaners? _____
3. Where's the coffee shop? _____

4 Which events do you like? Number the events from 1 to 8 in the order you like them.

- | | |
|----------------|------------------------|
| _____ plays | _____ art exhibitions |
| _____ ballets | _____ baseball games |
| _____ operas | _____ volleyball games |
| _____ speeches | _____ football games |

5 Write this, that, these, or those and the names of the clothes.



6 Look at the pictures. Ask for a different color or size. Write yes / no questions with have.



1. Do you have these sandals in red _____ ?



2. _____ ?



3. _____?



4. _____?



5. _____?

7 Look at the pictures and the answers. Write the questions.



1. A: How often do you dust?

B: Twice a month.



2. A: _____ you _____?

B: On Sundays.



3. A: _____?

B: My wife does.



4. A: _____?

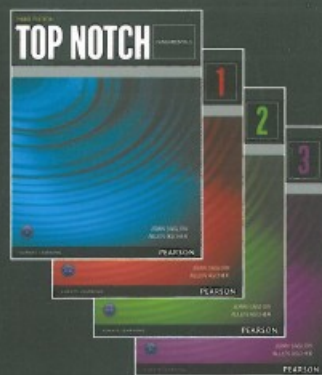
B: Yes, I do.

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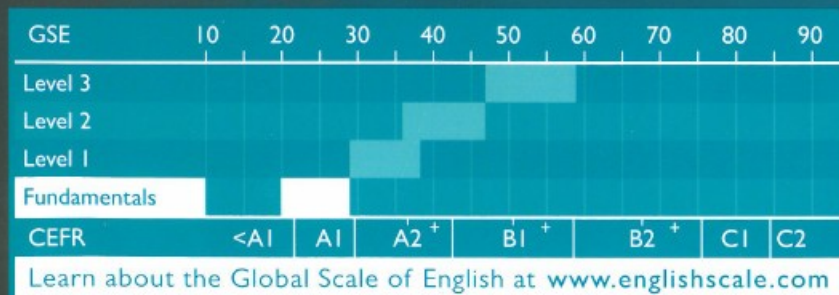
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