

SECOND EDITION

TOP NOTCH

English for Today's World

FUNDAMENTALS

B

WITH WORKBOOK

Joan Saslow • Allen Ascher

With Top Notch Pop Songs and Karaoke
by Rob Morsberger



Top Notch: English for Today's World

Fundamentals B with Workbook, Second Edition

Copyright © 2011 by Pearson Education, Inc.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior permission of the publisher.

Pearson Education, 10 Bank Street, White Plains, NY 10606

Staff credits: The people who made up the *Top Notch Fundamentals* team—representing editorial, design, production, and manufacturing—are Rhea Bunker, Elizabeth Carlson, Aerin Csigay, Mindy DePalma, Dave DICKEY, Warren Fischbach, Aliza Greenblatt, Ray Keating, Mike Kemper, Maria Piarella, Jessica Miller-Smith, Barbara Sabella, Martin Yu, and Wendy Wolf.

Cover design: Rhea Banker

Cover photo: Sprint/Corbis

Text design: Elizabeth Carlson and Wendy Wolf

Text composition: Quarasan!

Text font: 9/10 Stone Sans, ITC Stone Sans

Library of Congress Cataloging-in-Publication Data

Saslow, Joan M

Top notch : English for today's world / Joan Saslow, Allen Ascher ; with Top Notch pop songs and Karaoke by Rob Morsberger. — 2nd ed.

P, cm

ISBN 0-13-246988-X (set) — ISBN 0-13-247038-1 (v. 1) — ISBN 0-13-247048-9 (v. 2) — ISBN 0-13-247027-6 (v. 3). 1. English language — Textbooks for foreign speakers. 2. English language — Problems, exercises, etc.

1. Ascher, Allen. II. Title.

PE1128.S2757 2011

428.2'4 — dc22

2010019162

ISBN 10: 0-13-246990-1

ISBN 13: 978-0-13-246990-6

Illustration credits: Steve Attoe, p. W81; Kenneth Batelman, pp. 64, 65, 66; John Ceballos, pp. 67, 95, 120 (top); Pascal Dejong, p. 87; Karen Donnelly, p. 111; Bob Doucet, p. 119; Len Eber, p. 110 (right); Scott Gray, pp. 68, 80, 85; Brian Hughes, pp. 89, 92, 98; Steve Hutchings, pp. W56, W62; Adam Larkin, p. 103; Monica Morris, p. 86; Robert McPhilips, p. 119; Jessica Miller-Smith, p. W71; Suzanne Morgensen, pp. W59, W79; Sandy Nichols, p. 75; Dusan Petricic, pp. 72, 96, 112, W54 (bottom), W87 (center, right); Phil Scheuer, pp. 105 (top), 106, 114, W54 (bottom), W55 (top), W73, W77 (bottom), W84, W87 (left); Steve Schulman, p. W52; Neil Stewart, p. W50; Meryl Trebilcot, p. 110 (top left); Anna Veltfort, pp. 74 (top), 104, 106 (bottom 1, 2, 3), 108, 120 (bottom), 122, W54 (bottom), W66, W77.

Text credit: Recipes on page 86: Copyright © 1997 by Rozanne Gold. Reprinted by permission of Paradigm Talent and Literary Agency, on behalf of the Author.

Printed in the United States of America

PRINTED IN THE UNITED STATES OF AMERICA

CONTENTS

Learning Objectives for Fundamentals A and Fundamentals B	iv
To the Teacher	viii
About Your <i>ActiveBook</i> Self-Study Disc	ix
UNIT 8 Home and Neighborhood	64
UNIT 9 Activities and Plans	72
UNIT 10 Food	80
UNIT 11 Past Events	88
UNIT 12 Appearance and Health	96
UNIT 13 Abilities and Requests	104
UNIT 14 Life Events and Plans	112
Units 8-14 Review	120
 REFERENCE CHARTS	
Countries and nationalities	125
Numbers 100 to 1,000,000,000	125
Irregular verbs	125
Pronunciation table	125
Vocabulary Booster	130
Grammar Booster	141
<i>Top Notch Pop</i> Lyrics	147
 WORKBOOK	
UNIT 8	W48
UNIT 9	W54
UNIT 10	W59
UNIT 11	W65
UNIT 12	W71
UNIT 13	W77
UNIT 14	W83
Units 8-14 Review	W89
About the Authors	last page

Learning Objectives

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

Unit	Communication Goals	Vocabulary	Grammar
1 Names and Occupations page 4	<ul style="list-style-type: none">Tell a classmate your occupationIdentify your classmatesSpell names	<ul style="list-style-type: none">OccupationsThe alphabet <p>VOCABULARY BOOSTER</p> <ul style="list-style-type: none">More occupations	<ul style="list-style-type: none">Verb be:Singular and plural statements, contractionsYes / no questions and short answersCommon errors <ul style="list-style-type: none">Subject pronounsArticles a / anNouns:Singular and plural / Common and proper <p>GRAMMAR BOOSTER • Extra practice</p>
2 About People page 12	<ul style="list-style-type: none">Introduce peopleTell someone your first and last nameGet someone's contact information	<ul style="list-style-type: none">Relationships (non-family)TitlesFirst and last namesNumbers 0–20 <p>VOCABULARY BOOSTER</p> <ul style="list-style-type: none">More relationships	<ul style="list-style-type: none">Possessive nouns and adjectivesBe from / Questions with Where, common errorsVerb be: information questions with What <p>GRAMMAR BOOSTER • Extra practice</p>
3 Places and How to Get There page 20	<ul style="list-style-type: none">Talk about locationsDiscuss how to get placesDiscuss transportation	<ul style="list-style-type: none">Places in the neighborhoodLocationsWays to get placesMeans of transportationDestinations <p>VOCABULARY BOOSTER</p> <ul style="list-style-type: none">More places	<ul style="list-style-type: none">Verb be: questions with WhereSubject pronoun itThe imperativeBy to express means of transportation <p>GRAMMAR BOOSTER • Extra practice</p>
4 Family page 28	<ul style="list-style-type: none">Identify people in your familyDescribe your relativesTalk about your family	<ul style="list-style-type: none">Family relationshipsAdjectives to describe peopleNumbers 21–101 <p>VOCABULARY BOOSTER</p> <ul style="list-style-type: none">More adjectives	<ul style="list-style-type: none">Verb be:Questions with Who and common errorsWith adjectivesQuestions with How oldAdverbs very and soVerb have / has: affirmative statements <p>GRAMMAR BOOSTER • Extra practice</p>
5 Events and Times page 36	<ul style="list-style-type: none">Confirm that you're on timeTalk about the time of an eventAsk about birthdays	<ul style="list-style-type: none">What time is it?Early, on time, lateEventsDays of the weekOrdinal numbersMonths 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 timePrepositions in, on, and at for dates and timesCommon errors <p>GRAMMAR BOOSTER • Extra practice</p>
6 Clothes page 44	<ul style="list-style-type: none">Give and accept a complimentAsk for colors and sizesDescribe clothes	<ul style="list-style-type: none">ClothesColors and sizesOpposite 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, thoseThe simple present tense: like, want, need, and haveAffirmative and negative statementsQuestions and short answersSpelling rules and contractionsAdjective placement and common errorsOne and ones <p>GRAMMAR BOOSTER • Extra practice</p>
7 Activities page 52 Units 1-7 Review page 60	<ul style="list-style-type: none">Talk about morning and evening activitiesDescribe what you do in your free timeDiscuss household chores	<ul style="list-style-type: none">Daily activities at homeLeisure activitiesHousehold chores <p>VOCABULARY BOOSTER</p> <ul style="list-style-type: none">More household chores	<ul style="list-style-type: none">The simple present tense:Third-person singular spelling rulesQuestions with When and What timeQuestions with How often, time expressionsQuestions with Who as subject, common errorsFrequency adverbs and time expressions:Usage, placement, and common errors <p>GRAMMAR BOOSTER • Extra practice</p>

Conversation Strategies	Listening / Pronunciation	Reading / Writing
<ul style="list-style-type: none"> Use <u>And you?</u> to show interest in another person Use <u>Excuse me</u> to initiate a conversation Use <u>Excuse me?</u> to indicate you haven't heard or didn't understand Use <u>Thanks!</u> to acknowledge someone's complying with a request 	<p>Listening task:</p> <ul style="list-style-type: none"> 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 <p>Pronunciation:</p> <ul style="list-style-type: none"> Syllables 	<p>Reading Text:</p> <ul style="list-style-type: none"> Simple forms and business cards <p>Writing Task:</p> <ul style="list-style-type: none"> Write affirmative and negative statements about people in a picture
<ul style="list-style-type: none"> Identify someone's relationship to you when making an introduction Use <u>too</u> to reciprocate a greeting Begin a question with <u>And</u> to indicate you want additional information Repeat part of a question to clarify Repeat information to confirm 	<p>Listening task:</p> <ul style="list-style-type: none"> Complete statements about relationships Circle the correct information Fill in names, phone numbers, and e-mail addresses you hear <p>Pronunciation:</p> <ul style="list-style-type: none"> Stress in two-word pairs 	<p>Reading Text:</p> <ul style="list-style-type: none"> Short descriptions of famous people, their occupations, and countries of origin <p>Writing Task:</p> <ul style="list-style-type: none"> Write sentences about your relationships
<ul style="list-style-type: none"> Use <u>You're welcome</u> to formally acknowledge thanks Use <u>OK</u> to acknowledge advice Use <u>What about you?</u> to show interest in another person 	<p>Listening task:</p> <ul style="list-style-type: none"> 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 <p>Pronunciation:</p> <ul style="list-style-type: none"> Falling intonation for questions with <u>Where</u> 	<p>Reading Texts:</p> <ul style="list-style-type: none"> Simple maps and diagrams Introductions of people, their relationships and occupations, where they live, and how they get to work <p>Writing Task:</p> <ul style="list-style-type: none"> Write questions and answers about the places in a complex picture
<ul style="list-style-type: none"> Use <u>Well....</u> to indicate one is deciding how to begin a response Use <u>And how about....?</u> to ask for more information Use <u>Really?</u> to show interest or mild surprise 	<p>Listening task:</p> <ul style="list-style-type: none"> Identify the picture of a relative being described Choose the adjective that describes the people mentioned in a conversation <p>Pronunciation:</p> <ul style="list-style-type: none"> Number contrasts 	<p>Reading Texts:</p> <ul style="list-style-type: none"> A family tree A magazine article about famous actors and their families <p>Writing Task:</p> <ul style="list-style-type: none"> Write a description of the people in your family
<ul style="list-style-type: none"> Use <u>Uh-oh</u> to indicate you may have made a mistake Use <u>Look</u> to focus someone's attention on something Use <u>Great!</u> to show enthusiasm for an idea Offer someone best wishes on his or her birthday 	<p>Listening task:</p> <ul style="list-style-type: none"> Identify events and circle the correct times Write the events you hear in a date book Circle the dates you hear <p>Pronunciation:</p> <ul style="list-style-type: none"> Sentence rhythm 	<p>Reading Texts:</p> <ul style="list-style-type: none"> A world map with time zones Events posters Conversations A zodiac calendar <p>Writing Task:</p> <ul style="list-style-type: none"> Write about events at your school or in your city
<ul style="list-style-type: none"> Acknowledge a compliment with <u>Thank you</u> Apologize with <u>I'm sorry</u> when expressing disappointing information Use <u>That's too bad</u> to express disappointment Use <u>What about you?</u> to ask for someone's opinion Use <u>Well</u> to soften a strong opinion 	<p>Listening task:</p> <ul style="list-style-type: none"> Confirm details about clothes Determine colors of garments <p>Pronunciation:</p> <ul style="list-style-type: none"> Plural endings 	<p>Reading Text:</p> <ul style="list-style-type: none"> A sales flyer from a department store <p>Writing Task:</p> <ul style="list-style-type: none"> Write sentences about the clothes you have, need, want, and like
<ul style="list-style-type: none"> Say <u>Me?</u> to give yourself time to think of a personal response Use <u>Well</u> to introduce a lengthy response Use <u>So</u> to introduce a conversation topic Use <u>How about you?</u> to ask for parallel information Say <u>Sure</u> to indicate a willingness to answer Begin a response to an unexpected question with <u>Oh</u> 	<p>Listening task:</p> <ul style="list-style-type: none"> Match chores to the people who performed them <p>Pronunciation:</p> <ul style="list-style-type: none"> Third-person singular verb endings 	<p>Reading Text:</p> <ul style="list-style-type: none"> A review of housekeeping robots <p>Writing Tasks:</p> <ul style="list-style-type: none"> Write five sentences about robots Describe your typical week, using adverbs of frequency and time expressions

Unit	Communication Goals	Vocabulary	Grammar
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"> Types of 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 yes / no questions Contractions and common errors Questions with <u>How many</u>. <p>GRAMMAR BOOSTER • Extra practice</p>
9 Activities and Plans page 72	<ul style="list-style-type: none"> Describe today's weather Ask about people's activities Discuss plans 	<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 	<ul style="list-style-type: none"> The present continuous: <ul style="list-style-type: none"> Statements: form and usage Yes / no questions Information questions For future plans The present participle: spelling rules <p>GRAMMAR BOOSTER • Extra practice</p>
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"> Count nouns and non-count nouns: <ul style="list-style-type: none"> Meaning, form, and common errors Count nouns: <u>How many</u> / <u>Are there any</u> Non-count nouns: <u>How much</u> / <u>Is there any</u> The simple present tense and the present continuous: usage and common errors <p>GRAMMAR BOOSTER • Extra practice</p>
11 Past Events page 88	<ul style="list-style-type: none"> Tell someone about a past event Describe past activities Talk about outdoor activities 	<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>: <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>
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 advice <p>GRAMMAR BOOSTER • Extra practice</p>
13 Abilities and Requests page 104	<ul style="list-style-type: none"> Express a wish 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>
14 Life Events and Plans page 112	<ul style="list-style-type: none"> Get to know someone's life story Discuss plans Express wishes for the future 	<ul style="list-style-type: none"> Some life events Academic subjects Leisure activities Life cycle events <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 <u>Would like</u> + infinitive: <ul style="list-style-type: none"> Statements Questions Short answers Contractions <p>GRAMMAR BOOSTER • Extra practice</p>
Units 8–14 Review page 120		<p>Countries and nationalities / Numbers 100 to 1,000,000,000 / Irregular verbs / Pronunciation tablepage 125</p> <p>Vocabulary Boosterpage 126</p> <p>Grammar Boosterpage 136</p>	

Conversation Strategies	Listening / Pronunciation	Reading / Writing
<ul style="list-style-type: none"> Use <u>Really?</u> to introduce contradictory information Respond positively to a description with <u>Sounds nice!</u> Use <u>Actually</u> to introduce an opinion that might surprise Say <u>I don't know. I'm not sure</u> to avoid making a direct negative statement 	<p>Listening task:</p> <ul style="list-style-type: none"> Determine the best house or apartment for clients of a real estate company Complete statements about locations of furniture and appliances <p>Pronunciation:</p> <ul style="list-style-type: none"> Linking sounds 	<p>Reading Texts:</p> <ul style="list-style-type: none"> House and apartment rental listings Descriptions of people and their homes <p>Writing Task:</p> <ul style="list-style-type: none"> Compare and contrast your home with homes in a complex illustration
<ul style="list-style-type: none"> Use <u>Hi</u> and <u>Hey</u> to greet people informally Say <u>No kidding!</u> to show surprise Answer the phone with <u>Hello?</u> Identify yourself with <u>This is _____</u> on the phone Use <u>Well, actually</u> to begin an excuse Say <u>Oh, I'm sorry</u> after interrupting Say <u>Talk to you later</u> to indicate the end of a phone conversation 	<p>Listening task:</p> <ul style="list-style-type: none"> Determine weather and temperatures in cities in a weather report Complete statements about people's activities, using the present continuous <p>Pronunciation:</p> <ul style="list-style-type: none"> Rising and falling intonation of <u>yes / no</u> and information questions 	<p>Reading Texts:</p> <ul style="list-style-type: none"> A daily planner A newspaper column about activities in a town <p>Writing Task:</p> <ul style="list-style-type: none"> Write about plans for the week, using the present continuous
<ul style="list-style-type: none"> Say <u>I'll check</u> to indicate you'll get information for someone Decline an offer politely with <u>No, thanks</u> Use <u>Please pass the _____</u> to ask for something at the table Say <u>Here you go</u> as you offer something Say <u>Nice to see you</u> to greet someone you already know Use <u>You too</u> to repeat a greeting politely 	<p>Listening task:</p> <ul style="list-style-type: none"> Identify the foods discussed in conversations <p>Pronunciation:</p> <ul style="list-style-type: none"> Vowel sounds: /i/, /ɪ/, /eɪ/, /ɛ/, /æ/ 	<p>Reading Texts:</p> <ul style="list-style-type: none"> Recipe cards A weekly schedule <p>Writing Task:</p> <ul style="list-style-type: none"> Write about what you eat in a typical day
<ul style="list-style-type: none"> Ask <u>why?</u> to ask for a clearer explanation Use <u>What about _____?</u> to ask for more information Use <u>just</u> to minimize the importance of an action Use a double question to clarify Say <u>Let me think</u> to gain time to answer Say <u>Oh yeah</u> to indicate you just remembered something 	<p>Listening task:</p> <ul style="list-style-type: none"> Circle the year you hear Infer the correct day or month Choose activities mentioned in conversations <p>Pronunciation:</p> <ul style="list-style-type: none"> Simple past tense regular verb endings 	<p>Reading Text:</p> <ul style="list-style-type: none"> A blog in which people describe what they did the previous weekend <p>Writing Tasks:</p> <ul style="list-style-type: none"> Write about the activities of two people, based on a complex picture Write about your weekend and what you did
<ul style="list-style-type: none"> Use <u>Oh</u> to indicate you've understood Say <u>I'm sorry to hear that; Oh, no, and That's too bad</u> to express sympathy Use <u>What's wrong?</u> to ask about an illness Use <u>really</u> to intensify advice with <u>should</u> Respond to good advice with <u>Good idea</u> Say <u>I hope you feel better</u> when someone feels sick 	<p>Listening task:</p> <ul style="list-style-type: none"> Identify the people described in conversations Complete statements about injuries Identify the ailments and remedies suggested in conversations <p>Pronunciation</p> <ul style="list-style-type: none"> More vowel sounds 	<p>Reading Text:</p> <ul style="list-style-type: none"> A magazine article about two celebrities <p>Writing Task:</p> <ul style="list-style-type: none"> Write a description of someone you know
<ul style="list-style-type: none"> Use <u>I wish I could _____</u> to express a wish Use <u>But</u> to introduce contrasting information Suggest a shared course of action with <u>Let's</u> Politely decline a suggestion with <u>I'm really sorry but</u> and a reason Accept a refusal with <u>Maybe some other time</u> Use <u>Sure</u> and <u>No problem</u> to agree to someone's request for a favor 	<p>Listening task:</p> <ul style="list-style-type: none"> Complete requests for favors <p>Pronunciation</p> <ul style="list-style-type: none"> Assimilation of sounds: <u>Could you</u> 	<p>Reading Text:</p> <ul style="list-style-type: none"> A journal article about infant-toddler development <p>Writing Task:</p> <ul style="list-style-type: none"> Describe things people can and can't do when they get old
<ul style="list-style-type: none"> Use <u>Not really</u> to soften a negative response Ask <u>What do you mean?</u> to request clarification Use <u>Well</u> to explain or clarify Use emphatic stress on <u>and</u> to indicate two answers 	<p>Listening task:</p> <ul style="list-style-type: none"> Choose correct statements Circle correct words or phrases Complete statements about activities, using the present continuous Infer people's wishes for the future and complete statements, using <u>would like</u> <p>Pronunciation</p> <ul style="list-style-type: none"> Diphthongs 	<p>Reading Text:</p> <ul style="list-style-type: none"> A short biography of Harry Houdini <p>Writing Task:</p> <ul style="list-style-type: none"> Write your own illustrated life story, including plans and wishes for the future

To the Teacher

What is *Top Notch*?

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

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

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

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

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

**Summit 1* and *Summit 2* are the titles of the fifth and sixth levels of the *Top Notch* course. All Student's Books are available in split editions with bound-in workbooks.

The *Top Notch* instructional design

Daily confirmation of progress

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

A purposeful conversation syllabus

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

An emphasis on cultural fluency

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

Intensive vocabulary development

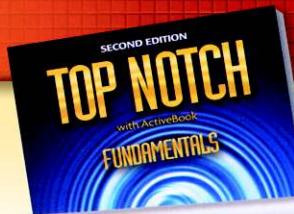
Students actively work with a rich vocabulary of high-frequency words, collocations, and expressions in all units of the Student's Book. Clear illustrations and definitions clarify meaning and provide support for independent study, review, and test preparation. Systematic recycling promotes smooth and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

A dynamic approach to grammar

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

A dedicated pronunciation syllabus

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



ActiveBook

Top Notch Fundamentals ActiveBook

Contents

More Practice

Top Notch Pop

Learning Objectives

Unit 1: Names and Occupations

Unit 2: About People

Unit 3: Places and How to Get There

Unit 4: Family

Unit 5: Events and Times

Unit 6: Clothes

Unit 7: Activities

Units 1-7: Review

Unit 8: Home and Neighborhood

Unit 9: Activities and Plans

Unit 10: Food

Unit 11: Past Events

Unit 12: Appearance and Health

Unit 13: Abilities and Requests

Unit 14: Life Events and Plans

Units 8-14: Review

Reference Charts

Vocabulary Booster

Grammar Booster

Top Notch Pop Lyrics

28 UNIT 4

28 - 29

GOALS After Unit 4, you will be able to:

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

For family

Listen again and repeat.

11. grandmother 12. granddaughter

13. wife 14. husband

15. sister 16. brother

4. GRAMMAR Be questions with Who

Who is he? (He's my dad.) Who are they? (They're my sisters.) Who are his? (They're his daughters.) Who is his? (She's his wife.) Who are their? (They're their daughters.) Who is their? (She's their wife.)

Be careful! Who is NOT? Who is

1. A: Who is he? 2. A: Who are they? 3. A: Who is his? 4. A: Who are their?

2. A: He's my grandfather. B: They're Pat's grandparents.

3. A: She's my mother. B: She's Ed's wife.

4. A: Who is his? 5. A: Who are their?

5. A: He's my brother. B: They're my brother and sister.

6. A: Who is their? B: They're my brother and sister.

4. CONVERSATION MODEL Read and listen.

A: What's that? B: That's my father.

A: And who are they? B: They're my sisters, Mindy and Jon.

5. RHYTHM AND INTONATION Listen again and repeat.

Then practice the Conversation Model with a partner.

3. FAIR WORK Listen to the names of people in your family. Personalize the conversation with names of your family members. Then change roles.

A: Who's that? B: That's my father.

A: And who are they? B: They're my sisters, Mindy and Jon.

6. CHANGE PARTNERS Personalize the conversation again.

A Digital Student's Book (with complete audio)

Unit 4: Family - Grammar and Vocabulary - C Multiple Choice

Click on the correct answer.

Our granddaughters are so ...

cute

old

tall

Interactive practice (with daily activity records)

- Extra listening and reading comprehension
- Record-yourself speaking
- Grammar and vocabulary practice
- Games and puzzles
- Top Notch Pop and karaoke

NAME: _____ DATE: _____

Self-Check Write a checkmark next to the language you know. Return to the unit in your Student's Book to find and study the language you are not yet sure of.

Unit Study Guide (Unit 4)

Printable test preparation and review

GRAMMAR

- Be questions with Who (page 29)
- Be with adjectives (page 30)
- Adverb with and so (page 30)
- Verb have / has: affirmative statements (page 32)
- Be questions with How old (page 33)

VOCABULARY

family relationships

- grandparents
- grandmother
- grandfather
- parents
- parents
- brother
- sister
- children
- daughter

Numbers 21-101

- twenty-one
- twenty-two
- twenty-three
- twenty-four
- twenty-five
- twenty-six
- twenty-seven
- twenty-eight
- twenty-nine
- twenty-ten
- twenty-nine
- twenty-eight
- twenty-seven
- twenty-six
- twenty-five
- twenty-four
- twenty-three
- twenty-two
- twenty-one
- twenty
- nineteen
- eighteen
- seventeen
- sixteen
- fifteen
- fourteen
- thirteen
- twelve
- eleven
- ten
- nine
- eight
- seven
- six
- five
- four
- three
- two
- one
- zero

Adjectives to describe people

- pretty
- handsome
- good-looking
- cute
- short
- tall
- old
- young

Other language

- dad
- mom

SOCIAL LANGUAGE

- Who's that?
- That's my father!
- Tell me about your (father).
- Well, (he's) a (father).

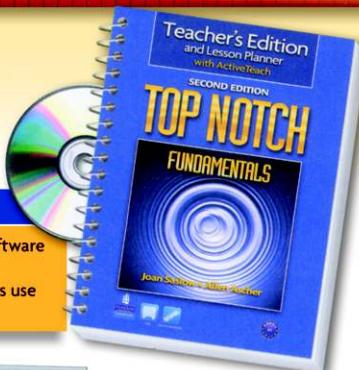
The Teacher's Edition and Lesson Planner

Includes:

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

► ActiveTeach

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

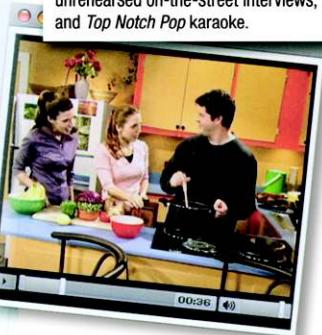


The Digital Student's Book

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

Top Notch TV

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



NAME: _____ DATE: _____

Writing Process Worksheet
(Accompanies Unit 6, page 51)

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

1. PREWRITING

Think about your clothes. Then fill in the chart.

What are the clothes you...?

need?	want?	like?	have?	don't have?
white blouse	red shoes	loose clothes	old clothes	expensive clothes

2. WRITING

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

For example:

Look! I have a white blouse. My blouse is a white shirt. I want red shoes and a

They are _____.



Adjectives to describe people

The baby is _____.



Adjectives to describe people

Printable Extension Activities

Including:

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

NAME: _____

Learning Strategy
(Unit 7, page 58, Reading)

READING STRATEGY: taking notes

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

PRACTICE

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

The iRobot Roomba _____

cleans the house.

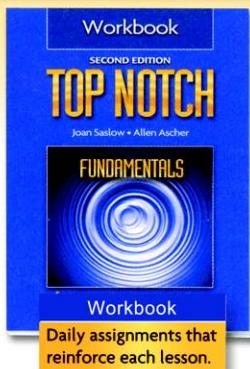
The iRobot Scooba _____

washes the car.

ASIMO _____

plays soccer.

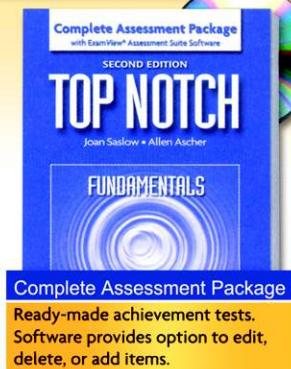
Other components



Daily assignments that reinforce each lesson.

The image shows the front cover of a CD for the 'Top Notch Fundamentals' classroom audio program. The cover is blue with the title 'TOP NOTCH' in large, yellow, stylized letters at the top. Below it, 'Fundamentals' is written in a smaller, white, sans-serif font. At the very bottom, there is a graphic of three concentric circles. The text 'Classroom Audio Program' and 'SECOND EDITION' are visible at the top edge of the cover.

**Classroom
Audio Program**
Includes a variety of
authentic regional and
non-native accents.



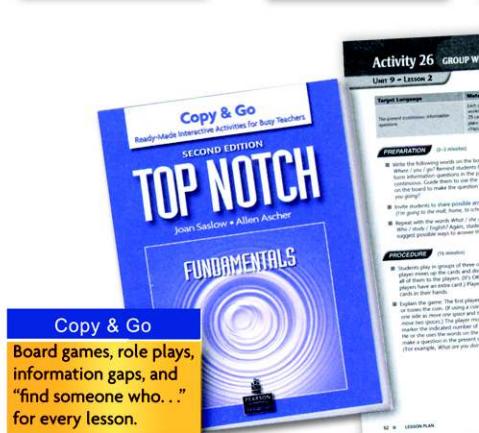
Complete Assessment Package
Ready-made achievement tests.
Software provides option to edit,
delete, or add items.



Full-Course Placement Tests

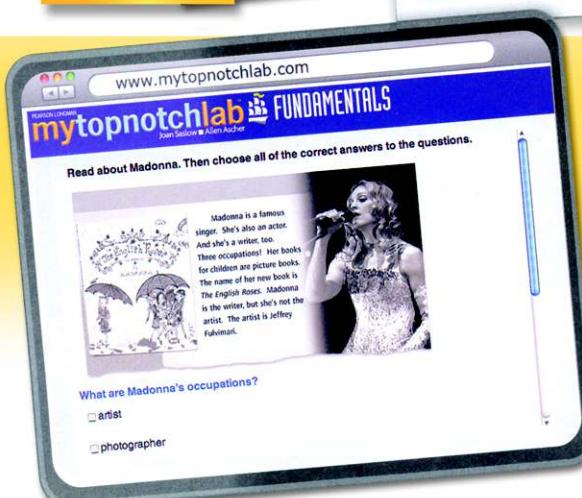
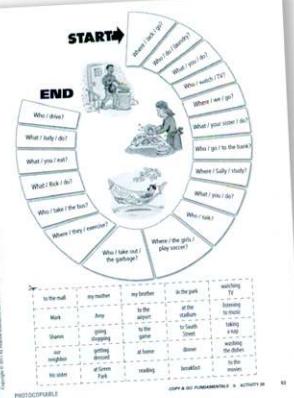
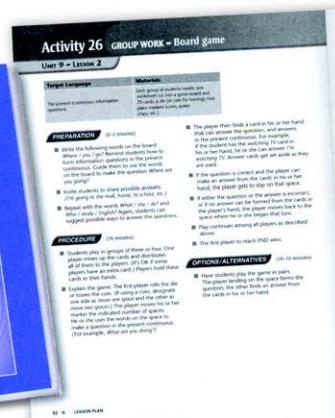


Full-Course Placement Tests



Copy & Go

Board games, role plays, information gaps, and “find someone who . . .” for every lesson.



MyTopNotchLab

An optional online learning tool with:

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

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

LESSON 1

GOAL

Describe your neighborhood

3:19 1  **VOCABULARY** • *Buildings* Read and listen. Then listen again and repeat.

1 a house



2 an apartment building



3 an office building



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

Questions with Where

Where **do** [you
your parents] **live**?

Where **does** [he
your mother] **work**?

Prepositions of place

in

She lives **in** an apartment.They live **in** a house.I work **in** an office.

at

I live **at** 50 Main Street.He works **at** the bookstore.They study **at** the new English School.

on

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

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

1 A: Where your sister's apartment?

B: Her apartment Green Street.

3 A: your neighbor a bank?

B: No. She works a bookstore.

2 A: Where you English?

B: We study the school around the corner.

4 A: Where your parents ?

B: They live 58 Gray Street.

3:20

4  **PRONUNCIATION** • *Linking sounds* Read and listen. Then listen and repeat.

1 It's **on** First Avenue.

3 He **lives in** an apartment.

2 She **works at** home.

4 My friend **studies at** home.

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

“Where does your father work?”

“He works at a bank.”

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



1 a bus station



2 a train station



3 a stadium



4 a park



5 a mall



6 a museum



7 an airport



8 a hospital

NOW YOU CAN **Describe your neighborhood**

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

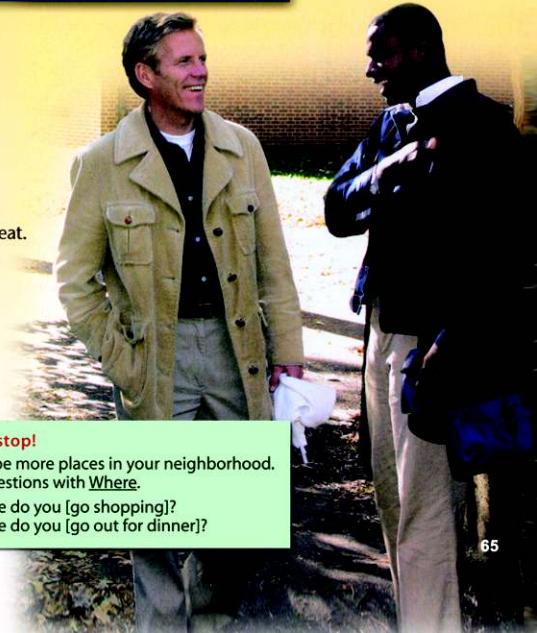
A: Do you live far from here?
B: No. About fifteen minutes by bus.
A: And is the neighborhood nice?
B: Yes, it is. My apartment is near a park and a mall.
A: Really? My apartment is next to an airport!

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

3 **PAIR WORK** Personalize the conversation.

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

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



Don't stop!

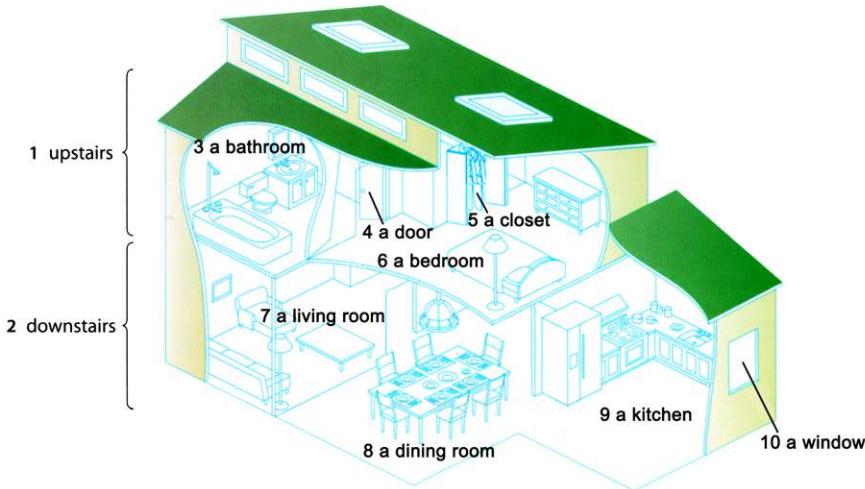
Describe more places in your neighborhood. Ask questions with Where.

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

GOAL

Ask about someone's home

3:25

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

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

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

3 GRAMMAR • *There is and there are / Questions with How many***There is and There are**Use **there is** with singular nouns. Use **there are** with plural nouns.

There's a small bedroom downstairs.

There's a large closet and two windows.

There's no kitchen.

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

There are three large bedrooms upstairs.

There are two windows and a large closet.

There are no elevators.

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

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

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

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

How many bathrooms are there? (There are two.)

How many bedrooms do you have? (We have three.)

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

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

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

There's a small bathroom next to my bedroom.

Ideas

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

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

The screenshot shows a web browser window for <http://www.homeawayfromhome.com>. The main heading is "Home Away from Home" with the tagline "Live in a house or apartment overseas for 1 to 6 months!" Below this are four travel options:

- 1. Paris**
 - A two-bedroom house with a large kitchen
 - A one-bedroom apartment with a small kitchen
- 3. Tokyo**
 - A one-bedroom apartment with a large kitchen
 - A one-bedroom apartment with a large closet
- 2. Buenos Aires**
 - A two-bedroom house with three bathrooms
 - A two-bedroom house with two bathrooms
- 4. Montreal**
 - A two-bedroom house with a small garden
 - A two-bedroom apartment with a balcony

NOW YOU CAN Ask about someone's home

1 3:27 CONVERSATION MODEL Read and listen.

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

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

3 PAIR WORK Personalize the conversation. Describe your house or apartment to your partner. Then change roles.

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

Don't stop!

Ask more questions.
Is there ____?
Are there ____?
How many ____?

4 CHANGE PARTNERS Talk about another classmate's home.

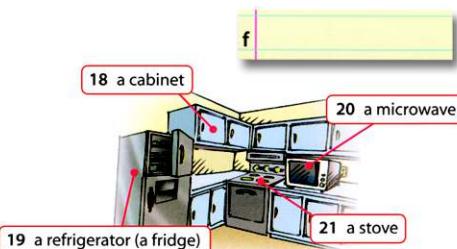
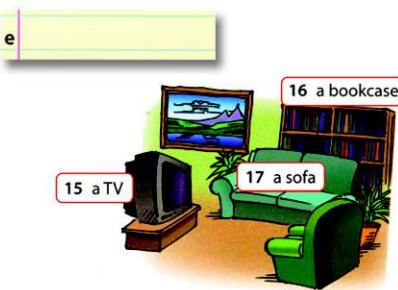
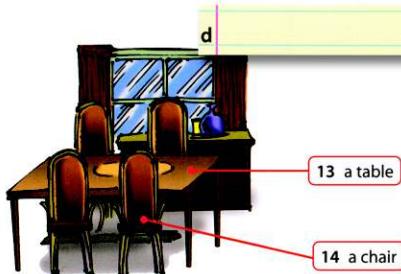
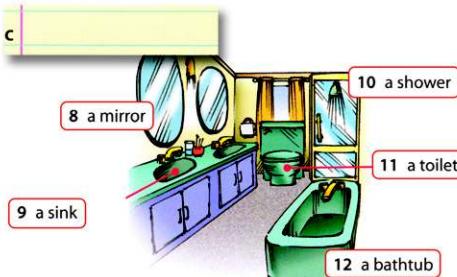
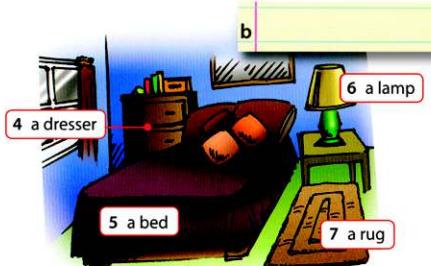
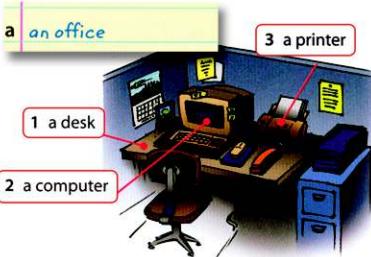


GOAL

Talk about furniture and appliances

3:29

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



VOCABULARY BOOSTER

More home and office vocabulary • p. 130

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

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

4 It's in the
5 It's in the
6 It's in the

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

“ What's in your living room? ”

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

NOW YOU CAN Talk about furniture and appliances

1 CONVERSATION MODEL Read and listen.

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

B: Actually, I think it's beautiful.

A: And what about this lamp?

B: I don't know. I'm not sure.

2 RHYTHM AND INTONATION

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

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

A: This is a nice What do you think?

B: Actually, I think it's

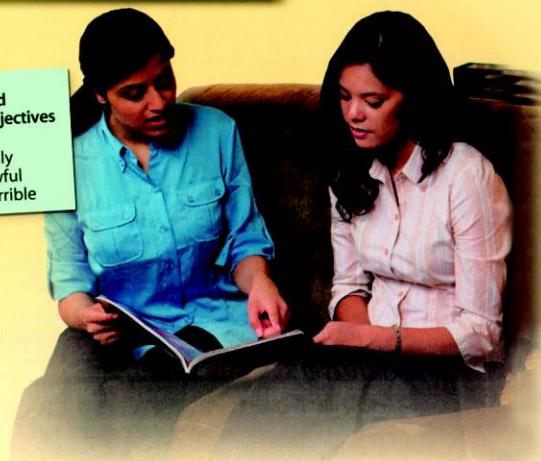
A: And what about this ?

B:

3:33 Positive and negative adjectives

① beautiful
nice
great

② ugly
awful
terrible

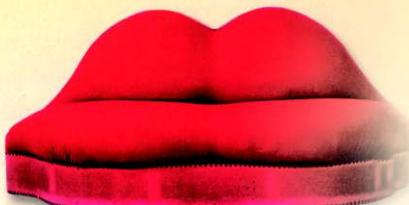


Don't stop!
Ask about other furniture
and appliances.



Be sure to recycle this language.

I like this
I don't like this



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



1 3:34 **READING** Read about where people live. Who lives in a house? Who lives in an apartment?

Where Do You Live?

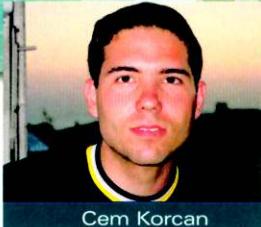


Ana Karina Espinel

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

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

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



Cem Korcan

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

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

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



Soon-Ju Cho

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

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

2 READING COMPREHENSION

Check the descriptions that match each person's home.

	Ana Karina Espinel	Cem Korcan	Soon-Ju Cho
four bedrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
five bathrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a small kitchen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
no dining room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
no garden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a garage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
an office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3 PAIR WORK

Compare your home with the homes in the Reading.

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

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

“ Mr. Korcan lives in an apartment. I live in an apartment, too. His apartment has one bathroom, but my apartment has two. ”

GRAMMAR BOOSTER

Extra practice • p. 141

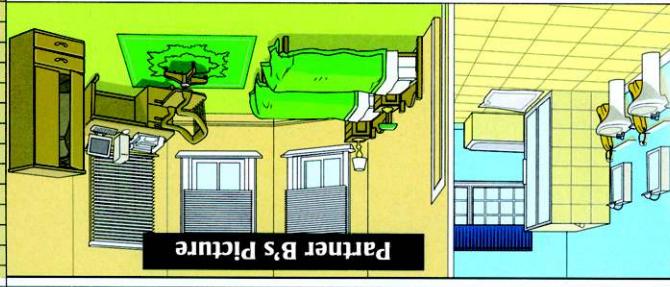
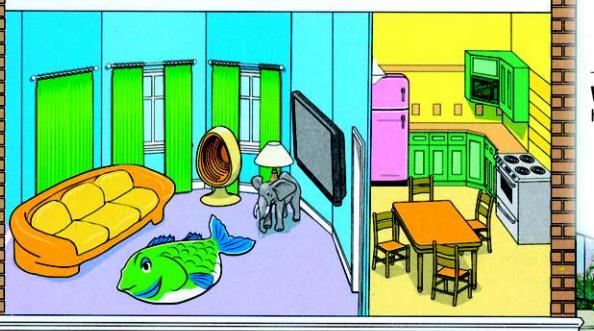


Top Notch Pop

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



Partner A's Picture



Partner B's Picture

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

*How many — are there? Is there —?
Does the — have —? Are there —?*

PAIR WORK

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

A: What do you think of —?

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

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

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

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

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

NOW I CAN...



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

Activities and Plans

GOALS

After Unit 9, you will be able to:

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

LESSON 1

GOAL

Describe today's weather

VOCABULARY BOOSTER

More weather vocabulary • p. 131

1 3:37 **VOCABULARY** • *Weather expressions* Read and listen. Then listen again and repeat.

HOW'S THE WEATHER?



1 It's sunny.



2 It's cloudy.



3 It's windy.



4 It's raining.



5 It's snowing.



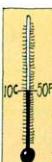
6 It's hot.



7 It's cold.



8 It's warm.



9 It's cool.

2 3:38 **LISTENING COMPREHENSION**

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

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

3 GRAMMAR • *The present continuous: statements*

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

Affirmative

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

Negative

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

Present participles

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

Some others:

doing, listening, reading,
working, meeting, getting

4 GRAMMAR • The present continuous: yes / no questions

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

5 GRAMMAR PRACTICE

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

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

NOW YOU CAN **Describe today's weather**

3:39

1 CONVERSATION MODEL

Read and listen.

A: Hi, Molly. Jonathan.
B: Hey, Jonathan. Where are you?
A: I'm calling from Vancouver.
How's the weather there in São Paulo?
B: Today? **Awful**. It's raining and cold.
A: No kidding! It's hot and sunny here.

3:40

2 RHYTHM AND INTONATION

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

3 PAIR WORK

Change the model. Choose two cities. Role-play a conversation about the weather there. (Option: Find the weather report in the newspaper. Or log onto www.weather.com.) Then change roles.

A: Hi,
B: , Where are you?
A: I'm calling from
How's the weather there in ?
B: Today? It's
A: No kidding! It's here.

4 CHANGE PARTNERS

Describe the weather in other places.



bad 
awful
terrible
good 
nice
great
beautiful

Don't stop!
Tell your partner what you're wearing.
I'm wearing ____.
I'm not wearing ____.

GOAL Ask about people's activities

1 GRAMMAR • The present continuous: information questions

What **is** she **wearing**? (A long black skirt.)
Where **is** he **driving**? (To work.)

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

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

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

2 PAIR WORK Ask and answer questions about Mike and Patty.

Use the present continuous and What, Where, and Who.

“ It's 8:20. What's Mike doing? ”

“ He's eating breakfast. ”



3 PRONUNCIATION • Rising and falling intonation

Use rising intonation for yes / no questions.
Use falling intonation for information questions. Read and listen. Then listen again and repeat.

Yes/no questions

- 1 Are you eating?
- 2 Is he walking?
- 3 Are they watching a movie?
- 4 Is her family at home?
- 5 Are you a teacher?

Information questions

- What are you eating?
- Where is he walking?
- Who's watching a movie?
- Where is her family?
- What do you do?

4 GRAMMAR • The present participle: spelling rules

base form	present participle
talk	→ talking
read	→ reading
watch	→ watching

base form	present participle
make	→ making
take	→ taking
come	→ coming

Remember:

shop → **shopping** get → **getting** put → **putting**

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

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

6 3:42 LISTENING COMPREHENSION Listen. Complete each statement in the present continuous.

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

NOW YOU CAN Ask about people's activities

1 3:43 CONVERSATION MODEL Read and listen.

A: Hello?

B: Hi, Grace. This is Jessica. What are you doing?

A: Well, actually, I'm doing the laundry right now.

B: Oh, I'm sorry. Should I call you back later?

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

B: Bye.

2 3:44 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

3 PAIR WORK Role-play a telephone call. Use your own names. Use the pictures or use your own activities. Then change roles.

A: Hello?

B: Hi, This is What are you doing?

A: Well, actually, I right now.

B: Oh, I'm sorry. Should I call you back later?

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

B:



4 CHANGE PARTNERS Ask and talk about other activities.

GOAL

Discuss plans

3:45

1 VOCABULARY • More time expressions

Read and listen. Then listen again and repeat.

1 today

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

5 tomorrow

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

6 the day after tomorrow

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

7 next Monday

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

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

Actions in the present

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

Future plans

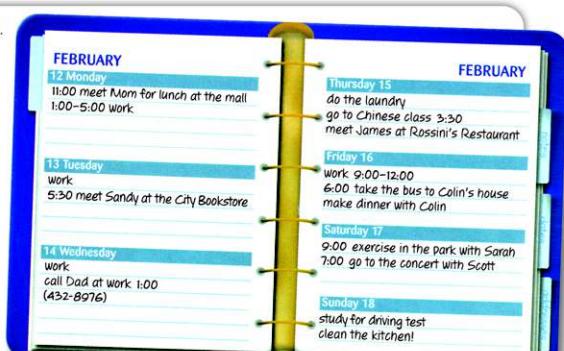
I'm buying shoes **tomorrow**.
 They're cleaning the house **on Friday**, not today.
 Janet's meeting Bill **at 5:00 this afternoon**.

3 GRAMMAR PRACTICE

Read Marissa Miller's date book for this week.

Then complete the paragraph. Use the present continuous.

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



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

“Is Marissa exercising on Tuesday?”

“Where is she making dinner on Friday?”

NOW YOU CAN Discuss plans

1 CONVERSATION MODEL Read and listen.

A: So what are you doing this weekend?
 B: I'm not sure. What about you?
 A: Well, on Saturday, if the weather is good, I'm meeting Pam in the park.
 B: Do you want to get together on Sunday?
 I'm not doing anything special.
 A: Sure! Call me Sunday morning.

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

3 PLAN YOUR CONVERSATION

Fill in the date book for this week. Write your activities and the times.



4 PAIR WORK Use the date book to personalize the conversation with real information. Then change roles.

A: So what are you doing?
 B: What about you?
 A: Well, on
 B: Do you want to get together?
 I'm not doing anything special.
 A: ! Call me

Don't stop!
 Ask about plans for other days of the week.



Be sure to recycle this language.

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

Weather expressions
 raining
 snowing
 hot / cold
 windy
 sunny

Ways to agree
 Sure!
 OK!
 Good idea!

5 CHANGE PARTNERS Discuss other plans.



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



Samantha Keyes

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

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



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

Shh! Don't tell anyone, but the Elegance Hair Salon is having a special event this weekend at the Templeton Mall. Elegance usually washes and cuts hair at their salon in the Plaza Hotel, but this weekend only, they're having a half-price sale for the first 100 customers at the Templeton Mall.



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

2 READING COMPREHENSION

Check the statements that are true. Correct the statements that are not true.

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

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

3 GAME

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

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

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

check e-mail
listen to music
put on makeup

Are you putting on makeup?



GRAMMAR BOOSTER

Extra practice • p.142

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

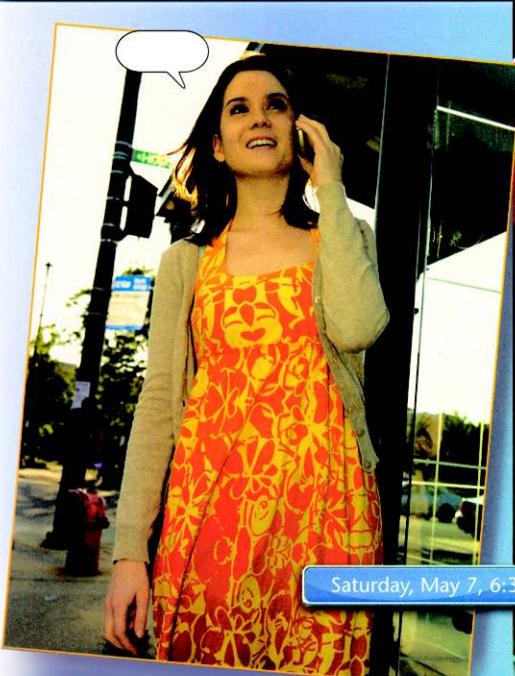
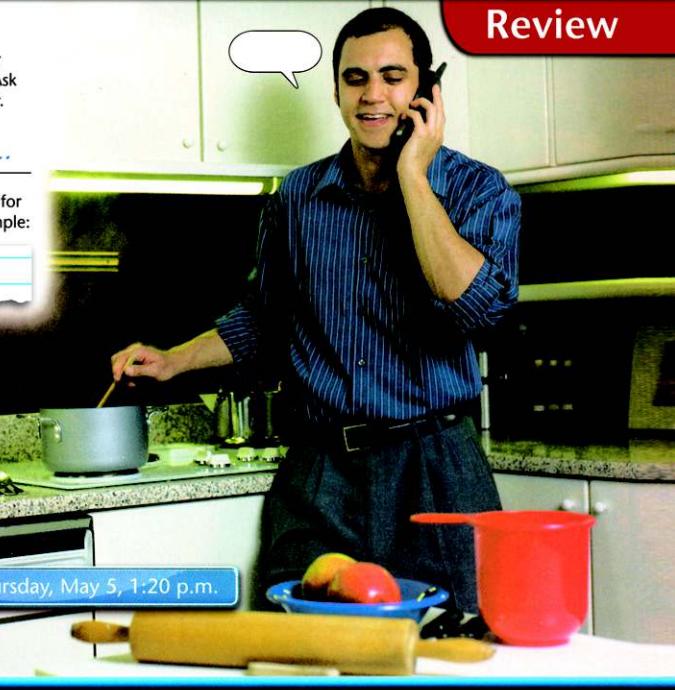
Hi, Sam. This is Debbie. I'm calling from ...

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

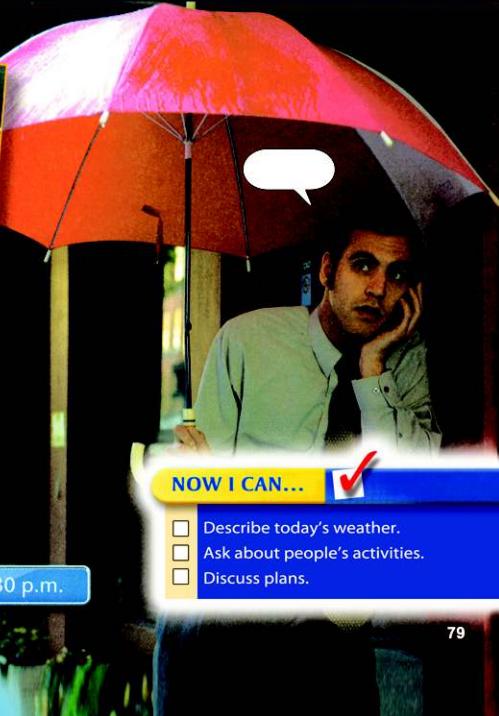
I'm going out for dinner on Saturday.



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



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



NOW I CAN...

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

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

LESSON 1

GOAL

Discuss ingredients for a recipe

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



1 an egg



2 an onion



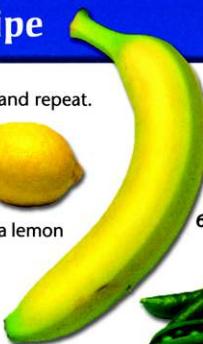
3 an apple



4 an orange



5 a lemon



6 a banana



7 a tomato



8 a potato



9 a pepper



10 beans



11 peas

VOCABULARY BOOSTER

More vegetables and fruits • p. 132

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

1		✓					✓	✓
2								
3								
4								
5								

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

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

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

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

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

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

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

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

5  VOCABULARY • *Places to keep food in a kitchen* Read and listen. Then listen again and repeat.

1 in the fridge (in the refrigerator)



2 on the shelf



3 on the counter

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

“How many potatoes are there on the shelf?” “There are three.”

NOW YOU CAN Discuss ingredients for a recipe

1  CONVERSATION MODEL Read and listen.

A: How about some green bean salad?

B: Green bean salad? That sounds delicious! I love green beans.

A: Are there any beans in the fridge?

B: Yes, there are.

A: And do we have any onions?

B: I'm not sure. I'll check.

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

3 **PAIR WORK** Change the model. Use the recipes. Then change roles. Start like this:

A: How about some ?

B: ? That sounds delicious! I love

A: Are there any ?

B:

Continue with the other ingredients in the recipe.



Be sure to recycle this language.

Don't stop!

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

We need ____.
I like ____.

What do you think?
Sounds great.

We don't have ____.
I don't like ____.

Green Bean Salad
Ingredients:
beans
peas
onions

Fruit Salad
Ingredients:
apples
bananas
oranges

Tomato Potato Soup
Ingredients:
tomatoes
potatoes
onions

Potato Pancakes
Ingredients:
potatoes
onions
eggs

Stuffed Peppers
Ingredients:
peppers
tomatoes
onions

4 **CHANGE PARTNERS** Discuss another recipe.

GOAL Offer and ask for foods

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

Drinks



1 water



2 coffee



3 tea



4 juice



5 milk



6 soda

Foods



7 bread



8 pasta



9 rice



10 cheese



11 meat



12 chicken



13 fish



14 oil



15 butter



16 sugar



17 salt



18 pepper

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

“I like cheese.”

“Not me. I really don’t like cheese.”

“Me too! Cheese is my favorite food!”

3 **GRAMMAR** • *Count nouns and non-count nouns*

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

I want an **apple**.

I like **bananas**.

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

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

I don’t eat **sugar**.

Rice is good for you.

Cheese is my favorite food.

Be careful!

• Use singular verbs with non-count nouns.

Rice is good for you.

NOT Rice **are** good for you.

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

water NOT **a**water

NOT **waters**

4 **GRAMMAR PRACTICE** Complete the chart. Be careful! Make the count nouns plural. Then compare with a partner.

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

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

Use **How much** to ask about non-count nouns.

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

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

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

Remember:

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

How many apples are there?

NOT **How much apples** are there?

6 ^{4:08} **VOCABULARY** • *Containers and quantities* Read and listen. Then listen again and repeat.



1 a box of pasta



2 a loaf of bread



3 a bottle of juice



4 a can of soda



5 a bag of onions

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

1 loaves of bread do you need?
 2 bags of potatoes do we have?
 3 cheese is there in the fridge?
 4 sugar do you want in your tea?
 5 eggs are there for the potato pancakes?
 6 cans of tomatoes are there on the shelf?

NOW YOU CAN Offer and ask for foods

^{4:09} 1 **CONVERSATION MODEL** Read and listen.

A: Would you like coffee or tea?

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

A: And would you like sugar?

B: No, thanks.

A: Please pass the butter.

B: Here you go.



^{4:10} 2 **RHYTHM AND INTONATION**

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

3 **PAIR WORK** Change the model. Use other foods and drinks. Then change roles.

A: Would you like or ?

B: I'd like , please. Thanks.

A: And would you like ?

B:

A: Please pass the

B: Here you go.

Don't stop!
Offer other foods and drinks.

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

GOAL Invite someone to join you at the table

1 GRAMMAR • The simple present tense and the present continuous

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

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

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

I **cook** dinner every day.

I never **eat** eggs for breakfast.

Use the present continuous for actions in progress right now.

We're **making** dinner now.

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

Be careful!

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

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

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

1 Who lunch in the kitchen right now?

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

3 They a lot of sugar in their tea.

4 We the kitchen every day.

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

6 Why you / need tomato soup for lunch?

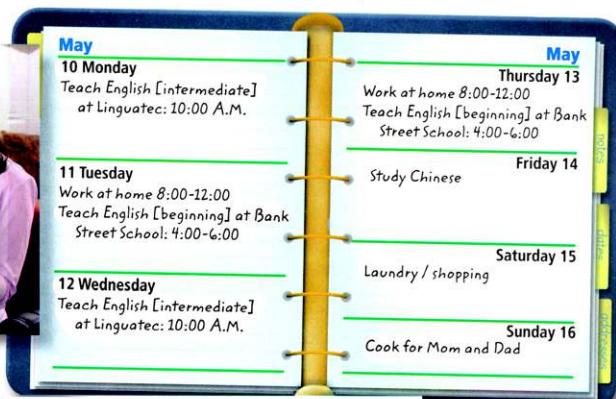
7 you / go to work tomorrow?

8 How many boxes of rice you / want ?

9 I a bottle of juice in the fridge.

10 I can't talk right now. I study.

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



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

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

“Does Suzanne teach English?”

“Yes, she does.”

“What's Suzanne doing right now?”

“She's listening to music.”

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

1 /i/

see

2 /ɪ/

six

3 /eɪ/

late

4 /ɛ/

pepper

5 /æ/

apple

tea

fish

potato

red

jacket

street

this

train

lemon

has

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

NOW YOU CAN **Invite someone to join you at the table**

4:12

1  **CONVERSATION MODEL** Read and listen.

A: Hi, Alison. Nice to see you!

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

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

B: Sure. What are you drinking?

A: Lemonade.

B: Mmm. Sounds good.

4:13

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

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

A: Hi, Nice to see you!

B: You too, Do you come here often?

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

B: What are you ?

A:

B: Mmm. Sounds good.

Don't stop!

Offer other foods and drinks



Be sure to recycle this language.

Would you like ____ ?
Sure. / No thanks.



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

Extension

More Practice

ActiveBook Self-Study Disc

grammar • vocabulary • listening
reading • speaking • pronunciation

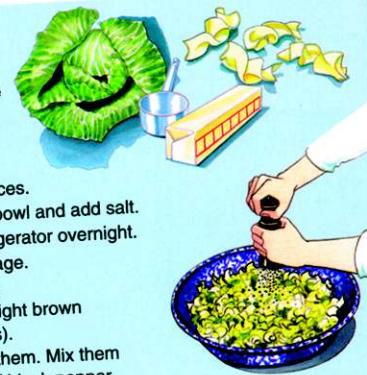
1 4:14 READING

Read a recipe with only three ingredients.

Hungarian Cabbage and Noodles

Ingredients

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



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

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

4:15 Cooking verbs



2 READING COMPREHENSION

Answer the questions.

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

3 4:16 LISTENING COMPREHENSION

Listen to the radio cooking program. Write the correct quantity next to each ingredient. Then listen again and number the pictures in the correct order. Listen again and check your work.

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

Pasta with Garlic and Olive Oil

Ingredients:

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



4 SPEAKING PRACTICE

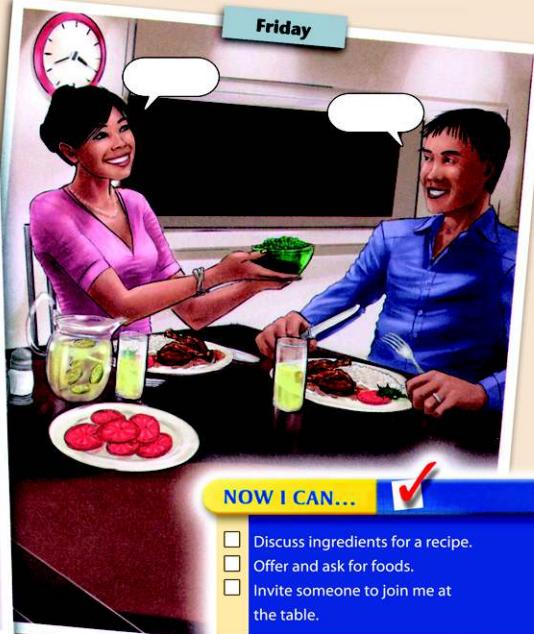
Tell a partner what you eat for each meal.

“My favorite food for breakfast is eggs.”

GRAMMAR BOOSTER

Extra practice • p. 143

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



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

PAIR WORK

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

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

B: There are two.

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

A: Would you like peas?

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

DESCRIPTION Describe the activities and habitual actions. Use the present continuous and the simple present tense. For example:

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

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

For breakfast I eat...

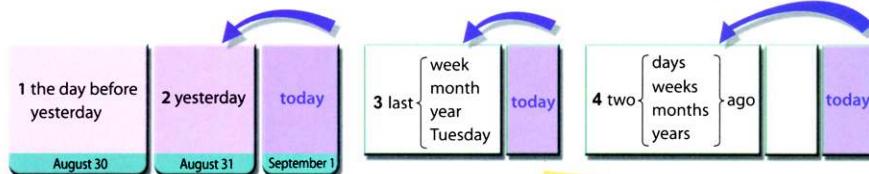
- 1 Tell someone about a past event.
- 2 Describe past activities.
- 3 Talk about outdoor activities.

LESSON 1

GOAL

Tell someone about a past event

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



2 LISTENING COMPREHENSION Listen and circle the year you hear.

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

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



4 GRAMMAR • The past tense of be

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

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

It **was** cloudy yesterday.
There **was** a concert last night.
There **were** two movies last weekend.

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

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

BUT: When **who** is the subject:
Who **was** at the party? (Adam **was**.)

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

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

“ Yesterday was April 19th. ”

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

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

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

NOW YOU CAN Tell someone about a past event

1 4:23 CONVERSATION MODEL Read and listen.

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



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

3 4:25 PAIR WORK Make a list of places for an event in your town. Or use the pictures of events. Then change the model. Then change roles.

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



4 CHANGE PARTNERS Talk about other events and places.

GOAL | Describe past activities

1 GRAMMAR • *The simple past tense*

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

Did { I you he she we they } watch TV last night? Yes, No, { I you he she we they } did. didn't

Form: regular verbs

Add -ed to the base form.

If the **base form** ends in **-e**,

add -d.

call → called like → liked

BUT: study → studied

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

Hi, Lucille: Yesterday was very busy. In the morning, I my teeth,
and the whole house—all before 8:30. Then I until noon. After lunch,
I to the weather report. The weather warm, so I all my
grandchildren here. We together for a while. Then little Marie the piano
while her older brother Jason in the garden. The other children their
e-mail while I Marie and Jason. At the end of the day, my daughters, Lisa and Eve, came
home, and they dinner for all of us. The kids pasta, of course. Eve
..... a big pot of water for the noodles. Lisa the tomatoes for the salad. The
children after dinner, and then we to Marie and Jason sing. Brian
.....

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

What **did** you **do** last weekend?

Where **did** you **go**?

When **did** he **get** home last night?

How many cups of coffee **did** she **drink**?

How often **did** you take a nap?

Who **did** they **see** yesterday?

ANSWER

4:25

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

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

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

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

1 /d/

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

2 /t/

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

3 /ɪd/

wanted = want/ɪd/
needed = need/ɪd/

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

Conversation 1

A: Where 1 *your family / go* on Saturday?
 B: 2 *We / go* to the movies. 3 *we / see* a good family movie.
 A: 4 *you / go* out to eat afterwards?
 B: Yes, we 5 6 *We / eat* Indonesian food. 7 *it / have* a lot of pepper.
 A: But 8 *I / think* 9 *your husband / not like* peppery food.
 B: He doesn't usually like peppery food, but 10 *he / eat* a little. Actually, 11 *he / say* he really likes Indonesian food.

Conversation 2

A: 12 *Who / take* out the garbage this morning?
 B: Actually, Laura 13
 A: And 14 *who / do* the laundry?
 B: I'm not sure. But I think 15 *Laura / do* the laundry this morning, too.
 A: That's great, but 16 *you / do* any household chores?
 B: Me? Last week 17 *I / do* all the chores: 18 *I / go* shopping, and 19 *I / come* home early, and 20 *I / make* dinner every night.

NOW YOU CAN **Describe past activities**1  CONVERSATION MODEL Read and listen.

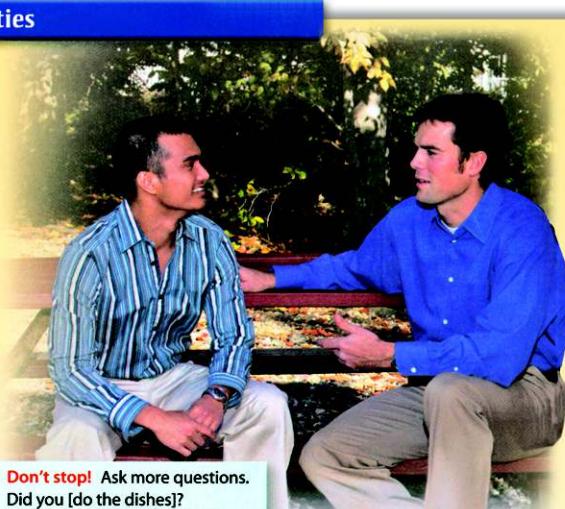
A: So what did you do yesterday?
 B: Well, I got up at seven, I made breakfast, and then I went to work.
 A: What about after work? Did you do anything special?
 B: Not really. I just made dinner and watched a movie.

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

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

A: So what did you do ?
 B: Well, I , and then I
 A: What about ? Did you do anything special?
 B:

4 CHANGE PARTNERS Ask about other past activities.



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

Ideas

- household chores
- leisure activities
- entertainment events

GOAL Talk about outdoor activities

VOCABULARY BOOSTER

More outdoor activities • p. 133

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



1 go to the beach



2 go running



3 go bike riding



4 go for a walk



5 go swimming



6 go for a drive

2 **PAIR WORK** Ask and answer questions with When and How often and the Vocabulary.

“How often do you go to the beach? ”

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

1 Rosalie went ____.

a b

2 She's going ____.

a b

3 They're going ____.

a b

4 He went ____.

a b

Extension

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



More Practice

ActiveBook Self-Study Disc

grammar • vocabulary • listening
reading • speaking • pronunciation

4:33

FaceTime

Inbox Home Account

Rafaela Mexico



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

Comment

Jeremy Jamaica



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

Comment

Clifford Canada



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

Comment

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

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

GRAMMAR BOOSTER

Extra practice • p. 144

Ideas

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

<u>Yes / no</u> questions	Information questions
Rafaela	
Jeremy	
Clifford	

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



4:34–4:35

Top Notch Pop

"My Favorite Day" Lyrics p. 148

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

watch TV do the laundry

STORY Tell a story about one of the people. Use past-time expressions. For example:

Last weekend, Karen went to a concert with her friends. She ...

PAIR WORK With a partner, play the role of Don or Karen. Discuss your activities from the day before and the weekend before. Start like this:

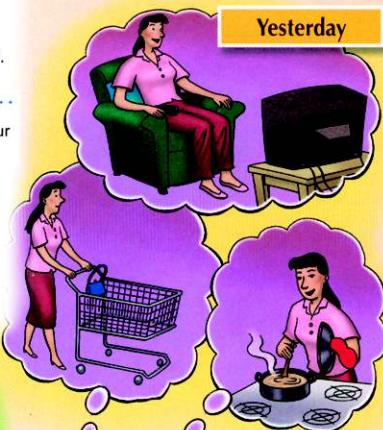
So what did you do [last weekend]? ...

WRITING Choose one of the following topics:

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

For example:

Last weekend I went to the beach ...



Last Weekend



NOW I CAN...



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

UNIT 12

Appearance and Health

GOALS

After Unit 12, you will be able to:

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

LESSON 1

GOAL

Describe appearance

4:36

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

1 black



2 brown



3 red



4 blonde



5 gray



6 white



7 dark



8 light



9 straight

10 wavy

11 curly

12 long

13 short

14 bald



15 a mustache

16 a beard

4:37

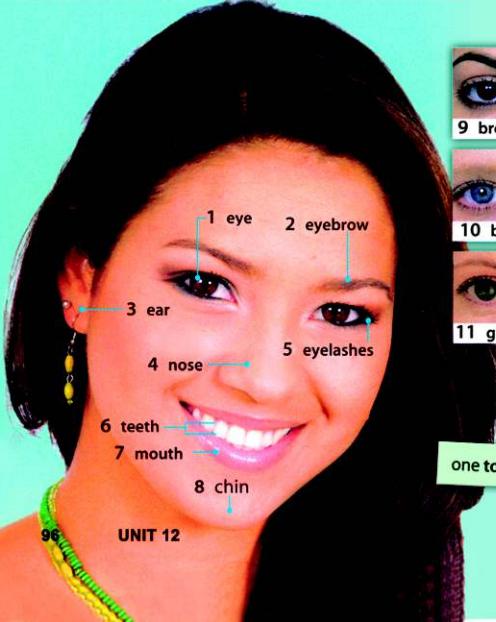
2  **VOCABULARY** • *The face* Read and listen.

Then listen again and repeat.

4:38

3  **LISTENING COMPREHENSION**

Listen to the descriptions. Write the number of the conversation in the circle.



9 brown eyes



10 blue eyes



11 green eyes



one tooth / two teeth



4 GRAMMAR • Describing people with be and have

With be

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

With have

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

Remember:

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

Adjectives are never plural.

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

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

1 A: What does your brother look like?
B: Well, he a mustache and wavy hair.

2 A: What does your mother look like?
B: Her hair curly and black.

3 A: What does her father look like?
B: He a short, gray beard.

4 A: What does his grandmother look like?
B: She curly, gray hair and beautiful eyes.

5 A: What does his sister look like?
B: His sister? Her hair long and pretty!

6 A: What do your brothers look like?
B: They straight, black hair.

NOW YOU CAN Describe appearance

4:39

1 CONVERSATION MODEL

Read and listen.

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

4:40

2 RHYTHM AND INTONATION

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

3 PAIR WORK

Talk about the people in the photos.
(OR use your own photos.) Then change roles.

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

4 CHANGE PARTNERS

Talk about other people.



Ivete Sangalo • singer (Brazil)



Andrea Bocelli • singer (Italy)



Gérard Depardieu • actor (France)



I. M. Pei • architect (China)



Julia Roberts • actress (the U.S.)

GOAL

Show concern about an injury

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



VOCABULARY BOOSTER

More parts of the body • p. 133

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



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

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

1 He **burned** his finger.

2 She **hurt** her back.

3 She **cut** her hand.

4 He **broke** his arm.

5 He **fell** down.

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

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

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

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

NOW YOU CAN Show concern about an injury

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

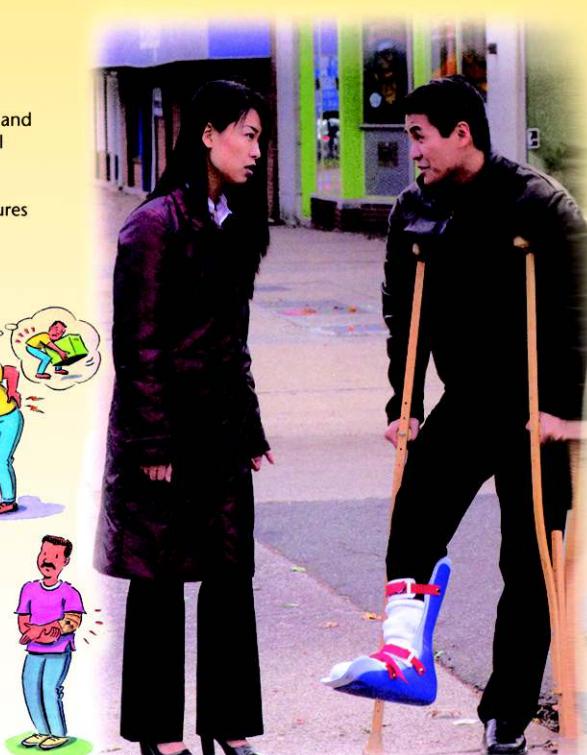
A: Hey, Evan. What happened?
 B: I broke my ankle.
 A: I'm sorry to hear that. Does it hurt?
 B: Actually, no. It doesn't.

4:48 **Ways to express concern**
 I'm sorry to hear that.
 Oh, no.
 That's too bad.

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

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

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



4 **CHANGE PARTNERS** Discuss other injuries.

GOAL

Suggest a remedy

4:49

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

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



1 a headache



2 a stomachache



3 an earache



4 a toothache



5 a backache



6 a cold



7 a sore throat



8 a fever



9 a cough



10 a runny nose

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

I had a headache last week.

Really? I never have headaches.

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

1 take something



2 lie down



3 have some tea



4 see a doctor / a dentist

4 GRAMMAR • *Should + base form for advice*Use should with the base form of a verb.I
You
He
She
We
Theyshould take something.
shouldn't go to work.You should
see a doctor.He shouldn't go
to school today.

4.51 5  **LISTENING COMPREHENSION** Listen to the conversations. Check the ailment. Then write the remedy. Use should or shouldn't.

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

6 **GRAMMAR PRACTICE** Partner A: Read items 1–3. Partner B, suggest a remedy. Partner B: Read items 4–6. Partner A, suggest a remedy. Use should or shouldn't.

1 I have a backache.	4 I have a bad toothache.
2 I don't feel well. I think I have a fever.	5 I have a sore throat.
3 My son doesn't feel well. He has a cough.	6 My wife feels really bad. She has a stomachache.

NOW YOU CAN Suggest a remedy

1  **CONVERSATION MODEL** Read and listen.

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

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

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

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

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

Don't stop! Give other advice, using should or shouldn't.

Ideas
 go to bed go to class
 take a nap exercise

4 **CHANGE PARTNERS** Discuss other ailments.



Extension



More Practice
ActiveBook Self-Study Disc

grammar • vocabulary • listening
reading • speaking • pronunciation

4:55

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

Shakira



Shakira Isabel Mebarak Ripoll is a singer and songwriter from Barranquilla, Colombia. Her father's family came from Lebanon, so she often listened and danced to traditional Arabic music. In 1995, at the age of 22, Shakira's Spanish-language album *Pies Descalzos* made her famous all over Latin America and Spain, and she became a star. In 2001, she recorded her first songs in English on the album *Laundry Service*. Today, Shakira is famous all over the world. Shakira was always beautiful, with long, straight, black hair. In 2001, she changed her hair style to long, curly, and blonde. But her fans love her in any hair style.

Brad Pitt



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

2 **READING COMPREHENSION** Answer the questions.

- 1 Who sings in Spanish and English?
- 2 Who has six children?
- 3 Who is from Lebanon?
- 4 Where is Shakira from?
- 5 What color are Brad Pitt's eyes?
- 6 What does Pitt do when he isn't acting?

3 **PAIR WORK** Partner A describes Shakira in her two pictures.

Partner B describes Brad Pitt in his two pictures.

Which pictures do you like?

In the first picture, Shakira has...

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

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

I like long, wavy hair on women.

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

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

GRAMMAR BOOSTER

Extra practice • p. 144



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

He has a headache.

PAIR WORK

1 Describe a person. Your partner points to the picture.

For example:

He has brown hair.

2 Suggest a remedy. Your partner points to the picture.

For example:

She should see a doctor.

3 Create a conversation for each situation.

Start like this: *I feel terrible.* OR *What happened?*

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

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



NOW I CAN...

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

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

LESSON 1

GOAL

Express a wish

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



1 sing



2 dance



3 play the guitar / the violin

5:03  **Adverbs well and badly**



Tom sings well.



Ryan sings badly.



4 swim



5 ski



6 cook



7 sew



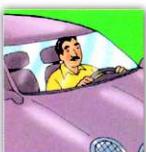
8 knit



9 draw



10 paint



11 drive



12 fix things

VOCABULARY BOOSTER

More musical instruments • p. 134

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

1 I sing well. I dance badly.

1

4

2

5

3

6

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

“ I sing well, but I dance badly. ”

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

“ Ann sings well, but she dances badly. ”

5 GRAMMAR • Can and can't for ability

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



She can play the guitar.



He can't cook.

Questions

Can you play the guitar?

Can he speak English?

Short answers

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

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

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

can't = can not = cannot

6 GRAMMAR PRACTICE

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

1 A: you the guitar?
B: Yes, I But I don't play well.
2 A: Gwen well?
B: Yes, she She swims very well.
3 A: your brother ?
B: My brother? No. He cook at all.

4 A: Gloria English well?
B: No, she She needs this class.
5 A: your mother ?
B: Yes. She knits very well.
6 A: your sisters ?
B: Yes. They go skiing every weekend.

NOW YOU CAN Express a wish

5:04

1 CONVERSATION MODEL

Read and listen.

A: I wish I could draw. Can you?

B: Yes, I can.

A: Really?

B: I draw a lot. But not very well.

5:05

2 RHYTHM AND INTONATION

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



3 PAIR WORK

Personalize the conversation. Express a wish and ask about your partner's abilities. Then change roles.

A: I wish I could Can you?

B:

Don't stop!

A: Really?

Ask more questions. Say more about your abilities.

B:



Be sure to recycle this language.

What do you [draw]?

I draw [people].

When do you [ski]?

I ski [every weekend].

Where do you [sing]?

I sing [in the shower].

4 CHANGE PARTNERS

Express other wishes.

GOAL Politey decline an invitation

5:06

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



1 She's busy.



2 They're not hungry.



3 She's full.



4 He's tired.



5 It's early.



6 It's late.

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

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

3 **GRAMMAR** • Too + adjective

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

I'm **too busy**. I can't talk right now.
I'm **too tired**. Let's not go to the movies.
It's **too late**. I should go to bed.

Be careful!

Don't use too with a positive adjective.
She's so pretty.
NOT She's **too** pretty.

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



1 I don't want these shoes.
They're **too expensive**.



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



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



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



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



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

NOW YOU CAN Politey decline an invitation

5:07

1 CONVERSATION MODEL Read and listen.

A: Let's go to a movie.

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

A: That's too bad. Maybe some other time.

5:08

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

3 PAIR WORK Change the model. Suggest a different activity. Use the vocabulary and the photos (or your own ideas). Then change roles.

A: Let's go

B: I'm really sorry, but

A: Maybe some other time.

Don't stop!

Suggest another activity.

Accept or decline the invitation.



Be sure to recycle this language.

How about ___?

[go] for a drive

Sounds great.

[go] bike riding

OK.

[go] for a walk



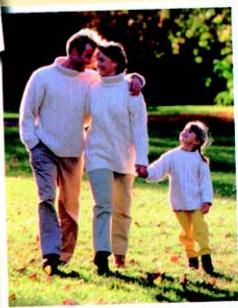
to a restaurant



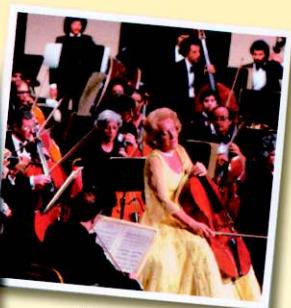
to a game



to the beach



to the park



to a concert

4 CHANGE PARTNERS Suggest other activities and give other reasons.

GOAL Ask for and agree to do a favor

1 GRAMMAR Polite requests with Could you + base form

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

Could you wash the dishes?

Use **please** to make a request more polite.

Could you **please** wash the dishes?

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

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



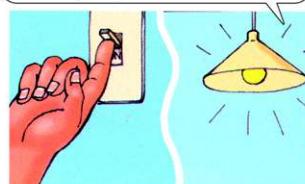
Also: open the door
open the refrigerator

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



Also: close the window
close the microwave door

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



Also: turn on the stove
turn on the computer

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



Also: turn off the microwave
turn off the light

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



Also: hand me my sweater
hand me my book

6 Could you please **help me**?



Also: give me a hand

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

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

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

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

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

/'kudʒu/

/'kudʒu/

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

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

NOW YOU CAN Ask for and agree to do a favor

5:12 1  **CONVERSATION MODEL** Read and listen.

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

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

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

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

Ideas for favors

turn on the ____
turn off the ____
open the ____
close the ____
hand me my ____
help me

do the laundry
make dinner
take out the garbage
wash the dishes
clean the house

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



Don't stop! Give a reason.
It's cold / hot. I'm going to bed.
I'm making lunch. I'm too tired.

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

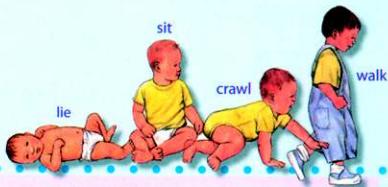


1 5:15 READING Read the article.

From infant to toddler...

At birth, an infant cannot do anything alone.

But before the age of two, a baby learns many things.



Between 1 and 3 months
a baby can...

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



roll over.

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



see colors.

Between 3 and 6 months
a baby can...



sit with help.



reach for things.



look at his own hands and feet.



laugh and make an "m" sound.

Between 6 and 12 months
a baby can...



crawl and stand.



sit without help and pick up small things.



say some words.



walk.

Between 1 and 2 years
a baby can...



throw things.



say "no".



play next to other children.

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

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

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

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

At one month, a baby can't crawl.

- At two months,
- At five months,
- At eleven months,
- At sixteen months,

GRAMMAR BOOSTER

Extra practice • p.145



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

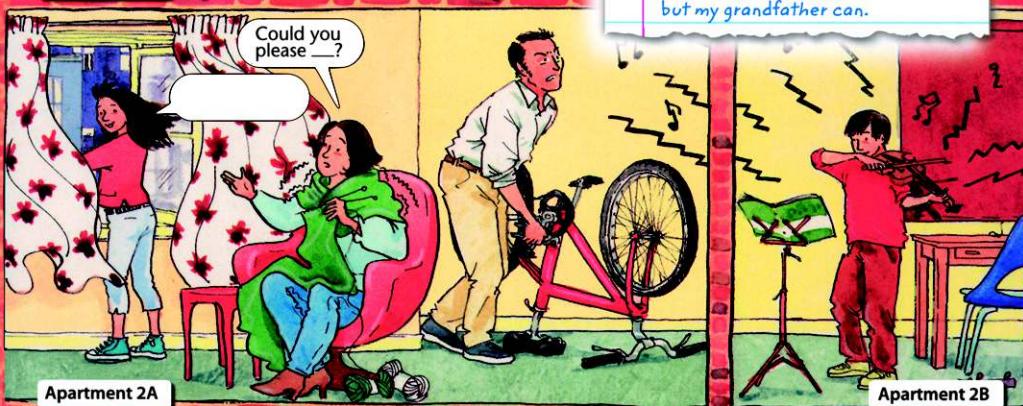
4 GROUP WORK Discuss things children can and can't do at other ages.

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

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



Apartment 3A



Apartment 2A

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

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

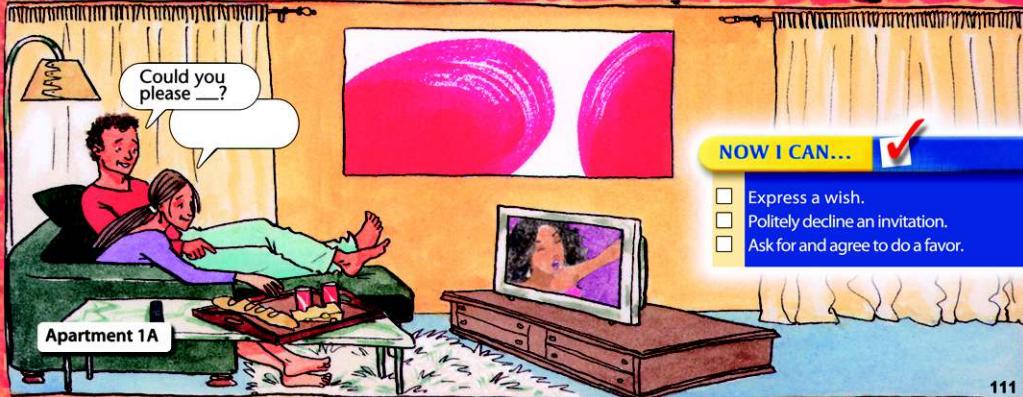
It's 9:30...

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

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

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

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



Apartment 1A

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

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

LESSON 1

GOAL

Get to know someone's life story

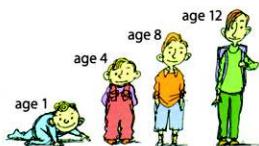
5:18

1  VOCABULARY • Some life events

Read and listen. Then listen again and repeat.



1 be born



2 grow up



3 go to school



4 move



5 study



6 graduate

5:19

2  PRONUNCIATION • Diphthongs

Listen and repeat.

1 /aɪ/	2 /əʊ/	3 /ɔɪ/
my	how	boy
I	noun	oil
tie	town	boil

3 PRONUNCIATION PRACTICE

Look at the Vocabulary pictures. Ask and answer the questions out loud with a partner. Use the correct pronunciation of the diphthongs.

- 1 What's the boy's first name?
- 2 What's his last name?
- 3 What school did he go to?
- 4 What university did he graduate from?

5:20

4  LISTENING COMPREHENSION

Listen to the conversation about Graciela Boyd's life story. Which statement about Graciela's life is true?

She was born in Boston and lives there now. She was born in London and lives in Boston now. She was born in Costa Rica and lives in Boston now.

 Listen again. Circle the correct word or words to complete each statement. If necessary, listen again.

- 1 Graciela's mother is from (Costa Rica / Boston).
- 2 Graciela was born in (Costa Rica / London).
- 3 Her father is (American / British).
- 4 Graciela's mother is a/an (Spanish / English) teacher.
- 5 Graciela grew up in (London / Boston).
- 6 In May, Graciela is graduating from (the university / medical school).

5 PAIR WORK

Use the questions to interview your partner. Then tell the class about your partner.

- 1 When and where were you born? What about other people in your family?
- 2 Where did you grow up? What about other people in your family?

5:21

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

VOCABULARY BOOSTER

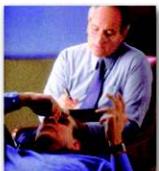
More academic subjects • p. 135



1 architecture



2 medicine



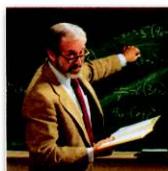
3 psychology



4 business



5 education



6 mathematics /
math



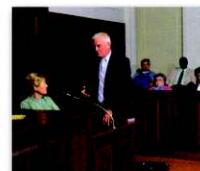
7 information
technology



8 nursing



9 engineering



10 law

NOW YOU CAN **Get to know someone's life story**

1  **CONVERSATION MODEL** Read and listen.

A: Where were you born?

B: Here. In New York.

A: And did you grow up here?

B: Yes, I did. And you?

A: I was born in Brasilia.

B: Did you grow up there?

A: Actually, no. I grew up in Toronto.

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

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

A: Where were you born?

B:

A: And did you grow up ?

B: And you?

A: I was born in

B: Did you grow up ?

A:

Don't stop!

Ask and answer more
questions.



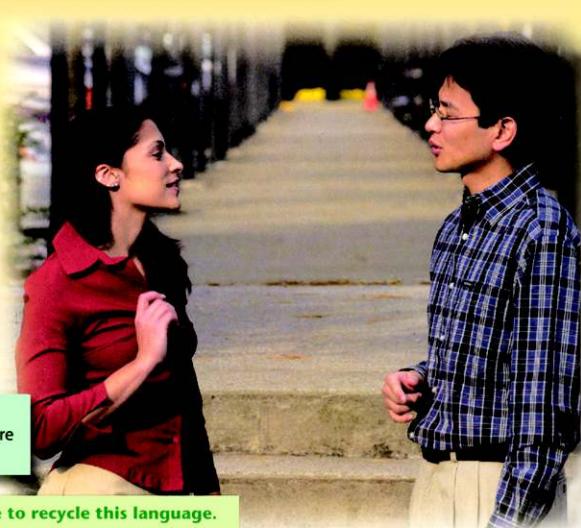
Be sure to recycle this language.

What do you do?

What are you studying

[or What did you study?]

Did you graduate?



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

GOAL

Discuss plans

5:24

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

VOCABULARY BOOSTER

More leisure activities • p. 135



1 travel



2 go camping



3 go fishing



4 relax



5 hang out with friends



6 sleep late



7 do nothing

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

5:25

2  **LISTENING COMPREHENSION** Listen to the cell phone calls. Complete each sentence with the present continuous form of one of the words or phrases in the Vocabulary.

- 1 Charlie's doing nothing.
- 2 Rachel's
- 3 They're
- 4 Barbara's
- 5 Harvey's family is

3 **GRAMMAR** • *Be going to + base form*

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

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

going to relax this weekend.

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

not going to go camping this weekend.

Contractions

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

Yes / no questions

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

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

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

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

NOW YOU CAN **Discuss plans**

1  **CONVERSATION MODEL** Read and listen.

A: Any plans for the weekend?

B: Not really. I'm just going to hang out with friends. And you?

A: Actually, I'm going to go camping.

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

3 **PAIR WORK** Personalize the conversation. Use the Vocabulary or the pictures below and be going to.

A: Any plans for?

B: I'm And you?

A: Actually, I'm

Don't stop!

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



Be sure to recycle this language.

next week
after class

Are you going to?



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

GOAL

Express wishes for the future

5:28

1  VOCABULARY • Life cycle events

1 get married



2 have children



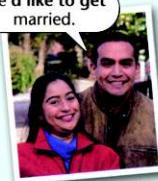
3 retire



4 change careers

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

We'd like to get married.



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

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

Contractions
 would like → 'd like
 would not like → wouldn't like

Yes / no questions

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

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

5:29

3  LISTENING COMPREHENSION

Listen to each person. Then complete each sentence with would like. Use the infinitive form of a word or phrase from the Vocabulary.

1 She would like to get married.
 2 He ...

3 She ...
 4 They ...

4 INTEGRATED PRACTICE

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

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

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

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

6 GRAMMAR Would like + infinitive: information questions

What would you like to study? (Business.)

When would they like to retire? (In June.)

Where would he like to go next weekend? (To the movies.)

Who would you like to marry? (Elena.)

BUT: Note the difference in word order when Who is the subject:
Who would like to study Italian? (I would!)

7 INTEGRATED PRACTICE Write information questions with would like, using the cues.

- 1 Where / you / get married
- 2 What / their children / study
- 3 What / her husband / do
- 4 When / your parents / move
- 5 Who / her daughter / marry
- 6 Who / change careers

NOW YOU CAN

Express wishes for the future

5:30

1 CONVERSATION MODEL Read and listen.

A: So what's next for you, Shawn?

B: What do you mean?

A: Well, would you like to get married or have children?

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

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

5:31

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

3 PAIR WORK Personalize the conversation.

Use the Vocabulary from page 116 and real information.

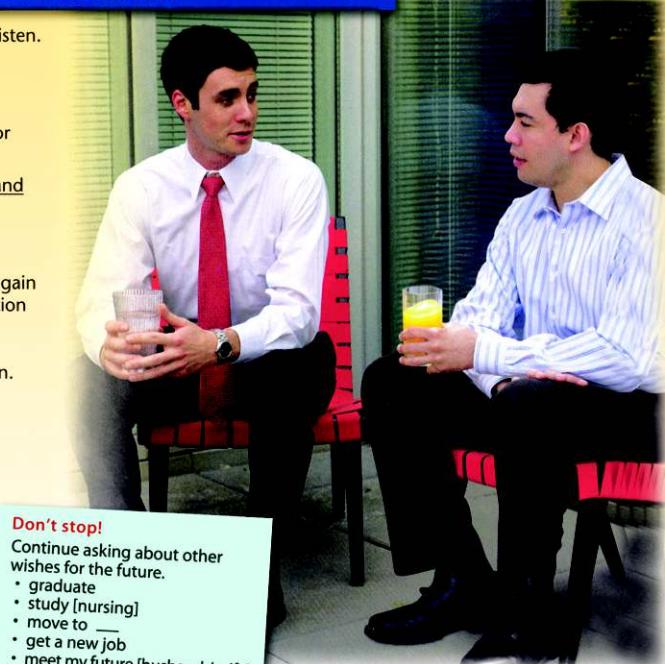
A: So what's next for you,

B: What do you mean?

A: Well, would you like to

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

A: Me? Actually, I'd like to



Don't stop!

Continue asking about other wishes for the future.

- graduate
- study [nursing]
- move to _____
- get a new job
- meet my future [husband / wife]

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



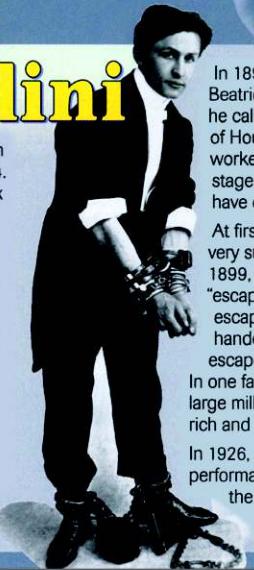
1 5:32 **READING** Read about Harry Houdini, a famous escape artist.

The Amazing Houdini

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

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

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



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

At first, Houdini wasn't very successful. But in 1899, he started to do "escape acts," in which he escaped from chains and handcuffs. People came to see him escape from chains and boxes underwater.

In one famous act, Houdini escaped from a large milk can filled with milk. Houdini became rich and famous all over the world.

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



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

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

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

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

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

GRAMMAR BOOSTER

Extra practice • p. 146

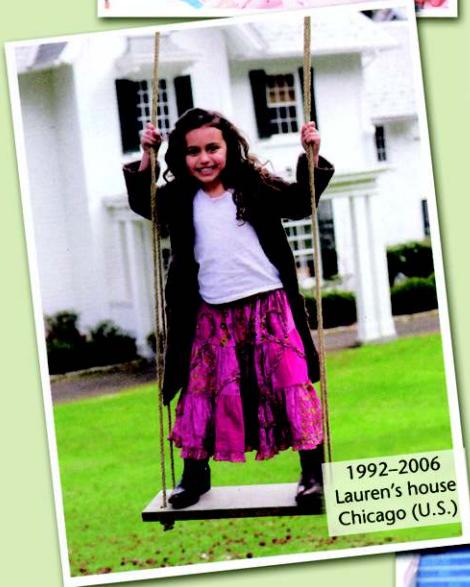
5:33/5:34

Top Notch Pop

"I Wasn't Born Yesterday"
Lyrics p. 148

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

Lauren Denmark
Born May 12, 1990
New York (U.S.)



Next year she'd like...



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

For example:

Where was Lauren born?

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

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

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

For example:

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

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



NOW I CAN...

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



Units 8–14 Review

1  **LISTENING COMPREHENSION** Listen to the conversations. Check the picture that answers each question.

1 Where does he live?



a



b

2 Where does he work?



a



b

3 Where does she work?



a



b

4 Where does she teach?



a



b

5 Where does she work?



a



b

6 Where does his daughter work?



a



b

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



My new apartment!

Hey, Mel: I have this great furnished apartment. It has everything! The 1 has a nice big stove and four 2 There's a dining room with a 3 and four 4 Next to the dining room 5 a large living room with a green 6 And 7 four chairs: great for hanging out with my friends and watching 8 There's no office, but there's a 9 in the living room. And I love the bedroom. It has a 10 for all my books. There are two 11 and two 12 Very nice! There's even a beautiful balcony next to the bedroom, with a little 13 and two 14 The bathroom is the only room that isn't perfect. 15 a shower but no 16

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

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

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

1 A: Where Jill last weekend?
B: I'm not sure. I know she ^{go} to go camping.
A: Maybe she ^{want} camping, then.

2 A: Would you like to go to the beach?
B: No way. We there yesterday.
We ^{be} an awful time.
A: Why? What ^{have} wrong?
B: The water ^{be} really dirty,
so I ^{not go} swimming.

3 A: Where ^{be} you this morning?
B: Me? I ^{go} running.
A: Did Sheri ^{go} with you?
B: No. She ^{go} to class.

4 A: you ^{work} yesterday?
B: No, I Yesterday I ^{be} sick.
A: I'm sorry. you ^{have} a fever?
B: Yes, I

5 CONVERSATION PRACTICE

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

“What's your apartment like?”

Ideas

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



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

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

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

2 A: Hello?
B: Hi, Bonnie. *I / shop* for food.
.... *you / need* anything from the store?
A: Actually yes. *I / make* a salad for dinner and *I / not have* any tomatoes.
B: No problem. *They / sell* those beautiful tomatoes from Mexico right now.
A: Great! *I / like* those tomatoes.

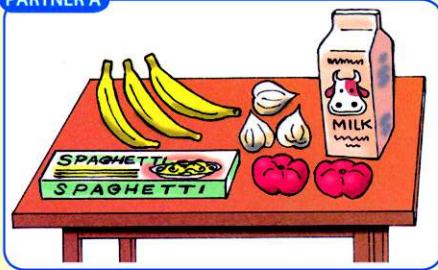
4 A: Hello?
B: Hi, Stan. What time *you / get up* on Saturdays?
A: Why *you / ask* It's only Thursday!
B: Because *Maria / take* test at 8:30, and *she / need* a ride to the test.

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

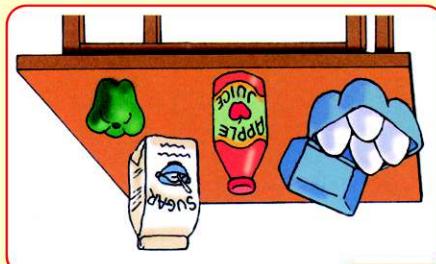
“Are there any apples on your table?”

“No, there aren't.”

PARTNER A



PARTNER B



8 INTEGRATED PRACTICE Write questions to complete each conversation.

1 A: ?
B: I usually eat lunch at the office.

2 A: ?
B: Dana and Eric? They went to Colorado.

3 A: ?
B: Milk? We need two large containers.

4 A: ?
B: Sally teaches math.

5 A: ?
B: Madhur was born in India.

6 A: ?
B: I'd like to study architecture.

7 A: ?
B: No. I'm not going to graduate this year.

8 A: ?
B: She broke her leg.

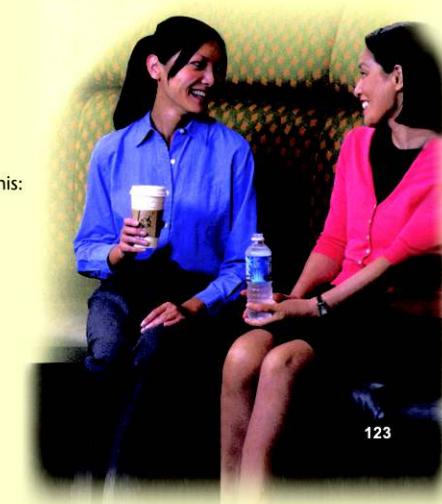
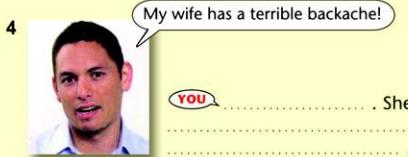
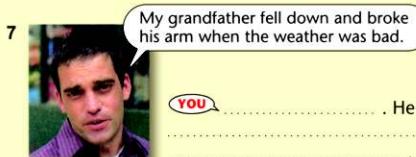
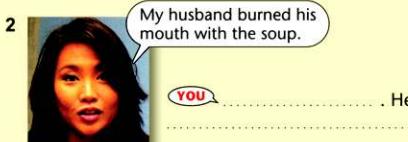
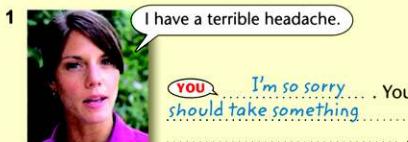
9 A: ?
B: Oh, that's Juliette Binoche, the actress.

10 A: ?
B: Yes, my parents can speak Arabic, but I can't.

9  **LISTENING COMPREHENSION** Listen to the conversations. Check past, present, or future. Then listen again and check your work.

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

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



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

Ideas

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

 Tell me about your mother. Where was she born? 

 Be sure to recycle this language.

Tell me about _____.
 Really?
 No kidding.

Reference Charts

Countries and nationalities

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

Numbers 100 to 1,000,000,000

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

Irregular verbs

This is an alphabetical list of all irregular verbs in the *Top Notch Fundamentals* units. The page number refers to the page on which the base form of the verb first appears.

base form	simple past	page
be	was / were	4
break	broke	98
buy	bought	76
can	could	23
come	came	52
cut	cut	98
do	did	52
draw	drew	104
drink	drank	85
drive	drove	22
eat	ate	52
fall	fell	98
feel	felt	100

base form	simple past	page
get	got	52
go	went	25
grow	grew	112
hang out	hung out	114
have	had	32
hurt	hurt	98
lie	lay	100
make	made	52
meet	met	1
put	put	52
read	read	54
ride	rode	92

base form	simple past	page
say	said	90
see	saw	85
sing	sang	104
sleep	slept	114
study	studied	52
swim	swam	104
take	took	22
teach	taught	84
tell	told	88
think	thought	90
wear	wore	72
write	wrote	5

Pronunciation table

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

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

TOP NOTCH FUNDAMENTALS B

Vocabulary Booster

UNIT 8

5:45

More home and office vocabulary



1 a fence 2 a driveway 3 a roof



4 an intercom



5 a doorbell



6 a fire escape



7 a pillow



8 a blanket
9 a sheet



10 a medicine cabinet
11 toothpaste
12 a toothbrush



13 a shower curtain
14 a bath mat



15 towels



16 a faucet



17 a burner
18 an oven



19 a dishwasher



20 a coffee maker



21 a ladle
22 a pot



23 a food processor



24 a napkin
25 a place mat
26 a glass



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



31 a fork
32 a knife
33 a tablespoon /
a soup spoon
34 a teaspoon



35 a filing cabinet



36 a fax machine

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

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

More weather vocabulary



1 a thunderstorm



2 a snowstorm



3 a hurricane



4 a tornado

Seasons



1 spring



2 summer



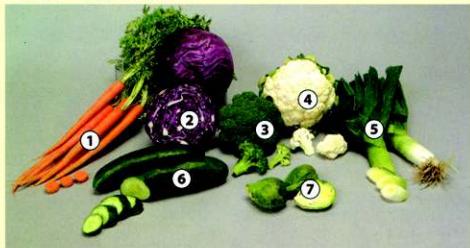
3 fall / autumn



4 winter

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

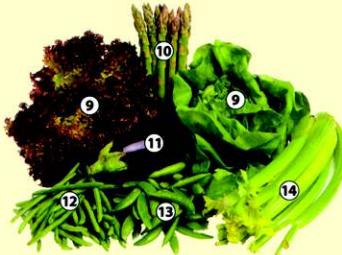
More vegetables



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



8 corn

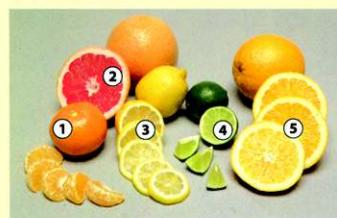


9 lettuce
10 asparagus
11 an eggplant
12 beans
13 peas
14 celery



15 garlic

More fruits



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



6 grapes
7 a pineapple
8 bananas



14 a honeydew melon
15 an avocado
16 a papaya
17 a mango
18 a kiwi



19 a watermelon



20 raisins
21 figs
22 prunes
23 dates

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

UNIT 11

5:50

More outdoor activities



1 go horseback riding



2 go sailing



3 play golf



4 go rollerblading



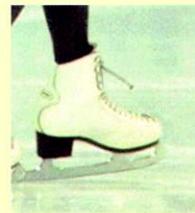
5 go snorkeling

On a separate sheet of paper, write five sentences to describe the photos. Use the simple past tense.

For example: *They went sailing.*



6 go rock climbing



7 go ice skating

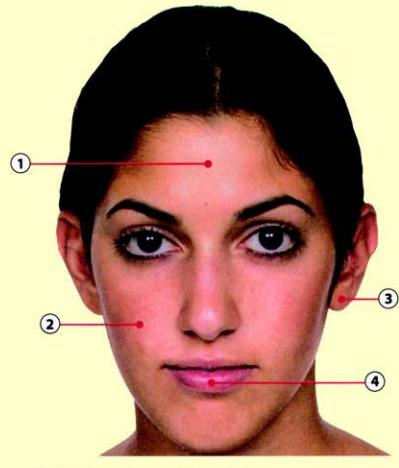


8 go windsurfing

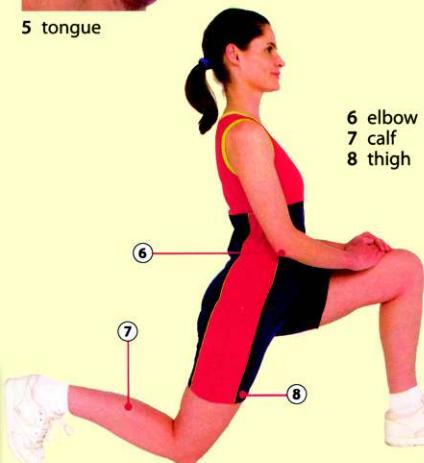
UNIT 12

5:51

More parts of the body



5 tongue



On a separate sheet of paper, describe one of the people. Write three statements. Use the Vocabulary from Unit 12. For example: *She has straight, brown hair.*

 More musical instruments


1 a cello



2 a piano



3 a tuba



4 a trumpet



5 a trombone



6 a flute



7 a clarinet



9 a saxophone



10 a xylophone



11 an accordion



8 a recorder



12 drums

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

My sister can play the piano.

My father plays the accordion well.

More academic subjects



1 biology



2 chemistry



3 history



4 fine art



5 drama

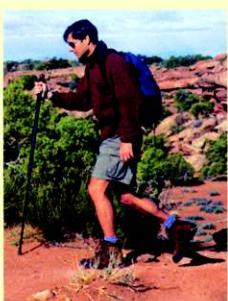


6 science

More leisure activities



1 go skiing



2 go hiking



3 play



4 garden



5 go on a cruise



6 get a manicure

On a separate sheet of paper, write four statements, using I'd like to or be going to and the Vocabulary. Include time expressions.

For example:

*I'd like to study fine art in the future.
I'm not going to go on a cruise this year.*

TOP NOTCH
FUNDAMENTALS B

Grammar Booster

1 Write questions with Where.

1 your grandparents / live Where do your grandparents live?

2 John's friend / go shopping _____

3 her brother / study English _____

4 you / eat breakfast _____

5 they / listen to music _____

6 Rob and Nancy / exercise _____

7 his mother / work _____

8 your brother / do the laundry _____

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

1 His house is _____ Barker Street.

2 They work _____ the tenth floor.

3 Ms. Cruz takes the train _____ work.

4 It's _____ 18 Spencer Street.

5 Jack studies French _____ the BTI Institute.

6 Mr. Klein works _____ the hospital.

7 Her office is _____ the fifth floor.

8 She works _____ 5 Main Street.

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

1 _____ a movie at noon.

2 _____ a concert at 2:00 and a game at 3:00.

3 _____ a bank on the corner of Main and 12th Street.

4 _____ two apartment buildings across the street.

5 _____ bookstores nearby.

6 _____ a pharmacy and a newsstand around the corner.

7 _____ two dressers in the bedroom.

8 _____ three elevators in the Smith Building.

4 Write questions with Is there or Are there.

1 a dance / this weekend Is there a dance this weekend?

2 three meetings / this week _____

3 a bank / nearby _____

4 How many / games / this afternoon _____

5 How many / pharmacies / on 3rd Avenue _____

6 How many / parties / this month _____

1 Write the present participle of the following base forms.

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

2 Check the sentences that indicate a future plan.

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

3 Complete each conversation with the present continuous.

1 A: What are you doing ?
you / do
B: _____ my hair.
I / wash

2 A: _____ ?
Where / she / drive
B: _____ to the bookstore.
She / go

3 A: _____ the bus?
Why / he / take
B: Because _____ .
it / rain

4 A: _____ at home tonight?
we / eat
B: No. _____ out for dinner.
We / go

5 A: _____ a dress to the party?
Maya wear
B: No. _____ a dress. _____ pants
she / not wear She / wear

UNIT 10

1 Complete each question with **How much** or **How many**.

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

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

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

UNIT 11

1 Complete the conversations with the past tense of **be**.

- 1 A: Where _____ Paul and Jackie last night?
B: I don't know, but they _____ here.
- 2 A: _____ she at school yesterday?
B: No. She _____ at home.
- 3 A: When _____ you in Italy? Last year?
B: Last year? No, we _____ in Italy last year.
We _____ there in 2005.
- 4 A: What time _____ the movie?
B: It _____ at 7:00.
- 5 A: _____ your parents at home at 10:00 last night?
B: No. They _____ at a play.
- 6 A: Who _____ at work on Monday?
B: Barry and Anne _____. But I _____.

2 First complete each question. Use the simple past tense. Then write an answer.

- 1 _____ you _____ to work yesterday?
YOU _____
- 2 What time _____ you _____ dinner?
YOU _____

3 What _____ you _____ for breakfast?
(YOU) _____

4 Who _____ breakfast with you?
(YOU) _____

5 What _____ you _____ this week?
(YOU) _____

UNIT 12

1 Write sentences with **be** or **have**.

1 Kate's / hair / long / straight Kate's hair is long and straight.

2 George / short / black / hair _____

3 Harry / long / curly / hair _____

4 Mary's / eyes / blue _____

5 Adam / beard / mustache _____

6 Amy / pretty / eyes _____

2 Complete each sentence with **should** or **shouldn't** and a verb from the box.

1 It's your birthday. You _____ out for dinner!

2 I'm sorry you have a toothache. You _____ a dentist.

3 There's a movie on TV tonight. We _____ it.

4 You have a cold? You _____ today.

5 We have tomatoes, potatoes, and onions. We _____ tomato potato soup for dinner tonight!

6 Pam's taking a shower right now. You _____ back later.

7 Martin has a headache. He _____ soccer tonight.

8 It's time for bed. You _____ undressed.

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

1 Write sentences with the simple present tense and the adverbs well or badly.

1 my father / sing / really well My father sings really well.

2 my mother / cook French food / well _____

3 my grandfather / play the guitar / badly _____

4 my grandmother / sew clothes / very well _____

5 my sister / knit sweaters / well _____

6 my friend / draw pictures / really well _____

7 I / play the violin / badly _____

2 Answer each question. Use short answers with can or can't.

1 Can you play the piano? _____

2 Can you ski? _____

3 Can your parents sing well? _____

4 Can your friends speak English? _____

5 Can you draw? _____

6 Can your father fix things? _____

3 Complete each sentence. Use too and an adjective.

1 I need a new dress. This dress is _____.



2 This skirt is _____. I want a short skirt.

3 His shirt is _____. He needs size small.



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

5 He needs size medium. This shirt is _____.



UNIT 14

1 Answer the following questions, using **be going to**.

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

2 Write a question with **be going to** for each answer. Don't use the verb **do**.

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

3 Write three **yes/no** interview questions for a new friend. Then write three information questions. Use **would like** + infinitive.

Would you like to study a new language?

What would you like to study?



Top Notch Pop Lyrics

1:30

What Do You Do? [Unit 1]

(CHORUS)

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

I'm a student.

You're a teacher.

She's a doctor.

He's a nurse.

What about you?

What do you do?

I'm a florist.

You're a gardener.

He's a waiter.

She's a chef.

Do-do-do...

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...

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...

1:46

Excuse Me, Please [Unit 2]

(CHORUS)

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

I'll give you my e-mail address.

Write to me at my dot-com.

You can send a note in English
so I'll know

who it came from.

Excuse me—please excuse me.

Was that 0078?

Well, I think the class is starting,
and I don't
want to be late.

But it's really nice to meet you.

I'll be seeing you again.

Just call me on my cell phone
when you're looking for a friend.

(CHORUS)

So welcome to the classroom.

There's a seat right over there.

I'm sorry, but you're sitting in
our teacher's favorite chair!

Excuse me—please excuse me.

What's your number?

What's your name?

2:15

Tell Me All About It [Unit 4]

Tell me about your father.

He's a doctor and he's very tall.

And how about your mother?

She's a lawyer. That's her picture on
the wall.

Tell me about your brother.

He's an actor, and he's twenty-three.

And how about your sister?

She's an artist. Don't you think she looks
like me?

(CHORUS)

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

Tell me about your family.

I have a brother and a sister, too.

And what about your parents?

Dad's a teacher, and my mother's eyes
are blue.

(CHORUS)

Who's the pretty girl in that photograph?

That one's me!

You look so cute!

Oh, that picture makes me laugh!

And who are the people there, right below
that one?

Let me see ... that's my mom and dad.

They both look very young.

(CHORUS)

Tell me all about it.

Tell me all about it.

2:35

Let's Make a Date [Unit 5]

It's early in the evening—

6:15 P.M.

Here in New York City
a summer night begins.
I take the bus at seven
down the street from City Hall.
I walk around the corner
when I get your call.

(CHORUS)

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

(CHORUS)

Sounds great. What time's the show?

The first one is at eight.

And when's the second one?

The second show's too late.

OK, how do I get there?

The trains don't run at night.

No problem. Take a taxi.

The place is on the right.

Uh-oh! Are we late?

No, we're right on time.

It's 7:58.

Don't worry. We'll be fine!

(CHORUS)

3:15

On the Weekend [Unit 7]

(CHORUS)

**On the weekend,
when we go out,
there is always so much joy and laughter.
On the weekend,
we never think about
the days that come before and after.**He gets up every morning.
Without warning, the bedside clock rings
the alarm.So he gets dressed—he
does his best to be on time.He combs his hair, goes down the stairs,
and makes some breakfast.

A bite to eat, and he feels fine.

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

(CHORUS)

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

(CHORUS)

3:35

Home Is Where the Heart Is [Unit 8]

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

(CHORUS)

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

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

(CHORUS)

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

(CHORUS)

4:17

Fruit Salad, Baby [Unit 10]

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

(CHORUS)

How about a fruit salad, baby—
apples, oranges, bananas too?
Well, here you go now, honey.

Good food coming up for me and you.
Are there any cans or bottles
or boxes on the shelf?
I put my dishes on the counter.
I mix everything well.

(CHORUS)

Chop and drain it.

Slice and dice it.

Mix and serve
with an ounce of love.

Pass your glass.

What are you drinking?

Tell me what dish

I am thinking of?

(CHORUS)

4:34

My Favorite Day [Unit 11]

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

(CHORUS)

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

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

(CHORUS)

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

(CHORUS)

(CHORUS)

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

(CHORUS)

5:33

I Wasn't Born Yesterday [Unit 14]

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

(CHORUS)

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

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

(CHORUS)

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

(CHORUS)

5:16

She Can't Play Guitar [Unit 13]

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

(CHORUS)

And now it's too late.
She thinks it's too hard.
Her happy smile fades,
'cause she can't play guitar.
She can drive around the city.
She can fix a broken car.
She can be a great mechanic,
but she can't play guitar.