THIRD EDITION

# FUNDAMENTALS B

with WORKBOOK

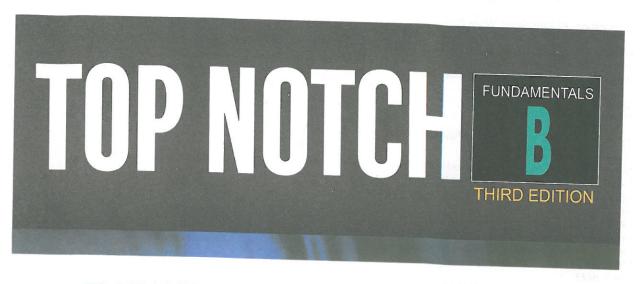




JOAN SASLOW ALLEN ASCHER

ALWAYS LEARNING

**PEARSON** 



# ENGLISH FOR TODAY'S WORLD

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, Third Edition

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In Memoriam

Rob Morsberger (1959-2013)

The authors wish to acknowledge their memory of and gratitude to Rob Morsberger, the gifted composer and songwriter of the Top Notch Pop Songs and Karaoke that have provided learners both language practice and pleasure.



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

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
Vames and Occupations	Tell a classmate your occupation Identify your classmates Spell names	Occupations     The alphabet  VOCABULARY BOOSTER     More occupations	Verb be: Singular and plural statements, contractions Yes / no questions and short answers Common errors Subject pronouns Articles a / an Nouns: Singular and plural / Common and proper GRAMMAR BOOSTER Extra practice
About People PAGE 12	Introduce people     Tell someone your first and last name     Get someone's contact information	Relationships (non-family) Titles First and last names Numbers 0–20 VOCABULARY BOOSTER More relationships / More titles	Possessive nouns and adjectives     Be from / Questions with Where, common errors     Verb be: information questions with What  GRAMMAR BOOSTER Extra practice
Places and How to Get There	<ul> <li>Talk about locations</li> <li>Discuss how to get places</li> <li>Discuss transportation</li> </ul>	Places in the neighborhood Locations Ways to get places Means of transportation Destinations  VOCABULARY BOOSTER	Verb be: questions with Where Subject pronoun it The imperative By to express means of transportation  GRAMMAR BOOSTER Extra practice
Camily Page 28	Identify people in your family     Describe your relatives     Talk about your family	Family relationships     Adjectives to describe people     Numbers 21–101     VOCABULARY BOOSTER     More adjectives	<ul> <li>Verb be:         <ul> <li>Questions with Who and common errors</li> <li>With adjectives</li> <li>Questions with How old</li> </ul> </li> <li>Adverbs very and so</li> <li>Verb have / has: affirmative statements</li> </ul> GRAMMAR BOOSTER Extra practice
Events and Fimes PAGE 36	<ul> <li>Confirm that you're on time</li> <li>Talk about the time of an event</li> <li>Ask about birthdays</li> </ul>	What time is it? Early, on time, late Events Days of the week Ordinal numbers Months of the year VOCABULARY BOOSTER More events	<ul> <li>Verb be: questions about time</li> <li>Prepositions in, on, and at for dates and times</li> <li>Contractions and common errors</li> </ul> GRAMMAR BOOSTER Extra practice
Clothes PAGE 44	<ul> <li>Give and accept a compliment</li> <li>Ask for colors and sizes</li> <li>Describe clothes</li> </ul>	Clothes Colors and sizes Opposite adjectives to describe clothes  COABULARY BOOSTER More clothes	Demonstratives this, that, these, those     The simple present tense: like, want, need, and have:     Affirmative and negative statements     Questions and short answers     Spelling rules and contractions     Adjective placement and common errors     One and ones  GRAMMAR BOOSTER Extra practice
Activities PAGE 52 Units 1–7 Review PAGE 60	<ul> <li>Talk about morning and evening activities</li> <li>Describe what you do in your free time</li> <li>Discuss household chores</li> </ul>	Daily activities at home     Leisure activities     Household chores  VOCABULARY BOOSTER     More household chores	The simple present tense:  Third-person singular spelling rules Questions with When and What time Questions with How often, time expressions Questions with Who as subject, common errors Frequency adverbs and time expressions; Usage, placement, and common errors  GRAMMAR BOOSTER Extra practice

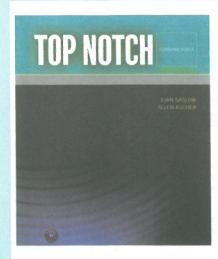
CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING / WRITING
<ul> <li>Use <u>And you?</u> to show interest in another person</li> <li>Use <u>Excuse me</u> to initiate a conversation</li> <li>Use <u>Excuse me?</u> to indicate you haven't heard or didn't understand</li> <li>Use <u>Thanks!</u> to acknowledge someone's complying with a request</li> </ul>	Listening Tasks  Circle the letter you hear Identify correct spelling of names Write the name you hear spelled Identify the correct occupation Write the missing information: names and occupations  Pronunciation Syllables	Reading Text Simple forms and business cards Writing Task Write affirmative and negative statements about people in a picture  WRITING BOOSTER Guided writing practice
<ul> <li>Identify someone's relationship to you when making an introduction</li> <li>Use too to reciprocate a greeting</li> <li>Begin a question with And to indicate you want additional information</li> <li>Repeat part of a question to clarify</li> <li>Repeat information to confirm</li> </ul>	Listening Tasks  Complete statements about relationships Circle the correct information Fill in names, phone numbers, and e-mail addresses you hear  Pronunciation Stress in two-word pairs	Reading Text  • Short descriptions of famous people, their occupations, and countries of origin  Writing Task  • Write sentences about your relationships  WRITING BOOSTER Guided writing practice
<ul> <li>Use You're welcome to formally acknowledge thanks</li> <li>Use OK to acknowledge advice</li> <li>Use What about you? to show interest in another person</li> </ul>	Listening Tasks  Write the places you hear Write the directions you hear, using affirmative and negative imperatives Circle the means of transportation Write by phrases, check destinations you hear  Pronunciation Falling intonation for questions with Where	Reading Texts Simple maps and diagrams Introductions of people, their relationships and occupations, where they live, and how they get to work Writing Task Write questions and answers about the places in a complex picture  WRITING BOOSTER Guided writing practice
<ul> <li>Use And to shift the topic</li> <li>Use Tell me about to invite someone to talk about a topic</li> <li>Use Well, to indicate you are deciding how to begin a response</li> <li>Use And how about? to ask for more information</li> <li>Use Really? to show interest or mild surprise</li> </ul>	Listening Tasks Identify the picture of a relative being described Choose the adjective that describes the people mentioned in a conversation Pronunciation Number contrasts	Reading Texts  • A family tree  • A magazine article about famous actors and their families  Writing Task  • Write a description of the people in your family  WRITING BOOSTER Guided writing practice
<ul> <li>Use <u>Uh-oh</u> to indicate you may have made a mistake</li> <li>Use <u>Look</u> to focus someone's attention on something</li> <li>Use <u>Great!</u> to show enthusiasm for an idea</li> <li>Offer someone best wishes on his or her birthday</li> <li>Respond to a person's birthday wishes</li> </ul>	Listening Tasks  Identify events and circle the correct times  Write the events you hear in a date book  Circle the dates you hear  Pronunciation  Sentence rhythm	Reading Texts  • A world map with time zones  • Events posters  • Newspaper announcements  • A zodiac calendar  Writing Task  • Write about events at your school or in your city  WRITING BOOSTER Guided writing practice
<ul> <li>Acknowledge a compliment with <u>Thank you</u></li> <li>Apologize with <u>I'm sorry</u> when expressing disappointing information</li> <li>Use <u>That's too bad</u> to express disappointment</li> <li>Use <u>What about you?</u> to ask for someone's opinion</li> <li>Use <u>Well</u> to soften a strong opinion</li> </ul>	Confirm details about clothes     Determine colors of garments  Pronunciation     Plural nouns	Reading Texts  • A sales flyer from a department store  Writing Task  • Write sentences about the clothes you have, need, want, and like  WRITING BOOSTER Guided writing practice
<ul> <li>Say Me? to give yourself time to think of a personal response</li> <li>Use Well to introduce a lengthy response</li> <li>Use What about you? to ask for parallel information</li> <li>Use So to introduce a conversation topic</li> <li>Use How about you? to ask for parallel information</li> <li>Say Sure to indicate a willingness to answer.</li> <li>Begin a response to an unexpected question with Oh</li> </ul>	Listening Task  • Match chores to the people who performed them  Pronunciation  • Third-person singular verb endings	Reading Text  • A review of housekeeping robots  Writing Task  • Describe your typical week, using adverbs of frequency and time expressions  WRITING BOOSTER Guided writing practice

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR					
ome and eighborhood GE 64	<ul> <li>Describe your neighborhood</li> <li>Ask about someone's home</li> <li>Talk about furniture and appliances</li> </ul>	Buildings Places in the neighborhood Rooms Furniture and appliances  VOCABULARY BOOSTER More home and office vocabulary	The simple present tense: Questions with Where, prepositions of place There is and there are: Statements and yes / no questions Contractions and common errors Questions with How many  CRAMMAR BOOSTER Extra practice					
ctivities nd Plans	<ul> <li>Describe today's weather</li> <li>Discuss plans</li> <li>Ask about people's activities</li> </ul>	Weather expressions     Present and future time expressions  VOCABULARY BOOSTER     More weather vocabulary / seasons	The present continuous: Statements: form and usage Yes / no questions Information questions For future plans The present participle: spelling rules  GRAMMAR BOOSTER Extra practice					
Dood GGE 80	<ul> <li>Discuss ingredients for a recipe</li> <li>Offer and ask for foods</li> <li>Invite someone to join you at the table</li> </ul>	Foods and drinks     Places to keep food in a kitchen     Containers and quantities     Cooking verbs  VOCABULARY BOOSTER     More vegetables and fruits	How much / Are there any     Count nouns and non-count nouns     How much / Is there any  GRAMMAR BOOSTER Extra practice					
ast Events	<ul> <li>Tell someone about an event</li> <li>Describe your past activities</li> <li>Talk about your weekend</li> </ul>	Past-time expressions     Outdoor activities  VOCABULARY BOOSTER     More outdoor activities	The past tense of be; There was / there were: Statements, questions, and contractions The simple past tense Regular verbs, irregular verbs Statements, questions, and short answers  GRAMMAR BOOSTER Extra practice					
appearance nd Health	<ul> <li>Describe appearance</li> <li>Show concern about an injury</li> <li>Suggest a remedy</li> </ul>	Adjectives to describe hair     The face     Parts of the body     Accidents and injuries     Ailments, remedies  VOCABULARY BOOSTER     More parts of the body	Describing people with be and have     Should + base form for suggestions  GRAMMAR BOOSTER Extra practice					
Abilities and Requests	<ul> <li>Discuss your abilities</li> <li>Politely decline an invitation</li> <li>Ask for and agree to do a favor</li> </ul>	Abilities     Adverbs <u>well</u> and <u>badly</u> Reasons for not doing something     Favors  VOCABULARY BOOSTER     More musical instruments	Can and can't for ability     Too + adjective, common errors     Polite requests with Could you + base form  GRAMMAR BOOSTER Extra practice					
Life Events and Plans PAGE 112 Units 8–14 Review PAGE 120	<ul> <li>Get to know someone's life story</li> <li>Discuss plans</li> <li>Share your dreams for the future</li> </ul>	Some life events     Academic subjects     More leisure activities     Some dreams for the future      VOCABULARY BOOSTER     More academic subjects     More leisure activities	Be going to + base form  GRAMMAR BOOSTER Extra practice  Management of the second					

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING / WRITING
<ul> <li>Begin a question with And to indicate you want additional information</li> <li>Use Really? to introduce contradictory information</li> <li>Use Well to indicate you are deciding how to begin a response</li> <li>Respond positively to a description with Sounds nice!</li> <li>Use Actually to introduce an opinion that might surprise</li> <li>Say I don't know. I'm not sure to avoid making a direct negative statement</li> </ul>	Listening Tasks  Determine the best house or apartment for clients of a real estate company  Complete statements about locations of furniture and appliances  Pronunciation  Linking sounds	Reading Texts  House and apartment rental listings  Descriptions of people and their homes  Writing Task  Compare and contrast your home with other homes  WRITING BOOSTER Guided writing practice
<ul> <li>Use Hi and Hey to greet people informally</li> <li>Say No kidding! to show surprise</li> <li>Use So to introduce a conversation topic</li> <li>Answer the phone with Hello?</li> <li>Identify yourself with This is on the phone</li> <li>Use Well, actually to begin an excuse</li> <li>Say Oh, I'm sorry after interrupting</li> <li>Say Talk to you later to indicate the end of a phone conversation</li> </ul>	Listening Tasks  Determine weather and temperatures in cities in a weather report  Complete statements about people's activities, using the present continuous  Pronunciation  Rising and falling intonation of yes / no and information questions	Reading Texts  • A daily planner  • The weather forecast for four cities  Writing Task  • Write about plans for the week, using the present continuous  WRITING BOOSTER Guided writing practice
<ul> <li>Say I'll check to indicate you'll get information for someone</li> <li>Decline an offer politely with No, thanks</li> <li>Use Please pass the to ask for something at the table</li> <li>Say Here you go as you offer something</li> <li>Say Nice to see you to greet someone you already know</li> <li>Use You too to repeat a greeting politely</li> </ul>	Listening Task  Identify the foods discussed in conversations  Pronunciation  Vowel sounds: /i/, /ɪ/, /eɪ/, /ɛ/, /æ/	Reading Texts  Recipe cards  A weekly schedule  Writing Task  Write about what you eat in a typical day  WRITING BOOSTER  Guided writing practice
<ul> <li>Ask Why? to ask for a clearer explanation</li> <li>Use What about? to ask for more information</li> <li>Use a double question to clarify</li> <li>Use just to minimize the importance of an action</li> <li>Say Let me think to gain time to answer</li> <li>Say Oh yeah to indicate you just remembered something</li> </ul>	Listening Tasks Circle the year you hear Infer the correct day or month Choose activities mentioned in conversations  Pronunciation Simple past tense regular verb endings	Reading Text A blog in which people describe what they did the previous weekend  Writing Task Write about the activities of two people, based on a complex picture Write about your weekend and what you did  WRITING BOOSTER Guided writing practice
<ul> <li>Use Oh to indicate you've understood</li> <li>Say No kidding to show surprise</li> <li>Say I'm sorry to hear that, Oh, no, and That's too bad to express sympathy</li> <li>Use Actually to introduce an opinion that might surprise</li> <li>Use What's wrong? to ask about an illness</li> <li>Use really to intensify advice with should</li> <li>Respond to good advice with Good idea</li> <li>Say I hope you feel better when someone feels sick</li> </ul>	Listening Tasks  Identify the people described in conversations  Complete statements about injuries Identify the ailments and remedies suggested in conversations  Pronunciation  More vowel sounds	Reading Text  • A magazine article about two celebrities  Writing Task  • Write a description of someone you know  WRITING BOOSTER Guided writing practice
<ul> <li>Use <u>Actually</u> to give information</li> <li>Use <u>Really</u>? to show surprise or interest</li> <li>Suggest a shared course of action with <u>Let's</u></li> <li>Politely decline a suggestion with <u>I'm really sorry but</u> and a reason</li> <li>Accept a refusal with <u>Maybe some other time</u></li> <li>Use <u>Sure</u> and <u>No problem</u> to agree to someone's request for a favor</li> </ul>	Listening Task  Complete requests for favors  Pronunciation  Blending of sounds: Could you	Reading Text  • An article about infant-toddler development  Writing Task  • Describe things people can and can't do when they get old  WRITING BOOSTER Guided writing practice
<ul> <li>Use And you? to show interest in another person</li> <li>Use Not really to soften a negative response</li> <li>Ask What about you? to extend the conversation</li> <li>Use Well and Actually to explain or clarify</li> </ul>	Listening Tasks  Choose correct statements  Circle correct words or phrases  Complete statements about activities, using the present continuous  Infer people's wishes for the future  Pronunciation  Diphthongs	Reading Text  • A short biography of Harry Houdini  Writing Task  • Write your own illustrated life story, including plans and dreams for the future  WRITING BOOSTER Guided writing practice
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# TO THE TEACHER

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



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

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

The Top Notch course has two beginning levels—Top Notch Fundamentals for true beginners and Top Notch 1 for false beginners. Top Notch is benchmarked to the Global Scale of English and is tightly correlated to the Can-do Statements of the Common European Framework of Reference.

Each full level of Top Notch contains material for 60-90 hours of classroom instruction. In addition, the entire course can be tailored to blended learning with an integrated online component, MyEnglishLab.

NEW This third edition of Top Notch includes these new features: Extra Grammar Exercises, digital full-color Vocabulary Flash Cards, Conversation Activator videos, Pronunciation Coach videos, and a Writing Booster.

\* Summit 1 and Summit 2 are the titles of the 5th and 6th levels of the Top Notch course.

# **Award-Winning Instructional Design\***

## Daily confirmation of progress

Each easy-to-follow two-page lesson begins with a clearly stated practical communication goal closely aligned to the Common European Framework's Can-do Statements. All activities are integrated with the goal, giving vocabulary and grammar meaning and purpose. Now You Can activities ensure that students achieve each goal and confirm their progress in every class session.

## True-beginner vocabulary and grammar

Clear captioned picture-dictionary illustrations with accompanying audio take the guesswork out of meaning and pronunciation. Grammar presentations clarify form, meaning, and use. The unique Recycle this Language feature continually puts known words and grammar in front of students' eyes as they communicate, to make sure language remains active. A new Writing Booster in the back of the Student's Book provides guided writing practice that incorporates vocabulary and grammar from the unit.

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

## Authentic social language

Even beginning students should learn appealing natural social language. Forty-two memorable Conversation Models provide lively controlled conversation practice that ensures enthusiasm and motivation.

## Active listening syllabus

All Vocabulary presentations, Pronunciation presentations, Conversation Models, Listening Comprehension exercises, and Readings are recorded on the audio, ensuring that students develop good pronunciation, intonation, and auditory memory. In addition, approximately fifty tasks specifically developed for beginning learners develop fundamental comprehension skills.

We wish you and your students enjoyment and success with Top Notch Fundamentals. We wrote it for you.

Joan Saslow and Allen Ascher

# COMPONENTS

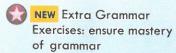
## **ActiveTeach**

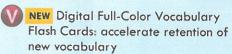
Maximize the impact of your *Top Notch* lessons. This digital tool provides an interactive classroom experience that can be used with or without an interactive whiteboard (IWB). It includes a full array of digital and printable features.

#### For class presentation . . .









#### PLUS

- Clickable Audio: instant access to the complete classroom audio program
- Top Notch TV Video Program: a hilarious sitcom and authentic on-the-street interviews
- Top Notch Pop Songs and Karaoke: original songs for additional language practice

# About People The second of th

#### For planning . . .

- A Methods Handbook for a communicative classroom
- Detailed timed lesson plans for each two-page lesson
- Top Notch TV teaching notes
- Complete answer keys, audio scripts, and video scripts

#### For extra support ...

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

#### For assessment . . .

 Ready-made unit and review achievement tests with options to edit, add, or delete items.

# Teacher's Edition and Lesson Planner

- Detailed interleaved lesson plans, language and culture notes, answer keys, and more
- Also accessible in digital form in the ActiveTeach

## Workbook

Lesson-by-lesson written exercises to accompany the Student's Book

# Full-Course Placement Tests

Choose printable or online version



# **Student DVD-ROM**

- · Classroom Audio Program: a set of full audios in MP3 format
- NEW Conversation Activator videos: increase students' confidence in oral communication
- NEW Pronunciation Coach videos: facilitate clear and fluent oral expression
- Top Notch TV Video Program: a hilarious sitcom and authentic on-the-street interviews
- \* Top Notch Pop Songs and Karaoke: original songs for additional language practice



# **ABOUT THE AUTHORS**

#### Joan Saslow

Joan Saslow has taught in a variety of programs in South America and the United States. She is author or coauthor of a number of widely used courses, some of which are Ready to Go, Workplace Plus, Literacy Plus, and Summit. She is also author of English in Context, a series for reading science and technology. Ms. Saslow was the series director of True Colors and True Voices. She has participated in the English Language Specialist Program in the U.S. Department of State's Bureau of Educational and Cultural Affairs.

#### Allen Ascher

Allen Ascher has been a teacher and teacher trainer in China and the United States, as well as academic director of the intensive English program at Hunter College. Mr. Ascher has also been an ELT publisher and was responsible for publication and expansion of numerous well-known courses including *True Colors, NorthStar,* the Longman TOEFL Preparation Series, and the Longman Academic Writing Series. He is coauthor of Summit and he wrote the "Teaching Speaking" module of Teacher Development Interactive, an online multimedia teacher-training program.

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

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



# **Home and Neighborhood**





Describe your neighborhood



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







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

#### **Questions with Where**

Where do you live?
Where do your parents live?

Where does he work?
Where does your mother work?

#### Prepositions of place

in

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

at

I live at 50 Main Street. He works at a bookstore. They study at the Brooke School. on

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

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

1	A:	Where	your	sister		?
	B:	She lives	an	apart	ment.	
2	A:	Where	you			English?
	B.	We study	th	e scho	ool arc	ound

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

B: They live ...... 58 Gray Street.

MORI EXERCISES



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

1 It's on the second floor.

the corner.

3 He lives in an apartment.

2 She works in an office.

4 My apartment has a balcony.

**VOCABULARY / GRAMMAR PRACTICE** With a partner, ask and answer questions with <u>Where</u>. Use the simple present tense.

Where do you live? \*\*\*









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

- 1 > 3:23 CONVERSATION MODEL Read and listen.
  - A: Do you live far from here?
  - B: No. About fifteen minutes by bus.
  - A: And is the neighborhood nice?
  - B: Yes, it is. My apartment is near a park and a mall.
  - A: Really? My apartment is next to an airport.
- 2 Name of the RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.
- 3 CONVERSATION ACTIVATOR With a partner, personalize the conversation.
  - A: Do you live far from here?
  - B: .....
  - A: And is the neighborhood nice?
  - **B**: ...... it ...... My ..... is ......
  - A: Really? My ..... is .......
- 4 CHANGE PARTNERS Ask about another classmate's neighborhood.

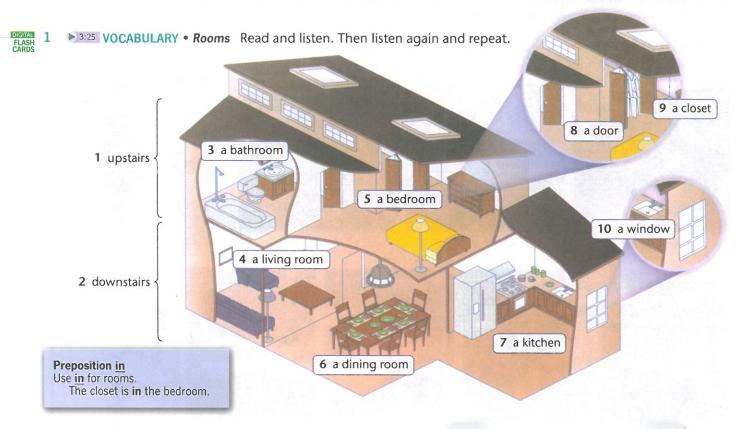
#### DON'T STOP!

Ask more questions.

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

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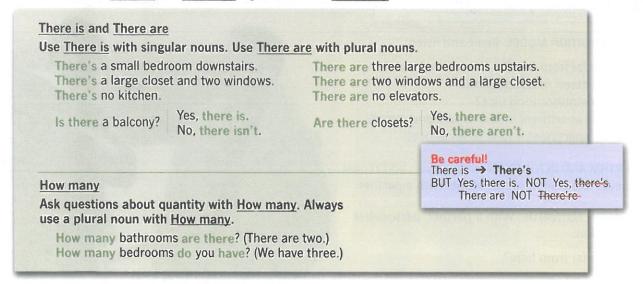
UNIT 8 65



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

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

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



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	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 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.



## 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.
- DIGHAL
- conversation activator With a partner, personalize the conversation. Describe your house or apartment. Then change roles.
  - A: Do you live in a house or an apartment?
  - B: .....
  - A: What's it like?
  - B: Well. ......
  - A: Sounds nice!
- 4 CHANGE PARTNERS Talk about another classmate's home.



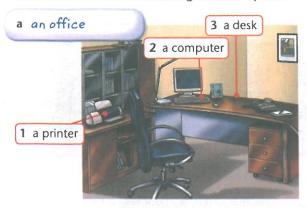
#### DON'T STOP!

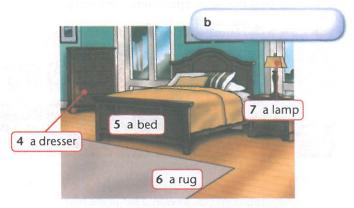
Ask more questions.

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

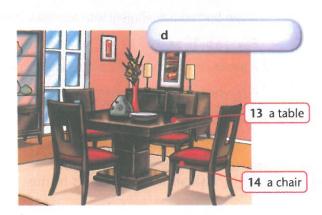


▶3:29 VOCABULARY • Furniture and appliances First write the name of each room (a-f). Then read and listen. Listen again and repeat.











	· f
18 a cabinet	20 a microwave
10. a refrigerator (a fridge)	21 a stove
19 a refrigerator (a fridge)	

VOCABULARY BOOSTER More home and office vocabulary • p. 129

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

1	It's	in	the	
_				

 		DE 1000													
It's	In	the							٠						

70	141-		the	
-	IT.C	ın	The	

4	lt's	in	the	
4	1172	ш	uie	 

5	They're in the	 ٠

120	200	10						
6	It's	in	the					

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



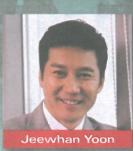


CHANGE PARTNERS Practice the conversation again.

# **EXTENSION**

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

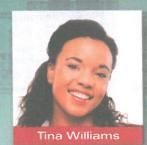
# Where Do You Live?



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

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

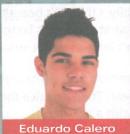
One thing I don't like: we don't have a garden.



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

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

It's small, but I love my house!



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

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

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

	Jeewhan Yoon	Tina Williams	Eduardo Calero
three bedrooms		- A	
two bathrooms			
a small kitchen			
no office			
no garden			
a two-car garage			
an elevator			



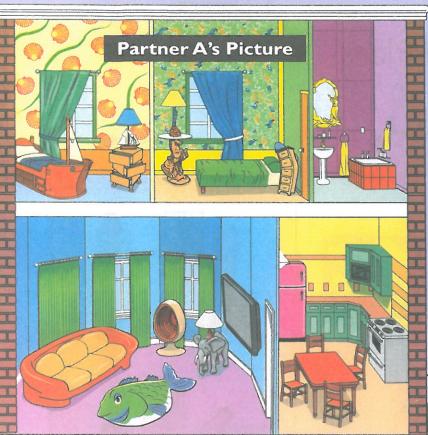
PAIR WORK Compare your home with the homes in the Reading.

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

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

GRAMMAR BOOSTER Unit 8 review . p. 140





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

How many \_ are there? Is there \_?

Does the \_ have \_? Are there \_?

#### PAIR WORK

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

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

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

2 Your partner closes his or her book. You

describe one of the houses. Your partner draws a picture of the house. For example:

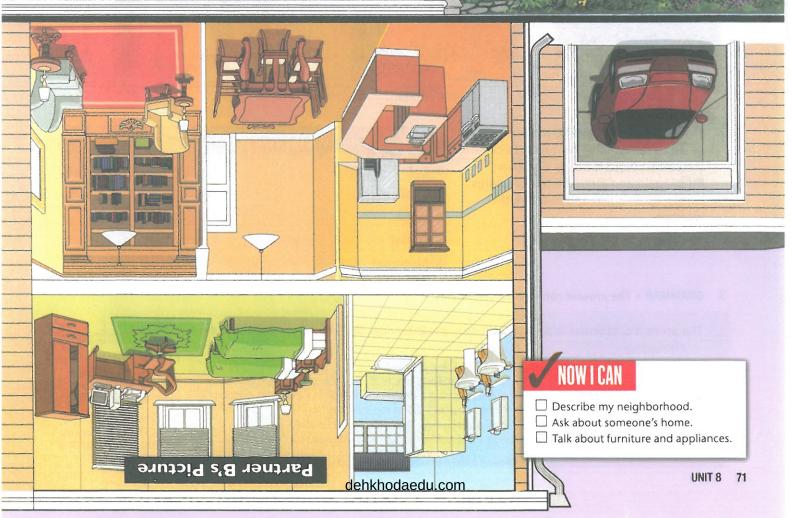
Upstairs, there are two small bedrooms and a small bathroom.

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

Ms. Williams's house has two

bedrooms upstairs, but my ...

WRITING BOOSTER p. 148
Guidance for this writing exercise



# **COMMUNICATION GOALS**

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



# **Activities and Plans**





Describe today's weather

More weather vocabulary . p. 130



1 No 3:37 VOCABULARY • Weather expressions Read and listen. Then listen again and repeat.

#### **HOW'S THE WEATHER?**







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	1				35°	It's sunny.
2	Madrid						
3	Seoul						
4	Dubai						
5	Montreal						

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

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

#### **Affirmative**

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

#### Negative

I'm not wearing a jacket.

You're not making lunch. [OR You aren't making lunch.]
She's not taking a shower. [OR She isn't taking a shower.]
It's not snowing. [OR It isn't snowing.]

We're not reading. [OR We aren't reading.]

They're not taking a nap. [OR They aren't taking a nap.]

#### Present participles

wear → wearing study → studying exercise → exercising

#### Some others:

doing, listening, reading, working, meeting, getting

#### GRAMMAR • The present continuous: yes / no questions

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

Yes, I am. / No, I'm not. Yes, she is. / No, she's not. [OR No, she isn't.] Yes, it is. / No, it's not. [OR No, it isn't.] Yes, they are. / No, they're not. [OR No, they aren't.]

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

1	1 now, and 1 / we	a nice, warm sweater.
2	2? Yes, he	his textbook.
	he /study	He / read
3	3 dinner right now.	late at the office.
4	4, and	He / work a shower. take
5	5	
6	6 this morning? No. It's o	cloudy and windy, but itnot rain
7	7 in the office right	now? Yes,



# NOW YOU CAN Describe today's weather

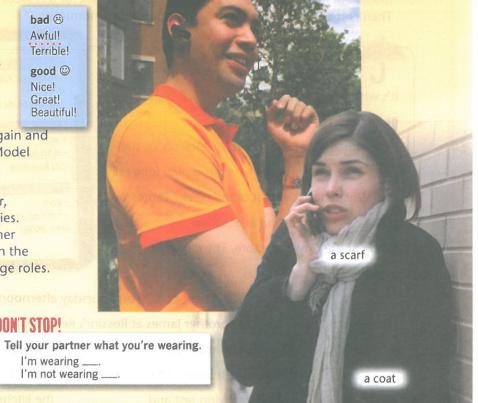
- ▶ 3:39 CONVERSATION MODEL Read and listen.
  - A: Hi, Molly, Jonathan.
  - B: Hey, Jonathan. Where are you?
  - A: I'm calling from Vancouver. How's the weather there in São Paulo?
  - B: Today? Awful! It's raining and cold.
  - A: No kidding! It's hot and sunny here.
- ▶ 3:40 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.
- CONVERSATION ACTIVATOR With a partner, change the conversation. Choose two cities. Role-play a conversation about the weather there. (Option: Find the weather report in the newspaper, on TV, or online.) Then change roles.
  - A: Hi, ......
  - B: ........ Where are you?
  - A: I'm calling from ....... How's the weather there in .....?

  - A: No kidding! It's ...... here.

bad (8) Awful! Terrible!

good © Nice!

Great! Beautiful!



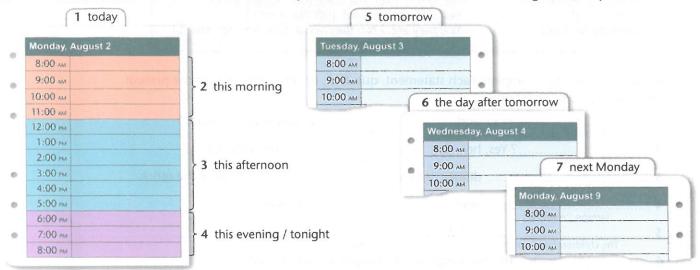
**UNIT 9 73** 

CHANGE PARTNERS Describe the weather in other places.

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



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

#### Actions in the present

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

#### **Future plans**

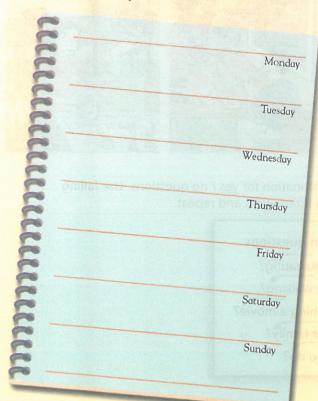
I'm buying shoes tomorrow.
They're cleaning the house this weekend, not today.
Janet's meeting Bill at 5:00 this afternoon.

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

	The second secon	The second second second second
Today is Monday, and right now it's raining.  It's windy and cold, so Marissa is staying  home. But later she has plans. She	FEBRUARY 12 Monday - 11:00 meet Mom for lunch at the mall - afternoon do the laundry  13 Tuesday - Work - 5:30 meet Sandy at the City Bookstore  14 Wednesday - Work - call Dad at work 1:00 (432-8976)	FEBRUARY  15 Thursday  go to Chinese class 3:30  meet James at Rossini's  Restaurant  16 Friday  - Work 9:00-12:00  - make dinner with Colin  17 Saturday  - 9:00 exercise in the park With Sarah  -7:00 go to the concert with Scott  18 Sunday  - study for driving test - clean the kitchen
tomorrow, she, and she	's Restaurant. On Friday, Maris dinner together at his hou she and Scott	ssa from 10 se. On Saturday, Marissa

# NOW YOU CAN Discuss plans

- ▶ 3:42 CONVERSATION MODEL Read and listen.
  - A: What beautiful weather! It's so sunny and warm!
  - B: It really is! . . . So, Kate, are you doing anything special this weekend?
  - A: Well, on Saturday, I'm meeting Pam in the park.
  - B: Do you want to get together on Sunday?
  - A: Sure! Call me Sunday morning, OK?
- > 3:43 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.
- PLAN YOUR CONVERSATION Fill in the date book for this week. Write your activities and the times.





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

Ask about plans for other days of the week.



#### RECYCLE THIS LANGUAGE.

Time expressions on [Friday] this [afternoon] in the [evening] tomorrow the day after tomorrow Adjectives for weather bad good awful nice terrible great

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

CHANGE PARTNERS Discuss other plans.

beautiful

ugly

1 GRAMMAR • The present continuous: information questions

What is she watching? (A TV program.) What are you doing? (We're checking e-mail.) Where is he driving? (To work.) Where are they going? (They're going to the movies.)

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

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



44 He's eating breakfast. 77









MOR

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

#### Yes /no questions

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

#### Information questions

What are you eating?

Where is he walking?

Who's watching a movie?

Where is her family?

What do you do?

4 GRAMMAR • The present participle: spelling rules

base fo	rm	present partic	ple base for	orm	present participle
talk	->	talking	make	->	making
read	->	reading	take	->	taking
watch	->	watching	come	>	coming
Remen			t → getting		out → putting

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

-
DIGITAL
MORE
EXERCISES

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

▶ 3:45 LISTENING COMPREHENSION Listen. Complete each statement in the present continuous.

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

# NOW YOU CAN Ask about people's activities

- ▶ 3:46 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.
- ▶ 3:47 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.
- 3 CONVERSATION ACTIVATOR With a partner, personalize the conversation. Use your own names. Use the pictures or use your own activities. Then change roles.
  - A: Hello?
  - B: Hi, ......... This is ......... What are you doing?
  - A: Well, actually, I ..... right now.
  - B: Oh, I'm sorry. Should I call you back later?
  - A: Yes, thanks. Talk to you later. Bye.
  - B: .....

#### DON'T STOP!

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





CHANGE PARTNERS Ask and talk about other activities.



# **EXTENSION**

1 > 3:48 READING Look at today's weather forecast.



**READING COMPREHENSION** Complete the chart for December 16<sup>th</sup> weather, according to the forecast in the Reading.

	in the morning	in the afternoon	in the evening
sunny	Guadalajara and Miami		
cloudy			
windy		Cast avidence en de case date (	Protest particular and
snowy		THE SOURCE SHE WILLIAM OF THE STATE OF	
rainy			
hot			
warm			
cold			
cool	Particle scotter and property		revenite argular

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



- 1 Which cities have sunrises before 7:30? .....
- 2 Which cities have sunsets before 5:00? .....
- VOCABULARY / GRAMMAR GAME Team 1 mimes an activity. Team 2 asks questions. Use the activities from the box.





GRAMMAR BOOSTER Unit 9 review • p. 141



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



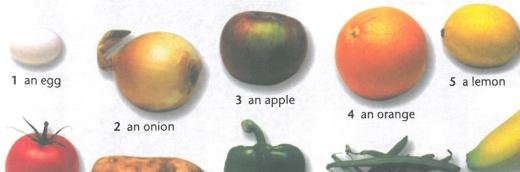


7 a tomato

Discuss ingredients for a recipe

FLASH CARDS

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



9 a pepper

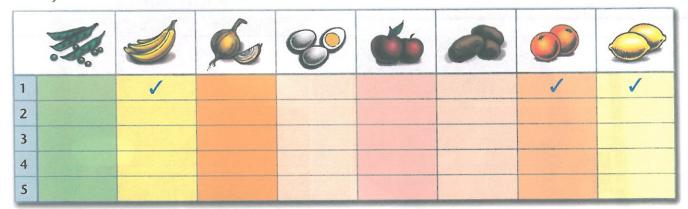
6 a banana

More vegetables and fruits • p. 131



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

8 a potato



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.

GRAMMAR . How many / Are there any

Use How many and Are there any with plural nouns.

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

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

Are there any lemons? (Yes, there are. OR Yes. There are three.) (No, there aren't. OR No. There aren't any.)

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







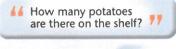
1 in the fridge (in the refrigerator)

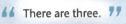
2 on the shelf

3 on the counter



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





## Discuss ingredients for a recipe

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



CONVERSATION ACTIVATOR With a partner, change the conversation. Use the recipes. Then change roles. Start like this:

- A: How about some .....?
- B: ......? That sounds delicious! I love ........
- A: Are there any .....?
- B: .....

Continue with the other ingredients in the recipe.

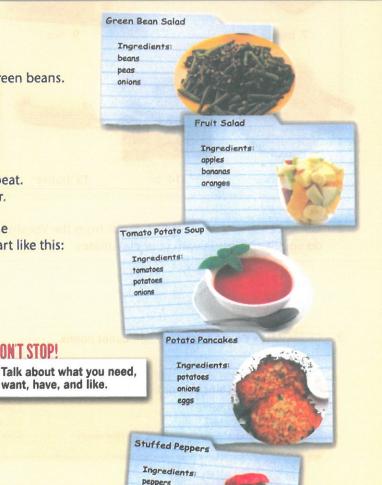


#### RECYCLE THIS LANGUAGE.

We need [onions]. We don't have [eggs]. I really like [beans]. I don't like [peas].

And how about \_\_\_ ? Uh-oh. I don't know. Sounds nice.

CHANGE PARTNERS Discuss another recipe.



tomatoes

DON'T STOP!



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

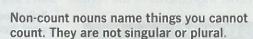




**VOCABULARY PRACTICE** Which foods from the Vocabulary do you like? Discuss with your classmates.



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. I don't eat sugar. Rice is good for you. Pasta is my favorite food.

Be careful!

· Use singular verbs with non-count nouns.

Rice is good for you. NOT Rice are good for you.

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

rice NOT a rice NOT two rices

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

l eat	pasta, peas
I don't eat	Title Committee of the
Ldrink	
I don't drink	

GRAMMAR . How much / Is there any

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

How much bread does she want? (NOT How many bread does she want?) How much milk is there? (NOT How many milk is there?) Is there any butter? Yes, there is. / No, there isn't. OR No. There isn't any.

#### Remember:

Use How many with plural count nouns. How many apples are there? NOT How-much apples are there?

▶ 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

**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 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 RHYTHM AND INTONATION Listen again and repeat. Model with a partner.
- CONVERSATION ACTIVATOR With a partner, change the conversation. Use other foods and drinks. Then change roles.
  - A: Would you like ...... or ......?
  - B: I'd like ....., please. Thanks.
  - A: And would you like .....?
  - B: .....
  - A: Please pass the ......
  - B: Here you go.
- CHANGE PARTNERS Change the conversation again.





#### I GRAMMAR • The simple present tense and the present continuous

Remember: Use the simple present tense with verbs <u>have</u>, <u>want</u>, <u>need</u>, and <u>like</u>.

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	eat	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 ......to work.
- 6 Why ...... six cans of tomatoes? ..... tomato soup for lunch?
- 7 ..... to work tomorrow?
- 8 How many boxes of rice ...........?
- 9 I .....a bottle of juice in the fridge.
- 10 | can't talk right now. | .....study

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

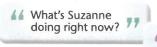


Suzanne is listening to music right now. She teaches English on Mondays, Tuesdays . . .

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







66 She's listening to music. 77

PRONUNCIATION • Vowel sounds Read and listen to the words in each group. Then listen again and repeat.

<b>1</b> /i/	<b>2</b> /r/	3 /eɪ/	4 /٤/	5 /æ/
see	six	late	pepper	apple
tea	fish	potato	red	jacket
street	this	train	lemon	has

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





# ▶ 4:12 CONVERSATION MODEL Read and listen.

- A: Hi, Alison. Nice to see you!
- B: You too, Rita. Do you come here
- A: Yes, I do. Would you like to join me?
- B: Sure. What are you drinking?
- A: Lemonade.
- B: Mmm. Sounds good.
- 2 > 4:13 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.
- 3 CONVERSATION ACTIVATOR With a partner, personalize the conversation. Use your own name and your own foods or drinks or use the pictures. Then change roles.
  - A: Hi, ......... Nice to see you!
  - B: You, too, ...... Do you come here often?
  - A: Yes, I do. Would you like to join me?
  - B: Sure. What are you .....?
  - A: .....
  - B: Mmm. Sounds good.

#### DON'T STOP!

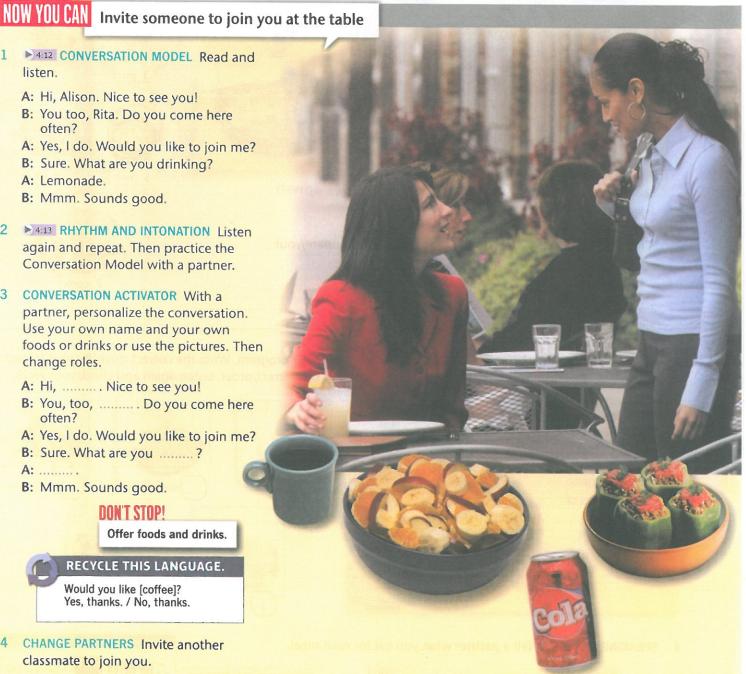
Offer foods and drinks.



#### RECYCLE THIS LANGUAGE.

Would you like [coffee]? Yes, thanks. / No, thanks.

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



# **EXTENSION**

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

#### ▶ 4:15 Cooking verbs

# 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.





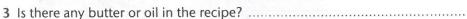
7 cook

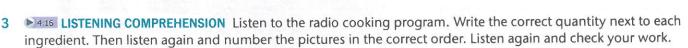
Source: Adapted from Recipes 1-2-3 by Rozanne Gold (New York: Viking, 1997)

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

1 How many ingredients does the recipe have? .....

2 What are the ingredients? .....

















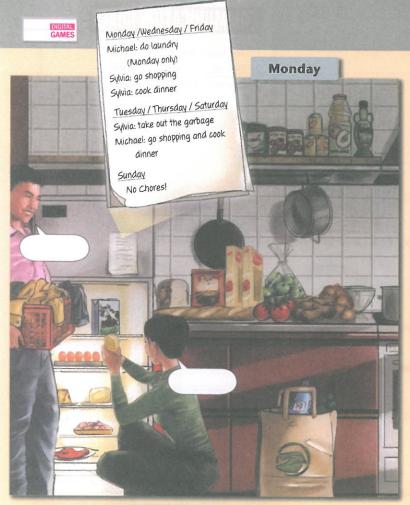


SPEAKING PRACTICE Tell a partner what you eat for each meal.

My favorite food for breakfast is eggs.

GRAMMAR BOOSTER Unit 10 review • p. 142

MORE EXERCISES





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

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

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

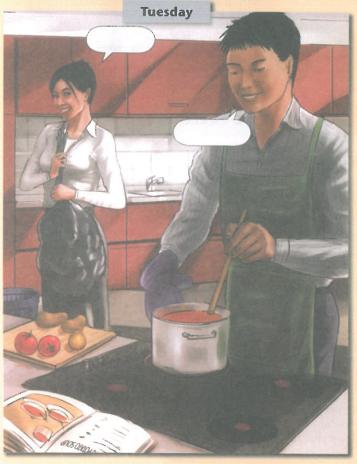
#### PAIR WORK

- 1 Ask and answer questions about the pictures.
  Use <u>How many</u> and <u>How much</u>. Answer with <u>There is</u> and <u>There are</u>. For example:
  - A: How many boxes of pasta are there on the counter?
  - B: There are two.
- 2 Create conversations for Michael and Sylvia in the three pictures. For example:
  - A: Would you like peas?
  - B: Yes, please. And please pass the salt.

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

For breakfast I eat . . .

WRITING BOOSTER p. 148
Guidance for this writing exercise





## COMMUNICATION GOALS

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

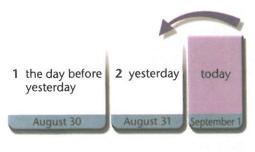


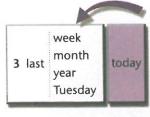


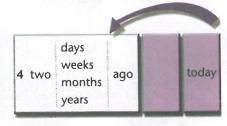


Tell someone about an event

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







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

1 1913 / 1930

3 1967 / 1976

2 2016 / 2060

4 2001 / 2021

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

▶ 4:20 Years, decades, and centuries

1900 = nineteen hundred 1901 = nineteen oh one

2000 = two thousand

2001 = two thousand one

2010 = twenty ten / two thousand ten

1990 to 1999 = the (nineteen) nineties

1901 to 2000 = the twentieth century

2001 to 2100 = the twenty-first century

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

### **Statements**

### Singular

He

wasn't She

at school yesterday.

We were You weren't They

at home.

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

There were two movies last weekend.

### Questions

### Singular

Was it cloudy yesterday? (Yes, it was. / No, it wasn't.)

There was a concert last night.

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

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

### Plural

Plural

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

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



- **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?

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).

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				

MORE

## NOW YOU CAN Tell someone about an event

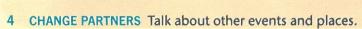
- ▶ 4:23 CONVERSATION MODEL Read and listen.
  - A: Where were you last night?
  - B: What time?
  - A: At about 8:00.
  - B: I was at home. Why?
  - A: Because there was a great party at Celia's house.
  - B: There was? Too bad I wasn't there!
- ▶ 4:24 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.
- 3 CONVERSATION ACTIVATOR Make a list of places for an event in your city or town. Use the pictures for kinds of events. With a partner, change the conversation, using your events. Then change roles.
  - A: Where were you .....?
  - B: What time?
  - A: At about ......
  - B: I was at ..... Why?
  - A: Because there was a ...... at .........
  - B: There was? Too bad I wasn't there!





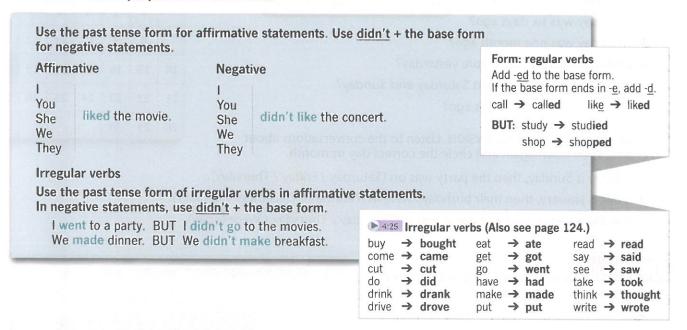








### 1 GRAMMAR • The simple past tense: statements



VIDEO COACH

▶ 4.26 PRONUNCIATION • The regular simple past tense ending Listen. Then listen again and repeat.

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

GRAMMAR • The simple past tense: questions

Question forms are the same with regular and irregular verbs.

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

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

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

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

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

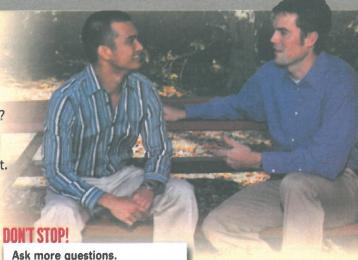
- ..... on Saturday?
  - good family movie.
  - A: ..... out to eat afterwards? 4 you/go
  - **B**: Yes, we ..... 6 We / eat Indonesian food. ..... a lot of pepper. 7 It / have
  - A: But 8 1 / think 9 your husband / not like peppery food.
  - B: Actually, ..... a little and ..... it was good. 11 he / say

- 2 A: ..... out the garbage this morning? 12 who / take
  - B: Actually, Laura .....
  - A: And ..... the laundry?
  - B: I'm not sure. But I think ..... the 15 Laura / do laundry this morning, too.
  - A: That's great, but ...... any household chores?
  - **B:** Me? Last week ...... all the chores:
    - shopping, and ......home 8 1/go 19 1/come 18 1/go early, and ...... dinner every night.

MORE EXERCISES

### Describe your past activities

- ▶ 4:27 CONVERSATION MODEL Read and listen.
  - A: So what did you do yesterday?
  - B: Well, I got up at seven, I made breakfast, and then I went to work.
  - A: What about after work? Did you do anything special?
  - B: Not really. I just made dinner and watched a movie.
- ▶ 4:28 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.
- **CONVERSATION ACTIVATOR** With a partner, personalize the conversation. Describe your past activities. Then change roles.
  - A: So what did you do .....?
  - B: Well, I ......, and then I ........
  - A: What about ......? Did you do anything special?
  - B: .....
- CHANGE PARTNERS Ask about other past activities.



Did you [wash the dishes]? Who [took out the garbage]? When did you [go to the movies]?

### Ideas

- household chores
- leisure activities
- entertainment events

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

VOCABULARY BOOSTER

More outdoor activities • p. 132



1 go to the beach



2 go running



3 go bike riding



4 go for a walk



5 go swimming

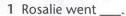


6 go for a drive

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



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







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







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



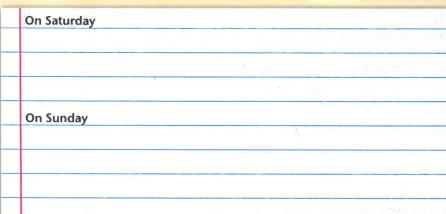
4 He went \_\_\_\_.





### Talk about your weekend

- ▶ 4:31 CONVERSATION MODEL Read and listen.
  - A: Did you have a good weekend?
  - B: Let me think.... Oh, yeah. I had a great weekend.
  - A: What did you do?
  - B: Well, on Saturday, my friends and I went bike riding and to a movie. Then on Sunday, I went for a drive. What about you?
  - A: Well, on Saturday, the weather was great, so I went for a walk. And on Sunday, my family and I went to the beach.
- ▶ 4:32 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.
- NOTEPADDING On the notepad, write what you did on the weekend.





- **CONVERSATION ACTIVATOR** With a partner, personalize the conversation. Use your own information and the simple past tense.
  - A: Did you have a good weekend?
  - B: Let me think . . . Oh, yeah. I .......
  - A: What did you do?
  - B: Well, ....... What about you?
  - A: Well, on ....., the weather was ....., so I ...... And on Sunday, .....
- CHANGE PARTNERS Talk about more weekend activities.

Ask your partner more questions.

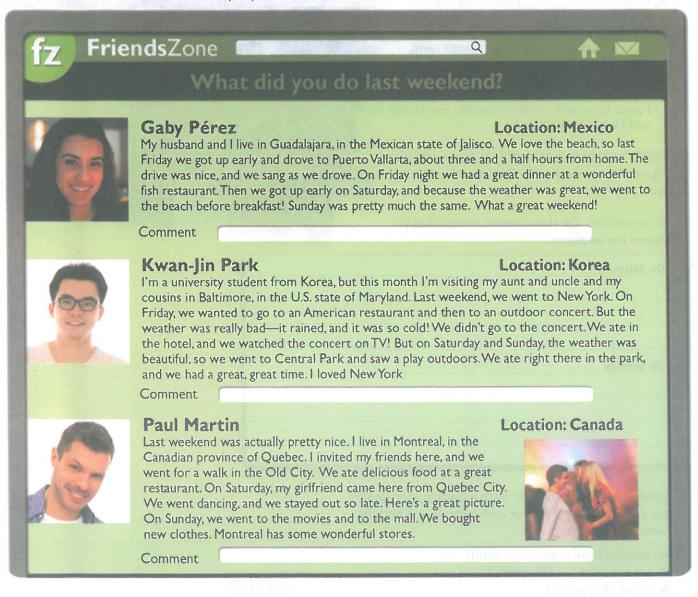
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### RECYCLE THIS LANGUAGE.

Really? Did you do anything special? What time did you come home? Is [the beach] far from here? Do you [go swimming] often? How often do you [go bike riding]?

## **EXTENSION**

1 P4:33 READING Read about what people did last weekend.



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

	Yes / no questions	Information questions
Gaby		
Kwan-Jin		
Paul		

Ideas

When did \_\_\_\_ . . . What did \_\_\_\_ . . .

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

MOR EXERCISE

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

GRAMMAR BOOSTER
Unit 11 review • p. 143





Yesterday

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:

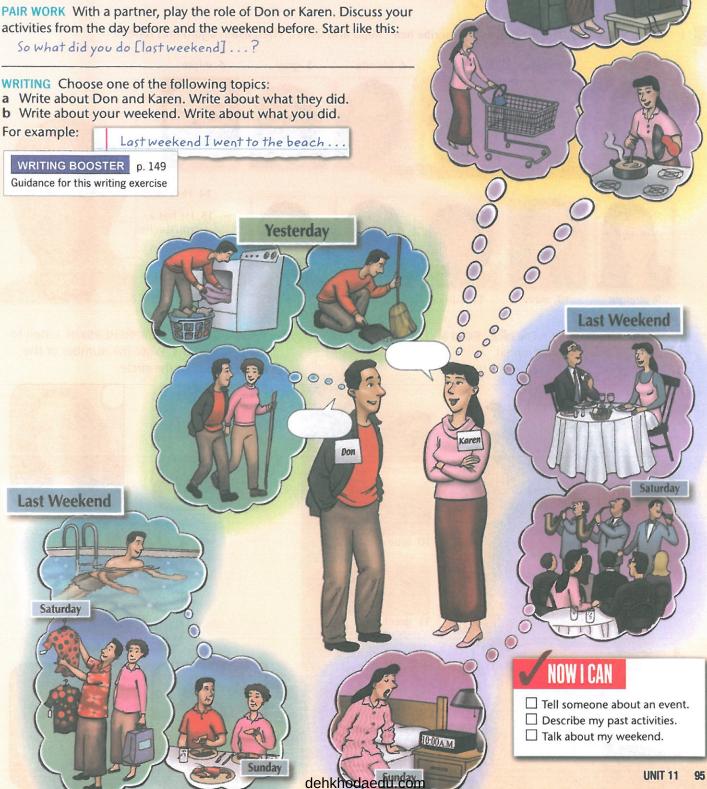
Last weekend, Karen went to a concert with her friends. She ...

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:

Guidance for this writing exercise



### **COMMUNICATION GOALS**

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



## **Appearance and Health**





Describe appearance



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







4 blonde



6 white



- 15 He has a mustache.
- 16 He has a
- 17 He wears



14 He's bald.

- - beard.
- glasses.



9 straight



10 wavy



11 curly



12 long



13 short

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



5 ear

7 teeth

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











two teeth BUT one tooth



UNIT 12

6 mouth

8 chin

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### 4 GRAMMAR • Describing people with be and have

With be

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

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

### Remember:

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

Adjectives are never plural.

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

- 5 GRAMMAR PRACTICE Complete each sentence with the correct form of be or have.
  - 1 A: What does your brother look like?
    - **B:** Well, he ...... a mustache and wavy hair. And he wears glasses.
  - 2 A: What does your mother look like?
    - B: Her hair ...... curly and black.
  - 3 A: What does her father look like?
    - B: He ...... a short, gray beard.

- 4 A: What does his grandmother look like?
  - B: She ...... curly, gray hair and beautiful eyes.
- 5 A: What does his sister look like?
  - B: His sister? Her hair ...... long and pretty!
- 6 A: What do your brothers look like?
  - **B:** They ...... straight, black hair, and they wear glasses.



### NOW YOU CAN Description

### Describe appearance

- 1 A 39 CONVERSATION MODEL Read and listen.
  - A: Who's that? She looks familiar.
  - B: Who?
  - A: The woman with the long, dark hair.
  - B: Oh, that's Ivete Sangalo. She's a singer from Brazil.
  - A: No kidding!
- 2 Note: A RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.
- 3 CONVERSATION ACTIVATOR With a partner, change the conversation. Talk about the people in the photos. (OR use your own photos.) Then change roles.
  - A: Who's that? ..... looks familiar.
  - B: Who?
  - A: The ..... with the .....
  - **B**: Oh, that's .......'s ....... from .......
  - A: No kidding!

### DON'T STOP!

Say more about the person's appearance.



### RECYCLE THIS LANGUAGE.

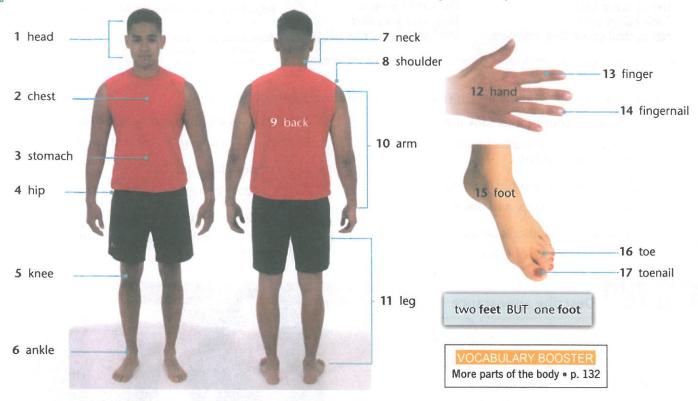
He's so [good-looking / handsome / old]. She's very [pretty / young / tall]. Her hair is so [wavy / pretty / short]. His eyes are very [blue / dark].

4 CHANGE PARTNERS Talk about other people.

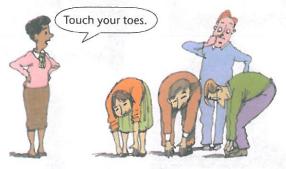




▶ 4.41 VOCABULARY • Parts of the body Read and listen. Then listen again and repeat.



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



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



 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 List	en to the conversations. Write each injury.
	Then listen again and check your work	
	1 She burned her arm	4 He
	<b>2</b> He	5 She



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

6 He ......

1 /u/ 2	/υ/ 3 /ου/	4 / > /	5 /a/
tooth sh	ould nose	awful	blonde
blue go	ood toe	fall	hot
food fo	ot broke	long	wash

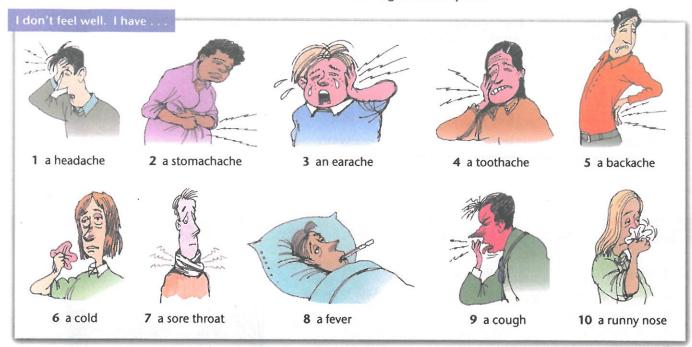
3 She ......







▶ 4.49 VOCABULARY • Ailments Read and listen. Then listen again and repeat.



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



Really? I never have headaches.



▶ 4.50 VOCABULARY • Remedies Read and listen. Then listen again and repeat.



1 take something



2 lie down



3 have some tea



4 see a doctor / see a dentist

GRAMMAR • Should + base form for suggestions



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

	a cold	a fever	a headache	a stomachache	a sore throat	a backache	a toothache	Remedy
1								She should take something.
2				ART VA		(SD To Do		He
3								She
4								He
5								She
6								He

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

### Partner A's ailments

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

### Partner B's ailments

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

## NOW YOU CAN Suggest a remedy

- ▶ 4:52 CONVERSATION MODEL Read and listen.
  - A: I don't feel well.
  - B: What's wrong?
  - A: I have a headache.
  - B: Oh, that's too bad. You really should take something.
  - A: Good idea. Thanks.
  - B: I hope you feel better.

Ways to say you're sick

I don't feel well.

I feel terrible.

I don't feel so good.

- 2 > 4:53 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.
- CONVERSATION ACTIVATOR With a partner, change the conversation. Suggest a remedy with should. Then change roles.

B: What's wrong?

A: .....

B: ...... You really ......

A: ..... Thanks.

B: I hope you feel better.

Give other advice, using should

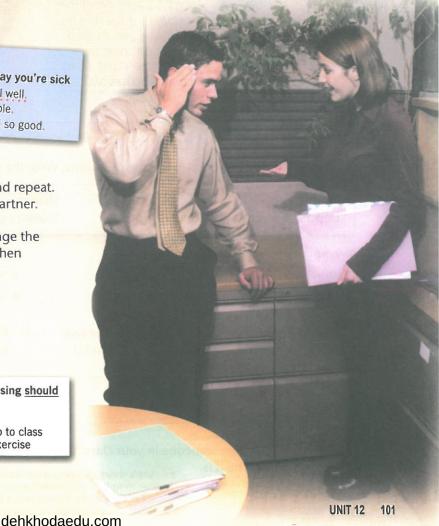
or shouldn't.

Ideas

✓ go to bed ✓ take a nap

X go to class X exercise

CHANGE PARTNERS Discuss other ailments.



## **EXTENSION**

1 P4:55 READING Look at the photos and read the descriptions. Do you know these famous people?

## Johnny Depp

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

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

Shakira

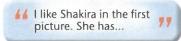


Laundry Service. Today,
Shakira is a TV star too,
and she is famous all
over the world. When
Shakira was young, she
had long black hair. Later,
she changed her hair style
to long and blonde. But her
fans think she is beautiful in
any style.

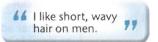
2 READING COMPREHENSION Answer the questions. Write the person.

Johnny Depp Depp's father Shakira Nicholas Cage
Depp's children Depp's mother Shakira's grandparents

- 1 Who acts in movies?.....
- 2 Who is a grandmother?.....
- 3 Who is from Lebanon?.....
- PAIR WORK Partner A describes Shakira in her two pictures. Partner B describes Johnny Depp in his two pictures. Which pictures do you like?



- 4 Whose father was a musician?.....
- 5 Who gave good advice?.....
- 6 Who was an engineer?.....
- 4 DISCUSSION What kind of hair is good-looking for women? What kind of hair is good-looking for men?

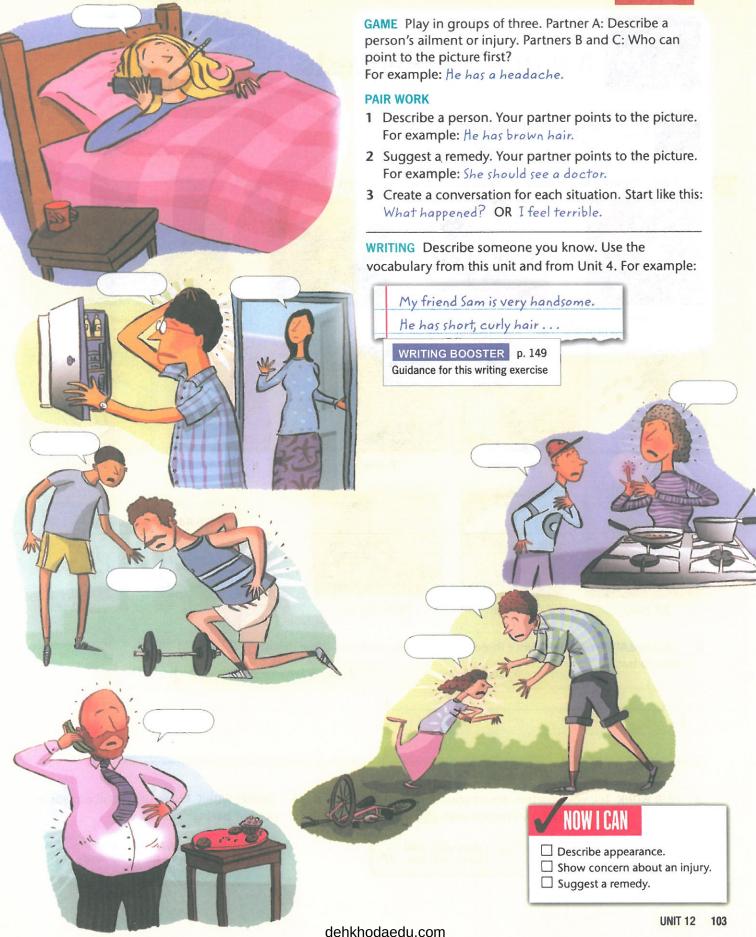




5 GROUP WORK Describe someone in your class. Your classmates guess who it is.

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





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



## **Abilities and Requests**





Discuss your abilities



▶ 5.02 VOCABULARY • Abilities Read and listen. Then listen again and repeat.











1 sing

2 dance

3 swim

4 play the guitar / the violin











5 ski

6 cook

7 sew

8 knit

9 draw









Tom sings well.

Ryan sings badly.

10 paint

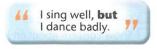
11 drive

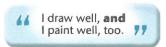
12 fix things

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

	I I sing Well.	I dance badly.	
1		1	
2		2	
3		3	

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





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

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

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

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







Josie can't cook.

Questions

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

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

Use <u>can</u> or <u>can't</u> with <u>well</u> to indicate degree of ability.

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

can't = can not = cannot

6	<b>GRAMMAR PRACTICE</b>	Complete each	conversation with	can or can'	t and the base	form of a verb
---	-------------------------	---------------	-------------------	-------------	----------------	----------------



### Discuss your abilities

### 1 > 5:04 CONVERSATION MODEL Read and listen.

- A: Can you draw?
- B: Actually, yes, I can. Can you?
- A: No, I can't.
- B: Really? That's too bad.
- ▶ 5:06 Ways to respond
- A: I can draw. A: I can't draw.
- B: That's great! B: That's too bad.

## 2 P5:05 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

- 3 CONVERSATION ACTIVATOR With a partner, personalize the conversation. Discuss your abilities. Then change roles.
  - A: Can you .....?
  - B: Actually, ......, I ......... Can you?
  - A: ....., I ......
  - B: Really? That's ......

### DON'T STOP!

Ask more questions. Say more about your abilities.

4 CHANGE PARTNERS Discuss other abilities.



### RECYCLE THIS LANGUAGE.

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





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.

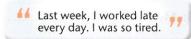


5 It's early.



6 It's late.

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



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 <u>too</u> with a positive adjective.

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

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



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



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





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



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



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



## NOW YOU CAN Politely decline an invitation

- 1 > 5:08 CONVERSATION MODEL Read and listen.
  - A: Hey, Sue. Let's go to a movie.
  - B: I'm really sorry, Paul, but I'm too busy.
  - A: That's OK. Maybe some other time.
- 2 > 5:09 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.



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

A: Hey, ...... Let's go .......

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

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

### DON'T STOP!

Suggest another day or time.



### RECYCLE THIS LANGUAGE.

How about [tomorrow / this weekend / this evening / at 6:00]? Sounds great! / OK! I'm not hungry. I'm too [tired / busy / full]. It's too [early / late]. It's too [windy / hot / cold / rainy] today.









CHANGE PARTNERS Suggest other activities and give other reasons.

### 1 GRAMMAR • Polite requests with Could you + base form

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

Could you wash the dishes?

Use please to make a request more polite.

Could you please wash the dishes?



### ▶ 5:10 VOCABULARY • Favors Read and listen. Then listen again and repeat.

1 Could you please help me?



(2 Could you please open the window?)



Also: open the door / refrigerator

3 Could you please close the door?



Also: close the window / microwave

4 Could you please turn on the light?



Also: turn on the stove /computer

(5 Could you please turn off the TV?



Also: turn off the microwave / light

6 Could you please hand me my glasses?



Also: hand me my sweater / book

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

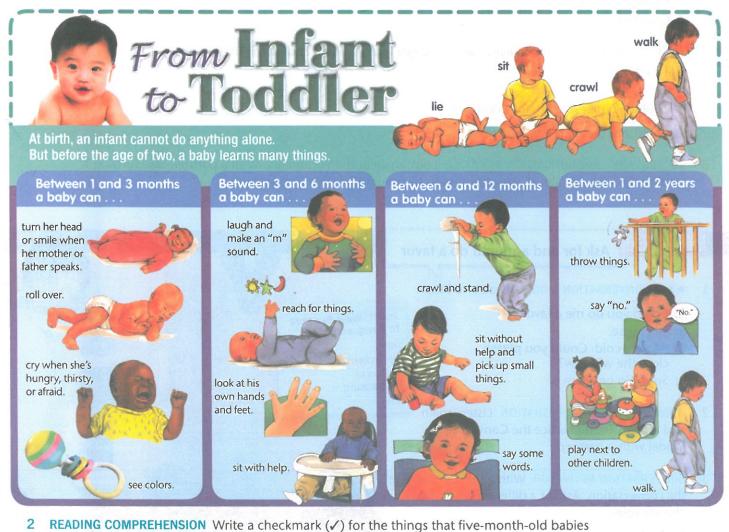
lease open the window?	1 It's a little hot in here.	1
the TV?		
my jacket? I'm going for a walk.	3	3
the computer?	4 I'm going to bed	4
my glasses?	5 I want to read a book.	5
shopping? We need milk.	6	6
the garbage?	7 I'm busy right now	7
the TV2	2 Lot's watch a movie	Ω



4	▶ 5:41 LISTENING COMPREHENSION Listen to	the conversation	ns. Then complete each re	equest.	
	1 Could you close the window	, ple	ease?		
	2 Could you		?		
	3 Could you please				
	4 Could you please		?		
	5 Could you		?		
5	> 5:12 PRONUNCIATION • Blending of sounds: again and repeat.  /ˈkʊʤu/ 1 Could you please open the window? 2 Could you please close the door?				
6	VOCABULARY / PRONUNCIATION PRACTICE L			er, take turns	
	reading the requests aloud. Pay attention t	o blending of sou	inds in <u>Could you</u> .		
Nſ	W YOU CAN Ask for and agree to do a	favor l	370.00		
LALL	Ask for and agree to do a	lavor			
1	▶ 5:13 CONVERSATION MODEL Read and list	en.	V		
	A: Could you do me a favor?	▶ 5:15 Ways	V		
	B: Of course.	to a request	to agree		
	A: It's very cold. Could you please close the window?	Sure. No problem.	344		
	B: Sure. No problem.	Of course.	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		
	S. Said. No problem.	My pleasure. OK.	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1 10 10 11	
2	and repeat. Then practice the Conversation Model with a partner.				
3	CONVERSATION ACTIVATOR With a partner, the conversation. Ask for a different favor. change roles.		1 位图		日上記書
	A: Could you do me a favor?	I septimize			
	B:?  A:	4.2	AB		
	B: DON'T STOP!	1100	*		
	Ask for more favors: Could you please, too?	15			
	RECYCLE THIS LANGUAGE.				
	It's very [hot / windy]. I'm so [tired / hung	gry].			
	I'm making lunch. I'm very busy right I'm going to bed.				
	1111 genig to boar				
4	CHANGE PARTNERS Ask for other favors.	Ideas for favors			
-	ASKIOI OTHER INVOIS.	turn on the	help me		
		turn off the	do the laundry make dinner		
		close the hand me my	take out the garbage wash the dishes		

## **EXTENSION**

1 P 5:16 READING Read the article.



can do, according to the article. Write an X for the things they can't do.

smile say some words crawl and stand throw things pick up small things walk reach for things sit without help see colors roll over laugh

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



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

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

For additional language practice

JTOP NOTCH POP

Lyrics p. 150

"She Can't Play Guitar"

SONG KARAOKE

GRAMMAR BOOSTER

Unit 13 review • p. 144

MORE EXERCISES



### **PAIR WORK**

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

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

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

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

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

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

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

WRITING BOOSTER p. 149
Guidance for this writing exercise







- Get to know someone's life story.
- 2 Discuss plans.
- 3 Share your dreams for the future.



## **Life Events and Plans**





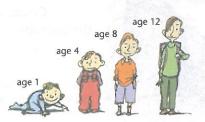
Get to know someone's life story



▶5:19 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

▶ 5:20 PRONUNCIATION • Diphthongs Listen and repeat.

1 /aɪ/	2 /aʊ/	3 /21/	
my	how	boy	
1	noun	oil	
tie	town	boil	

- **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?
- ▶ 5.21 **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.
- 5 Disizal 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).
- 6 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?

▶ 5:23 VOCABULARY • Academic subjects Read and listen. Then listen again and repeat.

More academic subjects . p. 134



1 law



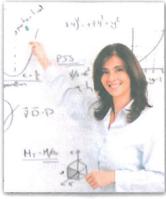
2 medicine



3 psychology



6 engineering



7 mathematics / math



4 business



8 information technology



9 nursing



10 architecture

Get to know someone's life story

- ▶ 5:24 CONVERSATION MODEL Read and listen.
  - A: Where were you born?
  - B: Here. In Houston.
  - A: And did you grow up here?
  - B: Yes, I did. And you?
  - A: I was born in Lima.
  - B: Did you grow up there?
  - A: Actually, no. I grew up in New York.
- 2 > 5.25 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.
- 3 CONVERSATION ACTIVATOR With a partner, 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: ......

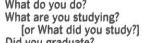
CHANGE PARTNERS Get to know another classmate's life story.

### DON'T STOP!

Ask and answer more questions.

### RECYCLE THIS LANGUAGE.

What do you do? Did you graduate? How often did you move?



UNIT 14 113



## GOAL Discuss plans



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

VOCABULARY BOOSTER

More leisure activities • p. 134









1 travel

2 go camping

3 go fishing

4 relax

Also remember:







check e-mail exercise go dancing

go out for dinner go running go to the beach go to the movies listen to music paint play soccer read

take a nap visit friends

5 hang out with friends

6 sleep late

7 do nothing

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

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

3 GRAMMAR • Be going to + base form

Contractions

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

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

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

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

not going to go camping this weekend.

Yes / no questions

They're

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.

They're

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?
	<ul><li>5 she / go fishing / with you?</li><li>6 we / exercise / on Saturday?</li></ul>
	7 they / move?
	8 Jeff and Joan / study / architecture.
	9 She / graduate / in May.



## Discuss plans

- ▶ 5:28 CONVERSATION MODEL Read and listen.
  - A: Any plans for the weekend?
  - B: Not really. I'm just going to hang out with friends. And you?
  - A: Actually, I'm going to go camping.
- ▶ 5:29 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.
- VIDEO 3
  - CONVERSATION ACTIVATOR With a partner, personalize the conversation. Use the Vocabulary or the pictures below and be going to.
    - A: Any plans for .....?
    - B: ...... I'm ...... And you?
    - A: Actually, I'm ......

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



### RECYCLE THIS LANGUAGE.

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









CHANGE PARTNERS Ask another classmate about his or her plans.



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











1 I'd like to get married.

2 I'd like to have children.

3 I'd like to retire.

4 I'd like to change careers.



5 I'd like to travel.



6 I'd like to make a lot of money.



7 I'd like to give money to charity.



8 I'd like to live a long life.

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

1 She'd like to get married	5 She'd like to
2 He'd like to	6 She'd like to
3 She'd like to	7 He'd like to
4 He'd like to	8 She'd like to

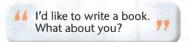
ACTIVATE VOCABULARY Complete the survey by checking the boxes for your dreams for the future.

### In the next two years, I'd like to... get married study a new language change careers graduate write a book retire ☐ travel make a lot of money paint my living room have children give money to charity buy a new refrigerator learn to play a musical instrument OTHER I'd like to... move to a new country move to a new city get a new car move to a new apartment meet a good-looking man or a new house meet a good-looking woman

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

	I'd like to move to a new city.
_	
	WARRING TO THE STATE OF THE STA

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



Me? I'd like to change careers! ""

## NOW YOU CAN Share your dreams for the future

- 1 > 5:32 CONVERSATION MODEL Read and listen.
  - A: So what are your dreams for the future?
  - B: Well, I'd like to get married and have children. What about you?
  - A: Me? Actually, I'd like to study art.
  - B: Really? That's great.
- 2 5:33 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.
- 3 CONVERSATION ACTIVATOR With a partner, personalize the conversation. Use the Vocabulary from page 116 and real information.
  - A: So what are your dreams for the future?
  - B: Well, I'd like to ...... What about you?
  - A: Me? Actually, I'd like to ......
  - B: Really? That's great.

DON'T STOP!

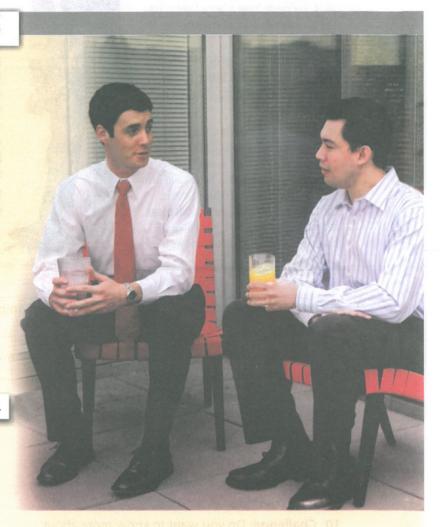
Talk about other plans.



### RECYCLE THIS LANGUAGE.

Really? No kidding! Sounds nice. / Sounds good.

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



## **EXTENSION**

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

# The Amazing

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.



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

1	What was I	Houdini's	original	name?									
---	------------	-----------	----------	-------	--	--	--	--	--	--	--	--	--

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

about Houdini. Example:

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

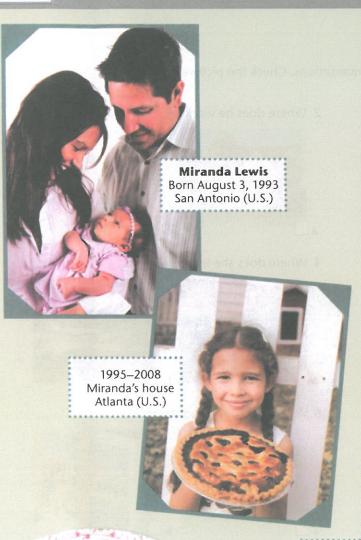
3 PAIR WORK Tell your partner your life story. Ask your partner questions about his or her story.





For additional language practice TOP NOTCH POP • Lyrics p. 150 "I Wasn't Born Yesterday" DIGITAL KARAOKE





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

Where was Miranda born?

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

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

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

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

WRITING BOOSTER p. 149
Guidance for this writing exercise



Next year she'd like...



In three years she'd like...



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

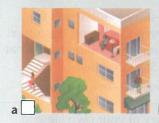
> Miranda today Los Angeles (U.S.)

### NOW I CAN

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

## Units 8–14 REVIEW

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





3 Where does she work?





5 Where does she work?





2 Where does he work?





4 Where does she teach?



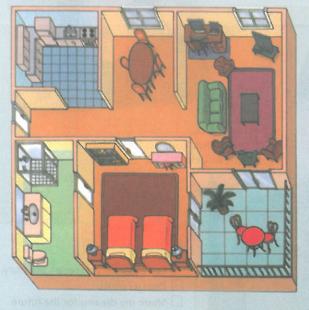


6 Where does his daughter work?





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



000	My new apartment!
Hey, Mel: I ha	ve this great furnished apartment. It has everything!
The	has a nice big stove and four
	ng room with a and four
	ning room a large living room
	four chairs: great
	it with my friends and watching
	ce, but there's a in the
	and I love the bedroom. It has a for
The second secon	There are two and two blue
next to the be	droom, with a little and two
15	a shower but no

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

Your questions	i	Your answers			
1 Is there a closet in your bedro	oom?	1 Yes, there is.	- glave		
2	infliks.	2			
3		3			
4		4	- Anna Anna ann an ann an an		
5		5			
6	ustre :	6			

- GRAMMAR PRACTICE Complete the conversations with the correct forms of the verbs.
  - - B: I'm not sure. I know she ..... to go camping.
    - A: Maybe she ..... camping, then.
  - 2 A: Are you going to go to the beach today?
    - B: No way. We ..... there yesterday.
      - We ..... an awful time.
    - A: Why? What ..... wrong?
    - B: The water ..... really dirty, so I
      - not go swimming.

- 3 A: Where ...... you this morning?
  - B: Me? I ..... running.
- 4 A: ..... you ..... yesterday?
  - B: No, I ..... Yesterday I ..... sick.
  - A: I'm sorry. ..... you ..... a fever?
  - B: Yes, 1 ......

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



### Ideas

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



- 6 GRAMMAR PRACTICE Complete the telephone conversations with the present continuous or the simple present tense.
  - 1 A: Hello?

B:	Hi, Sid. Ann.	?
Δ.	No, I'm not.	breakfast.
	I/make	Dicariast.

B: breakfast?

A: Actually, often.

I / not cook

But for a test.

Gwen / study

2 A: Hello?

B: Hi, Bonnie. for food.

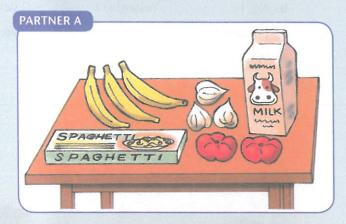
| I / shop | anything from the store?

A: Actually, yes. a salad for dinner and any tomatoes.

**B:** No problem. ..... those They / sell beautiful tomatoes from Mexico right now.

A: Great! those tomatoes.

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.



- 3 A: Hello?
  - B: Hi, Liz. Where are you?

A: \_\_\_\_\_\_ right now. Can I call you back?

B: Sure. my office you have number? today.

4 A: Hello?

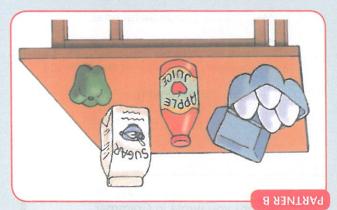
B: Hi, Stan. What time you / get up on Saturdays?

A: Why ...... that now? It's only Thursday!

B: Because her driving

| Maria / take | test at 8:30, and | she / need | the test. her driving





- 8 GRAMMAR PRACTICE Write questions to complete each conversation.

1 A: .....?

- **B**: Milk? We need two large containers.
- 4 A: .....?

  B: Sally teaches math.

5 A: .....?

B: Madhur was born in India.

- **B:** No, I can't. I sing very badly.
- 7 A: .....?
- B: No. I'm not going to graduate this year.

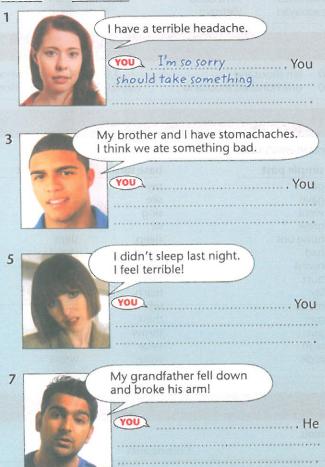
  8 A: .....?
- B: She broke her leg.

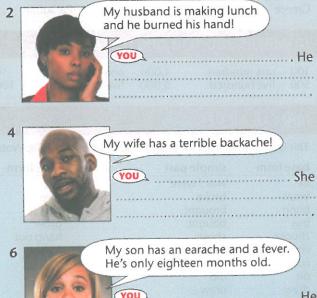
  9 A: .....?
- - B: Yes. My parents can speak Arabic, but I can't.

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

	Past	Present	Future
1	natu_1		nsi6( n. l., U
2	92500		
3		Balanta Balanta	Man Dall
4	Helian D	- Spain	nek kni
5		br its love.	- Inter
6		Lahari	

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

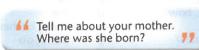


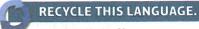




### Ideas

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





And your [father]? Really? No kidding.



## **Reference Charts**

#### **COUNTRIES AND NATIONALITIES**

Argentina	Argentinean / Argentine	Guatemala	Guatemalan	Danie	Descripe
Australia	Argentinean / Argentine			Peru	Peruvian
	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	Uruquay	Uruguayan
Germany	German	Panama	Panamanian	Venezuela	Venezuelan
Greece	Greek	Paraguay	Paraguayan	Vietnam	Vietnamese

#### NUMBERS 100 TO 1,000,000,000

one hundred five hundred		one thousand five thousand		ten thousand one hundred thousand	1,000,000 1,000,000,000	one million one billion
 e.manarea	5,000	Tive diousuria	100,000	one nanarea enousana	1,000,000,000	One billion

#### **IRREGULAR VERBS**

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

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

#### **PRONUNCIATION TABLE**

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

	Vowels				Consonants			
Symbol	Key Words	Symbol	Key Words	Symbol	Key Words	Symbol	Key Words	
i	feed	Э	banana, around	р	park, happy	<u>t</u>	butter, bottle	
I	did	Dr.	shirt, birthday	b	back, cabbage	ť	button	
eı	date, table	aı	cry, eye	t	tie	ſ	she, station,	
3	bed, neck	ao	about, how	d	die		special, discussion	
æ	bad, hand	)I	boy	k	came, kitchen, quarter	3	leisure	
a	box, father	ır	here, near	g	game, go	h	hot, who	
0	wash	er	chair	tſ	chicken, watch	m	men	
OU	comb, post	аг	guitar, are	ďЗ	jacket, orange	n	sun, know	
U	book, good	or	door, chore	f	face, photographer	ŋ	sung, singer	
u	boot, food, student	or	tour	V	vacation	w	week, white	
٨	but, mother			θ	thing, math	1	light, long	
				ð	then, that	r	rain, writer	
				S	city, psychology	у	yes, use, music	
				Z	please, goes	•	COLOR COLORS CONTROL CONTROL CONTROL	

## TOP NOTCH



## **Vocabulary Booster**



#### ▶ 5:47 MORE HOME AND OFFICE VOCABULARY





- 2 a fence
- a driveway



4 an intercom



5 a doorbell



6 a fire escape



7 a pillow 8 a sheet



10 a shower curtain 11 a bath mat





13 towels



14 a medicine cabinet



15 toothpaste 16 a toothbrush



17 a burner 18 an oven



19 a dishwasher



20 a coffee maker



21 a ladle 22 a pot



23 a food processor



24 a napkin 25 a place mat 26 a glass



35 a filing cabinet 36 a fax machine



27 a fork

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



31 a plate

- 32 a bowl
- 33 a cup 34 a saucer

#### Write five statements. Use the Vocabulary. For example:

My apartment has a fire escape. I have blue plates and bowls in my cabinets.

#### ▶ 5:48 MORE WEATHER VOCABULARY



1 a thunderstorm



2 a snowstorm



3 a hurricane



4 a tornado

#### ▶ 5:49 THE FOUR SEASONS



1 spring



2 summer



3 fall / autumn



4 winter

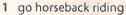
Write four statements about the weather and seasons pictures. For example: It's not raining.



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

#### ▶ 5:52 MORE OUTDOOR ACTIVITIES







2 go sailing



3 play golf



4 go rollerblading



5 go snorkeling

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

For example: She went horseback riding.



6 go rock climbing



7 go ice skating



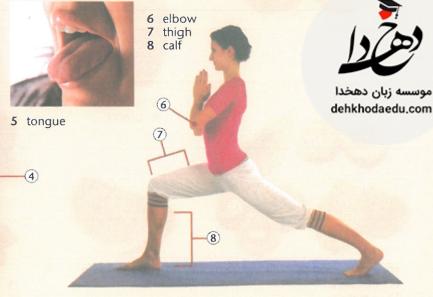
8 go windsurfing

#### **UNIT** 12

#### ▶ 5:53 MORE PARTS OF THE BODY



- 1 forehead 2 cheek
- 3 lip
- 4 earlobe



Describe one of the people. Write three statements. Use the Vocabulary from Unit 12.

For example: She has straight brown hair.

#### ▶ 5:54 MORE MUSICAL INSTRUMENTS





6 a flute

7 a clarinet





9 a xylophone

10 a recorder





11 an accordion

12 drums

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

My sister can play the piano well. My father plays the accordion badly.

#### ▶ 5:55 MORE ACADEMIC SUBJECTS







1 art

2 drama

3 science







4 biology

5 chemistry

6 history

#### ▶ 5:56 MORE LEISURE ACTIVITIES





2 go hiking



3 play



4 garden



5 go on a cruise

1 go skiing



6 get a manicure

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

#### For example:

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

# TOP NOTCH

FUNDAMENTALS

**Grammar Booster** 



1	Write questions with Where. Use a question mark (?).
	1 your grandparents / live Where do your grandparents live?
	2 John's friend / go shopping
	3 her brother / study English
	4 you / eat breakfast
	5 they / listen to music
	6 Rob and Nancy / exercise
	7 his mother / work
	8 your brother / do the laundry
2	Complete the statements with in, on, at, or to.
	1 His house is Barker Street.
	2 They work the tenth floor.
	3 Ms. Cruz takes the train work.
	4 It's 18 Spencer Street.
	5 Jack studies French the BTI Institute.
	6 Mr. Klein works the hospital.
	7 Ms. Anderson's office is the fifth floor.
	8 Jason's sister works 5 Main Street.
3	Complete each sentence with <u>There's</u> or <u>There are</u> .
	1 There's a movie at noon.
	2 a concert at 2:00 and a game at 3:00.
	3 a bank on the corner of Main and 12 <sup>th</sup> Street.
	4 two apartment buildings across the street.
	5 bookstores nearby.
	6 a pharmacy and a newsstand around the corner.
	7 two dressers in the bedroom.
	8 three elevators in the Smith Building.
4	Write questions with Is there or Are there. Use a question mark (?).
	1 a dance / this weekend Is there a dance this weekend?
	2 three meetings / this week
	3 a bank / nearby
	4 how many / games / this afternoon
	5 how many / pharmacies / on 3rd Avenue
	6 how many / parties / this month

W	rite the present participle of the following base forms	S.			
1	rain raining	15	come		
2	meakes? wonz	16	wear		
3	watch	17	shop		
4	eat	18	go		
5	take	19	study		
6	drive Yosisa n	20	listen		
7	check	21	wash		
8	make	22	play		
9	doob	23	read		
10	exercise	24	clean		
11	shave	25	work		
12	put put	26	write	attended to blow in	
	comb	27	talk		
	brush		buy		
	Onto the second				
C	heck ( ) the sentences that indicate a future plan.				
V	PURCOS				
	2 I'm watching TV right now.				
	3 Is Marina taking a shower?				
	4 Where is she going tomorrow night?				
_	5 Jen's eating dinner.				
L	6 I'm driving to the mall this afternoon.				
L	7 I'm studying Arabic this year. My teacher is very	goo	od.		
L	8 Who's making dinner on Saturday?				
C	Complete each conversation with the present continu	ous.			
	A: What are you doing ?				
1	what / you / do				
	B: my hair.			iles Topifolis esti	
	I / wash				8- 140 810
2	? A:			1.7	A HORN A
	B: to the boo	ksto	re. assy teal yielder	1965	ק <b>ב</b>
	she / go				
3	A:			زبان دهخدا	A3
				dehkhodaed	
	B: Becauseit / rain			delikiloudeu	u,com
4	A: at home to we / eat	onigl	ht?		
	B: No. out fo				
5	3	the r	party?		
	A:				
	B: No a dres	ss	she / wear	pants.	

1 Complete each question with <u>How much</u> or <u>How many</u>.

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

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

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

#### **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 2012.
4	A:	What time the movie?
	B:	It at 7:00.
5	A:	your parents at home at 10:00 last night?
	B:	No. They at a play.
6	A:	Who at work on Monday?
	R.	Barry and Anne But I

2	First complete each question. Use the simple past tense. Then write a true answer.
	Begin each answer with a capital letter. End with a period (.).

1	Did	. go	to work yesterda
		9	

		7	
YOU			
(VOII)			
(,,,,,			

Write (a) a sentence with be and (b) a sentence with have. Use a period (,)

1 Kate / hair / long / straight	a Kate's hair is long and straight.  b Kate has long straight hair.
2 George / short / black / hair	ab
3 Harry / long / curly / hair	a
4 Mary / eyes / blue	ab
5 Adam / beard / gray	ab
6 Amy / pretty / eyes	ab

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

1 lt	's your birthday	You	should go	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. Begin each sentence
	with a capital letter. End with a period (.).

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

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

- 1 Can you play the piano?
- 2 Can you ski?
- 3 Can your parents sing well?
- 4 Can your friends speak English?
- 5 Can you draw? .....
- 6 Can your father fix things? .....
- 3 Complete each sentence. Use too and an adjective.



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



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



3 His shirt is ...... He needs size small.



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

5 He needs size medium. This shirt is ......



#### **UNIT** 14

1	Answer the following questions with true information. Use <u>be going to</u> . Begin each answer with a capital letter. End with a period (.).
	<ul> <li>1 Are your classmates going to study tonight?</li> <li>2 Are you going to relax this weekend?</li> <li>3 Are you going to exercise today?</li> <li>4 Are you going to make dinner tonight?</li> </ul>
	5 Are you going to move in the next two years? 6 Are you going to check your e-mail today? 7 Are you going to hang out with your friends or family this weekend?
2	Write a question with be going to for each answer. Don't use the verb do. Begin each question with a capital letter. End with a question mark (?).  1

# TOP NOTCH BUNDAMENTALS BUNDAMENTALS Writing Booster

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

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

#### Example:

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

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

#### UNIT

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

What are you doing right now?

What are you doing this evening?

What are you doing tomorrow?

Are you doing anything special this weekend?

What are you doing on Saturday and Sunday?

#### Example:

Right now, I'm writing about my plans for the week. This evening, I'm checking e-mail and
2

#### UNIT 1

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

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

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

-	 	 	

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

Did you have a good time last weekend?
How was the weather?

What did you do on Friday night?

What did you do on Saturday? What did you do on Sunday?

1018F6) -	
WE THE BOOK TO A TOWN	
2.60 10 201 21 200 21	7 (G. 2) (1
	- 200

#### UNIT 12

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

Who is this person?
How old is the person?

Is he or she tall or short?
Is he or she good-looking?

What color is his or her hair?

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

What color are his or her eyes? Does he or she wear glasses? Example:

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

#### UNIT 13

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

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

	Yes, they can.	They can sometimes.	No, they can't.
work			
cook meals		O sou ues	
live on the second floor			
get dressed			
take a shower or bath	W 🗆		
clean the house			
exercise / go running / go bike riding			
drive a car			
go dancing			
other			

#### UNIT

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

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

Where do you live now? Did you graduate?

Where did you grow up? What are your dreams for the future? (Write I'd like . . .)

What school did you go to?

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

## **Top Notch Pop Lyrics**

#### 130/131 What Do You Do? [Unit 1]

(CHORUS)

What do you do? What do you do?

I'm a student.

You're a teacher.

She's a doctor.

He's a nurse.

What about you?

What do you do?

I'm a florist.

You're a gardener.

He's a waiter.

She's a chef.

Do-do-do-do...

That's what we do.

It's nice to meet you.

What's your name?

Can you spell that, please?

Thank you.

Yes, it's nice to meet you, too.

#### (CHORUS)

We are artists and musicians, architects, and electricians.

How about you?

What do you do?

We are bankers.

we are dentists.

engineers, and flight attendants.

Do-do-do-do...

That's what we do.

Hi, I'm Linda. Are you John?

No, he's right over there.

Excuse me. Thank you very much.

Good-bye.

Do-do-do-do...

Do-do-do-do...

Do-do-do-do...

Do-do-do-do...

#### 1346/1347 Excuse Me, Please [Unit 2]

(CHORUS)

Excuse me-please excuse me.

What's your number?

What's your name?

I would love to get to know you, and I hope you feel the same.

I'll give you my e-mail address.

Write to me at my dot-com.

You can send a note in English

so I'll know

who it came from.

Excuse me-please excuse me.

Was that 0078?

Well, I think the class is starting.

and I don't

want to be late.

But it's really nice to meet you.

I'll be seeing you again.

Just call me on my cell phone

when you're looking for a friend.

#### (CHORUS)

So welcome to the classroom.

There's a seat right over there.

I'm sorry, but you're sitting in

our teacher's favorite chair!

Excuse me-please excuse me.

What's your number?

What's your name?

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

Tell me about your father.

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

And how about your mother?

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

the wall.

Tell me about your brother.

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

And how about your sister?

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

like me?

#### (CHORUS)

Tell me about your family-

who they are and what they do. Tell me all about it.

It's so nice to talk with you.

Tell me about your family.

I have a brother and a sister, too.

And what about your parents?

Dad's a teacher, and my mother's eyes

are blue.

#### (CHORUS)

Who's the pretty girl in that photograph?

That one's me!

You look so cute!

Oh, that picture makes me laugh!

And who are the people there, right below

that one?

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

They both look very young.

#### (CHORUS)

Tell me all about it.

Tell me all about it.

#### M2:35/2:36 Let's Make a Date [Unit 5]

Here in New York City

I take the bus at seven

I walk around the corner

when I get your call.

#### (CHORUS)

Let's make a date.

Let's celebrate.

Let's have a great time out.

Let's meet in the Village

on Second Avenue

next to the museum there.

What time is good for you?

It's a quarter after seven.

There's a very good new show

weekdays at the theater.

Would you like to go?

(CHORUS)

Sounds great. What time's the show?

The first one is at eight.

And when's the second one?

The second show's too late.

OK, how do I get there?

The trains don't run at night.

No problem. Take a taxi.

The place is on the right.

Uh-oh! Are we late?

No, we're right on time.

It's 7:58.

Don't worry. We'll be fine!

(CHORUS)

#### 3:15/3:16 On the Weekend [Unit 7]

(CHORUS)

On the weekend,

when we go out,

there is always so much joy and laughter.

On the weekend.

we never think about

the days that come before and after.

He gets up every morning.

Without warning, the bedside clock rings

the alarm.

So he gets dressed he does his best to be on time.

He combs his hair, goes down the stairs,

and makes some breakfast.

A bite to eat, and he feels fine.

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

(CHORUS)

On Thursday night,

when he comes home from work, he gets undressed, and if his room's a mess,

he cleans the house. Sometimes he takes

a rest. Maybe he cooks something delicious,

and when he's done

he washes all the pots and dishes,

then goes to bed.

(CHORUS)

It's early in the evening-6:15 P.M.

a summer night begins.

down the street from City Hall.

He knows the weekend's just ahead.

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

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

#### (CHORUS)

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

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

#### (CHORUS)

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

#### ► 4:17/4:18 Fruit Salad, Baby [Unit 10]

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

#### (CHORUS)

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

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

#### (CHORUS)

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

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

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

#### (CHORUS)

Yes, that was then, and this is now, and all I do is think about yesterday,

#### my favorite day of the week.

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

#### (CHORUS)

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

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

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

#### (CHORUS)

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

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

#### (CHORUS)

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

#### 5:35/5:36 | 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)

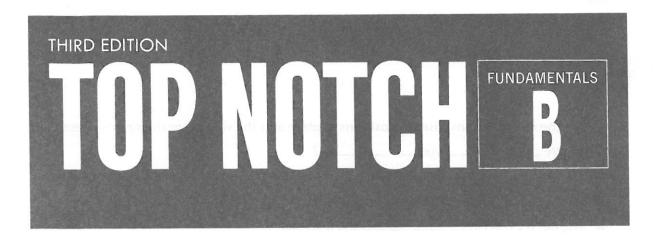
I wasn't born yesterday.
I wasn't born yesterday.

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)





## WORKBOOK

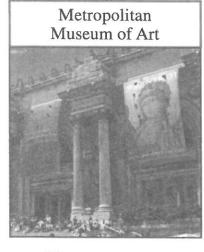
#### JOAN SASLOW ALLEN ASCHER

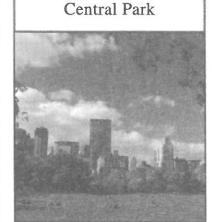
with Julie C. Rouse

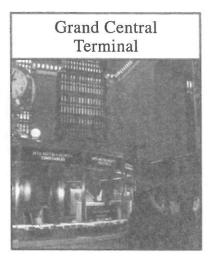
## Home and Neighborhood



- 1 Complete the conversations. Use prepositions of place and the verb <u>be</u> or the simple present tense.
  - - **B:** We live \_\_\_\_\_\_ an apartment.
  - 2. A: \_\_\_\_\_\_ your building have an elevator?
    - B: No, but it's OK. I live \_\_\_\_\_\_ the first floor.
  - 3. A: \_\_\_\_\_\_ you a student?
    - B: Yes, I study \_\_\_\_\_ the English School.
  - 4. A: \_\_\_\_\_\_ you \_\_\_\_\_ near the school?
    - B: Yes. I live \_\_\_\_\_Third Avenue.
  - - B: I work \_\_\_\_\_\_ an office. I'm a manager.
  - 6. A: Where \_\_\_\_\_\_ your son work?
    - B: He \_\_\_\_\_ Center Restaurant. He's a chef.
  - 7. A: \_\_\_\_\_\_ he \_\_\_\_\_ near the restaurant?
    - B: No, he lives \_\_\_\_\_\_ Bank Street.
- 2 Look at the pictures of places in New York City. What is the place? Write a sentence.

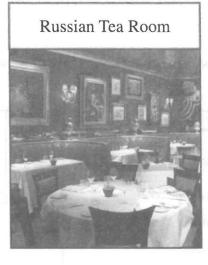


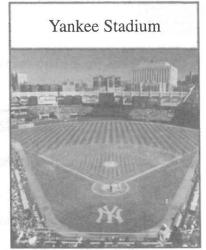




- 1. It's a museum
- 2.
- 3. \_\_\_\_\_

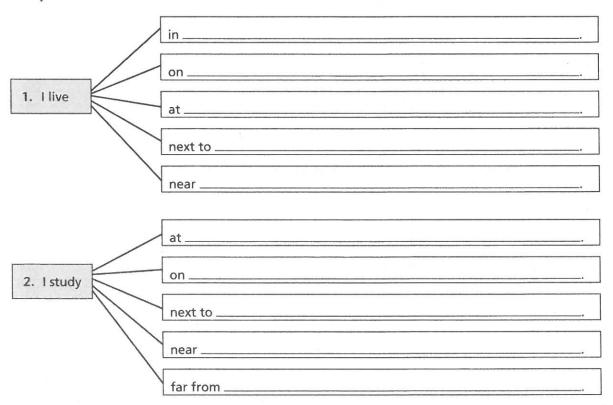
John F. Kennedy International Airport





4.	*	5.	*	6.	
	,	-	***************************************	-	

#### 3 Complete the charts.

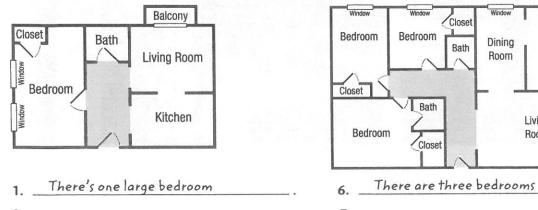


#### 4 Answer the questions with real information.

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

- 1. Is the mall far from your school?
- 2. Is the bus station far from your school?
- 3. Is the hospital far from your school? \_\_\_\_\_

Look at the floor plans for two apartments. What are they like? Write sentences with 5 There's and There are.



1	There's one large bedroom.	6.	7
2		7.	
3	•	8.	

٠.		Ť
7.	A	
8.		

Window

Dining

Room

Kitchen

Living

Room

Closet

Bath

6 Complete the information about your home.

Circle one:	How many do you have in your home?						
house	bathroom(s) bedroom(s) closet(s)						
apartment							
Check of the rooms	Check ves or no. Does your home have						
in your home.		yes no					
	a garden?						
kitchen	a garage?						
living room	a balcony?						
dining room	a large kitchen?						
bedroom(s)	a second floor?						
	a large closet?						

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



8	Look at Exercise 7 again. Circle the house or apartment you like. Describe the home. Write complete sentences.							
	Example: It's a house. It's in Paris. There are two bedrooms							
	A Comment of the comm							
	Now write two questions to ask about the house or apartment. Use <u>Is there</u> , <u>Are there</u> , or <u>How many</u> .							
	1?							
	2?							
SO	NS 3							
9	What new furniture or appliances do you want for your home? Make a list of four items that you want.							
	Example: a new sofa for the living room							
	1							
	2							
	3							

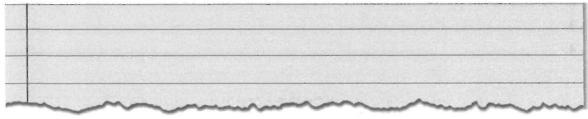
10 Label the furniture on the website.



11 Complete the conversation. Give your opinion about the furniture in Exercise 10.

1. "This is a great desk. What do you think?"	. I see a special subsection of the second sub
2. "I like this bookcase, too. What about you?"  YOU	
3. "Look at this lamp. Do you think it's nice?"  YOU	
4. "What do you think of this chair?"	

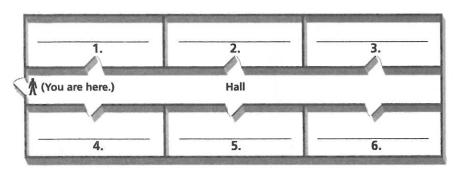
12 Describe one room in your home.



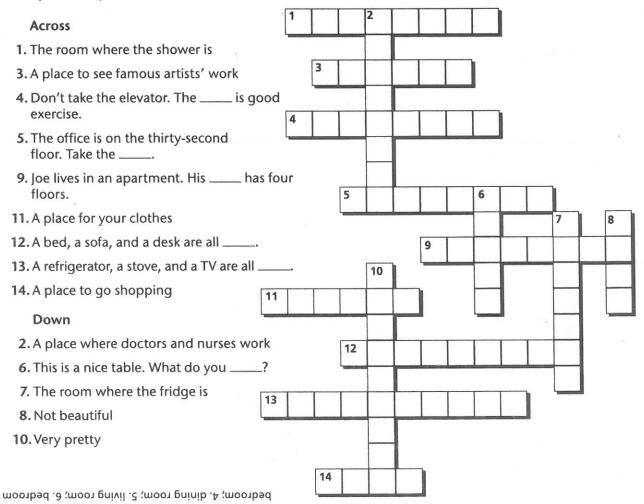
#### **FUN**

- 1 A RIDDLE FOR YOU! Read the clues. Look at the map. Then write the names of the rooms in Paul and Paula's apartment.
  - · The living room is between their bedroom and the dining room.
  - The bathroom is near the living room. It's right across the hall.
  - · The kitchen is next to the bathroom, on the left.
  - Their daughter's bedroom is near their bedroom. It's right across the hall.
  - · The dining room is not the first room.

Riddle Answers: 1. kitchen; 2. bathroom; 3. daughter's



2 Complete the puzzle.



Home and Neighborhood

## **Activities and Plans**

## LESSON 1

1 How's the weather? Is it hot, cold, warm, or cool?



1



2.\_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_

2 Look at the pictures. What are the people doing right now? Write sentences in the present continuous.



1. She's brushing her teeth



2.



3.



4.



5. \_\_\_\_



6. \_\_\_\_

3 Look at the pictures. Answer the questions. Use a short answer and the present continuous.



1. Is he taking a bath?

No, he isn't. He's taking a shower



2. Is she reading?



3. Are they listening to music?



4. Is she wearing a dress?



5. Is it snowing?

- Where's Andrea? What's she doing? Match the rooms with Andrea's activities.
  - 1. \_\_\_\_ She's in the kitchen.

  - 2. \_\_\_\_ She's in the bedroom.
  - 3. \_\_\_\_ She's in the bathroom.
  - 4. \_\_\_\_ She's in the dining room. d. She's reading on the sofa.
  - 5. \_\_\_\_ She's in the office.
  - 6. \_\_\_\_ She's in the living room. f. She's making breakfast.
- a. She's going to bed.
- b. She's checking e-mail.
- c. She's eating dinner with her family.
- e. She's brushing her teeth.



1.	right now:	4. the day after tomorrow:	
2.	today:		
3.	tomorrow:	6. this year:	
Ar	nswer the questi	ons in the present continuous.	
1.	What are you do	oing today?	
2.	. What are you do	ping tonight?	
3.	What are you do	ping tomorrow?	
4.	What are you do	oing tomorrow evening?	
5.	What are you do	oing this weekend?	
		Message	
	chatsalot21:	Hi. I'm in Los Angeles. I'm working here this week. Where are you?	
ı			
- 81			1
ı	chatsalot21:	What are you doing?	
	chatsalot21:	What are you doing?	
	chatsalot21:	What are you doing? How's the weather there?	
	:		
	:		
	chatsalot21: chatsalot21:	How's the weather there?  The weather is beautiful here! It's warm and sunny. Hey, are you doing anything special this weekend?	
	chatsalot21:	How's the weather there?  The weather is beautiful here! It's warm and sunny. Hey, are you	
	chatsalot21: chatsalot21:	How's the weather there?  The weather is beautiful here! It's warm and sunny. Hey, are you doing anything special this weekend?  I'm playing soccer on Saturday morning. Do you want to get together	
	chatsalot21: chatsalot21:	How's the weather there?  The weather is beautiful here! It's warm and sunny. Hey, are you doing anything special this weekend?  I'm playing soccer on Saturday morning. Do you want to get together	
	chatsalot21: chatsalot21: chatsalot21:	How's the weather there?  The weather is beautiful here! It's warm and sunny. Hey, are you doing anything special this weekend?  I'm playing soccer on Saturday morning. Do you want to get together on Saturday afternoon?	
W	chatsalot21: chatsalot21: chatsalot21:	How's the weather there?  The weather is beautiful here! It's warm and sunny. Hey, are you doing anything special this weekend?  I'm playing soccer on Saturday morning. Do you want to get together	
W	chatsalot21: chatsalot21: chatsalot21:	How's the weather there?  The weather is beautiful here! It's warm and sunny. Hey, are you doing anything special this weekend?  I'm playing soccer on Saturday morning. Do you want to get together on Saturday afternoon?	



Look at the Ryan family's living room. Then read the answers and write questions about the family's activities. Use the present continuous. 9



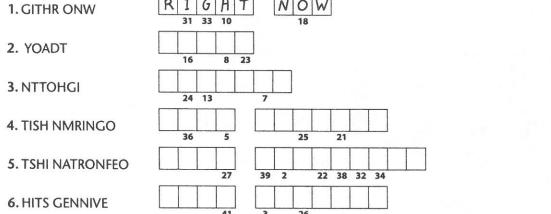
	2		?	Washing the dishes.	
	3		?	They're going to a concert.	
	4		?	The son is.	
	5		?	An apple.	
	6			She's playing in the chair.	
10	<ol> <li>Imagine a very nice day. Answer the</li> <li>Where are you?</li></ol>				· · · · · · · · · · · · · · · · · · ·
11	Write the present participles.				
	1. take	6.	do		
	2. play	7.	drive	and the second s	
	3. study	8.	call	and the state of t	
	4. exercise	9.	go		
	5 oot	10	get dressed		

On the sofa.

#### **FUN**

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

#### Time expressions

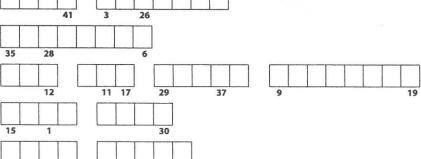




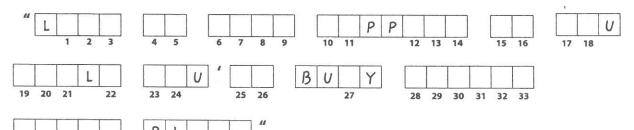








#### **Puzzle**



—John Lennon, singer and musician (U.K.)

#### 2 TAKE A GUESS! Match the weather and the places.

- 1. \_\_\_\_ Number 1 hot place in the world
- 2. \_\_\_\_ Number 1 cold place in the world
- 3. \_\_\_\_ Number 1 rainy place in the world
- 4. \_\_\_\_ Number 1 snowy place in the world
- 5. \_\_\_\_ Number 1 sunny place in the world
- 6. \_\_\_\_ Number 1 cloudy place in the world

- a. Plateau Station, Antarctica
- b. Eastern Sahara Desert, Africa
- c. Ben Nevis, Scotland
- d. Mount Baker, Washington, U.S.A.
- e. Cherrapunji, India
- f. Dallol, Ethiopia

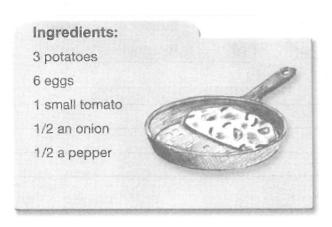
## INIT 10 Food

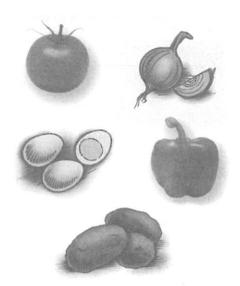
## LESSON 1

1

mplete the chart. Check the bo	xes.	banas	eggs	tomaton	apples	Pear	Peppe	Potato	beans	/
l like			T							
I don't like										
I have in my kitchen										
I need									-	
I eat every day										
I sometimes eat										
I never eat										

#### 2 Look at the recipe.





#### Now answer the questions.

- 1. Are there any potatoes in the omelet? \_\_\_\_\_
- 2. How many eggs are there in the omelet? \_\_\_\_\_\_
- 3. Are there any onions? \_\_\_\_\_\_.
- 4. How many tomatoes are there in the omelet? \_\_\_\_\_\_.
- 5. Which ingredients do you have for this recipe?
- 6. Which ingredients do you need? \_\_

	Write questions with <u>How many</u> . Then answer to 1. students / your English class: <u>How many stud</u>	lents are there in your English class					
2	2. people / your family:						
3	3. days / this month:						
4	4. sweaters / your closet:						
	5. bathrooms / your home:						
sso	on 2						
. (	Count or non-count? Write <u>a</u> , <u>an</u> , or <u>X</u> before ea	ach food or drink.					
i	1 tea 5 egg	9 cheese					
	2 rice 6 sugar	10lemon					
	3 banana						
4	4 meat						
ı	Do you keep these foods in the fridge? On the shelf? On the counter? Write four sentences.						
	I keep soup, pasta, and sugar on the shelf.	juice bread milk rice butter eggs oil tomatoes tea					
	1.						
	2						
	3						
,	4						
,	What color is it? What color are they? Write sen	itences.					
	1. milk: Milk is white						
	2. eggs:						
	3. butter:						
	4. orange juice:						
	5. tomatoes:						
	6. coffee:						

#### 7 Label the pictures.



1. a loaf of bread



2.



3. \_\_\_\_\_



4. \_\_\_\_\_



5.

8 Write five sentences. Use words or phrases from each box.

How many How much Is there any Are there any meat
juice
oranges
sugar
bananas
onions
bread
cans of soup

in the fridge?
are there on the counter?
do we have?
is there?
on the shelf?
do you want?
are there?
in the kitchen?

1.	Are there any oranges in the fridge?
2	
2	
٥.	
4.	
5.	
6.	

+

#### 9 Look at the picture.



. A:	estions with <u>How much</u> or <u>How mar</u> peppers are there?	В:	
2. A:	water is in the fridge?	B:	
3. A:	bags of beans are there?	B:	
4. A:	soda is there?	B:	
I. A:	cheese in the fridge?	B:	
Look at the pictu Then answer the	re in Exercise 9 again. Complete the	questions with Are there ar	y or Is 1
	eggs?	B:	
3. A:	juice?	B:	
4. A:	butter?	B:	
	butter?  It for dinner? Answer the questions		
	ke tomato soup or onion soup?"		* * * * * *
-	ke chicken or meat?"		
3. "Would you li	ke potatoes or brown rice?"		
YOU		·	
4. "Would you li	ke coffee or tea later?"		

YOU



12 Complete each sentence. Circle the letter.

	1.	Robert his e-mail every day.  a. check b. checks c. is checking				
	2.	Theresa the laundry on Mondays.  a. do b. does c. is doing				
	3.	Lucas and Nate aren't at home. They soccer in the park.  a. play b. plays c. are playing				
	4.	I chicken with peppers for dinner. Would you like to join me?  a. make b. makes c. am making				
	5.	Mr. and Mrs. Juster usually meat. a. doesn't eat b. don't eat c. aren't eating				
13	Co	omplete the conversations. Use the simple present tense or the present continuous.				
13						
	1.	A: What right now?				
		B: Chicken soup.				
	2.	A: milk in his coffee?				
	B: No, he doesn't. But he would like sugar.					
	3. A: What in the fridge?					
		B: Soda, cheese, and an apple.				
	4.	A: I a dress to the party. How about you?				
		B: I never dresses.				
	5.	A: on Saturdays?				
		B: Yes, usually. But this Saturday he soccer.				
	6.	A: Where Jou / eat lunch on Tuesdays?				
		B: At Eli's Café. But today we to City Bistro for my boss's birthday.				

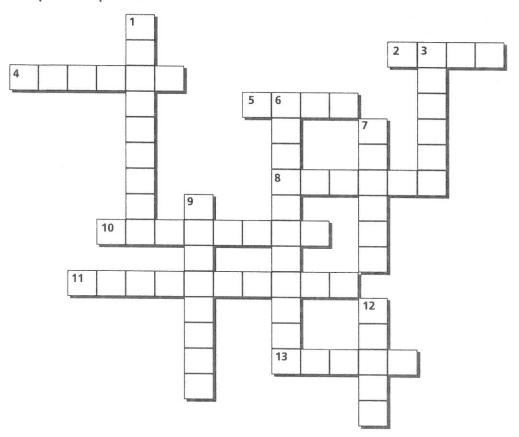
#### A RIDDLE FOR YOU!

George, Helen, and Steve are drinking coffee. Bart, Karen, and Dave are drinking soda. Is Ellie drinking coffee or soda?

(Hint: Look at the letters in each drink.)

A	
Answer:	

#### Complete the puzzle.



Ac	ro	22
1 60	, ,	33

- 2. A \_\_\_\_\_ of bread
- 4. Salt and \_\_\_\_\_.
- 5. In Asia, people eat a lot of \_\_\_\_\_.
- 8. Directions for cooking something
- 10. You make this drink with lemons, water, and sugar.
- 11. A box, a bottle, a bag, and a can are
- 13. I like coffee with milk and \_\_\_\_\_.

#### Down

- 1. The place for milk: \_\_\_\_\_
- 3. Would you like apple juice, \_\_\_\_ juice, or tomato juice?
- 6. The foods in a recipe
- 7. Water, tea, and soda are all \_\_\_\_\_.
- 9. In the omelet, there are three \_\_\_\_\_.
- 12. Peppers, peas, and \_\_\_\_\_ are green.

Riddle Answer: Ellie is drinking coffee.

## Past Events

1 Write the date, month, or year.





2

3

1.	. yesterday:	6. last month:	
2.	. last Wednesday:	7. two months ago:	
3.	. three days ago:	8. last year:	
4.	. one week ago:	9. five years ago:	
5.	. the day before yesterday:		
_			
	omplete the questions with was or were. The	A STATE BASE OF DATE AND SAFETY OF S	
	. Where <u>were</u> you last night at 9:00?		
	· you at school yesterday?		
3.	. How the weather last week?	*	
4.	there milk in your refrigerator th	is morning?	
5.	. What your first e-mail address? _	•	
6.	. When your birthday?	•	
7.	. How old you in 2005?		
8.	. Who a famous person from the t	wentieth century?	
1 -	and an about the state of the s		
LO	ook at the list of events from <u>last week</u> .		
	Special Events a	t The Hill School	
	Monday: Afternoon Concert Tuesday: Teachers' Dinner		
	Wednesday: Volleyball Game: Tea	chers vs. Students	
	Thursday: Breakfast for Students		
	Friday: Movie Saturday: Movie (afternoon) / Dan	ce (evening)	
	Sunday: Exercise Classes		
	All events are free. Check the school's website for	places and times.	
No	low write sentences about the events. Use 1	here was or There were.	
	•		Manuscript Administration &
4.			•
		odaedu.com	W6
	denkno	Judeuu.com	



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

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

Amy \_\_\_\_\_\_ home late last night. She and her colleagues \_\_\_\_\_ a movie after work. After the movie, they \_\_\_\_\_\_\_ out for dinner. This morning Amy \_\_\_\_\_\_\_ up at 8:00. She usually gets up at 7:00. She \_\_\_\_\_\_\_ a shower and got dressed by 8:15. She usually takes the bus to work, but today she \_\_\_\_\_\_\_ on her makeup and \_\_\_\_\_\_ a banana for breakfast. She \_\_\_\_\_\_\_ , and she \_\_\_\_\_\_\_ the newspaper. But Amy \_\_\_\_\_\_ only five minutes late to work! Later, she \_\_\_\_\_\_ a cup of coffee at a restaurant near her office building.

Write five sentences about your activities this morning. Look at the pictures for ideas.

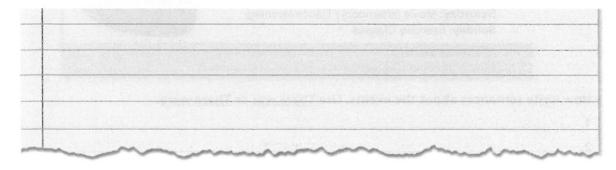




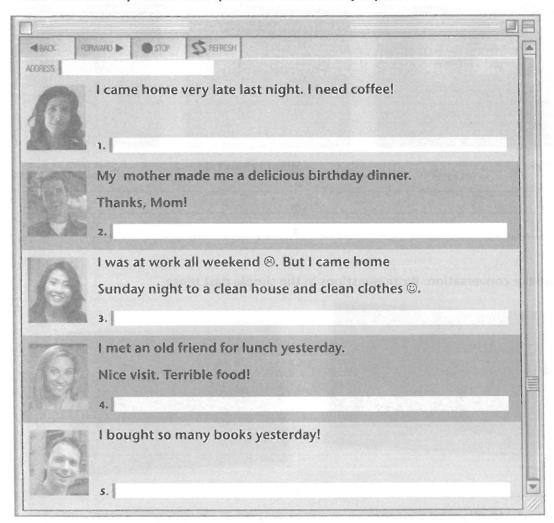








6 Read the status updates. Ask a question. Use the simple past tense.





7

Which activities do you like? Number the activities from 1 to 6 in the order you like to do them.							
	go to the beach		go running				
	go swimming		go bike riding				
	go for a walk	-	go for a drive				
	Which activities did you do? Which activities didn't you do? Write three sentences about yesterday, last week, and two weeks ago.						
Examples: I went to the beach yesterday .							
I didn't go bike riding last week .							
1							
2							
3.	3						

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







141		
VV	nat	I did

	11		

2			

SA/	hat	F -	1:1	- 12	4-
VV	naı	10	ж	$\mathbf{n}$	$\alpha$

1.	1.	
2.	2.	

Complete the conversation. Write questions in the simple past tense.





- 1. A: \_\_\_\_\_\_?
  - B: Actually, I had a great weekend.
- 2. A: \_\_\_\_\_\_?
  - B: I went to the beach.
- 3. A: \_\_\_\_\_\_?
  - B: It was sunny and warm.
- 4. A: \_\_\_\_\_\_?
  - B: Some friends from school.
- - B: We went swimming and bike riding.



10 Choose the correct responses to complete the conversation. Write the letter on the line.



1.	A:	Hi. How's it going?	a.	There was a great concert at the stadium.
	B:		b.	So what did you do on Saturday?
2.	A:	Friday night? Let me think Oh, yeah, I went shopping. Why?	d.	Not bad. Hey, where were you on Friday night?  Now that sounds nice!
	B:	3 8 50 1 70 5	e.	What about Sunday? Did you do anything
3		There was? Too bad I wasn't there!		special on Sunday?
4	. A:	Well, I exercised, I did the laundry, and then I studied.		
	B:			
5		Actually, I had a great day on Sunday.  The weather was beautiful, so I went bike riding at the beach.  ———		
11	Ans	wer the questions. Use the simple past te	nse.	
		Who did you talk to first today?		
				nt?
	4.	Did you do anything special last weekend? .		
	5.	Did you have a good day vesterday?		

6. How many books did you read last month? \_\_\_\_\_

7. Where did you live five years ago? \_\_\_\_\_\_8. How often did you watch TV last week? \_\_\_\_\_\_

VORD FIND. Look hen write the sim											
	Т	Н	ı	N	K	С	U	Т	E	Т	G
	Т	Α	K	Ε	S	E	Ε	C	Α	W	E
	T	C	0	M	E	C	C	Α	T	S	Т
	T	E	L	1	K	E	T	U	E	Α	1
	Н	N	C	E	Н	Α	V	E	V	Υ	Υ
	V	U	T	D	R	1	V	E	0	C	Α
	S	T	U	D	Υ	E	D	R	I	N	K
	W	R	1	T	E	M	Α	K	E	Α	Т
	E	S	C	L	E	Α	N	P	L	Α	Υ
	E	X	E	R	C	1	S	E	В	U	Υ
	W	Α	T	C	Н	R	E	Α	D	L	Α

W70

## **UNIT 12**

### Appearance and Health



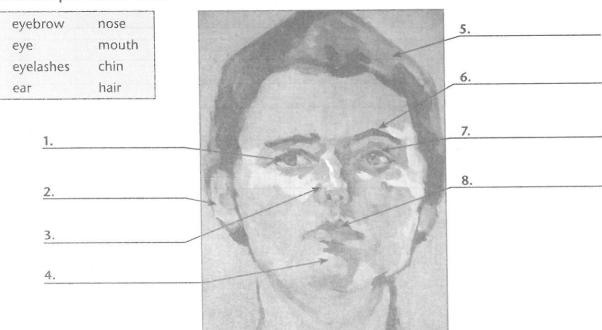
- 1 Check the adjectives that describe you.
  - 1. My hair
    - □ black
- $\square$  blonde
- □ straight
- ☐ short

- □ brown
  □ red
- ☐ gray ☐ white
- □ wavy □ curly
- □ long
  □ bald

- 2. My eyes
  - □ brown
- □ blue
- ☐ green
- 2 Describe a family member, a friend, or a colleague. Fill in the chart.

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

3 Write the parts of the face.



Look at Exer about yours	cise 1 again. U elf.	Jse the information		
-		vn		
•				
3				
		Jse the information friend, or a colleag		s with <u>have</u>
Example:	My brother ha	s blue eyes		
J	V-1 comments of the state of th			**************************************
	.c ramous peo	ple to describe.	Here's language	
			pretty handsome good-looking cute	short tall old young
	у Дерр :	He's handsome. His eyes are bro	handsome good-looking cute  He has long, wavy,	tall old young
	у Дерр :	His eyes are bro	handsome good-looking cute  He has long, wavy, wn. He's an actor f	tall old young brown hair.
1. <u>John</u> n	у Дерр :	His eyes are bro	handsome good-looking cute  He has long, wavy, wn. He's an actor f	brown hair.
1. <u>John</u> n	у Дерр :	His eyes are bro	handsome good-looking cute  He has long, wavy, wn. He's an actor f	brown hair.
<ol> <li>Johnn</li> <li>2.</li> </ol>	:	His eyes are bro	handsome good-looking cute  He has long, wavy, wn. He's an actor f	brown hair.
<ol> <li>Johnn</li> <li>2.</li> </ol>	у <u>Дерр</u> :	His eyes are bro	handsome good-looking cute  He has long, wavy, wn. He's an actor f	brown hair.
<ol> <li>Johnn</li> <li>2.</li> </ol>	:	His eyes are bro	handsome good-looking cute  He has long, wavy, wn. He's an actor f	brown hair.
<ol> <li>Johnn</li> <li>2.</li> </ol>	:	His eyes are bro	handsome good-looking cute  He has long, wavy, wn. He's an actor f	brown hair.
<ol> <li>Johnn</li> <li>2.</li> </ol>	:	His eyes are bro	handsome good-looking cute  He has long, wavy, wn. He's an actor f	brown hair.
<ol> <li>Johnn</li> <li>2.</li> </ol>	:	His eyes are bro	handsome good-looking cute  He has long, wavy, wn. He's an actor f	brown hair.

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

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

1.		7.
2.	SS	8.
3.		9.
4.		10.
5.		11.
6.	100	12.

8 What happened? Write a sentence about each picture.



				EE		
1.		she burned her hand				**
2.	-				,	•
3.						•
No	ow c	complete the conver	sation.			
6.	A:					?
	B:	I hurt my arm.				
7.	A:	. Marine and the second of the				?
	B:	Actually, yes. It does				



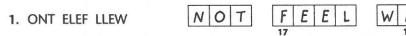
9 Check the remedies for each ailment.

	, d	e something	2 down	to some some see	e a doctor	e a dentist don't	do to school of school	d do	irea <sup>t</sup>
a cold									
a fever						4			
a sore throat									
a stomachache									
a backache									
a toothache									

10	Think about an ailment you had. Then answer the questions.  1. What was wrong?  2. What did you do?	Lie is irregular in the
11	Your friend Brendan is going out with a colleague tonight. He war advice. Answer his questions.	nts your
	1. Brendan: "We're going to the movies. What should we see?"	
	2. Brendan: "After the movie, we're going out for dinner. Where show	3
	3. Brendan: "Should I talk about work?"  YOU	
	4. Brendan: "What should I wear?"	

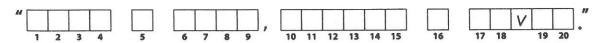
1 First, unscramble the letters of the ailments. Then write the correct letters in the numbered boxes to complete the puzzle below.

Ailments



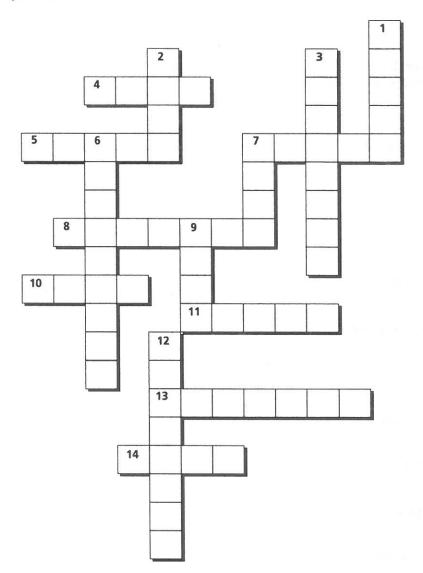


Puzzle



-An old saying

#### 2 Complete the puzzle.



#### Across

- 4. It's between your hip and your ankle.
- 5. Hair on a man's chin
- 7. They're white. They're in your mouth.
- 8. They're on your hands. You have ten.
- 10. Parts of the body for shoes
- 11. Not long
- 13. It's between your hips and your chest.
- 14. Doesn't have hair

#### Down

- 1. It's between your nose and your chin.
- 2. Part of the body for a hat
- 3. Take something, lie down, and have some tea are all \_\_\_\_\_.
- **6.** Burn your finger, cut your hand, and fall down are all \_\_\_\_\_.
- 7. They're on your feet. You have ten.
- 9. What you use to see
- 12. Hair between a man's nose and mouth

## UNIT 13

### Abilities and Requests



1	Wri	ite about four different people's abilities. Write sentences with well or badly.	
	Exa	ample: My sister: Rose knits well	······································
	1.	My teacher:	•
		My friend:	
	3.	My neighbor:	*
		My colleague:	
2	Loc	ok at the pictures. Write a sentence with <u>can</u> or <u>can't</u> .	
	1.	She can play the guitar . 2.	
	2		
	3.	. 4	•
3	Co	omplete the conversations with can or can't and the base form of a verb.	
		A:	
	•	B: Oh, yes, and I Spanish, too.	
	2	A: you my computer?	
	۷.	B: No. I fix cars but not computers.	
	2		
	Э,	A: you?  B: Yes, I can paint, but not very well.	
	4.	A:your sister?	
		B: No. She sew, but she knit.	
	5.	A: your brothers the violin?	
		B: No, but they the guitar.	W77
		dehkhodaedu.com	

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

		Do very well	Do well	Do OK	Do badly	Can't do
1	. paint			0		
2	. draw					0
3	. dance					10
4	. swim			0		
5	. drive					00000
6						
7			0			
8						10
9				9		19
10	. sing					10
		Like	e a lot	Like	Like a little	Don't like
1	. go to concerts		5	0		
2	go to museums			0		0
3	listen to music					
	. make dinner fo	r friends (		0		
4						
5	. exercise					
	. go running		$\beta$	00		0
5 6 7		(		000	000	000

RESULTS	Look at your answers. What do you do very v		hat do you like to do a lot?
Can you cook well? Do you like to make dinner for friends?			Maybe you should be a chef.
Can you sing, dance, play the violin (guit Do you like to go to concerts and listen t			Maybe you should be a singer or musician.
Can you swim and ski? Do you like to exercise and go running a	and bike riding?		Maybe you should be an athlete.
Can you draw and paint? Do you like to go to museums?		-	Maybe you should be an artist.
Can you drive and fix a car? Do you like to go for a drive?	duele	-	Maybe you should be a mechanic.

According to the survey, what should you be? \_\_\_\_\_

- 5 Describe your abilities. Complete the sentences.
  - 1. I \_\_\_\_\_\_ well, but I \_\_\_\_\_ badly.
  - 2. I can \_\_\_\_\_\_, but not very well.
  - 3. I can't \_\_\_\_\_\_ at all.
  - 4. I wish I could \_\_\_\_\_\_.



6 Write sentences with too and an adjective.



1. She can't drive.

She's too young .



3. You can't wear that shirt.



5. We can't go bike riding today.



2. She can't watch TV.



4. He doesn't want that suit.



6. She can't drink this coffee.

•	_	mplete the sentences with adjectives fi	rom the	box.
		busy tired full early	late	hungry
	1.	I went to a party last night. I got home a I'm so	t midnig	ht and got up at 5:00 for work.
	2.	I'm really sorry, but I can't go to the mov I'm going home and going to bed.	vies now.	. It's
	3.	That lunch was delicious! I had black bea	an soup,	pasta with chicken, and bread.
	4.	You get up at 5:30 every day for work? T	'hat's ver	y!
		I don't want any dinner tonight. I had a		The respect of the contribution of the research of the contribution of the contributio
	6.	Today I have three meetings, lunch with and my son's soccer game. I'm very		
8	De	ecline the invitations. Give reasons.		
	1.	"Let's go for a drive."		
	2.	"I'm going out for lunch. Would you like	e to join r	me?"
	3.	"How about a movie tonight? There's a	show at '	10:00."
	4.	"Let's go to the park."		
			Marin et Marin (Marin Caran) in communication (Marin Caran)	
sso	NS	3		
9	M:	atch the problems with the requests. W	leita tha	letter on the line
		I'm cold.		
		I need to check my e-mail.		Could you please do the laundry?  Could you please close the window?
		It's too hot.	С.	
		I don't have any clean clothes.	d.	
		I can't read this.	е.	
		There isn't any milk.		Could you please open the window?  Could you please hand me my glasses?

#### 10 Mrs. Cole's boss is coming for dinner at 6:00. But look at the house!



#### Help Mrs. Cole ask her husband to help. Write requests with could you.

1. Could you please take	out the garbage		STREET STATE	. <u>1811</u>	and the Pilot the	
2		ulutou e	10 M 10 M	dina er		
3				28.0	nere ad de	
4				. 1 - 1 -	of page 1 and a page of the 100 and 10	
5						

#### 11 Choose the correct response. Circle the letter.

- 1. Can you sing?
  - a. No. I sing very badly.
- b. I'm sorry, but I'm busy.
- c. No, thanks.

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

- 3. Let's go out for dinner.
  - a. I'm sorry to hear that.
- b. I'm sorry, but I'm busy.
- c. I'd like fish, please.

- 4. Could you do me a favor?
  - a. Of course.
- b. That's too bad.
- c. Really?

- 5. Could you please turn off the TV?
  - a. Sounds great.
- b. Sure. No problem.
- c. Maybe some other time.

1	What can they	do? Match the famous	people with their abilities.	How many do	you know?
---	---------------	----------------------	------------------------------	-------------	-----------

- 1. \_\_\_\_ Beyoncé
- 2. \_\_\_\_ Joo Yeon Sir
- 3. \_\_\_\_\_ J.K. Rowling
- 4. \_\_\_\_ Mikhail Baryshnikov
- 5. \_\_\_\_ Jacques Pepin
- 6. \_\_\_\_ Serena Williams
- 7. \_\_\_\_ Michael Schumacher
- 8. \_\_\_\_ Michael Phelps

- a. She can write.
- b. He can dance.
- c. She can sing.
- d. He can drive.
- e. She can play tennis.
- f. He can cook.
- g. He can swim.
- h. She can play the violin.

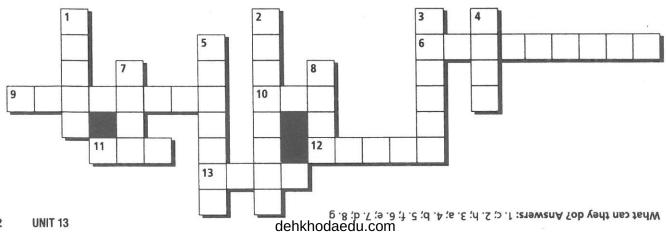
#### 2 Complete the puzzle.

#### **Across**

- 6. Play the guitar, swim, and drive are all \_\_\_\_\_.
- 9. A baby can do this at three months.
- 10. Make clothes
- 11. You can do this when there's snow.
- 12. I can't today. \_\_\_\_ some other time.
- 13. Not hungry

#### Down

- 1. Not well
- 2. These shoes are size 35. She needs a 37. They're \_\_\_\_\_.
- 3. I'm cold. Could you please \_\_\_\_ my sweater?
- 4. Shakira can do this.
- 5. I'm going to bed. Could you please \_\_\_\_\_ the light?
- 7. Make dinner
- 8. You can do this at the beach.



## **14**

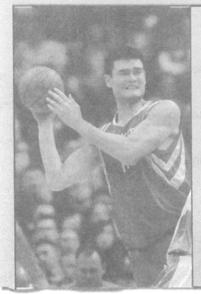
### **Life Events and Plans**



2

1 Read about Yao Ming's life.

#### **Yao Ming's Life Story**



Yao Ming was born on September 12, 1980. He grew up in a small apartment in Shanghai, China, with his parents. They were both basketball players, too—and tall! Their son is 2.26 meters (7 feet 5 inches). Yao doesn't have any brothers or sisters. When he was about nine, he went to the Youth Sports School in Shanghai. In China, he played for the Shanghai Sharks.

In 2002, Yao moved to the United States to play professional basketball. He played for the Houston Rockets. When Yao first moved to Houston, he lived with his mother. Yao's mother cooked Chinese food for him, did the laundry, and cleaned their four-bedroom house. Yao Ming retired from basketball in 2011.

#### Now look at the answers and write questions.

2.	A:?
3.	A:?
4.	A:?
5.	A:?
Fo	r each academic subject, write an occupation.
Fo	r each academic subject, write an occupation.
	architecture:
	business:
2.	

5. engineering: \_\_\_\_\_

- **B**: On September 12, 1980.
- B: In Shanghai, China.
- B: At the Youth Sports School.
- B: In 2002.
- B: In 2011.

3	Get to know a famous person's life story. Choose a famous person. Answer the questions. Use the Internet, books, and other sources for information.								
	1.	Person's name:							
	2.	2. When was he / she born?							
	3.	3. Where was he / she born?							
	4.	4. Where did he / she grow up?							
	5.	5. What school did he / she go to?							
	6.	6. What did he / she study?							
		. Did he / she graduate? When?							
ESS									
4	W	hat are you going t	to do this summer? Check th	he boxes.					
		travel	□ relax	□ exercise					
		go camping	☐ sleep late	□ work					
		go fishing	☐ do nothing	☐ go to school					
		go bike riding	$\square$ hang out with friends	□ move					
		go to the beach	☐ go for walks	☐ go swimming					
5	N	ow write to a friend	d about your plans. Write se	entences with <u>be going to</u> .					
			de leteration de 3.5						
				conservation of states when the same with your					
	***		- many	· · · · · · · · · · · · · · · · · · ·					
6	Α	nswer the question	ns about your future plans w	vith <u>be going to</u> .					
		-		1640					
				ow?					
		, ,							

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

1.	A: Rachel has a toothache.	
	B:Is she going to see a dentist	
2.	A: Jack doesn't feel well.	
	B:	
3.	A: I'm making chicken with rice, but there isn't any rice on the shelf.	
	B:	
4.	A: Anthony is going to travel to Europe.	
	B:	
5.	A: I don't have a clean shirt for work tomorrow.	
	B:	
6.	A: Julia is going to study medicine.	
	В:	
7.	A: We don't have any plans this weekend.	
	D.	· ·



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

#### What's Next for Yao Ming?

In 2007, Yao Ming got married. His wife's name is Ye Li. Like Yao, she is tall (1.9 meters / 6 feet 3 inches) and a professional basketball player. She played for China in the 2004 Summer Olympics. Yao and Ye met in 1999 when they were teenagers. They were married in a small ceremony in Shanghai on August 6, 2007. They had a daughter in 2010.

On May 12, 2008, there was a terrible earthquake in Sichuan Province, China. Yao and his wife started the Yao Foundation to help children in Sichuan. Yao's foundation is building new schools in Sichuan. Yao and Ye hope their foundation can also help children in other parts of China and in the U.S. The Yao Foundation also wants to help stop people from killing elephants and selling the ivory.

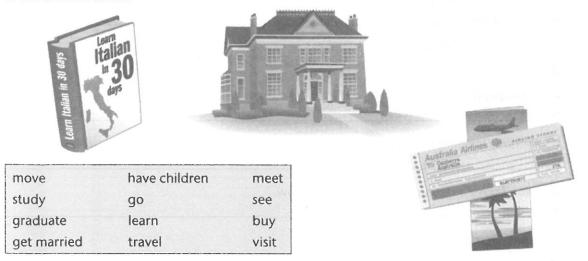


#### Now answer the questions.

- What happened on August 6, 2007? \_\_\_\_\_\_\_

   What happened on May 12, 2008? \_\_\_\_\_\_\_
- 3. What is the Yao Foundation doing now? \_\_\_\_\_
- 4. What is the Yao Foundation going to do in the future? \_\_\_\_\_

What would you like to do in your life? Write four sentences. Use the pictures and the verbs in the box for ideas.



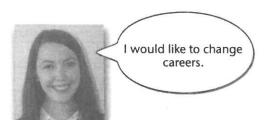
Example: I would like to travel to Australia	
1	
2	
3	
4	

10 Write two information questions with would like to ask each person.



- 1. When would you like to get married ?





11 A reporter from your school newspaper wants to write an article about you. Answer her questions about yourself.

2.	Where were you born?
3.	Where did you grow up?
4.	What do you do?
5.	What are you studying now?
6.	What do you usually do on weekends?
7	What would you like to do in the next five years?







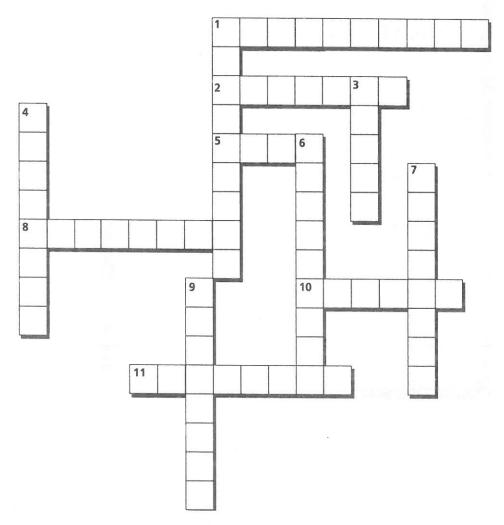
#### **FUN**

#### 1 A RIDDLE FOR YOU!

When asked how old she was, Suzie answered, "In two years I'm going to be twice as old as I was five years ago." How old is she now?

- a. Twelve.
- b. Seven.
- c. Fourteen.

#### 2 Complete the puzzle.



#### Across

- 1. Become husband and wife
- 2. Occupations
- 5. Go to live in a new home
- 8. Sons and daughters
- 10. Visit new cities
- 11. What future doctors study

#### Down

- 1. Sleep outdoors
- 3. On weekends, I don't want to do anything. I just want to \_\_\_\_\_.
- 4. Houdini's occupation
- 6. What future teachers study
- 7. Architecture, psychology, and law are all academic \_\_\_\_\_.
- 9. Complete school

### Units 8–14 REVIEW

Ans	wer the questions.
1.	Where do you live?
2.	What's your home like?
3.	How's the weather today?
4.	What are you doing this weekend?
5.	What do you have in your fridge?
6.	What did you do last weekend?
7.	What do you look like?
8.	What can you do well?
9.	Where were you born?
0.	What would you like to do in the future?
om	plete the sentences. Use the correct verb form.
1. 1	Diane every day.
	Alex to work right now.
3. \	We dinner for some friends last night.
1.	relax this weekend.

He's an opera singer from Italy, but people of all ages listen to his music. He sings beautifully and is famous all over the world. He has wavy, gray hair. His name is Andrea Bocelli.

Bocelli was born on September 22, 1958, in Tuscany. He grew up on his family's farm. He started singing for family members when he was about three years old. When he was six, he learned to play the piano. He can also play the flute and



the saxophone. At the age of twelve, he had a soccer accident, and now he can't see. Bocelli graduated from the University of Pisa. He studied law, but he worked for only one year as a lawyer.

What was next for Andrea Bocelli? He started to study opera. His teacher was the famous singer Franco Corelli. In the evenings, he sang in piano bars to pay for his opera singing lessons. During this time, he got married. He and his first wife, Enrica, had two children, Amos and Matteo. In 1992, Luciano Pavarotti listened to a tape of Bocelli singing. That was the beginning of Bocelli's very successful career in music. Between 1994 and 2010, he made about 23 albums.

Bocelli lives in a pink house on the beach in Forte dei Marmi, Tuscany, not far from where he grew up. Bocelli studies music and practices singing for two hours or more every day. He travels a lot for his job. But he doesn't like to travel. He writes, too. He wrote a book about his life story, *The Music of Silence*. In his free time, he reads and cooks Italian food.

1.	Reporter: Where were you born?  Bocelli: _I was born in Tuscany
2.	Reporter: And did you grow up there?  Bocelli:
3.	Reporter: What did you study?  Bocelli:
4.	Reporter: Can you play any musical instruments?  Bocelli:
5.	Reporter: When did you learn to play the piano?  Bocelli:
6.	Reporter: Tell me about your family.  Bocelli:
7.	Reporter: Where do you live now?  Bocelli:
8.	Reporter: What's your typical day like?  Bocelli:
9	Reporter: What do you do in your free time?

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

Bocelli: \_\_

5	Look again at the arti of <u>be</u> in the article. W	icle in Exercise 3. Circle /rite 10 of these verbs o	all 21 simple past te n the lines. Then wri	nse verbs or past-tense forms te the base form of the 10 verbs		
	1. was born	→ be born	6	<b>&gt;</b>		
	2	<b>→</b>	7	<u></u> →		
	3→		8	<b>→</b>		
	4	_→	9	>		
	5	<b>→</b>	10	>		
<b>P</b> 7	Check the items you	ULARY BOOSTE	n write which room	they are in.		
	1. intercom					
	2. ☐ fire escape					
	3.  medicine cabinet					
	4. shower curtain					
	5. dishwasher					
	6. ☐ coffee maker					
	8.   fax machine					
3	Example: sheets: I  1. sheets:  2. blanket:  3. bath mat:  4. towels:  5. place mats:  6. plates:	here you live. Then con				
	Seasons	Months		Weather		
	Spring					
	Summer					
	Fall					
	Winter	The source of th				

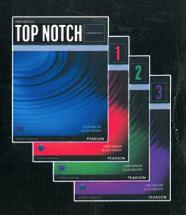
Ingredients:								
		A 40 20 20 20 20 20 20 20 20 20 20 20 20 20						
S' 1 d 1 1	al as the							
Circle the word or pl	peach)	lemon	tangerine					
2. fork	glass	teaspoon	knife					
	go snorkeling	go windsurfing	go rock climbing					
l. elbow	forehead	cheek	lip					
	flute	trumpet	drums					
6. biology	drama	medicine	chemistry					
heck the activities t	that you do Then ci	rcle your favorite acti	vitv					
go rock climbir	-	•	go snorkeling					
go rollerbladin			garden					
play golf								
	go sailin		play soccer					
go skiing	go horse	eback riding	get a manicure					
Now answer the que								
<ol> <li>How often do you</li> </ol>	How often do you do your favorite activity?							
2. Where do you do	Where do you do your favorite activity?							
3. Are you doing you	Are you doing your favorite activity this month? When?							
4. Did you do your fa	Did you do your favorite activity last month? When?							

5

6

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