

SECOND EDITION

TOP NOTCH

with ActiveBook

FUNDAMENTALS

Joan Saslow • Allen Ascher



eBOOK



ALWAYS LEARNING

PEARSON

SECOND EDITION

TOP NOTCH

English for Today's World

FUNDAMENTALS

Joan Saslow • Allen Ascher

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

Learning Objectives

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

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

Conversation Strategies

Listening / Pronunciation

Reading / Writing

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

Listening task:

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

Pronunciation:

- Syllables

Reading Text:

- Simple forms and business cards

Writing Task:

- Write affirmative and negative statements about people in a picture

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

Listening task:

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

Pronunciation:

- Stress in two-word pairs

Reading Text:

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

Writing Task:

- Write sentences about your relationships

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

Listening task:

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

Pronunciation:

- Falling intonation for questions with Where

Reading Texts:

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

Writing Task:

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

- Use Well,... to indicate one is deciding how to begin a response
- Use And how about...? to ask for more information
- Use Really? to show interest or mild surprise

Listening task:

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

Pronunciation:

- Number contrasts

Reading Texts:

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

Writing Task:

- Write a description of the people in your family

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

Listening task:

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

Pronunciation:

- Sentence rhythm

Reading Texts:

- A world map with time zones
- Events posters
- Conversations
- A zodiac calendar

Writing Task:

- Write about events at your school or in your city

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

Listening task:

- Confirm details about clothes
- Determine colors of garments

Pronunciation:

- Plural endings

Reading Text:

- A sales flyer from a department store

Writing Task:

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

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

Listening task:

- Match chores to the people who performed them

Pronunciation:

- Third-person singular verb endings

Reading Text:

- A review of housekeeping robots

Writing Tasks:

- Write five sentences about robots
- Describe your typical week, using adverbs of frequency and time expressions

Unit	Communication Goals	Vocabulary	Grammar
8 Home and Neighborhood page 64	- Describe your neighborhood - Ask about someone's home - Talk about furniture and appliances	- Types of buildings - Places in the neighborhood - Rooms - Furniture and appliances VOCABULARY BOOSTER - More home and office vocabulary	- The simple present tense: - Questions with <u>Where</u>, prepositions of place <u>There is</u> and <u>there are</u>: - Statements and <u>yes / no</u> questions - Contractions and common errors - Questions with <u>How many</u> GRAMMAR BOOSTER • Extra practice
9 Activities and Plans page 72	- Describe today's weather - Ask about people's activities - Discuss plans	- Weather expressions - Present and future time expressions VOCABULARY BOOSTER - More weather vocabulary	- The present continuous: - Statements: form and usage <u>Yes / no</u> questions - Information questions - For future plans - The present participle: spelling rules GRAMMAR BOOSTER • Extra practice
10 Food page 80	- Discuss ingredients for a recipe - Offer and ask for foods - Invite someone to join you at the table	- Foods and drinks - Places to keep food in a kitchen - Containers and quantities - Cooking verbs VOCABULARY BOOSTER - More vegetables and fruits	- Count nouns and non-count nouns: - Meaning, form, and common errors - Count nouns: <u>How many / Are there any</u> - Non-count nouns: <u>How much / Is there any</u> - The simple present tense and the present continuous: usage and common errors GRAMMAR BOOSTER • Extra practice
11 Past Events page 88	- Tell someone about a past event - Describe past activities - Talk about outdoor activities	- Past-time expressions - Outdoor activities VOCABULARY BOOSTER - More outdoor activities	- The past tense of <u>be</u>: - Statements, questions, and contractions - The simple past tense - Regular verbs, irregular verbs - Statements, questions, and short answers GRAMMAR BOOSTER • Extra practice
12 Appearance and Health page 96	- Describe appearance - Show concern about an injury - Suggest a remedy	- Adjectives to describe hair - The face - Parts of the body - Accidents and injuries - Ailments, remedies VOCABULARY BOOSTER - More parts of the body	- Describing people with <u>be</u> and <u>have</u> <u>Should</u> + base form for advice GRAMMAR BOOSTER • Extra practice
13 Abilities and Requests page 104	- Express a wish - Politely decline an invitation - Ask for and agree to do a favor	- Abilities - Adverbs <u>well</u> and <u>badly</u> - Reasons for not doing something - Favors VOCABULARY BOOSTER - More musical instruments	<u>Can</u> and <u>can't</u> for ability <u>Too</u> + adjective, common errors - Polite requests with <u>Could you</u> + base form GRAMMAR BOOSTER • Extra practice
14 Life Events and Plans page 112	- Get to know someone's life story - Discuss plans - Express wishes for the future	- Some life events - Academic subjects - Leisure activities - Life cycle events VOCABULARY BOOSTER - More academic subjects - More leisure activities	<u>Be going to</u> + base form <u>Would like</u> + infinitive: - Statements - Questions - Short answers - Contractions GRAMMAR BOOSTER • Extra practice
Units 8–14 Review page 120			

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

Conversation Strategies

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

Listening / Pronunciation

Listening task:

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

Pronunciation:

- Linking sounds

Reading / Writing

Reading Texts:

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

Writing Task:

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

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

Listening task:

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

Pronunciation:

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

Reading Texts:

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

Writing Task:

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

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

Listening task:

- Identify the foods discussed in conversations

Pronunciation:

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

Reading Texts:

- Recipe cards
- A weekly schedule

Writing Task:

- Write about what you eat in a typical day

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

Listening task:

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

Pronunciation:

- Simple past tense regular verb endings

Reading Text:

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

Writing Tasks:

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

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

Listening task:

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

Pronunciation

- More vowel sounds

Reading Text:

- A magazine article about two celebrities

Writing Task:

- Write a description of someone you know

- Use I wish I could ... to express a wish
- Use But to introduce contrasting information
- Suggest a shared course of action with Let's
- Politely decline a suggestion with I'm really sorry but and a reason
- Accept a refusal with Maybe some other time
- Use Sure and No problem to agree to someone's request for a favor

Listening task:

- Complete requests for favors

Pronunciation

- Assimilation of sounds: Could you

Reading Text:

- A journal article about infant-toddler development

Writing Task:

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

- Use Not really to soften a negative response
- Ask What do you mean? to request clarification
- Use Well to explain or clarify
- Use emphatic stress on and to indicate two answers

Listening task:

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

Pronunciation

- Diphthongs

Reading Text:

- A short biography of Harry Houdini

Writing Task:

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

To the Teacher

What is *Top Notch*?

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

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

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

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

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

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

The *Top Notch* instructional design

Daily confirmation of progress

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

A purposeful conversation syllabus

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

An emphasis on cultural fluency

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

Intensive vocabulary development

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

A dynamic approach to grammar

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

A dedicated pronunciation syllabus

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

TOP NOTCH

SECOND EDITION
with ActiveBook
FUNDAMENTALS

ActiveBook



Top Notch Fundamentals ActiveBook

Contents

- Learning Objectives
- Unit 1: Names and Occupations
- Unit 2: About People
- Unit 3: Places and How to Get There
- Unit 4: Family
- Unit 5: Events and Times
- Unit 6: Clothes
- Unit 7: Activities
- Units 1-7: Review
- Unit 8: Home and Neighborhood
- Unit 9: Activities and Plans
- Unit 10: Food
- Unit 11: Past Events
- Unit 12: Appearance and Health
- Unit 13: Abilities and Requests
- Unit 14: Life Events and Plans
- Units 8-14: Review
- Reference Charts
- Vocabulary Booster
- Grammar Booster
- Top Notch Pop Lyrics

More Practice

Top Notch Pop

GOALS After Unit 4, you will be able to:

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

4 GRAMMAR • Be: questions with Who

Who is he? (He's my dad.) Who are they? (They're my sisters.)
Who's Louise? (She's my mom.) Who are Nina and Jan? (They're my daughters.)

Contraction: Who is → Who's
Be careful! Who are NOT Who're

* noun and dad = informal for mother and father

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

- A: Who's he? B: He's my grandfather.
- A: Who's she? B: She's my mother.
- A: Who's he? B: He's Mr. Fine's grandson.
- A: Who's she? B: They're Pat's grandparents.
- A: Who's he? B: She's Ed's wife.
- A: Who's he? B: They're my brother and sister.

NOW YOU CAN Identify people in your family

1 CONVERSATION MODEL Read and listen.

A: Who's that?
B: That's my father.
A: And who are they?
B: They're my sisters, Mindy and Jen.

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

3 PAIR WORK Bring in family photos. (Or write the names of people in your family.) Personalize the conversation with names of your family members. Then change roles.

A: Who's that?
B: That's my father.
A: And who are they?
B: They're my sisters, Mindy and Jen.

4 CHANGE PARTNERS Personalize the conversation again.

A Digital Student's Book (with complete audio)

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

Click on the correct answer.



Our granddaughters are so _____

- ☐ cute
☐ old
☐ tall

Interactive practice (with daily activity records)

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

NAME: _____

Unit Study Guide (Unit 4)

DATE: _____

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

GRAMMAR

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

Printable test preparation and review

Adjectives to describe people

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

- ☐ sixty
☐ seventy
☐ eighty
☐ ninety
☐ one hundred
☐ one hundred one

Other language

- ☐ dad
☐ mom

SOCIAL LANGUAGE

- ☐ Who's that?
☐ That's my [father].
☐ Tell me about your [father].
☐ Well, [he's] a [doctor].
☐ And [he's] very [tall].
☐ A...

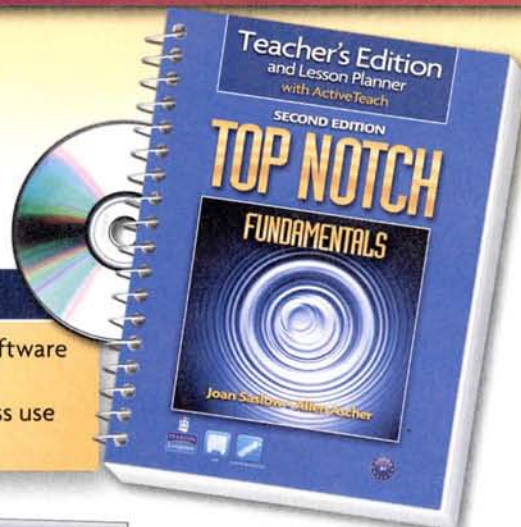
Numbers 21-101

- ☐ twenty-one
☐ twenty-two
☐ twenty-three
☐ twenty-four
☐ twenty-five
☐ twenty-six
☐ twenty-seven

The Teacher's Edition and Lesson Planner

Includes:

- ▶ A bound-in Methods Handbook for professional development
- ▶ Detailed lesson plans with suggested teaching times
- ▶ Language, culture, and corpus notes
- ▶ Student's Book and Workbook answer keys
- ▶ Audioscripts
- ▶ *Top Notch TV* teaching notes
- ▶ **ActiveTeach**
 - ▶ A Digital Student's Book with interactive whiteboard (IWB) software
 - ▶ Instantly accessible audio and *Top Notch TV* video
 - ▶ Interactive exercises from the Student's *ActiveBook* for in-class use
 - ▶ A complete menu of printable extension activities



The Digital Student's Book

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

Top Notch TV

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



Printable Extension Activities

Including:

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

NAME: _____ DATE: _____

Writing Process Worksheet
(Accompanies Unit 6, page 51)

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

1. PREWRITING
Think about your clothes. Then fill in the chart.

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

2. WRITING
Write about clothes you need, you want, you like, and clothes you have or don't have. Use the information from Step 1. Add more information if you can.
For example:
I need a new white blouse. I like to dress in a little tight. I want to buy shoes that I like.

Adjectives to describe people

They are ____.

Adjectives to describe people

The baby is ____.

NAME: _____

Learning Strategy
(Unit 7, page 58, Reading)

READING STRATEGY: taking notes

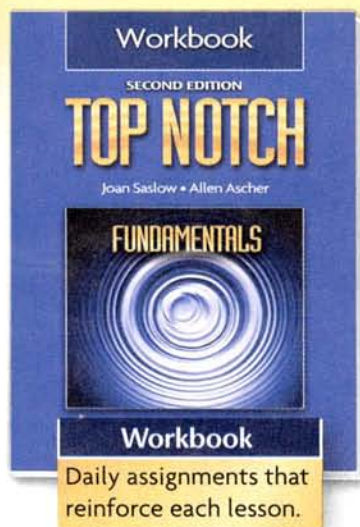
Take notes about key details to help you understand a reading.

PRACTICE

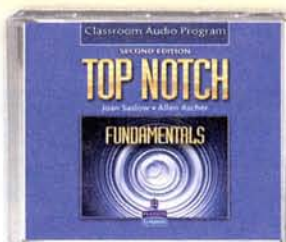
As you read the article on page 58, use the simple present to write what each robot does or doesn't do.

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

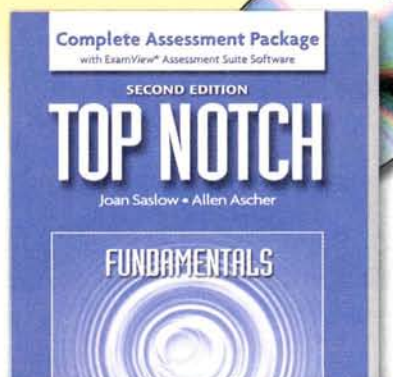
Other components



Workbook
Daily assignments that reinforce each lesson.



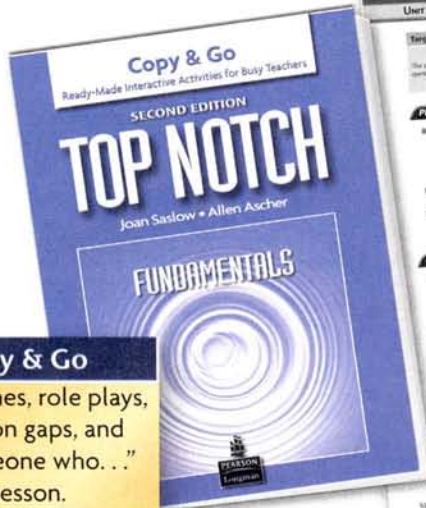
Classroom Audio Program
Includes a variety of authentic regional and non-native accents.



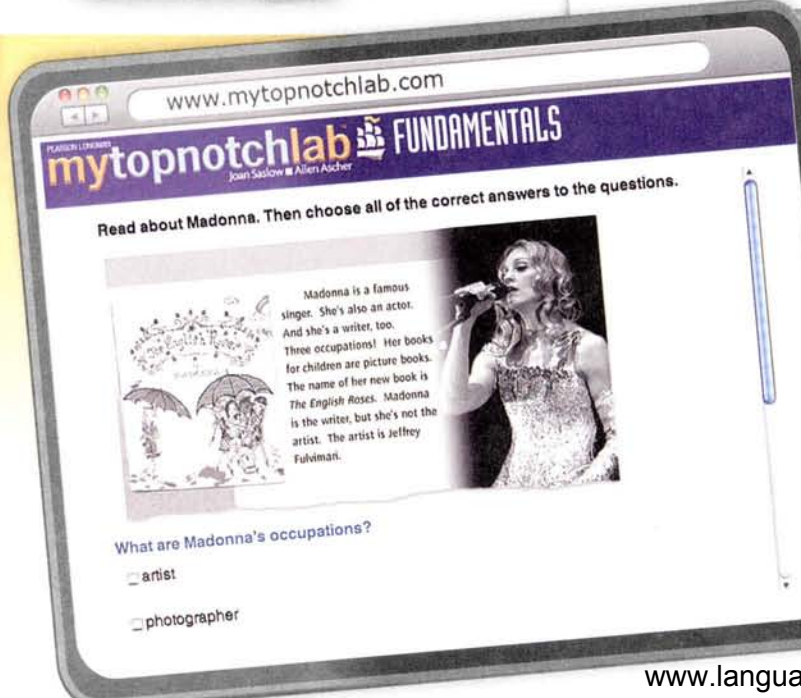
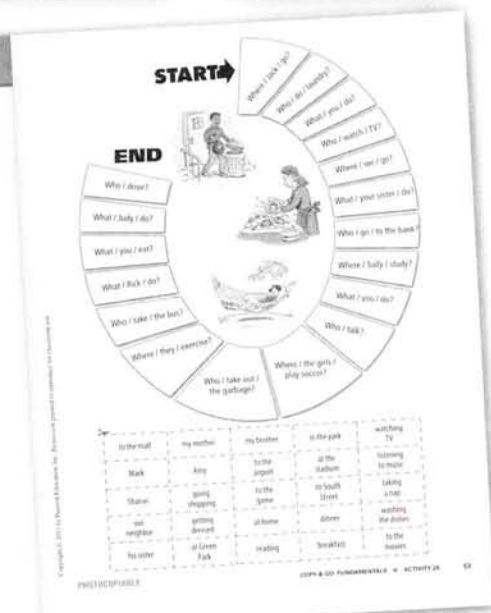
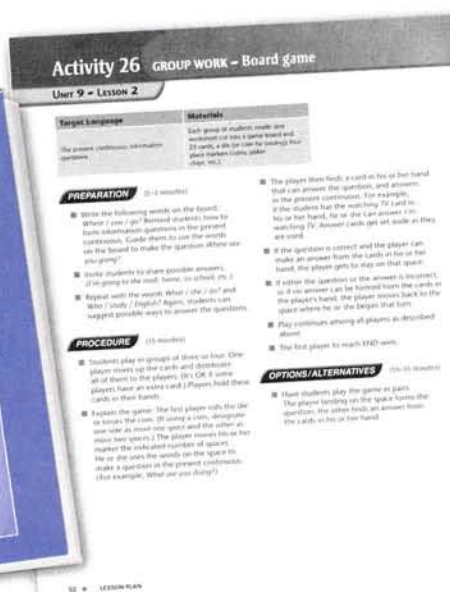
Complete Assessment Package
Ready-made achievement tests. Software provides option to edit, delete, or add items.



Full-Course Placement Tests
Choose printable or online version.



Copy & Go
Board games, role plays, information gaps, and "find someone who..." for every lesson.



MyTopNotchLab
An optional online learning tool with:

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

Welcome to *Top Notch!*

GOALS After this unit, you will be able to:

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

GOAL Introduce yourself

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



A: Hi. I'm Martin.

B: Hi, Martin. I'm Ben.

A: Nice to meet you, Ben.

B: Nice to meet you, too.

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

NOW YOU CAN Introduce yourself

PAIR WORK Now introduce yourself to your classmates.

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



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

GOAL Greet people

1 CONVERSATION MODEL Read and listen.

A: Hi, Len. How are you?

B: Fine, thanks. And you?

A: I'm fine.

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

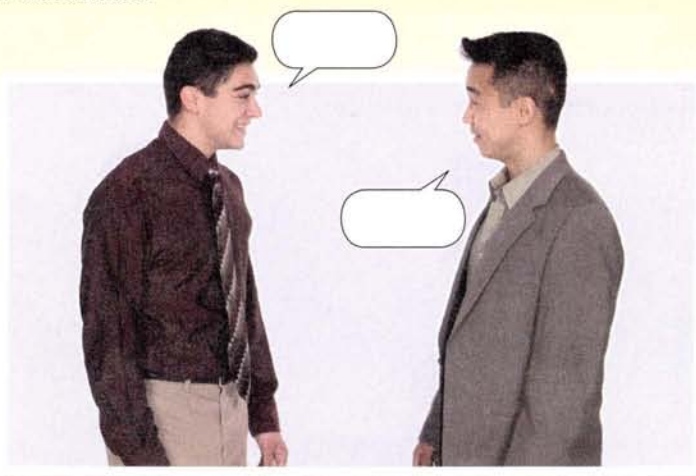
3 VOCABULARY • More greetings Read and listen. Then listen again and repeat.



NOW YOU CAN Greet people

PAIR WORK Now greet your classmates.

1:09
 **Greetings**
How are you?
How's everything?
How's it going?



1:10
 **Responses**
😊 { Fine. / I'm fine.
Great.
☹ { Not bad.
So-so.

GOAL Say good-bye

1 CONVERSATION MODEL Read and listen.

A: Good-bye, Charlotte.

B: Good-bye, Emily.

A: See you tomorrow.

B: OK. See you!

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



NOW YOU CAN Say good-bye

PAIR WORK Now say good-bye to your classmates.



1:13



Ways to say good-bye
Good-bye.
Bye.
See you later.
Take care.

NOW I CAN...

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

UNIT 1

Names and Occupations

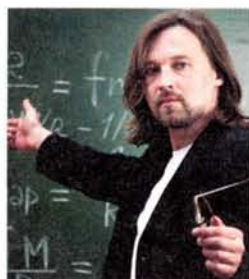
GOALS After Unit 1, you will be able to:

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

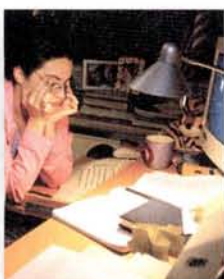
LESSON 1

GOAL Tell a classmate your occupation

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



1 a teacher



2 a student



3 an architect



4 an actor



5 an athlete



6 a musician



7 an artist



8 a banker



9 a singer



10 a flight attendant

VOCABULARY BOOSTER

More occupations • p. 126

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

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

Affirmative statements / Contractions

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

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

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

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

Negative statements / Contractions

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

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

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

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

Articles **a** / **an**

a teacher

an actor

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

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

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

“He’s a teacher.”

“She’s a flight attendant.”

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



- 1 Matt Damon *He's an actor. He's not an architect.*
 2 Carlos Vives

- 3 Hee-Young Lim
 4 Constantina Tomescu

NOW YOU CAN Tell a classmate your occupation

1 CONVERSATION MODEL Read and listen.

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

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

3 PAIR WORK Personalize the conversation. Use your own occupations.

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

4 CHANGE PARTNERS Tell another classmate your occupation.



GOAL

Identify your classmates

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



1 She's a chef.



2 He's a writer.



3 She's a manager.



4 She's a scientist.



5 He's a doctor.



6 She's an engineer.



7 He's a photographer.



8 He's a pilot.

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

Singular nouns

a chef

an athlete

Plural nouns

2 chefs

3 athletes

Subject pronouns**Singular**

I

you

he

she

Plural

we

you

they

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

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

1 I a writer.

3 We doctors.

5 We managers.

2 She not a pilot.

4 They not scientists.

- 4 **INTEGRATED PRACTICE** Circle the correct word or words to complete each statement.

1 I am (an artist / artists / artist).

3 She is (banker / a banker / bankers).

2 We are (a flight attendant / flight attendants / flight attendant).

4 They are (a writer / writers / writer).

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

Yes / no questions

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

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

Short answers

Yes, I **am**.

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

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

No, I'm **not**.

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

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



Be careful!

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

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

1 A: Are they Abby and Jonah?

B: Yes,

2 A: she Hanna?

B: No, Ella.

3 A: you Rachel and Philip?

B: No, we' Judith and Jack.

4 A: a chef?

B: Yes, I

5 A: he Evan?

B: No, not. He' Michael.

6 A: Is Tim?

B: , he' He's Louis.

7 PAIR WORK Practice the conversations from Exercise 6.

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

“Are you an artist?”

“Yes, I am.”

NOW YOU CAN Identify your classmates

1 CONVERSATION MODEL Read and listen.

A: Excuse me. Are you Marie?

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

A: Where?

B: Right over there.

A: Thank you.

B: You're welcome.

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

3 PAIR WORK Personalize the conversation. Use real names. Then change roles.

A: Excuse me. Are you?

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

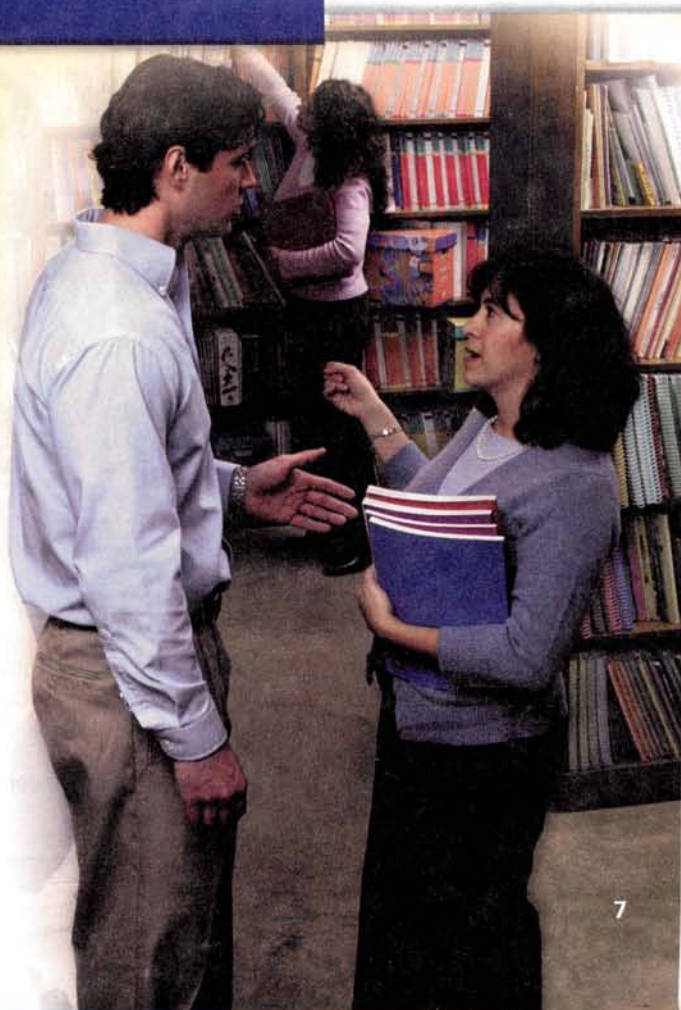
A: Where?

B: Right over there.

A: Thank you.

B: You're welcome.

4 CHANGE PARTNERS Identify other classmates.



GOAL

Spell names

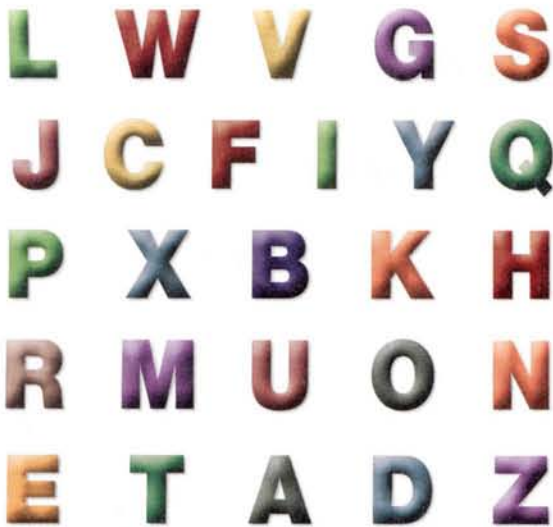
- 1  **VOCABULARY** • *The alphabet* Read and listen. Then listen again and repeat.



- 2  **LISTENING COMPREHENSION** Listen. Circle the letter you hear.

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

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



- 4  **LISTENING COMPREHENSION** Listen. Circle the correct spelling. Then spell each name aloud.

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

- 5  **LISTENING COMPREHENSION** Listen to the conversations. Write the names.

- 1
- 2
- 3

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

Proper nouns

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

Melanie Pepper New Delhi Nicaragua

Common nouns

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

morning doctor student

Capital letters

A B C

Lowercase letters

a b c

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

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

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

- | | | | |
|---|---|-----------------------------------|------------------------------------|
| ☐ 1 <u>M</u> arie | ☐ 3 sarah browne | ☐ 5 canada | ☐ 7 letter |
| ☒ 2 partner | ☐ 4 teacher | ☐ 6 noun | ☐ 8 grammar |

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

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

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

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

NOW YOU CAN Spell names

1 CONVERSATION MODEL Read and listen.

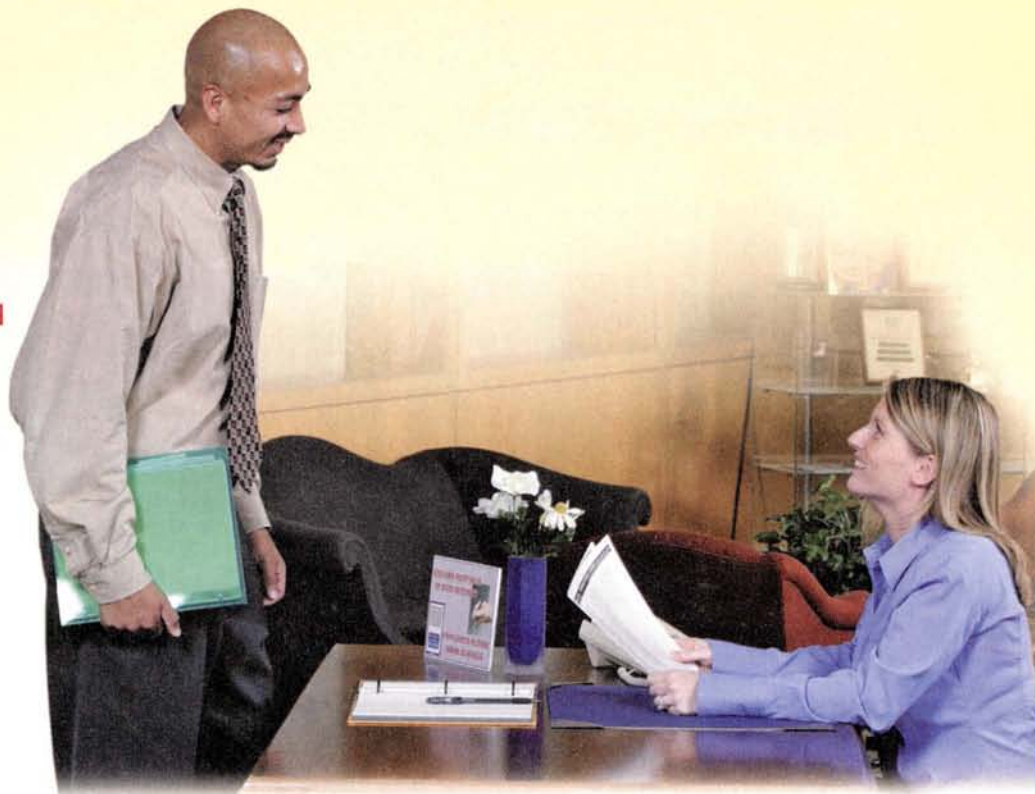
- A: Hello. I'm John Bello.
B: Excuse me?
A: John Bello.
B: How do you spell that?
A: B-E-L-L-O.
B: Thanks!

2 RHYTHM AND INTONATION

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

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

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



Don't stop!

Ask about occupations.

“What do you do?”

4 CHANGE PARTNERS Personalize the conversation again.

Extension



More Practice

ActiveBook Self-Study Disc

grammar • vocabulary • listening
reading • speaking • pronunciation

1:28

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









1:29

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

NAME	OCCUPATION
Porter	

Available for charters

John

PILOT

Licensed Insured

john@airtaxi.com

World Language Institute

Lorraine Clare 1-800-555-6788

English

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

NAME:
OCCUPATION:

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

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



Denzel Washington
actor



Tania Libertad
singer



Se Ri Pak
athlete



Gabriel García Márquez
writer

GRAMMAR BOOSTER

Extra practice • p. 136

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

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

1 "Hi. I'm Art Potter."

YOU

2 "Are you a teacher?"

YOU

3 "What do you do?"

YOU

4 "Thank you."

YOU



1:30/1:31

Top Notch Pop

"What Do You Do?" Lyrics p. 147

Review

R-O-S-E.

POINT Name the occupations in the pictures. For example:

She's an artist.

PAIR WORK

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

Is John a photographer? Yes, he is.

2 Create conversations for the people. For example:

Hi. I'm .

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

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

Rose

Ben

John

Matt

Tim

Martin

Marie

Ann

Emily

NOW I CAN...

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

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

LESSON 1

GOAL Introduce people

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



1 a classmate



2 a friend



3 a neighbor



4 a boss



5 a colleague

VOCABULARY BOOSTER

More relationships • p. 127

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

Possessive nouns

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

Possessive adjectives

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



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

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

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

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

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

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

1:33

5 LISTENING COMPREHENSION

Listen to the conversations. Write the relationships.

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

6 GRAMMAR • Be from / Questions with Where



I'm from Toronto.

Are you from Paraguay?
Is she from Moscow?

Where **are** you **from**?
 Where's she **from**?

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

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

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

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

7 GRAMMAR PRACTICE

Complete the conversations with be from. Use contractions when possible.

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

NOW YOU CAN Introduce people

1 CONVERSATION MODEL

Read and listen.

A: Tom, this is Paula. Paula's my classmate.

B: Hi, Paula.

C: Hi, Tom. Nice to meet you.

B: Nice to meet you, too.

2 RHYTHM AND INTONATION

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

3 GROUP WORK

Personalize the conversation. Introduce classmates. Use your own names. Then change roles.

A:, this is 's my

B: Hi,

C: Hi, Nice to meet you.

B: Nice to meet you, too.



Be sure to recycle this language.

Don't stop!
 Ask questions.

Where are you from?
 What do you do?

4 CHANGE PARTNERS

Introduce other classmates.



GOAL Tell someone your first and last name

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

VOCABULARY BOOSTER

More titles • p. 127

Titles				
1 Mr.	☒	☐	☒	☐
2 Mrs.	☐	☐	☐	☒
3 Miss	☐	☒	☐	☐
4 Ms.	☐	☒	☐	☒



Mr. Charles Lee
5 first name

Mrs. Vivian Lee
6 last name

Be careful!

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

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

“Hi. I’m Mr. Wilson.”

“Nice to meet you, Mr. Wilson.”

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



1

☒ Mr.
☐ Mrs.
☐ Miss
☐ Ms.

Alex Davis
first name last name



2

☐ Mr.
☐ Mrs.
☐ Miss
☒ Ms.

Nancy Sullivan
first name last name



3

☒ Mr.
☐ Mrs.
☐ Miss
☐ Ms.

Frank Sun
first name last name



4

☐ Mr.
☒ Mrs.
☐ Miss
☐ Ms.

Wendy Roberts
first name last name



5

☐ Mr.
☐ Mrs.
☐ Miss
☒ Ms.

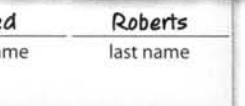
RITA OLIVEIRA
first name last name



6

☐ Mr.
☐ Mrs.
☐ Miss
☒ Ms.

Pam García
first name last name



7

☒ Mr.
☐ Mrs.
☐ Miss
☐ Ms.

Fred Roberts
first name last name

☒ Mr.
☐ Mrs.
☐ Miss
☐ Ms.

Henry Solas
first name last name

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

You:

☐ Mr.	☐ Mrs.	☐ Miss	☐ Ms.
_____		_____	
first name		last name	

Your teacher:

☐ Mr.	☐ Mrs.	☐ Miss	☐ Ms.
_____		_____	
first name		last name	

A classmate:

☐ Mr.	_____
☐ Mrs.	first name
☐ Miss	_____
☐ Ms.	last name

NOW YOU CAN Tell someone your first and last name

1 **CONVERSATION MODEL** Read and listen.



A: What's your last name, please?

B: Fava.

A: And your first name?

B: My first name? Bob.

A: Thank you, Mr. Fava.

B: You're welcome.

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

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

A: What's your last name, please?

B:

A: And your first name?

B: My first name?

A: Thank you,

B: You're welcome.

Mr.	_____	_____
Mrs.	_____	_____
Miss	first name	last name
Ms.	_____	_____



Be sure to recycle this language.

Don't stop!
Ask more questions.

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

4 CHANGE PARTNERS Personalize the conversation again.

GOAL

Get someone's contact information

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

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

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



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

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

What is → What's

How to say e-mail addresses and phone numbers:

Say "dover fourteen at hipnet dot com."

Say "oh" for zero: 0037 = "oh-oh-three-seven."

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

first name

phone number

e-mail address

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

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

6 INTEGRATED PRACTICE Complete the questions.



1 A: *What's his* address?

B: 11 Main Street.



2 A: phone number?

B: 22-63-140.



3 A: address?

B: 18 Bank Street.



4 A: phone number?

B: 878-456-0055.



5 A: e-mail address?

B: It's sgast@mp.net.



6 A: phone number?

B: 44-78-35.

NOW YOU CAN Get someone's contact information

1 CONVERSATION MODEL Read and listen.

A: What's your name?

B: Dave Mitchell.

A: And what's your phone number?

B: 523-6620.

A: 523-6620?

B: That's right.

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

3 PAIR WORK Personalize the conversation. Write your partner's answers on a separate sheet of paper. Then change roles.

A: What's your?

B:

A: And what's your phone number?

B:

A:?

B: That's right.

4 CHANGE PARTNERS Get other classmates' contact information.



Be sure to recycle this language.

first name / last name
address / e-mail address

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

Don't stop!

Continue the conversation.
Ask more questions.

Extension



More Practice

ActiveBook Self-Study Disc

grammar • vocabulary • listening
reading • speaking • pronunciation

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

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



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



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



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



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



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



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

“Is Frank Gehry a doctor?”

“Is Maria Sharapova from the United States?”

“Where's Mr. Travolta from?”

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

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



Ryan Hale
12 Bank St.
rhale@ccc.com



Norma Chin
33-55-0078
nchin@hipnet.com



Fran Green Bill Green
34-67-9899
13 Quinn St.

GRAMMAR BOOSTER

Extra practice • p.137



1:46/1:47

Top Notch Pop

"Excuse Me, Please" Lyrics p. 147

PERSONAL INFORMATION

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

PAIR WORK

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

What's your —?

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

This is —. She's my —.

WRITING Write sentences about your relationships. For example:

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

She's a ...



NOW I CAN...

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

UNIT 3

Places and How to Get There

GOALS After Unit 3, you will be able to

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

LESSON 1

GOAL Talk about locations

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



1 a pharmacy



2 a restaurant



3 a bank



4 a school



5 a newsstand



6 a bookstore

VOCABULARY BOOSTER

More places • p. 127

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

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

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

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



1 across the street



2 down the street



3 around the corner



4 on the left



5 on the right



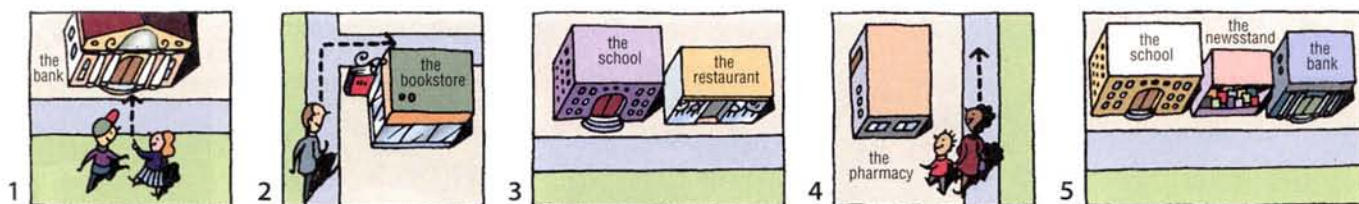
6 next to the bank



7 between the bookstore and the bank

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

“ The bank is across the street. ”



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

Ask questions with Where for locations.

Where's the restaurant?

Use it to replace the names of places.

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

Contractions

Where is → Where's

It is → It's

- 7 **PRONUNCIATION** • *Falling intonation for questions with Where* Read and listen. Then listen again and repeat.

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

NOW YOU CAN Talk about locations

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

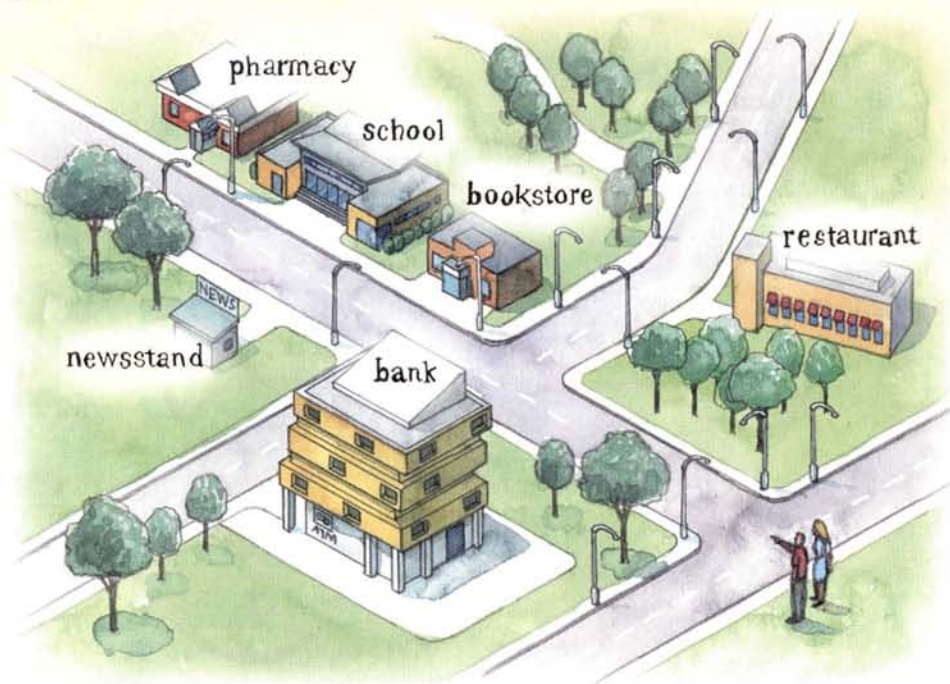
A: Excuse me. Where's the bank?
 B: The bank? It's around the corner.
 A: Thanks!
 B: You're welcome.

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

- 3 **PAIR WORK** Find the people on the map. Talk about the location of places on the map. Then change roles.

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

- 4 **CHANGE PARTNERS** Ask about other locations.



GOAL

Discuss how to get places

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



1 walk



2 drive



3 take a taxi



4 take the train



5 take the bus

2 **GRAMMAR** • *The imperative*

Use imperatives to give instructions and directions.

Affirmative imperatives

Drive [to the bank].

Take the bus [to the pharmacy].

Negative imperatives

Don't walk.

Don't take the train.

Do not → Don't

3 **INTEGRATED PRACTICE** Follow the directions.

Partner A: Read a direction.

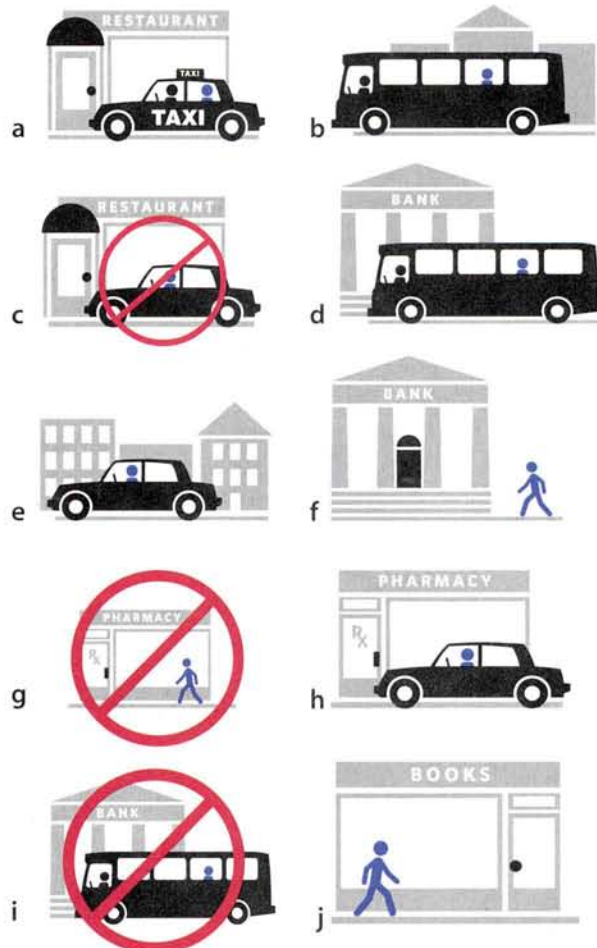
Partner B: Say the letter of the correct picture.

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

Partner B: Read a direction.

Partner A: Say the letter of the correct picture.

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



4 **LISTENING COMPREHENSION** Listen. Write the directions. Use an affirmative and a negative imperative.

1 *Take the bus. Don't drive.*

3

5

2

4

NOW YOU CAN Discuss how to get places

1:56

1 **CONVERSATION MODEL** Read and listen.

A: Can I walk to the bookstore?

B: The bookstore? Sure.

A: And what about the school?

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

A: OK. Thanks!

1:57

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

3 **PAIR WORK** Change the model. Use the photos below. Ask how to get to places in the neighborhood. Then change roles.

A: Can I walk to the?

B: The?

A: And what about the?

B: The? Don't

A: OK. Thanks!

Don't stop!

Ask about locations.

**Be sure to recycle this language.**

Where is it?

It's {
 across the street.
 down the street.
 around the corner.
 next to the ____.
 between the ____ and the ____.



4 **CHANGE PARTNERS** Discuss more places.

GOAL Discuss transportation

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



1 a car



2 a bicycle



3 a moped



4 a subway



5 a motorcycle

Also remember:

a bus
a train
a taxi

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

- 3 **GRAMMAR** • *By to express means*



by taxi



by bicycle



by motorcycle

- 4 **LISTENING COMPREHENSION** Listen. Circle the means of transportation you hear.



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



1 go to work



2 go home



3 go to school

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



1	by car	☐	☒	☐
2		☐	☐	☐
3		☐	☐	☐
4		☐	☐	☐
5		☐	☐	☐
6		☐	☐	☐

NOW YOU CAN Discuss transportation

- 1:62
1 **CONVERSATION MODEL** Read and listen.

A: How do you go to school?

B: By subway. What about you?

A: Me? I walk.

- 1:63
2 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

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

A: How do you go?

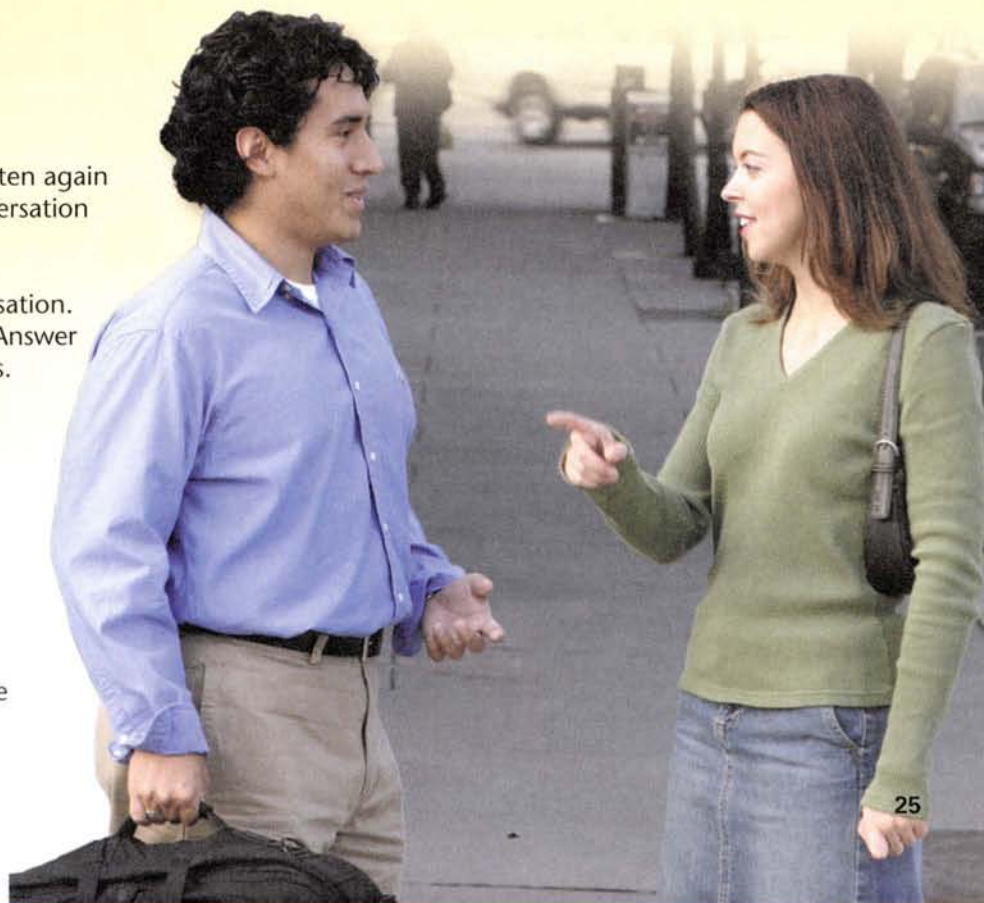
B: What about you?

A: Me? I

Don't stop!

Ask about other places.

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



Extension



More Practice

ActiveBook Self-Study Disc

grammar • vocabulary • listening
reading • speaking • pronunciation

- 1 **READING** Read about how people go to work and school.

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



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

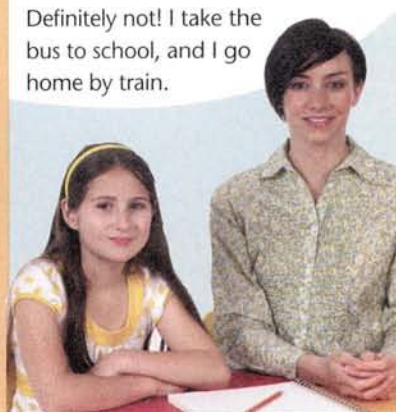


I'm a doctor. My name is Jasper White. I go to work by train, and I go home by car with my colleague, Dr. Randall Marshall. He's a neighbor down the street from my home.



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

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



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

“Is Jennie Beck a teacher?”

“No, she's not. She's a writer.”

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

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

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

GRAMMAR BOOSTER

Extra practice • p. 138



Be sure to recycle this language.

Where's the [pharmacy]?
It's ____.
Can I [walk] to the [restaurant]?
Take / Don't take the [bus].

Walk / Don't [drive].
Go by bus.
Don't go by train.

Review

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

PAIR WORK Create conversations for the people. For example:
*A: How do you go to work?
 B: By bus.*

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

*Where's the restaurant?
 It's across the street.*



NOW I CAN...

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

UNIT 4

Family

GOALS After Unit 4, you will be able to:

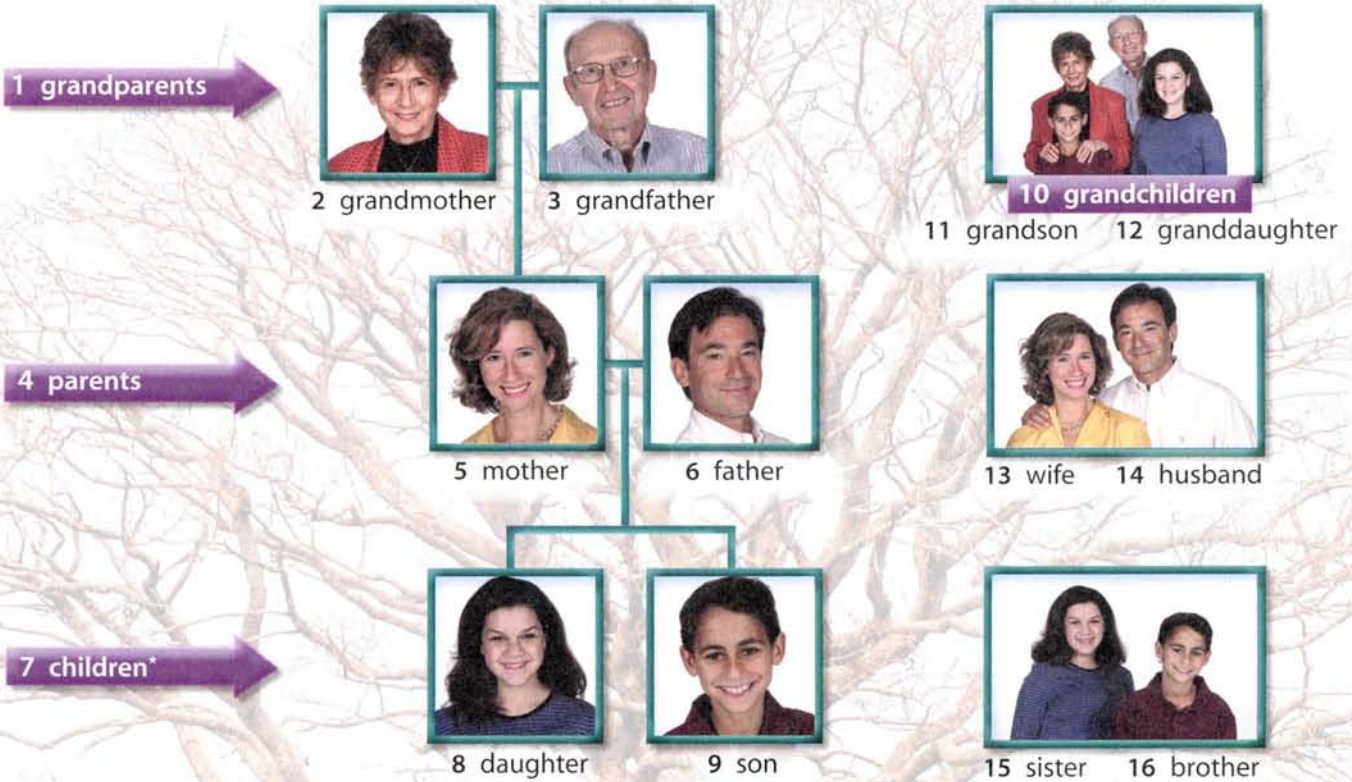
- 1 Identify people in your family.
- 2 Describe your relatives.
- 3 Talk about your family.

LESSON 1

GOAL

Identify people in your family

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



* one child / two children

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

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

1		2		3	
4		5		6	

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

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

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

Contraction
Who is → **Who's**

Be careful!
Who are NOT **Who're**

* mom and dad = informal for mother and father

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

1 A: *Who's he* ?

B: He's my grandfather.

2 A: ?

B: She's my mother.

3 A: ?

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

4 A: ?

B: They're Pat's grandparents.

5 A: ?

B: She's Ed's wife.

6 A: ?

B: They're my brother and sister.

NOW YOU CAN Identify people in your family

1 CONVERSATION MODEL Read and listen.

A: Who's that?

B: That's my father.

A: And who are they?

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

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

3 PAIR WORK Bring in family photos. (Or write the names of people in your family.) Personalize the conversation with names of your family members. Then change roles.

A: Who's that?

B: That's

A: And

B:

Don't stop!

Talk about occupations.
Ask more questions.



**Be sure to recycle
this language.**

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

4 CHANGE PARTNERS Personalize the conversation again.



GOAL

Describe your relatives

VOCABULARY BOOSTER

More adjectives • p. 128

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



1 pretty



2 handsome

3 good-looking



4 cute



5 short

6 tall



7 old

8 young

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

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

She's **pretty**.

He's **handsome**.

They're **good-looking**.

Your children **are cute**.

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

They're **very good-looking**.

He's **very handsome**.

She's **so pretty**!

Your children **are so cute**!

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

“Gina and Deborah are very pretty.”

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

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

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

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

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

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

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

- 5 **INTEGRATED PRACTICE** Look at the pictures. Complete each sentence with a form of **be** and an adjective.



1 Your sisters
so



2 Your daughter
so



3 Our grandfather
very



4 His girlfriend
very



5 His wife so!



6 Your brother so
tall. And his colleague
..... very

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

My brother is very tall.

NOW YOU CAN Describe your relatives

1 **CONVERSATION MODEL** Read and listen.

A: Tell me about your father.

B: Well, he's a doctor. And he's very tall.

A: And how about your mother?

B: She's a scientist. She's very pretty.

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

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

A: Tell me about your

B: Well, And

A: And how about your?

B:

Don't stop!

Ask about other people in your partner's family.



4 CHANGE PARTNERS Ask about other classmates' relatives.

GOAL Talk about your family

1 GRAMMAR • Verb have / has: affirmative statements

I } **have** a brother. He } **has** three sisters.
 You }
 We }
 They }



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

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

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

YOU I

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

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

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

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

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

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

6 GRAMMAR • *Be: questions with How old*

How old are you?

I'm three.

How old is	{	he?	He's nineteen years old.
		she?	She's thirty-three.
		your sister?	She's twenty.

How old are { they? They're twenty-nine.
your parents? They're fifty and fifty-two.



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

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

NOW YOU CAN Talk about your family

2:12
1 **CONVERSATION MODEL** Read and listen.

A: I have one brother and two sisters.

B: Really? How old is your brother?

A: Twenty.

B: And your sisters?

A: Eighteen and twenty-two.

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

3 PAIR WORK Personalize the conversation. Talk about your own family. Then change roles.

A: I have

B: Really? How old

A:

B: And your

A:

Don't stop! Ask more questions.
Tell me about your [mother].
And your [father]?
How about your [grandparents]?
What's his / her name?
What are their names?
What's his / her occupation?
What are their occupations?

4 CHANGE PARTNERS

Personalize the conversation again.





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

Who Are They?



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



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



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

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

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

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

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

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

GRAMMAR BOOSTER

Extra practice • p. 138

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

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



2:15/2:16

Top Notch Pop

“Tell Me All About It” Lyrics p. 147

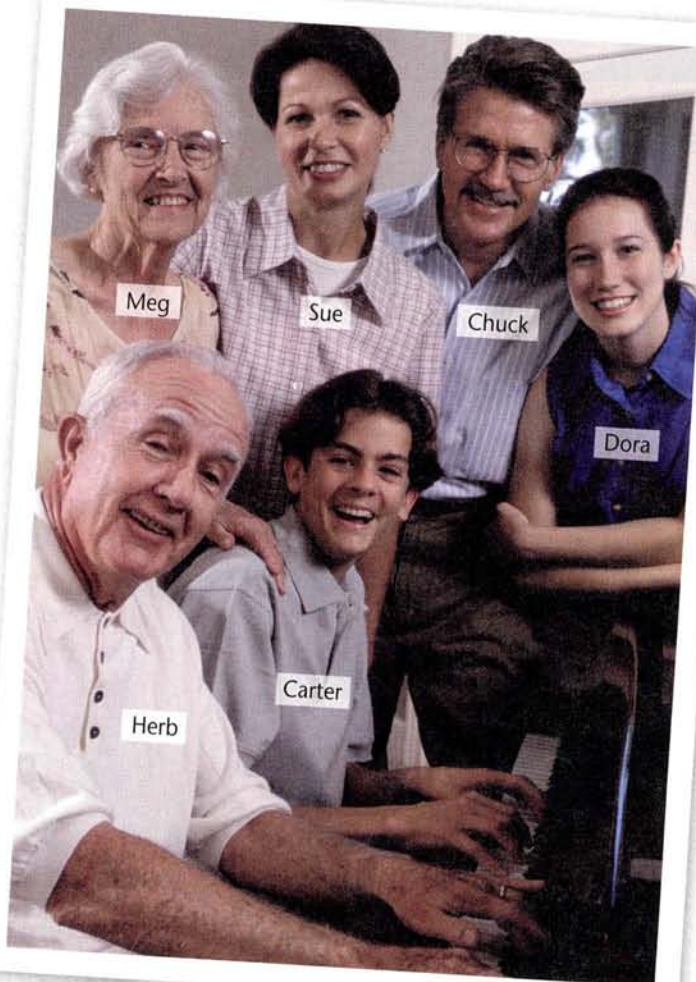
PAIR WORK

- 1 Ask and answer questions about the people. For example:
A: Who's Meg?
B: She's Sue's mother.
A: Is Dora Meg's daughter?
B: No, she's not.
- 2 Take turns making statements about the family relationships. For example:
Mike has two children. Pia is his daughter.

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

WRITING Write ten sentences to describe the people in your family.
 For example:

My grandparents are very good-looking.



NOW I CAN...

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

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

LESSON 1

GOAL Confirm that you're on time

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



1 It's one o'clock.



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



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



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



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



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



7 It's noon.



8 It's midnight.

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

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



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

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

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

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

“What time is it in Vancouver?”

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



2:19

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



1 She's early.



2 They're on time.



3 He's late.

NOW YOU CAN Confirm that you're on time

2:20

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

A: What time is the meeting?

B: 10:00.

A: Uh-oh. Am I late?

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

A: Five to ten?

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

2:21

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

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

A: What time is the?

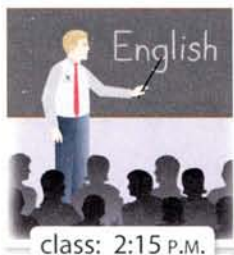
B:

A: Uh-oh. Am I late?

B: It's

A:?

B: That's right. You're



class: 2:15 P.M.



train: 2:30 P.M.



bus: 2:00 P.M.

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

GOAL

Talk about the time of an event

VOCABULARY BOOSTER

More events • p. 128

- 1 **VOCABULARY • Events** Read and listen. Then listen again and repeat.



1 a party



2 a dance



3 a game



4 a dinner



5 a movie



6 a concert

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

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

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

WEEKDAYS					THE WEEKEND	
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

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

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

Contractions

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

Be careful!

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

5 GRAMMAR PRACTICE Complete the questions and answers.

1 A: When the party?

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

2 A: day is the game?

B: It's Saturday.

3 A: What is the concert?

B: It's 8:30.

4 A: What is the dinner?

B: It's Tuesday.

5 A: is the dance?

B: It's Friday at 9:00.

6 A: What is the class?

B: It's noon.

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

Monday	5:30	Thursday	5:30
	6:30		6:30
	7:00		7:00 <i>meeting</i>
	7:15		7:15
Tuesday	5:30	Friday	5:30
	6:30		6:30
	7:00		7:00
	7:15		7:15
Wednesday	5:30	Saturday	5:30
	6:30		6:30
	7:00		7:00
	7:15		7:15
		Sunday	5:30
			6:30
			7:00
			7:15

NOW YOU CAN Talk about the time of an event

1 CONVERSATION MODEL Read and listen.

A: Look. There's a dance on Wednesday.

B: Great! What time?

A: 10:30. At Pat's Restaurant.

B: Really? Let's meet at 10:15.

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

3 PAIR WORK Change the model. Ask your partner about an event. Use these events or your own events. Then change roles.

A: Look. There's a on

B: Great! What time?

A: At

B: Really? Let's meet at



4 CHANGE PARTNERS Talk about different events.

GOAL

Ask about birthdays

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

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

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

“three”

“third”

- 3 **VOCABULARY** • *Months of the year* Read and listen. Then listen again and repeat.

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

- 4 **LISTENING COMPREHENSION** Listen to the dates. Circle the dates on the calendar.

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

“July thirty-first”

July 31st

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

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

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

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



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

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

NOW YOU CAN Ask about birthdays

1 CONVERSATION MODEL Read and listen.

A: When's your birthday?

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

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

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

3 PAIR WORK Personalize the conversation with your own birthdays.

A: When's your birthday?

B: When's yours?

A: My birthday's

Don't stop!

Ask questions to complete the chart.

brother's birthday:

sister's birthday:

mother's birthday:

father's birthday:

grandmother's birthday:

grandfather's birthday:



4 CHANGE PARTNERS Ask about other people's birthdays.

2:33

On someone's birthday say:

“Happy birthday!”

“Thank you!”

Extension



More Practice

ActiveBook Self-Study Disc

grammar • vocabulary • listening
reading • speaking • pronunciation

1 READING Read the conversations. What are the events?



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



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



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



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

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

- 1 The dance is at half past ~~nine~~ ^{ten}.
- 2 The movie is at 8:00 A.M.
- 3 The meeting is at half past ten.
- 4 The birthday party is at midnight.
- 5 Alec's birthday is in July.
- 6 The dance is at the bookstore.
- 7 The meeting is at the New School.
- 8 Alec's party is at United Bank.
- 9 United Bank is around the corner.
- 10 Peter Sellers is an English singer.

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

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

GRAMMAR BOOSTER

Extra practice • p. 139



Capricorn
Dec. 22 – Jan. 20



Aquarius
Jan. 21 – Feb. 19



Pisces
Feb. 20 – Mar. 20



Aries
Mar. 21 – Apr. 20



Taurus
Apr. 21 – May 21



Sagittarius
Nov. 22 – Dec. 21



Gemini
May 22 – Jun. 21



Scorpio
Oct. 23 – Nov. 21



Libra
Sep. 23 – Oct. 22



Virgo
Aug. 24 – Sep. 22



Leo
Jul. 23 – Aug. 23



Cancer
Jun. 22 – Jul. 22

Name	Birthday	Zodiac Sign



2:35/2:36

Top Notch Pop

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

PAIR WORK Create conversations for the people.

1 Talk about the events. For example:

Look. There's a —...

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

What time's the —?

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

There's a — on — at —.

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

There's a concert on Friday at...



DINNER

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

Where:
My French Restaurant

Between the 13th Street School and the Corner Pharmacy

BASKETBALL GAME

Sunday, May 22, noon
At the Twelfth Night School

"Midnight" in Concert!

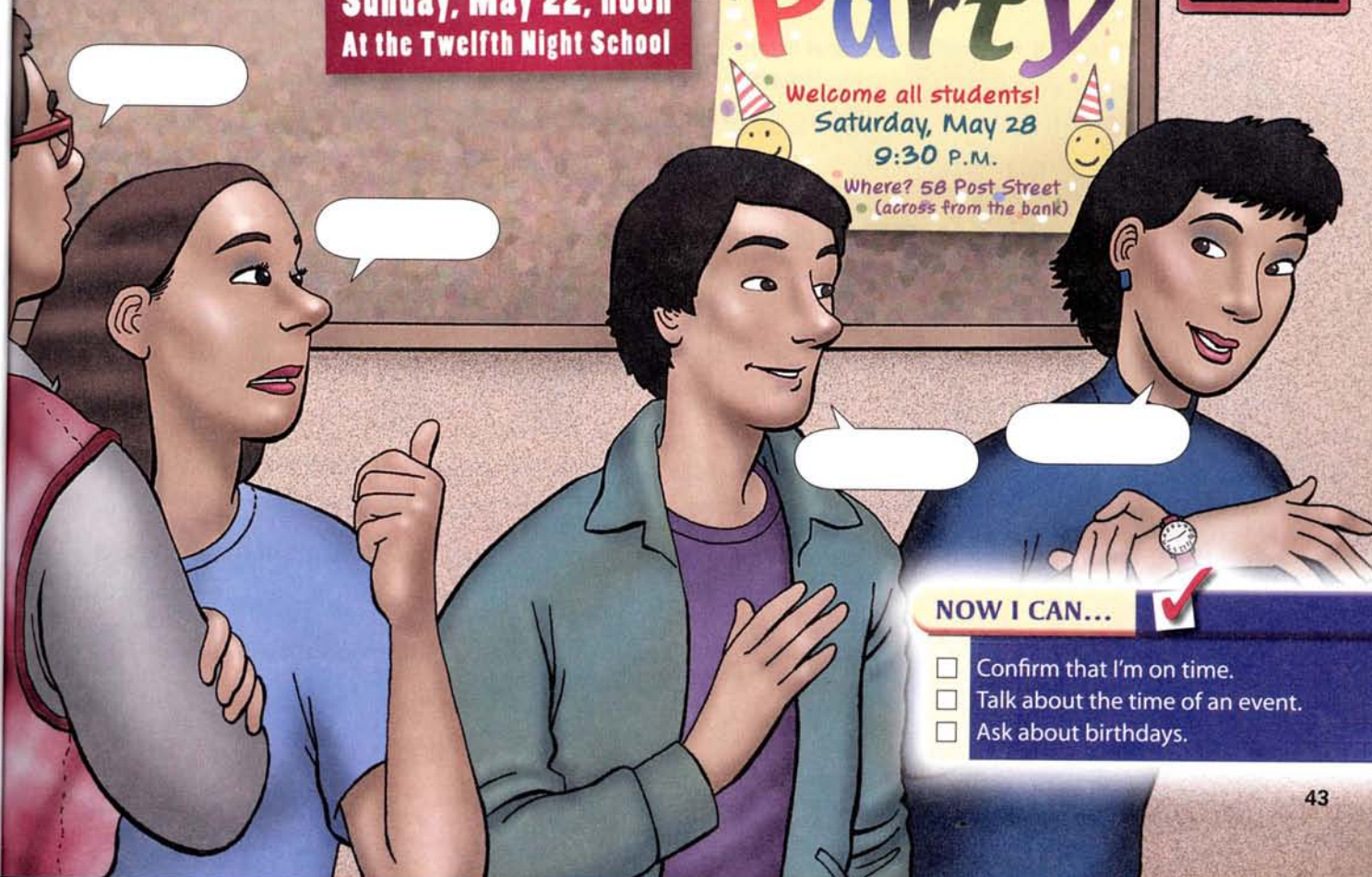
When:
10:30 P.M., Tuesday, May 24

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

Party

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

Where? 58 Post Street
(across from the bank)



NOW I CAN...

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

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

LESSON 1

GOAL Give and accept a compliment

VOCABULARY BOOSTER

More clothes • p. 129

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



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

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

1 /s/ shirts = shirt/s/
jackets = jacket/s/

2 /z/ shoes = shoe/z/
sweaters = sweater/z/

3 /ɪz/ blouses = blouse/ɪz/
dresses = dress/ɪz/

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



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



1 those jackets



2



3



4



5



6



7



8

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



Tina **likes** these shoes.



Lisa **wants** that shirt.

I	like want need have	} those sweaters.
You		
We		
They		
Sara and Jim		

He	likes wants needs has	} those sweaters, too.
She		
Cassie		
Ivan		



Rob **needs** a book.

Now he **has** a book.

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

like → likes
want → wants
need → needs

BUT: have → has

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

1 I like / likes your tie.

2 My friends want / wants this suit.

3 Janet need / needs this skirt.

4 Peter have / has that jacket.

5 We like / likes our dresses.

6 Sue and Tara want / wants those suits.

NOW YOU CAN Give and accept a compliment

1 CONVERSATION MODEL Read and listen.

A: I like that dress.

B: Thank you.

A: You're welcome.

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

3 PAIR WORK Personalize the conversation. Compliment your classmates on their clothes and shoes. Then change roles.

A: I like

B:

A: You're welcome.

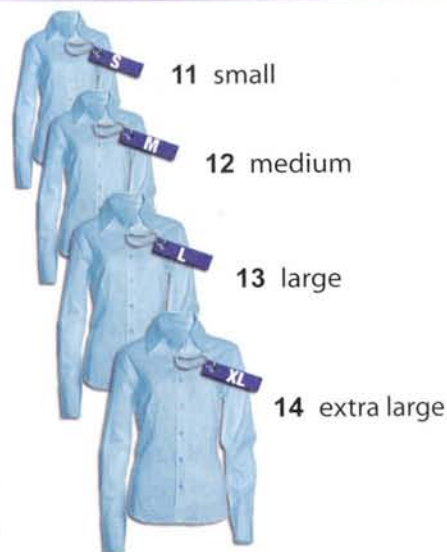
4 CHANGE PARTNERS Compliment other classmates' clothes.



GOAL

Ask for colors and sizes

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



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

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

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

Negative statements

I **don't want**
You **don't need** extra large.
They **don't have**

He **doesn't like**
She **doesn't need** red shirts.
doesn't have

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

Yes / no questions

Do {you / they} **want / need / have** the suit in large?

Yes, {I / we / they} **do.**

No, {I / we / they} **don't.**

Does {he / she} **like / need / have** those shoes in black?

Yes, {he / she} **does.**

No, {he / she} **doesn't.**

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

- 1 A: ... **Do** ... your children ... **have** ... sweaters for school?
B: My daughter ... **does** ..., but my son ... **doesn't** ...
- 2 A: ... your husband ... a black tie?
B: No, he ... **need** ... He ... **have** ... two black ties.
- 3 A: I ... **need** ... a blue suit for work. ... you ... **need** ... one too?
B: Yes, I ...

- 4 A: ... you ... **like** ... that green shirt?
B: Actually, no, I ...

- 5 A: We ... **not like** ... the clothes in this store.
B: Really, that's too bad. We ...

- 6 A: ... you ... **have** ... this black jacket in size 34?
B: No, I'm sorry. We ...

5 **stater**

T F

T F

T F

NOW

1 **repe**

A:

B:

2 **repe**

3 **PAIR**
and :
Use t

A: C

B: ..

A: ..

C

B: ..

A: ..

4 **CHAN**
convi

2:42

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

T F 1 They like the dress.   

T F 4 He needs a tie.   

T F 2 He needs shoes.   

T F 5 She needs the sweater in small.   

T F 3 Matt needs a suit for work.   

T F 6 They don't have his size.   

NOW YOU CAN Ask for colors and sizes

2:43

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

A: Do you have this sweater in green?

B: Yes, we do.

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

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

A: That's too bad.



2:44

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

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

A: Do you have in?

B:

A: And my needs
Do you have in?

B:

A:

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



GOAL

Describe clothes

2:45

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



1 new



2 old



3 dirty



4 clean



5 loose



6 tight



7 cheap



8 expensive



9 long



10 short

- 2 **GRAMMAR** • *Adjective placement*

Adjectives come before the nouns they describe.

a **long** skirt **tight** shoes a **red** and **black** tie

Adjectives don't change.

a **clean** shirt / **clean** shirts NOT ~~cleans~~ shirts.

Be careful!

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

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

“Allen has new shoes.”

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

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



1

The blouses are clean.
They're clean blouses.



2

The _____ is _____.
It's _____.



3

The _____ are _____.
They're _____.

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

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

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

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

Use **because** to answer questions with **Why**.

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

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

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

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

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

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

1 A: Which skirt?
B: The one.

4 A: Why new shoes?
B:

2 A: What?
B:

5 A: Which shirts?
B: The ones.

3 A: What color shoes?
B:

6 A: What size shoes?
B:

NOW YOU CAN Describe clothes

1 CONVERSATION MODEL Read and listen.

A: What do you think of this jacket?

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

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

B: Let's keep looking.

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

3 PAIR WORK Now change the model. Use different clothes. Use different problems. Then change roles.

A: What do you think of?

B: I think nice. What about you?

A: Well, nice, but a little

B: Let's keep looking.

Be sure to recycle this language.

Clothes
shirt
sweater
dress
tie

pants
skirt
jacket
shoes

Problems
expensive
tight
loose
long
short



4 CHANGE PARTNERS Talk about different clothes and problems.



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

TODAY ONLY!
1/2 Price Sale

THE EMPORIUM
A Great Clothes Store!

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

ALL STORES OPEN UNTIL MIDNIGHT



Blue at King Street store only.



White not available at
South Street Station location.

Many more
styles available.



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

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

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

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

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



Be sure to recycle this language.

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

“What do you need?”

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

GRAMMAR BOOSTER

Extra practice • p. 140



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

He has a yellow shirt.

PAIR WORK

- 1 Point and ask and answer questions about the picture. Use this / that / these / those and like, want, need, and have. For example:

Do you like these shoes?

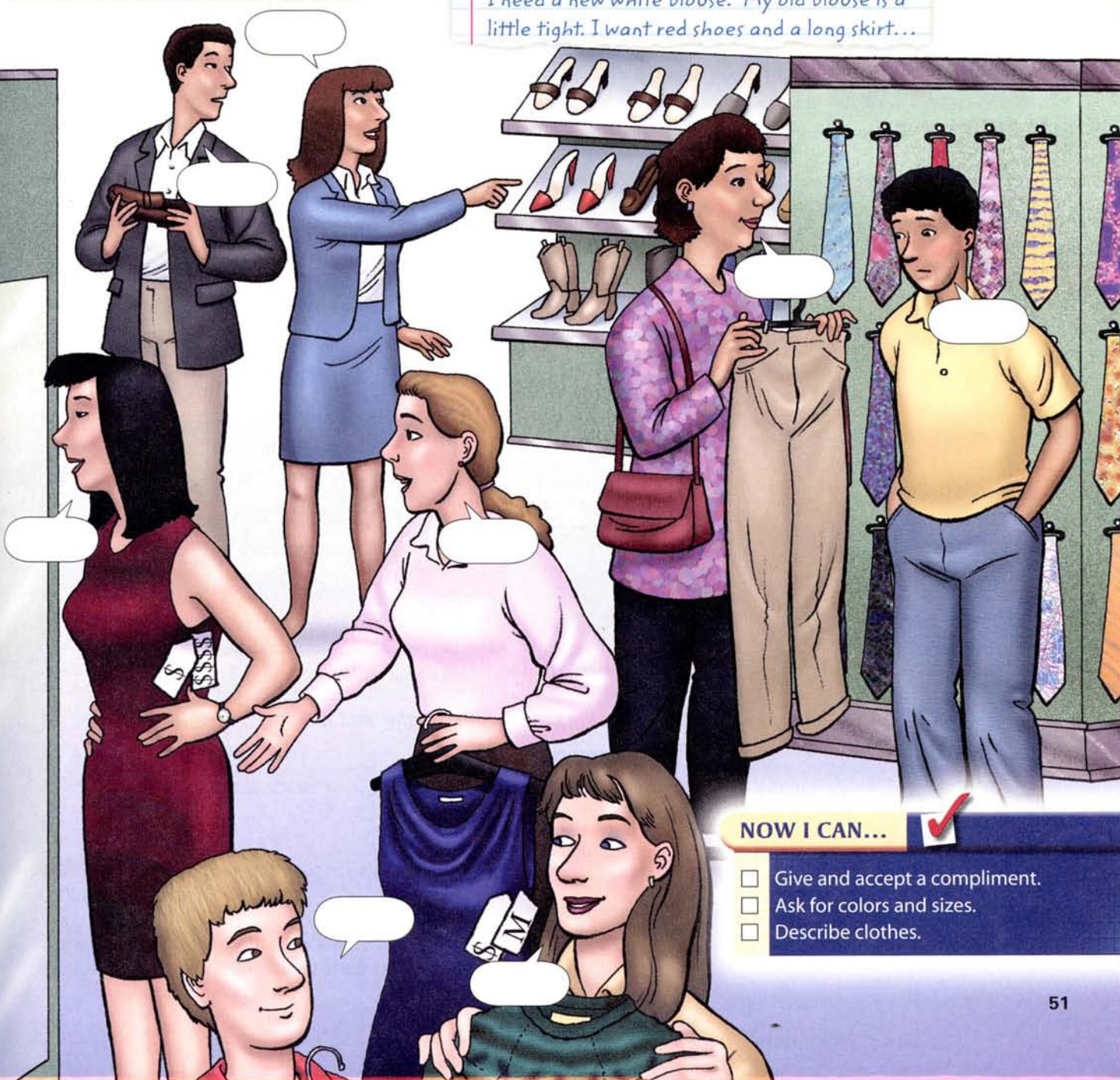
- 2** Create conversations for the people. For example:

A: Do you want these pants?

B: No, I don't.

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

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



NOW I CAN...

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

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

LESSON 1

GOAL Talk about morning and evening activities

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



1 get up



2 get dressed



3 brush my teeth



4 comb / brush my hair



5 shave



6 put on makeup



7 eat breakfast



8 come home



9 make dinner



10 study



11 watch TV



12 get undressed



13 take a shower / a bath



14 go to bed

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

“I eat lunch at 12:00.”

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

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

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

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

^{3:03} **Meals**
breakfast
lunch
dinner

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

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

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

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

before 8:00



after 8:00



6 GRAMMAR PRACTICE On a separate sheet of paper, write five questions about Tom and Kate in Exercise 4. Then listen to and answer a classmate's questions aloud.

1 What time does Kate get up?

“She gets up at 7:00.”

NOW YOU CAN Talk about morning and evening activities

1 CONVERSATION MODEL Read and listen.

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

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

3 PAIR WORK Personalize the conversation. Use your own information.

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

4 CHANGE PARTNERS Personalize the conversation again.

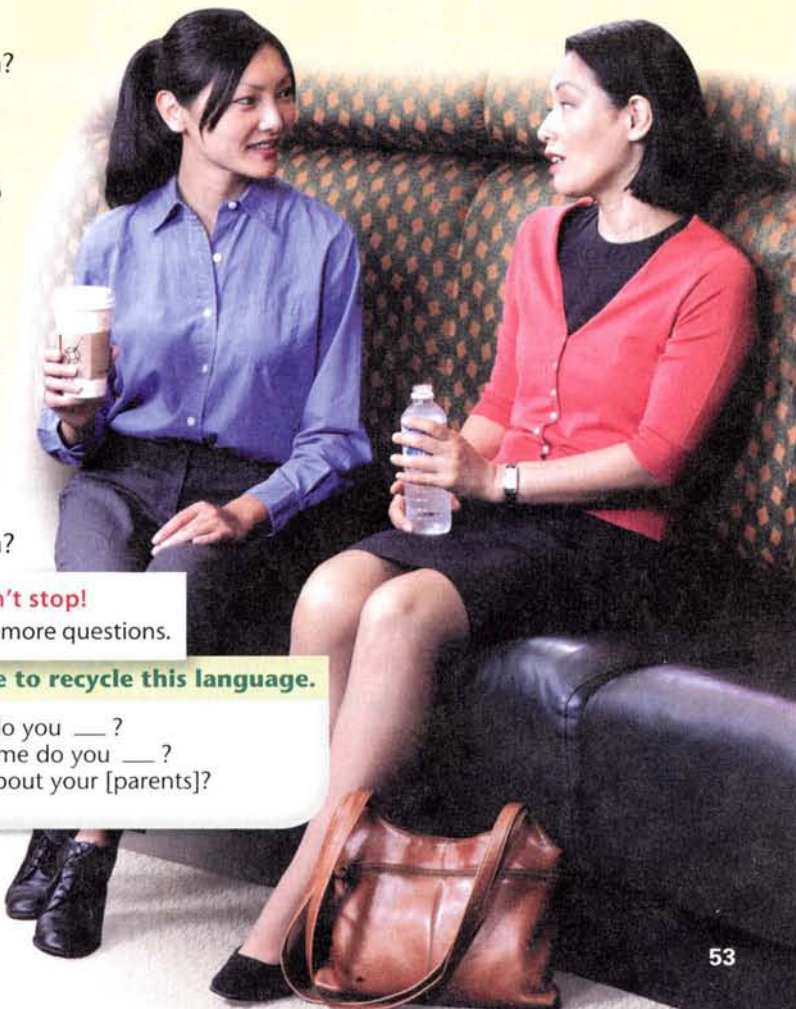
5 CLASS SURVEY Find out how many students are morning people and how many are evening people.

Don't stop!
Ask more questions.



Be sure to recycle this language.

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



GOAL

Describe what you do in your free time

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



1 exercise



2 take a nap



3 listen to music



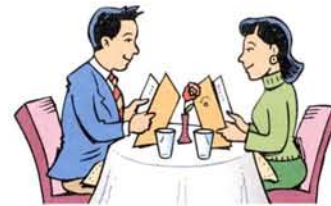
4 read



5 play soccer



6 check e-mail



7 go out for dinner



8 go to the movies



9 go dancing



10 visit friends

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

1 When do you visit friends?

1

4

2

5

3

6

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

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

Be careful!

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

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

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

“When do you visit friends?”

“I usually visit friends on Saturday.”



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

Scott usually visits friends on Saturday.

NOW YOU CAN Describe what you do in your free time

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

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

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

- 3 **PAIR WORK** Write your typical daily activities on the notepad. Then personalize the conversation with your own information.

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

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



Be sure to recycle this language.

Time expressions
in the morning
in the afternoon
in the evening

at night
on [Friday]



On weekdays

On weekends

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

GOAL

Discuss household chores

VOCABULARY BOOSTER

More household chores • p. 129

- 1 **VOCABULARY** • *Household chores* Read and listen. Then listen again and repeat.



1 wash the dishes



2 clean the house



3 do the laundry



4 take out the garbage



5 go shopping

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

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

M	T	W	T	F	S	S
✓	✓	✓	✓	✓	✓	✓

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

M	T	W	T	F	S	S
					✓	
					✓	

Other time expressions

once a week
twice a week
three times a week

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

Also

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

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

“How often do you go shopping?”

“Twice a week.”

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

1 /s/

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

2 /z/

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

3 /ɪz/

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

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

“John goes shopping twice a week.”

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

Who washes the dishes in your family?

I do. / My sister does.
We do. / My grandparents do.

Be careful!

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

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

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

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

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



1	She...	☐	☐	☐	☐	☐
	Her husband...	☐	☐	☐	☐	☐
	Her son...	☐	☐	☐	☐	☐
	Her daughter...	☐	☐	☐	☐	☐
2	He...	☐	☐	☐	☐	☐
	His brother...	☐	☐	☐	☐	☐
	His sister...	☐	☐	☐	☐	☐
3	She...	☐	☐	☐	☐	☐
	Her husband...	☐	☐	☐	☐	☐
4	He...	☐	☐	☐	☐	☐
	His wife...	☐	☐	☐	☐	☐
	His son...	☐	☐	☐	☐	☐

“ In Conversation 1, who washes the dishes? ”

“ Her husband does. ”

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

NOW YOU CAN Discuss household chores

3:12

- 1 CONVERSATION MODEL** Read and listen.

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

3:13

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

- 3 PAIR WORK** Personalize the conversation.

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

Don't stop!
 Ask about other chores.



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

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



- 1 **READING** Read the article. Do you like housework?

Don't like household chores?

These robots help!

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



The iRobot Roomba vacuums.



The Scooba washes floors.



ASIMO carries a tray.

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

No one wants to mow the lawn. But the L200 Evolution lawn mower mows the lawn for you. Tell the robot what time you want to mow. How about midnight, after you go to bed? It mows the lawn while you sleep. How about in the afternoon? It mows the lawn while you go out for lunch or go shopping.



The L200 mows lawns.

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

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

- 1 The Roomba (washes / vacuums / mows).
- 2 The Scooba (washes / vacuums / mows).
- 3 The Roomba and the Scooba (wash / clean / vacuum).

- 3 **INTEGRATED PRACTICE** On a separate sheet of paper, write five sentences about the robots. Use the simple present tense.

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

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

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

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

GRAMMAR BOOSTER

Extra practice • p. 140



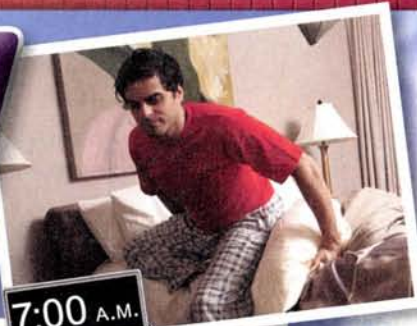
3:15–3:16

Top Notch Pop

"On the Weekend" Lyrics p. 147

Jack's Typical Day

Morning



7:00 A.M.



7:10 A.M.



7:45 A.M.

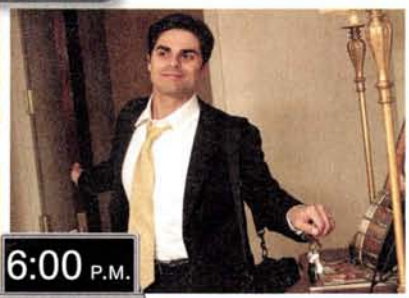


8:15 A.M.

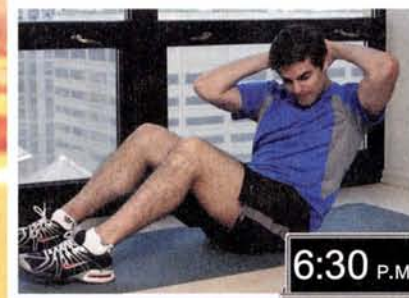


8:30 A.M.

Evening



6:00 P.M.



6:30 P.M.



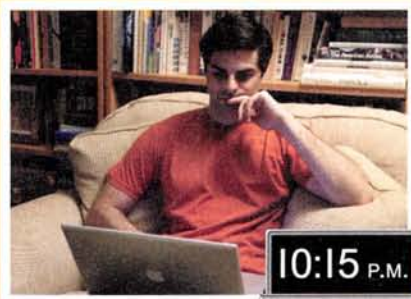
7:00 P.M.



7:30 P.M.



8:00 P.M.



10:15 P.M.



11:00 P.M.

Review

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

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

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

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

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

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

I exercise every weekend.

NOW I CAN...

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

Units 1–7 Review

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

T F

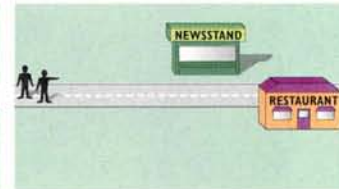
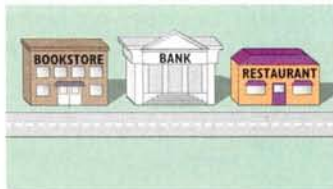
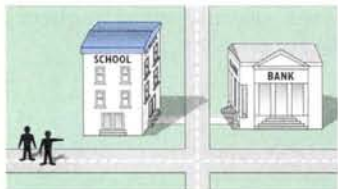
- ☐ ☐ 1 She's a manager.
☐ ☐ 2 He's a doctor.
☐ ☐ 3 She's an architect.

T F

- ☐ ☐ 4 He's a student.
☐ ☐ 5 They're artists.
☐ ☐ 6 She's his neighbor.

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

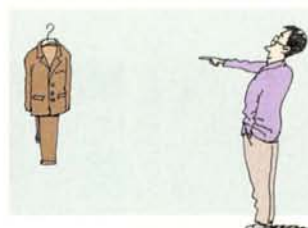
“Where's ____?” “It's ____.”



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

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

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



- 1 I want pants.
 2 I like jackets.
 3 I like suit.
 4 I want tie.

- 5 PAIR WORK**

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

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

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

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

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



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



1 *Walk* to the bank.

2 to work.

3 to the pharmacy.



4 to the restaurant.

5 to school.

6 to the bookstore.

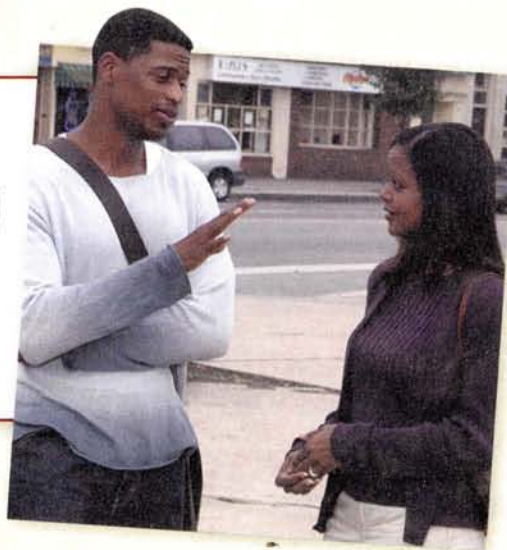
8 CONVERSATION PRACTICE With a partner, exchange real information about your families. Start like this:

“Tell me about your family.”

Ideas

Ask about names.
Ask about ages.

Ask about occupations.
Describe people.



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

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

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

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

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

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

12 PAIR WORK

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

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

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

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

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

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

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

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

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

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

1 I usually go shopping on weekends.

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

“Look. There’s a ____ on ____.”



Be sure to recycle this language.

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



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



WEEKEND CONCERT

THE TOKYO STRINGS



SUNDAY, 3:30 P.M.

ENGLISH MOVIE FESTIVAL

About a Boy
starring
Hugh Grant

THURSDAY, 6:00



Other events
a meeting
a party
a dance
a dinner
your own idea ____

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

LESSON 1

GOAL Describe your neighborhood

- 1 **VOCABULARY** • *Buildings* Read and listen. Then listen again and repeat.



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

Questions with Where

Where **do** {you / your parents} **live**?

Where **does** {he / your mother} **work**?

Prepositions of place

in

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

at

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

on

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

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

1 A: Where your sister's apartment?
B: Her apartment Green Street.

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

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

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

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

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

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

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

“Where does your father work?”

“He works at a bank.”

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



1 a bus station



2 a train station



3 a stadium



4 a park



5 a mall



6 a museum



7 an airport



8 a hospital

NOW YOU CAN Describe your neighborhood

1 CONVERSATION MODEL Read and listen.

A: Do you live far from here?

B: No. About fifteen minutes by bus.

A: And is the neighborhood nice?

B: Yes, it is. My apartment is near a park and a mall.

A: Really? My apartment is next to an airport!

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

3 PAIR WORK Personalize the conversation.

A: Do you far from here?

B:

A: And is the neighborhood nice?

B:, it My is

A: Really? My is

4 CHANGE PARTNERS Ask about another classmate's neighborhood.

Don't stop!

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

Where do you [go shopping]?

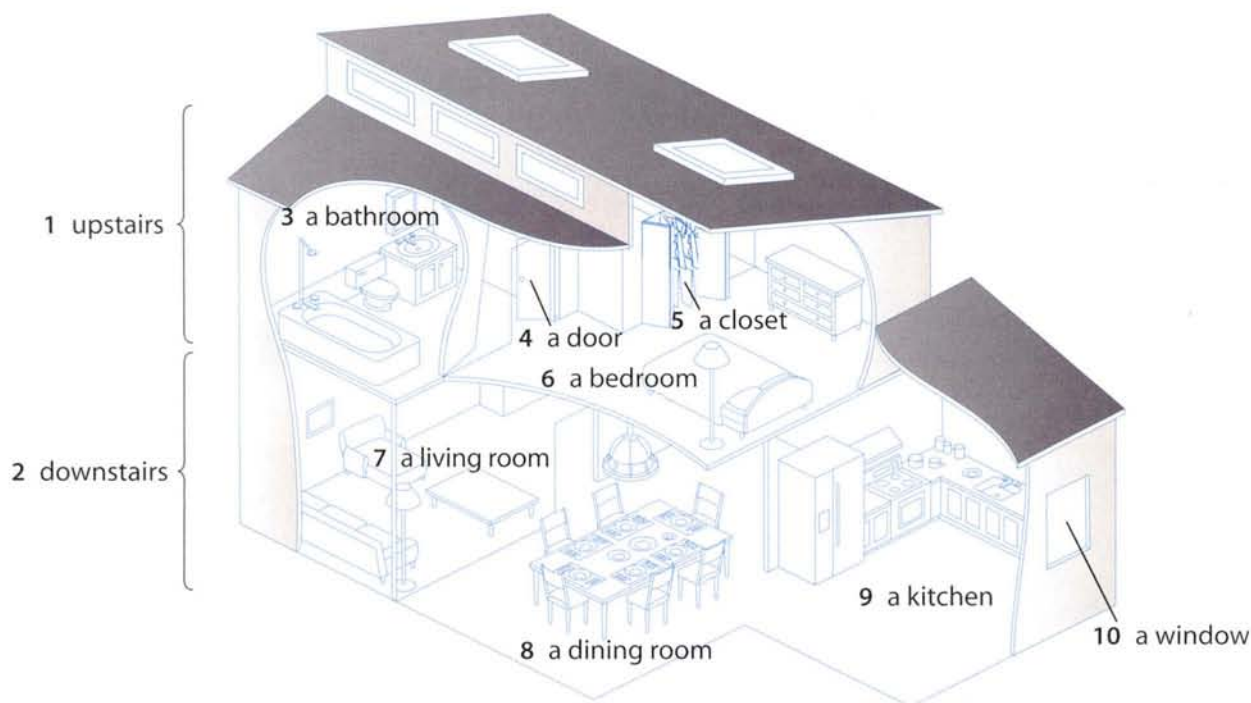
Where do you [go out for dinner]?



GOAL

Ask about someone's home

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



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

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

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

There is and There are

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

There's a small bedroom downstairs.

There's a large closet and two windows.

There's no kitchen.

There are three large bedrooms upstairs.

There are two windows and a large closet.

There are no elevators.

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

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

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

Be careful!

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

How many

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

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

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

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

- How many closets **are there** in the house?
- a small bedroom downstairs.
- a balcony on the second floor?
- an elevator and two stairways.
- a garden next to her house.
- two bedrooms upstairs.
- a park near my apartment.
- How many windows

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

There's a small bathroom next to my bedroom.

Ideas

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

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

http://www.homeawayfromhome.com

Home Away from Home

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

Call us at 1-800-555-9038

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

NOW YOU CAN Ask about someone's home

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

A: Do you live in a house or an apartment?

B: An apartment.

A: What's it like?

B: Well, there are three large bedrooms, and it has a large kitchen.

A: Sounds nice!

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

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

A: Do you live in a house or an apartment?

B:

A: What's it like?

B: Well,

A: Sounds nice!

Don't stop!

Ask more questions.

Is there ____?

Are there ____?

How many ____?

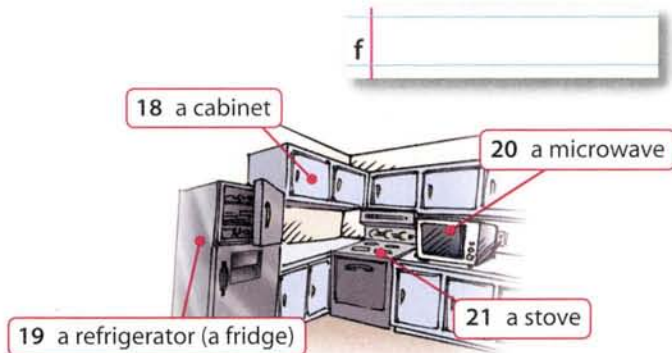
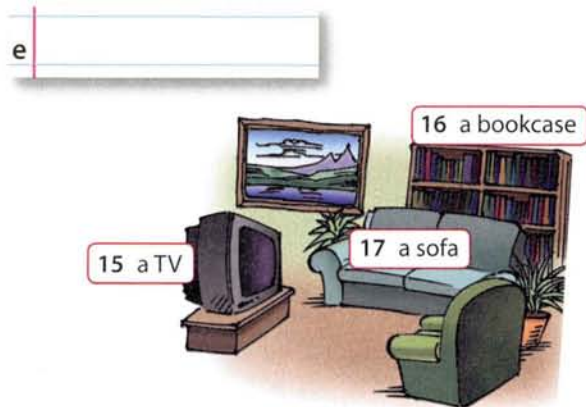
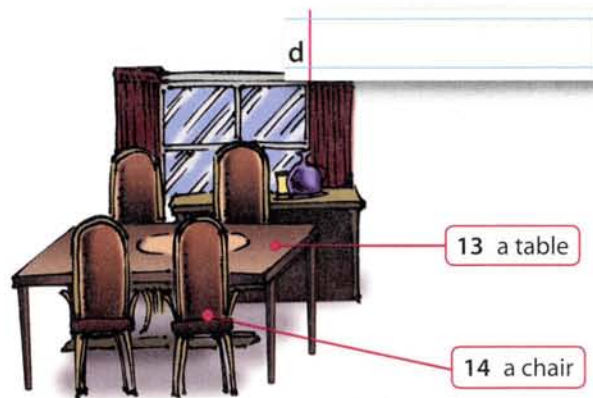
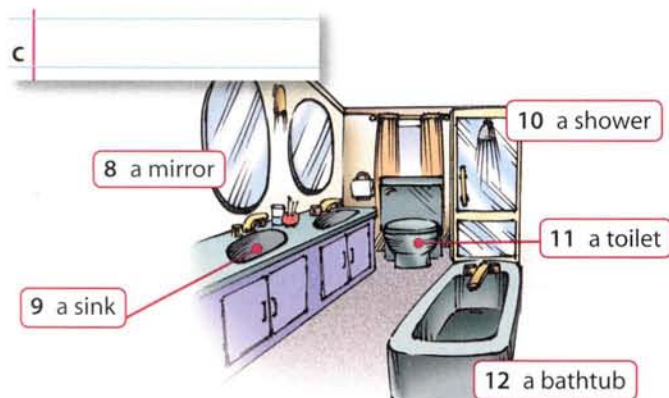
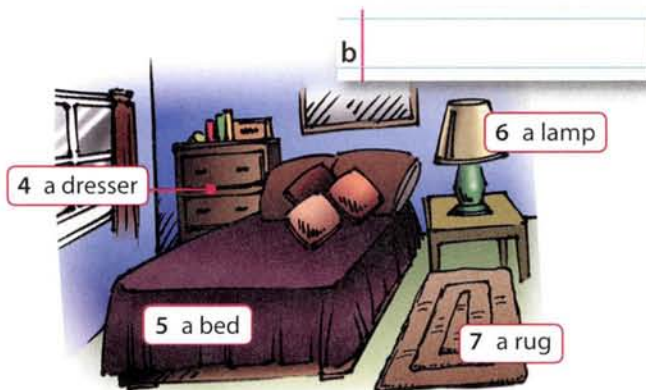
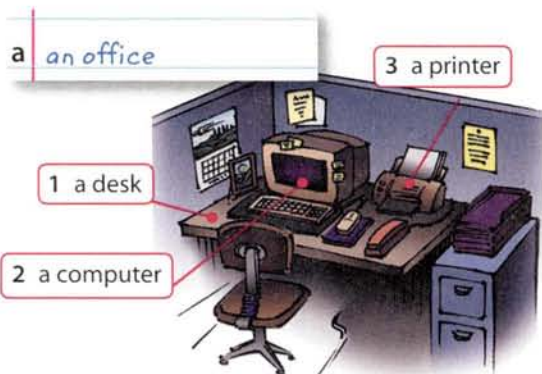
- 4 **CHANGE PARTNERS** Talk about another classmate's home.



GOAL

Talk about furniture and appliances

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



VOCABULARY BOOSTER

More home and office vocabulary • p. 130

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

- | | |
|---------------------|---------------------|
| 1 It's in the | 4 It's in the |
| 2 It's in the | 5 It's in the |
| 3 It's in the | 6 It's in the |

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

“What’s in your living room?”

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

NOW YOU CAN Talk about furniture and appliances

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

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

B: Actually, I think it’s beautiful.

A: And what about this lamp?

B: I don’t know. I’m not sure.

- 2 **RHYTHM AND INTONATION**

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

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

A: This is a nice What do you think?

B: Actually, I think it’s

A: And what about this

B:

3:33
Positive and negative adjectives
☺ beautiful
☹ ugly
nice
awful
great
terrible

Don’t stop!

Ask about other furniture and appliances.

Be sure to recycle this language.

I like this ____.
I don’t like this ____.



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



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

Where Do You Live?



Ana Karina Espinel

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

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

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



Cem Korcan

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

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

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



Soon-Ju Cho

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

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

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

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

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

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

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

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

GRAMMAR BOOSTER

Extra practice • p. 141

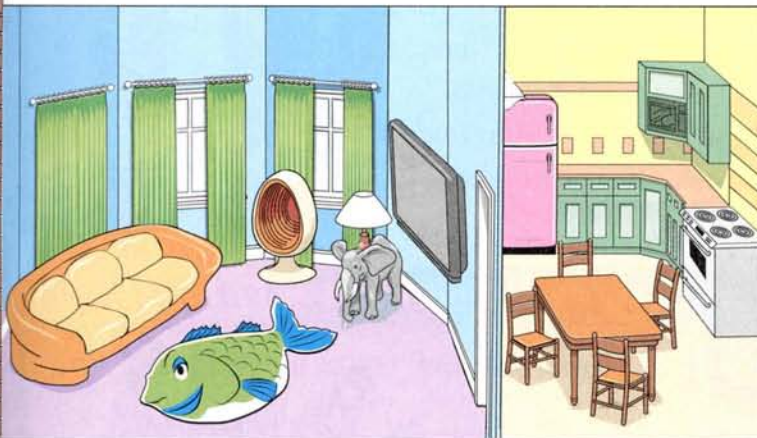


3:35–3:36

Top Notch Pop

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

Partner A's Picture



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

How many ___ are there? Is there ___?
Does the ___ have ___? Are there ___?

PAIR WORK

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

A: What do you think of ___?

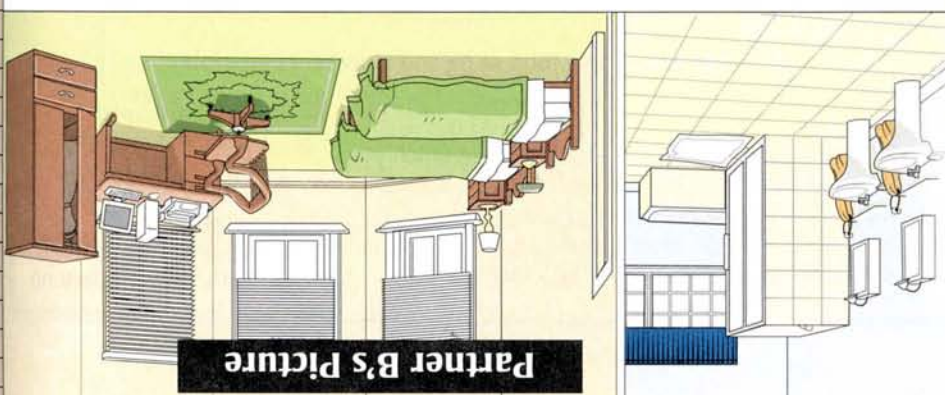
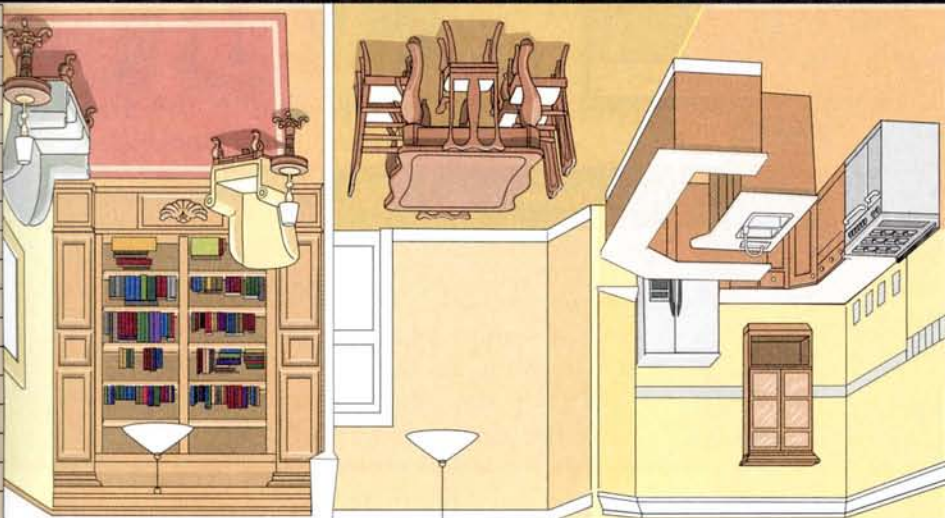
B: I think it's really nice. What about you?

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

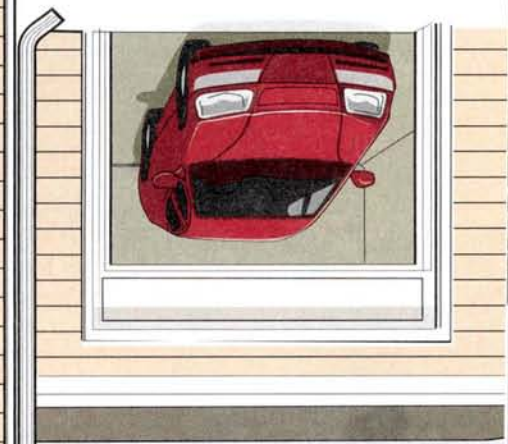
Upstairs, there are two small bedrooms and a small bathroom.

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

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



Partner B's Picture



NOW I CAN...

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

Activities and Plans

GOALS After Unit 9, you will be able to:

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

LESSON 1

GOAL Describe today's weather

VOCABULARY BOOSTER

More weather vocabulary • p. 131

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

HOW'S THE WEATHER?



1 It's sunny.



2 It's cloudy.



3 It's windy.



4 It's raining.



5 It's snowing.



6 It's hot.



7 It's cold.



8 It's warm.



9 It's cool.

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

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

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

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

Affirmative

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

Negative

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

Present participles

wear → wearing
study → studying
exercise → exercising

Some others:

doing, listening, reading, working, meeting, getting

4 GRAMMAR • The present continuous: yes / no questions

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

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

- now, and a nice, warm sweater.
-? Yes, he his textbook.
- dinner right now. late at the office.
-, and a shower.
- TV. to music.
- this morning? No. It's cloudy and windy, but it
- in the office right now? Yes,

NOW YOU CAN Describe today's weather

1 CONVERSATION MODEL Read and listen.

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

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

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

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

4 CHANGE PARTNERS Describe the weather in other places.

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

bad ☹️
 awful
 terrible
 good 😊
 nice
 great
 beautiful



GOAL

Ask about people's activities

1 GRAMMAR • The present continuous: information questions

What **is** she **wearing**? (A long black skirt.)

Where **is** he **driving**? (To work.)

What **are** you **doing**? (We're checking e-mail.)

Where **are** they **going**? (They're going to the movies.)

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

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

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

“It's 8:20. What's Mike doing?”

“He's eating breakfast.”

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

Yes/no questions

1 Are you eating?

2 Is he walking?

3 Are they watching a movie?

4 Is her family at home?

5 Are you a teacher?

Information questions

What are you eating?

Where is he walking?

Who's watching a movie?

Where is her family?

What do you do?

4 GRAMMAR • The present participle: spelling rules

base form present participle

talk → **talk**ing

read → **read**ing

watch → **watch**ing

base form present participle

make → **mak**ing

take → **tak**ing

come → **com**ing

Remember:

shop → **shopp**ing

get → **gett**ing

put → **putt**ing

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

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

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

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

NOW YOU CAN Ask about people's activities

1 CONVERSATION MODEL Read and listen.

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

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

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

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



4 CHANGE PARTNERS Ask and talk about other activities.

GOAL Discuss plans

4 PAIR
three
the p

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

1 today

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

5 tomorrow

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

6 the day after tomorrow

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

7 next Monday

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

2 this morning

3 this afternoon

4 this evening / tonight

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

Actions in the present

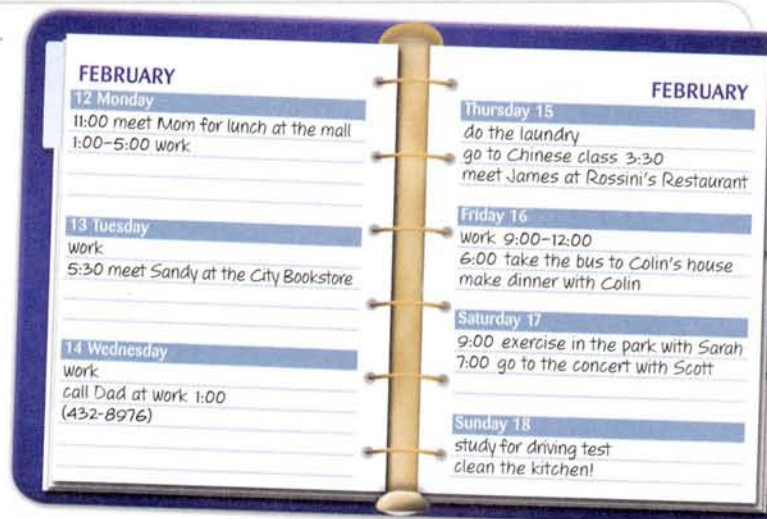
Are you watching TV **right now**?
I'm not studying English **this year**.
She's working at home **this week**.

Future plans

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

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

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



NOV

1 3:46

A:

B:

A:

B:

A:

2 3:47

an

M

3 PL

da

an

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

“Is Marissa exercising on Tuesday?”

“Where is she making dinner on Friday?”

NOW YOU CAN Discuss plans

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

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

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

- 3 **PLAN YOUR CONVERSATION** Fill in the date book for this week. Write your activities and the times.

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday



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

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

Don't stop!

Ask about plans for other days of the week.



Be sure to recycle this language.

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

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

Ways to agree
Sure!
OK!
Good idea!

- 5 **CHANGE PARTNERS** Discuss other plans.



1 READING Read the newspaper column.



Samantha Keyes

What's going on in Compton Beach?

Around Town with Samantha Keyes

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

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

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

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

2 READING COMPREHENSION Check the statements that are true. Correct the statements that are not true.

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

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

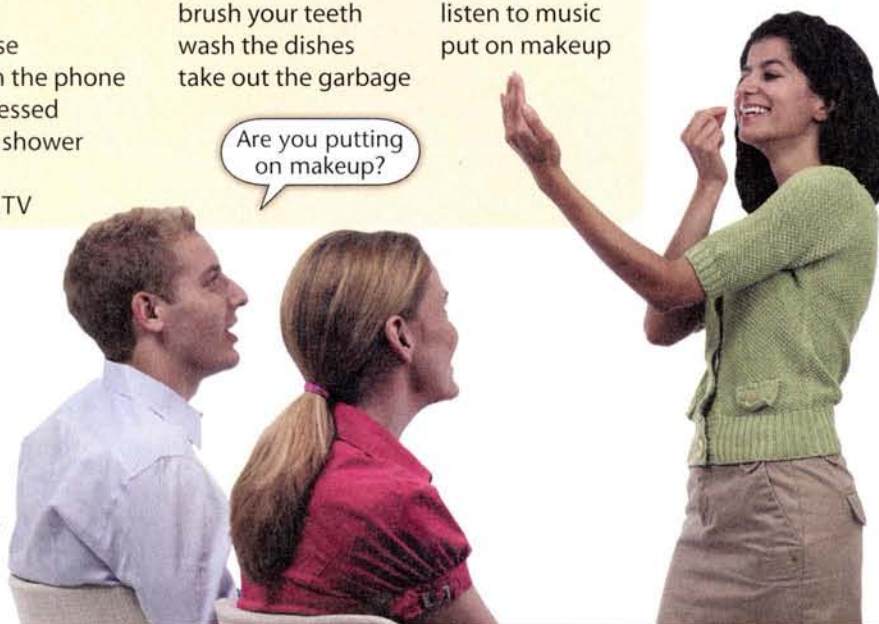
3 GAME Team 1 mimes an activity. Team 2 asks questions. Use the activities from the box.

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

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

check e-mail
listen to music
put on makeup

Are you putting
on makeup?



GRAMMAR BOOSTER

Extra practice • p.142

Review

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

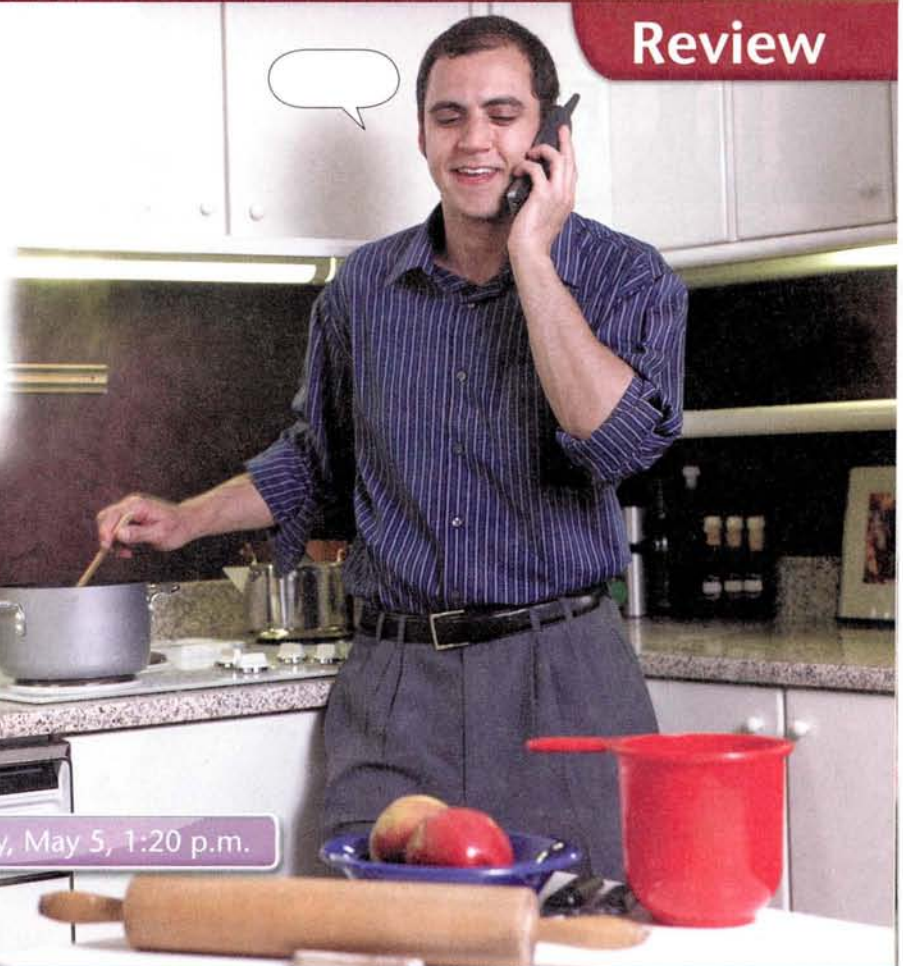
Hi, Sam. This is Debbie. I'm calling from ...

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

I'm going out for dinner on Saturday.



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



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



NOW I CAN...



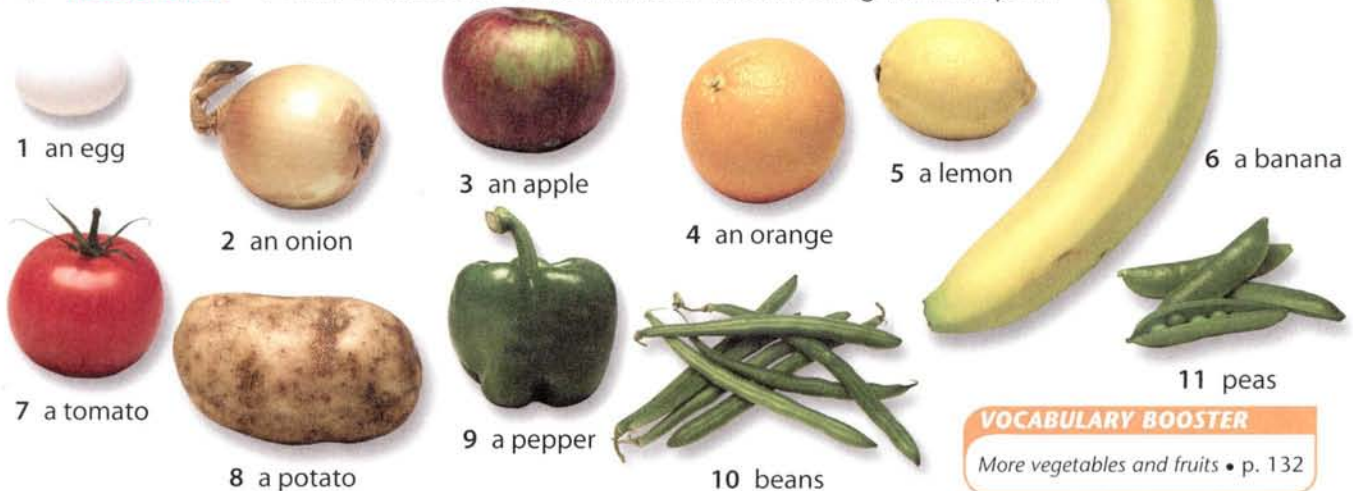
- ☐ Describe today's weather.
- ☐ Ask about people's activities.
- ☐ Discuss plans.

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

LESSON 1

GOAL Discuss ingredients for a recipe

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



VOCABULARY BOOSTER

More vegetables and fruits • p. 132

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

1		✓					✓	✓
2								
3								
4								
5								

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

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

4 GRAMMAR • *How many / Are there any*

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

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

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

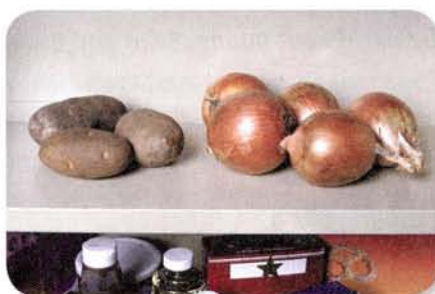
Are there any lemons? (Yes, there are. OR Yes. There are three.)
(No, there aren’t. OR No. There aren’t any.)

4:04

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



1 in the fridge (in the refrigerator)



2 on the shelf



3 on the counter

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

“How many potatoes are there on the shelf?”

“There are three.”

NOW YOU CAN Discuss ingredients for a recipe

4:05

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

A: How about some green bean salad?

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

A: Are there any beans in the fridge?

B: Yes, there are.

A: And do we have any onions?

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

4:06

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

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

A: How about some _____?

B: _____? That sounds delicious! I love _____.

A: Are there any _____?

B: _____.

Continue with the other ingredients in the recipe.



Be sure to recycle this language.

Don't stop!

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

We need _____.
I like _____.

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

What do you think?
Sounds great.

- 4 **CHANGE PARTNERS** Discuss another recipe.

Green Bean Salad

Ingredients:
beans
peas
onions



Fruit Salad

Ingredients:
apples
bananas
oranges



Potato Potato Soup

Ingredients:
tomatoes
potatoes
onions



Potato Pancakes

Ingredients:
potatoes
onions
eggs



Stuffed Peppers

Ingredients:
peppers
tomatoes
onions



GOAL Offer and ask for foods

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

Drinks



1 water



2 coffee



3 tea



4 juice



5 milk



6 soda

Foods



7 bread



8 pasta



9 rice



10 cheese



11 meat



12 chicken



13 fish



14 oil



15 butter



16 sugar



17 salt



18 pepper

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

“I like cheese.”

“Not me. I really don't like cheese.”

“Me too! Cheese is my favorite food!”

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

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

I want an **apple**.

I like **bananas**.

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

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

I don't eat **sugar**.

Rice is good for you.

Cheese is my favorite food.

Be careful!

- Use singular verbs with non-count nouns.
Rice is good for you.
NOT Rice are good for you.
- Don't use **-s** or **a / an** with non-count nouns.
water NOT a-water
NOT waters

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

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

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

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

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

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

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

Remember:

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

How many apples are there?

NOT ~~How much~~ apples are there?

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



1 a box of pasta



2 a loaf of bread



3 a bottle of juice



4 a can of soda



5 a bag of onions

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

- loaves of bread do you need?
- bags of potatoes do we have?
- cheese is there in the fridge?
- sugar do you want in your tea?

- eggs are there for the potato pancakes?
- cans of tomatoes are there on the shelf?

NOW YOU CAN Offer and ask for foods

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

A: Would you like coffee or tea?

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

A: And would you like sugar?

B: No, thanks.

A: Please pass the butter.

B: Here you go.

- 2 **RHYTHM AND INTONATION**

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

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

A: Would you like or?

B: I'd like, please. Thanks.

A: And would you like?

B:

A: Please pass the

B: Here you go.

Don't stop!

Offer other foods and drinks.

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



GOAL

Invite someone to join you at the table

1 GRAMMAR • The simple present tense and the present continuous

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

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

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

I cook dinner every day.

I never eat eggs for breakfast.

Use the present continuous for actions in progress right now.

We're making dinner now.

She's studying English this year.

Be careful!

Don't say: We cook dinner now.

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

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

1 Who lunch in the kitchen right now?

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

3 They a lot of sugar in their tea.

4 We the kitchen every day.

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

6 Why six cans of tomatoes?

7 tomato soup for lunch?

8 to work tomorrow?

9 How many boxes of rice?

10 I a bottle of juice in the fridge.

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

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



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

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

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

“Does Suzanne teach English?”

“Yes, she does.”

“What's Suzanne doing right now?”

“She's listening to music.”

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

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

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

NOW YOU CAN Invite someone to join you at the table

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

A: Hi, Alison. Nice to see you!
 B: You too, Rita. Do you come here often?
 A: Yes, I do. Would you like to join me?
 B: Sure. What are you drinking?
 A: Lemonade.
 B: Mmm. Sounds good.

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

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

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

Don't stop!

Offer other foods and drinks



Be sure to recycle this language.

Would you like ____ ?
 Sure. / No thanks.

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



Extension



More Practice

ActiveBook Self-Study Disc

grammar • vocabulary • listening
reading • speaking • pronunciation

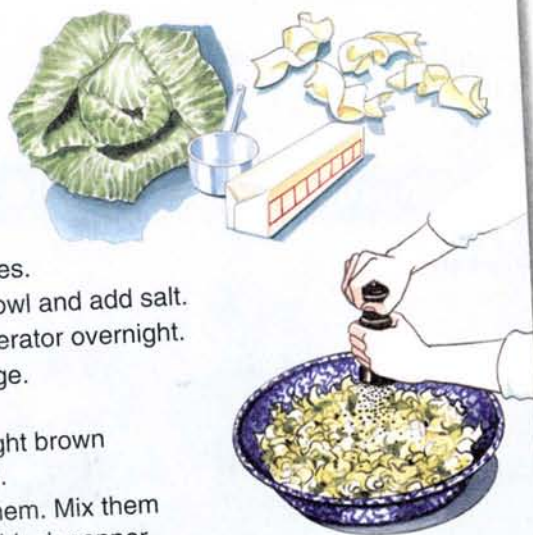
- 1 **READING** Read a recipe with only three ingredients.

Hungarian Cabbage and Noodles

Ingredients

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

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



4:15

Cooking verbs



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

- 2 **READING COMPREHENSION** Answer the questions.

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

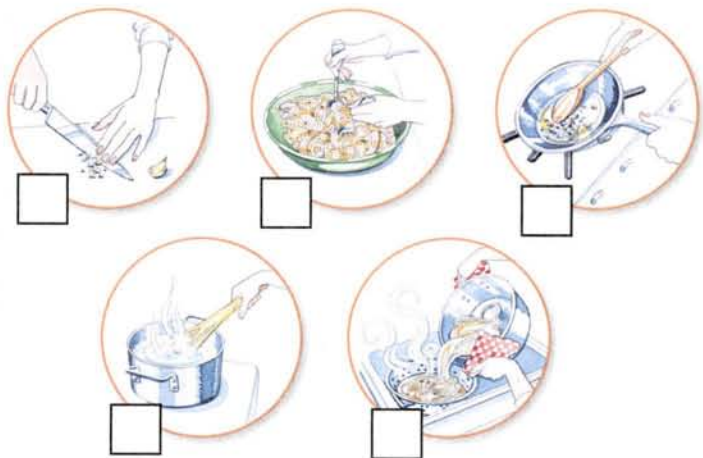
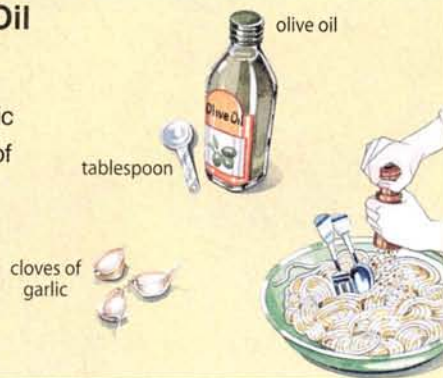
- 3 **LISTENING COMPREHENSION** Listen to the radio cooking program. Write the correct quantity next to each ingredient. Then listen again and number the pictures in the correct order. Listen again and check your work.

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

Pasta with Garlic and Olive Oil

Ingredients:

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



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

“My favorite food for breakfast is eggs.”

GRAMMAR BOOSTER

Extra practice • p. 143

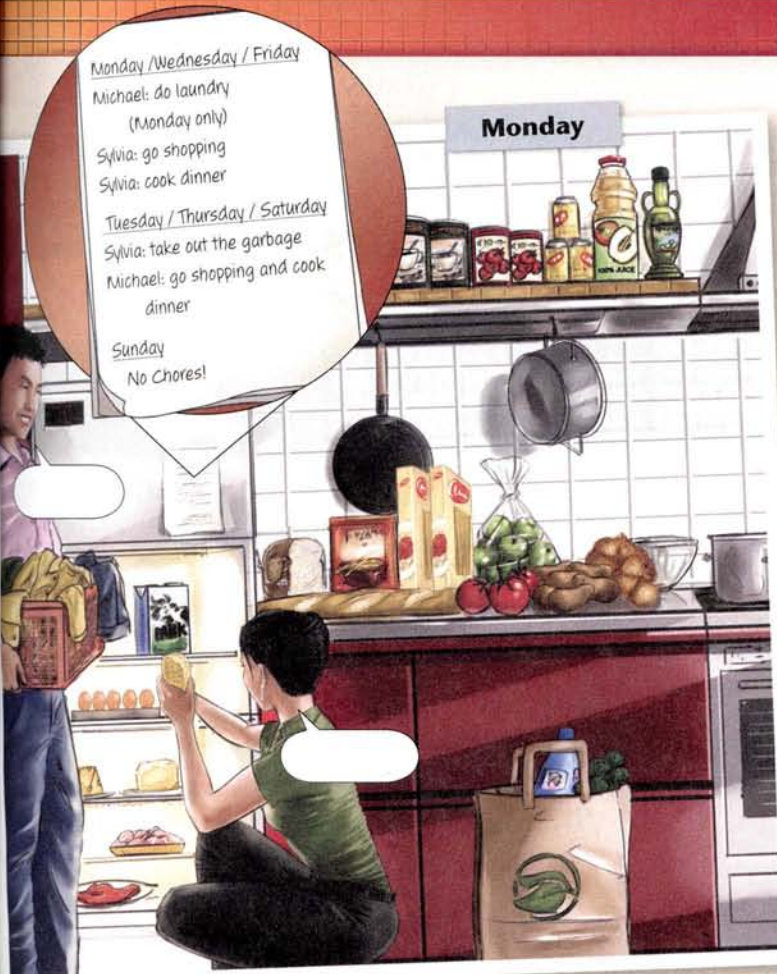


4:17/4:18

Top Notch Pop

“Fruit Salad, Baby” Lyrics p. 148

Review



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

PAIR WORK

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

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

B: *There are two.*

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

A: *Would you like peas?*

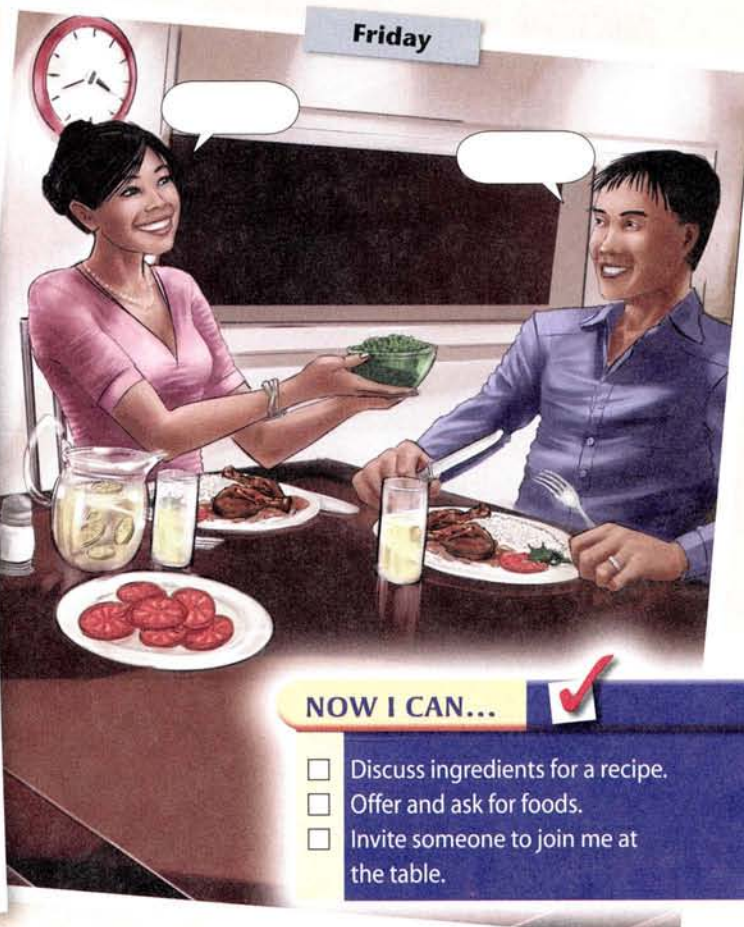
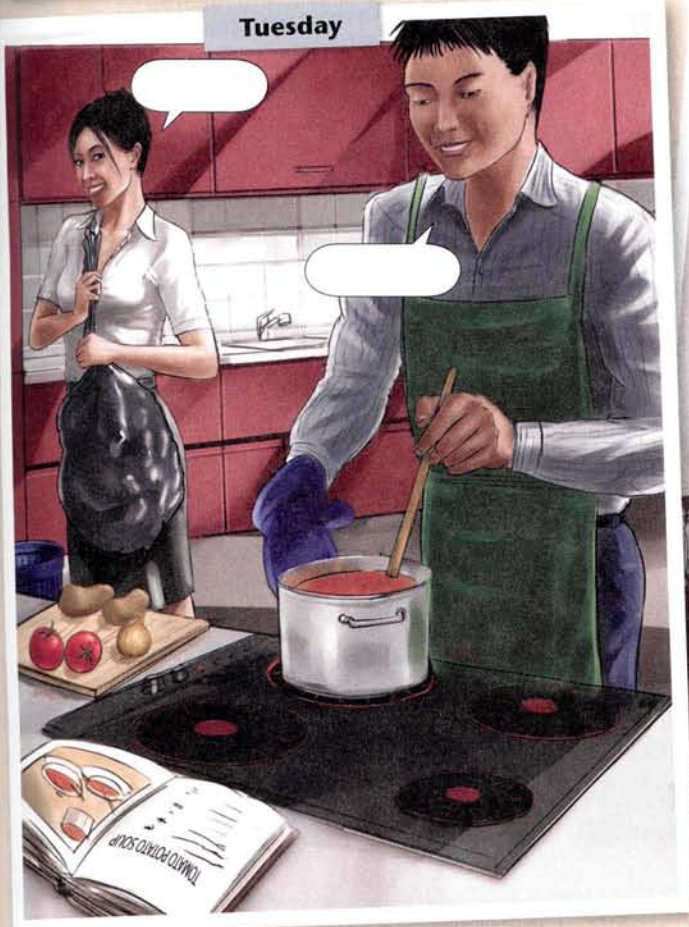
B: *Yes, please. And please pass the salt.*

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

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

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

For breakfast I eat...



NOW I CAN...

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

Past Events

GOALS After Unit 11, you will be able to

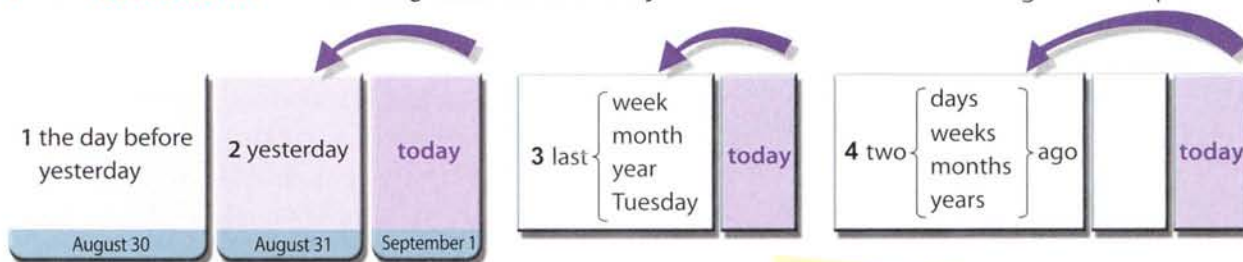
- 1 Tell someone about a past event.
- 2 Describe past activities.
- 3 Talk about outdoor activities.

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4:22
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3

LESSON 1

GOAL Tell someone about a past event

- 1 ^{4:19} **VOCABULARY** • Describing times before today Read and listen. Then listen again and repeat.



- 2 ^{4:21} **LISTENING COMPREHENSION** Listen and circle the year you hear.

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

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

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

^{4:20} **Years, decades, and centuries**
1900 = nineteen hundred
1901 = nineteen oh one
2001 = two thousand one
2010 = two thousand ten / twenty ten
1990 to 1999 = the (nineteen) nineties
1901 to 2000 = the twentieth century
2001 to 2100 = the twenty-first century

- 4 **GRAMMAR** • The past tense of be

I {was, wasn't} at school yesterday.
He {was, wasn't} at school yesterday.
She {was, wasn't} at school yesterday.

We {were, weren't} at home.
You {were, weren't} at home.
They {were, weren't} at home.

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

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

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

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

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

NO

1

2

3

4

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

- 1 What day was yesterday? “Yesterday was April 19th.”
- 2 What day was six days ago?
- 3 What day was one month ago?
- 4 What day was the day before yesterday?
- 5 What were the dates of last Saturday and Sunday?
- 6 What day was two months ago?

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

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

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

NOW YOU CAN Tell someone about a past event

1 CONVERSATION MODEL Read and listen.

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

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

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

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



4 CHANGE PARTNERS Talk about other events and places.

GOAL

Describe past activities

1 GRAMMAR • The simple past tense

I
You
He
She
We
They

liked the movie.

I
You
He
She
We
They

didn't like the concert.

Did
I
you
he
she
we
they

watch TV last night?

Yes,
No,
I
you
he
she
we
they

did.
didn't.

Form: regular verbs

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

call → called like → liked

BUT: study → studied
shop → shopped

5 GRAM

Conversa

A: Where

B: ...

a goo

A: ...

B: Yes, v

food.

A: But

pepp

B: He d

10

really

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

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

NOW

4:27

1 GRAM

A: S

B: V

tl

A: V

s

B: M

a

4:28

2 GRAM

and

Mo

3 GRAMMAR • The simple past tense: information questions

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

4:25

Irregular verbs (Also see page 125.)

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

BUT: The word order changes when **Who** is the subject:**Who went** to the mall this morning? (We did.)

3 PAI

Des

A:

B:

A:

B:

4 CH

pa

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

1 /d/	2 /t/	3 /ɪd/
listened = listen/d/	liked = like/t/	wanted = want/ɪd/
exercised = exercise/d/	washed = wash/t/	needed = need/ɪd/

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

Conversation 1

A: Where on Saturday?

B:
 1 your family / go
 2 We / go to the movies.
 3 we / see
 a good family movie.

A: out to eat afterwards?

B: Yes, we
 4 you / go
 5 Indonesian
 6 We / eat
 food.
 7 It / have a lot of pepper.

A: But
 8 I / think
 9 your husband / not like
 peppery food.

B: He doesn't usually like peppery food, but
 10 he / eat a little. Actually,
 11 he / say he
 really likes Indonesian food.

Conversation 2

A: out the garbage this morning?

B:
 12 Who / take
 Actually, Laura
 13

A: And the laundry?

B: I'm not sure. But I think the
 14 who / do
 laundry this morning, too.
 15 Laura / do

A: That's great, but any household
 chores?
 16 you / do

B: Me? Last week all the chores:
 17 I / do
 shopping, and home
 18 I / go
 early, and dinner every night.
 19 I / come
 20 I / make

NOW YOU CAN Describe past activities

1 **CONVERSATION MODEL** Read and listen.

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

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

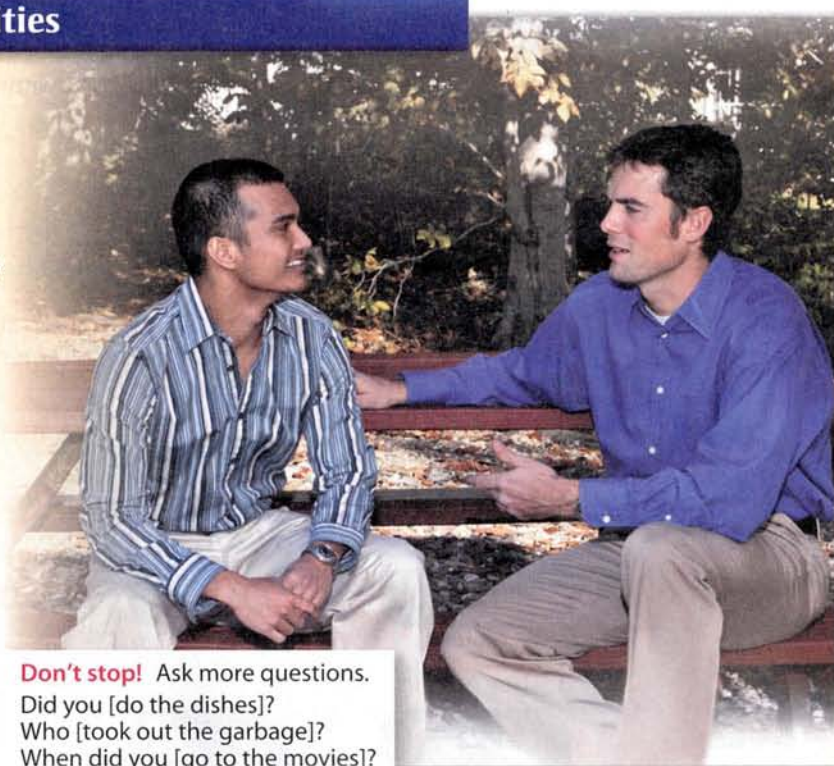
3 **PAIR WORK** Personalize the conversation. Describe your past activities. Then change roles.

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

4 **CHANGE PARTNERS** Ask about other past activities.

Ideas

- household chores
- leisure activities
- entertainment events



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

GOAL

Talk about outdoor activities

VOCABULARY BOOSTER

More outdoor activities • p. 133

- 1  **VOCABULARY** • *Outdoor activities* Read and listen. Then listen again and repeat.



1 go to the beach



2 go running



3 go bike riding



4 go for a walk



5 go swimming



6 go for a drive

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

“How often do you go to the beach?”

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

1 Rosalie went ____.



2 She's going ____.



3 They're going ____.



4 He went ____.



NOW YOU CAN Talk about outdoor activities

1 **CONVERSATION MODEL** Read and listen.

A: Did you have a good weekend?

B: Let me think. . . . Oh, yeah. We had a great weekend.

A: What did you do?

B: Well, on Saturday we went bike riding and to a movie. Then on Sunday, we went for a drive. What about you?

A: Well, the weather was great, so we went for a walk on Saturday. And on Sunday we went to the beach.

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

3 **NOTEPADDING** On the notepad, write what you did on the weekend.

On Saturday

On Sunday

4 **PAIR WORK** Personalize the conversation. Use your own information.

A: Did you have a good weekend?

B: Let me think. . . .

A: What did you do?

B: Well, Then What about you?

A: Well, the weather was, so we on Saturday. And on Sunday we

5 **CHANGE PARTNERS** Talk about more activities.



Don't stop!

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



Be sure to recycle this language.

Past-time expressions
last week
yesterday
the day before yesterday
last month
last [Wednesday]
a [week] ago

Adjectives
good
nice
great
bad
awful
terrible



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

Inbox Home Account

Rafaela
Mexico

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

Jeremy
Jamaica

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

Clifford
Canada

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

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

Yes / no questions	Information questions
Rafaela	
Jeremy	
Clifford	

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

GRAMMAR BOOSTER

Extra practice • p. 144

Ideas

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

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



4:34–4:35

Top Notch Pop

"My Favorite Day" Lyrics p. 148

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

watch TV do the laundry

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

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

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

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

WRITING Choose one of the following topics:

a Write about Don and Karen. Write about what they did.

b Write about your weekend. Write about what you did.

For example:

Last weekend I went to the beach ...



NOW I CAN...

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

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

LESSON 1

GOAL Describe appearance

1 ^{4:36} **VOCABULARY** • *Adjectives to describe hair* Read and listen. Then listen again and repeat.

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



7 dark

8 light



9 straight

10 wavy

11 curly

12 long

13 short

14 bald

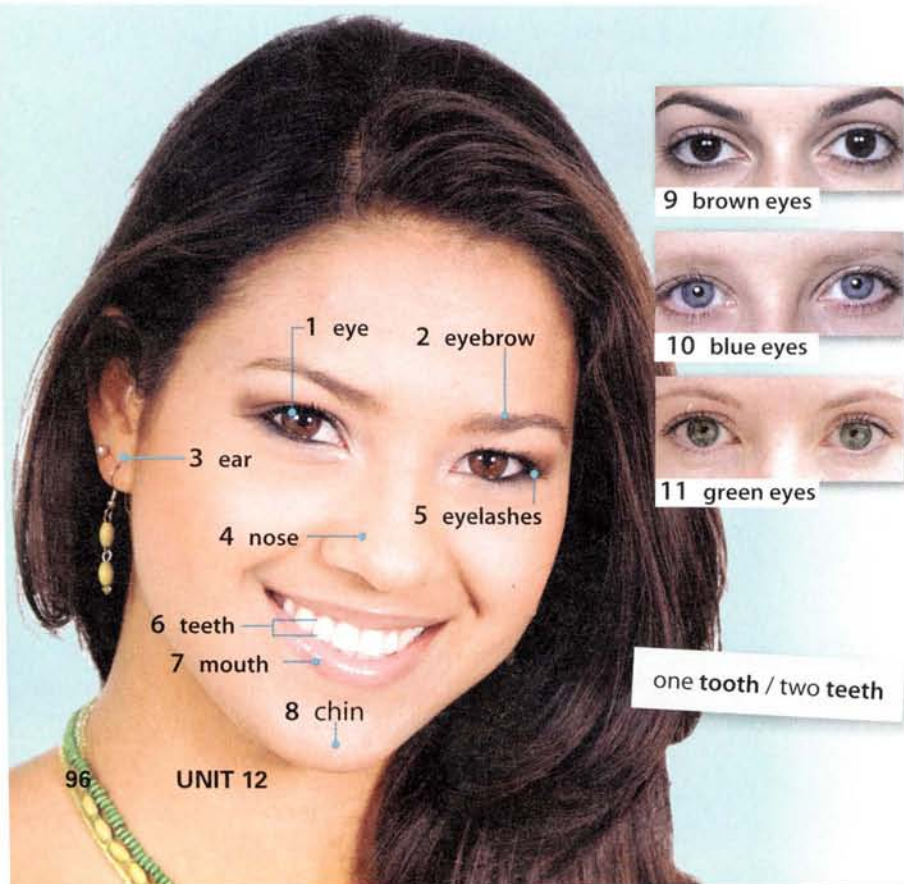


15 a mustache

16 a beard

2 ^{4:37} **VOCABULARY** • *The face* Read and listen. Then listen again and repeat.

3 ^{4:38} **LISTENING COMPREHENSION** Listen to the descriptions. Write the number of the conversation in the circle.



5 GRAMMAR • Describing people with be and have

With be

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

With have

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

Remember:

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

Adjectives are never plural.

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

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

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

NOW YOU CAN Describe appearance

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

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

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

4 CHANGE PARTNERS Talk about other people.



Ivete Sangalo • singer (Brazil)



Andrea Bocelli • singer (Italy)



Gérard Depardieu • actor (France)



I. M. Pei • architect (China)



Julia Roberts • actress (the U.S.)

GOAL Show concern about an injury

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



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



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



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

- | | |
|-------------------------------|---------|
| 1 She <u>burned her arm</u> . | 4 He . |
| 2 He . | 5 She . |
| 3 She . | 6 He . |

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

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

NOW YOU CAN Show concern about an injury

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

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

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

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

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



4 CHANGE PARTNERS Discuss other injuries.

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



GOAL Suggest a remedy

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

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



1 a headache



2 a stomachache



3 an earache



4 a toothache



5 a backache



6 a cold



7 a sore throat



8 a fever



9 a cough



10 a runny nose

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

"I had a headache last week."

"Really? I never have headaches."

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



1 take something



2 lie down



3 have some tea



4 see a doctor / a dentist

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

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

I
You
He
She
We
They

should take something.
shouldn't go to work.



You **should see** a doctor.



He **shouldn't go** to school today.

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

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

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

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

NOW YOU CAN Suggest a remedy

4:52

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

A: I don't feel well.

B: What's wrong?

A: I have a headache.

B: Oh, that's too bad. You really should take something.

A: Good idea. Thanks.

B: I hope you feel better.

4:54

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

4:53

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

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

A:

B: What's wrong?

A:

B: You really

A: Thanks.

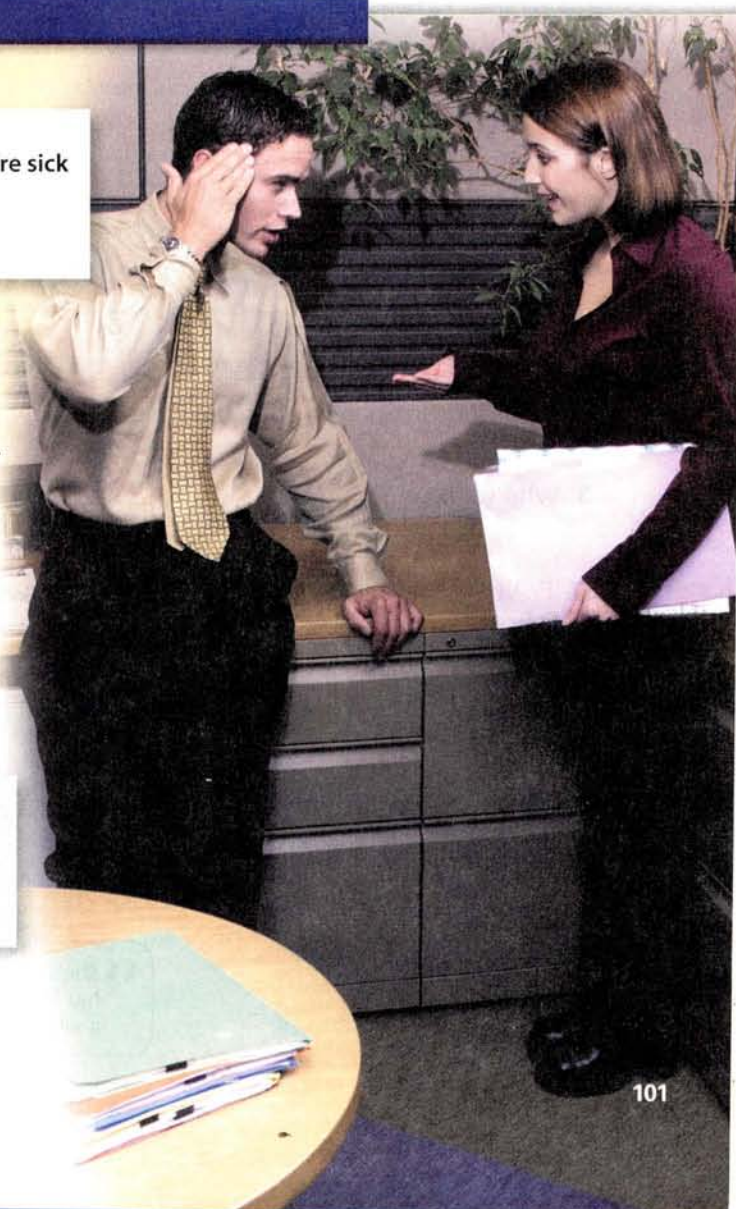
B: I hope you feel better.

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

Ideas

go to bed go to class
take a nap exercise

- 4 **CHANGE PARTNERS** Discuss other ailments.



Extension



More Practice

ActiveBook Self-Study Disc

grammar • vocabulary • listening
reading • speaking • pronunciation

4:55

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

Shakira



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

Brad Pitt



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

- 2 **READING COMPREHENSION** Answer the questions.

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

- 3 **PAIR WORK** Partner A describes Shakira in her two pictures. Partner B describes Brad Pitt in his two pictures. Which pictures do you like?

“In the first picture, Shakira has...”

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

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

“I like long, wavy hair on women.”

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

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

GRAMMAR BOOSTER

Extra practice • p. 144



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

He has a headache.

PAIR WORK

- 1 Describe a person. Your partner points to the picture. For example:
He has brown hair.
- 2 Suggest a remedy. Your partner points to the picture. For example:
She should see a doctor.
- 3 Create a conversation for each situation. Start like this: *I feel terrible.* OR *What happened?*

WRITING Describe someone you know. Use the vocabulary from this unit and from Unit 4. For example:

My friend Sue is very pretty. She has short, curly hair ...



NOW I CAN...

- ☐ Describe appearance.
- ☐ Show concern about an injury.
- ☐ Suggest a remedy.

Abilities and Requests

GOALS After Unit 13, you will be able to

- 1 Express a wish.
- 2 Politely decline an invitation.
- 3 Ask for and agree to do a favor.

LESSON 1

GOAL Express a wish

1 VOCABULARY • *Abilities* Read and listen. Then listen again and repeat.



1 sing



2 dance



3 play the guitar / the violin



4 swim



5 ski



6 cook



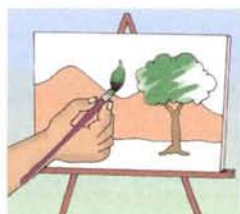
7 sew



8 knit



9 draw



10 paint



11 drive



12 fix things

5:03 **Adverbs well and badly**

Tom sings well. Ryan sings badly.

2 INTEGRATED PRACTICE Write three things you do well and three things you do badly.

1 I sing well. I dance badly.

1

4

2

5

3

6

3 PAIR WORK Tell your partner about your abilities. Use well and badly.

“ I sing well, but I dance badly. ”

4 GROUP WORK Tell your class about some of your partner's abilities.

“ Ann sings well, but she dances badly. ”

VOCABULARY BOOSTER

More musical instruments • p. 134

5 GRAMMAR • Can and can't for ability

To talk about ability, use **can** or **can't** and the base form of a verb.



She **can** play the guitar.



He **can't** cook.

Questions

Can you play the guitar?

Can he speak English?

Short answers

Yes, I **can**. / No, I **can't**.

Yes, he **can**. / No, he **can't**.

Use **can** or **can't** with **well** to indicate degree of ability.

She can play the guitar, but she can't play **well**.

can't = can not = cannot

6 GRAMMAR PRACTICE Complete each conversation with **can** or **can't** and the base form of a verb.

1 A: you the guitar?

B: Yes, I But I don't play well.

2 A: Gwen well?

B: Yes, she She swims very well.

3 A: your brother?

B: My brother? No. He cook at all.

4 A: Gloria English well?

B: No, she She needs this class.

5 A: your mother?

B: Yes. She knits very well.

6 A: your sisters?

B: Yes. They go skiing every weekend.

NOW YOU CAN Express a wish

5:04

1 CONVERSATION MODEL Read and listen.

A: I wish I could draw. Can you?

B: Yes, I can.

A: Really?

B: I draw a lot. But not very well.

5:05

2 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

3 PAIR WORK Personalize the conversation. Express a wish and ask about your partner's abilities. Then change roles.

A: I wish I could Can you?

B:

A: Really?

B:

Don't stop!

Ask more questions. Say more about your abilities.



Be sure to recycle this language.

What do you [draw]?

When do you [ski]?

Where do you [sing]?

I draw [people].

I ski [every weekend].

I sing [in the shower].

4 CHANGE PARTNERS Express other wishes.

GOAL

Politely decline an invitation

- 1 **VOCABULARY** • *Reasons for not doing something* Read and listen. Then listen again and repeat.



1 She's busy.



2 They're not hungry.



3 She's full.



4 He's tired.



5 It's early.



6 It's late.

- 2 **PAIR WORK** Tell your partner about a time you were busy, tired, or full.

“Last week, I worked late every day. I was so tired.”

- 3 **GRAMMAR** • *Too + adjective*

Too makes an adjective stronger. It usually gives it a negative meaning.

I'm **too busy**. I can't talk right now.

I'm **too tired**. Let's not go to the movies.

It's **too late**. I should go to bed.

Be careful!

Don't use **too** with a positive adjective.

She's so pretty.

NOT She's too pretty.

- 4 **GRAMMAR PRACTICE** Complete each sentence. Use **too** and an adjective.



- 1 I don't want these shoes.
They're **too expensive**.



- 2 It's today.
She can't go swimming.



- 3 I'm
I can't read right now.



- 4 He doesn't want that shirt.
It's



- 5 I can't talk right now.
I'm



- 6 It's
I don't want to watch a movie.

NOW YOU CAN Politely decline an invitation

1 **CONVERSATION MODEL** Read and listen.

A: Let's go to a movie.

B: I'm really sorry, but I'm too busy.

A: That's too bad. Maybe some other time.

2 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

3 **PAIR WORK** Change the model. Suggest a different activity. Use the vocabulary and the photos (or your own ideas). Then change roles.

A: Let's go

B: I'm really sorry, but

A: Maybe some other time.

Don't stop!

Suggest another activity.

Accept or decline the invitation.



Be sure to recycle this language.

How about — ?

Sounds great.

OK.

[go] for a drive

[go] bike riding

[go] for a walk



to a game



to a restaurant



to the beach



to the park



to a concert

4 **CHANGE PARTNERS** Suggest other activities and give other reasons.

GOAL

Ask for and agree to do a favor

1 GRAMMAR Polite requests with Could you + base form

Use Could you and the base form of a verb to make requests.

Could you wash the dishes?

Use please to make a request more polite.

Could you please wash the dishes?

2 VOCABULARY • Favors Read and listen. Then listen again and repeat.

1 Could you please **open** the window?



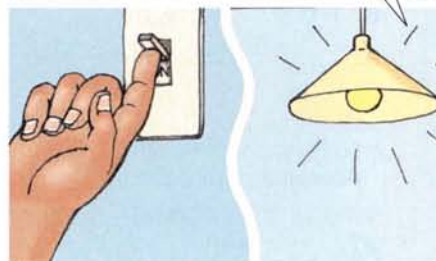
Also: open the door
open the refrigerator

2 Could you please **close** the door?



Also: close the window
close the microwave door

3 Could you please **turn on** the light?



Also: turn on the stove
turn on the computer

4 Could you please **turn off** the TV?



Also: turn off the microwave
turn off the light

5 Could you please **hand me** my glasses?



Also: hand me my sweater
hand me my book

6 Could you please **help me**?



Also: give me a hand

3 INTEGRATED PRACTICE Complete the polite requests. Use Could you please. Use the Vocabulary and other verbs you know.

- 1 It's a little hot in here. the window?
- 2 I have a headache. dinner tonight?
- 3 I'm going shopping. my jacket?
- 4 I'm going to bed. the computer?
- 5 I want to read a book. the lamp?
- 6 shopping? We need milk.
- 7 I'm making dinner right now. out the garbage?
- 8 Let's watch a movie. the TV?

- 4 **LISTENING COMPREHENSION** Listen to the conversations. Then complete each request.

- 1 Could you close the window, please?
- 2 Could you?
- 3 Could you please?
- 4 Could you please?
- 5 Could you?

- 5 **PRONUNCIATION** • *Assimilation of sounds: Could you...?* Read and listen. Then listen again and repeat.

/ˈkʊdʒu/

/ˈkʊdʒu/

- 1 Could you please open the window?
- 2 Could you please close the door?

- 6 **INTEGRATED PRACTICE** Look again at the Vocabulary. Choose three requests to read aloud. Pay attention to assimilation of sounds in Could you.

NOW YOU CAN Ask for and agree to do a favor

- 1 **CONVERSATION MODEL** Read and listen.

A: Could you do me a favor?
 B: Of course.
 A: Could you please close the window?
 B: Sure. No problem.

5:14
Ways to agree to a request
Sure.
No problem.
Of course.
My pleasure.
OK.

- 2 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

- 3 **PAIR WORK** Ask for a different favor. Then change roles.

A: Could you do me a favor?
 B:
 A: Could you please?
 B:

Ideas for favors

turn on the ____	do the laundry
turn off the ____	make dinner
open the ____	take out the garbage
close the ____	wash the dishes
hand me my ____	clean the house
help me	

Don't stop! Give a reason.

It's cold / hot. I'm going to bed.
 I'm making lunch. I'm too tired.



- 4 **CHANGE PARTNERS** Ask for other favors.



1 5:15 READING Read the article.

From infant to toddler...

At birth, an infant cannot do anything alone.
But before the age of two, a baby learns many things.



Between 1 and 3 months
a baby can...



turn her head or
smile when her mother
or father speaks.



roll over.



cry when she's hungry,
thirsty, or afraid.



see colors.

Between 3 and 6 months
a baby can...



sit with help.



reach for things.



look at his own
hands and feet.



laugh and make
an "m" sound.

Between 6 and 12 months
a baby can...



crawl and stand.



sit without help and
pick up small things.



say some words.

Between 1 and 2 years
a baby can...



throw things.



say "no".



play next to
other children.



walk.

2 READING COMPREHENSION Write ✓ for the things that five-month-old babies can do, according to the article. Write X for the things they can't do.

- | | | | |
|---|---|---|---|
| ☐ 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 | |

3 INTEGRATED PRACTICE Complete the sentences about what a baby cannot do.

On your ActiveBook Self-Study Disc:
Extra Reading Comprehension Questions

At one month, a baby can't crawl.

1 At two months,

2 At five months,

3 At eleven months,

4 At sixteen months,

GRAMMAR BOOSTER

Extra practice • p.145



5:16/5:17

Top Notch Pop

"She Can't Play Guitar"
Lyrics p. 148

4 GROUP WORK Discuss things children can and can't do at other ages.

“At three years, a child
can't ride a bicycle.”

“At eight years, a child can
do some household chores.”

9:30



Apartment 3A

PAIR WORK

1 Create conversations for the people.

A: Let's ____.

B: What time is it?

2 Ask and answer questions with Can about the people. For example:

Can she ____? / Can he ____?

GAME Make a false statement about the picture, using too and an adjective. Your partner explains why it's false. For example:

A: Apartment 2A is too warm.

B: False, because the woman is cold.

STORY Create a story about what is happening in the apartment building. Start like this:

It's 9:30...

WRITING Describe some things people can and can't do when they get old. For example:

At eighty, some people can't drive,
but my grandfather can.



Apartment 2A



Apartment 2B



Apartment 1A

NOW I CAN...

- ☐ Express a wish.
- ☐ Politely decline an invitation.
- ☐ Ask for and agree to do a favor.

- 1 Get to know someone's life story.
- 2 Discuss plans.
- 3 Express wishes for the future.

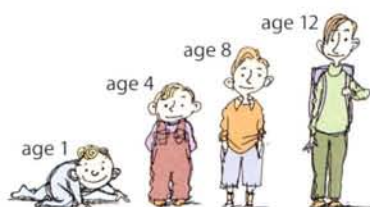
LESSON 1

GOAL Get to know someone's life story

- 1 **VOCABULARY** • *Some life events* Read and listen. Then listen again and repeat.



1 be born



2 grow up



3 go to school



4 move



5 study



6 graduate

- 2 **PRONUNCIATION** • *Diphthongs* Listen and repeat.

1 /aɪ/	2 /aʊ/	3 /ɔɪ/
my	how	boy
I	noun	oil
tie	town	boil

- 3 **PRONUNCIATION PRACTICE** Look at the Vocabulary pictures. Ask and answer the questions out loud with a partner. Use the correct pronunciation of the diphthongs.

- 1 What's the boy's first name?
- 2 What's his last name?
- 3 What school did he go to?
- 4 What university did he graduate from?

- 4 **LISTENING COMPREHENSION** Listen to the conversation about Graciela Boyd's life story. Which statement about Graciela's life is true?

- ☐ She was born in Boston and lives there now. ☐ She was born in London and lives in Boston now. ☐ She was born in Costa Rica and lives in Boston now.

Listen again. Circle the correct word or words to complete each statement. If necessary, listen again.

- 1 Graciela's mother is from (Costa Rica / Boston).
- 2 Graciela was born in (Costa Rica / London).
- 3 Her father is (American / British).
- 4 Graciela's mother is a/an (Spanish / English) teacher.
- 5 Graciela grew up in (London / Boston).
- 6 In May, Graciela is graduating from (the university / medical school).

- 5 **PAIR WORK** Use the questions to interview your partner. Then tell the class about your partner.

- 1 When and where were you born? What about other people in your family?
- 2 Where did you grow up? What about other people in your family?

- 5:21
6 **VOCABULARY** • *Academic subjects* Read and listen.
Then listen again and repeat.



1 architecture



2 medicine



3 psychology



4 business



5 education



6 mathematics /
math



7 information
technology



8 nursing



9 engineering



10 law

NOW YOU CAN Get to know someone's life story

- 5:22
1 **CONVERSATION MODEL** Read and listen.

A: Where were you born?
B: Here. In New York.
A: And did you grow up here?
B: Yes, I did. And you?
A: I was born in Brasilia.
B: Did you grow up there?
A: Actually, no. I grew up in Toronto.

- 5:23
2 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

- 3 **PAIR WORK** Personalize the conversation with real information.

A: Where were you born?
B:
Don't stop!
Ask and answer more questions.

A: And did you grow up?

B: And you?

A: I was born in

B: Did you grow up?

A:

- 4 **CHANGE PARTNERS** Get to know another classmate's life story.



Be sure to recycle this language.

What do you do?
What are you studying
[or What did you study]?
Did you graduate?

GOAL Discuss plans

VOCABULARY BOOSTER

More leisure activities • p. 135

- 1 **VOCABULARY** • *More leisure activities* Read and listen. Then listen again and repeat.



1 travel



2 go camping



3 go fishing



4 relax



5 hang out with friends



6 sleep late



7 do nothing

Also remember
check e-mail
exercise
go dancing
go out for dinner
go running
go to the beach
go to the movies
listen to music
paint
play soccer
read
take a nap
visit friends

- 2 **LISTENING COMPREHENSION** Listen to the cell phone calls. Complete each sentence with the present continuous form of one of the words or phrases in the Vocabulary.

- 1 Charlie's doing nothing
- 2 Rachel's
- 3 They're
- 4 Barbara's
- 5 Harvey's family is

3 GRAMMAR • *Be going to + base form*

Use **be going to + base form** to express future plans.

I'm
You're
He's
She's
We're
They're } **going to relax** this weekend.

I'm
You're
He's
She's
We're
They're } **not going to go** camping this weekend.

Yes / no questions

Are you going to sleep late tomorrow?
Is she going to travel to Europe?
Are we going to be on time?

Yes, I am. / No, I'm not.
Yes, she is. / No, she isn't.
Yes, we are. / No, we aren't.

Contractions

is not going = 's not going = isn't going
are not going = 're not going = aren't going

4 **GRAMMAR PRACTICE** Write sentences about future plans with be going to.

- 1 you / eat in a restaurant / this weekend? *Are you going to eat in a restaurant this weekend?*
- 2 They / go to the movies / tonight.
- 3 I / hang out with my parents / at the beach.
- 4 he / relax / tomorrow?
- 5 she / go fishing / with you?
- 6 we / exercise / on Saturday?
- 7 they / move?
- 8 Jeff and Joan / study / architecture.
- 9 She / graduate / in May.

NOW YOU CAN Discuss plans

1 **CONVERSATION MODEL** Read and listen.

A: Any plans for the weekend?

B: Not really. I'm just going to hang out with friends. And you?

A: Actually, I'm going to go camping.

2 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

3 **PAIR WORK** Personalize the conversation. Use the Vocabulary or the pictures below and be going to.

A: Any plans for?

B: I'm And you?

A: Actually, I'm

Don't stop!

Ask about other times. Ask more questions with be going to.



Be sure to recycle this language.

next week
after class

Are you going to ____?



4 **CHANGE PARTNERS** Ask another classmate about his or her plans.

GOAL

Express wishes for the future

- 1 **VOCABULARY** • *Life cycle events* Read and listen. Then listen again and repeat.



1 get married



2 have children



3 retire



4 change careers

- 2 **GRAMMAR** • *Would like + infinitive: statements and yes/no questions*

We'd like to get married.



Use **would like** + an infinitive to express your wishes for the future.

She'd like to study art.
They wouldn't like to have children.

Contractions
would like → 'd like
would not like → wouldn't like

Yes / no questions

Would you like to change careers?
Would they like to get married?

Yes, I would. / No, I wouldn't.
Yes, they would. / No, they wouldn't.

- 3 **LISTENING COMPREHENSION** Listen to each person. Then complete each sentence with **would like**. Use the infinitive form of a word or phrase from the Vocabulary.

- 1 She would like to get married.
2 He
3 She
4 They

- 4 **INTEGRATED PRACTICE** Complete the survey. Then, on a separate sheet of paper, write statements about yourself, using **would like** and **wouldn't like** + infinitives.

In the next two years, would you like to...

- | | | |
|--|--|--|
| ☐ get married? | ☐ study a new language? | ☐ meet a Scorpio? |
| ☐ graduate? | ☐ write a book? | ☐ paint your living room? |
| ☐ have children? | ☐ learn to play a musical instrument? | ☐ buy a new refrigerator? |
| ☐ move to a new country? | ☐ get a new car? | ☐ OTHER <u>I'd like to...</u> |
| ☐ move to a new city? | ☐ meet a good-looking man? | _____ |
| ☐ move to a new apartment or a new house? | ☐ meet a good-looking woman? | _____ |

5 PAIR
thing

6 GRAM

Who
Who
Who
Who
Who
Who

7 INTE

- 1 W
2 W
3 W
4 W
5 W
6 W

NOV

1

A:

B:

A:

B:

A:

2

an

M

3 PA

Us

re

A:

B:

A:

B:

A

4 CI

cl

5 **PAIR WORK** Ask your partner questions from the survey in Exercise 4. Would you both like to do the same things? Or would you like to do different things?

6 **GRAMMAR** *Would like + infinitive: information questions*

What **would** you **like** to study? (Business.)
When **would** they **like** to retire? (In June.)
Where **would** he **like** to go next weekend? (To the movies.)
Who **would** you **like** to marry? (Elena.)

BUT: Note the difference in word order when **Who** is the subject:
Who **would like** to study Italian? (I would!)

7 **INTEGRATED PRACTICE** Write information questions with *would like*, using the cues.

- 1 Where / you / get married *Where would you like to get married?*
- 2 What / their children / study
- 3 What / her husband / do
- 4 When / your parents / move
- 5 Who / her daughter / marry
- 6 Who / change careers

NOW YOU CAN Express wishes for the future

5:30
1 **CONVERSATION MODEL** Read and listen.

- A: So what's next for you, Shawn?
B: What do you mean?
A: Well, would you like to get married or have children?
B: Actually, yes. I'd like to get married and have children. What about you?
A: Me? Actually, I'd like to study art.

5:31
2 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

3 **PAIR WORK** Personalize the conversation. Use the Vocabulary from page 116 and real information.

- A: So what's next for you,?
B: What do you mean?
A: Well, would you like to?
B: Actually, I'd like to
What about you?
A: Me? Actually, I'd like to

Don't stop!
Continue asking about other wishes for the future.
• graduate
• study [nursing]
• move to _____
• get a new job
• meet my future [husband / wife]

4 **CHANGE PARTNERS** Ask another classmate what he or she would like to do.





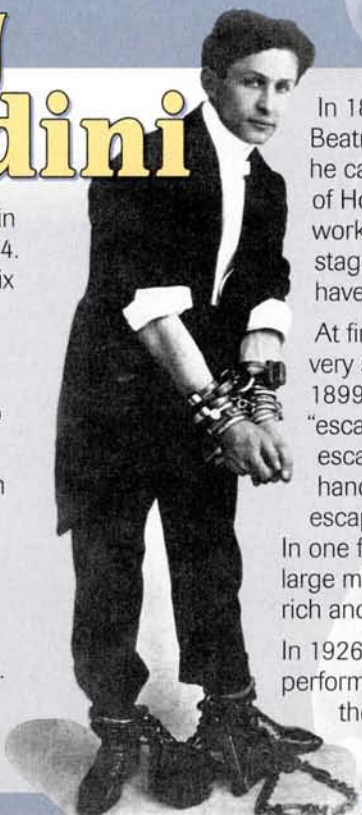
- 1 **READING** Read about Harry Houdini, a famous escape artist.

The Amazing Houdini

Harry Houdini was born Ehrich Weisz in Budapest, Hungary, on March 24, 1874. He came from a large family. He had six siblings—five brothers and one sister.

At the age of four, Ehrich moved with his family to the United States, first to Appleton, Wisconsin, and then later to New York City.

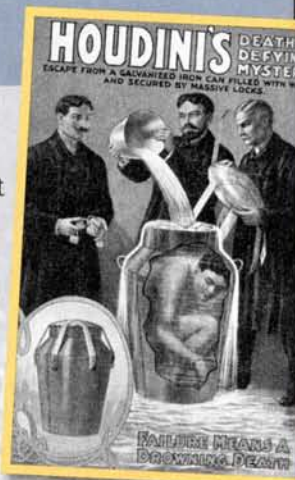
The family was poor, and young Ehrich didn't get an education and never graduated from school. Instead, he worked to help the family. Ehrich and his brother Theo were interested in magic, and at the age of seventeen, Ehrich began his career as a magician. He changed his name to Houdini, after the name of a famous French magician, Robert Houdin.



In 1893, Houdini married Beatrice Raymond, whom he called Bess. For the rest of Houdini's career, Bess worked as his assistant on stage. The couple didn't have children.

At first, Houdini wasn't very successful. But in 1899, he started to do "escape acts," in which he escaped from chains and handcuffs. People came to see him escape from chains and boxes underwater. In one famous act, Houdini escaped from a large milk can filled with milk. Houdini became rich and famous all over the world.

In 1926, Houdini was sick during a performance. After the show, he went to the hospital. But it was too late—Harry Houdini died at the young age of 52.



Information source: <http://www.apl.org>

On your ActiveBook Self-Study Disc:
Extra Reading Comprehension Questions

- 2 **READING COMPREHENSION** Answer the questions in complete sentences.
- 1 What was Houdini's original name?
 - 2 Where was he born?
 - 3 When did his family move?
 - 4 Where did they move?
 - 5 Did Houdini graduate from a university?
 - 6 Did Houdini get married?
 - 7 What was his wife's name?
 - 8 Did the Houdinis have children?
 - 9 When did Houdini die?
 - 10 **Challenge:** What would you like to know more about?
On a separate sheet of paper, write three information questions. Example:

Why did Houdini's family move to the United States?

- 3 **PAIR WORK** Tell your partner your life story. Ask your partner questions about his or her story.

GRAMMAR BOOSTER

Extra practice • p. 146



5:33/5:34

Top Notch Pop

"I Wasn't Born Yesterday"
Lyrics p. 148

Next y

In thre

Lauren Denmark
Born May 12, 1990
New York (U.S.)



PAIR WORK Ask and answer questions about Lauren's life. Ask about her plans and her wishes for the future. For example:

Where was Lauren born?

TELL A STORY Tell the story of Lauren Denmark's life. Talk about the past, the present, and the future. What did she do? What is she doing now? What would she like to do? Start like this:

Lauren was born in 1990. She grew up in ...

WRITING On a separate sheet of paper, write the story of your own life. Then write your plans and wishes for the future. Include a picture or pictures if possible. For example:

I was born in Madrid in 1987. I grew up in ...



1992–2006
Lauren's house
Chicago (U.S.)

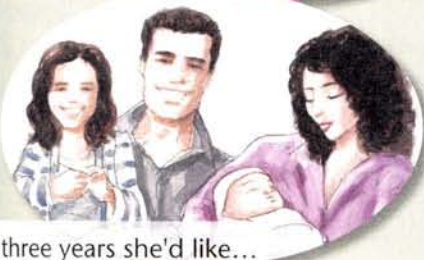
May 21, 2010
Barton College of Engineering Los Angeles (U.S.)



Next year she'd like...



In three years she'd like...



Today
San Francisco (U.S.)



NOW I CAN...

- ☐ Get to know someone's life story.
- ☐ Discuss plans.
- ☐ Express wishes for the future.

Units 8–14 Review

- 1 **LISTENING COMPREHENSION** Listen to the conversations. Check the picture that answers each question.

1 Where does he live?



a ☐



b ☐

2 Where does he work?



a ☐



b ☐

3 Where does she work?



a ☐



b ☐

4 Where does she teach?



a ☐



b ☐

5 Where does she work?



a ☐



b ☐

6 Where does his daughter work?

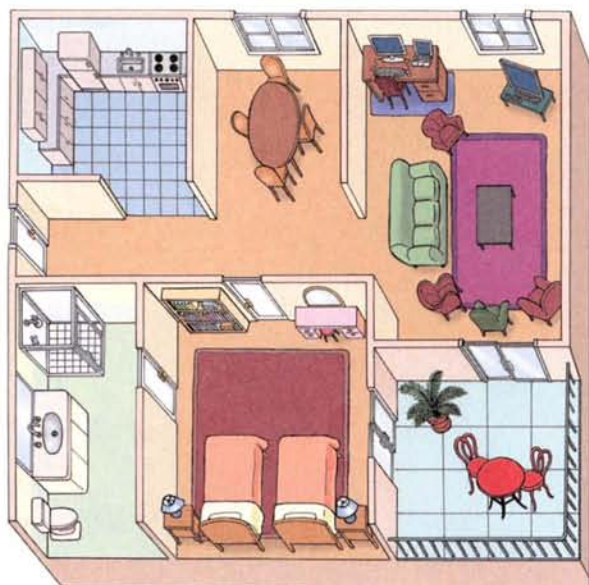


a ☐



b ☐

- 2 **INTEGRATED PRACTICE** Complete the e-mail about Anna's new apartment. Use there's and there are, and the names of furniture and appliances.



My new apartment!

Hey, Mel: I have this great furnished apartment. It has everything!

The has a nice big stove and four
 There's a dining room with a and four
 Next to the dining room a large living room with
 a green And four chairs: great for
 hanging out with my friends and watching There's no
 office, but there's a in the living room. And
 I love the bedroom. It has a for all my books. There are
 two and two blue Very
 nice! There's even a beautiful balcony next to the bedroom, with a little
 and two The bathroom is
 the only room that isn't perfect. a shower but no

3 GRAMMAR PRACTICE Write questions about home and work. Use What, Where, Is there, and Are there. Ask your partner the questions. Write your partner's answers.

Your questions		Your answers	
1		1	
2		2	
3		3	
4		4	
5		5	
6		6	

4 GRAMMAR PRACTICE Complete the conversations with the correct forms of the verbs.

1 A: Where Jill last weekend?

B: I'm not sure. I know she go to go camping.

A: Maybe she camping, then.

2 A: Would you like to go to the beach?

B: No way. We there yesterday.

We an awful time.

A: Why? What wrong?

B: The water really dirty,

so I swimming.

3 A: Where you this morning?

B: Me? I running.

A: Did Sheri with you?

B: No. She to class.

4 A: you yesterday?

B: No, I Yesterday I sick.

A: I'm sorry. you a fever?

B: Yes, I

5 CONVERSATION PRACTICE

Use the questions you wrote in Grammar Practice 3. Exchange real information about where you live and work. Start like this:

“What's your apartment like?”

Ideas

- the location of your home, school, and workplace
- the places in your neighborhood
- the description of your home



6 GRAMMAR PRACTICE Complete the telephone conversations with the present continuous or the simple present tense.

- 1 A: Hello?
B: Hi, Sid. Ann. you / sleep ?
A: No, I'm not. I / make breakfast.
B: you / usually / make breakfast?
A: Actually, I / not cook often.
But Gwen / study for a test.

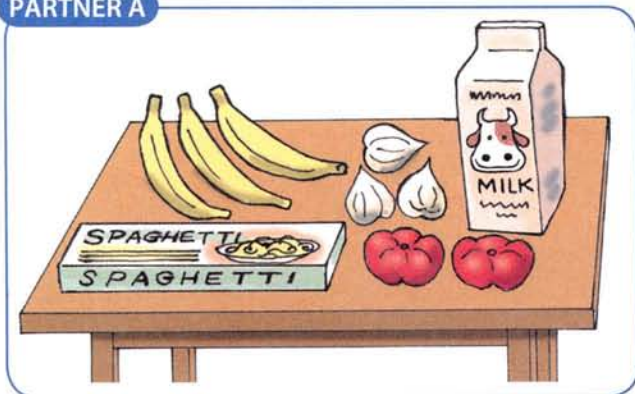
- 2 A: Hello?
B: Hi, Bonnie. I / shop for food.
.... you / need anything from the store?
A: Actually yes. I / make a salad for dinner and I / not have any tomatoes.
B: No problem. They / sell those beautiful tomatoes from Mexico right now.
A: Great! I / like those tomatoes.

- 3 A: Hello?
B: Hi, Liz. Where are you?
A: I / drive right now. Can I call you back?
B: Sure. you have my office number? I / work today.

- 4 A: Hello?
B: Hi, Stan. What time you / get up on Saturdays?
A: Why that now? It's only Thursday!
B: Because Maria / take her driving test at 8:30, and she / need a ride to the test.

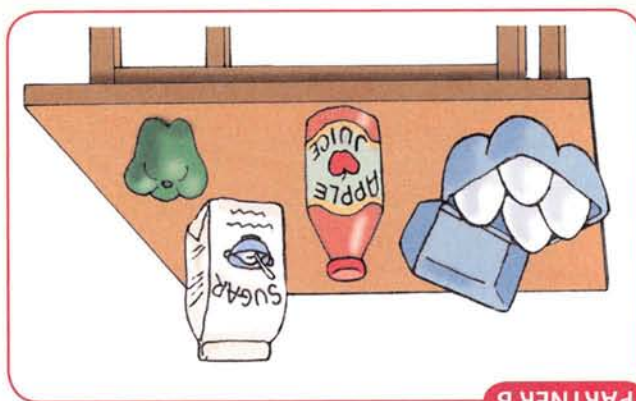
7 PAIR WORK Partner A: Look at your picture. Partner B: Turn your book and look at your picture. Ask questions about the foods on the table.

PARTNER A



“Are there any apples on your table?”

“No, there aren't.”



PARTNER B

8 INTEGRATED PRACTICE Write questions to complete each conversation.

- | | |
|--|---|
| 1 A:? | 6 A:? |
| B: I usually eat lunch at the office. | B: I'd like to study architecture. |
| 2 A:? | 7 A:? |
| B: Dana and Eric? They went to Colorado. | B: No. I'm not going to graduate this year. |
| 3 A:? | 8 A:? |
| B: Milk? We need two large containers. | B: She broke her leg. |
| 4 A:? | 9 A:? |
| B: Sally teaches math. | B: Oh, that's Juliette Binoche, the actress. |
| 5 A:? | 10 A:? |
| B: Madhur was born in India. | B: Yes, my parents can speak Arabic, but I can't. |

9 LISTENING COMPREHENSION Listen to the conversations. Check past, present, or future.
Then listen again and check your work.

	Past	Present	Future
1	☐	☒	☐
2	☐	☐	☐
3	☐	☐	☐
4	☐	☐	☐
5	☐	☐	☐
6	☐	☐	☐

10 INTEGRATED PRACTICE Express sympathy to each person. Make suggestions with should and shouldn't.

1  I have a terrible headache.

YOU *I'm so sorry* . You
should take something

5  I didn't sleep last night.
I feel terrible!

YOU You
.....

2  My husband burned his
mouth with the soup.

YOU He
.....

6  My son has an earache and a fever.
He's only eighteen months old.

YOU He
.....

3  My brother and I have
stomachaches. I think
we ate something bad.

YOU You
.....

7  My grandfather fell down and broke
his arm when the weather was bad.

YOU He
.....

4  My wife has a terrible backache!

YOU She
.....

11 CONVERSATION PRACTICE Discuss relatives and friends. Start like this:

Ideas

- Appearance
- Studies
- Abilities
- Life events
- Wishes for the future

“Tell me about your mother.
Where was she born?”



Be sure to recycle this language.

Tell me about ____ .
Really?
No kidding.



Reference Charts

Countries and nationalities

Argentina	Argentinean / Argentine	Guatemala	Guatemalan	Peru	Peruvian
Australia	Australian	Holland	Dutch	Poland	Polish
Belgium	Belgian	Honduras	Honduran	Portugal	Portuguese
Bolivia	Bolivian	Hungary	Hungarian	Russia	Russian
Brazil	Brazilian	India	Indian	Saudi Arabia	Saudi / Saudi Arabian
Canada	Canadian	Indonesia	Indonesian	Spain	Spanish
Chile	Chilean	Ireland	Irish	Sweden	Swedish
China	Chinese	Italy	Italian	Switzerland	Swiss
Colombia	Colombian	Japan	Japanese	Taiwan	Chinese
Costa Rica	Costa Rican	Korea	Korean	Thailand	Thai
Ecuador	Ecuadorian	Lebanon	Lebanese	Turkey	Turkish
Egypt	Egyptian	Malaysia	Malaysian	the United Kingdom	British
El Salvador	Salvadorean	Mexico	Mexican	the United States	American
France	French	Nicaragua	Nicaraguan	Uruguay	Uruguayan
Germany	German	Panama	Panamanian	Venezuela	Venezuelan
Greece	Greek	Paraguay	Paraguayan	Vietnam	Vietnamese

Numbers 100 to 1,000,000,000

100	one hundred	1,000	one thousand	10,000	ten thousand	1,000,000	one million
500	five hundred	5,000	five thousand	100,000	one hundred thousand	1,000,000,000	one billion

Irregular verbs

This is an alphabetical list of all irregular verbs in the *Top Notch Fundamentals* units. The page number refers to the page on which the base form of the verb first appears.

base form	simple past	page	base form	simple past	page	base form	simple past	page
be	was / were	4	get	got	52	say	said	90
break	broke	98	go	went	25	see	saw	85
buy	bought	76	grow	grew	112	sing	sang	104
can	could	23	hang out	hung out	114	sleep	slept	114
come	came	52	have	had	32	study	studied	52
cut	cut	98	hurt	hurt	98	swim	swam	104
do	did	52	lie	lay	100	take	took	22
draw	drew	104	make	made	52	teach	taught	84
drink	drank	85	meet	met	1	tell	told	88
drive	drove	22	put	put	52	think	thought	90
eat	ate	52	read	read	54	wear	wore	72
fall	fell	98	ride	rode	92	write	wrote	5
feel	felt	100						

Pronunciation table

These are the pronunciation symbols used in *Top Notch Fundamentals*.

Vowels				Consonants			
Symbol	Key Words	Symbol	Key Words	Symbol	Key Words	Symbol	Key Words
i	feed	ə	banana, around	p	park, happy	t	butter, bottle
ɪ	did	ɜ	shirt, birthday	b	back, cabbage	tʃ	button
eɪ	date, table	aɪ	cry, eye	t	tie	ʃ	she, station,
ɛ	bed, neck	aʊ	about, how	d	die		special, discussion
æ	bad, hand	ɔɪ	boy	k	came, kitchen, quarter	ʒ	leisure
ɑ	box, father	ɪr	here, near	g	game, go	h	hot, who
ɔ	wash	ɛr	chair	tʃ	chicken, watch	m	men
oʊ	comb, post	ɑr	guitar, are	dʒ	jacket, orange	n	sun, know
u	book, good	ɔr	door, chore	f	face, photographer	ŋ	sung, singer
ʊ	boot, food, student	ʊr	tour	v	vacation	w	week, white
ʌ	but, mother			θ	thing, math	l	light, long
				ð	then, that	r	rain, writer
				s	city, psychology	y	yes, use, music
				z	please, goes		

Vocabulary Booster

UNIT 1

5:37
More occupations



1 an accountant



2 a bank teller



3 a dentist



4 an electrician



5 a florist



6 a gardener



7 a grocery clerk



8 a hairdresser



9 a mechanic



10 a pharmacist



11 a professor



12 a reporter



13 a salesperson



14 a travel agent



15 a secretary



16 a waiter



17 a nurse



18 a lawyer

On a separate sheet of paper, write five statements about the pictures. Use He or She and the verb be.
For example: He's an accountant.

UNIT 2

5:38
More



1 a s
2 an

On a s
For ex

UNIT 3

5:40
More



1 a cl



5 a sh



9 a g



13 a

UNIT 2

5:38

More relationships



1 a supervisor
2 an employee



3 a teammate

5:39

More titles



1 Doctor [Smith]
or Dr. [Smith]



2 Professor [Brown]



3 Captain [Jones]

On a separate sheet of paper, write three statements about the photos, using He's or She's and possessive adjectives. For example: *She's her supervisor.*

UNIT 3

5:40

More places in the neighborhood



1 a clothing store



2 an electronics store



3 a fire station



4 a police station



5 a shoe store



6 a toy store



7 a video store



8 a dry cleaners



9 a gas station



10 a hotel



11 a supermarket



12 a convenience store



13 a travel agency



14 a post office



15 a taxi stand

On a separate sheet of paper, write five questions about the places. For example:

*Where's the clothing store?
Can I walk to the hotel?*

UNIT 4

5:41

More adjectives to describe people



1 slim / thin



2 muscular



3 heavy

On a separate sheet of paper, write a sentence for each photo. Use a form of be and the adverb very or so.
For example: *He's very slim.*

UNIT 5

5:42

More events



1 an exhibition



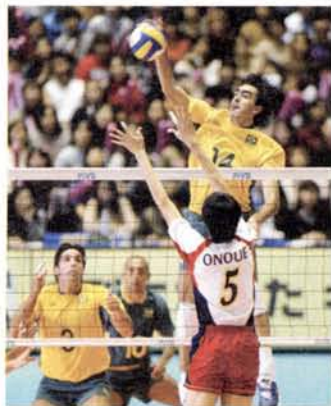
2 an opera



3 a ballet



4 a football game



5 a volleyball game



6 a baseball game



7 a play



8 a speech

On a separate sheet of paper, write five statements about the events. Use your own times and dates.
For example: *There's an exhibition on Tuesday, June 15.*

UNIT 6

5:43

More



1 bath swimsuit



8 a nightgown

UNIT 7

5:44

M



1 a computer

Who is using it?
For example: *My mother is using it.*

UNIT 6

S-43

More clothes



1 bathing suits / swimsuits



2 a bathrobe



3 boots



4 a coat



5 a hat



6 a shirt
7 jeans



8 a nightgown



9 an umbrella
10 a raincoat



11 sandals



12 pajamas



15 socks



16 pantyhose



17 underwear



13 a T-shirt
14 shorts

On a separate sheet of paper, write five questions and answers about the colors of the clothes and shoes. For example:

What color are the boots? They're brown.

UNIT 7

S-44

More household chores



1 dust



2 sweep



3 mop



4 vacuum

Who does these chores in your house? On a separate sheet of paper, write four statements, using the simple present tense and frequency adverbs or time expressions.

For example: *I usually dust once a week.*

More home and office vocabulary



1 a fence 2 a driveway 3 a roof



7 a pillow



15 towels



16 a faucet



17 a burner
18 an oven



19 a dishwasher



24 a napkin
25 a place mat
26 a glass



35 a filing cabinet



36 a fax machine



4 an intercom



5 a doorbell



8 a blanket
9 a sheet



10 a medicine cabinet
11 toothpaste
12 a toothbrush



6 a fire escape



13 a shower curtain
14 a bath mat



20 a coffee maker



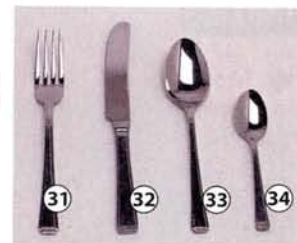
21 a ladle
22 a pot



23 a food processor



27 a bowl 29 a cup
28 a plate 30 a saucer



31 a fork
32 a knife
33 a tablespoon /
a soup spoon
34 a teaspoon

On a separate sheet of paper, write five statements. Use the Vocabulary. For example:

*My apartment has a fire escape.
There's no shower curtain in my bathroom.*

Mo

1 a

3 a

5:47 Se

1 sp

3 fa

Or
Fo

5:46

More weather vocabulary



1 a thunderstorm



2 a snowstorm



3 a hurricane



4 a tornado

5:47

Seasons



1 spring



2 summer



3 fall / autumn

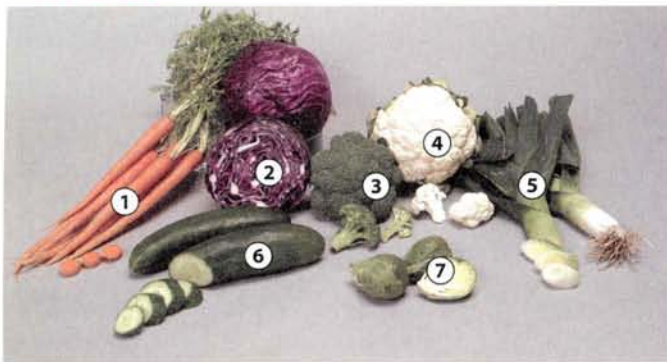


4 winter

On a separate sheet of paper, write four statements about the pictures.
For example: *It's not raining.*

5:48

More vegetables



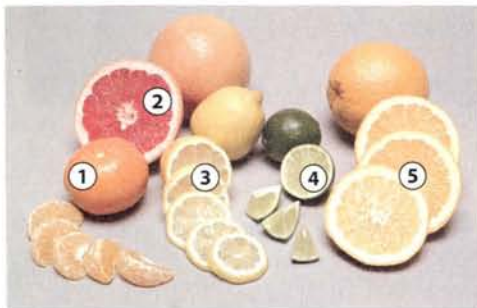
- 1 carrots
- 2 cabbage
- 3 broccoli
- 4 cauliflower
- 5 leeks
- 6 cucumbers
- 7 brussels sprouts



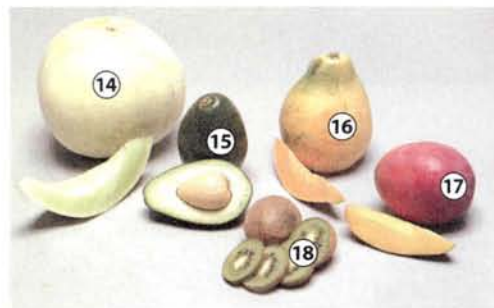
8 corn

5:49

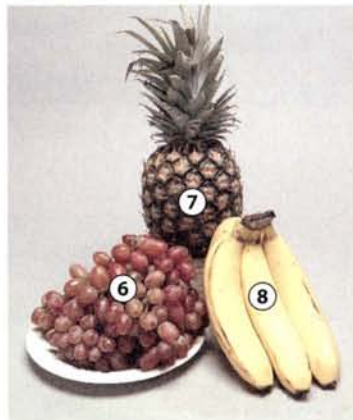
More fruits



- 1 a tangerine
- 2 a grapefruit
- 3 a lemon
- 4 a lime
- 5 an orange



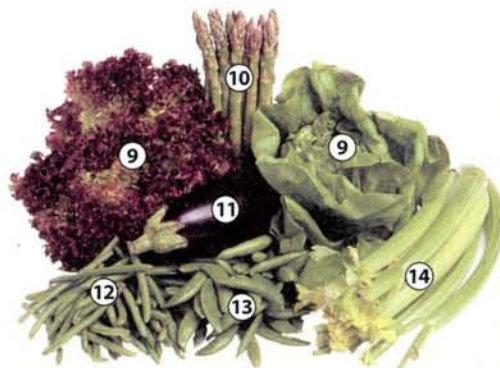
- 14 a honeydew melon
- 15 an avocado
- 16 a papaya
- 17 a mango
- 18 a kiwi



- 6 grapes
- 7 a pineapple
- 8 bananas



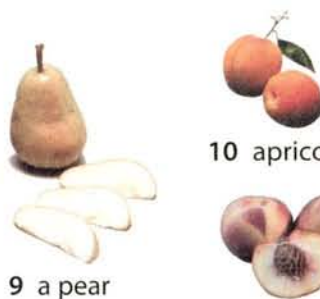
19 a watermelon



- 9 lettuce
- 10 asparagus
- 11 an eggplant
- 12 beans
- 13 peas
- 14 celery



15 garlic



9 a pear

10 apricots

11 peaches



12 strawberries



13 raspberries



- 20 raisins
- 21 figs
- 22 prunes
- 23 dates

5:50

More



1 go



5 go

On a
five se
Use th
For ex

5:51

More

①

On a separate sheet of paper, write five statements about the fruits and vegetables you and your family like.
For example: *I like lemons. My sister doesn't like lemons.*

On a
one
Use
For e

UNIT 11

S-50

More outdoor activities



1 go horseback riding



2 go sailing



3 play golf

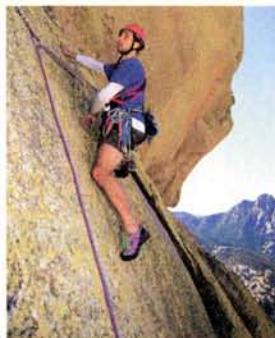


4 go rollerblading



5 go snorkeling

On a separate sheet of paper, write five sentences to describe the photos. Use the simple past tense. For example: *They went sailing.*



6 go rock climbing



7 go ice skating

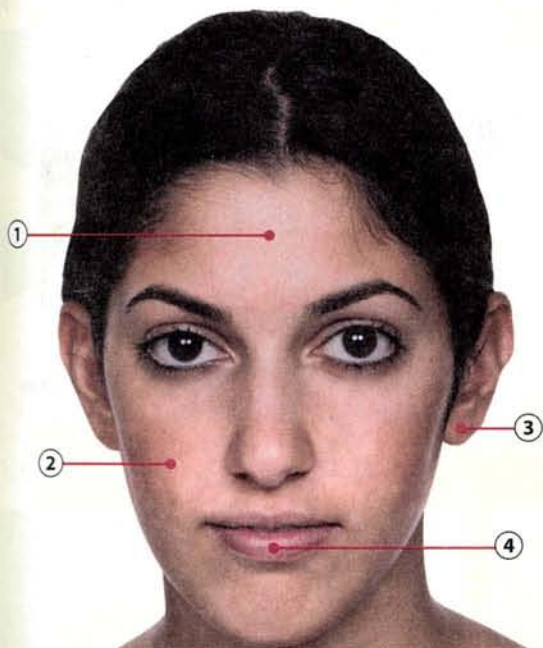


8 go windsurfing

UNIT 12

S-51

More parts of the body



- 1 forehead
- 2 cheek
- 3 earlobe
- 4 lip



5 tongue



- 6 elbow
- 7 calf
- 8 thigh

On a separate sheet of paper, describe one of the people. Write three statements. Use the Vocabulary from Unit 12. For example: *She has straight, brown hair.*

More musical instruments



1 a cello



2 a piano



3 a tuba



4 a trumpet



5 a trombone



6 a flute



7 a clarinet



8 a recorder



9 a saxophone



10 a xylophone



11 an accordion



12 drums

On a separate sheet of paper, write four statements with the Vocabulary. Use can / can't and the adverbs well and badly. For example:

My sister can play the piano.

My father plays the accordion well.

More



1 biology



3 history

More



1 go



5 go

5:53

More academic subjects



1 biology



2 chemistry



3 history



4 fine art



5 drama



6 science

5:54

More leisure activities



1 go skiing



2 go hiking



3 play



4 garden



5 go on a cruise



6 get a manicure

On a separate sheet of paper, write four statements, using I'd like to or be going to and the Vocabulary. Include time expressions. For example:
I'd like to study fine art in the future.
I'm not going to go on a cruise this year.

Grammar Booster

UNIT 2

The Grammar Booster is optional. It contains extra practice of each unit's grammar.

UNIT 1

1 Write each sentence again. Use a contraction.

- 1 He is an engineer. He's an engineer.
- 2 We are teachers. _____
- 3 No, we are not. _____
- 4 They are not artists. _____
- 5 I am a student. _____
- 6 She is a chef. _____

2 Write the indefinite article a or an for each occupation.

- | | |
|------------------|----------------------|
| 1 _____ chef | 5 _____ scientist |
| 2 _____ actor | 6 _____ architect |
| 3 _____ banker | 7 _____ photographer |
| 4 _____ musician | |

3 Complete each sentence with the correct subject pronoun.

- 1 Mary is a student. She is a student.
- 2 Ben is a student, too. _____ is a student, too.
- 3 My name is Nora. _____ am an artist.
- 4 Your occupation is doctor. _____ are a doctor.
- 5 Jane and Jason are scientists. _____ are scientists.

4 Write a question for each answer.

- 1 A: Are you musicians ?
B: Yes, we are. We're musicians.
- 2 A: _____ ?
B: No, they're not teachers. They're scientists.
- 3 A: _____ ?
B: Yes. Ann is a doctor.
- 4 A: _____ ?
B: No. Ellen is a flight attendant. She's not a writer.
- 5 A: _____ ?
B: Yes. I am a pilot.
- 6 A: _____ ?
B: No. We're not flight attendants. We're pilots.

5 Write six proper nouns and six common nouns. Use capital and lowercase letters correctly.

- | Proper nouns | Common nouns |
|--------------|--------------|
| 1 _____ | 7 _____ |
| 2 _____ | 8 _____ |
| 3 _____ | 9 _____ |
| 4 _____ | 10 _____ |
| 5 _____ | 11 _____ |
| 6 _____ | 12 _____ |

1 Write

- 1 Mis
- 2 Mr.
- 3 Mrs
- 4 Joh
- 5 Are
- 6 Mr.
- 7 Jak
- 8 Mr.

2 Com

- 1 Ms
- 2 Mi
- 3 Mr
- 4 Mr
- 5 Ms
- 6 Mr
- 7 Mr
- 8 M

3 Cor

- 1 _
- 2 _
- 3 _
- 4 _
- 5 _
- 6 _
- 7 _
- 8 _

4 Cor

- 1 A
B
- 2 A
B
- 3 A
B
- 4 A
B
- 5 A
B
- 6 A
B

1 Write the correct possessive adjectives.

- 1 Miss Kim is Mr. Smith's student. Mr. Smith is her teacher.
- 2 Mr. Smith is Miss Kim's teacher. Miss Kim is _____ student.
- 3 Mrs. Krauss is John's teacher. Mrs. Krauss is _____ teacher.
- 4 John is Mrs. Krauss's student. John is _____ student.
- 5 Are _____ colleagues from Japan? No, they aren't. My colleagues are from Korea.
- 6 Mr. Bello is _____ teacher. I am _____ student.
- 7 Jake is not Mrs. Roy's student. He's _____ boss!
- 8 Mr. Gee is not Jim and Sue's teacher. He's _____ doctor.

2 Complete the sentences about the people. Use He's from, She's from, or They're from.

- 1 Ms. Tomiko Matsuda: _____ Hamamatsu, Japan.
- 2 Miss Berta Soliz: _____ Monterrey, Mexico.
- 3 Mr. and Mrs. Franz Heidelberg: _____ Berlin, Germany.
- 4 Mr. George Crandall: _____ Victoria, Canada.
- 5 Ms. Mary Mellon: _____ Melbourne, Australia.
- 6 Mr. Jake Hild and Ms. Betty Parker: _____ Los Angeles, US.
- 7 Mr. Cui Jing Wen: _____ Wuhan, China.
- 8 Ms. Noor Bahjat: _____ Cairo, Egypt.

3 Complete the questions.

- 1 _____ your name?
- 2 _____ are you from?
- 3 _____ his e-mail address?
- 4 _____ she a student?
- 5 _____ her phone number?
- 6 _____ they colleagues?
- 7 _____ he from China?
- 8 _____ their first names?

4 Complete each question with the correct possessive adjective.

- 1 A: What's _____ name?
B: I'm Mrs. Barker.
- 2 A: What's _____ last name?
B: My last name is Crandall.
- 3 A: What's _____ address?
B: Mr. Marsh's address is 10 Main Street.
- 4 A: What's _____ e-mail address?
B: Ms. Down's e-mail address? It's down5@unet.com.
- 5 A: What are _____ first names?
B: They're Gary and Rita.
- 6 A: What's _____ phone number?
B: Miss Gu's number is 555-0237.

UNIT 3

1 Write the sentences with contractions.

- 1 Where is the pharmacy? *Where's the pharmacy?*
- 2 It is down the street. _____
- 3 It is not on the right. _____
- 4 What is your name? _____
- 5 What is your e-mail address? _____
- 6 She is an architect. _____
- 7 I am a teacher. _____
- 8 You are my friend. _____
- 9 He is her neighbor. _____
- 10 They are my classmates. _____

2 Complete each sentence with an affirmative or a negative imperative.

- 1 _____ the bus to the restaurant. _____ walk.
- 2 _____ the bus to the bank.
- 3 _____ to the school. It's right over there, on the right.
- 4 _____ take a taxi to the bank. _____. It's across the street.

3 Complete the questions and answers. Use contractions when possible.

- 1 A: _____ the pharmacy?
B: The pharmacy? _____ across the street.
- 2 A: _____ the newsstand?
B: _____ down the street on the right.
- 3 A: _____ I _____ to the restaurant?
B: No, don't walk there. _____ a taxi.
- 4 A: _____ do you go to school?
B: Me? I go _____ motorcycle. _____ you?

UNIT 4

1 Write questions. Use Who's or Who are and he, she, or they.

- 1 A: *Who's he* _____?
B: He's my grandfather.
- 2 A: _____?
B: She's my mother.
- 3 A: _____?
B: He's Mr. Ginn's grandson.
- 4 A: _____?
B: They're Ms. Breslin's grandparents.
- 5 A: _____?
B: She's Sam's wife.
- 6 A: _____?
B: They're his wife and son.

2 Unscramble

- 1 so / for
- 2 brother
- 3 grand
- 4 his / to
- 5 grand
- 6 girlfriend

3 Complete

- 1 I _____
- 2 She _____
- 3 They _____
- 4 We _____
- 5 You _____
- 6 He _____

4 Complete

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

UNIT 5

1 Write

- 1 *Who's he*
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

2 Complete

- 1 The _____
- 2 The _____
- 3 The _____
- 4 The _____
- 5 The _____
- 6 The _____

2 Unscramble the words and write sentences. Use a form of be.

- 1 so / father / my / handsome My father is so handsome.
- 2 brother / very / her / short _____
- 3 grandchildren / cute / neighbor's / so / my _____
- 4 his / tall / not / sister / very _____
- 5 grandfather / very / old / my / not _____
- 6 girlfriend / pretty / so / brother's / my _____

3 Complete the sentences. Use have or has.

- 1 I _____ two brothers.
- 2 She _____ one child.
- 3 They _____ four grandchildren.
- 4 We _____ six children.
- 5 You _____ ten brothers and sisters!
- 6 He _____ three sisters.

4 Complete the questions. Use How old is or How old are.

- 1 _____ your children?
- 2 _____ his son?
- 3 _____ her grandchildren?
- 4 _____ Nancy's sisters?
- 5 _____ Matt's daughter?
- 6 _____ their grandmother?

UNIT 5

1 Write a question for each answer. Use What time, What day, or When.

- 1 What time is it? It's six thirty.
- 2 _____ The party is at ten o'clock.
- 3 _____ The dinner is on Friday.
- 4 _____ The dance is at eleven thirty on Saturday.
- 5 _____ The concert is in May.
- 6 _____ The meeting is at noon.
- 7 _____ It's a quarter to two.
- 8 _____ The movie is on Wednesday.

2 Complete each sentence with in, on, or at.

- 1 The concert is _____ March.
- 2 The dinner is _____ Friday _____ 6:00.
- 3 The party is _____ April 4th _____ 9:00.
- 4 The movie is _____ 3:00 P.M. _____ Tuesday.
- 5 The game is _____ noon _____ Monday.
- 6 The meeting is _____ August 10th _____ 9:00 A.M.

UNIT 6

1 Complete each sentence with the correct form of the verb.

- 1 They have nice ties at this store.
- 2 She want a long, blue skirt for the party.
- 3 I like my shoes.
- 4 We not have clean shirts.
- 5 Our children not need blue pants for school.
- 6 she / like short skirts?
- 7 your wife / need new shoes?
- 8 I / need a suit for work?
- 9 Why she / like those old shoes?
- 10 Which shirt you / want for tomorrow?
- 11 they / have this sweater in extra large?

2 Answer each question.

- 1 What clothes do you need? _____
- 2 Do you need new shoes? _____
- 3 Why do you need new shoes? _____
- 4 Do you have a long skirt? _____
- 5 Do you like pink shirts? _____
- 6 Do you have a loose sweater? _____
- 7 Do you like expensive clothes? _____

UNIT 7

1 Write the third-person singular form of each verb.

- | | |
|-----------------------|-----------------|
| 1 shave <u>shaves</u> | 13 come _____ |
| 2 brush _____ | 14 change _____ |
| 3 go _____ | 15 make _____ |
| 4 have _____ | 16 get _____ |
| 5 study _____ | 17 comb _____ |
| 6 do _____ | 18 put _____ |
| 7 take _____ | 19 eat _____ |
| 8 play _____ | 20 watch _____ |
| 9 exercise _____ | 21 clean _____ |
| 10 visit _____ | 22 read _____ |
| 11 practice _____ | 23 check _____ |
| 12 wash _____ | 24 listen _____ |

2 Comp

- 1 Whi
- 2 Whi
- 3 Ho
- 4 Wh
- 5 Ho
- 6 Wh
- 7 Wh
- 8 Ho

3 Unsc

- 1 ust
- 2 go
- 3 in t
- 4 alv
- 5 we
- 6 so

4 Corr

- 1 Wl
- 2 Wl
- 3 Wl
- 4 Wl
- 5 Wl
- 6 Wl

UNIT 8

1 Writ

- 1 yc
- 2 Je
- 3 he
- 4 yc
- 5 th
- 6 R
- 7 hi
- 8 yc

2 Cor

- 1 H
- 2 T
- 3 M
- 4 It
- 5 J
- 6 M
- 7 H
- 8 S

2 Complete each question with do or does.

- 1 When _____ you go shopping?
- 2 What time _____ she make dinner?
- 3 How often _____ they clean the house?
- 4 What time _____ your son come home?
- 5 How often _____ your parents go out for dinner?
- 6 What time _____ you go to bed?
- 7 When _____ our teacher check e-mail?
- 8 How often _____ Alex do the laundry?

3 Unscramble the words and write sentences in the simple present tense.

- 1 usually / on weekends / go shopping / she She usually goes shopping on weekends.
- 2 go dancing / my sisters / on Fridays / sometimes _____
- 3 in the morning / never / check e-mail / I _____
- 4 always / my daughter / to work / take the bus _____
- 5 we / to school / walk / never _____
- 6 sometimes / my brother / after work / visit his friends _____

4 Complete each response with do or does.

- 1 Who takes out the garbage in your house? My daughter _____.
- 2 Who washes the dishes in your family? I _____.
- 3 Who makes dinner? My parents _____.
- 4 Who does the laundry in your house? My brother _____.
- 5 Who watches TV before dinner? My granddaughter _____.
- 6 Who takes a bath in the evening? My sister _____.

UNIT 8

1 Write questions with Where.

- 1 your grandparents / live Where do your grandparents live?
- 2 John's friend / go shopping _____
- 3 her brother / study English _____
- 4 you / eat breakfast _____
- 5 they / listen to music _____
- 6 Rob and Nancy / exercise _____
- 7 his mother / work _____
- 8 your brother / do the laundry _____

2 Complete the statements with in, on, at, or to.

- 1 His house is _____ Barker Street.
- 2 They work _____ the tenth floor.
- 3 Ms. Cruz takes the train _____ work.
- 4 It's _____ 18 Spencer Street.
- 5 Jack studies French _____ the BTI Institute.
- 6 Mr. Klein works _____ the hospital.
- 7 Her office is _____ the fifth floor.
- 8 She works _____ 5 Main Street.

3 Complete each sentence with There's or There are.

- 1 _____ a movie at noon.
- 2 _____ a concert at 2:00 and a game at 3:00.
- 3 _____ a bank on the corner of Main and 12th Street.
- 4 _____ two apartment buildings across the street.
- 5 _____ bookstores nearby.
- 6 _____ a pharmacy and a newsstand around the corner.
- 7 _____ two dressers in the bedroom.
- 8 _____ three elevators in the Smith Building.

4 Write questions with Is there or Are there.

- 1 a dance / this weekend Is there a dance this weekend?
- 2 three meetings / this week _____
- 3 a bank / nearby _____
- 4 How many / games / this afternoon _____
- 5 How many / pharmacies / on 3rd Avenue _____
- 6 How many / parties / this month _____

UNIT 9

1 Write the present participle of the following base forms.

- | | |
|-----------------------|-----------------|
| 1 rain <u>raining</u> | 15 come _____ |
| 2 snow _____ | 16 wear _____ |
| 3 watch _____ | 17 shop _____ |
| 4 eat _____ | 18 go _____ |
| 5 take _____ | 19 study _____ |
| 6 drive _____ | 20 listen _____ |
| 7 check _____ | 21 wash _____ |
| 8 make _____ | 22 play _____ |
| 9 do _____ | 23 read _____ |
| 10 exercise _____ | 24 clean _____ |
| 11 shave _____ | 25 work _____ |
| 12 put _____ | 26 write _____ |
| 13 comb _____ | 27 talk _____ |
| 14 brush _____ | 28 buy _____ |

2 Check the sentences that indicate a future plan.

- ☐ 1 I'm watching TV right now.
- ☐ 2 Is Marina taking a shower?
- ☐ 3 On Tuesday I'm working at home.
- ☐ 4 Where is she going tomorrow night?
- ☐ 5 Jen's eating dinner.
- ☐ 6 I'm driving to the mall this afternoon.
- ☐ 7 I'm studying Arabic this year. My teacher is very good.
- ☐ 8 Who's making dinner on Saturday?

3 Comp

1 A: _

B: _

2 A: _

B: _

3 A: _

B: E

4 A: _

B: M

5 A: _

B: I

UNIT 10

1 Com

1 _

2 _

3 _

4 _

5 _

6 _

7 _

8 _

9 _

10 _

2 Cho

1 I _

a

2 W

a

3 Ar

a

4 H

a

3 Complete each conversation with the present continuous.

1 A: What are you doing ?
you / do

B: _____ my hair.
I / wash

2 A: _____ ?
Where / she / drive

B: _____ to the bookstore.
She / go

3 A: _____ the bus?
Why / he / take

B: Because _____ .
it / rain

4 A: _____ at home tonight?
we / eat

B: No. _____ out for dinner.
We / go

5 A: _____ a dress to the party?
Maya wear

B: No. _____ a dress. _____ pants.
she / not wear She / wear

UNIT 10

1 Complete each question with **How much** or **How many**.

- 1 _____ sugar do you want in your coffee?
- 2 _____ onions do you need for the potato pancakes?
- 3 _____ cans of coffee are there on the shelf?
- 4 _____ meat do you eat every day?
- 5 _____ loaves of bread do we need for dinner?
- 6 _____ pepper would you like in your chicken salad?
- 7 _____ bottles of oil does she need from the store?
- 8 _____ eggs do you eat every week?
- 9 _____ oranges are there? I want to make orange juice.
- 10 _____ pasta would you like?

2 Choose the correct word or phrase to complete each statement. Circle the letter.

- | | |
|---|--|
| 1 I _____ English every day.
a am studying b study | 5 This store _____ beautiful clothes.
a is having b has |
| 2 We usually _____ the bus to work.
a are taking b take | 6 On Wednesdays I _____ dinner for my parents.
a am cooking b cook |
| 3 Annemarie _____ the kitchen now.
a is cleaning b cleans | 7 They never _____ coffee.
a are drinking b drink |
| 4 He really _____ lemonade.
a is liking b likes | 8 Our children _____ on weekdays.
a are watching TV b don't watch TV |

1 Complete the conversations with the past tense of **be**.

- 1 A: Where _____ Paul and Jackie last night?
B: I don't know, but they _____ here.
- 2 A: _____ she at school yesterday?
B: No. She _____ at home.
- 3 A: When _____ you in Italy? Last year?
B: Last year? No, we _____ in Italy last year.
We _____ there in 2005.
- 4 A: What time _____ the movie?
B: It _____ at 7:00.
- 5 A: _____ your parents at home at 10:00 last night?
B: No. They _____ at a play.
- 6 A: Who _____ at work on Monday?
B: Barry and Anne _____. But I _____.

2 First complete each question. Use the simple past tense. Then write an answer.

- 1 _____ you _____ *go* to work yesterday?
YOU _____
- 2 What time _____ you _____ *make* dinner?
YOU _____
- 3 What _____ you _____ *eat* for breakfast?
YOU _____
- 4 Who _____ *eat* breakfast with you?
YOU _____
- 5 What _____ you _____ *buy* this week?
YOU _____

UNIT 12

1 Write sentences with **be** or **have**.

- 1 Kate's / hair / long / straight *Kate's hair is long and straight.*
- 2 George / short / black / hair _____
- 3 Harry / long / curly / hair _____
- 4 Mary's / eyes / blue _____
- 5 Adam / beard / mustache _____
- 6 Amy / pretty / eyes _____

2 Compl

- 1 It's y
2 I'm s
3 There
4 You l
5 We h
toma
6 Pam
7 Mart
8 It's ti

UNIT 13

1 Write :

- 1 my f
2 my i
3 my !
4 my !
5 my !
6 my
7 I / p

2 Answ

- 1 Car
2 Car
3 Car
4 Car
5 Car
6 Car

3 Com

2 Complete each sentence with **should** or **shouldn't** and a verb from the box.

- 1 It's your birthday. You _____ out for dinner!
- 2 I'm sorry you have a toothache. You _____ a dentist.
- 3 There's a movie on TV tonight. We _____ it.
- 4 You have a cold? You _____ today.
- 5 We have tomatoes, potatoes, and onions. We _____ tomato potato soup for dinner tonight!
- 6 Pam's taking a shower right now. You _____ back later.
- 7 Martin has a headache. He _____ soccer tonight.
- 8 It's time for bed. You _____ undressed.

call
(not) exercise
go
watch
make
(not) play
see
get

UNIT 13

1 Write sentences with the simple present tense and the adverbs **well** or **badly**.

- 1 my father / sing / really well My father sings really well.
- 2 my mother / cook French food / well _____
- 3 my grandfather / play the guitar / badly _____
- 4 my grandmother / sew clothes / very well _____
- 5 my sister / knit sweaters / well _____
- 6 my friend / draw pictures / really well _____
- 7 I / play the violin / badly _____

2 Answer each question. Use short answers with **can** or **can't**.

- 1 Can you play the piano? _____
- 2 Can you ski? _____
- 3 Can your parents sing well? _____
- 4 Can your friends speak English? _____
- 5 Can you draw? _____
- 6 Can your father fix things? _____

3 Complete each sentence. Use **too** and an adjective.



1 I need a new dress. This dress is _____.

2 This skirt is _____. I want a short skirt.





1:30

What

(CHORUS)

What do y

What do y

I'm a stude

You're a te

She's a do

He's a nur

What abou

What do y

I'm a flor

You're a g

He's a wai

She's a ch

Do-do-do

That's wh

It's nice t

What's yo

Can you s

Thank you

Yes, it's ni

(CHORUS)

We are ar

architects

How abou

What do

We are b

we are de

engineers

Do-do-do

That's wh

Hi, I'm Li

No, he's

Excuse n

Good-by

Do-do-do

Do-do-do

Do-do-do

Do-do-do

1:46

Exc

(CHORUS)

Excuse

What's y

What's y

I would

and I ho

I'll give y

Write to

You can

so I'll kn

who it c

Excuse

Was tha

Well, I th

and I dc

want to



3 His shirt is _____. He needs size small.



4 I don't want that suit. It's _____.



5 He needs size medium. This shirt is _____.

UNIT 14

1 Answer the following questions, using **be going to**.

- Are your classmates going to study tonight? _____
- Are you going to relax this weekend? _____
- Are you going to exercise today? _____
- Are you going to make dinner tonight? _____
- Are you going to move in the next two years? _____
- Are you going to check your e-mail today? _____
- 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**.

- Are you going to go to the movies tonight? Yes. I'm going to go to the movies tonight.
- _____ Yes. They're going to eat in a restaurant after the concert.
- _____ Yes. Carla's brother is going to go fishing with her.
- _____ Yes. I'm going to go to work tomorrow.
- _____ No. He's not going to graduate this year.
- _____ Yes. They're going to take the bus to school.

3 Write three **yes/no** interview questions for a new friend. Then write three information questions.

Use **would like + infinitive**.

Would you like to study a new language?

What would you like to study?



Top Notch Pop Lyrics

1:30

What Do You Do? [Unit 1]

(CHORUS)

What do you do?
What do you do?

I'm a student.
You're a teacher.
She's a doctor.
He's a nurse.
What about you?
What do you do?
I'm a florist.
You're a gardener.
He's a waiter.
She's a chef.
Do-do-do-do...
That's what we do.
It's nice to meet you.
What's your name?
Can you spell that, please?
Thank you.
Yes, it's nice to meet you, too.

(CHORUS)

We are artists and musicians,
architects, and electricians.
How about you?
What do you do?
We are bankers,
we are dentists,
engineers, and flight attendants.
Do-do-do-do...
That's what we do.
Hi, I'm Linda. Are you John?
No, he's right over there.
Excuse me. Thank you very much.
Good-bye.
Do-do-do-do...
Do-do-do-do...
Do-do-do-do...
Do-do-do-do...

1:46

Excuse Me, Please [Unit 2]

(CHORUS)

Excuse me—please excuse me.
What's your number?
What's your name?
I would love to get to know you,
and I hope you feel the same.

I'll give you my e-mail address.
Write to me at my dot-com.
You can send a note in English
so I'll know
who it came from.
Excuse me—please excuse me.
Was that 0078?
Well, I think the class is starting,
and I don't
want to be late.

But it's really nice to meet you.
I'll be seeing you again.
Just call me on my cell phone
when you're looking for a friend.

(CHORUS)

So welcome to the classroom.
There's a seat right over there.
I'm sorry, but you're sitting in
our teacher's favorite chair!
Excuse me—please excuse me.
What's your number?
What's your name?

2:15

Tell Me All About It [Unit 4]

Tell me about your father.
He's a doctor and he's very tall.
And how about your mother?
She's a lawyer. That's her picture on
the wall.
Tell me about your brother.
He's an actor, and he's twenty-three.
And how about your sister?
She's an artist. Don't you think she looks
like me?

(CHORUS)

Tell me about your family—
who they are and what they do.
Tell me all about it.
It's so nice to talk with you.

Tell me about your family.
I have a brother and a sister, too.
And what about your parents?
Dad's a teacher, and my mother's eyes
are blue.

(CHORUS)

Who's the pretty girl in that photograph?
That one's me!
You look so cute!
Oh, that picture makes me laugh!
And who are the people there, right below
that one?
Let me see ... that's my mom and dad.
They both look very young.

(CHORUS)

Tell me all about it.
Tell me all about it.

2:35

Let's Make a Date [Unit 5]

It's early in the evening—
6:15 P.M.

Here in New York City
a summer night begins.
I take the bus at seven
down the street from City Hall.
I walk around the corner
when I get your call.

(CHORUS)

Let's make a date.
Let's celebrate.
Let's have a great time out.

Let's meet in the Village
on Second Avenue
next to the museum there.
What time is good for you?
It's a quarter after seven.
There's a very good new show
weekdays at the theater.
Would you like to go?

(CHORUS)

Sounds great. What time's the show?
The first one is at eight.
And when's the second one?
The second show's too late.
OK, how do I get there?
The trains don't run at night.
No problem. Take a taxi.
The place is on the right.
Uh-oh! Are we late?
No, we're right on time.
It's 7:58.
Don't worry. We'll be fine!

(CHORUS)

3:15

On the Weekend [Unit 7]

(CHORUS)

On the weekend,
when we go out,
there is always so much joy and laughter.
On the weekend,
we never think about
the days that come before and after.

He gets up every morning.
Without warning, the bedside clock rings
the alarm.
So he gets dressed—
he does his best to be on time.
He combs his hair, goes down the stairs,
and makes some breakfast.
A bite to eat, and he feels fine.
Yes, he's on his way
to one more working day.

(CHORUS)

On Thursday night,
when he comes home from work,
he gets undressed, and if his room's a mess,
he cleans the house. Sometimes he takes
a rest.
Maybe he cooks something delicious,
and when he's done
he washes all the pots and dishes,
then goes to bed.
He knows the weekend's just ahead.

(CHORUS)

3:35

🔊) **Home Is Where the Heart Is** [Unit 8]

There's a house for everyone
with a garden in the sun.
There's a stairway to the stars.
Where is this house?
It isn't far.

(CHORUS)

**Home is where the heart is.
Home is where the heart is.**

She lives on the second floor.
There are flowers at her front door.
There's a window with a breeze.
Love and kindness are the keys.

(CHORUS)

There's a room with a view of the sea.
Would you like to go there with me?

(CHORUS)

4:17

🔊) **Fruit Salad, Baby** [Unit 10]

You never eat eggs for breakfast.
You don't drink coffee or tea.
I always end up cooking for you
when you're here with me.
I want to make something delicious,
'cause I like you a lot.
I'm checking my refrigerator,
and this is what I've got:

(CHORUS)

**How about a fruit salad, baby—
apples, oranges, bananas too?
Well, here you go now, honey.
Good food coming up for me and you.**
Are there any cans or bottles
or boxes on the shelf?
I put my dishes on the counter.
I mix everything well.

(CHORUS)

Chop and drain it.
Slice and dice it.
Mix and serve
with an ounce of love.
Pass your glass.
What are you drinking?
Tell me what dish
I am thinking of?

(CHORUS)

4:34

🔊) **My Favorite Day** [Unit 11]

Last night we walked together.
It seems so long ago.
And we just talked and talked.
Where did the time go?
We saw the moonlit ocean
across the sandy beach.
The waves of summer fell,
barely out of reach.

(CHORUS)

**Yes, that was then,
and this is now,
and all I do is think about
yesterday,
my favorite day of the week.**

When I woke up this morning,
my feelings were so strong.
I put my pen to paper,
and I wrote this song.
I'm glad I got to know you.
You really made me smile.
My heart belonged to you
for a little while.

(CHORUS)

It was wonderful to be with you.
We had so much to say.
It was awful when we waved good-bye.
Why did it end that way?

(CHORUS)

5:16

🔊) **She Can't Play Guitar** [Unit 13]

She can paint a pretty picture.
She can draw well every day.
She can dance and she can sing,
but she can't play guitar.
She can sew a dress so nicely,
and she does it beautifully.
She can knit a hundred sweaters,
but she can't play guitar.

(CHORUS)

**And now it's too late.
She thinks it's too hard.
Her happy smile fades,
'cause she can't play guitar.**
She can drive around the city.
She can fix a broken car.
She can be a great mechanic,
but she can't play guitar.

(CHORUS)

And she says,
"Could you please help me?
When did you learn?
Was it hard? Not at all?
Are my hands too small?"
She can cook a meal so nicely
in the kitchen, and there are
lots of things that she does well,
but she can't play guitar.

(CHORUS)

5:33

🔊) **I Wasn't Born Yesterday** [Unit 14]

I went to school and learned the lessons
of the human heart.
I got an education in
psychology and art.
It doesn't matter what you say.
I know the silly games you play.

(CHORUS)

**I wasn't born yesterday.
I wasn't born yesterday.**

Well, pretty soon I graduated
with a good degree.
It took some time to understand
the way you treated me,
and it's too great a price to pay.
I've had enough, and anyway,

(CHORUS)

So you think I'd like to marry you
and be your pretty wife?
Well, that's too bad, I'm sorry, now.
Grow up and get a life!
It doesn't matter what you say.
I know the silly games you play.

(CHORUS)

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