SECOND EDITION

with ActiveBook

FUNDAMENTALS







PEARSON

ALWAYS LEARNING

SECOND EDITION TOP NOTCH

English for Today's World

FUNDAMENTALS

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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
Names and Occupations page 4	 Tell a classmate your occupation Identify your classmates Spell names 	 Occupations The alphabet VOCABULARY BOOSTER More occupations 	 Verb be: Singular and plural statements, contractions Yes / no questions and short answers Common errors Subject pronouns Articles a / an Nouns: Singular and plural / Common and proper GRAMMAR BOOSTER • Extra practice
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 By 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
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? Early, on time, late 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
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 <u>And you?</u> to show interest in another person Use <u>Excuse me</u> to initiate a conversation Use <u>Excuse me</u>? to indicate you haven't heard or didn't understand Use <u>Thanks!</u> to acknowledge someone's complying with a request 	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 <u>And</u> 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 <u>You're welcome</u> to formally acknowledge thanks Use <u>OK</u> to acknowledge advice Use <u>What about you?</u> to show interest in another person 	 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 <u>Well,</u> to indicate one is deciding how to begin a response Use <u>And how about?</u> to ask for more information Use <u>Really?</u> to show interest or mild surprise 	 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 <u>Uh-oh</u> to indicate you may have made a mistake Use <u>Look</u> to focus someone's attention on something Use <u>Great!</u> to show enthusiasm for an idea Offer someone best wishes on his or her birthday 	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 <u>Thank you</u> Apologize with <u>I'm sorry</u> when expressing disappointing information Use <u>That's too bad</u> to express disappointment Use <u>What about you?</u> to ask for someone's opinion Use <u>Well</u> to soften a strong opinion 	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 <u>50</u> to introduce a conversation topic Use <u>How about you</u>? to ask for parallel information Say <u>Sure</u> to indicate a willingness to answer Begin a response to an unexpected question with <u>Oh</u> 	 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

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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 and there are:</u> Statements and <u>yes</u> / <u>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 Yes / no questions Information questions For future plans The present participle: spelling rules
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</u> / <u>Are there any</u> Non-count nouns: <u>How much</u> / <u>Is there any</u> The simple present tense and the present continuous: usage and common errors
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
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 CRAMMAR BOOSTER • Extra practice
14 Life Events and Plans	 Get to know someone's life story Discuss plans Express wishes for the future 	 Some life events Academic subjects Leisure activities Life cycle events 	 <u>Be going to</u> + base form <u>Would like</u> + infinitive: Statements Questions Short answers Contractions
page 112 Units 8–14 Review page 120		 More academic subjects More leisure activities 	GRAMMAR BOOSTER • Extra practice

Sounds nied • Complete statements about locations of timulare ad appliances Writing Task: • Complete statements about locations of timulare ad appliances • Use Hand Hey to greet people informally to show supprise a synchronic theory of the timulare ad appliances • Complete statements about people's activities, a diappliance • Complete statements about people's activities, a diappliance • Complete statements about people's activities, a diappliance • Use High actually to begin an excuse • Syn Db. Midding to show supprise • Complete statements about people's activities, a diappliance • A casyapper column about activities a down • Syn Db. Midding to show supprise • Esterning task: • Complete statements about people's activities, a diappliance • A casyapper column about activities a down • Syn Db. Midding to show supprise • Sing and falling intonation of yss / no and falling fast: • Verite about what you eat in a typica down • Syn Dt. Actual to indicate you're understood Syn Micro acter you're work of the opple decircle who what you eat in a typica down • Syn Dt. Actual to indicate you're understood Syn Micro acter you're understood Syn Micro acter you're work of the opple decircle who white about what you eat in a typica down • Use Qual to indicate you're understood Syn Dt. yasht	Conversation Strategies	Listening / Pronunciation	Reading / Writing
 Say Mo Liddlingt to show surprise Answer the phone with Held2 (Identify yourself with This is_ on the phone say Dh. I'm sorry after interrupting Say Dh. I'm sorry after interrupting Say That: Ougualter to indicate you'll get information questions Determine weather and temperatures in cities in a weather report Complete statements about people's activities, using the present continuous Pronunciation: Say That: Ougualter to indicate you'll get information questions Decline an offer politely with No, than's the table Say Hat: Ougualter to indicate you'll get information of gress them, to ask for something as you gay sou offer something Say Hat: Ouguattant to indicate you'll get information to repeat a greeting politely A weekly schedule Vitte about what you eat in a typica aready know Use You too repeat a greeting politely Say Use the minimize the importance of an action information to clarify Say Let continuits to gain time on somer Say Let continue to answer Say Let continue to answer Say Let continue the something Use full social discussed in conversations Use full social discussed in conversations Circle the year you hear Information to clarify Say Let continue to answer Say Let continue to answer Say Let continue the advites of two people activities mentioned in conversations Wite about you weekend and what you did Use full social to express symptany that stocial contrastion of someone reput stomething Use hydit to indicate you' we describe thin something More youv	 information Respond positively to a description with <u>Sounds nice!</u> Use <u>Actually</u> to introduce an opinion that might surprise Say <u>I don't know. I'm not sure</u> to avoid making 	 Determine the best house or apartment for clients of a real estate company Complete statements about locations of furniture and appliances Pronunciation: 	 House and apartment rental listings Descriptions of people and their homes Writing Task: Compare and contrast your home with
 information for someone Identify the foods discussed in conversations Pronunciation: Vowel sounds: <i>N</i>(<i>N</i>, <i>N</i>, <i>N</i>, <i>N</i>, <i>N</i>, <i>N</i>, <i>N</i>, <i>N</i>,	 Say <u>No kidding!</u> to show surprise Answer the phone with <u>Hello?</u> Identify yourself with <u>This is</u> on the phone Use <u>Well</u>, <u>actually</u> to begin an excuse Say <u>Oh</u>, <u>I'm sorry</u> after interrupting Say <u>Talk to you later</u> to indicate the end of a 	 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 <u>yes / no</u> and 	 A daily planner A newspaper column about activities in a town Writing Task: Write about plans for the week, using
 Use What about2 to ask for more information Use (List to minimize the importance of an action Use a double question to clarify Say elter think to gain time to answer Simple past tense regular verb endings Simple past tense regular verb endings Write about the activities of two people ascribed in conversations Pronunciation: Simple past tense regular verb endings Write about the activities of two people ascribed in conversations Use about bo indicate you've understood Use Capit to intensity advice with fhould Use really to intensity advice with fhould Respond to good advice with Good idea suggestion with [mr cally sorry but and a reason A good the indicate you weekend the requests for favors Pronunciation A blog in which people described in conversations More vowel sounds Complete requests for favors Pronunciation A blog in which people can and conversation of sounds: Could you Suggest a shared course of action with Let's Politely decline a suggestion with [mr cally sorry but and a reason Accept a refusal with Maybe some other time Use Euly to soften a negative response Complete statements about activities, using the journal or clarify Use Not really to soften a negative response Complete statements about activities, using the soft biog people can and can' do when they get old See they to explain or clarify Use Not really to soften a negative response Complete statements about activities, using the prople's wishes for the future and complete statements, using would like Pronunciation Use ween that terses on and to indicate two answers Complete statements about activities, usi	 information for someone Decline an offer politely with <u>No, thanks</u> Use <u>Please pass the</u> to ask for something at the table Say <u>Here you go</u> as you offer something Say <u>Nice to see you</u> to greet someone you already know 	Identify the foods discussed in conversations Pronunciation:	 Recipe cards A weekly schedule Writing Task: Write about what you eat in a typical
 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 <u>should</u> Respond to good advice with <u>should</u> Respond to good advice with <u>should</u> Respond to good advice with <u>should</u> More vowel sounds More vowel sounds Listening task: Complete requests for favors Pronunciation Suggest a shared course of action with <u>let's</u> Politely decline a suggestion with <u>l'm really</u> Sorry but and a reason Accept a refusal with Maybe some other time Use <u>Sure</u> and <u>No</u> problem to agree to someone's request for a favor Use <u>Not really</u> to soften a negative response Ask <u>What do you mean?</u> to request clarification Use <u>well</u> to explain or clarify Wise <u>statements about activities</u>, using <u>the present continuous</u> Infer people's wishes for the future and complete statements and wishes for the future Writing plans and wishes for the future 	 Use <u>What about</u>? to ask for more information Use just to minimize the importance of an action Use a double question to clarify Say <u>Let me think</u> to gain time to answer Say <u>Oh yeah</u> to indicate you just remembered 	 Circle the year you hear Infer the correct day or month Choose activities mentioned in conversations Pronunciation: 	 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
 Use <u>But</u> to introduce contrasting information Suggest a shared course of action with <u>Let's</u> Politely decline a suggestion with <u>I'm really</u> sorry but and a reason Accept a refusal with <u>Maybe some other time</u> Use <u>Sure and No problem</u> to agree to someone's request for a favor Cuse <u>Not really</u> to soften a negative response Ask <u>What do you mean?</u> to request clarification Use <u>Well</u> to explain or clarify Use emphatic stress on <u>and</u> to indicate two answers Use <u>Not really</u> to indicate two answers Complete statements about activities, using the present continuous Infer people's wishes for the future and complete statements, using <u>would like</u> Pronunciation A journal article about infant-toddler development Writing Task: A short biography of Harry Houdini Write your own illustrated life story, including plans and wishes for the future 	 Say I'm sorry to hear that, Oh, no, and <u>That's too bad</u> to express sympathy Use <u>What's wrong?</u> to ask about an illness Use <u>really</u> to intensify advice with <u>should</u> Respond to good advice with <u>Good idea</u> Say <u>I hope you feel better</u> when someone feels 	 Identify the people described in conversations Complete statements about injuries Identify the ailments and remedies suggested in conversations 	 A magazine article about two celebrities Writing Task: Write a description of someone you
 Ask <u>What do you mean?</u> to request clarification Use <u>Well</u> to explain or clarify Use emphatic stress on <u>and</u> to indicate two answers Cincle correct words or phrases Complete statements about activities, using the present continuous Infer people's wishes for the future and complete statements, using <u>would like</u> Pronunciation A short biography of Harry Houdini Writing Task: Write your own illustrated life story, including plans and wishes for the future 	 Use <u>But</u> to introduce contrasting information Suggest a shared course of action with <u>Let's</u> Politely decline a suggestion with <u>I'm really</u> sorry but and a reason Accept a refusal with <u>Maybe some other time</u> Use <u>Sure</u> and <u>No problem</u> to agree to 	Complete requests for favors Pronunciation	 A journal article about infant-toddler development Writing Task: Describe things people can and can't
• Dipritiongs	 Ask <u>What do you mean?</u> to request clarification Use <u>Well</u> to explain or clarify Use emphatic stress on <u>and</u> to indicate two 	 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 	 A short biography of Harry Houdini Writing Task: Write your own illustrated life story, including plans and wishes for the

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To the Teacher

What is Top Notch?

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

The goal of 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 <u>own</u> thoughts and needs. Free discussion activities are carefully crafted so students can continually retrieve and use the language from the models. All conversation models are informed by the Longman Corpus of Spoken American English.

An emphasis on cultural fluency

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

Intensive vocabulary development

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

A dynamic approach to grammar

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

A dedicated pronunciation syllabus

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

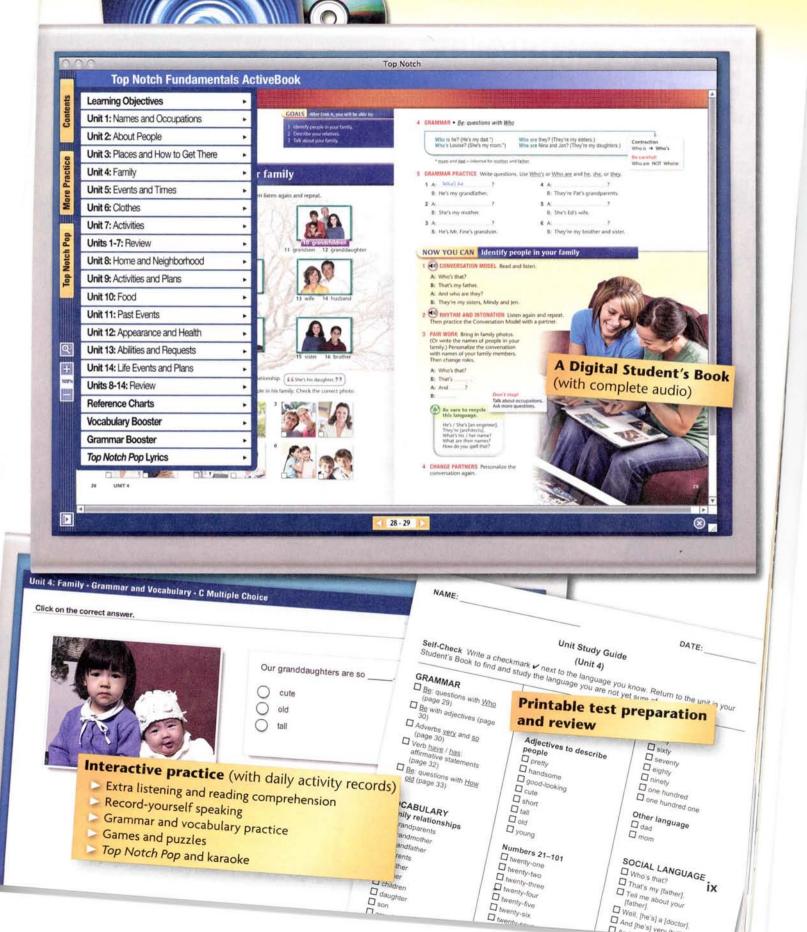
ActiveBook

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SECOND EDITION

TOP NOTCH

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The Teacher's Edition and Lesson Planner

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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

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A complete menu of printable extension activities

op Notch Fundamentals ActiveTeach

Family

COAL



Teacher's Edition

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



Printable Extension Activities

Including:

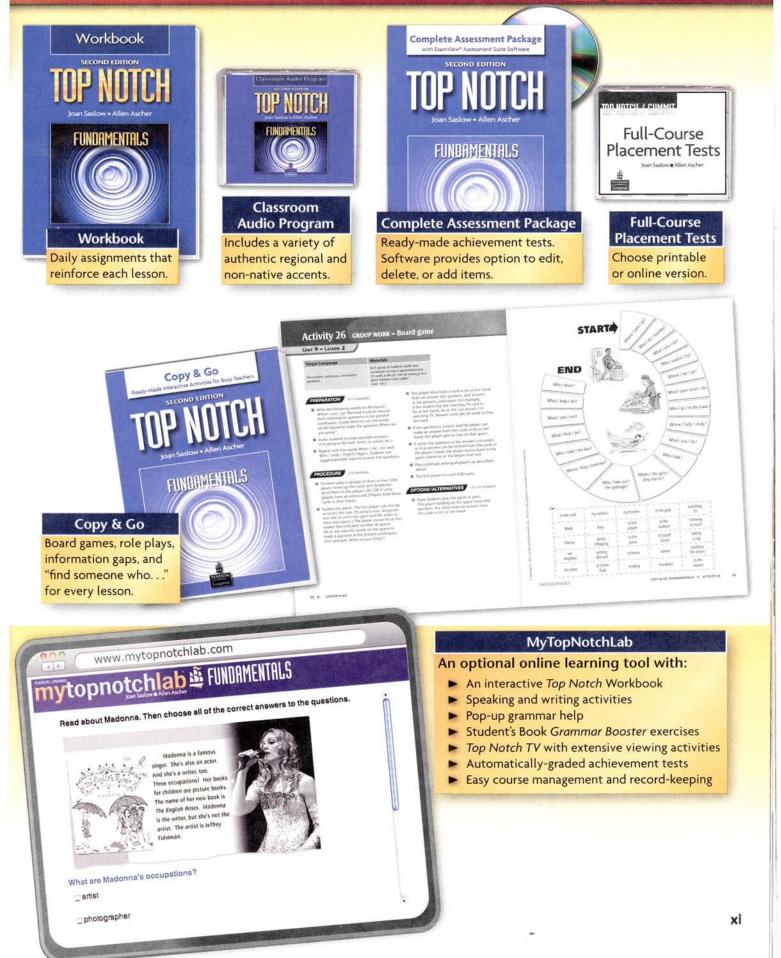
The I 200 Evolution

The Digital Student's Book

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

· Writing process worksheets · Vocabulary flashcards · Learning strategies DATE: · Graphic organizers NAME: Pronunciation activities Writing Process Worksheet bu · Video activity worksheets (Accompanies Unit 6, page 51) Adjectives to describe people ASSIGNMENT: Write about clothes you need, you want, you like, and clothes you have or don't have. and more . . . They are NAME: Learning Strategy (Unit 7, page 58, Reading) 1. PREWRITING Think about your clothes. Then fill in the chart. What are the clothes you ... don't have READING STRATEGY: taking notes have? like? want? need? Take notes about key details to help you understand a reading PRACTICE Adjectives to describe peopl As you read the article on page 58, use the simple present to write what each The baby is robot does or doesn't do The iRobot Roomba Write about clothes you need, you want, you like, and clothes you have or don't 2. WRITING The iRobot Scooba have. Use the information from Step 1. Add more information if you can where the state of a provide it is in the treat. I want the above ASIMO For example

Other components



1:03

Welcome to Top Notch!

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

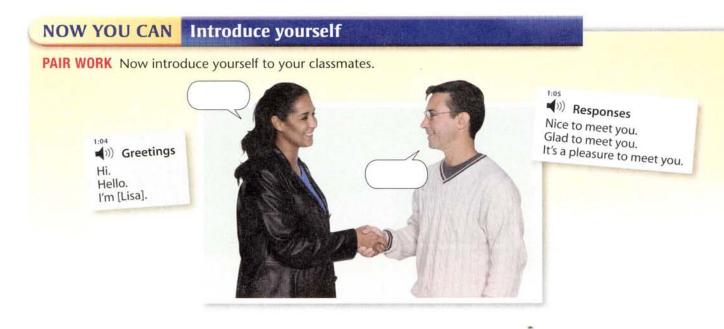
GOAL Introduce yourself

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



Greet people GOAL

- 1 ()) CONVERSATION MODEL Read and listen.
 - A: Hi, Len. How are you?
 - B: Fine, thanks. And you?
 - A: I'm fine.

1:06

1:07

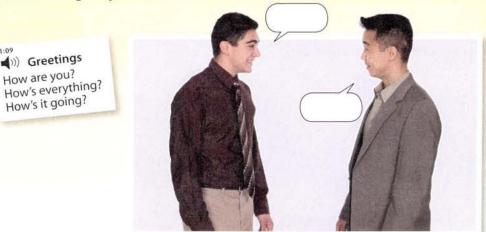
- 2 AW RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner. 1:08
- **VOCABULARY** More greetings Read and 3 listen. Then listen again and repeat.





NOW YOU CAN Greet people

PAIR WORK Now greet your classmates.





1:09

()) Greetings How are you?

How's it going?

1:11

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!
 - 1:12
- 2 (1)) RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.



NOW YOU CAN Say good-bye

Part Work Now say good-bye to your classmete.

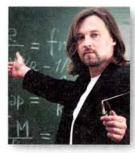
GOALS After Unit 1, you will be able to:

- **Names and Occupations**
- 1 Tell a classmate your occupation.
- 2 Identify your classmates.
- 3 Spell names.

LESSON 1

GOAL Tell a classmate your occupation

1 (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



er 10 a flight attendant VOCABULARY BOOSTER More occupations • p. 126

2 PAIR WORK Say the name of an occupation. Your partner points (1007) to the picture.

3 GRAMMAR • Verb be: singular statements / Contractions

Affirmative statements / Contractions	Negative statements / Contractions a teacher an actor I am not Jen. / I'm not Jen.
You are an architect. / You're an architect.	You are not an artist. / You're not an artist. / You aren't an artist.
He is a teacher. / He's a teacher. She is a singer. / She's a singer.	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.

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- 4 GRAMMAR PRACTICE Write the article <u>a</u> or <u>an</u> for each occupation.
 - 1 architect 3 banker
 - 2 student 4 musician 6 athlete
- **5 PAIR WORK** Point to the people on page 4. Say *He's* _____ or *She's* _____.
- 6 **INTEGRATED PRACTICE** Read the names and occupations. Write affirmative and negative statements.





Hee-Young Lim musician A constant A constant O Constant O Constant



ATHLETE

- Matt Damon He's an actor. He's not an architect.
 Carlos Vives
- 3 Hee-Young Lim4 Constantina Tomescu

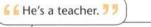
NOW YOU CAN Tell a classmate your occupation

- 1 (W) CONVERSATION MODEL Read and listen.
 - A: What do you do?
 - B: I'm an architect. And you?
 - A: I'm a banker.

1:16

- 2 (1)) **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.





5 singer

🕻 🖌 She's a flight attendant. 🔊 🄊

languagedownload.ir LESSON 2

Identify your classmates GOAL

1 (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.





7 He's a photographer.



8 He's a pilot.

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

			 Subject p 	ronouns
Singular nouns	Plural nouns		Singular	Plural
a chef	2 chefs		1 2	we
an athlete	3 athletes		you	you
un atmoto			he	they
			she	
Affirmative statem	ents / Contractions	Negative statements / Contractions	and the second second	
We are photograph	ers. / We're photographers.	We are not chefs. / We're not chefs. / W	/e aren't chef	s.

You are scientists. / You're scientists. You are not pilots. / You're not pilots. / You aren't pilots. They are writers. / They're writers. 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 Ia writer.

flight attendant).

3 We doctors.

5 We managers.

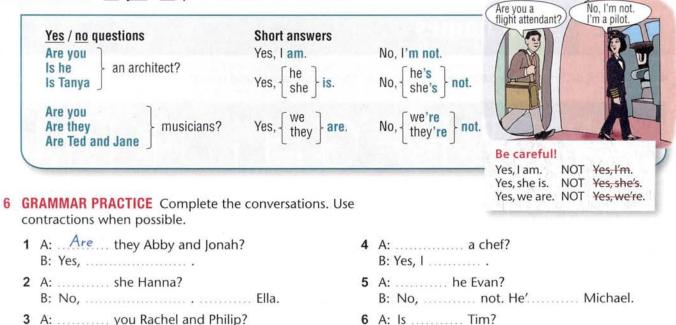
2 She not a pilot. 4 They not scientists.

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 / 4 They are (a writer / writers / writer).
- 6 UNIT 1

languagedownload.ir 5 GRAMMAR • <u>Be: yes</u> / <u>no</u> questions and short answers



- 3 A: you Rachel and Philip? B: No, we'..... Judith and Jack.
- 7 PAIR WORK Practice the conversations from Exercise 6.
- 8 PAIR WORK Ask your partner two questions. Answer your partner's questions.
- د Are you an artist? ۲۶ (د د Yes, I am. ۲۶

NOW YOU CAN Identify your classmates

- 1 (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 (1) **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.

languagedow	ILESSON 3
-------------	-----------

GOAL Spell names 1 → VOCABULARY • The alphabet Read and listen. Then listen again and repeat.	
ARCDEECHIIK	
NOPQRSTUVW.	(LM XYZ
2 (1) LISTENING COMPREHENSION Listen. Circle the letter you hear.	
1 A K 4 U 0 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. 4 Image: https://www.aloud.com/partner. 9 Point to the letters you hear. 4 Image: https://www.aloud.com/partner.	
I Greene Greene	Grin
L VV V U > 2 Leigh Lee	Li
3 Katharine Katherin	ne Catharine
JCFIYQ PXBKH RMUON ^{1:23} 5 ↓)) LISTENING COMPREHENS conversations. Write the name 1 2 3	
ETADZ	

-

6 GRAMMAR • Proper nouns and common nouns

	- ABC
Proper nouns	Lowercase letters
The names of people and places are proper nouns. Use a capital letter to begin a proper noun.Melanie PepperNew DelhiNicaragua	abc
Common nouns	un la la
Other nouns are common nouns. Use a lowercase letter to begin a common noun. morning doctor student	Server and

language	edownload.ir	-				
7	GRAMMAR PRACTIC	Circle the pro	per nouns. <u>Under</u>	line the commo	n nouns.	
	1 Mary Chase	3 name	1	5 partners		
	2 letter	4 Franc	e	6 alphabet		
8	GRAMMAR PRACTIC	Check 🗹 the	common nouns. (Capitalize the pro	oper nouns.	
	$\square 1 priarie$			5 canada	. D 7 letter	r
	2 partner	🗆 4 tea		6 noun	🗆 8 gram	
	1:24				H .(
9		N • Syllables Re	ad and listen. The	en listen again ar	nd repeat.	
	1 syllable	2 syllables	3 syllables	4 syllab	les	
	chef	bank • er	ar • chi • tect	pho • tog • r	ra • pher)	
	1:25					
10	PAIR WORK First		ing each word. W	rite the number	of syllables.	
	Then listen to check	б. 				
	1 teacher			5 occupation		
	2 students	4 alpha	bet	6 they're		
N	OW YOU CAN	Spell name	es			
	1:26					
1		MODEL Read	and listen.			
	A: Hello. I'm John I	Bello.				
	B: Excuse me?		2.5			
	A: John Bello.			T		
	B: How do you spe	ell that?		8		
	A: B-E-L-L-O.					
	B: Thanks!					
	1:27			Called Ser		
2	RHYTHM AND I Listen again and rep					and the second sec
	practice the Conver					and the later of the second
	Model with a partne	and the second				A MANNE A

- 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?

<mark>A:</mark>

B: Thanks!

Don't stop!

Ask about occupations.

ons. 🖌 🖌 What do you do? 카

4 CHANGE PARTNERS Personalize the conversation again.

More Practice

ActiveBook Self-Study Disc

Extension

1:28

grammar • vocabulary • listening reading • speaking • pronunciation

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









2 (1)) LISTENING COMPREHENSION Listen to the conversations. Complete the information.

NAME Porter OCCUPATION	Available for charters	World Language
den la	John	Institute
PAIR WORK Choose a famous person. Write	PILOT	Lorraine Clare 1-800-555-6788
that person's information on the form. Then	Insured john@airtaxi.	com 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.

6	Hi.	I'm Se	an P	enn.	
		an act			

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



NAME:

Denzel Washington actor



singer







Gabriel García Márquez writer



- 1 Is Denzel Washington an actor or a singer? He's an actor.
- 2 What's Tania Libertad's occupation?

10

- 3 Is Se Ri Pak a teacher?
- 4 Are Se Ri Pak and Gabriel García Márquez scientists?
- 5 What's Gabriel García Márquez's occupation?
- 6 Is Se Ri Pak an athlete?

"What Do You Do?"

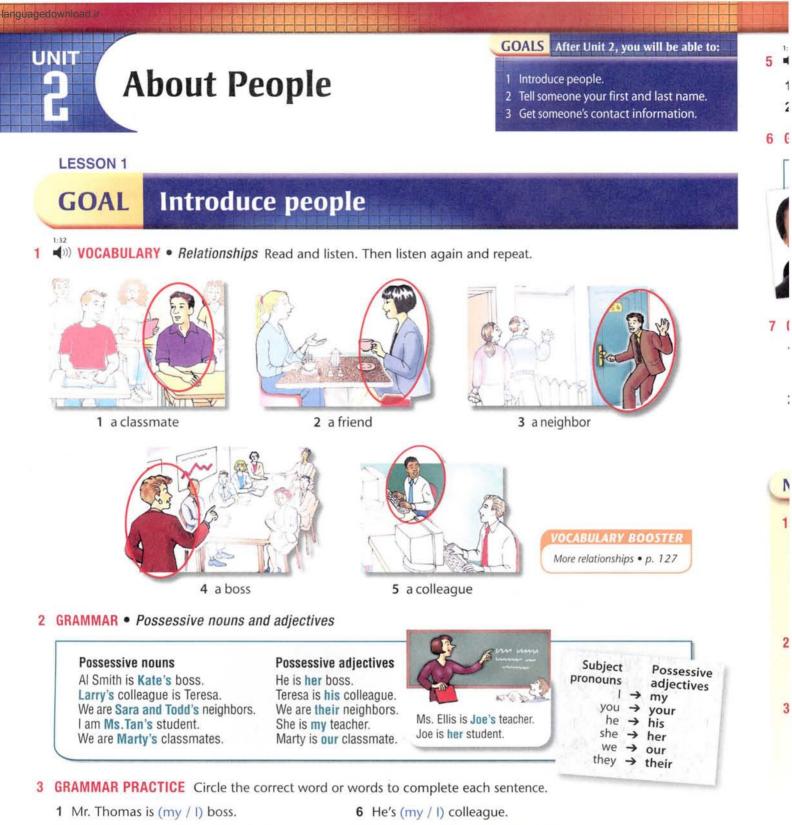
Lyrics p. 147

5 PERSONAL RESPONSES Write responses with real information.

1 "Hi. I'm Art Potter."	3 "What do you do?"
YOU	YOU
2 "Are you a teacher?"	4 "Thank you."
YOU	YOU
UNIT 1	Top Notch Pop



Emily



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

C

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

12 UNIT 2

lan	au	anar	down	load	In
all	uu	aueu		luau	

- **5 ()**) **LISTENING COMPREHENSION** Listen to the conversations. Write the relationships.

6 GRAMMAR • <u>Be from</u> / Questions with <u>Where</u>



Are you from Paraguay? Is she from Moscow? Where are you from? Where's she from? Be careful! Are you from Yes, I am. / No, I'm not. Yes, she is. / No, she's not. We'**re from** Bangkok.

She's from Canada.

Be careful! Are you from Spain? Yes, I am. NOT Yes, I'm from. Contractions Where is \rightarrow 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.
 - - 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.
- 1:35
- 2 (1)) 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.

 - B: Hi,
 - C: Hi, Nice to meet you.
 - B: Nice to meet you, too.



Don't stop! Ask questions. Where are you from? What do you do?

4 CHANGE PARTNERS Introduce other classmates.



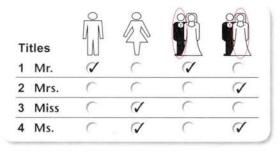
languagedownload.ir LESSON 2

1

GOAL

Tell someone your first and last name

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





6 last name

5 first name

VOCABULARY BOOSTER

4

P

1

2

3

4

More titles • p. 127

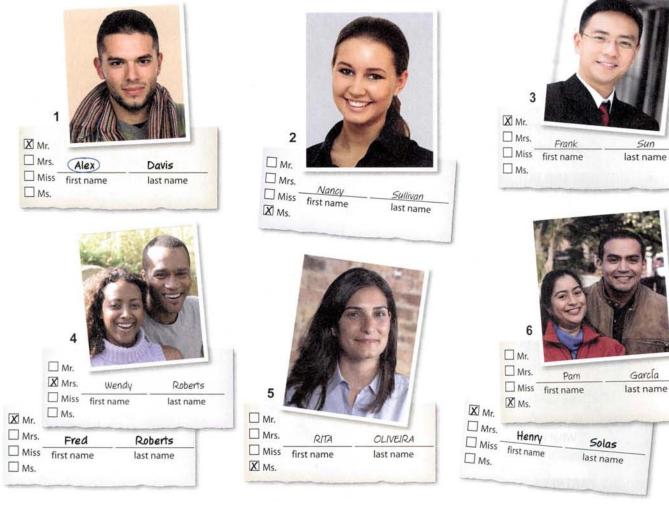
Be careful!

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.



1:37
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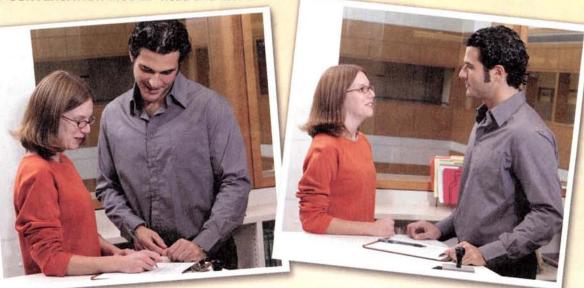
Ianguagedownload.ir 4 VOCABULARY PRACTICE Fill out the forms. Check or circle the correct titles.

You:	A classmate:
	□ Mr
	🗌 Mrs. first name
first name last name	🗆 Miss
	□ Ms. last name
Your teacher:	

NOW YOU CAN Tell someone your first and last name

1 (1) CONVERSATION MODEL Read and listen.

last name



A: What's your last name, please?

A: What's your last name, please?

B: Fava.

B:

first name

- A: And your first name?
- B: My first name? Bob.
- 1:39
- 2 (1)) **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.

Don't stop!

Ask more questions.

A: Thank you, Mr. Fava.

B: You're welcome.

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

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.



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 is → What's	
	What's his last name? What's Ellen's address? What's her e-mail address? What's their phone number?	(Crandall.) (18 Main Street.) (Dover14@hipnet.com.) (835-555-0037.)	How to say e-mail addresses and phone numbers:	
	What are their first names?	(Luis and Samuel.)	Say "dover fourteen at hipnet dot com." Say "oh" for zero: 0037 = "oh-oh-three-seven."	

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

first name phone num ber e-mail address

1:42 5 ()

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



2

languagedownload.ir INTEGRATED PRACTICE Complete the questions.



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



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



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



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

Don't stop!

Continue the conversation.

Ask more questions.



3 A: address? B: 18 Bank Street.



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

NOW YOU CAN Get someone's contact information

- 1 IN 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.

1:44

- 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?

 - 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.



Extension

More Practice

ActiveBook Self-Study Disc

grammar · vocabulary · listening reading · speaking · pronunciation

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



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



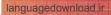
On your ActiveBook Self-Study Disc: Extra Reading Comprehension Questions

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



Review





UNIT

GOALS After Unit 3, you will be able to

5 F

1

6

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

LESSON 1

Talk about locations GOAL

Places and How to Get There

()) VOCABULARY • Places in the neighborhood Read and listen. Then 1 listen again and repeat.



1 a pharmacy



2 a restaurant



3 a bank



4 a school



5 a newsstand



6 a bookstore

OCABULARY BOOSTER More places • p. 127

- ()) LISTENING COMPREHENSION Listen. Write the places you hear. 2
 - 1 2
- 3 4
- 3 PAIR WORK Say the name of a place. Your partner writes the word.
- ()) VOCABULARY Locations Read and listen. Then listen again and repeat. 4

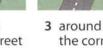


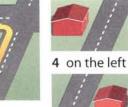
1:49

1 across the street



2 down the street





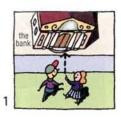
the corner 5 on the right



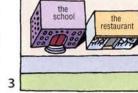
6 next to the bank

7 between the bookstore and the bank

20 UNIT 3 **5 PAIR WORK** Take turns making statements about the location of the places.







6 GRAMMAR • <u>Be</u>: questions with <u>Where</u> / Subject pronoun <u>it</u>

Ask questions with <u>Where</u> for locations. Where's the restaurant? Contractions Where is \rightarrow Where's It is \rightarrow It's

Use <u>it</u> to replace the names of places. It's down the street. (<u>It</u> = the restaurant)

NOW YOU CAN Talk about locations

- 1 (1) CONVERSATION MODEL Read and listen.
 - A: Excuse me. Where's the bank?
 - B: The bank? It's around the corner.
 - A: Thanks!

1:52

- B: You're welcome.
- **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.

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?

- A: Excuse me. Where's the?
- B:? It's
- A: Thanks!
- B: You're welcome.
- 4 CHANGE PARTNERS Ask about other locations.



66 The bank is across the street. **5**

1:51

languagedownload.ir LESSON 2

Discuss how to get places GOAL

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







3 take a taxi

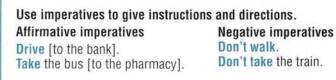


4 take the train



5 take the bus

2 **GRAMMAR** • The imperative



Do not → Don't



INTEGRATED PRACTICE Follow the directions. 3

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.











g











2

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languagedownload.ir

4 (1)) LISTENING COMPREHENSION Listen. Write the directions. Use an affirmative and a negative imperative.

3

- 1 Take the bus. Don't drive.
- 2
- 4

5

NOW YOU CAN Discuss how to get places

- 1 ()) CONVERSATION MODEL Read and listen.
 - A: Can I walk to the bookstore?
 - B: The bookstore? Sure.
 - A: And what about the school?
 - B: The school? Don't walk. Drive.
 - A: OK. Thanks!

1:57

- 2 (w) 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?

 - A: And what about the?
 - B: The? Don't
 - A: OK. Thanks!

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 ____.









Don't stop! Ask about locations.

4 CHANGE PARTNERS Discuss more places.





Discuss transportation GOAL

() VOCABULARY • Means of transportation Read and listen. Then listen again and repeat. 1



4 a subway

5 a motorcycle

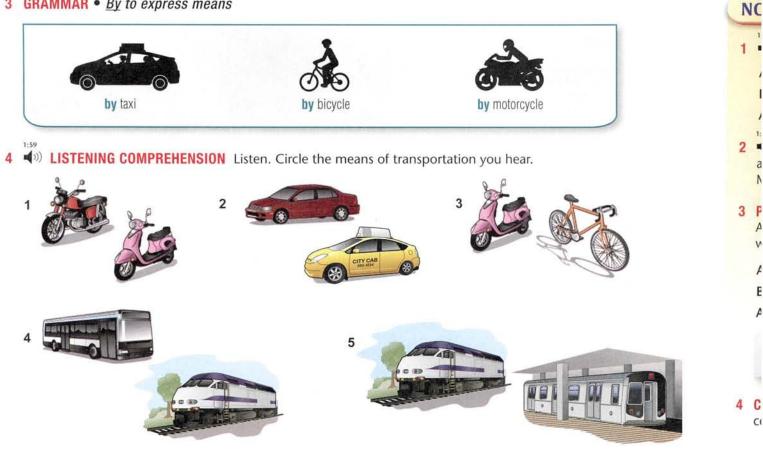
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- 2 PAIR WORK Take turns. Spell a Vocabulary word aloud. Your partner writes the word.
- 3 **GRAMMAR** • By to express means



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1:61

5 (W) VOCABULARY • Destinations Read and listen. Then listen again and repeat.







3 go to school

25



NOW YOU CAN Discuss transportation

- 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
- **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 <u>by</u> phrase. Then change roles.
 - A: How do you go?

 - A: Me?1

Don't stop! Ask about other places.

4 CHANGE PARTNERS Personalize the conversation again.

Extension

1 (J)) **READING** Read about how people go to work and school.

More Practice ActiveBook Self-Study Disc

grammar · vocabulary · listening reading · speaking · pronunciation



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.



PAIR WORK Ask and answer the questions. 2

Is Jennie Beck a teacher?

🖌 🖌 No, she's not. She's a writer. 🄊 🎙

- 1 Is Jasper White a doctor?
- 2 Is Randall Marshall Dr. White's friend or his colleague?
- 3 Is Dr. Marshall Dr. White's neighbor?
- 4 Is Katie Simpson a teacher?
- 5 What is Katie's teacher's name?
- 6 Is their school next to Ms. Clark's home?
- 7 Where is Kim Lee's office?
- 8 Your own question: ?
- **GROUP WORK** On the board, make a map 3 of places near your school. Write the names of the places. Then take turns describing the locations of the places.

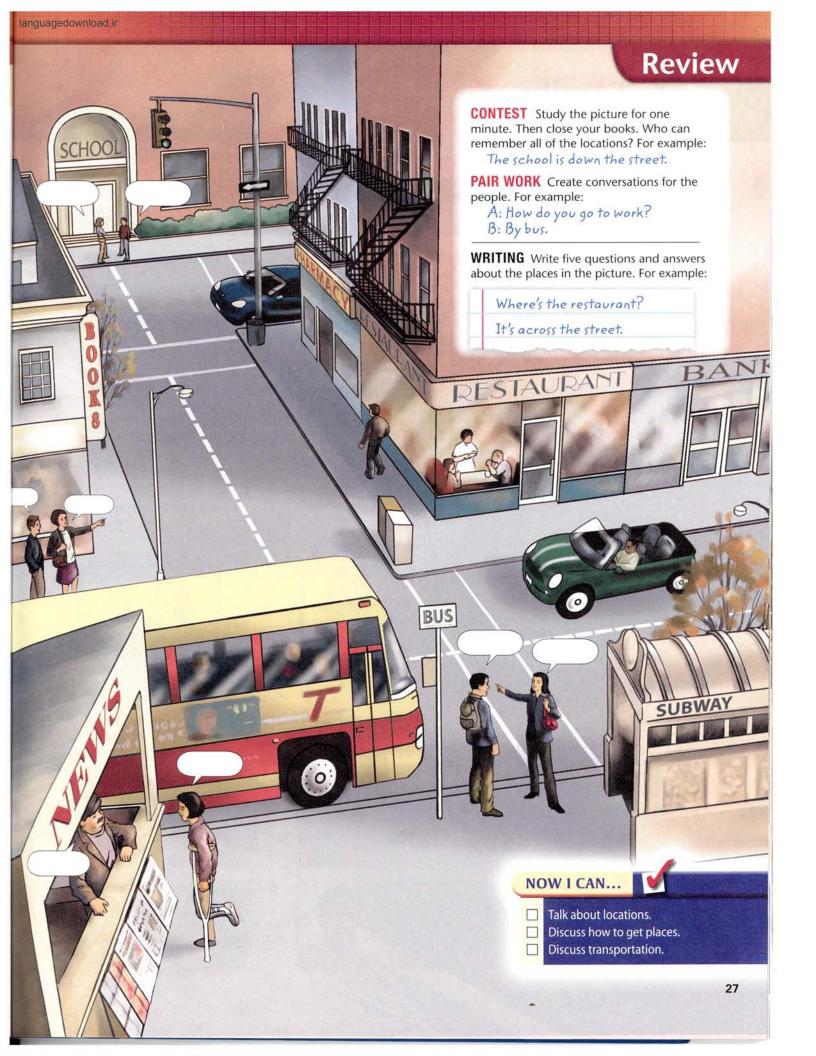
Be sure to recycle this language.

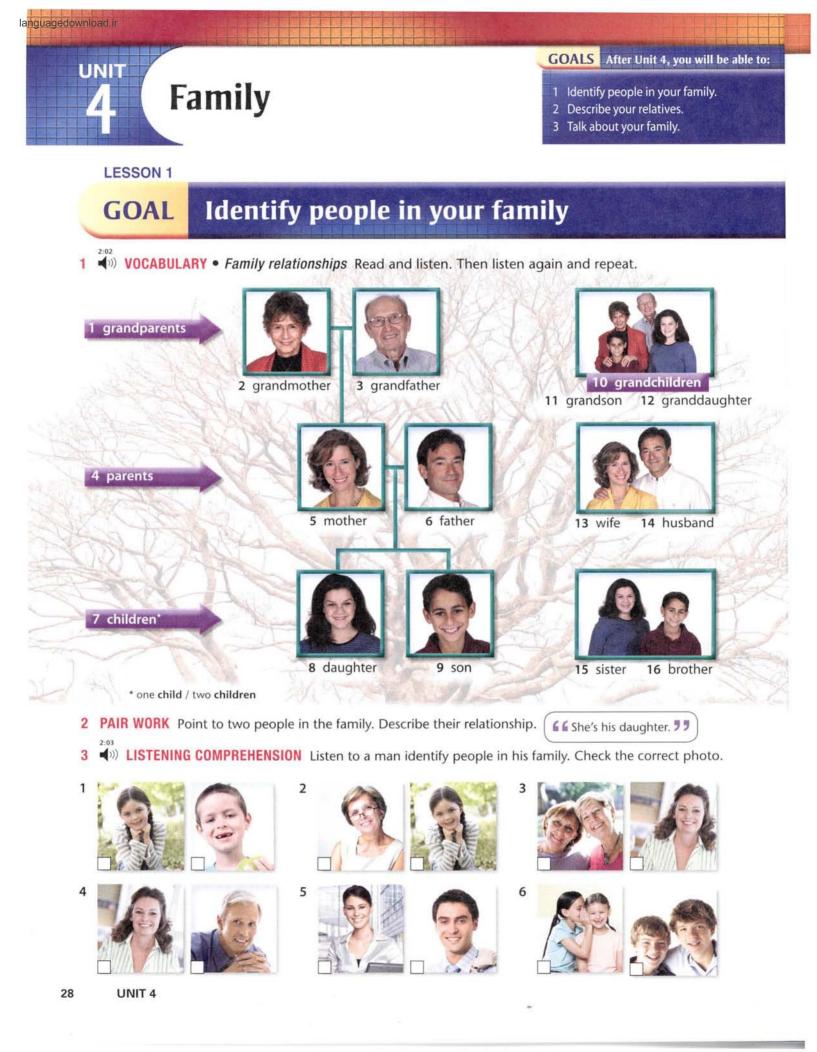
Where's the [pharmacy]? It's _ Can I [walk] to the [restaurant]? Take / Don't take the [bus].

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

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

> GRAMMAR BOOSTER Extra practice • p. 138





4 GRAMMAR • <u>Be</u>: questions with <u>Who</u>

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.)

* 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 (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 (1)) **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:

2:05

Don't stop! Talk about occupations. Ask more questions.

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

Be sure to recycle this language.

4 CHANGE PARTNERS Personalize the conversation again.

Contraction Who is → Who's Be careful!

Who are NOT Who're

Describe your relatives GOAL

WOCABULARY • Adjectives to describe people Read and listen. Then listen again and repeat.

More adjectives • p. 128



1 pretty



4 cute

5 short 6 tall 7 old

3



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 <u>very</u> and <u>so</u> make a	a president al la seconda de la secola
They're very good-looking	She's so prottyl

They're very good-looking. She's so pretty! He's very handsome. Your children are so cute!

()) 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).

PAIR WORK Use the Vocabulary to

describe two people in your class.

Gina and Deborah are very pretty. 33

- 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

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- 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 <u>very</u> or <u>so</u> 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.



languagedownload.ir LESSON 3

GOAL Talk about your family

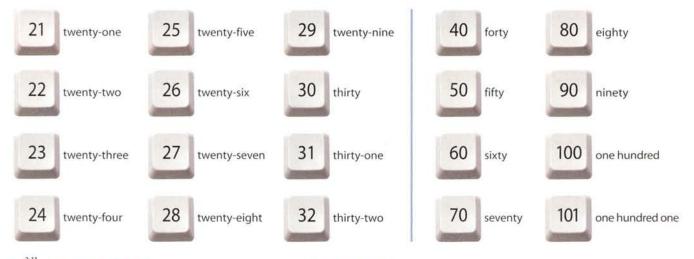
1 GRAMMAR • Verb <u>have / has</u>: affirmative statements



2 GRAMMAR PRACTICE Complete the sentences. Use <u>have</u> or <u>has</u>. 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
- 3 ◀ 𝔍 VOCABULARY Numbers 21–101 Read and listen. Then listen again and repeat.



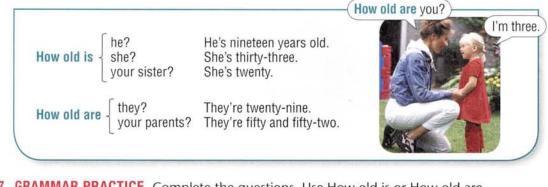
4 **√**≫ **PRONUNCIATION** • *Numbers* Listen and repeat. Then practice saying the numbers on your own.

17 - 70
17 • 70
19 • 90
18 • 80
17 • 70

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

		1000					
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

languagedownload.ir 6 GRAMMAR • <u>Be</u>: questions with <u>How old</u>



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

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 ◀ 𝔅) **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.



Extension

More Practice

ActiveBook Self-Study Disc

grammar · vocabulary · listening reading · speaking · pronunciation

1 (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 Garcia 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.

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

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

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

	Relative's name	Relationship brother	Age 14	Occupation student	Description He's very tall.		
Re	elative's name	Relationship	Age	Occupa		Description	
							GRAMMAR BOOST
							Extra practice • p. 1

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

15/2:16

Review

PAIR WORK

- 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 <u>your</u> family. For example:

My grandparents are very good-looking.







GOALS After Unit 5, you will be able to:

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

LESSON 1

Confirm that you're on time GOAL

()) VOCABULARY • What time is it? Read and listen. Then listen again and repeat. 1





1 It's one o'clock.

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



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



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

12:00 pm

7 It's noon.



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





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

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5 (1) 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

- 1 (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
- **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?

 - A:?
 - B: That's right. You're





bus: 2:00 P.M.

4 CHANGE PARTNERS Change the model again.

2:22

2:23

2:24

1

GOAL

Talk about the time of an event

(1) VOCABULARY • Events Read and listen. Then listen again and repeat.

1 a party



2 a dance



VOCABULARY BOOSTE

More events • p. 128

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3 a game



4 a dinner



5 a movie

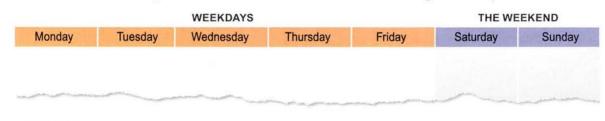


6 a concert

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

1 (7:15 / 7:45)	4 (12:00 а.м. / 12:00 р.м.)
2 (8:00 / 9:00)	5 (9:15 / 9:50)
3 (3:30 / 3:15)	6 (12:00 а.м. / 12:00 р.м.)

3 4 WOCABULARY • Days of the week Read and listen. Then listen again and repeat.



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



4

anguagedownload.ir 5 GRAMMAR PRACTICE Complete the questions and answers.

- 1 A: When the party?
- В: It's 11:00 р.м.
- 2 A: day is the game? B: It's Saturday.
- 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 (1) LISTENING COMPREHENSION Listen to the conversation. Write the events on the calendar.



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? school Dance A: 10:30. At Pat's Restaurant. B: Really? Let's meet at 10:15. RHYTHM AND INTONATION Listen 2 again and repeat. Then practice the Conversation Model with a partner. Day, 10:30 P.N 3 PAIR WORK Change the model. Ask your Por Restoment 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 VIE NIG LITTLE MISS B: Really? Let's meet at SUNSHINE **Basketball Game School Dinner** Saturday urday, 8:00 P.M 10:00 A.M. At Athlete Central FRIDAY, 8:00 AT PARKER HA Thursday, 9:00 P.M. Marcy's Books 4 CHANGE PARTNERS Talk about different events.

GOAL

st

th

lth

first

sixth

says the ordinal number.

2:29

4

5 6

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4

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

third

eighth

th

fourth

ninth

th

th

th

Ask about birthdays

nc

second

seventh

eleventh twelfth thirteenth fourteenth th th sixteenth seventeenth eighteenth nineteenth th twenty-first twenty-second thirtieth fortieth 2 PAIR WORK Say a number. Your partner

- f three " 🖌 🖌 third 🔊
- 3 (W) VOCABULARY Months of the year Read and listen. Then listen again and repeat.

		Ja	nua	ary	2				Fel	oru	ary	y				M	ard	ch					A	\pr	11					٨	lay	1					J	un	e		
S	Μ	т	W	т	F	S	S	М	т	W	т	F	S	S	М	Т	W	Т	F	S	S	М	Т	W	т	F	S	S	М	Т	W	Т	F	S	S	М	Т	W	т	F	S
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26	27	28	29	30	31		23	24	25	26	27	28		23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31	29	30					
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	7.50		Jul	y	175			9.15	A	Jgu	ıst				S	ep	ten	nb	er			1	Oc	tol	ber	1			N	ov	еп	ibe	er		R	D	ec	em	be	r	
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		1	2	3	4	5						1	2		1	2	3	4	5	6				1	2	3	4							1		1	2	3	4	5	6
6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13
13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20
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27	28	29	30	31			24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31			
							31																					30													



- ()) LISTENING COMPREHENSION Listen to
- the dates. Circle the dates on the calendar.
- 5 PAIR WORK Say a date from the calendar. Your partner writes the date.

July 31st

≦ ≦ July thirty-first ""

th

th

th

fifth

tenth

fifteenth

twentieth

fiftieth



languagedownload.ir 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 р.м.
- 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 (1)) 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.

())) On someone's birthday say:

₲ Thank you! "

Happy birthday!

41

More Practice ActiveBook Self-Study Disc



1 Talk Lo

- 2 Coi eve
- W





When Friday





Extensio	n			2	ActiveBook Self-Study Disc
2:34	and the second se	rsations. What are	e the events?		grammar · vocabulary · listening reading · speaking · pronunciation
	June 1st B: Really? A: That's r B: Great! V	That's on Friday. ight. And there's a Where? New School, right a ner.	party.	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.
	 B: Really? A: The Par B: The Eng A: Right. B: That's a 	a movie tonight at What movie? ty, with Peter Selle glish actor? n old movie! it's good. Let's go.	ers.	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.
 The dance i The movie i The meetin The birthda Alec's birthda 	te s at half past nir s at 8:00 а.м. g is at half past t y party is at mid day is in July.	ne. 6 T 7 T ten. 8 A night. 9 U 10 P	s. Use the informa he dance is at the he meeting is at t lec's party is at Ur Inited Bank is arou eter Sellers is an E Complete the cha	bookstore. he New School nited Bank. und the corner. nglish singer.	
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	GRAMMAR BOOSTER Extra practice • p. 139
Sagittarius Nov, 22 – Dec, 21	Name	Birthday	Zodiac Sign	Gemini May 22 – Jun. 21	

Virgo

Aug. 24 - Sep. 22

Leo

Jul. 23 - Aug. 23

Cancer

Jun. 22 - Jul. 22

Scorpio

Oct. 23 - Nov. 21

Libra

Sep. 23 - Oct. 22

2:35/2:36 Top Notch Pop "Let's Make a Date" Lyrics p. 147

Review

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 ___?

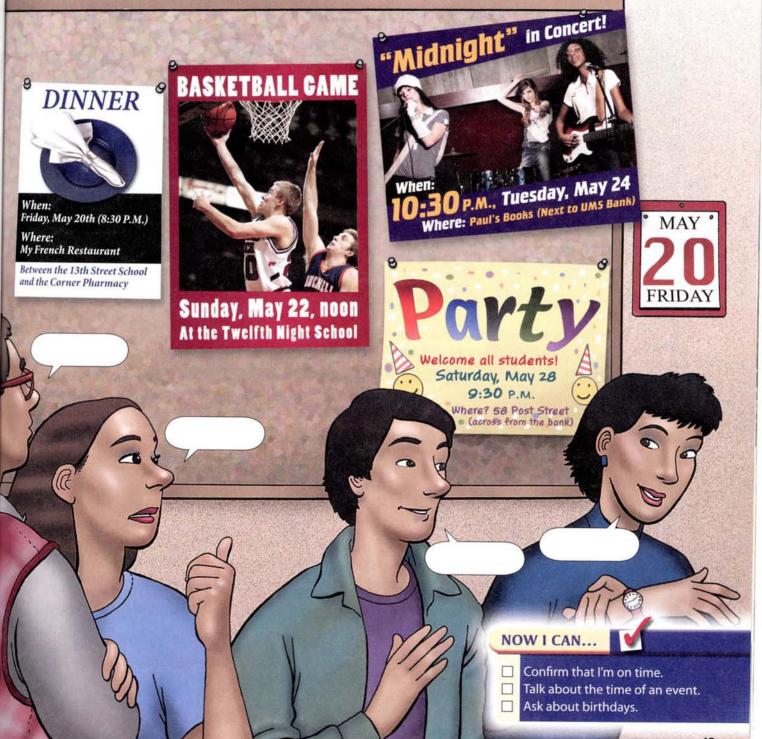
CONTEST Study the events for one minute. Then close your books. Who can remember all the times, dates, and locations? For example:

There's a ____ on ___ at ___.

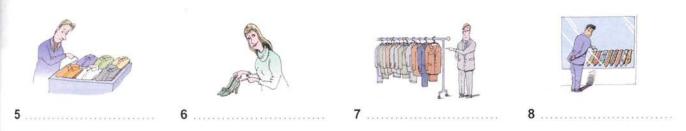
WRITING Write five sentences about events at your school or in your city. For example:



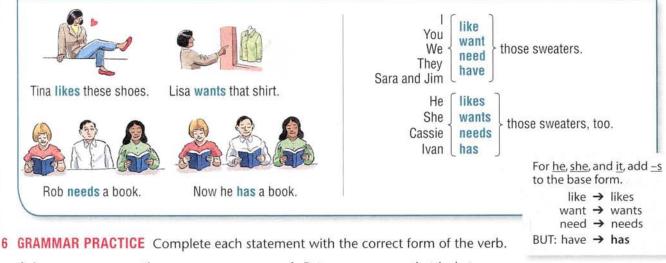








5 GRAMMAR • The simple present tense: affirmative statements with like, want, need, and have



1 I your tie.

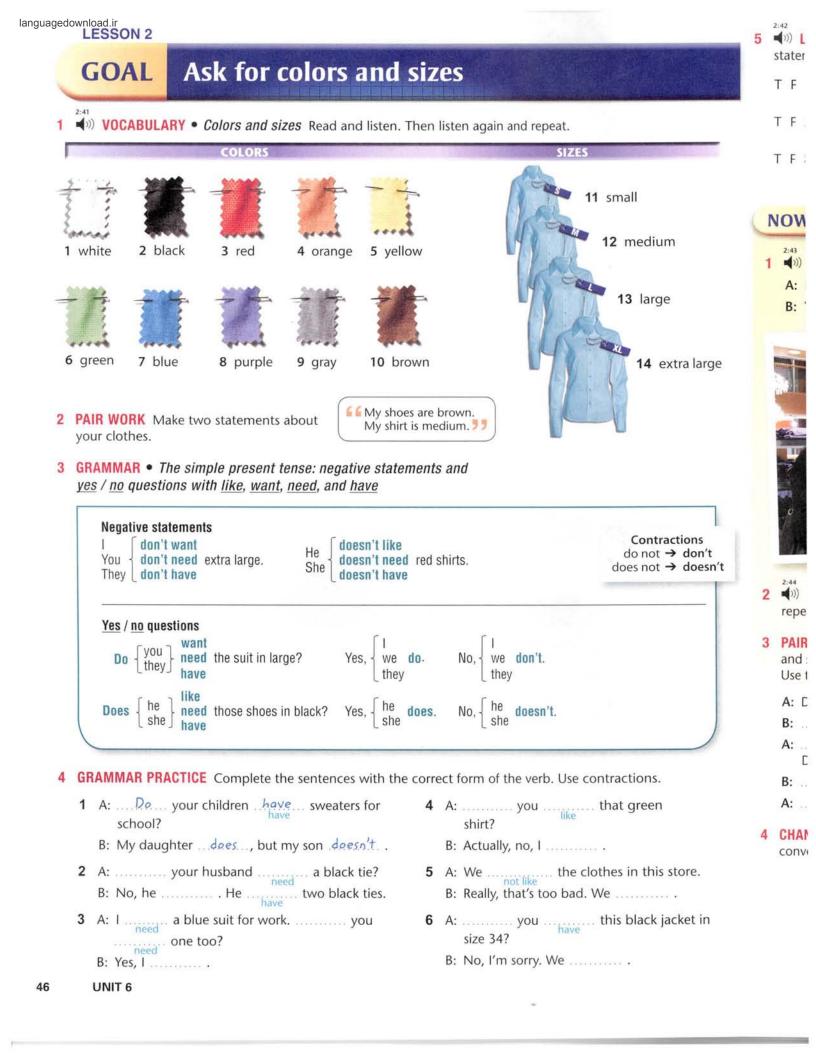
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- 2 My friends want / wants this suit. 5 We want our dresses.
- 4 Peter that jacket.

45

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.
- 2:40 2 (1) 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.



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

T F 1 They like the dress.

T F 2 He needs shoes.

T F 3 Matt needs a suit for work.

T F 6 They don't have his size.

T F 6 They don't have his size.

NOW YOU CAN Ask for colors and sizes

- 1 (1) CONVERSATION MODEL Read and listen.
 - A: Do you have this sweater in green?
 - B: Yes, we do.



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

- 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.





GOAL Describe clothes

2:

()) VOCABULARY • Opposite adjectives to describe clothes Read and listen. Then listen again and repeat.



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



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 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 <u>because</u> to answer questions with <u>Why</u>. Why do they want that suit? (Because it's nice.)

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

Use <u>Which</u> to ask about choice. Answer with <u>one</u> or <u>ones</u>.

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.

- 2 A: What _____? B: _____
- 3 A: What color shoes? B:
- 6 A: What size shoes? B:

NOW YOU CAN Describe clothes

- 1 (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.

2:47

- 2 (3)) **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.

shirt	pants
sweater	skirt
dress	jacket
tie	shoes

Problems expensive tight loose long short



4 CHANGE PARTNERS Talk about different clothes and problems.

2:48

Extension

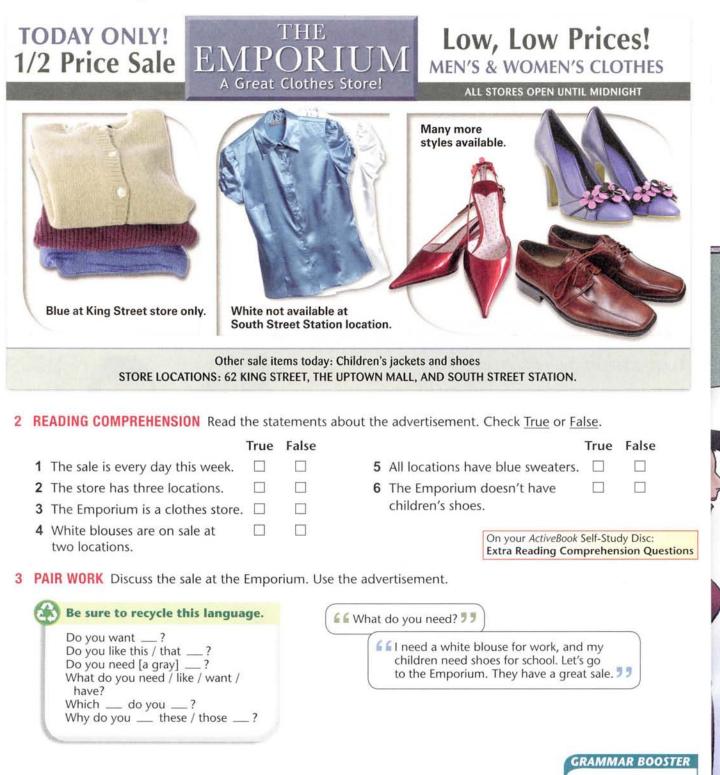
More Practice

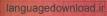
ActiveBook Self-Study Disc

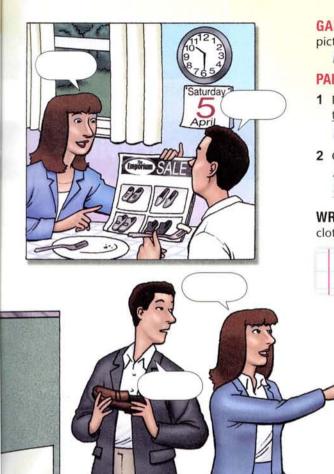
grammar · vocabulary · listening reading · speaking · pronunciation

Extra practice • p. 140

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







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 <u>this /</u> <u>that / these / those</u> and <u>like</u>, <u>want</u>, <u>need</u>, and <u>have</u>. For example: Do you like these shoes?

Review

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.



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

 - 2 Kate breakfast at 7:30 A.M., but Tom breakfast at 6:30.

- 5 Kate to bed at 10:00 р.м., but Tom to bed at 11:00.
- 6 Kate dinner on weekdays, and Tom dinner on weekends.
- 7 Tom a shower in the morning, but Kate a bath.
- 8 Tom and Kate their teeth in the morning and in the evening.

after 8:00

8:15

5 GRAMMAR • The simple present tense: questions with <u>When</u> and <u>What time</u>

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

- 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?

7:45

6 She gets up at 7:00. 77

NOW YOU CAN Talk about morning and evening activities

- 1 (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 (1)) 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?
- 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.

before 8:00

Be sure to recycle this language.

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



classmate about his or her leisure activities. Use <u>When</u> or <u>What time</u> and the simple present tense.	1 When do you visit friends?	
1	4	
2	5	

3 GRAMMAR • The simple present tense: frequency adverbs



6

54 UNIT 7

and time expressions in your answers.

3

F I usually visit friends on Saturday. **5**

C

5 G

p

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2.07

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.
- 3:08 RHYTHM AND INTONATION Listen again 2 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:

4

A: And what do you do in your free time?

at night

B: What about you?

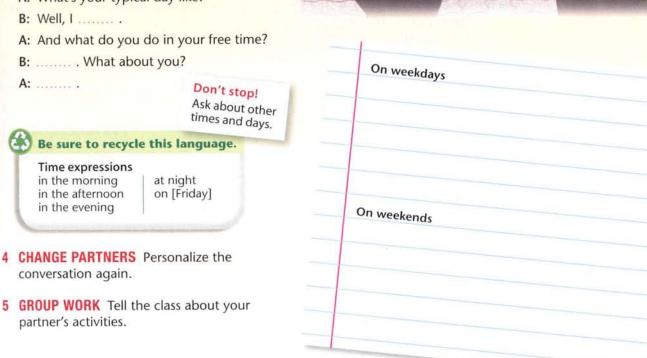
Time expressions

in the morning

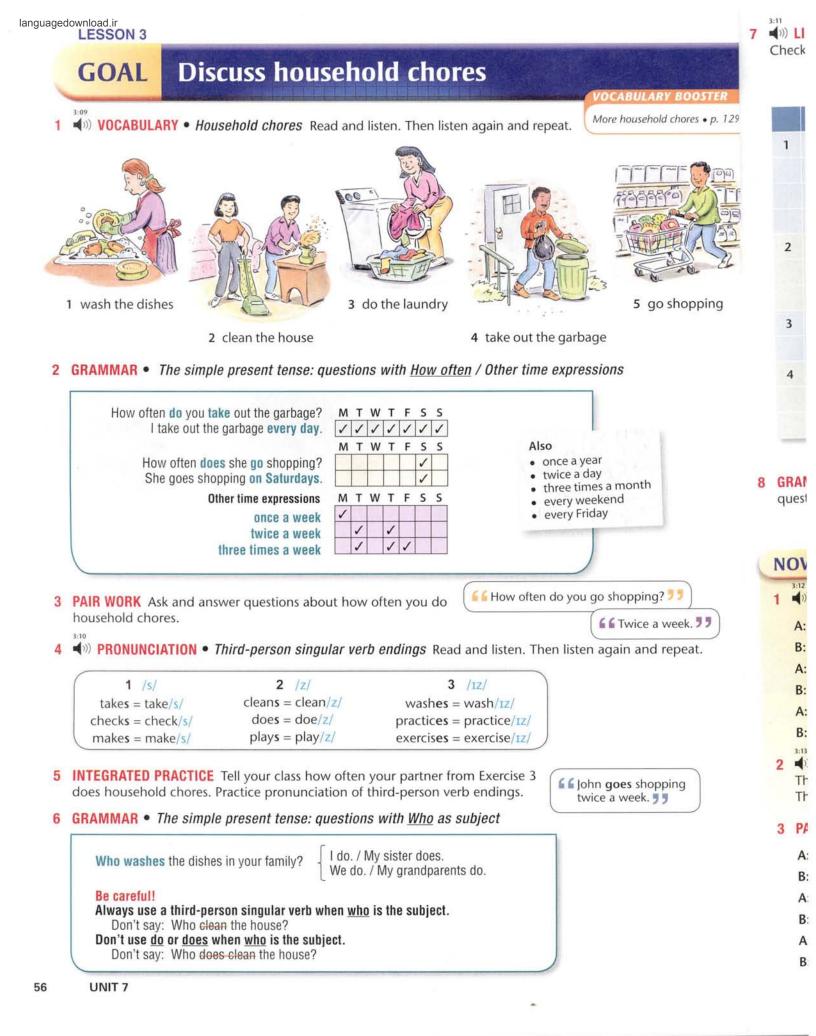
conversation again.

partner's activities.

in the afternoon in the evening







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7 (1) LISTENING COMPREHENSION Listen to the conversations and the questions with Who.

B				es.		CHORES
	She	C	C	. (C	C
	Her husband	0	0	0	C	0
	Her son	C	0	0	C	0
	Her daughter	C	C	C	C	0
2	Не	0	C	C	C	C
	His brother	C	C	C	C	C
	His sister	((C	C	C
3	She	C	0	((C
	Her husband	0	0	6	C	(
4	Не	(((C	C
	His wife	(((C	(
	His son	C	((C	(

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

L In Conversation 1, who washes the dishes? **J**

🖌 🖌 🖌 🖉 🖉 🖉 🖉

NOW YOU CAN Discuss household chores

- 1 (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.
- **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?

 - B:

A: Who?

- Don't stop! Ask about other chores.
- B: Oh, that's 's job.



- 4 CHANGE PARTNERS Ask another classmate about household chores.
- 5 GROUP WORK Tell your classmates about your partner's household chores.

Extension

More Practice

ActiveBook Self-Study Disc

grammar · vocabulary · listening reading · speaking · pronunciation

The iRobot

Roomba vacuums.

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

Don't like household chores? These robots help!

Tow 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!



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

o one wants to mow the lawn. But the L200 Evolution lawn mower mows the lawn for you. Tell the robot what time you want to mow. How about midnight, after you go to bed? It mows the lawn while you sleep. How about in the afternoon? It mows the lawn while you go out for lunch or go shopping.

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?

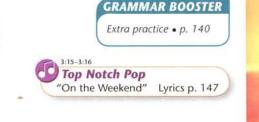
G I want the Roomba because it cleans the house.



The Scooba washes flo

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

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



UNIT 7 58



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 <u>True</u> or <u>False</u>. Take turns. For example: A: Jack usually takes a shower in the evening. B: False. He takes a shower in the morning.

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

I exercise every weekend.





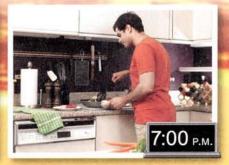




7:30 р.м.



11:00 P.M.

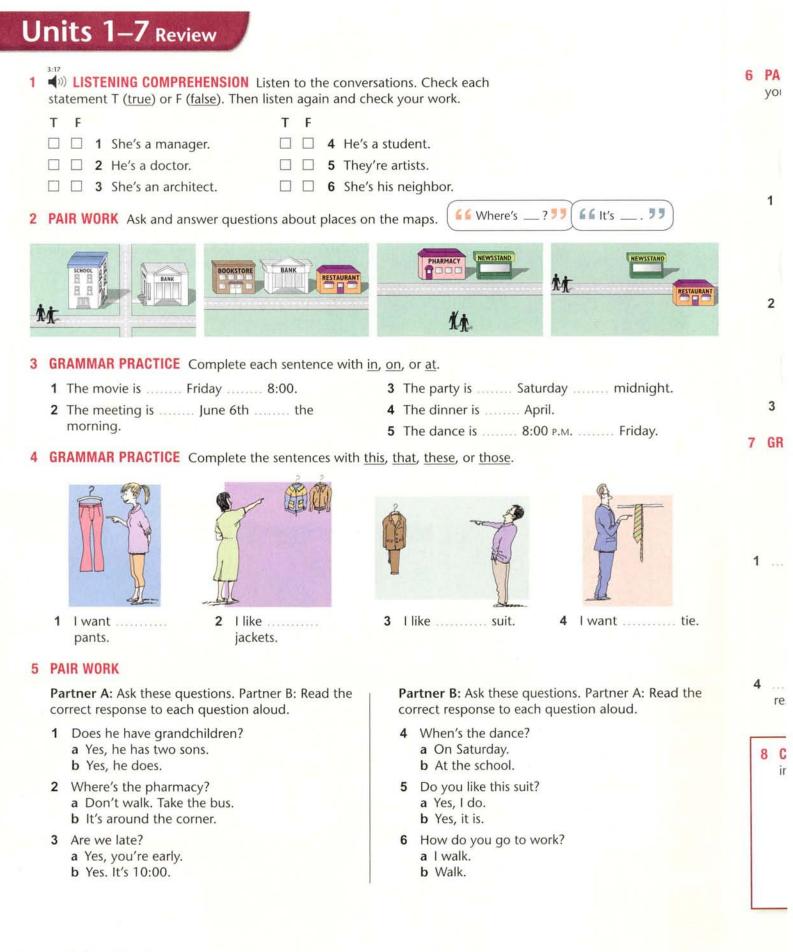




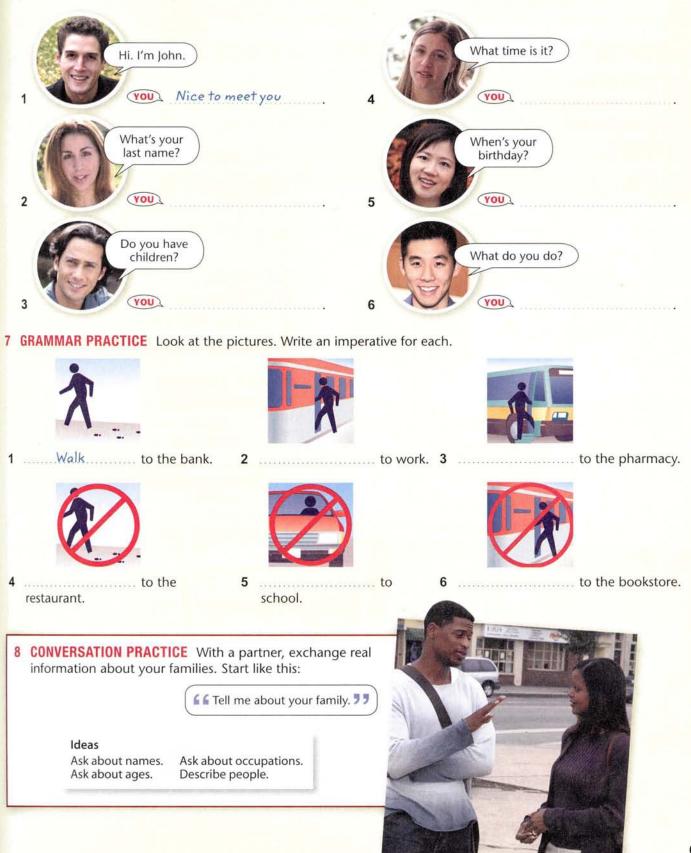
NOW I CAN...

8:00 р.м.

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



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



9 ◀») LISTENING COMPREHENSION Listen to Then listen again and check your work.	
1 What's her phone number? It's _	
3 How old is his son? He's	years old.
4 What's the address? It's _	West 12 th Street.
5 What time is it? It's 2	
10 GRAMMAR PRACTICE Circle the correct v	vord or words to complete each statement or question.
1 Is he (your / you) husband?	4 (Our / We) birthdays are in May.
2 Is she (their / they) granddaughter?	5 How do you spell (her / she) name?
3 (Her / His) name is Mr. Grant.	6 I'm (Ms. Bell / Ms. Bell's) student.
11 INTEGRATED PRACTICE Write a question	for each response.
1 A:	? 5 A:?
B: No. She's a student.	B: It's 34 Bank Street.
2 A:	
B: I'm an architect.	B: The newsstand is around the corner.
3 A:	
B: The bank is across the street.	B: My birthday? In February.
4 A:	? 8 A:?
B: It's 9:45.	B: They're my sisters.
12 PAIR WORK	
Partner A: Ask these questions. Partner B: correct response to each question aloud.	Read the Partner B: Ask these questions. Partner A: Read the correct response to each question aloud.
1 Does Jack have a large family?	4 Does she like red shoes?
a Yes, I do. b Yes, he does.	a No, she doesn't. b Yes, I do.
2 Does her father shave every morning?	5 Does he need a new tie?
a Yes, he is.	a Yes, he does.
b No, he doesn't.	b Yes, I do.
3 Is Ms. Wang his English teacher?	6 Does she always clean the house on Sunday?
a Yes, he is. b Yes, she is.	a Yes, she is. b Yes, she does.
13 GRAMMAR PRACTICE Circle the correct v	
1 We (am / are) friends.	4 (Do / Does) she (want / wants) new shoes?
2 They (has / have) two children.	5 Why (do / does) they (need / needs) new shoes?
3 Who (has / have) a blue suit?	6 (Is / Are) we on time?

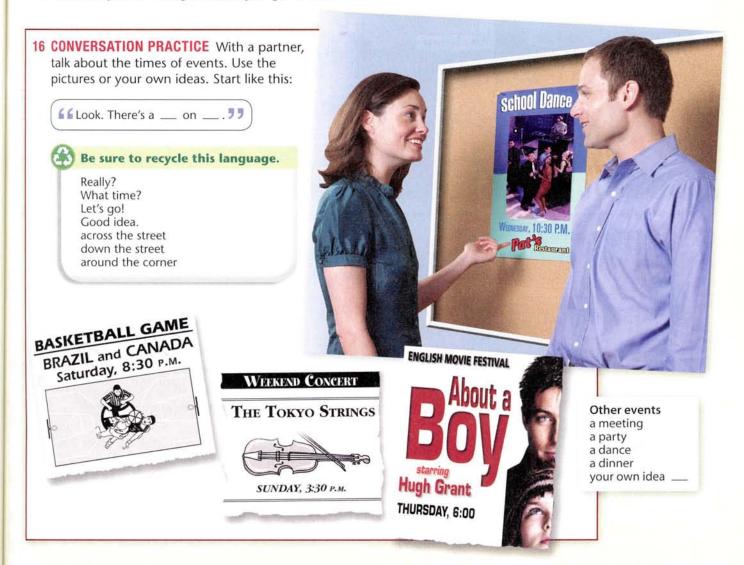
6 (Is / Are) we on time?

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

- 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.
- 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?
- 1 I usually go shopping on weekends.
- 3 What do you do after work or school?
- 4 What do you do at night before you go to bed?





GOALS After Unit 8, you will be able

5 IN

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4

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

LESSON 1

Describe your neighborhood GOAL (1) VOCABULARY • Buildings Read and listen. Then listen again and repeat. 1 a house 2 an apartment building 3 an office building 6 a stairway 9 an elevator the third 1 floor 1 7 an apartment 12 the second floor 8 a balcony 13 the first 4 a garden 5 a garage 10 an office floor

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

Pre	positions of place		
in		at	on
	lives in an apartment.	I live at 50 Main Street.	Her house is on Bank Street.
	y live in a house.	He works at the bookstore.	We go to school on 34 th Avenue. I work on the tenth floor.
I WO	ork <mark>in</mark> an office.	They study at the new English School.	I work on the tenth hoor.

- B: Her apartment Green Street.
- 2 A: Where you English?
- B: We study the school around the corner.
- 3 A: your neighbor a bank?B: No. She works a bookstore.

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

1 It's on First Avenue.

2 She works at home.

He lives in an apartment.
 My friend studies at home.

64 UNIT 8

3:21

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

Where does your father work?

6 He works at a bank. "

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



1 a bus station



2 a train station



3 a stadium



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



4 a park

3:23

3:24







7 an airport



8 a hospital

NOW YOU CAN Describe your neighborhood

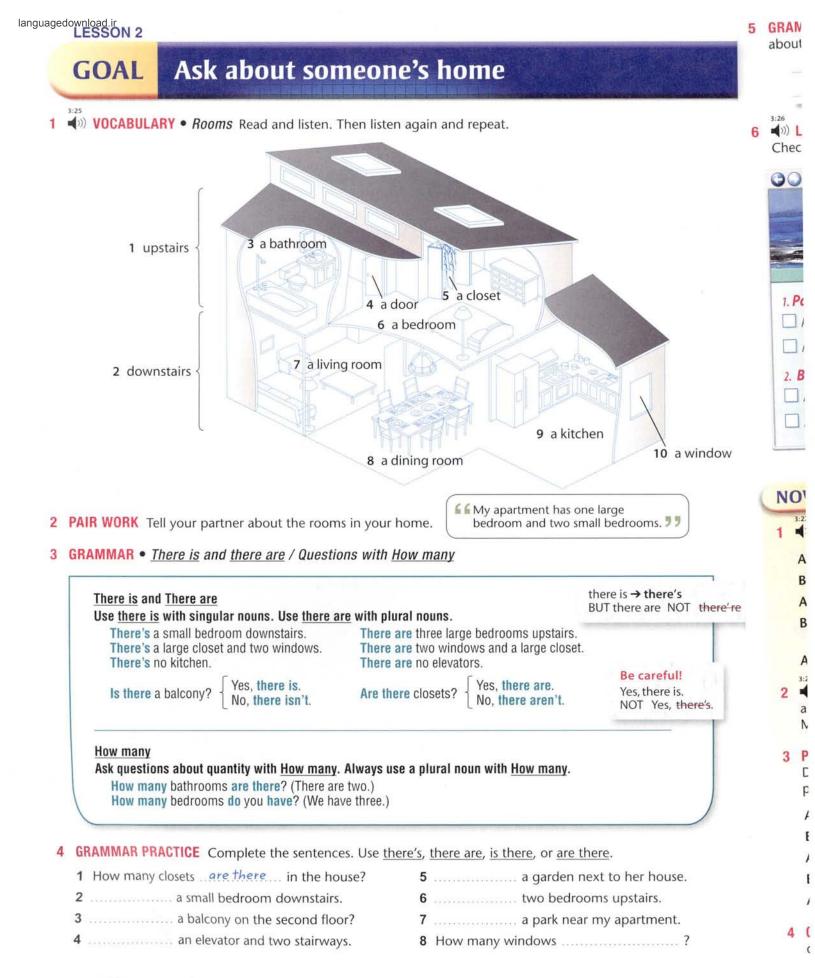
5 a mall

- 1 (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 <u>Where</u>.

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



languagedownload ir 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 m	bedroom.
ineres a	small	Vainroom	nexilom	pearoom.

Id	ea	s

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

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

🔾 🔾 😋 💼 🕅 http://www.homeawayfromhome.com)[
Home Away	from Home
overseas for	1 to 6 months!
n 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!
- 3-28
- RHYTHM AND INTONATION Listen again 2 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:
- Don't stop!
- A: What's it like?
- B: Well,
- A: Sounds nice!

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

CHANGE PARTNERS Talk about another classmate's home.

1

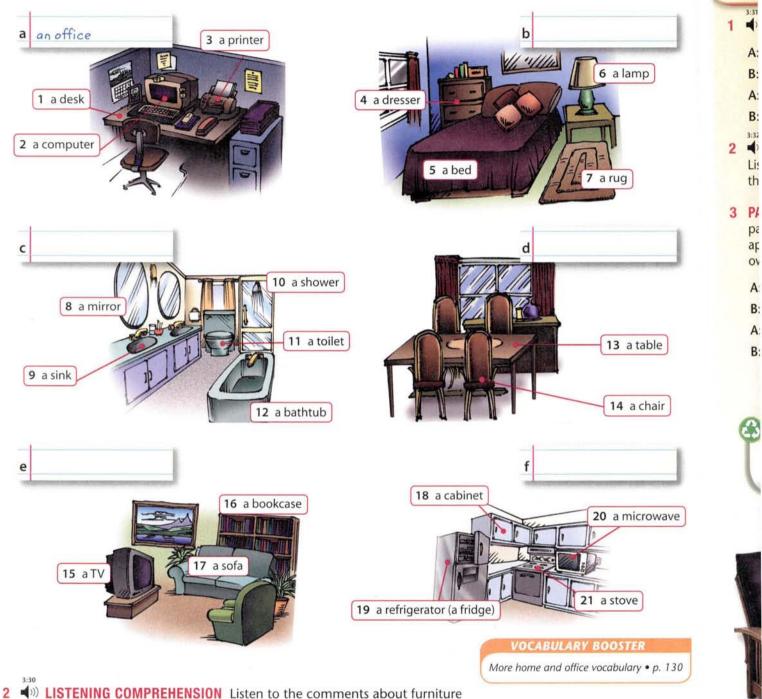
GOAL

Talk about furniture and appliances

3 PAIF and

NO

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



and appliances. Look at the pictures in the Vocabulary. Write the correct room.

- 1 It's in the
- 2 It's in the

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

G 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

Positive and

beautiful

nice

great

negative adjectives

3

ugly awful

terrible

- 1 (1) CONVERSATION MODEL Read and listen.
 - A: This is a nice sofa. What do you think?
 - B: Actually, I think it's beautiful.
 - A: And what about this lamp?
 - B: I don't know. I'm not sure.
- 3:32 2
 - RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.
- 3 PAIR WORK Change the model. Ask your partner's opinion about the furniture and appliances in the pictures. (Or use your own pictures.) Then change roles.

 - B: Actually, I think it's
 - A: And what about this?
 - B:

I like this ____

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

Be sure to recycle this language.

I don't like this ____.



4 CHANGE PARTNERS Practice the conversation again.

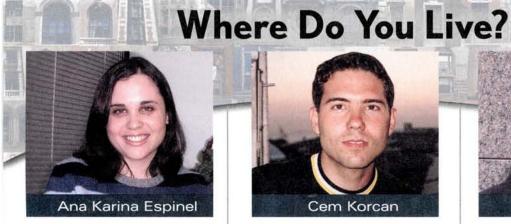
Extension

ActiveBook Self-Study Disc

More Practice

grammar · vocabulary · listening reading · speaking · pronunciation

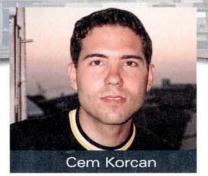
1 (1)) **READING** Read about where people live. Who lives in a house? Who lives in an apartment?



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.



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.



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.

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			_

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

🖌 🖌 I like Ms. Espinel's house. There's a big garden. My house doesn't have a garden. 55

> **G** Mr. Korcan lives in an apartment. I live in an apartment, too. His apartment has one bathroom, but my apartment has two. 77

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



"Home Is Where the Heart Is" Lyrics p. 148

3-35-3-36

Top Notch Pop

Review







Affirmative	Negative	Present participles
I'm studying.	I'm not eating.	wear → wearing
You're shaving.	You're not making lunch. [OR You aren't making lunch.]	study → studying
She's taking a bath.	She's not taking a shower. [OR She isn't taking a shower.]	exercise → exercising
It's raining.	It's not snowing. [OR It isn't snowing.]	Some others:
We're watching TV.	We're not reading. [OR We aren't reading.]	doing, listening, reading,
They're exercising.	They're not taking a nap. [OR They aren't taking a nap.]	working, meeting, getting

4 GRAMMAR • The present continuous: <u>yes</u> / <u>no</u> questions

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

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

> bad (2) awful

terrible

good 😳

beautiful

nice great

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

- 1 now, and a nice, warm sweater.
- 3 ______ dinner right now. ______ late at the office.
- 4 Jerome / exercise Ann / take Ann / take
- 5
 TV.
 to music.

 6
 this morning? No. It's cloudy and windy, but it
 not rain
- 7 in the office right now? Yes,

NOW YOU CAN Describe today's weather

- 1 (1) CONVERSATION MODEL Read and listen.
 - A: Hi, Molly. Jonathan.
 - B: Hey, Jonathan. Where are you?
 - A: I'm calling from Vancouver. How's the weather there in São Paulo?
 - B: Today? Awful. It's raining and cold.
 - A: No kidding! It's hot and sunny here. 3:40
- RHYTHM AND INTONATION Listen again 2 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.

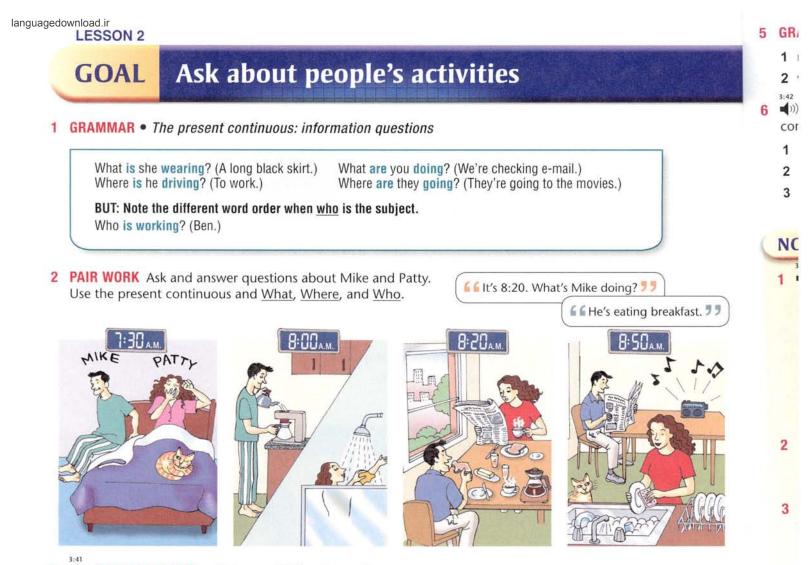
- A: Hi,
- B:, Where are you?
- A: I'm calling from How's the weather there in?
- A: No kidding! It's here.
- 4 CHANGE PARTNERS Describe the weather in other places.

Don't stop!

Tell your partner what you're wearing.

I'm wearing _ I'm not wearing _ scart

a coat



3 (1)) **PRONUNCIATION** • *Rising and falling intonation* Use rising intonation for <u>yes</u> / <u>no</u> questions. Use falling intonation for information questions. Read and listen. Then listen again and repeat.

Yes/no questions	Information questions
1 Are you eating?	What are you eating?
2 Is he walking?	Where is he walking?
3 Are they watching a movie?	Who's watching a movie?
4 Is her family at home?	Where is her family?
5 Are you a teacher?	What do you do?

4 GRAMMAR • The present participle: spelling rules

base form	present participle	base f	orm	present participle
$\begin{array}{ll} \text{talk} & \rightarrow \\ \text{read} & \rightarrow \\ \text{watch} & \rightarrow \end{array}$	talking reading watching	make take come	$\uparrow \uparrow \uparrow$	making taking coming
Remember shop \rightarrow sho		getting	put	\rightarrow putting

Ianguagedownload.ir 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	a:42 (1)) LISTENING COMPREHENS continuous.	ION Listen. Complete each stat	

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

NOW YOU CAN Ask about people's activities

1 (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.

3:44

- 2 (1) 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?

- 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:

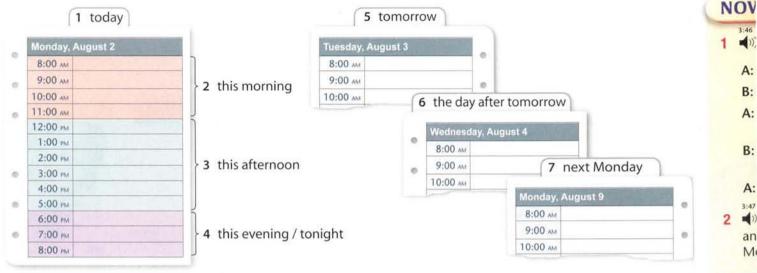




4 CHANGE PARTNERS Ask and talk about other activities.

GOAL Discuss plans 4 PAIR three the p

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



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

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

Future plans

I'm buying shoes tomorrow. They're cleaning the house 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.

her mom at the mall, and she is working Tomorrow, she, and at 5:30, she	FEBRUARY FEBRUARY 12. Monday Thursday:15 11:00 meet Nom for lunch at the mall 1:00-5:00 work 1:00-5:00 work go to Chinese class 3:30 13: Tuesday go to Chinese class 3:30 work 5:30 meet Sandy at the City Bookstore 14: Wednesday Work work call Dad at work 1:00 (432-8976) Study for driving test clean the kitchen!
Rossini's Restaurant. On Friday, Marissa	
10	to Colin's house. Colin
and Marissa dinner together. Fir	nally, the weekend! On Saturday, Marissa
the park with Sarah. That evening, she	to a concert with Scott. On Sunday, she
important things! She for her	driving test, and after that she

B: A: 3:47 =) an M 3 PL da an concentre concentre concentre

UNIT 9

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.

L Is Marissa exercising on Tuesday?

G Where is she making dinner on Friday?

NOW YOU CAN Discuss plans

- 1 (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.
- 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
0	Tuesday
0	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?

 - 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]	riday] afternoon]		Ways to agree Sure! OK! Good idea!
tomorrow the day after tomorrow		windy sunny	

5 CHANGE PARTNERS Discuss other plans.

Extension

More Practice ActiveBook Self-Study Disc

grammar · vocabulary · listening

reading · speaking · pronunciation

PAIR V Sam an about a For exa







(1)) **READING** Read the newspaper column.



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.

Samantha Keyes

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.

sin

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.

in

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.

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

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.

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







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.

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

5, 1:20 p.m

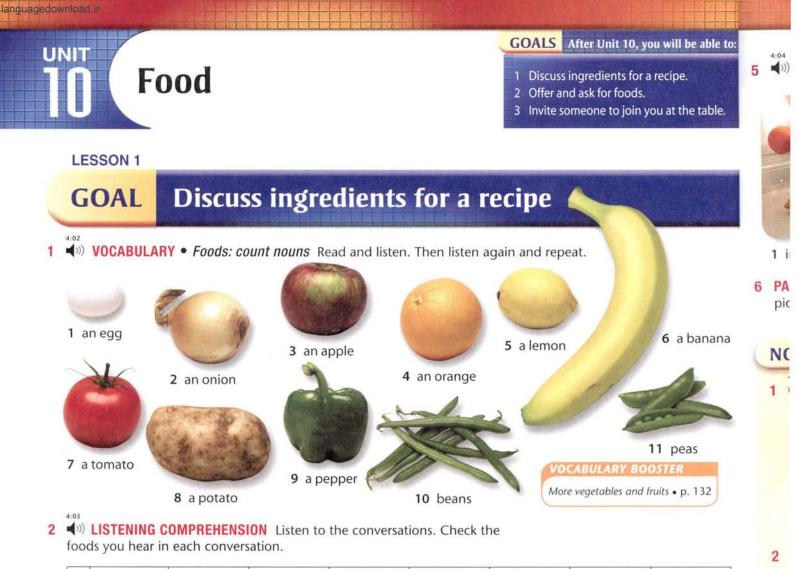
NOW I CAN...

Discuss plans.

Describe today's weather.

Ask about people's activities.

Review



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3				1	1	
4						
5						

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

-	1	don't	like	bananas,	but
	1	really	like	apples.	7

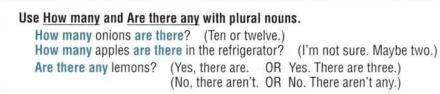
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4 GRAMMAR • How many / Are there any



80 UNIT 10

5 40 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 <u>How many</u> and <u>Are there any</u>.



Ingredients: beans

Fruit Salad

peas onions

NOW YOU CAN Discuss ingredients for a recipe

- 1 ()) CONVERSATION MODEL Read and listen.
 - A: How about some green bean salad?
 - B: Green bean salad? That sounds delicious! I love green beans.
 - A: Are there any beans in the fridge?
 - B: Yes, there are.

4-05

- A: And do we have any onions?
- B: I'm not sure. I'll check.
- 2 (1)) **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.

 Don't stop!

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

 We need ___.

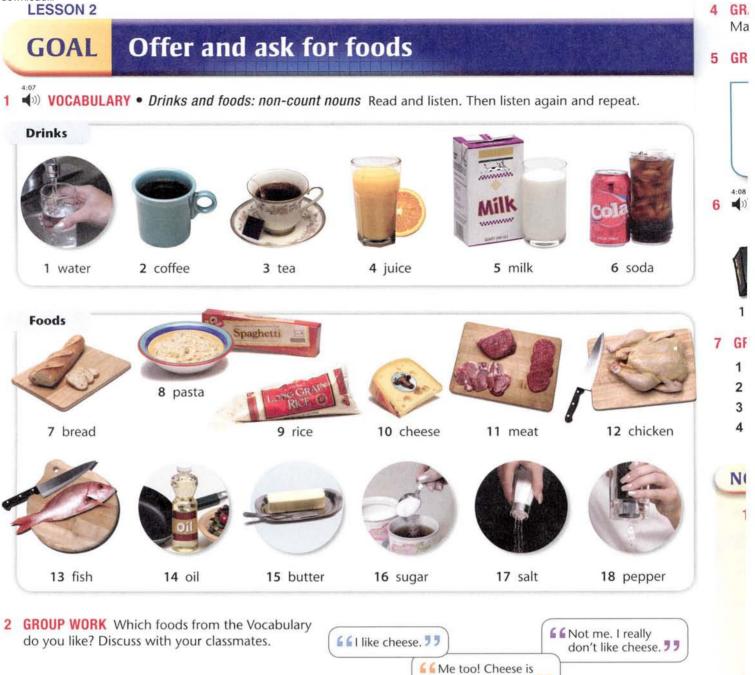
 I like ___.

 What do you think?

 Sounds great.

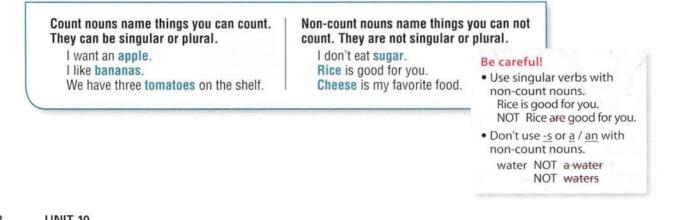
4 CHANGE PARTNERS Discuss another recipe.





my favorite food! 🗾

3 GRAMMAR • Count nouns and non-count nouns



- 4 GRAMMAR PRACTICE Complete the chart. Be careful! Make the count nouns plural. Then compare with a partner.
- 5 GRAMMAR How much / Is there any

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

Use How much to ask about non-count nouns. How much bread does she want? (NOT How many bread does she want?) Remember: 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. How many apples are there?

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

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









1 a box of pasta

2 a loaf of bread

- 3 a bottle of juice
- 5 a bag of onions 4 a can of soda
- 7 GRAMMAR PRACTICE Complete each question with How much or How many.
 - 1 loaves of bread do you need?
 - 2 bags of potatoes do we have?
 - 3 cheese is there in the fridge?
 - 4 sugar do you want in your tea?
- eggs are there for the potato pancakes?
- cans of tomatoes are there 6 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.
- 4:10 RHYTHM AND INTONATION 2 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

Remember: Use the simple present tense with verbs <u>have</u>, <u>want</u>, <u>need</u>, and <u>like</u>. I like coffee. NOT <u>I'm liking</u> 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!

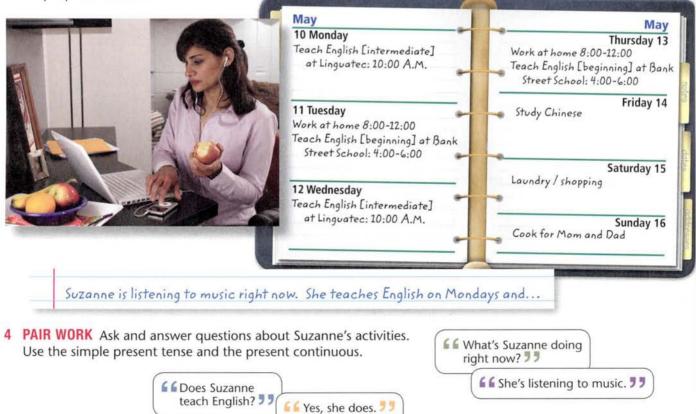
Don't say: We cook dinner now. Don't say: I am cooking dinner every day.

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?
- 3 They a lot of sugar in their tea.
- 4 We the kitchen every day.
- 5 Elaine and Joe aren't here. Theydrive

6	Why six cans of tomatoes?
	you / need tomato soup for lunch?
7	to work tomorrow?
8	How many boxes of rice?
9	How many boxes of rice you / want I
10	I can't talk right now. I

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.



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4:12

4-13

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

1 /i/	2 /1/	3 /eɪ/	4 /ε/	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 (1)) 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: Yes, I do. Would you like to join me?

A:

B: Mmm. Sounds good.

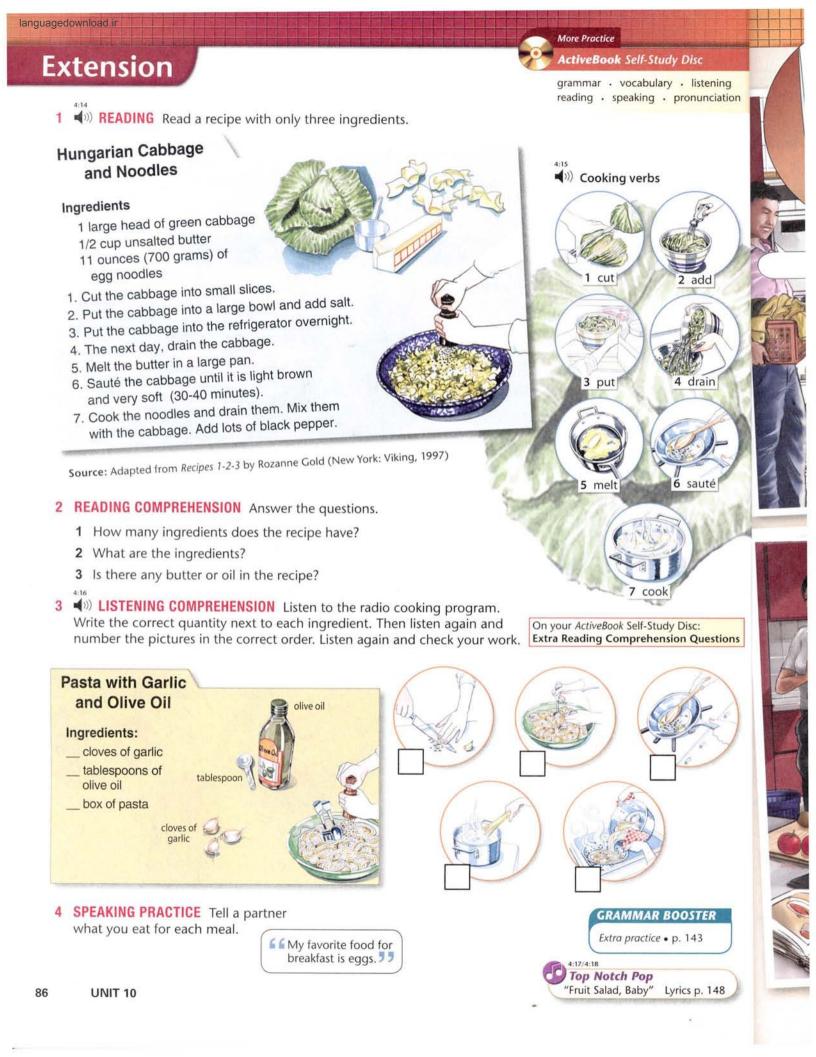
Don't stop! Offer other foods and drinks

Be sure to recycle this language.

Would you like ____ ? Sure. / No thanks.

4 CHANGE PARTNERS Invite another classmate to join you.







Monday /Wednesday / Friday Nichael: do laundry (Monday only) Sylvia: go shopping Sylvia: cook dinner <u>Tuesday / Thursday / Saturday</u> Sylvia: take out the garbage

Nichael: go shopping and cook

dinner

Sunday No Chores!

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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 <u>How many</u> and <u>How much</u>. Answer with <u>There is</u> and <u>There are</u>. For example:

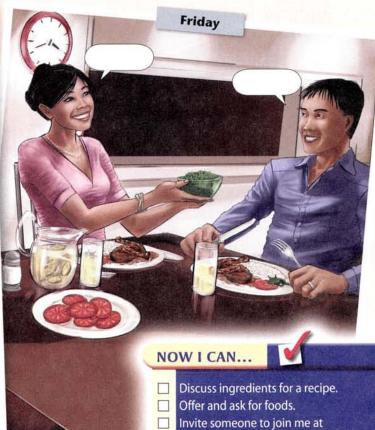
A: How many boxes of pasta are there on the counter?

- B: There are two.
- 2 Create conversations for Michael and Sylvia in the three pictures. For example: A: Would you like peas?
 - B: Yes, please. And please pass the salt.

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

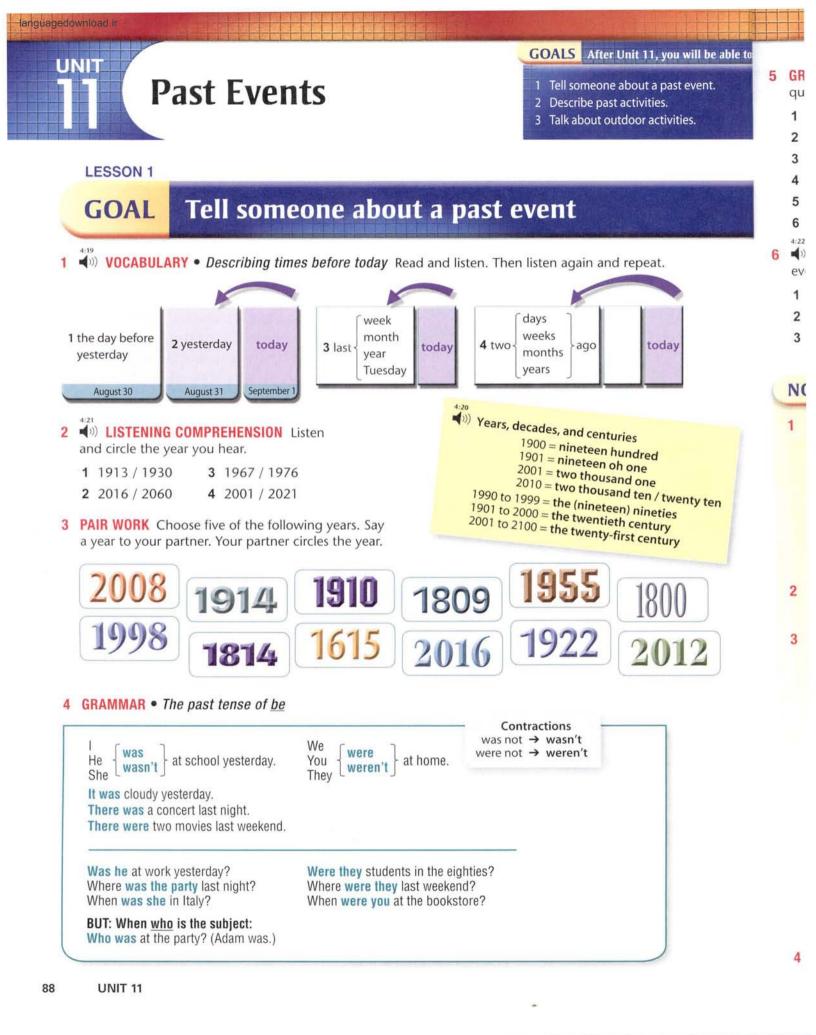
It's Tuesday. Michael is cooking dinner. Sylvia cooks dinner on Monday.

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



the table.

and the second



4:22

in:

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

Sec Yesterday was April 19th. **7**

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

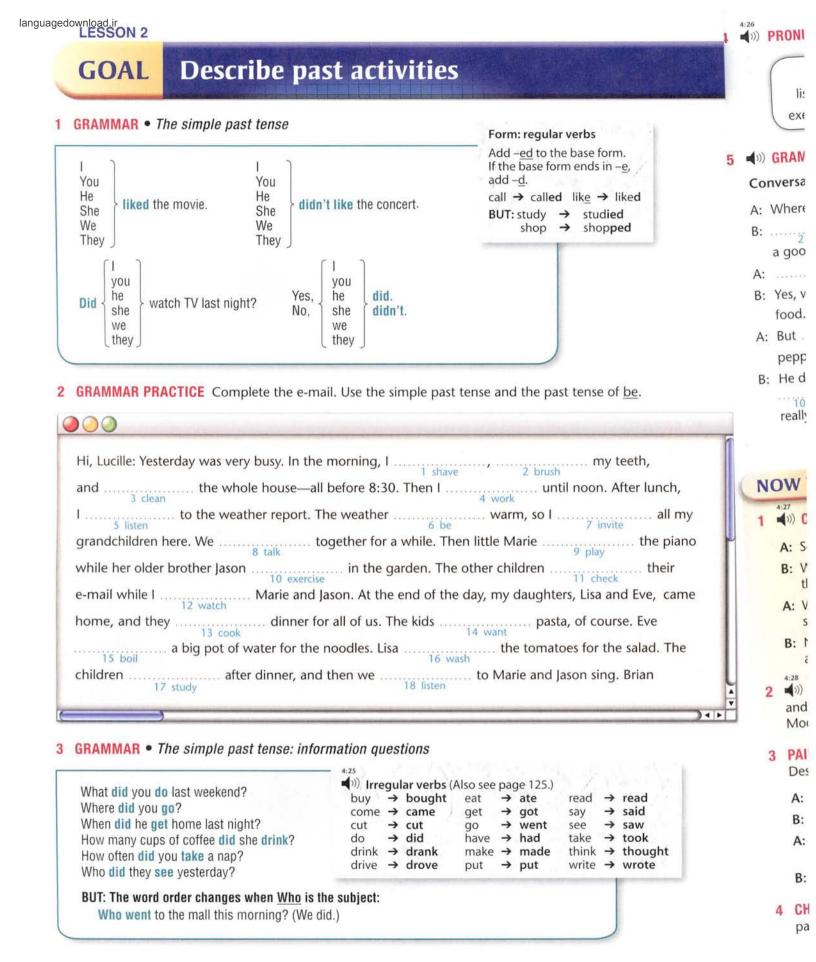
 - B: There was? Too bad I wasn't there!



4 CHANGE PARTNERS Talk about other events and places.

APRIL						
Sun Mon Tues Wed Thurs Fri 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				





90 **UNIT 11**

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/rd/
exercised = exercise/d/	washed = $wash/t/$	needed = need/Id/

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

Conversation 1

- A: ______ out to eat afterwards?
- B: Yes, we 5 6 We / eat Indonesian food. 7 it / have a lot of pepper.
- A: But _______ 8 1 / think ______ 9 your husband / not like peppery food.
- really likes Indonesian food.

Conversation 2

- A:out the garbage this morning?

- laundry this morning, too.
- A: That's great, but any household chores?
- B: Me? Last week all the chores: early, and 2017 make home

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.
- RHYTHM AND INTONATION Listen again 2 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:

4-28

- **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]? 4:29

GOAL Talk about outdoor activities

VOCABULARY BOOSTER

1 ◀>>> **VOCABULARY** • *Outdoor activities* Read and listen. Then listen again and repeat.

More outdoor activities • p. 133



1 go to the beach



2 go running



4 go for a walk



5 go swimming

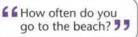


3 go bike riding

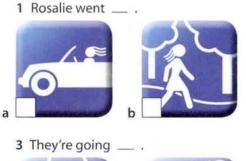


6 go for a drive

2 PAIR WORK Ask and answer questions with <u>When</u> and <u>How often</u> and the Vocabulary.



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





2 She's going ____.



4 He went ____



4

5

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1 🜒

A:

B:

A: B:

A

2 4:3 ar

N

4-31

4:32

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 (1)) 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?
- 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

94

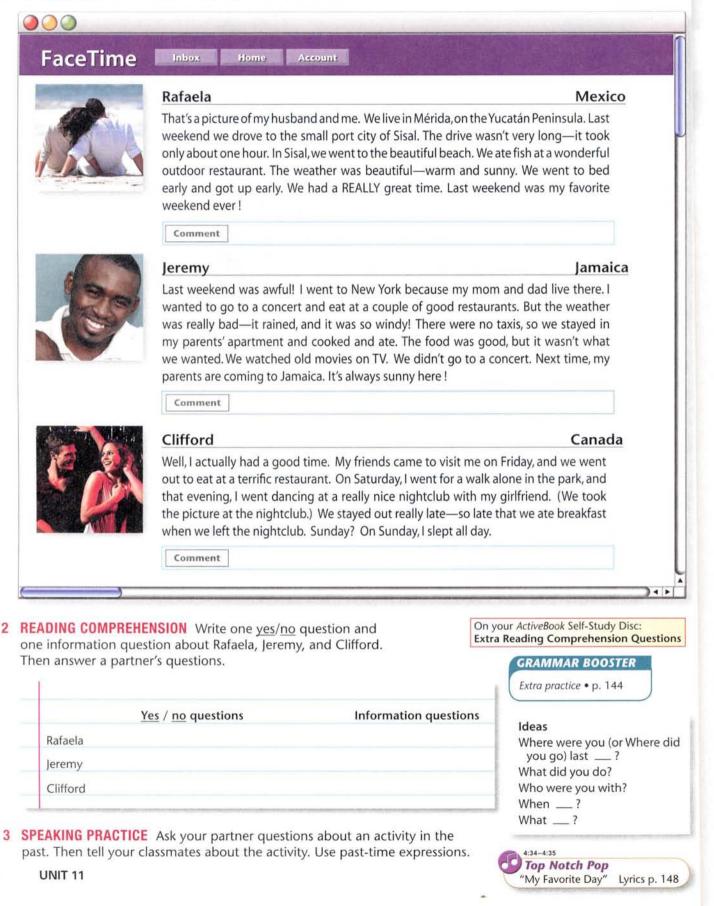
Extension

More Practice

ActiveBook Self-Study Disc

grammar · vocabulary · listening reading · speaking · pronunciation

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



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PAIR activi

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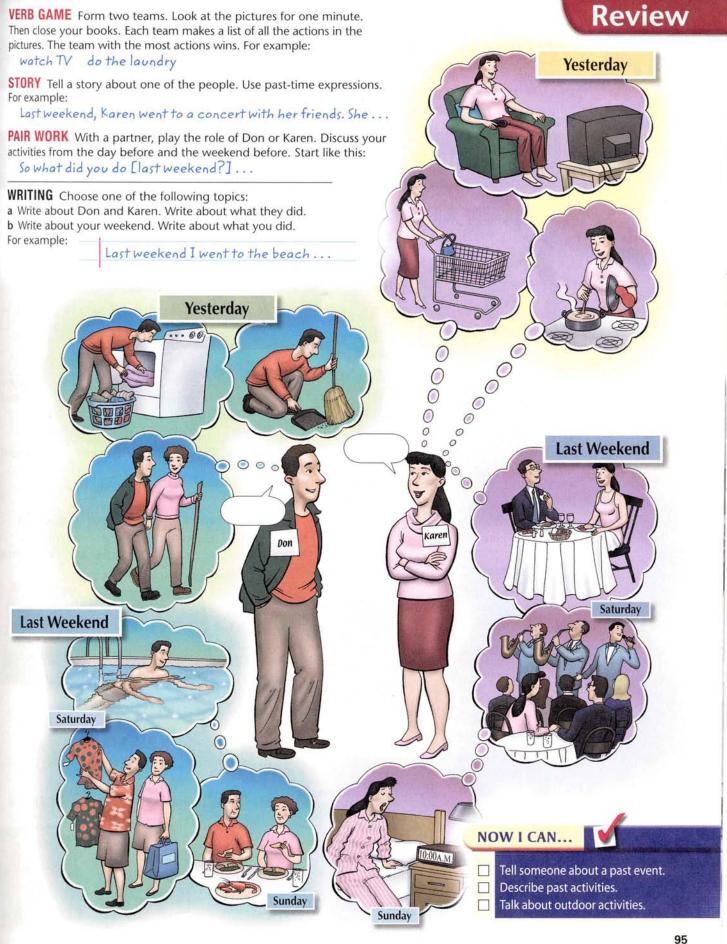
a Wr

b Wr

For e

So

WC





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.

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 (1) CONVERSATION MODEL Read and listen.

- A: Who's that? She looks familiar.
- B: Who?

4-40

- A: The woman with the long, dark hair.
- B: Oh, that's lvete 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.



Gérard Depardieu • actor (France)











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

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

5 (1) **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 /00/	4 /5/	5 /a/
tooth	should	nose	awful	blonde
blue	good	toe	fall	hot
food	foot	broke	long	wash

NOW YOU CAN Show concern about an injury

- 1 ()) 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.
- 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.

 - B: 1

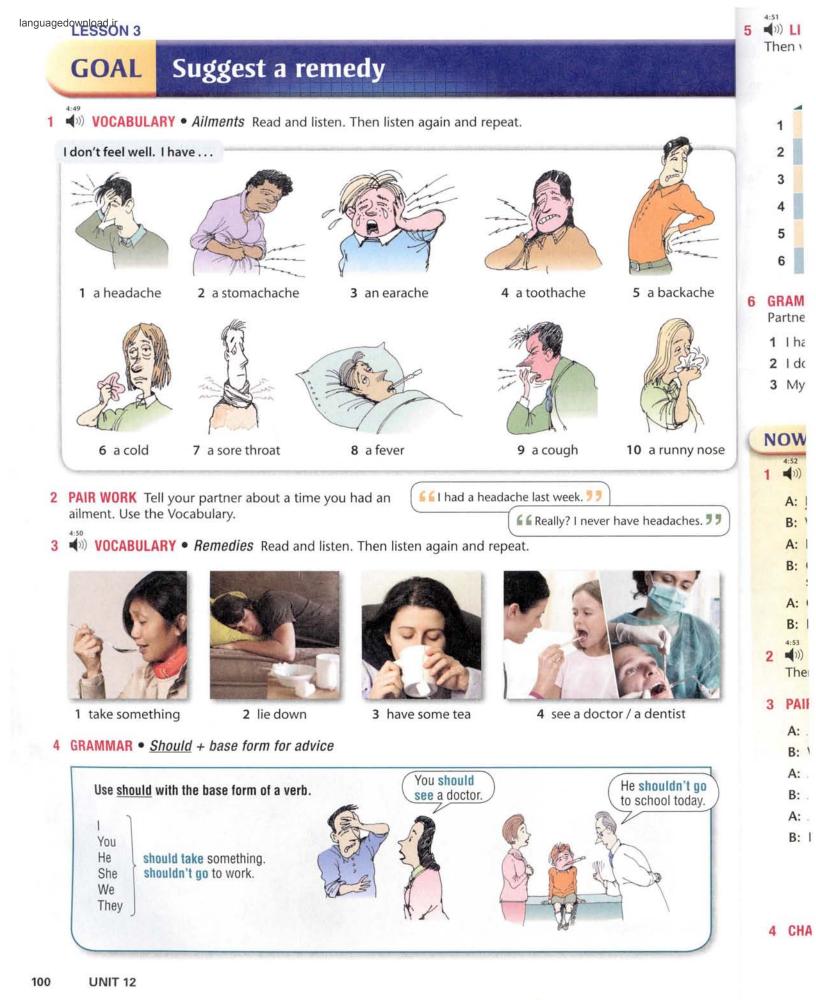
4:47

- A: Does it hurt?

4 CHANGE PARTNERS Discuss other injuries.

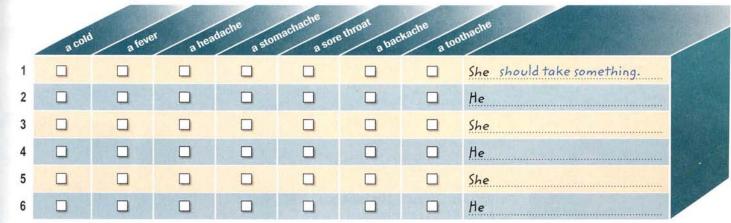
(i)) Ways to express concern I'm sorry to hear that. Oh, no. That's too bad.

4:48



anguadedownload.ir 5 ♥ LISTENING COMPREHENSION Listen to the conversations. Check the ailment.

Then write the remedy. Use should or shouldn't.



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 <u>should</u> or <u>shouldn't</u>.

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

NOW YOU CAN Suggest a remedy

- 1 (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.
- 2 (1)) **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:

4:53

- B: What's wrong?
- A:

- B: I hope you feel better.

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

4 CHANGE PARTNERS Discuss other ailments.

^{4:54} ■⁽⁾⁾⁾ Ways to say you're sick I don't feel well. I feel terrible.

I don't feel so good.

101

Extension

More Practice ActiveBook Self-Study Disc

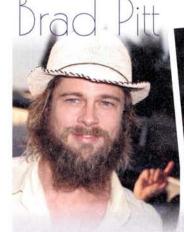
grammar · vocabulary · listening

reading · speaking · pronunciation

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

Chakira

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.





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.

On your ActiveBook Self-Study Disc:

Extra Reading Comprehension Questions

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?

- 4 DISCUSSION What kind of hair is good-looking for women? What kind of hair is good-looking for men?
- 5 GROUP WORK Describe someone in your class. Your classmates guess who it is.

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

E I like long, wavy

hair on women. "

GRAMMAR BOOSTER Extra practice • p. 144

102 UNIT 12



Review

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

- 1 Describe a person. Your partner points to the picture.
- 2 Suggest a remedy. Your partner points to the picture.
- Start like this: I feel terrible. OR What happened?

WRITING Describe someone you know. Use the vocabulary





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.



Questions Can you play the guitar? Can he speak English? Short answers Yes, I can. / No, I can't. Yes, he can. / No, he can't.

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

can't = can not = cannot

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

1 A: you the guitar?

- 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

- 1 (1) CONVERSATION MODEL Read and listen.
 - A: I wish I could draw. Can you?
 - B: Yes, I can.
 - A: Really?

5:05

- B: I draw a lot. But not very well.
- 2 (1)) 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.

B: Don't stop! A: Really? 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.



4 He's tired.



2 They're not hungry.



5 It's early.

🖌 🔓 Last week, I worked late

every day. I was so tired. 🔊 🤊



NO

A B

A 5:0 2 1 at

3 P d p

> A E

3 She's full.



6 It's late.

- 2 PAIR WORK Tell your partner about a time you were busy, tired, or full.
- 3 GRAMMAR Too + adjective

Too makes an adjective stronger. It usually gives it a negative meaning.BI'm too busy. I can't talk right now.DI'm too tired. Let's not go to the movies.aIt's too late. I should go to bed.a

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 .



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

UNIT 13

106



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



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





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

NOW YOU CAN Politely decline an invitation

- 1 (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.
- Store
 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 restaurant

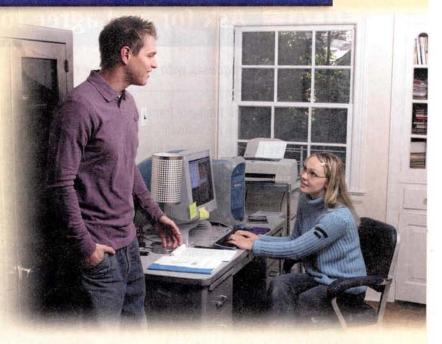


to the beach



to the park

4 CHANGE PARTNERS Suggest other activities and give other reasons.

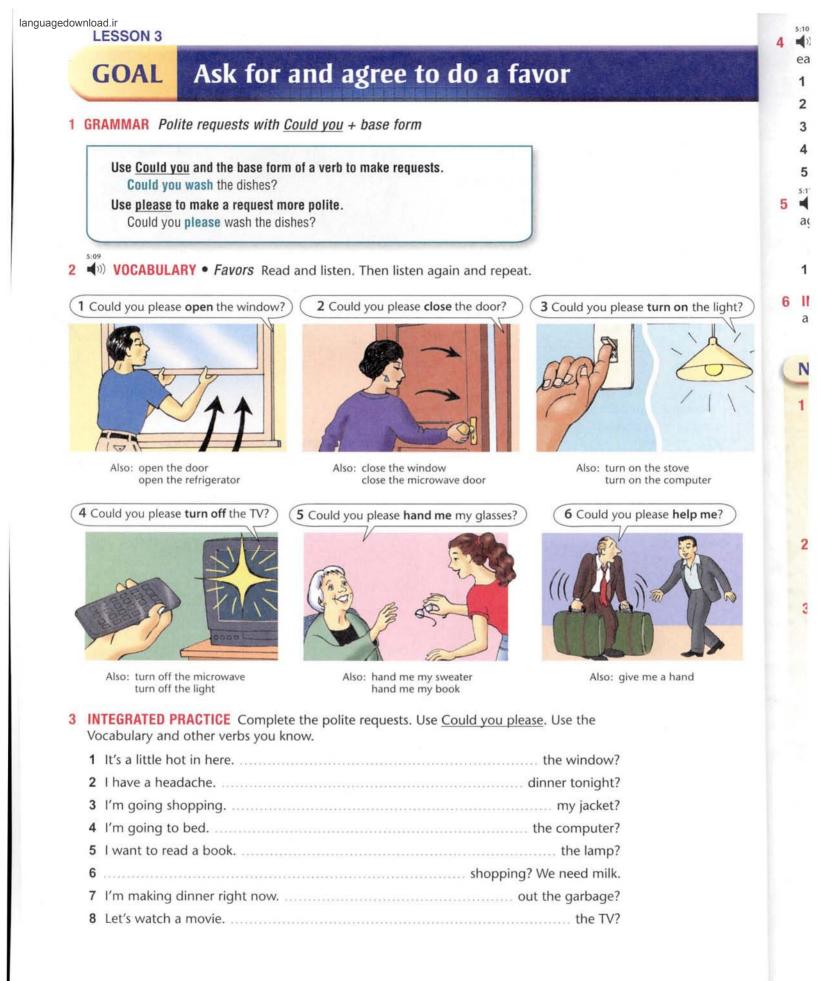




to a game



to a concert



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

5 (1)) **PRONUNCIATION** • Assimilation of sounds: <u>Could you...</u>? Read and listen. Then listen again and repeat.

/ˈkʊʤu/

/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 <u>Could you</u>.

NOW YOU CAN Ask for and agree to do a favor

- 1 (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.
- 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?

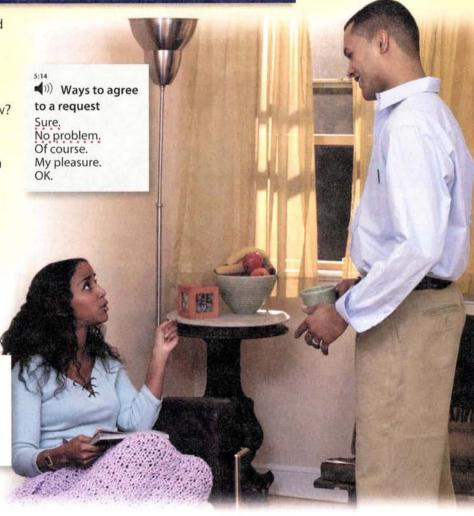
 - A: Could you please?
 - B:

Ideas for favors

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

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

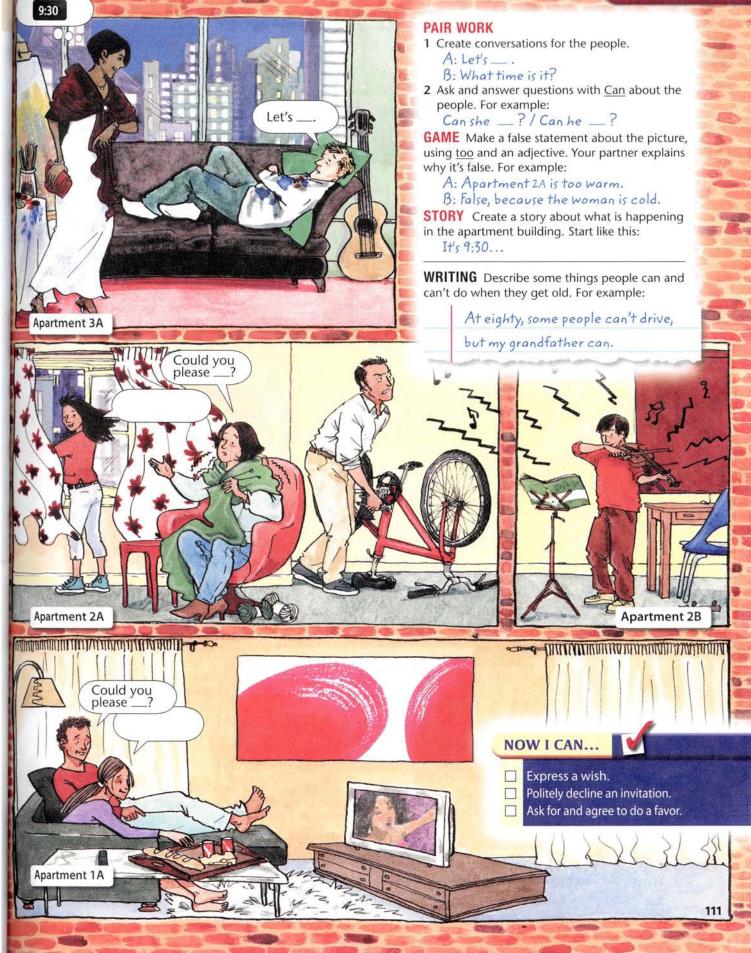
4 CHANGE PARTNERS Ask for other favors.

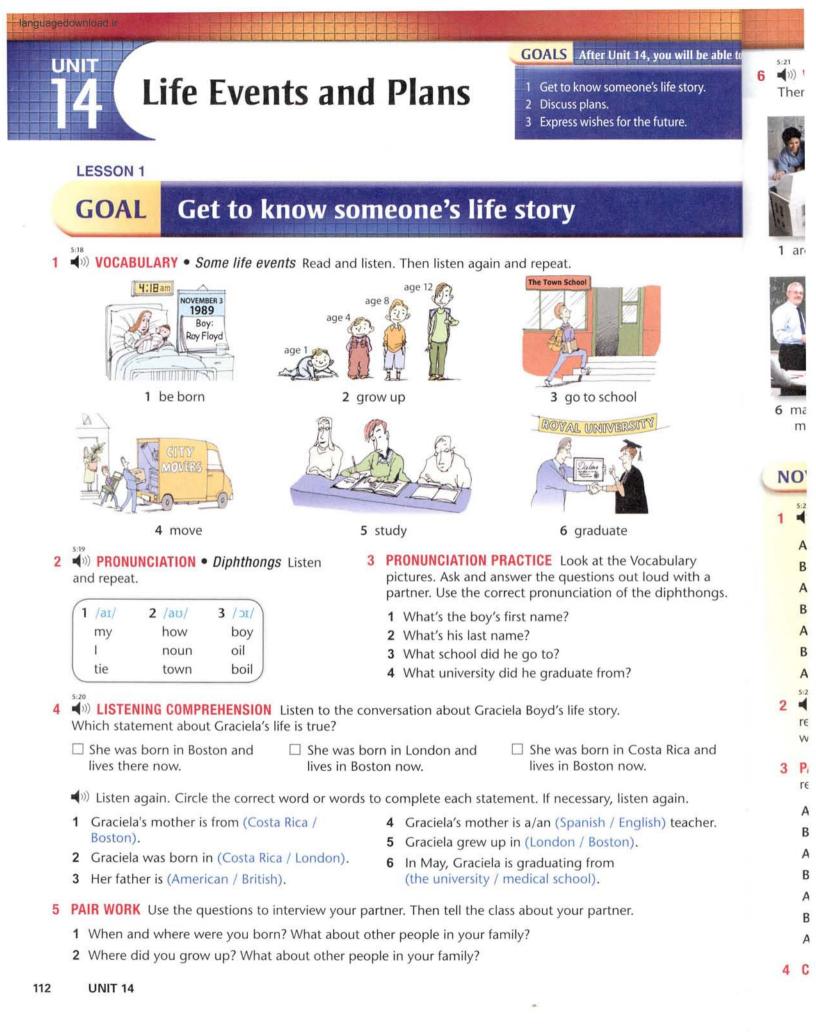


		More Practice	States in the local division of the local di
xtension		ActiveBook Self-Stu	dy Disc
1 ♠ Read the article.		grammar · vocabular reading · speaking ·	
From infant to At birth, an infant cannot do a But before the age of two, a ba	nything alone.	sit Lie Crawl	walk
smile wh	head or hen her mother r speaks. roll over.	cry when she's hungry, thirsty, or afraid.	colors.
Between 3 and 6 months a baby can	h help. reach for things.	look at his own hands and feet.	nd make sound.
Between 6 and 12 months a baby can	sit without help and pick up small things.	say some words.	
Between 1 and 2 years a baby can	things.	play next to other children.	walk.
			and the second second
2 READING COMPREHENSION Write babies can do, according to the artic	cle. Write x for the things they can't	: do.	
babies can do, according to the article say sor constraints of the say sor constraints of the solution constraints	cle. Write X for the things they can't me words reach for things er clear crawl and stand crawl and crawl and stand crawl and crawl and crawl and stand crawl and crawl and craw	d do. throw things sit without help	
babies can do, according to the arti	cle. Write X for the things they can't me words reach for things er clear crawl and stand crawl and crawl and stand crawl and crawl and crawl and stand crawl and crawl and craw	throw things sit without help	
babies can do, according to the article smile say sor pick up small things walk see colors roll over INTEGRATED PRACTICE Complete	cle. Write X for the things they can't me words crawl and stand reach for things er laugh the sentences On your ActiveBook Sel	throw things throw things sit without help f-Study Disc: ehension Questions GRAMMAR BO	
 babies can do, according to the article smile say sor pick up small things walk see colors roll over 3 INTEGRATED PRACTICE Complete about what a baby cannot do. 	cle. Write X for the things they can't me words crawl and stand reach for things er laugh the sentences On your ActiveBook Sel	throw things sit without help f-Study Disc: ehension Questions	
babies can do, according to the artively smile say sor sor pick up small things walk see colors roll over see colors roll over see colors about what a baby <u>cannot</u> do.	cle. Write X for the things they can't me words crawl and stand reach for things er laugh the sentences On your ActiveBook Sel	throw things throw things sit without help f-Study Disc: ehension Questions <i>GRAMMAR BO</i> <i>Extra practice</i> • p	DOSTER 0.145
babies can do, according to the arti	cle. Write X for the things they can't me words crawl and stand reach for things er laugh the sentences On your ActiveBook Sel	throw things throw things sit without help f-Study Disc: ehension Questions GRAMMAR BO Extra practice • p	DOSTER 0.145 h Pop lay Guitar"
babies can do, according to the artii smile	cle. Write X for the things they can't me words reach for things er laugh the sentences On your ActiveBook Sel Extra Reading Compr	throw things throw things sit without help f-Study Disc: ehension Questions GRAMMAR BO Extra practice • p 5:16/5:17 Top Noted "She Can't P Lyrics p. 14	DOSTER D.145 h Pop lay Guitar" 8

r

Review





5.21

6 ♠ VOCABULARY ● Academic subjects Read and listen. Then listen again and repeat.







2 medicine



3 psychology



4 business



VOCABULARY BOOSTER

More academic subjects • p. 135

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



- A: Where were you born?
- B: Here. In New York.
- A: And did you grow up here?
- B: Yes, I did. And you?
- A: I was born in Brasilia.
- B: Did you grow up there?
- A: Actually, no. I grew up in Toronto.
- 2 ♠^{5,23} ♦ **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.
- **3 PAIR WORK** Personalize the conversation with real information.

Don't stop! Ask and answer more

A: Where were you born? Ask and an questions.

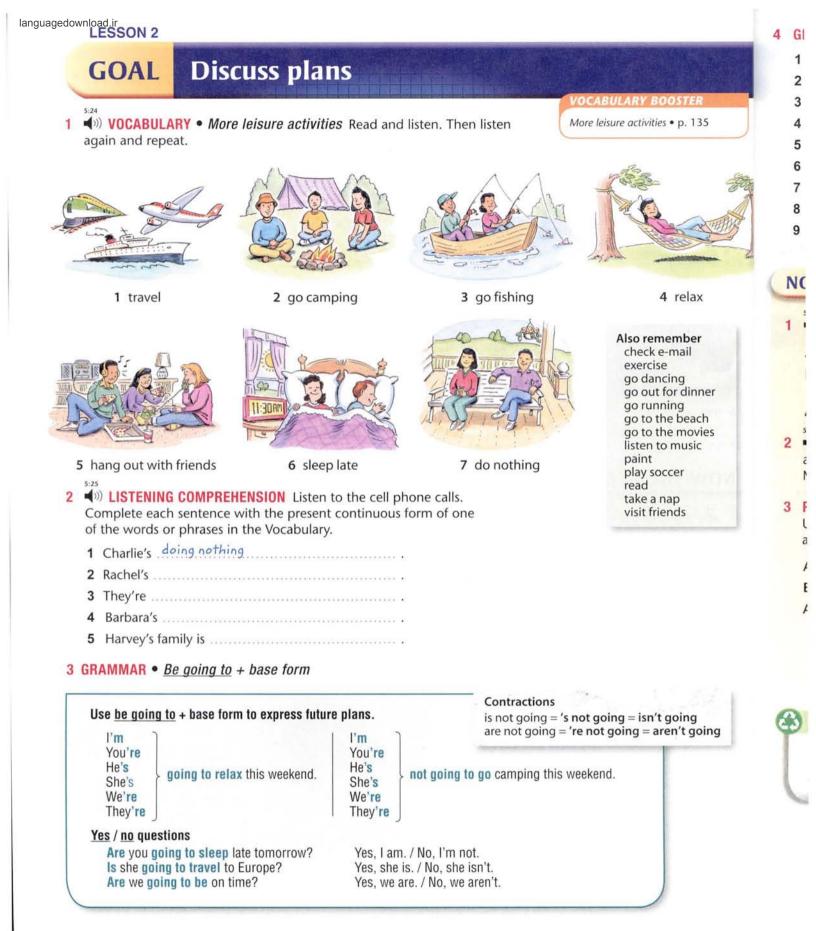
- B:
- A: And did you grow up?
- B: And you?
- A: I was born in
- B: Did you grow up?
- A:

Be sure to recycle this language. What do you do? What are you studying

What are you studying [or What did you study]? Did you graduate?

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

113



5:27

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

U	mamman Fractice while sentences about future plans with <u>be going to</u> .
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	i 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 (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 (1)) 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 <u>be going to</u>.
 - A: Any plans for?
 - B: I'm And you?
 - A: Actually, I'm

Don't stop!

Ask about other times. Ask more questions with <u>be going to</u>.





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

GOAL Expre	ss wishes for the futu	re	6 GI
1 ◀ ^{5:28} 1 ◀ ⁵⁾⁾ VOCABULARY • Life cycl	<i>e events</i> Read and listen. Then listen again a	and repeat.	
1 get married 2	Ave children Ave children Ave children Ave children Ave children Ave children Ave children	2011 2020 2020 2020 2020 2020 2020 2020	7
2 GRAMMAR • Would like + inf	nitive: statements and <u>yes/no</u> questions		
Yes / no qu Would y	estions ou like to change careers? Yes, I would. / No	Contractions would like → 'd like would not like → wouldn't like o, I wouldn't. / No, they wouldn't.	1
trouin t			
3 ◀)) LISTENING COMPREHENS	SION Listen to each person. Then complete e		
3 ◀))) LISTENING COMPREHENS with would like. Use the infini	tive form of a word or phrase from the Vocab	bulary.	
3 ◀))) LISTENING COMPREHENS	tive form of a word or phrase from the Vocab ried 3 She		
 3 (1)) LISTENING COMPREHENS with would like. Use the infini 1 She would like to get mar 2 He 4 INTEGRATED PRACTICE Comstatements about yourself, usi 	tive form of a word or phrase from the Vocab ried	oulary.	
 3 (1) LISTENING COMPREHENS with would like. Use the infini 1 She would like to get mar 2 He 4 INTEGRATED PRACTICE Comstatements about yourself, usi 	tive form of a word or phrase from the Vocab ried	oulary.	
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 3 (1)) LISTENING COMPREHENS with would like. Use the infini 1 She would like to get mar 2 He 4 INTEGRATED PRACTICE Comstatements about yourself, usi In the next two yourself 	tive form of a word or phrase from the Vocab ried	oulary. of paper, write	
 3 (1)) LISTENING COMPREHENS: with would like. Use the infini She would like to get.mar He 4 INTEGRATED PRACTICE Comstatements about yourself, usi In the next two yourself. 	tive form of a word or phrase from the Vocab ried	oulary. of paper, write	
 3 (1)) LISTENING COMPREHENS with would like. Use the infini 1 She would like to get man 2 He 4 INTEGRATED PRACTICE Com statements about yourself, usi In the next two you get married? 1 graduate? 	tive form of a word or phrase from the Vocab ried	oulary. of paper, write	
 3 (1)) LISTENING COMPREHENS with would like. Use the infini 1 She would like to get man 2 He 4 INTEGRATED PRACTICE Com statements about yourself, usi In the next two yourself, usi get married? in graduate? in have children? 	tive form of a word or phrase from the Vocab ried	oulary. of paper, write	

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 <u>Would like</u> + 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 <u>Who</u> 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

1 (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.
- 2 (1)) 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?

 - A: Me? Actually, I'd like to
- 4 CHANGE PARTNERS Ask another classmate what he or she would like to do.

Don't stop!

Continue asking about other wishes for the future. • graduate

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

Extension

More Practice

ActiveBook Self-Study Disc

grammar · vocabulary · listening reading · speaking · pronunciation

Laur Born Nei

()) **READING** Read about Harry Houdini, a famous escape artist.

The A Mazin

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.

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

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

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? Nexty 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? GRAMMAR BOOSTER 10 Challenge: What would you like to know more about? On a separate sheet of paper, write three information Extra practice • p. 146 questions. Example: Why did Houdini's family move to the United States? 5:33/5:34

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

Top Notch Pop "I Wasn't Born Yesterday" Lyrics p. 148

In thre

118 **UNIT 14**



In three years she'd like ...

Today San Francisco (U.S.)

119

Express wishes for the future.

Review

Units 8 –14 Review

- 1 (1) LISTENING COMPREHENSION Listen to the conversations. Check the picture that answers each question.

1 Where does he live?



3 Where does she work?



5 Where does she work?





2 Where does he work?



3 GR/ Are

> GR Δ

> > 1

2

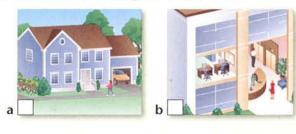
5 CO Us Gr rea yo

Id

4 Where does she teach?



6 Where does his daughter work?



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



000	My new apartment!
Hey, Mel: I have	this great furnished apartment. It has everything!
The	has a nice big stove and four
	room with a and four
	g room a large living room with
	And
	my friends and watching
office, but there's	a in the living room. And
	m. It has a for all my books. There are
	and two blue
	a beautiful balcony next to the bedroom, with a little
	and two
	at isn't perfect
16	

Your questions	Your answers
I	11
2	2
3	3
1	4
j	.5
5	6

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.

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 want 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.

 - B: The water be really dirty,

so I swimming.

- - B: Me? I _______ running. A: Did Sheri _______ with you? B: No. She _______ go _____ to class.
- 4 A: you yesterday?
 - B: No, I Yesterday I sick.
 - A: I'm sorry. you be a fever?
 - B: Yes, I



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

> **G** What's your apartment like? "

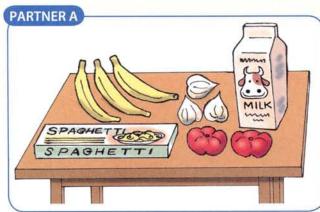
Ideas

- · 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. ?
 - A: No, I'm not. breakfast.
 - B: ______ breakfast?
 - A: Actually, often.
 - But for a test.
- 2 A: Hello?
 - B: Hi, Bonnie. for food. you / need
 - A: Actually yes. a salad for dinner and any tomatoes.
 - B: No problem. those They / sell beautiful tomatoes from Mexico right now.
 - A: Great! those tomatoes.
- 7 PAIR WORK Partner A: Look at your picture. Partner B: Turn your book and look at your picture. Ask questions about the foods on the table.



- the test. **G** Are there any apples on your table? 55
- A:? 1 B: I usually eat lunch at the office. 2 A: ? B: Dana and Eric? They went to Colorado. A:? 3 B: Milk? We need two large containers.? 4 A: B: Sally teaches math. A:? 5 B: Madhur was born in India.

8 INTEGRATED PRACTICE Write guestions to complete each conversation.

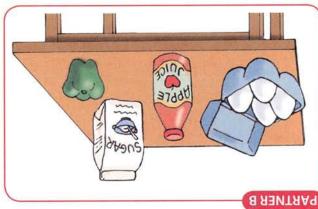
6 A:? B: I'd like to study architecture. 7 A:? B: No. I'm not going to graduate this year. 8 A:? B: She broke her leg. A:? 9 B: Oh, that's Juliette Binoche, the actress. 10 A:? B: Yes, my parents can speak Arabic, but I can't.

122 Units 8-14 Review

- A: right now. Can I call you back? B: Sure. my office number? today. 4 A: Hello? on Saturdays?
 - A: Why that now? It's only Thursday!
 - test at 8:30, and a ride to
- 🖌 No, there aren't. 🤊

3 A: Hello?

B: Hi, Liz. Where are you?





10 IN

1

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3

4

11 (

-()) q

The



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
an	could	23	hang out	hung out	114	sleep	slept	114
come	came	52	have	had	32	study	studied	52
out	cut	98	hurt	hurt	98	swim	swam	104
do	did	52	lie	lay	100	take	took	22
raw	drew	104	make	made	52	teach	taught	84
irink	drank	85	meet	met	1	tell	told	88
Irive	drove	22	put	put	52	think	thought	90
eat	ate	52	read	read	54	wear	wore	72
all	fell	98	ride	rode	92	write	wrote	5
eel	felt	100						

Pronunciation table

These are the pronunciation symbols used in Top Notch Fundamentals.

	Vo	owels			Consona	ants	
Symbol	Key Words	Symbol	Key Words	Symbol	Key Words	Symbol	Key Words
i	feed	э	banana, around	р	park, happy	ţ	butter, bottle
I	did	Dr.	shirt, birthday	b	back, cabbage	t¬	button
eı	date, table	aı	cry, eye	t	tie	ſ	she, station,
3	bed, neck	au	about, how	d	die		special, discussion
æ	bad, hand	DI	boy	k	came, kitchen, quarter	3	leisure
a	box, father	ır	here, near	9	game, go	h	hot, who
э	wash	εr	chair	ť	chicken, watch	m	men
00	comb, post	ar	guitar, are	d3	jacket, orange	n	sun, know
U	book, good	эг	door, chore	f	face, photographer	ŋ	sung, singer
u	boot, food, student	or	tour	v	vacation	w	week, white
Λ	but, mother			θ	thing, math	1	light, long
				ð	then, that	r	rain, writer
				S	city, psychology	У	yes, use, music
				Z	please, goes	(174) (

ocabulary Booster

UNIT 1 5:37

More occupations



1 an accountant



2 a bank teller









4 an electrician





1 as 2 an On a !

For ex

UNIT 3

UNIT 2 5:38 ((((

1 a cl



5 ast



9 ag



13 a

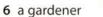


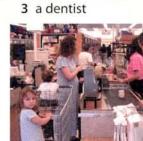
5 a florist



8 a hairdresser

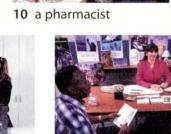






7 a grocery clerk





14 a travel agent



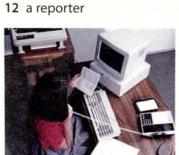


11 a professor

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.



13 a salesperson



15 a secretary

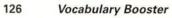




16 a waiter



18 a lawyer



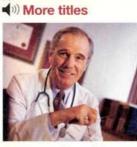
UNIT 2



1 a supervisor 2 an employee



3 a teammate



5:39

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

6 a toy store





4 a police station



5 a shoe store



9 a gas station

13 a travel agency



14 a post office



11 a supermarket



15 a taxi stand



12 a convenience store

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?





7 a video store



UNIT 4

5:41 ()) More adjectives to describe people





2 muscular



3 heavy

On a separate sheet of paper, write a sentence for each photo. Use a form of <u>be</u> and the adverb <u>very</u> or <u>so</u>. For example: $\frac{\text{He's very}}{\text{Lessente}}$.



UNIT 6

1 bath swin



8 a ni

N.

4 a football game





1 du

Who usin For

More events

UNIT 5



1 an exhibition



2 an opera



5 a volleyball game



6 a baseball game



7 a play

3 a ballet



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 7

\$44

More household chores



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.



130

Vocabulary Booster

More weather vocabulary





1 a thunderstorm

2 a snowstorm





3 a hurricane

4 a tornado





1 spring

2 summer



3 fall / autumn

4 winter

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

More vegetables



1 carrots

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







- 13 peas
- 14 celery

15 garlic

UNIT 1

(()) Mor

1 go

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UNIT 5:51 ↓)) Mc

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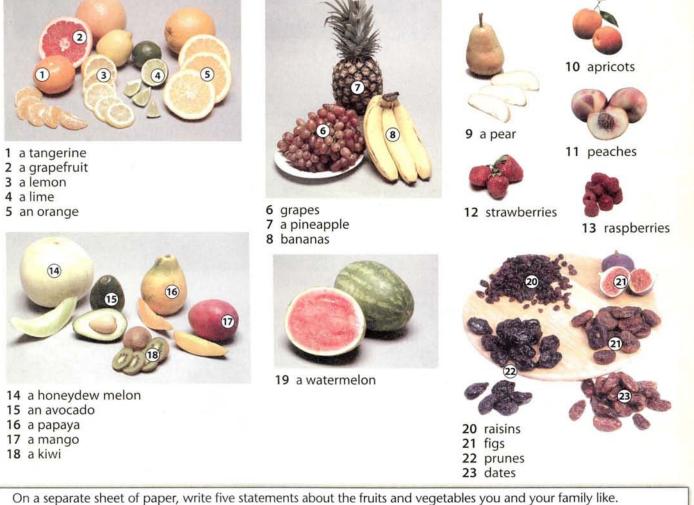
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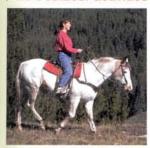


For example: I like lemons. My sister doesn't like lemons.









1 go horseback riding



2 go sailing



3 play golf

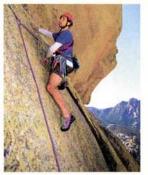


4 go rollerblading

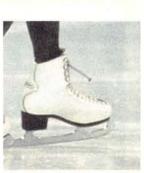


5 go snorkeling

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

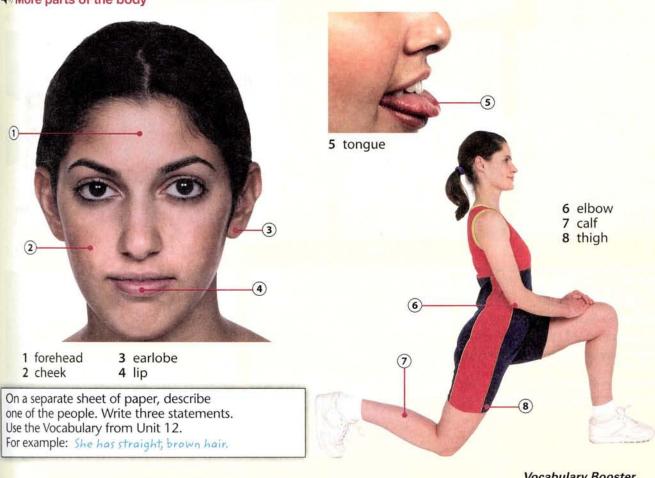


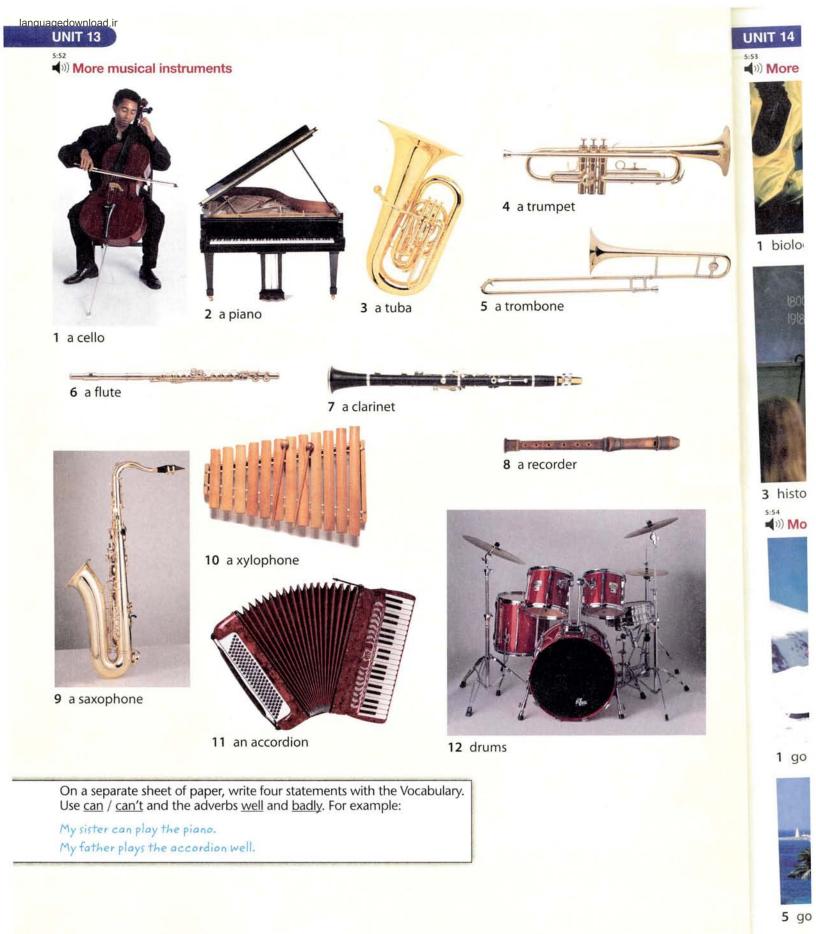
8 go windsurfing

UNIT 12









UNIT 14

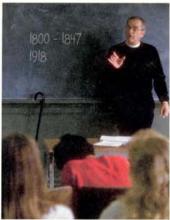
5:53 More academic subjects





1 biology

0



3 history ^{5:54}
 (i)) More leisure activities



4 fine art

2 chemistry



5 drama



6 science



1 go skiing



2 go hiking



3 play





4 garden

On a separate sheet of paper, write four statements, using <u>I'd like to</u> or <u>be going to</u> 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.

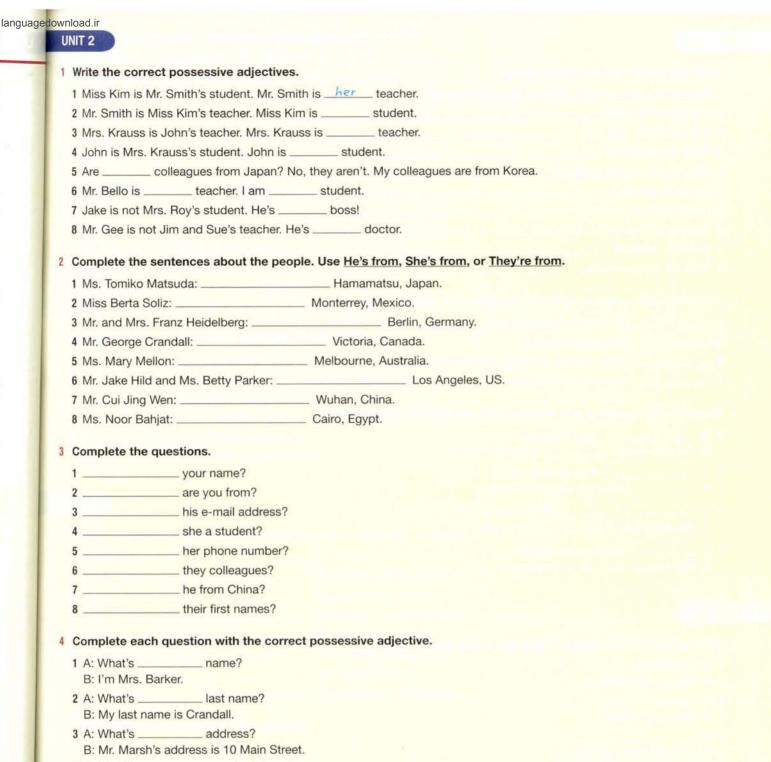


5 go on a cruise



6 get a manicure

Gramma	r Booster	UNIT
	is optional. It contains extra practice of each unit's grammar.	1 Wri
		1 N
UNIT 1		2 N
1 Write each sentence	again. Use a contraction.	3 N
	He's an engineer.	4 J
		5 A
3 No, we are not.		6 M
4 They are not artists.		7 .
5 I am a student.		01
6 She is a chef		2 Cc
2 Write the indefinite a	rticle <u>a</u> or <u>an</u> for each occupation.	1
1 chef	5 scientist	2
2 actor	6 architect	3
3 banker	7 photographer	4
4 musician		5
		6
3 Complete each sente	ence with the correct subject pronoun.	7
1 Mary is a student	She is a student.	8
2 Ben is a student, to	o is a student, too.	3 0
3 My name is Nora	am an artist.	
4 Your occupation is a	doctor are a doctor.	1
5 Jane and Jason are	scientists are scientists.	3
4 Write a question for	each answer	4
Var?	cians ?	5
B: Yes, we are. We		e
	?	7
B: No, they're not t	eachers. They're scientists.	8
	?	
B: Yes. Ann is a do		4 0
	?	
	ht attendant. She's not a writer.	
B: Yes. I am a pilot		
6 A:		
	ght attendants. We're pilots.	
-		
	ns and six common nouns. Use capital and lowercase letters correctly.	
Proper nouns	Common nouns	
1		
2		
3		
4		
5		
6	12	



- 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.

agedownload.ir UNIT 3	2 Unso
	1 so
1 Write the sentences with contractions.	2 br
1 Where is the pharmacy? <u>Where's the pharmacy</u> ?	3 gr
2 It is down the street.	4 his
3 It is not on the right.	5 gr
4 What is your name?	6 gi
5 What is your e-mail address?	
6 She is an architect.	3 Cor
7 I am a teacher.	11.
8 You are my friend.	2 S
9 He is her neighbor.	3 T
10 They are my classmates.	4 V
	5 Y
2 Complete each sentence with an affirmative or a negative imperative.	6 +
1 the bus to the restaurant walk.	1.6
2 the bus to the bank.	4 Co
3 to the school. It's right over there, on the right.	1_
4take a taxi to the bank It's across the street.	2 -
	3 -
3 Complete the questions and answers. Use contractions when possible.	4 .
1 A: the pharmacy?	5 .
B: The pharmacy? across the street.	6
2 A: the newsstand?	
B: down the street on the right.	UNIT
3 A: I to the restaurant?	
B: No, don't walk there a taxi.	1 W
4 A: do you go to school?	1
B: Me? I go motorcycle you?	2
	3
UNIT 4	4
	5
1 Write questions. Use Who's or Who are and he, she, or they.	6
1 A: Who's he ?	7
B: He's my grandfather.	8
2 A:?	
B: She's my mother.	2 0
3 A:?	1
B: He's Mr. Ginn's grandson.	

2 The

3 The

4 The

5 Th€

6 The

- B: He's Mr. Ginn's grandson.
- 4 A: _____? B: They're Ms. Breslin's grandparents.
- 5 A: _____? B: She's Sam's wife.
- 6 A: _____? B: They're his wife and son.

2 Unscramble the words and write sentences. Use 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 | _____ 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.

	2 Comp
	1 Wh
1 Complete each sentence with the correct form of the verb.	2 Wh
1 They nice ties at this store.	3 Hov
2 She a long, blue skirt for the party.	4 Wh
	5 Hov
3 I my shoes.	6 Wh
4 We clean shirts.	7 Wh
5 Our children blue pants for school.	8 Ho
6 short skirts?	3 Unsc
	1 usi
7 new shoes?	2 go
8a suit for work?	3 in 1
9 Why those old shoes?	4 alv
	5 we
10 Which shirt for tomorrow?	6 so
11 this sweater in extra large?	
	4 Com
2 Answer each question.	1 WI
1 What clothes do you need?	2 W
2 Do you need new shoes?	3 W
3 Why do you need new shoes?	4 W
4 Do you have a long skirt?	5 W
5 Do you like pink shirts?	6 W
6 Do you have a loose sweater?	
7 Do you like expensive clothes?	
	Ontra

UNIT 7

languag

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

140

1 Writ

1 ус 2 Јс

3 ht
4 yt
5 th
6 R
7 hi
8 yt

2 Coi 1 H 2 T 3 N 4 It 5 J 6 N 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 <u>She usually goes shopping on weekends</u>.
- 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.

edownload.ir 3 Complete ea	ch sentence with <u>There's</u> or <u>There are</u> .	3 C
1	a movie at noon.	1
2	a concert at 2:00 and a game at 3:00.	
3	a bank on the corner of Main and 12 th Street.	
4	two apartment buildings across the street.	2
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.	
	ons with <u>Is there</u> or <u>Are there</u> .	
1 a dance / th	his weekend <u>Is there a dance this weekend?</u>	
2 three meeti	ings / this week	
3 a bank / ne	arby	
4 How many	/ games / this afternoon	
5 How many	/ pharmacies / on 3 rd Avenue	
6 How many	/ parties / this month	

UNIT 10

1 Com

2 ____ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ 9 ___ 10 ___

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4 H

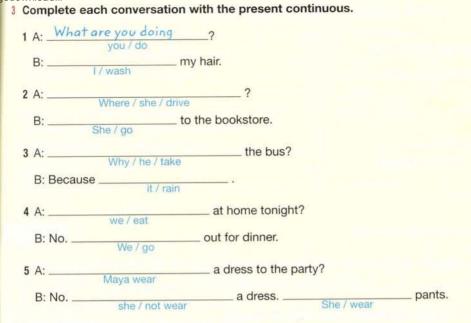
UNIT 9

1 Write the present participle of the following base forms.

1 rain raining	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?



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 e	every day.
a am studying	b study
2 We usually	_ the bus to work.

- a are takingb take3 Annemarie _____ the kitchen now.
- a is cleaning b cleans
- 4 He really _____ lemonade. a is liking b likes

-

5 This store _	beautiful clothes.
a is having	b has
6 On Wednese	days I dinner for my parents.
a am cookir	ng b cook
7 They never	coffee.
a are drinkir	ng b drink
8 Our children	on weekdays.
a are watch	ing TV b don't watch TV

UNIT 11	2 Con
	1 lt'
Complete the conversations with the past tense of be.	2 l'r
1 A: Where Paul and Jackie last night?	3 TI
B: I don't know, but they here.	4 Y
2 A: she at school yesterday?	5 V
B: No. She at home.	te
3 A: When you in Italy? Last year?	6 F
B: Last year? No, we in Italy last year.	7 N
We there in 2005.	8 1
4 A: What time the movie?	
B: It at 7:00.	
5 A: your parents at home at 10:00 last night?	UNIT
B: No. They at a play.	1 W
6 A: Who at work on Monday? B: Barry and Anne But I	1
B. Barly and Anne But I	
	2
2 First complete each question. Use the simple past tense. Then write an answer.	2 3
	2 3 4
2 First complete each question. Use the simple past tense. Then write an answer.	2 3 4 5
2 First complete each question. Use the simple past tense. Then write an answer. 1 you go to work yesterday?	2 3 4 5 6
 2 First complete each question. Use the simple past tense. Then write an answer. 1 you to work yesterday? 	2 3 4
2 First complete each question. Use the simple past tense. Then write an answer. 1 you go to work yesterday?	2 3 4 5 6 7
 2 First complete each question. Use the simple past tense. Then write an answer. 1 you to work yesterday? You go 2 What time you dinner? You 	2 3 4 5 6 7 2 A
 2 First complete each question. Use the simple past tense. Then write an answer. 1 you to work yesterday? You dinner? You for breakfast? 	2 3 4 5 6 7 2 2 1
 2 First complete each question. Use the simple past tense. Then write an answer. 1 you to work yesterday? You go 2 What time you dinner? You 	2 3 4 5 6 7 2 2 1 2
 2 First complete each question. Use the simple past tense. Then write an answer. 1you to work yesterday? 2 What timeyou dinner? 2 What timeyou for breakfast? 3 Whatyou for breakfast? You 4 Who breakfast with you? 	2 3 4 5 6 7 2 2 1 2 3
 2 First complete each question. Use the simple past tense. Then write an answer. 1you to work yesterday? 2 What timeyou dinner? 2 What timeyou for breakfast? 3 Whatyou for breakfast? You 4 Who breakfast with you? 	2 3 4 5 6 7 2 4 1 2 3 4
 2 First complete each question. Use the simple past tense. Then write an answer. 1you to work yesterday? 2 What timeyou dinner? 2 What timeyou for breakfast? 3 Whatyou for breakfast? You 4 Who breakfast with you? 	2 3 4 5 6 7 2 2 4 1 2 3 4 5
 2 First complete each question. Use the simple past tense. Then write an answer. 1you to work yesterday? 2 What timeyou dinner? 2 What timeyou for breakfast? 3 Whatyou for breakfast? You 4 Who breakfast with you? 	2 3 4 5 6 7

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	

e complete cuell contente man <u>encala</u> el <u>encalant</u>		(call
1 It's your birthday. You	out for dinner!	(not) exercise
2 I'm sorry you have a toothache. You	a dentist.	A COLOR DOCTOR
3 There's a movie on TV tonight. We	it.	go
4 You have a cold? You	today.	watch
5 We have tomatoes, potatoes, and onions. We		make
tomato potato soup for dinner tonight!		(not) play
6 Pam's taking a shower right now. You	back later.	see
7 Martin has a headache. He	soccer tonight.	get
8 It's time for bed. You	undressed.	

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.

3 His shirt is _____. He needs size small.

1 Answer the following questions, using be going to.



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

5 He needs size medium. This shirt is _



1:30 (CHORUS)

What do ye

What do y I'm a stude You're a te: She's a dou He's a nurs What abou What do yo I'm a floris You're a ga He's a wai She's a ch Do-do-do-That's what It's nice to What's yo Can you s

Yes, it's ni (CHORUS)

Thank you

We are ar architects How abou What do ' We are ba we are de engineers Do-do-do That's wh Hi, I'm Li No, he's Excuse n Good-by Do-do-di Do-do-d Do-do-d Do-do-d

1:46

(CHORUS Excuse What's) 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

UNIT 14

1 Are your classmates going to study tonight? ______ 2 Are you going to relax this weekend? 3 Are you going to exercise today? _ 4 Are you going to make dinner tonight? 5 Are you going to move in the next two years? 6 Are you going to check your e-mail today? 7 Are you going to hang out with your friends or family this weekend?_____ 2 Write a question with be going to for each answer. Don't use the verb do. Are you going to go to the movies tonight? Yes. I'm going to go to the movies tonight. 2 _____ Yes. They're going to eat in a restaurant after the concert. 3 _____ Yes. Carla's brother is going to go fishing with her. 4 _____Yes. I'm going to go to work tomorrow. 5 _____ No. He's not going to graduate this year. Yes. They're going to take the bus to school. 6 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?

Ianguagedownload.ir Top Notch Pop Lyrics

^{⊪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)

rt.

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...

(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.

l'll give you my e-mail address. Write to me at my dot-com. You can send a note in English so l'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)

(Unit 8) Home Is Where the Heart Is

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.

(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?

I mix everything well.

(CHORUS)

4:34 (Unit 11) 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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