

THIRD EDITION

# TOP NOTCH

FUNDAMENTALS

# A

with WORKBOOK



JOAN SASLOW  
ALLEN ASCHER

ALWAYS LEARNING

PEARSON

THIRD EDITION

# TOP NOTCH

FUNDAMENTALS

A

ENGLISH FOR TODAY'S WORLD

with Workbook

JOAN SASLOW  
ALLEN ASCHER

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



## Top Notch: English for Today's World Fundamentals A with Workbook, Third Edition

Copyright © 2015 by Pearson Education, Inc.

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

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

**Staff credits:** The people who made up the *Top Notch* team are Peter Benson, Kimberly Casey, Jennifer Castro, Tracey Munz Cataldo, Rosa Chapinal, Aerin Csigay, Dave Dickey, Gina DiLillo, Nancy Flaggman, Irene Frankel, Shelley Gazes, Christopher Leonowicz, Julie Molnar, Laurie Neaman, Sherri Pemberton, Pamela Pia, Rebecca Pitke, Jennifer Raspiller, Charlene Straub, and Kenneth Volcjak.

Cover photo: Sprint/Corbis

Text composition: TSI Graphics

### Library of Congress Cataloging-in-Publication Data

Saslow, Joan M.

Top Notch : English for today's world. Fundamentals / Joan Saslow, Allen Ascher ; With Top Notch Pop Songs and Karaoke by Rob Morsberger. — Third Edition.

pages cm

Includes biographical references.

ISBN 978-0-13-354275-2 — ISBN 978-0-13-339348-4 — ISBN 978-0-13-354277-6 — ISBN 978-0-13-354278-3 1. English language — Textbooks for foreign speakers. 2. English language—Problems, exercises, etc. 3. English language — Sound recordings for foreign speakers. I. Ascher, Allen. II. Morsberger, Robert Eustis, 1929- III. Title. IV. Title: English for today's world.

PE1128.S2757 2015

428.2'4 — dc23

2013044020

Printed in the United States of America

ISBN-10: 0-13-381053-4

ISBN-13: 978-0-13-381053-0

1 2 3 4 5 6 7 8 9 10—V003—19 18 17 16 15

[pearsonelt.com/topnotch3e](http://pearsonelt.com/topnotch3e)

#### In Memoriam

#### Rob Morsberger (1959–2013)

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

# Contents

Learning Objectives for Fundamentals A and Fundamentals B .....	<b>iv</b>
To the Teacher .....	<b>viii</b>
Components .....	<b>ix</b>
About the Authors .....	<b>x</b>

<b>Welcome to Top Notch!</b> .....	<b>1</b>
<b>UNIT 1</b> Names and Occupations .....	<b>4</b>
<b>UNIT 2</b> About People .....	<b>12</b>
<b>UNIT 3</b> Places and How to Get There .....	<b>20</b>
<b>UNIT 4</b> Family .....	<b>28</b>
<b>UNIT 5</b> Events and Times .....	<b>36</b>
<b>UNIT 6</b> Clothes .....	<b>44</b>
<b>UNIT 7</b> Activities .....	<b>52</b>
<b>UNITS 1–7 Review</b> .....	<b>60</b>

Reference Charts .....	<b>124</b>
Vocabulary Booster .....	<b>125</b>
Grammar Booster .....	<b>135</b>
Writing Booster .....	<b>146</b>
<i>Top Notch Pop Lyrics</i> .....	<b>150</b>

## **WORKBOOK**

<b>UNIT 1</b> .....	<b>W1</b>
<b>UNIT 2</b> .....	<b>W7</b>
<b>UNIT 3</b> .....	<b>W13</b>
<b>UNIT 4</b> .....	<b>W18</b>
<b>UNIT 5</b> .....	<b>W23</b>
<b>UNIT 6</b> .....	<b>W29</b>
<b>UNIT 7</b> .....	<b>W36</b>
<b>UNITS 1–7 Review</b> .....	<b>W42</b>



# LEARNING OBJECTIVES

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

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



## CONVERSATION STRATEGIES

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

## LISTENING / PRONUNCIATION

### Listening Tasks

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

### Pronunciation

- Syllables

## READING / WRITING

### Reading Text

- Simple forms and business cards

### Writing Task

- Write affirmative and negative statements about people in a picture

**WRITING BOOSTER** Guided writing practice

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

### Listening Tasks

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

### Pronunciation

- Stress in two-word pairs

### Reading Text

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

### Writing Task

- Write sentences about your relationships

**WRITING BOOSTER** Guided writing practice

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

### Listening Tasks

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

### Pronunciation

- Falling intonation for questions with **Where**

### Reading Texts

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

### Writing Task

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

**WRITING BOOSTER** Guided writing practice

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

### Listening Tasks

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

### Pronunciation

- Number contrasts

### Reading Texts

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

### Writing Task

- Write a description of the people in your family

**WRITING BOOSTER** Guided writing practice

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

### Listening Tasks

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

### Pronunciation

- Sentence rhythm

### Reading Texts

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

### Writing Task

- Write about events at your school or in your city

**WRITING BOOSTER** Guided writing practice

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

### Listening Tasks

- Confirm details about clothes
- Determine colors of garments

### Pronunciation

- Plural nouns

### Reading Texts

- A sales flyer from a department store

### Writing Task

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

**WRITING BOOSTER** Guided writing practice

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

### Listening Task

- Match chores to the people who performed them

### Pronunciation

- Third-person singular verb endings

### Reading Text

- A review of housekeeping robots

### Writing Task

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

**WRITING BOOSTER** Guided writing practice



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



**CONVERSATION STRATEGIES**

**LISTENING / PRONUNCIATION**

**READING / WRITING**

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

- Listening Tasks**
- Determine the best house or apartment for clients of a real estate company
  - Complete statements about locations of furniture and appliances
- Pronunciation**
- Linking sounds

- Reading Texts**
- House and apartment rental listings
  - Descriptions of people and their homes
- Writing Task**
- Compare and contrast your home with other homes
- WRITING BOOSTER** Guided writing practice

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

- Listening Tasks**
- Determine weather and temperatures in cities in a weather report
  - Complete statements about people's activities, using the present continuous
- Pronunciation**
- Rising and falling intonation of yes / no and information questions

- Reading Texts**
- A daily planner
  - The weather forecast for four cities
- Writing Task**
- Write about plans for the week, using the present continuous
- WRITING BOOSTER** Guided writing practice

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

- Listening Task**
- Identify the foods discussed in conversations
- Pronunciation**
- Vowel sounds: /i/, /ɪ/, /eɪ/, /ɛ/, /æ/

- Reading Texts**
- Recipe cards
  - A weekly schedule
- Writing Task**
- Write about what you eat in a typical day
- WRITING BOOSTER** Guided writing practice

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

- Listening Tasks**
- Circle the year you hear
  - Infer the correct day or month
  - Choose activities mentioned in conversations
- Pronunciation**
- Simple past tense regular verb endings

- Reading Text**
- A blog in which people describe what they did the previous weekend
- Writing Task**
- Write about the activities of two people, based on a complex picture
  - Write about your weekend and what you did
- WRITING BOOSTER** Guided writing practice

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

- Listening Tasks**
- Identify the people described in conversations
  - Complete statements about injuries
  - Identify the ailments and remedies suggested in conversations
- Pronunciation**
- More vowel sounds

- Reading Text**
- A magazine article about two celebrities
- Writing Task**
- Write a description of someone you know
- WRITING BOOSTER** Guided writing practice

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

- Listening Task**
- Complete requests for favors
- Pronunciation**
- Blending of sounds: *Could you*

- Reading Text**
- An article about infant-toddler development
- Writing Task**
- Describe things people can and can't do when they get old
- WRITING BOOSTER** Guided writing practice

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

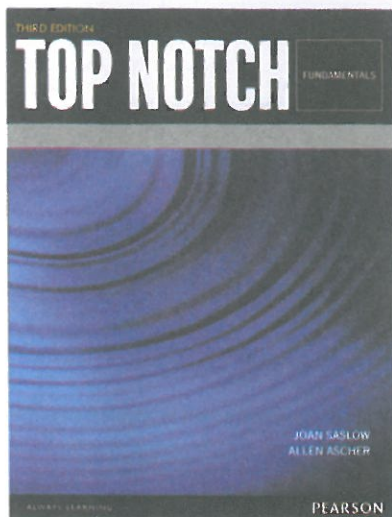
- Listening Tasks**
- Choose correct statements
  - Circle correct words or phrases
  - Complete statements about activities, using the present continuous
  - Infer people's wishes for the future
- Pronunciation**
- Diphthongs

- Reading Text**
- A short biography of Harry Houdini
- Writing Task**
- Write your own illustrated life story, including plans and dreams for the future
- WRITING BOOSTER** Guided writing practice



# TO THE TEACHER

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



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

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

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

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

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

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

## Award-Winning Instructional Design\*

### Daily confirmation of progress

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

### True-beginner vocabulary and grammar

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

### Authentic social language

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

### Active listening syllabus

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

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

Joan Saslow and Allen Ascher

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



## ActiveTeach

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

### For class presentation . . .

-  **NEW** Conversation Activator videos: increase students' confidence in oral communication
-  **NEW** Pronunciation Coach videos: facilitate clear and fluent oral expression
-  **NEW** Extra Grammar Exercises: ensure mastery of grammar
-  **NEW** Digital Full-Color Vocabulary Flash Cards: accelerate retention of new vocabulary



### For planning . . .

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


### For extra support . . .

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

### For assessment . . .

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

### PLUS

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

## Teacher's Edition and Lesson Planner

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

## Workbook

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

## Full-Course Placement Tests

Choose printable or online version

## Student DVD-ROM

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





# ABOUT THE AUTHORS

## Joan Saslow

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

## Allen Ascher

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

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

## AUTHORS' ACKNOWLEDGMENTS

The authors are indebted to these reviewers, who provided extensive and detailed feedback and suggestions for *Top Notch*, as well as the hundreds of teachers who completed surveys and participated in groups.

**Manuel Wilson Alvarado Miles**, Quito, Ecuador • **Shirley Ando**, Otemae University, Hyogo, Japan • **Vanessa de Andrade**, CCBEU Inter Americano, Curitiba, Brazil • **Miguel Arrazola**, CBA, Santa Cruz, Bolivia • **Mark Barta**, Proficiency School of English, São Paulo, Brazil • **Edwin Bello**, PROULEX, Guadalajara, Mexico • **Mary Blum**, CBA, Cochabamba, Bolivia • **María Elizabeth Boccia**, Proficiency School of English, São Paulo, Brazil • **Pamela Cristina Borja Baltán**, Quito, Ecuador • **Eliana Anabel L. Buccia**, AMICANA, Mendoza, Argentina • **José Humberto Calderón Díaz**, CALUSAC, Guatemala City, Guatemala • **María Teresa Calienes Csirke**, Idiomas Católica, Lima, Peru • **Esther María Carbo Morales**, Quito, Ecuador • **Jorge Washington Cárdenas Castillo**, Quito, Ecuador • **Eréndira Yadira Carrera García**, UVM Chapultepec, Mexico City, Mexico • **Viviane de Cássia Santos Carlini**, Spectrum Line, Pouso Alegre, Brazil • **Centro Colombo Americano**, Bogotá, Colombia • **Guven Ciftci**, Fatih University, Istanbul, Turkey • **Diego Cisneros**, CBA, Tarija, Bolivia • **Paul Crook**, Meisei University, Tokyo, Japan • **Alejandra Díaz Loo**, El Cultural, Arequipa, Peru • **Jesús G. Díaz Osío**, Florida National College, Miami, USA • **María Eid Ceneviva**, CBA, Bolivia • **Amalia Elvira Rodríguez Espinoza De Los Monteros**, Guayaquil, Ecuador • **María Argelia Estrada Vásquez**, CALUSAC, Guatemala City, Guatemala • **John Fieldeldy**, College of Engineering, Nihon University, Aizuwakamatsu-shi, Japan • **Marleni Humbelina Flores Urizar**, CALUSAC, Guatemala City, Guatemala • **Gonzalo Fortune**, CBA, Sucre, Bolivia • **Andrea Fredricks**, Embassy CES, San Francisco, USA • **Irma Gallegos Peláez**, UVM Tlalpan, Mexico City, Mexico • **Alberto Gamarra**, CBA, Santa Cruz, Bolivia • **María Amparo García Peña**, ICPNA Cusco, Peru • **Amanda Gillis-Furutaka**, Kyoto Sangyo University, Kyoto, Japan • **Martha Angelina González**

**Párraga**, Guayaquil, Ecuador • **Octavio Gorduno Ruiz** • **Ralph Grayson**, Idiomas Católica, Lima, Peru • **Murat Gültekin**, Fatih University, Istanbul, Turkey • **Oswaldo Gutiérrez**, PROULEX, Guadalajara, Mexico • **Ayaka Hashinishi**, Otemae University, Hyogo, Japan • **Alma Lorena Hernández de Armas**, CALUSAC, Guatemala City, Guatemala • **Kent Hill**, Seigakuin University, Saitama-ken, Japan • **Kayoko Hira**, Nichii Gakkan Company, COCO Juku, Japan • **Jesse Huang**, National Central University, Taoyuan, Taiwan • **Eric Charles Jones**, Seoul University of Technology, Seoul, South Korea • **Jun-Chen Kuo**, Tajen University, Pingtung, Taiwan • **Susan Krieger**, Embassy CES, San Francisco, USA • **Ana María de la Torre Ugarte**, ICPNA Chiclayo, Peru • **Erin Lemaistre**, Chung-Ang University, Seoul, South Korea • **Eleanor S. Leu**, Soochow University, Taipei, Taiwan • **Yihui Li (Stella Li)**, Fooyin University, Kaohsiung, Taiwan • **Chin-Fan Lin**, Shih Hsin University, Taipei, Taiwan • **Linda Lin**, Tatung Institute of Technology, Taiwan • **Kristen Lindblom**, Embassy CES, San Francisco, USA • **Patricio David López Logacho**, Quito, Ecuador • **Diego López Tasara**, Idiomas Católica, Lima, Peru • **Neil Macleod**, Kansai Gaidai University, Osaka, Japan • **Adriana Marcés**, Idiomas Católica, Lima, Peru • **Robyn McMurray**, Pusan National University, Busan, South Korea • **Paula Medina**, London Language Institute, London, Canada • **Juan Carlos Muñoz**, American School Way, Bogotá, Colombia • **Noriko Mori**, Otemae University, Hyogo, Japan • **Adrián Esteban Narváez Pacheco**, Cuenca, Ecuador • **Tim Newfields**, Tokyo University Faculty of Economics, Tokyo, Japan • **Ana Cristina Ochoa**, CCBEU Inter Americano, Curitiba, Brazil • **Tania Elizabeth Ortega Santacruz**, Cuenca, Ecuador • **Martha Patricia Páez**, Quito, Ecuador • **María de Lourdes Pérez Valdespino**, Universidad del Valle de México, Mexico • **Wahrena Elizabeth Pfeister**,

University of Suwon, Gyeonggi-Do, South Korea • **Wayne Allen Pfeister**, University of Suwon, Gyeonggi-Do, South Korea • **Andrea Rebonato**, CCBEU Inter Americano, Curitiba, Brazil • **Thomas Robb**, Kyoto Sangyo University, Kyoto, Japan • **Mehran Sabet**, Seigakuin University, Saitama-ken, Japan • **Majid Safadaran Mosazadeh**, ICPNA Chiclayo, Peru • **Timothy Samuelson**, BridgeEnglish, Denver, USA • **Héctor Sánchez**, PROULEX, Guadalajara, Mexico • **Mónica Alexandra Sánchez Escalante**, Quito, Ecuador • **Jorge Mauricio Sánchez Montalván**, Quito, Universidad Politécnica Salesiana (UPS), Ecuador • **Leticia Santos**, ICBEU Ibiá, Brazil • **Elena Sapp**, INTO Oregon State University, Corvallis, USA • **Robert Sheridan**, Otemae University, Hyogo, Japan • **John Eric Sherman**, Hong Ik University, Seoul, South Korea • **Brooks Slaybaugh**, Asia University, Tokyo, Japan • **João Vitor Soares**, NACC, São Paulo, Brazil • **Silvia Solares**, CBA, Sucre, Bolivia • **Chayawan Sonchaeng**, Delaware County Community College, Media, PA • **María Julia Suárez**, CBA, Cochabamba, Bolivia • **Elena Sudakova**, English Language Center, Kiev, Ukraine • **Richard Swingle**, Kansai Gaidai College, Osaka, Japan • **Blanca Luz Terrazas Zamora**, ICPNA Cusco, Peru • **Sandrine Ting**, St. John's University, New Taipei City, Taiwan • **Christian Juan Torres Medina**, Guayaquil, Ecuador • **Raquel Torrico**, CBA, Sucre, Bolivia • **Jessica Ueno**, Otemae University, Hyogo, Japan • **Ximena Vacaflor C.**, CBA, Tarija, Bolivia • **René Valdivia Pereira**, CBA, Santa Cruz, Bolivia • **Solange Lopes Vinagre Costa**, SENAC, São Paulo, Brazil • **Magno Alejandro Vivar Hurtado**, Cuenca, Ecuador • **Dr. Wen-hsien Yang**, National Kaohsiung Hospitality College, Kaohsiung, Taiwan • **Juan Zárate**, El Cultural, Arequipa, Peru



## COMMUNICATION GOALS

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

# Welcome to *Top Notch!*

## GOAL Introduce yourself

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



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



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

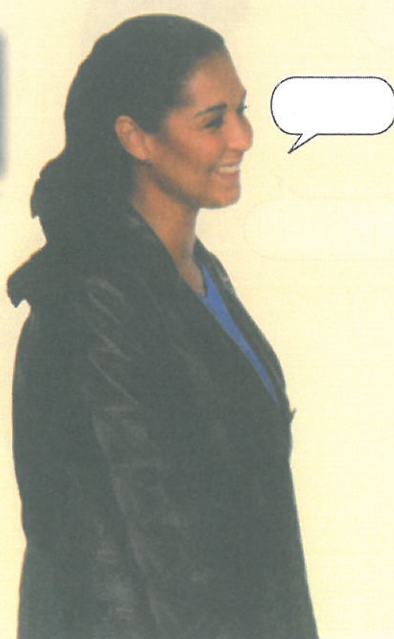
- 2 ▶ 1:03 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

## NOW YOU CAN Introduce yourself

**PAIR WORK** Now introduce yourself to your classmates.

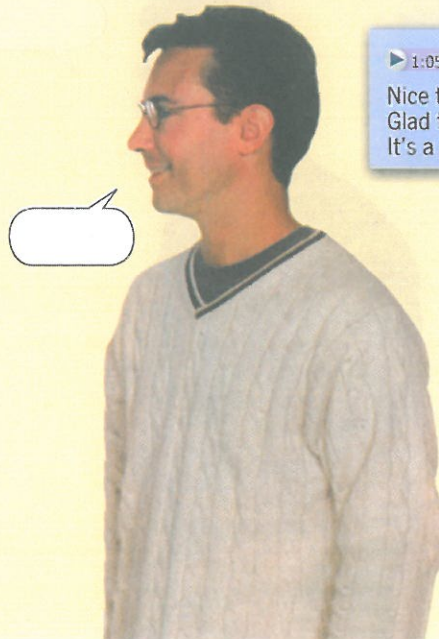
### ▶ 1:04 Greetings

Hi.  
Hello.  
I'm [Lisa].



### ▶ 1:05 Responses

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





## GOAL Greet people

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

A: Hi, Len. How are you?

B: Fine, thanks. And you?

A: I'm fine.

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

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



1 Good morning.



2 Good afternoon.



3 Good evening.



## NOW YOU CAN Greet people

**PAIR WORK** Now greet your classmates.

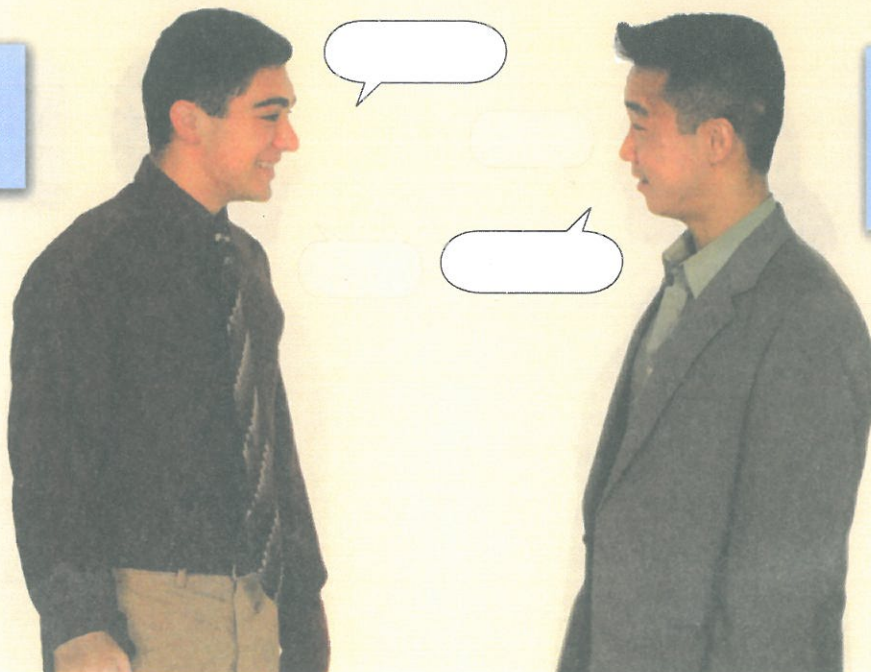
▶ 1:09 **Greetings**

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

▶ 1:10 **Responses**

😊 Fine. / I'm fine.  
Great.

😐 Not bad.  
So-so.







**GOAL** Say good-bye

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

A: Good-bye, Charlotte.

B: Good-bye, Emily.

A: See you tomorrow.

B: OK. See you!

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

**NOW YOU CAN** Say good-bye

**PAIR WORK** Now say good-bye to your classmates.

▶ 1:13 **Ways to say good-bye**

Good-bye.

Bye.

See you later.

Take care.

 **NOW I CAN**

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



## COMMUNICATION GOALS

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

UNIT

1

# Names and Occupations

LESSON

1

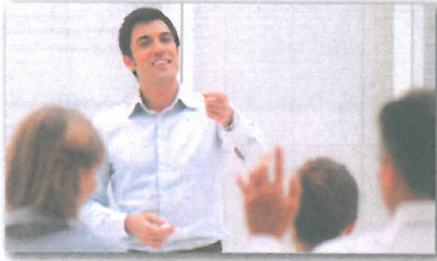
**GOAL** Tell a classmate your occupation

DIGITAL  
FLASH  
CARDS

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

### VOCABULARY BOOSTER

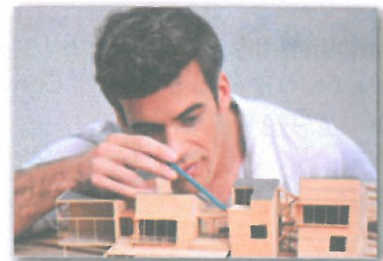
More occupations • p. 125



1 a teacher



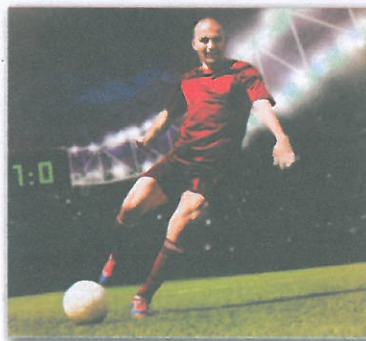
2 a student



3 an architect



4 an actor



5 an athlete



6 a musician



7 an artist



8 a banker



9 a singer



10 a flight attendant

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

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

#### Affirmative statements / Contractions

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

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

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

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

#### Negative statements / Contractions

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

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

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

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

#### Articles a / an

a teacher  
an actor



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

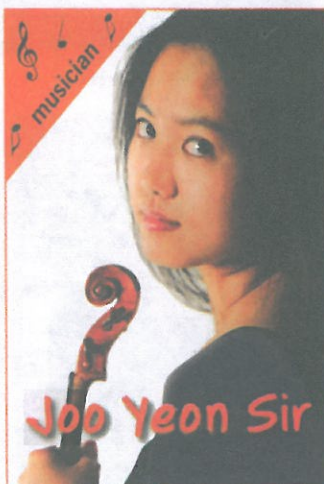
- 1 I'm ..... architect.      3 He's not ..... banker.      5 She is ..... singer.  
 2 She's ..... student.      4 He is ..... musician.      6 I'm not ..... athlete.

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

“ He's a teacher. ”

“ She's a flight attendant. ”

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



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

**NOW YOU CAN** Tell a classmate your occupation

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

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

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

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

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

**4 CHANGE PARTNERS** Tell another classmate your occupation.





DIGITAL FLASH CARDS

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



1 She's a chef.



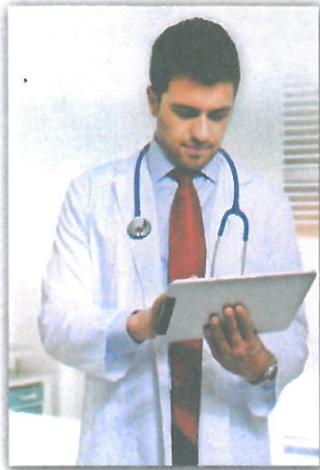
2 He's a writer.



3 She's a manager.



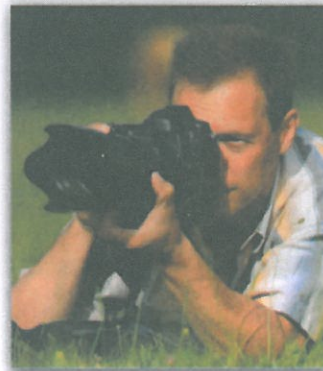
4 She's a scientist.



5 He's a doctor.



6 She's an engineer.



7 He's a photographer.



8 He's a pilot.

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

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

Subject pronouns	
Singular	Plural
I	we
you	you
he	they
she	

**Affirmative statements / Contractions**

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

**Negative statements / Contractions**

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

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

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

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

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

DIGITAL MORE EXERCISES



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

Yes / no questions

Are you an architect?  
Is he  
Is Tanya

Are you musicians?  
Are they  
Are Ted and Jane

Short answers

Yes, I **am**.  
Yes, he **is**.  
Yes, she **is**.  
No, I'm **not**.  
No, he's **not**.  
No, she's **not**.  
Yes, we **are**.  
No, we're **not**.  
Yes, they **are**.  
No, they're **not**.



Be careful!

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

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

1 A: Are they Abby and Jonah?  
B: Yes, .....

2 A: ..... Hanna a scientist?  
B: No, she'..... a doctor.

3 A: ..... you Rachel and Philip?  
B: No, we'..... Judith and Jack.

4 A: ..... a chef?  
B: Yes, I .....

5 A: ..... he Evan?  
B: No, ..... not. He'..... Michael.

6 A: ..... Tim an actor?  
B: No, he'..... a teacher.

7 PAIR WORK Practice the conversations from Exercise 6.

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

“ Are you an artist? ”

“ Yes, I am. ”

**NOW YOU CAN** Identify your classmates

1 ▶ 1:18 CONVERSATION MODEL Read and listen.

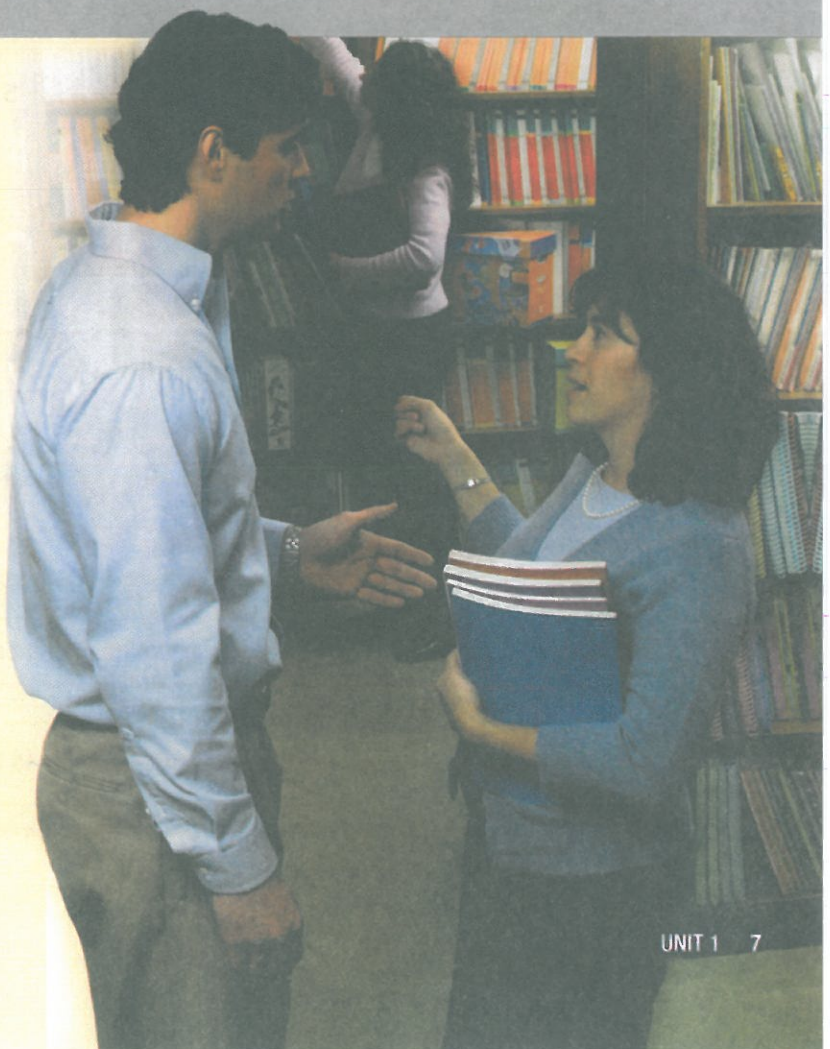
A: Excuse me. Are you Marie?  
B: No, I'm not. I'm Laura. That's Marie.  
A: Where?  
B: Right over there.  
A: Thank you.  
B: You're welcome.

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

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

A: Excuse me. Are you ..... ?  
B: No, I'm not. I'm ..... That's .....  
A: Where?  
B: Right over there.  
A: Thank you.  
B: You're welcome.

4 CHANGE PARTNERS Identify other classmates.





DIGITAL FLASH CARDS

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



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

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

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



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

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

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

- .....
- .....
- .....

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

**Proper nouns**

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

Melanie Pepper      New Delhi      Nicaragua

**Common nouns**

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

morning      doctor      student

**Capital letters**

A B C

**Lowercase letters**

a b c



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

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

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

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

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

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

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

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

**NOW YOU CAN** Spell names

1 **CONVERSATION MODEL** Read and listen.

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

2 **RHYTHM AND INTONATION**

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

3 **CONVERSATION ACTIVATOR**

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

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

**DON'T STOP!**

Ask about occupations:  
What do you do?

4 **CHANGE PARTNERS**

Personalize the conversation again.





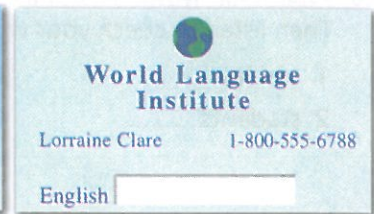
# EXTENSION

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



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

NAME	OCCUPATION
Porter	



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

NAME:
OCCUPATION:

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

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



Idris Elba  
actor



Paulina Aguirre  
singer



Zheng Jie  
athlete



Mario Vargas Llosa  
writer

1 Is Idris Elba an actor or a singer?

He's an actor.

2 Is Paulina Aguirre a singer?

3 Is Zheng Jie a teacher?

4 Are Zheng Jie and Mario Vargas Llosa scientists?

5 Is Mario Vargas Llosa an actor?

6 Is Zheng Jie an athlete or a writer?

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

1 "Hi. I'm Art Potter."

YOU .....

2 "Are you a teacher?"

YOU .....

3 "What do you do?"

YOU .....

4 "Thank you."

YOU .....

## GRAMMAR BOOSTER

Unit 1 review • p. 135

For additional language practice...

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

DIGITAL SONG

DIGITAL KARAOKE



**POINT** Name the occupations in the pictures. For example:

*She's an artist.*

**PAIR WORK**

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

*Is John a photographer? Yes, he is.*

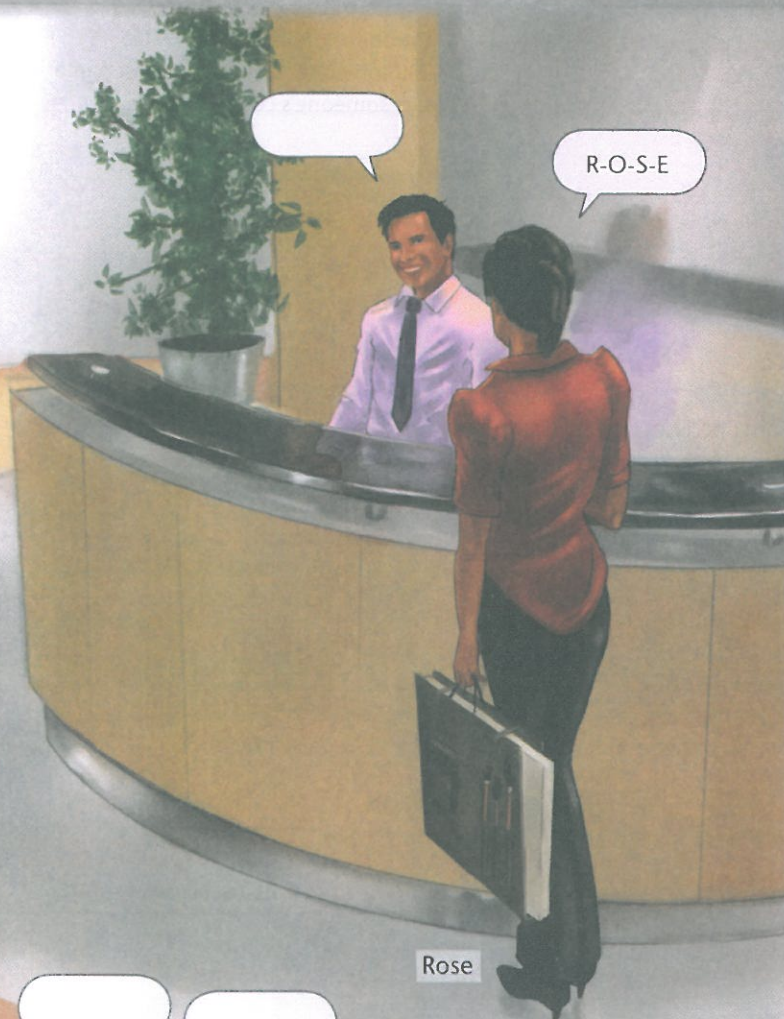
2 Create conversations for the people. For example:

*Hi. I'm \_\_\_.*

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

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

**WRITING BOOSTER** p. 146  
Guidance for this writing exercise



Rose



John

Ben

Matt

Tim

Martin

Marie

Ann

Emily

**NOW I CAN**

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



## COMMUNICATION GOALS

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

## UNIT

# 2

## About People

### LESSON

## 1

### GOAL

Introduce people

DIGITAL  
FLASH  
CARDS

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



1 a classmate



2 a friend



3 a neighbor



4 a boss

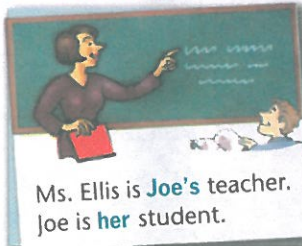


5 a colleague

### VOCABULARY BOOSTER

More relationships • p. 126

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



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

#### Possessive nouns

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

#### Possessive adjectives

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

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

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

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

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

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

DIGITAL  
MORE  
EXERCISES



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

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

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



I'm from Miami.

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

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

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

**Contractions**

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

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

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

**NOW YOU CAN** Introduce people

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

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

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

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

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

**DON'T STOP!**

Ask questions.

**RECYCLE THIS LANGUAGE.**

Where are you from?  
 What do you do?





4 **CHANGE PARTNERS** Introduce other classmates.





**GOAL** Tell someone your first and last name

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

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



Mr. **Brendan Hu**      Mrs. **Lisa Hu**  
5 first name      6 last name

**Be careful!**  
Mr. Brendan Hu    OR    Mr. Hu  
Mrs. Lisa Hu      OR    Mrs. Hu  
NOT Mr. Brendan  
NOT Mrs. Lisa

**VOCABULARY BOOSTER**  
More titles • p. 126

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

“ Hi. I’m Mr. Wilson. ”

“ Nice to meet you, Mr. Wilson. ”

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



1

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



2

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



3

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



4

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



5

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



6

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

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

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



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

**You:**

Mr.    Mrs.    Miss    Ms.

\_\_\_\_\_

first name                      last name

**A classmate:**

Mr.   \_\_\_\_\_

Mrs.                      first name

Miss   \_\_\_\_\_

Ms.                      last name

**Your teacher:**

Mr.    Mrs.    Miss    Ms.

\_\_\_\_\_

first name                      last name

**NOW YOU CAN** Tell someone your first and last name

1 ▶ 1:38 CONVERSATION MODEL Read and listen.



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

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

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

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

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

Mr.   \_\_\_\_\_

Mrs.                      first name                      last name

Miss   \_\_\_\_\_

Ms.                      \_\_\_\_\_

**DON'T STOP!**  
 Ask more questions.

**RECYCLE THIS LANGUAGE.**  
 How do you spell that?  
 What do you do?  
 Where are you from?

4 CHANGE PARTNERS Personalize the conversation again.



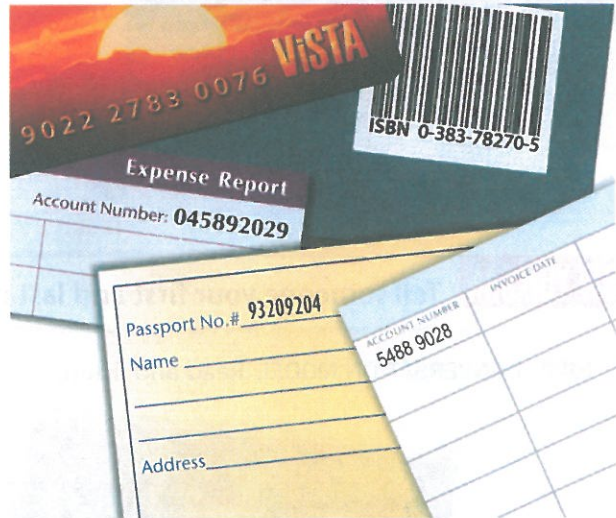
**GOAL** Get someone's contact information

DIGITAL FLASH CARDS

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

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

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



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

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

What is → **What's**

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

DIGITAL VIDEO COACH

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

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

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

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



6 VOCABULARY / GRAMMAR PRACTICE Complete the questions.



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



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



3 A: ..... address?  
B: 18 Bank Street.



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



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



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

**NOW YOU CAN** Get someone's contact information

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

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

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

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

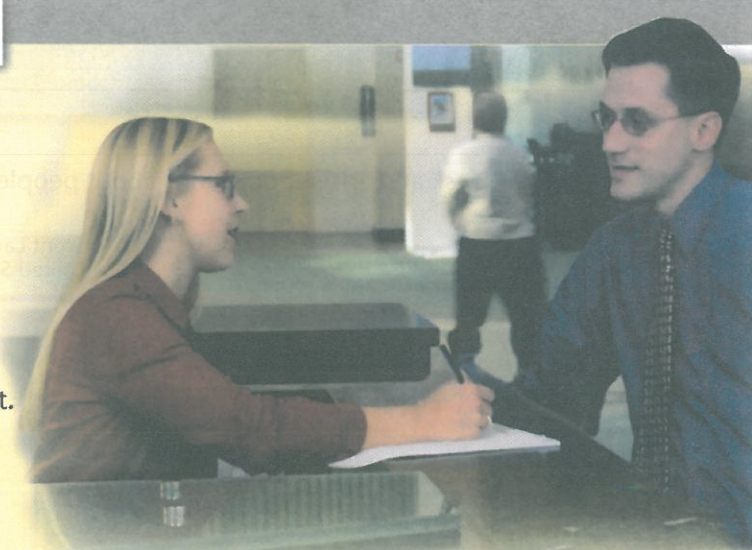
A: What's your ..... ?  
B: .....  
A: And what's your ..... ?  
B: .....  
A: ..... ?  
B: That's right.

**DON'T STOP!**  
Continue the conversation.  
Ask more questions.

**RECYCLE THIS LANGUAGE.**

first name / last name  
address / e-mail address  
Thank you.  
You're welcome.  
Nice to meet you.  
Good-bye.

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





# EXTENSION

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

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

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

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

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

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

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

DIGITAL  
MORE  
EXERCISES

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

“ Is Nadia Santini a doctor? ”

“ Is Vincent Lam from the United States? ”

“ Where's Ms. Okonedo from? ”

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

Peter Matson

22 Bank St.  
pmatson@ccc.com

Lisa Kim

25-61-0078  
lisa.kim@hipnet.com

Fran Green Bill Green

34-67-9899  
13 Quinn St.

## GRAMMAR BOOSTER

Unit 2 review • p. 136

For additional language practice...

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

DIGITAL  
SONG

DIGITAL  
KARAOKE



## PERSONAL INFORMATION

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



## PAIR WORK

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

*What's your \_\_\_?*

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

*This is \_\_\_. He's my \_\_\_.*

**WRITING** Write sentences about your relationships. For example:

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

**WRITING BOOSTER** p. 146  
Guidance for this writing exercise



**NOW I CAN**

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



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

# UNIT 3 Places and How to Get There

## LESSON 1 GOAL Talk about locations

DIGITAL FLASH CARDS

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



1 a bank



2 a restaurant



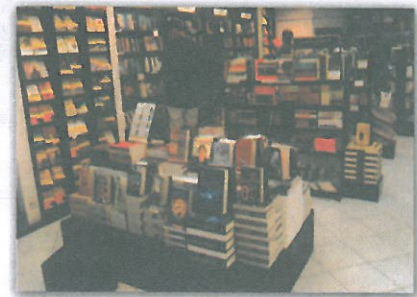
3 a pharmacy



4 a school



5 a newsstand



6 a bookstore

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

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

**VOCABULARY BOOSTER**  
More places • p. 126

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

DIGITAL FLASH CARDS

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



1 across the street



2 down the street



3 around the corner



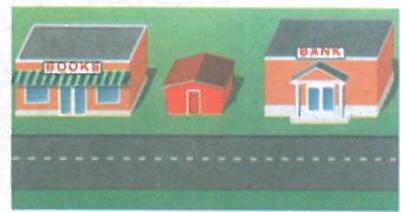
4 on the left



5 on the right



6 next to the bank

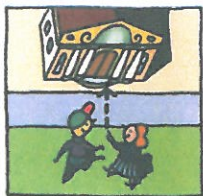


7 between the bookstore and the bank



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

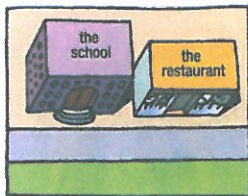
“ The bank is across the street. ”



2



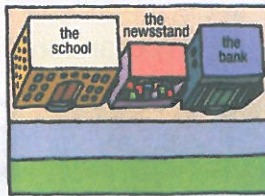
3



4



5



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

Ask questions with Where for locations.

Where's the restaurant?

Use it to replace the names of places.

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

**Contractions**

Where is → **Where's**  
It is → **It's**

DIGITAL  
MORE  
EXERCISES

**8** ▶ 1:51 **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?

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

1 The pharmacy is across the street.

A: *Where's the pharmacy.....?*

B: *It's across the street.....*

2 Billy's Restaurant is around the corner.

A: .....

B: .....

3 The newsstand is on the left.

A: .....

B: .....

4 The bookstore is next to the school.

A: .....

B: .....

**NOW YOU CAN** Talk about locations

**1** ▶ 1:52 **CONVERSATION MODEL**

Read and listen.

A: Excuse me. Where's the bank?

B: The bank? It's around the corner.

A: Thanks!

B: You're welcome.

**2** ▶ 1:53 **RHYTHM AND INTONATION**

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

**3 CONVERSATION ACTIVATOR**

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

A: Excuse me. Where's the .....

B: .....? It's .....

A: Thanks!

B: You're welcome.

**DON'T STOP!**

Ask about another location.

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





DIGITAL FLASH CARDS

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



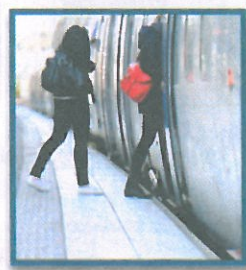
1 walk



2 drive



3 take a taxi



4 take the train



5 take the bus

**2** **GRAMMAR** • *The imperative*

Use imperatives to give instructions and directions.

**Affirmative imperatives**

Drive [to the bank].

Take the bus [to the pharmacy].

**Negative imperatives**

Don't walk.

Don't take the train.

Don't = Do not



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

**Partner A:** Read a direction.

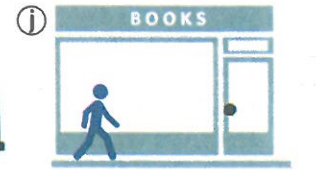
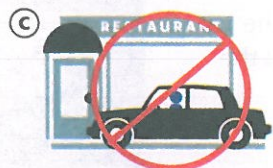
**Partner B:** Say the letter of the correct picture.

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

**Partner B:** Read a direction.

**Partner A:** Say the letter of the correct picture.

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



DIGITAL MORE EXERCISES



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

1 Take the bus. Don't drive.

3 .....

5 .....

2 .....

4 .....

**NOW YOU CAN** Discuss how to get places

1 ▶ 1:56 **CONVERSATION MODEL** Read and listen.

A: Can I walk to the bookstore?

B: The bookstore? Sure.

A: And what about the school?

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

A: OK. Thanks!

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

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

A: Can I walk to the ..... ?

B: The ..... ? Sure.

A: And what about the ..... ?

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

A: OK. Thanks!

**DON'T STOP!**

Talk about locations.

**RECYCLE THIS LANGUAGE.**

Where is it?

across the street.

down the street.

It's around the corner.

next to the \_\_\_\_.

between the \_\_\_\_ and the \_\_\_\_.



4 **CHANGE PARTNERS** Ask about more places.



DIGITAL  
FLASH  
CARDS

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



1 a car



2 a bicycle



3 a moped



4 a subway



5 a motorcycle

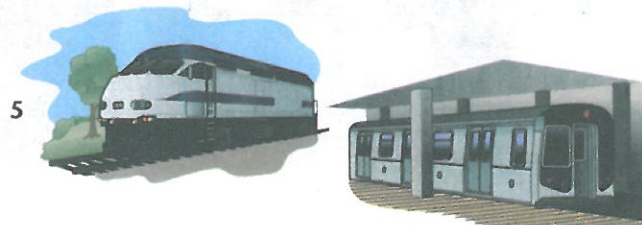
**Also remember:**  
a bus  
a train  
a taxi

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

3 **GRAMMAR** • *By to express means*



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



DIGITAL  
MORE  
EXERCISES



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



1 go to work






2 go home



3 go to school

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

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

**NOW YOU CAN** Discuss transportation

1 ▶ 1:62 **CONVERSATION MODEL**

Read and listen.

A: How do you go to school?

B: By subway. What about you?

A: Me? I walk.

2 ▶ 1:63 **RHYTHM AND INTONATION**

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

3 **CONVERSATION ACTIVATOR**

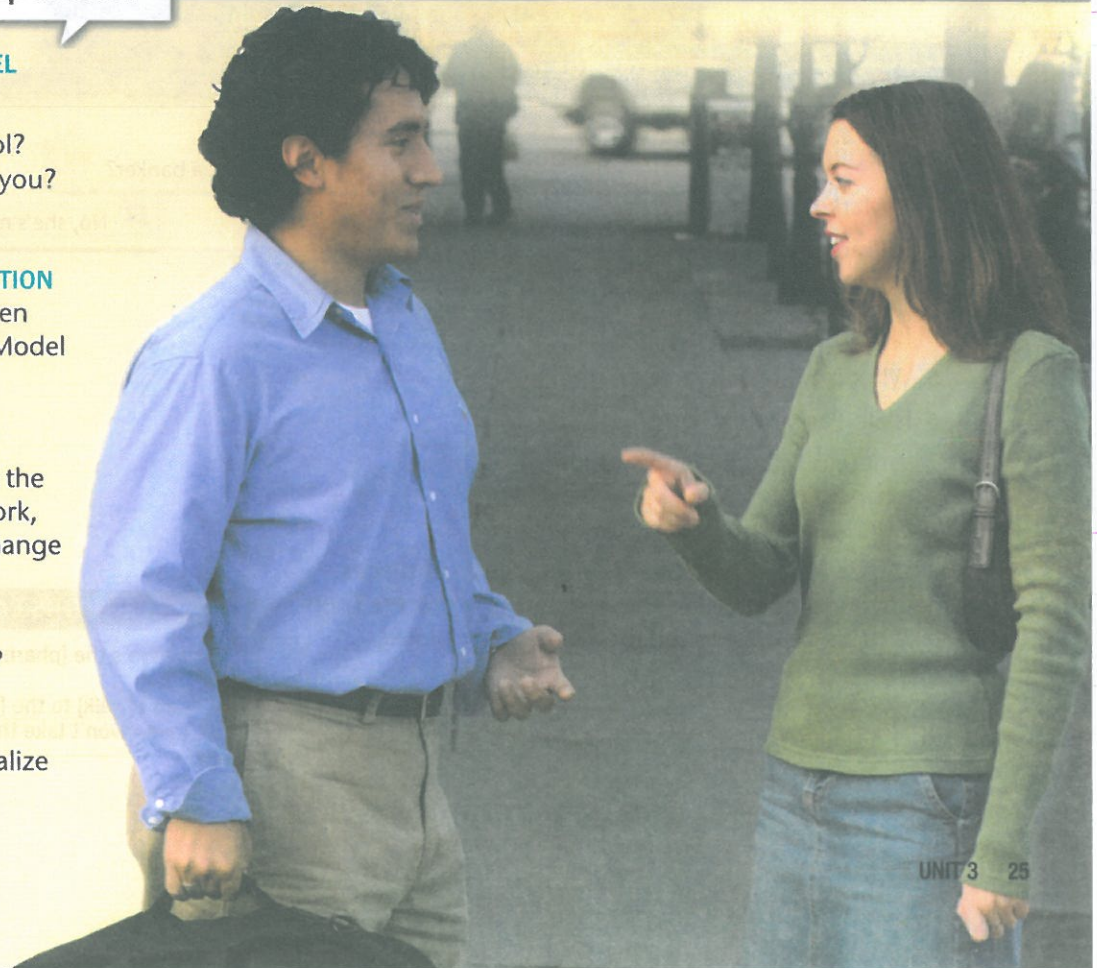
With a partner, personalize the conversation. Ask about work, school, and home. Then change roles.

A: How do you go ..... ?

B: ..... What about you?

A: Me? .....

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





# EXTENSION

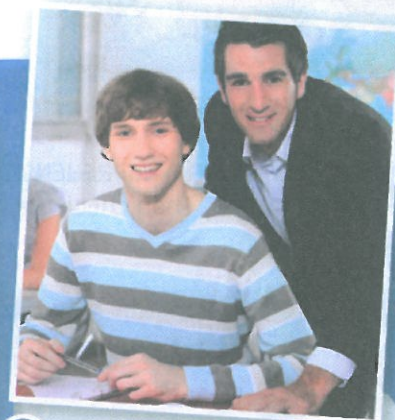
1 **READING** Read about how people go to work and school.



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



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



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



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

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

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

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

“ Is Min Park a banker? ”

“ No, she's not. She's a doctor. ”

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

## RECYCLE THIS LANGUAGE.

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

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

## GRAMMAR BOOSTER

Unit 3 review • p. 137



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

*The school is down the street.*

**PAIR WORK** Create conversations for the people. For example:

A: *How do you go to work?*

B: *By bus.*

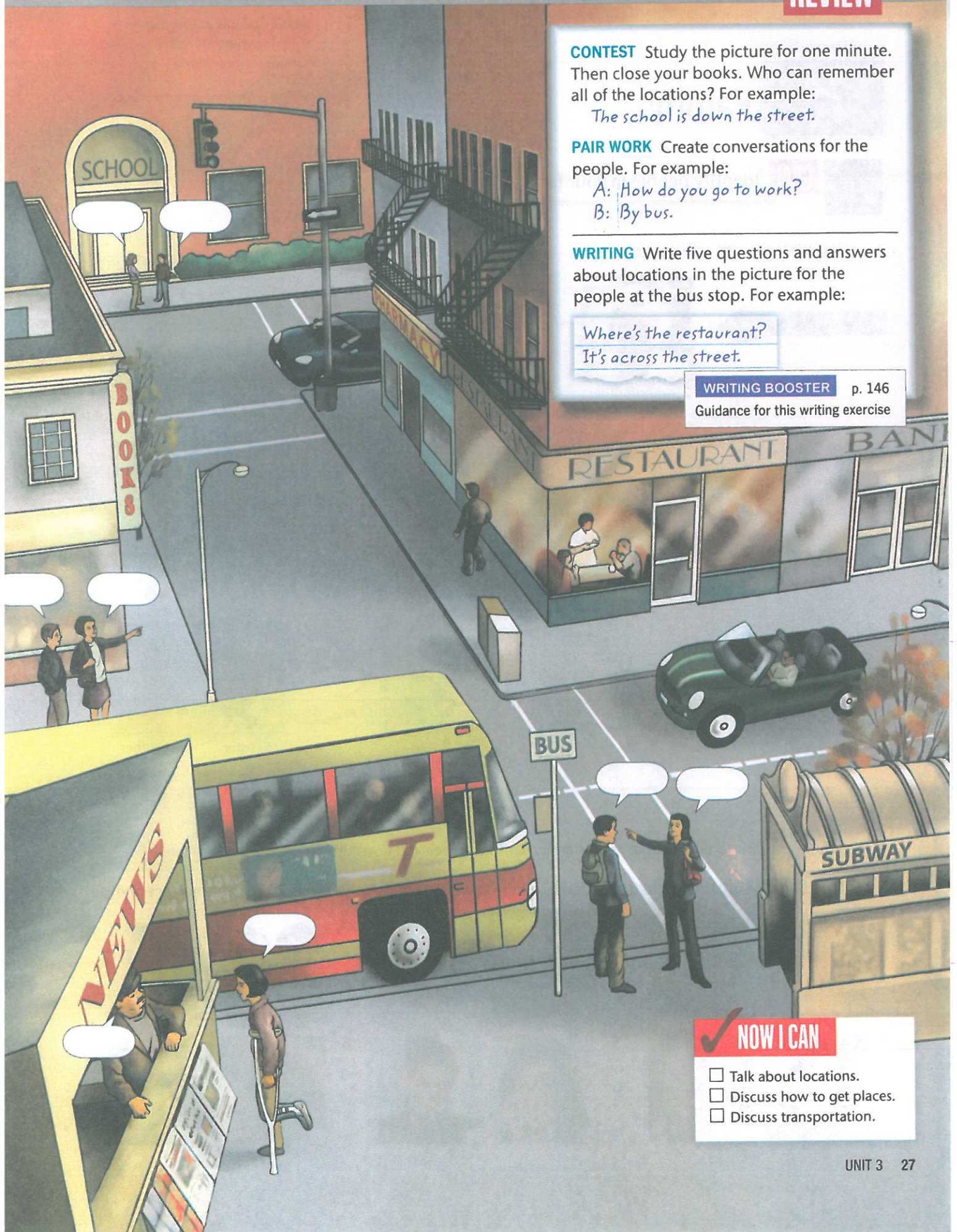
**WRITING** Write five questions and answers about locations in the picture for the people at the bus stop. For example:

*Where's the restaurant?*

*It's across the street.*

**WRITING BOOSTER** p. 146

Guidance for this writing exercise



**✓ NOW I CAN**

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



# COMMUNICATION GOALS

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

UNIT

4

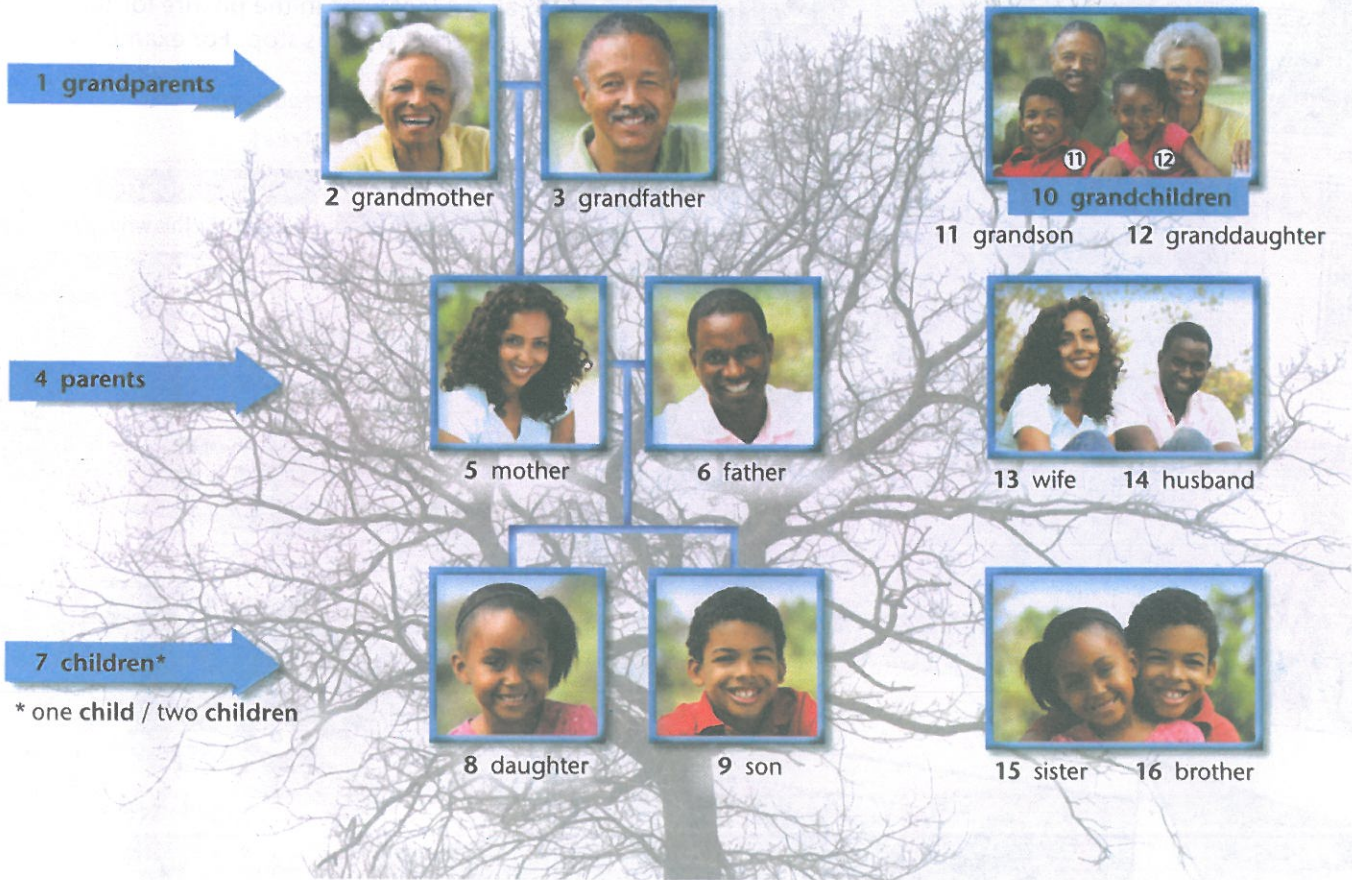
# Family

LESSON

1

**GOAL** Identify people in your family

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



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

“ She’s his daughter. ”

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

1  

2  

3  

4  

5  

6  



4 GRAMMAR • Be: questions with Who

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

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

Contractions

Who is → Who's

Be careful!

Who are NOT ~~Who're~~

\* mom and dad = informal for mother and father

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

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

B: He's my grandfather.

2 A: .....?

B: She's my mother.

3 A: .....?

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

4 A: .....?

B: They're Pat's grandparents.

5 A: .....?

B: She's Ed's wife.

6 A: .....?

B: They're my brother and sister.

DIGITAL  
MORE  
EXERCISES

**NOW YOU CAN** Identify people in your family

1 ▶ 2:04 CONVERSATION MODEL Read and listen.

A: Who's that?

B: That's my father.

A: And who are they?

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

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

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

A: Who's that?

B: That's .....

A: And .....?

B: .....

**DON'T STOP!**

Talk about occupations.  
Ask more questions.



RECYCLE THIS LANGUAGE.

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



4 CHANGE PARTNERS Personalize the conversation again.



DIGITAL FLASH CARDS

**1** ▶ 2:05 **VOCABULARY** • Adjectives to describe people  
Read and listen. Then listen again and repeat.

**VOCABULARY BOOSTER**  
More adjectives • p. 127



1 short      2 tall



3 old      4 young



5 pretty



6 handsome

7 good-looking



8 cute

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

Describe people with a form of be and an adjective.

She's pretty.

He's handsome.

They're good-looking.

Your children are cute.

The adverbs very and so make adjectives stronger.

They're very good-looking.

He's very handsome.

She's so pretty.

Your children are so cute.

very = !  
so = !!!

“ Gina and Deborah are very pretty. ”

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

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

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

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

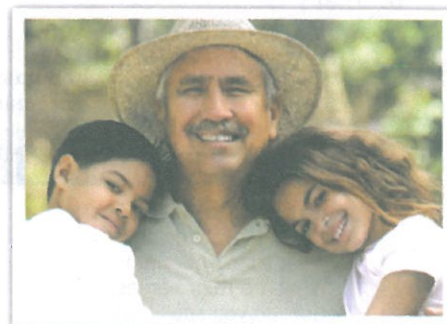
**5 VOCABULARY / GRAMMAR PRACTICE** Look at the photos. Complete each sentence with a form of be and an adjective.



1 Your sisters .....  
so .....



2 Your daughter .....  
so .....



3 Our grandfather .....  
very .....





4 Her boyfriend .....  
very .....



5 His wife ..... so  
.....!



6 Her brother .....  
very .....

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

- 1 .....
- 2 .....
- 3 .....

My mother is very tall.

**NOW YOU CAN**

**Describe your relatives**

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

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

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

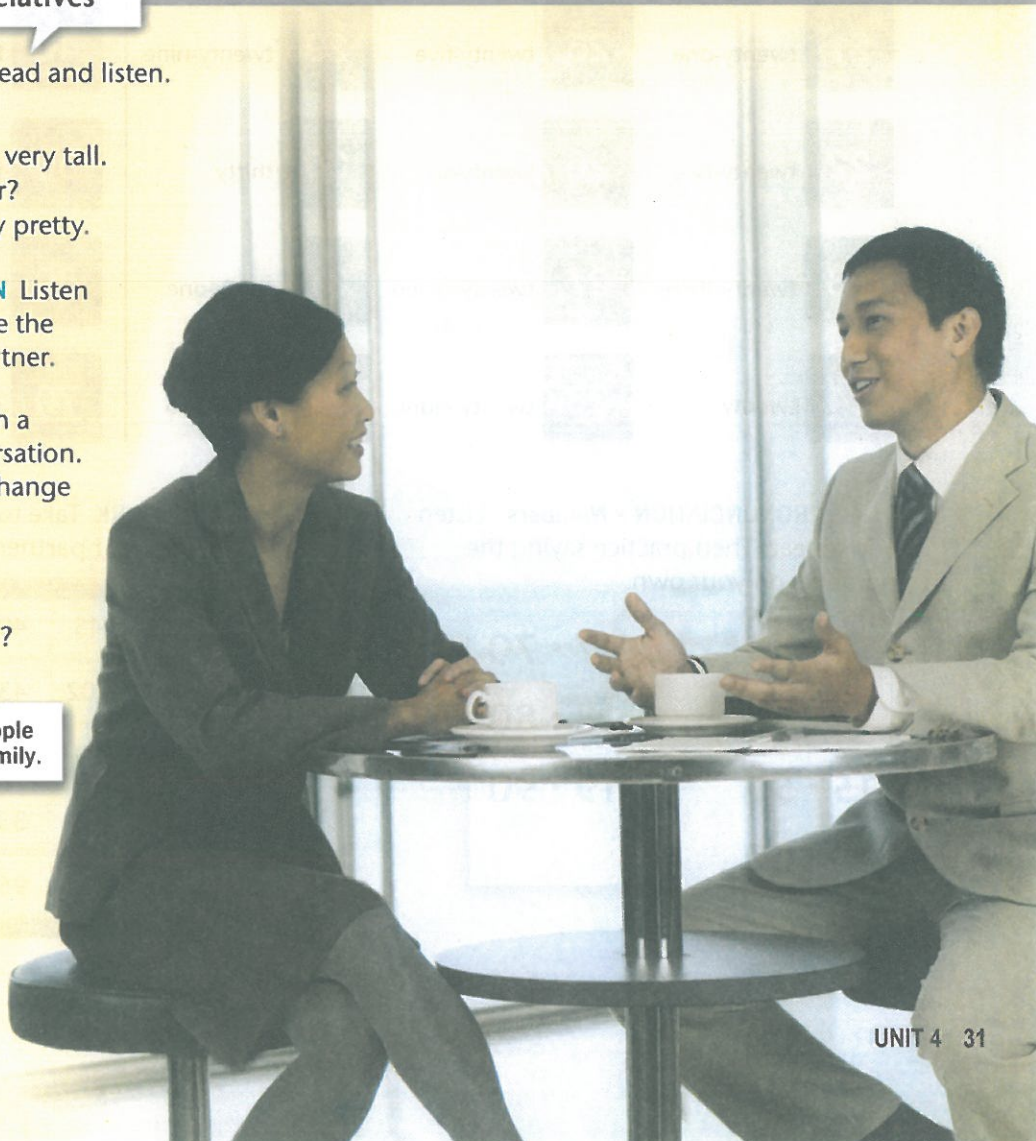
3 **CONVERSATION ACTIVATOR** With a partner, personalize the conversation. Describe your relatives. Then change roles.

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

**DON'T STOP!**

Ask about other people in your partner's family.

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





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

I have one son and one daughter.

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



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

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

**YOU** I .....

**3** ▶ 2:10 **VOCABULARY** • Numbers 21–101 Read and listen. Then listen again and repeat.

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

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

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

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

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



6 GRAMMAR • *Be*: questions with How old

How old are you?

I'm three.

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



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

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

DIGITAL  
MORE  
EXERCISES

**NOW YOU CAN** Talk about your family

1 ▶ 2:12 CONVERSATION MODEL Read and listen.

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

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

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

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

**DON'T STOP!**

Ask more questions.



**RECYCLE THIS LANGUAGE.**

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



4 CHANGE PARTNERS Personalize the conversation again.



# EXTENSION

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

## Who Are They?



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



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



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

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

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

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

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

Relative's name	Relationship	Age	Occupation	Description

### GRAMMAR BOOSTER

Unit 4 review • p. 137

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

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

For additional language practice . . .

**TOP NOTCH POP** • Lyrics p. 150

“Tell Me All About It”

DIGITAL SONG

DIGITAL KARAOKE



## PAIR WORK

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

A: Who's Ellen?

B: She's Natalie's mother.

A: Is Mia Ellen's daughter?

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

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

*Matt has two children. Nora is his daughter.*

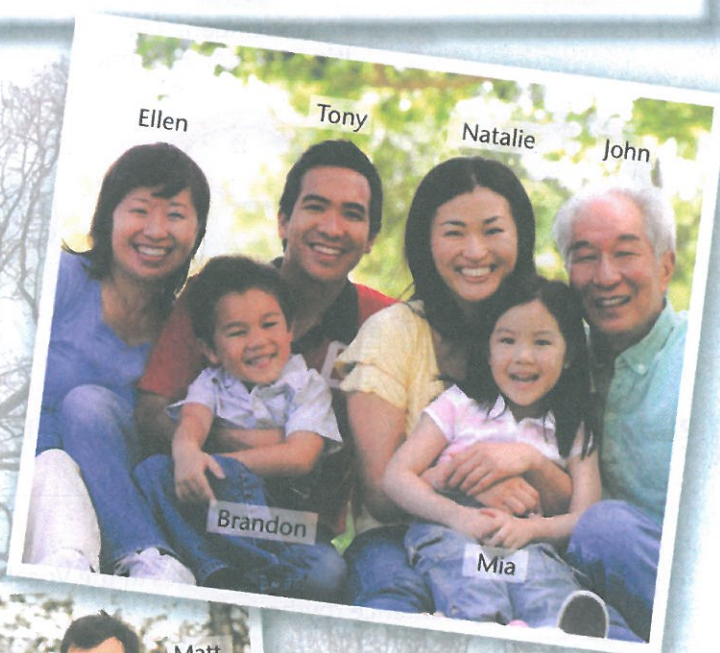
**DESCRIPTION** Choose a photo. Use adjectives to describe the people in each family. For example:

*Mia is very cute.*

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

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

**WRITING BOOSTER** p.147  
Guidance for this writing exercise



✓ **NOW I CAN**

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



# COMMUNICATION GOALS

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

UNIT

5

## Events and Times

LESSON 1

**GOAL** Confirm that you're on time

DIGITAL FLASH CARDS

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



1 It's one o'clock.



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



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



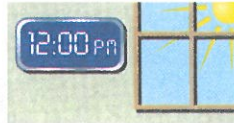
4 It's one thirty. OR It's half past one.



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



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



7 It's noon.



8 It's midnight.

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

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



DIGITAL VIDEO COACH

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

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

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

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

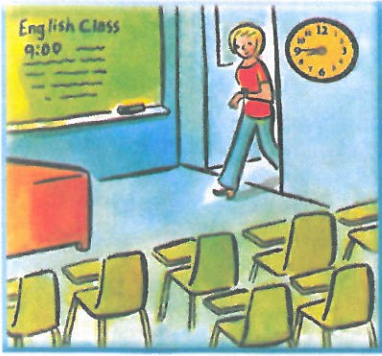
“ What time is it in Vancouver? ”

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

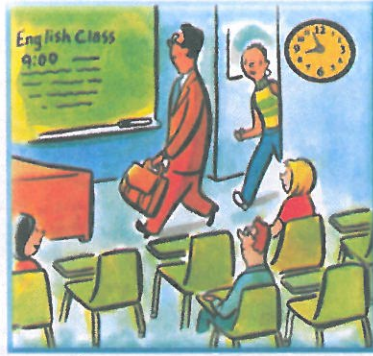




5 ▶ 2:19 **VOCABULARY** • *Early, on time, and late* Read and listen. Then listen again and repeat.



1 She's early.



2 They're on time.



3 He's late.

**NOW YOU CAN** Confirm that you're on time

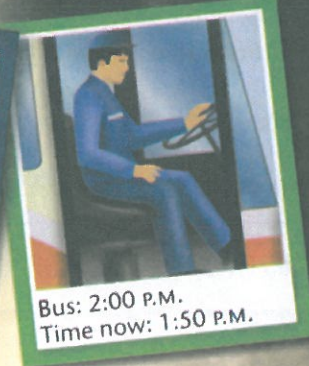
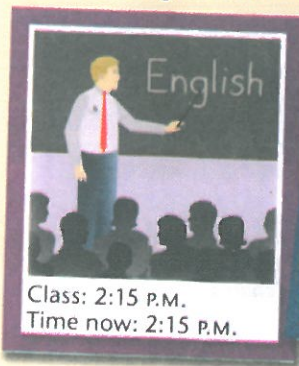
1 ▶ 2:20 **CONVERSATION MODEL** Read and listen.

A: What time is the meeting?  
 B: 10:00.  
 A: Uh-oh. Am I late?  
 B: No, you're not. It's five to ten.  
 A: Five to ten?  
 B: That's right. You're early.

2 ▶ 2:21 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

3 **CONVERSATION ACTIVATOR** With a partner, change the conversation. Use the pictures and the times. Then change roles.

A: What time is the ..... ?  
 B: .....  
 A: Uh-oh. Am I late?  
 B: ..... It's .....  
 A: ..... ?  
 B: That's right. You're .....



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





**GOAL** Talk about the time of an event

**VOCABULARY BOOSTER**  
More events • p. 127

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



1 a party



2 a dance



3 a game



4 a dinner



5 a movie



6 a concert

**2** ▶ 2:23 **LISTENING COMPREHENSION** Listen to the conversations about events.  
Write the event and circle the time.

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

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

WEEKDAYS					THE WEEKEND	
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

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

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

**Contractions**

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

**Be careful!**

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



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

- |  |   |  |
|--|---|--|
| 1 A: When ..... the party?<br>B: It's ..... 11:00 P.M. | 3 A: What ..... the concert?<br>B: It's ..... 8:30.   | 5 A: ..... the dance?<br>B: It's ..... Friday at 9:00. |
| 2 A: ..... day's the game?<br>B: It's ..... Saturday.  | 4 A: What ..... the dinner?<br>B: It's ..... Tuesday. | 6 A: What ..... the class?<br>B: It's ..... noon.      |

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

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

**NOW YOU CAN** Talk about the time of an event

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

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

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

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

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



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



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

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

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

“ three ”

3 ▶ 2:29 **VOCABULARY** • *Months of the year* Read and listen. Then listen again and repeat.

“ third ”

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

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

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

“ July thirty-first ”

July 31<sup>st</sup>



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

When's the party?	It's <b>in</b> January.
When's the dance?	It's <b>on</b> January 15 <sup>th</sup> .
When's the dinner?	It's <b>on</b> the 12 <sup>th</sup> .
What day's the meeting?	It's <b>on</b> Tuesday.
What time's the movie?	It's <b>at</b> noon.
What time's the dance?	It's <b>at</b> 8:30.

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



The concert's **on** August 12<sup>th</sup>.

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

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

DIGITAL  
 MORE  
 EXERCISES

**NOW YOU CAN** Ask about birthdays

1 ▶ 2:31 CONVERSATION MODEL Read and listen.

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

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

3 CONVERSATION ACTIVATOR With a partner, personalize the conversation.

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

**DON'T STOP!**

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

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

▶ 2:33 On someone's birthday say:

“ Happy birthday! ”

“ Thank you! ”

4 CHANGE PARTNERS Ask about other people's birthdays.




# EXTENSION

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

## The Daily Express

### Events for the week of June 20<sup>th</sup>



**PARTY**

**June 21<sup>st</sup> is Sally Neufield's birthday!**

90 years old, and so young!

**When:** Tuesday, June 21<sup>st</sup>, 7:00 P.M.

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


**MOVIE**


**English actor Peter Sellers in *The Party***

An oldie but goodie!

Friday, June 24<sup>th</sup> at 8:30 P.M.

At the New School  
58 Post Street





**DANCE**

**Both young and old are welcome!**

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

**When:** Saturday, June 25<sup>th</sup> at 8:30 P.M.


**MEETING**


**Bank Managers Association**

Thursday, June 23<sup>rd</sup>, from 9:00 A.M. to 2:00 P.M.

At Family Bank  
58 New Street

Between Kim's Newsstand and Carson's Bookstore





**GAME**

**Volleyball!**

Sunday, June 26<sup>th</sup> 2:00 P.M.

Branfield School on Fitch Avenue, between 1<sup>st</sup> Street and 2<sup>nd</sup> Street

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

- 1 The dance is at half past ~~nine~~ <sup>eight</sup>.
- 2 The movie is at 8:30 A.M.
- 3 The meeting is at 2:00 P.M.
- 4 The birthday party is at midnight.
- 5 The birthday party is on the 22<sup>nd</sup>.
- 6 The dance is at the bookstore.
- 7 The meeting is at the New School.
- 8 The party is at Casey's restaurant.
- 9 Branfield School is between a newsstand and a bookstore.
- 10 The game is on Saturday.

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

 <b>Capricorn</b> Dec. 22 – Jan. 20	 <b>Aquarius</b> Jan. 21 – Feb. 19	 <b>Pisces</b> Feb. 20 – Mar. 20	 <b>Aries</b> Mar. 21 – Apr. 20	 <b>Taurus</b> Apr. 21 – May 21																																	
 <b>Sagittarius</b> Nov. 22 – Dec. 21	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #4a7ebb; color: white;">Name</th> <th style="background-color: #4a7ebb; color: white;">Birthday</th> <th style="background-color: #4a7ebb; color: white;">Zodiac Sign</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>			Name	Birthday	Zodiac Sign																															 <b>Gemini</b> May 22 – Jun. 21
Name	Birthday	Zodiac Sign																																			
 <b>Scorpio</b> Oct. 23 – Nov. 21	 <b>Libra</b> Sep. 23 – Oct. 22	 <b>Virgo</b> Aug. 24 – Sep. 22	 <b>Leo</b> Jul. 23 – Aug. 23	 <b>Cancer</b> Jun. 22 – Jul. 22																																	

**GRAMMAR BOOSTER**

Unit 5 review • p. 138

For additional language practice ...

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

DIGITAL SONG

DIGITAL KARAOKE



**PAIR WORK** Create conversations for the people.

1 Talk about the events. For example:

Look. There's a — ...

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

What time's the — ?

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

There's a — on — at —.

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

There's a dinner on Friday, May 20<sup>th</sup> at ...

**WRITING BOOSTER** p. 147

Guidance for this writing exercise



**DINNER**




When:  
Friday, May 20<sup>th</sup> (8:30 P.M.)

Where:  
My French Restaurant


Between the 13th Street School  
and the Corner Pharmacy

**BASKETBALL GAME**



Sunday, May 22, noon  
At the Twelfth Night School

**"Evening" in Concert!**



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

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

**Party**

Welcome all students!

Saturday, May 28  
9:30 P.M.

Where? 58 Post Street  
(across from the bank)



**NOW I CAN**

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



# COMMUNICATION GOALS

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

UNIT

6

# Clothes

LESSON 1

GOAL

Give and accept a compliment

DIGITAL FLASH CARDS

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

VOCABULARY BOOSTER

More clothes • p. 128



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

DIGITAL VIDEO COACH

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

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

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



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



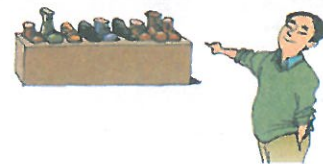
1 those jackets



2 .....



3 .....



4 .....





5 .....



6 .....



7 .....



8 .....

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



Tina **likes** these shoes.



She **wants** that shirt.

I	<b>like</b>
You	<b>want</b>
We	<b>need</b>
They	<b>have</b>
Sara and Jim	

those sweaters.



Rob **needs** a book.

Now he **has** a book.

He	<b>likes</b>
She	<b>wants</b>
Cassie	<b>needs</b>
Ivan	<b>has</b>

those sweaters, too.

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

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

BUT: have → **has**

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

1 I ..... your tie.  
like / likes

4 Peter ..... that jacket.  
have / has

2 My friends ..... this suit.  
want / wants

5 We ..... our dresses.  
like / likes

3 Janet ..... this skirt.  
need / needs

6 Sue and Tara ..... those suits.  
want / wants

**NOW YOU CAN** Give and accept a compliment

1 ▶ 2:39 CONVERSATION MODEL Read and listen.

A: I really like that dress.

B: Really?

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

B: Thank you!

A: You're welcome.

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

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

A: I really like .....

B: Really?

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

B: .....!

A: You're welcome.

**DON'T STOP!**

Talk about other clothes.













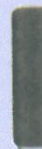

4 CHANGE PARTNERS Compliment other classmates' clothes.





DIGITAL FLASH CARDS

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

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

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

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

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

**Negative statements**

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

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

**Yes / no questions**

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

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

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

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

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

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

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

B: Yes, I ...

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

B: Actually, no, I ...

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

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

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

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

DIGITAL MORE EXERCISES



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

T F


1 They like the dress. 

2 He needs shoes. 

3 Matt needs a suit for work. 

T F

4 He needs a tie. 

5 She needs the sweater in small. 

6 They don't have his size. 

## NOW YOU CAN Ask for colors and sizes

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

A: Do you have this sweater in green?

B: Yes, we do.

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

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

A: That's too bad.



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

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

A: Do you have ..... in ..... ?

B: .....

A: ..... And my ..... needs .....  
Do you have ..... in ..... ?

B: .....

A: .....

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





DIGITAL FLASH CARDS

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



1 new



2 old



3 dirty



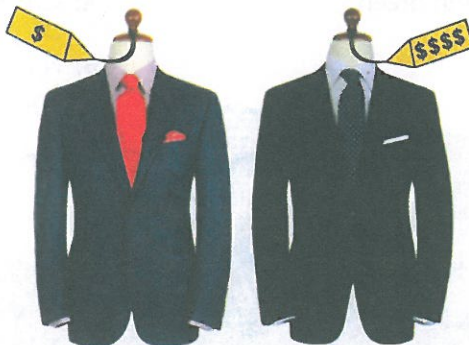
4 clean



5 loose



6 tight



7 cheap

8 expensive



9 long



10 short

**2 GRAMMAR** • *Adjective placement*

Adjectives come before the nouns they describe.

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

Adjectives don't change.

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

Place **very** before adjectives.

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

**Be careful!**

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

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

“ Allen has new shoes ”

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

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



1 The blouses are clean.  
They're clean blouses.



3 The ..... are very .....  
They're very .....



2 The ..... is .....  
It's .....

DIGITAL MORE EXERCISES







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

# Smith and Company

**Low, Low Prices!**

TODAY ONLY!  
**1/2 Price Sale**

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





Many more shoe styles available.



\*Blue at Main Street store only.



\* White not available at South Street Station location.

Other sale items today: Children's jackets and shoes

**STORE LOCATIONS: 62 MAIN STREET, THE UPTOWN MALL, AND SOUTH STREET STATION**

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

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

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

“ What do you need? ”

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

**RECYCLE THIS LANGUAGE.**

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



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

**PAIR WORK**

1 Create conversations for the people in the store. For example:

A: *Do you want these pants?* B: *No, I don't.*

2 Point to the picture. Ask and answer questions. Use this / that / these / those and like, want, need, and have. For example:

A: *Do you like these shoes?* B: *Yes, I do.*

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

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

**WRITING BOOSTER** p. 147

Guidance for this writing exercise



**NOW I CAN**

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



## COMMUNICATION GOALS

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

UNIT

7


# Activities

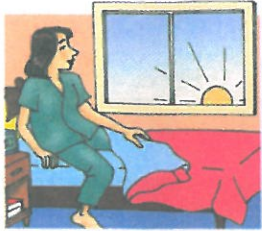
LESSON 1

GOAL

Talk about morning and evening activities

DIGITAL FLASH CARDS

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



1 get up



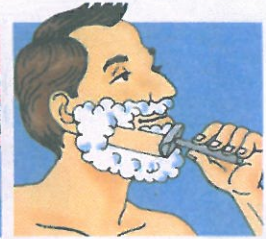
2 get dressed



3 brush my teeth



4 comb / brush my hair



5 shave



6 put on makeup



7 eat breakfast



8 come home



9 make dinner



10 study



11 watch TV



12 get undressed



13 take a shower / a bath



14 go to bed

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

“ I eat lunch at 12:00. ”

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

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

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

Remember:

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

3:03 **Meals**  
breakfast  
lunch  
dinner



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

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

DIGITAL MORE EXERCISES

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

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

before 8:00



after 8:00



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

1 *When does Ed shave?*

“ He shaves after breakfast. ”

DIGITAL MORE EXERCISES

**NOW YOU CAN** Talk about morning and evening activities

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

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

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

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

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

**DON'T STOP!**

Ask more questions.

**RECYCLE THIS LANGUAGE.**

When do you \_\_\_\_?  
 What time do you \_\_\_\_?  
 What about your [parents]?

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

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





DIGITAL FLASH CARDS

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



1 exercise



2 take a nap



3 listen to music



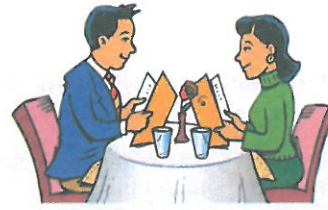
4 read



5 play soccer



6 check e-mail



7 go out for dinner



8 go to the movies



9 go dancing



10 visit friends

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

1 When do you visit friends?

1	4
2	5
3	6

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

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

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

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

“ When do you visit friends? ”

“ I usually visit friends on Saturday. ”



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

Scott usually visits friends on Saturday.

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

## NOW YOU CAN Describe what you do in your free time

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

A: What's your typical day like?

B: Well, I usually go to work at 9:00, and I come home at 6:00.

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

B: I sometimes read or watch TV. What about you?

A: Pretty much the same.

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

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

A: What's your typical day like?

B: Well, I .....

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

B: ..... What about you?

A: .....

On weekdays

On weekends



### DON'T STOP!

Ask about other times and days.



### RECYCLE THIS LANGUAGE.

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

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



**VOCABULARY BOOSTER**  
More household chores • p. 128

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



1 wash the dishes



2 clean the house



3 do the laundry



4 take out the garbage



5 go shopping

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

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

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

Other time expressions

once a week	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
twice a week	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
three times a week	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Also**

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

**3** **PAIR WORK** Ask and answer questions about chores. Use How often.

“ How often do you go shopping? ”

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

“ Twice a week. ”

1 /s/	2 /z/	3 /ɪz/
takes = take/s/	cleans = clean/z/	washes = wash/ɪz/
visits = visit/s/	does = doe/z/	practices = practice/ɪz/
eats = eat/s/	plays = play/z/	exercises = exercise/ɪz/

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

“ John goes shopping twice a week. ”

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



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

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

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



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

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

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

“ In Conversation 1, who washes the dishes? ”

“ Her husband does. ”

## NOW YOU CAN Discuss household chores

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

A: So how often do you do the laundry?

B: About twice a week. How about you?

A: Me? I never do the laundry. Could I ask another question?

B: Sure.

A: Who cleans the house?

B: Oh, that's my brother's job.

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

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

A: So how often do you ..... ?

B: ..... How about you?

A: Me? ..... Could I ask another question?

B: .....

A: Who ..... ?

B: Oh, that's ..... job.

**DON'T STOP!**

Ask about other chores.

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

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





# EXTENSION

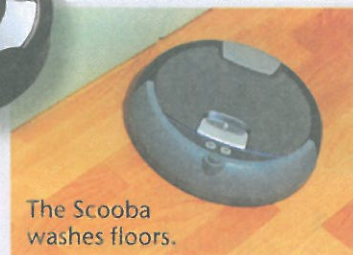
- 1 **READING** Read the article. Do you like housework?

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

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



The iRobot Roomba vacuums.



The Scooba washes floors.

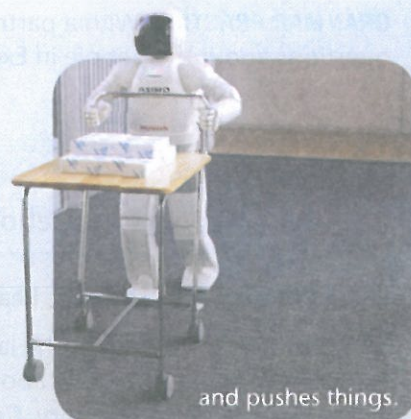
And who is this? Meet ASIMO, a robot from the Honda Motor Company. ASIMO doesn't clean the house. It doesn't wash dishes or take out the garbage. But ASIMO walks, climbs stairs, carries things, and pushes things. ASIMO talks, answers questions, and follows directions. Ask, "What's your name?" and ASIMO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



ASIMO carries a tray.



ASIMO climbs stairs...



and pushes things.

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

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

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

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

### GRAMMAR BOOSTER

Unit 7 review • p. 139

For additional language practice...

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

DIGITAL  
SONG

DIGITAL  
KARAOKE



Jack's  
Typical Day

## Morning



7:00 A.M.



7:10 A.M.



7:45 A.M.

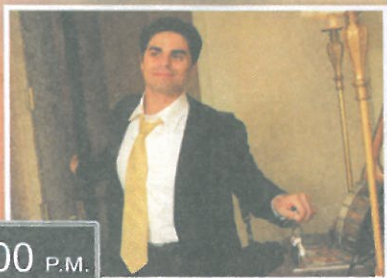


8:15 A.M.



8:30 A.M.

## Evening



6:00 P.M.



6:30 P.M.



7:00 P.M.



7:30 P.M.



8:00 P.M.



10:15 P.M.



11:00 P.M.

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

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

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

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

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

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

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

**WRITING BOOSTER** p.148

Guidance for this writing exercise


**NOW I CAN**

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



# Units 1–7 REVIEW

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

T F

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

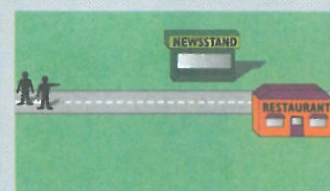
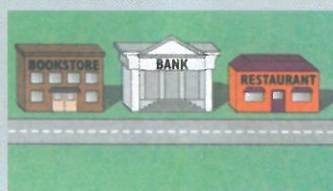
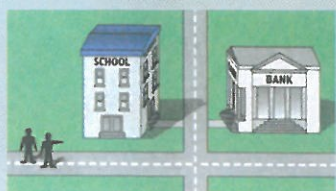
T F

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

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

“Where’s \_\_\_?”

“It’s \_\_\_.”



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

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

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



1 I want ..... pants.



2 I like ..... jackets.



3 I like ..... suit.



4 I want ..... tie.

5 **PAIR WORK**

**Partner A:** Ask these questions.

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

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






**Partner B:** Ask these questions.

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







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



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

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

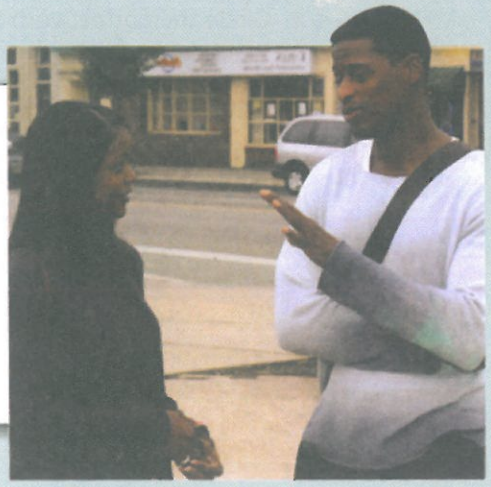
**7 GRAMMAR PRACTICE** Look at the pictures. Write an imperative for each.

		
1 <u>Walk</u> ..... to the bank.	2 ..... to work.	3 ..... to the pharmacy.
		
4 ..... to the restaurant.	5 ..... to school.	6 ..... to the bookstore.

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

“ Tell me about your family. ”

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





9 ▶ 3:19 **LISTENING COMPREHENSION** Listen to the conversations. Answer the questions. Then listen again and check your work.

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

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

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

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

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

12 **PAIR WORK**

**Partner A:** Ask these questions.

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

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

**Partner B:** Ask these questions.

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

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

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

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



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

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

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

1 I usually go shopping on weekends.

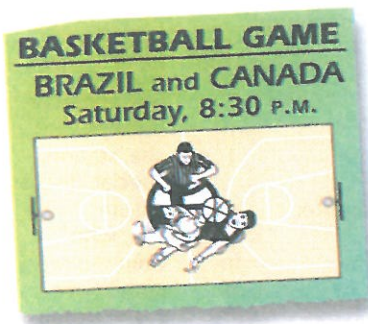
- 1 What do you do on weekends?
- 2 What do you do after breakfast?
- 3 What do you do after work or school?
- 4 What do you do at night before you go to bed?

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

“ Look. There’s a \_\_\_\_\_ on \_\_\_\_\_. ”

**RECYCLE THIS LANGUAGE.**

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



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



# Reference Charts

## COUNTRIES AND NATIONALITIES

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

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

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

## IRREGULAR VERBS

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

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

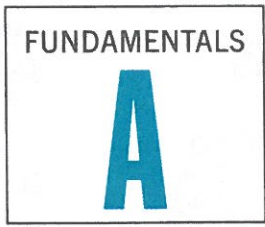
## PRONUNCIATION TABLE

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

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



# TOP NOTCH



Vocabulary Booster



# Vocabulary Booster

## UNIT 1

### ▶ 5.39 MORE OCCUPATIONS



1 an accountant



2 a bank teller



3 an electrician



4 a florist



5 a gardener



6 a grocery clerk



7 a hairdresser



8 a mechanic



9 a pharmacist



10 a professor



11 a reporter



12 a salesperson



13 a travel agent



14 a secretary



15 a server / a waiter



16 a nurse



17 a lawyer

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

For example:

*She's an accountant.*



UNIT 2

▶ 5:40 MORE RELATIONSHIPS



1 a supervisor  
2 an employee



3 teammates

▶ 5:41 MORE TITLES



1 Doctor [Smith]  
or Dr. [Smith]



2 Professor [Brown]



3 Captain [Jones]

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

UNIT 3

▶ 5:42 MORE PLACES IN THE NEIGHBORHOOD



1 a clothes store



2 an electronics store



3 a fire station



4 a police station



5 a shoe store



6 a toy store



7 a dry cleaners



8 a gas station



9 a hotel



10 a supermarket



11 a convenience store



12 a travel agency



13 a post office



14 a taxi stand

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



UNIT 4

▶ 5.43 MORE ADJECTIVES TO DESCRIBE PEOPLE



1 slim / thin



2 heavy



3 skinny



4 muscular

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

For example:

*She's very \_\_\_\_\_.*

UNIT 5

▶ 5.44 MORE EVENTS



1 a ballet



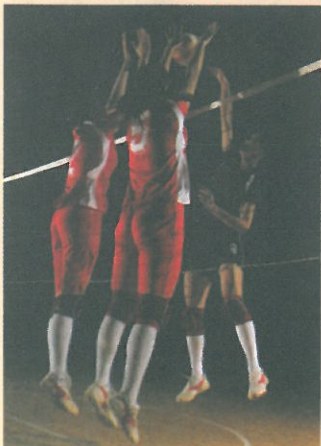
2 an opera



3 an exhibition



4 a football game



5 a volleyball game



6 a baseball game



7 a play



8 a speech / a talk

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

For example:

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



UNIT 6

▶ 5:45 MORE CLOTHES



1 swimsuits / bathing suits



2 a bathrobe



3 a coat  
4 boots



5 a hat



6 jeans



8 an umbrella  
9 a raincoat



10 sandals



12 a T-shirt  
13 shorts



14 pantyhose



15 socks



16 underwear



11 pajamas

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

For example:

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

UNIT 7

▶ 5:46 MORE HOUSEHOLD CHORES



1 dust



2 sweep



3 mop



4 vacuum

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

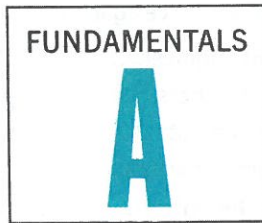
For example: *I usually dust once a week.*







# TOP NOTCH



Grammar Booster



# Grammar Booster

The Grammar Booster is optional. It contains extra practice of each unit's grammar.

## UNIT 1

1 Write each sentence again. Use a contraction.

- 1 He is an engineer. *He's an engineer.*
- 2 We are teachers. ....
- 3 No, we are not. ....
- 4 They are not artists. ....
- 5 I am a student. ....
- 6 She is a chef. ....

2 Write the indefinite article a or an for each occupation.

- |                  |                      |
|------------------|----------------------|
| 1 <u>a</u> chef  | 5 ..... scientist    |
| 2 ..... actor    | 6 ..... architect    |
| 3 ..... banker   | 7 ..... photographer |
| 4 ..... musician |                      |

3 Complete each sentence with the correct subject pronoun.

- 1 Mary is a student. *She* ..... is a student.
- 2 Ben is a student, too. .... is a student, too.
- 3 My name is Nora. .... am an artist.
- 4 Your occupation is doctor. .... are a doctor.
- 5 Jane and Jason are scientists. .... are scientists.

4 Write a question for each answer.

- 1 A: *Are you musicians?* ..... ?  
B: Yes, we are. We're musicians.
- 2 A: ..... ?  
B: No, they're not teachers. They're scientists.
- 3 A: ..... ?  
B: Yes. Ann is a doctor.
- 4 A: ..... ?  
B: No. Ellen is an architect. She's not a writer.
- 5 A: ..... ?  
B: Yes, I'm a pilot.
- 6 A: ..... ?  
B: No. We're not flight attendants. We're pilots.

5 Write six proper nouns and six common nouns. Use capital and lowercase letters correctly.

- | Proper nouns                 | Common nouns          |
|------------------------------|-----------------------|
| 1 <i>New York City</i> ..... | 7 <i>a city</i> ..... |
| 2 .....                      | 8 .....               |
| 3 .....                      | 9 .....               |
| 4 .....                      | 10 .....              |
| 5 .....                      | 11 .....              |
| 6 .....                      | 12 .....              |



1 Write the correct possessive adjectives.

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

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

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

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

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

4 Complete each question with the correct possessive adjective.

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



## UNIT 3

### 1 Write the sentences with contractions.

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

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

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

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

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

## UNIT 4

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

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



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

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

3 Complete the sentences. Use have or has.

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

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

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

## UNIT 5

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

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

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

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



## UNIT 6

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

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

### 2 Choose this, that, these, or those.

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

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

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

## UNIT 7

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

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



2 Complete each question with do or does.

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

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

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

4 Complete each response with do or does.

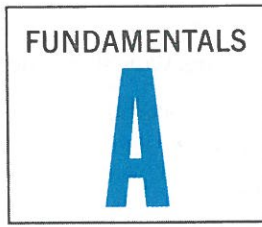
- 1 Who takes out the garbage in your house? My daughter does.
- 2 Who washes the dishes in your family? I
- 3 Who makes dinner? My parents
- 4 Who does the laundry in your house? My brother
- 5 Who watches TV before dinner? My granddaughter
- 6 Who takes a bath in the evening? My sister







# TOP NOTCH



Writing Booster



# Writing Booster

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

## UNIT 1

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

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

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

1	
2	
3	
4	
5	

## UNIT 2

**Guided Writing Practice** Write sentences about your relationships.

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

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

## UNIT 3

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

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

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

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

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

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



## UNIT 4

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

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

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

1	
2	

## UNIT 5

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

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

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

## UNIT 6

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

- Do you want new clothes? Why?
- Do you need new clothes? Why?
- What clothes do you need?
- What size do you need?
- What colors do you like?

Example:

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




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

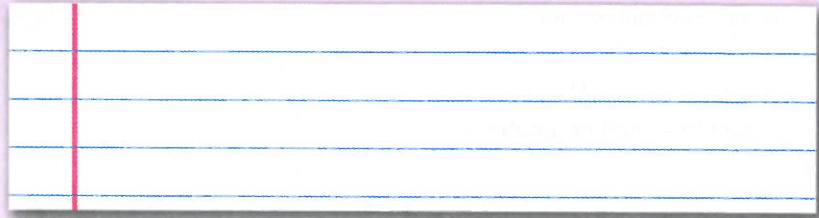
What do you do in the morning?

What do you do in the afternoon?

What do you do in the evening?

What do you do on Saturdays and Sundays?

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





# Top Notch Pop Lyrics

## 1:30/1:31 What Do You Do? [Unit 1]

(CHORUS)

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

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

(CHORUS)

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

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

(CHORUS)

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

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

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

(CHORUS)

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

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

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

(CHORUS)

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

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

(CHORUS)

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

(CHORUS)

Tell me all about it.  
Tell me all about it.

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

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

(CHORUS)

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

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

(CHORUS)

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

(CHORUS)

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

(CHORUS)

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

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

(CHORUS)

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

(CHORUS)



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

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

(CHORUS)

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

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

(CHORUS)

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

(CHORUS)

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

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

(CHORUS)

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

**Good food coming up for me and you.**

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

(CHORUS)

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

(CHORUS)

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

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

(CHORUS)

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

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

(CHORUS)

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

(CHORUS)

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

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

(CHORUS)

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

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

(CHORUS)

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

(CHORUS)

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

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

(CHORUS)

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

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

(CHORUS)

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

(CHORUS)



THIRD EDITION

# TOP NOTCH

FUNDAMENTALS

A

## WORKBOOK

JOAN SASLOW  
ALLEN ASCHER

with Julie C. Rouse



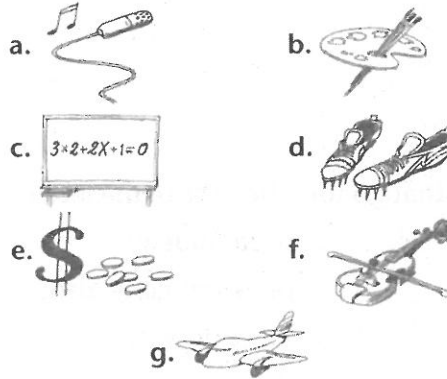




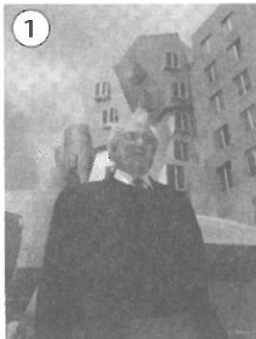
# Names and Occupations

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

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



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



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



3 Complete the conversation between Joo Yeon Sir and Marta.

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

Marta: Hi, \_\_\_\_\_.

Joo Yeon Sir: Nice to meet you, Marta.

Marta: \_\_\_\_\_.

Joo Yeon Sir: What do you do?

Marta: \_\_\_\_\_.  
\_\_\_\_\_?

Joo Yeon Sir: I'm a musician.



LESSON 2

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

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

5 Circle the occupation that is different.

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

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



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



7 Complete the sentences with names.

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

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

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

Are you Maggie? 1. *No, I'm not.*  
*I'm Grace.*

Are you Anna? 2. \_\_\_\_\_

Are you Caroline? 3. \_\_\_\_\_

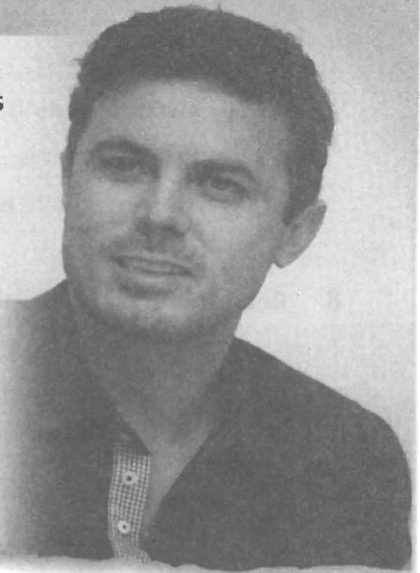
Are you Emily and Nicole? 4. \_\_\_\_\_



9 Read about Casey Affleck.



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



Now answer the questions. Check  the boxes.

1. What are Casey Affleck's occupations?  
 artist       photographer    director  
 actor       singer       writer
2. In the movie *I'm Still Here*, Casey Affleck is the  
 singer       actor       director

10 Circle the occupation that is not spelled correctly.

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

Now write the words correctly.

5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_



**11 Rewrite the sentences. Capitalize the proper nouns.**

1. john landry is a chef in paris.

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

1. Your name: \_\_\_\_\_

3. Your teacher's name: \_\_\_\_\_

2. Your occupation: \_\_\_\_\_

4. Orlando Bloom's occupation: \_\_\_\_\_

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



athlete	chef	engineer	actor	manager
musician	photographer	scientist	singer	writer

1 syllable	2 syllables	3 syllables	4 syllables
		engineer	

**14 Choose the correct response. Circle the letter.**

1. How are you?

a. I'm Samantha.

b. Great.

c. Take care.

2. What do you do?

a. I'm a manager.

b. Fine, thanks.

c. I'm Jim.

3. Are you Lucy?

a. Yes, she is.

b. OK. See you!

c. No, I'm not.

4. How do you spell that?

a. Right over there.

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

c. I'm a writer. And you?



**1 A RIDDLE FOR YOU!**

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

Read the statements.

Ms. Adams and Ms. Clark are not doctors.

Ms. Banks and Ms. Clark are not scientists.

Ms. Clark and Ms. Dare are not architects.

Ms. Adams is not a scientist.

Now write an occupation for each person.

Ms. Adams: \_\_\_\_\_

Ms. Banks: \_\_\_\_\_

Ms. Clark: \_\_\_\_\_

Ms. Dare: \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

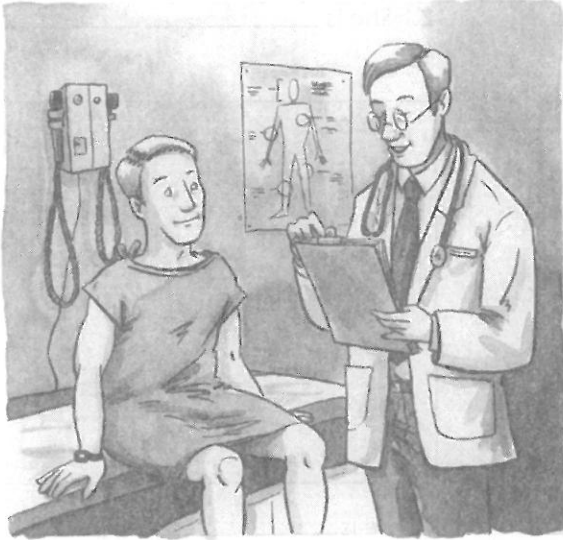
\_\_\_\_\_

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

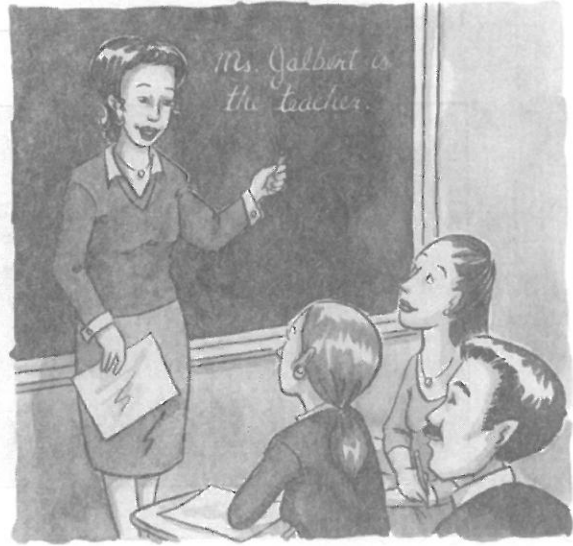
Riddle Answers: Ms. Adams: architect; Ms. Banks: doctor; Ms. Clark: engineer; Ms. Dare: scientist



1 Look at the pictures. Write possessive adjectives.



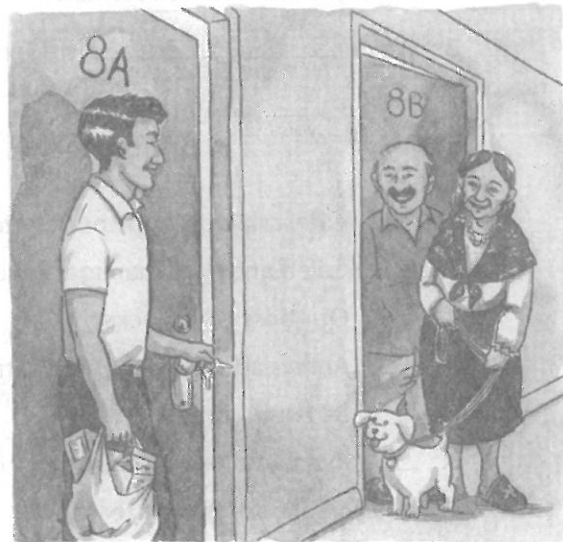
1. His doctor is Dr. Brown.



2. \_\_\_\_\_ teacher is Ms. Jalbert.



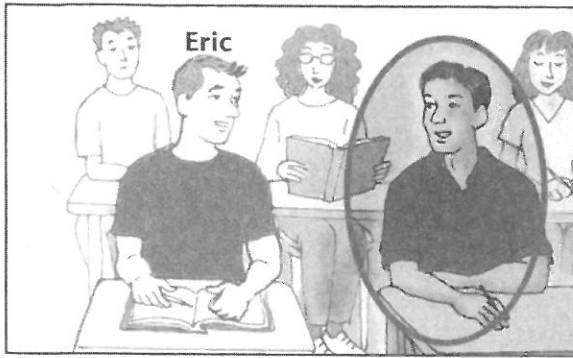
3. \_\_\_\_\_ boss is Mr. Lin.



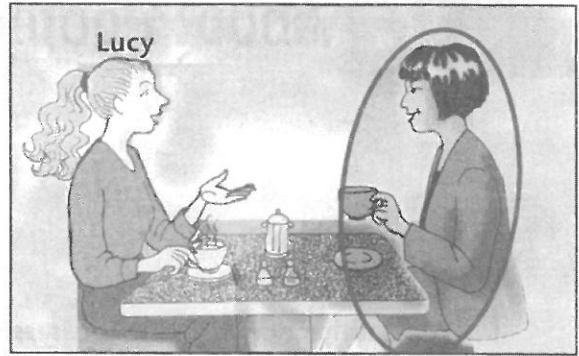
4. \_\_\_\_\_ neighbors are Mr. and Mrs. Rivera.



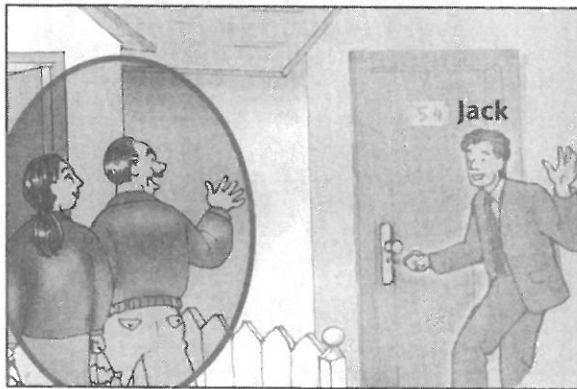
2 Look at the pictures. Complete the sentences about relationships. Use possessive nouns.



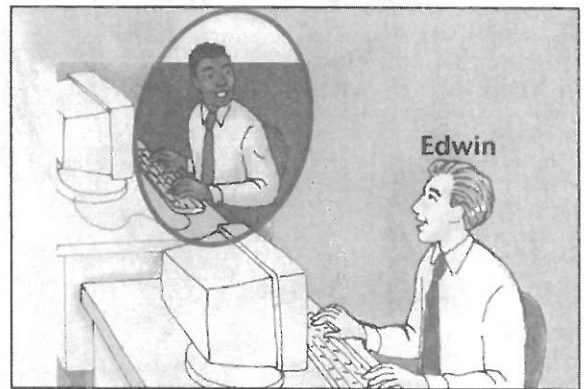
1. He is Eric's classmate.



2. She is \_\_\_\_\_.



3. They are \_\_\_\_\_.



4. He is \_\_\_\_\_.

3 Complete the sentences.

1. Audrey is \_\_\_\_\_ classmate.  
I / my

2. We're \_\_\_\_\_ students.  
Mr. Haber's / Mr. Haber

3. Who is \_\_\_\_\_ manager?  
you / your

4. Ms. Miller and Mr. Sullivan are \_\_\_\_\_ colleagues.  
our / we

5. Are \_\_\_\_\_ your neighbors?  
they / their

6. Dr. Franklin isn't \_\_\_\_\_ doctor.  
Bill / Bill's

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

1. \_\_\_\_\_ Caleb and I are managers. Our company is Infotech.  
Our boss is Mr. Jackson.

2. \_\_\_\_\_ Anna's address is 32 Arbor Street. Zoe's address is  
34 Arbor Street.

3. \_\_\_\_\_ Ryan and Josh are students in the same class.  
Ms. Foster is their teacher.

4. \_\_\_\_\_ Jessica and I are classmates. She's my neighbor, too.

a. They're classmates.

b. We're colleagues.

c. They're neighbors.

d. We're friends.



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

**JOE'S LIST**  
 Kristin - friend  
 Jeff - friend  
 Robert and Julie - friends  
 Mark - classmate  
 Gary and Ann - neighbors

**Amy's List**  
 Samantha - colleague  
 Peter - colleague  
 Katherine - boss  
 Gary and Ann - neighbors  
 Robert and Julie - friends

Now write sentences about the people. Use possessive adjectives.

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

6 YOUR RELATIONSHIPS. Complete the chart with names.

Classmates or Colleagues	Neighbors	Friends

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

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



**LESSON 2**

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

Mr.  
 Mrs. \_\_\_\_\_  
 Miss     *first name*                      *last name*  
 Ms.

Now complete the conversation between the person and a clerk.

1. Clerk: Hi. What's your last name, please?  
\_\_\_\_\_:
2. Clerk: And your first name?  
\_\_\_\_\_: My first name? \_\_\_\_\_
3. Clerk: How do you spell that?  
\_\_\_\_\_:
4. Clerk: Thank you.  
\_\_\_\_\_:

**9** Complete the sentences. Use real names and relationships.

1. Mr. \_\_\_\_\_ is my \_\_\_\_\_.
2. Mr. and Mrs. \_\_\_\_\_ are my \_\_\_\_\_.
3. Ms. \_\_\_\_\_ is my \_\_\_\_\_.
4. Miss \_\_\_\_\_ is my \_\_\_\_\_.

**LESSONS 3**

**10** Complete the address book with information for three friends.

<b>1</b>	<b>2</b>	<b>3</b>
Last name     First name	Last name     First name	Last name     First name
Address	Address	Address
Phone number	Phone number	Phone number
E-mail address	E-mail address	E-mail address



11 Write the answers in words.

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

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



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

13 Answer the questions. Use your own information.

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



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

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

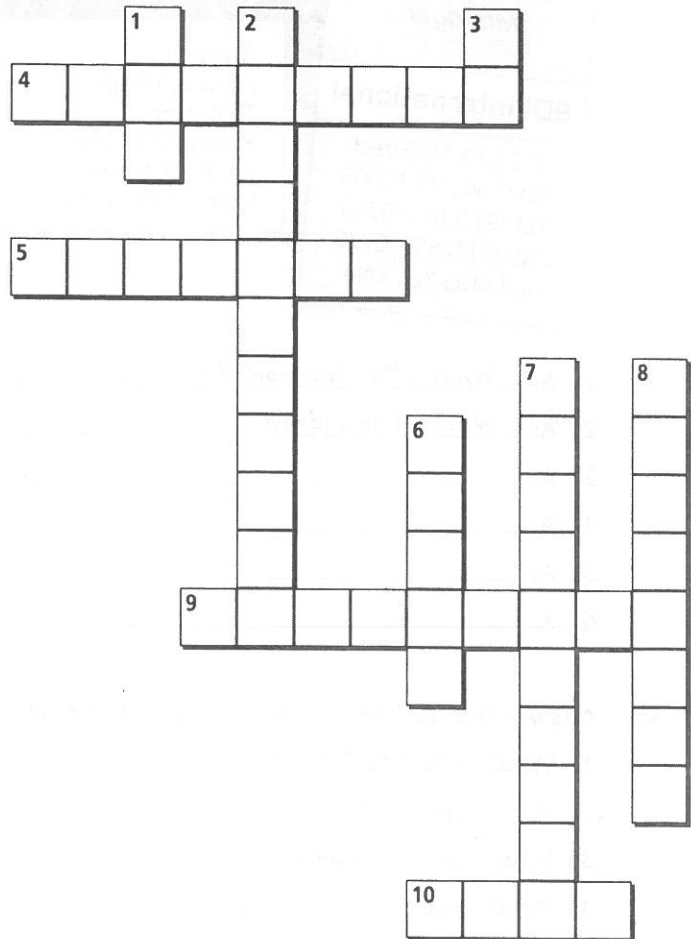
**2 Complete the puzzle.**

**Across**

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

**Down**

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





## Places and How to Get There

## LESSON

## 1

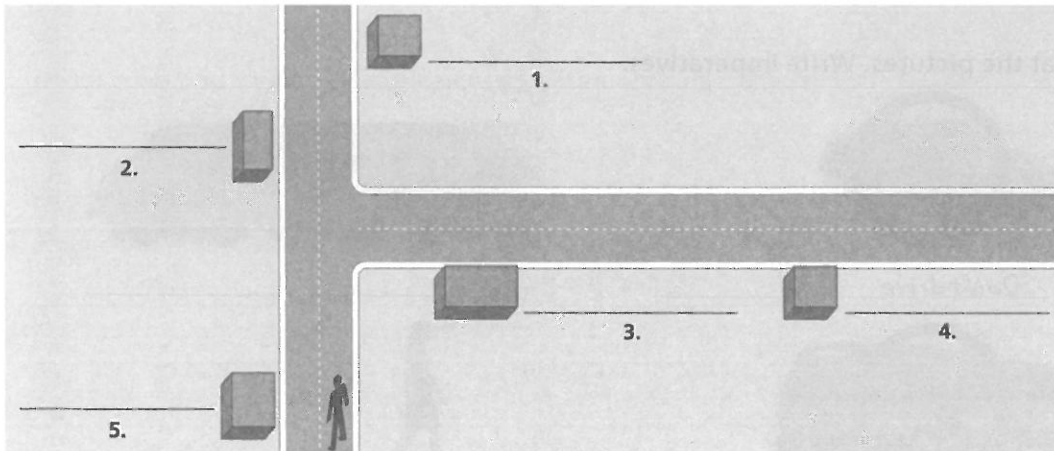
## 1 Write the names of places in your neighborhood.

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



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

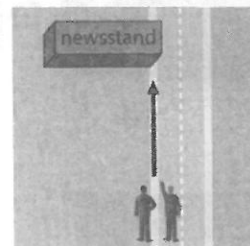
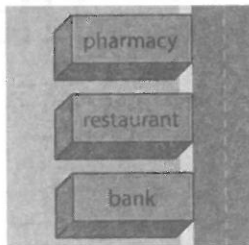
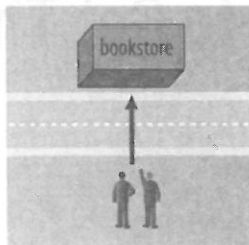
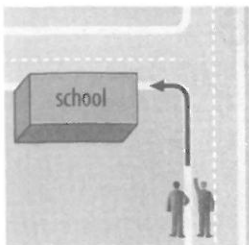
- The school is across the street.
- The bookstore is around the corner.
- The bank is next to the bookstore.
- The newsstand is down the street on the left.
- The pharmacy is down the street on the right.

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

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



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



1. A: Where's the school ? B: It's around the corner.
2. A: \_\_\_\_\_ ? B: \_\_\_\_\_.
3. A: \_\_\_\_\_ ? B: \_\_\_\_\_.
4. A: \_\_\_\_\_ ? B: \_\_\_\_\_.

## LESSON 2

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

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

**YOU** \_\_\_\_\_

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

**YOU** \_\_\_\_\_

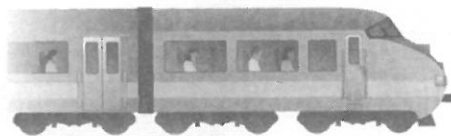
3. Your friend: OK. Thanks!

**YOU** \_\_\_\_\_

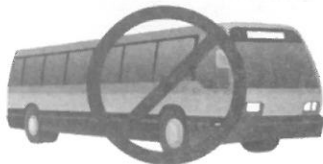
6 Look at the pictures. Write imperatives.



1. Don't drive



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



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



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



5. \_\_\_\_\_



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

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

1. to a bookstore: \_\_\_\_\_

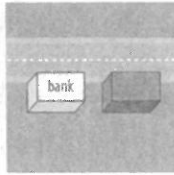
2. to a bank: \_\_\_\_\_

3. to a pharmacy: \_\_\_\_\_

4. to a restaurant: \_\_\_\_\_

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

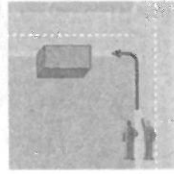
1.



Take a taxi to the bookstore

It's next to the bank

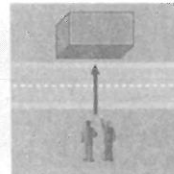
2.



\_\_\_\_\_

\_\_\_\_\_

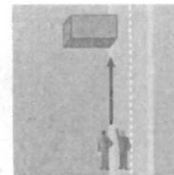
3.



\_\_\_\_\_

\_\_\_\_\_

4.

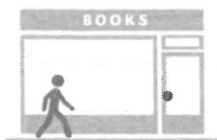


\_\_\_\_\_

\_\_\_\_\_



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



1. Can I walk to the bookstore \_\_\_\_\_?



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



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



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

LESSONS 3

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



I take the subway home.

1. How does she go home?

By subway.



I take a taxi to the bookstore.

2. How does he go to the bookstore?

\_\_\_\_\_.



We take a train to work.

3. How do they go to work?

\_\_\_\_\_.



I take a bus to school.

4. How does she go to school?

\_\_\_\_\_.

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

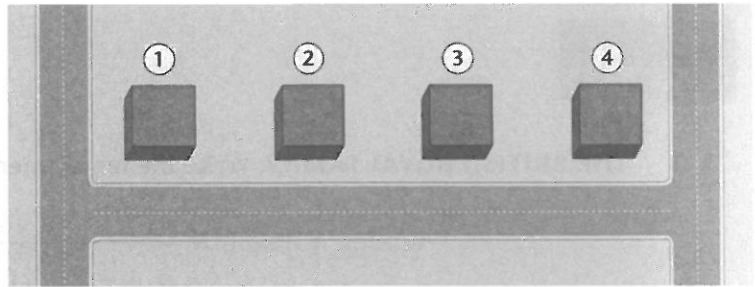
1. \_\_\_\_ I go to school by bicycle.
2. \_\_\_\_ I take a taxi to restaurants.
3. \_\_\_\_ I go to work by train.
4. \_\_\_\_ I go home from school by bus.

5. \_\_\_\_ I walk to the bookstore.
6. \_\_\_\_ I go to work by moped.
7. \_\_\_\_ I take the subway to the bank.



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

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



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

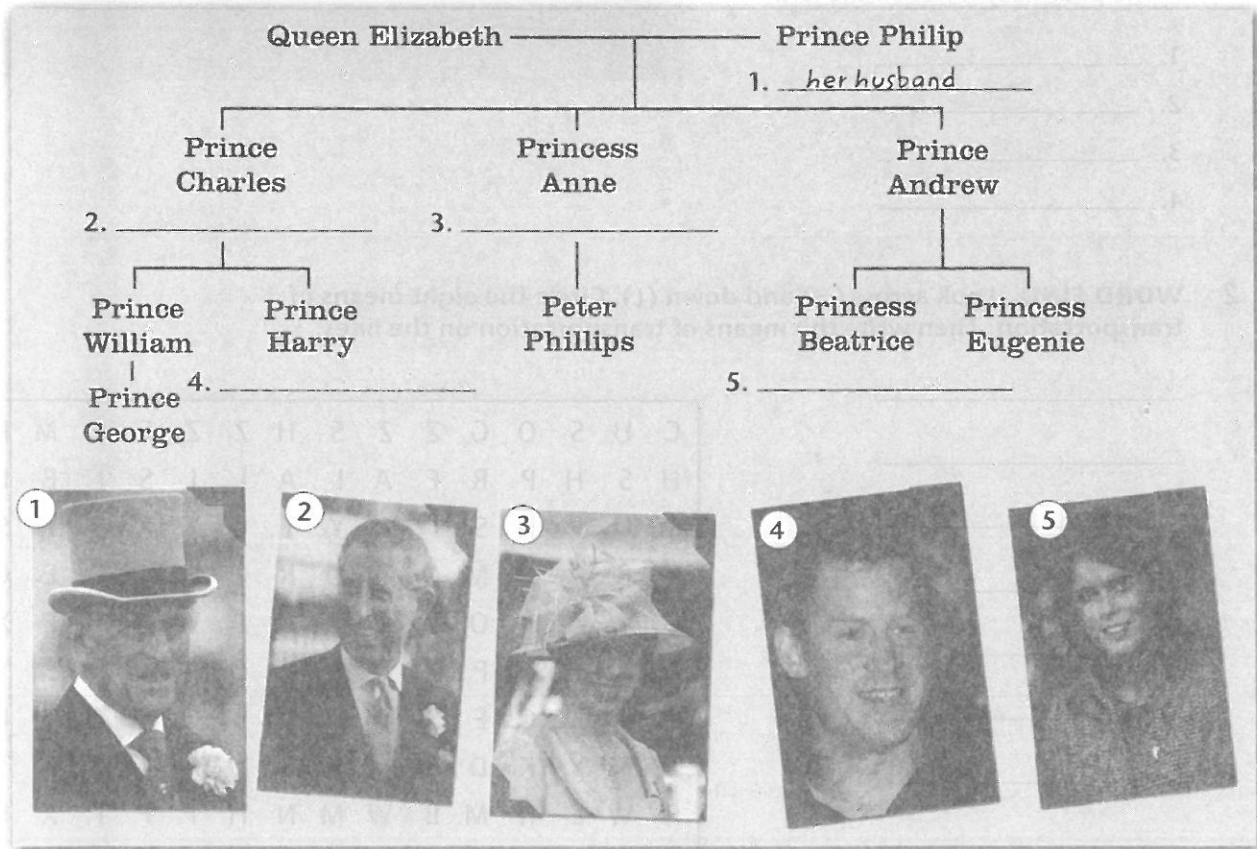
\_\_\_\_\_



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



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



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

1. Prince Harry is Prince William's \_\_\_\_\_.
2. Princess Anne is Peter Phillips's \_\_\_\_\_.
3. Queen Elizabeth and Prince Philip are Prince Andrew's \_\_\_\_\_.
4. Prince Charles is Prince George's \_\_\_\_\_.
5. Queen Elizabeth is Prince Philip's \_\_\_\_\_.
6. Prince William and Prince Harry are Prince Charles's \_\_\_\_\_.
7. Prince Andrew is Princess Eugenie's \_\_\_\_\_.
8. Queen Elizabeth is Peter Phillips's \_\_\_\_\_.
9. Princess Eugenie is Princess Beatrice's \_\_\_\_\_.
10. William, Harry, Peter, Beatrice, and Eugenie are Queen Elizabeth's \_\_\_\_\_.



3 Complete the conversation. Write What, Where, or Who.

1. Andrew: \_\_\_\_\_'s that?  
Hannah: That's my brother.
2. Andrew: \_\_\_\_\_'s your brother's first name?  
Hannah: Paul.
3. Andrew: \_\_\_\_\_'s your sister?  
Hannah: She's right there, on the left.
4. Andrew: \_\_\_\_\_'s that?  
Hannah: My grandmother.
5. Andrew: \_\_\_\_\_'s her last name?  
Hannah: Connor.
6. Andrew: \_\_\_\_\_ are your parents?  
Hannah: They're here, next to my grandmother.



4 Read the answers. Then write questions with Who.

- |   |   |
|---|---|
| 1. A: _____?<br>B: They're my brothers. | 4. A: _____?<br>B: They're my grandparents. |
| 2. A: _____?<br>B: That's my husband.   | 5. A: _____?<br>B: She's my sister.         |
| 3. A: _____?<br>B: He's my father.      |   |

5 Answer the questions.

1. Who are you? \_\_\_\_\_
2. Who's your teacher? \_\_\_\_\_
3. Who are your classmates? (Name three.) \_\_\_\_\_

LESSON 2

6 Write the names of three relatives, friends, neighbors, or classmates. Then complete the chart.

Name	Relationship	Age	Occupation	pretty	handsome	cute	short	tall	old	young
Michelle	sister	26	manager	✓				✓		✓



**7 Unscramble the words. Write sentences.**

1. brother / tall / is / My / very \_\_\_\_\_.
2. handsome, / He / too / very / is \_\_\_\_\_.
3. your / Are / pretty / sisters \_\_\_\_\_?
4. is / daughter / young / Her \_\_\_\_\_.
5. cute / so / is / She \_\_\_\_\_!

**8 Describe your relatives. Write sentences.**

**LESSONS 3**

**9 Look at the photos and read.**

Hi, I'm Kate. There are five people in my family. I have two sisters. Their names are Megan and Jane. Jane and I are students. Megan is a doctor.



Hello. My name is Edgar. My wife's name is Anna. I'm an engineer, and she's an architect. We have two children. Riley is our son, and Reese is our daughter.



Hello. I'm George. My wife Carol and I are grandparents. We have three children and two grandchildren. Our granddaughter is Sophia. Our grandson is Jake.



**Now answer the questions.**

1. Who's Jake? He's George's grandson
2. Who's Anna? \_\_\_\_\_
3. Who's Jane? \_\_\_\_\_
4. Who are Riley and Reese? \_\_\_\_\_
5. Who are George and Carol? \_\_\_\_\_
6. Who's a doctor? \_\_\_\_\_







**1 A RIDDLE FOR YOU!** Read the sentence. Then answer the question.

Brothers and sisters have I none, but that man's father is my father's son.  
Who is "that man"? \_\_\_\_\_

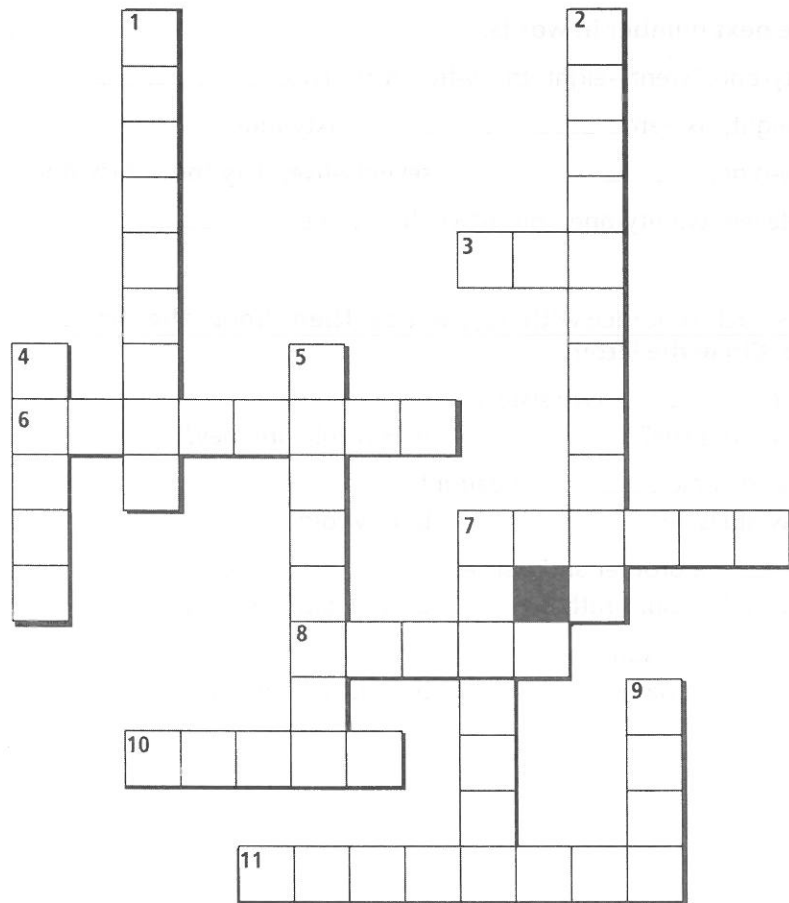
**2 Complete the puzzle.**

**Across**

- 3. Julie's grandmother is ninety-five. She's \_\_\_\_\_.
- 6. Sons and daughters
- 7. A good-looking woman is \_\_\_\_\_.
- 8. Not tall
- 10. Her grandchildren are very \_\_\_\_\_. They're one and three years old.
- 11. A good-looking man is \_\_\_\_\_.

**Down**

- 1. The English alphabet has \_\_\_\_\_ letters.
- 2. My father's mother is my \_\_\_\_\_.
- 4. Dakota Fanning's occupation
- 5. His daughter's son is his \_\_\_\_\_.
- 7. Mother and father
- 9. Heather Joy is Steven Fanning's \_\_\_\_\_.



Riddle Answer: My son

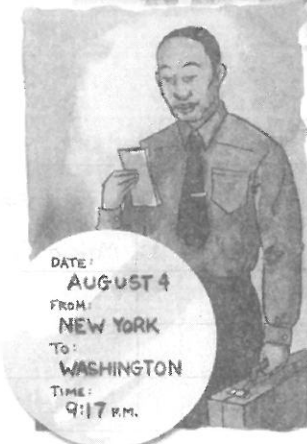
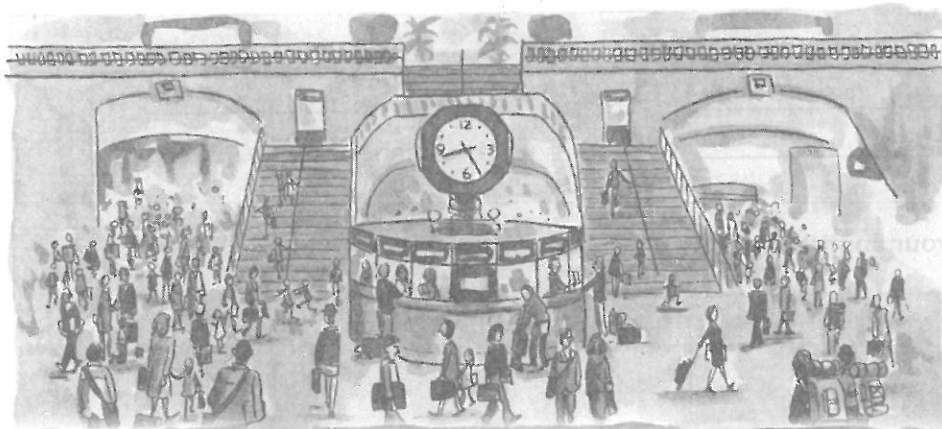


LESSON 1

1 Match the times.

- |                                    |               |
|------------------------------------|---------------|
| 1. <u>c</u> It's half past ten.    | a. 6:45       |
| 2. _____ It's four o'clock.        | b. 8:55       |
| 3. _____ It's noon.                | c. 10:30      |
| 4. _____ It's a quarter after two. | d. 12:00 P.M. |
| 5. _____ It's five to nine.        | e. 4:00       |
| 6. _____ It's six ten.             | f. 6:10       |
| 7. _____ It's a quarter to seven.  | g. 12:00 A.M. |
| 8. _____ It's midnight.            | h. 2:15       |

2 Look at the pictures. Are the people early, late, or on time? Write sentences.



1. \_\_\_\_\_



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



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



3 Look at the pictures. Then complete the conversation.

What time is the movie?

1. \_\_\_\_\_

Are we late?

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

FAMILY DOCTOR 3:00 7:30 10:15

FAMILY DOCTOR 3:00 7:30 10:15

LESSON 2

4 Write an occupation for each event.

- 1. a concert: a singer
- 2. a movie: \_\_\_\_\_
- 3. a game: \_\_\_\_\_
- 4. a dinner: \_\_\_\_\_

5 When is your English class? Circle the day or days. Write the times.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

6 What events are in your city or town this week? Complete the chart.

Name	Event	Day	Time	Place
Hee-Young Lim	Concert	Saturday	7:00p.m.	Music Center



7 Look at the posters.



Now check true or false.

	true	false
1. The game is on Sunday.	<input type="checkbox"/>	<input type="checkbox"/>
2. The movie is at 7:10 on Wednesday.	<input type="checkbox"/>	<input type="checkbox"/>
3. The dinner is at half past seven.	<input type="checkbox"/>	<input type="checkbox"/>
4. The concert is at three o'clock.	<input type="checkbox"/>	<input type="checkbox"/>
5. The movie is at 3:40 on Saturday.	<input type="checkbox"/>	<input type="checkbox"/>

8 Look at the posters in Exercise 7 again. Complete the questions and answers.

1. A: \_\_\_\_\_? B: It's \_\_\_\_\_ one o'clock.
2. A: \_\_\_\_\_? B: It's \_\_\_\_\_ Friday \_\_\_\_\_ a quarter to eight.
3. A: \_\_\_\_\_? B: It's \_\_\_\_\_ Thursday.
4. A: \_\_\_\_\_? B: It's \_\_\_\_\_ Sunday \_\_\_\_\_ 3:00.

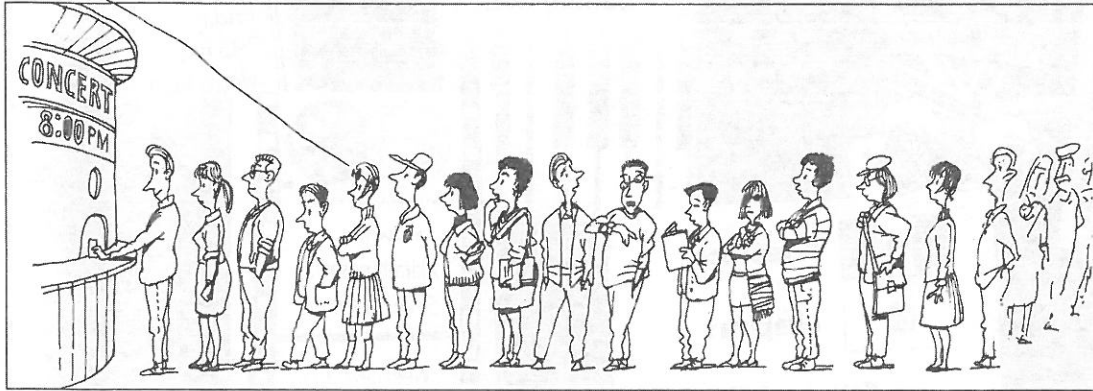
9 Complete the conversation. Use the times and days on the posters in Exercise 7.

1. You: Hi, \_\_\_\_\_. How are you?  
Your friend: Fine, thanks. And you?
2. You: \_\_\_\_\_. Look. There's a \_\_\_\_\_ on \_\_\_\_\_.  
Your friend: Great! What time?
3. You: \_\_\_\_\_.  
Your friend: OK. Let's meet at \_\_\_\_\_.



**10 Match the ordinal numbers with the people. Draw lines.**

fifth first ninth eleventh seventh thirteenth



second twelfth sixth eighth fourth fifteenth

**11 Look at the pictures. Write the months for each type of weather where you live.**

①



②



③



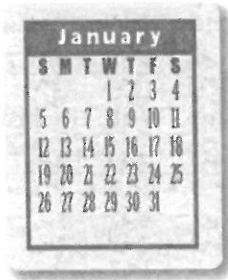
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**12 Complete the sentences with an ordinal number or a month.**

1. October is the \_\_\_\_\_ month of the year.
2. \_\_\_\_\_ is the fifth month of the year.
3. \_\_\_\_\_ is the second month of the year.
4. March is the \_\_\_\_\_ month of the year.
5. December is the \_\_\_\_\_ month of the year.
6. \_\_\_\_\_ is the eleventh month of the year.
7. June is the \_\_\_\_\_ month of the year.
8. \_\_\_\_\_ is the eighth month of the year.



13 Complete the conversations. Use the prepositions in, on, and at.



- |                                    |  |
|------------------------------------|--|
| 1. A: When's your birthday?        | B: It's _____ March. It's _____ March 11 <sup>th</sup> . |
| 2. A: Am I late?                   | B: No, you're _____ time.                                |
| 3. A: What time is the party?      | B: It's _____ 1:30.                                      |
| 4. A: Is the game at 9:15 tonight? | B: No, it's _____ the afternoon, _____ 3:45.             |
| 5. A: When's the dance?            | B: _____ Saturday, _____ 8:00.                           |
| 6. A: What time's the movie?       | B: It's _____ midnight.                                  |
| 7. A: Is the dinner in January?    | B: Yes, it's _____ the 19 <sup>th</sup> .                |
| 8. A: There's a concert at 10:00.  | B: _____ night or _____ the morning?                     |

14 Look at the invitation.



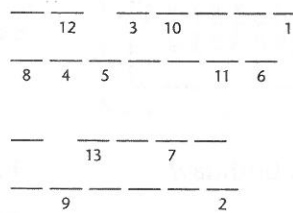
Now answer the questions. Write complete sentences.

1. What month is the party? It's in March
2. What date is the party? \_\_\_\_\_
3. What day is the party? \_\_\_\_\_
4. What time's the party? \_\_\_\_\_
5. Where's the restaurant? \_\_\_\_\_



**1 Fill in the answers. Then look at the numbers under the lines. Write the letters in the puzzle.**

1. A dinner, a dance, or a concert
2. The class is on weekdays—Mondays, Wednesdays, and \_\_\_\_\_.
3. An event with athletes
4. April is the \_\_\_\_\_ month of the year.



**Puzzle**

" \_\_\_\_\_ "

1 2 3 4 3 5 6 1 5 7 3 8 9 4 3 10 3 4 11 1 2 5 12 13

—Thomas Edison, inventor (U.S.)

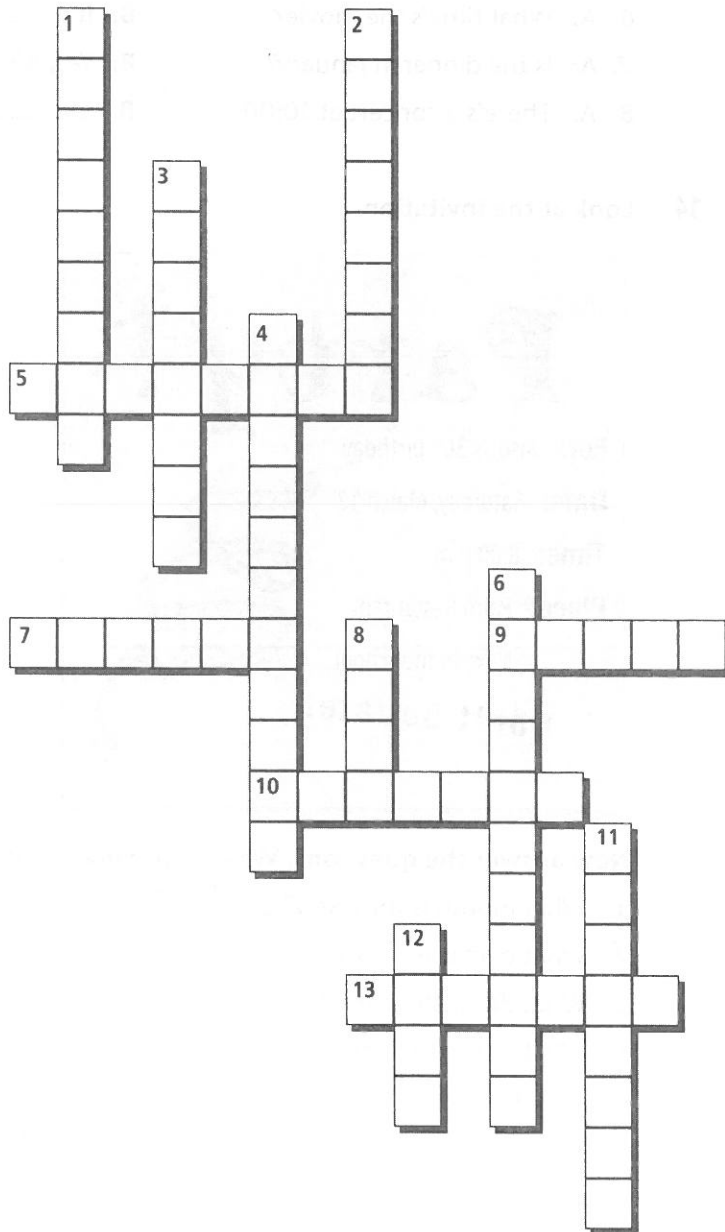
**2 Complete the puzzle.**

**Across**

5. This month has twenty-eight days.
7. Jana's birthday is March 12<sup>th</sup>. What's her sign?
9. The movie's at 10:15. It's a quarter to ten now. You're \_\_\_\_\_.
10. Good \_\_\_\_\_! (at 7:00 P.M.)
13. Good \_\_\_\_\_! (at 7:00 A.M.)

**Down**

1. The ninth month of the year
2. The fourth weekday
3. The first day of the weekend
4. Another way to say 10:30
6. Q is the \_\_\_\_\_ letter in the alphabet.
8. The baseball \_\_\_\_\_ is on Friday.
11. 12:00 A.M.
12. 12:00 P.M.



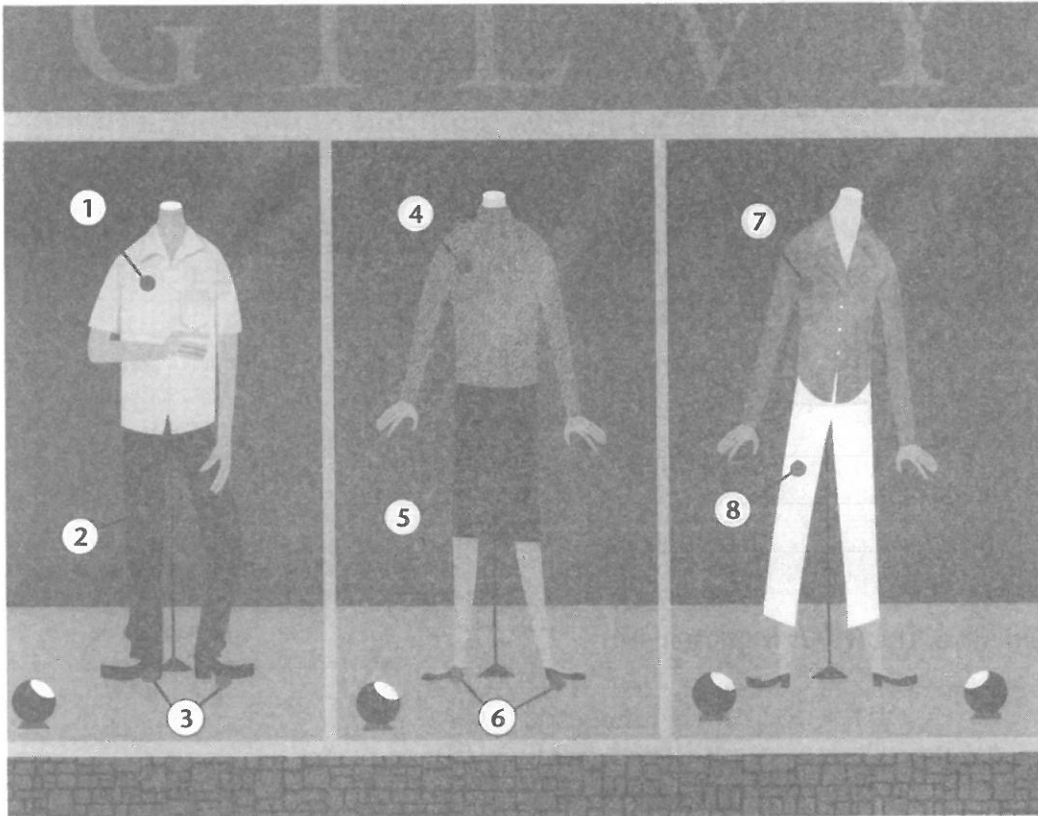


UNIT **6**

# Clothes

LESSON **1**

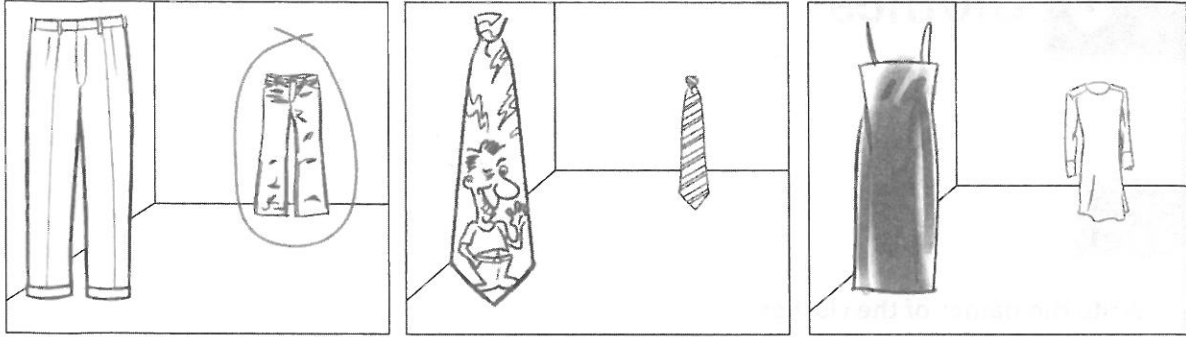
**1** Write the names of the clothes.



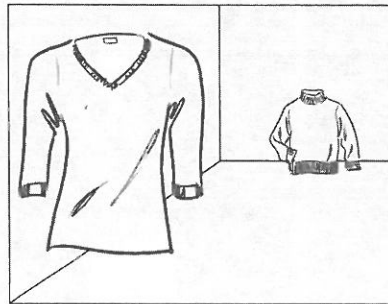
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_



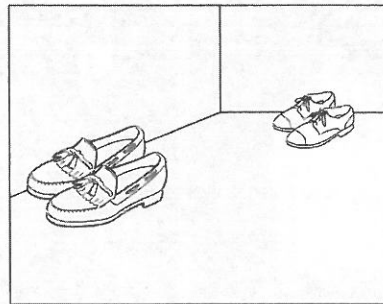
2 Circle one of the clothing items in each picture. Write a sentence with I like and this, that, these or those.



Example: I like those pants. 1. \_\_\_\_\_ 2. \_\_\_\_\_  
 \_\_\_\_\_



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



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

3 Write sentences. Use words from each list.

I My sister / brother My parents My classmates My neighbor My friends My friend and I My teacher	+	like likes	+	restaurants bookstores weekends motorcycles parties dances movies concerts
---	---	---------------	---	---

1. My friends like parties
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



4 Look at the pictures. Complete the sentences. Use want, need, or have.



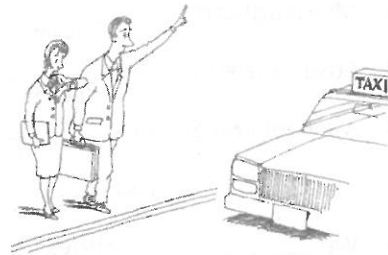
1. They have a daughter.



2. \_\_\_\_\_ a jacket.



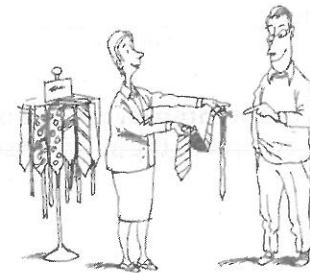
3. \_\_\_\_\_ that car.



4. \_\_\_\_\_ a taxi.



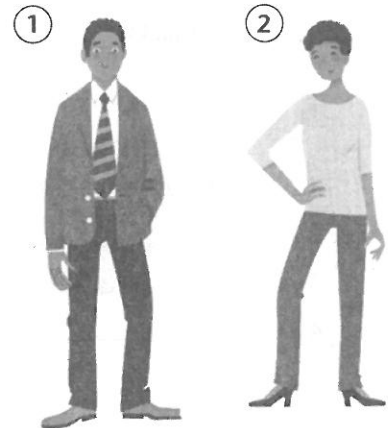
5. \_\_\_\_\_ a moped.



6. \_\_\_\_\_ that tie.

5 Look at the pictures. Compliment each person on his or her clothes.

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





**LESSON 2**

**6 Complete the sentences about yourself. Use like or don't like.**

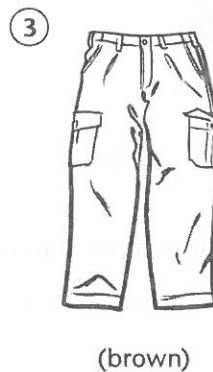
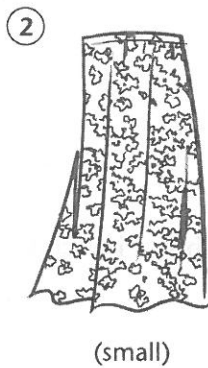
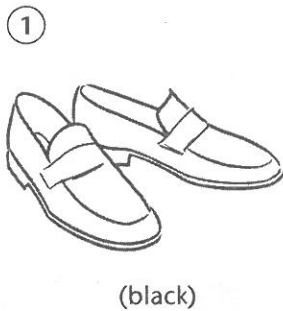
Example: I don't like red jackets.

1. \_\_\_\_\_ brown suits.
2. \_\_\_\_\_ purple pants.
3. \_\_\_\_\_ black sweaters.
4. \_\_\_\_\_ white shoes.
5. \_\_\_\_\_ blue shirts / blouses.

**7 Complete the sentences. Write the simple present tense of the verb.**

1. My daughters \_\_\_\_\_ those dresses.  
want
2. Susan's friend \_\_\_\_\_ her skirt.  
not like
3. Michael and Steven \_\_\_\_\_ suits.  
not have
4. \_\_\_\_\_ you \_\_\_\_\_ a jacket?  
have
5. We \_\_\_\_\_ shoes for the party.  
need
6. \_\_\_\_\_ Anthony \_\_\_\_\_ this tie?  
want
7. \_\_\_\_\_ Ryan \_\_\_\_\_ large or extra large?  
need
8. They \_\_\_\_\_ this blouse in white.  
not have

**8 Look at the clothes. Write a question. Ask for the color or size in parentheses. Then complete the short answer.**



1. Do you have these shoes in black ? No, we don't .
2. \_\_\_\_\_ ? Yes, \_\_\_\_\_ .
3. \_\_\_\_\_ ? Yes, \_\_\_\_\_ .
4. \_\_\_\_\_ ? No, \_\_\_\_\_ .



**9 Write sentences about yourself. Use have / don't have, want / don't want, or need / don't need.**

Example: expensive shoes: I don't need expensive shoes .

1. a gray suit: \_\_\_\_\_ .
2. new pants: \_\_\_\_\_ .
3. a red sweater: \_\_\_\_\_ .
4. a white shirt / blouse: \_\_\_\_\_ .
5. a long jacket: \_\_\_\_\_ .

**10 Read about Elena and Marina.**

Elena and Marina are looking for new clothes. They're at Fashionistas, a new clothes store. They need clothes for work. Elena is a manager, and Marina is a musician. Elena's suit is old, and she needs a new one. She wants new shoes, too. Marina needs a black dress for a concert on Saturday.

Fashionistas has a black suit, a gray suit, a brown suit, and a red suit in Elena's size. She likes the gray suit. Fashionistas has a short dress and a long dress in black. Marina wants the short dress. The long dress is very expensive. Fashionistas doesn't have shoes. Elena says, "Look! There's a shoe store across the street."

Now read the answers. Then write questions. Use Why, What, or Which.

1. A: \_\_\_\_\_ ? B: Because her suit is old.
2. A: \_\_\_\_\_ ? B: A suit and shoes.
3. A: \_\_\_\_\_ ? B: A black dress.
4. A: \_\_\_\_\_ ? B: The gray suit.
5. A: \_\_\_\_\_ ? B: The short dress.



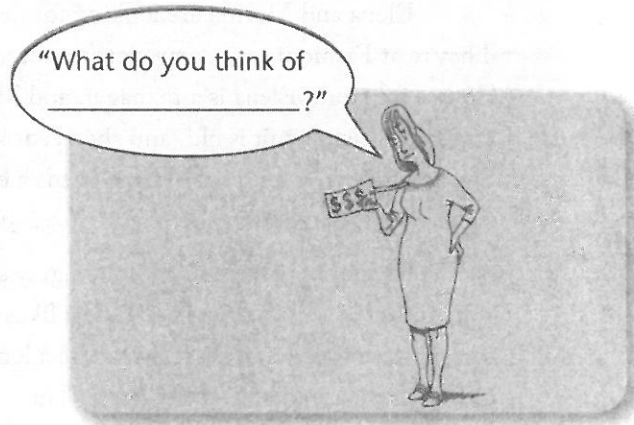
11 Plan your clothes for next week. Write on the calendar.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
gray pants						
black sweater						
new black shoes						

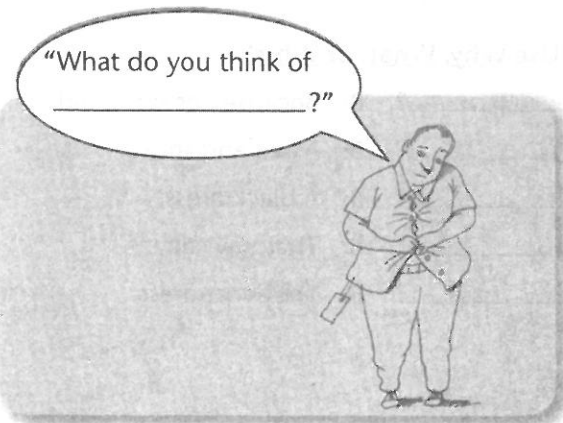
12 Look at the pictures. Complete the questions and the answers.



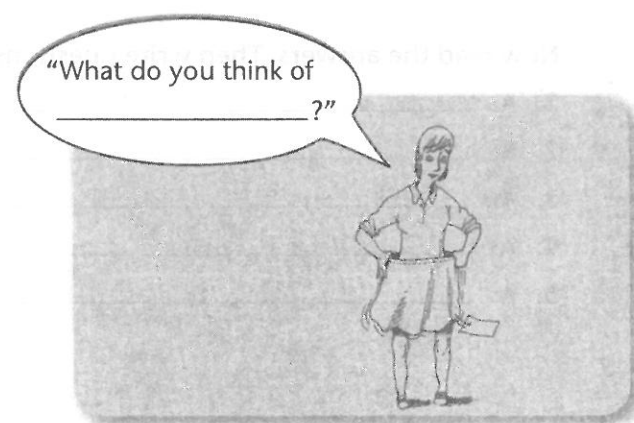
1. **YOU** \_\_\_\_\_  
\_\_\_\_\_



2. **YOU** \_\_\_\_\_  
\_\_\_\_\_



3. **YOU** \_\_\_\_\_  
\_\_\_\_\_



4. **YOU** \_\_\_\_\_  
\_\_\_\_\_



# JUST FOR FUN

## 1 TAKE A GUESS! Match the numbers with the letters to make these colors.

- |                |                    |
|----------------|--------------------|
| 1. ____ green  | a. red and green   |
| 2. ____ orange | b. yellow and blue |
| 3. ____ purple | c. yellow and red  |
| 4. ____ brown  | d. black and white |
| 5. ____ gray   | e. blue and red    |

## 2 WORD FIND. Look across (→) and down (↓). Circle the ten clothes and the ten colors. Then write the clothes and colors on the lines.

I	P	U	I	K	E	K	T	S	I	R	E	I	B	Y	C
J	T	S	S	S	E	K	B	R	O	W	N	R	E	L	R
A	U	K	W	L	W	T	T	G	U	R	B	L	E	I	D
C	K	I	E	L	H	E	E	U	U	R	E	G	P	G	O
K	W	R	A	E	I	G	R	E	L	E	A	R	A	R	K
E	T	T	T	K	T	C	T	T	R	A	R	E	L	A	A
T	I	U	E	E	E	W	O	O	A	B	L	U	E	Y	L
H	E	I	R	Y	E	L	L	O	W	N	Y	I	D	E	H
G	G	R	E	E	N	R	R	N	Y	E	L	S	R	D	O
T	R	E	D	P	N	K	E	S	E	O	S	S	B	R	R
B	G	R	E	U	E	K	I	E	E	R	H	U	R	E	U
L	A	S	G	R	N	O	B	A	R	A	I	I	I	S	W
A	U	H	A	P	I	G	S	L	R	N	R	T	L	S	T
C	W	O	L	L	P	A	N	T	S	G	T	B	O	I	S
K	R	E	O	E	K	E	A	H	A	E	B	U	T	R	Y
N	H	L	R	R	H	H	R	I	B	L	O	U	S	E	E

**Clothes**

**Colors**

_____	_____
_____	_____
_____	_____
_____	_____

_____	_____
_____	_____
_____	_____
_____	_____

Guess Answers: 1. b; 2. c; 3. e; 4. a; 5. d



UNIT **7**

Activities

LESSON **1**

**1** Put your morning activities in order. Write ordinal numbers (1<sup>st</sup>, 2<sup>nd</sup>, ...) on the lines. Write an **X** next to the activities you don't do.

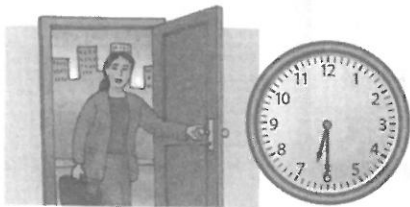
- \_\_\_ take a shower / bath
- \_\_\_ eat breakfast
- \_\_\_ put on makeup
- \_\_\_ get up
- \_\_\_ shave
- \_\_\_ get dressed
- \_\_\_ brush my teeth
- \_\_\_ comb / brush my hair

Choose your first three morning activities. What time do you do them?

Example: I get up at 7:00

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

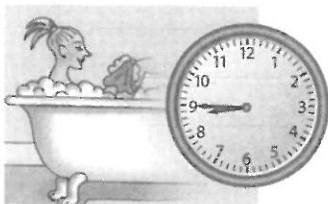
**2** Look at the activities and the times. Write sentences in the simple present tense.



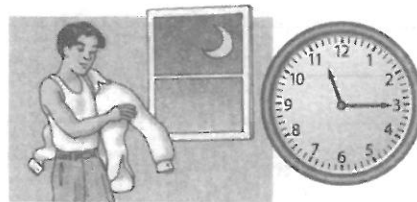
1. She comes home at 6:30



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



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



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



**3 Write the name of a family member or friend. Check his or her activities.**

Name: \_\_\_\_\_

- |  |  |
|--|--|
| <input type="checkbox"/> takes a shower in the evening | <input type="checkbox"/> studies after dinner      |
| <input type="checkbox"/> takes a shower in the morning | <input type="checkbox"/> watches TV after dinner   |
| <input type="checkbox"/> doesn't eat breakfast         | <input type="checkbox"/> gets up early on weekends |
| <input type="checkbox"/> eats a large breakfast        | <input type="checkbox"/> gets up late on weekends  |

Now write sentences about this person.

**4 Look at the responses. Write questions with When or What time.**

- A: When does Karina take a shower \_\_\_\_\_?  
B: Karina takes a shower in the morning.
- A: \_\_\_\_\_?  
B: Robert goes to bed after midnight. He's an evening person.
- A: \_\_\_\_\_?  
B: My children? They watch TV on weekends, in the morning.
- A: \_\_\_\_\_?  
B: I study after dinner.
- A: \_\_\_\_\_?  
B: Julia gets up at 5:00 A.M. on weekdays.
- A: \_\_\_\_\_?  
B: They come home early—before 5:00 P.M.

**5 Complete the conversation.**



Are you a morning person or an evening person?

1. you \_\_\_\_\_



And why do you say that?

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



# LESSON 2

6 On a typical weekday, do you . . . ? Check always, usually, sometimes, or never.

	always	usually	sometimes	never
1. eat breakfast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. watch TV in the evening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. take a shower at night	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. read after 10:00 P.M.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. exercise in the morning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. take a nap in the afternoon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. go out for lunch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

On a typical weekend, do you . . . ? Check always, usually, sometimes, or never.

	always	usually	sometimes	never
1. visit friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. go dancing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. go to the movies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. play soccer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. check e-mail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. go out for dinner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7 Look at your answers in Exercise 6. Write five sentences about your activities. Follow the model.

Example: On weekdays, I usually exercise in the morning \_\_\_\_\_.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

8 Think about the leisure activities of family members and friends. Complete the chart.

Name / Relationship	Activity	Time expression	Frequency
grandfather	take a nap	in the afternoon	usually



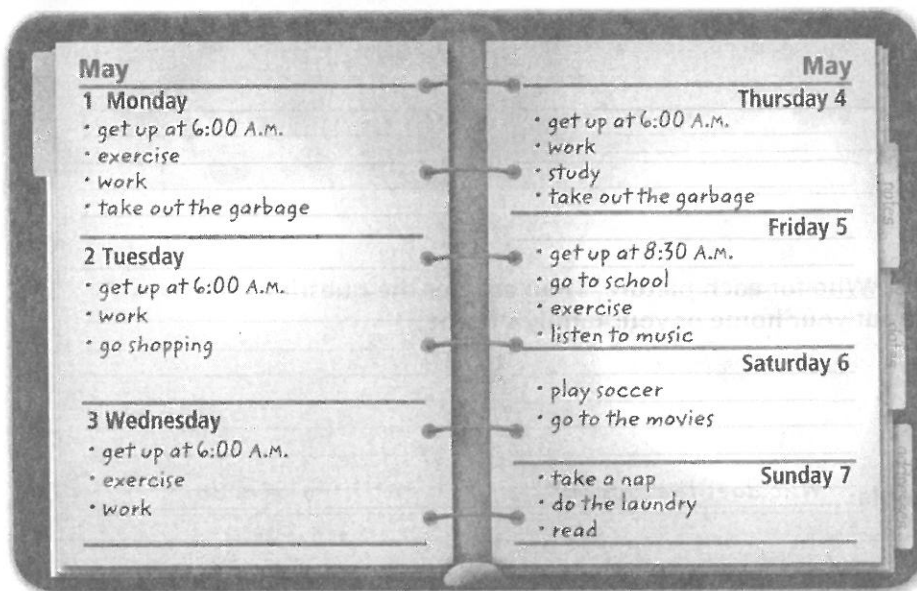
Now write sentences about what your family members and friends do in their free time.  
Use your chart.

Example: My grandfather usually takes a nap in the afternoon

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## LESSONS 3

9 Look at Larry's weekly schedule.



Now write questions with **How often** and complete the answers.

- A: How often does Larry go to school \_\_\_\_\_?  
B: He \_\_\_\_\_ once a week.
- A: \_\_\_\_\_?  
B: He \_\_\_\_\_ twice a week.
- A: \_\_\_\_\_?  
B: He \_\_\_\_\_ three times a week.
- A: \_\_\_\_\_?  
B: He \_\_\_\_\_ four times a week.



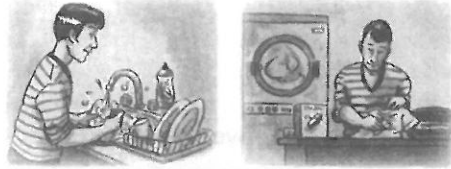
10 Look at Larry's schedule in Exercise 9 again. Answer the questions.

1. When does Larry work? \_\_\_\_\_
2. When does he go to school? \_\_\_\_\_
3. What's his typical day like? \_\_\_\_\_
4. What time does he get up on Fridays? \_\_\_\_\_
5. What does he do in his free time? \_\_\_\_\_

11 Look at the pictures. Then write sentences about the household chores Mr. and Mrs. Rand do.

Mr. Rand

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



Mrs. Rand

3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



12 Write a question with Who for each picture. Then answer the questions with information about your home or your family's home.



Example: Who does the laundry \_\_\_\_\_? I do \_\_\_\_\_.



1. \_\_\_\_\_?



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



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



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



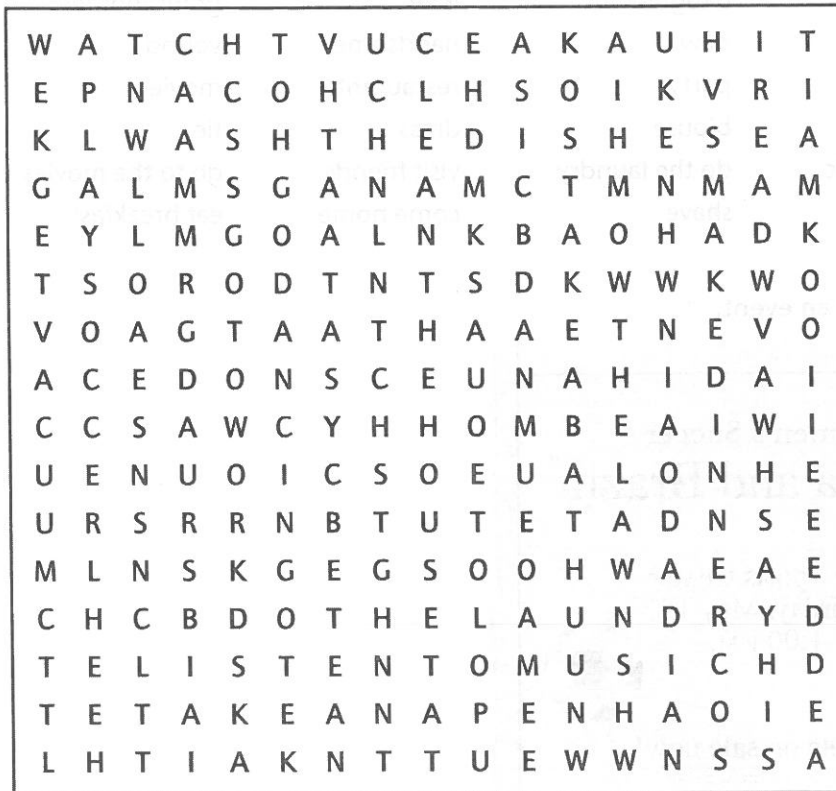
**1 A RIDDLE FOR YOU!**

What comes once in an afternoon, twice in a week, but never in a day or month?

(Hint: It comes once in the alphabet.)

Answer: \_\_\_\_\_

**2 WORD FIND.** Look across (→) and down (↓). Circle fourteen activities. Then write the activities in the correct column.



**Chores / Work activities**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Leisure activities**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Riddle Answer: the letter e



# Units 1–7 REVIEW

## 1 Circle the word or phrase that is different.

- |                    |                |               |                  |
|--------------------|----------------|---------------|------------------|
| 1. athlete         | classmate      | neighbor      | colleague        |
| 2. doctor          | engineer       | pharmacy      | scientist        |
| 3. last name       | weekend        | address       | phone number     |
| 4. subway          | moped          | train         | game             |
| 5. brother         | daughter       | wife          | grandmother      |
| 6. tall            | new            | handsome      | young            |
| 7. concert         | party          | restaurant    | movie            |
| 8. skirt           | blouse         | dress         | tie              |
| 9. listen to music | do the laundry | visit friends | go to the movies |
| 10. get up         | shave          | come home     | eat breakfast    |

## 2 Read the ad for an event.



Now write a question for each answer.

- A: \_\_\_\_\_?  
B: A soccer game.
- A: \_\_\_\_\_?  
B: The Sports Center.
- A: \_\_\_\_\_?  
B: At one o'clock.
- A: \_\_\_\_\_?  
B: On Saturday, May 15<sup>th</sup>.



3 Read about Salma Hayek.

This is Salma Hayek. She's an actor. She's from Mexico, but her name is Arabic. Her father's family is from Lebanon. Her mother is Mexican. Her father is a businessman, and her mother is an opera singer. She has one brother, Sami Hayek. Salma Hayek's birthday is September 2, 1966. She's a Virgo. She is short and very pretty. In September 2007, Hayek became a mother. She and her husband have a daughter. Her name is Valentina Paloma.





Salma Hayek's 2002 movie *Frida* is not an old movie, but it's already a classic. It is the winner of two Academy Awards—for music and for makeup. The movie is about the famous Mexican artist Frida Kahlo. Hayek is Frida in the movie. Alfred Molina is her husband, the artist Diego Rivera. Many of Hayek's friends are in the movie. The acting is great. The colors, art, clothes, and music in *Frida* are beautiful.

Now answer the questions.

1. What does Salma Hayek do? \_\_\_\_\_
2. Is she from Lebanon? \_\_\_\_\_
3. Does Hayek have brothers and sisters? \_\_\_\_\_
4. When is her birthday? \_\_\_\_\_
5. How old is she? \_\_\_\_\_
6. Is she tall? \_\_\_\_\_
7. How old is her daughter? \_\_\_\_\_
8. What is her daughter's first name? \_\_\_\_\_

4 Compare Frida Kahlo and Salma Hayek. Complete the chart. Use the reading in Exercise 3.

	 Frida Kahlo	 Salma Hayek
Occupation	artist	
Nationality	from Mexico	
Nationality of father	from Germany	
Nationality of mother	from Mexico	
Brothers and sisters	3 sisters, no brothers	
Birthday	July 6, 1907	







2 Look at the pictures. Write answers to the questions. Remember to capitalize proper nouns.



1. What is the grocery clerk's name? His name is Sam
2. What is the pharmacist's name? \_\_\_\_\_
3. What is the waiter's name? \_\_\_\_\_
4. What is the travel agent's first name? \_\_\_\_\_
5. What is the professor's last name? \_\_\_\_\_

3 Answer a friend's questions about your neighborhood.

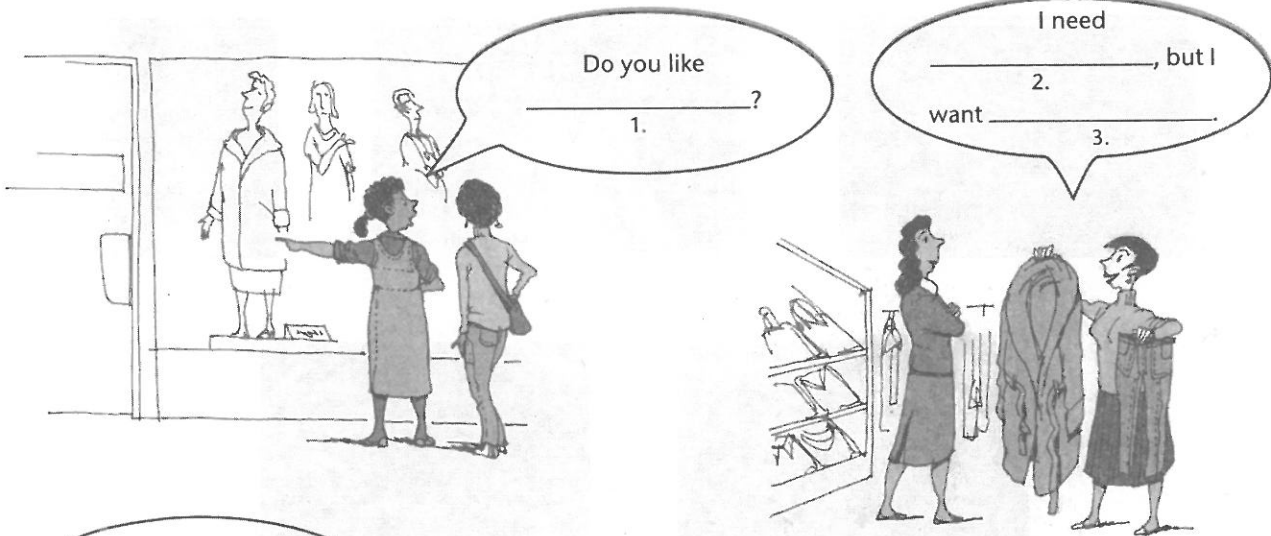


1. How do you go to the supermarket? \_\_\_\_\_
2. Can I walk to the dry cleaners? \_\_\_\_\_
3. Where's the coffee shop? \_\_\_\_\_

4 Which events do you like? Number the events from 1 to 8 in the order you like them.

- |                |                        |
|----------------|------------------------|
| _____ plays    | _____ art exhibitions  |
| _____ ballets  | _____ baseball games   |
| _____ operas   | _____ volleyball games |
| _____ speeches | _____ football games   |

5 Write this, that, these, or those and the names of the clothes.



6 Look at the pictures. Ask for a different color or size. Write yes / no questions with have.



1. Do you have these sandals in red \_\_\_\_\_?



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





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



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



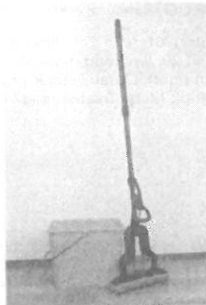
5. \_\_\_\_\_?

**7** Look at the pictures and the answers. Write the questions.



1. A: How often do you  
dust?

B: Twice a month.



2. A: \_\_\_\_\_ you  
\_\_\_\_\_?

B: On Sundays.



3. A: \_\_\_\_\_?

B: My wife does.



4. A: \_\_\_\_\_?

B: Yes, I do.

## Student Book

**Photo credits:** Original photography by Sharon Hoogstraten and David Mager. Page 4 (1) Rido Franz/iStock/Thinkstock/Getty Images, (2) WaveBreakMedia/Shutterstock, (3) IceTeastock/Fotolia, (4) Fancy Collection/SuperStock, (5) Val Thoermer/Fotolia, (6) Nisakorn Neera/Fotolia, (7) Andrey Kiselev/Fotolia, (8) Tony Freeman/PhotoEdit, Inc., (9) Darrin Henry/Fotolia, (10) Andres Rodriguez/Fotolia; p. 5 (actor) Everett Collection/Alamy, (singer) Infusl-v07/INFphoto.com/Newscom, (musician) Benjamin Harte/ArenaPal/The Image Works, (athlete) News Free/CON/LatinContent/Getty Images; p. 6 (1) Michael Jung/Fotolia, (2) Hero Images/AGE Fotostock, (3) Fotek/Fotolia, (4) Laviejasiarena/Fotolia, (5) Minerva Studio/Fotolia, (6) Lev/Fotolia, (7) Byrdyak/Fotolia, (8) Pixel974/Fotolia; p. 8 (top) Donatas1205/Fotolia; p. 10 (actor) Peter Brooker/Rex Features/Press select/Alamy, (singer) Jason Merritt/Getty Images, (athlete) Top Photo/Courtesy Everett Col/USA Rights Only/ Everett Collection/Alamy, (writer) Jeremy Sutton-Hibbert/Alamy; p. 13 (top) Felix Mizionnikov/Fotolia; p. 14 (top) Monkey Business Images/Shutterstock, (1) Nicholas Piccillo/Fotolia, (2) Minerva Studio/Fotolia, (3) Hfng/Fotolia, (4) Monkey Business/Fotolia, (5) Tyler Olson/Fotolia, (6) Monart Design/Fotolia; p. 18 (chef) Jean Ayissi/AFP/Getty Images/Newscom, (musician) Tina Lau/Splash News/Newscom, (athlete) Daniel Munoz/Reuters/Newscom, (writer) Tara Walton/Toronto Star/Getty Images, (singer) AFP/Getty Images, (actor) Splash News/Corbis, (bottom left) Felix Mizionnikov/Fotolia, (bottom middle) Mykeyruna/Fotolia; p. 19 (bottom) Stocklitte/Shutterstock; p. 20 (1) Chuck Savage/Corbis, (2) CandyBox Images/Fotolia, (3) JGI/Tom Grill/Blend Images/Alamy, (4) Paolo Bona/AGE Fotostock, (5) Steve Hamblin/Alamy, (6) India Images/Dinodia Photos/Alamy; p. 22 (1) Mimagephotos/Fotolia, (2) Michael Jung/Fotolia, (3) Stephen Coburn/Fotolia, (4) Connel/Shutterstock, (5) John A. Rizzo/Photodisc/Thinkstock/Getty Images, (middle left) Shipfactory/Shutterstock, (walk) Mimagephotos/Fotolia, (don't-drive) Michael Jung/Fotolia; p. 23 (middle left) JGI/Tom Grill/Blend Images/Alamy, (middle) Steve Hamblin/Alamy, (middle right) India Images/Dinodia Photos/Alamy, (bottom left) CandyBox Images/Fotolia, (bottom middle) Paolo Bona/AGE Fotostock, (bottom right) Chuck Savage/Corbis; p. 24 (1) Algre/Fotolia, (2) Tarasov\_vl/Fotolia, (3) Tuatong/Fotolia, (4) Marcin-Linfurnum/Shutterstock, (5) Tsch/Fotolia; p. 26 (1) Iofoto/Fotolia, (2) Eurobanks/Fotolia, (3) BananaStock/Thinkstock/Getty Images, (4) Phovoir/YAY Media AS/Alamy; p. 28 (background) Dmitrydesigner/Fotolia (top 2) Monkey Business/Fotolia, (top 3) Monkey Business/Fotolia, (top 5) Monkey Business/Fotolia, (top 6) Monkey Business/Fotolia, (top 8) Monkey Business/Fotolia, (top 9) Monkey Business/Fotolia, (top 11, 12) Monkey Business/Fotolia, (top 13, 14) Monkey Business/Fotolia, (top 15, 16) Monkey Business/Fotolia, (bottom 1a) Elena Stepanova/Fotolia, (bottom 1b) Stuart Monk/Fotolia, (bottom 2a) Volker Witt/Fotolia, (bottom 2b) Elena Stepanova/Fotolia, (bottom 3a) Yuliya Chsherbakova/iStock/Thinkstock/Getty Images, (bottom 3b) Stuart Monk/Fotolia, (bottom 4a) Goodluz/Fotolia, (bottom 4b) Monkey Business/Fotolia, (bottom 5a) Igor Mojzes/Fotolia, (bottom 5b) Nadezda Postolit/Fotolia, (bottom 6a) Kirill Kedrinski/Fotolia, (bottom 6b) Tanya Ustenko/Shutterstock; p. 29 WaveBreakMedia/Shutterstock; p. 30 (top 1, 2) Gary Salter/Corbis, (top 3, 4) Sergey Khamidulin/Fotolia, (top 5) Infusny-142/Jennifer Graylock/INFphoto.com/Newscom, (top 6) Everett Collection/Newscom, (top 8) Ana Blazic Pavlovic/Fotolia, (bottom 1) Yupiteros Group/Fotolia, (bottom 2) Kenishirofie/Fotolia, (bottom 3) Monkey Business Images/Shutterstock; p. 31 (4) Antony Nagelmann/The Image Bank/Getty Images, (5) Mimagephotos/Fotolia, (6) Edyta Pawlowska/Fotolia, (bottom right) Bikeriderlondon/Shutterstock; p. 32 (top right) Igor Mojzes/Fotolia; p. 33 (top) Citizen Stock/Blend Images/Alamy, (bottom) Diego Cervo/Shutterstock; p. 34 (left) Redcarpetpress/Alamy, (middle) BFA/SIPA/Newscom, (right) TPG Top Photo Group/Newscom, (right) ChinaFotoPress/Getty Images; p. 35 (background) Dmitrydesigner/Fotolia, (right) Monkey Business/Fotolia, (left) Micromonkey/Fotolia; p. 38 (1) ColorBlind Images/Glow Images, (2) Juergen Henkelmann Photography/Alamy, (3) Mike Powell/Allsport Concepts/Getty Images, (4) Emmanuel Lattes/Alamy, (5a) Danr13/Fotolia, (5b) Boscorelli/Fotolia, (6) Olly/Fotolia; p. 39 (dance) Chuck Savage/Corbis, (basketball) Julián Rovagnati/Fotolia, (space shuttle) Vadim Sadovskii/Shutterstock, (dinner) Sugar0607/Fotolia, (concert) Galina Barskaya/Fotolia; p. 41 (top) Christopher Bailey/Alamy, (bottom) Jan Tyler/iStock/Thinkstock/Getty Images; p. 42 (party) Monkey Business/Fotolia, (movie) United Artists/Album/Newscom, (dance) WaveBreakMedia/Fotolia, (meeting) Fuse/Fotolia, (game) Galina Barskaya/Fotolia; p. 43 (dinner) Kathy Burns-Millyard/Fotolia, (basketball) Shock/Fotolia, (concert) Andrey Armyagov/Fotolia; p. 44 (1) Heinteh/Fotolia, (2) Ruslan Kudrin/Fotolia, (3) Andersphoto/Fotolia, (4) Alexandra Karamyshev/Fotolia, (5) Ahturner/Shutterstock, (6) Elnur/Fotolia, (7) Andrey\_Arkusha/Fotolia, (8) (Left) Ken Hurst/Fotolia, (Right) Alliance/Fotolia, (9,10) Phil Date/Thinkstock/Getty Images; p. 46 (1-10) Kenishirofie/Fotolia; p. 47 (top) Nicholas Eveleigh/Getty Images, (Top Left) Pavel L Photo and Video/Shutterstock, (Top Right) Pavel L Photo and Video/Shutterstock, (pant) Voltan/Fotolia, (tie) Photoblank/Fotolia, (male suit) Kayros Studio/Fotolia, (female suit) Dmitry Vereshchagin/Fotolia, (blue skirt) Nikita Buida/Fotolia, (orange jacket) Ivan Gulei/Fotolia, (black shoe) Siwi1/Fotolia; p. 48 (1) Uluc Ceylani/Shutterstock, (2) Cloki/Shutterstock, (3) Vichly4thai/Fotolia, (4) Vichly4thai/Fotolia, (7) Elnur/Fotolia, (8) Elnur/Fotolia, (9) Yo/Fotolia, (10) Serkucher/Fotolia; p. 49 BananaStock/Thinkstock/Getty Images; p. 50 (Top Left) Theartofphoto/Fotolia, (Top Center) Robert Lehmann/Fotolia, (Top Right) Daniel Escalise/Fotolia, Andrey Bandurenko/Fotolia; p. 55 Minerva Studio/Fotolia, p. 57 DreamPictures/Getty Images; p. 58 (Roomba) Oleksiy Maksymenko Photography/Alamy, (Scooba) S\_E/Fotolia, (center left) Xinhua/Photoshot/Newscom, (center) DCS WENN Photos/Newscom, (center right) Presseselect/Alamy; p. 59 (top background) EugeneSergeev/Fotolia, (bottom background) Narongsak Yaisumlee/Shutterstock; p. 61 (1) WavebreakMediaMicro/Fotolia, (2) Snaptitude/Fotolia, (3) Monkey Business/Fotolia, (4) Daniel Ernst/Thinkstock/Getty Images, (5) East/Shutterstock, (6) Lightwavemedia/Fotolia; p. 125 (1) Arto/Fotolia, (2) Barbara Stitzer/PhotoEdit, Inc., (3) Michael Jung/Fotolia, (4) Kzenon/Fotolia, (5) Minerva Studio/Fotolia, (6) Fuse/Thinkstock/Getty Images, (7) Kadmy/Fotolia, (8) AntonioDiaz/Fotolia, (9) Mangostock/Thinkstock/Getty Images, (10) Bikeriderlondon/Fotolia, (11) Jeff Greenberg 4 of 6/Alamy, (12) Pressmaster/Fotolia, (13) Bill Bachmann/PhotoEdit, Inc., (14) Studiophotopro/Fotolia, (15) Tyler Olson/Fotolia, (16) Rob/Fotolia, (17) Rich Legg/E+/Getty Images; p. 126 (top left 1, 2) Arto/Fotolia, (top left 3) Jupiter Images/Stockbyte/Thinkstock/Getty Images, (top right 1) WaveBreakMediaMicro/Fotolia, (top right 2) J.R. Bale/Alamy, (top right 3) Andres Rodriguez/Fotolia, (bottom 1) Michael Jung/Fotolia, (bottom 2) Dotshock/Shutterstock, (bottom 3) Sava Alexandru/E+/Getty Images, (bottom 4) Frillett Patrick /Hemis/Alamy, (bottom 5) Adisa/Fotolia, (bottom 6) DreamPictures/Blend Images/Alamy, (bottom 7) Bikeriderlondon/Shutterstock, (bottom 8) Bertys30/Fotolia, (bottom 9) Omicron/Fotolia, (bottom 10) Eisenhans/Fotolia, (bottom 11) Jeremy Graham/DBimages/Alamy, (bottom 12) Bill Bachmann/PhotoEdit, Inc., (bottom 13) ZUMA Press, Inc./Alamy (bottom 14) Marius Schwarz/Caro/Alamy; p. 127 (top 1) Radu Razvan/Fotolia, (top 2) Michael Jung/Fotolia, (top 3) Felix Mizionnikov/Shutterstock, (top 4) Andrey Bandurenko/Fotolia, (bottom 1) Ken Scicluna/John Warburton-Lee Photography/Alamy, (bottom 2) Robbie Jack/Corbis, (bottom 3) India Images/Dinodia Photos/Alamy, (bottom 4) Digital Vision/Getty Images, (bottom 5) Black 100/Allsport concepts/Getty Images, (bottom 6) Crashoran/Fotolia, (bottom 7) Glenn Harper/Alamy, (bottom 8) AgencybyiStock/Thinkstock/Getty Images; p. 128 (1) Alexandra Karamyshev/Fotolia, Svetlana Ignatenko/Fotolia, (2) Michael Jung/Shutterstock, (3,4) Peter Atkins/Fotolia, (5) Ping han/Fotolia, (6) Goodluz/Fotolia, (7) Venusangel/Fotolia, (8,9) JackF/Fotolia, (10) Olgavolodina/Fotolia, (11) Ariwasabi/Thinkstock/Getty Images, (12,13) Stuart Jenner/Shutterstock, (15) Dmitriy Sladkov/Fotolia, (16) Khvost/Fotolia, Littlestocker/Fotolia, (bottom 1) Kastock/Fotolia, (2) JupiterImages/Thinkstock/Getty Images, (3) BananaStock/Thinkstock/Getty Images, (4) Gina Sanders/Fotolia.

**Illustration credits:** Kenneth Batelman pp. 37 (bottom-center), 61; John Ceballos pp. 48, 51; Pascal Dejong p. 11; Bob Doucet p. 27; Ingo Fast p. 21 (top); Scott Fray p. 53; Brian Hughes pp. 22 (bottom), 25 (bottom), 36 (top); Robert Kemp p. 20; Jim Kopp p. 24; Pat Lewis p. 57 (right); Suzanne Morgensen p. 45 (bottom); Andy Myer pp. 7, 17; Sandy Nichols pp. 10, 37 (top); NSV Productions p. 37 (bottom-left, bottom-right); Dusan Petricic pp. 44, 45 (top), 60 (bottom); Phil Scheuer pp. 2, 54, 56, 57; Neil Stewart p. 36 (center-right); Don Stewart p. 48 (bottom); Gary Torrisi pp. 12, 25 (top); Meryl Treatner p. 37 (center); TSI Graphics pp. 21 (bottom), 46 (top right), 48 (bottom); Anna Velfort pp. 12, 52; XNR Productions pp. 36 (bottom), 60 (top).

## Workbook

**Photo credits:** Original photography by David Mager. Page W1 (1) Rick Friedman/Corbis, (2) MARIO RUIZ/EFE/Newscom, (3) Celebrity Monitor/PacificCoastN/Newscom, (4) Everett Collection/Alamy; p. W2 (top) Benjamin Harte/ArenaPal/The Image Works, (bottom) News Free/CON/LatinContent/Getty Images; p. W4 (left) MIRAMAX FILMS/Album/Newscom, (right) Vera Anderson/WireImage/Getty Images; p. W5 (left) Michael Jung/Fotolia, (middle left) Fancy Collection/SuperStock, (middle right) Nisakorn Neera/Fotolia, (right) Byrdyak/Fotolia; p. W13 (top) JGI/Tom Grill/Blend Images/Alamy, (bottom) Steve Hamblin/Alamy; p. W15 (top) India Images/Dinodia Photos/Alamy, (middle top) CandyBox Images/Fotolia, (middle bottom) Steve Hamblin/Alamy, (bottom) JGI/Tom Grill/Blend Images/Alamy; p. W18 (1) ANTHONY DEVLIN/AFP/Getty Images/Newscom, (2) James Cook/Alamy, (3) HUSSEIN ANWAR/SIPA/Newscom, (4) epa european pressphoto agency b.v./Alamy, (5) Pool/Getty Images News/Getty Images; p. W20 (left) ilolab/Fotolia, (middle) Adrianko/Cultura/Getty Images, (right) rasstock/Fotolia; p. W43 (top) MAXPPP/Newscom, (bottom left) Popperfoto/Getty Images, (bottom right) MIRAMAX/Album/Newscom; p. W44 (1) Andrey\_Popov/Shutterstock, (2) milosjubicic/Fotolia, (3) Guy Cali/Corbis/Glow Images, (4) AntonioDiaz/Shutterstock, (5) Mike Kemp/Blend Images/Getty Images, (6) Peathegee Inc/Blend Images/Getty Images; p. W45 (top left) Steve Debenport/Vetta/Getty Images, (top middle) Kadmy/Fotolia, (top right) CREATISTA/Shutterstock, (middle left) Willie J. Allen Jr./ZUMA Press/Corbis, (middle right) Clerkenwell/Vetta/Getty Images, (bottom left) MIXA/Getty Images, (bottom middle) Andersen Ross/Blend Images/Getty Images, (bottom right) Kzenon/Fotolia; p. W46 (1) gavan333/Fotolia, (2) Saime Deniz Tuyel Dogan/E+/Getty Images; p. W47 (3 top) sad/Fotolia, (4 top) camilla wisbauer/E+/Getty Images, (5 top) Apollofoto/Shutterstock, (1) glenda/Shutterstock, (2) charger\_v8/Fotolia, (3) Justin Horrocks/E+/Getty Images, (4) Syda Productions/Fotolia.

**Illustration credits:** Steve Attoe: pages W2, W26 (bottom); Kenneth Batelman: page W17; Leanne Franson: pages W3, W7, W20, W25, W29; Steve Hutchings: page W37; Suzanne Mogensen: pages W21, W26; Dušan Petričić: pages W1, W26 (top), W31, W34, W47; Michelle Rabagliati: pages W31 (bottom), W32 (bottom); Steve Schulman: pages W32, W33 (bottom), W41; Neil Stewart: pages W13, W15, W18, W28 (bottom), W40; Anna Velfort: page W8; Patrick Welsh: pages W14 (top), W25 (top-right, top-left).

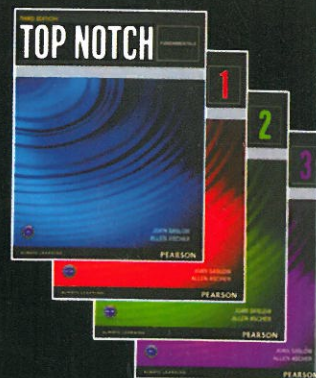


THIRD EDITION

# TOP NOTCH

FUNDAMENTALS

# A



## THE LEADER IN GLOBAL COMMUNICATION

**Top Notch** develops confident, culturally fluent English speakers who can successfully navigate the social, travel, and business situations that they will encounter in their lives. It delivers immediate, demonstrable results through its proven pedagogy and systematic recycling of language.

**Top Notch** provides more practice and more teacher support than any course available today.

### The Textbook & Academic Authors Association (TAA)

In 2016, **Top Notch** won the TAA award for Textbook Excellence.

This Award is judged by textbook authors and subject matter experts for merits in four areas:

- Pedagogy
- Writing
- Content/Scholarship
- Appearance & Design

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

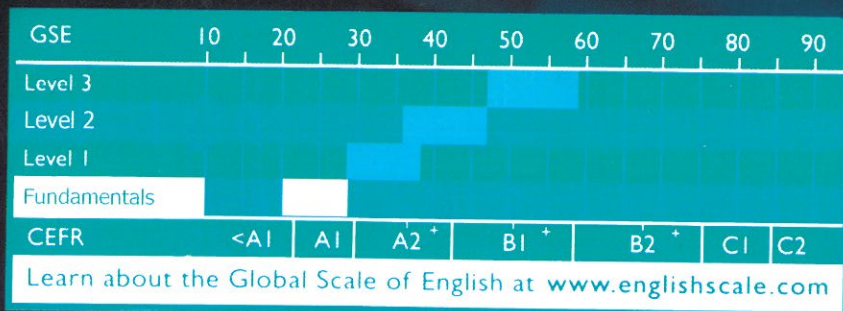
**Summit 1** is CEFR B2 - B2+.

**Summit 2** is CEFR B2+ - C1.

### BE PART OF IT:

Join the **Top Notch Teacher Community**

[www.pearsonelt.com/topnotch3e](http://www.pearsonelt.com/topnotch3e)



ISBN-13: 978-0-13-381053-0  
 ISBN-10: 0-13-381053-4

9 00000 >

EAN

9 780133 810530