TOP NOTCH

FUNDAMENTALS

A

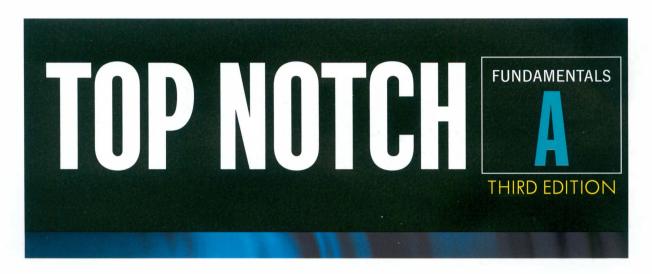
THIRD EDITION

with WORKBOOK

JOAN SASLOW ALLEN ASCHER



PEARSON



ENGLISH FOR TODAY'S WORLD

with Workbook

JOAN SASLOW ALLEN ASCHER

With Top Notch Pop Songs and Karaoke by Rob Morsberger

Contents

Learning Objectives for Fundamentals A and Fundamentals B	V
To the Teacher	ii
Components	X
About the Authors	X
Welcome to Top Notch!	1
UNIT 1 Names and Occupations	4
UNIT 2 About People	2
UNIT 3 Places and How to Get There	0
UNIT 4 Family	8
UNIT 5 Events and Times	6
UNIT 6 Clothes	4
UNIT 7 Activities	2
UNITS 1–7 Review	
Reference Charts	4
Vocabulary Booster	5
Grammar Booster	5
Writing Booster	6
<i>Top Notch Pop Lyrics</i>	0
WORKBOOK	
UNIT 1 W	1
UNIT 2 W	
UNIT 3 W1:	
UNIT 4	
UNIT 5	
UNIT 6 W29	
UNIT 7	
UNITS 1–7 Review	
	_

LEARNING OBJECTIVESTop 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

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
Names and Occupations AGE 4	Tell a classmate your occupation Identify your classmates Spell names	Occupations The alphabet VOCABULARY BOOSTER More occupations	Verb be: Singular and plural statements, contractions Yes / no questions and short answers Common errors Subject pronouns Articles a / an Nouns: Singular and plural / Common and proper GRAMMAR BOOSTER Extra practice
About People PAGE 12	Introduce people Tell someone your first and last name Get someone's contact information	Relationships (non-family) Titles First and last names Numbers 0–20 VOCABULARY BOOSTER More relationships / More titles	 Possessive nouns and adjectives <u>Be from</u> / Questions with <u>Where</u>, common errors Verb <u>be</u>: information questions with <u>What</u> <u>GRAMMAR BOOSTER</u> Extra practice
Places and How to Get There PAGE 20	 Talk about locations Discuss how to get places Discuss transportation 	Places in the neighborhood Locations Ways to get places Means of transportation Destinations VOCABULARY BOOSTER More places	 Verb <u>be</u>: questions with <u>Where</u> Subject pronoun it The imperative <u>By</u> to express means of transportation GRAMMAR BOOSTER Extra practice
Family PAGE 28	Identify people in your family Describe your relatives Talk about your family	Family relationships Adjectives to describe people Numbers 21–101 VOCABULARY BOOSTER More adjectives	Verb be: Questions with Who and common errors With adjectives Questions with How old Adverbs very and so Verb have / has: affirmative statements GRAMMAR BOOSTER Extra practice
Events and Times	Confirm that you're on time Talk about the time of an event Ask about birthdays	What time is it? Early, on time, late Events Days of the week Ordinal numbers Months of the year VOCABULARY BOOSTER More events	 Verb <u>be</u>: questions about time Prepositions <u>in</u>, <u>on</u>, and <u>at</u> for dates and times Contractions and common errors GRAMMAR BOOSTER Extra practice
Clothes PAGE 44	 Give and accept a compliment Ask for colors and sizes Describe clothes 	Clothes Colors and sizes Opposite adjectives to describe clothes VOCABULARY BOOSTER More clothes	Demonstratives this, that, these, those The simple present tense: like, want, need, and have: Affirmative and negative statements Questions and short answers Spelling rules and contractions Adjective placement and common errors One and ones GRAMMAR BOOSTER Extra practice
Activities PAGE 52 Units 1–7 Review	 Talk about morning and evening activities Describe what you do in your free time Discuss household chores 	Daily activities at home Leisure activities Household chores VOCABULARY BOOSTER More household chores	The simple present tense: Third-person singular spelling rules Questions with When and What time Questions with How often, time expressions Questions with Who as subject, common errors Frequency adverbs and time expressions: Usage, placement, and common errors GRAMMAR BOOSTER Extra practice

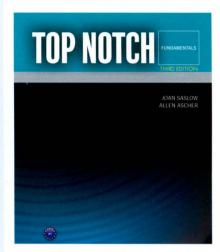
CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING / WRITING
 Use And you? to show interest in another person Use Excuse me to initiate a conversation Use Excuse me? to indicate you haven't heard or didn't understand Use Thanks! to acknowledge someone's complying with a request 	Listening Tasks Circle the letter you hear Identify correct spelling of names Write the name you hear spelled Identify the correct occupation Write the missing information: names and occupations Pronunciation Syllables	Reading Text • Simple forms and business cards Writing Task • Write affirmative and negative statements about people in a picture WRITING BOOSTER Guided writing practice
 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 <u>Thank you</u> Apologize with <u>I'm sorry</u> when expressing disappointing information Use <u>That's too bad</u> to express disappointment Use <u>What about you?</u> to ask for someone's opinion Use <u>Well</u> to soften a strong opinion 	Listening 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
Home and Neighborhood PAGE 64	 Describe your neighborhood Ask about someone's home Talk about furniture and appliances 	Buildings Places in the neighborhood Rooms Furniture and appliances VOCABULARY BOOSTER More home and office vocabulary	 The simple present tense: Questions with Where, prepositions of place There is and there are: Statements and yes / no questions Contractions and common errors Questions with How many GRAMMAR BOOSTER Extra practice
Activities and Plans PAGE 72	 Describe today's weather Discuss plans Ask about people's activities 	Weather expressions Present and future time expressions VOCABULARY BOOSTER More weather vocabulary / seasons	The present continuous: Statements: form and usage Yes / no questions Information questions For future plans The present participle: spelling rules GRAMMAR BOOSTER Extra practice
UNIT 10 Food PAGE 80	 Discuss ingredients for a recipe Offer and ask for foods Invite someone to join you at the table 	Foods and drinks Places to keep food in a kitchen Containers and quantities Cooking verbs VOCABULARY BOOSTER More vegetables and fruits	How many / Are there any Count nouns and non-count nouns How much / Is there any The present tense and the present continuous GRAMMAR BOOSTER Extra practice
Past Events PAGE 88	Tell someone about an event Describe your past activities Talk about your weekend	 Past-time expressions Outdoor activities VOCABULARY BOOSTER More outdoor activities 	The past tense of be; There was / there were: Statements, questions, and contractions The simple past tense Regular verbs, irregular verbs Statements, questions, and short answers GRAMMAR BOOSTER Extra practice
Appearance and Health PAGE 96	 Describe appearance Show concern about an injury Suggest a remedy 	Adjectives to describe hair The face Parts of the body Accidents and injuries Ailments, remedies VOCABULARY BOOSTER More parts of the body	Describing people with <u>be</u> and <u>have</u> Should + base form for suggestions GRAMMAR BOOSTER Extra practice
Abilities and Requests	 Discuss your abilities Politely decline an invitation Ask for and agree to do a favor 	Abilities Adverbs well and badly Reasons for not doing something Favors VOCABULARY BOOSTER More musical instruments	Can and can't for ability Too + adjective, common errors Polite requests with Could you + base form GRAMMAR BOOSTER Extra practice
Life Events and Plans PAGE 112 Units 8–14 Review PAGE 120	 Get to know someone's life story Discuss plans Share your dreams for the future 	Some life events Academic subjects More leisure activities Some dreams for the future VOCABULARY BOOSTER More academic subjects More leisure activities	Be going to + base form GRAMMAR BOOSTER Extra practice Output Description: Extra practice

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: /u/ /u/ /ou/ /ɔ/ /u/	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: /aɪ/ /au/ /ɔɪ/	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 four-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.

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.

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.

COMPONENTS

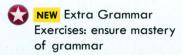
ActiveTeach

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

For class presentation . . .



NEW Pronunciation Coach videos: facilitate clear and fluent oral expression



written exercises

to accompany the

Student's Book

NEW Digital Full-Color Vocabulary Flash Cards: accelerate retention of new vocabulary

- Clickable Audio: instant access to the complete classroom audio program
- Top Notch Pop Songs and Karaoke: original songs for additional language practice



For planning . . .

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

For extra support . . .

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

For assessment . . .

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

Placement Tests

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

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, Bogota, 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 Urízar, 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 Gultekin, 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 Hirao, 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, Bogota, 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, Saitamaken, 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 Letícia 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

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

Welcome to Top Notch!



▶1:02 CONVERSATION MODEL Read and listen.



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

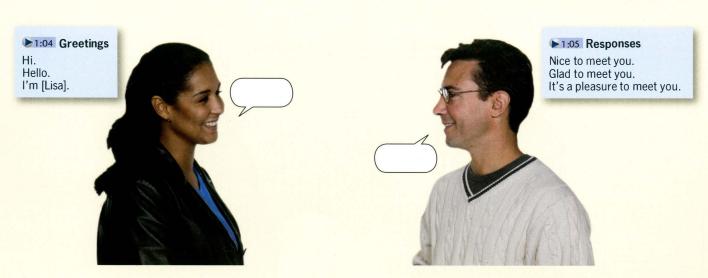


A: Nice to meet you, Ben. B: Nice to meet you, too.

▶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.



GOAL Greet people

▶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.

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









NOW YOU CAN Greet people

PAIR WORK Now greet your classmates.



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.





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



Names and Occupations





Tell a classmate your occupation



▶ 1:14 VOCABULARY • Occupations Read and listen. Then listen again and repeat.



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 flight attendant

- PAIR WORK Say the name of an occupation. Your partner points () to the picture.
- **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 student. / She's a student. **Negative statements / Contractions** I am not Jen. / I'm not Jen.

a teacher an actor

Articles a / an

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.

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

1 I'm architect.

3 He's not banker.

2 She's student.

4 He is musician.

5 She is flight attendant.

6 I'm not athlete.

PAIR WORK Point to the people on page 4. Say He's _____

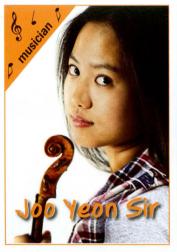
or She's _____.

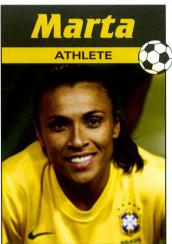
6 VOCABULARY / GRAMMAR PRACTICE Read the names and occupations. Write affirmative and negative statements. He's a teacher. 77

She's a flight attendant.









1 Orlando Bloom is an actor. He's not a singer.

2 Luis Miguel

3 loo Yeon Sir

4 Marta

NOW YOU CAN Tell a classmate your occupation

▶ 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

CHANGE PARTNERS Tell another classmate your occupation.



DIGITAL FLASH CARDS ▶1:17 VOCABULARY • More occupations Read and listen. Then listen again and repeat.



1 She's a chef.



2 He's a writer.



3 She's a manager.



4 She's a scientist.



5 He's a doctor.



6 She's an engineer.



7 He's a photographer.



8 He's a pilot.

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

Singular nouns

a chef
 an athlete

Plural nouns

2 chefs
 3 athletes

Affirmative statements / Contractions

Negative statements / Contractions

Subject pronouns
Singular Plural
I we
you you
he they
she

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

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).



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

Yes / no questions	Short answers	
Are you is he an architect?	Yes, I am. Yes, he is.	No, I'm not. No, he's not.
Are you Are they musicians? Are Ted and Jim	Yes, we they are.	No, we're not.



NOT

NOT

NOT

Yes, I'm.

Yes. she's.

Yes, we're.

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

1	A:	
	B:	Yes,
2	A:	Hanna a scientist?
	B:	No, she' a doctor.
3	A:	you Rachel and Philip?
	B:	No, we' Judith and Jack.

		CONTRACTOR OF THE PROPERTY OF
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 teache

Yes, I am. Yes, she is.

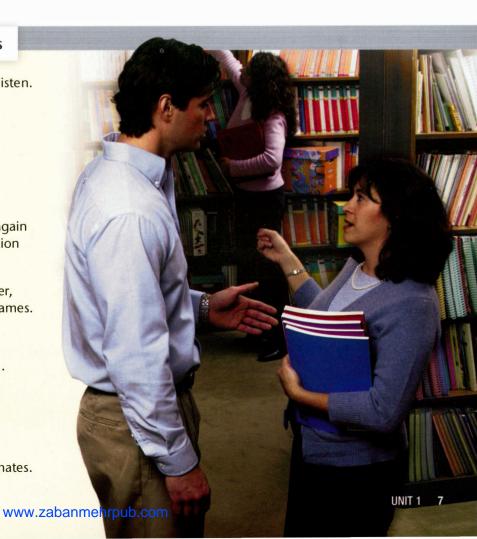
Yes, we are.

- 7 PAIR WORK Practice the conversations from Exercise 6.
- 8 PAIR WORK Ask your partner two questions. Answer your partner's questions.

44	Are you an artist? 77	
	44 Yes, I am.	77

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 P1:19 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.





FLASH CARDS

▶1:20 VOCABULARY • The alphabet Read and listen. Then listen again and repeat.



2	▶1:21	LISTENING	COMPREHENSION	Listen. Circle the	letter you hear
---	-------	-----------	---------------	--------------------	-----------------

1	Α	K
•		.,

U 0 4

7 F Χ 10 G

13 G D

Ε 2 В

5 В Ζ

S X

Ν

K 14 Η

М Ν 6 Τ C Ζ ٧ 12 K 15 Р Ε

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



▶1:22 LISTENING COMPREHENSION Listen. Circle)the correct spelling. Then spell each name aloud.

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

▶1:23 LISTENING COMPREHENSION Listen to the conversations. Write the names.

1																			
2																			

3

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 ABC Lowercase letters abc

7	GRAMMAR PRACTICE (Circle the pr	oper nouns. <u>Unde</u>	erline the common nouns.	
	1 Mary Chase	3 nam	ie	5 partners	
	2 letter	4 Fran	ce	6 alphabet	
8	GRAMMAR PRACTICE	Check ■ the	common nouns.	Capitalize the proper nour	ıs.
	☐ 1 Marie	□ 3 sa	arah browne	☐ 5 canada	☐ 7 letter
	☑ 2 partner	☐ 4 te	eacher	☐ 6 noun	☐ 8 grammar
9	▶1:24 PRONUNCIATIO	N • Syllables	Read and listen.	Then listen again and repea	at.
	1 syllable 2 s	-	-	4 syllables pho • tog • ra • pher	
LO	▶1:25 PAIR WORK First		saying each word	l. Write the number of sylla	ıbles.
	1 teacher	3 voc	abulary	5 occupation	
	2 students	4 alnh	ahat	C the endre	
	2 3tddc11t3	+ aipi	iabet	6 they're	



1 1:26 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 • 1:27 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:

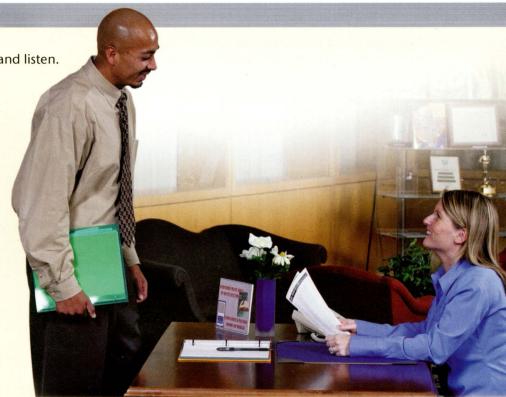
B: Thanks!

DON'T STOP!

Ask about occupations: What do you do?

4 CHANGE PARTNERS

Personalize the conversation again.



EXTENSION

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









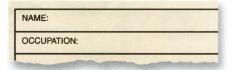
2 LISTENING COMPREHENSION Listen to the conversations. Complete the information.



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.







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

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



1 Is Idris Elba an actor or a singer?
He's an actor.

2 Is Zheng Jie a teacher?



3 Are Zheng Jie and Mario Vargas Llosa scientists?

Mario Vargas Llosa writer

5 Is Zheng Jie an athlete or a writer?

4 Is Mario Vargas Llosa an actor?

5 PERSONAL RESPONSES Write responses with real information.

1 "Hi. I'm Art Potter."



2 "Are you a teacher?"



3 "What do you do?"



4 "Thank you."



GRAMMAR BOOSTER

Unit 1 review • p. 135



10





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:

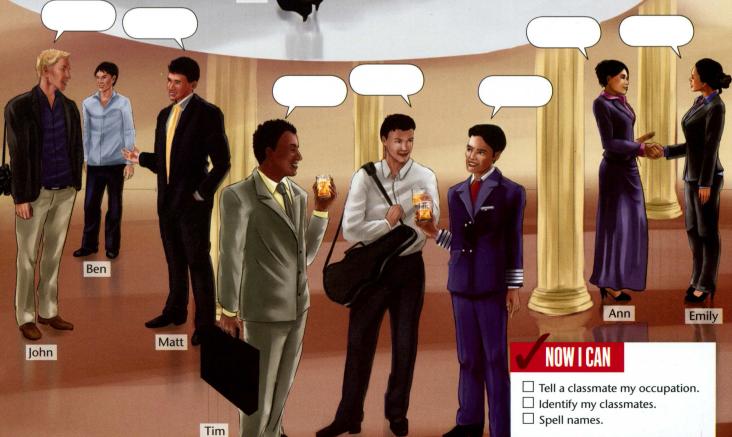
Hi. I'm ___.

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

UNIT 1 11



Martin

www.zabanmehrpub.com

COMMUNICATION GOALS

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



About People





COAL Introduce people



▶1:32 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

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 Possessive pronouns adjectives

| → my

you → your

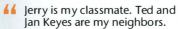
he → his

she → her

we → our they -> their

- **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 ls (she / her) Dr. Kim?
 - 4 Are (they / their) Connie and Sam?
 - 5 Are (your / you) Barry's friend?
- PAIR WORK Tell a classmate about at least three of your relationships. Use the Vocabulary.

- 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.







12

DIGITAL

5	▶1:33 LISTENING COMPREHENSION	Listen to the conversations. Write the re	elationships.
	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	h 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

?

?

?

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

1	A: Where's your neighbor ? B: She Canada.	4	A:your boss B: HeFortaleza.
2	A: ? B: Paris.	5	A:you and your friend B:Busan.
3	A:	6	A: Pat's colleagues



NOW YOU CAN Introduce people

- ▶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.
- **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.





RECYCLE THIS LANGUAGE.

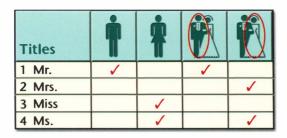
Where are you from? What do you do?

CHANGE PARTNERS Introduce other classmates.





▶1:36 VOCABULARY • Titles and names Read and listen. Then listen again and repeat.





Mr. Brendan Hu 5 first name

Mrs. Lisa Hu 6 last name

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

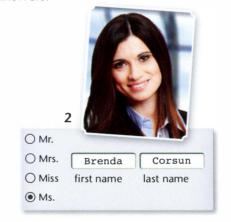
> **VOCABULARY BOOSTER** More titles • p. 126

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

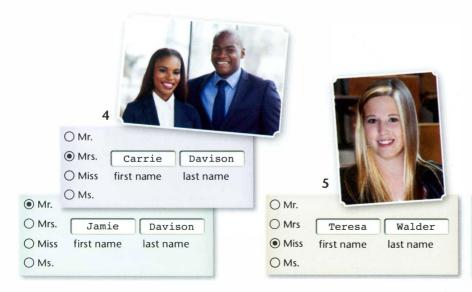


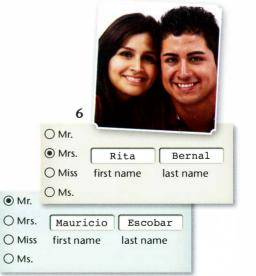
▶1:37 LISTENING COMPREHENSION Listen. Circle the correct information. Then listen again and check your answers.





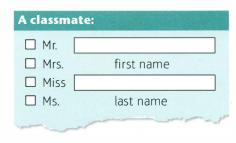






VOCABULARY PRACTICE Fill out the forms. Check the correct titles.

You:	
☐Mr. ☐Mrs.	☐Miss ☐Ms.
first name	last name
Your teacher:	
☐ Mr. ☐ Mrs.	☐ Miss ☐ Ms.
first name	last name



NOW YOU CAN Tell someone your first and last name

▶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.
- 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.

DON'T STOP!

Ask more questions.



RECYCLE THIS LANGUAGE.

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

CHANGE PARTNERS Personalize the conversation again.

DIGITAL	
FLASH	

▶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

y e-mail addresses and phone numbers: fourteen at hipnet dot com." for zero: 0037 = "oh-oh-three-seven."
r



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

• .	• • •	• • •
first name	phone num ber	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			

VOCABULARY / GRAMMAR PRACTICE Complete the questions.



1 A: What's his address?

B: 11 Main Street.



number?

B: 22-63-140.



address?

B: 18 Bank Street.



..... phone number?

B: 878-456-0055.



..... e-mail address?

B: It's sqast@mp.net.



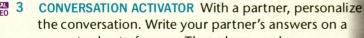
6 A: phone number?

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.



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.



You're welcome.

Nice to meet you. Good-bye.

CHANGE PARTNERS Get other classmates' contact information.

EXTENSION

1 1:45 READING Read about four famous people. Where are they from?

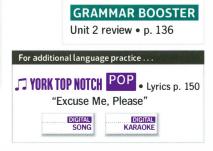


2 PAIR WORK Ask and answer questions about people in the Reading. Use the verb be.



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





18

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



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.

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

Places and How to Get There UNIT





GOAL Talk about locations

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



1 a pharmacy



4 a school



2 a restaurant



5 a newsstand



3 a bank



6 a bookstore

VOCABULARY BOOSTER

More places • p. 126

ı hear
ı

1	 3
2	 4

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



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



1 across the street



2 down the street



3 around the corner





5 on the right



6 next to the bank

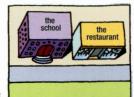


7 between the bookstore and the bank

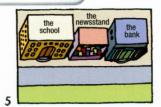
PAIR WORK Take turns making statements about the places.











GRAMMAR • Be: Questions with Where / Subject pronoun it

Ask questions with Where for locations. Where's the restaurant?

Contractions Where is → Where's It is → It's

Use it to replace the names of places.

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

▶ 1:51 PRONUNCIATION • Falling intonation for questions with Where Read and listen. Then listen again and repeat.

1 Where is it?

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

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

The bank is across the street.

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

▶1:52 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.

▶ 1:53 RHYTHM AND INTONATION

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

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.

CHANGE PARTNERS Ask about other locations.



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



1 walk









2 drive 3 take a taxi

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



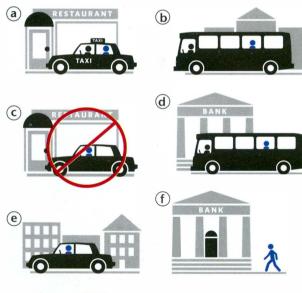
3 VOCABULARY / GRAMMAR PRACTICE Follow the directions.

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.











4	▶1:55 LISTENING COMPREHENSION	Listen. Writ	e the directions. Use an affirmative and a negative imperative.
	1 Take the bus. Don't drive.	3	5

2	4	
Z	 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.



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.

DON'T STOP!

A: And what about the?

Talk about locations.

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

A: OK. Thanks!

RECYCLE THIS LANGUAGE.

Where is it?

across the street. down the street. around the corner.

next to the between the and the













CHANGE PARTNERS Ask about more places.





▶1:58 VOCABULARY • Means of transportation Read and listen. Then listen again and repeat.



1 a car



4 a subway



2 a bicycle



5 a motorcycle



3 a moped

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 1:59 LISTENING COMPREHENSION Listen. Circle the means of transportation you hear.



2























1 go to work

2 go home

3 go to school

▶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	A A A A A A A A A A A A A A A A A A A	
1 by car	\checkmark	
2		
3		
4		
5		
6		

NOW YOU CAN Discuss transportation

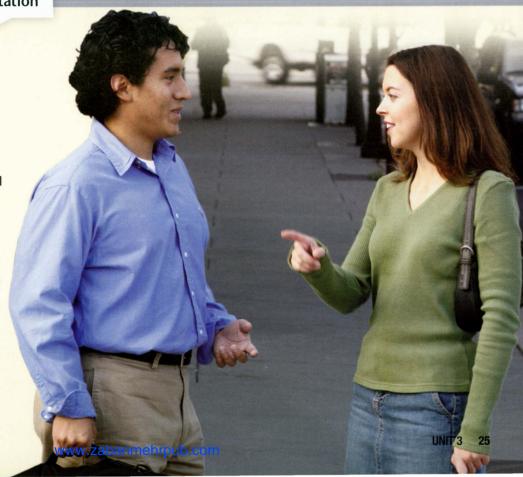
- ▶ 1:62 CONVERSATION MODEL Read and listen.
 - A: How do you go to school?
 - B: By subway. What about you?
 - A: Me? I walk.
- ▶1:63 RHYTHM AND INTONATION

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

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

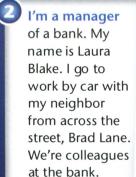


EXTENSION

▶1:64 READING Read about how people go to work and school.

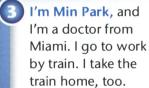


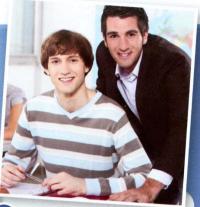
I'm Mark Jackson. I'm an architect. My office is down the street from my home. I can walk to work. I'm lucky!











- 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.
- 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.

- 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:?
- **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.



No, she's not. She's a doctor.



RECYCLE THIS LANGUAGE.

Where's the [pharmacy]?

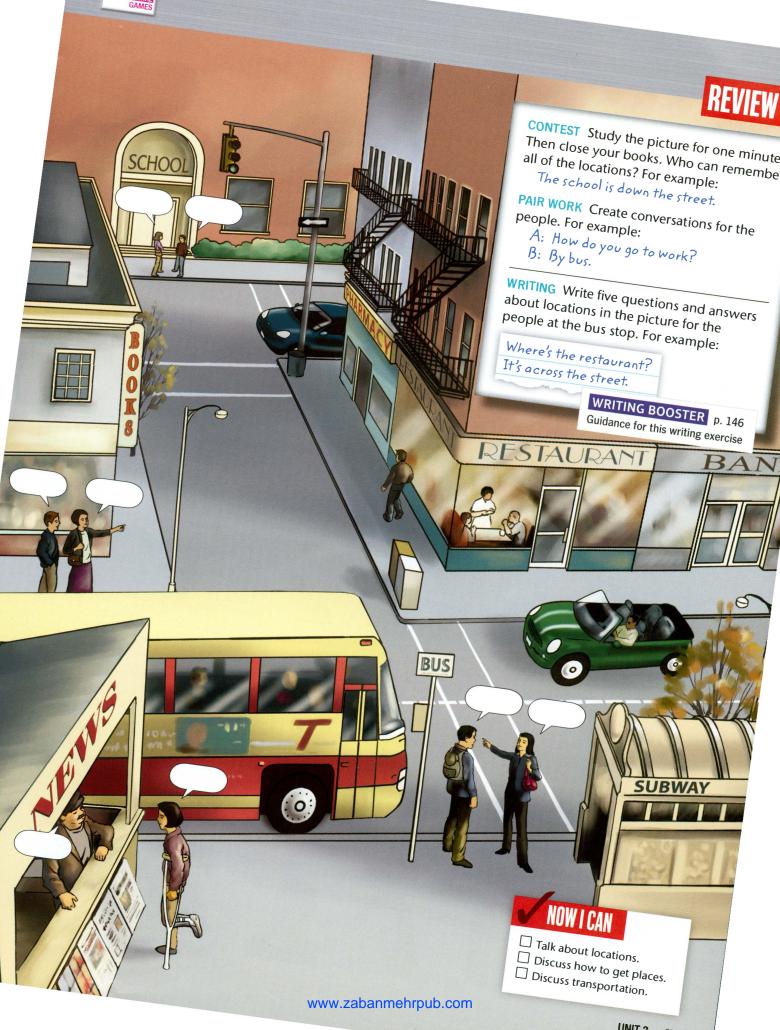
Can I [walk] to the [restaurant]? Take / Don't take the [bus].

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

GRAMMAR BOOSTER

Unit 3 review • p. 137

MORE



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

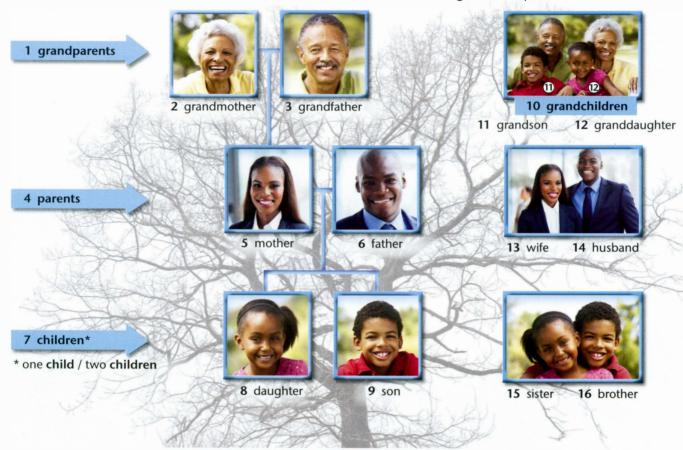






Identify people in your family

▶2:02 VOCABULARY • Family relationships Read and listen. Then listen again and repeat.



- PAIR WORK Point to two people in the family. Describe their relationship.
 - She's his daughter. 77



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

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

- 1 A: Who's he ? B: He's my grandfather. 2 A:? **B:** She's my mother.
- 3 A:?
 - B: He's Mr. Fine's grandson.

- 4 A:? B: They're Pat's grandparents.
- 5 A:?
 - B: She's Ed's wife.
- 6 A:?
 - B: They're my brother and sister.

NOW YOU CAN Identify people in your family

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

CHANGE PARTNERS Personalize the conversation again.





▶ 2:06 VOCABULARY • Adjectives to describe people Read and listen. Then listen again and repeat.







5 pretty



6 handsome



VOCABULARY BOOSTER

More adjectives • p. 127

1 short

2 tall

3 old

4 young

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.

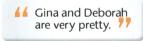
The adverbs very and so make adjectives stronger.

They're very good-looking. He's very handsome.

She's so pretty.

Your children are so cute.

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



very = ! so = !!!

- 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 sistersso



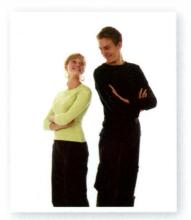
2 Your daughter



3 Our grandfathervery



4 His wife so!



5 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.

CHANGE PARTNERS Ask about other classmates' relatives.



GRAMMAR • Verb have / has: affirmative statements

You We They

have a brother.

He She

has three sisters.



I have one son

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

MORE

▶ 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	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

▶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	

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 is

he? she? (He's nineteen years old.) (She's thirty-three.) (She's twenty.)

your sister?

(They're twenty-nine.)
(They're fifty and fifty-two.)

How old are

they? your parents?

GRAMMAR PRACTICE Complete the questions. Use <u>How old is</u> or <u>How old are</u>.

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

How old are you?

I'm three.



NOW YOU CAN Talk about your family

- 1 D2:12 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.



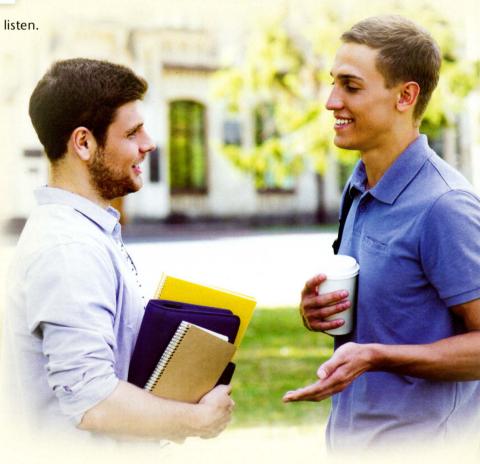
RECYCLE THIS LANGUAGE.

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 P2:14 READING Read about some famous people and their families and friends.

Who Are They? 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 parents are Patricia Bernal and José Ángel García. He Mexico. His parents are Patricia Bernal and José Ángel García. He Mexico. His parents are Patricia Quinlivan. Her father is from Australia, and her mother is from Australia, and her mother is from

- 2 READING COMPREHENSION Read about the people again. Complete the sentences.
 - 1 Gael García Bernal is Diego Luna's
- 3 Mr. Chou's is good-looking.

Taiwan. Her Chinese name is Kun

Ling. She is very young and pretty.

2 Gael Bernal and Diego Luna are

has one sister and two brothers.

Mr. Luna is also an actor. Many

people think he is very handsome.

4 Jay Chou's parents have one

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.	
F	Relative's name	Relationship	Age	Occupat	ion	Description
H						

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....





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





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



Events and Times





Confirm that you're on time



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.





▶ 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.

- PRONUNCIATION PRACTICE Read the times in the Vocabulary aloud again. Pay attention to sentence rhythm.
- PAIR WORK Look at the map. Ask your partner about times around the world. Say each time two ways.





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







2 They're on time.



3 He's late.



CHANGE PARTNERS Change the conversation again.

VOCABULARY BOOSTER

More events • p. 127

DIGITAL FLASH CARDS

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







1 a birthday party

2 a game

3 a dinner



4 a movie



5 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	 (9:15 / 9:50)
2 (3:30 / 3:15)	5	 (8:00 / 9:00)
3 (12:00 A.M. / 12:00 P.M	1.)	

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

		WEEKDAYS			THE WE	EKEND
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
				a Gillian III	9.4	
the second second second	and the state of t	and the same of th			and a second	and advantage and a second

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

What time is it? (It's) five twenty. What time's the dinner? (It's) at nine thirty. What day is the concert? (It's) on Saturday. (It's) at ten o'clock. When's the movie? (It's) on 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 dinner?
 - **B:** It's 7:00 P.M.
 - **2 A:** day's the game?

 - B: It's Saturday.
- **3** A: What the concert?
 - **B:** It's 8:30.
- 4 A: What the dinner?
 - **B:** It's Tuesday.
- **5 A:** the game?
 - **B:** It's Friday at 9:00.
- 6 A: What the class?
 - B: It's noon.
- > 2:25 LISTENING COMPREHENSION Listen to the conversation. Write the events on the calendar.

	5:30		5:30		
day	6:30	sday	6:30		
Monday	7:00	Inursday	7:00 meeting		
	7:15		7:15		
	5:30		5:30		1
Tuesday	6:30	Friday	6:30		
Tue	7:00	Ĕ	7:00		
	7:15		7:15		
\ <u>\rightarrow</u>	5:30		5:30		5:30
Wednesday	6:30	Saturday	6:30	day	6:30
edn	7:00	satu	7:00	Sunday	7:00
3	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 birthday party on Wednesday,

- B: Great! What time?
- A: 7:30. At Pat's Restaurant.
- B: Really? Let's meet at 7:15.
- 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





CHANGE PARTNERS Talk about different events.

DIGITAL FLASH CARDS ▶ 2:28 VOCABULARY • Ordinal numbers Read and listen. Then listen again and repeat.

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

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



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

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

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.



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

When's the party?
When's the concert?
When's the dinner?
What day's the meeting?
What time's the movie?
What time's the concert?

It's in January. It's on January 15th. It's on the 12th. It's on Tuesday. It's at noon. It's at 8:30.

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



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

- **2** The dinner is December the 6^{th} .
- **3** The movie is November 1st 8:30 P.M.
- 4 The game is Wednesday noon.
- 5 The meeting is at the State Bank 11:00 the morning July 18th.

MORE

NOW YOU CAN Ask about birthdays

- 1 ▶ 2:31 CONVERSATION MODEL Read and listen.
 - A: When's your birthday?
 - B: On July 15th. When's your birthday?
 - A: My birthday's in November. On the 13th.
- 2 2:32 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.



- **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:

4 CHANGE PARTNERS Ask about other people's birthdays.





44 Happy birthday! 7

44 Thank you! 77

EXTENSION

1 P2:34 READING Read the announcements. What are the events this week?

The Daily Express Events for the week of June 20th



PARTY

June 21st is Sally Neufield's birthday!

90 years old, and so young!

When: Tuesday, June 21st, 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 24th at 8:30 P.M.

At the New School 58 Post Street



MEETING

Bank Managers Association

Thursday, June 23rd, 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 26th 2:00 P.M.

Branfield School on Fitch Avenue, between 1st Street and 2nd Street

- 2 READING COMPREHENSION Correct all the mistakes. Use information from the Reading.
 - 1 The movie is at 8:30 A.M.
 - 2 The meeting is at 2:00 P.M.
 - 3 The birthday party is at midnight.
 - 4 The birthday party is on the 22nd.
- **5** The meeting is at the New School.
- 6 The party is at Casey's restaurant.
- 7 Branfield School is between a newsstand and a bookstore.
- 8 The game is on Saturday.

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





Capricorn Dec. 22 – Jan. 20



Aquarius Jan. 21-Feb. 19



Pisces Feb. 20 – Mar. 20



Aries Mar. 21 – Apr. 20



Taurus Apr. 21– May 21



Sagittarius Nov. 22 – Dec. 21

Name

Birthday

Zodiac Sign



Gemini May 22 – Jun. 21



Scorpio Oct. 23 – Nov. 21



Libra Sep. 23 – Oct. 22



Virgo Aug. 24 – Sep. 22



Leo Jul. 23 – Aug. 23



Cancer Jun. 22 – Jul. 22



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 20th at ...

WRITING BOOSTER p. 147

Guidance for this writing exercise





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







GOAL Give and accept a compliment

VOCABULARY BOOSTER

More clothes • p. 128







4 a jacket



2 a sweater

5 a skirt



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

3 a tie



7 a dress



9 a blouse 10 pants*

* Pants is a plural noun. Use <u>are</u>, not <u>is</u>, with <u>pants</u>.

VIDEO COACH

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

6 shoes

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

2(/z/) shoes = shoe/z/

sweaters = sweater/z/

3 /IZ/

blouses = blouse/IZ/

dresses = dress/IZ/

GRAMMAR • Demonstratives this, that, these, those







these ties those ties

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



1 those jackets



2 ..



3











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





Tina likes these shoes.

She wants that shirt.







Rob needs a book.

Now he has a book.

like want need They have Sara and Jim

> He likes She wants Cassie needs Ivan has

those sweaters.

those sweaters, too.

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

like → likes

want → wants need → needs

BUT: have → has

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

..... your tie.

like / likes

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

3 Janet this skirt.

need / needs

4 Peter that jacket.

have / has

5 We our dresses. like / likes

6 Sue and Tara those suits.

want / wants

NOW YOU CAN Give and accept a compliment

- ▶ 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.

- **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.

Talk about other clothes.

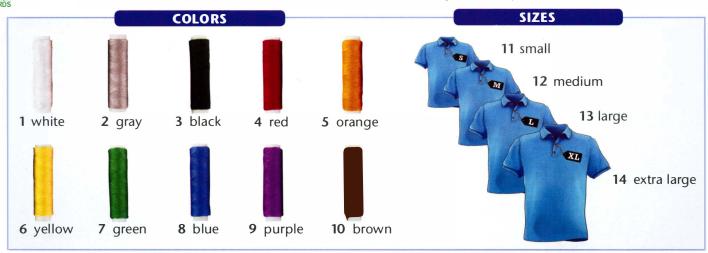
CHANGE PARTNERS Compliment other classmates' clothes.





DIGITAL 1

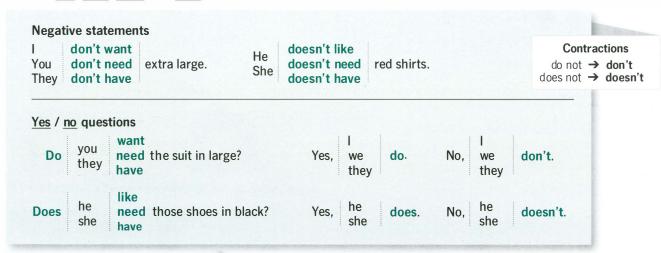
▶ 2:41 VOCABULARY • Colors and sizes Read and listen. Then listen again and repeat.



2 PAIR WORK Make two statements about your clothes.



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



- 4 GRAMMAR PRACTICE Complete the sentences with the correct form of the verb. Use contractions.
 - 1 A: Do your children have sweaters for school?
 - B: My daughter does, but my son doesn't.
 - 2 A: your husband a black tie?
 - B: No, he He two black ties.
 - 3 A: I a blue suit for work. you need one too?

	ne	ee	u						
B:	Yes.	1							

- **4 A:** you that green shirt?
 - **B**: Actually, no, I
- 5 A: We the clothes in this store. not like
 - **B:** Really? That's too bad. We
- 6 A: you this black jacket in size 34?
 - B: No, I'm sorry. We

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	T F						
	☐ ☐ 1 They like the dress.	☐ ☐ 4 He needs a tie. 🎢 🌋						
	☐ ☐ 2 He needs shoes.	☐ ☐ 5 She needs the sweater in small.						
	☐ ☐ 3 Matt needs a suit for work.	☐ ☐ 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.



- ▶2:44 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:

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



FLASH

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



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.

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



Be careful! It's a long skirt. NOT It's a skirt long.

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

1	The blouses are clear they're clean blouses
2	The is



The	are very
They're very .	

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

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

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

What does she want? (New shoes.)

Use because to answer questions with Why.

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

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

Use What color and What size to ask about color and size.

What color do you want? (Black.)

What size does he need? (Extra large.)

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

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

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

- **GRAMMAR PRACTICE** Complete the conversations in your own words. Then practice with a partner.
 - 1 A: Which skirt? she / want **B:** The one. **2** A: What? your friend / need **B:**
 - 3 A: What color shoesyou / like

4	A:	Why new shoes?
		you / want
5	A:	Which shirts?
	B:	you / like Theones.
6	A:	What size shoes you / need



- ▶ 2:46 CONVERSATION MODEL Read and listen.
 - A: What do you think of this jacket?
 - B: I think it's nice. What about you?
 - A: Well, it's nice, but it's a little tight.
 - B: Let's keep looking.
- ▶ 2:47 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.



- **CONVERSATION ACTIVATOR** With a partner, change the conversation. Use different clothes and problems. Then change roles.
 - A: What do you think of?
 - **B:** I think nice. What about you?
 - A: Well, nice, but a little
 - **B:** Let's keep looking.



CHANGE PARTNERS Talk about different clothes and problems.



EXTENSION

1 ▶2:48 READING Read the advertisement from today's newspaper. Which clothes do you like?



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.

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



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

44	What o	do you need? 77
	44	I need a white blouse, and my sister needs shoes for school. Let's go to Smith and Company. They have a great sale. ??

A	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...



COMMUNICATION GOAL

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



Activities





GUAL Talk about morning and evening activities



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







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

- PAIR WORK Tell your partner about your daily activities.

44 I eat lunch at 12:00. 77

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 <u>-es</u> to verbs that end in <u>-s</u>, <u>-sh</u>, <u>-ch</u>, or <u>-x</u>. 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	5 Amy to bed at 10:00 P.M.,
	wife, Amy,up at 7:00.	but Ed to bed at 11:00.
	2 Amy breakfast at 7:30 A.M.,	6 Amy dinner on weekdays,
	but Ed breakfast at 6:30.	and Ed dinner on weekends.
	3 After breakfast, Ed, and Amy	7 Ed a shower in the morning,
	snave on makeup. put	but Amy a bath.
	4 Ed and Amy	8 They both their teeth in the morning and the evening.
5	GRAMMAR • The simple present tense: questions with	When and What time
	When do you take a shower? (In the morning.) What time does she get up? (Before 7:00 A.M.)	before 8:00
6	GRAMMAR PRACTICE Write five questions about Ed and Amy. Answer your partner's questions aloud.	1 When does Ed shave? 44 He shaves after breakfast. 77
	Talk about morning and evening	gactivities

- ▶ 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?

MORE

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

DON'T STOP!

Ask more questions.

RECYCLE THIS LANGUAGE. When do you ___? What time do you ____? What about your [parents]?

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





▶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 visit friends

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	

GRAMMAR • The simple present tense: frequency adverbs

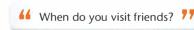
100%

I always play soccer on Saturday. I usually check e-mail in the evening. I sometimes go out for dinner on weekends. I never take a nap in the afternoon.

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

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

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.



I usually visit friends on Saturday.

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

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

CHANGE PARTNERS Personalize the conversation again.

▶3:09 VOCABULARY • Household chores Read and listen. Then listen again and repeat.

VOCABULARY BOOSTER

More household chores • p. 128



1 wash the dishes



3 do the laundry



5 go shopping

2 clean the house

4 take out the garbage

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.

MTWTFSS

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

Other time expressions

once a week twice a week three times a week

M	T	W	T	F	S	S
1	1					
	1		1			
M.	1		1	1		

Also

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

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



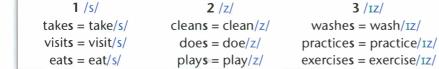
How often do you go shopping?



▶3:10 PRONUNCIATION • Third-person singular verb endings Read and listen. Then listen again and repeat.

Twice a week.

twice a week. ""





- 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
- 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 Distance Comprehension Listen to the conversations and the questions with Who. Check the chores each person does.

			loc -	CHORES
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.



44 Her husband does. 77



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 N3:13 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.



- 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 >3:14 READING Read the article. Do you like housework?

Don't like household chores? These robots help!

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.

Orners
that's
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

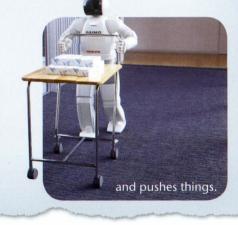
think ASIMO is very cute.



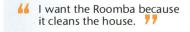
ASIMO carries a tray.



ASIMO climbs stairs...



- **READING COMPREHENSION** Complete each statement. Circle the correct verb.
 - 1 The Roomba (washes / vacuums / carries things).
 - 2 The Scooba (washes / vacuums / carries things).
 - 3 The Roomba and the Scooba (answer questions / talk / turn).
 - 4 ASIMO (cleans / washes the floor / greets people).
- 3 **DISCUSSION** Which robots do you like? Do you want any of them? Why?



- 5 ASIMO doesn't (clean things / carry things / talk).
- **6** ASIMO also (vacuums / takes out the garbage / climbs stairs).
- 7 ASIMO (asks / answers / repeats) questions.
- 8 (The Roomba / The Scooba / ASIMO) pushes things.

GRAMMAR BOOSTER
Unit 7 review • p. 139



REVIEW

Jack's Typical Day

Morning



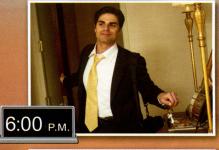








Evening













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 lack 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

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

 \square 1 The woman is a manager.

☐ ☐ 2 His father is a doctor.

□ □ 3 Her sister is an architect.

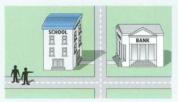
☐ ☐ 4 His brother is a student.

 \square 5 Her grandparents are artists.

 \square 6 The woman in the photo is his neighbor.

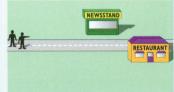
PAIR WORK Ask and answer questions about places on the maps.











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

1 The movie is Friday 8:00.

2 The meeting is June 6th

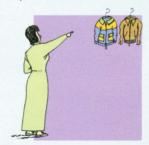
..... the morning.

- 3 The party is Saturday night.
- 4 The dinner is April.

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



1 | 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.

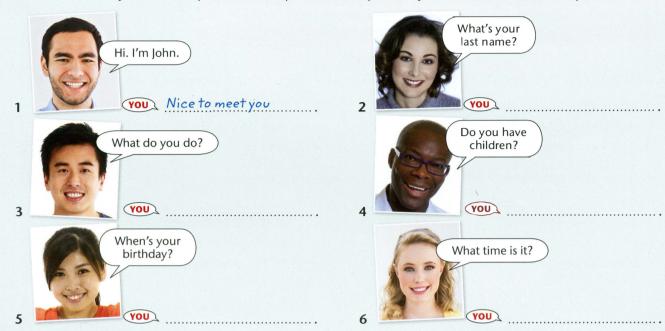
- 1 Does he have grandchildren?
 - a Yes, he has two sons.
 - b Yes, he does.
- 2 Where's the pharmacy?
 - a Don't walk. Take the bus.
 - b It's around the corner.
- 3 Are we late?
 - a Yes. It's 10:00.
 - b Yes, you're early.

Partner B: Ask these questions.

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

- 4 When's the party?
 - 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.



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



Walk to the bank.



2 to work. 3



..... to the pharmacy.



4 to the restaurant.



5 to school.



6 to the bookstore.



Ideas Ask about names. Ask about ages.

Ask about occupations. Describe people.



9 > 3:18 LISTENING COMPREHENSION Listen to the conversations. Answer the questions. Then listen again and check your work. 1 What's her phone number? 2 What's his last name? It's _____. He's __ years old. 3 How old is his son? 4 What's the address? It's ___ West 12th Street. 5 What time is it? It's 2: ____. 10 GRAMMAR PRACTICE Circle the correct word or words to complete each statement or question. 1 Is he (your / you) husband? 4 (Our / We) birthdays are in May. 5 How do you spell (her / she) name? 2 Is she (their / they) granddaughter? 6 I'm (Ms. Bell / Ms. Bell's) student. 3 (Her / His) name is Mr. Grant. 11 VOCABULARY / GRAMMAR PRACTICE Write a question for each response. 1 A: 5 A: ? B: It's 34 Bank Street. B: No. She's a student. 2 A:? 6 A: B: I'm an architect. B: The newsstand is around the corner. 7 A:? 3 A:? B: The bank is across the street. **B**: My birthday? In February. 4 A:? 8 A:? B: It's 9:45. **B:** They're my sisters. 12 PAIR WORK Partner B: Ask these questions. Partner A: Ask these questions. Partner B: Read the correct response to each Partner A: Read the correct response to each question aloud. question aloud. 1 Does Jack have a large family? 4 Does she like red shoes? a No. she doesn't. a Yes, I do. b Yes, he does. b Yes. I do. 2 Does her father shave every morning? 5 Does he need a new tie? a Yes, he is. a Yes, he does. b No, he doesn't. b Yes, I do. 3 Is Ms. Wang his English teacher? 6 Does she always clean the house on Sunday? a Yes, he is. a Yes, she is. b 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 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 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:



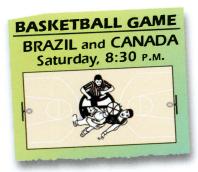


Really? What time? Let's go! Good idea.

across the street down the street around the corner



I usually go shopping on weekends.







Other events a meeting a party 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*.

voweis			Consonants				
Symbol	Key Words	Symbol	Key Words	Symbol	Key Words	Symbol	Key Words
i	feed	Э	banana, around	р	park, happy	ţ	butter, bottle
I	did	31	shirt, birthday	b	back, cabbage	ť	button
eı	d a te, t a ble	aı	cry, eye	t	tie	ſ	she, station,
3	bed, neck	ao	about, how	d	d ie		special, discussio
æ	bad, hand)IC	boy	k	came, kitchen, quarter	3	leisure
a	box, father	ır	here, near	g	game, go	h	hot, who
Э	wash	er	chair	tſ	chicken, watch	m	men
OU	comb, post	ar	guitar, are	ďЗ	jacket, orange	n	sun, know
U	book, good	or	door, chore	f	face, photographer	ŋ	sung, singer
u	boot, food, student	ur	tour	v	vacation	W	week, white
Λ	but, mother			θ	thing, math	1	light, long
				ð	then, that	r	rain, writer
				s	city, psychology	У	yes, use, music
				Z	please, goes		

TOP NOTGH

FUNDAMENTALS

Vocabulary Booster



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

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?

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.

▶ 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 hite to set and he feels fine

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.

▶3:35/3:36 Home Is Where the

There's a house for everyone with a garden in the sun.
There's a stairway to the stars.

Where is this house?

Heart Is [Unit 8]

It isn't far.

(CHORUS)

(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)

150

▶ 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)



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 $\underline{\text{He}}$ or $\underline{\text{She}}$ and the verb $\underline{\text{be}}$.

For example:

He's an accountant.

UNIT 2

▶ 5:40 MORE RELATIONSHIPS



1 a supervisor2 an employee



3 teammates

▶ 5:41 MORE TITLES



Doctor [Smith] or Dr. [Smith]



2 Professor [Brown]



3 Captain [Jones]

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

UNIT 3

▶ 5:42 MORE PLACES IN THE NEIGHBORHOOD



1 a clothes / clothing 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



13 a post office



11 a convenience store



14 a taxi stand



12 a travel agency

Write five questions about the places. For example:

Where's the clothes store? Can I walk to the hotel?

▶ 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 \underline{be} and the adverb \underline{very} or \underline{so} . For example:

She's very ____.

UNIT 5

▶ 5:44 MORE EVENTS



1 an opera



2 an exhibition



3 a football game



4 a volleyball game



5 a baseball game



6 a play



7 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 an opera on Tuesday, June 15 at 6:00 P.M.

▶ 5:45 MORE CLOTHES



3







2 a bathrobe

3 a coat4 boots

6 jeans

7 a nightgown



8 an umbrella9 a raincoat



10 sandals



11 pajamas



12 a T-shirt13 shorts



14 socks



15 underwear

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.

U	NII
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 <u>a</u> or <u>an</u> for each occupation.
	1 chef 5 scientist
	2 actor 6 architect
	3 banker 7 photographer
	4 musician
3	Complete each sentence with the correct subject pronoun.
	1 Mary is a student. She is a student.
	2 Ben is a student, too is a student, too.
	3 My name is Nora am an artist.
	4 Your occupation is doctor are a doctor.
	5 Jane and Jason are scientists are scientists.
4	Write a question for each answer.
	1 A. Are you musicians?
	B: Yes, we are. We're musicians.
	2 A:?
	B: No, they're not teachers. They're scientists.
	3 A:?
	B: Yes. Ann is a doctor.
	4 A:?
	B: No. Ellen is 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
	N V I. C.T

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

UNIT 2

1	Write the correct possessive adjectives.
	1 Miss Kim is Mr. Smith's student. Mr. Smith isher 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.
	1What's your name?
	2 are you from?
	3 his e-mail address?
	4she a student?
	5 her phone number?
	6 they colleagues?
	7 he from China?
	8 their first names?
4	Complete each question with the correct possessive adjective.
	1 A: What's name?
	B: I'm Mrs. Barker.
	2 A: What's last name?
	B: My last name is 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.



6 A:? **B:** They're his wife and son.

U		
1	Write the sentences with contractions.	
	Where is the pharmacy? Where's the pharmacy?	
	! It is down the street.	
	It is not on the right.	
	What is your name?	
	What is your e-mail address?	
	She is an architect.	
	⁷ I am a teacher	
	You are my friend.	
	He is her neighbor.	
	They are my classmates.	
2	Complete each sentence with an affirmative or a negative imperative. Begin each sentence with a capital letter.	
	Take the bus to the restaurant. Don't walk.	
	2 Don't walk the bus to the bank.	
	S to the restaurant. It's right over there, on the right.	
3	Complete the questions and answers. Use subject pronouns and use contractions when possible.	
	A:Where's the pharmacy?	
	B: The pharmacy? across the street.	
	2 A: the newsstand?	
	B: down the street on the right.	
	A: I to the restaurant?	
	B: No, don't walk a taxi.	
	A: do you go to school?	
	B: Me? I go motorcycle.	
U	IT 4	
1	Vrite questions. Use <u>Who's</u> or <u>Who are</u> and <u>he</u> , <u>she</u> , or <u>they</u> .	
Ť	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.	
	D. SIC 3 Sull'3 WIIC.	

2	Unscramble the words and write sentences. Use <u>is</u> or <u>are</u> . 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 friend / pretty / so / sister's / my
3	Complete the sentences. Use have or have
	6 He three sisters.
4	Complete the questions. Use <u>How old is</u> or <u>How old are</u> . 1
	3her grandchildren?
	4
	6 their grandmother?
	NIT 5
1	Write a question for each answer. Use <u>What time</u> , <u>What day</u> , or <u>When</u> . Use a question mark (?). 1 <u>What time is it?</u> It's 6:30.
	2
	4
	5
	6
	7 The movie is on Wednesday.
2	Complete each sentence with <u>in</u> , <u>on</u> , or <u>at</u> .
	1 The concert is March.
	2 The dinner is Friday 6:00.
	3 The party is April 4 th 9:00.
	4 The movie is
	5 The game is
	6 The meeting is August 10 th 9:00 A.M.

	Со	omplete each sentence with the correct form of the verb.	
	1	They have nice ties at this store.	
	2	She a long blue skirt for the par	ty.
		Want I my shoes. like	
		We	
	5	Our children blue pants for scho	pol.
	6	she / like short skirts?	
	7	your wife / need new shoes?	
	8	B a suit for work?	
	9	Why those old shoes?	
	10	Which shirt for tomorrow?	
		they / have this sweater in extra large?	
2	Ch	Choose <u>this</u> , <u>that</u> , <u>these</u> , or <u>those</u> .	
	1	I like (this / these) red sweaters.	
	2	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	An	answer each question with true answers. Begin each answe	with a capital letter. End with a period (.)
		,	
	0	5 Do you like expensive clothes?	
l	JNI	IT 7	
1	Wı	Write the third-person singular form of each verb.	
	1	I shave shaves 13	come
	2	2 brush	change
	3		make
			get
	5		comb
			put
			eat
	8		watch
			clean
			read
			check

12 wash

24 listen

	Co	omplete each question with <u>do</u> or <u>does</u> .
	1	Whendo you go shopping?
		What timeshe 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		nscramble the words and write sentences in the simple present tense. Begin each sentence with a capital letter.
		nd with a period (.).
		usually / on weekends / go shopping / she She usually goes shopping on weekends.
		go to the movies / my sisters / on Fridays / sometimes
		in the morning / never / check e-mail / I
		always / my daughter/ to work / take the bus
		we / to school / walk / never
	6	sometimes / my brother / after work / visit his friends
1	C	omplete each response with <u>do</u> or <u>does</u> .
		Who takes out the garbage in your house? My daughterdoes
		Who washes the dishes in your family? I
		Who makes dinner? My parents
		Who does the laundry in your house? My brother
		Who valches TV before dinner? My granddaughter
	O	Who takes a bath in the evening? My sister

TOP NOTCH

FUNDAMENTALS

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 Mark 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:
-	Time about a boss, concague, or teacher.

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?

Q: Is the bank next to the ...

A: It's next to the restaurant. A: No. it isn't. It's ...

	7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7	
1 Q:	9	
A:		
2 Q:		
A:		
3 Q:		
A:		
4 Q:		
A:		
5 Q:		
A:		



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.



UNIT

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 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?

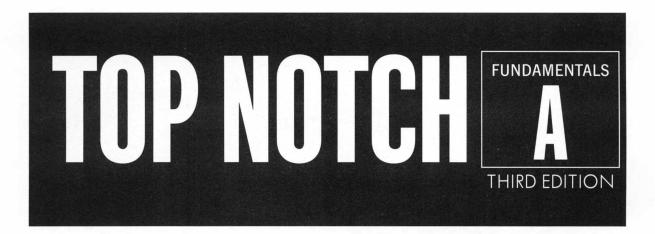
Example:

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.

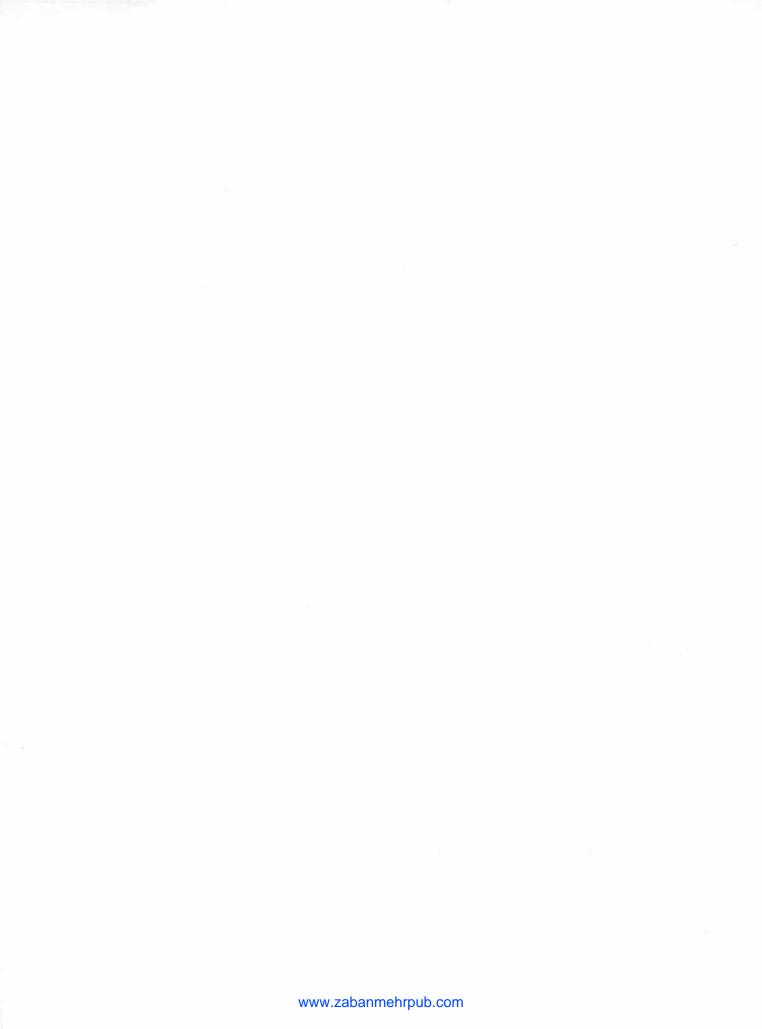
What do you do in the morning?	Example: In the morning, I usually get up at 7:00. Then I
What do you do in the afternoon?	
What do you do in the evening?	
What do you do on Saturdays and Sundays?	



WORKBOOK

JOAN SASLOW ALLEN ASCHER

with Julie C. Rouse



UNIT 1

Names and Occupations

LESSON

- 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







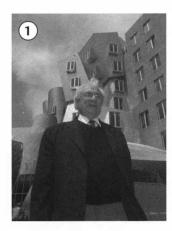








2 FAMOUS PEOPLE. What are their occupations? Write sentences. Use contractions.







- 1. Frank Gehry: <u>He's an architect</u>
- 2. Mariana Pajón: _____
- 3. 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?

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.



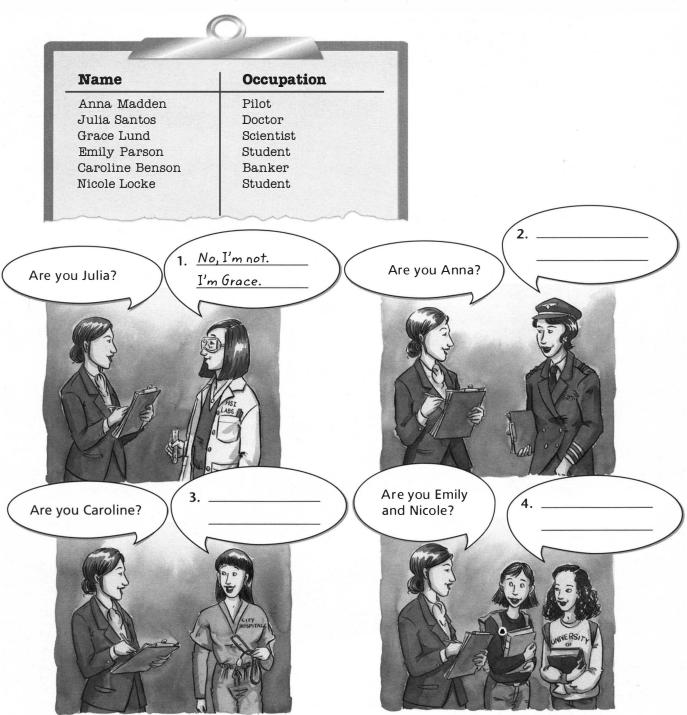
1. She's an artist

- 4. _____
- 2. ______.
- 5. _____

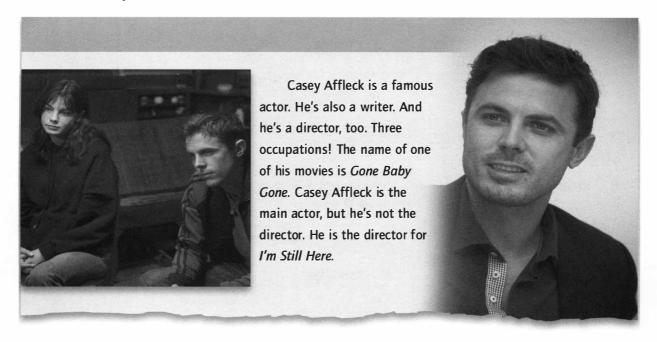
3. _____

· ____

- 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.



9 Read about Casey Affleck.



Now answer the questions. Check $\overline{\mathbf{V}}$ 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 flite attendant actor

Now write the words correctly.

- 5. :_____



11 Rev	write the sent	ences. Capital	lize the pro	per 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 musician chef photographer engineer scientist

actor singer manager 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?

FUN

1	Α	RI	DD	I F	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	state	ments.
------	-----	-------	--------

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.
	****	411	occupation		Cucii	PCISCII

Ms. Adams: _	
Ms. Banks: _	
Ms. Clark:	
Ms. Dare:	.07

2	WORD FIND. Look across (\rightarrow) and down (\downarrow) . Circle the eight occupations
	Then write the occupations on the lines.

_			_

N	E	1	М	Ε	P	Α	E	N	N	В	K	R	P	P	Ε
М	0	Ε	Т	Ε	0	Α	М	Ε	S	U	1	Н	Α	Т	L
Α	E	L	P	0	L	L	Н	N	С	N	N	N	T	R	Υ
Ν	T	W	Ε	S	Α	Α	S	Α	1	Н	Н	R	R	L	-1
Α	0	R	Н	Т	Ε	Т	T	R	Ε	Ť	E	Т	Ε	N	C
G	K	-1	Ε	N	P	Н	E	S	Ν	Α	Н	N	Ε	S	Α
Ε	N	Т	P	С	R	L	Α	M	T	R	Ε	N	S	R	Ε
R	Ť	Ε	Α	E	Α	E	1	N	I	N	N	E	R	N	U
K	Α	R	Α	S	Н	T	Α	Α	S	E	R	E	R	Α	T
0	Α	Т	N	Υ	T	E	I	U	T	E	Н	G	R	N	М
Ε	С	Р	Н	0	T	0	G	R	Α	P	Н	Ε	R	Н	Ε
R	T	Ν	Α	S	M	В	E	N	G	١	N	Ε	Ε	R	В
N	0	Ε	N	R	Α	Ε	Ε	E	Ε	R	Α	Ε	R	Ε	L
Α	R	0	K	P	E	G	N	Ε	R	Α	N	U	U	Н	Ε
0	T	Т	В	Α	N	K	Ε	R	T	L	Ε	G	С	T	Ε
N	N	K	R	N	N	E	R	N	R	Т	В	I	G	Ε	Т

About People

LESSON 1

1 Look at the pictures. Write possessive adjectives.



1. His doctor is Dr. Brown.



2. _____ teacher is Ms. Jalbert.

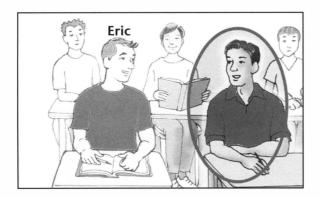


3. _____ boss is Mr. Lin.

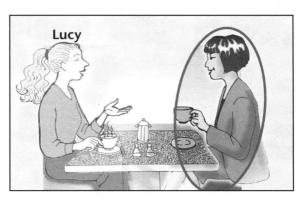


4. _____ neighbors are Mr. and Mrs. Rivera.

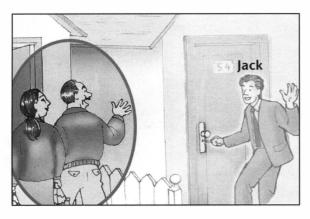
2 Look at the pictures. Complete the sentences about relationships. Use possessive nouns.



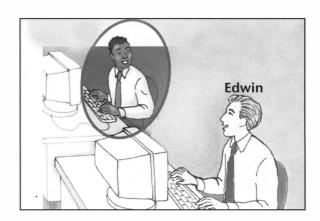
1. He is Eric's classmate



2. She is



3. They are _



4. He is _

3 Complete the sentences.

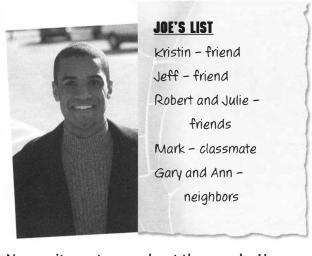
- Audrey is _____ classmate.
 Ms. Miller and Mr. Sullivan are ____ colleagues.
 We're ____ Mr. Haber students.
 Are ___ they / their your neighbors?
 Who is ___ manager?
 Dr. Franklin isn't ___ doctor.

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.



Samantha – colleague Peter – colleague	16.0
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:
	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



8 Fill out the form for a friend, a neighbor, or a colleague.

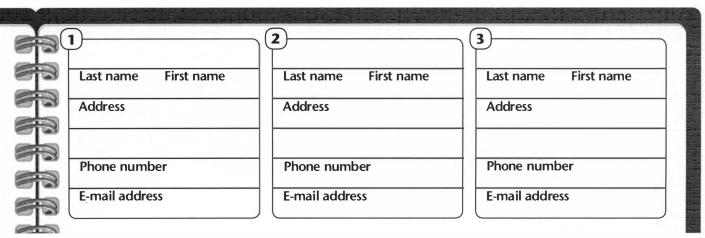
☐ Mr. ☐ Mrs.		
☐ Miss	first name	last name
☐ Ms.		

Now complete the conversation between the person and a clerk.

- Clerk: Hi. What's your last name, please?
 Clerk: And your first name?
 My first name?
 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 _____.

LESSON 3

10 Complete the address book with information for three friends.



- 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: What's Ms. Harrison's first name?
- B: Kate.
- 2. A: What's her address?
- 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, _____

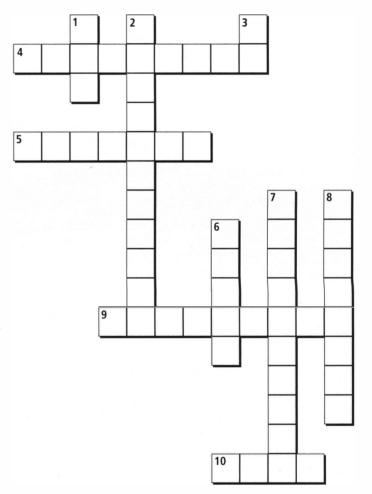
2 Complete the puzzle.

Across

- We are _____. Our addresses are15 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

- Mr. Bryant is Andy's teacher.
 Andy is _____ student.
- **2.** Their address is 11 Palm Street, and their _____ is (661) 555–4485.
- 3. Li Na'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

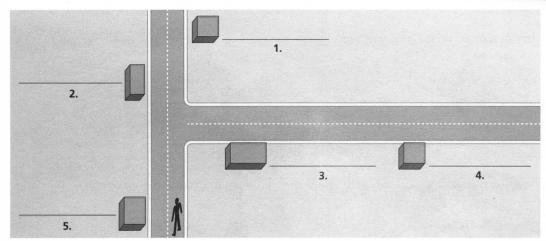
- 1 Write the names of places in your neighborhood.
 - 1. a restaurant: _____
 - 2. a bank: _____
 - **3.** a bookstore: _____
 - **4.** a pharmacy: ______
 - **5.** a school: _____



- 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.



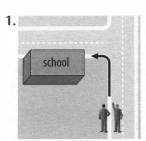


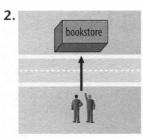


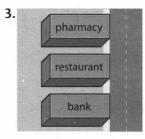
- 3 Read the answers. Then complete the questions with Where's or What's.
 - 1. **A:** _____ the address?
 - 2. A: _____ the bookstore?
 - **3. A**: _____ the pharmacy?
 - 3. 7. _____ the pharmacy.
 - 4. A: _____Lisa's occupation?
 - 5. A: _____ his e-mail address?
 - **6.** A: ______ your friend's restaurant?

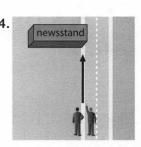
- B: 214 New Street.
- B: It's down the street on the left.
- B: It's across the street.
- B: She's a photographer.
- B: Rob123@mail.net.
- B: It's around the corner.

4 Look at the pictures. Write questions and answers. Follow the model.









1. A:	Where's the school	?	B: <u>It's around the corner</u>
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. _____



2



4. _____



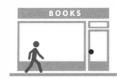
5. ______

	store:Take the bus. Do		
3. to a pharmacy:		-	
4. to a restaurant:			
Look at the picture the location. Follow	s. Write a sentence with v the model.	an imperative ar	nd a sentence about
1.			Take a taxi to the bookstore
no Complete			It's next to the bank
N.		bank	
2.			
3.			
^	am.	11	
4.			

www.zabanmehrpub.com

9 Look at the pictures. Write questions. Follow the model.

?



1. Can I walk to the bookstore



2. _____



3. _____?



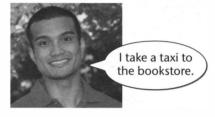
4. ______

LESSON 3

10 Look at the pictures. Answer the questions. Use a by phrase.



How does she go home?
 By subway



2. How does he go to the bookstore?



3. How do they go to work?



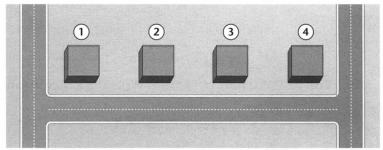
- 4. How does she go to school?
- How do you go places? Read the sentences. Write \underline{T} for sentences that are true for you and \underline{F} for sentences that are false for you.
 - 1. _____ I go to school by bicycle.
 - 2. ____ I take a taxi to restaurants.
 - 3. ____ I go to work by train.
 - 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.		
۷.		
3.		



2 WORD FIND. Look across (→) and down (↓). Circle the eight means of transportation. Then write the means of transportation on the lines.

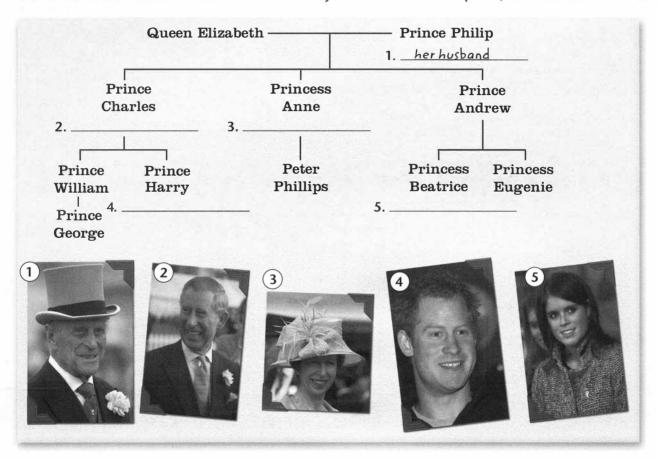
ı	С	U	S	0	G	Z	Z	S	Н	Z	Z	F	В	М	Н
ı	Н	S	Н	Р	R	F	Α	I	Α	L	J	S	T	В	1
ı	Ε	U	P	Н	S	1	R	Υ	Т	0	Χ	X	S	W	S
ı	K	В	Α	Ν	М	0	T	0	R	С	Υ	C	L	Ε	C
ı	G	W	Α	В	0	W	M	Т	Α	J	W	F	F	F	X
ı	U	Α	С	N	Р	Z	P	L	I	Q	1	Υ	M	F	Υ
ı	Т	Υ	N	C	Ε	S	P	I	N	В	0	Υ	G	T	Н
ı	Z	M	Υ	K	D	С	I	Α	S	0	Α	K	В	N	Т
ı	R	W	Ε	N	M	В	W	M	N	Н	Т	F	T	X	Ε
ı	Т	I	Υ	Т	L	Q	Q	Ε	P	0	R	U	C	P	Q
ı	Z	Α	I	U	U	R	T	S	Т	Α	Χ	I	Υ	S	W
ı	Ε	G	Α	K	K	L	R	Н	K	В	U	S	C	Н	S
ı	Χ	K	U	K	M	U	N	C	Α	R	G	Т	L	Н	Z
	М	J	F	N	J	R	Q	W	G	٧	F	В	Ε	X	Υ
ı	S	C	X	T	Α	U	Ε	0	В	Q	W	S	٧	В	P

Riddle Answers: 1. bank; 2. restaurant; 3. bookstore; 4. pharmacy

4 Family

LESSON

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 ______

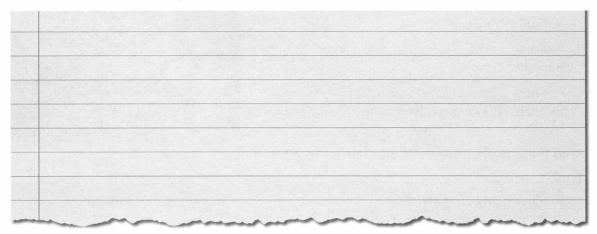
3	Complete the conversation. Write What, Where, or V	<u>Vho</u> .
	1. Andrew:'s that? Hannah: That's my brother.	
	2. Andrew:'s your brother's first name?	
	Hannah: Paul.	ASS BEN
	3. Andrew:'s your sister? Hannah: She's right there, on the left.	
	4. Andrew:'s that? Hannah: My grandmother.	3 4 3 3
	5. Andrew:'s her last name? Hannah: Connor.	
	6. Andrew: are your parents? Hannah: They're here, next to my grandmother.	TO ATT TO THE PARTY OF THE PART
4	Read the answers. Then write questions with Who.	
	1. A:? B: They're my brothers.	4. A:? B: They're my grandparents.
	2. A:?	5. A:?
	B: That's my husband.	B: She's my sister.
	3. A:? 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.)	90 200
.ESS	son 2	
6	Write the names of three relatives, friends, neighbor	rs, or classmates. Then complete the chart.

Hame	Relationship	Acje	Occupation	Pretry	handsome	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.



LESSON 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.



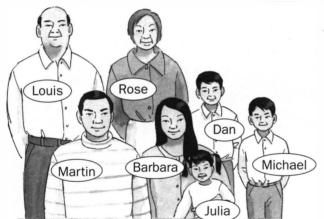
Hello. I'm George. My wife Carol and I are grandparents. We have three children and two grandchildren. Our granddaughter is Sophia. Our grandson is Jake.



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? _____

10 Look at the picture. Write sentences with <u>have</u> or <u>has</u>.



1.	Julia: She has two brothers
2.	Rose:
3.	Barbara and Martin:
4.	Dan and Michael:
5.	Louis:
	ite the next number in words.
Wri	

11

1.	twenty-one, twenty-eight, thirty-five, forty-two,
2.	four, eight, sixteen,, sixty-four
3.	ninety-nine,, seventy-five, sixty-three, fifty-one
4	ten eleven twenty-one thirty-two fifty-three

12 Complete each sentence with <u>have</u> or <u>has</u>. Then choose the correct response. Circle the letter.

1.	Matthew two sisters.	
	a. How old is she?	b. How old are they?
2.	Mark and Jamie a daug	hter.
	a. How old is he?	b. How old is she?
3.	I a brother and a sister.	
	a. How old is your brother?	b. How old is my sister?
4.	We a son.	
	a. What's your name?	b. What's his name?

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"?

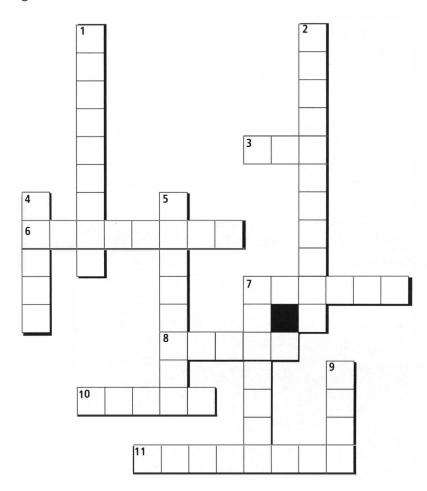
2 Complete the puzzle.

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. George Clooney's occupation
- 5. His daughter's son is his _____.
- 7. Mother and father
- 9. Amal is George Clooney's _____.



Riddle Answer: My son

UNIT **5** Events and Times

LESSON 1

1 Match the times.

- 1. _c_ It's half past ten.
- **2.** ____ It's four o'clock. **b.** 8:55
- 3. ____ It's noon.
- 4. _____ It's a quarter after two.
- 5. ____ It's five to nine.
- **6.** _____ It's six ten.
- 7. _____ It's a quarter to seven. g. 12:00 A.M.
- 8. ____ It's midnight.

- **a.** 6:45

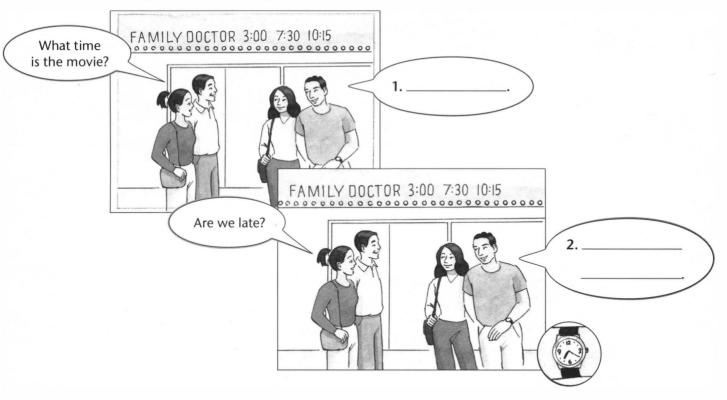
 - **c.** 10:30
 - **d.** 12:00 P.M.
 - e. 4:00
 - **f**. 6:10

 - h. 2:15

Look at the pictures. Are the people early, late, or on time? Write sentences.



3 Look at the pictures. Then complete the conversation.



			0
	_		$\forall A$
ES	S	N	14

4	Write an	occupation	for each	event.
---	----------	------------	----------	--------

1	a concert:	asinger	
н.	a concert:	. ,,90.	

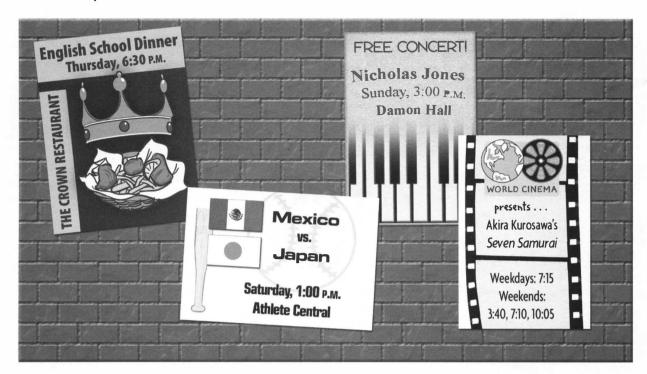
5 When is your English class? Circle the day or days. Write the times.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
					in the same	Control of the property of the sand

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
	To be made by a first			

7 Look at the posters.



Now check true or false.

	true	false
1. The game is on Sunday.		
2. The movie is at 7:10 on Wednesday.		
3. The dinner is at half past seven.		
4. The concert is at three o'clock.		
5. The movie is at 3:40 on Saturday.		

_						_
8	Look at the posters i	n Exercise i	7 again.	Complete the	questions a	nd answers

1. A:		B:	It's	one o'clock.	
2. A:	? I	B:	It's	Thursday.	
3. A:	7	B:	lt's	Sunday	3:00

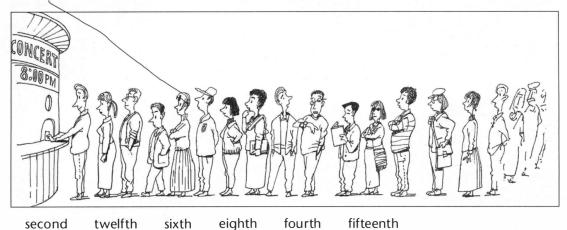
9 Complete the conversation. Use the times and days on the posters in Exercise 7.

1.	You: Hi, How are you?
	Your friend: Fine, thanks. And you?
2.	You: on on
	Your friend: Great! What time?
3.	You:
	Your friend: OK. Let's meet at

LESSON 3

10 Match the ordinal numbers with the people. Draw lines.

fifth first ninth eleventh seventh thirteenth



11 Look at the pictures. Write the months for each type of weather where you live.



1.	
2.	

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.

12

13 Complete the conversations. Use the prepositions in, on, and at.











- 1. A: When's your birthday?
- 2. A: Am I late?
- **3. A:** What time is the party?
- 4. A: Is the game at 9:15 tonight?
- 5. A: What time's the movie?
- **6. A:** Is the dinner in January?
- **7. A:** There's a concert at 10:00.

- **B:** It's _____ March. It's _____ March 11th.
- **B**: No, you're _____ time.
- **B:** It's ______ 1:30.
- **B**: No, it's ______ the afternoon, _____ 3:45.
- B: It's _____ midnight.
- **B**: Yes, it's _____ the 19th.
- B: _____ night or _____ the morning?

14 Look at the invitation.



Now answer the questions. Write complete sentences.

- What month is the party? ______.
 What date is the party? _____.
- 3. What day is the party?
- 4. What time's the party? ______.
- 5. Where's the restaurant? _____

JUST FOR

FUN

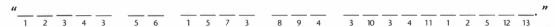
1 Fill in the answers. Then look at the numbers under the lines. Write the letters in the puzzle.

- 1. A dinner, a party, 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.

—	12	-	3	10	—-	_	1
8	4	5	_		11	6	

$$\frac{13}{9} - \frac{7}{9} - \frac{7}{2}$$

Puzzle



-Thomas Edison, inventor (U.S.)

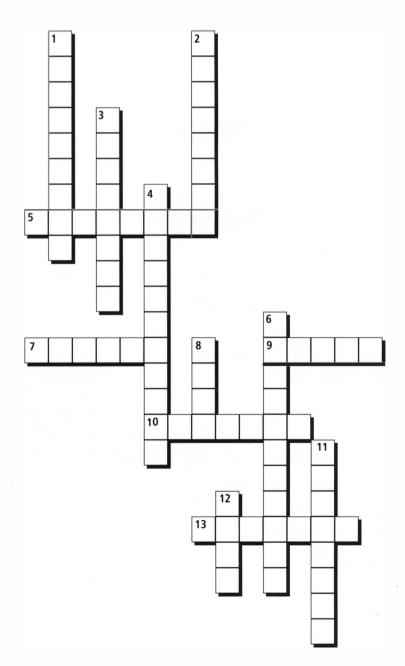
2 Complete the puzzle.

Across

- 5. This month has twenty-eight days.
- 7. Jana's birthday is March 12th. 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 р.м.)
- **13.** Good _____! (at 7:00 A.M.)

Down

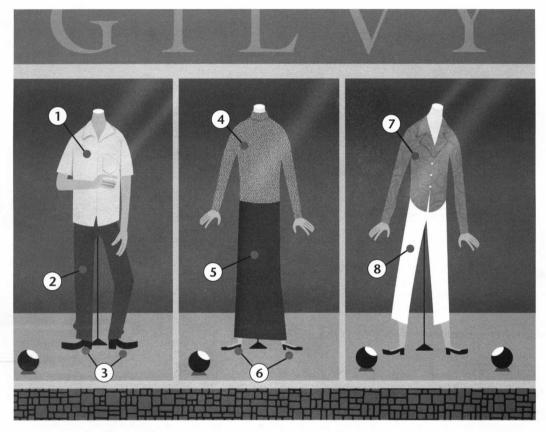
- 1. The ninth month of the year
- 2. The fourth weekday
- 3. The first day of the weekend
- 4. Another way to say 10:30
- 6. Q is the _____ letter in the alphabet.
- 8. The baseball _____ is on Friday.
- 11. 12:00 A.M.
- 12. 12:00 P.M.



Clothes

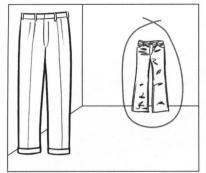
LESSON 1

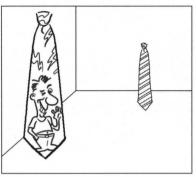
1 Write the names of the clothes.

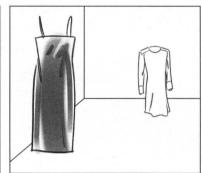


1.	
7.	

2 Circle one of the clothing items in each picture. Write a sentence with <u>l like</u> and this, that, these or those.

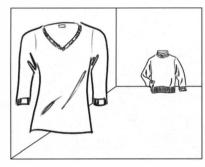


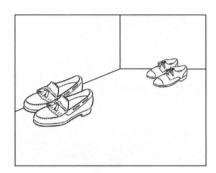




Example: I like those pants. 1.

2. _____





3 Write sentences. Use words from each list.

My sister / brother My parents

My classmates

My neighbor

My friends

My friend and I

My teacher

like likes restaurants bookstores weekends motorcycles parties dinners movies concerts

M	ly frier	de like	parties
- 1	IY IIICI	Id) III	pur ne)

4 Look at the pictures. Complete the sentences. Use <u>want</u>, <u>need</u>, or <u>have</u>.



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.





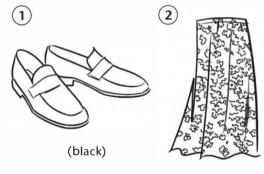
Clothes



6 Complete the sentences about yourself. Use like or don't like.

Example: <u>I don't like</u> 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.
 - 2. Susan's friend _____ her skirt.
 - 3. Michael and Steven _____ suits.
 - 4. ______ you _____ a jacket?
 - **5.** We _____ shoes for the party.
 - 6. _____ Anthony _____ this tie?
 - 7. ______Ryan ______large or extra large?
 - 8. They _____ this blouse in white.
- 8 Look at the clothes. Write a question. Ask for the color or size in parentheses. Then complete the short answer.



(small)



(brown)



(large)

- Do you have these shoes in black
 No, we don't
 Yes,
- 3. ______? Yes, ______.



9	Write sentences about yourself. Use have / don't have, want / don't want,
	or need / don't need.

Ex	ample: 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 tight dress and a loose dress in black. Marina wants the loose dress. The tight dress is very small. Fashionistas doesn't have shoes. Elena says, "Look! There's a shoe store across the street."

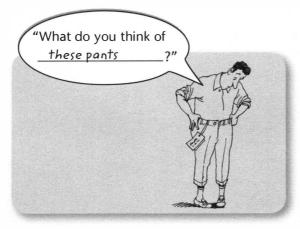
Now read the answers. Then write questions. Use Why, What, or Which.

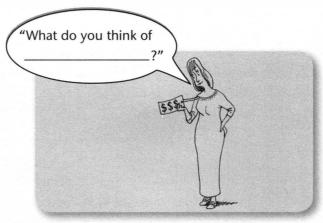
1.	A:	?	B:	Because her suit is old
2.	A:	?	B:	A suit and shoes.
3.	A:	?	B:	A black dress.
4.	A:	?	B:	The gray suit.
5.	A:	?	B:	The loose dress.

11 Plan your clothes for next week. Write on the calendar.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
gray pants						
black sweater						
sweater						
new black shoes						

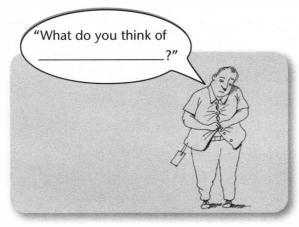
12 Look at the pictures. Complete the questions and the answers.



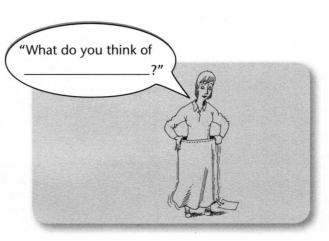


1. YOU_____





3. YOU_____



4. YOU _____

1	TAKE A GUESS!	Match the number:	s with the letters to	make these colors
	IANE A GOLJJ.	match the maniber	3 WILLI LIIC ICLLCI3 LO	make these colo

- 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.

K E В Υ C K T Ε R D 0 E K 0 0 D Н Н G R Ε Ε S D 0 R Ν Υ T E D S Ε 0 S R U W T T S 0 S T Y Ε

Clothes	Colors		
			

Activities

LESSON 1

- 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.____

Write the name of a family member Name:	
☐ takes a shower in the evening	☐ studies after dinner
☐ takes a shower in the morning	☐ watches TV after dinner
☐ doesn't eat breakfast	☐ gets up early on weekends
☐ eats a large breakfast	☐ gets up late on weekends
Look at the responses. Write questi	
B: Karina takes a shower in the m	
B: Robert goes to bed after midni	
3. A:	on weekends, in the morning.
4. A:	
B: Julia gets up at 5:00 A.M. on w	eekdays.
6. A:	е 5:00 р.м.
Complete the conversation.	
Are you a morning person or an evening person? 1. YOU	
And why do you say that?	



6	On a typical weekday	, do you .	? Check always,	usually, sometimes	, or never.
---	----------------------	------------	-----------------	--------------------	-------------

		always	usually	sometimes	never
1.	eat breakfast				
2.	watch TV in the evening				
3.	take a shower at night				
4.	read after 10:00 P.M.				
5.	exercise in the morning				
6.	take a nap in the afternoor	ı 🗆			
7.	go out for lunch				

On a typical weekend, do you . . . ? Check <u>always</u>, <u>usually</u>, <u>sometimes</u>, or <u>never</u>.

		always	usually	sometimes	never
1.	visit friends				
2.	go to a party				
3.	study				
4.	go to the movies				
5.	play soccer				
6.	check e-mail				
7.	go out for dinner				

7	ook at your answers in Exercise 6. Write five sentences about your activities. Follow the mode	el
	xample: On weekdays, I usually exercise in the morning	
	·	_,
	3	
	·	_,

 ${f 8}$ Think about the leisure activities of family members and friends. Complete the chart.

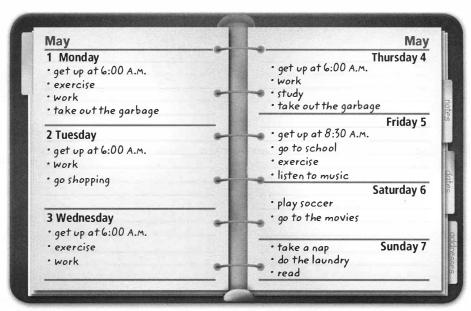
Name / Relationship	Activity	Time expression	Frequency
grandfather	take a nap	in the afternoon	usually

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
1	
2	
3	
4	
5	

LESSON 3

9 Look at Larry's weekly schedule.



Now write questions with <u>How often</u> and complete the answers.

1.	A:	How often does Larry go to school		_?
	B:	He	once a week.	
2.	A:			_?
	B:	He	_ twice a week.	
3.	A:			_?
	B:	He	_ three times a week.	
4.	A:			_?
	R٠	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.
-	loe -
	Example: Who does the laundry ? I do .
1	1?
-	田
	2?
A STATE OF THE STA	
	7
	The state of the s
	4?

FUN

1	Δ	RI	DD	I F	FOR	YOU!
	$\overline{}$	10				

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.

w	Α	Т	С	Н	Т	٧	U	С	E	Α	K	Α	U	Н	1	Т
E	Р	N	Α	С	0	Н	С	L	Н	S	0	Ι	K	٧	R	1
K	L	W	Α	S	Н	Т	Н	Ε	D	Ι	S	Н	Ε	S	Ε	Α
G	Α	L	M	S	G	Α	N	Α	M	С	T	M	Ν	М	Α	М
E	Υ	L	M	G	0	Α	L	Ν	K	В	Α	0	Н	Α	D	K
Т	S	0	R	0	D	Т	N	Т	S	D	K	W	W	K	W	0
V	0	Α	G	Т	Α	Α	T	Н	Α	Α	Ε	Т	Ν	Ε	V	0
Α	С	Ε	D	0	N	S	С	Ε	U	N	Α	Н	1	D	Α	ı
С	С	S	Α	W	С	Υ	Н	Н	0	М	В	Ε	Α	1	W	1
U	Ε	N	U	0	1	С	S	0	E	U	Α	L	0	N	Н	Ε
U	R	S	R	R	N	В	T	U	Т	E	T	Α	D	N	S	Ε
М	L	N	S	K	G	Ε	G	S	0	0	Н	W	Α	Ε	Α	Ε
С	Н	С	В	D	0	Т	Н	Ε	L	Α	U	N	D	R	Υ	D
Т	Ε	L	1	S	Т	Ε	N	Т	0	M	U	S	-1	С	Н	D
Т	E	T	Α	K	E	Α	N	Α	P	E	N	Н	Α	0	1	Ε
L	Н	T	I	Α	K	N	T	T	U	E	W	W	N	S	S	Α

Chores / Work activities	Leisure activities				
	-				
	-				

Riddle Answer: the letter <u>e</u>

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.



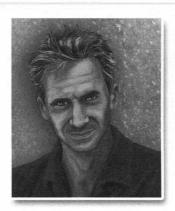
Now write a question for each answer.

1.	A:	?
	B: A soccer game.	
2.	A:	?
	B: The Sports Center.	
3.	A:	?
	B: At one o'clock.	
4.	A:	?
	B : On Saturday, May 15 th .	

3 Read about Ralph Fiennes.

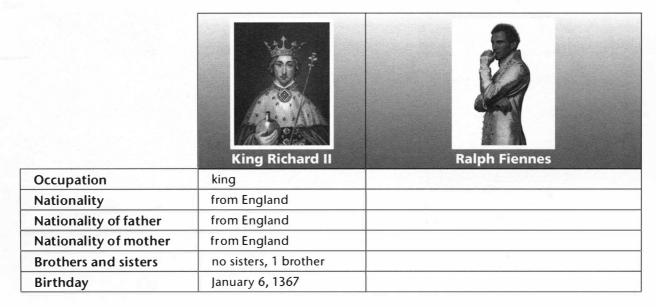
This is Ralph Fiennes. He's an actor. He's from England. His parents' families were from England, Ireland, and Scotland. His father was a farmer and photographer and his mother was a writer. He has five brothers and sisters. Ralph Fiennes's birthday is December 22, 1962. He's a Capricorn. He is tall and handsome. In 1993, Fiennes got married. He and his wife don't have any children.

In 2000, Ralph Fiennes acted in Richard II, which is a classic play by Shakespeare. The play is about the famous King Richard II of England. Fiennes was Richard II in the play. Many of Fiennes' friends were in the play. The acting was great. The sets, clothes, and script in Richard II were beautiful.



Now answer the questions.

- 1. What does Ralph Fiennes do? ______.
- 2. Is he from Ireland? ______
- 3. Does Fiennes have brothers and sisters?
- 4. When is his birthday?
- 5. How old is he? ______6. Is he short? _____
- 7. Does he have any children?
- 4 Compare King Richard II and Ralph Fiennes. Complete the chart. Use the reading in Exercise 3.



5	Choose one fan	mily member,	friend, n	eighbor, o	r colleague.	Complete the information.
---	----------------	--------------	-----------	------------	--------------	---------------------------

1. Name: ______

2. Relationship to you: _____

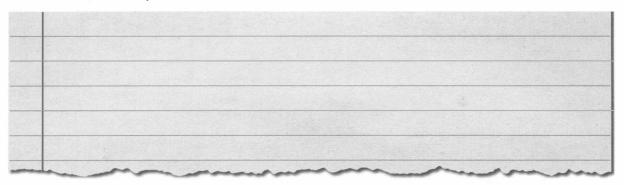
3. Occupation:

4. Birthday, age (how old?), sign: _____

5. Adjectives to describe the person:

6. Leisure activities:

Now write about this person. Use the information above.



OPTIONAL VOCABULARY BOOSTER ACTIVITIES

1 Look at the pictures. Write a <u>yes</u> / <u>no</u> question with <u>be</u> and a short answer. Use the words in parentheses.

1.



A: <u>Is he a bank teller</u> (bank teller)

B: No, he's not

2.



A: _____(doctor)

B: __



(lawyer)
B: _____

4.



A: ______(electrician)

B:



A: _____(florist)

B: ___

6.



A: _____(hairdresser)

B: _____

2 Look at the pictures. Write answers to the questions. Remember to capitalize proper nouns.











- What is the grocery clerk's name? Ais name is Sam
 What is the pharmacist's name?
 What is the waiter's name?
 What is the travel agent's first name?
 What is the professor's last name?
- 3 Answer a friend's questions about your neighborhood.







- How do you go to the supermarket?
 Can I walk to the dry cleaners?
 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

____concerts

____ baseball games

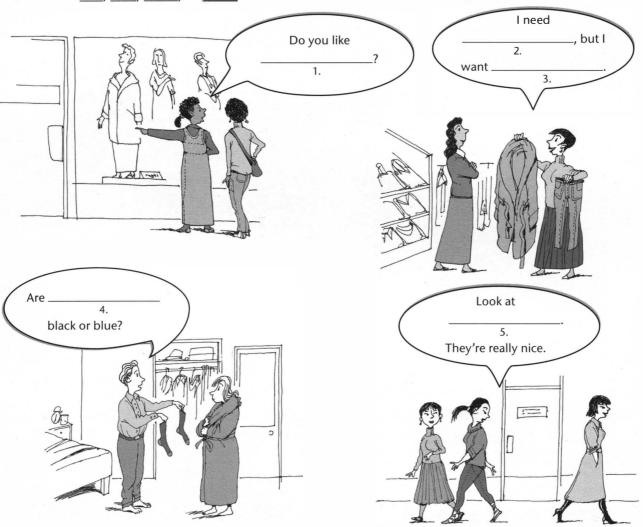
____ operas

____ 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, (5) Val Thoermer/Fotolia, (6) Nisakorn Neera/Fotolia, (7) Andrey Kiselev/Fotolia, (9) Andres Rodriquez/Fotolia; p. 5 (actor) Everett Collection/Alamy, (singer) InfusI-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) Laviejasirena/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, (athlete) Top Photo/Courtesy Everett Col/USA Rights Only/ Everett Collection/Alamy, (writer) Jeremy Sutton-Hibbert/Alamy; p. 13 (top) Felix Mizioznikov/Fotolia; p. 14 (1) Nicholas Piccillo/Fotolia, (2) Minerva Studio/Fotolia, (3) Hfng/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, (bottom left) Felix Mizioznikov/Fotolia, (bottom middle) Mykeyruna/Fotolia; p. 20 (1) Chuck Savage/Corbis, (2) CandyBox Images/Fotolia, (3) JCI/Tom Grill/Blend Images/Alamy, (5) Steve Hamblin/Alamy, (6) India Images/Dinodia Photos/Alamy; p. 22 (1) Mimagephotos/Fotolia, (4) Connel/Shutterstock, (5) John. A. Rizzo/Photodisc/Thinkstock/Getty Images, (middle left) Shipfactory/Shutterstock, (walk) Mimagephotos/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 right) Chuck Savage/Corbis; p. 24 (1) Algre/Fotolia, (2) Tarasov_vl/Fotolia, (3) Tuatong/Fotolia, (4) Marcin-Linfernum/Shutterstock, (5) Tsach/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 3) Monkey Business/Fotolia, (top 11, 12) Monkey Business/Fotolia, (top 15, 16) Monkey Business/Fotolia, (top 11, 12) Monkey Business/Fotolia, (top 15, 16) Monkey Business/Fotolia, (top 11, 12) Monkey Business/Fotolia, (top 15, 16) Monkey Business/Fotolia, (top 16, 16) Monkey Business/Fotolia, (top 17, 12) Monkey Business/Fotolia, (top 18, 16) Mo Fotolia, (bottom 1a) Elena Stepanova/Fotolia, (bottom 1b) Stuart Monk/Fotolia, (bottom 2a) Volker Witt/Fotolia, (bottom 2b) Elena Stepanova/Fotolia, (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. 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 2) Kenishirotie/Fotolia, (bottom 3) Monkey Business Images/Shutterstock; p. 31 (4) Mimagephotos/Fotolia, (5) Edyta Pawlowska/Fotolia; p. 32 (top right) Igor Mojzes/Fotolia; p. 33 (top) Citizen Stock/Blend Images/Alamy; p. 34 (left) Redcarpetpress/Alamy, (right) ChinaFotoPress/Getty Images; p. 35 (background) Dmitrydesigner/Fotolia, (left) Micromonkey/Fotolia; p. 39 (basketball) Julián Rovagnati/Fotolia, (space shuttle) Vadim Sadovski/Shutterstock, (dinner) Sugar0607/Fotolia; p. 41 (top) Christopher Bailey/Alamy; p. 42 (party) Monkey Business/Fotolia, (movie) United Artists/Album/Newscom, (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, (8) (Left) Ken Hurst/Fotolia, (9,10) Phil Date/Thinkstock/Getty Images; p. 46 (1-10) Kenishirotie/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) Photoblink/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; 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. 58 (Roomba) Oleksiy Maksymenko Photography/Alamy, (Scooba) S_E/Fotolia, (center left) Xinhua/Photoshot/Newscom, (center) DC5 WENN Photos/Newscom, (center right) Presselect/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 (2) Barbara Stitzer/PhotoEdit, Inc., (3) Michael Jung/Fotolia, (4) Kzenon/Fotolia, (5) Minerva Studio/Fotolia, (6) Fuse/Thinkstock/ Getty Images, (8) AntonioDiaz/Fotolia, (9) Mangostock/Thinkstock/Getty Images, (14) Studiophotopro/Fotolia, (15) Tyler Olson/Fotolia, (16) Rob/Fotolia; 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 Description (bottom 2) Dotshock/Shutterstock, (bottom 3) Sava Alexandru/E+/Getty Images, (bottom 4) Frillet Patrick /Hemis/Alamy, (bottom 5) Adisa/Fotolia, (bottom 5) Adisa/Fotolia, (bottom 5) Bertys30/Fotolia, (bottom 9) Omicron/Fotolia, (bottom 10) Eisenhans/Fotolia, (bottom 11) Jeremy Graham/DBimages/Alamy, (bottom 13) ZUMA Press, Inc./Alamy (bottom 14) Marius Schwarz/Caro/Alamy; p. 127 (top 3) Felix Mizioznikov/Shutterstock, (top 4) Andrey Bandurenko/Fotolia, (bottom 1) Robbie Jack/Corbis, (bottom 2) India Images/Dinodia Photos/Alamy, (bottom 3) Digital Vision/Getty Images, (bottom 4) Black 100/Allsport concepts/Getty Images, (bottom 5) Crashoran/Fotolia, (bottom 6) Glenn Harper/Alamy, (bottom 7) Agencyby/ iStock/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) Khvost/Fotolia, Littlestocker/Fotolia, (bottom) (1) Kastock/Fotolia, (3) BananaStock/Thinkstock/Getty Images.

Illustration credits: Kenneth Batelman pp. 37 (bottom-center), 61; John Ceballos pp. 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); Gary Torrisi pp. 12, 25 (top); Meryl Treatner p. 37 (center); TSI Graphics pp. 21 (bottom), 46 (top right); 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) 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/Wirelmage/Getty Images; p. W5 (left) Michael Jung/Fotolia, (middle right) Nisakorn Neera/Fotolia, (right) Byrdyak/Fotolia; p. W13 (top) [GI/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) [GI/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, (ight) rasstock/Fotolia; p. W44 (1) Andrey_Popov/Shutterstock, (3) 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, (bottom left) MIXA/Cetty Images, (bottom middle) Andersen Ross/Blend Images/Getty Images, (bottom right) Kzenon/Fotolia; p. W46 (1) gavran333/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, (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 Petričič: 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 Veltfort: page W8; Patrick Welsh: pages W14 (top), W25 (top-right, top-left).