ENGLISH FOR TODAY'S WORLD

with workbook

JOAN SASLOW
ALLEN ASCHER

With Top Notch Pop Songs and Karaoke
by Rob Morsberger
ABOUT THE AUTHORS

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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 editor 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.

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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.

www.irLanguage.com
LEARNING OBJECTIVES

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

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

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

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

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

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

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

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

Award-Winning Instructional Design*

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

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

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

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

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

Joan Saslow and Allen Ascher

* Top Notch is the recipient of the Association of Educational Publishers’ Distinguished Achievement Award.
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 Conversation
  Activator videos: increase students' confidence in oral communication
- NEW Pronunciation Coach videos: facilitate clear and fluent oral expression
- NEW Extra Grammar Exercises: ensure mastery of grammar
- NEW Digital Full-Color Vocabulary Flash Cards: accelerate retention of new vocabulary

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

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

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

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

MyEnglishLab
An optional online learning tool

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

Full-Course Placement Tests
Choose printable or online version

Classroom Audio Program
- A set of Audio CDs, as an alternative to the clickable audio in the Active Teach
- Contains a variety of authentic regional and non-native accents to build comprehension of diverse English speakers
- NEW The entire audio program is available for students at www.english.com/topnotch3e. The mobile app Top Notch Go allows access anytime, anywhere and lets students practice at their own pace.

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 Active Teach

For more information: www.pearsonelt.com/topnotch3e
Welcome to *Top Notch!*

**GOAL** Introduce yourself

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

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

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

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

**NOW YOU CAN** Introduce yourself

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

**Greetings**
- Hi.
- Hello.
- I'm [Lisa].

**Responses**
- Nice to meet you.
- Glad to meet you.
- It's a pleasure to meet you.
GOAL  Greet people

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

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

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

NOW YOU CAN  Greet people

PAIR WORK  Now greet your classmates.

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

Responses
Fine. / I'm fine.
Great.
Not bad.
So-so.
1 1.11 CONVERSATION MODEL Read and listen.
A: Good-bye, Charlotte.
B: Good-bye, Emily.
A: See you tomorrow.
B: OK. See you!

2 1.12 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

NOW YOU CAN Say good-bye

PAIR WORK Now say good-bye to your classmates.

NOW I CAN
- Introduce myself.
- Greet people.
- Say good-bye.
Names and Occupations

Tell a classmate your occupation

VOCABULARY • Occupations

Read and listen. Then listen again and repeat.

1 a teacher
2 a student
3 an architect
4 an actor
5 an athlete
6 a musician
7 an artist
8 a banker
9 a singer
10 a flight attendant

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

GRAMMAR • Verb be: singular statements / Contractions

Affirmative statements / Contractionsn
I am Ann. / I'm Ann.
You are an architect. / You're an architect.
He is a teacher. / He's a teacher.
She is a singer. / She's a singer.

Negative statements / Contractionsn
I am not Jen. / I'm not Jen.
You are not an artist. / You're not an artist.
He is not a student. / He's not a student.
She is not a banker. / She's not a banker.

Articles a / an
a teacher
an actor
4 **GRAMMAR PRACTICE** Write the article a or an for each occupation.

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

5 **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.

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

NOW YOU CAN  Tell a classmate your occupation

1 **CONVERSATION MODEL** Read and listen.

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

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

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

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

4 **CHANGE PARTNERS** Tell another classmate your occupation.
1 VOCABULARY • More occupations  Read and listen. Then listen again and repeat.

1 She's a chef.
2 He's a writer.
3 She's a manager.
4 She's a scientist.
5 He's a doctor.
6 She's an engineer.
7 He's a photographer.
8 He's a pilot.

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

<table>
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<th>Plural nouns</th>
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<td>a chef</td>
<td>2 chefs</td>
</tr>
<tr>
<td>an athlete</td>
<td>3 athletes</td>
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Affirmative statements / Contractions
- We are photographers. / We’re photographers.
- You are scientists. / You’re scientists.
- They are writers. / They’re writers.

Negative statements / Contractions
- We are not chefs. / We’re not chefs. / We aren’t chefs.
- You are not pilots. / You’re not pilots. / You aren’t pilots.
- They are not artists. / They’re not artists. / They aren’t artists.

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

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

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

1 I am (an artist / artists / artist).
2 We are (a flight attendant / flight attendants / flight attendant).
3 She is (banker / a banker / bankers).
4 They are (a writer / writers / writer).
5 GRAMMAR • Be: yes / no questions and short answers

<table>
<thead>
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<th>Short answers</th>
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<td>Are you an architect?</td>
<td>Yes, I am.</td>
</tr>
<tr>
<td>Is he an architect?</td>
<td>No, he's not.</td>
</tr>
<tr>
<td>Is Tanya a musician?</td>
<td>Yes, she is.</td>
</tr>
<tr>
<td>Are you a musician?</td>
<td>No, I'm not.</td>
</tr>
<tr>
<td>Are they musicians?</td>
<td>Yes, we are.</td>
</tr>
<tr>
<td>Are Ted and Jane musicians?</td>
<td>No, they're not.</td>
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6 GRAMMAR PRACTICE Complete the conversations. Use contractions when possible.

1 A: Are they Abby and Jonah?
   B: Yes, they are.
2 A: Hanna is a scientist?
   B: No, she's not.
3 A: you Rachel and Philip?
   B: No, we're not.
4 A: a chef?
   B: Yes, I am.
5 A: he Evan?
   B: No, he's not.
6 A: Tim an actor?
   B: No, he’s not. He’s Michael.

7 PAIR WORK Practice the conversations from Exercise 6.

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

   "Are you an artist?"
   "Yes, I am."

NOW YOU CAN Identify your classmates

1 🎧 CONVERSATION MODEL Read and listen.
   A: Excuse me. Are you Marie?
   B: No, I'm not. I'm Laura. That's Marie.
   A: Where?
   B: Right over there.
   A: Thank you.
   B: You're welcome.

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

3 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.

Be careful!

Yes, I am. NOT Yes, I am.
Yes, she is. NOT Yes, she is.
Yes, we are. NOT Yes, we are.
1. VOCABULARY • The alphabet Read and listen. Then listen again and repeat.

ABCDFGHJKLMNOPQRSTUVWXYZ

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

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

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

   N M W
   J C
   I Y
   F Q
   O E
   P D
   H B
   S Z
   R K
   V U
   L G
   A T X

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

   1. Green
   2. Leigh
   3. Katharine

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

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

5. 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
7 GRAMMAR PRACTICE Circle the proper nouns. Underline the common nouns.

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

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

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

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

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

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

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

NOW YOU CAN

1 CONVERSATION MODEL Read and listen.
A: Hello. I’m John Bello.
B: Excuse me?
A: John Bello.
B: How do you spell that?
A: B-E-L-L-O.
B: Thanks!

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

3 CONVERSATION ACTIVATOR With a partner, personalize the conversation. Use real names. Then change roles.
A: Hello. I’m ........
B: Excuse me?
A: ........
B: How do you spell that?
A: ........
B: Thanks!

DON’T STOP!

Ask about occupations:
What do you do?

4 CHANGE PARTNERS Personalize the conversation again.
1 **LISTENING COMPREHENSION** Listen to the conversations. Write the number of each conversation in the correct box.

![Conversation illustrations]

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

<table>
<thead>
<tr>
<th>NAME</th>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Porter</td>
<td></td>
</tr>
</tbody>
</table>

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

- **NAME:**
- **OCCUPATION:**

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

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

- **Idris Elba**
  - actor

- **Paulina Aguirre**
  - singer

- **Zheng Jie**
  - athlete

- **Mario Vargas Llosa**
  - writer

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

2 Is Paulina Aguirre a singer? **Yes.**

3 Is Zheng Jie a teacher? **No.**

4 Are Zheng Jie and Mario Vargas Llosa scientists? **No.**

5 Is Mario Vargas Llosa an actor? **No.**

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

1 "Hi. I'm Art Potter." **YOU**

2 "Are you a teacher?" **YOU**

3 "What do you do?" **YOU**

4 "Thank you." **YOU**

5 **GRAMMAR BOOSTER**

- **Unit 1 review** • p. 135
- **SONG KARAOKE**
- **TOP NOTCH POP** • Lyrics p. 150
  "What Do You Do?"
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

Now I can:
- Tell a classmate my occupation.
- Identify my classmates.
- Spell names.
UNIT 2
About People

LESSON 1
GOAL Introduce people

1 >FLASH 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

2 GRAMMAR • Possessive nouns and adjectives

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

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

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

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

1 Mr. Thomas is (my / I) boss.
2 Is Mrs. Cory (you / your) teacher?
3 Is (she / her) Dr. Kim?
4 Are (they / their) Connie and Sam?
5 Are (your / you) Barry’s friend?

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

Jerry is my classmate. Ted and Jan Keyes are my neighbors.
5 **LISTENING COMPREHENSION** Listen to the conversations. Write the relationships.

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

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

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

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

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

1 A: .......................... your neighbor .......................... ? B: She .......................... Canada.

**NOW YOU CAN** Introduce people

1 **CONVERSATION MODEL** Read and listen.
   A: Tom, this is Paula. Paula's my classmate.
   B: Hi, Paula.
   C: Hi, Tom. Nice to meet you.
   B: Nice to meet you, too.

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

3 **CONVERSATION ACTIVATOR** Personalize the conversation with two other students. Use your own names. Then change roles.
   A: .........................., this is ..........................’s my ..........................
   B: Hi, ...........................
   C: Hi, .......................... Nice to meet you.
   B: Nice to meet you, too.

4 **CHANGE PARTNERS** Introduce other classmates.
1. **VOCABULARY • Titles and names** Read and listen. Then listen again and repeat.

<table>
<thead>
<tr>
<th>Titles</th>
<th>1 Mr.</th>
<th>2 Mrs.</th>
<th>3 Miss</th>
<th>4 Ms.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr.</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Mrs.</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Miss</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ms.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

Hi. I'm Mr. Wilson.

Nice to meet you, Mr. Wilson.

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

- **1** Mr. Craig Bryant
  - Mr.
  - Mrs.
  - Miss
  - Ms.

- **2** Mr. Brenda Corsun
  - Mr.
  - Mrs.
  - Miss
  - Ms.

- **3** Mr. Damian Bao
  - Mr.
  - Mrs.
  - Miss
  - Ms.

- **4** Mr. Carrie Davison
  - Mr.
  - Mrs.
  - Miss
  - Ms.

- **5** Mr. Teresa Walder
  - Mr.
  - Mrs.
  - Miss
  - Ms.

- **6** Mr. Mauricio Escobar
  - Mr.
  - Mrs.
  - Miss
  - Ms.
4 VOCABULARY PRACTICE Fill out the forms. Check the correct titles.

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

A classmate:
☐ Mr. ☐ Mrs. ☐ Miss ☐ Ms.
first name
last name

NOW YOU CAN Tell someone your first and last name

1 ► CONVERSATION MODEL Read and listen.

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

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

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

3 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.

DONT STOP! Ask more questions.

4 CHANGE PARTNERS Personalize the conversation again.

DON’T STOP!

How do you spell that?
What do you do?
Where are you from?
1 **VOCABULARY • Numbers 0–20** Read and listen. Then listen again and repeat.

<table>
<thead>
<tr>
<th>Number</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>zero</td>
</tr>
<tr>
<td>1</td>
<td>one</td>
</tr>
<tr>
<td>2</td>
<td>two</td>
</tr>
<tr>
<td>3</td>
<td>three</td>
</tr>
<tr>
<td>4</td>
<td>four</td>
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<td>5</td>
<td>five</td>
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<td>seven</td>
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<td>eight</td>
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<td>nine</td>
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<tr>
<td>10</td>
<td>ten</td>
</tr>
<tr>
<td>11</td>
<td>eleven</td>
</tr>
<tr>
<td>12</td>
<td>twelve</td>
</tr>
<tr>
<td>13</td>
<td>thirteen</td>
</tr>
<tr>
<td>14</td>
<td>fourteen</td>
</tr>
<tr>
<td>15</td>
<td>fifteen</td>
</tr>
<tr>
<td>16</td>
<td>sixteen</td>
</tr>
<tr>
<td>17</td>
<td>seventeen</td>
</tr>
<tr>
<td>18</td>
<td>eighteen</td>
</tr>
<tr>
<td>19</td>
<td>nineteen</td>
</tr>
<tr>
<td>20</td>
<td>twenty</td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What's his name?</td>
<td>(Mark Crandall.)</td>
</tr>
<tr>
<td>What's his last name?</td>
<td>(Crandall.)</td>
</tr>
<tr>
<td>What's Ellen's address?</td>
<td>(18 Main Street.)</td>
</tr>
<tr>
<td>What's her e-mail address?</td>
<td>(<a href="mailto:Dover14@hipnet.com">Dover14@hipnet.com</a>.)</td>
</tr>
<tr>
<td>What's her occupation?</td>
<td>(She's a writer.)</td>
</tr>
<tr>
<td>What's their phone number?</td>
<td>(835-555-0037.)</td>
</tr>
<tr>
<td>What are their first names?</td>
<td>(Luis and Samuel.)</td>
</tr>
</tbody>
</table>

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

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

- first name
- phone number
- e-mail address

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

<table>
<thead>
<tr>
<th>NAME</th>
<th>PHONE NUMBER</th>
<th>E-MAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valerie</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathilda</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joseph</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quinn</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Complete the questions.

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

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

3 A: address?
   B: 18 Bank Street.

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

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

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

---

Get someone's contact information

1 CONVERSATION MODEL Read and listen.
   A: What's your name?
   B: Dave Mitchell.
   A: And what's your phone number?
   B: 523-6620.
   A: 523-6620?
   B: That's right.

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

3 CONVERSATION ACTIVATOR With a partner, personalize the conversation. Write your partner's answers on a separate sheet of paper. Then change roles.
   A: What's your ..........?
   B: ..........?
   A: And what's your ..........?
   B: ..........?
   A: ..........?
   B: That's right.

4 CHANGE PARTNERS Get other classmates’ contact information.
1 **READING** Read about six famous people. Where are they from?

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

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

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

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

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

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

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

- Is Nadia Santini a doctor?
- Is Vincent Lam from the United States?
- Where's Ms. Okoneda from?

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

Peter Matson
- 22 Bank St.
- pmatson@ccc.com

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

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

GRAMMAR BOOSTER
Unit 2 review • p. 136

TOP NOTCH POP • Lyrics p. 150
"Excuse Me, Please"
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 __.

NOW I CAN

☐ Introduce people.
☐ Tell someone my first and last name.
☐ Get someone's contact information.
UNIT 3
Places and How to Get There

GOAL Talk about locations

1. VOCABULARY • Places in the neighborhood
   Read and listen. Then listen again and repeat.
   1. a bank
   2. a restaurant
   3. a pharmacy
   4. a school
   5. a newsstand
   6. a bookstore

2. LISTENING COMPREHENSION
   Listen. Write the places you hear.
   1. ........................................ 3. ........................................
   2. ........................................ 4. ........................................

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

4. VOCABULARY • Locations
   Read and listen. Then listen again and repeat.
   1. across the street
   2. down the street
   3. around the corner
   4. on the left
   5. on the right
   6. next to the bank
   7. between the bookstore and the bank
PAIR WORK Take turns making statements about the places.

GRAMMAR • Be: Questions with Where / Subject pronoun it

Ask questions with Where for locations.

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)

Pronunciation • Falling intonation for questions with Where

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.

DON'T STOP!

Ask about another location.

CHANGE PARTNERS Ask about other locations.
1. **Vocabulary • Ways to get places**
   Read and listen. Then listen again and repeat.

   - 1 walk
   - 2 drive
   - 3 take a taxi
   - 4 take the train
   - 5 take the bus

2. **Grammar • The imperative**
   Use imperatives to give instructions and directions.
   
   **Affirmative imperatives**
   - Drive [to the bank].
   - Take the bus [to the pharmacy].

   **Negative imperatives**
   - Don't walk.
   - Don't take the train.

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

1. Take the bus. *Don't drive.*
2. .........................................
3. .........................................
4. .........................................
5. .........................................

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

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

A: Can I walk to the bookstore?
B: The bookstore? Sure.
A: And what about the school?
B: The school? *Don't walk.* Drive.
A: OK. Thanks!

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

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

A: Can I walk to the .......... ?
B: The .......... ? Sure.
A: And what about the .......... ?
B: The .......... ? *Don't walk.*
A: OK. Thanks!

**DON'T STOP!** Talk about locations.

**RECYCLE THIS LANGUAGE.**

Where is it?
- across the street.
- down the street.
- It's around the corner.
- next to the ___________
- between the ___________ and the ___________

4. **CHANGE PARTNERS** Ask about more places.
1  VOCABULARY • Means of transportation  Read and listen. Then listen again and repeat.

1 a car  
2 a bicycle  
3 a moped  
4 a subway  
5 a motorcycle

Also remember:  
a bus  
a train  
a taxi

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

3  GRAMMAR • By to express means

by taxi  
by bicycle  
by motorcycle

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

1  
2  
3  
4  
5
VOCABULARY • Destinations

Read and listen. Then listen again and repeat.

1 go to work
2 go home
3 go to school

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

<table>
<thead>
<tr>
<th></th>
<th>by car</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td></td>
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<td></td>
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<td>5</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CONVERSATION MODEL

Read and listen.
A: How do you go to school?
B: By subway. What about you?
A: Me? I walk.

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.

NOW YOU CAN

Discuss transportation

1 CONVERSATION MODEL
Read and listen.
A: How do you go to school?
B: By subway. What about you?
A: Me? I walk.

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

3 CONVERSATION ACTIVATOR
With a partner, personalize the conversation. Ask about work, school, and home. Then change roles.
A: How do you go ......... ?
B: ......... What about you?
A: Me? .........

4 CHANGE PARTNERS
Personalize the conversation again.
1 READING Read about how people go to work and school.

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

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

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.

2 PAIR WORK Ask and answer the questions.

1. Is Mark Jackson a doctor?
   No, he's not. She's 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: ......................................... ?

3 GROUP WORK On the board, make a map of places near your school. Write the names of the places. Then take turns describing the locations of the places.
CONTEST  Study the picture for one minute. Then close your books. Who can remember all of the locations? For example:

The school is down the street.

PAIR WORK  Create conversations for the people. For example:

A: How do you go to work?
B: By bus.

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

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

NOW I CAN

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

UNIT 3 27
UNIT 4  Family

GOAL  Identify people in your family

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

1 grandparents

2 grandmother  3 grandfather  10 grandchildren  11 grandson  12 granddaughter

4 parents

5 mother  6 father  13 wife  14 husband

7 children*

* one child / two children

8 daughter  9 son  15 sister  16 brother

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

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

1  2  3

4  5  6

COMMUNICATION GOALS
1 Identify people in your family.
2 Describe your relatives.
3 Talk about your family.
4 GRAMMAR • Be: questions with Who

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

Con contractions
Who is  ➔ Who's
Who are NOT Who're

* mom and dad = informal for mother and father

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

1 A: Who's he? B: He's my grandfather.

2 A: Who's her mother? B: She's my mother.

3 A: Who's Mr. Fine's grandson? B: He's Mr. Fine's grandson.

4 A: Who are they? B: They're Pat's grandparents.


6 A: Who are they? B: They're my brother and sister.

NOW YOU CAN Identify people in your family

1 2.04 CONVERSATION MODEL Read and listen.
   A: Who's that?
   B: That's my father.
   A: And who are they?
   B: They're my sisters, Mindy and Jen.

2 2.05 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

3 CONVERSATION ACTIVATOR Bring in photos of the people in your family (OR write their names). With a partner, personalize the conversation. Then change roles.
   A: Who's that?
   B: That is  .........
   A: And  ........   ?
   B: ........

DON'T STOP!
Talk about occupations. Ask more questions.

4 CHANGE PARTNERS Personalize the conversation again.

He's / She's [an engineer].
They're [architects].
What's his / her name?
What are their names?
How do you spell that?
1 VOCABULARY • Adjectives to describe people
Read and listen. Then listen again and repeat.

1 short  2 tall  3 old  4 young  5 pretty  6 handsome  7 good-looking  8 cute

2 GRAMMAR • Be with adjectives / Adverbs very and so
Describe people with a form of be and an adjective.

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

The adverbs very and so make adjectives stronger.
They're very good-looking. She's so pretty.
He's very handsome. Your children are so cute.

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

"Gina and Deborah are very pretty."

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

1 Her husband is (handsome / tall / old).
2 His daughter is (tall / good-looking / cute).
3 Her brothers are (tall / good-looking / young).
4 His son is (tall / good-looking / short).
5 Her father is (tall / old / short).
6 His sisters are (tall / good-looking / short).

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

1 Your sisters ............ so ......................... .
2 Your daughter ............ so ......................... !
3 Our grandfather ............ very ......................... .
4 Her husband .............. 
very ......................  
5 His wife .............. so 
............................. !
6 Her brother .............. 
very ......................

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

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

NOW YOU CAN Describe your relatives

1 CONVERSATION MODEL Read and listen.
A: Tell me about your father.
B: Well, he's a doctor. And he's very tall.
A: And how about your mother?
B: She's an engineer. She's very pretty.

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

3 CONVERSATION ACTIVATOR With a partner, personalize the conversation. Describe your relatives. Then change roles.
A: Tell me about your ...........
B: Well, ........... And ...........
A: And how about your ...........
B: ...........

DON'T STOP!
Ask about other people in your partner's family.

4 CHANGE PARTNERS Ask about other classmates' relatives.
1 **GRAMMAR** • Verb *have* / *has*: affirmative statements

I | You | We | They
---|---|---|---
**have** | a brother. | **have** | **have** | **have**
  | **has** | **has** | **has** | **has**
He | **has** | **has** | **has** | **has**
She | **has** | **has** | **has** | **has**

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

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

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

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

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

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6 GRAMMAR • Be: questions with How old

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</tr>
<tr>
<td>How old are</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

NOW YOU CAN  Talk about your family

1. 1.1 CONVERSATION MODEL  Read and listen.
   A: I have one brother and two sisters.
   B: Really? How old is your brother?
   A: Twenty.
   B: And your sisters?
   A: Eighteen and twenty-two.

2. 2.2 RHYTHM AND INTONATION  Listen again and repeat. Then practice the Conversation Model with a partner.

3. CONVERSATION ACTIVATOR  With a partner, personalize the conversation. 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.
1 **READING** Read about some famous actors and their families and friends.

**Who Are They?**

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Relative's name</th>
<th>Relationship</th>
<th>Age</th>
<th>Occupation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doug</td>
<td>brother</td>
<td>14</td>
<td>student</td>
<td>He's very tall.</td>
</tr>
<tr>
<td>Relative's name</td>
<td>Relationship</td>
<td>Age</td>
<td>Occupation</td>
<td>Description</td>
</tr>
</tbody>
</table>

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 ...

NOW I CAN
☐ Identify people in my family.
☐ Describe my relatives.
☐ Talk about my family.
UNIT 5
Events and Times

LESSON 1
GOAL Confirm that you’re on time

COMMUNICATION GOALS
1 Confirm that you’re on time.
2 Talk about the time of an event.
3 Ask about birthdays.

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.

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.

What time is it in Vancouver?

It’s nine forty A.M. It’s twenty to ten.
VOCABULARY • Early, on time, and late  Read and listen. Then listen again and repeat.

1 She's early.  
2 They're on time.  
3 He's late.

NOW YOU CAN Confirm that you're on time

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

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

3 CONVERSATION ACTIVATOR  With a partner, change the conversation. Use the pictures and the times. Then change roles.
A: What time is the .......... ?  
B: ..........  
A: Uh-oh. Am I late?  
B: .......... It's ..........  
A: .......... ?  
B: That's right. You're .......... 

4 CHANGE PARTNERS  Change the conversation again.

www.irlanguage.com
1. VOCABULARY • Events  Read and listen. Then listen again and repeat.

   1. a party
   2. a dance
   3. a game
   4. a dinner
   5. a movie
   6. a concert

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

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

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

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

   What time is it?  (It's) five twenty.
   What time's the party?  (It's) at nine thirty.
   What day is the concert?  (It's) on Saturday.
   When's the dance?  (It's) at ten o'clock.
   (It's) on Friday at 10:00 P.M.
5 **GRAMMAR PRACTICE** Complete the questions and answers. Use contractions when possible.

1 A: When .......... the party?  
   B: It's .......... 11:00 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 dance?  
   B: It's .......... Friday at 9:00.
6 A: What .......... the class?  
   B: It's .......... noon.

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

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

1 **CONVERSATION MODEL** Read and listen.
   A: Look. There's a dance on Wednesday.  
   B: Great! What time?  
   A: 10:30. At Pat's Restaurant.  
   B: Really? Let's meet at 10:15.

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

3 **CONVERSATION ACTIVATOR** With a partner, change the conversation. Ask about an event. Use these events or your own events. Then change roles.
   A: Look. There's a .......... on ..........  
   B: Great! What time?  
   A: .......... At ..........  
   B: Really? Let's meet at ..........  

4 **CHANGE PARTNERS** Talk about different events.
1. **VOCABULARY • Ordinal numbers** Read and listen. Then listen again and repeat.

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

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

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

<table>
<thead>
<tr>
<th>Month</th>
<th>Days of the Week</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>S M T W T F S</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>February</td>
<td>S M T W T F S</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>March</td>
<td>S M T W T F S</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>April</td>
<td>S M T W T F S</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>May</td>
<td>S M T W T F S</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>June</td>
<td>S M T W T F S</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>

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

5. **PAIR WORK** Say a date from the calendar. Your partner writes the date.
6 GRAMMAR • Prepositions in, on, and at for dates and times: summary

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

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

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

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

NOW YOU CAN  Ask about birthdays

1. CONVERSATION MODEL Read and listen.
   A: When’s your birthday?
   B: On July 15th. When’s your birthday?
   A: My birthday’s in November. On the 13th.
2. RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.
3. 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.
1 **READING** Read the announcements. What are the events this week?

**The Daily Express**
**Events for the week of June 20th**

**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

**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!

**DANCE**
Both young and old are welcome!
Where: Casey's Restaurant, on Main Street, next to the Mrs. Books Bookstore
When: Saturday, June 25th at 8:30 P.M.

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Birthday</th>
<th>Zodiac Sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capricorn</td>
<td>Dec. 22 – Jan. 20</td>
<td></td>
</tr>
<tr>
<td>Aquarius</td>
<td>Jan. 21– Feb. 19</td>
<td></td>
</tr>
<tr>
<td>Pisces</td>
<td>Feb. 20 – Mar. 20</td>
<td></td>
</tr>
<tr>
<td>Aries</td>
<td>Mar. 21 – Apr. 20</td>
<td></td>
</tr>
<tr>
<td>Taurus</td>
<td>Apr. 21 – May 21</td>
<td></td>
</tr>
<tr>
<td>Sagittarius</td>
<td>Nov. 22 – Dec. 21</td>
<td></td>
</tr>
<tr>
<td>Scorpion</td>
<td>Oct. 23 – Nov. 21</td>
<td></td>
</tr>
<tr>
<td>Libra</td>
<td>Sep. 23 – Oct. 22</td>
<td></td>
</tr>
<tr>
<td>Virgo</td>
<td>Aug. 24 – Sep. 22</td>
<td></td>
</tr>
<tr>
<td>Leo</td>
<td>Jul. 23 – Aug. 23</td>
<td></td>
</tr>
<tr>
<td>Cancer</td>
<td>Jun. 22 – Jul. 22</td>
<td></td>
</tr>
</tbody>
</table>

**GRAMMAR BOOSTER**
**Unit 5 review** - p. 138

**TOP NOTCH POP** - Lyrics p. 150
“Let's Make a Date”
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

NOW I CAN
- Confirm that I'm on time.
- Talk about the time of an event.
- Ask about birthdays.
UNIT 6  
Clothes

GOAL Give and accept a compliment

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

1 a shirt  2 a sweater  3 a tie  
4 a jacket  5 a skirt  6 shoes  7 a dress  8 a suit  9 a blouse  10 pants*

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

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

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

3  GRAMMAR • Demonstratives this, that, these, those

this sweater  that sweater  these ties  those ties

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

1 those jackets  2  3  4

44 UNIT 6
5 GRAMMAR • The simple present tense: affirmative statements with like, want, need, and have

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Subject</th>
<th>Verb Form</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>like</td>
<td>Tina</td>
<td>likes</td>
<td>these shoes</td>
</tr>
<tr>
<td>want</td>
<td>She</td>
<td>wants</td>
<td>that shirt</td>
</tr>
<tr>
<td>need</td>
<td>He</td>
<td>needs</td>
<td>those sweaters</td>
</tr>
<tr>
<td>have</td>
<td>Sara and Jim</td>
<td>have</td>
<td>those sweaters, too</td>
</tr>
<tr>
<td>like</td>
<td>Rob</td>
<td>likes</td>
<td>those sweaters</td>
</tr>
<tr>
<td>want</td>
<td>Now he</td>
<td>has</td>
<td>a book</td>
</tr>
</tbody>
</table>

For he, she, and it, add -s to the base form.
like → likes
want → wants
need → needs
have → has

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

1 I like your tie.
2 My friends like this suit.
3 Janet wants this skirt.
4 Peter wants that jacket.
5 We have our dresses.
6 Sue and Tara want those suits.

NOW YOU CAN Give and accept a compliment

1 ▶2:39 CONVERSATION MODEL Read and listen.
A: I really like that dress.
B: Really?
A: Yes. And I like those shoes, too!
B: Thank you!
A: You’re welcome.

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

3 CONVERSATION ACTIVATOR Personalize the conversation.
Compliment your partner on his or her clothes and shoes. Then change roles.
A: I really like .
B: Really?
A: Yes. And I like , too!
B: !
A: You’re welcome.

DON’T STOP! Talk about other clothes.

4 CHANGE PARTNERS Compliment other classmates’ clothes.
1 VOCABULARY • Colors and sizes  Read and listen. Then listen again and repeat.

COLORS

1 white  2 gray  3 black  4 red  5 orange
6 yellow  7 green  8 blue  9 purple  10 brown

SIZES

11 small  12 medium  13 large  14 extra large

2 PAIR WORK  Make two statements about your clothes.

"My shoes are brown. My shirt is medium."

3 GRAMMAR • The simple present tense: negative statements and yes / no questions

with like, want, need, and have

Negative statements

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

Contractions

do not → don't
doesn't not → doesn't

Yes / no questions

Do you [need] the suit in large?
Do they [have] the suit in large?
Do you [like] those shoes in black?
Do they [need] those shoes in black?

Yes, I/we [do] / I/we [don't].
No, I/we [do not] / I/we [don't].

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

1 A: Do your children have sweaters for school?
B: My daughter does, but my son doesn't.

2 A: Does your husband need a black tie?
B: No, he doesn't. He have two black ties.

3 A: I need a blue suit for work. Do you need one too?
B: Yes, I need one too.

4 A: Do you like that green shirt?
B: Actually, no, I don't.

5 A: We like the clothes in this store.
B: Really? That's too bad. We don't.

6 A: Do you have this black jacket in size 34?
B: No, I'm sorry. We don't.
LISTENING COMPREHENSION

Listen to the conversations about clothes. Check each statement T (true) or F (false). Then listen again and circle the color.

- 1 They like the dress.
- 2 He needs shoes.
- 3 Matt needs a suit for work.
- 4 He needs a tie.
- 5 She needs the sweater in small.
- 6 They don’t have his size.

NOW YOU CAN

Ask for colors and sizes

CONVERSATION MODEL

Read and listen.

A: Do you have this sweater in green?
B: Yes, we do.

RHYTHM AND INTONATION

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

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.

CHANGE PARTNERS

Practice the conversation again. Ask about other clothes.
LESSON 3

GOAL: Describe clothes

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

- new
- old
- dirty
- clean
- loose
- tight
- cheap
- expensive
- long
- short

2 GRAMMAR • Adjective placement
Adjectives come before the nouns they describe.
- a long skirt
- tight shoes
- a red and black tie

Adjectives don't change.
- a clean shirt / clean shirts
- NOT clean 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.

- Allen has new shoes
- Joe's shoes are old. He needs new shoes.

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

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

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

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

UNIT 6
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.)

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

1 A: Which skirt ......................................?
   B: The ...................... one.

2 A: What ......................................?
   B: ......................

3 A: What color shoes .......................... ?
   B: .................................

4 A: Why ...................................... new shoes?
   B: ....................................

5 A: Which shirts .................................?
   B: The ...................... ones.

6 A: What size shoes .............................?
   B: ....................................

NOW YOU CAN Describe clothes

1 ➤ 246 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 ➤ 247 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

3 CONVERSATION ACTIVATOR With a partner, change the conversation. Use 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.

4 CHANGE PARTNERS Talk about different clothes and problems.
1. **READING** Read the advertisement from today's newspaper. Which clothes do you like?

**Smith and Company**

**TODAY ONLY!**

1/2 Price Sale

A Great Clothes Store!

Men's and Women's Clothes

All stores open until midnight

* Blue at Main Street store only.
* White not available at South Street Station location.

Many more shoe styles available.

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.

<table>
<thead>
<tr>
<th>Statement</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 The sale is every day this week.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2 The store has three locations.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3 Smith and Company is a clothes store.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4 White blouses are on sale at two locations.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5 All locations have blue sweaters.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>6 Smith and Company doesn't have children's shoes.</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

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

"What do you need?"

"I need a white blouse, and my sister needs shoes for school. Let's go to Smith and Company. They have a great sale."
GAME  Describe people's clothes. Your partner points to the picture. For example: He has a yellow shirt.

PAIR WORK
1 Create conversations for the people in the store. For example:
   A: Do you want these pants?  B: No, I don't.
2 Point to the picture. Ask and answer questions. Use this / that / these / those and like, want, need, and have. For example:
   A: Do you like these shoes?  B: Yes, I do.

WRITING  Write about clothes you need, you want, and you like, and about clothes you have or don't have. For example:
   I need a new white blouse. My old blouse is a little tight. I want red shoes and a long skirt . . .

WRITING BOOSTER  p. 147
Guidance for this writing exercise
UNIT 7

Activities

GOAL Talk about morning and evening activities

1 VOCABULARY • Daily activities at home
Read and listen. Then listen again and repeat.

1. get up
2. get dressed
3. brush my teeth
4. comb / brush my hair
5. shave

6. put on makeup
7. eat breakfast
8. come home
9. make dinner
10. study

11. watch TV
12. get undressed
13. take a shower / a bath
14. go to bed

2 PAIR WORK Tell your partner about your daily activities.

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

Add -s to the base form of most verbs.

get → gets
shave → shaves
comb → combs

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

brushes
watches

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

COMMUNICATION GOALS
1. Talk about morning and evening activities.
2. Describe what you do in your free time.
3. Discuss household chores.
4 VOCABULARY / GRAMMAR PRACTICE Complete the statements. Use the simple present tense.

1. Ed ..................... up at 6:00, but his wife, Amy, ..................... up at 7:00.
3. After breakfast, Ed ..................... , and Amy ..................... on makeup.
4. Ed and Amy ..................... TV in the evening.
5. Amy ..................... to bed at 10:00 P.M., but Ed ..................... to bed at 11:00.
6. Amy ..................... dinner on weekdays, and Ed ..................... dinner on weekends.
7. Ed ..................... a shower in the morning, but Amy ..................... a bath.
8. They both ..................... their teeth in the morning and the evening.

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

<table>
<thead>
<tr>
<th>When do you take a shower? (In the morning.)</th>
<th>What time does she get up? (Before 7:00 A.M.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>before 8:00</td>
<td>7:00</td>
</tr>
<tr>
<td>after 8:00</td>
<td>8:00</td>
</tr>
</tbody>
</table>

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

1. When does Ed shave?
   - He shaves after breakfast.

NOW YOU CAN Talk about morning and evening activities

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

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

3. 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 .......... .

4. CHANGE PARTNERS Personalize the conversation again.

5. CLASS SURVEY Find out how many students are morning people and how many are evening people.
Describe what you do in your free time

**Exercise 1**

- 1. Exercise
- 2. Take a nap
- 3. Listen to music
- 4. Read
- 5. Play soccer
- 6. Check e-mail
- 7. Go out for dinner
- 8. Go to the movies
- 9. Go dancing
- 10. Visit friends

**Exercise 2**

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>When do you visit friends?</td>
<td>I usually visit friends on Saturday.</td>
</tr>
</tbody>
</table>

**Exercise 3**

**The simple present tense: frequency adverbs**

- 100% I always play soccer on Saturday.
- 0% I never take a nap in the afternoon.

**Be careful!**

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

Don't say: I play always soccer.

He checks usually e-mail.

**Exercise 4**

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

"When do you visit friends?"

"I usually visit friends on Saturday."
5 **GRAMMAR PRACTICE** On a separate sheet of paper, write sentences about your partner from your conversation in Exercise 4.

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

---

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

1 **CONVERSATION MODEL** Read and listen.

A: What’s your typical day like?
B: Well, I usually go to work at 9:00, and 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 **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: ........

---

**DON’T STOP!**

Ask about other times and days.

**RECYCLE THIS LANGUAGE.**

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

4 **CHANGE PARTNERS** Personalize the conversation again.
Discuss household chores

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

1 wash the dishes
2 clean the house
3 do the laundry
4 take out the garbage
5 go shopping

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

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

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

Other time expressions
once a week
twice a week
twice a month
twice a week
three times a month
every weekend
every Friday

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

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

1 /s/
takes = take/s/
visits = visit/s/
eats = eat/s/

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

3 /lz/
washes = wash/lz/
practices = practice/lz/
exercises = exercise/lz/

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

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>She...</th>
<th>Her husband...</th>
<th>Her son...</th>
<th>Her daughter...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>He...</td>
<td>His brother...</td>
<td>His sister...</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>She...</td>
<td>Her husband...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>He...</td>
<td>His wife...</td>
<td>His son...</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

---

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

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 washes the dishes?  
B: Oh, that’s my brother’s job.

---

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

**GROUP WORK**  
Tell your classmates about your partner’s household chores.
1 | 3:14 READING Read the article. Do you like housework?

**Don't like household chores? These robots help!**

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

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.

2 | 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).
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.

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

"I want the Roomba because it cleans the house."
CONTEST  Study the photos for one minute. Then close your books. Who remembers all Jack’s activities?

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

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

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

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

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

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

WRITING BOOSTER  p.148
Guidance for this writing exercise

NOW I CAN

☐ Talk about morning and evening activities.
☐ Describe what I do in my free time.
☐ Discuss household chores.
Units 1–7 REVIEW

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>T</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The woman is a manager.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>His father is a doctor.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Her sister is an architect.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>His brother is a student.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Her grandparents are artists.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The woman in the photo is his neighbor.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

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

5  PAIR WORK

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

1 Does he have grandchildren?
   a Yes, he has two sons.
   b Yes, he does.
2 Where's the pharmacy?
   a Don't walk. Take the bus.
   b It's around the corner.
3 Are we late?
   a Yes. It's 10:00.
   b Yes, you're early.
4 When's the dance?
   a On Saturday.
   b At the school.
5 Do you like this suit?
   a Yes, it is.
   b Yes, I do.
6 How do you go to work?
   a I walk.
   b Walk.
6 PAIR WORK Write your own response to each person. Then practice your conversations with a partner.

1. Hi. I'm John.
   - Nice to meet you.

2. What's your last name?
   - You.

3. What do you do?
   - You.

4. Do you have children?
   - You.

5. When's your birthday?
   - You.

6. What time is it?
   - You.

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

1. Walk to the bank.

2. to work.

3. to the pharmacy.

4. to the restaurant.

5. to school.

6. to the bookstore.

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

"Tell me about your family."
9 LISTENING COMPREHENSION  Listen to the conversations. Answer the questions. Then listen again and check your work.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 What's her phone number?</td>
<td>It's ___ ___ ___ ___ ___ ___ ___</td>
</tr>
<tr>
<td>2 What's his last name?</td>
<td>It's ___ ___ ___ ___</td>
</tr>
<tr>
<td>3 How old is his son?</td>
<td>He's ___ years old.</td>
</tr>
<tr>
<td>4 What's the address?</td>
<td>It's ___ ___ West 12th Street.</td>
</tr>
<tr>
<td>5 What time is it?</td>
<td>It's 2:___</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Is he (your / you) husband?</td>
<td></td>
</tr>
<tr>
<td>2 Is she (their / they) granddaughter?</td>
<td></td>
</tr>
<tr>
<td>3 (Her / His) name is Mr. Grant.</td>
<td></td>
</tr>
<tr>
<td>4 (Our / We) birthdays are in May.</td>
<td></td>
</tr>
<tr>
<td>5 How do you spell (her / she) name?</td>
<td></td>
</tr>
<tr>
<td>6 I'm (Ms. Bell / Ms. Bell's) student.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Response</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 A: ................................................. ?</td>
<td>B: No. She's a student.</td>
</tr>
<tr>
<td>2 A: ................................................. ?</td>
<td>B: I'm an architect.</td>
</tr>
<tr>
<td>3 A: ................................................. ?</td>
<td>B: The bank is across the street.</td>
</tr>
<tr>
<td>4 A: ................................................. ?</td>
<td>B: It's 9:45.</td>
</tr>
<tr>
<td>5 A: ................................................. ?</td>
<td>B: It's 34 Bank Street.</td>
</tr>
<tr>
<td>6 A: ................................................. ?</td>
<td>B: The newsstand is around the corner.</td>
</tr>
<tr>
<td>8 A: ................................................. ?</td>
<td>B: They're my sisters.</td>
</tr>
</tbody>
</table>

12 PAIR WORK

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Does Jack have a large family?</td>
<td>a Yes, I do. b Yes, he does.</td>
</tr>
<tr>
<td>2 Does her father shave every morning?</td>
<td>a Yes, he is. b No, he doesn't.</td>
</tr>
<tr>
<td>3 Is Ms. Wang his English teacher?</td>
<td>a Yes, he is. b Yes, she is.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Does she like red shoes?</td>
<td>a No, she doesn't. b Yes, I do.</td>
</tr>
<tr>
<td>5 Does he need a new tie?</td>
<td>a Yes, he does. b Yes, I do.</td>
</tr>
<tr>
<td>6 Does she always clean the house on Sunday?</td>
<td>a Yes, she is. b Yes, she does.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 We (am / are) friends.</td>
<td></td>
</tr>
<tr>
<td>2 They (has / have) two children.</td>
<td></td>
</tr>
<tr>
<td>3 Who (has / have) a blue suit?</td>
<td></td>
</tr>
<tr>
<td>4 (Do / Does) she (want / wants) new shoes?</td>
<td></td>
</tr>
<tr>
<td>5 Why (do / does) they (need / needs) new shoes?</td>
<td></td>
</tr>
<tr>
<td>6 (Is / Are) we on time?</td>
<td></td>
</tr>
</tbody>
</table>
14 Grammar Practice  Complete the statements with verbs in the simple present tense.

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

15 Vocabulary / Grammar Practice  Answer the questions. Use frequency adverbs or time expressions. Then tell your classmates about your activities.

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

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

"Look. There's a _____ on _____."
### Reference Charts

#### COUNTRIES AND NATIONALITIES

<table>
<thead>
<tr>
<th>Country</th>
<th>Nationality</th>
</tr>
</thead>
<tbody>
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#### NUMBERS 100 TO 1,000,000,000

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#### IRREGULAR VERBS

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

<table>
<thead>
<tr>
<th>base form</th>
<th>simple past</th>
<th>base form</th>
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<td>rode</td>
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#### PRONUNCIATION TABLE

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

<table>
<thead>
<tr>
<th>Vowels</th>
<th>Consonants</th>
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<td>Symbol</td>
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<td>ø</td>
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<tr>
<td>å</td>
<td>city</td>
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</tbody>
</table>

64  REFERENCES
Vocabulary Booster

UNIT 1
MORE OCCUPATIONS

1. an accountant
2. a bank teller
3. an electrician
4. a florist
5. a gardener
6. a grocery clerk
7. a hairdresser
8. a mechanic
9. a pharmacist
10. a professor
11. a reporter
12. a salesperson
13. a travel agent
14. a secretary
15. a server / a waiter
16. a nurse
17. a lawyer

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

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

Write five questions about the places.
For example:
Where's the clothes store?
Can I walk to the hotel?
MORE ADJECTIVES TO DESCRIBE PEOPLE

1 slim / thin
2 heavy
3 skinny
4 muscular

Write a sentence for each photo. Use a form of be and the adverb very or so.
For example:
She's very _____.

MORE EVENTS

1 a ballet
2 an opera
3 an exhibition
4 a football game
5 a volleyball game
6 a baseball game
7 a play
8 a speech / a talk

On a separate sheet of paper, write five statements about the events. Use your own times, days, and dates.
For example:
There's a ballet on Tuesday, June 15 at 6:00 p.m.
**MORE CLOTHES**

1. swimsuits / bathing suits
2. a bathrobe
3. a coat
4. boots
5. a hat
6. jeans
7. a nightgown
8. an umbrella
9. a raincoat
10. sandals
11. pajamas
12. a T-shirt
13. shorts
14. pantyhose
15. socks
16. underwear

**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.
Grammar Booster

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

UNIT 1

1 Write each sentence again. Use a contraction.
   1 He is an engineer. He’s an engineer.
   2 We are teachers. We are.
   3 No, we are not. We’re not.
   4 They are not artists. They’re not.
   5 I am a student. I’m a student.
   6 She is a chef. She’s a chef.

2 Write the indefinite article a or an for each occupation.
   1 a chef
   2 an actor
   3 a banker
   4 a musician
   5 a scientist
   6 an architect
   7 a photographer

3 Complete each sentence with the correct subject pronoun.
   1 Mary is a student. She is.
   2 Ben is a student, too. He is, too.
   3 My name is Nora. I am.
   4 Your occupation is doctor. You are.
   5 Jane and Jason are scientists. They are.

4 Write a question for each answer.
   1 A: Are you musicians?
      B: Yes, we are. We’re musicians.
   2 A: Are you artists?
      B: No, they’re not. They’re scientists.
   3 A: Is Ann a doctor?
      B: Yes, she is.
   4 A: Is Ellen an architect?
      B: No, she’s not. She’s a writer.
   5 A: Is Jane a pilot?
      B: Yes, she is.
   6 A: Are you flight attendants?
      B: No, we’re not. We’re pilots.

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

<table>
<thead>
<tr>
<th>Proper nouns</th>
<th>Common nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 New York City</td>
<td>7 a city</td>
</tr>
<tr>
<td>2</td>
<td>8</td>
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<td>3</td>
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<td>5</td>
<td>11</td>
</tr>
<tr>
<td>6</td>
<td>12</td>
</tr>
</tbody>
</table>
1 Write the correct possessive adjectives.

1 Miss Kim is Mr. Smith’s student. Mr. Smith is her teacher.
2 Mr. Smith is Miss Kim’s teacher. Miss Kim is her student.
3 Mrs. Krauss is John’s teacher. Mrs. Krauss is his teacher.
4 John is Mrs. Krauss’s student. John is her student.
5 Are your colleagues from Japan? No, they aren’t. My colleagues are from South Korea.
6 Mr. Bello is his teacher. I am his student.
7 Jake is not Mrs. Roy’s student. He’s her boss!
8 Mr. Gee is not Jim and Sue’s teacher. He’s their 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: She’s from Monterrey, Mexico.
3 Mr. and Mrs. Franz Heidelberg: They’re from Berlin, Germany.
4 Mr. George Crandall: He’s from Victoria, Canada.
5 Ms. Mary Mellon: She’s from Melbourne, Australia.
6 Mr. Jake Hild and Ms. Betty Parker: They’re from Los Angeles, U.S.
7 Mr. Cui Jing Wen: He’s from Wuhan, China.
8 Ms. Noor Bahjat: She’s from Cairo, Egypt.

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

1 What’s your name?
2 Are you from?
3 His e-mail address?
4 She a student?
5 Her phone number?
6 They colleagues?
7 He from China?
8 Their first names?

4 Complete each question with the correct possessive adjective.

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

1 Where is the pharmacy? Where's the pharmacy?

2 It is down the street.

3 It is not on the right.

4 What is your name?

5 What is your e-mail address?

6 She is an architect.

7 I am a teacher.

8 You are my friend.

9 He is her neighbor.

10 They are my classmates.

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

1 Take the bus to the restaurant. Don't walk.

2 Don't walk. Take the bus to the bank.

3 Take to the restaurant. It's right over there, on the right.

4 Take a taxi to the bank. It's across the street.

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

1 A: Where's the pharmacy?
   B: The pharmacy? across the street.

2 A: the newsstand?
   B: down the street on the right.

3 A: I to the restaurant?
   B: No, don't walk. a taxi.

4 A: do you go to school?
   B: Me? I go motorcycle.

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

1 A: Who's he?
   B: He's my grandfather.

2 A: ?
   B: She's my mother.

3 A: ?
   B: He's Mr. Ginn's grandson.

4 A: ?
   B: They're Ms. Breslin's grandparents.

5 A: ?
   B: She's Sam's wife.

6 A: ?
   B: They're his wife and son.
2 Unscramble the words and write sentences. Use is or are. Begin each sentence with a capital letter.

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

3 Complete the sentences. Use have or has.

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

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

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

UNIT

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

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

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

1 The concert is in March.
2 The dinner is on Friday 6:00.
3 The party is on April 4th 9:00.
4 The movie is 3:00 P.M. Tuesday.
5 The game is noon Monday.
6 The meeting is August 10th 9:00 A.M.
1. Complete each sentence with the correct form of the verb.
   1. They __________________________ nice ties at this store.
   2. She __________________________ a long blue skirt for the party.
   3. I __________________________ my shoes.
   4. We __________________________ clean shirts.
   5. Our children __________________________ blue pants for school.
   6. __________________________ short skirts?
   7. __________________________ new shoes?
   8. __________________________ a suit for work?
   9. Why __________________________ those old shoes?
   10. Which shirt __________________________ for tomorrow?
   11. __________________________ this sweater in extra large?

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

3. Answer each question with true answers. Begin each answer with a capital letter. End with a period (.)
   1. What clothes do you need?
   2. Do you need new shoes?
   3. Do you have a long skirt?
   4. Do you like pink shirts?
   5. Do you have a loose sweater?
   6. Do you like expensive clothes?

4. Write the third-person singular form of each verb.
   1. shave __________________________
   2. brush __________________________
   3. go __________________________
   4. have __________________________
   5. study __________________________
   6. do __________________________
   7. take __________________________
   8. play __________________________
   9. exercise __________________________
  10. visit __________________________
  11. practice __________________________
  12. wash __________________________
  13. come __________________________
  14. change __________________________
  15. make __________________________
  16. get __________________________
  17. comb __________________________
  18. put __________________________
  19. eat __________________________
  20. watch __________________________
  21. clean __________________________
  22. read __________________________
  23. check __________________________
  24. listen __________________________
Complete each question with do or does.
1. When do you go shopping?
2. What time does she make dinner?
3. How often do they clean the house?
4. What time does your son come home?
5. How often do your parents go out for dinner?
6. What time do you go to bed?
7. When does our teacher check e-mail?
8. How often does Alex do the laundry?

Unscramble the words and write sentences in the simple present tense. Begin each sentence with a capital letter. End with a period (.)
1. usually/on weekends/go shopping/she. She usually goes shopping on weekends.
2. go dancing/I/my sisters/on Fridays/sometimes. I sometimes go dancing with my sisters on Fridays.
3. in the morning/never/check e-mail/I. I never check e-mail in the morning.
4. always/my daughter/to work/take the bus. My daughter always takes the bus to work.
5. we/to school/walk/never. We never walk to school.
6. sometimes/my brother/after work/visit his friends. My brother sometimes visits his friends after work.

Complete each response with do or does.
1. Who takes out the garbage in your house? My daughter does.
2. Who washes the dishes in your family? I do.
5. Who watches TV before dinner? My granddaughter does.
Writing Booster

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

UNIT

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

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

Example: No. He’s not a flight attendant.

UNIT

Guided Writing Practice  Write sentences about your relationships.

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

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

UNIT

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

Example: Q: Where’s the bank? A: It’s next to the restaurant.
Q: Is the bank next to the ... A: No, it isn’t. It’s ...

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

**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.

| Example: My brother is 23 years old. He's tall and good-looking. He's a doctor. |

---

**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 dance
- The volleyball game
- The basketball game
- The dinner
- The "Evening" concert
- The "welcome" party

---

**UNIT**

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

Example:

I need new clothes! I need a sweater, and I need new shoes, too. I want a white sweater and black shoes. Why? My white sweater is old and my black shoes are dirty. I need the sweater in large and the shoes in size 40.
Guided Writing Practice  Answer the questions about your typical week. Use time expressions and frequency adverbs.

What do you do in the morning?
What do you do in the afternoon?
What do you do in the evening?
What do you do on Saturdays and Sundays?

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

**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.
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...

**Tell Me All About It** [Unit 4]

Tell me about your father.
He's a doctor and he's very tall.
And how about your mother?
She's a lawyer. That's her picture on the wall.
Tell me about your brother.
He's an actor, and he's twenty-three.
And how about your sister?
She's an artist. Don't you think she looks like me?

(CHORUS)
Tell me about your family—
who they are and what they do.
Tell me all about it.
It's so nice to talk with you.

Tell me about your family.
I have a brother and a sister, too.
And what about your parents?
Dad's a teacher, and my mother's eyes are blue.

(CHORUS)
Who's the pretty girl in that photograph?
That one's me!
You look so cute!
Oh, that picture makes me laugh!
And who are the people there, right below that one?
Let me see ... that's my mom and dad.
They both look very young.

(CHORUS)
Tell me all about it.
Tell me all about it.

**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.

**Let's Make a Date** [Unit 5]

It's early in the evening—
6:15 P.M.
Here in New York City
a summer night begins.
I take the bus at seven
down the street from City Hall.
I walk around the corner
when I get your call.

(CHORUS)
Let's make a date.
Let's celebrate.
Let's have a great time out.
Let's meet in the Village
on Second Avenue
next to the museum there.
What time is good for you?
It's a quarter after seven.
There's a very good new show
weekdays at the theater.
Would you like to go?

(CHORUS)
Sounds great. What time's the show?
The first one is at eight.
And when's the second one?
The second show's too late.
OK, how do I get there?
The trains don't run at night.
No problem. Take a taxi.
The place is on the right.
Uh-oh! Are we late?
No, we're right on time.
It's 7:58.
Don't worry. We'll be fine!

(CHORUS)

**On the Weekend** [Unit 7]

(CHORUS)
On the weekend,
when we go out,
there is always so much joy and laughter.
On the weekend,
we never think about
the days that come before and after.
He gets up every morning.
Without warning, the bedside clock rings the alarm.
So he gets dressed—he does his best to be on time.
He combs his hair, goes down the stairs,
and makes some breakfast.
A bite to eat, and he feels fine.
Yes, he's on his way
to one more working day.

(CHORUS)

**Let's Make a Date** [Unit 5]

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I walk around the corner
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No problem. Take a taxi.
The place is on the right.
Uh-oh! Are we late?
No, we're right on time.
It's 7:58.
Don't worry. We'll be fine!

(CHORUS)
UNIT 1
Names and Occupations

LESSON 1

1 Match the occupations with the pictures. Write the letter on the line.

1. ____ a teacher
2. ____ an artist
3. ____ an athlete
4. ____ a musician
5. ____ a flight attendant
6. ____ a banker
7. ____ a singer

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

1. Frank Gehry: **He's an architect**
2. Mariana Pajón: ________________________________
3. Shakira: __________________________________ :
4. Orlando Bloom: ________________________________
3 Complete the conversation between Joo Yeon Sir and Marta.

Joo Yeon Sir: Hi. I’m Joo Yeon.
Marta: Hi, ________________________.
Joo Yeon Sir: Nice to meet you, Marta.
Marta: ____________________________
Joo Yeon Sir: What do you do?
Marta: ____________________________?

Joo Yeon Sir: I’m a musician.

4 Match the occupations that go together. Write the letter on the line.

1. ___ 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
2. _______ _______ _______
3. _______ _______ _______
4. _______ _______ _______
5. _______ _______ _______
6. _______ _______ _______
7 Complete the sentences with names.
1. _______________ is a famous artist.
2. _______________ is a famous musician.
3. _______________ is a famous writer.
4. My favorite singer is _______________.
5. My favorite actor is _______________.
6. My favorite athlete is _______________.

8 Read the list. Then look at the pictures and complete the conversations.

<table>
<thead>
<tr>
<th>Name</th>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anna Madden</td>
<td>Pilot</td>
</tr>
<tr>
<td>Maggie Gill</td>
<td>Singer</td>
</tr>
<tr>
<td>Julia Santos</td>
<td>Doctor</td>
</tr>
<tr>
<td>Grace Lund</td>
<td>Scientist</td>
</tr>
<tr>
<td>Emily Parson</td>
<td>Student</td>
</tr>
<tr>
<td>Caroline Benson</td>
<td>Banker</td>
</tr>
<tr>
<td>Nicole Locke</td>
<td>Student</td>
</tr>
</tbody>
</table>

1. No, I'm not. I'm Grace.
2. _______________.
3. _______________.
4. _______________.
5. Are you Anna?
6. Are you Emily and Nicole?
Casey Affleck is a famous actor. He's also a writer. And he's a director, too. Three occupations! The name of one of his movies is *Gone Baby Gone*. Casey Affleck is the main actor, but he's not the director. He is the director for *I'm Still Here*.

Now answer the questions. Check ✓ the boxes.

1. What are Casey Affleck's occupations?
   - [ ] artist
   - [ ] photographer
   - [ ] director
   - [ ] actor
   - [ ] singer
   - [ ] writer

2. In the movie *I'm Still Here*, Casey Affleck is the
   - [ ] singer
   - [ ] actor
   - [ ] director

10 Circle the occupation that is not spelled correctly.

1. engineer
   - doctor
   - arkitekt
   - athlete

2. shef
   - banker
   - teacher
   - singer

3. scientist
   - photographer
   - musician
   - manager

4. writer
   - pilot
   - actor
   - flite attendant

Now write the words correctly.

5. ____________________________

6. ____________________________

7. ____________________________

8. ____________________________
11 Rewrite the sentences. Capitalize the proper nouns.
1. John Landry is a chef in Paris.

2. Isabel Hunter is from Canada. She's an architect.

3. Alex Quinn is a pilot. He's in Tokyo today.

12 Write proper and common nouns. Capitalize the proper nouns.
1. Your name: _______________ 3. Your teacher's name: _______________
2. Your occupation: __________ 4. Orlando Bloom's occupation: __________

13 Read the occupations in the box. Count the syllables. Write each occupation in the correct place on the chart.

<table>
<thead>
<tr>
<th>athlete</th>
<th>musician</th>
<th>chef</th>
<th>photographer</th>
<th>engineer</th>
<th>scientist</th>
<th>actor</th>
<th>singer</th>
<th>manager</th>
<th>writer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 syllable</td>
<td>2 syllables</td>
<td>3 syllables</td>
<td>4 syllables</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14 Choose the correct response. Circle the letter.
1. How are you?
   a. I'm Samantha.  b. Great.  c. Take care.
2. What do you do?
   a. I'm a manager.  b. Fine, thanks.  c. I'm Jim.
3. Are you Lucy?
   a. Yes, she is.  b. OK. See you!  c. No, I'm not.
4. How do you spell that?
   a. Right over there.  b. T-O-M-E-S-C-U.  c. I'm a writer. And you?
1 A RIDDLE FOR YOU!

Ms. Adams, Ms. Banks, Ms. Clark, and Ms. Dare have four different occupations—engineer, architect, doctor, and scientist (but NOT in that order).

Read the statements.
Ms. Adams and Ms. Clark are not doctors.
Ms. Banks and Ms. Clark are not scientists.
Ms. Clark and Ms. Dare are not architects.
Ms. Adams is not a scientist.

Now write an occupation for each person.
Ms. Adams: ____________
Ms. Banks: ____________
Ms. Clark: ____________
Ms. Dare: ____________

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

\[
\begin{array}{cccccccc}
N & E & I & M & E & P & A & E & N & N & B & K & R & P & P & E \\
M & O & E & T & E & O & A & M & E & S & U & I & H & A & T & L \\
A & O & R & H & T & E & T & T & R & E & T & E & T & E & N & C \\
R & T & E & A & E & A & E & I & N & I & N & N & E & R & N & U \\
O & A & T & N & Y & T & E & I & U & T & E & H & G & R & N & M \\
E & C & P & H & O & T & O & G & R & A & P & H & R & E & H & E \\
R & T & N & A & S & M & B & E & N & G & I & N & E & E & R & B \\
N & O & E & N & R & A & E & E & E & E & E & E & R & A & E & R & E & L \\
A & R & O & K & P & E & G & N & E & R & A & N & U & U & U & H & E \\
O & T & T & B & A & N & K & E & R & T & L & E & G & C & T & E \\
N & N & K & R & N & N & E & N & N & R & T & B & I & G & E & T \\
\end{array}
\]

Riddle answers: Ms. Adams: architect; Ms. Banks: doctor; Ms. Clark: engineer; Ms. Dare: scientist.
1. **His** doctor is Dr. Brown.

2. **____** teacher is Ms. Jalbert.

3. **____** boss is Mr. Lin.

4. **____** neighbors are Mr. and Mrs. Rivera.
2 Look at the pictures. Complete the sentences about relationships. Use possessive nouns.

1. He is Eric's classmate.

2. She is ___________.

3. They are _________________.

4. He is _________________.

3 Complete the sentences.

1. Audrey is ________ classmate.

2. We're ________ students.

3. Who is ________ manager?

4. Ms. Miller and Mr. Sullivan are ________ colleagues.

5. Are ________ your neighbors?

6. Dr. Franklin isn't ________ doctor.

4 Match the description and the relationship. Write the letter on the line.

1. ______ Caleb and I are managers. Our company is Infotech. Our boss is Mr. Jackson.
   a. They're classmates.
   b. We're colleagues.
   c. They're neighbors.
   d. We're friends.

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.
5 Look at Joe’s list and Amy’s list for their party.

**Joe’s List**
- Kristin - friend
- Jeff - friend
- Robert and Julie - friends
- Mark - classmate
- Gary and Ann - neighbors

**Amy’s List**
- Samantha - colleague
- Peter - colleague
- Katherine - boss
- Gary and Ann - neighbors
- Robert and Julie - friends

Now write sentences about the people. Use possessive adjectives.

1. Peter: _Peter is her colleague_.
2. Mark: __.
3. Gary and Ann: __.
4. Katherine: __.
5. Kristin: __.

6 **Your Relationships.** Complete the chart with names.

<table>
<thead>
<tr>
<th>Classmates or Colleagues</th>
<th>Neighbors</th>
<th>Friends</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

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 _ _.

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

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

Now complete the conversation between the person and a clerk.

1. Clerk: Hi. What’s your last name, please?
   ___________________________
2. Clerk: And your first name?
   ___________________________
   My first name?
3. Clerk: How do you spell that?
   ___________________________
4. Clerk: Thank you.
   ___________________________

9  Complete the sentences. Use real names and relationships.

1. Mr. __________________ is my __________.
2. Mr. and Mrs. __________________ are my __________.
3. Ms. __________________ is my __________.
4. Miss __________________ is my __________.

10 Complete the address book with information for three friends.

<table>
<thead>
<tr>
<th>Last name</th>
<th>First name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
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<tr>
<th>Last name</th>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

Jeff Silver
Manager
EDI International
215 East 11th Street
New York, NY 10003
TEL (212) 555-0769
FAX (212) 555-0770
jeff.silver@edi.com

Kate Harrison
Architect
Foster & Wright
77 York St.
Sydney NSW 2000
(61-2) 9262-1036
kharrison@fosterwright.com

Michael Brent
Engineer
28 Manor Street
London E17
0208 755 8050

1. A: __________________________? B: Kate.
2. A: __________________________? B: 77 York St.
3. A: __________________________? B: jeff.silver@edi.com
4. A: __________________________? B: He’s a manager.

13 Answer the questions. Use your own information.
1. What's your first name? __________________________
2. What's your last name? __________________________
3. What's your occupation? __________________________
4. What's your address? __________________________
5. What's your phone number? __________________________
6. What's your e-mail address? __________________________
1 TAKE A GUESS! Write the next number in words.
   1. three, six, nine, twelve, fifteen, _____________
   2. one, two, four, eight, _____________
   3. twenty, one, nineteen, two, eighteen, three, _____________

2 Complete the puzzle.

Across
   4. We are _____. Our addresses are 15 and 17 Pine Street.
   5. The Musée du Louvre’s ____ is 99 Rue de Rivoli, Paris.
   9. Frank Gehry’s occupation
   10. Her name is Linda Reid. Reid is her ____ name.

Down
   1. Mr. Bryant is Andy’s teacher.
   Andy is ____ student.
   2. Their address is 11 Palm Street, and their ____ is (661) 555-4485.
   3. Sophie Okoneda’s title
   6. Allison’s ____ address is allie@mail.net.
   7. Flight attendants and pilots are ____.
   8. A=one, B=two, C=three, . . . N= ____
1 Write the names of places in your neighborhood.
   1. a restaurant: __________________________
   2. a bank: ____________________________
   3. a bookstore: __________________________
   4. a pharmacy: __________________________
   5. a school: ____________________________

2 Read the directions. Label the places on the map.
   • The school is across the street.
   • The bookstore is around the corner.
   • The bank is next to the bookstore.
   • The newsstand is down the street on the left.
   • The pharmacy is down the street on the right.

3 Read the answers. Then complete the questions with Where’s or What’s.
   2. A: ________ the bookstore?             B: It’s down the street on the left.
   3. A: ________ the pharmacy?             B: It’s across the street.
   4. A: ________ Lisa’s occupation?        B: She’s a photographer.
   5. A: ________ his e-mail address?       B: Rob123@mail.net.
   6. A: ________ your friend’s restaurant?  B: It’s around the corner.
4 Look at the pictures. Write questions and answers. Follow the model.

1. A: Where's the school? B: It's around the corner.
2. A: __________________? B: __________________.
3. A: __________________? B: __________________.
4. A: __________________? B: __________________.

5 Complete the conversation. Tell a friend how to get to your school.

1. Your friend: Can I walk to the school?
   You: ________________________________.
2. Your friend: OK. And where is it?
   You: ________________________________.
3. Your friend: OK. Thanks!
   You: ________________________________.

6 Look at the pictures. Write imperatives.

1. Don't drive
2. __________________.
3. __________________.
4. __________________.
5. __________________.
7 Tell a new classmate how to go places from school. Use an affirmative and a negative imperative.

Example: to a bookstore: Take the bus. Don't walk.

1. to a bookstore: ________________________________
2. to a bank: ________________________________
3. to a pharmacy: ________________________________
4. to a restaurant: ________________________________

8 Look at the pictures. Write a sentence with an imperative and a sentence about the location. Follow the model.

1. Take a taxi to the bookstore
   It's next to the bank

2. ________________________________

3. ________________________________

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

1. Can I walk to the bookstore?
2. ____________________?
3. ____________________?
4. ____________________?

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

1. 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?

11 How do you go places? Read the sentences. Write T for sentences that are true for you and F for sentences that are false for you.

1. _____ I go to school by bicycle.
2. _____ I take a taxi to restaurants.
3. _____ I go to work by train.
4. _____ I go home from school by bus.
5. _____ I walk to the bookstore.
6. _____ I go to work by moped.
7. _____ I take the subway to the bank.
1 A RIDDLE FOR YOU! Read the clues. Then write the places on the lines.

• The bookstore is between the restaurant and the pharmacy.
• The bank is not next to the bookstore.
• The restaurant is next to the bank.
• The pharmacy is not on the left.

1. ____________
2. ____________
3. ____________
4. ____________

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

C U S O G Z Z S H Z F B M H
H S H P R F A I A L J S I B I
E U P H S I R Y T O X X S W S
K B A N M O T O R C Y C L E C
G W A B O W M T A J W F F F X
U A C N P Z P L I Q I Y M F Y
T Y N C E S P I N B O Y G T H
Z M Y K D C I A S O A K B N T
R W E N M B W M N H T F I X E
T I Y T L Q E P O R U C P Q
Z A I U U R T S T A X I Y S W
E G A K K L R H K B U S C H S
X K U K M U N C A R G T L H Z
M J F N J R Q W G V F B E X Y
S C X T A U E O B Q W S V B P

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

Places and How to Get There 97
1. THE BRITISH ROYAL FAMILY. Write the family member’s relationship to Queen Elizabeth on the line.

Queen Elizabeth ——— Prince Philip

1. her husband

Prince Charles ——— Princess Anne ——— Prince Andrew

2.  

Prince William ——— Prince Harry ——— Peter Phillips ——— Princess Beatrice ——— Princess Eugenie

3.  

4.  

5.  

Prince George

6.  

7.  

8.  

9.  

10. William, Harry, Peter, Beatrice, and Eugenie are Queen Elizabeth’s _________________.

2. Look at Queen Elizabeth’s family again. Complete the sentences.

1. Prince Harry is Prince William’s _________________.

2. Princess Anne is Peter Phillips’s _________________.

3. Queen Elizabeth and Prince Philip are Prince Andrew’s _________________.

4. Prince Charles is Prince George’s _________________.

5. Queen Elizabeth is Prince Philip’s _________________.

6. Prince William and Prince Harry are Prince Charles’s _________________.

7. Prince Andrew is Princess Eugenie’s _________________.

8. Queen Elizabeth is Peter Phillips’s _________________.

9. Princess Eugenie is Princess Beatrice’s _________________.

10. William, Harry, Peter, Beatrice, and Eugenie are Queen Elizabeth’s _________________.

3 Complete the conversation. Write What, Where, or Who.

1. Andrew: ________'s that?
   Hannah: That's my brother.

2. Andrew: ________'s your brother's first name?
   Hannah: Paul.

3. Andrew: ________'s your sister?
   Hannah: She's right there, on the left.

4. Andrew: ________'s that?
   Hannah: My grandmother.

5. Andrew: ________'s her last name?
   Hannah: Connor.

6. Andrew: ________ are your parents?
   Hannah: They're here, next to my grandmother.

4 Read the answers. Then write questions with Who.

1. A: ____________________________?
   B: They're my brothers.

2. A: ____________________________?
   B: That's my husband.

3. A: ____________________________?
   B: He's my father.

4. A: ____________________________?
   B: They're my grandparents.

5. A: ____________________________?
   B: She's my sister.

5 Answer the questions.

1. Who are you? ________________________________

2. Who's your teacher? __________________________

3. Who are your classmates? (Name three.) ________________________________

6 Write the names of three relatives, friends, neighbors, or classmates. Then complete the chart.

<table>
<thead>
<tr>
<th>Name</th>
<th>Relationship</th>
<th>Age</th>
<th>Occupation</th>
<th>Pretty</th>
<th>Handsome</th>
<th>Cute</th>
<th>Short</th>
<th>Tall</th>
<th>Old</th>
<th>Young</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michelle</td>
<td>sister</td>
<td>26</td>
<td>manager</td>
<td>✔</td>
<td></td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td>✔</td>
</tr>
</tbody>
</table>
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 ________________________________!

Describe your relatives. Write sentences.

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 *have* or *has*.

1. Julia: She has two brothers.
2. Rose: ____________________________________________________________
3. Barbara and Martin: ______________________________________________
4. Dan and Michael: ________________________________________________
5. Louis: __________________________________________________________

11 Write the next number in words.

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 *have* or *has*. 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 daughter.
   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. Dakota Fanning's occupation
5. His daughter's son is his _____.
7. Mother and father
9. Heather Joy is Steven Fanning's _____.

Riddle Answer: My son
1. Match the times.

1. _____ It's half past ten.   a. 6:45
2. _____ It's four o'clock.   b. 8:55
3. _____ It's noon.           c. 10:30
4. _____ It's a quarter after two.  d. 12:00 P.M.
5. _____ It's five to nine.   e. 4:00
6. _____ It's six ten.        f. 6:10
7. _____ It's a quarter to seven.  g. 12:00 A.M.
8. _____ It's midnight.       h. 2:15

2. Look at the pictures. Are the people early, late, or on time? Write sentences.
3 Look at the pictures. Then complete the conversation.

What time is the movie?
1. ________

Are we late?
2. ________

FAMILY DOCTOR 3:00 7:30 10:15

LESSON 2

4 Write an occupation for each event.  

1. a concert: ________  
2. a movie: ________  
3. a game: ________  
4. a dinner: ________

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

Monday  Tuesday  Wednesday  Thursday  Friday  Saturday  Sunday

6 What events are in your city or town this week? Complete the chart.

<table>
<thead>
<tr>
<th>Name</th>
<th>Event</th>
<th>Day</th>
<th>Time</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hee-Young Lim</td>
<td>Concert</td>
<td>Saturday</td>
<td>7:00 P.M.</td>
<td>Music Center</td>
</tr>
</tbody>
</table>
7 Look at the posters.

**English School Dinner**
Thursday, 6:30 P.M.

**FREE CONCERT**
Norah Jones
Sunday, 3:00 P.M., Damon Hall

**Winter Dance**
Friday 7:45 P.M., Metro Hall

**Mexico vs. Japan**
Saturday, 1:00 P.M., Athlete Central

Now check true or false.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The game is on Sunday.</td>
<td></td>
</tr>
<tr>
<td>2. The movie is at 7:10 on Wednesday.</td>
<td></td>
</tr>
<tr>
<td>3. The dinner is at half past seven.</td>
<td></td>
</tr>
<tr>
<td>4. The concert is at three o’clock.</td>
<td></td>
</tr>
<tr>
<td>5. The movie is at 3:40 on Saturday.</td>
<td></td>
</tr>
</tbody>
</table>

8 Look at the posters in Exercise 7 again. Complete the questions and answers.

1. A: __________________________? B: It's ____ one o'clock.
2. A: __________________________? B: It's ____ Friday ____ a quarter to eight.

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

1. You: Hi, ____________. How are you?
   Your friend: Fine, thanks. And you?

2. You: _______________. Look. There’s a ____________ on ____________.
   Your friend: Great! What time?

3. You: _______________
   Your friend: OK. Let’s meet at ______________.
10 Match the ordinal numbers with the people. Draw lines.

fifth first ninth eleventh seventh thirteenth

second twelfth sixth eighth fourth fifteenth

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

1. 
2. 
3. 

12 Complete the sentences with an ordinal number or a month.

1. October is the ___________ month of the year.
2. ___________ is the fifth month of the year.
3. ___________ is the second month of the year.
4. March is the ___________ month of the year.
5. December is the ___________ month of the year.
6. ___________ is the eleventh month of the year.
7. June is the ___________ month of the year.
8. ___________ is the eighth month of the year.
13 Complete the conversations. Use the prepositions in, on, and at.

2. A: Am I late? B: No, you're ________ time.
4. A: Is the game at 9:15 tonight? B: No, it's ________ the afternoon, ________ 3:45.
5. A: When's the dance? B: ________ Saturday, ________ 8:00.
7. A: Is the dinner in January? B: Yes, it's ________ the 19th.
8. A: There's a concert at 10:00. B: ________ night or ________ the morning?

14 Look at the invitation.

Party!
For: Jason's 30th birthday
Date: Saturday, March 12th
Time: 8:00 p.m.
Place: Palm Restaurant
Next to the school
Don't be late!

Now answer the questions. Write complete sentences.

1. What month is the party? ________ March
2. What date is the party? __________________________
3. What day is the party? __________________________
4. What time's the party? __________________________
5. Where's the restaurant? __________________________
1 Fill in the answers. Then look at the numbers under the lines. Write the letters in the puzzle.

1. A dinner, a dance, or a concert
2. The class is on weekdays—Mondays, Wednesdays, and ________.
3. An event with athletes
4. April is the _____ month of the year.

Puzzle

---

1 2 3 4 3
5
6
7 3
8 4 5
9 10 11 6

---

13 7
9 12
2

—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 P.M.)
13. Good ____! (at 7:00 A.M.)

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

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
2 Circle one of the clothing items in each picture. Write a sentence with I like and this, that, these or those.

Example: I like those pants. 1. ______________________ 2. ______________________

3 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

restaurants  
bookstores  
weekends  
motorcycles  
parties  
dances  
movies  
concerts

1. My friends like parties
2. ______________________
3. ______________________
4. ______________________
5. ______________________
4 Look at the pictures. Complete the sentences. Use want, need, or have.

1. They have a daughter.
2. _________ a jacket.
3. _________ that car.
4. _________ a taxi.
5. _________ a moped.
6. _________ that tie.

5 Look at the pictures. Compliment each person on his or her clothes.

1. __________________________________________

2. __________________________________________
Lesson 2

6 Complete the sentences about yourself. Use like or don't like.
Example: I don't like red jackets.
1. __________________ brown suits.
2. __________________ purple pants.
3. __________________ black sweaters.
4. __________________ white shoes.
5. __________________ blue shirts / blouses.

7 Complete the sentences. Write the simple present tense of the verb.
1. My daughters ____________ those dresses.
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.

1. ____________ shoes in black? No, we don’t ________.
2. __________________? Yes, ____________.
3. __________________? Yes, ____________.
4. __________________? No, ____________.
9 Write sentences about yourself. Use have / don't have, want / don't want, or need / don't need.

Example: expensive shoes: I don't need expensive shoes.

1. a gray suit: ________________________________
2. new pants: ________________________________
3. a red sweater: _______________________________
4. a white shirt / blouse: _________________________
5. a long jacket: ________________________________

10 Read about Elena and Marina.

Elena and Marina are looking for new clothes. They're at Fashionistas, a new clothes store. They need clothes for work. Elena is a manager, and Marina is a musician. Elena's suit is old, and she needs a new one. She wants new shoes, too. Marina needs a black dress for a concert on Saturday.

Fashionistas has a black suit, a gray suit, a brown suit, and a red suit in Elena's size. She likes the gray suit. Fashionistas has a short dress and a long dress in black. Marina wants the short dress. The long dress is very expensive. Fashionistas doesn't have shoes. Elena says, "Look! There's a shoe store across the street."

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

1. A: ________________________________? B: Because her suit is old.
5. A: ________________________________? B: The short dress.
11 Plan your clothes for next week. Write on the calendar.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>gray pants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>black sweater</td>
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<td></td>
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<tr>
<td>new black shoes</td>
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</tbody>
</table>

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

1. "What do you think of ___________?"

2. "What do you think of ___________?"

3. "What do you think of ___________?"

4. "What do you think of ___________?"
1 TAKE A GUESS! Match the numbers with the letters to make these colors.

1. _____ green  a. red and green
2. _____ orange  b. yellow and blue
3. _____ purple  c. yellow and red
4. _____ brown  d. black and white
5. _____ gray  e. blue and red

2 WORD FIND. Look across (→) and down (↓). Circle the ten clothes and the ten colors. Then write the clothes and colors on the lines.

```
I P U I K E K T S I R E I B Y C
J T S S S E K B R O W N R E L R
A U K W L W T T G U R B L E I D
C K I E L H E E U U R E G P G O
K W R A E I G R E L E A R A R K
E T T T K T C T T R A R E L L A A
T I U E E E W O O A B L U E Y L
H E I R Y E L L O W N Y I D E H
G G R E E N R R N Y E L S R D O
T R E D P N K E S E O S S B R R
B G R E U E K I E E R H U R E U
L A S G R N O B A R A I I I S W
A U H A P I G S L R N R T L S T
C W O L L P A N T S G T B O I S
K R E O E K E A H A E B U T R Y
N H L R R H R H R I B L O U S E E
```

<table>
<thead>
<tr>
<th>Clothes</th>
<th>Colors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Guess Answers: 1. c; 2. e; 3. a; 4. d; 5. b
1. Put your morning activities in order. Write ordinal numbers (1st, 2nd, ...) on the lines. Write an X next to the activities you don't do.

- take a shower / bath
- eat breakfast
- put on makeup
- get up
- shave
- get dressed
- brush my teeth
- comb / brush my hair

Choose your first three morning activities. What time do you do them?
Example: I get up at 7:00

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________

2. Look at the activities and the times. Write sentences in the simple present tense.

1. She comes home at 6:30
2. ____________________________________________
3. ____________________________________________
4. ____________________________________________
3 Write the name of a family member or friend. Check his or her activities.

Name: ____________

☐ 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

Now write sentences about this person.

4 Look at the responses. Write questions with When or What time.

1. A: When does Karina take a shower?  
   B: Karina takes a shower in the morning.

2. A: ____________________________?  
   B: Robert goes to bed after midnight. He’s an evening person.

3. A: ____________________________?  
   B: My children? They watch TV on weekends, in the morning.

4. A: ____________________________?  
   B: I study after dinner.

5. A: ____________________________?  
   B: Julia gets up at 5:00 A.M. on weekdays.

6. A: ____________________________?  
   B: They come home early—before 5:00 P.M.

5 Complete the conversation.

Are you a morning person or an evening person?

1. ____________

And why do you say that?

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>always</th>
<th>usually</th>
<th>sometimes</th>
<th>never</th>
</tr>
</thead>
<tbody>
<tr>
<td>eat breakfast</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>watch TV in the evening</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>take a shower at night</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>read after 10:00 P.M.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>exercise in the morning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>take a nap in the afternoon</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>go out for lunch</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

On a typical weekend, do you ...? Check always, usually, sometimes, or never.

<table>
<thead>
<tr>
<th>Activity</th>
<th>always</th>
<th>usually</th>
<th>sometimes</th>
<th>never</th>
</tr>
</thead>
<tbody>
<tr>
<td>visit friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>go dancing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>study</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>go to the movies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>play soccer</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>check e-mail</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>go out for dinner</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

7. Look at your answers in Exercise 6. Write five sentences about your activities. Follow the model.

Example: On weekdays, I usually exercise in the morning.

1. 
2. 
3. 
4. 
5. 

8. Think about the leisure activities of family members and friends. Complete the chart.

<table>
<thead>
<tr>
<th>Name / Relationship</th>
<th>Activity</th>
<th>Time expression</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>grandfather</td>
<td>take a nap</td>
<td>in the afternoon</td>
<td>usually</td>
</tr>
</tbody>
</table>
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.

```
May
1 Monday
• get up at 6:00 A.M.
• exercise
• work
• take out the garbage

2 Tuesday
• get up at 8:00 A.M.
• work
• go shopping

3 Wednesday
• get up at 6:00 A.M.
• exercise
• work

Thursday
4
• get up at 6:00 A.M.
• work
• study
• take out the garbage

Friday 5
• get up at 8:30 A.M.
• go to school
• exercise
• listen to music

Saturday 6
• play soccer
• go to the movies
• take a nap
• do the laundry
• read

Sunday 7
```

Now write questions with How often 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: __________ ?  
   B: He __________ four times a week.
10 Look at Larry's schedule in Exercise 9 again. Answer the questions.
1. When does Larry work? _________________________
2. When does he go to school? _________________________
3. What's his typical day like? _________________________
4. What time does he get up on Fridays? --------------
5. What does he do in his free time? _________________________

11 Look at the pictures. Then write sentences about the household chores Mr. and Mrs. Rand do.

Mr. Rand
1. _________________________
2. _________________________

Mrs. Rand
3. _________________________
4. _________________________
5. _________________________

12 Write a question with Who for each picture. Then answer the questions with information about your home or your family's home.

Example: Who does the laundry? I do ________.

1. _________________________? ________.
2. _________________________? ________.
3. _________________________? ________.
4. _________________________? ________.
1  A RIDDLE FOR YOU!
What comes once in an afternoon, twice in a week, but never in a day or month?
(Hint: It comes once in the alphabet.)
Answer: ___________

2  WORD FIND. Look across (→) and down (↓). Circle fourteen activities. Then write
the activities in the correct column.

```
W A T C H T V U C E A K A U H I T
E P N A C O H C L H S O I K V R I
K L W A S T H T E D I S H E S E A
G A L M S G A N A M C T M N M A M
E Y L M G O A L N K B A O H A D K
T S O R O D T N T S D K W K W O
V O A G T A A T H A A E T N E V O
A C E D O N S C E U N A H I D A I
C C S A W C Y H H O M B E A I W I
U E N U O I C S O E U A L O N H E
U R S R R N B T U T E T A D N S E
M L N S K G E G S O O H W A E A E
C H C B D O T H E L A U N D R Y D
T E L I S T E N T O M U S I C H D
T E T A K E A N A P E N H A O I E
L H T I A K N T T U E W W N S S A
```

<table>
<thead>
<tr>
<th>Chores / Work activities</th>
<th>Leisure activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
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</tbody>
</table>

Riddle Answer: The letter E

Activities 121
1 Circle the word or phrase that is different.

1. athlete
2. doctor
3. last name
4. subway
5. brother
6. tall
7. concert
8. skirt
9. listen to music
10. get up

   classmate neighbor colleague
   engineer pharmacy scientist
   weekend address phone number
   moped train game
   daughter wife grandmother
   new handsome young
   party restaurant movie
   blouse dress tie
   do the laundry visit friends go to the movies
   shave come home eat breakfast

2 Read the ad for an event.

Women's Soccer
Russia and Brazil
The Sports Center
Saturday, May 15th
1:00 P.M.

Tickets on sale now!

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 15th.
3 Read about Salma Hayek.

This is Salma Hayek. She's an actor. She's from Mexico, but her name is Arabic. Her father's family is from Lebanon. Her mother is Mexican. Her father is a businessman, and her mother is an opera singer. She has one brother, Sami Hayek. Salma Hayek's birthday is September 2, 1966. She's a Virgo. She is short and very pretty. In September 2007, Hayek became a mother. She and her husband have a daughter. Her name is Valentina Paloma.

Salma Hayek's 2002 movie Frida is not an old movie, but it's already a classic. It is the winner of two Academy Awards—for music and for makeup. The movie is about the famous Mexican artist Frida Kahlo. Hayek is Frida in the movie. Alfred Molina is her husband, the artist Diego Rivera. Many of Hayek's friends are in the movie. The acting is great. The colors, art, clothes, and music in Frida are beautiful.

Now answer the questions.

2. Is she from Lebanon? ____________________________________________ .
3. Does Hayek have brothers and sisters? ____________________________ .
4. When is her birthday? ____________________________________________ .
5. How old is she? ____________________________________________ .
7. How old is her daughter? ____________________________________________ .
8. What is her daughter's first name? ________________________________ .

4 Compare Frida Kahlo and Salma Hayek. Complete the chart. Use the reading in Exercise 3.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>artist</th>
<th>artist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nationality</td>
<td>from Mexico</td>
<td>from Mexico</td>
</tr>
<tr>
<td>Nationality of father</td>
<td>from Germany</td>
<td>from Germany</td>
</tr>
<tr>
<td>Nationality of mother</td>
<td>from Mexico</td>
<td>from Mexico</td>
</tr>
<tr>
<td>Brothers and sisters</td>
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<td>3 sisters, no brothers</td>
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<tr>
<td>Birthday</td>
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<td>September 2, 1966</td>
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5 Choose one family member, friend, neighbor, or 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 yes / no question with be and a short answer. Use the words in parentheses.

1. A: _________ ?
   B: _________ .

2. A: _________ ?
   B: _________ .

3. A: _________ ?
   B: _________ .

4. A: _________ ?
   B: _________ .

5. A: _________ ?
   B: _________ .

6. A: _________ ?
   B: _________ .
2 Look at the pictures. Write answers to the questions. Remember to capitalize proper nouns.

1. What is the grocery clerk's name? **His name is Sam.**
2. What is the pharmacist's name? **Ms. Smith.**
3. What is the waiter's name? **Peter Jansson.**
4. What is the travel agent's first name? **Ellen Lane.**
5. What is the professor's last name? **Alex.**

3 Answer a friend's questions about your neighborhood.

1. How do you go to the supermarket? ________________________________
2. Can I walk to the dry cleaners? ________________________________
3. Where's the coffee shop? ________________________________
4. Which events do you like? Number the events from 1 to 8 in the order you like them.
   ____ plays  ____ art exhibitions
   ____ ballets  ____ baseball games
   ____ operas  ____ volleyball games
   ____ speeches  ____ football games
5. Write **this, that, these, or those** and the names of the clothes.

   Do you like
   1. ____________________________?

   I need ____________________________, but I
   2. ____________________________.

   want ____________________________.

   Are ____________________________
   4. ____________________________ black or blue?

   Look at ____________________________
   5. ____________________________

   They're really nice.

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. Look at the pictures and the answers. Write the questions.

1. A: _______________?
   B: Twice a month.

2. A: _______________?
   B: On Sundays.

3. A: __________________?
   B: My wife does.

4. A: __________________?
   B: Yes, I do.
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