

THIRD EDITION

# TOP NOTCH

FUNDAMENTALS

# A

مرجع زبان ایرانیان  
www.irLanguage.com

With Workbook



JOAN SASLOW  
ALLEN ASCHER

ALWAYS LEARNING



PEARSON

THIRD EDITION

# TOP NOTCH

FUNDAMENTALS

A

مرجع زبان ایرانیان

ENGLISH FOR TODAY'S WORLD

## with workbook

JOAN SASLOW  
ALLEN ASCHER

این مجموعه با لوگوی مرجع زبان ایرانیان  
به صورت نشر برخط و حامل به ثبت رسیده است.  
کپی برداری از آن خلاف قانون، شرع و اخلاق است و شامل پیگرد خواهد شد.

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 director of *True Colors* and *True Voices*. She has participated in the English Language Specialist Program in the U.S. Department of State's Bureau of Educational and Cultural Affairs.

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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.

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## AUTHORS' ACKNOWLEDGMENTS

[www.irlanguage.com](http://www.irlanguage.com)

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# LEARNING OBJECTIVES

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

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

## CONVERSATION STRATEGIES

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

## LISTENING / PRONUNCIATION

### Listening Tasks

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

### Pronunciation

- Syllables

## READING / WRITING

### Reading Text

- Simple forms and business cards

### Writing Task

- Write affirmative and negative statements about people in a picture

**WRITING BOOSTER** Guided writing practice

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

### Listening Tasks

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

### Pronunciation

- Stress in two-word pairs

### Reading Text

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

### Writing Task

- Write sentences about your relationships

**WRITING BOOSTER** Guided writing practice

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

### Listening Tasks

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

### Pronunciation

- Falling intonation for questions with Where

### Reading Texts

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

### Writing Task

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

**WRITING BOOSTER** Guided writing practice

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

### Listening Tasks

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

### Pronunciation

- Number contrasts

### Reading Texts

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

### Writing Task

- Write a description of the people in your family

**WRITING BOOSTER** Guided writing practice

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

### Listening Tasks

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

### Pronunciation

- Sentence rhythm

### Reading Texts

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

### Writing Task

- Write about events at your school or in your city

**WRITING BOOSTER** Guided writing practice

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

### Listening Tasks

- Confirm details about clothes
- Determine colors of garments

### Pronunciation

- Plural nouns

### Reading Texts

- A sales flyer from a department store

### Writing Task

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

**WRITING BOOSTER** Guided writing practice

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

### Listening Task

- Match chores to the people who performed them

### Pronunciation

- Third-person singular verb endings

### Reading Text

- A review of housekeeping robots

### Writing Task

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

**WRITING BOOSTER** Guided writing practice

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## REFERENCE CHARTS

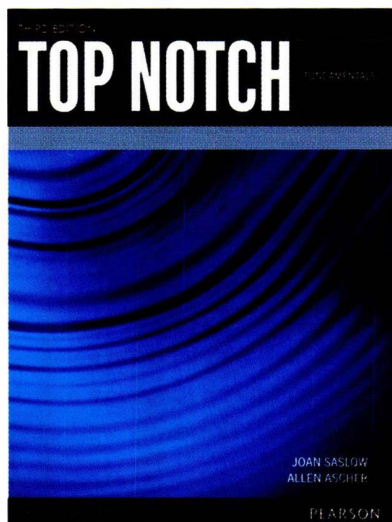
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## WORKBOOK

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# TO THE TEACHER

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



The goal of ***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. irLanguage.com

### Active listening syllabus

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

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

Joan Saslow and Allen Ascher

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

## ActiveTeach

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

For class presentation . . .

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



For planning . . .

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


For extra support . . .

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

For assessment . . .

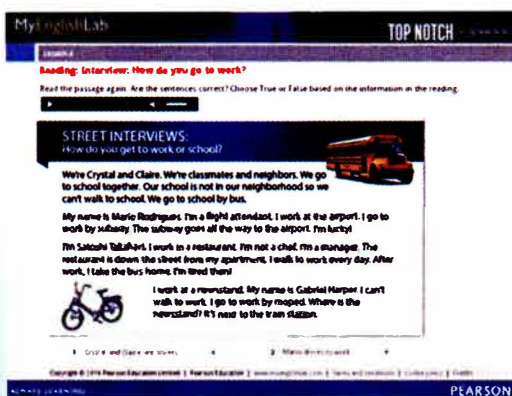
- Ready-made unit and review achievement tests with options to edit, add, or delete items.

### PLUS

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

## MyEnglishLab

An optional online learning tool



- **NEW** Grammar Coach videos plus the Pronunciation Coach videos, and Digital Vocabulary Flash Cards
- **NEW** Immediate meaningful feedback on wrong answers
- **NEW** Remedial grammar exercises
- Interactive practice of all material presented in the course
- Grade reports that display performance and time on task
- Auto-graded achievement tests

## 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 ActiveTeach
- 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](http://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 ActiveTeach

For more information: [www.pearsonelt.com/topnotch3e](http://www.pearsonelt.com/topnotch3e)



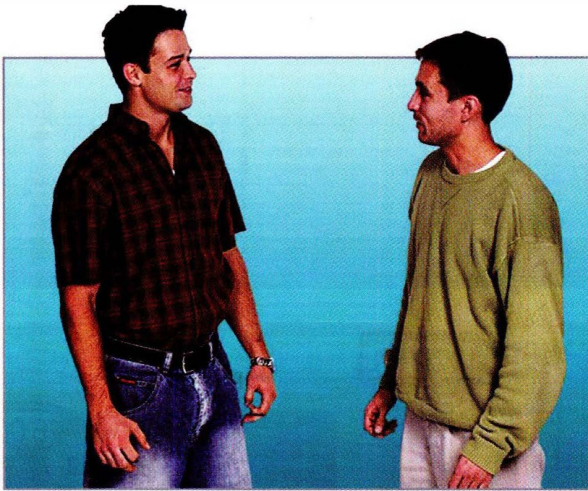
## COMMUNICATION GOALS

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

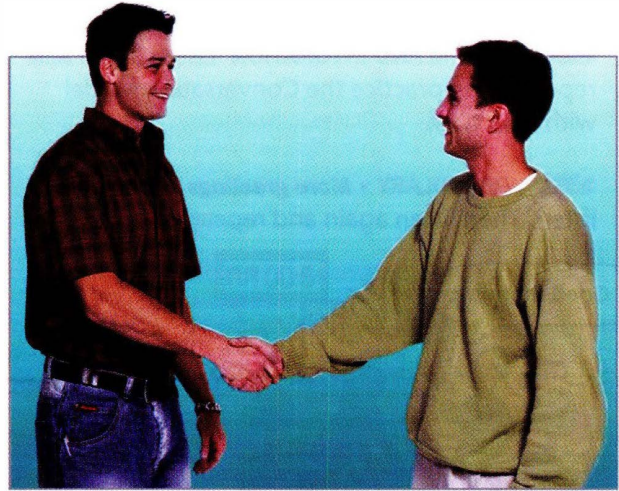
# Welcome to *Top Notch!*

## GOAL Introduce yourself

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



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



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

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

## NOW YOU CAN Introduce yourself

www.irLanguage.com

PAIR WORK Now introduce yourself to your classmates.

### ▶1:04 Greetings

Hi.  
Hello.  
I'm [Lisa].



### ▶1:05 Responses

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

**GOAL** Greet people

1 ▶1:06 CONVERSATION MODEL Read and listen.

A: Hi, Len. How are you?  
 B: Fine, thanks. And you?  
 A: I'm fine.

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

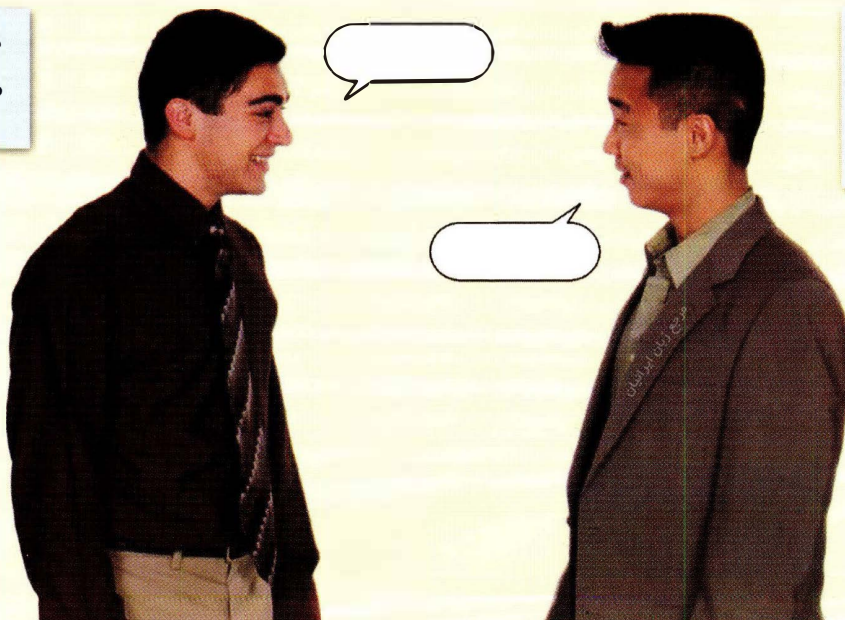
3 ▶1:08 VOCABULARY • More greetings Read and listen. Then listen again and repeat.



**NOW YOU CAN** Greet people

PAIRWORK Now greet your classmates.

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



▶1:10 Responses  
 😊 Fine. / I'm fine.  
 Great.  
 😐 Not bad.  
 So-so.



**GOAL** Say good-bye

1 ▶1:11 CONVERSATION MODEL Read and listen.

A: Good-bye, Charlotte.

B: Good-bye, Emily.

A: See you tomorrow.

B: OK. See you!

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

**NOW YOU CAN**

Say good-bye

PAIR WORK Now say good-bye to your classmates.

▶1:13 Ways to say good-bye

Good-bye.

Bye.

See you later.

Take care.



**NOW I CAN**

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

## COMMUNICATION GOALS

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

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UNIT

1

# Names and Occupations

LESSON

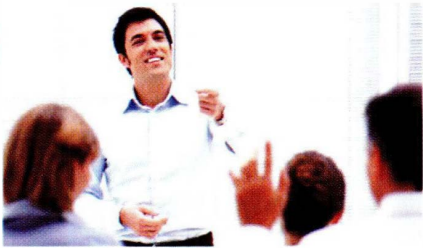
1

**GOAL** Tell a classmate your occupation

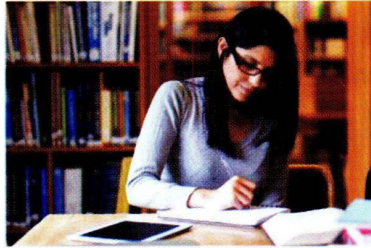
## VOCABULARY BOOSTER

More occupations • p. 125

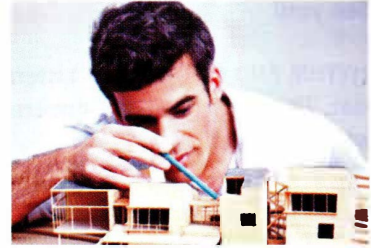
**DIGITAL FLASH CARDS** 1 ▶ 1:14 **VOCABULARY • Occupations** Read and listen. Then listen again and repeat.



1 a teacher



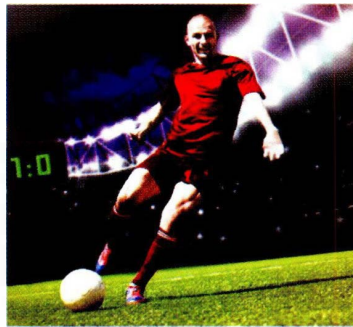
2 a student



3 an architect



4 an actor



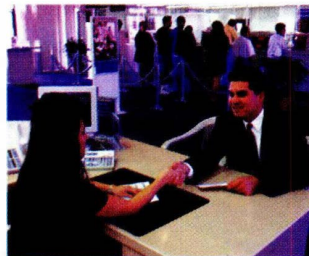
5 an athlete



6 a musician



7 an artist



8 a banker



9 a singer



10 a flight attendant

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

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

### Affirmative statements / Contractions

I am Ann. / I'm Ann.

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

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

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

### Negative statements / Contractions

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

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

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

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

### Articles a / an

a teacher

an actor

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- 4 **GRAMMAR PRACTICE** Write the article a or an for each occupation.
- 1 I'm ..... architect.      3 He's not ..... banker.      5 She is ..... singer.  
 2 She's ..... student.      4 He is ..... musician.      6 I'm not ..... athlete.

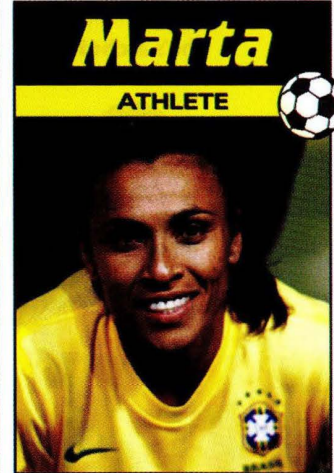
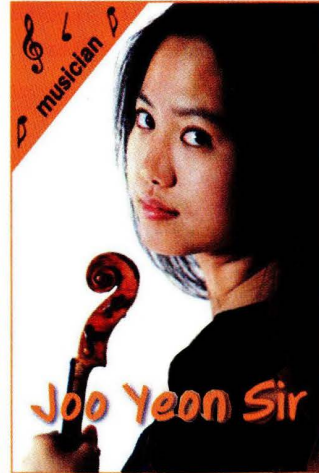
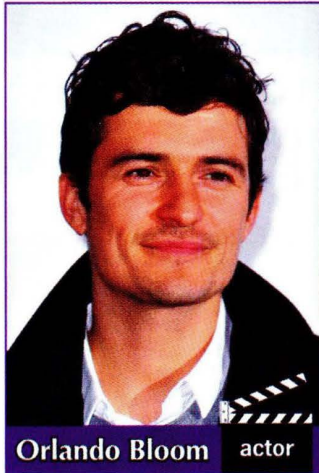
5 **PAIR WORK** Point to the people on page 4. Say *He's* \_\_\_\_\_ or *She's* \_\_\_\_\_.

“ He's a teacher. ”

“ She's a flight attendant. ”

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

مرجع زبان ایرانیان



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

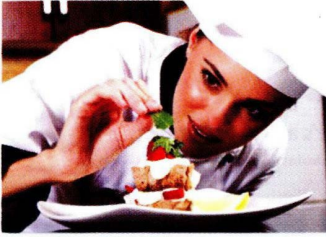
DIGITAL  
MORE  
EXERCISES

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

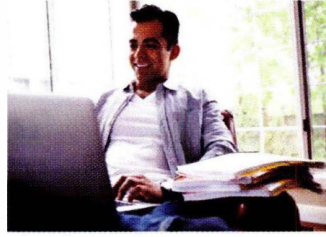
- 1 ▶1:15 **CONVERSATION MODEL** Read and listen.  
 A: What do you do?  
 B: I'm an architect. And you?  
 A: I'm a banker.
- 2 ▶1:16 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.
- 3 **CONVERSATION ACTIVATOR** With a partner, personalize the conversation. Use your own occupations.  
 A: What do you do?  
 B: I'm ..... And you?  
 A: I'm .....
- 4 **CHANGE PARTNERS** Tell another classmate your occupation.



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



1 She's a chef.



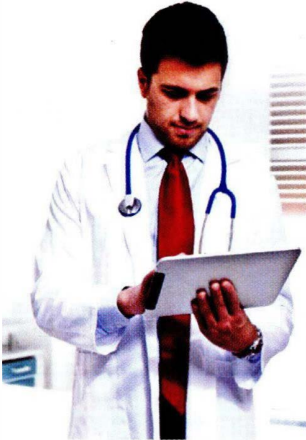
2 He's a writer.



3 She's a manager.



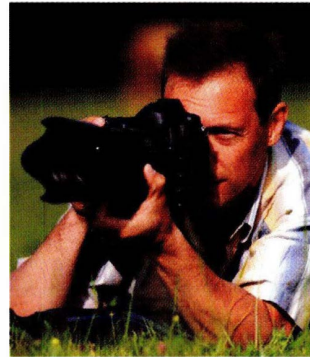
4 She's a scientist.



5 He's a doctor.



6 She's an engineer.



7 He's a photographer.



8 He's a pilot.

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

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

**Subject pronouns**

Singular	Plural
I	we
you	you
he	they
she	

**Affirmative statements / Contractions**

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

**Negative statements / Contractions**

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

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

1 I ..... a writer.

3 We ..... doctors.

5 We ..... managers.

2 She ..... not a pilot.

4 They ..... not scientists.

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

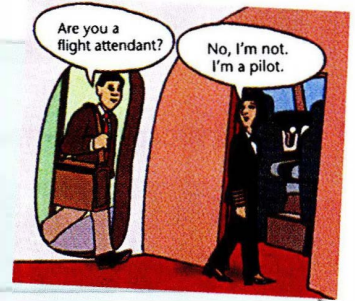
1 I am (an artist / artists / artist).

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

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

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

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



**Yes / no questions**

Are you  
Is he an architect?  
Is Tanya

Are you  
Are they musicians?  
Are Ted and Jane

**Short answers**

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

**Be careful!**

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

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

- |   |  |
|---|--|
| 1 A: <u>Are</u> they Abby and Jonah?<br>B: Yes, .....                 | 4 A: ..... a chef?<br>B: Yes, I .....                      |
| 2 A: ..... Hanna a scientist?<br>B: No, she'..... a doctor.           | 5 A: ..... he Evan?<br>B: No, ..... not. He'..... Michael. |
| 3 A: ..... you Rachel and Philip?<br>B: No, we'..... Judith and Jack. | 6 A: ..... Tim an actor?<br>B: No, he'..... a teacher.     |

DIGITAL  
MORE  
EXERCISES

7 PAIR WORK Practice the conversations from Exercise 6.

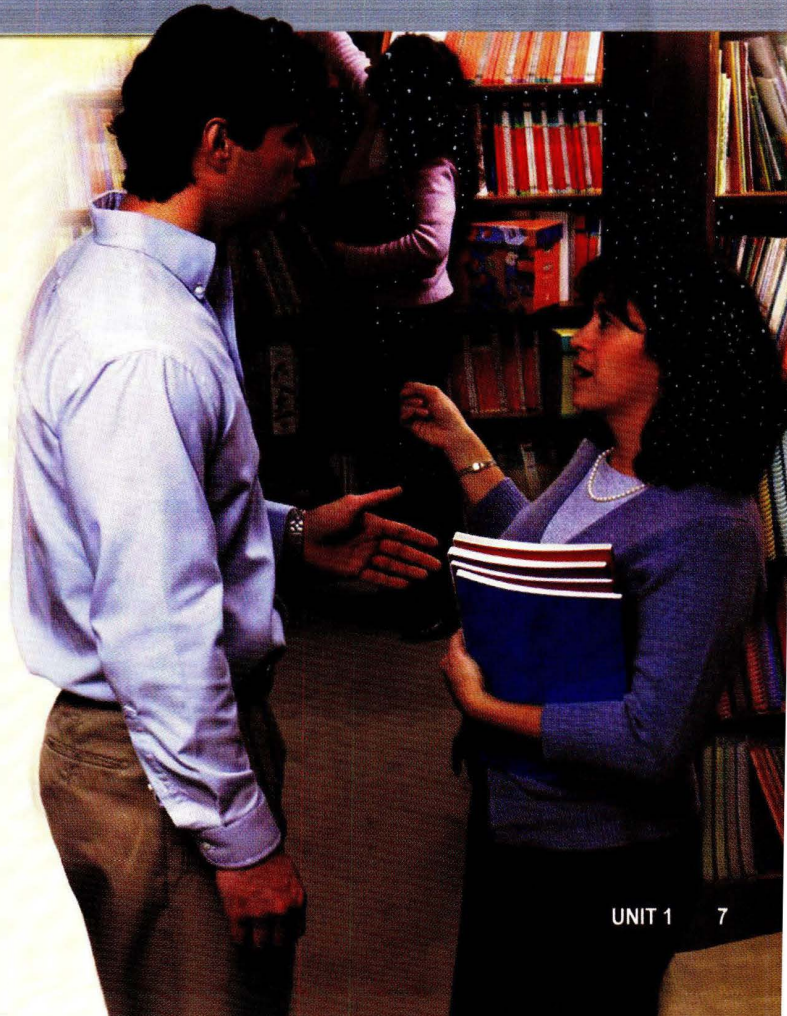
8 PAIR WORK Ask your partner two questions. Answer your partner's questions.

“ Are you an artist? ”

“ Yes, I am. ”

**NOW YOU CAN** Identify your classmates

- ▶1:18 CONVERSATION MODEL Read and listen.  
A: Excuse me. Are you Marie?  
B: No, I'm not. I'm Laura. That's Marie.  
A: Where?  
B: Right over there.  
A: Thank you.  
B: You're welcome.
- ▶1:19 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.
- 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.
- CHANGE PARTNERS Identify other classmates.



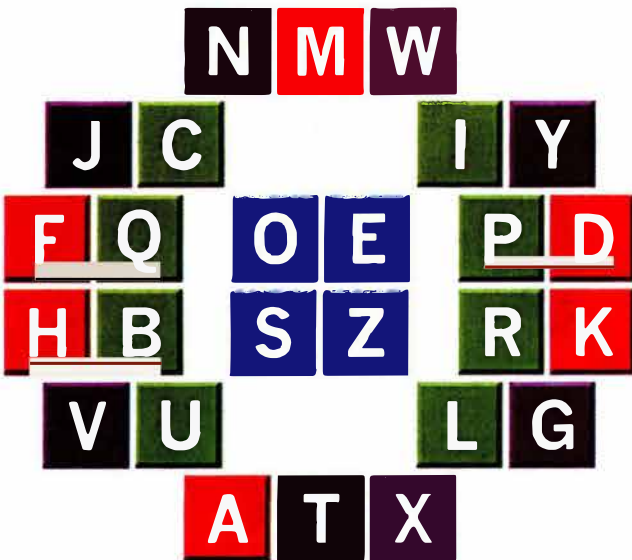
1 ▶ 1:20 VOCABULARY • *The alphabet* Read and listen. Then listen again and repeat.



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

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

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



4 ▶ 1:22 LISTENING COMPREHENSION Listen. Circle the correct spelling. Then spell each name aloud.

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

5 ▶ 1:23 LISTENING COMPREHENSION Listen to the conversations. Write the names.

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

6 GRAMMAR • *Proper nouns and common nouns*

**Proper nouns**

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

Melanie Pepper      New Delhi      Nicaragua

**Common nouns**

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

morning      doctor      student

Capital letters  
A B C  
Lowercase letters  
a b c



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

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

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

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

DIGITAL  
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EXERCISES

DIGITAL  
VIDEO  
COACH

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

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

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

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

**NOW YOU CAN**

**Spell names**

1 CONVERSATION MODEL Read and listen.

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

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

DIGITAL  
VIDEO

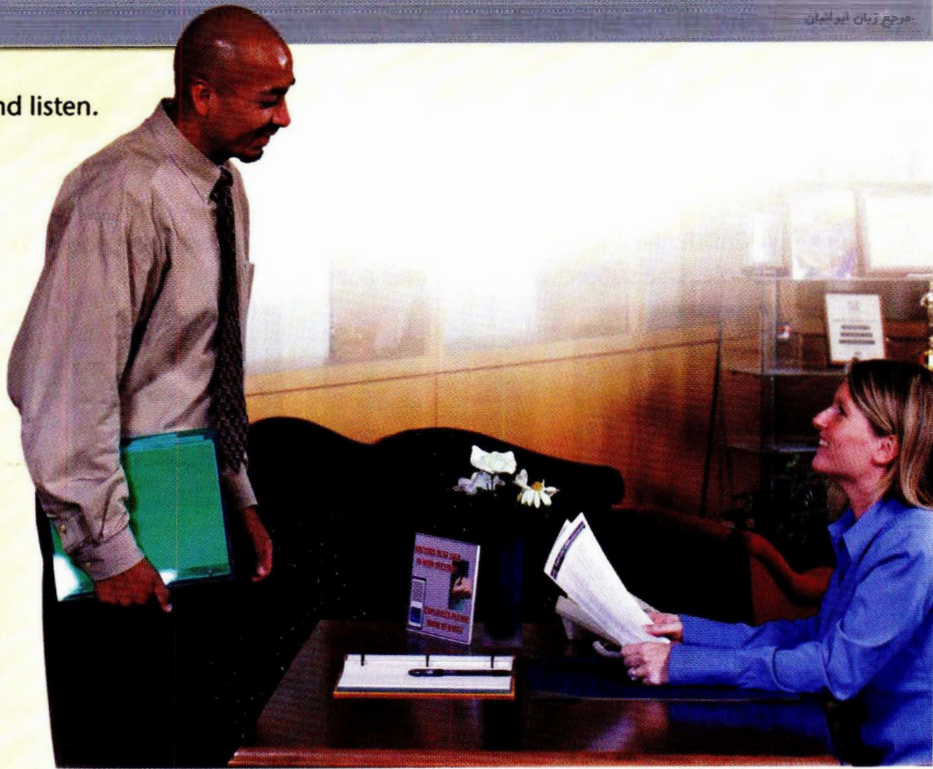
3 CONVERSATION ACTIVATOR With a partner, personalize the conversation. Use real names. Then change roles.

- 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.



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# EXTENSION

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



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

NAME	Porter	OCCUPATION
------	--------	------------

Available for charters

John [ ] PILOT [ ]

Licensed Insured john@airtaxi.com

World Language Institute

Lorraine Clare 1-800-555-6788

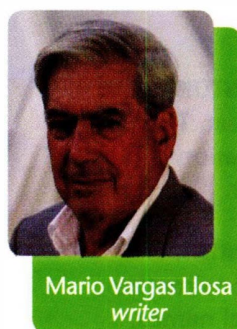
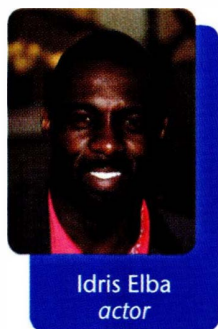
English [ ]

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

NAME:
OCCUPATION:

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

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



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

2 Is Paulina Aguirre a singer?

3 Is Zheng Jie a teacher?

4 Are Zheng Jie and Mario Vargas Llosa scientists?

5 Is Mario Vargas Llosa an actor?

6 Is Zheng Jie an athlete or a writer?

5 PERSONAL RESPONSES Write responses with real information.

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

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

3 "What do you do?"  
YOU .....

4 "Thank you."  
YOU .....

## GRAMMAR BOOSTER

Unit 1 review • p. 135

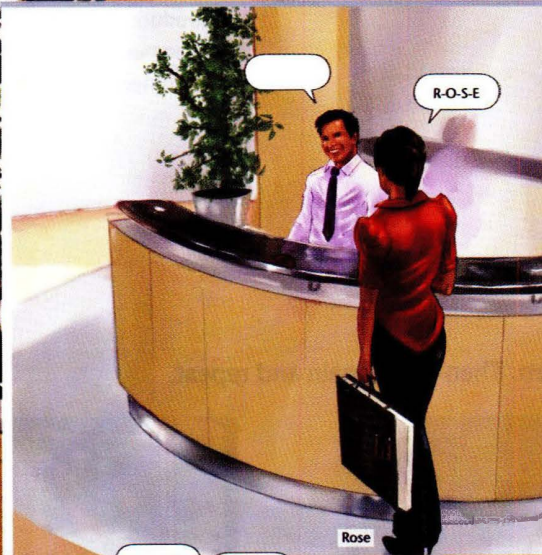
For additional language practice...

TOP NOTCH POP • Lyrics p. 150

"What Do You Do?"

SONG KARAOKE

REVIEW



**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

occupations in the

questions about the

pe:

her? *Yes, he is.*

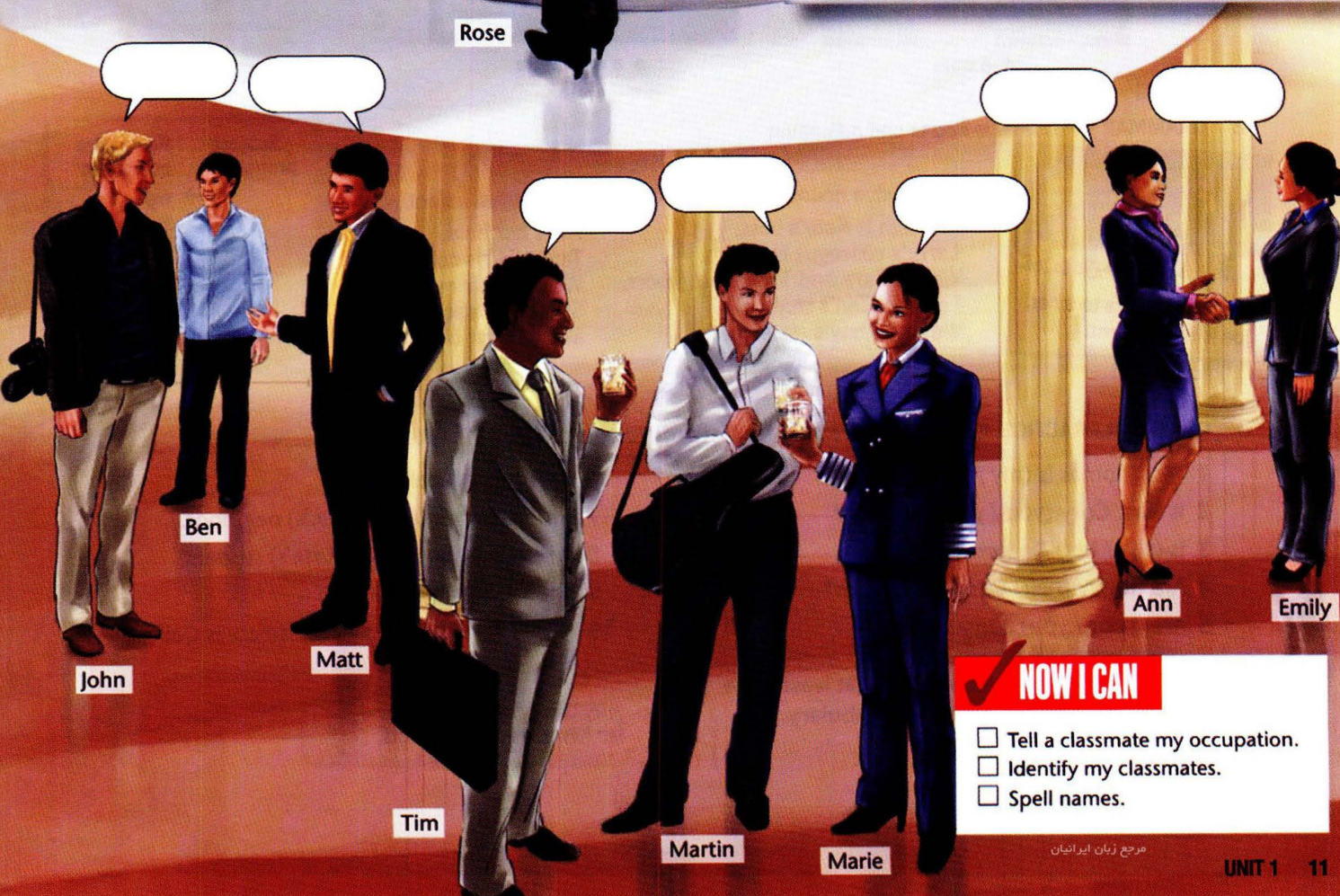
is for the people.

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

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

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

Rose



John

Ben

Matt

Tim

Martin

Marie

Ann

Emily

**NOW I CAN**

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

## COMMUNICATION GOALS

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

## UNIT

# 2

## About People

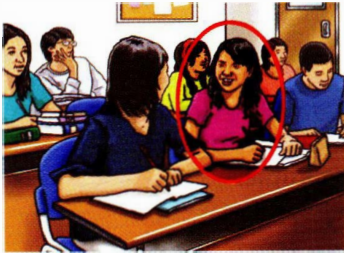
### LESSON

## 1

### GOAL Introduce people

#### DIGITAL FLASH

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



1 a classmate



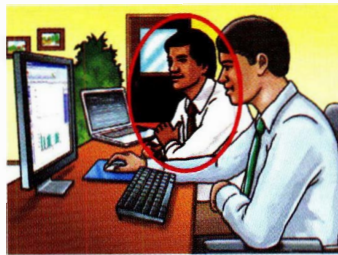
2 a friend



3 a neighbor



4 a boss

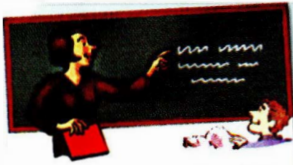


5 a colleague

### VOCABULARY BOOSTER

More relationships • p. 126

## 2 GRAMMAR • Possessive nouns and adjectives



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

### Possessive nouns

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

### Possessive adjectives

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

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

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

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

#### DIGITAL MORE EXERCISES

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

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

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



I'm from Miami.

Are you from Paraguay?  
 Is she from Moscow?  
 Where are you from?  
 Where's she from?  
**Be careful!**  
 Are you from Spain?  
 Yes, I am. NOT Yes, I am from.

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

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

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

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

DIGITAL  
 MORE  
 EXERCISES

**NOW YOU CAN** Introduce people

- 1 ▶ 1:34 CONVERSATION MODEL Read and listen.  
 A: Tom, this is Paula. Paula's my classmate.  
 B: Hi, Paula.  
 C: Hi, Tom. Nice to meet you.  
 B: Nice to meet you, too.
- 2 ▶ 1:35 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with two other students.
- 3 CONVERSATION ACTIVATOR Personalize the conversation with two other students. Use your own names. Then change roles.  
 A: ....., this is ..... 's my .....  
 B: Hi, .....  
 C: Hi, ..... Nice to meet you.  
 B: Nice to meet you, too.





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

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

- 4 CHANGE PARTNERS Introduce other classmates.



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

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



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

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

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

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



1

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



2

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



3

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



4

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

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



5

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



6

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

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

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

**You:**

Mr.    Mrs.    Miss    Ms.

\_\_\_\_\_ first name          \_\_\_\_\_ last name

**A classmate:**

Mr.   \_\_\_\_\_

Mrs.          first name

Miss   \_\_\_\_\_

Ms.          last name

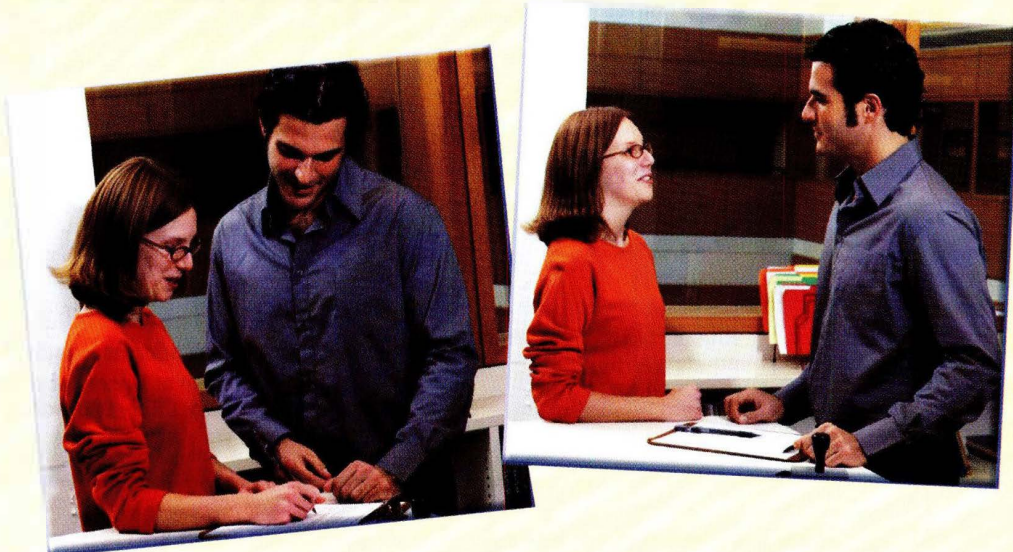
**Your teacher:**

Mr.    Mrs.    Miss    Ms.

\_\_\_\_\_ first name          \_\_\_\_\_ last name

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

1 ▶1:38 CONVERSATION MODEL Read and listen.



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

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

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

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

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

www.irLanguage.com

Mr.   \_\_\_\_\_

Mrs.          first name          \_\_\_\_\_ last name

Miss   \_\_\_\_\_

Ms.          \_\_\_\_\_

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

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

4 CHANGE PARTNERS Personalize the conversation again.

DIGITAL FLASH CARDS

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

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

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



3 GRAMMAR • Be: information questions with What

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

What is → What's

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

DIGITAL VIDEO COACH

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

• •  
first name

• • •  
phone number

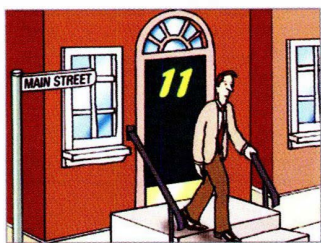
• • • •  
e-mail address

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

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



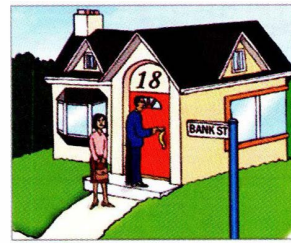
6 VOCABULARY / GRAMMAR PRACTICE Complete the questions.



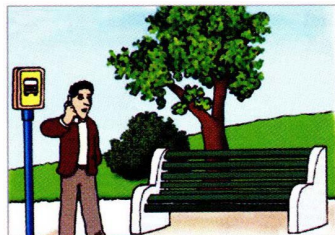
1 A: *What's his* ..... address?  
B: 11 Main Street.



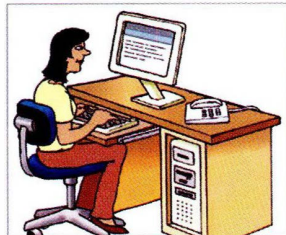
2 A: ..... phone number?  
B: 22-63-140.



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



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



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



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

DIGITAL  
MORE  
EXERCISES

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

1 ▶1:43 CONVERSATION MODEL Read and listen.

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

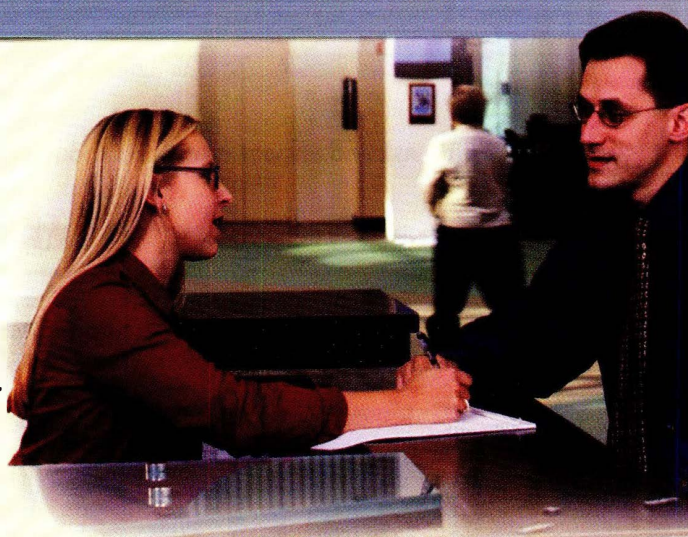
2 ▶1:44 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

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

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

**DON'T STOP!**

Continue the conversation.  
Ask more questions.



**RECYCLE THIS LANGUAGE.**

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

4 CHANGE PARTNERS Get other classmates' contact information.

# EXTENSION

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

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

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

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

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

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

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

DIGITAL  
MORE  
EXERCISES

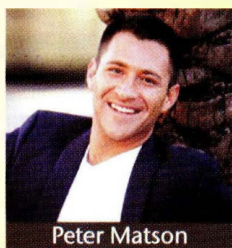
2 **PAIR WORK** Ask and answer questions about people in the Reading. Use the verb be.

“ Is Nadia Santini a doctor? ”

“ Is Vincent Lam from the United States? ”

“ Where's Ms. Okonedo from? ”

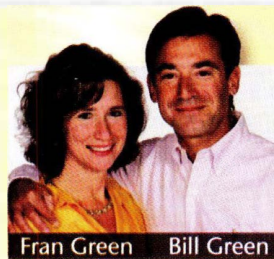
3 **SPEAKING** Point to the people in the photos. Ask your partner questions about their contact information.



🏠 22 Bank St.  
✉️ pmatson@ccc.com



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



☎️ 34-67-9899  
🏠 13 Quinn St.

## GRAMMAR BOOSTER

Unit 2 review • p. 136

For additional language practice . . .

🎵 **TOP NOTCH POP** • Lyrics p. 150

“Excuse Me, Please”

DIGITAL  
SONG

DIGITAL  
KARAOKE

**PERSONAL INFORMATION**

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



**PAIR WORK**

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

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

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

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

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

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

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

[www.irLanguage.com](http://www.irLanguage.com)



**✓ NOW I CAN**

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

## COMMUNICATION GOALS

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

### UNIT

# 3

## Places and How to Get There

### LESSON

# 1

## GOAL Talk about locations

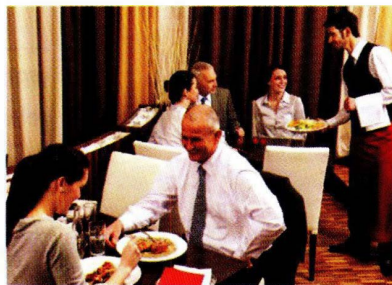
DIGITAL FLASH CARDS

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

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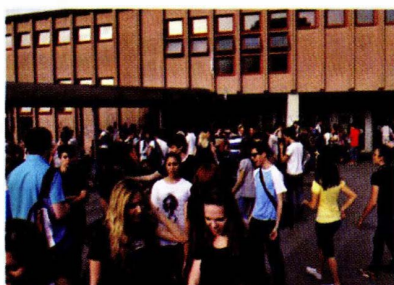
1 a bank



2 a restaurant



3 a pharmacy



4 a school



5 a newsstand



6 a bookstore

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

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

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

DIGITAL FLASH CARDS

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

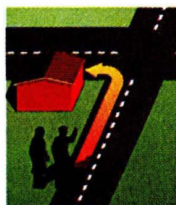
مرجع زبان ایرانیان



1 across the street



2 down the street



3 around the corner



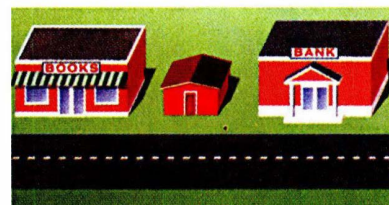
4 on the left



5 on the right



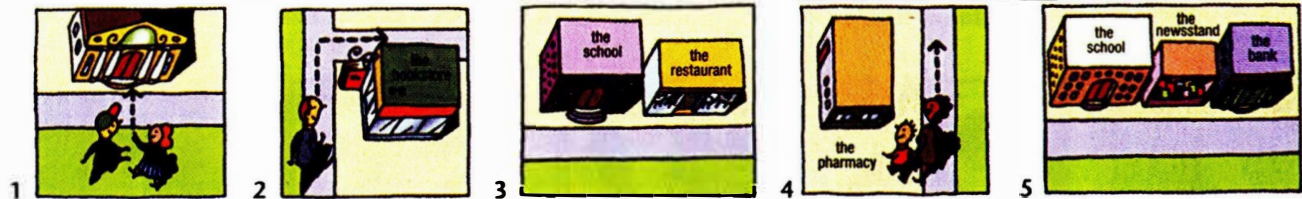
6 next to the bank



7 between the bookstore and the bank

5 PAIR WORK Take turns making statements about the places.

“ The bank is across the street. ”



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

Ask questions with Where for locations.

Where's the restaurant?

Use it to replace the names of places.

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

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

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

1 The pharmacy is across the street.

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

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

2 Billy's Restaurant is around the corner.

A: .....

B: .....

3 The newsstand is on the left.

A: .....

B: .....

4 The bookstore is next to the school.

A: .....

B: .....

DIGITAL MORE EXERCISES

DIGITAL VIDEO COACH

8 ▶1:51 PRONUNCIATION • Falling intonation for questions with Where Read and listen. Then listen again and repeat.

1 Where is it?

2 Where's the bank?

3 Where's the school?

4 Where's the newsstand?

**NOW YOU CAN** Talk about locations

1 ▶1:52 CONVERSATION MODEL

Read and listen.

A: Excuse me. Where's the bank?

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

A: Thanks!

B: You're welcome.

2 ▶1:53 RHYTHM AND INTONATION

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

3 CONVERSATION ACTIVATOR

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

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

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

A: Thanks!

B: You're welcome.

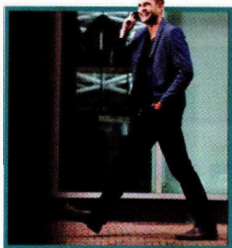
**DON'T STOP!**

Ask about another location.

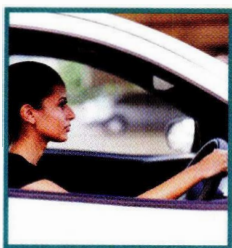
4 CHANGE PARTNERS Ask about other locations.



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



1 walk



2 drive



3 take a taxi



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 ▶1:55 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

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1 ▶1:56 CONVERSATION MODEL Read and listen.

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

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

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

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

**DON'T STOP!**

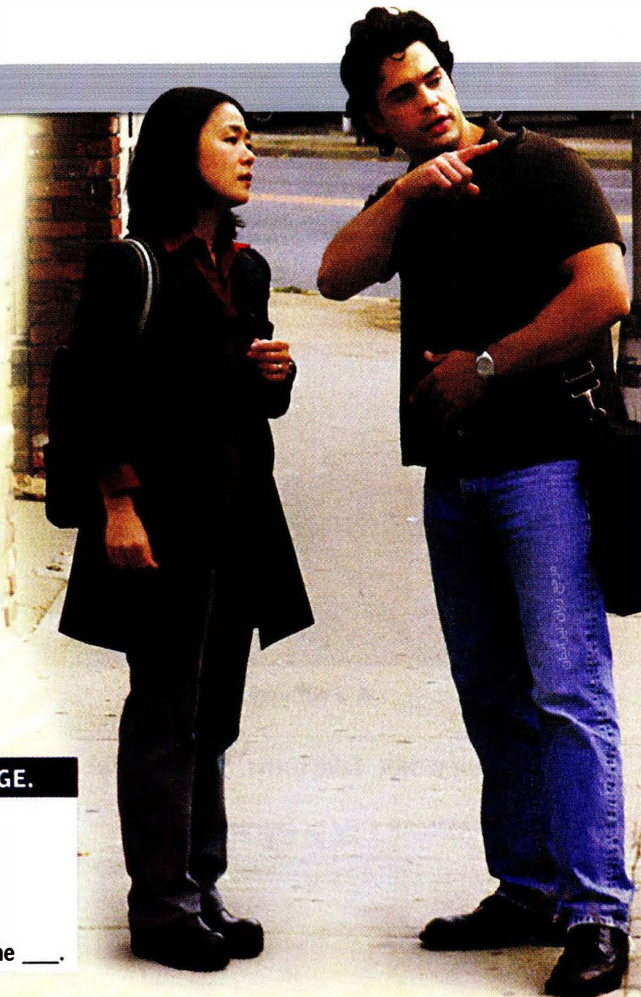
Talk about locations.

### RECYCLE THIS LANGUAGE.

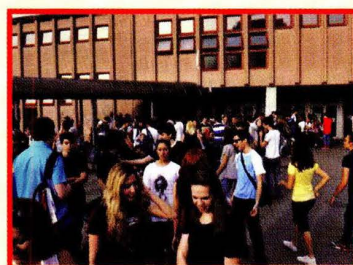
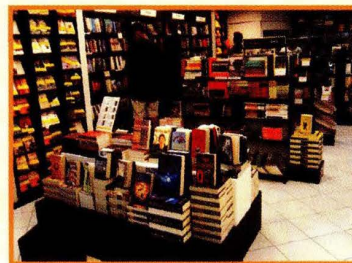
Where is it?

- across the street.
- down the street.

- It's
- around the corner.
- next to the \_\_\_\_.
- between the \_\_\_\_ and the \_\_\_\_.



DIGITAL VIDEO



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4 CHANGE PARTNERS Ask about more places.

DIGITAL FLASH CARDS

1 ▶1:58 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

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by taxi

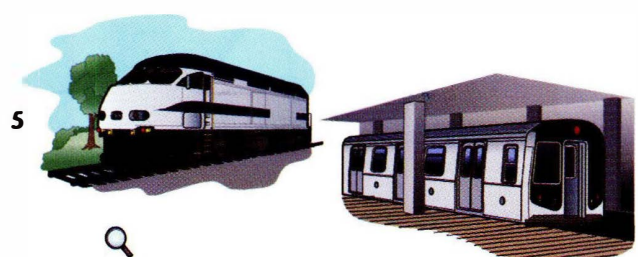
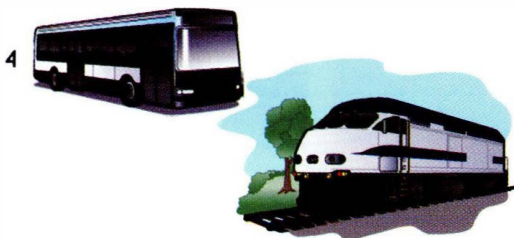
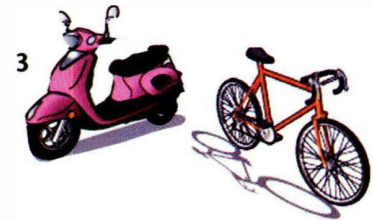
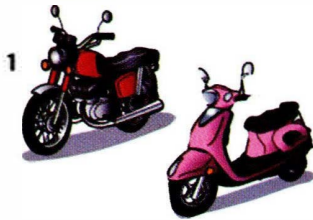


by bicycle



by motorcycle

4 ▶1:59 LISTENING COMPREHENSION Listen. Circle the means of transportation you hear.



DIGITAL MORE EXERCISES



5 **VOCABULARY • Destinations** Read and listen. Then listen again and repeat.



1 go to work





2 go home



3 go to school

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

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

**NOW YOU CAN** Discuss transportation

1 **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.

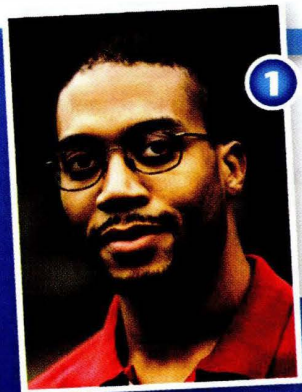
A: How do you go ..... ?  
B: ..... What about you?  
A: Me? .....

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

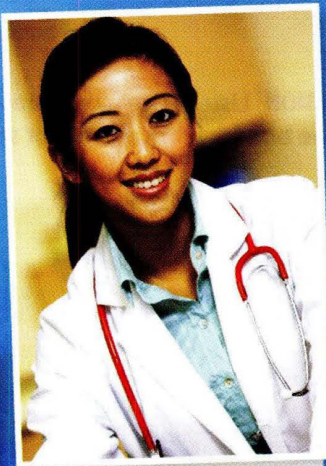


# EXTENSION

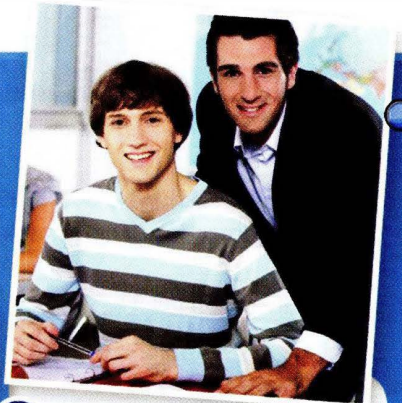
1 **▶1:64** **READING** Read about how people go to work and school.



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



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



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



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

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

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

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

“ Is Min Park a banker? ”

“ No, she's not. She's a doctor. ”

DIGITAL  
MORE  
EXERCISES

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

**RECYCLE THIS LANGUAGE.**

Where's the [pharmacy]? It's ____.	Walk. Don't [drive].
Can I [walk] to the [restaurant]?	Go by [bus].
Take / Don't take the [bus].	Don't go by [train].

**GRAMMAR BOOSTER**  
Unit 3 review • p. 137

# REVIEW



**✓ NOW I CAN**

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

UNIT 3 27

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

*The school is down the street.*

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

A: *How do you go to work?*

B: *By bus.*

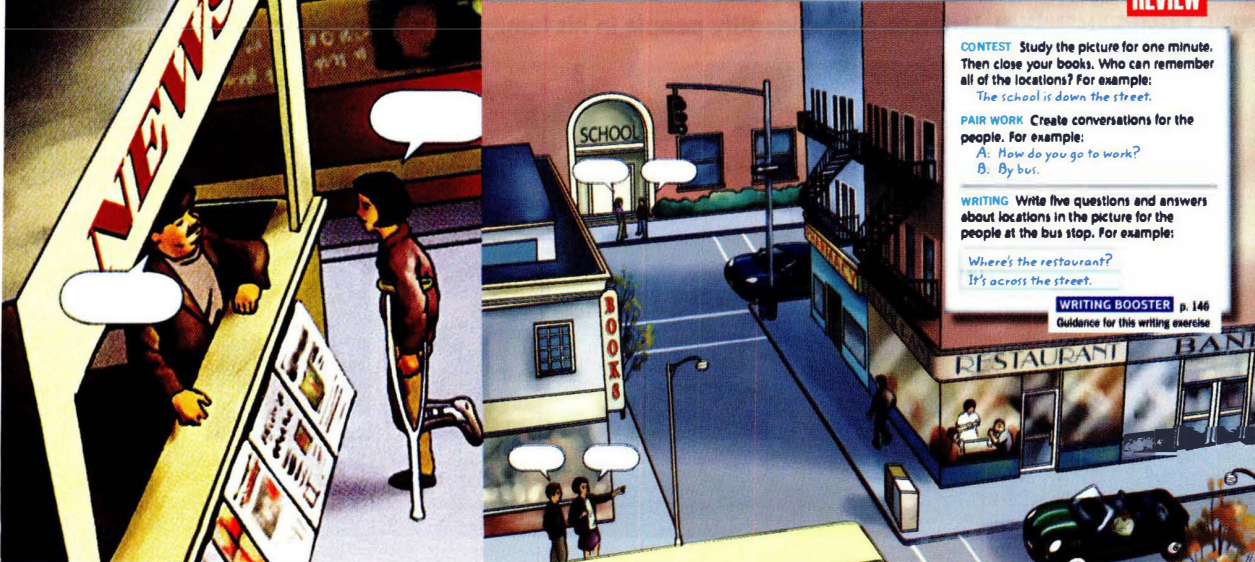
**WRITING** Write five questions and answers about locations in the picture for the people at the bus stop. For example:

*Where's the restaurant?*

*It's across the street.*

**WRITING BOOSTER** p. 146

Guidance for this writing exercise



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

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

A: *How do you go to work?*

B: *By bus.*

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

*Where's the restaurant?*

*It's across the street.*

**WRITING BOOSTER** p. 146

Guidance for this writing exercise

**✓ I CAN**

about locations.  
s how to get places.  
s transportation.

## COMMUNICATION GOALS

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

UNIT

4

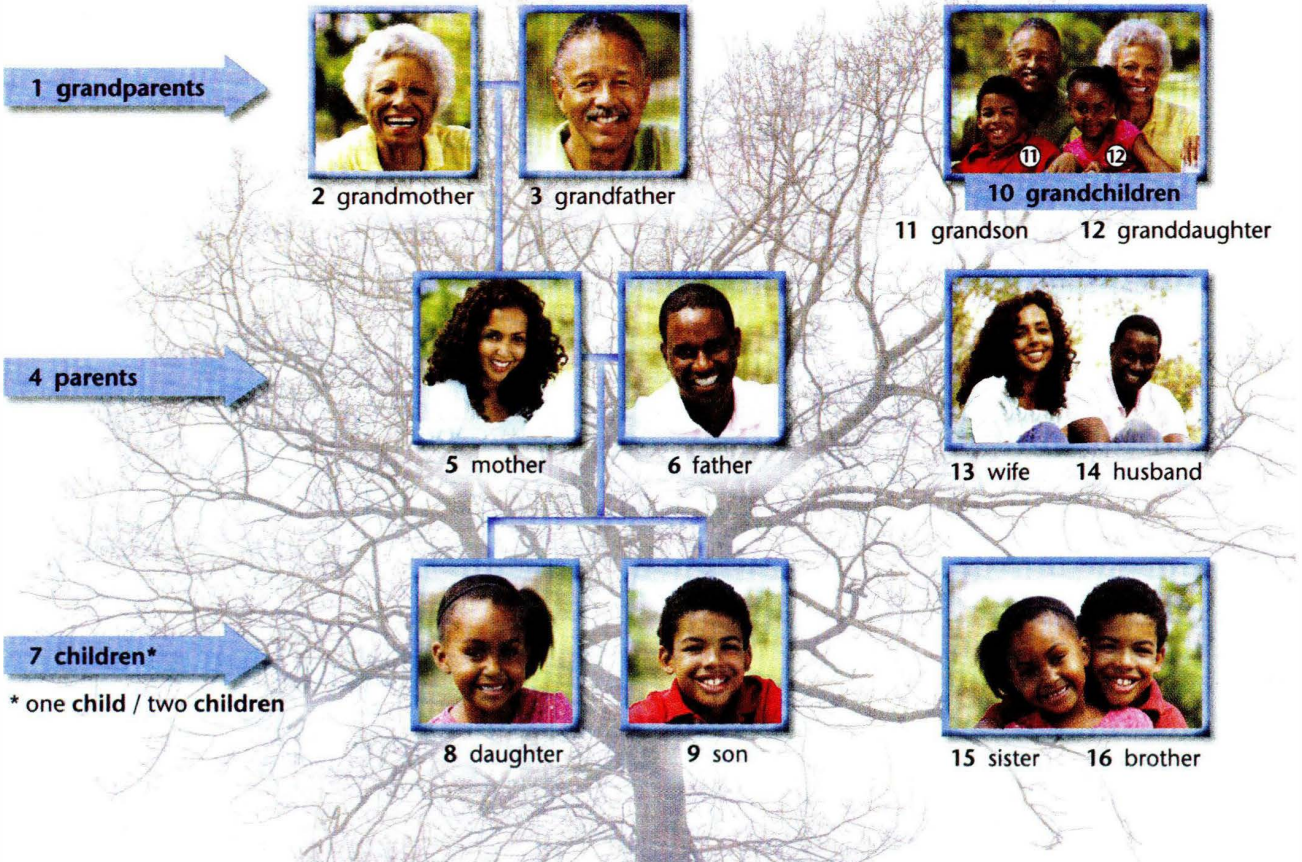
# Family

LESSON

1

**GOAL** identify people in your family


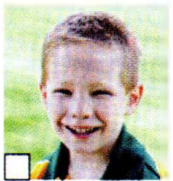
1 **VOCABULARY** • *Family relationships* Read and listen. Then listen again and repeat.







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


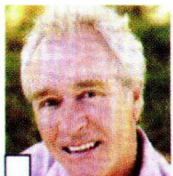
“ She’s his daughter. ”



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

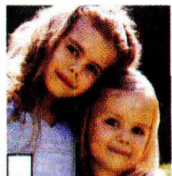

1  

2  

3  

4  

5  

6  

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

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

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

**Contractions**

Who is → Who's

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

\* mom and dad = informal for mother and father

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

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

B: He's my grandfather.

2 A: .....?

B: She's my mother.

3 A: .....?

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

4 A: .....?

B: They're Pat's grandparents.

5 A: .....?

B: She's Ed's wife.

6 A: .....?

B: They're my brother and sister.

DIGITAL  
MORE  
EXERCISES

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

1 ▶2:04 CONVERSATION MODEL Read and listen.

A: Who's that?

B: That's my father.

A: And who are they?

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

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

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

A: Who's that?

B: That's .....

A: And .....?

B: .....

**DON'T STOP!**

Talk about occupations.  
Ask more questions.



**RECYCLE THIS LANGUAGE.**

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

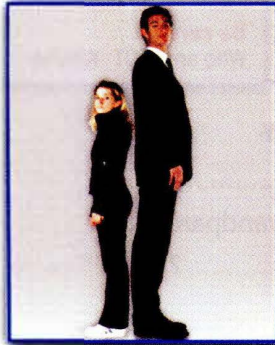
4 CHANGE PARTNERS Personalize the conversation again.

DIGITAL FLASH CARDS

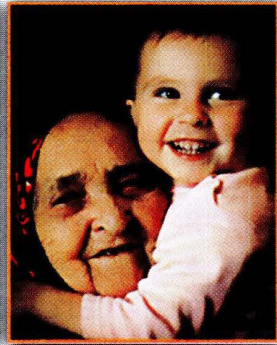
- 1 **VOCABULARY** • *Adjectives to describe people*  
Read and listen. Then listen again and repeat.

**VOCABULARY BOOSTER**

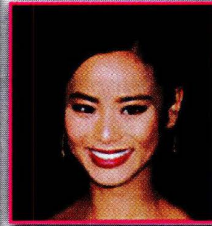
More adjectives • p. 127



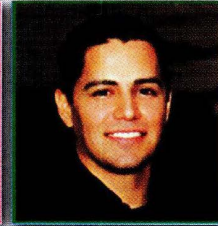
1 short    2 tall



3 old    4 young



5 pretty



6 handsome

7 good-looking



8 cute

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

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

She's pretty.

He's handsome.

They're good-looking.

Your children are cute.

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

They're very good-looking.

He's very handsome.

She's so pretty.

Your children are so cute.

very = !  
so = !!!

“ Gina and Deborah are very pretty. ”

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

- 4 **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).

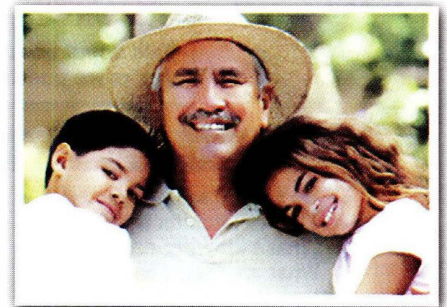
- 5 **VOCABULARY / GRAMMAR PRACTICE** Look at the photos. Complete each sentence with a form of **be** and an adjective.



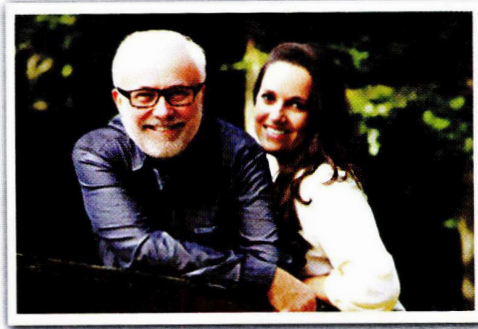
1 Your sisters .....  
so .....



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



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



DIGITAL  
MORE  
EXERCISES

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 .....

*My mother is very tall.*

## NOW YOU CAN Describe your relatives

1 ▶2:08 CONVERSATION MODEL Read and listen.

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

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

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

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

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

4 CHANGE PARTNERS Ask about other classmates' relatives.



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

I  
You  
We  
They

.....

**have** a brother.

He  
She

.....

**has** three sisters.

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

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

DIGITAL  
MORE  
EXERCISES

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

DIGITAL  
FLASH  
CARDS

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

DIGITAL  
VIDEO  
COACH

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

<b>13 • 30</b>	<b>17 • 70</b>
<b>14 • 40</b>	<b>18 • 80</b>
<b>15 • 50</b>	<b>19 • 90</b>
<b>16 • 60</b>	

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

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



6 GRAMMAR • **Be:** questions with **How old**

How old are you?

I'm three.

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

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



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

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

DIGITAL  
MORE  
EXERCISES

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**NOW YOU CAN** Talk about your family

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1 ▶2:12 CONVERSATION MODEL Read and listen.

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

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

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

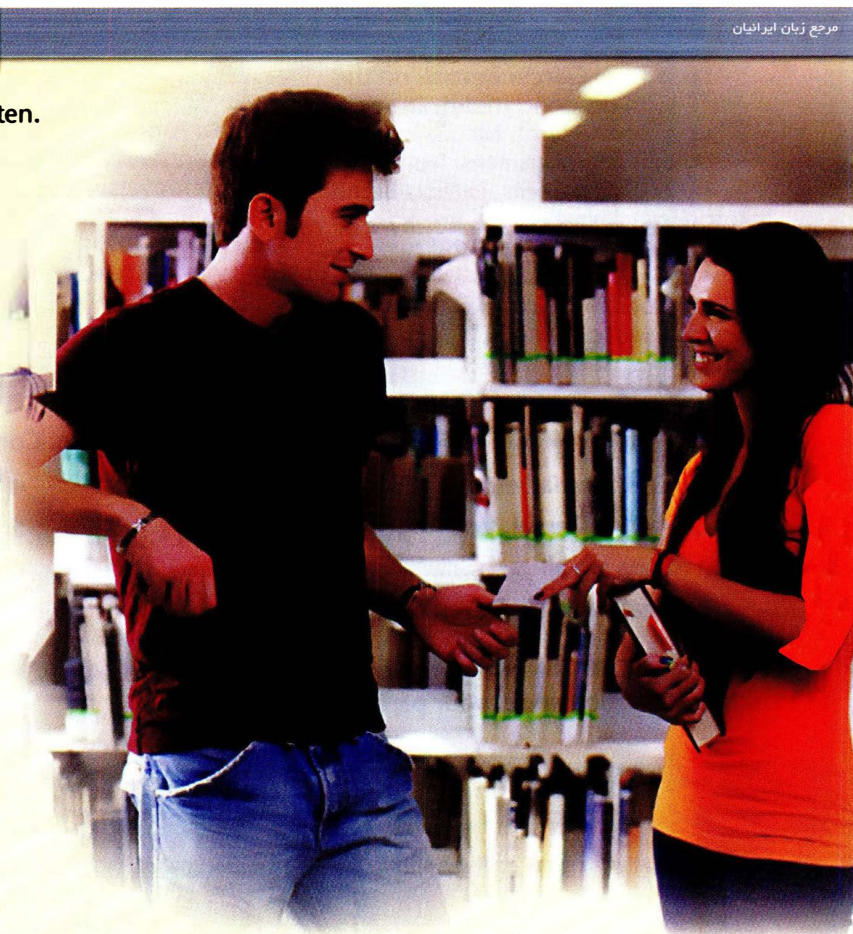
A: I have .....  
 B: Really? How old ..... ?  
 A: .....  
 B: And your ..... ?  
 A: .....

**DON'T STOP!**

Ask more questions.

**RECYCLE THIS LANGUAGE.**

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

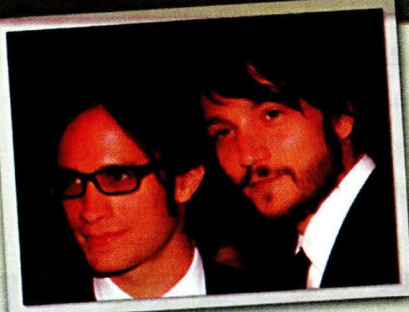


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4 CHANGE PARTNERS Personalize the conversation again.

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

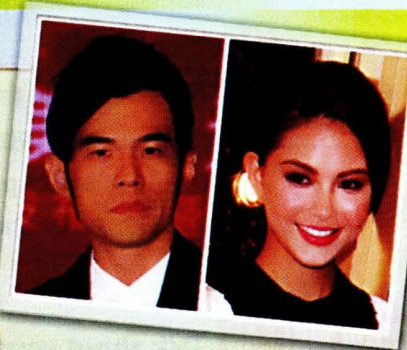
## Who Are They?



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 .....

**ESSENTIAL MORE EXERCISES**

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

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

Relative's name	Relationship	Age	Occupation	Description

**GRAMMAR BOOSTER**

Unit 4 review • p. 137

For additional language practice ...

**TOP NOTCH POP** • Lyrics p. 150

"Tell Me All About It"



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

**PAIR WORK**

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

- A: Who's Ellen?  
 B: She's Natalie's mother.  
 A: Is Mia Ellen's daughter?  
 B: No, she's not. She's her . . .

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

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

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

*Mia is very cute.*

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

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

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

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**✓ NOW I CAN**

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

# COMMUNICATION GOALS

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

# UNIT 5 Events and Times

## LESSON 1 GOAL Confirm that you're on time

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



1 It's one o'clock.



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



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



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



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



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



7 It's noon.



8 It's midnight.

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

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



**DIGITAL VIDEO COACH** 2 **2:18** PRONUNCIATION • **Sentence rhythm** Read and listen. Then listen again and repeat.

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

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

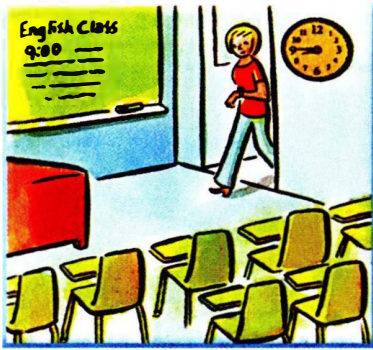
4 **PAIR WORK** Look at the map. Ask your partner about times around the world. Say each time two ways.

“ What time is it in Vancouver? ”

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



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



1 She's early.



2 They're on time.



3 He's late.

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

1 ▶ 2:20 CONVERSATION MODEL Read and listen.

A: What time is the meeting?

B: 10:00.

A: Uh-oh. Am I late?

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

A: Five to ten?

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

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

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

A: What time is the ..... ?

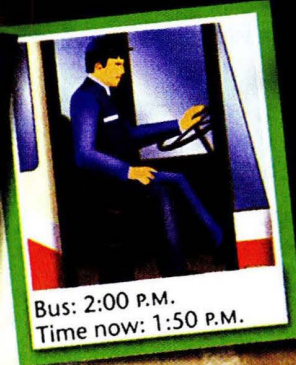
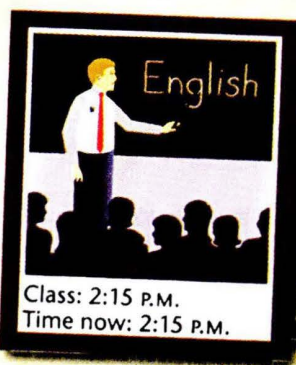
B: .....

A: Uh-oh. Am I late?

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

A: ..... ?

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



4 CHANGE PARTNERS Change the conversation again.

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

**VOCABULARY BOOSTER**

More events • p. 127

DIGITAL FLASH CARD

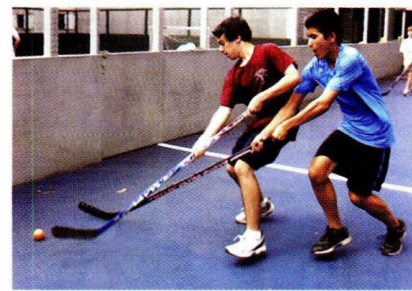
1 ▶ 2:22 **VOCABULARY • Events** Read and listen. Then listen again and repeat.



1 a party



2 a dance



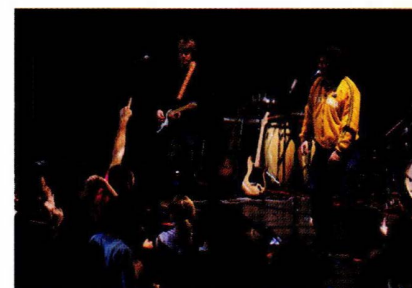
3 a game



4 a dinner



5 a movie



6 a concert

2 ▶ 2:23 **LISTENING COMPREHENSION** Listen to the conversations about events.

Write the event and circle the time.

- 1 ..... (7:15 / 7:45)
- 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 ▶ 2:24 **VOCABULARY • Days of the week** Read and listen. Then listen again and repeat.

WEEKDAYS					THE WEEKEND	
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

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

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

**Contractions**

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

**Be careful!**

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



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

- 1 A: When ..... the party?  
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 ▶2:25 LISTENING COMPREHENSION Listen to the conversation. Write the events on the calendar.



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

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1 ▶2:26 CONVERSATION MODEL Read and listen.

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

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

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

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



4 CHANGE PARTNERS Talk about different events.

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

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

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

“ three ”

“ third ”

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

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

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

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

“ July thirty-first ”

July 31<sup>st</sup>



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

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

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



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

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

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

DIGITAL  
MORE  
EXERCISES

**NOW YOU CAN** Ask about birthdays

1 2:31 CONVERSATION MODEL Read and listen.

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

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

3 CONVERSATION ACTIVATOR With a partner, personalize the conversation.

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



**DON'T STOP!**

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

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

2:33 On someone's birthday say:

Happy birthday! 🎉

Thank you! 🙏

4 CHANGE PARTNERS Ask about other people's birthdays.

# EXTENSION

1 2:34 **READING** Read the announcements. What are the events this week?

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

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### PARTY

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

90 years old, and so young!

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

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

### MOVIE

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

An oldie but goodie!  
Friday, June 24<sup>th</sup> at 8:30 P.M.

At the New School  
58 Post Street



### DANCE

**Both young and old are welcome!**

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

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

### MEETING

**Bank Managers Association**

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

At Family Bank  
58 New Street

Between Kim's Newsstand and Carson's Bookstore



### GAME

**Volleyball!**

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

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

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

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

DIGITAL  
MORE  
EXERCISES

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

<b>Capricorn</b> Dec. 22 - Jan. 20	<b>Aquarius</b> Jan. 21 - Feb. 19	<b>Pisces</b> Feb. 20 - Mar. 20	<b>Aries</b> Mar. 21 - Apr. 20	<b>Taurus</b> Apr. 21 - May 21
<b>Name</b>		<b>Birthday</b>		<b>Zodiac Sign</b>
<b>Sagittarius</b> Nov. 22 - Dec. 21				<b>Gemini</b> May 22 - Jun. 21
<b>Scorpio</b> Oct. 23 - Nov. 21	<b>Libra</b> Sep. 23 - Oct. 22	<b>Virgo</b> Aug. 24 - Sep. 22	<b>Leo</b> Jul. 23 - Aug. 23	<b>Cancer</b> Jun. 22 - Jul. 22

### GRAMMAR BOOSTER

Unit 5 review • p. 138

For additional language practice...

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

DIGITAL  
SONG

DIGITAL  
KARAOKE

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

1 Talk about the events. For example:  
Look. There's a — ...

2 Confirm that you are on time for an event.  
For example:  
What time's the — ?

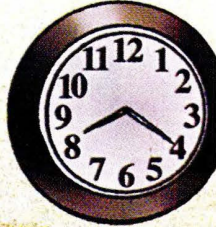
**CONTEST** Study the events for one minute.  
Then close your books. Who can remember all  
the times, dates, and locations? For example:

There's a — on — at — .

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

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

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



**DINNER**

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

Where:  
My French Restaurant

Between the 13th Street School  
and the Corner Pharmacy

**BASKETBALL GAME**

Sunday, May 22, noon  
At the Twelfth Night School

**"Evening" in Concert!**

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

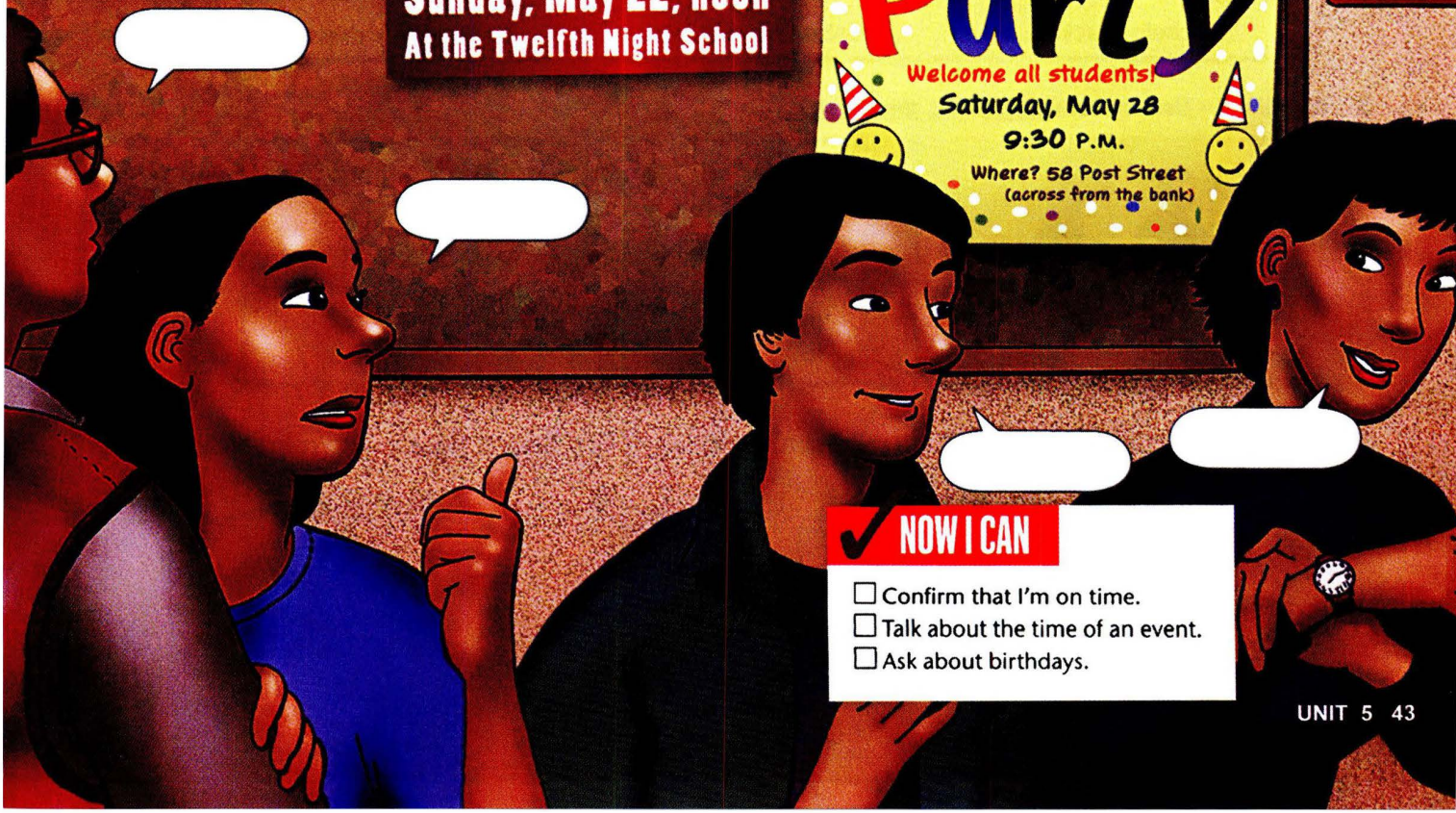
Where: Paul's Books (Next to UMS Bank)

**Party**

Welcome all students!

Saturday, May 28  
9:30 P.M.

Where? 58 Post Street  
(across from the bank)



**✓ NOW I CAN**

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

## COMMUNICATION GOALS

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

# UNIT 6 Clothes

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## LESSON 1 GOAL Give and accept a compliment

### VOCABULARY BOOSTER

More clothes • p. 128

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



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

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

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

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

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



1 those jackets.....



2 ..... 1 .....



3 .....



4 .....



5 .....



6 .....



7 .....



8 .....

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



Tina likes these shoes.



She wants that shirt.



Rob needs a book.

Now he has a book.

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

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

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

like → likes  
 want → wants  
 need → needs

3UT: have → has

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

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

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

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

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

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

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

EXERCISES MORE EXERCISES

NOW YOU CAN Give and accept a compliment

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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 ▶ 2:41 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

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

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

**Yes / no questions**

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

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

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

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

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

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

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

B: Yes, I ...

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

B: Actually, no, I ...

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


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


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


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

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


T F


1 They like the dress. 


2 He needs shoes. 

3 Matt needs a suit for work. 

T F

4 He needs a tie. 

5 She needs the sweater in small. 

6 They don't have his size. 

**NOW YOU CAN** Ask for colors and sizes

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1 ▶2:43 CONVERSATION MODEL Read and listen.

A: Do you have this sweater in green?

B: Yes, we do.

A: Great. And my husband needs a shirt.

Do you have that shirt in large?

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

A: That's too bad.



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

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

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

B: .....

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

B: .....

A: .....

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



DIGITAL FLASH CARDS

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



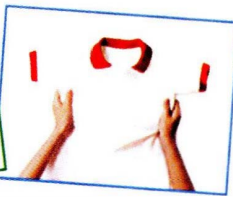
1 new



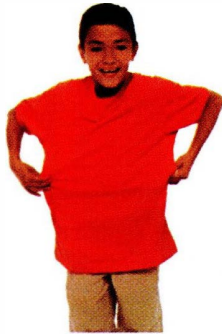
2 old



3 dirty



4 clean



5 loose



6 tight



7 cheap



8 expensive



9 long



10 short

2 **GRAMMAR** • *Adjective placement*

Adjectives come before the nouns they describe.  
a long skirt    tight shoes    a red and black tie

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

Place very before adjectives.  
The skirt is very long. It's a very long skirt.

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

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

“ Allen has new shoes ”

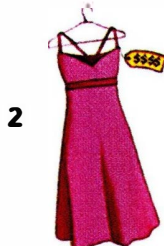
“ Joe's shoes are old. He needs new shoes. ”

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



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

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



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



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

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

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

What does she want? (New shoes.)

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

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

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

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

What color do you want? (Black.)

What size does he need? (Extra large.)

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

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

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

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

1 A: Which skirt .....?  
she / want  
B: The ..... one.

4 A: Why ..... new shoes?  
you / want  
B: .....

2 A: What .....?  
your friend / need  
B: .....

5 A: Which shirts .....?  
you / like  
B: The ..... ones.

3 A: What color shoes .....?  
you / like  
B: .....

6 A: What size shoes .....?  
you / need  
B: .....

DIGITAL  
MORE  
EXERCISES

**NOW YOU CAN** Describe clothes

1 ▶2:46 CONVERSATION MODEL Read and listen.

A: What do you think of this jacket?

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

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

B: Let's keep looking.

2 ▶2:47 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

DIGITAL  
VIDEO

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.

**RECYCLE THIS LANGUAGE.**

Clothes		Problems
shirt	pants	expensive
sweater	skirt	tight
dress	jacket	loose
tie	shoes	long
		short

4 CHANGE PARTNERS Talk about different clothes and problems.



# EXTENSION

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

# Smith and Company

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

**Low, Low Prices!**

**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.

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

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

“ What do you need? ”

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



### RECYCLE THIS LANGUAGE.

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

**GRAMMAR BOOSTER**

Unit 6 review • p. 139



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

**PAIR WORK**

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

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

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

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

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

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

**WRITING BOOSTER** p. 147

Guidance for this writing exercise



**NOW I CAN**

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

## COMMUNICATION GOALS

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

## UNIT

# 7

## Activities

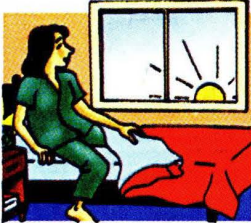
LESSON

### GOAL

Talk about morning and evening activities

ESSENTIAL  
FLASH  
CARDS

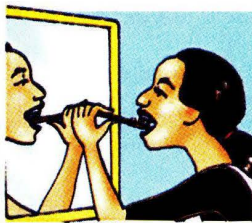
- 1 **3:02** VOCABULARY • *Daily activities at home* Read and listen. Then listen again and repeat.



1 get up



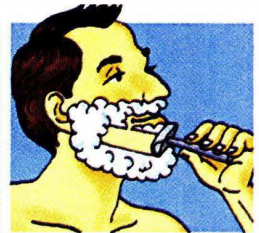
2 get dressed



3 brush my teeth



4 comb / brush my hair



5 shave



6 put on makeup



7 eat breakfast



8 come home



9 make dinner



10 study



11 watch TV



12 get undressed



13 take a shower / a bath



14 go to bed

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

☞ I eat lunch at 12:00. ☞

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

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

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

Remember:

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

**3:03 Meals**  
breakfast  
lunch  
dinner

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

1 Ed ..... up at 6:00, but his wife, Amy, ..... up at 7:00.  
get get

5 Amy ..... to bed at 10:00 P.M., but Ed ..... to bed at 11:00.  
go go

2 Amy ..... breakfast at 7:30 A.M., but Ed ..... breakfast at 6:30.  
eat eat

6 Amy ..... dinner on weekdays, and Ed ..... dinner on weekends.  
make make

3 After breakfast, Ed ....., and Amy ..... on makeup.  
shave put

7 Ed ..... a shower in the morning, but Amy ..... a bath.  
take take

4 Ed and Amy ..... TV in the evening.  
watch

8 They both ..... their teeth in the morning and the evening.  
brush

DIGITAL MORE EXERCISES

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

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

before 8:00



after 8:00



DIGITAL MORE EXERCISES

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. ”

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

1 ▶3:04 CONVERSATION MODEL Read and listen.

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

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

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

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

**DON'T STOP!**

Ask more questions.

4 CHANGE PARTNERS Personalize the conversation again.

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



**RECYCLE THIS LANGUAGE.**

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



DIGITAL FLASH CARDS

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



1 exercise



2 take a nap



3 listen to music



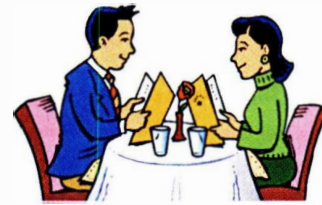
4 read



5 play soccer



6 check e-mail



7 go out for dinner



8 go to the movies



9 go dancing



10 visit friends

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

1 When do you visit friends?

1	4
2	5
3	6

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

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

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

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

“ When do you visit friends? ”

“ I usually visit friends on Saturday. ”

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

Scott usually visits friends on Saturday.

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

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

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

A: What's your typical day like?

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

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

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

A: Pretty much the same.

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

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

A: What's your typical day like?

B: Well, I .....

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

B: ..... What about you?

A: .....



**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

On weekdays

On weekends

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

VOCABULARY BOOSTER

More household chores • p. 128

1 **3:09** 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 irLanguage.com

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

M	T	W	T	F	S	S
✓	✓	✓	✓	✓	✓	✓

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

M	T	W	T	F	S	S
					✓	
					✓	

Other time expressions

once a week

twice a week

three times a week

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

Also

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

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

“ How often do you go shopping? ”

4 **3:10** PRONUNCIATION • Third-person singular verb endings Read and listen. Then listen again and repeat.

“ Twice a week. ”

1 /s/

takes = take/s/

visits = visit/s/

eats = eat/s/

2 /z/

cleans = clean/z/

does = doe/z/

plays = play/z/

3 /ɪz/

washes = wash/ɪz/

practices = practice/ɪz/

exercises = exercise/ɪz/

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

“ John goes shopping twice a week. ”

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

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

Be careful!

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

Don't say: Who wash the dishes?

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

Don't say: Who dees wash the dishes?



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

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

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

“ In Conversation 1, who washes the dishes? ”

“ Her husband does. ”

DIGITAL  
MORE  
EXERCISES

## NOW YOU CAN Discuss household chores

- 1 ▶ 3:12 **CONVERSATION MODEL** Read and listen.
- A: So how often do you do the laundry?  
 B: About twice a week. How about you?  
 A: Me? I never do the laundry. Could I ask another question?  
 B: Sure.  
 A: Who cleans the house?  
 B: Oh, that's my brother's job.
- 2 ▶ 3:13 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.
- 3 **CONVERSATION ACTIVATOR** With a partner, personalize the conversation. Then change roles.
- A: So how often do you ..... ?  
 B: ..... How about you?  
 A: Me? ..... Could I ask another question?  
 B: .....  
 A: Who ..... ?  
 B: Oh, that's ..... job.

**DON'T STOP!**  
Ask about other chores.

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



1 ▶ 3:14 **READING** Read the article. Do you like housework?

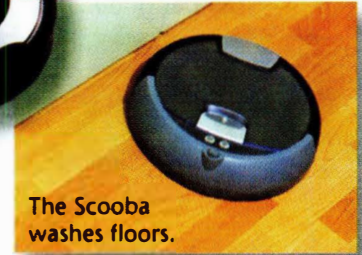
# Don't like household chores?

## These robots help! ▶

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



The iRobot Roomba vacuums.

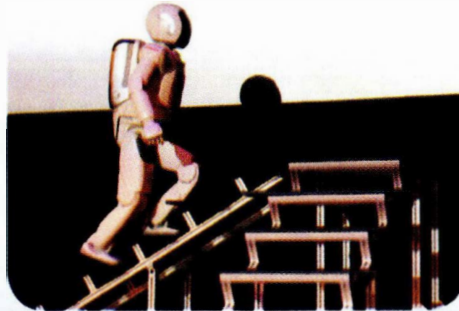


The Scooba washes floors.



ASIMO carries a tray.

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



ASIMO climbs stairs...



and pushes things.

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.”

**GRAMMAR BOOSTER**

Unit 7 review • p. 139

For additional language practice

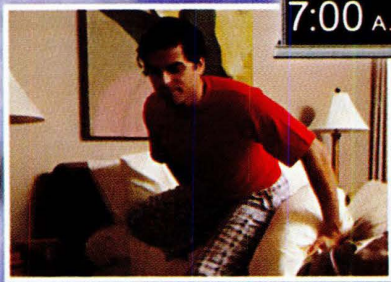
TOP NOTCH POP • Lyrics p. 150  
"On the Weekend"

UNIT 7  
SONG

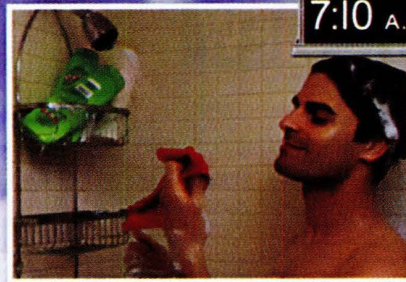
UNIT 7  
KARAOKE

Jack's  
Typical Day

## Morning



7:00 A.M.



7:10 A.M.



7:45 A.M.

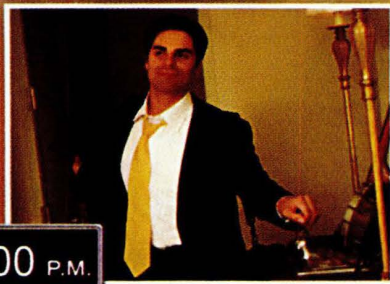


8:15 A.M.

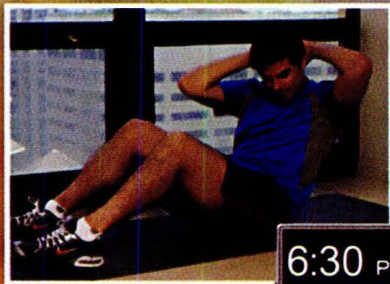


8:30 A.M.

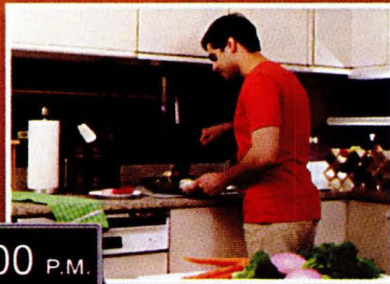
## Evening



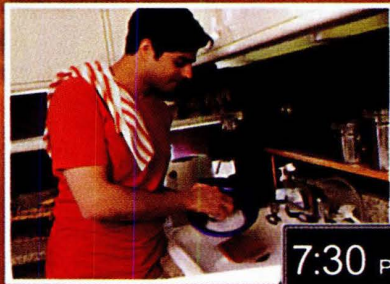
9:00 P.M.



6:30 P.M.



7:00 P.M.



7:30 P.M.



9:00 P.M.



10:15 P.M.



11:00 P.M.

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

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

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

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

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

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

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

**WRITING BOOSTER** p.148  
Guidance for this writing exercise

## NOW I CAN

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

# Units 1–7 REVIEW

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

T F

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

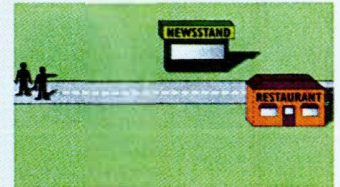
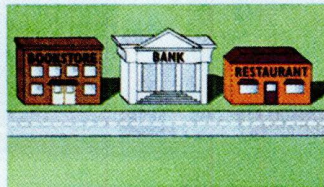
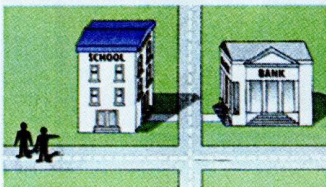
T F

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

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

“ Where’s \_\_\_? ”

“ It’s \_\_\_ ”



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

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

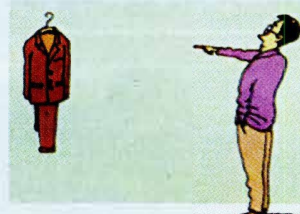
4 **GRAMMAR PRACTICE** Complete the sentences with this, that, these, or those.



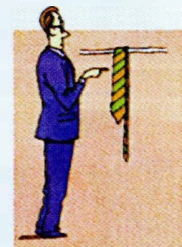
1 I want ..... pants.



2 I like ..... jackets.



3 I like ..... suit.



4 I want ..... tie.

5 **PAIR WORK**

**Partner A:** Ask these questions.

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







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

**Partner B:** Ask these questions.







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

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

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

<p>1  Hi. I'm John. YOU <i>Nice to meet you</i> .....</p>	<p>2  What's your last name? YOU .....</p>
<p>3  What do you do? YOU .....</p>	<p>4  Do you have children? YOU .....</p>
<p>5  When's your birthday? YOU .....</p>	<p>6  What time is it? YOU .....</p>

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

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

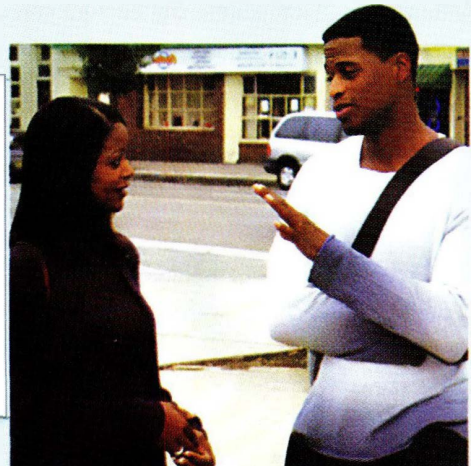
8 CONVERSATION PRACTICE With a partner, exchange real information about your families. Start like this:

“ Tell me about your family. ”

**Ideas**

Ask about names.  
Ask about ages.

Ask about occupations.  
Describe people.



9 ▶3:18 LISTENING COMPREHENSION Listen to the conversations. Answer the questions. Then listen again and check your work.

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

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

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

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

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

12 PAIR WORK

Partner A: Ask these questions.

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

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

Partner B: Ask these questions.

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

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

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

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

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

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

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

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

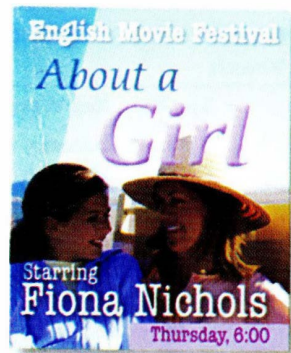
1 I usually go shopping on weekends.

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

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

**RECYCLE THIS LANGUAGE.**

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



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

# Reference Charts

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

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

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

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



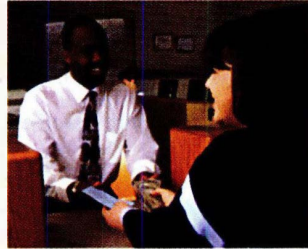
# Vocabulary Booster

## UNIT

### ▶ 5:39 MORE OCCUPATIONS



1 an accountant



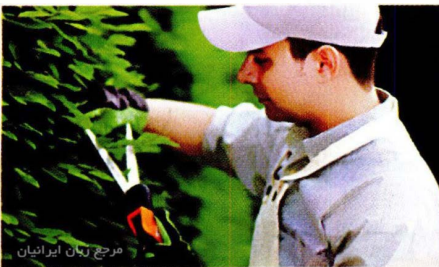
2 a bank teller



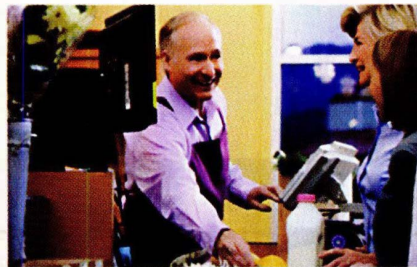
3 an electrician



4 a florist



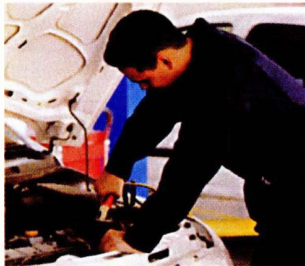
5 a gardener



6 a grocery clerk



7 a hairdresser



8 a mechanic



9 a pharmacist



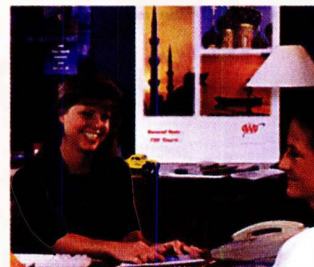
10 a professor



11 a reporter



12 a salesperson



13 a travel agent



14 a secretary



15 a server / a waiter



16 a nurse



17 a lawyer

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

For example:

*She's an accountant.*

# UNIT

## ▶5:40 MORE RELATIONSHIPS



1 a supervisor  
2 an employee



3 teammates

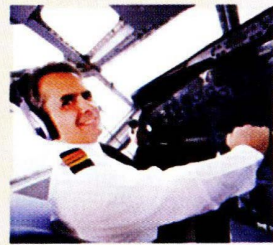
## ▶5:41 MORE TITLES



1 Doctor [Smith]  
or Dr. [Smith]



2 Professor [Brown]



3 Captain [Jones]

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

# UNIT

## ▶5:42 MORE PLACES IN THE NEIGHBORHOOD



1 a clothes store



2 an electronics store



3 a fire station



4 a police station



5 a shoe store



6 a toy store



7 a dry cleaners



8 a gas station



9 a hotel



10 a supermarket



11 a convenience store



12 a travel agency



13 a post office



14 a taxi stand

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

## UNIT 4

### ▶ 5:43 MORE ADJECTIVES TO DESCRIBE PEOPLE



1 slim / thin



2 heavy



3 skinny



4 muscular

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

For example:

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

## UNIT 5

### ▶ 5:44 MORE EVENTS



1 a ballet



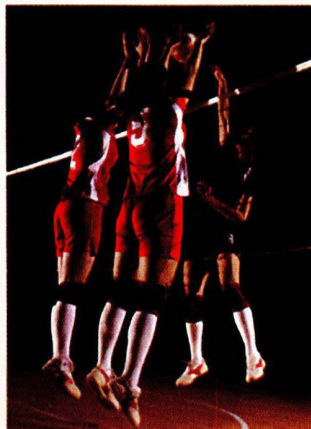
2 an opera



3 an exhibition



4 a football game



5 a volleyball game



6 a baseball game



7 a play



8 a speech / a talk

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

For example:

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

**UNIT**

**5:45 MORE CLOTHES**



1 swimsuits / bathing suits



2 a bathrobe



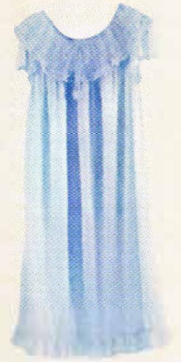
3 a coat  
4 boots



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

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

For example:

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

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**UNIT**

**5:46 MORE HOUSEHOLD CHORES**



1 dust



2 sweep



3 mop



4 vacuum

Who does these chores in your house? Write four statements, using the simple present tense and frequency adverbs or time expressions.  
For example: *I usually dust once a week.*

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# Grammar Booster

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

## UNIT

1 Write each sentence again. Use a contraction.

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

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

- 1 *a* chef
- 2 ..... actor
- 3 ..... banker
- 4 ..... musician
- 5 ..... scientist
- 6 ..... architect
- 7 ..... photographer

3 Complete each sentence with the correct subject pronoun.

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

4 Write a question for each answer.

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

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

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

## UNIT 2

### 1 Write the correct possessive adjectives.

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

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

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

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

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

### 4 Complete each question with the correct possessive adjective.

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

## UNIT

### 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.

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

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

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

## UNIT

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

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

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

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

3 Complete the sentences. Use have or has.

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

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

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

## UNIT

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

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

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

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



## UNIT

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

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

2 Choose this, that, these, or those.

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

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

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

## UNIT

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

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

2 Complete each question with do or does.

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

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

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

4 Complete each response with do or does.

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

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# 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.*

1	
2	
3	
4	
5	

## 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.*

1	
2	

## 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?
- Do you need new clothes? Why?

- What clothes do you need?
- What size do you need?

What colors do you like?

Example:

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


# UNIT 7

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

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

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

# Top Notch Pop Lyrics

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

(CHORUS)

What do you do?  
What do you do?

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

(CHORUS)

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

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

(CHORUS)

Excuse me—please excuse me.  
What's your number?  
What's your name?  
I would love to get to know you,  
and I hope you feel the same.  
I'll give you my e-mail address.  
Write to me at my dot-com.  
You can send a note in English  
so I'll know  
who it came from.  
Excuse me—please excuse me.  
Was that 0078?  
Well, I think the class is starting,  
and I don't  
want to be late.

But it's really nice to meet you.  
I'll be seeing you again.  
Just call me on my cell phone  
when you're looking for a friend.

(CHORUS)

So welcome to the classroom.  
There's a seat right over there.  
I'm sorry, but you're sitting in  
our teacher's favorite chair!  
Excuse me—please excuse me.  
What's your number?  
What's your name?

## ▶ 2:15/2:16 Tell Me All About It [Unit 4]

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

(CHORUS)

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

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

(CHORUS)

Who's the pretty girl in that photograph?  
That one's me!  
You look so cute!  
Oh, that picture makes me laugh!  
And who are the people there, right below  
that one?

Let me see ... that's my mom and dad.  
They both look very young.

(CHORUS)

Tell me all about it.  
Tell me all about it.

## ▶ 2:35/2:36 Let's Make a Date [Unit 5]

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

(CHORUS)

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

(CHORUS)

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

(CHORUS)

## ▶ 3:15/3:16 On the Weekend [Unit 7]

(CHORUS)

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

(CHORUS)

On Thursday night,  
when he comes home from work,  
he gets undressed, and if his room's a mess,  
he cleans the house. Sometimes he takes  
a rest.  
Maybe he cooks something delicious,  
and when he's done  
he washes all the pots and dishes,  
then goes to bed.  
He knows the weekend's just ahead.

(CHORUS)



# WORKBOOK

JOAN SASLOW  
ALLEN ASCHER

with Julie C. Rouse





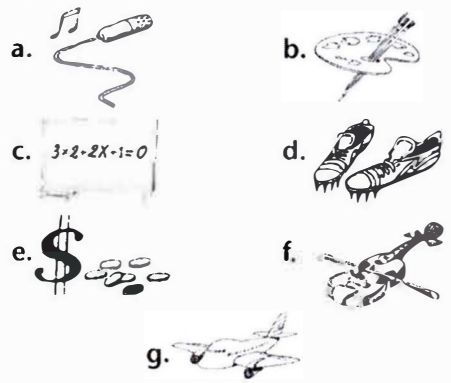
# UNIT 1

# Names and Occupations

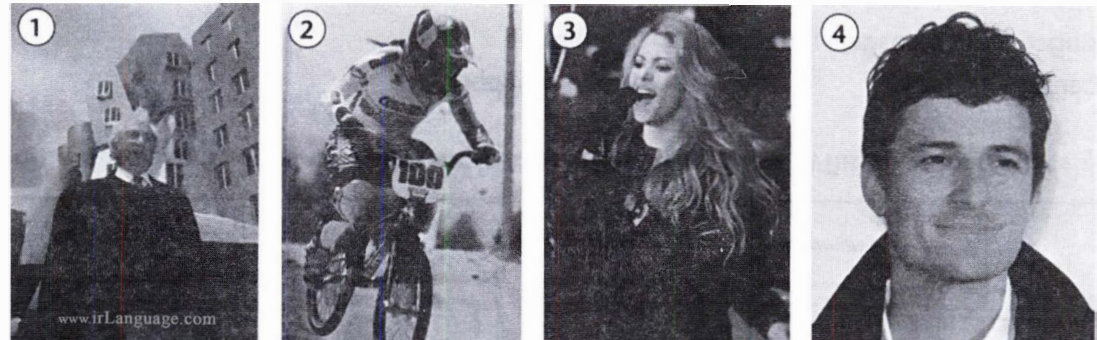
## LESSON 1

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.



**LESSON 2**

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

- |                       |                       |
|-----------------------|-----------------------|
| 1. <u>c</u> a singer  | a. a student          |
| 2. _____ a teacher    | b. a flight attendant |
| 3. _____ an architect | c. a musician         |
| 4. _____ a pilot      | d. an engineer        |

**5 Circle the occupation that is different.**

- |              |          |          |              |
|--------------|----------|----------|--------------|
| 1. scientist | engineer | chef     | doctor       |
| 2. singer    | manager  | actor    | athlete      |
| 3. banker    | artist   | musician | photographer |

**6 Look at the people going to work. Write sentences about their occupations. Use contractions.**



- |                           |          |
|---------------------------|----------|
| 1. <u>She's an artist</u> | 4. _____ |
| 2. _____                  | 5. _____ |
| 3. _____                  | 6. _____ |

**7 Complete the sentences with names.**

1. \_\_\_\_\_ is a famous artist.
2. \_\_\_\_\_ is a famous musician.
3. \_\_\_\_\_ is a famous writer.
4. My favorite singer is \_\_\_\_\_.
5. My favorite actor is \_\_\_\_\_.
6. My favorite athlete is \_\_\_\_\_.

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

Name	Occupation
Anna Madden	Pilot
Maggie Gill	Singer
Julia Santos	Doctor
Grace Lund	Scientist
Emily Parson	Student
Caroline Benson	Banker
Nicole Locke	Student

Are you Maggie?

1. *No, I'm not.*  
*I'm Grace.*

Are you Anna?

2. \_\_\_\_\_  
\_\_\_\_\_

Are you Caroline?

3. \_\_\_\_\_  
\_\_\_\_\_

Are you Emily and Nicole?

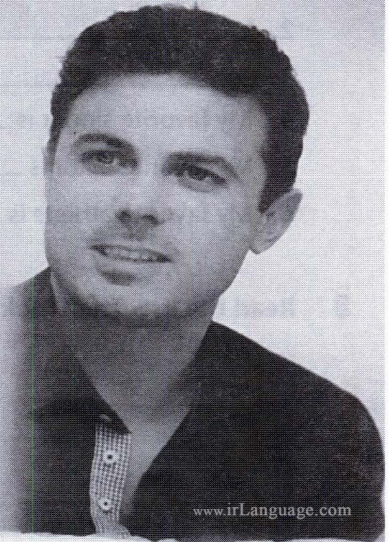
4. \_\_\_\_\_  
\_\_\_\_\_

## 9 Read about Casey Affleck.

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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*.



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Now answer the questions. Check  the boxes.

1. What are Casey Affleck's occupations?

- artist       photographer    director  
 actor       singer       writer

2. In the movie *I'm Still Here*, Casey Affleck is the

- singer       actor       director

## 10 Circle the occupation that is not spelled correctly.

1. engineer      doctor      arkitect      athlete  
2. shef      banker      teacher      singer  
3. scientist      fotographer      musician      manager  
4. writer      pilot      actor      flite attendant

Now write the words correctly.

5. \_\_\_\_\_  
6. \_\_\_\_\_  
7. \_\_\_\_\_  
8. \_\_\_\_\_

# LESSON 3

**11** Rewrite the sentences. Capitalize the proper nouns.

1. john landry is a chef in paris.

\_\_\_\_\_

2. isabel hunter is from canada. She's an architect.

\_\_\_\_\_

3. alex quinn is a pilot. He's in tokyo today.

\_\_\_\_\_

**12** Write proper and common nouns. Capitalize the proper nouns.

1. Your name: \_\_\_\_\_

3. Your teacher's name: \_\_\_\_\_

2. Your occupation: \_\_\_\_\_

4. Orlando Bloom's occupation: \_\_\_\_\_

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



athlete	chef	engineer	actor	manager
musician	photographer	scientist	singer	writer

1 syllable	2 syllables	3 syllables	4 syllables
		engineer	

**14** Choose the correct response. Circle the letter.

1. How are you?

a. I'm Samantha.

b. Great.

c. Take care.

2. What do you do?

a. I'm a manager.

b. Fine, thanks.

c. I'm Jim.

3. Are you Lucy?

a. Yes, she is.

b. OK. See you!

c. No, I'm not.

4. How do you spell that?

a. Right over there.

b. T-O-M-E-S-C-U.

c. I'm a writer. And you?

**1 A RIDDLE FOR YOU!**

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

Read the statements.

- Ms. Adams and Ms. Clark are not doctors.
- Ms. Banks and Ms. Clark are not scientists.
- Ms. Clark and Ms. Dare are not architects.
- Ms. Adams is not a scientist.

Now write an occupation for each person.

- Ms. Adams: \_\_\_\_\_
- Ms. Banks: \_\_\_\_\_
- Ms. Clark: \_\_\_\_\_
- Ms. Dare: \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

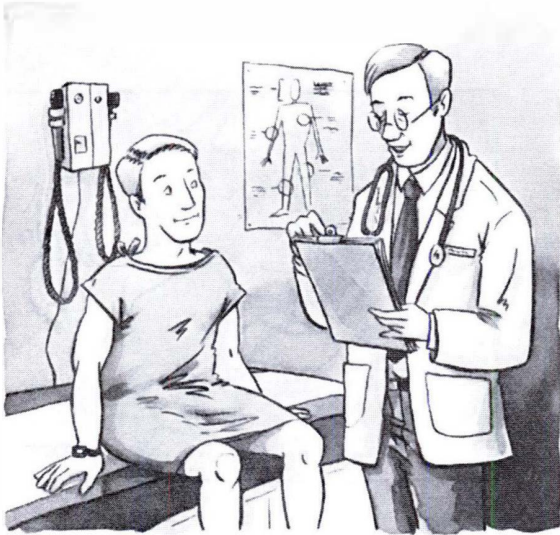
N	E	I	M	E	P	A	E	N	N	B	K	R	P	P	E
M	O	E	T	E	O	A	M	E	S	U	I	H	A	T	L
A	E	L	P	O	L	L	H	N	C	N	N	N	T	R	Y
N	T	W	E	S	A	A	S	A	I	H	H	R	R	L	I
A	O	R	H	T	E	T	T	R	E	T	E	T	E	N	C
G	K	I	E	N	P	H	E	S	N	A	H	N	E	S	A
E	N	T	P	C	R	L	A	M	T	R	E	N	S	R	E
R	T	E	A	E	A	E	I	N	I	N	N	E	R	N	U
K	A	R	A	S	H	T	A	A	S	E	R	E	R	A	T
O	A	T	N	Y	T	E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

Riddle Answers: Ms. Adams: architect; Ms. Banks: doctor; Ms. Clark: engineer; Ms. Dare: scientist

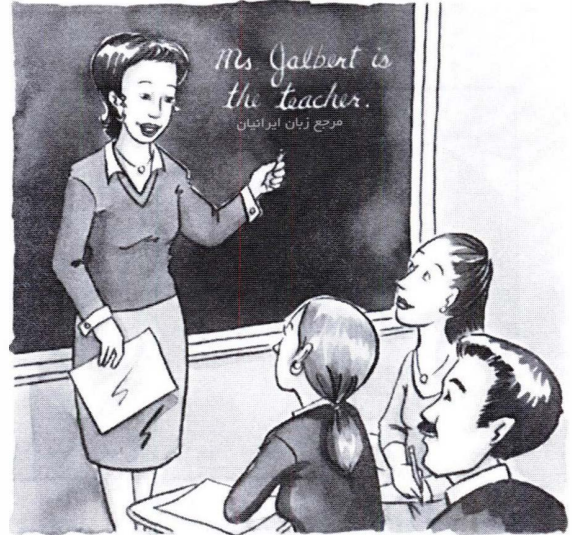
# UNIT 2 About People

## LESSON 1

1 Look at the pictures. Write possessive adjectives.



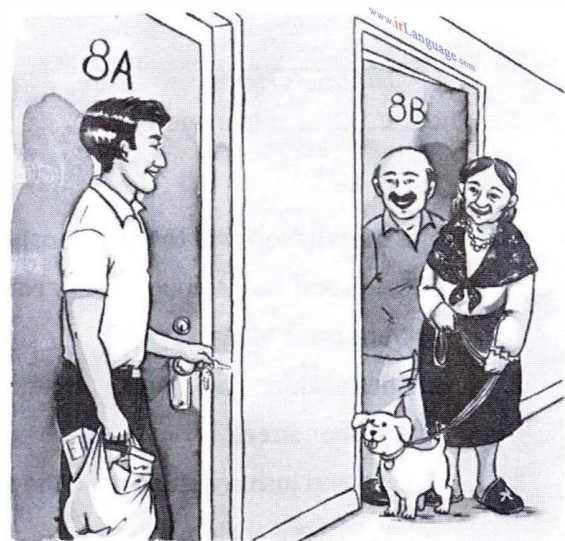
1. His doctor is Dr. Brown.



2. \_\_\_\_\_ teacher is Ms. Jalbert.

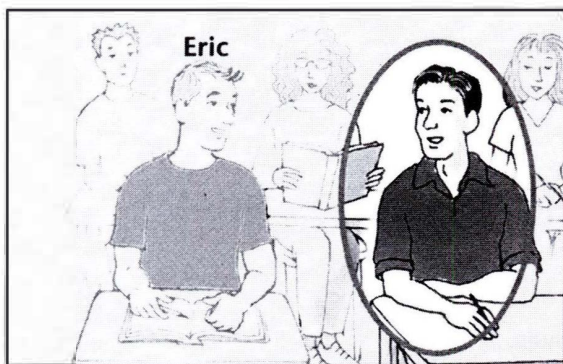


3. \_\_\_\_\_ boss is Mr. Lin.

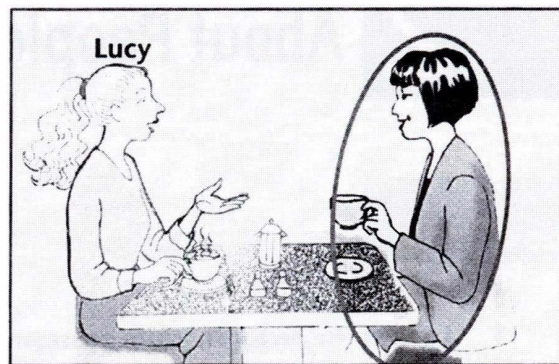


4. \_\_\_\_\_ neighbors are Mr. and Mrs. Rivera.

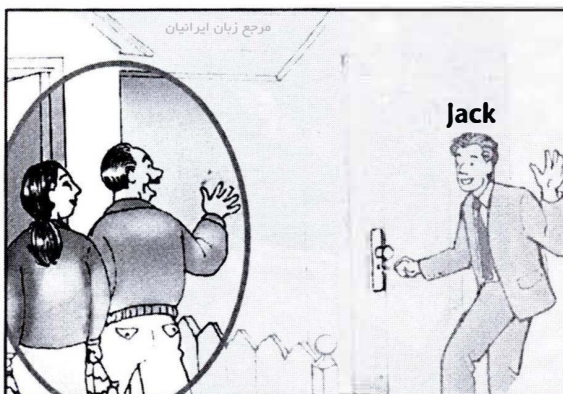
2 Look at the pictures. Complete the sentences about relationships. Use possessive nouns.



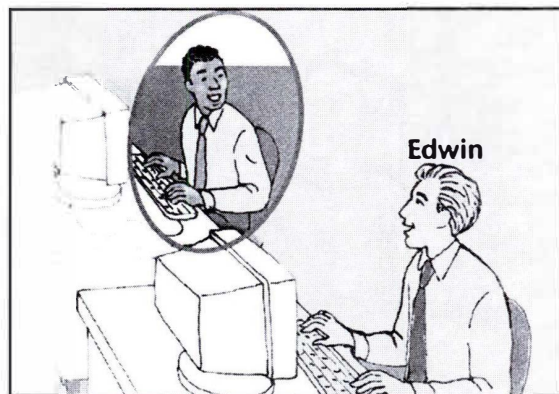
1. He is Eric's classmate.



2. She is \_\_\_\_\_.



3. They are \_\_\_\_\_.



4. He is \_\_\_\_\_.

3 Complete the sentences.

1. Audrey is \_\_\_\_\_ classmate.  
I / my

2. We're \_\_\_\_\_ students.  
Mr. Haber's / Mr. Haber

3. Who is \_\_\_\_\_ manager?  
you / your

4. Ms. Miller and Mr. Sullivan are \_\_\_\_\_ colleagues.  
our / we

5. Are \_\_\_\_\_ your neighbors?  
they / their

6. Dr. Franklin isn't \_\_\_\_\_ doctor.  
Bill / Bill's

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

1. \_\_\_\_\_ Caleb and I are managers. Our company is Infotech.  
Our boss is Mr. Jackson.

2. \_\_\_\_\_ Anna's address is 32 Arbor Street. Zoe's address is  
34 Arbor Street.

3. \_\_\_\_\_ Ryan and Josh are students in the same class.  
Ms. Foster is their teacher.

4. \_\_\_\_\_ Jessica and I are classmates. She's my neighbor, too.

a. They're classmates.

b. We're colleagues.

c. They're neighbors.

d. We're friends.



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



**JOE'S LIST**

- Kristin - friend
- Jeff - friend
- Robert and Julie - friends
- Mark - classmate
- Gary and Ann - neighbors

*Amy's List*

- Samantha - colleague
- Peter - colleague
- Katherine - boss
- Gary and Ann - neighbors
- Robert and Julie - friends



Now write sentences about the people. Use possessive adjectives.

1. Peter: Peter is her colleague
2. Mark: \_\_\_\_\_
3. Gary and Ann: \_\_\_\_\_
4. Katherine: \_\_\_\_\_
5. Kristin: \_\_\_\_\_

6 YOUR RELATIONSHIPS. Complete the chart with names.

Classmates or Colleagues	Neighbors	Friends

7 Choose a friend and a classmate from Exercise 6. Introduce them. Complete the conversation.

1. You: \_\_\_\_\_, this is \_\_\_\_\_.  
 \_\_\_\_\_'s my classmate.
2. Your friend: Hi, \_\_\_\_\_.
3. Your classmate: Hi, \_\_\_\_\_. Nice to meet you.  
 Your friend: Nice to meet you, too.  
 Your classmate: What do you do?
4. Your friend: I'm \_\_\_\_\_. And you?
5. Your classmate: I'm \_\_\_\_\_.  
 Your friend: Where are you from?
6. Your classmate: I'm from \_\_\_\_\_.

# LESSON 2

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

<input type="checkbox"/> Mr.	_____	_____
<input type="checkbox"/> Mrs.	_____	_____
<input type="checkbox"/> Miss	<i>first name</i>	<i>last name</i>
<input type="checkbox"/> 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 \_\_\_\_\_.

# LESSON 3

10 Complete the address book with information for three friends.

<b>1</b>	<b>2</b>	<b>3</b>
Last name    First name	Last name    First name	Last name    First name
Address	Address	Address
Phone number	Phone number	Phone number
E-mail address	E-mail address	E-mail address

**11 Write the answers in words.**

1. eleven + six = \_\_\_\_\_
2. nineteen – twelve = \_\_\_\_\_
3. three x five = \_\_\_\_\_
4. twenty ÷ two = \_\_\_\_\_

**12 Look at the business cards. Read the responses. Then write questions with What's. Use possessive nouns or possessive adjectives.**



- |   |                        |
|---|------------------------|
| 1. A: <u>What's Ms. Harrison's first name</u> ? | B: Kate.               |
| 2. A: <u>What's her address</u> ?               | B: 77 York St.         |
| 3. A: _____ ?                                   | B: jeff.silver@edi.com |
| 4. A: _____ ?                                   | B: He's a manager.     |
| 5. A: _____ ?                                   | B: 0208 755 8050.      |
| 6. A: _____ ?                                   | B: 28 Manor Street.    |

**13 Answer the questions. Use your own information.**

1. What's your first name? \_\_\_\_\_
2. What's your last name? \_\_\_\_\_
3. What's your occupation? \_\_\_\_\_
4. What's your address? \_\_\_\_\_
5. What's your phone number? \_\_\_\_\_
6. What's your e-mail address? \_\_\_\_\_

**1 TAKE A GUESS!** Write the next number in words.

1. three, six, nine, twelve, fifteen, \_\_\_\_\_
2. one, two, four, eight, \_\_\_\_\_
3. twenty, one, nineteen, two, eighteen, three, \_\_\_\_\_

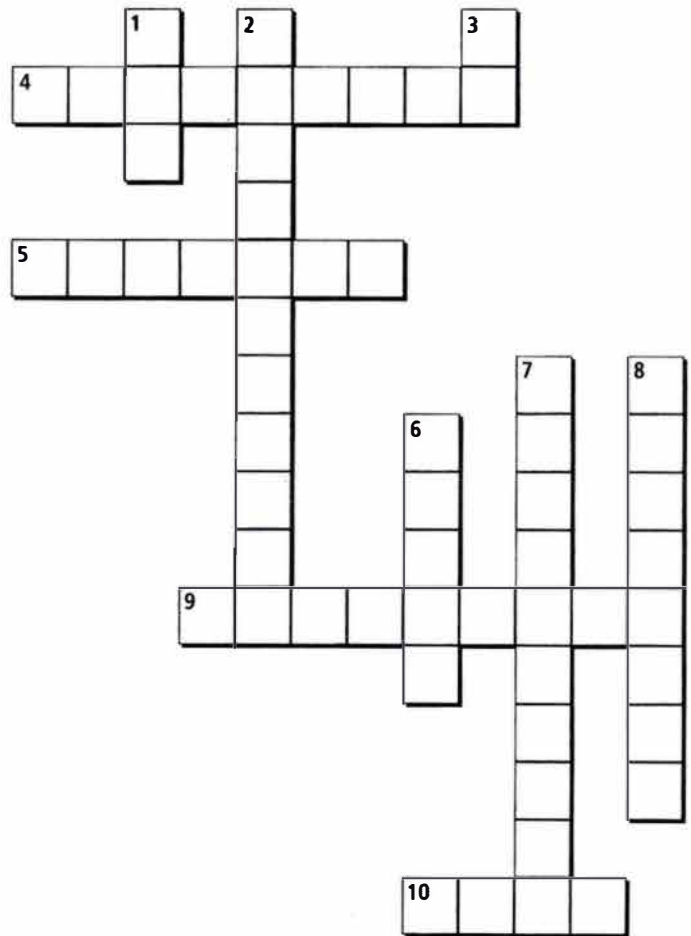
**2 Complete the puzzle.**

**Across**

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

**Down**

1. Mr. Bryant is Andy's teacher. Andy is \_\_\_\_\_ student.
2. Their address is 11 Palm Street, and their \_\_\_\_\_ is (661) 555-4485.
3. Sophie Okonedá's title
6. Allison's \_\_\_\_\_ address is allie@mail.net.
7. Flight attendants and pilots are \_\_\_\_\_.
8. A=one, B=two, C=three, . . . N= \_\_\_\_\_



UNIT

3

Places and How to Get There

LESSON 1

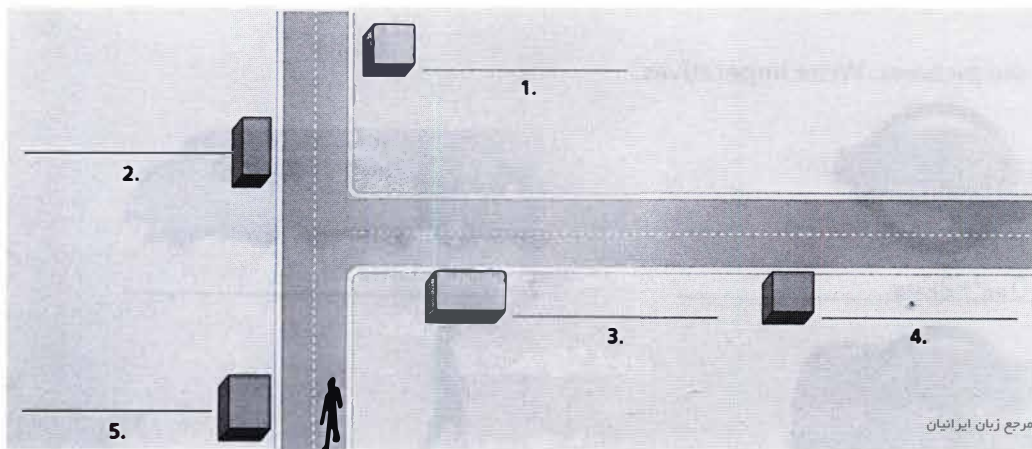
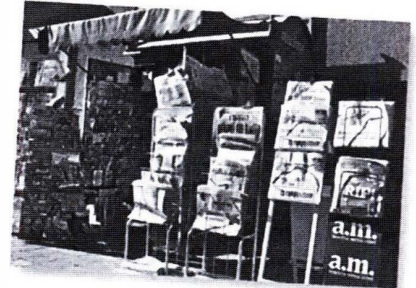
1 Write the names of places in your neighborhood.

1. a restaurant: \_\_\_\_\_
2. a bank: \_\_\_\_\_
3. a bookstore: \_\_\_\_\_
4. a pharmacy: \_\_\_\_\_
5. a school: \_\_\_\_\_



2 Read the directions. Label the places on the map.

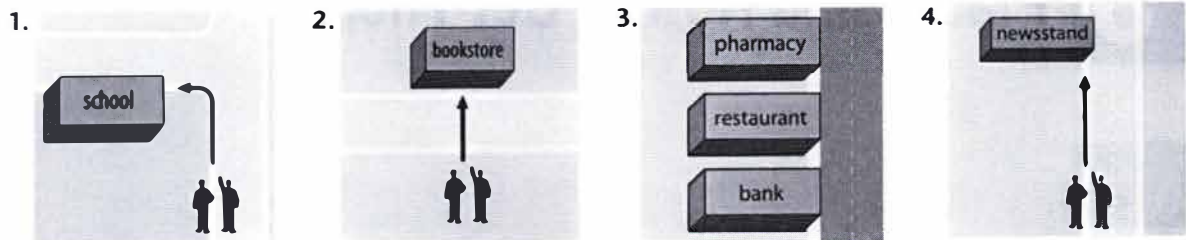
- The school is across the street.
- The bookstore is around the corner.
- The bank is next to the bookstore.
- The newsstand is down the street on the left.
- The pharmacy is down the street on the right.



3 Read the answers. Then complete the questions with Where's or What's.

- |                                       |                                      |
|---------------------------------------|--------------------------------------|
| 1. A: _____ the address?              | B: 214 New Street.                   |
| 2. A: _____ the bookstore?            | B: It's down the street on the left. |
| 3. A: _____ the pharmacy?             | B: It's across the street.           |
| 4. A: _____ Lisa's occupation?        | B: She's a photographer.             |
| 5. A: _____ his e-mail address?       | B: Rob123@mail.net.                  |
| 6. A: _____ your friend's restaurant? | B: It's around the corner.           |

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



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

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## LESSON 2

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

1. Your friend: Can I walk to the school?

**YOU** \_\_\_\_\_

2. Your friend: OK. And where is it?

**YOU** \_\_\_\_\_

3. Your friend: OK. Thanks!

**YOU** \_\_\_\_\_

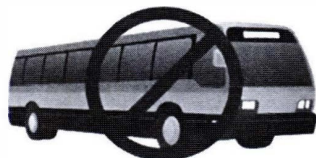
6 Look at the pictures. Write imperatives.



1. Don't drive



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_





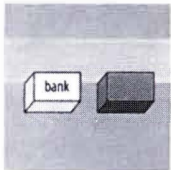
5. \_\_\_\_\_


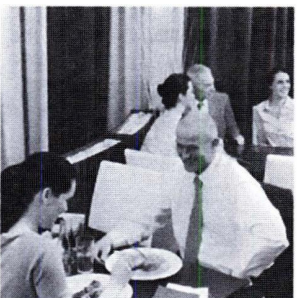

**7** Tell a new classmate how to go places from school. Use an affirmative and a negative imperative.



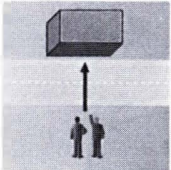
Example: to a bookstore: Take the bus. Don't walk.




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

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

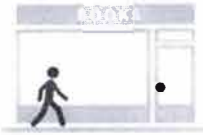
1.    Take a taxi to the bookstore  
It's next to the bank

2.    \_\_\_\_\_  
 \_\_\_\_\_

3.    \_\_\_\_\_  
 \_\_\_\_\_

4.    \_\_\_\_\_  
 \_\_\_\_\_

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



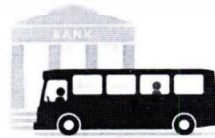
1. *Can I walk to the bookstore* \_\_\_\_\_?



2. \_\_\_\_\_?



3. \_\_\_\_\_?



4. \_\_\_\_\_?

## LESSON 3

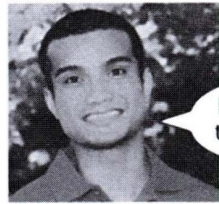
10 Look at the pictures. Answer the questions. Use a by phrase.



I take the subway home.

1. How does she go home?

By subway



I take a taxi to the bookstore.

2. How does he go to the bookstore?

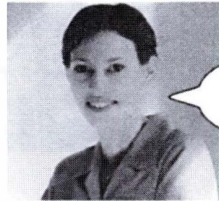
\_\_\_\_\_



We take a train to work.

3. How do they go to work?

\_\_\_\_\_



I take a bus to school.

4. How does she go to school?

\_\_\_\_\_

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

1. \_\_\_\_\_ I go to school by bicycle.

2. \_\_\_\_\_ I take a taxi to restaurants.

3. \_\_\_\_\_ I go to work by train.

4. \_\_\_\_\_ I go home from school by bus.

5. \_\_\_\_\_ I walk to the bookstore.

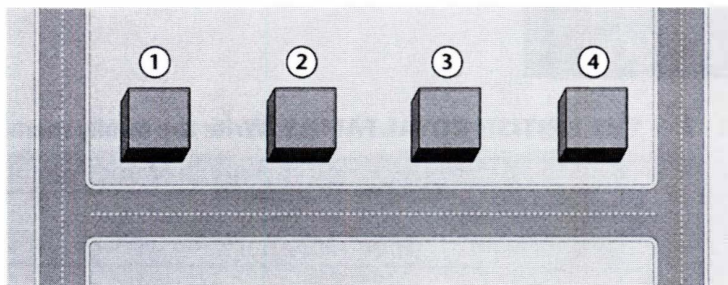
6. \_\_\_\_\_ I go to work by moped.

7. \_\_\_\_\_ I take the subway to the bank.



**1 A RIDDLE FOR YOU!** Read the clues. Then write the places on the lines.

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



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



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

# UNIT 4 Family

## LESSON 1

1 THE BRITISH ROYAL FAMILY. Write the family member's relationship to Queen Elizabeth on the line.

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Queen Elizabeth — Prince Philip  
 1. her husband

Prince Charles — Princess Anne — Prince Andrew

2. \_\_\_\_\_ 3. \_\_\_\_\_

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

4. \_\_\_\_\_ 5. \_\_\_\_\_

1. 2. 3. 4. 5.

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

1. Prince Harry is Prince William's \_\_\_\_\_.
2. Princess Anne is Peter Phillips's \_\_\_\_\_.
3. Queen Elizabeth and Prince Philip are Prince Andrew's \_\_\_\_\_.
4. Prince Charles is Prince George's \_\_\_\_\_.
5. Queen Elizabeth is Prince Philip's \_\_\_\_\_.
6. Prince William and Prince Harry are Prince Charles's \_\_\_\_\_.
7. Prince Andrew is Princess Eugenie's \_\_\_\_\_.
8. Queen Elizabeth is Peter Phillips's \_\_\_\_\_.
9. Princess Eugenie is Princess Beatrice's \_\_\_\_\_.
10. William, Harry, Peter, Beatrice, and Eugenie are Queen Elizabeth's \_\_\_\_\_.

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

1. Andrew: \_\_\_\_\_'s that?  
Hannah: That's my brother.
2. Andrew: \_\_\_\_\_'s your brother's first name?  
Hannah: Paul.
3. Andrew: \_\_\_\_\_'s your sister?  
Hannah: She's right there, on the left.
4. Andrew: \_\_\_\_\_'s that?  
Hannah: My grandmother.
5. Andrew: \_\_\_\_\_'s her last name?  
Hannah: Connor.
6. Andrew: \_\_\_\_\_ are your parents?  
Hannah: They're here, next to my grandmother.



**4 Read the answers. Then write questions with Who.**

- |   |   |
|---|---|
| 1. A: _____?<br>B: They're my brothers. | 4. A: _____?<br>B: They're my grandparents. |
| 2. A: _____?<br>B: That's my husband.   | 5. A: _____?<br>B: She's my sister.         |
| 3. A: _____?<br>B: He's my father.      |   |

**5 Answer the questions.**

1. Who are you? \_\_\_\_\_
2. Who's your teacher? \_\_\_\_\_
3. Who are your classmates? (Name three.) \_\_\_\_\_

## LESSON 2

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

Name	Relationship	Age	Occupation	pretty	handsome	cute	short	tall	old	young
Michelle	sister	26	manager	✓				✓		✓

**7 Unscramble the words. Write sentences.**

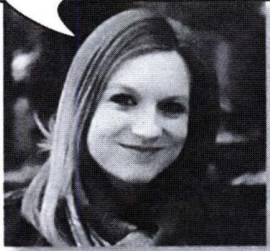
1. brother / tall / is / My / very \_\_\_\_\_.
2. handsome, / He / too / very / is \_\_\_\_\_.
3. your / Are / pretty / sisters \_\_\_\_\_?
4. is / daughter / young / Her \_\_\_\_\_.
5. cute / so / is / She \_\_\_\_\_!

**8 Describe your relatives. Write sentences.**

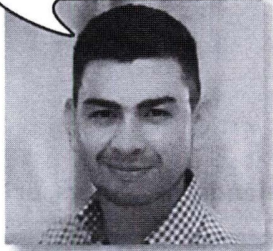

**LESSON 3**

**9 Look at the photos and read.**

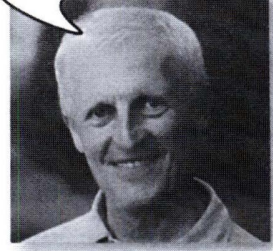
Hi, I'm Kate. There are five people in my family. I have two sisters. Their names are Megan and Jane. Jane and I are students. Megan is a doctor.



Hello. My name is Edgar. My wife's name is Anna. I'm an engineer, and she's an architect. We have two children. Riley is our son, and Reese is our daughter.



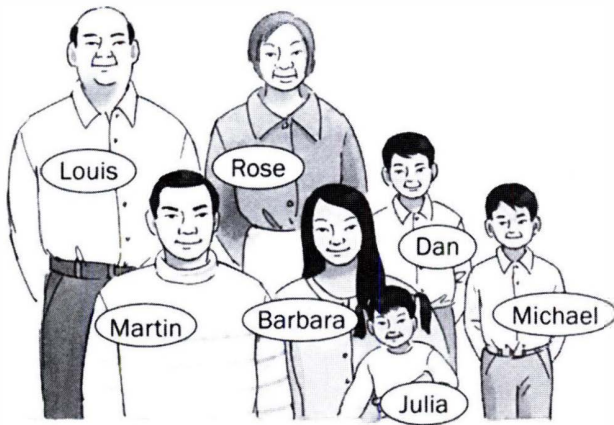
Hello. I'm George. My wife Carol and I are grandparents. We have three children and two grandchildren. Our granddaughter is Sophia. Our grandson is Jake.



**Now answer the questions.**

1. Who's Jake? He's George's grandson
2. Who's Anna? \_\_\_\_\_
3. Who's Jane? \_\_\_\_\_
4. Who are Riley and Reese? \_\_\_\_\_
5. Who are George and Carol? \_\_\_\_\_
6. Who's a doctor? \_\_\_\_\_

**10** Look at the picture. Write sentences with 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"? \_\_\_\_\_

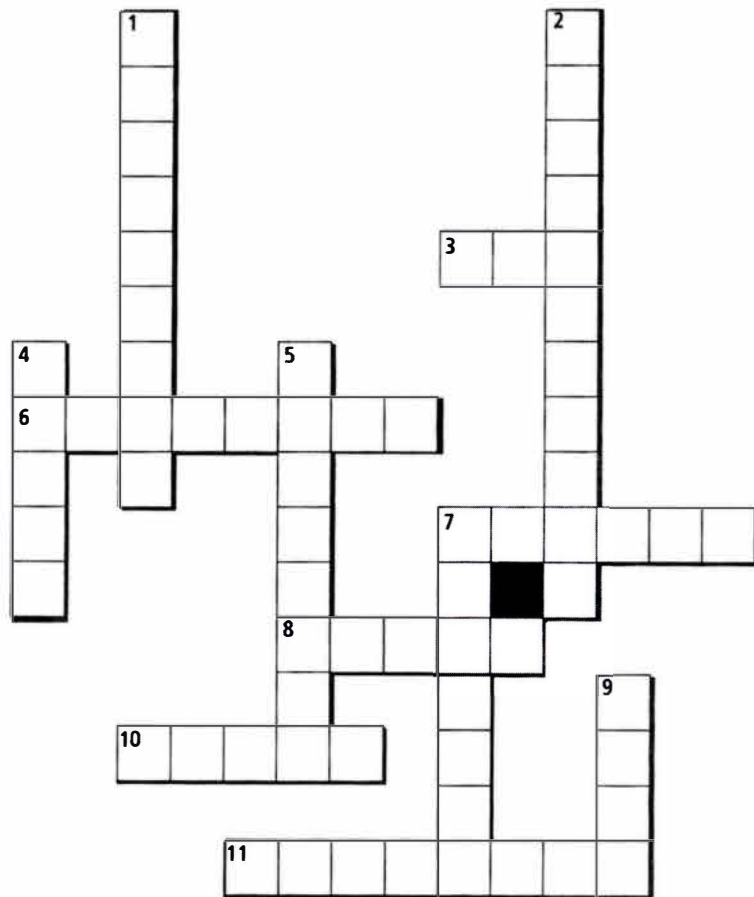
**2 Complete the puzzle.**

**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 \_\_\_\_\_.



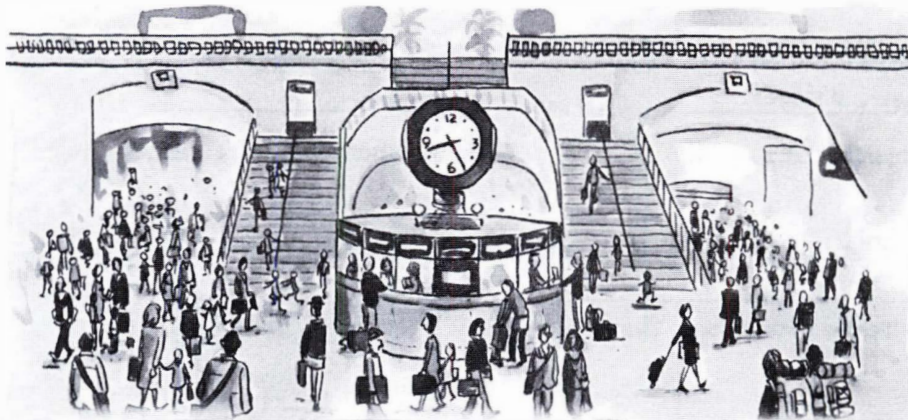
www.irLanguage.com

Riddle Answer: My son

## LESSON 1

## 1 Match the times.

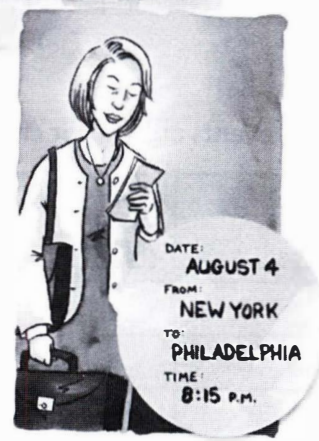
- |                                    |               |
|------------------------------------|---------------|
| 1. <u>c</u> It's half past ten.    | a. 6:45       |
| 2. _____ It's four o'clock.        | b. 8:55       |
| 3. _____ It's noon.                | c. 10:30      |
| 4. _____ It's a quarter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

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

1. \_\_\_\_\_

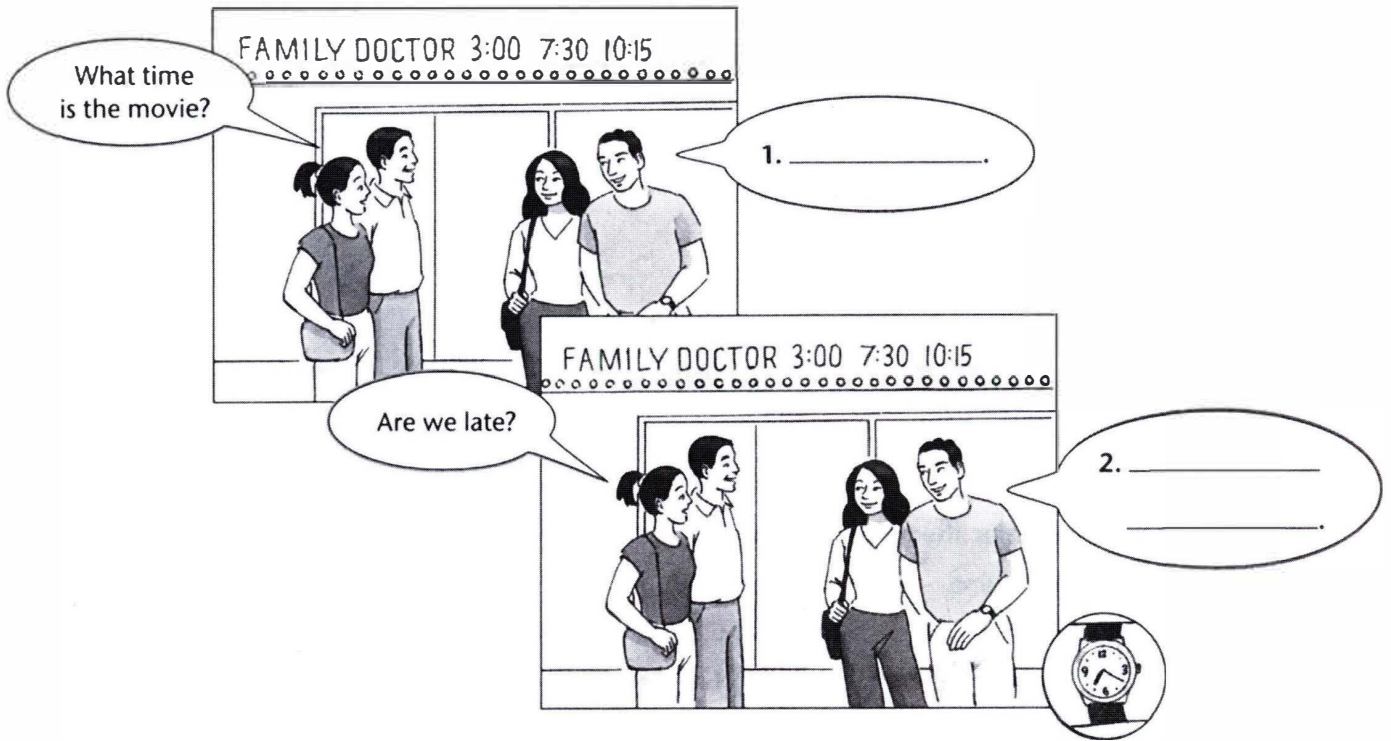


2. \_\_\_\_\_



3. \_\_\_\_\_

3 Look at the pictures. Then complete the conversation.



LESSON 2

4 Write an occupation for each event. irLanguage.com

- 1. a concert: a singer
- 2. a movie: \_\_\_\_\_
- 3. a game: \_\_\_\_\_
- 4. a dinner: \_\_\_\_\_

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

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
--------	---------	-----------	----------	--------	----------	--------

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

Name	Event	Day	Time	Place
Hee-Young Lim	Concert	Saturday	7:00 P.M.	Music Center



## 7 Look at the posters.



Now check true or false.

	true	false
1. The game is on Sunday.	<input type="checkbox"/>	<input type="checkbox"/>
2. The movie is at 7:10 on Wednesday.	<input type="checkbox"/>	<input type="checkbox"/>
3. The dinner is at half past seven.	<input type="checkbox"/>	<input type="checkbox"/>
4. The concert is at three o'clock.	<input type="checkbox"/>	<input type="checkbox"/>
5. The movie is at 3:40 on Saturday.	<input type="checkbox"/>	<input type="checkbox"/>

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

1. A: \_\_\_\_\_? B: It's \_\_\_\_\_ one o'clock.
2. A: \_\_\_\_\_? B: It's \_\_\_\_\_ Friday \_\_\_\_\_ a quarter to eight.
3. A: \_\_\_\_\_? B: It's \_\_\_\_\_ Thursday.
4. A: \_\_\_\_\_? B: It's \_\_\_\_\_ Sunday \_\_\_\_\_ 3:00.

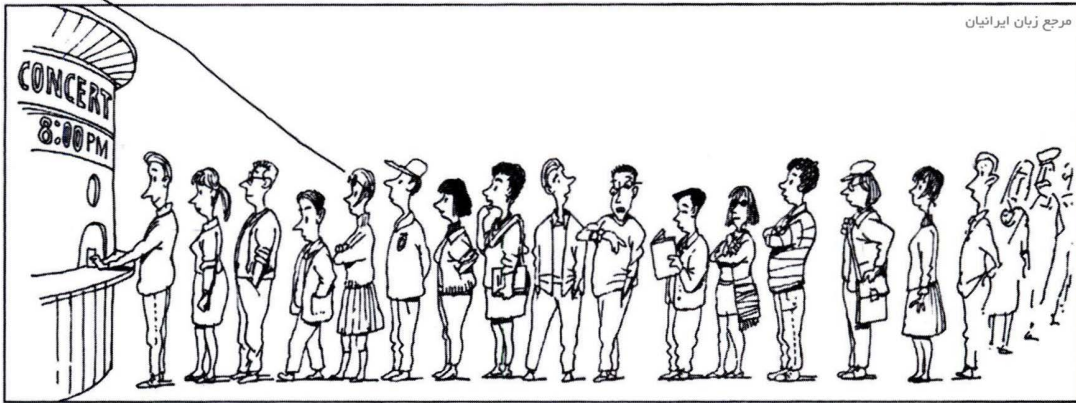
## 9 Complete the conversation. Use the times and days on the posters in Exercise 7.

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

# LESSON 3

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.

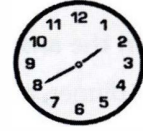


1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

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.



- |                                    |  |
|------------------------------------|--|
| 1. A: When's your birthday?        | B: It's _____ March. It's _____ March 11 <sup>th</sup> . |
| 2. A: Am I late?                   | B: No, you're _____ time.                                |
| 3. A: What time is the party?      | B: It's _____ 1:30.                                      |
| 4. A: Is the game at 9:15 tonight? | B: No, it's _____ the afternoon, _____ 3:45.             |
| 5. A: When's the dance?            | B: _____ Saturday, _____ 8:00.                           |
| 6. A: What time's the movie?       | B: It's _____ midnight.                                  |
| 7. A: Is the dinner in January?    | B: Yes, it's _____ the 19 <sup>th</sup> .                |
| 8. A: There's a concert at 10:00.  | B: _____ night or _____ the morning?                     |

14 Look at the invitation.

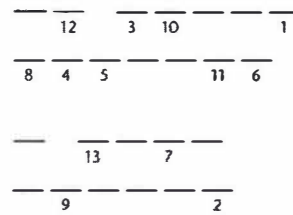


Now answer the questions. Write complete sentences.

1. What month is the party? It's in March
2. What date is the party? \_\_\_\_\_
3. What day is the party? \_\_\_\_\_
4. What time's the party? \_\_\_\_\_
5. Where's the restaurant? \_\_\_\_\_

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

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



Puzzle

“ 1 2 3 4 3 5 6 1 5 7 3 8 9 4 3 10 3 4 11 1 2 5 12 13 ”

—Thomas Edison, inventor (U.S.)

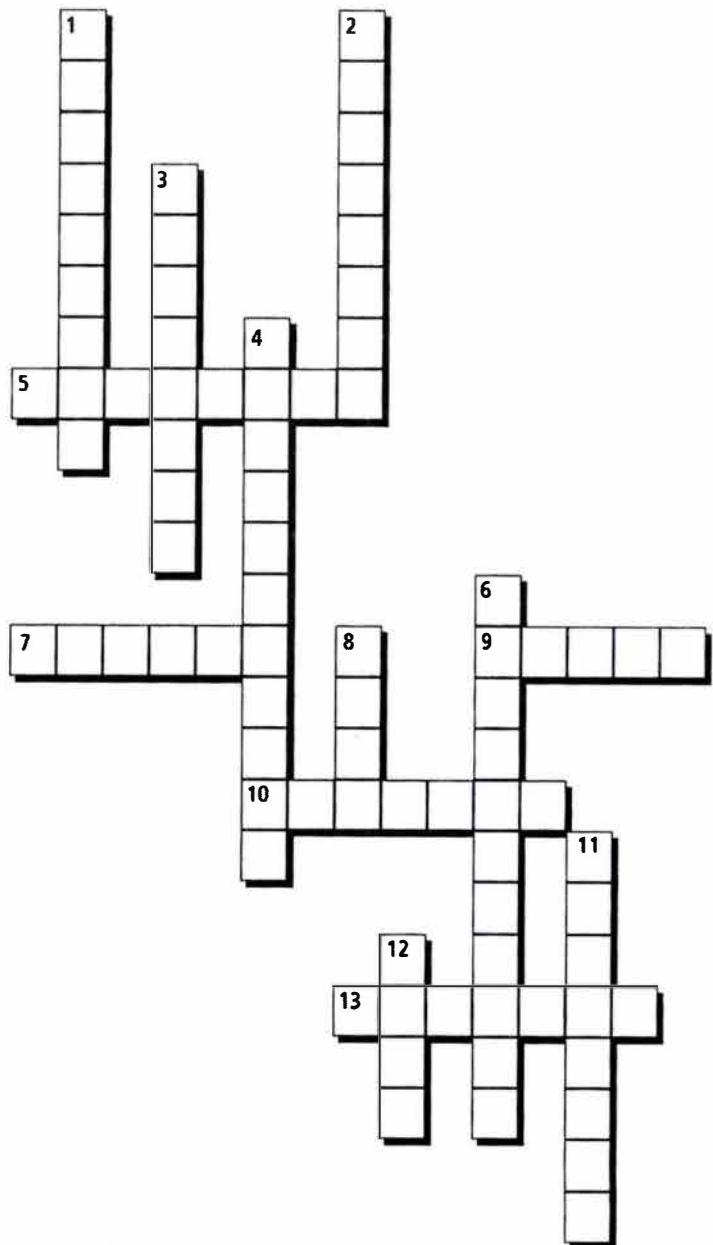
2 Complete the puzzle.

Across

5. This month has twenty-eight days.
7. Jana’s birthday is March 12<sup>th</sup>. What’s her sign?
9. The movie’s at 10:15. It’s a quarter to ten now. You’re \_\_\_\_\_.
10. Good \_\_\_\_\_! (at 7:00 P.M.)
13. Good \_\_\_\_\_! (at 7:00 A.M.)

Down

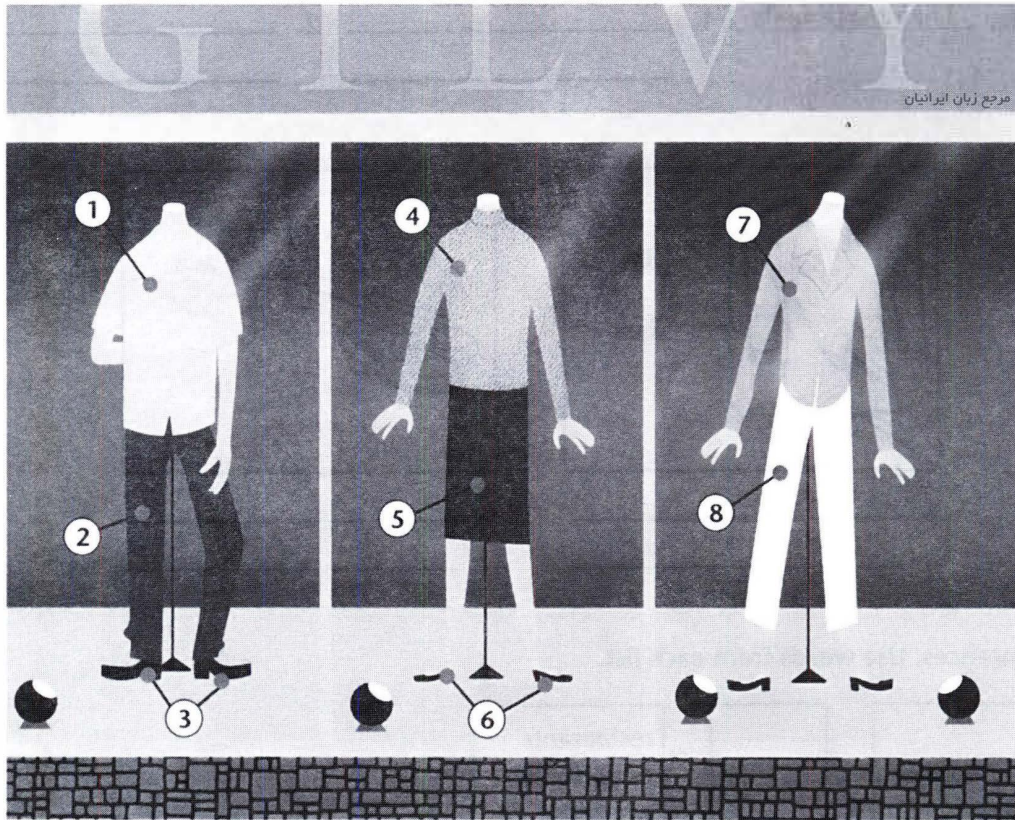
1. The ninth month of the year
2. The fourth weekday
3. The first day of the weekend
4. Another way to say 10:30
6. Q is the \_\_\_\_\_ letter in the alphabet.
8. The baseball \_\_\_\_\_ is on Friday.
11. 12:00 A.M.
12. 12:00 P.M.



# UNIT 6 Clothes

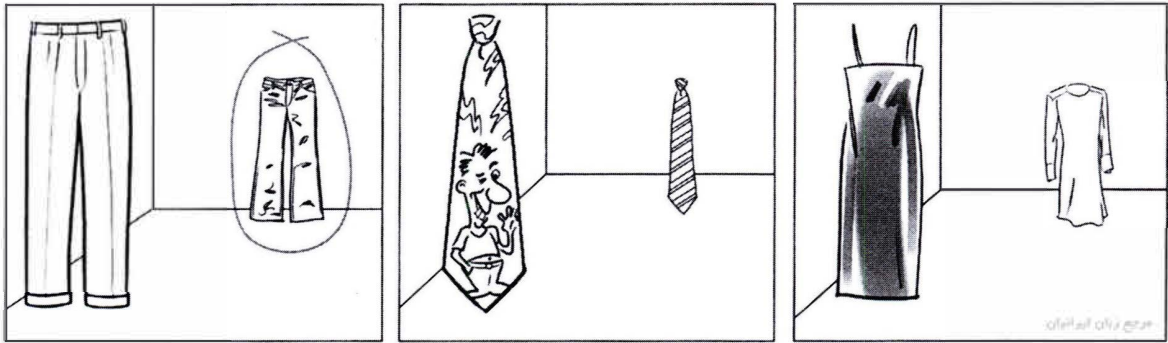
## LESSON 1

1 Write the names of the clothes.

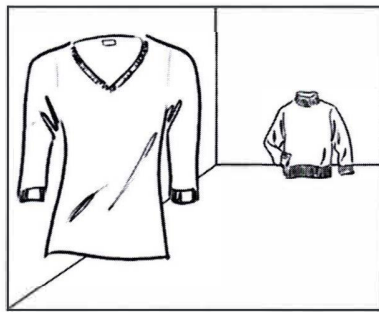


1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

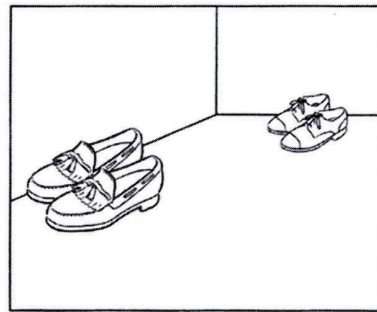
**2** Circle one of the clothing items in each picture. Write a sentence with I like and this, that, these or those.



Example: I like those pants. 1. \_\_\_\_\_ 2. \_\_\_\_\_



3. \_\_\_\_\_



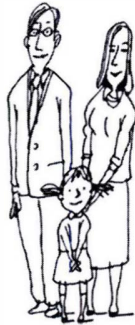
4. \_\_\_\_\_

**3** Write sentences. Use words from each list.

I My sister / brother My parents My classmates My neighbor My friends My friend and I My teacher	+	like likes	+	restaurants bookstores weekends motorcycles parties dances movies concerts
---	---	---------------	---	---

1. My friends like parties
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

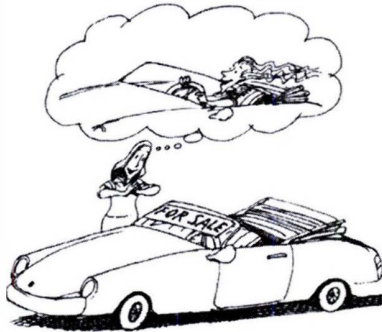
4 Look at the pictures. Complete the sentences. Use want, need, or have.



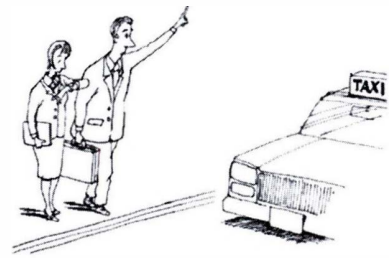
1. They have a daughter.



2. \_\_\_\_\_ a jacket.



3. \_\_\_\_\_ that car.



4. \_\_\_\_\_ a taxi.



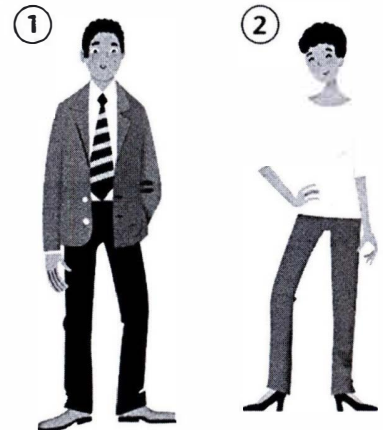
5. \_\_\_\_\_ a moped.



6. \_\_\_\_\_ that tie.

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

1. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
2. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



Clothes

# LESSON 2

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

Example: I don't like \_\_\_\_\_ red jackets.

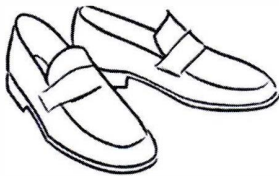
1. \_\_\_\_\_ brown suits.
2. \_\_\_\_\_ purple pants.
3. \_\_\_\_\_ black sweaters.
4. \_\_\_\_\_ white shoes.
5. \_\_\_\_\_ blue shirts / blouses.

**7 Complete the sentences. Write the simple present tense of the verb.**

1. My daughters \_\_\_\_\_ those dresses.  
want
2. Susan's friend \_\_\_\_\_ her skirt.  
not like
3. Michael and Steven \_\_\_\_\_ suits.  
not have
4. \_\_\_\_\_ you \_\_\_\_\_ a jacket?  
have
5. We \_\_\_\_\_ shoes for the party.  
need
6. \_\_\_\_\_ Anthony \_\_\_\_\_ this tie?  
want
7. \_\_\_\_\_ Ryan \_\_\_\_\_ large or extra large?  
need
8. They \_\_\_\_\_ this blouse in white.  
not have

**8 Look at the clothes. Write a question. Ask for the color or size in parentheses. Then complete the short answer.**

①



(black)

②



(small)

③



(brown)

④



(large)

1. Do you have these shoes in black \_\_\_\_\_ ? No, we don't \_\_\_\_\_ .
2. \_\_\_\_\_ ? Yes, \_\_\_\_\_ .
3. \_\_\_\_\_ ? Yes, \_\_\_\_\_ .
4. \_\_\_\_\_ ? No, \_\_\_\_\_ .



# LESSON 3

## 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."

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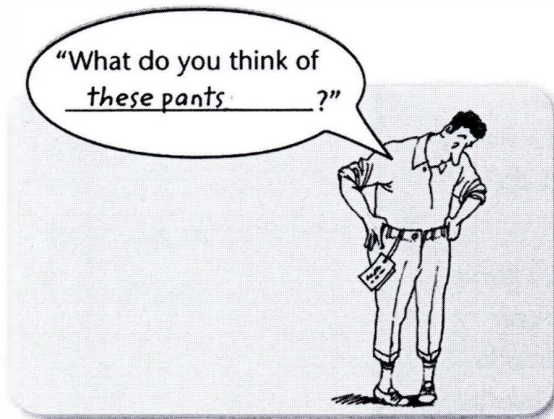
Now read the answers. Then write questions. Use Why, What, or Which.

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

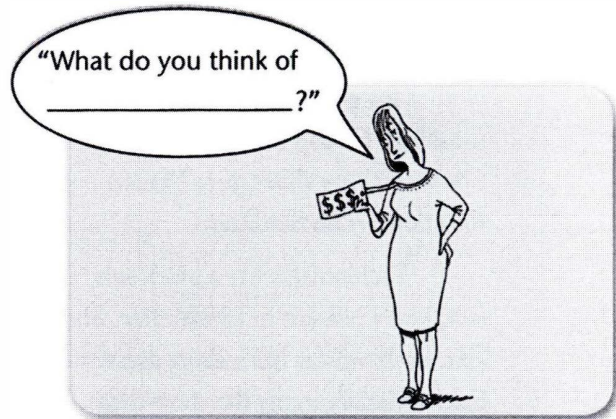
11 Plan your clothes for next week. Write on the calendar.

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

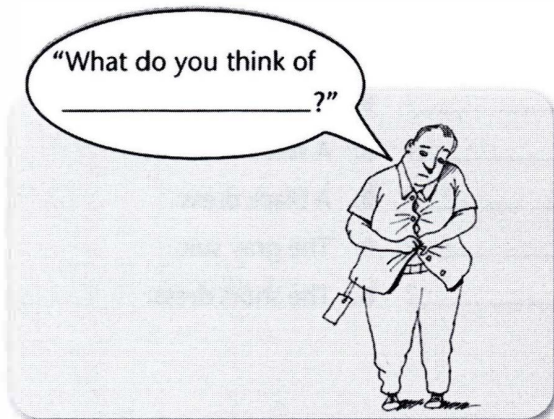
12 Look at the pictures. Complete the questions and the answers.



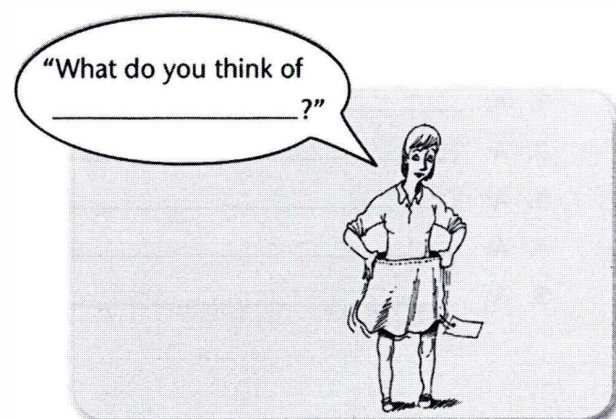
1. **YOU** \_\_\_\_\_  
\_\_\_\_\_



2. **YOU** \_\_\_\_\_  
\_\_\_\_\_



3. **YOU** \_\_\_\_\_  
\_\_\_\_\_



4. **YOU** \_\_\_\_\_  
\_\_\_\_\_

**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.



**Clothes**

**Colors**

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Guess Answers: 1. b; 2. c; 3. e; 4. a; 5. d

# UNIT 7

## Activities

### LESSON 1

1 Put your morning activities in order. Write ordinal numbers (1<sup>st</sup>, 2<sup>nd</sup>, ...) on the lines. Write an X next to the activities you don't do.

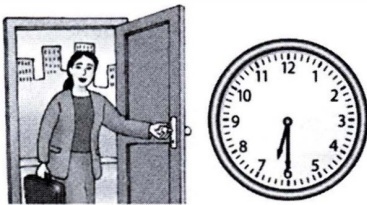
- \_\_\_\_\_ take a shower / bath
- \_\_\_\_\_ eat breakfast
- \_\_\_\_\_ put on makeup
- \_\_\_\_\_ get up
- \_\_\_\_\_ shave
- \_\_\_\_\_ get dressed
- \_\_\_\_\_ brush my teeth
- \_\_\_\_\_ comb / brush my hair

Choose your first three morning activities. What time do you do them?

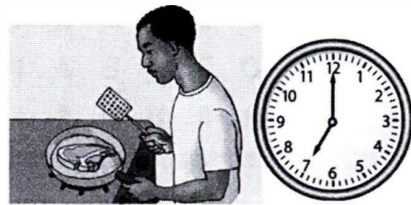
Example: I get up at 7:00 \_\_\_\_\_.

1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.

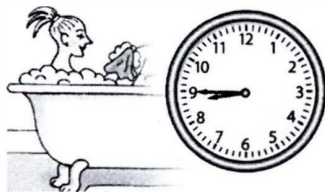
2 Look at the activities and the times. Write sentences in the simple present tense.



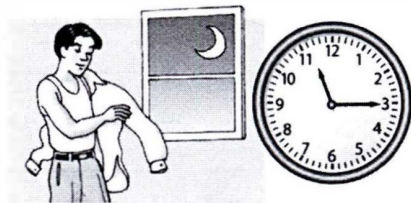
1. She comes home at 6:30 \_\_\_\_\_.



2. \_\_\_\_\_.



3. \_\_\_\_\_.



4. \_\_\_\_\_.

**3 Write the name of a family member or friend. Check his or her activities.**

Name: \_\_\_\_\_

- |  |  |
|--|--|
| <input type="checkbox"/> takes a shower in the evening | <input type="checkbox"/> studies after dinner      |
| <input type="checkbox"/> takes a shower in the morning | <input type="checkbox"/> watches TV after dinner   |
| <input type="checkbox"/> doesn't eat breakfast         | <input type="checkbox"/> gets up early on weekends |
| <input type="checkbox"/> eats a large breakfast        | <input type="checkbox"/> gets up late on weekends  |

Now write sentences about this person. irLanguage.com


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

- A: When does Karina take a shower \_\_\_\_\_?  
B: Karina takes a shower in the morning.
- A: \_\_\_\_\_?  
B: Robert goes to bed after midnight. He's an evening person.
- A: \_\_\_\_\_?  
B: My children? They watch TV on weekends, in the morning.
- A: \_\_\_\_\_?  
B: I study after dinner.
- A: \_\_\_\_\_?  
B: Julia gets up at 5:00 A.M. on weekdays.
- A: \_\_\_\_\_?  
B: They come home early—before 5:00 P.M.

**5 Complete the conversation.**



Are you a morning person or an evening person?

1. **YOU** \_\_\_\_\_.



And why do you say that?

2. **YOU** \_\_\_\_\_.

# LESSON 2

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

	always	usually	sometimes	never
1. eat breakfast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. watch TV in the evening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. take a shower at night	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. read after 10:00 P.M.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. exercise in the morning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. take a nap in the afternoon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. go out for lunch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

	always	usually	sometimes	never
1. visit friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. go dancing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. go to the movies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. play soccer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. check e-mail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. go out for dinner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Example: On weekdays, I usually exercise in the morning

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

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

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

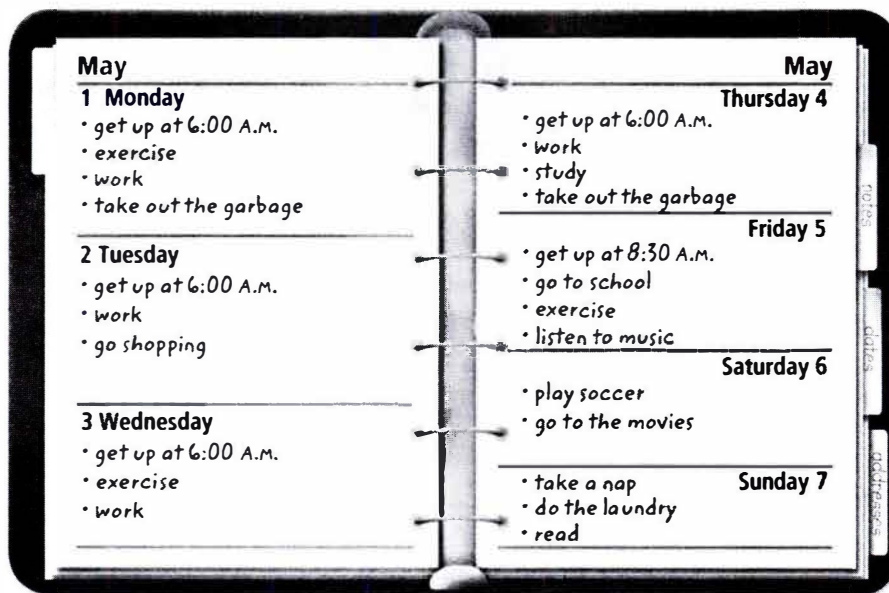
Now write sentences about what your family members and friends do in their free time.  
Use your chart. irLanguage.com

Example: My grandfather usually takes a nap in the afternoon

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## LESSON 3

9 Look at Larry's weekly schedule.



Now write questions with **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.

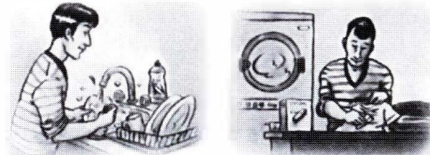
**10** Look at Larry's schedule in Exercise 9 again. Answer the questions.

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	H	T	H	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	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

**Chores / Work activities**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Leisure activities**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Riddle Answer: the letter e

# Units 1–7 REVIEW

## 1 Circle the word or phrase that is different.

- |                    |                |               |                  |
|--------------------|----------------|---------------|------------------|
| 1. (athlete)       | classmate      | neighbor      | colleague        |
| 2. doctor          | engineer       | pharmacy      | scientist        |
| 3. last name       | weekend        | address       | phone number     |
| 4. subway          | moped          | train         | game             |
| 5. brother         | daughter       | wife          | grandmother      |
| 6. tall            | new            | handsome      | young            |
| 7. concert         | party          | restaurant    | movie            |
| 8. skirt           | blouse         | dress         | tie              |
| 9. listen to music | do the laundry | visit friends | go to the movies |
| 10. get up         | shave          | come home     | eat breakfast    |

## 2 Read the ad for an event.



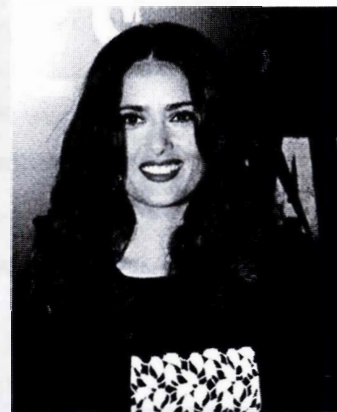
Now write a question for each answer.

- A: \_\_\_\_\_?  
B: A soccer game.
- A: \_\_\_\_\_?  
B: The Sports Center.
- A: \_\_\_\_\_?  
B: At one o'clock.
- A: \_\_\_\_\_?  
B: On Saturday, May 15<sup>th</sup>.

### 3 Read about Salma Hayek.

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

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



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Now answer the questions.

1. What does Salma Hayek do? \_\_\_\_\_.
2. Is she from Lebanon? \_\_\_\_\_.
3. Does Hayek have brothers and sisters? \_\_\_\_\_.
4. When is her birthday? \_\_\_\_\_.
5. How old is she? \_\_\_\_\_.
6. Is she tall? \_\_\_\_\_.
7. How old is her daughter? \_\_\_\_\_.
8. What is her daughter's first name? \_\_\_\_\_.

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

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	 <b>Frida Kahlo</b>	 <b>Salma Hayek</b>
<b>Occupation</b>	artist	
<b>Nationality</b>	from Mexico	
<b>Nationality of father</b>	from Germany	
<b>Nationality of mother</b>	from Mexico	
<b>Brothers and sisters</b>	3 sisters, no brothers	
<b>Birthday</b>	July 6, 1907	

**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.**

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**OPTIONAL VOCABULARY BOOSTER ACTIVITIES**

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



A: Is he a bank teller \_\_\_\_\_?  
(bank teller)  
B: No, he's not \_\_\_\_\_.



A: \_\_\_\_\_?  
(doctor)  
B: \_\_\_\_\_.



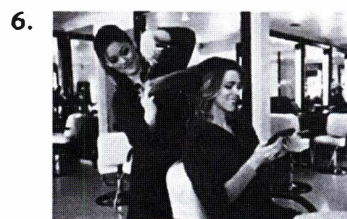
A: \_\_\_\_\_?  
(lawyer)  
B: \_\_\_\_\_.



A: \_\_\_\_\_?  
(electrician)  
B: \_\_\_\_\_.



A: \_\_\_\_\_?  
(florist)  
B: \_\_\_\_\_.

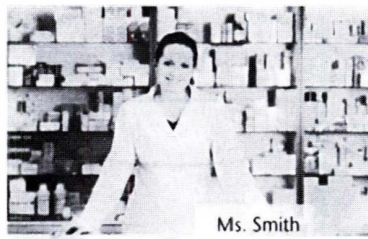


A: \_\_\_\_\_?  
(hairdresser)  
B: \_\_\_\_\_.

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



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Ms. Smith



Alex



Ellen Lane



Peter Jansson

1. What is the grocery clerk's name? His name is Sam
2. What is the pharmacist's name? \_\_\_\_\_
3. What is the waiter's name? \_\_\_\_\_
4. What is the travel agent's first name? \_\_\_\_\_
5. What is the professor's last name? \_\_\_\_\_

**3 Answer a friend's questions about your neighborhood.**



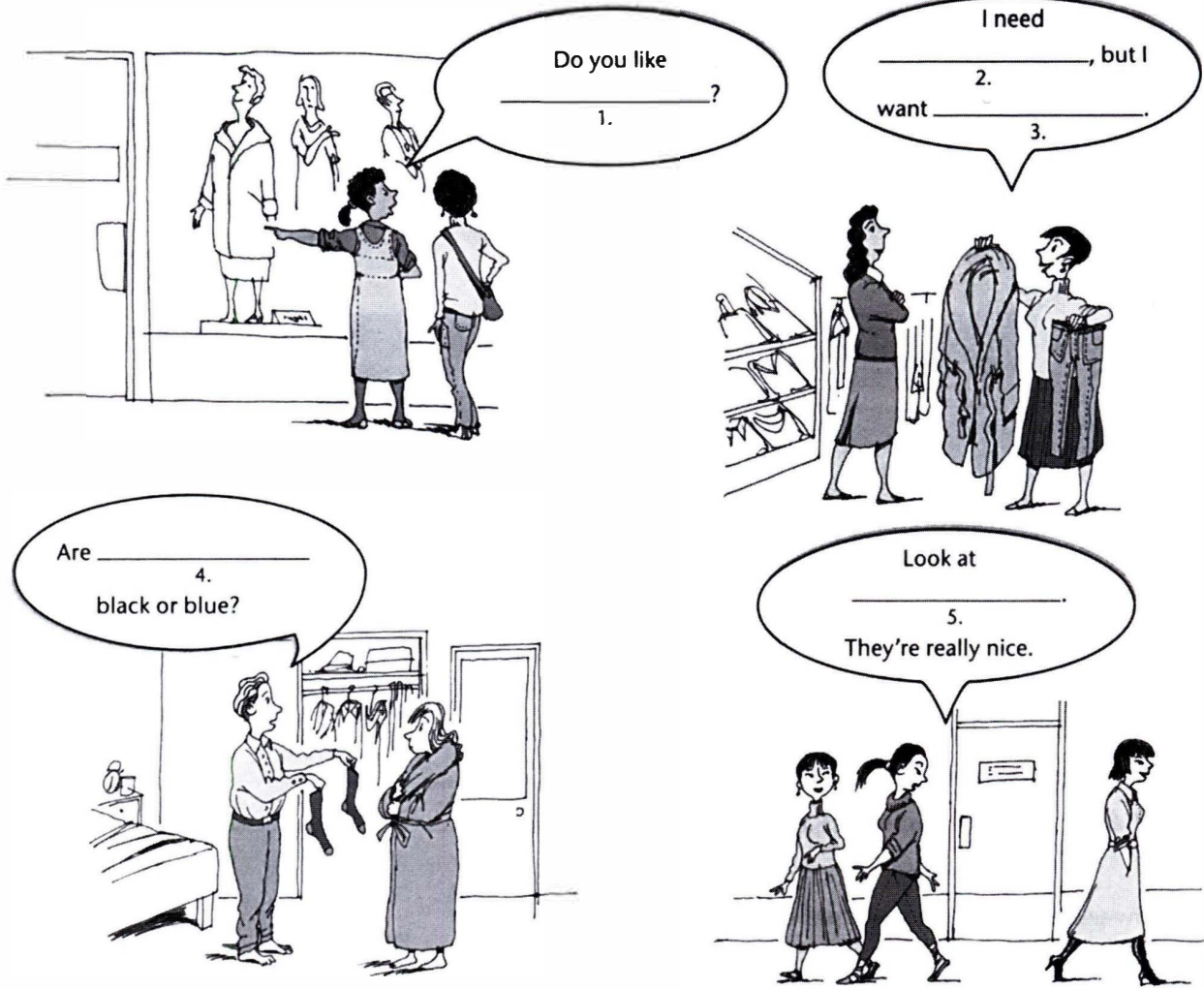
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1. How do you go to the supermarket? \_\_\_\_\_
2. Can I walk to the dry cleaners? \_\_\_\_\_
3. Where's the coffee shop? \_\_\_\_\_

**4 Which events do you like? Number the events from 1 to 8 in the order you like them.**

- |                |                        |
|----------------|------------------------|
| _____ plays    | _____ art exhibitions  |
| _____ ballets  | _____ baseball games   |
| _____ operas   | _____ volleyball games |
| _____ speeches | _____ football games   |

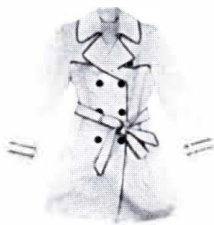
5 Write this, that, these, or those and the names of the clothes.



6 Look at the pictures. Ask for a different color or size. Write yes / no questions with have.



1. Do you have these sandals in red \_\_\_\_\_?



2. \_\_\_\_\_?



3. \_\_\_\_\_?



4. \_\_\_\_\_?



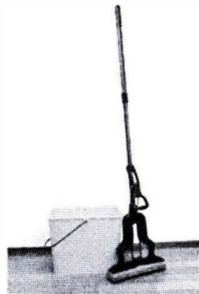
5. \_\_\_\_\_?

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



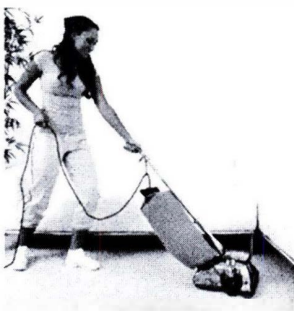
1. A: How often do you dust?

B: Twice a month.



2. A: \_\_\_\_\_ you \_\_\_\_\_?

B: On Sundays.



3. A: \_\_\_\_\_?

B: My wife does.



4. A: \_\_\_\_\_?

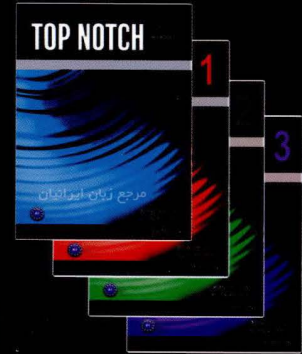
B: Yes, I do.

THIRD EDITION

# TOP NOTCH

FUNDAMENTALS

# A



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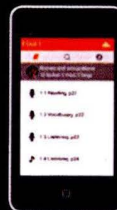
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