

THIRD EDITION

# TOP NOTCH

FUNDAMENTALS

**B**

© Pearson Education, Inc. 2009  
www.ift.english.com

With Workbook



JOAN SASLOW  
ALLEN ASCHER

ALWAYS LEARNING



PEARSON



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

## Joan Saslow

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

## Allen Ascher

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

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

## AUTHORS' ACKNOWLEDGMENTS

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

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

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

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



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



## CONVERSATION STRATEGIES

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

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

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

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

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

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

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

## LISTENING / PRONUNCIATION

## Listening Tasks

- Determine the best house or apartment for clients of a real estate company
- Complete statements about locations of furniture and appliances

## Pronunciation

- Linking sounds

## Listening Tasks

- Determine weather and temperatures in cities in a weather report
- Complete statements about people's activities, using the present continuous

## Pronunciation

- Rising and falling intonation of **yes / no** and information questions

## Listening Task

- Identify the foods discussed in conversations

## Pronunciation

- Vowel sounds: /i/, /ɪ/, /eɪ/, /ɛ/, /æ/

## Listening Tasks

- Circle the year you hear
- Infer the correct day or month
- Choose activities mentioned in conversations

## Pronunciation

- Simple past tense regular verb endings

## Listening Tasks

- Identify the people described in conversations
- Complete statements about injuries
- Identify the ailments and remedies suggested in conversations

## Pronunciation

- More vowel sounds

## Listening Task

- Complete requests for favors

## Pronunciation

- Blending of sounds: **Could you**

## Listening Tasks

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

## Pronunciation

- Diphthongs

## READING / WRITING

## Reading Texts

- House and apartment rental listings
- Descriptions of people and their homes

## Writing Task

- Compare and contrast your home with other homes

**WRITING BOOSTER** Guided writing practice

## Reading Texts

- A daily planner
- The weather forecast for four cities

## Writing Task

- Write about plans for the week, using the present continuous

**WRITING BOOSTER** Guided writing practice

## Reading Texts

- Recipe cards
- A weekly schedule

## Writing Task

- Write about what you eat in a typical day

**WRITING BOOSTER** Guided writing practice

## Reading Text

- A blog in which people describe what they did the previous weekend

## Writing Task

- Write about the activities of two people, based on a complex picture
- Write about your weekend and what you did

**WRITING BOOSTER** Guided writing practice

## Reading Text

- A magazine article about two celebrities

## Writing Task

- Write a description of someone you know

**WRITING BOOSTER** Guided writing practice

## Reading Text

- An article about infant-toddler development

## Writing Task

- Describe things people can and can't do when they get old

**WRITING BOOSTER** Guided writing practice

## Reading Text

- A short biography of Harry Houdini

## Writing Task

- Write your own illustrated life story, including plans and dreams for the future

**WRITING BOOSTER** Guided writing practice

# CONTENTS

## STUDENT BOOK

|                   |                             |    |
|-------------------|-----------------------------|----|
| <b>UNIT 8</b>     | Home and Neighborhood.....  | 2  |
| <b>UNIT 9</b>     | Activities and Plans.....   | 10 |
| <b>UNIT 10</b>    | Food.....                   | 18 |
| <b>UNIT 11</b>    | Past Events.....            | 26 |
| <b>UNIT 12</b>    | Appearance and Health.....  | 34 |
| <b>UNIT 13</b>    | Abilities and Requests..... | 42 |
| <b>UNIT 14</b>    | Life Events and Plans.....  | 50 |
| <b>UNITS 8–14</b> | Review.....                 | 58 |

## REFERENCE CHARTS

|                                                                 |    |
|-----------------------------------------------------------------|----|
| Countries and nationalities / Numbers 100 to 1,000,000,000..... | 62 |
| Irregular verbs / Pronunciation table.....                      | 62 |
| Vocabulary Booster.....                                         | 63 |
| Grammar Booster.....                                            | 69 |
| Writing Booster.....                                            | 74 |
| Top Notch Pop Lyrics.....                                       | 76 |

## WORKBOOK

|                   |                             |     |
|-------------------|-----------------------------|-----|
| <b>UNIT 8</b>     | Home and Neighborhood.....  | 80  |
| <b>UNIT 9</b>     | Activities and Plans.....   | 86  |
| <b>UNIT 10</b>    | Food.....                   | 91  |
| <b>UNIT 11</b>    | Past Events.....            | 97  |
| <b>UNIT 12</b>    | Appearance and Health.....  | 103 |
| <b>UNIT 13</b>    | Abilities and Requests..... | 109 |
| <b>UNIT 14</b>    | Life Events and Plans.....  | 115 |
| <b>UNITS 8–14</b> | Review.....                 | 121 |



# 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 irLanguage.com

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

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

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

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

## Award-Winning Instructional Design\*

### Daily confirmation of progress

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

### True-beginner vocabulary and grammar

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

### Authentic social language

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

### Active listening syllabus

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

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

Joan Saslow and Allen Ascher

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

## ActiveTeach

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

For class presentation . . .

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



For planning . . .

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


For extra support . . .

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

For assessment . . .

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

### PLUS

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

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

UNIT

8

# Home and Neighborhood

LESSON 1

GOAL

Describe your neighborhood



DIGITAL  
FLASH  
CARDS

- 1 ▶ 3:19 VOCABULARY • Buildings Read and listen. Then listen again and repeat.



- 2 GRAMMAR • The simple present tense: questions with Where / Prepositions of place

### Questions with Where

Where **do** you **live**?

Where **do** your parents **live**?

Where **does** he **work**?

Where **does** your mother **work**?

### Prepositions of place

in

She lives **in** an apartment.

They live **in** a house.

I work **in** an office.

at

I live **at** 50 Main Street.

He works **at** a bookstore.

They study **at** the Brooke School.

on

Her house is **on** Bank Street.

We go to school **on** 34th Avenue.

I work **on** the tenth floor.

- 3 GRAMMAR PRACTICE Complete the conversations. Use the simple present tense and prepositions of place.

1 A: Where ..... your sister ..... ?  
B: She lives ..... an apartment.

3 A: Where ..... your neighbor ..... ?  
B: She works ..... a bookstore.

2 A: Where ..... you ..... English?  
B: We study ..... the school around the corner.

4 A: Where ..... your parents ..... ?  
B: They live ..... 58 Gray Street.

DIGITAL  
MORE  
EXERCISES

DIGITAL  
VIDEO  
COACH

- 4 ▶ 1:20 PRONUNCIATION • Linking sounds Read and listen. Then listen and repeat.

1 It's **on** the second floor.

3 He **lives in** an apartment.

2 She **works in** an office.

4 My apartment **has a** balcony.



- 5 **VOCABULARY / GRAMMAR PRACTICE** With a partner, ask and answer questions with Where. Use the simple present tense. “ Where do you live?”

DIGITAL  
FLASH  
CARDS

- 6 ▶ 3:21 **VOCABULARY • Places in the neighborhood** Read and listen. Then listen again and repeat.

“ I live on Main Street”



1 a bus station



2 a train station



3 a stadium

▶ 3:22 **Preposition near**



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



4 a park



5 a mall



6 a museum



7 an airport



8 a hospital

## NOW YOU CAN

### Describe your neighborhood

- ▶ 3:23 **CONVERSATION MODEL** Read and listen.  
 A: Do you live far from here?  
 B: No. About fifteen minutes by bus.  
 A: And is the neighborhood nice?  
 B: Yes, it is. My apartment is near a park and a mall.  
 A: Really? My apartment is next to an airport.
- ▶ 3:24 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.
- CONVERSATION ACTIVATOR** With a partner, personalize the conversation.  
 A: Do you live far from here?  
 B: .....  
 A: And is the neighborhood nice?  
 B: ....., it ..... My ..... is .....  
 A: Really? My ..... is .....
- CHANGE PARTNERS** Ask about another classmate's neighborhood.

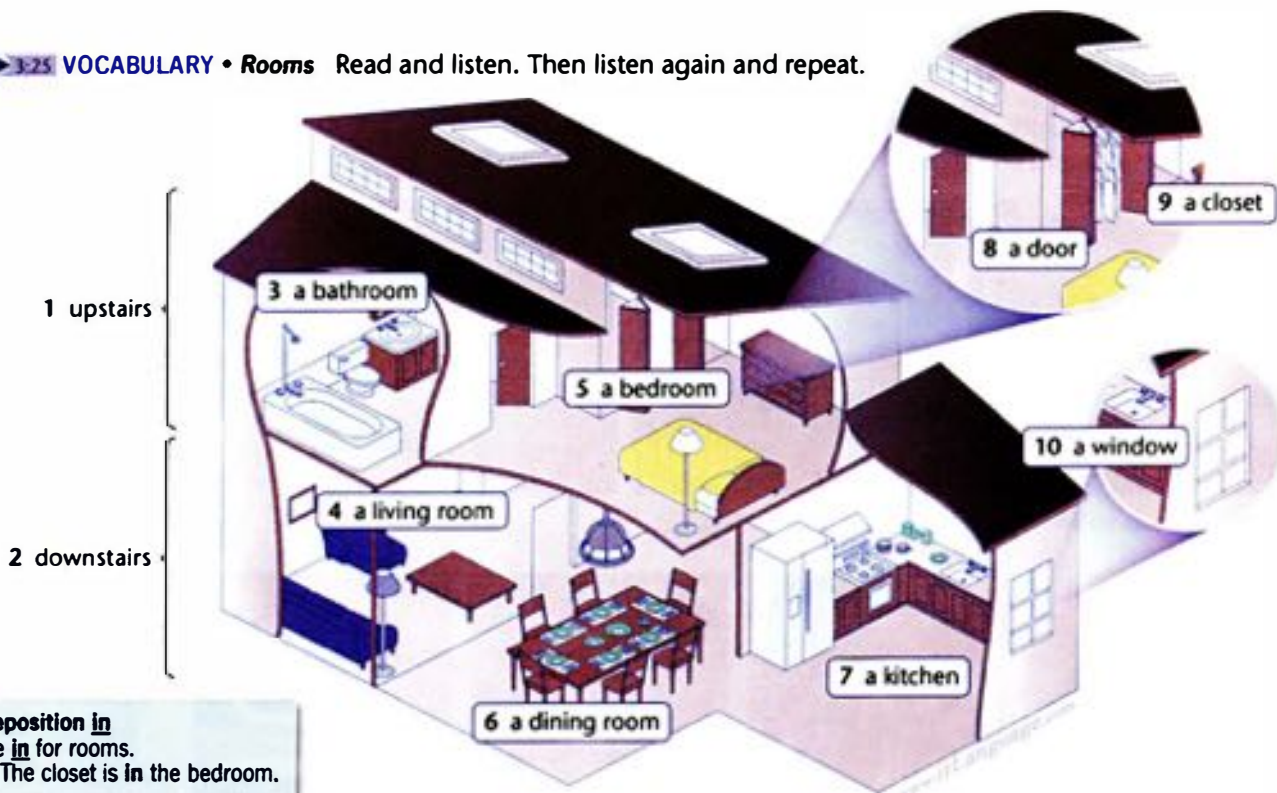


**DON'T STOP!**

Ask more questions.

Are there [good restaurants / museums]?  
 Where do you [go shopping / go out for dinner]?  
 And where do you [work]?

1 **VOCABULARY • Rooms** Read and listen. Then listen again and repeat.



**Preposition in**  
Use **in** for rooms.  
The closet is **in** the bedroom.

2 **PAIR WORK** Tell your partner about the rooms in your home.

“ My apartment has one large bedroom and two small bedrooms. ”

3 **GRAMMAR • There is and There are / Questions with How many**

**There is and There are**

Use **There is** with singular nouns. Use **There are** with plural nouns.

There's a small bedroom downstairs.  
There's a large closet and two windows.  
There's no kitchen.

There are three large bedrooms upstairs.  
There are two windows and a large closet.  
There are no elevators.

Is there a balcony? Yes, there is.  
No, there isn't.

Are there closets? Yes, there are.  
No, there aren't.

**How many**

Ask questions about quantity with **How many**. Always use a plural noun with **How many**.

How many bathrooms are there? (There are two.)  
How many bedrooms do you have? (We have three.)

**Be careful!**  
There is → **There's**  
BUT Yes, there is. NOT Yes, there's.  
There are NOT There're

4 **GRAMMAR PRACTICE** Complete the sentences. Use **there's**, **there are**, **is there**, or **are there**.

- 1 How many closets are there in the house?
- 2 ..... a small bedroom downstairs.
- 3 ..... a balcony on the second floor?
- 4 ..... an elevator and two stairways.

- 5 ..... a garden next to her house.
- 6 ..... two bedrooms upstairs.
- 7 ..... a park near my apartment.
- 8 How many windows ..... ?



- 5 **GRAMMAR PRACTICE** Write ten sentences about your house or apartment. Use There is and There are.

There's a small bathroom next to my bedroom.

**Ideas**

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



- 6 **▶ 3:26 LISTENING COMPREHENSION** Listen to the conversations. Check the best house or apartment for each person.

**NOW YOU CAN** Ask about someone's home

- 1 **▶ 3:27 CONVERSATION MODEL** Read and listen.

A: Do you live in a house or an apartment?

B: An apartment.

A: What's it like?

B: Well, there are three large bedrooms, and it has a large kitchen.

A: Sounds nice!

- 2 **▶ 3:28 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. Describe your house or apartment. Then change roles.

A: Do you live in a house or an apartment?

B: .....

A: What's it like?

B: Well, .....

A: Sounds nice!

- 4 **CHANGE PARTNERS** Talk about another classmate's home.



**DON'T STOP!**

Ask more questions.

Is there \_\_\_ ? / Are there \_\_\_ ?

How many \_\_\_ are there?

Does your [house] have [a garage]?

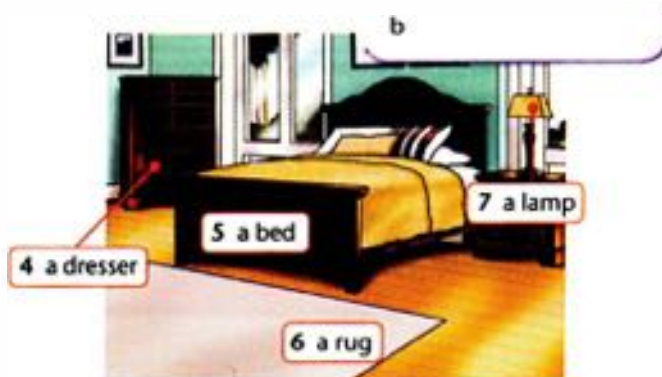
FLASH CARDS

▶ 3:29 **VOCABULARY • Furniture and appliances** First write the name of each room (a–f). Then read and listen. Listen again and repeat.

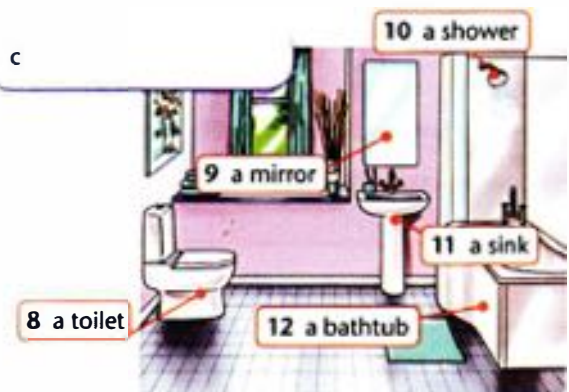
a an office



b



c



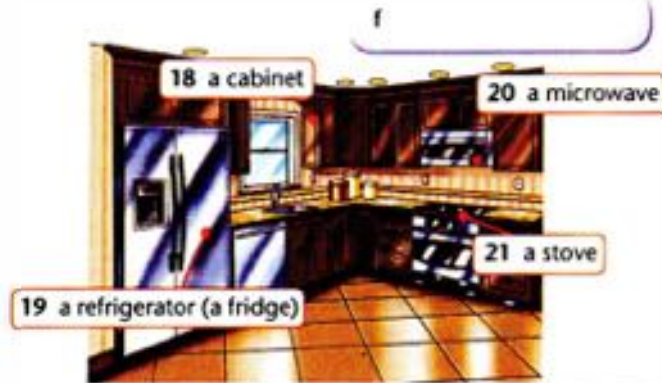
d



e



f



**VOCABULARY BOOSTER**

More home and office vocabulary • p. 129

2 ▶ 3:30 **LISTENING COMPREHENSION** Listen to the comments about furniture and appliances. Look at the pictures in the Vocabulary. Write the correct room.

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

- 4 It's in the .....
- 5 They're in the .....
- 6 It's in the .....



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

“ What’s in your living room? ”

“ My living room has a sofa and two chairs, and there’s a large bookcase. ”

www.irLanguage.com

**NOW YOU CAN** Talk about furniture and appliances

1 ▶3:31 CONVERSATION MODEL Read and listen.

A: This is a nice sofa. What do you think?  
 B: Actually, I think it’s beautiful.  
 A: And what about this lamp?  
 B: I don’t know. I’m not sure.

▶3:33  
**Positive and negative adjectives**  
 😊 beautiful      😞 ugly  
 nice              awful  
 great              terrible

2 ▶3:32 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

3 CONVERSATION ACTIVATOR Change the conversation. Ask your partner’s opinion about the furniture and appliances in the pictures. (Or use your own pictures.) Then change roles.

A: This is a nice ..... What do you think?  
 B: Actually, I think it’s .....  
 A: And what about this ..... ?  
 B: .....

**DON'T STOP!**  
 Ask about other furniture and appliances.



**RECYCLE THIS LANGUAGE.**  
 I like this \_\_\_\_ .  
 I don't like this \_\_\_\_ .  
 Really?  
 What about you?




4 CHANGE PARTNERS Practice the conversation again.



- 1 ▶ 3:34 **READING** Read about where people live. Who lives in a house? Who lives in an apartment?

# Where Do You Live?




**Jeewhan Yoon**

I'm Jeewhan Yoon from the city of Busan, in Korea. My wife and I live in a small house with two floors and a garage. There are two bedrooms, a living room, a small kitchen, and one bathroom.

My favorite room is the living room. There's a big sofa, and I usually read there. We also watch movies on TV in the living room.

One thing I don't like: we don't have a garden.




**Tina Williams**

I'm Tina Williams, and I'm from Seattle, in the United States. I live in a small white house with a two-car garage.

Downstairs, there's a living room, a dining room, and a nice large kitchen with large windows and a view of the garden. There are two bedrooms and one bathroom upstairs. There's also a very small office—my favorite room. I study there.

It's small, but I love my house!



**Eduardo Calero**

My name is Eduardo Calero, and I live in Caracas, Venezuela. My family has a really nice apartment on the eighth floor. There's an elevator, of course, and there's a garage on the first floor.

We have three bedrooms and two bathrooms. My brother and I have our own rooms. The kitchen is small, but it has beautiful new appliances. The living room is my favorite room, though, because it has a fantastic view of the city of Caracas.

- 2 **READING COMPREHENSION** Check the descriptions that match each person's home.

|                  | Jeewhan Yoon             | Tina Williams            | Eduardo Calero           |
|------------------|--------------------------|--------------------------|--------------------------|
| three bedrooms   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| two bathrooms    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| a small kitchen  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| no office        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| no garden        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| a two-car garage | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| an elevator      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

“ Tina’s kitchen has a view of the garden, ” but my house doesn’t have a garden.

“ Eduardo lives in an apartment. I live in an apartment, too. His apartment has two bathrooms, but my apartment has one.

**GRAMMAR BOOSTER**

Unit 8 review • p. 140

For additional language practice ...

**TOP NOTCH POP** • Lyrics p. 150  
“Home Is Where the Heart Is”



**Partner A's Picture**



**INFO GAP** Find everything that's different in the two pictures. Ask questions. For example:

How many \_\_\_ are there? Is there \_\_\_?  
Does the \_\_\_ have \_\_\_? Are there \_\_\_?

**PAIR WORK**

1 Express your opinions about the houses, the furniture, and the appliances. For example:

A: What do you think of \_\_\_?  
B: I think it's really nice. What about you?

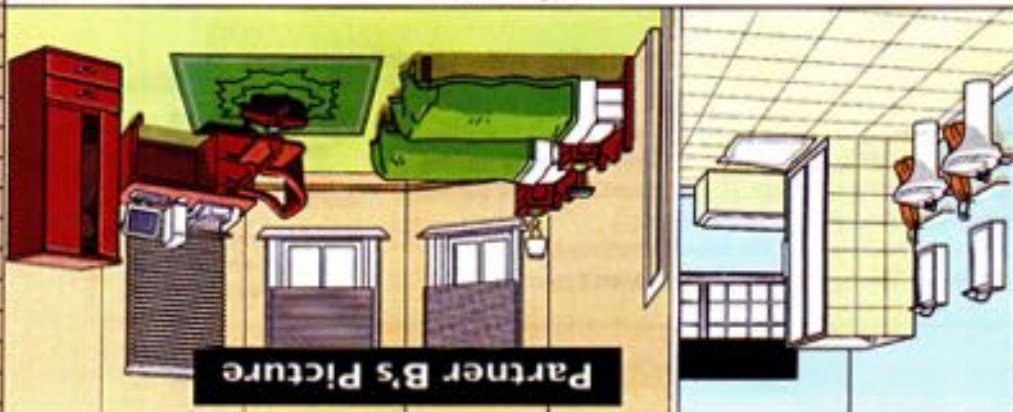
2 Your partner closes his or her book. You describe one of the houses. Your partner draws a picture of the house. For example:

Upstairs, there are two small bedrooms and a small bathroom.

**WRITING** Compare your home with one of the homes in the Reading on page 70. For example:

Ms. Williams's house has two bedrooms upstairs, but my ...

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



**Partner B's Picture**



**NOW I CAN**

- Describe my neighborhood.
- Ask about someone's home.
- Talk about furniture and appliances.



## COMMUNICATION GOALS

- 1 Describe today's weather.
- 2 Discuss plans.
- 3 Ask about people's activities.

## UNIT

# 9

## Activities and Plans

### LESSON 1

## GOAL Describe today's weather

### VOCABULARY BOOSTER

More weather vocabulary • p. 130

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

### HOW'S THE WEATHER?



1 It's sunny.



2 It's cloudy.



3 It's windy.



4 It's raining.



5 It's snowing.



6 It's hot.



7 It's cold.



8 It's warm.



9 It's cool.

- 2 **LISTENING COMPREHENSION**

Listen to the weather reports. Check the correct word for each city. Then listen again and write the temperatures. Finally, listen again and describe the weather.

| City       | Hot | Warm | Cool | Cold | What's the temperature? | How's the weather? |
|------------|-----|------|------|------|-------------------------|--------------------|
| 1 Cali     | ✓   |      |      |      | 35°                     | It's sunny.        |
| 2 Madrid   |     |      |      |      |                         |                    |
| 3 Seoul    |     |      |      |      |                         |                    |
| 4 Dubai    |     |      |      |      |                         |                    |
| 5 Montreal |     |      |      |      |                         |                    |

- 3 **GRAMMAR** • *The present continuous: statements*

The present continuous expresses actions in progress now. Use a form of **be** and a present participle.

#### Affirmative

I'm wearing a sweater.  
You're shaving.  
She's taking a bath.  
It's raining.  
We're watching TV.  
They're exercising.

#### Negative

I'm not wearing a jacket.  
You're not making lunch. [OR You aren't making lunch.]  
She's not taking a shower. [OR She isn't taking a shower.]  
It's not snowing. [OR It isn't snowing.]  
We're not reading. [OR We aren't reading.]  
They're not taking a nap. [OR They aren't taking a nap.]

#### Present participles

wear → wearing  
study → studying  
exercise → exercising

#### Some others:

doing, listening, reading,  
working, meeting, getting






1 **VOCABULARY** • Present and future time expressions Read and listen. Then listen again and repeat.

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

|                                                                                                                                                                                                         |                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Actions in the present</b><br/>                 Are you watching TV right now?<br/>                 I'm not studying English this year.<br/>                 She's working at home this week.</p> | <p><b>Future plans</b><br/>                 I'm buying shoes tomorrow.<br/>                 They're cleaning the house this weekend, not today.<br/>                 Janet's meeting Bill at 5:00 this afternoon.</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

3 **GRAMMAR PRACTICE** Read Marissa Miller's date book for this week. Then complete the paragraph. Use the present continuous.

 Today is Monday, and right now it's raining. It's windy and cold, so Marissa is staying .....  
 home. But later she has plans. She .....  
 her mom at the mall, and in the afternoon, she .....  
 the laundry—a good plan for a rainy day!  
 What about the rest of the week? Tomorrow, she .....  
 , and at 5:30, she .....  
 Sandy at the City Bookstore. The day after tomorrow, she .....  
 , and she .....  
 her dad at 1:00. Then, at 3:30 on Thursday afternoon, she .....  
 to Chinese class. Later she .....  
 her brother James at Rossini's Restaurant. On Friday, Marissa .....  
 from 9:00 to 12:00. After work, she and Colin .....  
 dinner together at his house. On Saturday, Marissa .....  
 in the park with Sarah. That evening, she and Scott .....  
 to a concert. On Sunday, she .....  
 for her driving test and .....  
 the kitchen.



- 4 **PAIR WORK** Ask your partner yes / no questions about Marissa's schedule. Use the present continuous. Answer your partner's questions.

“ Is Marissa exercising on Tuesday? ”

**NOW YOU CAN**

**Discuss plans**

- 1 ▶ 3:42 **CONVERSATION MODEL** Read and listen.  
 A: What beautiful weather! It's so sunny and warm!  
 B: It really is! . . . So, Kate, are you doing anything special this weekend?  
 A: Well, on Saturday, I'm meeting Pam in the park.  
 B: Do you want to get together on Sunday?  
 A: Sure! Call me Sunday morning, OK?
- 2 ▶ 3:43 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.
- 3 **PLAN YOUR CONVERSATION** Fill in the date book for this week. Write your activities and the times.



**DIGITAL VIDEO**

- 4 **CONVERSATION ACTIVATOR** With a partner, personalize the conversation with real information from your date books. Describe the weather today and use the time expressions for your plans. Then change roles.

A: What ..... weather! It's so ..... !  
 B: It really is! . . . So, ....., are you doing anything special .....?  
 A: Well, ....., I'm .....  
 B: Do you want to get together ..... ?  
 A: Sure! Call me ....., OK?

**DON'T STOP!**

Ask about plans for other days of the week.



**RECYCLE THIS LANGUAGE.**

**Time expressions**  
 on [Friday]  
 this [afternoon]  
 in the [evening]  
 tomorrow  
 the day after tomorrow

**Adjectives for weather**  
 bad            good  
 awful        nice  
 terrible      great  
 ugly          beautiful

**Describe the weather**  
 It's so [cloudy / windy]!  
 And it's so [hot / cold / cool]!  
 And it's [raining / snowing]!

- 5 **CHANGE PARTNERS** Discuss other plans.



1 **GRAMMAR** • *The present continuous: information questions*

What is she watching? (A TV program.)      What are you doing? (We're checking e-mail.)  
 Where is he driving? (To work.)              Where are they going? (They're going to the movies.)

**BUT:** Note the different word order when who is the subject.  
 Who is working? (Ben.)

2 **PAIR WORK** Ask and answer questions about Mike and Patty.  
 Use the present continuous and What, Where, and Who.

“ It's 8:20. What's Mike doing? ”

“ He's eating breakfast. ”



DIGITAL MORE EXERCISES

DIGITAL VIDEO COACH

3 ▶ 3:44 **PRONUNCIATION** • *Intonation of questions* Use rising intonation for yes / no questions. Use falling intonation for information questions. Read and listen. Then listen again and repeat.

Yes /no questions

- 1 Are you eating?
- 2 Is he walking?
- 3 Are they watching a movie?
- 4 Is her family at home?
- 5 Are you a teacher?

Information questions

- What are you eating?  
 Where is he walking?  
 Who's watching a movie?  
 Where is her family?  
 What do you do?

4 **GRAMMAR** • *The present participle: spelling rules*

|                  |                           |                  |                           |
|------------------|---------------------------|------------------|---------------------------|
| <b>base form</b> | <b>present participle</b> | <b>base form</b> | <b>present participle</b> |
| talk →           | talking                   | make →           | making                    |
| read →           | reading                   | take →           | taking                    |
| watch →          | watching                  | come →           | coming                    |

**Remember:**

shop → shopping      get → getting      put → putting

5 GRAMMAR PRACTICE Write the present participle of each base form.

- |               |              |                |
|---------------|--------------|----------------|
| 1 check ..... | 3 wash ..... | 5 drive .....  |
| 2 write ..... | 4 go .....   | 6 get up ..... |

6 ▶3:45 LISTENING COMPREHENSION Listen. Complete each statement in the present continuous.

- |                |                 |
|----------------|-----------------|
| 1 Sara's ..... | 4 Paul's .....  |
| 2 Dan's .....  | 5 Marla's ..... |
| 3 Eva's .....  |                 |

**NOW YOU CAN** Ask about people's activities

1 ▶3:46 CONVERSATION MODEL Read and listen.

- A: Hello?  
 B: Hi, Grace. This is Jessica. What are you doing?  
 A: Well, actually, I'm doing the laundry right now.  
 B: Oh, I'm sorry. Should I call you back later?  
 A: Yes, thanks. Talk to you later. Bye.  
 B: Bye.

2 ▶3:47 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. Use the pictures or use your own activities. Then change roles.

- A: Hello?  
 B: Hi, ..... This is ..... What are you doing?  
 A: Well, actually, I ..... right now.  
 B: Oh, I'm sorry. Should I call you back later?  
 A: Yes, thanks. Talk to you later. Bye.  
 B: .....

**DON'T STOP!**

Talk about a time to call back.  
 Call me at 3:00.  
 Call me tonight.



4 CHANGE PARTNERS Ask and talk about other activities.



# EXTENSION

1 ▶ 3:48 **READING** Look at today's weather forecast.



2 **READING COMPREHENSION** Complete the chart for December 16<sup>th</sup> weather, according to the forecast in the Reading.

|        | in the morning        | in the afternoon | in the evening |
|--------|-----------------------|------------------|----------------|
| sunny  | Guadalajara and Miami |                  |                |
| cloudy |                       |                  |                |
| windy  |                       |                  |                |
| snowy  |                       |                  |                |
| rainy  |                       |                  |                |
| hot    |                       |                  |                |
| warm   |                       |                  |                |
| cold   |                       |                  |                |
| cool   |                       |                  |                |

3 **READING COMPREHENSION** Look at the sunrise and sunset times. Answer the questions.

- Which cities have sunrises before 7:30? .....
- Which cities have sunsets before 5:00? .....

4 **VOCABULARY / GRAMMAR GAME** Team 1 mimes an activity. Team 2 asks questions. Use the activities from the box.

- comb your hair
- drive
- exercise
- talk on the phone
- get dressed
- take a shower
- read
- watch TV
- go to bed
- brush your teeth
- wash the dishes
- take out the garbage
- check e-mail
- listen to music
- put on makeup

Are you putting on makeup?



**GRAMMAR BOOSTER**  
Unit 9 review • p. 141

**PAIR WORK** Create telephone conversations for Sam and Debbie on Thursday and on Saturday. Ask about activities and plans. Ask about the weather. For example:

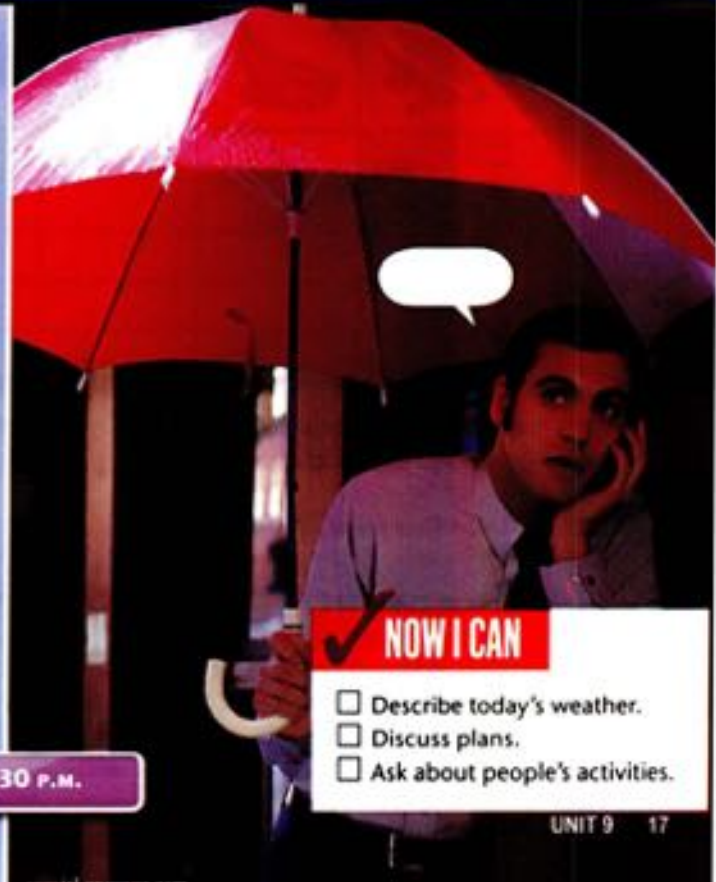
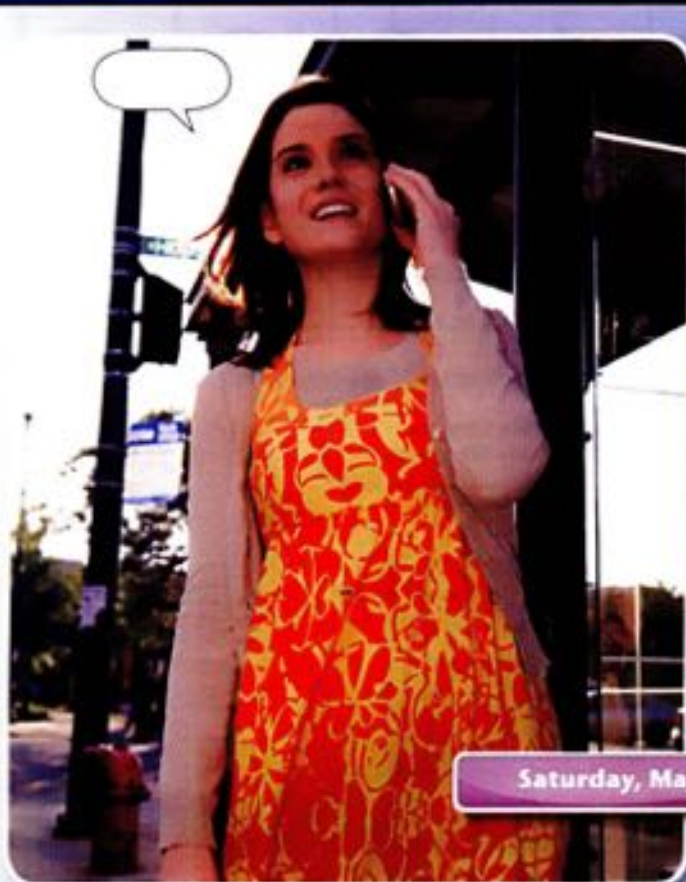
*This afternoon I'm going shopping. Then tonight I'm...*

**WRITING** Write five sentences about your plans for this week. Use the present continuous. For example:

*I'm going out for dinner on Saturday.*

**WRITING BOOSTER** p. 148

Guidance for this writing exercise



**NOW I CAN**

- Describe today's weather.
- Discuss plans.
- Ask about people's activities.



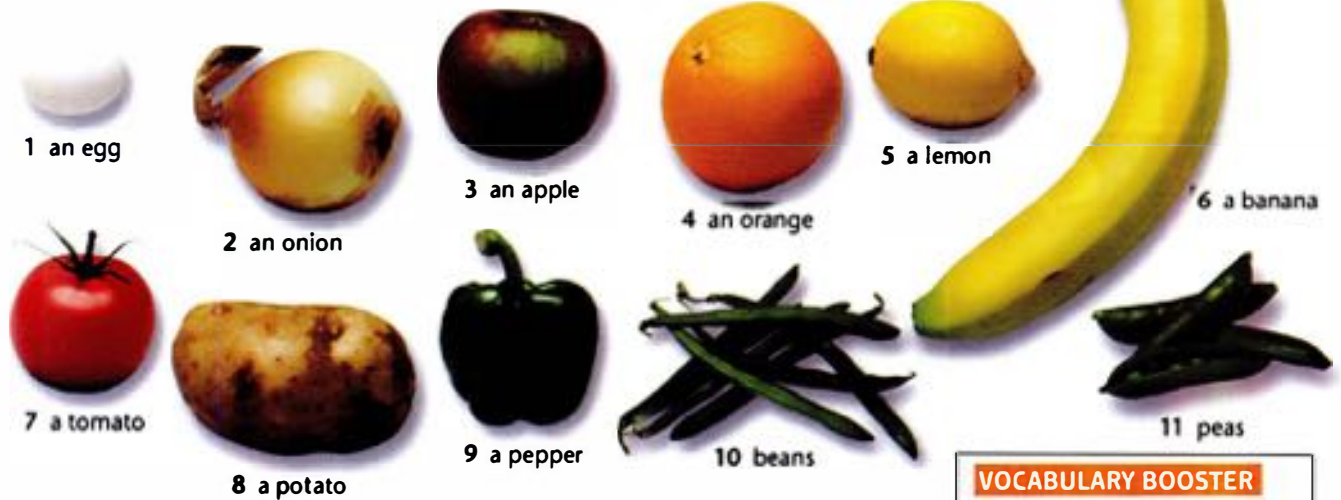
## COMMUNICATION GOALS

- 1 Discuss ingredients for a recipe.
- 2 Offer and ask for foods.
- 3 Invite someone to join you at the table.

# UNIT 10 Food

## LESSON 1 GOAL Discuss ingredients for a recipe

1 ▶ 4.02 VOCABULARY • Foods: count nouns Read and listen. Then listen again and repeat.



**VOCABULARY BOOSTER**  
More vegetables and fruits • p. 131

2 ▶ 4.03 LISTENING COMPREHENSION Listen to the conversations. Check the foods you hear in each conversation.

| 1 |  | ✓ |  |  |  |  | ✓ | ✓ |
|---|--|---|--|--|--|--|---|---|
| 2 |  |   |  |  |  |  |   |   |
| 3 |  |   |  |  |  |  |   |   |
| 4 |  |   |  |  |  |  |   |   |
| 5 |  |   |  |  |  |  |   |   |

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

“I don't like bananas, but I really like apples.”

4 GRAMMAR • How many / Are there any

Use **How many** and **Are there any** with plural nouns.

How many onions are there? (Ten or twelve.)

How many apples are there in the refrigerator? (I'm not sure. Maybe two.)

Are there any lemons? (Yes, there are. OR Yes. There are three.)

(No, there aren't. OR No. There aren't any.)

DIGITAL  
FLASH  
CARDS

5 **VOCABULARY** • *Places to keep food in a kitchen* Read and listen. Then listen again and repeat.



1 in the fridge (in the refrigerator)



2 on the shelf



3 on the counter

DIGITAL  
MORE  
EXERCISES

6 **PAIR WORK** Ask and answer questions about the Vocabulary pictures. Use How many and Are there any.

“ How many potatoes  
are there on the shelf? ”

“ There are three. ”

## NOW YOU CAN

### Discuss ingredients for a recipe

1 **CONVERSATION MODEL** Read and listen.

A: How about some green bean salad?

B: Green bean salad? That sounds delicious! I love green beans.

A: Are there any beans in the fridge?

B: Yes, there are.

A: And do we have any onions?

B: I'm not sure. I'll check.

2 **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 the recipes. Then change roles. Start like this:

A: How about some ..... ?

B: .....? That sounds delicious! I love .....

A: Are there any ..... ?

B: .....

Continue with the other ingredients in the recipe.

#### RECYCLE THIS LANGUAGE.

We need [onions].  
We don't have [eggs].  
I really like [beans].  
I don't like [peas].

And how about \_\_\_ ?  
Uh-oh.  
I don't know.  
Sounds nice.

**DON'T STOP!**

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

**Green Bean Salad**  
Ingredients:  
beans  
peas  
onions

**Fruit Salad**  
Ingredients:  
apples  
bananas  
oranges

**Tomato Potato Soup**  
Ingredients:  
tomatoes  
potatoes  
onions

**Potato Pancakes**  
Ingredients:  
potatoes  
onions  
eggs

**Stuffed Peppers**  
Ingredients:  
peppers  
tomatoes  
onions

4 **CHANGE PARTNERS** Discuss another recipe.



**1 VOCABULARY • Drinks and foods: non-count nouns** Read and listen. Then listen again and repeat.

**DRINKS**



1 water



2 coffee



3 tea



4 juice



5 milk



6 soda

**FOODS**



7 bread



8 pasta



9 rice



10 cheese



11 meat



12 chicken



13 fish



14 oil



15 butter



16 sugar



17 salt



18 pepper

**2 VOCABULARY PRACTICE** Which foods from the Vocabulary do you like? Discuss with your classmates.

“ I like cheese. ”

“ Me too! Cheese is my favorite food! ”

“ Not me. I really don't like cheese. ”

**3 GRAMMAR • Count nouns and non-count nouns**

**Count nouns name things you can count. They can be singular or plural.**

I want **an** apple.  
I like **bananas**.  
We have **three** tomatoes on the shelf.

**Non-count nouns name things you cannot count. They are not singular or plural.**

I don't eat **sugar**.  
**Rice** is good for you.  
**Pasta** is my favorite food.

**Be careful!**

- Use **singular verbs with non-count nouns.**  
Rice is good for you.  
NOT Rice are good for you.
- Don't use **a** or **an** with non-count nouns.  
rice NOT a rice  
NOT two rices

- 4 **GRAMMAR PRACTICE** Complete the chart. Be careful!  
Make your count nouns plural. But don't make your non-count nouns plural. Then compare with a partner.

|               |                   |
|---------------|-------------------|
| I eat         | pasta, peas . . . |
| I don't eat   |                   |
| I drink       |                   |
| I don't drink |                   |

- 5 **GRAMMAR** • How much / Is there any

Use How much and Is there any to ask about non-count nouns.

How much bread does she want? (NOT How many bread does she want?)

How much milk is there? (NOT How many milk is there?)

Is there any butter? Yes, there is. / No, there isn't. OR No. There isn't any.

www.irLanguage.com

**Remember:**

Use How many with plural count nouns.

**How many** apples are there?

NOT How much apples are there?

- 6 ▶ 4:08 **VOCABULARY** • Containers and quantities Read and listen. Then listen again and repeat.



1 a box of pasta



2 a loaf of bread



3 a bottle of juice



4 a can of soda



5 a bag of onions

- 7 **GRAMMAR PRACTICE** Complete each question with How much or How many.

1 ..... loaves of bread do you need?

2 ..... bags of potatoes do we have?

3 ..... cheese is there in the fridge?

4 ..... sugar do you want in your tea?

5 ..... eggs are there for the potato pancakes?

6 ..... cans of tomatoes are there on the shelf?

## NOW YOU CAN Offer and ask for foods

- 1 ▶ 4:09 **CONVERSATION MODEL** Read and listen.

A: Would you like coffee or tea?

B: I'd like coffee, please. Thanks.

A: And would you like sugar?

B: No, thanks.

A: Please pass the butter.

B: Here you go.

- 2 ▶ 4:10 **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 other foods and drinks. Then change roles.

A: Would you like ..... or ..... ?

B: I'd like ....., please. Thanks.

A: And would you like ..... ?

B: .....

A: Please pass the .....

B: Here you go.

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





1 GRAMMAR • The simple present tense and the present continuous

|                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Remember:</b> Use the simple present tense with verbs <u>have, want, need, and like</u>.</p> <p>I like coffee. NOT <del>I'm liking</del> coffee.</p> <p>Use the simple present tense to describe habitual actions and with frequency adverbs.</p> <p>I cook dinner every day.<br/>I never eat eggs for breakfast.</p> | <p>Use the present continuous for actions in progress right now.</p> <p>We're making dinner now.<br/>She's studying English this year.</p> <p><b>Be careful!</b><br/>Don't say: We <del>cook</del> dinner now.<br/>Don't say: I <del>am cooking</del> dinner every day.</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

2 GRAMMAR PRACTICE Complete each statement or question with the simple present tense or the present continuous.

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1 Who ..... lunch in the kitchen right now?<br/><span style="margin-left: 40px;">eat</span></p> <p>2 Where ..... he usually ..... lunch—at home or at the office?<br/><span style="margin-left: 100px;">eat</span></p> <p>3 They ..... a lot of sugar in their tea.<br/><span style="margin-left: 40px;">not like</span></p> <p>4 We ..... the kitchen every day.<br/><span style="margin-left: 40px;">clean</span></p> <p>5 Elaine and Joe aren't here. They ..... to work.<br/><span style="margin-left: 100px;">drive</span></p> | <p>6 Why ..... six cans of tomatoes?<br/><span style="margin-left: 40px;">you / need</span></p> <p>..... tomato soup for lunch?<br/><span style="margin-left: 40px;">you / make</span></p> <p>7 ..... to work tomorrow?<br/><span style="margin-left: 40px;">she / go</span></p> <p>8 How many boxes of rice ..... ?<br/><span style="margin-left: 100px;">he / want</span></p> <p>9 I ..... a bottle of juice in the fridge.<br/><span style="margin-left: 40px;">not have</span></p> <p>10 I can't talk right now. I .....<br/><span style="margin-left: 100px;">study</span></p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

3 GRAMMAR PRACTICE Look at Suzanne and her weekly schedule. Then write about Suzanne. What is she doing right now? What does she do at other times? Use the present continuous and the simple present tense.



| May                                                                                                                                         | May                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| <b>10 Monday</b><br>Teach English [intermediate] at SCS: 10:00 A.M.                                                                         | <b>Thursday 13</b><br>Work at home 8:00-12:00<br>Teach English [beginning] at Bank Street School: 4:00-6:00 |
| <b>11 Tuesday</b><br>Work at home 8:00-12:00<br>Teach English [beginning] at Bank Street School: 4:00-6:00<br><small>irLanguage.com</small> | <b>Friday 14</b><br>Study Chinese                                                                           |
| <b>12 Wednesday</b><br>Teach English [intermediate] at SCS: 10:00 A.M.                                                                      | <b>Saturday 15</b><br>Laundry / shopping                                                                    |
|                                                                                                                                             | <b>Sunday 16</b><br>Cook for Mom and Dad                                                                    |

Suzanne is listening to music right now. She teaches English on Mondays, Tuesdays...

www.irLanguage.com

4 PAIR WORK Ask and answer questions about Suzanne's activities. Use the simple present tense and the present continuous.

“ Does Suzanne teach English? ”

“ Yes, she does. ”

“ What's Suzanne doing right now? ”

“ She's listening to music. ”

▶4:11 **PRONUNCIATION • Vowel sounds** Read and listen to the words in each group. Then listen again and repeat.

|        |       |        |        |        |
|--------|-------|--------|--------|--------|
| 1 /i/  | 2 /ɪ/ | 3 /eɪ/ | 4 /ɛ/  | 5 /æ/  |
| see    | six   | late   | pepper | apple  |
| tea    | fish  | potato | red    | jacket |
| street | this  | train  | lemon  | has    |

6 **PAIR WORK** Read aloud a word from the Pronunciation chart. Your partner says another word from the same group.

fish

six

**NOW YOU CAN** Invite someone to join you at the table

1 ▶4:12 **CONVERSATION MODEL** Read and listen.

A: Hi, Alison. Nice to see you!  
 B: You too, Rita. Do you come here often?  
 A: Yes, I do. Would you like to join me?  
 B: Sure. What are you drinking?  
 A: Lemonade.  
 B: Mmm. Sounds good.

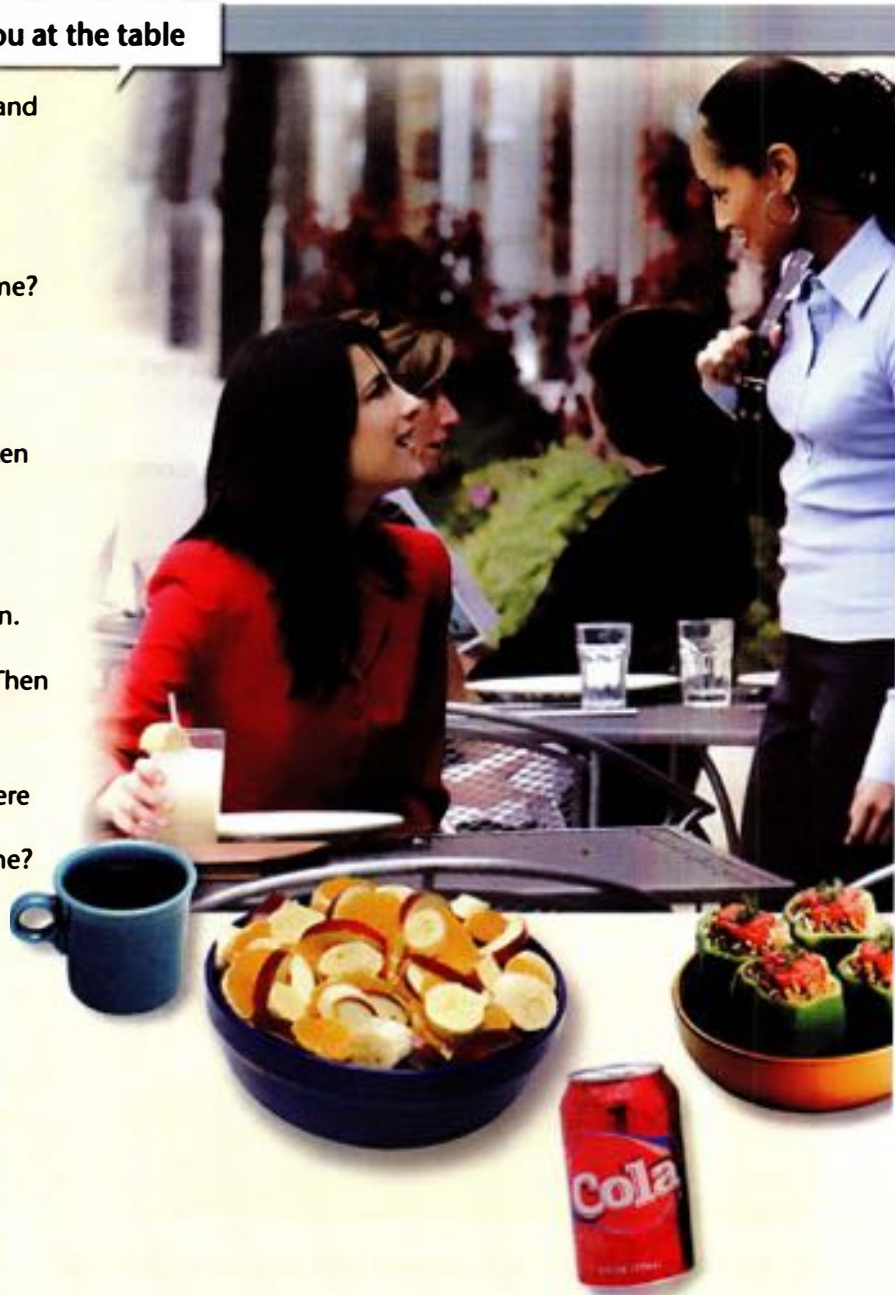
2 ▶4:13 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

3 **CONVERSATION ACTIVATOR** With a partner, personalize the conversation. Use your own name and your own foods or drinks or use the pictures. Then change roles.

A: Hi, ..... Nice to see you!  
 B: You, too, ..... Do you come here often?  
 A: Yes, I do. Would you like to join me?  
 B: Sure. What are you ..... ?  
 A: .....  
 B: Mmm. Sounds good.

**DON'T STOP!**  
 Offer foods and drinks.

**RECYCLE THIS LANGUAGE.**  
 Would you like [coffee]?  
 Yes, thanks. / No, thanks.



4 **CHANGE PARTNERS** Invite another classmate to join you.



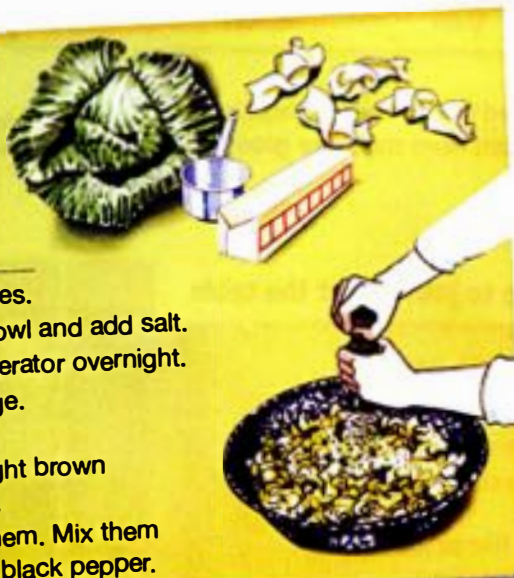
1 **4:14 READING** Read a recipe with only three ingredients.

### Hungarian Cabbage and Noodles

**Ingredients**

- 1 large head of green cabbage
- 1/2 cup unsalted butter
- 11 ounces (700 grams) of egg noodles

1. Cut the cabbage into small slices.
2. Put the cabbage into a large bowl and add salt.
3. Put the cabbage into the refrigerator overnight.
4. The next day, drain the cabbage.
5. Melt the butter in a large pan.
6. Sauté the cabbage until it is light brown and very soft (30-40 minutes).
7. Cook the noodles and drain them. Mix them with the cabbage. Add lots of black pepper.



Source: Adapted from *Recipes 1-2-3* by Rozanne Gold (New York: Viking, 1997)

**4:15 Cooking verbs**



2 **READING COMPREHENSION** Answer the questions. Compare your answers with a partner.

- 1 How many ingredients does the recipe have? .....
- 2 What are the ingredients? .....
- 3 Is there any butter or oil in the recipe? .....

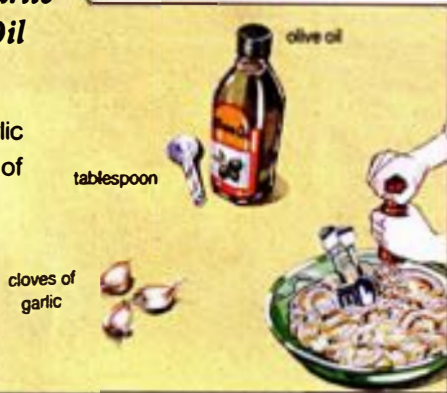
DIGITAL MORE EXERCISES

3 **4:16 LISTENING COMPREHENSION** Listen to the radio cooking program. Write the correct quantity next to each ingredient. Then listen again and number the pictures in the correct order. Listen again and check your work.

### Pasta with Garlic and Olive Oil

**Ingredients:**

- \_\_ cloves of garlic
- \_\_ tablespoons of olive oil
- \_\_ box of pasta



4 **SPEAKING PRACTICE** Tell a partner what you eat for each meal.

“ My favorite food for breakfast is eggs. ”

**GRAMMAR BOOSTER**  
Unit 10 review • p. 142

For additional language practice ...

🎵 **TOP NOTCH POP** • Lyrics p. 150  
“Fruit Salad, Baby”

DIGITAL SONG      DIGITAL KARAOKE



Monday / Wednesday / Friday

Michael: do laundry  
(Monday only)

Sylvia: go shopping

Sylvia: cook dinner

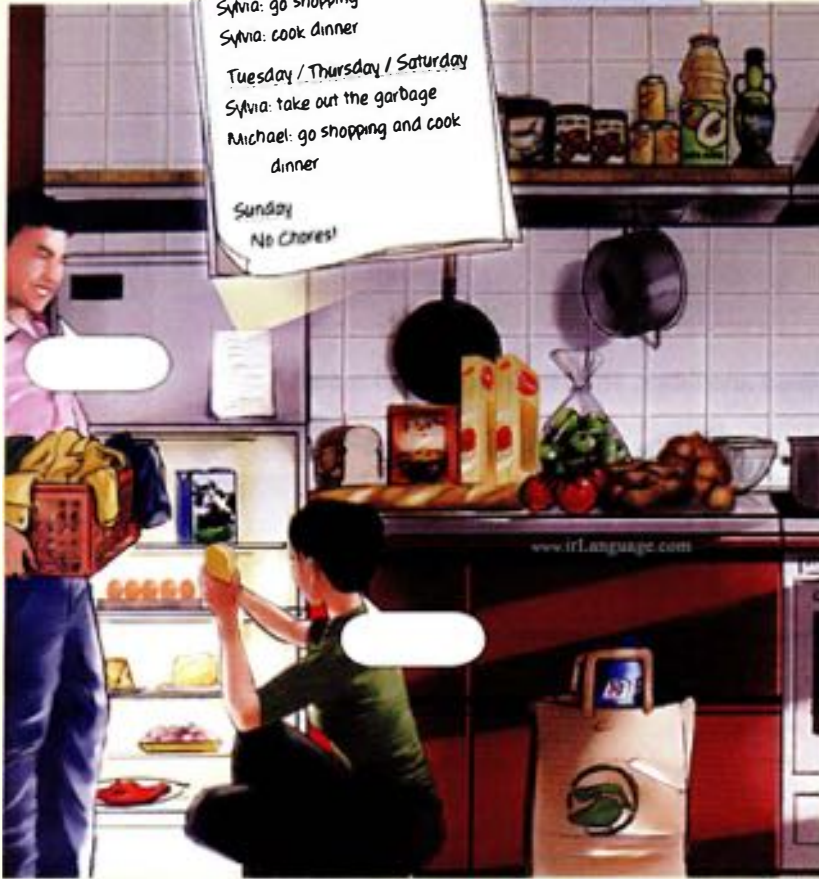
Tuesday / Thursday / Saturday

Sylvia: take out the garbage

Michael: go shopping and cook dinner

Sunday  
No Chores!

**Monday**



**MEMORY GAME** Look at the pictures for one minute. Then close your books and say all the foods and drinks you remember. Use count and non-count nouns correctly.

**DESCRIPTION** Use the schedule and the pictures to describe Michael and Sylvia's activities and habitual actions. Use the present continuous and the simple present tense. For example:

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

**PAIR WORK**

1 Ask and answer questions about the pictures. Use How many and How much. Answer with There is and There are. For example:

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

B: *There are two.*

2 Create conversations for Michael and Sylvia in the three pictures. For example:

A: *Would you like peas?*

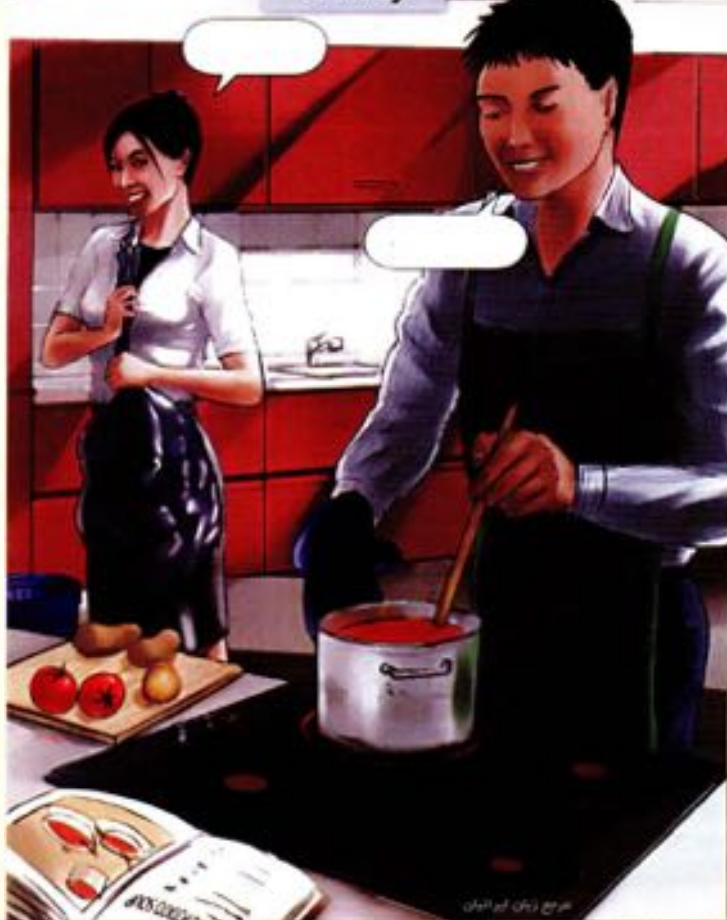
B: *Yes, please. And please pass the salt.*

**WRITING** Write about what you eat on a typical day. Start like this:

*For breakfast I eat . . .*

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

**Tuesday**



**Friday**



**NOW I CAN**

- Discuss ingredients for a recipe.
- Offer and ask for foods.
- Invite someone to join me at the table.



## COMMUNICATION GOALS

- 1 Tell someone about an event.
- 2 Describe your past activities.
- 3 Talk about your weekend.

## UNIT

# 11

## Past Events

### LESSON 1

## GOAL Tell someone about an event

- 1 ▶ 4:19 **VOCABULARY** • *Describing times before today* Read and listen. Then listen again and repeat.



- 2 ▶ 4:21 **LISTENING COMPREHENSION** Listen and circle the year.

- 1 1913 / 1930      3 1967 / 1976  
2 2016 / 2060      4 2001 / 2021

- 3 **PAIR WORK** Choose five of the following years. Say a year to your partner. Your partner circles the year.

### ▶ 4:20 Years, decades, and centuries

- 1900 = nineteen hundred
- 1901 = nineteen oh one
- 2000 = two thousand
- 2001 = two thousand one
- 2010 = twenty ten / two thousand ten
- 1990 to 1999 = the (nineteen) nineties
- 1901 to 2000 = the twentieth century
- 2001 to 2100 = the twenty-first century



- 4 **GRAMMAR** • *The past tense of be: statements and questions; there was / there were*

### Statements

#### Singular

I was at school yesterday.  
He wasn't at school yesterday.  
She was at school yesterday.

There was a concert last night.

#### Questions

##### Singular

Was it cloudy yesterday?  
(Yes, it was. / No, it wasn't.)  
Was there a game at the stadium?  
(Yes, there was. / No, there wasn't.)

Where was the party last night?  
When was she in Italy?  
Who was at the party?

#### Plural

We were at home.  
You weren't at home.  
They were at home.

There were two movies last weekend.

#### Plural

Were you at the party last night?  
(Yes, we were. / No, we weren't.)  
Were there students at the meeting?  
(Yes, there were. / No, there weren't.)

Where were they last weekend?  
When were you at the bookstore?  
Who were those students?"

### Contractions

was not → wasn't  
were not → weren't

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

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

Yesterday was April 19<sup>th</sup>.

| APRIL |     |      |     |       |     |     |
|-------|-----|------|-----|-------|-----|-----|
| Sun   | Mon | Tues | Wed | Thurs | Fri | Sat |
|       | 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   |     |       |     |     |

DIGITAL  
MORE  
EXERCISES

6 ▶4:22 **LISTENING COMPREHENSION** Listen to the conversations about events. Then listen again and circle the correct day or month.

- 1 If today is Sunday, then the party was on (Saturday / Friday / Thursday).
- 2 If this is January, then their birthdays were in (February / December / January).
- 3 If today is Friday, then the game was on (Monday / Thursday / Wednesday).

## NOW YOU CAN

### Tell someone about an event

1 ▶4:23 **CONVERSATION MODEL** Read and listen.

- A: Where were you last night?  
 B: What time?  
 A: At about 8:00.  
 B: I was at home. Why?  
 A: Because there was a great party at Celia's house.  
 B: There was? Too bad I wasn't there!

2 ▶4:24 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

3 **CONVERSATION ACTIVATOR** Make a list of places for an event in your city or town. Use the pictures for kinds of events. With a partner, change the conversation, using your events. Then change roles.

- A: Where were you ..... ?  
 B: What time?  
 A: At about .....  
 B: I was at ..... . Why?  
 A: Because there was a ..... at .....  
 B: There was? Too bad I wasn't there!



4 **CHANGE PARTNERS** Talk about other events and places.



1 **GRAMMAR** • *The simple past tense: statements*

Use the past tense form for affirmative statements. Use **didn't** + the base form for negative statements.

**Affirmative**

I  
You  
She liked the movie.  
We  
They

**Negative**

I  
You  
She didn't like the concert.  
We  
They

**Form: regular verbs**

Add **-ed** to the base form.  
If the base form ends in **-e**, add **-d**.  
call → called like → liked

**BUT:** study → studied  
shop → shopped

**Irregular verbs**

Use the past tense form of irregular verbs in affirmative statements.  
In negative statements, use **didn't** + the base form.

I went to a party. **BUT** I didn't go to the movies.  
We made dinner. **BUT** We didn't make breakfast.

▶4:25 **Irregular verbs (Also see page 124.)**

|               |             |                 |
|---------------|-------------|-----------------|
| buy → bought  | eat → ate   | read → read     |
| come → came   | get → got   | say → said      |
| cut → cut     | go → went   | see → saw       |
| do → did      | have → had  | take → took     |
| drink → drank | make → made | think → thought |
| drive → drove | put → put   | write → wrote   |



2 ▶4:26 **PRONUNCIATION** • *The regular simple past tense ending* Listen. Then listen again and repeat.

1 /d/

listened = listen /d/

exercised = exercise /d/

2 /t/

liked = like /t/

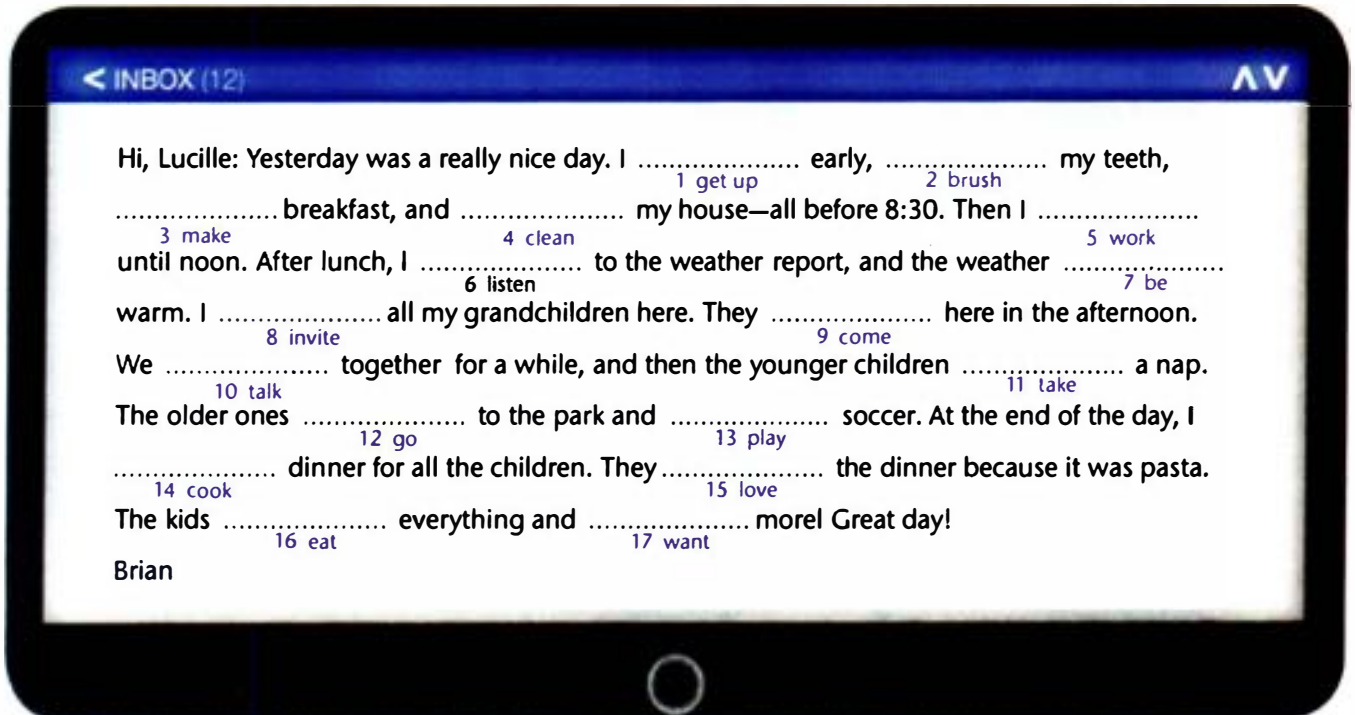
washed = wash /t/

3 /ɪd/

wanted = want /ɪd/

needed = need /ɪd/

3 **GRAMMAR PRACTICE** Complete the e-mail. Use the simple past tense and the past tense of **be**.



4 GRAMMAR • The simple past tense: questions

Question forms are the same with regular and irregular verbs.

|      |     |                                      |             |   |                 |
|------|-----|--------------------------------------|-------------|---|-----------------|
| Did  | I   | watch TV last night?<br>see a movie? | Yes,<br>No, | I | did.<br>didn't. |
|      | you |                                      |             |   |                 |
|      | he  |                                      |             |   |                 |
|      | she |                                      |             |   |                 |
|      | we  |                                      |             |   |                 |
| they |     |                                      |             |   |                 |

Where did you go last weekend?  
What time did they go out to dinner?  
What did your friend watch on TV?  
How many cups of coffee did she drink?  
Who did they see yesterday?

**Be careful!**

Remember: Word order changes when **Who** is the subject of the sentence:

Who went to the mall this morning? (We did.)

5 GRAMMAR PRACTICE Complete the conversations, using the simple past tense.

1 A: Where ..... on Saturday?

B: .....<sup>1 your family / go</sup> to the movies. ....<sup>3 we / see</sup> a good family movie.

A: ..... out to eat afterwards?

B: Yes, we .....<sup>5</sup> Indonesian food. ....<sup>6 We / eat</sup> a lot of pepper.

A: But .....<sup>8 I / think</sup> peppery food.

B: Actually, .....<sup>10 he / eat</sup> a little and .....<sup>11 he / say</sup> it was good.

2 A: ..... out the garbage this morning?

B: Actually, Laura .....<sup>12 who / take</sup>

A: And .....<sup>13</sup> the laundry?

B: I'm not sure. But I think .....<sup>14 who / do</sup> the laundry this morning, too.

A: That's great, but .....<sup>15 Laura / do</sup> any household chores?

B: Me? Last week .....<sup>16 you / do</sup> all the chores: .....<sup>17 I / do</sup> shopping, and .....<sup>18 I / go</sup> home early, and .....<sup>19 I / come</sup> dinner every night. ....<sup>20 I / make</sup>

DIGITAL  
MORE  
EXERCISES

**NOW YOU CAN** Describe your past activities

1 ▶ 4:27 CONVERSATION MODEL Read and listen.

A: So what did you do yesterday?  
B: Well, I got up at seven, I made breakfast, and then I went to work.  
A: What about after work? Did you do anything special?  
B: Not really. I just made dinner and watched a movie.

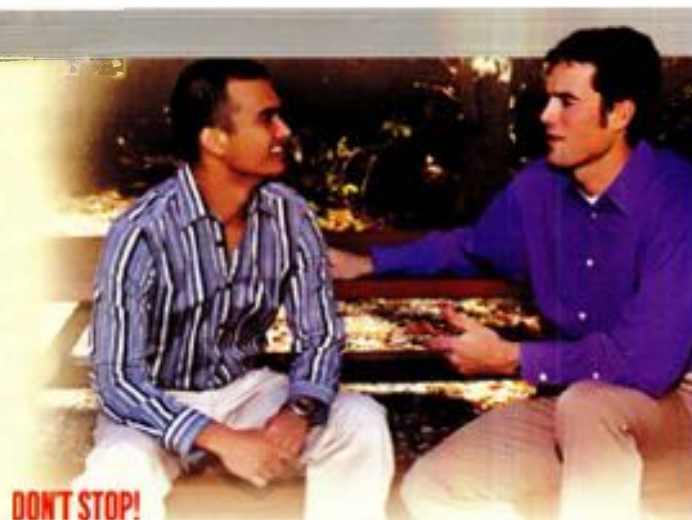
2 ▶ 4:28 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

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

A: So what did you do ..... ?  
B: Well, I ..... , and then I .....  
A: What about ..... ? Did you do anything special?  
B: .....

4 CHANGE PARTNERS Ask about other past activities.

irLanguage.com



**DON'T STOP!**

Ask more questions.

Did you [wash the dishes]?  
Who [took out the garbage]?  
When did you [go to the movies]?

**Ideas**

- household chores
- leisure activities
- entertainment events



**1** ▶ 4:29 **VOCABULARY • Outdoor activities** Read and listen. Then listen again and repeat.



1 go to the beach



2 go running



3 go bike riding



4 go for a walk



5 go swimming



6 go for a drive

**2 PAIR WORK** Ask and answer questions with When and How often and the Vocabulary. Use the simple present tense.

“ How often do you go to the beach? ”

“ I go about once a month. ”

**3** ▶ 4:30 **LISTENING COMPREHENSION** Listen to the conversations. Then check the correct picture to complete each statement.

1 Rosalie went \_\_\_\_.



2 She's going \_\_\_\_.



3 They're going \_\_\_\_.



4 He went \_\_\_\_.








1 ▶ 4:33 **READING** Read about what people did last weekend.

fz FriendsZone ↑


What did you do last weekend?



**Gaby Pérez** **Location: Mexico**

My husband and I live in Guadalajara, in the Mexican state of Jalisco. We love the beach, so last Friday we got up early and drove to Puerto Vallarta, about three and a half hours from home. The drive was nice, and we sang as we drove. On Friday night we had a great dinner at a wonderful fish restaurant. Then we got up early on Saturday, and because the weather was great, we went to the beach before breakfast! Sunday was pretty much the same. What a great weekend!


Comment



**Kwan-Jin Park** **Location: Korea**

I'm a university student from Korea, but this month I'm visiting my aunt and uncle and my cousins in Baltimore, in the U.S. state of Maryland. Last weekend, we went to New York. On Friday, we wanted to go to an American restaurant and then to an outdoor concert. But the weather was really bad—it rained, and it was so cold! We didn't go to the concert. We ate in the hotel, and we watched the concert on TV! But on Saturday and Sunday, the weather was beautiful, so we went to Central Park and saw a play outdoors. We ate right there in the park, and we had a great, great time. I loved New York


Comment



**Paul Martin** **Location: Canada**

Last weekend was actually pretty nice. I live in Montreal, in the Canadian province of Quebec. I invited my friends here, and we went for a walk in the Old City. We ate delicious food at a great restaurant. On Saturday, my girlfriend came here from Quebec City. We went dancing, and we stayed out so late. Here's a great picture. On Sunday, we went to the movies and to the mall. We bought new clothes. Montreal has some wonderful stores.

Comment



2 **READING COMPREHENSION** Write one yes / no question and one information question about Gaby, Kwan-Jin, and Paul. Then answer a partner's questions.

|          | Yes / no questions | Information questions |
|----------|--------------------|-----------------------|
| Gaby     |                    |                       |
| Kwan-Jin |                    |                       |
| Paul     |                    |                       |

**Ideas**

|                                                                                                                                                                                             |                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| Was [Gaby] in . . .<br>Did [Kwan-Jin] . . .<br>Where was ____ . . .<br>Where did ____ . . .<br>What did ____ . . .<br>Who was with ____ . . .<br>When did ____ . . .<br>What did ____ . . . | last weekend?<br>last Sunday?<br>on Saturday?<br>on Friday night? |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|

3 **SPEAKING / GRAMMAR PRACTICE** Ask your partner questions about an activity in the past. Then tell your classmates about the activity. Use past-time expressions.

**GRAMMAR BOOSTER**

Unit 11 review • p. 143

For additional language practice . . .

🎵 **TOP NOTCH POP** • Lyrics p. 150  
**"My Favorite Day"**

DIGITAL SONG

DIGITAL KARAOKE

32 UNIT 11

DIGITAL  
MORE  
EXERCISES



**VERB GAME** Form two teams. Look at the pictures for one minute. Then close your books. Each team makes a list of all the actions in the pictures. The team with the most actions wins. For example:

*watch TV do the laundry*

**STORY** Tell a story about one of the people. Use past-time expressions. For example:

*Last weekend, Karen went to a concert with her friends. She ...*

**PAIR WORK** With a partner, play the role of Don or Karen. Discuss your activities from the day before and the weekend before. Start like this:

*So what did you do [last weekend] ... ?*

**WRITING** Choose one of the following topics:

- Write about Don and Karen. Write about what they did.
- Write about your weekend. Write about what you did.

For example:

*Last weekend I went to the beach ...*

**WRITING BOOSTER** p. 149

Guidance for this writing exercise

**Yesterday**

**Last Weekend**

**Saturday**

**Sunday**

**Don**

**Karen**

**NOW I CAN**

- Tell someone about an event.
- Describe my past activities.
- Talk about my weekend.

www.irLanguage.com



# COMMUNICATION GOALS

- 1 Describe appearance.
- 2 Show concern about an injury.
- 3 Suggest a remedy.

Unit 12

## UNIT

# 12

# Appearance and Health

## LESSON 1

### GOAL

Describe appearance

**1** ▶ 4:36 **VOCABULARY** • *Adjectives to describe hair* Read and listen. Then listen again and repeat.

- 1 black
- 2 brown
- 3 red
- 4 blonde
- 5 gray
- 6 white



- 7 dark
- 8 light



- 9 straight
- 10 wavy
- 11 curly
- 12 long
- 13 short

14 He's bald.

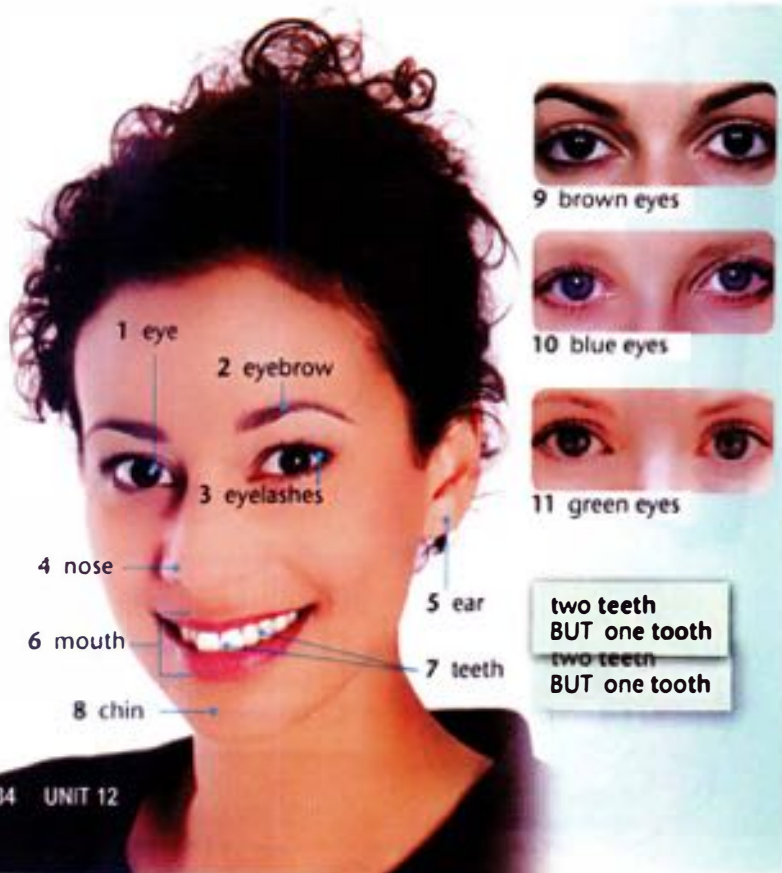
15 He has a mustache.

16 He has a beard.

17 He wears glasses.



**2** ▶ 4:37 **VOCABULARY** • *The face* Read and listen. Then listen again and repeat.



9 brown eyes



10 blue eyes



11 green eyes

two teeth  
BUT one tooth  
two teeth  
BUT one tooth

**3** ▶ 4:38 **LISTENING COMPREHENSION** Listen to the descriptions. Write the number of the conversation in the circle.



4 GRAMMAR • Describing people with be and have

**With be**

Her eyes are blue.  
Their hair is gray.  
Her eyelashes are long and dark.

**With have**

She has blue eyes.  
They have gray hair.  
She has long, dark eyelashes.

**Remember:**

Adjectives come before the nouns they describe.  
She has blue eyes. NOT She has ~~eyes blue~~.

Adjectives are never plural.  
She has blue eyes. NOT She has ~~blues~~ eyes.  
Her eyes are blue. NOT Her eyes are ~~blues~~.

5 GRAMMAR PRACTICE Complete each sentence with the correct form of be or have.

- 1 A: What does your brother look like?  
B: Well, he ..... a mustache and wavy hair.  
And he wears glasses.
- 2 A: What does your mother look like?  
B: Her hair ..... curly and black.
- 3 A: What does her father look like?  
B: He ..... a short, gray beard.

- 4 A: What does his grandmother look like?  
B: She ..... curly, gray hair and beautiful eyes.
- 5 A: What does his sister look like?  
B: His sister? Her hair ..... long and pretty!
- 6 A: What do your brothers look like?  
B: They ..... straight, black hair, and they wear glasses.

DIGITAL  
MORE  
EXERCISES

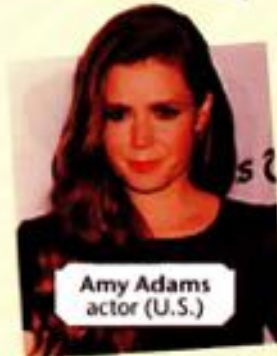
**NOW YOU CAN** Describe appearance

1 ▶ 4:39 CONVERSATION MODEL Read and listen.

- A: Who's that? She looks familiar.  
B: Who?  
A: The woman with the long, dark hair.  
B: Oh, that's Ivete Sangalo.  
She's a singer from Brazil.  
A: No kidding!



2 ▶ 4:40 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.



3 CONVERSATION ACTIVATOR With a partner, change the conversation. Talk about the people in the photos. (OR use your own photos.) Then change roles.

- A: Who's that? ..... looks familiar.  
B: Who?  
A: The ..... with the .....  
B: Oh, that's ..... 's ..... from .....  
A: No kidding!

**DON'T STOP!**

Say more about the person's appearance.

**RECYCLE THIS LANGUAGE.**

He's so [good-looking / handsome / old].  
She's very [pretty / young / tall].  
Her hair is so [wavy / pretty / short].  
His eyes are very [blue / dark].



4 CHANGE PARTNERS Talk about other people.



DIGITAL FLASH CARDS

1 ▶ 4:41 VOCABULARY • *Parts of the body* Read and listen. Then listen again and repeat.

1 head  
2 chest  
3 stomach  
4 hip  
5 knee  
6 ankle  
7 neck  
8 shoulder  
9 back  
10 arm  
11 leg  
12 hand  
13 finger  
14 fingernail  
15 foot  
16 toe  
17 toenail

two feet BUT one foot

**VOCABULARY BOOSTER**  
More parts of the body • p. 132

2 GAME / VOCABULARY PRACTICE Follow a classmate's directions. If you make a mistake, sit down.



| ▶ 4:43 base form | past form |
|------------------|-----------|
| burn             | → burned  |
| hurt             | → hurt    |
| cut              | → cut     |
| break            | → broke   |
| fall             | → fell    |

DIGITAL FLASH CARDS

3 ▶ 4:42 VOCABULARY • *Accidents and injuries* Read and listen. Then listen again and repeat.

1 He **burned** his finger.  
2 She **hurt** her back.  
3 She **cut** her hand.  
4 He **broke** his arm.  
5 He **fell** down.

4 ▶4:44 **LISTENING COMPREHENSION** Listen to the conversations. Write each injury. Then listen again and check your work.

- |                                   |             |
|-----------------------------------|-------------|
| 1 She <u>burned her arm</u> ..... | 4 He .....  |
| 2 He .....                        | 5 She ..... |
| 3 She .....                       | 6 He .....  |

DIGITAL VIDEO COACH

5 ▶4:45 **PRONUNCIATION • More vowel sounds** Read and listen. Then listen again and repeat. Then practice saying the words on your own.

|       |        |        |       |        |
|-------|--------|--------|-------|--------|
| 1 /u/ | 2 /ʊ/  | 3 /oʊ/ | 4 /ɔ/ | 5 /ɑ/  |
| tooth | should | nose   | awful | blonde |
| blue  | good   | toe    | fall  | hot    |
| food  | foot   | broke  | long  | wash   |

**NOW YOU CAN** Show concern about an injury

1 ▶4:46 **CONVERSATION MODEL** Read and listen.

- A: Hey, Evan. What happened?  
 B: I broke my ankle.  
 A: I'm sorry to hear that. Does it hurt a lot?  
 B: Actually, no. It doesn't.

▶4:46  
**Ways to express concern**  
 I'm sorry to hear that.  
 Oh, no.  
 That's too bad.

2 ▶4:47 **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 for ideas. Then change roles.

- A: Hey, ..... What happened?  
 B: I .....  
 A: ..... Does it hurt a lot?  
 B: Actually, ..... It .....



4 **CHANGE PARTNERS** Discuss other injuries.



**DIGITAL FLASH CARDS** 1 ▶ 4:49 **VOCABULARY • Ailments** Read and listen. Then listen again and repeat.

I don't feel well. I have . . .



1 a headache



2 a stomachache



3 an earache



4 a toothache



5 a backache



6 a cold



7 a sore throat



8 a fever



9 a cough



10 a runny nose

2 **VOCABULARY PRACTICE** Tell your partner about a time you had an ailment. Use the Vocabulary.

“ I had a headache last week. ”

“ Really? I never have headaches. ”

**DIGITAL FLASH CARDS** 3 ▶ 4:50 **VOCABULARY • Remedies** Read and listen. Then listen again and repeat.



1 take something



2 lie down



3 have some tea



4 see a doctor / see a dentist

4 **GRAMMAR • Should + base form for suggestions**

Use **should** with the base form of a verb.

I  
You  
He  
She  
We  
They

should take something.  
shouldn't go to work.



- 5 ▶4:51 **LISTENING COMPREHENSION** Listen to the conversations. Check the correct ailments. Then complete the suggestion for a remedy each person gives. Use should.

|   | a cold                   | a fever                  | a headache               | a stomachache            | a sore throat            | a backache               | a toothache              | Remedy                             |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|------------------------------------|
| 1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | She <i>should take something</i> . |
| 2 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | He                                 |
| 3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | She                                |
| 4 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | He                                 |
| 5 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | She                                |
| 6 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | He                                 |

- 6 **VOCABULARY / GRAMMAR PRACTICE** Work with a partner. Listen to your partner's ailments. Suggest remedies. Use should or shouldn't.

**Partner A's ailments**

- I have a backache.
- I don't feel well. I think I have a fever.
- My son doesn't feel well. He has a cough.

**Partner B's ailments**

- I have a bad toothache.
- I have a sore throat.
- My wife feels really bad. She has a stomachache.

DIGITAL  
MORE  
EXERCISES

**NOW YOU CAN** Suggest a remedy

- 1 ▶4:52 **CONVERSATION MODEL** Read and listen.

A: I don't feel well.  
 B: What's wrong?  
 A: I have a headache.  
 B: Oh, that's too bad. You really should take something.  
 A: Good idea. Thanks.  
 B: I hope you feel better.

▶4:54  
**Ways to say you're sick**  
 I don't feel well.  
 I feel terrible.  
 I don't feel so good.

- 2 ▶4:53 **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. Suggest a remedy with should. Then change roles.

A: .....  
 B: What's wrong?  
 A: .....  
 B: ..... You really .....  
 A: ..... Thanks.  
 B: I hope you feel better.

**DON'T STOP!**  
 Give other advice, using should or shouldn't.  
**Ideas**  
 ✓ go to bed      ✗ go to class  
 ✓ take a nap     ✗ exercise

- 4 **CHANGE PARTNERS** Discuss other ailments.





- 1 **▶ 4:55 READING** Look at the photos and read the descriptions. Do you know these famous people?

# Johnny Depp



John Christopher Depp is an actor from the U.S., famous as “Johnny Depp.” Depp’s father was an engineer, and his mother worked in a restaurant. Before he was an actor, he was a rock musician. On a trip to Los Angeles, he met the actor Nicholas Cage. Cage gave Depp some advice: he should be an actor. Today, Depp is famous around the world for his movies.

He changes his style a lot for different movie parts. Sometimes his hair is short. Sometimes he wears glasses and has long hair. And sometimes he doesn’t shave and has a mustache and a beard. Many people think he is very handsome—and a very good actor. Depp has two children, Lily-Rose and Jack.

# Shakira



Shakira Isabel Mebarak Ripoll is a singer and songwriter from Barranquilla, Colombia. Her father’s family came from Lebanon, so she often listened and danced to traditional Arab music. In 1996 Shakira’s Spanish-language album *Pies Descalzos* made her famous all over Latin America and Spain, and she became a star. In 2001, she recorded her first songs in English on the album *Laundry Service*. Today, Shakira is a TV star too, and she is famous all over the world. When Shakira was young, she had long black hair. Later, she changed her hair style to long and blonde. But her fans think she is beautiful in any style.

- 2 **READING COMPREHENSION** Answer the questions. Write the person.

|                 |               |                        |               |
|-----------------|---------------|------------------------|---------------|
| Johnny Depp     | Depp’s father | Shakira                | Nicholas Cage |
| Depp’s children | Depp’s mother | Shakira’s grandparents |               |

- 1 Who acts in movies? .....  
 2 Who is a grandmother? .....  
 3 Who is from Lebanon? .....  
 4 Whose father was a musician? .....  
 5 Who gave good advice? .....  
 6 Who was an engineer? .....

- 3 **PAIR WORK** Partner A describes Shakira in her two pictures. Partner B describes Johnny Depp in his two pictures. Which pictures do you like?

- 4 **DISCUSSION** What kind of hair is good-looking for women? What kind of hair is good-looking for men?

“ I like Shakira in the first picture. She has... ”

“ I like short, wavy hair on men. ”

- 5 **GROUP WORK** Describe someone in your class. Your classmates guess who it is.

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

**GRAMMAR BOOSTER**

Unit 12 review • p. 143





**GAME** Play in groups of three. Partner A: Describe a person's ailment or injury. Partners B and C: Who can point to the picture first?  
For example: *He has a headache.*

**PAIR WORK**

- 1 Describe a person. Your partner points to the picture.  
For example: *He has brown hair.*
- 2 Suggest a remedy. Your partner points to the picture.  
For example: *She should see a doctor.*
- 3 Create a conversation for each situation. Start like this:  
*What happened?* OR *I feel terrible.*

**WRITING** Describe someone you know. Use the vocabulary from this unit and from Unit 4. For example:

*My friend Sam is very handsome.  
He has short, curly hair...*

**WRITING BOOSTER** p. 149  
Guidance for this writing exercise



**✓ NOW I CAN**

- Describe appearance.
- Show concern about an injury.
- Suggest a remedy.



**COMMUNICATION GOALS**

- 1 Discuss your abilities.
- 2 Politely decline an invitation.
- 3 Ask for and agree to do a favor.

# UNIT 13 Abilities and Requests

**LESSON 1 GOAL** Discuss your abilities

**DIGITAL FLASH CARDS** 1 ▶ 5:02 VOCABULARY • Abilities Read and listen. Then listen again and repeat.

**VOCABULARY BOOSTER**  
More musical instruments • p. 133



1 sing



2 dance



3 swim



4 play the guitar / the violin



5 ski



6 cook



7 sew



8 knit



9 draw



10 paint



11 drive



12 fix things

▶ 5:03 Adverbs well and badly

Tom sings well. Ryan sings badly.

2 VOCABULARY PRACTICE Write three things you do well and three things you do badly.

|   |              |   |                |
|---|--------------|---|----------------|
| 1 | I sing well. | 1 | I dance badly. |
| 2 |              | 2 |                |
| 3 |              | 3 |                |

3 PAIR WORK Tell your partner about your abilities. Use your sentences from Vocabulary Practice with and and but.

“ I sing well, **but** I dance badly. ”

“ I draw well, **and** I paint well, too. ”

4 GROUP WORK Tell your class about some of your partner’s abilities.

“ Ann sings well, **but** she dances badly. She plays the guitar, **and** she plays the violin, too. ”

5 GRAMMAR • Can and can't for ability

To talk about ability, use can or can't and the base form of a verb.



Carrie can play the guitar.



Josie can't cook.

Questions

Can you play the guitar?  
Can he speak English?

Short answers

Yes, I can. / No, I can't.  
Yes, he can. / No, he can't.

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

can't = can not = cannot

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

1 A: ..... you ..... the guitar?  
B: Yes, I ..... . But I don't play well.

2 A: ..... Gwen ..... well?  
B: Yes, she ..... . She swims very well.

3 A: ..... your brother .....?  
B: My brother? No. He ..... cook at all.

4 A: ..... Gloria ..... English well?  
B: No, she ..... . She needs this class.

5 A: ..... your mother .....?  
B: Yes. She knits very well.

6 A: ..... your sisters .....?  
B: Yes. They go skiing every weekend.

DIGITAL  
MORE  
EXERCISES

**NOW YOU CAN** Discuss your abilities

1 ▶5:04 CONVERSATION MODEL Read and listen.

A: Can you draw?  
B: Actually, yes, I can. Can you?  
A: No, I can't.  
B: Really? That's too bad.

▶5:06 Ways to respond

A: I can draw. | A: I can't draw.  
B: That's great! | B: That's too bad.

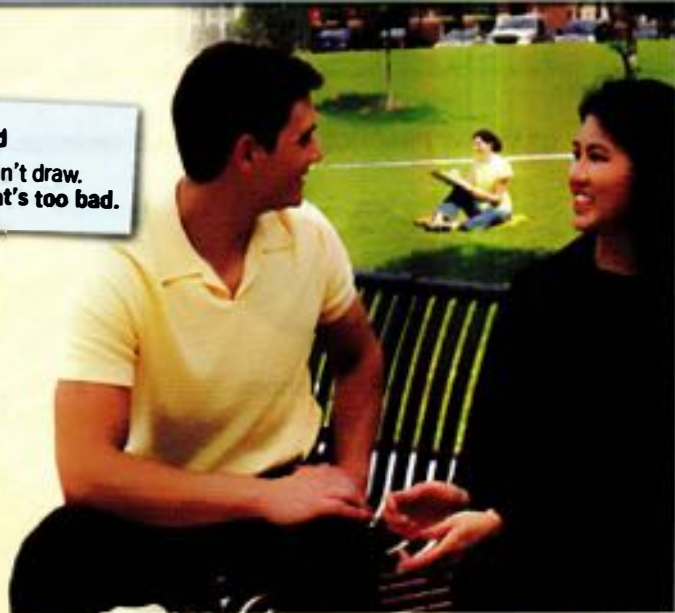
2 ▶5:05 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

3 CONVERSATION ACTIVATOR With a partner, personalize the conversation. Discuss your abilities. Then change roles.

A: Can you .....?  
B: Actually, ..... , I ..... . Can you?  
A: ..... , I .....  
B: Really? That's .....

**DON'T STOP!**

Ask more questions. Say more about your abilities.



4 CHANGE PARTNERS Discuss other abilities.

RECYCLE THIS LANGUAGE.

What do you [draw]? I draw [people].  
How often do you [ski]? I ski [every weekend].  
Where do you [sing]? I sing [in the shower].



**DIGITAL FLASH CARDS** 1 ▶ 3:07 **VOCABULARY** • *Reasons for not doing something* Read and listen. Then listen again and repeat.



1 She's busy.



2 They're not hungry.



3 She's full.



4 He's tired.



5 It's early.



6 It's late.

2 **PAIR WORK** Tell your partner about a time you were busy, tired, or full.

“ Last week, I worked late every day. I was so tired. ”

3 **GRAMMAR** • Too + adjective

**Too** makes an adjective stronger. It usually gives it a negative meaning.

I'm too busy. I can't talk right now.  
I'm too tired. Let's not go to the movies.  
It's too late. I should go to bed.

**Be careful!**

Don't use too with a positive adjective.

She's so pretty!  
NOT She's ~~too~~ pretty!

4 **GRAMMAR PRACTICE** Complete each sentence. Use too and an adjective.



1 I don't want these shoes.  
They're .....



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



3 I'm .....  
I can't read right now.



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



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



6 It's ..... for a movie.  
We should go to bed.

## NOW YOU CAN

### Politely decline an invitation

- 1 ▶ 5:08 CONVERSATION MODEL Read and listen.

A: Hey, Sue. Let's go to a movie.

B: I'm really sorry, Paul, but I'm too busy.

A: That's OK. Maybe some other time.

- 2 ▶ 5:09 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. Suggest a different activity. Use the Vocabulary and the photos (or your own ideas). Then change roles.

A: Hey, ..... Let's go .....

B: I'm really sorry, ....., but .....

A: That's OK. Maybe some other time.

### DON'T STOP!

Suggest another day or time.

### RECYCLE THIS LANGUAGE.

How about [tomorrow / this weekend / this evening / at 6:00]?

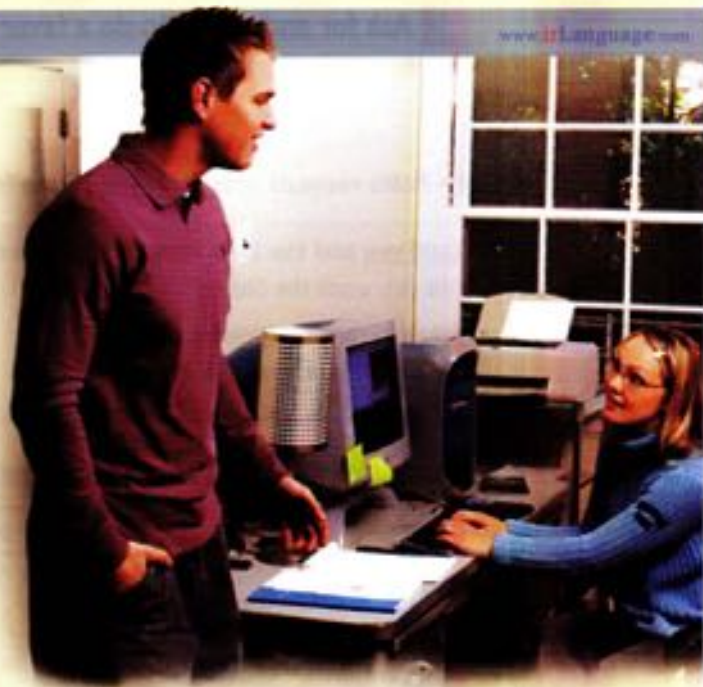
Sounds great! / OK!

I'm not hungry.

I'm too [tired / busy / full].

It's too [early / late].

It's too [windy / hot / cold / rainy] today.



- 4 CHANGE PARTNERS Suggest other activities and give other reasons.



1 GRAMMAR • Polite requests with Could you + base form

Use Could you and the base form of a verb to make a request.  
 Could you wash the dishes?  
 Use please to make a request more polite.  
 Could you please wash the dishes?

DIGITAL FLASH CARDS

2 ▶ 3:10 VOCABULARY • Favors Read and listen. Then listen again and repeat.



Also: open the door / refrigerator

Also: close the window / microwave



Also: turn on the stove / computer

Also: turn off the microwave / light

Also: hand me my sweater / book

3 VOCABULARY / GRAMMAR PRACTICE Complete the polite requests. Use Could you please. Use the Vocabulary and other verbs you know.

- 1 It's a little hot in here. Could you please open..... the window?
- 2 I have a headache. .... the TV?
- 3 ..... my jacket? I'm going for a walk.
- 4 I'm going to bed. .... the computer?
- 5 I want to read a book. .... my glasses?
- 6 ..... shopping? We need milk.
- 7 I'm busy right now. .... the garbage?
- 8 Let's watch a movie. .... the TV?

EXERCISES

4 ▶ 5:11 LISTENING COMPREHENSION Listen to the conversations. Then complete each request.

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

DIGITAL VIDEO CORNER

5 ▶ 5:12 PRONUNCIATION • **Blending of sounds: Could you . . .** Read and listen. Then listen again and repeat.

/ˈkʊdʒu/

- 1 **Could you** please open the window?
- 2 **Could you** please close the door?

6 VOCABULARY / PRONUNCIATION PRACTICE Look again at the Vocabulary. With a partner, take turns reading the requests aloud. Pay attention to blending of sounds in Could you.

**NOW YOU CAN** Ask for and agree to do a favor

1 ▶ 5:13 CONVERSATION MODEL Read and listen.

- A: Could you do me a favor?  
 B: Of course.  
 A: It's very cold. Could you please close the window?  
 B: Sure. No problem.

▶ 5:15 Ways to agree to a request  
 Sure.  
 No problem.  
 Of course.  
 My pleasure.  
 OK.

2 ▶ 5:14 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 a different favor. Then change roles.

- A: Could you do me a favor?  
 B: .....  
 A: ..... Could you please .....?  
 B: .....

**DON'T STOP!**

Ask for more favors:  
 Could you please \_\_\_\_, too?

**RECYCLE THIS LANGUAGE.**

It's very [hot / windy]. I'm so [tired / hungry].  
 I'm making lunch. I'm very busy right now.  
 I'm going to bed.

4 CHANGE PARTNERS Ask for other favors.

**Ideas for favors**

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





1 **READING** Read the article.

# From Infant to Toddler

At birth, an infant cannot do anything alone. But before the age of two, a baby learns many things.

**Between 1 and 3 months a baby can ...**

- turn her head or smile when her mother or father speaks.
- roll over.
- cry when she's hungry, thirsty, or afraid.
- see colors.

**Between 3 and 6 months a baby can ...**

- laugh and make an "m" sound.
- reach for things.
- look at his own hands and feet.
- sit with help.

**Between 6 and 12 months a baby can ...**

- crawl and stand.
- sit without help and pick up small things.
- say some words.

**Between 1 and 2 years a baby can ...**

- throw things.
- say "no."
- play next to other children.
- walk.

2 **READING COMPREHENSION** Write a checkmark (✓) for the things that five-month-old babies can do, according to the article. Write an X for the things they can't do.

- |                                               |                                         |                                           |                                           |
|-----------------------------------------------|-----------------------------------------|-------------------------------------------|-------------------------------------------|
| <input type="checkbox"/> smile                | <input type="checkbox"/> say some words | <input type="checkbox"/> crawl and stand  | <input type="checkbox"/> throw things     |
| <input type="checkbox"/> pick up small things | <input type="checkbox"/> walk           | <input type="checkbox"/> reach for things | <input type="checkbox"/> sit without help |
| <input type="checkbox"/> see colors           | <input type="checkbox"/> roll over      | <input type="checkbox"/> laugh            |                                           |

DIGITAL MORE EXERCISES

3 **ACTIVATE GRAMMAR** Use the grammar. Complete the sentences about what a baby cannot do.

At one month, a baby can't crawl.

1 At two months,

2 At five months,

3 At eleven months,

4 At sixteen months,

**GRAMMAR BOOSTER**

Unit 13 review • p. 144

For additional language practice ...

**TOP NOTCH POP** • Lyrics p. 150

"She Can't Play Guitar"

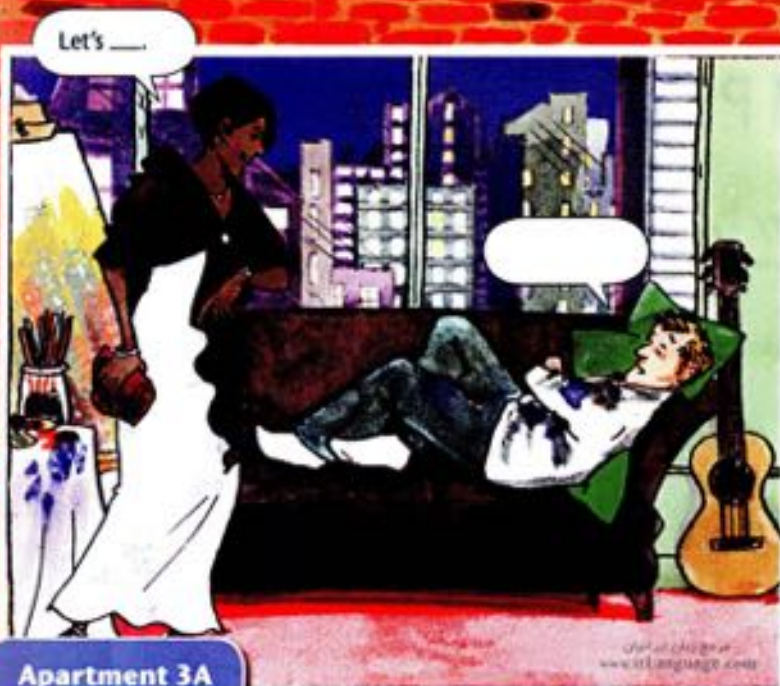
DIGITAL SONG

DIGITAL KARAOKE

4 **GROUP WORK** Discuss things children can and can't do at other ages.

“ At three, a child can't ride a bicycle. But at eight, a child can do some household chores. ”





Apartment 3A

PAIR WORK

- 1 Create conversations for the people.  
A: Let's \_\_\_\_ . B: I'm really sorry, but...
- 2 Ask and answer questions with Can about the people in Apartments 2A and 2B. For example:  
Can she \_\_\_\_? / Can he \_\_\_\_?

**GAME** Make true and false statements about the picture. For example:

- A: The girl in Apartment 2A is opening the window.  
B: That's false. She's closing the window.

**STORY** Create a story about what is happening in the apartment building. Start like this:

It's 9:30. In Apartment 2B, a boy is playing the violin...

**WRITING** Describe some things people can and can't do when they are 80 years old. For example:

At eighty, some people can't drive, but my grandfather can.

**WRITING BOOSTER** p. 149

Guidance for this writing exercise



Apartment 2A



Apartment 2B



Apartment 1A

**NOW I CAN**

- Discuss my abilities.
- Politely decline an invitation.
- Ask for and agree to do a favor.



- 1 Get to know someone's life story.
- 2 Discuss plans.
- 3 Share your dreams for the future.

**UNIT 14**

# Life Events and Plans

**LESSON 1**

**GOAL** Get to know someone's life story

DIGITAL FLASH CARDS

- 1 ▶ 5:19 **VOCABULARY** • *Some life events* Read and listen. Then listen again and repeat.



1 be born



2 grow up



3 go to school



4 move



5 study



6 graduate

DIGITAL VIDEO COACH

- 2 ▶ 5:20 **PRONUNCIATION** • *Diphthongs* Listen and repeat.

|        |        |        |
|--------|--------|--------|
| 1 /aɪ/ | 2 /aʊ/ | 3 /ɔɪ/ |
| my     | how    | boy    |
| l      | noun   | oil    |
| tie    | town   | boil   |

- 3 **PRONUNCIATION PRACTICE** Look at the Vocabulary pictures. Ask and answer the questions out loud with a partner. Use the correct pronunciation of the diphthongs.

- 1 What's the boy's first name?
- 2 What's his last name?
- 3 What school did he go to?
- 4 What university did he graduate from?

- 4 ▶ 5:21 **LISTENING COMPREHENSION** Listen to the conversation about Graciela Boyd's life story. Which statement about Graciela's life is true? irLanguage.com

- She was born in Boston and lives there now.       She was born in London and lives in Boston now.       She was born in Costa Rica and lives in Boston now.

- 5 ▶ 5:22 Listen again. Circle the correct word or words to complete each statement. If necessary, listen again.

- 1 Graciela's mother is from (Costa Rica / Boston).
- 2 Graciela was born in (Costa Rica / London).
- 3 Her father is (American / British).
- 4 Graciela's mother is a/an (Spanish / English) teacher.
- 5 Graciela grew up in (London / Boston).
- 6 In May, Graciela is graduating from (the university / medical school).

- 6 **PAIR WORK** Use the questions to interview your partner. Then tell the class about your partner.

- 1 When and where were you born? What about other people in your family?
- 2 Where did you grow up? What about other people in your family?

7 ▶ 5:23 VOCABULARY • Academic subjects Read and listen. Then listen again and repeat.



1 law



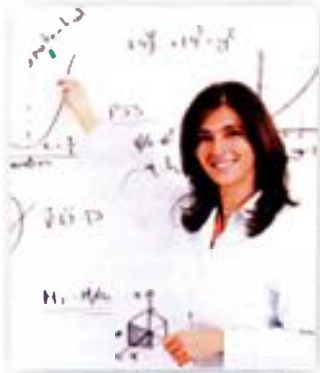
2 medicine



3 psychology



6 engineering



7 mathematics / math



4 business



5 education



8 information technology



9 nursing



10 architecture

**NOW YOU CAN** Get to know someone's life story

1 ▶ 5:24 CONVERSATION MODEL Read and listen.

A: Where were you born?  
 B: Here. In Houston.  
 A: And did you grow up here?  
 B: Yes, I did. And you?  
 A: I was born in Lima.  
 B: Did you grow up there?  
 A: Actually, no. I grew up in New York.

2 ▶ 5:25 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

3 CONVERSATION ACTIVATOR With a partner, personalize the conversation with real information.

A: Where were you born?  
 B: .....  
 A: And did you grow up ..... ?  
 B: ..... And you?  
 A: I was born in .....  
 B: Did you grow up ..... ?  
 A: .....

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

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

**RECYCLE THIS LANGUAGE.**

What do you do?  
 What are you studying?  
 [or What did you study?]  
 Did you graduate?  
 How often did you move?





DIGITAL FLASH CARDS

1 ▶ 5:26 **VOCABULARY** • *More leisure activities* Read and listen. Then listen again and repeat.

**VOCABULARY BOOSTER**

More leisure activities • p. 134



1 travel



2 go camping



3 go fishing



4 relax



5 hang out with friends



6 sleep late



7 do nothing

**Also remember:**

- check e-mail
- exercise
- go dancing
- go out for dinner
- go running
- go to the beach
- go to the movies
- listen to music
- paint
- play soccer
- read
- take a nap
- visit friends

2 ▶ 5:27 **LISTENING COMPREHENSION** Listen to the phone calls. Complete each sentence with the present continuous form of one of the words or phrases from the Vocabulary.

- 1 Charlie is doing nothing .....
- 2 Rachel's .....
- 3 They're ..... on Saturday.
- 4 Barbara's .....
- 5 Harvey's family is .....

3 **GRAMMAR** • *Be going to + base form*

Use **be going to + base form** to express future plans.

I'm  
You're  
He's  
She's  
We're  
They're

going to relax this weekend.

I'm  
You're  
He's  
She's  
We're  
They're

not going to go camping this weekend.

**Contractions**

is not going / 's not going / isn't going  
are not going / 're not going / aren't going

**Yes / no questions**

Are you going to sleep late tomorrow? Yes, I am. / No, I'm not.  
Is she going to travel to Europe? Yes, she is. / No, she isn't.  
Are we going to be on time? Yes, we are. / No, we aren't.

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

- 1 you / eat in a restaurant / this weekend? *Are you going to eat in a restaurant this weekend?*
- 2 They / go to the movies / tonight.
- 3 I / hang out with my parents / at the beach.
- 4 he / relax / tomorrow?
- 5 she / go fishing / with you?
- 6 we / exercise / on Saturday?
- 7 they / move?
- 8 Jeff and Joan / study / architecture.
- 9 She / graduate / in May.

DIGITAL  
MORE  
EXERCISES

**NOW YOU CAN** Discuss plans

1 **CONVERSATION MODEL** Read and listen.

A: Any plans for the weekend?  
 B: Not really. I'm just going to hang out with friends. And you?  
 A: Actually, I'm going to go camping.

2 **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 the Vocabulary or the pictures below and be going to.

A: Any plans for ..... ?  
 B: ..... I'm ..... And you?  
 A: Actually, I'm .....

**DON'T STOP!**

Ask about other times. Ask more questions with be going to.

**RECYCLE THIS LANGUAGE.**

Are you going to \_\_\_ [tonight / tomorrow / next week / after class]?  
 How about [next weekend / the day after tomorrow]?



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



1 ▶ 5:30 VOCABULARY • Some dreams for the future Read and listen. Then listen again and repeat.



1 I'd like to **get married**.



2 I'd like to **have children**.



3 I'd like to **retire**.



4 I'd like to **change careers**.



5 I'd like to **travel**.



6 I'd like to **make a lot of money**.



7 I'd like to **give money to charity**.



8 I'd like to **live a long life**.

2 ▶ 3:31 LISTENING COMPREHENSION Listen and complete each sentence with the Vocabulary.

- |                                              |                       |
|----------------------------------------------|-----------------------|
| 1 She'd like to ... <i>get married</i> ..... | 5 She'd like to ..... |
| 2 He'd like to .....                         | 6 She'd like to ..... |
| 3 She'd like to .....                        | 7 He'd like to .....  |
| 4 He'd like to .....                         | 8 She'd like to ..... |

3 ACTIVATE VOCABULARY Complete the survey by checking the boxes for your dreams for the future.

In the next two years, I'd like to...

- |                                                                 |                                                             |                                                     |
|-----------------------------------------------------------------|-------------------------------------------------------------|-----------------------------------------------------|
| <input type="checkbox"/> get married                            | <input type="checkbox"/> study a new language               | <input type="checkbox"/> change careers             |
| <input type="checkbox"/> graduate                               | <input type="checkbox"/> write a book                       | <input type="checkbox"/> retire                     |
| <input type="checkbox"/> travel                                 | <input type="checkbox"/> make a lot of money                | <input type="checkbox"/> paint my living room       |
| <input type="checkbox"/> have children                          | <input type="checkbox"/> give money to charity              | <input type="checkbox"/> buy a new refrigerator     |
| <input type="checkbox"/> move to a new country                  | <input type="checkbox"/> learn to play a musical instrument | <input type="checkbox"/> OTHER I'd like to... _____ |
| <input type="checkbox"/> move to a new city                     | <input type="checkbox"/> get a new car                      | _____                                               |
| <input type="checkbox"/> move to a new apartment or a new house | <input type="checkbox"/> meet a good-looking man            | _____                                               |
|                                                                 | <input type="checkbox"/> meet a good-looking woman          |                                                     |

- 4 **VOCABULARY PRACTICE** On the notepad, write three of your dreams from the survey on page 116.

|                                 |
|---------------------------------|
| I'd like to move to a new city. |
|                                 |
|                                 |
|                                 |

- 5 **PAIR WORK** Compare surveys with a partner. Ask and answer questions.

“ I'd like to write a book. ”  
What about you?

“ Me? I'd like to change careers! ”

**NOW YOU CAN** Share your dreams for the future

- 1 **5:32 CONVERSATION MODEL** Read and listen.

A: So what are your dreams for the future?  
B: Well, I'd like to get married and have children. What about you?  
A: Me? Actually, I'd like to study art.  
B: Really? That's great.

- 2 **5:33 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 the Vocabulary from page 116 and real information.

A: So what are your dreams for the future?  
B: Well, I'd like to ..... What about you?  
A: Me? Actually, I'd like to .....  
B: Really? That's great.

**DON'T STOP!**

Talk about other plans.

**RECYCLE THIS LANGUAGE.**

Really?  
No kidding!  
Sounds nice. / Sounds good.



- 4 **CHANGE PARTNERS** Ask another classmate what he or she would like to do.



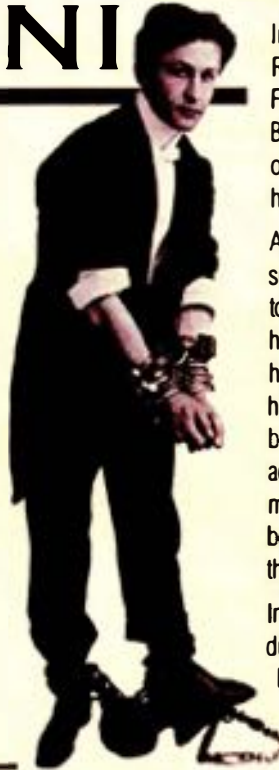
1 **▶ 5:34 READING** Read about Harry Houdini, a famous escape artist.

# The Amazing HOUDINI

Harry Houdini was born Ehrich Weisz in Budapest, Hungary, on March 24, 1874. He came from a large family. He had six siblings—five brothers and one sister.

At the age of four, Ehrich moved with his family to the United States, first to Appleton, Wisconsin, and then later to New York City.

The family was poor, and young Ehrich didn't get an education and never graduated from school. Instead, he worked to help the family. Ehrich and his brother Theo were interested in magic, and at the age of seventeen, Ehrich began his career as a magician. He changed his name to Houdini, after the name of a



famous French magician, Robert Houdin.

In 1893, Houdini married Beatrice Raymond, whom he called Bess. For the rest of Houdini's career, Bess worked as his assistant on stage. The couple didn't have children.

At first, Houdini wasn't very successful. But in 1899, he started to do "escape acts," in which he escaped from chains and handcuffs. People came to see him escape from chains and boxes underwater. In one famous act, Houdini escaped from a large milk can filled with milk. Houdini became rich and famous all over the world.

In 1926, Houdini was sick during a performance. After the show, he went to the hospital. But it was too late—Harry Houdini died at the young age of 52.



2 **READING COMPREHENSION** Answer the questions in complete sentences.

- 1 What was Houdini's original name? .....
- 2 Where was he born? .....
- 3 When did his family move? .....
- 4 Where did they move? .....
- 5 Did Houdini graduate from a university? .....
- 6 Did Houdini get married? .....
- 7 What was his wife's name? .....
- 8 Did the Houdinis have children? .....
- 9 When did Houdini die? .....

10 **Challenge:** Do you want to know more about Houdini? Write three information questions about Houdini. Example:

*Why did Houdini's family move to the United States?*

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

**GRAMMAR BOOSTER**  
Unit 14 review • p. 145

For additional language practice ...

**TOP NOTCH POP** • Lyrics p. 150  
"I Wasn't Born Yesterday"

DIGITAL  
SONG

DIGITAL  
KARAOKE





**Miranda Lewis**  
Born August 3, 1993  
San Antonio (U.S.)

**PAIR WORK** Ask and answer questions about Miranda Lewis's life. Ask about her plans and her dreams for the future. For example:

*Where was Miranda born?*

**TELL A STORY** Tell the story of Miranda's life. Talk about the past, the present, and the future. What did she do? What is she doing now? What would she like to do? Start like this:

*Miranda was born in 1993. She grew up in ...*

**WRITING** Write the story of your own life and about your plans and dreams for the future. Include a picture or pictures if possible. For example:

*I was born in Madrid in 1986. I grew up in ...*

**WRITING BOOSTER** p. 149  
Guidance for this writing exercise

1995–2008  
Miranda's house  
Atlanta (U.S.)



May 12, 2013  
Millerton State Business College  
Las Vegas (U.S.)



Next year she'd like...



In three years she'd like...



Miranda today  
Los Angeles (U.S.)



**NOW I CAN**

- Get to know someone's life story.
- Discuss plans.
- Share my dreams for the future.



# Units 8–14 REVIEW

1 **5:37 LISTENING COMPREHENSION** Listen to the conversations. Check the picture that answers each question.

1 Where does he live?



2 Where does he work?



3 Where does she work?



4 Where does she teach?



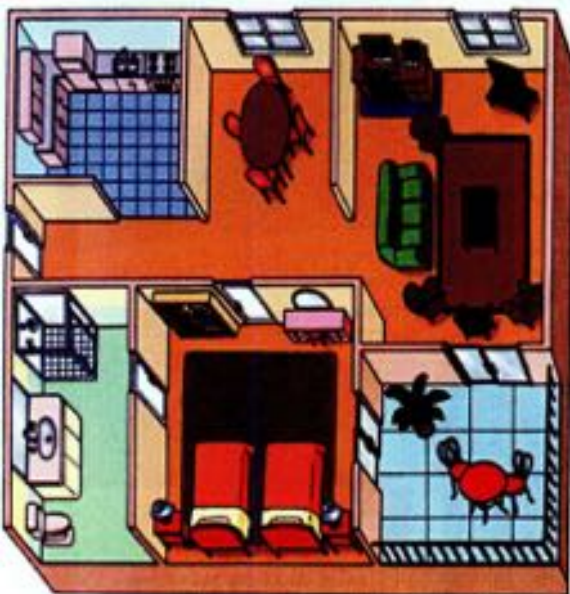
5 Where does she work?



6 Where does his daughter work?



2 **VOCABULARY / GRAMMAR PRACTICE** Complete the e-mail about Anna's new apartment. Use there's and there are and the names of furniture and appliances.



www.iftlanguage.com

**My new apartment!**

Hey, Mel: I have this great furnished apartment. It has everything! The .....<sup>1</sup> has a nice big stove and four .....<sup>2</sup>. There's a dining room with a .....<sup>3</sup> and four .....<sup>4</sup>. Next to the dining room .....<sup>5</sup> a large living room with a green .....<sup>6</sup>. And .....<sup>7</sup> four chairs: great for hanging out with my friends and watching .....<sup>8</sup>. There's no office, but there's a .....<sup>9</sup> in the living room. And I love the bedroom. It has a .....<sup>10</sup> for all my books. There are two .....<sup>11</sup> and two blue .....<sup>12</sup>. Very nice! There's even a beautiful balcony next to the bedroom, with a little .....<sup>13</sup> and two .....<sup>14</sup>. The bathroom is the only room that isn't perfect. ....<sup>15</sup> a shower but no .....<sup>16</sup>.

3 **GRAMMAR PRACTICE** Write questions about home and work. Use What, Where, Is there, and Are there. Answer the questions with true information.

| Your questions |                                    | Your answers |                |
|----------------|------------------------------------|--------------|----------------|
| 1              | Is there a closet in your bedroom? | 1            | Yes, there is. |
| 2              |                                    | 2            |                |
| 3              |                                    | 3            |                |
| 4              |                                    | 4            |                |
| 5              |                                    | 5            |                |
| 6              |                                    | 6            |                |

4 **GRAMMAR PRACTICE** Complete the conversations with the correct forms of the verbs.

1 A: Where ..... Jill ..... last weekend?

B: I'm not sure. I know she <sup>go</sup> ..... to go camping.

A: Maybe she ..... camping, then.

2 A: Are you going to go to the beach today?

B: No way. We ..... there yesterday. We ..... an awful time.

A: Why? What ..... wrong?

B: The water ..... really dirty, so I ..... swimming.

3 A: Where ..... you this morning?

B: Me? I ..... running.

A: Did Sheri ..... with you?

B: No. She ..... to class.

4 A: ..... you ..... yesterday?

B: No, I ..... Yesterday I ..... sick.

A: I'm sorry. .... you ..... a fever?

B: Yes, I .....

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

“ What’s your apartment like? ”

**Ideas**

- the location of your home, school, and workplace
- the places in your neighborhood
- the description of your home





**6 GRAMMAR PRACTICE** Complete the telephone conversations with the present continuous or the simple present tense.

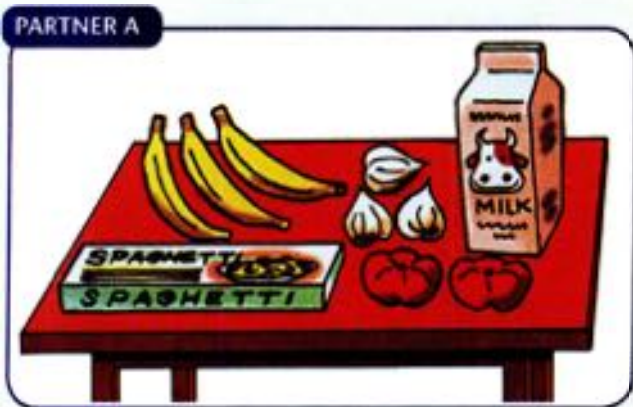
**1 A:** Hello?  
**B:** Hi, Sid. Ann ..... ?  
you / sleep  
**A:** No, I'm not. .... breakfast.  
I / make  
**B:** ..... breakfast?  
you / usually / make  
**A:** Actually, ..... often.  
I / not cook  
 But ..... for a test.  
Gwen / study

**2 A:** Hello?  
**B:** Hi, Bonnie. .... for food.  
I / shop  
 ..... anything from the store?  
you / need  
**A:** Actually, yes. .... a salad for  
 dinner and ..... any tomatoes.  
I / make  
I / not have  
**B:** No problem. .... those  
They / sell  
 beautiful tomatoes from Mexico right now.  
**A:** Great! ..... those tomatoes.  
I / like

**3 A:** Hello?  
**B:** Hi, Liz. Where are you?  
**A:** ..... right now. Can I  
I / drive  
 call you back?  
**B:** Sure. .... my office  
you have  
 number? ..... today.  
I / work

**4 A:** Hello?  
**B:** Hi, Stan. What time .....  
you / get up  
 on Saturdays?  
**A:** Why ..... that now?  
you / ask  
 It's only Thursday!  
**B:** Because ..... her driving  
Maria / take  
 test at 8:30, and ..... a ride to  
she / need  
 the test.

**7 PAIR WORK** Partner A: Look at your picture. Partner B: Turn your book and look at your picture. Ask questions about the foods on the table.



“ Are there any apples on your table? ”  
 “ No, there aren't. ”




**8 GRAMMAR PRACTICE** Write questions to complete each conversation.


- |                                                 |                                                          |
|-------------------------------------------------|----------------------------------------------------------|
| <b>1 A:</b> ..... ?                             | <b>6 A:</b> ..... ?                                      |
| <b>B:</b> I usually eat lunch at the office.    | <b>B:</b> No, I can't. I sing very badly.                |
| <b>2 A:</b> ..... ?                             | <b>7 A:</b> ..... ?                                      |
| <b>B:</b> Dana and Eric? They went to Colorado. | <b>B:</b> No. I'm not going to graduate this year.       |
| <b>3 A:</b> ..... ?                             | <b>8 A:</b> ..... ?                                      |
| <b>B:</b> Milk? We need two large containers.   | <b>B:</b> She broke her leg.                             |
| <b>4 A:</b> ..... ?                             | <b>9 A:</b> ..... ?                                      |
| <b>B:</b> Sally teaches math.                   | <b>B:</b> Oh, that's Scarlett Johansson, the actress.    |
| <b>5 A:</b> ..... ?                             | <b>10 A:</b> ..... ?                                     |
| <b>B:</b> Madhur was born in India.             | <b>B:</b> Yes. My parents can speak Arabic, but I can't. |


9 ▶ 5:38 LISTENING COMPREHENSION Listen to the conversations. Check Past, Present, or Future. Then listen again and check your work.


|   | Past                     | Present                             | Future                   |
|---|--------------------------|-------------------------------------|--------------------------|
| 1 | <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"/> |


10 VOCABULARY / GRAMMAR PRACTICE Express sympathy to each person. Make suggestions with **should** and **shouldn't**.


1  I have a terrible headache.  
**YOU** I'm so sorry..... You  
 should take something.....


2  My husband is making lunch and he burned his hand!  
**YOU** ..... He  
 .....

3  My brother and I have stomachaches. I think we ate something bad.  
**YOU** ..... You  
 .....

4  My wife has a terrible backache!  
**YOU** ..... She  
 .....

5  I didn't sleep last night. I feel terrible!  
**YOU** ..... You  
 .....

6  My son has an earache and a fever. He's only eighteen months old.  
**YOU** ..... He  
 .....

7  My grandfather fell down and broke his arm!  
**YOU** ..... He  
 .....

11 CONVERSATION PRACTICE Discuss relatives and friends. Start like this:

**Ideas**

- Appearance
- Studies
- Abilities
- Life events
- Dreams for the future

“ Tell me about your mother. Where was she born? ”

**RECYCLE THIS LANGUAGE.**

And your [father]?  
 Really?  
 No kidding.





# Reference Charts

## COUNTRIES AND NATIONALITIES

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

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

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

## IRREGULAR VERBS

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

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

## PRONUNCIATION TABLE

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

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

# Vocabulary Booster

www.irLanguage.com

## UNIT

### ► 5:47 MORE HOME AND OFFICE VOCABULARY



- 1 a roof
- 2 a fence
- 3 a driveway



4 an intercom



5 a doorbell



6 a fire escape



12 a faucet



- 7 a pillow
- 8 a sheet
- 9 a blanket



- 10 a shower curtain
- 11 a bath mat



13 towels



14 a medicine cabinet



- 15 toothpaste
- 16 a toothbrush



- 17 a burner
- 18 an oven



19 a dishwasher



20 a coffee maker



- 21 a ladle
- 22 a pot



23 a food processor



- 24 a napkin
- 25 a place mat
- 26 a glass



- 27 a fork
- 28 a knife
- 29 a spoon
- 30 a spoon



- 31 a plate
- 32 a bowl
- 33 a bowl
- 34 a plate



35 a filing cabinet



36 a fax machine

**Write five statements. Use the Vocabulary.**

**For example:**

*My apartment has a fire escape.*

*I have blue plates and bowls in my cabinets.*



# UNIT 9

## ▶5:48 MORE WEATHER VOCABULARY



1 a thunderstorm



2 a snowstorm



3 a hurricane



4 a tornado

## ▶5:49 THE FOUR SEASONS



1 spring



2 summer



3 fall / autumn



4 winter

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

Write four statements about the weather and seasons pictures.  
For example: *It's not raining.*



# UNIT

## ▶ 5:50 MORE VEGETABLES



1 carrots



2 brussels sprouts



3 leeks



4 cabbage

5 broccoli

6 cauliflower



7 lettuce



8 corn

9 peas

10 asparagus



11 cucumbers



12 an eggplant



13 beans



14 celery



15 garlic

## ▶ 3:31 MORE FRUITS



1 a grapefruit

2 a lime



3 a pineapple

4 grapes



5 a pear



6 an apricot

7 a peach



8 a strawberry



9 a raspberry



10 an avocado

11 a papaya

12 a mango

13 a kiwi



14 a watermelon



15 raisins

16 figs

17 prunes

18 dates



Write five statements about the fruits and vegetables you and your family like.

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



# UNIT

## ▶ 5:52 MORE OUTDOOR ACTIVITIES



1 go horseback riding



2 go sailing



3 play golf



4 go rollerblading



5 go snorkeling



6 go rock climbing



7 go ice skating



8 go windsurfing

Write five sentences to describe the photos.  
Use the simple past tense.  
For example: *She went horseback riding.*

# UNIT

## ▶ 5:53 MORE PARTS OF THE BODY

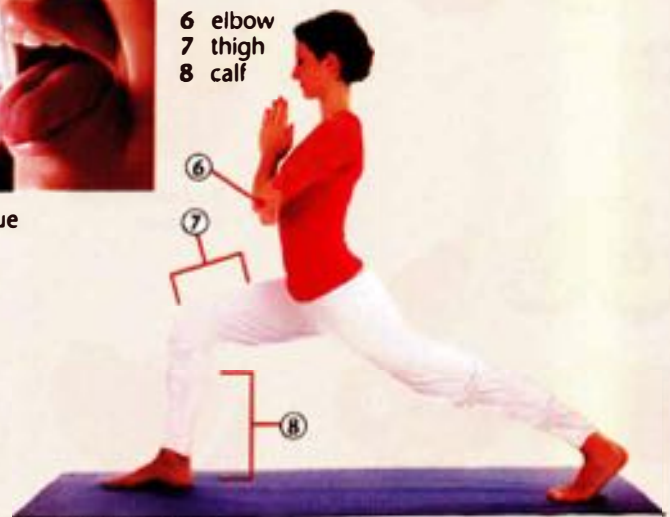


- 1 forehead
- 2 cheek
- 3 lip
- 4 earlobe



5 tongue

- 6 elbow
- 7 thigh
- 8 calf



Describe one of the people. Write three statements. Use the Vocabulary from Unit 12.  
For example: *She has straight brown hair.*

# UNIT

## MORE MUSICAL INSTRUMENTS



1 a cello



2 a piano



3 a tuba



4 a trumpet



5 a trombone



6 a flute



7 a clarinet



8 a saxophone



9 a xylophone



10 a recorder



11 an accordion



12 drums

**Write four statements with the Vocabulary. Use can / can't and the adverbs well and badly.**

**For example:**

*My sister can play the piano well.*

*My father plays the accordion badly.*



▶ 5:55 MORE ACADEMIC SUBJECTS



1 art



2 drama



3 science



4 biology



5 chemistry



6 history

▶ 5:56 MORE LEISURE ACTIVITIES



1 go skiing



2 go hiking



3 play



4 garden



5 go on a cruise



6 get a manicure

Write four statements, using **I'd like to** or **be going to** and the Unit 14 Vocabulary. Include time expressions.

For example:

*I'd like to study fine art in the future.  
I'm not going to go on a cruise this year.*

# Grammar Booster

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

## UNIT

1 Write questions with Where. Use a question mark (?).

- 1 your grandparents / live *Where do your grandparents live?*
- 2 John's friend / go shopping .....
- 3 her brother / study English .....
- 4 you / eat breakfast .....
- 5 they / listen to music .....
- 6 Rob and Nancy / exercise .....
- 7 his mother / work .....
- 8 your brother / do the laundry .....

2 Complete the statements with in, on, at, or to.

- 1 His house is *on* Barker Street.
- 2 They work ..... the tenth floor.
- 3 Ms. Cruz takes the train ..... work.
- 4 It's ..... 18 Spencer Street.
- 5 Jack studies French ..... the BTI Institute.
- 6 Mr. Klein works ..... the hospital.
- 7 Ms. Anderson's office is ..... the fifth floor.
- 8 Jason's sister works ..... 5 Main Street.

3 Complete each sentence with There's or There are.

- 1 *There's* a movie at noon.
- 2 ..... a concert at 2:00 and a game at 3:00.
- 3 ..... a bank on the corner of Main and 12<sup>th</sup> Street.
- 4 ..... two apartment buildings across the street.
- 5 ..... bookstores nearby.
- 6 ..... a pharmacy and a newsstand around the corner.
- 7 ..... two dressers in the bedroom.
- 8 ..... three elevators in the Smith Building.

4 Write questions with Is there or Are there. Use a question mark (?).

- 1 a dance / this weekend *Is there a dance this weekend?*
- 2 three meetings / this week .....
- 3 a bank / nearby .....
- 4 how many / games / this afternoon .....
- 5 how many / pharmacies / on 3rd Avenue .....
- 6 how many / parties / this month .....

## UNIT

1 Write the present participle of the following base forms.

- |                       |                 |
|-----------------------|-----------------|
| 1 rain <i>raining</i> | 15 come .....   |
| 2 snow .....          | 16 wear .....   |
| 3 watch .....         | 17 shop .....   |
| 4 eat .....           | 18 go .....     |
| 5 take .....          | 19 study .....  |
| 6 drive .....         | 20 listen ..... |
| 7 check .....         | 21 wash .....   |





2 Choose the correct word or phrase to complete each statement. Circle the letter.

- 1 I ..... English every day.  
a am studying    **b study**
- 2 We usually ..... the bus to work.  
a are taking    b take
- 3 Annemarie ..... the kitchen now.  
a is cleaning    b cleans
- 4 He really ..... lemonade.  
a is liking    b likes
- 5 This store ..... beautiful clothes.  
a is having    b has
- 6 On Wednesdays I ..... dinner for my parents.  
a am cooking    b cook
- 7 They never ..... coffee.  
a are drinking    b drink
- 8 Our children ..... TV on weekdays.  
a are watching    b don't watch

## UNIT

1 Complete the conversations with the past tense of be.

- 1 A: Where were Paul and Jackie last night?  
B: I don't know, but they ..... here.
- 2 A: ..... she at school yesterday?  
B: No. She ..... at home.
- 3 A: When ..... you in Italy? Last year?  
B: Last year? No, we ..... in Italy last year.  
We ..... there in 2012.
- 4 A: What time ..... the movie?  
B: It ..... at 7:00.
- 5 A: ..... your parents at home at 10:00 last night?  
B: No. They ..... at a play.
- 6 A: Who ..... at work on Monday?  
B: Barry and Anne ..... But I .....

2 First complete each question. Use the simple past tense. Then write a true answer. Begin each answer with a capital letter. End with a period (.).

1 Did you go to work yesterday?

YOU .....

2 What time ..... you ..... dinner?  
make

YOU .....

3 What ..... you ..... for breakfast?  
eat

YOU .....

4 Who ..... breakfast with you?  
eat

YOU .....

5 What ..... you ..... this week?  
buy

YOU .....





3 Complete each sentence. Use too and an adjective.



1 I need a new dress. This dress is too old .....

2 This skirt is ..... I want a short skirt.



3 His shirt is ..... He needs size small.



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

5 He needs size medium. This shirt is .....



**UNIT 14**

1 Answer the following questions with true information. Use be going to. Begin each answer with a capital letter. End with a period (.).

- 1 Are your classmates going to study tonight? .....
- 2 Are you going to relax this weekend? .....
- 3 Are you going to exercise today? .....
- 4 Are you going to make dinner tonight? .....
- 5 Are you going to move in the next two years? .....
- 6 Are you going to check your e-mail today? .....
- 7 Are you going to hang out with your friends or family this weekend? .....

2 Write a question with be going to for each answer. Don't use the verb do. Begin each question with a capital letter. End with a question mark (?).

- 1 Are you going to go to the movies tonight? ..... Yes. I'm going to go to the movies tonight.
- 2 ..... Yes. They're going to eat in a restaurant after the concert.
- 3 ..... Yes. Carla's brother is going to go fishing with her.
- 4 ..... Yes. I'm going to go to work tomorrow.
- 5 ..... No. He's not going to graduate this year.
- 6 ..... Yes. They're going to take the bus to school.



# 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** Choose one of the homes in the Reading on page 70. Write the features of that home and your home in the chart.

On a separate sheet of paper, compare the two homes in the chart. Use and and but.

Example:

*Eduardo's home is an apartment, and I live in an apartment, too. There's an elevator in his building, but we don't have an elevator. In his apartment, there are . . .*

|                                   | his or her home | my home |
|-----------------------------------|-----------------|---------|
| Is it a house or apartment?       |                 |         |
| How many bedrooms are there?      |                 |         |
| How many bathrooms are there?     |                 |         |
| Is the kitchen small or large?    |                 |         |
| Is there an office?               |                 |         |
| Is there a garage or an elevator? |                 |         |
| Is there a garden?                |                 |         |
| Is there a view?                  |                 |         |
| Other features?                   |                 |         |

## UNIT

**Guided Writing Practice** Write answers to some or all of the following questions about your plans for the week. Use time expressions.

- What are you doing right now?
- What are you doing this evening?
- What are you doing tomorrow?
- Are you doing anything special this weekend?
- What are you doing on Saturday and Sunday?

*Right now, I'm writing about my plans for the week. This evening, I'm checking e-mail and . . .*

|  |
|--|
|  |
|  |
|  |
|  |
|  |
|  |

## UNIT

**Guided Writing Practice** Answer some or all of the questions to help you write what you eat on a typical day. Use frequency adverbs sometimes, usually, and always. Use time expressions every day, once a week, twice a week, etc.

- What do you eat for breakfast on weekdays?
- What do you eat for breakfast on weekends?
- What time do you usually eat your meals?
- Do you eat after school or work?
- How many times a week (or month) do you go out for dinner?

Example: *On weekdays, I usually eat breakfast at 9:00. I always eat bread and eggs, and . . .*

|  |
|--|
|  |
|  |
|  |
|  |
|  |
|  |

## UNIT

**Guided Writing Practice** Write about your weekend. Use past time expressions. Answer some or all of the questions to guide your writing.

- Did you have a good time last weekend?
- How was the weather?
- What did you do on Friday night?
- What did you do on Saturday?
- What did you do on Sunday?

Example: *Last weekend, I had a great time . . .*

|  |  |
|--|--|
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

## UNIT

**Guided Writing Practice** Choose a person you want to describe. On a separate sheet of paper, answer the questions in your description.

- |                             |                                                |
|-----------------------------|------------------------------------------------|
| Who is this person?         | What color is his or her hair?                 |
| How old is the person?      | Is it short or long? Straight, wavy, or curly? |
| Is he or she tall or short? | What color are his or her eyes?                |
| Is he or she good-looking?  | Does he or she wear glasses?                   |

Example:

*Mary Blake is my classmate, and she is twenty years old. She's very tall and pretty, and . . .*

## UNIT

**Guided Writing Practice** What can people do when they are eighty years old? Complete the chart. Then use the information from the chart to write about the topic. Write on a separate sheet of paper. Write as much as you can.

Example: *Old people can't do some things, but sometimes they can . . .*

|                                        | Yes, they can.           | They can sometimes.      | No, they can't.          |
|----------------------------------------|--------------------------|--------------------------|--------------------------|
| work                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| cook meals                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| live on the second floor               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| get dressed                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| take a shower or bath                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| clean the house                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| exercise / go running / go bike riding | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| drive a car                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| go dancing                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| other .....                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## UNIT

**Guided Writing Practice** Write the story of your own life. Then write your plans and dreams for the future. Answer some or all of the following questions in your story. Write on a separate sheet of paper. Write as much as you can.

- |                            |                                                                     |
|----------------------------|---------------------------------------------------------------------|
| Where were you born?       | What did you study? (Or what are you studying now?)                 |
| Where do you live now?     | Did you graduate?                                                   |
| Where did you grow up?     | What are your dreams for the future? (Write <i>I'd like . . .</i> ) |
| What school did you go to? |                                                                     |

Example: *I was born on September 3rd, 1999 in . . .*





# Top Notch Pop Lyrics

## ▶ 3:35/3:36 Home Is Where the Heart Is [Unit 8]

There's a house for everyone  
with a garden in the sun.  
There's a stairway to the stars.  
Where is this house?  
It isn't far.

(CHORUS)

**Home is where the heart is.  
Home is where the heart is.**

She lives on the second floor.  
There are flowers at her front door.  
There's a window with a breeze.  
Love and kindness are the keys.

(CHORUS)

There's a room with a view of the sea.  
Would you like to go there with me?

(CHORUS)

## ▶ 4:17/4:18 Fruit Salad, Baby [Unit 10]

You never eat eggs for breakfast.  
You don't drink coffee or tea.  
I always end up cooking for you  
when you're here with me.  
I want to make something delicious,  
'cause I like you a lot.  
I'm checking my refrigerator,  
and this is what I've got:

(CHORUS)

**How about a fruit salad, baby—  
apples, oranges, bananas too?**

**Well, here you go now, honey.**

**Good food coming up for me and you.**

Are there any cans or bottles  
or boxes on the shelf?  
I put my dishes on the counter.  
I mix everything well.

(CHORUS)

Chop and drain it.  
Slice and dice it.  
Mix and serve  
with an ounce of love.  
Pass your glass.  
What are you drinking?  
Tell me what dish  
I am thinking of?

(CHORUS)

## ▶ 4:34/4:35 My Favorite Day [Unit 11]

Last night we walked together.  
It seems so long ago.  
And we just talked and talked.  
Where did the time go?  
We saw the moonlit ocean  
across the sandy beach.  
The waves of summer fell,  
barely out of reach.

(CHORUS)

**Yes, that was then,  
and this is now,  
and all I do is think about  
yesterday,  
my favorite day of the week.**

When I woke up this morning,  
my feelings were so strong.  
I put my pen to paper,  
and I wrote this song.  
I'm glad I got to know you.  
You really made me smile.  
My heart belonged to you  
for a little while.

(CHORUS)

It was wonderful to be with you.  
We had so much to say.  
It was awful when we waved good-bye.  
Why did it end that way?

(CHORUS)

## ▶ 5:17/5:18 She Can't Play Guitar [Unit 13]

She can paint a pretty picture.  
She can draw well every day.  
She can dance and she can sing,  
but she can't play guitar.  
She can sew a dress so nicely,  
and she does it beautifully.  
She can knit a hundred sweaters,  
but she can't play guitar.

(CHORUS)

**And now it's too late.  
She thinks it's too hard.  
Her happy smile fades,  
'cause she can't play guitar.**

She can drive around the city.  
She can fix a broken car.  
She can be a great mechanic,  
but she can't play guitar.

(CHORUS)

And she says,  
"Could you please help me?  
When did you learn?  
Was it hard? Not at all?  
Are my hands too small?"  
She can cook a meal so nicely  
in the kitchen, and there are  
lots of things that she does well,  
but she can't play guitar.

(CHORUS)

## ▶ 5:35/5:36 I Wasn't Born Yesterday [Unit 14]

I went to school and learned the lessons  
of the human heart.  
I got an education in  
psychology and art.  
It doesn't matter what you say.  
I know the silly games you play.

(CHORUS)

**I wasn't born yesterday.  
I wasn't born yesterday.**

Well, pretty soon I graduated  
with a good degree.  
It took some time to understand  
the way you treated me,  
and it's too great a price to pay.  
I've had enough, and anyway,

(CHORUS)

So you think I'd like to marry you  
and be your pretty wife?  
Well, that's too bad, I'm sorry, now.  
Grow up and get a life!  
It doesn't matter what you say.  
I know the silly games you play.

(CHORUS)



## WORKBOOK

JOAN SASLOW  
ALLEN ASCHER

with Julie C. Rouse



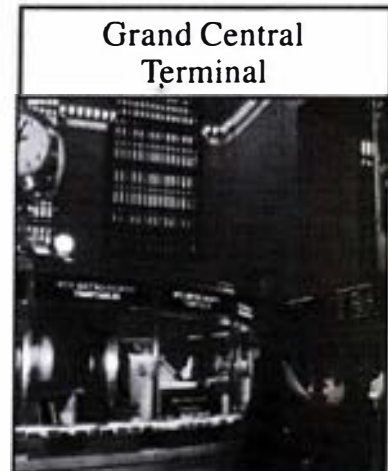
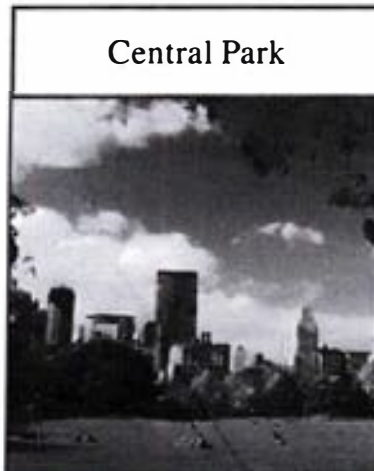
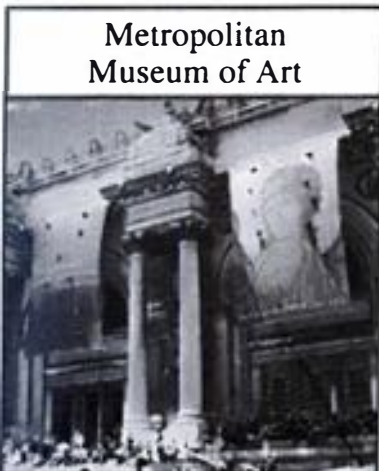
## LESSON

## 1

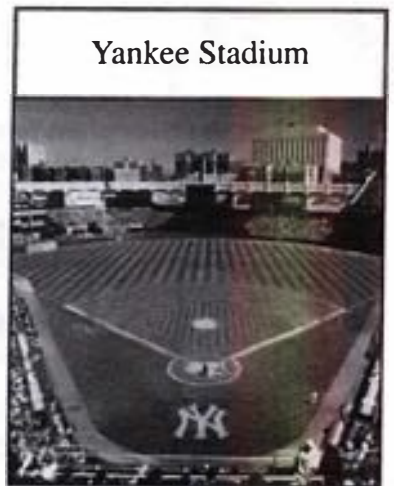
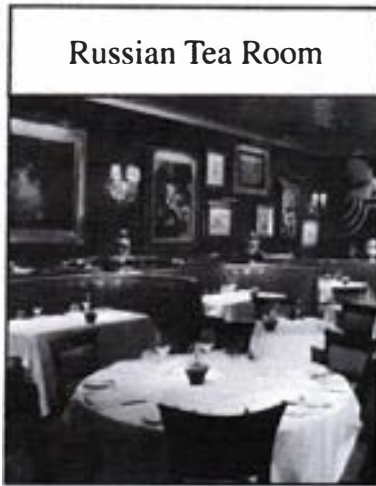
1 Complete the conversations. Use prepositions of place and the verb be or the simple present tense.

1. A: Where \_\_\_\_\_ you \_\_\_\_\_?  
B: We live \_\_\_\_\_ an apartment.
2. A: \_\_\_\_\_ your building have an elevator?  
B: No, but it's OK. I live \_\_\_\_\_ the first floor.
3. A: \_\_\_\_\_ you a student?  
B: Yes, I study \_\_\_\_\_ the English School.
4. A: \_\_\_\_\_ you \_\_\_\_\_ near the school?  
B: Yes. I live \_\_\_\_\_ Third Avenue.
5. A: Where \_\_\_\_\_ you \_\_\_\_\_?  
B: I work \_\_\_\_\_ an office. I'm a manager.
6. A: Where \_\_\_\_\_ your son work?  
B: He \_\_\_\_\_ Center Restaurant. He's a chef.
7. A: \_\_\_\_\_ he \_\_\_\_\_ near the restaurant?  
B: No, he lives \_\_\_\_\_ Bank Street.

## 2 Look at the pictures of places in New York City. What is the place? Write a sentence.



1. It's a museum . 2. \_\_\_\_\_ . 3. \_\_\_\_\_



4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

**3 Complete the charts.**

|            |                |
|------------|----------------|
| 1. I live  | in _____       |
|            | on _____       |
|            | at _____       |
|            | next to _____  |
|            | near _____     |
| 2. I study | at _____       |
|            | on _____       |
|            | next to _____  |
|            | near _____     |
|            | far from _____ |

**4 Answer the questions with real information.**

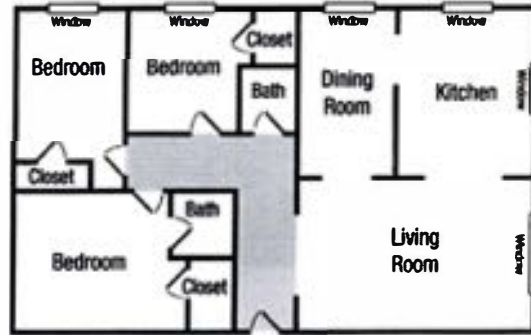
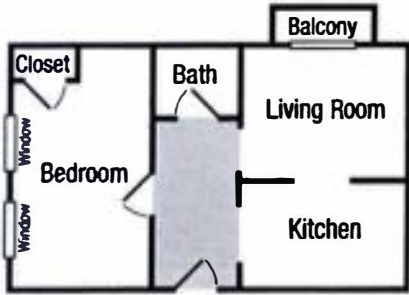
Example: Is the airport far from your school? Yes. About 45 minutes by bus

1. Is the mall far from your school? \_\_\_\_\_
2. Is the bus station far from your school? \_\_\_\_\_
3. Is the hospital far from your school? \_\_\_\_\_



# LESSON 2

5 Look at the floor plans for two apartments. What are they like? Write sentences with There's and There are.



1. *There's one large bedroom* \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

6. *There are three bedrooms* \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

6 Complete the information about your home.

| <p><b>1</b> Circle one:</p> <p style="padding-left: 20px;">house</p> <p style="padding-left: 20px;">apartment</p>                                                                                                                                                                                                                                                            | <p><b>3</b> How many do you have in your home?</p> <p style="padding-left: 20px;">bathroom(s) ____ bedroom(s) ____ closet(s) ____</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                          |     |    |           |                          |                          |           |                          |                          |            |                          |                          |                  |                          |                          |                 |                          |                          |                 |                          |                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-----|----|-----------|--------------------------|--------------------------|-----------|--------------------------|--------------------------|------------|--------------------------|--------------------------|------------------|--------------------------|--------------------------|-----------------|--------------------------|--------------------------|-----------------|--------------------------|--------------------------|
| <p><b>2</b> Check <input checked="" type="checkbox"/> the rooms in your home.</p> <p style="padding-left: 20px;"><input type="checkbox"/> kitchen</p> <p style="padding-left: 20px;"><input type="checkbox"/> living room</p> <p style="padding-left: 20px;"><input type="checkbox"/> dining room</p> <p style="padding-left: 20px;"><input type="checkbox"/> bedroom(s)</p> | <p><b>4</b> Check <input checked="" type="checkbox"/> <u>yes</u> or <u>no</u>. Does your home have . . .</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;"></th> <th style="width: 10%; text-align: center;">yes</th> <th style="width: 20%; text-align: center;">no</th> </tr> </thead> <tbody> <tr> <td>a garden?</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>a garage?</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>a balcony?</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>a large kitchen?</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>a second floor?</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>a large closet?</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table> |                          | yes | no | a garden? | <input type="checkbox"/> | <input type="checkbox"/> | a garage? | <input type="checkbox"/> | <input type="checkbox"/> | a balcony? | <input type="checkbox"/> | <input type="checkbox"/> | a large kitchen? | <input type="checkbox"/> | <input type="checkbox"/> | a second floor? | <input type="checkbox"/> | <input type="checkbox"/> | a large closet? | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                                                                                                                                                                                                                                              | yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | no                       |     |    |           |                          |                          |           |                          |                          |            |                          |                          |                  |                          |                          |                 |                          |                          |                 |                          |                          |
| a garden?                                                                                                                                                                                                                                                                                                                                                                    | <input type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <input type="checkbox"/> |     |    |           |                          |                          |           |                          |                          |            |                          |                          |                  |                          |                          |                 |                          |                          |                 |                          |                          |
| a garage?                                                                                                                                                                                                                                                                                                                                                                    | <input type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <input type="checkbox"/> |     |    |           |                          |                          |           |                          |                          |            |                          |                          |                  |                          |                          |                 |                          |                          |                 |                          |                          |
| a balcony?                                                                                                                                                                                                                                                                                                                                                                   | <input type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <input type="checkbox"/> |     |    |           |                          |                          |           |                          |                          |            |                          |                          |                  |                          |                          |                 |                          |                          |                 |                          |                          |
| a large kitchen?                                                                                                                                                                                                                                                                                                                                                             | <input type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <input type="checkbox"/> |     |    |           |                          |                          |           |                          |                          |            |                          |                          |                  |                          |                          |                 |                          |                          |                 |                          |                          |
| a second floor?                                                                                                                                                                                                                                                                                                                                                              | <input type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <input type="checkbox"/> |     |    |           |                          |                          |           |                          |                          |            |                          |                          |                  |                          |                          |                 |                          |                          |                 |                          |                          |
| a large closet?                                                                                                                                                                                                                                                                                                                                                              | <input type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <input type="checkbox"/> |     |    |           |                          |                          |           |                          |                          |            |                          |                          |                  |                          |                          |                 |                          |                          |                 |                          |                          |

7 Add your city to the list. Describe your home and the home of someone you know.

The screenshot shows a website titled "Away from Home" with the subtitle "Live in a house or apartment overseas for 1 to 6 months!". A phone number "Call us at 1-800-555-9038" is displayed. The website lists five housing options:

- 1. Paris**
  - A two-bedroom house with a large kitchen
  - A one-bedroom apartment with a small kitchen
- 2. Buenos Aires**
  - A two-bedroom house with three bathrooms
  - A two-bedroom house with two bathrooms
- 3. Tokyo**
  - A one-bedroom apartment with a large kitchen
  - A one-bedroom apartment with a large closet
- 4. Montreal**
  - A two-bedroom house with a small garden
  - A two-bedroom apartment with a balcony
- 5.** \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_

8 Look at Exercise 7 again. Circle the house or apartment you like. Describe the home. Write complete sentences.

Example: It's a house. It's in Paris. There are two bedrooms...

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Now write two questions to ask about the house or apartment. Use Is there, Are there, or How many.

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

## LESSON 3

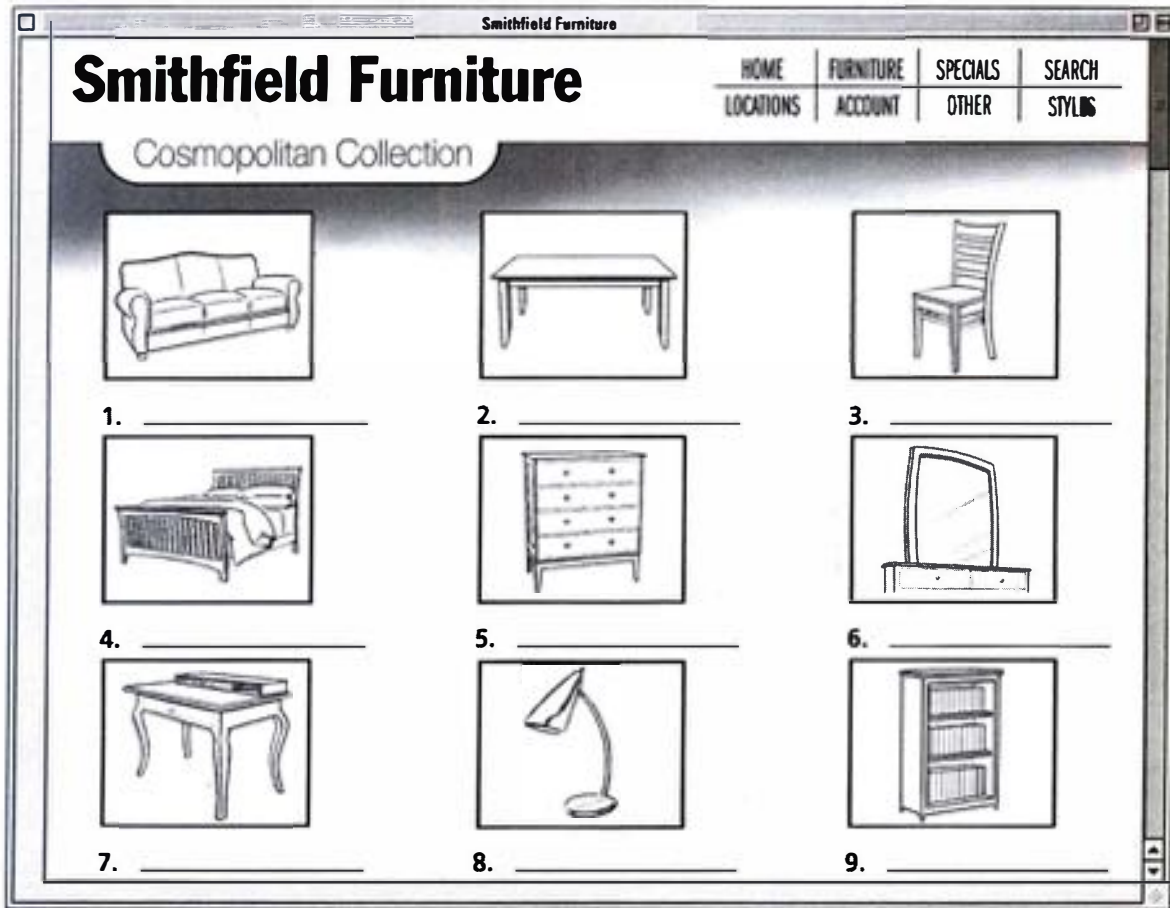
9 What new furniture or appliances do you want for your home? Make a list of four items that you want.

Example: a new sofa for the living room

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



10 Label the furniture on the website.



11 Complete the conversation. Give your opinion about the furniture in Exercise 10.

1. "This is a great desk. What do you think?"

YOU \_\_\_\_\_

2. "I like this bookcase, too. What about you?"

YOU \_\_\_\_\_

3. "Look at this lamp. Do you think it's nice?"

YOU \_\_\_\_\_

4. "What do you think of this chair?"

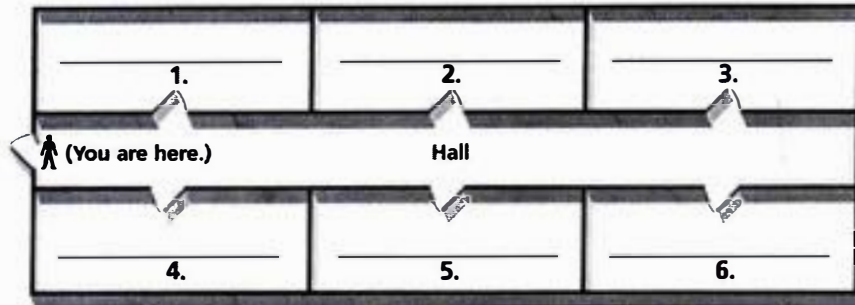
YOU \_\_\_\_\_

12 Describe one room in your home.

A large, empty rectangular box with a wavy bottom edge, intended for writing a description of a room.

**1 A RIDDLE FOR YOU!** Read the clues. Look at the map. Then write the names of the rooms in Paul and Paula's apartment.

- The living room is between their bedroom and the dining room.
- The bathroom is near the living room. It's right across the hall.
- The kitchen is next to the bathroom, on the left.
- Their daughter's bedroom is near their bedroom. It's right across the hall.
- The dining room is not the first room.



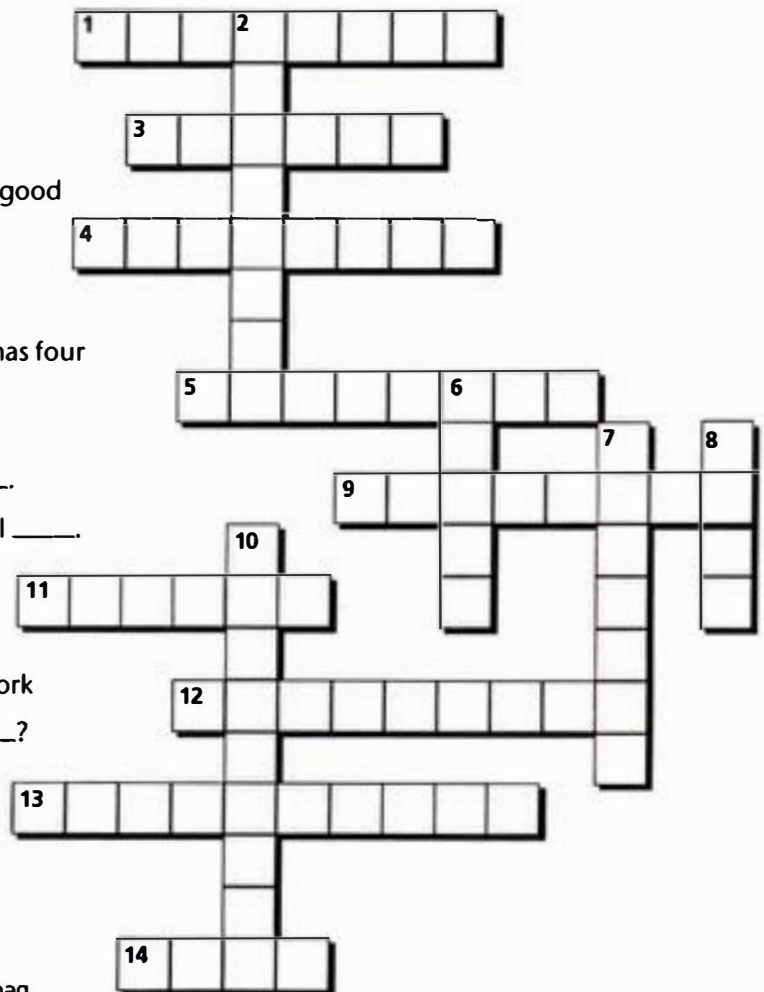
**2 Complete the puzzle.**

**Across**

- The room where the shower is
- A place to see famous artists' work
- Don't take the elevator. The \_\_\_\_\_ is good exercise.
- The office is on the thirty-second floor. Take the \_\_\_\_\_.
- Joe lives in an apartment. His \_\_\_\_\_ has four floors.
- A place for your clothes
- A bed, a sofa, and a desk are all \_\_\_\_\_.
- A refrigerator, a stove, and a TV are all \_\_\_\_\_.
- A place to go shopping

**Down**

- A place where doctors and nurses work
- This is a nice table. What do you \_\_\_\_\_?
- The room where the fridge is
- Not beautiful
- Very pretty



Riddle Answers: 1. kitchen; 2. bathroom; 3. daughter's bedroom; 4. dining room; 5. living room; 6. bedroom



LESSON 1

1 How's the weather? Is it hot, cold, warm, or cool?



1. \_\_\_\_\_



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



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



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

2 Look at the pictures. What are the people doing right now? Write sentences in the present continuous.



1. *She's brushing her teeth* \_\_\_\_\_



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



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



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



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



6. \_\_\_\_\_

**3** Look at the pictures. Answer the questions. Use a short answer and the present continuous.



1. Is he taking a bath?

No, he isn't. He's taking a shower



2. Is she reading?

\_\_\_\_\_



3. Are they listening to music?

\_\_\_\_\_



4. Is she wearing a dress?

\_\_\_\_\_



5. Is it snowing?

\_\_\_\_\_

**4** Where's Andrea? What's she doing? Match the rooms with Andrea's activities.

- |                                   |                                         |
|-----------------------------------|-----------------------------------------|
| 1. ____ She's in the kitchen.     | a. She's going to bed.                  |
| 2. ____ She's in the bedroom.     | b. She's checking e-mail.               |
| 3. ____ She's in the bathroom.    | c. She's eating dinner with her family. |
| 4. ____ She's in the dining room. | d. She's reading on the sofa.           |
| 5. ____ She's in the office.      | e. She's brushing her teeth.            |
| 6. ____ She's in the living room. | f. She's making breakfast.              |



# LESSON 2

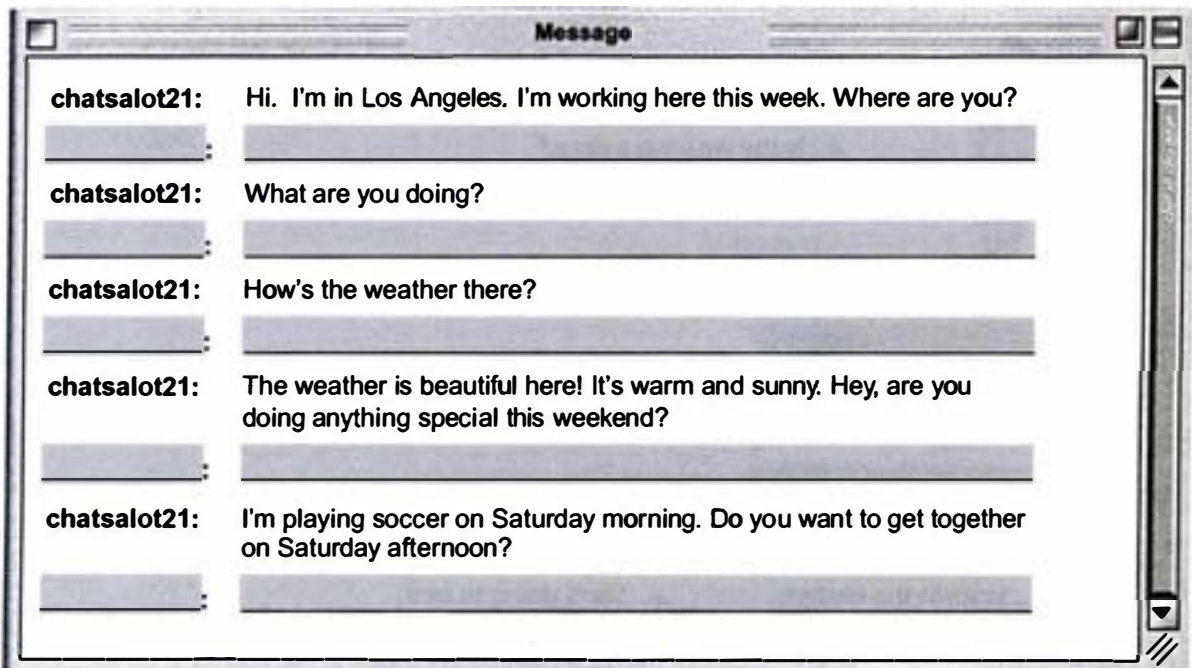
**5 Write the time, date, month, or year.**

- 1. right now: \_\_\_\_\_
- 2. today: \_\_\_\_\_
- 3. tomorrow: \_\_\_\_\_
- 4. the day after tomorrow: \_\_\_\_\_
- 5. this month: \_\_\_\_\_
- 6. this year: \_\_\_\_\_

**6 Answer the questions in the present continuous.**

- 1. What are you doing today? \_\_\_\_\_
- 2. What are you doing tonight? \_\_\_\_\_
- 3. What are you doing tomorrow? \_\_\_\_\_
- 4. What are you doing tomorrow evening? \_\_\_\_\_
- 5. What are you doing this weekend? \_\_\_\_\_

**7 Respond to the instant messages with your own information. Create your own screen name.**

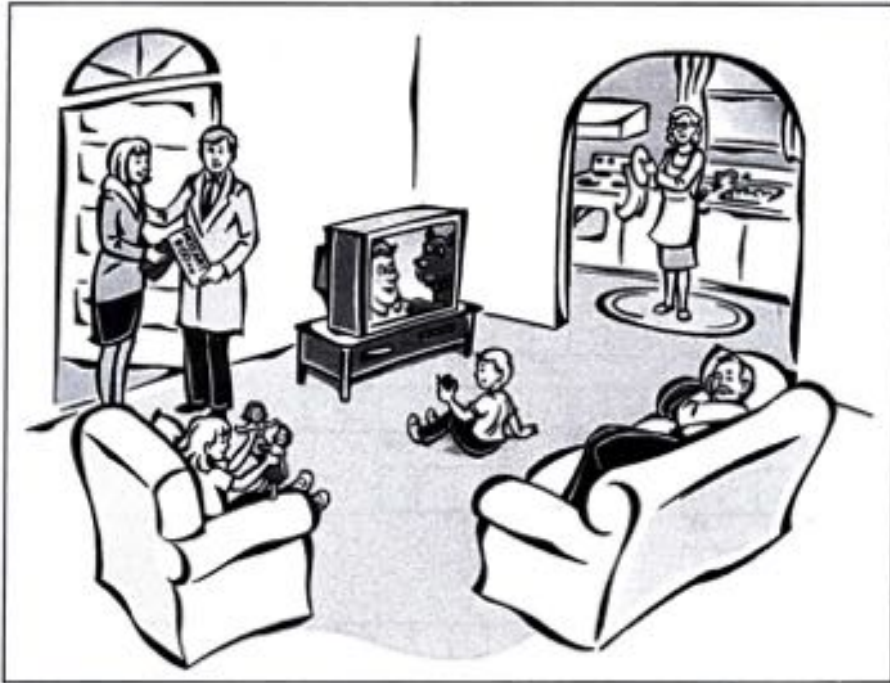


**8 Write your plans for next week. Write sentences in the present continuous.**

|  |  |
|--|--|
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

# LESSON 3

- 9 Look at the Ryan family's living room. Then read the answers and write questions about the family's activities. Use the present continuous.



1. Where's the grandfather taking a nap ? On the sofa.
2. \_\_\_\_\_ ? Washing the dishes.
3. \_\_\_\_\_ ? They're going to a concert.
4. \_\_\_\_\_ ? The son is.
5. \_\_\_\_\_ ? An apple.
6. \_\_\_\_\_ ? She's playing in the chair.

- 10 Imagine a very nice day. Answer the questions in complete sentences.

1. Where are you? \_\_\_\_\_
2. Who's with you? \_\_\_\_\_
3. What are you doing? \_\_\_\_\_
4. How's the weather? \_\_\_\_\_
5. What are you wearing? \_\_\_\_\_

- 11 Write the present participles.

1. take \_\_\_\_\_
2. play \_\_\_\_\_
3. study \_\_\_\_\_
4. exercise \_\_\_\_\_
5. eat \_\_\_\_\_
6. do \_\_\_\_\_
7. drive \_\_\_\_\_
8. call \_\_\_\_\_
9. go \_\_\_\_\_
10. get dressed \_\_\_\_\_





# UNIT 10 Food


## LESSON 1

1 Complete the chart. Check the boxes.

|                      | oranges | bananas | eggs | tomatoes | apples | lemons | peas | peppers | potatoes | beans | onions |
|----------------------|---------|---------|------|----------|--------|--------|------|---------|----------|-------|--------|
| I like               |         |         |      |          |        |        |      |         |          |       |        |
| I don't like         |         |         |      |          |        |        |      |         |          |       |        |
| I have in my kitchen |         |         |      |          |        |        |      |         |          |       |        |
| I need               |         |         |      |          |        |        |      |         |          |       |        |
| I eat every day      |         |         |      |          |        |        |      |         |          |       |        |
| I sometimes eat      |         |         |      |          |        |        |      |         |          |       |        |
| I never eat          |         |         |      |          |        |        |      |         |          |       |        |

2 Look at the recipe.

**Ingredients:**  
 3 potatoes  
 6 eggs  
 1 small tomato  
 1/2 an onion  
 1/2 a pepper




Now answer the questions.

- Are there any potatoes in the omelet? \_\_\_\_\_
- How many eggs are there in the omelet? \_\_\_\_\_
- Are there any onions? \_\_\_\_\_
- How many tomatoes are there in the omelet? \_\_\_\_\_
- Which ingredients do you have for this recipe? \_\_\_\_\_
- Which ingredients do you need? \_\_\_\_\_



**3 Write questions with How many. Then answer the questions.**

1. students / your English class: How many students are there in your English class \_\_\_\_\_ ?  
\_\_\_\_\_
2. people / your family: \_\_\_\_\_ ?  
\_\_\_\_\_
3. days / this month: \_\_\_\_\_ ?  
\_\_\_\_\_
4. sweaters / your closet: \_\_\_\_\_ ?  
\_\_\_\_\_
5. bathrooms / your home: \_\_\_\_\_ ?  
\_\_\_\_\_

**LESSON 2**

**4 Count or non-count? Write a, an, or X before each food or drink.**

- |                |               |                |
|----------------|---------------|----------------|
| 1. ____ tea    | 5. ____ egg   | 9. ____ cheese |
| 2. ____ rice   | 6. ____ sugar | 10. ____ lemon |
| 3. ____ banana | 7. ____ oil   | 11. ____ juice |
| 4. ____ meat   | 8. ____ apple | 12. ____ onion |

**5 Do you keep these foods in the fridge? On the shelf? On the counter? Write four sentences.**



I keep soup, pasta, and sugar on the shelf.

|       |          |      |
|-------|----------|------|
| juice | bread    | milk |
| rice  | butter   | eggs |
| oil   | tomatoes | tea  |

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

**6 What color is it? What color are they? Write sentences.**

1. milk: Milk is white \_\_\_\_\_ .
2. eggs: \_\_\_\_\_ .
3. butter: \_\_\_\_\_ .
4. orange juice: \_\_\_\_\_ .
5. tomatoes: \_\_\_\_\_ .
6. coffee: \_\_\_\_\_ .

7 Label the pictures.



1. a loaf of bread



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



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



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



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

8 Write five sentences. Use words or phrases from each box.

How many  
How much  
Is there any  
Are there any

+

meat  
juice  
oranges  
sugar  
bananas  
onions  
bread  
cans of soup

+

in the fridge?  
are there on the counter?  
do we have?  
is there?  
on the shelf?  
do you want?  
are there?  
in the kitchen?

1. Are there any oranges in the fridge?
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



9 Look at the picture.



Complete the questions with How much or How many. Then answer the questions.

1. A: \_\_\_\_\_ peppers are there?                      B: \_\_\_\_\_
2. A: \_\_\_\_\_ water is in the fridge?                      B: \_\_\_\_\_
3. A: \_\_\_\_\_ bags of beans are there?                      B: \_\_\_\_\_
4. A: \_\_\_\_\_ soda is there?                      B: \_\_\_\_\_

10 Look at the picture in Exercise 9 again. Complete the questions with Are there any or Is there any. Then answer the questions.

1. A: \_\_\_\_\_ cheese in the fridge?                      B: \_\_\_\_\_
2. A: \_\_\_\_\_ eggs?                      B: \_\_\_\_\_
3. A: \_\_\_\_\_ juice?                      B: \_\_\_\_\_
4. A: \_\_\_\_\_ butter?                      B: \_\_\_\_\_

11 What do you want for dinner? Answer the questions in a restaurant.

1. "Would you like tomato soup or onion soup?"  
YOU \_\_\_\_\_
2. "Would you like chicken or meat?"  
YOU \_\_\_\_\_
3. "Would you like potatoes or brown rice?"  
YOU \_\_\_\_\_
4. "Would you like coffee or tea later?"  
YOU \_\_\_\_\_
5. "And then would you like an apple or an orange?"  
YOU \_\_\_\_\_







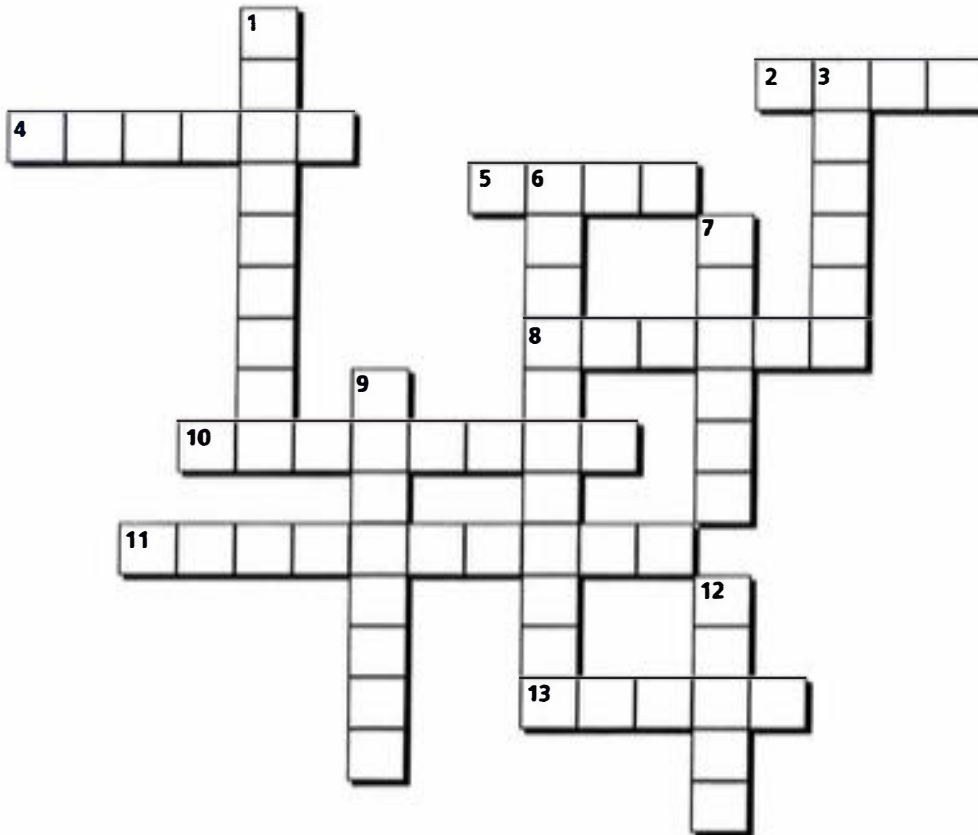
**1 A RIDDLE FOR YOU!**

George, Helen, and Steve are drinking coffee. Bart, Karen, and Dave are drinking soda. Is Ellie drinking coffee or soda?

(Hint: Look at the letters in each drink.)

Answer: \_\_\_\_\_

**2 Complete the puzzle.**



**Across**

- 2. A \_\_\_\_ of bread
- 4. Salt and \_\_\_\_.
- 5. In Asia, people eat a lot of \_\_\_\_.
- 8. Directions for cooking something
- 10. You make this drink with lemons, water, and sugar.
- 11. A box, a bottle, a bag, and a can are all \_\_\_\_.
- 13. I like coffee with milk and \_\_\_\_.

**Down**

- 1. The place for milk: \_\_\_\_ \_\_\_\_
- 3. Would you like apple juice, \_\_\_\_ juice, or tomato juice?
- 6. The foods in a recipe
- 7. Water, tea, and soda are all \_\_\_\_.
- 9. In the omelet, there are three \_\_\_\_.
- 12. Peppers, peas, and \_\_\_\_ are green.

Riddle Answer: Ellie is drinking coffee.

## LESSON 1

## 1 Write the date, month, or year.

1. yesterday: \_\_\_\_\_
2. last Wednesday: \_\_\_\_\_
3. three days ago: \_\_\_\_\_
4. one week ago: \_\_\_\_\_
5. the day before yesterday: \_\_\_\_\_
6. last month: \_\_\_\_\_
7. two months ago: \_\_\_\_\_
8. last year: \_\_\_\_\_
9. five years ago: \_\_\_\_\_

2 Complete the questions with **was** or **were**. Then answer the questions.

1. Where were you last night at 9:00? I was at home
2. \_\_\_\_\_ you at school yesterday? \_\_\_\_\_
3. How \_\_\_\_\_ the weather last week? \_\_\_\_\_
4. \_\_\_\_\_ there milk in your refrigerator this morning? \_\_\_\_\_
5. What \_\_\_\_\_ your first e-mail address? \_\_\_\_\_
6. When \_\_\_\_\_ your birthday? \_\_\_\_\_
7. How old \_\_\_\_\_ you in 2005? \_\_\_\_\_
8. Who \_\_\_\_\_ a famous person from the twentieth century? \_\_\_\_\_

3 Look at the list of events from **last week**.

### Special Events at The Hill School

**Monday:** Afternoon Concert  
**Tuesday:** Teachers' Dinner  
**Wednesday:** Volleyball Game: Teachers vs. Students  
**Thursday:** Breakfast for Students  
**Friday:** Movie  
**Saturday:** Movie (afternoon) / Dance (evening)  
**Sunday:** Exercise Classes



**All events are free.**  
**Check the school's website for places and times.**

Now write sentences about the events. Use **There was** or **There were**.

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



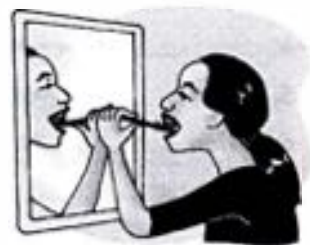
# LESSON 2

4 Complete the paragraph. Use the simple past tense forms of the verbs in the box. Use each verb only once.

|     |              |       |     |      |          |
|-----|--------------|-------|-----|------|----------|
| be  | eat          | put   | buy | come | get      |
| see | not exercise | drive | go  | take | not read |

Amy \_\_\_\_\_<sub>1</sub> home late last night. She and her colleagues \_\_\_\_\_<sub>2</sub> a movie after work. After the movie, they \_\_\_\_\_<sub>3</sub> out for dinner. This morning Amy \_\_\_\_\_<sub>4</sub> up at 8:00. She usually gets up at 7:00. She \_\_\_\_\_<sub>5</sub> a shower and got dressed by 8:15. She usually takes the bus to work, but today she \_\_\_\_\_<sub>6</sub>. In the car, she \_\_\_\_\_<sub>7</sub> on her makeup and \_\_\_\_\_<sub>8</sub> a banana for breakfast. She \_\_\_\_\_<sub>9</sub>, and she \_\_\_\_\_<sub>10</sub> the newspaper. But Amy \_\_\_\_\_<sub>11</sub> only five minutes late to work! Later, she \_\_\_\_\_<sub>12</sub> a cup of coffee at a restaurant near her office building.

5 Write five sentences about your activities this morning. Look at the pictures for ideas.



www.irLanguage.com

---



---



---

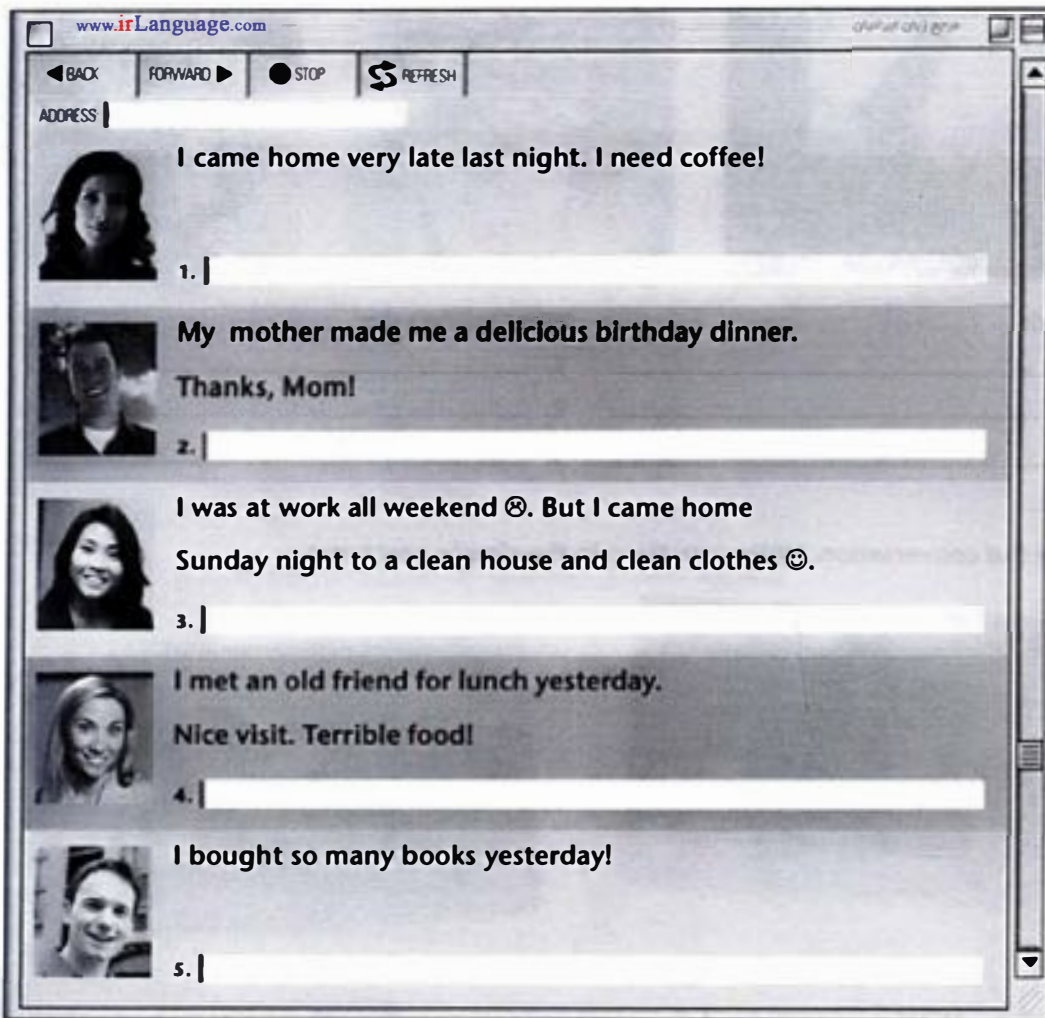


---



---

**6** Read the status updates. Ask a question. Use the simple past tense.



www.irLanguage.com

**LESSON 3**

**7** Which activities do you like? Number the activities from 1 to 6 in the order you like to do them.

- |                       |                      |
|-----------------------|----------------------|
| _____ go to the beach | _____ go running     |
| _____ go swimming     | _____ go bike riding |
| _____ go for a walk   | _____ go for a drive |

Which activities did you do? Which activities didn't you do? Write three sentences about yesterday, last week, and two weeks ago. irLanguage.com

Examples: I went to the beach yesterday  
I didn't go bike riding last week

1. \_\_\_\_\_

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

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



8 Write three things you did last weekend. Write three things you didn't do.



What I did:

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

What I didn't do:

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

9 Complete the conversation. Write questions in the simple past tense.



1. A:

B: Actually, I had a great weekend.

2. A: \_\_\_\_\_?

B: I went to the beach.

3. A: \_\_\_\_\_?

B: It was sunny and warm.

4. A: \_\_\_\_\_?

B: Some friends from school.

5. A: \_\_\_\_\_?

B: We went swimming and bike riding.



**10** Choose the correct responses to complete the conversation. Write the letter on the line.



1. A: Hi. How's it going?  
B: \_\_\_\_\_
  2. A: Friday night? Let me think . . .  
Oh, yeah, I went shopping. Why?  
B: \_\_\_\_\_
  3. A: There was? Too bad I wasn't there!  
B: \_\_\_\_\_
  4. A: Well, I exercised, I did the laundry,  
and then I studied.  
B: \_\_\_\_\_
  5. A: Actually, I had a great day on Sunday.  
The weather was beautiful, so I went  
bike riding at the beach.  
B: \_\_\_\_\_
- a. There was a great concert at the stadium.
  - b. So what did you do on Saturday?
  - c. Not bad. Hey, where were you on Friday night?
  - d. Now that sounds nice!
  - e. What about Sunday? Did you do anything special on Sunday?

**11** Answer the questions. Use the simple past tense.

1. Who did you talk to first today? \_\_\_\_\_
2. What did you do the day before yesterday? \_\_\_\_\_
3. What time did you come home last Saturday night? \_\_\_\_\_
4. Did you do anything special last weekend? \_\_\_\_\_
5. Did you have a good day yesterday? \_\_\_\_\_
6. How many books did you read last month? \_\_\_\_\_
7. Where did you live five years ago? \_\_\_\_\_
8. How often did you watch TV last week? \_\_\_\_\_



**1 A RIDDLE FOR YOU!**

Where is the only place that yesterday always comes after today?

(Hint: Think of a book.)

Answer: \_\_\_\_\_

**2 WORD FIND.** Look across (→) and down (↓). Circle the base forms of 21 verbs. Then write the simple past tense forms of those verbs on the lines.

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

|       |       |       |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

## LESSON 1

**1 Check the adjectives that describe you.**

1. My hair

- |                                |                                 |                                   |                                |
|--------------------------------|---------------------------------|-----------------------------------|--------------------------------|
| <input type="checkbox"/> black | <input type="checkbox"/> blonde | <input type="checkbox"/> straight | <input type="checkbox"/> short |
| <input type="checkbox"/> brown | <input type="checkbox"/> gray   | <input type="checkbox"/> wavy     | <input type="checkbox"/> long  |
| <input type="checkbox"/> red   | <input type="checkbox"/> white  | <input type="checkbox"/> curly    | <input type="checkbox"/> bald  |

2. My eyes

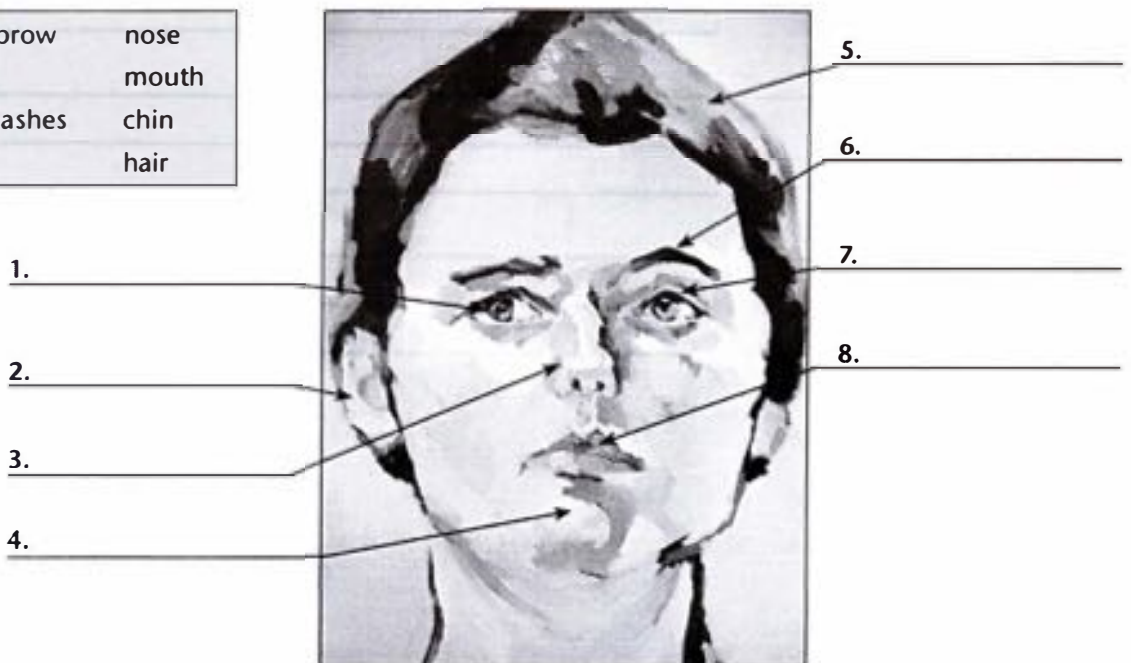
- |                                |                               |                                |
|--------------------------------|-------------------------------|--------------------------------|
| <input type="checkbox"/> brown | <input type="checkbox"/> blue | <input type="checkbox"/> green |
|--------------------------------|-------------------------------|--------------------------------|

**2 Describe a family member, a friend, or a colleague. Fill in the chart.**

| Person     | Hair   |                          |                      | Eye color |
|------------|--------|--------------------------|----------------------|-----------|
|            | Color  | Straight, wavy, or curly | Long, short, or bald |           |
| My brother | blonde | straight                 | short                | blue      |
|            |        |                          |                      |           |

**3 Write the parts of the face.**

|           |       |
|-----------|-------|
| eyebrow   | nose  |
| eye       | mouth |
| eyelashes | chin  |
| ear       | hair  |





4 Look at Exercise 1 again. Use the information to write sentences with **be** about yourself.

Example: My hair is brown

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

5 Look at Exercise 2 again. Use the information to write sentences with **have** about a family member, a friend, or a colleague.

Example: My brother has blue eyes

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

6 Choose three famous people to describe.

Here's language you already know:

|              |       |
|--------------|-------|
| pretty       | short |
| handsome     | tall  |
| good-looking | old   |
| cute         | young |

1. Johnny Depp : He's handsome. He has long, wavy, brown hair.  
His eyes are brown. He's an actor from the United States.
2. \_\_\_\_\_ : \_\_\_\_\_
3. \_\_\_\_\_ : \_\_\_\_\_
4. \_\_\_\_\_ : \_\_\_\_\_

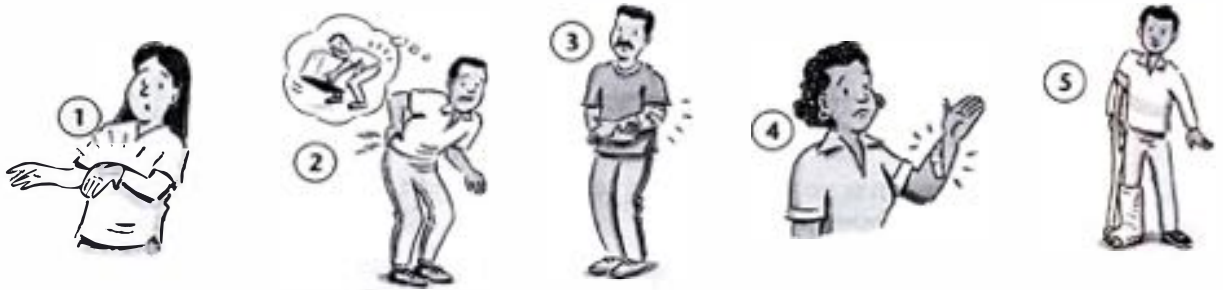
# LESSON 2

|          |       |         |
|----------|-------|---------|
| hand     | arm   | neck    |
| head     | foot  | leg     |
| shoulder | knee  | stomach |
| hip      | chest | ankle   |

7 Write the parts of the body. Use words from the box.



8 What happened? Write a sentence about each picture.



1. She burned her hand
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Now complete the conversation.

6. A: \_\_\_\_\_?  
B: I hurt my arm.
7. A: \_\_\_\_\_?  
B: Actually, yes. It does.



# LESSON 3

9 Check the remedies for each ailment.

|               | take something | lie down | have some tea | see a doctor | see a dentist | don't go to work or school | eat | don't eat |
|---------------|----------------|----------|---------------|--------------|---------------|----------------------------|-----|-----------|
| a cold        |                |          |               |              |               |                            |     |           |
| a fever       |                |          |               |              |               |                            |     |           |
| a sore throat |                |          |               |              |               |                            |     |           |
| a stomachache |                |          |               |              |               |                            |     |           |
| a backache    |                |          |               |              |               |                            |     |           |
| a toothache   |                |          |               |              |               |                            |     |           |

10 Think about an ailment you had. Then answer the questions.

1. What was wrong? \_\_\_\_\_
2. What did you do? \_\_\_\_\_

**Be careful!**  
Lie is irregular in the simple past tense:  
lie (down) → lay (down)

11 Your friend Brendan is going out with a colleague tonight. He wants your advice. Answer his questions.

1. Brendan: "We're going to the movies. What should we see?"

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

2. Brendan: "After the movie, we're going out for dinner. Where should we go?"

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

3. Brendan: "Should I talk about work?"

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

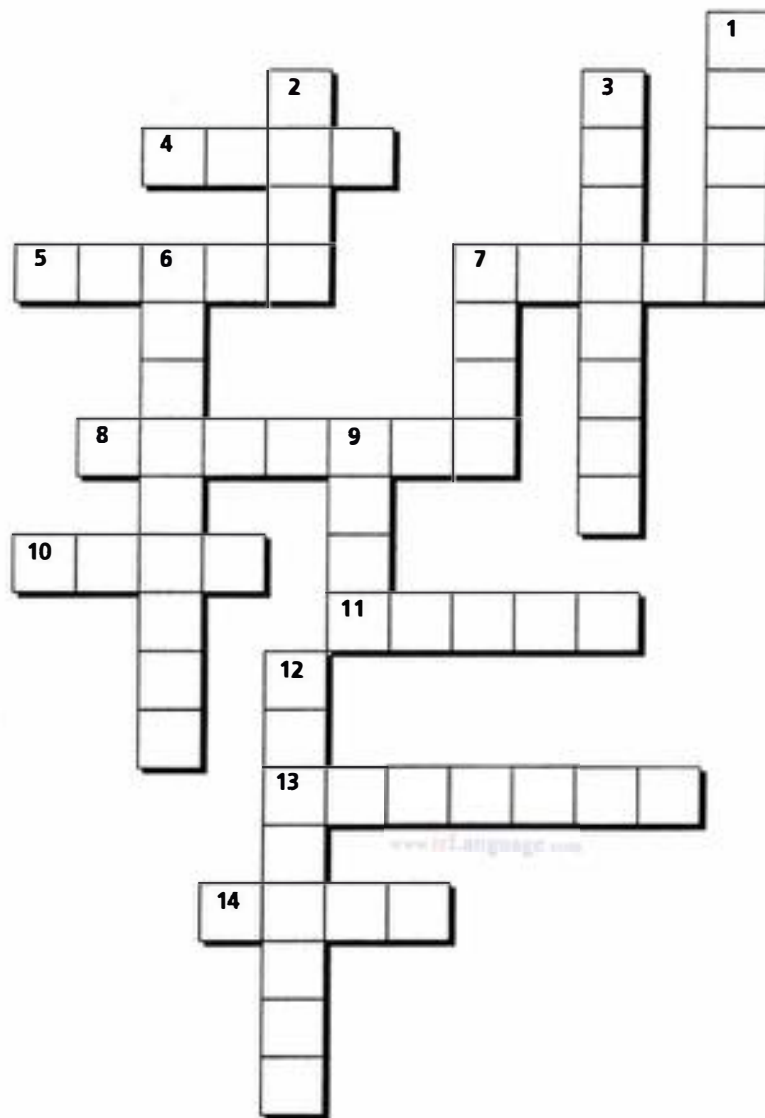
4. Brendan: "What should I wear?"

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





2 Complete the puzzle.



**Across**

- 4. It's between your hip and your ankle.
- 5. Hair on a man's chin
- 7. They're white. They're in your mouth.
- 8. They're on your hands. You have ten.
- 10. Parts of the body for shoes
- 11. Not long
- 13. It's between your hips and your chest.
- 14. Doesn't have hair

**Down**

- 1. It's between your nose and your chin.
- 2. Part of the body for a hat
- 3. Take something, lie down, and have some tea are all \_\_\_\_ .
- 6. Burn your finger, cut your hand, and fall down are all \_\_\_\_ .
- 7. They're on your feet. You have ten.
- 9. What you use to see
- 12. Hair between a man's nose and mouth

## LESSON

## 1

1 Write about four different people's abilities. Write sentences with **well** or **badly**.

Example: My sister: Rose k...~~it~~ well

1. My teacher: \_\_\_\_\_
2. My friend: \_\_\_\_\_
3. My neighbor: \_\_\_\_\_
4. My colleague: \_\_\_\_\_

2 Look at the pictures. Write a sentence with **can** or **can't**.

1. She can play the guitar



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



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



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

3 Complete the conversations with **can** or **can't** and the base form of a verb.

1. A: \_\_\_\_\_ you \_\_\_\_\_ English?  
B: Oh, yes, and I \_\_\_\_\_ Spanish, too.
2. A: \_\_\_\_\_ you \_\_\_\_\_ my computer?  
B: No. I \_\_\_\_\_ fix cars but not computers.
3. A: \_\_\_\_\_ you \_\_\_\_\_?  
B: Yes, I can paint, but not very well.
4. A: \_\_\_\_\_ your sister \_\_\_\_\_?  
B: No. She \_\_\_\_\_ sew, but she \_\_\_\_\_ knit.
5. A: \_\_\_\_\_ your brothers \_\_\_\_\_ the violin?  
B: No, but they \_\_\_\_\_ the guitar.








4 Which occupation is good for you? Take the *Top Notch Abilities and Interests Survey*.

| <b>Top Notch Abilities and Interests Survey</b> |                    |                       |                       |                       |                       |                       |
|-------------------------------------------------|--------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <b>ABILITIES</b>                                |                    | <b>Do very well</b>   | <b>Do well</b>        | <b>Do OK</b>          | <b>Do badly</b>       | <b>Can't do</b>       |
|                                                 | 1. paint           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|                                                 | 2. draw            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|                                                 | 3. dance           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|                                                 | 4. swim            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|                                                 | 5. drive           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|                                                 | 6. play the violin | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|                                                 | 7. ski             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|                                                 | 8. fix a car       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|                                                 | 9. cook            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|                                                 | 10. sing           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| <b>INTERESTS</b> |                            | <b>Like a lot</b>     | <b>Like</b>           | <b>Like a little</b>  | <b>Don't like</b>     |
|------------------|----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
|                  | 1. go to concerts          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|                  | 2. go to museums           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|                  | 3. listen to music         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|                  | 4. make dinner for friends | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|                  | 5. exercise                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|                  | 6. go running              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|                  | 7. go bike riding          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|                  | 8. go for a drive          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| <b>RESULTS</b>                                                                                                                 | <b>Look at your answers.<br/>What do you do very well? What do you like to do a lot?</b>                                       |
|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| Can you cook well?<br>Do you like to make dinner for friends?                                                                  |  Maybe you should be a chef.               |
| Can you sing, dance, play the violin (guitar, piano, other instruments)?<br>Do you like to go to concerts and listen to music? |  Maybe you should be a singer or musician. |
| Can you swim and ski?<br>Do you like to exercise and go running and bike riding?                                               |  Maybe you should be an athlete.           |
| Can you draw and paint?<br>Do you like to go to museums?                                                                       |  Maybe you should be an artist.            |
| Can you drive and fix a car?<br>Do you like to go for a drive?                                                                 |  Maybe you should be a mechanic.           |

According to the survey, what should you be? \_\_\_\_\_

5 Describe your abilities. Complete the sentences.

1. I \_\_\_\_\_ well, but I \_\_\_\_\_ badly.
2. I can \_\_\_\_\_, but not very well.
3. I can't \_\_\_\_\_ at all.
4. I wish I could \_\_\_\_\_.

www.irLanguage.com

LESSON 2

6 Write sentences with too and an adjective.



1. She can't drive.

*She's too young* \_\_\_\_\_.



2. She can't watch TV.

\_\_\_\_\_.



3. You can't wear that shirt.

\_\_\_\_\_.



4. He doesn't want that suit.

\_\_\_\_\_.



5. We can't go bike riding today.

\_\_\_\_\_.



6. She can't drink this coffee.

\_\_\_\_\_.



**7 Complete the sentences with adjectives from the box.** irLanguage.com

busy    tired    full    early    late    hungry

1. I went to a party last night. I got home at midnight and got up at 5:00 for work.  
I'm so \_\_\_\_\_.
2. I'm really sorry, but I can't go to the movies now. It's \_\_\_\_\_.  
I'm going home and going to bed.
3. That lunch was delicious! I had black bean soup, pasta with chicken, and bread.  
Now I'm \_\_\_\_\_.
4. You get up at 5:30 every day for work? That's very \_\_\_\_\_!
5. I don't want any dinner tonight. I had a late lunch today, and I'm not very \_\_\_\_\_.
6. Today I have three meetings, lunch with my manager, a colleague's birthday party, and my son's soccer game. I'm very \_\_\_\_\_.

**8 Decline the invitations. Give reasons.**

1. "Let's go for a drive."  
**YOU** \_\_\_\_\_
2. "I'm going out for lunch. Would you like to join me?"  
**YOU** \_\_\_\_\_
3. "How about a movie tonight? There's a show at 10:00."  
**YOU** \_\_\_\_\_
4. "Let's go to the park."  
**YOU** \_\_\_\_\_

**LESSON 3**

**9 Match the problems with the requests. Write the letter on the line.**

- |                                          |                                           |
|------------------------------------------|-------------------------------------------|
| 1. _____ I'm cold.                       | a. Could you please do the laundry?       |
| 2. _____ I need to check my e-mail.      | b. Could you please close the window?     |
| 3. _____ It's too hot.                   | c. Could you please turn on the computer? |
| 4. _____ I don't have any clean clothes. | d. Could you please go shopping?          |
| 5. _____ I can't read this.              | e. Could you please open the window?      |
| 6. _____ There isn't any milk.           | f. Could you please hand me my glasses?   |

10 Mrs. Cole's boss is coming for dinner at 6:00. But look at the house!



Help Mrs. Cole ask her husband to help. Write requests with could you.

1. Could you please take out the garbage \_\_\_\_\_?
2. \_\_\_\_\_?
3. \_\_\_\_\_?
4. \_\_\_\_\_?
5. \_\_\_\_\_?

11 Choose the correct response. Circle the letter.

1. Can you sing?  
a. No. I sing very badly.    b. I'm sorry, but I'm busy.    c. No, thanks.
2. Could you wash the dishes?  
a. My pleasure.    b. Yes, I do.    c. No, thank you. I'm full.
3. Let's go out for dinner.  
a. I'm sorry to hear that.    b. I'm sorry, but I'm busy.    c. I'd like fish, please.
4. Could you do me a favor?  
a. Of course.    b. That's too bad.    c. Really?
5. Could you please turn off the TV?  
a. Sounds great.    b. Sure. No problem.    c. Maybe some other time.



**1 What can they do? Match the famous people with their abilities. How many do you know?**

- |                             |                             |
|-----------------------------|-----------------------------|
| 1. ____ Beyoncé             | a. She can write.           |
| 2. ____ Joo Yeon Sir        | b. He can dance.            |
| 3. ____ J.K. Rowling        | c. She can sing.            |
| 4. ____ Mikhail Baryshnikov | d. He can drive.            |
| 5. ____ Jacques Pepin       | e. She can play tennis.     |
| 6. ____ Serena Williams     | f. He can cook.             |
| 7. ____ Michael Schumacher  | g. He can swim.             |
| 8. ____ Michael Phelps      | h. She can play the violin. |

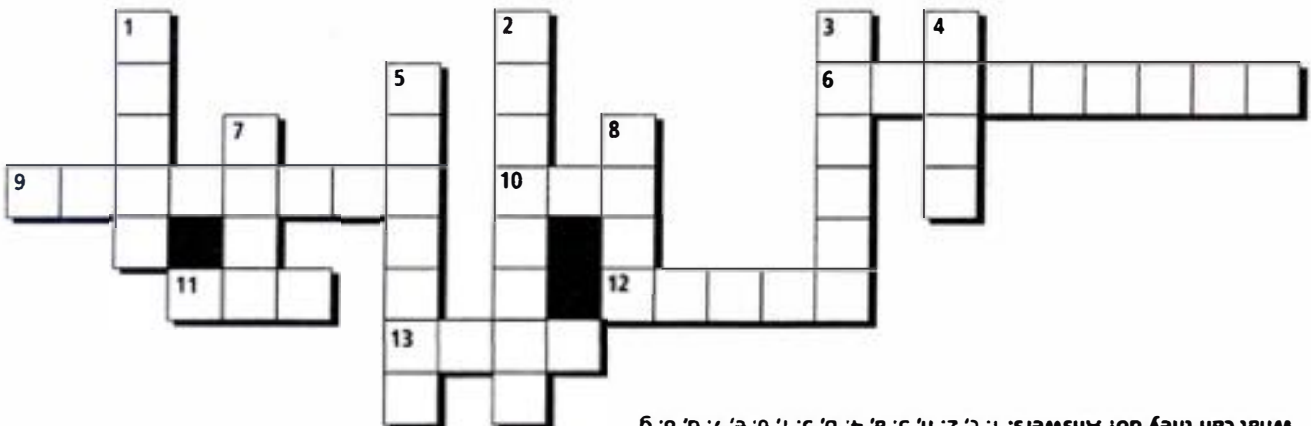
**2 Complete the puzzle.**

**Across**

6. Play the guitar, swim, and drive are all \_\_\_\_.
9. A baby can do this at three months.
10. Make clothes
11. You can do this when there's snow.
12. I can't today. \_\_\_\_ some other time.
13. Not hungry

**Down**

1. Not well
2. These shoes are size 35. She needs a 37. They're \_\_\_\_ \_\_\_\_.
3. I'm cold. Could you please \_\_\_\_ my sweater?
4. Shakira can do this.
5. I'm going to bed. Could you please \_\_\_\_ the light?
7. Make dinner
8. You can do this at the beach.



What can they do? Answers: 1. c; 2. h; 3. a; 4. b; 5. f; 6. e; 7. d; 8. g

# UNIT 14


## Life Events and Plans

### LESSON 1

1 Read about Yao Ming's life.

www.iRLanguage.com

### Yao Ming's Life Story



Yao Ming was born on September 12, 1980. He grew up in a small apartment in Shanghai, China, with his parents. They were both basketball players, too—and tall! Their son is 2.26 meters (7 feet 5 inches). Yao doesn't have any brothers or sisters. When he was about nine, he went to the Youth Sports School in Shanghai. In China, he played for the Shanghai Sharks.

In 2002, Yao moved to the United States to play professional basketball. He played for the Houston Rockets. When Yao first moved to Houston, he lived with his mother. Yao's mother cooked Chinese food for him, did the laundry, and cleaned their four-bedroom house. Yao Ming retired from basketball in 2011.

Now look at the answers and write questions.

- |              |                                |
|--------------|--------------------------------|
| 1. A: _____? | B: On September 12, 1980.      |
| 2. A: _____? | B: In Shanghai, China.         |
| 3. A: _____? | B: At the Youth Sports School. |
| 4. A: _____? | B: In 2002.                    |
| 5. A: _____? | B: In 2011.                    |

2 For each academic subject, write an occupation.

1. architecture: \_\_\_\_\_
2. business: \_\_\_\_\_
3. medicine: \_\_\_\_\_
4. education: \_\_\_\_\_
5. engineering: \_\_\_\_\_



**3 Get to know a famous person's life story. Choose a famous person. Answer the questions. Use the Internet, books, and other sources for information.**

1. Person's name: \_\_\_\_\_
2. When was he / she born? \_\_\_\_\_
3. Where was he / she born? \_\_\_\_\_
4. Where did he / she grow up? \_\_\_\_\_
5. What school did he / she go to? \_\_\_\_\_
6. What did he / she study? \_\_\_\_\_
7. Did he / she graduate? When? \_\_\_\_\_
8. What does he / she do now? \_\_\_\_\_

**LESSON 2**

**4 What are you going to do this summer? Check the boxes.**

- |                                          |                                                |                                       |
|------------------------------------------|------------------------------------------------|---------------------------------------|
| <input type="checkbox"/> travel          | <input type="checkbox"/> relax                 | <input type="checkbox"/> exercise     |
| <input type="checkbox"/> go camping      | <input type="checkbox"/> sleep late            | <input type="checkbox"/> work         |
| <input type="checkbox"/> go fishing      | <input type="checkbox"/> do nothing            | <input type="checkbox"/> go to school |
| <input type="checkbox"/> go bike riding  | <input type="checkbox"/> hang out with friends | <input type="checkbox"/> move         |
| <input type="checkbox"/> go to the beach | <input type="checkbox"/> go for walks          | <input type="checkbox"/> go swimming  |



**5 Now write to a friend about your plans. Write sentences with be going to.**

www.irlanguage.com

|  |  |
|--|--|
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**6 Answer the questions about your future plans with be going to.**

1. What are you going to do tonight? \_\_\_\_\_
2. What are you going to do tomorrow? \_\_\_\_\_
3. What are you going to do tomorrow night? \_\_\_\_\_
4. What are you going to do the day after tomorrow? \_\_\_\_\_

7 Read the sentences. Ask **yes / no** questions with **be going to**.

- A: Rachel has a toothache.  
B: Is she going to see a dentist \_\_\_\_\_?
- A: Jack doesn't feel well.  
B: \_\_\_\_\_?
- A: I'm making chicken with rice, but there isn't any rice on the shelf.  
B: \_\_\_\_\_?
- A: Anthony is going to travel to Europe.  
B: \_\_\_\_\_?
- A: I don't have a clean shirt for work tomorrow.  
B: \_\_\_\_\_?
- A: Julia is going to study medicine.  
B: \_\_\_\_\_?
- A: We don't have any plans this weekend.  
B: \_\_\_\_\_?

www.irLanguage.com

LESSON 3

8 Read about more events in Yao Ming's life.

**What's Next for Yao Ming?**

In 2007, Yao Ming got married. His wife's name is Ye Li. Like Yao, she is tall (1.9 meters / 6 feet 3 inches) and a professional basketball player. She played for China in the 2004 Summer Olympics. Yao and Ye met in 1999 when they were teenagers. They were married in a small ceremony in Shanghai on August 6, 2007. They had a daughter in 2010.

On May 12, 2008, there was a terrible earthquake in Sichuan Province, China. Yao and his wife started the Yao Foundation to help children in Sichuan. Yao's foundation is building new schools in Sichuan. Yao and Ye hope their foundation can also help children in other parts of China and in the U.S. The Yao Foundation also wants to help stop people from killing elephants and selling the ivory.



Now answer the questions.

- What happened on August 6, 2007? \_\_\_\_\_
- What happened on May 12, 2008? \_\_\_\_\_
- What is the Yao Foundation doing now? \_\_\_\_\_  
\_\_\_\_\_
- What is the Yao Foundation going to do in the future? \_\_\_\_\_  
\_\_\_\_\_



9 What would you like to do in your life? Write four sentences. Use the pictures and the verbs in the box for ideas.



|             |               |       |
|-------------|---------------|-------|
| move        | have children | meet  |
| study       | go            | see   |
| graduate    | learn         | buy   |
| get married | travel        | visit |

Example: I would like to travel to Australia

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

10 Write two information questions with would like to ask each person.



I would like to get married.

1. When would you like to get married \_\_\_\_\_?
2. \_\_\_\_\_?



I would like to have children.

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



I would like to change careers.

5. \_\_\_\_\_?
6. \_\_\_\_\_?

- 11 A reporter from your school newspaper wants to write an article about you. Answer her questions about yourself.

1. When were you born?  
\_\_\_\_\_  
\_\_\_\_\_

2. Where were you born?  
\_\_\_\_\_  
\_\_\_\_\_

3. Where did you grow up?  
\_\_\_\_\_  
\_\_\_\_\_

4. What do you do?  
\_\_\_\_\_  
\_\_\_\_\_

5. What are you studying now?  
\_\_\_\_\_  
\_\_\_\_\_

6. What do you usually do on weekends?  
\_\_\_\_\_  
\_\_\_\_\_

7. What would you like to do in the next five years?  
\_\_\_\_\_  
\_\_\_\_\_



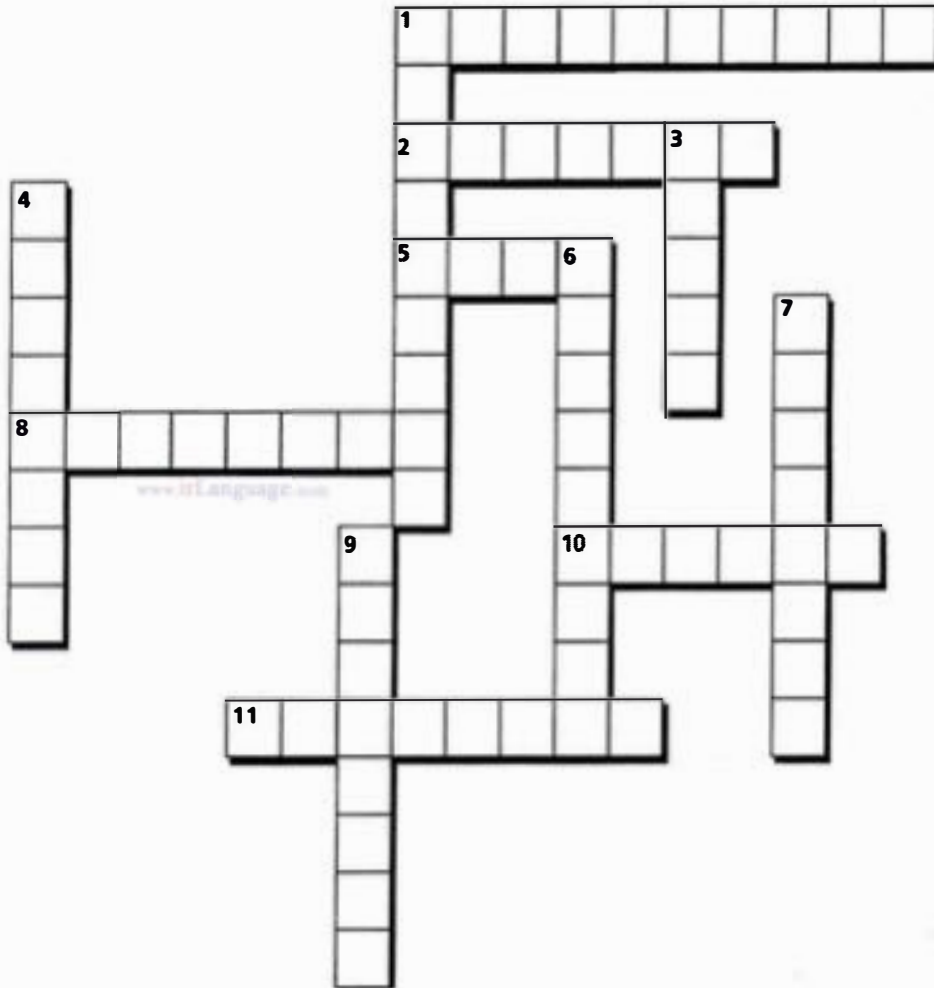


**1 A RIDDLE FOR YOU!**

When asked how old she was, Suzie answered, "In two years I'm going to be twice as old as I was five years ago." How old is she now?

- a. Twelve.                      b. Seven.                      c. Fourteen.

**2 Complete the puzzle.**



**Across**

- 1. Become husband and wife
- 2. Occupations
- 5. Go to live in a new home
- 8. Sons and daughters
- 10. Visit new cities
- 11. What future doctors study

**Down**

- 1. Sleep outdoors
- 3. On weekends, I don't want to do anything. I just want to \_\_\_\_.
- 4. Houdini's occupation
- 6. What future teachers study
- 7. Architecture, psychology, and law are all academic \_\_\_\_.
- 9. Complete school

# Units 8–14 REVIEW

## 1 Answer the questions. irLanguage.com

1. Where do you live?

---

2. What's your home like?

---

3. How's the weather today?

---

4. What are you doing this weekend?

---

5. What do you have in your fridge?

---

6. What did you do last weekend?

---

7. What do you look like?

---

8. What can you do well?

---

9. Where were you born?

---

10. What would you like to do in the future?

---

## 2 Complete the sentences. Use the correct verb form.

1. Diane \_\_\_\_\_ every day.  
go running

2. Alex \_\_\_\_\_ to work right now.  
drive

3. We \_\_\_\_\_ dinner for some friends last night.  
cook

4. I \_\_\_\_\_ this weekend.  
relax



### 3 Read about Andrea Bocelli.

He's an opera singer from Italy, but people of all ages listen to his music. He sings beautifully and is famous all over the world. He has wavy, gray hair. His name is Andrea Bocelli.

Bocelli was born on September 22, 1958, in Tuscany. He grew up on his family's farm. He started singing for family members when he was about three years old. When he was six, he learned to play the piano. He can also play the flute and



the saxophone. At the age of twelve, he had a soccer accident, and now he can't see. Bocelli graduated from the University of Pisa. He studied law, but he worked for only one year as a lawyer.

What was next for Andrea Bocelli? He started to study opera. His teacher was the famous singer Franco Corelli. In the evenings, he sang in piano bars to pay for his opera singing lessons. During this time, he got married. He and his first wife, Enrica, had two children, Amos and Matteo. In 1992, Luciano Pavarotti listened to a tape of Bocelli singing. That was the beginning of Bocelli's very successful career in music. Between 1994 and 2010, he made about 23 albums.

Bocelli lives in a pink house on the beach in Forte dei Marmi, Tuscany, not far from where he grew up. Bocelli studies music and practices singing for two hours or more every day. He travels a lot for his job. But he doesn't like to travel. He writes, too. He wrote a book about his life story, *The Music of Silence*. In his free time, he reads and cooks Italian food.

### 4 To write this article, a reporter interviewed Andrea Bocelli. Answer the reporter's questions for Bocelli.

1. Reporter: Where were you born? irLanguage.com

Bocelli: I was born in Tuscany

2. Reporter: And did you grow up there?

Bocelli: \_\_\_\_\_

3. Reporter: What did you study?

Bocelli: \_\_\_\_\_

4. Reporter: Can you play any musical instruments?

Bocelli: \_\_\_\_\_

5. Reporter: When did you learn to play the piano?

Bocelli: \_\_\_\_\_

6. Reporter: Tell me about your family.

Bocelli: \_\_\_\_\_

7. Reporter: Where do you live now?

Bocelli: \_\_\_\_\_

8. Reporter: What's your typical day like?

Bocelli: \_\_\_\_\_

9. Reporter: What do you do in your free time?

Bocelli: \_\_\_\_\_

5 Look again at the article in Exercise 3. Circle all 21 simple past tense verbs or past-tense forms of be in the article. Write 10 of these verbs on the lines. Then write the base form of the 10 verbs.

- |                                     |                   |
|-------------------------------------|-------------------|
| 1. <u>was born</u> → <u>be born</u> | 6. _____ → _____  |
| 2. _____ → _____                    | 7. _____ → _____  |
| 3. _____ → _____                    | 8. _____ → _____  |
| 4. _____ → _____                    | 9. _____ → _____  |
| 5. _____ → _____                    | 10. _____ → _____ |

## OPTIONAL VOCABULARY BOOSTER ACTIVITIES

www.irlanguage.com

1 Check the items you have in your home. Then write which room they are in.

1.  intercom \_\_\_\_\_
2.  fire escape \_\_\_\_\_
3.  medicine cabinet \_\_\_\_\_
4.  shower curtain \_\_\_\_\_
5.  dishwasher \_\_\_\_\_
6.  coffee maker \_\_\_\_\_
7.  food processor \_\_\_\_\_
8.  fax machine \_\_\_\_\_

2 Go shopping for your home. What colors do you want? Write sentences.

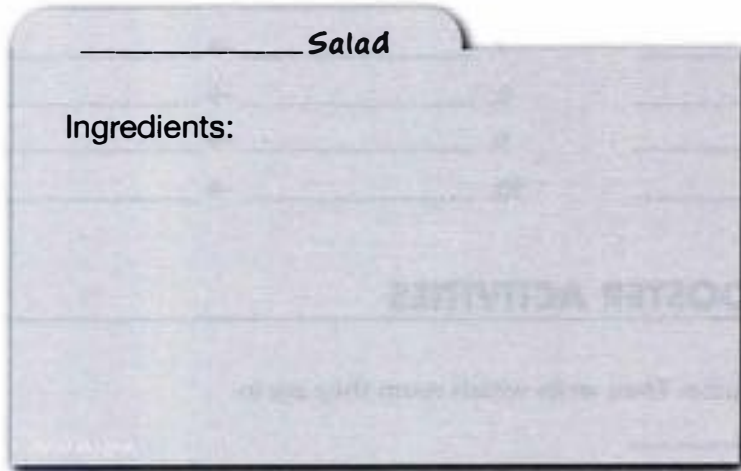
Example: sheets: I want gray sheets \_\_\_\_\_

1. sheets: \_\_\_\_\_
2. blanket: \_\_\_\_\_
3. bath mat: \_\_\_\_\_
4. towels: \_\_\_\_\_
5. place mats: \_\_\_\_\_
6. plates: \_\_\_\_\_

3 Circle the seasons where you live. Then complete the chart. Write the months and the weather in each season where you live.

| Seasons | Months | Weather |
|---------|--------|---------|
| Spring  |        |         |
| Summer  |        |         |
| Fall    |        |         |
| Winter  |        |         |

4 Make a fruit or vegetable salad. Write the ingredients on the recipe card.



5 Circle the word or phrase that is different.

- |               |               |                |                  |
|---------------|---------------|----------------|------------------|
| 1. grapefruit | peach         | lemon          | tangerine        |
| 2. fork       | glass         | teaspoon       | knife            |
| 3. go sailing | go snorkeling | go windsurfing | go rock climbing |
| 4. elbow      | forehead      | cheek          | lip              |
| 5. saxophone  | flute         | trumpet        | drums            |
| 6. biology    | drama         | medicine       | chemistry        |

6 Check the activities that you do. Then circle your favorite activity.

- |                      |                         |                    |
|----------------------|-------------------------|--------------------|
| ___ go rock climbing | ___ go hiking           | ___ go snorkeling  |
| ___ go rollerblading | ___ go ice skating      | ___ garden         |
| ___ play golf        | ___ go sailing          | ___ play soccer    |
| ___ go skiing        | ___ go horseback riding | ___ get a manicure |

Now answer the questions.

- How often do you do your favorite activity? \_\_\_\_\_
- Where do you do your favorite activity? \_\_\_\_\_
- Are you doing your favorite activity this month? When? \_\_\_\_\_  
\_\_\_\_\_
- Did you do your favorite activity last month? When? \_\_\_\_\_  
\_\_\_\_\_
- Which activity do you wish you could do? \_\_\_\_\_

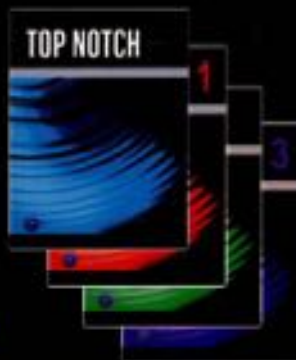


THIRD EDITION

# TOP NOTCH

FUNDAMENTALS

# B



## THE LEADER IN GLOBAL COMMUNICATION

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

**Top Notch** develops confident, culturally fluent English speakers who can successfully navigate the social, travel, and business situations that they will encounter in their lives. It delivers immediate, demonstrable results through its proven pedagogy and systematic recycling of language.

**Top Notch** provides more practice and more teacher support than any course available today.

### COMPLETE AND FLEXIBLE

■ **MyEnglishLab** is an online learning platform that offers personalized, four-skills practice with feedback on errors, as well as Grammar Coach and Pronunciation Coach videos.



MyEnglishLab

■ **ActiveTeach** is a dynamic, customizable multimedia teaching tool. It includes the Student's Book, in digital form, with point-of-use audio, video, flash cards, interactive activities, and lesson plans. With printable resources and assessment.



■ To listen anytime, anywhere to the **Top Notch Classroom Audio Program**, go to [www.english.com/topnotch3e](http://www.english.com/topnotch3e). Download mp3 files at no charge OR purchase the **Top Notch Go** app—with speed control, navigation, and audio transcripts.



■ **Student's Book** Available with or without MyEnglishLab

■ **Workbook**

■ **Teacher's Edition and Lesson Planner**

■ **Full-Course Placement Tests** (printable or online)

■ **Assessment** Online in MyEnglishLab or printable from ActiveTeach

■ **Classroom Audio Program** (CDs)

**Summit 1** and **Summit 2** are the titles of the 5th and 6th levels of the *Top Notch* course. **Summit 1** is CEFR B2 - B2+. **Summit 2** is CEFR B2+ - C1.

#### BE PART OF IT:

Join the **Top Notch Teacher Community**  
[www.pearsonelt.com/topnotch3e](http://www.pearsonelt.com/topnotch3e)

