TOP NOTCH  
FUNDAMENTALS

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**THIRD EDITION**

**TOP NOTCH** FUNDAMENTALS

**ENGLISH FOR TODAY'S WORLD**

**JOAN SASLOW**

**ALLEN ASCHER**

With *Top Notch Pop* Songs and Karaoke

by Rob Morsberger

# LEARNING OBJECTIVES

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

UNIT 1: **Names and Occupations** PAGE 4

**COMMUNICATION GOALS**:

- Tell a classmate your occupation

- Identify your classmates

- Spell names

**VOCABULARY**:

- Occupations

- The alphabet

**VOCABULARY BOOSTER**:

- More occupations

**GRAMMAR**:

- Verb be:

- Singular and plural statements, contractions

- ***Yes*** / ***no*** questions and short answers

- Common errors

- Subject pronouns

- Articles ***a*** / ***an***

- Nouns:

- Singular and plural / Common and proper

**GRAMMAR BOOSTER**: Extra practice

**CONVERSATION STRATEGIES**:

- Use ***And you***? to show interest in another person

- Use ***Excuse me*** to initiate a conversation

- Use ***Excuse me***? to indicate you haven't heard or didn't understand

- Use ***Thanks***! to acknowledge someone's complying with a request

**LISTENING / PRONUNCIATION**:

**Listening Tasks**

- Circle the letter you hear

- Identify correct spelling of names

- Write the name you hear spelled

- Identify the correct occupation

- Write the missing information: names and occupations

**Pronunciation**

- Syllables

**READING / WRITING**:

**Reading Text**

- Simple forms and business cards

**Writing Task**

- Write affirmative and negative statements about people in a picture

**WRITING BOOSTER**: Guided writing practice

UNIT 2: **About People** PAGE 12

**COMMUNICATION GOALS**:

- Introduce people

- Tell someone your first and last name

- Get someone's contact information

**VOCABULARY**:

- Relationships (non-family)

- Titles

- First and last names

- Numbers 0-20

**VOCABULARY BOOSTER**:

- More relationships / More titles

**GRAMMAR**:

- Possessive nouns and adjectives

- ***Be from*** / Questions with ***Where***, common errors

- Verb ***be***: information questions with ***What***

**GRAMMAR BOOSTER**: Extra practice

**CONVERSATION STRATEGIES**:

- Identify someone's relationship to you when making an introduction

- Use ***too*** to reciprocate a greeting

- Begin a question with ***And*** to indicate you want additional information

- Repeat part of a question to clarify

- Repeat information to confirm

**LISTENING / PRONUNCIATION**:

**Listening Tasks**

- Complete statements about relationships

- Circle the correct information

- Fill in names, phone numbers, and e-mail addresses you hear

**Pronunciation**

- Stress in two-word pairs

**READING / WRITING**:

**Reading Text**

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

**Writing Task**

- Write sentences about your relationships

**WRITING BOOSTER**: Guided writing practice

UNIT 3: **Places and How to Get There** PAGE 20

**COMMUNICATION GOALS**:

- Talk about locations

- Discuss how to get places

- Discuss transportation

**VOCABULARY**:

- Places in the neighborhood

- Locations

- Ways to get places

- Means of transportation

- Destinations

**VOCABULARY BOOSTER**:

- More places

**GRAMMAR**:

- Verb ***be***: questions with ***Where***

- Subject pronoun ***it***

- The imperative

- ***By*** to express means of transportation

**GRAMMAR BOOSTER**: Extra practice

**CONVERSATION STRATEGIES**:

- Use ***You're welcome*** to formally acknowledge thanks

- Use ***OK*** to acknowledge advice

- Use ***What about you?*** to show interest in another person

**LISTENING / PRONUNCIATION**:

**Listening Tasks**

- Write the places you hear

- Write the directions you hear, using affirmative and negative imperatives

- Circle the means of transportation

- Write ***by*** phrases, check destinations you hear

**Pronunciation**

- Falling intonation for questions with ***Where***

**READING / WRITING**:

**Reading Texts**

- Simple maps and diagrams

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

**Writing Task**

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

**WRITING BOOSTER**: Guided writing practice

UNIT 4: **Family** PAGE 28

**COMMUNICATION GOALS**:

- Identify people in your family

- Describe your relatives

- Talk about your family

**VOCABULARY**:

- Family relationships

- Adjectives to describe people

- Numbers 21-101

**VOCABULARY BOOSTER**:

- More adjectives

**GRAMMAR**:

Verb ***be***:

- Questions with Who and common errors

- With adjectives

- Questions with ***How old***

- Adverbs ***very*** and ***so***

Verb ***have*** / ***has***: affirmative statements

**GRAMMAR BOOSTER**: Extra practice

**CONVERSATION STRATEGIES**:

- Use ***And*** to shift the topic

- Use ***Tell me about*** to invite someone to talk about a topic

- Use ***Well***, to indicate you are deciding how to begin a response

- Use ***And how about***? to ask for more information

- Use ***Really***? to show interest or mild surprise

**LISTENING / PRONUNCIATION**:

**Listening Tasks**

- Identify the picture of a relative being described

- Choose the adjective that describes the people mentioned in a conversation

**Pronunciation**

- Number contrasts

**READING / WRITING**:

**Reading Texts**

- A family tree

- A magazine article about famous actors and their families

**Writing Task**

- Write a description of the people in your family

**WRITING BOOSTER**: Guided writing practice

UNIT 5: **Events and Times** PAGE 36

**COMMUNICATION GOALS**:

- Confirm that you're on time

- Talk about the time of an event

- Ask about birthdays

**VOCABULARY**:

- What time is it?

- ***Early***, ***on time***, ***late***

- Events

- Days of the week

- Ordinal numbers

- Months of the year

**VOCABULARY BOOSTER**:

- More events

**GRAMMAR**:

- Verb ***be***: questions about time

- Prepositions ***in***, ***on***, and at for dates and times

- Contractions and common errors

**GRAMMAR BOOSTER**: Extra practice

**CONVERSATION STRATEGIES**:

- Use ***Uh-oh*** to indicate you may have made a mistake

- Use ***Look*** to focus someone's attention on something

- Use ***Great***! to show enthusiasm for an idea

- Offer someone best wishes on his or her birthday

- Respond to a person's birthday wishes

**LISTENING / PRONUNCIATION**:

**Listening Tasks**

- Identify events and circle the correct times

- Write the events you hear in a date book

- Circle the dates you hear

**Pronunciation**

- Sentence rhythm

**READING / WRITING**:

**Reading Texts**

- A world map with time zones

- Events posters

- Newspaper announcements

- A zodiac calendar

**Writing Task**

- Write about events at your school or in your city

**WRITING BOOSTER**: Guided writing practice

UNIT 6: **Clothes** PAGE 44

**COMMUNICATION GOALS**:

- Give and accept a compliment

- Ask for colors and sizes

- Describe clothes

**VOCABULARY**:

- Clothes

- Colors and sizes

- Opposite adjectives to describe clothes

**VOCABULARY BOOSTER**:

- More clothes

**GRAMMAR**:

- Demonstratives ***this***, ***that***, ***these***, ***those***

- The simple present tense: ***like***, ***want***, ***need***, and ***have***:

- Affirmative and negative statements

- Questions and short answers

- Spelling rules and contractions

- Adjective placement and common errors

- ***One*** and ***ones***

**GRAMMAR BOOSTER**: Extra practice

**CONVERSATION STRATEGIES**:

- Acknowledge a compliment with ***Thank you***

- Apologize with ***I'm sorry*** when expressing disappointing information

- Use ***That's too bad*** to express disappointment

- Use ***What about you?*** to ask for someone's opinion

- Use ***Well*** to soften a strong opinion

**LISTENING / PRONUNCIATION**:

**Listening Tasks**

- Confirm details about clothes

- Determine colors of garments

**Pronunciation**

- Plural nouns

**READING / WRITING**:

**Reading Texts**

- A sales flyer from a department store

**Writing Task**

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

**WRITING BOOSTER**: Guided writing practice

UNIT 7: **Activities** PAGE 52

**COMMUNICATION GOALS**:

- Talk about morning and evening activities

- Describe what you do in your free time

- Discuss household chores

**VOCABULARY**:

- Daily activities at home

- Leisure activities

- Household chores

**VOCABULARY BOOSTER**:

- More household chores

**GRAMMAR**:

- The simple present tense:

- Third-person singular spelling rules

- Questions with ***When*** and ***What time***

- Questions with ***How often***, time expressions

- Questions with ***Who*** as subject, common errors

- Frequency adverbs and time expressions:

- Usage, placement, and common errors

**GRAMMAR BOOSTER**: Extra practice

**CONVERSATION STRATEGIES**:

- Say ***Me***? to give yourself time to think of a personal response

- Use ***Well*** to introduce a lengthy response

- Use ***What about you?*** to ask for parallel information

- Use ***So*** to introduce a conversation topic

- Use ***How about you?*** to ask for parallel information

- Say ***Sure*** to indicate a willingness to answer

- Begin a response to an unexpected question with ***Oh***

**LISTENING / PRONUNCIATION**:

**Listening Task**

- Match chores to the people who performed them

**Pronunciation**

- Third-person singular verb endings

**READING / WRITING**:

**Reading Text**

- A review of housekeeping robots

**Writing Task**

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

**WRITING BOOSTER**: Guided writing practice

**Units 1-7 Review** PAGE 60

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UNIT 8: **Home and Neighborhood** PAGE 64

**COMMUNICATION GOALS**:

- Describe your neighborhood

- Ask about someone's home

- Talk about furniture and appliances

**VOCABULARY**:

- Buildings

- Places in the neighborhood

- Rooms

- Furniture and appliances

**VOCABULARY BOOSTER**:

- More home and office vocabulary

**GRAMMAR**:

- The simple present tense:

- Questions with ***Where***, prepositions of place

- ***There is*** and ***there are***:

- Statements and ***yes*** / ***no*** questions

- Contractions and common errors

- Questions with ***How many***

**GRAMMAR BOOSTER**: Extra practice

**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

**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

**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

UNIT 9: **Activities and Plans** PAGE 72

**COMMUNICATION GOALS**:

- Describe today's weather

- Discuss plans

- Ask about people's activities

**VOCABULARY**:

- Weather expressions

- Present and future time expressions

**VOCABULARY BOOSTER**:

- More weather vocabulary / seasons

**GRAMMAR**:

- The present continuous:

- Statements: form and usage

- ***Yes*** / ***no*** questions

- Information questions

- For future plans

- The present participle: spelling rules

**GRAMMAR BOOSTER**: Extra practice

**CONVERSATION STRATEGIES**:

- Use ***Hi*** and ***Hey*** to greet people informally

- Say ***No kidding!*** to show surprise

- Use ***So*** to introduce a conversation topic

- Answer the phone with ***Hello?***

- Identify yourself with ***This is*** on the phone

- Use ***Well, actually*** to begin an excuse

- Say ***Oh, I'm sorry*** after interrupting

- Say ***Talk to you later*** to indicate the end of a phone conversation

**LISTENING / PRONUNCIATION**:

**Listening Tasks**

- Determine weather and temperatures in cities in a weather report

- Complete statements about people's activities, using the present continuous

**Pronunciation**

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

**READING / WRITING**:

**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

UNIT 10: **Food** PAGE 80

**COMMUNICATION GOALS**:

- Discuss ingredients for a recipe

- Offer and ask for foods

- Invite someone to join you at the table

**VOCABULARY**:

- Foods and drinks

- Places to keep food in a kitchen

- Containers and quantities

- Cooking verbs

**VOCABULARY BOOSTER**:

- More vegetables and fruits

**GRAMMAR**:

- ***How much*** / ***Are there any***

- Count nouns and non-count nouns

- ***How much*** / ***Is there any***

**GRAMMAR BOOSTER**: Extra practice

**CONVERSATION STRATEGIES**:

- Say ***I'll check*** to indicate you'll get information for someone

- Decline an offer politely with ***No, thanks***

- Use ***Please pass*** the to ask for something at the table

- Say ***Here you go*** as you offer something

- Say ***Nice to see you*** to greet someone you already know

- Use ***You too*** to repeat a greeting politely

**LISTENING / PRONUNCIATION**:

**Listening Task**

- Identify the foods discussed in conversations

**Pronunciation**

- Vowel sounds: /i/, /i/, /ei/, /ε/, /æ/

**READING / WRITING**:

**Reading Texts**

- Recipe cards

- A weekly schedule

**Writing Task**

- Write about what you eat in a typical day

**WRITING BOOSTER**: Guided writing practice

UNIT 11: **Past Events** PAGE 88

**COMMUNICATION GOALS**:

- Tell someone about an event

- Describe your past activities

- Talk about your weekend

**VOCABULARY**:

- Past-time expressions

- Outdoor activities

**VOCABULARY BOOSTER**:

- More outdoor activities

**GRAMMAR**:

- The past tense of be; ***There was*** / ***there were***:

- Statements, questions, and contractions

- The simple past tense

- Regular verbs, irregular verbs

- Statements, questions, and short answers

**RAMMAR BOOSTER**: Extra practice

**CONVERSATION STRATEGIES**:

- Ask ***Why?*** to ask for a clearer explanation

- Use ***What about?*** to ask for more information

- Use a double question to clarify

- Use ***just*** to minimize the importance of an action

- Say ***Let me think*** to gain time to answer

- Say ***Oh yeah*** to indicate you just remembered something

**LISTENING / PRONUNCIATION**:

**Listening Tasks**

- Circle the year you hear

- Infer the correct day or month

- Choose activities mentioned in conversations

**Pronunciation**

- Simple past tense regular verb endings

**READING / WRITING**:

**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

UNIT 12: **Appearance and Health** PAGE 96

**COMMUNICATION GOALS**:

- Describe appearance

- Show concern about an injury

- Suggest a remedy

**VOCABULARY**:

- Adjectives to describe hair

- The face

- Parts of the body

- Accidents and injuries

- Ailments, remedies

**VOCABULARY BOOSTER**:

- More parts of the body

**GRAMMAR**:

- Describing people with ***be*** and ***have***

- ***Should*** + base form for suggestions

**GRAMMAR BOOSTER**: Extra practice

**CONVERSATION STRATEGIES**:

- Use ***Oh*** to indicate you've understood

- Say ***No kidding*** to show surprise

- Say ***I'm sorry to hear that***, ***Oh, no***, and

- ***That's too bad*** to express sympathy

- Use ***Actually*** to introduce an opinion that might surprise

- Use ***What's wrong?*** to ask about an illness

- Use ***really*** to intensify advice with should

- Respond to good advice with ***Good idea***

- Say ***I hope you feel better*** when someone feels sick

**LISTENING / PRONUNCIATION**:

**Listening Tasks**

- Identify the people described in conversations

- Complete statements about injuries

- Identify the ailments and remedies suggested in conversations

**Pronunciation**

- More vowel sounds

**READING / WRITING**:

**Reading Text**

- A magazine article about two celebrities

**Writing Task**

- Write a description of someone you know

**WRITING BOOSTER**: Guided writing practice

UNIT 13: **Abilities and Requests** PAGE 104

**COMMUNICATION GOALS**:

- Discuss your abilities

- Politely decline an invitation

- Ask for and agree to do a favor

**VOCABULARY**:

- Abilities

- Adverbs ***well*** and ***badly***

- Reasons for not doing something

- Favors

**VOCABULARY BOOSTER**:

- More musical instruments

**GRAMMAR**:

- ***Can*** and ***can't*** for ability

- ***Too*** + adjective, common errors

- Polite requests with ***Could you*** + base form

**GRAMMAR BOOSTER**: Extra practice

**CONVERSATION STRATEGIES**:

- Use ***Actually*** to give information

- Use ***Really?*** to show surprise or interest

- Suggest a shared course of action with ***Let's***

- Politely decline a suggestion with ***I'm really sorry but*** and a reason

- Accept a refusal with ***Maybe some other time***

- Use ***Sure*** and ***No problem*** to agree to someone's request for a favor

**LISTENING / PRONUNCIATION**:

**Listening Task**

- Complete requests for favors

**Pronunciation**

- Blending of sounds: ***Could you***

**READING / WRITING**:

**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

UNIT 14: **Life Events and Plans** PAGE 112

**COMMUNICATION GOALS**:

- Get to know someone's life story

- Discuss plans

- Share your dreams for the future

**VOCABULARY**:

- Some life events

- Academic subjects

- More leisure activities

- Some dreams for the future

**VOCABULARY BOOSTER**:

- More academic subjects

- More leisure activities

**GRAMMAR**:

- ***Be going to*** + base form

**GRAMMAR BOOSTER**: Extra practice

**CONVERSATION STRATEGIES**:

- 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**

- 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 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

**Units 8-14. Review** PAGE 120

Countries and nationalities, Numbers 100 to 1,000,000,000, Irregular verbs, Pronunciation table 124

Vocabulary Booster 125

Grammar Booster 135

Writing Booster 146

*Top Notch Pop* Lyrics 150

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# TO THE TEACHER

**What is *Top Notch?***

***Top Notch*** is a six-level[[[1]](#footnote-1)\*](##fmviii001) communicative course that prepares adults and young adults to interact successfully and confidently with both native and non-native speakers of English.

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

- Multiple exposures to new language

- Numerous opportunities to practice it

- Deliberate and intensive recycling

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

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

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

**Award-Winning Instructional Design**[[[2]](#footnote-2)\*](##fmviii002)

**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

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# COMPONENTS

**ActiveTeach**

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

**For class presentation ...**

**NEW**: Conversation Activator videos: increase students' confidence in oral communication

**NEW**: Pronunciation Coach videos: facilitate clear and fluent oral expression

**NEW**: Extra Grammar Exercises: ensure mastery of grammar

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

**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. 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***

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pp1

# Welcome to Top Notch!

COMMUNICATION GOALS

1. Introduce yourself.

2. Greet people.

3. Say good-bye.

## GOAL: Introduce yourself

Exercise 1. **CONVERSATION MODEL.** (audio 1:02)

Read and listen.

ba

bND

Foto van twee jongeren die elkaar aankijken en elkaar daarna een hand geven.

eND

ea

A: Hi. I'm Martin.

B: Hi, Martin. I'm Ben.

A: Nice to meet you, Ben.

B: Nice to meet you, too.

Exercise 2. **RHYTHM AND INTONATION.** (audio 1:03)

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

## NOW YOU CAN: Introduce yourself

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

ba

bND

Foto van twee jongeren die elkaar een hand geven. Bij allebei staat een lege spreekwolk.

eND

ea

(audio 1:04) **Greetings**

Hi.

Hello.

I'm [Lisa].

[ ]

(audio 1:05) **Responses**

Nice to meet you.

Glad to meet you.

It's a pleasure to meet you.

[ ]

pp2

## GOAL: Greet people

ba

bND

Foto van twee personen die met elkaar staan te praten.

eND

ea

Exercise 1. **CONVERSATION MODEL.** (audio 1:06)

Read and listen.

A: Hi, Len. How are you?

B: Fine, thanks. And you?

A: I'm fine.

Exercise 2. **RHYTHM AND INTONATION.** (audio 1:07)

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

Exercise 3. **VOCABULARY: *More greetings.*** (audio 1:08)

Read and listen. Then listen again and repeat.

ba

bND

Text in image:

1. 8:00 A.M. Good morning.

2. 2:00 P.M. Good afternoon.

3. 6:00 P.M. Good evening.

eND

ea

## NOW YOU CAN: Greet people

**PAIR WORK**: Now greet your classmates.

(audio 1:09) **Greetings**

How are you?

How's everything?

How's it going?

(audio 1:10) **Responses**

(lachende smiley)

Fine. / I'm fine.

Great.

(neutrale smiley)

Not bad.

So-so.

pp3

## GOAL: Say good-bye

ba

bND

Foto van twee jonge vrouwen die naar elkaar zwaaien.

eND

ea

Exercise 1. **CONVERSATION MODEL.** (audio 1:11)

Read and listen.

A: Good-bye, Charlotte.

B: Good-bye, Emily.

A: See you tomorrow.

B: OK. See you!

Exercise 2. **RHYTHM AND INTONATION.** (audio 1:12)

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

## NOW YOU CAN: Say good-bye

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

(audio 1:13) **Ways to say good-bye**

Good-bye.

Bye.

See you later.

Take care.

NOW I CAN

[ ] Introduce myself.

[ ] Greet people.

[ ] Say good-bye.

pp4

# UNIT 1: Names and Occupations

COMMUNICATION GOALS

1. Tell a classmate your occupation.

2. Identify your classmates.

3. Spell names.

## LESSON 1.

### GOAL: Tell a classmate your occupation

Exercise 1. **VOCABULARY: *Occupations.*** (audio 1:14, **DIGITAL: FLASH CARDS**)

Read and listen. Then listen again and repeat.

ba

bND

Foto's van: 1. een leraar, 2. een student, 3. een architect, 4. een acteur, 5. een voetballer, 6. een muzikant, 7. een kunstschilder, 8. een bankier, 9. een zanger, 10. een stewardess

eND

ea

1. a teacher

2. a student

3. an architect

4. an actor

5. an athlete

6. a musician

7. an artist

8. a banker

9. a singer

10. a flight attendant

**VOCABULARY BOOSTER**:

More occupations - p. 125

Exercise 2. **PAIR WORK.**

Say the name of an occupation. Your partner points to the picture.

Exercise 3. **GRAMMAR: *Verb be: singular statements / Contractions.***

bt

|  |  |
| --- | --- |
| **Affirmative statements / Contractions** | **Negative statements / Contractions** |
| I **am** Ann. / I**'m** Ann. | I **am not** Jen. / I**'m not** Jen. |
| You **are** an architect. / You**'re** an architect. | You **are not** an artist. / You**'re not** an artist / You **aren't** an artist. |
| He **is** a teacher. / He**'s** a teacher. | He **is not** a student. / He**'s not** a student. / He **isn't** a student. |
| She **is** a singer. / She**'s** a singer | She **is not** a banker. / She**'s not** a banker. / She **isn't** a banker. |

et

bk

**Articles a / an**

**a** teacher

**an a**ctor

ek

pp5

Exercise 4. **GRAMMAR PRACTICE.**

Write the article ***a*** or ***an*** for each occupation.

1. I'm [ ] architect.

2. She's [ ] student.

3. He's not [ ] banker.

4. He is [ ] musician.

5. She is [ ] singer.

6. I'm not [ ] athlete.

Exercise 5. **PAIR WORK.**

Point to the people on page 4. Say *He's* [ ] or *She's* [ ].

"He's a teacher."

"She's a flight attendant."

Exercise 6. **VOCABULARY / GRAMMAR PRACTICE.**

Read the names and occupations. Write affirmative and negative statements.

ba

bND

Text in image:

Orlando Bloom: actor

LUIS MIGUEL: SINGER

Joo Yeon Sir: musician

Marta: ATHLETE

eND

ea

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

2. Luis Miguel [ ]

3. Joo Yeon Sir [ ]

4. Marta [ ]

**DIGITAL: MORE EXERCISES**

### NOW YOU CAN: Tell a classmate your occupation

Exercise 1. **CONVERSATION MODEL.** (audio 1:15)

Read and listen.

A: What do you do?

B: I'm an architect. And you?

A: I'm a banker.

Exercise 2. **RHYTHM AND INTONATION.** (audio 1:16)

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

Exercise 3. **CONVERSATION ACTIVATOR.**

With a partner, personalize the conversation. Use your own occupations.

A: What do you do?

B: I'm [ ]. And you?

A: I'm [ ].

Exercise 4. **CHANGE PARTNERS.**

Tell another classmate your occupation.

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## LESSON 2.

### GOAL: Identify your classmates

Exercise 1. **VOCABULARY: *More occupations.*** (audio 1:17, **DIGITAL: FLASH CARDS**)

Read and listen. Then listen again and repeat.

ba

bND

Acht foto's van mensen aan het werk:

1. een kok, 2. een schrijver, 3. een manager, 4. een wetenschapper, 5. een dokter, 6. een ingenieur, 7. een fotograaf, 8. een piloot.

eND

ea

1. She's **a chef**.

2. He's **a writer**.

3. She's **a manager**.

4. She's **a scientist**.

5. He's **a doctor.**

6. She's **an engineer.**

7. He's **a photographer.**

8. He's **a pilot.**

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

**Singular nouns**: **a** chef, **an** athlete

**Plural nouns**: 2 chef**s**, 3 athlete**s**

bk

Subject pronouns

**Singular**: I, you, he, she

**Plural**: we, you, they

ek

bt

|  |  |
| --- | --- |
| **Affirmative statements / Contractions** | **Negative statements / Contractions** |
| We **are** photographers. / We**'re** photographers. | We **are not** chefs. / We**'re not** chefs. / We **aren't** chefs. |
| You **are** scientists. / You**'re** scientists. | You **are not** pilots. / You**'re not** pilots. / You **aren't** pilots. |
| They **are** writers. / They**'re** writers. | They **are not** artists. / They**'re not** artists. / They **aren't** artists. |

et

Exercise 3. **GRAMMAR PRACTICE.**

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

1. I [ ] a writer.

2. She [ ] not a pilot.

3. We [ ] doctors.

4. They [ ] not scientists.

5. We [ ] managers.

Exercise 4. **VOCABULARY / GRAMMAR PRACTICE.**

Circle the correct word or words to complete each statement.

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

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

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

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

**DIGITAL: MORE EXERCISES**

pp7

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

ba

bND

Text in image:

Are you a flight attendant?

No, I'm not.

I'm a pilot.

eND

ea

**Yes / no questions**

**Are you / Is he / Is Tanya** an architect?

**Are you / Are they / Are Ted and Jane** musicians?

**Short answers**

Yes, I **am**.

No, I'm not.

Yes, he / she **is**.

No, he**'s** / she**'s** **not**.

Yes, we / they **are**.

No, we**'re** / they**'re** not.

bk

**Be careful!**

Yes, I am. → NOT: {Yes, I'm}.

Yes, she is. → NOT: {Yes, she's}.

Yes, we are. → NOT: {Yes, we're}.

ek

Exercise 6. **GRAMMAR PRACTICE.**

Complete the conversations. Use contractions when possible.

1.

A: [Are] they Abby and Jonah?

B: Yes, [ ].

2.

A: [ ] Hanna a scientist?

B: No, she' [ ]. [ ] a doctor.

3.

A: [ ] you Rachel and Philip?

B: No, we' [ ]. [ ] Judith and Jack.

4.

A: [ ] a chef?

B: Yes, I [ ].

5.

A: [ ] he Evan?

B: No, [ ] not. He' [ ] Michael.

6.

A: [ ] Tim an actor?

B: No, he' [ ]. [ ] a teacher.

**DIGITAL: MORE EXERCISES**

Exercise 7. **PAIR WORK.**

Practice the conversations from Exercise 6.

Exercise 8. **PAIR WORK.**

Ask your partner two questions. Answer your partner's questions.

Example:

"Are you an artist?"

"Yes, I am."

### NOW YOU CAN: Identify your classmates

ba

bND

Foto van een man die iets vraagt aan een vrouw in de bibliotheek. De vrouw wijst naar een andere vrouw die iets verderop staat.

eND

ea

Exercise 1. **CONVERSATION MODEL.** (audio 1:18)

Read and listen.

A: Excuse me. Are you Marie?

B: No, I'm not. I'm Laura. That's Marie.

A: Where?

B: Right over there.

A: Thank you.

B: You're welcome.

Exercise 2. **RHYTHM AND INTONATION.** (audio 1:19)

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

Exercise 3. **CONVERSATION ACTIVATOR.**

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

A: Excuse me. Are you [ ]?

B: No, I'm not. I'm [ ]. That's [ ].

A: Where?

B: Right over there.

A: Thank you.

B: You're welcome.

Exercise 4. **CHANGE PARTNERS.**

Identify other classmates.

pp8

## LESSON 3.

### GOAL: Spell names

Exercise 1. **VOCABULARY: *The alphabet.*** (audio 1:20, **DIGITAL: FLASH CARDS**)

Read and listen. Then listen again and repeat.

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

Exercise 2. **LISTENING COMPREHENSION.** (audio 1:21)

Listen. Circle the letter you hear.

1. A K

2. B E

3. M N

4. U O

5. B Z

6. T C

7. F X

8. X S

9. Z V

10. J G

11. L N

12. K J

13. D G

14. H K

15. P E

Exercise 3. **PAIR WORK.**

Read 10 letters aloud to your partner.

Point to the letters you hear.

ba

bND

Text in image:

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

eND

ea

Exercise 4. **LISTENING COMPREHENSION.** (audio 1:22)

Listen. Circle the correct spelling. Then spell each name aloud.

1. Green - Greene - Grin

2. Leigh - Lee - Li

3. Katharine - Katherine - Catharine

Exercise 5. **LISTENING COMPREHENSION.** (audio 1:23)

Listen to the conversations. Write the names.

1. [ ]

2. [ ]

3. [ ]

Exercise 6. **GRAMMAR: *Proper nouns and common nouns.***

bk

**Capital letters**

A B C

**Lowercase letters**

a b c

ek

**Proper nouns**

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

**M**elanie **P**epper

**N**ew **D**elhi

**N**icaragua

**Common nouns**

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

**m**orning

**d**octor

**s**tudent

pp9

Exercise 7. **GRAMMAR PRACTICE.**

Circle the proper nouns. ***Underline*** the common nouns.

1. Mary Chase

2. letter

3. name

4. France

5. partners

6. alphabet

Exercise 8. **GRAMMAR PRACTICE.**

Check (X) the common nouns. Capitalize the proper nouns.

1. {m}arie [Marie]

[X] 2. partner

[ ] 3. sarah browne

[ ] 4. teacher

[ ] 5. canada

[ ] 6. noun

[ ] 7. letter

[ ] 8. grammar

**DIGITAL: MORE EXERCISES**

Exercise 9. **PRONUNCIATION: *Syllables.*** (audio 1:24, **DIGITAL: VIDEO COACH**)

Read and listen. Then listen again and repeat.

1 syllable: chef

2 syllables: bank - er

3 syllables: ar - chi - tect

4 syllables: pho - tog - ra - pher

Exercise 10. **PAIR WORK.** (audio 1:25)

First, take turns saying each word. Write the number of syllables.

Then listen to check your work.

1. teacher [ ]

2. students [ ]

3. vocabulary [ ]

4. alphabet [ ]

5. occupation [ ]

6. they're [ ]

### NOW YOU CAN: Spell names

Exercise 1. **CONVERSATION MODEL.** (audio 1:26)

Read and listen.

A: Hello. I'm John Bello.

B: Excuse me?

A: John Bello.

B: How do you spell that?

A: B-E-L-L-O.

B: Thanks!

Exercise 2. **RHYTHM AND INTONATION.** (audio 1:27)

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

Exercise 3. **CONVERSATION ACTIVATOR.** (**DIGITAL: VIDEO**)

With a partner, personalize the conversation. Use real names.

Then change roles.

A: Hello. I'm [ ].

B: Excuse me?

A: [ ].

B: How do you spell that?

A: [ ].

B: Thanks!

**DON'T STOP!**

**Ask about occupations**: What do you do?

Exercise 4. **CHANGE PARTNERS.**

Personalize the conversation again.

pp10

## EXTENSION

Exercise 1. **LISTENING COMPREHENSION.** (audio 1:28)

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

ba

bND

Vier tekeningen van beroepen: a. een kok, b. twee stewardessen en een piloot, c. twee wetenschappers, d. een fotograaf

eND

ea

a. [ ]

b. [ ]

c. [ ]

d. [ ]

Exercise 2. **LISTENING COMPREHENSION.** (audio 1:29)

Listen to the conversations. Complete the information.

ba

bND

Drie kaartjes met de onderstaande gegevens.

1.

NAME: [Porter]

OCCUPATION: [ ]

2.

John [ ]

**PILOT**

*Available for charters*

Licensed, Insured

john@airtaxi.com

3.

**World Language Institute**

Lorraine Clare: 1-800-555-6788

English [ ]

eND

ea

Exercise 3. **PAIR WORK.**

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

NAME: [ ]

OCCUPATION: [ ]

"Hi. I'm [Bradley Cooper].

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

Exercise 4. **VOCABULARY / GRAMMAR PRACTICE.**

Answer the questions about four famous people. Use subject pronouns and contractions.

Idris Elba *actor*

Paulina Aguirre *singer*

Zheng Jie *athlete*

Mario Vargas Llosa *writer*

1. Is Idris Elba an actor or a singer?

[He's an actor.]

2. Is Paulina Aguirre a singer?

[ ]

3. Is Zheng Jie a teacher?

[ ]

4. Are Zheng Jie and Mario Vargas Llosa scientists?

[ ]

5. Is Mario Vargas Llosa an actor?

[ ]

6. Is Zheng Jie an athlete or a writer?

[ ]

Exercise 5. **PERSONAL RESPONSES.**

Write responses with real information.

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

You: [ ]

2. "Are you a teacher?"

You: [ ]

3. "What do you do?"

You: [ ]

4. "Thank you."

You: [ ]

**GRAMMAR BOOSTER:**

Unit 1 review - p. 135

For additional language practice...

**TOP NOTCH POP** - Lyrics p. 150

"What Do You Do?"

**DIGITAL: SONG**

**DIGITAL: KARAOKE**

pp11

## REVIEW

**DIGITAL: GAMES**

ba

bND

Tekening van een hotel met vier situaties:

1. Rose staat bij de receptie. Ze draagt een grote map met tekeningen of schilderijen. De receptionist vraagt iets. Rose spelt haar naam: R-O-S-E.

2. John heeft een campera bij zich. Hij vraagt iets aan Matt. Matt wijst naar Ben, die iets verderop staat.

3. Tim, Martin en Marie staan te praten. Ze hebben alle drie een glas drinken in de hand. Marie draagt een uniform met een vliegtuigje erop. Martin heeft een vioolkoffer bij zich. Tim draagt een aktetas.

4. Ann en Emily geven elkaar een hand en stellen zich voor.

eND

ea

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

[She's an artist.]

**PAIR WORK**

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

[Is John a photographer? Yes, he is.]

2. Create conversations for the people.

For example:

[Hi. I'm] [ ].

1.

receptionist: [ ]

Rose: [ ]

2.

John: [ ]

Ben: [ ]

Matt: [ ]

3.

Tim: [ ]

Martin: [ ]

Marie: [ ]

4.

Ann: [ ]

Emily: [ ]

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

[Rose is an artist. She's not an architect.]

**WRITING BOOSTER**: p.146

Guidance for this writing exercise

NOW I CAN

[ ] Tell a classmate my occupation.

[ ] Identify my classmates.

[ ] Spell names.

pp12

# UNIT 2: About People

COMMUNICATION GOALS

1. Introduce people.

2. Tell someone your first and last name.

3. Get someone's contact information.

## LESSON 1.

### GOAL: Introduce people

Exercise 1. **VOCABULARY: *Relationships.*** (audio 1:32, **DIGITAL: FLASH CARDS**)

Read and listen. Then listen again and repeat.

ba

bND

Vijf tekeningen:

1. twee meiden zitten naast elkaar in de klas

2. twee vrouwen drinken samen koffie

3. een man en een vrouw zwaaien naar de overbuurvrouw.

4. een bazin zegt iets tegen haar werknemers

5. twee collega's zitten naast elkaar te werken

eND

ea

1. a classmate

2. a friend

3. a neighbor

4. a boss

5. a colleague

**VOCABULARY BOOSTER**:

More relationships - p. 126

Exercise 2. **GRAMMAR: *Possessive nouns and adjectives.***

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

Joe is **her** student.

bk

bt

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

et

ek

bt

|  |  |
| --- | --- |
| **Possessive nouns** | **Possessive adjectives** |
| Al Smith is **Kate's** boss. | He is **her** boss. |
| **Larry's** colleague is Teresa. | Teresa is **his** colleague. |
| We are **Sara and Todd's** neighbors. | We are **their** neighbors. |
| I am **Ms. Tan's** student. | She is **my** teacher. |
| We are **Marty's** classmates. | Marty is **our** classmate. |

et

Exercise 3. **GRAMMAR PRACTICE.**

Circle the correct word or words to complete each sentence.

1 Mr. Thomas is (my / I) boss.

2. Is Mrs. Cory (you / your) teacher?

3. Is (she / her) Dr. Kim?

4. Are (they / their) Connie and Sam?

5. Are (your / you) Barry's friend?

6. He's (my / I) colleague.

7. Mr. Benson is (Alec / Alec's) neighbor.

8. Jake is (Ms. Rose / Ms. Rose's) student.

9. (He's / His) an architect.

10. (Kyle / Kyle's) and Ray's classmate is Gail.

**DIGITAL: MORE EXERCISES**

Exercise 4. **PAIR WORK.**

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

"Jerry is my classmate. Ted and Jan Keyes are my neighbors."

pp13

Exercise 5. **LISTENING COMPREHENSION.** (audio 1:33)

Listen to the conversations. Write the relationships.

1. Bruce is her [ ]

2. Patty is his [ ]

3. Mr. Grant is her [ ]

4. Rob is her [ ]

5. Carlos is his [ ]

Exercise 6. **GRAMMAR: *Be from / Questions with Where.***

ba

bND

Foto van een vrouw. Ze zegt:

I'**m from** Miami.

eND

ea

**Are** you **from** Paraguay? - Yes, I am. / No, I'm not.

**Is** she **from** Moscow? - Yes, she is. / No, she's not.

Where **are** you **from**? - We**'re from** Bangkok.

Where**'s** she **from**? - She**'s from** Canada.

**Be careful!**

Are you from Spain?

Yes, I am. NOT Yes, {I am from.}

bk

Contractions

Where is → **Where's**

Where are → NOT: {Where're}

ek

Exercise 7. **GRAMMAR PRACTICE.**

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

1.

A: [Where's] your neighbor [ ]?

B: She [ ] Canada.

2.

A: [ ] they [ ]?

B: [ ] Paris.

3.

A: [ ] Mr. Tanaka [ ]?

B: [ ] Japan.

4.

A: [ ] your boss [ ]?

B: He [ ] Fortaleza.

5.

A: [ ] you and your friend [ ]?

B: [ ] Busan.

6.

A: [ ] Pat's colleagues [ ]?

B: [ ] Russia.

**DIGITAL: MORE EXERCISES**

### NOW YOU CAN: Introduce people

ba

bND

Foto van drie jonge mensen. De ene stelt de andere twee aan elkaar voor.

eND

ea

Exercise 1. **CONVERSATION MODEL.** (audio 1:34)

Read and listen.

A: Tom, this is Paula. Paula's my classmate.

B: Hi, Paula.

C: Hi, Tom. Nice to meet you.

B: Nice to meet you, too.

Exercise 2. **RHYTHM AND INTONATION.** (audio 1:35)

Listen again and repeat. Then practice the Conversation Model with two other students.

Exercise 3. **CONVERSATION ACTIVATOR.**

Personalize the conversation with two other students. Use your own names. Then change roles.

A: [ ], this is [ ]. [ ]'s my [ ].

B: Hi, [ ].

C: Hi, [ ]. Nice to meet you.

B: Nice to meet you, too.

**DON'T STOP!**

**Ask questions.**

**RECYCLE THIS LANGUAGE.**

Where are you from?

What do you do?

Exercise 4. **CHANGE PARTNERS.**

Introduce other classmates.

pp14

## LESSON 2.

### GOAL: Tell someone your first and last name

Exercise 1. **VOCABULARY: *Titles and names.*** (audio 1:36)

Read and listen. Then listen again and repeat.

bt

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Titles** | man | vrouw | getrouwde man | getrouwde vrouw |
| 1. Mr. | X |  | X |  |
| 2. Mrs. |  |  |  | X |
| 3. Miss |  | X |  |  |
| 4. Ms. |  | X |  | X |

et

5. first name: Mr **Brendan** Hu

6. last name: Mrs. Lisa **Hu**

**Be careful!**

Mr. Brendan Hu OR Mr. Hu

Mrs. Lisa Hu OR Mrs. Hu

NOT: {Mr. Brendan}

NOT: {Mrs. Lisa}

**VOCABULARY BOOSTER**:

More titles - p. 126

Exercise 2. **PAIR WORK.**

Introduce yourself to a classmate.

Use a title and your last name.

"Hi. I'm Mr. Wilson."

"Nice to meet you, Mr. Wilson."

Exercise 3. **LISTENING COMPREHENSION.** (audio 1:37)

Listen. Circle the correct information.

Then listen again and check your answers.

1.

[x] Mr. [ ] Mrs. [ ] Miss [ ] Ms.

first name: [Craig]

last name: Bryant

2.

[ ] Mr. [ ] Mrs. [ ] Miss [x] Ms.

first name: Brenda

last name: Corsun

3.

[x] Mr. [ ] Mrs. [ ] Miss [ ] Ms.

first name: Damian

last name: Bao

4.

[ ] Mr. [x] Mrs. [ ] Miss [ ] Ms.

first name: Carrie

last name: Davison

[x] Mr. [ ] Mrs. [ ] Miss [ ] Ms.

first name: Jamie

last name: Davison

5.

[ ] Mr. [ ] Mrs. [x] Miss [ ] Ms.

first name: Teresa

last name: Walder

[ ] Mr. [ ] Mrs. [ ] Miss [x] Ms.

6.

first name: Rita

last name: Bernal

[x] Mr. [ ] Mrs. [ ] Miss [ ] Ms.

first name: Mauricio

last name: Escobar

pp15

Exercise 4. **VOCABULARY PRACTICE.**

Fill out the forms. Check the correct titles.

**You:**

[ ] Mr.

[ ] Mrs.

[ ] Miss

[ ] Ms.

first name [ ]

last name [ ]

**Your teacher:**

[ ] Mr.

[ ] Mrs.

[ ] Miss

[ ] Ms.

first name [ ]

last name [ ]

**A classmate:**

[ ] Mr.

[ ] Mrs.

[ ] Miss

[ ] Ms.

first name [ ]

last name [ ]

### NOW YOU CAN: Tell someone your first and last name

Exercise 1. **CONVERSATION MODEL.** (audio 1:38)

Read and listen.

A: What's your last name, please?

B: Fava.

A: And your first name?

B: My first name? Bob.

A: Thank you, Mr. Fava.

B: You're welcome.

Exercise 2. **RHYTHM AND INTONATION.** (audio 1:39)

Listen again and repeat.

Then practice the Conversation Model with a partner.

Exercise 3. **CONVERSATION ACTIVATOR.**

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

A: What's your last name, please?

B: [ ].

A: And your first name?

B: My first name? [ ]

A: Thank you, [ ]

B: You're welcome.

Form:

[ ] Mr.

[ ] Mrs.

[ ] Miss

[ ] Ms.

first name [ ]

last name [ ]

**DON'T STOP!**

Ask more questions.

**RECYCLE THIS LANGUAGE.**

How do you spell that?

What do you do?

Where are you from?

Exercise 4. **CHANGE PARTNERS.**

Personalize the conversation again.

pp16

## LESSON 3.

### GOAL: Get someone's contact information

Exercise 1. **VOCABULARY: *Numbers 0-20.*** (audio 1:40, **DIGITAL: FLASH CARDS**)

Read and listen. Then listen again and repeat.

ba

bND

Text in image:

0 - zero

1 - one

2 - two

3 - three

4 - four

5 - five

6 - six

7 - seven

8 - eight

9 - nine

10 - ten

11 - eleven

12 - twelve

13 - thirteen

14 - fourteen

15 - fifteen

16 - sixteen

17 - seventeen

18 - eighteen

19 - nineteen

20 - twenty

eND

ea

Exercise 2. **PAIR WORK.**

Read a number aloud from the picture.

Your partner writes the number on a separate piece of paper.

ba

bND

Text in image:

Vista 9022 2783 0076

ISBN 0-383-78270-5

Account Number: 045892029

Passport No.# 93209204

ACCOUNT NUMBER 5488 9028

eND

ea

Exercise 3. **GRAMMAR: *Be: information questions with What.***

bk

What is → **What's**

ek

**How to say e-mail addresses and phone numbers:**

What's his name? (Mark Crandall.)

What's his last name? (Crandall.)

What's Ellen's address? (18 Main Street.)

What's her e-mail address? (Doverl4@hipnet.com.)(Say "dover fourteen **at** hipnet **dot** com.")

What's her occupation? (She's a writer.)

What's their phone number? (835-555-0037.) (Say "oh" for zero: 0037 = *"oh-oh-three-seven."*)

What are their first names? (Luis and Samuel.)

Exercise 4. **PRONUNCIATION: *Stress in two-word pairs.*** (audio 1:40, **DIGITAL: VIDEO COACH**)

Read and listen. Then listen again and repeat.

**first** name

**phone** num ber

**e**-mail ad dress

Exercise 5. **LISTENING COMPREHENSION.**

Listen to the conversations. Write the information. Then listen again and check your work.

bt

|  |  |  |
| --- | --- | --- |
| **NAME** | **PHONE NUMBER** | **E-MAIL** |
| [Valerie] Peterson | [ ] - [ ] | [ ] @ [ ] |
| Mathilda [ ] | [ ] - [ ] - [ ] |  |
| [ ] Quinn | [ ] - [ ] | [ ] @ [ ] |
| Joseph [ ] | [ ] - [ ] - [ ] - [ ] |  |

et

pp17

Exercise 6. **VOCABULARY / GRAMMAR PRACTICE.**

Complete the questions.

ba

bND

Text in image:

Zes tekeningen.

1. Een man komt uit een huis met nummer 11. Op het straatnaambordje staat MAIN STREET.

2. Een vrouw pakt de hoorn van een telefoon die overgaat.

3. Een man en een vrouw staan voor de deur van een huis met nummer 18. Op het straatnaambordje staat BANK ST.

4. Een man die bij een bushalte staat te bellen.

5. Iemand die achter de computer zit.

6. Een oudere vrouw die aan het bellen is.

eND

ea

1.

A: [What's his] address?

B: 11 Main Street.

2.

A: [ ] phone number?

B: 22-63-140.

3.

A: [ ] address?

B: 18 Bank Street.

4.

A: [ ] phone number?

B: 878-456-0055.

5.

A: [ ] e-mail address?

B: It's sgast@mp.net.

6.

A: [ ] phone number?

B: 44-78-35.

**DIGITAL: MORE EXERCISES**

### NOW YOU CAN: Get someone's contact information

Exercise 1. **CONVERSATION MODEL.** (audio 1:43)

Read and listen.

A: What's your name?

B: Dave Mitchell.

A: And what's your phone number?

B: 523-6620.

A: 523-6620?

B: That's right.

Exercise 2. **RHYTHM AND INTONATION.** (audio 1:44)

Listen again and repeat.

Then practice the Conversation Model with a partner.

Exercise 3. **CONVERSATION ACTIVATOR.** (audio 1:40, **DIGITAL: VIDEO**)

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

A: What's your [ ]?

B: [ ].

A: And what's your [ ]?

B: [ ].

A: [ ]?

B: That's right.

**DON'T STOP!**

**Continue the conversation.**

**Ask more questions.**

**RECYCLE THIS LANGUAGE.**

first name / last name

address / e-mail address

Thank you.

You're welcome.

Nice to meet you.

Good-bye.

Exercise 4. **CHANGE PARTNERS.**

Get other classmates' contact information.

pp18

## EXTENSION

Exercise 1. **READING.**

Read about six famous people. Where are they from?

ba

bND

Foto van een vrouw in een koksjas.

eND

ea

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

She's a chef.

ba

bND

Foto van een man die op een muziekinstrument blaast.

eND

ea

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

He's a musician.

ba

bND

Foto van een vrouw met sportkleding en een zonneklep op haar hoofd.

eND

ea

This is Li Na.

She's from China. What's Ms. Li's occupation?

She's an athlete.

ba

bND

Foto van een man in een net pak.

eND

ea

This is Vincent Lam. Mr. Lam has two occupations.

He's a doctor and a writer. He's from Canada.

ba

bND

Foto van een zangeres.

eND

ea

This is Diana Haddad.

What's her Occupation?

Ms. Haddad is a singer.

She's from Lebanon.

ba

bND

Foto van een actrice.

eND

ea

This is Sophie Okoneda. Ms. Okoneda is from the U.K. What's her Occupation?

She's an actor.

**DIGITAL: MORE EXERCISES**

Exercise 2. **PAIR WORK.**

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

Examples:

"Is Nadia Santini a doctor?"

"Is Vincent Lam from the United States?"

"Where's Ms. Okoneda from?"

Exercise 3. **SPEAKING.**

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

ba

bND

Foto van een vrolijk kijkende man.

eND

ea

Peter Matson

22 Bank St.

e: pmatson@ccc.com

ba

bND

Foto van een jonge vrouw.

eND

ea

Lisa Kim

25-61 -0078

e: lisa.kim@hipnet.com

ba

bND

Foto van een echtpaar.

eND

ea

Fran Green

Bill Green

34-67-9899

13 Quinn St.

**GRAMMAR BOOSTER:**

Unit 2 review - p. 136

For additional language practice...

**TOP NOTCH POP** - Lyrics p. 150

"Excuse Me, Please"

**DIGITAL: SONG**

**DIGITAL: KARAOKE**

pp19

## REVIEW

**DIGITAL: GAMES**

**PAIR WORK**

ba

bND

Twee foto's:

1. Foto van een man achter een bureau. Hij stelt vragen aan een vrouw en vult een formulier in.

2. Foto van drie jonge mensen. De een stelt de twee anderen aan elkaar voor.

eND

ea

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

[What's your [ ]?]

FORM: PERSONAL INFORMATION

First name: [ ]

Last name: [ ]

Address: [ ]

Phone: [ ]

e-mail: [ ]

2. Create a conversation for the people in Photo 2. Introduce the man and the woman.

Start like this:

This is [ ]. He's my [ ].

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

[Nancy is my friend. She's a student. Her last name is Lee. She's from Vancouver.]

[Ryan is my colleague, He's a ....]

**WRITING BOOSTER**: p. 146

Guidance for this writing exercise

NOW I CAN

[ ] Introduce people.

[ ] Tell someone my first and last name.

[ ] Get someone's contact information.

pp20

# UNIT 3: Places and How to Get There

COMMUNICATION GOALS

1. Talk about locations.

2. Discuss how to get places.

3. Discuss transportation.

## LESSON 1.

### GOAL: Talk about locations

Exercise 1. **VOCABULARY: *Places in the neighborhood.*** (audio 1:48, **DIGITAL: FLASH CARDS**)

Read and listen. Then listen again and repeat.

ba

bND

Zes foto's van: 1. een bank, 2. een restaurant, 3. een apotheek, 4. een school, 5. een kiosk waar ze kranten verkopen, 6. een boekwinkel.

eND

ea

1. a bank

2. a restaurant

3. a pharmacy

4. a school

5. a newsstand

6. a bookstore

**VOCABULARY BOOSTER:**

More places - p. 126

Exercise 2. **LISTENING COMPREHENSION.** (audio 1:49)

Listen. Write the places you hear.

1. [ ]

2. [ ]

3. [ ]

4. [ ]

Exercise 3. **PAIR WORK.**

Say the name of a place. Your partner writes the word.

Exercise 4. **VOCABULARY: *Locations.*** (audio 1:50, **DIGITAL: FLASH CARDS**)

Read and listen. Then listen again and repeat.

ba

bND

Zeven tekeningen die met locaties te maken hebben:

1. Twee mensen staan bij een weg. Aan de overkant van de weg is een huis.

2. Twee mensen lopen langs een weg. Het huis staat aan het eind.

3. Twee mensen slaan bij het huis de hoek om.

4. Het huis staat aan de linkerkant van de weg.

5. Het huis staat aan de rechterkant van de weg.

6. Het huis staat naast een bank.

7. Het huis staat tussen een boekwinkel en een bank.

eND

ea

1. across the street

2. down the street

3. around the corner

4. on the leftt

5. on the right

6. next to the bank

7. between the bookstore and the bank

pp21

Exercise 5. **PAIR WORK.**

Take turns making statements about the places.

"The bank is across the street."

ba

bND

Vijf tekeningen:

1. Twee mensen steken een straat over. Aan de overkant is de bank.

2. Iemand slaat voorbij de boekwinkel (bookstore) rechtsaf.

3. Een school (the school) en een restaurant (the restaurant) staan naast elkaar.

4. Twee mensen lopen langs een apotheek (the pharmacy). De apotheek is links van hen.

5. Tussen de school (the school) en de bank (the bank) staat een krantenkiosk (the newsstand).

eND

ea

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

**Ask questions with *Where* for locations.**

**Where's** the restaurant?

**Use *it to replace the names of places.***

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

bk

**Contractions**

Where is → **Where's**

It is → **It's**

ek

**DIGITAL: MORE EXERCISES**

Exercise 7. **GRAMMAR PRACTICE.**

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

1. The pharmacy is across the street.

A: [Where's the pharmacy]?

B: [It's across the street].

2. Billy's Restaurant is around the corner.

A: [ ]?

B: [ ]

3. The newsstand is on the left.

A: [ ]?

B: [ ]

4. The bookstore is next to the school.

A: [ ]?

B: [ ]

Exercise 8. **PRONUNCIATION: *Falling intonation for questions with Where.*** (audio 1:51, **DIGITAL: VIDEO**)

bND

Boven het laatste woord van de volgende zinnen staat een pijl die naar beneden wijst.

eND

Read and listen. Then listen again and repeat.

1. Where is it?

2. Where's the bank?

3. Where's the school?

4. Where's the newsstand?

### NOW YOU CAN: Talk about locations

ba

bND

Tekening van een paar wegen en gebouwen.

Rechtsonder staan twee personen. Ze staan in de buurt van een kruispunt. Vanuit deze personen gezien is de bank links om de hoek en het restaurant is rechts om de hoek.

Als ze bij het kruispunt rechtdoor gaan, is aan hun rechterhand eerst de boekwinkel (bookstore), dan de school en dan de apotheek (pharmacy); en aan hun linkerhand is de krantenkiosk (newsstand). Deze staat tegenover de school.

eND

ea

Exercise 1. **CONVERSATION MODEL.** (audio 1:52)

Read and listen.

A: Excuse me. Where's the bank?

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

A: Thanks!

B: You're welcome.

Exercise 2. **RHYTHM AND INTONATION.** (audio 1:53)

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

Exercise 3. **CONVERSATION ACTIVATOR.**

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

A: Excuse me. Where's the [ ]?

B: [ ]? It's [ ].

A: Thanks!

B: You're welcome.

**DON'T STOP!**

**Ask about another location.**

Exercise 4. **CHANGE PARTNERS.**

Ask about other locations.

pp22

## LESSON 2.

### GOAL: Discuss how to get places

Exercise 1. **VOCABULARY**: ***Ways to get places.*** (audio 1:54, **DIGITAL: FLASH CARDS**)

Read and listen. Then listen again and repeat.

ba

bND

Vijf foto's van mensen die zich verplaatsen: lopen, rijden, een taxi nemen, de trein nemen en de bus nemen.

eND

ea

1. walk

2. drive

3. take a taxi

4. take the train

5. take the bus

Exercise 2. **GRAMMAR**: ***The imperative***.

**Use imperatives to give instructions and directions.**

bt

|  |  |
| --- | --- |
| **Affirmative imperatives** | **Negative imperatives** |
| **Drive** [to the bank]. | **Don't walk.** |
| **Take** the bus [to the pharmacy]. | **Don't take** the train. |

et

Don't = Do not

ba

bND

Text in image:

Walk. Don't drive.

eND

ea

Exercise 3. **VOCABULARY / GRAMMAR PRACTICE.**

Follow the directions.

ba

bND

Tien tekeningen van een vervoermiddel en een gebouw:

a. Een taxi staat voor een restaurant.

b. Een bus rijdt door een staat met huizen.

c. Een rode streep door een auto voor een restaurant.

d. Een bus staat voor een bank.

e. Een auto rijdt door een straat met huizen.

f. Iemand loopt naar de bank.

g. Een rode streep door een persoon die naar de apotheek (pharmacy) loopt.

h. Een auto staat voor de apotheek (pharmacy)

i. Een rode streep door een bus die voor de bank staat.

j. Iemand loopt naar de boekwinkel.

eND

ea

**Partner A: Read a direction.**

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

1. Walk to the bookstore.

2. Don't drive to the restaurant.

3. Take the bus to the bank.

4. Don't walk to the pharmacy.

5. Drive down the street.

**Partner B: Read a direction.**

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

6. Take the bus down the street.

7. Don't take the bus to the bank.

8. Walk to the bank.

9. Take a taxi to the restaurant.

10. Drive to the pharmacy.

**DIGITAL: MORE EXERCISES**

pp23

Exercise 4. **Listen COMPREHENSION.** (audio 1:55)

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

1. [Take the bus. Don't drive.]

2. [ ]

3. [ ]

4. [ ]

5. [ ]

### NOW YOU CAN: Discuss how to get places

ba

bND

Foto van een jonge man die een jonge vrouw de weg wijst.

eND

ea

Exercise 1. **CONVERSATION MODEL.** (audio 1:56)

Read and listen.

A: Can I walk to the bookstore?

B: The bookstore? Sure.

A: And what about the school?

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

A: OK. Thanks!

Exercise 2. **RHYTHM AND INTONATION.** (audio 1:57)

Listen again and repeat.

Then practice the Conversation Model with a partner.

Exercise 3. **CONVERSATION ACTIVATOR**. (**DIGITAL: VIDEO**)

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

A: Can I walk to the[ ] ?

B: The [ ] ? Sure.

A: And what about the [ ]?

B: The [ ] ? Don't walk [ ].

A: OK. Thanks!

**DON'T STOP!**

**Talk about locations.**

**RECYCLE THIS LANGUAGE.**

Where is it?

It's across the street.

It's down the street.

It's around the corner.

It's next to the [ ].

It's between the [ ] and the [ ].

ba

bND

Foto's van een apotheek, een kiosk, een boekwinkel, een restaurant, een school en een bank.

eND

ea

Exercise 4. **CHANGE PARTNERS**.

Ask about more places.

pp24

## LESSON 3.

### GOAL: Discuss transportation

Exercise 1. **VOCABULARY**: ***Means of transportation.*** (audio 1:58, **DIGITAL: FLASH CARDS**)

Read and listen. Then listen again and repeat.

ba

bND

Vijf foto's: 1. een auto, 2. een fiets, 3. een scooter. 4. een metro, 5. een motor.

eND

ea

1. a car

2. a bicycle

3. a moped

4 a subway

5. motorcycle

**Also remember**

a bus

a train

a taxi

Exercise 2. **PAIR WORK**.

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

Exercise 3. **GRAMMAR**: ***By*** ***to express means***.

ba

bND

Tekening van een taxi, een fiets en een motor die aan het rijden zijn.

Text in image:

**by** taxi

**by** bicycle

**by** motorcycle

eND

ea

Exercise 4. **LISTENING COMPREHENSION.** (audio 1:59)

Listen. Circle the means of transportation you hear.

ba

bND

Tekening van vijf keer twee vervoermiddelen.

1. motor / scooter

2. auto / taxi

3. scooter / fiets

4. bus / trein

5. trein / metro

eND

ea

**DIGITAL: MORE EXERCISES**

pp25

Exercise 5. **VOCABULARY**: ***Destinations***. (audio 1:60, **DIGITAL: FLASH CARDS**)

Read and listen. Then listen again and repeat.

ba

bND

Tekeningen van een vrouw die naar kantoor loopt, dezelfde vrouw die naar haar huis loopt, en een jonge man die naar een school loopt.

eND

ea

1. go to work

2. go home

3. go to school

Exercise 6. **LISTENING COMPREHENSION.** (audio 1:61)

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

bt

|  |  |  |  |
| --- | --- | --- | --- |
| **Means of transportation** | Work | Home | School |
| 1. [by car] |  | X |  |
| 2. |  |  |  |
| 3. |  |  |  |
| 4. |  |  |  |
| 5. |  |  |  |
| 6. |  |  |  |

et

### NOW YOU CAN: Discuss transportation

Exercise 1. **CONVERSATION MODEL**. (audio 1:62)

Read and listen.

A: How do you go to school?

B: By subway. What about you?

A: Me? I walk.

Exercise 2. **RHYTHM AND INTONATION**. (audio 1:63)

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

Exercise 3. **CONVERSATION ACTIVATOR**.

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

A: How do you go [ ] ?

B: [ ] What about you?

A: Me? [ ]

Exercise 4. **CHANGE PARTNERS**.

Personalize the conversation again.

pp26

## EXTENSION

Exercise 1. **READING**. (audio 1:64)

Read about how people go to work and school.

1. **I'm Mark Jackson.**

I'm an architect.

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

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

We're colleagues atthe bank.

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

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

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

Exercise 2. **PAIR WORK**.

Ask and answer the questions.

Example:

"Is Min park a banker?"

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

1. Is Mark Jackson a doctor?

2. Is Brad Lane Laura Blake's friend or her colleague?

3. Is Mr. Lane Ms. Blake's neighbor?

4. Is Matt Carson a student?

5. What is Matt's teacher's name?

6. Is Dr. Park from Miami?

7. Where is Mark Jackson's office?

8. Your own question: [ ]?

**DIGITAL: MORE EXERCISES**

Exercise 3. **GROUP WORK**.

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

**RECYCLE THIS LANGUAGE.**

Where's the [pharmacy]?

It's [ ].

Can I [walk] to the [restaurant]?

Take / Don't take the [bus].

Walk. Don't [drive].

Go by [bus].

Don't go by [train].

**GRAMMAR BOOSTER**:

Unit 3 review - p. 137

pp27

## REVIEW

**DIGITAL: GAMES**

ba

bND

Tekening van een deel van een stad. Linksvoor is een kiosk (News). Er staat iemand die iets vraagt aan de verkoper. Middenvoor is de bushalte. Er staat een bus. Er staan twee mensen. De een vraagt iets. De ander antwoordt en wijst naar de bus. Rechtsvoor is een metrohalte (Subway). Tegenover de metrohalte zijn een restaurant en een bank. Naast het restaurant is een zijstraat. In die zijstraat is de apotheek (Pharmacy). Aan de andere kant van de zijstraat is een boekwinkel (Books). Aan het einde van de zijstraat is de school.

eND

ea

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

[The school is down the street.]

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

[A: How do you go to work?]

[B: By bus.]

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

[Where's the restaurant?]

[It's across the street.]

**WRITING BOOSTER**: p. 146

Guidance for this writing exercise

NOW I CAN

[ ] Talk about locations.

[ ] Discuss how to get places.

[ ] Discuss transportation.

pp28

# UNIT 4: Family

COMMUNICATION GOALS

1. Identify people in your family.

2. Describe your relatives.

3. Talk about your family.

## LESSON 1.

### GOAL: Identify people in your family

Exercise 1. **VOCABULARY: *Family relationships.*** (audio 2:02)

Read and listen. Then listen again and repeat.

ba

bND

Stamboom met foto's van:

1. grootouders, 2. oma, 3. opa

4. ouders, 5. moeder, 6. vader

7. kinderen, 8. dochter, 9, zoon

10. kleinkinderen, 11. kleinzoon, 12, kleindochter

13. vrouw (echtgenote), 14. man (echtgenoot)

15. zus, 16. broer

eND

ea

1. grandparents

2. grandmother

3. grandfather

4. parents

5. mother

6. father

7. children (one child / two children)

8. daughter

9. son

10. grandchildren

11. grandson

12. granddaughter

13. wife

14. husband

15. sister

16. brother

Exercise 2. **PAIR WORK.**

Point to two people in the family. Describe their relationship.

"She's his daughter."

Exercise 3. **LISTENING COMPREHENSION.** (audio 2:03)

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

ba

bND

Bij elk nummer staan twee foto's. Deze zijn hieronder aangegeven.

eND

ea

1.

[ ] meisje

[ ] jongen

2.

[ ] oudere vrouw

[ ] meisje

3.

[ ] twee vrouwen

[ ] een vrouw

4.

[ ] jonge vrouw

[ ] wat oudere man

5.

[ ] jonge vrouw

[ ] jonge man

6.

[ ] twee meisjes

[ ] twee jongens

pp29

Exercise 4. **GRAMMAR: *Be: questions with Who.***

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

**Who's** Louise? (She's my mom.\*)

**Who are** they? (They're my sisters.)

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

\* ***mom*** and ***dad*** = informal for ***mother*** and ***father***

bk

**Contractions**

Who is → **Who's**

**Be careful!**

Who are → NOT: {Who're}

ek

Exercise 5. **GRAMMAR PRACTICE.**

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

1.

A: [Who's he] ?

B: He's my grandfather.

2.

A: [ ]?

B: She's my mother.

3.

A: [ ]?

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

4.

A: [ ]?

B: They're Pat's grandparents.

5.

A: [ ]?

B: She's Ed's wife.

6.

A: [ ]?

B: They're my brother and sister.

**DIGITAL: MORE EXERCISES**

### NOW YOU CAN: Identify people in your family

Exercise 1. **CONVERSATION MODEL.** (audio 2:04)

Read and listen.

A: Who's that?

B: That's my father.

A: And who are they?

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

Exercise 2. **RHYTHM AND INTONATION.** (audio 2:05)

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

Exercise 3. **CONVERSATION ACTIVATOR.**

Bring in photos of the people in your family (OR write their names).

With a partner, personalize the conversation. Then change roles.

A: Who's that?

B: That's [ ].

A: And [ ]?

B: [ ].

**DON'T STOP!**

**Talk about occupations.**

**Ask more questions.**

**RECYCLE THIS LANGUAGE.**

He's / She's [an engineer].

They're [architects].

What's his / her name?

What are their names?

How do you spell that?

Exercise 4. **CHANGE PARTNERS.**

Personalize the conversation again.

pp30

## LESSON 2.

### GOAL: Describe your relatives

Exercise 1. **VOCABULARY: *Adjectives to describe people.*** (audio 2:06, **DIGITAL: FLASH CARDS**)

Read and listen. Then listen again and repeat.

ba

bND

Vier foto's:

1, 2. een kleine vrouw en een lange man

3, 4. een oude vrouw met een jong meisje

5. een mooie vrouw

6. een knappe man

7. onder beide foto's staat 'good-looking'

8. een schattige baby

eND

ea

1. short

2. tall

3. old

4. young

5. pretty

6. handsome

7. good-looking

8. cute

**VOCABULARY BOOSTER:**

More adjectives - p. 127

Exercise 2. **GRAMMAR: *Be with adjectives / Adverbs very and so.***

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

She**'s pretty**.

He**'s handsome**.

They**'re good-looking**.

Your children **are cute**.

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

They're **very good-looking**.

He's **very handsome**.

She's **so pretty**.

Your children are **so cute**.

bk

very = !

so = !!!

ek

Exercise 3. **PAIR WORK.**

Use the Vocabulary to describe people in your class.

Example: "Gina and Deborah are very pretty."

Exercise 4. **LISTENING COMPREHENSION.** (audio 2:07)

Listen to the conversations.

Circle the adjective that describes each person.

1. Her husband is (handsome / tall / old).

2. His daughter is (tall / good-looking / cute).

3. Her brothers are (tall / good-looking / young).

4. His son is (tall / good-looking / short).

5. Her father is (tall / old / short).

6. His sisters are (tall / good-looking / short).

Exercise 5. **VOCABULARY / GRAMMAR PRACTICE.**

Look at the photos. Complete each sentence with a form of ***be*** and an adjective.

ba

bND

Zes foto's:

1. Twee mooie meiden

2. Een schattig klein meisje

3. Een opa heeft zijn armen om zijn twee kleinkinderen geslagen.

4. Een lange vrouw loopt hand in hand met een kleine man.

5. Een oudere man met een knappe, jongere vrouw.

6. Een meisje kijkt op naar haar broer die langer is dan zij.

eND

ea

1. Your sisters [ ] so [ ].

2. Your daughter [ ] so [ ]!

3. Our grandfather [ ] very [ ].

4. Her boyfriend [ ] very [ ].

5. His wife [ ] so [ ]!

6. Her brother [ ] very [ ].

pp31

**DIGITAL: MORE EXERCISES**

Exercise 6. **VOCABULARY / GRAMMAR PRACTICE.**

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

Example: My mother is very tall.

1. [ ]

2. [ ]

3. [ ]

### NOW YOU CAN: Describe your relatives

Exercise 1. **CONVERSATION MODEL.** (audio 2:08)

Read and listen.

A: Tell me about your father.

B: Well, he's a doctor. And he's very tall.

A: And how about your mother?

B: She's an engineer. She's very pretty.

Exercise 2. **RHYTHM AND INTONATION.** (audio 2:09)

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

Exercise 3. **CONVERSATION ACTIVATOR.**

With a partner, personalize the conversation.

Describe your relatives. Then change roles.

A: Tell me about your [ ].

B: Well, [ ]. And [ ].

A: And how about your [ ]?

B: [ ].

**DON'T STOP!**

**Ask about other people in your partner's family.**

Exercise 4. **CHANGE PARTNERS.**

Ask about other classmates' relatives.

pp32

## LESSON 3.

### GOAL: Talk about your family

Exercise 1. **GRAMMAR: *Verb have / has: affirmative statements.***

I / You / We / They **have** a brother.

He / She **has** three sisters.

ba

bND

Foto van een vrouw met een zoon en een dochter.

Text in image: I **have** one son and one daughter.

eND

ea

Exercise 2. **GRAMMAR PRACTICE.**

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

1. Mark [ ] two brothers.

2. Mrs. Stevens [ ] five grandsons.

3. They [ ] a granddaughter .

4. We [ ] twelve grandchildren.

5. Carl and Anna [ ] two children.

6. She [ ] five sisters.

7. They [ ] no brothers or sisters.

YOU: I [ ].

**DIGITAL: MORE EXERCISES**

Exercise 3. **VOCABULARY: *Numbers 21-101.*** (audio 2:10, **DIGITAL: FLASH CARDS**)

Read and listen. Then listen again and repeat.

21: twenty-one

22: twenty-two

23: twenty-three

24: twenty-four

25: twenty-five

26: twenty-six

27: twenty-seven

28: twenty-eight

29: twenty-nine

30: thirty

31: thirty-one

32: thirty-two

40: forty

50: fifty

60: sixty

70: seventy

80: eighty

90: ninety

100: one hundred

101: one hundred one

Exercise 4. **PRONUNCIATION: *Numbers.*** (audio 2:11, **DIGITAL VIDEO COACH**)

Listen and repeat. Then practice saying the numbers on your own.

13 - 30

14 - 40

15 - 50

16 - 60

17 - 70

18 - 80

19 - 90

Exercise 5. **PAIR WORK.**

Take turns saying a number from the chart. Your partner circles the number.

23 - 45 - 40 - 18 - 94 - 21 - 20 - 14

58 - 102 - 43 - 89 - 90 - 44 - 53 - 13

30 - 19 - 60 - 99 - 22 - 50 - 52 - 100

15 47 - 33 - 54 - 17 - 66 - 77 - 70

64 - 78 - 95 - 80 - 87 - 101 - 11 - 31

pp33

Exercise 6. **GRAMMAR: *Be: questions with How old.***

**How old is** he? (He's nineteen years old.)

**How old is** she? (She's thirty-three.)

**How old is** your sister? (She's twenty.)

**How old are** they? (They're twenty-nine.)

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

ba

bND

Foto van een arts die aan een klein meisje vraagt:

**How old are** you?

I'm three.

eND

ea

Exercise 7. **GRAMMAR PRACTICE.**

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

1. [ ] your sister?

2. [ ] Matt's parents?

3. [ ] your grandfather?

4. [ ] Helen's husband?

5. [ ] her children?

6. [ ] his son?

**DIGITAL: MORE EXERCISES**

### NOW YOU CAN: Talk about your family

Exercise 1. **CONVERSATION MODEL.** (audio 2:012)

Read and listen.

A: I have one brother and two sisters.

B: Really? How old is your brother?

A: Twenty.

B: And your sisters?

A: Eighteen and twenty-two.

Exercise 2. **RHYTHM AND INTONATION.** (audio 2:13)

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

Exercise 3. **CONVERSATION ACTIVATOR.** (**DIGITAL VIDEO**)

With a partner, personalize the conversation.

Talk about your own family. Then change roles.

A: I have [ ].

B: Really? How old [ ]?

A: [ ].

B: And your [ ]?

A: [ ].

**DON'T STOP!**

**Ask more questions.**

**RECYCLE THIS LANGUAGE.**

Tell me about your [mother].

And your [father]?

How about your [grandparents]?

What's his / her name?

What are their names?

What's his / her occupation?

What are their occupations?

Exercise 4. **CHANGE PARTNERS.**

Personalize the conversation again.

pp34

## EXTENSION

Exercise 1. **READING.** (audio 2:14)

Read about some famous actors and their families and friends.

**Who Are They?**

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

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

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

Exercise 2. **READING COMPREHENSION.**

Read about the people again. Complete the sentences.

1. Gael García Bernal is Diego Luna's [ ].

2. Patricia Bernal, José Ángel Garcia, and Diego Luna are all [ ].

3. Heather Joy is Steven Fanning's [ ].

4. Elie Fanning is Heather Joy's [ ].

5. Mr. Chou's [ ] is good-looking.

6. Jay Chou's parents have one [ ].

**DIGITAL: MORE EXERCISES**

Exercise 3. **PAIR WORK.**

Interview your partner. Complete the notepad with information about your partner's family.

Example:

bt

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

et

bt

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Relative's name | Relationship | Age | Occupation | Description |
| [ ] | [ ] | [ ] | [ ] | [ ] |
| [ ] | [ ] | [ ] | [ ] | [ ] |
| [ ] | [ ] | [ ] | [ ] | [ ] |
| [ ] | [ ] | [ ] | [ ] | [ ] |
| [ ] | [ ] | [ ] | [ ] | [ ] |

et

Exercise 4. **GROUP WORK.**

Now tell your classmates about your partner's family.

Example: "Doug is Laura's brother. He's 14 ..."

**GRAMMAR BOOSTER:**

Unit 4 review - p. 137

For additional language practice...

**TOP NOTCH POP** - Lyrics p. 150

"Tell Me All About It"

**DIGITAL: SONG**

**DIGITAL: KARAOKE**

pp35

## REVIEW

**DIGITAL: GAMES**

**PAIR WORK**

ba

bND

Twee familiefoto's:

Foto 1: grootouders Ellen en John, ouders Tony en Natalie, kinderen Brandon (ongeveer 3 jaar) en Mia (ongeveer 5 jaar).

Foto 2: grootouders Ted en Ann, ouders Kate en Matt, kinderen Nora (ongeveer 11 jaar) en Nick (ongeveer 7 jaar). Nick heeft een voetbal in zijn handen.

eND

ea

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

[A: Who's Ellen?]

[B: She's Natalie's mother.]

[A: Is Μia Ellen's daughter?]

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

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

[Matt has two children. Nora is his daughter.]

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

[Mia is very cute.]

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

[My sister if 24 years old. She's short and good-looking. She's an architect. Her name if ...]

**WRITING BOOSTER**: p.147

Guidance for this writing exercise

NOW I CAN

[ ] Identify people in my family.

[ ] Describe my relatives.

[ ] Talk about my family.

pp36

# UNIT 5: Events and Times

COMMUNICATION GOALS

1. Confirm that you're on time.

2. Talk about the time of an event.

3. Ask about birthdays.

## LESSON 1.

### GOAL: Confirm that you're on time

Exercise 1. **VOCABULARY: *What time is it?.*** (audio 2:17, **DIGITAL: FLASH CARDS**)

Read and listen. Then listen again and repeat.

ba

bND

Tekening van 6 analoge klokken en 2 digitale klokken:

1. 1 uur, 2. kwart over 1, 3. 10 voor half 2, 4. half 2, 5. 10 over half 2. 6. kwart voor 2, 7. 12:00 PM (de zon schijnt). 8. 12:00 AM (de maan schijnt)

eND

ea

1. It's one o'clock.

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

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

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

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

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

7. It's noon.

8. It's midnight.

bk

0:00 to 11:59 = A.M.

12:00 to 23:59 = P.M.

ek

ba

bND

Tekening van een klok op 8 uur.

eND

ea

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

Exercise 2. **PRONUNCIATION: *Sentence rhythm.*** (audio 2:18, **DIGITAL VIDEO COACH**)

Read and listen. Then listen again and repeat.

1. It's **TEN** after **FIVE**.

2. It's **TWEN**ty to **ONE**.

3. It's a **QUAR**ter to **TWO**.

Exercise 3. **PRONUNCIATION PRACTICE.**

Read the times in the Vocabulary aloud again. Pay attention to sentence rhythm.

Exercise 4. **PAIR WORK.**

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

Example:

"What time is it in Vancouver?"

"It's nine forty A.Μ. It's twenty to ten."

ba

bND

Tekening van een wereldkaart met plaatsnamen en de tijd die het daar op dat moment is.

Text in image:

Bangkok 12:40 AM

Beijing 1:40 AM

Bogotá 12:40 PM

Buenos Aires 3:40 PM

Cairo 7:40 PM

Capetown 7:40 PM

Caracas 1:10 PM

Honolulu 7:40 AM

Los Angeles 9:40 AM

Lima 12:40 PM

La Paz 1:40 PM

London 5:40 PM

Mexico City 11:40 AM

Moscow 8:40 PM

New Delhi 11:10 PM

New York 12:40 PM

Seoul 2:40 AM

Sydney 4:40 AM

St. John's 2:10 PM

Santiago 2:40 PM

São Paulo 3:40 PM

Tokyo 2:40 AM

Taipei 1:40 AM

Vancouver 9:40 AM

eND

ea

pp37

Exercise 5. **VOCABULARY: *Early, on time, and late.*** (audio 2:19, **DIGITAL: FLASH CARDS**)

Read and listen. Then listen again and repeat.

ba

bND

Drie tekeningen van een klaslokaal. Op het bord staat: English Class 9:00

1. Een vrouw komt als eerste binnen. De klok staat op kwart voor 9.

2. Twee mensen komen binnen. De klok staat op 5 voor 9.

3. Een man komt binnenrennen. De klok staat op 10 voor half 10.

eND

ea

1. She's **early**.

2. They're **on time**.

3. He's **late**.

### NOW YOU CAN: Confirm that you're on time

Exercise 1. **CONVERSATION MODEL.** (audio 2:20)

Read and listen.

A: What time is the meeting?

B: 10:00.

A: Uh-oh. Am I late?

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

A: Five to ten?

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

Exercise 2. **RHYTHM AND INTONATION.** (audio 2:21)

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

Exercise 3. **CONVERSATION ACTIVATOR.**

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

ba

bND

Text in image:

English Class: 2:15 P.M.

Time now: 2:15 P.M.

Train: 2:30 P.M.

Time now: 2:35 P.M.

Bus: 2:00 P.M.

Time now: 1:50 P.M.

eND

ea

A: What time is the [ ]?

B: [ ].

A: Uh-oh. Am I late?

B: [ ]. It's [ ].

A: [ ]?

B: That's right. You're [ ].

Exercise 4. **CHANGE PARTNERS.**

Change the conversation again.

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## LESSON 2.

### GOAL: Talk about the time of an event

Exercise 1. **VOCABULARY: *Events.*** (audio 2:22, **DIGITAL FLASH CARDS**)

Read and listen. Then listen again and repeat.

ba

bND

Zes foto's:

1. een feestje, 2. een dansavond, 3. een voetbalwedstrijd, 4. een diner, 5. een film, 6. een concert.

eND

ea

1. a party

2. a dance

3. a game

4. a dinner

5. a movie

6. a concert

**VOCABULARY BOOSTER:**

More events - p. 127

Exercise 2. **LISTENING COMPREHENSION.** (audio 2:23)

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

1. [ ] (7:15 / 7:45)

2. [ ] (8:00 / 9:00)

3. [ ] (3:30 / 3:15)

4. [ ] (12:00 A.Μ. / 12:00 P.M.)

5. [ ] (9:15 / 9:50)

6. [ ] (12:00 A.M. / 12:00 P.M.)

Exercise 3. **VOCABULARY: *Days of the week.***

Read and listen. Then listen again and repeat.

WEEKDAYS

Monday, Tuesday, Wednesday, Thursday, Friday

THE WEEKEND

Saturday, Sunday

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

**What time is** it? (It's) five twenty.

**What time's** the party? (It's) **at** nine thirty.

**What day is** the concert? (It's) **on** Saturday.

**When's** the dance? (It's) **at** ten o'clock.

**When's** the dance? (It's) **on** Friday at 10:00 P.M.

bk

**Contractions**

What time is → **What time's**

What day is → **What day's**

When is → **When's**

**Be careful!**

What time is it? → NOT: What {time's} it?

When is it? → NOT: {When's} it?

ek

pp39

Exercise 5. **GRAMMAR PRACTICE.**

Complete the questions and answers. Use contractions when possible.

1.

A: When [ ] the party?

B: It's [ ] 11 :00 P. M.

2.

A: [ ] day's the game?

B: It's [ ] Saturday.

3.

A: What [ ] the concert?

B: It's [ ] 8:30.

4.

A: What [ ] the dinner?

B: It's [ ] Tuesday.

5.

A: [ ] the dance?

B: It's [ ] Friday at 9:00.

6.

A: What [ ] the class?

B: It's [ ] noon.

**DIGITAL: MORE EXERCISES**

Exercise 6. **LISTENING COMPREHENSION.** (audio 2:25)

Listen to the conversation. Write the events on the calendar.

ba

bND

Text in image:

**Monday**

5:30 [ ]

6:30 [ ]

7:00 [ ]

7:15 [ ]

**Tuesday**

5:30 [ ]

6:30 [ ]

7:00 [ ]

7:15 [ ]

**Wednesday**

5:30 [ ]

6:30 [ ]

7:00 [ ]

7:15 [ ]

**Thursday**

5:30 [ ]

6:30 [ ]

7:00 [meeting]

7:15 [ ]

**Friday**

5:30 [ ]

6:30 [ ]

7:00 [ ]

7:15 [ ]

**Saturday**

5:30 [ ]

6:30 [ ]

7:00 [ ]

7:15 [ ]

**Sunday**

5:30 [ ]

6:30 [ ]

7:00 [ ]

7:15 [ ]

eND

ea

### NOW YOU CAN: Talk about the time of an event

ba

bND

Foto van twee jonge mensen die naast een poster staan. Op de poster staat:

School Dance

WEDNESDAY, 10:30 P.M.

Pat's Restaurant

eND

ea

Exercise 1. **CONVERSATION MODEL.** (audio 2:26)

Read and listen.

A: Look. There's a dance on Wednesday.

B: Great! What time?

A: 10:30. At Pat's Restaurant.

B: Really? Let's meet at 10:15.

Exercise 2. **RHYTHM AND INTONATION.** (audio 2:27)

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

Exercise 3. **CONVERSATION ACTIVATOR.**

With a partner, change the conversation.

Ask about an event. Use these events or your own events. Then change roles.

ba

bND

Vier posters:

1. Basketball Game, Saturday 10:00 AM, At Athlete Central

2. MOVIE NIGHT: **Space Pilot**, Thursday, 9:00 p.m, Mercy's Books

3. School Dinner, Saturday, 8:00 P.M., Hank's Restaurant

4. Concert, FRIDAY, 8:00, AT PARKER HALL

eND

ea

A: Look. There's a [ ] on [ ].

B: Great! What time?

A: [ ]. At [ ].

B: Really? Let's meet at [ ].

Exercise 4. **CHANGE PARTNERS.**

Talk about different events.

pp40

## LESSON 3.

### GOAL: Ask about birthdays

Exercise 1. **VOCABULARY: *Ordinal numbers.*** (audio 2:22, **DIGITAL FLASH CARDS**)

Read and listen. Then listen again and repeat.

ba

bND

Text in image:

1st first

2nd second

3rd third

4th fourth

5th fifth

6th sixth

7th seventh

8th eighth

9th ninth

10th tenth

11th eleventh

12th twelfth

13th thirteenth

14th fourteenth

15th fifteenth

16th sixteenth

17th seventeenth

18th eighteenth

19th nineteenth

20th twentieth

21st twenty-first

22nd twenty-second

30th thirtieth

40th fortieth

50th fiftieth

eND

ea

Exercise 2. **PAIR WORK.**

Say a number. Your partner says the ordinal number.

Examples: "three", "third"

Exercise 3. **VOCABULARY: *Months of the year.*** (audio 2:29)

Read and listen

Then listen again and repeat.

ba

bND

Text in image:

January

February

March

April

May

June

July

August

September

October

November

December

eND

ea

Exercise 4. **LISTENING COMPREHENSION.** (audio 2:30)

Listen to the dates. Circle the dates on the calendar.

Exercise 5. **PAIR WORK.**

Say a date from the calendar.

Your partner writes the date.

Examples:

"July thirty-first"

[July 31st]

pp41

Exercise 6. **GRAMMAR: *Prepositions in, on, and at for dates and times: summary.***

ba

bND

Text in image:

The concert's **on** August 12th.

eND

ea

When's the party? It's **in** January.

When's the dance? It's **on** January 15th.

When's the dinner? It's **on** the 12th.

What day's the meeting? It's **on** Tuesday.

What time's the movie? It's **at** noon.

What time's the dance? It's **at** 8:30.

bk

**Be careful!**

**in** the morning

**in** the afternoon

**in** the evening

BUT **at** night

ek

Exercise 7. **GRAMMAR PRACTICE.**

Complete the sentences. Use ***in, on,*** or ***at***.

1. The concert is [ ] July 14th [ ] 3:00 the afternoon.

2. The dinner is [ ] December [ ] the 6th.

3. The party is [ ] midnight [ ] Saturday.

4. The movie is [ ] November 1st [ ] 8:30 P.M.

5. The game is [ ] Wednesday [ ] noon.

6. The meeting is at the State Bank [ ] 11:00 [ ] the morning [ ] July 18th

**DIGITAL: MORE EXERCISES**

### NOW YOU CAN: Ask about birthdays

Exercise 1. **CONVERSATION MODEL.** (audio 2:31)

Read and listen.

A: When's your birthday?

B: On July 15th. When's ***your*** birthday?

A: My birthday's in November. On the 13th.

Exercise 2. **RHYTHM AND INTONATION.** (audio 2:32)

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

Exercise 3. **CONVERSATION ACTIVATOR. (DIGITAL: VIDEO)**

With a partner, personalize the conversation.

A: When's your birthday?

B: [ ] When's ***your*** birthday?

A: My birthday's [ ].

**DON'T STOP!**

**Ask your partner questions about other people's birthdays.**

**Complete the chart.**

brother's birthday: [ ]

sister's birthday: [ ]

mother's birthday: [ ]

father's birthday: [ ]

grandmother's birthday: [ ]

grandfather's birthday: [ ]

(audio 2:33) On someone's birthday say:

"Happy birthday!"

"Thank you!"

Exercise 4. **CHANGE PARTNERS.**

Ask about other people's birthdays.

pp42

## EXTENSION

Exercise 1. **READING.** (audio 2:34)

Read the announcements. What are the events this week?

**The Daily Express**

**Events for the week of June 20th**

**PARTY**

**June 21st is Sally Neufield's birthday!**

90 years old, and so young!

**When**: Tuesday, June 21st, 7:00 p.m.

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

**MOVIE**

**English actor Peter Sellers in The Party**

An oldie but goodie!

Friday, June 24th at 8:30 P.M.

At the New School

58 Post Street

**DANCE**

**Both young and old are welcome!**

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

**When**: Saturday, June 25th A.M. 8:30 P.M..

**MEETING**

**Bank Managers Association**

Thursday, June 23rd, from 9:00 A.M. to 2:00 P.M.

At Family Bank

58 New Street

Between Kim's Newsstand and Carson's Bookstore

**GAME**

**Volleyball!**

Sunday, June 26th 2:00 P.M.

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

Exercise 2. **READING COMPREHENSION.**

Correct all the mistakes. Use information from the Reading.

1. The dance is at half past {nine} [eight].

2. The movie is at 8:30 A.M. [ ]

3. The meeting is at 2:00 P.M. [ ]

4. The birthday party is at midnight. [ ]

5. The birthday party is on the 22nd. [ ]

6. The dance is at the bookstore. [ ]

7. The meeting is at the New School. [ ]

8. The party is at Casey's restaurant. [ ]

9. Branfield School is between a newsstand and a bookstore. [ ]

10. The game is on Saturday. [ ]

**DIGITAL: MORE EXERCISES**

Exercise 3. **GROUP WORK.**

Ask about classmates' birthdays. Complete the chart.

ba

bND

Tekeningen van de sterrenbeelden: steenbok, waterman, vissen, ram, stier, tweelingen, kreeft, leeuw, maagd, weegschaal, schorpioen, boogschutter.

Text in image:

**Capricorn** Dec. 22 - Jan. 20

**Aquarius** Jan. 21-Feb. 19

**Pisces** Feb. 20-Mar. 20

**Aries** Mar. 21 - Apr. 20

**Taurus** Apr. 21- May 21

**Gemini** May 22 - Jun. 21

**Cancer** Jun. 22 - Jul. 22

**Leo** Jul. 23 - Aug. 23

**Virgo** Aug. 24 - Sep. 22

**Libra** Sep. 23 - Oct. 22

**Scorpio** Oct. 23-Nov. 21

**Sagittarius** Nov. 22 - Dec. 21

eND

ea

bt

|  |  |  |
| --- | --- | --- |
| **Name** | **Birthday** | **Zodiac Sign** |
| [ ] | [ ] | [ ] |
| [ ] | [ ] | [ ] |
| [ ] | [ ] | [ ] |
| [ ] | [ ] | [ ] |
| [ ] | [ ] | [ ] |

et

**GRAMMAR BOOSTER:**

Unit 5 review - p. 138

For additional language practice...

**TOP NOTCH POP** - Lyrics p. 150

"Let's Make a Date"

**DIGITAL: SONG**

**DIGITAL: KARAOKE**

pp43

## REVIEW

**DIGITAL: GAMES**

ba

bND

Tekening van vier mensen voor een prikbord met vier posters en een kalender die op vrijdag 20 mei staat. Boven het prikbord hangt een klok op 10 minuten voor half 9.

Text in image:

**MAY 20 FRIDAY**

1. **DINNER**

When: Friday, May 20th (8:30 P.M.)

Where: My French Restaurant

Between the 13th Street School and the Corner Pharmacy

2. **BASKETBALL GAME**

Sunday, May 22, noon

At the Twelfth Night School

3. **"Evening" in Concert!**

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

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

4. **Party**

Welcome all students!

Saturday, May 28, 9:30 P.M.

Where? 58 Post Street (across from the bank)

eND

ea

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

1. Talk about the events. For example:

Look. There's a [ ]...

2. Confirm that you are on time for an event.

For example:

What time's the [ ]?

**CONTEST** Study the events for one minute.

Then close your books. Who can remember all the times, dates, and locations? For example:

There's a [ ] on [ ] at [ ].

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

For example: There's a dinner on Friday. May 20th at...

**WRITING BOOSTER**: p. 147

Guidance for this writing exercise

NOW I CAN

[ ] Confirm that I'm on time.

[ ] Talk about the time of an event.

[ ] Ask about birthdays.

pp44

# UNIT 6: Clothes

COMMUNICATION GOALS

1. Give and accept a compliment.

2. Ask for colors and sizes.

3. Describe clothes.

## LESSON 1.

### GOAL: Give and accept a compliment

Exercise 1. **VOCABULARY: *Clothes.*** (audio 2:37, **DIGITAL: FLASH CARDS**)

Read and listen. Then listen again and repeat.

ba

bND

Foto's van tien kledingstukken:

1. een overhemd, 2. een trui, 3. een stropdas, 4. een jack, 5. een rok, 6. schoenen, 7. een jurk, 8, een pak (kostuum), 9. een blouse, 10. een lange broek

eND

ea

1. a shirt

2. a sweater

3. a tie

4. a jacket

5. a skirt

6. shoes

7. a dress

8. a suit

9. a blouse

10. pants[[[3]](#footnote-3)\*](##p044001)

**VOCABULARY BOOSTER:**

More clothes - p. 128

Exercise 2. **PRONUNCIATION: *Plural nouns.*** (audio 2:38, **DIGITAL: VIDEO COACH**)

Read and listen. Then listen again and repeat.

1. /s/

**shirts** = shirt/s/

**jackets** = jacket/s/

2. /z/

**shoes** = shoe/z

**sweaters** = sweater/z/

3. /iz/

**blouses** = blouse/iz/

**dresses** = dress/iz/

Exercise 3. **GRAMMAR: *Demonstratives this, that, these, those.***

ba

bND

Een vrouw wijst naar een trui die ze in de handen heeft:

**this** sweater

Een vrouw wijst naar een trui die iets verderop hangt:

**that** sweater

eND

ea

ba

bND

Een man wijst naar twee stropdassen die hij in de handen heeft:

**these** ties

Een man wijst naar een rij stropdassen die aan een rek hangen:

**those** ties

eND

ea

Exercise 4. **VOCABULARY / GRAMMAR PRACTICE.**

Look at the pictures. Write ***this, that, these,*** or ***those*** and the name of the clothes.

ba

bND

Acht plaatjes van mensen die ergens naar wijzen. De zinnen staan in de oefening hieronder:

eND

ea

Een man wijst naar jasjes in een rek.

1. [those jackets]

Een man wijst naar een jasje in zijn hand.

2. [ ]

Een vrouw wijst naar een rok in haar hand.

3. [ ]

Een man wijst naar een rek met schoenen.

4. [ ]

Een man wijst naar een bak met overhemden waar hij naast staat.

5. [ ]

Een vrouw wijst naar een paar schoenen dat ze vasthoudt.

6. [ ]

Een man wijst naar een rek met kostuums.

7. [ ]

Een man wijst naar stropdassen die in een etalage liggen.

8. [ ]

pp45

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

ba

bND

Een vrouw kijkt verliefd naar haar schoenen.

eND

ea

Tina **likes** these shoes.

ba

bND

Een vrouw wijst naar een shirt in een etalage.

eND

ea

She **wants** that shirt.

ba

bND

Drie mensen zitten op een rij. Twee hebben een boek. Rob heeft geen boek.

eND

ea

Rob **needs** a book.

ba

bND

Nu hebben ze alle drie een boek.

eND

ea

Now he **has** a book.

bt

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

et

bt

|  |  |  |
| --- | --- | --- |
| He  she  Cassie  Ivan | **likes**  **wants**  **needs**  **has** | those sweaters, too. |

et

bk

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

like - likes

want - wants

need - needs

BUT: have - has

ek

Exercise 6. **GRAMMAR PRACTICE.**

Complete each statement with the correct form of the verb.

1. I like / likes your tie.

2. My friends want / wants this suit.

3. Janet need / needs this skirt.

4. Peter have / has that jacket.

5. We like / likes our dresses.

6. Sue and Tara want / wants those suits.

**DIGITAL: MORE EXERCISES**

### NOW YOU CAN: Give and accept a compliment

ba

bND

Foto van twee vrouwen. De ene kijkt enthousiast naar de jurk en de schoenen van de ander.

eND

ea

Exercise 1. **CONVERSATION MODEL.** (audio 2:39)

Read and listen.

A: I really like that dress.

B: Really?

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

B: Thank you!

A: You're welcome.

Exercise 2. **RHYTHM AND INTONATION.** (audio 2:40)

Listen again and repeat.

Then practice the Conversation Model with a partner.

Exercise 3. **CONVERSATION ACTIVATOR.**

Personalize the conversation.

Compliment your partner on his or her clothes and shoes. Then change roles.

A: I really like [ ].

B: Really?

A: Yes. And I like [ ], too!

B: [ ]!

A: You're welcome.

**DON'T STOP!**

**Talk about other clothes.**

Exercise 4. **CHANGE PARTNERS.**

Compliment other classmates' clothes.

pp46

## LESSON 2.

### GOAL: Ask for colors and sizes

Exercise 1. **VOCABULARY: *Colors and sizes.*** (audio 2:41, **DIGITAL: FLASH CARDS**)

Read and listen. Then listen again and repeat.

ba

bND

Foto van 10 klosjes garen in deze kleuren: 1. wit, 2. grijs, 3. zwart, 4. rood, 5. oranje, 6. geel, 7. groen, 8. blauw, 9. paars, 10. bruin

eND

ea

**COLORS**

1. white

2. gray

3. black

4. red

5. orange

6. yellow

7. green

8. blue

9. purple

10. brown

ba

bND

Foto van vier shirts van klein naar groot. Ze hebben de maten S, M, L en XL.

eND

ea

**SIZES**

11. small

12. medium

13. large

14. extra large

Exercise 2. **PAIR WORK.**

Make two statements about your clothes.

Examples:

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

Exercise 3. **GRAMMAR: *The simple present tense: negative statements and yes / no questions with like, want, need, and have.***

**Negative statements**

bt

|  |  |  |
| --- | --- | --- |
| I  You  They | **don't want**  **don't need**  **don't have** | extra large. |

et

bt

|  |  |  |
| --- | --- | --- |
| He  She | **doesn't like**  **doesn't need**  **doesn't have** | red shirts. |

et

bk

**Contractions**

do not → **don't**

does not → **doesn't**

ek

***Yes / no* questions**

bt

|  |  |  |  |
| --- | --- | --- | --- |
| **Do** | you  they | **want**  **need**  **have** | the suit in large? |

et

bt

|  |  |  |  |
| --- | --- | --- | --- |
| **Does** | he  she | **like**  **need**  **have** | those shoes in black? |

et

bt

|  |  |  |
| --- | --- | --- |
| Yes, | I  we  they | **do**. |

et

bt

|  |  |  |
| --- | --- | --- |
| Yes, | he  she | **does**. |

et

bt

|  |  |  |
| --- | --- | --- |
| No, | I  we  they | **don't**. |

et

bt

|  |  |  |
| --- | --- | --- |
| No, | he  she | **doesn't**. |

et

Exercise 4. **GRAMMAR PRACTICE.**

Complete the sentences with the correct form of the verb. Use contractions.

1.

A: [Do] your children (have) [have] sweaters for school?

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

2.

A: [ ] your husband (need) [ ] a black tie?

B: No, he [ ] He (have) [ ] two black ties.

3.

A: I (need) [ ] a blue suit for work [ ] you (need) [ ] one too?

B: Yes, I [ ].

4.

A: [ ] you (like) [ ] that green shirt?

B: Actually, no, I [ ].

5.

A: We (not like) [ ] the clothes in this store.

B: Really? That's too bad. We [ ].

6.

A: [ ] you (have) [ ] this black jacket in size 34?

B: No, I'm sorry. We [ ].

**DIGITAL: MORE EXERCISES**

pp47

Exercise 5. **LISTENING COMPREHENSION.** (audio 2:42)

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

1. They like the dress.

T/F blue - red - purple

2. He needs shoes.

T/F blue - black - brown

3. Matt needs a suit for work.

T/F blue - grey - black

4. He needs a tie.

T/F green - red - purple

5. She needs the sweater in small.

T/F grey - green - red

6. They don't have his size.

T/F black - brown - blue

### NOW YOU CAN: Ask for colors and sizes

Exercise 1. **CONVERSATION MODEL.** (audio 2:43)

ba

bND

Foto van een vrouw in een herenkledingzaak. Ze heeft eerst een bruine trui vast. Daarna wijst ze naar een rek met overhemden.

eND

ea

Read and listen.

A: Do you have this sweater in green?

B: Yes, we do.

A: Great. And my husband needs a shirt.

Do you have that shirt in large?

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

A: That's too bad.

Exercise 2. **RHYTHM AND INTONATION.** (audio 2:44)

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

Exercise 3. **CONVERSATION ACTIVATOR.**

With a partner, change the conversation. Ask for colors and sizes of clothes for you and a relative.

Use the pictures. Then change roles.

ba

bND

Foto's van een zwarte broek, een blauwe stropdas, een groene rok, een oranje vest, zwarte schoenen, een groen colbertjasje en een zwart kostuum met een wit overhemd en een grijze stropdas.

eND

ea

A: Do you have [ ] in [ ]?

B: [ ].

A: [ ] And my [ ] needs [ ].

Do you have [ ] in [ ]?

B: [ ].

A: [ ].

Exercise 4. **CHANGE PARTNERS.**

Practice the conversation again. Ask about other clothes.

pp48

## LESSON 3.

### GOAL: Describe clothes

Exercise 1. **VOCABULARY: *Opposite adjectives to describe clothes.*** (audio 2:45, **DIGITAL: FLASH CARDS**)

Read and listen. Then listen again and repeat.

ba

bND

Vijf keer twee foto's:

1. nieuwe schoenen, 2. oude schoenen

3. een vies shirt, 4. een schoon shirt

5. een (te) wijd t-shirt, 6. een (te) strak t-shirt

7. een goedkoop kostuum, 8. een duur kostuum

9. een lange rok, 10. een korte rok

eND

ea

1. new

2. old

3. dirty

4. clean

5. loose

6. tight

7. cheap

8. expensive

9. long

10. short

Exercise 2. **GRAMMAR: *Adjective placement***

**Adjectives come before the nouns they describe.**

a **long** skirt

**tight** shoes

a **red** and **black** tie

**Adjectives don't change.**

a **clean** shirt / **clean** shirts, NOT: {cleans} shirts

**Place *very* before adjectives.**

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

bk

**Be careful!**

It's a **long skirt.**

NOT: It's a {skirt long}.

ek

Exercise 3. **PAIR WORK.**

Look at your classmates.

Take turns describing their clothes.

Examples:

"Allen has new shoes"

"Joe's shoes are old. He needs new shoes."

Exercise 4. **GRAMMAR PRACTICE.**

Write two descriptions for each picture. Follow the model.

1.

ba

bND

Twee schone, witte blouses.

eND

ea

The [blouses] are [clean].

They're [clean blouses].

2.

ba

bND

Een lange, roze jurk met een prijskaartje met veel dollartekens.

eND

ea

The [ ] is [ ].

It's [ ].

3.

ba

bND

Een paar vieze, bruine schoenen.

eND

ea

The [ ] are very [ ].

They're very [ ].

**DIGITAL: MORE EXERCISES**

pp49

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

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

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

What **does** she **want**? (New shoes.)

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

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

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

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

What color **do** you **want**? (Black.)

What size **does** he **need**? (Extra large.)

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

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

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

Exercise 6. **GRAMMAR PRACTICE.**

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

1.

A: Which skirt (she / want) [ ]?

B: The [ ] one.

2.

A: What (your friend / need) [ ] ?

B: [ ].

3.

A: What color shoes (you / like) [ ]?

B: [ ].

4.

A: Why (you / want) [ ] new shoes?

B: [ ].

5.

A: Which shirts (you / like) [ ]?.

B: The [ ] ones.

6.

A: What size shoes [ ]?

B: [ ].

**DIGITAL: MORE EXERCISES**

### NOW YOU CAN: Describe clothes

ba

bND

Foto van een man en een vrouw in een kledingzaak. De man past een jasje.

eND

ea

Exercise 1. **CONVERSATION MODEL.** (audio 2:46)

Read and listen.

A: What do you think of this jacket?

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

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

B: Let's keep looking.

Exercise 2. **RHYTHM AND INTONATION.** (audio 2:47)

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

Exercise 3. **CONVERSATION ACTIVATOR** (DIGITAL: VIDEO)

With a partner, change the conversation. Use different clothes and problems. Then change roles.

A: What do you think of [ ]?

B: I think [ ] nice. What about you?

A: Well, [ ] nice, but [ ] a little [ ].

B: Let's keep looking.

**RECYCLE THIS LANGUAGE.**

**Clothes**

shirt

sweater

dress

tie

pants

skirt

jacket

shoes

**Problems**

expensive

tight

loose

long

short

Exercise 4. **CHANGE PARTNERS.**

Talk about different clothes and problems.

pp50

## EXTENSION

Exercise 1. **READING.** (audio 2:48)

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

**Smith and Company**

**Low, Low Prices!**

**A Great Clothes Store!**

Men's and Women's Clothes

All stores open until midnight

ba

bND

Foto van een stapel truien in paars, groen, blauw, rood en zwart.

eND

ea

TODAY ONLY!

**1/2 Price Sale**

\*Blue at Main Street store only.

ba

bND

Foto van een witte en een rode blouse.

eND

ea

\* White not available at South Street Station location.

ba

bND

Foto van drie paar schoenen.

eND

ea

Many more shoe styles available.

**Other sale items today: Children's jackets and shoes**

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

Exercise 2. **READING COMPREHENSION.**

Read the statements about the advertisement. Check **True** or **False**.

1. The sale is every day this week.

True / False

2. The store has three locations.

True / False

3. Smith and Company is a clothes store.

True / False

4. White blouses are on sale at two locations.

True / False

5. All locations have blue sweaters.

True / False

6. Smith and Company doesn't have children's shoes.

True / False

**DIGITAL: MORE EXERCISES**

Exercise 3. **PAIR WORK.**

Discuss the sale at Smith and Company. Use the advertisement.

Example:

"What do you need?"

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

**RECYCLE THIS LANGUAGE.**

Do you want [ ]?

Do you like this / that [ ]?

Do you need [a gray tie]?

What do you need / like / want / have?

Which [ ] do you [ ]?

Why do you [ ] these / those [ ]?

**GRAMMAR BOOSTER:**

Unit 6 review - p. 139

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## REVIEW

**DIGITAL GAMES**

ba

bND

Tekening van een man en een vrouw. Ze zitten aan de eettafel. De vrouw wijst naar een folder. Er staan foto's van schoenen in. Erboven staat 'Sale'. Boven de tafel hangt een klok op half 11 en een kalender op 'Saturday 5 April'

eND

ea

ba

bND

Tekening van vier keer twee mensen in een kledingzaak. Ze praten met elkaar.

1. Een man met een wit overhemd, een grijs jasje en een bruine broek heeft een bruine schoen in zijn handen. Zijn vrouw draagt een blauwe mantelpak en een wit overhemd. Ze wijst naar een rek met schoenen.

2. Een moeder draagt een roze shirt, een zwarte broek, zwarte schoenen en een rode tas. Ze houdt een bruine broek omhoog. Haar zoon kijkt naar de broek maar hij kijkt niet blij. Hij draagt een geel shirt en een blauwe broek.

3. Een vrouw past een strakke, rode jurk. Er hangen twee prijskaartjes aan. Eentje met vier dollartekens en eentje met één dollarteken. Een andere vrouw draagt een roze blouse. In haar hand heeft ze een kleerhanger met een paarse jurk.

Een vrouw houdt een groene trui omhoog. De trui heeft maat M. Een man kijkt ernaar. Hij glimlacht.

eND

ea

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

**PAIR WORK**

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

[A: Do you want these pants?]

[B: No, I don't.]

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

[A: Do you like these shoes?]

[B: Yes, I do.]

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

[I need a new white blouse. My old blouse is a little tight. I Want red shoes and a long skirt...]

**WRITING BOOSTER**: p. 147

Guidance for this writing exercise

NOW I CAN

[ ] Give and accept a compliment.

[ ] Ask for colors and sizes.

[ ] Describe clothes.

pp52

# UNIT 7: Activities

COMMUNICATION GOALS

1. Talk about morning and evening activities.

2. Describe what you do in your free time.

3. Discuss household chores.

## LESSON 1.

### GOAL: Talk about morning and evening activities

Exercise 1. **VOCABULARY: *Daily activities at home.*** (audio 3:02, **DIGITAL: FLASH CARDS**)

Read and listen. Then listen again and repeat.

ba

bND

14 tekeningen van dagelijkse activiteiten:

1. opstaan, 2. aankleden, 3. tandenpoetsen, 4. haren kammen/borstelen, 5. scheren, 6. opmaken, 7. ontbijten (7:30 A.M.), 8. thuiskomen, 9. avondeten (7:30 P.M.), 10. studeren, 11. tv kijken, 12. uitkleden, 13. douchen / in bad gaan, 14. naar bed gaan

eND

ea

1. get up

2. get dressed

3. brush my teeth

4. comb / brush my hair

5. shave

6. put on makeup

7. eat breakfast

8. come home

9. make dinner

10. study

11. watch TV

12. get undressed

13. take a shower / a bath

14. go to bed

Exercise 2. **PAIR WORK.**

Tell your partner about your daily activities.

Example:

"I eat lunch at 12:00."

(audio 3:03) **Meals**

breakfast

lunch

dinner

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

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

get**s**, shave**s**, comb**s**

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

brush**es**, watch**es**

bk

**Remember:**

do - does

go - goes

have - has

study - studies

ek

pp53

Exercise 4. **VOCABULARY / GRAMMAR PRACTICE.**

Complete the statements. Use the simple present tense.

1. Ed (get) [ ] up at 6:00, but his wife, Amy, (get) [ ] up at 7:00.

2. Amy (eat) [ ] breakfast at 7:30 A.M., but Ed (eat) [ ] breakfast at 6:30.

3. After breakfast, Ed (shave) [ ], and Amy (put) [ ] on makeup.

4. Ed and Amy (watch) [ ] TV in the evening.

5. Amy (go) [ ] to be dat l0:00 P.M., but Ed (go) [ ] to bed at 11 :00.

6. Amy (make) [ ] dinner on weekdays, and Ed (make) [ ] dinner on weekends.

7. Ed (take) [ ] a shower in the morning, but Amy (take) [ ] a bath.

8. They both (brush) [ ] their teeth in the morning and the evening.

**DIGITAL: MORE EXERCISES**

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

When **do** you **take** a shower? (In the morning.)

What time **does** she **get** up? (Before 7:00 a.m.)

ba

bND

Text in image:

7:45 (before 8:00)

8:15 (after 8:00

eND

ea

Exercise 6. **GRAMMAR PRACTICE.**

Write five questions about Ed and Amy. Answer your partner's questions aloud.

Example:

1. When des Ed shave?

"He shaves after breakfast."

**DIGITAL: MORE EXERCISES**

### NOW YOU CAN: Talk about morning and evening activities

Exercise 1. **CONVERSATION MODEL.** (audio 3:04)

Read and listen.

A: Are you a morning person or an evening person?

B: Me? I'm definitely an evening person.

A: And why do you say that?

B: Well, I get up after ten in the morning. And I go to bed after two. What about you?

A: I'm a morning person. I get up before six.

Exercise 2. **RHYTHM AND INTONATION.** (audio 3:05)

Listen again and repeat.

Then practice the Conversation Model with a partner.

Exercise 3. **CONVERSATION ACTIVATOR.**

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

A: Are you a morning person or an evening person?

B: Me? I'm definitely [ ].

A: And why do you say that?

B: Well, I [ ]. What about you?

A: I'm [ ]. I [ ].

**DON'T STOP!**

**Ask more questions.**

**RECYCLE THIS LANGUAGE.**

When do you [ ]?

What time do you [ ]?

What about your [parents]?

Exercise 4. **CHANGE PARTNERS.**

Personalize the conversation again.

Exercise 5. **CLASS SURVEY.**

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

pp54

## LESSON 2.

### GOAL: Describe what you do in your free time

Exercise 1. **VOCABULARY: *Leisure activities.*** (audio 3:06, **DIGITAL: FLASH CARDS**)

Read and listen. Then listen again and repeat.

ba

bND

Tien tekeningen van activiteiten:

1. sporten (fitness, hardlopen), 2. een dutje doen, 3. muziek luisteren, 4. lezen, 5. voetballen, 6. e-mail checken, 7. uit eten gaan, 8. naar de film gaan, 9. dansen, 10. bij vrienden op bezoek gaan.

eND

ea

1. exercise

2. take a nap

3. listen to music

4. read

5. play soccer

6. check e-mail

7. go out for dinner

8. go to the movies

9. go dancing

10. visit friends

Exercise 2. **VOCABULARY / GRAMMAR PRACTICE.**

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

[Example: When do you visit friends?]

1. [ ]

2. [ ]

3. [ ]

4. [ ]

5. [ ]

6. [ ]

Exercise 3. **GRAMMAR: *The simple present tense: frequency adverbs.***

100 %

I **always** play soccer on Saturday.

I **usually** check e-mail in the evening.

I **sometimes** go dancing on weekends.

I **never** take a nap in the afternoon.

0 %

**Be careful!**

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

Don't say:

I {play always} soccer.

He {checks usually} e-mail.

Exercise 4. **PAIR WORK.**

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

Examples:

"When do you visit friends?"

"I usually visit friends on Saturday."

pp55

Exercise 5. **GRAMMAR PRACTICE.**

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

Example: Scott usually visits friends on Saturday.

**DIGITAL: MORE EXERCISES**

Exercise 6. **GROUP WORK.**

Tell the class about your partner's activities.

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

Exercise 1. **CONVERSATION MODEL.** (audio 3:07)

Read and listen.

A: What's your typical day like?

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

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

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

A: Pretty much the same.

Exercise 2. **RHYTHM AND INTONATION.** (audio 3:08)

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

Exercise 3. **CONVERSATION ACTIVATOR.**

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

Notepad:

On weekdays: [ ]

On Weekends: [ ]

A: What's your typical day like?

B: Well, I [ ].

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

B: [ ]. What about you?

A: [ ].

**DON'T STOP!**

**Ask about other times and days.**

**RECYCLE THIS LANGUAGE.**

on [Friday]

in the morning

in the afternoon

in the evening

at night

Exercise 4. **CHANGE PARTNERS.**

Personalize the conversation again.

pp56

## LESSON 3.

### GOAL: Discuss household chores

Exercise 1. **VOCABULARY**: ***Household chores***. (audio 1:14, **DIGITAL: FLASH CARDS**)

Read and listen. Then listen again and repeat.

ba

bND

Vijf tekeningen van huishoudelijke klusjes:

1. de afwas doen, 2. schoonmaken en stofzuigen, 3. de was doen, 4. het vuilnis buiten zetten, 5. boodschappen doen.

eND

ea

1. wash the dishes

2. clean the house

3. do the laundry

4. take out the garbage

5. go shopping

**VOCABULARY BOOSTER**:

More household chores - p. 128

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

How often do you take out the garbage?

I take out the garbage every day.

bt

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| M | T | W | T | F | S | S |
| x | x | x | x | x | x | x |

et

How often does she go shopping?

She goes shopping on Saturdays.

bt

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| M | T | W | T | F | S | S |
|  |  |  |  |  | x |  |

et

**Other time expressions**

once a week

bt

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| M | T | W | T | F | S | S |
| x |  |  |  |  |  |  |

et

twice a week

bt

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| M | T | W | T | F | S | S |
|  | x |  | x |  |  |  |

et

three times a week

bt

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| M | T | W | T | F | S | S |
|  | x |  | x | x |  |  |

et

bk

**Also**

- once a year

- twice a day

- three times a month

- every weekend

- every Friday

ek

Exercise 3. **PAIR WORK**.

Ask and answer questions about chores. Use ***How often***.

"How often do you go shopping?"

"Twice a week."

Exercise 4. **PRONUNCIATION**: ***Third-person singular verb endings***. (audio 3:10, **DIGITAL: VIDEO COACH**)

Read and listen. Then listen again and repeat.

bt

|  |  |  |
| --- | --- | --- |
| 1. /s/ | 2. /z/ | 3. /iz/ |
| take**s** = take/s/ | clean**s** = clean/z/ | wash**es** = wash/iz/ |
| visit**s** = visit/s/ | doe**s** = doe/z/ | practic**es** = practice/iz/ |
| eat**s** = eat/s/ | play**s** = play/z/ | exercis**es** = exercise/iz/ |

et

Exercise 5. **VOCABULARY / GRAMMAR PRACTICE**. (**DIGITAL: MORE EXERCISES**)

Tell your class how often your partner from Exercise 3 exercises does household chores. Practice pronunciation of third-person verb endings.

Example:

"John **goes** shopping twice a week."

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

**Who washes** the dishes in your family?

I do. / My sister does.

We do. / My grandparents do.

**Be careful!**

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

Don't say: Who {wash} the dishes?

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

Don't say: Who {does wash} the dishes?

pp57

Exercise 7. **LISTENING COMPREHENSION**. (audio 3:11)

Listen to the conversations and the questions with ***Who***.

Check the chores each person does.

bt

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | afwassen | stofzuigen | wassen | koken | geen klusjes |
| 1. She... | [ ] | [ ] | [ ] | [ ] | [ ] |
| 1. Her husband... | X | [ ] | [ ] | [ ] | [ ] |
| 1. Her son... | [ ] | [ ] | [ ] | [ ] | [ ] |
| 1. Her daughter... | [ ] | [ ] | [ ] | [ ] | [ ] |
| 2. He... | [ ] | [ ] | [ ] | [ ] | [ ] |
| 2. His brother... | [ ] | [ ] | [ ] | [ ] | [ ] |
| 3. He sister... | [ ] | [ ] | [ ] | [ ] | [ ] |
| 3. She... | [ ] | [ ] | [ ] | [ ] | [ ] |
| 3. Her husband... | [ ] | [ ] | [ ] | [ ] | [ ] |
| 4. He... | [ ] | [ ] | [ ] | [ ] | [ ] |
| 4. His wife... | [ ] | [ ] | [ ] | [ ] | [ ] |
| 4. His son... | [ ] | [ ] | [ ] | [ ] | [ ] |

et

Exercise 8. **GRAMMAR PRACTICE**.

With a partner, ask and answer questions about the people in Exercise 7.

Example:

"In Conversation 1, who washes the dishes?"

"Her husband does."

**DIGITAL: MORE EXERCISES**

### NOW YOU CAN: Discuss household chores

Exercise 1. **CONVERSATION MODEL**. (audio 3:12)

Read and listen.

A: So how often do you do the laundry?

B: About twice a week. How about you?

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

B: Sure.

A: Who cleans the house?

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

Exercise 2. **RHYTHM AND INTONATION**. (audio 3:13)

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

Exercise 3. **CONVERSATION ACTIVATOR**. (**DIGITAL: VIDEO**)

With a partner, personalize the conversation. Then change roles.

A: So how often do you [ ]?

B: [ ] How about you?

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

B: [ ].

A: Who [ ] ?

B: Oh, that's [ ] job.

Exercise 4. **CHANGE PARTNERS**.

Ask another classmate about household chores.

Exercise 5. **GROUPWORK**.

Tell your classmates about your partner's household chores.

**DON'T STOP!**

**Ask about other chores.**

pp58

## EXTENSION

Exercise 1. **READING**. (audio 3:14)

Read the article. Do you like housework?

Don't like household chores? These robots help!

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

ba

Bijschrift: The iRobot Roomba vacuums.

ea

ba

Bijschrift: The Scooba washes floors.

ea

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

ba

Bijschrift: ASIMO carries a tray.

ea

ba

Bijschrift: ASIMO climbs stairs...

ea

ba

Bijschrift: ...and pushes things.

ea

Exercise 2. **READING COMPREHENSION**.

Complete each statement. Circle the correct verb.

1. The Roomba (washes / vacuums / carries things).

2. The Scooba (washes / vacuums / carries things).

3. The Roomba and the Scooba (answer questions / talk/turn).

4. ASIMO (cleans / washes the floor / greets people).

5. ASIMO doesn't (clean things / carry things / talk).

6. ASIMO also (vacuums / takes out the garbage / climbs stairs).

7. ASIMO (asks / answers / repeats) questions.

8. (The Roomba / The Scooba / ASIMO) pushes things.

**DIGITAL: MORE EXERCISES**

Exercise 3. **DISCUSSION**.

Which robots do you like?

Do you want any of them? Why?

"I want the Roomba because it cleans the house."

**GRAMMAR BOOSTER**:

Unit 7 review - p. 139

For additional language practice...

**TOP NOTCH** POP - Lyrics p. 139

"On the Weekend"

**DIGITAL: SONG**

**DIGITAL: KARAOKE**

pp59

## REVIEW

**DIGITAL: GAMES**

**Jack's Typical Day**

ba

bND

Foto's van de dag van Jack:

**Morning**

7:00 A.M (opstaan)

7:10 A.M (douchen)

7:45 A.M (ontbijten)

8:15 A.M (vuilnis wegbrengen)

8:30 A.M (naar zíjn werk gaan)

**evening**

6:00 P.M (thuiskomen)

6:30 P.M (sporten)

7:00 P.M (koken)

7:30 P.M (afwassen)

8:00 P.M (tv kijken)

10:15 P.M (op laptop kijken)

11:00 P.M (naar bed gaan)

eND

ea

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

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

[Jack, are you a morning person?] **OR** [What's you typical day like?]

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

A: Jack usally takes a shower in the evening.

B: false. He takes a shower in the morning.

**WRITING** Write about ***your*** typical week.

Use adverbs of frequency and time expressions. For example:

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

**WRITING BOOSTER**: p.148

Guidance for this writing exercise

NOW I CAN

[ ] Talk about morning and evening activities.

[ ] Describe what I do in my free time.

[ ] Discuss household chores.

pp60

# Units 1-7 REVIEW

Exercise 1. **LISTENING COMPREHENSION**. (audio 3:17)

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

1. The woman is a manager.

T [ ] F [ ]

2. His father is a doctor.

T [ ] F [ ]

3. Her sister is an architect.

T [ ] F [ ]

4. His brother is a student.

T [ ] F [ ]

5. Her grandparents are artists.

T [ ] F [ ]

6. The woman in the photo is his neighbor.

T [ ] F [ ]

Exercise 2. **PAIR WORK**.

Ask and answer questions about places on the maps.

"Where's [ ]?"

"It's [ ]."

ba

bND

Vier tekeningen met wegen en gebouwen:

1. Twee mensen staan op een weg. Als ze bij een kruispunt naar links gaan, is daarna links de school en rechts de bank.

2. Aan een weg staan deze drie gebouwen naast elkaar: BOOKSTORE - BANK - RESTAURANT

3. Aan de overkant van de weg zijn de apotheek (PHARMACY) en de krantenkiosk (NEWSSTAND)

4. De krantenkiosk en het restaurant staan tegenover elkaar. De kiosk staat links van de weg en het restaurant staat rechts van de weg.

RESTAURANT

eND

ea

Exercise 3. **GRAMMAR PRACTICE**.

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

1. The movie is [ ] Friday [ ] 8:00.

2. The meeting is [ ] June [ ] 6th [ ] the morning.

3. The party is [ ] Saturday [ ] midnight.

4 The dinner is [ ] April.

5 The dance is [ ] 8:00 p.m. [ ] Friday.

Exercise 4. **GRAMMAR PRACTICE**.

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

ba

bND

Vier tekeningen van mensen naar iets wijzen.

1. Een vrouw wijst naar een broek vlakbij, 2. een vrouw wijst naar twee jasjes die ver weg zijn, 3. een man wijst naar een kostuum dat ver weg is, 4. een man wijst naar een stropdas die vlak voor hem hangt.

eND

ea

1. I want [ ] pants.

2. I like [ ] jackets.

3. I like [ ] suit.

4. I want [ ] tie.

Exercise 5. **PAIR WORK**.

**Partner A:** Ask these questions.

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

1. Does he have grandchildren?

a. Yes, he has two sons.

b. Yes, he does.

2. Where's the pharmacy?

a. Don't walk. Take the bus.

b. It's around the corner.

3. Are we late?

a. Yes. It's 10:00.

b. Yes, you're early.

**Partner B:** Ask these questions.

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

4. When's the dance?

a. On Saturday.

b. At the school.

5. Do you like this suit?

a. Yes, it is.

b. Yes, I do.

6. How do you go to work?

a. I walk.

b. Walk.

pp61

Exercise 6. **PAIR WORK**.

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

1.

Hi. I'm John

YOU: [Nice to meet you]

2.

What's your last name?

YOU: [ ]

3.

What do you do?

YOU: [ ]

4.

Do you have children?

YOU: [ ]

5.

When's your birthday?

YOU: [ ]

6.

What time is it?

YOU: [ ]

Exercise 7. **GRAMMAR PRACTICE**.

Look at the pictures. Write an imperative for each.

ba

bND

Zes tekeningen:

1. lopen, 2. met de metro, 3. met de bus, 4. niet lopen, 5. niet met de auto, 6. niet met de metro.

eND

ea

1. [Walk] to the bank.

2. [ ] to work.

3. [ ] to the pharmacy.

4. [ ] to the restaurant.

5. [ ] to school.

6. [ ] to the bookstore.

Exercise 8. **CONVERSATION PRACTICE**.

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

"Tell me about your family."

**Ideas**

Ask about names.

Ask about ages.

Ask about occupations.

Describe people.

pp62

Exercise 9. **LISTENING COMPREHENSION**. (audio 3:18)

Listen to the conversations. Answer the questions.

Then listen again and check your work.

1. What's her phone number?

It's [ ].

2. What's his last name?

It's [ ].

3. How old is his son?

He's [ ] years old.

4. What's the address?

It's [ ] West 12th Street.

5. What time is it?

It's 2: [ ].

Exercise 10. **GRAMMAR PRACTICE**.

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

1. Is he (your / you) husband?

2. Is she (their / they) granddaughter?

3. (Her / His) name is Mr. Grant.

4. (Our / We) birthdays are in May.

5. How do you spell (her / she) name?

6. I'm (Ms. Bell / Ms. Bell's) student.

Exercise 11. **VOCABULARY / GRAMMAR PRACTICE**.

Write a question for each response.

1.

A: [ ] ?

B: No. She's a student.

2.

A: [ ]?

B: I'm an architect.

3.

A: [ ]?

B: The bank is across the street.

4.

A: [ ]?

B: It's 9:45.

5.

A: [ ] ?

B: It's 34 Bank Street.

6.

A: [ ] ?

B: The newsstand is around the corner.

7.

A: [ ]?

B: My birthday? In February.

8.

A: [ ]?

B: They're my sisters.

Exercise 12. **PAIR WORK**.

**Partner A:** Ask these questions.

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

1. Does Jack have a large family?

a. Yes, I do.

b. Yes, he does.

2. Does her father shave every morning?

a. Yes, he is.

b. No, he doesn't.

3. Is Ms. Wang his English teacher?

a. Yes, he is.

b. Yes, she is.

**Partner B:** Ask these questions.

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

4. Does she like red shoes?

a. No, she doesn't.

b. Yes, I do.

5. Does he need a new tie?

a. Yes, he does.

b. Yes, I do.

6. Does she always clean the house on Sunday?

a. Yes, she is.

b. Yes, she does.

Exercise 13. **GRAMMAR PRACTICE**.

Circle the correct verb to complete each sentence.

1. We (am / are) friends.

2. They (has / have) two children.

3. Who (has / have) a blue suit?

4. (Do / Does) she (want / wants) new shoes?

5. Why (do / does) they (need / needs) new shoes?

6. (Is / Are) we on time?

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Exercise 14. **GRAMMAR PRACTICE**.

Complete the statements with verbs in the simple present tense.

1. I usually [ ] TV in the evening, but my brother [ ] to music.

2. We sometimes [ ] the house and [ ] the laundry in the morning.

3. After dinner, I always [ ] the dishes, and my wife [ ] out the garbage.

4. My neighbors never [ ] shopping on weekdays.

5. My sister always [ ] to bed before 10:00 p.m., but I usually [ ] e-mail at 10:00.

6. My grandfather always [ ] a nap in the afternoon.

Exercise 15. **VOCABULARY / GRAMMAR PRACTICE**.

Answer the questions. Use frequency adverbs or time expressions. Then tell your classmates about your activities.

1. What do you do on weekends?

2. What do you do after breakfast?

3. What do you do after work or school?

4. What do you do at night before you go to bed?

[1. I usually go shopping on weekend.]

Exercise 16. **CONVERSATION PRACTICE**

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

"Look. There's a [ ] on [ ]."

**RECYCLE THIS LANGUAGE.**

Really?

What time?

Let's go!

Good idea, across the street

down the street

around the corner

ba

bND

Text in image:

School Dance

WEDNSDAY, 10:30 P.M.

Pat's Restaurant

eND

ea

ba

bND

Text in image:

***BASKETBALL GAME***

BRAZIL and CANADA

Saturday, 8:30 p.m.

**WEEKED CONCERT**

THE TOKYO STRINGS

SUNDAY. 3:30 P.M.

English Movie Festival

About a Girl

Starring Fiona Nichols

Thursday, 6:00

eND

ea

**Other events**

a meeting

a party

a dance

a dinner

(your own idea)

pp64

# UNIT 8: Home and Neighborhood

COMMUNICATION GOALS

1. Describe your neighborhood.

2. Ask about someone's home.

3. Talk about furniture and appliances.

## LESSON 1.

### GOAL: Describe your neighborhood

Exercise 1. **VOCABULARY**: ***Buildings.*** (audio 3:19, **DIGITAL: FLASH CARDS**)

Read and listen. Then listen again and repeat.

ba

bND

Drie tekeningen van gebouwen en onderdelen daarvan:

1. een huis, 2. een flatgebouw, 3. een kantoorgebouw, 4. een tuin, 5. een garage, 6. een trap, 7. een appartement, 8. een balkon, 9. een lift, 10. een kantoor, 11. de tweede verdieping, 12. de eerste verdieping, 13. de begane grond. (Let op: in het Engels heet de begane grond de eerste verdieping. Wat bij ons dus de eerste verdieping is, is in het Engels de tweede verdieping, enzovoort.)

eND

ea

1. A HOUSE

2. AN APARTMENT BUILDING

3. AN OFFICE BUILDING

4. a garden

5. a garage

6. a stairway

7. an apartment

8. a balcony

9. an elevator

10. an office

11. the third floor

12. the second floor

13. the first floor

Exercise 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**

bt

|  |  |  |
| --- | --- | --- |
| **in** | **at** | **on** |
| She lives **in** an apartment. | I live **at** 50 Main Street. | Her house is **on** Bank Street. |
| They live **in** a house. | He works **at** a bookstore. | We go to school **on** 34th Avenue. |
| I work **in** an office. | They study **at** the Brooke School. | I work **on** the tenth floor. |

et

Exercise 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.

2.

A: Where [ ] you [ ] English?

B: We study [ ] the school around the corner.

3.

A: Where [ ] your neighbor [ ]?

B: She works [ ] a bookstore.

4.

A: Where [ ] your parents [ ]?

B: They live [ ] 58 Gray Street.

**DIGITAL: MORE EXERCISES**

Exercise 4. **PRONUNCIATION**: ***Linking sounds***. (audio 3:20, **DIGITAL VIDEO COACH**)

Read and listen. Then listen and repeat.

1. It's\_on the second floor.

2. She works\_in an office.

3. He lives\_in an apartment.

4. My apartment has\_a balcony.

pp65

Exercise 5. **VOCABULARY / GRAMMAR PRACTICE**.

With a partner, ask and answer questions with ***Where***. Use the simple present tense.

Example:

"Where do you live?"

"I live on Main Street."

Exercise 6. **VOCABULARY**: ***Places in the neighborhood***. (**DIGITAL: FLASH CARDS**)

Read and listen. Then listen again and repeat.

ba

bND

Acht foto's van locaties:

1. een busstation, 2. een treinstation, 3. een stadion, 4. een park, 5. een winkelcentrum, 6. een museum, 7. een luchthaven, 8. een ziekenhuis

eND

ea

1. a bus station

2. a train station

3. a stadium

4. a park

5. a mall

6. a museum

7. an airport

8. a hospital

**Preposition** ***near.*** (audio 3:22)

ba

bND

Tekening van een treinstation en een busstation tegenover elkaar.

eND

ea

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

### NOW YOU CAN: Describe your neighborhood

Exercise 1. **CONVERSATION MODEL**. (audio 3:23)

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.

Exercise 2. **RHYTHM AND INTONATION**. (audio 3:24)

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

Exercise 3. **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[ ].

Exercise 4. **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]?

pp66

## LESSON 2.

### GOAL: Ask about someone's home

Exercise 1. **VOCABULARY**: ***Rooms***. (audio 3:25, **DIGITAL: FLASH CARDS**)

Read and listen. Then listen again and repeat.

ba

bND

Tekening van de binnenkant van een huis met:

1. boven, 2. beneden, 3. een badkamer, 4. een woonkamer, 5. een slaapkamer, 6. een eetkamer, 7. een keuken, 8. een deur, 9. een kast, 10. een raam

eND

ea

1. upstairs

2. downstairs

3. a bathroom

4. a living room

5. a bedroom

6. a dining room

7. a kitchen

8. a door

9. a closet

10. a window

**Preposition** ***in***

Use ***in*** for rooms.

The closet is ***in*** the bedroom.

Exercise 2. **PAIR WORK**.

Tell your partner about the rooms in your home.

"My apartment has one large bedroom and two small bedrooms."

Exercise 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.**

bt

|  |  |
| --- | --- |
| **There's** a small bedroom downstairs. | **There are** three large bedrooms upstairs. |
| **There's** a large closet and two windows. | **There are** two windows and a large closet. |
| **There's** no kitchen. | **There are** no elevators. |

et

bt

|  |  |
| --- | --- |
| **Is there** a balcony? | Yes, **there is**.  No, **there isn't**. |
| **Are there** closets? | Yes, **there are**.  No, **there aren't**. |

et

**Be careful!**

There is → **There's**

BUT: Yes, there is. NOT: Yes, {there's.}

There are → NOT: {There're}

***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.)

Exercise 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 [ ] ?

**DIGITAL: MORE EXERCISES**

pp67

Exercise 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

Exercise 6. **LISTENING COMPREHENSION**. (audio 3:26)

Listen to the conversations.

Check the best house or apartment for each person.

Home Away From Home

http://www.homeawayfromhome.com

Live in a house or apartment overseas for 1 to 6 month!

Call Us at 1-800-555-9038

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

### NOW YOU CAN: about someone's home

Exercise 1. **CONVERSATION MODEL**. (audio 3:27)

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!

Exercise 2. **RHYTHM AND INTONATION**. (audio 3:28)

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

Exercise 3. **CONVERSATION ACTIVATOR**. (**DIGITAL: VIDEO**)

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!

Exercise 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]?

pp68

## LESSON 3.

### GOAL: Talk about furniture and appliances

Exercise 1. **VOCABULARY**: ***Furniture and appliances***. (audio 3:29, **DIGITAL: FLASH CARDS**)

First write the name of each room (a-f). Then read and listen. Listen again and repeat.

ba

bND

Zes tekeningen van ruimtes in huis met de dingen die je daar kunt vinden. De woorden staan tussen haakjes in de oefening hieronder.

eND

ea

a. [an office] (kantoor)

1. a printer (printer)

2. a computer (computer)

3. a desk (bureau)

b. [ ] (slaapkamer)

4. a dresser (ladenkast)

5. a bed (bed)

6. a rug (vloerkleed)

7. a lamp (lamp)

c. [ ] (badkamer)

8. a toilet (toilet)

9. a mirror (spiegel)

10. a shower (douche)

11. a sink (wastafel)

12. a bathtub (bad)

d. [ ] (eetkamer)

13. a table (tafel)

14. a chair (stoel)

e. [ ] (woonkamer)

16. a bookcase (boekenkast)

15. a sofa (bank)

17. a TV (tv)

f. [ ] (keuken)

18. a cabinet (keukenkastje)

19. a refrigerator (a fridge) (koelkast)

20. a microwave (magnetron)

21. a stove (fornuis)

**VOCABULARY BOOSTER**:

More home and office vocabulary - p. 129

Exercise 2. **LISTENING COMPREHENSION**. (audio 3:30)

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 [ ].

pp69

Exercise 3. **PAIR WORK**.

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

Example:

"What's in your living room?"

"My living room has a sofa and two chairs, and there's a large bookcase."

### NOW YOU CAN: Talk about furniture and appliances

ba

bND

Foto van twee vrouwen die in een folder kijken.

eND

ea

Exercise 1. **CONVERSATION MODEL.** (audio 3:31)

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.

(audio 3:33) **Positive and negative adjectives.**

bt

|  |  |
| --- | --- |
| (lachende smiley) | (boos kijkende smiley) |
| beautiful | ugly |
| nice | awful |
| great | terrible |

et

Exercise 2. **RHYTHM AND INTONATION.** (audio 3:32).

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

Exercise 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.

ba

bND

Foto's van een donkerrode kuipstoel, een goudkleurige, ovalen spiegel op een pootje, een bronskleurige schemerlamp met allerlei versieringen, een geeloranje vloerkleed, een felrode koelkast, een felrood fornuis.

eND

ea

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?

Exercise 4. **CHANGE PARTNERS**.

Practice the conversation again.

pp70

## EXTENSION

Exercise 1. **READING.** (audio 3:34)

Read about where people live. Who lives in a house?

Who lives in an apartment?

Where Do You Live?

**Jeewhan Yoon**

I'm Jcewhan 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.

Exercise 2. **READING COMPREHENSION**.

Check the descriptions that match each person's home.

bt

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Jeewhan Yoon** | **Tina Williams** | **Eduardo Calero** |
| three bedrooms | [ ] | [ ] | [ ] |
| two bathrooms | [ ] | [ ] | [ ] |
| a small kitchen | [ ] | [ ] | [ ] |
| no office | [ ] | [ ] | [ ] |
| no garden | [ ] | [ ] | [ ] |
| a two-car garage | [ ] | [ ] | [ ] |
| an elevator | [ ] | [ ] | [ ] |

et

Exercise 3. **PAIR WORK**.

Compare your home with the homes in the Reading.

Examples:

"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"

pp71

## REVIEW

**DIGITAL: GAMES**

ba

bND

Deze tekeningen bevatten teveel details en zijn niet beschreven.

**Partner A's Picture**

**Partner B's Picture**

eND

ea

**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

NOW I CAN

[ ] Describe my neighborhood.

[ ] Ask about someone's home.

[ ] Talk about furniture and appliances.

pp72

# UNIT 9: Activities and Plans

COMMUNICATION GOALS

1. Describe today's weather.

2. Discuss plans.

3. Ask about people's activities.

## LESSON 1.

### GOAL: Describe today's weather

Exercise 1. **VOCABULARY**: ***Weather expressions.*** (audio 3:37, **DIGITAL: FLASH CARDS**)

Read and listen. Then listen again and repeat.

**HOW'S THE WEATHER?**

ba

bND

Negen tekeningen van het weer en de temperatuur in graden Celsius en in graden Fahrenheit:

1. het is zonnig, 2. het is bewolkt, 3. er is veel wind, 4. het regent, 5. het sneeuwt, 6. het is heet (35 C, 95 F), 7. het is koud (0 C, 32 F), 8. het is warm (20 C, 68 F), 9. het is fris/koel (10 C, 50 F)

eND

ea

1 It's sunny.

2 It's cloudy.

3 It's windy.

4 It's raining.

5. It' snowing

6 It's hot.

7. It's cold.

8. It's warm.

9. It's cool.

**VOCABULARY BOOSTER**:

More weather vocabulary - p. 130

Exercise 2. **LISTENING COMPREHENSION.** (audio 3:38)

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.

bt

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

et

Exercise 3. **GRAMMAR**: ***The present continuous: statements***.

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

bt

|  |  |
| --- | --- |
| **Affirmative** | **Negative** |
| I**'m wearing** a sweater. | I**'m not wearing** a jacket. |
| You**'re shaving.** | You**'re not making** lunch. [OR You **aren't making** lunch.] |
| She**'s taking** a bath. | She**'s not taking** a shower. [OR She **isn't taking** a shower.] |
| It**'s raining**. | It**'s not snowing**. [OR It **isn't snowing**.] |
| We**'re watching** TV. | We**'re not reading**. [OR We **aren't reading**.] |
| They**'re exercising**. | They**'re not taking** a nap. [OR They **aren't taking** a nap.] |

et

bk

**Present participles**

wear - **wearing**

study - **studying**

exercise - **exercising**

Some others:

doing, listening, reading, working, meeting, getting

ek

pp73

Exercise 4. **GRAMMAR: *The present continuous*: *yes* / *no questions.***

bt

|  |  |
| --- | --- |
| **Are** you **eating** right now? | Yes, I am. / No, I'm not. |
| **Is** she **taking** the bus? | Yes, she is. / No, she's not. [OR No, she isn't.] |
| **Is** it **raining**? | Yes, it is. / No, it's not. [OR No, it isn't.] |
| **Are** they **walking**? | Yes, they are. / No, they're not. [OR No, they aren't.] |

et

Exercise 5. **GRAMMAR PRACTICE**.

Complete each statement, question, or short answer with the present continuous. Use contractions.

1. (It / snow) [ ] now, and (I / wear) [ ] a nice, warm sweater.

2. (he / study ?) [ ] Yes, (He / read) [ ] his textbook.

3. (Dad / not make) [ ] dinner right now. (He / work) [ ] late at the office.

4. (Jerome / exercise) [ ], and (Ann / take) [ ] a shower.

5. (The children / not watch) [ ] TV. (They / listen) [ ] to music.

6. (it / rain) [ ] this morning? No. It's cloudy and windy, but it (not rain) [ ].

7. (they / meet) [ ] in the office right now? Yes, [ ].

**DIGITAL: MORE EXERCISES**

### NOW YOU CAN: Describe today's weather

ba

bND

Foto van twee jonge mensen die met elkaar bellen. De man draagt een t-shirt. Hij staat in de zon. De vrouw draagt een warme jas (coat) en een sjaal (scarf). Ze heeft het koud.

eND

ea

Exercise 1. **CONVERSATION MODEL.** (audio 3:39)

Read and listen.

A: Hi, Molly. Jonathan.

B: Hey, Jonathan. Where are you?

A: I'm calling from Vancouver.

How's the weather there in Sâo Paulo?

B: Today? Awful! It's raining and cold.

A: No kidding! It's hot and sunny here.

**bad**(boos kijkende smiley)

Awful!

Terrible!

**good** (lachende smiley)

Nice!

Great!

Beautiful!

Exercise 2. **RHYTHM AND INTONATION.** (audio 3:40)

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

Exercise 3. **CONVERSATION ACTIVATOR**.

With a partner, change the conversation. Choose two cities.

Role-play a conversation about the weather there. (Option: Find the weather report in the newspaper, on TV, or online.) Then change roles.

A: Hi,[ ]. [ ].

B: [ ], [ ]. Where are you?

A: I'm calling from [ ]

How's the weather there in [ ]?

B: Today? [ ]. It's [ ].

A: No kidding! It's [ ] here.

Exercise 4. **CHANGE PARTNERS**.

Describe the weather in other places.

**DON'T STOP!**

**Tell your partner what you're wearing.**

I'm wearing [ ].

I'm not wearing [ ].

pp74

## LESSON 2.

### GOAL: Discuss plans

Exercise 1. **VOCABULARY**: ***Present and future time expressions.*** (audio 3:41)

Read and listen. Then listen again and repeat.

ba

bND

Text in image:

1. today (Monday, August 2)

2. this morning (8:00 am - 12:00 pm)

3. this afternoon (12:00 pm - 6:00 pm)

4. this evening/tonight (after 6:00 pm)

5. tomorrow (Tuesday, August 3)

6. the day after tomorrow (Wednesday, August 4)

7. next Monday (Monday, August 9)

eND

ea

Exercise 2. **GRAMMAR**: ***The present continuous with present and future time expressions.***

bt

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

et

Exercise 3. **GRAMMAR PRACTICE**.

Read Marissa Miller's date book for this week.

Then complete the paragraph. Use the present continuous.

ba

bND

Text in image:

**FEBRUARY**

12 Monday

- 11:00 meet Mom for lunch at the mall

- afternoon do the laundry

13 Tuesday

- work

- 5:30 meet Sandy at the City Bookstore

14 Wednesday

- work

- call Dad at work 1:00 (432-8976)

**FEBRUARY**

15 Thursday

- go to Chinese class 3:30

- meet James at Rossini's Restaurant

16 Friday

- work 9:00-12:00

- make dinner with Colin

17 Saturday

- 9:00 *exercise* in *the* park with Sarah

- 7:00 go to the concert with Scott

18 Sunday

- study for driving test

- clean the kitchen

eND

ea

Today is Monday, and right now it's raining.

It's windy and cold, so Marissa (1) [is staying] home. But later she has plans. She (2) [ ] her mom at the mall, and in the afternoon, she (3) [ ] the laundry - a good plan for a rainy day! What about the rest of the week? Tomorrow, she (4) [ ], and at 5:30, she (5) [ ] Sandy at the City Bookstore. The day after tomorrow, she (6) [ ], and she (7) [ ] her dad at 1 :00. Then, at 3:30 on Thursday afternoon, she (8) [ ] to Chinese class.

Later she (9) [ ] her brother James at Rossini's Restaurant. On Friday, Marissa (10) [ ] from 9:00 to 12:00. After work, she and Colin (11) [ ] dinner together at his house. On Saturday, Marissa (12) [ ] in the park with Sarah. That evening, she and Scott (13) [ ] to a concert. On Sunday, she (13) [ ] for her driving test and (15) [ ] the kitchen.

**DIGITAL: MORE EXERCISES**

pp75

Exercise 4. **PAIR WORK**.

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

Example:

"Is Marissa exercising on Tuesday?"

### NOW YOU CAN: Discuss plans

Exercise 1. **CONVERSATION MODEL.** (audio 3:42)

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?

Exercise 2. **RHYTHM AND INTONATION.** (audio 3:34)

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

Exercise 3. **PLAN YOUR CONVERSATION**.

Fill in the date book for this week. Write your activities and the times.

ba

bND

Text in image:

Monday [ ]

Tuesday [ ]

Wednesday [ ]

Thursday [ ]

Friday [ ]

Saturday [ ]

Sunday [ ]

eND

ea

Exercise 4. **CONVERSATION ACTIVATOR**. (**DIGITAL: VIDEO**)

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.**

bt

|  |  |  |
| --- | --- | --- |
| **Time expressions** | **Adjectives for weather** | **Describe the weather** |
| on [Friday] | bad - good | It's so [cloudy/windy]! |
| this [afternoon] | awful - nice | And it's so [hot / cold / cool]! |
| in the [evening] | terrible - great | And it's [raining/snowing]! |
| tomorrow | ugly - beautiful |  |
| the day after tomorrow |  |  |

et

Exercise 5. **CHANGE PARTNERS**.

Discuss other plans.

pp76

## LESSON 3.

### GOAL: Ask about people's activities

Exercise 1. **GRAMMAR**: ***The present continuous: information questions.***

What **is** she **watching**? (A TV program.)

Where **is** he **driving**? (To work.)

What **are** you **doing**? (We're checking e-mail.)

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.)

Exercise 2. **PAIR WORK**.

Ask and answer questions about Mike and Patty.

Use the present continuous and ***What, Where,*** and ***Who***.

Example:

"Its 8:20. what 's Mike doing?"

"He's eating breakfast."

ba

bND

Vier tekeningen:

7:30 A.M. Mike en Patty staan op. De kat ligt op het bed.

8:00 A.M. Mike zet koffie, Patty staat onder de douche.

8:20 A.M. Ze ontbijten, Patty leest de krant.

8:50 A.M. Patty doet de afwas, Mike leest de krant, de radio staat aan.

eND

ea

**DIGITAL: MORE EXERCISES**

Exercise 3. **PRONUNCIATION**:***Intonation of questions.*** (audio 3:44, **DIGITAL: VIDEO COACH**)

Use rising intonation for ***yes*** / ***no*** questions. Use falling intonation for information questions. Read and listen. Then listen again and repeat.

bt

|  |  |
| --- | --- |
| ***Yes*** /***no*** **questions** | **Information questions** |
| 1. Are you eating? | What are you eating? |
| 2. Is he walking? | Where is he walking? |
| 3. Are they watching a movie? | Who's watching a movie? |
| 4 Is her family at home? | Where is her family? |
| 5 Are you a teacher? | What do you do? |

et

Exercise 4. **GRAMMAR**: ***The present participle: spelling rules.***

bt

|  |  |
| --- | --- |
| **base form** | **present participle** |
| talk | **talking** |
| read | **reading** |
| watch | **watching** |
| mak{e} | **making** |
| tak{e} | **taking** |
| com{e} | **coming** |

et

**Remember:**

shop → shopping

get → getting

put → putting

pp77

Exercise 5. **GRAMMAR PRACTICE**.

Write the present participle of each base form.

1. check [ ]

2. write [ ]

3. wash [ ]

4. go [ ]

5. drive [ ]

6. get up [ ]

**DIGITAL: MORE EXERCISES**

Exercise 6. **LISTENING COMPREHENSION.** (audio 3:45)

Listen. Complete each statement in the present continuous.

1. Sara's [ ]

2. Dan's [ ]

3. Eva's [ ]

4. Paul's [ ]

5. Marla's [ ]

### NOW YOU CAN: Ask about people's activities

Exercise 1. **CONVERSATION MODEL.** (audio 3:46)

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.

Exercise 2. **RHYTHM AND INTONATION.** (audio 3:47)

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

Exercise 3. **CONVERSATION ACTIVATOR**.

With a partner, personalize the conversation. Use your own names. Use the pictures or use your own activities. Then change roles.

ba

bND

Vier tekeningen van mensen die de telefoon aannemen terwijl ze iets aan het doen zijn:

1. een film kijken in de bioscoop, 2. dineren in een restaurant, 3. tv-kijken, 4. koken

eND

ea

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.

Exercise 4. **CHANGE PARTNERS**.

Ask and talk about other activities.

pp78

## EXTENSION

Exercise 1. **READING.** (audio 3:48)

Look at today's weather forecast.

ba

bND

Weerkaartje van Amerika met vier plaatsen: Seattle aan de noordwestkust van de VS, Guadelajara in Mexico, Toronto in het oosten van Canada en Miami in het zuidoosten van de VS.

Text in image:

December 16

bt

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Seattle** | **Guadalajara** | **Toronto** | **Miami** |
| High: | 7 grC | 24 grC | -2 grC | 26 grC |
| Low: | 2 grC | 5 grC | -3 grC | 17 grC |
| Morning | rainy | sunny/ warm | cloudy/ cold | sunny/ warm |
| Afternoon | rainy | cloudy/ warm | mix of rain / snow | sunny/ hot |
| Evening | snowy/ cold | cool | cold | rainy/ windy / cool |
| Sunrise | 7:52 A.M. | 7:23 A.M. | 7:45 A.M. | 7:01 A.M. |
| Sunset | 4:18 P.M. | 6:16 P.M. | 4:42 P.M. | 5:33 P.M. |

et

eND

ea

Exercise 2. **READING COMPREHENSION**.

Complete the chart for December 16th weather, according to the forecast in the Reading.

bt

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

et

Exercise 3. **READING COMPREHENSION**.

Look at the sunrise and sunset times. Answer the questions.

1. Which cities have sunrises before 7:30? [ ]

2. Which cities have sunsets before 5:00? [ ]

**DIGITAL: MORE EXERCIESE**

Exercise 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

ba

bND

Foto van een vrouw die doet alsof ze lippenstift opdoet.

eND

ea

Are you putting on makeup?

**GRAMMAR BOOSTER**:

Unit 9 review - p. 141

pp79

## REVIEW

**DIGITAL: GAMES**

**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

ba

bND

Text in image:

Thursday, May 5, 1:20 P.M.

Saturday, May 7, 6:30 P.M.

eND

ea

NOW I CAN

[ ] Describe today's weather.

[ ] Discuss plans.

[ ] Ask about people's activities

pp80

# UNIT 10: Food

COMMUNICATION GOALS

1. Discuss ingredients for a recipe.

2. Offer and ask for foods.

3. Invite someone to join you at the table.

## LESSON 1.

### GOAL: Discuss ingredients for a recipe

Exercise 1. **VOCABULARY**: ***Foods: count nouns*.** (audio: 4:02, **DIGITAL: FLASH CARDS**)

Read and listen. Then listen again and repeat.

ba

bND

Elf foto's van groente en fruit:

1. een ei, 2. een ui, 3. een appel, 4. een sinaasappel, 5. een citroen, 6. een banaan, 7. een tomaat, 8. een aardappel, 9. een paprika, 10. sperziebonen, 11. erwtjes

eND

ea

1. an egg

2. an onion

3. an apple

4. an orange

5. a lemon

6. a banana

7. a tomato

8. a potato

9. a pepper

10. beans

11. peas

**VOCABULARY BOOSTER**:

More vegetables and fruits - p. 131

Exercise 2. **LISTENING COMPREHENSION.** (audio 4:03)

Listen to the conversations. Check the foods you hear in each conversation.

bt

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | peas | banana | onion | egg | apple | potato | orange | lemon |
| 1. | [ ] | X | [ ] | [ ] | [ ] | [ ] | X | X |
| 2. | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] |
| 3. | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] |
| 4. | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] |
| 5. | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] |

et

Exercise 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."

Exercise 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.)

pp81

Exercise 5. **VOCABULARY: *Places to keep food in a kitchen.*** (audio 4:04, **DIGITAL: FLASH CARDS**)

Read and listen. Then listen again and repeat.

ba

bND

Drie foto's van fruit en groent: 1. in de koelkast, 2. op een plank in een kast, 3. op het aanrecht

eND

ea

1. in the fridge (in the refrigerator)

2. on the shelf

3. on the counter

Exercise 6. **PAIR WORK**. (**DIGITAL: MORE EXERCISES**)

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

Example:

"How many potatoes are there on the shelf?"

"There are three."

### NOW YOU CAN: Discuss ingredients for a recipe

Exercise 1. **CONVERSATION MODEL.** (audio 4:05)

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.

Exercise 2. **RHYTHM AND INTONATION.** (audio 4:06)

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

Exercise 3. **CONVERSATION ACTIVATOR.** (**DIGITAL: VIDEO**)

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.

**DON'T STOP!**

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

**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.

Exercise 4. **CHANGE PARTNERS.**

Discuss another recipe.

pp82

## LESSON 2.

### GOAL: Offer and ask for foods

Exercise 1. **VOCABULARY: *Drinks and foods: non-count nouns***. (**DIGITAL: FLASH CARDS**)

Read and listen. Then listen again and repeat.

ba

bND

Zes foto's van drankjes:

1. water, 2. koffie, 3. thee, 4. sap, 5. melk, 6. cola/priklimonade

eND

ea

DRINKS

1. water

2. coffee

3. tea

4. juice

5. milk

6. soda

ba

bND

Twaalf foto's van eten:

7. brood, 8. pasta, 9. rijst, 10. kaas, 11. vlees, 12. kip, 13. vis, 14. olie, 15. boter, 16. suiker, 17. zout, 18. peper

eND

ea

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

Exercise 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."

Exercise 3. **GRAMMAR: *Count nouns and non-count nouns***.

bt

|  |  |
| --- | --- |
| **Count nouns name things you can count. They can be singular or plural.** | **Non-count nouns name things you cannot count. They are not singular or plural.** |
| I want **an apple**. | I don't eat **sugar**. |
| I like **bananas**. | **Rice** is good for you. |
| We have **three tomatoes** on the shelf. | **Pasta** is my favorite food. |

et

**Be careful!**

- **Use singular verbs with non-count nouns.**

Rice is good for you.

NOT: Rice {are} good for you.

- **Don't use *-s* or *a* / *an* with non-count nouns.**

rice → NOT: {a rice}

NOT: {two rices}

pp83

Exercise 4. **GRAMMAR PRACTICE.** (**DIGITAL: MORE EXERCISES**)

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 [ ]

Exercise 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.

bk

**Remember**:

Use ***How many*** with plural count nouns.

**How many apples** are there?

NOT: {How much} apples are there?

ek

Exercise 6. **VOCABULARY: *Containers and quantities.*** (audio 4:08)

Read and listen. Then listen again and repeat.

ba

bND

Vijf tekeningen van 1. een pak pasta, 2. een brood, 3. een fles sap, 4. een blikje cola, 5. een zak uien

eND

ea

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

Exercise 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?

**DIGITAL: MORE EXERCISES**

### NOW YOU CAN: Offer and ask for foods

Exercise 1. **CONVERSATION MODEL.** (audio 4:09)

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.

Exercise 2. **RHYTHM AND INTONATION.** (audio 4:10)

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

Exercise 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.

Exercise 4. **CHANGE PARTNERS.**

Change the conversation again.

pp84

## LESSON 3.

### GOAL: Invite someone to join you at the table

Exercise 1. **GRAMMAR: *The simple present tense and the present continuous.***

**Remember: Use the simple present tense with verbs *have*, *want*, *need*, and *like.***

I **like** coffee. NOT {I'm liking} coffee.

**Use the simple present tense to describe habitual actions and with frequency adverbs.**

I **cook** dinner every day.

I never **eat** eggs for breakfast.

**Use the present continuous for actions in progress right now.**

We**'re making** dinner now.

She**'s studying** English this year.

**Be careful!**

Don't say: We {cook} dinner now.

Don't say: I {am cooking} dinner every day.

Exercise 2. **GRAMMAR PRACTICE.**

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

1. Who (eat) [ ] lunch in the kitchen right now?

2. Where [ ] he usually (eat) [ ] lunch - at home or at the office?

3. They (not like) [ ] a lot of sugar in their tea.

4. We (clean) [ ] the kitchen every day.

5. Elaine and Joe aren't here. They (drive) [ ] to work.

6. Why you / need six cans of tomatoes? you/ make tomato soup for lunch?

7. she/ go to work tomorrow?

8. How many boxes of rice he / want ?

9. I (not have) [ ] a bottle of juice in the fridge

10. I can't talk right now. I (study) [ ].

Exercise 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.

ba

bND

Foto van Suzanne. Ze kijkt op het scherm van haar laptop, heeft oortjes in, tikt iets in op haar telefoon en eet tegelijkertijd een appel.

eND

ea

ba

bND

Foto van de agenda van Suzanne.

Text in image:

**May**

**10 Monday**

Teach English [intermediate] at SCS: 10:00 A.M.

**11 Tuesday**

Work at home 8:00-12:00

Teach English [beginning] at Bank Street School: 4:00-6:00

**12 Wednesday**

Teach English [intermediate] at SCS: 10:00 A.M.

**Thursday 13**

Work at home 8:00-12:00

Teach English [beginning] at Bank Street School: 4:00-6:00

**Friday 14**

Study Chinese

**Saturday 15**

Laundry / Shopping

**Sunday 16**

Cook for Mom and Dad

eND

ea

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

Exercise 4. **PAIR WORK.** (**DIGITAL: MORE EXERCISES**)

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

Examples:

"Does Suzanne teach English?"

"Yes, she does."

"What's Suzanne doing right now?"

"She's listening to music."

pp85

Exercise 5. **PRONUNCIATION: *Vowel sounds.*** (**DIGITAL: VIDEO COACH**)

Read and listen to the words in each group.

Then listen again and repeat.

bND

De fonetische symbolen kunnen niet worden weergegeven. Deze zijn omgezet naar normale letters.

eND

bt

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1. /i/** | **2. /i/** | **3. /ei/** | **4. /e/** | **5. /ä/** |
| see | six | late | pepper | apple |
| tea | fish | potato | red | jacket |
| street | this | train | lemon | has |

et

Exercise 6. **PAIR WORK.**

Read aloud a word from the Pronunciation chart. Your partner says another word from the same group.

Example:

"fish"

"six"

### NOW YOU CAN: Invite someone to join you at the table

Exercise 1. **CONVERSATION MODEL.** (audio 4:12)

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.

Exercise 2. **RHYTHM AND INTONATION.** (audio 4:13)

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

Exercise 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.

Exercise 4. **CHANGE PARTNERS.**

Invite another classmate to join you.

pp86

## EXTENSION

Exercise 1. **READING.** (audio 4:14)

Read a recipe with only three ingredients.

***Hungarian Cabbage and Noodles***

ba

bND

Tekening van groene kool, boter en noedels.

eND

ea

**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 Rozarme Gold (New York: Viking, 1997)

(audio 4:14) **Cooking verbs**

ba

bND

Zeven tekeningen van werkwoorden:

1. snijden, 2. (zout) toevoegen, 3. (een pan) opzetten, 4. afgieten, 5. (boter) smelten, 6. (een ui) fruiten, 7. (water) koken

eND

ea

1. cut

2. add

3. put

4. drain

5. melt

6. sauté

7. cook

Exercise 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**

Exercise 3. **LISTENING COMPREHENSION.** (audio 4:16)

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***

ba

bND

Tekening van olijfolie, een theelepel en teentjes knoflook.

Text in image:

olive oil

tablespoon

cloves of garlic

eND

ea

**Ingredients:**

[ ] cloves of garlic

[ ] tablespoons of olive oil

[ ] box of pasta

ba

bND

Vijf tekekeningen van werkwoorden. De woorden staan hieronder.

eND

ea

[ ] snijden

[ ] opscheppen

[ ] fruiten

[1] koken

[ ] afgieten

Exercise 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**

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## REVIEW

**DIGITAL: GAMES**

ba

bND

Drie tekeningen van Michael en Sylvia.

**Monday**

Michael tilt een krat boodschappen. Sylvia zet boodschappen in de koelkast.

**Tuesday**

Michael is aan het koken en Sylvia loopt met een vuilniszak.

**Friday**

Ze zitten aan tafel te eten. Sylvia geeft Michael een schaal salade aan.

eND

ea

*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!*

**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

NOW I CAN

[ ] Discuss ingredients for a recipe.

[ ] Offer and ask for foods.

[ ] Invite someone to join me at the table.

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# UNIT 11: Past Events

COMMUNICATION GOALS

1. Tell someone about an event.

2. Describe your past activities.

3. Talk about your weekend.

## LESSON 1.

### GOAL: Tell someone about an event

Exercise 1. **VOCABULARY: *Describing times before today.*** (audio 4:19)

Read and listen. Then listen again and repeat.

today - September 1

yesterday - August 31

the day before yesterday - August 30

last week, last month, last year, last Tuesday

two days ago, two weeks ago, two months ago, two years ago

(audio 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

Exercise 2. **LISTENING COMPREHENSION.** (audio 4:21)

Listen and circle the year.

1. 1913 / 1930

2. 2016 / 2060

3. 1967 / 1976

4. 2001 / 2021

Exercise 3. **PAIRWORK.**

Choose five of the following years. Say a year to your partner. Your partner circles the year.

2008, 1914, 1910, 1809, 1955, 1800, 1998, 1814, 1615, 2016, 1922, 2012

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

**Statements**

**Singular**

bt

|  |  |  |
| --- | --- | --- |
| I  He  She | **was**  **wasn't** | at school yesterday. |

et

**There was** a concert last night.

**Plural**

bt

|  |  |  |
| --- | --- | --- |
| We  You  They | **were**  **weren't** | at home. |

et

**There were** two movies last weekend.

**Questions**

bt

|  |  |
| --- | --- |
| **Singular** | **Plural** |
| **Was it** cloudy yesterday?  (Yes, it was. / No, it wasn't.) | **Were you** at the party last night?  (Yes, we were. / No, we weren't.) |
| **Was there** a game at the stadium?  (Yes, there was. / No, there wasn't.) | **Were there** students at the meeting?  (Yes, there were. / No, there weren't.) |
| Where **was** the party last night?  When **was** she in Italy?  Who **was** at the party? | Where **were** they last weekend?  When **were** you at the bookstore?  Who **were** those students?" |

et

bk

**Contractions**

was not → **wasn't**

were not → **weren't**

ek

pp89

Exercise 5. **GRAMMAR PRACTICE.**

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

Example: "Yesterday was April 19th."

**APRIL**

bt

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **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 |  |  |  |  |

et

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?

**DIGITAL: MORE EXERCISES**

Exercise 6. **LISTENING COMPREHENSION.** (audio 4:22)

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

Exercise 1. **CONVERSATION MODEL.** (audio 4:23)

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!

Exercise 2. **RHYTHM AND INTONATION.** (audio 4:24)

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

Exercise 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.

ba

bND

Tekeningen van een bioscoop, een voetballer, een concert.

eND

ea

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!

Exercise 4. **CHANGE PARTNERS.**

Talk about other events and places.

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## LESSON 2.

### GOAL: Describe your past activities

Exercise 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 / We / They **liked** the movie.

**Negative**

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

bk

**Form: regular verbs**

Add ***-ed*** to the base form.

If the base form ends in ***-e***, add ***-d***.

call → call**ed**

like → lik**ed**

**BUT**: study → stud**ied**

shop → shopp**ed**

ek

**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.

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

buy - **bought**

come - **came**

cut - **cut**

do - **did**

drink - **drank**

drive - **drove**

eat - **ate**

get - **got**

go - **went**

have - **had**

make - **made**

put - **put**

read - **read**

say - **said**

see - **saw**

take - **took**

think - **thought**

write - **wrote**

Exercise 2. **PRONUNCIATION: *The regular simple past tense ending.*** (audio 4:26, **DIGITAL: VIDEO COACH**)

Listen. Then listen again and repeat.

bt

|  |  |  |
| --- | --- | --- |
| 1. /d/ | 2. /t/ | 3. /id/ |
| listened = listen/d/ | liked = like/t/ | wanted = want/id/ |
| exercised = exercise/d/ | washed = wash/t/ | needed = need/id/ |

et

Exercise 3. **GRAMMAR PRACTICE**.

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

INBOX

Hi, Lucille: Yesterday was a really nice day. I (1. get up) [ ] early, (2. brush) [ ] my teeth, (3. make) [ ] breakfast, and (4. clean) [ ] my house - all before 8:30. Then I (5. work) [ ] until noon. After lunch, I (6. listen) [ ] to the weather report, and the weather (7. be) [ ] warm. I (8. invite) [ ] all my grandchildren here. They (9. come) [ ] here in the afternoon. We (10. talk) [ ] together for a while, and then the younger children (11. take) [ ] a nap. The older ones (12. go) [ ] to the park and (13. play) [ ] soccer. At the end of the day, I (14. cook) [ ] dinner for all the children. They (15. love) [ ] the dinner because it was pasta. The kids (16. eat) [ ] everything and (17. want) [ ] more! Great day!

Brian

**DIGITAL: MORE EXERCISES**

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Exercise 4. **GRAMMAR: *The simple past tense: questions.***

**Question forms are the same with regular and irregular verbs.**

bt

|  |  |  |
| --- | --- | --- |
| **Did** | I  you  he  she  we  they | **watch** TV last night?  **see** a movie? |

et

bt

|  |  |  |
| --- | --- | --- |
| Yes,  No, | I  you  he  she  we  they | **did**.  **didn't**. |

et

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.)

Exercise 5. **GRAMMAR PRACTICE.**

Complete the conversations, using the simple past tense.

1.

A: Where (1. your family / go) [ ] on Saturday?

B: (2. We / go) [ ] to the movies. (3. we / see) [ ] a good family movie.

A: (4. you / go) [ ] out to eat afterwards?

B: Yes, we (5) [ ]. (6. We / eat) [ ] Indonesian food. (7. It / have) [ ] a lot of pepper.

A: But (8. I / think) [ ] (9. your husband / not like) [ ] peppery food .

B: Actually, (10. he / eat) [ ] a little and (11. he / say) [ ] it was good.

2.

A: (12. who / take) out the garbage this morning?

B: Actually, Laura (13) [ ].

A: And (14. who / do) the laundry?

B: I'm not sure. But I think (15. Laura / do) the laundry this morning, too.

A: That's great, but (16. you / do) any household chores?

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

**DIGITAL: MORE EXERCISES**

### NOW YOU CAN: Describe your past activities

Exercise 1. **CONVERSATION MODEL.** (audio 4:27)

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.

Exercise 2. **RHYTHM AND INTONATION.** (audio 4:28)

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

Exercise 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: [ ].

Exercise 4. **CHANGE PARTNERS.**

Ask about other past activities.

**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

pp92

## LESSON 3.

### GOAL: Talk about your weekend

Exercise 1. **VOCABULARY: *Outdoor activities.*** (audio 4:29, **DIGITAL: FLASH CARDS**)

Read and listen. Then listen again and repeat.

ba

bND

Zes foto's van activiteiten:

1. naar het strand gaan, 2. hardlopen, 3. fietsen, 4. wandelen, 5. zwemmen, 6. een stukje autorijden

eND

ea

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

**VOCABULARY BOOSTER**:

More outdoor activities - p. 132

Exercise 2. **PAIR WORK**.

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

Example:

"How often do you go to the beach?"

"I go about once a month."

Exercise 3. **LISTENING COMPREHENSION.** (audio 4:30)

Listen to the conversations. Then check the correct picture to complete each statement.

ba

bND

a. autorijden, b. wandelen

eND

ea

1. Rosalie went [ ].

ba

bND

a. zwemmen, b. hardlopen

eND

ea

2. She's going [ ].

ba

bND

a. wandelen, b. fietsen

eND

ea

3. They're going [ ].

ba

bND

a. zwemmen, b. fietsen

eND

ea

4. He went [ ].

pp93

### NOW YOU CAN: Talk about your weekend

Exercise 1. **CONVERSATION MODEL.** (audio 4:31)

Read and listen.

A: Did you have a good weekend?

B: Let me think. ... Oh, yeah. I had a great weekend.

A: What did you do?

B: Well, on Saturday, my friends and I went bike riding and to a movie. Then on Sunday, I went for a drive. What about you?

A: Well, on Saturday, the weather was great, so I went for a walk. And on Sunday, my family and I went to the beach.

Exercise 2. **RHYTHM AND INTONATION.** (audio 4:32)

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

Exercise 3. **NOTEPADDING.**

On the notepad, write what you did on the weekend.

**On Saturday**: [ ]

**On Sunday**: [ ]

Exercise 4. **CONVERSATION ACTIVATOR.** (**DIGITAL: VIDEO**)

With a partner, personalize the conversation. Use your own information and the simple past tense.

A: Did you have a good weekend?

B: Let me think ... Oh, yeah. I [ ].

A: What did you do?

B: Well, [ ] Then [ ] What about you?

A: Well, on [ ], the weather was [ ], so I [ ]. And on Sunday, [ ].

Exercise 5. **CHANGE PARTNERS.**

Talk about more weekend activities.

**DON'T STOP!**

**Ask your partner more questions.**

**RECYCLE THIS LANGUAGE.**

Really?

Did you do anything special?

What time did you come home?

Is [the beach] far from here?

Do you [go swimming] often?

How often do you [go bike riding]?

pp94

## EXTENSION

Exercise 1. **READING.** (audio 4:33)

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 [ ]

Exercise 2. **READING COMPREHENSION.**

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

bt

|  |  |  |
| --- | --- | --- |
|  | ***yes* / *no* questions** | **Information questions** |
| Gaby |  |  |
| Kwan-Jin |  |  |
| Paul |  |  |

et

**DIGITAL: MORE EXERCISES**

**Ideas**

Was [Gaby] in ...

Did [Kwan-Jin] ...

Where was ... last weekend?

Where did ... last Sunday?

What did ... on Saturday?

Who was with ... on Friday night?

When did ...

What did ...

Exercise 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**

pp95

## REVIEW

**DIGITAL: GAMES**

**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]

ba

bND

Tekening van Karen en Ron met diverse denkwolken:

Karen:

Yesterday: tv kijken, boodschappen doen, koken

Last Weekend: uit eten met een vriend

Saturday: naar een concert met een vriend

Sunday: uitslapen

Don:

Yesterday: de was doen, vegen, wandelen met een vriendin

Last Weekend: zwemmen

Saturday: kleren kopen

Sunday: eten met een virendin

eND

ea

**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] ... ?]

**Last Weekend**

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

a. Write about Don and Karen. Write about what they did.

b. 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

NOW I CAN

[ ] Tell someone about an event.

[ ] Describe my past activities.

[ ] Talk about my weekend.

pp96

# UNIT 12: Appearance and Health

COMMUNICATION GOALS

1. Describe appearance.

2. Show concern about an injury.

3. Suggest a remedy.

## LESSON 1.

### GOAL: Describe appearance

Exercise 1. **VOCABULARY: *Adjectives to describe hair.*** (audio 4:36, **DIGITAL: FLASH CARDS**)

Read and listen. Then listen again and repeat.

ba

bND

Foto's van gezichten met diverse haarkleuren en stijlen. De woorden staan hieronder tussen haakjes.

eND

ea

1. black (zwart)

2. brown (bruin)

3. red (rood)

4. blonde (blond)

5. gray (grijs)

6. white (wit)

7. dark (donker)

8. light (licht)

9. straight (steil)

10. wavy (golvend)

11. curly (krullend)

12. long (lang)

13. short (kort)

14. He's **bald.** (kaal)

15. He has a **mustache.** (snor)

16. He has a **beard.** (baard)

17. He wears **glasses.** (bril)

Exercise 2. **VOCABULARY: *The face.*** (audio 4:37, **DIGITAL: FLASH CARDS**)

Read and listen.

Then listen again and repeat.

ba

bND

Text in image:

1. eye (oog)

2. eyebrow (wenkbrauw)

3. eyelashes (wimpers)

4. nose (neus)

5. ear (oor

6. mouth (mond)

7. teeth (tanden)

8. chin (kin)

9. brown eyes (bruine ogen)

10. blue eyes (blauwe ogen)

11. green eyes (groene ogen)

eND

ea

bk

two **teeth**

BUT one **tooth**

ek

Exercise 3. **LISTENING COMPREHENSION.** (audio 4:38)

Listen to the descriptions. Write the number of the conversation in the circle.

ba

bND

Vijf foto's:

[ ] man met kort donker haar, snor en een baardje

[ ] vrouw met lange, donkere krullen

[ ] man met grijs, golvend haar, een snor, een baard en een bril

[ ] vrouw met lang, steil, blond haar

[ ] vrouw met kort, steil, grijs haar en een bril

eND

ea

pp97

Exercise 4. **GRAMMAR: *Describing people with be and have.***

bt

|  |  |
| --- | --- |
| **With *be*** | **With *have*** |
| Her **eyes** are **blue**. | She has **blue eyes**. |
| Their **hair** is **gray**. | They have **gray hair**. |
| Her **eyelashes** are **long and dark**. | She has **long, dark eyelashes**. |

et

bk

**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}.

ek

Exercise 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

Exercise 1. **CONVERSATION MODEL.** (audio 4:39)

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!

Exercise 2. **RHYTHM AND INTONATION.** (audio 4:40)

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

ba

bND

Text in image:

**Ivete Sangalo** singer (Brazil) (vrouw met lang, steil, donker haar)

**Andrea Bocelli** singer (Italy) (man met kort, golvend grijs haar eneen baardje

**Amy Adams** actor (U.S.) (vrouw met lang, golvend, rood haar)

**Emeli Sandé** singer (U.K.) (vrouw met kort blond haar)

**Chris Hemsworth** actor (Australia) (man met golvend bruin haar en een baardje

eND

ea

Exercise 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].

Exercise 4. **CHANGE PARTNERS.**

Talk about other people.

pp98

## LESSON 2.

### GOAL: Show concern about an injury

Exercise 1. **VOCABULARY: *Parts of the body***. (**DIGITAL: FLASH CARDS**)

Read and listen. Then listen again and repeat.

ba

bND

Foto van een jonge man, van voren en van achteren gezien. De lichaamsdelen zijn genummerd. De woorden staan in de oefening hieronder tussen haakjes.

eND

ea

1. head (hoofd)

2. chest (borst)

3. stomach (maag)

4. hip (heup)

5. knee (knie)

6. ankle (enkel)

7. neck (nek)

8. shoulder (schouder)

9. back (rug)

10. arm (arm)

11. leg (been)

12. hand (hand)

13. finger (vinger)

14. fingernail (vingernagel)

15. foot (voet)

16. toe (teen)

17. toenail (teennagel)

two **feet** BUT one **foot**

**VOCABULARY BOOSTER**:

More parts of the body - p. 132

Exercise 2. **GAME / VOCABULARY PRACTICE.**

Follow a classmate's directions. If you make a mistake, sit down.

ba

bND

Text in image:

Touch your toes.

eND

ea

Exercise 3. **VOCABULARY: *Accidents and injuries.*** (audio 4:42, **DIGITAL: FLASH CARDS**)

Read and listen. Then listen again and repeat.

ba

bND

Vijf tekeningen:

1. een rode vinger die tegen een hete pan is gekomen, 2. een vrouw grijpt naar haar rug, 3. een vrouw snijdt in haar vinger, 4. een man met een gebroken arm, 5. een man die van de trap valt

eND

ea

1. He **burned** his finger.

2. She **hurt** her back.

3. She **cut** her hand.

4. He **broke** his arm.

5. He **fell** down.

(audio 4:43)

**base form - past form**

burn - **burned**

hurt - **hurt**

cut - **cut**

break - **broke**

fall - **fell**

pp99

Exercise 4. **LISTENING COMPREHENSION.** (audio 4:44)

Listen to the conversations. Write each injury. Then listen again and check your work.

1. She [burned her arm].

2. He [ ].

3. She [ ].

4. He [ ].

5. She [ ].

6. He [ ].

Exercise 5. **PRONUNCIATION: *More vowel sounds.*** (audio 4:45, **DIGITAL: VIDEO COACH**)

Read and listen. Then listen again and repeat. Then practice saying the words on your own.

bt

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. /u/ | 2. /ö/ | 3. /oö/ | 4. /o:/ | 5. /a:/ |
| tooth | should | nose | awful | blonde |
| blue | good | toe | fall | hot |
| food | foot | broke | long | wash |

et

### NOW YOU CAN: Show concern about an injury

Exercise 1. **CONVERSATION MODEL.** (audio 4:46)

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.

(audio 4:48) **Ways to express concern**

I'm sorry to hear that.

Oh, no.

That's too bad.

Exercise 2. **RHYTHM AND INTONATION.** (audio 4:47)

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

ba

bND

Tekeningen van een hand met een brandwond, rugpijn, een gebroken been, een pleister op een arm, een verband om een elleboog.

eND

ea

Exercise 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 [ ].

Exercise 4. **CHANGE PARTNERS.**

Discuss other injuries.

pp100

## LESSON 3.

### GOAL: Suggest a remedy

Exercise 1. **VOCABULARY: *Ailments.*** (audio 4:49, **DIGITAL: FLASH CARDS**)

Read and listen. Then listen again and repeat.

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

ba

bND

Tien tekeningen van pijn of ziekte:

1. hoofdpijn, 2. buikpijn, 3. oorpijn, 4. kiespijn, 5. rugpijn, 6. een verkoudheid, 7. een zere keel, 8. koorts, 9. hoesten, 10. een loopneus

eND

ea

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

Exercise 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."

Exercise 3. **VOCABULARY: *Remedies.*** (audio 4:50, **DIGITAL: FLASH CARDS**)

Read and listen. Then listen again and repeat.

ba

bND

Vier foto's:

1. een drankje innemen, 2. in bed gaan liggen, 3. een kop thee drinken, 4. naar de dokter / tandarts gaan

eND

ea

1. take something

2. lie down

3. have some tea

4. see a doctor / see a dentist

Exercise 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.

I / You / He/ She / We / They **shouldn't go** to work.

ba

bND

Text in image:

You **should see** a doctor.

He **shouldn't go** to school today.

eND

ea

pp101

Exercise 5. **LISTENING COMPREHENSION.** (audio 4:51)

Listen to the conversations. Check the correct ailments. Then complete the suggestion for a remedy each person gives. Use ***should***.

bt

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **a cold** | **a fever** | **a headache** | **a stomachache** | **a sore throat** | **a backache** | **a toothache** | **Remedy** |
| 1. | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | She [should take something.] |
| 2. | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | He [ ] |
| 3. | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | She [ ] |
| 4. | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | He [ ] |
| 5. | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | She [ ] |
| 6. | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | He [ ] |

et

Exercise 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**

1. I have a backache.

2. I don't feel well. I think I have a fever.

3. My son doesn't feel well. He has a cough.

**Partner B's ailments**

1. I have a bad toothache.

2. I have a sore throat.

3. My wife feels really bad. She has a stomachache.

**DIGITAL: MORE EXERCISES**

### NOW YOU CAN: Suggest a remedy

Exercise 1. **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.

(audio 4:39) **Ways to say you're sick**

I don't feel well.

I feel terrible.

I don't feel so good.

Exercise 2. **RHYTHM AND INTONATION.** (audio 4:53)

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

Exercise 3. **CONVERSATION ACTIVATOR.** (**DIGITAL: VIDEO**)

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**

Do: go to bed

Do: take a nap

Don't: go to class

Don't: exercise

Exercise 4. **CHANGE PARTNERS.**

Discuss other ailments.

pp102

## EXTENSION

Exercise 1. **READING.** (audio 4:55)

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.

Exercise 2. **READING COMPREHENSION.**

Answer the questions. Write the person.

Johnny Depp

Depp's children

Depp's father

Depp's mother

Shakira

Shakira's grandparents

Nicholas Cage

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? [ ]

Exercise 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?

"I like Shakira in the first picture. She has... "

Exercise 4. **DISCUSSION.**

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

"I like short, wavy hair on men."

**DIGITAL: MORE EXERCISES**

Exercise 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

pp103

## REVIEW

**DIGITAL: GAMES**

ba

bND

Zes tekeningen:

1. een vrouw ligt in bed met koorts

2. een man heeft hoofdpijn, hij kijkt in het medicijnkastje

3. een bodybuilder heeft rugpijn, de stang met gewichten ligt op de grond

4. een man met een enorme buik heeft buikpijn

5. een vrouw brandt haar vinger aan een hete pan

6. een kind valt met de fiets en heeft een zere arm

eND

ea

**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.

pp104

# UNIT 13: Abilities and Requests

COMMUNICATION GOALS

1. Discuss your abilities.

2. Politely decline an invitation.

3. Ask for and agree to do a favor.

## LESSON 1.

### GOAL: Discuss your abilities

Exercise 1. **VOCABULARY: *Abilities*** (audio 5:02, **DIGITAL: FLASH CARDS**).

Read and listen. Then listen again and repeat.

ba

bND

Twaalf tekeningen van werkwoorden. De uitleg staat hieronder tussen haakjes.

eND

ea

1. sing (zingen)

2. dance (dansen)

3. swim (zwemmen)

4. play the guitar/ the violin (gitaar/viool spelen)

5. ski (skiën)

6. cook (koken)

7. sew (naaien)

8. knit (breien)

9. draw (tekenen)

10. paint (schilderen)

11. drive (autorijden)

12. fix things (dingen repareren)

**VOCABULARY BOOSTER**:

More musical instruments - p. 133

(audio 5:03) **Adverbs *well* and *badly***

Tom **sings well**.

Ryan **sings badly**.

Exercise 2. **VOCABULARY PRACTICE.**

Write three things you do well and three things you do badly.

Example: 1. [I sing well. I dance badly.

1. [ ] [ ]

2. [ ] [ ]

3. [ ] [ ]

Exercise 3. **PAIR WORK.**

Tell your partner about your abilities. Use your sentences from Vocabulary Practice with ***and*** and ***but***.

Examples:

"I sing well, **but** I dance badly."

"I draw well, **and** I paint well, too."

Exercise 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."

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Exercise 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**.

bt

|  |  |
| --- | --- |
| **Questions** | **Short answers** |
| **Can** you **play** the guitar? | Yes, I **can**. / No, I **can't**. |
| **Can** he **speak** English? | Yes, he **can**. / No, he **can't**. |

et

**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

Exercise 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

Exercise 1. **CONVERSATION MODEL.** (audio 5:04)

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.

(audio 5:06) **Ways to respond**

A: I can draw.

B: **That's great!**

A: I can't draw.

B: **That's too bad.**

Exercise 2. **RHYTHM AND INTONATION.** (audio 5:05)

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

Exercise 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.**

**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].

Exercise 4. **CHANGE PARTNERS.**

Discuss other abilities.

pp106

## LESSON 2.

### GOAL: Politely decline an invitation

Exercise 1. **VOCABULARY: *Reasons for not doing something.*** (audio 5:07, **DIGITAL: FLASH CARDS**)

Read and listen. Then listen again and repeat.

ba

bND

Zes tekeningen:

1. Een vrouw is aan het bellen, eten, schrijven en typen. Allemaal tegelijk.

2. Een man en een vrouw lopen langs een kraampje. De verkoper biedt hen en broodje aan.

3. Een vrouw heeft genoeg gegeten. Een andere vrouw komt aanlopen met taart, maar ze weigert.

4. Een jongen zit te gapen voor de tv.

5. Een wekker gaat af om 5 uur.

6. Een vrouw staat op straat. Het is donker. Ze kijkt op haar horloge.

eND

ea

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.

Exercise 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."

Exercise 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!}

Exercise 4. **GRAMMAR PRACTICE.**

Complete each sentence. Use too and an adjective.

ba

bND

Zes tekeningen:

1. dure schoenen, 2. een vrouw staat te bibberen in haar bikini, 3. een man zit te gapen, 4. een man met een te klein overhemd, 5. een vrouw die erg druk is, 6. de maan schijnt.

eND

ea

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.

**DIGITAL: MORE EXERCISES**

pp107

### NOW YOU CAN: Politely decline an invitation

Exercise 1. **CONVERSATION MODEL.** (audio 5:08)

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.

Exercise 2. **RHYTHM AND INTONATION.** (audio 5:09)

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

Exercise 3. **CONVERSATION ACTIVATOR.** (**DIGITAL: VIDEO**)

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.

ba

bND

Vijf foto's:

eten in een restaurant, wandelen, naar de film gaan, fietsen, een autoritje maken

eND

ea

**DON'T STOP!**

**Suggest another day or time.**

**RECYCLE THIS LANGUAGE.**

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

Sounds great! I OK!

I'm not hungry.

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

It's too [early/ late].

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

Exercise 4. **CHANGE PARTNERS**.

Suggest other activities and give other reasons.

pp108

## LESSON 3.

### GOAL: Ask for and agree to do a favor

Exercise 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?

Exercise 2. **VOCABULARY**: *Favors*. (audio 5:10, **DIGITAL: FLASH CARDS**)

Read and listen. Then listen again and repeat.

ba

bND

Zes tekeningen:

1. een man met twee zware koffers vraagt hulp, 2. een raam opendoen, 3. een deur dichtdoen, 4. het licht aandoen, 5. de tv uitdoen, 6. een bril aangeven

eND

ea

1. Could you please **help me**?

2. Could you please **open** the window?

Also: open the door/ refrigerator

3. Could you please **close** the door?

Also: close the window/ microwave

4. Could you please **turn on** the light?

Also: turn on the stove / computer

5. Could you please **turn off** the TV?

Also: turn off the microwave / light

6. Could you please **hand me** my glasses?

Also: hand me my sweater / book

Exercise 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?

**DIGITAL: MORE EXERCISES**

pp109

Exercise 4. **LISTENING COMPREHENSION.** (audio 5:11)

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 [ ]?

Exercise 5. **PRONUNCIATION: *Blending of sounds: Could you ...***. (audio 5:12, **DIGITAL: VIDEO COACH**)

Read and listen. Then listen again and repeat.

1. Could you please open the window?

2. Could you please close the door?

Exercise 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

Exercise 1. **CONVERSATION MODEL.** (audio 5:13)

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.

Exercise 2. **RHYTHM AND INTONATION.** (audio 5:14)

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

(audio 5:15) **Ways to agree to a request**

Sure.

No problem.

Of course.

My pleasure.

OK.

Exercise 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 making lunch.

I'm going to bed.

I'm so [tired / hungry].

I'm very busy right now.

Exercise 4. **CHANGE PARTNERS.**

Ask for other favors.

**Ideas for favors**

turn on the [ ]

turn off the [ ]

open the [ ]

close the [ ]

hand me my [ ]

help me

do the laundry

make dinner

take out the garbage

wash the dishes

clean the house

pp110

## EXTENSION

Exercise 1. **READING.** (audio 5:16)

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.

ba

bND

Text in image:

lie (liggen)

sit (zitten)

crawl (kruipen)

walk (lopen)

eND

ea

**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.

Exercise 2. **READING COMPREHENSION.**

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

[ ] smile

[ ] pick up small things

[ ] see colors

[ ] say some words

[ ] walk

[ ] roll over

[ ] crawl and stand

[ ] reach for things

[ ] laugh

[ ] throw things

[ ] sit without help

**DIGITAL: MORE EXERCISES**

Exercise 3. **ACTIVATE GRAMMAR.**

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

Example: 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

Exercise 4. **GROUP WORK.**

Discuss things children can and can't do at other ages.

Example: "At three, a child can't ride a bicycle. But at eight, a child can do some household chores."

For additional language practice...

**TOP NOTCH** POP - Lyrics p. 150

"She Can't Play Guitar"

**DIGITAL: SONG**

**DIGITAL: KARAOKE**

pp111

## REVIEW

**DIGITAL: GAMES**

ba

bND

Vier tekeningen van appartementen en de mensen die er wonen.

Apartment 3A: De vrouw staat klaar om uit te gaan. De man ligt op de bank.

Apartment 2A: Een meisje staat bij een open raam. De gordijnen wapperen. Een vrouw heeft het koud. Een man repareert een fiets in de woonkamer.

Apartment 2B: een jonen speelt viool. Het klinkt vreselijk.

Apartment 1A: een stelletje ligt op de bank een film te kijken. De vrouw pakt iets te drinken van de tafel.

Text in images:

Let's [ ].

Could you please [ ]?

Could you please [ ]?

eND

ea

**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

NOW I CAN

[ ] Discuss my abilities.

[ ] Politely decline an invitation.

[ ] Ask for and agree to do a favor.

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# UNIT 14: Life Events and Plans

COMMUNICATION GOALS

1. Get to know someone's life story.

2. Discuss plans.

3. Share your dreams for the future.

## LESSON 1.

### GOAL: Get to know someone's life story.

Exercise 1. **VOCABULARY: *Some life events.*** (audio 5:19, **DIGITAL: FLASH CARDS**)

Read and listen. Then listen again and repeat.

ba

bND

Zes tekeningen van belangrijke stappen in je leven:

1. geboren worden, 2. opgroeien, 3. naar school gaan, 4. verhuizen, 5. studeren, 6. afstuderen.

Text in images: Boy: Roy Floyd, November 3, 1989, 4:18 a.m.; The Town School, City Movers; Royal University

eND

ea

1. be born

2. grow up

3. go to school

4. move

5. study

6. graduate

Exercise 2. **PRONUNCIATION: *Diphthongs*** (audio 5:20, **DIGITAL: VIDEO COACH**)

Listen and repeat.

bt

|  |  |  |
| --- | --- | --- |
| 1. /ai/ | 2. /aö/ | 3. /oi/ |
| my | how | boy |
| I | noun | oil |
| tie | town | boil |

et

Exercise 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?

Exercise 4. **LISTENING COMPREHENSION.** (audio 5:21)

Listen to the conversation about Graciela Boyd's life story.

Which statement about Graciela's life is true?

[ ] 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.

Exercise 5. (audio 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).

Exercise 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?

pp113

Exercise 7. **VOCABULARY: *Academic subjects.*** (audio 5:23, **DIGITAL: FLASH CARDS**)

Read and listen.

Then listen again and repeat.

ba

bND

Foto's van studierichtingen:

1. rechten, 2. medicijnen, 3. psychologie, 4. handel, 5. onderwijs, 6. techniek, 7. wiskunde, 8. informatiekunde, 9. verpleegkunde, 10. architectuur

eND

ea

1. law

2. medicine

3. psychology

4. business

5. education

6. engineering

7. mathematics / math

8. information technology

9. nursing

10. architecture

**VOCABULARY BOOSTER**: More academic subjects - p. 134

### NOW YOU CAN: Get to know someone's life story

Exercise 1. **CONVERSATION MODEL.** (audio 5:24)

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.

Exercise 2. **RHYTHM AND INTONATION** (audio 5:25)

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

Exercise 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: [ ].

Exercise 4. **CHANGE PARTNERS.**

Get to know another classmate's life story.

**DON'T STOP!**

**Ask and answer more questions.**

**RECYCLE THIS LANGUAGE.**

What do you do?

What are you studying? [or What did you study?]

Did you graduate?

How often did you move?

pp114

## LESSON 2.

### GOAL: Discuss plans

Exercise 1. **VOCABULARY: *More leisure activities.*** (audio 5:26, **DIGITAL: FLASH CARDS**)

Read and listen.

Then listen again and repeat.

ba

bND

Zeven tekeningen van activiteiten:

1. reizen, 2. kamperen, 3. vissen, 4. relaxen, 5. bij vrienden zijn, 6. uitslapen, 7. niks doen

eND

ea

1. travel

2. go camping

3. go fishing

4. relax

5. hang out with friends

6. sleep late

7. do nothing

**VOCABULARY BOOSTER**: More leisure activities - p. 134

**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

Exercise 2. **LISTENING COMPREHENSION.** (audio 5:27)

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 [ ].

Exercise 3. **GRAMMAR: *Be going to + base form.***

bk

Contractions

is not going / **'s not going / isn't going**

are not going / **'re not going / aren't going**

ek

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

bt

|  |  |
| --- | --- |
| I**'m**  You**'re**  He**'s**  She**'s**  We**'re**  They**'re** | **going to relax** this weekend. |

et

bt

|  |  |
| --- | --- |
| I**'m**  You**'re**  He**'s**  She**'s**  We**'re**  They**'re** | **not going to go** camping this weekend. |

et

***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.

pp115

Exercise 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

Exercise 1. **CONVERSATION MODEL.** (audio 5:28)

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.

Exercise 2. **RHYTHM AND INTONATION.** (audio 5:29)

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

Exercise 3. **CONVERSATION ACTIVATOR.** (**DIGITAL: VIDEO**)

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 [ ].

ba

bND

Foto's van autorijden, stofzuigen, vissen, tv kijken en relaxen in een hangmat.

eND

ea

**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]?

Exercise 4. **CHANGE PARTNERS.**

Ask another classmate about his or her plans.

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## LESSON 3.

### GOAL: Share your dreams for the future

Exercise 1. **VOCABULARY: *Some dreams for the future.*** (audio 5:30, **DIGITAL: FLASH CARDS**)

Read and listen. Then listen again and repeat.

ba

bND

Acht foto's:

1. trouwen, 2. kinderen krijgen, 3. met pensioen gaan, 4. een kok die verpleegkundige wordt, 5. reizen, 6. veel geld verdienen, 7. geld geven aan een goed doel, 8. een verjaardagstaart met 100 erop.

eND

ea

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**.

Exercise 2. **LISTENING COMPREHENSION.**

Listen and complete each sentence with the Vocabulary.

1. She'd like to [get married].

2. He'd like to [ ].

3. She'd like to [ ].

4. He'd like to [ ].

5. She'd like to [ ].

6. She'd like to [ ].

7. He'd like to [ ].

8. She'd like to [ ].

Exercise 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...**

[ ] get married

[ ] graduate

[ ] travel

[ ] have children

[ ] move to a new country

[ ] move to a new city

[ ] move to a new apartment or a new house

[ ] study a new language

[ ] write a book

[ ] make a lot of money

[ ] give money to charity

[ ] learn to play a musical instrument

[ ] get a new car

[ ] meet a good-looking man

[ ] meet a good-looking woman

[ ] change careers

[ ] retire

[ ] paint my living room

[ ] buy a new refrigerator

[ ] OTHER [I'd like to...]

pp117

Exercise 4. **VOCABULARY PRACTICE.**

On the notepad, write three of your dreams from the survey on page 116.

Example: I'd like to move to a new city.

[ ]

Exercise 5. **PAIR WORK.**

Compare surveys with a partner. Ask and answer questions.

Example:

"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

Exercise 1. **CONVERSATION MODEL.** (audio 5:32)

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.

Exercise 2. **RHYTHM AND INTONATION.** (audio 5:33)

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

Exercise 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.

Exercise 4. **CHANGE PARTNERS.**

Ask another classmate what he or she would like to do.

pp118

## EXTENSION

Exercise 1. **READING.** (audio 5:34)

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.

ba

bND

Foto van Houdini die bij de handen en de voeten is geboeid. En van een rechtopstaande kist vol water waar een vrouw ondersteboven in hangt.

Text in image:

***HOUDINI***

PRESENTS HIS OWN ORIGINAL INVENTION

THE GREATEST SENSATIONAL MYSTERY EVER ATTEMPTED IN THIS OR ANY OTHER AGE

$200 REWARD TO ANY ONE PROVING THAT IT IS POSSIBLE TO OBTAIN AIR IN THE UP-SIDE-DOWN POSITION IN WHICH HOUDINI RELEASES HIMSELF FROM THIS WATER-FILLED-TORTURE-CELL.

eND

ea

In 1893, Houdini married 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 in1899, 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.

Exercise 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?]

**DIGITAL: MORE EXERCISES**

Exercise 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**

pp119

## REVIEW

**DIGITAL: GAMES**

**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?]

ba

bND

Text in image:

**Miranda Lewis**

Born August 3, 1993, San Antonio (U.S.)(foto van Miranda als baby)

1995-2008 Miranda's house Atlanta (U.S.) (foto van Miranda als jong meisje)

May 12, 2013 Millerton State Business College Las Vegas (U.S.) (tekening van Miranda die afstudeert)

Miranda today Los Angeles (U.S.) (tekening van een vrouw die aan het werk is)

Next year she'd like. (tekening van een bruiloft)

In three years she'd like ...(tekening van een vrouw met een baby)

eND

ea

**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

NOW I CAN

[ ] Get to know someone's life story.

[ ] Discuss plans.

[ ] Share my dreams for the future.

pp120

# Units 8-14 REVIEW

Exercise 1. **LISTENING COMPREHENSION.** (audio 5:37)

Listen to the conversations. Check the picture that answers each question.

1. Where does he live?

ba

bND

a. appartement, b. huis

eND

ea

[ ]

2. Where does he work?

ba

bND

a. huis, b. hoog gebouw

eND

ea

[ ]

3. Where does she work?

ba

bND

a. station, b. kantoorgebouw

eND

ea

[ ]

4. Where does she teach?

ba

bND

a. school, b. vliegtuig

eND

ea

[ ]

5. Where does she work?

ba

bND

a. restaurant, b. operatiekamer

eND

ea

[ ]

6. Where does his daughter work?

ba

bND

a. huis, b. school of kantoor

eND

ea

[ ]

Exercise 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.

ba

bND

Tekening van een appartement met:

keuken met fornuis, koelkast en vier kastjes

eetkamer met een tafel en vier stoelen

woonkamer met een groene bank, vier stoelen en een bureau

slaapkamer met twee eenpersoonsbedden met nachtkastjes en blauwe lampen, en een boekenkast

badkamer met een douche, toilet en wastafel

balkon met een rood tafeltje en twee rode stoeltjes

eND

ea

My new apartment!

Hey, Mel: I have this great furnished apartment. It has everything!

The (1) [ ] has a nice big stove and four (2) [ ].

There's a dining room with a (3) [ ] and four (4) [ ].

Next to the dining room (5) [ ] a large living room with a green (6) [ ]. And (7) [ ] four chairs: great for hanging out with my friends and watching (8) [ ].

There's no office, but there's a (9) [ ] in the living room. And I love the bedroom. It has a (10) [ ] for all my books. There are two (11) [ ] and two blue (12) [ ]. Very nice! There's even a beautiful balcony next to the bedroom, with a little (13) [ ] and two (14) [ ]. The bathroom is the only room that isn't perfect. (15) [ ] a shower but no (16) [ ].

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Exercise 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?] [Yes, there is.]

2. [ ] [ ]

3. [ ] [ ]

4. [ ] [ ]

5. [ ] [ ]

6. [ ] [ ]

Exercise 4. **GRAMMAR PRACTICE.**

Complete the conversations with the correct forms of the verbs.

1.

A: Where [ ] Jill (go) [ ] last weekend?

B: I'm not sure. I know she (want) [ ] to go camping.

A: Maybe she (go) [ ] camping, then.

2.

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

B: No way. We (be) [ ] there yesterday.

We (have) [ ] an awful time.

A: Why? What (be) [ ] wrong?

B: The water (be) [ ] really dirty, so I (not go) [ ] swimming.

3.

A: Where (be) [ ] you this morning?

B: Me? I (go) [ ] running.

A: Did Sheri (go) [ ] with you?

B: No. She (go) [ ] to class.

4.

A: [ ] you (work) [ ] yesterday?

B: No, I [ ]. Yesterday I (be) [ ] sick.

A: I'm sorry [ ] you (have) [ ] a fever?

B: Yes, I [ ].

Exercise 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

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Exercise 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. I / make breakfast [ ].

B: you / usually / make breakfast [ ]?

A: Actually, I / not cook often [ ].

But Gwen / study for a test. [ ]

2.

A: Hello?

B: Hi, Bonnie I / shop [ ] for food.

you / need [ ] anything from the store?

A: Actually, yes I / make [ ] a salad for dinner and I / not have [ ] any tomatoes.

B: No problem. They / sell [ ] those beautiful tomatoes from Mexico right now.

A: Great! I / like [ ] those tomatoes.

3.

A: Hello?

B: Hi, Liz. Where are you?

A: I / drive [ ] right now. Can I call you back?

B: Sure (you have) [ ] my office number? I / work [ ] today.

4.

A: Hello?

B: Hi, Stan. What time you / get up [ ] on Saturdays?

A: Why you / ask [ ] that now? It's only Thursday!

B: Because Maria / take [ ] her driving test at 8:30, and she / need [ ] a ride to the test.

Exercise 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.

Example:

"Are there any apples on your table?"

"No, there aren't."

ba

bND

Tekening van twee tafels met:

Partner A

een pak spaghetti, 3 bananen, 3 bolletjes knoflook, 2 tomaten, 1 pak mell

Partner B

een pak suiker, een flesje appelsap, een doos met 4 eieren, een groene paprika

eND

ea

Exercise 8. **GRAMMAR PRACTICE.**

Write questions to complete each conversation.

1.

A: [ ]?

B: I usually eat lunch at the office.

2.

A: [ ]?

B: Dana and Eric? They went to Colorado.

3.

A: [ ]?

B: Milk? We need two large containers.

4.

A: [ ]?

B: Sally teaches math.

5.

A: [ ]?

B: Madhur was born in India.

6.

A: [ ]?

B: No, I can't. I sing very badly.

7.

A: [ ]?

B: No. I'm not going to graduate this year.

8.

A: [ ]?

B: She broke her leg.

9.

A: [ ]?

B: Oh, that's Scarlett Johansson, the actress.

10.

A: [ ]?

B: Yes. My parents can speak Arabic, but I can't.

pp123

Exercise 9. **LISTENING COMPREHENSION.** (audio 5:38)

Listen to the conversations. Check Past, Present, or Future.

Then listen again and check your work.

bt

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Past** | **Present** | **Future** |
| 1 | [ ] | X | [ ] |
| 2 | [ ] | [ ] | [ ] |
| 3 | [ ] | [ ] | [ ] |
| 4 | [ ] | [ ] | [ ] |
| 5 | [ ] | [ ] | [ ] |
| 6 | [ ] | [ ] | [ ] |

et

Exercise 10. **VOCABULARY / GRAMMAR PRACTICE.**

Express sympathy to each person. Make suggestions with ***should*** and ***shouldn't***.

ba

bND

Text in image:

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 [ ].

eND

ea

Exercise 11. **CONVERSATION PRACTICE.**

Discuss relatives and friends. Start like this:

**Ideas**

- Appearance

- Studies

- Abilities

- Life events

- Dreams for the future

Example: "Tell me about your mother. Where was she born?"

**RECYCLE THIS LANGUAGE.**

And your [father]?

Really?

No kidding.

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# Reference Charts

## COUNTRIES AND NATIONALITIES

Argentina - Argentinean / Argentine

Australia - Australian

Belgium - Belgian

Bolivia - Bolivian

Brazil - Brazilian

Canada - Canadian

Chile - Chilean

China - Chinese

Colombia - Colombian

Costa Rica - Costa Rican

Ecuador - Ecuadorian

Egypt - Egyptian

El Salvador - Salvadorean

France - French

Germany - German

Greece - Greek

Guatemala - Guatemalan

Holland - Dutch

Honduras - Honduran

Hungary - Hungarian

India - Indian

Indonesia - Indonesian

Ireland - Irish

Italy - Italian

Japan - Japanese

Korea - Korean

Lebanon - Lebanese

Malaysia - Malaysian

Mexico - Mexican

Nicaragua - Nicaraguan

Panama - Panamanian

Paraguay - Paraguayan

Peru - Peruvian

Poland - Polish

Portugal - Portuguese

Russia - Russian

Saudi Arabia - Saudi / Saudi Arabian

Spain - Spanish

Sweden - Swedish

Switzerland - Swiss

Taiwan - Chinese

Thailand - Thai

Turkey - Turkish

the United Kingdom - British

the United States - American

Uruguay - Uruguayan

Venezuela - Venezuelan

Vietnam - Vietnamese

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

100 - one hundred

500 - five hundred

1,000 - one thousand

5,000 - five thousand

10,000 - ten thousand

100,000 - one hundred thousand

1,000,000 - one million

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**

be - was / were

break - broke

bring - brought

buy - bought

choose - chose

come - came

cut - cut

do - did

draw - drew

drink - drank

drive - drove

eat - ate

fall - fell

feel - felt

find - found

get - got

give - gave

go - went

grow - grew

hang out - hung out

have - had

hear - heard

hurt - hurt

lie - lay

make - made

meet - met

put - put

read - read

ride - rode

say - said

see - saw

sing - sang

sit - sat

sleep - slept

stand - stood

swim - swam

take - took

teach - taught

tell - told

think - thought

throw - threw

wear - wore

write - wrote

## PRONUNCIATION TABLE

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

**Vowels**

**Symbol - Key Words**

i: - f**ee**d

i - d**i**d

ei - d**a**te, t**a**ble

e - b**e**d, n**e**ck

ä - b**a**d, h**a**nd

o - b**o**x, f**a**ther

o: - w**a**sh

oö - c**o**mb, p**o**st

ö - b**oo**k, g**oo**d

u - b**oo**t, f**oo**d, st**u**dent

u - b**u**t, m**o**ther

ë - b**a**nan**a**, **a**round

u: - sh**i**rt, b**ir**thday

ai - cr**y**, **eye**

aö - ab**ou**t, h**ow**

oi - b**oy**

ir - h**ere**, n**ear**

er - ch**air**

ar - guit**ar**, **are**

o:r - d**oo**r, ch**ore**

ör - t**our**

**Consonants**

**Symbol - Key Words**

p - **p**ark, ha**pp**y

b - **b**ack, ca**bb**age

t - **t**ie

d - **d**ie

k - **c**ame, **k**itchen, **qu**arter

g - **g**ame, **g**o

tsh - **ch**icken, wa**tch**

dzh - **j**acket, oran**ge**

f - **f**ace, **ph**otogra**ph**er

v - **v**acation

th - **th**ing, ma**th**

dh - **th**en, **th**at

s - **c**ity, **ps**ychology

z - plea**s**e, goe**s**

t - bu**tt**er, bo**tt**le

t - bu**tt**on

sh - **sh**e, sta**t**ion, spe**c**ial, discu**ss**ion

zh - lei**s**ure

h - **h**ot, **wh**o

m - **m**en

n - su**n**, **kn**ow

ng - su**ng**, si**ng**er

w - **w**eek, **wh**ite

l - **l**ight, **l**ong

r - **r**ain, **wr**iter

y - **y**es, **u**se, m**u**sic

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# Vocabulary Booster

bND

De afbeeldingen in dit hoofdstuk zijn niet apart beschreven. De betekenis van de woorden staat tussen haakjes achter het Engelse woord.

eND

## UNIT 1.

**MORE OCCUPATIONS** (audio 5:39)

1. an accountant (accountant)

2. a bank teller (bankmedewerker)

3. an electrician (elektricien)

4. a florist (bloemist)

5. a gardener (tuinman)

6. a grocery clerk (kruidenier)

7. a hairdresser (kapper)

8. a mechanic (monteur)

9. a pharmacist (apotheker)

10. a professor (leraar)

11. a reporter (verslaggever)

12. a salesperson (verkoper)

13. a travel agent (reisagent)

14. a secretary (secretaresse)

15. a server / a waiter (ober)

16. a nurse (verpleegkundige)

17. a lawyer (advocaat)

**Write five statements about the pictures**.

**Use *He* or *She* and the verb *be***.

For example:

[She's an accountant.]

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## UNIT 2.

**MORE RELATIONSHIPS** (audio 5:40)

1. a supervisor (leidinggevende)

2. an employee (werknemer)

3. teammates (teamgenoten)

**MORE TITLES** (audio 5:41)

1. Doctor [Smith] or Dr. [Smith] (dokter)

2. Professor [Brown] (meneer, professor)

3. Captain [Jones] (kapitein)

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

For example: [He's her supervisor.]

## UNIT 3.

**MORE PLACES IN THE NEIGHBORHOOD** (audio 5:42)

1. a clothes store (kledingwinkel)

2. an electronics store (elektronicazaak)

3. a fire station (brandweerkazerne)

4. a police station (politiebureau)

5. a shoe store (schoenwinkel)

6. a toy store (speelgoedwinkel)

7. a dry cleaners (stomerij)

8. a gas station (benzinestation)

9. a hotel (hotel)

10. a supermarket (supermarkt)

11. a convenience store (warenhuis)

12. a travel agency (reisbureau)

13. a post office (postkantoor)

14. a taxi stand (taxistandplaats)

**Write five questions about the places.**

For example:

[Where's the clothes store?]

[Can I walk to the hotel?]

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## UNIT 4.

**MORE ADJECTIVES TO DESCRIBE PEOPLE** (audio 5:43)

1. slim/thin (slank, dun)

2. heavy (zwaar, dik)

3. skinny (mager)

4. muscular (gespierd)

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

For example:

[She's very] [ ].

## UNIT 5.

**MORE EVENTS** (audio 5:44)

ba

bND

Text in image:

42

eND

ea

1. a ballet (ballet)

2. an opera (opera)

3. an exhibition (tentoonstelling)

4. a football game (voetbalwedstrijd)

5. a volleyball game (volleybalwedstrijd)

6. a baseball game (honkbalwedstrijd)

7. a play (toneelstuk)

8. a speech / a talk (lezing / presentatie)

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

For example:

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

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## UNIT 6.

**MORE CLOTHES** (audio 5:45)

1. swimsuits / bathing suits (zwempak / zwembroek)

2. a bathrobe (badjas)

3. a coat (jas)

4. boots (laarzen)

5. a hat (hoed)

6. jeans (spijkerbroek)

7. a nightgown (nachtjapon)

8. an umbrella (paraplu)

9. a raincoat (regenjas)

10. sandals (sandalen)

11. pajamas (pyjama)

12. a T-shirt (T-shirt)

13. shorts (korte broek)

14. pantyhose (panty)

15. socks (sokken)

16. underwear (ondergoed)

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

For example:

[What color are the boots?]

[They're brown.]

## UNIT 7.

**MORE HOUSEHOLD CHORES** (audio 5:46)

1. dust (afstoffen)

2. sweep (vegen)

3. mop (dweilen)

4. vacuum (stofzuigen)

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

For example: [I usvally dust once a week.]

pp129

## UNIT 8.

**MORE HOME AND OFFICE VOCABULARY** (audio 5:47)

1. a roof (dak)

2. a fence (hek)

3. a driveway (oprit)

4. an intercom (intercom)

5. a doorbell (deurbel)

6. a fire escape (brandtrap)

7. a pillow (kussen)

8. a sheet (laken)

9. a blanket (deken)

10. a shower curtain (douchegordijn)

11. a bath mat (badmat)

12. a faucet (kraan)

13. towels (handdoeken)

14. a medicine cabinet (medicijnkastje)

15. toothpaste (tandpasta)

16. a toothbrush (tandenborstel)

17. a burner (gaspit)

18. an oven (oven)

19. a dishwasher (afwasmachine)

20. a coffee maker (koffiezetapparaat)

21. a ladle (pollepel)

22. a pot (pan)

23. a food processor (snijmachine voor groente)

24. a napkin (servet)

25. a place mat (placemat)

26. a glass (glas)

27. a fork (vork)

28. a knife (mes)

29. a tablespoon / a soup spoon (eetlepel / soeplepel)

30. a teaspoon (theelepel)

31. a plate (bord)

32. a bowl (kom / soepbord)

33. a cup (kopje)

34. a saucer (schoteltje)

35. a filing cabinet (archiefkast)

36. a fax machine (fax)

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

For example:

[My apartment has a fire escape.]

[I have blue plates and bowls in my cabinets.]

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## UNIT 9.

**MORE WEATHER VOCABULARY** (audio 5:48)

1. a thunderstorm (onweer)

2. a snowstorm (sneeuwstorm)

3. a hurricane (orkaan)

4. a tornado (tornado)

**THE FOUR SEASONS** (audio 5:49)

1. spring (lente, voorjaar)

2. summer (zomer)

3. fall/autumn (herfst, najaar)

4. winter (winter)

**Write four statements about the weather and seasons pictures.**

For example: [It's not raining.]

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## UNIT 10.

**MORE VEGETABLES** (audio 5:50)

1. carrots (wortelen)

2. brussels sprouts (spruitjes)

3. leeks (prei)

4. cabbage (kool)

5. broccoli (broccoli)

6. cauliflower (bloemkool)

7. lettuce (sla)

8. corn (mais)

9. peas (erwten)

10. asparagus (asperges)

11. cucumbers (komkommers)

12. an eggplant (aubergine)

13. beans (sperziebonen)

14. celery (bleekselderij)

15. garlic (knoflook)

**MORE FRUITS** (audio 5:51)

1. a grapefruit (grapefruit)

2. a lime (limoen)

3. a pineapple (ananas)

4. grapes (druiven)

5. a pear (peer)

6. an apricot (abrikoos)

7. a peach (perzik)

8. a strawberry (aardbei)

9. a raspberry (framboos)

10. an avocado (avocado)

11. a papaya (papaja)

12. a mango (mango)

13. a kiwi (kiwi)

14. a watermelon (watermeloen)

15. raisins (rozijnen)

16. figs (vijgen)

17. prunes (pruimen)

18. dates (dadels)

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

For example: [I like avocadoes. My sitter doesn't like avocadoes.]

pp132

## UNIT 11.

**MORE OUTDOOR ACTIVITIES** (audio 5:52)

1. go horseback riding (paardrijden)

2. go sailing (zeilen)

3. play golf (golfen)

4. go rollerblading (skeeleren)

5. go snorkeling (snorkelen)

6. go rock climbing (bergbeklimmen)

7. go ice skating (schaatsen)

8. go windsurfing (surfen)

**Write five sentences to describe the photos.**

**Use the simple past tense.**

For example: [She went horseback riding.]

## UNIT 12.

**MORE PARTS OF THE BODY** (audio 5:53)

1. forehead (voorhoofd)

2. cheek (wang)

3. lip (lip)

4. earlobe (oorlel)

5. tongue (tong)

6. elbow (elleboog)

7. thigh (dij)

8. calf (kuit)

**Describe one of the people. Write three statements. Use the Vocabulary from Unit 12.**

For example: [She has straight brown hair.]

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## UNIT 13.

**MORE MUSICAL INSTRUMENTS** (audio 5:54)

1. a cello (cello)

2. a piano (piano)

3. a tuba (tuba)

4. a trumpet (trompet)

5. a trombone (tromboe)

6. a flute (dwarsfluit)

7. a clarinet (klarinet)

8. a saxophone (saxofoon)

9. a xylophone (xylofoon)

10. a recorder (blokfluit)

11. an accordion (accordeon)

12. drums (drumstel)

**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.]

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## UNIT 14.

**MORE ACADEMIC SUBJECTS** (audio 5:55)

1. art (kunst)

2. drama (toneel)

3. science (exacte wetenschap)

4. biology (biologie)

5. chemistry (scheikunde)

6. history (geschiedenis)

**MORE LEISURE ACTIVITIES** (audio 5:56)

1. go skiing (skiën)

2. go hiking (wandelen)

3. play (spelen)

4. garden (tuinieren)

5. go on a cruise (op een cruise gaan)

6. get a manicure (een manicure krijgen)

**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.]

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# Grammar Booster

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

## UNIT 1.

Exercise 1.

Write each sentence again. Use a contraction.

1. He is an engineer. [He's an engineer.]

2. We are teachers. [ ]

3. No, we are not. [ ]

4. They are not artists. [ ]

5. I am a student. [ ]

6. She is a chef. [ ]

Exercise 2.

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

1. [a] chef

2. [ ] actor

3. [ ] banker

4. [ ] musician

5. [ ] scientist

6. [ ] architect

7. [ ] photographer

Exercise 3.

Complete each sentence with the correct subject pronoun.

1. Mary is a student. [She] is a student.

2. Ben is a student, too. [ ] is a student, too.

3. My name is Nora. [ ] am an artist.

4. Your occupation is doctor. [ ] are a doctor.

5. Jane and Jason are scientists. [ ] are scientists.

Exercise 4.

Write a question for each answer.

1.

A: [Are you musicians]?

B: Yes, we are. We're musicians.

2.

A: [ ]?

B: No, they're not teachers. They're scientists.

3.

A: [ ]?

B: Yes. Ann is a doctor.

4.

A: [ ]?

B: No. Ellen is an architect. She's not a writer.

5.

A: [ ]?

B: Yes, I'm a pilot.

6.

A: [ ]?

B: No. We're not flight attendants. We're pilots.

Exercise 5.

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

**Proper nouns**

1. [New York City]

2. [ ]

3. [ ]

4. [ ]

5. [ ]

6. [ ]

**Common nouns**

7. [a city]

8. [ ]

9. [ ]

10. [ ]

11. [ ]

12. [ ]

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## UNIT 2.

Exercise 1.

Write the correct possessive adjectives.

1. Miss Kim is Mr. Smith's student. Mr. Smith is [her] teacher.

2. Mr. Smith is Miss Kim's teacher. Miss Kim is [ ] student.

3. Mrs. Krauss is John's teacher. Mrs. Krauss is [ ] teacher.

4. John is Mrs. Krauss's student. John is [ ] student.

5. Are [ ] colleagues from Japan? No, they aren't. My colleagues are from South Korea.

6. Mr. Bello is [ ] teacher. I am [ ] student.

7. Jake is not Mrs. Roy's student. He's [ ] boss!

8. Mr. Gee is not Jim and Sue's teacher. He's [ ] doctor.

Exercise 2.

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

1. Ms. Tomiko Matsuda: [She's from] Hamamatsu, Japan.

2. Miss Berta Soliz: [ ] Monterrey, Mexico.

3. Mr. and Mrs. Franz Heidelberg: [ ] Berlin, Germany.

4. Mr. George Crandall: [ ] Victoria, Canada.

5. Ms. Mary Mellon: [ ] Melbourne, Australia.

6. Mr. Jake Hild and Ms. Betty Parker: [ ] Los Angeles, U.S.

7. Mr. Cui Jing Wen: [ ] Wuhan, China.

8. Ms. Noor Bahjat: [ ] Cairo, Egypt.

Exercise 3.

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

1. [What's] your name?

2. [ ] are you from?

3. [ ] his e-mail address?

4. [ ] she a student?

5. [ ] her phone number?

6. [ ] they colleagues?

7. [ ] he from China?

8. [ ] their first names?

Exercise 4.

Complete each question with the correct possessive adjective.

1.

A: What's [your] name?

B: I'm Mrs. Barker.

2.

A: What's [ ] last name?

B: My last name is Lane.

3.

A: What's [ ] address?

B: Mr. Marsh's address is 10 Main Street.

4.

A: What's [ ] e-mail address?

B: Ms. Down's e-mail address? It's down5@unet.com.

5.

A: What are [ ] first names?

B: They're Gary and Rita.

6.

A: What's [ ] phone number?

B: Miss Gu's number is 555-0237.

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## UNIT 3.

Exercise 1.

Write the sentences with contractions.

1. Where is the pharmacy? [Where's the pharmacy?]

2. It is down the street. [ ]

3. It is not on the right. [ ]

4. What is your name? [ ]

5. What is your e-mail address? [ ]

6. She is an architect. [ ]

7. I am a teacher. [ ]

8. You are my friend. [ ]

9. He is her neighbor. [ ]

10. They are my classmates. [ ]

Exercise 2.

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

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

2. Don't walk. [ ] the bus to the bank.

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

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

Exercise 3.

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

1.

A: [Where's] the pharmacy?

B: The pharmacy? [ ] across the street.

2.

A: [ ] the newsstand?

B: [ ] down the street on the right.

3.

A: [ ] I [ ] to the restaurant?

B: No, don't walk. [ ] a taxi.

4.

A: [ ] do you go to school?

B: Me? I go [ ] motorcycle.

## UNIT 4.

Exercise 1.

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

1.

A: [Who's he]?

B: He's my grandfather.

2.

A: [ ]?

B: She's my mother.

3.

A: [ ]?

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

4.

A: [ ]?

B: They're Ms. Breslin's grandparents.

5.

A: [ ]?

B: She's Sam's wife.

6.

A: [ ]?

B: They're his wife and son.

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Exercise 2.

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

1. so / father / my / handsome [My father is so handsome.]

2. brother / very / her / short [ ]

3. grandchildren / cute / neighbor's / so / my [ ]

4. his / tall / not / sister / very [ ]

5. grandfather / very / old / my / not [ ]

6. girlfriend / pretty / so / brother's / my [ ]

Exercise 3.

Complete the sentences. Use ***have*** or ***has***.

1. I [have] two brothers.

2. She [ ] one child.

3. They [ ] four grandchildren.

4. We [ ] six children.

5. You [ ] ten brothers and sisters!

6. He [ ] three sisters.

Exercise 4.

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

1. [How old are] your children?

2. [ ] his son?

3. [ ] her grandchildren?

4. [ ] Nancy's sisters?

5. [ ] Matt's daughter?

6. [ ] their grandmother?

## UNIT 5.

Exercise 1.

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

1. [What time is it?] It's 6:30.

2. [ ] The party is at ten o'clock.

3. [ ] The dinner is on Friday.

4. [ ] The dance is at 11:30 on Saturday.

5. [ ] The concert is in May.

6. [ ] The meeting is at noon.

7. [ ] It's a quarter to two.

8. [ ] The movie is on Wednesday.

Exercise 2.

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

1. The concert is [in] March.

2. The dinner is [ ] Friday [ ] 6:00.

3. The party is [ ] April 4th [ ] 9:00.

4. The movie is [ ] 3:00 P.M. [ ] Tuesday.

5. The game is [ ] noon [ ] Monday.

6. The meeting is [ ] August 10th [ ] 9:00 A.M.

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## UNIT 6.

Exercise 1.

Complete each sentence with the correct form of the verb.

1. They (have) [have] nice ties at this store.

2. She (want) [ ] a long blue skirt for the party.

3. I (like) [ ] my shoes.

4. We (not have) [ ] clean shirts.

5. Our children (not need) [ ] blue pants for school.

6. she / like [ ] short skirts?

7. your wife / need [ ] new shoes?

8. I / need [ ] a suit for work?

9. Why she / like [ ] those old shoes?

10. Which shirt you / want [ ] for tomorrow?

11. they / have [ ] this sweater in extra large?

Exercise 2.

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

1. I like (this / these) red sweaters.

2. I don't like (this / these) skirt. It's too long.

3. Why do you want (that / those) black pants?

4. (That / These) skirt is great for the school concert.

Exercise 3.

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

1. What clothes do you need? [ ]

2. Do you need new shoes? [ ]

3. Do you have a long skirt? [ ]

4. Do you like pink shirts? [ ]

5. Do you have a loose sweater? [ ]

6. Do you like expensive clothes? [ ]

## UNIT 7.

Exercise 1.

Write the third-person singular form of each verb.

1. shave [shaves]

2. brush [ ]

3. go [ ]

4. have [ ]

5. study [ ]

6. do [ ]

7. take [ ]

8. play [ ]

9. exercise [ ]

10. visit [ ]

11. practice [ ]

12. wash [ ]

13. come [ ]

14. change [ ]

15. make [ ]

16. get [ ]

17. comb [ ]

18. put [ ]

19. eat [ ]

20. watch [ ]

21. clean [ ]

22. read [ ]

23. check [ ]

24. listen [ ]

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Exercise 2.

Complete each question with ***do*** or ***does***.

1. When [do] you go shopping?

2. What time [ ] she make dinner?

3. How often [ ] they clean the house?

4. What time [ ] your son come home?

5. How often [ ] your parents go out for dinner?

6. What time [ ] you go to bed?

7. When [ ] our teacher check e-mail?

8. How often [ ] Alex do the laundry?

Exercise 3.

Unscramble the words and write sentences in the simple present tense. Begin each sentence with a capital letter.

End with a period (.).

1. usually / on weekends / go shopping / she [She usually goes shopping on weekends.]

2. go dancing / my sisters / on Fridays / sometimes [ ]

3. in the morning / never / check e-mail / I [ ]

4. always / my daughter/ to work / take the bus [ ]

5. we / to school / walk / never [ ]

6. sometimes / my brother / after work / visit his friends [ ]

Exercise 4.

Complete each response with ***do*** or ***does***.

1. Who takes out the garbage in your house? My daughter [does].

2. Who washes the dishes in your family? [ ].

3. Who makes dinner? My parents [ ].

4. Who does the laundry in your house? My brother [ ].

5. Who watches TV before dinner? My granddaughter [ ].

6. Who takes a bath in the evening? My sister [ ].

## UNIT 8.

Exercise 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 [ ]

Exercise 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.

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Exercise 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 12th 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.

Exercise 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 9.

Exercise 1.

Write the present participle of the following base forms.

1. rain [raining]

2. snow [ ]

3. watch [ ]

4. eat [ ]

5. take [ ]

6. drive [ ]

7. check [ ]

8. make [ ]

9. do [ ]

10. exercise [ ]

11. shave [ ]

12. put [ ]

13. comb [ ]

14. brush [ ]

15. come [ ]

16. wear [ ]

17. shop [ ]

18. go [ ]

19. study [ ]

20. listen [ ]

21. wash [ ]

22. play [ ]

23. read [ ]

24. clean [ ]

25. work [ ]

26. write [ ]

27. talk [ ]

28. buy [ ]

Exercise 2.

Check (X) the sentences that indicate a future plan.

[X] 1. On Tuesday I'm working at home.

[ ] 2. I'm watching TV right now.

[ ] 3. Is Marina taking a shower?

[ ] 4. Where is she going tomorrow night?

[ ] 5. Jen's eating dinner.

[ ] 6. I'm driving to the mall this afternoon.

[ ] 7. I'm studying Arabic this year. My teacher is very good.

[ ] 8. Who's making dinner on Saturday?

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Exercise 3.

Complete each conversation with the present continuous.

1.

A: What / you / do [What are you doing]?

B: I / wash [ ] my hair.

2.

A: where / she / drive [ ]?

B: she / go [ ] to the bookstore.

3.

A: why / he / take [ ] the bus?

B: Because it / rain [ ].

4.

A: we / eat [ ] at home tonight?

B: No. we / go [ ]out for dinner.

5.

A: Maya / wear [ ] a dress to the party?

B: No. she / not wear [ ] a dress she / wear [ ] pants.

## UNIT 10.

Exercise 1.

Complete each question with ***How much*** or ***How many***.

1. [How much] sugar do you want in your coffee?

2. [ ] onions do you need for the potato pancakes?

3. [ ] cans of coffee are there on the shelf?

4. [ ] meat do you eat every day?

5. [ ] loaves of bread do we need for dinner?

6. [ ] pepper would you like in your chicken salad?

7. [ ] bottles of oil does she need from the store?

8. [ ] eggs do you eat every week?

9. [ ] oranges are there? I want to make orange juice.

10. [ ] pasta would you like?

Exercise 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

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## UNIT 11.

Exercise 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 [ ].

Exercise 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) [go] to work yesterday?

YOU: [ ]

2. What time [ ] you (make) [ ] dinner?

YOU: [ ]

3. What [ ] you (eat) [ ] for breakfast?

YOU: [ ]

4. Who (eat) [ ] breakfast with you?

YOU: [ ]

5. What [ ] you (buy) [ ] this week?

YOU: [ ]

## UNIT 12.

Exercise 1.

Write (a) a sentence with ***be*** and (b) a sentence with ***have***. Use a period (.)

1. Kate / hair / long / straight

a. [Kate's hair is long and straight.]

b. [Kate has long straight hair.]

2. George / short / black / hair

a. [ ]

b. [ ]

3. Harry / long / curly / hair

a. [ ]

b. [ ]

4. Mary / eyes / blue

a. [ ]

b. [ ]

5. Adam / beard / gray

a. [ ]

b. [ ]

6. Amy / pretty / eyes

a. [ ]

b. [ ]

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Exercise 2.

Complete each sentence with ***should*** and a verb from the box.

call - (not) exercise - go - watch - make - (not) play - see - get

1. It's your birthday. You [should go] out for dinner!

2. I'm sorry you have a toothache. You [ ] a dentist.

3. There's a movie on TV tonight. We [ ] it.

4. You have a cold? You [ ] today.

5. We have tomatoes, potatoes, and onions. We [ ] tomato potato soup for dinner tonight!

6. Pam's taking a shower right now. You [ ] back later.

7. Martin has a headache. He [ ] soccer tonight.

8. It's time for bed. You [ ] undressed.

## UNIT 13.

Exercise 1.

Write sentences with the simple present tense and the adverbs ***well*** or ***badly***. Begin each sentence with a capital letter. End with a period (.).

1. my father / sing / really well [My father sings really well.]

2. my mother / cook French food / well [ ]

3. my grandfather / play the guitar / badly [ ]

4. my grandmother/sew clothes / very well [ ]

5. my sister/knit sweaters / well [ ]

6. my friend / draw pictures / really well [ ]

7. I / play the violin / badly [ ]

Exercise 2.

Answer each question with true information. Use short answers with ***can*** or ***can't***. Begin each answer with a capital letter. End with a period (.)

1. Can you play the piano? [ ]

2. Can you ski? [ ]

3. Can your parents sing well? [ ]

4. Can your friends speak English? [ ]

5. Can you draw? [ ]

6. Can your father fix things? [ ]

Exercise 3.

Complete each sentence. Use ***too*** and an adjective.

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

ba

bND

Foto van een lange rok.

eND

ea

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

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ba

bND

Foto van een te groot shirt.

eND

ea

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

ba

bND

Foto van een duur pak.

eND

ea

4. I don't want that suit. It's [ ].

ba

bND

Foto van een te klein shirt.

eND

ea

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

## UNIT 14.

Exercise 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? [ ]

Exercise 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.

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# Writing Booster

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

## UNIT 1.

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

Is Martin a flight attendant?

Is he a musician?

Is Tim a musician?

Is he a manager?

Is Marie a flight attendant?

Example: [No. He's not a flight attendant.]

1. [ ]

2. [ ]

3. [ ]

4. [ ]

5. [ ]

## UNIT 2.

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

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

1. Write about a friend: [ ]

2. Write about a classmate: [ ]

3. Write about a neighbor: [ ]

4. Write about a boss, colleague, or teacher: [ ]

## UNIT 3.

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

Example:

**Q**: [Where's the bank?]

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

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

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

1.

**Q**: [ ]

**A**: [ ]

2.

**Q**: [ ]

**A**: [ ]

3.

**Q**: [ ]

**A**: [ ]

4.

**Q**: [ ]

**A**: [ ]

5.

**Q**: [ ]

**A**: [ ]

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## UNIT 4.

**Guided Writing Practice**: Choose two relatives. Write about each person.

Answer some of these questions.

How old is [he / she]?

Is [he / she] tall or short?

Is [he / she] old or young?

Is [he / she] good-looking? cute?

What's [his / her] occupation?

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

1. [ ]

2. [ ]

## UNIT 5.

**Guided Writing Practice**: Look at the event announcements on pages 42 and 43.

Choose five events. Write sentences about the events below.

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

The movie [ ]

The meeting [ ]

The dance [ ]

The volleyball game [ ]

The basketball game [ ]

The dinner [ ]

The "Evening" concert [ ]

The "welcome" party [ ]

## UNIT 6.

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

Do you want new clothes? Why?

Do you need new clothes? Why?

What clothes do you need?

What size do you need?

What colors do you like?

Example:

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

[ ]

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## UNIT 7.

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

What do you do in the morning?

What do you do in the afternoon?

What do you do in the evening?

What do you do on Saturdays and Sundays?

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

[ ]

## UNIT 8.

**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 ...]

bt

|  |  |  |
| --- | --- | --- |
|  | **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? |  |  |

et

## UNIT 9.

**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?

Example:

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

[ ]

## UNIT 10.

**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 ...]

[ ]

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## UNIT 11.

**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 12.

**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?

How old is the person?

Is he or she tall or short?

Is he or she good-looking?

What color is his or her hair?

Is it short or long? Straight, wavy, or curly?

What color are his or her eyes?

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 13.

**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 ...]

bt

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Yes, they can.** | **They can sometimes.** | **No, they can't.** |
| work | [ ] | [ ] | [ ] |
| cook meals | [ ] | [ ] | [ ] |
| live on the second floor | [ ] | [ ] | [ ] |
| get dressed | [ ] | [ ] | [ ] |
| take a shower or bath | [ ] | [ ] | [ ] |
| clean the house | [ ] | [ ] | [ ] |
| exercise / go running / go bike riding | [ ] | [ ] | [ ] |
| drive a car | [ ] | [ ] | [ ] |
| go dancing | [ ] | [ ] | [ ] |
| other [ ] | [ ] | [ ] | [ ] |

et

## UNIT 14.

**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?

Where do you live now?

Where did you grow up?

What school did you go to?

What did you study? (Or what are you studying now?)

Did you graduate?

What are your dreams for the future? (Write *I'd like ...)*

Example: [I Was born on September 3rd, 1999 in ...]

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# Top Notch Pop Lyrics

## What Do You Do? [Unit 1]

(audio 1:30/1:31)

**(CHORUS)**

**What do you do?**

**What do you do?**

I'm a student.

You're a teacher.

She's a doctor.

He's a nurse.

What about you?

What do you do?

I'm a florist.

You're a gardener.

He's a waiter.

She's a chef.

Do-do-do-do...

That's what we do.

It's nice to meet you.

What's your name?

Can you spell that, please?

Thank you.

Yes, it's nice to meet you, too.

**(CHORUS)**

We are artists and musicians, architects, and electricians.

How about you?

What do you do?

We are bankers, we are dentists,

engineers, and flight attendants.

Do-do-do-do...

That's what we do.

Hi, I'm Linda. Are you John?

No, he's right over there.

Excuse me. Thank you very much.

Good-bye.

Do-do-do-do...

Do-do-do-do...

Do-do-do-do...

Do-do-do-do...

## Excuse Me, Please [Unit 2]

(audio 1:46/1:47)

**(CHORUS)**

**Excuse me - please excuse me.**

**What's your number?**

**What's your name?**

**I would love to get to know you, and I hope you feel the same.**

I'll give you my e-mail address.

Write to me at my dot-com.

You can send a note in English

so I'll know

who it came from.

Excuse me - please excuse me.

Was that 0078?

Well, I think the class is starting, and I don't

want to be late.

But it's really nice to meet you.

I'll be seeing you again.

Just call me on my cell phone

when you're looking for a friend.

**(CHORUS)**

So welcome to the classroom.

There's a seat right over there.

I'm sorry, but you're sitting in our teacher's favorite chair!

Excuse me - please excuse me.

What's your number?

What's your name?

## Tell Me All About It [Unit 4]

(audio 2:15/2:16)

Tell me about your father.

He's a doctor and he's very tall.

And how about your mother?

She's a lawyer. That's her picture on the wall.

Tell me about your brother.

He's an actor, and he's twenty-three.

And how about your sister?

She's an artist. Don't you think she looks like me?

**(CHORUS)**

**Tell me about your family - who they are and what they do.**

**Tell me all about it.**

**It's so nice to talk with you.**

Tell me about your family.

I have a brother and a sister, too.

And what about your parents?

Dad's a teacher, and my mother's eyes are blue.

**(CHORUS)**

Who's the pretty girl in that photograph?

That one's me!

You look so cute!

Oh, that picture makes me laugh!

And who are the people there, right below that one?

Let me see ... that's my mom and dad.

They both look very young.

**(CHORUS)**

Tell me all about it.

Tell me all about it.

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

(audio 2:35/2:36)

It's early in the evening -

6:15 P.M.

Here in New York City a summer night begins.

I take the bus at seven down the street from City Hall.

I walk around the corner when I get your call.

**(CHORUS)**

**Let's make a date.**

**Let's celebrate.**

**Let's have a great time out.**

Let's meet in the Village on Second Avenue next to the museum there.

What time is good for you?

It's a quarter after seven.

There's a very good new show weekdays at the theater.

Would you like to go?

**(CHORUS)**

Sounds great. What time's the show?

The first one is at eight.

And when's the second one?

The second show's too late.

OK, how do I get there? The trains don't run at night.

No problem. Take a taxi.

The place is on the right.

Uh-oh! Are we late?

No, we're right on time.

It's 7:58.

Don't worry. We'll be fine!

**(CHORUS)**

## On the Weekend [Unit 7]

(audio 3:15/3:16)

**(CHORUS)**

**On the weekend, when we go out, there is always so much joy and laughter.**

**On the weekend, we never think about the days that come before and after.**

He gets up every morning.

Without warning, the bedside clock rings the alarm.

So he gets dressed - he does his best to be on time.

He combs his hair, goes down the stairs, and makes some breakfast.

A bite to eat, and he feels fine.

Yes, he's on his way to one more working day.

**(CHORUS)**

On Thursday night,

when he comes home from work, he gets undressed, and if his room's a mess, he cleans the house. Sometimes he takes a rest.

Maybe he cooks something delicious, and when he's done

he washes all the pots and dishes, then goes to bed.

He knows the weekend's just ahead.

**(CHORUS)**

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(audio 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)**

## Fruit Salad, Baby [Unit 10]

(audio 4:17/4:18)

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)**

## My Favorite Day [Unit 11]

(audio 4:34/4:35)

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)**

## She Can't Play Guitar [Unit 13]

(audio 5:17/5:18)

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)**

## I Wasn't Born Yesterday [Unit 14]

(audio 5:35/5:36)

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)**

# Overige informatie boek

## Colofon uitgave

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**In Memoriam**

**Rob Morsberger (1959-2013)**

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

33 2019

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